

# Close-up

STUDENT'S BOOK

C1

Angela Healan  
Katrina Gormley

SECOND EDITION

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## 1

## Scaling the Heights

<b>Reading:</b>	multiple matching, dealing with multiple matchings
<b>Vocabulary:</b>	success-related vocabulary, phrasal verbs, prepositions, collocations & expressions
<b>Grammar:</b>	review of present & past tenses, <i>used to</i> & <i>would</i>
<b>Listening:</b>	multiple-choice questions, listening to short extracts
<b>Speaking:</b>	talking about achievements, challenges & overcoming obstacles, comparing photographs, understanding instructions, dealing with all parts of the question
<b>Writing:</b>	reference, understanding the purpose of a reference, writing a formal letter, opening, introduction, supporting your opinion, discussing attributes, recommending, ending



A rock climber bivouacked in his portaledge on an overhanging cliff

# 1 Scaling the Heights

## Reading

**A** Read the list of achievements and rank them in order of how impressive they are. (1 = most impressive; 8 = least impressive)

- winning an Olympic gold medal
- finishing a race despite serious injury
- climbing the highest mountain in the world
- a woman beating a man at a sport
- securing an exclusive sponsorship deal
- enjoying an expedition that you couldn't complete
- inspiring young people to pursue their dreams
- breaking a world record

☐  
☐  
☐  
☐  
☐  
☐  
☐  
☐

### Word Focus

Use a dictionary to find definitions and / or synonyms for the words below from the text.

- |              |             |
|--------------|-------------|
| 1 bare-bones | 4 top-notch |
| 2 tandem     | 5 acclaim   |
| 3 staggering |             |

## People's Choice Adventurers

Every year National Geographic asks its readers to vote for the People's Choice Adventurers of the Year. Meet the winners and some of the most impressive runners-up for the award.

**A**

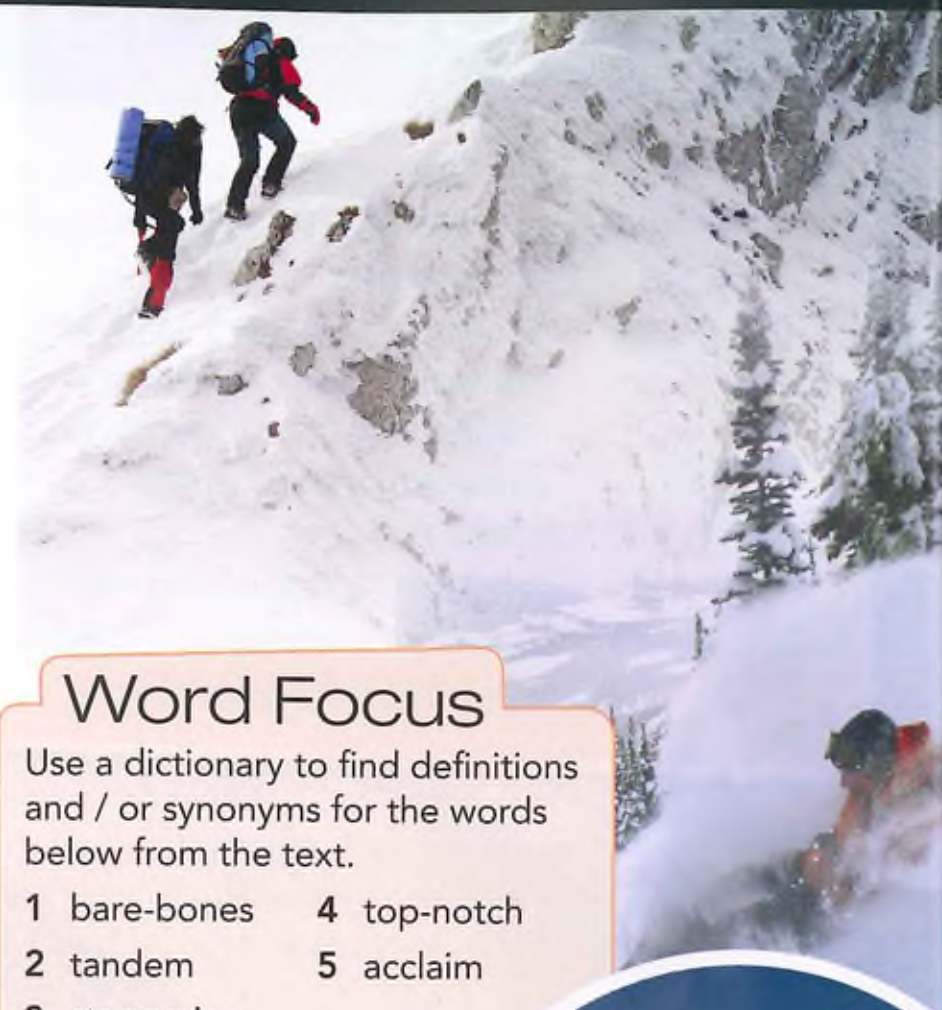
Sano Babu Sunuwar and Lakpa Tsheri Sherpa took the title following their Ultimate Descent expedition. The pair proved they have a true spirit of adventure by successfully completing the expedition which involved climbing Everest, paragliding back down and then kayaking all the way to the Indian Ocean. With borrowed gear and a **bare-bones** budget, there were no corporate sponsors nor social media campaigns, just the essentials for adventure – vision, creativity and friendship.

The three-month quest for the Ultimate Descent began in April 2011 and the pair arrived at the summit of Mount Everest (8850m) on May 21. Wasting no time, they then launched a **tandem** paraglider from the summit, being only the third team to do so. For the men, flying above the Khumba Glacier was the highlight of the expedition. Their 4999-metre descent lasted a remarkable 45 minutes.

The final stage of their expedition was completed on June 27 when the men reached Ganga Sagar in the Bay of Bengal by kayak.

**B**

Surfer Carissa Moore has not only proved herself to be a top-class surfer, but she's even managed to break the gender barrier in her sport by competing in men's events. At the age of 18, Moore finished high school like most youngsters her age. However, that was also the year she was accepted onto the Association of Surfing Professionals (ASP) Women's World Tour. She showed fellow competitors and surfing fans what she was made of when she picked up first prize in two events. Moore went on to crush the female competition in world surfing's main events. On the ASP's World Tour, she came first in three events and snatched the overall women's title. The young surfer has also competed against the world's best male surfers on male tour events. In two short



Carissa Moore

## Exam Close-up

- C** Read the *Exam Close-up*. Then underline the key words in the *Exam Task* below.

## Exam Task

For questions 1 – 10, choose the paragraphs (A – D). The paragraphs may be chosen more than once.

In which paragraph are the following mentioned?

- 1 winning a competition before the Adventurers of the year award ☐
- 2 a lack of financial support ☐
- 3 using equipment that belonged to someone else ☐
- 4 an everyday activity in unusual settings ☐
- 5 being ready to take a chance ☐
- 6 earning a great deal of money in a short space of time ☐
- 7 an adventurer whose upbringing prepared him/her well for his/her chosen sport? ☐
- 8 a film that became extremely popular on the Internet ☐
- 9 doing something only a few people had done before ☐
- 10 making use of abandoned buildings ☐

years of professional competition, Moore has pocketed a **staggering** \$225,000 and has attracted **top-notch** sponsors.

The young surfer is now set to compete against the world's best male surfers on the male tour events which will take place on her home turf in Hawaii.

**C** Ground-breaking adventure has always made us examine the fine line between the possible and the impossible. Street trials rider Danny MacAskill is a shining example of a young adventurer who has forced us to reconsider what is possible. In 2011, a short film called *Industrial Revolutions* featuring the young rider, MacAskill, became an instant sensation on YouTube. In the film, MacAskill performs some mind-blowing stunts as he rides through abandoned Scottish factories, leaping between train cars and riding across 5 centimetre-wide beams suspended 4.6 metres above concrete. MacAskill makes us reimagine our daily environments as he and his bike become one. Thanks to sponsorship, since 2009, he has travelled over 64,374 kilometres in Scotland in search of the ideal location for his next perfect trick. No one is more surprised by his success than the rider himself. 'I never had the goal of becoming a professional rider,' says MacAskill, 'I just wanted to ride my bike.'



## Dealing with multiple matchings

- Read the matching questions carefully and underline the key words in each to identify the information you need to focus on.
- Read the article quickly to get a general understanding.
- Read the text again carefully, but remember not to select an answer based on reading only one section.
- Sometimes similar information may be included in more than one section, so pay attention to small details.

- D** Replace the words and phrases in bold with these verbs in the correct form.

**crush hail execute leap pocket snatch**

- 1 The adventurers **earned** huge sums of money from sponsorship.  
\_\_\_\_\_
- 2 Although he was inexperienced, he managed to **take** the title from the world's best swimmers.  
\_\_\_\_\_
- 3 If you train hard, you're bound to **beat** the competition!  
\_\_\_\_\_
- 4 The gymnast's routine was **carried out** perfectly.  
\_\_\_\_\_
- 5 Can you **jump** from one rooftop to another?  
\_\_\_\_\_
- 6 She is **widely acknowledged** as the swimmer with the best technique.  
\_\_\_\_\_

**D**

Snowboarder Travis Rice, whose father was a ski patroller, was raised to take risks in snowy mountains. His unique combination of fearlessness, acrobatics and snow and mountain sense have enabled him to reach the peaks of snowboarding. Now hailed as the best snowboarder in the world, Rice received worldwide **acclaim** following the release of the film *The Art of Flight* in which he executes astonishing aerial tricks high up in the mountains. In the peaks, a fall could mean tumbling down a vertical face or being swept into a gaping crevasse. Although a lot of planning went into the film, many of the tricks were spontaneous. Rice says, 'You have to see opportunity when it knocks on your door.'

## Ideas Focus

- Is it better to set realistic goals or ambitious goals for ourselves?
- Which of your achievements are you particularly proud of? Why?



# 1 Scaling the Heights

## Vocabulary

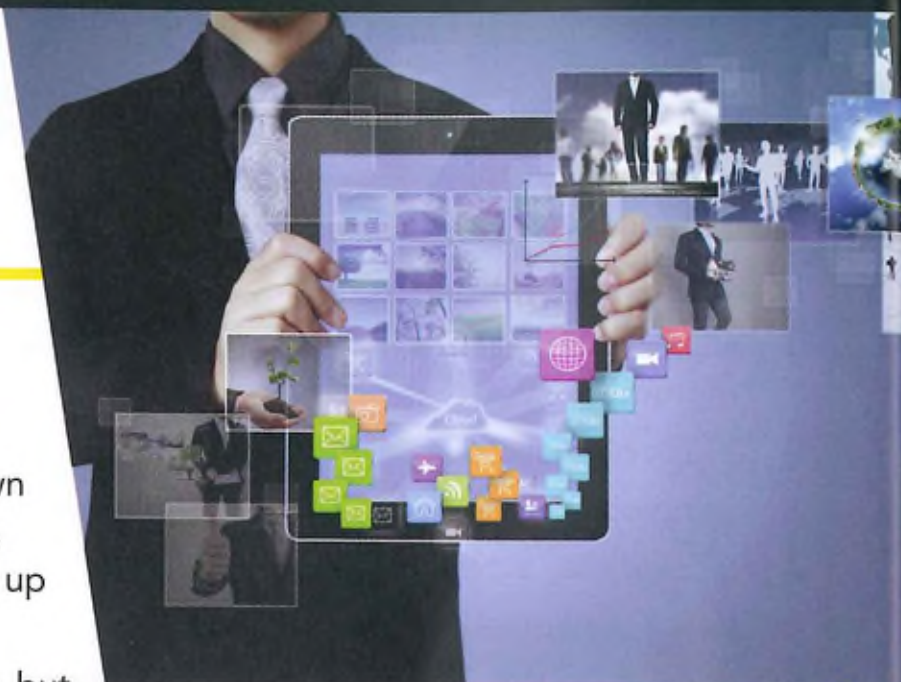
**A** Circle the correct words.

### The Millennials are here!

Who are they? Most likely, you're one of them. They are the (1) **class / generation** born approximately between 1980 and 2000.

What (2) **discriminates / distinguishes** them from their parents (known as Baby Boomers, born between 1946 and 1964, and Generation X, born between the 1960s and 1980s) is that they have been brought up surrounded by (3) **data / digital** technology and mass media.

Not only are they familiar with apps, iPhones and social networking, but many of them have been responsible for bringing about the communications (4) **evolution / revolution**. As successful young entrepreneurs, like Mark Zuckerberg founder of Facebook, they have not been afraid to (5) **aim / reach** high in their quest to (6) **realise / understand** their ambitions. Along the way these entrepreneurs have accrued (7) **riches / richness** beyond their wildest dreams. Well-educated and (8) **industrial / industrious**, they see no limits to what they can do and trust in technology to get them there.



**B** Complete the sentences with the correct word from each pair. Use the correct form.

**accomplish / achieve**

- Nick is an excellent worker; he \_\_\_\_\_ the most difficult tasks with ease.
- How difficult is it to \_\_\_\_\_ success without a university education?

**insist / persist**

- She \_\_\_\_\_ on speaking to the manager about her salary.
- If you \_\_\_\_\_ in interrupting, you will be asked to leave the meeting.

**resolve / solve**

- We had to \_\_\_\_\_ our differences for the good of the team.
- A troubleshooter could help you to \_\_\_\_\_ the problems in the company.

**defeat / failure**

- Try as I might, I couldn't change her mind and had to admit \_\_\_\_\_.
- Despite the benefits of a good education, Terry turned out a complete \_\_\_\_\_.

**C** Circle the odd ones out.

- |              |            |             |          |
|--------------|------------|-------------|----------|
| 1 bold       | fearless   | gutsy       | mediocre |
| 2 honourable | noble      | vain        | virtuous |
| 3 merciless  | pitiless   | ruthless    | selfless |
| 4 crafty     | cunning    | sly         | touchy   |
| 5 confident  | positive   | sentimental | upbeat   |
| 6 fair       | impartial  | objective   | timid    |
| 7 cautious   | impetuous  | rash        | reckless |
| 8 candid     | headstrong | obstinate   | stubborn |

**D** Match the opposites.

- |               |                          |                |
|---------------|--------------------------|----------------|
| 1 adaptable   | <input type="checkbox"/> | a apprehensive |
| 2 considerate | <input type="checkbox"/> | b conceited    |
| 3 fearless    | <input type="checkbox"/> | c ignorant     |
| 4 modest      | <input type="checkbox"/> | d inflexible   |
| 5 triumphant  | <input type="checkbox"/> | e selfish      |
| 6 wise        | <input type="checkbox"/> | f unsuccessful |



## Phrasal verbs

**E** Complete the definitions with these phrasal verbs in the correct form.

blow away break through come up against pull off  
fall through get ahead hang on knuckle down

- 1 If you \_\_\_\_\_, you start working or studying hard.
- 2 If you \_\_\_\_\_ something, you have a problem.
- 3 If you \_\_\_\_\_ something \_\_\_\_\_, you succeed in doing something difficult or unexpected.
- 4 If you \_\_\_\_\_ something, you force yourself through something that is in your way.
- 5 If you \_\_\_\_\_, you make progress in life or in your career.
- 6 If something \_\_\_\_\_, it doesn't happen.
- 7 If you \_\_\_\_\_ someone \_\_\_\_\_, you impress them greatly.
- 8 If you \_\_\_\_\_, you wait.

## Prepositions

**G** Complete the sentences with these prepositions.

around by for on under without

- 1 It sounds like a great idea, Jim; you should go \_\_\_\_\_ it!
- 2 I've got a lot \_\_\_\_\_ my plate these days and I rarely see my friends.
- 3 We had to work \_\_\_\_\_ the clock in order to meet the deadline.
- 4 The position was offered to Michael as he was the best candidate \_\_\_\_\_ a mile.
- 5 The manager was \_\_\_\_\_ fire for his unpopular decisions.
- 6 Luckily, everything went \_\_\_\_\_ a hitch and the event was a huge success.

## Collocations & Expressions

**H** Complete the sentences with the correct form of the verbs *do*, *get* and *go*.

- 1 If you persevere, you'll \_\_\_\_\_ there in the end.
- 2 Try putting the red cable here – that might \_\_\_\_\_ the trick.
- 3 The cyclist \_\_\_\_\_ all out to win the Tour de France, and he succeeded.
- 4 I was very proud of my students because they all \_\_\_\_\_ their best.
- 5 Once we \_\_\_\_\_ the green light, we can start the project.
- 6 Wow! Julie won *Voice Idol* – she's definitely \_\_\_\_\_ places!

**I** Work with a partner. What do you think the following phrases mean?

wise up dumb down box clever  
a no-brainer streetwise a bright spark

**F** Complete the sentences with the correct form of the phrasal verbs from E.

- 1 After years of hard work Jenny is beginning to \_\_\_\_\_ in her career.
- 2 The team was down 3–0 at half time, but won the game 6–3! How did they \_\_\_\_\_ it \_\_\_\_\_?
- 3 We were absolutely \_\_\_\_\_ when our son was offered a scholarship to Harvard!
- 4 How do you expect to pass your exams if you don't \_\_\_\_\_ and revise?
- 5 Unfortunately, our plans \_\_\_\_\_ and we weren't able to go on holiday.
- 6 The tennis player was very tired but he \_\_\_\_\_ and eventually won the match.
- 7 Joe \_\_\_\_\_ a few problems, but he was able to overcome them.
- 8 It's difficult to \_\_\_\_\_ the gender barrier in some industries.



# 1 Scaling the Heights

## Grammar

### Review of Tenses – Present Simple, Present Continuous, Present Perfect Simple, Present Perfect Continuous

**A** Read the sentences and write the names of the tenses in bold.


- 1 Lucy **has returned** from a conference about succeeding in business.  
\_\_\_\_\_
- 2 Athletes **are getting** faster and faster, but is there a limit to what speeds humans can reach?  
\_\_\_\_\_
- 3 According to the theory of brain dominance, the right side of the human brain **controls** creativity.  
\_\_\_\_\_
- 4 Business guru and billionaire Richard Branson **has been supporting** worthy causes for decades.  
\_\_\_\_\_

**B** Which sentence from A expresses

- a a scientific fact? ☐
- b an event happening repeatedly up until now? ☐
- c a changing situation with a comparative? ☐
- d an event that happened at an unspecified time in the past? ☐

**C** Write a few more uses of these tenses.

- 1 Present Simple \_\_\_\_\_
- 2 Present Continuous \_\_\_\_\_
- 3 Present Perfect \_\_\_\_\_
- 4 Present Perfect Continuous \_\_\_\_\_

 Grammar Focus pp.161 & 162 (1.1 to 1.4)

**D** Circle the correct words.

- 1 Tell Harry to hurry up! **We've waited** / **We've been waiting** for him since seven and the film is about to start.
- 2 You **seem** / **are seeming** preoccupied, Joe. Is something worrying you?
- 3 These athletes **have trained** / **have been training** hard since the last Olympics and are ready to win gold!
- 4 Jasper **works** / **is working** in a bank for now, but he would much rather become a designer.
- 5 **Has she managed** / **Has she been managing** to get a new sponsorship deal yet?
- 6 **I try** / **I'm trying** my best, but I just can't solve this complex algebra problem!
- 7 I still **haven't received** / **haven't been receiving** the money for the competition I won.
- 8 According to their website, the BreezyJet flight to Rome **departs** / **is departing** every day at nine o'clock.

**E** Complete the sentences using the correct form of the verbs in brackets.

- 1 The sun \_\_\_\_\_ in the west, of course. Didn't you know that?! (set)
- 2 I \_\_\_\_\_ for my glasses all morning. Do you know where they are? (look)
- 3 You \_\_\_\_\_ always \_\_\_\_\_. You're never satisfied! (complain)
- 4 Wow! You're so productive. You \_\_\_\_\_ three reports already! (complete)
- 5 We \_\_\_\_\_ reality TV shows often, but when we do, we make fun of them. (not watch)
- 6 You \_\_\_\_\_ here for long, have you? (not work)
- 7 Please don't disturb me while I \_\_\_\_\_; it's very annoying. (write)
- 8 Martha \_\_\_\_\_ very well lately – I think she's training too hard. (not be)



## Review of Tenses – Past Simple, Past Continuous, Past Perfect Simple, Past Perfect Continuous

**F** Read the sentences and decide which tense is used.

- 1 Robert Scott reached the South Pole on January 17th in 1912, only to find that Roald Amundsen **had arrived** there a month earlier.
- 2 At high school, Usain Bolt **was focusing** on other sports when his cricket coach suggested he try track and field events.
- 3 After a slow start, British athletes **managed** to win quite a lot of medals at the last Olympics.
- 4 Alexander Fleming **had been investigating** the properties of staphylococci when he accidentally discovered penicillin.

**G** Write the correct tense for each description of its uses.

We use the

- 1 \_\_\_\_\_ to talk about completed actions in the past, past habits and routines, and past states.
- 2 \_\_\_\_\_ to talk about actions in progress at a particular moment in the past, longer actions that were interrupted by another event, for temporary situations in the past, for annoying past habits, and to provide background information in a story.
- 3 \_\_\_\_\_ for an event that happened before another past event or for a state that continued up to a point when something else happened.
- 4 \_\_\_\_\_ to show that an activity or situation lasted for some time before another past event or to show that an action was not complete.

Usain Bolt of Jamaica wins the Men's 100m at the 2012 Olympic Games



## used to & would

**H** Look at the rule for *used to* and *would*. Then complete the sentences. Which sentence can have two answers?

We use *used to* for past states, past habits and regular actions. We use *would* for past habits and regular actions. We do not use it for past states.

- 1 Darek \_\_\_\_\_ think Martians lived on Mars.
- 2 Life \_\_\_\_\_ be less stressful many years ago.
- 3 Gary \_\_\_\_\_ spend all his time at the gym.

➡ Grammar Focus p.162 (1.5 to 1.9)

**I** Circle the correct words.

## The intelligence of dogs

There are three types of dog intelligence: *instinctive intelligence*, *adaptive intelligence*, and *working and obedience intelligence*.

The first is a dog's ability to perform the tasks people

(1) **had bred / were breeding** it to do. For example, in Britain, people (2) **used to / would** enjoy a sport called 'bull baiting' in which dogs (3) **attacked / were attacking** an angry bull. Bulldogs were bred to have strong jaws so that they would be good at this cruel sport.

Thankfully, the government

(4) **banned / had banned** the sport in 1835.

Adaptive intelligence refers to a dog's problem-solving abilities such as how to reach something it wants.

Working and obedience intelligence refers to a dog's ability to learn from humans.

Psychology professor and dog lover Stanley Coren

(5) **had been wondering / was wondering** for some time how to calculate this. While he (6) **researched / was researching**



dog behaviour, he realised he could measure how long it took different breeds to learn and obey a command. In 1994, he (7) **had published / published** his findings in a book, *The Intelligence of Dogs*. According to Coren and the obedience trainers he (8) **had consulted / was consulting**, of the 110 breeds tested the 'smartest' dog was the Border Collie, and one of the 'dumbest' was the (now) loveable Bulldog!

# 1 Scaling the Heights

## Listening

**A** Decide whether the expressions below are positive (P) or negative (N).

- 1 It wasn't up to scratch. ☐
- 2 They achieved such great things. ☐
- 3 I couldn't put that book down. ☐
- 4 Their story could have been presented in a more appealing way. ☐
- 5 That wasn't a problem I had. ☐

**B** 1.1 ▶ II Now listen to a conversation between two people and check your answers in A.

**C** 1.1 ▶ II Listen to the conversation again and choose the best answer, a, b or c.

- 1 What didn't appeal to the man?
  - a the book's subject matter
  - b the way the book was written
  - c the book's descriptions of pyramids
- 2 What do both speakers agree on?
  - a The first two books in the series were better.
  - b The author seems to have lost his touch.
  - c The Mayan civilisation was very impressive.

**D** Read the *Exam Close-up*. Then read the *Exam Task* and underline the key words.

**E** 1.2 ▶ II Now listen and complete the *Exam Task*. Remember you will hear the recording twice.

**F** 1.2 ▶ II Listen again and check your answers.



## Exam Close-up

### Listening to short extracts

- Read the stem question first to focus on what you need to listen for.
- Then read the a–c options and underline any key words.
- Don't worry if you can't answer the question the first time you listen. Remember you will hear each recording twice.

## Exam Task

You will hear two different extracts. For questions 1 – 4, choose the answer (a, b or c) which fits best according to what you hear.

### Extract One

You hear two people on an arts programme talking about a famous artist.

- 1 What is the woman's opinion about the artist's current exhibition?
  - a It's a classic.
  - b It isn't up to scratch.
  - c It's her best work so far.
- 2 What do the man and woman agree about?
  - a The artist's works look like they were done by school students.
  - b Most artists produce poorer works when they become famous.
  - c The artist could have produced better works for this show.

### Extract Two

You hear part of a radio interview with a woman who has just completed a marathon.

- 3 What was the woman sad about?
  - a not completing the marathon
  - b not recognising the people cheering her on
  - c being unable to see the finishing line
- 4 Why was this Joyce's first full marathon?
  - a She previously hadn't wanted to risk running with her old dog.
  - b She had only just reached peak fitness.
  - c She didn't have enough confidence until now.



# Speaking

## A Work with a partner and answer these questions.

- What has been your greatest achievement?
- Who has been the biggest influence in your life? How has this person influenced you?
- What have you learnt from situations where you weren't as successful as you had hoped to be?

## B Work with a partner and take turns discussing each topic below for a minute. Time each other as you speak.

- the different kinds of rewards people receive for their efforts
- the different kinds of challenges people set themselves
- how different people react to the obstacles they face in life
- how different people measure success

## C Read the *Exam Close-up*. Then look at the pictures and read the questions in the *Exam Task* below carefully.

## D Now work with a partner to complete the *Exam Task*. Student A describes the photographs in Task 1 and Student B answers the follow-up question. Then change roles and complete Task 2. Use the *Useful Expressions* to help you.

## Useful Expressions

### Dealing with all parts of the question

Photo ... shows ..., whereas photo ... shows ...

The photos are similar as / in that they both ...

While there are some similarities between the photos, they are different because ...

One thing they both have in common is ...

Achievement is depicted / shown in photo ...

by ..., but in photo ... it is shown by ...

Both photos show completely different aspects of achievement because / since ...

The main aspect of achievement that comes over in photo ... is, while / whereas in photo ..., ... is more important.

The main measure of success in photo ..., is ..., while / whereas in photo ..., success is measured in terms of ...

How successful the person / people in photo ... is / are depends on ...

He / She / They must be feeling ...

He / She / They appear to be ...

## Exam Task

Student A: You will be given three photographs. Compare **two** of the photographs and then answer the two questions provided.

Student B: Answer the follow-up question about **any** of your partner's photographs.

### 1 What aspects of achievement do they show?

How do you think the people might be feeling?



Which photo do you think shows the greatest achievement?

### 2 How do you think success is measured in the photographs?

How do you think the people might be feeling?



What obstacles do you think these people overcome every day?

## Exam Close-up

### Understanding instructions

- In the exam, listen to the instructions and read the question carefully before you start speaking.
- Remember you need to compare two of the photographs, not all three.
- You may be asked to comment on how people are feeling so try to use a variety of adjectives.
- Use appropriate connectors to compare, contrast or find similarities between the photographs.

# 1 Scaling the Heights

## Writing: a reference

### Learning Focus

#### Understanding the purpose of a reference

- A friend or colleague may ask you to write a reference for them. This is a letter or statement recommending they be considered for a new job.
- First, you must explain who you are and what your relationship is to the person.
- Then, you must describe the person's character and skills, their previous experience, and explain why they should be selected. Your reference should present the person positively and make it clear he / she is suitable for the job.



**A** Imagine your friend wants to apply for a job as a receptionist and has asked you to provide a reference. What do you think the job entails? Tick ✓ the correct boxes.

- |                                   |                          |                               |                          |
|-----------------------------------|--------------------------|-------------------------------|--------------------------|
| 1 Supervise clerical staff        | <input type="checkbox"/> | 5 Provide secretarial support | <input type="checkbox"/> |
| 2 Answer all incoming calls       | <input type="checkbox"/> | 6 Greet and assist people     | <input type="checkbox"/> |
| 3 Provide word-processing support | <input type="checkbox"/> | 7 File all correspondence     | <input type="checkbox"/> |
| 4 Interview and hire new staff    | <input type="checkbox"/> |                               |                          |

What sort of person would be a good receptionist? Look at the duties you chose in A and make a list of the qualities required to carry them out in your notebook.

**B** Look at the skills. Which ones do you think would be required for the position of receptionist?

communication computer creative thinking customer service financial leadership  
multi-tasking negotiating organisational people secretarial strategic thinking

**C** Read the writing task below and answer the questions.

You have been asked to provide a reference for a friend of yours who has applied for a job as a receptionist in a college for international students. The successful candidate will be good at dealing with people and will have excellent organisational skills.

You should include information about your friend's character, their skills, their previous relevant experience and reasons why they should be considered for this job.

- 1 Underline the key words in the task.
- 2 What personality traits and skills will you talk about?
- 3 How many main paragraphs should the reference contain? What will they cover?
- 4 What style will you write the reference in?

**D** Read the example reference and look at the key words you underlined in C. Has the writer dealt with every point and developed it to its fullest? Do you think Sarah is a good candidate for the job?

To whom it may concern,

I am writing to recommend Sarah Crocker for the position of receptionist at English Now College. Sarah has lived in Newbury all her life and I have known her since she was a child.

I have found Sarah to be dependable, courteous, hard-working and helpful. Her commitment to the local youth club is such that she has given up most of her free time to help with activities for under-privileged youth in our area.

Her communication skills, both written and verbal, are excellent, as are her computer and organisational skills. For this reason, Sarah is responsible for maintaining the youth club's web site. It is a very demanding role, but Sarah is capable of handling a number of tasks simultaneously with great ease.

Her experience working with local youth as well as various part-time sales and service industry positions have allowed Sarah to develop a high level of interpersonal skills which enable her to deal effectively with the general public.

For these reasons, Sarah would be ideal for any position where a friendly, helpful manner combined with a high level of organisational skills are valued.

In summary, I believe Sarah would be a tremendous asset to any organisation and I recommend her without reservation.

Yours faithfully,

Miriam Idle

**E** Look at the four main paragraphs in the example reference again. How has the writer made a case for their friend and supported his / her opinion? Write your answers below.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**F** Look at the two underlined set phrases in the reference. Why does the writer use these phrases?

- \_\_\_\_\_
- \_\_\_\_\_

**G** Read the *Exam Close-up*. Then complete the *Exam Task*. Use the paragraph plan and the *Useful Expressions* to help you write your reference.

## Exam Task

You have been asked to provide a reference for a friend of yours who has applied for a job as a student services assistant in an English-language college. The person appointed will be personable, a good multi-tasker, and will have excellent computer and organisational skills.

You should include information about your friend's character and personal qualities and skills, their previous relevant experience and reasons why they should be considered for this job.

Write your **reference** in 220–260 words in an appropriate style.

## Plan

Greeting:	Use appropriate set phrase.
Introduction:	Explain who you are and how you know the person.
Main paragraph 1:	Describe your friend's character and personal qualities.
Main paragraph 2:	Describe your friend's skills.
Main paragraph 3:	Discuss your friend's previous relevant experience.
Main paragraph 4:	Give reasons why your friend should be selected.
Conclusion:	Reinforce your belief in your friend and repeat your recommendation.
Sign off:	Use appropriate set phrase.

## Exam Close-up

### Writing a formal letter

- Read the exam question carefully and make sure you understand who you are writing to and why.
- Underline all the necessary information you need to include.
- Remember to use paragraphs and link your ideas clearly.
- Try to use descriptive language and an appropriately formal tone.

## Useful Expressions

### Opening

To whom it may concern,  
Dear Sir / Madam ...  
Dear Mr / Mrs / Ms ...

### Introduction

I am writing to recommend ...  
I have been asked by my friend ...  
I have known ... for / since ...  
I first met ... in / when ...

### Supporting your opinion

as is evidenced / shown by the fact that ...  
his / her ... is such that ...  
For this reason, ...

### Discussing attributes

... is a skilled ...  
... is proficient in ...  
... is highly ...  
... is an accomplished ...  
... has a talent / flair / gift for ...  
... has the necessary ... skills  
... has excellent ... skills  
These qualities enable ... to ...  
... shows great ...

### Recommending

I highly recommend ...  
I have no hesitation in recommending ...  
I am confident that ...

### Ending

Yours faithfully,  
Yours sincerely,



# 1 Extreme Skydiving



## Before you watch

### A Match the words to the meanings.

- |                     |                          |   |
|---------------------|--------------------------|---|
| 1 terminal velocity | <input type="checkbox"/> | a the object players hit in the sport of badminton    |
| 2 falcon            | <input type="checkbox"/> | b a bird of prey                                      |
| 3 free fall         | <input type="checkbox"/> | c fastest speed                                       |
| 4 shuttlecock       | <input type="checkbox"/> | d part of a parachute jump before the parachute opens |

## While you watch

### B Watch the video clip and decide if these statements are true or false. Write T for True or F for False.

- An average skydiver in free fall reaches a speed of about 120 miles per hour. ☐
- Mark Calland claims to be faster than a jet engine. ☐
- The peregrine falcon can reach over 200 miles per hour in an attack dive. ☐
- In competitions, skydivers must use the same techniques. ☐
- Mark's body and pants take the shape of a shuttlecock during dives. ☐
- Marco Wiederkehr wins the men's skydiving championship. ☐

## After you watch

### C Complete the summary of the video clip below using these words.

challenger competitive exceed harnesses holds inflate lure place recorded resistance

Skydivers in free fall (1) \_\_\_\_\_ speeds of 100 miles per hour in seconds. They reach terminal velocity when air (2) \_\_\_\_\_ on their bodies prevents more acceleration. But in (3) \_\_\_\_\_ speed skydiving, participants use scientific approaches to go faster.

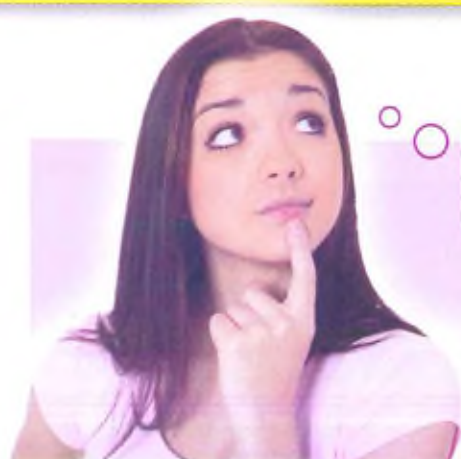
The peregrine falcon, however, has learned how to reach higher speeds. Ken Franklin decided to find out just how fast the peregrine falcon was. He released a falcon from 15,000 feet and then he jumped out. When Ken reached terminal velocity, he dropped a (4) \_\_\_\_\_ of meat, which the bird chased in an attack dive. A computer attached to the bird (5) \_\_\_\_\_ a speed of 242 miles per hour.

Mark Calland, who (6) \_\_\_\_\_ the British record for speed skydiving, hopes a method similar to the falcon's will increase his speed for the world championship. His main (7) \_\_\_\_\_ is Marco Wiederkehr from Liechtenstein.

The average speed of participants' best three jumps is measured with speedometers attached to their (8) \_\_\_\_\_. Mark's first jump is 302 miles per hour, but Marco's is 312 miles per hour. Mark is still confident because of his special trousers that (9) \_\_\_\_\_ with air. His body takes the shape of a shuttlecock, giving him more control during a dive. Marco's rubber suit keeps air resistance to a minimum, but he wobbles and loses speed. Mark's final skydive goes beautifully and he manages to take first (10) \_\_\_\_\_.



Skydiver in free fall



## Ideas Focus

- Would you like to try extreme skydiving? Why? / Why not?
- What kind of personality do you think an extreme skydiver has?
- What are the advantages and disadvantages of extreme sports?

# 2 Like Comment Share

<b>Reading:</b>	multiple-choice questions, choosing the correct option
<b>Vocabulary:</b>	social media-related vocabulary, word formation, choosing the right part of speech, phrasal verbs, prepositions, idioms
<b>Grammar:</b>	future forms, future in the past, time expressions
<b>Listening:</b>	sentence completion, preparing to listen
<b>Speaking:</b>	talking about social networking sites, decision-making, preparing to speak, presenting opinions & reaching a decision
<b>Writing:</b>	essay (1), planning & structuring an essay, preparing an essay, introducing & countering an argument

social network



A drawing of a social network structure on a whiteboard

# 2 Like Comment Share

## Reading

**A** Think about social media that you use. Which of these adjectives would you use to describe them? Why?

addictive dangerous essential fun  
helpful irritating time-saving time-wasting

**B** Read the articles below. What relationship do the two people have with modern technology?

## Word Focus

Use a dictionary to find definitions and / or synonyms for the words below from the text.

- |               |          |
|---------------|----------|
| 1 learned     | 4 sever  |
| 2 gruelling   | 5 scroll |
| 3 treacherous |          |

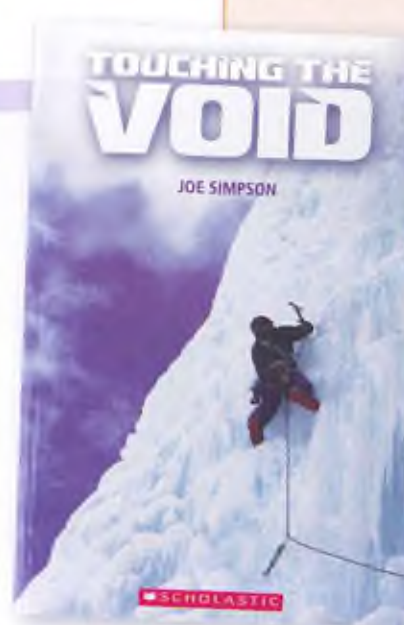
## Twitter Criticism

Literary criticism used to be the work of qualified and **learned** literary critics and confined to serious newspapers and magazines. In today's world, however, thanks to social media such as Twitter, we can all air our views on books, films and concerts that we've loved or hated. So, what did Joe Simpson, writer of *Touching the Void* do when his book came in for heavy criticism by followers on Twitter? He tweeted right back, of course!

When the mountaineer set out to write the book about his near-death experience in the Peruvian Andes in South America, he could never have imagined what reaction his writing would provoke among young readers. *Touching the Void* is a **gruelling** tale of how the acclaimed mountaineer broke his leg on the descent of Siula Grande in the

**treacherous** mountains. After his climbing partner was left with no choice but to **sever** the rope that joined them, Joe was forced to crawl back down the mountain with a broken leg to safety.

While Simpson's mountaineering and survival skills are second to none, his written account of his ordeal failed to impress many readers. The book, which has been used in GCSE and English language exams, is not at all popular with young examinees it seems. Many adolescents took to Twitter as a means of protest. One angry tweet to Simpson screeched, 'YOUR BOOK IS THE REASON MY ENTIRE YEAR WILL FAIL OUR ENGLISH EXAM!' while a bitter learner of English as a foreign language claimed, 'I failed



because of you.' Simpson, refusing to take the comment personally, simply tweeted back to the young follower saying that he failed because his English wasn't up to scratch.

While some celebrities would be taken aback by the tone of some of the comments, Simpson sees the funny side of it all. He said that it was quite comical to have cheated death in the Andes and then to receive such tweets from a bunch of spotty teenagers who can't even pass their exams.

## Amber Case - Cyborg Anthropologist

Every day, millions of people all over the globe spend hours on end staring at a screen, clicking, **scrolling** and reading. Amber Case wonders how much they, and the world, are changing in the process. She is a cyborg anthropologist, exploring how humans and technology interact. In an age when virtually everyone uses mobile phones and computers to communicate, work, learn and play, the entire world is her field site.

What will the next life-shaping breakthrough in technology be? How do parents respond to children who spend hours online? Which new products will fail or succeed? Is technology changing our values and cultures? 'These are the kinds of questions my work tries to help answer,' says Case.



As an anthropologist, Case studies the relationship between people and technology. She claims that mobile phones have become like miniature children. 'If they cry, we pick them up; we plug them into the wall and feed them; when they're lost, we panic. Some people even say their state of mind is linked to how fast their Internet connection is – if it's slow, they feel groggy.'

Some people fear that technology will make us operate like machines and distance us from other human beings. Case has another opinion. She believes that instead of pushing people apart, good technology helps people to connect with each other. Thanks to the Internet, we can now keep in contact with each other and share our videos, photos and stories in a way we couldn't in the past.

- C** Read the *Exam Close-up*. Then complete the *Exam Task*. Remember to choose the correct answer according to what the text says and **NOT** your own opinion.

## Exam Close-up

### Choosing the correct option

- Read the text quickly first to get a general idea of the topic.
- Try and identify people's relationship to the topic.
- Read the question and options carefully and underline parts of the text which may fit the options.
- Be careful not to make quick decisions or choose options that reflect your own ideas on the topic.



## Exam Task

For questions 1 – 4, choose the answer **a**, **b**, **c** or **d** which you think fits best according to the text.

- According to the article, Joe Simpson is unrivalled as
  - a writer.
  - a literary critic.
  - a mountaineer.
  - a celebrity.
- What effect have the tweets had on Simpson?
  - They have deeply traumatised him.
  - They have slightly amused him.
  - They have made him extremely angry.
  - They have impressed him.
- Why has the writer of the second text listed several questions together at the beginning of paragraph 2?
  - to point out that nobody really knows the effects of technology
  - to express his or her fear about how widespread technology has become
  - to help us understand what cyborg anthropologists are interested in finding out about
  - to make us consider how we use technology in our everyday lives
- What does Amber Case say about users of mobile phones?
  - They treat them as if they were human.
  - They become very slow when they use them.
  - They pay more attention to them than to their children.
  - They keep losing them.

## D Complete the sentences with these words.

choice   contact   criticism   reaction   scratch   views

- Many people air their \_\_\_\_\_ on their facebook wall.
- The Twitter comment provoked a strong \_\_\_\_\_ among the celebrity's followers.
- My computer skills aren't up to \_\_\_\_\_ so I'm signing up for a course.
- We didn't expect the new application to come in for such \_\_\_\_\_.
- If you don't pay your mobile phone bill, we'll have no \_\_\_\_\_ but to cut you off.
- Email's a great way to keep in \_\_\_\_\_ with family and friends abroad.

## Ideas Focus

- How much time do you spend on social media everyday? Would you like to spend more or less time on it? Why?
- Do you think social media has invaded people's lives too much? Why? / Why not?
- Should famous people always use social media to help with their career? Why? / Why not?



# 2 Like Comment Share

## Vocabulary

**A** Circle the odd ones out.

- |             |          |         |             |
|-------------|----------|---------|-------------|
| 1 comment   | remark   | purpose | observation |
| 2 criticise | defend   | blast   | slam        |
| 3 avoid     | interact | relate  | communicate |
| 4 morals    | values   | ideals  | burdens     |
| 5 offend    | bother   | resist  | provoke     |
| 6 shock     | excite   | thrill  | impress     |

**B** Read the *Exam Close-up* and complete the *Exam Task* below.

## Exam Task

For questions 1 – 9, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

### Going phishing

Phishing is similar to fishing in a boat, but instead of trying to catch fish, phishers attempt to steal

(1) \_\_\_\_\_ information from unsuspecting Internet (2) \_\_\_\_\_.

This is how phishing works: these (3) \_\_\_\_\_ send out emails that appear to come from legitimate websites such as eBay or PayPal. The emails state that you need to update or (4) \_\_\_\_\_ your information, and ask that you enter your

(5) \_\_\_\_\_ and password, after clicking a link

(6) \_\_\_\_\_ in the email. Once you do that, the phisher may be able to gain

(7) \_\_\_\_\_ to more information by just logging in to your account. Once a phisher has information such as your full name, address, phone number and tax file number, they can use it to steal your (8) \_\_\_\_\_ and apply for loans and credit cards in your name. If they get your credit card numbers, they can max out your cards.

So how can you protect yourself? Check the URL in the address field. It can tell you if the page you have been (9) \_\_\_\_\_ to is valid or not. For example, if you are visiting a web page on Amazon, the last part of the domain name should end with 'amazon.com'. Therefore, 'http://www.amazon.com' is a valid web address, but 'http://www.amazon.validate-info.com' is a false address, which may be used by phishers.

PERSON  
USE

SCAM

VALID

USER  
INCLUDE

ACCESSIBLE

IDENTIFY

DIRECTLY

## Exam Close-up

### Choosing the right part of speech

- Read through the text quickly to get a general idea of the meaning.
- Look carefully at the gap and decide what part of speech could fit.
- Read the whole sentence carefully and check the context.
- Remember, sometimes the word may need a negative prefix or suffix.

## Phrasal verbs

### C Match the phrasal verbs to their meanings.

- |                  |                          |   |
|------------------|--------------------------|---|
| 1 be taken aback | <input type="checkbox"/> | a cause problems for someone else           |
| 2 bring down     | <input type="checkbox"/> | b start to do something                     |
| 3 come in for    | <input type="checkbox"/> | c interrupt someone while they are speaking |
| 4 cut in         | <input type="checkbox"/> | d be greatly surprised                      |
| 5 get back at    | <input type="checkbox"/> | e receive                                   |
| 6 set out        | <input type="checkbox"/> | f start liking something or someone         |
| 7 stir up        | <input type="checkbox"/> | g take revenge                              |
| 8 take to        | <input type="checkbox"/> | h cause someone to lose power               |

### D Complete the sentences with the correct form of the phrasal verbs from C.

- |   |  |
|---|--|
| 1 I had no idea the article would _____ so much criticism.                          | 5 Martin had initially _____ to write an article, but it turned into a book!               |
| 2 The football player _____ his detractors by scoring a hat trick in his next game. | 6 We were _____ by the amount of support our online campaign received. It was astonishing! |
| 3 She accused the protesters of trying to _____ trouble.                            | 7 An audience member _____ during the interview and accused the minister of lying.         |
| 4 Bloggers were said to be responsible for _____ the corrupt company.               | 8 Jan _____ Facebook immediately and now spends hours on it every day.                     |

## Prepositions

### E Circle the correct prepositions.

- |   |  |
|---|--|
| 1 Our school's new website is still <b>on / under</b> construction, but it will be ready soon.    | 5 Why don't you get some fresh air <b>on / at</b> occasion? You're always sitting in your room staring at that computer.     |
| 2 <b>Without / Out</b> warning, the screen went blank and smoke began pouring out of my computer! | 6 I'm not sure how many people attended the online seminar, but <b>under / at</b> a guess I'd say there were over a hundred. |
| 3 I cannot repeat what he said as he told me <b>in / out</b> confidence.                          | 7 She gossips about me online, but she hasn't got the guts to say anything <b>to / in</b> my face.                           |
| 4 The blogger took my comments <b>out of / without</b> context and made me look like a liar!      |  |

## Idioms

### F Complete the idioms in the sentences with these animals.

bird canary cat frog  
goose horse

- Believe me, it's true. *I got it straight from the \_\_\_\_\_'s mouth.*
- He confessed everything to the police! He *sang like a \_\_\_\_\_!*
- Antonia is painfully shy; she *wouldn't say boo to a \_\_\_\_\_.*
- 'How do you know that?' 'A little \_\_\_\_\_ told me.'
- He could barely speak as he *had a \_\_\_\_\_ in his throat.*
- 'Well? Why won't you answer me?' \_\_\_\_\_ *got your tongue?*



### Ideas Focus

- Do you use social networking sites? Why? / Why not?
- Do you prefer to look at photos online or in a photo album? Why?

# 2 Like Comment Share

## Grammar

### Future Forms

#### A Read the sentences below and underline the future forms.

- 1 Shall I help you install the new computer programme?
- 2 I will be talking to my cousins on Skype at three o'clock.
- 3 They're opening another Internet café in town next week.
- 4 I'm not happy with my new laptop; I'm going to return it.
- 5 On day three, we visit the mobile phone factory.
- 6 They will have updated the news site by the time you log on.
- 7 I think you'll find this website very informative.
- 8 By the summer, I will have been using social networking sites for five years

#### B Which sentence from A expresses

- a a future event that will take place before another time in the future? ☐
- b a long action/situation before a specific future time? ☐
- c an intention? ☐
- d an action in progress at a future time? ☐
- e an itinerary? ☐
- f a prediction based on personal opinion? ☐
- g an offer? ☐
- h a fixed arrangement for the near future? ☐

#### C Match the names of the tenses with the uses from B.

- |                           |                          |
|---------------------------|--------------------------|
| Future Simple             | <input type="checkbox"/> |
| Future Continuous         | <input type="checkbox"/> |
| Future Perfect Simple     | <input type="checkbox"/> |
| Future Perfect Continuous | <input type="checkbox"/> |
| Present Simple            | <input type="checkbox"/> |
| Present Continuous        | <input type="checkbox"/> |
| be going to               | <input type="checkbox"/> |
| shall                     | <input type="checkbox"/> |

Grammar Focus pp.162 & 163 (2.1 to 2.6)

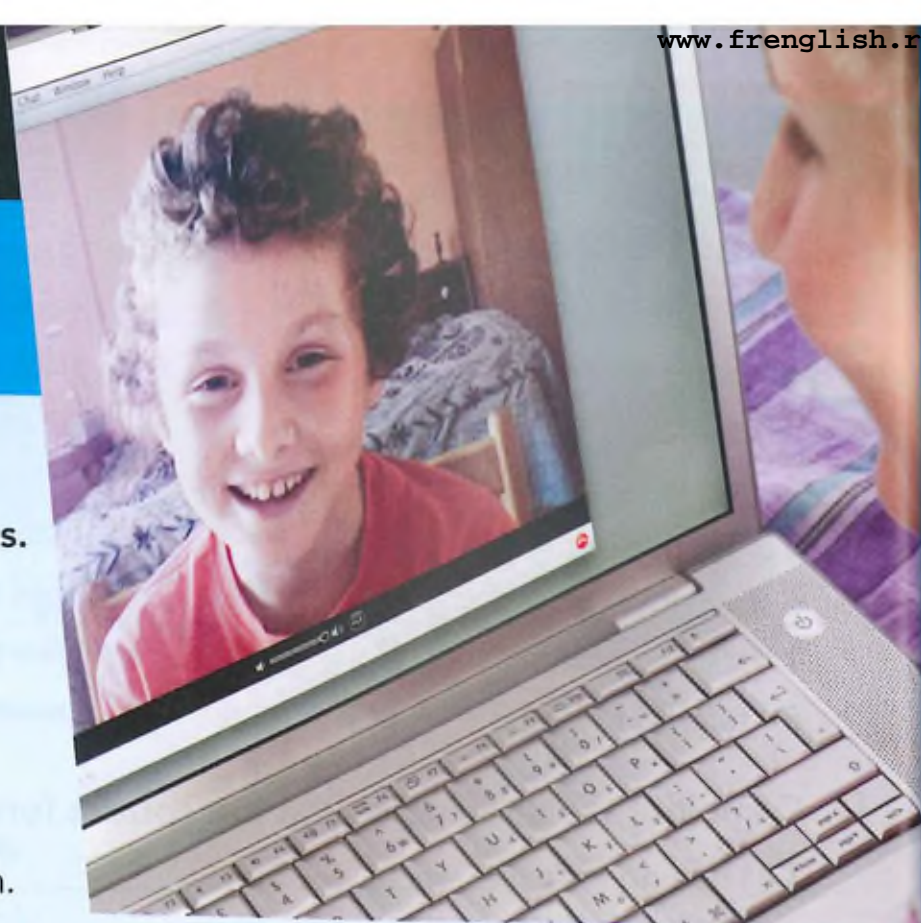
#### D Complete the text with the correct form of the verbs in brackets.

### C U L8ER

Languages are not static. They are dynamic and they (1) \_\_\_\_\_ (continue) to evolve in the future as long as people who use them also change. The advent of online chatting, emails and text messaging has brought with it new vocabulary and a host of abbreviations that, in the opinion of many, (2) \_\_\_\_\_ (enter) the most respected dictionaries one day. By the time you are old and grey, perhaps 'u' and 'c' (3) \_\_\_\_\_ (replace) the pronoun 'you' and the verb 'see'. Such changes (4) \_\_\_\_\_ (happen) whether people like them or not – in fact, they are already happening; the terms LOL, FYI, IMHO, BFF and OMG have already made it into the Oxford English Dictionary online edition. No doubt, language purists (5) \_\_\_\_\_ (look) closely at future language developments.

#### E Complete the second sentences so that they have a similar meaning to the first sentences. Use the words in bold.

- 1 He started building his website in May and it's now October. **been**  
By November, he \_\_\_\_\_ his new website for six months.
- 2 I've booked my flight to California for July 12. **am**  
I \_\_\_\_\_ to California on July 12.
- 3 You don't want to get into trouble, so don't post such stupid comments. **will**  
I think you \_\_\_\_\_ if you post such stupid comments.
- 4 I'll still be uploading my holiday photos when you leave. **not**  
By the time you leave, I \_\_\_\_\_ uploading my holiday photos.
- 5 Have you got any plans for tonight, Jack? **doing**  
What \_\_\_\_\_ tonight, Jack?



## Future in the Past

**F** Look at the sentences and answer the questions.

- a Janet promised she **would send** a selfie from Niagara Falls.
- b I had a feeling that the website **was going to be** a disaster. There were so many problems we encountered.
- c We had to hurry because we **were skyping** Rose that night.

- 1 Do the sentences refer to the past, present or future?
- 2 Which event or situation occurred first in each sentence?

**G** Complete the rules with Past Continuous, was / were going to and would.

Future in the past is used to express the idea that in the past you thought something would happen in the future. It follows the same basic rules as future forms.

- (1) \_\_\_\_\_ is used to offer or promise.
- (2) \_\_\_\_\_ is used to talk about predictions based on evidence.
- (3) \_\_\_\_\_ is used to refer to fixed arrangements.

## Time expressions

Like all future forms, Future in the past cannot be used with time expressions such as *after*, *as soon as*, *before*, *by the time*, *in case*, *when*, *while*, etc. Instead of using Future in the past, you must use the Past Simple.

I told Jim that when he **would phone**, we would discuss the project. ✗

I told Jim that when he **phoned**, we would discuss the project. ✓

▶ Grammar Focus p.163 (2.7 & 2.8)



**H** Underline the time expressions. Then complete the sentences with the correct form of the verbs in brackets.

- 1 I \_\_\_\_\_ (wait) in the car while you \_\_\_\_\_ (shop) for CDs.
- 2 As soon as we \_\_\_\_\_ (get) there, I \_\_\_\_\_ (send) you a text message.
- 3 Ian \_\_\_\_\_ (withdraw) money from the ATM before he \_\_\_\_\_ (go) to the supermarket.
- 4 They \_\_\_\_\_ (not fix) her computer until she \_\_\_\_\_ (show) them the receipt as proof of purchase.
- 5 After you \_\_\_\_\_ (have) a good night's sleep, you \_\_\_\_\_ (be able) to solve the problem.

**I** Complete the sentences with *was/were going to* or *would*.

- 1 I knew you \_\_\_\_\_ win because you were the best competitor there.
- 2 He decided he \_\_\_\_\_ become a web designer.
- 3 She said he \_\_\_\_\_ help to fix my computer.
- 4 We \_\_\_\_\_ go to the launch party, but we lost the address!
- 5 James promised he \_\_\_\_\_ go to the conference instead of me.
- 6 Wendy was happy because she \_\_\_\_\_ speak to her family on Skype.

**J** Complete the second sentences so that they have a similar meaning to the first sentences. Use the words in bold.


- 1 Danny, you must pack and then we can drive to the airport. **once**  
Danny, \_\_\_\_\_, we will drive to the airport.
- 2 I read a really bad review about it, so I didn't buy the printer. **going**  
I \_\_\_\_\_ that printer, but I read a really bad review about it.
- 3 I didn't expect John to reply to my email straightaway as he was busy. **would**  
I knew \_\_\_\_\_ to my email straightaway as he was busy.
- 4 She had no intention of staying out so late. **planning**  
She \_\_\_\_\_ on staying out so late.
- 5 We'll get there and tell them the news. **soon**  
We'll tell them the news \_\_\_\_\_ there.

# 2 Like Comment Share

## Listening


**A** Read these sentences and decide what kind of information is missing.

- 1 The speaker uses her \_\_\_\_\_ for various reasons.
- 2 For the past \_\_\_\_\_, the speaker has been using a National Geographic app.
- 3 Expeditions to Mount Everest used to mean being \_\_\_\_\_ from others.
- 4 The app allows its users to directly \_\_\_\_\_ climbers on Mount Everest.
- 5 Conrad Anker is the \_\_\_\_\_ of the expedition.
- 6 Anker found Mallory's remains on the mountain in \_\_\_\_\_.

**B**  **2.1** Now listen to the recording and complete the sentences in A.

**C** Read the sentences in the *Exam Task* and answer these questions.


- 1 What do you think the topic of the recording will be?
- 2 Will the speaker have a positive or negative attitude towards the topic? How do you know?
- 3 What kind of information is missing from each sentence?

**D**  **2.2** Read the *Exam Close-up*, then listen and complete the *Exam Task*.

## Exam Task

You will hear someone talking about his views on an aspect of technology. For questions 1 – 7, complete the sentences with a word or short phrase.

- 1 The speaker has been using a mobile phone since \_\_\_\_\_.
- 2 Mobile phone \_\_\_\_\_ are to blame for us using our mobiles too much, according to the speaker.
- 3 The development of mobiles, computers and \_\_\_\_\_ have affected our privacy.
- 4 The speaker is worried that GPS systems will make \_\_\_\_\_ too easy.
- 5 The 'geofence' systems sends \_\_\_\_\_ to parents signalling their children are out of bounds.
- 6 The speaker believes services like 'geofence' are too \_\_\_\_\_.
- 7 Mobile phone users must be able to decide who \_\_\_\_\_ their data.

**E**  **2.2** Listen again and check your answers.



## Exam Close-up

### Preparing to listen

- Before you listen, read through the exam sentences carefully and think about the topic of the listening.
- Try to think of as many possible words which could fit in each gap.
- Remember, no more than three words will be missing from each sentence.



# Speaking

## A Work with a partner and answer these questions.

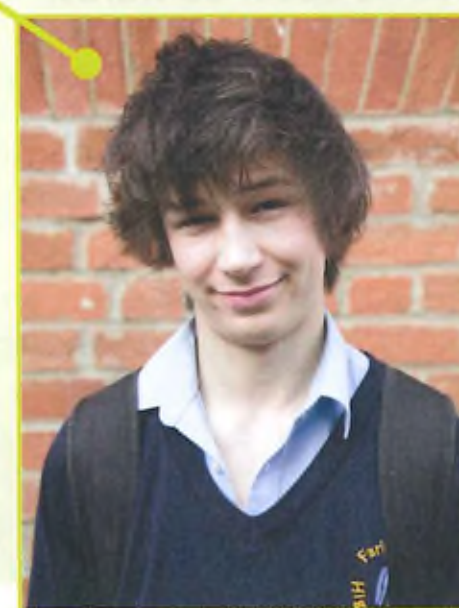
- Which high-tech device or gadget could you not live without? Why is it so important to you?
- How do you prefer to keep in touch with your friends, using social networking sites or meeting up in person? Why?
- Are you worried about your privacy when online? Why? / Why not?

## B Read the *Exam Close-up*. Then look at the *Exam Task* below carefully and consider some ideas you could discuss with your partner.

## C Now work with a partner and complete the *Exam Task*.

### Exam Task

Talk with each other about the part that technology might play in each of these people's lives. Then decide in whose life technology plays the most important part.



How important a part might technology play in these people's lives?

## Exam Close-up

### Preparing to speak

- You will be given a short time to look at the exam question before you start discussing the issues, so use this time wisely.
- Read the information carefully and quickly consider a few points for each of the options given.
- Brainstorming negative and positive points for each option can help focus your thoughts.
- Remember, it's important to discuss all the options before making a decision with your partner, so having some ideas in mind beforehand will help you complete the task successfully.

## Useful Expressions

### Presenting opinions & reaching a decision

So, what do you think about ...?

I think / I don't think ...

It seems to me that ...

Don't you agree that ...?

Why do you say / think that ...?

I (completely) agree / disagree ...

I (really) can't see the point of ...

So, we both agree on ...

Well, we just don't agree on this, but ...

- Do you believe that technology pushes people apart or brings them together? Why?
- Should parents monitor their children's use of technology? Why? / Why not? How can they do this?
- Are young people's social skills affected by modern technology? Why? / Why not?

## Ideas Focus



# 2 Like Comment Share

## Writing: an essay (1)

### Learning Focus

#### Planning and structuring an essay

- An essay is usually written for a teacher after a class activity in which a particular topic is discussed. The main purpose of an essay is to present an argument and give reasons for it.
- Look carefully at the essay task and topic area, and then consider which register, functions, grammatical structures and vocabulary are required. Different functions (e.g. describing, explaining, giving opinions) are needed for different types of essays.
- Your essay must be well organised, with an introduction, clear development of the topic and a conclusion. Each paragraph must contain a topic sentence that states the paragraph's overall message. You must use linking words and phrases to make your ideas flow.



#### A Work with a partner. List five ways in which people can interact via the internet.

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What negative aspects are associated with each one?

#### B In your notebook, write a paragraph about one of your answers from A. Explain what it is and what its benefits are. Write about 60 words.

#### C Read the writing task below and answer the questions.

Following a class discussion, your teacher has asked you to write an essay giving your views on this topic.

*The Internet has had a huge effect on our lives. Some people say that it has made the world smaller by bringing people together. Do you agree that the Internet is making it easier for people to interact with one another? What disadvantages are associated with Internet communication?*

Write your essay.

- 1 Who is your target reader?
- 2 How many parts are there to the task? What are they?
- 3 The register must be formal. Which of the following can make your essay formal? Tick ✓ the correct box.
 

a	contractions	<input type="checkbox"/>
b	emotional language	<input type="checkbox"/>
c	first person singular	<input type="checkbox"/>
d	passive voice	<input type="checkbox"/>

#### D Read the example essay. What is the writer's view? Do you agree?

There is no doubt that the Internet has had the most dramatic effect on humankind since the Industrial Revolution. It has changed the way we communicate with each other and has brought the world into our homes and work.

With the Internet, nobody and nothing is out of reach. Electronic mail, instant messaging and social networking sites enable us to stay in touch with family and friends no matter where we, or they, may be. What is more, gadgets such as web cameras and microphones make the presence of the other person more real. Aside from connecting us to familiar faces, the Internet allows us to meet people we might never have met otherwise. Beyond its social aspect, the Internet allows information to be gathered with ease and it exposes us to international points of view, thus broadening our horizons.

There is, nonetheless, cause for much concern in a number of areas. To begin with, the privacy of online users is threatened since criminals have unprecedented access to personal and confidential information, which can result in identity theft and credit card fraud. Furthermore, there is a staggering amount of misinformation online and users must be wary when researching. Finally, and most ironically, the convenience of the Internet becomes a double-edged sword when being connected means you never have a moment to yourself.

All in all, the Internet places the world at our fingertips, but the benefits must be offset against some very serious dangers.

**E** Look at the example essay again and answer the questions.

- 1 Summarise the introduction. Is it a good response to the prompt?
- 2 How has the writer connected the introduction to the first main paragraph? Which two phrases echo each other and enable the ideas to flow?
- 3 Underline the topic sentences in the two main paragraphs. What are the supporting points for each topic sentence?
- 4 Does the conclusion summarise the writer's view? Does it introduce any new ideas? Does it repeat word for word from the main body of the essay?
- 5 Find and underline all the examples of the passive voice in the essay.
- 6 Find the linking words and phrases in the essay and think of alternatives.

**F** Choose two answers from A and write a paragraph in your notebook about the disadvantages of Internet communication. Remember to begin with a topic sentence. Write about 80 words. When you have finished, swap with a partner and edit each other's work.

**G** Read the *Exam Close-up* and then complete the *Exam Task* below. Use the paragraph plan and the *Useful Expressions* to help you.

## Exam Close-up

### Preparing an essay

- It is important to answer all parts of the question, so read the question carefully before you start.
- Organise your essay into paragraphs with topic sentences and appropriate linking words and phrases.
- Remember to use formal language.
- It's a good idea to use a range of sentence structures including the passive voice.
- Don't forget to fully inform your reader!

## Exam Task

Following a class discussion your teacher has asked you to write an essay giving your views on this topic.

*Many people believe that social media have had a negative impact on human relationships. Do you agree that our relationships have suffered as a consequence of social media? How do you think social media will affect human relationships in the future?*

Write your **essay** in 220–260 words in an appropriate style.

### Plan

Introduction:	In your own words, include the statement declared in the task.
Main paragraph 1:	Agree or disagree with the statement and support your view.
Main paragraph 2:	Make your prediction for the future and support your view.
Conclusion:	Sum up your arguments and express your overall opinion.

## Useful Expressions

### Introducing an argument

Generally speaking, ...  
There is no doubt that ...  
There are many advantages to ...  
It is a well-known fact that ...  
It is widely thought / believed / claimed that ...  
One point of view is ...  
For one thing, ...

### Countering an argument

Far from -ing ...  
There are those who believe that ...  
In contrast with ...  
Contrary to the above ideas, ...  
On the contrary, ...  
Others feel / argue that ...



# 2 Orangutan Language



## Before you watch

**A** Work with a partner and answer these questions.

- 1 What part of the world are orangutans native to?
- 2 What do you think orangutan language is?
- 3 How do you think orangutans can communicate with humans?

## While you watch

**B** Watch the video clip and circle the words you hear.

- 1 Rob Shumaker is the **coordinator** / **organiser** of the Orangutan Language Project.
- 2 Shumaker's programme is **voluntary** / **obligatory** for them.
- 3 Inda can **recognise** / **identify** food and objects using symbols.
- 4 Azie is not as **intelligent** / **social** as his sister is.
- 5 Orangutans could become **endangered** / **extinct** in the wild in the next 10 to 12 years.
- 6 Shumaker **personally** / **individually** developed the symbols for the orangutans' vocabulary.

## After you watch

**C** Complete the summary of the video clip below using these words.

captivity choices communicating  
connects efforts performs primates  
regard research simple

Orangutans are highly developed (1) \_\_\_\_\_. At the National Zoo in Washington DC, Rob Shumaker runs the Orangutan Language Project which shows that orangutans can communicate through language. Shumaker believes that orangutans in (2) \_\_\_\_\_ need a stimulating physical and mental environment. The zoo allows the orangutans to move around freely with (3) \_\_\_\_\_ of where to go. They also choose whether to participate in the language programme or not. Shumaker works with Inda and Azie, who are sister and brother orangutans. Inda is learning a vocabulary of symbols that she (4) \_\_\_\_\_ with everyday objects. She (5) \_\_\_\_\_ computer exercises to test what language she knows. Inda uses the symbols to indicate words and to form (6) \_\_\_\_\_ sentences. However, Azie isn't always as interested in (7) \_\_\_\_\_ as his sister.

Shumaker's project is part of an exhibit called Think Tank, which explores the process of thinking. The programme involves zoo visitors and brings animal (8) \_\_\_\_\_ to the public. Think Tank aims to educate people and increase conservation (9) \_\_\_\_\_. Shumaker adds that by learning more about the mental abilities of orangutans, people's (10) \_\_\_\_\_ for them will increase.



