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Navigate Sate Coursebook with video

Advanced → C1



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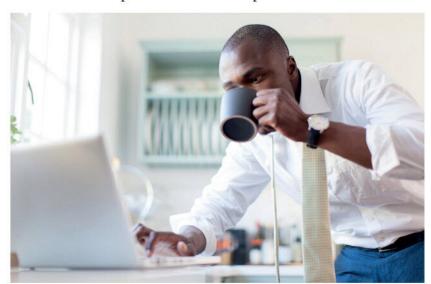
Change

Up to speed?

GOALS Make comparisons Talk about time and speed

Grammar & Reading comparing

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





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

Get ready in five minutes

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

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

Take exercise: we used to think that 2 the longer we spent on, say, a pleasurable walk in the countryside, the more good it did us. Not any more. The new fad is for HIIT - short for High-Intensity Interval Training whereby just twelve minutes of very intense activity is supposed to be ³ every bit as beneficial as conventional exercise. Get on that rowing machine and keep it short and sharp! It's supposed to get you fitter in a considerably shorter period of time than conventional exercise routines. Advocates of HIIT training claim that it can burn fat up to 450% more effectively than low-intensity exercise. They also maintain that it speeds up metabolism and so makes you burn more calories throughout the day. However, some recent research would appear to dispute these claims.

But have our personalities changed, too? Smartphones allow us to access information in no time at all. Research demonstrates that 80% of people will not wait more than thirty seconds for a video to load. A recent survey suggests we now walk 10% faster than we did ten years ago. It seems we even start to get annoyed after five seconds waiting for the car in front of us to start moving when the traffic light turns green. Over time, we have come to expect everything to be available 5 infinitely more quickly than in the past. We have 6 far less patience. We've forgotten how to slow down. Welcome to modern life. 3a Read the Grammar focus box and match phrases 1–6 in the article to the four types of comparing structures a–d.

GRAMMAR FOCUS comparing Various words and structures can be used for comparing things. a (not) nearly/not/nowhere near/ + as [adjective or adverb] as almost/just/every bit/twice/ three times b much/far/a lot/a great deal/ + [adjective]er than/ considerably/significantly/ more [adjective or adverb] than/ 25%/a little/a bit/slightly/no less [adjective or adverb] than c much/many/far/a lot/a little/a bit + more/less/fewer + noun d the [more/bigger/fewer + adjective or adjective + er] ... the [more/smaller/less + noun or adjective or adjective + er] ...

- → Grammar Reference page 142
- **b** Answer the questions.
 - 1 In a, which phrases mean ...?
 - a 'less than'
- b 'the same amount as'
- c 'more than'

- 2 In b, which phrases mean ...?
 - a 'a big difference'
- b 'a small difference'
- 3 In a-d, which phrases are informal?
- 4a Work with a partner. Make sentences using the prompts.
 - 1 Fast food / every bit / nutritious / other / food.
 - 2 Life in the 21st century / infinitely / century ago.
 - 3 The more / organize / more / stressed / become.
 - 4 Students / complete / exercise / longer / five minutes.
 - 5 The service / restaurant / nowhere near / used / be.
 - 6 Considerably fewer / visited / website / month.
- **b** Compare your sentences with those from another pair.

PRONUNCIATION sentence stress

Longer sentences are often broken into chunks, and within these chunks, usually one or two words are stressed.

You must complete this answer || in no longer than five minutes.

- 5a 1.1) Listen to four sentences and write what you hear.
- b Mark the main stress in each sentence. Try saying them in chunks.
- c 1.1) Listen again and check. Repeat the sentences.
- 6 TASK Work in small groups. Compare today's lifestyles with those of the 1980s. Think about the differences in:
 - · working practices
 - transport and travel
 - the ability to be patient and wait for things to happen
- communications at home and at work
- subjects people can study at university.

Vocabulary & Speaking time and speed

- 7 Work with a partner. Do any of these statements apply to you? Give examples of how they do/don't.
 - · I tend to do things at the very last minute.
 - Deadlines make me work more effectively.
 - Effective time management is the key to a stress-free life.
- 8a TASK Complete the questions with some of the phrases in the box. Use the definitions in brackets to help.

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

- 1 What sorts of things do you tend to leave to _____ (the latest possible time)? Do you think this is an effective thing to do? Why/Why not?
- In what ways do you feel you are really ______ (aware of the most recent developments) with all the new technology? Which areas do you feel you are a little ______ (old-fashioned) in?
- 3 _____ (thinking now about the past), can you think of a decision you've made that you regret? What happened? What was the result?
- 4 Can you think of a situation where _____ (time seems to pass very quickly)? What happens?
- b Discuss the questions in exercise 8a in small groups. Ask questions to find out more information. What's the most interesting thing you found out?
- VOX POPS VIDEO 1

1.2 Managing change

GOALS Use continuous forms Talk about change

Grammar & Reading continuous forms

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

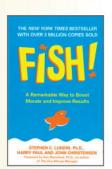


- Read the book review. Then discuss the questions with a partner.
 - 1 Describe the atmosphere at the fish market. How would you feel if you were a customer?
 - 2 What is the connection between management training and the Pike Place Fish Market?
 - 3 How do you feel about the four business principles?
- 3a Complete the text with appropriate forms of the verbs in brackets.
- **b** Compare your answers with a partner.

FISH! BOOK REVIEW

Lundin, Paul, Christensen

las that a fish flying through the air? One of the workers picked up a large fish, 1 (throw) it six metres to the raised counter, and shouted, "One salmon flying away to Minnesota." Then, all the workers repeated together,



"One salmon flying away to Minnesota." The guy behind the counter made an unbelievable one-handed catch, then nodded to the people applauding his skill. The energy 2_ (be) remarkable.

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

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

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

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

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

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

GRAMMAR FOCUS continuous forms

- We use continuous forms to talk about actions or situations (past, present or future) which are incomplete, temporary or in progress.
 - 1 Tomorrow afternoon, we'll be visiting an amazing fish market.
 - 2 The workplace had been struggling with a very negative work culture.
 - 3 Two old people were laughing uncontrollably.
 - 4 Everything is going on round you.
 - 5 We've been watching them work all morning.
 - a to talk about actions/situations which continued up to, or stopped shortly before, the main past event
 - b to talk about something in progress around, or as background to, the main past event ____
 - c to talk about the length of time of an action/situation which started in the past and is still going on ____
 - d to talk about temporary actions that are in progress around now
 - e to talk about what will be in progress at a particular time in the future ____
- We do not usually use the continuous form when we talk about states with verbs like like, know, seem, etc.

I like your new office. NOT I'm liking your new office.
I know a dozen ways to cook salmon.
NOT I'm knowing a dozen ways to cook salmon.

→ Grammar Reference page 143

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

Vocabulary & Listening change

- 6 1.2) Work with a partner. Listen to the introduction to a business seminar. Student A, why can change be a problem for workers? Student B, why can introducing changes be difficult for managers? Share your answers.
- 7a 1.3) Listen to the next part of the seminar. Note down the three general factors which determine a culture's response to change.
- **b** 1.4) Listen to the final part of the seminar. Match each cultural group 1–4 to what is important for them a–d.
 - 1 Anglo-Saxon cultures
 - 2 Scandinavia and the Netherlands
 - 3 Mexico, Russia and India
 - 4 Germany and Austria
- a feeling their opinion is valued
- b respecting the professional expertise of the manager
- knowing how a change will improve their personal prospects
- d having confidence in those in authority and receiving formal communication
- **c** Work with a partner. Are these sentences true (T) or false (F)?
 - 1 If change is not handled well, people always resist it.
 - 2 According to Lewin, the first step in **bringing about** change is to explain the reasons.
 - 3 Those wishing to **implement** a change in Anglo-Saxon countries need to highlight benefits to the team.
 - 4 In Scandinavia, if change is **imposed on** people from above, they do not **adapt** well to it.
 - 5 Consultation in decision-making is important in India.
 - 6 In Germany, change can be **facilitated** by formal written communication.
- d 1.3, 1.4) Listen to both tracks. Correct the false sentences.
- 8 Match the words in bold in exercise 7c to meanings a–g. Make any necessary changes to the forms.
 - a change your behaviour in order to deal more successfully with a new situation
 - b make an act or process possible or easier
 - c force a new rule/system to be used
 - d make something happen
 - e make something that has been decided start to happen
 - f refuse to accept something and try to stop it from happening
 - g discussing something before making a decision
- 9 TASK Work in groups of three. You are going to give a mini-presentation. Student A, turn to page 126. Student B, turn to page 133. Student C, turn to page 139.

1.3 Vocabulary and skills development

GOALS Predict content Use a dictionary

Reading & Speaking predicting content



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



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

The power of transformatio

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

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

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

- Look at the four film and book titles. What theme do they have in common?
- Read the information in the Unlock the code box about predicting content.

UNLOCK THE CODE predicting the content of a text

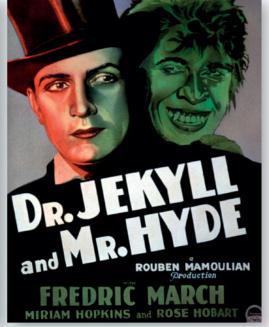
- Use the title, any visuals such as photos or graphs, sub-headings and the first sentence to anticipate the content of the text.
- Think about the vocabulary you might expect to find about the topic of the text.
- · Try to predict how a particular type of text might be organized, for example, in an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

- 3a Answer the questions with a partner.
 - 1 What can you predict about the content of the article from the title, visuals and first sentence?
 - 2 Which of these words might you expect to find in the article?

boring castle cinema diary frog muscles protagonist spider technology transformation

- 3 Can you predict what the writer's argument will be? What will the conclusion be?
- **b** Read the first sentence of each paragraph. Predict the content of each paragraph from the first sentence.
- Read the article. How close were your predictions?
- Can you think of any other books, films or stories where a key character is transformed in some way? Describe the story to a partner.





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

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

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

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

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

Vocabulary using a dictionary

- 6a Match the categories used in dictionary entries to the questions.
 - 1 definition
 - 2 pronunciation
 - 3 word class
 - style/register
 - idiom
 - associated grammar
 - variety
 - connotation

 - 9 synonym

- a Is the word a noun, verb, etc.?
- b Is it a countable or uncountable noun? Is it followed by a preposition?
- c Does the word have positive associations?
- d Is the word used in phrases with a non-literal meaning?
- e Is this American English?
- Is there another word with a similar meaning?
- How do I say the word?
- h Do these words naturally go together?
- Is the word used in formal or informal situations? 10 collocation
 - What does the word mean?
- When you record a new word or phrase in your vocabulary notebook, which of the categories in exercise 6a do you usually include?

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

> allow fairy tale feisty multiplex nerdy plot prestigious roughly

VOCABULARY FOCUS using a dictionary

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

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

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

- Use a dictionary to answer the questions.
 - 1 What word class is the word symptomatic?
 - 2 What is the definition of mutation?
 - 3 Which preposition usually follows the verb deal?
 - 4 Is transformation countable, uncountable or both?
 - 5 Is nerdy formal or informal?
 - How do you pronounce muscles?
 - 7 Which grammatical structure follows feel like?
 - 8 Is feisty a word that suggests approval or disapproval?
 - Which verb goes with a mess, a fuss, a profit?
- 9a TASK Look up the words in bold in a dictionary. Apart from spelling, meaning, pronunciation and word class, what information from the dictionary entry would you record about the word?
 - 1 What is the best season to visit your hometown? Spring, summer, fall or winter?
 - Do you have any **nosy** neighbours? How do you feel about it?
 - 3 At what age are you eligible to vote in your country?
 - 4 What are the main causes of **obesity**?
- **b** With a partner, compare what you chose to record. Give reasons for what information you chose to record and anything you chose not to.

1.4 Writing and speaking

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

Reading & Writing a report based on a graph

- Look at the map and discuss the questions with a partner.
 - 1 What countries are the cities in?
 - 2 What do you know about these cities?
 - 3 What do you think they have in common?

Bamako: average temperature 21–35°C; its name means 'crocodile river'

Sana'a: altitude 2,300 m; a UNESCO World Heritage Site

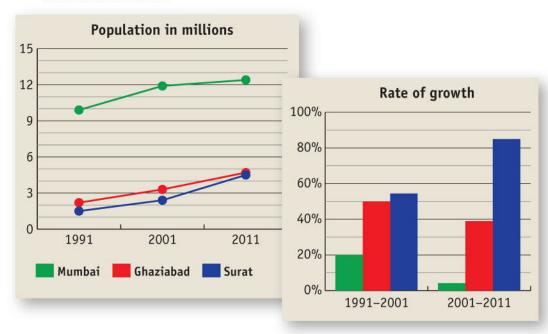
Kabul: over 3,500 years old; strategic location

Beihai: languages – Yue and Hakka; subtropical climate

Ghaziabad: good transport network; 99% literacy rate

Surat: cuts 90% of the world's diamonds; clothes manufacturing

- 2 1.5) Listen to some information about the map and check your ideas.
- 3a Look at the graphs. What do they show? What differences can you see between the cities?



- **b** Read a formal report based on the graphs, prepared for an investment company.
 - 1 What is the function of the opening sentence?
 - 2 What is the purpose of each paragraph?
 - 3 Underline the information in the text which is taken directly from the graphs.
 - 4 What type of additional information does the text include?

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

According to www.citypopulation.de, Surat, a city in Gujarat famous for textiles and diamond polishing, grew by an incredible 55% between the 1991 and 2001 censuses and continued to grow by 82% in the ten years to 2011. The population of Ghaziabad, an industrial city twenty kilometres from Delhi, has more than doubled in the past twenty years – from 2.3 million in 1991 to 4.7 million in 2011. Predictions say that the population will continue to grow and that Ghaziabad could overtake Surat in terms of growth rate in the next ten years.

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

1.5

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

LANGUAGE FOR WRITING describing a graph

Giving the source of information A recent study showed that ... In a report published this week ... Describing the subject under consideration (The top city) as far as growth is concerned ... Describing change and pace increased/went up/ stabilized halved/decreased rose/soared levelled off dipped/fell/dropped/ doubled/trebled/ bottomed out plummeted at a higher rate has dropped by nearly a third/more than 20% at a lower rate slightly/steadily/gradually sharply/dramatically/rapidly **Describing time periods** between 2005 and 2008 2011

by the year 2015

TASK Work with a partner. Turn to page 126.

from 2000 to 2010

Comparing ... to ...

Connecting information

Listening & Speaking vague language (1): approximation

ten

- 5 Look at the photos and discuss the questions with a partner.
 - Which city do you think this is?
 - How many years do you think separate the two photos?
 - What are the most important differences?
- 1.6) Listen to a student from this city talking about how it has changed. Make notes on what she says about ...
 - 1 what changes have taken place
 - 2 what's happening now
 - 3 the pros and cons of the changes
 - 4 what may happen in the future.

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

LANGUAGE FOR SPEAKING vague language (1): approximation

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

up to 100/nearly 50/ approximately about/approximately/ around/roughly 50/ 30 years or thereabouts/ 40ish/60-odd/ numerical groupings 12 or something like that/ something like 50

less than

upwards of/over 50/ 50 something vague quantifiers not many/a few/quite a few/ a large number of/

hundreds of/thousands of/ millions of

- TASK Prepare to talk about changes in a town or city you know, or Austin, Texas. For information turn to page 127.
- Work in groups. Tell your group about the city you chose. Decide which city you would like to visit most.





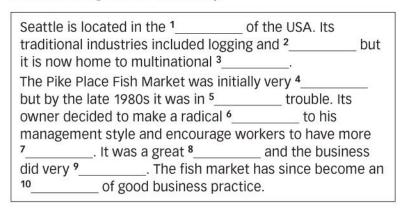
1.5 Video

Pike Place Fish Market

- 1 Match captions a-c to the three photos of Seattle.
 - a innovation and excellence in small business practice
 - b a long-standing tradition of commerce
 - c a business hub for the modern multinational
- 2 Based on the photos, or other things you know about Seattle, complete the sentence below. Compare your ideas with a partner.

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

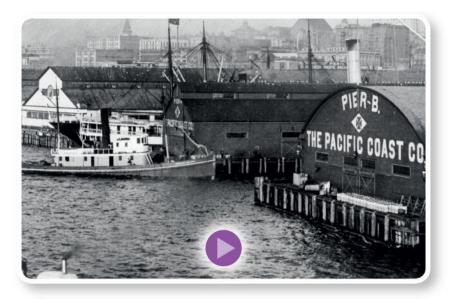
Watch the video about Seattle and the Pike Place Fish Market. Complete the summary.



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

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

- 5a TASK A company wants to improve staff motivation. Look at the list of options it is considering and decide which four you think would be the most effective and why.
 - · pay more
 - · have more opportunities for staff training
 - provide other perks (e.g. free parking, canteen, gym)
 - · give people more responsibility and autonomy
 - · have a staff party or other social event
 - praise people's work and give more recognition
 - allow workers to do job swaps with other departments
 - · start a 'Worker of the Month' competition
 - · introduce a bonus scheme
- **b** Tell a partner which four options you chose and why. Try to agree on the two most effective choices.
- c Join with another pair. Present your decision and the reasons for your choice.







Review

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





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

1	There are	forty-five years ago
	(three times)	
2	at e	normous out-of-town
	supermarkets. (the more/th	e more)
3	Customers believe that	in
	smaller stores. (every bit)	
4	People	in the past.
	(considerably/often)	
5	The market share	than three
	vears ago. (slightly)	

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

Since the	recession started, many co	ompanies ¹		
(find) it i	ncreasingly difficult to survi	ve; and although we		
2	(start) to climb out of the economic crisis,			
over the	coming months many other	companies		
3	(watch) the future and	kiously. I ⁴		
(work) at	an American bank when the	recession started,		
and the	ffect on the workers there v	vas interesting. Many		
of the sta	aff who ⁵ (work) for the bank for a long		
time wer	e worried and stressed, but	the younger ones saw		
it as the	opportunity they 6	(wait) for. Why?		
Because	in business the keenest 7_	(always		
look) for	a chance to make money	and a recession,		
ironically	, offers them that chance.			

- 3a 1.7) Listen to the sentences. Underline the word(s) which are stressed in each chunk.
 - 1 We're living in a period || of great transformation.
 - 2 The internet has brought great benefits, || but also many problems.
 - 3 Change in modern life || is being accompanied more and more || by a sense of nostalgia.
 - 4 Future generations will look back on the present day || as one of enormous technological advances.
 - **b** Work with a partner. Discuss whether you agree with the sentences in exercise **3a** and why/why not.
- 4 Complete each sentence with a single word. The first letter is given.

1	Your old-fashioned ideas	are s	of a way of
	thinking that is b	the times.	
2	You're always doing thing	gs at the v	last
	minute! Your time m	is terrib	le!

- 3 The new manager talks about i_____ this or that new idea, and then, in no t____ at all, he's changed his mind.
- 4 A Can you tell me if I'm e_____ to work in this country?
 - **B** Sorry, I'm not up to s_____ with all the new regulations.
- **5a** Write the underlined phrases in the correct categories in the table.
 - My aunt's been living here for <u>twenty-odd</u> years, and she's made <u>loads of</u> friends.
 - There were <u>upwards of 500,000</u> demonstrators being filmed by <u>dozens of TV</u> crews from around the world.
 - In any old house, there might be <u>anything up to 1,000</u> small animals living inside.
 - The university was founded in <u>1187 or thereabouts</u>, and now has just under 40,000 students.

approximately	
less/few	
more/many	
numerical	

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

Feats

Feats of nature

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

Grammar & Reading noun phrases (1)



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

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

Preview Wonders of Life



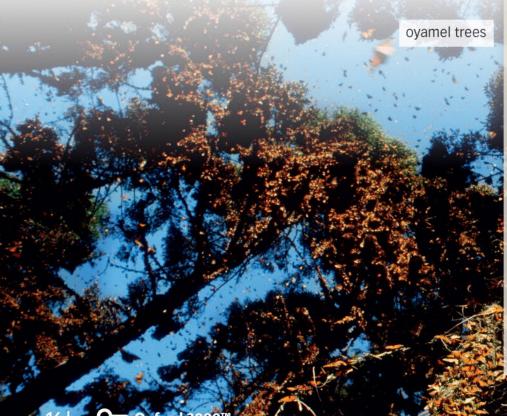


Let's imagine that, as an experiment, you are standing outside your house and you decide you want to walk due south from there. You haven't got a compass. Could you do it? How long could you do it for?

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

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

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



- 3 Work with a partner. Read the text again. What are the three main points?
- Read the Grammar focus box and complete the rules.

GRAMMAR FOCUS noun phrases (1)

We can divide the noun phrase into three parts:

Another surprising fact about these insects \downarrow \downarrow \downarrow the parts which come the main, the parts which come central noun the noun the noun

- Types of word that can go before the noun:
 - a determiners the, each, several, such
 - beautiful, fascinating, lovely
 - c adverb + adjective very intriguing, really dangerous
 - possessives its, whose, the government's
 - _ Oyamel, compass, TV
- Types of phrase that can go after the noun:
 - f prepositional phrases on BBC2, for children
 - g adverb phrases this evening, by car
 - h clauses (which are) found in nature
- → Grammar Reference page 144
- Identify the parts before the noun (B), the noun (N) and the parts after the noun (A) in the phrases.
 - 1 this amazing feat
 - 2 Brian Cox's fascinating programme on BBC2
 - one of the most incredibly sophisticated and accurate internal clocks found in nature
- Match the words and phrases 1-8 in blue in the article to a-h in the Grammar focus box.

a	_ e
o	_ f
c	_ g
d	h

- Check your answers with a partner.
- Put the words in order to make noun phrases.
 - 1 a fortune / complex / computer / costing / equipment
 - for / Gino's / machine / making / new / perfect Italian
 - 3 a / against / argument / carefully / constructed / the proposal
 - amazingly / biological / clock / complicated / helping / them to navigate / this

Vocabulary & Listening phrases with adverbs

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



lion

peregrine falcon





snapping shrimp

termite nest



- 2.1)) Listen again and note down what these phrases with adverbs are describing.
 - 1 seriously loud
- 5 exceedingly impressive
- 2 remarkably complex
- 6 particularly interested
- 3 utterly astonishing
- 7 critically important
- 4 highly sophisticated
- 8 radically different
- 10a TASK Choose a person, place and object that are either well known or important to you. Make a few notes to help you describe each, using at least one complex noun phrase and one phrase with an adverb.

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

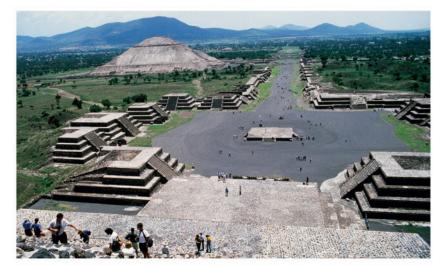
b Describe your person, place and object to a partner but don't tell them what you're describing. Your partner has to guess what you are talking about.

2.2 Feats of engineering

GOALS Talk about problems and solutions Use perfect forms

Vocabulary & Reading collocations for describing problems and solutions

- Work with a partner. Choose two of the buildings/places. What do you know about them?
 - The Great Pyramid at Giza
- Machu Picchu
- The Great Wall of China
- Burj Khalifa
- The Panama Canal
- 2a Look at the photos. For each construction, try to work out ...
 - its purpose
 - its (possible) location
 - possible difficulties during construction.





- **b** Read the extracts from a magazine article about past and present engineering achievements, then answer the questions.
 - 1 What makes each project special?
 - 2 In your opinion, which one is the most impressive? Why?

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

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

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

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

- 3a With a partner, underline the two words in italics which form phrases in each group. Use the phrases in blue in the text to help you.
 - 1 present difficulties / challenges / a dream
 - 2 entail an effort / a problem / hard work
 - 3 realize a challenge / a dream / an ambition
 - 4 tackle a problem / a solution / difficulties
 - 5 pose a problem / a question / an effort
 - 6 come up with an idea / an obstacle / a solution
 - 7 overcome an achievement / obstacles / difficulties
 - 8 an outstanding achievement / effort / ambition
 - encounter solutions / problems / difficulties

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

The Øresund Bridge is a sixteen-kilometre-long bridge connecting Sweden and Denmark. 1 Engineers found the construction of the bridge hard for several reasons. Firstly, the two countries use different electrical systems. ² A further difficulty was that Swedish trains run on the left and Danish on the right. Air traffic at nearby Copenhagen Airport 3 also created complications. In the end, designers 4 decided to combine a bridge with a tunnel. The project also had to 5 get round the problem of discovering World War II bombs on the seabed. Altogether, it took nine years for the two countries to 6 achieve their plan of opening a time-saving road link.

- c Substitute the phrases in bold with phrases from exercise 3a using the words in brackets.
 - 1 The construction of the bridge <u>presented several</u> challenges to the engineers (present) 2 Another _____ __(tackle) (pose) ____came____ (idea) _____(obstacle) (dream)
- d Compare your answers with a partner.

Grammar & Speaking perfect forms

- In groups, discuss which of these breakthroughs have had the greatest impact on our lives and how.
 - electricity the internal combustion engine the wheel
 - the nail · the steam engine
- 5a 2.2) Listen to part of a radio programme about significant breakthroughs. For each contestant, note:
 - the breakthrough
- · its impact.
- **b** Compare your answers with a partner.
- c 2.3) Listen and complete four extracts from the programme.
 - 1 Early humans _____ for 300 years before they realized they could use it to transport both themselves and heavy objects.
 - 2 ____ virtually every aspect of modern life.
 - 3 Some of the biggest breakthroughs ___ by the middle of the twenty-first century.
 - 4 In just a few decades, new energy sources

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

GRAMMAR FOCUS perfect forms

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

FUTURE PAST

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

PAST FUTURE

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

FUTURE

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

- Certain time phrases are common with perfect tenses.
 - : by this time next year, by the year 2040, before I go home tonight
 - : for the previous fifteen years, since the Middle Ages, by the time, after, until X happened
 - : for the past ten minutes, since then, recently, this week
- The perfect can be used in both simple and continuous forms (for example, to distinguish between single and repeated actions), as well as in the infinitive and passive.

→ Grammar Reference page 145

- Work with a partner. Discuss the difference in meaning between the sentences.
 - 1 a She's worked as an engineer for three years.
 - b She worked as an engineer for three years.
 - 2 a They'll have finished the project by June.
 - b They'll finish the project in June.
 - 3 a We've been deciding where to build the new tower.
 - b We've decided where to build the new tower.
 - 4 a How long have you been here for?
 - b How long are you here for?
 - 5 a When the engineer arrived, the decision had been made.
 - b When the engineer arrived, the decision was made.
- TASK You are going to interview each other about a feat of engineering. Student A, turn to page 127. Student B, turn to page 134.

2.3 Vocabulary and skills development

GOALS Understand and use collocations of perception and sound Take notes

Vocabulary collocations of perception and sound



- 1 Work with a partner. How good are you at these activities?
 - · making conversation with strangers
 - listening to other people's problems
 - noticing changes in your friends' appearance, speech, behaviour, etc.
- 2a Match 1–6 to a–f to make six common collocations to do with perception and sound.

1 a noisy a a conversation 2 total b environment

3 the human c a noise

4 make d sight of something/someone

5 start up e silence 6 catch f brain

- **b** 2.4) Listen to four extracts. When the speaker stops, which collocation from exercise 2a do you think will follow?
- c Match 1-6 to a-f to make six more common collocations of perception and sound.

1 background a the difference

2 a perceptive b vision
3 achieve c attention
4 pay d observation
5 notice e an understanding

6 twenty-twenty f noise

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

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

VOCABULARY FOCUS collocations

Collocations are combinations of words which are frequently found together, like *make a mistake* or *radically different*. Important points to remember are:

- they usually do not translate word for word from or into another language, e.g. a blind alley
- you need to remember which words do not collocate, as well as those that do, e.g. we say make a noise, but NOT do a noise
- when you record useful collocations, include grammar words like articles, prepositions and possessives,
 e.g. pay attention to someone/something
- collocations do not always follow conventions, e.g. dead quiet
- **b** Complete what these people say with collocations from exercises **2a** and **c**. Make any necessary changes to the forms.

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

The other night, sor were 7	me noisy party-goers outside
my window at 2.00	a.m. They woke
me up and I couldn'	
- really annoying. S	omething else that
winds me up is the	sound of traffic in
the street in front o	f my house when I'm
	and don't get me started
on the roadworks o	utside my office – I just
find a 8	really stressful. Even though
I've sort of grown u	sed to it, I really 9
when the noise cea	ises. But strange as it may seem, some
people actually disl	ike ¹⁰ I had a
friend who moved f	from the city to the mountains, and he
said he missed the	sound of traffic!

- 4a TASK Discuss the questions in small groups.
 - 1 In which situations do you prefer to be in total silence or do you like to have some background noise?
 - at work when studying · in a lift
 - 2 What sounds make you feel good, and which really get on your nerves?
 - 3 Do you notice the different accents when you listen to English being spoken, for example Scottish English, South African, Australian, North American? Is there an English accent you prefer? Which and why?
 - **b** Report two things you have in common to the class.

Listening & Writing taking notes

- 5a Work with a partner. Think of some situations where you need to take notes as you are listening.
 - b 2.6)) A university student magazine interviewed six people all answering the question 'How do you take notes?' Listen to the six interviews and write down each person's response.
- c Which bits of advice did you find most useful? Discuss your answer and reasons with a partner.
- Read the information in the Unlock the code box about taking notes and compare it with your answers to exercise 5c.

UNLOCK THE CODE listening and taking notes

Key techniques are:

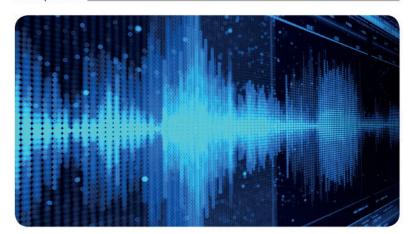
- · only write the main points
- don't try to write every word
- try to use the speaker's stress and intonation to help decide what the key points are
- listen for linkers, e.g. firstly, on the other hand
- use bullet points, abbreviations (abbrev) and signs.
- With a partner, put these listening situations in order from easy to difficult.
 - · listening to a lecture or talk in your own language
 - participating in a social conversation in a foreign language at a very loud party
 - listening to classical music
 - listening to a lecture or talk in a foreign language
 - studying or working while listening to music
 - understanding somebody talking in a foreign language that you know

- 8a What do you think is the difference between hearing and listening?
- **b** 2.7) Listen to the first part of a talk about how the human brain achieves the feat of listening. Complete the notes.

• most 1	feats of
the human	n brain → hearing and
2	
• but listeni	ing is more 3
· hearing's i	ncredible, but we
4	how it works from
a 5	point of view:
sound is:	
1 6	into electrical
7	
2 transfer	rred to the brain
· many anim	nals (incl. 8
The second secon	etter hearing than humans.

- c Compare your notes with a partner.
- 9a 2.8) Listen to the second part of the talk. Use the headings and write notes, using the techniques in the Unlock the code box.

Machines:	<u>.</u>
Party noise:	
Computers:	



- **b** Compare your notes with a partner. Do you have the same information?
- 10a 2.9) Listen to the final part of the talk and complete your notes using the techniques in the Unlock the code box.
 - **b** Compare your notes with a partner. Discuss the questions.
 - Did you have the same information in your notes?
 - Do you think the techniques in the box helped?
 - What other techniques and procedures might be useful?



2.4 Writing and speaking

GOALS Write summaries Give an informal talk

Listening & Writing a summary

- 1 Look at the photos and discuss the questions with a partner.
 - · Which activity do you think is more challenging?
 - Can you think of any other challenges people face in everyday life?





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

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

Hi Kasper,

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

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

Thanks.

BW

Beth

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

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

Usual meaning of 'challenge' = physical/

1_______ test

• Can succeed or fail, e.g. 2_____/

mountain

• Passing test gives sense of 3______

• 4_____ meaning = how you cope in difficult times in life

• No clear 5______

• No obvious success or 6______.

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

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

The traditional meaning of a challenge

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

- · doing a marathon
- · climbing a mountain.

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

A wider meaning of a challenge

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

- 1 All of the content
- 2 Main ideas of the content
- 3 Ideas from other sources
- 4 Headings/subheadings
- 5 Some examples mentioned
- 6 Full sentences

- 7 Abbreviations
- 8 Bullet points/lists
- 9 Exact words
- 10 Paraphrasing
- 11 His own opinions
- 12 Informal language
- **2.11**) Listen to the second extract from the talk and make notes on what Dr Forde says.
- 6 TASK Read the information in the Language for writing box about summarizing. Use your notes from exercise 5 to write a summary of the extract.

LANGUAGE FOR WRITING summarizing

Make sure your summary includes the following points.

Content

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

Style

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

Listening & Speaking an informal talk

- 7a Think about achievements in people's everyday life. Choose two that are important to you:
 - · passing a driving test
 - · gaining professional qualifications
 - · moving away from home
 - · having a successful career
 - · maintaining a good work-life balance
 - making a major purchase (e.g. car, house ...)



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

PRONUNCIATION consonant clusters

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

achievements challenges tests successful

- 8a 2.12) Read the information about consonant clusters. Then listen and repeat the examples.
- **b** Write an example sentence with each of the words in exercise **8a**.
 - I'm very proud of my daughter's achievements.
- c Practise reading the sentences with your partner.

- 9a Each person in a training course has been asked to introduce themselves and describe an achievement they are proud of. Before you listen to the speaker, read the description and answer the questions.
 - 1 What is the writer's biggest achievement?
 - 2 Why was it so significant?

1 OK, so I quess	my biggest achievem	ent so far is probably
	. I was a good student in	
2	slacked off 3	at
4	sixteen and then I sud	denly realized that
exams were just arou	nd the corner so I 5	had a
lot of catching up to	do, which presented a ch	allenge! However, I was
determined to get into	o university, so 6	that gave
me the incentive. For	years, my parents had b	een telling me to study,
but in the end making	the decision for myself	was what made
7	_ difference and so I org	anized myself and
tackled the problem a	and got the grades I need	ded. When I heard I'd got
in, I was 8	amazed. I've	done other things since,
but at the time it 9	was a	an ¹⁰
achievement.		

- **2.13**) As this is an unprepared talk, the speaker uses additional expressions. Listen and add them to the talk.
- 10 Look at the additional expressions in exercise 9b. With a partner, decide if each expression is:
 - a a way of being less direct or buying thinking time while speaking
 - b a way of being more emphatic.
- 11a TASK Think about a notable achievement in your life or that of a friend or relative. This could be related to work, studies or personal life. Think about the following points:
 - · why it was significant
 - the background
 - · what difficulties had to be overcome
 - · how it relates to your life today

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

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

Expressions used to be less direct or to buy time

I think, I guess, I suppose, I reckon
let me think
So, well, OK, like, anyway

kind of, sort of, a bit, around
you know what I mean
I mean

.....

Intensifying expressions used for emphasis

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

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

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

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

2.5 Video

The Falkirk Wheel

- 1 Work with a partner. Look at the photos and discuss the questions.
 - 1 What are canals used for around the world?
 - 2 How do you solve the problem of going up and down hills?
 - 3 How might the object in photo 3 help with this problem?
 - 4 When do you think it was constructed?
- 2 Watch the video. What are the answers to questions 2–4?
- 3 Watch again and complete the sentences with the correct number or year.

1	In the	th and early	th
	centuries, was	ter was the key to transporti	ing goods.

- 2 By 1850, _____ kilometres of canals linked British cities.
- 3 The Forth & Clyde and Union canals were separated by a height difference of _____ metres.
- 4 Up until 19_____, in order to negotiate this difference, boats had to pass through _____ locks.
- 5 Engineers first started to think about new solutions to this problem in ______.
- 6 The Wheel cost £_____ to construct and used _____ tonnes of steel.
- 7 Canal use was in its heyday over _____ years ago.
- **TASK** Write answers in note form for the questions. Where you live ...
 - what are the main means of transportation for a) passengers b) goods?
 - 2 what are the main problems with transport?
 - 3 what would be your solutions to these problems?
- **b** Work in small groups. Compare your answers.
- c Report the similarities and differences to the class.







Review

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

FEATS OF COURAGE Few people 1 (show) as much bravery as Shavarsh Karapetyan, a champion finswimmer from Armenia. Though he 2 both European and World Championships, he is best known for saving people from drowning in a bus accident one morning in 1976. The champion (train) with his brother when he saw a bus with ninety-two passengers drive off the road into a reservoir, hitting the icy water and sinking fast. Without thinking, Karapetyan dived into the water, kicked through the back window, and in almost complete darkness began rescuing dozens of passengers trapped in the bus. By the time he lost consciousness, he (save) an incredible twenty people from certain death. Karapetyan ⁵ _ (receive) numerous awards for his underwater rescue, yet __ (always/deny) being a hero, saying (only/do) what he had to.

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

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

- 2a Choose the correct adverb to complete each phrase.
 - 1 A village in my country which I consider *particularly / radically* beautiful is ...
 - 2 A medical breakthrough which I consider *critically / utterly* important is ...
 - 3 Something technological which I consider *highly / utterly* amazing is ...
 - 4 Something which is changing *highly / unbelievably* fast is ...
 - 5 A machine I find radically / remarkably complex is ...

- **b** Complete the sentences in exercise **2a** with your own ideas.
- **c** Compare your sentences with a partner and explain your choice.
- 3a Choose a verb from the box that collocates with both the nouns in each pair.

come up with encounter entail pose realize

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

- **b** 2.14) Listen to someone talking about a new business. Summarize each section using a phrase from exercise 3a.
- **c** Tell your partner about a challenge you faced using the phrases in exercise **3a**.
- 4a You have one minute. Can you build eight collocations by matching 1–8 to a–h?

A В 1 background a a noise 2 engage in b attention 3 make brain С notice d conversation noise pay the human silence f 7 total the difference h vision twenty-twenty

- **b** Work with a partner. Student A, close your book. Student B, say an expression from **A**; Student A, complete the collocation.
- 5a Write a short paragraph including all the words in the box.

accident attention background breakthrough championship consciousness darkness kicked passenger trapped unbelievably

- **b** All the words in the box in exercise **5a** contain a consonant cluster. Practise reading your paragraph aloud with a partner.
- **6 2.15**) Listen to the expressions. Write them under the correct heading.
 - Expressions we use to be less direct or buy time when speaking
 - Intensifying expressions used for emphasis

Team

The perfect team

GOALS Talk about behaviour and attitude

Use auxiliary verbs

Vocabulary & Speaking behaviour and attitude





- 1a Work with a partner. What do you think are the qualities needed to be a good team player?
- **b** Use the phrases in the box to replace the words in italics.

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

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

- d Did any of the ideas in exercise 1b come up in your discussion in exercise 1a? Choose the three most important.
- 2a 3.1) Listen to four conversations. Which phrase in the box is being demonstrated in each?

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

- **b** With a partner, write a four-line conversation where one of the speakers is demonstrating the behaviour in one of the phrases in exercise 1b.
- c Act out your conversation to another pair. Guess the other pair's phrase from the conversation.

Grammar & Listening auxiliary verbs

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

A	c	C c
В	c	D c

- **b** 3.2) Read the list of skills. Listen again and match the four roles A-D in exercise 3a to the skills 1-8.
 - 1 communicating with other people
 - 2 pushing other people to take risks
 - 3 asking difficult questions of colleagues/workmates
 - 4 organizing social activities
 - 5 understanding and explaining technical detail
 - 6 boosting other people's morale
 - 7 noting down and using other people's ideas
 - 8 seeing the big picture
- 4 Read the Grammar focus box. Match the auxiliary verbs in bold in sentences 1–6 to meanings a–c.

GRAMMAR FOCUS auxiliary verbs

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

a to substitute for a longer form ____ ___

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

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

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

→ Grammar Reference page 146

- 5a Add an auxiliary verb to the sentences to add emphasis.
 - 1 The management say it's not obligatory for them to inform people about changes, but they have to.
 - 2 It's a really interesting website. Go and have a look at it!
 - 3 They look after you well in your company!
- **b** Make the exchanges sound more natural by deleting unnecessary parts of the responses.
 - 1 A Why aren't you going to the meeting?
 - B I am going to the meeting.
 - 2 A Have the team leaders been meeting regularly?
 - **B** Yes, I think they have been meeting regularly.
 - 3 A Were the customers satisfied with the goods?
 - **B** Yes, we're pretty sure they were satisfied with the goods.
- c Replace the underlined sections with an auxiliary + so.
 - 1 A Nobody has checked the results of this experiment.
 - **B** No, but we plan to <u>check the results of this</u> experiment next week.
 - 2 Carlos got very angry and told me to leave. I <u>left</u> as quickly as I could.
 - 3 The company needed to expand the research department, and it <u>expanded the research department</u> last year.

PRONUNCIATION auxiliary verbs

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

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

However, they are pronounced with a strong form:

- 1 in short answers. Yes, she does. /daz/
- 2 at the end of a clause. We wanted to talk to him, and we have. /hæv/
- 3 for emphasis or contrast. <u>Do</u> tell me! /duː/ You think I wasn't listening, but I <u>was</u> listening! /wpz/
- **6a 3.3**) Listen and write down the six sentences. Is the auxiliary verb stressed?
- **b** 3.4) Listen to the sentences again, this time in mini-conversations, and repeat. Why is the auxiliary stressed in some of the sentences?
- 7 TASK Work in groups of three or four. Think of teams you have been in. How did the members of the team fit into Glenn M Parker's roles? How could the team have been improved?
- VOX POPS VIDEO 3

3.2 Team game

GOALS Use articles Talk about success and failure

Grammar & Reading articles

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



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

Home | About | Blog | Subscribe







Why support a team?

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

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

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

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

GRAMMAR FOCUS articles

Basic rules

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

Extended rules

Use a/an:

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

Use the:

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

Use no article:

- with certain nouns when we are talking about their main purpose.
- k after expressions like amount of, number of, kind of, sort of.
- → Grammar Reference page 147
- Complete the final part of the blog with a, an, the, or (no article).

	London Ol	ympics	, I wante	ed him to	
vin simply so the	Carrier Control			vould be	
ewarded. We all		e	xciting s	star.	
although we mig		9 - 1000-000	-		
ousiness of 6		rt, we		-	
lon't mind 7				0.00	
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200,000 8	week.		8	JOHNER	
But this sort of 9		1	-	BOLT	
ninking is differe	nt from				
vanting your tear			-	7	
r your children t					
	o prosper in				
0 life.					

Vocabulary & Speaking success and failure

- 5a Look at the extracts from the blog. Which verb could replace the highlighted verbs in both extracts?
 - 1 we're happy when our project team does well at work.
 - 2 ... wanting your children to prosper in life.
- **b** Read the article about women's baseball and decide if the phrases in blue are to do with success or failure.



- c Match 1-6 to definitions a-f. Check with your partner.
 - 1 flop a develop in a successful way
 - 2 breakdown b failure
 - 3 give in c be successful and bring good results
 - 4 work out d film, event, etc. that is unsuccessful
 - 5 turn out e admit to failure
 - 6 pay off f happen or develop in a particular way
- d Do the same for these words.
 - 1 fall flat
 - 2 triumph
 - 3 come off
 - 4 overcome
 - 5 get to the top
 - 6 make it
- a succeed in dealing with (a problem, etc.)
- b have the intended effect or result
- c fail to have the desired effect
- d reach the highest point of your profession
- e be successful in your career
- f great success, achievement or victory
- 6 TASK Work in groups of four. Student A, turn to page 128. Student B, turn to page 133. Student C, turn to page 140. Student D, turn to page 141.



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

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

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

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

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

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

3.3 Vocabulary and skills development

GOALS Understand how writers avoid repetition Use prepositional phrases

Reading how writers avoid repetition

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



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

FROZEN PLANET

BBC1, 9 p.m.

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

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

UNLOCK THE CODE

understanding how writers avoid repetition

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

To do this, writers often use:

- · a close synonym, e.g. sea/water
- · a more general word, e.g. whales/animals
- a title/descriptive word such as a place, job, show, e.g. Antarctic/the region.
- **4a** Which words do you associate with *bacteria*?

beneficial collaborative communicative essential harmful intelligent

b Read the article and check your ideas.

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

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

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

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

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

■ bacteria the simplest and smallest forms of life

- 5 Decide if the statements are true (T), false (F), or if the text in exercise 4b doesn't say (DS). Correct the false statements.
 - 1 Bees, termites and geese are good examples of animal teamwork.
 - 2 We think that teamwork is an indication of lack of intelligence.
 - 3 The bacteria, *Vibrio fischeri*, only decide to act when it is night.
 - 4 The squid benefits from the food that the bacteria provide.
 - 5 The bacteria benefit from the squid's protection.
- 6 Work with a partner. Look at the phrases in blue in the text. In order to avoid repetition, which words are replaced?

bees, termites, geese - animals

Vocabulary prepositional phrases

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

VOCABULARY FOCUS prepositional phrases

Prepositional phrases are usually made up of a preposition + a noun.

out of the question, in two minds, at times

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

- b Read the conversations. Choose the better meaning for the prepositional phrases in bold from the options in the boxes.
 - 1 A How did she choose the odd décor in her flat?
 - **B** I think it looks like everything was chosen **at** random but she says she had a definite plan.

with careful thought / without any regular pattern

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

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

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

a good team player / knowledgeable

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

generally speaking / for this sort of film

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

lose money / had no idea

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

not working / outside

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

pretty certain / not at all certain

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

Very quickly / Unexpectedly

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

as a minimum / as a maximum

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

sometimes / all the time

- c Check your answers with a partner.
- 8a TASK Write four true sentences about yourself, your work and your interests using some of the prepositional phrases in exercise 7a and b.
- **b** Work with a partner. Take turns to say your sentences or questions to your partner. Respond to your partner's sentences with a follow-up question or comment. Try to continue the conversation to a natural conclusion.
 - A I find my job, for the most part, really interesting.
 - B Really, then which bits of it do you not like?
 - A Well, what I sometimes find a bit boring is ...

3.4 Speaking and writing

GOALS Check and rephrase Write a proposal

Listening & Speaking checking and rephrasing

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

\boxtimes		
From: To: Subject: Attachment	Tracy Garcia Naomi, Sadiq, Anton communication in the organization s: \(\) Questionnaire responses	
Hi all		
It seems from the questionnaire we recently sent out that many members of staff are unhappy with the way we communicate in the organization. Can you read through the questionnaire responses (attached) and come up with a few ideas as to how teamwork and communication between the departments can be improved? I'd like a proposal on my desk by Monday if possible as I have a meeting that afternoon about it.		
Thanks Tracy		

- HR = Human Resources the department in a company which deals with employing and training employees
- 2 3.5) Listen to Naomi, Sadiq and Anton's discussion. What are the four main ideas they plan to include in their proposal?
- **3a 3.5**) Listen again. Complete the expressions you hear in the discussion.

1	Sorry, I don't	you.
2	Are you	me?
3	What	when you said'
4	Let	that.
6550	5822	140 M 01 M20



- **b** Complete the Language for speaking box with the headings for the groups of expressions.
 - Expressions to check if the listener has understood
 - · Expressions for checking
 - · Expressions for rephrasing

LANGUAGE FOR CREAKING

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

checking and rephrasing		
1		
Am I right in thinking that? a b	is that what you mean? Sorry, I didn't catch that. c	
2		
What I'm saying is In other words What I meant was	d	
3		
Do you follow?	Do you understand so far?	

PRONUNCIATION checking and rephrasing

It is important to stress the correct word with these kinds of expressions, for example:

Are you with me? What I'm saying is ...

- **4a 3.6**) Listen to the phrases in the Language for speaking box. Mark the stress in each phrase.
- **b** Compare your answers. Practise saying the phrases you think you would use.
- 5a TASK Naomi, Sadiq and Anton came up with four main ideas in exercise 2. In small groups, think of one or two more ideas to increase collaboration at work. How would your ideas work?
- **b** Discuss your group's decision with the class, giving reasons for your choices. Use the expressions from the Language for speaking box.

Reading & Writing a proposal

- 6 Read the proposal Naomi, Sadiq and Anton have written for their manager. They divided the proposal into four sections. Which paragraph ...?
 - gives the background information, including the problem
 - · proposes ideas, with reasons
 - · makes recommendations and gives a conclusion
 - · states the aim of the proposal
- 7 Answer the questions.
 - 1 How does the format differ from a formal letter or essay?
 - 2 Why are the subheadings used?
 - 3 What is the advantage of the numbering in section c?
 - 4 What tone and style are used? Give examples.
- 8 Match words 1-10 from the proposal to meanings a-j.

1 commission

a get worse

2 overwhelmingly

b changing something regularly

3 consider

c give money for

4 deteriorate

d request officially

5 rectify

e understanding of something

6 implement

f correct

7 fund

y very strongly

8 rotation

h be greater than

9 insight

i judge

10 outweigh

j carry out/put into practice

LANGUAGE FOR WRITING writing a proposal

Purpose

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

Background information

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

Proposed ideas, with reasons

The following ideas would be ...

These could include ...

The company/organization could ...

Such a (programme) would allow/give, etc. ...

Recommendations and conclusion

We (would) recommend + noun/-ing

We suggest/propose + noun/-ing

The expense would be (outweighed) by ...

- TASK Using your ideas from exercise 5, the information in the Language for writing box and the model in exercise 6, write a proposal for increased teamwork for one of the topics:
 - in a newly enlarged project team
 - in a volunteer group.

PROPOSAL

а

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

b

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

С

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

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

d

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

3.5 Video

The Tall Ships Race

- 1 Work with a partner. Look at the photos from a special sailing event and discuss the question.
 - Would you prefer to be a participant or a spectator in this event? Why?
- 2a With your partner, write a list of personal qualities you feel would be ideal for members of the sailing crew.
- **b** Explain your list to another pair. Did you think of the same qualities?
- 3 Watch the video and choose the best way to complete the sentence.

The Falmouth to Greenwich Tall Ships race is ...

- a a competition for professional sailors.
- b an opportunity for disadvantaged people to learn through sailing.
- c a chance to recreate the historical experience of sailing in the past.
- Watch the video again. Match ideas 1–6 to the person a–c who expresses them.
 - a race chairman James Stevens
 - b crew member Jack
 - c disabled crew member Helen Leehy
 - 1 I didn't use to like boats at all but now I really feel at home on them.
 - 2 Even people who know nothing about boats soon come to realize the importance of teamwork.
 - 3 Care is taken to make every single thing accessible for as many people as possible.
 - 4 It's something the participants will remember for ever.
 - 5 It develops into a really unified group of people.
 - 6 It's given me a lot more self-confidence.
- 5a TASK You are going to select people for a Tall Ship crew. With a partner, prepare interview questions:
 - · existing skills and abilities
 - · experience of teamwork
 - · reasons for wanting to take part
 - what you can contribute to the team.
- b Work with another pair. Use your questions to interview each person in turn. Decide who would be the best choice for your crew and why.
- c Change roles.







Review

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

ABOUT EVENTS	BLOG	Q SEARCH
behaviour of of whether 5 like 6 But the best 7 day, it went 9 for enemies 10 went through it seem very	class f anima tu seque hole i hunting hole, inside prey h 11 stupio	interesting programme in recently about 3 als, focusing on 4 question animals are intelligent. Some, arkey, have a reputation for stupidity. In the ground. About twice 8 gand brought its prey back to leaving it on the edge while it checked when a researcher moved just two centimetres away, the insect whole routine again, making I. But it was 12 instinct that not intelligence.

- 2 Complete the sentence or short answer with the correct form of do, have or be. Change the form of the other verbs if necessary.
 - 1 Yuri said he was going to call a meeting, but he
 - 2 A Can you tell the team to be on time tomorrow?B I already _______.
 - 3 They are our most important clients, so ______ be nice to them.
 - 4~ A $\,$ You didn't ask many questions after the presentation.
 - B True, but then nobody _____.
 - 5 The manager _____ likes to complain about her staff.
 - 6 A This is possibly the last chance we have to persuade the others.
 - B That's right. It might _____
 - 7 We have no idea what's going to happen, and neither _____ the management.
- 3a Is the auxiliary verb strong or weak? Write S or W.
 - 1 I do think men and women see team games in different ways.
 - 2 Have you ever participated in a team-building exercise?
 - 3 What do you think is the value of such activities?
 - 4 Many people support their local team, but I never have.
- **b** Work with a partner. Discuss 1-4 in exercise 3a.

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

ball impression loss most part random times two minds very least



- People are under the 1______ that leadership is a natural quality. And for the 2______, this is true enough. But leadership can be learnt. Arguably, by far the most important quality of a leader is the capacity to listen. At 3______, even decisive leaders are in 4_____ about something, or even at a complete 5____ as to what to do. In these circumstances, it is other people's input that helps them. Most importantly, leaders always need to be on the 6_____ and up-to-date with new developments.
- **b** Work with a partner. In your experience, what qualities do good leaders have? Do you agree that they are born and not made?
- 5a Put the words in order to make expressions for checking and rephrasing.
 - 1 another / put / I'll / way / that
 - 2 again / that / was / sorry / what?
 - 3 you / far / understand / so / do?
 - 4 that / me / let / rephrase
 - 5 catch / part / I / last / didn't / the / sorry
 - 6 me/are/with/you?
- b Work with a partner. Student A, explain one of the items below, using expressions to rephrase. Student B, listen and ask questions to check where necessary. Then change roles.
 - how to get from where you are studying to where you live
 - how to make your favourite recipe
 - what to see and do if you visit a famous tourist city
 - · how to play your favourite game or sport



Responsibility

Age of responsibility

GOALS Express degrees of obligation Talk about responsibility

Grammar & Reading degrees of obligation



- With a partner, discuss what age people have to be to do the activities in the photos.
- Look at the webpage. Who is it for?
- Read the information in detail and find the minimum age in England for each activity in exercise 1.
- 4a Are the statements true (T) or false (F)? Correct the false statements.
 - 1 You can't apply to adopt a child until you're eighteen.
 - 2 You need to be sixteen to get married.
 - You don't need parental permission to marry at the age of eighteen.
 - At fourteen, you're not allowed to work more than three hours per day.
 - You needn't go to school after your sixteenth birthday.
 - 6 You should wear a seatbelt in a car. It's a good idea.
- b Check your answers with a partner.

HOME GET INFO CHAT APPS+TOOLS YOUR STORIES

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

10 +

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

11+

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

14+

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

15+

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

16 +

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

17+

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

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

21+

· You can apply to adopt a child.

- Match the statements in exercise 4a to their meanings a-d. Use the verbs in bold to help you.
 - a against the rules/law
 - b it's not necessary
 - c advice
 - d obligation
- 6 Complete the Grammar focus box using a-d in exercise 5.

GRAMMAR FOCUS	expressing degrees of
obligation	

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

1 : must/have to

Attending school is **compulsory** until you're 17.

2 : should

You **ought to** ask if it's OK for your friend to come, too. = general advice

You'd better think carefully before you answer my question.

= 'this is a good thing to do now': more urgent than should

= 'this is a good thing to do <u>now</u>'; more urgent than *should* or *ought to*

3_____: don't have to/don't need to

It's not necessary to bring anything – all materials will be provided.

- A Should I come?
- B It's up to you (whether you come or not).
- 4 : can't/mustn't

You're not allowed in here – it's for members of staff only.

 Use supposed to and not supposed to to indicate something that should happen (but may not) or is happening, but shouldn't happen.

You're supposed to be back in by 11.00 p.m. We're not supposed to make personal calls on the office phone.

- → Grammar Reference page 148
- 7a Rewrite the sentences using the correct forms of the words in brackets.
 - 1 All visitors have to have a visa. (compulsory)
 - 2 You should hurry up before the shops close. (better)
 - 3 It's against the rules to use mobile phones in this area. (allow)
 - 4 A Do I need to take notes?
 - B You decide. (up)
 - 5 You should see a doctor about that cough. (ought)
 - 6 The sign says there's no parking in this street. (suppose)
 - **b** Compare your answers with a partner.

Vocabulary & Speaking responsibility

- **4.1**) Listen to three situations in which people are talking about responsibility. For each one, decide ...
 - 1 who is speaking and who they are speaking to
 - 2 where the conversation is taking place
- 9a 4.1) Listen again and complete the sentences.

	to ¹ ?	90 8000 8000	
	I bet I know who's 2	it.	
	I really don't feel any of us c	an 3	
2	and my name's Maria. I'm 4everything to do with your accommodation		
	I'm also ⁵ social programme	reservations for the	
3	we'd like you to 6 account	the Miller	
	you're trustworthy and 7	. and	

1 Well, you can imagine. 'Who did this? Is anyone going

- b Match phrases 1-8 in exercise 9a to meanings a-h.
 - a a position of having control over someone or something

you to get the

b be responsible for something bad

we know we can 8_

job done.

- c have the duty of doing something or taking care of someone or something
- d say that someone is the cause of something bad
- e dependable
- f to admit you are responsible for something wrong or bad
- g be responsible for/deal with a situation or task
- h trust someone to do something
- 10 Using phrases from exercise 9a, complete each sentence with one word.

1	Children under the age of ten cannot be	
	responsible for their actions.	

- 2 Don't worry about the reservations we've _____ care of that.
- 3 Few people today can _____ on having a job for life
- 4 The director of studies is in ______ of the teaching staff.
- 5 Which of the drivers was to _____ for the accident?
- 6 Why don't you just _____ up and hope she forgives you?
- 11 TASK Student A, turn to page 128. Student B, turn to page 134.

The caring generation

GOALS Use phrases with care Use passives

Vocabulary & Speaking phrases with care



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

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

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

4.2) Listen to four short conversations. Complete each one with the correct word or phrase with care from 1-11 in exercise 2.

- Look at the photos of people in different caring professions. With a partner, discuss what each job entails and what qualities are needed.
- 5a 4.3) Listen to two interviews with people whose job involves caring. For each person, make brief notes on what they say about:
 - · their job
 - what they understand by caring
 - what qualities are needed to do the job.
- b Check your answers with a partner.

PRONUNCIATION pacing and spacing in natural speech

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

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

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

- b 4.4)) Listen again and underline the words which are stressed.
- c 4.4) Listen again and practise.
- 7a TASK Work in three groups. Group A, make notes on topic a. Group B, make notes on topic b. Group C, make notes on topic c. You can agree or disagree with the topic. Try to give reasons and examples to strengthen your argument.
 - a We can learn many things from caring for other people.
 - b Everyone benefits when elderly people live with their family.
 - c Not everyone is suited to a caring role.
- **b** Stay in the same group to prepare your talk.
- c Change groups so that each group has an a, b and c. Take turns to give your talk, using your notes.
- d While listening, decide if you agree or disagree with the speaker and why. Discuss your responses, giving reasons.





Grammar & Speaking passives

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

GRAMMAR FOCUS passives

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

The glasses must have been broken while being transported from the factory. We use the passive for various reasons:

- 1 to focus on new or unknown information by putting it at the beginning / end of the sentence
 - A I haven't seen that building before.
 - B No, it was built last year.
- 2 to keep the focus on the action / who did it, or if the agent is unknown or unimportant
 - I was hired because of my background in psychology.
- 3 to create a *less / more* impersonal or objective style, for example in business or scientific reports, or to make rules seem less personally directed The HR department has been downsized in the past year. Smoking is not permitted anywhere in the building.
- 4 to report facts or opinions using verbs like report, show, estimate, guess, believe, reckon, suppose, say, and understand, especially if we are certain / not certain People in sheltered housing are said to live happier, more independent lives. It is estimated that a fifth of the staff have been to see HR at some time in the past year.
- 5 we use get + past participle in informal / formal speech with active verbs to refer to an action that happens by accident or unexpectedly ... if something gets broken.

→ Grammar Reference page 149

IJ	focus box 1–5.			
	a	Toys and games must not be brought to the nursery.	·	
	b	Did you know the first heart transplant was performed by a	10 <u></u>	
		South African doctor?		
	c	He is supposed to be one of the best dentists in the city.	55	
	d	Three participants got injured at the charity fun run.	84 <u></u>	
	e	The thieves stole a TV which had been donated to the hospital.		

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

IN NOF	RTHERN EUROPE, the number of people over 6	55 ¹ (predict) to	
increas	se by 25% over the next thirty years, and this 2_	(present) challenges	
in carin	ng for the elderly. While traditionally, older peo	ple ³ (care for) by	
their ch	nildren, things ⁴ (change) rapidly ove	er the last sixty years. Attitudes	
have ch	nanged, too – older people are less likely nowa	days to want	
5	(look after) by their families. Over the las	t few decades, the focus	
6	(be) increasingly on independence. So nowadays, rather than		
7	(move) into a care home, older people ⁸ _	(give) any specialist	
	ey need at home. The upheaval of having to mestay in their familiar surroundings.		

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

Vocabulary and skills development

GOALS Understand word boundaries Understand and use connotation

Listening & Speaking understanding word boundaries

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



- Compare your answers with a partner. What do you think people commonly regret?
- 2a 4.5)) You are going to hear a report about the regrets of elderly people. Listen and note the answers to the question in exercise 1b.
- b 4.5)) Listen again to the introduction and complete the summary.

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

- How many words are missing in each gap?
- 3a 4.6) Read and listen to the information in the box about word boundaries.

UNLOCK THE CODE understanding word boundaries

- 1 When one word finishes in a consonant sound and the next starts with a vowel sound, we often join the words together, e.g. It's all about ... /itso:labaut/
- 2 When one word finishes in /d/ or /t/ and the next starts with a consonant, we usually omit the /d/ or /t/, e.g. just perfect /dzəsp3:fikt/
- 3 When one word finishes in a vowel sound and the next starts with a vowel sound, we insert /j/, /r/ or /w/, e.g. the /i/ other /ði:jaðə/ Do /w/ it! /do:wit/ care /r/ of /kærəv/

- **b** Each of the words in a-c connects in the same way. Identify the type of sound at the end of the first word and at the beginning of the second and decide which rule in the Unlock the code box should be applied.
 - a and children most frequently
 - b was I lives and
 - c they always go over draw in
- c Mark the changes in sound and practise saying them with a partner.
- 4a Two friends are discussing a blog entitled 'Replace your to-do list: 100 liberating things to do instead.' With a partner, discuss what things you think will be recommended.
- b Read part of the conversation and look at the words in bold. In each case, consider the final and following initial sound between each word and decide which of the pronunciation rules apply and how you would say them.
 - A Oh, I 1 meant to tell you I read this great blog post ² the other day. It was ³ just perfect for you.
 - B Why, 4 what do you mean?
 - A Well, it 5 was on a blog called The Freedom Experiment by this life coach.
 - B Hmm, 'life coach'! Makes me suspicious 6 straight away.
 - A No listen! 7 It's all about getting 8 rid of your to-do list and doing 9 uninhibited and liberating 10 things instead.
- c 4.7) Listen and check your answers.
- 5a 4.8) Listen to the rest of the conversation and note down the five ideas suggested.
- **b** Discuss the questions in small groups.
 - · What do you think about the ideas?
 - · Which ones would you be prepared to try?
 - Do you agree that people today worry a lot about their responsibilities?
- c Report your ideas to another group.



Vocabulary & Reading connotation

- 6 4.9) Listen again to the last part of the conversation and note down the adjectives used to describe the blogger's ideas. Say whether each adjective is positive or negative.
- **7a** Read the information in the Vocabulary focus box about connotation.

VOCABULARY FOCUS connotation

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

reckless (adj) – negative: showing a lack of care about danger or consequences

adventurous (adj) – positive: willing to take risks and try new ideas

- **b** Work with a partner. Decide whether each word or phrase in the groups has a positive connotation, a negative connotation or if it could be either depending on the context.
 - 1 a a slim person
 - b a skinny person
 - c an underweight person
 - 2 a a cautious driver
 - b a careful driver
 - c an overcautious driver
 - 3 a a dull place
 - b a peaceful place
 - c a quiet place

- 4 a economical
 - b cheap
 - c low cost
- 5 a simple food
 - b bland food
 - c plain food
- 6 a interested
 - b nosy
 - c curious
- **c** Which of the words or phrases in exercise **7b** would each person be likely to choose?
 - 1 a doctor expressing concern about a patient
 - 2 a car insurance company
 - 3 a teenager talking about a place his parents like to go
 - 4 an advertisement for an affordable family car
 - 5 a dissatisfied customer writing on a blog about a restaurant
 - 6 someone complaining about their neighbour
- 8a Read a newspaper article about older people doing extreme sports. In the writer's opinion, is this a good thing? Underline the words which helped you decide.
- **b** Phrases 1–6 are all positive. Find corresponding words in the article with a similar meaning, but a negative connotation.
 - 1 adventurous activities
- 4 in a carefree manner
- 2 challenging
- 5 possible risks
- 3 having the courage to
- 6 thrill-seekers
- 9 TASK Use the phrases in exercise 8b and others to write a new article about the same information, but with a more positive tone.
- VOX POPS VIDEO 4

Risky business

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



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

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

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

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

4.4 Writing and speaking

GOALS Write a balanced argument essay Take part in formal negotiations

Reading & Writing a balanced argument essay

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

ABOUTUS | WORLD'S MOST ETHICAL | SERVICES | EVENTS | ANTI-CORRUPTION

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



HOME ABOUT AWARDS PAST WINNERS JUDGES CONTACT US



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

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

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

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

Responsible journalism involves:

- · checking your sources
- not exaggerating
- presenting both sides of the story
- making it clear if you're speculating
- not invading people's privacy.
- **b** Students A and B, write a similar list of four or five points to show what responsible business practices involve. Students C and D, write a similar list of four or five points to show what responsible tourism involves.
- Compare your list with the other pair in your group and try to agree on four or five key points on each topic to present to the class.
- 3a TASK You are going to write a balanced argument essay. Turn to page 128 and read the sample essay.
- **b** Work with a partner. You are going to answer questions about the sample essay together. Work so you can both see the essay and the questions. Student A, stay on page 128 with the sample essay. Student B, stay on this page.
 - a What is a typical structure for a balanced argument essay in English? How are the paragraphs generally organized?
 - b What is a common function of the first sentence in each paragraph?
- c Read the list and find four points which are not characteristic of a balanced argument essay.
 - a conclusion which rounds things up and gives the author's viewpoint
 - 2 clear structure in which each paragraph has a purpose
 - 3 engaging the reader through the use of jokes and humour
 - giving three or four arguments in favour and three or four arguments against
 - 5 inclusion of language to show emotions and add excitement
 - 6 inclusion of direct speech and conversation
 - 7 supporting points made with examples
 - 8 use of formal linkers to connect ideas
 - 9 use of informal language, contractions, and abbreviations
 - using a rhetorical question in the introduction

- d Complete the Language for writing box with the headings below.
 - · Close the essay
 - Describe a consequence
 - Introduce a contrast
 - Introduce additional information
 - Introduce arguments against
 - Introduce arguments in favour

LANGUAGE FOR WRITING discursive essay - balanced argument

1		
One of the benefits . Those in favour say	One advantage of	
2		
In addition, We also need to con	Furthermore, nsider X	
3		
On the other hand, Nevertheless, While X, it is also true to say that		
4		
One of the drawbacks is Those against say However, we must not forget that		
5		
Consequently, As a result,	X can result in Y X can lead to Y	
6		
On balance, On the whole,	In conclusion, In summary,	

- **TASK** With a partner, choose a statement.
 - · Acting responsibly is too expensive for commercial enterprises.
 - · It's difficult to shop responsibly when the alternatives are often a lot cheaper.
 - Responsible tourism is the only way to protect the environment.
- b Work together to think of two or three arguments for and against the statement.
- c Make sure you have one idea per paragraph. Make a note of the vocabulary and linking expressions you want to use.
- d Individually, write the introductory paragraph. Compare with your partner. What are the good points about each introduction?
- Write the complete essay.
- Go back and check you have followed the ideas about structure in exercise 3b.

Listening & Speaking formal negotiations

- 6a 4.10) Listen to two conversations which include negotiation. For each, decide on the relationship between the speakers and what the negotiation is about.
 - **b** Discuss the questions with a partner.
 - 1 Have you had to negotiate in any of the following situations?
 - · at work
 - · with university or college tutors
 - · when you're buying something
 - to get a better deal (e.g. from a service provider)
 - 2 What was the subject of the negotiation?
 - 3 Do you feel comfortable negotiating?
- 7a Complete expressions 1-7 in the Language for speaking box with the correct form of a verb from the box.

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

LANGUAGE FOR SPEAKING negotiation (1) – formal situations Stating objectives of the meeting **Disagreeing firmly** I do think we have to 5 I'm keen for us/you to 1 a decision today. bigger picture here ... Asking for detail/clarification Asking for flexibility Could you ² on that a little? Do we 6 any room for compromise here? Trying to take a turn Perhaps if I could just 3 here? **Expressing initial agreement** that my team/group and see what they Refusing an offer think. __ afraid that's not a possibility (because) ...

- **b** 4.11) Listen and write the seven expressions.
- c Put one expression from exercise 7b in each category in the box.

TASK Discuss the questions with a partner.

1 What does the photo show?

How do you think local people feel about it? **b** A town is considering allowing developers to build a holiday complex at a local beach. Work in groups of four. Student A, turn to page 128. Student B, turn to page 135. Student C, turn to page 140. Student D, turn to page 141.



4.5 Video

An international aid worker

- 1 Work with a partner. Look at the photos of aid workers working for an international NGO. What different aspects of their work can you see? Can you think of any other things they do?
- 2a With your partner, divide the words in the box into two categories. Use a dictionary if necessary.

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

- **b** Explain your list to another pair. Did you divide them in the same way?
- 3 Match beginnings 1–6 to endings a–f in a logical way. Then watch the video to check your answers.
 - 1 Dr Hook chose to do overseas relief work in order to ...
 - 2 She believes all people ...
 - 3 She feels it's good if relief teams ...
 - 4 In her first job with MSF, she had to deal with a ...
 - 5 Her own health is sometimes at ...
 - 6 She has no regrets about the ...
 - a major refugee crisis and an epidemic.
 - b choices she has made.
 - c do something practical to help.
 - d risk in her work.
 - e have a mix of older and younger workers.
 - f have the right to receive quality care.
- 4 Watch the video again, then work with a partner to see what you can remember about each of the following:
 - 1 why Dr Hook chose to work with MSF
 - 2 the difference between older and younger aid workers
 - 3 the different countries she has worked in
 - 4 the challenges she faced in her work
 - 5 a typical MSF project team
 - 6 her happiest memories.
- 5a TASK Prepare a short presentation on an NGO. If necessary, do some research. You could include background, type of work, location and achievements.
- **b** Give your presentations in small groups.
- C You have £100 to donate. While listening, decide which NGO you would give the money to and why.







Review

- **1a** Match the pieces of advice 1–6 about using a sports centre to meanings a–f.
 - 1 You ought to seek a doctor's advice before taking up exercise =
 - 2 You can't take food or drinks into the changing rooms =
 - 3 You have to wear trainers in the indoor courts =
 - 4 It's not necessary to wear special clothes for the dance classes =
 - 5 You're supposed to have a shower before using the pool =
 - 6 You'd better ask if children can use the sauna =
 - a it's recommended but not compulsory
 - b it's not allowed
 - c it's compulsory to do so
 - d I'm really not sure
 - e it's strongly recommended

which pus is produced

- f it's up to you
- **b** With a partner, write similar rules for another situation.
- c Read your rules to another pair and ask them to identify the situation.
- 2 Change the phrases in bold in the text into the passive.

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

- 3a 4.12) Listen to six situations. After situations 1–3, note the expression from box A that you could use to describe it. After situations 4–6, note an expression from box B. In each box, there is one expression you do not need.
 - A own up be reliable take care of be responsible for sth
 - **B** be in charge of sth blame sb for sth be without a care in the world count on sb
- **b** 4.12)) Listen again. With a partner, produce a sentence to describe the situation.
- 4a Move the words in bold so they are in the correct sentences.
 - 1 What qualities do you need to work in a health care?
 - 2 What different **taking care of** services are there near where you live?
 - 3 What can children learn by careless pets or other animals?
 - 4 How easy is it to be **caring profession** in the modern world?
 - 5 What's the ideal age for children to start in carefree?
 - 6 What type of **day care** behaviour irritates you (at work, at home or where you study)?
 - **b** Ask and answer the questions in exercise **4a** with a partner.
- 5a 4.13) Listen to a sentence from the text in exercise 2 and mark where the person pauses. Then listen again and underline the stressed words.

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

- **b** Practise reading the sentence to your partner.
- 6a 4.14) Listen and write the pairs of words.
- b Write the words from exercise 6a in the correct column.

Negative connotation	

Power

5.1 Who holds the power?

GOALS Use relative clauses Use common phrases with relative pronouns

Grammar & Reading relative clauses

- Read the quotation from a political drama set in Washington, DC. Discuss the questions with a partner.
 - 1 According to the speaker, which is more permanent: money or power?
 - Why might the prefix 'Mc' have a negative connotation?



Money is the Mc-Mansion in Sarasota that starts falling apart after ten years.

Power is the old stone building that stands for centuries.

I cannot respect someone who doesn't see the difference.

FRANCIS UNDERWOOD • HOUSE of CARDS

■ Sarasota an expensive and exclusive beach resort in Florida,



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

- 2a Read part of a review of a recent book on power and answer the questions.
 - 1 Who are the Superclass?
 - 2 Why are they so powerful?

Who holds the power in society today?

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

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

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

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

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

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

GRAMMAR FOCUS relative clauses

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

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

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

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

1 _____

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

2 _____

We can also do this before some adjectives (e.g. *possible*, *available*). The statistics were viewed in the worst way possible.

