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5

# Life

SECOND EDITION

 NATIONAL  
GEOGRAPHIC  
LEARNING

PAUL DUMMETT  
DAVID BOHLKE

**Life 5 Workbook, Second Edition**  
**Paul Dummett, David Bohlke**

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# Unit 1 Relationships

## 1a A tradition in decline?

### Reading friendships

- 1 Look at the photo. Then read the article. Which of the following statements best summarizes the difference in French and American attitudes toward friendship?
- Most Americans have a lot of close friends.
  - Americans are friendly with everyone; the French only with a few people.
  - The French view friendship as something superficial.
- 2 Read the article again. Circle the correct options below (a–c).
- Which of the following relationships does the author NOT mention?
    - colleagues
    - fellow travelers
    - fellow shoppers
  - Psychologists believe that in modern society, \_\_\_ have become weaker.
    - family relationships
    - friendships
    - all relationships
  - According to the article, 25 percent of Americans don't have \_\_\_\_ .
    - strong family bonds
    - strong friendships
    - any friends at all
  - Americans are known for being \_\_\_ people.
    - lonely
    - family-oriented
    - friendly
  - French people are \_\_\_ about making friends.
    - careful
    - worried
    - relaxed
- 3 Find nouns in the article that come from these adjectives.
- true \_\_\_\_\_
  - strong \_\_\_\_\_
  - warm \_\_\_\_\_
  - long \_\_\_\_\_
  - deep \_\_\_\_\_



### A tradition in decline?

Is intimate friendship a relationship that is dying out in modern society? In our busy lives, we have many acquaintances and friends—the people we work with, our neighbors, the people we chat to at the local store, and so on. But how many really close friendships do we have? The truth for most of us is probably not many. Some psychologists say that while we still value strong family bonds, in recent times, friendships have lost the strength and importance that they had in the past.

According to a recent study, friendships in the United States have been declining in quality and quantity since at least 1985. The study claims that 25 percent of Americans don't have anyone dependable that they could call a close friend. Yet, on the surface, Americans seem to be extremely outgoing and friendly people. If you have ever visited the US, you will be familiar with the warmth and hospitality that they show to complete strangers. Everyone can be treated as a “buddy,” even if they are just a casual acquaintance.

But in other cultures, acquaintances and friendships have different qualities. In France, for example, when you are trying to get to know a person, they may seem rather cautious or even unfriendly, and the length of time it takes to form a strong friendship seems greater than in other countries. This is because for the French, there is still a clear distinction between a casual acquaintance and a true friend. Although France is changing and perhaps becoming more like the US, there is no doubt that French people are still more private in their friendships and that they reserve real intimacy for their closest friends. This kind of intimacy can be found in many non-Western cultures too, where great importance is attached to the quality and depth of friendships.

**die out** (v) /,daɪ 'aʊt/ disappear

**buddy** (n) /'bʌdi/ a friend (informal)

**intimacy** (n) /'ɪntɪməsi/ closeness in a relationship

## Grammar present tenses: simple, continuous, and perfect

- 4 Look at the article. Write examples of the following.
- two changing situations (present continuous)  
\_\_\_\_\_
  - three everyday activities (simple present)  
\_\_\_\_\_  
\_\_\_\_\_
  - two recent events with an impact on the present (present perfect)  
\_\_\_\_\_  
\_\_\_\_\_
  - one event that started in the past and continues to the present (present perfect continuous)  
\_\_\_\_\_
- 5 Complete these questions from a survey on friendship. Use present tenses.
- Who \_\_\_\_\_ (you / spend) the most time with recently?
  - \_\_\_\_\_ (you / consider) this person or these people to be close friends?
  - How many really close friends \_\_\_\_\_ (you / have)?
  - Do you think your circle of friends \_\_\_\_\_ (still / increase)?
  - \_\_\_\_\_ (you / make) any new friends in the past month?
  - How long \_\_\_\_\_ (you / know) your closest friend?
  - Generally, what qualities \_\_\_\_\_ (you / look for) in a friend?

## Vocabulary friendships, describing character, and phrasal verbs

- 6 Look at the article again. Find the adjectives that collocate with these words.
- a(n) \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ friendship
  - a \_\_\_\_\_ bond
  - a \_\_\_\_\_, \_\_\_\_\_ friend
  - a \_\_\_\_\_ stranger
  - a \_\_\_\_\_ acquaintance

- 7 Which option in each group does NOT collocate with the single word next to it? Cross out the option.

- (a) mutual *friend* / *respect* / *student* / *interest*
- a fellow *student* / *companion* / *scientist* / *traveler*
- a close *acquaintance* / *relationship* / *friend* / *relative*
- a *flat* / *faithful* / *travel* companion
- a(n) *odd* / *happy* / *blood* couple
- a(n) *close* / *old* / *complete* friend

- 8 Complete the sentences using the most appropriate adjectives in the box. Two adjectives are extra.

considerate	dependable	energetic	laid-back
outgoing	selfish	shy	unreliable

- She's not stressed about arrangements for the wedding. She's very \_\_\_\_\_ about it all.
  - I do like him, but he's so \_\_\_\_\_. He always forgets arrangements or cancels them at the last minute.
  - She's so \_\_\_\_\_. I don't know how she manages to work a full-time job, look after three children, and write books at the same time.
  - How can two people be so different? Simon is so \_\_\_\_\_—he never says a word. But his brother is the opposite—very \_\_\_\_\_ and loves being the center of attention.
  - She's such a(n) \_\_\_\_\_ person. She not only bought a thank-you present for us, but she got presents for all the children, too.
- 9 Circle the correct options to complete the phrasal verbs.
- I'm meeting *out* / *up* with a group of colleagues on Friday. Would you like to join us?
  - I don't get *off* / *along* very well with my new boss. He's really difficult to work with.
  - Do you want to come *across* / *over* to my house and watch the soccer match? It starts at 8 p.m.
  - It's very important to stand *by* / *with* your friends when they are in trouble.
  - Some people are very good at keeping *up* / *on* with their old friends. However, I've lost touch with practically all the people I knew at college.
  - Lina and I were friends at school, and when we met recently, we just seemed to pick *off* / *up* from where we left off twenty years ago.

# 1b Young and old

## Listening the aging population

1 ▶ 01 Listen to an excerpt from a radio program about the aging population. Are these sentences true (T) or false (F)?

- 1 People are not having as many children as in the past. T F
- 2 People eat healthier now than they did in the past. T F
- 3 Older people are more at risk from deadly diseases than they were in the past. T F
- 4 People are retiring from work later now compared to the past. T F
- 5 The aging population has helped to improve family relationships. T F

2 ▶ 01 Look at the **bold** expressions from the radio program, with their definitions. Try to complete the expressions. Then listen to the program again and check your answers.

- 1 **the birth r** \_\_\_\_\_ : the number of babies that are born per thousand of the population
- 2 **a baby b** \_\_\_\_\_ : a sudden increase in the number of babies being born
- 3 **r** \_\_\_\_\_ **age**: the age at which a person stops working
- 4 **a (healthier) l** \_\_\_\_\_ : a way of living
- 5 **life e** \_\_\_\_\_ : how long on average people live
- 6 **the d** \_\_\_\_\_ **world**: countries that are economically and technologically advanced

## Grammar simple past and present perfect

3 The sentences below are from the radio program in Exercise 1. Complete the sentences with the correct form of the verbs in parentheses. Use the simple past or the present perfect.

- 1 There are a number of reasons. First, the birth rate \_\_\_\_\_ (decline) over the last twenty years. The second reason is that sixty years ago, there \_\_\_\_\_ (be) a baby boom.
- 2 There's also no doubt that people's diets \_\_\_\_\_ (improve). We are more knowledgeable now about what foods are healthy and unhealthy. So, people generally have a healthier lifestyle now than they \_\_\_\_\_ (do) in the past.
- 3 Lastly, we can't underestimate the enormous progress that medical science \_\_\_\_\_ (make) in improving the health of older people. We \_\_\_\_\_ (not / have) things like flu shots or pacemakers fifty years ago.
- 4 These advances \_\_\_\_\_ (increase) life expectancy to around eighty years in the developed world. Fifty years ago, it \_\_\_\_\_ (be) closer to seventy.
- 5 Also, people are working longer. In the last ten years, the retirement age \_\_\_\_\_ (rise) from around 62 to 67.



**4** Circle the correct options to complete the sentences.

- 1 It's not just in the US that people are retiring later. A lot of countries *raised* / *have raised* the retirement age. This *wasn't* / *hasn't been* very popular, as you can imagine.
- 2 In other countries, like France and Japan, the government *encouraged* / *has been encouraging* people to have more children. For example, in France, they *have reduced* / *have been reducing* people's taxes if they have more than two children.
- 3 Some people say that advances in medicine *went* / *have gone* too far. They say that it *was* / *has been* better when people didn't live so long.
- 4 Old people seem younger now. My grandmother *had* / *has had* her seventieth birthday a few weeks ago, but she looks about sixty. She *has gone* / *has been going* to yoga classes lately, too!
- 5 Emma *looked* / *has been looking* after her elderly parents for the last year. She *had* / *has had* to take a lot of time off work to be with them.

**5** Complete the sentences with an appropriate time expression from the box.

all morning	last year
before	so far
just	yet

- 1 They moved to Canada \_\_\_\_\_ to live on a farm.
- 2 Where have you been? I've been waiting for you \_\_\_\_\_.
- 3 Have you had your lunch \_\_\_\_\_? I'm going out now to get a sandwich. Would you like to come?
- 4 Have we met \_\_\_\_\_? I'm sure I recognize your face.
- 5 I'm painting the house. I've painted three rooms \_\_\_\_\_. Just two more rooms to go.
- 6 Zoe? She's not here right now. She's \_\_\_\_\_ gone out to get a coffee and some lunch.

**6** Pronunciation auxiliary verbs *have* and *has*

**a** Read the conversations. Underline the auxiliary verbs *have* and *has* that you think are stressed. Circle the auxiliary verbs that are not stressed.

- 1 A: **Have** you finished using the computer yet?  
I need to check my emails.  
B: Yes, I **have**. But the internet connection **has** been a bit funny.  
A: What do you mean? **Haven't** you been able to connect? Or **has** it just been slow?
- 2 A: How **has** your visit to Scotland been so far?  
**Have** you had a good time?  
B: Well, the weather **has** been terrible, but apart from that, it's been wonderful.  
A: No, it **hasn't** been a very nice summer, but I'm afraid that's pretty typical.

**b** ▶ **02** Listen and check your answers to Exercise 6a.

**7** Dictation old and young

▶ **03** Look at the photo below. The person is describing her family. Listen and write what she says. When is she planning to retire?



- 1 My parents \_\_\_\_\_  
\_\_\_\_\_, but they both \_\_\_\_\_  
\_\_\_\_\_.  
So now they can relax and enjoy themselves.
- 2 They've said that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.
- 3 Considering that my husband and I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.



# 1c A dynamic society

## Listening a study trip to Vietnam

1 ▶ 04 Listen to an interview with a student who recently returned from a study trip to Vietnam. Which statement (a–c) best summarizes her views about the different generations in Vietnamese society?

- a There is a deep cultural divide between the old and the young generations.
- b All generations are confused by the changes taking place.
- c The old and young generations see things differently, but they respect each other.



2 ▶ 04 Listen to the interview again. Are these sentences true (T) or false (F)?

- |  |   |   |
|--|---|---|
| 1 Both the presenter and Lauren went on study trips.   | T | F |
| 2 Vietnam is in a period of great economic and social change.                                  | T | F |
| 3 Lauren met a lot of ordinary Vietnamese citizens.  | T | F |
| 4 The older generation suffered a lot in the past.   | T | F |
| 5 Older Vietnamese people think it's important to teach the young about the country's history. | T | F |
| 6 Lauren felt that the different generations in the family didn't get along with each other.   | T | F |
| 7 The older generation is increasingly ignored by younger people.                              | T | F |

3 Look at the phrases in **bold** from the interview. Circle the correct definition (a–c).

- 1 We were really lucky to get to experience that **first-hand** ...
  - a for ourselves
  - b for the first time
  - c something no one else has ever experienced
- 2 We **got to meet** so many different people ...
  - a had the opportunity to meet
  - b were obliged to meet
  - c met by chance
- 3 They **take** this new wealth **for granted** ...
  - a are suspicious of it
  - b are grateful for it
  - c assume it should be like this
- 4 They don't know **which way to turn** ...
  - a the rules
  - b what to do
  - c where to drive
- 5 The gap between old and young **is being bridged** ...
  - a creates a space between two things
  - b joins two sides
  - c crosses from one side to another
- 6 The **30-somethings** ...
  - a the 1930s
  - b a group of 30 objects
  - c people in their 30s

## 4 Pronunciation extra word stress: *-ic* and *-tion/-sion*

a ▶ 05 Listen to these words from the interview. Underline the stressed syllable in each word. What pronunciation rule can you make about words that end in *-ic* and *-tion*?