Orangutans in a national park

## Ideas Focus

- Have you ever communicated with an animal? How?
- Would you like to work on an animal research project? Why? / Why not?
- Do you think that technology will enable us to communicate with animals? Why? / Why not?



# Review 1

## Units 1 & 2

### A

For questions 1–10, read the text below and decide which answer (A, B, C or D) best fits each gap.

#### Dumbing down

Recent research (1) \_\_\_\_\_ that some everyday things decrease intelligence, and the results are guaranteed to (2) \_\_\_\_\_.

Reality TV has been under (3) \_\_\_\_\_ for a while. An Austrian study has revealed that watching reality shows actually makes you stupider. It's (4) \_\_\_\_\_ to say that many people had suspected this was the case. For the (5) \_\_\_\_\_ of the study, which involved two groups, one group of participants watched a reality show and then did a knowledge test. Those who had watched the show (6) \_\_\_\_\_ worse results than those who had not.

Food, too, can be a culprit. A Californian study showed that we need to be (7) \_\_\_\_\_ when it comes to sugar. Not only is it bad for our teeth and waistlines, but continued consumption slows the brain, and hinders memory and learning. Chewing gum, too, has come in for (8) \_\_\_\_\_. In Wales, scientists discovered that it (9) \_\_\_\_\_ short-term memory. Participants had to look at a group of items and then recall the items and the order in which they saw them. The group that had chewed gum before the test was not able to (10) \_\_\_\_\_ the task as well as those who had not.

- |              |               |                |                |
|--------------|---------------|----------------|----------------|
| 1 A comments | B indicates   | C remarks      | D observes     |
| 2 A blast    | B bother      | C offend       | D shock        |
| 3 A fire     | B threat      | C pressure     | D warning      |
| 4 A candid   | B bold        | C wise         | D fair         |
| 5 A data     | B reasons     | C purposes     | D observations |
| 6 A achieved | B reached     | C managed      | D succeeded    |
| 7 A afraid   | B considerate | C apprehensive | D cautious     |
| 8 A notice   | B criticism   | C praise       | D trouble      |
| 9 A affects  | B resists     | C provokes     | D solves       |
| 10 A realise | B cope        | C accomplish   | D impress      |

### B

For questions 11–20, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

#### Progressive ideas

Our ancient forefathers were not (11) \_\_\_\_\_, yet it is usual to think of human progress as being very slow until more recent times.

In reality, the history of human (12) \_\_\_\_\_ is full of innovative and quite (13) \_\_\_\_\_ ideas dating back many thousands of years.

Moreover, (14) \_\_\_\_\_ that have been more recent, such as the (15) \_\_\_\_\_ Revolution, computers and the Internet, are not necessarily more important than those of the past.

So how do we measure the (16) \_\_\_\_\_ of an invention?

The question needs to be considered (17) \_\_\_\_\_. Let's look at information technology and compare the invention of the Internet and the invention of writing. Which had the greater impact? Was it the change to a world with writing or the technical improvement that allows written (18) \_\_\_\_\_ to occur more easily?

The latter could not have developed without the former. In other words, in this important area of life, the really (19) \_\_\_\_\_ change occurred millennia ago. Like writing, there are other inventions that stand at the beginning of a long process of advancement, and it would be (20) \_\_\_\_\_ to suggest that social and economic change was largely absent until recent times.

IGNORANCE

ACHIEVE  
REVOLUTION  
DEVELOP  
INDUSTRY

SIGNIFICANT  
OBJECT

INTERACT

DRAMA

WISE



# Review 1

## Units 1 & 2

### C

For questions 21–25, think of one word only which can be used appropriately in all three sentences.

- 21 It's easy; just \_\_\_\_\_ the camera at your subject and then press this button.  
The company will \_\_\_\_\_ their new ad campaign at the 16–24 age group.  
Most people who \_\_\_\_\_ high are more hard-working than those who don't.
- 22 The conference delegates were shown to their \_\_\_\_\_ at the table.  
Now that Jack's finally got his MBA and found a job, he's really going \_\_\_\_\_.  
The friends were pleased when they were both offered \_\_\_\_\_ at the same university.
- 23 Charles went \_\_\_\_\_ out to get his dream job in public relations, and succeeded.  
Ewan and James have an ambitious plan to ride their motorbikes \_\_\_\_\_ the way to Asia and back.  
The suggestion that cameras be installed in their offices was not at \_\_\_\_\_ popular with the staff.
- 24 Undefended at the far \_\_\_\_\_, the player headed the ball into the net.  
If there's no need to take it there yourself, you can just send it by \_\_\_\_\_.  
His \_\_\_\_\_ on the web site was full of abbreviations, spelling mistakes and poor grammar.
- 25 He would rather be at home than at work, so he spends a lot of time watching the \_\_\_\_\_.  
Marilyn turned back the \_\_\_\_\_ for her new design with an 80s theme.  
You can't work around the \_\_\_\_\_, you also need some rest and relaxation.

### D

For questions 26–32, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 26 Eddie was one of the laziest people I knew, but that all changed once he got a job.  
**USED**  
Eddie \_\_\_\_\_, but that all changed once he got a job.
- 27 No one could believe how talented he was.  
**TAKEN**  
We \_\_\_\_\_ his talent.
- 28 I'm afraid there was nothing else I could do.  
**CHOICE**  
I'm afraid I \_\_\_\_\_, I had to do it.
- 29 That's not what I said to the journalist and it was unfair of him to report it.  
**CONTEXT**  
The journalist \_\_\_\_\_, which was unfair.
- 30 How can you tell the websites apart when they're identical?  
**DISTINGUISH**  
How can you \_\_\_\_\_ when they're identical?
- 31 Sorry, I can't help you at the moment because I have too much to do.  
**PLATE**  
Sorry, but I have \_\_\_\_\_ to help you at the moment.
- 32 The problems we encountered were minor.  
**AGAINST**  
We \_\_\_\_\_, but they were minor.

# 3 Just for the Health of It

<b>Reading:</b>	missing paragraphs, looking for connections
<b>Vocabulary:</b>	health- and medicine-related vocabulary, word formation, phrasal verbs, collocations & expressions
<b>Grammar:</b>	demonstrative, reflexive, indefinite and reciprocal pronouns, adverbs & adverb phrases, adverb forms, intensifying adverbs
<b>Listening:</b>	multiple-choice questions, dealing with scientific information
<b>Speaking:</b>	talking about health, comparing photographs, using relevant words and expressions, topic vocabulary
<b>Writing:</b>	information sheet, writing a good information sheet, giving information clearly, introducing, giving advice / suggesting



Electrodes monitor brain activity in a Tibetan Buddhist teacher

# 3 Just for the Health of It

## Reading

**A** How good is your memory? Look at these items one at a time and spend no more than 5 seconds looking at each one. Then write down what you remember.

TZLD

543420

436-7894

KLE 1642

771222717

Which ones did you remember completely?

Which ones didn't you remember?

What techniques did you use to remember them?

**B** Read the article. How are the two people mentioned similar and how are they are different?

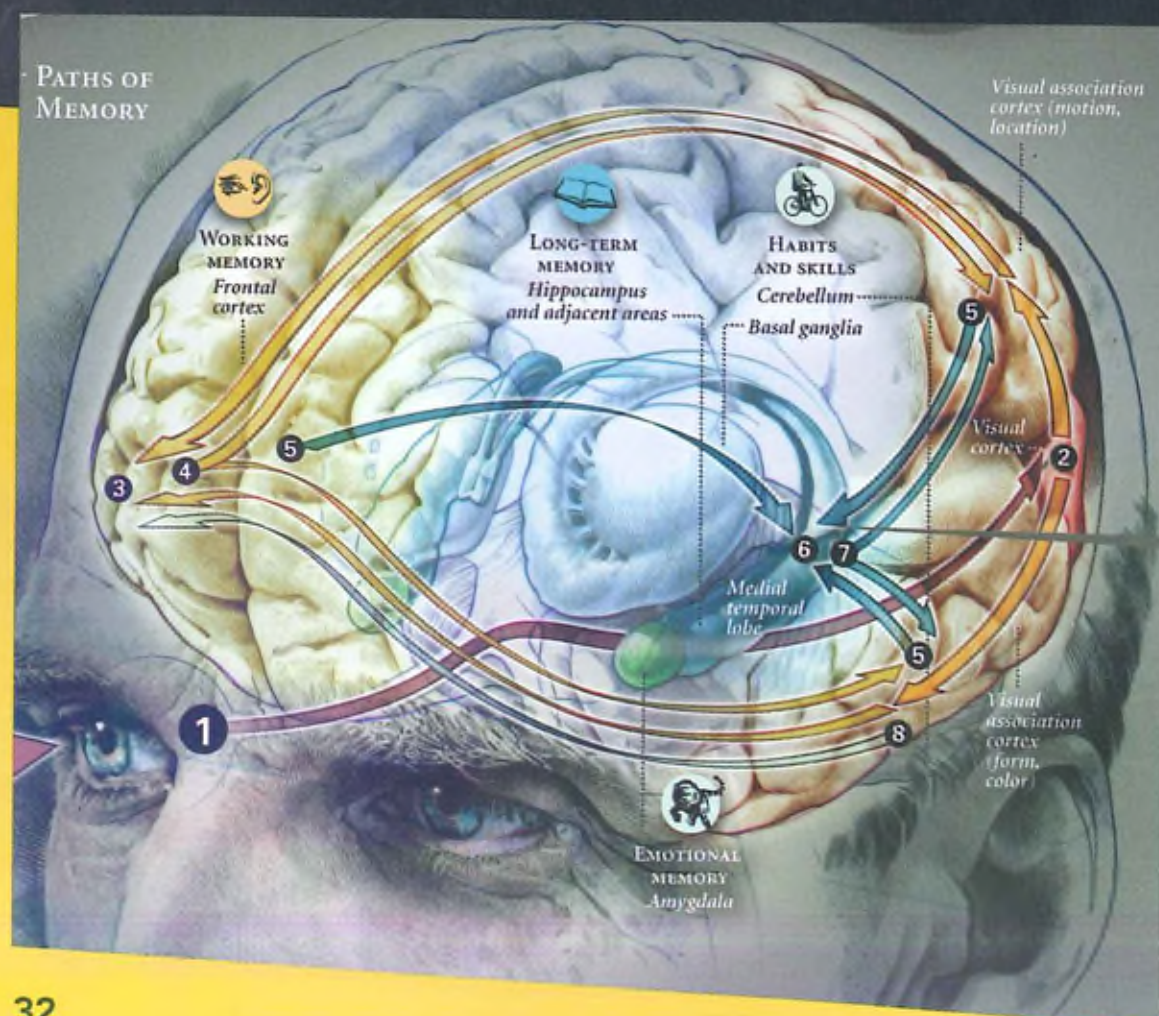
## Word Focus

Use a dictionary to find definitions and / or synonyms for the words below from the text.

- |           |            |
|-----------|------------|
| 1 amnesia | 4 spectrum |
| 2 blunder | 5 ravage   |
| 3 neuron  |            |



# Remember this!



A 41-year-old woman, who can only be named as 'AJ', remembers almost every day of her life since the age of 11. An 85-year-old man, who can only be named as 'EP', only remembers his last thought. Her memory might be the best in the world, while his might be the worst. **1**

Unlike other people who have gone down in history for having photographic memories, her memory is not for useless facts and figures presented to her by researchers interested in finding out more about her unusual ability. Instead AJ's memory focuses on herself and her own life. **2**

This is because EP suffers from two types of **amnesia**. Anterograde amnesia prevents him from forming new memories. Retrograde amnesia prevents him from recalling memories from his past.

**C** Read the *Exam Close-up*. Then complete the *Exam Task* below.

## Exam Task

You are going to read an extract from a magazine article about memory. Five paragraphs have been removed from the extract. Choose from the paragraphs **A – G** the one which best fits each gap. There is one extra paragraph which you do not need to use.

- A** These irritating instances characterise his daily routine. For example, he gets up in the morning, has breakfast and then goes back to bed to listen to the radio for a while. Later he'll get back up again, have breakfast again before returning to bed to listen to the radio once more.
- B** Every sensation we have, every thought we think alters something within the vast network of **neurons** that make up our memory. Our physical substance changes. Indeed it is always changing, even when we are asleep.
- C** EP, however, is at the other end of the memory **spectrum**. Following a virus that **ravaged** his brain, two chunks of brain matter disappeared taking with them most of EP's memory. If AJ's memory is cinematographic, EP's is like a camcorder set to record without a tape. He sees, but he doesn't record the events around him.
- D** In this sense, EP's lack of memory has allowed him to fall completely out of time. He literally lives in his own little world. His daughter, who is keen to point out that this may be a mixed blessing, says 'He's happy all the time. Very happy. I guess it's because he doesn't have any stress in his life.'
- E** 'My memory flows like a movie – non-stop and uncontrollable,' says AJ. If you ask her what

## Looking for connections

- Carefully read the main text first to get an idea of the overall message.
- Focus on how the ideas are developed and look for any specific grammatical tenses.
- Then read the sentences before and after each missing paragraph and underline any key words.
- Read each missing paragraph carefully. Look for topic links and grammatical structures which connect with the main text and match the paragraphs.
- Finally, read the main text again and check the whole new paragraph makes sense.

happened at a certain time on a certain day in the past, she can recall the events with precise detail. She can remember personal experiences like what she had for lunch on any given day. In her remarkable memory, virtually every day is there, recorded like a film.

- F** AJ and EP's cases vastly differ from each other, but they both teach us a lot about memory and how our individual memories make us who we are. Most of us are somewhere in between AJ and EP. There are times when we remember insignificant details and times when we forget things that are extremely important to us. How often have you been able to recall minor events from your childhood, yet been unable to hold on to a telephone number for just two minutes? That's the beauty of memory.
- G** If you were to present AJ with a list of phone numbers, she would be able to memorize them within seconds. Similarly, if you tasked her with studying all the capital cities of the world, she would be able to recall them with 100% accuracy.

In fact, everything he has experienced since 1960 has been wiped out entirely. So while World War II is perfectly vivid in his mind, he's completely oblivious to events such as the Moon landing. **3**

What's really interesting is that EP doesn't even remember he has a memory problem. This information is something he learns every second, and then immediately forgets. As he continually forgets that he forgets, every time he forgets new information, he simply puts it down to annoying slips of the mind. **4**

Such **blunders** are often accompanied by feelings of bewilderment. Like most people his age, one of EP's favourite pastimes is reading the newspaper. However, because his memory fails him, it can be impossible for him to make sense of what he reads. He could read an article on the dangers of facebook, but have no recollection of what computers are or when they came on the scene. **5**

## D Complete the sentences with these adjectives.

**mixed   oblivious   photographic  
precise   vast   vivid**

- 1 Jan can remember with \_\_\_\_\_ detail how she spent her summers as a child.
- 2 Uncle Tom eventually became \_\_\_\_\_ to what was going on around him.
- 3 I have \_\_\_\_\_ feelings about getting a carer to look after Gran.
- 4 Lucy has such a \_\_\_\_\_ network of friends; I'm surprised she can remember who they all are!
- 5 If you can recall images with extreme precision, you have a \_\_\_\_\_ memory.
- 6 The sounds of children playing in the park brought back \_\_\_\_\_ memories of her childhood.

People sometimes remember insignificant details but forget things that are extremely important.

- Can you think of examples? Why do you think it happens?

## Ideas Focus



# 3 Just for the Health of It

## Vocabulary

**A** Complete the sentences with these verbs in the correct form.

consult monitor nurse practise  
prescribe relieve respond sprain

- The doctor \_\_\_\_\_ some medicine for me.
- When he became ill, his mother \_\_\_\_\_ him back to health.
- 'Is the patient \_\_\_\_\_ to treatment?' asked the doctor.
- I'd \_\_\_\_\_ a doctor about that nasty cough if I were you.
- We'll need to \_\_\_\_\_ the patient closely over the next 48 hours.
- William \_\_\_\_\_ his ankle last week and can't play sport for a while.
- Here, take these pills; they'll \_\_\_\_\_ the pain and you'll be able to sleep.
- Anne is a doctor. She has been \_\_\_\_\_ medicine for twenty years.

**B** Circle the odd ones out.

- |                 |           |            |                |
|-----------------|-----------|------------|----------------|
| 1 psychological | physical  | emotional  | mental         |
| 2 dehydrated    | parched   | muscular   | dry            |
| 3 sane          | wholesome | nutritious | beneficial     |
| 4 delirium      | hysteria  | madness    | disorder       |
| 5 bony          | anorexic  | delicate   | undernourished |
| 6 forgetful     | contented | scatty     | absent-minded  |

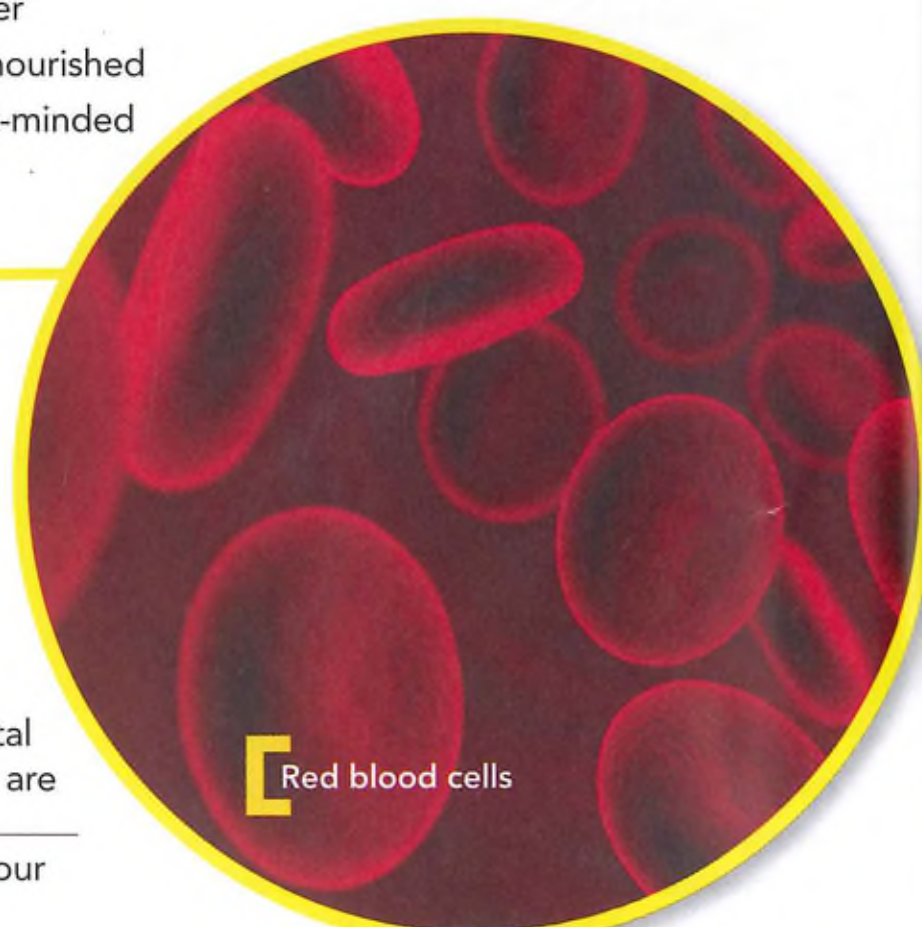
**C** Complete the text with these words.

bank donors intravenous pressure type vessel

### Blood transfusion

A blood transfusion is a common procedure in which a patient receives blood via a(n) (1) \_\_\_\_\_ line inserted into a blood (2) \_\_\_\_\_. It is a procedure that is used to replace blood lost during surgery or through a serious injury. It might also be required if the body is unable to make blood properly because of an illness.

The blood used in this procedure is provided by blood (3) \_\_\_\_\_. You too can give blood by going to a hospital or special centre. You'll be asked questions to establish whether you are a suitable candidate for donation and your blood (4) \_\_\_\_\_ will be measured. If all is well, your blood will then be taken. Once your blood has been collected, it will be tested to determine your blood (5) \_\_\_\_\_ and then it will be stored in a blood (6) \_\_\_\_\_ for future use.



**D** Complete the sentences using both words in the correct form.

heal / recover

- 'You will \_\_\_\_\_ from the accident, but it will take time for your broken leg to \_\_\_\_\_,' said the doctor.

injure / wound

- A bomb exploded and resulted in ten people being seriously \_\_\_\_\_ while two were mortally \_\_\_\_\_.

damage / harm

- There was concern that the accident victim had suffered brain \_\_\_\_\_, but fortunately, no \_\_\_\_\_ was done.

## Word formation

**E** Complete the *Exam Task* below.

### Exam Task

For questions 1 – 8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

#### The fight against malaria

The story behind the (1) \_\_\_\_\_ of the drug **DISCOVER** quinine for the (2) \_\_\_\_\_ of malaria is an **TREAT** interesting one.

According to legend, a South American Indian (3) \_\_\_\_\_ swallowed quinine while suffering **ACCIDENT** from malarial fever in a jungle. Desperately

(4) \_\_\_\_\_, he drank from a bitter-tasting **THIRST** pool of water. There were some cinchona trees

growing nearby. The bark of the cinchona, which the Indians called *quina-quina*, was believed to be

(5) \_\_\_\_\_. But when the man's fever was **POISON**

(6) \_\_\_\_\_ reduced, he told his tribe about **MIRACLE**

the (7) \_\_\_\_\_ properties of the tree, and **MEDICINE** they began to use its bark to treat the disease.

Quinine-based drugs are still widely used as a(n)

(8) \_\_\_\_\_ way to fight malaria in humans. **EFFECT**



## Phrasal verbs

**F** Match the phrasal verbs to their meanings.

- |                  |                          |   |
|------------------|--------------------------|---|
| 1 come down with | <input type="checkbox"/> | a catch an illness from somebody or something |
| 2 fight off      | <input type="checkbox"/> | b faint                                       |
| 3 pass out       | <input type="checkbox"/> | c vomit                                       |
| 4 pick up        | <input type="checkbox"/> | d get an illness                              |
| 5 take out       | <input type="checkbox"/> | e remove something                            |
| 6 throw up       | <input type="checkbox"/> | f recover from an illness quickly             |

**G** Complete the sentences with the correct form of the phrasal verbs from F.

- I was so seasick on the ferry that I \_\_\_\_\_.
- Terry felt weak and his body couldn't \_\_\_\_\_ the infection.
- She \_\_\_\_\_ a cold and was sick for days.
- The dentist \_\_\_\_\_ one of my wisdom teeth this morning and I'm in agony.
- The player was hit on the head with a cricket ball and \_\_\_\_\_.
- I feel terrible. I think I've \_\_\_\_\_ a cold from my brother.

## Collocations & Expressions

**H** Circle the correct words.

- |  |   |
|--|---|
| 1 All <b>body</b> / <b>bodily</b> functions in humans and animals are controlled by the brain. | 5 Shouldn't you cover those running <b>bruises</b> / <b>sores</b> with some gauze?            |
| 2 Granddad's <b>failing</b> / <b>falling</b> eyesight is a result of old age.                  | 6 He asked for a glass of water after his coughing <b>fit</b> / <b>spasm</b> .                |
| 3 The victim suffered serious injuries to her <b>inside</b> / <b>internal</b> organs.          | 7 A chemical <b>imbalance</b> / <b>inequality</b> in the body can be treated with medication. |
| 4 Scientists worldwide are researching ways to fight <b>final</b> / <b>terminal</b> illnesses. | 8 Please stop shouting; I've got a <b>smashing</b> / <b>splitting</b> headache.               |

**I** Work with a partner. What do you think these body idioms mean?

have a change of heart   bite someone's head off   get cold feet   be at each other's throats  
shout at the top of your lungs   keep your chin up   turn a blind eye   be on the tip of your tongue

# 3 Just for the Health of It

## Grammar

### Demonstrative Pronouns

**A** Read the sentences and underline the demonstrative pronouns.

- 1 'Have you seen this? It's an article on laser eye surgery.' 'That sounds interesting. Can I have a look?'
- 2 'Look, dandruff shampoos! These are really cheap; those over there are too expensive.'

**B** Complete the rules.

The demonstrative pronouns *this* and *these* are used to talk about things or people (1) **far / near** in distance or time, while *that* and *those* are used to talk about things or people (2) **far / near** in distance or time.

### Reflexive Pronouns

**C** We use reflexive pronouns to refer back to the subject of a sentence or clause. Match the sentences to the uses.

- 1 The doctor **himself** said the medicine wasn't working. ☐
- 2 The patients weren't able to wash **themselves**. ☐
- 3 Why are you talking to **yourself**, Karl? ☐

Reflexive pronouns are used

- a when the subject and object are the same.
- b after a preposition (when the subject and the object are the same).
- c to emphasise the subject.

### Indefinite Pronouns

**D** Indefinite pronouns are pronouns that are not definite or specific. Read the sentences and answer the questions.

- a **Anything** is possible, but **nothing** can be achieved without hard work.
- b **Some** of these vegetables have been genetically modified, but **all** look delicious.

- 1 Which indefinite pronouns refer to specific nouns?  
\_\_\_\_\_
- 2 Which indefinite pronouns refer to nonspecific nouns?  
\_\_\_\_\_

### Reciprocal Pronouns

**E** Read the sentences and decide if the statements about reciprocal pronouns are true or false.

Mark and Joe dislike **each other** / **one another**.

The students checked **each other's** / **one another's** essays.

- 1 They are used to identify that an action or feeling is shared. ☐
- 2 They can only refer to plural or multiple nouns. ☐
- 3 They do not have a possessive form. ☐

Grammar Focus pp.163 & 164 (3.1 to 3.4)

**F** Circle the correct words.

### Music therapy

Research has shown that music therapy has a very positive effect on (1) **one / one's** physical and mental health. (2) **These / Those** who practise music therapy use it to deal with short-term conditions and more serious long-term (3) **one / ones**. Cancer patients, children with attention deficit disorder (ADD) and many (4) **other / others** have been able to help (5) **them / themselves** through music.

(6) **Many / Much** is known about the health benefits of music, but how exactly does it work? Music can slow down bodily functions leading to physical relaxation, or it can speed them up to increase energy. (7) **Another / Other** effect of music is that it can influence emotions, which can help with stress relief too. (8) **Any / Anything** that can prevent stress also helps to prevent the body's response to stress (for example, increased blood pressure) from harming the body.



## Adverbs & Adverb Phrases

**G** Read the sentences and answer the questions.

- 1 The doctor will see you **now**.
- 2 The doctor will see you **in an hour**.
- 3 The doctor will see you **when you are ready**.
- 4 The doctor will see you **to take your temperature**.

Which sentence uses

- a prepositional phrase as an adverb phrase? ☐
- an adverb clause? ☐
- an infinitive phrase as an adverb phrase? ☐
- a single adverb? ☐

## Adverb Forms

**H** Look at the sentences. What do the words in **bold** have in common?

A sudden noise woke me and I was **wide** awake all night.

It is **widely** believed that the Mediterranean diet is the best for overall health.

**I** Write two sentences using one of these pairs of adverbs in your notebook: *high / highly*, *slow / slowly* or *late / lately*.

### Be careful

- Many adverbs in English have more than one form –  
 ● those that end in *-ly* and those that don't. There is no pattern to when a certain form is used.

➤ Grammar Focus p.164 (3.5 to 3.7)



## Intensifying Adverbs

**J** Look at the sentences and answer the questions about the words in **bold**.

Private health insurance can be **incredibly** expensive.

**Oddly** enough, some healthy food is high in calories.

What an **utterly** ridiculous thing to do!

- 1 What do intensifying adverbs modify?  
\_\_\_\_\_
- 2 Where in a sentence can these pairs go?  
\_\_\_\_\_
- 3 What follows them when they begin a sentence?  
\_\_\_\_\_

**K** Complete the text with these words in the correct form.

absolute bare first ideal uncomfortable wide

### A toothy problem

Few people look forward to visiting the dentist. There are those who avoid dentists altogether, while a higher number experience enough anxiety that they will go to the dentist only when (1) \_\_\_\_\_ necessary. For many people, fear of dentists stems not so much from the experience of pain as from the lack of control that patients experience in the dentist's chair. They can (2) \_\_\_\_\_ talk or respond, which creates anxiety. Fortunately, there are ways to make patients feel calm. (3) \_\_\_\_\_, the patient should be made comfortable in the waiting room. (4) \_\_\_\_\_, there should be soothing photography on the walls instead of posters depicting gum disease. Once in the chair, patients need to feel in control. Before the dentist asks you to open your mouth (5) \_\_\_\_\_, he or she should explain what you will soon feel and for about how long, ask you for permission to continue, and give you the opportunity to stop the procedure at any time you feel (6) \_\_\_\_\_.



# 3 Just for the Health of It

## Listening

**A** Discuss with a partner what you know about these medical conditions. What are their symptoms? How do you think they can be cured?

- the plague
- tooth decay
- cholera
- sleep deprivation
- skin cancer

**B** **3.1 ▶▶** Listen to two people discussing common diseases and circle the correct words.

- 1 Skin cancer **always needs chemotherapy / can lead to death / cannot be cured.**
- 2 Allowing children to eat lollipops **makes the woman really happy / is uncommon these days / can bring on tooth decay.**
- 3 Cholera and the plague **claim 120,000 lives a year / have been wiped out / can be cured with medication.**
- 4 Car accidents can be caused by people who **suffer from a lack of sleep / drive at night / have infectious diseases.**

**C** Read the *Exam Close-up*. Then read the *Exam Task* below carefully and underline the key words.

**D** **3.2 ▶▶** Now complete the *Exam Task*.



A scientist holding a petri dish containing virus and bacteria cells

## Exam Close-up

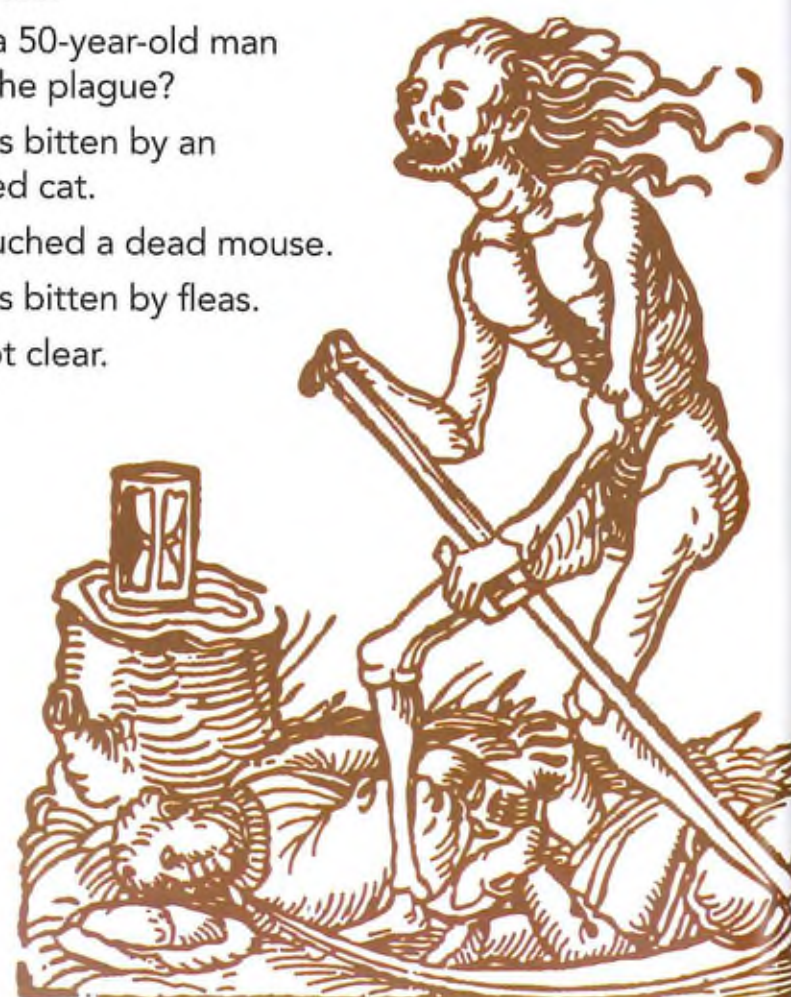
### Dealing with scientific information

- Read through the questions and options carefully before you listen. You will have time to do this in the exam.
- Don't worry if the topics are more technical or scientific. You may not understand everything, but you are not expected to be an expert on the subject!
- Focus on the stem question first and make notes the first time you listen.
- The second time you listen, look carefully at the options and your notes to help you choose the right option.

## Exam Task

You will hear a radio interview about the Black Death. For questions 1 – 6, choose the best answer, a, b, c or d which fits best according to what you hear.

- 1 What does the interviewer say about the Black Death?
  - a It has killed more people than any other plague.
  - b It is the most recent form of plague to affect Europe.
  - c It has been completely wiped out.
  - d It mainly affected people in medieval London.
- 2 What did the research Sue talks about involve?
  - a digging up a whole graveyard
  - b examining victims' bone structure
  - c conducting tests on bacteria from plague victims' bones and teeth
  - d taking samples from skeletons of victims in various locations
- 3 How many people are infected by the Black Death today?
  - a 13,000    b 3,000    c 30,000,000    d 1340
- 4 What conclusion have researchers drawn about the Black Death?
  - a It's just as deadly today as it was in the past.
  - b It has changed very slightly since medieval times.
  - c It affects people in more countries than it used to.
  - d It is now much more deadly than it was in the past.
- 5 There are fewer deaths from the plague today because
  - a the symptoms are less severe.
  - b it is treatable with antibiotics.
  - c there are fewer rodents than in medieval times.
  - d people in general are more knowledgeable about its causes.
- 6 How did a 50-year-old man contract the plague?
  - a He was bitten by an infected cat.
  - b He touched a dead mouse.
  - c He was bitten by fleas.
  - d It is not clear.



**E** **3.2 ▶▶** Listen again and check your answers.

# Speaking

**A** Work with a partner and answer these questions.

- What do you do to stay in good health?
- How could you improve your general health?
- How have people's attitudes to health changed in your country over the last decades?

**B** How important are the following for keeping in good health? Rate each idea 1–8, with 1 being the most important and 8 being the least important.

- preparing your own food ☐
- taking medication at the first sign of illness ☐
- doing physical exercise on a regular basis ☐
- sticking to health and safety regulations ☐
- combining conventional and alternative forms of treatment ☐
- maintaining low body weight ☐
- taking preventative measures against illness ☐
- avoiding risks at home, on the road and at work ☐

## Exam Task

Student A: You will be given three photographs. Compare **two** of the photographs and then answer the two questions provided.

Student B: Answer the follow-up questions about **any** of your partner's photographs.

**1**

What aspects of people's health and wellbeing do they show?

What do you think the people's attitude to health and wellbeing is?



Which photo do you think shows the most worrying aspect of people's attitude to health and wellbeing?

**2**

What measures are the people taking to safeguard their health and wellbeing?

How concerned do you think they might be about their health and wellbeing?



Which photo do you think shows the best way to safeguard your health and wellbeing?

**C** Work with a partner. Compare your answers to B and justify your choices.

**D** Read the *Exam Close-up*. Then read the *Exam Task* below and choose the photographs you are going to talk about.

**E** Now work with a partner to complete the *Exam Task*. Student A describes the photographs in Task 1 and Student B answers the follow-up question. Then change roles and complete Task 2. Use the *Useful Expressions* to help you.

## Exam Close-up

### Using relevant words & expressions

- Choose the two photos you are going to talk about carefully and think quickly about specific words or expressions you need to use to compare them.
- Avoid choosing a photo that shows something you can't interpret.
- Try to use a variety of vocabulary relevant to the specific topic and the task.

## Useful Expressions

### Topic vocabulary

accident and emergency  
avoid / prevent injury  
careless  
caring  
CPR  
don't give much importance to  
give first aid  
health professional  
injection  
junk food  
organic / fresh produce  
paramedic  
positive / negative attitude towards  
prescribe / dispense / take medication  
preventative measures  
protective clothing  
resuscitation  
side-effects  
stretcher  
take care of  
vaccination  
warm up

- Why do you think some people become obsessed with their health?
- Is medication always the answer to ill-health? What alternatives are there?

## Ideas Focus



# 3 Just for the Health of It

## Writing: an information sheet

### Learning Focus

#### Writing a good information sheet

- An information sheet is a short report written for a target reader who needs information, advice or help in some area.
- It should contain clear, factual, succinct information and should be clearly organised into sections with appropriate headings.
- Be careful with register as it will depend on the reader.

Park Guell in  
Barcelona, Spain



### A Compare the two texts. How are they similar? How are they different? Which one is better?

- Hot weather is a serious problem in our city. Sometimes, it's so unbearably hot that you can't go outside. If you do, you run the risk of getting heat stroke and fainting. To protect yourself against the heat, you should wear loose-fitting clothes made from natural fibres, such as cotton. In addition, drink lots of water and don't eat salty food.
- Temperatures often hit 40°C in the summer. But if you follow these cool rules, you'll have a hassle-free visit!
  - Wear a hat and loose cotton clothes that allow your skin to breathe.
  - Drink plenty of water and keep a bottle with you while you're out and about.

### B Read the writing task below and answer the questions.

Your school has asked you to produce an information sheet for visiting students from a foreign country. The purpose of this information sheet is to advise them on how to stay healthy and safe during their visit based on the following areas:

- hot weather
- insects
- transport
- food

Write your information sheet.

- 1 Who is the target reader? What style would be the most suitable?
- 2 Make notes about the four areas you must cover.

### C Read the example information sheet. Can you think of other ways to deal with hot weather?

#### Making the most of your visit

Welcome to our city. We hope you'll have an unforgettable stay, so here are a few tips to make your visit even better.

##### Handling the heat

Temperatures often hit 40°C in the summer. But if you follow these cool rules, you'll have a hassle-free visit!

- Wear a hat and loose cotton clothes that allow your skin to breathe.
- Drink plenty of water and keep a bottle with you while you're out and about.

##### Creepy crawlies

Mosquitoes can be a real pain in the neck – literally! Don't let them keep you up all night. Use a spray-on insect repellent.

##### Getting around

Taxis are expensive so take public transport instead. It's safe and cheap with a reduced student fare.

##### Good food

If you're on a tight budget, don't worry, there are plenty of options for you. Here are some of the best places to eat cheaply.

- Pazzo Pizza – great pizza by the slice, 2 €
- The Gyrozone – best souvlaki in town for just 1.50 €

Take our advice to get the most out of your visit and have the time of your life!

**D** Look at the information sheet again and answer the questions.

- 1 What are the different features of the layout?  
\_\_\_\_\_
- 2 Which features make it informal?  
\_\_\_\_\_
- 3 Which verb form is used with the bullet points? Why?  
\_\_\_\_\_

**E** Choose one of the points in C and write your own section with a heading in your notebook. Your heading can be a short title, as in the example, or it can be a question, e.g. *How can I cope with the heat?*

**F** Read the *Exam Close-up*. Then complete the *Exam Task* below. Remember to use the *Useful Expressions* and paragraph plan to help you.

## Exam Close-up

### Exam Task

You work at a college where there are many international students. You have been asked to produce an **information sheet** giving them advice on the following areas:

- sport facilities
- local hospitals
- dentists
- pharmacies

(220-260 words)

### Giving information clearly

- Remember to address every point in the exam question fully.
- It's a good idea to use separate sections with headings to make it clear for the reader.
- Try to use a range of sentence structures, but keep things clear and simple.
- Make sure your headings are correct for the section.
- Make sure you are consistently appropriate, in this case, informal / semi-formal.
- Remember – be informative!

### Plan

Title:	Attract the attention of the reader and state the content.
Introduction:	Make this light-hearted and friendly; the reader should want to continue reading.
Point 1:	Inform about sport facilities.
Point 2:	Inform about local hospitals.
Point 3:	Inform about dentists.
Point 4:	Inform about pharmacies.
Conclusion:	Summarise the main points, but keep it brief.

### Useful Expressions

#### Introducing

Here are some helpful hints ...  
Here are a few tips ...  
The following is a list of ...

#### Giving advice / Suggesting

Here are some suggestions to ...  
It would be a good idea to ...  
It is important to consider ...  
When + -ing ...  
If you follow these tips, ...



# 3 Paraguay Shaman



## Before you watch

### A Match the words to the meanings.

- |                   |                          |   |
|-------------------|--------------------------|---|
| 1 root            | <input type="checkbox"/> | a a serious disease transmitted to people by mosquitoes     |
| 2 diabetes        | <input type="checkbox"/> | b a plant which can be used to make cures for illnesses     |
| 3 malaria         | <input type="checkbox"/> | c a medical condition caused by too much sugar in the blood |
| 4 medicinal plant | <input type="checkbox"/> | d the part of a plant that grows underground                |

## While you watch

### B Watch the video clip and decide if these statements are true or false. Write T for True or F for False.

- |  |                          |
|--|--------------------------|
| 1 Medicinal cures have been found in the rainforests of Paraguay for a long time.                    | <input type="checkbox"/> |
| 2 Researchers want to record the shamans' knowledge of medicinal plants after the forest disappears. | <input type="checkbox"/> |
| 3 The research team set out on a short journey to reach shaman Gervasio.                             | <input type="checkbox"/> |
| 4 Gervasio and the researchers look for a leaf of a particular plant.                                | <input type="checkbox"/> |
| 5 A book about Gervasio's life has been published.   | <input type="checkbox"/> |
| 6 Medicinal plants in Paraguay are multiplying.  | <input type="checkbox"/> |

## After you watch

### C Complete the summary of the video clip below using these words.

analysing cancer chants cures deforestation  
extensive healers illnesses rainforests root

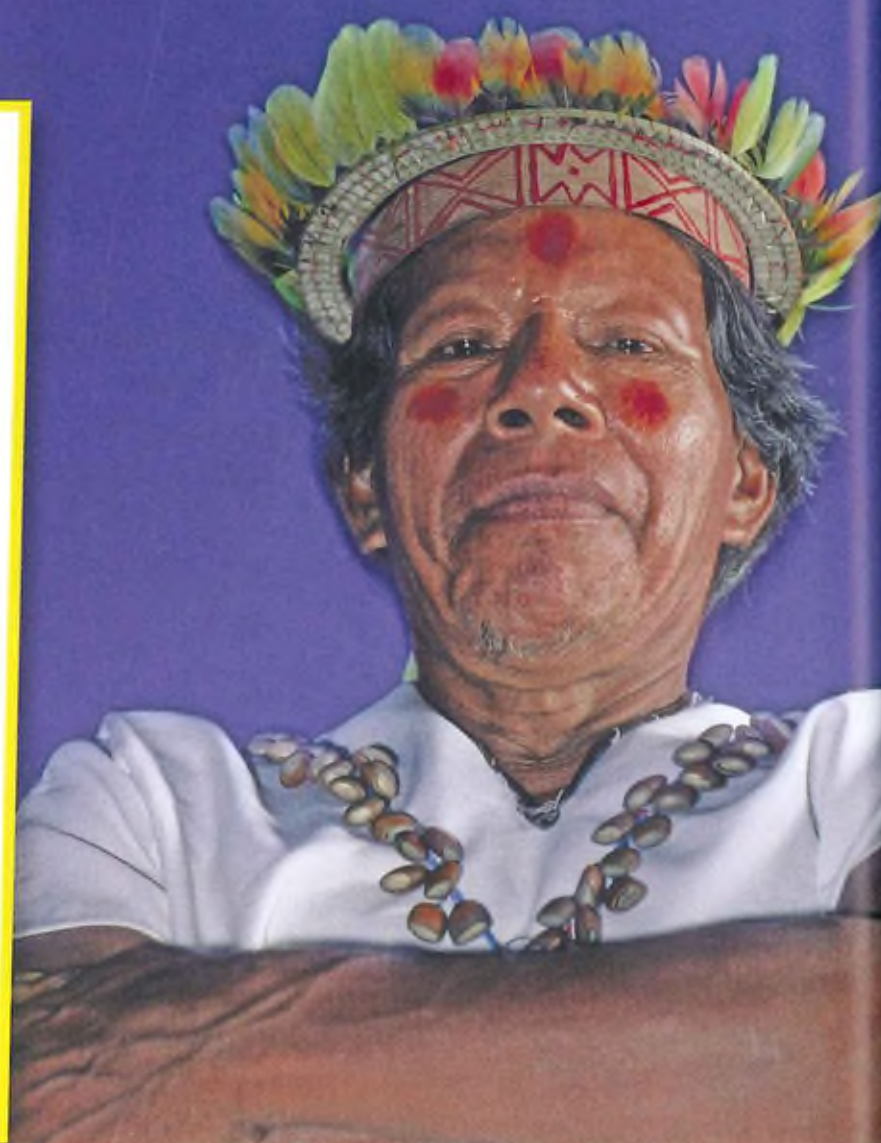
In the (1) \_\_\_\_\_ of Paraguay, there are many plants that are a source of medicinal cures. They could cure (2) \_\_\_\_\_ like diabetes, malaria or even common fevers and colds. But Paraguay has one of the highest (3) \_\_\_\_\_ rates in the world and many plants are disappearing, together with their potential cures.

However, Paraguay's (4) \_\_\_\_\_ or 'shamans', who have a deep knowledge of local medicinal plants, can often lead the way to the plants that provide the medicines. Researchers aim to record this (5) \_\_\_\_\_ knowledge before the forest disappears.

A group of researchers travel to the Mbaracayú Forest Nature Reserve to visit shaman Gervasio. Gervasio uses (6) \_\_\_\_\_ and prayers, perhaps to establish a connection with the forest, before leading the group on the search for a (7) \_\_\_\_\_ which is used to cure various illnesses. Scientists are interested in this family of plants for (8) \_\_\_\_\_ research. Back at the village, Gervasio's wife prepares tea with the root.

Scientists have published a book which records Gervasio's knowledge. It helps people identify and study local plants. The recording and (9) \_\_\_\_\_ of these plants is urgent because as they disappear so does the possibility of finding new medical (10) \_\_\_\_\_.

Paraguay shaman – traditional folk healer



## Ideas Focus

- When you are ill, do you use traditional plant medicines? Would you like to? Why? / Why not?
- What kind of medicinal cures are available in your country?
- Do you think cures for serious illnesses will be found in the near future? Why? / Why not?



# 4 Lights, Camera, Action!

**Reading:**  
**Vocabulary:**

multiple-choice questions, identifying the purpose of a text  
film- and theatre-related vocabulary, multiple-choice questions,  
choosing the correct word, word formation, compound nouns,  
prepositions

**Grammar:**

gerunds, infinitives, discourse markers

**Listening:**

multiple-matching, dealing with two tasks simultaneously

**Speaking:**

decision-making, talking about film genres and cinema, presenting an  
argument, presenting your options, handing over to your partner

**Writing:**

review, understanding the purpose of a review, structuring a review,  
liking, disliking, recommending



Tandem skydiver being  
filmed by a cameraman

# 4 Lights, Camera, Action

## Reading

**A** Imagine the photographs below are stills from films. Look at the photographs and say what kind of film you think each one is and what it is about. Then answer the questions below.



Which three criteria from the list below are most important for you in deciding how good a film is? Why? Why are the others less important?

- plot
- soundtrack
- happy ending
- events based on a true story
- well-known actors
- special effects
- scenery

**B** Look at the title and read the first two lines of the article. Where might you find this article? What is its purpose and who do you think might read it?

**C** Read the article and match the photographs in A which you think reflect the content of the films mentioned. Which film appeals to you most? Why?

### Word Focus

Use a dictionary to find definitions and /or synonyms for the words below from the text.

- |             |             |
|-------------|-------------|
| 1 film buff | 4 unravel   |
| 2 footage   | 5 pterosaur |
| 3 inundated |             |

## Film Buff's Guide to the Movies

Whatever your taste in films, National Geographic Entertainment has something for everyone.



Bored with predictable Hollywood blockbusters with sugary-sweet endings and little more substance than 'they met, they fell in love, they lived happily ever after'? Then look out for Nat Geo movies. From moving personal accounts of life in remote countries to exhilarating documentaries on extraordinary pre-historic creatures, you're bound to find what you're looking for. Here are just some of the latest films available to general audiences and film buffs.

*Life in a Day* is an Oscar-winning film by director Kevin Macdonald in partnership with Ridley Scott's film company, Scott Free UK and YouTube. When YouTube contributors were asked to submit film **footage** of their lives on July 24, 2010, the project's organisers were **inundated** with over 80,000 videos, making up over 4,500 hours of deeply personal, powerful moments shot by contributors worldwide. Macdonald and his team sifted through these videos and pasted them together to create a remarkable feature-length film. The film shows – with beauty, humour and joyful honesty – what it's like to be alive on Earth today.

*The First Grader* is a heart-warming and inspiring true story of one man's battle to gain the education he had been so long denied. Set in a small, remote mountain-top primary school in the Kenyan Bush, the film **unravels** the story of Maruge (Oliver Litondo), an old Mau Mau veteran in his 80s, desperate to learn to read and write. Maruge's application, while receiving the support of head teacher Jane Obinchi (Naomie Harris), faces fierce opposition from parents who don't want to see a place in the school wasted on such an old man. *The First Grader* is for viewers aged 13 and over.

*Flying Monsters 3D*, with Sir David Attenborough, is a groundbreaking film that uses cutting-edge 3D filming technology to bring the story of giant flying monsters and their pre-historic

**D** Read the *Exam Close-up*. Then complete the *Exam Task*. Remember to pay close attention to questions which focus on opinion and attitude.

**E** Match the definitions with these phrases.

cutting-edge groundbreaking heart-warming  
heart-rending state-of-the-art sugary-sweet

1 causing feelings of happiness

2 making new discoveries

3 excessively sentimental

4 causing feelings of sadness

5 using the latest technology

6 the most advanced stage in the making of something

## Exam Close-up

### Identifying the purpose of a text

- It's important to understand the writer's purpose and attitude in a text.
- Remember to identify the text type and think about where you might read it and who the audience might be first.
- Pay particular attention to questions which ask you about the writer's opinion.
- Look carefully for words and expressions in the main text that link to the answer options in the questions.

## Exam Task

For questions 1 – 6, read the passage below. Then select which answer (a, b, c or d) fills the blank.

- The writer claims Nat Geo films will appeal
  - mainly to fans of Hollywood films.
  - especially to audiences who enjoy love stories.
  - only to film buffs.
  - to people of all tastes in films.
- Life in a Day* was
  - produced in only one day.
  - directed by Ridley Scott.
  - filmed by ordinary people all over the world.
  - posted on YouTube.
- In *The First Grader*, Maruge comes in for criticism because
  - some people feel he doesn't deserve a place at the school.
  - he enlists the support of the school's head teacher.
  - he's still illiterate at the age of 80.
  - he refused to go to school when he was younger.
- What do *The First Grader* and *Desert Flower* have in common?
  - They both portray people who built a new life for themselves abroad.
  - They relate the struggles of real people.
  - They use amazing special effects.
  - They are unsuitable for under 13-year-olds.
- Which film is a documentary that has been produced like a science fiction film?
  - U23D*
  - Life in a Day*
  - Flying Monsters 3D*
  - The First Grader*
- What does the writer confess about *Desert Flower*?
  - It promotes arranged marriages.
  - It has fairy-tale like qualities.
  - It isn't for the faint-hearted.
  - It glamorises the fashion industry.

world to life. Around 220 million years ago, dinosaurs were dominant on Earth. Control of the skies, however, fell to another group of reptiles – the **pterosaurs**. The story of how and why these incredible creatures managed to defy gravity and take to the air seems to be more fantastical than fiction. If you're a fan of state-of-the-art films, then *Flying Monsters* is for you. Thanks to 3-D CGI (Computer-Generated Imagery), these spectacular creatures are recreated and we are invited into their world!

Hailed by reviewers as 'the future of concert films' and 'an explosive, all access U2 concert pass', *U23D* sets out to capture the relationship between the band members of pop's supergroup U2. The film, which was shot in South America during U2's *Vertigo* tour there, was made using the largest collection of 3D camera technology ever used on one project. The result is electrifying! Viewers find themselves immersed in the ecstatic world of a live U2 stadium concert.

*Desert Flower* is the heart-rending tale of Waris Dirie (Liya Kebede), who at the tender age of 13, fled her family's nomadic camp in the Somali desert. The daring teenager wanted to avoid being married off as fourth wife to a man old enough to be her grandfather. Having made her way through the desert, she manages to track down relatives in Mogadishu, the Somali capital. They arrange work for her as a servant in the Somali embassy in London. She attracts the attention of Terry Donaldson, the famous fashion photographer. He opens the doors to a completely different world and Dirie soon becomes a well-known fashion model. Admittedly, it all sounds like a too-good-to-be-true Cinderella story, but Dirie's life is based on the true story of a supermodel who made her way from the deserts of Somalia to the famous catwalks in the world.

- Do you ever read reviews of films or articles about films? Why? / Why not?
- To what extent do you think reviews influence people's decisions to see a film, watch a TV series, etc.?

## Ideas Focus



# 4 Lights, Camera, Action

## Vocabulary

**A** Complete the sentences with these words.

aisles backstage foyer interval  
row set usher wings

- The action took place on a minimalist \_\_\_\_\_ made up of an armchair and a floor lamp.
- I'll meet you in the \_\_\_\_\_ half an hour before the play starts.
- We didn't have good seats; they were in a(n) \_\_\_\_\_ at the back of the theatre.
- After the show, Tom went \_\_\_\_\_ to see if he could get a few autographs.
- The actor anxiously waited in the \_\_\_\_\_ before walking onto the stage.
- It was a wonderful musical and the audience was dancing in the \_\_\_\_\_!
- Do we have enough time to get a drink during the \_\_\_\_\_?
- We were shown to our seats by a(n) \_\_\_\_\_.

**B** Read the *Exam Close-up*. Then complete the *Exam Task* below.



## Exam Task

For questions 1 – 6, read the text below and decide which answer (a, b, c or d) best fits each gap.

### Action or Rom-com?

Do you prefer guy movies like *Mission: Impossible*, or (1) \_\_\_\_\_ flicks like *Twilight*? What is it about fast cars and exploding buildings that (2) \_\_\_\_\_ to men? Why do women enjoy love stories, tear-jerkers and (3) \_\_\_\_\_ of woe? For Hollywood (4) \_\_\_\_\_ bosses it doesn't matter what the reasons are; they're just glad such exploitable differences exist. For example, they know that a romantic comedy will be more successful if it is (5) \_\_\_\_\_ in time for Valentine's Day. And while films like *P.S. I Love You* and *One Day* tug at the (6) \_\_\_\_\_ of every woman, sports films about underdogs such as *Dodgeball* and *Remember the Titans* seem to be more popular with men. Why? Well, there's something about ordinary people overcoming all the obstacles to triumph that appeals to men.

- |                  |              |              |             |
|------------------|--------------|--------------|-------------|
| 1 a chic         | b chick      | c chicken    | d hen       |
| 2 a attracts     | b appeals    | c applies    | d allures   |
| 3 a tells        | b tails      | c tales      | d talks     |
| 4 a studio       | b set        | c stage      | d theatre   |
| 5 a revealed     | b reviewed   | c released   | d rehearsed |
| 6 a heartstrings | b heart rate | c heartthrob | d heartbeat |

## Exam Close-up

### Choosing the correct word

- With a multiple-choice text, read the complete text quickly first for general understanding.
- Then read each sentence carefully and make sure you know what type of word is missing.
- Look at the multiple-choice options and check for collocations, prepositions or fixed expressions.
- Where words are similar, take time to read the options carefully.
- Check the sentence with the word you have chosen to make sure it makes sense.

## Word formation

**C** Complete the text with the correct form of the words.

### To Kill a Mockingbird

The American Film Institute (AFI) regularly compiles lists which rank the best films and (1) \_\_\_\_\_. For example, there are the best feature-length films by genre such as western, sports, (2) \_\_\_\_\_, romantic comedy, mystery, fantasy, science fiction, gangster, courtroom drama and epic.

Courtroom drama is a genre in which a system of justice plays a crucial role in the film's (3) \_\_\_\_\_. The film deemed by the AFI to be the best courtroom drama is the 1962 classic, *To Kill a Mockingbird*, based on the Pulitzer Prize winning novel by author Harper Lee. It is the story of a lawyer in a(n) (4) \_\_\_\_\_ divided Alabama town in the 1930s, who agrees to defend a young black man accused of attacking a white woman. Gregory Peck won an Academy Award for Best Actor for his (5) \_\_\_\_\_ of the lawyer, Atticus Finch.

PERFORM

ANIMATE

NARRATE

RACE

PORTRAY



## Compound nouns

**D** Complete the sentences with these words.

festival fright lead night ovation rehearsal  
role room

- 1 The actress was in her dressing \_\_\_\_\_ having her costume fitted.
- 2 Emma Watson was the female \_\_\_\_\_ in the *Harry Potter* films.
- 3 Rupert played the title \_\_\_\_\_ in our school production of *Macbeth*.
- 4 She hated performing because she suffered from terrible stage \_\_\_\_\_.
- 5 The dress \_\_\_\_\_ went smoothly and the director was pleased with the cast.
- 6 Many famous critics were invited to the film \_\_\_\_\_ to act as judges.
- 7 Of course, all of the cast were nervous on opening \_\_\_\_\_.
- 8 The actors received a standing \_\_\_\_\_ for their excellent performance.

## Prepositions

**E** Complete the sentences with these prepositions.

at by in (x3) on to without

- 1 A lot of people \_\_\_\_\_ showbiz tend to dress flamboyantly.
- 2 They filmed the scene with the animals and, luckily, it went off \_\_\_\_\_ a hitch.
- 3 The actor remained \_\_\_\_\_ character after the filming and continued to speak with a British accent!
- 4 A teacher \_\_\_\_\_ profession, Julie was offered a part in a film and became a star!
- 5 No one was allowed \_\_\_\_\_ the set apart from the cast, the crew and the director.
- 6 During the party scene, the extras were told to walk around \_\_\_\_\_ the background.
- 7 The play ended \_\_\_\_\_ the accompaniment of wild applause from the audience.
- 8 \_\_\_\_\_ a moment's notice, the understudy had to replace the star who had come down with the flu.

**F** Make your own Top 10 list. What are your favourite films for each genre?  
After you have finished, do a class survey to see which films are the most popular.



# 4 Lights, Camera, Action

## Grammar

### Gerunds

#### A Match the uses of the gerund with the sentences.

A gerund can be used

- a as the subject of a clause ☐
- b after prepositions ☐
- c after certain verbs ☐
- d after certain expressions ☐

- 1 Her drama coach told her to focus **on developing** her character.
- 2 The cast and crew **had problems working** with the director.
- 3 **Imagine winning** an Academy Award!
- 4 Since she was six years old, **acting** has been her passion.

### Infinitives

#### B Look at the sentences and the words in bold. Then, complete the rules. Write *bare infinitive* or *full infinitive*.

I hate **to say** it, but your friend really **can't act**.

He isn't **confident enough to be** on stage, but he's **too scared to admit** it.

You **don't know how to apply** theatrical make-up, so **why not have** some lessons?

He studied drama **to become** an actor and his **determination to succeed** was incredible.

It seems sensible **to take** the director's advice; it would be **difficult to improve** without his help.

We use the (1) \_\_\_\_\_ as the subject of a clause; after certain verbs, verbs with interrogatives, certain adjectives, and nouns; to express purpose; and with *too* and *enough*.  
We use the (2) \_\_\_\_\_ after certain expressions and modal verbs.

### Gerund or Infinitive?

#### C Look at the sentences. Circle the infinitives and gerunds. What form do all verb phrases have?

- 1 Everyone expected her to win the award for Best Actress.
- 2 I recall Mark saying he was bored with the role of Romeo.
- 3 The voice coach made them speak with marbles in their mouths!

➤ Grammar Focus p.164 (4.1 to 4.5)

#### D Complete the text with the correct form of the verbs in brackets.

##### The cost of early fame

There is growing concern about the effect of fame on the lives of child stars. For children, what is the cost of (1) \_\_\_\_\_ (enter) a world of such enormous public attention?

Michael Jackson remembered (2) \_\_\_\_\_ (watch) enviously when he was a child as other kids played in a park or in the street. According to Jackson, due to professional commitments such as performances, studio recordings and interviews, there was no time (3) \_\_\_\_\_ (play).

Child stars inhabit an adult world of glamour, paparazzi and parties. The fame they achieve encourages thousands more (4) \_\_\_\_\_ (strive) for the same thing, or they are pushed into (5) \_\_\_\_\_ (become) stars because of their parents' desire for fame and money.

Such parents ignore the fact that they are making their children (6) \_\_\_\_\_ (grow up) too soon, and are thereby denying them a childhood.

It seems that there is a very thin line between letting a child (7) \_\_\_\_\_ (follow) their dreams, and forcing them to become what you want them (8) \_\_\_\_\_ (be).

Actor Rupert Grint arrives at the Berlinale International Film Festival in Berlin

## Discourse Markers

**E** Discourse markers connect a sentence to what comes before or after and they also show one's attitude to what they are writing or saying. Read the sentences and then match the discourse markers in bold with the uses 1 – 8.

- a Yes, *Trillion* was a great film. **By the way**, are you going to the cinema on Saturday?
- b **Apparently**, the actress Gimme Maw is demanding 20 million dollars a film!
- c 'My grandmother is auditioning for *Z Factor*.' **Surely** you can't be serious!
- d It was a terrible remake of a classic film. **Admittedly**, as the director, I was partly to blame.
- e As an agent, I can't stand dealing with my clients' massive egos. **Still**, it's worth it for the money.
- f That actor is always getting into trouble. **Obviously**, he just does it for the publicity.
- g You can't pull out of the play now. **After all**, you're the main star!
- h No, I don't want to go to a stand-up comedy show. **Quite honestly**, I find them embarrassingly bad.
- i The film was awesome and the stars looked great. **All in all**, it was a fantastic premiere.
- j 'You're not really quitting your job and joining the circus!' **As a matter of fact**, I am.'

- 1 to make what you say stronger ☐
- 2 to show that there is no doubt about something ☐
- 3 to express unwillingly that something is true ☐
- 4 to introduce a new topic ☐
- 5 to indicate that every aspect of a situation has been considered ☐
- 6 to say something may be true but has not yet been confirmed ☐
- 7 to express surprise at what the speaker is saying ☐
- 8 to add information that shows what you have just said is true ☐
- 9 to point out what you are going to say contradicts what you have just said ☐
- 10 to show the speaker is being sincere ☐

➤ Grammar Focus p.165 (4.6)

**F** Circle the correct words.

- 1 Action films are so fake. **Actually** / **I mean**, all of the stunts are computer generated.
- 2 The leading man, Tony, is always late for rehearsals. **Mind you** / **Surely**, I'm not much better.
- 3 Laurence Olivier was a famous thespian, **anyway** / **that is**, an actor.
- 4 As Quentin was about to go on stage, I told him to break a leg. **Admittedly** / **Obviously**, I didn't mean it literally!
- 5 Johnny Depp and I are related. **As a matter of fact** / **Anyway**, we're cousins.
- 6 **Apparently** / **Naturally**, she was born Muriel Hopper, but changed her name to Violet Volare in order to become a star.

**G** Complete the sentences with a suitable discourse marker.

- 1 Let's visit Hollywood. \_\_\_\_\_, we won't have much time, but it'll be worth it.
- 2 Thanks for getting the theatre tickets. Oh, \_\_\_\_\_, Roger called while you were out.
- 3 You can't expect Amy to get the lead role. \_\_\_\_\_, she's never been on stage before.
- 4 Jane is such a drama queen. \_\_\_\_\_, I find her exceedingly irritating.
- 5 Oh, you're an actor. \_\_\_\_\_ you're here for the audition.
- 6 The play was dreadful. \_\_\_\_\_, it made Granny happy so I didn't mind.



# 4 Lights, Camera, Action

## Listening

- A** 4.1 ▶▶ Listen to these people talking and decide how each person sounds. Choose from these words. More than one answer is correct for each speaker.

annoyed ashamed bitter delighted frustrated  
proud regretful relieved satisfied surprised

Speaker 1 \_\_\_\_\_  
Speaker 2 \_\_\_\_\_  
Speaker 3 \_\_\_\_\_  
Speaker 4 \_\_\_\_\_

- B** Say in your own words why they feel this way.

- C** 4.1 ▶▶ Now listen again. Decide who the people are. Then match them with what they are expressing. There are some answers in a–g that you will not use.

Speaker 1            successful actor  
Speaker 2            a director  
Speaker 3            a film editor  
Speaker 4            an unsuccessful actor

- a delight at the finished film ☐  
b relief at being given a chance ☐  
c bitterness that a show didn't go as planned ☐  
d surprise that a director didn't choose him/her ☐  
e annoyance at the system ☐  
f pride in a show going well against all odds ☐  
g regret at not having done a better job ☐

- D** 4.2 ▶▶ Read the *Exam Close-up*. Read both tasks in the *Exam Task* carefully and then complete the *Exam Task*.

## Exam Close-up

### Dealing with two tasks simultaneously

- With multiple-matching questions you need to complete two tasks simultaneously, so read both parts of each task carefully before you listen.
- In each part of the task there will be three options which you won't need.
- Look carefully at the feelings or attitudes in the second task and try to think of any words or expressions people might use for each one.
- Remember the speakers won't use the exact same words or expressions written in each task.



## Exam Task

You will hear five people talking about their roles in film and cinema. Complete both tasks as you listen.

### Task 1

For questions 1 – 5, choose from the list A – H the person who is speaking.

- 1 Speaker 1 ☐      4 Speaker 4 ☐  
2 Speaker 2 ☐      5 Speaker 5 ☐  
3 Speaker 3 ☐

- A a box office assistant  
B a theatre-goer  
C an agent  
D a film-maker  
E an established actor  
F a waitress  
G a film editor  
H a stuntman

### Task 2

For questions 6 – 10, choose from the list A – H what each person is expressing.

- 6 Speaker 1 ☐      9 Speaker 4 ☐  
7 Speaker 2 ☐      10 Speaker 5 ☐  
8 Speaker 3 ☐

- A frustration at not having reached his / her full potential  
B satisfaction despite not having a glamorous job  
C annoyance due to a lack of independence  
D surprise that he / she is doing so well  
E reluctance to work with some people  
F bitterness that his / her agent hasn't found him / her a big role  
G regret that he / she no longer does his / her own stunts  
H pride in other people's work

- E** 4.2 ▶▶ Listen again and check your answers.

# Speaking

## A Work with a partner and answer these questions.

- What was the last film you saw at the cinema? What was it about?
- Do you prefer to see films at the cinema or in the comfort of your own home? Why?

## B Discuss with a partner what characteristics the following film genres have. Then rate them from 1–8 according to which ones you like best. 1 = like most, 8 = like least. Explain why you put them in this order.