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

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

3

After common words for time, when is often dropped or replaced by that:
 It was the year (when/that) the government passed the tax law.

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

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

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

4

- → Grammar Reference page 150
- **b** Read the description and choose the best definition of 'lobbyist'.
 - 1 a member of the government who represents a particular area of interest
 - 2 a person whose job involves trying to influence politicians or the government on a particular issue or change in the law

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

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

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

Vocabulary & Speaking

common phrases with relative pronouns

- **4a** Complete the sentences with *when*, *where*, *which*, *whom* or *why*. The relative pronouns are shown in bold.
 - 1 I don't like **the way in** _____ advertisers target small children.
 - 2 People used to get their electricity and gas from different companies, instead of _____ many people today just use one supplier.
 - 3 The reason _____ many people become civil servants is for the pay and conditions.
 - 4 I hate people who just complain about things. Either say nothing or stand up for what you believe in _____ case you should do something about it.
 - 5 I clearly remember the day _____ I first went to vote.
 - 6 I use social media to keep in touch with my friends from school, **several of**_____ are now working abroad.
 - 7 I'm not happy about **the extent to**_____ some public figures use
 their position for their own personal
 advantage.
 - 8 It's **got** to **the point** _____ I don't bother watching the news on TV it's so biased.
 - 9 Some people in my country lack confidence in the political system, as a result of _____ they don't bother to vote.
 - 10 There are about thirty TV channels in my country, **only a few of** _____ are public broadcasters.
- **b** Work in small groups. Discuss three of the sentences in exercise **4a**. Do you agree or disagree? Explain your reasons.
- 5 TASK Student A, turn to page 129. Student B, turn to page 135.

5.2 The power of the sun

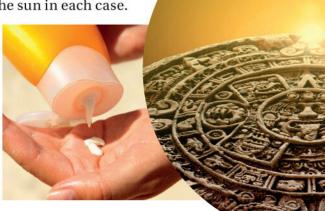
GOALS Use quantifiers Use phrases with of to describe quantity

Grammar & Speaking quantifiers

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







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

- 1 How old is the sun?
 - a 1 billion years old
 - b 5 billion years old
 - c 4.5 billion years old
- ? How far is the sun from Earth?
 - a 93 million km
 - b 150 million km
 - c 233 million km
- 3 The sun is principally made up of which two gases?
 - a hydrogen and helium
 - b hydrogen and oxygen
 - c hydrogen and nitrogen

- 4 Which of the following cultures worshipped the sun?
 - a the Aztecs and Incas
 - b the Egyptians
 - c the Greeks and Romans
- 5 Ideas of beauty in the sixteenth century meant that some people were at risk from ...
 - a excessive exposure to the sun.
 - chemical poisoning.
 - c vitamin deficiencies.

- 6 In the USA, how many people regularly visit tanning salons?
 - a 32 million
 - b 12 million
 - c 22 million
- 7 The body generates which vitamin through exposure to the sun?
 - a A b C c D
- 8 Exposure to the sun is vital for ...
 - a the immune system.
 - b the nervous system.
 - c our psychological well-being.

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

Student A, make notes about:

- the sun and time
- structures related to the sun in ancient cultures
- · plants and the sun.

Student B, make notes about:

- the sun's rotation
- the sun and health in the past and today
- body functions which depend on sunlight.
- **d** Work with a partner. Tell them about the information you made notes on.

3a Complete the sentences with words from the box.

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

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

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

GRAMMAR FOCUS quantifiers

1 Use all alone before numbers (three or more), after a subject pronoun for emphasis or to mean 'everything that'. We do not use it alone to mean 'everything' or 'everyone'. All need the sun to grow.

All nine planets orbit the sun.

We all/All of us learn the names of the planets at school.

a _____

Before a singular countable noun, use the whole.

The whole civilization was based on its worship of the sun.

2 Use *either* and *neither* before a singular noun. *Either/neither of* + plural noun is normally followed by a singular verb.

People would **either** stay out of the sun completely or use lead oxide or arsenic to achieve the desired effect. **Neither of the two** was very good for you.

For negative sentences, use *either* with a negative verb or *neither* with an affirmative verb.

3 Every and each are often interchangeable, but each can be used as a pronoun and every can't. Use every to generalize about a group with three or more members and each to talk about two or more individuals. Of can follow directly after each, but not directly after every.

Both the sun and the moon influence our view of time, and calendars have been based on **each of them**.

b _____

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

d ___

→ Grammar Reference page 151

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

But that's not all. Look at ⁷ some / any trademark in the UK and there's a good chance you'll see the sun.

8 Every / All of company that uses the sun in its logo understands the powerful symbolism of it and the effect it has on ⁹ either / each one of us. It's no surprise the image of the sun is still used to influence and persuade people all over the world.

Vocabulary & Speaking phrases with of to describe quantity

- With a partner, answer the questions about the house in the photo.
 - 1 What are the advantages and disadvantages of living in a house like this?
 - 2 Would you like to live in a house like this? Why/Why not?
- 6a 5.3) Listen to someone talking about the house. Write down the three sentences.



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

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

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

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

- d Which of the phrases can be used with countable (C) nouns, uncountable (U) nouns or both (B)?
- 7 Work with a partner. Choose the correct options to complete the sentences.
 - 1 Despite the sunny days, northern regions could experience *a touch of / a lack of* frost at night this week.
 - 2 The current *shortage / handful* of electricity could have been solved by investing in solar power.
 - 3 The poor harvest was due to *dozens of / an excessive amount of* heat in early summer.
 - 4 Every year at the summer solstice, *dozens of / an excess of* traffic causes problems in the Stonehenge area.
 - 5 A lack of / A great deal of sunlight means solar power is not an option in some countries.
- 8 TASK Work in groups of four. Student A, turn to page 129. Student B, turn to page 135. Student C, turn to page 140. Student D, turn to page 141.

5.3 Vocabulary and skills development

GOALS Understand complex sentences Use compound adjectives and nouns

Reading understanding complex sentences

- 1a Discuss with a partner:
 - · the use you make of social media
 - what type of things you forward to your contacts
 - whether you have taken part in any online actions which went viral.
- b Look at the photos of campaigns which went viral. Discuss if you know anything about the campaigns or if not, what they could be about.





- c Read the introduction to a magazine article about internet phenomena and decide if you think the author is likely to be a) in favour of this type of activity, b) critical or c) neutral.
- 2 Look at the phrases in blue in the first paragraph of the article and identify the features from the Unlock the code box.

UNLOCK THE CODE understanding complex sentences

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

- 1 Use of a variety of phrases and clauses after a noun to add description *People with several accounts* should vary their passwords.
- 2 Use of reduced relative clauses The questionnaire was answered by **people using** the internet daily. (= people who are using)
- 3 Leaving out that Studies **showed people in this age group** updated their profile regularly.
- 4 Use of participle clauses

 Having parents who were into technology, the children grew up using devices.
- 3a Read the rest of the article and tick the points which are included.
 - 1 the origin of the word 'meme'
 - 2 the change in the meaning of 'meme' in the internet age
 - 3 examples of memes used in politics
 - 4 characteristics of a meme
 - 5 memes and marketing
 - 6 memes and charities
- **b** Read the article again and decide if the sentences are true (T) or false (F). Underline phrases in the text which helped you decide. Correct the false sentences.
 - 1 Richard Dawkins was the first person to use a meme.
 - 2 It can only take a short time for an inside joke to be seen all over the world.
 - 3 Marketing executives were keen to invent a tool to achieve global results.
 - 4 Charities and NGOs can benefit financially from memes.
 - 5 Opponents comment that a lot of people are taking part in sharing memes.
 - 6 Critics say that charities which are less visible benefit less from donations.

THE POWER OF MEMES

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

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

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

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

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

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

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

Vocabulary compound adjectives and nouns

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

VOCABULARY FOCUS compound adjectives and nouns

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

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

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

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

- noun + noun bus stop, football
- adjective + noun blackboard, software
- **5a** Match words from each list to form compound nouns and adjectives.

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

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

•	People w	ho object to meme	s are 1	and have a
	2	opinion about 3_	2.0	
•	The overnight success of memes is a reflection of			
	our 4	world.		
•	Today, it's	better to be 5	than to	take your time.
•	It's 6	to keep up w	ith online tre	ends – you can
	spend all	day looking at the	atest meme	S.

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

Speaking and writing

GOALS Manage conversations Use emphasis in writing

Listening & Speaking managing conversations



- Work with a partner. Discuss the questions.
 - Do you consider yourself fit? What do you do to stay fit?
 - Do you think you eat healthily? How would you describe your diet?
- 2a 5.4) Listen to two conversations about staying healthy. What are they talking about and what is each speaker's opinion?
 - b 5.4) Listen again and complete the phrases. Then add them to the Language for speaking box.

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

LANGUAGE FOR SPEAKING managing

The following are typical phrases for managing conversations.

Strongly agre	eing
I couldn't agre	e more.
<u> </u>	
Agreeing	
I see what you	mean.
I suppose you'	re right.
Yes, but I don't	t think
b	

I totally disagree with you.

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

Interrupting or changing the subject

Yes, but what about ... Anyway, what do you think about ...?

Asking for clarification

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

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

- 3a TASK Look at the images of different things people do to stay fit and improve their health. Individually, think about the pros and cons of each one.
- Discuss your ideas in small groups. Decide together why people might do each and two pros and two cons for each. Compare your ideas with another group's.







Reading & Writing emphasis: inversion and cleft sentences

- 4a Discuss the questions with a partner.
 - · What types of drink can give you energy?
 - · Do you ever drink them?
 - What do you know about the effects of energy drinks?
- **b** Read an entry on an online forum about energy drinks. Does the writer think they're a good or bad thing? Why?
- 5a Read the information in the Language for writing box about emphasis. Then read the forum entry again and find six examples. Add them to the box in the correct space.

LANGUAGE FOR WRITING emphasis

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

1 Inversion

After phrases introduced by negative adverbials such as

Under no circumstances Never

Seldom Hardly ... + when

Not until No sooner ... + than

Little Not only ... but also

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

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

→ **Seldom** do people realize the dangers of these drinks.

Children should not consume these drinks.

→ Under no circumstances should children consume these drinks.

2

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

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

Such is the level of concern that some supermarkets do not sell these drink to children.

b

С

2 Cleft sentences

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

It is/was (not)

It's not the children who need help, it's their parents.

d

What/All

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

е

The person/place/thing/reason, etc.

The way to stop this is to restrict sales to children.

f

DEBATES V OPINIONS V FORUMS V POLLS V

Are energy drinks a good thing?

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

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

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

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

Posted by LouAnne642 Like | Reply

- **b** Rewrite the sentences, starting with the words given to add emphasis.
 - 1 You seldom meet someone who dislikes coffee. Seldom
 - 2 Caffeine is so popular that 80% of people on the planet consume it regularly.

So

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

What

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

The thing

 $5\quad Espresso\ coffee\ contains\ the\ most\ caffeine.$

It's

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

Not only _

- 6a TASK Write a forum post giving your opinion on one of the subjects. Remember to use emphatic language to convey your opinion.
 - · The increasing popularity of fast food
 - The use of protein drinks to build body mass in some athletes
 - Changes in eating habits in families
- **b** Work in groups of three. Read the others' posts and write a comment on each.



VOX POPS VIDEO 5

5.5 Video

The power of the sun

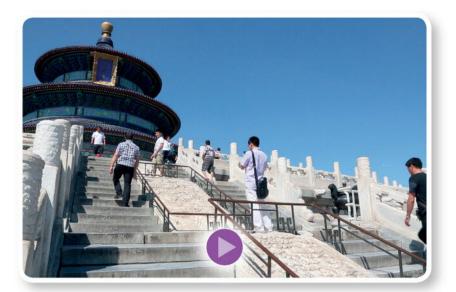
- 1 How do the photos relate to the power of the sun?
- 2 Match words or phrases from the box to headings 1-4.

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

- 1 the sun in religion
- 2 the sun in scientific terms
- 3 traditional energy sources
- 4 the sun as a source of energy
- 3 Watch the video, then tick the topics included.
 - a the sun's importance for tourism
 - b the location and physical properties of the sun
 - c production of coal, oil and gas
 - d the sun and health
 - e reasons to find a new source of energy
 - f how solar power is produced
 - g cars fuelled by solar power
 - h prospects for the future
- - 1 Humans have always known a lot about the sun.
 - 2 The sun is made up of two gases in equal parts.
 - 3 Traditional sources provide 68% of the world's energy.
 - 4 Avra Valley is located in New Mexico.
 - 5 People will drive less because of Avra Valley.
 - 6 Solar energy is cheap to produce.
 - 7 The production of solar energy is energy-efficient.
 - 8 The cost of producing solar energy is likely to stabilize in the future.
- 5a TASK Read the situation.

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

- **b** Work in groups of four. Compare your listings. Consider appropriate style, clarity of information about the programme and whether the listing would encourage people to watch the programme.
- c Decide which is the best listing.







Review

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

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

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



- **b** Discuss the questions with a partner.
 - Is volunteering popular in your country? What type of people do it?
 - What type of organization do you/would you like to volunteer in?
- 2a Rewrite the sentences, starting with the words in brackets.
 - 1 Everyone wants to have a more powerful position at work. (All of us)
 - 2 Solar power and wind power aren't the answer to our energy problems. (Neither)
 - 3 We spent all evening arguing about politics. (We spent the)
 - 4 Each of the regions in my country is influential in national politics. (Every)
 - 5 It doesn't matter which family you look at, it's the women who are in charge. (In any)
 - 6 Both countries are in the European Union. (Each of)
- **b** Discuss the sentences in exercise **2a** with your partner.

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

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

\boxtimes	Sent: Wednesday 11.15
Hi Rosa,	
from my neighb but we've got a	I'm writing is to let you r not be in when you arrive, you can pick up the key our's. I'm really sorry about this, team meeting on Monday and we never really know when sh. It's a nightmare for the team, have kids to pick up – my
boss just doesn annoys people.	
	et yourself into my flat and make e. Jo will be in at about six, ne myself.

4a Put the phrases in the box in order from the largest to the smallest quantity.

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

- **b** 5.5) Listen and write five more expressions describing quantity. Then match each phrase to one with a similar meaning in exercise 4a.
- **5a** Write a definition for each of the compound nouns and adjectives in bold.
 - 1 Do you work in a well-equipped workplace?
 - 2 What are the **downsides** of living in a big city?
 - 3 Do you receive a lot of junk mail?
 - 4 In what situations do you feel self-conscious?
 - 5 What are the most important status symbols today?
 - 6 What is one of the most **time-consuming** household jobs?
- **b** Discuss the questions in exercise **5a** with a partner.

Play

6.1 Play games and save the planet?

GOALS Use would Talk about preferences

Grammar & Listening uses of would

- 1 Discuss the questions with a partner.
 - 1 What is your attitude to online gaming?
 - 2 How do you think playing online games can be useful?
- Read part of a newspaper article about a new use for online gaming. Work with a partner. What is the benefit of playing such games?



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

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

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

- 3 6.1) Listen to four gamers reacting to the idea of playing such games. What reasons do they give for liking/not liking the idea of playing the games?
- 4 6.1) Listen again and complete the extracts from the interviews.

1	I	that the games would turn out
	to be pretty dull.	
2	When I was at school	, the teachers

- these educational games ...

 3 That's interesting. _____ what
- 3 That's interesting. _____ what happened?
- 4 I didn't realize it ______ so addictive, and that's important ...
- 5 I asked some friends to try them out,
- 6 They ______ shooting games and I think that would be true of lots of gamers.
- Read the Grammar focus box and match the uses of *would* a-f to sentences 1-6 in exercise 4.

GRAMMAR FOCUS uses of would

You are familiar with *would* in unreal conditionals and other unreal situations. Here are some other meanings of *would*:

- would is the past form of will
 - a to talk about an event that was in the future at a past time
 - b to talk about an agreement or refusal in the past _
- with would, you can be indirect, less definite, more polite
- c as part of expressions with *sooner* or *rather* to express a preference
- d as part of expressions with say, imagine, have thought
- e to make a polite request or offer _____
- would can describe how things were in the past
- f to talk about repeated actions or habits in the past ___
- → Grammar Reference page 152

- 6 Match the two halves of the sentences and questions, adding *would/wouldn't* in the correct place.
 - 1 We never imagined f
 - 2 Most gamers sooner starve
 - 3 I imagine that
 - 4 If you had to choose between career and family,
 - 5 you ever
 - 6 There'll be plenty of people interested in this project
 - 7 I asked to take a selfie with my favourite player,
 - a the objective is always to make the games addictive.
 - b I have thought.
 - c but he let me.
 - d which you go for?
 - e than stop playing in order to eat!
 - f the game/become so popular.
 - g consider working in the games industry?

PRONUNCIATION would in connected speech

- 1 Would is often contracted to 'd and would not to wouldn't: They'd sooner play shooting games. He wouldn't let me.
- 2 Would have is often contracted to would've /'wodəv/ or 'd've /dəv/:
- I'd've thought he's about fifty.Would you in questions is pronounced /'wodjə/ in natural speech:

Would you tell us what happened?

- 7a 6.2) Listen and write six sentences, which all include would.
- **b** Work with a partner. Choose two of the sentences and write a short conversation for each one. Practise them.

Vocabulary & Speaking preferences

8a Work with a partner. Put the words and phrases in the word cloud in the right category.

Like	Don't mind	Dislike	interesting?
	look	COLL	be a role model be indifferent to be an inspiration to be a role model be indifferent to be an inspiration to be a

- **b** Complete the sentences with words from exercise 8a. 1 I take great welcoming you to the conference today. 2 Margaret took an instant ____ new colleague. I've always had the highest anybody who plays a musical instrument well. In England, many young people footballers like David Beckham and Lionel Messi; in fact, you could say they are good for them. 5 As I get older, I find I live in the country than in the city. When asked, most people express a clear local food. He's such a snob. He his neighbours because they drive an old car! film is Titanic - I've seen it twenty-five times! I have no interest in politics at all - I'm totally __ who wins the election. 10 Although Paul_ cats, ours always seems to want to sit on his knee.
- **c** With a partner, decide which words and phrases from exercise **8a** you would use in a formal situation.
- 9a TASK Work with a partner. Choose three of the questions to discuss. Give reasons for your answers.
 - When you were younger, was there anyone you looked up to in particular? Why?
 - There's a saying that 'it's the little things in life that give you more pleasure'. Do you think it's true, and what could those 'little things' be?
 - Can you think of an occasion when you took an instant dislike to something? What was it? Why do you think you reacted that way?
 - Which singer or musician is your all-time favourite?
 - Who make the best role models politicians, scientists or sportspeople? Why?
- **b** Which of your partner's answers did you find most interesting?

6.2 The invention of leisure

GOALS Understand and use verb patterns Talk about leisure, relaxation and stress

Grammar & Listening verb patterns

- 1 Look at the photos. What links them?
- 2a Work with a partner. Which views come closest to yours?
 - 1 I prefer to spend my free time getting away from it all.
 - 2 For me, a holiday means lying on a beach and unwinding.
 - 3 I'm always glad to get out into the countryside.
 - 4 I hate lazing around doing nothing when I'm on holiday.
 - 5 Quite often, what I feel like doing on a Friday night is having a get-together with my friends.
 - **b** Find words and phrases in exercise **2a** which mean the following.
 - a an informal meeting or party
 - b having a short holiday away from your normal routine
 - c stop worrying about problems and start to relax
 - d out of the town or city
 - e relaxing and doing very little

3	6.3) Listen to an extract from a radio programme about		
	th	e history of leisure. Comple	te the sentences.
	1	The word 'weekend' only o	ame into use in its modern
		sense in the	
	2	Most people worked	a week over
		days	

3 In the Netherlands, leisure time has gone down hours per week in _____ years.

4 British workers only take ______% of their permitted annual holiday.

4 6.3) Listen again and complete the extracts.

1	Even the word 'weekend' is said
	in its modern senses for the first time as late as the 1930s

- 2 ... the idea of lying on a beach unwinding and feeling relieved about _____ from it all.
- 3 In the Netherlands, for example, it is reported _____ from forty-eight to forty-four hours per week in just twenty-five years.
- 4 I've noticed here at work the number of colleagues who get to December and then complain about
 ______ all their holidays for the year ...



5 Read the Grammar focus box and match rules a-c to extracts 1-5 in exercise 4.

GRAMMAR FOCUS verb patterns: perfect infinitives and perfect *-ing* forms

- a Perfect infinitives after verbs and adjectives can have the same meaning as perfect or past tenses.
 - I was relieved **to have got** away. (= ... that I **had got** away) He was sorry **not to have stayed** the extra week. (= that **he hadn't stayed**)
- b We can use the perfect *-ing* form in the same way, often after prepositions. In this case, the simple *-ing* form is also possible.
 - They are unhappy about **not having taken** as much time off as they could have. (= ... **that they had not taken** ...)
- c With was/were, meant and would like/would have liked we can use the perfect infinitive to show the opposite of what actually happened.

She **was to have left** on Tuesday, but she fell ill and couldn't travel.

I meant to have sent you the confirming email, but I completely forgot about it.

I would like/would have liked to have attended the conference, but I had to work.

- → Grammar Reference page 153
- 6 Complete the story with the correct perfect form (active or passive) of the verbs in brackets.

Looking back, my childhood seems
1 (be) the laziest in the world.
For me, the summer meant lying on the grass in the
garden, sipping lemonade. Now that I'm a busy adult,
I feel sorry for 2 (not enjoy)
it more! I was a real dreamer, and I regret
3 (not make) more of an effort
to use my free time more constructively. My parents
don't appear 4 (worry) too
much about my lack of activity. When I talk to friends
about their summer holidays, they moan about
5 (force) to attend summer
schools and organized activities. While I sometimes
wonder if it would have been good for me (make) to do something
(make) to do something
a bit more creative, I think I was just fortunate
7 (give) the chance to do nothing! Nowadays, I think I would like
8(learn) to play
at least one sport well.
at least one sport wen.

- 7 Work with a partner. Discuss the questions.
 - What is the attitude to work and leisure you grew up with?
 - Do you know anybody who works harder than they should?
 - What advice could you give on getting a good work-life balance?

Vocabulary & Speaking leisure, relaxation and stress

- **8a 6.4**) Listen to five people talking about their leisure activities. What do they do when they are not working?
 - b Write the phrases in the box in the correct column in the table.

be a bundle of nerves chill out demanding drive me up the wall get on my nerves laid-back on edge be stressed out

Relaxation	Stress

- c 6.4) Listen again and check your answers.
- 9a Work in small groups. Think of situations where you have had or would have the following reactions.
 - · feel very stressed out
 - · be a bundle of nerves
 - · feel on edge
 - be able to chill out
 - feel quite laid-back
 - · be driven up the wall by something
- b How did you or would you behave in those situations?
- 10 TASK Work in groups of four. Students A and B, turn to page 129. Students C and D, turn to page 140.
- VOX POPS VIDEO 6

6.3 Vocabulary and skills development

GOALS Understand words with more than one meaning Understand reference

Vocabulary words with more than one meaning

- 1 Can you imagine two different situations where somebody could say these sentences with different meanings? Discuss with a partner.
 - 1 I can't see the point.
 - 2 This virus I've got is really causing me problems!
 - 3 We have some reservations.
 - 4 They found a mouse in a box in the basement.
 - 5 I didn't like the company.
- 2a Read the information in the Vocabulary focus box about words with more than one meaning.

VOCABULARY FOCUS words with more than one meaning

Many words in English have more than one meaning.

- Sometimes, the meanings are loosely connected:
 Helena was asked to chair the meeting.
 He had to stand on the chair to reach the light.
- Sometimes, there is no connection at all:
 He had a pain in his chest.
 She kept the letters in a wooden chest.

When you are reading or listening, remember that a word which you think you know may have a second or third meaning depending on the context. You need to be flexible in your interpretation.

Each pair of sentences has the same missing word. Complete the sentences.
1 a They lived in a house at the <u>foot</u> of the mountain.
b I dropped the ball on my <u>foot</u> and broke a toe.
2 a My job was to new films for a specialist website.
b After this disaster, we all realize we have to
our procedures.
3 a It's not easy to a large organization like this.
b Did you to get through to the hospital?
4 a I need some time to on your criticisms.
b They used giant mirrors to the light onto the field.
5 a We stopped at the of the cave, too afraid to go in.
b Don't talk with your full!
6 a Most plants take in water through their
b What are the of the current conflict?
7 a They found a supermarket trolley on the river
b It was clear the visitor's had not been slept in.
8 a My horse is taking part in the big next week.
b It is illegal to discriminate against a person because of
their, religion or gender.
9 a We ran into terrible traffic on the road.
b She wore a single gold on her left hand.
In which cases are the two words connected? What is the connection?

In which cases are the two words connected? What is the connection?

Does it help you to work out the meaning of the less common use? Discuss with a partner.

foot = the lowest part of something, e.g. the body, a mountain, the stairs, etc.



Listening & Speaking understanding reference

3 6.5) Listen to two jokes. What do they depend on?





- 4 6.5) Listen again and answer the questions.
 - 1 In joke 1, who does 'he' refer to?
 - 2 In joke 2, who does 'her' refer to?
- 5 Read the information in the Unlock the code box about referencing in listening.

UNLOCK THE CODE referencing in listening

There are many ways in which speakers refer back to a previous situation, person, object or idea. When listening to natural speech, you need to try to keep the current information in your mind, just in case the speaker uses one of these words further on.

The main ways of referring are:

- 1 pronouns like *it*, *they*; possessive pronouns like *her*, *their*A lot of people buy clothes <u>they</u> really can't afford.
 (they = people)
- 2 demonstratives like this, these, that, those The car had been stolen the week before, but we didn't know that. (that = the fact that the car had been stolen)
- 3 auxiliary verbs, especially do It seems incredible that the two sides reached an agreement, but I can assure you they <u>did</u>. (did = reach an agreement)
- 4 one, ones, some
 There were many reasons why the war started, but the
 most important one was economic. (one = a reason)
- 5 such It was long thought the Earth was flat, and <u>such</u> a belief was logical in many ways. (such = the belief the Earth was flat)

- **6a 6.6**) Listen to the first part of a podcast about wordplay. According to the speaker, why should we study it?
- **b** 6.6) Listen again. In the extracts below, what do the underlined words refer to?
 - 1 It's very short!
 - 2 Such words ...
 - 3 It seems to cut across national and cultural boundaries.
 - 4 But despite this ...
 - 5 ... many people certainly do ...
 - 6 ... one that's worth studying ...
 - 7 ... they allow for this kind of joke ...
- 7 6.7) Listen to the next part of the podcast. Take notes.
- 8a Work with a partner. Use your notes to answer the questions.
 - 1 What is 'the lowest form of humour'?
 - 2 Why does the speaker talk about ancient Egypt, China and Iraq?
 - 3 What are T-communication and I-communication?
 - 4 What would you point at in restaurants and why?
 - 5 People are always inventing 'new ones' what?
 - 6 What are adults happy to do at football matches?
- b 6.7) Listen again and check your answers.
- 9 Discuss the wordplays with a partner. Why are they amusing?
 - To write with a broken pencil is pointless.
 - Have you ever tried to eat a clock? It's very time-consuming.
 - I'm reading a book about antigravity. It's impossible to put down.
 - I couldn't quite remember how to throw a boomerang, but eventually it came back to me.
 - Time flies like an arrow. Fruit flies like a banana.



6.4 Speaking and writing

GOALS Use vague language (2) Write an online review

Listening & Speaking vague language (2)

- Work in a group. Answer the questions about Cowboys and
 - Have you read the book or seen the film?
 - If yes, what did you think of it? If no, would you like to read/see it? Why?/Why not?



- 2a 6.8) Listen to Marco, Amy and Ross discussing the film. Who ...?
 - a liked it b didn't understand it c really hated it
- **b** 6.8)) When we are speaking, we often use vague language, e.g. It was a bit of a mess. The plot was kind of strange. Listen again and write down at least three phrases using vague language that you hear.
- c Look at the Language for speaking box. Add the phrases you wrote in exercise 2b.

LANGUAGE FOR SPEAKING using vague language (2)

Nouns

things

someone like that

sometime (later)

somewhere / some place (hotter/nicer)

Quantifiers

a bit of a flop, state, etc.

(just) a bit dull, boring, etc.

plenty of / (absolutely) masses of action, extras, etc.

a couple of times, places, etc.

Generalizing

(some) kind of thriller, sci-fi film, etc.

rather / pretty / relatively / somewhat dull, confusing, etc. that sort of thing

Additions

and so on / and so forth

- 3a 6.9) Listen to five sentences containing some vague language. What is each person probably describing? Choose from the list below.
 - a business presentation
 - a computer game
 - a film
 - · a forest

- a mansion
- a party
- · a politician's speech
- a sportsperson
- **b** 6.9) Listen again and complete the sentences with the vague language.

1	I didn't enjoy it. The food ran out		
2	The palace belonged to a duke, o	, , , , , , , , , , , , , , , , , , ,	
3	There'so	n the DVD, like	
	interviews with the actors, some scenes they didn't		
	use,		
4	The shareholders' meeting was a	ctually quite exciting.	
	people go	ot up and started	
	shouting while the CEO was speaking.		
5	She played in	matches, and then	
	had to retire because she had	wrong	
	with her leg. It was	sad, really.	

- c 6.10)) Listen and repeat. Try saying the vague language at a natural speed.
- 4a Work with a partner. Choose one of the conversations and insert vague language phrases from the Language for speaking box in the appropriate places, or change precise phrases to vague ones.
 - 1 A That was the best film I've seen for a long time. There were moments when I wanted to cry.
 - B Really? I thought it was sentimental. The final part was unwatchable.
 - A Apparently, it cost \$40 million to make.
 - **B** That was a waste of money, in my opinion.
 - 2 C I like your new phone. It looks like it cost money.
 - **D** Not really. I got a really good contract. Five hundred free texts, two hours of free calls ... and with this make, you get a large number of free apps.
 - C Sounds great. Did you get it online?
 - D No, I went to that new shop called Phoneworld, Phonehouse ...
- b Work with a pair who worked on a different conversation in exercise 4a. Listen to their conversation and insert the vague language.

Reading & Writing an online review

- Before you see a film, read a book or eat out at a restaurant, how do you decide whether if it is any good?
- 6a Read three online reviews. What are they reviewing?



Rating

ENTERTAINMENT | RESTAURANTS | THEATRE | FILM | MUSIC | COMEDY | GAMING | EXHIBITIONS

1 A notable highlight of the show was the real conviction and confidence of the singing. Sam Hall was a joy to watch, with perfect comic timing, as was Emma Williams, thoroughly believable and convincing in the role of the alluring murderess. These two young talents stole the show, in my opinion. The only disappointments were the dancing, which showed a lack of originality, and the opening scene, which fell a little flat. Despite the occasional technical hitches, this was a highly enjoyable and greatly impressive production, which the company should be proud of.

2 I was really looking forward to Jonathan Baker's latest, which is set in an imagined, but realistic, London of the near future. But I found this new effort was let down by the slightly one-dimensional characterization, and the writing is below standard for the most part: some of the early scenes between Martha and her husband are slightly monotonous. The superb characterization and ambition that Baker demonstrated in his previous novels seem to be missing here. Baker's commitment to describing the lives of ordinary people is admirable, but the whole thing is lacking in energy.

3 This is instalment number three in the nearly twenty-year-old series, delivering a captivating story and loads of comedy. There is some strong writing and voice acting, but the new instalment chooses to go for a linear narrative, with some puzzles included along the way, which is less involving than the theme of exploration and conversation which previous instalments have depended on. Besides, the puzzles are not particularly engaging, and many of them have been seen before in other adventure games. The visuals are stunning, of course, as we have come to expect, this time featuring locales in Catalonia. But overall, a slight disappointment.

b Is each review broadly positive or negative?

7a Underline words and phrases that are used to show praise or criticism in the reviews in exercise 6a.

6.1

Complete 1-6 with words and phrases from exercise 7a in the Language for writing box.

LANGUAGE FOR WRITING writing a review

Praise	
	tives and collocation ifying/gritty/powerful performance
	chilling plot
	timing
	ng visual effects
	b characterization
	p-packed plot
thorou	ughly believable/ ² performance
Usefu	ll expressions
A nota	able highlight (of the show) was
3	the show
a mus	t-see film
brir	ng a character to life
Critic	ism
Adjec	tives and collocations
(extre	mely) disappointing script
a sligh	nt disappointment
not ve	ry/less inspiring/dull/wooden/ performance
the sli	ghtly 4 characterization
not pa	articularly ⁵
Usefu	Il expressions
	a little flat
26 10	of + noun / is lacking in + noun
	less (involving) than

- 8a TASK Write a review of a book, film, play, game, musical, TV programme or restaurant you have recently read, seen, played, or visited. Use the words and phrases from the Language for writing box.
- Read two of your classmates' reviews. Do they tempt you to read/see/try it?



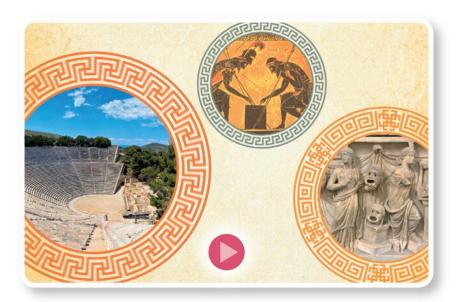
6.5 Video

Leisure through the ages

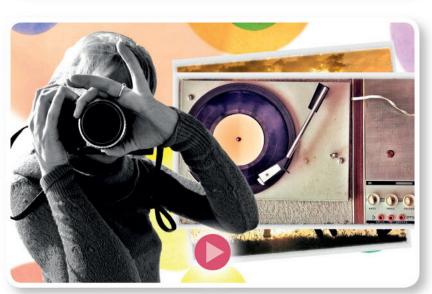
- 1 Look at the photos. What different historical periods do they show? Discuss which leisure activities might have been popular during these periods.
- Work with a partner. Match two statements to the historical period shown in each photo.
 - a Big athletics events became popular.
 - b Free time was as important as work time.
 - c Only the wealthy elite had the luxury of leisure time.
 - d People had more money to spend on leisure.
 - e Rules were established for team games.
 - f Workers started to have a weekend break.
- Watch the video again, then work with a partner to note what you can remember about leisure in each of the periods in the table below.

Ancient	
Greece	
Roman times	
2	
The Industrial	
Revolution	
The 1960s	
Now	

- 5a TASK According to the video, there has recently been a 'blurring' of the difference between work time and leisure time. Individually, make notes on the following points:
 - the advantages and disadvantages of this situation
 - · the role of technology in this change
 - if you or people you know experience this situation
 - what you think will happen in the future.
- **b** Work in groups of four. Discuss your ideas. Be prepared to report to the class.







Review

- Rewrite the sentences using would.
 - 1 The researchers were convinced the games were going to provide useful data.
 - 2 Every weekend, we used to make the trip to some stadium far from home.
 - 3 You probably thought this change produced results, but it was not the case.
 - 4 The press wanted to publish the results, but the medical companies refused to release the information.
 - 5 Most people prefer staying at home to getting out into the countryside.
- 2a Choose the correct option.
 - 1 He apologized for not *having returned / to have returned* my call.
 - 2 Would you ever complain about *having been / to have been* charged too little for goods or services?
 - 3 I was sad not *having seen / to have seen* them while they were visiting.
 - 4 They were believed *having left / to have left* the country already.
 - 5 She didn't remember *having seen / to have seen* the film.
 - 6 Think of an occasion when you were pleased *having* been / to have been turned down for a job or position.
- **b** Work with a partner. Discuss 2 and 6 in exercise **2a**.
- 3 Rewrite the words and phrases in bold in the sentences using the expressions in the box, adding words or changing the word order as necessary.
 - all-time favourite a bundle of nerves chill out clear preference drive (sb.) up the wall fill (sb.) with admiration instant dislike laid-back on edge take great pleasure
 - 1 Two thousand people were expected, so I was extremely agitated before my presentation.
 - 2 If you have a demanding job, the best way to **relax** is swimming.
 - 3 Normally, he's a pretty **relaxed** kind of guy, but that day he was **very nervous**.
 - 4 I decided I didn't like Franco as soon as I met him.
 - 5 I very much admire parents who bring up children alone.
 - 6 My elder sister **really enjoyed** teasing me when I was little.
 - 7 The constant complaints from my housemates **got me very irritated**.

- 8 Tiramisu is the Italian dish I love more than any other.
- 9 Children **show they prefer** using either their left or right hand by the time they are three.
- 4 Complete the information with the words in the box.

head manage races reflection review roots

Most international corporations have a workforce representing a range of age, gender and 1_____ and when choosing a new 2_____ for the company, it's vital to find somebody who can 3_____ such a group. Some companies find that, on 4_____, they chose badly, and it's not always easy to find the 5_____ of the mistake. Companies must constantly 6_____ how these decisions are taken.

- **5a** Work with a partner. Rewrite the conversation without the vague language.
 - A Why's the flight so delayed? It's sort of difficult to understand.
 - **B** It looks like there's a bit of a problem with the plane. I heard an announcement saying there was a technical fault or something like that.
 - A You always get loads of announcements and stuff when something goes wrong, but they never give you, you know, useful information. It's a bit frustrating.
 - **B** There was some stuff on the screens a few minutes ago, but it's gone now.



- **6.11**) Listen to the conversation without the vague language and check your answers.
- c Without looking back at the conversation in exercise 5a, read your conversation with the vague language put back in.

Emotion and reason

Fooled by our feelings

GOALS Talk about hypotheses Talk about emotions

Grammar & Listening hypotheses

- Work with a partner. In each situation below, how do you decide ...?
 - · to choose a new member of staff for your company at an interview
 - whether to lend money to a friend
 - where to go on holiday



Read an extract from a radio programme preview. What is the research finding?

The Psychology of Decision-Making

If you had known then what you know now, would you have made the same decision?

The psychology of decision-making - a topic of prime importance in areas such as government and business - has been much studied in recent years. Should decisions be based on our needs and values, on our interaction with the systems and people around us, or on simple logic? In the age of 'big data', we are likely to be bombarded with all kinds of information. So just how do we work out which information is useful, and which actually leads us in the wrong direction? Supposing you had to predict the academic performance of a group of students. You can either base your prediction purely on hard data, e.g. their age, past achievements and so on, or you can have the data plus you're allowed to interview them. Which procedure would you consider to be more accurate? Amazingly, results consistently show that if you were to interview the students, that would lead to less accurate predictions; the reason being, according to the experts, the interview provides us with the wrong kind of information – we are over-influenced by our 'gut feeling'* about the interviewees.

gut feeling noun feeling based on instinct or intuition, not on reason or facts

- 7.1)) Read the sentences. Listen to an interview with a psychologist describing some results of the research.
- The customers found the better-looking / more expensive food tastier.

Choose the correct answer from the words in italics.

- 2 The best way to get somebody to like you is to do them a favour / get them to do you a favour.
- 3 You will like a company more / less if you feel you are helping them in some way.

On radio Today 16:30 RADIO 4

O 45 minutes

4 Read the Grammar focus box. Match rules a-d to sentences 1-4 about the interview.

GRAMMAR FOCUS talk about hypotheses: present, future and past

To talk about hypotheses we can use past tenses to:

- a describe an imaginary/hypothetical situation in the present or future ___
- talk about a hypothetical (unreal) situation in the past with a present outcome
- c talk about a hypothetical (unreal) situation in the past with a past outcome
- d ask about a hypothetical situation in the past, present or future ____
- → Grammar Reference page 154
- 1 If I had known then what I know now, I wouldn't have made that decision.
- 2 If you were to interview the students, that would lead to less accurate predictions.
- 3 Supposing you were asked to judge a meal in a restaurant, what do you think the answer would depend on?
- 4 If the company had built the furniture as well, you might not feel so good about them!
- 5 Rewrite the sentences starting with the words given.
 - 1 The company didn't employ enough staff. Its productivity went down.
 If the company ______
 - 2 People often make emotional decisions. These decisions are poor ones.

If people _____

3 Last year, we went to Jamaica on holiday. We have no money left for a holiday this year.

Had we _

4 What would have happened if you had made the decision based on your gut feeling?

Supposing ______.

5 Can you think how things would be different if you hadn't passed your final exams?

Just imagine _____

- 6a TASK Think of three decisions you have made in the past, for example, buying a car, choosing a holiday, choosing a job.
 - · Why did you make your choices?
 - What would the situation be now if you'd made a different decision?
- **b** Tell your partner about your decisions. Do you think your partner made the right decisions?

Vocabulary & Speaking emotions

- 7a 7.2) Listen to some people expressing their emotions in certain situations. Underline the closest meaning of the word in each alternative.
 - 1 apathetic (about): unhappy / not interested
 - 2 apprehensive (about): worried (about something you have to do) / aware (of what you have to do)
 - 3 astonished (at/by): surprised / annoyed
 - 4 devastated (by): very under-confident / extremely upset
 - 5 envious (of): wanting the same thing as someone else / over-emotional (about something)
 - 6 frustrated (at/with): frightened (about doing something) / annoyed and impatient (about something you can't do)
 - 7 indifferent (to): not similar to / showing no interest in
 - 8 irritated (at/by/with): angry / confused
 - 9 relieved (+ to/that): happy (because something unpleasant has stopped) / feeling better (after an illness)
 - 10 self-conscious (about): unaware of what other people think of you / nervous about what people think of you
 - 11 sympathetic (to/towards): pleasant and likeable / kind and understanding
 - 12 uncomfortable (about): rather embarrassed about something / unpleasant
- **b** Compare your answers with a partner.
- 8a Complete the sentences with ideas that are true for you.
 - 1 It isn't always easy to feel sympathetic towards ...
 - 2 I find I often get frustrated when ...
 - 3 One way to overcome feeling self-conscious is ...
 - 4 I would be devastated if ...
 - 5 It seems to me that sometimes the public is apathetic about ...
 - 6 I once felt rather apprehensive ...
 - 7 I'm not usually an envious person, but ...
 - 8 I remember one time I felt uncomfortable about something was when ...
 - 9 If a manager appears indifferent to what his staff feel ...
 - 10 I remember feeling relieved when ...
 - **b** Work with a partner. Tell each other about your situations and emotional reactions in exercise **8a**.
 - c Did your partner's reactions surprise you? If so, why? Would you have reacted in the same way?

7.2 **Embarrassment**

GOALS Talk about unreality React to events

Grammar & Listening unreality





- Which of these situations would be the most embarrassing? Compare your answers with a partner.
 - You have to pay the bill in a restaurant but you realize you haven't got enough cash to pay the bill and they don't take credit cards.
 - You tell a lie to your boss and he finds out.
 - On Facebook, a friend posts a photo of you at a festival when you should have been at work.
- 2a You are going to listen to the introduction to a radio programme where a psychologist talks about embarrassment. Can you think of any situations where embarrassment might be useful? Discuss your ideas with a partner.
- b 7.3) Listen and check your predictions.
- c 7.3) Listen again and answer the questions.
 - 1 What moments can we all recall?
 - 2 What function does embarrassment have?
 - 3 How might embarrassment affect our health negatively?
 - 4 What's the good news about how others see us?
- 3a 7.4)) The psychologist talks to two language learners about embarrassing moments in their learning. What were the problems?
- **b** Can you think of similar examples from your own language learning? Tell your partner.

Read the Grammar focus box and complete the rules with the words in the box.

hypothetical near future past prefer regrets unreal

GRAMMAR FOCUS past tenses and would for unreal situations

We often use past tenses to talk about 1	or unrea
situations: past simple for the present or future	, and past
perfect for the ²	

- would rather/sooner + past simple to say that one person would 3 someone to do/not do something
 - A Can I tell her about it?
 - B I'd rather/sooner you didn't.

I'd rather people didn't know about it.

- It's (high/about) time + past simple to talk about something that has to be done now or in the 4
 - It's about time you learnt to take care of yourself.
- act/seem/look, etc. + as if/as though + past simple or past perfect to show that something is or was 5

He acts as though he was the manager. (But he isn't) She looked as if she had seen a ghost. (But she didn't)

I wish/If only + past simple or past perfect to talk about wishes and 6

If only I felt more confident.

I wish I could speak in public without feeling so self-conscious.

I wish I hadn't sent that email.

If only I'd thought before I sent that email.

I wish/If only + would to talk about what you want someone else to do

I wish people would listen to what I have to say.

→ Grammar Reference page 155

- 5 Write what you would say in these situations, using the words in the brackets in the appropriate form.
 - 1 You turn up at a party. Everyone is dressed in formal clothes, and you're in jeans and a T-shirt. What do you say to your host?
 - 'If only _____ it was a formal occasion, then I'd have worn something appropriate.' (realize)
 - 2 Your colleague seems confident in everything he does. You're rather under-confident. What do you say to your friend?
 - 'I _____ more self-confident. Then I'd make a better impression on my colleagues.' (feel)
 - 3 Your flatmate is always borrowing your things. You're really not happy about it. What do you say to him/her? 'I'd rather _____ my things.' (use)
 - 4 It's 1.00 a.m. Your neighbours are very noisy. You have to get up early for work. What do you say to your wife/husband?
 - 'I _____ so much noise. I have to get up at 6.00 a.m. I'll be really tired tomorrow.' (stop/make)
 - 5 Your colleague was flying to a very important meeting but she arrived at the airport late and missed the plane. What do you say to her/him?
 - 'I wish _____ the plane. Then we wouldn't have lost the contract.' (catch)
 - 6 A small company started selling a new product. For a long time, no one was interested, then a famous footballer bought the product and it became really popular. What does the manager say to his employees? 'For quite a long time, it seemed as if

_____ no chance of success.' (have)

7 The roads in the town you live in are terrible and you want the council to do something about them. What do you say to your neighbour?

'The state of these roads is a disgrace! It's

_____.' (repair)



Vocabulary & Speaking reacting to events

- **6a** Work with a partner. Look at the situations, which might be embarrassing. Decide what you would do if:
 - 1 your boss criticized you in front of your team.
 - 2 your neighbours often held loud parties until late at night.
 - 3 you were told at check-in that your flight was overbooked and you could not board.
 - 4 your neighbour had a dog that barked all the time.
 - 5 your boss was in a terrible mood and shouted at you.
 - 6 your manager praised you in front of all your colleagues.
- **b** 7.5) Listen to six people talking about the situations in exercise 6a. How do they say they would react?
- c Match answers a-f to situations 1-6 in exercise 6a.
 - a We'd end up having a heated argument.
 - b I'd be so mortified I wouldn't know what to say.
 - c I'd try to keep my temper. It never helps to shout at people.
 - d It would really get on my nerves.
 - e It would take me by surprise.
 - f I wouldn't take it personally.
- **d** Which reaction was closest to yours for each situation in exercise **6a**? Can you think of other situations which would provoke similar reactions?
- 7a Read the extract from a blog. How would you have reacted?



People say you should think twice before making life-changing choices. And while I don't like to rush into decisions, especially important ones, sometimes you have to grab an opportunity when it presents itself. Last year, my company opened an office in Japan and asked me to be the manager. I was speechless when they offered to promote me so quickly. I'd only been with the company for six months. For a minute, I couldn't think straight. I made a point of saying I would work very hard and make a success of it.

- **b** Match the words in blue in the text to the definitions.
 - 1 be able to think clearly
 - 2 take a chance with enthusiasm
 - 3 think carefully before deciding to do something
 - 4 do something without thinking about it carefully
 - 5 make sure you do something because it is important or necessary
- 8a TASK Work with a partner. Student A, turn to page 129. Student B, turn to page 135.
- b Tell your most unusual or surprising answers to another pair.
- VOX POPS VIDEO 7

7.3 Vocabulary and skills development

GOALS Understand links within a text Understand metaphor

Reading understanding links within a text

- Can you think of ways the number of car accidents could be reduced? Rank suggestions a-e from best to worst. Compare your answers with a partner.
 - a Ban cyclists from busy roads.
 - b Reduce speed limits.
 - Raise the age you can get a driving licence to twenty-five years old.
 - d Adapt engines so cars can go no faster than 100 kph.
 - e Ban drivers over seventy-five years old.



- Read five responses to the question in exercise 1. Which ones do you agree with?
 - 1 'At seventeen we think we are invulnerable. Seventeen year olds have no awareness of the risks involved.'
 - 2 'As we get older our eyesight gets worse. After seventyfive, all drivers should have their eyesight and reaction time tested every year.'
 - 'I know it sounds crazy, but I would say: increase the speed limits. People are going to drive fast anyway why make them into criminals?'
 - 'Decreasing the speed limits would be a double winner - it would make life safer for everybody and also reduce pollution. It would solve two problems at once!'
 - 'There should be dedicated cycle lanes on all main roads. Cyclists would only be allowed to cycle there.'

- 3a How could you link the sentences in exercise 2 using a conjunction or linker?
- **b** Read the information in the Unlock the code box about understanding links within texts. What links the first and second sentences in exercise 2? Choose from a-d.

UNLOCK THE CODE

understanding links within texts

Writers do not always make the links between ideas and sentences obvious. In these cases, it is the job of the reader to make the connection.

There are several ways in which sentences could be linked. The second sentence could be:

- a an example of the first
- b a reason for the first
- c a consequence or result of the first
- d a different way of saying the same thing
- Read an extract from a politics lecture. What is the main point the lecturer is making?

Most people would agree that governments should pass laws that are reinforced by sound data. 1 If the data shows a huge increase in road accidents because drivers are ignoring the speed limits, we might expect to see a new law increasing punishments for motorists caught speeding. ² People caught speeding might be banned from driving. We wouldn't expect the government to pass such a law if the number of accidents remained constant. It follows that governments need reliable statistics, or the arguments in favour of a new law may fall apart.

In fact, in many countries, there are concerns that new laws are increasingly being based on emotional reactions rather than evidence. When a particularly newsworthy crime happens, the politicians rush to make changes. ³ They seem to be afraid of public opinion and ⁴ propose laws that are ineffective or ill-thought-through. 5 Several governments have made it mandatory for children to wear helmets when cycling on public roads (including Australia, Brazil and Slovenia), despite evidence showing that such a law puts people off cycling in the first place (this happened in Australia). The contrary argument, of course, is that if you save just one life, it's worth it.

b Work with a partner. Match 1–5 in the lecture with a–d in the Unlock the code box.

Vocabulary metaphor

5 Read the dictionary entry. Can you think of any metaphors in English or in your own language?

meta-phor /'metəfə(r); -fɔ:(r)/ noun [C, U] a word or phrase used to describe sb/sth else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful, for example *She has a heart of stone*

6 The metaphor in this extract is that *an argument* = *a building*. Underline the words in the textbook extract which are connected to buildings.

It's vital that your argument is not constructed on emotion, because any such argument will collapse when presented with sound evidence. The foundations of any solid argument are reason and evidence. It is easy to demolish an argument if there is no evidence provided. The same is true for laws, which must be supported by evidence, and not just be a reaction to strong feelings.

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

VOCABULARY FOCUS metaphors

Metaphors are very common in both spoken and written language. For example, positive feelings are often expressed as 'high' or 'up':

She was in very high spirits.

and negative feelings as 'low' or 'down': I'm feeling a bit **down** at the moment.

When you are reading or listening, you should

b Complete sentences 1–5 with phrases from the box. Change the form if necessary.

feel down-hearted give someone a lift in low spirits roller-coaster of emotions ups and downs

- 1 After all the problems I'd been having over the past year, passing the exam ______. I feel hopeful about the future now.
- 2 I've been _____ since I didn't get the promotion. I still feel very disappointed.
- 3 I experience a _____ when I watch my favourite team play. They won 2–1 last week and lost 3–0 the week before.
- 4 His career has had some spectacular
 ______. He's made and lost several fortunes.
- 5 Losing the big order to the competition left the sales team .
- c Compare the metaphors in exercise 7b with what you would say in your language. Did you use the same metaphors? Discuss your ideas with your partner.
- Work with a partner. Discuss what the writer wanted to say by using these metaphors:
 - The past is a foreign country: they do things differently there. (L. P. Hartley *The Go-Between*, 1953)
 - All the world's a stage,
 And all the men and women merely players.
 (William Shakespeare As You Like It, 1623)
 - Time is a thief.
 (B. B. King song)



7.4 Speaking and writing

GOALS Take part in informal negotiations Use comment adverbs

Listening & Speaking informal negotiations

1 When might the people in the photos negotiate? Think of some typical situations.





negotiate verb obtain or bring about by discussion

2 7.6) Listen to two negotiations. Who are the participants? What does each person want?

3a	7.6)) Listen again. Complete the phrases from the			
	negotiations.			

1	Is there a		
2	How	sound?	
3	we might b	e able to make _	
Co	onversation 2		
4	Frankly, I'm n	ot	
5	What if we	a bit?	
6	How	feel	?
7	I could go		

Write the phrases from exercise **3a** in the Language for speaking box in the correct place.

LANGUAGE FOR SPEAKING negotiating in informal situations

Making suggestions and offers If I/we could I/we might Supposing I/you + present simple, I/we could/might a
Clarifying
What do/did you have in mind? It depends what you mean (when you say)
Making adjustments to an offer Provided (we) + present simple c
Accepting/Not accepting That sounds (reasonable)./That sounds (a bit much). d
I'm happy with that./e
Other f
g
I'll have to ask (the others).

PRONUNCIATION intonation in negotiating phrases

- 4a 7.7) Listen to examples of the phrases in the box from the conversations. Listen to how the intonation goes up or down on the stressed words.
- **b** Compare your answers with a partner. Practise saying the phrases you think you would use.
- 5 TASK Student A, turn to page 130. Student B, turn to page 135.

Reading & Writing comment adverbs

- Discuss the questions with a partner.
 - 1 When you travel, do you consult advice websites like TripAdvisor or i-escape? Why/Why not?
 - 2 Have you ever posted a review to such a site? What was it about? If not, would you consider doing so?
 - 3 What do you think of the comments and reviews that are posted on such sites?
- 7a Read the comments from a travel advice website. What is each post about, e.g. a hotel, a city? Can you tell how the reviewer felt about the place?



Monday 10:27

Isla Evidently, the cups in the breakfast room had not been washed since the night before, as the rims were covered in bright pink lipstick!



Wednesday 13:03

Sammy Great place to eat a barbecue. The sardines they serve are really scrumptious, unlike other places on the beach. Unfortunately, it shuts really early - by 11 p.m. they were already giving us the bill.



Saturday 12:55

Jean-Michel Admittedly, it is not the original palace, but it is very beautiful and is located in a very well-kept park. Inside there is a small museum which has information about the aristocrats who used to live here.



Yesterday 10:27

Olivia It was almost impossible to explain problems with the shower to the staff. Ideally, they should employ at least one person who speaks English!

- **b** Underline the comment adverbs in the posts in exercise 7a.
- Read the extracts from city guides and advice websites and choose the better comment adverb.
 - 1 Getting around by public transport is the best way to see Bangkok. Regrettably / Thankfully, the city has excellent transportation.
 - 2 The vast majority of Sydney's inhabitants use the car to get to work. Predictably / Astonishingly, the city suffers badly from traffic congestion.
 - 3 Most places are within walking distance if you're a walker! Incidentally / Frankly, Berlin is very bike friendly, so you could cycle everywhere, too ...
 - The hotel reception has the feel of a conference centre. Typically / Happily, the restaurant area is more intimate.

- 5 It's important to plan your trip. Theoretically / Miraculously, you can rent a car to get around the region, but I would advise against it, unless you have driven here before.
- Take time to walk back across the main bridge, a beautiful structure. Incredibly / Luckily, the local teens jump off the bridge to go swimming in the fast-flowing river.
- 7 I moved from Dublin to Rio in 2012. Evidently / Coincidentally, both cities are famous for their party atmosphere!
- Four new cycle paths are planned for the city. *Honestly* / Absurdly, none of them will pass through the main tourist areas.
- **b** Work with a partner. Look at the adverbs you didn't use in each sentence in exercise 8a. Choose three and continue the sentences using the adverb you didn't choose.
 - Getting around by public transport is the best way to see Bangkok. Regrettably, I didn't have enough time to see the city properly.
- **c** Work in small groups. Read your sentences to the group. Who has the most logical sentences?

LANGUAGE FOR WRITING comment adverbs

Writers often use adverbs at the start (or near the start) of a sentence to show their attitude to what they are about to say. These can be:

to show surprise, disappointment, etc.

Absurdly, they will not pass through the main tourist areas. (= 1 find it absurd that they ...)

Unfortunately, the rooms were far too hot. (= It was unfortunate that the rooms ...)

to soften the effect of the statement

Arguably, it's the best hotel in town.

to help the reader understand the writer's intention Incredibly, no one in the hotel spoke English. (the writer was annoyed)

Luckily, no one in the hotel spoke English. (the writer was pleased, maybe because they wanted to practise the local language)

- 9a TASK Write two short paragraphs, one positive, one negative, for an advice website like the one in exercise 7a.
 - write about the same place somewhere you know well (it could be a town, region or country), and assume the reader has never been there
 - include a) one or two comment adverbs per paragraph to show your attitude, as in the Language for speaking box, b) a reference to a hotel/restaurant/bar/tourist attraction, etc.
- **b** Read two of your classmates' paragraphs and choose the one you like best.

7.5 Video

Decisions, decisions

- In the following situations, is it better to make a decision based on a) thinking things through b) your emotional reactions c) both your thoughts and feelings? Discuss with a partner:
 - 1 how fast to go when you're driving
 - 2 what to do when faced with a dangerous animal unexpectedly
 - 3 whether to buy a new car
 - 4 whether to move to a foreign country for work.
- 2 Watch the first part of the video. Which of the four situations in exercise 1 are mentioned? What kind of decisions are involved, according to Dr Mike Browning?
- Watch the second part of the video. Answer the questions.
 - 1 How do anxious people feel when they have to 'weigh up the pros and cons'?
 - 2 How does this change the way they make decisions?
 - 3 Dr Mike Browning says this has good and bad effects. Why?
 - 4 When is worrying good, and when is it not so good?
- 4a TASK Work with a partner. For each scenario, discuss how you would come to a sound decision.

Scenario 1

You need to decide if the state health service will provide an expensive new medicine for a common but relatively non-serious illness.

Scenario 2

You need to decide whether to take a very well-paid or interesting job in a place you know you will dislike.

Scenario 3

A good friend has asked you to invest a fairly large sum of money in the new business he or she is starting.

Scenario 4

You are unsure whether to continue with your studies or look for a job.

b Compare your answers with another pair.







Review

- 1a Rewrite the sentences using were to.
 - 1 If you got a job abroad, would you take it?
 - 2 If I were accepted on this course, I'd be over the moon!
 - 3 It would be good if they made Wi-fi available (and free) everywhere.
- **b** Join the sentences starting with *Had I/they/we*, etc.
 - 1 The group went out for a walk in the hills. That's because they didn't know about the terrible weather forecast.
 - 2 The shop was closed when I got there. So I couldn't hand in my CV.
 - 3 The last match of the season was cancelled. Otherwise we would have won the title.
- 2 Complete the sentences with the correct form of the verbs in the box.

b	pe (x 2) get have (x 2) talk
1	I wish I able to go to the conference next week.
2	If you don't mind, I'd sooner not about it
3	Why didn't you wear a crash helmet? What if you an accident?
4	It's high time that boy married.
5	Supposing you born a century ago? What difference would it have made to your life?
6	A I changed the plans for next week.
	B I'd rather you

- 3a Choose the correct options to complete the sentences.
 - 1 I'm completely *envious / apathetic* about politics.
 - 2 In your teens, you're often *self-conscious / relieved* about your appearance.
 - 3 People nowadays are *devastated / indifferent* to others' hardships.
 - 4 It's normal to be *proud / horrified* of your family's achievements.
 - 5 It makes me *thankful / uncomfortable* to see families living in poor conditions.
 - 6 I was thrilled / frustrated at my lack of progress.
- **b** Change any word in the sentences in exercise **3a** to make it closer to your own opinion or experience. Compare your answers with a partner.

- **4a** Work with a partner. Rank the advice to managers from most to least useful.
 - 1 Never rush into decisions.
 - 2 Make a point of thanking people, even the office junior, when they help you.
 - 3 Keep your temper at all times.
 - 4 If in doubt, shut up, listen and smile sweetly.
 - 5 Make sure you criticize your staff in such a way that they don't take it personally.



5 Complete the extract with the correct form of the words in the box.

construct demolish down-hearted sound ups and downs

Many students feel rather 1 whe	en, in their
essays, they spend a long time 2	_a beautifu
argument, full of 3 evidence and	good
reasoning, only to see their teachers 4	the
argument with some new data. But it's just	t one of the
5 of academic life.	

Plastic

The multi-purpose material

GOALS Describe the properties of materials Express probability and speculation

Vocabulary & Speaking properties of materials

- 1a Work with a partner. Look at the photos.
 - 1 What is in each photo?
 - 2 What do the four photos have in common?



b Read the extract from a leaflet sponsored by the plastics industry. Choose a heading for each paragraph. There is one you do not need.

An important new use of plastic New life for old plastic? Plastic and the environment A history of plastic

Physical qualities

- c Discuss the questions with a partner. Look back at the photos in exercise 1a.
 - 1 What do you think is the most exciting development?
 - 2 Can you see any potential problems?
- 2a Match the words in blue in the leaflet to the definitions.
 - 1 doesn't let water through easily
 - 2 not heavy
 - 3 able to bend
 - 4 having many different uses
 - 5 likely to last a long time
 - difficult to move or bend
- Match the words in the box to the definitions.

absorbent biodegradable elastic fragile magnetic tough transparent

- 1 not easy to break or damage
- 2 can stretch and return to its original shape
- 3 able to take in liquid easily
- 4 easily broken or damaged
- 5 you can see through it
- 6 can attract metal objects
- will not harm the environment when thrown away
- c Use the words in the box to describe different objects.

Though natural rubber was used as early as 1600 BCE and significant developments were made in the early nineteenth century, it was the development of plastics during the twentieth century which really revolutionized the world.

Its uniquely versatile properties – its strength, the fact that it can be made either flexible, as in shoes or watchstraps, or rigid, as in tables or chairs, and is lightweight and water-resistant -

mean that plastic has already replaced many traditional materials such as wood, leather, metal and ceramic. The world must have been a very different place before plastic.

A recent development which is likely to revolutionize manufacturing is 3D printing. Plastic is built up, layer on layer, to create complex solid objects. For example, prosthetics, such as false hands and replacement knees, can be produced using this technique, and may soon be available at a fraction of the previous price.

Recycled plastic is now being used in very creative ways, too. In Taiwan, plastic bottles were used to build the EcoARK exhibition centre, while in Bangalore, India, a new, longerlasting more durable road surface has been laid using around 10% of the city's waste plastic. This will cut the need for road repairs. Wherever you live, if you like outdoor sports, you're bound to have some fleece clothing in your wardrobe. And there's a chance the fleece started life as a plastic bottle!

d 8.1) Listen and decide which object the person is describing.



- e 8.2) Listen again. What adjectives do they use?
- TASK Describe one of your possessions to your partner, saying what it is made of and why the properties of its materials make it suitable for its purpose. See if they can identify it.

Grammar & Speaking probability and speculation

- 4a 8.3) Listen to a report about a new material from a radio programme called And after plastic ...? and take notes on:
 - 1 the discovery of the material
 - 2 the name of the material
 - 3 its properties
 - 4 its potential uses.
- **b** 8.3) Listen again. What do the words and phrases refer to? Compare your answers with a partner.
 - 1 carbon
 - 2 diamond
 - 3 hundreds
 - 4 a new generation
 - 5 photo-therapy
- **c** With a partner, write a short summary on graphene.
- 5a Look at the extracts from the listening and decide if the phrase in bold refers to something which is:
 - a possible
 - b probable
 - c definitely going to happen.
 - 1 It's guaranteed to revolutionize the production of ...
 - 2 You may well be able to read a display inside a transparent material like glass.
 - 3 It **could also help** in the fight against disease.

b Complete the Grammar focus box with words from the box.

have most may least past participle

GRAMMAR FOCUS expressing probability and speculation

1 We use will, must, 1_____, might, could and can't to express degrees of probability about the present or future.
The police must be worried about the criminal misuse of new technology.

The police **must** be worried about the criminal misuse of new technology. Prosthetics **may** soon be available at a fraction of the previous price.

- 2 To express probability in the past use modal + ²_____ + ³____ The world must **have** been a very different place before plastic.
- 3 We also express probability with other phrases.

be	guaranteed sure bound likely	to	4	certain
there	e's a chance that	2		
be	unlikely to doubtful if improbable th	at	5	certain

You're **bound to** have some fleece clothing in your wardrobe. People are **prone to** recycle rather than re-use. It's **doubtful if** wood will be used much in the future.

- → Grammar Reference page 156
- 6 Rewrite the sentences starting with the words given.
 - 1 It's possible that we'll see more clothes made from recycled materials. We might
 - 2 We're definitely going to see a lot more nanotechnology in the future. We're bound
 - 3 They might invent an alternative to plastic soon. There's a

4 I think it's unlikely everyone will become more conscientious consumers.

It's doubtful_____

5 I'm sure you've heard about the new recycling plant. You must

6 There's no doubt that 3D technology will have a massive impact on our lives.

3D technology is sure

- **7a** TASK Working with a partner, speculate about how things were different in the past or will be different in the future. Note three or four ideas for each topic.
 - · Housing and homes
 - Medical advances
 - Clothing
- **b** Present your ideas to another pair. In your group decide:
 - · which areas have changed most over the past century
 - which future developments are most likely to happen.

8.2 My life without ...

GOALS Use participle clauses Use phrasal verbs

Grammar & Listening participle clauses

- 1 Think about your day so far. List all the things you have used which were made of plastic. Divide your list into essential and non-essential. Compare with your partner.
- **2a 8.4**) Listen to the introduction to a radio interview and answer the questions.
 - 1 What did Silvia decide to do?
 - 2 What is the relevance of the photo?



- **b** 8.5) Listen to the rest of the interview. Correct the statements, all of which are false.
 - 1 Silvia's first change was to stop using plastic bags completely.
 - 2 She decided to re-use plastic water bottles.
 - 3 She's been trying this out for about four months.
 - 4 The main difference is the amount her shopping costs.
 - 5 The one disadvantage of local shopping is not knowing more about where things come from.
 - 6 Silvia is unsure whether to continue with the experiment.

- 3a Look at these sentences from the listening. Underline the present participles and circle the past participles in the phrases in bold.
 - 1 **Looking back**, it's hard to think why I hadn't tried it before.
 - 2 Being allergic to eggs, that wasn't a problem for me.
 - 3 **Given the choice**, I think many people would prefer to buy their fruit and veg direct from the producer ...
 - 4 Since giving up, or rather cutting down on plastic, do you think you've ended up spending more?
- **b** With a partner, think of another way to say the phrases in bold in exercise **3a**.
 - 1 If I look back, it's hard to think ...
- c Read the Grammar focus box and check your answers to exercise **3b**.

GRAMMAR FOCUS participle clauses

We use participle clauses to add description in an efficient way, particularly in writing.

- 1 Present participles replace verbs in the active in
 - a reduced relative clauses
 the woman holding a reusable bag (= the woman who
 is/was holding ...)
 - b adverbial clauses (of manner, reason, result, etc.)
 Being allergic to eggs, that wasn't a problem for me.
 (= Because I am allergic ...)

The subject is the same in both the participle clause and the other clause. (= When/If they are asked ...)

- 2 Past participles replace verbs in the passive **When asked/If asked**, most people would prefer ...
- 3 having + past participle shows a sequence of events or decisions

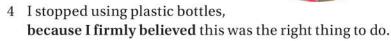
Having made the decision, I took a closer look at how I shopped. (= When/After I had made the decision ...)

- 4 Both verb forms can be used
 - a after prepositions such as on and by and conjunctions such as after, if, once, when and while On seeing the photo ... (When I saw ...) Since giving up ... (Since you gave up ...) If agreed, ... (If it is agreed ...)
 - b in certain fixed attitudinal phrases Generally speaking, ... All things considered, ...
- → Grammar Reference page 157

- 4a Put the words in the right order.
 - 1 most / generally speaking / recycle / household rubbish / I
 - 2 I'd rather / public transport / the choice / use a car / given / than
 - 3 have time / a busy person / I don't / about the environment / being / to worry
 - 4 to give / I generally / having / keep at it / decided / something up
- **b** Rewrite the sentences, replacing the phrase in bold with a participle clause.

1 **If I look out of the window**, I can see a huge pile of rubbish.

- 2 First we gave up plastic shopping bags and then we started looking at packaging.
- 3 Because I have small children, I find that the supermarket is the easiest place for me to shop.



- 5 When I saw the documentary, I decided to change my habits. (use a preposition)
- 6 When I am asked about the experiment, I encourage other people to have a try.

Vocabulary & Speaking phrasal verbs

5a	8.6) Listen to two extracts from the interview and
	complete the sentences.

a	my use of plastic – it's p	pretty difficult to
	2	_ completely these
	days	
b	doing the shopping 3	more
	time, but the quality of the experien	nce also
	4	

b Match verbs 1-4 in exercise 5a to meanings a-d below.

a	use	c	reduce
b	increase or improve	d	stop using

0.007 0.0007

C	Match the	phrasal	verbs in	exercise 5a	to	categories	1-4.
---	-----------	---------	----------	-------------	----	------------	------

		U
1	no object:	<u> </u>
	We watched the sun come up.	
2	with an object but inseparable:	

2	with an object but inseparable:	
	They're looking after the children.	
3	with an object and separable:	

3	with an object and separable:	
	I looked the word up in the dictionary.	

4	three-part verbs:
	I don't get on with my sister.

6 Sometimes the particle can help you work out the meaning of a phrasal verb. Here are some common meanings of two particles.

on	off
a not stop	d stop/postpone
b start	e describe something bad/unpleasant
c move (forward)	f leave/lose connection with sth.

- a Decide the meaning of the particle *on* (a, b or c) in sentences 1–6.
 - 1 After trying it for a month, they decided to **keep on** shopping locally.
 - 2 Using different bins to separate waste took a long time to catch on in many places.
 - 3 We are trying to **build on** the success of the initial project.
 - 4 As neither side would compromise, the negotiations dragged on for weeks.
 - 5 Although they were very tired, they decided to **press on** with it and finish the job.
 - 6 Our local council decided to **take on** a new member of staff to deal with environmental issues.
- **b** Decide the meaning of the particle *off* (d, e or f) in sentences 7–12.
 - 7 The emergency services were called in as the waste was giving off toxic fumes.
 - 8 I want a new car, but I've **put off** buying one till I can find an electric one I like.
 - 9 You can usually tell when something has **gone off** by the smell.
 - 10 The village was **cut off** by the floods for six days. It could only be reached by boat.
 - 11 They set off early to beat the rush hour traffic.
 - 12 Let's **break off** here. I need a cup of coffee. We'll start again in twenty minutes.
- **7 8.7**) Listen to someone talking about something they have had to put off. Take brief notes on:
 - 1 when this happened
 - 2 what it was and why they had to put it off
 - 3 what the outcome was.
- 8a TASK Work with a partner. Using the structure of the talk in exercise 7, prepare a short talk about one of the topics:
 - · something you have had to put off or might have to put off
 - something that has taken a while to catch on
 - a time when you felt that something dragged on for too long.

Think which phrasal verbs you could include in your talk.

b Work with a different partner. Take turns to give your talk. Ask at least two questions to find out more details.



8.3 Vocabulary and skills development

GOALS Know what to concentrate on while listening Use formal and informal language

Listening knowing what to concentrate on

- 1a Work with a partner. Describe the two photos in detail, considering similarities and differences.
- b Discuss the questions with a partner.
 - 1 When in conversation, what types of non-verbal communication do people use?
 - 2 Do you think this type of behaviour is conscious or unconscious?
 - 3 Why is an understanding of body language important in the business world?
- c 8.8 \(\) Listen to the first part of a business seminar about human behaviour and check your answers to exercise 1b.
- 2a 8.9 Read and listen to the information in the Unlock the code box about listening more efficiently.

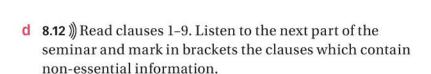
UNLOCK THE CODE things to concentrate on while listening

Listening is very intense if you try to understand everything you hear. When we listen, it's important to distinguish between important and less important information in order to understand the message. We can do this in two ways.

- Focus on the stressed words, which tend to carry information.
- · Become aware of the low-key intonation used for the words we can ignore, usually because they contain repeated or irrelevant information, e.g.

Much of what we do in business, (as well as outside work), is concerned with human interaction.

- **b** 8.10) Listen to a sentence from the seminar and mark in brackets two phrases which we can ignore.
 - Whenever we speak, whether we know it or not, all kinds of unspoken, or non-verbal, signals are being exchanged.
- c 8.11) Listen to another sentence. Write down what you hear, but only write the most important information; ignore anything non-essential.



- 1 one interesting aspect is mirroring
- 2 most people are unaware of this
- mirroring is copying body language
- 4 if one person sits forward, the other person sits forward
- 5 mirroring creates a non-verbal connection
- 6 'bond' is another word for 'connection'
- this connection will help us develop a good relationship
- 8 one thing is a consequence of the other
- the other person will think we're friendly
- 3a 8.13) Listen to the final part of the seminar and answer the questions. You will only hear it once so make sure to ignore non-essential information and focus on the most important facts.
 - 1 What is another expression for mirroring?
 - 2 What else do people mirror?
 - 3 What are the two main things that people change about their voice?
 - 4 What do salespeople need to do to build understanding
 - 5 What are the two main things salespeople need to consider?
- **b** Discuss the questions with a partner.
 - · Was the information new to you?
 - What was the most interesting piece of information?