- |             |               |
|-------------|---------------|
| 1 dynamic   | 4 generation  |
| 2 fantastic | 5 restriction |
| 3 economics | 6 tradition   |

Rule: \_\_\_\_\_

b ▶ 06 Practice saying these words, putting the stress on the correct syllable. Then listen and check.

- |                |                |
|----------------|----------------|
| specific       | impression     |
| italics        | relation       |
| terrific       | interruption   |
| scientific     | transformation |
| characteristic | comprehension  |

# 1d What's up?

## Real life meeting people

1 Complete the sentences with the correct preposition. Some sentences do not need a preposition.

- 1 How's everything going \_\_\_\_\_ ?
- 2 I've been studying \_\_\_\_\_ my law exams.
- 3 You're looking \_\_\_\_\_ good.
- 4 Being self-employed obviously suits \_\_\_\_\_ you.
- 5 Georgia was asking \_\_\_\_\_ you the other day.
- 6 Please give \_\_\_\_\_ her my best wishes.
- 7 It was great \_\_\_\_\_ see you.
- 8 Good luck \_\_\_\_\_ the new job.

## 2 Grammar extra present perfect and present perfect continuous

a Look at the verbs in **bold** in the sentences (1–4). Are they in the present perfect (PP) or present perfect continuous (PPC) form?

- 1 He's **moved** to New York for his job. \_\_\_\_\_
- 2 What **have** you **been doing** since I last saw you? \_\_\_\_\_
- 3 I **haven't seen** Hannah in ages. \_\_\_\_\_
- 4 She's **been preparing** for her medical exams. \_\_\_\_\_

b Look at the sentences in Exercise 2a again. Answer these questions.

- 1 Which tense emphasizes a prolonged activity? \_\_\_\_\_
- 2 Which tense emphasizes a present situation or result? \_\_\_\_\_



3 Read the conversation. Circle the correct options to complete the conversation.

- Ben:** Hi, Sam. <sup>a</sup> \_\_\_\_\_ .  
I've <sup>1</sup> *wondered / been wondering* how you were.
- Sam:** Oh, hi, Ben. <sup>b</sup> \_\_\_\_\_ .  
I'm fine. I've <sup>2</sup> *worked / been working* in Canada for the last three months.
- Ben:** Well, <sup>c</sup> \_\_\_\_\_ .  
You're looking very well. Have you <sup>3</sup> *decided / been deciding* to move up there?
- Sam:** No, it's just a temporary job. I've <sup>4</sup> *helped / been helping* to renovate an old house. And <sup>d</sup> \_\_\_\_\_ ? Is Emily well?
- Ben:** Yes, thanks. She's just <sup>5</sup> *been finishing / finished* her nursing course.
- Sam:** Really? That's fantastic.  
<sup>e</sup> \_\_\_\_\_ .
- Ben:** I will. <sup>f</sup> \_\_\_\_\_ .  
I should probably get going now.
- Sam:** OK. Could I have your phone number again? I've <sup>6</sup> *lost / been losing* it.
- Ben:** Sure. It's 718-555-9924.

4 ▶ 07 Listen to the conversation in Exercise 3. Complete the phrases (a–f).

## 5 Pronunciation word boundaries

a ▶ 08 Listen to the expressions spoken at speed. Complete the expressions with the words you hear.

- 1 How \_\_\_\_\_ ?
- 2 Busy \_\_\_\_\_ .
- 3 I'm in \_\_\_\_\_ .
- 4 It \_\_\_\_\_ .
- 5 I \_\_\_\_\_ to work.

b Practice saying the expressions in Exercise 5a in the same way.

## 6 Listen and respond meeting people you know

▶ 09 Listen to comments where someone meets a friend by chance in the street. Respond each time with your own words. Then compare your response with the model answer that follows.

1 *Hi. What a nice surprise! How are you?*

*I'm fine, thanks.  
Good to see you.*

# 1e News from home

## Writing an informal email

- 1 Complete this email to a friend who is working abroad. Use the sentences and phrases (a–f).
- So keep your fingers crossed for me.
  - All the best,
  - How are you?
  - Anyway, send me your news when you get a chance to write.
  - So, what's been happening here?
  - Dear Esther,

1 \_\_\_\_\_

2 \_\_\_\_\_ I hope everything is going OK. Sorry I haven't written sooner. I've been really busy at work the last few weeks. Everyone has been asking about you. How is your Arabic coming along? I imagine you're able to **get by** in most everyday situations by now.

3 \_\_\_\_\_ Well, shortly after you left, I **got** a letter from a fashion designer in New York. They saw some of my work in a catalog for the store that I work for, and they want me to fly over to New York for an interview. I'm trying not to **get** too excited about it in case they don't offer me a job, but as you know, it's always been my dream to **get** a job with a top designer. 4 \_\_\_\_\_ The other big piece of news is that Eva is going to **get** married next year! I've met her boyfriend and he seems like a really nice guy. They've fixed the date for July 9th. I hope you'll be back by then.

5 \_\_\_\_\_ It'd be great to hear how things are with you.

6 \_\_\_\_\_

Sophie

## Word focus extra get

- 2 Look at the verb *get* in **bold** in the email in Exercise 1, either on its own or as part of a phrasal verb. Replace each use of *get* with one of the words below.

be	become	<b>manage</b>
obtain	received	

- \_\_\_\_\_ *you're able to get by (manage)* \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 3 Look at the verb *get* in these sentences. Write a synonym for *get* in each sentence.

1 They **got** first prize! \_\_\_\_\_

2 I **got** this jacket for \$20 on sale.  
\_\_\_\_\_

3 Call me when you **get to** the station.  
\_\_\_\_\_

4 We had to **get** a taxi because there were no buses. \_\_\_\_\_

5 It was a bad cold. It took me two weeks to **get over it**. \_\_\_\_\_

6 I'm sorry. I don't **get** what you're saying. Why do I have to wait? \_\_\_\_\_

- 4 Complete this informal email.

1 First, write the verbs in parentheses in the correct tense. More than one answer may be possible.

2 Then, replace four of the verbs with the correct form of *get*.

Dear Martin,

I <sup>1</sup> \_\_\_\_\_ (receive) your email yesterday.

I <sup>2</sup> \_\_\_\_\_ (be) glad that you <sup>3</sup> \_\_\_\_\_ (arrive) in Chennai safely. It <sup>4</sup> \_\_\_\_\_ (sound) as if you <sup>5</sup> \_\_\_\_\_ (be) really busy.

Sorry to hear that you <sup>6</sup> \_\_\_\_\_ (be) delayed at the airport in the UK. I <sup>7</sup> \_\_\_\_\_ (hope) you

<sup>8</sup> \_\_\_\_\_ (recover) now from the long journey to Chennai.

I hope the weather <sup>9</sup> \_\_\_\_\_ (not / become) any hotter, too—45 degrees Celsius

<sup>10</sup> \_\_\_\_\_ (sound) awful! I <sup>11</sup> \_\_\_\_\_ (not / think)

I <sup>12</sup> \_\_\_\_\_ (ever / experience) temperatures like that.

Nothing much <sup>13</sup> \_\_\_\_\_ (happen) here since you left. I <sup>14</sup> \_\_\_\_\_ (try) to find a

new job, but I <sup>15</sup> \_\_\_\_\_ (not / be) able to find anything suitable yet. I'll let you know when I

<sup>16</sup> \_\_\_\_\_ (find) one.

Good luck with everything there and write again soon.

Love,

Theresa

# Wordbuilding forming adjectives

1 Complete the chart. Form adjectives from these nouns and verbs.

ambition adventure care child confidence consider control decision depend emotion fool fortune  
help humor love passion patience practice respect sense self succeed support tradition

-ful	-ish	-ive	-ious/-ous	-ent	-al	-ing	-ate
<i>respectful</i>	<i>foolish</i>	<i>sensitive</i>	<i>ambitious</i>	<i>dependent</i>	<i>practical</i>	<i>caring</i>	<i>considerate</i>
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

2 Complete this interview about a family. Use adjectives from Exercise 1.

4 Now write a word family for another word. Choose two from the list.

fortune immigration influence  
obey respect support

### Are you a close family?

Yes, we are. We all have our own lives and careers, so we are not <sup>1</sup> \_\_\_\_\_ on each other, but we remain very close.

### Why do you think that is?

We were brought up in a very loving and <sup>2</sup> \_\_\_\_\_ environment. Our parents taught us to look after each other.

### Is there a clear head of the family?

It's a very <sup>3</sup> \_\_\_\_\_ family in some ways. On the face of it, my father is the head of the family, but actually my mother is really in charge. She's very calm and <sup>4</sup> \_\_\_\_\_ and never loses her temper.

### And do you all share a particular family characteristic?

I'm afraid we're all very <sup>5</sup> \_\_\_\_\_ people: we all want to be in charge and to manage everything.

### Is there someone in the family you admire especially?

My uncle, who's an inventor. He can fix anything. He's also very <sup>6</sup> \_\_\_\_\_. He tells some really funny stories. I feel very <sup>7</sup> \_\_\_\_\_ to have someone like him in my life.

### Has your family influenced your own path in life?

Yes. My father has been very <sup>8</sup> \_\_\_\_\_ in his business. He built it up from nothing.

## Check!

5 Do the quiz. Circle the correct option. All the answers appear in Unit 1 of the Student Book.



1 Orangutans are unusual in that they like to:

- a spend time with other animals.
- b share their food.
- c live independently.

2 *Mutual respect* is the respect that:

- a two people have for each other.
- b a person feels for their colleagues.
- c an old person gets from younger people.

3 In which sentence(s) is the action finished?

- a I just read the new John Grisham novel.
- b I've just been reading the new John Grisham novel.
- c I read the new John Grisham novel when it first came out.

4 The adjective from the verb *rebel* is \_\_\_\_\_.

- a rebellful
- b rebellient
- c rebellious

5 An expression for saying things are always busy for you is *busy* \_\_\_\_\_.

- a like always
- b as ever
- c in everything

## Learning skills extending your vocabulary


3 You can extend your vocabulary by making word families. Look at the word *decide*. How many words can you think of that are related to it? Complete the words and expressions.

- different parts of speech: *decision* (noun), *decisive* (adjective), <sup>1</sup> \_\_\_\_\_ (adverb)
- collocations: <sup>2</sup> \_\_\_\_\_ a *decision*, *reverse a decision*
- opposites: *indecision*, <sup>3</sup> \_\_\_\_\_
- synonyms: *make up your mind*, *come to a*  
<sup>4</sup> \_\_\_\_\_

# Unit 2 Storytelling

## 2a True stories

### Listening the Aron Ralston story

1  10 Listen to adventurer Aron Ralston's story, which was made into the movie, *127 Hours*. Which sentence summarizes what Ralston did?

- a When he became trapped, Ralston panicked.
- b When he became trapped, Ralston thought carefully about what to do next.
- c When he became trapped, Ralston knew immediately what he had to do.

**boulder** (n) /'bouldə/ a large rock or stone  
**wedged** (adj) /wedʒd/ caught between two surfaces  
**multi-tool** (n) /'mʌltitu:l/ a tool like a Swiss army knife



2  10 Listen to the story again. Circle the best option (a–c) to complete the sentences.

- 1 Ralston went to Blue John Canyon:
  - a to do some mountain biking.
  - b to help prepare for a future mountain climb.
  - c to do a bit of camping.
- 2 His hand became trapped when:
  - a he stood on one of the boulders.
  - b he dropped down onto a boulder.
  - c he put his hand around a boulder.
- 3 The first thing he tried to do was:
  - a call for help.
  - b free his hand with his multi-tool.
  - c use his body to move the rock.
- 4 Ralston's options were to:
  - a wait for help or free his hand.
  - b wait for help or cut off his hand.
  - c free his hand or cut off his hand.
- 5 After five days, Ralston finally:
  - a walked out of the canyon.
  - b was lifted out of the canyon by some tourists.
  - c made his way to his car.