- |                    |                          |                |                          |
|--------------------|--------------------------|----------------|--------------------------|
| • adventure film   | <input type="checkbox"/> | • documentary  | <input type="checkbox"/> |
| • romantic film    | <input type="checkbox"/> | • comedy       | <input type="checkbox"/> |
| • court-room drama | <input type="checkbox"/> | • sci-fi       | <input type="checkbox"/> |
| • historical drama | <input type="checkbox"/> | • social drama | <input type="checkbox"/> |

## C Read the Exam Close-up. Then complete the Exam Task below. Remember to use the Useful Expressions to help you.

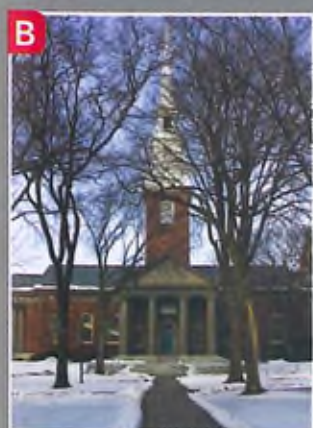
### Exam Task

You are a member of a film club and have to decide which film to show members next week. Firstly, work with a partner and look at your prompt cards below. Then tell each other about the films. Finally, decide together which film the club will show. **Student A** should look at options A and B, and **Student B** should look at options C and D.



#### Up the Khyber Pass

- historical political documentary
- full-length
- foreign-language with English subtitles
- specialised subject but very informative
- gives a voice to local people
- controversial treatment of history of area
- stunning scenery and photography



#### The Faculty

- comedy satirising reality shows
- amateur actors with a few celebrities in small roles
- predictable plot
- great soundtrack
- made by well-known director
- shot on location at Harvard University
- contains scenes that may shock some people



#### Rip Curl

- adventure film
- amazing scenes of surfing stunts
- contains interviews with prize-winning surfers
- shot on location in Hawaii
- made by an amateur director
- presents all aspects of surfers' lifestyles
- contains rude language



#### Contempt of Court

- court-room drama
- full-length feature film
- star-studded cast
- based on a true story
- shows corruption of legal system
- contains extremely violent scenes
- twist in the tale

## Exam Close-up

### Presenting an argument

- Remember to read both your prompt cards carefully before you start.
- In the first part of the task you have to present your two options to your partner. Make sure you present them in a clear and coherent way.
- Decide if each point is positive or negative and deal with the positive points together before moving on to the negative points.
- Then listen carefully to your partner's presentation.
- Once you have both presented your options, you should weigh up the pros and cons before coming to a final decision.

## Useful Expressions

### Presenting your options

Let me begin by telling you about ...

Well, my first option is ...

On the one hand, this film ..., but on the other ...

Not only is / does this film ..., but it also, ...

What is most impressive / disappointing about this film is ...

For me / To my mind / In my opinion, the biggest advantage / drawback is ...

The next / second film is ...

### Handing over to your partner

That's all I have to say about my options. What about yours?

That sums up my options. Tell me about your two films. What films do you have to suggest?

- Why do you think films with a happy ending are popular?
- Is it easy for those involved in film and theatre in your country to become recognised internationally? Why? / Why not?

## Ideas Focus



# 4 Lights. Camera, Action

## Writing: a review

### Learning Focus

#### Understanding the purpose of a review

- The main purpose of a review is to give your reader a clear impression of what something you have experienced is like by describing it and expressing your personal opinion about it.
- Although describing and giving an opinion are the main functions required for this task, a review may also require you to make a recommendation to the reader.
- A review is usually written for publication in a magazine, newspaper or website, and is often written for peers.
- The style will be determined by the specific task – a younger readership will require an informal, chatty style, for example.



#### A Read the sentences below. Which ones are not suitable for a formal review? Why? In your notebook, rewrite them in a more appropriate way.

- 1 I've never been more impressed by the quality of food at a restaurant.
- 2 I don't know why everyone is raving about this book, it's so boring.
- 3 The staff answered all of my questions in a professional and attentive manner.
- 4 We were pleasantly surprised by the range of exhibits at the museum.
- 5 They couldn't have found worse actors if they'd tried.
- 6 I hated the new songs; I wish they'd played some of their old classics.

#### B Read the writing task below and answer the questions.

You see the following announcement in an international magazine for young people:

Have you been to the theatre recently? If so, we want you to write a review about the performance you watched and say if you would recommend it.

The best reviews will be published in our next issue.

Write your **review**.

- 1 Who is your target reader? What style will you use?
- 2 What is the topic of the review?
- 3 What sort of theatre performances are there? Make a list.
- 4 Choose a type of performance and make notes about the aspects you can review.

#### C Read the example review. Then, write your own introduction for the theatre performance you chose in B.

On a recent trip to New York, I attended a production of the rock musical *Spider-Man: Turn Off the Dark* at the Foxwoods Theatre on Broadway.

For starters, let me say that the visual effects are absolutely spectacular. The show is very technically complex and includes Spider-Man fighting the evil-doers in flight above the audience. In addition to the aerial acrobatics, there are images and sequences projected onto giant screens. This riot of action and imagery makes it difficult to categorise the production as a rock musical. It is rock, but it's also opera, musical theatre and circus all rolled into one amazing feast for the eyes.

Well, that's the good news. Was I impressed by anything else? Not particularly. The music is a bit of a let-down as it sounds rather dated. There are the usual musical numbers, namely the show tunes and dance songs that you would expect, but they miss the mark. As for the plot, despite there being too much dialogue for a musical, it took forever to build up the story. Add to that some unimaginative choreography and what you have is a fairly mediocre show.

Would I recommend this production? If spectacular effects are your thing, then yes, don't miss it! It is, hands down, the most incredible live performance you will ever see. But if you're into musicals with great stories, terrific tunes and brilliant dance moves, look elsewhere.

- D** Look at the underlined discourse markers in the example review. Discourse markers must only be used when necessary. Where are the discourse markers placed in the review? Think of other discourse markers that could replace them.

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- E** Find the three adverb + adjective pairs in the review and write them below. Then, change one part of each pair to create new phrases.

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

- F** Read the *Exam Close-up*. Then complete the *Exam Task* below. Remember to use the paragraph plan and the *Useful Expressions* to help you write your review.

## Exam Task

An international magazine regularly features film reviews written by its readers. You decide to contribute to the column. Write a **review** of a film you have seen, saying why you did or did not enjoy it and whether or not you would recommend it to others.

(220–260 words)

### Plan

Introduction:

Say which film you are reviewing and a little about it.

Main paragraph 1:

Describe one aspect of the film and give your opinion.

Main paragraph 2:

Describe another aspect of the film and give your opinion.

Conclusion:

Briefly summarise your points and give your recommendation.

Note: The number of paragraphs may vary. You may wish to write one paragraph each for positive and negative comments. Or, you may choose to write more paragraphs to discuss separate elements of the film.

## Exam Close-up

### Structuring a review

- It's important to answer the question by describing, expressing your opinion and recommending.
- Remember to use paragraphs and discourse markers.
- Try to use a range of sentence structures in your review.
- Descriptive adjectives and vocabulary will also help to improve your review.
- Remember to be consistently appropriate, i.e. in this case, informal.



## Useful Expressions

### Liking

What I liked most was ...

The thing I liked most was ...

The highlight for me was ...

### Disliking

What I disliked most was ...

I was disappointed by / with ...

The ... was a real let-down.

### Recommending

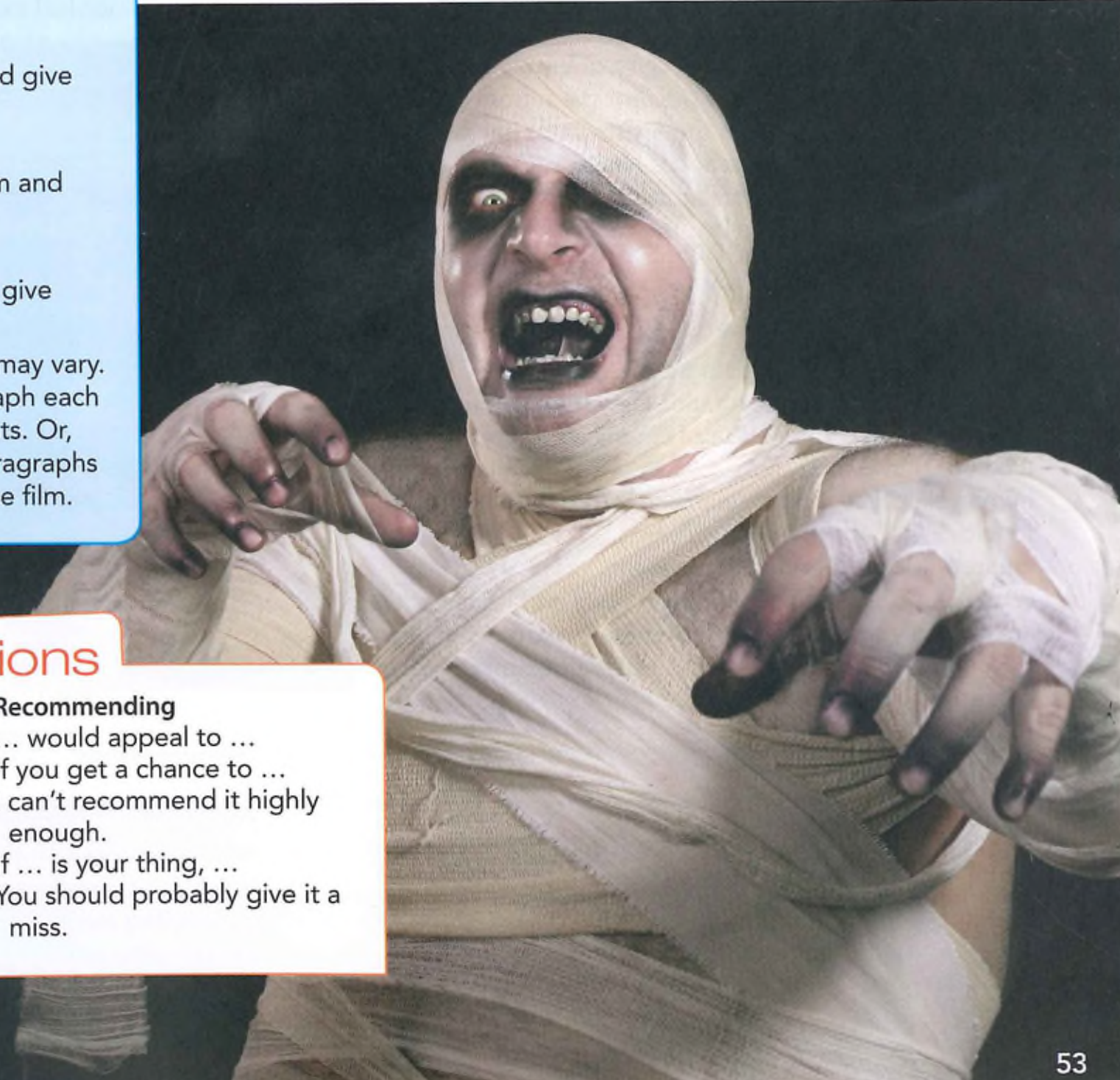
... would appeal to ...

If you get a chance to ...

I can't recommend it highly enough.

If ... is your thing, ...

You should probably give it a miss.



# 4 Skin Mask



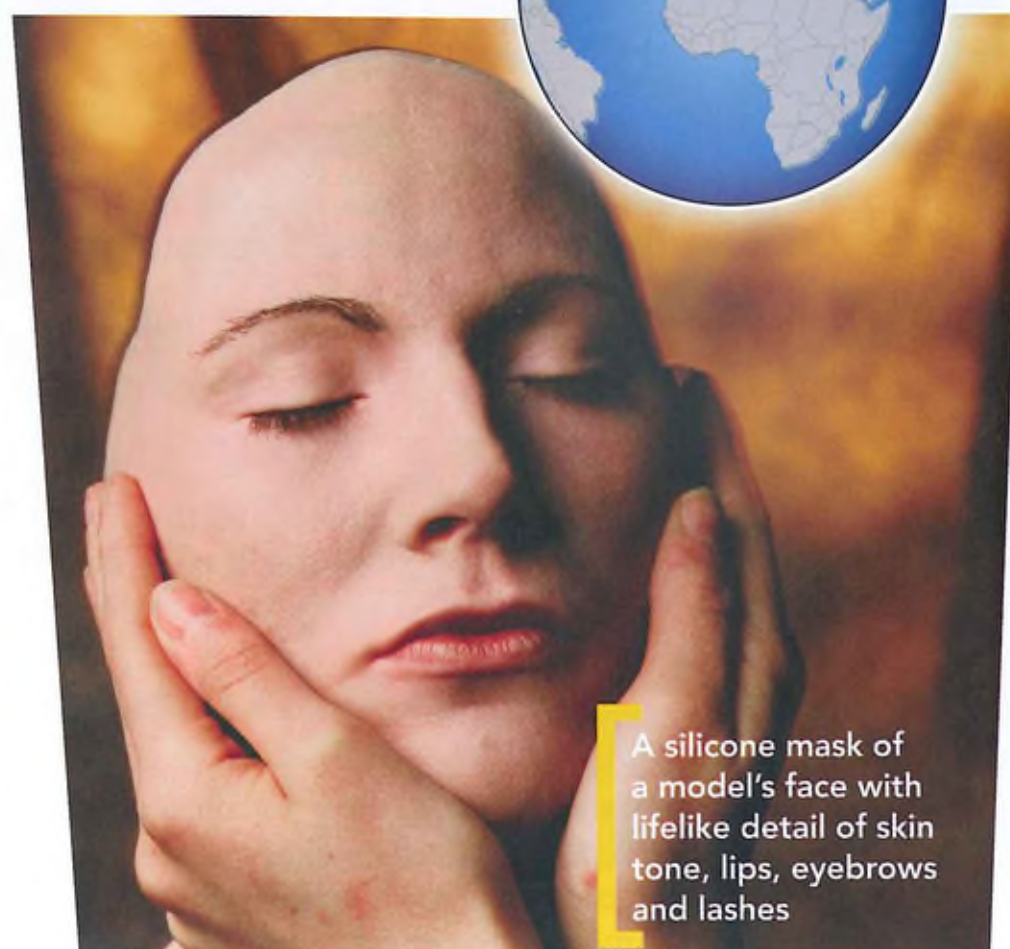
## Before you watch

- A** Look at the photo and read the caption.  
How do you think the mask is made?

## While you watch

- B** Watch the video clip and circle the words you hear.

- 1 In a London special effects **studio / workshop**, a brave model waits to have her face preserved as a lifelike mask.
- 2 First, a **cover / cap** is placed over Cassandra's hair.
- 3 It **needs / takes** about three or four minutes for the silicone to dry.
- 4 The artists create a **collection / series** of positive and negative masks.
- 5 It can take up to three hours to do **one eyebrow / the lashes**.
- 6 The **completed / finished** mask has all the fundamental aspects of real human skin.



A silicone mask of a model's face with lifelike detail of skin tone, lips, eyebrows and lashes

## After you watch

- C** Complete the summary of the video clip below using these words.

artists bandages brush face feel life master motionless mould shade

Cassandra is a model. She has bravely agreed to have her face preserved as a lifelike mask by two special effects (1) \_\_\_\_\_, Mike and Rick.

After covering Cassandra's hair, they (2) \_\_\_\_\_ a thin layer of Vaseline over her eyebrows and lashes to prevent them from sticking to the mask. Then the artists paint her face in quick-drying silicone. Cassandra has to sit (3) \_\_\_\_\_ for an hour while they do this. When the silicone is dry, the model's face is wrapped in (4) \_\_\_\_\_ which harden and become solid. Then the (5) \_\_\_\_\_ of Cassandra's face is removed.

At the workshop, the artists prepare a (6) \_\_\_\_\_ mould. They then mix a soft silicone with a combination of chemicals to create a colour that is a (7) \_\_\_\_\_ similar to human skin. The mixture is injected into the master mould. When it's dry, a (8) \_\_\_\_\_ is created. Makeup brings the skin to (9) \_\_\_\_\_, and eyebrows and lashes are carefully added. When done, the mask has the look and (10) \_\_\_\_\_ of a person's face, preserved in a moment of time.



Model poses with her skin mask



## Ideas Focus

- Would you like to have a mask made of your face? Why? / Why not?
- Do you like the special effects created for films? Why? / Why not?





# Review 2

## Units 3 & 4

### A

For questions 1–15, read the text below and think of the word which best fits each gap. Use only one word in each gap.

#### A classic film

Directed in 1954 by master Japanese film-maker Akira Kurosawa, *Seven Samurai* not only set the standard for action films, but created the action film genre. (1) \_\_\_\_\_ continues to influence film narrative today.

The film takes place in Japan, where a group of seven samurai are hired by poor farmers to protect their village from bandits. They help each (2) \_\_\_\_\_; the samurai warriors (3) \_\_\_\_\_ the villagers how to defend (4) \_\_\_\_\_ while the villagers feed the samurai three meals (5) \_\_\_\_\_ day.

The film culminates in a giant battle in which the bandits attack the village on horseback. (6) \_\_\_\_\_ the piercing rain, with blood-curdling cries, the invaders charge through the black, sodden earth, and into the village, where (7) \_\_\_\_\_ are massacred by the deadly spears, arrows and samurai swords of the defenders.

(8) \_\_\_\_\_ theme should certainly sound (9) \_\_\_\_\_ to film fans. A highly experienced group of 'tough guys' coming to the rescue of the weak has become (10) \_\_\_\_\_ of an action film cliché. In 1960, director John Sturges remade the film as a Western that was set in Mexico and called it *The Magnificent Seven*. The film (11) \_\_\_\_\_ the samurai with hired US gunmen and was followed by *The Dirty Dozen*, *Mad Max*, *The Expendables* and (12) \_\_\_\_\_ more such films.

Kurosawa was inspired by the classic Greek tragedy *Seven Against Thebes*, written by the playwright Aeschylus.

It seems that (13) \_\_\_\_\_ themes are timeless; after (14) \_\_\_\_\_, we return to them again and (15) \_\_\_\_\_.

### B

For questions 16–25, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

#### Drink up!

What is thirst, why do we feel (16) \_\_\_\_\_, and what causes it?

Thirst is an important part of the body's (17) \_\_\_\_\_ system that helps it to maintain its internal fluid balance. A desire to drink can come from the physical (18) \_\_\_\_\_ to fluid loss, an increase in salt or sugar in the body, a hormone (19) \_\_\_\_\_, or other changes in the body's chemistry.

All day long, water is lost through (20) \_\_\_\_\_ functions such as breathing and sweating, but fluid levels in the body must be kept stable to avoid (21) \_\_\_\_\_ and to maintain good health. Excessive loss of body fluids leads to an increased heart rate, decreased blood (22) \_\_\_\_\_, skin wrinkling, weight loss, dizziness, (23) \_\_\_\_\_ and, in extreme cases, death. Whereas humans can survive three weeks without food, we can only go three days without water.

When fluid levels drop, the brain immediately starts a series of actions, one of which triggers the (24) \_\_\_\_\_ of thirst. Thirst is the brain's message for you to drink more water, and the brain makes it difficult to ignore. That is why it is often accompanied by a (25) \_\_\_\_\_ mouth, to direct your attention to the nearest source of water.

THIRST

SURVIVE

RESPOND

BALANCE

BODY

DEHYDRATE

PRESS

DELIRIOUS

SENSE

PARCH



# Review 2

## Units 3 & 4

### C

For questions 26–30, think of one word only which can be used appropriately in all three sentences.

- 26 Masha got caught in the rain on the weekend and now has a bad \_\_\_\_\_.  
After agreeing to go to the audition, I got \_\_\_\_\_ feet and said I couldn't make it.  
What have I done? Why are you giving me the \_\_\_\_\_ shoulder?
- 27 The most commonly known \_\_\_\_\_ about mosquitoes is that they spread malaria.  
No, I won't be at the play; I'll be out of the country as a matter of \_\_\_\_\_.  
Unfortunately, grey hair is a \_\_\_\_\_ of life for many men and women.
- 28 Pack a spare \_\_\_\_\_ of clothes for Lucy to take to the hospital.  
That new HD television \_\_\_\_\_ must have cost you a pretty penny.  
None of the actors were on the \_\_\_\_\_ when the director arrived.
- 29 Some patients were \_\_\_\_\_ waiting to see Dr Crock when the surgery closed.  
Thirty euros is a lot to pay for a DVD; \_\_\_\_\_, it's a great classic film.  
Let's go out tonight; better \_\_\_\_\_, let's see the new Will Ferrell comedy.
- 30 Don't you know that loneliness affects many people in old \_\_\_\_\_?  
Jane, stop crying and act your \_\_\_\_\_!  
Stanley, when you come of \_\_\_\_\_ at 18, you may go to Hollywood, but not before.

### D

For questions 31–37, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 31 Hang on a second, I know this; I've nearly got it.  
**MY**  
Hang on a second, I know this; it's \_\_\_\_\_ tongue.
- 32 Unfortunately, we don't have a lot of information about what causes the disease.  
**LITTLE**  
Unfortunately, \_\_\_\_\_ causes of the disease.
- 33 Well, it was very odd that she fainted at the film premiere.  
**PASSED**  
Well, \_\_\_\_\_ at the film premiere.
- 34 Poor Jessica can't perform live because she's too scared to go on stage.  
**SUFFERS**  
Poor Jessica \_\_\_\_\_ and can't perform live.
- 35 The patient ate junk food in his hospital bed and the nurse spotted him.  
**SAW**  
The nurse \_\_\_\_\_ junk food in his hospital bed.
- 36 Yes, it was the director who gave me the advice about acting.  
**HIMSELF**  
Yes, \_\_\_\_\_ about acting.
- 37 I'm having trouble hearing the dialogue because the sound quality is so bad.  
**HARDLY**  
I \_\_\_\_\_ the dialogue because the sound quality is so bad.

# 5 Eat Up!

**Reading:**  
**Vocabulary:**  
**Grammar:**

**Listening:**  
**Speaking:**

**Writing:**

multiple texts, understanding the context in multiple texts  
food-related vocabulary, phrasal verbs, collocations & expressions, word formation  
transitive & intransitive phrasal verbs, separable & inseparable phrasal verbs, same-way question tags, question tags for polite requests, reinforcement tags  
multiple-choice questions, identifying distractors  
talking about food and eating, follow-up questions, answering follow-up questions, adding ideas, contrasting, involving your partner  
proposal, understanding the purpose of a proposal, creating a proposal, stating purpose, introducing, talking about positives & negatives, recommending



Boys having their lunch outside their home in the Chinese quarter in Phnom Penh, Cambodia

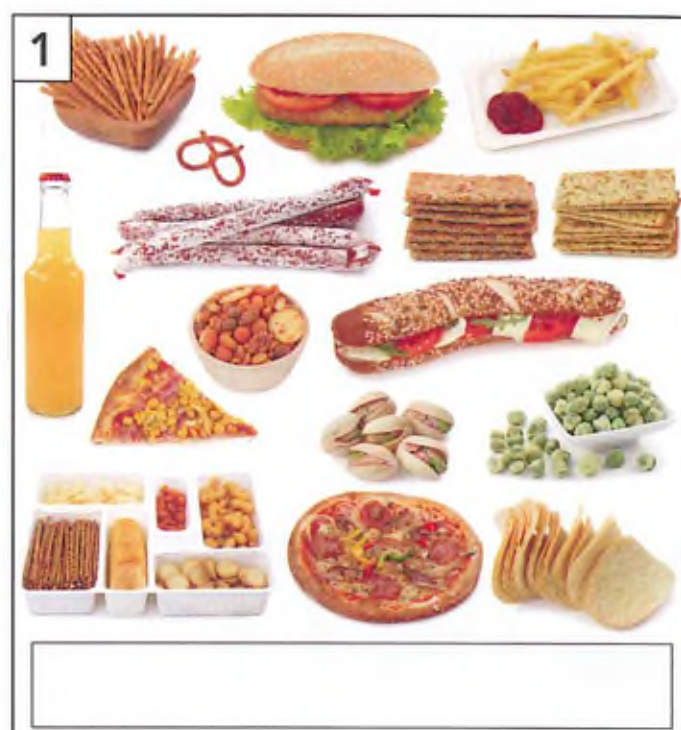
# 5 Eat Up!

## Reading

**A** Label the pictures with these words. Then answer the questions below.

savoury    sweet

- Imagine you are feeling peckish. Which category of foods are you most likely to choose a snack from? Why?
- Which foods in particular do you find hard to resist?
- Which foods do you find disgusting?
- Which food do you think you should cut down on? Why?



**B** Read the texts quickly and write a sentence in your notebook for each one summarising its main ideas.

## Word Focus

Use a dictionary to find definitions and / or synonyms for the words below from the text.

- |             |              |           |
|-------------|--------------|-----------|
| 1 condiment | 4 fatty acid | 7 pig out |
| 2 stunt     | 5 cognition  | 8 obesity |
| 3 rodent    | 6 craving    |           |

## Text A

# Can Sugar make you Stupid?

Cheaper than ordinary sugar, high-fructose corn sugar is commonly added to soft drinks, **condiments** and other processed foods. As well as making us pile on the pounds, products laced with corn sugar may also be affecting our brains.

'High concern' over what sugary diets may do to people has been raised following a new study carried out on lab rats. Sweet drinks played havoc with the rats' memories and **stunted** their learning, according to neuroscientist Fernando Gomez-Pinilla.

The experiments involved training rats to navigate a maze and then swapping the rats' water for syrups made up of 15% fructose over a six-week period. During the experiment, half the **rodents** were also given flaxseed oil and fish

oil – both rich in omega-3 **fatty acids**. These antioxidants may improve learning and memory as well as fight against mental disorders.

After six weeks of fructose syrup consumption, the rats' performance on the maze had changed dramatically. They were all slower at running. However, those who had received omega-3s were slightly faster than their counterparts. 'I was very shocked to see how strong an effect these diets can have on the brain – I have a high concern that the foods people eat can really affect mood and **cognition**,' Gomez-Pinilla said.

If we consider that most fizzy drinks people consume are made up of about 12% sugar, those who quench their thirst

with such drinks run the risk of becoming slower learners than they would if they opted for water instead. Gomez-Pinilla is keen to stress that simply cutting down on fructose isn't enough, however. He says we need to think about our whole diets and make sure we take in a sufficient amount of omega-3 fatty acids found in oily fish, walnuts and olive oil.

## Text B

# Stop Food cravings through imaginary Eating



Imaginary chewing and swallowing can reduce **cravings**

Trying to avoid thinking about your favourite fattening food in order to shed a few pounds, are you? You might want to think again. New research has shown that banishing thoughts of eating that chocolate bar you crave so much may not be the best strategy. The study shows that just imagining eating a specific food makes you eat less of it.

Repeated exposure to food leads to habituation, which is known to occur while eating. For example, we desire the tenth bite of chocolate less than the first bite. The new research has proven that habituation can also occur due to the power of the mind alone. Study leader Carey Morewedge, a psychologist at Carnegie Mellon University in Pittsburgh, claims that, 'If you just think about the food itself – how it tastes, smells and looks – that will increase your appetite. This research suggests that it might be better actually, to force yourself to repeatedly think about tasting, swallowing and chewing the



food you crave to reduce your cravings.' Morewedge points out that this technique is food specific and only works with the food you have imagined. This means that imagining eating chocolate won't deter you from **pigging out** on another food such as cheese.

The researchers hope that the findings from this study can help them to come up with an anti-overeating technique. As **obesity** rates and related medical conditions continue to climb, such a technique is well overdue. Morewedge hopes that this new research may lead to behavioural techniques for people looking to control overeating or other addictive behaviours such as smoking.

Still resisting the urge to think about that delicious bar of milk chocolate you so desire, are you? Then let the chocolate melt in your mind, not in your mouth!

**C** Read the *Exam Close-up*. Then read the articles again and complete the *Exam Task* below.

## Exam Task

You are going to read two articles about food. For questions 1 – 4, choose from the articles A and B. The articles may be chosen more than once.

### Which article

- 1 outlines potential future applications from findings of a recent study? ☐
- 2 describes research done on the effects of food on our minds? ☐
- 3 outlines experiments based on substitution techniques? ☐
- 4 describes how cognitive processes could help us to change our behaviour. ☐

**D** Find the verbs in the texts to complete the expressions in the sentences. You may need to change the form.

- 1 I've started to \_\_\_\_\_ on the pounds so I'm cutting down on savoury snacks.
- 2 Yo-yo dieting can \_\_\_\_\_ havoc with your metabolism.
- 3 There's nothing better than water to \_\_\_\_\_ your thirst.
- 4 If you don't stop eating junk food, you \_\_\_\_\_ the risk of developing diabetes.
- 5 Kyle is seeing a dietician as he needs to \_\_\_\_\_ a few pounds.
- 6 Some people can't \_\_\_\_\_ the urge to pig out on sweets.

## Exam Close-up



### Understanding the context in multiple texts

- When answering questions about multiple extracts or articles, it's important to read all the texts first and underline the key information in each.
- Try to focus on the differing opinions, attitudes and information each text gives.
- Read the exam questions carefully and identify the section in each text which mentions similar information.
- Re-read the relevant section carefully to identify which is the correct text.

## Ideas Focus

- Complete the week's menu including only healthy food that you enjoy. Compare your menu with your partner's.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
breakfast							
lunch							
dinner							
snack							



# 5 Eat Up!

## Vocabulary

**A** Complete the text with these words.

appetite cuisines culinary  
feed simmered

### Junior chefs

Tristan and Inigo are two young brothers living in Belgium who have a passion for food. To

(1) \_\_\_\_\_ their passion, they have set themselves an extraordinary

(2) \_\_\_\_\_ challenge – to cook and eat the (3) \_\_\_\_\_ of 192 countries.

Beginning with Japan, the brothers chopped, grated, blended and (4) \_\_\_\_\_ their way through Asia, Europe, the Middle East and Africa.

Visit the blog at <http://epicurious-kids.com>.

All entries are accompanied by photos of the preparation and cooking process for each dish. It's guaranteed to whet your (5) \_\_\_\_\_!



**B** Circle the odd ones out.

- |            |         |          |          |
|------------|---------|----------|----------|
| 1 sip      | nibble  | munch    | gobble   |
| 2 sour     | tart    | acidic   | salty    |
| 3 ravenous | stunted | starving | famished |
| 4 feast    | banquet | spread   | supper   |

- |           |             |            |           |
|-----------|-------------|------------|-----------|
| 5 poach   | blanch      | bake       | boil      |
| 6 stale   | fizzy       | mouldy     | off       |
| 7 bland   | scrumptious | appetising | delicious |
| 8 portion | helping     | serving    | platter   |

**C** Quiz! Circle the correct words and answer the questions.  
The answers are upside down at the bottom of the page.

- |   |  |
|---|--|
| 1 What did the Ancient Greeks use as <b>dishcloths</b> / <b>napkins</b> to wipe their hands?  | 5 Which is the only food that is still <b>eatable</b> / <b>edible</b> after many years?                |
| 2 The modern-day orange carrot wasn't <b>cultivated</b> / <b>harvested</b> in Europe until the 17th century. What colour were carrots originally? | 6 From which flower is the flavouring vanilla <b>dissolved</b> / <b>extracted</b> ?                    |
| 3 What are America's two most popular pizza <b>coverings</b> / <b>toppings</b> ?  | 7 What is the most popular <b>ethnic</b> / <b>cultural</b> food in Britain?                            |
| 4 Which is the most popular <b>stable</b> / <b>staple</b> food in Asia?   | 8 The people of which country <b>consume</b> / <b>swallow</b> the most coffee per capita in the world? |

**D** Complete the sentences using both words.

leftovers / scraps

- 1 I threw out the \_\_\_\_\_ and put the \_\_\_\_\_ in the fridge for the following day.

beverage / drink

- 2 No, I don't want a soft \_\_\_\_\_; I'd rather have a hot \_\_\_\_\_ if that's OK.

bitter / sharp

- 3 Helen doesn't drink black coffee as it's too \_\_\_\_\_, but she does like the \_\_\_\_\_ taste of lemons.

beat / crack

- 4 To make the omelette, first \_\_\_\_\_ the eggs into a bowl and then \_\_\_\_\_ them vigorously with a fork.

1 pieces of bread 2 purple 3 cheese and pepperoni 4 rice 5 honey 6 orchid 7 Indian 8 Finland

## Phrasal verbs

### E Match the phrasal verbs to their meanings.

- |              |                          |  |
|--------------|--------------------------|--|
| 1 pack away  | <input type="checkbox"/> | a eat unwillingly                                    |
| 2 dine out   | <input type="checkbox"/> | b start eating enthusiastically                      |
| 3 live on    | <input type="checkbox"/> | c prepare a meal very quickly                        |
| 4 pick at    | <input type="checkbox"/> | d eat at a restaurant                                |
| 5 polish off | <input type="checkbox"/> | e heat food so that it is not cold                   |
| 6 tuck in    | <input type="checkbox"/> | f eat only a particular type of food                 |
| 7 warm up    | <input type="checkbox"/> | g finish all of a particular dish or portion of food |
| 8 whip up    | <input type="checkbox"/> | h eat a lot of food                                  |



### F Complete the sentences with the correct form of the phrasal verbs from E.

- Let's \_\_\_\_\_ before this delicious pizza goes cold.
- I was hungry so Mum \_\_\_\_\_ an omelette for me in no time.
- She was unwell so she only \_\_\_\_\_ her dinner.
- Matthew practically \_\_\_\_\_ meat and chips. He won't eat anything else.
- Don't cook lunch! I can \_\_\_\_\_ yesterday's leftover chicken in the microwave.
- The children \_\_\_\_\_ the ice cream and there's none left for me.
- I can't be bothered to cook; let's \_\_\_\_\_ instead.
- How can she \_\_\_\_\_ so much food and still be thin?!

## Collocations & Expressions

### G Circle the correct words.

- When someone doesn't realise what is really happening or is not paying enough attention to events around them, you can tell them to 'wake up and **taste / brew / smell** the coffee'.
- If someone wants to 'have their **biscuit / cookie / cake** and eat it too', they want everything their way.
- If something is 'the best thing since **spiced / sliced / diced** bread', it is excellent.
- When nothing can be done about a bad situation or result, people say 'there's no use crying over **spilt / spoilt / split** milk'.
- If someone 'has **egg / cream / sauce** on their face', they have been made to look foolish.
- If someone tells you that 'you are **roast / toast / oats**', you are in a lot of trouble.
- If someone is 'full of **nuts / raisins / beans**', they are very energetic.
- A problem or issue that no one wants to deal with is called 'a **hot / burning / sizzling** potato'.

## Word formation

### H Complete the sentences with the correct form of the words.

- |  |           |
|--|-----------|
| 1 Milk from which the cream has been removed is called _____ milk.                                   | SKIM      |
| 2 There has been a lot of controversy as to whether _____-modified food is actually safe to consume. | GENE      |
| 3 If your diet is lacking in nutrients, you might need a _____ supplement.                           | DIET      |
| 4 Don't eat a large meal late at night as it could lead to _____.                                    | DIGEST    |
| 5 It is disgraceful that in this day and age there are still people suffering from _____.            | NUTRITION |
| 6 A(n) _____ lifestyle is bound to impact negatively on your health.                                 | ACT       |

- Eating only plant-based foods, such as fruit, vegetables, and grains is the healthiest diet. Do you agree? Why? / Why not?
- What do you think is the main cause of obesity in developed countries?
- What do you think governments should do to reduce obesity? Why?

## Ideas Focus



## Grammar

### Transitive & Intransitive Phrasal Verbs

Phrasal verbs can be transitive or intransitive in the same way as normal verbs.

#### A Read the sentences. Underline the phrasal verbs and circle the objects.

- Mary only picked at her food.
- The chef looks down on the pastry cook.
- He was extremely ill with food poisoning but he pulled through.

#### B Complete the rules.

Transitive phrasal verbs such as *pick at* and *look down on* are (1) **followed / not followed** by an object. Intransitive phrasal verbs such as *pull through* are (2) **followed / not followed** by an object.

### Separable & Inseparable Phrasal Verbs

#### C Look at the words in bold in the sentences.

Sue is a great cook; she **takes after** her mother.

Could you **clean the fridge out**, please?

How does the staff **put up with** that rude chef?

#### D Complete the rules.

Phrasal verbs are separable or inseparable. In (1) **inseparable / separable** phrasal verbs, the object comes after the particle. In separable phrasal verbs, the object (2) **can / cannot** come between the verb and the particle. Generally, phrasal verbs with two particles (3) **can / cannot** be separated.

#### Be careful

When the object of a separable phrasal verb is a personal pronoun (i.e. *him, her, us, it, etc.*), it cannot go after the particle.

Inseparable phrasal verbs, on the other hand, can be followed by a personal pronoun.

How does the staff **put up with him**? ✓

➡ Grammar Focus p.165 (5.1 & 5.2)

#### E Complete the sentences with correct form of these phrasal verbs and an object if necessary.

dine out fight off pass out pick at pick up pull off throw up tuck in

- I feel sick; I think I've \_\_\_\_\_.
- This soup smells delicious; let's \_\_\_\_\_!
- There's nothing in the fridge so why don't we \_\_\_\_\_?
- You've hardly touched your food; you're just \_\_\_\_\_.
- I think I'm coming down with a cold; will hot tea help to \_\_\_\_\_?
- That three-course meal has made me so sleepy I think I'm going to \_\_\_\_\_.
- The burger was so bad that Colin \_\_\_\_\_.
- Gary is trying to make a soufflé, but I don't think he can \_\_\_\_\_.

#### F Tick the correct sentences. Correct the sentences that are wrong.

- The biscuits were yummy and the children polished off them quickly.
- What an original recipe! How did you come up with it?
- We came up some problems against whilst renovating the restaurant.
- Sip your juice slowly, don't gulp down it!
- Could you warm up the milk for the baby, please?
- Mum's caught a cold and I think I'm coming down with too.
- We were going to go to the food festival, but fell through our plans.
- You need to be very creative to get as a chef ahead.



## Same-way Question Tags

**G** Look at the sentences and underline the question tags. Then, answer the questions.

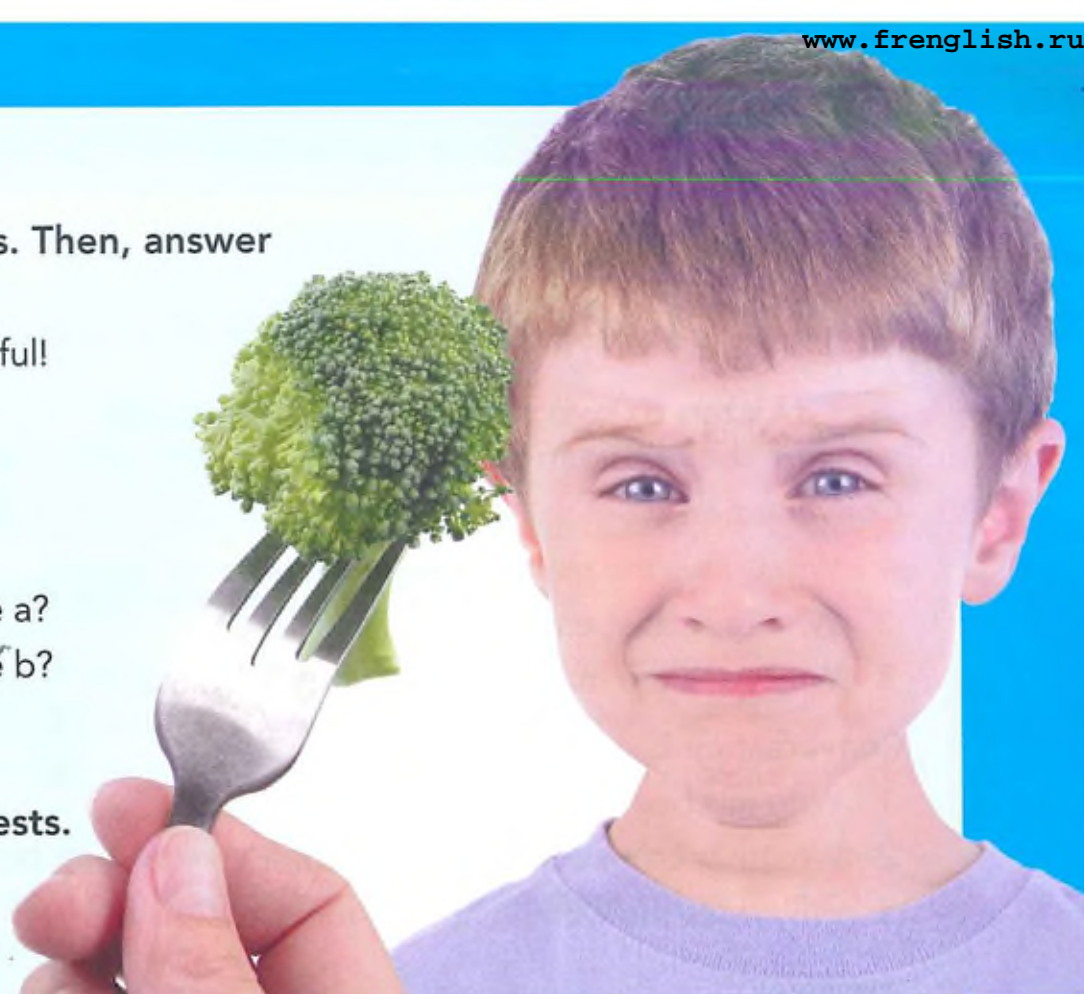
- a So you've opened a restaurant, have you? That's wonderful!  
b 'Yuck! Broccoli! I won't eat it, Mum!' 'Oh, won't you?'

- 1 What do you notice about the question tags?
- 2 Are the question tags used to ask real questions?
- 3 What is being expressed by the question tag in sentence a?
- 4 What is being expressed by the question tag in sentence b?

## Question Tags for Polite Requests

**H** We often use question tags when making polite requests. Read the sentences below. What do you notice?

- a I couldn't borrow your recipe book, **could I?**  
b I don't suppose I **could** pay by cheque, **could I?**



## Reinforcement Tags

**I** As the name suggests, reinforcement tags come at the end of a statement and reinforce what the speaker has said. Look at the examples below. What do you notice about the tags?

That's a great restaurant, **that is.**

She really enjoys cooking, **Nancy does.**

We had a great time at the barbecue, **we did.**

James should spend more time in the kitchen, **he should.**

Grammar Focus p.165 (5.3 to 5.5)

**J** Circle the correct question tag.

- 1 Let's have a coffee, **shall we / shan't we?**
- 2 So Nick won the cooking competition, **did he / didn't he?** That's great!
- 3 You'll never eat mussels again after that incident, **will you / won't you?**
- 4 Everybody's gone out to dinner, **did they / have they?**
- 5 That's no excuse, **is it / isn't it?**
- 6 You'd like to have lunch with me, **won't you / would you?**
- 7 So I'm lazy, **am I / aren't I?** We'll see about that!
- 8 I don't suppose you could make breakfast today, **could you / couldn't you?**

**K** Complete the sentences.

- 1 So your cousins came to the party after all, \_\_\_\_\_ they?
- 2 He'd rather eat than sleep, he \_\_\_\_\_.
- 3 I am correct, \_\_\_\_\_ I not?
- 4 He really enjoys his sweets, Peter \_\_\_\_\_.
- 5 Everybody's had some cake, \_\_\_\_\_ they?
- 6 Those boys need to cut down on junk food, they \_\_\_\_\_.

**L** Complete the sentences with the correct reinforcement tag.

- 1 Joe's got a very good appetite, \_\_\_\_\_.
- 2 That's a juicy peach, \_\_\_\_\_.
- 3 Susan eats too much junk food, \_\_\_\_\_.
- 4 The kids would love an ice cream treat, \_\_\_\_\_.
- 5 We'd better leave now, \_\_\_\_\_.
- 6 You're a good friend, \_\_\_\_\_.



# 5 Eat Up!

## Listening

**A** 5.1 ▶▶ Listen to two short conversations and answer these questions.

### Conversation A

- 1 What does the man suggest they have for lunch?
- 2 Who is against eating cuttlefish? Why?
- 3 Why does the man disagree with the woman?

### Conversation B

- 1 Who has been dieting?
- 2 What has been the result of the diet?
- 3 Why does the woman admire the man?

**B** 5.1 ▶▶ Now listen to the conversations again and tick the statements that reflect what the speakers say.

### Conversation A

- 1 The man gives the woman two options for lunch. ☐
- 2 The woman points out that the cuttlefish has gone off. ☐
- 3 The woman doesn't want to eat seafood two days in a row. ☐

### Conversation B

- 1 The woman is impressed with the man's weight loss. ☐
- 2 The man reckons he's now in peak condition. ☐
- 3 The woman would find it easy to cut out carbohydrates. ☐

**C** What changes could be made to the statements you didn't tick in B to make them correct? There may be more than one way to change each one.

**D** Read the *Exam Close-up*. Then read the *Exam Task* and underline the key words.

**E** 5.2 ▶▶ Now listen and complete the *Exam Task*.

## Exam Close-up

### Identifying distractors

- In listening tasks like the one in the *Exam Task*, you will be given multiple-choice options, but you won't be asked a specific question.
- The correct option will reflect what a speaker says during the conversation and the distractors will be carefully worded wrong answers that use some of the words and ideas from the conversation.
- Distractors may contain correct information, but focus on the wrong person. Or they could be partially true according to the conversation, but also contain false information. They often contain information which is the opposite of what is said during the conversation.

## Exam Task

You will hear eight short conversations. For questions 1 – 8, choose the best answer, (a, b or c) that is true according to what you hear.

- 1 a It's too late for breakfast.  
b Only the man is hungry.  
c The man usually eats a lot at breakfast time.
- 2 a The woman is head chef at a department store.  
b The woman didn't train as a chef.  
c The man is interested in the woman's current position.
- 3 a The man is concerned about his snack.  
b The woman is consuming something with a high fat content.  
c They're both drinking chocolate milk.
- 4 a His choice is based on good reviews.  
b He thinks it's too hot for a curry.  
c He's desperate for a change.
- 5 a The supermarket constantly changes the position of products.  
b The supermarket's out of chickpeas.  
c The employee suggests a different pulse.
- 6 a The woman usually gets home at 6.30.  
b Mark forgot to give the man the message.  
c The woman wanted a cold meal.
- 7 a She works at a restaurant.  
b He wants to book a table for six o'clock.  
c He doesn't manage to book a table.
- 8 a The man eats meat.  
b Janie used to love meat.  
c Janie has always been a vegetarian.

**F** 5.2 ▶▶ Listen again and check your answers.



# Speaking

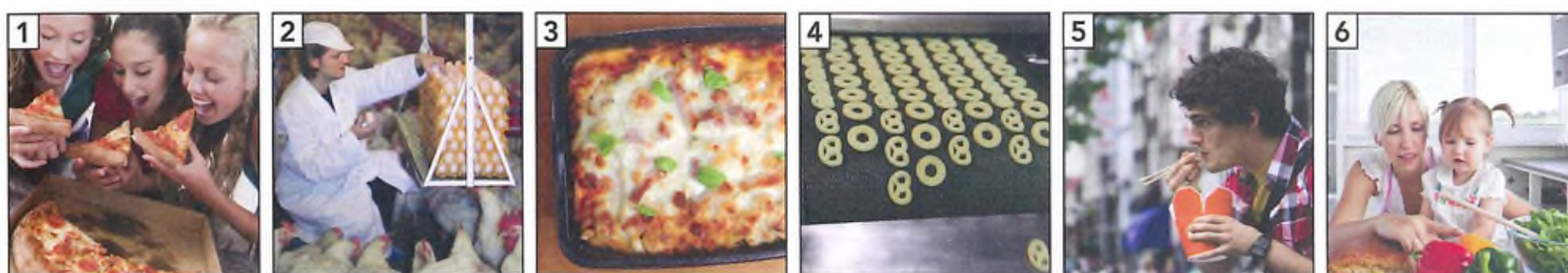
## A Work with a partner and answer these questions.

- How often do you eat out? What kind of food do you usually have?
- Who usually does the cooking in your family? Why?
- Do you worry about the quality of the food you eat? Why? / Why not?
- Do you ever take vitamin supplements? Why? / Why not?

## B Work with a partner to discuss the difference between these sets of phrases.

- |   |  |
|---|--|
| 1 eating on the hoof and a sit-down meal    | 4 mass production and subsistence farming          |
| 2 a working lunch and working through lunch | 5 a ready meal and a freshly cooked meal           |
| 3 battery hens and free-range hens          | 6 genetically-modified produce and organic produce |

## C Look at these photos showing different aspects of food and eating. First, talk together about how the photos show the various approaches to food nowadays. Then decide which picture best reflects modern attitudes to eating. Remember to use the *Useful Expressions*.



## D Read the *Exam Close-up*. Then read the examiner's follow-up questions in the *Exam Task* below and think about how you would answer them.

## E Now complete the *Exam Task* with your partner. Remember to use the *Useful Expressions*.

### Exam Task

Look at the follow-up questions that have been asked by the examiner. Work with your partner to answer the questions.

- How does a busy lifestyle affect the way we eat?
- Should people be encouraged to buy locally produced food? Why / Why not?
- What qualities do you think are needed to be a good chef?
- How might our eating habits change in the future?

### Exam Close-up

#### Answering follow-up questions

- If the examiner asks you extra questions after you have discussed a topic with your partner, try to involve your partner in answering those questions too.
- Don't forget to give your opinions, expand and give reasons for your ideas.
- Ask your partner what he or she thinks and if he or she agrees or disagrees with your points.
- Listen to your partner's ideas and try to develop more arguments from his or her responses.

## Useful Expressions

### Adding ideas

Not only does / is ..., but it also ...  
 Another factor we should take into consideration is ...  
 This is not only true of ..., but also of ...  
 What's more / Furthermore /  
 In addition / Similarly, ...

### Contrasting

On the one hand, ..., but on the other ...  
 While it might be true that ..., we could also say that ...  
 In one sense, ..., but in another ...

### Involving your partner

So, what's your opinion about / on ...?  
 Do you agree with me?  
 How about you?  
 And you?  
 How do you feel about ...?

- What kind of food is your country famous for? Why do you think it is so popular?
- Why do you think food allergies are so common these days?
- What might be the consequences of genetically-modifying food?

### Ideas Focus



# 5 Eat Up!

## Writing: a proposal

### Learning Focus

#### Understanding the purpose of a proposal

- A proposal is similar to a report in its organisation, register and target reader (a person in authority or a peer), but the similarities end there.
- Whereas the general purpose of a report is to identify a problem, explain it and recommend action that will lead to a solution, the general purpose of a proposal is to persuade the reader to adopt a course of action about a product, service or idea.
- Another key difference between reports and proposals is when they are written. A report is written after something has been experienced, but a proposal is written before an action is carried out.



A Seine cruise boat going under the Alexander the Third bridge in Paris, France

#### A Look at the writing task below and complete the gaps with *proposal* or *report*.

You are a member of the student social committee at an international college. The social committee has asked you to write a \_\_\_\_\_ recommending a venue for an end-of-year celebration.

Read the extract from the committee's email below. Then, write your \_\_\_\_\_. You should use your own words as much as possible.

✉ email

**From:** committee@afm.edu.com  
**Sent:** 25th May  
**Subject:** End-of-year event

We need to choose a venue to celebrate the end of the year. Here are some places suggested by students – could you choose one for the event?

Venues

Tio's Mexican Restaurant <i>great food, affordable</i>	College campus <i>costs nothing to hire</i>	Captain Jack's River Boat Cruise <i>fun and unusual</i>
---	--	--

#### B Read the writing task in A and answer the questions.

- 1 Who is your target reader? What is your relationship to the target reader? What register will you use?
- 2 How many places will you describe?
- 3 What must you recommend? How will you do this?

#### C Read the example proposal. Do you agree with the writer's choice of venue?

#### Proposal for end-of-year celebration venue

##### Introduction

The purpose of this proposal is to recommend the ideal venue for the college end-of-year celebration.

##### Tio's Mexican Restaurant

A popular choice with students and locals, the food is delicious and reasonably priced. A live Mexican band on Saturday nights makes for a fun and festive atmosphere.

##### College campus

The auditorium is free for students. On the minus side, we would need to provide a DJ, drinks and snacks. Also, as it's on campus, students wouldn't feel it was special.

##### Captain Jack's River Boat Cruise

This venue is by far the most entertaining and original, and one which few students have experienced. The cruise takes in the city's sights with commentary provided by a guide. Dinner is included, as are drinks. There's a DJ until midnight.

##### Conclusion

I strongly recommend the river boat cruise. The combination of dinner, dancing and sightseeing would make our end-of-year party an unforgettable event.

**D** Look at the example proposal again. Answer the questions.

- 1 What language has the writer used instead of repeating the words from the input material?
- 2 Where does the writer reveal their choice of venue? What language is used?

**E** Choose a different venue from A and use the notes to write your own conclusion recommending it in your notebook.

**F** Read the *Exam Close-up*. Then complete the *Exam Task* below. Remember to use the paragraph plan and the *Useful Expressions* to help you write your proposal.

## Exam Task

You are a member of the student council at an international college. The principal has asked you to write a **proposal** recommending improvements to the college canteen.

Read the extract from the principal's email below and the notes you have made. Then, using the information appropriately, write your **proposal** for the principal recommending one of the changes and justifying your choice.

(220–260 words)

email

**From:** principal@college.com  
**Sent:** 3rd September  
**Subject:** College canteen

We need to make changes to the canteen so that more students eat there. Here are some improvements suggested by students – could you choose the best one?

bigger food variety → *vegetarian, ethnic food*  
 nicer decor → *paint walls a bright colour*  
 shorter queues → *another cashier*  
 cleaner → *employ more cleaning staff*

## Exam Close-up

### Creating a proposal

- Remember, it's important to answer the question by describing, expressing your opinion and recommending.
- Organise your proposal into paragraphs with headings and make it clear where the proposal is coming from and why.
- Try to use a detached tone and a range of sentence structures – the passive voice is useful to modify criticism.
- Don't forget the aim is to persuade your reader so show conviction!

### Plan

Introduction:	State the purpose of the proposal.
Four main paragraphs:	Write one paragraph per suggestion. Make your choice clear by writing the most positive description for it.
Conclusion:	Make your recommendation.

## Useful Expressions

### Stating purpose

The purpose of this proposal is to recommend ...

### Introducing

In terms of ...  
 Regarding ...  
 When it comes to ...

### Talking about positives

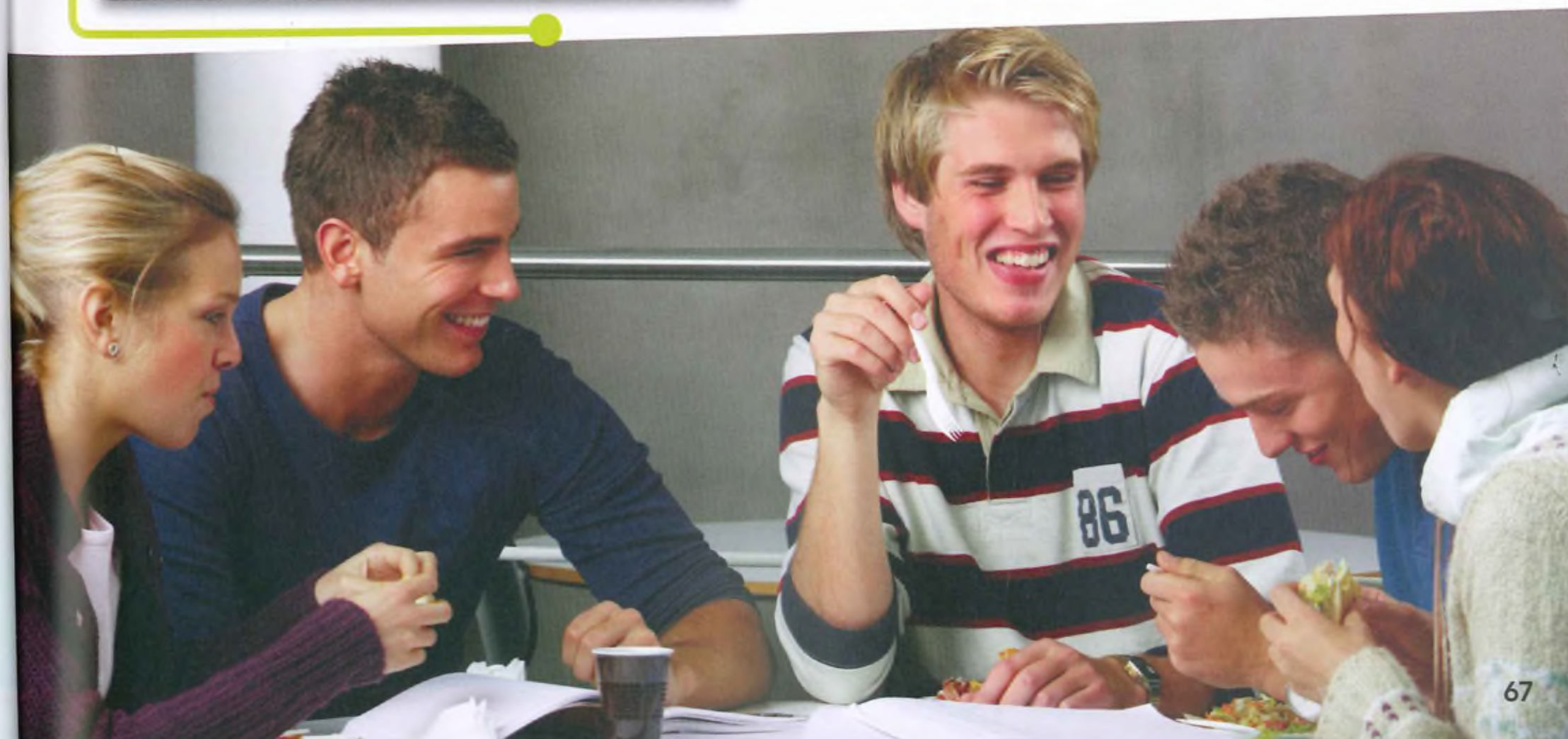
On the plus side, ...  
 The best thing about ... is ...  
 ... it is by far the most ...

### Talking about negatives

This is a nice idea, but ...  
 On the minus side, ...

### Recommending

I strongly recommend ...  
 I can't recommend ... highly enough.



# 5 The Smelliest Fruit

## Before you watch

### A Work with a partner and answer these questions.

- 1 The durian fruit smells extremely unpleasant, but it is eaten by people in Southeast Asia. Why do you think they eat it?
- 2 Can you think of food in other cultures which have a unique taste or smell?
- 3 How does your sense of smell influence what you choose to eat?



## While you watch

### B Watch the video clip and decide if these statements are true or false. Write T for True and F for False.

- |  |                          |
|--|--------------------------|
| 1 It is easy to say what the durian fruit smells like.         | <input type="checkbox"/> |
| 2 Many Asians strongly dislike the smell of cheese.            | <input type="checkbox"/> |
| 3 A durian fruit is worth a lot of money.                      | <input type="checkbox"/> |
| 4 The bad odour of durian fruit can get into furnishings.      | <input type="checkbox"/> |
| 5 Hotels in Borneo check every guest for durian fruit.         | <input type="checkbox"/> |
| 6 In Borneo, you are not allowed to eat durian fruit outdoors. | <input type="checkbox"/> |

## After you watch

### C Complete the summary of the video clip below using these words.

bear    bedspreads    constant    despite    fresh  
long    rotten    slowly    smuggle    strongly

In Malaysian Borneo, hotel staff watch for durian fruit. Even though it is unwelcome in many places, it is loved by people nationwide. Its smell can be described as anything from (1) \_\_\_\_\_ fish and custard, to a rubbish dump, blue cheese or even a dead dog! Other cultures love foods that smell (2) \_\_\_\_\_, like cheese which is popular in the west, but it is considered offensive in Asia. (3) \_\_\_\_\_ its bad smell, durian is precious in Southeast Asia. Durian trees sometimes take 15 years to (4) \_\_\_\_\_ fruit and a single durian fruit can cost up to 50 US dollars. But in Kuching, hotel managers are on a (5) \_\_\_\_\_ watch to keep the fruit out. Durians are bad business for hotels. One smelly fruit can scare off all their customers. Some people (6) \_\_\_\_\_ durians into rooms and the hotels have to deal with the consequences. The smell gets into curtains, (7) \_\_\_\_\_ and carpets. Some hotels use charcoal which absorbs the odour (8) \_\_\_\_\_, and others use an ioniser which can remove the contaminating smell in less than three hours. In Borneo, visitors can decide for themselves if this fruit is delicious or disgusting, as (9) \_\_\_\_\_ as they eat it in the (10) \_\_\_\_\_ air

The smelly durian fruit



## Ideas Focus

- Which foods do you think have an unpleasant smell? Would you try them? Why? / Why not?
- Do you think there are any foods or drinks that should be banned from public places?
- What do you think is totally unacceptable to consume?

# 6 Living Planet

**Reading:**
**Vocabulary:**
**Grammar:**
**Listening:**
**Speaking:**
**Writing:**

missing paragraphs, understanding the text structure

environment- and weather-related vocabulary, word formation, phrasal verbs, prepositions, gapped texts, dealing with gapped texts

modal verbs, perfect modal verbs

multiple-choice questions, identifying opinion & attitude

talking about nature, natural disasters, comparing photographs, selecting photographs, starting and finishing

contribution, using the appropriate register, planning a contribution, engaging the reader, describing a problem, explaining effects, recommending a course of action

The Earth at night surrounded by a luminous network, representing the major air routes

# 6 Living Planet

## Reading

**A** How much do you know about Earth? Decide whether the following statements are True (T) or False (F).

- 1 There wasn't always oxygen on Earth. ☐
- 2 The world's oldest rock forms date back to just under 4 billion years ago. ☐
- 3 The rise in oxygen levels led to the first ice age. ☐

**B** Read the text quickly to check your answers.

### Word Focus

Use a dictionary to find definitions and / or synonyms for the words below from the text.

- |                  |              |
|------------------|--------------|
| 1 magma          | 4 by-product |
| 2 microbe        | 5 molten     |
| 3 photosynthesis | 6 oxidation  |

# MAGMA RISE SPARKED LIFE AS WE KNOW IT

**Can Earth support oxygen-breathing life due to changes to the planet's magma 2.5 billion years ago? Two geologists believe so.**

Our planet has seen some amazing changes. Among these changes was the formation of the world's oldest rock forms around 3.95 billion years ago as well as the rise of life itself. In order for Earth to support life as we know it today, however, a tremendous change had to take place in Earth's atmosphere. **1** ☐

But what brought about this tremendous change in our atmosphere? Scientists once thought that breathable air was created by cyanobacteria, single-celled blue-green **microbes** that lived in the sea. These bacteria were able to harness the sun's energy through the process of **photosynthesis**. This led

to them producing oxygen as a **by-product**. **2** ☐

This new research consisted of studying 70,000 rock samples from around the world and may have solved the oxidation mystery. The rocks show a dramatic change in Earth's magma composition at the end of the Archean, the earliest geological period which lasted from 4 to 2.5 billion years ago. **3** ☐

What is more, Keller and his co-author Blair Schoene speculate that it was the change in where magma forms that triggered the different chemical compositions seen in their rock samples. The scientists argue that such a change could

- C** Read the *Exam Close-up*. Then complete the *Exam Task* below.

## Exam Task

You are going to read an extract from a magazine article about the Earth. Five paragraphs have been removed from the extract. Choose from the paragraphs **A – G** the one which best fits each gap. There are two extra paragraphs which you do not need to use.

- A** However, a recent study suggests that these bacteria alone were not responsible for the Great Oxidation Event. Instead, it suggests that the fact that our atmosphere is currently made up of 21% oxygen is due to changes in volcanic activity.
- B** Some two billion years after this shift in the composition of magma, animals were able to emerge and thrive on the oxygen-rich air that Earth provided them. In addition, this rise in oxygen also led to the creation of the ozone layer, our planet's protective shield which prevents solar radiation harming life on Earth.
- C** The world's oldest rock forms have been dated as far back as 3.95 billion years ago. Scientists have been able to identify ancient rock formations in Greenland, Australia and Canada. These ancient structures may have been formed when **molten** lava rose from cracks in the seafloor.
- D** Keller goes on to explain that when volcanoes were producing magma containing ferrous iron, they emitted gases that absorbed atmospheric oxygen. On the other hand, when they started spewing magma with ferric iron, the gases consumed less oxygen. The scientists are of the opinion that this meant photosynthesis was able to enrich the air with the element.
- E** 'This was actually somewhat unexpected to us,' said C. Brenhin Keller of Princeton University who was co-author

have changed the balance of iron in magma from ferrous to ferric. These different versions of iron react very differently with oxygen. **4**

Keller and Shoene's theory is supported by fellow scientist William White of Cornell University. In his review of their study, he points out that this change in the composition of magma took place at approximately the same time as the rise in oxygen. 'I suspect that this isn't coincidental,' he says in agreement with Keller and Shoene's conclusions. **5**

But before Earth could support this oxygen-absorbing life, the planet was subjected to turmoil because of the rise in oxygen. Before the oxidation event, the greenhouse gas, methane, had already been warming Earth. The two gases – oxygen and methane – readily reacted with one another bringing about tremendous atmospheric changes.

Consequently, when oxygen levels rose, there was a drop in atmospheric methane. In a chain of events, Earth started to cool down due to the decrease in methane. The result? Earth and its inhabitants endured the planet's first major ice age.

## Exam Close-up



### Understanding the text structure

- Remember that in missing paragraph tasks you don't need to understand individual words or specific ideas. Instead it's important to understand the structure of the text and how one idea flows on from the previous one.
- Bear in mind the logical sequence of texts and look for words that mark cohesive development, such as cause and effect, contrasting arguments, use of pronouns or repetition of verb tenses.
- For example, the first time a person is mentioned in a text, he or she is usually referred to using their full name and title. Any following references to the same person may use only the person's first or last name. This could be crucial in helping you decide where to place a missing paragraph.

of the study. The discovery implies that magma must have formed at greater depths during the Archean than it has at any time since.

- F** We all know that we couldn't live on Earth today if there was no oxygen. But for the first half of Earth's existence, the air had almost no oxygen – if humans could travel back to that ancient atmosphere, they'd need spacesuits to survive. At some point in Earth's past, what scientists call The Great **Oxidation** Event took place bringing this precious gas to Earth's atmosphere.
- G** These bacteria were located all over the Earth, and the importance of their role in oxidation is only now being fully recognised.

### D Match the definitions with these words.

absorb consume emit endure  
harness spew thrive trigger

- |   |  |
|---|--|
| 1 to suffer and deal with something painful or unpleasant | 5 to send or give out something  |
| 2 to become stronger and healthier                        | 6 to control and use the force of something, e.g. the sun, to produce energy |
| 3 to flow out quickly in large amounts                    | 7 to use or eat something  |
| 4 to cause something to happen                            | 8 to take something in   |

- How important do you think it is for governments to fund scientific research nowadays? Why?