Vocabulary & Speaking formal and informal language

4a Compare the two sentences and discuss the questions with a partner.

Version A

In an effort to make a positive impression on another person, the brain can cause people to adopt characteristics of the other person's speech style and even alter their accent to fit that of the person they are talking to.

Version B

If you're trying to get on well with someone, your brain can make you take on aspects of the way they talk and even change your accent to sound like theirs.

- 1 Is the information the same?
- 2 What differences do you notice?
- 3 Which version has more nouns?
- 4 Which is the version from the seminar?
- 5 Which version is more formal?
- b Read the Vocabulary focus box and see if it includes anything you noted in exercise 4a.

VOCABULARY FOCUS formal and informal language

Aside from sentence length and the level of complexity of constructions, three key points which contribute to the level of formality of vocabulary are

- Use of personal or impersonal language
 Formal: the brain can cause people to ...
 Informal: your brain can make you ...
- Use of Latin-based verbs or phrasal verbs: Single verbs (often of Latin origin) are more common in formal language. Phrasal verbs tend to be more common in a spoken, informal style.
 - Formal: ... **adopt** characteristics of their speech style Informal: ... **take on** aspects of the way they talk
- Use of nouns or verbs: formal English tends to use constructions based on nouns where informal English uses constructions based on verbs

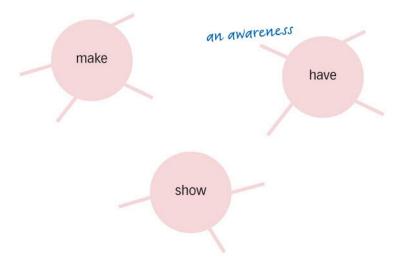
Formal: In an **effort** to make a **positive impression** on someone ...

Informal: If you're trying to get on well with someone ...

5a Make these questions more informal by substituting the verbs in bold with phrases from the box. Make any other necessary changes.

have something to do with make use of take against someone talk someone into

- 1 Do you think it's ethical for salespeople to deliberately **utilize** body language in order to **persuade someone to** buy something?
- 2 Can you think of a situation in which you immediately developed a dislike of a salesperson? Did their body language have any connection with this?
- **b** Discuss the questions in exercise **5a** with a partner.
- 6a Change the words and phrases to nouns.
 - 1 agree an agreement
 - 2 be aware of
 - 3 refer
 - 4 don't respect
 - 5 understand
 - 6 remember
 - 7 modify
 - 8 decide
 - b Make phrases by combining the verbs below with the nouns in exercise **6a** and adding a preposition where necessary. Some nouns can go with more than one verb.



- **c** Make the questions more formal using noun-based phrases from exercise **6b**.
 - 1 Are you aware of your body language?
 - 2 Is it a problem for you if people **don't respect** your personal space?
 - 3 Can you think of any situations in which you modify the way you speak depending on who you are speaking to?
- d TASK Student A, turn to page 130. Student B, turn to page 136.

8.4 Speaking and writing

GOALS Speculate, compare and contrast Write a problem-solution-evaluation essay or report

Listening & Speaking speculating, comparing and contrasting

1a Work with a partner. Look at the cards and discuss what each one is for or what it enables the owner to do.



- b Are you carrying any similar cards?
- 2a 8.14) Listen to someone talking about two of the cards, then discuss the questions with your partner.
 - 1 Which cards did the speaker describe?
 - 2 What similarities and differences were mentioned?
 - 3 Did the speaker have any negative feelings about either card?
 - **b** 8.14)) Listen again.
 - Student A, note examples of language the speaker uses to speculate. Student B, note language used to compare and contrast the photos.
 - c Read the information in the Listening for speaking box. Check your answers to exercise 2b.

LANGUAGE FOR SPEAKING speculating, comparing and contrasting

Speculating

It might/could/must/seems to be ... I guess/suppose/reckon ...

It's probably/It's likely to be/It's doubtful if/ It looks like ...

It's some kind of/It's something along the lines of/Or something like that/Or that kind of thing ...

Comparing and contrasting

They're both/They both show/In both cases ... Something they have in common is ... In the first photo/The second picture is of ... The first photo is of X while/whereas the second ...

By contrast, the second is of ...

TASK Student A, turn to page 130. Student B, turn to page 136.

Writing a problem-solutionevaluation essay or report

4a Read the information and discuss the questions with a partner.

> The average person carries around seventeen plastic cards in their wallets or purses, including credit and debit cards, store cards, library memberships, driving licences, national insurance, organ donor and loyalty cards.

> Women were found to carry more cards than men and were revealed to be much more reluctant to throw cards away, regardless of how long ago they last used

- How many different cards do you carry round normally?
- Do you carry more cards than is necessary?

them.

Do you throw away cards you no longer need or use?

b Read the essay question and discuss your ideas with a partner, giving reasons and solutions.

People today carry more and more plastic cards. As a result, some people suggest we should try to find an alternative. Examine the reasons for this and provide some different solutions.

c Read a sample answer to the essay question. Are the ideas the same as yours or different?

Most people today carry a significant number of plastic cards of different types. Some are used for the purpose of identification or authorization; others are used for banking or financial transactions such as shopping. **This essay focuses on** the practicalities of plastic cards and whether an alternative to the present system can be found.

In my view, there are various problems with plastic cards. For one thing, the majority of people carry far too many of them, leading to the inconvenience of a bulging wallet or purse. Another point is that some of the cards people carry are only used infrequently. Additionally, people seldom discard those they no longer use.

A logical way to solve this problem would be through the introduction of a single, universal system on which all relevant information could be saved. On being authorized to use a new facility or establishing oneself as a regular shopper at a given store, the system would be updated by the organization concerned. There are various ways in which this could work. One option would be for people to carry just one unified plastic card onto which all the information would be uploaded. An alternative would be to store the information on a mobile device such as a phone or smartwatch.

Both of these ideas are practical and offer an effective solution to the problem. **Of the two, the second is preferable**, as it avoids the need for a card altogether. **Furthermore**, everyone today carries a mobile phone and smartwatches are likely to become common in the not too distant future so it makes sense to take advantage of these devices.

Whichever alternative is chosen, reducing our dependence on a large number of plastic cards is a logical and practical way to improve efficiency, comfort and convenience.

d What is the purpose of each paragraph in the essay?

e With a partner, discuss why the writer uses each of the phrases in bold in exercise 4c, then add them to the Language for writing box.

LANGUAGE FOR WRITING problem-solution-evaluation

Introducing the subject

The purpose of this essay is to ... This essay will explore ...

Identifying and listing problems

It would appear the main problem is ...

There are several key problems/drawbacks/disadvantages ...

Firstly/Secondly/Finally, ...

Offering solutions

One way to address this issue would be to ... An alternative solution would be ...

Evaluating solutions/presenting your preference

Both/All these options offer ...

On balance, the better option would be/It would be better to opt for ...

Concluding

All things considered ...
All in all ...

- **TASK** Think of a problem where you live. Choose one of these areas:
 - traffic/transport/parking
 - · leisure facilities for children/the elderly
 - street crime
 - · pollution/litter.
- **b** Complete the table to prepare for writing.

The problem	
Reasons for the problem	
Solution 1	
Solution 2	
Evaluation of the two options	

- **c** Write a problem-solution-evaluation essay/report based on your notes.
 - · Explore the background to the problem.
 - · Offer and evaluate alternative solutions.

Think about the purpose of each paragraph, as you did in exercise 4d, and use the Language for writing box to help you.

8.5 Video

Net value

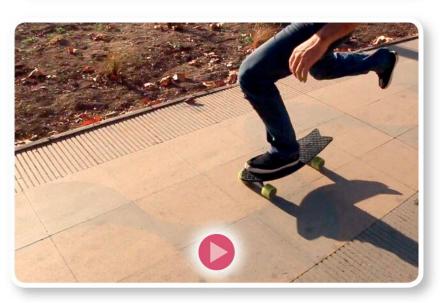
- 1 Work with a partner. What connects the photos?
- 2a With your partner, predict the correct answers.
 - 1 How much packaging is thrown away in the USA? a 30% b 60% c 90%
 - 2 How many pieces of plastic are there in the ocean? a 5 million b 5 billion c 5 trillion
 - 3 How many seabirds does this plastic kill every year? a 100,000 b 1,000,000 c 1,000,000,000
 - 4 The largest 'rubbish island' in the ocean is about ...
 - a twice the size of Texas
 - b the size of New York City
 - c the size of ten football pitches.
- **b** Watch the first part of the video. Check your answers.
- 3 Watch the second part of the video, and choose the best way to complete the sentences.
 - 1 Bureo makes skateboards from fishing nets which ...
 - a have been dumped in the sea
 - b have been collected from fishermen.
 - 2 The company has attracted investment ...
 - a mainly from California
 - b from a variety of sources.

t environmental proble	ems we face is
which has been dum	ped in the sea.
nis problem is suggeste	d by the Bureo
lect old fishing nets in	Chile and ²
pards. The project has	3 a lot of
ing, and sales have bee	en strong, including
ney're still only a small	company, but it
e are looking for 5	products
e a 6	
	which has been dumnis problem is suggested lect old fishing nets in pards. The project has and sales have been ey're still only a small be are looking for 5

- 5a Work in small groups. You have been asked to prepare a short film to promote Bureo skateboards. Decide:
 - · what the film will emphasize
 - · what images the film will show
 - interesting and dynamic language that the voice-over will contain (if any)
 - if you are going to include interviews, and with whom
 - any other details to make the product attractive.
- **b** Compare your ideas with another group and explain your reasons.







Review

1a 8.15) Listen and write the words in the correct column, according to the probability.

Definite	Possible or probable	Improbable	

b	Complete the sentences with a phrase including a word
	from exercise 1a.

1	we	use less plastic in the futur
2	It	snow here this year.
3	People in future gen	nerations
	live longer.	
4	We	carry more information on
	plastic cards.	
5	People	need more training on
	intercultural comm	unication

- 6 Other languages _____ replace English in international communication.
- **c** Compare your answers to exercise **1b** with a partner and explain your reasons.
- 2a Complete the text using the participle clauses in the box.

all things considered generally speaking given the choice having taken off looking back on arriving

1	, I'm not an adventurous person
I'm not afraid of h	
I'd rather stay on	the ground. So when my sister
booked me a flyir petrified.	ng lesson for my birthday, I was
3	at the cirfield I had a

at the airfield, I had a short lesson and then we got into the plane.

the teacher handed over control to me and there I was – flying a plane! I was nervous throughout the flight, but the views were amazing and when we landed I was euphoric!

5_____, I can't quite believe I did it but, 6_____, it was an amazing experience.

b With a partner, think of an alternative for each of the phrases.

3a 8.16) Listen and write the adjectives in the correct column, according to the stress.

••	•••	 Other

- **b** Check the meaning of the words in exercise **3a** with a partner.
- **c** Look at the photos. Together, decide which adjectives could be used to describe each item.



- 4 Remembering that we can often deduce the meaning of phrasal verbs from the particle, decide the meaning of the verbs in bold.
 - 1 a Having talked about the new marketing campaign, they **moved on** to discuss the sales figures.
 - b I was so bored she just kept **going on** and on about her holiday.
 - c He **kept on** taking his driving test and finally passed at the eighth attempt!
 - d It was hard to **get on** with the new project as we didn't have enough information.
 - 2 a We didn't have much in common it wasn't long before the conversation **tailed off**.
 - b The match was called off because of the heavy snow.
 - c They had to **break off** their conference call as the connection was bad.
 - d There was a big dog in the garden which **scared off** any potential visitors.
- 5a Match 1–6 to a–f to make phrases we can use to compare and contrast.
 - 1 It's likely
- a in common is
- 2 I reckon
- b to be
- 3 It's something along
- c whereas the second
- 4 Something they have
- d it could be
- 5 They both/all
- e the lines of
- 6 The first ...
- fshow
- **b** Work with a partner. Compare and contrast two of the photos from exercise **3c** using the phrases from exercise **5a**.

Learning

The best way to learn

GOALS Use will in different ways Use idiomatic phrases with will

Grammar & Listening uses of will

Work with a partner. Read the statements about education. Say whether you agree or disagree and why.

The internet needs to be a part of the school curriculum.

> Humans are very diverse, yet education systems tend to be uniform.

- Read about two influential educationalists, Dr Sugata Mitra and Sir Ken Robinson, who are both prominent voices in the world of education. Student A, turn to page 131; Student B, turn to page 136.
- 3a 9.1) Listen to a conversation between two teachers discussing Sugata Mitra's and Ken Robinson's ideas. Do they agree with the educationalists' ideas? Why/Why not?

- **b** 9.2) Read and listen to sentences 1-7. Choose one you agree with and one you disagree with. Discuss your ideas with a partner.
 - 1 Right now, in a classroom somewhere in the world, a child will be losing their excitement about new things and enthusiasm for learning.
 - 2 Children won't learn what they aren't interested in.
 - 3 In tomorrow's fast-moving world, a company's success will depend on its ability to come up with innovative solutions.
 - 4 If schools and universities will focus so much on facts and technology, it's no surprise that many companies can't find graduates who can produce imaginative solutions.
 - Left alone, children will come up with a solution to any problem.
 - 6 To answer a question, the children will have had to work out what they need to do.
 - Just by someone saying something like 'Your project sounds amazing. Will you tell me about it?' that's enough to keep the kids enthusiastic.



Match a-g in the Grammar focus box to an example for each use of will from sentences 1-7 in exercise 3b.

GRAMMAR FOCUS uses of will

We use will + infinitive, will be + ing or will have + past participle

- a to give information about or predict the future
- b to offer, make requests or make a promise
- c to show willingness or refusal
- d to express an assertion about an action in progress in the present or future
- e to make a logical deduction about an action completed before the present
- to describe a consequence or result
- g to criticize actions or typical behaviour
- → Grammar Reference page 158
- Rewrite the sentences so the meaning is the same, but the sentence includes will and the word in brackets. Use a contraction where appropriate.
 - 1 Not feeling confident, children are in the habit of asking the teacher rather than working things out. (keep)
 - 2 I'd like to read about Ken Robinson's ideas. Can I borrow that book? (lend)
 - 3 If you continually help your son with his homework, it's no wonder he can't do it alone. (persist in)
 - 4 The classroom is sure to be empty by now. (be)
 - It's three o'clock. The exam must be over. (finished)
 - Some parents refuse to accept that their children misbehave at school. (believe)
 - Educational technology is sure to be most important in the future. (definitely)

PRONUNCIATION use of stress on will and would

We often stress the modal verb when commenting on habitual, irritating actions now or in the past.

6a 9.3) Listen and repeat the sentences.

He will keep arriving late.

She would always interrupt.

- **b** 9.4) Listen and underline the stressed words.
 - 1 He will always call just as we're sitting down to dinner.
 - 2 She would say that, wouldn't she!
 - 3 If you will stay up late, it's not surprising you're tired!
 - He was a nice guy, but he would always have to have the last word.

Vocabulary & Speaking idiomatic phrases with will

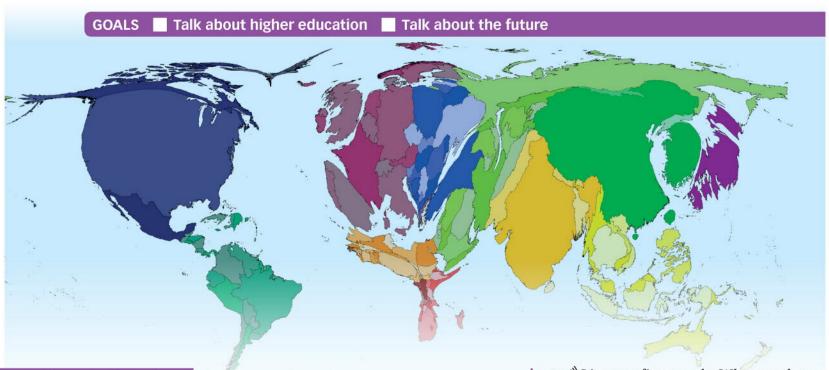
7a Complete the conversations with the phrases in the box.

If you'll just I'll believe it when I see it I'll let you know It won't be long I won't hear of it That'll be We'll see You'll see

1	A	I'm sure ¹ before we see classrooms without teachers.
	В	Really? 2
2		You always say you're going to study harder, but it never happens.
	В	This time's different -3
3		Let me pay for the coffees at least.
	В	4 You're our guest.
4	A	Can you come on Friday?
	B	I need to check with my wife. 5
5	A	6Jim now. Hi, there.
	В	Hello - ready to go?
	A	I'll just get my coat.
6	A	Morning. I have an appointment with Dr Graydon.
	В	Ah, good morning, Mr Lambert. 7
		wait in there a moment. I'll let the doctor know you're here.
7	A	If we get everything finished, can we go home early?
	R	8 Let's get started

- b 9.5) Listen and check your answers.
- c Match phrases 1-8 in exercise 7a to a-h.
 - a It's difficult to predict.
 - b Response to a knock at the door/phone ringing based on a logical deduction.
 - c I think something will happen soon.
 - d I'll do something to show you are wrong.
 - e I think it's unlikely that something will happen.
 - I refuse to let you (pay).
 - Please do this (a request).
 - h I'll decide later when I know more.
- 8a TASK Work in groups. Discuss these statements about learning and education. What is your reaction to each one?
 - Creativity is as important as literacy. (Ken Robinson)
 - · Anyone who has never made a mistake has never tried anything new. (Albert Einstein)
 - · Beware of fast knowledge. It is more dangerous than ignorance. (George Bernard Shaw)
- b As a group, think of one or two ideas you think would help people to learn successfully.
- **VOX POPS VIDEO 9**

The future of higher education



Vocabulary & Listening higher education

- 1a Read the definition and look at this unusual map. What is the connection between tertiary education and the size of the countries?
 - tertiary education *noun* university or college education and post-secondary vocational training
- b 9.6) Listen and check your ideas. What is the relevance of the following? 170 m 43 China and India
- 2a Complete phrases 1-12 by adding a word from the box to the word given.

abroad apprenticeship assurance blended campus external fees loan mature student virtual vocational 1 part of a university course spent working or studying in a different country: year abroad

- 2 education focused on work-based needs: ____
- 3 a branch of a university in a different country: an **offshore**
- 4 independent and objective confirmation of someone's ability, e.g. a certificate: _____ accreditation
- 5 money borrowed to finance studies: student_
- 6 money charged for education: tuition_
- an online study platform: a _ _learning environment
- the process of checking whether a service meets agreed standards:
- a person who returns to studying later in life, not on finishing school: ____student
- 10 a study programme which combines face-to-face with distance learning: _____learning
- 11 a person who goes abroad to study: an international
- 12 a way to learn a profession or trade by working alongside a professional for a number of years while studying part-time: an _____ scheme

b 9.7) Listen to five people. What are they talking about? Choose phrases from the box.

apprenticeship scheme external accreditation mature student student loan tuition fees virtual learning environment

3a Complete the questions with phrases from exercise 2a.

Nowadays ...

- 1 which is more useful: an academic education or _____
- 2 do students have to pay or is higher

education free? 3 is it common to learn on the job, for

- example in an _
- do any universities in your country have an
- if people go abroad to study as countries do they tend to go to?
- what is the most common _ to assess levels of English in your country?
- **b** Choose three questions from exercise **3a**. Discuss them in groups.

Grammar & Speaking the future

- 4 9.8) Listen to a radio news item about the future of higher education. What trends are mentioned?
 - · numbers of students worldwide
 - European universities are leading the way
 - information technology
 - · mega-universities
 - countries that will dominate teaching in the 21st century
 - · offshore campuses
 - top research countries

5a	9.8)) Listen again	nd complete the extracts	from the report
----	---------------------	--------------------------	-----------------

1	Information technology _	an increasing role
	in higher education,	

- 2 More students ______ blended learning programmes.
- 3 The use of virtual learning environments _____ the nature of both local and distance learning.
- 4 China _____ the USA as the world's main producer of research by as early as 2020 and India will be in the top five.
- 5 The development of offshore campuses _____
- b 9.9) Listen and check your answers.
- c Read the Grammar focus box, then classify the phrases in 1–5 in exercise **5a** according to the rules a–d.

GRAMMAR FOCUS talking about the future

Basic ways of talking about the future:

We use **be going to** + infinitive to make predictions based on evidence or to talk about our intentions. We use **will** + infinitive to give information about or predict the future.

We use **present continuous** to talk about arrangements we have already made and **present simple** to describe future events on a timetable or schedule.

Other ways to talk about the future:

- a We use future continuous ____
 - to describe actions in progress at a future point in time
 - · to make questions and invitations sound more polite

and future perfect

- to describe actions completed before a future point in time, often with by and when
- b be about to + infinitive; be on the verge/point of + -ing
 - describe things which are going to happen immediately
- c aim to/plan to/hope to/expect to + infinitive
 - are used to describe future plans and predictions
- d be to/be set to/be sure to/be due to + infinitive
 - · describe future plans and predictions more formally
- → Grammar Reference page 159

- 6 Work with a partner. Discuss the difference in meaning between each pair of sentences and think of a context/ time frame in which each might be used.
 - 1 a The lecture finishes at 6 p.m.
 - b We hope to finish at 6 p.m.
 - 2 a The project is on the verge of completion.
 - b We are going to complete the project within a week.
 - 3 a The seminar is set to start at 2 p.m.
 - b The seminar will have started by 2 p.m.
 - 4 a We're due to complete the project by Tuesday.
 - b We aim to complete the project by Tuesday.
 - 5 a She's about to give a presentation to the entire group.
 - b She'll be giving a presentation to the entire group.
- 7a Read some information about new online degrees. Which ones do you think really exist?

DEGREES

Surf Science and Technology

On the verge of leaving education for a life at the beach? Combine the two things! You'll learn about the history of surf, do practical modules on how to build a dynamic surfboard, and also study the psychology of surfing success.

Ethical Hacking

This four-year course will teach you all about computer hacking. By the time you graduate, you'll know how hackers break into computers and how to solve security issues. 88% of students can expect to find work after graduating.

Grass Management

Grass is essential for many sports and recreational areas. Beyond the technical side of managing grass, students on this course can expect to go on to careers in golf course design, urban planning and environmental land planning.

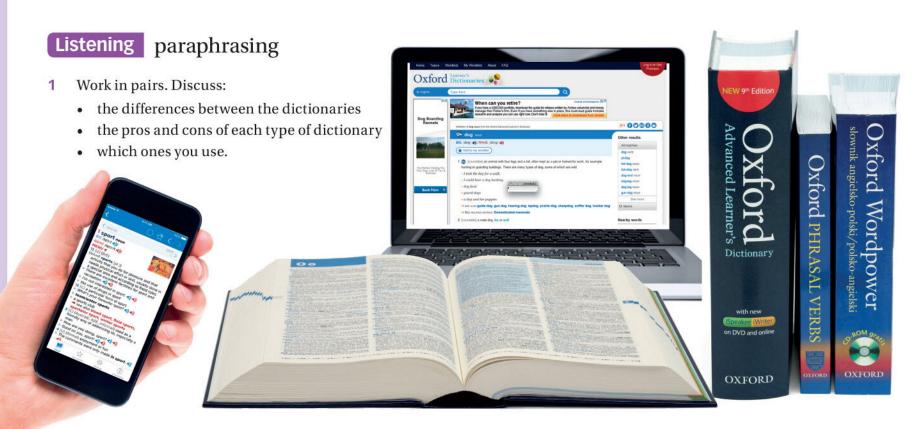
- **b** Decide which course you would choose. Explain your choice to your partner.
- c TASK Work in groups. Make notes to give a short presentation on a new degree course. Your idea should be original and could be related to:
 - · a speciality in your country or region
 - some aspect of modern technology
 - something which has been in the news recently.

Consider:

- · the type of student the course is aimed at
- the different subjects to be studied as part of the course
- the employment options and prospects for graduates from your programme.
- d Present your ideas to the class who vote for a) the course with the best employment rate, b) the most original idea.

9.3 Vocabulary and skills development

GOALS Understand paraphrasing Understand three ways to create new words



- 2a You're going to listen to editor, Diana Lea, talking about recent and future changes in dictionaries. With a partner, write a list of changes you expect to hear her mention.
 - 9.10) Listen to the first part of the interview and check if your predictions were correct. Do any of the changes surprise you?
 - **c** Read the following sentences. Pay careful attention to the meaning.
 - 1 Diana is responsible for making new dictionaries for people studying English.
 - 2 The main focus of her team's work is producing new dictionaries such as the *Dictionary of Academic English*.
 - 3 Improved technological tools are helping the team in their analysis of words.
 - 4 The dictionary is getting bigger because the English language is growing.
 - 5 English has recently become the first language of many different countries.
 - 6 Changes in technology are affecting both the format of dictionaries and the way in which they are updated.
 - **d** 9.11) Now you will hear six extracts from the interview. Write S by the sentences which mean the same as the sentences in exercise 2c and D by those with a different meaning.
 - e 9.11) Listen again and correct the paraphrases of the sentences you marked as different.

3a Read the information in the Unlock the code box on paraphrasing.



It's important to be able to summarize what you hear in your own words. This is known as paraphrasing. We use this skill frequently to pass on information to another person who didn't hear the original message. Here are some techniques.

- Take notes when you listen, then try to reproduce the general idea.
- Use your own words; it's not essential to use the same words you hear.
- · If you include a direct quotation, use speech marks.
- Be careful not to change the original meaning.
- **b** 9.12) Listen to the next part of the interview in which Diana talks about some new words in the English language. Paraphrase what you hear by completing sentences 1-6.
 - 1 The two ways they select new words are ...
 - 2 Though people think 'e-' is a new prefix, in fact ...
 - 3 The use of the prefix in 'e-cigarette' shows that ...
 - 4 Other single letter prefixes ...
 - 5 A retronym is ...
 - 6 One interesting suffix is -ista because ...
- c Exchange your sentences with a partner. Did they follow the rules in the box?

Vocabulary & Listening three ways to create

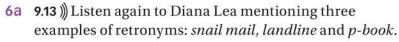
4a Complete the table of single-letter prefixes with examples from the interview or other examples you know. Does the prefix mean the same in all the examples?

e-	
i-	
m-	
p-	

- **b** Complete the texts below in an appropriate way, given the meaning of the word in bold.
 - 1 It seems m-commerce is on the increase. An American retailer estimated that 40% of all recent visits to their internet shopping site were made using ...
 - 2 With limited opening hours and long queues, many customers today are opting for e-banking because it ...
 - At airports today, an increasing number of customers are switching to m-ticketing instead of traditional ...
 - Traditional bookshops may be as busy as ever, but sales are down. This is because of the growth in sales of e-books. Many people make their choice in a shop, but then go home and ...
- Another way we create new words is by blending two existing words together, as in sitcom (situation + comedy), blog (web + log), and telethon (television + marathon).

Work with a partner. Look at the examples of new blends and try to decide the meaning of the word in bold and its component parts.

- 1 During the recession, a staycation became the only option for many families.
- The actor is the subject of numerous books, fanzines and websites.
- 3 You can dance to your favourite music, chillax or have your friends over.
- At a guesstimate, there were about 200 people there.
- 5 Today's newspapers are full of advertorials, which many people feel are misleading.



9.1

- What do these three phrases mean?
- What is the modern alternative to the three things?



b Why was an adjective added to each of these nouns? Can you think of a modern alternative for each of these retronyms?

1 an analogue clock

6 tap water

2 a conventional oven

7 a disposable battery

a manual car

8 a hard copy

regular coffee

9 whole milk

5 an acoustic guitar

VOCABULARY FOCUS new words

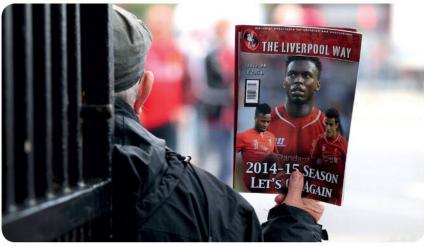
Language is continually evolving. Three ways in which new words are created are:

- by using prefixes, some of which may themselves be new, e.g. e- as in e-mail, e-learning
- by blending words, e.g. stay + vacation = staycation
- by modifying existing words to reflect changes in items we commonly use, e.g. landline, whole milk.
- 7a Work with a partner. Look at these words.

camera computer money notebook supermarket

- Which of the words do you think may require a retronym in the future? Why?
- How soon do you think this will happen?
- Can you suggest a suitable new word for the 21st century version of each word?
- b Present your new words to the group. Choose three new words you think are most likely to be adopted.





Speaking and writing

GOALS Give a presentation Use discourse markers in writing

Listening & Speaking giving a presentation









Later school day improves student performance

TOO MUCH TOO SOON: The problem of starting school too young

Fresh air and no testing: why parents and children love forest schools

Kindergarten toughens up

pre-schoolers with military training

- 1a Work with a partner. Look at the photos. Match each to one of the headlines about changes and innovations in education and discuss what you think the changes consist of.
- b 9.14) Listen to some extracts from radio news broadcasts and check your answers.
- c 9.14) Listen again. After each extract, discuss with your partner whether you think this change is a good thing or not.
- 2a 9.15) Listen to a presentation about another educational change and complete the chart.

Topic:	
Ψ	
Background:	
4	
How it works in practice:	
\	
Positive results:	
\Psi	
What critics say:	
V	
Conclusions/Prospects:	

b Compare your chart with a partner. What do you think of the programme? Does anything similar exist in your country? If not, do you think it could be successful where you live? Why/Why not?

the presentation. 1 the Bilingual Education Programme which has been operational in schools in Madrid since the year 2004. providing some background to the programme and why it was introduced in the first place. 3 how it works in practice, in bilingual primary schools, ... one teaches subjects in Spanish, such as Spanish language and maths, and the other teaches subjects through the medium of English ... 5 In terms of the success of the project, on the whole _ - where it works it can be very good. 6 However, ______ in such a positive light. that a whole generation of children are 7 However, going to leave school with a far greater level of proficiency in English ...

3a 9.15) Listen again and complete the phrases the speaker uses to signpost

- Compare your answers with a partner.
- c Put the phrases you wrote in exercise 3a into the Language for speaking box.

LANGUAGE FOR SPEAKING presentations

	MENEROLE .	
Introducing the topic	Giving opinions	
This presentation focuses on a First of all, I'd like to b	Others take a different view I'm aware that e Only time will tell if	
Changing focus	f	
I'll now turn to	Generalizing	
I'd now like to consider c	By and large Broadly speaking	
Talking about results	To a great extent	
There have been many positive outcomes	The general view is	

- 4a TASK You are going to give a presentation on an aspect of an education system which is undergoing change. Either:
 - use one of the sets of notes below (you can invent additional ideas or examples if you wish), or

 think of a change you know about in your own city or country and make brief notes using a similar structure to the example in exercise 2a.

1

Topic: breakfast in the classroom

Background: many children don't get a decent breakfast; problems with nutrition, attention

Practical information: breakfast = part of school day; no cost to families; balanced diet

Results: punctuality; better attention; better test results; improved relationships (teacher–student, student–student)

Critics: some parents worried this uses money meant for education (not true, this is separately funded)

Conclusions/Prospects: expand to 11,000 children from October

2

Topic: schools' business partnership

Background: secondary schools; connects schools with businesses; 250 partnerships with 22,000 students involved; leading companies (technology, pharmaceutical, financial services, manufacturing)

Practical information: learn about the company; visits; mock interviews; discussions with employees

Results: increased student confidence; understanding of the working world; practical skills; a

positive experience and change in the working day for employees

Critics: using contact with children as a marketing opportunity; promoting business ideology at too young an age

Conclusions: expand; develop model for primary schools

- **b** Plan your talk. Consider how you can signpost your presentation and use phrases to indicate generalizations. Anticipate questions you think the audience may ask.
- c Give your presentations in groups of three or four. While one person is speaking, the listeners should each think of two or three questions to ask the speaker about the topic when they finish.
- d Hold a question and answer session about the presentation.

Reading & Writing discourse markers

- 5a In the academic and business worlds, a presentation is often presented subsequently as a written report. Turn to page 137 and read a report based on the presentation you heard earlier. Are there any additional pieces of information?
- **b** Which three features from this list are NOT characteristic of a report?
 - dramatic opening sentence to make the reader want to read on
 - clear introduction and conclusion
 - · clear purpose to each paragraph
 - · concise sentences commonly used
 - · use of direct speech
 - · formal/semi-formal style
 - · possible use of bullet points
 - use of questions to hold the reader's interest
 - · use of sub-headings
- c Look at the Language for writing box and find one more example for each category from the highlighted phrases in the text on page 137.

LANGUAGE FOR WRITING discourse markers

Introducing Giving examples The following report outlines ... such as

The following report outlines ...
This report will consider ...

for instance

Stating that something is true

Of course ...
It is obvious/self-evident that ...

Showing a logical connection

It follows that ...
As a consequence ...

Contrasting

There are those who ..., but in practice ... Whilst there appears to be ..., there is also ...

Accepting alternative views

Admittedly, ...

Obviously, it can not be overlooked that ...

e___

Predicting

If the current trend continues ...
It seems likely that in the future ...
f

- 6a TASK Write a report based on your presentation.
- **b** Exchange your writing with a partner. Write a comment on your partner's report with reference to use of appropriate features of report writing (see exercise **5b**) and discourse markers (see Language for writing box).

9.5 Video

Academic excellence

- 1 Work in small groups. In your country, what is the usual way to study technical subjects such as engineering postsecondary school?
 - a at university, the same as for non-technical subjects
 - b at polytechnics or specialist colleges
 - c at work
 - d a combination of the above
 - e something else
- 2 If you had to choose a college at which to study a technical subject such as engineering, which would be the most important factors in your decision? Choose from the list. Compare your choices with a partner.
 - · great technical facilities
 - modern teaching methods
 - teaching staff from many different countries
 - · a good social life
 - · the chance to study non-technical subjects as well
 - a college with a long and distinguished history
 - location in an interesting and vibrant city
- 3 Watch the video. Which of the factors in exercise 2 are mentioned?
- 4a Watch the video again. Make notes on the following:
 - · When and why ETH Zurich was founded
 - Number of students and departments, main subjects taught
 - Reasons for its continuing success
 - The new teaching method Professor Spencer wants to try out
- **b** Compare your notes with a partner.
- TASK Work with a partner. Using the information in the video, prepare a five-minute presentation to a group of secondary school students to persuade them to apply to ETH Zurich. Divide the presentation into four parts, with each partner presenting two parts:
 - 1 brief history and description of ETH Zurich
 - 2 subjects available
 - 3 what makes ETH Zurich special
 - 4 a persuasive conclusion.
- **b** Give your presentation to another pair. Did you include the same information? Which presentation was more persuasive?







Review

- 1 Decide which of the following uses of *will* refer to the future. What do the others express?
 - 1 Will you give me a hand?
 - 2 I'll be back in ten minutes.
 - 3 It's half past seven. She'll be having dinner call her later.
 - 4 The bridge will be finished by the end of the year.
 - 5 You'll be tired after your journey. Come and sit down.
 - 6 Well, if you won't back up your computer files, it's no surprise you lose stuff.
- 2a Complete the predictions about education using the words in brackets. Change the form of the words if necessary.
 - 1 Massive changes _____ place in our schools. (verge/take)
 - 2 In just a few years, technology _____ an essential part of every classroom. (have/become)



- 3 Lessons _____ more multidisciplinary with greater integration of subjects. (set/become)
- 4 Schools _____ by community learning centres open 24/7. (expect/replace)
- 5 Learners of the future ______ assessed through projects and portfolios rather than exams. (be/be)
- 6 Schools _____ world citizens, not just teach academic subjects. (aim/educate)
- **b** Discuss the predictions in exercise **2a** with a partner.
- c Write three more predictions together.
- 3 Match the two halves of the idiomatic expressions.
 - 1 It won't be
- a hear of it!
- 2 I'll believe it
- b will tell.
- 3 That'll be
- c long before ...
- 4 Only time
- d you know.
- 5 I won't
- e the day!
- 6 I'll let
- f when I see it.

- 4a 9.16) Listen to six definitions and write the phrases.
 - **b** Write definitions for two of the phrases in the box. Test your partner.

blended learning virtual learning environment year abroad international student

- 5 Look at the word blends in blue. Decide the meaning of the word and its component parts.
 - 1 After the conference, you can add on two days' sightseeing perfect for today's bleisure traveller.
 - 2 We offer six safari-style glamping tents for maximum luxury.
 - 3 With more travellers choosing to work in orphanages or build schools, voluntourism has never been more popular.
 - 4 Neither of us spoke it very well, but we managed OK using Spanglish.
 - 5 Take time out with the boys. Adventure sports? A ballgame in an iconic stadium? We have the mancation for you.
 - 6 With just three months till the birth, we boarded the plane for a week-long babymoon in Paris.
- 6a Mark where the stresses fall in the sentence.
 Well, if you will keep arriving late, it's no surprise you get into trouble.
- **b** Write two more sentences following the model. Well, if you will ..., it's no surprise/wonder
- c Swap sentences with a partner. Read your partner's sentences, paying special attention to the pronunciation.
- 7 Put the phrases in a logical order for a presentation.
 - a However, others take a different view ...
 - b I'll now turn to ...
 - c In terms of the success of ...
 - d I'd like to start by ...
 - e The long-term implications remain to be seen.
 - f The purpose of this presentation is to ...

10.1 New ways to pay

GOALS Recognize and use noun phrases (2) Talk about money



1 Which objects have been used as currency in the past?

beads cows fish gold peppercorns rice salt shells stones tealeaves

- 2a Work with a partner. Read an online encyclopaedia entry about a new currency. What are the key points? Student A, turn to page 131. Student B, turn to page 137.
- **b** Explain what you read about the new currency to your partner.
- 3 Read the Grammar focus box and write the phrases in bold in 1–5 in the right category a–e.
 - 1 In some schemes everyone's time is equal, so one hour of my time is equal to one hour of your time, irrespective of whatever we choose to exchange ...
 - 2 In each case, the participants have **the advantage of being able** to decide what they can offer.
 - 3 More than 120 local shops accept the currency, and it is easy to pay by mobile phone without the need for people to use physical cash.
 - 4 Totnes is just one of several UK **towns to have set up** similar schemes, with the aim of keeping money within the local economy ...
 - 5 ... there is considerable **debate about whether they are** a positive development or not ...

GRAMMAR FOCUS noun phrases (2)

Nouns can be followed by:

- a a preposition (of, in, etc.) + -ing form
- b a preposition + clause
- c of + a noun
- d + for + an object + an infinitive
- e an active or passive infinitive
- → Grammar Reference page 160
- 4 Match beginnings 1-5 with endings a-e.
 - 1 Tomas and Karl had a heated argument over
 - 2 Liverpool was one of the cities
 - 3 The government needs to find solutions to the problem
 - 4 I had absolutely no idea you had an interest
 - 5 His family had to make sacrifices
 - a of rising youth unemployment and fast!
 - b in working with animals.
 - c whether climate change is a natural phenomenon or man-made.
 - d for him to be able to study abroad.
 - e to have suffered great economic hardship in postindustrial Britain.

- 5 Put the words after the nouns in bold in the right order.
 - 1 The council liked **the idea** / locality / in / timebanking / introducing / the / of
 - 2 The minister declared there was no need / discuss / to / new / parliament / for / currency / the
 - 3 It was a crisis / all / be / at / avoided / costs / to
 - 4 The management had a **discussion** about / quickly / how / to / the scheme / introduce
 - 5 No one could predict the results / 2015 / elections / national / of / the
 - 6 Currencies like the Totnes Pound have the advantage / money / of / the / keeping / economy / in /local
- 6a TASK Work with a partner. What are the advantages and disadvantages of each currency? Do you have alternative currencies where you live? Would any of these work in your country? If not, why not?
- **b** Prepare a short talk to summarize your conclusions for the class.

Vocabulary & Speaking money

- **7a** Which descriptions apply to you/do you agree with? Compare your answers with a partner.
 - 1 My spending never includes **luxuries** like chocolates or flowers.
 - 2 I know people who struggle to **make ends meet** at the end of the month.
 - 3 **Going overdrawn** at the bank is nonsensical, because you end up owing them money.
 - 4 I'd rather do unpaid work than do nothing at all.
 - 5 I always **allow a certain amount of money** every month for entertainment.
 - 6 It's better to be a little **hard-up** than extremely **well-off**. Money isn't everything.
 - 7 I have never **lost money** investing in the stock market, although I haven't made much.
 - 8 As a society, we need to spend money **funding** research into green energy.
 - 9 Most people I know try to manage their money.
 - 10 Some people feel uncomfortable **withdrawing** money from an ATM in the street.

b Replace the phrases in blue in the extract from a successful businesswoman's autobiography with some of the phrases in bold from exercise 7a. Make any necessary changes.

for years. I ² organized my budget pretty well, so I always ³ had enough money to pay for the things I needed. I managed to get by, but I was never ⁴ wealthy. I was careful with my spending. I never ⁵ withdrew more money from my bank account than was in it, and I avoided buying ⁶ unnecessary but expensive things. So I wasn't exactly poor. My luck turned when a friend persuaded me to ⁷ provide money for his new IT company. That went well, so I started doing the same for other young companies, and I've never looked back. Sure, I sometimes ⁸ made less money than I spent, but then one of my investments brought me big money, and after that, I was never on the breadline again!



- 8a TASK Discuss the questions with a partner. Do you have the same ideas?
 - What do you think people can do when they find it difficult to make ends meet? Do you have any good tips?
 - In what ways have spending habits changed over the past few years? Have your own changed? If so, how?
 - Do you think we spend too much on luxuries as a society? Is acquiring possessions too important to us nowadays, or has it always been like that?
 - What jobs make big money in the modern world? Do you think they are the right jobs to be paid so much?
 - Do you agree with the idea of charities funding essential services, for example in medicine or education? Do you think it is the government's responsibility?
- **b** Join with another pair and find out what their views are. Decide what you think are the most interesting responses and present them to the group.
- VOX POPS VIDEO 10

10.2 Live!

GOALS Understand the position of adverbials Talk about new and old

Grammar & Listening position of adverbials

- Read the statements about modern life. With a partner decide if you agree with them.
 - 1 I could never survive without my smartphone.
 - 2 Children spend too much time online. They should spend more time playing outside.
 - 3 You can enjoy a concert just as much online as if you were there.
- 10.1) Listen to a talk by a lifestyle expert about changing attitudes to live performances and experiences. What is the main change he talks about?
- 3a Decide where the adverb in brackets goes in the sentences. In some cases, it could go in more than one place.
 - 1 The speaker suggests that modern gadgets like smartphones are out of date. (already)
 - 2 At the '512 Hours' art show, visitors were required to borrow tablets, smartphones and digital watches at the door. (even)
 - 3 The school in Seattle teaches kids who are skilled in technology. (mainly)
 - The Rolling Stones have earned much less money from live concerts than from downloads and CDs. (in the last two years)
 - 5 According to the speaker, we access the world through screens. (only)
 - Purchasing patterns are shifting from 'having' to 'being'. (rapidly)

- b 10.1)) Are the statements in exercise 3a true or false? Listen again and check. Correct the false statements.
- Look at the sentences in exercise 3a. Complete rules a-d in the Grammar focus box with the words in the box.

meaning beginning order auxiliary end

GRAMMAR FOCUS position of adverbials

- a Adverbs in the middle of a clause usually go before a simple verb, after the (first) verb, or after the verb be.
 - · They have always used computers.
 - We still need the live experience.
- b Adverbs which are phrases generally go at the of a clause. or the
 - In the last two years, the Rolling Stones have earned sixteen times more money from their live concerts than from sales of CDs.
- c With some adverbs like actually, just, only and really the of the sentence depends on the position of the adverb or the words which are stressed.
 - Younger people only use social media ...
 - Only younger people use social media ...
- d The usual of adverbs is 1 manner 2 place 3 time
 - The flashmob started quietly in the station at midnight.
- → Grammar Reference page 161



- **5a** Put the words in the right order. There may be more than one answer.
 - 1 doubts / address/ you / frankly / haven't / begun / to / my
 - 2 the music / better / live / was / even / sold / although / the / in / recording / has / numbers / huge
 - 3 more / actually / live performances / than / recordings or downloads / have / lucrative / become
 - 4 ideas / really / there / ignoring / any / are / new / good / reasons / for ?
 - 5 merely / enough / not / is / it / to / listen / whatever / digital / device / we / at / have / hand / to
- **b** In some of the sentences, a different order is possible. How does the meaning change?

PRONUNCIATION sentences with *only*

In the sentence *I'm only thinking of visiting Tokyo*, we indicate what *only* refers to by stressing the relevant part of the sentence.

I'm only thinking of visiting **Tokyo** (but not anywhere else in Japan). I'm only thinking of **visiting** Tokyo (I'm not going to live there). I'm only **thinking** of visiting Tokyo (but I'm not sure if I will).

- **6a 10.2**) Listen to the sentences and decide which word or idea *only* refers to.
 - 1 She's only been working in Copenhagen since January ...
 - 2 He's only been writing the draft report ...
 - 3 Brazil only scored two goals in the first half ...
 - 4 These children only eat fresh food at school ...
- **b** For each sentence in exercise **6a**, decide which continuation is correct.
 - 1 a but she's been living here for years.
 - b she used to work just outside the city.
 - 2 a because the final one isn't due for months.
 - b but he hasn't published it yet.
 - 3 a but they created a lot of chances, too.
 - b but they scored three in the second!
 - 4 a because the school doesn't serve fast food.
 - b and at home they probably eat very unhealthily.
- c 10.3) Listen and check.

Vocabulary & Speaking new and old

7a Complete the statements with the words or phrases in the box.

changing our world obsolete positive development

Tablets and smartphones will ______ the way we teach.
 I think cars driven by people will be _____ within twenty years.
 Using a desktop PC is _____!
 Being able to vote online is a _____.
 Consumer spending habits are _____ towards online shopping.
 There is no doubt that social media is _____: nothing will ever be the same again.

- b Which statements in exercise 7a do you agree with? Compare your answers with a partner.
- **8a 10.4**) Listen to four advertisements. What is being advertised?
- **b** 10.4)) Listen again and choose the correct meaning for each phrase.
 - 1 innovation = the introduction of new things / cheap
 products
 breaks new ground = makes life easier / does something
 - 2 departure = an action which is different from what is usual or expected / a starting point for an experience
 - 3 pioneer = an important figure / the first person to do something
 - dated = old-fashioned / historic
 - 4 the last word = the most recent or advanced thing / the most expensive thing
- 9a TASK Write the name of:

not done before

- a person who broke new ground in science or fashion
- a film which is dated but still popular
- the most useful innovation of the last twenty years
- a radical departure in literature or TV.
- b Think of two reasons why your choices are good ones.
- c Discuss your answers with a partner. Try and persuade them that your examples are the best!

10.3 Vocabulary and skills development

GOALS Understand writer stance Understand idioms

Reading understanding writer stance

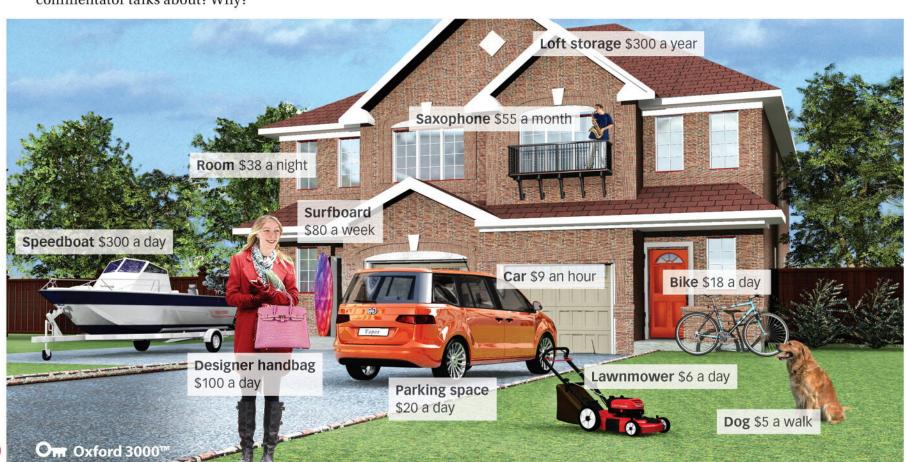
- 1a Which of these things would you be happy to share? How about if you were paid to do so? Compare your answers with a partner.
 - a laptop
 - · a musical instrument
 - · your car or bicycle
 - · your clothes
 - your desk at work
 - your house or flat
 - your meal at a restaurant
 - · your pet/horse
- b Which items in the picture would you be happy to rent from a stranger? Why/Why not?
- 2a 10.5) Listen to an introduction to the sharing economy by a business commentator. Complete the sentences.
 - 1 The sharing economy is a way of ...
 - 2 It's the internet that has ...
 - 3 The three examples she gives are sharing parking spaces ...
- **b** Would you pay to use the services that the commentator talks about? Why?

- 3 In the blog in exercise 5, the writer gives his opinions on the sharing economy. For each sentence, decide a) how strongly the writer is stating their opinion and b) which words help you to decide this.
 - a The sharing economy has really taken off in recent years, as the internet and smartphone have generated systems ...
 - b Furthermore, for those people living from hand to mouth, it would appear to be an excellent way of earning some cash for the provider, ...
 - c In addition, and crucially, providers of these 'shared' services often do not declare their income ...
 - d However, it is often argued that the sharing economy is likely to undermine traditional businesses such as hotels or taxis.
- 4 Read the Unlock the code box and find examples of strategies 1–4 in sentences a-d in exercise 3.

UNLOCK THE CODE understanding writer and speaker stance

It is important to recognize the strategies that writers use to indicate their opinion or feelings towards a topic or an argument:

- 1 a to sound less certain, use hedging techniques, such as using certain verbs (seem, appear), modal verbs (might, would), and modal nouns (possibility)
 - b to sound more certain, use modal verbs (will, must, can't) modal adjectives/adverbs (certain(ly), definite(ly))
- 2 to show attitude and evaluate, use comment adjectives/adverbs (*important(ly*), *significant(ly*))
- 3 to distance an opinion from your own, use think and report verbs (*believe*, *claim*)
- 4 to signal agreement or changes in opinions, use adverbs (similarly, conversely)



- 5a Work with a partner. Make a list of the advantages and disadvantages of the sharing economy.
- b Read a blog on the same topic. Do you have the same ideas on your list?

The pros and cons of the sharing economy

The sharing economy has really taken off in recent years, as the internet and smartphone have generated systems linking customers and providers more quickly and easily.

On the face of it, the sharing economy has numerous benefits. We all have unused facilities, and it seems sensible to exploit resources such as a spare room or space in a car, especially in times of housing shortages or bad traffic congestion.

Furthermore, for those people living from hand to mouth, it would appear to be an excellent way of earning some cash for the provider, and similarly the customer benefits from the lower prices. Its supporters claim it is a win-win situation.

However, it is often argued that the sharing economy is likely to undermine traditional businesses such as hotels or taxis. Since these have higher costs, they cannot compete with sites like airbnb or uber. In the long run, there is a chance this will lead to many companies in these sectors going under.

In addition, and crucially, providers of these 'shared' services often do not declare their income, thereby avoiding paying tax, and are not bound by the safety regulations that official organizations like hotels have to follow. There needs to be some form of basic regulation, to say the least.

These are serious objections, although established businesses have always complained about losing out to new ways of doing things – just think of the horse and carriage being replaced by the railway. On the whole, while it could cause some pain in the short term, sharing facilities is definitely here to stay.

Is the writer mainly for or mainly against the sharing economy? How do you know? Give examples from the text to support your opinion.

Vocabulary & Speaking understanding idioms

- Find phrases in the blog which mean ...
 - this is how it seems on the surface (paragraph 2)
 - 2 having just enough food or money to live (paragraph 3)
 - 3 failing financially or commercially (paragraph 4)
 - without exaggerating at all (paragraph 5)
- 8a Read the information in the Vocabulary focus box about idioms.

VOCABULARY FOCUS idioms

- It is usually impossible to work out the meaning of idioms from their individual words.
- They are often difficult to translate.
- When reading, use a dictionary to help you. If you don't have one handy, then try to work out the meaning from the context. Part-time workers often get a raw deal because managers think they are worth less to the company, so they are often paid less and get fewer benefits. a raw deal = unfair treatment.
- **b** Complete the sentences with the idioms in the box.

at your finganting positive said their dams. faulting out got

	ing the changes take some beating	g
1	I need a new computer, what's the (find or get) some quick money?	[CHR 12.15]
2	I want to make better use of my (harder should sign up for a sewing class	to do than to talk about)! Perhaps I
3	It's important to	(make alterations to get more ne, otherwise you get bored, and you'll
4		clothes, but I think shopping is my
5	His new world record will He's taken six seconds off the old	(be difficult to better)!
6	Don't worry – you have the solut quickly).	ion(available
Cl	heck your answers with a partner	

- C
- TASK Work in small groups. Come up with an idea for a 'sharing economy' 9a service.
 - Say why people would want to use the service.
 - Explain how it would work.
- b Present your idea to another group. Try to convince them they would like to use your service.
- c While you listen to the other group's idea, think of something positive and something negative about the idea. See if they can persuade you to use the service.

10.4 Speaking and writing

GOALS Reach a consensus Write an email enquiry

Speaking reaching a consensus

- 1a Your workplace has been reorganizing its use of space. As a result, a room has become available for a new use. Read the information about the new room.
 - 5 metres x 4 metres
 - · Windows on two sides
 - · Double doors opening to terrace
 - Space for about 30 people at any one time
 - · Generous budget
- **b** Work in groups of three. A decision is to be made about what the new room should be used for. What ideas can you suggest?
- 2 10.6) Listen to three colleagues doing the same task. What do they decide?
- 3 10.6) Listen again and complete the phrases in the Language for speaking box. The phrases are in order.

LANGUAGE FOR SPEAKING reaching a consensus

Personally, I'd 1 for
rersonany, ruror
I think you could be right
True.
But wouldn't you say that
I'm not (so) sure I agree with you.
I understand ² , but
Bringing another speaker into the conversation
How do you feel about this?
What's your feeling/opinion on/about this?
Making a suggestion
It might be better to
One way of -ing 3 to
Giving reasons/justifying opinions/speculating
If you 4 it
It could be that
Coming to a conclusion/reaching a decision/recapping
(So) that's decided, then.
Let's just ⁵ (what we've decided).

TASK Student A, turn to page 131. Student B, turn to page 136. Student C, turn to page 140.

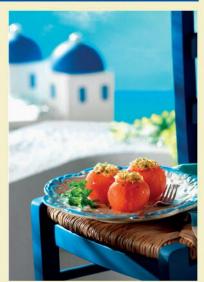
Writing an email enquiry

5 Read the adverts A-C. Which of the courses would you like to do? Why/Why not? Compare with a partner.

LANGUAGE AND Greek Cooking Course

Combine learning the extraordinary Greek language with learning to cook delicious Greek food in the northern town of Thessaloniki. Twenty lessons of Modern Greek per week plus two cooking workshops.

The school offers a choice of accommodation either staying with a local family to immerse yourself in Greek culture or in a local hotel recommended by the language school.



For further information, please email hello@learnandcook.com

Language and Horse riding course



Acquire two skills at once! Learn to speak a language in the morning and explore the hills of Sicily, Granada or Provence in the afternoons. One- or two-week courses for all levels, from complete beginners to advanced.

- Excellent accommodation
- Languages available: English/Spanish/Italian/Russian/ French

For further information, please email horsecourses@countryschools.com

ENGLISH + SCUBA-DIVING IN MALTA

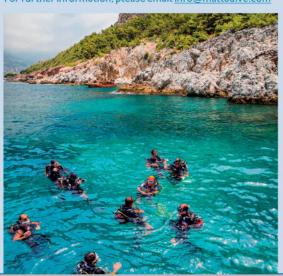
This course is designed for students who wish to study Intensive General English AND study to receive a worldwide recognized PADI scuba-diving licence.

DURATION: four weeks, with twenty hours of English per week and two weeks of scubadiving lessons, including weekend dives and all equipment. All levels accepted.

ACCOMMODATION: homestay (three meals a day)

Airport pick-up service (one way)

For further information, please email info@maltadive.com



6 Read Simona's questions about one of the advertisements. Which advert is she interested in? Would you add any other questions?

What kind of accommodation?

Local families?

How far from school?

In town or country?

Complete beginners OK for riding courses?

How much language will I learn in a week?

Which language are the riding lessons in?

Any discount for two people on same course?

- 7 Read Simona's email asking for information. Answer the questions.
 - 1 Is she a good candidate for the course?
 - 2 What does she talk about in each paragraph?
 - 3 Has she forgotten anything from her notes?

Subject: Enquiry about language and horse-riding course

Dear Sir/Madam,

I was interested in your advertisement on the GoRide website, and I need some information about your courses in language and horseriding.

I've done French for ages, and I'm currently at an intermediate level. There's an attachment here with a recent certificate confirming this. However, my horse-riding skills are at beginner level, so I want to know if this is OK for this part of the course?

I understand from the advertisement that the courses last either one or two weeks. Tell me how much progress I am likely to make in a single week. Also, are the riding lessons conducted in English or the language I'm going to study (French)?

Finally, I am planning to attend the course with a friend. Is there any discount for two people taking the same course?

Can you send a quick answer to my enquiry, please?

Write soon!

All the best,

Simona Ricci

8 Some of Simona's language is too colloquial for an email to someone she does not know. Substitute the colloquial language with phrases from the Language for writing box.

LANGUAGE FOR WRITING fixed phrases for enquiry emails

Purpose of letter

I am writing to ask/complain/apologize ...

I am writing with regard to/with reference to (the advertisement) ...

Asking for information

I wonder if you could tell me if/how much, etc.

Background information

I have been studying/working ... for X years/since 2015 at/for/in ...

My (horse-riding) skills are at (beginner) level ...

I would like to study/know/be ...

Request for action

I would be grateful if you could/would ...

Sending a document

Please find attached ...

Salutations

I would (very much) appreciate an early response to my enquiry/email/request. Looking forward to hearing from you.

Yours/Regards/Best wishes

9 TASK Write your own email to ask for further information about one of the other courses in exercise 5. You can base it on your own personal details and invent reasons and other information.

10.5 Video

A self-build community

- 1 Match captions a-c to the photos of Ashley Vale.
 - a a community based on a sound philosophy
 - b the original site consisted of disused and dilapidated warehouses and an office block
 - c the people quickly learnt how to construct buildings
- 2 Watch the video. Write 1-6 according to the order in which the topics are talked about.
 - ____ not just a place to live
 - ____ learning how to self-build
 - ____ self-building is increasingly popular
 - ____ where the community is located
 - eco-friendly aspects of the community
 - what the site was like before
- Work with a partner. Complete the questions with a word from the box in the appropriate form. Use the definitions in brackets to help you.

C	istinctive	intervene	plots	pool	soar	sustainability	
1	When di	d the local	commi	unity d	lecide		

- to ______? (get involved)

 2 Did the action group sell houses or _____, and
- why? (pieces of land)

 3 What did the self-builders need to _____?
- (collect together and share)
 4 What examples are there of ______ as a guiding principle? (use of natural products so as not to harm the environment)
- 5 What makes the community _____? (different in quality)
- 6 How do we know that interest in such communities is ______? (rising very quickly)
- Watch the video again. Answer the questions in exercise 3.
- 5a TASK You are going to interview people living in Ashley Vale for a follow-up TV programme. With a partner, prepare interview questions.
- **b** Work with another pair. Use your questions to interview each person in turn. Try to use information based on the video in your answers.
- c Decide which person should be chosen to appear on the TV programme and why.







Review

- 1 Change the sentences so they contain a noun + clause/phrase.
 - 1 The banks won't find it difficult to persuade the government of their position.
 - The banks will have no difficulty in persuading the government of their position
 - 2 It wasn't necessary that he paid the bill straightaway. There was no

She emphasized that we should all live within our

means.

4 By the time I left the office, I still had to process dozens of pay claims.

By the time I left the office, there were still

- 5 Ordinary people had donated money, and this money all went missing.
 - The money ______people all went missing.

She put great_

6 They discussed at length ways in which they could raise the funds.

They had a _____how__

7 We heard that the President had departed.

We heard news of

- 2 Put the adverbs in brackets in the correct place in the sentence. If there is more than one possibility, what is the difference, if any?
 - 1 The team lost. (in Barcelona) (last year) (miserably)
 - 2 The new ideas will bear fruit. (in time)
 - 3 We've been flooded with new ideas for products. (never)
 - 4 He was proud of his invention. (actually)
 - 5 They speak French. (at home) (usually)
- **3a** With a partner, think of three:
 - 1 ways to make big money
 - 2 things that will be obsolete within ten years
 - 3 luxuries you would take to a desert island
 - 4 apps or computer programs that break new ground
 - 5 reasons why people cannot make ends meet
 - 6 strategies for managing your spending better.
- **b** Compare your list with another pair. Choose the three most interesting lists.



- **10.7**) Listen again. Complete the summaries of what the people say using a word or phrase from the unit.
 - 1 This item really _____ world economics.
 - 2 This item is beautiful but _____.
 - 3 This item was a real _____.
 - 4 This item is the _____ crazy travel accessories.
 - 5 The success of this item was mainly down to German_____.
- **c** Work with a partner. Think of other items or objects that fit the descriptions in exercise **4b**.
- 5 Replace the phrases in blue in the blog entry with an idiom that means the same.

BLOG

If ¹ you only have just enough money to live on, as I did for years, the idea of owning a car is ridiculous, ² without exaggerating. Not only do you have to ³ spend a lot of money on petrol, but there are other costs like repairs and insurance. However, I still needed to get from A to B, so I had to ⁴ find or get a cheap way to travel around. ⁵ Harder to do than say with the price of public transport!

Car clubs could, 6 on the surface, be the answer. You pay an annual fee, then you can 'borrow' (in fact, rent) a car from the club when, and only when, you need it. You book the car online, so the answer to my problem was, literally, 7 close at hand. The cars are parked in local car parks, and the nearest was only a kilometre from home, so I could easily walk there to pick the car up. As a temporary solution to my financial woes, it 8 is difficult to think of a better alternative!

Origins

Origins of language

GOALS Understand adjective position Use adjectives and adverbs beginning with a-

Grammar & Speaking adjective position

- 1a Draw five circles. In the circles, write one-word answers in any of the circles to these questions.
 - If you could study any language, which one would you
 - What's your favourite word in any language?
 - Write a word in English you find difficult to pronounce.
 - Name a language you think would be very hard to learn.
 - Write the first word you said as a small child if you can remember, or a word which children typically say first.
- b Work with a partner. Look at your partner's circles. Ask follow-up questions about each subject.
- 2a Work with a partner. Discuss the answers to the quiz at the bottom of the page.
- **b** 11.1) Listen to the answers and check your score.
- Read the Grammar focus box, then look at sentences 1-6 and write each one by the appropriate rule.
 - 1 Our ancestors imitated natural sounds.
 - 2 Lingua francas are languages used for communication between different language groups.
 - 3 At the **present** time, 1,300 languages are spoken.
 - 4 It's a group of languages which are alike.
 - The development of new computers is **sure** to happen.
 - Efforts to get chimps to speak have been a total failure.

GRAMMAR FOCUS adjective position

Adjectives can go in different positions.

- 1 With a noun
 - a 1 Normally the adjective goes before the noun
 - 2 Sometimes it can follow, for example when we use a past participle as an adjective in a reduced relative clause, e.g. the people questioned (= the people who were questioned)
 - b Certain adjectives can only go before the noun: elder/ eldest, old (= for a long time), little, live and intensifying adjectives (mere, total, complete)
- 2 After verbs
 - a Certain adjectives are mainly used after linking verbs like be, become, get or verbs which mean 'seem', e.g. look,
 - b The adjectives ill, well, fine, content, sorry, sure are mainly used after linking verbs.
 - c Adjectives starting with the prefix a-: e.g. asleep, alive, alight, afloat, etc. normally cannot be placed before a noun and always follow a linking verb
- 3 Position of adjective and meaning

Certain adjectives (present, responsible, economic, concerned, old, conscious ...) change meaning in different positions.

He is a very **responsible** person. (describes someone who can be relied upon)

The person responsible for this is in big trouble. (the person whose job it is or who's to blame for something)

→ Grammar Reference page 162



- According to some theorists, early humans didn't make much use of stone tools for nearly two million years because ...
 - a they needed their hands to communicate with gestures
 - b they used tools made of other materials
 - c their brains were too small.

- 4a Choose the correct options to complete the sentences.
 - 1 Most languages *spoken / speaking* in northern Europe have the same roots.
 - 2 The department of linguistics is quite little / small.
 - 3 This research requires a *certain / sure* type of patience.
 - 4 He says he's never felt so *alive / live* since he took up triathlons.
 - 5 The *time available / available time* for this research is running short.
 - 6 The *conducted work / work conducted* by the department concerns the communicative ability of chimpanzees.
 - 7 The lecture on language development was *complete / finished* nonsense!
 - 8 The students have a *fine / satisfactory* level of pronunciation in the second language.
- **b** Complete each pair of sentences using the same adjective from the box.

C	one	erned conscious old present
1	a	He's a/an friend of mine. We've known each other for ages.
	b	My friend is quite, but he doesn't look it
2	a	Former graduates spoke to the students of the faculty.
	b	We spoke to the students in the lecture hall.
3	a	parents have discussed their worries with the school.
	b	We won't be contacting everyone – just the people
4	a	It was a/an decision.
	b	The patient was fully during the operation.
		uss the difference in meaning of the adjective in each of sentences with your partner.

Vocabulary & Speaking adjectives and adverbs beginning with *a*-

- 5 Finish the sentences in a way that is true for you. Compare your answers with a partner and ask one or two questions to find out more information.
 - 1 To stay alert while I'm driving I...
 - 2 What keeps me awake at night is ...
 - 3 What I am most afraid of is ...
 - 4 I like being alone when ...
- 6 Read sentences 1–8 and match the phrases in italics to their meanings a–h.
 - 1 They were well *aware* of the risks, but they went paragliding anyway.
 - 2 The only way the business can *stay afloat* is by borrowing £10,000.
 - 3 He never made many friends while he worked here because he always seemed *aloof* from his colleagues.
 - 4 I'm ashamed to say I forgot.
 - 5 The city doesn't really come alive till after midnight.
 - 6 I can hardly fit my stuff into the case, let alone yours!
 - 7 They always tried to treat their children alike.
 - 8 The twins are identical, only their parents can *tell* them *apart*.
 - a in the same way
 - b sorry
 - c knowing or realizing something
 - d not possible or true either
 - e have enough money to pay your debts
 - f see the difference between
 - g not friendly or interested in other people
 - h become filled with activity
- 7 TASK Work in groups of four. Two Student As, turn to page 132. Two Student Bs, turn to page 138.

4 Chimpanzees cannot speak because ...

C

- a they are unable to learn vocabulary
- b they cannot think logically
- c their bodies are not physically capable of speech.
- Children learn an average of ___ words a day, every day from the age of one to the age of eighteen.
 - a two to four
 - b six to seven
 - c ten to twelve
- The languages of Finland and which other country are connected?
 - a Germany
 - b Hungary
 - c Norway



11.2 Origins of world food

GOALS Use whoever, whatever, wherever, no matter ...

■ Talk about food preparation

Grammar & Listening whoever, whatever, wherever, no matter

- 1a 11.2) Listen to five questions. For each one, write a short answer.
- b 11.2)) Work with a partner. Compare what you have written and try to remember what the questions were. Listen again and check.
- Join with another pair. Ask and answer the questions together.
- 2a Look at the countries in the table in exercise 2c and discuss the questions with a partner.
 - 1 What dishes do you associate with each of the countries?
 - 2 Is it possible to eat this food in your country?
 - 3 Have you ever tried it or tried to cook it?

b Read a programme listing for an episode of a radio programme called The Food Show. What's the subject of today's programme?



There's no doubt whatsoever that

the world is becoming a smaller place. And what we eat is no exception. Pretty much wherever you go in the world, you'll be able to try a wide range of different foods: pizza in Paris, tapas in Toronto, curry in Caracas. But how did these foods start out? In today's programme, we look at the origin of some of our world food favourites.

11.3) Listen to the programme and complete the table.

Country	Name of the dish	Origin (e.g. person who devised it, when and where, why)
Mexico		
C		
Turkey		
Thailand		
Spain		

- Read the Grammar focus box, then look at sentences a-h and write each one by the appropriate rule.
 - a There's no doubt whatsoever that the world is becoming a smaller place.
 - b Who ever thought of taking day-old tortillas, frying them and serving with melted cheese?!
 - It just goes to show that **no matter** what ingredients you have, a tasty snack can be made.
 - d It seems whoever you ask, they'll tell you a different story.
 - e Whichever direction you have your meat cooked, it's sure to be delicious!
 - Whoever invented it, though, it has undeniably become the national dish of Thailand.
 - Whenever I think of paella I think of seafood, but this was not one of the original ingredients.
 - h It was made with rice, tomatoes, onions and beans with some snails, rabbit or whatever.

GRAMMAR FOCUS	whoever
whatever, wherever.	

1	We use whichever, whoever and		
	whatever to mean 'it doesn't matter		
	which/who/what'		

as the subject of the clause.	
-------------------------------	--

- as the object of the clause.
- 2 No matter who/what/where, etc. has the same meaning.
- 3 Whenever implies a repeated action and means 'every time'.
- 4 Often written as two words, the phrases are used as an exclamation. The meaning is the same as 'What/How/When on earth ...'
- 5 Whatever can mean
 - 'at all'
 - a dismissive and rather rude answer
- 6 In fixed phrases, we often use 'whatsoever'. _
- → Grammar Reference page 163

- 4a Look at the sentences. Replace the words in bold so the meaning stays the same. Make other changes as necessary.
 - 1 a Whenever I eat seafood, I come out in a rash. That's why I avoid it.
 - b I can give you the recipe whenever you like. Just ask me.
 - 2 a **However** did you manage to complete the report on time!
 - b However much he eats, he never seems to put on weight.
 - 3 a Who ever made such a mess?
 - b Whoever did all that washing up deserves a medal.
 - c Whoever you marry, make sure they can cook!
 - 4 a Just take some chicken, lamb or whatever. Add rice, an onion ...
 - b There's no doubt whatsoever that you'll enjoy it.
 - c A You've got to clean up the kitchen. It's a complete state!
 - B Yeah, whatever ...
- **b** Check your answers with a partner.
- 5 Complete the information about another world food with an appropriate word or phrase from the Grammar focus box. In some cases, more than one option may be possible.
 - you go today, it seems you can find a sushi bar and 2 I think of sushi, I think of Japan. But did the Japanese come up with the idea in the first place? Well, it seems they didn't: Japan wasn't in fact the birthplace of sushi after all. In the fourth century BCE, sushi had no place in Japanese cuisine. It's thought sushi was first made in South-East Asia, possibly in Thailand. the origins of this food lie, the reason is clear: farmers were looking for a way to preserve fish. They came up with a technique in which the fish was salted and packed in rice. After a few months, the rice was thrown away, but the fish was still good to eat. The tradition later spread to Japan where the rice was eaten along with the fish. Now there are many types of sushi _ you choose, it's sure to be delicious.

Vocabulary & Speaking food preparation

6a Label the photos with an appropriate verb from the box.

beat chop grate grill melt peel season slice



- **b** 11.4) Listen to another item in *The Food Show*. A chef is making her favourite recipe. Student A, listen and write the cooking verbs she uses. Student B, listen and write the ingredients.
- **c** Work with a partner. Compare the lists of words you made in exercise **6b**. Can you reconstruct the recipe?
- d Which of the verb(s) in exercise 6a can you do ...?
 - 1 generously/sparingly
- 3 gently/vigorously

2 roughly/finely

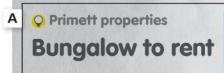
- 4 thickly/thinly
- 7a TASK Think of a special dish you can cook, or know the origin of. Prepare to describe:
 - · its origins if you know them
 - · its ingredients and how it's made
 - the best place to eat it today.
- **b** Work in groups. Tell each other about your dishes. Then together decide which of the dishes would be most appropriate for:
 - · a family celebration
 - a summer party outside
 - a light lunch at the weekend.

11.3 Vocabulary and skills development

GOALS Use noun reference Understand fixed and semi-fixed expressions

Reading noun reference

- 1a Discuss with a partner.
 - 1 Find a word/words in A-E which is/are not English in origin.
 - Give a definition of the word.
 - 3 What language do you think it originally came from?



- 3 bedrooms
- · 2 bathrooms
- · Close to the town centre
- Large garden
- Lovely modern kitchen
- ontact: josh@primettproperties.co.uk







- **b** Match these extracts to two of the photos.
 - 1 The ink is inserted into the skin using needles. The procedure is uncomfortable rather than painful.
 - At the championships, women were allowed to compete in two individual events for the first time. This change came after a meeting of the International Federation.
- c Read the information in the Unlock the code box about using noun reference.

UNLOCK THE CODE using noun reference

- We often use nouns to refer back to a whole section of the preceding text. The noun will give some indication of the type of information and help you identify the section of text it refers to.
 - At the championships, women were allowed to compete in two individual events for the first time. This change came as ...
- In some cases, specific nouns are used, e.g. equipment, materials, people.
- In other cases, more general summary nouns are used, including approach, belief, conclusion, effect, idea, practice, problem, process, procedure, question, result, situation, system ...