3 Look at the verbs in **bold**. Circle the option (a–c) with the correct definition.

- 1 He **stretched** to reach a secure foothold.
  - a extended
  - b twisted
  - c bent
- 2 The boulder **slid down**.
  - a crashed
  - b slipped
  - c rolled
- 3 The boulder trapped his hand, **crushing** it.
  - a causing it pain
  - b destroying it by pressing on it
  - c cutting it
- 4 He worked to **chip away** at the rock.
  - a scratch
  - b move
  - c break pieces off
- 5 **Dripping** blood, he walked out of the canyon.
  - a letting large amounts escape
  - b letting drops fall
  - c trying to stop the flow

### Grammar narrative past tenses

4 Complete the story using the correct narrative past tense form of the verbs in parentheses.

On April 25, 2003, Aron Ralston <sup>1</sup> \_\_\_\_\_ (drive) to Moab, Utah, where he mountain-biked the famous Slickrock Trail. He then <sup>2</sup> \_\_\_\_\_ (make) his way to Horseshoe Canyon. When he <sup>3</sup> \_\_\_\_\_ (arrive), it <sup>4</sup> \_\_\_\_\_ (get) dark, so he made camp. He <sup>5</sup> \_\_\_\_\_ (climb) into the canyon on April 26. He <sup>6</sup> \_\_\_\_\_ (go) about five miles when he came to a section where a series of large boulders <sup>7</sup> \_\_\_\_\_ (hang), wedged between the walls of the canyon. As he <sup>8</sup> \_\_\_\_\_ (put) his hand around one boulder, it <sup>9</sup> \_\_\_\_\_ (move) and <sup>10</sup> \_\_\_\_\_ (trap) his hand. Ralston <sup>11</sup> \_\_\_\_\_ (stand) on a small stone, facing the boulder that <sup>12</sup> \_\_\_\_\_ (crush) his hand. The problem was that he <sup>13</sup> \_\_\_\_\_ (not / tell) anyone where he was. It would be days before anyone realized that he was missing. By the time the search teams started out, Ralston <sup>14</sup> \_\_\_\_\_ (already / wait) there for five days. But by then, he <sup>15</sup> \_\_\_\_\_ (decide) what he needed to do.

**5** Look at the sentences. If it got dark at 6 p.m., when did Ralston arrive in each case? Match the sentences (1–3) with the times (a–c).

a about 6 p.m. b 5:30 p.m. c 7 p.m.

- 1 Soon after he arrived at Horseshoe Canyon, night fell. \_\_\_\_\_
- 2 When he arrived at Horseshoe Canyon, night was falling. \_\_\_\_\_
- 3 When he arrived at Horseshoe Canyon, night had fallen. \_\_\_\_\_

**6** Circle the correct options to complete these sentences.

- 1 We stopped to rest because we *were cycling* / *had been cycling* all day.
- 2 After walking for an hour, I realized I *left* / *had left* my map at home.
- 3 We *started* / *were starting* out at 6 a.m. and didn't get back until 8 p.m.
- 4 The sun *was shining* / *had been shining* so brightly that it hurt my eyes.

## 7 Pronunciation /æ/, /ʌ/, and /ɒ/

▶ **11** Listen and circle the word you hear.

- |           |         |
|-----------|---------|
| 1 crashed | crushed |
| 2 tap     | top     |
| 3 stuck   | stock   |
| 4 cat     | cut     |
| 5 sung    | song    |

## Vocabulary describing stories

**8** Complete the description with these words.

drama	funny	key	main
moving	setting	theme	touching

*Brooklyn* is a romantic <sup>1</sup> \_\_\_\_\_ about Irish immigrants who came to the US in the 1950s. The <sup>2</sup> \_\_\_\_\_ character is an Irish girl who dreams of a better life. The <sup>3</sup> \_\_\_\_\_ moment comes when she moves to Brooklyn, New York, to work. This is the <sup>4</sup> \_\_\_\_\_ for most of the movie, and where she falls in love. The <sup>5</sup> \_\_\_\_\_ of the movie is family relationships. It is a slow-<sup>6</sup> \_\_\_\_\_ but <sup>7</sup> \_\_\_\_\_ movie. There are sad moments, but <sup>8</sup> \_\_\_\_\_ moments too.

## 9 Grammar extra present tenses for narratives

**a** Read this short review of the movie *127 Hours*, the Aron Ralston story. Write the three present tenses used to describe the movie.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**Movie title:** *127 Hours*

**Director:** Danny Boyle (*Slumdog Millionaire*)

**Actors:** James Franco, Kate Mara, Amber Tamblyn

**Genre:** Action movie

**Synopsis:** Aron Ralston, a 27-year-old hiker, is hiking in Utah's remote Blue John Canyon. An 800-pound boulder falls and traps his hand, making it impossible for him to move. He hasn't told anyone where he is going. Based on a true story.

### ▶ GRAMMAR EXTRA narrative present tenses

We use present tenses to describe the plot of a book or a movie and to review it.

*In the movie 127 Hours, Aron Ralston is hiking in Utah's remote Blue John Canyon.*

*An 800-pound boulder falls and traps his hand.*

*He hasn't told anyone where he is going.*

This use of the present tense is sometimes referred to as "the present historic."

**b** Complete this synopsis of a book using the correct narrative present tense form of the verbs in parentheses.

**Book title:** *To the Ends of the Earth*

**Author:** Ranulph Fiennes

**Genre:** Autobiography; travel; adventure

**Synopsis:** The mountaineer and explorer Ranulph Fiennes <sup>1</sup> \_\_\_\_\_ (give) a personal and gripping account of an expedition around the world from top to bottom. The adventures really <sup>2</sup> \_\_\_\_\_ (begin) once the group <sup>3</sup> \_\_\_\_\_ (reach) Antarctica and tensions <sup>4</sup> \_\_\_\_\_ (grow) between the friends, while all the time conditions <sup>5</sup> \_\_\_\_\_ (get) worse.

# 2b March of the Penguins

## Reading a documentary

1 Read the interview with a documentary director and answer these questions.

1 What is unusual about the lives of the penguins?

---

---

2 What is the theme of the documentary?

---

**breed** (v) /bri:d/ have children

**chick** (n) /tʃɪk/ a baby bird

**hatch** (v) /hætʃ/ be born from an egg

2 Read the interview again. Circle the correct options to complete these sentences.

1 The penguins make the long journey across Antarctica to *find food* / *have chicks*.

2 The mother penguins must make their way back from the ocean to feed *their young* / *the males*.

3 The director thinks the penguins' story is suited to documentary because it is *dramatic* / *romantic*.

4 It was easy to film the penguins because they are *friendly* / *predictable* creatures.

5 The director is impressed that the penguins can survive *out of water* / *in such hard conditions*.

Stefan Lovgren **for**

 **National Geographic News**



*March of the Penguins* tells the remarkable story of emperor penguins that, every year, journey for hundreds of miles across the ice of Antarctica to reach their breeding ground. After laying a single egg, the females return to the ocean to hunt for fish, while the males are left behind to guard the eggs, which they balance on top of their feet. After two months of standing in the wind and snow without food, the males see the chicks begin to hatch out of the eggs. But if the mothers are late returning from the ocean, the chicks will not be fed and will die. French director Luc Jacquet spoke to us about the challenges of making *March of the Penguins* and living in Antarctica, where the documentary was made.

**Your background is as a biologist. How did you become interested in penguins?**

In 1992, I spent fourteen months at the French scientific center in Antarctica doing research. I am a cameraman too, and had worked on another documentary called *The Congress of the Penguins*. I was also inspired by the incredible beauty of Antarctica, and I felt this was a great story for the movies. It has all the elements of great drama—love, life, death.

**In the documentary, the narration comes from the penguins' perspective—we hear their thoughts. Why did you choose this storytelling technique?**

I wanted to get away from the traditional documentary style, where the action is described by a narrator. I wanted the viewer to feel like he or she was right there with the penguins.

**How did you get so near to the penguins?**

It wasn't difficult. They haven't really been approached by humans before, so they are not scared of them. Also, penguins have very fixed habits. Their actions and movements can be easily predicted, so they're easy to work with.

**How would you describe the overall theme of the movie?**

It's really about the struggle between life and death. The penguins have learned to live where no other creature can. I was really impressed by that. How do they do that? How do they manage?

**The penguins are bad walkers. How did nature allow them to make this terrible journey across the ice?**

That's a good question, and I haven't found an answer for it. But I think if the penguins had the choice, they would prefer to spend all their lives in the water.

## Grammar the passive

3 Underline examples of the following passive forms in the article on page 14.

- 1 Two verbs in the simple present passive
- 2 Three verbs in the simple past passive
- 3 One verb in the present perfect passive
- 4 One verb with a passive future form
- 5 One passive verb that contains a modal verb

4 Look at the passive forms you underlined in the article. Answer these questions.

- 1 Which verbs have an agent after them?
- 2 What do you think the (unmentioned) agent of the other verbs is (or could be)?

5 Rewrite these sentences using passive forms. Include the agent where necessary.

- 1 They released the original French version of *March of the Penguins* in 2005.

\_\_\_\_\_

- 2 You can see the documentary in over 20 different languages.

\_\_\_\_\_

- 3 Critics all over the world have praised the documentary.

\_\_\_\_\_

6 Read the last part of the interview. Rewrite the numbered sentences (1–4) using the passive.

### How can you bear spending more than a year in such a tough environment?

<sup>1</sup> **People often ask me that question.** I've met a lot of explorers in my life. Some spend their careers climbing mountains; others like to cross the desert or the sea. <sup>2</sup> **Difficult situations have challenged all of them.** It's like that for me with the polar environment. But once you have been there for a while, your body adapts to the cold. <sup>3</sup> **The cold doesn't bother you so much.** The wind probably causes you more difficulty—because it is so strong, and it makes it difficult to move. <sup>4</sup> **So you must keep your movement to a minimum.** You mustn't run or hurry when you do a task.

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

## 7 Pronunciation weak forms in passive verbs

a Look at the sentences. Underline the verbs or auxiliary verbs that you think are unstressed.

- 1 Where were you born?
- 2 I've been asked to give a talk to the whole class.
- 3 The book will be published next month.
- 4 I don't think we are being told the whole story.
- 5 I was very surprised that you hadn't been invited.

b ▶ 12 Listen to the sentences in Exercise 7a. Then check your answers and repeat.

## Vocabulary communication

8 Complete the sentences using the correct form of these verbs. Sometimes more than one answer is possible.

bring	engage	express
present	sum up	tell

- 1 The best way to \_\_\_\_\_ your audience is to \_\_\_\_\_ a story that they can relate to.
- 2 A good documentary should just \_\_\_\_\_ information in an objective way.
- 3 It was a wonderful photo, because it \_\_\_\_\_ a very strong emotion.
- 4 The movie really \_\_\_\_\_ the story of the Apollo space mission to life.
- 5 I find that photos \_\_\_\_\_ my ideas better than words do.

## 9 Dictation describing a story

▶ 13 Listen to someone describing the book *A Week at the Airport*. Complete the sentences with the words you hear.

- 1 The \_\_\_\_\_ Alain de Botton's \_\_\_\_\_, *A Week at the Airport*, is Heathrow Airport.
- 2 The \_\_\_\_\_ that passes through the airport.
- 3 The \_\_\_\_\_ with travelers and airline staff.
- 4 \_\_\_\_\_ that if you are looking for somewhere that \_\_\_\_\_, you don't need to look any further than an airport.



# 2c Children's stories

## Listening the stories of Oscar Wilde

1 ▶ 14 Listen to a review of a collection of short stories by Oscar Wilde. Are the sentences true (T) or false (F)?

- |  |   |   |
|--|---|---|
| 1 The stories were written for children.   | T | F |
| 2 The stories tell you something about human behavior.   | T | F |
| 3 In the story of <i>The Happy Prince</i> , the statue of the prince can think, feel, and speak. | T | F |
| 4 The Happy Prince decides he wants to help the little bird.                                     | T | F |
| 5 The story of <i>The Happy Prince</i> has a happy ending.                                       | T | F |

**swallow** (n) /'swɒləʊ/ a kind of bird that migrates  
**foundry** (n) /'faʊndri/ a factory where metal is melted to be made into products

2 ▶ 15 Complete the sentences. Then listen to Part 1 of the review again and check your answers.