### Ideas Focus



# 6 Living Planet

## Vocabulary

**A** Complete the word groups with these weather words. Then, match each group to its meaning a–f.

clear gusty overcast pouring roasting sticky

- |   |            |            |            |       |
|---|------------|------------|------------|-------|
| 1 | drizzly    | rainy      | showery    | _____ |
| 2 | blistering | oppressive | sweltering | _____ |
| 3 | bright     | fair       | fine       | _____ |
| 4 | dull       | gloomy     | grey       | _____ |
| 5 | humid      | muggy      | sultry     | _____ |
| 6 | blowy      | blustery   | breezy     | _____ |

- |                          |   |                             |
|--------------------------|---|-----------------------------|
| <input type="checkbox"/> | a | uncomfortably warm and damp |
| <input type="checkbox"/> | b | windy                       |
| <input type="checkbox"/> | c | uncomfortably hot           |
| <input type="checkbox"/> | d | pleasant and not raining    |
| <input type="checkbox"/> | e | very wet                    |
| <input type="checkbox"/> | f | cloudy                      |

**B** Circle the correct words.

- |  |   |
|--|---|
| 1 Due to chemical dumping and acid rain, the <b>dirt / soil</b> has been contaminated.   | 4 Local residents are up in arms about plans to create a <b>landfill / wasteland</b> on the outskirts of town.                    |
| 2 A Dutch company has won the rights to <b>drill / mine</b> for oil off the south coast of the country.                              | 5 In 1989, the tanker Exxon Valdez was badly damaged at sea resulting in a massive oil <b>slip / spill</b> in the Gulf of Alaska. |
| 3 Sulphur dioxide is a <b>polluter / pollutant</b> released into the atmosphere when coal is burnt to generate electricity and heat. | 6 The earthquake triggered a <b>landfall / landslide</b> in which dozens of people were injured.                                  |

## Word formation

**C** Complete the text with the correct form of the words.

### The hunter-gatherers

The hunter-gatherers were one of the earliest human societies. They lived off the land with the men hunting animals and fishing while the women gathered nuts, berries, seeds and roots.

Their (1) \_\_\_\_\_ on the land meant that they had to live in small groups so that (2) \_\_\_\_\_ food could be found. They led a (3) \_\_\_\_\_ life, moving to new lands once food ran out. This (4) \_\_\_\_\_ often meant that they entered the territories of other groups.

The hunter-gatherers also used their natural (5) \_\_\_\_\_ to protect themselves from the (6) \_\_\_\_\_ by seeking refuge in caves, where these were available, or in shelters that they fashioned out of rocks, branches and animal skins.

RELY  
SUFFICE  
NOMAD  
MIGRATE

SURROUND  
ELEMENT



## Phrasal verbs

**D** Complete the definitions with these phrasal verbs in the correct form.

beat down blow up bucket down  
clear up blow over dry up

- When a river or a lake loses all of its water, it \_\_\_\_\_.
- If it is \_\_\_\_\_, it is raining very heavily.
- When a storm \_\_\_\_\_, it begins suddenly and with force.
- If the weather \_\_\_\_\_, the rain stops and the clouds disperse.
- When the sun \_\_\_\_\_, it shines very strongly.
- When a storm \_\_\_\_\_, it goes away without causing any serious damage.

## E Complete the sentences with the correct form of the phrasal verbs from D.

- 1 It's drizzly outside! I hope it \_\_\_\_\_ before we go to the park.
- 2 The lake \_\_\_\_\_ during the prolonged drought.
- 3 The midday sun \_\_\_\_\_ on the weary marathon runners.
- 4 Fortunately, the storm \_\_\_\_\_ by nightfall.
- 5 Luckily, when the storm \_\_\_\_\_, the yachtsmen were on the shore, safe and sound.
- 6 You can't go out now! It's \_\_\_\_\_ and you'll get soaked.

## Prepositions

### F Circle the correct words.

- 1 The authorities were unaware **from / of / to** the chemical dumping in the river.
- 2 Far too many people are indifferent **for / from / to** the green issues.
- 3 We were advised **about / against / from** travelling to India in the monsoon season.
- 4 I believe that solar energy is a viable alternative **in / for / to** fossil fuels.
- 5 I don't think humans should interfere **against / on / with** Mother Nature.
- 6 Insistence **for / on / to** paper recycling in schools has made students more sensitive to the environment.

### G Work with a partner.

Collective nouns such as a *pack* of dogs or a *herd* of sheep are used to refer to groups of the same animal. Match the following collective nouns with the animals.

cattle owls lions ants giraffes snakes

drove tower bed army parliament pride



Industrial plant in the city of Karabash, Russia

### H Read the Exam Close-up. Then complete the Exam Task below.

## Exam Task

For questions 1 – 8, read the text below and think of a word which best fits each gap. Use only one word in each gap.

### Death Valley

Death Valley is (1) \_\_\_\_\_ within Death Valley National Park, the largest national park in the continental United States. The long, narrow valley

(2) \_\_\_\_\_ between high, steep mountain ranges and is (3) \_\_\_\_\_ of the most hostile and forbidding environments in the world. Due

(4) \_\_\_\_\_ its unique geology, this sun-scorched land is the hottest, driest place in North America.

(5) \_\_\_\_\_ is in this barren but startlingly beautiful landscape that the Badwater Ultramarathon takes place, a 217-kilometre race through Death Valley in searing mid-July heat. The annual (6) \_\_\_\_\_ is the most gruelling foot race in the world. Temperatures can soar above 50°C. Runners must endure the oppressive heat of the day and continue running into the night,

(7) \_\_\_\_\_ short naps whenever they can. They have a 48-hour time limit to complete the race, which

(8) \_\_\_\_\_ at Badwater, the lowest elevation in the Western Hemisphere at around 86m below sea level, and ends on Mount Whitney at nearly 2530m.

## Exam Close-up

### Dealing with gapped texts

- Read the text first to get a general idea of the topic.
- Look carefully at the words which come before and after each gap and decide what type of word is missing, e.g. a verb, a noun, an adjective, a preposition, etc.
- Remember to read the complete text again after you have filled the gaps to make sure it makes sense.

# 6 Living Planet

## Grammar

### Modal Verbs

**A** Read the sentences. Match the modals with the functions.

- |  |                          |                                   |
|--|--------------------------|-----------------------------------|
| 1 You <b>have to</b> use a lithium battery or the device won't work.   | <input type="checkbox"/> |                                   |
| 2 We <b>don't have to</b> take the bottles to a recycling bin; they are collected with our other rubbish.                        | <input type="checkbox"/> | a ability                         |
| 3 All schools <b>should</b> recycle their waste paper.   | <input type="checkbox"/> | b certainty                       |
| 4 With more money, charities <b>can</b> save more elephants.   | <input type="checkbox"/> | c possibility                     |
| 5 This article says there are over 1,000,000 tigers in the wild, but that <b>can't</b> be right - they're an endangered species. | <input type="checkbox"/> | d advice and suggestions          |
| 6 The principal has agreed; he says we <b>may</b> have an environment day at school!   | <input type="checkbox"/> | e necessity and obligation        |
| 7 The woman in the chemistry lab <b>must</b> be the new science teacher.   | <input type="checkbox"/> | f habit                           |
| 8 I don't know how I'm going to train this guide dog; he just <b>won't</b> obey orders.  | <input type="checkbox"/> | g refusal                         |
| 9 The firefighters <b>won't be able to</b> put out the forest fire without water planes.   | <input type="checkbox"/> | h impossibility                   |
| 10 He <b>might</b> need some help, but let's check with him first.   | <input type="checkbox"/> | i certainty in the future         |
| 11 Companies <b>mustn't</b> dump their chemical waste in rivers; it's dangerous and illegal.                                     | <input type="checkbox"/> | j lack of necessity or obligation |
| 12 Miranda <b>will</b> often go walking in the countryside for hours at a time.  | <input type="checkbox"/> | k inability                       |
| 13 You're <b>bound to</b> see Milly if you go to the demonstration later.  | <input type="checkbox"/> | l expectation                     |
| 14 Martin finished work hours ago, so he <b>ought to</b> be home by now.   | <input type="checkbox"/> | m prohibition                     |
|  | <input type="checkbox"/> | n permission and requests         |

➡ Grammar Focus pp.165 & 166 (6.1)

**B** Circle the correct words.

- |  |   |
|--|---|
| 1 Harry <b>could</b> / <b>might</b> not know about the meeting. Has anyone informed him? | 5 If you love animals, you <b>might</b> / <b>ought to</b> volunteer at an animal shelter.     |
| 2 You <b>don't have to</b> / <b>mustn't</b> water the plants; I've already done it.      | 6 To keep the park clean, you <b>can</b> / <b>must</b> put your rubbish in the bins provided. |
| 3 Carl loves animals; he <b>should</b> / <b>will</b> always help an animal in need.      | 7 I don't know what's wrong with the car; it just <b>can't</b> / <b>won't</b> start.          |
| 4 I wonder if you <b>could</b> / <b>may</b> help me with my project.                     | 8 In my opinion, the city council <b>may</b> / <b>should</b> operate recycling centres.       |

**C** Complete the second sentences so that they have a similar meaning to the first sentences. Use the words in bold.

- I'm sure caged animals are miserable; wouldn't you agree? **be**  
Caged animals \_\_\_\_\_ miserable; wouldn't you agree?
- To join the animal society, there is a membership fee to pay. **have**  
You \_\_\_\_\_ a membership fee before you can join the animal society.
- It's going to rain today. I can feel it in my bones. **bound**  
We \_\_\_\_\_ some rain today. I can feel it in my bones.
- I've been trying to get online all day, but my Internet connection isn't working. **will**  
I've been trying to get online all day, but my Internet connection \_\_\_\_\_.
- I expect the documentary on whales to be of interest to my class. **ought**  
The documentary on whales \_\_\_\_\_ for my class.
- You know, it isn't necessary for us to buy a car; we can get bikes instead. **not**  
You know, we \_\_\_\_\_ a car; we can get bikes instead.

## Perfect Modal Verbs

**D** We use perfect modal verbs to talk about the past. Perfect modals are formed by adding *have* + past participle to a modal verb. Look at the uses of perfect modals and then complete the sentences with the correct perfect modal form of the verbs given. Sometimes more than one answer is possible.

Perfect modal	Meaning
<i>must have</i> + past participle	we are sure something happened in the past
<i>can't have</i> + past participle	we are sure something didn't happen in the past
<i>may/might/could have</i> + past participle	it is possible that something happened in the past, but we aren't sure
<i>could/might have</i> + past participle	we had the ability to do something in the past, but didn't do it / it was possible for something to happen in the past, but it didn't
<i>should/ought to have</i> + past participle	something was the right thing to do, but we didn't do it / we expected something to happen, but it didn't
<i>would have</i> + past participle	we wanted to do something, but we didn't
<i>needn't have</i> + past participle	it wasn't necessary to do something, but we did

- 1 You didn't need to buy that book about the oceans. I \_\_\_\_\_ (lend) you my copy.
- 2 I don't know why Simon isn't here yet, but I suppose he \_\_\_\_\_ (miss) the bus.
- 3 The city centre is no longer covered in graffiti; the city council \_\_\_\_\_ (clean) it up.
- 4 You \_\_\_\_\_ (tell) me you were going to be late instead of making me wait so long!
- 5 Mark \_\_\_\_\_ (bring) sunblock because it rained all weekend.
- 6 They \_\_\_\_\_ (eat) all that food; there was so much of it!
- 7 The hikers \_\_\_\_\_ (return) by now; I wonder where they are.

➤ Grammar Focus p.166 (6.2)

**E** Circle the correct words.

### Goodbye, Lonesome George

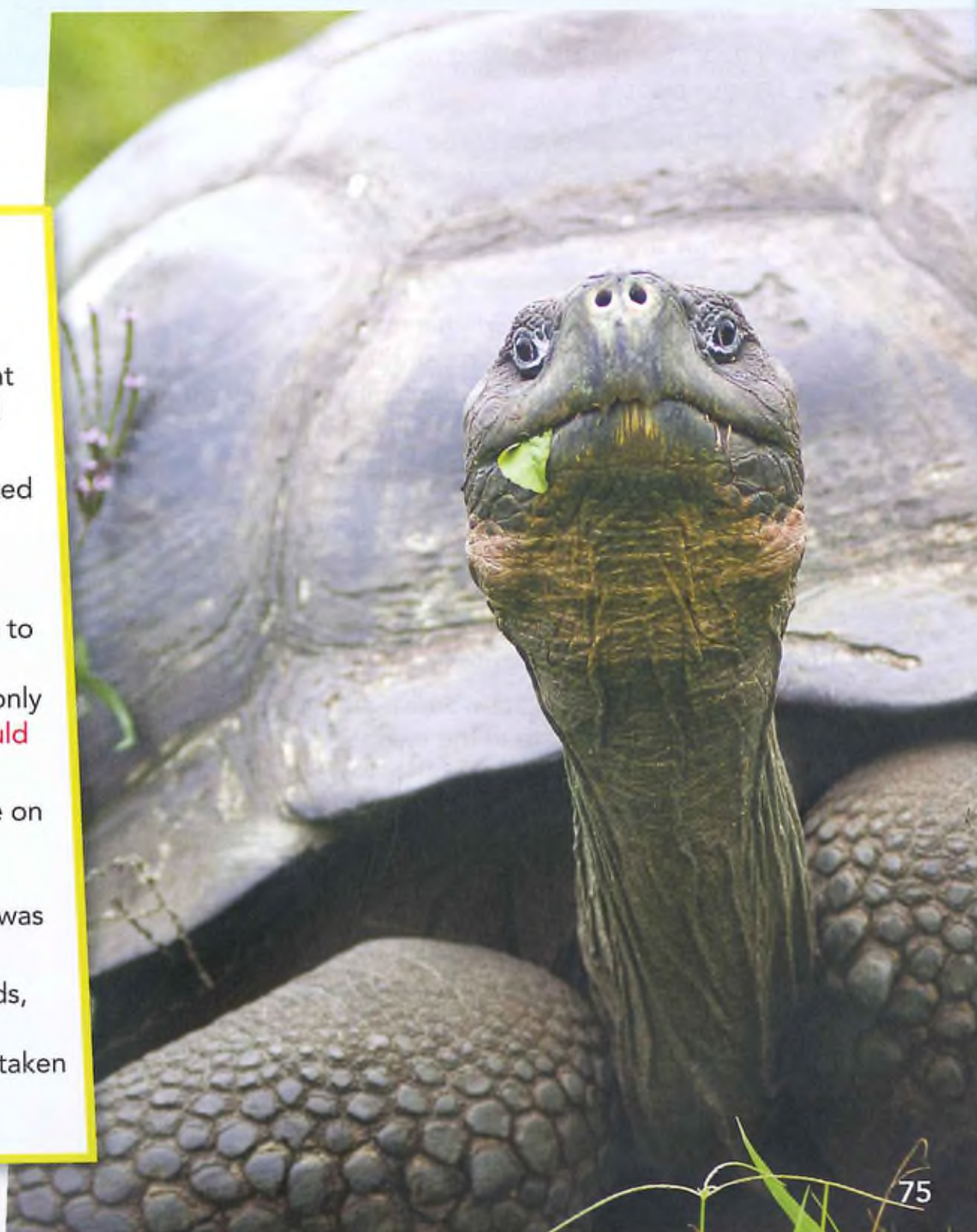
In June 2012, many people around the world were saddened when staff at the Galapagos National Park in Ecuador announced that Lonesome George, a giant tortoise believed to be the last of his subspecies, had been found dead by his keeper of 40 years.

While his exact age was not known, scientists estimated Lonesome George was about 100.

For his subspecies, he was a young adult and he (1) **could** / **would** have lived to the age of 200. His human carers (2) **can't** / **shouldn't** have expected him to die so young, but the loneliness of his existence (3) **may** / **would** have led to his early demise. As the only known member of his subspecies, he (4) **might** / **should** have been the rarest animal in the world.

A Hungarian scientist first spotted Lonesome George on the Galapagos island of Santa in 1971. This (5) **may** / **must** have come as a shock to the scientist since it was believed at the time that the subspecies was extinct.

Tortoises were once plentiful on the Galapagos islands, but hunting in the late 1800s greatly reduced the population. More care (6) **should** / **would** have been taken with their environment.



# 6 Living Planet

## Listening

**A** Circle the words and phrases that mean the same as the words and phrases in bold. Sometimes more than one answer is possible.

- 1 relaxing **laid-back** / reclining / unrushed
- 2 resemble **hide out** / look like / be similar to
- 3 unusual **bizarre** / weird / normal
- 4 once fully-grown **in the juvenile stage** / in adulthood / as babies
- 5 pay homage to **live off** / commemorate / be named after
- 6 made up of **composed of** / happy with / constructed using
- 7 be in no doubt **be absolutely sure** / be in two minds / have inconclusive results
- 8 be pushed for time **have little time to spare** / work round the clock / work against the clock



**B** Read the *Exam Close-up*. Then read the *Exam Task* below and underline the key words. Work with a partner to think of other ways of saying the key information you have underlined.

**C** Now listen and complete the *Exam Task*.

### Exam Task

You will hear two different extracts. For questions 1 – 4, choose the best answer (a, b or c). There are two questions for each extract.

#### Extract One

You will hear two people talking about species named after famous people.

- 1 What do both speakers agree about?
  - a Reggae is their favourite kind of music.
  - b Marley's music is very relaxing.
  - c It's not surprising the sea creature was named after Marley.
- 2 What is unusual about *Gnathia marleyi*?
  - a It's a sea creature that resembles a plant.
  - b Its name pays homage to a famous Marley song.
  - c It consumes no food once fully-grown.

#### Extract Two

You will hear part of an interview about the discovery of unusual skeletons.

- 3 According to Dr Winterman, 10 years ago
  - a the skeletons of two strange mummies were found.
  - b DNA testing concluded that the mummies were made up of different people.
  - c a prehistoric village was discovered on South Uist.
- 4 What does Dr Winterman say about the male mummy?
  - a It was probably built for symbolic reasons.
  - b It contains both male and female body parts.
  - c It was constructed using body parts of people who died during different periods.

### Exam Close-up

#### Identifying opinion & attitude

- You won't hear the exact words or expressions that are in the exam questions, so try to think of other ways of saying them before you listen.
- Remember you may need to listen for a speaker's opinion or attitude e.g. agreeing in extract one.
- Try to think about how the speakers could express different opinions about a topic before you listen.

A 3000-year-old female Bronze Age mummy excavated at Cladh Hallan, Scotland



**D** Listen again.

# Speaking

**A** Work with a partner and answer these questions.

- Have you ever experienced a natural disaster? If so, what happened?
- Would you consider working for the rescue services? Why? / Why not?
- Do you prefer to be in an urban environment or close to nature? Why?
- Which aspects of nature impress you the most? What impresses you about them?

**B** Look at the list of ideas below. Choose one and come up to the front of the class. The rest of the students should cover up the ideas in their books. Describe the idea without using any of the words written and ask the class to guess what they are. Give the class examples; tell them how they affect us and what they show us about our world.

- biodiversity
- endangered species
- natural disaster
- food chain
- survival of the fittest
- environmental pollution

**C** Read the *Exam Close-up*. Then read the *Exam Task* below and choose the photographs you are going to talk about.

**D** Now work with a partner to complete the *Exam Task*. Student A describes the photographs in Task 1 and Student B answers the follow-up question. Then change roles and complete Task 2. Use the *Useful Expressions* to help you.

## Exam Task

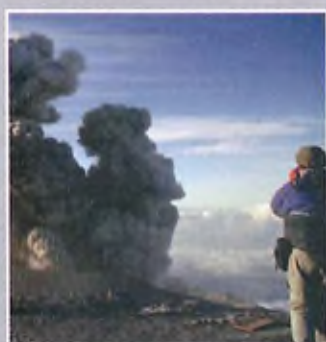
**Student A:** You will be given three photographs. Compare two of the photographs and then answer the two questions provided.

**Student B:** Answer the follow-up questions about any of your partner's photographs.

**1**

What aspects of life on Earth do they show?

How do you think these situations affect us?

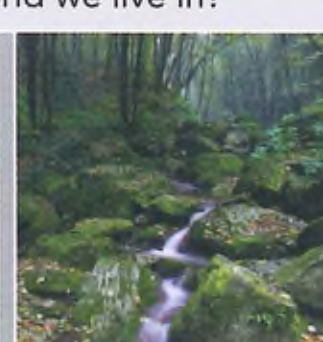


Which photo do you think shows the most dangerous phenomenon for human beings?

**2**

What images of nature do the photos show?

What can the images teach us about the world we live in?



Which photo do you think best shows nature's delicate balance?

## Exam Close-up

### Starting & finishing

- Remember you only have about a minute to compare the two photos you choose so be careful not to waste time describing them.
- Try to find similarities and differences between the two photos in order to answer the main question and develop your ideas.
- Use expressions to start off and sum up your main ideas clearly.

## Useful Expressions

### Selecting photos

I'm going to compare / discuss / choose photos ... because ...  
 I'd like to focus on photos ...  
 I'll begin by comparing photos ...  
 The two photos I'm going to compare are ...  
 The photo that best shows ... is  
 I'd say that photo ... shows ... more clearly because ...  
 So, it seems to me that ...  
 Well, to sum up, I think ...  
 In conclusion ...

- What are the main causes of environmental pollution?
- What can we do to help maintain nature's balance?

## Ideas Focus



# 6 Living Planet

## Writing: a contribution

### Learning Focus

#### Using the appropriate register

- The main purpose of a contribution is to supply information and opinion. It is written for use in a larger document such as a book, brochure, guidebook or research project. Although it forms part of a longer work, it stands alone as a written text.
- The register and style is determined by the purpose and target reader of the main document. For example, a guidebook will require factual information in a neutral style, but a book may need a more discursive style similar to that of an essay or article in which a particular topic is examined. A contribution should be clearly organised into paragraphs (headings are optional), with an introduction and a conclusion.

A lagoon in  
Crete, Greece



#### A Look at the contribution topics below and answer the questions for each one.

- contribution to a book about the importance of conservation
  - contribution to a college information booklet about eco-holidays in your country
- Who are the target readers and why might they be reading?
  - What is your relationship to them?
  - What style / register would be appropriate? Why?
  - Which of the two topics may require you to persuade the reader to do something? What?

#### B Read the writing task below and answer the questions.

Your college is producing an information booklet giving details of places in your country where students can enjoy eco-friendly holidays and learn about the importance of responsible tourism. You have decided to write a contribution to the booklet. Your contribution should:

- describe one particular eco-resort in your country
- explain what visitors can do and learn there
- discuss why eco-friendly tourism is important

Write your **contribution**.

- How many main paragraphs will you write?
- What will the focus of each main paragraph be?
- What is your overall purpose in writing the contribution?

#### C Read the example contribution. Would you like to visit this place? Were you persuaded by the writer?

### Eco-tourism for responsible travellers

Where can you experience traditional Greek hospitality in a spectacular setting with true regard for the environment? On the island of Crete at Agios Andreas Eco-Hotel.

The hotel is located in Agios Andreas, a picturesque village nestled at the foot of a mountain and just a short walk to a stunning sandy beach with crystal clear water. At Agios Andreas you'll experience a simpler life in harmony with nature. There is no electricity and no running water. Instead, candles provide light and cooking is done over fire and in a wood-burning stove. Water is drawn from a well.

So, what can you do there? Activities in eco-tourism include the production of organic olive oil, fragrant honey and fresh home-made yoghurt. You'll also discover Cretan herbs,

plants and flowers in the surrounding area, and learn about their medicinal properties.

The value of eco-tourism cannot be underestimated. At Agios Andreas you'll realise that a holiday needn't be a burden on the environment. An average hotel or resort complex requires massive amounts of energy and natural resources to operate. Eco-tourism, on the other hand, shows respect for the environment.

Why not treat yourself to a week or two of tranquility, wonderful food and contemplation of nature? At the same time, you'll be helping to preserve a natural environment and keep the ecological balance, which makes Agios Andreas such a great place.

**D** Look at the example contribution again and answer the questions.

- 1 How does the writer introduce the topic? Does it grab your interest and make you want to continue reading?
- 2 What kind of language does the writer use to make the text more colourful?
- 3 Has the writer answered every part of the question?
- 4 Does it enable the reader to make a decision about visiting the place?

**E** In your notebook, write your own introduction and conclusion for the example contribution. Begin each one with a question to engage the reader. When you have finished, swap with a partner and edit each other's work.

**F** Read the *Exam Close-up*. Then complete the *Exam Task* below. Remember to use the *Useful Expressions* and paragraph plan to help you.

## Exam Task

You have been asked to write a **contribution** to an international magazine about environmental problems around the world, giving details of specific problems in your country.

Your **contribution** should:

- describe the environmental problem in your country
- explain how it affects the health of people and / or animals
- recommend a solution to the problem

(220–260 words.)

## Plan

Introduction:	Engage your reader immediately.
Main paragraph 1:	Describe the problem.
Main paragraph 2:	Explain its affects.
Main paragraph 3:	Recommend one solution to the problem.
Conclusion:	Sum up your view and express your hope that the problem will be solved.

## Exam Close-up

### Planning a contribution

- Remember to write clear paragraphs and to use a range of sentence structures.
- Try to describe, explain or recommend something.
- Remember to use the appropriate register.
- Include all the information in the exam question and fully inform your reader.

## Useful Expressions

### Engaging the reader

Have you ever wondered ...?  
Have you ever been ...?  
Imagine if we lived in a world where ...  
Suppose, for a moment, that ...

### Describing a problem

When it comes to ... there's nothing worse than ...  
Without a doubt, the worst ...  
Few would disagree that the worst ...

### Explaining effects

The impact this has had on ... is ...  
It is responsible for ...  
No doubt, it is the cause of ...

### Recommending a course of action

The only way forward is to ...  
By ... we can effectively deal with this problem.  
The most successful measure would be ...

# 6 Holland Water



## Before you watch

**A** Work with a partner and answer these questions.

- 1 How is global warming affecting the world?
- 2 Why are low-lying countries like the Netherlands at risk from climate change?
- 3 Do you think enough is being done to deal with climate change? Why? / Why not?

## While you watch

**B** Watch the video clip and circle the words you hear.

- 1 The Dutch have long been at **odds** / **war** with water.
- 2 Climate change and rising seas are causing the Netherlands to **flood** / **sink** even more.
- 3 Thirty to forty per cent of the country's land was created by **men** / **man** pumping water out from marshlands.
- 4 Today more than ten **million** / **thousand** people live below sea level.
- 5 These new flood control lakes could also be used for recreation and **wildlife** / **birdlife**.
- 6 Holland also has a(n) **older** / **younger** generation who look at water as something that brings pleasure.

## After you watch

**C** Complete the summary of the video clip below using these words.

constant marshlands preserve radical regardless resistance rise shift surprisingly worried

In the Netherlands people are (1) \_\_\_\_\_ about the danger of the whole country sinking because of global warming. Global warming is expected to cause the sea level to (2) \_\_\_\_\_ up to three feet this century.

Not (3) \_\_\_\_\_, the Dutch take climate change very seriously. With half their country below sea level, they have built elaborate dykes and windmill systems to (4) \_\_\_\_\_ farmland.

But scientists are worried that these dykes and gates may not be able to hold the water much longer. Much of the land was reclaimed from (5) \_\_\_\_\_, but as the water was pumped out the land settled lower and lower. The land that many people now live on only stays dry because of the (6) \_\_\_\_\_ work of pumps and dykes.

One (7) \_\_\_\_\_ idea to solve this problem is to let water back into hundreds of miles of lowest-lying farmland. Dykes would be moved inland, opening large areas of sand dunes to the tides, and floating houses can be built on the water. Despite (8) \_\_\_\_\_ from the older generation that has suffered flooding, young people see the water as an opportunity for pleasure and recreation.

(9) \_\_\_\_\_ of what is decided, many people think that a fundamental

(10) \_\_\_\_\_ in the way the Dutch approach water is inevitable.



Floating house

## Ideas Focus

- Is your country being affected by global warming? How?
- Who do you think should deal with global problems?
- What other global problems does our world face?



# Review 3

## Units 5 & 6

### A

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap.

#### Photovoltaic energy

The direct conversion of light into electricity inside an atom is known as photovoltaics. The sun (1) \_\_\_ light and, with the use of photovoltaic cells – also known as solar cells – the energy can be (2) \_\_\_. This type of energy is clean as it produces no (3) \_\_\_. For this reason, it is a viable (4) \_\_\_ to fossil fuels and nuclear power.

So how exactly does it work? There are materials that can (5) \_\_\_ photons of light and release electrons. Capturing the electrons results in electric current that can be used as electricity. This is known as the photoelectric effect. Albert Einstein described the (6) \_\_\_ of light and the photoelectric effect in 1905 and won a Nobel Prize in physics for his work.

You may have seen photovoltaic panels in fields or on rooftops where they collect light to (7) \_\_\_ homes. When the sky is (8) \_\_\_, they are exposed to large amounts of light. On a(n) (9) \_\_\_ day less light passes through the atmosphere to the panels. Therefore, this technology is ideal for home use in countries where the sun (10) \_\_\_ relentlessly. The electricity that is produced can be used immediately or stored and (11) \_\_\_ at a later time, or, if it (12) \_\_\_ the needs of a household, the extra power can be put into the electricity grid for use by others.

- |                |               |              |                |
|----------------|---------------|--------------|----------------|
| 1 A spews      | B spills      | C passes     | D emits        |
| 2 A harnessed  | B settled     | C triggered  | D mined        |
| 3 A polluters  | B pollutions  | C pollutants | D polluting    |
| 4 A substitute | B alternative | C option     | D choice       |
| 5 A absorb     | B give        | C swallow    | D pull         |
| 6 A type       | B kind        | C character  | D nature       |
| 7 A strengthen | B boost       | C power      | D drive        |
| 8 A glossy     | B clean       | C clear      | D shiny        |
| 9 A breezy     | B overcast    | C oppressive | D humid        |
| 10 A blows up  | B beats down  | C dries up   | D buckets down |
| 11 A applied   | B spent       | C lessened   | D consumed     |
| 12 A exceeds   | B suits       | C meets      | D satisfies    |

### B

For questions 13–27, read the text below and think of the word which best fits each gap. Use only one word in each gap.

#### Salt

Sodium chloride (NaCl), (13) \_\_\_\_\_ salt, is a biological necessity of human life.

We (14) \_\_\_\_\_ have it in order for our bodies to function. Sodium is necessary for the transfer of molecules (15) \_\_\_\_\_ as amino acids across membranes, for (16) \_\_\_\_\_ transmission of nerve impulses, for digestion and for muscle movement.

Salt has been used (17) \_\_\_\_\_ flavour and preserve food (18) \_\_\_\_\_ the earliest recorded times. In antiquity, when salt was not readily available, (19) \_\_\_\_\_ it is now, it was valued highly (20) \_\_\_\_\_ to be used as currency in some areas. The Latin phrase 'salarium argentum,' i.e. 'salt money,' was a payment of salt made to each and (21) \_\_\_\_\_ Roman soldier, and the word exists today as 'salary'.

In the past, the need for salt (22) \_\_\_\_\_ shaped history. The Romans took their first step toward becoming an empire, and built the first of their system of roads due to salt. In the 7th century BCE, King Ancus Martius founded Rome's first colony at coastal Ostia because of the salt (23) \_\_\_\_\_, and the Via Salaria (Salt Road) was built to carry the processed salt (24) \_\_\_\_\_ the city. As the empire expanded, so did the demand for salt, meaning that Rome (25) \_\_\_\_\_ to start importing it from (26) \_\_\_\_\_ around the Mediterranean. It was taxed and became (27) \_\_\_\_\_ of the world's first commodities, at times being traded at twice the value of gold.



# Review 3

## Units 5 & 6

### C

For questions 28–32, think of one word only which can be used appropriately in all three sentences.

- 28 I know it's difficult, but look on the \_\_\_\_\_ side and you'll soon see things in a different light.  
I wasn't wearing sunglasses and the sun was so \_\_\_\_\_ it hurt my eyes.  
Albert is a very \_\_\_\_\_ young man and I'm sure he'll do well at university.
- 29 Oh dear, I hadn't realised it was so late, we really must be \_\_\_\_\_.  
We don't see them very often, you know, just \_\_\_\_\_ and on.  
I say, something in the fridge smells \_\_\_\_\_ and I think it's the fish.
- 30 I love our new HD TV as it gives a very \_\_\_\_\_ picture.  
Raw lemons have such a \_\_\_\_\_ taste, I don't know how you can eat them.  
A \_\_\_\_\_ increase in food prices has left many families struggling.
- 31 Cafés are closing, which is a \_\_\_\_\_ that the economy is doing badly.  
Look, there's a \_\_\_\_\_ pointing to the supermarket.  
There was no \_\_\_\_\_ of them anywhere and we began to fear the worst.
- 32 He decided to eat more chocolate as he was getting too \_\_\_\_\_.  
The evidence is \_\_\_\_\_ so the scientist needs to do more research.  
'Watch me vanish into \_\_\_\_\_ air,' said the magician.

### D

For questions 33–39, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 33 I didn't know plastic bags were so dangerous for wildlife.  
**UNAWARE**  
I was \_\_\_\_\_ to wildlife posed by plastic bags.
- 34 I am sure the manufacturer knew that the food was not fit to eat.  
**HAVE**  
The manufacturer \_\_\_\_\_ that the food was not fit to eat.
- 35 Companies dump their waste and the authorities will no longer tolerate it.  
**PUT**  
The authorities won't \_\_\_\_\_ their waste any longer.
- 36 You can't change what's happened, so stop complaining, Ricky.  
**OVER**  
It's no \_\_\_\_\_, Ricky.
- 37 After watching that documentary on food production, I don't want to eat.  
**APPETITE**  
I \_\_\_\_\_ after watching that documentary about food production.
- 38 I ate too much at lunchtime and now I feel sick.  
**SHOULD**  
I \_\_\_\_\_ so much at lunchtime.
- 39 The ants got into the picnic basket, didn't they, Jimmy?  
**DID**  
The ants got into the picnic basket, \_\_\_\_\_, Jimmy?

# 7 Eureka!

**Reading:**

**Vocabulary:**

**Grammar:**

**Listening:**

**Speaking:**

**Writing:**

multiple matching, looking for specific information

technology- and inventions-related vocabulary, compound nouns, idioms

conditionals, other conditionals, unreal past, inversion

sentence completion, making notes

talking about inventions and inventors, modern technology, decision

making, giving opinions with reasons & examples, justifying choices

nomination, nominating someone for achievement, writing an effective

nomination, talking about reputations, influence & achievements

A lightbulb surrounded  
by sparklers

# 7 Eureka!

## Reading

**A** Match the inventors with their inventions and the dates the inventions were created.

Archimedes	the dishwasher	1877
John Logie Baird	the phonograph	1905
Josephine Cochran	the irrigation screw	1886
Martin Cooper	the mobile phone	pre 211 BCE
Mary Anderson	the television	1925
Thomas Edison	windscreen wipers	1973

**B** Read the text about Thomas Edison. Which of his other inventions is mentioned in the text?

### Word Focus

Use a dictionary to find definitions and / or synonyms for the words below from the text.

- |            |              |
|------------|--------------|
| 1 nickel   | 5 reinforced |
| 2 hardback | 6 MDF        |
| 3 kiln     | 7 agility    |
| 4 lunatic  |              |

## Thomas Edison Predictions That Came True ... ... or Didn't



In 1911, inventor Thomas Edison made a series of predictions as to how technology would transform the world. If only he were alive today to see which ones he got right and which ones he got wrong. Let's take a look at a few of his prophecies.

**A**

Edison was positive that in the years to come, machinery would take over manual labour. He even realised that when this revolution in industry took place, certain jobs would disappear. 'The day of the seamstress, wearily running her seam, is almost ended,' he predicted. There may well be times when seamstresses wish robots could do their jobs for them, but for the time being sewing machines are still operated by human hands.

In other industries this is not the case, however. The car industry wouldn't be able to produce cars at the rate it does today if it wasn't for technological developments. The mundane jobs on production lines for cars these days are performed by robots rather than humans. But it's not

all good news as we've now reached the stage where our economies no longer fully employ people as the use of automated machinery has proved more cost effective.

**B**

Among Edison's misses was the prediction that books of the future would be made of **nickel**. According to the inventor, if paper was replaced by nickel, books would be made of a cheaper, stronger and more flexible material. Never could he have imagined that, thanks to the digital revolution, books as he knew them would give way to e-books. In today's world, reading is still a popular activity. However, readers are more likely to curl up with their state-of-the-art iReader or Kindle than with their favourite **hardback**.

**C**

One of Edison's own inventions was the long **kiln**, which revolutionised the cement industry. If his kiln hadn't been invented, modern construction would be very different to what it is today. Way back in 1911, he claimed that 'men are **lunatics**' to keep building with bricks and steel, rather than

# C Read the Exam Close-up. Then complete the Exam Task below.

## Exam Task

For questions 1 – 12, choose from paragraphs (A – F). The paragraphs may be chosen more than once.

In which paragraph are the following mentioned?

- |  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| 1 a predicted change that soon became a thing of the past      | <input type="checkbox"/> | 7 knowledge that Edison acquired by looking at the environment closely | <input type="checkbox"/> |
| 2 a forecast that Edison got completely correct                | <input type="checkbox"/> | 8 the role Edison felt technology plays in making us advance as people | <input type="checkbox"/> |
| 3 one of Edison's own developments that updated a whole sector | <input type="checkbox"/> | 9 a substitute for a more traditional material that could bend easily  | <input type="checkbox"/> |
| 4 a prediction the writer regrets hasn't come true             | <input type="checkbox"/> | 10 the world's first successful aviators                               | <input type="checkbox"/> |
| 5 a change that has brought benefits as well as drawbacks      | <input type="checkbox"/> | 11 a material future generations will not be accustomed to             | <input type="checkbox"/> |
| 6 alterations to the workforce                                 | <input type="checkbox"/> | 12 speeding up a lengthy process                                       | <input type="checkbox"/> |

concrete and steel bars. To his mind, **reinforced** concrete would allow buildings to practically stand forever and would be widely used in constructing all types of buildings from mansions to skyscrapers. His prediction came true – but was short-lived. Skyscrapers built in the 1920s were largely steel-reinforced concrete. But since the end of WWII, architects have preferred to construct tall buildings with steel frames and glass.

### D

If Edison's prediction about household furniture had come true, then today we'd all furnish our homes using steel because it is lighter and cheaper than wood. Edison felt that wooden furniture would be completely replaced with steel furniture. 'The babies of the next generation will sit in steel high-chairs and eat from steel tables,' Edison said. 'They will not know what wooden furniture is.' Although wood is not as widely used today as it was in the past, glass, **MDF** and plastic have become more popular alternatives than steel in furniture making.

### E

One of Edison's most interesting forecasts concerned poverty. In 1911, he proclaimed, 'there will be no poverty in the world a hundred years from now.' He supported this view by saying that 'Poverty was for a world that used only its hands.' As a firm believer in the power of the brain and technological progress to transform the human condition, he was certain that poverty would be done away with in the near future. If only this were the case!

### F

When it came to flying, Edison was spot on. Although his understanding of artificial flight was limited, he informed himself by observing nature – in particular, the **agility** of the bumblebee. Eight years after the Wright brothers' triumphant first flight in a flying machine, Edison guessed that in the future such machines would carry passengers at more than 160 km an hour. Today, aviation and fast travel has become second nature to us.

## Exam Close-up

### Looking for specific information

- Remember to read the questions carefully first and underline the key words and expressions.
- Check the wording of the questions and identify which ones will link to specific information in the text.
- Then read the whole text quickly for general understanding before reading each section again carefully.
- Underline key information in each section which corresponds with an exam question.
- Check that the information you have matched in the text paraphrases the complete exam question, not just one part of it.

### D Replace the words and phrases in bold with others from the text that have the same meaning. Make sure that the words you write are in the same form as the ones in bold.

- Out of all Edison's **predictions**, I wish he had been correct about poverty disappearing. (Introduction)
- After a **boring** month in the office, Ron booked a trip to Europe online. (Section A)
- These days it's **cheaper** to have a Kindle than to buy books regularly. (Section A)
- Using video cassettes to record and view TV programmes and films **didn't last long**. (Section C)
- You were **absolutely right**! Email has taken over traditional forms of correspondence. (Section F)
- Prosthetics is the development and production of **man-made** limbs. (Section F)



## Ideas Focus

- Which inventions could you personally not live without? Why not?
- Which invention of the last 200 years do you think has improved the lives of people the most? Why?

# 7 Eureka!

## Vocabulary

### A Circle the odd ones out.

- |              |               |            |            |
|--------------|---------------|------------|------------|
| 1 remodel    | revolutionise | stimulate  | transform  |
| 2 apparatus  | machinery     | substance  | utensils   |
| 3 automated  | computerised  | manual     | mechanical |
| 4 assumption | forecast      | prediction | prophecy   |
| 5 discard    | filter        | purify     | sterilise  |
| 6 cube       | cylinder      | rectangle  | sphere     |

### B Circle the correct words.

- When Archimedes, the mathematician, stepped into a bath, he realised that his body had **displaced** / **replaced** an equal volume of water.
- Metals such as copper and aluminium are known to be good **conductors** / **monitors** of electricity.
- Beginning with hydrogen and ending with ununoctium, there are currently 118 chemical **components** / **elements** in the periodic table.
- According to the **anomaly** / **phenomenon** known as the 'Mpemba effect', a very hot liquid can sometimes freeze faster than an equal quantity of cold liquid.
- Metals **corrode** / **erode** because we use them in environments where they are chemically unstable.
- Alfred Nobel, the Swedish chemist who established the Nobel Prizes, was the inventor of dynamite and other **bombs** / **explosives**.
- Unlike most substances, when water changes from liquid to solid ice, it **expands** / **extends** and becomes less dense.
- When Mount Vesuvius erupted, Pompeii was buried under ash and rock not, as many people believe, **liquefied** / **molten** lava.

### C Complete the text with these words.

devices gemstone hardness industry  
instruments material property purity

#### Diamonds are forever

The (1) \_\_\_\_\_ of diamond has been known since antiquity; it derives its name from the ancient Greek word for 'unbreakable'. Not only is it the hardest (2) \_\_\_\_\_ amongst precious stones, but it is also the hardest known natural (3) \_\_\_\_\_ on Earth.

This unique (4) \_\_\_\_\_ depends on the (5) \_\_\_\_\_ of the diamond, and flawless diamonds are the toughest of all. Given that diamonds can survive conditions that would destroy other substances, they have many uses in science and (6) \_\_\_\_\_. For example, they can be used as cutting (7) \_\_\_\_\_ or in electronic (8) \_\_\_\_\_.



### Compound nouns

#### D Match the words to make compound nouns about computers.

- |         |         |         |
|---------|---------|---------|
| control | bin     | 1 _____ |
| pass    | word    | 2 _____ |
| home    | drive   | 3 _____ |
| hard    | engine  | 4 _____ |
| laser   | page    | 5 _____ |
| memory  | panel   | 6 _____ |
| recycle | printer | 7 _____ |
| search  | stick   | 8 _____ |



**E** Complete the sentences with the compound nouns from D.

- 1 You'll find the site's complete menu on their \_\_\_\_\_.
- 2 Google is the most popular \_\_\_\_\_ on the Web and I always use it to look up information.
- 3 Transfer the photos onto this \_\_\_\_\_ and then we can upload them to my computer.
- 4 Lots of information can be stored on a computer's \_\_\_\_\_, including movies.
- 5 You need to remember your \_\_\_\_\_ so that you can log in to your computer.
- 6 These days you can use a \_\_\_\_\_ to print your own high quality photographs.
- 7 Don't forget to empty the \_\_\_\_\_ after you've finished deleting all those old songs.
- 8 To change the settings on your computer, go to the \_\_\_\_\_.

**F** Complete the text with these words.

assembly components fraction innovation  
plant process sequence stations

A(n) (1) \_\_\_\_\_ line is a very efficient way of manufacturing. It is a(n) (2) \_\_\_\_\_ in which individual parts are added to a product in a(n) (3) \_\_\_\_\_ to create a finished item very quickly. In 1913 at the Ford car (4) \_\_\_\_\_, Henry Ford introduced this (5) \_\_\_\_\_ of continuously moving the cars being assembled past individual work (6) \_\_\_\_\_ where, one by one, (7) \_\_\_\_\_ were added. This allowed many cars to be manufactured in a (8) \_\_\_\_\_ of the time it had taken previously.

**Idioms****G** Read the definitions and complete the sentences with these words.

button edge science wheel wires years

- 1 *to waste time trying to develop something that has already been done before*  
Why reinvent the \_\_\_\_\_ when this technology already exists?
- 2 *at the forefront of progress in its area*  
This new 3-D, HD, wide-screen TV is really cutting \_\_\_\_\_. I've never seen anything like it before!
- 3 *a misunderstanding between two people, especially when making arrangements*  
Oh dear, we got our \_\_\_\_\_ crossed; I thought we were meeting at the train station, but Bob was waiting for me at the bus stop.
- 4 *being a long way in front of others in terms of development, success, etc.*  
Reviewers are raving about the new Nebula N3; they say it's light \_\_\_\_\_ ahead of any other phone on the market.
- 5 *respond to a situation by becoming very frightened or worried*  
Calm down, it's just a minor glitch that our engineers can fix; there's no need to push the panic \_\_\_\_\_.
- 6 *not very complicated or difficult to understand*  
The instruction manual shows you how to assemble the table. Honestly, it's not rocket \_\_\_\_\_!

**H** Work with a partner.

The longest word to ever appear in an English language dictionary is:

**pneumonoultramicroscopicsilicovolcanoconiosis.**

It refers to a lung disease caused by breathing in particles of a certain type of volcanic dust. It was coined in 1935 by Everett M Smith solely for the purpose of inventing a new 'longest word'.

With your partner, write down as many medical and health words as you can using the letters of the word above.

## Grammar

## Conditionals

**A** Look at the conditional sentences and underline the verb forms. Which verb forms are used?

- Zero: If you split an atom, you release vast amounts of energy.  
 First: If you study biology, you will learn about plant and animal life.  
 Second: If science could answer all of our questions, the world would be a very different place.  
 Third: If Albert Einstein hadn't become a scientist, he would have been a teacher instead.  
 Mixed: They wouldn't be cleaning the lab if the chemical experiment hadn't exploded.

**B** Read the sentences in A again and answer the questions below.

Which conditional expresses:

- 1 a situation that is unreal or imaginary in the present? \_\_\_\_\_
- 2 a general truth? \_\_\_\_\_
- 3 a past situation with a present result? \_\_\_\_\_
- 4 a real or likely situation? \_\_\_\_\_
- 5 a situation that is unreal or imaginary in the past? \_\_\_\_\_

## Other conditionals

**C** Look at these conditional sentences. Which words take the place of *if* and what do they mean?

- 1 Provided he finishes his studies, he'll find a job as a science teacher.
- 2 As long as you follow the manual, you'll be able to set up the machine.
- 3 Supposing someone disproved your theory, what would you do?
- 4 But for his support, I wouldn't have applied for the research grant.
- 5 They won't know how to do the experiment unless you show them.
- 6 Restart the computer, otherwise the new program won't download.
- 7 Help me with my chemistry homework and I'll help you with English.

Grammar Focus p.166 &amp; 167 (7.1 to 7.6)

**D** Read the facts and complete the conditional sentences with the verbs in brackets in the correct form.

- 1 Mosquitoes are responsible for spreading the disease malaria. But for the mosquito, this disease \_\_\_\_\_ so common. (be)
- 2 Bronze is composed of copper and tin. Copper \_\_\_\_\_ green when it \_\_\_\_\_. That is why bronze artefacts have a green hue. (turn, corrode)
- 3 If, in 1928, Alexander Fleming \_\_\_\_\_ a mould around some bacteria, we \_\_\_\_\_ penicillin today. (notice, have)
- 4 There are 62,000 miles of blood vessels in the human body. If you \_\_\_\_\_ them together end to end, they \_\_\_\_\_ Earth two and half times. (put, circle)
- 5 On certain nights of the year, if you \_\_\_\_\_ into the starry sky, you \_\_\_\_\_ the planets Venus and Mars. (look, see)

**E** Circle the correct words.

Apart from the Sun and the Moon, it's possible to see Jupiter, Mars and Venus in the daytime (1) **as long as / unless** you know where and when to look. Communications satellites, which have reflective surfaces, can also be seen (2) **otherwise / provided** there is sunlight. Comets, too, are visible (3) **supposing / unless** there are clouds.

(4) **As long as / But for** their predictability, we wouldn't know when to look out for comets. Supernovae, which are exploding stars, are rare and unpredictable, (5) **otherwise / provided** we would know approximately when to expect them. The last one to be seen in the daytime was in 1572.

## Unreal Past

**F** Unreal past forms can be used with *wish* and *if only*. Look at the sentences. What time does each one refer to – past, present or future?

- 1 I wish we **knew** how to cure all diseases.
- 2 If only you **had told** me this last night.
- 3 I wish you **wouldn't interrupt** me all the time.
- 4 If only I **could be** an astronaut on the next space mission.
- 5 If only we **didn't have to leave** tomorrow.

### Be careful

We cannot use *I wish/If only I/we + would*. We can only use this structure when we are talking about other people, never ourselves.

*I wish I wouldn't be late every time we meet.* ✗

*I wish you wouldn't be late every time we meet.* ✓

## Inversion

**G** Inversion can be used to give emphasis to what we say. Look at the sentences with negative adverbs and underline the verb forms that follow them. What do you notice about the verb forms?

- 1 **Not only** did the students struggle with physics, but they also lost all interest in it.
- 2 **No sooner** had I finished typing, **than** the computer crashed.
- 3 **Under no circumstances** should you mix these chemicals.
- 4 **Never/Rarely/Seldom** had I been so impressed by the beauty of nature.
- 5 **Little** did the engineers know that there was a serious problem with the craft.
- 6 **Not once** were they allowed to inspect the nuclear reactor.
- 7 **Only then** did Fleming realise he had made a scientific breakthrough.
- 8 **Nowhere** can you see such amazing geysers as those in Iceland.
- 9 **Not until** the 1990s did computers become widely available for personal use.

### Be careful

Some conditional forms can also be inverted with the inverted form replacing the *if*-clause.

**Had they arrived** earlier, they would have seen the Northern Lights. (If they had arrived ...)

**Should you wish to**, you may attend the astronomy lecture. (If you wish to, ...)

➡ Grammar Focus p.167 (7.7 & 7.8)

## H Circle the correct words.

- 1 If only Professor Petrie **doesn't give / wouldn't give** us such difficult experiments to do.
- 2 I wish Marcus **had phoned / phoned** to say he would be late; now we can't go anywhere.
- 3 If only we **don't have to learn / didn't have to learn** the periodic table of the elements by tomorrow!
- 4 I really wish you **bite / wouldn't bite** your nails, Jason. It's so annoying!
- 5 If only I **had paid / would pay** attention during biology lessons when I was at school.
- 6 This lecture is so boring! I wish we **hadn't come / couldn't come** and had gone to a café instead!

## I Complete the sentences with the correct negative adverb from G.

- 1 \_\_\_\_\_ did the developers realise that the new video game would be so successful.
- 2 \_\_\_\_\_ do very young scientists win Nobel prizes.
- 3 \_\_\_\_\_ did I discover that the machine had stopped working.
- 4 \_\_\_\_\_ 1953 was the structure of DNA discovered by Watson and Crick.
- 5 \_\_\_\_\_ are you to discuss our experiments. They are secret.
- 6 \_\_\_\_\_ is this appliance affordable, but it is also energy efficient.
- 7 \_\_\_\_\_ will you find harder-working students than those in the science department.
- 8 \_\_\_\_\_ had the rocket been launched, \_\_\_\_\_ it spiralled out of control and crashed.
- 9 \_\_\_\_\_ were the machines serviced, and so they malfunctioned.



## Listening

**A** Work with a partner and discuss what these terms mean.

- solar panels
- sustainable technology
- to harness energy
- clean energy

**B** **7.1** Listen to a woman speaking about solar panels and decide whether the statements are True (T) or False (F). Make notes while you listen.

- 1 The woman says they installed solar panels as they wanted to use a form of clean energy. ☐
- 2 They were promised that they would have to pay less for electricity. ☐
- 3 The company made a mistake with the number of panels they could install. ☐
- 4 The woman hadn't taken into consideration repairs that would need to be done to the panels. ☐
- 5 The woman's husband regrets not choosing more modern panels. ☐



**C** **7.2** Read the *Exam Close-up*. Then complete the *Exam Task* below.

### Exam Task

You will hear a presentation about a new way to generate electricity. For questions 1 – 8, complete the sentences.

- 1 Mark has concentrated on \_\_\_\_\_ floor tiles for his project.
- 2 \_\_\_\_\_ can be collected from pedestrians' footsteps using these tiles.
- 3 At the mall, the tiles are bright \_\_\_\_\_.
- 4 The tiles will lower power bills and make use of a form of \_\_\_\_\_.
- 5 The tiles installed at a grammar school are still in \_\_\_\_\_ according to the head teacher.
- 6 Thanks to the tiles, students at the school are more aware of what \_\_\_\_\_ is.
- 7 Kemball-Cook says his tiles are \_\_\_\_\_ more efficient than other clean energy-generating products.
- 8 A major issue still remains how to \_\_\_\_\_ the cost of producing the tiles.

**D** **7.2** Listen again and check your answers.

### Exam Close-up

#### Making notes

- Remember to read the sentences carefully first and think about what and how many words could be missing from each gap.
- Then listen carefully and note down any possible information you hear for each gap.
- The second time you listen, check your notes and complete the gaps in the sentences.
- Remember to check your spelling before you submit your final answers.



Solar panels on house and barns in Bavaria, Germany

# Speaking

**A** Work with a partner and answer these questions.

- Which famous inventors do you most admire?
- What did they invent and what effect have their inventions had on people's lives?
- What skills and qualities are needed to be an inventor?

**B** Read the statements below and tick ✓ how far you agree with each one. Then discuss your views on each statement with a partner.

	Completely agree	Partly agree	Completely disagree
1 All new inventions help our civilisation to progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 It's a good thing that large companies sponsor inventors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 We must restrict our use of modern technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Labour-saving devices, such as washing machines and microwaves, give us more free time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Electricity is absolutely essential in today's world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 We should all try to live in a simpler way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**C** Read the *Exam Close-up*. Then work with a partner to complete the *Exam Task* below. Remember to use the *Useful Expressions* to help you.

## Exam Task

Talk to each other about the inventions these photos show. Then decide which of these inventions has had the greatest impact on our lives.

## Exam Close-up

### Giving opinions with reasons & examples

- Remember to talk about all the points in the exam question.
- It's a good idea to ask for and give opinions, as well as agree or disagree with your partner during the discussion.
- Remember to give reasons for your opinions and justify them with examples.
- Try to broaden your arguments by giving examples from personal experience or give general examples.

## Useful Expressions

### Justifying choices

I believe ... doesn't really reflect / show us ... because / as / since ...  
 The reason why I think this is ...  
 Most people would probably say ... because / as / since ...  
 Although some people ... might choose ...  
 Not everyone ... so I wouldn't suggest / choose ...  
 ... is much more popular with ..., so ...  
 If we consider the effect ... has had on our lifestyles, we could say that ...

## Ideas Focus

- What do you think is meant by the expression, 'Necessity is the mother of invention.'?
- Do new inventions always benefit users? Why? / Why not?
- In what ways do you think the job of modern inventors is different from inventors of the past?

## Writing: a nomination

### Learning Focus

#### Nominating someone for achievement

- If you are nominating someone for a competition, the purpose of your writing is to persuade the reader that your choice is the best.
- Not only must you identify your choice and describe the person's achievements, but you must also include or expand on the reasons why you have nominated them.
- Be careful not to limit your response to just a general description of the person and what they have done.
- Make sure you finish the entry with a strong final paragraph.



**A** Think of a famous scientist, inventor or entrepreneur and note down what he/she achieved. When you have finished, read out the achievement(s) without mentioning the person's name. Your classmates must guess who the person is.

**B** Read the writing task below and answer the questions.

You see the following announcement in your college newspaper:

#### MOST INFLUENTIAL PEOPLE COMPETITION

We are planning an issue about the most influential people of all time. Which person would you nominate to be included in the issue? Write to us describing this person's achievements and explaining why you feel he or she should be included.

Write your **competition entry**.

**1** What must you do in this task? Tick ✓ the options.

- |   |                          |
|---|--------------------------|
| a write a newspaper article                           | <input type="checkbox"/> |
| b choose a worthy subject                             | <input type="checkbox"/> |
| c say why winning the competition is important to you | <input type="checkbox"/> |
| d describe the subject's achievements                 | <input type="checkbox"/> |
| e support your choice                                 | <input type="checkbox"/> |

**2** What language must you use? Choose one of the following.

- |   |
|---|
| a description, evaluation, recommendation |
| b description, comparison, explanation    |
| c description, explanation, justification |

**C** Read the example competition entry. Had you heard of this person before? Do you agree with the writer that he is one of the most influential people of all time?

#### Thales – the most original thinker

In the ancient Greek world, curiosity led to the development of philosophy and science. One of the greatest thinkers of that time was Thales. His original way of thinking revolutionised science and laid the foundations for others to follow.

Thales is regarded as the founder of Western philosophy and the father of science. Why? Because he radically changed the way people thought about the world around them. For Thales, the Greek gods were not responsible for natural phenomena, and the answers to our questions were to be found in science.

By questioning what he saw and experimenting, Thales came to propose theories on a range of topics.

In mathematics, he used geometry to calculate the height of pyramids and the distance of ships from the shore. He made the first known mathematical discovery, which is now referred to as Thales' Theorem. He was also the first to notice static electricity and record his findings. No subject was too challenging for his enquiring mind.

Thales' hypotheses were groundbreaking. He developed the scientific method based on observation and paved the way for all future human scientific discovery. For thousands of years before Thales, people were ignorant of science and, if not for him, perhaps we would still be living in the dark.

**D** Look at the example competition entry again and answer the questions.

- 1 What does the writer include in the introduction?
- 2 How does the writer justify Thales' reputation in the first main paragraph?
- 3 What is the focus of the second main paragraph?
- 4 Is the final paragraph strong or weak? Does it only summarise the writer's previous points? If not, what else does it do?
- 5 The writer avoids using the word 'influential'? Why? What other language is used instead?
- 6 Has the writer demonstrated a range of vocabulary associated with science? Underline the relevant language.

**E** Look again at the notes you made in A about a famous scientist, inventor or entrepreneur. Write a paragraph in your notebook about his / her achievements similar to the second main paragraph in the model. Write between 60 and 70 words.

**F** Read the *Exam Close-up*. Then complete the *Exam Task* below. Remember to use the *Useful Expressions* and paragraph plan to help you.

## Exam Close-up

### Writing an effective nomination

- When you write a nomination, it's important to describe and justify why you think the person is good.
- Remember to organise your writing into paragraphs.
- Try to use a range of sentence structures and include the language of description, explanation and justification.
- It's a good idea to use a range of topic-related vocabulary and appropriately formal language.
- Remember to fully inform your reader!

## Useful Expressions

### Talking about reputations

... is regarded as ...  
... is widely believed to be ...  
... is considered to be ...

### Talking about influence

laid the foundations for ...  
paved the way for ...  
if not for ...

### Talking about achievements

the founder of ...  
the father of ...  
... was the first to ...  
... was responsible for ...  
groundbreaking  
radical  
revolutionary  
original

## Exam Task

You see the following announcement in an international magazine:

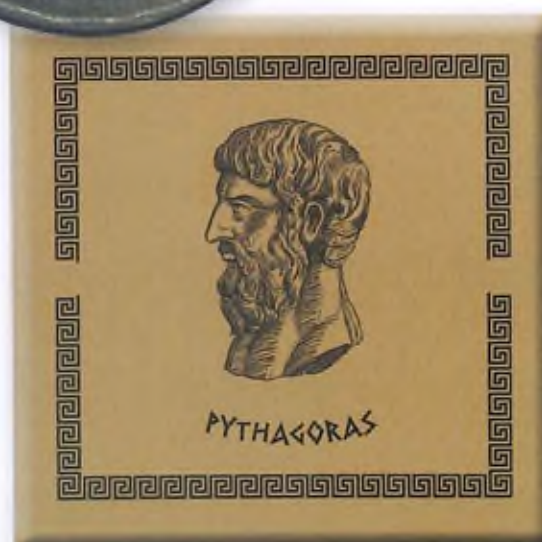
We are holding a competition to discover which person has made the most important contribution to science or business in their country. Write and tell us who you believe this person is, what they have achieved and why their contribution is so important.

The best entries will be published in the next issue.

Write your **nomination** in 220–260 words in an appropriate style.

## Plan

- Introduction: Nominate a person and grab the reader's attention.
- Main paragraph 1: Describe the person's achievements in general terms.
- Main paragraph 2: Discuss specific achievements.
- Final paragraph: Sum up and stress the importance of their achievements.



# 7 Lighting the Dark

## Before you watch

### A Match the words to the meanings.

- |                                   |                          |   |
|-----------------------------------|--------------------------|---|
| 1 ROV (remotely operated vehicle) | <input type="checkbox"/> | a scientific progress                               |
| 2 chart the sea floor             | <input type="checkbox"/> | b reveal new information about                      |
| 3 advances in technology          | <input type="checkbox"/> | c submarine that explores underwater                |
| 4 shine light on                  | <input type="checkbox"/> | d make a map of the ground at the bottom of the sea |



Suruga Bay,  
Japan

## While you watch

### B Watch the video clip and decide if these statements are true or false. Write T for true and F for false.

- |   |                          |
|---|--------------------------|
| 1 The deep waters of Suruga Bay have not often been observed.                                     | <input type="checkbox"/> |
| 2 It would be very difficult for photographers to take pictures of the ocean floor in Saruga Bay. | <input type="checkbox"/> |
| 3 The giant spider crab is not the largest in the world.  | <input type="checkbox"/> |
| 4 The ROV cannot go deeper than two kilometres.   | <input type="checkbox"/> |
| 5 The smallest shark in existence is no bigger than a human hand.                                 | <input type="checkbox"/> |
| 6 Scientists can now see previously unexplored areas of the sea floor.                            | <input type="checkbox"/> |

## After you watch

### C Complete the summary of the video clip below using these words.

depths existence floor glimpse images occurrence scientists situated submarine victims

Suruga Bay is (1) \_\_\_\_\_ about 100 kilometres southwest of Tokyo off the coast of Mount Fuji. In its dark waters scientists use a ROV (remotely operated vehicle) to send pictures of the ocean (2) \_\_\_\_\_ to the surface. In (3) \_\_\_\_\_ which would impose huge challenges for human camera crews, the technology of the ROV allows us to catch a (4) \_\_\_\_\_ of many species, from anglerfish to exotic eels. Even the giant spider crab, otherwise known as the 'Dead Man's Crab' because it has been known to feed on the bodies of drowning (5) \_\_\_\_\_. These crabs can be up to three metres wide.

The (6) \_\_\_\_\_ charts the sea floor and reveals facets of life never seen before. It records the first moving (7) \_\_\_\_\_ of the Abyssal Cusk eel, which lives deeper in the sea than any other fish, and the Lantern Shark, which is the tiniest shark in (8) \_\_\_\_\_. Finally, in a rarely-seen (9) \_\_\_\_\_, a female Chimera is filmed releasing her eggs.

With advances in technology, (10) \_\_\_\_\_ can shine light on the most discrete regions of the sea floor.



An anglerfish walks across the sand on its fins

- How has technology helped people explore the mysteries of the sea?
- In what other areas has technology enabled humans to increase their knowledge?
- In your opinion, what is the most important technological advance of this decade? Why?

## Ideas Focus



# 8 Money Mad

<b>Reading:</b>	multiple-choice questions, understanding opinion & attitude
<b>Vocabulary:</b>	money-related vocabulary, phrasal verbs, collocations & expressions, word formation
<b>Grammar:</b>	relative clauses, participle clauses, cleft sentences
<b>Listening:</b>	multiple-choice questions, dealing with specific questions
<b>Speaking:</b>	talking about money, shopping, poverty, comparing photos, answering follow-up questions, linking ideas
<b>Writing:</b>	article (1), making an article interesting, using appropriate language, engaging the reader, expressing positives & negatives, giving your opinion



Money donation in front of Buddha statue, Wat Phra Singh, Chiang Mai, Thailand

## Reading

**A** These words are connected to money. Can you explain what they mean?

bartering	haggling
bond	legal tender
exchange rate	plastic money
food voucher	

**B** Read the article to find out what three alternatives to the euro are described.

### Word Focus

Use a dictionary to find definitions and / or synonyms for the words below from the text.

- |                  |               |
|------------------|---------------|
| 1 headline       | 5 drachma     |
| 2 credit crunch  | 6 inflation   |
| 3 backup         | 7 downgrading |
| 4 in tandem with | 8 devaluation |



## Bartering - Exchanging Despair for Hope

Struggling Greeks find alternatives to euro in recession-hit times



The financial crisis of 2008 sent shockwaves throughout many countries in the Eurozone, and indeed the world. One of the hardest hit nations was Greece. For many Greeks this meant being catapulted onto the **headline** or worse still, plunged below the line of poverty. For others, the **credit crunch** prevented them from using credit cards as their debts mounted. While most people despaired, many decided to take the bull by the horns.

When residents of the small town of Volos found themselves struggling to afford even essential items in euros, what they did was to come up with an alternative currency. In fact, they can now shop at the central market without any money in their pockets. How do they pay for the goods? In TEM: TEM being a local alternative currency that people can earn by offering their services or goods to others.

The TEM system, which brings to mind the ancient bartering system, operates on an exchange basis. Members of the TEM community gain credit by doing jobs for other people or selling them their own produce. For example, by selling clothes in TEM at the market, a trader could get language or computer lessons in return. As one stall-holder at



the market put it, 'We have reached the bottom of our lives and we now have to think in a different way.' But it's not only at the local market that TEM is accepted. Even well-established local shops in Volos will accept both TEM and euros. In some cases,

payment can be made in part euro and part TEM. Hard-up customers can, therefore, make more affordable purchases and store owners can cover their costs.

It all seems too good to be true, but one shopper, who didn't want to be named, said that TEM is a **backup** economy. The reason it is becoming more popular is because it can be used

**in tandem with** the euro rather than as a replacement currency.

So how does the system work in practical terms? The system, which has been developed online, requires members to have TEM accounts. These accounts, which are credited when they earn TEM and debited when they make a purchase, are closely regulated by founding members of the TEM community.

This kind of exchange system is not unique to Volos. Elsewhere in Greece, other communities and social networks have come up with a similar system using an alternative currency called ovolos. The name is apt since ovolos was also the name given to the first real coin used in Greece and later became the basis for the **drachma**.



- C** Read the *Exam Close-up*. Then complete the *Exam Task*. Remember to pay close attention to questions which focus on opinion and attitude.

## Exam Task

Read the passage, then for questions 1 – 7, choose the answer (a, b, c or d) which you think fits best according to the information given in the passage.