- d Circle the reference word in each extract and underline the part of the preceding text it refers to, as in the example in the Unlock the code box.
 - Place the garlic and bread in a food processor and chop finely. Tip the ingredients into a bowl and add the mince and seasoning.
 - 2 The making of traditional objects using natural materials was later abandoned and this custom - which had existed for generations - was soon forgotten.
 - 3 After the discovery, the hospital was closed, quarantine was introduced and the community was informed. These measures eventually brought an end to the epidemic, but not before 300 people had died.

2a Read the article and think of a title.

France, people talk about le weekend; in Germany, people take ein Selfie; and in Spanish popularity is listed in un ranking. Many languages today have adopted English expressions. However, this practice is not universally popular and many people complain about the way English is invading other languages. Yet this phenomenon is by no means unilateral. English itself is full of expressions it has borrowed from languages as diverse as Hindi and Portuguese. While other languages have official bodies to control the admission of new words, English-speaking countries take no such measures, and it is probably the language which has borrowed most terms from others over the years. At least half of its common words come from non-Anglo-Saxon sources. But this is no recent matter. As early as the sixteenth century, English had already adopted words from around fifty other languages, and today the figure stands at over 120. But how did this process happen? Various factors are involved: invasion and settlement by foreign peoples has led to the adoption of many new expressions. The UK also has a long history of trading and colonial links with other countries. This situation has meant that words have been borrowed to aid communication with other nations and have gradually been assimilated into English.

- **b** Read the article again and answer the questions.
 - 1 What is not popular everywhere?
 - 2 In what way is English the same as other languages?
 - 3 How do English-speaking countries differ from others?
 - 4 What is not a recent development?
 - 5 How did English come to borrow words from other languages?
 - 6 How did trade influence language?

Vocabulary & Speaking fixed and semi-fixed expressions

a	Without looking at the article, complete the expressions in a suitable way. Then compare your answers with those in the article.		
	1	This phenomenon is by no unilateral.	
	2	English is the language which has borrowed most terms from others the years.	
	3	At half of its common words come from non-Anglo-Saxon sources.	
	4	As as the sixteenth century, English had adopted words from fifty other languages.	
	5	The UK also has a long of trading.	
b	Re	ead the information in the Vocabulary focus box about fixed and semi-	

fixed expressions. VOCABULARY FOCUS fixed and semi-fixed expressions

- Certain common (fixed) phrases are always used in the same way, without variation, e.g. by the way, excuse me, up to now, on the other hand, we have to face the fact that, by no means.
- Other (semi-fixed) expressions are like a frame in which one or more elements
 can be changed, though there may be a limited number of possibilities, e.g. by
 the time we (arrive/find out/get there), in (sharp/complete/marked) contrast to.
- In both cases, try to record and learn the expressions as complete phrases.
- 4a Put the words in the right order to make common fixed expressions.
 - 1 mean / if / I / you / what / know
 - 2 clue / really / I / a / haven't
 - 3 the / tell / to / truth / you
 - 4 all / so / happened / it / suddenly
 - 5 before / eyes / my / right / very
 - **b** Cross out the incorrect option.
 - 1 over the past decade / centuries / minutes
 - 2 at least a third / many / 75% of the words
 - 3 as often / long ago / recently as the sixteenth century
 - 4 have a long tradition / past / history of
- 5 TASK Discuss the questions in groups. Report your ideas to the class.
 - Can you think of at least five words your language has borrowed from other languages?
 - Which languages does your language seem to borrow from most?
 - Do you think it is a good idea for languages to borrow words from other languages? Why/Why not?
 - Is there an official body like L'Académie française or the Real Academia Española which controls your language?
 - What do you think influences changes in language most nowadays?

11.4 Speaking and writing

GOALS Use emphasis Write a blog entry

Listening & Speaking emphasis

- 1a Look at the photos and discuss the questions with a partner.
 - 1 Where do you think the festival is taking place?
 - 2 What could the origins be?
 - 3 What do you think happens?
 - 4 What advice would you give to visitors?
- 11.5)) A radio programme asked listeners to describe the best festivals in Asia. Listen to someone talking about the Songkran Festival in the photos and take notes to answer the questions in exercise 1a.
 - Look at the sentences from the radio programme. What do they tell us about the way the speaker feels?
 - 1 No way should you miss this amazing party.
 - 2 The place where you can have the best Songkran experience is Bangkok.
 - 3 What you absolutely have to remember is this: don't come to Songkran without a bucket.

- 3a 11.6) Listen to the extracts and circle the stressed word.
 - 1 Now it takes place officially from the thirteenth to the sixteenth of April ...
 - 2 Thai people often go home to their villages ...
 - 3 While your actual room is probably safe...
- b Decide how you think the sentences in exercise 3a will finish.
 - 1 a although the celebrations can go on for a whole
 - b and it starts and finishes on time.
 - 2 a and they go there several days before the celebration
 - b but for visitors the place where you can have the best Songkran experience is Bangkok.
 - 3 a it will be more expensive during the festival.
 - b the staff may 'attack' you elsewhere in the hotel.
- c 11.7) Listen to the complete sentences and check your answers.
- 4a Read the information in the Language for speaking box about emphasis.

LANGUAGE FOR SPEAKING emphasis

We can make our speaking more emphatic in the following ways:

- 1 by using certain constructions
 - inversion after negative adverbials As well as in formal, often written, language, we also use inversion after certain informal constructions, e.g. No way, Not for a minute, Never in a million years, Only when/after X ...

No way will I ever forget this experience. (informal) Never in a million years could I imagine having so much fun. (informal)

Only when we got home did I realize how lucky we'd been.

 by using cleft sentences starting What/All, It and The + place/person/way/thing + relative clause, e.g. What makes it really amazing is the friendly atmosphere. The thing (which) you absolutely can't forget is your camera.

2 by using stress to

- highlight and emphasize key words or new information We had an amazing time.
- indicate contrasts While the cities are great fun, it's the natural landscapes which are the most impressive thing.

b	Rewrite the	sentences	starting	with t	he words	given
---	-------------	-----------	----------	--------	----------	-------

1 I would never try something so dangerous.

2 I never thought I'd see such an amazing sight.

Never in

3 The fun started after the sun went down.

4 The costumes were what I liked best.

The thing

5 The people make this ceremony so special.

ABOUT US

ARCHIVE

CONTACT

TASK Work in groups of three. Student A, turn to page 132. Student B, turn to page 138. Student C, turn to page 141.

Reading & Writing a blog entry

6a Read the information about a competition. Underline the key things you have to do.

Best world festivals competition

As part of our Intercultural Month, we're trying to find the Best World Festival. We're inviting all students to write a blog about a festival or celebration in their own country. Tell us where and when the festival takes place, what happens and why we should go. Include who the festival is suitable for and what activities there are. There's a prize of two theatre tickets for the winning entry. Space is limited, so please keep your blog to between 200 and 250 words.

b Read an entry for the competition. Does the writer do all the things in the instructions?

COME AND HAVE A WHALE OF A TIME IN HERMANUS

Are you looking for a great weekend away? A fun time for young and old alike? Then look no further than the Hermanus Whale Festival.

Located in charming Hermanus, a coastal village just off the N2, 120 km southeast of Cape Town, the festival takes place each year over a long weekend in September or early October. At the heart of the festival are the whales, and this really is the place to come and see them. On a single day, you can view over 190 Southern Right whales in the bay. Walking tours are available, but if you fancy getting up close there are also boat and sea-kayaking trips.

Looking for something family-friendly? Hermanus ticks all the boxes: there are kids' activities and workshops throughout the weekend.

There's also live music in the Waterfront Piazza day and night.

If sport's your thing, Hermanus is the place for you: there's a wealth of possibilities, from an open-water swim to a night-run and mountain bike events to suit all abilities.

All in all, South Africa's only eco-arts festival makes for a great weekend away - don't miss it!

c Read the checklist in the Language for writing box. With a partner, discuss how well the writer observed each of the suggestions.

LANGUAGE FOR WRITING a blog entry

Here is a checklist of considerations when writing a blog.

- · choose an attractive title
- include an engaging opening sentence (possibly using a rhetorical question) and a strong closing sentence
- consider your audience and why you are writing; choose an appropriate style
- keep paragraphs short and start a new one for each change of topic
- keep sentences short and use signposting
- · ask questions to engage the audience
- d Look for more examples of phrases which the writer uses ...
 - 1 to ask about the reader's wishes or interests
 - (e.g. Are you looking ...)
 - 2 to say that this festival satisfies this wish
 - (e.g. Hermanus is the place for you ...)
- TASK Think of a festival or celebration and write your own blog. Remember to follow the competition instructions and use the checklist in the Language for writing box to review your writing.

VOX POPS VIDEO 11



11.5 Video

Chinese New Year

- 1 Look at the photos. With a partner, discuss how each one could relate to Chinese New Year celebrations.
- 2 Based on the photos, or other things you know about Chinese New Year, discuss the questions below with your partner.
 - 1 When is the main celebration?
 - 2 Do people mainly celebrate with friends or family?
 - 3 What traditional food and drink is involved? Does it have any symbolic meaning?
 - 4 Apart from eating, what do people do?
 - 5 Are there any special traditions or rituals?
 - 6 Do people give gifts as part of the celebration? If so, what type of gift?
- 4 Watch the video again and listen for synonyms of the expressions in bold.
 - 1 Chinese New Year is a truly **international** phenomenon.
 - 2 Its origins go back to the fourteenth century BCE.
 - 3 At the centre of these celebrations is the family.
 - 4 Several generations get together under one roof.
 - 5 Special desserts symbolize the sweetness of **meeting** again.
 - 6 As the clock strikes twelve, everyone **hurries** to watch the fireworks.
 - 7 They burn incense in memory of their dead relatives.
 - 8 All over the world, many Chinese people still **follow** the same ancient rituals.
- 5a TASK Think of three images which would represent New Year celebrations where you live. Draw them in the boxes below.



- **b** Work with a partner. Explain the images and reasons for your choice to each other.
- **c** Ask and answer the questions in exercise **2** about New Year in your country.







Review

Put the words in brackets into the correct position in each sentence.

While there is doubt that jazz has its (little) origins in the music of Africa and Europe, its roots are generally considered to lie in the music in New Orleans at the start of the (played) twentieth century. At the time, New Orleans was a mix of different cultures, it was a city which came at night and was famous (alive) for its music. Jazz was more than a (live) local fashion, and from New Orleans it (mere) spread to Chicago and New York and evolved into the wide range of musical genres we know at the time. (present)

(complete)



- 2a Change the words in bold so that they are in the correct sentence.
 - 1 Whatsoever told you that, doesn't know what they're talking about.
 - 2 Whoever island you visit, you're sure to have an amazing time.
 - Whatever I smell bread baking, it reminds me of my grandmother's kitchen.
 - 4 Whenever made this terrible mess?!
 - 5 That makes no sense whichever.
 - Going to the gym or running or who ever can really take up a lot of time.
- b With a partner, discuss an alternative way to say each sentence in exercise 2a.
- 3a Complete the sentences with adjectives starting with a-.
 - 1 I quite like my own company. I don't mind being_
 - 2 Thinking about work sometimes keeps me_ at night.
 - 3 My best friend and I are very much _
 - ___ of heights. 4 I'm quite ___
 - 5 I'm not ______ to admit how old I am.
 - 6 I'm definitely a morning person. I find it hard to be and concentrate at night.
- b With a partner, discuss which sentences in exercise 3a are true for you.

Complete the instructions with verbs and adverbs from the box.

beat chop cook finely generously gently peel roughly season slice vigorously

TORTILLA ESPAÑOLA

- the potatoes and then b_ __ into 1-2 cm pieces.
- the onion e and f fry the potato and onion over a low flame until soft and golden.
- the eggs h and i j with salt and pepper. Pour the mix into the pan.
- k until the tortilla is just firm, then turn and cook the other side.



- Put the words in the right order to make common fixed expressions.
 - 1 the/meantime/in
 - 2 amazement / to / my
 - 3 the / under / circumstances
 - 4 time / for / the / being
 - 5 saying / without / it / goes
 - 6 a/while/in/once
 - 7 so / suddenly / it / happened / all
 - 8 of / in / the / the / night / middle
 - 9 can/I/remember/long/as/for/as
- 6a 11.8)) Work with a partner. Listen to five sentences. After each one, decide how to say the same thing using a more emphatic expression starting with the words given.

1	No way	
	What really	
3	Not for a minute	

- 4 Only when_ 5 The thing I_
- b Tell your partner about a trip you have been on, using emphatic expressions similar to those in exercise 6a.

Memory

12.1 Types of memory

GOALS Use causatives have and get Understand special meanings of off, down and over

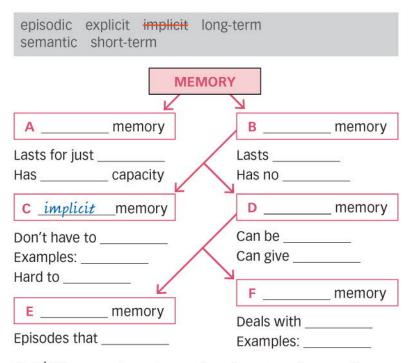
Grammar & Speaking causatives have and get

1a Look at these items for three minutes. Then close your book and try to remember as many items as you can.





- **b** Which items were easiest to remember? Discuss with a partner.
- 2 12.1) Listen to the first part of a radio interview and complete the names of the types of memory in boxes A-D in the flow chart. Choose from the words in the box.



- 3 12.1) Listen again and complete the notes about each type of memory under boxes A-D.
- 4 12.2) Listen to the second part of the interview and complete boxes E-F, and also the notes underneath.

5 Read the Grammar focus box and match the example sentences a-e to the functions 1-4. One function matches two sentences.

GRAMMAR FOCUS causatives and similar structures with *have* and *get*

have/get can be followed by object + infinitive with or without to (depending on the meaning), object + ing, and object + past participle to:

- 1 make or ask somebody to do something
- 2 talk about a service that you pay for
- 3 say you will not tolerate a piece of behaviour
- 4 describe a single experience that happened to you (often a bad one)
- a You can **get people to describe** their experiences and what's more they can give details.
- b ... or when they had their car stolen.
- c ... or the name of your hairdresser when you **need to have/ get** your hair cut.
- d I won't have you telling me what to do!
- e We had the subjects describe their first kiss, or when they met the President.

In general, *get* is used more informally, i.e. when we speak rather than when we write.

→ Grammar Reference page 164

5	Rewrite the underlined sections of the sentences using the structures in the Grammar focus box.	10	Complete the sentences with one of the phrases from exercises 8 and 9. Use
	1 Somebody stole Joe's wallet from his desk. Joe		the words in brackets to complete the expressions.
	2 The policeman <u>obliged</u> us to fill in a great long form. The policeman got		1 The negotiations continued three days.
	3 I'm really pleased because the children are singing in the choir at the concert.		2 We're afraid that a solution is
	It's so nice4 I don't want to tell you my secrets!		3 He spoke so fast I found it hard
	You won't 5 My father paid someone to build a wall in our garden.		(all the information)
	My father 6 Somebody repaired my watch while I waited.		4 When I complained about the service, the restaurant manager
	I		(£20 – the bill)
7	TASK Student A, turn to page 132. Student B, turn to page 138.		5 Her poor performance in the tournament
V	ocabulary & Reading special meanings of <i>off, down</i> and <i>over</i>		to a succession of injuries. 6 We turned up at the ground only to find the match
3	Read the extracts from the interview. Choose the alternative closest in meaning to the underlined parts of the sentence.		7 I'm sorry I didn't reply to your email, but my internet
	Complete understanding of how memory works is a long way off. a not nearby b in the distant future		for three days. 8 The brothers fell out
	2 most people are able to remember a telephone number of, say, six digits but not of twenty-six. And that is <u>down to</u> the fact that short-term		money. They never spoke to each other again.
	memory has restricted capacity. a because of b factually accurate	11 a	Ask and answer the questions with a partner. Give background information
	3 there is debate <u>over</u> how memory works a all around b about		and details or examples where you can.1 What do you do when the internet goes
9	Match the words in bold in sentences 1–8 to definitions a–h.		down in the middle of an important job/assignment?
	 OFF The wedding is off - Sarah's decided she wants to wait to get married. What do you think? Smell it. Is it off? 		When was the last time you and a friend or sibling argued over something trivial?
	3 I managed to get £10 off the original price.		3 How would you say you have changed over the past ten years?
	The drop in tourism was down to the dreadful weather that summer. We can't use the network this morning. The whole system's down.		When was the last time you got something off the price when you were shopping?
	 6 Did you get that down? It's really important. OVER 7 It was stupid of us to argue over something so trivial. 		5 Do you assume food has gone off after its sell-by date?If not, how do you know it's off?

e during/in the course of

f about/because of

h on paper/noted

g cancelled

This town has changed a lot over the last ten years.

c no longer fresh enough to eat or drinkd not working (of a network or computer)

a due to/the result of

b taken from

b Report two interesting answers to the

group.

12.2 Improving your memory

GOALS Use reporting verbs Describe research and results

Grammar & Reading reporting verbs

- Guess which of the items in the photos people claim improve your memory.
- You are going to read an article which claims that one of the items in exercise 1 improves your memory. Before you read, discuss the questions with a partner.
 - 1 What would make you believe the claims in the article?
 - 2 Which of these people are you more likely to believe: a) scientists, b) doctors, c) friends and family? Why?
- TASK Student A, turn to page 132. Student B, turn to page 138.
- Read the Grammar focus box and complete the grammatical constructions that follow the reporting verbs with the words in the box.

have object on (x 2) that to

GRAMMAR FOCUS reporting verbs

acknowledge

advise + object + (not) + 1_____ + verb urge

Any observer must acknowledge the evidence to be overwhelming.

Older people should be advised to take exercise. I would urge authorities not to ignore the evidence.

assert suggest) + clause

It has been asserted that there is a link.

The results suggest that older people should take exercise.

+ t0 + 3claim + past participle Studies claim to have found similar results.

compliment + object + 4_ + object/verb + -ing I would like to compliment Julia Pressel on her post.

emphasize endorse

Most education systems emphasize the importance of music. I would endorse everything she says.

insist

Her post insists on the importance of good teaching. They may like to reflect on the fact.

→ Grammar Reference page 165



5a Read the sentences and match each one to a verb from the box.

claim compliment emphasize insist suggest urge

- 1 Oh Andrea, that was a great presentation you made at the conference!
- 2 Please ... never never never believe the advertisements that say that chocolate is good for your memory!
- 3 Perhaps the management should change the plan?
- 4 Could I just say once again ... there is a very big need for older people to retain their independence.
- 5 I absolutely must have Japanese green tea for breakfast!
- When I was fifteen, I was accepted at a top German university!
- b Work with a partner. Report the sentences using the verbs you matched in exercise 5a.
- c 12.3) Listen and compare your answers.

Vocabulary & Speaking describing research and results

6 The underlined words, while correct in meaning, are not the words we would use in academic writing. Can you replace them with more academic phrases from the box?

associated with broadly similar have a tendency to noticeable retain substantially

have a tendency to

- 1 We often remember events that happened ...
- 2 Exercise may produce other benefits <u>connected to</u> leading a healthy lifestyle.
- 3 The results correspond with other studies which claim to have found results which are <u>roughly the same</u>.
- 4 Children studying music usually make <u>much</u> better progress.
- 5 The links between studying music and improving your memory are <u>clear</u>.
- 6 There is need for older people to <u>keep</u> their independence.
- 7a Match the **bold** words in the statements to meanings a-f.
 - 1 In life, if you don't remember the mistakes you make, you'll just **reproduce** them!
 - 2 Memorization is **fundamental** to success in learning a language.
 - 3 Just because a person has a poor memory, this does not **imply** that he or she is not intelligent.
 - 4 It is a basic **principle** that a significant **proportion** of important posts in government and business should be occupied by women.
 - 5 The most memorable films or books are those that are open to different **interpretations**.
 - a basic/essential
 - b suggest (something is true)
 - c part of a whole
 - d ways something is understood/analysed
 - e repeat/copy
 - f a belief/theory (that something is based on)
- **b** Work with a partner. Choose two of the statements in exercise 7a and discuss them.

PRONUNCIATION stress in word families

- The position of the main stress within a word often changes when the word class changes.
 photograph → photographer → photographic
- This happens especially with suffixes like -ation and -icity:
 <u>can</u>cel → cancel<u>la</u>tion e<u>la</u>stic → elas<u>tic</u>ity
- With prefixes like un-, in- or dis-, the stress usually stays on the same syllable: significant → insignificant
- Mark the stress on these groups of words. Does the stress move or stay in the same place?
 imply → implied → implication
 proportion → proportionate → disproportionate
 substance → substantial → substantially
 associate → associated → association
 interpret → interpretation → interpretative
 reproduce → reproduction → reproductive
 fundamental → fundamentally
- b 12.4)) Listen and check.
- 9 Read the blog entry about recalling events and choose the correct options.

When elderly people recall their lives, it is ¹ noticeable / substantial they find it easiest to remember things that happened between the ages of ten and thirty. This finding has been ² retained / reproduced in a number of studies. But how are we to ³ imply / interpret it? The obvious reason is that a large ⁴ proportion / criterion of the exciting and ⁵ equivalent / significant events in life – like graduation, marriage and the birth of a child – tend to happen in your twenties and thirties. While this is clearly true, it also shows a ⁶ fundamental / conclusive misunderstanding of how memory works. A better ⁷ principle / interpretation might be that this is the period of your life when you find out who you are – your attitudes, beliefs and goals – so these memories form a strong part of your identity.

- **10a** TASK Work with a partner. Write a questionnaire about memory to ask other students. Here are some possible topics.
 - · making learning more memorable
 - · remembering and the five senses
 - · early memories
 - techniques for remembering important information

Write five questions and three possible answers for each question.

Is your earliest memory from childhood associated with ...?

a) touch b) noise c) vision

- **b** Ask your questions of two other pairs.
- c Present your results to the class.
- VOX POPS VIDEO 12

12.3 Vocabulary and skills development

GOALS Understand non-standard word order Notice, select and record collocations

Listening non-standard word order

1a 12.5) Listen and write the four statements from language learners about remembering new words.



- **b** Work with a partner. How many statements do you agree with?
- **c** The word order of the statements is different from the standard order. What would the standard order be?
- 2a What are the differences in the word order of the sentences in the two columns?
 - 1 We found that exercise easy.
 - 2 I can't tell you how long it took me.
 - 3 Pronunciation makes learning English words so difficult.
 - 4 We'll never know how the man escaped from prison.
 - 5 That lecture was very interesting.

That exercise we found easy.

It took me I can't tell you how long.

What makes learning English words so difficult is the pronunciation.

How the man escaped from prison we'll never know.

It was very interesting, that lecture.

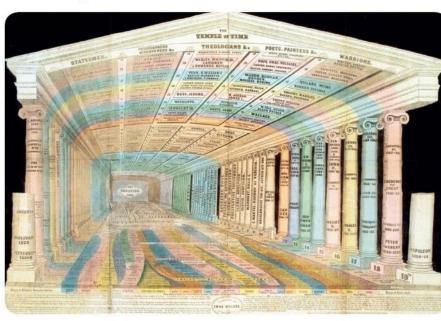
- **b** Which word order is more common in informal, spoken language?
- 3a 12.6)) Listen to five people answering the question 'What things do you find difficult to remember?' What were the answers?
- **b** 12.6) Listen again. How would you say the answers in a more conventional style?

4 Read the information in the Unlock the code box about understanding non-standard word order.

UNLOCK THE CODE understanding non-standard word order

In spoken English, the word order often changes from the standard subject + verb (+ object) pattern. This may be because

- we want to emphasize certain elements by bringing them to the front:
 - People's names, that's what I can never remember.
- we think of something new in the middle of the sentence: They've been going out for I don't know how long.
- we need to give ourselves more time to think:
 What makes learning English words so difficult is the pronunciation.
- 5 12.7) Listen to two students discussing a talk they attended about memorization techniques. What are the four techniques mentioned?



- 6 12.7) Listen again and answer the questions.
 - 1 What was the man's overall reaction?
 - 2 What is the example given of something you may want to remember?
 - 3 Did the technique work when the man used it?
 - 4 What was the problem with it?
 - 5 Which part of the talk was the man most enthusiastic about?
 - 6 What did the research show?

- 7a Work in small groups. Discuss the questions.
 - Which of the four techniques you noted in exercise 5 have you used?
 - Have you used any others, and what success have you had?
 - · How do you feel about learning things by rote/repetition?
 - Is it easier to learn new words in chunks and phrases?
 Give examples.
- **b** Decide your top three tips for remembering new vocabulary.

Vocabulary noticing, selecting and recording collocations

- 8 The phrases in bold in these sentences from exercises 1-6 are common collocations. Can you replace any part of the collocations with another word and retain the meaning?
 - 1 ... you imagine yourself in the house, and when you see the vase, it triggers your memory of the name of the bone.
 - 2 Yes, but there was only one source he cited.
 - 3 A What did you think about the idea of mind maps?B It was good stuff, that. I use mind maps all the time.
- 9 Read the information in the Vocabulary focus box about learning collocations.

VOCABULARY FOCUS noticing, selecting and recording collocations

Collocations are extremely common, so keep a record of the ones you learn.

Noticing

Don't forget that collocations are not necessarily found next to each other. For example, in the sentence *The study, published in 2013, was conducted by Ohio University,* **study** and **conducted** are collocates.

Selecting

Decide:

- which collocations are likely to be useful for you: make an arrangement: useful for all learners treat an infection: useful if you need to talk about medical matters
- if you need to understand them, or understand <u>and</u> use them.

Recording

Don't record 'weak' collocations (where each part collocates with many other words) like *big house* or *nice car*.

Choose a logical way to organize your store of collocations:

- by topic, e.g. health: treat a patient, suffer from diabetes, have surgery
- by a key word, e.g. MAKE + an arrangement/a mistake/ an appointment; do/carry out/conduct + RESEARCH

- **10a** Do you agree with these statements? Discuss with a partner.
 - I would definitely download an app specifically designed to improve my memory.
 - Having a photographic memory makes studying easier.
 - Technology has given us all a short attention span, so we forget things more easily.
 - Out of sight, out of mind how true that is.
 - It's important to have **effective strategies** for learning vocabulary.
 - b Compare your answers with another pair.
 - Which collocations in bold in exercise 10a would you choose to record?
- **11a Noticing:** underline the words in the paragraph which collocate with the underlined words. Remember they may not be next to them.

The number of apps on the market which help you improve your memory is <u>huge</u>. They range from games where you memorize the shape, colour and position of objects to exercises to improve your photographic <u>memory</u> and increase your reading <u>speed</u>. The main <u>idea</u> behind these apps is that constant repetition will <u>significantly</u> improve your long-term <u>memory</u>. Often the games get faster as you improve. Not much evidence is provided that these apps <u>have</u> the required effect, and my immediate reaction was one of slight <u>scepticism</u>. I wouldn't try to improve my driving simply by going faster!

- **b** Selecting: which collocations from the lesson would you consider worth remembering to be able to a) understand and b) understand and use?
- **c Recording:** how would you organize these collocations in your vocabulary notebook? Compare your answers with a partner.

12.4 Speaking and writing

GOALS Talk about a magazine story Write a magazine story

Speaking & Listening talking about a magazine story

1a A recent magazine story, about a man called John Wilson who went swimming in the sea on Mull in the north of Scotland, caught a lot of people's attention. Look at the map and the words from the story in the box and predict what happened.

grandson holiday recognize scary summer swimming thirty seconds wetsuit



- **b** 12.8) Listen to two people discussing the first part of the story. Were your predictions correct? Reconstruct the story so far.
- Write the phrases from the discussion in exercise **1b** in the spaces in the Language for speaking box.
 - a Wouldn't that (be utterly appalling)?
 - b This was in the summer, was it?
 - c Yes, I reckon it must have been. But the thing is ...
 - d What made it really weird was that ...

LANGUAGE FOR SPEAKING talking about a magazine story

magazine story		
Speaking		
Explaining and commenting on the story Apparently 1		
Actually, it didn't say		
Making the story vivid Dramatic language incredibly scary/heart-warming seriously worrying/upsetting/alarming particularly disturbing/intriguing		
quite horrifying/rather unlikely really grim/uplifting		
Present tense for narrating the story Cleft sentences – 2		
Involving the listener Did you hear about/read that story about? Linkers showing the direction of the story So where was !? Oh yes, I forgot to say		
Listening		
Showing interest, prompting, checking That must have been (really alarming)! No, what was that? So what happened next? Tag questions with affirmative in both parts –		

- 3a TASK Work with a partner. Student A, turn to page 133. Student B, turn to page 139.
- **b** Tell your story to your partner, using phrases from the Language for speaking box where appropriate. Your partner should ask questions.

Reading & Writing a magazine story

4 Read the conclusion to the story. What happened? What was the cause of Mr Wilson's loss of memory?

HOME LIFE & STYLE

Horror-stricken, his wife Barbara thought he'd had a stroke and called for an ambulance. He was rushed onto the next ferry and installed in the ship's sick room until it docked in Oban and an ambulance took him to the hospital. Although he felt perfectly well, he was still somewhat confused by the whole situation.

But when Mr Wilson saw the consultant, he was very clear in his diagnosis. Thankfully, he had not had a stroke; he was suffering from something called transient global amnesia. It's a condition that usually affects older men and immersion in cold water is one of its most common triggers. The doctor said the episode would probably last somewhere between eight to ten hours, after which the condition would gradually improve. It was very unlikely there would be long-term effects and little likelihood of a return as long as he kept out of very cold water. The consultant offered to keep Mr Wilson in overnight but said it wasn't necessary, and he was right, as the amnesia began to fade within hours. 'The first memories I formed were a snapshot of the doctor's face and the feeling of the strap round my forehead in the scanner. On the ferry back, I was still asking the same questions again and again, each time remembering a little bit more. It was like coming round after an anaesthetic - I was disorientated and felt distanced from everything.'

The next morning, he was exhausted but operating normally. A few days later, they stopped at a pub where he was embraced by a paramedic in uniform. 'Well, how are you?' she asked. 'Well, who are you?' Mr Wilson replied. He didn't recognize her at all but worked out that she must be the one who had fetched him from Calgary Bay.

Looking back, Mr Wilson recognizes that this whole episode had been very frightening for Barbara and his grandson, but, now fully recovered, he himself finds the whole episode quite funny.

- 5 Read the story again and find one example of each of the following typical features of news stories.
 - 1 quoting
 - 2 reporting
 - 3 past simple to narrate the main events
 - 4 past perfect for events previous to the main events
 - 5 future in the past/events in the future seen from the past
 - 6 a single-sentence paragraph
 - 7 a summary noun to refer back to whole section of the preceding text
 - 8 a comment adverb at the start of a sentence
- 6 Read the Language for writing box. Match 1-7 with a-g.

LANGUAGE FOR WRITING magazine stories

Organization and content

Use the answers to the questions *Who? What? Where? When? Why? How?* to help decide the content

- · Key information at the start
- Early sections set the scene and give background
- · Detail comes later
- · Comments from participants towards the end
- 1 Present perfect at the start for the 'news'
- 2 Past perfect for the background and previous events
- 3 Future in the past
- 4 Multiple adjectives and nouns before the head noun
- 5 Direct quotes from the participants
- 6 Indirect speech to report what the participants said
- 7 Metaphors and idioms to give the story more impact
- a He and his grandson were going to spend the day on the beach.
- b Mrs Wilson described how frightened she felt.
- c The nightmare swim resulted in a stay in hospital.
- d sixty-seven-year-old retired grandfather
- e A man has gone swimming and lost his memory.
- f 'I was disorientated and felt distanced from everything.'
- g He'd arrived in Scotland a few days before he went swimming.
- 7a TASK Work with a partner. Choose one of the stories from exercise 3a. Write a magazine story together about it, or write a story about memory that you have heard of or read recently.
- **b** Read another pair's story. Tell them which parts of the story you like best.

12.5 Video

How to train your memory

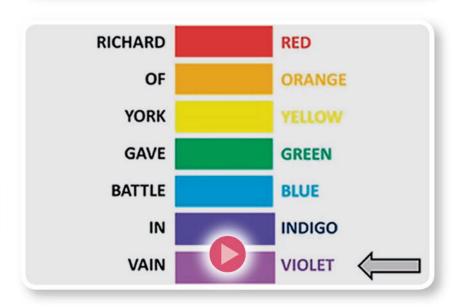
- 1 Work with a partner. Make a list of techniques that you use, or have heard of, to remember items like words or phone numbers. Use the photos to help you.
- Work with a partner. What might the expressions in bold mean?
 - 1 There are problems with the brain and illnesses that can cause a **shortfall in their memory**.
 - 2 I've forgotten where I put my keys. My memory **must be going**.
 - 3 It's a concentration thing.
 - 4 You can create a filing system in your mind.
 - 5 The process (of mind mapping) will **create a memory trace** that is more than if you just copied.
- Watch the video. How many of your ideas from exercise 1 are mentioned?
- Watch the video again. Are the statements true (T) or false (F)? Correct the false ones.
 - 1 Michael Tipper first thought about creativity and learning to think when he worked with children.
 - 2 People often blame their poor memory when the true reason for forgetting was a lapse in concentration.
 - 3 The techniques for remembering things depend on what kind of brain you have.
 - 4 The two key points about memory techniques are imagination and association.
 - 5 It doesn't matter what the images you create are like.
 - 6 Many people forget names because they are particularly difficult to remember.
- 5a Work with a partner. Test out Michael Tipper's room technique. Imagine that you want to remember the ten items in the box. Student A, study the words carefully for two minutes and try to remember them. Student B, use the 'rooms' technique.

concrete dangerous donkey fish film director love lightbulb Mount Everest tree William Shakespeare

b Without talking to each other, write down the ten items in the box from memory. Compare your lists. Did the 'rooms' technique make any difference?







Review

brackets.

The manager emphasized ...

1a		omplete the sentences w ject + past participle.	ith the correct form of have +	
	1	My teeth hurt, so I deci- (check).	ded to	
	2	Webehaviour.	(weekend spoil) by his bad	
	3	Mariaaccept).	(job application not	
	4	Have you ever	(heart break)?	
b		omplete the sentences w oject + verb or -ing.	ith the correct form of have +	
	1	Ι	_(not/smoke) in my house!	
			(our old dishwasher/	
	3	A Mr Jones is here.		
		B	(wait) in reception for five	
	4	After just a few kilomet	res, we	
	(pour smoke) out of the engine.			
С		ewrite sentences from ex u can.	ercises 1a and b with get if	

Write a report of the manager's speech using the verbs in

'Our staff are really committed, (1 emphasize), and I would like to say congratulations in particular to Jon because he has been accepted by the head office training academy (2 compliment). I really think all personnel should apply to the academy for extra training (3 urge). In the coming year, the company will fight for every last customer (4 assert), although I know that market conditions are very tough and the task will be difficult' (5 acknowledge).

3a Complete the text with the correct words.

	·
	ecent research has provided evidence that the proportion 1 scientific papers which are fraudulent (by which we usually mean that the data was invented) is increasing. Since honesty is fundamental 2 scientific and medical research, this is shocking. But is it surprising? The statistics are open 3 interpretation, and there is some debate 4 why fraud is on the increase. One view is that fraud is usually 5 to the increased need on the part of scientists to have their work published. Another is that fraud is closely associated 6 the constant search for funding. At any rate, although we may like to insist 7 total academic honesty, a significant improvement in the level of fraud is probably a long way 8
	omplete the sentences with collocations from the text in sercise 3a .
сл 1	Most scientific theories are interpretation.
2	
	academic fraud.
3	I would love to have a published in a
	journal.
4	It's clear that certain diseases are your lifestyle
5	and unfortunately, where I live, these are not
	decreasing – in fact they're

• Work with a partner. Which of the statements in exercise **3b** do you both agree with?

b

4 12.9) Listen to six pairs of sentences. Does each pair of sentences have the same or a different meaning?

6 Exercise programmes might be one way to produce a _____ in people's health.

Communication

1.2 Student A Exercise 9

You work for a company that is becoming global. The company wants to expand into several markets. Your team has been tasked with finding out some important business information about the three countries where there is a possibility of building important markets.

- 1 Look at the information about your country.
- 2 Decide what you are going to tell the other members of your team. Be prepared to talk for at least a minute, and to answer questions.
- 3 When you have finished, listen to the two other presentations. Ask at least one question to get more detailed information.
- 4 Decide which country you think your company should go to first. Give reasons.



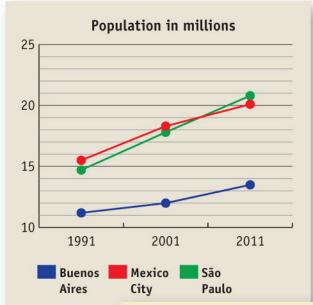
- Building relationships is essential if the relationship isn't good, you won't get the business.
- Show respect for age and expertise in fact, you
 may find that a team with older people in it is more
 successful
- Be polite and respectful at ALL times never show annoyance or impatience. Never be arrogant or overly self-confident.
- Decisions are not made quickly there must be a lot of discussion and consensus.
- Make sure you have translators with you misunderstanding occurs easily.
- In general, Japanese people do not like to say 'no', so
 it is sometimes hard to understand which decision has
 been taken.

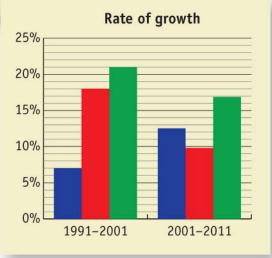


1.4 All students Exercise 4

- a Look at the information about population change in three megacities in Latin America. Summarize the information with a partner.
 - **megacity** noun /'megə_isɪtɪ/: a very large city, typically one with a population of over ten million people

In 2013, there were 24 megacities in the world including four in Latin America.





- **b** You are going to write a report about the information. What information will go in each of these sections?
 - Introduction
 - · Body of the report
 - Conclusion
- c Write the report.

1.4 All students Exercise 8

- a Consider which of the following to include:
 - · population and size of the city/town
 - transport infrastructure
 - housing
 - · work, shopping, entertainment and sporting facilities
 - green spaces
 - · way of life.
- **b** Make notes on each of the points in exercise 6 on page 13.
- c Select some approximating expressions from the Language for speaking box to include.
- **d** Think how to make your talk interesting, for example by giving specific examples, etc.

AUSTIN, TEXAS



Capital of Texas, USA. One of America's fastest-growing cities.

Population in 1960: 186,545 **Population in 2013:** 885,400

University: Opened in 1883. Enrolments in 1970: 39,000;

Enrolments in 2014: 51,313

Public transport: 88 bus routes. 2010 – new commuter rail network opened. 51 km of new rail lines.

Cycling: 130 km of bike lanes; 2% of commuters cycle to work

Green spaces: 15% of city is green space – 206 parks, 26 green belts.

2.2 Student A Exercise 8

- a Read the information on the Channel Tunnel. Prepare to tell your partner about the tunnel, covering:
 - the type of construction
 - · its location and why it was built
 - · any problems experienced
 - its importance and how people feel about it now.
- **b** Tell each other about your constructions. Try to find two things they have in common and two differences.

The Channel Tunnel

- an under-sea tunnel connecting France and England;
 previously people could only travel by plane or ferry
- · Construction started: late 1970s
- · Tunnel opened: 1994
- · Length: 50 km
- · Cost: £4.65 billion
- Problems during construction: financial difficulties; working in two languages; two different sets of laws; ensuring the two tunnels (from England and France) would meet in the middle
- Problems since construction: fire, extreme weather conditions (the tunnel had to be closed for a while)
- Journey time: 26 minutes in the tunnel; 35 minutes from terminal to terminal
- People's reaction: it's now considered a convenient way to travel quickly from England to France
- Number of tunnels: three two rail tunnels and one service tunnel



3.2 Student A Exercise 6

You are a famous sportsperson (choose your sport). You are going to take part in an interview for a television programme called *Success At Last!* Read your information and be prepared to answer the questions the interviewer asks you about how you have overcome failure/problems in your role. Use phrases to do with success and failure from page 29.

- at school, you were very successful, winning lots of competitions, championships and medals
- at seventeen, you turned professional and joined a team
- your first season was very successful and you won the 'Young Sportsperson of the Year' award
- at the beginning of your second season you had a really bad injury and couldn't play for over a year
- it was very difficult for you in lots of ways and it has taken a long time for you to get back enough strength to be able to play in the team again

4.1 Student A Exercise 11

a Work individually. Draw a blank 2 x 3 grid in your notebook. Follow the instructions and write your answers in the corresponding boxes in your blank grid.

Write something you are responsible for at home.	Write the name of someone you can count on when you have a problem.	Write something you were to blame for as a child which you didn't own up to.
Write an adjective to describe how you would feel if you were offered a new responsibility at work.	Write the name of someone you answer to at work or where you study.	How many people are you responsible for in your life?

- **b** When you are both ready, show your partner the completed grid in your notebook (answers only). Your instructions were different. They can only answer 'yes' and 'no' until you guess correctly.
- **c** Ask at least two more questions to find out more details. Report back one interesting fact to the group.

4.2 Student A Exercise 10

You are a journalist who is writing a series of articles about how the elderly are treated in different parts of the world. You are interviewing a researcher who is going to tell you about what happens in Asian cultures. Write questions to find out about:

- the traditional way the elderly were/have been looked after in many Asian cultures
- changes that have been happening over the past decades
- reasons for the changes that have been happening
- · specific statistics about changes in elderly people's lives
- what certain governments are doing about the changes.

4.4 All students Exercise 3a

The only way to keep journalism responsible is through strict control of the way journalists operate.

recent years, the notion of the right of individuals to privacy has often been in conflict with the rights of the press to inform the public fully and without restriction. In an age when news is reported in a matter of minutes, there is often little time to consider ethics, as journalists race to publish their story first. Is complete freedom of the press either possible or desirable in this day and age?

We are all aware of the problems caused by some journalists in recent years. Their aggressive practices invade not only the lives of public figures, but also those of ordinary people. Moreover, it seems there are currently few limits on what they are prepared to write about: health problems, lifestyle preferences and appearance are all subject to journalistic scrutiny and exposure. An advantage of regulating the work of the press would be a reduction in such unethical practices as examining the contents of family dustbins or making contact under an assumed identity in order to get a story.

Nevertheless, there are many who feel that freedom of information is more important. Any call for tighter control over the press has additional consequences: a major disadvantage of imposing legal restrictions on journalists is that it limits freedom of speech and would result in censorship, which could all too easily be subject to political control or abuse.

On balance, it would seem that the arguments against controlling the press outweigh the potential improvements in terms of the protection of the lives of individuals. In an ideal world, responsible and ethical journalistic practices should be sufficient to control the situation.

4.4 Student A Exercise 8b

You are the mayor. It is your job to get the best solution for your town, taking a full range of environmental, economic and social factors into account.

You are also responsible for organizing the discussion:

- · call on each person to identify themselves
- · ensure all parties get an opportunity to express their views
- encourage opposing groups to negotiate
- try to get everybody to reach a consensus.

What the others don't know: You know that this issue has the potential to be a big vote-winner or loser for you. With elections next year, getting the most popular decision is your priority.

Make some notes on how to organize and chair the discussion.

5.1 Student A Exercise 5

a Choose a theme: fashion, work, transport ...
Add the correct word to complete each expression, then
complete the sentences with your ideas.

1	I quite like the way in
2	The reasonpeople
3	Young people in my country used to instead o
	today

b Work in pairs. Read your examples and explain your reasons.

5.2 Student A Exercise 8

You are the inventor of the following solar-powered device. You are competing with Students B and C (also inventors) to get Student D, an investor, to give you money to develop and produce your invention. Think of reasons why this is a good investment.

Solar backpacks are environmentally friendly mobile generators, equipped with a lithium battery that has the capacity to power mobile phones, MP3 players and laptops anywhere and anytime.



6.2 Students A and B Exercise 10

a Complete the texts with phrases from pages 58 and 59, exercises 2, 8 and 9.

Case study 1: Michaela

b Discuss the case together, and come up with three recommendations as to what Michaela should do. Be prepared to explain your case, and your recommendations, to Students C and D.

7.2 Student A Exercise 8a

- a Write one-word answers to the following:
 - 1 something you would rather hadn't been invented
 - 2 a film you wish you'd seen when it came out
 - 3 something you wish people wouldn't do
 - 4 something you wish you'd learnt when you were younger
 - 5 the name of a famous artist or writer you wish you could meet or could have met
- **b** Ask Student B about their answers. Ask questions to find out more information about each.

7.4 Student A Exercise 5

Work with a partner. Do two of the negotiations below. Use as many of the phrases from the Language for speaking box on page 72 as you can.

Negotiation 1 You are two friends deciding where to take a third friend for a farewell dinner before s/he departs for a job abroad.

You would like the occasion to be memorable and special, perhaps in an up-market restaurant. You don't mind spending up to £60 per person.

Negotiation 2 You are two neighbours. Try to come to an agreement about the issues below.

Your neighbour has been living next to you for three months. She/he is a reasonable person, and you have always got on well. But now she/he has started to hold noisy parties until the early hours several nights a week. This disrupts your sleep, and irritates you a lot. Try to get her/him to stop or cut down the parties, but without alienating her/him, as you have to live next to each other for the foreseeable future!

Before you start your negotiation, think of reasons to back up your position, and possible 'fallback' positions.

Negotiation 3 You are two close colleagues deciding on the day and time of a vital in-company meeting to decide next year's advertising budget.

You would like the meeting to be in a week's time, to give the participants a chance to prepare properly, and in the morning, as afternoon meetings tend to be less productive.

8.3 Student A Exercise 6d

Situation 1

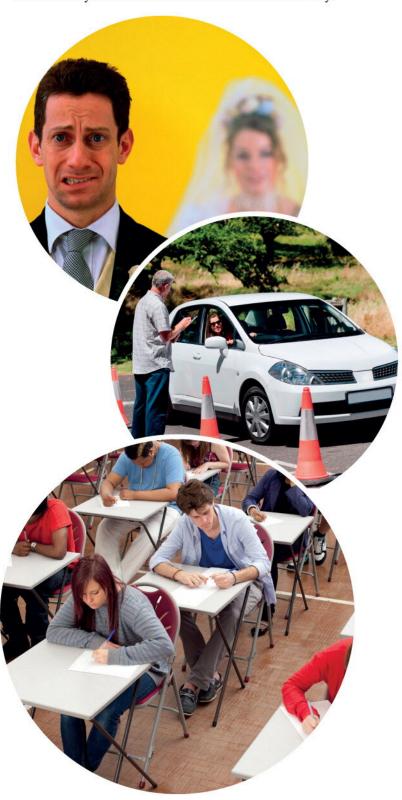
You are the manager of an office. Several of the employees have come to complain to you about the behaviour of another employee, Chris. They feel he/she behaves inappropriately, standing uncomfortably close and generally speaking too loudly when they are trying to work. You need to talk to him/her about this delicate situation. He/She is probably unaware of the problem. Use questions from exercise 6c on page 81 and others to discuss the problem.

Situation 2

You are Alex, a shop assistant in a clothes shop. You think some of the customers are very demanding. So is your boss who, for some reason, has asked you to a meeting.

8.4 Student A Exercise 3

a Look at the photos. They show three situations in which people might feel nervous. Talk about two of the photos. Compare and contrast the situations and say how you think the person might be feeling. Say which of the two situations you would least want to be in and why.



- **b** Show your photos to Student B. Do the task. Then change roles. While Student B is speaking, note language they use to speculate and to compare and contrast.
- c After speaking, listen to your partner's feedback. Did you manage to answer all parts of the task?

9.1 Student A Exercise 2

a Read about Sugata Mitra. Explain his experiments to a partner in your own words.

THE SLUMDOG PROFESSOR

the late 1990s, educational researcher Dr Sugata Mitra installed a computer with internet access in the wall of a New Delhi slum. Children with no previous knowledge of IT quickly started to play with the computer and in the process learnt how to use it and go online. After the 'Hole in the Wall' experiment, Mitra went on to leave questions for children to research, letting them decide how to do this. In some cases, this involved the children first using the computer to learn English. Mitra decided that learning was more effective when children had no teacher to ask and also had to share the computer, because this promoted self-instruction and sharing of knowledge. Later, he set up 'The Granny Cloud'- a network of online non-experts to whom the children reported their discoveries. The 'Granny's' role was simply to listen, praise and encourage. Recently, he has established various 'Schools in the Cloud', learning laboratories where children can work using internet resources in a Self-Organized Learning Environment.

His work has won prizes and attracted a lot of attention, but the long-term success of his experiments has been questioned by some critics.

b Listen to your partner explaining the ideas he/she read about. Ask questions to get as much information as possible.

10.1 Student A Exercise 2a

Read the information about timebanking. Tell your partner:

- · what it is
- · when it was launched
- why it was set up

- · how successful it is
- if there are any problems

Although a seemingly modern idea, the concept of timebanks and time currencies can be traced back to the early nineteenth century. Today, there are a number of complementary monetary schemes around the world, in countries as far apart as Japan, Senegal, Australia and Greece. Timebanking is a means of exchange used to organize people and organizations around a purpose, a reciprocal service exchange where time, not money, is the unit of the currency. For every hour that participants deposit in a timebank, perhaps by giving practical help to others, they can 'withdraw' equivalent help in time when they themselves are in need. They can redeem their hour of service from another participant. In each case, the participants have the advantage of being able to decide what they can offer. Typical services include tutoring, home repairs, childcare and legal assistance. In some schemes everyone's time is equal, so one hour of my time is equal to one hour of

your time, irrespective of whatever

we choose to exchange, which means

timebanks can be used in a huge variety of settings. However, in others, services like those of doctors and dentists are allowed to charge more hours from other participants.

The world's first timebank was set up in 1973 in Japan by Teruko Mizushima. Her idea to set up an alternative way of trading was based on an economy where the work that was done in the community was valued and rewarded. Over thirty-four countries have experimented with timebanks and these include Spain ('banco del tiempo'), and Tunisia (Nabta Bank).

Timebanking is not without its critics. Criticisms levelled at the idea include the loss of tax income to local and national governments (in some countries as no cash is exchanged no tax can be levied), but perhaps the most obvious is the effect on small local businesses which find their markets shrinking or even disappearing. Another point is that the services which are available in any area may not be the ones that people actually require.

10.4 Student A Exercise 4

You are going to spend a day in the city of Metropolis with Students B and C. Here is some information about the city. Use the information to plan the day. You should all agree to the same programme. Include: what to see, where to eat at lunchtime and in the evening, how to get around.

Make sure you use the phrases in the Language for speaking box on page 102.

Spoke to Antonio about going to Metropolis. He said: Large city – don't try and do more than 1–2 things on one day Buy one-day all-in ticket for transport system Central Market – a real rip-off. Avoid at all costs!

Metropolis Gallery of Modern Art – world-class collections from 1910 to present day. Entrance free. Café and shop.

Old Town – full of interesting medieval streets, trendy bars and cafés, ancient churches, tiny treelined squares

11.1 Student A Exercise 7

- a Read the sentences and use one of them as the start of a story. Work with another Student A to make up a story and try to use two more *a* expressions in your story.
 - They were well aware of the dangers but decided to go ahead anyway.
 - My head fell forward and I woke up with a start. I was having great difficulty staying alert.
 - Jo hadn't been awake so early in the morning for ages, but it was worth getting up for.
- **b** Now change partners and find a Student B. Retell your story.

11.4 Student A Exercise 5

a Prepare to speak about another Asian festival.



The Harbin Ice and Snow Festival, China

where and when it happens

- Harbin, N.E. China (3h flight from Beijing)
- · Jan 5-Feb 5, though often opens earlier

the origins of this festival

- Local fishermen made ice lanterns while on the lake; this became a local tradition
- First ice festival 1960s
- The modern festival started thirty years ago

what happens now

- One of the four biggest ice festivals in the world; three venues
- Visit snow sculptures, ice architecture; some exhibits 50 m tall; sculptures form part of an amazing light show
- · Tens of thousands of visitors
- Also sporting competitions (e.g. skating, sledding), weddings, parties

advice for visitors

- Visit near the start of the festival
- · Five days is enough to see the highlights
- Take extra camera batteries in such low temperatures
- Take protective clothing and drink a lot
- b Present your festival to the group. Your goal is to convince them to go to your festival. Remember to use different ways to give emphasis.
- c Discuss the questions.
 - Who gave the most attractive presentation?
 - Which festival would you each like to visit and why?

12.1 Student A Exercise 7

Work with a partner. You both have an account of Lisa's biggest job, but each has four pieces of missing information.

Take turns to ask and answer questions to find the differences.

Do not show your text to your partner and do not read the text aloud!

Lisa is a top events organizer. She describes her biggest job.

I'm an events organizer, which means that companies and individuals get me to 1 for them. The biggest event I've ever done was a reception to celebrate the fiftieth anniversary of a famous global brand. We had 2,000 customers and staff arriving at a five-star hotel in Glasgow. Preparations for the event had started months before, and there were so many different things to think about: we had the food prepared by 2 we had flowers flown in from Holland, and we had to get the sorted out. The company's managers were always ringing me up, trying to get me to change the smallest detail, but I ignored them. I won't have the clients . Then, the day before the event, I had the hotel ring me up to say there was a problem, and could we change the venue? Luckily, we managed to get it all sorted out and the event went off with a tremendous bang.

12.2 Student A Exercise 3

- a Read extract A.
 - 1 What type of text is it?
 - 2 How convincing is the evidence?

Extract A

The volunteers were split into two groups. One group was asked to begin an exercise regime of walking for forty minutes a day, three days a week, while the others were limited to doing simple stretching and toning exercises.

Brain scans and memory tests were performed at the start of the study, halfway through the study and at the end. Scans revealed that the volume of the hippocampus (the area of the brain that makes memories) increased by around 2% in the people who did regular aerobic exercise, compared with a decrease of 1.4% in those who did stretching exercises.

The results suggest that especially older people should be advised to take moderate exercise, which may improve memory, as well as producing other benefits associated with leading a healthy lifestyle. The results correspond with other studies on both humans and rats, which claim to have found broadly similar results.

- **b** Read the extract again and write notes. Then, from your notes, tell your partner the main points of your extract.
- c Decide together which extract is more persuasive and why.

12.4 Student A Exercise 3a and 7a

a Read the notes on the story and prepare to tell it to your partner. You may want to change the order.

footballer woken from a coma after a car crash speaking fluent French

former professional footballer Rory Curtis, 25, suffered serious injuries after crash on motorway 4 years ago

in a coma 6 days → he came round, speaking fluent French. not spoken in twelve years

did not recognize himself in the mirror -> convinced was actor Matthew McConaughey

left the hospital Nov 2012 still able to speak French

mother Vera said: – 'so lucky to be alive. We thought – lose him. – all of a sudden wakes up speaking French.'

Curtis treated with experimental drug learnt to walk again after just two months – and playing football again

- b Tell your story to your partner.
- **c** Listen to your partner's story. Ask questions to find out more information.

3.2 Student B Exercise 6

You are a businessman/woman (choose your area of business). You are going to take part in an interview for a television programme called *Success At Last!* Read your information and be prepared to answer the questions the interviewer asks you about how you have overcome failure/problems in your role. Use phrases to do with success and failure from page 29.

- after university, you got a job in a big company and worked there for ten years
- had lots of new ideas, but no one listened; everyone said your ideas wouldn't work
- · left the company to set up your own company
- borrowed money from in-laws; you and your family had to live on very little money for five years
- it took quite a long time to develop your idea, but it eventually became successful
- now you are a millionaire

1.2 Student B Exercise 9

You work for a company that is becoming global. The company wants to expand into several markets. Your team has been tasked with finding out some important business information about the three countries where there is a possibility of building important markets.

- 1 Look at the information about your country.
- 2 Decide what you are going to tell the other members of your team. Be prepared to talk for at least a minute, and to answer questions.
- 3 When you have finished, listen to the two other presentations. Ask at least one question to get more detailed information.
- 4 Decide which country you think your company should go to first. Give reasons.



- Strong relationships are the key to doing business in Brazil. Be prepared to put a lot of time and effort into establishing them.
- Meetings are run a little differently. They generally start with some small talk, and even finish that way. It's important not to rush or ignore this stage. Don't start the business discussions before the person running the meeting.
- You won't have much success if you just turn up and hope to see someone. Appointments should be made beforehand, preferably at least two weeks before.
- People tend to place more value on what has been agreed verbally rather than on paper. It's not a great idea to assume that all the information has been taken in from the email. Phone or meet to discuss the issue.
- In Brazil, people stand closer to each other than here, and make very strong eye-contact. If you find this a bit unnerving, you will need to get used to it and not come across as stiff and reserved. Make sure you shake hands with people when you say hello and goodbye.
- A smart appearance is essential if you want to be taken seriously. People do not arrive at work in very casual clothes. Your appearance reflects your status.



2.2 Student B Exercise 8

- a Read the information on Warsaw National Stadium.

 Prepare to tell your partner about the stadium, covering:
 - · the type of construction
 - its location and why it was built
 - · any problems experienced
 - its importance and how people feel about it now.
- **b** Tell each other about your constructions. Try to find two things they have in common and two differences.

Warsaw National Stadium (Stadion Narodowy w Warszawie)

- a new national stadium built when Warsaw became a host for the Euro 2012 Football Championships. It won the World Stadium Award in 2012
- · Construction started: October 2008
- Stadium opened: January 2012 with a special rock concert
- · Length: 50 km
- . Cost: €0.5 billion
- Problems during construction: 3 fatalities in 2
 separate accidents; delays in the work and some
 problems with the safety of emergency stairs meant
 that the first planned match was cancelled; the
 project cost €460 million and exceeded its budget;
 engineers had to find a way to raise the central pillar
 of the roof which is 33 m long and weighs 100 tonnes
- Stadium size: over 58,000 seats, the largest football stadium in Poland
- Location: on the east bank of the Vistula river, near the city centre
- People's reaction: Polish people are proud of the arena, which is used for all types of sporting events and concerts



4.1 Student B Exercise 11

a Work individually. Draw a blank 2 x 3 grid in your notebook. Follow the instructions and write your answers in the corresponding boxes in your blank grid.

Write something that wasn't your fault, but that you were held responsible for as a child.	Write an adjective to describe how you would feel if you didn't have any responsibilities.	Write the name of someone you consider to be very reliable.
How many people do you answer to at home or at work?	Write something you are in charge of at work or in a free-time activity you do.	Write something you had to take care of when you were a child.

- b When you are both ready, show your partner the completed grid in your notebook (answers only). Your instructions were different. Ask your partner questions about what they have written. They can only answer 'Yes' and 'No' until you guess correctly.
- **c** Ask at least two more questions to find out more details. Report back one interesting fact to the group.

4.2 Student B Exercise 10

You are part of a team that has been researching into how societies look after different groups of people. You have done some research on the elderly in Asian cultures. You are going to be interviewed by a journalist, so you have some notes from your research which you will use as the basis for your answers.

- traditionally, in many Asian cultures old age: respected + celebrated
- until recently/no elderly relatives living in residential care or alone
- lived in family home cared for by the younger generation
- however/change fast
- many people move to cities to work becoming common for elderly to live on their own
- Japan: five million older people + live alone
- China: law passed recently highlighting need to care for the elderly
- those who fail to do so can be punished with a fine or even prison

4.4 Student B Exercise 8b

You represent an environmental group. The development of tourism will place a strain on local water supplies, significantly increase the risk of water pollution, and threaten the habitat of various marine birds. Your group is keen to ensure that any development takes environmental considerations into account.

What the others don't know: You personally care a lot about this area, but your environmental group doesn't have a lot of resources to fight here as they are fighting a larger campaign in a different part of the country.

Make some notes on your arguments.

5.1 Student B Exercise 5

- a Choose a theme: fashion, work, transport ... Add the correct word to complete each expression, then complete the sentences with your ideas.
 - 1 I clearly remember the day I...
 - 2 I'm not happy about the extent to ______ people ...
 - 3 It's got to the point _____ I ...
- **b** Work in pairs. Read your examples and explain your reasons.

5.2 Student B Exercise 8

You are the inventor of the following solar-powered device. You are competing with Students A and C (also inventors) to get Student D, an investor, to give you money to develop and produce your invention. Think of reasons why this is a good investment.

Mobile phone with an integrated solar panel to provide battery power



7.2 Student B Exercise 8a

- a Write one-word answers to the following:
 - 1 something you would rather not have to do at work
 - 2 the name of a famous sportsperson you wish you could meet or could have met
 - 3 someone you wish you saw more often
 - 4 an activity you do regularly that you'd rather not have to do
 - 5 something in your town you think should have been improved, but hasn't been yet
- **b** Ask Student B about their answers. Ask questions to find out more information about each.

7.4 Student B Exercise 5

Work with a partner. Do two of the negotiations below. Use as many of the phrases from the Language for speaking box on page 72 as you can.

Negotiation 1 You are two friends deciding where to take a third friend for a farewell dinner before s/he departs for a job abroad.

You don't think an expensive meal is suitable, as the friend is only going away for three months, not for ever. Also, you are short of money – you really don't want to spend more than £20 per person.

Negotiation 2 You are two neighbours. Try to come to an agreement about the issues below.

You are a student and you have just finished your exams after months of hard work. You now want to enjoy yourself for a bit, and often invite friends round to socialize, often late into the night. You are worried about the noise, but the area of town where you live is full of students and none of your neighbours has ever complained. But now your neighbour seems unhappy. Try to make sure you can still have your parties, but without alienating her/him, as you have to live next to each other for the foreseeable future!

Before you start your negotiation, think of reasons to back up your position, and possible 'fallback' positions.

Negotiation 3 You are two close colleagues deciding on the day and time of a vital in-company meeting to decide next year's advertising budget.

You would like the meeting to be as soon as possible, even tomorrow, as the budget needs to be decided quickly, and too much preparation will be a waste of valuable time. You think a meeting over lunch and into the afternoon is best, as people need the morning to deal with urgent matters.

8.3 Student B Exercise 6d

Situation 1

You are Chris, an office worker in a large company. You feel you have a great relationship with all your colleagues and enjoy the relaxed atmosphere at work. Your boss has asked you in for a chat.

Situation 2

You are the manager of an expensive clothes shop. You are concerned about the behaviour of one of the younger employees, Alex. You feel he/she behaves in an unacceptable way with customers, using language which is too informal and body language which is too relaxed, especially given the type of customers you have. You need to talk about this delicate situation and ensure a change in his/her behaviour. Use questions from exercise 6c on page 81 and others to discuss the problem.

8.4 Student B Exercise 3

a Look at the photos. They show three situations in which people are celebrating. Talk about two of the photos. Compare and contrast the situations and say what you think the people might be celebrating and how they are feeling. Say which of the two situations you would prefer to be in and why.



- **b** While Student A is speaking, note language they use to speculate and to compare and contrast. Then change roles. Show your photos to Student A. Do the task.
- c After speaking, listen to your partner's feedback. Did you manage to answer all parts of the task?

9.1 Student B Exercise 2

a Read about Ken Robinson. Explain his ideas to a partner in your own words.

IMAGINATION IS THE SOURCE OF ALL HUMAN ACHIEVEMENT

Sir Ken Robinson PhD is a professor of education and an internationally recognized leader in the development of creativity, innovation and human resources in education and in business. He has worked with governments and education authorities as well as with some of the world's top companies. He has written widely about the creative nature of children and about the importance of creativity in ensuring that businesses and organizations have the adaptability and imagination needed to face new challenges. He has also criticized current systems of education, which he sees as excessively focused on science, technology, engineering and maths and on providing a rigid system which leaves little space to develop other skills and abilities in the individual.

b Listen to your partner explaining the experiments he/she read about. Ask questions to get as much information as possible.

10.4 Student B Exercise 4

You are going to spend a day in the city of Metropolis with Students A and C. Here is some information about the city. Use the information to plan the day. You should all agree to the same programme. Include: what to see, where to eat at lunchtime and in the evening, how to get around.

Make sure you use the phrases from the Language for speaking box on page 102.

Spoke to Emma about going to Metropolis. She said: Transport is quite poor – takes at least 30 minutes to get anywhere!

Local food is good, quite heavy and meat-based. Many cheap restaurants. Not much international cuisine. Good, safe, large parks are great for picnics.

Metropolis Radio Tower – opened in 1998 – 325 m tall – on a clear day you can see for 100 km! Open Monday–Saturday 9.00–21.00

Monsieur Roland's Wax Museum – bizarre collection of figures of celebrities and other strange characters from history – take a selfie with David Beckham or Lady Gaga!

9.4 All students Exercise 5a

Bilingual education in Madrid

Introduction

The aim of this report is to examine Madrid's Bilingual Programme in terms of its origins and the way it works in practice. It will also consider the likely consequences of the programme in the future.

Background

In 2004, the Madrid Regional Government introduced a system of bilingual education in primary schools. This innovation came in response to concerns about the level of language proficiency in the region and poor ratings in international tests.

Practicalities

Children in the Bilingual Programme have two class teachers and study three core subjects in English. Consequently, the foreign language is not just an object of study, but the medium of instruction itself.

Results

It is held by many – particularly the local politicians who introduced this vote-winning measure – that the programme has been an unqualified success. Yet in reality, results are somewhat mixed.

While it's quite clear that the introduction of bilingual education has had a dramatic effect on the language ability of some students and, as a result, performance in official examinations has improved considerably, this has not been true across the board. For one thing, success depends on the linguistic proficiency of parents and their ability to support children at home. And given the limited resources allocated to the programme, the quality of language input inevitably depends to a large degree on the teacher's pre-existing proficiency in English.

Future developments

The outlook for English is certainly brighter than it was a decade ago. If things carry on as they are, a significant proportion of children are likely to leave school with a good mastery of the language. The development of bilingual secondary schools in the region will help sustain their progress. Granted, the results will not be uniform across schools and the regional government would do well to ensure that this policy does not increase the divide between richer and less affluent areas. On balance, however, the policy is on course to deliver what it set out to do.

10.1 Student B Exercise 2a

Read the information about the Totnes Pound. Tell your partner:

- · what it is
- · when it was launched
- where it was raunched
 why it was set up
- · how successful it is
- if there are any problems



Another alternative to conventional monetary systems is local currency. One such currency has had a lot of publicity in the UK in the past few years. The Totnes Pound is a digital currency used in Totnes, a small market and tourist town in south-west England with a population of under 8,000. Set up with the equivalent value to one pound sterling, the Totnes Pound is backed by sterling held in a bank account.

The scheme was launched in 2007, as part of a green initiative called Transition Towns, which advocates self-sufficiency by strengthening the economies of small communities like Totnes. The scheme's intended benefits include building up the local economy by keeping money circulating in and around the area; encouraging people to buy local foods, goods and services and thus reduce food and goods airmiles; and encouraging tourists to use local businesses rather than heading off to the bigger towns and cities.

More than 120 local shops accept the currency, and it is easy to pay by mobile phone without the need for people to use physical cash. Transactions are carried out via text message and the money is transferred immediately to the shop's account.

In 2014, the scheme was extended by the issue of notes of £5, £10 and £20, with more than £12,000 (\$18,000 or €17,000) worth of local currency issued.

Totnes is just one of several UK towns to have set up similar schemes, with the aim of keeping money within the local economy, rather than have it 'disappear' to national or international companies. Similar projects have taken off in Ireland, Canada, Mexico, the USA and Italy, with over 1,000 schemes in more than forty countries. However, there is considerable debate about whether they are a positive development or not. Some of the most severe criticism comes from the more radical section of the green movement, which feels the idea is becoming too commercially orientated and is not true to its green roots.

11.1 Student B Exercise 7

- a Read the sentences and use one of them as the start of a story. Work with another Student B to make up a story and try to use two more *a* expressions in your story.
 - I knew I wouldn't be able to convince George to believe me, let alone get him to agree to my suggestion.
 - They always tried to treat the twins alike, but it was clear who the favourite was.
 - It was experiences like this that made him feel completely alive.
- **b** Now change partners and find a Student A. Retell your story.

11.4 Student B Exercise 5

a Prepare to speak about another Asian festival.



The Naadam Festival, Mongolia

where and when it happens

- · Ulaanbaatar, Mongolia
- July 11–13

the origins of this festival

- · Started in thirteenth century to
 - · celebrate community
 - honour mountain gods
- · Also a time for Genghis Khan to select soldiers
- · Re-started in the 1990s
- The name means 'the three games of man'

what happens now

- A countrywide sports festival with three sports:
 - Wrestling (men only) up to 1,024 competitors; no time limit; no size classification; the winner sings a victory song
 - Horse racing 30 km from Ulaanbaatar;
 15–20 km long; riders are 5–13 years old
 - Archery 10-person teams, shooting at a target up to 75 m away

advice for visitors

- Get there for the opening ceremony on 11 July
- Take photos of amazing traditional costumes
- Take extra camera batteries in such low temperatures
- Take protective clothing and drink a lot
- b Present your festival to the group. Your goal is to convince them to go to your festival. Remember to use different ways to give emphasis.
- c Discuss the questions.
 - Who gave the most attractive presentation?
 - Which festival would you each like to visit and why?

12.1 Student B Exercise 7

Work with a partner. You both have an account of Lisa's biggest job, but each has four pieces of missing information.

Take turns to ask and answer questions to find the differences.

Do not show your text to your partner and do not read the text aloud!

Lisa is a top events organizer. She describes her biggest job.

I'm an events organizer, which means that companies and individuals get me to organize parties, conferences or product launches for them. The biggest event I've ever done was a reception to celebrate the fiftieth anniversary of a famous global brand. We had 1 arriving at a five-star hotel in Glasgow. Preparations for the event had started months before, and there were so many different things to think about: we had the food prepared by a top Japanese chef, we had flowers flown in from and we had to get the security sorted out. The company's managers were always ringing me up, trying to get me to 3 , but I ignored them. I won't have the clients interfering too much with my work. Then, the day before the event, I had to say there was a problem, and could we change the venue? Luckily, we managed to get it all sorted out and the event went off with a tremendous bang.

12.2 Student B Exercise 3

- a Read extract B.
 - 1 What type of text is it?
 - 2 How convincing is the evidence?

Extract B

I would like to compliment Julia Pressel on her post, which rightly insists on the importance of good teaching in our schools. I would endorse everything she says. But why, oh why, are we ignoring the benefits that music can bring? I know from personal experience that children studying music usually make substantially better progress, and it has been asserted in several studies over the past few years that there is a noticeable link between studying music and improving your memory. Even the most sceptical observer must acknowledge the evidence to be overwhelming. For this reason, I would urge the teaching authorities not to ignore the evidence which is in front of their eyes and instigate music lessons for all pupils of all ages. If they are in any doubt, they may like to reflect on the fact that most successful education systems around the world emphasize the importance of music.

- b Read the extract again and write notes. Then, from your notes, tell your partner the main points of your extract.
- c Decide together which extract is more persuasive and why.

12.4 Student B Exercise 3a and 7a

a Read the notes on the story and prepare to tell it to your partner. You may want to change the order.

Fifty-three-year-old office worker Doreen Cree to climb Mount Kilimanjaro for a second time because she FORGOT the first time she did it

Doreen - known as Dee - first reached the top of the African mountain 2012

suffered altitude sickness → had to be escorted down by a doctor

her memory blacked out

has five-hour gap in her memory including watching the sunrise from 6,000-metre-high peak

has photographs taken at the top cannot remember

now determined to get the memories back \rightarrow climbing the mountain a second time

Symptoms of altitude sickness

face swelled up → almost unrecognizable

last thing remember -> climbing down

Never got memories back so climbing again

- b Tell your story to your partner.
- **c** Listen to your partner's story. Ask questions to find out more information.

RDAL CINAL C

1.2 Student C Exercise 9

You work for a company that is becoming global. The company wants to expand into several markets. Your team has been tasked with finding out some important business information about the three countries where there is a possibility of building important markets.

- 1 Look at the information about your country.
- 2 Decide what you are going to tell the other members of your team. Be prepared to talk for at least a minute, and to answer questions.
- 3 When you have finished, listen to the two other presentations. Ask at least one question to get more detailed information.
- 4 Decide which country you think your company should go to first. Give reasons.



- Spain's business culture has been going through rapid and fundamental changes. Make sure you are aware of how the organization you are working with is run. Don't make assumptions.
- Business organization is generally based on hierarchy. All decisions are made at the top of the company and rarely delegated. However, internal relationships in a company can often be based on more personal values.
- Managers manage. When they give instructions they expect them to be carried out precisely. They inform the members of their teams on a 'need to know' basis and sometimes even a 'who do I want to know' basis.
 - Building a good relationship is essential. Gaining respect is important and this is earned through showing sincerity and good leadership. Without this, the business will not work.
 - Meetings are for informing people or giving instructions. They are not usually for open debate on the topic. These sorts of discussions happen elsewhere.
 - Punctuality is essential in Spanish businesses. Meetings start on time.
 Although agendas are used, they are often abandoned, as they can be seen as a bit restricting.

3.2 Student C Exercise 6

You are a writer (choose the type of book you write). You are going to take part in an interview for a television programme called *Success At Last!* Read your information and be prepared to answer the questions the interviewer asks you about how you have overcome failure/problems in your role. Use phrases to do with success and failure from page 29.