- The stories are suitable for \_\_\_\_\_ and \_\_\_\_\_.
- They contain elements that you would find in a traditional \_\_\_\_\_.
- At the heart of what makes the stories beautiful is their \_\_\_\_\_.
- People who read the stories are always \_\_\_\_\_ by them.
- Oscar Wilde did not like to give \_\_\_\_\_.

3 ▶ 16 Read the summary of the story of *The Happy Prince*. Then listen to Part 2 of the review again and circle the correct options to complete the summary.

The Happy Prince is a <sup>1</sup> *fine-looking / wooden* statue in the center of an old town in northern Europe. From his high position, the prince <sup>2</sup> *feels superior to / watches closely* what is happening in the town. One day, a little swallow <sup>3</sup> *passes by / stops to rest on* the statue on its way to Egypt for the winter. The prince <sup>4</sup> *asks / orders* the swallow to take the gold and jewels from his statue to <sup>5</sup> *poor / lonely* people around the town. The swallow continues doing this for some <sup>6</sup> *days / weeks*. In the end, the swallow <sup>7</sup> *becomes sick / is exhausted* and dies at the foot of the statue. When the town councilors see the statue without its gold and jewels, they decide to <sup>8</sup> *destroy / repair* it.

## Word focus keep

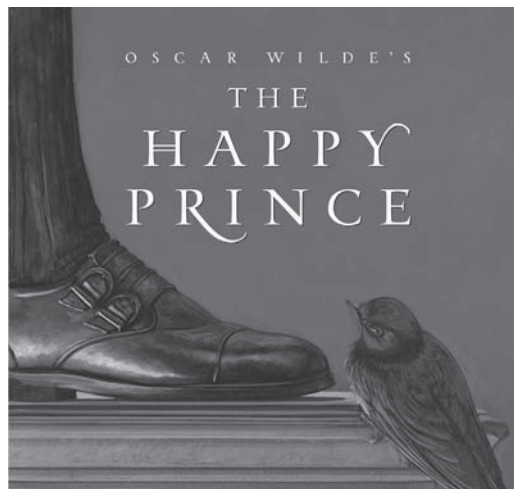
4 Look at the **bold** phrases with *keep* from the story of *The Happy Prince*. Circle the correct definition (a or b).

- I still had to **keep back** the tears.  
a not let out                      b dry
- The swallow stays for some days **keeping** the prince **company**.  
a looking after                      b spending time with

5 Complete the sentences using these phrases with *keep*. You will need to use the correct form of the verb.

keep an eye on                      keep him company  
keep their promise                      keep a secret  
keep track of

- Before they were elected, the government said they would make university education free, but they haven't \_\_\_\_\_.
- Those flowers are a thank-you present from Sara. I \_\_\_\_\_ her apartment while she was away.
- My sister and I often visit my grandfather on the weekend, but during the week there is no one to \_\_\_\_\_.
- Did you \_\_\_\_\_ all your expenses? You know, taxis, meals, hotel bills, etc.
- It's not fair to ask someone to \_\_\_\_\_ if revealing it will help someone they know.



# 2d What a nightmare!

## Real life reacting to stories

**1** Look at these situations where things have gone wrong. Complete the sentences using the correct form of the verbs in parentheses.

- 1 My pants got caught on a nail and \_\_\_\_\_ (rip).
- 2 The key \_\_\_\_\_ (break) in the lock as I was turning it.
- 3 The boy put his head through the railings and his head got \_\_\_\_\_ (stick).
- 4 The pipe \_\_\_\_\_ (freeze) because the weather was so cold. When it warmed up again, the pipe \_\_\_\_\_ (burst).

**2** Circle the option(s) that can begin each reaction. Sometimes more than one answer is possible. Then match the reactions to the situations (1–4) in Exercise 1.

- a *How / What a / That was* nightmare! \_\_\_\_\_
- b *How / What a / That was* good thinking. \_\_\_\_\_
- c *How / What a / That was* embarrassing! \_\_\_\_\_
- d *How / What a / That was* lucky! \_\_\_\_\_
- e *How / Poor / What a* stroke of luck. \_\_\_\_\_
- f *How / Poor / What* strange! \_\_\_\_\_
- g *How / Poor / What* you! \_\_\_\_\_
- h *How / What a / That must have been* a relief. \_\_\_\_\_
- i *How / What a / That must have been* awkward! \_\_\_\_\_
- j *How / What a / That must have been* a disaster! \_\_\_\_\_

**3** **▶ 17** Listen to two friends talking about a travel story. Answer the questions.

- 1 What was the problem?  
\_\_\_\_\_  
\_\_\_\_\_
- 2 How did they resolve the problem?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 How did the speaker feel by the end of their ordeal?  
\_\_\_\_\_  
\_\_\_\_\_

**4** **▶ 17** Listen again. Complete the reactions (1–6) with the words you hear.

- 1 \_\_\_\_\_ you! What happened?
- 2 Oh, \_\_\_\_\_! So did you leave without her?
- 3 That was \_\_\_\_\_. And where were you?
- 4 How \_\_\_\_\_! Did they make it in time?
- 5 I can \_\_\_\_\_. I hate being late when I'm traveling.
- 6 I don't blame you. I think I would have done the \_\_\_\_\_ thing.

## 5 Pronunciation linking and elision

**a** **▶ 18** The sounds in the following phrases are either linked (1–4) or elided (5–8: the last letter of one word is not pronounced). Listen and repeat.

- |                    |                 |
|--------------------|-----------------|
| 1 large area       | 5 a burst pipe  |
| 2 immediate action | 6 Great Britain |
| 3 open air         | 7 good times    |
| 4 cry out          | 8 must be       |

**b** **▶ 19** Now say these expressions. Then listen and check.

- |                     |                |
|---------------------|----------------|
| 1 thick undergrowth | 5 an allowance |
| 2 West Africa       | 6 credit card  |
| 3 dead end          | 7 nice shoes   |
| 4 climb up          | 8 first class  |

## 6 Listen and respond reacting to stories

**▶ 20** Listen to five people telling you stories. Respond to each story with your own words. Then compare your response with the model answer that follows.

1

*You'll never guess what happened to me yesterday on the bus. I started talking to this woman who I thought was Marion, my next-door neighbor, about my problems at work. But it wasn't Marion. It was a complete stranger!*

*How embarrassing! When did you realize it wasn't Marion?*

# 2e A real-life drama

## 1 Writing skill using descriptive words

- a** Read this excerpt from a story. Underline all the verbs and expressions that describe how people speak.



“Don’t move,” she whispered, “I think I can see an animal in the bushes.” “I know,” Dominic replied anxiously. “I can hear it, too.” They stayed where they were, waiting to see what would appear from the bushes. Dominic, who was clearly very frightened, moaned quietly. “Be quiet,” muttered Cat, “or you’ll attract its attention.” Just then, the branches parted, and a tall man in white clothes stepped out into the clearing. “Hello there!” he cried.

- b** Match the descriptive verbs (1–6) with the phrases (a–f).

- |                              |   |
|------------------------------|---|
| 1 he cried _____             | a she said unhappily                    |
| 2 she whispered _____        | b he said loudly                        |
| 3 she screamed _____         | c she shouted at the top of her voice   |
| 4 he muttered _____          | d he said under his breath              |
| 5 she said with a sigh _____ | e he said, not saying his words clearly |
| 6 he mumbled _____           | f she said softly                       |

## 2 Writing skill extra punctuation

- a** Look at the sentences (1–4) and rules (a–d). Find examples of each rule in the sentences.

- Circle each example of rule a.
- Underline examples of rule b.
- Double underline examples of rule c.
- Put a square box around examples of rule d.

1 He said, “What a surprise!”

2 “I know,” she said, “that you don’t like eating spicy food.”

3 “Do you agree?” he asked.

4 “I don’t agree,” he said.

- a You must put quotation marks at the beginning and end of each direct quote.
- b Question marks and exclamation marks belonging to the quote must be inside the quotation marks.
- c You need a comma to separate the verb of speech from the direct quote.
- d If you break a sentence of a direct quote and insert a verb of saying, you must put a comma after the verb and before the next set of quotation marks.

- b** Add quotation marks and commas where necessary to the following story excerpt.

I don’t think this is going to work Chris sighed. We’ve been trying to build this canoe for three days and it still looks like a lump of wood. The wood’s too hard he added. Actually, said Jen encouragingly we are making some progress. What we really need to do is find some better tools. Just then Tom screamed I’ve got it! Instead of using our knives directly on the wood, why don’t we make some better tools using our knives?

## Writing a story

- 3** Write the opening paragraph of a story about two friends who have a scary moment while walking in the mountains. Follow these instructions:

- Begin with the most dramatic point in the narrative.
- Use descriptive verbs of speaking and moving.
- Use some direct speech. Make sure you punctuate it correctly.

## Wordbuilding collocations

- 1 Circle the verb that you think collocates with each noun in **bold**.
- 1 I've *done / made* a lot of **mistakes** in my life.
  - 2 I'm tired. Let's *make / take* a **break**.
  - 3 He *shared / engaged* **his ideas** with us about the future of the university.
  - 4 I don't really remember what she said. I wasn't *paying / giving* **attention**.
  - 5 Put on a coat, or you'll *catch / take* a **cold**.
  - 6 I don't want to rush you. Please *have / take* **your time**.
  - 7 The interview went well. I hope I *receive / get* **the job**.
  - 8 She's very good at *saying / telling* **jokes**.
  - 9 He rarely *expresses / tells* **his feelings** in public.
  - 10 Sorry, I have to go now. I need to *reach / catch* **the 3 p.m. train**.
  - 11 No, I don't feel sorry for him. He *committed / conducted* a **crime** and now he must accept the punishment.
  - 12 I try to *do / make* some **exercise** at least three times a week.
  - 13 The teacher asked me to *tell / give* **my opinion**, but I felt embarrassed.

- 2 The words and phrases in **bold** below describe ways of moving and speaking. Choose the correct definition (a or b) for each.

- 1 We **trudged** for miles and miles in the baking heat. \_\_\_\_\_  
a walk while almost falling forward  
b walk wearily
- 2 We **stumbled** through the thick undergrowth, desperate to find a path. \_\_\_\_\_  
a walk while almost falling forward  
b walk wearily
- 3 He **muttered** something about it not being fair. \_\_\_\_\_
- 4 Try not to **mumble**. It's very difficult to hear what you're saying. \_\_\_\_\_  
a speak indistinctly because you don't want to be heard  
b speak indistinctly
- 5 She **moved cautiously** toward the door and turned the handle slowly. \_\_\_\_\_
- 6 She **walked back slowly** to the window and looked out. \_\_\_\_\_  
a go slowly  
b go slowly and carefully

## Learning skills pronunciation

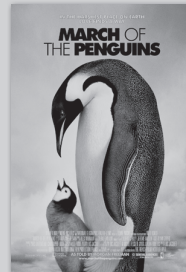
- 3 Without good pronunciation, people can't understand you. Read these tips to help improve your pronunciation.
- 1 Don't speak too fast. It's better to be slow and clear than fast and misunderstood.
  - 2 Practice saying phrases and short sentences rather than individual sounds. Listen to native speech and try to imitate the sounds you hear.
  - 3 Record yourself and compare your pronunciation with a native speaker's.
  - 4 Listen to songs in English and imitate exactly what you hear.
  - 5 Practice your pronunciation every day. Choose phrases and texts you have learned in the unit.
- 4 Look at these phrases from Unit 2. Follow steps 1–3 in Exercise 3 to practice pronouncing them.
- a How embarrassing!
  - b That must have been a relief.
  - c I can sympathize with that.
- 5 Write a mini presentation on a topic of interest to you. Read it aloud and record yourself. Analyze your pronunciation and note your mistakes.

## Check!

- 6 Take the quiz. All the answers are in Unit 2 of the Student Book.