- As a result of the economic crisis of 2008,
  - Greece became the poorest country in the Eurozone.
  - nobody in Greece can afford basic goods.
  - the euro was no longer legal tender in Greece.
  - many Greeks looked for a solution to their financial difficulties.
- The TEM system was created because
  - some people in Volos had difficulty paying for goods in euros.
  - people feared that the euro would disappear.
  - a substitute currency for the euro had to be found.
  - credit cards were no longer issued to Greeks.
- TEM can be used
  - in shops and markets throughout Greece.
  - only at the market in Volos.
  - in shops and at the market in Volos only.
  - in other countries of the Eurozone.
- What do TEM and the ovolos have in common?
  - They were both used before the drachma.
  - They are both unofficial currencies.
  - They can only be used in certain areas of Greece.
  - They both require their users to open an account at a Greek bank.
- The writer feels the name ovolos is
  - bizarre.
  - appropriate.
  - unsuitable.
  - amusing.
- What huge benefit does the ovolos have?
  - It's worth more than the euro.
  - It may become the official currency one day.
  - Its value doesn't change.
  - It has high interest rates.
- What is the general attitude of the writer to the three organisations?
  - He / she thinks they are too complicated.
  - He / she feels generally positive about them.
  - He / she doesn't think they serve a purpose.
  - He / she is a skeptical about them.

## Exam Close-up

### Understanding opinion & attitude

- Read the text quickly to get a general understanding.
- Look for sections where the writer expresses his or her opinion or the opinion of others, and underline any key words or expressions.
- Read the answer options which ask about opinion or attitude carefully.
- Check the sections you underlined in the text and try to find synonyms for words in the answer options.
- Look for any expressions or grammatical structures that express attitude or opinion.

- D** Complete the sentences with the correct form of these words.

bring cover gain make open take

- How much credit did you \_\_\_\_\_ by doing your neighbour's gardening?
- My phone has been cut off because I wasn't able to \_\_\_\_\_ a payment this month.
- The current recession \_\_\_\_\_ to mind the Wall Street Crash of 1929.
- When he was made redundant, he \_\_\_\_\_ the bull by the horns and set up his own business.
- Many shops are forced to close down as they can't \_\_\_\_\_ their costs, let alone make a profit.
- \_\_\_\_\_ an ovolos account is essential if you want to use it as currency.

Like TEM users, members of the ovolos community open electronic ovolos accounts where their transactions are recorded online. This unofficial currency can be used on a national level, however, and is not restricted to a specific city or region. Its users claim that the ovolos has a major advantage over the euro. It is not affected by **inflation** or **downgrading** in the way that the official currency is. Instead, the value of the ovolos remains stable and is protected against **devaluation**. But for those who feel that parallel currencies are too complicated a matter, they can turn to another organisation called Peliti. 2002 was the year when

Peliti was set up as a national network for the exchange of goods and services without money. Peliti differs from the TEM and ovolos systems as it works purely by bartering. So if, for example, you grow courgettes and you want someone to cut your hair, you can find a hairdresser in your area who will agree to be paid in courgettes! It could be said that in some ways these three organisations prove that ordinary people might be able to survive when the going gets tough. I suppose that when you have nothing to lose, you have everything to gain from alternative ways of life.

- Discuss the validity of this statement with a partner. Give examples and reasons to justify your opinion. 'Money doesn't always bring happiness.'

## Ideas Focus



# 8 Money Mad

## Vocabulary

**A** Complete the text with these words.

cents circulation coins counterfeit currency denominations dollar forgeries notes pound

### Paying in plastic

The former (1) \_\_\_\_\_ of Australia was called the Australian (2) \_\_\_\_\_, just like the British unit. It was introduced in 1910 and it remained in (3) \_\_\_\_\_ until 1966. Then, a new unit was introduced. The Prime Minister of the time was a monarchist and wished to name the new unit the 'royal'. Other, more humorous and exotic suggestions, included the oz, the roo, the kanga and the emu. The people, however, chose to call it the (4) \_\_\_\_\_, subdivided into 100 (5) \_\_\_\_\_. Australia's currency now comprises (6) \_\_\_\_\_ of 5, 10, 20, 50 cents, and one and two dollar (7) \_\_\_\_\_; and 5, 10, 20, 50 and 100 dollar (8) \_\_\_\_\_. Australia was the first country to develop plastic polymer banknotes to enhance security with features such as holograms that are much more difficult to (9) \_\_\_\_\_. Since the polymer notes were issued in 1988, the number of (10) \_\_\_\_\_ has plummeted and countries across the globe are introducing the new technology.

**B** Circle the correct words.

- 1 When markets **crash** / **smash**, millions of lives are affected.
- 2 We have decided to buy **portions** / **shares** in a telecommunications company.
- 3 Following the earthquake, a **fund** / **sum** was set up to help the victims.
- 4 I still **owe** / **pay** the bank a few thousand euros for my mortgage.
- 5 I have **invested** / **speculated** in a second property and I will rent it out.
- 6 The bank **seller** / **teller** verified my details before cashing the cheque for me.

**C** Replace the words in bold with these words. Write the words in your notebook.

advantageous bustling financial leading mutual prosperous

### The City

The world's (1) **foremost** (2) **economic** centre, known as 'the City', is in the heart of London, in the very place where the city was established in 50 AD. Due to its (3) **favourable** location on the River Thames, the area quickly became a (4) **lively** port where trade flourished. Business boomed and as tradesmen grew more (5) **affluent**, they formed groups known as guilds for their (6) **common** benefit. There are present-day reminders of the past in many of the City's street names. Milk Street, Bread Street, Cottons Lane and Silk Street, to name but a few, indicate where the various professions were located and transacted business.



## Phrasal verbs

**D** Complete the sentences with these verbs in the correct form.

chip fork live put set splash

- 1 They could barely afford it, but they \_\_\_\_\_ out 10,000 euros on a new car.
- 2 I \_\_\_\_\_ on 30 pounds a week when I was a university student.
- 3 Joe had to \_\_\_\_\_ out 100 euros for the concert tickets just because his wife wanted to go.
- 4 We all \_\_\_\_\_ in ten euros and bought Kelly a farewell present when she left the company.
- 5 Buying that designer handbag must have \_\_\_\_\_ you back, Selena.
- 6 Kevin has \_\_\_\_\_ down a deposit on a new truck and he'll pay it off over the next three years.



## Collocations & Expressions

**E** Cross out the words that do not collocate.

- 1 black / buffalo / flea / stock market
- 2 easy / fluid / old / pocket money
- 3 a bank account / balance / return / statement
- 4 make a debt / fortune / loss / profit
- 5 sales assistant / figures / chat / tax
- 6 credit card / crush / limit / rating

**F** Read the sentences and the definitions. Complete the sentences with the correct form of the phrases below.

be in the money for my money get one's money's worth throw money at throw one's money around

- 1 Viktor should be more careful; he \_\_\_\_\_ as if he were a billionaire, but he isn't. (*spend money extravagantly or carelessly*)
- 2 The Williamsons have won the lottery! They \_\_\_\_\_ now! (*have a lot of money*)
- 3 Do you really think you will make the situation better if you just \_\_\_\_\_ it? (*try to solve a problem by spending money on it, without considering what is really required*)
- 4 It was a great hotel for the price; we really got \_\_\_\_\_ and will definitely stay there again. (*get good value for your money*)
- 5 I don't know what you think, but \_\_\_\_\_, this bank has the best customer service. (*in my opinion or judgement*)

**G** What do you think the following expressions mean?

tighten your belt line your pockets have deep pockets do something on a shoestring

## Word formation

**H** Complete the sentences with the correct form of the words.

- 1 Poor Fred lost all of his money in the stock market – he is \_\_\_\_\_.
- 2 We used all of our \_\_\_\_\_ to go on a luxurious round-the-world cruise.
- 3 A(n) \_\_\_\_\_ approached me at the bus stop and asked for money.
- 4 Sorry, I can't go out tonight; I haven't been paid and I'm \_\_\_\_\_.
- 5 Isn't it more \_\_\_\_\_ to use long-life light bulbs rather than conventional ones?
- 6 The people living in the shanty towns are suffering crippling \_\_\_\_\_.
- 7 He was arrested because he had obtained money through \_\_\_\_\_ means.
- 8 Money \_\_\_\_\_ is a serious crime and it is dealt with very harshly.
- 9 I needed money, so I went to the bank and made a \_\_\_\_\_.
- 10 Some \_\_\_\_\_ on Wall Street had no idea a recession was coming.

PENNY  
SAVE  
BEG  
BREAK  
ECONOMY  
POOR  
FRAUD  
LAUNDRY  
WITHDRAW  
TRADE

- Do you think people should spend or save any extra money they have? Why?
- People who win the lottery should give 50% of their money to charity. Do you agree? Why? / Why not?

Ideas Focus



# 8 Money Mad

## Grammar

### Relative Clauses

**A** Relative clauses tell us more about the subject or the object in a main clause. They begin with a relative pronoun. When a relative pronoun is the object of a clause, it can be omitted.

Identify the subjects and objects in the sentences. Then complete the sentences with *who*, *that*, *which*, *whom*, *whose* or – if no pronoun is required.

- The bank teller \_\_\_\_\_ served me was very helpful. In fact, he's the teller \_\_\_\_\_ I always go to at the bank.
- Bernie, \_\_\_\_\_ business was a scam, is now in prison. His friend Tomas, \_\_\_\_\_ you know, will be joining him shortly.
- The people \_\_\_\_\_ Dasha admires the most are billionaires. Their lifestyles, \_\_\_\_\_ she can't afford, fascinate her.

**B** Defining relative clauses provide necessary information in a sentence. Non-defining relative clauses just add extra information; without them, the meaning of the sentence would still be clear. Which relative clauses in A are defining and which are non-defining?

**C** Relative clauses can qualify a whole sentence. Look at the sentence. Does the relative pronoun refer to a noun or a situation?

People aren't spending, **which** is understandable in the current economic crisis.

**D** Qualify these sentences in your own way with a relative clause.

- Petra's purse was stolen while she was on holiday, ...
- When Nigel retired he bought a Ferrari, ...

#### Be careful

We can use the adverbs **where** (place), **why** (reason), and **when** (time) in a relative clause. In defining relative clauses **why** and **when** can be omitted, but **where** cannot.

*Do you know the reason (why) he decided not to invest?*

*August is the month (when) the summer sales start.*

*This is the site where the new bank will be built.*

▶ Grammar Focus pp.167 & 168 (8.1 to 8.4)

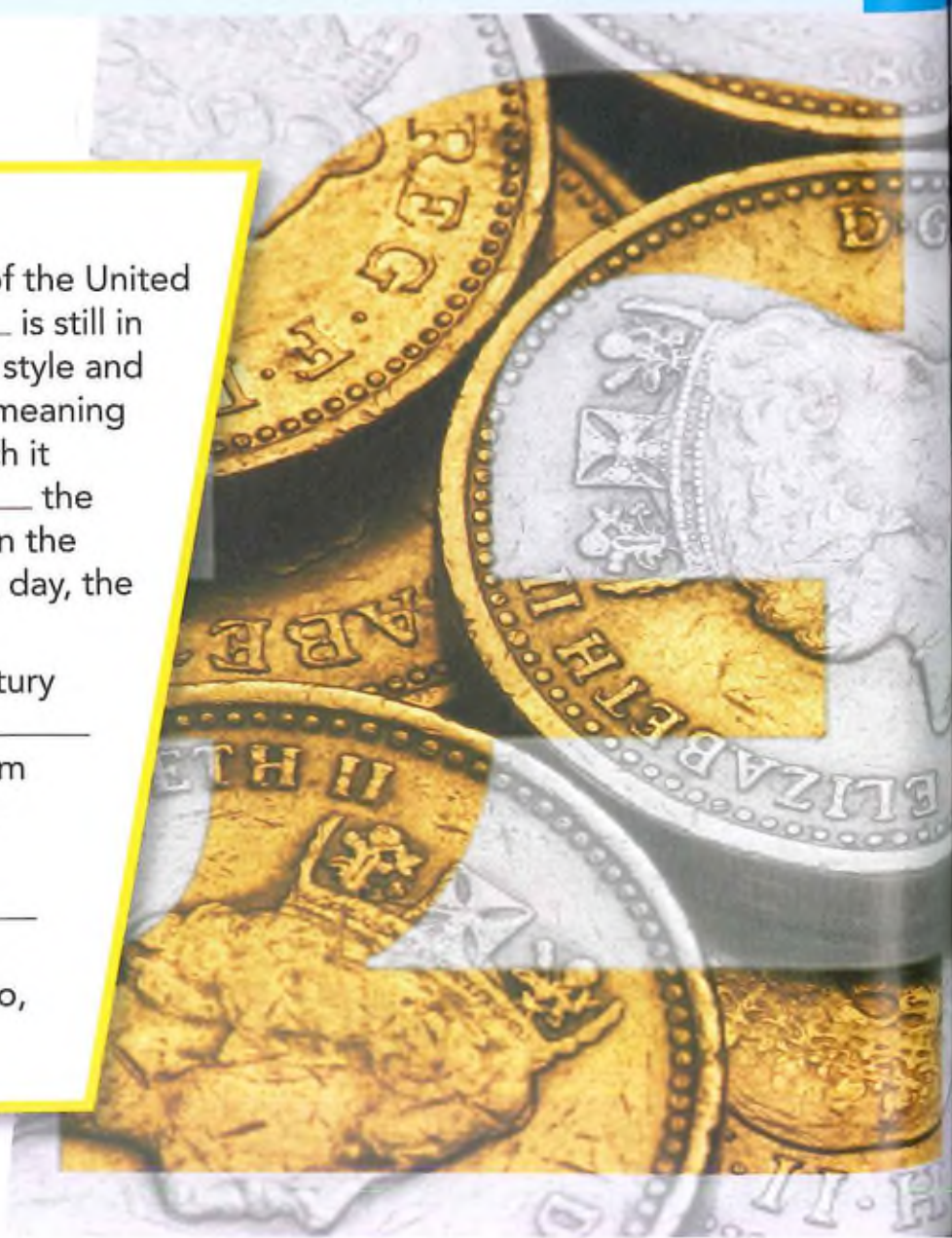
**E** Complete the text with the correct relative pronouns or prepositions.

### The origin of the pound sign £

The pound sterling, (1) \_\_\_\_\_ is the official currency of the United Kingdom, is the oldest currency in the world (2) \_\_\_\_\_ is still in use. The pound sign is a capital letter *L*, written in an old-fashioned style and with a line across the middle. The letter *L* stands for the word *libra* meaning 'scales' or 'balance', and the language (3) \_\_\_\_\_ which it derives is Latin. In the ancient Roman empire, (4) \_\_\_\_\_ the *libra* was used as a unit of currency, there was a connection between the weight of metal (usually silver) and the value of the currency. To this day, the abbreviation for the pound unit of weight is *lb*.

The English adopted this system too, but it wasn't until the 8th century (5) \_\_\_\_\_ they did so. King Offa, in (6) \_\_\_\_\_ kingdom of Mercia silver pennies were introduced, got the idea from Charlemagne. Over many centuries these pennies evolved into the modern British currency, the pound sterling.

The same symbol was used in other countries (7) \_\_\_\_\_ which the pound was official currency, such as Australia until 1966. The Italians and the Irish, (8) \_\_\_\_\_ now have the euro, originally used the lira and the pound respectively.





## Participle Clauses

**F** Participle clauses give us more information about a subject in an economical way. They are formed with the participles of verbs. Read the sentences and underline the participle clauses.

- Founded in 1817, the New York Stock Exchange is located in Wall Street.
- Holding a gun, a masked man walked into the bank and began shouting.
- Being both generous and wealthy, Stavros donates huge sums to charity.
- The sales figures released last month were very good.

**G** Read the sentences in F again and answer the questions.

- Which sentences have present participles and which sentences have past participles?
- What is the subject of each participle clause?
- Which sentences are active and which are passive?
- Rewrite the sentences in your notebook replacing the participle clauses with relative clauses.

**H** Read the sentences and answer the questions.

- Having mugged me, the man ran away as fast as he could.
- Having been stolen, the credit card was cancelled.

- Underline the participle clauses in the sentences. Are these constructions past, present or perfect?
- Which sentence is active and which is passive?

**I** Complete the rules with *past*, *perfect* or *present*.

Participle clauses can be used to shorten two clauses – active or passive – that have the same subject. There are three kinds of participle clauses. Those using the (1) \_\_\_\_\_ participle are active; those using the (2) \_\_\_\_\_ participle are passive; and those using the (3) \_\_\_\_\_ participle can be either active or passive.

## Cleft Sentences

**J** Cleft sentences are used to add emphasis to a particular part of a sentence. Look at the sentences. Which structures add emphasis?

- The reason (why) he is going to the bank is to enquire about a loan.
- What impressed us was his generous donation to the homeless charity.
- The thing (that) I have problems with is paying my bills on time.
- 1869 was the year (when) the largest gold nugget ever was discovered.
- It was my brother who lent me the money.

Grammar Focus p.168 (8.5 & 8.6)

**K** Complete the sentences with the correct participle form of these verbs. Sometimes more than one form is possible.

be borrow introduce not be restore wipe out

- \_\_\_\_\_ in 1999, the euro makes travelling through Europe easy.
- \_\_\_\_\_ new to the banking business, James needs lots of help.
- Completely \_\_\_\_\_ by the stock market crash, Dino had to start again.
- \_\_\_\_\_ able to save the company, Julie felt like a failure.
- Lovingly \_\_\_\_\_, the old Jaguar sports car was worth a fortune.
- \_\_\_\_\_ heavily from several banks, he attempted to set up a business.

**L** Rewrite the sentences in your notebook by using a cleft structure and the word given.

- He bought stocks in FaceMask, but they fell in value. (did)
- His low-paid job is really getting him down. (it)
- Just invest 10% of your salary each month. (all)
- The fraud was discovered on Monday. (when)
- You should open a bank account first. (thing)
- The best prices are at Woollyworts Supermarket. (where)



# 8 Money Mad

## Listening

**A** Read these questions and answers. Tick ✓ the correct answer and explain why the other answer is wrong.

- 1 How much money have you got in your savings account?  
 a Let me check my bank book. ☐  
 b I've got a savings account at the People's Bank. ☐
- 2 Do you mind if I pay you back next week?  
 a That's exactly what I had in mind. ☐  
 b Not in the slightest. ☐
- 3 Will you be back by Tuesday?  
 a No, I won't be back until Monday. ☐  
 b Yes, I certainly hope so. ☐

**B** 8.1 ▶ Listen to these questions and write a suitable answer.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

**C** 8.2 ▶ Read the *Exam Close-up*. Then listen and complete the *Exam Task* below.

### Exam Close-up

### Exam Task

You will hear 14 questions. From the three answer choices given, choose the one (a, b or c) which best answers the question.

- 1 a He'll pay me weekly.  
b He's still thinking about it.  
c It won't be until next month.
- 2 a I don't have enough money on me.  
b I must have left my credit card at home.  
c I've done that already but they turned me down.
- 3 a VAT went up by 3% this month.  
b It'll be all those special offers.  
c This is the cheapest supermarket in the area.
- 4 a I'm a bit short of cash myself this month.  
b I can't lend you 200 euros.  
c There's not enough money in your account.
- 5 a Yes, I would expect a salary.  
b Somewhere in the region of £40,000 per annum.  
c That's very generous of you.
- 6 a I took a short cut.  
b I got held up at the accountant's.  
c As long as it takes.
- 7 a I don't have shares.  
b That's not a bad idea.  
c I don't know the exact price, but they've gone up.
- 8 a No, I don't have your tax forms.  
b Yes, they should be in by Monday at the latest.  
c Yes, my brother's an accountant.
- 9 a Payment is due on the 22<sup>nd</sup> of each month.  
b I've fallen behind the last few months, I'm afraid.  
c I keep them on my desk.
- 10 a They won't pay us on time this month.  
b They always deposit the money into our accounts.  
c They must be experiencing a cash flow problem.
- 11 a Not as much as I expected to.  
b I spent my money at the mall.  
c I used a credit card instead.
- 12 a Teenagers are our main consumers.  
b That's a clever idea!  
c We really should ask their permission first.
- 13 a No, but Gerry tells me figures are up this quarter.  
b No, let me have a look at the sales figures.  
c Yes, well done to the sales team.
- 14 a No, but you can easily check it online.  
b No, but it must be around here somewhere.  
c Yes, I'm sure I saw it by the printer.

### Dealing with specific questions

- Before you listen, remember to read through the answer options and check you understand them all.
- Listen carefully to each question in order to choose the correct reply.
- Make logical connections between the questions and the answer options. If the question word is *where / why / who / when / how*, etc. then make sure the answer corresponds appropriately, e.g. a *place, reason, person, day, date*, etc.

# Speaking

## A Work with a partner and answer these questions.

- How important is having a lot of money to you? Why?
- Would you like a finance-related career? Why? / Why not?
- If money was no object, what expensive item would you buy? Why?
- Would you rather be poor and happy or rich and miserable? Why?

## B Circle the odd ones out.

- |                  |                    |                     |
|------------------|--------------------|---------------------|
| 1 beggar         | down-and-out       | chauffeur           |
| 2 flea market    | boutique           | second-hand store   |
| 3 spending spree | budgeting          | splashing out       |
| 4 make ends meet | have money to burn | be on the breadline |
| 5 make a fortune | make a living      | make a killing      |
| 6 extravagant    | lavish             | down-to-earth       |

## C Match the words 1–4 with the words a–d. Then write a sentence using each word pair.

- |          |                          |           |
|----------|--------------------------|-----------|
| 1 abject | <input type="checkbox"/> | a cheap   |
| 2 filthy | <input type="checkbox"/> | b goods   |
| 3 luxury | <input type="checkbox"/> | c poverty |
| 4 dirt   | <input type="checkbox"/> | d rich    |

## D Read the Exam Close-up. Then read the Exam Task below and choose the photographs you are going to talk about.

## E Now work with a partner to complete the Exam Task. Student A describes the photographs in Task 1 and Student B answers the follow-up question. Then change roles and complete Task 2. Use the Useful Expressions to help you.

## Exam Close-up

### Answering follow-up questions

- Listen carefully while your partner is comparing the photos but don't intervene or interrupt.
- Try to answer the follow-up question with more than one sentence.
- Remember to give a reason why or an example to extend your answer.
- You only have about 30 seconds to answer so try to be brief and clear!
- Try to vary the vocabulary you use, e.g. use appropriate collocations, adjectives or set expressions connected to the topic and photo.

## Useful Expressions

### Linking ideas

I think / don't think ... because ...

I'd say that ... because ...

If I had to choose, I'd ... because ...

I'd / I wouldn't like to ... because ...

This is why ...

For that reason ...

For example ...

This is ... but / although / so / because / and ...

## Exam Task

**Student A:** You will be given three photographs. Compare **two** of the photographs and then answer the two questions provided.

**Student B:** Answer the follow-up questions about **any** of your partner's photographs.

- 1** What do the photos tell us about our society today?  
How do you think the people feel?



Which photo do you think best reflects people's attitude to money today?

- 2** What kind of goods can people buy in these places?  
Why do you think people choose to shop in these places?



Which photo do you think shows the most interesting place to shop?

- Why do you think poverty is still such a problem in today's world?
- Should we give financial assistance to the hungry and homeless? Why? / Why not?
- How can we reduce the gap between the rich and poor?

## Ideas Focus



## Writing: an article (1)

### Learning Focus

#### Making an article interesting

- An article is usually written for a magazine or newspaper. The main purpose is to interest and engage the reader while expressing your view on a given topic. You should make quick notes on what you want to say about the topic.
- Once you have your ideas, you should organise them into paragraphs. Begin each paragraph with a topic sentence.
- To achieve the right register you need to 'speak' to the reader by asking questions, and you must avoid overly formal language. Remember to include a catchy title that will attract the reader's attention and set the tone for the piece to follow.



**A** Work with a partner. Imagine you are going to write an article about Internet shopping. In your notebook, make a list of the advantages and disadvantages of shopping online. Compare your answers as a class.

**B** Look at your list from A. Decide which two advantages and which two disadvantages you think you would have the most to say about. Then, write notes about each one to support your view.

**C** Read the writing task below and answer the questions.

You read the following announcement in an English-language magazine.

#### Online shopping

Recent figures have shown that online shopping is becoming more and more popular. We would like you, the readers, to submit articles telling us what you like and dislike about online shopping, and explain how you think it affects conventional shops. We will publish the most interesting articles.

Write your article.

- 1 Underline the key words in the task.
- 2 How many main paragraphs will the article contain? What will they cover?
- 3 Who is the target reader and what style will you write the article in?

**D** Read the example article. Has the writer fully supported the advantages and disadvantages they chose to focus on? How?

### The Internet and shopping ... made for each other?

Online shopping is sweeping the world. Because of the numerous benefits, many people prefer it to conventional shopping, but an Internet transaction isn't always smooth sailing and the retail industry is understandably concerned about what the future holds.

Nothing beats the Internet for convenience and choice. Online shops operate around the clock. Imagine how useful this is for busy people or those who are house-bound. There is no need to travel, park, walk in the

cold and rain, queue, or struggle to find what you're looking for. As for choice, space in conventional shops is limited, which means the variety of available goods is equally limited.

Internet shopping sounds ideal, but it has some major minuses too. Being unable to check your goods before purchase is a serious drawback. What if the jeans you bought don't fit or are damaged? Returning an item can be a headache. Worse still, what if the site you purchased from is a fake?

Internet shopping is causing headaches for shop owners too. They are selling fewer goods and making less money. Inevitably, this loss of revenue leads to higher unemployment.

Despite the drawbacks of online shopping, I believe it will continue to grow, but it will do so at the expense of shops. The question is, how much will our need for convenience cost us in the end?

**E** Look at the topic sentences in the three main paragraphs of the example article. Are they good topic sentences? Why?

**F** Look at the advantages and disadvantages you made notes for in B. Use them to write two topic sentences for this article.

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**G** Find and underline the instances in the example article where the writer directly addresses the reader. What grammatical forms are used?

**H** Read the *Exam Close-up*. Then complete the *Exam Task* below. Remember to use the *Useful Expressions* and paragraph plan to help you.

## Exam Task

You read the following announcement in an English-language magazine.

### Malls

Recent research has shown that as malls become more popular, fewer consumers are shopping in small shops. We would like you, the readers, to submit articles telling us what you like and dislike about malls, and explaining how you think malls affect small shops.

We will publish the most interesting articles.

Write your **article** in 220–260 words.

## Exam Close-up



### Using appropriate language

- Remember to use paragraphs and topic sentences and use a range of sentence structures including imperatives and questions.
- Try to use the language of description and explanation.
- It's important to use semi-formal language.
- Remember, try to create a positive effect on the target reader!

## Useful Expressions

### Engaging the reader

Imagine ...  
What would happen if ...?  
When was the last time you ...?

### Expressing positives

Nothing beats ...  
You can't beat ...  
On the plus side,  
A major benefit is ...

### Expressing negatives

... sounds ideal, but ...  
On the minus side,  
... is a serious drawback  
... can be a headache

### Giving your opinion

If you ask me, ...  
I believe ...  
I would have to say ...

## Plan

Introduction:	Introduce the topic in one or two sentences.
Main paragraph 1:	Describe what you like.
Main paragraph 2:	Describe what you dislike.
Main paragraph 3:	Explain how small shops have been affected.
Conclusion:	Sum up and express your overall opinion.



# 8 Art of the Deal



## Before you watch

### A Match the words to the meanings.

- |             |                          |   |
|-------------|--------------------------|---|
| 1 vendor    | <input type="checkbox"/> | a narrow road between buildings                 |
| 2 alley     | <input type="checkbox"/> | b people who uses special skills to make things |
| 3 dates     | <input type="checkbox"/> | c person who sells things                       |
| 4 craftsmen | <input type="checkbox"/> | d sweet, sticky brown fruit                     |

## While you watch

### B Watch the video clip and circle the words you hear.

- The souk in the city of Fes is Morocco's **largest / oldest** market.
- A visit to the souk is a lesson in Moroccan **bargaining / educational** culture.
- Vendors aren't trying to **cheat / trick** customers.
- The real test for any bargainer is the **kaftan / carpet** shop.
- Some shoppers **try / enjoy** the challenge too.
- At the souk, everyone can **do / make** a deal.

## After you watch

### C Complete the summary of the video clip below using these words.

bargain city deals fixed jewellery more pressure shopper sixth thirty

In the souk in the city of Fes, people are making (1) \_\_\_\_\_ at the stalls. The vendors have everything a (2) \_\_\_\_\_ could want. There are fish bowls, birds in cages, sandals, slippers, kaftans and (3) \_\_\_\_\_. Across the alley a vendor sells apricots and dates. A red hat or fez, named after the (4) \_\_\_\_\_, is also easy to find. Without a doubt, there is something for everyone.

Visitors get a real education in making a deal when they visit the souk. Two Dutch tourists say it is like a game; you go up and down until you get what you want at half price. A tour guide, Ahmed, explains there isn't a (5) \_\_\_\_\_ price for anything. But he warns that beginners at bargaining often pay up to (6) \_\_\_\_\_ per cent more than a Moroccan would.

The carpet shop is where vendors really (7) \_\_\_\_\_ customers to buy something. One vendor, Chakib, explains that they ask for a higher price because everyone plans to (8) \_\_\_\_\_.

When tourists can buy something for a (9) \_\_\_\_\_ of its price, it can be hard for them to leave it. Some visitors may find they leave with (10) \_\_\_\_\_ than they planned. But in the souk, everyone can name their price.

Brightly coloured shoes for sale on a stall in a Moroccan souk



## Ideas Focus

- Would you like to bargain in a souk? Why? / Why not?
- Do you think online auctions are a good way of shopping? Why? / Why not?
- What are the advantages and disadvantages of fixed prices?



# Review 4

## Units 7 & 8

### A

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap.

#### Archimedes

Archimedes of Syracuse was an extraordinary mathematician and inventor. He is perhaps best known for his phrase 'Eureka' (meaning, 'I have found it'). According to the story, King Hiero II of Syracuse suspected that the crown he had ordered from a goldsmith was not of (1) \_\_\_ gold. He asked Archimedes to find a way to (2) \_\_\_ if the crown was made solely of the (3) \_\_\_ metal or not. The solution came to him when he stepped into his bath and saw the water (4) \_\_\_. He concluded that by measuring the (5) \_\_\_ of water that was (6) \_\_\_ when an object was put into it, it was possible to calculate the object's weight.

A practical man, Archimedes' numerous inventions made life easier for the people of the time. These included pulleys for lifting heavy items and the Archimedes screw which was a mechanical pump for (7) \_\_\_ water from a lower to a higher (8) \_\_\_.

Legend has it that to (9) \_\_\_ Syracuse from the Romans, he invented a(n) (10) \_\_\_ for catapulting heavy rocks, and a system of mirrors that (11) \_\_\_ the sun's rays on the Roman ships and ignited them.

Archimedes was killed by a Roman soldier who took offence when, (12) \_\_\_ in his work, the scientist asked him not to disturb the circles he was drawing in the sand.

- |                   |                |               |             |
|-------------------|----------------|---------------|-------------|
| 1 A natural       | B pure         | C total       | D clean     |
| 2 A determine     | B devise       | C manage      | D figure    |
| 3 A wealthy       | B rare         | C fancy       | D precious  |
| 4 A overcoming    | B overreaching | C overflowing | D overdoing |
| 5 A volume        | B space        | C area        | D size      |
| 6 A replaced      | B displaced    | C released    | D removed   |
| 7 A expanding     | B directing    | C pouring     | D raising   |
| 8 A range         | B layer        | C level       | D surface   |
| 9 A protect       | B help         | C preserve    | D care      |
| 10 A tool         | B equipment    | C device      | D appliance |
| 11 A gathered     | B focused      | C collected   | D sent      |
| 12 A concentrated | B intent       | C devoted     | D absorbed  |

### B

For questions 13–22, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

#### The Great Depression

In October 1929, when the Wall Street stock market crashed, the once (13) \_\_\_\_\_ US was brought to its knees and suffered the greatest (14) \_\_\_\_\_ depression in its history.

Left (15) \_\_\_\_\_, many people were forced to live in conditions of the utmost (16) \_\_\_\_\_. What had happened to bring about such a desperate situation?

The causes of the depression were many and varied. Firstly, the price of land had fallen, meaning that anyone who had made an (17) \_\_\_\_\_ in land lost money. Too many goods were produced and not enough people were buying them.

(18) \_\_\_\_\_ on the stock market was a problem too, with people spending money on what turned out to be worthless stock. The many small banks in the country did not have enough (19) \_\_\_\_\_ when customers demanded their (20) \_\_\_\_\_.

With the collapse of its stock market, America recalled the loans it had made to European countries, which in turn caused the collapse of European banks and a world (21) \_\_\_\_\_ crisis.

Lasting ten years and affecting all (22) \_\_\_\_\_ countries in the west, the depression did not end in the United States until 1941.

PROSPER  
ECONOMY  
PENNY  
POOR

INVEST

SPECULATE

FUND  
SAVE

FINANCE  
INDUSTRY



# Review 4

## Units 7 & 8

### C

For questions 23–27, think of one word only which can be used appropriately in all three sentences.

- 23 How can we \_\_\_\_\_ enough money for the animal charity?  
It's difficult to \_\_\_\_\_ a family when the salary you earn is low.  
You needn't \_\_\_\_\_ your voice, I'm not deaf!
- 24 We enjoyed a lovely picnic on the \_\_\_\_\_ of the river.  
Oh no, there isn't a penny in my \_\_\_\_\_ account!  
The nice shoes over there are only 40 euros so they won't break the \_\_\_\_\_.
- 25 This tablet is light years \_\_\_\_\_ of anything else on the market.  
Rupert is hoping to get \_\_\_\_\_ by inventing a new product himself.  
Improved sales put the company slightly \_\_\_\_\_ of its competitors.
- 26 They have prices to suit all \_\_\_\_\_ in that shop.  
I'm sick and tired of big corporations lining their \_\_\_\_\_.  
Your dad must have deep \_\_\_\_\_ if he bought you a Ferrari!
- 27 This beautiful coastline is very \_\_\_\_\_ on the eye, don't you think?  
Some people have it \_\_\_\_\_ and never need to worry about money.  
Robbie is always looking for a chance to make some \_\_\_\_\_ money.

### D

For questions 28–34, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 28 Actually, the US finally came out of the depression in 1941.  
**DID**  
Actually, \_\_\_\_\_ the US come out of the depression.
- 29 Unfortunately, there was a misunderstanding and we missed each other at the bank.  
**WIRES**  
Unfortunately, \_\_\_\_\_ and missed each other at the bank.
- 30 Everyone likes Ernest because he is someone you can trust and rely on.  
**BEING**  
Ernest, \_\_\_\_\_, is liked by everyone.
- 31 We invested in MyFace and now we're poor.  
**WE**  
If \_\_\_\_\_ in MyFace, we wouldn't be poor now.
- 32 Why didn't you tell me the invention was useless, Archie?  
**IF**  
Archie, \_\_\_\_\_ me the invention was useless!
- 33 They didn't support your theory because they didn't see the proof, Bert.  
**SEEN**  
They would have supported your theory \_\_\_\_\_, Bert.
- 34 You know, the high cost of the medication caused me concern.  
**WHAT**  
You know, \_\_\_\_\_ the high cost of the medication.

# 9 All that Jazz!

<b>Reading:</b>	multiple matching, understanding the overall message
<b>Vocabulary:</b>	music- and art-related vocabulary, compound nouns, prepositions, collocations & expressions
<b>Grammar:</b>	comparison of adjectives & adverbs, other ways of comparing, qualifiers, <i>too &amp; enough</i> , <i>so</i> , <i>such</i>
<b>Listening:</b>	multiple-choice questions, listening again
<b>Speaking:</b>	talking about art & artists, decision-making, speculating, evaluating & negotiating
<b>Writing:</b>	report, recognising the purpose of a report, structuring a report, introducing positives & negatives, making recommendations

# 9 All that Jazz!

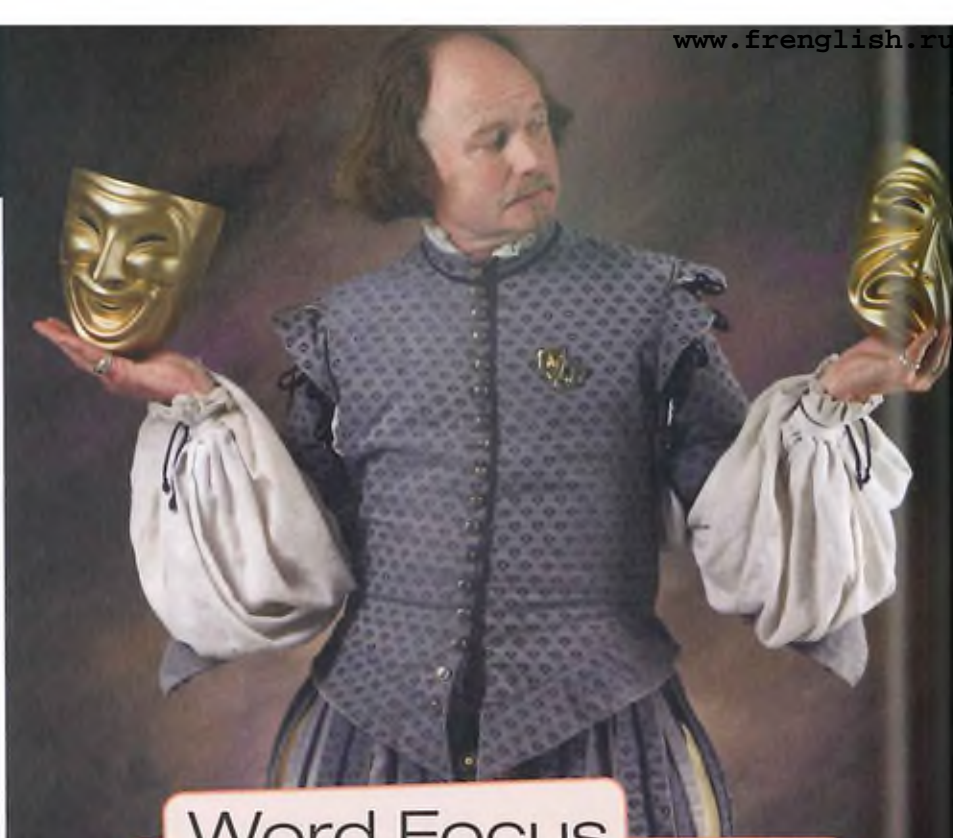
## Reading

**A** What do you know about Shakespeare? Decide whether the following statements are True (T) or False (F).

- 1 He was an American playwright.
- 2 His nickname is the Bard.
- 3 He wrote a play called *Into the Woods*.
- 4 His works include *A Comedy of Errors* and *The Taming of the Shrew*.

☐  
☐  
☐  
☐

**B** Read and check your answers.



## Word Focus

Use a dictionary to find definitions and / or synonyms for the words below from the text.

- |                   |                    |
|-------------------|--------------------|
| 1 culture vulture | 5 instigate        |
| 2 pilot project   | 6 plight           |
| 3 highbrow        | 7 detention centre |
| 4 mission         | 8 abridged         |

# Cultural Free-For-All!

Going to the theatre needn't cost you an arm and a leg! Check out the latest performances in your city.



**A**

## Shakespeare in the Park

New York ✦ July 23 to August 25

Summer in New York City inevitably means free Shakespeare in the Park courtesy of the Public Theatre. Held in Central Park since 1954, these performances have become a local institution. This summer, **culture vultures** will be treated to Shakespeare's *As You Like It* with Lily Rabe as Rosalind, as well as the Stephen Sondheim and James Lapine musical *Into the Woods*. Tickets are free, but demand always exceeds the number of available seats. Obtain your tickets early to avoid disappointment.

**B**

## Free Night of Theatre

USA ✦ October

This October get your hands on free tickets for the thousands of events at locations throughout the US. Theatre Communications Group (TCG), a national organisation of more than 700 member theatres, is responsible for one of the greatest events of the year! The Free Night started out as a three-city **pilot project** in 2005, but soon mushroomed into a monster event. So much interest was there in the project that in 2011, over 400 participating organisations offered more than 55,000 free tickets for over 1,800 performances in 19 states. Participating cities and theatres are listed in September at the TCG Free Night of Theatre website.

**C**

## Miller Outdoor Theatre

Houston, Texas ✦ Spring to autumn

Come to Hermann Park's open-air theatre for first-rate entertainment absolutely free of charge. In Texas, there's no such thing as too much fun. Since 1923, the Miller has been running an eight-month season of free performances annually, making it one of a kind in the US. This season, there's something for everyone at the Miller from Shakespeare plays to country music concerts, from dance performances to films for the young and the young at heart. Bring a blanket, a lawn chair, and a picnic basket for the Hillside, or move closer under the covered seating area. Check the Miller website for evening shows that require tickets.

**C** Read the *Exam Close-up*. Then complete the *Exam Task* below.

## Exam Task

For questions 1 – 15, choose from sections (A – F). The sections may be chosen more than once.

In which section are the following mentioned?

- |   |                          |
|---|--------------------------|
| 1 tickets going fast  | <input type="checkbox"/> |
| 2 a building that was originally used for something else                          | <input type="checkbox"/> |
| 3 adults and children working together on the plays                               | <input type="checkbox"/> |
| 4 multiple daily performances   | <input type="checkbox"/> |
| 5 snacks available on site  | <input type="checkbox"/> |
| 6 a theatre that's been putting on shows since the early 20 <sup>th</sup> century | <input type="checkbox"/> |
| 7 a unique theatre in America   | <input type="checkbox"/> |
| 8 a well-known classical fairytale  | <input type="checkbox"/> |
| 9 an event that lasts just over a month   | <input type="checkbox"/> |
| 10 travelling theatrical performances   | <input type="checkbox"/> |
| 11 an event that has grown beyond all expectations                                | <input type="checkbox"/> |
| 12 a multi-city event   | <input type="checkbox"/> |
| 13 plays written specifically for the event advertised                            | <input type="checkbox"/> |
| 14 a festival which is unique throughout the United States                        | <input type="checkbox"/> |
| 15 theatre transforming the lives of performers                                   | <input type="checkbox"/> |

## Exam Close-up

### Understanding the overall message

- Remember, you don't need to understand every word in a text.
- Think about each section separately and decide what the main message of it is.
- As you read, it's a good idea to make brief notes to summarise the content of each section to help you focus on the main message.

### D Match the definitions with these words.

culminate endeavour erase exceed  
stimulate

- |  |       |
|--|-------|
| 1 to be greater than a specific amount or number | _____ |
| 2 to remove                                      | _____ |
| 3 to encourage and make something develop        | _____ |
| 4 to end in                                      | _____ |
| 5 to attempt                                     | _____ |

## D Seattle Outdoor Theatre Festival

Seattle ✦ July 14 and 15

Now in its 12th year, the Seattle Outdoor Theatre Festival is bigger and better than ever. This year, the festival will be held over two days, with an incredible seven performances a day staged in the Amphitheatre and Museum Lawn. Shakespeare fans will be well catered for with the Bard's most famous works such as *Othello*, *Twelfth Night* and *Julius Caesar*, performed by some of the city's most distinguished theatre groups. But it's not all **highbrow** performances. Children's classic *Hansel and Gretel*, will keep even the most demanding youngsters amused. Remember, these are all-day events, so bring a picnic or treat yourself to one of the tastiest hot dogs you've ever tried, served by Dante's Inferno Dogs.

## E Radical Hospitality

Minneapolis

This innovative event, staged by the Mixed Blood Theatre, has been on the go since 1976. With four plays a year, Mixed Blood's **mission** is not just to entertain, but to **instigate** social change and erase economic barriers. Each play is specially written for the event and endeavours to bring together artists and audiences from various cultures and backgrounds. Producing work by, with, for and about people with disabilities is the core part of the company's mission. It attempts to raise awareness of the **plight** of such people and the barriers they face in society. Plays are held in a historic fire station in Minneapolis, but the cast also take the play on tour within the region to schools, workplaces, **detention centres**, colleges and community centres. Check out the Mixed Blood website for details of this season's listings.

## F The San Francisco Shakespeare Festival

### Midnight Shakespeare

Free entertainment and support for a good cause all in one! The performances put on by Midnight Shakespeare are among the most inspiring elements of the SFSF. This project is the result of the combined efforts of deprived inner-city youth and local theatre professionals. Throughout the 10-week programme, the city's youth are exposed to the works of the English playwright and introduced to techniques that build their confidence and stimulate their intellect and imagination. The programme culminates in their performances of **abridged** versions of Shakespeare's plays, such as *The Taming of the Shrew*, *A Comedy of Errors* and *A Midsummer Night's Dream*.



## Ideas Focus

- How popular is going to the theatre in your country?
- Do you think the performing arts should be a higher priority in terms of state funding? Why? / Why not?



# 9 All that Jazz!

## Vocabulary

### A Complete the sentences with these words.

chart    decibels    downloads    label    pianist    single

- 1 The biggest-selling 12-inch \_\_\_\_\_ in the history of the United Kingdom is New Order's 1983 hit *Blue Monday*.
- 2 The record for the most pieces of music performed by a solo artist in 24 hours is held by \_\_\_\_\_ Yukio Yokoyama, who performed 166 pieces by Chopin in one concert in May 2010.
- 3 Princess Stephanie of Monaco is the only royal in the world to have had several pop music hits. Released by the record \_\_\_\_\_ Success, her album *Rendez-Vous* was big in many European countries.
- 4 According to a 2010 survey, there were 1.2 billion illegal music \_\_\_\_\_ in the UK in 2010.
- 5 Madonna has had nine No.1 videos on the US Music Video \_\_\_\_\_; no other artist has had more.
- 6 The loudest whistle ever recorded, measuring 125 \_\_\_\_\_ (as loud as an air raid siren), was achieved by Marco Ferrera of the USA at a music studio in Santa Monica, California, on March 5, 2004.

### B Circle the correct words.

- 1 Grunge is a style of rock music that often contains **lyrics / verses** expressing apathy or dissatisfaction.
- 2 Young children memorise the alphabet with songs because it is easier to learn a list when it is **played / set** to music.
- 3 Because of our unique experiences, we all develop different musical **choices / tastes** and preferences.
- 4 Studies suggest that music with certain **beats / pulses** can put our brain waves into relaxed rhythms and relieve stress.
- 5 In an interview with the Los Angeles Times, Elvis Presley stated that he couldn't **know / read** music.
- 6 To win a gold disc, an album needs to sell 100,000 **copies / pieces** in Britain, and 500,000 in the United States.

### C Circle the odd ones out.

- |             |         |              |              |
|-------------|---------|--------------|--------------|
| 1 hue       | shade   | stroke       | tint         |
| 2 doodle    | carving | illustration | sketch       |
| 3 canvas    | clay    | easel        | palette      |
| 4 ink       | oil     | plaster      | watercolour  |
| 5 auction   | copy    | fake         | reproduction |
| 6 landscape | fresco  | portrait     | still life   |

### D Complete the text with these words. Can you guess who the artist is?

commissions    concept    controversy  
exhibition    movement    subjects

He began the pop art (1) \_\_\_\_\_ in the 1960s with his paintings of everyday consumer products, which seemed an unusual (2) \_\_\_\_\_ at the time. His first (3) \_\_\_\_\_ of Campbell's soup cans created quite a (4) \_\_\_\_\_ in the art world. His other famous pop paintings included Coca-Cola bottles and hamburgers. He also painted portraits in vivid colours and some of his famous (5) \_\_\_\_\_ were Marilyn Monroe and Mona Lisa. As a result of these paintings, he received hundreds of (6) \_\_\_\_\_ for similar portraits from socialites and celebrities. His 1963 silkscreen painting 'Eight Elvises' was resold in 2008 for \$100 million, making it one of the most expensive paintings ever sold.



## Compound nouns

### E Circle the correct words.

- Sopranos are female opera singers who are able to sing the **highest** / **tallest** notes.
- She began as a **background** / **backing** singer and later found fame as a solo artist.
- The **front** / **lead** vocalist tripped over the microphone stand and fell off the stage.
- Those wishing to become actors or musicians can attend schools for the **performance** / **performing** arts.
- This is a good **copy** / **cover** version, but I think the original song is far better.
- While waiting for Florence and The Machine to perform, we were entertained by the **opening** / **starting** act.
- I think **mainstream** / **middling** music is incredibly boring.
- The band's **debut** / **premiere** album went straight to the top of the charts.



## Prepositions

### F Complete the sentences with these prepositions.

by (x2) in (x2) on (x2) under (x2)

- The band is currently \_\_\_\_\_ tour in the UK and is playing to sell-out crowds.
- Hugo prefers to paint \_\_\_\_\_ oils, but he's produced some lovely watercolours too.
- Katy plays music \_\_\_\_\_ ear as she never learnt how to read the notes.
- He was \_\_\_\_\_ contract to Spin Records when his first album was released.
- It's easier to sing solo than to sing \_\_\_\_\_ harmony with others.
- Our pop art collection is \_\_\_\_\_ display in the west wing of the gallery.
- The most popular dance club in town is \_\_\_\_\_ new management.
- When Joe replaced the lead singer, he had to learn all of the band's song lyrics \_\_\_\_\_ heart.

## Collocations & Expressions

### G Complete the definitions with these words.

canary dance ears music praises song trumpet tune

- If someone changes their ideas, they change their \_\_\_\_\_.
- If you face the \_\_\_\_\_, you accept the consequences of your bad actions.
- If you buy or sell something for a \_\_\_\_\_, it is very cheap.
- If something is music to your \_\_\_\_\_, it is what you wanted to hear.
- If someone blows their own \_\_\_\_\_, they boast about their talents and achievements.
- If someone sings like a \_\_\_\_\_, they tell the police everything they know about a crime.
- If you sing someone's \_\_\_\_\_, you express approval or admiration for them.
- If you make a song and \_\_\_\_\_ about something, you make a big deal out of something that isn't really important.

### H Work with a partner.

Imagine you are music producers and want to create a new girl or boy band. Decide on a name for the band, the number of members and the style of music they will sing / play.



# 9 All that Jazz!

## Grammar

### Comparison of Adjectives & Adverbs

**A** Look at the structures used to make comparisons. Which are comparatives and which are superlatives?

- 1 Ding-dong is **nicer than** other singers; he posed for a photo with me.
- 2 Art is subjective, so you can't say someone was **the greatest** artist ever.
- 3 Do you think the Donkees are **less talented than** Madam Yoyo?
- 4 *Spider-Man* is **the most incredible** musical I have ever seen.
- 5 The stage actress spoke **more loudly** in order to be heard by the audience.
- 6 **The longer** he avoids live shows, **the less likely** he will ever perform on stage again.

### Other ways of comparing

**B** Look at the sentences and underline the structures used for comparisons. We use these forms to say that one person, thing or situation is (or isn't) like another.

- 1 Was Mary's ceramic exhibition as good as her last one?
- 2 The star wanted her children to lead as normal a life as possible.
- 3 He's not as good a director as he used to be.
- 4 She's not such a popular singer as she used to be.
- 5 This portrait costs as much (money) as that landscape.
- 6 The museum has twice as many paintings as the art gallery.
- 7 As few as fifty people attended the concert.
- 8 Actors are not so interesting as you think they are.

#### Be careful

We cannot use *not as* with plural nouns in the same clause.

● They're **not such bad paintings as** we'd expected. ✓

They're **not as bad paintings as** we'd expected. ✗

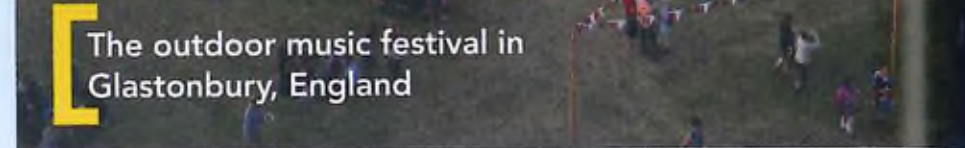
'What do you think of the paintings?' 'They're **not as bad as** we'd expected.' ✓

### Qualifiers

**C** Qualifiers are words or phrases that come before an adjective or adverb and increase or decrease the quality represented by it. Look at the sentences and underline the qualifiers. Can you think of any others?

- 1 An original Picasso is a great deal more valuable than a copy.
- 2 Dr Dre headphones are a bit pricier than most other brands.

➡ Grammar Focus p.168 (9.1 to 9.3)



The outdoor music festival in Glastonbury, England

**D** Complete the text with these words in the correct form.

famous expensive good little wet  
long many popular small dramatic

### Glastonbury Festival

The Glastonbury Festival is

(1) \_\_\_\_\_ music festival in the UK, if not the world. Held for the first time in 1970, the day after rock legend Jimi Hendrix died, it was attended by 1,500 people who paid (2) \_\_\_\_\_ one pound each. The founder, Michael Eavis, had visited a blues festival and, inspired by the performance of the band Led Zeppelin, decided to host his own festival on a (3) \_\_\_\_\_ scale the following year on his farm. This developed into the phenomenally successful Glastonbury Festival, a three-day event.

The 20-year anniversary in 1990 was attended by (4) \_\_\_\_\_ 70,000 people, paying £38 per ticket, and the line up included The Cure.

The (5) \_\_\_\_\_ it goes on, the (6) \_\_\_\_\_ Glastonbury gets. In 2014, forty four years after the first festival, it was (7) \_\_\_\_\_ ever. Attendance was just over 175,000 and the ticket price was a great deal (8) \_\_\_\_\_ at £210. Performers included Arcade Fire, Kasabian, Metallica, Lana del Ray, Lilly Allen and Ed Sheeran. The weather at the 2014 festival caused some problems. Although it wasn't the (9) \_\_\_\_\_ festival on record, it did rain a lot but the (10) \_\_\_\_\_ event was an electrical storm that stopped all the music for about 2 hours.

## Too & Enough

### E Look at the sentences and complete the rules.

Her performance was **good enough** to win her an award.

Will was laughing **too hard** to deliver his lines.

The theatre was just **big enough** for 300 people to fit in.

Were there **enough** programmes for everyone at the theatre?

We use *enough* before (1) \_\_\_\_\_ and after \_\_\_\_\_ adjectives and adverbs. To talk about an action we use: adjective / adverb + (2) \_\_\_\_\_ + full infinitive or (3) \_\_\_\_\_ + adjective / adverb + full infinitive. If we need to mention the things or people involved, we use the preposition (4) \_\_\_\_\_.

## So

### F Look at the sentences and complete the rules.

The neighbour's music is **so loud** (that) we can't sleep.

The price of the concert tickets was **so high** as to put people off going. (= ... was so high (that) it put people off ...)

I never knew he had written **so many hits** (that) he became a legend.

There are **so few paintings** (that) it isn't a good exhibition.

Rocker Tim Taylor makes **so much money** (that) he has no idea what he's worth.

We have **so little time** (that) we can't see all of the statues in the museum.

It was **so bad a play** (that) the audience walked out.

So can be used with adjectives or adverbs to show extremes. It can be combined with *as to* or (1) \_\_\_\_\_ to show results, but this is optional. To show extremes in amount, we can use: *so* + (2) \_\_\_\_\_ or (3) \_\_\_\_\_ + plural noun, and *so* + (4) \_\_\_\_\_ or (5) \_\_\_\_\_ + uncountable noun. It is possible to use (6) \_\_\_\_\_ + adjective + *a/an* + noun to give emphasis.

## Such

### G Look at the sentences and complete the rules.

That director is **such a genius**!

She was shocked by the reviews; she didn't usually receive **such criticism**.

It was **such a huge hit** that it stayed in the charts for months.

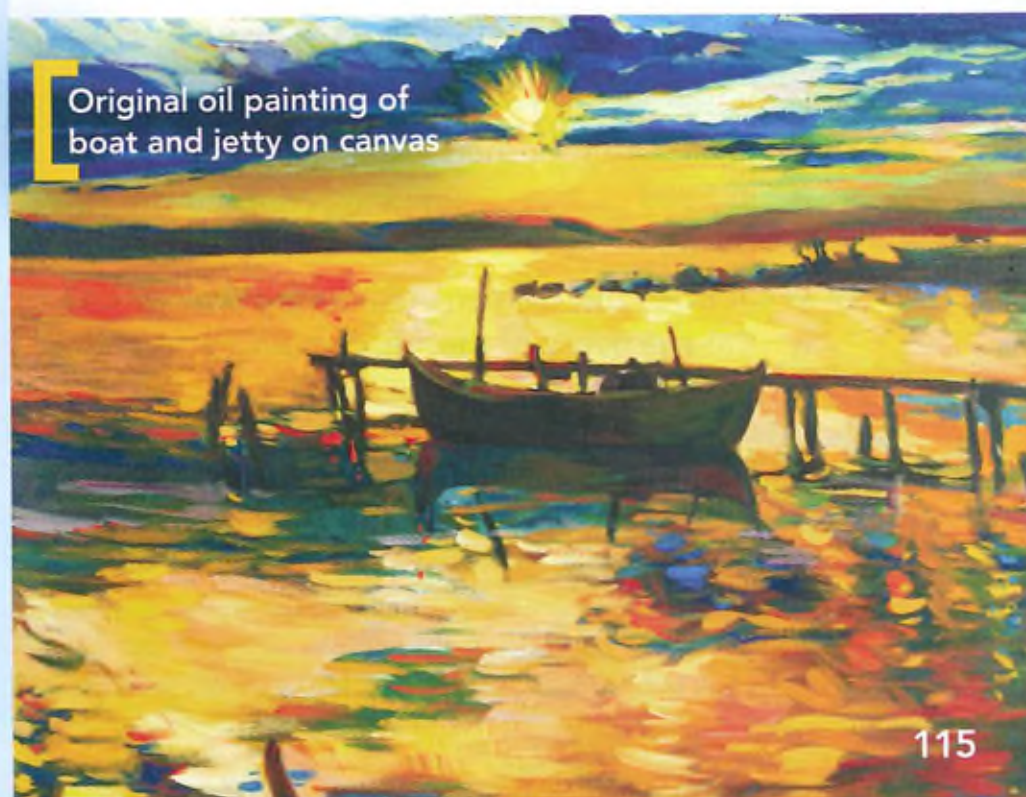
*Such* can be combined with *a(n)* (1) \_\_\_\_\_ and a noun to show extremes. The structure *such* + (2) \_\_\_\_\_ can be used for emphasis or to give the meaning 'this type of ...'



### H Complete the second sentences so that they have a similar meaning to the first sentences. Use the words in bold.

- The play was a hit because of the public response, you know. **such**  
You know, \_\_\_\_\_  
that the play was a hit.
- Very intellectual plays bore me; I hope this isn't one of them. **too**  
I really hope it isn't \_\_\_\_\_; that kind really bores me.
- The poster was interesting and it caught my attention. **enough**  
It was \_\_\_\_\_ my attention.
- People queued at the museum to see the famous collection. **as**  
The collection was \_\_\_\_\_ people queuing at the museum to see it.
- The audience loved the costumes as they were beautifully made. **that**  
They were \_\_\_\_\_ the audience loved them.
- No one thought the show would fail because it was so big, but it really bombed. **to**  
They said the show was \_\_\_\_\_, but it really bombed.

Original oil painting of boat and jetty on canvas



## Listening

**A** What style of painting did each of these painters have? What else do you know about them?

Andy Warhol      Gustav Klimt      Pablo Picasso

**B** 9.1 ▶▶ You will hear two people talking about funny art stories. Answer questions 1–4 in your own words.

- |  |  |
|--|--|
| 1 What did the man buy very cheaply?                         | 3 What is the man not 100% sure about?           |
| 2 What happened when the man changed the frame on a picture? | 4 Why does he describe the carpenter as cunning? |

**C** 9.1 ▶▶ Now listen to the conversation again and choose the correct answers a, b, c or d. Then discuss with a partner why the other answers are wrong.

- |   |  |
|---|--|
| 1 What did the man buy very cheaply?<br>a five Andy Warhol paintings<br>b picture frames<br>c a set of paintings<br>d a sketch by a famous artist   | 3 What is the man not 100% sure about?<br>a whether or not the story is based on truth<br>b what Picasso had asked the carpenter to make<br>c who made the drawing<br>d why Picasso needed a chest of drawers made                           |
| 2 What happened when the man changed the frame on a picture?<br>a He found money behind the painting.<br>b He increased the value of the paintings.<br>c He discovered a hidden Andy Warhol drawing.<br>d He sold the painting for millions of dollars. | 4 Why does he describe the carpenter as cunning?<br>a Because he asked for so much money.<br>b Because he got Picasso to design the drawers.<br>c Because he could sell the signed drawing.<br>d Because the drawing took him a few minutes. |

**D** Read the *Exam Close-up*. Then read the *Exam Task* below carefully and underline the key words.

**E** 9.2 ▶▶ Now complete the *Exam Task*.

### Exam Task

You will hear two people talking about lost works of art. For questions 1 – 6, choose the best answer (a, b, c or d).

- What was controversial about the Picasso works found in 2010?  
a Some say they aren't original.  
b There were so many of them.  
c A member of Picasso's family doesn't believe Picasso gave them away.  
d They had been kept in poor conditions for so long.
- The Picasso works are currently  
a being closely guarded.  
b on display in Nanterre.  
c in the hands of Picasso's son Claude.  
d under scrutiny by French authorities.
- When did *Trumpetting Putto* go missing?  
a in 1883      c in the 1960s  
b between 1883 and 1892      d in the 1980s
- What does the woman sound sceptical about?  
a the discovery of the fresco coinciding with Klimt's anniversary  
b the current value of the fresco  
c the location where the fresco was discovered  
d the authenticity of the fresco
- Art experts  
a are certain Klimt's brother created the fresco.  
b are unsure about the origin of the fresco.  
c suspect it's a fake painted by the finder.  
d are highly impressed by the work.
- What are we told about Ernst Klimt?  
a He was as famous as his brother.  
b He had painted other frescoes for the brothers' studio in Vienna.  
c He was less skilled than Gustav.  
d He always painted with his brother.

### Exam Close-up

#### Listening again

- Remember, you will hear the recording twice, so the first time you listen, focus on the number of points being discussed.
- Read the main stem question and make notes in your own words.
- Don't forget to listen carefully for general attitudes or feelings expressed by the speakers.
- The second time you listen, check your notes against the answer options and decide which is the correct answer.



Violin by Pablo Picasso

**F** 9.2 ▶▶ Listen again and check your answers.

# Speaking

**A** Work with a partner and answer these questions.

- What was the last art exhibition you went to? What kind of impression did it make on you?
- What is your favourite form of art? Why does it appeal to you?
- Which famous artist, alive or dead, would you like to meet? Why?

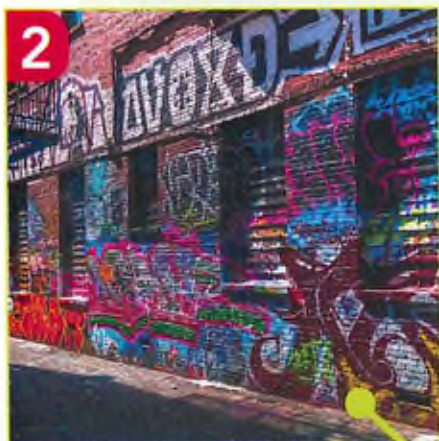
**B** Explain the difference between these pairs.

- a graphic artist and a graffiti artist
- handicrafts and objects of art
- a street artist and a performing artist
- a wall mural and a sculpted wall

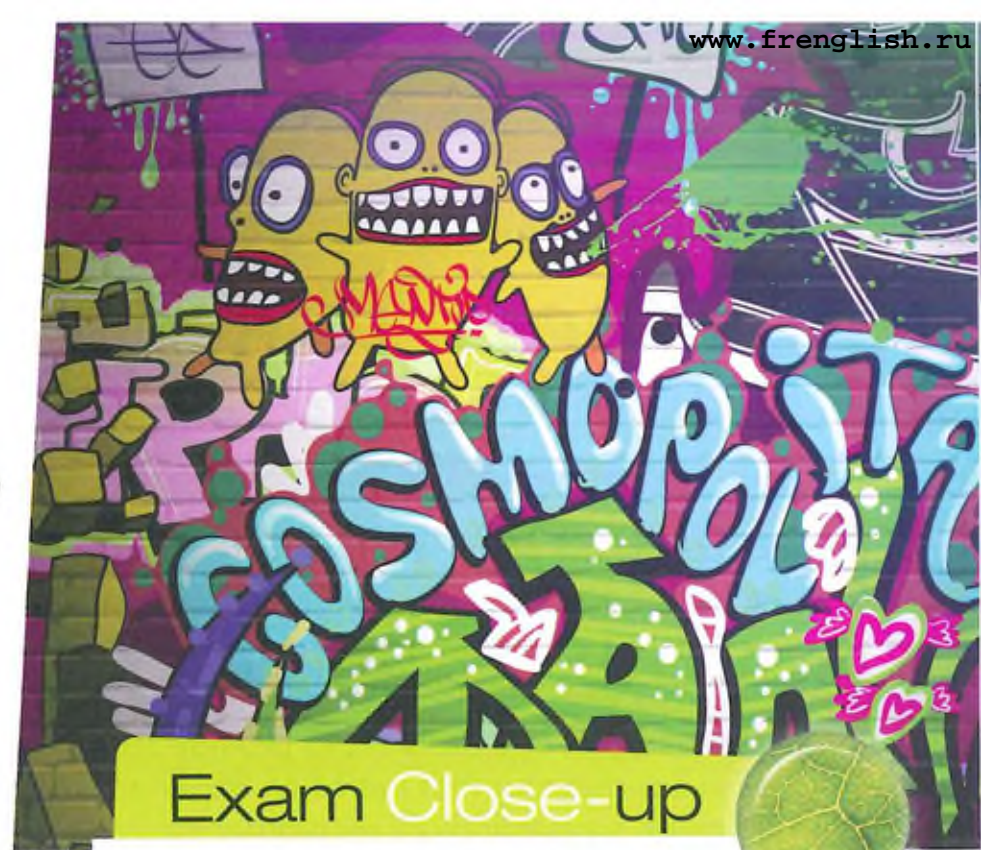
**C** Read the *Exam Close-up*. Then work with a partner to complete the *Exam Task* below. Remember to use the *Useful Expressions* to help you.

## Exam Task

Talk to each other about the kind of art these pictures show. Then decide which one best portrays art in modern society.



Which is most representative of art in modern society?



## Exam Close-up

### Speculating, evaluating & negotiating

- Remember to discuss all the points in the exam question with your partner.
- It's a good idea to speculate on some of the issues. To do this you need to use a variety of modal structures.
- Try to evaluate the different ideas presented in the task in terms of their pros and cons.
- Listen carefully to your partner's point of view and negotiate towards a final decision.

## Useful Expressions

### Evaluating

Photo ... best portrays ..., because ...  
While photo ... is a good example of ..., photo ... is probably better as ...  
All photos show ..., but the one that stands out from the rest is ...  
There's no doubt that photo ... is a more accurate portrayal of ...

### Negotiating

I see your point, but don't you think ...?  
I'm not really sure that ..., surely photo ... is a better choice?  
I know where you're coming from, but I can't help thinking that ...  
I know what you mean, but ...

### Speculating

This type of art might / could be ... because ...  
Graffiti must / might / could have had a real effect on ...  
Don't you think this idea could be seen as ...  
I would say that street art reaches people because it could / might be ...

- Do you consider street art like graffiti and pavement drawings real art? Why? / Why not?
- What obstacles do artists come up against in their careers?
- In what ways is art big business?