- · as a child, you wrote lots of stories, but didn't tell anyone
- you went to university and continued writing without telling anyone
- after university, you got a job in an advertising agency writing slogan and adverts
- · you got very bored and wrote your first novel
- no one wanted to publish it, so you self-published it, but it wasn't very successful – it only sold 750 copies
- your second novel (also self-published) only sold 500 copies
- with your third novel, you decided if this one is a flop you won't write any more
- the publisher accepts it and it sells 1,000,000 copies, then you sell the film rights for \$5,000,000

4.4 Student C Exercise 8b

You are the head of the local chamber of commerce. For years now, the area has suffered from increasing levels of unemployment, and young people have been leaving to try and find work elsewhere. The resort could have a dramatic impact on employment and the town, and be a magnet for new investment.

What the others don't know: You have read an unpublished report from the regional government about the cost of providing medical and social services in this increasingly ageing town. They have plans to cut the health budget by 20% unless income can be generated.

Make some notes on your arguments.

5.2 Student C Exercise 8

You are the inventor of the following solar-powered device. You are competing with Students A and B (also inventors) to get Student D, an investor, to give you money to develop and produce your invention. Think of reasons why this is a good investment.

Solar ovens are a valuable addition to many rural communities in developing countries that are too remote to receive gas or electricity supplies.



6.2 Students C and D Exercise 10

a Complete the texts with phrases from pages 58 and 59, exercises 2, 8 and 9.

Case study 2: David

David lives with two flatmates, Peter and are studying to become doctors. After a his flatmates' behaviour is 1 and this is starting to affect the starting to a starting to	about a month, David's		
studies. Peter and Harry take a very 3_	attitude		
to life, and David often finds them 4	the		
apartment when he comes back home - watching TV or			
playing computer games. They often invite friends over			
to their house for a noisy 5 w	vhich goes on		
long into the night and drives David 6	They		
leave the apartment in a mess, which D	David feels he has		
to clear up. The result of all this is that David is now a			
7 and can't concentrate on a	anything. His		
coursework is suffering, and his grades a	are getting worse.		

b Discuss the case together, and come up with three recommendations as to what David should do. Be prepared to explain your case, and your recommendations, to Students A and B.

10.4 Student C Exercise 4

You are going to spend a day in the city of Metropolis with Students A and B. Here is some information about the city. Use the information to plan the day. You should all agree to the same programme. Include: what to see, where to eat at lunchtime and in the evening, how to get around.

Make sure you use the phrases from the Language for speaking box on page 102.

Spoke to Hiroshi and Nadia about going to Metropolis. They said:

Not a good city for walking – distances are huge, it's v. crowded and lots of pickpockets.

Parks are very large and green, but a long way from city centre.

The wax museum is great, but don't expect the wax figures to actually look like the people they represent!!!

Roman amphitheatre -

built in early second century

– one of the largest in the
world outside Europe –
open every day 9.00–13.00

– concerts every Saturday
evening.

Central Market -

full of interesting stalls with second-hand and retro clothes, cheap antiques, souvenirs and other goods (watches, jewellery, glassware).

Student C **11.4** Exercise 5

a Prepare to speak about another Asian festival.



The Basant Kite Festival, India and Pakistan					
where and when it happens	 Across the Punjab in Northern India and parts of Pakistan Normally January or February 				
the origins of this festival	 A seasonal festival to mark the start of spring Traditionally involved flying kites and holding markets Goes back to the eighteenth century It's a festival in different religions (Hindus, Muslims and Sikhs all celebrate it) 				
what happens now	 People in many areas wear yellow clothes and eat rice coloured with saffron; houses are decorated with yellow flowers Kite-flying competitions Singing and dancing are part of the celebration Fairs and markets 				
advice for visitors	 Go and look at the incredible kite markets Take photos of amazing traditional costumes Watch some of the kite-flying competitions 				

- **b** Present your festival to the group. Your goal is to convince them to go to your festival. Remember to use different ways to give emphasis.
- c Discuss the questions.
 - Who gave the most attractive presentation?
 - Which festival would you each like to visit and why?

Student D 3.2 Exercise 6

Student D, you are the interviewer. You are going to take part in an interview for a television programme called Success At Last! You will be interviewing the successful people: a sportsperson, a business person and a writer. Use phrases to do with success and failure from page 29.

Think of five or six questions you can ask each person to find out how they overcame failure/problems to achieve great success. You could ask about:

- · their early life
- · what dreams they had
- · how they started their working life
- · what difficulties they overcame
- how they knew when they were a success

Decide whether to ask each person the same question in turn, or whether to ask one person several questions, and then move on to the next interviewee.

Student D **Exercise 8b**

You are the director of a chain of holiday resorts. Constructing in this area represents a fantastic opportunity for your business, and you are keen to build a large complex with over 500 beds. Your company stands to make a lot of money here, and you are very keen to come away with a positive outcome.

What the others don't know: You are aware of the ecological impact the plan could have and are prepared to make a substantial donation to local environmental groups to avoid their opposition.

Make some notes on your arguments.

Student D 5.2 Exercise 8

You are an investor with an interest in solar-powered technology. You have invited three inventors to come and present their latest ideas, but you can only invest in one project. Prepare questions you can ask about the invention, the means of production and how the product can be promoted.

Grammar reference

1.1 Comparing

GR1.1)))

- 1 The USA is almost as big as Canada.
- 2 The SR4 model is slightly less expensive than the SF4.
- 3 I haven't got nearly as many friends as I used to have.
- 4 The more you practise, the easier it gets.

We can use various words and structures to express the degree of difference between things we are comparing. Some of the most common and useful words and structures include:

- nowhere near/nothing like/(not) nearly/not/not quite/almost/ just/every bit/twice/three times + as (adjective/adverb) as
 Life is nothing like as simple as it used to be.
 He's every bit as argumentative as he always was.
- much/far/a lot/a great deal/considerably/significantly/10%/five hours/a little/a (little) bit/slightly/no + comparative adjective or comparative adverb

The internet is **a great deal faster** than it was a few years ago. This engine runs **30% more efficiently**.

much/many/far/a great deal/a lot/a little/a bit + more/fewer/less
 + noun

You've got far more Facebook friends than me. I have a lot less free time than I used to.

as much/many + noun as

There isn't **as much pollution as** there used to be in city centres.

• the more ... the more ...

We can use this structure when one situation automatically results in another situation. We use *the ... the* with the comparative forms of adjectives/adverbs, verb clauses and nouns.

With most computers, **the bigger** the memory, **the more expensive** it is.

The longer you work, the more money you earn.

Remember that we use *fewer* and *many* with countable nouns and *less* and *much* with uncountable nouns. We use *more* with both countable and uncountable nouns.

There are **many fewer cars**. There is **much less traffic**. There is **much more traffic**.

We can use *more and more, fewer and fewer, less and less*, + noun and *bigger and bigger, longer and longer*, etc. to give emphasis and to show the difference is increasing.

More and more people are working for less and less money these days.

Computer memories are getting bigger and bigger all the time.

Complete sentences 1–8 with the words in the box.

а	in hour	far	fewer	less	no	nothing like	quicker	the
1						as good as the follow-up		
2			is here's n			er than the on son.	ie we stay	ed in
3			New York			a landline tha se mobiles th		
4			ng a lot ive as m			_ money thes in.	se days ar	nd
5	Broad all the			are g	ettin	g quicker and	d	
6			ctly the			r than that oi	ne. In fac	t,
7	The m			into s	omet	hing,	mor	e
8	It take	s		_long	er to	go by bus tha	an by trai	n.

Read the blog comparing life in the 1970s with life now. Choose the correct alternative.

Looking back to when I was a child in the 1970s, I seem to remember that life was ¹ fewer / less / much hectic and kids were ² a lot / many / more happier to make their own amusement and didn't need to always be looking at a screen of some description. There were generally ³ fewer / much less / nothing like distractions in those days. And the less we had, ⁴ we more / the more we / more we entertained ourselves. I think it made us ⁵ much / more / considerably independent and creative than a lot of kids today.

It seemed a ⁶ just / much / lot safer environment for kids. We could play outside all day without anyone worrying about where or how safe we were. There was ⁷ less and less / much less / nowhere near traffic on the roads and we often used to play in the streets.

I think food was ⁸ every bit / quite a bit / quite healthier in some ways. It wasn't ⁹ quite / as much / as varied as it is today but at the same time there wasn't ¹⁰ as many / as much / less junk food or pre-prepared convenience foods. To be honest, I think in many ways we were ¹¹ a lot / a lot more / more and more healthier.

At school, we didn't learn ¹² as many / a great deal / nothing like as many subjects as there seem to be today, but we did learn the basics very well. I think my generation's English, for example, is ¹³ far more / every bit / a lot better than a lot of kids today.

1.2 Continuous forms

GR1.2))

- 1 The internet isn't working.
- 2 Were you still living in London in 2012?
- 3 We've been waiting for ages.
- 4 How are you liking your new job?

We generally use the continuous form of a verb to talk about temporary actions, events or situations which are in progress and incomplete at a specific time. This could be:

- in progress now or around now.
 I'm reading a great book at the moment.
 Is it still raining?
- in progress at a time in the past or at the time of a past event.
 I saw you the other day. You were driving along James Street.
- in progress at a particular time in the future.
 This time tomorrow, we'll be flying over the Atlantic.

To express that an action, event or situation started before a particular time and continues up to that time, we use a perfect tense. The action, event or situation either stops at that time, or just before it, or continues after it.

- in progress up to now.
 - It's been raining all morning.
- in progress up to a time or up to an event in the past.
 We'd been driving around for about half an hour before we found the building.
- in progress up to a time or up to an event in the future.
 By the time I retire, I'll have been working here for 35 years.

Note that we can sometimes choose between the simple and the continuous form. The continuous form tends to emphasize and focus on the activity in progress and the simple tends to emphasize and focus on the complete event or situation as a whole.

Another worker was teasing a small boy.

Another worker teased a small boy.

We'd been driving around for about half an hour before we found the building.

We'd driven around for about half an hour before we found the building.

We also tend to use the simple form to express things which we see as permanent or a fact rather than temporary. Compare: I work in the city centre.

I'm working in Bristol this week.

We do not usually use the continuous form when we talk about states with verbs such as *like, know, think, seem,* etc.

I really like your website.

Do you know anyone who lives in Edinburgh?

However, for some verbs (e.g. *like, be, hope, think*), we can sometimes use the continuous form to express or emphasize that the state, feeling or attitude is at a particular time and possibly temporary.

I'm thinking it's not such a good idea.

		of the verb.
1	A	(you / wait) long?
		Just five minutes. There should be a taxi soon.
2	A	(it / still / snow)?
	В	It stopped a few minutes ago.
3	A	I'll call you around 7.00 or 8.00.
	В	We (have) dinner then. Can you call a bit earlier, say sixish?
4	A	How (your new job / go)?
		It(go) fine, thanks. But so far, I
		(just / met) people and (get) to know everyone.
5	A	I saw you earlier. You (come) out of Kiara's house.
	В	Oh yes, I (help) her with some work. Her company (look) into upgrading their computers and I (help) her get up to speed with the latest models.

Complete the convergations with the correct continuous

2 Choose the correct options to complete the text.

Learning and teaching approaches in higher education ¹ constantly evolve / are constantly evolving. In recent years, many academics ² have increasingly used / have increasingly been using web and online technology to experiment with new approaches to teaching. A recent study ³ has revealed / has been revealing that such technology ⁴ has completely changed / has been completely changing the way that some academic staff teach. The study ⁵ shows / is showing that a large percentage of lecturing staff ⁶ more and more turn to / are more and more turning to technologies such as Wikis, blogs, podcasts and Twitter to supplement traditional face-to-face methods on a day-to-day basis.

Many scientists ⁷ believe / are believing that within fifty years humans ⁸ will have colonized / will have been colonizing Mars and that a whole community ⁹ will live / will be living there. Plans for a one-way manned mission to Mars ¹⁰ are currently developed / are currently being developed and it is predicted that by the end of the century, humans ¹¹ may travel / may be travelling between Earth and Mars on a regular basis.

A study ¹² has indicated / has been indicating a recent increase in the biological signals of global warming across a range of environments. Scientists ¹³ have known / have been knowing for some time that species which are adapted to warmer habitats ¹⁴ have increased / have been increasing in numbers, but they now appear ¹⁵ to increase / to be increasing at a significantly quicker rate than previously recorded.

2.1 Noun phrases (1)

GR2.1))

- 1 This is my last day at work.
- 2 There are thousands of fossils along this coast.
- 3 Who's that person talking to the Managing Director?
- 4 It was the company's most successful product.

A noun phrase is a main noun (the head noun), the parts which come before the main noun (pre-modification) and the parts which come after the main noun (post-modification).

- Pre-modification can consist of determiners (e.g. a, the, some, several, every), numbers and ordinals (six, thousands of, first, etc.), possessives (e.g. my, their, the organization's), adjectives and adverbs + adjectives (e.g. unusual, biggest, really incredible) and nouns (e.g. TV, government, family).
- Post-modification can consist of prepositional phrases (e.g. of butterfly, with my colleagues, for students) and relative clauses (e.g. which ever lived, standing by the window, made from glass).

He told me a really interesting story about his childhood. This is my first meeting with my new colleagues. It's a family business selling hand-made chocolate.

There are several unusual <u>species</u> of butterfly which live only in this area.

Who's the tall woman with short hair standing by the window?

 We can also use adverb phrases (e.g. in the world, by train, in the Amazon) although these tell us more about where, when and how rather than adding detail to the head noun.

There are many Indian communities in the Amazon. We had a meeting on Monday.

A noun phrase can be the subject, object or complement of a sentence.

The book you ordered the other day has arrived. (subject)
Have you seen the magazine I bought this morning? (object)
A lynx is a member of the cat family. (complement)

1 Underline the complete noun phrase for each head noun in bold.

The tarsier is a small nocturnal **primate** found in the rainforests of South-East Asia. It is the only fully predatory **primate** in the world. The tarsier feeds on lizards and insects and is even known to catch birds in mid-flight. The tarsier's most remarkable **feature**, however, is its enormous **eyes**, which, relative to body size, are the largest **eyes** of any mammal. The tarsier's **eyes** are fixed in the skull and can't turn in their sockets. To compensate for this, the tarsier has a very flexible **neck** capable of turning over 180 degrees. Because of the huge **size** of its eyes, the tarsier has extremely acute **eyesight** and superb night **vision**. However, like many **animals** which are active primarily at night, they are thought to have very poor colour **vision**.

- In the noun phrases in exercise 1, a) identify each of the pre-modifying components as either a determiner, number, possessive, adjective or noun and b) identify each of the post-modifying components as either a prepositional phrase or a relative clause.
- 3 Complete the texts by putting the words in brackets in the right order to make noun phrases.
 - 1 Research has shown that chimpanzees are capable
 of making _____
 (for the future / relatively / plans / intricate).
 - 2 The dung beetle is thought to be _____ (in the world / the / insect / strongest). It can pull

(its / weight / over 1,000 times / body / own). This is equivalent to a human being pulling around 80,000 kilograms.

3 American William James Sidis is believed to be

(wł	no ever lived / human / most intelligent / the). He was
.,	odigy / a / child / mathematical / exceptional /
	many languages / mastery / a). He is reported to ve had
	/a/of over 250 / staggering).
	e / sent into space / animals / first) were insects and ce. In 1957,
33	lled Laika / a / dog / Russian) was the first animal enter into
	ound the Earth / orbit). Laika died during the tht, as was intended, because
(to dev	return from orbit / technology / the) had not yet been veloped. Today, many animals spend time in space part of
(ini	vestigating the physiological effects / experiments / of

spending time in space / numerous).

2.2 Perfect forms

GR2.2))

- 1 Have you met before?
- 2 They've been planning the development for years.
- 3 When I got into the house, I realized that I'd left my bag in the taxi.
- 4 Do you think you'll have left by noon?
- 5 Everything seems to have gone quite well.

We use perfect forms to connect a point in time (in the present, past or future) with something that came before this time. The main uses are usually (1) when the earlier event or situation is finished, but has an impact on the later time or (2) when the earlier event or situation continues up to the later time.

- The present perfect connects now with something in the past.
 The building work hasn't started yet.
 I've lost my passport.
 I've only worked here since March.
- The past perfect connects a point in the past with something before it.

At that time, people **had been using** the potter's wheel for several centuries but it **hadn't** yet **been used** to create a means of transport.

 The future perfect connects a point in the future with something before it.

We'll have made a final decision by the end of the week.

We can also use the perfect infinitive (e.g. to have done).
 We're hoping to have finished the research by the end of next month.

The perfect can be used in both simple and continuous forms.

 The continuous generally expresses or emphasizes duration or repetition and can be used to put a focus on the activity or the 'doing'.

2

We've been waiting for about half an hour. I've been working a lot recently.

 The simple generally expresses or emphasizes completion and result and there is no particular focus on the activity or the 'doing'.

We've waited long enough. Let's go. I've worked over sixty hours this week.

1 Complete the text using the correct perfect form of the verbs in the boxes.

b	е	develop	enable	improve	e tra	vel		
o th fr li	ften nen reel ves nes	l a hundred n n, innovation ly and as a s. Specialis be innovation vations in	very fa ons in tran result ³ _ t enginee ons and b	r from th nsport ² rs ⁴ elow are	eir hoi dram i some	me. How us to atically respons of the k	trave ible fo	since I more our many of gineering
b	е	become	change	reach	ride	see 1	take	
Т	he	bicycle						
a fo th p ir p	nd orm ne l rev n a roc	modern bi in that tim n or its bas bicycle car riously matter of luction and cle at som	ie it /ic mechai nnot be ov da hours. Too d low cost	ha nics. The verstated ays on foo day, thank t, just abo	indly _ impor ; journ ot wer ks to ir out eve	tance of eys whi e sudde nnovatio	_ its f ch ⁸ _ nly po ns in i	ssible nass
Т	he	automob	ile					
n n n s	evo nore i ym	indred yeaa c lutionary r e reliable at bol of pers on the roat	ar, let alor manufactu and afford he world's sonal free ads and it	ne driven uring prac lable to th s major m dom. Tod is estima	in one ctices one ne mas node o ay, the nted th	e. Yet to which hasses, the f transpere are c at this f	day, thave me autoriortation ortation over a igure	nanks to ade cars mobile on and billion
		plete the						ackets in
		orrect pe		-				
1	2000	330						ong?
	В	Not real	ly. Just al					when we
		got here			(just / ic	ave	when we
2	C	ome roun					en.	
3	A	What ar	e you loo	king for	?			
		100	se) some					
	В	Yes, my	3,500					
4	Λ	We were	verywhei		mooti	ina		
4	Л		/ start) v					
	В	Yes, I kn			3500			(just /
			o Joanna					
5	A	When d	id you lea	ave Cope	enhag	gen?		
	В							e) there for
		about te	n years.	lt was tir	ne to	move o	n.	

3.1 Auxiliary verbs

GR3.1))

- 1 I did enjoy that meal last night.
- 2 I'm not so keen on football. I do like rugby, though.
- 3 I'm not sure I'm going to go to the show, but I might do.
- 4 RBC have reduced their prices and so have CityLink.

We use auxiliary verbs to form continuous and perfect tenses (e.g. I'm leaving. We've finished.), to form the passive and causative voices (e.g. The business was closed down. We had the office redecorated.), to form questions and negatives (Did you see them? I don't understand.) and in question tags (It opened last year, didn't it?). Auxiliary verbs also have two other key uses.

Emphasis

We use the auxiliary verb *do* to add emphasis in the present or past simple. In speaking, the auxiliary verb *do* is stressed ...

- to add emphasis to an idea in general:
 I do think we should talk to James Evans.
 Do let me know if you need any help.
- to emphasize a contrast or what is correct:
 I didn't like the starter, but I did enjoy the main course.
 I thought it wasn't important, but in fact it does make a big difference.

To add emphasis with tenses and forms that already have an auxiliary verb, we stress the auxiliary verb.

I am being serious.

I have called him.

Replacing words (substitution)

We often replace verbs and verb phrases with an auxiliary verb to avoid repeating the verb or verb phrase. For present and past simple tenses, we use a form of *do*.

I don't drive, but a few of my colleagues do. (do = drive)
They arrived a few minutes before I did. (did = arrived)
I haven't been there, but Zoe has, I think. (has = has been there)
I don't like opera. – Oh, I do. (do = like opera)
Have you had lunch? – Yes, we have. (have = have had lunch)

We can also use a form of do + so. This is usually in more formal contexts and only when referring to the same subject as previously mentioned. We do not usually use do + so in short replies. We should all try to do some physical activity each day. The benefits of **doing so** are obvious.

We will move to bigger premises, but we're not going to **do so** for a year or two.

They said they'd arrange a meeting, but I don't think they've done so yet.

We also use auxiliary verbs in short replies with *so/neither/nor*. I don't think it's a good idea and neither **does** Mary Jones. I spoke to Karen this morning. – So **did** I. We're not going. – Nor **are** we.

- 1 Add the auxiliary verb *do* before one of the verbs in each sentence to add emphasis. Make any other necessary changes to the verb.
 - 1 The weather wasn't so great, but we have a good time.
 - 2 I wish I played a musical instrument.
 - 3 The conference was OK, but I thought the venue needed to be a bit bigger.
 - 4 Give me a call if you are ever in Manchester. It would be great to see you again.
 - 5 David's really nice, but he talks a lot, doesn't he?
 - 6 I used to live in Geneva, so get in touch if you have any questions about the place.
- Rewrite the sentences using an auxiliary verb to avoid repetition. Use do + so where appropriate.
 - 1 A lot of my colleagues don't seem to like the new office, but I like the new office.
 - 2 We'll get married one day, but we're not going to get married just yet.
 - 3 I didn't speak to Ulrich. I think Erika spoke to him, though.
 - 4 If you haven't finalized the itinerary, you need to finalize the itinerary as soon as possible.
 - 5 We won't be at the meeting. However, Donatella and Chiara will be at the meeting.
 - 6 We absolutely must get the product launch 100% right. Not to get the product launch 100% right will be a financial disaster.
- 3 Rewrite the sentences or the replies using so, neither or nor to make it more natural.
 - 1 The managers didn't like the proposal and the workers also didn't like the proposal.
 - 2 A few people in my department speak French and I also speak French, actually.
 - 3 A I can't make it to the meal on Friday, sorry.
 - **B** Don't worry. I also can't make it to the meal on Friday.
 - 4 A I think I'm going to be a little late.
 - **B** Yes, I think I'm going to be a little late too, actually.

3.2 Articles

GR3.2))

- 1 I saw a great film last night.
- 2 Would you recommend the hotel you stayed in?
- 3 Did Oscar go to university?

There are a number of rules about the use of the indefinite article (a/an), the definite article (the) and the zero article (-). Some of the main uses include:

a/an

 The basic use of a/an is when we are talking about something specific, but we don't know or we don't specify the exact thing, for example, when we first mention something.

Do you support a football team?

 We also use a/an when we are talking in general about one example of a class (but not about the whole class).

Most of my friends support a football team.

We also use a/an in phrases such as once a week, twice a year.
 I generally go to the cinema once or twice a month.

We use *a* before a consonant sound and we use *an* before a vowel sound.

a game a university an hour an umbrella

the

 The basic use of the is when both the speaker and the listener know the specific thing being talked about, for example, because it has previously been mentioned or when it is the only one.

I can't remember **the** name of **the** team that Lucas supports. What was **the** film you saw last night?

• We also use *the* with a singular, countable noun to talk in general about a whole class.

The dolphin is the most intelligent animal after humans.

 We also use the with a plural or uncountable noun + of + phrase to generalize.

The establishment of a new political party is very complex.

No article (or zero article)

 The basic use of no article is with uncountable or plural nouns when we are talking about people or things in general.

Do you like football? I hardly ever watch films.

 We also use no article with certain nouns when we are talking about the use of these things for their main purpose.

We're having a few problems at work at the moment.

 We also use no article after phrases like amount of, number of, kind of, sort of.

A great number of sports stars earn millions every year.

Complete the conversations with a/an, the or – (no article). 1 A What kind of ___ sports do you like? **B** I tend to like ___ ball sports, such as ___ rugby and football. 2 A How are ___ things at ___ work at the moment? B Chaotic! We're in ___ middle of moving to ___ new office. 3 A I can't wait for ___ World Cup next month. Four weeks of ___ football! **B** Well, I'm not really very interested in ____ football, to be honest. But I might watch ___ game or two. 4 A Do you know when ___ bicycle was invented? B It was in mid-1800s, I think. It was invented by ___ blacksmith from Scotland, I think. 5 A How often do you go to ____ football match? B Oh, not often. Maybe three or four times ___ season. I'm not ____ big fan. 6 A You're Chelsea fan, aren't you? **B** Yes, that's right. I've been ___ fan all my life. A Well, I was just reading that according to some research into ___ profile of ___ football club's typical fan, ___ average Chelsea fan watches TV for

around thirty hours ___ week and their favourite

2 Complete the text with a/an, the or – (no article).

programmes are ___ soap operas.

1 sport psychology is 2 interdisciplinary science that
draws on 3 knowledge from 4 number of 5 related
fields including 6 biomechanics, 7 physiology,
8 kinesiology and 9 psychology. It involves 10 study
of how 11 psychological factors affect 12 performance
and how ¹³ participation in ¹⁴ sport can in turn affect
15 psychological and 16 physical factors. In addition to
enhancing ¹⁷ psychological skills for ¹⁸ improvement of
¹⁹ performance, ²⁰ applied sport psychology may also
include ²¹ work with ²² athletes, regarding ²³ injury,
²⁴ rehabilitation, ²⁵ team building and ²⁶ career
transitions.
²⁷ key area of study within ²⁸ sport psychology is ²⁹
relationship between ³⁰ personality and ³¹ performance
and 32 sports psychologists tend to focus on four key
personality characteristics which are desirable in ³³ top
athlete: 34 strong self-belief in their ability to perform well,
35 internal motivation to be successful, 36 ability to focus
one's thoughts and feelings without ³⁷ distraction and ³⁸
composure under ³⁹ pressure.
40 athlete's motivation is also 41 key factor that 42
sport psychologist needs to take into account. Those who play or perform for ⁴³ internal reasons, such as ⁴⁴ enjoyment
and satisfaction, are said to be intrinsically motivated, while
people who compete for ⁴⁵ external reasons, such as ⁴⁶
money, are extrinsically motivated.

4.1 Expressing degrees of obligation

GR4.1))

- 1 We had to wear a uniform when I was at school.
- 2 We don't need to buy tickets in advance.
- 3 You can't vote until you're eighteen.

We can express different degrees of obligation, prohibition, necessity and advice with modal verbs (e.g. *must, can't*), semi-modal verbs (e.g. *have to, ought to*) and other phrases (e.g. *supposed to, not necessary*). Some common and useful uses include:

Obligation

We use *must*, *have to* and *have got to* to express obligation. *Have got to* is generally used in more informal contexts. We use *had to* as the past tense of both *must* and *have to*.

You **must/have to/'ve got to** be eighteen to vote in the UK. We **mustn't** be late for the meeting.

- We can also use need to to express obligation and necessity.
 You need to be eighteen to vote in the UK.
- In more formal contexts, we can also use phrases such as *be compulsory* and *be obligatory*.

The use of seatbelts is obligatory.

 We also use be supposed to, but this can imply that people sometimes may not comply.

We're supposed to be in the office until 5.30.

Lack of obligation

We use *don't have to* to express a lack of obligation, in other words to say that someone is <u>not</u> obliged to do something.

You don't have to go to the meeting, but it may be useful for you.

- We can also use don't need to or needn't.
 You needn't be here until 7.30.
- We can also use the phrase be not necessary.
- It **isn't necessary** to go to the meeting.

Prohibition

We use *can't*, *couldn't* and *not be able to* to express prohibition. *In the UK, women couldn't* vote until 1918.

We can also use be not allowed.

You're not allowed to smoke here.

 We also use be not supposed to, but this can imply that people sometimes may not comply.

We're not supposed to park here.

Advice/suggestion

We use should(n't), ought to and must(n't) to give advice and make strong suggestions.

You **shouldn't** eat so much junk food.

 We can also use had better (not) to express what we think is the correct or best thing to do.

We'd better leave now before it gets dark.

	ewrite the sentences so the meaning is the same using a words in italics.
1	You have to have at least third party insurance to drive a car. <i>compulsory</i>
2	I think we have to go to reception when we arrive. supposed
3	The best thing for us to do is leave before it's too late. better
4	You don't have to give your personal details. <i>obligatory</i>
5	Can we take photos in the gallery? allowed
6	You don't have to wait if you don't want to. necessary
7	I don't think we should be doing this. supposed
8	I think you ought to speak to your boss about it. advice
-	Timik you ought to speak to your boss about it. autrice
	omplete sentences 1–8 with <u>one</u> word.
C	
C R	omplete sentences 1–8 with <u>one</u> word.
C R	omplete sentences 1–8 with <u>one</u> word. ules and laws from around the world
C(R)	omplete sentences 1–8 with <u>one</u> word. ules and laws from around the world You run out of petrol on Germany's
Co Ru 1	omplete sentences 1–8 with <u>one</u> word. ules and laws from around the world You run out of petrol on Germany's autobahn. Walking on an autobahn is also illegal. In Victoria, Australia, the law states that only a licensed
C (R) 1 2	omplete sentences 1–8 with <u>one</u> word. ules and laws from around the world You run out of petrol on Germany's autobahn. Walking on an autobahn is also illegal. In Victoria, Australia, the law states that only a licensed electrician is to change a light bulb. In Canada, one out of every five songs on the
C (R) (1) (2) (3) (4)	omplete sentences 1–8 with one word. ules and laws from around the world You run out of petrol on Germany's autobahn. Walking on an autobahn is also illegal. In Victoria, Australia, the law states that only a licensed electrician is to change a light bulb. In Canada, one out of every five songs on the radio be sung by a Canadian. Until 1984, Belgians to choose their children's names from a list drawn up in the days of Napoleon. In Singapore, you sell chewing gum. It is against the law and a first offence can incur a fine of up
C(R) 1 2 3 4	omplete sentences 1–8 with one word. ules and laws from around the world You run out of petrol on Germany's autobahn. Walking on an autobahn is also illegal. In Victoria, Australia, the law states that only a licensed electrician is to change a light bulb. In Canada, one out of every five songs on the radio be sung by a Canadian. Until 1984, Belgians to choose their children's names from a list drawn up in the days of Napoleon. In Singapore, you sell chewing gum. It is against the law and a first offence can incur a fine of up to S\$100,000. Under Australian law, it is for all eligible
Co Ru 1 2	omplete sentences 1–8 with one word. ules and laws from around the world You run out of petrol on Germany's autobahn. Walking on an autobahn is also illegal. In Victoria, Australia, the law states that only a licensed electrician is to change a light bulb. In Canada, one out of every five songs on the radio be sung by a Canadian. Until 1984, Belgians to choose their children's names from a list drawn up in the days of Napoleon. In Singapore, you sell chewing gum. It is against the law and a first offence can incur a fine of up to S\$100,000.

4.2 Passives

GR4.2))

- 1 The rooms are cleaned every day.
- 2 A report has been commissioned.
- 3 The film is estimated to have cost over \$200 million.
- 4 We should be told the verdict later today.

Form

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

The case **is being discussed** at the moment.

I **can be reached** on 07910 329490.

A decision **is going to be made** as soon as possible.

The problem seems **to have been resolved**.

The house will need **to be decorated/redecorating**.

Use

We use the passive for various reasons:

 to allow the main focus (usually the existing topic) to come at the beginning of the sentence or clause. If we say who or what does the action (the agent), we use by.

And here is the new sports centre, which **was opened** in 2015. It was officially opened **by** the mayor.

 to keep the focus on the action by not mentioning the agent, usually because the agent is not known, not important or obvious.

Jim has been offered a new job.
Billions of emails are sent every day.

 to create a more impersonal or objective style, for example in official, business or academic contexts.

All persons will be searched on entering the building.

 to report information using verbs like believe, claim, estimate, expect, hope, report, say, think, reckon, rumour and understand.

It is expected that the building work will take up to six weeks.

We can form the passive with *get* instead of *be* in informal contexts, especially in speaking. We most commonly use *get* for things that are unplanned or that happen by accident or unexpectedly.

We **got stopped** by the police on the way here. A few things **got broken** during the party.

Members of the public must not leave bags unattende
Someone posted the first YouTube video in 2005.
A virus seems to have caused the problem.
They are going to open the new health centre next month.
Scientists believe that a few children born today will live to be 130.
They have arranged for someone to meet them at the airport.
The prisoners escaped without anyone seeing them.
Someone needs to clean the windows.

2 Put the verb in brackets into the correct form of the active or the passive.

-17 / 1.4
China's population-control policy that 1 (restrict)
couples to having only one child ² (introduce)
in 1979 and 3 (originally / intend) to last for one
generation. It 4 (estimate) that since 1979, up to
500 million births ⁵ (prevent) as a result. In other
words, without the policy, there would currently be up to
half a billion more people in China. In recent years, however,
the one-child policy 6 (relax). In 2014, the rule
7 (change) so that couples in which one member is
an only child 8 (now / allow) to have two children
and families in rural areas can have two children if the first is
a girl. However, despite the policy ⁹ (relax), to have
more than one child, permission needs ¹⁰ (obtain)
from the authorities and background checks need
11 (make). This perhaps partly ¹² (explain)
why the number of couples choosing to have more than one
child is not as high as ¹³ (expect). The situation
14 (closely / monitor) by the Chinese authorities
and it 15 (expect) that the restrictions may
16 (relax) even more in the future.

5.1 Relative clauses

GR5.1))

- 1 Where's the magazine that I bought this morning?
- 2 Jana's the girl standing next to the door.
- 3 There are many things which I'm grateful for.
- 4 Is this the hotel where we stayed last year?

Relative clauses can be used to identify who or what we are talking about (identifying relative clauses), or to provide additional information (non-identifying relative clauses).

Identifying relative clauses

A relative clause directly follows the thing it is identifying. We
use the relative pronouns who/whom (for people), which (for
things), that (for people or things) and whose (for people).

The woman **who called earlier** is here. Have you seen those documents **which were on my desk?** There's the guy **whose party we went to**.

 We can leave out the relative pronoun when it identifies the object of the verb.

Is that the shirt you bought yesterday? or Is that the shirt **that** you bought yesterday?

 When a relative pronoun is followed by be, we can usually leave out be and the relative pronoun. This is sometimes known as a reduced relative clause. This occurs with continuous tenses, the passive and prepositional phrases and adjectives.

They've found the money stolen in the robbery. or They've found the money **which was** stolen in the robbery.

 Verb/Adjective/Noun + preposition combinations usually stay together.

What's that song you were **listening to** a few minutes ago?

We can use the relative adverbs when and where.

Christmas is a time when families get together.

We can leave out *when* after some 'time' words and *where* after *somewhere, everywhere, anywhere* and *nowhere*.

The 6th is the day we get back from our holiday. or The 6th is the day **when** we get back from our holiday.

Do you know anywhere we can get a coffee? or Do you know anywhere **where** we can get a coffee?

Non-identifying relative clauses

 A non-identifying relative clause can add information to a noun or can comment on the whole of a previous clause. It is separated with a comma from the thing it is adding information to.

He was born in Cowley, **which is a suburb of Oxford**. Redgrave, **whose political heyday was in the 1980s**, died in 2007

They went €2 million over budget, which meant cuts had to be made elsewhere.

• We use the relative pronouns, *which, who* or *whose*. We do not use *that* in a non-identifying relative clause.

He was born in Cowley, that is a suburb of Oxford.

	nere it is needed.
1	A megalomaniac is a person has an obsessive desire for power.
2	'Power politics' is a form of international relations in nations protect their own interests by threatening one another with military, economic or political aggression.
3	Scientists believe that the first person will live to be 130 is already alive today.
4	Mark Twain once defined a literary 'classic' as a book people praise and don't read.
5	The actress Marilyn Monroe once said that Hollywood is a place they'll pay you a thousand dollars for a kiss and fifty cents for your soul.
6	The SI unit of power is the watt, is named after the eighteenth-century scientist and engineer James Watt.
7	Valentine's Day is a time people show feelings of love, affection and friendship.
8	A constitutional monarchy is a form of government has a king or queen as Head of State. A republic, in contrast, is a form of government headed by an elected individual such as a president.
	wl 1 2 3 4 5 6 7

Make the text more natural by deleting the words in bold which can be left out.

With its two universities, Oxford is a city which has a celebrated academic tradition and a place where students and student life are central to its character. However, a report which was put together by a group of Oxford residents states that there are many more students who are living in the city than the universities claim. In documents which have **been** presented to the council, it is claimed that the number of homes which are rented by students has gone up and is above the limit which was set by the local council. The Oxford Residents' Association, which produced the report, spent several months investigating houses which are registered as student homes as well as those which it claims are unregistered, but in which students are living. A spokesperson said, 'There are hundreds or even thousands more students who are living in the city than the university claims. While we welcome a lively and dynamic student community, there are an increasing number of issues, such as noise and other disturbances, which need to be addressed."

5.2 Quantifiers

GR5.2))

- 1 All three test flights were 100% successful.
- 2 You can take either bus. They both go to the station.
- 3 Neither Mercury nor Venus has any moons.
- 4 Have you got much money on you?

all

 We use all before numbers and plural nouns. We also use all of the or all the + plural and uncountable nouns.

All of the rooms were full. All the money was spent.

We use subject pronoun + all and all of + object pronoun.
 They all/All of them have something in common.

either/neither

We use either/neither + singular noun + singular verb.
 Neither idea was very good.

 We use either of the and neither of the + plural noun + singular verb. We also use either of and neither of + object pronoun.

Neither of the ideas was very good.

You can take either of the buses. They both go to the station.

You can take either of them.

We use neither ... nor and either ... or.
 We can take either the number 5 or the number 5A bus.

every and each

• We use *every* and *each* + singular noun + singular verb. *Every* and *each* are often interchangeable.

Every/Each planet has been explored.

 However, we tend to use each to distinguish individual differences. Also, we do not use every to talk about just two items

Each planet has its own unique atmospheric composition.

We can say each/every one of and also each of.
 Probes visited every one of/each one of/each of the planets.
 NOT Probes visited every of the planets.

much, many, a lot of/lots of/plenty of, a little, a few

 We use many and a few with countable nouns and much and a little with uncountable nouns. We can use a lot of/lots of/loads of/plenty of with both countable and uncountable nouns.

How **many moons** has Mars got? I've only got **a little time**.

 We generally use much and many in negative sentences and questions and we generally use a lot of/lots of/loads of/plenty of in affirmative sentences.

I haven't got much credit left on my phone. – Use mine. I've got plenty of credit on mine.

- 1 Read facts 1-5 about the sun and choose the correct option.
 - 1 The sun has enough hydrogen left to last for approximately another five billion years. When *all the hydrogen / all hydrogen* has been burned, the sun will continue for about 130 million more years, burning helium.
 - 2 As the sun burns helium, it will expand to the point that it will one by one engulf *each planet / each of the planets* closest to it. This may also include the Earth.
 - 3 All of planets / All the planets in the solar system receive light from the sun. Every / Each planet receives a little / a few less light the further it is from the sun. Light from the sun takes just a little / a few minutes to reach Mercury and over four hours to reach Neptune.
 - 4 Although they are both close to Earth, either / neither Venus or / nor Mars has the necessary conditions to support life. While each / every planet has some characteristics similar to Earth, Venus is too hot and Mars isn't hot enough.
 - 5 The sun is an almost perfect sphere. Even though the sun varies slightly in size, *neither of / neither* its polar diameter *or / nor* its equatorial diameter ever differ by more than around ten kilometres.
- 2 Complete the text using the words in the box. Use some of the words more than once.

all each either every many or

Light is at the same time both obvious and mysterious. We	are
bathed in it 1 day and 2 night we prod	uce
our own artificial light. There are times when we have	
3 the light we need and other times when we do	n't
have enough of it. But what exactly is light? 4 of	
us have at some time caught glimpses of its nature when	
a sunbeam shines through a dust-filled room,	
when a rainbow appears after a storm 6 when	
a drinking straw in a glass of water looks disjointed. These	
glimpses, however, only lead to more questions about the	
nature of light: How does it travel? Is it a single colour or	
7 colours mixed together? How and when does i	t
reflect or refract or get absorbed? You might think that after	r
8 centuries studying light that we know 9	200
the answers. But light continues to surprise us	
the time. Here is just one example. We have	
known for a long time that light travels faster than any know	vn
thing in the universe. However, in an experiment in 1999,	
researchers at Harvard University slowed a beam of light do	own
to sixty-one kilometres per hour. That's almost eighteen mi	llion
times slower than normal. This is the uncertain nature of lig	ght.
Just when we think we understand all there is to know, it	ness aller
seems to change its nature.	

6.1 Uses of would

GR6.1))

- 1 Where would you go, given the choice?
- 2 Which would you prefer Indian, Chinese or Italian?
- 3 Would you be able to help me for a few minutes?
- 4 Sorry I'm late. My boss wouldn't let me leave work early.
- 5 I would often be at work until seven o'clock in my old job.

We use *would* in a number of ways. Three core uses of *would* are to express hypothesis, to make what we say more tentative or polite and as the past form of *will*. Specific uses include:

 To express something hypothetical, often as part of a conditional structure or with if only/wish.

I'd love to be a games developer.
I'd have told you if I'd known.
I wish it would stop raining.

• In the phrases *would sooner, would rather* and *would prefer* when talking about preference.

I'd rather go for a walk than sit in front of a computer screen for hours.

We'd sooner get the train rather than the bus if that's OK.

 To make a polite offer or request. Would adds an element of tentativeness, tact or politeness.

What **would** you like to drink – tea or coffee? – I'**d** just like some water actually if that's OK.

To express or report a refusal in the past. Would is used in this
way as a past form of will.

No one would help me.

 In the phrases would say, would imagine and would have thought with similar meaning to 'think' or to express speculation. Would adds an element of tentativeness.

I **would** say the new game is going to be a best-seller. It's going to be a long day, I'**d** imagine. Where are Ali and Dina? I'**d** have thought they'd be here by now.

 To talk about the future in the past. This is when you are talking about what actually happened from the perspective of an earlier time.

Super Mario, which first appeared in 1985, **would** go on to become one of the most popular computer games of all time.

At the time, no one realized he **would** become such a well-respected politician.

 To talk about repeated actions or habits in the past. The meaning is similar to used to.

As a child, we **would** visit my grandparents in Scotland every summer.

In speaking, we often pronounce would as 'd.

I think a taxi'd be a better idea.

No one'd help me.

I wish Peter'd told me.

In writing, however, we generally only use 'd after pronouns.

-	
1	A What's the story, then?
	B I don't know. what / Alex / wouldn't / happened /
	tell / me
	I don't know.
2	A How much longer do you think we'll be?
2	B 'll/be/I/say/in/we/'d/about half an hour/
	there
	inere
3	A Jo tells me you've got a problem with your computer.
	B Yes. you/have/it/to/would/a look/at/be able/
	when you have a moment?
	Yes.
4	A Did you use to play computer games as a kid?
1	B Well, occasionally, / them / I / play / 'd / but / would /
	let / my parents / n't / me / so much / play them
	Well,
5	A At school, Roberto always did have a talent for
J	sports, didn't he?
	B Yes, but / have / 'd / who / guessed / he / become / a
	superstar/'d/ such?
C	Yes, but
ь	A Is picking you up at 2.30 p.m. OK?
	B a bit / I / if that's OK / 'd / rather / made it / later / we
7	A He can't seem to be able to decide what to do.
	B Yes, his/he/up/make/wish/I/it/'d/about/
	mind
	Yes,
	100,
Re	ewrite the words in bold with a phrase with a similar
m	eaning that includes would.
1	When we were students, we often used to
	play computer games all night.
2	I think space invaders is the
	greatest computer game of all time.
3	
	melog in.
4	What do you want to do this
-	evening?
5	
J	humming that annoying tune.
6	
U	white, if you're OK with that.
7	¥
1	do??
8	
J	become the must-have gadget
	of the early 2000s.

2

Put the words in italics in the right order.

6.2 Verb patterns: perfect infinitives and perfect *-ing* forms

GR6.2)

- 1 We hope to have set off by lunchtime.
- 2 He apologized for having eaten all the food.
- 3 We meant to have set off a bit earlier.
- We use the infinitive after certain verbs, adjectives and nouns.
 We use the **perfect infinitive** (to have done) to express or to emphasize that something is in the past or before a time in the future.

It's really nice **to have met** you.

There's no need **to have said** anything to her.

 We use the -ing form after certain verbs and prepositions and in clauses of time, reason and result. We use the perfect -ing form (having done) to express or to emphasize that something is in the past.

James admitted **having broken** the window. **Having waited** for over an hour, they decided to leave.

Note that when the time of the action is clear, we can also generally use the *-ing* form or the infinitive with the same meaning as the perfect *-ing* form or perfect infinitive.

We hope to set off by lunchtime.

It's really nice to meet you.

James admitted breaking the window.

He apologized for eating all the food.

 We can use was/were, meant, intended and would like/ love + perfect infinitive to show the opposite of what actually happened.

The president **was to have visited** New York, but in light of the attack this was cancelled.

I would like to have seen her, but it wasn't possible.

Some people also use would have liked + perfect infinitive.

I would have liked to have seen her, but it wasn't possible.

However, some people consider this to be an overuse of the perfect and prefer *would have liked* + infinitive.

I would have liked to see her, but it wasn't possible.

We also use was/were meant and was/were supposed to talk about the correct thing to have done.

You were supposed/meant to have finished by now.

	omplete sentences 1–10 with the verb in the correct erfect form: -ing or infinitive.
1	I seem (forget) my password.
2	You are supposed (finish) your report by now.
3	Susanna left without (say) goodbye.
4	I'd like (see) her before she left. It's a shame
-	I missed her.
5	I really don't remember (meet) her before.
	Are you sure we have met?
6	Is Julia likely (leave) work already?
7	(win) the Best Actor Oscar, she now
	demands over \$20 million a film.
8	Winning gold in London made up for (not /
	win) anything at the previous Olympics.
9	Despite (set off) before the rush hour
	traffic, we still arrived an hour late.
10	He claimed (be) somewhere else at the time
	of the robbery and he denied(be) involved
	in any way.
In	which sentences in exercise 1 can we also use the (non-
	erfect) -ing form or infinitive?
1	
	ewrite the sentences so the meaning is similar using the ord in italics.
1	The plan was for us to meet on the Friday, but the itinerary changed. were
	We
2	I had planned to leave at least an hour before I did. meant
	I
3	I really wanted to go with you, but I couldn't. <i>like</i>
	I
4	The correct amount to use was a gram, not ten grams!
	supposed
1231	You
5	I should originally have been posted to Paris, but they
	sent me to Berlin instead. was
C	I
6	I'm so disappointed that I couldn't go with you. <i>love</i>
	1

2

3

7.1 Talk about hypotheses: present, future and past

GR7.1)))

- 1 If I were to lose my job, I've no idea what I'd do.
- 2 Had I known about the meeting, I would've told you.
- 3 If you'd been listening, you'd know what to do, wouldn't you?
- 4 I'd definitely have gone to the gig if I lived a bit nearer.

To talk about hypotheses, we use a past tense in the main clause and we usually use *would* or a modal verb to talk about the hypothetical consequence or outcome.

 For a hypothetical situation in the present or future, we use past simple/continuous + would/might/could/should. This is sometimes known as a 'second conditional'.

We **could go** for a walk if it **wasn't raining**. If an election **was called** tomorrow, how **would** you **vote**?

 For a hypothetical situation in the past with a past consequence/outcome, we use past perfect + would/might/ could/should have. This is sometimes known as a 'third conditional'.

What if we'd set off earlier, would we have got there in time? If you'd been a bit quicker, you'd probably have got a ticket.

 For a hypothetical situation in the past with a present consequence/outcome, we use past perfect + would/might/ could/should. This is sometimes known as a 'mixed conditional'.

If we'd surveyed more people, the results would be a bit more reliable.

 For a hypothetical situation in the present with a past consequence/outcome, we use past simple/continuous + would/might/could/should have. This is sometimes known as a 'mixed conditional'.

If I didn't know him, I wouldn't have said hello, would !?

• We can use *imagine*, *suppose*, *supposing* and *assuming* as alternatives to *if*.

Imagine how your life would be different if you'd been born a century earlier.

Suppose you won the lottery, what's the very first thing you'd

Assuming you could do anything, what job would you most like to have?

We can also begin conditional structures with *were* and *were* ... to ... as an alternative to if + past tense and had as an alternative to if + past perfect. These forms tend to sound more formal.

Were it not for Henri's help, we'd be in a complete mess now. Were I to lose my job, I've no idea what I'd do. Had you been a bit quicker, you'd probably have got a ticket.

	omplete sentences 1–8 with the correct form of the verb brackets.
1	You (not / be) so tired now
	if you (not / go) to bed so
	ridiculously late last night.
2	
-	be) a virtuoso on any musical instrument,
	what (it / be)?
3	I (come) with you this evening
	if I (not / have) so much work to
	do. But I'm up to my eyes, I'm afraid.
4	Of course I'm interested in psychology.
•	I (not / choose) to study it if
	I (not / be), would I?
5	Imagine how you(cope) if
J	you(live) somewhere with no
	electricity or running water.
G	
O	We(be) there by now if
	we (leave) a bit earlier. I did
	warn you about the traffic!
	I overslept, so I was late for college. She couldn't help me because she's so busy at the
3	moment. We missed the last bus, so we are having to walk home.
4	I like her, so I am going to her party.
•	
5	I don't like Chinese food, so I didn't go to the meal.
6	We got into this mess because we weren't listening.
	ewrite the sentences so the meaning is the same using the word in italics.
1	If you were offered the job, would you take it? <i>suppose</i>
2	If it was that simple, everyone would do it. were
3	If I'd known, I'd've told you. had
4	Where would you live if money was no object? assuming
5	If you could go on a one-way trip to Mars, would you? imagine

7.2 Past tenses and would for unreal situations

GR7.2))

- 1 To be honest, I'd rather you hadn't said anything to her.
- 2 It's time we had a chat about things.
- 3 He's acting as though he was in charge.
- 4 I wish it wasn't raining.

We often use past tenses to talk about improbable or unreal situations and often when we are expressing something we desire. We use the past simple/continuous to express such situations in the present or future and we use the past perfect for situations in the past.

 We use would rather/sooner + subject + past tense to talk about what we prefer someone to do or what we want to happen.
 Would sooner is perhaps more informal than would rather and more used in speaking.

I'd rather you didn't smoke in the apartment if you don't mind. We'd sooner they spoke to us directly.

Note that when *would rather/sooner* is <u>not</u> followed by a subject, we use an infinitive (without *to*) rather than a past tense.

I'd rather/sooner commute than actually move and live in London.

Would you rather go or stay a little longer?

We can also sometimes use a present tense after *would rather/ sooner*. This can make what we are saying seem more direct. I'd rather you don't smoke in the apartment if you don't mind.

 We use it's time + past simple/continuous to talk about something that has to be done now or in the very near future.
 We can also use it's high time and it's about time.

It's about time we were going.

• We can use act/behave, etc. + as if/as though + past tense to show that a present situation is untrue.

She's behaving as if she owned the place.

 We use wish/if only + past tense to talk about wishes and regrets.

I wish I could speak better French.

If only I had more money.

If only you'd told me earlier.

She wishes she'd said something at the time.

We use wish + would to talk about what we want to change in the future.

2

I wish Sara would stop telling everyone what happened.

1 Complete the conversations with the correct form of the verbs in the box.

		do get stop	go	not/post	not/say	play	remember
1	A						or we'll
				t of the gig	;.		
1000		OK, just					
2				nira about	200		
	В						inything to her
		decision		be III a Iew	days wii	enive	made a final
3	A	How's th		wioh?			
J				e. But I wis	h my bos	s wou	ld
	_		5		(i)		ceeps calling
		me Alex	or A		•		
4	A	Bus or ta	axi?				
	В	I'd rathe	r we	-		a	taxi if that's
				iuch quick			
5	A			have eithe	r Milan o	r Barc	elona in the
		next rou		¥			2.511
	В		100	i sooner			Milan.
G	Λ	Don't yo		Ι			hoso
O	A						ed. If only
							efore I did it.
	В			y to tell you			
7	A	It's high	time	the gover	nment_		
		somethi	ng al	bout the u	nfair voti	ng sys	tem.
	В	I agree.		suspect th	70		
							nging it would
0			to see		100000		sition parties.
8				oit full of h			
	В			ing as if sh int person	31503 10		the
		Omy mi	Jorta	int person	arouna.		
				ces so the	meaning	is sim	ilar using the
wo	rd	in italics					
1	Ir	eally reg	ret le	aving my l	ast job. <i>u</i>	vish	
2	W	e need to	star	t thinking	about ou	r holic	lay plans. time
3	It v	would be	bett	er for me i	f we met	on Mo	nday. <i>rather</i>
4	He	e wants u	s to l	oelieve he'	s made o	f mone	ey. acting
5	W	hy on ear	rth d	id I say all	those thi	ngs! o	nly
6	I'd	prefer ye	ou no	ot to do an	ything ju	st yet.	rather

8.1 Expressing probability and speculation

GR8.1))

- 1 This can't be right. There must be a mistake.
- 2 The government may make an announcement later today.
- 3 The board is likely to agree to your request.
- 4 We're certain the new product will be a success.
- 5 Flowering plants **probably** evolved from green algae.

We generally express probability, likelihood, supposition and speculation either by using modal verbs (e.g. *might, could*) or using other phrases (e.g. *likely to, doubtful that*).

Modal verbs

- We use must and can't when we are certain about something.
 You must be over the moon with your exam results.
- We use may (not) and might (not) and could to say that something is or isn't likely or possible. We do not use can or could not in this way.
 - We **might not make** the 5.15 train, so we **could be** a little late. Marta **might not be** home yet. She only left ten minutes ago. NOT ... so we can be a little late. Marta could not be home yet.
- We use will and won't to express supposition or assumption.
 You'll be pleased to hear that your idea was approved.
 I'll get the phone. It'll be Denis.
- To express probability, likelihood, supposition and speculation in the past, we use modal + have + past participle. In natural speech, we tend to use contractions.

I can't've left my phone in the office. I used it on the way home.

Phrases

There are a number of phrases and patterns for expressing probability, likelihood and speculation. These include:

- be likely/certain/bound/guaranteed to It's bound to rain later.
- be sure/certain/positive/confident (that)
 Are you sure that the meeting's on Friday?
- It is (un)likely/(im)possible/(im)probable/doubtful (that)

It's doubtful that the painting is a genuine Picasso.

We can also say it is/will be/might be, etc. possible to.

It will soon be possible to build entire cities under the sea. We can also say doubtful if.

It's doubtful if the painting is a genuine Picasso.

- possibly, probably and definitely
 It is possibly the greatest invention of the last hundred years.
- there's a chance/possibility/likelihood (that)/of

There's a chance that the flight will be delayed.

Note that we can use *seem* and *appear* in some of the phrases above. This makes what we say more tentative.

It appears doubtful that the research was genuine.

1 Read the texts about three new manufacturing materials and choose the correct option.

Shrilk

Scientists have developed a new exceptionally strong, biodegradable plastic material called Shrilk, which replicates the strength, durability and versatility of an insect's exoskeleton. The material ¹ is likely / could be used to make rubbish bags and packaging that degrades quickly and there are ² possibly / likely to be numerous other potential applications.

Thermoelectric material

Scientists in the USA have developed a thermoelectric material that converts waste heat to electricity. It ³ is possible / can be that fifteen to twenty per cent of waste heat ⁴ can / could be converted to useful electricity. Waste-heat recovery systems ⁵ are possible to / could be attached, for example, to automobile exhaust pipes and to other forms of transport. On a larger scale, the material ⁶ can / could ⁷ likely / possibly be used to process the waste heat from factories and power plants.

Fungal foam

As an alternative to conventional petroleum-based packing material such as Styrofoam, a company has developed a biodegradable packaging material made from plant stalks, rice and wheat and which is bound together by mushroom roots. As well as being used for packaging, it is ⁸ possibly / possible that the material ⁹ could / is possible also be developed for use as car components, such as bumpers, steering wheels, dashboards and seats. And there are ¹⁰ possible / likely to be a range of other uses, including table tops, surfboards and other similar products.

- 2 Rewrite the sentences so the meaning is the same using the word in italics.
 - 1 I'm sure you were quite surprised by the results. must
 - 2 It's possible that I won't be able to make it to the meeting. *chance*
 - 3 Graphene might change the nature of manufacturing in a big way. *possible*
 - 4 I assume that the research took several years. will
 - 5 It's not possible that you saw Oscar this morning. can't
 - 6 The meeting isn't likely to take place as planned. doubtful
 - 7 Humans will definitely visit Mars one day. bound
 - 8 It's possible that Paula forgot to send the email. might

8.2 Participle clauses

GR8.2)

- 1 She did well in her exams, **getting six grade As and three Bs**
- 2 Used correctly, it will last for several years.
- 3 Having got to work, he remembered he had the day off.
- 4 Since retiring, he's taken up a number of hobbies.

Form

There are three main participles:

- The present participle (e.g. asking, standing, speaking)
- The past participle (e.g. asked, stood, spoken)
- The perfect participle (e.g. having asked, having spoken)

Note that we use the past participle to express passive meaning. We can also use the other participles in the passive voice (e.g. being asked, having been asked).

To form the negative, we put *not* before the participle (e.g. *not speaking*, *not being asked*).

A participle clause is when a participle is followed by an object (e.g. ... holding a reusable bag), a complement (e.g. Being allergic to eggs, ...) or an adverbial (e.g. Having lived in London, ...).

Use

Participle clauses often, but not always, enable us to be more efficient with the language and use fewer words. In particular, they can be used in place of subject clauses with conjunctions. Participle clauses are generally quite formal sounding and are used more in writing than in speech. Uses of participle clauses include:

· to express reason, result and condition.

Being a teacher, I get long holidays. (Because I'm a teacher ...) **Assuming everyone agrees**, let's postpone the meeting.
(If everyone agrees, ...)

Having been brought up in Canada, he has a strong affinity for the country. (Because he was brought up ...)

to show the sequence of events.

Arriving at the airport, he realized he had left his passport at home. (When he arrived ...)

Driving to work, he witnessed two separate accidents. (As he was driving to work, ...)

after certain prepositions and conjunctions.

On hearing the news, they looked at each other in disbelief. When asked about the robbery, he refused to comment.

Note that the subject is the same in both the participle clause and the other clause.

She did well in her exams, getting (and **she** got) mostly As. On hearing (When **they** heard) the news, **they** screamed.

 in certain fixed attitudinal phrases. Note that this is also common in more informal and spoken language.

Generally speaking, business is fine.

Talking of Marta, I hear she became a teacher.

All things considered, I think we should try again.

C	omplete the second sentence using a participle clause so
	e meaning is the same as the first sentence.
1	Because I'm vegetarian, I think I have a good diet.
1	, I think I have a good diet.
2	I haven't been here before, so I don't know what it's like.
4	, I don't know what it's like.
2	
3	Before you make a final decision, can you talk to me?
4	Can you talk to me?
4	If it's stored in the fridge, it should last for a few days.
	, it should last for a few days.
5	Rotherham United had a good end-of-season and they
	won two of their last three games.
	Rotherham United had a good end-of-season,
6	As he walked up the path, he saw the broken window.
	, he saw the broken window.
7	We were woken by a noise, so we ran outside to see
38	what had happened.
	, we ran outside to see what had
	happened.
8	Since he took office six months ago, the prime minister
	has visited over ten countries.
	, the prime minister has visited
	over ten countries.
0	1.10 11.11
	omplete sentences 1–10 with the correct participle form the verbs in the boxes.
OI	the verbs in the boxes.
n	ot/be know publish speak talk
1	Generally, I think it's a great idea.
2	as the Venice of the North, Amsterdam is
	built on a network of canals.
3	of Julia, did you know she's got a new job?
4	American, I really don't understand the
	attraction of American football.
5	A report last week blames the senior
	management for the problem.
b	eat make not/want reach sell
6	On the end of the road, they realized it was
	a dead end and they had to turn back.
7	5-1 by England, Germany made a number
	of changes for their next game.
8	The company had a very good year, a profit
	of over \$30 million.
9	to get involved, I thought it was better to say
	nothing at all.
10	in 1987, Irises by Van Gogh was the first
	nainting to sell for over \$50 million

9.1 Uses of will

GR9.1))

- 1 Education **will undergo** several major reforms over the next five years.
- 2 Karina will be having her interview by now, I imagine.
- 3 Kim's exam will have finished by now.
- 4 My brother will keep singing that awful song.
- 5 The government won't back down on the new education bill.

Form

We use

- will + infinitive (e.g. will go, will see)
- will + continuous infinitive (e.g. will be going, will be seeing)
- will + perfect infinitive (e.g. will have gone, will have seen)
- will + perfect continuous infinitive (e.g. will have been going, will have been seeing)

Use

Will has two core uses: to express assumption, supposition or prediction and to express a decision or choice to do something. Some common specific uses of *will* include:

- to express an assumption, supposition or prediction about:
 - the future
 In five years, all school pupils will be using tablets instead of actual books.
 - the present
 I'm sure you'll all agree that we need to address the
 problem.
 - the past
 I imagine the research will have involved hundreds of
 participants.

Hurry up! They'll have been waiting for ages already.

- to talk about things we see as inevitable or a matter of course.
 It's Alicia's birthday next week. She'll be twenty-five.
 I imagine we'll be spending New Year in Scotland as usual.
- to talk about predictable, typical or characteristic behaviour.
 We'll generally watch TV for an hour or so most evenings.
- to criticize actions or typical behaviour.
 If companies will insist on tax evasion, they deserve all they get.
- to express spontaneous decisions and to make requests, offers or promises.

I'll have a mushroom pizza, please.

Will you help me? – Sure I'll be with you in a few minutes.

to express willingness or refusal.

Most people will bandly denote to

Most people **will** happily **donate** to charity if they know the money is being put to good use.

- 1 Circle *will* where it is expressing an assumption, supposition or prediction and underline *will* where it is expressing someone's decision or choice to do something.
 - 1 I think we'll get the exam results sometime in June.
 - 2 You need someone to help you? I'll do it.
 - 3 You'll all be pleased to hear that our proposal was accepted.
 - 4 My supervisor won't give me an extension for my assignment.
 - 5 Milena will be boarding the plane about now.
 - 6 My neighbours will insist on playing their music loud all the time!
 - 7 It will have cost a fortune to give every student a new tablet.
 - 8 Prof Jones says he'll be available between 10.30 a.m. and 12.30 p.m. on Friday for anyone who wants to see him.

2

3

	nim.	
Match sentences 1–8 in exercise 1 to the specific uses of will a–g.		
a	assumption, supposition or prediction about the present	
b	assumption, supposition or prediction about the future	
c	assumption, supposition or prediction about the past	
d	criticism of typical behaviour	
e	willingness	
f	refusal	<u> </u>
g	offer	<u> </u>
	ewrite the statements of fact as assumptions, ppositions or predictions using <i>will</i> . The exam is in room 113 as usual.	
2	We're seeing my brother's family as usual this Christmas.	
3	They've been waiting for a long time.	
4	Magdalena's in her room. She's doing some wor	rk.
5	Room 7 is free. Let's go in there.	
6	I'm sure they've made a decision by now.	

7 I'll get the door. It's Marek.

8 We usually eat out once or twice a month.

9.2 Talking about the future

GR9.2))

- 1 They're going to move to a new office
- 2 I think I'll go to the library this afternoon.
- 3 I'll be having a tutorial at 2.30.
- 4 We'll have finished lunch by the time you get here.

There is no future tense in English. We can talk about the future using a number of different tenses and forms. We use:

 be going to + infinitive to talk about intentions and plans, and to make predictions based on direct evidence.

It looks like we're going to be a bit late.

 will + infinitive to express spontaneous decisions, including offers, requests and promises and to make predictions based on personal opinion.

I think you'll enjoy living in Cambridge.

Note that *will* is also used as a neutral way of talking about the future and is frequently used in news and academic texts and other formal writing as a means of expressing a neutral tone.

The new system will be implemented in June.

 the present continuous to talk about things which are arranged, agreed or finalized.

I'm seeing the head of department this afternoon.

• the present simple to talk about future events which are part of a timetable, itinerary or schedule.

Term starts on 16th October.

 the future continuous to describe actions in progress at a future point in time and to express something seen as a matter of course, rather than it being planned or arranged.

I'm sure I'll be seeing Brenda sometime soon.

 the future perfect to describe actions completed before a future point in time.

I'll have finished the report by the end of next week.

• be (just) about to + infinitive and be on the verge/point of + -ing to describe something happening very soon.

I'm just about to go home.

 aim to/plan to/hope to/expect to + infinitive to express future plans, expectations and hopes.

We **plan to** set off at 6.30 and **hope to** be with you by about 9.30.

 be to/be set to/be due to + infinitive usually to talk about formal or officially arranged events.

The chairman **is to** make an announcement later today.

This is common in news reports or other official documents.

- 1 Put the words in the right order to make sentences.
 - 1 university / the / old / will / year / 200 years / be / next
 - 2 going / courses / introduce / over the next five years / to / the university / is / several new
 - 3 3.30 / 'm / on / meeting / Natalia / Friday / at / I
 - 4 resit / suppose / I / fail / 'll / I / any exams / I / that
 - 5 to / is / conference / 15 / July / from / next year's / 18
 - 6 from / will / the research team / the initial / to / conducting / be / trials / June / September ...
 - 7 ... and / will / and / December / collated / have / they / analysed / by / the data
- Complete the text with the verbs from the box.

are on the verge of letting are set to become is going to be will be able to will have will bring will have established will be taking will be using will also enable

Everyone seems	s to agree that in the future we
1	technology more and more
	n and in other learning environments.
	th there is a feeling by many that we
2	technology take over,
experts believe	that in the next decade or so we
3	how to make the most of using
different techno	ologies as pedagogic tools.
One such devel	opment is that classrooms of the future
4	more globally interactive, where
students 5	virtual trips to other
countries, rathe	er than reading about them. As technology
develops and be	ecomes more immersive, history students
6	visit, for example, Tudor times and
see, hear and si	mell the 1500s. Geographers and geologists
could similarly e	experience earthquakes and volcanoes.
Technological d	지원 (1988년 1987년 - 1988년 1988년 - 1984년 - 1984년 - 1984년 - 1984
	nts to look at biological organs on a screen in
	even 'build' one themselves using a 3D printer,
	a range of uses in the
classroom.	
There is no dou	bt the learning environment of the future
9	an exciting place, but despite the
possibilities tha	t technology ¹⁰ ,
experts warn th	nat as personalized and as tailored to the
individual as ted	chnology may become, education must still
	the relationship between student and tutor.

10.1 Noun phrases (2)

GR10.1))

- 1 You can pay with a mixture of euros and pounds.
- 2 What was his reaction to hearing the news?
- 3 We're going to have a meeting about what we can do.
- 4 There's no need to stay any longer.

A noun phrase is a main noun (the head noun), the parts which come before it (pre-modification) and the parts which come after it (post-modification). We commonly use phrases that begin with prepositions (of, in, to, etc.) to post-modify a noun. Common patterns of post-modification include a noun followed by:

preposition + noun phrase/pronoun
 There's going to be an <u>investigation</u> into the disappearance.
 What's the meaning of this word?

There's been a lot of debate about it.

preposition + -ing form
 What experience of dealing with financial issues do you have?

 preposition + question word/whether + clause
 We're doing research into how much people spend on learning English.

What's your opinion of what he did?

preposition + question word/whether + infinitive
 We're going to have a meeting about what to do.
 They're doing some research into how to reduce spending.
 I've got no idea about where to go.

We can sometimes omit *about*. *I've no idea* **where to go**.

infinitive

The best <u>way</u> **to get to here** is to get the bus from the station. It's one of a number of <u>websites</u> **to have been closed down**. Is there <u>anything</u> **to eat**?

for + object + infinitive

There's no <u>need</u> for anyone to worry. It's <u>time</u> for us to be going.

- Rewrite the sentences, putting the words that post-modify the <u>noun</u> into the correct order.
 He's always had a strong <u>motivation</u> / <u>money</u> / to / make
 - 2 I've never had any <u>interest</u> / and / famous / in / rich / becoming
 - 3 There's going to be a meeting / what / about / should / next / we / do
 - 4 We're in danger / money / out / of / of / running
 - 5 What's the <u>point</u> earning / of / money / of / a lot / if you never spend any of it?
 - 6 You need to make a <u>decision</u> / to / about / money / where / the / invest
- Complete the texts about the dollar with the post-modifying phrases in the boxes.

about how the dollar sign (\$) came about for the dollar of the 'S' of the 'U' of two vertical lines of 'US' to adopt this with two vertical lines

	nent and uncertainty ¹ ory is that today's dollar sign
2	possibly began as a monogram
3	which was used on money bags
issued by the Unit	ed States Mint. It is thought that the
letters 'U' and 'S'	were superimposed with the bottom
4	disappearing into the bottom curve
5	and therefore giving the appearance
6	At some point, the authorities made
the decision 7	as the standard symbol
the decision '	

for producing all the paper money for the USA of its operations of products of ten cents per note to fund the war effort to print more money

The Bureau of Eng	graving and Printing has f The Bureau of Eng	전에 5시 (1985) : [10] (10] (10] (10] (10] (10] (10] (10] (
Printing was esta	blished during the Ameri	can Civil War. The
government need	ed to find a way 10	and
as a result made	the decision 11	From
almost the very b	eginning ¹²	, the Bureau
of Engraving and	Printing designed and pri	nted a variety
13	in addition to curr	ency. These included
stamps, passport	s and other official docur	ments. Today, the
Bureau produces average cost ¹⁴	around six billion notes e	every year, at an

10.2 Position of adverbials

GR10.2)

- 1 People are rarely happy with what they have.
- 2 I have really enjoyed myself.
- 3 You'll easily pass the exam.
- 4 I saw Pedro at the gym.

There are often a number of possibilities for the position of adverbs. As a general rule, single-word adverbs generally go in the middle of a clause and longer adverbial phrases generally go at the beginning or at the end. Some more specific rules are:

 Adverbs of frequency (e.g. often, usually, occasionally) generally go before a simple verb, after the (first) auxiliary verb, or after the verb be.

We'll **often** watch TV for the whole evening. We've **sometimes** watched it all night.

Note that we can also put some adverbs of frequency at the beginning or at the end.

Sometimes, it'll rain for days. It'll rain for days sometimes.

- Adverbs of relative time (e.g. already, just) generally go before the verb, after the (first) auxiliary verb, or after the verb be.
 You've just missed Erica and Carmen. They just left.
- Adverbs of degree (e.g. *very, really, so, extremely, quite, even*) generally go directly before the word they modify. They generally go before the main verb when there is an auxiliary.
- Adverbs of manner (e.g. slowly, rapidly, suddenly) generally go after the verb and its object.

They left **suddenly**. He drove very **slowly**.

Some adverbs of manner can however also go before the verb, especially if the object is long.

They suddenly left.

She's quite tall.

He **slowly** opened the door at the end of the corridor.

NOT He opened slowly the door.

Get a move on! We're already late.

 Adverbs and adverbials of place (e.g. in London, on the coast) and time (e.g. yesterday, at the weekend) generally go after the verb and its object.

We're leaving on Monday.

They can also go at the beginning of a sentence or clause.

At 12.30 we have lunch and then we have classes until 2.30. They drive on the right in the USA, but **in Australia**, they drive on the left.

 Adverbs that comment on or express attitude towards a whole clause or sentence generally go before or possibly after the clause or sentence.

To put it bluntly, it's a terrible idea.
I don't agree with you for one second, to be honest.

With some adverbs (e.g. actually, just, only, really, particularly)
the meaning of the sentence depends on the position of the
adverb or the words which are stressed.

I really don't like it. I don't like it really.

- 1 Rewrite the sentences putting the adverbs in italics into the correct place.
 - 1 Apart from emails and messages, I'll go online. *generally / several times a day*
 - 2 Smartphones and the like make it easier to do everything. from the comfort of your sofa / even
 - 3 You can find and listen to anything you want. *on the internet / easily / usually / absolutely*
 - 4 I download songs. I listen to music on-demand. occasionally / these days / only / mostly
 - 5 If we set off, we might catch the bus. *just / in the next couple of minutes*
 - 6 Are you not ready? I've told the taxi driver to wait a bit longer. *already / yet / still*
 - 7 I'm sure he's been working. for about two months / here / only / pretty
 - 8 I've been working a bit. for the past few months / quite / in London
- 2 Match the beginnings and endings of the sentences.
 - 1 Just Anna and I went to the cinema.
 - 2 Anna and I just went to the cinema.
 - 3 I knew you'd never met before.
 - 4 I never knew you'd met before.
 - 5 I'm absolutely sure she's not coming with us.
 - 6 I'm not absolutely sure she's coming with us.
 - 7 I think Patrick's only got his email address.
 - 8 I think only Patrick's got his email address.
 - 9 I particularly don't want to go.
 - 10 I don't particularly want to go.

- a We didn't go for a drink after.
- b Everyone else went home.
- a But you wouldn't believe me.
- b It's a small world.
- a She's got to work this evening.
- b I'll give her a call to check.
- a Not his mobile number.
- b No one else really knows him, as far as I know.
- a But I could be persuaded.
- b You're not going to persuade me.

11.1 Adjective position

GR11.1))

- 1 The **neighbouring countries** have very different languages.
- 2 It was a complete disaster.
- 3 The time available was running out.
- 4 I'm really glad you like it.