### 1 What type of movie or book are these?

- a *March of the Penguins* \_\_\_\_\_
- b *Cinderella* \_\_\_\_\_
- c *The Hobbit* \_\_\_\_\_



### 2 What were these people's jobs?

- a Peter Jackson \_\_\_\_\_
- b Wilhelm Grimm \_\_\_\_\_
- c Niki Lauda \_\_\_\_\_

### 3 What are these three phrases?

- a watch something carefully = \_\_\_\_\_  
an eye on
- b what a terrible situation = What a \_\_\_\_\_ !
- c to suddenly catch fire = to burst into \_\_\_\_\_

# Unit 3 Science and technology

## 3a No magic answer

### Reading population growth

1 Read the article about the problem of overpopulation. Where does the writer think the real solution will be found?

- a in technology
- b in population control
- c in the sharing of resources



2 Read the article again. Circle the correct options to complete these sentences.

- 1 The problem is not just how many people there are, it's how *rich / old* they are.
- 2 The economic optimists believe that resources *increase / decrease* as the population increases.
- 3 In the last sixty years, food production has increased *faster / slower* than the population.
- 4 Studies show that vaccination programs can help to *boost / reduce* population growth rates.
- 5 Bill Gates thinks that if we improve health in poor countries, the world population won't increase beyond *8.3 / 9.3* billion.

## No magic answer

For every problem, we always hope there will be a magic answer that will make the problem go away. That's human nature. But problems like overpopulation are complex and demand complex solutions. Let's outline a few basic facts.

First, each person on the planet takes up space, consumes resources, and creates waste. So the more people there are, the greater the problems of overcrowding, decreasing resources, and pollution are going to be. Second, when people's standard of living rises, this has exactly the same effect. Rich people have bigger houses, buy more consumer goods, and produce more waste. So even if the population remains the same, economic growth will create similar problems.

But economic optimists don't worry about population growth because, according to them, people don't reduce resources; they create them. For the optimists, more people mean more brains to find clever ways to boost resources. One example they give is the "Green Revolution." Over the last sixty years, agricultural food production has grown dramatically—faster than the population, in fact. Through the discovery of better seeds and plants, which are more resistant to disease, experts predict that there will be enough food for all of us in the future.

Another example is the Gates Foundation's work in fighting disease in poor countries through vaccination programs. You would think that saving lives through vaccination would actually increase the population, not decrease it. But parents in underdeveloped countries have traditionally had a lot of children to make sure that there will be someone to look after them when they are old. Research now shows that when you improve health in such communities, the population growth rate will fall within half a generation. Bill Gates believes that if we continue this work, the world population will peak at 8.3 billion by 2050, and then begin to go down. The current prediction for 2050 is 9.3 billion.

Of course, science alone is not the answer. We also need to look at how we share resources. Joel Cohen, a professor at Rockefeller University, puts it nicely. He says that three schools of thought have a part to play in lessening the negative effects of overpopulation:

- "The bigger pie school," who say that science will increase resources.
- "The fewer forks school," who say that we need to reduce population growth and consumption.
- "The better manners school," who say that we should all share resources more equally.

The last—and probably the real—solution requires a different kind of faith: not in science, but in human nature.

### Vocabulary extra verbs describing trends

- 3 Find verbs or phrasal verbs in the article that describe things getting greater or smaller. The first letter of each word is provided.

#### Greater

- 1 r \_\_\_\_\_
- 2 b \_\_\_\_\_
- 3 g \_\_\_\_\_
- 4 i \_\_\_\_\_
- 5 p \_\_\_\_\_

#### Smaller

- 6 d \_\_\_\_\_
- 7 f \_\_\_\_\_
- 8 g \_\_\_\_\_ d \_\_\_\_\_
- 9 l \_\_\_\_\_
- 10 r \_\_\_\_\_

- 4 Complete these sentences using a verb from Exercise 3. There is sometimes more than one possible answer.

- 1 The “fewer forks” school thinks that we need to \_\_\_\_\_ the amount of resources we use.
- 2 Bill Gates believes that if we improve health conditions in underdeveloped countries, the world population will start to \_\_\_\_\_ after 2050.
- 3 One way to \_\_\_\_\_ the chance of having more children who will survive is to have more children in the first place.
- 4 Another way is to \_\_\_\_\_ the amount of money invested in health programs in poor countries.

### Grammar future forms

- 5 Read these comments about the views expressed in the article. Circle the correct options to complete the comments.

- 1 “Bill Gates wants to improve health conditions. He believes that as a result, people *will have / are having* fewer children. But what he doesn’t say is that the result *will be / is about to be* more and more old people.”
- 2 “When I go to college, I’m *studying / going to study* economics. I’m interested in the relationship between population growth and economic development.”
- 3 “I’ll tell / I’m going to tell you something—I’ll be / I’m going to be very surprised if the population growth rate *won’t start / doesn’t start* to fall in the next twenty years.”

- 4 “There are enough resources for everyone, but we *won’t solve / aren’t solving* the problem without sharing them more equally.”
- 5 “Actually, I’ll go / I’m going to hear Bill Gates speak at a climate change conference this week. It is *beginning / begins* on Friday.”

- 6 Read the conversation about plans to attend a conference. Complete the sentences using the appropriate future form of the verbs in parentheses.

- Phil: Hi, Anna. <sup>1</sup> \_\_\_\_\_ (you / go) to the “Future Foods Fair” next weekend?
- Anna: Yes, I am. How <sup>2</sup> \_\_\_\_\_ (you / get) there?
- Phil: I <sup>3</sup> \_\_\_\_\_ (probably / drive). What about you?
- Anna: I haven’t decided yet. Maybe I <sup>4</sup> \_\_\_\_\_ (go) by train.
- Phil: Don’t do that—it’s so expensive. I <sup>5</sup> \_\_\_\_\_ (give) you a ride.
- Anna: That would be great. What time <sup>6</sup> \_\_\_\_\_ (you / leave)?
- Phil: Well, the conference <sup>7</sup> \_\_\_\_\_ (start) at 10 a.m., so I thought about 8:30.
- Anna: That sounds perfect. Do you think it <sup>8</sup> \_\_\_\_\_ (finish) by 6 p.m.?
- Phil: I hope so. I need to be back by 7:30.

### 7 Pronunciation /r/ and /t/ in American English

- ▶ 21 Listen to an American speaking about Bill Gates and other philanthropists. Complete the text with the words you hear.

There’s a group of philanthropists in the US—like Gates, Buffett, and Rockefeller—who have <sup>1</sup> \_\_\_\_\_ a <sup>2</sup> \_\_\_\_\_ of money to good causes over the last <sup>3</sup> \_\_\_\_\_ <sup>4</sup> \_\_\_\_\_.

The problem for them is that because they’re so rich and <sup>5</sup> \_\_\_\_\_, some people are suspicious of their <sup>6</sup> \_\_\_\_\_. So when they <sup>7</sup> \_\_\_\_\_ up, they often do so <sup>8</sup> \_\_\_\_\_, like they did a few <sup>9</sup> \_\_\_\_\_ ago in Manhattan.

# 3b Smart technology

## Listening homes of the future

1 ▶ 22 Listen to an interview with a researcher about smart homes of the future. Check (✓) the items the speakers talk about.

- |                 |                          |                  |                          |
|-----------------|--------------------------|------------------|--------------------------|
| kitchen gadgets | <input type="checkbox"/> | visual media     | <input type="checkbox"/> |
| shower systems  | <input type="checkbox"/> | security         | <input type="checkbox"/> |
| GPS systems     | <input type="checkbox"/> | lighting         | <input type="checkbox"/> |
| sound-proofing  | <input type="checkbox"/> | air-conditioning | <input type="checkbox"/> |

2 ▶ 22 Listen to the interview again. Circle the correct option (a–c).

- The interviewer wants to find out which technology:
  - is going to be of practical use to us in the near future.
  - is the most imaginative.
  - will help us to be more environmentally friendly.
- “Intelligent” fridges will be more popular when:
  - they have been developed more.
  - food packaging becomes more “intelligent.”
  - they are less expensive.
- Ultrasonic showers are not likely to be used soon because:
  - sound waves do not clean the body very well.
  - we still have plenty of water.
  - they could be dangerous.
- The researcher thinks that in the future, we could sound-proof rooms using:
  - magnetic fields.
  - high-tech insulation materials.
  - energy fields.
- Which of the following actions will we NOT do with a kitchen surface in the future?
  - watch TV
  - defrost a pizza
  - clean it by hand
- In the future, we will be using electric lighting in our homes:
  - to heat up water.
  - to reproduce natural light.
  - to help control our moods.



3 Look at these words and expressions from the interview. Match the words or expressions in **bold** (1–6) with their definitions (a–f).

- |                                     |   |
|-------------------------------------|---|
| 1 a new <b>gadget</b> _____         | a not enough of   |
| 2 just a <b>gimmick</b> _____       | b a clever device   |
| 3 water <b>shortage</b> _____       | c something very improbable                               |
| 4 a <b>remote possibility</b> _____ | d imitate or copy   |
| 5 sound- <b>proof</b> _____         | e protected against                                       |
| 6 <b>simulate</b> the sunrise _____ | f a thing that just attracts attention, but is not useful |

## Grammar future continuous and future perfect

4 Circle the correct options to complete the sentences.

- I'm sure we *will be hearing* / *will have heard* a lot more about this technology in the coming years.
- In the future, stoves *will be making* / *will have made* our meals for us.
- In ten years' time, the lack of water *will be becoming* / *will have become* a big problem, so we need to find alternatives.
- In the future, people *will be using* / *will have used* energy fields that isolate a particular space from the rest of the house.
- I don't think people *will be cleaning* / *will have cleaned* kitchen surfaces either in the future.
- Soon, we *will be installing* / *will have installed* walls and surfaces that can act as computer or TV screens in almost every room.
- By 2025, smart technology *will be becoming* / *will have become* common in newer houses.

- 5** Complete these predictions about the use of robots in the home of the future. Use the future continuous or the future perfect form of the verbs in parentheses.

When people say that in the future, robots  
 1 \_\_\_\_\_ (do) all the boring chores  
 around the home, most of us have an image of a  
 human-shaped robot with a feather duster in its  
 hand, which 2 \_\_\_\_\_ (clean) the  
 house while we sit with our feet up watching TV.

But if you move forward ten years, that is not  
 the way technology 3 \_\_\_\_\_  
 (develop). In the future, robots in the home  
 will take many forms. Vacuum cleaners that  
 move on their own are already available. In the  
 future, we will see a lot of micro-robots, which  
 4 \_\_\_\_\_ (do) the kinds of  
 jobs that we tend not to do regularly. When  
 we arrive home in the evening, micro-robots  
 5 \_\_\_\_\_ (be) busy all day.  
 These robots will already be an integral part of  
 the equipment we use: the fridge, kitchen sink,  
 cupboard, etc. We 6 \_\_\_\_\_ (not /  
 buy) them as separate items.

## Vocabulary materials

- 6** Complete the sentences with the correct material. The first letter is provided.
- I've packed all the books into c\_\_\_\_\_ boxes. But be careful; they're very heavy.
  - The outside walls are made of b\_\_\_\_\_, but the inside walls are wood and plaster.
  - C\_\_\_\_\_ is a much cooler material for bed sheets than nylon.
  - It's a nice belt, but I don't think it's made of real l\_\_\_\_\_. I think it's plastic.
  - The new office building is a 30-story structure of c\_\_\_\_\_, metal, and glass.
  - The soles of the shoes are made of r\_\_\_\_\_, which makes them light and comfortable.
- 7** Match the materials (1–5) with the most appropriate objects (a–e).
- |                 |            |
|-----------------|------------|
| 1 a china _____ | a candle   |
| 2 a wax _____   | b necktie  |
| 3 a silk _____  | c cup      |
| 4 a gold _____  | d necklace |
| 5 a steel _____ | e pipe     |

## Vocabulary extra information technology

- 8** Match the nouns in the box with the nouns below (1–3) to make collocations.

age	game	graphics
overload	entry	

- data \_\_\_\_\_
  - information \_\_\_\_\_
  - computer \_\_\_\_\_
- 9** Complete each sentence using one of the noun-noun collocations in Exercise 8.
- World of Warcraft is a very popular \_\_\_\_\_.
  - This post-industrial era that we now live in is called the \_\_\_\_\_.
  - Augmented reality means projecting \_\_\_\_\_ onto our view of the real world.
  - A(n) \_\_\_\_\_ clerk's job is to enter or update information on a computer system.
  - People complain that we now have \_\_\_\_\_. In other words, there is more information than we can absorb.