## Ideas Focus



## Writing: a report

### Learning Focus

#### Recognising the purpose of a report

- A report is usually written for a person who has requested it, such as a manager, teacher or peer group, like members of a club or readers of a magazine.
- The purpose of a report is to provide factual information about something that has been experienced and to make suggestions or recommendations for its improvement.
- A report must be clearly organised into paragraphs and may or may not include headings.



**A** Work with a partner. Make a list of all the things that contribute towards making an outdoor music festival great.

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**B** Read the short extract from a report about a music festival and answer the questions.

Musically, the highlight of the weekend was RockFrog. The band brought edgy music, nostalgia and plenty of energy to Oz Park as James Jackson and his fellow band members turned back the clock with a brilliant set. Big hits such as *Overland*, *Burning*, *Pond Life* and *Beware the Hunter* all received deafening applause from the crowd.

- 1 What is the main focus of the paragraph?
- 2 What does the writer say about the music?
- 3 What does the writer say about the audience?

**C** Read the writing task below and answer the questions.

You see the following announcement in an international music magazine.

#### Do you go to music festivals?

We are conducting a survey comparing music festivals around the world. We would like you, our readers, to write a report about a music festival you have attended. In your report you should:

- outline your favourite part of the festival
- describe any problems you experienced
- suggest improvements that you would like to see

Write your report.

- 1 Who is the target reader?
- 2 What style will you use? Why?
- 3 Underline the functions stated in the input material that you must cover.
- 4 Do you need to write about real people or events?

**D** Read the example report. Has the writer covered all parts of the question?

I was fortunate enough to attend the Top Note Music Festival held at Oz Park on the 27-28 July. This year's event provided fantastic acts in a great setting and was well attended by music lovers from near and far.

Musically, the highlight of the weekend was RockFrog. The band brought edgy music, nostalgia and plenty of energy to Oz Park as James Jackson and his fellow band members turned back the clock with a brilliant set. Big hits such as *Overland*, *Burning*, *Pond Life* and *Beware the Hunter* all received deafening applause from the crowd.

On the down side, though, parking was a problem. The festival has gained in popularity but the organisers have yet to make more space available for those arriving by car. This resulted in many fans having to park miles away.

I would therefore suggest that parking points are added around the city during the next festival. There should also be regular buses provided by the organisers to take ticket holders from the parking points to the venue. This would also ease traffic congestion to and from the park, making the whole festival experience far more enjoyable for all attending.

- E** Look at the example report again. The writer hasn't used headings. Are they necessary? How has the writer indicated what will be discussed in each paragraph?
- F** Choose one of the points you listed in A and in your notebook write a paragraph for a report about a real or made-up festival. Remember to start with a topic sentence.
- G** Swap your paragraph with a partner and edit each other's work. Are there any improvements you need to make to your paragraph?
- H** Read the *Exam Close-up*. Then complete the *Exam Task* below. Remember to use the *Useful Expressions* and paragraph plan to help you.

## Exam Task

You see the following announcement on a music website.

### Music venues

We are conducting a survey comparing music venues around the world. We would like you, our readers, to write a report about a music venue you have been to. In your report you should:

- outline the best thing about the venue
- describe any problems you experienced
- suggest improvements that you would like to see

Write your **report** in 220–260 words.

### Plan

- |                   |   |
|-------------------|---|
| Introduction:     | Introduce the topic in a couple of sentences.                 |
| Main paragraph 1: | Describe what the best thing was.                             |
| Main paragraph 2: | Describe any problems.  |
| Main paragraph 3: | Suggest a way to improve the situation and solve the problem. |

## Exam Close-up

### Structuring a report

- Remember to cover all the points in the exam question.
- It's a good idea to use paragraphs with headings or with topic sentences.
- Try to use a range of sentence structures and use language of description and recommendation.
- Be consistently appropriate, i.e. in this case, semi-formal.

## Useful Expressions

### Introducing positives

By far the best thing was ....  
Without a doubt, ... was the best ...  
In terms of ..., the best thing was ...

### Introducing negatives

On the down side,  
... could have been better.  
I wasn't very impressed with / by ...  
There's room for improvement ...

### Making recommendations

I would therefore suggest / recommend ...  
The problem can be easily addressed by ...  
One way to deal with it would be to ...  
An effective solution would be ...



# 9 Eye Trick Town



## Before you watch

**A** Work with a partner and answer these questions.

- 1 How do people decorate the outside of their houses in your country?
- 2 In what way do buildings vary in appearance in different regions of your country?
- 3 Describe the outside of the building you live in.

## While you watch

**B** Watch the video clip and decide if these statements are true or false. Write T for True and F for False.

- 1 In Camogli, you may think what you see is real when in fact it is not.
- 2 Fishermen used to decorate their houses in this town so they couldn't be seen from the sea.
- 3 There are thousands of trompe l'oeil artists in the area.
- 4 Raffaella has been a trompe l'oeil painter for two decades.
- 5 Carlo uses modern painting methods and materials.
- 6 The trompe l'oeil tradition is a large part of Camogli's culture.

☐  
☐  
☐  
☐  
☐  
☐

## After you watch

**C** Complete the summary of the video clip below using these words.

apartments bright expensive façades local  
look methods painted solid traditions

Camogli looks like other towns on the Italian coast, but there's something very interesting about it. Many things here (1) \_\_\_\_\_ real but they are not. This fishing village is full of trompe l'oeil, which is a special art. Various things are (2) \_\_\_\_\_ on the walls of the buildings in a way that makes them appear to be real. Windows open in (3) \_\_\_\_\_ walls, beautiful stonework is paint and the flowers are painted on the buildings. In the past, Camogli's fishermen painted their houses in (4) \_\_\_\_\_ colours and unusual designs. Later, in the 1700s, this art made simple buildings look special and (5) \_\_\_\_\_.

There are thousands of houses with (6) \_\_\_\_\_ that are trompe l'oeil in this area, but only a few people still paint them. Raffaella Stracca is a trompe l'oeil artist. She uses old and new (7) \_\_\_\_\_ in her work. Raffaella has worked for twenty years to be able to paint stone so it looks real. Carlo Pere is an artist who paints trompe l'oeil terraces and balconies for people who live in small houses or city (8) \_\_\_\_\_. To preserve the trompe l'oeil (9) \_\_\_\_\_, Carlo uses an art book from the 1300s and also traditional style paints.

In this part of Italy you can still see the (10) \_\_\_\_\_ culture everywhere. However, what you see is not always real.

The small harbour town of Camogli, Italy



## Ideas Focus

- Would you decorate your house with trompe l'oeil art? Why? / Why not?
- What kind of architecture do you prefer? Why?
- How would you change the look of the area you live in?

# 10 Modern Living

**Reading:****Vocabulary:****Grammar:****Listening:****Speaking:****Writing:**

multiple-choice questions, finding your own method

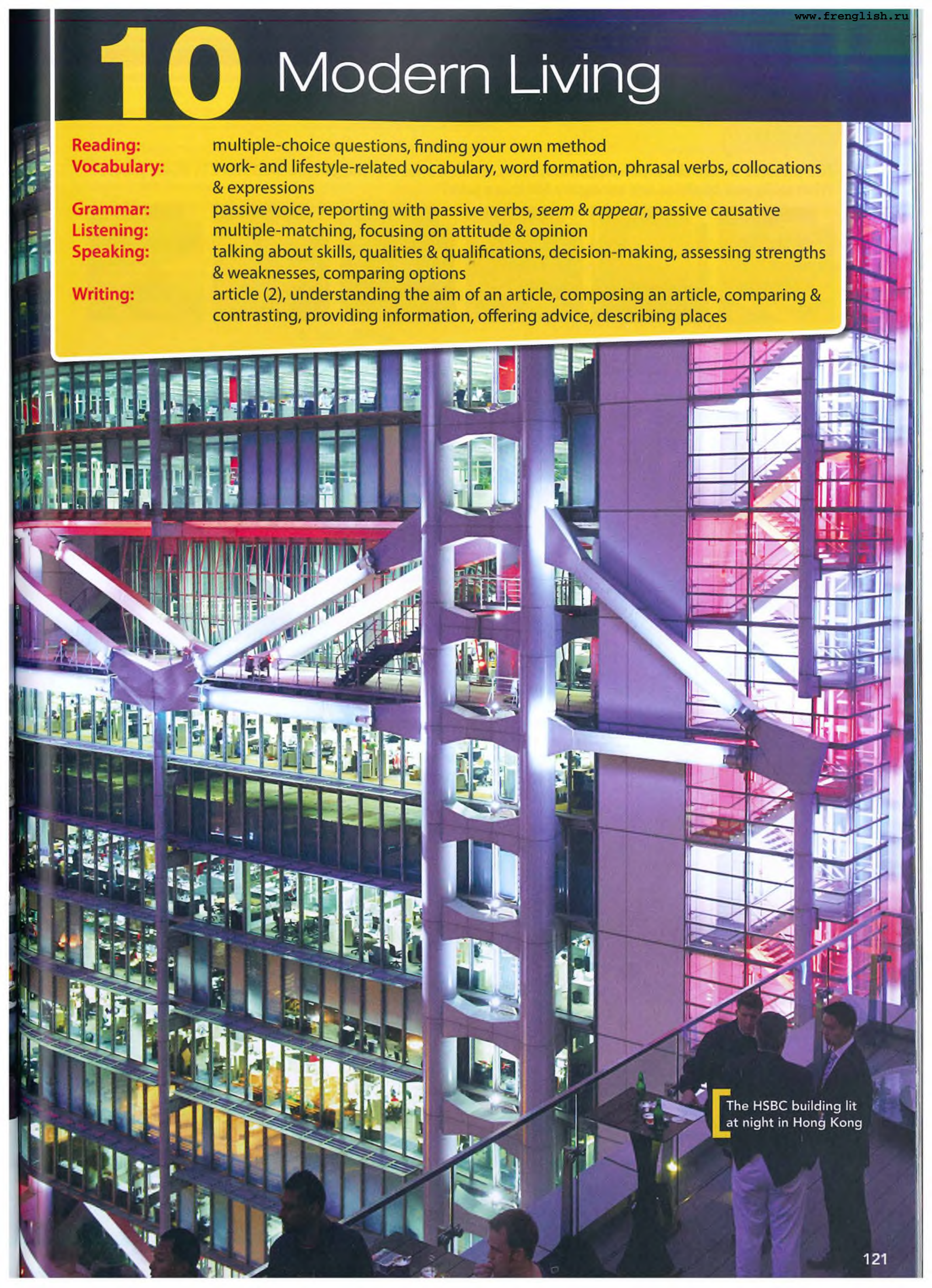
work- and lifestyle-related vocabulary, word formation, phrasal verbs, collocations & expressions

passive voice, reporting with passive verbs, *seem* & *appear*, passive causative

multiple-matching, focusing on attitude & opinion

talking about skills, qualities & qualifications, decision-making, assessing strengths & weaknesses, comparing options

article (2), understanding the aim of an article, composing an article, comparing & contrasting, providing information, offering advice, describing places

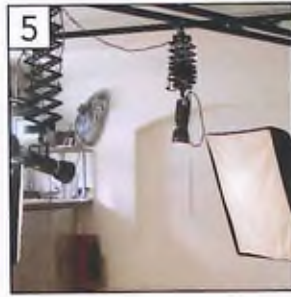


The HSBC building lit at night in Hong Kong

# 10 Modern Living

## Reading

**A** The pictures below show people's workplaces. What do we call the people who work in these places? What skills and qualities are necessary for these jobs?



**B** Now read the text. Which of the jobs you mentioned in A did the writer imagine herself doing when she was a child? What job does she actually do today?

### Word Focus

Use a dictionary to find definitions and / or synonyms for the words below from the text.

- |            |                 |
|------------|-----------------|
| 1 galley   | 4 realm         |
| 2 artefact | 5 hippodrome    |
| 3 tagged   | 6 fortification |

## OCEAN HERO

Beverly Goodman introduces us to her world at sea and explains how she juggles work and family life

I was born and bred in Milwaukee, Wisconsin and, I must say, as I was growing up I was always chopping and changing what I wanted to be when I was older. One minute I wanted to be an archaeologist, the next an architect, a painter, a photographer, a pianist or a deep sea explorer. I guess I'm required to do a little bit of all these things as a marine archaeologist. Whenever I'm asked why I chose this profession, I look back on my childhood. As a youngster, I was inspired by museum visits, finding arrowheads around my home and also the time I spent in and on the water. My grandfather and his love of boating also had an important role to play. I would often be taken, along with his other grandchildren, out on the lakes in Wisconsin and on trips to historical ships and submarines. All these things that I had been influenced by in my formative years came together when I studied anthropology and geology at university. Being a marine archaeologist means there's no such thing as a typical day! When I'm at sea doing field work, it's an early start – around 5 am. First, I gather together tools and equipment and, once they've been checked and I'm confident they're in good shape for a hard day's work, I make for the ship's **galley** for a bite to eat with the rest of the crew. Breakfasting together gives us the opportunity to go over our plans for the day ahead. It's also the time for any questions or issues to be raised that weren't solved the previous day. After that, we head for the work location and anchor the ship. It's my responsibility to brief the dive team and the team that remains on board about the specifics of the work for the day. Once that has been done and a final check on the dive gear and equipment has been carried out, it's into the water we go! Any **artefacts** we discover during dives are brought aboard, analysed and given a catalogue number. On archaeological excavations, everything needs to be **tagged** and protected by a series of conservation steps so that no harm comes to them. Then I spend my evenings checking my field notes, rewriting anything that's unclear and improving sketches and drawings. All the information is

Scuba divers exploring a coral reef



- C** Read the *Exam Close-up*. Then complete the *Exam Task*. Remember to pay close attention to questions which focus on opinion and attitude.

## Exam Task

For questions 1 – 7, choose the answer (a, b, c or d) which you think fits best according to the text.

- As a child, Beverly
  - knew exactly what she wanted to do with her life.
  - couldn't quite make up her mind about which profession to follow.
  - was certain her job would involve various occupations.
  - decided she would study anthropology and geology.
- Beverly reflects on her childhood as being
  - uneventful.
  - sheltered.
  - normal.
  - stimulating.
- During breakfast, the crew
  - tie up loose ends from the day before.
  - check all equipment is in working order.
  - receive detailed instructions from Beverly.
  - decide who will dive and who will stay on board.
- Archaeological objects found at sea are
  - recorded and examined in the ocean.
  - only examined once they get back ashore.
  - handled with great care.
  - put into a catalogue.
- Beverly needs to be patient when working in the lab or office because
  - analysing artefacts is a very slow process.
  - she has to show students what to do.
  - it's a long way to travel from the sea.
  - there are too many samples to examine.
- What are Beverly's children always eager to do?
  - swim with dolphins
  - help out in the lab
  - go out to sea
  - learn about the coastline
- In the final paragraph, Beverly concludes that
  - nobody realises the negative effect we have on the sea.
  - her children are fully aware of the danger the ocean is in.
  - ocean life will be completely wiped out unless we treat it with more respect.
  - her work is essentially about teaching people to respect the ocean.

## Exam Close-up

### Finding your own method

- There are different ways to approach multiple choice questions, so experiment and find the best way for you.
- If you always read the main text first and then the questions, try doing the opposite.
- If you underline key words or expressions in the main text first, try focusing on the questions to begin with instead.
- Remember, the most important thing is to be methodical and time yourself carefully so you finish all of the exam paper.

- D** Complete the sentences with these adjectives.

day-care field formative fragile  
marine rigorous

- Her \_\_\_\_\_ years were spent in Miami.
- Ecologists are concerned that we are upsetting Earth's \_\_\_\_\_ balance.
- \_\_\_\_\_ work is a part of all researchers' jobs.
- As both parents were working, they had no option but to send their children to \_\_\_\_\_.
- Fishermen who use trawlers cause devastation to \_\_\_\_\_ life.
- \_\_\_\_\_ analysis needs to be carried out before we can draw any conclusions about artefacts.

then entered into the computer for safekeeping. Days in the laboratory or office are a million miles away from those at sea. A lot of patience is required for this part of the job as lab analysis can take months and months. Sometimes it seems to last forever! The samples that are collected in the field undergo rigorous analysis in order to understand the history of a coastline or archaeological site. Throughout the day, I have students and research assistants work through the thousands of samples gathered in the field. Although I'm dedicated to my work, it doesn't consume all my time and energy. As a working mum and wife, my family comes first. Like most working mums, when I'm away I've got one ear to the phone in case there's a problem with one of my loved ones. But work and family life aren't two separate **realms** for me. I encourage my children to get involved in my work and often bring them into the lab to lend a hand with

simple tasks – counting snails, rinsing sand, that kind of thing. Going on a boat is something they're always eager to do, and sometimes they get to do the most amazing things, like swimming with dolphins. On days when I'm working near home I take my youngest to his day-care by bicycle. Commuting along the seashore is a great learning experience as we pass by **hippodromes**, crusader **fortifications** and more. Every day we see something new.

By exposing them to my work, I hope to make them aware of the fragile balance of ocean life. This is really what my work is all about: helping others to appreciate the ocean and how our activities affect it. If we all took more responsibility for the sea and marine life, it would help to save the ocean.

- What are the benefits of being happy at work over earning a top salary?
- Should people who do difficult or dangerous jobs be rewarded more for their efforts?

## Ideas Focus



## Vocabulary

### A Match the opposites.

- |                   |                          |
|-------------------|--------------------------|
| 1 hectic          | <input type="checkbox"/> |
| 2 pricey          | <input type="checkbox"/> |
| 3 provincial      | <input type="checkbox"/> |
| 4 sedentary       | <input type="checkbox"/> |
| 5 solitary        | <input type="checkbox"/> |
| 6 unsophisticated | <input type="checkbox"/> |
| a cosmopolitan    |                          |
| b energetic       |                          |
| c relaxed         |                          |
| d reasonable      |                          |
| e metropolitan    |                          |
| f sociable        |                          |



### B Complete the sentences with some of the words from A.

- |  |  |
|--|--|
| 1 New York is a very _____ city with lots of people of many different nationalities living there.            | 4 It's a shame that so many elderly people lead such _____ lives with no one to talk to.           |
| 2 One of the worst things you can do for your health is to lead a(n) _____ lifestyle devoid of any exercise. | 5 We're going to move to the western suburbs as the property prices are more _____ there.          |
| 3 What with my family, career and hobbies, life can get pretty _____ at times!                               | 6 They say that people who live in the countryside are more _____ and welcoming towards newcomers. |

### C Think of one word only which can be used appropriately in all three sentences.

- I think it's \_\_\_\_\_ to say that pedestrianised shopping areas attract more business. Fortunately, the missing child was found \_\_\_\_\_ and sound. There are some cities where you don't feel \_\_\_\_\_ being out alone at night.
- While the police were looking for him in Europe, the bank robber was \_\_\_\_\_ a life of luxury in the Bahamas. Sebastian was looking forward to graduating and getting a job so he could really start \_\_\_\_\_. Many business travellers complain about the stress of \_\_\_\_\_ out of a suitcase.
- Many inner city residents are \_\_\_\_\_ about the rising crime rate. The report is mainly \_\_\_\_\_ with the lack of parking facilities in the town centre. The event had to be cancelled, so he sent emails to all \_\_\_\_\_.
- Danny has been unwell, but he's on the \_\_\_\_\_ to recovery now. It's getting late; we'd better hit the \_\_\_\_\_ if we want to avoid the traffic. I witnessed a serious \_\_\_\_\_ accident on my way to work this morning.

### D Complete the sentences using both words.

**balance / juggle**

- It's hard to \_\_\_\_\_ university studies and a job, but you just have to find the right \_\_\_\_\_.

**endure / struggle**

- Many families on low incomes \_\_\_\_\_ great hardship and \_\_\_\_\_ to get by on the little they earn.

**excel / outdo**

- To climb the corporate ladder, employees feel they must \_\_\_\_\_ at everything so as to \_\_\_\_\_ their colleagues.

**ruin / spoil**

- Some parents \_\_\_\_\_ their children and thus \_\_\_\_\_ their chances of becoming responsible and hard-working adults.

## Word formation

**E** Complete the text with the correct form of the words.

### Modern woes

In the 1990s when we began buying the first home computers and connecting to the fledgling World Wide Web, who would have thought that – for many millions of people – this would lead to Internet (1) \_\_\_\_\_? And yet, we have always had a certain (2) \_\_\_\_\_ to the siren's call of modern technology.

A generation ago, TV was the culprit, and still is to a lesser extent. (3) \_\_\_\_\_ with TVs was impossible, so we became couch-bound, passive (4) \_\_\_\_\_ in the activity of watching. Then came the Internet. Constant, unstoppable, (5) \_\_\_\_\_ browsing has become a daily routine, and any interruption can cause great (6) \_\_\_\_\_ – one of the signs of addiction.

Mental health professionals are warning us about the mood-altering effects of online chatting, gaming, networking and blogging. This has become such a serious (7) \_\_\_\_\_ problem that (8) \_\_\_\_\_ programmes are available for those who just can't stop.

ADDICT  
SUSCEPTIBLE

INTERACT  
PARTICIPATE

OBSESS

IRRITABLE

SOCIETY  
RECOVER



## Phrasal verbs

**F** Read the definitions and complete the sentences with these phrasal verbs in the correct form.

bounce back come up against do without get by pull together wear down

- Throughout history, communities \_\_\_\_\_ in times of financial or social crisis. (work as a team to achieve something)
- I wonder how they \_\_\_\_\_ on such a low income; it must be very difficult. (have just enough money to live)
- The stress and strain of modern life can really \_\_\_\_\_ you \_\_\_\_\_. (make weaker)
- Gerald had never \_\_\_\_\_ such a problem before and had no idea what to do. (be faced with or opposed by)
- I don't think my son would be able to \_\_\_\_\_ his PlayStation and mobile phone! (cope well despite not having something)
- Everyone is hoping that the economy will \_\_\_\_\_ sooner rather than later. (recover from a bad situation)

## Collocations & Expressions

**G** Replace the words in bold with these expressions.

burn the candle at both ends hit rock bottom keep your head above water  
run yourself into the ground throw in the towel

- You will **become extremely tired** if you keep working at that pace.
- It must be difficult to **survive financially** when you earn so little.
- Of course you'll learn how to do the job; it's too soon for you to **admit defeat**!
- Ted **was in the worst possible situation** when his restaurant received terrible reviews.
- Nicky cannot continue to **live such a hectic life** without badly affecting her health.

- Do you think modern lifestyles mean that we are healthier than people were 30 years ago? Why? / Why not?
- What do you think is the effect of modern lifestyles on relationships? Why?

Ideas Focus



# 10 Modern Living

## Grammar

### Passive Voice

**A** Look at the sentences and decide which passive forms are correct.

- 1 He **will be given** a promotion.
- 2 A promotion **will be given** to him.
- 3 The police **are being reported** the theft.
- 4 The theft **is being reported** to the police.

**B** Read the correct sentences in A again and complete the rules below.

Verbs such as *give*, *lend* and *offer* that can be followed by two objects in the active voice, can have (1) **one / two** passive form(s).

Other verbs such as *describe*, *explain* and *report* that can't be followed by object + object in the active have (2) **one / two** passive form(s).

### Reporting with Passive Verbs

**C** Verbs such as *agree*, *allege*, *expect*, *know*, *report*, *say*, *think* and *understand* are used to report what has been said by people. Underline the reporting verbs in the passive constructions below.

- 1 It is known that he has criminal connections.
- 2 It has been agreed that the street will be pedestrianised.
- 3 The traffic is expected to become worse.
- 4 There are thought to be plans to modernise the shopping district.

▶ Grammar Focus p.169 (10.1 to 10.3)

**D** Circle the correct words.

### Getting ahead the modern way

It's a competitive world out there and good jobs are getting harder to come by, so in order for your CV (1) **to notice / to be noticed** by potential employers, you need to think outside the box. (2) **It is known / To be known** that employers are impressed when initiative and creativity (3) **are shown / are showing** by job candidates.

One thing you can do is use modern technology to your advantage. Your traditional paper CV (4) **can be supported / is supported** with a video. By doing this, you (5) **will bring / will be brought** face to face with a possible employer earlier in the hiring process, allowing them to assess whether or not you are worth pursuing.

Creating a video CV isn't complicated because hi-tech recording equipment (6) **doesn't need / isn't needed**. All you require is a computer with a webcam. The video (7) **is being kept / should be kept** to as little as one minute, and you should say something about who you are and what you can do.

A video CV sounds unconventional, but imagine (8) **being asked / having asked** to an interview and later offered a job on the basis of it.

**E** Rewrite the sentences in your notebook using a passive construction.

- 1 It's a shame that people are littering the countryside every day.
- 2 They will not announce the winner until next month.
- 3 He's looking forward to someone showing him his new office.
- 4 They believe that there are two other serious offers.
- 5 The manager presented him with an award.
- 6 Somebody has vandalised the park benches again.



## Seem & Appear

**F** The verbs *seem* and *appear* can be used to indicate the impression you get from somebody or something. Read the sentences and match them with the grammar points.

- |  |                          |  |
|--|--------------------------|--|
| a He seems (to be) nervous.                                | <input type="checkbox"/> | 1 can be used with a <i>that</i> -clause   |
| b I seem to have lost my car keys.                         | <input type="checkbox"/> | 2 the perfect infinitive is used for past events                                       |
| c It seems as if / like he was right after all.            | <input type="checkbox"/> | 3 <i>to be</i> is necessary before some adjectives and <i>-ing</i> forms               |
| d Her problems seem to be getting worse.                   | <input type="checkbox"/> | 4 adjectives, not adverbs, are used after <i>appear</i> and <i>seem</i>                |
| e They appear (to be) happy.                               | <input type="checkbox"/> | 5 <i>as if</i> and <i>like</i> can be used with <i>seem</i> but not with <i>appear</i> |
| f It appears that we may have made a mistake.              | <input type="checkbox"/> |  |
| g The children did not appear to be awake.                 | <input type="checkbox"/> |  |
| h It seems that the hectic lifestyle was too much for her. | <input type="checkbox"/> |  |
| i They appear to have sold the company.                    | <input type="checkbox"/> |  |

### Be careful

We tend to use *seem* to talk about impressions and emotions;

- we use *appear* for more objective facts and impressions.

## Passive Causative

**G** Read these four sentences and notice the tenses of the passive causative forms. Then match them to the uses of the causative form.

- |  |                          |   |
|--|--------------------------|---|
| 1 I'm <b>having</b> my brand new iPad <b>delivered</b> this morning.                 | <input type="checkbox"/> | a to say that something unpleasant happened to someone                            |
| 2 Little Hattie <b>has had</b> her tonsils <b>removed</b> .                          | <input type="checkbox"/> | b to say that someone arranges for something to be done by somebody else          |
| 3 Mike <b>got</b> his tie <b>stuck</b> in the printer while he was trying to fix it. | <input type="checkbox"/> | c to show that someone is not responsible for or has no control over what happens |
| 4 I <b>had</b> my purse <b>stolen</b> while I was at the shops.                      | <input type="checkbox"/> | d to say that someone has accidentally caused what happened                       |

**H** Read the sentences and complete the rule.

He **prefers** his newspaper (to be) **brought** to him in bed.

We **needed** the company cars (to be) **serviced**.

I **would like** this coat (to be) **dry-cleaned**, please.

Be careful with the new projector! I don't **want** it (to be) **ruined**.

To say we want something to be done, we can use *need/prefer/want/would like* + object + **present participle / past participle**.

➡ Grammar Focus pp.169 & 170 (10.4 & 10.5)

**I** Tick ✓ the correct sentences and correct the sentences that are wrong.

- |  |  |
|--|--|
| 1 The manager appeared asleep at his office desk.          | 4 There seems to be a problem with the satellite dish. |
| 2 It appears like it was only yesterday when we first met. | 5 The staff seem to be gone home early today.          |
| 3 It appears a pity that Judy can't join us today.         | 6 Adam seems serious about leaving the firm.           |

**J** Circle the correct words.

- |  |  |
|--|--|
| 1 There have been a number of burglaries in our neighbourhood so we are having a burglar alarm <b>to install / installed</b> . | 4 Watch that glass table! I don't want it to be <b>broken / breaking</b> . |
| 2 I'd like the parcels to be <b>delivered / delivering</b> immediately.  | 5 Colin <b>got / had</b> his hand stuck to the icy rails for over an hour. |
| 3 Marcel <b>got / had</b> his finger broken by his manager accidentally shutting the door on it.                               | 6 I'm <b>having / had</b> the files sent to you this afternoon.            |

# 10 Modern Living

## Listening

### A Complete the sentences with one word.

- 1 If you slog it out at work, your job is \_\_\_\_\_.
- 2 If you find your job restricting, you'd like more \_\_\_\_\_.
- 3 If you land a part, you are given a role in a \_\_\_\_\_.
- 4 If you climb up the career ladder, you are given a \_\_\_\_\_.
- 5 If you enjoy the peace and tranquillity of the agricultural lifestyle, you probably wouldn't want to live in a \_\_\_\_\_.
- 6 If you have no hope of getting a job, you experience a lack of \_\_\_\_\_.
- 7 If you had a traumatic childhood, you experienced something \_\_\_\_\_ when you were young.
- 8 If you have doors opened for you, you are given \_\_\_\_\_.

### B 10.1 ▶ Listen to Speaker 1 from the Exam Task and answer these questions.

- 1 What used to be the speaker's ambition?
- 2 Did the speaker fulfil that ambition?
- 3 What did the speaker not like about his job?
- 4 What did he decide to do instead?
- 5 Does he prefer his new job?
- 6 How do we know this?

### C 10.2 ▶ Read the Exam Close-up. Then complete both tasks in the Exam Task.



## Exam Close-up

### Focusing on attitude & opinion

- When you have to complete two tasks, try focusing on one part first and then the next part or try doing both tasks simultaneously. Find the best way for you.
- It's a good idea to answer the easier questions first and the more challenging ones the second time you listen.
- Remember, it's important to focus on the speakers' attitudes feelings and opinions, rather than worrying too much about individual words and expressions.

## Exam Task

You will hear five people talking about their lifestyles. Complete both tasks as you listen.

### Task 1

For questions 1 – 5, choose from the list A – H the reason which best reflects why each person chose his or her current lifestyle.

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1 Speaker 1 <input type="checkbox"/> | 4 Speaker 4 <input type="checkbox"/> |
| 2 Speaker 2 <input type="checkbox"/> | 5 Speaker 5 <input type="checkbox"/> |
| 3 Speaker 3 <input type="checkbox"/> |                                      |

- A disinterest in promotion
- B a lack of job prospects
- C being forced by the economic crisis
- D a painful childhood experience
- E a lack of freedom in a previous, very demanding job
- F gaining the necessary experience to move up
- G a desire to get out of the rat race
- H being able to fulfil the ambition of a lifetime

### Task 2

For questions 6 – 10, choose from the list A – H the main advantage of the lifestyle mentioned by each speaker.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 6 Speaker 1 <input type="checkbox"/> | 9 Speaker 4 <input type="checkbox"/>  |
| 7 Speaker 2 <input type="checkbox"/> | 10 Speaker 5 <input type="checkbox"/> |
| 8 Speaker 3 <input type="checkbox"/> |                                       |

- A putting knowledge to good use
- B working fewer hours
- C seeing customers' positive reactions
- D having a lifestyle similar to the one in his/her homeland
- E getting roles he/she could never have expected
- F enjoying colleagues' company
- G living in the fast lane
- H experiencing rural life

### D 10.2 ▶ Listen again and check your answers.

# Speaking

## A Work with a partner and answer these questions.

- What changes would you like to make to your lifestyle? Why?
- What is your life's ambition?
- What skills, qualities and qualifications do you need for your ideal job?

## B What skills, qualities and qualifications does your ideal English teacher have? Rate the following from 1–6 with 1 being most important and 6 being least important. Then discuss with a partner why you have rated them in this order.

- having experience with students in your age group
- being friendly towards students
- being strict and demanding the best of students
- having English as a mother tongue
- being able to use interactive whiteboards
- having many years of experience

☐  
☐  
☐  
☐  
☐  
☐

## C Read the *Exam Close-up*. Then read both parts of the *Exam Task* carefully.

## D Work with a partner and complete the *Exam Task*. Use the *Useful Expressions* to help you.

## Exam Close-up

### Assessing strengths & weaknesses

- In some speaking tasks you will have to compare and contrast the strengths and weaknesses of the choices you are presented with.
- Read through the points carefully for each one first and make sure you understand them.
- As you present each option to your partner and listen to your partner's options, try to think which points are more relevant and why.

## Useful Expressions

### Comparing options

... may have all the relevant qualifications, but he / she has less experience than ...

I think the fact that he / she ... is much more important than ...

Being able to ... is more essential for this particular post than ...

It's no use having / being ... if / unless ...

While it would be an advantage if ..., his / her other credentials more than make up for it.

... is the most / least suitable candidate of all due to the fact that / since / because ...

There can be no doubt that ... is the best / worst choice as ...

## Exam Task

You are on the interview panel at a language school and have to decide which candidate to offer a position teaching young learners. Student A looks at prompts **A** and **B**, and Student B looks at prompts **C** and **D**. Tell each other about your candidates. Finally, decide together which candidate would be the most suitable for the post.

### A May Wilkins

- has thirty years of experience all ages and levels
- lives far away from the school
- due to retire in three years
- expects a high salary
- has excellent relationship with students
- relies on public transport

### B Brian Spencer

- holds an MA in Education
- has two years of experience with adult learners
- expects a high salary
- has the ability to incorporate modern technology in teaching
- is very strict in the classroom
- lives opposite the school

### C Mark Humphreys

- has recently graduated from college
- spent the summer in France teaching English to two young children
- willing to accept basic salary
- has a friendly and enthusiastic personality
- lacks formal classroom experience
- is very keen to learn

### D Deborah Walters

- has ten years' experience mainly at intermediate levels
- is not a native speaker of English
- experienced in teaching kids with learning difficulties
- is up-to-date with latest developments in teaching
- expects a realistic salary
- admits experiencing discipline problems in class in past
- lives within walking distance of school

- Why is having a high-powered career important to some people?
  - Is it easy to balance work and home life? Why? / Why not?
  - What do you understand by this statement? 'Work to live, don't live to work.'
- Do you agree with it? Why? / Why not?

## Ideas Focus



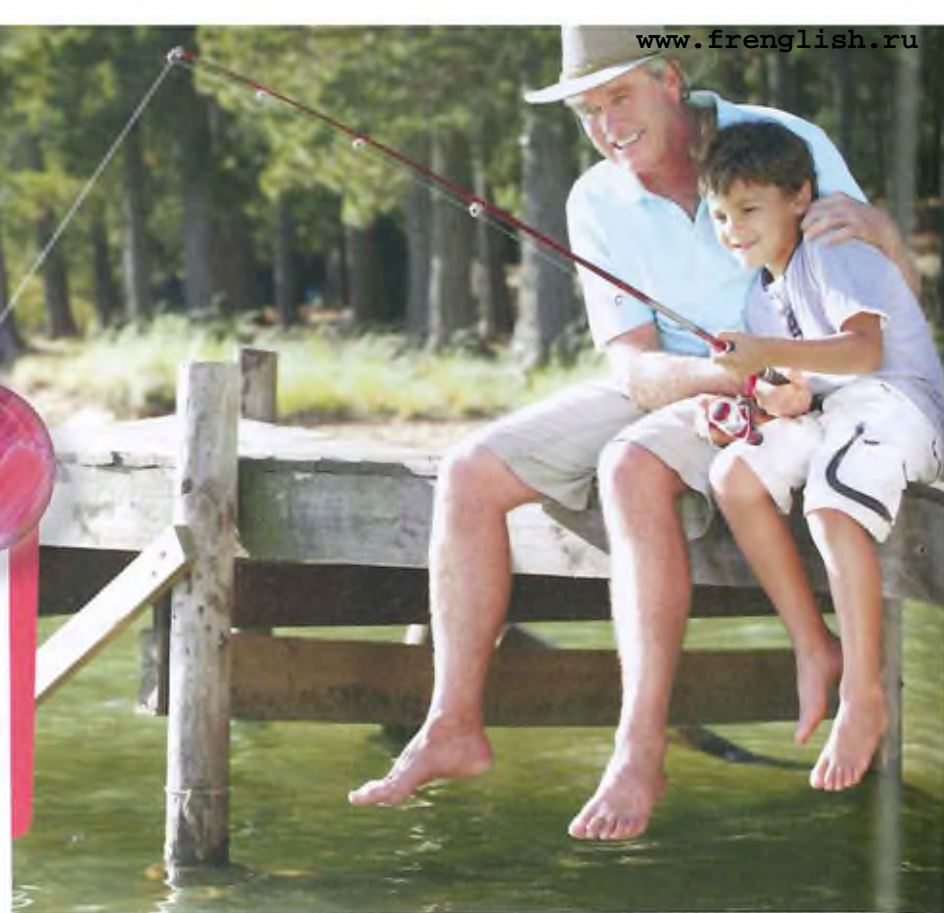
# 10 Modern Living

## Writing: an article (2)

### Learning Focus

#### Understanding the aim of an article

- There are a number of different aims for articles. You may be required to advise, suggest, inform, compare and contrast, describe, give an opinion or present a balanced argument. The aim will determine what sort of language you use and the target reader will determine the register.
- It is a lot easier to write an article on something you are interested about. So, when you read an article topic, you must ask yourself what interests you most about it.



#### A Match the task extracts to the aims.

- |  |                          |  |
|--|--------------------------|--|
| 1 Consider the city and the countryside. What do they have in common and what is different about them? Which do you prefer?  | <input type="checkbox"/> | a describe an experience, event, person or place |
| 2 We would like our readers to write to us about their capital cities, telling us the best time to visit, what you can see and do there and why it's a great place to visit. | <input type="checkbox"/> | b compare and contrast                           |
| 3 Our readers are interested in healthy lifestyles. What are the three best ways to deal with the stress of modern life?   | <input type="checkbox"/> | c provide information                            |
| 4 Tell us about your favourite place to visit in the countryside. Where is it? What's it like? How do you feel when you are there?   | <input type="checkbox"/> | d offer advice                                   |

#### B Look at the tasks in A. Which one would you have the most to say about? Why? Take a class vote to see which topic is the most popular.

#### C Read the writing task below and answer the questions.

You read the following announcement in an international magazine.

#### The Good, the Bad and the Future

Modern World magazine invites its readers to give their views on how life has changed in their country in the last 50 years. What has been the main improvement and what has been the biggest change for the worse? How do you see the situation changing in the future? We will publish the most interesting articles.

Write your article.

- 1 Do you know who will read the article? How old are they?
- 2 What is the aim of the article?
- 3 How many paragraphs will you write?
- 4 In your country, what do you consider
  - a) has changed for the better,
  - b) has changed for the worse, and
  - c) will happen in the future?

#### D Read the example article. Do you agree with the writer's opinion?

#### Our Changing Lifestyles

Change is inevitable as the last 50 years have proved. Some changes, such as air travel, the Internet and mobile phones, provide ease and convenience. Others, like access to education, have, I believe, had a deeper impact.

Nothing has had a bigger impact on our lives than recent changes in education. Fifty years ago, education was considered by some an unnecessary luxury. Nowadays, however, education isn't just a privilege for the chosen few. Young men and women from all walks of life are becoming professionals and improving their standard of living. Future generations can only benefit from this as a better-educated society is a fairer and more skilled one.

Ironically, though, the change from rural to urban living that drove people to cities in search of better opportunities has led to modern-day problems. We have become less healthy. We no longer eat fresh farm food, preferring instead ready meals and fast food. We no longer exercise by working the land, and we use our cars instead of walking. Where will this lead us?

We are technologically advanced, but also foolish. We slash away at forests, build more cars and roads, and eat rubbish. The future, I'm sad to say, looks bleak.

More change is on the way and, unless we change the way we think, the next fifty years will be very difficult.

**E** Look at the example article again and quickly summarise each paragraph in one sentence.

Introduction: \_\_\_\_\_  
 Paragraph 1: \_\_\_\_\_  
 Paragraph 2: \_\_\_\_\_  
 Paragraph 3: \_\_\_\_\_  
 Conclusion: \_\_\_\_\_

**F** In your notebook, write a summary like the one above for the task you chose in A.

**G** Read the *Exam Close-up*. Then complete the *Exam Task* below. Remember to use the *Useful Expressions* and paragraph plan to help you.

## Exam Task

You read the following announcements in an international magazine.

Consider the city and the countryside. What do they have in common and what is different about them? Which do you prefer? Write and tell us what you think.

We would like our readers to write to us about their capital cities, telling us the best time to visit, what you can see and do there, and why it's a great place to visit.

Our readers are interested in healthy lifestyles. What are the three best ways to deal with the stress of modern life? Write to us with your ideas.

Tell us about your favourite place to visit in the countryside. Where is it? What's it like? How do you feel when you are there?

Choose one of the announcements. Write your **article** in 220–260 words in an appropriate style.

## Plan

Introduction:	Introduce the topic in a couple of sentences.
Main paragraph 1:	Discuss your first point.
Main paragraph 2:	Discuss your second point.
Main paragraph 3:	Discuss your third point.
Conclusion:	Sum up and affirm your view.

## Exam Close-up

### Composing an article

- Remember to read the exam question carefully and make sure you know what you need to write about.
- Try to discuss the topic in an interesting and engaging way.
- Don't forget to use paragraphs with topic sentences.
- It's a good idea to use a range of sentence structures and appropriate language.
- Remember to be consistently appropriate, according to the target reader.

## Useful Expressions

### Comparing

compared to / with  
 similarly  
 both share  
 have in common  
 in the same way

### Contrasting

in contrast to  
 unlike  
 on the contrary  
 on the other hand  
 while  
 whereas  
 yet  
 as opposed to

### Providing information

What you need to know is ...  
 Be prepared for ...  
 The ideal time to go is ...  
 You'll be surprised to learn ...

### Offering advice

It's a good idea to ...  
 I wouldn't recommend ...  
 You really should / ought to ...

### Describing places

set in a ...  
 nestled between ...  
 popular with ...

# 10 Zoo Dentists



## Before you watch

### A Work with a partner and answer these questions.

- 1 What problems might a dentist treating animals face?
- 2 Why might zoo animals need dental treatment?
- 3 Do you think animals in captivity have better or worse teeth than animals in the wild?

## While you watch

### B Watch the video clip and circle the words you hear.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1 They do checkups, fillings, and other dental <b>work / treatments</b> on anyone or anything that needs them.</li> <li>2 Animals that are in <b>captivity / zoos</b> often live longer.</li> <li>3 Elephants use <b>six / seven</b> sets of teeth in a lifetime.</li> </ol> | <ol style="list-style-type: none"> <li>4 The San Francisco Zoo's rare black jaguar, Sandy, has terrible <b>molar / toothache</b> and may need surgery.</li> <li>5 Sandy's teeth are <b>better / worse</b> than expected.</li> <li>6 If we're going to keep animals in captivity for everybody to look at, then we have to keep them <b>healthy / fit</b>.</li> </ol> |
|---|--|

## After you watch

### C Complete the summary of the video clip below using these words.

anaesthetised chew diseased filling jaws longer responsibility tusks unfortunate wild

Dr Sarah de Sanz is a dentist who treats human patients in San Francisco. However, with her father Dr Paul Brown, she also treats animals in the San Francisco area. They work in some of the most dangerous (1) \_\_\_\_\_ in the animal world. Animals in captivity often have a (2) \_\_\_\_\_ life expectancy than they would in the wild, so their teeth have to last longer. They do not chew on bones as they would in the (3) \_\_\_\_\_, therefore the natural cleaning of the teeth is not done, so regular dental checkups are important. Artie, a 30-year-old sea lion, has an X-ray to check for dental problems. Even though sea lions don't (4) \_\_\_\_\_ their food, their teeth and gums can still get (5) \_\_\_\_\_. The dentists conclude that Artie's teeth are fine. Sue, a ten-year-old elephant has her teeth and (6) \_\_\_\_\_ checked and is also fine. Sandy, a 21-year-old black jaguar, has to be (7) \_\_\_\_\_ for her teeth to be checked, which is risky for an animal her age. Shortly after surgery starts, Sandy almost stops breathing and the doctors give her medicine to make her start breathing faster. When the dentists start fixing her teeth, they make an (8) \_\_\_\_\_ discovery. Sandy needs two root canals and a (9) \_\_\_\_\_. However, the surgery is completed successfully.

Dr de Sanz feels it is her (10) \_\_\_\_\_ to help these animals to live healthy lives.



A sea lion opening its mouth for a check-up

## Ideas Focus

- What responsibilities do pet owners have towards their pet?
- Do you think it is right to keep animals in captivity? Why? / Why not?
- What responsibility do we have towards the animal kingdom in general?



# Review 5

## Units 9 & 10

### A

For questions 1–15, read the text below and think of the word which best fits each gap. Use only one word in each gap.

#### Mods vs Rockers

Some music genres have had (1) \_\_\_\_\_ an influence on society that they have spawned subcultures complete with their own style of dress and attitude.

In England, the 1960s music scene was fairly evenly split between the Mods from London and the Rockers, (2) \_\_\_\_\_ hailed from the North.

Ignoring the Beatles, the first wave of Mods (3) \_\_\_\_\_ jazz, blues, soul, rhythm & blues and were influenced (4) \_\_\_\_\_ the arrival of Caribbean immigrants, blue beat and ska. The Londoners enjoyed dancing and riding stylish Italian Vespa and Lambretta scooters. They dressed (5) \_\_\_\_\_ smartly than the Rockers opting for suits, narrow trousers and pointed shoes. The (6) \_\_\_\_\_ popular Mod band were *The Who*. As a testament to their longevity, they were selected to (7) \_\_\_\_\_ at the opening ceremony of the London Olympics in 2012.

To the Rockers, the Mods (8) \_\_\_\_\_ arrogant snobs who were (9) \_\_\_\_\_ trendy to be (10) \_\_\_\_\_ seriously. They, on the other hand, were a great (11) \_\_\_\_\_ more masculine than the Mods; they were 'bad boys' who rode serious British motorcycles (12) \_\_\_\_\_ Triumph and Norton, listened to rock and roll, (13) \_\_\_\_\_ the music of Elvis Presley and The Rolling Stones, and wore black leather jackets, jeans and boots. They were scruffier (14) \_\_\_\_\_ the Mods, essentially working class and looked down on fashion.

Their colourful histories came to an end (15) \_\_\_\_\_ new movements arose to replace them, but their influences have remained to this day.

### B

For questions 16–25, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

#### Bright Lights, Big City

Big cities are very alluring. Nowhere else can you find such a myriad of work opportunities, services and entertainment.

The frenetic pace of big city life is ideal for young (16) \_\_\_\_\_ who want to make their mark and are ambitious and (17) \_\_\_\_\_ enough to do so.

But it isn't all about work. Cities like London and New York are (18) \_\_\_\_\_ when it comes to fun. The array of things to do is mind boggling. Sophisticated types can go to plays, concerts and amazing (19) \_\_\_\_\_ featuring top artists.

Sporty types can attend major events like Wimbledon where they can watch (20) \_\_\_\_\_ athletes vying for glory. Of course, such high living comes at a cost.

These cities are (21) \_\_\_\_\_ and not everyone can afford what there is on offer. Still, a walk in the park costs nothing, and those who prefer a (22) \_\_\_\_\_ life can find pockets of peace and calm in places like Hyde Park and Central Park. Whereas (23) \_\_\_\_\_ life has its advantages, such as a more (24) \_\_\_\_\_ and healthier lifestyle, cities remain (25) \_\_\_\_\_ for sheer excitement.

PROFESSION  
ENERGY  
COMPARE

EXHIBIT

EXCEPT

PRICE

SOLITUDE  
PROVINCE  
RELAX  
EQUAL



# Review 5

## Units 9 & 10

### C

For questions 26–30, think of one word only which can be used appropriately in all three sentences.

- 26 Apparently, the song 'White Christmas', recorded in 1942, is the best-selling \_\_\_\_\_ worldwide.  
I bought a \_\_\_\_\_ ticket to Manchester at the ticket machine and proceeded to the platform.  
He politely informed the receptionist that he had booked a \_\_\_\_\_ room for two nights.
- 27 She \_\_\_\_\_ the coffee cup down next to her computer and got to work on her song.  
His greatest poem was \_\_\_\_\_ to music by a world-class composer.  
After checking all of the navigational equipment, we \_\_\_\_\_ sail for New York.
- 28 I would prefer to sit in the \_\_\_\_\_ as I burn quite easily.  
This paint is a lovely \_\_\_\_\_ of red, don't you think?  
Martha got a beautiful antique Tiffany lamp \_\_\_\_\_ at the auction.
- 29 She went to see the doctor because she was running a \_\_\_\_\_ temperature.  
Some opera singers can really hit the \_\_\_\_\_ notes.  
Sugar is very \_\_\_\_\_ in calories, so you should watch how much you consume.
- 30 Noel Gallagher, formerly of the band Oasis, has a great \_\_\_\_\_ for melody.  
When Tina's first performance went badly, I offered a sympathetic \_\_\_\_\_.  
Can you read the musical notation or do you play by \_\_\_\_\_?

### D

For questions 31–37, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 31 The album title was controversial and thus generated a lot of interest.  
**SUCH**  
It was \_\_\_\_\_ generated a lot of interest in the album.
- 32 Classical music is a less popular genre than pop with young people.  
**GENRE**  
Classical music is \_\_\_\_\_ as pop with young people.
- 33 We wanted to attend both performances, but there was too little time.  
**HAVE**  
We \_\_\_\_\_ attend both performances.
- 34 Vincent van Gogh did not sell many paintings in his lifetime and died poor.  
**SO**  
Vincent van Gogh \_\_\_\_\_ in his lifetime that he died poor.
- 35 Finally, they have agreed to record the album in London.  
**IT**  
Finally, \_\_\_\_\_ the album will be recorded in London.
- 36 Someone will tune the pianist's piano this afternoon.  
**IS**  
The pianist \_\_\_\_\_ this afternoon.
- 37 It seems they left the country with the stolen painting.  
**APPEAR**  
They \_\_\_\_\_ the country with the stolen painting.

# 11 Sports Crazy!

**Reading:****Vocabulary:****Grammar:****Listening:****Speaking:****Writing:**

multiple-choice questions, dealing with different text types  
sport-related vocabulary, phrasal verbs, prepositions, collocations & expressions  
reported speech, reporting verbs, reported questions  
multiple-choice questions, focusing on adverbs & time expressions  
talking about sport, discussing questions, opening questions, developing answers to personal questions  
informal letter, following letter writing conventions, responding appropriately, acknowledging a letter, using suitable openings & endings, giving opinions & advice, recommending

Snowboarder jumping from a mountain ledge

# 11 Sports Crazy!

## Reading

**A** Label the pictures with these words. Then answer the questions below.

skydiving spinning swimming with sharks wheel gymnastics



- Which activities would you try? Why?
- Which activity do you think presents the greatest risk? Why?

### Word Focus

Use a dictionary to find definitions and / or synonyms for the words below from the text.

- |              |                 |
|--------------|-----------------|
| 1 stuntman   | 6 specification |
| 2 don        | 7 rung          |
| 3 make-up    | 8 rim           |
| 4 adrenaline | 9 intact        |
| 5 rush       |                 |

## 1 Are You Game Enough to Skydive Without a Parachute?

It sounds crazy, and it probably is: skydive from a plane or helicopter without a parachute and land safely. 'Impossible', I hear you cry? Not if you're wearing a wingsuit!

Do you have what it takes to become the next Gary Connery? Connery was the first person to jump 730 metres from a helicopter in his specially-designed suit. The 42-year-old **stuntman** flew for nearly a mile, reaching speeds of over 129 kilometres per hour before touching down safely on a bed of 18,600 cardboard boxes. Connery, fresh from

his flight, said that it was an amazing experience.

Suit designer, Maria von Egidy, explains that the suit slows down the person's rate of descent to about 48 kilometres an hour.

Now you too can **don** a wingsuit.

Full training is given before the jump. Only experienced skydivers will be given the go-ahead to jump.

Arrange your jump by calling **555-6758** or visiting our website at [www.wingsuit.com](http://www.wingsuit.com).



## 2 Gymnastic Wheels Specifications

### Wheel sizes

When deciding on a wheel, the following must be borne in mind:

- Wheels should be the correct size for the performer. Performers should be able to slightly bend one arm when standing upright on the footboards with both hands on inner handles.
- diameter of a wheel ideally will be 35-40 cm greater than gymnast's height.

On delivery, check that all necessary parts have been included. The main parts of a wheel are:

- |                      |                        |
|----------------------|------------------------|
| • outer handle       | • boards               |
| • inner handle       | • board rungs          |
| • handle <b>rung</b> | • buckles and bindings |
| • <b>rim</b>         | • screws and bolts     |
| • stride rung        |                        |

### Wheel assembly

All wheels must be assembled with the utmost care to avoid accidents and injuries. The following steps must be adhered to on assembly:

- Assemble 4-part wheels in the correct order. Ensure that the two side pieces are facing the right way and that footboards are at the bottom and handles at the top. Rungs will be nearest the footboards once the side pieces have been fitted properly. Note: If side pieces have been reversed, users can incur serious injury.
- Check that all screws are correctly positioned and firmly tightened. Footboards are fastened down by four bolts which can come loose with use. Please check and tighten these bolts at regular intervals.

Maintenance work must be carried out to bindings and buckles on a regular basis. Ensure leather bindings are in good condition and have not become worn with use. Buckles must remain **intact** and fastened properly.



### 3 Fear Factor Success and Risk in Extreme Sports

Perception of risk in extreme sports varies from person to person. This study will examine what drives some people to embrace extreme risks, while others are extremely safety-conscious.

Lester Kelly, a longtime coach and sports-psychology coordinator for the US Ski and Snowboard Association claims that not everyone has the mental **make-up** to excel in dangerous pursuits. Keller points out that most of us are prevented from taking extreme risks by a natural ceiling that holds us back. This in turn limits our ability to perform well in dangerous conditions.

Others, however, have a much higher tolerance of fear and even crave risk.

Psychologists believe that such people appear to possess a strong craving for **adrenaline rushes** and perceive thrill-seeking behaviour as a personality trait. This is a trait that extreme athletes have in common.

Sports psychologist and professor at Western Connecticut State University, Shane Murphy, has carried out detailed studies of Olympians. Murphy concludes that while most people look at a risky situation and know that they would lose control in it, athletes feel confident that they wouldn't. They recognise the risk involved and do whatever they can to minimise it. It is this ability that enables them to take risks others would consider reckless.

**C** Read the *Exam Close-up*. Then complete the *Exam Task*. Remember to think about who each text is aimed at and what the purpose of each text is.

#### Exam Task

For questions 1 – 6, choose the answer (a, b, c or d) which you think fits best according to the text.

- Why is Gary Connery mentioned in the first text?
  - to report the fact that he jumped from a higher height than anyone else wearing a wingsuit
  - to show that even experienced skydivers need to take safety precautions
  - to prove that jumping with a wingsuit is feasible and to encourage readers to try it
  - to highlight that only professionals can attempt such a jump
- What do wingsuits allow jumpers to do?
  - fly freely from an aircraft to the ground safely
  - skydive using only a small parachute
  - speed up their descent for an ultimate experience
  - experience skydiving for the first time
- The second text is probably aimed at
  - performers of wheel gymnastics.
  - buyers of sports equipment.
  - fans of wheel gymnastics.
  - people who have been injured using their gymnastic wheel.
- What should those responsible for wheels do periodically?
  - buy new buckles and bindings.
  - perform necessary repairs.
  - check that they have all the proper parts.
  - make sure side pieces are still facing the correct way.
- The purpose of the third text is to
  - encourage people to take more risks.
  - reassure those who don't like taking risks.
  - present research work carried out by Lester Kelly.
  - explore why some people are risk-takers while others aren't.
- Olympic athletes take great risks because they
  - are confident of their physical abilities.
  - enjoy being reckless.
  - can find ways to reduce the risks to themselves.
  - want to prove to others how capable they are.

**D** Replace the words and phrases in bold with others from the text that have the same meaning.

- Are you cut out** to be an extreme sports enthusiast? (text 1) \_\_\_\_\_
- You will be **allowed** to jump only if you have previous experience. (text 1) \_\_\_\_\_
- Safety precautions should be **remembered** at all times. (text 2) \_\_\_\_\_
- We've tried to go bungee jumping several times, but fear always **stops** us from doing it. (text 3) \_\_\_\_\_
- I have a **burning desire** to go swimming with sharks! (text 3) \_\_\_\_\_

#### Exam Close-up

##### Dealing with different text types

- You will meet a variety of text types in exams so it's a good idea to read widely out of class.
- Pay attention to any visual clues, layout, titles, or headings that help you identify what type of text it is.
- Think about the target audience. Who is the text aimed at? This will help you to focus better on the multiple-choice questions.
- Look at the style of language and decide on the purpose of the text, e.g. is it persuasive, factual, or more scientific?

#### Ideas Focus

- Should people who take extreme risks be entitled to free rescue services and medical care if something goes wrong? Why? / Why not?
- What are the advantages and disadvantages of being safety-conscious and of being a risk-taker?



# 11 Sports Crazy!

## Vocabulary

**A** Choose the correct answer a, b, c or d.

For the sports fan, what could be a better job than that of the sports (1) \_\_\_\_? At the highest level, this dream job involves (2) \_\_\_\_ the world's major sporting (3) \_\_\_\_, such as the football World Cup and the Olympic Games, as well as (4) \_\_\_\_ interviews with the sports world's living (5) \_\_\_\_.

So what does it (6) \_\_\_\_ to be the best? It requires excellent communication skills and a feeling for drama to really create a (7) \_\_\_\_ broadcast for listeners. The very best announcers can put the viewer into a seat at the (8) \_\_\_\_ and bring the game to (9) \_\_\_\_\_. Quick wits and a sense of humour come in handy, too.

Comedian Will Ferrell studied sports broadcasting at university with a view to becoming an announcer. Following an internship at a local television station, however, he decided to go into acting, but he obviously remained a sports (10) \_\_\_\_ as many of his films over the years have been sports related.



- |                 |               |            |             |
|-----------------|---------------|------------|-------------|
| 1 a commentator | b interpreter | c observer | d reviewer  |
| 2 a covering    | b considering | c reaching | d referring |
| 3 a actions     | b episodes    | c events   | d incidents |
| 4 a conducting  | b leading     | c steering | d taking    |
| 5 a figures     | b heroes      | c legends  | d myths     |
| 6 a have        | b need        | c take     | d want      |
| 7 a captivating | b charming    | c dazzling | d pleasing  |
| 8 a place       | b scene       | c site     | d venue     |
| 9 a life        | b home        | c light    | d mind      |
| 10 a admirer    | b fanatic     | c maniac   | d supporter |

**B** Circle the correct words. Then match the commentaries to these sports.

basketball football golf swimming tennis relay race

- 'Tarakova **makes / serves** an ace – that's her fifth for the **round / set** and her tenth so far. What an amazing performance!' \_\_\_\_\_
- 'They're on the ninth **hole / spot** now and Putter chooses his **club / bat** carefully for the next drive.' \_\_\_\_\_
- 'Spanakis steadies and **shoots / tosses** from the three point line ... he scores on the **buzzer / whistle**!' \_\_\_\_\_
- 'The world-record **holders / keepers** are in the lead as Holt passes the **baton / cylinder** to Flake ... Oh, no! He drops it!' \_\_\_\_\_
- 'Thawpe, in **lane / row** three, turns for the last **lap / line** of the race and he's a body length in front! He can't lose!' \_\_\_\_\_
- 'Chabi is down, he's writhing in agony ... and it's a yellow card from the **referee / umpire**! A yellow for **diving / dribbling**!' \_\_\_\_\_

**C** Circle the odd ones out.

- |             |         |           |         |           |            |          |         |
|-------------|---------|-----------|---------|-----------|------------|----------|---------|
| 1 challenge | compete | conquer   | contend | 5 aspire  | hone       | improve  | sharpen |
| 2 bolt      | dash    | leap      | sprint  | 6 commit  | command    | dedicate | devote  |
| 3 bounce    | bowl    | pitch     | row     | 7 ban     | disqualify | obstruct | suspend |
| 4 crush     | hinder  | overpower | thrash  | 8 applaud | cheer      | revive   | root    |

## Phrasal verbs

**D** Match each sentence 1–5 with the sentence a–e that logically follows.

- |   |                          |   |
|---|--------------------------|---|
| 1 The boxing match was over in a matter of seconds.                   | <input type="checkbox"/> | a Try as he might, he couldn't catch up with the main group.    |
| 2 You shouldn't run the risk of damaging your muscles.                | <input type="checkbox"/> | b He had to pull out of the World Championships.                |
| 3 Carl was the last runner in the marathon race.                      | <input type="checkbox"/> | c But he dropped back to fifth place and missed out on a medal. |
| 4 Waggins, who was leading, fell off his bike then quickly remounted. | <input type="checkbox"/> | d Perez knocked out Foletti at the start of the first round.    |
| 5 Unfortunately, Jenkins was injured during training.                 | <input type="checkbox"/> | e So always warm up before you start exercising.                |

## Prepositions

**E** Complete the text with these prepositions.

for in of off on (x3) to

### Olympic glory

The Olympics have always been a source (1) \_\_\_\_\_ inspirational stories and one of the greatest took place at the 1992 Summer Olympics in Barcelona. Derek Redmond, a British sprinter, was the favourite to win the 400 metres event. He was (2) \_\_\_\_\_ great shape, despite health problems in the past, and confident he could do well.

Derek posted fast times in the heats and in the quarter finals. In the semis, he got (3) \_\_\_\_\_ to a good start, but as he ran around the first bend in the track, his hamstring snapped and Derek came (4) \_\_\_\_\_ a sudden halt. Everything he had worked (5) \_\_\_\_\_ was gone. He refused a stretcher and fought (6) \_\_\_\_\_ while in pain. Leaning (7) \_\_\_\_\_ his father, who had rushed to his side, he made it around the track as the 70,000 fans gave him a standing ovation. His father let Derek finish the last steps before the finish line (8) \_\_\_\_\_ his own. On that day in Barcelona, Derek Redmond showed the true Olympic spirit.



## Collocations & Expressions

**F** Complete the expressions in the sentences with these words. What do the expressions mean? Can you work out which sport(s) they derive from?

ball bull's-eye corner court gate hurdle

- I've told him I'm interested in buying his house, so the ball's in his \_\_\_\_\_ now.
- Our company wants to be first out of the \_\_\_\_\_ with the newest phone technology.
- As long as I have the boss in my \_\_\_\_\_, I know I'll get the promotion.
- You can't rely on Peter; every time you depend on him, he drops the \_\_\_\_\_.
- Tony's attempt to start a business fell at the first \_\_\_\_\_ as he couldn't find any financial backers.
- You really hit the \_\_\_\_\_ with your assessment of the situation; it was spot on.

Do you agree with the following quotes about sport? Why? / Why not?

- "Whoever said, 'It's not whether you win or lose that counts, probably lost.'" (Martina Navratilova)
- "Some people believe football is a matter of life and death. I'm very disappointed with that attitude. I can assure you it is much, much more important than that." (Bill Shankly, former Liverpool FC Manager)

### Ideas Focus



## Grammar

### Reported Speech

#### A Read the rules and circle the correct words.

- Tenses move back in time after a past tense reporting verb.  
'I often score hat tricks.' → He said (that) he often **scored** / **has scored** hat tricks.
- Words referring to people, places and time change in reported speech according to the new situation.  
'These yoga DVDs are mine.' → She said **them** / **those** yoga DVDs were **her** / **hers**.
- Some modal verbs change in reported speech and others don't. The ones that usually change are *will*, *can*, *may* and *must*.  
'I won't be at practice because I must study,' said Serena.  
→ She said she **won't** / **wouldn't** be at practice because she **had to** / **must** study.
- When *shall* is used to talk about the future, we use *would* in reported speech, but when *shall* is used in offers and requests, *should* is used in the reported speech.  
'We shall tell the players tomorrow.' → He said we **should** / **would** tell the players the following day.  
Shall we go to the football match? → He asked if we **should** / **would** go to the football match.



- The most common reporting verbs are *say* and *tell*. We can use *tell* + object (+ about), or *say* to + object.  
I **said to Jim** / **told to Jim** that he had to train much harder.  
Mei **said me about** / **told me about** the Olympic events she had attended.
- Commands are reported with *tell* and requests are reported with *ask*. The full infinitive is used with both.  
'Stop diving!' the referee said to Noraldo.  
→ The referee **asked** / **told** Noraldo to stop diving.  
'Could you drive me to the stadium, please?' Jana asked. → Jana **asked** / **told** me to drive her to the stadium.

Grammar Focus p.170 &171 (11.1 & 11.2)

#### B Complete the sentences to report what was said.

- 'The Olympic Flame is arriving in our city tomorrow.'  
He told me that the Olympic Flame \_\_\_\_\_.
- 'Our team will fly to Barcelona tonight.'  
Lily said that \_\_\_\_\_.
- 'Mo was training in the rain yesterday.'  
Tony told me that Mo \_\_\_\_\_.
- 'My club will celebrate its 100-year anniversary next weekend.'  
George said that his club \_\_\_\_\_.
- 'I am going to buy a tennis racket this week.'  
Novak said to me that he \_\_\_\_\_.
- 'Don't be late for practice today!'  
The coach told me \_\_\_\_\_.

#### C Read the quotes by famous athletes and rewrite them in your notebook using the reported speech. Use a different reporting verb for each sentence.

An athlete cannot run with money in his pockets. He must run with hope in his heart and dreams in his head.

Emil Zatopek,  
long-distance  
runner

Babe Ruth,  
baseball player

You may have the greatest bunch of individual stars in the world, but if they don't play together as a team, the club won't be worth a dime.

When you are fitted in a racing car and you race to win, second or third place is not enough.

Ayrton Senna,  
racing car driver

Alberto Tomba,  
skier

I really lack the words to compliment myself today.

## Reporting Verbs

**D** Read the rules and complete the reported sentences with the correct form of the words in brackets.

There are many reporting verbs that can describe what someone has said more accurately than say, tell and ask. These verbs are followed by a variety of structures and some of them can take more than one form. Here are some of them.

- verb + object + full infinitive: *advise, encourage, persuade, remind, warn*
- verb + full infinitive: *agree, decide, offer, promise, threaten*
- verb + -ing: *admit, deny, recommend, suggest*
- verb + preposition + -ing: *agree with, apologise for, complain of, insist on*
- verb + object + preposition + -ing: *accuse sb of, congratulate sb on, warn sb about*
- verb + that: *announce, complain, insist, suggest*

1 'I'm sorry I missed the penalty.'

David \_\_\_\_\_ the penalty. (apologise)

2 'I'll help you carry the heavy equipment.'

Pyrros \_\_\_\_\_ me carry the heavy equipment. (offer)

3 'Don't surf at this beach. There are sharks!'

Kelly \_\_\_\_\_ at that beach. (warn)

4 'Go on! I know you can become a great gymnast!'

Nadia \_\_\_\_\_ a gymnast. (encourage)

## Reported Questions

**E** Read the rules and complete the reported questions.

1 We report a yes/no question with *if* or *whether*. The verb has the form of a statement not a question, and there is no question mark.

'Has the player renewed his contract?' → He wanted to know \_\_\_\_\_ his contract.