Adjectives are most commonly used before a noun (e.g. *an ancient language*) or after a linking verb (e.g. *He's asleep*). Most adjectives can be used in both ways (e.g. *It's a complex language./The language is complex.*). However, there are some exceptions to this:

 Some adjectives generally only go before the noun and are not used after a linking verb.

That's the **main problem**. NOT That problem is main.

This is generally the case with some intensifying adjectives.

The film was **utter rubbish**.

We can put adjectives after a noun in questions.

Is the language difficult?

 Some adjectives or participles used like an adjective can go after the noun in a reduced relative clause.

Do you know any of the **people involved**? It was in a **report published** last week. Who's the person **talking** to Vera?

 Some adjectives are usually used only after a linking verb such as be, become, get, feel, seem. Adjectives used in this way include: afraid, alive, alone, asleep, awake, alike, alert, ashamed, aware, afloat, adrift, alight, glad, pleased, content, ready, sure, well, sorry.

He was afraid.

Anthony seems upset about something.

Note that we use some of these adjectives before a noun in certain phrases (e.g. *a sorry state, a sorry smile, a ready-meal, a sure start*).

 Some adjectives (e.g. present, responsible, old, conscious) have different meaning according to the position they are used in.

He's an old friend.

My friend isn't old.

We have no further news at the **present** time. Over twenty people were **present** at the meeting.

1	Complete the second sentence using the word in italics so
	the meaning is the same.

1	We wasted our time completely. complete	
	It	
2	Is it an easy language in terms of grammar? easy	
	Is the	
3	It's a problem that we've had for a long time. old	
	It's	
4	It was an absolutely disastrous meeting. absolute	
	The meeting	

- 2 Cross out any options which are not possible.
 - 1 It's an utter mess. / The mess is utter.
 - 2 It's an ancient language. / The language is ancient.
 - 3 Was it a good lecture? / Was the lecture good?
 - 4 Is there much time left? / Is there much left time?
 - 5 Did you know any of the present people? / Did you know any of the people present?
 - 6 Who's the dancing person over there? / Who's the person dancing over there?
- 3 Choose the correct options to complete the sentences.
 - 1 There are a number of *alike / similar* languages in the region.
 - 2 There were lots of *sleeping / asleep* children at the end of the school trip.
 - 3 The decision we need to make is *key / main* to the whole process.
 - 4 They put forward a very sure / convincing argument.
 - 5 We came across hundreds of *frightened / afraid* and hungry people.
 - 6 I'd like the *completed / ready* report by Friday.
- 4 Replace the words in italics with the adjectives in the box. Use each adjective twice.

concerned conscious old present responsible

- 1 Was it a deliberate, active decision?
- 2 The story is from a long time ago.
- 3 He was awake and aware for the whole operation.
- 4 There were only about ten people *there* at the scene of the accident.
- 5 Theodora is *a longstanding* business acquaintance of mine
- 6 At *the moment*, we aren't in a position to make a final decision.
- 7 Look at all this mess! Who is the person who did it?
- 8 We need a *reliable, sensible and trustworthy* adult to accompany a group of children on the school trip.

11.2 Whoever, whatever, wherever ...

GR11.2))

- 1 Whoever gets to the restaurant first can get the table.
- 2 You can sit wherever you like.
- 3 I'm happy to eat Chinese, Indian, Thai, whatever.
- 4 Why ever would anyone want to eat pineapple with chilli?!

The suffix *-ever* can combine with question words to form *whichever, who(m)ever, whenever, wherever, whatever* and *however.* We use these words in a number of ways. These include:

- We can use whichever, who(m)ever, whatever to mean 'it doesn't matter which/who/what'. This can be:
 - as the subject of the clause
 Don't worry. Whatever happens, everything will be OK.
 - as the object of the clause.
 Who(m)ever you speak to, they'll all say the same thing.
 Whichever dish you choose, it's guaranteed to be good.
 Note that we usually use whichever when talking about a known set of alternatives.
- We use whenever, wherever and however at the beginning of an adverbial clause with the meaning 'it doesn't matter when/ where/how'.

Can you give me a call **whenever you have a moment**? Whenever can also have a similar meaning to 'every time'.

Whenever I visit the UK, I always try to have fish and chips.

We also use *however* before an adjective or adverb. *You must try your best, however hard it is.*

• We can use whichever, who(m)ever, whenever, wherever, whatever and however on their own.

What do you fancy for dinner tonight? – Whatever. I don't mind. Where do you want to sit? – Wherever. You choose.

No matter which/who/what/where/when/how also means 'it doesn't matter which/who/what/where/when/how'.

I'll always love you no matter what happens.

No matter where you end up, call me.

• We can use whichever, who(m)ever, whenever, wherever and whatever to finish an open-ended list. The meaning is similar to etc. or and so on.

Call round in the morning or the afternoon or evening, **whenever**. We can often use *whatever* in all cases.

I don't mind how you contact me - SMS, email, whatever.

 We can use the phrases as an exclamation when they are used as two words. Ever adds emphasis to the exclamation. We can also use why ever in this way.

Who ever came up with this is a genius!

- Whatever can be used as a dismissive/rather rude reply.
 Can you stop doing that, please? Whatever!
- Whatsoever is an emphasizer with similar meaning to 'at all'.
 There were no other people whatsoever on the beach.

	omplete sentences 1–8 with an appropriate word formed ith <i>-ever</i> .
1	You can use the computer you like. You don't need to ask.
2	You can drop me somewhere near Green Street –you like.
3	wins will play either Germany or Spain in the next round.
4	has the most points at the end of the game is the winner.
5	you do, don't tell Marta. She mustn't know about it. It's a surprise.
6	You choose the one you prefer. I'll have one you don't want.
7	My computer keeps crashing I run that new photo software.
8	It's important to keep trying and not give in, difficult it is.
	ewrite the sentences so the meaning is similar using a ord formed with <i>-ever</i> .
1	Every time I go to their house, they're always cooking something exotic.
2	No matter what I cook, my kids always eat it all.
3	We kept hearing the same song in every bar we went in.
4	No matter who comes along, we'll have a good time. It's your birthday!
	omplete sentences 1–5 with an appropriate word formed ith <i>-ever</i> .
1	We can do anything you like – watch a film, play a game, just hang out,
2	I can drop round any time – seven, eight,
3	I don't mind how we get there – bus, taxi, walk,
4	You can tell anyone you like – James, Claudio, Max,
5	We can go anywhere you like - The Coliseum, the Pantheon, The Vatican,
A	dd <i>ever</i> to the sentences to give emphasis.
1	Why anyone would want to live here, I don't know.
2	Who eats jam and tuna sandwiches! Yuk!
3	When did I say that? I said nothing of the sort!

4 The person who thought this was a good idea needs

sacking. What were they thinking of!

2

3

4

12.1 Causatives and similar structures with have and get

GR12.1)

- 1 My tutor had us resubmit our assignments.
- 2 I'm not having you ordering me around like that!
- 3 We're having the office renovated at the moment.
- 4 They had several people complain about the event.

We use a number of structures with *have/get* to talk about when we cause or arrange for something to happen or when something happens to us. These include:

 We use have + sb. + infinitive (without to) when we make, oblige, ask or arrange for somebody to do something.

We **had someone house-sit** for us while we were away last month.

We can also use get + sb. + infinitive (with to) in a similar way. Get is usually used in more informal contexts.

We **got someone to house-sit** for us while we were away last month.

We use have + sb. + -ing in a similar way, but to show or emphasize activity or duration.

My boss had us working through our lunch break today. We also use have + sb. + -ing when something causes something to happen.

She's so funny. She'll have you crying with laughter.

We also use have + sb. + -ing/infinitive (without to) to say we will
not tolerate or we object to something. We do not use get in this
way.

I won't have anyone tell me how to bring up my children!

 We use have/get + sth./sb. + past participle when we arrange for something to happen, often when we use a service. Get is used generally in more informal contexts.

The school **had our son assessed** for dyslexia the other day. Where **do** you **get your hair cut**?

We also use have + sth. + past participle when something, usually unwelcome or unpleasant, happens. We do not generally use get in this way.

I had my bike stolen the other day.

We use have + sth./sb. + -ing/infinitive (without to) to describe
a situation when there is no element of causing or arranging for
this to happen.

We **had thousands applying** for tickets within minutes of them going on sale.

1		at the verb in brackets in the correct form: infinitive, -ing past participle.
	1	Lucy's very persuasive – she'll have you(do)
		everything if you're not careful.
	2	We're having the apartment (value) this afternoon.
	3	I'm having Professor Boyd (look) at my
		proposal before I submit it.
	4	I need to get somebody (look) at my computer. The screen keeps freezing.
	5	I think the restaurant's going downhill. They've had
		loads of people(complain) recently.
	6	When the rain came down, it had us all (run) for cover.
	7	
	•	Someone took it out of her bag at work.
	8	1 1
		should and shouldn't do in my own home.
2	C	omplete 1-6 with a phrase using the words in italics.
	1	The lead singer along for most
		of the concert. have / the crowd / sing and clap
	2	We do our weekly shop online and to the house. have / it / deliver
	3	
		shown any interest in buying it. have / three people / look
	4	The 'Super Sale' prices for a
		couple of blocks before the store opened. have / people / queue
	5	Kerry says she's going really
		short. get / her hair / cut
	6	I don't know how he managed it, but somehow
		Joe to do a sponsored parachute
		jump next month. get / me / agree
3	C	omplete the second sentences so the meaning is the
	sa	me using a form of <i>have</i> or <i>get</i> .
	1	They searched my bags at the airport.
		Ι
	2	Someone's going to verify the test results next week.
		We
	3	
		our favourite memory.
		The researcher
	4	1 1
	-	We
	5	Someone's going to clean the windows next week.
		VVP

12.2 Reporting verbs

GR12.2))

- 1 Alex thinks he's left his phone in the office.
- 2 She convinced me to stay a little longer.
- 3 | apologized for being late.
- 4 He congratulated me on my exam results.

When we report what someone says we often use verbs that indicate the nature of what was said. We do this by using reporting verbs. Some common reporting verbs and their patterns include:

• verb + (that) clause

admit, agree, assert, claim, complain, confirm, deny, emphasize, explain, insist, promise, recommend, repeat, reveal, say, suggest, think, warn

The president agreed that mistakes had been made.

• verb + object + (that) clause

assure, convince, inform, promise, reassure, remind, tell, warn Marta reassured us that everything would be OK.

verb + infinitive

agree, ask, claim, demand, offer, promise, refuse
The government has offered to extend the deadline by a month.

verb + object + infinitive

acknowledge, advise, ask, beg, encourage, invite, order, persuade, remind, tell, urge, warn

Experts advise us to play more chess and do crosswords.

verb + to + perfect infinitive

claim

Smith claims to have discovered a new species.

verb + -ing

admit, deny, recommend, suggest

The report recommends walking at least one mile a day.

verb + preposition + -ing/object

apologize for, complain about, insist on, object to, reflect on, remind about

She insisted on paying for the meal.

verb + object + preposition + -ing/object

accuse ... of, compliment ... on, congratulate ... on, praise ... for, talk ... into, thank ... for, warn ... against/about Greta eventually **talked me into going** with her.

verb + object

acknowledge, emphasize, endorse, repeat, state He clearly **stated his position** on the matter.

Note that some verbs have more than one pattern. She promised she wouldn't be late. She promised me she wouldn't be late. She promised not to be late.

We most commonly use a reporting verb in the past tense and we change the tense in the clause (e.g. $is \rightarrow was$, $will \rightarrow would$).

He's always forgetting things.

She complained he was always forgetting things.

- 1 Choose the correct options to complete the extracts.
 - 1 Doctors *urged / informed* the public to be vigilant about the killer virus.
 - 2 Several people *praised / complimented* her on the beauty and simplicity of the design.
 - 3 The Director General *agreed / endorsed* the appointment of Smith as Foreign Affairs Editor.
 - 4 The majority *complained / objected* to the proposal, saying that the predicted increase in traffic was not sustainable.
 - 5 The judge *admitted / acknowledged* the defendant's inability to recall events from such a long time before.
 - 6 The minister *asserted / assured* that there would be a referendum on the issue within two years.
 - 7 Harrison and her team *revealed / admitted* engineering some of the research results.
 - 8 She *suggested / agreed* delaying the meeting until more information had been gathered.
- 2 Report what was said. Use the verbs in the boxes.

a	pologize compliment deny encourage reassure
1	'Sorry that I didn't believe you earlier.' He
2	'Everything will be absolutely fine. Don't worry.' She
3	'I think you really ought to go for that new job. You really should.'
4	'I categorically state that I have no knowledge of the incident at all.'
5	He 'That was a fantastic presentation. Well done.' The Dean
С	laim congratulate recommend suggest warn
6	'It is advisable to drink at least two litres of water a day.' The guidelines
7	'How about we don't make a decision today, but meet again in a couple of days' time?' Satoshi
8	'Well done for passing your exam. That's fantastic news.'
9	She 'We should all be aware of the dangers of being too complacent.'
10	The report 'We have discovered a previously unknown language in the Amazon.'

Dr Jenkins and his team

Audioscripts

Unit 1 Change

1.1))

- 1 They're much better organized than they used to be.
- 2 The more we rush around, the more stressed we get.
- 3 I waited as long as I could.
- 4 Events are moving far more quickly than we expected.

1.2))

The management of change is one of the most difficult things for organizations to do well. Many people feel threatened by change and fear of the unknown means workers often prefer things to stay as they are. Managers in turn are often anxious about communicating change. This may mean that they don't communicate appropriately or that the team picks up on their anxiety and becomes nervous in turn.

1.3))

People in different cultures do not respond in the same way to approaches to change management. Factors which affect the way people react include how much respect people have for power and those in authority and the importance of the individual versus the group. Another key factor would be how people react towards uncertainty – not being sure what is going to happen. If managers fail to take these factors into account, they may find workers are highly resistant to change.

1.4)))

German-American psychologist Kurt
Lewin, one of the pioneers of organizational
psychology, devised a three-step model for the
effective management of change. The first step,
which he calls 'unfreezing', concerns explaining
why things should be done in another way.
This step is very important and a particular
approach may be more effective in one culture
than another.

In Anglo-Saxon countries, it's important to show how change will benefit the individual. If people can see that doing things a different way will help their career or bring a reward, they are more likely to respond positively.

In Scandinavia and the Netherlands, people like to feel a high level of autonomy in their work and believe that they, not managers, fully understand their work. In this culture, consultation and decision-making by the team is very important.

In countries such as Mexico, Russia and India, people believe that the person at the top of the company has a good overview and can make the best decisions. Communication of change should also be done formally, through written documents.

In Germany and Austria, the emphasis is on being an expert. An expert is believed to be in a position to define new directions. Therefore, anyone who wants to implement change must first ensure that their knowledge and expertise is recognized. It's not enough just being a manager.

The next step in Lewin's model is known as ...

1.5))

When we think of the world's biggest cities, we might think of places like Tokyo or Mexico City. While these are certainly big, the map shows us the six fastest-growing cities in the world and the cities which are likely to continue growing rapidly from now till 2020. None of them are in Europe or the Americas. Five of them are in Asia and one is in Africa.

The world's fastest-growing city in terms of population is Beihai in the Guangxi region of China. Its location near Vietnam, Hong Kong and Macao has aided its economic development, and tourism is also on the increase. Its average population growth from 2006 to 2020 is estimated to be nearly 11% per year.

Surat and Ghaziabad are both important industrial cities in India. Bamako, the capital of Mali, is a centre for shipping and industry which has grown due to rural migration – as has Kabul in Afghanistan. The ancient city of Sana'a in the Middle Eastern country of Yemen has existed for more than 2,500 years but has grown recently due to the oil industry.

1.6))

Shanghai has changed enormously in the last thirty years or so. I mean, it's really grown a lot. There are now just under twenty-four million people living here - that's double the population of the late eighties; so the past thirty years or so have seen some big changes. I think the area that's undergone the most dramatic change is probably Pudong: it used to be a rural area, but it's been completely transformed. They've built an incredible number of skyscrapers, and the skyline has changed beyond recognition. A lot of the big financial institutions which used to be in the Bund - that's another district - well, they've moved to Pudong. You've got the Shanghai Tower - that's the tallest building in China - and Pudong is also where the airport is now. There are loads of shops, museums and restaurants it's a really lively part of the city.

But it's not just the centre of the city that's changed – the way Shanghai's growing means they're constantly putting up new tower blocks and residential areas all over town. I know some people aren't happy about being moved out of their old houses, but I think the quality of housing has improved a lot, and most people see it as something positive.

I suppose in some ways I think it's becoming more westernized, or maybe more globalized – you see all the same stores and chains you would in London or New York. I think it's also getting a lot more expensive because of this. There's also a much bigger middle class. I absolutely love what's happened in the waterfront area – that's all really changed. They always seem to be building a new expressway or widening an existing one. The metro's great – it's now got, what, something like twelve lines? And I think they're building or planning to build somewhere in the region of seven more – that's

One thing that hasn't changed too much, though, is the pollution – Shanghai's a lot better than Beijing, but the air quality's still not that great. But Shanghai is a much greener city than it used to be – they've established a green belt, and there are dozens of parks now – a lot more than there used to be. And, there doesn't seem to be any sign of it stopping – more people are moving to Shanghai all the time.

Unit 2 Feats

a big improvement.

2.1))

- I Welcome to Everyday Nature, our weekly look at the world around us. Today we have three zoologists who are going to tell us about animals and their astonishing powers! Let's start with you, Dr Marshall. What's your area of interest?
- **Z1** OK, so I've been investigating sound. There are some pretty noisy animals around. For example, the lion has a seriously loud roar which can be heard 8 kilometres away.
- I And isn't there a kind of shrimp which makes an awfully big click?
- Z1 That's right. It's called the snapping shrimp, and it makes an astonishingly loud snap that lasts for just one millisecond. But it's so loud and powerful that it heats up the water around it to a temperature hotter than the sun's surface! But the blue whale is the most impressive of all. Its calls travel more than 1,600 kilometres through the ocean, and are roughly as loud as a very loud rock concert.
- I But we humans are unable to hear it, right?
- Z1 That's right.
- I Professor Green, I believe your field is building. There are some notably good builders out there in the animal world, am I right?
- **Z2** Oh, yes. Just think of a bird's nest, for example. It's so remarkably complex and beautiful that it was used as the model for the Olympic stadium in Beijing. But, I think it's beaten by the termite's nest which is utterly astonishing. It's more like a city than a nest. It involves highly sophisticated systems. Did you know that inside the

- environment is temperature-controlled with special ventilation?
- I So it's air-conditioned?
- **Z2** It certainly is, and what's more, there are special rooms that store food, contain gardens ...
- I Gardens?
- Z2 ... gardens, and of course, house the queen.
 It's an exceedingly impressive piece of work
 and just made from simple materials like soil and saliva!
- I So, Dr Johns, you study animals from which point of view?
- Z3 Well, I'm particularly interested in how fast animals can travel, but also how long they can travel at the fastest speeds. For example, some birds, especially hunting birds like the peregrine falcon, are extraordinarily fast over a short distance even up to 320 kilometres an hour, if they want to catch a mouse, for example but they can't sustain that over several minutes.
- I And it's fair to say that humans are hopelessly slow when it comes to running and swimming and so on, isn't it?
- Z3 That's true, but we do have a critically important advantage, which is that we can run for long distances much further than any other animal. It's because we have a radically different body structure. And being able to run for a long time can give you advantages that pure speed doesn't have. Not least, you can win marathon races!
- I Well, thank you very much, Dr Johns ...

2.2))

- P Hello, and welcome to *In My Opinion*, the radio show in which three contestants have just sixty seconds to present the best answer to a topical question. And of course as usual, our audience here in the studio will vote after hearing the three speakers. Our first question tonight is: 'What was the most significant breakthrough in engineering?' And over now to our first contender, Marion. Your sixty seconds starts now.
- Good evening. In my opinion, the most significant breakthrough in engineering was ... the wheel. Until the invention of the wheel - in Mesopotamia about 6,000 years ago - early humans had made pots by hand, dressed in animal fur, and pulled heavy objects from place to place. How inefficient! But even once they'd invented the wheel, its use was limited to things like making pots. In fact, early humans had been using the wheel for 300 years before they realized they could use it to transport both themselves and heavy objects. But the wheel is not just about transport. It's had a huge impact on many later inventions - without the wheel inventions such as the watch, the car or the computer would have been impossible.
- P Thank you, Marion. Now over to Trevor your sixty seconds starts now.
- T Thanks. Well, in my opinion the most important breakthrough was ... electricity. In the past 100 years, engineering is said to have produced some of its greatest

- achievements to date. And the key to most of these is electricity. Electricity has revolutionized virtually every aspect of modern life. Its use became widespread at the end of the nineteenth century and it has been transforming our lives ever since. Can you imagine our life today without it?
- P That sounds like it from Trevor. Now on to our final contestant in this first round, Lucy. Lucy your time on the most significant breakthrough in engineering starts ... now.
- OK, well, my answer to the question is a little unusual. You see, in my opinion the most significant breakthrough has not yet happened. According to the National Academy for Engineering in the USA, some of the biggest breakthroughs are predicted to have taken place by the middle of the twenty-first century and I think the most significant is that experts say that by 2040 we will have found new types of fuel. This could have a dramatic effect on our current problems with energy supply and the environment. Some say that in just a few decades, new energy sources will have been developed through nanotechnology -the engineering of matter at the level of molecules. And that's a really ...
- P Sorry to interrupt, Lucy, I'm afraid your time's up. And now having heard our three speakers, it's over to our audience to decide who.

2.3)

- Early humans had been using the wheel for 300 years before they realized they could use it to transport both themselves and heavy objects.
- 2 Electricity has revolutionized virtually every aspect of modern life.
- 3 Some of the biggest breakthroughs are predicted to have taken place by the middle of the twenty-first century.
- 4 In just a few decades, new energy sources will have been developed.

2.4))

- 1 Most of the patients are asleep at this time, so it's important that you don't ...
- 2 This music is so loud! I just can't work in ...
- 3 When I'm working, I have to have ...
- 4 He's a very shy kind of guy. When he's at a party, and he doesn't know anybody, he finds it difficult to ...

2.5))

- 1 Éric, could you stop fiddling with your phone, please? This is supposed to be a serious meeting. I wish you would ...
- 2 You mean you can see somebody standing on that bridge in the valley? I can't see anything. You must have ...
- 3 Haven't you noticed that my husband speaks with a Mexican accent, and I speak with a Spanish accent? Or maybe you don't ...
- 4 Now, Lukasz, when you said that there is no relationship between the two events, I thought that was a very ...

2.6))

1

- A Do you ever have to take notes?
- B Yes, I usually take notes in business meetings at work.
- A And do you have a particular way of doing that?
- B I usually make notes about the agenda. I use the agenda items as headings. And I highlight the action points, particularly mine, so I don't forget what to do for the next meeting.
- A Can you tell me if you ever have to take notes?
- C Oh yeah, all the time, in lectures and seminars, things like that.
- A Have you ever been trained how to take notes?
- C Not really. I just picked it up, through practice.
- A And your top tip?
- C I guess, it would be to listen for key words.
- A And how do you know what the key words are?
- C They're usually stressed in some way. Like, the lecturer says, 'so it was the economic situation, rather than the political ...' so you know to write 'economic' ...
- A So tell me how you take notes.
- D My technique is to write down everything.
- A Really? Everything?
- D Yes, because you never know what information you're going to need later.
- A Do you even write down words like 'and' and 'the'?
- D Um, well, ye-e-es

4

3

- A Hi. We're doing some research into how people take notes.
- E OK ... well, I take notes at meetings, usually.
- A And do you have any particular technique or strategy?
- E Not really. I just type straight onto a tablet. I can type much faster than I can write.
- A And you put down everything?
- E Um, I never write details . things like statistics or ... examples.
- A Any advice for note-taking?
- F Well, when I was at school, I was taught a lot of abbreviations, like the plus sign for 'and', and three dots for 'therefore', and so on.

 And I've found that to be really useful. Also bullet points are great, because if you're writing a list, you can make it very clear which are the items on the list, and which is extra information.
- A So you have a special system?
- F Not really. I don't think it matters what your system is, as long as you can reconstruct the lecture from your notes afterwards.
- A You've been studying here for a couple of years now so I guess you've been to a load of lectures.
- **G** Sure have. And talks, and seminars ...
- A And have you developed a particular way of taking notes?

- G Not especially, but I find it's very useful to try and listen for the structure of the argument. The best lecturers really signal the direction their talk is going. So I would say listen out for discourse markers, linkers, and conjunctions ...
- A Such as?
- G Things like 'because' and 'therefore' and 'in addition'. Also words and phrases which introduce examples. Then I use little symbols like three dots for 'because' or 'e.g.' for an example, or a plus sign for 'in addition'. It's easy to get confused and not be sure if something is an example or a new point.

2.7))

One of the most amazing feats of the human brain is that of hearing and listening. Of these, I think that listening is the more mysterious.

Don't get me wrong. Hearing is an incredible feat, too. The human ear is a complex and wonderful organ. But we understand, more or less, how it works. That is to say, we understand it from the medical or biological point of view. The transformation of sound into electrical signals to the brain is reasonably well understood. And of course, there are many animals, including famously bats, who have much superior hearing mechanisms to humans.

2.8)

In fact, if you think about it, we have been able to build machines that can hear for many years. Scientists are now getting interested in the skill of listening.

Because machines, and we're talking about computers now, actually find it tougher to listen than to hear. You can tell the difference if you listen to a recording of a noisy party. You can hear lots of different sounds – the chatter of people engaging in conversation, the sound of glasses clinking, maybe music, too. But they all sound the same volume or loudness – it's not possible to notice any real difference between them.

But we can. When we're at a party, we can focus or concentrate on the conversation we are having and cut out or ignore the music or other background noise. In other words, we can sort out what is important to us, and what isn't.

In the same way, computers are good at certain aspects of listening to music. Computers can distinguish rhythm – da da DA da DA da da – and they can tell if a note is high or low DAAAA – DAAAAA. Some computers can now even tell the difference between a violin and a piano.

2.9))

A scientist called Mounya Elhilali and a group of university researchers are working on this. They're trying to find out how the human brain perceives all these different sounds in a noisy environment. Whether you're at work, in the street or in the home, you're surrounded by a cacophony of sounds, and all these sounds compete for your attention. How does the brain deal with this?

The researchers claim there are two types of activity going on in the brain when you're

listening in these environments. The first hears all the sounds. But the second can zero in, can focus, on a particular sound (like the conversation you are engaged in) and that is controlled by your state of mind. The scientists hope to understand the relationship between these two activities.

The immediate aim of the research is to build a computer model which can listen in the same way as a human. But the eventual aim is to design better products that will improve and enhance communication.

2.10))

This leads us on to a consideration of the conventional thinking about what a challenge actually is. For most of us, the meaning usually centres around an individual task which is in some way demanding or difficult to complete. Physical or mental tasks commonly spring to mind and the outcome is often clearly a success or a failure without much scope for any grey areas in the middle. So we can probably all recognise that feats such as running a marathon, climbing a mountain, or crossing the Grand Canyon on a tightrope present enormous challenges to the individual. They require physical and mental resilience that most of us cannot identify with, and potentially offer a sense of achievement that is likely to contribute exponentially to the well-being of the individual. However, some definitions suggest a wider meaning, and that a challenge may additionally involve the testing of abilities and character. There may not be an obvious end point, any recognizable achievement or an attempt which ends in disappointment. We can therefore include the everyday chores we face day after day within our concept of a challenge, and these daily challenges should be seen in a different way to the one-off tasks that arise from time to time in our lives.

2.11)

How many of you have children? Quite a few, I see. And how many of you have lost a loved one? Not so many, but still a significant minority. What about a new job? How many of you have started a new job in last two or three years? Yes, quite a few too.

And how many of you received emotional or psychological support while these life events were happening? Hmm, not so many. Of course, that's not surprising. Very few people seek help during times of change such as these. It's generally only when things become catastrophic for the individual that they make the effort to seek out help or coping strategies. For example, the new mother who can no longer cope due to post-natal depression. For most of us, these are events that people live through all the time. They are part and parcel of human existence. Perhaps people shouldn't need extra attention or support they might appear weak. But is this a sensible attitude? Should we expect people to soldier on regardless? In my view, no. Through my research I have gathered concrete evidence that people who find themselves in a lifechanging scenario are much less prone to stress or depression when given support and

coping strategies from the outset. I've looked at medical data from the last fifty years and at the beginning of this period, concerns with mental health and associated terms such as counselling and coaching were significantly less common than they are today. But this relative absence of help in the past has allowed me to see the differences in how effectively those both with and without support during significant changes in life go on to deal with their issues.

2.12)))

achievements challenges tests successful

2.13))

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

2.14)))

My brother and I had always wanted to have our own taxi company. But it wasn't easy. Things kept going wrong.

Financing the business was hard and so was finding the right staff.

At first we couldn't think what to do, but eventually we decided the best way to sort things out was to open a co-operative with other drivers.

Of course getting everything organized wasn't easy – there was a lot of hard work.

However, we managed to launch our business last March. It was a source of tremendous satisfaction when we finally achieved our goal.

2.15))

I guess ridiculous
I reckon all the time
utterly I suppose
sort of anyway
dreadful extremely
unbelievable
you know what I mean

Unit 3 Team

3.1))

1

- A What's the matter, Jack?
- B I've just been talking to Meriel, and apparently the company that supplies those handbags which are so popular has gone bankrupt. So, somebody has to ring about fifty customers to tell them they can't have the handbags they ordered. They're not going to be happy!

- A Oh, I can do that. Maybe I can persuade them to buy something else.
- B Oh, thanks, Natasha you're an angel. You never mind doing work that other people don't want to do. I don't know what I'd do without you!
- A So we have to make this group presentation next week ...
- B That's right.

2

- A And we all want to make sure it's really good, yeah?
- B Of course, yeah.
- A So, no making jokes when we're supposed to be working. I want it to be top class.
- f B So do we, Jade. We're right with you on that. f 3
- A How's your new colleague?
- B Marcel? He's OK. He works really hard, and he's very pleasant to everybody and all that. Trouble is, he's a bit of a 'me-me-me' person.
- A How do you mean?
- B Well, you know, when we have a meeting, and someone's speaking, he's always tapping his pen on the table, or making little jokes, or something like that. You get the feeling that he can't stand it when the spotlight's on somebody else. And he wears the most extraordinary clothes! Sometimes I think he'd rather be a model than a sales rep.

A How are you getting on with the new administrator?

B I really don't like him. He seems very friendly at first, but then he keeps making nasty little remarks about other people in the department. Little bits of gossip. But he doesn't say anything to your face. It's like he's trying to set people off against each other. Not nice.

3.2))

So, now we're going to move on to have a quick look at the work of Glenn M Parker, who is a business expert who has spent thirty years studying and writing about how teams work – or don't work! And Parker says that the perfect team has a balance between different personality types. Ideally, and I do stress that we are talking about the ideal team, not what happens in real-life situations, we would have four different roles.

The first of these we call the contributor, and this role is that of the person who is interested in technical detail, they provide data and information to the team, and they really get the team to concentrate on short-term tasks. This person is usually very dependable and punctual; they often carry a notepad with them to write down key ideas. Have you encountered this kind of person? I can see people nodding, so I guess you have! And finally, they have high expectations of the team – they expect quality work. They are task-oriented.

The second role is called the collaborator, and this person is very much the visionary. They have a clear idea of the long-term mission of the team; they focus on the long-term outcomes.

This individual is a 'big-picture' person. They're often high-spirited and help to boost the morale of the team. You might think they would act very inflexibly, but they don't – they're actually very flexible and open to new ideas. They're also willing to 'get their hands dirty,' and they do so to achieve the team's goals.

The third role is that of the communicator. This kind of individual really cares about how people get along with each other, how well they communicate with each other, and they want to build a positive, relaxed atmosphere. They're the kind of person who, if you ask them to organize a party or a social activity for the team, then they will do, and happily! They possess excellent communication skills, they're very open, and they have a sense of humour.

The fourth and final role is that of challenger. Do note that another word for the challenger is 'trouble-maker' so are you convinced this is a good person to have on the team? Well, neither was I, but I've come to realize that rather than being just a pain in the neck, in fact they do play a crucial part, because they question the goals and processes of the team. They are willing to disagree, even with the leader, and they ask tough questions. They are never satisfied with the outcomes; they push the team to take risks and be more creative.

3.3))

- 1 I was waiting for you.
- 2 Where do you want to go tonight?
- 3 I had got the time of our appointment wrong.
- 4 We've heard there's a strike on public transport.
- 5 But did you make trouble for him?
- 6 She has been to the doctor.

3.4)))

1

4

5

- A Why didn't you wait for me at the station?
- B I was waiting for you didn't you see me? 2
- A Where do you want to go tonight?
- B Let's phone George and see if he fancies going bowling.3

A So did you manage to meet up with Hattie?

- **B** No, it was a disaster. I had got the time of our appointment wrong, just as I thought, so we never saw each other.
- A Why are we going by taxi?
- B We've heard there's a strike on public transport.
- A David accused me of making trouble for him at work.
- B That's a not very nice thing to say. But did you make trouble for him?
- 6 **A** Why didn't Lucy go to the doctor?
- B She has been to the doctor. She went yesterday morning.

3.5))

N OK, so Tracy has asked us to go through these questionnaires and come up with

- the best ideas for better communication between the departments.
- A So ... am I right in thinking that we have to list as many ideas as possible?
- N No, I think we should restrict it in some way.
- R I agree. Let's brainstorm first, then choose the best ideas from that list.
- A Sorry, I don't follow you. What do you mean?
- R What I'm saying is, we put all the ideas together, then choose ... four?
- A That sounds good. I wrote down a few ideas already.
- N OK, let's hear them.
- A So first up, a lot of people said: how about meetings between the departments?
- R OK, but some of the departments have twenty staff. How would that work?
- A Well, they'd have to choose somebody to attend. In other words, each department would send one person. Are you with me?
- N And this group of people, one from each department, would meet regularly – is that what you mean?
- A Yes, maybe once a week.
- R Sounds good. It's pretty simple to organize. Next idea?
- A The next one which loads of people mentioned was for more socializing between departments, like more social events, you know, cinema trips or meeting up after work. And there was a suggestion for team-building weekends ...
- N Oh yeah, brilliant, that's great. Let's put that down.
- R Hold on. What did you mean when you said there was a suggestion for 'team-building weekends'?
- A You know, where we all go away to a hotel for the weekend and play silly games.
- R Oh no. I can't think of anything worse! It all sounds way too wishy-washy to me.
- N I beg your pardon?
- R Let me rephrase that. What I meant was that not everybody would enjoy that sort of thing. But going out after work is fine.
- N OK, let's not put in team-building weekends. So that's two ideas so far. I thought the idea of job rotation between departments was a really good one.
- A Oh cool, yeah. Then I could spend a week in the sales department trying to work out what they do all day ...
- R Sorry, what was that again?
- A I'm joking! But I think job rotation's a great idea.
- R Me too. You would really find out what other people are thinking. OK, we need one more. I've got a couple of ideas from the questionnaires I read. One would be for an in-house social media feed. Like a Facebook page where anybody from any department could contribute ideas and suggestions.
- A Hmm ... maybe ... and the other?
- R The last one was some kind of system where each department has to email all the other departments each week with information about what they're doing.
- A I think that just repeats the weekly meeting. I prefer the social media idea.

N Me too. Everybody knows how to use Facebook these days. Great! That's four ideas ... now we just need to write the proposal!

Unit 4 Responsibility

4.1)))

A You should have heard Kevin from Accounts this morning.

B Why? What was it this time?

A Well, he came down here to use the photocopier and somebody had left it jammed again.

B Uh oh. What did he say?

A Well, you can imagine. 'Who did this? Is anyone going to own up?' As if anyone was going to confess with him going on like that.

B I bet I know who's to blame for it. That Michael – he's useless with machines.

A I really don't feel any of us can be held responsible – we all know the machine's at least ten years old – they need to get a new one. Simple as that.

2

OK, hi everyone. Welcome to English Now. I'm the welfare officer here and my name's Maria. I'm responsible for everything to do with your accommodation and also things like health, banking and so on. If you have any problems with your host family or need to know anything about local transport or where to get a SIM card for your mobile phone, I'm the person to see. I'm also in charge of reservations for the social programme, so if you want to sign up for any of the trips or activities on offer, come and let me know.

3

- A Well, Scott, the reason I've called you in today is that we'd like you to take care of the Miller account from now on.
- B Miller? But that's one of our biggest
- A Indeed, which is why we feel you're the man for the job. You'll answer to Melanie and you need to keep her informed about what's going on, but you're trustworthy and reliable, and we know we can count on you to get the job done.
- B Wow, I, er, don't know what to say. I mean, thanks. It's a real vote of confidence. Um, yes, I'd be delighted to take it on. I hope I don't let you down.
- A I'm sure you won't.

4.2))

A I think there's something wrong with the remote control.

B You mean you've dropped it again! Do you have to be so ...?

2

- A I'm not happy about you driving tonight the roads are really icy.
- B Don't worry, I'll be fine.
- A Well, ...

3

A Just look at you: green hair, long black clothes and all that jewellery. Whatever will the neighbours think? B People should judge you on the person you are not what you look like. As for the neighbours, ...

A Right, so apart from the salary, what benefits are there?

B OK, so as part of the package you get four weeks' holiday, free parking, and private ...

4.3))

I Could you tell us a bit about your job?

Well, I'm a warden at a sheltered housing complex – that's a kind of supported residential option for older people. The people who live here are all retired, they all have their own flat, and they don't tend to have any major health care issues, but they're also reaching a point in their lives when it's kind of comforting to have someone available, just in case they have any difficulties.

I'm on duty three nights a week – I have a colleague who covers other nights – and I'm around during the day. I don't go round unless I'm asked, but the residents know that I'm on hand should they need anything. This can be small things like helping them change a light bulb, or taking care of minor maintenance jobs that need to be done, say if something gets broken, through to helping in the event of some kind of medical emergency.

I OK, so you're in what could be termed a 'caring profession' – what does caring mean to you?

A Well, in this job, I think it's about allowing people to have their independence, but knowing that there is somebody who does care and is there if they need it.

I And the qualities needed for your job?

A Well, you need to be patient, you need to be a good listener. Some people in this situation can be a little lonely, but I think you also need to have respect for people's independence and privacy. Yes, I think that's the most important thing, really.

I What do you do?

2

B I'm a Human Resources Manager. I have a background in psychology and I was hired because of this, so although HR – Human Resources – could be seen as just part of a business, for me it's very much a caring profession.

And what does your job entail?

Well, we work in various different areas like recruitment – taking on new staff, contracts, staff development and so on, but I think one of the most important things for me is staff welfare, making sure that people feel good and are looked after, because I think happy people will do their job better. We encourage our staff to come in and talk about any problems or concerns they may have and these tend to be work-related – contracts, pay and so on – but sometimes staff members come and talk to me about more personal matters, other things that might be having an impact on their work.

I So what does 'caring' mean to you?

- B I think being a good carer is about being a good listener I think it's important to listen well and to be present that is, not distracted by your own stuff when someone's talking to you.
- I OK, so apart from that, are there any other qualities you need in this job?
- B The other thing is total discretion. People often talk about very personal or private issues my relationship with them is a professional one, so it's important to keep that conversation private and to be careful that anything they say is treated in complete confidence.

4.5)))

According to a nurse who works with elderly people, there is a pattern of things they commonly regret when they look back on their life

Every male patient she met shared the same wish: I wish I hadn't worked so hard. They felt they always put work before wives and children and regretted missing out on their children's youth.

Another commonly shared feeling was: I wish I'd stayed in touch with friends. People felt they'd been so focused on their own lives and responsibilities that they'd let good friendships slip by over the years.

The most frequently expressed wish was: I wish I'd had the courage to live a life true to myself, not the life others expected of me. Many people had ignored their own feelings in order to satisfy the wishes of others. As a result, they had a strong sense of frustration that so many of their dreams had gone unfulfilled.

4.8)

- B Now you just keep your hands off my to-do
- A OK, OK! Now there are some things that I know you're not going to like ...
- B Like what?
- A Like, 'invent an illness and call in sick'.
- B Yup, you're right that's just irresponsible.
- A Or 'climb a tree and sit there all day'.
- B Right.
- A Yeah, but there are also some good ones ...
- B Such as?
- A Let's see, 'Throw out your TV' now you've been saying for ages how much time we waste watching nonsense.
- B Well, that's true enough.
- A OK, here's another: 'Drop at least one obligation' I mean, we all go round worrying about all our responsibilities and half the time we don't even stop to question the things we do.
- B Yeah, you've got a point.
- A Now what about this one: number seventyseven, 'Jump on a train to somewhere. Anywhere.' I like the spontaneity of that – just go to the station and see where fate takes you.
- **B** Yeah, but don't you think this is all a bit, I don't know ...
- A Carefree? Adventurous?

- B No, I was thinking more on the lines of reckless or frivolous.
- Oh, lighten up a bit, you only live once.

4.10))

- and the only solution is to reduce costs, and relocating the whole company to our northern office is the best way to do that.
- But that's nearly 500 kilometres away! Some of the staff in this office have been with the company since the 1980s. Their lives and the lives of their families are in this city. You can't just suddenly expect them to move to the other end of the country. There must be an alternative.
- I'm afraid I think you're missing the point here. If we don't do something, the whole company will go under.
- Perhaps if I could just say something here? It's nearly 4.00 now - that means we have another hour and I'm keen to make a decision today, so perhaps if we just take a short break and then we can come back ...
- Well, first of all, I'd like to thank you for your offer. I'm certainly interested in the opportunity. I just have a small problem with the conditions.
- Could you expand on that a little, Graham?
- Sure, well in my current post I actually get twenty-four days' leave a year, whereas you're offering twenty.
- I'm afraid twenty-four days is out of the question.
- OK, well, um, do we have any room for negotiation here?
- We could maybe take it up to twenty-two. I could put that to Human Resources and see what they think.
- I'd be very grateful if you could. Now in terms of my salary, I was thinking that ...

I'm not sure we can accept that. If I could add something at this point ... We'd like to make a decision at this meeting. What exactly do you mean by that? Would you be open to a reduction in ...? No. I don't see that at all. That could work for us.

4.12))

- He's really dependable and trustworthy. If he says he'll do something, he will.
- OK, I admit it. It was me who left the printer on all weekend. I'm sorry.
- OK, so the emergency team are the people who have to coordinate in the event of a fire, for example. It's up to them to call the police and fire brigade, evacuate the building and check everyone is out.
- If you don't look enthusiastic, how can you expect your team to feel excited about their work? I'm sorry, but I think the problem with motivation in the department is really down to you.
- So if you need a room for a meeting or anything, the person you have to speak to is Jo.

Don't let me down here. I told the others you'll definitely have the report finished by Monday and I'm depending on you to do so.

4.14))

dull, peaceful adventurous, reckless slim, underweight high-risk, challenging curious, nosey frivolous, carefree

Unit 5 Power

5.1))

The sun: it wakes us up in the morning, provides us with light and heat, and if it were a person, it would be about forty years old. The sun is in fact around 4.5 billion years old and it's about halfway through its life. At some point in the future, probably in about five billion years, the sun will start to die.

In practical terms the sun is a star located about 150 million kilometres from Earth. It's made up of hydrogen and helium. At its equator the sun completes a rotation every twenty-six days. But the sun means much more to us than this.

Look at any of the ancient cultures and you'll find the sun has an important role. There are over 3,000 structures in dozens of countries from Stonehenge in England to the Mayan pyramids, from the Dancing Stones of Kenya to solar temples in India. Each of the constructions shows our fascination with the sun. The sun was worshipped by Aztecs, Incas, Egyptians, Greeks and Romans. We can only guess at some of the details, but all we know is that the sun was worshipped across the whole planet. Both the sun and the moon influence humanity's view of time, and calendars have been based on each of them.

Many people today still associate a suntan with health and well-being, but in the past this was certainly not always the case. Back in the sixteenth century in Europe, very pale skin was considered beautiful and some people would either stay out of the sun completely or use lead oxide and arsenic - two highly toxic chemicals - to achieve the desired pale effect. As you can imagine, neither of the two was very good for you and poisoning was not uncommon. Today however, some people have more than enough exposure to the sun and visits to tanning salons are not uncommon: in the USA alone some twenty-two million customers visit them.

The sun is vital to life on Earth. All plants depend on sunlight for photosynthesis and in turn, plants are vital for feeding humans. Neither plants nor humans could exist without the sun. Without enough exposure to the sun, the body fails to generate vitamin D which helps to regulate both the immune system and the correct functioning of proteins and minerals. Aside from this, a number of other bodily functions such as our internal body clock, nervous system, and state of mind all depend on exposure to the sun.

5.2))

- Look at any of the ancient cultures and you'll find the sun has an important role.
- The sun completes a rotation every twentysix days.
- 3 Each of the constructions shows our fascination with the sun.
- All we know is that the sun was worshipped across the whole planet.

- There's loads of light in the house.
- 2 Some people might think there's a lack of privacy - anyone can see inside.
- One problem is where to put cupboards and shelves - with all those windows, there's a real shortage of wallspace.

5.4))

What's that you're taking?

- It's a new vitamin complex pill. I came across it in the health food store.
- What's it supposed to do?
- Well, it says on the box ... it builds up your immune system ... it helps prevent colds and other minor ailments it supplies all of your daily recommended dose of vitamins A, D and E. Sounds like just what I need.
- It sounds too good to be true to me!
- Ah no, that's where you're wrong. Vitamins are good for you.
- Vitamins may be but I'm not so sure that vitamin supplements are!
- Well, I don't know about that, but I think it's a good idea.

- I've just discovered I've put on two kilos. I've got to do something about it - fast.
- OK if you're really serious about getting fit you could take up running - you know - do five kilometres a day. You could start running one a day and build up ...
- Aw no, you're kidding, aren't you? That sounds too much like hard work.
- I guess so, you've got a point there. Perhaps you should try cutting down on fatty food you do eat fries with everything.
- You're absolutely right. Now ... where's that article I was reading last week on superfoods. ... Here it is - Yeah, look it says here you should cut out potato chips, fries and that sort of thing and eat more superfoods.
- Superfoods what are they?
- You know things like blueberries, grapefruit, pistachios ...
- Really? I'd no idea there were such things as superfoods - but you can't live on those alone - you need to be sensible or you'll never keep it up.

5.5))

a scarcity of a complete lack of an excess of a shade of a significant amount of

Unit 6 Play

6.1)

1

- I Would you be interested in playing games like this?
- G1 Well, I'm not so sure. I'd have thought that the games would turn out to be pretty dull. When I was at school, the teachers would make us do these educational games, and I ended up having a deep hatred of them! I think most gamers would say that they play games because they enjoy them, and get a buzz out of them, so the games would have to be much better than the ones they play already.

I would've loved to know about these sites before. You know, so much money and resources and creativity go into these games, and I've often asked myself: wouldn't it be good to use those resources in a constructive way? I've always felt rather guilty about playing games, especially when it's two in the morning and I'm still online and I have to get up for work the next day! So to be able to feel that I was helping out in some way would be great. Maybe knowing these games are helping the world in some way would make me feel less guilty!

3

- I I think you've actually played one of these games?
- G3 That's right.
- I That's interesting. Would you tell us what happened?
- G3 The thing is, when I started playing, I didn't realize it would get so addictive, and that's important, because, let's face it, most people would sooner spend their time gaining points than saving the planet! I don't think anyone would play these games if they weren't high quality in themselves.

Funnily enough my all-time favourite game is Tetris, which is the simplest, silliest game anybody has ever invented, and these games sound a bit similar. So I wouldn't mind having a go. Mind you, I'm not completely convinced by it. I asked some friends to try them out, but they wouldn't. They'd sooner play shooting games, and I think that would be true of lots of gamers – I don't think they'd be interested in saving a tree!

6.2))

- 1 I'd rather not.
- 2 Would you give me a hand?
- 3 She wouldn't say.
- 4 I always knew I'd be a star!
- 5 Where would you live if money was no object?
- 6 I wouldn't have thought so.

6.3)

- I Mike, the whole idea of 'having a holiday' is quite a modern one, isn't it?
- M That's right. Until quite recently, people only took one holiday in their lives - their honeymoon! The idea of 'leisure' is a modern one. In fact, most of the words we use for free time activities are quite new

- even the word 'weekend' is said to have been used in its modern sense for the first time as late as the 1930s. Most people then worked sixty hours a week over six days.
- I It's strange, isn't it, when holidays and leisure are so important to us now - the idea of lying on a beach, unwinding ... and feeling relieved about having got away from it all ...
 - But in fact, it seems as though the old, bad days of not much free time might be coming back?
- M That's right. The amount of time devoted to leisure is dropping, not increasing. In the Netherlands, for example, it is reported to have gone down from forty-eight to fortyfour hours per week in just twenty-five years. People are tending to work longer and longer hours.
- I Yeah, I've noticed here at work the number of colleagues who get to December and then complain about not having taken all their holidays for the year ...
- M Yes, apparently, British workers only take 77% of the annual holiday to which they are entitled. That means they work six days a year for free! At the end of the year, people always say they would like to have taken all their holiday but just couldn't get away from their desks. It does seem ...

6.4))

).4, l

I work in a large school in Perth, Australia. My students are aged between fifteen and eighteen, and most of the time they're really lovely but you know, they sometimes just get on my nerves. So I guess my job is quite stressful, and it's really essential for me to get away from it all occasionally. And the way I do that is jet-skiing.

I reckon most people wouldn't think plumbing is a very demanding job, and I'm a pretty laid-back kind of guy. There are a few things that drive me up the wall, mainly customers who keep changing their minds! The job's fairly repetitive – 90% of my work is changing taps that have started leaking – so I need to do something that's completely different. My hobby is to go on trips to art galleries. They're very tranquil places, and that's what I need.

2

I get pretty stressed out in my job. I work most evenings and quite a lot of weekends. I get back from the office at 8 p.m. at the earliest. If I've got a big presentation to make, I'm a bundle of nerves the night before. My girlfriend's always telling me to reduce my workload, she says I'm always on edge but I just want to slump in front of the TV and watch the latest detective series.

4

Of course, different people have different ways of chilling out. I think it's important to strike a balance between work and down-time. Being a streetcleaner involves a lot of dirt, so I try to get right away from that. My hobby is to find the best or the most interesting restaurants around, and every two weeks or so, I eat out with a group of friends.

5

I really can't bear just lazing around. I have to be on the go all the time. Studies have shown that a change of activity is more important than just doing nothing. For example, if you work in an office like I do, you want to get outside and do something active but for me, the best way to unwind is karaoke!

6.5)

- 1 Å small boy swallowed some coins and was taken to hospital. The next day, his grandmother phoned the hospital to see how he was getting on. 'No change yet,' said the nurse.
- 2 Why did the teacher wear sunglasses? Because her students were so bright.

6.6

Good morning, everybody. Today's talk continues our series of talks about different aspects of language. I'd like to start with a joke. It's very short! A small boy swallowed some coins and was taken to hospital. The next day, his grandmother phoned the hospital to see how he was getting on. 'No change yet,' said the nurse.

Now, as you will have realized, the joke depends on the fact that the word 'change' has two meanings. Such words are called 'homonyms,' and they're very common in English. This kind of wordplay is widespread in English, and in many other languages, too. It seems to cut across national and cultural boundaries. I'm sure there are similar jokes in most languages. But despite this, wordplay (as in this joke) is often regarded as trivial and childish. But if you enjoy this kind of wordplay, and many people certainly do, (including me!) then you start to think that it must be an important use of language, and certainly one that's worth studying. Indeed, one of the joys of languages like English, which contain lots of homonyms, is that they allow for this kind of joke.

6.7))

Of course, plenty of people hate the use of these double meanings. The famous writer and scholar Samuel Johnson called it 'the lowest form of humour'. However, they are frequent in the works of many great authors, including Shakespeare, Lewis Carrol and, Vladimir Nabokov, and also in the Greek tragedies. Double meanings are found in the literature of ancient Egypt, China and Iraq, and many other places.

Language has often been described as fulfilling two functions: the first is called T-communication, with 'T' standing for 'transactional.' This means it helps us to get things done, like ordering a meal in a restaurant (though if you do not know the local language, it's enough to do this by simply pointing at the menu). The second type is called I-communication, which means 'interactional.' That is to say, language is an aid to building and maintaining relationships.

But I think there's a third function, one that we might call P-communication – with 'P' standing for 'play'. Just think how much we play with language, have fun with words, inventing new ones or using old ones in new ways.

Unlike other aspects of play, until recently, this fun aspect of language was rarely studied seriously. Why should this be so? Children are happy to sing meaningless rhymes in the playground, and so are adults at football matches. Many millions do crosswords and other word puzzles that depend on wordplay. Italians have *rebuses*, the Argentinians have *jeringozo*, and the Japanese have *shiritori*, so we can't conclude that it's a feature of one particular language. Maybe we have simply taken wordplay for granted. Of course, plenty of ...

6.8)

- A What did you think of the film, Marco?
- M Well, I thought it was a bit of a mess. I liked the basic idea, but there were quite a few bits that I just couldn't get my head round.
- A Like what?
- M For a start, when was it supposed to be set?

 A Laures it was the 1800s or semething like
- A I guess it was the 1800s or something like that.
- M And the plot was kind of strange. At the start, the main female character seems to be a normal woman, then you realize she's actually some sort of alien! Come on, Amy, that's just daft.
- A Oh, I thought the bit when we found that out was great you can't expect a story like that to be realistic it's called *Cowboys and Aliens*, right?
- M Yeah, I suppose so. But something else I didn't get: how did the hero know about the alien ship? I found it a bit confusing. And pretty silly there were loads of times when I thought, 'this is for teenagers'!
- A Well, that's the whole point, it is for teenagers! How about you, Ross?
- R No, I wasn't confused, I was just bored.
 I thought it was pretty awful! There was something about the story that was really ... mechanical, formulaic. I felt the characters were all, you know, just like robots there was nothing new or original about anything they did. What a waste of time!
- A Isn't that funny? It's as if we've seen two completely different films! I thought it was great. I agree there were one or two twists in the plot, but I liked the characters. And what about the stuff at the end where the heroine sacrifices herself? Wasn't that really heartwrenching?
- R That just made me laugh. I finally realized it was a comedy! It was a comedy, right?

6.10)

- 1 it was a bit of a disaster really
- 2 a duke, or a lord, or someone like that
- 3 interviews with the actors, some scenes they didn't use, and that sort of thing
- 4 One or two people got up
- 5 something wrong with her leg

6.11))

- A Why's the flight so delayed? It's difficult to understand.
- B It looks like there's a problem with the plane. I heard an announcement saying there was a technical fault.

- A You always get announcements when something goes wrong, but they never give you useful information. It's frustrating.
- B There was some information on the screens a few minutes ago, but it's gone now.

Unit 7 Emotion and reason

7.1)))

- I The idea that we can be fooled by our feelings – is that an area that has been proved by research?
- P Yes. There is considerable evidence that indicates we can be tricked by our emotional responses. I heard recently of a piece of research by Cornell University about eating.
- I Eating?
- P Mmm. Let me explain. I want you to imagine this scenario supposing you were asked to judge a meal in a restaurant. What do you think the answer would depend on? The taste of the food? The look of the food? No. In this experiment, 139 customers were asked to rate the tastiness of their meal at an Italian buffet, but half of them had been told it cost \$4, and the other half \$8. The ones who had the more 'expensive' so-called meal rated it 11% higher. And this was because the ones who ate the cheaper meal reported loading up their plates and then feeling guilty about it, leading to the negative results.
- I So had they thought they were eating a more expensive meal, they would have answered differently.
- P That's right. And of course companies and brands spend a huge amount of time and energy finding ways to exploit these emotional responses. For example: How do you get someone to like you?
- I Er ... maybe I do something nice for them?
- P No the opposite! You get them to do you a favour. Because it turns out that if you do someone a favour, you'll like them more. Why is this? The answer is the brain is thinking like this: 'I am doing this person a favour, therefore I must like them.' And a lot of very successful companies actually play on this kind of psychological trick.
- I How do you mean?
- P OK, the most famous example is the furniture company IKEA, which sells you the different parts of the table or cupboard or whatever, and asks you to build it. You feel you are doing the company a favour and so you start to like them more. It's actually got a name the 'IKEA effect'. If the company had built the furniture as well, you might not feel so good about them! Strange, isn't it? Once again, you're fooled by your feelings.

7.2)))

- Am I apathetic about politics? Older people often say the young are apathetic about politics nowadays, but I don't think that's true at all. We're just not interested in the same things they are.
- 2 When do I feel apprehensive? Let me think ... I'm always a bit apprehensive when

- I have to disagree with my boss about something. Sometimes he's happy to listen to suggestions and other times he's not.
- 3 The last time I was astonished? That would have been when I won the award for employee of the month. I was absolutely astonished ... because I never win anything!
- 4 I can't think of a time I felt devastated, but I know that my friend Alexander's family were devastated when he gave up a great job in a bank and became a clown. They thought he was throwing away a really wellpaid career.
- 5 When did I last feel envious? Well, when my sister bought a brand new car I was a bit envious. Mine's ten years old now!
- 6 Well, yes I can definitely think of one time I felt frustrated recently. It was when my brand new laptop kept crashing while I was trying to write an important assignment very frustrating. I took it back to the shop and demanded my money back.
- 7 I'm rarely indifferent about things. I find it's hard not to be affected by other people's problems when I hear about them in the news.
- 8 What do I find irritating? I got very irritated with the road repairs outside my house last month. They started at 7 o' clock every morning, including Saturdays. Awful!
- 9 Relieved? Definitely! I was very relieved when my ten-year-old son arrived home yesterday evening – he was over an hour late and I was getting very worried. He'd been playing football with a friend and hadn't noticed the time – typical!
- 10 I tend not to get self-conscious these days, but I have a young colleague who was very self-conscious when he had to give his first presentation last week. You could tell he wasn't relaxed in front of all those people.
- I suppose the most sympathetic person I know is my sister. She'll always listen to people when they have a problem and try to help them. I don't think I'm very sympathetic though, I rarely have people telling me their problems.
- 12 What makes me uncomfortable? Well, I'll tell you it's when my wife's family get together, they love to sing round the piano and that makes me really uncomfortable. I can't sing very well, you see.

7.3))

Today's episode of 'Fooled by our Feelings' concentrates on embarrassment.

Most people don't like being embarrassed. But we certainly remember it when it happens! I think we can all recall those excruciating moments when we wished we hadn't said or done something. But since embarrassment is a powerful force that nearly everybody experiences, I think it's worth trying to understand. Why are we so quick to feel an emotion that makes us so uncomfortable? On the plus side, one reason is that embarrassment fulfils an important social function. After all, we humans live in groups, and it helps our social living if we have a way of saying 'Ooops! I shouldn't have done that' when

we go against what people think is normal behaviour. If you break or depart from a social norm, then it helps to maintain good social relations if you show you're embarrassed. But also people like us more when we show embarrassment. I know it's surprising, but there is plenty of research which shows that, for example, if you praise somebody, and that person goes very red, you're more likely to find that person trustworthy.

Of course, embarrassment does have its dark side, so to speak. As we know, the desire to avoid embarrassment is very strong, and it can lead to real-world consequences. One common situation is that maybe you have some embarrassing health problems, and you think 'Well, I'd rather other people didn't know about this. Maybe it will just go away.' So perhaps you don't even go to the doctor, and that could lead to more serious health problems.

Furthermore, at a very extreme level, severe embarrassment can make people avoid social situations, and even not go out at all.

However, the good news is that we judge ourselves much more harshly than other people do. When volunteers were put in embarrassing situations, researchers found that observers were much kinder on them than they expected. So maybe it's time we stopped worrying about being embarrassed, and accepted it as part of everyday life. After all, in most cases, it's not as if what we've done really matters.

7.4)

One area that is particularly likely to produce embarrassment is that of language. And this is especially true when you are talking in a second language, where maybe you don't quite understand the power of a phrase, or the exact meaning of a word. We asked some foreign language speakers about their experiences. Yeah, I was invited to dinner at somebody's house, and I used to smoke, and I asked the host, 'Do you mind if I smoke?' and she replied 'I'd rather you didn't,' and my English wasn't very good then, and I thought that 'I'd rather you didn't' meant she didn't mind, like, it was the same for her, so I lit a cigarette, and she didn't say anything but later another guest explained to me that that expression is really quite strong, it means basically 'No, you can't.' So, at the end of the evening, I went to her and said I was really sorry - my English was very bad, and I could only apologise.

Yes, we had a very important man staying in our hotel, and he was like a VIP, a 'very important person,' and he had this unfortunate habit of sleep-walking, and he would go out of his hotel room, and walk down the corridor, fast asleep. And this woman, another guest in the hotel, she came to Reception one day and actually complained about the guy who was sleep-walking. And I said to her, well, really there is nothing we can do, because he's a lunatic. Because lunatic is the Russian word for sleep-walker, do you understand? And the woman said 'Well, I think it's time you stopped letting lunatics stay here!' And then I remembered that lunatic means something completely different

in English. So, I had just told a guest that this VIP guy was a madman.

7.5))

- A What would you do if your boss criticized your work in front of your team?
- B That would really embarrass me. I'd probably go bright red and feel awful. It would be a bit humiliating.
- A How would you feel about your neighbours having big noisy parties all hours of the night?
- C Well, I know I wouldn't be able to sleep so then I'd get annoyed. If they ignored my protests, I'd get really mad and we'd probably end up shouting at each other.

3 A Just imagine you arrived at the checkin desk at the airport and you were told that your flight was overbooked and you couldn't board.

- D Oh, that would be awful. I'd be SO angry. But I'd try to stay calm, not get angry, and think about what to do. Maybe I'd demand an upgrade on the next flight.
- A What if your neighbour had a dog that barked all day and night, how would you react?
- E Oh, I wouldn't be able to stand that. I work at home and it would drive me mad after a while

A What if your boss was in a terrible mood and shouted at you for no real reason?

- F I'd try to keep out of his way. I'd know it wasn't directed at me; it was simply that he'd lost his temper about something. He'd probably apologize afterwards.
- A How would you react if your manager praised you in front of your colleagues?
- G To be honest, I'd be amazed as he never praises any of us, even when we win a big order.

7.6)))

- A OK, so here are the house rules. We all have to agree to them, otherwise, it'll be chaos.
- B OK, fair enough. Let's have a look. Hmm, I'm not sure about number 4. 'All house members must clean the kitchen at least twice a week.'
- A Is there a problem with that?
- B Well, that's not really fair on someone like me, who probably won't be using the kitchen very much. Maybe if I could be excused the kitchen duty, then I might do more of something else. How does that sound?
- A Yeah, maybe, provided we don't have to change everything. I'd rather we didn't start making too many special rules for individual people.
- B Hmm, that sounds fair enough. I'll tell you what. Supposing you let me off the kitchen cleaning, I could do more of the cleaning of the rest of the house.

- A OK, we might be able to make an exception in this case. But I'll have to ask the others if that's OK with them.
- C OK, so we had a look at your car, Mr Jones ...
- D Right. Is it bad news?
- C Yes and no. There's nothing seriously wrong with it, but there's quite a lot of small things that need doing.
- D OK, that doesn't sound too awful. Can you give me an idea of how much you think it's going to cost?
- C We reckon about £500.
- D 500? Oh, right. That's a lot more than I expected. You did say just small things. Frankly, I'm not really happy with that.
- C Well, like I say, there's quite a lot to do.
- D Actually, the other places I've taken it to have given me a much better price.
- C Oh right. Well, maybe we could ... What if we were to bring it down at bit?
- D Well, it depends what you mean when you say 'bring it down a bit.' What did you have in mind?
- C How about 400? If we did the more important things, and left the smaller things for another time? How do you feel about that?
- **D** OK, that sounds reasonable. I could go along with that.

7.8)

- 1 This kind of boss I call 'The Volcano'. Most of the time, they're dormant, and they go about their business quietly and peacefully. And then occasionally, something gets on their nerves and they erupt! Problem is: this reduces everybody's productivity, because they're walking on eggshells all the time.
- It's very frustrating for employees when they don't get feedback on their performance. You're thinking 'the new sales rep is doing well' but if you don't let them know, they'll just start floating along. By the same token, if you do have to criticize, make sure that your criticism is informational I mean, the employee needs to know what and why they're doing wrong, and how they can improve. Keep it objective. This kind of boss is 'The Motivator'.
- 3 This kind of boss is sometimes called a 'Social Director'. This means they always try to reach a consensus in their team. They want to create a community. The positive side of having this kind of boss is that they consult with everybody before they make up their mind about something. On the other hand, it takes them a long time to do it!

Unit 8 Plastic

8.1)))

They're made of plastic. This is good because it means they're lightweight. The lenses are rigid and obviously they're transparent so I can see where I'm going, but because they're plastic as opposed to glass they're a lot tougher and far less fragile and there's less danger of them breaking. The strap is made of some type of flexible plastic or rubber and they're elastic which means they fit well and don't let water in.

8.3))

When the Royal Swedish Academy awarded the 2010 Nobel Prize for Physics to two scientists from Manchester University, they described their discovery as having 'a vast variety of practical applications including the creation of new materials.' Some people say that their work could represent as much of a change to humanity as plastic did in the past. But what is it?

Its name is graphene.

Graphene has a unique set of physical properties. It's really quite simple, because Graphene is carbon, a one-atom thick layer of carbon. That makes it the thinnest material ever discovered. But what else is special about graphene? Well, it's an excellent conductor of heat and electricity. It's tougher than a diamond and stronger than steel. It's also very elastic and can stretch up to 20% its original length. Because of all this, it's guaranteed to revolutionize the production of hundreds of household objects.

With graphene, scientists say we'll be able to produce a new generation of flexible phones and tablets. In just a few years they're likely to be putting digital devices like phones inside your clothes, windows and walls. And you may well be able to read a display inside a transparent material like glass.

But graphene could also help in the fight against diseases such as Alzheimer's and cancer because scientists believe it could help both in diagnosis and in new types of photo-therapy.

And if all this is true, graphene is sure to be as important for the twenty-first century as plastic was for the twentieth.

8.4))

- I ÓK, Silvia, so first of all can you tell us why you decided to give up plastic?
- S First, I think I should point out that what I've been trying to do is cut down on my use of plastic it's pretty difficult to cut it out completely these days, but I was interested to find out if I could significantly reduce the amount I used.
- I And what made you decide to do this?
- Well, I was already aware that a huge proportion of my rubbish at home was made up of plastic but I guess the main thing was that I saw something in a magazine about this massive island of waste plastic in the middle of the ocean it was really horrifying. When I saw the photo, I decided I couldn't just sit there so I found out about some people who were trying to, you know, do something about it.
- I By reducing the amount of plastic in their lives?
- S Exactly. And that's why I decided to see how much I could reduce my plastic consumption in a month.

8.5)

- I So having made the decision, what was the first thing to go?
- S Well, I thought I was doing OK, you know I'd been using reusable bags for my shopping for ages, but I started taking a closer look at

- all the packaging food comes in before you even put it in your bag.
- I What, you mean like plastic on pre-packed meat and plastic egg boxes and things like that?
- S Yeah, though being allergic to eggs that wasn't a problem for me, but yes, for example cheese is wrapped in plastic, fruit comes in plastic bags I worked out that I was producing three bags of rubbish a week just from packaging it's completely crazy.
- I Yes, I see what you mean.
- S Then there's all those plastic water bottles we seem to get through now. So many people just seem to drink up, throw it out and buy another one, without even thinking about it. Now I just use a glass or a metal bottle.
- I OK, so you've been trying this out for four weeks now. Since giving up, or rather cutting down on plastic, do you think you've ended up spending more?
- S Well, I've gone over to shopping more in local shops rather than supermarkets but I think it's probably more a question of time than money I mean doing the shopping takes up more time, but the quality of the experience also goes up you know, you get to actually have conversations with people when you use smaller shops. And given the choice, I think many people would prefer to buy their fruit and veg direct from the producer or from a local shop where you know it hasn't travelled thousands of miles.
- I So you're at the end of the initial experiment - what next? Do you think you're going to keep it up?
- S Definitely, no doubt about it. Looking back, it's hard to think why I hadn't tried it before. It's really just a question of changing a few habits, becoming a little more aware. Taking everything into consideration, it's been a great experience.

8.7))

Something I've had to put off? ... Well, actually, last year I had to change all my holiday plans because of work. What happened was, my wife and I had been planning a trip to the USA for ages and we were really looking forward to it. We'd always wanted to do a road trip – you know – just book the flights, get there and then set off down the highway, stopping whenever and wherever we felt like it. I've had friends who've gone on similar trips and had a fantastic time.

But then something that we weren't expecting came up – one of the companies we do a lot of business with asked for a big order that needed to be sent out as soon as possible. There was nothing for it – I had to put my trip off and get on with fulfilling the order. We worked really hard and got the order out on time – the company was so pleased they placed a second big order, and then another. By doing this one rush job, we've been able to build on the relationship and they now give us at least one big order per month.

And in the end, we were able to have our trip - just a few weeks later than we'd planned. We

got to New York and set off heading west. It was a fantastic trip – I'll never forget it ...

8.8)

Much of what we do in business, as well as outside work, is concerned with human interaction. It's therefore very important to understand some basic principles.

Whenever we speak, whether we know it or not, all kinds of unspoken, or non-verbal, signals are being exchanged. Of course a lot of this is down to instinct, it's quite unconscious, and we often both deliver and receive these signals without being aware we are doing so.

The study of non-verbal communication, or kinesics, /ki'ni:siks/ is vital to management and leadership, and to all aspects of work and business where communication can be seen. By becoming aware of our body language – the way we move, our facial expressions and the effect it has on other people – we have in our hands a very powerful communicative tool. One very ...

8.11

By becoming aware of our body language, the way we move – our facial expressions and the effect it has on other people – we have in our hands a very powerful communicative tool.

8.12)))

One very interesting aspect, of which most of us are unaware, is mirroring. Mirroring is when one person copies the body language of another – if one person sits forward, the other person sits forward and so on. Mirroring is a non-verbal way to say 'I am like you. I feel the same'. Making this kind of connection, or bond, will help us develop a good relationship with the other person, who will, as a consequence, perceive us as being friendly.

8.13

But mirroring, or the Chameleon Effect, as it is sometimes known, is not restricted to body language. People also mirror voices. In an effort to make a positive impression on another person, to show they're on the same side, the brain can cause people to adopt characteristics of their speech style – including intonation and speed of speech – and even alter their accent to fit that of the person they are talking to.

So, if we want to build understanding and trust – as of course we do when we're trying to get a new customer or sell a product – we need to use all the tools at our disposal. Become aware of kinesics – body language and facial expressions – and think about mirroring. There's no better way, according to research, to win a customer over

8.14))

Right, the first card I'm going to choose is, well, I think it's probably – it's a library card, I think it might be for a university library or something like that and the second one is one of those ID cards that business people wear round their neck. So both cards are used for the purpose of identification. With the first one you'd be likely to use it to identify yourself, but I guess it would also have the additional function of recording, perhaps, the books that you've borrowed and

the books that you have yet to return. But I think the other one is one of those cards that you have when you're a visitor. So this person could be some kind of visitor to the building, to the office, and has to wear this card to identify themselves as someone who is permitted to be there. I suppose with the first one, the card would enable you to borrow books and obviously to use the facilities of the library and to study there while the second one would simply enable you to access the building. In terms of how I'd feel about using a card in each situation, well, I wouldn't have any issues I guess - particularly in the example of the library. It seems to me to be something very practical - it's nice to see the digitalization of that kind of resource now. I think it's a lot more efficient, so I wouldn't have any problem with that. When it comes to the ID card for the office, I have to say whenever I've had to wear one of these I've found them pretty uncomfortable they're difficult to get on your clothes. But I suppose, you know, it's practical - it's important that people can identify who should and shouldn't be in the building - so I think in both cases the use of the card is practical and justified.

8.15))

bound to likely to unlikely to might guaranteed to sure to

8.16))) absorbent

absorbent magnetic durable rigid

elastic bio-degradable flexible tough strong transparent fragile versatile lightweight water-resistant

Unit 9 Learning

9.1))

- A I've just finished reading a book by Ken Robinson about how schools are killing off children's creativity. It really made me think. All the stress about exams and grades could be stifling children's creativity. In some ways it's really sad according to him right now, in a classroom somehere in the world, a child will be losing their excitement about new things and enthusiasm for learning. I think it's true that children won't learn what they aren't interested in.
- B You're right there.
- A Yes, but it wasn't just that, he was saying that this is actually causing a major problem for companies right now one that experts are quite concerned about.
- B What do you mean?
- A Well, he said that in tomorrow's fast-moving world, a company's success will depend on its ability to come up with innovative solutions, but it seems there's a real problem with the way graduates have been taught to think. They are steered towards more practical and technical degrees, but they aren't encouraged to experiment with ideas and make mistakes.

- B I suppose that's true enough. If schools and universities will focus so much on facts and technology, it's no surprise that many companies can't find graduates who can produce imaginative solutions. But I think we have to remember that students do have to learn some facts. I mean, they can't always just be creative all the time. That might get a bit tedious too.

 Anyway, he's not the only one with some interesting ideas on education. I was going to tell you about that talk I saw by Sugata
- Mitra.