## 10 Dictation information overload

**23** Listen to three facts about the amount of information in the world. Write down the words you hear. Which fact surprised you most?

- The weekday edition \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Around a thousand \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- More information has \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# 3c The simplest ideas are the best

## Listening Lifestraw

1 ▶ 24 Listen to a description of a device called Lifestraw. Circle the correct option (a–c).

- Lifestraw protects against:
  - all stomach infections.
  - certain deadly diseases.
  - 90 percent of all bacteria.
- It is operated:
  - with a pump.
  - with a small motor.
  - by sucking.
- In order to get the best out of it, users need:
  - no training.
  - a day's training.
  - a little advice.
- It does not solve the problem of:
  - purifying salt water.
  - traveling to get water.
  - drinking dirty water.



2 ▶ 24 Listen again and complete the sentences. Use numbers and figures.

- In \_\_\_\_\_, the number of deaths from drinking unclean water was \_\_\_\_\_ per day.
- The filter traps \_\_\_\_\_ percent of water-borne bacteria.
- Each straw has a cleaning capacity of \_\_\_\_\_ liters of water.
- The straw is \_\_\_\_\_ cm long.
- Each straw costs approximately US\$ \_\_\_\_\_.
- Lifestraw was used successfully in Haiti and Pakistan in \_\_\_\_\_.

3 ▶ 24 Complete the sentences using the correct form of these verbs. Then listen and check.

contain    last    provide    weigh    work

- Lifestraw \_\_\_\_\_ on a very simple principle.
- It \_\_\_\_\_ protection against the killer diseases cholera and typhoid.
- The filter \_\_\_\_\_ a substance called PuroTech Disinfecting Resin.
- Each filter \_\_\_\_\_ up to a year.
- It \_\_\_\_\_ very little, so it can be worn around the neck.

## 4 Pronunciation extra *dis-*, *dys-*, and *di-*

a ▶ 25 Listen to these words. Is the underlined letter in each word pronounced /ɪ/ or /aɪ/? Check (✓) the correct box.

	/ɪ/	/aɪ/
1 d <u>i</u> saster	<input type="checkbox"/>	<input type="checkbox"/>
2 d <u>y</u> sentery	<input type="checkbox"/>	<input type="checkbox"/>
3 d <u>i</u> arrhea	<input type="checkbox"/>	<input type="checkbox"/>
4 d <u>i</u> sease	<input type="checkbox"/>	<input type="checkbox"/>
5 d <u>i</u> agram	<input type="checkbox"/>	<input type="checkbox"/>

b ▶ 26 Practice saying these words. Then listen and check.

diabetes	discomfort	dysfunctional	distance
diamond	distribution	diary	
dyslexic	disabled	diagonal	

## Vocabulary describing technology

5 Complete these sentences. The first letter of each missing word is provided.

- Lifestraw works simply by sucking water through the straw. It's very e\_\_\_\_\_ to use.
- Because you don't need a lot of training to learn how to use it, Lifestraw is an excellent example of a \_\_\_\_\_ technology.
- For many people in developing countries, collecting water is a very time-c\_\_\_\_\_ process.
- Although Lifestraw is simple for the user, inside it uses c\_\_\_\_\_ -edge technology to filter out bacteria.
- WaterAid is worried that Lifestraw is merely a quick f\_\_\_\_\_ for a more complex problem.

# 3d I can't get the TV to work

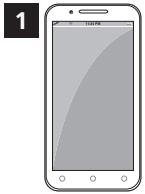
## Vocabulary extra adjectives describing problems

1 Match these adjectives with their definitions (1–8).

blank	broken	clogged	cracked
faulty	loose	squeaking	stuck

- nothing will pass through it \_\_\_\_\_
- not attached firmly \_\_\_\_\_
- will not move \_\_\_\_\_
- smashed; not working \_\_\_\_\_
- has a split in it \_\_\_\_\_
- making a high-pitched noise \_\_\_\_\_
- with nothing on it \_\_\_\_\_
- has a technical problem \_\_\_\_\_

2 Choose two adjectives from Exercise 1 to describe typical problems with each of these things.



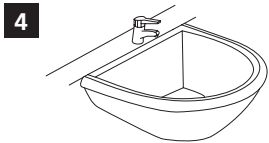
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_

## Real life dealing with problems

3 ▶ 27 Listen to two conversations. What items are they talking about, what is the problem with each item, and what solution is suggested? Complete the notes.

Conversation 1

Item: <sup>1</sup> \_\_\_\_\_

Problem: <sup>2</sup> \_\_\_\_\_

Suggested solution: <sup>3</sup> \_\_\_\_\_

Conversation 2

Item: <sup>4</sup> \_\_\_\_\_

Problem: <sup>5</sup> \_\_\_\_\_

Suggested solution: <sup>6</sup> \_\_\_\_\_

4 ▶ 27 Listen to the conversations again. Replace the underlined words with the words you hear.

Conversation 1

- Hello, I don't know if you can help me. I'm kind of worried about the fan in my room. It doesn't seem very safe.
- What is the problem? Isn't it working?
- It's going around OK. But I think it could be loose ...
- Don't worry. They're designed to move around like that. It shouldn't fall off.

Conversation 2

- I can't force the TV in my room to work no matter what button I press on the remote control.
- Have you thought about switching the monitor on separately?
- No, I didn't notice that. I'll give that a try.

## 5 Pronunciation stress in two-syllable words

▶ 28 In two-syllable verbs, the stress usually falls on the second syllable. Listen and circle the two words that do not fit this pattern.

attach	compress	control	divide
highlight	involve	open	prepare
reduce	select	suggest	

## 6 Listen and respond dealing with problems

▶ 29 Listen to someone asking for help with a problem. Respond each time with an expression from the box and your own ideas. Then compare your response with the model answer that follows.

Sure, if I can.  
What seems to be ... ?  
Have you checked ... ?

Have you tried ... ?  
OK. Let me know if ...

1

Can you help me?

Sure, if I can.



## Wordbuilding compound nouns

- 1 Match a noun from box A with a noun from box B. Then write the compound nouns.

<b>A</b>	address	battery	credit	can
	instruction	information	news	cup

<b>B</b>	holder	book	card	life
	manual	opener	story	technology

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2 For each item below (1–5), circle TWO nouns in list A that can form compound nouns with the noun in list B.

<b>A</b>	<b>B</b>
1 light / power / movie	switch
2 office / car / kitchen	chair
3 bat / video / board	game
4 bottle / coffee / lunch	break
5 ironing / coat / message	board

- 3 Complete the sentences. Use compound nouns from Exercises 1 and 2.

- I went to the travel agent yesterday to book my vacation. I had to pay a twenty percent deposit with my \_\_\_\_\_.
- We have new computers at work with all the latest software, but I have no idea how any of it works. That's the problem with \_\_\_\_\_. It never comes with a(n) \_\_\_\_\_ telling you how to use it.
- There was an interesting \_\_\_\_\_ on TV last night about a nine-year-old computer genius. He's created the world's best-selling \_\_\_\_\_.
- I need Roger's contact details. Can I please borrow your \_\_\_\_\_?

## Learning skills personalizing new language

- 4 The best way to remember something is to make it relevant to you. Read the tips and answer the questions.

### Grammar

Think about the grammar in this unit. Write sentences about:

- where you are going to go on vacation next year.
- what you are doing over the weekend.
- what your next career step is going to be.
- which person in your family will be the next to get married.
- what you will be doing in five years' time.
- what you hope you will have achieved in ten years' time.

### Vocabulary

- Find four words from Unit 3 that relate to your life. What is their relevance?
- Think, in your own language, about your own predictions for future technology. Can you translate all the terms you used? If not, look up the missing words in a dictionary.

### Pronunciation

Think about any words in this unit that you found difficult to pronounce.

- What were they?
- Do they remind you of any words in your own language?
- How do they sound different?

### Writing

Think of something you really need some help with. Write a short email request in English to a friend asking for their help.

## Check!

- 5 Complete the sentences with words from Unit 3 of the Student Book. Then use the first letter of each answer to form an adjective that describes the world.

- Another word for a clever device or tool is a \_\_\_\_\_. (6)
- Thomas Malthus said that people are "basically \_\_\_\_\_." (4)
- The problem of too many people that was described in Unit 3a: \_\_\_\_\_ (14)
- Another way of saying "before 2050" is "\_\_\_\_\_ the year 2050." (2)
- "\_\_\_\_\_ technology" provides the simplest and best solution to a problem. (11)
- Wallets are usually made of \_\_\_\_\_. (7)

Word: \_\_\_\_\_

# Unit 4 Art and creativity

## 4a Is graffiti art?

### Listening the graffiti debate

1 Look at the two photos of graffiti. Answer the questions.

1 What difference do you see between them?

2 Which graffiti do you find more attractive?



**vandalism** (n) /'vændə,lɪz(ə)m/ destruction of public or private property for no good reason

**conviction** (n) /kən'vɪkʃ(ə)n/ being found guilty of a crime by a court of law

**outrageous** (adj) /aʊ'treɪdʒəs/ very shocking and bad

2 ▶ 30 Listen to a radio program about whether graffiti is vandalism or art. Circle the correct options to complete the sentences.

1 The event in the news that started this discussion was a graffiti artist *being put in jail / putting his art on the outside of a gallery*.

2 Handy thinks that the courts *must / shouldn't* decide what is art and what is vandalism.

3 Guy Francis says that *the property owner / the public* should decide what is vandalism and what is not.

3 ▶ 30 Listen again and circle the correct option (a–c) to complete the statements.

1 In the second half of the show, they will be discussing:

- a graffiti.
- b politics.
- c unemployment.

2 Guy Francis is an expert on the subject because:

- a he used to be a graffiti artist himself.
- b he used to be a journalist who wrote about the arts.
- c he works for the *Daily News*, a graffiti magazine.

3 Handy thinks that whether graffiti is art or vandalism should not be decided by the:

- a gallery owners.
- b public.
- c courts.

4 According to Francis, Tox's work was vandalism because:

- a it was very basic and poor art.
- b he broke into the property like a criminal.
- c the property owners didn't want graffiti on their property.

5 Tox's graffiti consisted of:

- a writing his name and the year.
- b drawing imaginative images.
- c sketching real people.

6 The graffiti artist Banksy's work:

- a is very popular.
- b is very cheap.
- c has upset many property owners.

## Grammar determiners

4 Look at the first sentence in each pair. Then complete the second sentence so that it has the same meaning as the first sentence. Use the words in parentheses.

- I notified all the members of the club. (every)  
I notified \_\_\_\_\_.
- I think that both methods work. (either)  
I think that \_\_\_\_\_.
- There were no celebrities at the opening. (any)  
There weren't \_\_\_\_\_.
- Each country has its own laws. (all)  
All \_\_\_\_\_.
- Everyone in the world is waiting to see what will happen. (whole)  
The \_\_\_\_\_.

5 ▶ 30 Complete the sentences from the radio program using these determiners. Then listen again and check your answers.

all	any	both	each
either	whole	no (x2)	

- Is \_\_\_\_\_ case different, or are there measures we can take that will help \_\_\_\_\_ unemployed people get back to work?
- There's \_\_\_\_\_ difference in this case.
- Graffiti is either art or vandalism. You can't have it \_\_\_\_\_ ways.
- If Tox had put his work in a gallery ..., there wouldn't have been \_\_\_\_\_ trouble.
- All Tox did was write his name ... over and over again. There are \_\_\_\_\_ imaginative images at all.
- The \_\_\_\_\_ debate of whether it's art or not is a different matter.
- \_\_\_\_\_ type of graffiti could be considered art.

6 Circle the correct options to complete the short text about art.

There is <sup>1</sup> *no / any* way of telling what is art and what is not art anymore. There is a story about a man who dropped his wallet in a modern art gallery. When he went back to get it, he found that <sup>2</sup> *every / all the* visitors had gathered around, admiring it. The message of the story is that <sup>3</sup> *the whole / all the* modern art world is a trick,

and <sup>4</sup> *each / either* viewer needs to be told whether something is art or not before they can admire it. But were the people wrong to admire the wallet? If they thought it was art, some people argue, then it was art. <sup>5</sup> *Both / Either* views are possible. What's yours?