2 We report a *wh*-question with the question word. The verb is in the form of a statement not a question, and there is no question mark.

'When are you leaving?' → He asked me \_\_\_\_\_.

3 We report a negative question with a negative form of *do*. The verb is in the form of a statement not a question, and there is no question mark.

'Why don't you like cricket?' → He asked me \_\_\_\_\_ cricket.

**F** Rewrite the underlined text as reported speech.

## SHAQ ATTACK!

1 After winning the state high school basketball championship, Shaquille O'Neal was approached by a reporter for an interview. 'Shaquille, what do you attribute your team's success to?' asked the reporter. 'I attribute it to myself.' replied Shaquille. A reporter asked Shaquille O'Neal

\_\_\_\_\_.

Shaquille told him that

\_\_\_\_\_.

2 On returning from a trip to Europe, Shaquille was asked about his visit. 'Sha, did you visit the Parthenon?' asked a reporter. 'I don't know. I can't really remember the names of the clubs we went to.' was his reply. Shaquille was asked

\_\_\_\_\_.

He replied that

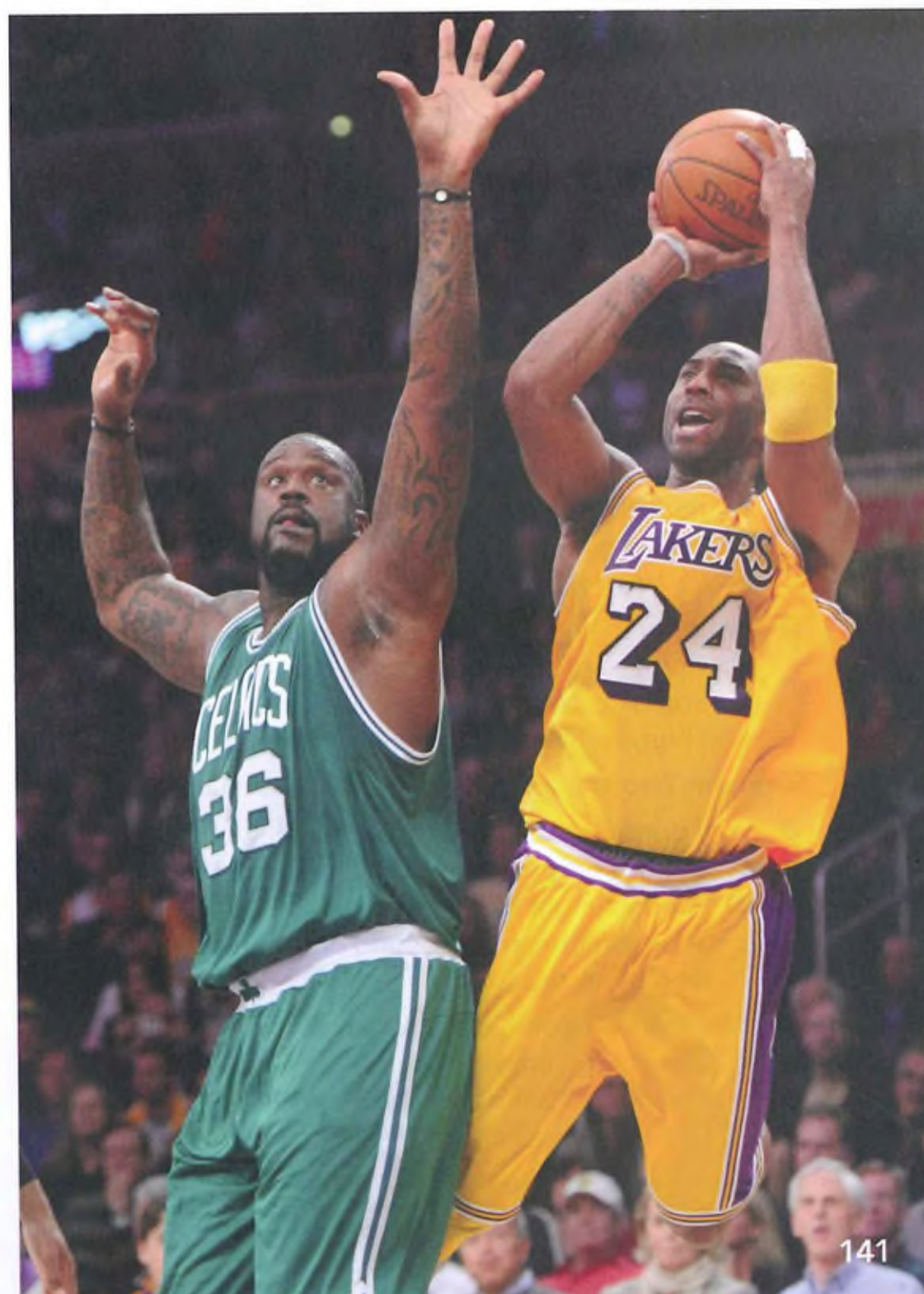
\_\_\_\_\_.

3 Someone once asked Shaquille 'What is your game like?' 'It's like Pythagoras' Theorem. Not too many people know the answer to it.' answered Shaq. Someone asked Shaquille

\_\_\_\_\_.

His answer was that

\_\_\_\_\_.



# 11 Sports Crazy!

## Listening

### A Complete the sentences with these words.

bargain fence hands heart kick stray wriggle

- 1 If you don't \_\_\_\_\_ for something, you don't expect it to happen.
- 2 If you get a \_\_\_\_\_ out of something, you really enjoy it.
- 3 If you are on the other side of the \_\_\_\_\_ from someone, you are rivals.
- 4 If you \_\_\_\_\_ from the path, you don't do what you should do.
- 5 If you \_\_\_\_\_ your way out of something, you try to avoid doing it.
- 6 If you have someone's best interests at \_\_\_\_\_, you care about their well-being.
- 7 If you are in good \_\_\_\_\_, you are being looked after by someone you can trust.

### B 11.1 ▶ Read these questions and options and underline the adverbs of frequency and adverbs of degree. Then listen to the woman talking and circle the correct answers.

- 1 What does the woman say about cycling?
  - a She's only recently become interested in it.
  - b It's something she's always been into.
  - c She sometimes thinks about giving it up.
- 2 What does the woman do to make sure she's successful?
  - a She regularly has time off to relax.
  - b She only thinks about cycling.
  - c She is constantly in training.

### C Work with a partner to explain why the other options are wrong.

### D 11.2 ▶ Read the *Exam Close-up*. Then complete the *Exam Task* below, focusing on the adverbs and time expressions in the answer options.

## Exam Task

You will hear three short segments from a radio programme. After each talk, you will hear some questions. From the three answer choices given (a, b or c), you should choose the one that best answers the question according to the information you heard.

#### Segment One

- 1 What is Dan's opinion of Tough Mudder racing?
  - a It's much more fun than marathon racing.
  - b It involves overcoming obstacles that are too challenging.
  - c It's best left to those with army training.
- 2 What do the two speakers both know about?
  - a Contestants should take the race more seriously.
  - b Some contestants put on ridiculous costumes.
  - c There's a humorous element to the race.

#### Segment Two

- 3 Why does Gemma correct the interviewer?
  - a She has only taken part in local competitions so far.
  - b She's younger than he thinks she is.
  - c She hasn't been competing on a national level for as long as he says.
- 4 What is true about Gemma's aunt?
  - a She holds Gemma back.
  - b She doesn't set goals that are too high.
  - c She sometimes allows Gemma to skip training.

## Exam Close-up

### Focusing on adverbs & time expressions

- Pay close attention to adverbs of frequency (*always, sometimes, usually, often, never*), adverbs of degree (*too, extremely, completely, etc.*) and time expressions (*still, so far, since, etc.*) in the answer options.
- Check that they match what the speaker says on the recording.
- Sometimes the main idea in an answer option is correct but the adverb or time expression is different from what the speaker actually says, so be careful!

#### Segment Three

- 5 Why does Jack mention the incident in Milan?
  - a to show that hooligans don't always cause serious trouble
  - b to explain why he stopped being a hooligan
  - c to warn others of the consequences of hooliganism
- 6 What opinion does Jack now have of hooligans from other teams?
  - a They're beyond help.
  - b They're still the enemy.
  - c They're not so different from him.

# Speaking

**A** Look at the photos and answer the questions with a partner.

- What aspects of sport do they show?
- Which photo do you think shows the worst problem in sport? Why?
- Which photo do you think shows the most positive aspect of sport? Why?



**B** Work with a partner to take turns at developing these topics. Try to speak for about a minute on each one.

- 1 I think it's shocking that some athletes ...
- 2 Cheating in professional sport is ...
- 3 Watching violence at sporting events makes me ...
- 4 There's nothing worse at a sporting event than seeing ...
- 5 Winning is important, but ...
- 6 A good sports coach ...

**C** Read the *Exam Close-up*. Then read the opening questions in the *Exam Task* below and think of examples to illustrate your answers.

**D** Complete the *Exam Task* below. Use the *Useful Expressions* to help you.

## Exam Task

Work with a partner. Take it in turns asking and answering the questions.

### Student A

- Do you prefer team sports or individual sports? Why?
- Which sport(s) do you enjoy taking part in? Why?
- Do you think fast food chains should be allowed to sponsor sporting events? Why? / Why not?

### Student B

- Do you prefer participating in sports or being a spectator? Why?
- Which sport(s) do you enjoy taking part in? Why?
- Why do you think some athletes cheat to win?

## Exam Close-up

### Opening questions

- At the start of the exam, the examiner will ask you to talk about yourself and ask questions on a variety of topics.
- It's a good idea to give examples or reasons when you answer these questions.
- Listen carefully to the questions and focus on the tenses the examiner uses so you can answer the questions correctly.
- Try to use linking words and time expressions to connect your ideas.

## Useful Expressions

### Developing answers to personal questions

In general / On the whole, I prefer ... to ... because ...  
 Although I enjoy ..., I'd much rather ...  
 I'm not really the kind of person who ..., so for me ... is preferable.  
 ... isn't really the sort of thing I'm into / my cup of tea because ...  
 There's no way you'd catch me ..., but I love ...  
 I can't describe myself as being a big fan of ...  
 There's nothing I like better than ...  
 When it comes to sport, I'm the kind of person who ...

- Is natural ability more important than training if you are to be successful in sport? Why? / Why not?
- Should there be a top limit on the salaries of professional football players? Why? / Why not?

## Ideas Focus



# 11 Sports Crazy!

## Writing: an informal letter

### Learning Focus

#### Following letter writing conventions

- A letter task requires you to do two very important things. Firstly, you must respond appropriately to the situation presented in the question. This means you must produce the right content and register. Secondly, you must address every point or query raised in the input material. Do not leave anything out.
- You may be asked to provide or request information, express an opinion, persuade someone to do something, give advice, etc. Whatever the situation may be, you must remember to follow the conventions of letter writing such as an appropriate beginning and ending using the correct set phrases, and clear paragraphing.



**A** Work with a partner. Write down different ways of beginning and ending a letter. Once you have finished, think about who you would be addressing with the expressions.

**B** Read the writing task below and answer the questions.

You are studying in the UK. A group of students from your college recently visited a new sports complex. The sports complex manager, Lisa Jones, has written asking for your group's impression of the day you spent there.

Read the extract from Lisa Jones's letter below and the comments from students. Then, using the information appropriately, write a letter to Lisa Jones explaining which aspects of the day you enjoyed and what you were disappointed by, and suggesting how future visits could be improved.

You were one of the first groups to visit the sports complex and I'd be interested in what your group thought. Was there anything you didn't like or thought could be better? I'd really appreciate your input.

Loved the climbing wall.

Too busy - it took ages to do some activities.

Instructors were great.

Changing rooms were overcrowded.

Write your letter. You should use your own words as far as possible.

- 1 Who will read your letter? How well do you know this person? What would be the best register to use?
- 2 Which beginning and ending from A would be the most appropriate?
- 3 What must you do in this task?
- 4 How many main paragraphs will you write?

**C** Read the example letter. How would you describe the style? What features give it a friendly tone?

Dear Ms Jones,

Thanks for your letter and for showing us around the sports complex. We had a fantastic time.

We all agreed that your staff were extremely helpful and knew what they were doing when it came to the various activities. Never having attempted a climbing wall before, we were understandably apprehensive, but we needn't have worried. It was our favourite activity because the instructor, Joe, was patient and made us feel safe.

There were just a couple of things we felt could have been better. Firstly, as we weren't the only large group there, the place seemed quite full. This meant having to wait to do some activities. The other thing is that the changing rooms were cramped. I suppose the fact that there were so many of us there at the same time played a role in this.

I don't think they're major issues and you could probably solve both problems by taking group bookings in advance. That way, you could control the number of people using the facilities at any one time.

Thanks again for the great experience and we're all looking forward to coming back.

Best wishes,

Polly Ringwald

**D** Look at the example letter again and answer the questions in your notebook.

- 1 How has the writer begun and ended the letter?
- 2 Has the writer completed the task successfully?
- 3 How has the writer reworded the four points expressed by the students? Find and underline the words / phrases used.
- 4 Would Lisa Jones have some good ideas for improving the sports complex after reading the letter?

**E** Choose either the positive or the negative comments made by the students and, in your notebook, write your own paragraph. Write 60–70 words.

**F** Read the *Exam Close-up*. Then complete the *Exam Task* below. Remember to use the *Useful Expressions* and paragraph plan to help you.

## Exam Task

You are a member of a sports club in your town. Your friend, Emily, who wants to get fit and healthy, has written asking for your opinion of the club.

Read the extract from Emily's letter below and the comments you have made on it.

Then, using the information appropriately, write a **letter** to Emily explaining which of the available sports you think she would enjoy and suggesting what else she can do to get in shape.

I know you're a member of Sport Now and I was wondering if it would be a good place for me.

→ *best sports club in town*

What sports do they offer?

→ *team sports and individual sports*

I'm really unfit and I want to take up a sport, but I'm not sure which one.

→ *something like volleyball, not swimming*

What else can I do to get fit?

→ *long walks in the fresh air*

Write your **letter** in 220–260 words in an appropriate style.

## Plan

Beginning:	Appropriate set phrase
Introduction:	Thank her for her letter and say you would like to help.
Main paragraph 1:	Say something positive about the club and mention the sports offered.
Main paragraph 2:	Recommend volleyball and say why.
Main paragraph 3:	Give advice about what else she can do to get fit.
Conclusion:	Sign off with a friendly comment.
Ending:	Appropriate set phrase

## Exam Close-up



### Responding appropriately

- Remember to use an appropriate beginning and ending.
- It's important to include all the relevant information in the exam question.
- Don't forget to use paragraphs and a range of sentence structures.
- Try to use the language of opinion, recommendation and advice.
- Remember to be consistently appropriate in style and register.

## Useful Expressions

### Opening

Hi!

Dear Emily

### Acknowledging a letter

Thanks for your letter.

It was nice to hear from you.

### Giving your opinion

I'm really pleased with ...

It's by far the best ...

No other place can match it.

### Recommending

I think you'd really enjoy ... because ...

... would be ideal for you.

I wouldn't take up ... because ...

What / How about ...?

I'd suggest ...

### Giving advice

I think you should ...

If I were you, I'd ...

Have you considered ...?

### Ending

Love,

Bye for now,

Take care,

Look after yourself,

I'm looking forward to seeing you soon.



# 11 Flying Pumpkins



## Before you watch

### A Match the words to the meanings.

- |               |                          |                                |
|---------------|--------------------------|--------------------------------|
| 1 pumpkin     | <input type="checkbox"/> | a spiral of wire               |
| 2 contraption | <input type="checkbox"/> | b large round orange vegetable |
| 3 toss        | <input type="checkbox"/> | c strange machine              |
| 4 spring      | <input type="checkbox"/> | d throw                        |

## While you watch

### B Watch the video clip and decide if these statements are true or false. Write T for True and F for False.

- |  |                          |
|--|--------------------------|
| 1 The rules for the pumpkin-throwing contest are complex.      | <input type="checkbox"/> |
| 2 Many women enjoy taking part in the contest.                 | <input type="checkbox"/> |
| 3 The very first contest was held between a few friends.       | <input type="checkbox"/> |
| 4 Teams throw different objects to practise for the event.     | <input type="checkbox"/> |
| 5 One team once destroyed a coffee vendor's table by accident. | <input type="checkbox"/> |
| 6 Team Hypertension fails to throw a pumpkin far this year.    | <input type="checkbox"/> |

## After you watch

### C Complete the summary of the video clip below using these words.

aim break common despite feet machines started teams unfortunately weigh

Every year in Delaware a pumpkin-throwing competition takes place. The pumpkins must (1) \_\_\_\_\_ at least eight pounds and no explosives are allowed. The (2) \_\_\_\_\_ of the contest is simple: to make a machine that can throw a pumpkin through the air. The team that throws – or 'chunks' – a pumpkin the farthest, wins. The competitors come from all over the country and have two things in (3) \_\_\_\_\_ – they love the outdoors and they love contraptions. One team (4) \_\_\_\_\_ out with a contraption made of 14 garage door springs and managed to throw a pumpkin 387 (5) \_\_\_\_\_. This strange contest, which began with only three (6) \_\_\_\_\_ 20 years ago, has grown and now attracts more than 80 teams and 20,000 spectators.

Team Hypertension started seven years ago, using garage door springs to throw a pumpkin from a bucket. Now, the (7) \_\_\_\_\_ can be anything from a catapult to a cannon.

(8) \_\_\_\_\_, accidents can happen and one year two pumpkins were tossed backwards, taking out a coffee vendor's table. It isn't just the pumpkins that (9) \_\_\_\_\_. This year Team Hypertension's pumpkin is very big and breaks part of their machine. (10) \_\_\_\_\_ this, their contraption still throws a pumpkin 1,728 feet to win.



Competitor getting ready to 'chunk' pumpkins

## Ideas Focus

- Do you enjoy taking part in contests? Why? / Why not?
- Do you think children should be encouraged to take part in competitive sport? Why? / Why not?
- How important do you think it is to be competitive in other areas of life? Why?

# 12 Fast Forward

**Reading:**
**Vocabulary:**
**Grammar:**
**Listening:**
**Speaking:**
**Writing:**

missing paragraphs, checking for coherence & cohesion

words related to space, science, technological advances and the future, word formation, prepositions, sentence transformation

clauses of reason, clauses of purpose & result, clauses of contrast, *neither ... nor, either ... or*

sentence completion, spelling & numbers

talking about life in the future, follow-up questions, interacting with your partner, supporting opinions with examples

essay (2), using formal expressions in moderation, writing an effective essay, introducing, talking about the future, predicting

The gardens of the Eden project, Cornwall, England

# 12 Fast Forward

## Reading

**A** How much do you know about the Moon? Look at the statements below and write T (True) or F (False).

- |   |                          |   |                          |
|---|--------------------------|---|--------------------------|
| 1 The Moon is a satellite of Earth.                   | <input type="checkbox"/> | 5 Footprints left on the Moon by Apollo astronauts will remain visible for at least 10 million years. | <input type="checkbox"/> |
| 2 There is no wind on the Moon.                       | <input type="checkbox"/> | 6 When a month has two full moons, the second full moon is called a blue moon.                        | <input type="checkbox"/> |
| 3 We always see the same side of the Moon from Earth. | <input type="checkbox"/> |   |                          |
| 4 Water was discovered on the Moon in 2010.           | <input type="checkbox"/> |   |                          |

**B** Look at the activities and tick the ones that you and your partner would like to do. Then discuss your ideas with the rest of the class.

	You	Your partner
experience a lack of gravity		
own a piece of the Moon		
attend a rocket launch		
travel to the edge of space		
meet a famous astronaut		
work in space exploration		

### Word Focus

Use a dictionary to find definitions and / or synonyms for the words below from the text.

- |              |                 |
|--------------|-----------------|
| 1 recoup     | 5 trespass      |
| 2 light year | 6 fuel-laden    |
| 3 title deed | 7 money-spinner |
| 4 helium     | 8 plot          |

**C** Read the article quickly and choose the heading that fits best. Why is this heading most suitable?

- |                       |                    |
|-----------------------|--------------------|
| 1 The man on the Moon | 3 Made on the Moon |
| 2 Fly me to the Moon  | 4 Moon landing     |

## Will the moon soon be open for business?

It is no state secret that space exploration is an expensive business. Countries active in space exploration allocate astronomical sums from their annual budgets to finance these endeavours. But what if this money could be **recouped** by making money on the Moon itself? **1** ☐

All this may seem like **light years** away, but it's a vision that may become a reality. The Space Frontier Foundation, which supports space exploration and exploitation of its resources, certainly thinks so. The foundation believes the only way to efficiently explore the Moon and beyond is to create permanent human settlements beyond Earth, so that we can also extend commerce to outer space. **2** ☐

In fact, a lack of outside financing would mean that space exploration projects will be neither affordable nor sustainable. As a result, true space commerce is critical for the future of space missions. Paul Eckert, an international and commercial strategist, whose work focuses on space commerce, is clear about what space commerce will involve. In his eyes, it's an opportunity to extend the global economy beyond Earth. **3** ☐

Eckert further supports his theory by providing a concrete example. Exploiting regolith, the Moon's surface material, is one of the most promising commercial opportunities the Moon has to offer according to Eckert. Oxygen and hydrogen can easily be extracted from regolith. These elements can then be used to manufacture rocket fuel. **4** ☐

Silicon is another substance that can be obtained from regolith. This can be used to create solar panels. Eckert

**D** Read the *Exam Close-up*. Then complete the *Exam Task* below.

## Exam Task

Six paragraphs have been removed from the text. Choose from the paragraphs **A – G** the one which fits each gap (1 – 6). There is one extra paragraph which you do not need to use.

- A** Jeff Krukin, the foundation's executive director, was one of 180 entrepreneurs, business leaders, US government officials and space scientists who attended a meeting in 2006 in order to discuss strategy for future US space missions to the Moon and Mars. One of the conclusions they drew was that the US space agency cannot pay for space exploration entirely out of its own pocket due to high costs.
- B** If this becomes reality, it could significantly reduce the cost of space exploration. Since the most expensive part of any mission is launching heavy, **fuel-laden** craft beyond Earth's gravity, it makes economic sense for rocket fuel to be produced on the Moon. As a consequence, spacecraft could then refill on the Moon instead of carrying all the fuel necessary for a mission from Earth as they currently do.
- C** Some of the new owners have even applied for planning permission to build a home-from-home on the Moon. Once space travel becomes available to all, they intend to use these properties as holiday locations.
- D** 'When we talk about commerce on the Moon, it's not just contracts where governments buy services. We're also talking about businesses selling to each other and also to consumers,' he said.
- E** What Hope has done may seem like science fiction, and even illegal. Indeed, the 1967 Outer Space Treaty, signed by 100 countries, states that the Moon cannot be claimed in this way. Hope is sticking to his guns, though, and points out that the treaty prohibits *countries* from claiming property in space. By contrast, Hope filed his claim of ownership as an individual.
- F** The Moon, it appears, is a gold mine. There are spaceships to build, moon metals to mine and energy resources to harness. Other moon **money-spinners** could include making lunar movies, creating low-gravity games and selling advertising directly from the Moon.
- G** For the moment, these ventures lie in the future. However, cunning property entrepreneur, Dennis Hope, has already made a killing off the Moon. How? By selling **plots** on it. Hope claims to be head of the Lunar Embassy Corporation and over the past few years has managed to persuade around 3.7 million people to part with their cash for a slice of the Moon!

**E** Complete the sentences below with these words.

cash guns killing pockets secret

- 1 Were the spacesuits paid for *out of the astronauts' own* \_\_\_\_\_?
- 2 The company *is sticking to its* \_\_\_\_\_ and going ahead with the launch.
- 3 It's *no state* \_\_\_\_\_ that a space airport has been built in New Mexico.
- 4 You'd be a fool to part *with your* \_\_\_\_\_ to buy property on Mars.
- 5 Jake *made a* \_\_\_\_\_ selling souvenirs at the rocket launch.

## Exam Close-up

### Checking for coherence & cohesion

- Remember, this type of exam task tests your understanding of the overall structure and coherence of a text.
- Don't forget to check for linking words in the main text, e.g. contrast connectors which show a change in topic, or reference words in the paragraphs before and after the gap.
- Read the complete text again once you have decided on the answers and make sure it is coherent and cohesive.

claims that several companies are already exploring the possibility of Moon-manufactured solar panels to power lunar colonies. **5**

To date, his company has sold more than 2,500,000 one-acre plots of lunar land. For the moment buyers, of course, cannot exploit their lunar fortune in any way, but they are issued with **title deeds** for their plot bearing their name. Hope's main selling

point is that the plots are rich in **helium** that buyers will one day be able to exploit for around \$125,000 an ounce. **6**

To show that he has no intention of backing down, Hope has even formed a Galactic Government. In an effort to be recognised, he has written to countries on Earth asking them not to **trespass** on the Moon without a license!

- Should humans be allowed to exploit the natural resources of other planets? Why? / Why not?
- If you could meet Dennis Hope, what would you say to him? Why?

## Ideas Focus



# 12 Fast Forward

## Vocabulary

### A Circle the correct words.

- 1 So many different forces in life combine to **pattern** / **shape** your future.
- 2 Don't be silly – she doesn't know what the future **carries** / **holds**!
- 3 It's too close to predict the **outcome** / **upshot** of the space mission.
- 4 I have a **bunch** / **hunch** that in the future we will be able to live on different planets.
- 5 We can only **estimate** / **speculate** about the identity of the astronaut.
- 6 I don't know the exact figure, but I can make a(n) **educated** / **knowledgeable** guess.
- 7 Ken and Debra are buying a plot on the Moon? Wow! I didn't see that **approaching** / **coming**.
- 8 The housing market is improving, which is a good **omen** / **warning** for the economy.

### B Complete the sentences with these words.

agencies breakthroughs engineering intelligence recognition telecommunications

- 1 Who knows what scientific \_\_\_\_\_ await us in the future?
- 2 When computers act like the human brain by mimicking reasoning and learning, this is known as artificial \_\_\_\_\_.
- 3 The national space \_\_\_\_\_ of Russia and the USA are exploring space for the benefit of all humankind.
- 4 People are understandably concerned about the long term effects of genetic \_\_\_\_\_.
- 5 In the not too distant future, wireless \_\_\_\_\_ will allow us to make phone calls from anywhere on the planet.
- 6 Computer scientists are working on making speech \_\_\_\_\_ a standard feature in all appliances.

### C Complete the sentences with these words.

eternity infinity posterity

- 1 I was so nervous before the interview that every moment seemed a(n) \_\_\_\_\_.
- 2 The concept of \_\_\_\_\_ and endless space is difficult for human beings to comprehend.
- 3 We must ensure that a record of the mission is preserved for \_\_\_\_\_.

### D Circle the odd ones out.

- |               |             |            |               |
|---------------|-------------|------------|---------------|
| 1 immortal    | intended    | perpetual  | timeless      |
| 2 innovative  | pioneering  | preceding  | visionary     |
| 3 critical    | looming     | menacing   | threatening   |
| 4 anticipated | fated       | likely     | rational      |
| 5 unaware     | unexpected  | unforeseen | unpredictable |
| 6 disposable  | inescapable | inevitable | unavoidable   |

Futuristic cityscape



## Word formation

**E** Complete the text with the correct form of the words.

### Shanghai

Shanghai is the showpiece of modern China's (1) \_\_\_\_\_ economy. Technology, architecture, infrastructure and transport all combine to make this city one of the most (2) \_\_\_\_\_ in the world today.

(3) \_\_\_\_\_ has been ongoing since rapid redevelopment began in the 1990s. Since then, 55 tall buildings have been added to Shanghai's skyline. On (4) \_\_\_\_\_, the Shanghai Tower will be the tallest in Asia and the second tallest in the world.

The city also boasts the longest metro network on the planet and, as if that weren't enough, the world's fastest train, the Maglev. Using the latest in (5) \_\_\_\_\_ technology, the Shanghai Maglev Train is the first (6) \_\_\_\_\_ operated high-speed line and one of only two in the world. From an initial (7) \_\_\_\_\_ of zero to 300 km per hour in two minutes, the train then reaches a(n) (8) \_\_\_\_\_ speed of 430 km per hour – faster than a Formula One car. At those speeds, this dynamic metropolis is truly setting the pace for the rest of the world.

BOOM

FUTURE

CONSTRUCT

COMPLETE

MAGNET

COMMERCE

ACCELERATE

IMAGINE

## Prepositions

**F** Circle the correct words.

### Tall, taller ...

Modern human beings are taller than they were 150 years ago. In fact, the average height of people in industrialised countries has increased (1) **by / with** roughly 10 centimetres. Geneticists are (2) **in / of** the opinion that the most important factor (3) **for / in** human height increase is the improvement (4) **in / towards** nutrition. Better quality food gives rise (5) **at / to** longer, stronger bones.

Will the increase be ongoing? Are we (6) **about / around** to get even taller in the future? Scientists believe we are capable of only a little more vertical growth and that the trend towards taller humans is coming to an end. This suggests that our genes are coded with an upper limit for height beyond which we cannot go.



**G** Read the *Exam Close-up*. Then complete the *Exam Task* below.

### Exam Task

### Exam Close-up

For questions 1 – 5 complete the second sentence so that it has a similar meaning to the first sentence. Do not change the word given. You must use between three and six words including the word given.

- He couldn't get a job at NASA because he didn't have the qualifications. **REFUSED**  
He \_\_\_\_\_ at Nasa because he didn't have the qualifications.
- Scientists say that space travel will be available for all in the near future. **ABLE**  
Everyone \_\_\_\_\_ in space in the near future, according to scientists.
- He knew next to nothing about science but he won a place on a space project! **DESPITE**  
\_\_\_\_\_ about science, he won a place on a space project!

#### Sentence transformation

- Before completing the sentences, brainstorm a word family for each of the words given in the task. What is the noun, the adjective, the adverb, etc.?
  - Then think about which form best fits in each gap.
  - Remember to check the spelling of all the words you have written when you have finished.
  - You will lose marks if any of your words are spelled incorrectly!
- The concept of infinity and endless space is difficult for humans to comprehend. **EASY**  
Humans \_\_\_\_\_ to comprehend the concept of infinity and endless space.
  - The idea was so far-fetched that nobody believed it. **SUCH**  
It \_\_\_\_\_ idea that nobody believed it.

# 12 Fast Forward

## Grammar

### Clauses of Reason

**A** We can use certain words and phrases at the beginning of a clause to give a reason for a situation. Read the sentences and answer the questions.

He wanted to be an astronaut, **so** he studied very hard.  
 Doctors are hopeful of a cure **because of** recent breakthroughs.  
 Nick was much poorer **for** his investment in scientific research.  
 They don't want cameras in their lab **owing to** privacy concerns.  
 Sophia left her country **because** there was no future there.  
 Atmospheric pollution is mainly **due to** the burning of fossil fuels.  
**As** his news was so unexpected, we were all shocked.  
**Since** it's such an exciting city, we want to visit Shanghai.  
 Let's travel on the Maglev train, **seeing that** / **as** we're going to Shanghai.  
**With** all the options available, it's hard for teens to decide upon a career.

- 1 Which words have the same or a similar meaning to 'because'?
- 2 Which words have the same or a similar meaning to 'because of'?
- 3 Which words / phrases are used with a verb or verb clause?
- 4 Which words / phrases are used with a noun or noun phrase?
- 5 Which word has a similar meaning to 'because there is / are'?
- 6 Which word means 'for this reason'?

### Clauses of Purpose & Result

**B** Read the sentences. Which structures are used to introduce a purpose and which are used to show a result?

- 1 Enrico is saving money **for** a new microscope.
- 2 The rover was sent to Mars **in order** / **so as** to collect information.
- 3 The prediction was **so ridiculous (that)** I couldn't believe it.
- 4 The space station was **such an important place (that)** all the astronauts respected it.
- 5 This computer code is **too difficult** / **not easy enough to** understand.
- 6 Telescopes are used **to watch** / **for watching** the stars.

▶ Grammar Focus pp.171 & 172 (12.1 to 12.3)

### Clauses of Contrast

**C** We use certain words and expressions to show contrast. Match the expressions with the gapped sentences.

- a Despite / In spite of
  - b Despite the fact that / In spite of the fact that
  - c However / Nevertheless
  - d Although / Though / Even though / Whereas / While
- 1 \_\_\_\_\_ our societies are very advanced, we humans are often stupid.
  - 2 \_\_\_\_\_ he was a fraud, many people believed his ideas.
  - 3 I don't believe in ghosts. \_\_\_\_\_, I do believe in the importance of scientific research.
  - 4 \_\_\_\_\_ feeling cold, we sat outside to watch the meteor shower.

**D** Circle the correct words.

### Reaching higher

When, in 1957, the USSR launched the first artificial satellite into outer space, the impossible had become reality. That event brought the future into the 20th century, and the Space Age had arrived. (1) **So as** / **So that** not to be outdone by the Soviets, the Americans set their sights on a voyage to the Moon. (2) **For** / **With** their prestige at stake, the exploration of space became a race between the two super powers. (3) **Despite** / **Whereas** in 1961 Soviet cosmonaut Yuri Gagarin became the first man in space, the Americans were the first to put a man on the Moon. When Neil Armstrong set foot on the Moon in 1969, the event was (4) **so important that** / **important so that** the whole world stopped (5) **for watching** / **to watch** the images beamed to TV screens from outer space.

The days of the Space Race are long gone. (6) **In order that** / **In order to** understand the universe and our place in it, countries now work together to find answers that will benefit all of humanity.



## Neither ... nor

**E** Read the sentences. Which form of the verb is correct?

- 1 Neither Neil nor Buzz **want / wants** to miss the space exhibition.
- 2 Neither my mum nor my sisters **watch / watches** sci-fi films.

**F** What do you notice about the structure of the clause with **nor**? Did Sam go out?

Sam didn't watch TV yesterday, nor did he go out.

### Be careful

**Neither of** can replace a **neither ... nor** construction.

- **Neither** my father **nor** my mother speaks English.  
**Neither of** my parents speak / speaks English.

## Either ... or

**G** **Either ... or** is used to offer a choice between two possibilities. Which sentence is correct?

- 1 Either meteors or Mars is going to be visible tonight.
- 2 Either meteors or Mars are going to be visible tonight.


### Be careful

Here are some other common constructions with **either**.

**Either of us** could write it.

'Tea or coffee?' '**Either**. I don't mind.'

'I don't want to leave.' 'I don't **either**.'

 Grammar Focus p.172 (12.4 & 12.5)

**H** Complete the sentences with the correct form of the verbs given.

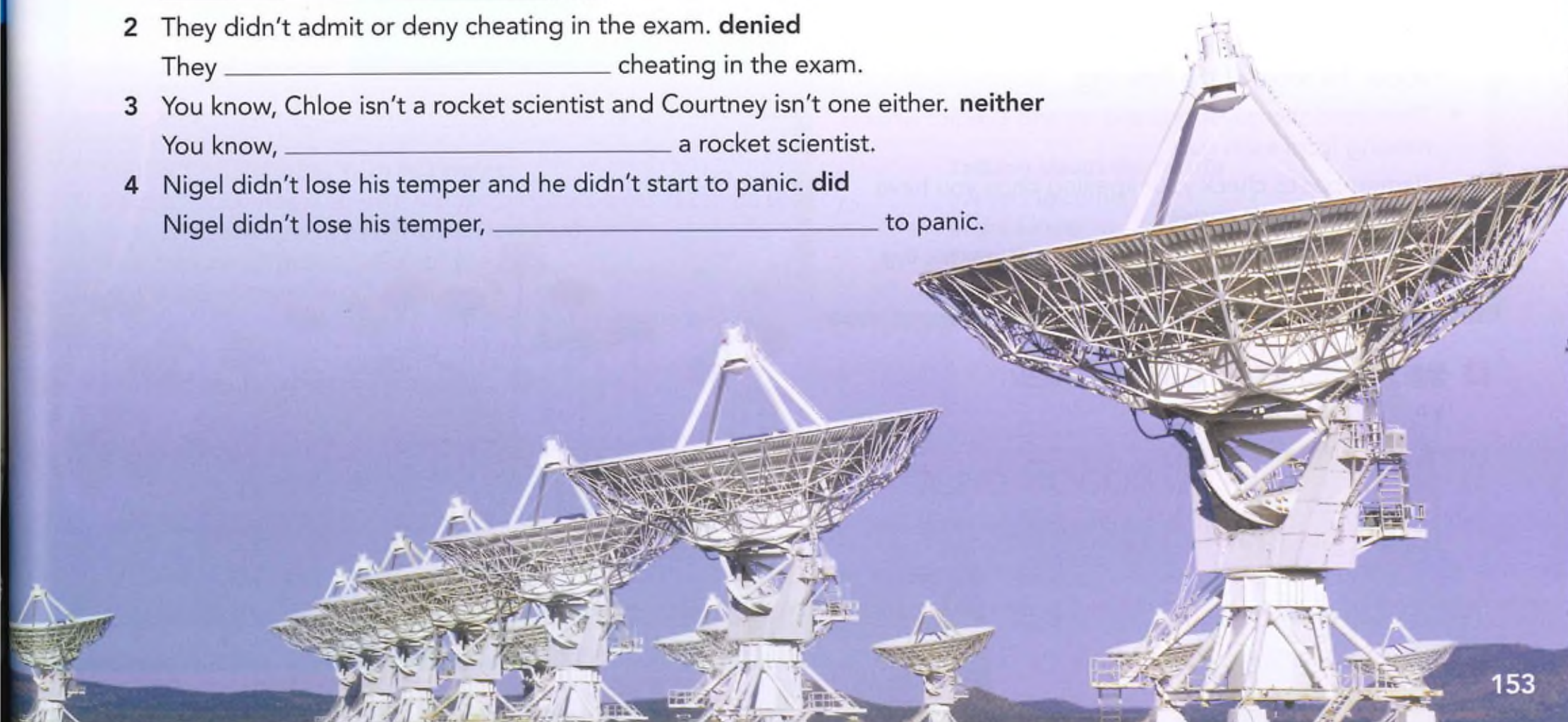
- 1 Either Tim or his friends \_\_\_\_\_ going to bring a telescope tonight. (be)
- 2 Neither my parents nor my brother \_\_\_\_\_ to watch *2001: A Space Odyssey* with me. (want)
- 3 Neither the Sun nor the planets in our solar system \_\_\_\_\_ life. (support)
- 4 I don't think either chemistry or physics \_\_\_\_\_ difficult. (be)
- 5 Either one of them \_\_\_\_\_ the requisite qualifications. (have)
- 6 Neither Kath nor Kim \_\_\_\_\_ to explain the theory  $E=mc^2$ . (be able)

**I** Complete the sentences with **either**, **either of**, **neither** or **neither of**.

- 1 'Which mobile phone do you prefer, the black one or the red one?' 'I don't like \_\_\_\_\_ them.'
- 2 'I got two sci-fi DVDs. Which one do you want to watch first?' '\_\_\_\_\_. It doesn't matter.'
- 3 Professor Pi asked two students to solve the equation, but \_\_\_\_\_ them could.
- 4 Can \_\_\_\_\_ you explain particle physics to me?
- 5 \_\_\_\_\_ restaurant was expensive but one was in a better location.

**J** Complete the second sentences so that they have the same meaning as the first sentences. Use the words in bold.

- 1 If you don't enter the competition, I will. **either**  
\_\_\_\_\_ I will.
- 2 They didn't admit or deny cheating in the exam. **denied**  
They \_\_\_\_\_ cheating in the exam.
- 3 You know, Chloe isn't a rocket scientist and Courtney isn't one either. **neither**  
You know, \_\_\_\_\_ a rocket scientist.
- 4 Nigel didn't lose his temper and he didn't start to panic. **did**  
Nigel didn't lose his temper, \_\_\_\_\_ to panic.



# 12 Fast Forward

## Listening

**A** Imagine the sentences below come from a sentence-completion task which a student has filled in while listening to a talk. What is wrong with the words in red?

- 1 Creating a **cheap car** that won't break the bank is a concern for car manufacturers.
- 2 Electric cars were first produced towards the middle of the **mid 19<sup>th</sup> century**.
- 3 The current popularity of electric cars is because they reduce toxic **omissions** from cars.
- 4 The need to replace fossil fuels has generated demand for **electrically** cars.
- 5 The biggest consumers of electric cars are **Japan**.

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**B** 12.1 ▶▶ Now you will hear the talk the student listened to. Listen and write the correct answers on the lines provided in A.

**C** 12.2 ▶▶ Read the *Exam Close-up*. Then listen and complete the *Exam Task* below.

### Exam Task

You will hear someone talking about a project on an alternative form of fuel. For questions 1 – 8, complete the sentences with a word or short phrase.

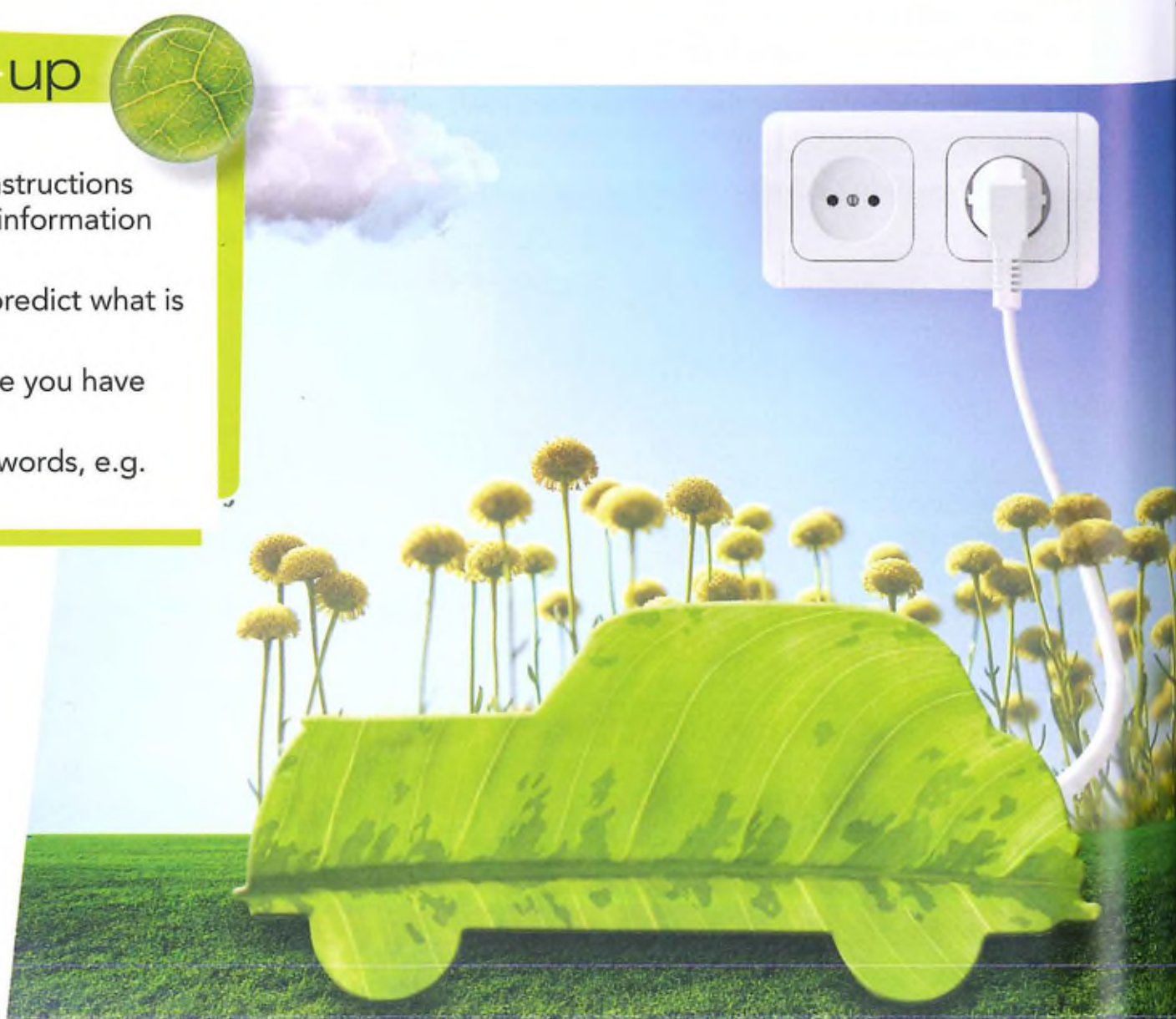
- 1 The students on Project BioBus intend to cover \_\_\_\_\_ on their tour.
- 2 According to the speaker, biodiesel comes from \_\_\_\_\_.
- 3 The aim of school visits is \_\_\_\_\_ how easily biodiesel can be used in school buses.
- 4 The BioBus heads for fast food restaurants for \_\_\_\_\_.
- 5 As biodiesel is a clean burning fuel, \_\_\_\_\_ from school buses can be greatly reduced.
- 6 The \_\_\_\_\_ of biodiesel forms part of a science demonstration in schools labs.
- 7 The team members \_\_\_\_\_ their daily tasks up while travelling.
- 8 The speaker describes the team's daily programme as \_\_\_\_\_.

### Exam Close-up

#### Spelling & numbers

- Remember to read and listen to the instructions carefully as they will give you general information about the topic of the listening.
- Then read the questions and try and predict what is missing from each gap.
- Remember to check your spelling once you have decided on your answer.
- Numbers can be written as figures or words, e.g. 5,500 or five thousand five hundred.

**D** 12.2 ▶▶ Now listen again and check your answers.



# Speaking

**A** Tick the boxes to show how far you agree with these statements. Then work with a partner to discuss your views and explain why you feel this way.

	Completely agree	Partly agree	Completely disagree
1 All vehicles will use clean forms of energy in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 School lessons of the future will be delivered by computer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 We will need special clothing and breathing apparatus as there will be so much pollution in years to come.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Fossil fuels will be a thing of the past in 20 years' time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Modern technology will make our lives much easier.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B** Look at these photos showing different aspects of life in the future. With a partner, talk together about what each photo shows. Then decide which picture best portrays how our lives will probably change.



**C** Read the Exam Close-up. Then work with a partner to answer the follow-up questions in the Exam Task below. Use the Useful Expressions to help you.

## Exam Close-up

### Interacting with your partner

- Remember to listen carefully to the discussion points before you start.
- Listen to and interact with your partner by asking his or her opinion on the topic.
- Don't forget to react to what your partner says.
- It's OK to agree or disagree with your partner but the most important thing is to give reasons and examples to support your point of view.
- Try to widen the discussion by developing broader ideas linked to the topic.
- It's a good idea to avoid talking only about personal experience so try to include more general examples as well.

## Exam Task

Look at the follow-up questions that have been asked by the examiner. Work with your partner to answer the questions.

- What do you imagine you will be doing ten years from now? Why?
- What experiences do you hope you will have in your lifetime? Why?
- Are you optimistic about the future? Why? / Why not?

## Useful Expressions

### Supporting opinions with examples

Modern technology (doesn't) always brings progress as can be seen by ...

A concrete example of how modern technology ...

Just think about how ... affected progress.

... is a classic example of how ...

If we take into consideration ..., it's clear that life in the future ...

Bearing in mind that ... future generations will ...

The past has shown / taught us that ...

### Talking about the future

In years to come, ...

In the future, ...

Five / Ten / Fifty years from now, ...

In ten / twenty years' time ...

## Ideas Focus

- Does modern technology always bring progress? Why? / Why not?
- Will life for future generations be easier or more difficult than it is today? Why?
- In what ways can looking to the past be the way forward? Give an example.



## Writing: an essay (2)

### Learning Focus

#### Using formal expressions in moderation

- An essay is one of the most formal, impersonal pieces of writing. This means you can use a number of formal set expressions to develop your argument and achieve the right tone.
- Such expressions must be used correctly and in moderation. If you use too many, your essay will sound unnatural.
- Make sure you are familiar with a range of linking words and expressions, and do not fall into the trap of only using sequencers, that is, phrases such as *in addition*, *moreover*, *firstly*, etc. These are certainly useful, but do not focus on them at the expense of other language.
- Use structures that add a formal tone such as passive voice, inversion and participle clauses.



#### A Read the paragraph. Does it need to be improved? Underline the problem areas.

Firstly, it is my belief that life in the future will be less than ideal. In my opinion, the problems will be so great that we will be unable to overcome them. Furthermore, we won't have the means to deal with them because we will all be living primitive lives. Moreover, we will have no memory of an earlier, better time. Therefore, I strongly disagree with the view that life will be better in the future, that is to say, it will be worse.

#### B Work with a partner. Rewrite the paragraph in A to make it sound more natural.

#### C Read the writing task below and answer the questions.

Following a class discussion, your teacher has asked you to write an essay giving your views on this topic.

*Everything will be different in the future. The clothes we wear, the food we eat and our modes of transport will all change. But what about people and society? What changes do you foresee?*

Write your essay.

- 1 What do you need to discuss?
- 2 Do you need to convince the reader that your view is correct?
- 3 How will you support your argument?

#### D Read the example essay. Is the writer optimistic or pessimistic about the future? Why?

In any discussion about the future, one will encounter both pessimistic and optimistic views. The pessimists will say that we are doomed. On the contrary, I believe that in the future people will be better off and more satisfied with their lives.

It is a feature of human societies that we seek to improve our lives. Were that not true, we would still be living primitive lifestyles. This desire to succeed and overcome obstacles will continue. Driven by technology, the changes will be rapid and will serve only to improve society and the lives of all its members.

The most important change, and the new defining feature of our society, will be equality. Once the problems of food shortages and poor health have been dealt with by science and technology, and education is available to all, there will be no more poverty and suffering. People all over the world will be free to live their lives to the fullest and make the most of their potential.

Admittedly, this vision for the future will require more than just the efforts of science to materialise. It will take a fundamental change in the way we think in order to replace greed and selfishness with altruism and respect for one's fellow human beings. But that is the beauty of change – it can, and often does, happen.

**E** Look at the example essay again and answer the questions.

- 1 Has the writer used any set expressions? Do you think the essay needs more set expressions?
- 2 Find and underline one example each of passive voice, inversion, a participle clause, a discourse marker and a clause of purpose.
- 3 Where does the writer first state their position?
- 4 What is the purpose of the paragraph immediately following the introduction?

**F** Imagine you are writing this essay. What changes do you foresee in the future regarding people and society? Write a paragraph giving and supporting your view. Write 60–70 words.

**G** Swap your paragraph with a partner. How many different structures has your partner used? Does their paragraph need a bigger range of language?

**H** Read the *Exam Close-up*. Then complete the *Exam Task* below. Remember to use the *Useful Expressions* and paragraph plan to help you.

## Exam Task

Following a class discussion, your teacher has asked you to write an **essay** giving your views on this topic.

*Life can sometimes be difficult and we have to face problems and solve them. What problems do you think your generation will face in the future? Do you think your generation will be able to overcome them?*

Write your **essay** in 220–260 words in an appropriate style.

## Plan

Introduction:	Introduce the topic and briefly state your view.
Main paragraph 1:	Say what you think the problems will be.
Main paragraph 2:	Say if you think they will be overcome and why / why not.
Conclusion:	Sum up your arguments and express your overall opinion.

## Exam Close-up

### Writing an effective essay

- Remember to answer all parts of the exam question.
- It's important to use examples and evidence to support your view.
- Don't forget to organise your ideas into paragraphs with topic sentences and appropriate linking devices.
- Try to use a range of sentence structures including more formal ones.
- Remember to use set expressions correctly and to be consistently formal.

## Useful Expressions

### Introducing

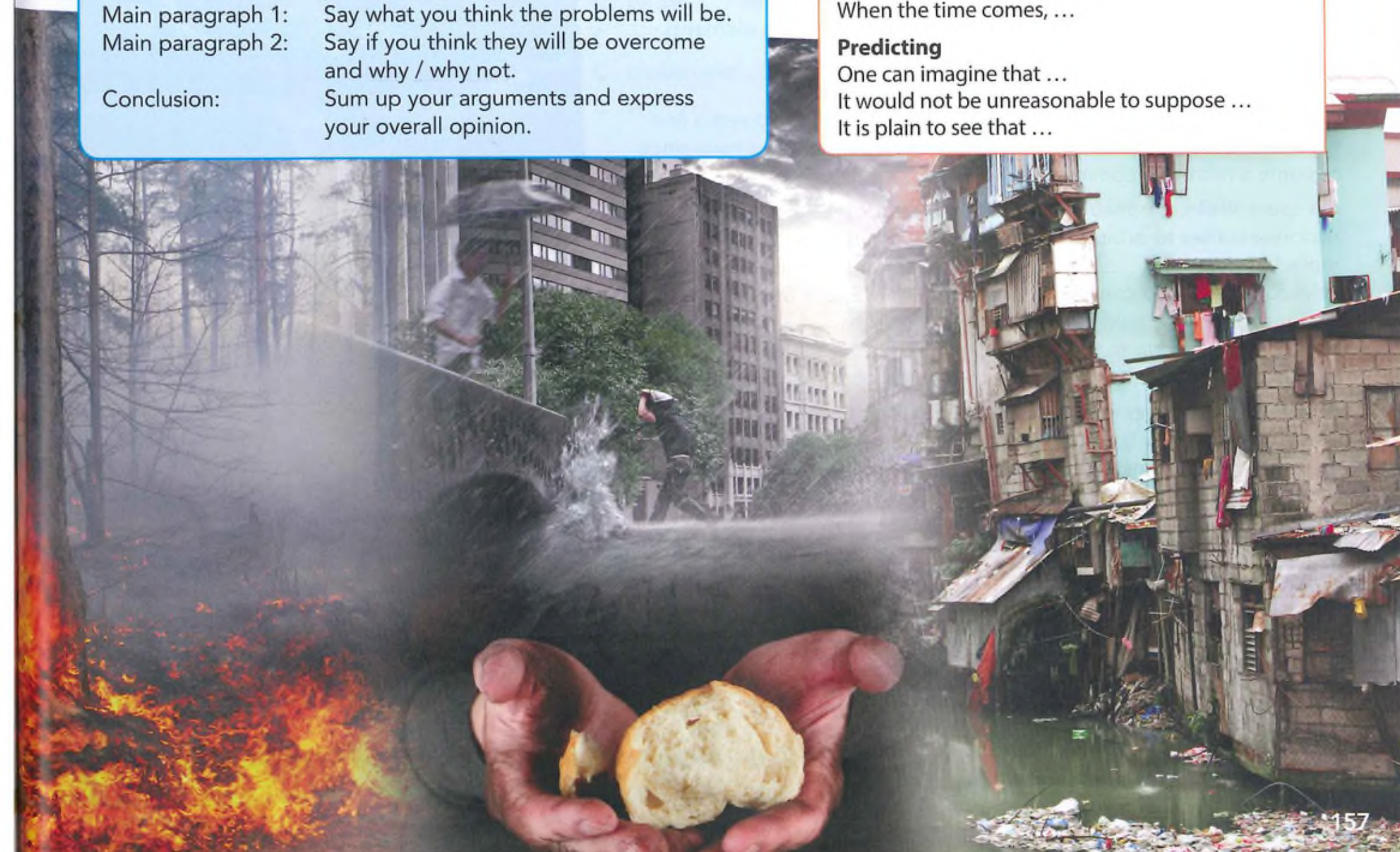
It has often been said ...  
What does the future hold?  
It can be argued that ...

### Talking about the future

In the years to come, ...  
Before we know it, ...  
In the not too distant future, ...  
When the time comes, ...

### Predicting

One can imagine that ...  
It would not be unreasonable to suppose ...  
It is plain to see that ...



# 12 Space Walk



## Before you watch

### A Work with a partner and answer these questions.

- 1 What do you think a 'space walk' is?
- 2 What makes space a dangerous environment for humans?
- 3 What kind of person would make a good astronaut in your opinion?

## While you watch

### B Watch the video clip and circle the words you hear.

- 1 In order for astronauts to **survive** / **walk** in space, space suits must provide them with a self-contained environment.
- 2 The suits are also pressurised, allowing astronauts to breathe and keeping their blood from **freezing** / **boiling** in the vacuum of space.
- 3 On space walks, astronauts are able to **carry out** / **perform** crucial tasks that could not be accomplished from inside the shuttle.
- 4 They've become the **construction** / **building** team for the International Space Station.
- 5 To ensure space walk missions are **successful** / **safe**, astronauts practise their planned walks.
- 6 As NASA moves **forward** / **ahead** on the International Space Station, space walks will continue to be essential to the process.

## After you watch

### C Complete the summary of the video clip below using these words.

gravity hostile missions radiation solar  
spaceships steps temperatures tough weightless

Space is a (1) \_\_\_\_\_ environment, lacking in oxygen and filled with (2) \_\_\_\_\_. Despite this, humans have been exploring the frontier of space since the 1960s.

(3) \_\_\_\_\_, space suits and other scientific inventions have helped astronauts to achieve this. Pressurised space suits provide astronauts with a self-contained environment. Their (4) \_\_\_\_\_ material and heating and cooling elements protect astronauts from extreme (5) \_\_\_\_\_.

The Soviet astronaut Aleksei Leonov took the first daring (6) \_\_\_\_\_ outside a spacecraft in 1965, followed a few months later by the American, Edward White. Space walks have since become a relatively common part of (7) \_\_\_\_\_.

On space walks astronauts carry out a number of tasks. They restore satellites to orbit, service and repair orbiting bodies, like replacing the (8) \_\_\_\_\_ panels on the Hubble Space Telescope, and also construct the International Space Station. Astronauts work in pairs, tied to the spacecraft to reduce the danger of floating away due to the lack of (9) \_\_\_\_\_. They practise in a large water-filled tank to test the physiological effects of a (10) \_\_\_\_\_ environment.

There will be plenty to keep space walkers busy in the future as they continue to construct the International Space Station. The construction is expected to continue until at least 2016.



Astronaut on a space walk

## Ideas Focus

- Would you like to travel into space? Why? / Why not?
- Do you think space programmes are important? Why? / Why not?
- What do you think researchers will discover about space over the next fifty years?



# Review 6

## Units 11 & 12

### A

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap.

#### The best of the best

We are obsessed with success. We seek to rank and list all manner of people and things according to how good they are. Nowhere is this more true than in sport, especially in international (1) \_\_\_\_ like the Olympic Games. It is the nature of sport that athletes (2) \_\_\_\_ against each other in order to be recognised as the best. But how should we define sporting success? What does it (3) \_\_\_\_ to be considered a (4) \_\_\_\_? Certainly, (5) \_\_\_\_ a world record is one way. Another is by winning the most medals.

After (6) \_\_\_\_ most of his competitors at the 2012 London Olympics, champion swimmer Michael Phelps now leads the tally of most Olympic medals won. But not all sports are equal. Swimmers, gymnasts and (7) \_\_\_\_ can win many more medals because more are available in their sports, particularly when compared to volleyball, basketball and handball where there is only one gold medal available (8) \_\_\_\_ Olympiad.

Perhaps instead of counting medals, we could mark the all-time best Olympic moments; performances that became a (9) \_\_\_\_ of inspiration for generations to come. Such as when, in 1968, American long jumper Bob Beamon (10) \_\_\_\_ a record which (11) \_\_\_\_ athletes for the next 20 years. We (12) \_\_\_\_ such feats and marvel at super-human effort. Bob Beamon only ever won one gold medal, but what a performance it was!

- |                |               |              |              |
|----------------|---------------|--------------|--------------|
| 1 A cases      | B events      | C incidents  | D situations |
| 2 A compete    | B attempt     | C contest    | D fight      |
| 3 A have       | B want        | C seem       | D take       |
| 4 A myth       | B protagonist | C conqueror  | D legend     |
| 5 A holding    | B taking      | C forming    | D carrying   |
| 6 A outplaying | B conquering  | C winning    | D beating    |
| 7 A bolters    | B dashers     | C sprinters  | D racers     |
| 8 A per        | B for         | C all        | D in         |
| 9 A point      | B source      | C cause      | D root       |
| 10 A placed    | B put         | C made       | D set        |
| 11 A invited   | B provoked    | C challenged | D aspired    |
| 12 A clap      | B applaud     | C approve    | D recommend  |

### B

For questions 13–24, read the text below and think of the word which best fits each gap. Use only one word in each gap.

#### Robots ... past, present and future.

Over two thousand years ago, Aristotle considered the possibility of automated machines that worked independently of humans. In 'The Politics', he (13) \_\_\_\_\_ his readers that if every tool could do the work that befits it, (14) \_\_\_\_\_ when ordered to do so or on (15) \_\_\_\_\_ own, then chief workmen would not need servants, (16) \_\_\_\_\_ would masters need slaves. Leonardo da Vinci sketched a robotic knight and the inner mechanisms required (17) \_\_\_\_\_ work it.

As these examples show, the field of robotics has existed for hundreds (18) \_\_\_\_\_ not thousands of years. (19) \_\_\_\_\_ its long history, it is only more recently that robotics has advanced beyond the realm of science fiction into real, moving robots. When sent into space (20) \_\_\_\_\_ exploration, robots become the eyes and ears of scientists. In medicine, robotic arms perform the most delicate of surgeries (21) \_\_\_\_\_ they are steadier than the human hand.

The most exciting development in robotics is artificial intelligence, or AI. With AI, computers could (22) \_\_\_\_\_ trained to think in the way humans do. (23) \_\_\_\_\_ humans, computers could learn from experience, handle large amounts of complex data and make decisions using human reasoning skills. (24) \_\_\_\_\_ so much exciting potential, it remains to be seen how far AI can go.



# Review 6

## Units 11 & 12

### C

For questions 25–29, think of one word only which can be used appropriately in all three sentences.

- 25 If anyone can \_\_\_\_\_ the game of football to life, it's this commentator.  
He says his investigation will \_\_\_\_\_ to light one of the worst sporting scandals ever.  
The news was so bad that I could barely \_\_\_\_\_ myself to tell them.
- 26 In my \_\_\_\_\_, no one ever considered the prospect of robots as surgeons.  
Mark has been having a rough \_\_\_\_\_ since he broke his leg because he cannot run.  
Usain Bolt's \_\_\_\_\_ of 9.63 seconds in the 100 metres at London was an Olympic record.
- 27 Do you think there's a \_\_\_\_\_ in industrial design or will computers take over?  
The \_\_\_\_\_ of education in this country needs to be re-examined.  
In the not too distant \_\_\_\_\_, perhaps all cars will run on solar energy.
- 28 I've had \_\_\_\_\_ to nothing to eat all day and I'm absolutely starving.  
Androids, flying cars, what's \_\_\_\_\_?  
I've arranged to meet the new basketball coach the week after \_\_\_\_\_.
- 29 When it \_\_\_\_\_ the market, everyone wanted a PlayStation.  
The area was badly \_\_\_\_\_ by unemployment as more and more factories closed down.  
Your sports predictions are always right and, as usual, you've \_\_\_\_\_ the bull's-eye again.

### D

For questions 30–36, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 30 'You need to improve your serve,' I told him.  
**TO**  
I \_\_\_\_\_ to improve his serve.
- 31 Jack lost the game, but he was still quite cheery.  
**SPITE**  
Jack was still quite cheery, \_\_\_\_\_ the game.
- 32 Lionel and his friends aren't looking forward to playing in the rain.  
**ARE**  
Neither \_\_\_\_\_ looking forward to playing in the rain.
- 33 'Did she break my record?' he asked.  
**HAD**  
He wanted to know \_\_\_\_\_ record.
- 34 We are both capable of winning the robotics prize.  
**EITHER**  
You know, \_\_\_\_\_ the robotics prize.
- 35 He succeeded because of hard work and sacrifice.  
**SUCCESS**  
His \_\_\_\_\_ hard work and sacrifice.
- 36 'Could you take me to the science museum, please?' said Toby.  
**ASKED**  
Toby \_\_\_\_\_ to the science museum.

# Grammar Reference

## Unit 1

### 1.1 Present Simple

We use the Present Simple for

- facts or general truths.  
*The sun **sets** in the west.*
- routines or habits (often with adverbs of frequency).  
*Amelia always **goes** shopping on Saturday.*
- permanent states.  
*Stan **is** a great-grandfather.*
- timetabled events in the future.  
*The bus to Oxford **departs** at 10 am on Friday.*
- narratives (a story, a joke, a plot and sports commentaries, etc.).  
*Spanoulis **passes** to Printezis who **shoots** and **scores**!*

**Note:** Some common time expressions that are often used with the Present Simple are *every day/week/month/summer, every other day, once a week, twice a month, at the weekend, in January, in the morning/afternoon/evening, at night, on Tuesdays, on Friday mornings, etc.* We rent a house by the sea **every summer**.

#### Remember

We often use adverbs of frequency with the Present Simple. They tell us how often something happens. They come before the main verb, but after the verb *be*.

*I **sometimes** go to the theatre.*  
*My grandparents **seldom** eat out.*  
*Amanda **is often** late for work.*

Some common adverbs of frequency are: *always, usually, often, sometimes, rarely, hardly, ever/seldom and never.*

### 1.2 Present Continuous

We use the Present Continuous for

- actions that are in progress at the time of speaking.  
*I'm **reading** a book about psychology at the moment.*
- actions that are in progress around the time of speaking.  
*He's **looking** for a more challenging job.*
- situations that are temporary.  
*We're **travelling** around Mexico for a week.*
- an annoying habit (often with *always, continually, constantly and forever*).  
*Adrian **is always boasting** about his wealth.*
- describing what is happening in a picture.  
*Some children **are running** around in the playground.*
- plans and arrangements for the future.  
*We're **moving** to a bigger house next month.*
- situations that are changing or developing in the present.  
*Now that it's August, it's **getting** hotter.*

**Note:** Some time expressions that are often used with the Present Continuous are: *at the moment, now, for the time being, this morning/afternoon/evening/week/month/year, today, etc.*

*I'm working at a bank **for the time being**.*

#### Remember

Stative verbs are not usually used in continuous tenses because they describe states and not actions. To talk about

the present, we use these verbs in the Present Simple tense.

*I **don't like** pizza.*

*These flowers **smell** lovely.*

### 1.3 Present Perfect Simple

We use the Present Perfect Simple for

- something that started in the past and has continued until now.  
*I **have had** the same car for twenty years.*
- something that happened in the past, but we don't know or say exactly when.  
*Quentin **has eaten** all the crisps.*
- something that happened in the past and has a result that affects the present.  
*We're ecstatic because we **have won** the lottery!*
- an action that has just finished.  
*Theo **has just done** his homework.*
- experiences and achievements.  
*He **has competed** in three marathons.*
- an action that happened several times or repeatedly in the past.  
*He **has applied** for numerous jobs but hasn't been successful yet.*
- superlatives and expressions *the first/second time*.  
*It's the third time I've **called** you today. Where have you been?*

**Note:** Some time expressions that are often used with the Present Perfect Simple are *already, ever, for, for a long time, for ages, just, never, once, recently, since 2007/June, so far, twice, three times, until now, yet, etc.* I've read three books **so far** this month.

#### Remember

We use *have been* when someone has gone somewhere and has now returned. We use *have gone* when someone has gone somewhere and is still there.