 A I've heard of him, but aren't his ideas a bit controversial?
- B Well, yes, a lot of people don't agree with him but he has done some amazing things.
- A Yes, I read about the Hole in the Wall experiment. It sounded intriguing, but I wasn't really convinced it would work.
- B Well, Mitra says if you give a child a computer, it won't be long before he or she starts to use it. That's exactly what he tried out in the Hole in the Wall experiment.
- A And those kids didn't know how to use a computer before, right?
- B Not only that, they didn't know English either, but Mitra says that left alone, children will come up with a solution to any problem, you know, find out how to do it or learn other things they need on the way.
- A Really? I find that a bit hard to believe. Did it work?
- B Well, it seemed to for a while anyway.

 More recently he's started leaving children problems to solve, you know, just asking a question and letting them research it on their own, without a teacher around at all.

 And it's amazing what they come up with to answer a question, the children will have had to work out what they need to do and then visit lots of different websites to find the answers.
- A And they just do it on their own, right no teacher? So how do they judge which sites are worth reading and which are just rubbish? Wouldn't they need some help from someone with that?
- **B** Um, I can see that is a problem. Something else he told us about was a thing called the Granny Cloud.
- A I read about that too the idea behind that was to encourage the kids, wasn't it?
- B Yes. He claims that just by someone saying something like 'Your project sounds amazing. Will you tell me about it?' that's enough to keep the kids enthusiastic. I mean, we all know it's a good idea to involve as many people in the community as possible then the children feel what they are doing is valued.
- A You can't disagree with that. I'm just not convinced I could leave my class alone with a load of computers and expect them to come up with any answers.

9.6)

Next slide ... The map shows the proportion of the population between 15 and 24 years of age who are enrolled in tertiary education in different countries. Over 170 million students

are in tertiary education. The country with the highest percentage is Finland where around 43% in this age group are studying. The two countries with the biggest increase in students in recent years are India and China.

9.7

- 1 Before you can enrol, you need to send us proof of your level of English. This needs to come from an officially recognized examining body – if you look on the webpage, you'll see a list of those we accept.
- We've got three kids and in the next five years they're all going to be going to university. In the past, you had to worry about paying for the accommodation, books and so on, but at least the classes themselves were free. But now we've got to pay this on top of everything else. I really don't know how we're going to afford it.
- 3 I think in some countries everyone wants to go to university, but here in Australia there are a lot of programmes which are more practical and combine work and study. That's how I learnt to be an engineer. I think employers in many areas value this type of practical experience more.
- 4 When I finished school I wasn't interested in studying any more; I wanted to start work and start earning some money. However, last year, I decided I did want to do a degree and I have to say I'm thoroughly enjoying it. My years of work experience are a real benefit and I definitely appreciate the opportunity to study a lot more than I would have done when I was eighteen.
- 5 So this is where you log in ... and then on the left you can see the courses I'm enrolled on. In the centre, are the messages I've got from other people on my course and also from my tutors look, my psychology tutor's uploaded a video for us. And there are also assignments we do online.

9.8)))

If current trends continue, the number of students worldwide is set to increase by nearly 50% in the next fifteen years, with developing economies leading the way according to a recent report commissioned by UNESCO. Information technology is sure to play an increasing role in higher education: more students will be following blended learning programmes and it seems clear that the use of virtual learning environments is on the point of changing the nature of both local and distance learning dramatically in the very near future. This is also going to lead to the development of more mega-universities, like the Indira Gandhi National Open University in India which is due to reach two million students in the next decade or the African Virtual University which works in over twenty-five different countries.

The study predicts that different countries will dominate research in the twenty-first century and says China will probably have overtaken the USA as the world's main producer of research by as early as 2020 and India will be in the top five.

The current trend towards internationalism is also here to stay: the development of offshore campuses is expected to continue and the number of international students is likely to reach seven million by 2020.

But measures may be needed if countries are to hold on to local talent; in Brazil the government is to fund tuition fees abroad for 100,000 students – on condition that they return home after graduating.

9.10))

- I Could you tell me about your job and what it entails?
- D Well I'm a managing editor in the English Language Teaching dictionaries department. That means that I produce new dictionaries for learners of English, for example this year we produced our first ever dictionary of academic English for students studying at university or college but mostly what we do is we revise and update existing dictionaries, such as the Oxford Advanced Learner's Dictionary.
- I How has the dictionary business changed recently?
- Well, there are two ways in which it's changed: one is that there's a lot more technology involved and we now have more sophisticated tools for analysing words. The other thing is the people who are using our dictionaries. There are many, many more people learning English around the world and they have a really diverse range of needs; the result is that we're putting more and more words into the dictionary. There are also more informal words and more different varieties of English - it used to be just British and American English but now we have Australian English, South African English, Indian English, West African English - we have words from all sorts of different places where English is the first language.
- I What further changes do you foresee?
- D Um, well technology is going to go on changing things because first we had print dictionaries and then it was print dictionary and CD-ROM but CD-ROMs are on their way out now I think, so now it's all about apps and online and that's going to get even more important and it'll also change how we produce the dictionaries because instead of doing a new print edition every five years, we can just keep constantly updating when we're online.

9.11))

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9.12))

- I So how do you go about selecting new words for a dictionary?
- D Well, two ways really we have a group of readers and they send in new words that they notice, so we use that, but also the people in our team, well we keep our eyes and ears open for new things that we read or that we hear in the media, things that our kids say ...
 - And of course we have a Word of the Year competition where people vote for new words, like 'selfie' which won a couple of years ago.
- I Oh yes, I remember that one. Now, recently there seem to be a lot of new prefixes around – could you tell us something about those?
- D Well, I think it's worth saying that a lot of them aren't quite as new as you might think. If you take a very prominent one like 'e-,' that was first used in 'e-mail' and that term was around as far back as 1979 though it didn't really become popular until the early nineties.
- I And did 'e-' start being used for other words apart from e-mail right from the start or is that much more of a recent thing?
- D That's more recent, we introduced 'e-' as a prefix in the dictionary in the year 2000 and now we have words like e-reader, e-learning, and actually a very recent one is e-cigarette, which is interesting because it's not about electronic communication, it's broadening the meaning of 'e-'. In fact there seems to be a bit of a trend for single-letter prefixes.
- I Such as?
- D Well, 'i' for interactive that's obviously a popular one, particularly as a brand name. 'M' – for mobile as in m-learning. My favourite new one is p-book.
- I P-book -what's a p-book?
- D It's a print book.

- I Really! So that's now known as a print book as opposed to an e-book!
- D That's an example of what we call a retronym - a new or modified word for an old thing that now needs clarifying like snail mail or landline.
- I What about suffixes?
- Let's see ... '-gate' from the Watergate crisis in the USA in the seventies is still being used in the press for any kind of scandal, not only in the USA and the UK but in lots of other countries too - so you have 'Pizzagate' in the UK, 'Moggigate' in Italy, 'Valijagate' in Argentina. Then you have '-ista' which started off as a political thing - 'Zapatista' and 'Blairista' - meaning a follower of - and then became things like 'fashionista' and 'barista', but that's different because here '-ista' means more like an expert rather than a follower. And one of the latest is '-tastic' - from fantastic which expresses a rather indiscriminate enthusiasm I think, so you have things like 'poptastic' or 'choc-tastic' recipes. It's not a very sophisticated word!

9.13))

- I What's a p-book?
- D It's a print book.
- I Really! So that's now known as a print book as opposed to an e-book!
- D That's an example of what we call a retronym - a new or modified word for an old thing that now needs clarifying like snail mail or landline.

9.14)))

A report has shown that the trend to start school younger in many countries is far from ideal. A study in New Zealand showed that by secondary school, children who started literacy classes aged five had no significant advantage over those who started aged seven and if anything, had less positive attitudes to reading. Experts point to European countries such as Sweden and Estonia where formal schooling is delayed till the age of seven and where children nevertheless display higher levels of academic achievement and well-being.

At the Dandelion Forest School, children learn through outside play all year round in sun, rain and snow. Founder Emma Harwood was worried that even pre-school was too centred on formal education and testing and it seems many parents would also prefer to see their children learning through experimentation and play in a natural environment. Aside from being happy and physically stronger, children develop greater autonomy and a wide range of problemsolving and interpersonal skills.

According to scientists, the change in circadian rhythms during adolescence means teens with an 8 or 9 o'clock start at school are expected to concentrate at a time which is incompatible with their body clock. In a trial at the Hugh Christie Technology College in Kent, starting school at 11.30 has meant an improvement in attendance, attention, and even exam results for students.

Many Taiwanese parents fear that their children lack confidence and courage

compared to youngsters from other countries. A kindergarten in Taichung has responded to this by including one to two hours of military exercise and gymnastics designed to improve mental and physical strength. The change has been welcomed by parents and the classes have proved to be a sell-out.

9.15)))

The purpose of this presentation is to look at the Bilingual Education Programme which has been operational in schools in Madrid since the year 2004.

I'd like to start by providing some background to the programme and why it was introduced in the first place. Despite being the first foreign language taught in schools for the past thirty years, a lot of Spanish people continue to have quite a poor level of English and for this reason, the regional government decided to launch a project to tackle the issue of language proficiency in Madrid. The project started in the year 2004 with twenty-six primary schools and was rolled out across the region so that currently 335 primary schools –that's about 44% of the total – are bilingual.

Moving on to how it works in practice in bilingual primary schools, children have two class teachers. Generally speaking one teaches subjects in Spanish, such as Spanish language and maths, and the other teaches subjects through the medium of English – these include science, arts and crafts, and P.E.

In terms of the success of the project, on the whole the results have been positive –where it works it can be very good: children speak with increased confidence and in most cases take official exams and get external accreditation much earlier than previously.

However, not everyone sees it in such a positive light. Critics say it's largely been motivated by politics rather than education. And certainly the effectiveness of the programme does depend to a large degree on the capacity of parents to support their children's studies and also on the language proficiency of the teachers in the first place, because obviously a programme of this, of this nature would require huge amounts of funding and there really is, you know, a relatively limited amount of language training available to teachers.

The long-term implications of the programme remain to be seen. However, there can be no denying that a whole generation of children are going to leave school with a far greater level of proficiency in English than had ever been the case previously.

9.16))

- 1 The type of education connected with the practical skills you need for a particular job.
- 2 A system of education in which a person works for an employer for a fixed period of time in order to learn the particular skills needed in their job, while studying parttime.
- 3 Money lent to a student to pay for the cost of education.
- 4 An adult student who goes to college some years after leaving school.

- 5 Official approval given by an organization saying that someone or something has reached a required standard.
- 6 The money you pay to be taught, especially in a college or university.

Unit 10 New

10.1))

Good afternoon. I'm going to talk to you today about an exciting revolution which is sweeping our world.

I notice many of you have smartphones, and some of you are even filming me on them – don't worry, I'm not going to take them away. See how nervous you got when I just suggested it? But I'm proposing that all these gadgets – laptops, tablets, smartphones – are already out of date. The internet is so ... last year. Because we're living in the post-digital age ...

Let me give you some examples. In a recent art show in London called '512 hours', the public were required to give up all cameras, recorders, smart phones and even digital watches at the door. The reason for this so-called 'technology hijack' was so the public could better experience 'silence and mindfulness'. The rationale was that because of all our technology, our ability to concentrate is a disaster. Life is short, art should be longer.

Second example: this is an elementary school in Seattle, USA, the home of technology. It's also one of the most exclusive schools in Seattle – where the bosses of the most important technology companies send their kids. So you might expect it to be full of technology. But what do you notice? There are no screens – the kids spend most of their day playing with mud. Third example: this is the biggest rock band in the world – the Rolling Stones. But when I say biggest, I mean highest earning. And here's an interesting fact. In the last two years, the Rolling Stones have earned sixteen times more money from their live concerts than from their sales of CDs and downloads. Sixteen times!

OK, so what am I saying here? Conventional wisdom is that the internet and smartphones are changing our world. We only access the world through our screens. We are losing human contact.

But in fact the opposite is true. Everything 'live' is booming. Big rock festivals sell out in minutes, even at £300 a ticket. Live conferences, seminars, cookery courses, musicals – these activities should be obsolete, but they're actually more popular than ever. Here's a good quote: 'In the digital age, there is a real necessity for a live experience, for physical interaction.'

And you can see this happening in what we spend our money on. Purchasing patterns are shifting rapidly from 'having' to 'being', in other words, from owning new products to buying an experience.

Digital is an astonishing means of communication. But it has not satisfied the human appetite for meeting, for touching and for experiencing. I find this hugely reassuring. We still need the live experience.

10.4))

- 1 From Newco ... the masters of innovation ... a product that will change your experience of gaming ... a games console that breaks new ground in terms of performance and price.
- 2 It's the latest thing in eating out. Come to Blackout, the restaurant where you eat ... in total darkness. Share a table with strangers who you can't see! You will enter a new world where your other senses especially taste! will take over. Brilliant food, fine wines, an unbelievable trip ... a radical departure in the appreciation of food.
- 3 This is the story of a man who changed music forever. Buddy Holly was a pioneer in the world of rock and roll, and this biography explains why his music has lived on, unlike other stars from that period whose music now seems dated.
- 4 Some people are always searching for the last word in design. Sofas, tables, bathrooms ... but here at Marshall and company, we look back to the 1950s, 60s, and 70s for the best in retro and vintage. Want a reconditioned radio from 1953? Retro telephones in gorgeous red plastic? Beautiful Italian lamps and lights from the 1970s? Visit our website at retro and vintage objects dot com and just click on the photos.

10.5))

The 'sharing economy' is really a very simple idea. You have something that you can share with other people: let's say you live close to the commercial zone of a big city, where it is difficult to find somewhere to park, and you have a space in front of your house which somebody could park in. Now out there are thousands of people who work near your house, and would be very happy to park in that space – and pay for it too! So the sharing economy is a way of bringing together you and all these people.

So there's a website called Parking Panda which does just that. And in fact it's the internet which has allowed all these different sites to spring up now.

It could be a spare room in your house, and in fact one of the most successful sites is Airbnb which allows you to stay in a stranger's house; or maybe you drive to work, and have a space in your car, and somebody would pay you to get a lift to work. So there's a site for that as well.

10.6))

- A So Jack has asked us to come up with some ideas for the new room. What do you reckon?
- **B** It's quite a big space, isn't it? Personally ... I'd go for something that really exploits the space.
- C I think you could be right. It's twenty square metres. Maybe we're looking at something like a table tennis room. We all need to relax!
- A Well ... I understand what you're saying, but don't forget that we've got the garden for sporty things like that. It seems like a bit of a waste of a fantastic facility just to give it over

- to table tennis. I get the idea from Jack that it should be something serious and work-related.
- B Well, one way of keeping Jack happy would be to have some kind of decent meeting room. At present we have to hold our meetings in that tiny room at the top of the building.
- A I'm not so sure I agree with you. That room at the top of the building is hardly used anyway. After all, we never really have big formal meetings. We meet up more informally, in small groups. That's the company style if you like.
- C In that case, we could always go Californian and have a chill room, you know with pods and stuff like that!
- B That would be SO cool. Because, if you think about it, we haven't really got a communal space where workmates can meet up and just hang out.
- A True. And most people I've talked to have said they'd really like something like that.
- C Why don't we suggest a chill room with a café attached? That might be a good option. It's a pretty decent space.
- A That's a great idea. And we can sell it to Jack by saying we won't need to keep popping out to the café every ten minutes. Right, so that's decided then. Let's just recap what we've decided. One end of the room will be a chill room and the other end will be some kind of café or ...

10.7)))

- 1 This object was the key to a fundamental shift in the economics of the world, because it provided Europeans especially with a reliable method of traversing the world's oceans, and this gave Europe the wealth and power that later fuelled the Industrial Revolution. Ironic, really, because it was a Chinese invention.
- I hate to say this, but I think the wristwatch is on the way out. I wanted to buy one for my son's twenty-first birthday, but he just said to me 'Mom, I really don't need a watch, that's a bit last year or even last century! I just use my smartphone now.' It's such a pity, because they can be works of art as well as wonders of science.
- 3 The first ones appeared in the early 1990s, though they didn't start to get really popular until about 2010. I think the key to their success was in the fact that you operated them with your finger so there was no need for a mouse or for all that clicking. In that sense, I think they were something genuinely innovative and took computers in a fresh direction.
- 4 You know when you're in a foreign city and you really, really need to use the internet? So you're constantly looking for a hotspot? Well, this will let you know where all the perfect internet hotspots are. It displays the strength of Wi-fi signals in your vicinity no matter where you happen to be in the world. Just look down at your chest! (Or ask a passer-by how strong your signal is ... a great way to make friends)

5 The printing press is a fairly obvious example of a crucial innovation, but I don't think people realize how many different fields of study and behaviour it affected. From religion to science to the arts, it literally changed everything. Of course, as with most inventions, many different people were involved in its development, but it was mainly due to people like Gutenberg in Germany that it became so widespread around Europe.

Unit 11 Origins

11.1))

- 1 Africa is home to more languages than any other continent. At the present time there are about 1,300 languages spoken by over 400 million speakers. There are four main language groups and various lingua francas languages used for communication between people from different language groups across a wide area.
- The Bow-Wow theory states that language is based on imitation, that when language began, our ancestors imitated natural sounds around them, such as animal noises. However, critics say this is unlikely as while in English children describe a dog's call as 'Bow Wow' in China for example, they call it 'Wang wang'. The Yo-He-Ho theory says that language evolved from the noises people make while using extreme physical effort. However as linguists point out, this doesn't account for all the other words in our vocabulary. As yet, no linguists have described the Bang-Bang theory!
- 3 The answer's logical. It's generally agreed that despite the fact that the brain was increasing in size, early humans didn't start using tools extensively until they started communicating using speech. The reason for this is that until this time, they couldn't use tools because their hands were being used for communicating in gestures.
- 4 Chimpanzees certainly don't have the intellect that humans do, but experiments have shown that they can be trained to work out logical connections and in the right environment acquire a vocabulary of up to 200 items. However, efforts to get chimps to speak have been a total failure. The reason they cannot speak is simple: their bodies are not designed for speech.
- 5 By the age of eighteen, the average person has a vocabulary of some 60,000 words. This means he or she must have learnt an average of ten new words every day, about one word every ninety minutes.
- 6 The Finno-Ugric languages are a group of languages which are alike in some respects and share common roots. They're spoken in the north of Europe in Finland, Estonia and parts of northern Sweden, and in one country in central Europe: Hungary.

11.2))

- 1 Can you think of a food which reminds you of your childhood?
- 2 Is there any ingredient you really don't like?

- 3 What foreign restaurants are popular where you live?
- 4 Which is the best region in your country in terms of food?
- 5 What's the best type of street food in your country?

11.3))

Who ever thought of taking day-old tortillas, frying them, and serving them with melted cheese, chillies, and tomato sauce? The answer is Nacho, or to give him his full name Ignacio Anaya. The story goes that a group of women – the wives of US servicemen – walked into a restaurant in northern Mexico. It was the end of the day and Nacho threw together a meal with the ingredients he had to hand. The customers were delighted and Nachos, as they became known, were quickly exported over the border into the United States. It just goes to show that no matter what ingredients you have, a tasty snack can be made.

Who invented the kebab? It seems whoever you ask, they'll tell you a different story. From Greece to Iran, Turkey to India, everyone is claiming responsibility. However, it does seem likely that the kebab started out as a food for soldiers: while on duty they would put meat on their swords and grill it over an open fire. Many kebabs today are still cooked horizontally on a metal skewer. However, the modern döner kebab, in which the meat is cooked vertically, is generally agreed to have been invented by Iskender Efendi of Bursa, Turkey. Whichever direction you have your meat cooked, it's sure to be delicious!

Pad Thai is arguably the most famous dish to come out of Thailand. A simple dish of rice noodles and meat and vegetables, it's the dish that Thai restaurants around the world are judged on. In Thailand itself, you can find it in every café and street stall. Surprisingly, though, the origins of this national dish don't go back that far. Before the 1940s Pad Thai didn't really exist. It was the Prime Minister of the time who popularized the dish in an effort to promote national unity and advance the country's economy and health. The recipe was rolled out across the country and street vendors were encouraged to make and sell it. It's not known who invented the recipe, although it has strong Chinese influences. Whoever invented it, though, it has undeniably become the national dish of Thailand in a relatively short period of time.

Paella was originally an easy lunch dish for farmworkers to cook in the fields near Valencia, Spain. Whenever I think of paella I think of seafood, but this was not one of the original ingredients. It was made with rice, plus anything else found in the surrounding countryside: tomatoes, onions and beans with some snails, rabbit or whatever. Traditionally it was shared and eaten straight from the pan. Later the recipes were refined and seafood was added and there are now some 200 paella recipes in the Valencia area alone with many more varieties in other parts of Spain and abroad.

11.4))

- P Let me introduce my next guest who is making us a classic Greek dish here in the studio. Eleni Papadakis, you run a small but enormously popular Greek restaurant in East London, and you've also written two Greek recipe books.
- E That's right.
- P And you're making us one of your signature dishes, moussaka.
- E Mmhmm.
- P Welcome to the show. (E: Thank you). So tell me, are you following a traditional recipe?
- E It's my version of it, but it's based on the traditional recipe.
- P OK, so tell us what you're doing.
- E Well, I've already prepared the aubergine layer I thinly sliced two aubergines, seasoned them with salt and pepper and brushed them generously with olive oil. They're baking in the oven. What I'm making now is the meat layer: I've roughly chopped up some onions and softened them in oil, then I added garlic, cinnamon and oregano, and after that I stirred in the lamb. Then I added peeled tomatoes (you have to peel them, as the skin goes bitter if you leave it in the sauce), tomato puree and red wine. So, this now needs to cook gently for at least half an hour to reduce the liquid.
- P Mmm, it smells delicious already!
- E I know, it's good isn't it! Anyway, now I need to make the white sauce for the top layer. So I'm melting the butter with some flour, and now I need to add some warm milk and beat it in.
- P How do you avoid getting lumps?
- E I just beat it vigorously so they don't have the chance to form! ... OK, that's done. Now I've grated some pecorino cheese here and I'm going to melt that into the white sauce. There you go. Now, this is what makes the white sauce special I'm going to beat two eggs into it. The eggs make the sauce rise when it's cooked.
- P It's almost like a custard.
- E Yes, it goes nice and fluffy. And once the eggs are beaten in I'll season it and add some grated nutmeg.

...

- P So, Eleni, all three elements are now ready. What are you doing now?
- E I'm putting layers of the aubergines and meat in an oven dish. There that's done. And the final touch the white sauce covers the whole thing. Then back into the oven for 45 minutes. Some people like to sprinkle cheese on top and grill it at the end.
- P Do you do that?
- E No, I add the cheese to the sauce. I don't think it needs any more.
- P Well, I can't wait to try it. What would you serve with your moussaka ...

11.5))

OK, so the *best* street festival in Asia is without any doubt: Songkran. No way should you miss this amazing party.

Songkran is a major festival in Thailand, it's the celebration of the Thai New Year, and apart

from anything else, it's the biggest water fight in the world.

It takes place each year in April, which is the hottest time of the year. Originally, the date was determined by the lunar calendar but now it takes place officially from the thirteenth to the sixteenth of April although the celebrations can go on for a whole week.

Again going back to its origins, it was a religious festival and it was all to do with cleaning and making fresh starts; people would clean out their houses, they would clean religious statues and very respectfully they would pour water on their family and on their neighbours – just a little water, to symbolize the start of the new year.

Now it's all become an absolutely massive street party and it's totally fine and normal to soak complete strangers. The whole thing is designed to bring you good luck in the New Year and it's a huge party with dancing, drinking, and lots and lots of water.

Thai people often go home to their villages, but for visitors the place where you can have the best Songkran experience is Bangkok. It gets really busy though, so you do need to book accommodation well in advance. The city gets incredibly busy and in terms of advice, well, be super-careful with your cameras, your phones and any other valuables because everything will get wet. While your actual room is probably safe, the staff may 'attack' you elsewhere in the hotel, that's how serious it gets. Don't try and use public transport to get into the centre of town because it's just crazy. You must show respect for the religious elements of the ceremony which are still there and what you absolutely have to remember is this: don't come to Songkran without a bucket or a water pistol because you've got to fight back!

11.8))

- I'll never forget that holiday.
- 2 The architecture really impressed me.
- 3 I never thought about the danger we were in.
- 4 When I got back to the village I stopped running.
- 5 The food was the best thing.

Unit 12 Memory

12.1))

- Today's visiting 'expert' is Dan Harrison. Dan, you've been studying the different types of memory. Can you give us just a simple run-down of the different types?
- D Well, I'll try! But it's a very complex area. There's a lot of debate over how memory works, and a complete understanding of how memory works is a long way off. Work is being done all the time around the world on the brain and how it processes information. I think most people know that memory is basically divided into 'short-term' memory and 'long-term' memory, though there are plenty of experts who disagree even with those two terms! But let's stick with them for now.
- I Can you define those terms?

- D So short-term memory lasts for just a few seconds. And we know that with short-term memory, most people are able to remember a telephone number of, say, six digits but not of twenty-six. And that is down to the fact that short-term memory has restricted capacity.
- I Whereas ...
- D Whereas long-term memory lasts for ever, and has no upper limit as far as we know. But as always the situation is much more complicated than that. For a start, long-term memory is separated into two types. These are sometimes called 'implicit' memories and 'explicit' memories ...
- I Implicit and explicit ...
- That's right. So implicit memories are things that you don't have to think about - like riding a bike or playing a musical instrument.
- I Don't some people call this 'muscle memory'?
- D Yes, especially in sports. You do an action so many thousands of times that it becomes unconscious and automatic. But it's not just actions, it can be things you have no control over. An example would be the memory that comes back when we smell fresh bread or taste a chocolate cake. Another crucial point about implicit memories is that they often are non-verbal you find it hard to describe them to somebody. By the same token, with explicit memories, you can get people to describe them and what's more you could give details about the situation, such as who was there, what the weather was like, and so on.

12.2))

- I But I think you're going to say that it's even more complex?
- D Absolutely! Because explicit memories are further sub-divided into episodic and semantic memories. Obviously, episodic relates to episodes that happen to you. So in our experiments, we had the subjects describe their first kiss, or when they met someone famous, or when they had their car stolen. And that was obviously very easy for them.
- I So what's semantic memory?
- **D** That's the kind of memory for pieces of information, like what's the capital of China
- Beijing!
- D Er, right, or the name of a good plumber to call when you have water coming through your kitchen ceiling, or the name of your hairdresser when you need to get your hair cut.
- I Well, thanks for that Dan it's been unforgettable!

12.3))

- 1 He complimented Andrea on the presentation she'd made at the conference!
- 2 She urged us never to believe the advertisements that say that chocolate is good for your memory.
- 3 He suggested the management should change the plan.

- 4 He emphasized the need for older people to retain their independence.
- 5 She insisted on having Japanese green tea for breakfast.
- 6 He claimed he had been accepted by a top German university when he was fifteen.

12.5))

- 1 What makes learning English words so difficult is the pronunciation.
- 2 Memorizing lists of words, I find very unproductive.
- 3 Can't be bothered with learning words, myself. I just listen and then try to use them.
- 4 I've been learning French for I don't know how long, but I still love learning new words.

12.6))

- People's names, that's what I can never remember. It can be very embarrassing when you meet them again.
- 2 Always forget my own mobile number, I do. I never phone myself, you see.
- 3 What I can never remember is the words to songs. But as I can't sing that's probably a good thing.
- 4 My PINs, you know, the numbers you use for your credit card, phone and so on, I'm always forgetting those - we have so many nowadays.
- 5 I've forgotten my parents' birthdays I don't know how often! I forgot my mother's last year and she didn't speak to me for a month.

12.7))

- A What did you think of Professor Glazunov's talk?
- B For the most part I thought it was very interesting – especially the bit about using rooms. I actually used that technique last year for my final exam.
- A So how does it work exactly? In that section, I got a bit lost, he went so fast.
- Well, the idea is that if you want to remember a lot of different things in order, you imagine yourself in a big house, and each room represents something you want to remember. Or it could be each item in a room represents something. So let's take the bones of the hand, you have to remember them for a test or something, you associate, say, a vase with the first bone, then a mirror with the second bone, and so on.
- A So how does that really help?
- B Well, when you want to recall the names, you imagine yourself in the house, and when you see the vase, it triggers your memory of the name of the bone. That's the theory, anyway.
- A And does it work?
- B Up to a point, I think it does. What they don't tell you is how to remember the objects in the room! You have to keep the picture of the room in your head and if you've got a lot of things to learn well, it can get a bit complicated. What really interested me was the research about learning words the stuff that seems to prove that there's not much difference

- between learning something by heart and repetition and using other methods!
- A Yes, but there was only one source he cited. What about the research on learning in chunks?
- B That was quite good especially the bit about learning words in phrases. It appears that's how we remember names if you can remember their first name, the surname is like part of a chunk, so you remember the name as a whole.
- A What did you think about the idea of mind maps?
- B It was good stuff, that. I use mind maps all the time.
- A Yeah, we had a lesson about them right at the start of the course, but it's good to be reminded about these things every now and again. Just in case we forget about them!

12.8)

- A Did you read that intriguing story about the man who went swimming in the sea and then lost his memory?
- B No, what was that? I must have missed it. Sounds rather unlikely.
- A It does, doesn't it? But it was on the Guardian website. Apparently what happened was, he was on holiday in Scotland with his wife and grandson. They found this beautiful beach on the Isle of Mull, I think it was, and he and his grandson decided to go swimming.
- B OK ... this was in the summer, was it?
- A Yes, I reckon it must have been... but the thing is ... Mull is actually quite a long way north. I mean it looks beautiful and sunny in all the photos, but it's still pretty cold even in the summer. I guess he thought the water would be warmer than it was.
- B Yes, I've been caught out like that in Scotland - the sea always seems to be absolutely freezing whatever the time of year.
- A ... so anyway the grandson was wearing a wetsuit ...
- B ... sounds like a sensible lad ...
- A Yeah, but the grandfather was only wearing swimming trunks.
- B Because he thought the water would be warm ...
- A That's right. In fact it wasn't anything like as warm as he was expecting. After about ten minutes, the grandfather comes out of the water and he can't remember where he is, or what he's doing there. What made it really weird was that he could recognize his wife, and his grandson, and he could do things like dry himself but all his recent memories were gone!
- B That must have been seriously upsetting
- A And ... oh yes, something I forgot to mention, it was his short term memory that seemed to be really badly affected he could only remember new things for thirty seconds, so he kept repeating the same things over and over, he kept asking the same questions ... wouldn't that be utterly appalling?

- B I can't think of many worse things to happen out of the blue like that. So what happened next?
- A Well his family were really worried so they decided ...

12.9))

- 1 a An awful thing happened to me yesterday.
- b I had an awful thing happen to me yesterday.
- 2 a He had his house painted.
- b He had painted his house.
- 3 a I refuse to let you bring your boyfriend home!
- b I won't have you bringing your boyfriend home!
- 4 a This product is endorsed by several celebrities.
- b This product is recommended by several celebrities.
- 5 a Please have the next applicant come in.
- b Please ask the next applicant to come in.
- 6 a We got the neighbours to cut down the tree.
- b We paid the neighbours to cut down the tree.

Irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	go
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/learned	learnt/learned
A TOTAL CO.		

Infinitive	Past simple	Past participle
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
must	had to	had to
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/showed
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spoil	spoiled/spoilt	spoiled/spoilt
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	wore	won
write		written
vviile	wrote	WIILLEIT

Phonemic symbols

Single vowel sounds				
/ix/	tree /triː/	/ə/	computer /kəm'pjuɪtə(r)/	
/I/	his /hɪz/	/31/	learn /lɜːn/	
/i/	happy /ˈhæpi/	/xc/	four /fɔx(r)/	
/ʊ/	good /gud/	/æ/	hat /hæt/	
/u/	usual /ˈjuːʒuəl/	//	sunny /'sʌni/	
/ux/	school /skuːl/	/ax/	car /kɑː(r)/	
/e/	ten /ten/	/p/	clock /klpk/	

Diphthongs (double vowel sounds)				
/ɪə/	near /nɪə(r)/	/JI/	boy /bɔɪ/	
/ʊə/	tour /tuə(r)/	/aɪ/	try /traɪ/	
/eə/	wear /weə(r)/	/əʊ/	so /səʊ/	
/eɪ/	train /treɪn/	/au/	out /aut/	

Consonant sounds				
/p/	pen /pen/	/s/	see /siː/	
/b/	big /bɪg/	/z/	lazy /ˈleɪzi/	
/t/	tea /tiː/	/ ʃ /	shower /'ʃaʊə(r)/	
/d/	do /duː/	/3/	television /'telɪvɪʒn/	
/tʃ/	children /ˈtʃɪldrən/	/m/	man /mæn/	
/03/	journey /ˈdʒɜːni/	/n/	never /'nevə(r)/	
/k/	cat /kæt/	/ŋ/	sing /sɪŋ/	
/g/	go /gəʊ/	/h/	hot /hpt/	
/f/	fly /flaɪ/	/1/	like /laɪk/	
/v/	very /'veri/	/r/	river /'rɪvə(r)/	
/0/	thing / θ Iŋ/	/w/	water /'wɔxtə(r)/	
/ð/	this /ðɪs/	/j/	yes /jes/	



Here is a list of useful or new words from Unit 1 of Navigate C1 Coursebook. You can insert your own translation. Words marked with a key (Om) all appear in the Oxford 3000.

<pre>adj = adjective adv = adverb</pre>	conj = conjunction n = noun	phr v = phrasal verb pl = plural	<pre>phr = phrase prep = preposition</pre>	<pre>pron = pronoun v = verb</pre>
conventional Om	adj /kən'ven∫ənl/		Conventional exercise are still very popular.	e routines, such as jogging and cycling,
devise v /dɪ'va	IZ/		Psychologist Kurt Lew effective managemen	rin devised a three-step model for the tof change.
dispute O	lı'spjurt/		Some recent research	would appear to dispute these claims.
eligible <i>adj</i> /'eli	ıdʒəbl/	-	At what age are you e	ligible to vote in your country?
expertise Om n	/ˌekspɜːˈtiːz/		7	implement change must first ensure and expertise is recognized.
expressway n /	ık'spreswei/		They always seem to widening an existing of	be building a new expressway or one.
facilitate $v/f\mathfrak{d}$'s	siliteit/		In Germany, change ca communication.	an be facilitated by formal written
fad $n / \text{fæd} /$). a	The new fad is for Hig	h-Intensity Interval Training.
fairy-tale adj /'f	eəri teɪl/	-	A solitary green ogref fairy-tale characters.	finds his life is interrupted by various
feisty adj/'fais	ti/	· ·	The feisty heroine is a	schoolgirl who becomes a zombie.
formal Om adj /	'fəːml/		Everyone is dressed in a T-shirt.	n formal clothes, and you're in jeans and
formally Om adv	/ˈfɔːməli/		Communication of cha through written docur	ange should also be done formally, ments.
fuss $n / f_{\Lambda S} /$		1	I never make a fuss in wrong food.	restaurants, even if they bring me the
heroine <i>n</i> /'her	əuin/		The heroine is an ordi powers.	nary school teacher who has special
implement Om V	/ /'implimənt/	-	Those wishing to impl need to highlight bene	ement change in Anglo-Saxon countries efits to the team.
impose (on) Om	v /ım'pəʊz ˌɒn/		It's best to agree char on them.	nge with your team, rather than impose it
in the region of O	₩ phr /ɪn ðə ˈriːdʒən	pv/	They're planning to bu more metro lines.	uild somewhere in the region of seven
infinitely adv /'ı	infinətli/		We now expect every quickly than in the pa	thing to be available infinitely more st.
intense Om adj	/in'tens/		It's thought that inten- gentler exercise.	se physical activity is better for you than
intensity Om n /	'ın'tensəti/		Low-intensity exercise intensity exercise.	e is less effective at burning fat than high-
level (off) v / lev	vl 'pf/	2	The unemployment ra years.	te has levelled off over the last couple of
maintain Om v /	mein'tein/	1.	They also maintain that the day.	at it makes you burn more calories during
make your day μ	ohr /meik joi(r) 'dei/	(It made my day when presentation.	my colleague complimented me on my
metabolism n / n	mə'tæbəlızəm/		They maintain that it s	speeds up metabolism.
metamorphosis	n /metə'mərfəsis/	-	There are various reas	sons why the idea of metamorphosis is

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migration <i>n</i> /maɪ'greɪ∫n/	Bamako, the capital of Mali, has grown due to rural migration.
model Om n /'modl/	The Scandinavian model is often thought of as the best example of education and public services.
moderate adj /'mɒdərət/	The results suggest that moderate exercise may improve memory.
moody <i>adj</i> /ˈmuːdi/	If we bring a moody attitude, we'll probably have a depressing day.
motivation $\mathbf{O}_{\mathbf{m}} n \mid_{\mathbf{I}} \mathbf{m} = \mathbf{v} \cdot \mathbf{I} \cdot \mathbf{v} \cdot \mathbf{v} \cdot \mathbf{I} \cdot \mathbf{v} \cdot \mathbf{I} \cdot \mathbf{v} \cdot$	She was able to make a significant change to the motivation of her team.
mutation O _m n /mjuː'teɪ∫n/ _	Mutation – such as frogs becoming princes – is a common theme in children's stories.
nerdy adj /ˈnɜːdi/	The hero is a nerdy office worker who turns into a spider at the first sign of danger.
nostalgia n /nɒˈstældʒə/	Change in modern life is being accompanied more and more by a sense of nostalgia.
nutritious <i>adj</i> /nju'trɪ∫əs/	Fast food can be every bit as nutritious as other food.
obesity n/əu'bi:səti/	Obesity is a growing problem in most western societies.
on the increase phr / pn ðə 'Inkri:s/ _	Tourism is on the increase in Beihai in the Guangxi region of China.
overtake v /ˌəʊvə'teɪk/	Ghaziabad in India could overtake Surat in terms of growth rate in the next ten years.
overview n /ˈəʊvəvjuː/	In some countries, people believe that the person at the top of the company has a good overview.
overwhelm v /ˌəʊvəˈwelm/	Many film-makers have seen our worries about rapid changes overwhelming us.
pick up on phr v / pik 'Ap on/	If a team picks up on their manager's anxiety, it may become nervous in turn.
pleasurable <i>adj</i> /'pleʒərəbl/	A long, pleasurable walk in the country may not be as beneficial as we once thought.
plummet v /'plʌmɪt/	The number of new houses built in the city has plummeted in recent years.
prestigious adj /pre'st1d3əs/	Many prestigious works of art have concerned heroes who changed into somebody else.
protagonist <i>n</i> /prəˈtægənɪst/	The protagonist is a young boy who is brought up by his elder sister and her husband.
rate Om n /reɪt/	Big cities like Delhi and Mumbai are growing at a much slower rate.
resist Om v /rɪ'zɪst/	If change isn't handled well, people will always resist it.
resistant adj /rɪˈzɪstənt/	If managers fail to take these factors into account, they may find workers are highly resistant to change.
revolutionize v /ˌrevəˈluːʃənaɪz/	The workers revolutionized their business through four simple principles.
scenario n /səˈnɑːriəʊ/	Many film-makers create scenarios which reflect changes in our society.
short and sharp phr / ʃɔːt ænd ˈʃɑːp/	Get on that rowing machine and keep it short and sharp!
skinny <i>adj</i> /ˈskɪni/	He was really skinny after a month of trekking in the jungle.
soar v/sɔː(r)/	Unemployment in the city soared after the car factory was closed.
stabilize v /'steɪbəlaɪz/	Global population growth is showing no signs of stabilizing.
symptomatic adi /.simptə'mætik/ _	It could be claimed that these tales are symptomatic of our age

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threaten ο _m ν /'θretn/		Many people feel threatened by change.
time and again phr /ˌtaɪm ænd əˈgeɪn/		I have to tell myself time and again not to forget my work pass
time flies phr / tarm 'flarz/		They say that time flies when you're having fun.
time management $n / taim mænid3mənt/$	1	Effective time management is the key to a stress-free life.
time really drags phr /taɪm ˈrɪəli drægz/		Time really drags when you're bored at work.
transformation O <i>n</i> / trænsfə¹meı∫n/	1	One of the most famous transformation stories, <i>Dr Jekyll and Mr Hyde</i> , was published in 1886.
treble v /'trebl/		The number of students at our school trebled after two local schools were closed down.
uncontrollably adv /ˌʌnkənˈtrəʊləbli/		Two old people were laughing uncontrollably.
up to speed adj /ˌʌp tə 'spiːd/	2	Are you up to speed with all the latest developments in new technology?
versus adv /'vɜːsəs/		The importance of the individual versus the group varies in different cultures.
waterfront n /'wo:təfrʌnt/		I absolutely love what's happened in the waterfront area.
witch $n / \text{wit} \int $		This story involves a princess transforming into a witch.
with hindsight phr /wɪð 'haɪndsaɪt/	·	With hindsight, I shouldn't have trusted him.
zombie n /'zombi/		Zombie films are classic examples of transformation stories.



Here is a list of useful or new words from Unit 2 of Navigate C1 Coursebook. You can insert your own translation. Words marked with a key (Om) all appear in the Oxford 3000.

	nr v = phrasal verb = plural	<pre>phr = phrase prep = preposition</pre>	<pre>pron = pronoun v = verb</pre>
accomplish v /əˈkʌmplɪʃ/		How does it accomplis	th this amazing feat?
action point n /'æk∫n ˌpɔɪnt/	:	I always highlight the a	action points on the agenda.
agenda n /əˈdʒendə/		Agendas are used at mabandoned.	neetings in Spain, but they are often
cacophony n /kəˈkɒfəni/		Whether you are at wo by a cacophony of sou	ork or in the home, you are surrounded nds.
catastrophic adj /ˌkætəˈstrofɪk/	-	The consequences of I	osing his job were catastrophic for him.
catch sight v /kæt∫ 'saɪt/		As we went round the distance.	corner, I caught sight of him in the
catching up $n / ket \int i \eta \Lambda p /$	1-	I really had a lot of cate	ching up to do for my exams.
chatter $n / t \int x t \vartheta(r) /$	-	You can hear the chatt	ter of people engaging in conversation.
colony n /ˈkɒləni/	1	Vast colonies of millior hibernate.	ns of monarch butterflies form to
come up with phr v /kʌm 'ʌp wɪð/		How did you come up	with this idea?
compass n /'kʌmpəs/		You decide you want to Could you do it?	o walk due south without a compass.
contestant n /kən'testənt/	-	Now on to our final co	ntestant in this first round, Lucy.
coping strategy <i>phr</i> /'kəupɪŋ ˌstrætədʒi/		Coping strategies are e changing scenarios.	essential to help people get through life-
critically important adv /ˈkrɪtɪkli ɪmˈpɔːtnt/		Humans have a critical we can run for long dis	lly important advantage, which is that stances.
cut out Om phr v /'kat aut/		When we're at a party, background noise.	we can cut out music or other
encounter difficulties Om phr /ɪnˈkaʊntə('dɪfɪkəltiz/	(r)	Understandably, nume during its construction	rous difficulties were encountered
encounter problems • phr /in'kaontə(r 'probləmz/	·)	I encountered a lot of p	problems when I started my new job.
engage in conversation • phr /in'geid3 in konvə'sei∫n/		Everyone was already at the party.	engaged in conversation when I arrived
enhance Om v /In'haːns/	· · · · · · · · · · · · · · · · · · ·	The eventual aim is to and enhance commun	design better products that will improve ication.
entail an effort phr /ɪn'teɪl æn 'efət/	3	The construction of the entailed a massive phy	e ancient city of Teotihuacan in Mexico /sical effort.
entail difficulties phr /ɪn'teɪl 'dɪfɪkəltiz/	1	Building the cathedral difficulties.	in the 14th century entailed a lot of
eventual <i>adj</i> /ɪ'vent∫uəl/		Our eventual aim is to	design better products.
exceedingly impressive adv /ık'siːdɪŋli ım'presɪv/		The nest is an exceeding	ngly impressive piece of work.
exponentially adv /ˌekspə'nenʃəli/		This website offers advexponentially.	vice if you want to grow your business
feat n /fiːt/		One of the most amazi hearing and listening.	ing feats of the human brain is that of
fiddle v /'fidl/	:	Eric, could you stop fid	ldling with your phone, please?
hibernate v /'haɪbəneɪt/	10 	How do they know tha hibernate in?	t these trees are the right ones to



highly sophisticated Om adv /'haɪli sə'fɪstɪkeɪtɪd/	The termite's nest involves highly sophisticated systems.
hopelessly adv /'həupləsli/	Humans are hopelessly slow at running and swimming.
house v /haus/	The termite's nest has a special room that houses the queen.
huddle v /'hʌdl/	Millions of monarch butterflies huddle together for warmth when they hibernate.
incentive O m /In¹sentIV/	I was determined to get into university, so I suppose that gave me the incentive.
inefficient adj /ˌɪnɪ'fɪ∫nt/	Transporting goods was extremely inefficient until the invention of the wheel.
intriguing <i>adj</i> /ɪn'triːgɪŋ/	Last night's nature programme included an intriguing sequence about killer whales.
just around the corner phr /dʒʌst əˈraund ðə ˈkɔɪnə(r)/	I suddenly realized that exams were just around the corner.
launch Om v /lɔːnt∫/	No rocket is powerful enough to launch the completed space station in one go.
line up phr v /laɪn 'ʌp/	Here is a brief introduction to the talks we have lined up for you this weekend.
matter Om n /'mætə(r)/	Nanotechnology is the engineering of matter at the level of molecules.
mechanism O _m <i>n</i> /'mekənızəm/	There are many animals who have much superior hearing mechanisms to humans.
nest Om n /nest/	A termite's nest is utterly astonishing.
not least phr /not lisst/	There are many advantages to living by the sea. Not least, the fantastic fresh fish in the shops.
numerous Om adj /'njuːmərəs/	Karapetyan received numerous awards for his underwater rescue.
obstacle <i>n</i> /'pbstəkl/	The Rockford Peaches overcame obstacles and got to the top of the All American Girls Baseball League.
organ Om n /'organ/	The human ear is a complex and wonderful organ.
outset n /'autset/	We need to provide support for people with depression from the outset.
outstanding achievement O phr /aut'stændin ə't∫iːvmənt/	The construction of the Great Pyramid of Giza was an outstanding achievement.
outstanding effort Om phr /aut'stænding 'efət/	My students have all made an outstanding effort to pass their exams.
overcome difficulties Om phr /ˌəʊvəˈkʌm ˈdɪfɪkəltiz/	We had to overcome many difficulties when my father lost his job.
overcome obstacles <i>phr</i> /ˌəʊvə'kʌm 'ɒbstəklz/	The engineers had to overcome many obstacles.
part and parcel phr /pa:t ænd 'pa:sl/	Life events such as starting a new job are part and parcel of human existence.
particularly interested Om <i>phr</i> /pə'tıkjələli 'ıntrəstıd/	I'm particularly interested in how long animals can travel at the fastest speeds.
party-goer n /'pa:ti ˌgəuə(r)/	Some party-goers were making a noise outside my window.
perceive Om v /pəˈsiːv/	They are trying to find out how the human brain perceives different sounds in a noisy environment.
perceptive observation <i>phr</i> /pəˈseptɪv ˌɒbzəˈveɪʃn/	My best friend often makes perceptive observations about my relationship with my boyfriend.



pose a problem Om phr /pəʊz ə 'probləm/	The construction of the Channel Tunnel posed numerous
pose a problem Cm pm /paoz a problam ===	technical problems.
pose a question O m phr /pəʊz ə 'kwest∫ən/	This issue poses the question, should we really have started the project?
present challenges <i>phr</i> /prəzˌent 'tʃælɪndʒɪz/	The aging population presents challenges in caring for the elderly.
present difficulties <i>phr</i> /prəˌzent 'dɪfɪkəltiz/	Teaching students who don't understand your language presents particular difficulties.
prone adj /prəun/	My brother is prone to depression when things aren't going well for him.
radically different adv /'rædıkli 'dıfrənt/	Humans have a radically different body structure from other animals.
reality check phr /ri'æləti t∫ek/	Failing my exams gave me a reality check.
realize a dream phr /'rɪəlaɪz ə driːm/	It took them two and a half decades to realize their dream.
realize an ambition <i>phr</i> /ˈrɪəlaɪz ən æm'bɪ∫n/	I'm sure I'll realize my ambition of learning Chinese one day.
reconstruct v / ri:kən'strakt/	If you take notes during a lecture, can you reconstruct the lecture afterwards?
recreate v /,ri:kri'eɪt/	The Large Hadron Collider recreates the conditions that existed just after the Big Bang.
regardless adv /rɪ'ga:dləs/	My legs were hurting, but I continued running regardless.
remarkably complex O phr /rɪˈmɑːkəbli	A bird's nest is remarkably complex and beautiful.
resilience n /rɪˈzɪliəns/	Feats such as running a marathon require a lot of physical and mental resilience.
roar <i>n</i> /rɔː(r)/	The lion has a roar which can be heard eight kilometres away.
seriously loud om phr /'sɪəriəsli laud/	My neighbour's dogs have a seriously loud bark.
signal v /'sɪɡnəl/	The best lecturers really signal the direction their talk is going.
slack off phr v /slæk 'pf/	I was a good student in my early teens, but then I kind of slacked off.
snap n /snæp/	The snapping shrimp makes an astonishingly loud snap that lasts for just one millisecond.
soldier on phr /'səuldʒə(r) 'pn/	We shouldn't expect people to simply soldier on if they are having emotional problems.
superior Om adj /suːˈpɪəriə(r)/	Dogs have a superior sense of smell to humans.
sustain Om v /sə'steɪn/	Some birds are extraordinarily fast over a short distance, but they can't sustain the speed.
tackle a problem om phr / tækl ə 'probləm/	I organized myself, tackled the problem and got the grades I needed.
tackle difficulties Om phr / tækl 'dıfıkəltiz/	Your boss can help you to tackle any difficulties that you're having.
tell the difference phr / tel ðə 'dıfrəns/	Can you tell the difference between a violin and a cello?
topical adj /'topikl/	In this show, contestants have forty-five seconds to present their answer to a topical question.
twenty-twenty vision phr /,twenti ,twenti	20 MB 0004 55 S S S S S S S S S S S S S S S S S S
underestimate v /, Δ ndər'estimeit/	The stress of situations such as moving house is often underestimated.
underlying Om adj /ˌʌndəˈlaɪɪŋ/	Being overweight was the underlying cause of his health problems.

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utterly astonishing phr /ˌʌtəli əˈstɒnɪʃɪŋ/		The way that animals migrate is utterly astonishing.
ventilation $n / ventileiln /$		The environment inside a termite's nest is temperature- controlled with special ventilation.
widespread Om adj /'waidspred/	17	The use of electricity became widespread at the end of the 19th century.
wind (somebody) up <i>phr v</i> /ˌwɪnd ˌsʌmbədi 'ʌp/	2	The sound of traffic in the street really winds me up.
zero in phr v /ˈzɪərəʊ ɪn/		When we are in a noisy environment, we can zero in on particular sounds.



Here is a list of useful or new words from Unit 3 of Navigate C1 Coursebook. You can insert your own translation. Words marked with a key (Om) all appear in the Oxford 3000.

<pre>adj = adjective adv = adverb</pre>	conj = conjunction n = noun	phr v = phrasal verb pl = plural	<pre>phr = phrase prep = preposition</pre>	<pre>pron = pronoun v = verb</pre>
at a loss phr /æ	t ə 'lɒs/		The company was at a	a loss as to the reason for the delay.
at random phr	/ət 'rændəm/	:	It looks like everything had a definite plan.	g was chosen at random but she says she
at the very least	phr /æt ðə 'veri li:s		The road repairs will t	ake a year at the very least.
at times phr /ət	taımz/		At times I get really fe	ed up with his behaviour.
bankrupt <i>adj</i> /ˈl	oæŋkrʌpt/	T	The company that sup	oplies those handbags has gone bankrupt.
big picture phr	/big 'pikt∫ə(r)/	-	A 'big-picture' person outcomes.	is someone who focuses on long-term
boost morale ph	nr/buist məˈrail/		She's the kind of man team.	ager who can boost the morale of the
brainstorm v /'I	oreinstoim/	-	Let's brainstorm first,	then choose the best ideas from the list.
breakdown n /	breikdaun/		There was a breakdov money.	wn in training schemes due to lack of
centre of attentio	$n / sent \theta(r)$ av $\theta't$	en∫n/	I always loved being to child.	he centre of attention when I was a small
characterize v	'kærəktəraız/	9	Whereas animals live characterized by their	in the moment, humans are ambitions.
collaborative ad	j /kəˈlæbərətɪv/		This is a collaborative closely.	task, so you'll have to work together
come (off) v /k/	Am pf/		Some people think pla the foreseeable future	ans for a new league could come off in e.
commission Om	v /kəˈmɪ∫n/	N	The proposal was con	nmissioned by the CEO of the company.
consider Om v /	kən'sıdə(r)/		85% of employees corto be poor.	nsidered communication in the company
daft adj /do:ft/			Supporting the same daft.	football team year after year seems a bit
dependable adj	/dɪ'pendəbl/		He's really dependable	e – if he says he'll do something, he will.
deteriorate v /d	lı'tıəriəreit/		Communication within last five years.	n the company has deteriorated over the
discernible adj	/dr'sa:nəbl/		To me, there was no c candidates.	liscernible difference between any of the
fall flat v/f o:l	'flæt/		A men's team even tr	ied to recruit Dottie, but that fell flat.
feed n/fixd/			One idea to improve o social media feed.	communication would be an in-house
flexible Om adj	/ˈfleksəbl/	· <u> </u>	This type of person is	flexible and open to new ideas.
flop n / flop /			There was a real poss a flop.	ibility that the whole scheme would be
for the most part part/	phr /fɔː(r) ðə 'məu	est	I find my job, for the n	nost part, really interesting.
from now on ph	r /frəm 'naʊ ˌɒn/		We'd like you to take	care of the Miller account from now on.
fund O ₩ V /fʌn	d/		The company could fu budget.	and social events out of the day-to-day
get rid of (somebounds)	ody) Om phr / get 'r	ıd əv	The company had to get troublemaker.	get rid of him because he was a

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get to the top Om phr /get tə ðə tɒp/	He's really ambitious and is desperate to get to the top.
get your hands dirty phr /get jo:(r) 'hændz	This type of person is willing to get their hands dirty.
'qarti/	
give in phr v /gɪv 'ɪn/	There was a lot of pressure, but the women couldn't give in.
give off phr v /gɪv 'ɒf/	Each bacterium gives off a chemical that can be read only by members of the same species.
high expectations Om phr	It's important to have high expectations of your colleagues.
hold on phr /həuld 'pn/	Hold on, what did you mean by that?
host Om adj /həʊst/	The bacteria shine a light that allows the host animal to hunt at night.
in two minds phr /In ,tuː 'maɪndz/	I'm in two minds. What do you think?
incompetent adj /in'kompitant/	I thought the new CEO looked a bit incompetent.
insight Om n /'Insait/	We need to give all staff an insight into the thinking of different sections of the company.
irrational adj /ɪ'ræʃənl/	The psychology of supporting a particular group or team seems mysterious and irrational.
job rotation n /ˌdʒɒb rəʊ'teɪ∫n/	I think job rotation's a great idea.
live in the moment phr /liv in ðə	I always live in the moment. Why worry about the future?
make (it) v /meɪk ɪt/	She's my role model because she made it to the top in her industry.
mass Om adj /mæs/	Thanks to mass production and low cost, just about everyone has owned a bicycle.
move on phr v /muːv 'pn/	Now we're going to move on to have a quick look at the work of business expert Glenn Parker.
much as phr /'mʌt∫ ez/	Much as I adore killer whales, the programme demonstrated a ruthless side to their character.
multiply Om v /'maltiplai/	The remaining bacteria multiply during the day.
obligatory adj /əˈblɪgətri/	The management say it's not obligatory for them to inform people about changes.
on the ball phr /ˌɒn ðə ˈbɔːl/	I like the new CEO – she seems really on the ball.
open to new ideas <i>phr</i> /'əupən tə nju:	I like working with Sam because she's always open to new ideas.
organism Om n /'a:gəˌnɪzəm/	How do these single-celled organisms manage such important functions?
out of the question phr / aut by ðə	I'm afraid twenty-four days' leave is out of the question.
outcome Om n /'autkam/	This type of person is focused on the long-term outcomes.
outweigh v / aut wei/	We feel this expense would easily be outweighed by the potential benefits.
overwhelmingly adv /ˌəʊvəˈwelmɪŋli/	The results of the questionnaire were overwhelmingly negative.
pain in the neck phr / pein in ða 'nek/	Rather than just being a pain in the neck, they do play a crucial part in the team.
pay (off) v /peɪ 'ɒf/	The gamble paid off – women's baseball turned out to be really popular.
pick out phr v /pɪk ' aut/	We are always pleased when our project team is picked out for special recognition.
possess Om v /pə'zes/	This type of person possesses excellent communication skills.



meaning. They've won the league title in their country over twenty times triumph Om n /'trainmf/ It was a triumph, and in its best season the league had almost a million fans. She was a troublemaker, so we had to move her to another team. turn (out) v /tɜːn 'aot/ women's football turned out to be a great success. value Om v /'væljuː/ what do you think is the value of such activities? This person is very much the visionary – they focus on the long-term outcomes. work out phr v /wɜːk 'aot/ Unfortunately, things didn't work out so well for the league.	prey Om n /prei/		Once their prey was in the water, it was only a matter of time before lunch was served.
rectify v /'rektifai/ rephrase v /,ri:'frciz/ Let me rephrase that. What I meant was that not everybody would enjoy that sort of thing. restrict Om v /ri'strikt/ We suggest setting up a Facebook or Linkedin page restricted to staff. Killer whales are ruthless and efficient killers. There is seemingly adv /'si:mingli/ seemingly adv /'si:mingli/ seemingly adv /'si:mingli/ set people off against each other phr //set pipl of o'genst iitʃ , \label{Ador(v)} sit on the fence phr //sit on \label{Ador(v)} sit on the fence phr //sit on \label{Ador(v)} serve v /sw3:v/ without warning, a dog ran into the road and I had to swerve. with allegiance phr /switʃ o'li:d3ons/ synthesize v /'sinθəsaiz/ thereby adv /,\label{Ador(v)} we work to achieve long-term goals, thereby giving our life meaning. They is a triumph, and in its best season the league had almost a million fans. We work to volve lie in their country over twenty times it was a triumph, and in its best season the league had almost a million fans. What do you think is the value of such activities? This person is very much the visionary – they focus on the long-term goals in the fence put / v'xiipii's on the league. Work our phr v / v'xiipii's on the league. Work ou v'tight in their country over twenty times it was a triumph, and in its best season the league had almost a million fans. What do you think is the value of such activities? This person is very much the visionary – they focus on the long-term goals idin't work out so well for the league. Work out phr v /w3:k 'aot/ Worth your weight in gold phr We can't afford to lose Emil from the team – he's worth his	prosper v /'prospə(r)/		We all want our children to prosper in life.
Let me rephrase \(v \ / \text{ris'} \) freiz' freiz' restrict \(\text{Orr} \(v \ / \text{Ti's} \) freiz' freiz' restrict \(\text{Orr} \(v / \text{Ti's} \) freiz' We suggest setting up a Facebook or Linkedin page restricted to staff. Killer whales are ruthless and efficient killers. Freis is seemingly on discernible difference between the teams. Sequence \(\text{Orr} \(n \ / \text{si:minjli} \) Set people off against each other \(phr \) Set people off against each other \(phr \) Set people off against each other \(phr \) Set people off against each other \(phr \) Set people off against each other \(phr \) Set people off against each other \(phr \) Set people off against each other \(- n \) The best sequence featured an insect that lived in a hole in the ground. I think he's trying to set people off against each other \(- n \) The test sequence in meetings. You get the feeling that he can't stand it when the spotlight is on somebody else. Without warning, a dog ran into the road and I had to swerve. Switch allegiance \(phr \ / \switch \) Some bacteria are helpful \(- \) they synthesize our vitamins. Thereby \(adv \ / \text{oe's bar} \) We work to achieve long-term goals, thereby giving our life meaning. They've won the league title in their country over twenty times triumph \(\text{Orr} \) \(/ \text{Tialmf} \) They've won the league title in their country over twenty times it was a triumph, and in its best season the league had almost a million fans. They've won the league title in their country over twenty times triumph \(\text{Orr} \(v / \text{Tialm} \) They've won the league title in their country over twenty times it was a triumph, and in its best season the league had almost a million fans. They were two vivality in the feeling that he can't stand it when the spotlight in the province in	punctual <i>adj</i> /'pʌŋkt∫uəl/		This type of person is usually very dependable and punctual.
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worth your weight in gold <i>phr</i> We can't afford to lose Emil from the team – he's worth his	visionary n /'vɪʒənri/	**************************************	
	work out phr v /ws:k 'aut/	3	Unfortunately, things didn't work out so well for the league.
	worth your weight in gold <i>phr</i> /w3:θ jo:(r) weit in 'gould/		



Here is a list of useful or new words from Unit 4 of Navigate C1 Coursebook. You can insert your own translation. Words marked with a key (Om) all appear in the Oxford 3000.

<i>adj</i> = adjective <i>adv</i> = adverb	conj = conjunction n = noun	phr v = phrasal verb pl = plural	<pre>phr = phrase prep = preposition</pre>	<pre>pron = pronoun v = verb</pre>
adopt a child Om	phr /əˌdɒpt ə 't∫aɪl	ld/	You can't apply to ado	pt a child until you're eighteen.
adrenaline junkie	phr /əˈdrenəlin ˈdʒ	3Aŋki/	'Adrenaline junkies' ta holiday.	ke part in high-risk sports while on
affordable <i>adj</i> /s	ə'fə:dəbl/		Revolutionary manufactorial affordable.	cturing practices have made cars more
alarmingly <i>adv</i> /	/əˈlɑːmŋli/		Alarmingly, nearly a six sports don't have insu	kth of people who take part in high-risk rance.
answer (to) v /'c	ainsə(r) tə/		You'll answer to Melar about what's going on	nie and you need to keep her informed .
be to blame for	phr/bi tə 'bleım fə:	(r)/	I bet I know who's to b	plame for it – Michael.
bland <i>adj</i> /blæn	nd/	-	This soup is really blar	nd. It needs some salt and pepper.
blood donor n /	'blad dəunə(r)/		At seventeen, you can	become a blood donor in England.
carefree <i>adj</i> /ˈk	eəfri:/		People over sixty are r	more carefree than we might imagine.
carer <i>n</i> /ˈkeərə	(r)/		I think being a good ca	arer is about being a good listener.
caring profession (o m <i>phr</i> /¹keərıŋ prə	'fe∫n/	What qualities do you	need to work in a caring profession?
charged (with) <i>a</i>	dj /'t∫a:dʒd wið/		You can be charged w England.	ith a criminal act from the age of ten in
compromise n /	''kɒmprəmaız/	1	Do we have any room	for compromise here?
consent <i>n</i> /kən	'sent/	-	At sixteen, you can ge consent.	t married in England with your parents'
considered Om a	adj /kənˈsɪdəd/		At fourteen, wearing a personal responsibility	seat belt is considered your own /.
count (on somebous sambədi/	ody) 🗪 🗸 /ˈkaʊnt ɒ	n	We know we can cour	nt on you to get the job done.
day care n /'de	ı keə(r)/	-	My daughter goes to a	day care centre while I'm at work.
discretion n /dɪ	'skre∫n/	,	You need total discret private, personal issue	ion in my job – people often talk about es.
downsize v /'da	nunsaiz/	1	The HR department ha	as been downsized in the last year.
drawback n /'di	ro:bæk/	1.	The main drawback to	the job is the unsociable hours.
ethical <i>adj</i> /'eθi	kl/		In an ideal world, journ and ethical.	nalistic practices should be responsible
exaggerate Om 1	/ /ɪgˈzædʒəreɪt/		I think he was exaggei a dictator!	rating when he said his boss was like
express concern	phr /ik,spres kən's	:3:n/	The doctor expressed	concern about one of her patients.
found Om v /fac	ond/	-	The World Responsible	e Tourism Awards were founded in 2004
frivolous <i>adj</i> /ˈfɪ	rivələs/		You shouldn't make an them later.	ny frivolous decisions – you may regret
go under <i>phr v</i>	/gəʊ 'ʌndə(r)/	1	If we don't do someth	ing, the whole company will go under.
handle with care	phr /'hændl wið ˌk	eə(r)/	You need to handle th	is situation with a lot of care.
health care n / 1	helθkeə(r)/	7	The people who live ir any major health care	the retirement flats don't tend to have issues.
held responsible (/ˌheld rɪ'spɒns	10 - 10 - 10 - 10 - 10 - 10 - 10 - 10 -	<u>.</u>	Children under the age their actions.	e of ten cannot be held responsible for



hire (somebody) Om v /'haɪə(r) sʌmbədi/	I was hired because of my background in psychology.
I couldn't care less phr	I couldn't care less who wins the World Cup final.
/aɪ ˌcudn keə(r) 'ləs/	
in confidence phr /in 'konfidens/	Anything my patients say is treated in complete confidence.
invade (somebody's) privacy phr /ɪn'veɪd ˌsʌmbədiz ˌprɪvəsi/	Responsible journalism involves not invading people's privacy.
leave (something) jammed O_m phr	 I came down to use the photocopier and somebody had left it jammed again.
liberating adj /'lɪbəreɪtɪŋ/	'The Freedom Experiment' is about getting rid of your to-do list and doing liberating things instead.
miss the point phr / mis ðə 'pɔint/	I'm afraid I think you're missing the point here.
nosy adj /ˈnəʊzi/	Are you listening to that couple's conversation? Don't be so nosy!
on hand phr /pn 'hænd/	The residents know that I'm on hand should they need anything.
overcautious adj /ˌəʊvəˈkɔːʃəs/	Elderly people often become overcautious when they drive.
own (up) ν /əʊn 'ʌp/	Who did this? Is anyone going to own up?
participant Om n /pa:'tisipent/	Three participants got injured at the charity fun run.
reckless adj /'rekləs/	My brother is always doing reckless things like cycling at night without any lights.
recruitment Om n /rɪˈkruːtmənt/	We work in various different areas like recruitment – taking on new staff, contracts and so on.
relocate v /ˌriːləʊˈkeɪt/	 Relocating the whole company to our northern office is the best way to reduce costs.
responsible (for) Om adj /rɪ'spɒnsəbl fɔː(r)/	At ten, you are legally responsible for your actions in England.
restrictions O _m n pl /rɪ'strɪk∫nz/	Working restrictions for fourteen- and fifteen-year-olds are almost the same in England.
sheltered housing complex n	I'm a warden at a sheltered housing complex – a residential
/, feltəd 'hauzıŋ ˌkɒmpleks/	option for older people.
slip (by) v /slip 'bai/	People regretted letting good friendships slip by over the years.
specialist O adj /'spe∫əlɪst/	Older people are often given any specialist care they need at home.
speculate v /'spekjuleɪt/	We all speculated as to why Jennifer had started missing work so often.
spontaneity n / spontə ne ıəti/	 I like the spontaneity of that – just go to the station and see where fate takes you.
supposed to Om phr /sə'pəuzd tə/	We're supposed to be in the office until 5.30.
take on phr v /teɪk ɒn/	At fourteen, you can take on part-time employment for two hours each school day.
the elderly Om n /ðɪ 'eldəli/	China has recently passed a law highlighting the need for care for the elderly.
thrill-seekers $n p l / \theta r l _s i k a z /$	The average age of thrill-seekers is getting higher.
trustworthy adj /'trʌstˌwɜːði/	You're trustworthy and reliable, and we know you'll always get the job done.
underweight adj /ˌʌndə'weɪt/	I'm worried about Sally – she looks underweight.
unfulfilled adj /ˌʌnfʊl'fɪld/	Many people were frustrated that so many of their dreams had gone unfulfilled.
uninhibited adj /ˌʌnɪn'hɪbɪtɪd/	I'd never have done a bungee jump when I was younger, but now I feel uninhibited.



upheaval $n / \text{Ap'hi:vl}/$	-	Moving house is a real upheaval, especially for older people.
useless Om adj /ˈjuːsləs/		You can blame Michael for the fault – he's useless with machines
welfare officer n /'welfeə(r) pfisə(r)/	1	I'm the welfare officer – I'm responsible for your accommodation, health and so on.
without a care in the world <i>phr</i> /wɪˌðaʊt ə ˌkeə(r) ɪn ðə 'wɜːld/		My dad is without a care in the world now that he's retired.



Here is a list of useful or new words from Unit 5 of Navigate C1 Coursebook. You can insert your own translation. Words marked with a key (Om) all appear in the Oxford 3000.

adj = adjective adv = adverb	conj = conjunction n = noun	phr v = phrasal verb pl = plural	<pre>phr = phrase prep = preposition</pre>	<pre>pron = pronoun v = verb</pre>
absence (of) Om	n /ˈæbsəns əv/		The most noticeable t any traffic.	hing on the island was the absence of
accumulate v /s	ə'kjuːmjəleɪt/		The wealth they have globalization of the we	accumulated is a result of the orld economy.
breach Om v/b	rixt ʃ/		Do hackers have the k	knowledge to breach security?
brightly-lit <i>adj /</i>	'braɪtli lɪt/	-	We chose to sit at a b	rightly-lit table by the window.
caffeine <i>n</i> /'kæ	firn/		80% of people on the	planet consume caffeine regularly.
CEO $n / \sin ix$	9U/		The CEO didn't like the situation.	e way in which the media reported the
civil servant 🖳	n /sivl 'sarvent/	13	Many people become	\mbox{civil} servants for the pay and conditions.
concern Om v /	kən's3:n/	·		oncerns me, however, is the increase in gy drinks among schoolchildren.
connotation <i>n</i> /	/ˌkɒnəˈteɪ∫n/		Be careful with this ex connotation.	xpression – it can have a negative
consumption Om	n /kən's∧mp∫n/		The increase in consu schoolchildren is cond	mption of energy drinks among cerning.
craze <i>n</i> /kreɪz/		7	Online crazes are bec	oming more and more popular.
deficiency n /d	ı'fı∫nsi/	1	Lack of exposure to the	ne sun can cause vitamin deficiencies.
dozens (of) Om	adj /ˈdʌznz əv/		There are dozens of p there used to be.	arks in Shanghai now – a lot more than
dump O _m v /d∧	amp/		Have you seen the videnthemselves?	leos of people dumping icy water over
elite n /ɪˈliːt/			Who makes up this eli the planet?	ite of the 6,000 most powerful people on
excess (of) Om 1	/ık'ses əv/		There have been floor	ds recently due to an excess of rain.
excessive adj /	ık'sesıv/		Some people were at	risk from excessive exposure to the sun.
exist Om v /1g'z	zist/	L	The sun has existed for	or several billion years.
exposure (to som /ɪk'spəʊʒə(r)	0.		The body generates vi	itamin D through exposure to the sun.
eye-catching ac	lj /ˈaɪ ˌkæt∫ɪŋ/	-	The internet is full of e posted.	eye-catching photos that people have
fascination (with)	n /ˌfæsɪˈneɪ∫n wɪ€		Each of the constructi	ions shows our fascination with the sun.
fast-moving <i>adj</i>	/fa:st 'mu:vɪŋ/	-	In tomorrow's fast-mo up with innovative sol	oving world, companies will need to come lutions.
forward v /'for	/bew	·	Could you forward me please?	e that email from Human Resources,
go viral <i>phr</i> /gə	ou 'vairəl/	1	If a video or photo goo people.	es viral, it can be seen by millions of
great deal (of) 🗪	phr/greit 'di:l əv		You've given me a gre	eat deal of help – I'm really grateful.
hacker <i>n</i> /'hæk	(r)/		Talented hackers can economy.	have a huge influence on the global
handful (of) n/	hændful øv/	·	I've been living here fo good friends.	or ten years but I only have a handful of



hold the purse strings <i>phr</i> /ˌhəʊld ðə 'pɜːs ˌstrɪŋz/		Who really holds the world's purse strings?
hyperactivity n /,haɪpəræk'tɪvəti/	1	The effect that energy drinks have is dramatic – teachers report hyperactivity.
immensely adv /ɪ'mensli/	-	Members of the Superclass are immensely wealthy.
immune system <i>n</i> /r'mjurn sistəm/		Exposure to the sun is vital for the immune system.
in the public eye adj /ın ðə 'pʌblɪk ˌaɪ/	·	Philip K Wrigley wanted to keep baseball in the public eye.
infiltrate v /'infiltreit/	:	Some hackers have the knowledge to infiltrate the world's information systems.
influential <i>adj</i> /ˌɪnflu'enʃl/	1.	Each of the regions in my country is influential in national politics.
inside joke $n / \ln s$ ard d $3 = 0 k /$	·	People feel a sense of belonging – they are 'in' on an inside joke.
jittery adj /ˈdʒɪtəri/		The effect that energy drinks have is dramatic – teachers report jittery behaviour.
legislation $\mathbf{O}_{\mathbf{m}} n \mid_{\mathbf{l}} \mathbf{led}_{\mathbf{J}}\mathbf{ls'}\mathbf{lei}_{\mathbf{J}}\mathbf{n} \mid$	1	A lobbyist works to persuade members of the government to pass beneficial legislation.
lethargy n /'le θ ədʒi/)	After drinking energy drinks, there is a sudden drop to lethargy and tiredness.
lobbyist n /'lobiist/	7	There are lobbyists working to represent the interests of universities and schools.
majority (of) O m n /mə¹dʒɒrəti ɒv/	·	The majority of people in the company feel that they aren't appreciated.
man-eating adj /ˈmæn iːtɪŋ/	1	Villagers in India are hunting a man-eating tiger that has killed six people.
mansion <i>n</i> /'mæn∫n/	1	After winning the lottery, they bought a mansion in the Scottish mountains.
meme n/mi:m/		Richard Dawkins was the first person to use the word 'meme'.
narrow-minded adj /ˌnærəʊ ˈmaɪndɪd/		Don't be so narrow-minded – this is the 21st century!
networking Om n /'netwa:kin/	·	Members of the Superclass share an impressive capacity for networking.
NGO n / en dzi: 'au/	-	I work for an NGO that provides clean water in Africa.
organically adv /ɔːˈgænɪkli/	-	Successful memes are unforced, starting organically rather than in a marketing meeting.
oversee v/jəuvə'si:/		I oversee a team of fifty staff.
pharmaceutical adj/ˌfɑːməˈsjuːtɪkl/		Lobbyists often represent powerful industries like pharmaceutical corporations.
philanthropist n/f ı'læn θ rəpist/		Members of the Superclass include billionaire philanthropists.
photosynthesis $n / f = 0$		All plants depend on sunlight for photosynthesis.
/minzicq ¹ / n mo gninosioq	1"	People used to use chemicals to make their skin pale – poisoning was very common.
protein Om n /'prəutiːn/		Vitamin D helps to regulate the correct functioning of proteins and minerals.
provocative adj /prəˈvɒkətɪv/	:	Rothkopf's provocative and at times controversial book is a 'must-read'.
pyramid n /'pɪrəmɪd/	<u> </u>	The Mayan pyramids are constructions which show our fascination with the sun.
quick-thinking adj /kwɪk ' θ ɪŋkɪŋ/	11	The girl was saved by a quick-thinking sailor in a passing boat.
rotation o ⊷ n /rəບ¹teɪ∫n/	11	The sun completes a rotation every twenty-six days.