## Vocabulary art

7 Complete the dictionary entries using these words.

artist fine	artistic gallery	artwork street
----------------	---------------------	-------------------

- \_\_\_\_\_ (n): an artistic creation (e.g., a painting, a sculpture)
- \_\_\_\_\_ (n): a person who creates art (e.g., paintings) as a hobby or profession
- art \_\_\_\_\_ (n): a place where art (e.g., paintings and sculptures) is shown to the public
- \_\_\_\_\_ art (n): art that is found outside in an urban setting
- \_\_\_\_\_ (adj): having natural creative skills
- \_\_\_\_\_ arts (n): the visual arts of drawing, painting, and sculpture

## 8 Dictation Banksy

▶ 31 Listen to a description of the work of the graffiti artist Banksy. Write down the words you hear.

- Banksy, who is \_\_\_\_\_  
\_\_\_\_\_
- Despite not \_\_\_\_\_  
\_\_\_\_\_
- His artwork often carries \_\_\_\_\_  
\_\_\_\_\_
- Banksy loves to \_\_\_\_\_  
\_\_\_\_\_
- The message was clear: \_\_\_\_\_  
\_\_\_\_\_

# 4b What's on in London?

## Vocabulary art and performance

1 Complete the sentences using these words.

band	circus	exhibition
gallery	halls	musical
play	gig	performers

- 1 I went to a great show last night. It was a mixture of different acts. The best one was a(n) \_\_\_\_\_ performer who did some amazing tricks on a high wire.
- 2 I went to a(n) \_\_\_\_\_ at that new live music venue on Main Street last night. I saw a local jazz \_\_\_\_\_ called "Take Two Project." I thought they were excellent.

- 3 Have you seen the wildlife photography \_\_\_\_\_ at the new art \_\_\_\_\_ downtown? There are some amazing pictures in it.
- 4 Rodrigo and Gabriela are two Mexican musicians who started their careers as street \_\_\_\_\_ on the sidewalks of Dublin. They're now really famous and play in big concert \_\_\_\_\_ all over the world.
- 5 You know the \_\_\_\_\_ *Macbeth* by William Shakespeare? Well, the Victoria Drama Company has turned it into a(n) \_\_\_\_\_, with singing and dancing.

## What's on in London?



### 1 The Alternative Village Fete

This fete at the National Theatre Square brings a modern urban feel to the traditional country village fete. Hosted by the organization Home, Live, Art—which has a reputation for producing art works in unusual environments—the program includes live art, performance art that you can participate in with three National Theatre actors, communal country dancing, plus lots of food and other things to buy.

### 2 Notting Hill Carnival

The Notting Hill Carnival is the UK's biggest street party. Featuring a parade of floats and a variety of styles of Caribbean music, dance, and food, the carnival celebrates London's multicultural history. Join the party and dance all day and night! It takes place in the Notting Hill district of West London over the August bank holiday weekend.

### 3 Batman Live

Part theater, part circus act, and part visual and special effects spectacle, this show is produced by "Warner Bros Consumer Products," which should, I suppose, tell you that it's not going to be a serious play. In fact, it's really just eye candy. Although the actors do their best, the storyline is not very strong. The emphasis is on the visual aspect—especially the set, which includes a fantastic giant Joker's head.

### 4 This is Design

The Design Museum has used various examples from its collection to make an exhibition that looks at the impact modern design has had on our daily lives. The collection includes classic designs like the Swiss army knife and the Mini car, as well as more mundane objects, such as road signs and work clothes. Most of the designs aren't new, but it's still a fascinating exhibition that challenges us to take a closer look at things around us that we usually take for granted.

### 5 The Floating Cinema

At first appearance, this event—organized by artists Nina Pope and Karen Guthrie as part of the Create11 summer festival—seems to be just a big screen on a boat. But there's more to it than that. Some movies are projected onto the walls of buildings next to the canal where the boat is situated, and one or two are followed by workshops so you can learn about the making of the movie in more detail. You don't have to be able to swim to attend, but you may get wet—the weather forecast for the weekend isn't great!

**village fete (n)** /vi.ləʒ 'fɛt/ traditional public festivals, usually held outdoors

**bank holiday (n)** /bæŋk 'hɒlɪdeɪ/ a public holiday in the United Kingdom


## Reading out and about

- 2** Read the *What's on in London?* guide on page 30 quickly. Find the following information.
- Two events where you are a spectator rather than an active participant.  
\_\_\_\_\_
  - Two events that you can dance at.  
\_\_\_\_\_
  - Two events that you can eat at.  
\_\_\_\_\_
  - An event where you can work with actors.  
\_\_\_\_\_
  - An event where you can learn more about how movies are made.  
\_\_\_\_\_
  - An event where different ethnic groups come together.  
\_\_\_\_\_
  - An event that both children and adults can enjoy.  
\_\_\_\_\_
  - An event that you wouldn't normally find in a city.  
\_\_\_\_\_
- 3** Find words or expressions in the guide for these definitions.
- shared or enjoyed by everyone (paragraph 1)  
\_\_\_\_\_
  - moving vehicles that carry performers, often decorated (paragraph 2)  
\_\_\_\_\_
  - something good to look at, but without much usefulness (paragraph 3)  
\_\_\_\_\_
  - common or ordinary (paragraph 4)  
\_\_\_\_\_
  - don't always appreciate something because we are so familiar with it (paragraph 4)  
\_\_\_\_\_
  - seminars or discussion groups led by an expert (paragraph 5)  
\_\_\_\_\_

## Grammar expressions of quantity

- 4** Circle the correct options to complete the sentences.
- I really enjoyed the Alternative Village Fete—I even did *little / a little* dancing.
  - There aren't *much / enough* events like this in London.
  - There's *a lot of / much* international interest in the Notting Hill Carnival. *A large number of / A large amount of* the visitors this year were tourists.
  - I agree with the reviews—there were *plenty of / much* special effects in the *Batman Live* show, but there were *no / any* strong elements in the story.
  - We visited the website, but there was *a lack of / a little* clear information about the program.
  - You don't see *several / many* new things at this exhibition, but you still learn a lot.
  - Book now, because when I called, there were *hardly no / hardly any* tickets left.
  - There was *a little / a small number of* rain at the beginning, but it didn't spoil the show.
- 5** Complete the sentences with expressions of quantity. Use one word in each blank.
- There will be a small \_\_\_\_\_ of actors at the Alternative Village Fete.
  - There is \_\_\_\_\_ carnival in the UK as big as Notting Hill Carnival.
  - There were \_\_\_\_\_ amazing set pieces in the *Batman Live* show.
  - There are \_\_\_\_\_ of different classic designs on display at the Design Museum.
  - Hardly \_\_\_\_\_ objects at the "This is Design" exhibition will be new for the viewer.
  - A \_\_\_\_\_ movies are accompanied by talks and workshops to discuss them in more detail.

## 6 Pronunciation weak form of

 **32** Practice saying these sentences. Pay attention to the weak form of *of*. Then listen and check.

- First of all, just a few words of thanks.
- Most of the time, there were plenty of laughs.
- As a matter of fact, he's a friend of mine.
- That's kind of you, but it's a lot of trouble.
- In spite of that, there were a number of volunteers.



# 4c Music and me

## Listening the importance of music

1 ▶ 33 Listen to four people talking about what music means to them. Write down the type of music each person is talking about.

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

**disassociate** (v) /ˌdɪsə'səʊʃi,et/ break an attachment  
**genre** (n) /'ʒɒnrə/ a style or category of art, music, or literature  
**deprived** (adj) /drɪ'praɪvd/ poor

2 ▶ 33 Read the sentences. Then listen again. Who feels this way about music? Match the speakers (1–4) with the sentences (a–f).

- a Music is a way to escape from the boredom of your daily routine. \_\_\_\_\_
- b Music can sum up what you are feeling. \_\_\_\_\_
- c Music gives me a sense of belonging to a place. \_\_\_\_\_
- d Music represents people's creative and independent side. \_\_\_\_\_
- e Music is a very important part of our cultural identity. \_\_\_\_\_
- f Music brings people together in celebration. \_\_\_\_\_

3 ▶ 33 Listen again and complete the statements.

Speaker 1

- 1 Country music tells stories about \_\_\_\_\_ life.

Speaker 2

- 2 In Brazil, we have a wide range of musical \_\_\_\_\_ to draw from.

Speaker 3

- 3 Millions of \_\_\_\_\_ have been able to express their feelings ... by listening to \_\_\_\_\_ music.

Speaker 4

- 4 People figured out how to make new \_\_\_\_\_ using old \_\_\_\_\_.



4 Match the verbs in the box with the **bold** phrases from the excerpts.

is connected to seemed true	has no importance thought of	escape
--------------------------------	---------------------------------	--------

- 1 It also **has to do with** our history.  
\_\_\_\_\_
- 2 ... wanting to **break free** from the pressures of school \_\_\_\_\_
- 3 It **hit a chord** with me, for sure.  
\_\_\_\_\_
- 4 They **came up with** something totally new.  
\_\_\_\_\_
- 5 It **doesn't count for anything**.  
\_\_\_\_\_

## Word focus *spend*

5 Put the words in the correct order to make sentences with *spend*.

- 1 spent / trying / two / to / their / I / house / hours / find  
I \_\_\_\_\_
- 2 there's / money / tomorrow / she / like / spends / no  
She \_\_\_\_\_
- 3 together / haven't / time / much / we / recently / spent  
We \_\_\_\_\_
- 4 life / help / trying / has / people / whole / to / her / she / spent  
She \_\_\_\_\_

# 4d Personal tastes

## Real life describing likes and dislikes

1 ▶ 34 Listen to a conversation in which Ivan and Sarah discuss a TV documentary. Answer the questions.

1 What was the documentary about?

\_\_\_\_\_

2 Why did Ivan like it particularly?

\_\_\_\_\_



2 ▶ 34 Listen again. Does Sarah like (✓) or dislike (✗) the following?

- 1 nature documentaries in general
- 2 the *Tribe* series
- 3 people who make programs about others living in difficult conditions

3 ▶ 34 Listen again. Complete the phrases Ivan and Sarah use to express their likes and dislikes.

- 1 Oh, a nature documentary—not really my \_\_\_\_\_, actually.
- 2 I never feel \_\_\_\_\_ by them.
- 3 I'm a \_\_\_\_\_ the presenter.
- 4 It got on \_\_\_\_\_, actually.
- 5 I guess I just get \_\_\_\_\_ people making these programs ...

## 4 Grammar extra word order with modifying adverbs

### ▶ WORD ORDER WITH MODIFYING ADVERBS

- Adverbs that qualify adjectives come before the adjective.  
*I'm not **particularly** interested in reality shows.*
- Adverbs of intensity come before the main verb.  
*I **really** love musicals.*
- Never separate the main verb from its direct object.  
*I like **Bruce Parry** very much. (~~I like very much ...~~)*

Look at the grammar box above. Then put the words below in the correct order to make sentences.

- 1 documentaries / anything / don't / for me / do / really  
\_\_\_\_\_
- 2 into / really / I'm / musicals / not  
\_\_\_\_\_
- 3 I / get / reality shows / of / a little / tired  
\_\_\_\_\_

## 5 Pronunciation disappearing sounds

a ▶ 35 Listen to these words. Cross out the disappearing sound in each word.

- |                |              |
|----------------|--------------|
| 1 documentary  | 5 separate   |
| 2 everywhere   | 6 restaurant |
| 3 specifically | 7 listener   |
| 4 interest     | 8 general    |

b ▶ 35 Practice saying each word. Then listen again and check.

## 6 Listen and respond describing likes and dislikes

▶ 36 Listen to the questions about your likes and dislikes. Respond to each question with your own words. Then compare your response with the model answer that follows.

1 *What do you think of cell phones with loud music ringtones?*

*They really get on my nerves, especially when one starts ringing on the train or bus.*

# 4e You have to see this

## 1 Writing skill personalizing your writing

Complete the features of personal and impersonal writing in the chart using these words.

active	avoid	contracted	formal
furthermore	uncontracted	it	passive
share	I, we, and you		

Personal tone	Impersonal tone
a Use pronouns (e.g., _____)	Use pronouns (e.g., _____)
b Use _____ verbs	Use _____ verbs
c Use _____ forms (e.g., <i>isn't</i> )	Use _____ forms (e.g., <i>is not</i> )
d Use phrasal verbs	Use _____ verbs
e Add personal details	_____ personal information
f Use conversational linking phrases (e.g., <i>what's more</i> )	Use formal linking phrases (e.g., _____)
g _____ your feelings	Be objective in your judgments

## Writing an online review

2 Read the beginning of an online review for a comedy show. Underline examples of the features of personal writing (a–g) from Exercise 1. Label the features.