*Bob **has been** to the gym and now he's walking home.*  
*Bob **has gone** to the gym and will be home later.*

### 1.4 Present Perfect Continuous

We use the Present Perfect Continuous for

- actions that started in the past and are still in progress or have happened repeatedly until now.  
*Harriet **has been attending** some seminars.*
- actions that happened repeatedly in the past and have finished recently but that have results affecting the present.  
*The students are tired because they've **been studying** very hard.*
- emphasising how long actions have been in progress for.  
*I've **been living** in Greece for five years.*
- a recent or unfinished action.  
*We've **been discussing** the current political situation.*

**Note:** Some time expressions that are often used with the Present Perfect Continuous are *all day/night/week, for years/a long time/ages, lately, recently, since*. We can use *How long ...?* with the Present Perfect Continuous in questions and *for (very) long* in questions and negative sentences.

# Grammar Reference

Albert has been revising for his physics test **all night**.  
How long have you been working here?

## 1.5 Past Simple

We use the Past Simple for

- something that started and finished in the past.  
Neil Armstrong **set** foot on the Moon on 20th July, 1969.
- past routines and habits (often with adverbs of frequency).  
Sam usually **spent** his free time playing sport.
- past states.  
She **was** pleased with her results.
- actions that happened one after the other in the past, for example when telling a story.  
He **took** out his iPhone and **checked** his emails.

**Note:** Some time expressions that are often used with the Past Simple are *yesterday, last night/week/month/summer, a week/month/year ago, twice a week, once a month, at the weekend, in April, in the morning/afternoon/evening, at night, on Sundays, on Tuesday mornings, etc.*  
I watched a very interesting documentary **last night**.

## 1.6 Past Continuous

We use the Past Continuous for

- actions that were in progress at a specific time in the past.  
Ashley **was watching** the news at 8 o'clock last night.
- two or more actions that were in progress at the same time in the past.  
Tina **was making** coffee while Jim **was reading** the paper.
- giving background information in a story.  
The rain **was pouring** down and the wind **was howling**.
- an action that was in progress in the past that was interrupted by another action.
- Vincent **was climbing** the mountain when a snow storm began.
- temporary situations in the past.  
He **was singing** in a rock band at the time.

**Note:** Some time expressions that are often used with the Past Continuous are *while, as, all day/week/month/year, at nine o'clock last night, last Saturday/week/year, this morning, etc.*  
Shaz was auditioning for Next Factor **all morning**.

## 1.7 Past Perfect Simple

We use the Past Perfect Simple for an action or situation that finished before another past action or situation.  
She **had bought** the novel before she saw the bad reviews.  
By the time we arrived, the concert **had started**.

**Note:** Some common time expressions that are often used with the Past Perfect Simple are *before, after, when, already, for, for a long time, for ages, just, never, once, since 2009/July, yet, etc.*  
I hadn't watched anything good on TV **for ages**.

## 1.8 Past Perfect Continuous

We use the Past Perfect Continuous for

- actions that started in the past and were still in progress when another action started or when something happened.  
Glen **had been looking** for work for months before he found something.

- actions that were in progress in the past and had an effect on a later action.  
Tulise was exhausted because she **had been rehearsing** her new songs all morning.

**Note:** Some time expressions that are often used with the Past Perfect Continuous are *all day/night/week, for years/a long time/ages, since*.

We can use *How long ...?* with the Past Perfect Continuous in questions and *for (very) long* in questions and negative sentences.

I **hadn't been watching** the show **for very long** when I realised the presenter was an old friend of mine.

## 1.9 Used to & Would

We use *used to* + bare infinitive for

- actions that we did regularly in the past, but that we don't do now.  
Herbert **used to collect** stamps from around the world.
- states that existed in the past, but that don't exist now.  
She **used to like** celebrities, but now she thinks they're silly.

We use *would* + bare infinitive for actions that we did regularly in the past, but that we don't do now. We don't use it for past states.

When I was younger, I **would read** stupid teen magazines.

# Unit 2

## 2.1 Future Simple

We use the Future Simple for

- decisions made at the time of speaking.  
I'm starving. I **will make** a sandwich.
- predictions.  
People **will live** longer in the future.
- promises.  
I **will help** you design your website.
- threats.  
Stop wasting your time online or I **will take** away your computer.
- talking about future facts.  
The new social networking site **will be** for elderly people.
- offering to do something for someone.  
I **will get** the door for you.
- asking someone to do something.  
Will you **help** me carry these boxes, please?

## 2.2 Be going to

We use *be going to* for

- future plans.  
Tim's **going to** invest in MyFace shares.
- predictions for the near future based on present situations or evidence.  
Look at the queue! It's **going to** take hours to get the concert tickets.

**Note:** Some time expressions that are often used with the Future Simple and *be going to* are *this week/month/summer, tonight, this evening, tomorrow, tomorrow morning/afternoon/night, next week/month/year, at the weekend, in December, in a few minutes/hours/days, on*

Saturday, on Friday morning, etc.

I'll show you how to upload videos **tomorrow night**.

## 2.3 Future Continuous

We use the Future Continuous for

- actions that will be in progress at a specific time in the future.  
*I'll be watching a film at 9 o'clock tonight.*
- plans and arrangements for the future.  
*The writers will be meeting the editor next week.*

**Note:** Some time expressions that are often used with the Future Continuous are *this time next week/month/summer, this time tomorrow morning/afternoon/night, etc.*  
*This time next week, we'll be flying to Mykonos.*

## 2.4 Future Perfect Simple

We use the Future Perfect Simple to talk about

- something that will be finished by or before a specific time in the future.  
*Marty will have designed the new website by Friday.*
- the length of time that an action will have lasted for at a point of time in the future.  
*I will have been a member of MyFace for five years next month.*

**Note:** Some time expressions that are often used with the Future Perfect Simple are *by the end of the week/month/year, by this time tomorrow, by tomorrow morning/10 o'clock/2015, etc.*

*By this time tomorrow, we will have uploaded all of our holiday videos online.*

## 2.5 Future Perfect Continuous

We use the Future Perfect Continuous for

- showing that something will continue until a particular event or time in the future.  
*I will have been studying for three years when I graduate from university.*
- actions that will be in progress in the future and will have an effect on a later action.  
*The band will be great when they perform because they will have been rehearsing for months.*

## 2.6 Shall

We use *shall* to make a suggestion or an offer.

*Where shall we go?*

*Shall we eat out tonight?*

*Shall I book the tickets online?*

## 2.7 Future in the Past

Future in the Past is used to express the idea that in the past you thought something would happen in the future.

- *would* is used to talk about offers or promises.  
*She said she would call me.*
- *was/were going to* is used to talk about plans.  
*I told you they were going to visit us.*
- *would* and *was/were going to* can be used for talking about predictions.  
*I had a feeling that the online magazine wouldn't/wasn't going to be very popular.*

## 2.8 Time expressions

When we use time expressions such as *when, before, after, until, once, by the time, etc.* to talk about the future, we use them with a present or a present perfect tense. We do not use them with a future tense.

*After I have paid for the delivery, I'll receive my order.*

*By the time he finds the information online, it will be too late.*

Like all future forms, Future in the Past cannot be used with time expressions. Instead of Future in the Past, we use the Past Simple.

*I told him once he finished the project, we would discuss his next assignment.*

# Unit 3

## 3.1 Demonstrative Pronouns

The demonstrative pronouns are: *this, that, these* and *those*. They stand alone in a sentence or clause. They can be used to refer to a thing or things nearby or further away.  
*Have you seen this?*

*Look at that over there!*

Demonstrative pronouns can also be used to refer to people.

*Hello, this is Angela speaking. Is that Ivana?*

## 3.2 Reflexive Pronouns

Reflexive pronouns refer back to the subject of a sentence or clause. We can use them for

- emphasising the subject.  
*The scientist himself tried the new medicine.*
- when the subject and object are the same.  
*We need doctors because patients can't cure themselves.*
- the object of a preposition, when the subject and the object are the same.  
*Selena is angry with herself because she can't diagnose the problem.*

## 3.3 Indefinite Pronouns

There are two types of indefinite pronouns. The first category includes pronouns that refer to a non-specific noun. These pronouns are: *anybody, anyone, anything, everyone, everybody, everything, nobody, no one, none, nothing, somebody, someone, something*.

*Somebody called and asked for Dr Zachary Smith.*

*I haven't eaten anything all day.*

The second category includes pronouns that refer to a specific noun whose meaning is easily understood because it was previously mentioned or because the words that follow the indefinite pronoun make it clear. These pronouns are: *all, any, each, few, neither, some, another, both, either, many, one, several*.

*Many of these medicines are effective, but few are affordable.*

## 3.4 Reciprocal Pronouns

Reciprocal pronouns are used to refer to a shared action or feeling and can only refer to plural or multiple nouns.

*When the nurses went on strike, the patients had to help each other.*

# Grammar Reference

They have a possessive form.

The ladies discussed **one another's** illnesses.

## 3.5 Adverbs and Adverb Phrases

An adverb can be a single word or it can be a phrase or clause.

She swallowed the medicine **quickly**.

She swallowed the medicine **with difficulty**.

She took the medicine **when the nurse gave it to her**.

She took the medicine **to get better**.

## 3.6 Adverb Forms

Not all single word adverbs end in -ly. Some of these include *always, soon, today, ever, yet, away, here, so, too*.

I'm going to the dentist **today**.

She has **always** got a cold.

Some adverbs have two forms. These include *wide/widely, hard/hardly, high/highly, slow/slowly, late/late, close/closely*.

## 3.7 Intensifying Adverbs

We use intensifying adverbs to modify

- adjectives.

What an **absolutely awful** day!

- other adverbs.

Harry did **surprisingly well** in his biology test.

# Unit 4

## 4.1 Gerunds

We form gerunds with verbs and the -ing ending. We can use gerunds

- as nouns.

**Acting** is an interesting profession.

- after prepositions.

I'm looking forward to **watching** the film.

- after the verb go when we talk about activities.

Tess goes **shopping** at the mall every Saturday.

We also use gerunds after certain verbs and phrases: *admit, avoid, be used to, can't help, can't stand, deny, dislike, (don't) mind, enjoy, fancy, feel like, finish, forgive, hate, have difficulty, imagine, involve, it's no good, it's no use, it's (not) worth, keep, like, love, miss, practise, prefer, prevent, regret, risk, spend time, suggest*.

I **can't stand** watching his films; he's a really bad actor.

We really **enjoy** going to the theatre.

## 4.2 Infinitives

	Active	Passive
Present	(to) give	(to) be given
Perfect	(to) have given	(to) have been given

We will **produce** the film.

The film will **be produced**.

## 4.3 Full Infinitives

We form full infinitives with to and the verb. We use full infinitives

- to explain purpose.

We went to the ticket office **to ask** about screening times.

- after adjectives such as *afraid, scared, happy, glad, pleased, sad, etc.*

I was **pleased to be** invited to the film premiere.

- after the words too and enough.

It was **too crowded to go** backstage.

He isn't famous **enough to get** an interesting role.

We also use full infinitives after certain verbs and phrases: *afford, agree, allow, appear, arrange, ask, begin, choose, decide, expect, fail, forget, hope, invite, learn, manage, need, offer, persuade, plan, prepare, pretend, promise, refuse, seem, start, want, would like*.

Will **managed to convince** the director to give him the role.

I **can't afford to go** to a Broadway show.

## 4.4 Bare Infinitives

We use bare infinitives after

- modal verbs.

You **might get** the lead role.

- had better to give advice.

We **had better book** our tickets now.

- would rather to talk about preference.

I **would rather watch** a comedy than a silly love story.

**Note:** We use *let* + object + bare infinitive when someone has permission to do something and it is only used in the active voice. In the passive we can use the verb *to be* allowed to.

The director **let** the cast **take** a short break during filming.

The cast **was allowed to take** a short break during filming.

We use *make* + object + bare infinitive when a person is forced to do something in the active voice. In the passive it's followed by a full infinitive.

The usher **made me sit** at the back of the theatre.

I **was made to sit** at the back of the theatre by the usher.

## 4.5 Gerund or Infinitive?

Some verbs can be followed by a gerund or a full infinitive with no change in meaning. Some common verbs are:

*begin, bother, continue, hate, like, love and start*.

The audience began **clapping** / **to clap** when the play ended.

There are other verbs that can be followed by a gerund or a full infinitive, but the meaning changes. Some common ones are *go on, forget, regret, remember, stop and try*.

I **forgot buying** that TV guide. (I didn't remember that I had bought that TV guide.)

I **forgot to buy** a TV guide this week. (I didn't remember to buy a TV guide, so I don't have one.)

I **remember seeing** Brad Pitt in a supermarket in Paris. (I saw Brad Pitt and now I remember seeing him.)

I **remembered to renew** my film magazine subscription. (I remembered first and then I renewed my subscription.)

We **stopped talking** because the film started. (We didn't talk any more.)

We **stopped to watch** the film. (We stopped doing something so we could watch the film.)

## 4.6 Discourse Markers

Discourse markers (also known as linking words/phrases) hold together a piece of writing or speech and can also show the attitude of the writer or speaker. Without discourse markers, the connections between the different sentences and paragraphs would not be obvious.

Discourse markers have a wide range of functions. These include adding, sequencing, illustrating, expressing cause and effect, comparing, qualifying, contrasting, emphasising, repeating, generalising, conceding, concluding, expressing attitude, disagreeing, granting permission, etc.

*'You should take some acetylsalicylic acid, **in other words**, aspirin,' said the doctor.* (repetition)

*The stuntman needs surgery, **namely**, a knee replacement operation.* (illustrating)

***Frankly**, the specialist was rude and arrogant!* (expressing attitude)

*'May I say something?' **'By all means.'*** (granting permission)

## Unit 5

### 5.1 Transitive and Intransitive Phrasal Verbs

Transitive phrasal verbs are followed by an object after the particle, while intransitive phrasal verbs are not.

*Honey is great for a sore throat. I **can't do without it** when I'm sick.* (transitive, object = 'it')

*You **may feel pain** when the medicine **wears off**.* (intransitive, no object)

### 5.2 Separable and Inseparable Phrasal Verbs

In a phrasal verb, an object can come after the particle (inseparable phrasal verb) or between the verb and the particle (separable phrasal verb).

*Mary has **got over** the flu now.* (inseparable)

*You should **put some money aside** every month for your holiday.* (separable)

Usually, object phrases go after the particle while pronouns are often put between the verb and the particle. Pronouns are not put after the particle.

*They **carried out** the experiment.* (object = 'the experiment')

*They **carried it out**.* (object = the pronoun 'it')

*They carried out it. ✗*

Generally, phrasal verbs with two particles are inseparable. However, they can be followed by a personal pronoun.

*He has decided to **cut down on** sugar.*

*He has decided to **cut down on it**.*

### 5.3 Same-way Question Tags

The usual structure of a question-question tag is positive-negative or negative-positive. However, it is sometimes possible to use a positive-positive or negative-negative structure. We use same-way question tags to express interest, surprise, anger, joy, etc., and not to make real questions.

*So **you're going to Hawaii, are you?***

***You think that's funny, do you?***

## 5.4 Question Tags for polite requests

Question tags can be used to make polite requests.  
*You **couldn't** help me with the cake, **could** you?*

## 5.5 Reinforcement Tags

Reinforcement tags come at the end of a statement and reinforce what the speaker has said. They take the form subject + auxiliary/modal verb, i.e. the opposite of question tags.

*That was the best meal ever, **that was**.*

*Heston **could** become a great chef, **he could**.*

## Unit 6

### 6.1 Modal Verbs

Modal	Use
can	to talk about general ability in the present and the future for requests for permission
can't	to show that we are sure something isn't true
could	to talk about general ability in the past (past form of can) to talk about possibility for polite requests to make suggestions
may	to talk about possibility in the future for polite requests for polite permission
might	to talk about possibility in the future as the past tense of may
must	to say that something is necessary to talk about obligation to show that we are sure something is true to recommend something
mustn't	to talk about something that is not allowed
should	to give advice to ask for advice
would	for actions that we did regularly in the past, but that we don't do now for polite requests
needn't	to say that something is not necessary
be able to	to talk about general ability to talk about a specific ability in the past
have to	to say that something is necessary to talk about obligation
mustn't & don't have to	We use <i>mustn't</i> to say that something is not allowed, whereas we use <i>don't have to</i> to show that there is no obligation or necessity.

*Stan **can** look after the garden and he's only seven!*

***Can** you wash the car?*

*Yes, you **can** go to the environment seminar.*

*That river **can't** be safe to swim in; it's filthy!*

*My son **could** walk when he was a year old.*

*Don't dump your rubbish; it **could** harm the environment.*

***Could** you explain global warming to me, please?*

*You **could** ask a scientist to talk to the students on Earth Day.*

*They **may** put recycling bins outside the supermarket.*

# Grammar Reference

May I make a suggestion?

Yes, you **may** see Professor Green.

Donald **might** come with us to clean the beach.

A scientist said we **might** run out of fossil fuels sooner than we think.

Wilderness areas **must** be protected.

You **must** ask permission before you borrow these books.

It **must** be nice to live on a tropical island.

You **must** watch this documentary, it's amazing.

They **mustn't** dump chemical waste at sea.

You **should** install solar energy panels.

**Should** I buy environmentally-friendly products even if they cost more?

I **would** let the tap run while doing the dishes, now I'm more careful.

**Would** you put up these posters about pollution, please?

You **needn't** take the car, you can get there by bus.

Chrissie **is able to** measure the gas emissions from her car.

Dad **wasn't able to** fix the fuel leak on his own.

You **have to** be very careful when you are in a wilderness area.

You **have to** divide the kilometres covered by the number of litres of fuel consumed.

We **mustn't** ignore the problems threatening the planet.

You **don't have to** throw it away, just wash it out and use it to store food.

## Notes

Ought to can also be used to give advice, but it is not usually used in the question form.

Governments **ought to punish** polluters.

We can also use need as an ordinary verb. It has affirmative, negative and question forms and it is usually used in the Present Simple and the Past Simple. It is followed by a full infinitive.

They **need to pedestrianise** the town centre.

## 6.2 Perfect Modal Verbs

Perfect Modal	Meaning
must have + past participle	We are sure something happened in the past.
can't have + past participle	We are sure something didn't happen in the past.
may/might/could have + past participle	It is possible that something happened in the past, but we aren't sure.
could/might have + past participle	It was possible for something to happen in the past, but it didn't.
should/ought to have + past participle	Something was the right thing to do, but we didn't do it. We expected something to happen, but it didn't.
would have + past participle	We wanted to do something, but we didn't.
needn't have + past participle	It wasn't necessary to do something, but we did.

Watching the sunset on Santorini **must have been** very romantic.

Helen **can't have driven** the car because she was at home.

Peter **might have mowed** the lawn, but I'm not sure.

Sam **could have solved** the problem, but he didn't care enough.

You **should have watered** the plants! Now they're all dead!

The geologists **should have arrived** by now.

I **would have recycled** the bottles, but there were no recycling bins.

We **needn't have bought** a car because we moved to the city centre and no longer use it.

## Unit 7

### 7.1 Zero Conditional

If clause	Main clause
present simple	present simple

We use the zero conditional to talk about the result of an action or situation that is always true. We can use **when** instead of **if**.

If you **heat** water to 100°C, it **boils**.

When you **heat** water to 100°C, it **boils**.

### 7.2 First Conditional

If clause	Main clause
present tense	will, can, could, may, might + bare infinitive

We use the first conditional to talk about the results of an action or situation that will probably happen now or in the future.

If you **mix** the wrong chemicals, the experiment **won't work**.

We can also use an imperative in the main clause.

If you want to learn something, **watch** a documentary.

### 7.3 Second Conditional

If clause	Main clause
past tense	would, could, might + bare infinitive

We use the second conditional to talk about a situation that is

- unlikely to happen now or in the future.  
If I **knew** the answer, I **would solve** the problem.
- impossible or imaginary in the present.  
If I **had** lots of money, I **would donate** it to science.

We can also use the second conditional to give advice.

If I **were** you, I'd **patent** that invention.

**Note:** We usually use **were** for all persons in second conditional sentences.

If the professor **were** here, he'd set up the equipment properly.

### 7.4 Third Conditional

If clause	Main clause
past perfect tense	would, could, might + have + past participle

We use the third conditional to talk about events or situations in the past that could have happened, but didn't. They are always hypothetical because we cannot change the past.

*If he **had invented** it first, he **would have become** very rich. We **could have filmed** the experiment if we **had had** a video camera.*

## 7.5 Mixed Conditionals

If clause	Main clause
past perfect tense	would + bare infinitive

A mixed conditional is where the two clauses in a conditional sentence refer to different times. We use a mixed conditional to express the present result of a hypothetical past event or situation.

*If Mark **hadn't stolen** his idea, Kevin **would be** famous now.*

## 7.6 Conditionals without if

We can use a number of phrases to express conditions, without using *if*.

***Provided that** you have finished your experiment, you may leave the lab.*

***As long as** there are problems, people will look for solutions.*

We can use *unless* in first and second conditional sentences. It means the same as *if not*.

*I won't be able to finish the research **unless** you help me.*

We can use *otherwise* to replace an *if* clause. It means *if not*.  
*Watch how I do it. **Otherwise**, you'll make a mistake.*

We can use *supposing* in all conditional sentences. The main clause is usually a question. It means *imagine* or *what if*.

***Supposing** the experiment doesn't work, what will you do?*

We can use an infinitive structure to replace *if*.

***Ask me** the time once more and I'll get very angry.*

We can also use *should* to replace an *if* clause.

***Should you see** Dr Evans, please tell him a package has arrived for him.*

## 7.7 Wish & If only

Unreal past forms can be used with *wish* and *if only* to refer to wishes in past, present and future time.

We use *wish* + a past tense when we talk about the present or the future.

*I **wish** I **knew** the answer.*

***If only** he **could win** the next science scholarship.*

*I **wish** we **were going** to the space museum next week.*

We use *wish* + a past perfect tense when we talk about the past.

***If only** she **had graduated** last year.*

We use *wish* + *would* + bare infinitive when we talk about other people's annoying habits or to say that we would like something to be different in the future. We use it for actions, not states. *I **wish** you **wouldn't bother** me all the time.*

## 7.8 Inversion

We can use certain words and expressions at the beginning of a sentence for emphasis. When we do this, the word

order changes. This is called inversion.

***Never** have the students observed an experiment.*

***Not only** was she late, **but** she **also** forgot her biology notes.*

***Under no circumstances** must you leave the lab unlocked.*

***At no time** did he admit he had copied someone else's work.*

***Little** did we know that the invention would revolutionise science.*

***Rarely / Seldom** do you read about aspiring young scientists.*

***Not once** did he offer to help me with my research.*

*I got home from the lab. **Only then** did I realise I was still wearing my safety goggles.*

***Only after / Not until** I adjusted my calculations did I solve the equation.*

***So** complicated was the maths problem **that** nobody could solve it.*

***No sooner / Hardly** had he won the scholarship **than** he was on a plane to the UK.*

***Nowhere** can you find a better equipped lab as this one right here.*

# Unit 8

## 8.1 Relative Clauses

Relative clauses give more information about the subject or the object of a sentence. They are introduced by the following words:

- *who* for people
- *which* for things
- *whose* to show possession
- *when* for time
- *where* for places

## 8.2 Defining Relative Clauses

This type of relative clause gives us information that we need to be able to understand who or what the speaker is talking about. We do not use commas to separate it from the rest of the sentence. We can use *that* instead of *who* and *which* in defining relative clauses.

*That's the mall **where** I work.*

When *who*, *which* or *that* is the object of the relative clause, we can omit the relative pronoun.

***She** is the new secretary (**who**) they hired for the loans department.*

## 8.3 Non-defining Relative Clauses

This type of relative clause gives us extra information which isn't necessary to understand the meaning of the main clause. We use commas to separate it from the rest of the sentence.

*My neighbour, **who is a bit absent-minded**, often forgets to pay her bills.*

## 8.4 Prepositions in Relative Clauses

The relative pronoun can refer to the object of a preposition. In informal styles, the preposition comes after the verb. In formal English, prepositions can come before the relative pronoun. The pronoun *that* cannot be used after a preposition.

*The shop **which** Katie works **in** is over there.*

*The shop **in which** Katie works is over there.*

*Mr Greenback, **whom** I spoke **to**, is worth a fortune.*

# Grammar Reference

Mr Greenback, **to whom** I spoke, is worth a fortune.

## 8.5 Participle Clauses

There are two kinds of participles. The present participle (verb + -ing) and the past participle (verb + -ed or irregular form).

We can use participles in participle clauses to make sentences shorter. They can replace the subject and the verb in a sentence if the subject of both clauses is the same. We use a present participle if the verb is active and a past participle if the verb is passive.

*Before **buying** the shares, I checked to see that the company was legitimate.*

***Asked** to explain his actions, Bernie admitted he was a fraud.*

We can also use a participle to replace a relative pronoun and verb.

*The sales staff **who were hired** recently are excellent.*

*The sales staff **hired** recently are excellent.*

*The customer **who wanted** a refund asked for the manager.*

*The customer **wanting** a refund asked for the manager.*

We can also use a perfect participle (having + past participle) to combine clauses that have the same subject

- when one action is completed before another action.  
***She found** her credit card and then paid for the goods.*  
***Having found** her credit card, she paid for the goods.*
- when one action has been going on for a period of time before another action starts.  
***She had been spending** so much money that she was broke.*  
***Having spent** so much money, she was broke.*

The perfect participle can be used for active and passive voice.

- active voice: *having* + past participle  
***Having asked** the sales assistant for his opinion, Martha listened.*
- passive voice: *having been* + past participle  
***Having been asked** his opinion, the sales assistant gave it.*

## 8.6 Cleft Sentences

Cleft sentences are used to emphasise what we want to say. They are like a relative clause. Cleft structures include *the reason why*, *the thing that*, *the person/people who*, *the place where*, *the day when* and *what*-clauses with *is* or *was*.

***The reason (why)** he became a doctor **was** to make a lot of money.*

***The people who** really annoy me **are** talentless celebrities.*

***What I like best** is picking up bargains at antique markets.*

## Unit 9

### 9.1 Comparison of Adjectives & Adverbs

We use the comparative to compare two people or things. We usually form the comparative by adding -er to an adjective or adverb. If the adjective or adverb has two or more syllables, we use the word *more*. We often use the word *than* after the comparative.

*Live performances **are more entertaining than** video clips.*

*Their second album became a hit **more quickly than** their first one.*

We use the superlative to compare one person or thing with other people or things of the same type. We usually form the superlative by adding -est to the adjective or adverb. If the adjective or adverb has two or more syllables, we use the word *most*. We use the word *the* before the superlative.

*Which is **the biggest selling** album of all time?*

*The lead singer spoke **the most politely** of all the band members.*

Some adjectives and adverbs are irregular and form their comparative and superlative in different ways.

Adjective/Adverb	Comparative	Superlative
good/well	better	the best
bad/badly	worse	the worst
many/more	more	the most
much	more	the most
little	less	the least
far	farther/further	the farthest/furthest

#### Note:

- 1 Some words like *hard*, *late*, *straight* and *fast* are both adjectives and adverbs.
- 2 The words *friendly*, *lovely*, *silly* and *ugly* are adjectives (not adverbs).
- 3 The words *hardly* (= barely) and *lately* (= recently) are not the adverbs of *hard* and *late*.

### 9.2 Other ways of comparing

We use *as* + adjective/adverb + *as* to show that two people or things are similar in some way.

*Are van Gogh's paintings **as nice as** those by Renoir?*

We use *not as/so ... as* to show that one person or thing has less of a quality than another.

*Painting **isn't as difficult to do as** sculpture.*

We use *the* + comparative, *the* + comparative to show how one action or situation affects another.

*The **bigger** the band, the **harder** it is to get concert tickets.*

### 9.3 Qualifiers

Qualifiers come before an adjective or adverb and increase or decrease the word. The most common qualifiers in English are: *very*, *quite*, *rather*, *somewhat*, *far more*, *most*, *less*, *least*, *more or less*, *too*, *so*, *just*, *enough*, *indeed*, *still*, *almost*, *fairly*, *really*, *pretty*, *even*, *a bit*, *a little*, *a (whole) lot*, *a good deal*, *a great deal*, *much*, *kind of*, *sort of*.

*The Beatles were **far more** successful than the Monkees.*

*These artists are **more or less** the same in terms of brush work.*

### 9.4 Too & Enough

We use *too* + adjective/adverb to show that something is more than we want or need.

*It's **too expensive** to buy an original El Greco!*

*Marc is **too scared** to perform on stage in public.*

We use adjective/adverb + *enough* or *enough* + noun to show that something is or isn't as much as we want or need.  
*Their last album wasn't good enough.*  
*I have got enough money to buy a new stereo system.*

## 9.5 So & Such

We use *so* and *such* for emphasis. They are stronger than *very*.

We use *so* + adjective/adverb.

*The Mona Lisa is so beautiful!*

We use *such* + (adjective) + noun.

*The Mona Lisa is such a beautiful painting.*

We can also use *so* and *such* to emphasise characteristics that lead to a certain result or action.

*The Clash were such a great band that I have all of their albums.*

*These paintings are so modern that I can't tell what they depict.*

# Unit 10

## 10.1 Passive Voice: Tenses

We use the passive when

- the action is more important than who or what is responsible for it (the agent).  
*I was employed on a temporary basis.*
- we don't know the agent, or it is not important.  
*People are being forced to join the rat race.*

**Note:** When it is important to mention the agent in a passive sentence, we use the word *by*. When we want to mention a tool or material in the passive sentence, we use the word *with*.

*The employee of the month was congratulated by the manager.*

*The employee was presented with a prize.*

The passive is formed with the verb *be* and a past participle. Notice how the active verb forms change to passive verb forms.

Tense	Active	Passive
Present Simple	take/takes	am/are/is taken
Present Continuous	am/are/is taking	am/are/is being taken
Past Simple	took	was/were taken
Past Continuous	was/were taking	was/were being taken
Present Perfect Simple	have/has taken	have/has been taken
Past Perfect Simple	had taken	had been taken
Future Simple	will take	will be taken

**Note:** There is no passive form for Future Continuous, Present Perfect Continuous and Past Perfect Continuous.

We change an active sentence into a passive sentence in the following way.

The object of the verb in the active sentence becomes the subject of the verb in the passive sentence. The verb *be*

is used in the same tense of the main verb in the active sentence, together with the past participle of the main verb in the active sentence.

*They were interviewing him. He was being interviewed.*

When we want to change an active sentence with two objects into the passive voice, one becomes the subject of the passive sentence and the other one remains an object. We choose the object we want to emphasise. If the personal object remains an object in the passive sentence, then we have to use a suitable preposition (*to*, *for*, etc).

*We gave him the promotion.*

*He was given the promotion.*

*The promotion was given to him.*

## 10.2 Passive Voice: Gerunds, Infinitives & Modal Verbs

Tense	Active	Passive
Gerund	taking	being taken
Bare Infinitive	take	be taken
Full Infinitive	to take	to be taken
Modal	can take	can be taken

*The bank clerk denied being involved in the robbery.*

*The problem had better be dealt with quickly.*

*He agreed to be transferred to another branch.*

*Any problems must be reported to the manager.*

**Note:** Some verbs have noun forms that can be used as the subject of a passive sentence, with the addition of a new passive verb.

*They're relocating Jim to New York next month.*

*Jim is being relocated to New York next month.*

*Jim's relocation to New York will be finalised by next month.*

## 10.3 Reporting with Passive Verbs

We often use verbs like *believe*, *consider*, *know*, *expect*, *say*, *suppose* and *think* in the passive voice to report what someone has said. They can be used in an impersonal or a personal passive structure.

We form the impersonal passive structure with *it* + passive verb + *that* + clause.

*It is believed that working too hard is bad for you.*

We form the personal structure with noun + passive verb + full infinitive.

*Inner city areas are said to be dangerous.*

## 10.4 Seem & Appear

The verbs *seem* and *appear* can be used in similar ways to indicate the impression you get from something or somebody. After *seem* and *appear* we often use a full infinitive or a perfect infinitive for past events.

*The shop doesn't appear to be open. Let's come back later. (present)*

*The accountant appears to have stolen all of the money. (past)*

We can also use a *that*-clause after *It seems* and *It appears*.

*It seems that none of the candidates are suitable.*

*It appears that we may have to advertise again.*

# Grammar Reference

After *seem*, but not normally after *appear*, we can use *as if* or *like*.

*It seems as if the company has gone bankrupt.*

*It seems like they'll never finish all the work.*

**Note:** Adjectives, not adverbs, are used after *seem* and *appear*.

*He seems careful.*

*The manager appeared (to be) apologetic.*

## 10.5 Passive Causative

We use the causative to say that

- someone has arranged for somebody to do something for them.

*Many businesses have burglar alarms installed on their premises.*

- something unpleasant happened to someone.

*I had my iPhone stolen while I was at work.*

We form the causative with *have* + object + past participle. It can be used in a variety of tenses. When we want to mention the agent, we use the word *by*.

*We have had all of the offices painted.*

*The manager used to have the files locked in his safe.*

*The customer will have their order processed (by the staff).*

**Note:** We can also use *get* + object + past participle. This structure is less formal.

*Tina got her car repaired after someone scratched it.*

Other passive causative structures can be formed with *need*, *prefer*, *want*, *would like* + object + past or present participle.

*He prefers the orders to be dealt with immediately.*

*We needed the computers (to be) checked for viruses.*

*I want this report (to be) typed, please.*

## Unit 11

### 11.1 Reported Speech: Statements

When we report direct speech, the tenses used by the speaker usually change as follows:

Present Simple	Past Simple
'He enjoys sailing,' she said.	She said (that) he enjoyed sailing.
Present Continuous	Past Continuous
'She is flying a kite,' he said.	He said (that) she was flying a kite.
Present Perfect Simple	Past Perfect Simple
'They have played well,' she said.	She said (that) they had played well.
Present Perfect Continuous	Past Perfect Continuous
'They have been training hard,' she said.	She said (that) they had been training hard.
Past Simple	Past Perfect Simple
'She attended the race,' he said.	He said (that) she had attended the race.

Past Continuous	Past Perfect Continuous
'He was buying tickets,' she said.	She said (that) he had been buying tickets.

Other changes in verb forms are as follows:

can	could
'He can swim very fast,' she said.	She said (that) he could swim very fast.
may	might
'He may be injured,' she said.	She said (that) he might be injured.
must	had to
'He must run faster,' she said.	She said (that) he had to run faster.
will	would
'They will buy new players,' she said.	She said (that) they would buy new players.

**Note:**

- We often use the verbs *say* and *tell* in reported speech. We follow *tell* with an object.

*Our coach said (that) we should run further.*

*Our coach told us (that) we should run further.*

- We can leave out *that*.

*He said that he deserved a place on the team.*

→ *He said he deserved a place on the team.*

- Remember to change pronouns and possessive adjectives where necessary.

*'We are packing the equipment,' he said.* → *He said (that) they were packing the equipment.*

*'That's my baseball bat,' she said.* → *She said (that) that was her baseball bat.*

- The following tenses and words don't change in reported speech: Past Perfect Simple, Past Perfect Continuous, *would*, *could*, *might*, *should*, *ought to*, *used to*, *had better*, *mustn't* and *must* when they refer to deduction.

### 11.2 Reported Speech: Changes in time and place

When we report direct speech, there are often changes in the words which show time and place.

Direct speech	Reported speech
'I'm training now,' she said.	She said she was training then.
'They're getting the nets today,' he said.	He said they were getting the nets that day.
'I don't want to jog tonight,' she said.	She said she didn't want to jog that night.
'I lost my gloves yesterday,' he said.	He said he had lost his gloves the previous day / the day before.
'He won last week,' she said.	She said he had won the previous week / the week before.

'We'll call the players <b>tomorrow</b> ,' she said.	She said they would call the players <b>the next day / the following day</b> .
'We're playing in the final <b>next month</b> ,' she said.	She said they were playing in the final <b>the following month</b> .
' <b>This</b> is my sports club,' she said.	She said <b>that</b> was her sports club.
'The tournament started two days ago,' she said.	She said the tournament had started two days <b>before</b> .
'He's playing tennis <b>at the moment</b> ,' she said.	She said he was playing tennis <b>at that moment</b> .
'The footballs are <b>here</b> ,' he said.	He said the footballs were <b>there</b> .

### 11.3 Reporting Verbs

Apart from the verbs *say*, *tell* and *ask*, we can use other verbs to report what someone says more accurately. Notice the different structures.

verb + full infinitive	
agree	'Yes, I'll give the presentation,' he said. He <b>agreed to give</b> the presentation.
claim	'I'm good at giving presentations,' he said. He <b>claimed to be</b> good at giving presentations.
decide	'I think I'll give the presentation,' he said. He <b>decided to give</b> the presentation.
refuse	'I won't give the presentation,' he said. He <b>refused to give</b> the presentation.
offer	'Shall I give the presentation?' he said. He <b>offered to give</b> the presentation.
promise	'Don't worry, I'll give the presentation,' he said. He <b>promised to give</b> the presentation.
verb + object + full infinitive	
advise	'If I were you, I'd train hard,' he said. He <b>advised me to train</b> hard.
encourage	'Go on, train hard and you'll do well,' he said. He <b>encouraged me to train</b> hard.
order	'Train!' he said. He <b>ordered me to train</b> .
persuade	'You should train hard,' he said. 'You're right!' I said. He <b>persuaded me to train</b> hard.
remind	'Don't forget to train hard,' he said. He <b>reminded me to train</b> hard.
warn	'Train! Don't waste your time,' he said. He <b>warned me not to waste</b> my time.
verb + gerund (-ing)	
admit	'I took your basketball,' he said. He <b>admitted taking</b> my basketball.
deny	'I didn't take your basketball,' he said. He <b>denied taking</b> my basketball.
recommend	'You should buy this basketball,' he said. He <b>recommended buying</b> that basketball.
suggest	'Let's get a basketball,' he said. He <b>suggested getting</b> a basketball.

verb + preposition + gerund (-ing)	
apologise for	'I'm sorry I lost your gloves,' he said. He <b>apologised for losing</b> my gloves.
complain about	'I lost my gloves,' he said. He <b>complained about losing</b> his gloves.
insist on	'Of course I will buy new gloves for you,' he said. He <b>insisted on buying</b> new gloves for me.
verb + object + preposition + gerund (-ing)	
accuse sb of	'I'm sure you cheated in the race,' he said. He <b>accused me of cheating</b> in the race.
congratulate sb on	'You won the race! Well done!' he said. He <b>congratulated me on winning</b> the race.
verb + that	
announce	'I'm going to train for the marathon,' he said. He <b>announced that</b> he was going to train for the marathon.
complain	'I don't have time to train for the marathon,' he said. He <b>complained that</b> he didn't have time to train for the marathon.
demand	'Help me train for the marathon,' he said. He <b>demanded that</b> I help him train for the marathon.

### 11.4 Reported Questions

When we report questions, changes in tenses, pronouns, possessive adjectives, time and place are the same as in reported statements. In reported questions, the verb follows the subject as in ordinary statements and we do not use question marks.

When a direct question has got a question word, we use this word in the reported question.  
'**When** did you decide to become an athlete?' he asked.  
He asked **when** I had decided to become an athlete.

When a direct question does not have a question word, we use *if* or *whether* in the reported question.  
'Are the training facilities good?' he asked.  
He asked **if/whether** the training facilities were good.

## Unit 12

### 12.1 Clauses of Reason

We can begin a clause with these words to give a reason for a particular situation: *so*, *because of*, *for*, *because*, *owing to*, *due to*, *as*, *since*, *seeing that/as*, *with*.  
**Since** I'm not sure what I want to do, I haven't yet decided what to study.  
They're moving to the city **because** they feel there are no jobs in the village.  
**With** all the new technology around, I'm not sure what I should buy.  
Why don't you become a doctor, **seeing that/as** your mum is one too?

### 12.2 Clauses of Purpose and Result

We can begin a clause with these words to give the purpose of a particular situation: *so that*, *in order to*, *so as to*, *for*, and the full infinitive.  
People went to the Moon **in order to/so as to** explore it.

# Grammar Reference

Robots are used **to explore/for exploring** strange landscapes.

We can begin a clause with these words to give the result of a particular situation: *so, such a, so many, so much, so few, so little, too/not enough + to.*

The program was **too difficult/not easy enough** for the engineer **to** understand.

The NASA scientists were **so excited (that)** they were jumping up and down.

## 12.3 Clauses of Contrast

We can express contrast with these words and phrases in a clause: *despite, in spite of, despite the fact that, in spite of the fact that, however, nevertheless, although, though, even though, whereas, while.*

It was freezing. **Nevertheless**, we stayed outdoors to observe the meteor shower.

**In spite of** the dangers, the astronauts were eager to go into space.

## 12.4 Neither ... nor

**Neither ... nor** is used to give a negative sense. Subjects connected by 'neither ... nor' take either a plural or singular verb conjugation depending on the subject closer to the conjugated verb.

**Neither** Julie **nor** Patty **wants** to become a space engineer.  
**Neither** Simon **nor** his friends **are** worried about the future.

## 12.5 Either ... or

**Either ... or** is used to offer a choice between two possibilities.

**Either** Jim **or** Tom **can** help you.

You should study **either** science **or** engineering.

Not ... **either... or** denies both possibilities.

**I don't think either** John **or** Anne **will** be there.

He **doesn't** like **either** physics **or** maths.

Not **either** is used after a negative statement.

**I don't understand rocket science and you don't either.**

He **isn't** interested in space exploration and we **aren't either**.

# 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
broadcast	broadcast	broadcast
build	built	built
burn	burnt	burnt
buy	bought	bought
can	could	—
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forecast	forecast	forecast
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let

# Irregular verbs

Infinitive	Past Simple	Past Participle
lie	lay	lain
light	lit	lit
lose	lost	lost
mean	meant	meant
make	made	made
meet	met	met
pay	paid	paid
prove	proved	proven
put	put	put
read	read /red/	read /red/
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
show	showed	shown
shoot	shot	shot
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt	smelt
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
stink	stank	stunk
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

# Writing Reference

## Reference

When writing a reference,

- clearly state the reason for writing, explain who you are and what your relationship to the person is.
- describe the person's character, relevant skills and their previous experience.
- present the person positively and make it clear why they are suitable for the job.
- use formal language.

### Plan

#### Beginning

Use a formal greeting.

*To whom it may concern, / Dear Sir/Madam, / Dear Sir, / Dear Madam, / Dear Mr/Ms ...*

#### Introduction

Say who you are and how you know the person you are referring to.

*I am writing to recommend ... / I have been asked by my friend/colleague ...*

*/ I have known ... for/since ... / I first met ... in/when ...*

#### Main Paragraph 1

Describe the person's character and qualities.

*... is reliable/organised/efficient/extremely competent/flexible ... / ... can work under pressure ... / ... can work independently/in a team .../is a team player... / ... is willing to offer assistance*

#### Main Paragraph 2

Describe the person's skills.

*... is a skilled ... / ... is proficient in ... / ... is highly ... / ... is an accomplished ... / ... has a talent/flair/gift for ... / ... has the necessary ... skills / ... has excellent ... skills*

#### Main Paragraph 3

Discuss the person's previous relevant experience.

*... was responsible for / ... worked as a(n) ... / her/his duties included ... / ... effectively carried out his/her responsibilities/tasks ... / ... did an excellent job ...*

#### Main Paragraph 4

Give reasons why the person should be selected.

*I believe that his/her skills and experience make ... an excellent candidate for ... / I believe he/she would be an asset to ... / as is evidenced / shown by the fact that ... / his/her ... is such that ... / For this reason, ...*

#### Conclusion

Reinforce your belief and repeat your recommendation.

*I highly recommend ... / I have no hesitation in recommending ... / I am confident that ...*

#### Ending

Use a formal phrase for closing the letter.

*Yours faithfully, ...* (if you don't know the reader's name) or *Yours sincerely, ...*  
(if you know the reader's name)

### Reference checklist

- Have you followed the plan? ☐
- Have you included all the necessary information? ☐
- Have you presented the person in a positive way? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your reference well organised? ☐

# Writing Reference

## Essay

When writing an essay,

- think about the topic and your opinion on it.
- present your arguments.
- use examples to support the arguments you make.
- summarise your arguments and express your opinion in the conclusion.
- use appropriate language.

### Plan

#### Introduction

Introduce the topic. In your own words, include the statement declared in the task. State your point of view.

*There is no doubt that ... / Many people feel/believe that ... /*

*People sometimes argue that ... / It can be argued that ... / Most people say ...*

#### Main Paragraph 1

Agree or disagree with the statement. Give your view and support it with examples and evidence.

*Generally speaking, ... / There are many advantages/disadvantages to ... / It is a well-known fact that ... / It is widely thought/believed/claimed that ... / One point of view is ... / For one thing, ... / Moreover, ... / For example, ... / As a result, ...*

#### Main Paragraph 2

Add more information or present the other side of the argument and give examples.

*One can imagine that ... / It would not be unreasonable to ... / It is plain to see ... / Far from -ing ... / There are those who believe that ... / In contrast with ... / Contrary to the above ideas, ... / On the contrary, ... / Others feel/argue that ... / However, ... / Consequently, ... / For instance, ...*

#### Conclusion

Summarise your arguments and express your overall opinion.

*All in all, ... / On the whole, ... In conclusion, ... / To conclude, ... / To sum up, ... / I strongly believe, ...*

### Essay checklist

- Have you followed the plan? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your essay well organised? ☐

# Information sheet

When writing an information sheet,

- make sure that it contains clear and factual information.
- organise the information into sections with appropriate headings and address every point in the task.
- think of a suitable title for your information sheet.
- use informal or semi-formal language.

## Plan

### Title

Attract the attention of the reader and state the content of the information sheet.

### Introduction

Say why you are writing the information sheet in a friendly manner to ensure the reader continues reading.

*Here are some helpful hints ... / Here are a few tips ... / The following is a list of ...*

### Main Paragraphs 1-4

Discuss the points. Inform your reader and advise. Start a new paragraph for each point and remember to use headings to organise your information sheet and make your ideas clearer.

*Here are some ... to ... / It would be a good idea to ... / It is important to consider ... / When + -ing ... / If you follow these tips, ...*

### Conclusion

Summarise your main points.

## Information sheet checklist

- Have you followed the plan? ☐
- Have you used appropriate language? ☐
- Have you used correct headings? ☐
- Is your information sheet informative? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your information sheet well organised? ☐

# Writing Reference

## Review

When writing a review,

- try to catch the reader's attention in the first paragraph.
- remember to support your arguments with examples.
- remember to give your recommendation in the last paragraph.

### Plan

#### Introduction

Introduce what you are reviewing.

#### Main Paragraphs 1-2

Describe one aspect of what you are reviewing in paragraph 1. Give the reader an idea of what you are writing about. Describe another aspect and give further details in paragraph 2.

*What I liked most was ... / The thing I liked most was ... / The highlight for me was ... / ... combines ... with ...*

*What I disliked most was ... / I was disappointed by/with ... / The ... was a real let-down. / I wasn't impressed by/with ... / That doesn't mean that ...*

#### Conclusion

Summarise your points and give your recommendation.

*I highly recommend ... / I can't recommend it highly enough. / ... would appeal to ... / If you get a chance to ... / If ... is your thing ... / ... should not be missed. / I wouldn't recommend ... / You should probably give it a miss.*

### Review checklist

- Have you followed the plan? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your review well organised and interesting for the reader? ☐

# Proposal

## When writing a proposal,

- answer the question in the task by describing, expressing your opinion and recommending. Remember to be persuasive.
- think of a suitable title for your proposal.
- remember to use headings to organise your proposal and make your ideas clearer.
- use semi-formal language.

### Plan

#### Title

#### Introduction

##### Heading

Say why you are writing the proposal.

*The aim/purpose of this proposal is to recommend ... / This is a proposal on ... / This proposal will make suggestions/recommendations for ... / It will also suggest/recommend ...*

#### Main Paragraphs 1-4

Write one paragraph for each suggestion. Don't forget to include a heading for each paragraph. Make your choice clear by writing positively about it.

*The first suggestion is/would be ... / In terms of ... / Regarding ... / When it comes to ...*

*On the plus side, ... / The best thing about ... is ... / ... it is by far the most ... / This may be a good choice ... because ... / This option has several advantages ...*

*This is a nice idea, but ... / On the minus side, ... / An alternative possibility would be to ... / Alternatively, ... / However, ...*

#### Conclusion

##### Heading

Bring your proposal to an end by making a recommendation.

*I strongly recommend ... / I can't recommend ... highly enough ... / To sum up, my recommendation/suggestion is ... / As can be seen from this proposal, ... / I feel that the best option is ...*

## Proposal checklist

- Have you followed the plan? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your proposal well organised? ☐

# Writing Reference

## Contribution

When writing a contribution,

- keep in mind that even though it is part of a larger document (a book, brochure, guidebook or a research project), it should be able to stand alone.
- grab the reader's attention and make them want to continue reading more.
- describe, explain and recommend.
- use appropriate language. The register and style is determined by the purpose and target reader of the main document. You may include headings.

### Plan

#### Title

#### Introduction

Engage your reader immediately.

*Have you ever wondered ...? / Have you ever been ...? / Imagine ... / Suppose, for a moment, that ...*

#### Main Paragraphs 1-3

Address every part of the question in the task. Write one paragraph for each point.

*When it comes to ... / Without a doubt, the best/worst ... / Few would agree/disagree that ... / The impact this has had on ... is ... / It is responsible for ... / No doubt, it is the cause of ... / On the one hand ... / On the other hand ... / In this case ...*

#### Conclusion

Summarise your view and express your opinion. Give a recommendation.

*Why not ...? / How about ...? / The only way ... / The most successful measure would be ... / By ... we can ... / For these reasons, it would be ...*

### Contribution checklist

- Have you followed the plan? ☐
- Have you included all the necessary information? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your contribution well organised? ☐

## Competition entry (nomination)

When writing a competition entry (nomination),

- persuade the reader that your choice is the best.
- don't just give a general description of the person you are nominating. Remember to describe the person's achievements, explain and justify.
- write a strong final paragraph.
- use formal language.

### Plan

#### Introduction

Nominate a person and engage the reader.

#### Main Paragraph 1

Describe the person's achievements in a general way.

*... is regarded as ... / ... is widely believed to be ... / ... is considered to be ...*

#### Main Paragraph 2

Discuss the person's specific achievements.

*the founder of ... / ... the father of ... / ... was the first to ... / ... was responsible for ... / ... laid the foundations for ... / ... paved the way for ... / ... if not for ... / groundbreaking/ radical/revolutionary/original / His/Her work has been inspirational to many people ... / To my mind, this person/he/she displays a talent for ...*

#### Conclusion

Summarise your points and stress the importance of the person's achievements.

### Competition entry (nomination) checklist

- Have you followed the plan? ☐
- Have you included all the necessary information? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your competition entry (nomination) well organised? ☐

# Writing Reference

## Article

When writing an article,

- think about who you're writing for and what you want to say about the topic. Use a suitable style. The target reader will determine the register.
- write down your ideas and select the best ones.
- think of a title that will get your reader's attention.
- make sure each paragraph begins with a topic sentence.
- put the main points of your article into the middle paragraphs.

### Plan

#### Title

Give your article an eye-catching title.

#### Introduction

Get the attention of the reader and introduce the topic of your article.

*Have you ever wondered/asked yourself/thought about ...?*

*Can you imagine ...? / Imagine ... / What would happen if ...? / When was the last time you ...?*

#### Main Paragraphs 1-3

Address all the points in the task. Start a new paragraph for each point. Discuss the topic and give information in an interesting and engaging way.

#### Conclusion

Summarise and give your opinion.

*If you ask me, ... / I believe ... / I would have to say ... / In my opinion, ... / As far as I'm concerned, ...*

### Article checklist

- Have you followed the plan? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your article well organised and interesting for the reader? ☐

# Report

## When writing a report,

- allow yourself time to plan what you will include in your report. Remember to cover all the points in the task.
- think of a suitable title for your report.
- use headings or topic sentences to organise your report and make your ideas clearer.
- use appropriate language.

### Plan

#### Introduction

Introduce the topic of the report.

#### Main Paragraph 1

Discuss the first point. Describe what the best thing was.

*By far the best thing was ... / Without a doubt, ... was the best ... / In terms of ... , the best thing was ...*

#### Main Paragraph 2

Discuss the second point. Describe any problems.

*On the down side, ... / ... could have been better. / I wasn't very impressed with/by ... / There's room for improvement ...*

#### Main Paragraph 3

Bring the report to an end by discussing the last point. Make suggestions or recommendations.

*I would therefore suggest/recommend ... / The problem can be easily addressed by ... / One way to deal with it would be to ... / An effective solution would be ...*

## Report checklist

- Have you followed the plan? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your report well organised? ☐

# Writing Reference

## Letter

When writing a letter,

- respond appropriately to the situation presented in the task.
- use correct set phrases and make sure your paragraphs are clear.
- answer all the questions and/or refer to all the points in the original letter if you are replying to someone.

### Plan

#### Beginning

Use an appropriate greeting.

*Dear Mayor, / Dear Sir/Madam, / Dear Mr/Mrs/Ms ... , / Dear (name), ... Hi ...!*

#### Introduction

Acknowledge receiving the letter. Give a reason for writing.

#### Main paragraphs 1-3

Respond appropriately. You may be required to provide or ask for information, express an opinion, give advice, persuade someone to do something, etc. Cover all the points or queries raised in the input material.

*Firstly, regarding ... / In addition, ... / I would like to know if/whether ... / I would be grateful if you could tell me ... / Please let me know ... / I was wondering if ... / I would also like to ask about ...*

*It would be better to ... / One solution would be to ... / An alternative idea might be to ... / Would you like me to ...? / I think we should ... / I would recommend ... / What/How about ...? / I'd suggest ... / I think you should ... / If I were you, I'd ... / Have you considered ...? / I think you'd really enjoy ... because ... / ... would be ideal for you. / I wouldn't take up ... because ...*

*I'm really pleased with ... / It's by far the best ... / No other place can match it.*

#### Conclusion

You may be required to summarise your arguments and give a personal opinion, say what you want to happen next or make a comment.

*Given the above, it is my opinion that ... / I think we/you should ... /*

*Thank you in advance for ... / I would appreciate it if you could reply soon. / I look forward to hearing from you.*

#### Ending

Sign off in an appropriate way.

*Yours faithfully, ... (if you don't know the reader's name) or Yours sincerely, ... (if you know the reader's name). / Best wishes, ... / Kind regards, ... / Love, ... / Bye for now, ... / Take care, ... / Look after yourself, ... / I'm looking forward to seeing you soon.*

### Letter checklist

- Have you followed the plan? ☐
- Have you used appropriate language? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your letter well organised? ☐

# Speaking Reference

## Dealing with all parts of the question

Photo ... shows ..., whereas photo ... shows ...  
 The photos are similar as / in that they both ...  
 While there are some similarities between the photos, they are different because ...  
 One thing they both have in common is ...  
 Achievement is depicted / shown in photo ... by ..., but in photo ... it is shown by ...  
 Both photos show completely different aspects of achievement because / since ...  
 The main aspect of achievement that comes over in photo ... is, while / whereas in photo ..., ... is more important.  
 The main measure of success in photo ..., is ..., while / whereas in photo ..., success is measured in terms of ...  
 How successful the person / people in photo ... is / are depends on ...  
 He / She / They must be feeling ...  
 He / She / They appear to be ...

## Presenting opinions and reaching a decision

So, what do you think about ...?  
 I think / I don't think ...  
 It seems to me that ...  
 Don't you agree that ...?  
 Why do you say / think that ...?  
 I (completely) agree / disagree ...  
 I (really) can't see the point of ...  
 So, we both agree on this, but ...

## Topic vocabulary

accident and emergency  
 avoid / prevent injury  
 careless  
 caring  
 CPR  
 don't give much importance to  
 give first aid  
 health professional  
 injection  
 junk food  
 organic / fresh produce  
 paramedic  
 positive / negative attitude towards  
 prescribe / dispense / take medication  
 preventative measures  
 protective clothing  
 resuscitation  
 side-effects  
 stretcher  
 take care of  
 vaccination  
 warm up

## Presenting your options

Let me begin by telling you about ...  
 Well, my first option is ...  
 On the one hand, this film ..., but on the other ...  
 Not only is / does this film ..., but it also, ...  
 What is most impressive / disappointing about this film is

For me / To my mind / In my opinion, the biggest advantage / drawback is ...  
 The next / second film is ...

## Handing over to your partner

That's all I have to say about my options. What about yours?  
 That sums up my options. Tell me about your two films.  
 What films do you have to suggest?

## Adding ideas

Not only does / is ..., but it also ...  
 Another factor we should take into consideration is ...  
 This is not only true of ..., but also of ...  
 What's more / Furthermore / In addition / Similarly, ...

## Contrasting

On the one hand, ..., but on the other ...  
 While it might be true that ..., we could also say that ...  
 In one sense, ..., but in another ...

## Involving your partner

So, what's your opinion about / on ...?  
 Do you agree with me?  
 How about you?  
 And you?  
 How do you feel about ...?

## Selecting photos

I'm going to compare / discuss / choose photos ... because  
 I'd like to focus on photos ...  
 I'll begin by comparing photos ...  
 The two photos I'm going to compare are ...  
 The photo that best shows ... is ...  
 I'd say that photo ... shows ... more clearly because ...  
 So, it seems to me that ...  
 Well, to sum up, I think ...  
 In conclusion ...

## Justifying choices

I believe ... doesn't really reflect / show us ... because / as / since ...  
 The reason why I think this is ...  
 Most people would probably say ... because / as / since ...  
 Although some people ... might choose ...  
 Not everyone ... so I wouldn't suggest / choose ...  
 ... is much more popular with ..., so ...  
 If we consider the effect ... has had on our lifestyles, we could say that ...

## Linking ideas

I think / don't think ... because ...  
 I'd say that ... because ...  
 If I had to choose, I'd ... because ...  
 I'd / I wouldn't like to ... because ...  
 This is why ...  
 For that reason ...  
 For example ...  
 This is ... but / although / so / because / and ...

# Speaking Reference

## Evaluating

Photo ... best portrays ..., because ...

While photo ... is a good example of ..., photo ... is probably better as ...

All photos show ..., but the one that stands out from the rest is ...

There's no doubt that photo ... is a more accurate portrayal of ...

## Negotiating

I see your point, but don't you think ...?

I'm not really sure that ..., surely photo ... is a better choice?

I know where you're coming from, but I can't help thinking that ...

I know what you mean, but ...

## Speculating

This type of art might / could be ... because ...

Graffiti must / might / could have had a real effect on ...

Don't you think this idea could be seen as ...

I would say that street art reaches people because it could / might be ...

## Comparing options

... may have all the relevant qualifications, but he / she has less experience than ...

I think the fact that he / she ... is much more important than ...

Being able to ... is more essential for this particular post than ...

It's no use having / being ... if / unless ...

While it would be an advantage if ..., his / her other credentials more than make up for it.

... is the most / least suitable candidate of all due to the fact that / since / because ...

There can be no doubt that ... is the best / worst choice as ...

## Developing answers to personal questions

In general / On the whole, I prefer ... to ... because ...

Although I enjoy ..., I'd much rather ...

I'm not really the kind of person who ..., so for me ... is preferable.

... isn't really the sort of thing I'm into / my cup of tea because ...

There's no way you'd catch me ..., but I love ...

I can't describe myself as being a big fan of ...

There's nothing I like better than ...

When it comes to sport, I'm the kind of person who ...

## Supporting opinions with examples

Modern technology (doesn't) always bring(s) progress as can be seen by ...

A concrete example of how modern technology ...

Just think about how ... affected progress.

... is a classic example of how ...

If we take into consideration ..., it's clear that life in the future ...

Bearing in mind that ... future generations will ...

The past has shown / taught us that ...

## Talking about the future

In years to come, ...

In the future, ...

Five / Ten / Fifty years from now, ...

In ten / twenty years' time ...

# Collocations & Expressions

A little bird told me.	(U2)	go places	(U1)
a no-brainer	(U1)	have a change of heart	(U3)
bank account	(U8)	have a frog in your throat	(U2)
bank balance	(U8)	have deep pockets	(U8)
bank statement	(U8)	have egg on your face	(U5)
be at each other's throats	(U3)	have someone in your corner	(U11)
be cutting edge	(U7)	have your cake and eat it too	(U5)
be first out of the gate	(U11)	hit rock bottom	(U10)
be full of beans	(U5)	hit the bull's-eye	(U11)
be in the money	(U8)	hot potato	(U5)
be light years ahead	(U7)	internal organs	(U3)
be music to your ears	(U9)	It's not rocket science!	(U7)
be on the tip of your tongue	(U3)	keep your chin up	(U3)
be toast	(U5)	keep your head above water	(U10)
bite someone's head off	(U3)	line your pockets	(U8)
black market	(U8)	make a fortune	(U8)
blow your own trumpet	(U9)	make a loss	(U8)
bodily functions	(U3)	make a profit	(U8)
box clever	(U1)	make a song and dance about something	(U9)
burn the candle at both ends	(U10)	old money	(U8)
buy/sell something for a song	(U9)	pocket money	(U8)
Cat got your tongue?	(U2)	push the panic button	(U7)
change your tune	(U9)	reinvent the wheel	(U7)
chemical imbalance	(U3)	run yourself into the ground	(U10)
coughing fit	(U3)	running sore	(U3)
credit card	(U8)	sales assistant	(U8)
credit limit	(U8)	sales figures	(U8)
credit rating	(U8)	sales tax	(U8)
do something on a shoestring	(U8)	shout at the top of your lungs	(U3)
do the trick	(U1)	sing like a canary	(U2)
do your best	(U1)	sing someone's praises	(U9)
drop the ball	(U11)	splitting headache	(U3)
dumb down	(U1)	stock market	(U8)
easy money	(U8)	streetwise	(U1)
face the music	(U9)	terminal illness	(U3)
failing eyesight	(U3)	The ball's in your court.	(U11)
fall at the first hurdle	(U11)	the best thing since sliced bread	(U5)
flea market	(U8)	There's no use crying over spilt milk.	(U5)
for my money	(U8)	throw in the towel	(U10)
get a slap on the wrist	(U3)	throw money at something	(U8)
get cold feet	(U3)	throw your money around	(U8)
get something straight from the horse's mouth	(U2)	tighten your belt	(U8)
get the green light	(U1)	turn a blind eye	(U3)
get there in the end	(U1)	Wake up and smell the coffee.	(U5)
get your money's worth	(U8)	wise up	(U1)
get your wires crossed	(U7)	wouldn't say boo to a goose	(U2)
go all out	(U1)		

# Prepositions

(be) a source <b>of</b>	(U11)	go <b>without</b> a hitch	(U1)
(be) <b>about</b> to	(U12)	have got a lot <b>on</b> my plate	(U1)
(be) advised <b>against</b>	(U6)	improvement <b>in</b>	(U12)
(be) an alternative <b>to</b>	(U6)	<b>in</b> character	(U4)
(be) a factor <b>in</b>	(U12)	<b>in</b> showbiz	(U4)
(be) <b>in</b> great shape	(U11)	<b>in</b> the background	(U4)
(be) indifferent <b>to</b>	(U6)	increase <b>by</b>	(U12)
(be) <b>of</b> the opinion that	(U12)	insistence <b>on</b>	(U6)
(be) <b>on</b> display	(U9)	interfere <b>with</b>	(U6)
(be) <b>on</b> tour	(U9)	lean <b>on</b>	(U11)
(be) unaware <b>of</b>	(U6)	learn something <b>by</b> heart	(U9)
(be) <b>under</b> construction	(U2)	<b>on</b> occasion	(U2)
(be) <b>under</b> contract	(U9)	<b>on</b> the set	(U4)
(be/come) <b>under</b> fire	(U1)	<b>on</b> your own	(U11)
(be) <b>under</b> new management	(U9)	paint <b>in</b> oils	(U9)
(get) <b>off</b> to a good start	(U11)	play music <b>by</b> ear	(U9)
at a guess	(U2)	sing <b>in</b> harmony	(U9)
at a moment's notice	(U4)	take something <b>out of</b> context	(U2)
<b>by</b> a mile	(U1)	tell someone <b>in</b> confidence	(U2)
<b>by</b> profession	(U4)	<b>to</b> my face	(U2)
come <b>to</b> a (sudden) halt	(U11)	<b>to</b> the accompaniment of	(U4)
fight <b>on</b>	(U11)	<b>without</b> warning	(U2)
give rise <b>to</b>	(U12)	work <b>around</b> the clock	(U1)
go <b>for</b> it	(U1)	work <b>for</b>	(U11)
go off <b>without</b> a hitch	(U4)		

# Phrasal verbs

be taken aback	= be greatly surprised	(U2)
beat down (sun)	= shine very strongly	(U6)
blow away	= impress someone greatly	(U1)
blow over (storm)	= go away without causing any serious damage	(U6)
blow up (storm)	= begin suddenly and with force	(U6)
bounce back	= recover from a bad situation	(U10)
break through	= make new and important discoveries	(U1)
bring down	= cause someone to lose power	(U2)
bucket down	= rain very heavily	(U6)
catch up with	= manage to reach someone who is ahead of you	(U11)
chip in	= contribute to something	(U8)
clear up (weather)	= when the rain stops and the clouds disperse	(U6)
come down with	= get an illness that is not very serious	(U3)
come in for	= receive	(U2)
come up against	= have a problem	(U1)
come up against	= be faced with or opposed by	(U10)
cut in	= interrupt someone while they are speaking	(U2)
dine out	= eat at a restaurant	(U5)
do without	= cope well despite not having something	(U10)
drop back	= fall back, get left behind	(U11)
dry up (river or lake)	= lose all its water	(U6)
fall through	= not happen	(U1)
fight off	= avoid getting an illness	(U3)
fork out	= reluctantly pay money for something	(U8)
get ahead	= make progress in life or in your career	(U1)
get back at	= take revenge	(U2)
get by	= have just enough money to live	(U10)
hang on	= keep going in difficult circumstances	(U1)
knock out	= hit someone so they become unconscious	(U11)
knuckle down	= start working or studying hard	(U1)
live on	= eat only a particular type of food	(U5)
live on	= have a specific amount of money to buy food and other necessities	(U8)
pack away	= eat a lot of food	(U5)
pass out	= faint	(U3)
pick at	= eat unwillingly	(U5)
pick up	= catch an illness from somebody or something	(U3)
polish off	= finish all of a particular dish or portion of food	(U5)
pull off	= succeed in doing something difficult or unexpected	(U1)
pull out	= withdraw from an activity	(U11)
pull together	= work as a team to achieve something	(U10)
put down	= pay a specific amount as a deposit	(U8)
set back	= cost someone a large amount of money	(U8)
set out	= start to do something	(U2)
splash out	= spend a lot of money	(U8)
stir up	= cause problems for someone else	(U2)
take out	= remove something	(U3)
take to	= start liking something or someone	(U2)
throw up	= vomit	(U3)
tuck in	= start eating enthusiastically	(U5)
warm up	= heat food so that it is not cold	(U5)
warm up	= prepare for physical activity by exercising gently	(U11)
wear down	= make weaker	(U10)
whip up	= prepare a meal very quickly	(U5)

**Close-up C1**  
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a close-up of an  
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