Name _____



sense of belonging phr /sens əv bɪˈlɒŋɪŋ/	,	People feel a sense of belonging when they are included in an inside joke.
shortage (of) n /'ʃɔːtɪdʒ ɒv/	- 	A shortage of potatoes led to a terrible famine.
social media n /ˌsəʊʃl ˈmiːdiə/		I use social media to keep in touch with my friends from school.
solar Om adj /'səʊlə(r)/		Solar power and wind power aren't the answer to our energy problems.
stimulant <i>n</i> /'stɪmjələnt/	:	From being a stimulant in sport, energy drinks are now widely available.
superfood n /'suːpəfuːd/		You should cut out chips, crisps and that sort of thing and eat more superfoods.
surplus (of) Om n /'ssiples bv/		There's a surplus of student accommodation, which makes it very cheap.
tanning studio //tænɪŋˌstjuːdiəʊ/		In the USA alone some twenty-two million customers visit tanning studios.
target Om v /'targit/		I don't like the way in which advertisers target small children.
term Om v /tɜːm/		According to writer David Rothkopf, the world is controlled by what he terms the 'Superclass'.
time-consuming adj /ˈtaɪmˌkənsjuːmɪŋ/		I think cleaning is the most time-consuming household job.
touch (of) $n / t \Lambda t \int dv /$	<u> </u>	This soup is nice but it needs a touch of garlic, in my opinion.
toxic chemicals • n pl /'toksik ,kemiklz/		In the 16th century, people used toxic chemicals to achieve pale skin.
transcend v /træn'send/	27	The power of the Superclass transcends borders.
unforced adj /\lambda n'forst/	·	I love this photo of Maya because her smile is natural and unforced.
wary (of) adj /'weəri/	-	National governments have become wary of trying to control the Superclass.
well-being n /wel 'biːɪŋ/		Exposure to the sun is vital for our psychological well-being.
worship Om v /¹wɜːʃɪp/	:	The sun was worshipped by Aztecs, Incas, Egyptians, Greeks and Romans.



Here is a list of useful or new words from Unit 6 of Navigate C1 Coursebook. You can insert your own translation. Words marked with a key (Om) all appear in the Oxford 3000.

adj = adjective adv = adverb	conj = conjunction n = noun	phr v = phrasal verb pl = plural	<pre>phr = phrase prep = preposition</pre>	<pre>pron = pronoun v = verb</pre>
alien o ⊯ n /'er	liən/		The main character w an alien.	as an ordinary woman who was actually
all-time favourite	phr /ɔːl taɪm 'feɪv	ərɪt/	My all-time favourite §	game is Tetris.
alluring <i>adj</i> /əˈ]	vərıŋ/	1	Emma Williams was thalluring murderess.	noroughly believable in the role of the
associated with o	⊃	ıd	The weekend is usual	ly associated with the idea of leisure.
attraction 🗪 🏻 n	/ə'træk∫n/		I don't understand the	e attraction of computer games.
bundle of nerves	phr /'bandl əv nar		If I've got a big presen the night before.	ntation to make, I'm a bundle of nerves
captivating <i>adj</i>	/'kæptīveitiŋ/		This programme delive comedy.	ers a captivating story and loads of
characterization	n /ˌkærəktəraɪˈzeɪ]	ſn/	The novel was let dow characterization.	vn by the slightly one-dimensional
chill out phr /'t	∫ıl aʊt/		I chilled out on my sof	fa all day long.
comic timing n	/ˌkɒmɪk 'taɪmɪŋ/	7	Sam Hall was a joy to	watch, with perfect comic timing.
convincing Om	adj /kənˈvɪnsɪŋ/		How convincing is the	e evidence?
demanding O _m	adj /dɪˈmɑːndɪŋ/	1	I reckon most people demanding job.	wouldn't think plumbing is a very
discriminate v	/dɪˈskrɪmɪneɪt/	2	It is illegal to discrimir race, religion or gende	nate against a person because of their er.
	up the wall <i>phr</i> edi ˌʌp ðə ˈwɔːl/		Customers who keep wall!	changing their minds drive me up the
electrifying adj	/ı'lektrıfaııŋ/		She gave an electrifyir	ng performance as the young heroine.
endless adj /'e	ndləs/	-	The possibilities for or	nline games are endless.
express a prefere			The guest expressed a	a preference for a room with a sea view.
formulaic <i>adj</i> /	fə:mjələ11k/		There was something mechanical and formu	about the story that was really ulaic.
get (your) head ro /get jə(r) 'heo		· ·	There were quite a few round.	w bits that I just couldn't get my head
get away from it /get ə'weɪ frɪ	ACCRECATE THE PROPERTY OF THE), 	I prefer to spend my f	ree time getting away from it all.
get on (somebod /get on samb	주는 : 2012년 전 ID (1917년) : 10 HE (1912년	-	My students are really my nerves!	/ lovely but they sometimes just get on
get-together <i>n</i>	/'get təˌgeðə(r)/		What I feel like doing owith my friends.	on a Friday night is having a get-together
give (somebody) /gɪv ˌsʌmbəd	23 TO TO THE STATE OF THE STATE	1:	Will you give me a har	nd with this report?
gritty <i>adj</i> /ˈgrɪt			He gave a gritty perfo	rmance as a war veteran in his latest film
have the highest /həv ðə 'hans	regard for <i>phr</i> st rɪ'gɑːd fɔː(r)/		The students have the highest regard for their English teacher.	
homonym n /'l			Words with two mean	nings are called 'homonyms'.
dolize v /ˈaɪdəlaɪz/		As a child Lidolized my older brother		

Navigate

indifferent (to) adj /ɪn'dɪfrənt tə/	The manager appears indifferent to what his staff are feeling.
inspiration O_{m} $n / Inspa reilu / Insp$	My history teacher was an inspiration to me when I was at school.
instalment $n / \text{in'sto:lment}/$	This is instalment number three in the nearly twenty-year-old series.
laid-back adj /ˌleɪd 'bæk/	I'm a pretty laid-back kind of guy.
laze around v /leiz ə'raund/	I hate lazing around doing nothing when I'm on holiday.
let (down) Om v /let dawn/	The film was let down by the poor special effects.
loathe v /ləʊð/	I absolutely loathe romantic comedies – they annoy me so much!
look (down on) v /luk 'daun pn/	I think Rupert looks down on me because I didn't go to a private school.
look (up to) v /lok 'np tə/	I look up to my mum because she brought up five children on her own.
moan (about) v/məʊn ə'baʊt/	My friends moan about having been forced to attend organized activities.
monotonous adj /məˈnɒtənəs/	Some of the scenes between Martha and her husband are slightly monotonous.
on edge adj /pn 'edʒ/	My girlfriend's always telling me to reduce my workload; she says I'm always on edge.
one-dimensional adj /ˌwʌn daɪ¹men∫ənəl/	The main character was totally one-dimensional and unrealistic.
online gaming Om n / pn'lain 'geimin/	Online gaming is hugely popular among teenagers and adults all over the world.
rhyme <i>n</i> /raɪm/	Children are happy to sing meaningless rhymes in the playground, and so are adults at football matches.
role model n /'rəʊl ˌmɒdl/	Professional sportspeople should realize that they are role models for millions of young people.
sacrifice v /'sækrɪfaɪs/	I loved the bit at the end where the heroine sacrifices herself.
sentimental adj /ˌsentɪ'mentl/	I thought the film was too sentimental.
shareholder Om n /'ʃeəˌhəʊldə(r)/	The shareholders' meeting was quite exciting.
sip v/sip/	For me, the summer meant lying on the grass in the garden, sipping lemonade.
slump v /slamp/	I just want to slump in front of the TV and watch the latest detective serial.
snob $n / \text{snob} /$	He's such a snob. He looks down on his neighbours because they drive an old car.
spine-chilling adj /'spain t∫iliŋ/	I had nightmares after reading a spine-chilling ghost story before bed.
starve v /stq:v/	Most gamers would sooner starve than stop playing in order to eat!
steal the show phr /ˌstiːl ðə ˈʃəʊ/	Those two young talents stole the show, in my opinion.
stressed out adj /strest aut/	I get pretty stressed out in my job.
take an instant dislike to <i>phr</i>	I can't explain why, but I took an instant dislike to the new boss.
take great pleasure in <i>phr</i> /teɪk greɪt 'pleʒə(r) ɪn/	He seemed to take great pleasure in telling us that we'd all lost our jobs.
technical hitch phr / teknikl 'hitʃ/	Despite the occasional technical hitches, this was a highly enjoyable production.

Name		
Name		



tranquil <i>adj</i> /ˈtræŋkwɪl/		Art galleries are very tranquil places.
transactional <i>adj</i> /træn¹zæk∫nl/	-	One of the functions of language is called T-communication, with 'T' standing for 'transactional'.
twist n /twist/	-	There were one or two twists in the plot, but I liked the characters.
unwind v/,\n'waind/		It might sound crazy, but the best way to unwind is karaoke!
wave (of something) <i>phr</i> /'weɪv ɒv ˌsʌmθɪŋ/	1	A new wave of online games is helping to solve medical and scientific problems.
wooden <i>adj</i> /'wodn/		The main character was very good-looking, but his performance was a bit wooden.
would sooner phr /wəd 'suːnə(r)/	-	Most people would sooner spend their time gaining points than saving the planet!



Here is a list of useful or new words from Unit 7 of Navigate C1 Coursebook. You can insert your own translation. Words marked with a key (Om) all appear in the Oxford 3000.

<pre>adj = adjective adv = adverb</pre>	conj = conjunction n = noun	phr v = phrasal verb pl = plural	<pre>phr = phrase prep = preposition</pre>	<pre>pron = pronoun v = verb</pre>
absurdly adv /ə	b's3:dli/		Absurdly, none of the main tourist area.	new cycle paths will pass through the
admittedly adv	/əd'mɪtɪdli/	10	Admittedly, it is not the	ne original palace, but it is very beautiful.
apathetic adj /,	æpə'θetik/	10	I'm completely apathe	etic about politics.
apprehensive ac	dj/apri'hensiv/		I'm always a bit appre boss about something	ehensive when I have to disagree with my g.
astonished adj	/ə¹stɒnı∫t/	30	The last time I was as employee of the mon	tonished was when I won the award for th.
astonishingly ac	dv /əˈstɒnı∫ıŋli/		Salamanca is an astor Spain.	nishingly beautiful city in the west of
awareness Om r	n /əˈweənəs/		Seventeen-year-olds h	nave no awareness of the risks involved.
ban O _₩ v/bæn	/	1.	Do you think we shou	ld ban cyclists from busy roads?
bark v/baːk/			If your neighbour had would you react?	a dog that barked all day and night, how
by the same toke 'təʊkən/	n <i>phr</i> /baɪ ðə ˌseɪm		They aren't hiring mo I don't think we'll get	re staff this year and, by the same token, a pay rise.
consult Om v /k	cən'sʌlt/		When I travel I always	consult advice websites for where to go.
contrary <i>adj</i> /'k	ontrəri/	-	The contrary argumer worth it.	nt is that if you just save one life, it's
criticize O _m v /¹	krītīsaiz/		What would you do if your team?	your boss criticized your work in front of
cycle lane O _₩ n	/'saɪkl leɪn/		I love cycling in Germa everywhere.	any because there are cycle lanes
dedicated Om a	dj/'dedikeitid/	-	There should be dedic	cated cycle lanes on all main roads.
devastated adj	/ˈdevəsteɪtɪd/	-	Alexander's family we job and became a clo	ere devastated when he gave up a great wn.
dormant adj /'d	ləːmənt/		This kind of boss I call dormant.	I 'The Volcano'. Most of the time, they're
downhearted ac	dj/,daon'hartid/		I've felt downhearted	since I lost the promotion.
embarrassment c	n /ım'bærəsmər	nt/	Embarrassment can neven not go out at all.	nake people avoid social situations, and
envious adj /'er	nviəs/		Well, when my sister envious.	bought a brand new car, I was a bit
evidently adv /'	evidəntli/		Evidently, the cups in since the night before	the breakfast room had not been washed e.
eyesight n /'ars	sart/	17	As we get older, our e	eyesight gets worse.
fair enough phr	/,feə(r) I'nnf/		'We all have to agree 'OK, fair enough.'	the rules, otherwise, it'll be chaos.'
fall apart phr /f	oil ə'pait/		Without reliable statis law may fall apart.	tics, the arguments in favour of a new
float along v /fl	əut ə'lɒŋ/]	If you don't give posit along.	ive feedback, employees may simply float
fool Om v /fuːl/		-	Once again, you're for	oled by your feelings.
frankly adv /'fra	æŋkli/	29	£500? Frankly, I'm not	t really happy with that.

Navigate

frustrated adj /frn'streitid/	I felt frustrated when my brand new laptop kept crashing.
get on (your) nerves phr / get on jo:(r) 'na:vz/	If my neighbour had a noisy dog it would really get on my nerves.
ghost n/gəust/	She looked as if she had seen a ghost.
give (somebody) a lift phr /gɪv ˌsʌmbədi ə 'lɪft/	Passing my exam gave me a lift. I feel hopeful about the future now.
grab an opportunity phr /græb æn ppə'tjuːnəti/	Sometimes you have to grab an opportunity when it presents itself.
have an argument om phr /həv ən 'aɪgjumənt/	I don't think my parents have ever had an argument in front of me.
heart of stone $n / hart pv 'stoun/$	You'd have to have a heart of stone not to cry at the end of this film!
heated argument n /'hi:tɪd ˌa:gjumənt/	We'd end up having a heated argument.
helmet n /'helmɪt/	Why didn't you wear a crash helmet?
ill-thought through $\left. adj \right. / \ln \theta$ st ' θ ru:/	Politicians often propose laws that are ineffective and ill-thought through.
in high spirits <i>phr</i> /In 'har ¡spirits/	It was the first day of the holidays and the children were in high spirits.
in low spirits phr /ɪn 'ləʊ ˌspɪrɪts/	We were in low spirits because it had been raining all day.
incidentally adv / insi'dentli/	Incidentally, Berlin is very bike-friendly, so you could cycle everywhere.
incredibly adv /in'kredəbli/	Incredibly, the local teens jump off the bridge to go swimming in the water.
indifferent adj /in'difrant/	My manager is indifferent to my happiness at work.
invulnerable adj /ın'vʌlnərəbl/	At seventeen we think we are invulnerable.
irritated Om adj /'ırıteıtıd/	The constant complaints from my housemates got me very irritated.
keep (your) temper <pre>phr /ki:p jə(r) 'tempə(r)/</pre>	I'd try to keep my temper. It never helps to shout at people.
load (something) up O_m phr v /ləʊd ˌsʌmθɪŋ 'ʌp/	We loaded up our plates with as much food as possible at the buffet.
luckily adv /'lʌkɪli/	We arrived at our hotel early, but, luckily, they let us check into our room.
lunatic <i>n</i> /'luːnətɪk/	The woman said 'Well, I think it's time you stopped letting lunatics stay here!'
madman n /'mædmən/	I had just told a guest that this VIP guy was a madman.
make a point of (doing something) <i>phr</i> /meɪk ə pɔɪnt əv 'duɪŋ sʌmθɪŋ/	Make a point of thanking people, even the office junior, when they help you.
make (an exception) v /meɪk ən ɪk'sep∫n/	We might be able to make an exception in this case.
mandatory adj /ˈmændətəri/	Several governments have made it mandatory for cyclists to wear helmets.
miraculously adv /mɪˈrækjələsli/	Miraculously, everyone survived the train crash.
mortified adj /'mo:tifaid/	I'd be so mortified, I wouldn't know what to say.
negotiate O w /nr'gəʊ∫ieɪt/	In certain countries, you can try negotiating the price of food in markets.
newsworthy adj /'nju:zwa:ði/	When a particularly newsworthy crime happens, the politicians rush to make changes.
praise Om v /preiz/	If you praise somebody, and that person goes red, you're more likely to find that person trustworthy.



r 8	Predictably, the city suffers badly from traffic congestion.
	This type of boss always tries to reach consensus in their team.
-	She is a reasonable person, and you have always got on well with her.
	Regrettably, I didn't have enough time to see the city properly.
L	I was very relieved when my ten-year-old son arrived home yesterday evening.
,	The rims of the cups were covered in bright pink lipstick!
]	I experience a roller coaster of emotions when I watch my favourite team play.
<u> </u>	I don't like to rush into decisions.
	The sardines they serve are really scrumptious.
	In your teens, you're often self-conscious about your appearance.
-	You can trust Henry – he's a sound guy.
	I know it sounds crazy, but I would say: increase the speed limits.
	I have a stormy relationship with my dad – we are always falling out.
	I don't think I'm very sympathetic – I rarely have people telling me their problems.
	It took me completely by surprise when my boyfriend proposed while we were on holiday.
	Katya is always unfriendly with people she doesn't know – don't take it personally.
	Theoretically, you can rent a car to get around the region, but would advise against it.
t 	For a minute, I couldn't think straight.
11	You should think twice before making life-changing choices.
-	How would you feel if you turned up at a party wearing different clothes to everyone else?
	Typically in parts of Spain, a little plate of food is provided when you order a drink.
-	It makes me uncomfortable to see families living in poor conditions.
	His career has had some spectacular ups and downs.
	Everybody's productivity is reduced when they're walking on eggshells all the time.



Here is a list of useful or new words from Unit 8 of Navigate C1 Coursebook. You can insert your own translation. Words marked with a key (Om) all appear in the Oxford 3000.

adj = adjective adv = adverb	conj = conjunction n = noun	phr v = phrasal verb pl = plural	<pre>phr = phrase prep = preposition</pre>	<pre>pron = pronoun v = verb</pre>
a fraction (of) Om	n /ə ˈfræk∫n əv/		Prosthetics such as fa fraction of the previou	alse hands may soon be available at a us price.
absorbent <i>adj</i> /	əb'zə:bənt/		Cleaning materials suc absorbent materials.	ch as sponges need to be made of
address an issue	phr /ə,dres ən 'ıʃu		We need to decide ho dissatisfaction.	w to address the issue of staff
adopt Om v /ə'd	dopt/		The brain can cause p person's speech style	eeople to adopt characteristics of anothe
all in all phr /ɔː	l ın ɔːl/		All in all, South Africa' weekend away.	's only eco-arts festival makes for a great
all things conside /ɔːl θɪŋz kən's		:	All things considered,	I think we should try again.
allergic <i>adj</i> /əˈl	3:d31k/		Being allergic to eggs,	that wasn't a problem for me.
authorization <i>n</i>	/ˌɔːθəraɪˈzeɪʃn/	· ·	Some plastic cards are	e used for the purpose of authorization.
	nething/somebody) Οπ v լsamθιη, լsambədi		Are you aware of you	r body language?
be bound to Om	phr /bi 'baund tə/	·	You're bound to have	some fleece clothing in your wardrobe.
biodegradable <i>a</i>	adj/,barəudr'grerdəb		Scientists have develor material called 'Shrilk'	oped a new biodegradable plastic '.
body language 💁	n /'bodi ılæŋgwi	d ₃ /	Mirroring is when one another.	e person copies the body language of
bond Om n /bb	nd/		We've got a real bond	l, you and I.
break (something	off) v /breik sam θ	ıŋ 'ɒf/	They had to break off was bad.	their conference call as the connection
build on phr v /	'bıld ɒn/	20	We've been able to bu	uild on the relationship.
catch on v /kæ	t∫'ɒn/	·	Using different bins to catch on in many place	separate waste took a long time to ces.
2000	g/somebody) to <i>phr</i> , 'sʌmbədi tə/		Being stressed at wor	k caused me to forget my wife's birthday
clip n /klip/			You attach the entry p	oass to your clothes with a clip.
come up v /kʌɪ	m 'Ap/	p	We watched the sun of	come up.
conscientious <i>a</i>	dj /ˌkɒn∫i'en∫əs/	-	I think it's unlikely eve consumers.	eryone will become more conscientious
cut (something) c	off phr/kat samθin	'pf/	The village was cut of	f by the floods for six days.
cut (something) o	out <i>phr</i> /kat samθii	g 'aut/	It's pretty difficult to o	cut out plastic completely these days.
cut down on ph	r /kʌt ˈdaʊn ɒn/	·	I've been trying to cut	down on my use of plastic.
diagnosis Om n	/,daɪəg'nəʊsɪs/		Scientists believe grap cancer.	ohene could help in the diagnosis of
discard v /dɪsˈl	kaːd/		People seldom discard	d plastic cards that they no longer use.
donor card n / '	dəunə ˌkɑːd/		Organ donor cards are cards that we all carry	e commonly found among the plastic y.
drag on phr v /	dræg on/		As neither side would on for weeks.	compromise, the negotiations dragged



durable adj /'djuərəbl/	In Bangalore, India, a new more durable road surface has been laid using 10% of the city's waste.
elastic adj /ɪˈlæstɪk/	Graphene is very elastic and can stretch up to 20% its original length.
evaluate 🗪 v /ɪˈvæljueɪt/	I evaluate each of my students' progress at the end of each term.
fleece n /flirs/	I love wearing fleece jumpers in the winter.
flexible Om adj /'fleksəbl/	With graphene, scientists say we will be able to produce a new generation of flexible phones and tablets.
fragile adj /'frædʒaɪl/	My glasses are less fragile because they're made of plastic, not glass.
fumes $n pl / fju mz /$	The emergency services were called in because the waste was giving off toxic fumes.
get on with (somebody) phr v /get 'on wið . sambədi/	I don't get on with my sister – we're always arguing.
get on with (something) $phr v / get ' n wið sam\thetaiŋ/$	I had to put my trip off and get on with fulfilling the order.
give (something) off $phrv/giv_sam\theta ij_bf/$	The plastic wrapping was giving off a nasty smell.
give (something) up $phrv/giv_sAm\theta in 'Ap/$	Can you tell us why you decided to give up plastic?
go off phr v /gəu 'ɒf/	Fresh milk will go off very quickly if you don't put it in a fridge.
go up phr v /gəʊ 'ʌp/	Smartphone ownership is going up all the time.
humanity n /hjuːˈmænəti/	Their work could represent as much of a change to humanity as plastic did in the past.
infrequently adv /ɪn'friːkwəntli/	Some of the cards people carry are only used infrequently.
key adj /kiː/	There are several key disadvantages to this approach.
lightweight adj /'laɪtweɪt/	Plastic is lightweight and has replaced many traditional materials.
look (something up) v /lok 'sʌm θ ɪŋ ʌp/	I looked up the word in an online dictionary.
look (after something/somebody) O v /lok 'a:ftə(r) ˌsʌmθɪŋ, ˌsʌmbədi/	My mum looks after my niece every Friday when my sister is at work.
look (back on something) ν /luk 'bæk on ¡sʌmθιŋ/	Future generations will look back on the present day as one of enormous technological advances.
magnetic Om adj /mæg'net ik/	Drinks cans made of steel are magnetic, but those made of aluminium aren't.
make a decision Om phr /meɪk ə dɪ'sɪʒn/	I'm keen to make a decision today.
make (reference to) v /merk 'refrans tu/	The speaker made reference to various people who I'd never heard of.
modify • v /'modifai/	We subconsciously modify our speech depending on who we're talking to.
multi-purpose adj /ˌmʌlti'pɜːpəs/	I bought a multi-purpose pen which can also be a knife and a torch.
nanotechnology n /ˌnænəʊtek'nɒlədʒi/	We're definitely going to see a lot more nanotechnology in the future.
on balance phr /pn 'bæləns/	On balance, the policy is on course to deliver what it set out to do.
persuade Om v /pə'sweid/	Salespeople sometimes use body language to persuade people to buy their products.
press on (with something) phr v /pres 'pn wið ˌsʌmθɪŋ/	Although they were very tired, they decided to press on with it and finish the job.

Name _____



put (something) off $phr v / pot _sam\theta in 'of/$		I want a new car, but I've put off buying one till I can find an electric one I like.
reluctant adj /rɪ'lʌktənt/		Women were revealed to be much more reluctant to throw cards away than men.
rigid adj /ˈrɪdʒɪd/		The lenses of my glasses are rigid.
run on phr v /rʌn 'ɒn/		The buses in the city run on waste cooking oil.
rush job $n / ra\int dz db$	b	By doing this one rush job, we've been able to build on the relationship.
set off phr v /set 'pf/		We got to New York and set off heading west.
take on phr v /teɪk 'pn/		It's common to take on aspects of the way someone else talks
tough Om adj /t \(\Lambda f / \)		Because my glasses are made of plastic as opposed to glass, they're a lot tougher.
toxic Om adj /'tɒksɪk/		The school was evacuated after toxic fumes were detected in the kitchen.
transaction O <i>m</i> /træn'zæk∫n/		Some plastic cards are used for financial transactions such as shopping.
transparent Om adj /træns'pærənt/		Obviously the lenses are transparent so I can see where I'm going.
universal Om adj /ˌjuːnɪ'vɜːsl/]	This problem could be solved through the introduction of a single, universal system.
utilize v /ˈjuːtəlaɪz/		He utilized his skill at negotiating to achieve the outcome that he wanted.
versatile adj /'vɜːsətaɪl/	7	Plastic has several uniquely versatile properties.
wardrobe n /'wɔ:drəub/		I have a different wardrobe for every season.
water-resistant adj /ˈwɔːtə rɪˌzɪstənt/	-	My watch says it's water-resistant, but it stopped working when I wore it in the sea.



Here is a list of useful or new words from Unit 9 of Navigate C1 Coursebook. You can insert your own translation. Words marked with a key (Om) all appear in the Oxford 3000.

adj = adjective $conj = adv = adverb$ $n = n$	= conjunction oun	phr v = phrasal verb pl = plural	<pre>phr = phrase prep = preposition</pre>	<pre>pron = pronoun v = verb</pre>
acoustic guitar n /əˈkɪ	uzstik gi _r taz(r)/	o :	I'm learning to play th	e acoustic guitar.
advertorial n /¡ædvə¹t	to:riəl/	:	Today's newspapers a feel are misleading.	re full of advertorials, which many people
analogue clock <i>n</i> /'æn	əlog klok/	1	I prefer analogue cloc beautiful.	ks to digital ones because they can be
apprenticeship scheme /ə'prentiʃip ˌskiːm/	n		In an apprenticeship s and learn the job.	scheme, a young person can earn money
beware v/bɪ'weə(r)/			Beware of fast knowled ignorance.	edge. It is more dangerous than
blended learning n / b	lendid 'la:niŋ/	-	More students will be in the future.	following blended learning programmes
body clock n/bodi k	lok/		For some teenagers, s clock.	school lessons don't fit in with their body
/nb:crd'/ v nebeord			The word 'e-cigarette' meaning of the suffix	is an example of broadening the 'e-'.
broadly speaking phr	broidli _{spiikii}	ŋ/	Broadly speaking, you English.	ng people in Romania speak excellent
by and large adv /,bai	ən 'la:dʒ/	II 	By and large, public tr	ansport in the UK is pretty reliable.
chillax v /t∫ı'læks/			You can dance to you friends over.	r favourite music, chillax or have your
choc-tastic <i>adj</i> /t∫ɒk	'tæstɪk/	P.S.	I love the puddings at	this restaurant – they're choc-tastic!
conventional oven O m/kən'ven∫ənl ı∧vn/	n		I don't use a conventi	onal oven much for cooking any more.
curriculum n /kəˈrɪkj	ələm/	·	The internet needs to	be a part of the school curriculum.
disposable battery n / c	dı,spəuzəbl 'bæ	təri/	You can recycle dispo	sable batteries in a lot of countries now.
diverse adj/dar'vars/		-	Humans are very dive uniform.	rse, yet education systems tend to be
e-banking <i>n</i> /ˈiːˌbæŋl	kɪŋ/		With limited opening by today are opting for e	nours and long queues, many customers -banking.
e-book n /'i: bok/		:	E-books are popular b number of them on ho	ecause you can take an unlimited oliday.
e-cigarette n /ˈiːˌsɪgə	o _i ret/		E-cigarettes are increagive up smoking.	asingly popular among people trying to
educationalist n / edʒ	u'keıʃənəlist/		She may be a respect with her views on hor	ed educationalist, but I still don't agree nework.
e-learning n/'iːˌlɜːnɪ	ŋ/		I'm doing a university	course through e-learning.
e-reader n /'iːˌriːdə(ı	r)/		I was opposed to ther and I love it!	n for ages, but I've finally got an e-reader
experimentation n /1k	sperimen'teif	n/	Many parents would a through experimentat	also prefer to see their children learning ion.
external accreditation /ɪkˈstɜːnl əˌkredɪˌte			Many secondary scho accreditation these da	ol students take exams and get external ays.
fanzine <i>n</i> /ˈfænziːn/	Treate .	-	The actor is the subject websites.	ct of numerous books, fanzines and



fashionista $n / fæ fn'ixstə/$	Ed has become a real fashionista since he started working for that magazine.
format Om n /'formæt/	Changes in technology are affecting the format of dictionaries.
<pre>guesstimate n /'gestImat/</pre>	At a guesstimate, there were about 200 people there.
hard copy • n /'haːd ˌkɒpi/	Do you need me to print you out a hard copy of these files?
ignorance n /'ignərəns/	Ignorance is no excuse for breaking the law.
in terms of (something) Om <i>phr</i> /In 'tɜ:mz əv ˌsʌmθɪŋ/	Which is the best region in your country in terms of food?
innovative adj /'ɪnəvətɪv/	I think touchscreens were something genuinely innovative and took computers in a new direction.
international student o m <i>n</i> /ˌɪntəˌnæ∫nəl 'stjuːdnt/	The number of international students is likely to reach seven million by 2020.
internationalism n /ıntə¹næ∫nəlızəm/	The current trend towards internationalism is also here to stay.
keep our eyes and ears open <i>phr</i> /ki:p a:(r) aiz ænd iəz 'əupən/	We keep our eyes and ears open for new things that we hear in the media.
landline n /'lændlaɪn/	Far fewer people have a landline than ten years ago.
lead the way Om phr /liːd ðə weɪ/	New world economies are leading the way in numbers of international students.
literacy n /'lɪtərəsi/	Literacy rates in most developing countries are still behind those in the developed world.
manual car Om n/mænjuəl kar(r)/	I've only ever driven manual cars, and I'm finding it hard to get used to an automatic.
mature student / n /məˌt∫ʊə 'stjuːdnt/	I'm doing a degree in psychology as a mature student.
m-commerce n /'em komais/	It seems m-commerce is on the increase.
m-learning n /'em ˌlɜːnɪŋ/	The growth of m-learning is a huge opportunity for educational publishers.
mock adj /mok/	We do mock exams at my school a couple of months before the real exams.
module $n / modju: 1/$	On this course you'll do practical modules on how to build a dynamic surfboard.
m-ticketing n /'em tikitin/	At airports today, an increasing number of customers are switching to m-ticketing.
offshore campus $n / pf \int \mathfrak{d}(\mathbf{r}) kæmpəs /$	The development of offshore campuses is expected to continue.
on the verge of phr /pn ðə 'vɜːdʒ əv/	The project is on the verge of completion.
operational O _m adj /₁ppə'reɪ∫ənl/	The Bilingual Education Programme has been operational in schools in Madrid since 2004.
p-book <i>n</i> /'pi: buk/	Some people now say 'p-book' to refer to traditional print books.
persist in (doing something) <i>phr v</i> /pəˌsɪst ɪn 'duːɪŋ ˌsʌmθɪŋ/	You shouldn't persist in doing your son's homework for him.
proficiency <i>n</i> /prə'fı∫nsi/	Proficiency in a foreign language, particularly English, is an extremely desirable skill.
prominent adj /'prominent/	My university professor is a prominent figure in the research of early European literature.
quality assurance n /'kwɒləti əˌʃɔːrəns/	Students these days increasingly expect their tuition to be subject to quality assurance.
regular coffee $\mathbf{O_m}$ n /'regjələ(r) ˌkɒfi/	Would you like a cappuccino, a latte or just a regular coffee?
scandal <i>n</i> /'skændl/	We often use the suffix '-gate' to describe any type of scandal.

Name _____



sitcom n /'sɪtkɒm/		I can't stand sitcoms, particularly when they add artificial laughter.
snail mail n /'sneil meil/		I had to sign my new contract and send it to my employer by snail mail.
staycation $n / ster ker n /$		During the recession, a staycation became the only option for many families.
student loan Om n /'stjuːdnt ləʊn/		It's almost impossible to get through university without a student loan.
tap water $\mathbf{O}_{\mathbf{m}} n \mid 'tap_{i} worta(r) \mid$		Could we get a couple of glasses of tap water, please?
tertiary education $n / tar fari edgu'ker fn/$		Over 170 million students are in tertiary education.
to a large degree phr /təə 'laːdʒ dɪˌgriː/		The quality of language input depends to a large degree on the teacher's level of English.
tuition fees $n pl / t j u' I \int n fi z l'$		In Brazil, the government is to fund tuition fees abroad for 100,000 students.
uniform 🗪 adj /ˈjuːnɪfɔːm/	-	The results will not be uniform across schools.
virtual learning environment <i>n</i> / ₁ v3:t∫uəl 'l3:nıŋ ın ₁ vaırənmənt/		The use of virtual learning environments is changing the nature of many types of learning.
vocational training n /vəuˈkeɪʃənl ˈtreɪnɪŋ/		Vocational training is every bit as valid an option for young people as higher education.
work (something) out O_m phr v /wɜɪk ˌsʌmθɪŋ 'aʊt/		To answer a question, the children will have had to work out for themselves what they need to do.
year abroad $n/js:(r) = broid/$		I spent a year abroad in the Russian city of Yaroslavl as part of my degree.
youngster n /'j Λ nst ϑ (r)/		The course is designed to increase youngsters' confidence in their own ability.



Here is a list of useful or new words from Unit 10 of Navigate C1 Coursebook. You can insert your own translation. Words marked with a key (Om) all appear in the Oxford 3000.

<pre>adj = adjective adv = adverb</pre>	<i>conj</i> = conjunction <i>n</i> = noun	phr v = phrasal verb pl = plural	<pre>phr = phrase prep = preposition</pre>	<pre>pron = pronoun v = verb</pre>
a raw deal n/a	'roː diːl/		Part-time workers ofte	en get a raw deal.
advocate v /ˈæd	dvəkeit/		The scheme advocates economies of small co	s self-sufficiency by strengthening the ommunities.
alteration $n / 3$:ltə'reı∫n/	1	We had to make some	alterations to the contract.
appetite n /'æp	ortart/		Digital has not satisfied meeting and for touch	d the human appetite for moving, for ing.
at your fingertips	phr /æt jo:(r) 'fingə	tips/	Don't worry – you have	e the solution at your fingertips.
be bound by ph	r/bi 'baund baı/		Official organizations l regulations.	ike hotels are bound by safety
bead n/bird/		3	My necklace broke and	d the beads spilt all over the floor.
bear fruit phr /b	peə(r) 'fruɪt/	-	In time, the new ideas	will bear fruit.
break new ground 'graund/	d phr /,breik nju:		The company really br	oke new ground with their dating app.
change our world /,t∫eɪndʒ ɑː(r)			There is no doubt that	social media is changing our world.
congestion n /k	xən'dʒest∫ən/		Finding someone to sh traffic congestion.	nare your car journey can cut down on
consensus n/k	ən'sensəs/	1	We need to reach cons	sensus about what action to take.
conventional wiso /kənˌven∫ənl	1 1 2 2	-	Conventional wisdom changing our world.	is that the internet and smartphones are
dated Om adj /'	deitid/		The music of many roo seems dated.	ck stars from the 20th century now
deposit Om v /d	lı'pozıt/		We go to a recycling codeposit all our recycla	entre about once a month, where we ble waste.
easier said than o		-	I wanted to make bett easier said than done.	er use of my old clothes, but that's
financial woes p	ohr /fəˈnæn∫l wəʊz/		This loan is a good ten	nporary solution to my financial woes.
flooded (with) Om	<i>adj</i> /ˈflʌdɪd wɪð/		We've never been floo	ded with new ideas for products.
fork (out) v /fɔː	k aut/		Some people don't like new clothes.	e forking out large amounts of money or
fuel Om v /'fju	rəl/		The Industrial Revoluti that existed in Europe	on was fuelled by the wealth and power at the time.
fund $\mathbf{O_m}$ v /f $\Lambda \mathbf{n}$	d/		The government need	ed to find a way to fund the war effort.
fundamental shift		-	This invention of the c shift in the economics	ompass was the key to a fundamental of the world.
gadget <i>n</i> /'gæd	l31t/		I don't use this gadget excessive amount of p	any more because it seems to use an bower.
	n (something) <i>phr</i> endz pn ˌsʌmθɪŋ/		What's the best way to	o get my hands on some quick money?
go overdrawn p	hr/gəuˌəuvə'drəːn/		Going overdrawn at th up owing them money	e bank is nonsensical because you end
go under phr v	/gəʊ 'ʌndə(r)/		Higher costs will lead	to many companies going under.
hardship <i>n</i> /'ha	rd∫ıp/	-	Liverpool suffered grea Britain.	at economic hardship in post-industrial



hard up adj /ˌhɑːd 'ʌp/		I'm a bit hard up at the moment so I'm not having a holiday this year.
initiative O _m n /ı'nı∫ətıv/		The scheme was launched in 2007 as part of an initiative called Transition Towns.
innovation O _m n / _ı ınə'veı∫n/		I think smartphones are the most useful innovation of the last twenty years.
interaction $\mathbf{O}_{\mathbf{m}} = n / \inf_{\mathbf{n}} \operatorname{sch}_{\mathbf{n}} $:	In the digital age, there is a real necessity for a live experience, for physical interaction.
ironic adj /aɪˈrɒnɪk/		It's ironic that compasses helped Europe to grow wealthy, because they were a Chinese invention.
irrespective adv /,IrI'spektIv/	-	The restaurant will be busy irrespective of what time we get there.
issue O ₩ V /'ɪʃuː/		It's thought that the dollar sign was first used on money bags issued by the United States Mint.
levy v /'levi/		The government decided to levy a new tax on frozen food products.
live from hand to mouth <i>phr</i> /liv from hænd tə 'maυθ/	1	I'm living from hand to mouth at the moment – I never have any spare money.
lose money om phr /luːz 'mʌni/		I have never lost money investing in the stock market.
lose out to phr /luːz 'aut tə/	•	Businesses have always complained about losing out to new ways of doing things.
lucrative adj /'luːkrətɪv/		Live performances have become more lucrative than recordings or downloads.
luxury <i>n</i> /'lʌk∫əri/	E	I never spend money on luxuries like chocolate or flowers.
make (ends meet) v /,meik endz 'mixt/		I know people who struggle to make ends meet at the end of the month.
manage (your) money Om phr /_mænɪdʒ jə(r) 'mʌni/		Most people I know try to manage their money.
mindfulness n /'maindflnəs/		It's difficult to experience true mindfulness in today's digital world.
monetary Om adj / mʌnɪtri/	-	Today there are a number of complementary monetary schemes around the world.
obsolete adj /'pbsəli:t/		I think cars driven by people will be obsolete within twenty years.
on the breadline phr /pn ðə 'bredlaɪn/		After my business started doing well, I was never on the breadline again.
on the face of it <code>phr</code> /on ðə 'feɪs əv ɪt/	·	On the face of it, the sharing economy has numerous benefits.
peppercorn n/'pepəkɔːn/	7	I always buy whole peppercorns, not ground black pepper.
pioneer n/paiə'niə(r)/	<u> </u>	Buddy Holly was a pioneer in the world of rock and roll.
positive development <i>phr</i> / ppzətiv di'veləpmənt/		There is considerable debate about whether they are a positive development or not.
radical departure $\ \ phr\ /\ rædıkl\ dı'pa:t \int \!$	D	This restaurant is a radical departure in the appreciation of food.
rationale $n / respective rationale$		I don't understand the rationale for having this meeting after everyone else has gone home.
reassuring <i>adj</i> /ˌriːə'ʃɔːrɪŋ/		I find it reassuring that digital technology hasn't replaced all aspects of communication.
reciprocal adj /rɪˈsɪprəkl/	-	Timebanking is a reciprocal service exchange where time, not money, is the unit of the currency.
reconditioned adj /ˌriːkən'dɪʃnd/		I've got a reconditioned radio from the 1950s that I'm trying to sell.



redeem v /rɪ'diːm/	 Unfortunately the date on these vouchers has expired, so you can't redeem them.
regime <i>n</i> /reɪˈʒiːm/	 I'm loving my new exercise regime – it's really having a positive effect on me.
revolutionize v /ˌrevəˈluːʃənaɪz/	 Electricity has revolutionized virtually every aspect of modern life.
ring the changes phr /rɪŋ ðə 't∫eɪndʒız/	 It's important to ring the changes with your exercise regime, otherwise you'll get bored.
sharing economy phr /'ʃeərɪŋ ɪˌkɒnəmi/	 The sharing economy has really taken off in recent years.
shift rapidly om phr /ʃɪft ˈræpɪdli/	 The way we communicate has shifted rapidly over the last ten years.
short of money adj /ʃɔːt ɒv 'mʌni/	 When I was a student, I was always short of money.
so last year phr /səʊ lɑːst jɜː(r)/	 Using a desktop PC is so last year!
spring up phr v /sprin 'Ap/	 It's the internet which has allowed all these different sites to spring up.
start out phr v /start 'aut/	 I had to learn very quickly when I started out as a teacher.
sweep v/swirp/	 I'm going to talk to you today about an exciting revolution which is sweeping our world.
take over Om phr v /teik 'əuvə(r)/	 When you can't see, your other senses take over.
take some beating phr /teɪk səm ˈbiːtɪŋ/	 His new world record will take some beating.
the last word n /ðə la:st 'wɜːd/	 Some people are always searching for the last word in design.
to say the least phr /tə seɪ ðə ˈliːst/	 There needs to be some form of basic regulation, to say the least.
trace Om v /treis/	 The concept of time currencies can be traced back to the early nineteenth century.
traverse v /trəˈvɜːs/	 The compass provided people with a reliable method of traversing the world's oceans.
undermine v /,\lambdande main/	 The sharing economy is likely to undermine traditional businesses such as hotels or taxis.
unpaid adj /ˌʌn'peɪd/	 I'd rather do unpaid work than do nothing at all.
vicinity n /vəˈsɪnəti/	 This invention displays the strength of Wi-fi signals in your vicinity.
wealthy adj /'welθi/	 I managed to get by, but I was never wealthy.
well off adj /wel 'pf/	 It's better to be a little hard up than extremely well off.
withdraw O_m ν /wɪθ'drɔː/	 I'd like to withdraw 200 euros, please.

Navigate

Here is a list of useful or new words from Unit 11 of Navigate C1 Coursebook. You can insert your own translation. Words marked with a key (Om) all appear in the Oxford 3000.

adj = adjective adv = adverb	conj = conjunction n = noun	<i>phr v</i> = phrasal verb <i>pl</i> = plural	<pre>phr = phrase prep = preposition</pre>	<pre>pron = pronoun v = verb</pre>
a wealth of <i>phr</i>	/ə ˈwelθ ɒv/		There's a wealth of po	ossibilities from an open-water swim to a
abandon Om v	/ə'bændən/		The making of traditio later abandoned.	nal objects using natural materials was
account for phr	v /əˈkaunt fɔː(r)/		As linguists point out, words in our vocabula	this doesn't account for all the other ary.
aglow <i>adj</i> /əˈgl	Θ υ/	·	Looking in the windov decided to knock.	v of the cottage, its fire aglow, we
alert <i>adj</i> /อ'ไร:t	t/		I was having great diff	ficulty staying alert.
alike <i>adv</i> /əˈlaɪ	k/	1	They always tried to t	reat their children alike.
alive Om adj /əˈ	'laɪv/	-	The city doesn't really	come alive till after midnight.
aloof <i>adj</i> /əˈluː	f/		He always kept himse	If very aloof, so had few friends.
apart Om adj /ə	'paːt/		The twins are identica	al; only their parents can tell them apart.
arguably <i>adv</i> / o	a:gjuəbli/		Pad Thai is arguably th Thailand.	ne most famous dish to come out of
as early as phr	/sz ˈsːli əz/		As early as the 16th c words from other lang	entury, English had already adopted guages.
as yet phr /æz	'jet/	1	Someone told me my anything from him as	boss is leaving, but I haven't heard yet.
ashamed Om ac	dj/ə'∫eɪmd/	T	I'm ashamed to say I f	forgot.
assimilate v /ə¹	siməleit/		Many words from othe assimilated into Englis	er languages have gradually been sh.
at least half of On	# phr /æt lisst 'hasf	əv/	At least half of words sources.	in English come from non-Anglo-Saxon
aware Om adj /	ə'weə(r)/		They were well aware	of the risks, but they went anyway.
beat (eggs, etc.)	om v/biːt/	1	This is what makes th two eggs into it.	e white sauce special – I'm going to beat
by no means ph	nr/baɪ 'nəʊ miːnz/		I know a bit about arc	hitecture but I'm by no means an expert
chop v /t∫pp/			I've roughly chopped	up some onion and softened it in oil.
claim responsibili /kleɪm rɪˌspɒɪ			From Greece to Iran, Tresponsibility for inve	Furkey to India, everyone is claiming nting the kebab.
concerned Om a	adj/kənˈsɜːnd/		We won't be contacting	ng everyone – just the people concerned
conscious Om a	dj/'kɒn∫əs/	·	It was a conscious de	cision.
critic Om n /'kr	ritik/		Critics of the theory s	ay that it can't possibly be correct.
determine Om v	/dı'tɜːmɪn/		Originally the date of talendar.	the festival was determined by the lunar
epidemic n / ej	pı'demık/		These measures even	tually brought an end to the epidemic.
evolve Om v /i'	volv/		Music from New Orlea we now know as jazz.	ans is thought to have evolved into what
faculty n /'fæk	lti/		Former graduates spo	ke to the present students of the faculty
finely Om adv /	faɪnli/		Place the garlic and b	read in a food processor and chop finely.
fluffy adi /'fl\f	i/		The sauce goes nice a	and fluffy when you add eggs to it.

Navigate

generously O adv /'dʒenərəsli/	I've added salt and pepper to the aubergine layer and brushed it generously with olive oil.
gently Om adv /'dʒentli/	This now needs to cook gently for at least half an hour.
gesture \mathbf{O}_{m} n /'dʒest $\int \mathfrak{d}(\mathbf{r})$ /	Early humans needed their hands to communicate with gestures.
grate v /greɪt/	I've grated some cheese and I'm going to melt that into the white sauce.
grill v /grɪl/	While on duty, soldiers would put meat on their swords and grill it over an open fire.
have a long history of <i>phr</i> /həv ə loŋ 'hıstri əv/	The UK has a long history of trading and colonial links with other countries.
horizontally adv /ˌhɒrɪˈzɒntəli/	Many kebabs today are still cooked horizontally on a metal skewer.
imitate v /'ımıteıt/	Our ancestors imitated natural sounds.
intellect n /'intəlekt/	Chimpanzees certainly don't have the intellect that humans do.
invade v /in'veid/	Many people complain about the way English is invading other languages.
invasion $n / \text{In}^{1} \text{vei3n} /$	Invasion by foreign peoples has led to the adoption of many new expressions.
let alone phr /let ə'ləun/	I can hardly fit my stuff into the case, let alone yours.
linguist <i>n</i> /'lɪŋgwɪst/	As linguists point out, this theory doesn't account for all the other words in our vocabulary.
melt Om v /melt/	I'm melting the butter with some flour, and now I need to add some warm milk and beat it in.
official O m adj /ə¹fɪ∫l/	The French and Spanish languages are each controlled by an official body.
over the years phr /'əʊvə(r) ðə jɜːz/	English is probably the language which has borrowed most terms from others over the years.
peel v/piːl/	You have to peel the tomatoes, as the skin goes bitter if you leave it in the sauce.
quarantine n /'kwprentixn/	After the discovery, the hospital was closed and quarantine was introduced.
refine v /rɪˈfaɪn/	The rules of the game were later refined.
roll out phr v /'rəul aut/	The recipe was rolled out across the country in the 1940s.
roughly Om adv /'rʌfli/	Chop the onions roughly – the pieces don't have to be exactly the same size.
season v /'siːzn/	Once the eggs are beaten in, I'll season it and add some grated nutmeg.
settlement om n /'setlment/	Settlement by foreign peoples has led to the adoption of many new customs.
skewer n /'skju:ə(r)/	Many food items, such as meat, vegetables and fish, can be cooked on skewers.
slice Om v /slais/	Slice the potatoes and chop them into small cubes.
soak v /səuk/	At this festival, it's totally fine and normal to soak complete strangers.
sparingly adv /'speərɪŋli/	If you want to add salt, do so sparingly, because the sauce is already quite salty.
sprinkle v /'spriŋkl/	Some people like to sprinkle cheese on top and grill it at the end.
symbolize v /'sımbəlaız/	Pouring water on people symbolizes the start of the new year.

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thinly adv /ˈθɪnli/	·	Slice the cucumbers very thinly and mix them with sour cream
triathlon n /trai'æ θ lən/	-	He says he's never felt so alive since he took up triathlons.
undeniably adv /ˌʌndɪˈnaɪəbli/	- <u> </u>	Pad Thai has undeniably become the national dish of Thailand.
unilateral adj /ˌjuːnɪˈlætrəl/	-	This phenomenon is by no means unilateral.
valuables o <i>m pl /</i> 'væljuəblz/		Be careful with your cameras and any other valuables because everything will get wet.
vertically adv /'vɜːtɪkli/		Meat is cooked vertically in the modern doner kebab.
vigorously <i>adv</i> /'vɪɡərəsli/	-	Beat the sauce vigorously so that lumps don't have the chance to form.
whatsoever adv /wɒtsəʊ'evə(r)/	1.	There's no doubt whatsoever that the world is becoming a smaller place.



Here is a list of useful or new words from Unit 12 of Navigate C1 Coursebook. You can insert your own translation. Words marked with a key (Om) all appear in the Oxford 3000.

			1.00 mm	
<pre>adj = adjective adv = adverb</pre>	conj = conjunction n = noun	<i>phr v</i> = phrasal verb <i>pl</i> = plural	<pre>phr = phrase prep = preposition</pre>	<pre>pron = pronoun v = verb</pre>
		p. p. c. c.	р. ор остана.	
a long way off p	hr /ə 'loŋ weı ˌof/	:	Complete understandir off.	ng of how memory works is a long way
acknowledge Om	v /ək'nɒlɪdʒ/		Even the most sceptical evidence to be overwh	al observer must acknowledge the elming.
appalling <i>adj</i> /ə	'po:lin/		I couldn't believe the a	ppalling news about the air crash.
assert v /əˈsɜːt	1		It has been asserted th	at there is a link.
associated with c /ə¹səʊ∫ieɪtɪd v	60	·	Exercise may produce healthy lifestyle.	other benefits associated with leading a
be down to phr	/bi 'daun tə/		The drop in tourism was summer.	s down to the dreadful weather that
broadly O	/ibrardli/		The results of other stu	idies have been broadly similar.
cite a source ph	er /sart ə 'sərs/	7.	There was only one so	urce he cited.
compliment v /	'kɒmplɪmənt/	N	I would like to complim	nent Julia on her post.
conclusive adj	/kən'klu:sɪv/		There was plenty of ev conclusive.	idence against him, but none of it was
criterion Om n	kraı'tıəriən/		There's one important can't offer you the job.	criterion which you don't fulfil, so we
disorientated ac	dj/dis'o:rionteitid/		I was disorientated and	felt distanced from everything.
dock v/dok/			He was installed in the port.	ship's sick room until it docked in the
down Om adv /	daun/		Did you get that down?	It's really important.
down Om adj /d	laun/		We can't use the netwo	ork this morning. The whole system's
embrace Om v	/im'breis/		I was surprised when I out walking.	was embraced by a total stranger while
endorse $v / \text{In'c}$	lors/	-	This product is endorse	ed by several celebrities.
episodic adj / e	pı'sɒdɪk/		Episodic memories rela	ate to episodes that happen to you.
escort v /ɪ'skɔ	rt/		The football fans were police.	escorted to the stadium by the local
experimental Om	adj /ɪkˌsperɪ'mentl		All children go through get older.	a curious, experimental phase as they
explicit adj /ık'	splisit/		Explicit memories are of details about.	ones which you can describe and give
fraudulent <i>adj</i> /	'froidjələnt/	1	The proportion of scient increasing.	tific papers which are fraudulent is
fundamental Om	adj /ˌfʌndəˈmentl/		Spanish business cultu fundamental changes.	re has been going through rapid and
good stuff Om p	hr /god staf/	1	You should try using th it's good stuff.	is new organic whitening toothpaste –
grim <i>adj</i> /grɪm/	/		They all looked grim affactory closing.	ter they heard the news about the
immersion $n/1$	m3ː∫n/	-	Total immersion in a lar fluent.	nguage is the quickest way to become
implicit <i>adj</i> /ɪm	'plɪsɪt/	1	Implicit memories are t	hings that you don't have to think about.



imply Om v /Im¹plaɪ/	Just because a person has a poor memory, this does not imply that he or she is not intelligent.
insist (on) Om v /In'sist pn/	She insisted on paying for the meal.
instigate v /'InstIgeIt/	The new manager instigated a lot of changes in our working practices.
interfere v /,ıntə'fıə(r)/	I won't have the clients interfering too much in my work.
interpret Om v /In'ta:prit/	How are we to interpret these findings?
interpretation O _m <i>n</i> /ɪnˌtɜ:prɪ'teɪ∫n/	The statistics are open to interpretation.
likelihood n /'laɪklihʊd/	There is a likelihood of snow later in the week.
noticeable 🗪 adj /ˈnəʊtɪsəbl/	There is a noticeable link between studying music and improving your memory.
off Om adv /pf/	 The wedding is off – Sarah's decided she wants to wait to get married.
off Om adj /pf/	_ I think this milk's off – don't drink it.
off Om adv /pf/	I managed to get £10 off the original price.
out of the blue phr /aut by ðə 'blu:/	My cousin from Australia turned up at my flat out of the blue last night.
over Om prep /'əʊvə(r)/	It was stupid of us to argue over something so trivial.
over Om prep /'əʊvə(r)/	This town has changed a lot over the course of the last ten years.
overwhelming adj /ˌəʊvəˈwelmɪŋ/	The evidence for climate change is overwhelming.
principle Om n /'prinsəpl/	The basic principles of driving a car are the same in every country.
proportion Om n /prəˈpɔːʃn/	 I believe that a significant proportion of members of parliament should be women.
reflect Om v /rɪˈflekt/	He spent a night in jail so that he could reflect on what he'd done.
reproduce Om v / rixprə'djuxs/	If you don't remember the mistakes you make, you'll just reproduce them.
restricted Om adj /rɪ'strɪktɪd/	The short-term memory has restricted capacity.
retain 🗪 v /rɪ'teɪn/	There is a very big need for older people to retain their independence.
rundown n /'rʌndaʊn/	Can you give us a simple rundown of the different types of memory?
scepticism n /'skeptisizəm/	My immediate reaction was one of slight scepticism.
semantic adj /sɪ'mæntɪk/	 Our semantic memory allows us to remember specific pieces of information.
sibling <i>n</i> /'sɪblɪŋ/	When was the last time you and a friend or sibling argued over something trivial?
substance Om n /'sabstans/	She gave an entertaining speech, but there was no real substance to it.
substantial O adj /səb'stæn∫l/	The singer gave a substantial donation to an animal rescue centre in his home town.
substantially O _m adv /səb'stæn∫əli/	Children studying music usually make substantially better progress.
succession $n / \text{sək'se} \int n / $	Her poor performance in the tournament was due to a succession of injuries.
tendency Om n /'tendənsi/	Youngest children have a tendency to be rebellious.

Name		
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trigger your memory <i>phr</i> /'trɪgə(r) jə(r) 'meməri/		Often, certain smells or tastes trigger your memory of something from many years ago.
unconscious O adj /∧n'kɒn∫əs/	- <u> </u>	Breathing is an unconscious act that we do without thinking.
unproductive adj /ˌʌnprə'dʌktɪv/	T	I find memorizing lists of words very unproductive.
urge Om v /3:d3/	·	The report urges people to be more vigilant.

1 Video Change

Vox pops

- 1 How did you spend your time yesterday? How long did you spend on each activity? Present your information to a partner. Did you manage your time well?
- 2 Watch the video. Do sections 1 and 2.

Are you good at time management?

1 Write the correct name next to each statement.

	Jeremiah	Rupert	Heidi	Angela
1	lacks time	e manag	ement	skills
2	has succe of respon	-	0	
3	doesn't fe is a proble			nagemen
4	surprises time man			pressive









Do you have any tips for managing time better?

2 Tick the advice each person gives.

Jeremiah

- a Try to complete one task before starting another. \square
- b Don't try to do too much in one day.

Heidi

- a Leave additional time for jobs which occur at the last minute. \square
- b Arrive five or ten minutes early for appointments. \square

Rupert

- a Write long lists every day.
- b Prioritize which jobs need tackling first. \square

Angela

- a Try to get up early. \square
- b Have a broad outline of what you want to do.
- Work with a different partner. Discuss the list of good time management tips in section 2 of exercise 2. Put the tips in order of importance for you (1 = most important). Give your reasons. Do you have any other good time management strategies?

2 Video Feats

Vox pops

- Work with a partner. Describe the sounds you can hear when you walk outside your house. Which ones do you like? Are there any that you can't stand?
- Watch the video. Do sections 1 and 2.

What sounds do you love?

- 1 Answer the questions.
 - 1 What examples of sounds in the city does Peter mention?
 - 2 What examples of sounds in the countryside does Deborah mention?
 - 3 Which sounds did Devon hear when he was staying on the beach in Barbados?
 - 4 What sound does Stephen mention? Why does he like this sound?
 - 5 What sound does Dan mention? Why does he like this sound?

Are there any sounds that you can't stand?

- 2 Choose the correct options to complete the sentences.
 - 1 Peter hates hearing someone who is nagging because of the ...
 - a sound of the speaker's voice
 - b non-stop criticism
 - c speaker's negative attitude.
 - 2 Devon can't bear the sound of ...
 - a traffic
 - b ambulances
 - c children.
 - 3 Sami hates the noise made by ...
 - a aeroplanes
 - b traffic
 - c children.
 - 4 Stephen dislikes ...
 - a a certain type of music
 - b all modern music
 - c music with an irregular beat.
 - 5 Kamina hates the sound made by people ...
 - a chatting
- b eating
- c crying.

Work in small groups. Discuss how you feel about each of the sounds mentioned in exercise 2. Give reasons why. Which sounds are the most popular and most unpopular?















3 Video Team

Vox pops

- 1 Work with a partner. List the advantages and disadvantages of working in a team. Compare your ideas with another pair.
- 2 Watch the video. Do sections 1 and 2.

How much of your job involves working in a team?

- 1 Match each person 1-4 to a summary sentence a-d.
 - 1 Alex 2 Helen 3 Jeremiah 4 Andre
 - a He/She works in a team and works closely with colleagues in order to meet regular deadlines.
 - b In his/her work, everyone needs to cooperate with each other in order to perform well.
 - c His/Her work can be divided into three main areas and teamwork is important at every stage.
 - d His/Her work involves some teamwork. At times, it's necessary to work on his/her own and sometimes it's important to work in a team.

Tell us about an interesting experience you've had working in a team.

2 Complete the table.

	Good or bad experience?	Why? What happened?
Duncan		
Jeremiah		
Helen		

- Work in small groups. Answer the questions.
 - 1 Imagine you are on a team-building day out. Which of the following exercises would you like to take part in? Why? How do they boost team morale?
 - · a circus skills course
 - · taking part in a charity fun run
 - · an African drumming workshop
 - · a mountaineering course
 - 2 What other ideas would you suggest for a teambuilding day out? Make a list of your ideas.











4 Video Responsibility

Vox pops

- 1 Work with a partner. Are there any things you wish you had or hadn't done when you were younger? Why?
- 2 Watch the video. Do sections 1 and 2.

 Are there any things you wish you had done when you were younger?
 - 1 Match each person in the first column to a regret in the second column. Write details in the third column.

	Regret	More information
Deborah	not carrying on with a particular sport	
Devon	not adopting a particular lifestyle	
Sami	not learning a particular musical instrument	
Stephen	not learning a particular language	









What's the most adventurous or risky thing you've ever done?

- 2 Choose the correct options to complete the sentences.
 - 1 Deborah did a bungee jump and she was terrified *before she jumped / the whole time / on the way back up.*
 - 2 Devon's skydiving experience was *great*, but he felt a little scared / too scary / amazing and not at all scary.
 - 3 Sami climbed on the school roof and he got badly hurt / into serious trouble / really scared.
 - 4 In order to start his own business, Stephen had to sell his property / borrow some money / spend a lot of money.
- What is the riskiest or the most adventurous thing you've ever done? Look at the questions below and prepare your answers.

When did you do it? Why did you do it? Where were you? What happened? How did you feel?

Interview other students. Who took the biggest risk? Who is the most adventurous?

5 Video Power

Vox pops

- 1 Complete the sentences.
 - Leading a healthy lifestyle is all about ...
 - The best way to stay fit is to ...
 - · Unhealthy lifestyles result in ...
- 2 Watch the video. Do sections 1 and 2. Do you think you have a healthy lifestyle? Why?
 - 1 Are the sentences true (T) or false (F)? Correct the false sentences.
 - 1 Sarah mentions a good diet T F and regular exercise.
 - 2 Alex needs to eat a lot T F because of his job.
 - 3 Andre is keen to stay healthy T F for many years to come.
 - 4 Rupert's lifestyle involves T F frequent exercise and good food.
 - 5 Angela exercises a lot T F and eats a lot.











What kinds of things do you do to stay fit?

2a Circle the correct answers to complete the sentences.

- 1 Sarah believes that she has enough time to take up another sport / the activities she does already are very time-consuming.
- 2 Alex believes in concentrating *purely on his physical* well-being / on maintaining good personal relationships as well as a healthy body in order to remain fit and well.
- 3 Andre believes that *paying attention to what he eats and* doing regular exercise / focusing on exercise rather than diet is the key to leading a healthy life.
- 4 Rupert is not only interested in martial arts / only interested in martial arts-based activities.
- 5 Angela goes on walking and swimming holidays to stay fit / keeps fit so that she can go on walking and skiing holidays.
- 2b Work with a partner. Note all of the sports and activities the speakers mentioned. Compare with another pair.
- Work in small groups. Discuss which of the activities listed in exercise **2b** you already do/you'd like to take up/you'd never try.

6 Video Play

Vox pops

- All work and no play makes Jack a dull boy is an English saying. What do you think it means? Do you have a similar saying in your language?
- 2 Watch the video. Do sections 1 and 2. How do you unwind?
 - 1 Are the sentences true (T) or false (F)? Correct the false sentences.
 - 1 Deborah loves exercising T F in the countryside surrounding where she lives.
 - 2 Sami likes both spending T F time with friends and unwinding alone.
 - 3 Stephen mentions exercising T F outdoors as well as relaxing indoors.
 - 4 Debbie enjoys learning T F about Japanese culture from her Japanese friends.
 - 5 Peter only mentions T F intellectual and cultural activities.











What advice would you give on getting a good work-life balance?

- 2 Circle the correct answers to complete the sentences.
 - 1 Deborah says that no one ever dies wishing they had *worked* more during their life / more time to carry on working.
 - 2 Sami works hard / unwinds and takes it easy at the weekend.
 - 3 Stephen claims that it is important to spend time away from the workplace / not to waste time worrying about the work-life balance.
 - 4 Peter says you should feel happy about the amount of money you earn / not feel bad about occasionally doing overtime.
- Work in small groups. Do you agree or disagree with these statements? Give your reasons.
 - The best way to relax and unwind is at home alone.
 - Don't take work too seriously.
 - Live for the weekend.
 - It's important to stop worrying about the work-life balance.

7 Video Emotion and reason

Vox pops

1 Work with a partner. Discuss how you would feel in each of these situations. Choose an adjective from the box.

devastated relieved embarrassed self-conscious irritated surprised angry frustrated mortified

- · At work you discover that your T-shirt is inside out.
- · Your neighbour called off their annual garden party.
- You missed your flight back home by a few minutes.
- · You trip over in a busy street.
- A colleague at work tells you how to do your job better.











2 Watch the video. Do sections 1 and 2.

Tell us about an embarrassing situation you've been in. What happened and how did you react?

- 1 Match each person 1-5 to one of the regrets a-e.
 - a I wish I'd been more careful when I picked him up.
 - b I wish I'd managed my time better.
 - c I wish I'd closed it properly.
 - d I wish I'd checked who he was.
 - e I wish I'd got the right day.
- 2 Complete the table.

	Where?	What happened?
Caroline		
Duncan		
Devon		
Andre		
Rupert		

3 Choose one of the regrets from section 1 of exercise 2. Write a new story which concludes with the regret you have chosen.

Work in small groups. Read your stories to each other, but don't tell your listeners your conclusion. Listen and decide which regret concludes each story you hear.

8 Video Plastic

Vox pops

- 1 Work with a partner. Are these activities good or bad habits? Do you agree with each other?
 - · using plastic bags
 - · checking a smartphone every few minutes
 - glancing at your reflection every time you walk past a mirror
 - talking to yourself

Do you have any bad habits that you would like to give up?

2 Watch the video. Do sections 1 and 2.

Tell us about something you've given up completely.

1 Connect each speaker to a habit and a reason.

Person	Habit	Reason
Devon	playing squash	A physical problem occurred and it prevented me continuing.
Sami	ballet	I need to look after my state of health.
Shuang	nothing	I find it very difficult to make this kind of commitment.
Stephen	eating junk food	It became increasingly difficult and so I lost my enthusiasm.









Is there something that you would like to give up but can't? Why?

- 2 Is the information in 1–4 true (T), false (F) or not given (NG)? Correct the false sentences.
 - 1 Devon succeeded in giving up using T F NG his smartphone for three whole days.
 - 2 Age hasn't affected the way Sami T F NG thinks about exercise.
 - 3 Stephen has never tried to give up T F NG a bad habit.
 - 4 Kamina has to eat meat when she T F NG goes to see her parents.
- 3 Work in small groups. Discuss the questions.
 - 1 How do people manage to give up bad habits?
 - 2 What kind of professional help can they seek?
 - 3 How can they help themselves?

9 Video Learning

Vox pops

- 1 Work with a partner. Ask and answer the questions.
 - What did you study at school or at university?
 - If you could go back in time, would you study the same subjects at school? Why/Why not?
- Watch the video. Do sections 1 and 2.
 What did you study at school or at university?
 - 1 Circle the correct options.
 - 1 Helen's studies prepared her for a job in *business / politics*.
 - 2 Jeremiah studied unusual subjects at school / didn't choose an academic path.
 - 3 Alex went to a very *artistic* / *academic* school.
 - 4 After leaving school, Andre began a *vocational training* programme / university course.
 - 5 Maher is working in media / studying for her second degree.

If you could go back in time, would you study the same subjects? What would you do differently?

- 2 Match each person 1-5 to statements a-e.
 - a It's taken me two university courses to find out what I really want to do.
 - b I'd study a similar subject, however the course would consist of more practice and less theory.
 - c I'd give all school subjects equal attention and work hard in all my lessons.
 - d I've got no regrets and wouldn't choose an alternative route.
 - e I certainly wouldn't choose the same course. I'd choose a subject which I now find very appealing.
- Work in small groups. Look at the list of jobs and answer the questions.

the captain of a large ship a wedding photographer a business entrepreneur a tree surgeon a politician a social worker

- 1 In order to get these jobs, what would be the ...?
 - · best subjects to focus on at school/university
 - appropriate apprenticeship scheme or work experience
- 2 Which job appeals to you most/least? Why?











10 Video New

Vox pops

1 Work with a partner. Take turns to describe the words and phrases in the box and guess what is being described.

> bargain watch your pennies journalists discount online shopping money decisions technology trends

- Watch the video. Do sections 1 and 2.

 In what ways have spending habits changed over the past few years?
 - 1 Match the people to sentences 1-4.

Deborah Emily Sami Stephen

- 1 People nowadays are looking for reduced items.
- 2 Spending habits haven't really changed.
- 3 People need to save up before buying new items.
- 4 Many purchases reflect the desire to keep up with technology.











How have your own spending habits changed?

- 2 Are the sentences true (T) or false (F)? Correct the false sentences.
 - 1 Deborah spends more of her budget on her home and less on going away.

T F

2 Emily spends a lot less since getting a full-time job.

Т F Т F

3 Sami spends an equal amount on throwaway fashion items as he spends on upmarket fashion labels.

T F

- 4 Debbie feels that now she is older she needs to earn more money so that she can buy more things.
- Work in small groups. Discuss the questions about spending habits. Do you have the same ideas?
 - 1 Do you prefer quality or quantity?
 - 2 When do you prefer quality over quantity?
 - 3 When do you prefer to go for the cheap and cheerful option?

11 Video Origins

Vox pops

- Work with a partner. Name three people or things you would expect to find at the festivals listed in section 1 of exercise 2. Compare your ideas with another pair.
 - e.g. at a history festival historians, people in historical costumes, old weapons
- 2 Watch the video. Do sections 1 and 2.

Tell us about a festival you've been to. What was special about it?

- 1 Match speakers 1–5 to five of the festivals mentioned a–f.
 - a a history festival
- d a film festival
- b a literary festival
- e a folk music festival
- c a jazz festival
- f a martial arts gathering











- 2 Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.
 - 1 One of the highlights of this festival for T F Jeremiah was accompanying a star home.
 - 2 One of the highlights of this festival for T F Sarah was spending time with friends.
 - 3 Heidi mentions customs such as going in special costumes and taking part in historical battles.
 - 4 Liliane mentions her reason for liking T F the music.
 - 5 Rupert's key role involved swearing T F loyalty to his organization.
- Work with a new partner. Imagine you are event organizers. Choose one festival in section 1 of exercise 2 and plan it in detail. Consider the following:
 - location and setting
- entertainment

T F

catering

- special guests
- ideas for the start/the end of the day

Prepare a short presentation to outline your plans.

Present your plans to another pair of students. Decide what you like best about each plan.

12 Video Memory

Vox pops

- 1 Work with a partner. Discuss the meaning of the words in bold. Then match memories 1–4 in column A to memories a–e in column B.
 - A I remember ...
 - 1 playing on the front lawn
 - 2 the hot summer of 1976
 - 3 being dragged to my first dance class
 - 4 sitting on the bottom of the pool
- B I remember ...
- a hosepipe parties
- b liking it in the end
- c the colour of my dad's trunks
- d the **dappled** sunlight and the silvery **bark** of a tree
- 2 Watch the video. Do sections 1 and 2.

What's your earliest childhood memory?

1 Check your predictions from exercise 1 and note down extra details.

Do you associate any particular sounds or smells with memories? What are they?

- 2 Circle the correct options to complete the sentences.
 - 1 Peter associates the smell of the earth with a work colleague he used to have / a job he used to have / the time he spent in the forest as a child.
 - 2 Deborah remembers the sound of her mother kicking her old car / her neighbour driving away in his old car / her neighbour having problems with an old car.
 - 3 Devon associates the smell of petrol stations with his grandfather getting frustrated with having to wait at the petrol station / kicking his old car / standing for ages in a long queue.
 - 4 Emily associates *a special sound / a certain perfume / five different smells* with her late grandmother.

Tick the items which trigger positive memory associations for you.
 a piece of jewellery

cigarette smoke
a particular perfume or aftershave
a seashell

the smell of something cooking \square a voice or accent \square

a certain item of clothing \square a particular song \square

Work in small groups and describe your memory associations. Which are the most moving/the funniest/ the happiest memories?











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