I've got to admit that I'm not a big fan of stand-up comedy. I always think that it's a rather unnatural thing. The comedian stands up in front of an audience who stares at him or her as if to say, "Come on, then, make me laugh." The comedian then has a few minutes to make them laugh. It's all a little too aggressive for me. So when I went with a friend to see comedian Spencer Brown last night at the Gotham Comedy Club, I wasn't really looking forward to it.

3 Read the next paragraph of the review, which contains some features of impersonal writing. Rewrite the underlined words and expressions using personal language.

<sup>1</sup> However, we really enjoyed the show. And we <sup>2</sup> were not the only ones— <sup>3</sup> his act seemed to be liked by the rest of the audience, too. Brown's technique is to <sup>4</sup> commence by telling a small joke— usually some amusing observation about daily life— which <sup>5</sup> it is imagined at first is the main joke. But <sup>6</sup> subsequently he builds on this by telling a joke <sup>7</sup> that is related to the first one, and then another. The effect of <sup>8</sup> combining jokes like this is that, even though each one may not be that funny by itself, the whole sequence is <sup>9</sup> in reality very funny.

- 1 \_\_\_\_\_ 5 \_\_\_\_\_  
 2 \_\_\_\_\_ 6 \_\_\_\_\_  
 3 \_\_\_\_\_ 7 \_\_\_\_\_  
 \_\_\_\_\_ 8 \_\_\_\_\_  
 4 \_\_\_\_\_ 9 \_\_\_\_\_

4 Complete the review by writing the last paragraph. Include a personal recommendation and details of when this show is on.

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## Wordbuilding word families

- 1 Look at these words that have to do with the word *book*. Write the correct word or expression next to the definitions (1–7).

bookish	bookkeeper	book club
bookmark	bookstore	booklet
fully booked		

- 1 a place where books are sold (n) \_\_\_\_\_
- 2 a group of people who get together to discuss a book they have read (n) \_\_\_\_\_
- 3 with all the spaces reserved or taken (adj) \_\_\_\_\_
- 4 fond of books and reading (adj) \_\_\_\_\_
- 5 a person who records financial information (n) \_\_\_\_\_
- 6 a piece of card that keeps your place in a book, or a saved record of a particular website (n) \_\_\_\_\_
- 7 a book with only a few pages (n) \_\_\_\_\_

- 2 Complete the sentences. Use words and expressions from Exercise 1.

- 1 Sorry, tonight's show is \_\_\_\_\_. We have a few seats available for Friday, though.
- 2 She's not an accountant, exactly. She works as a \_\_\_\_\_ for a law firm.
- 3 This little \_\_\_\_\_ contains the phone numbers of all the council departments.
- 4 He's a very \_\_\_\_\_ person and is always carrying a book with him.

## Learning skills asking questions

- 3 You will sometimes need to ask your teacher or a native speaker questions about the language. Look at the questions (1–5) and the answers a student has given.

- 1 Is "mate" a slang expression for "friend"? *Yes.*
- 2 Do you pronounce the "g" in "recognition"? *Yes.*
- 3 Why do you say "rush hour" when the traffic isn't moving? *Everyone's rushing to get home.*
- 4 Is there a similar saying to "to make two hits with one stone" in English? *Yes, "to kill two birds with one stone."*
- 5 Does "I wonder if you can help me" sound too polite, or is it OK? *It depends on the situation: it is very polite.*

- 4 Look at these words and phrases from the unit. Answer the questions.

- 1 What does "goosebumps" mean?  
\_\_\_\_\_
- 2 How do you pronounce "generally"?  
\_\_\_\_\_
- 3 What is the musical way of speaking to babies called?  
\_\_\_\_\_
- 4 Is "hip-hop" originally an American or a British expression?  
\_\_\_\_\_
- 5 Does "I can't stand ..." sound very direct?  
\_\_\_\_\_

## Check!

- 5 Take the quiz. All the answers are in Unit 4 of the Student Book.

### 1 COMPLETE THE QUOTES.

- a "Art should involve \_\_\_\_\_ hard work on the part of the artist."
- b "There is no \_\_\_\_\_ thing as 'bad' art."

### 2 WHAT ARE THESE WORDS BEGINNING WITH "F"?

- a the countable equivalent of "little"  
\_\_\_\_\_
- b traditional, local music \_\_\_\_\_
- c art that is either drawn, painted, or sculpted  
\_\_\_\_\_

### 3 WHAT ARE THE OPPOSITES OF THESE THINGS?

- a a personal tone \_\_\_\_\_
- b a little bit of luck \_\_\_\_\_
- c spend almost nothing \_\_\_\_\_

### 4 REARRANGE THE LETTERS TO MAKE WORDS.

- a music: igg \_\_\_\_\_, vuene \_\_\_\_\_
- b art: largely \_\_\_\_\_, xbionehiti \_\_\_\_\_
- c theater: aply \_\_\_\_\_, lamicus \_\_\_\_\_

# Unit 5 Development

## 5a Urban development

### Listening rebuilding New Orleans

1 ▶ 37 Listen to a local journalist describing the rebuilding work in New Orleans after Hurricane Katrina. Are the sentences true (T) or false (F)?

- |   |   |   |
|---|---|---|
| 1 A lot of rebuilding work has taken place in the French Quarter.               | T | F |
| 2 More than half the residents who left the city after the storm have returned. | T | F |
| 3 One project is helping to build affordable homes.                             | T | F |
| 4 The new homes are simple, practical houses.                                   | T | F |

**spare** (v) /sper/ save from something  
**levee** (n) /'levi/ a barrier to protect an area from flooding  
**tidal wave** (n) /'taɪd(ə)lweɪv/ a very large wave (that can destroy things and cause damage when it hits the land)



2 ▶ 37 Listen to the journalist again and complete the sentences.

- For most tourists who visit the French Quarter in New Orleans these days, things seem to be \_\_\_\_\_.
- Most of the damage in New Orleans was caused by the \_\_\_\_\_, not the \_\_\_\_\_.
- The redevelopment plan for New Orleans has not been systematic or \_\_\_\_\_.
- New Orleans' Lower 9th Ward was a pretty \_\_\_\_\_ area, even before the storm.
- The new homes are \_\_\_\_\_ and environmentally friendly.
- The journalist thought the architecture of the new homes was very \_\_\_\_\_.

### Grammar verb + infinitive or -ing

3 Look at these sentences from the report about the rebuilding work in New Orleans. Circle the correct option to complete the sentences.

- In the French Quarter, everything now seems *being* / *to be* back to normal.
- In other areas, you keep on *seeing* / *to see* the effects of the disaster.
- The city's levees failed *holding* / *to hold* back the big tidal wave.
- About two-thirds of the residents have managed *returning* / *to return* to the city.
- A few people decided *resettling* / *to resettle* elsewhere.
- One project planned *building* / *to build* 150 affordable homes.
- You can't help *wondering* / *to wonder* how many more homes could have been built.

4 Complete the chart below with these verbs. Some verbs can go in more than one category.

allow    ask    carry on    enjoy    get  
 help    hope    imagine    make    want

verb + infinitive	verb + <i>someone</i> + infinitive
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
verb + -ing	verb + <i>someone</i> + base verb
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## 5 Grammar extra verb + infinitive or -ing

a Put these verbs into the correct category in the chart in Exercise 4.

avoid	choose	finish	force	teach
learn	let	involve	(not) mind	

b Complete the text about volunteering in New Orleans. Use the correct form of the verb in parentheses.

If you want <sup>1</sup> \_\_\_\_\_ (visit) New Orleans as a tourist, but would also like to do something to help local people <sup>2</sup> \_\_\_\_\_ (rebuild) their lives while you are there, you could work as a volunteer on a project. There are lots of organizations that allow visitors <sup>3</sup> \_\_\_\_\_ (participate) for a week or even a few days. If you don't mind <sup>4</sup> \_\_\_\_\_ (do) physical work, you could do some physical labor on a building project. Alternatively, you could choose <sup>5</sup> \_\_\_\_\_ (work) with children or help out at a local museum. Some of the projects might involve <sup>6</sup> \_\_\_\_\_ (learn) a few new skills, but no one will force you <sup>7</sup> \_\_\_\_\_ (do) something you feel uncomfortable with. And don't worry about not having fun. You will have plenty of time off, and you'll also enjoy <sup>8</sup> \_\_\_\_\_ (meet) New Orleansians—something a regular tourist might find more difficult.

## Vocabulary urban features

6 Complete the announcement below by a city's planning committee. Use these words.

blocks	center	luxury	park
pedestrian	residential	spaces	


On July 2nd, the city council's planning committee met and agreed to the following actions to **redevelop** the city center:

- The center should become a <sup>1</sup> \_\_\_\_\_ zone to allow shoppers and visitors to walk around more freely.
- The old shopping <sup>2</sup> \_\_\_\_\_ on Prince Street, next to the river, will be replaced by a new <sup>3</sup> \_\_\_\_\_ area made up of some low-cost homes and some <sup>4</sup> \_\_\_\_\_ apartments. The council

7 Match the verbs in **bold** in the announcement in Exercise 6 with these verbs.

- 1 destroy: \_\_\_\_\_
- 2 convert into: \_\_\_\_\_
- 3 damage: \_\_\_\_\_
- 4 rebuild: \_\_\_\_\_

## 8 Dictation a New Orleanian speaks

a  38 Listen to a New Orleans resident describing life since Hurricane Katrina. Write down the words you hear. Is the resident happy living in New Orleans?

The fact that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I'm a musician, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

But since Hurricane Katrina, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b Underline examples of verb + infinitive or verb + *-ing* in your answer in Exercise 8a.

promises there will be plenty of green <sup>5</sup> \_\_\_\_\_ in the new development.

- The council also plans to **tear down** two large office <sup>6</sup> \_\_\_\_\_ in the center which they think **spoil** its appearance. They want to encourage companies to move to a new business <sup>7</sup> \_\_\_\_\_ north of the city.
- The council also proposes to **turn** the existing parking lot **into** a play area for children.

# 5b Monterey Bay

## Reading changing places

1 Read the article about Monterey Bay. Which two of the following sentences are true of Monterey today?

- a It has an important tourism industry.
- b It is a very culturally diverse place.
- c Its main industry is fishing.
- d There is little sea life left.

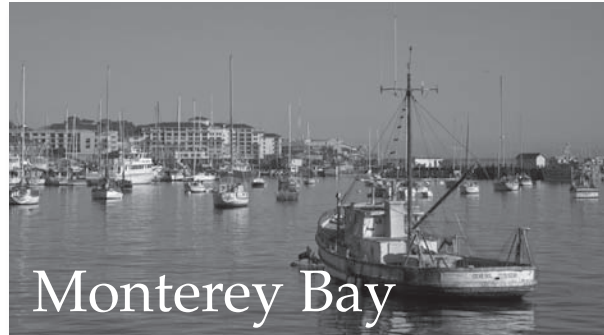
2 Read the article again. Are the sentences true (T) or false (F)? Or is there not enough information (N) to say if the statements are true or false?

- |  |   |   |   |
|--|---|---|---|
| 1 Carl Danielsen's grandfather was a fisherman.                                  | T | F | N |
| 2 Canning was a process that was invented in Monterey.                           | T | F | N |
| 3 Carl Danielsen was born in Italy.  | T | F | N |
| 4 A lot of immigrants came to Monterey to take advantage of the boom in fishing. | T | F | N |
| 5 The reason for the disappearance of the sardines is unclear.                   | T | F | N |
| 6 Otters eat abalone.  | T | F | N |
| 7 There are no more fishermen in Monterey these days.                            | T | F | N |
| 8 The old character of Monterey still remains.                                   | T | F | N |

3 Find words or phrases in the article with the following definitions.

- 1 constantly changing (paragraph 1)  
\_\_\_\_\_
- 2 be part of the good times (paragraph 2)  
\_\_\_\_\_
- 3 suddenly (paragraph 3)  
\_\_\_\_\_
- 4 senior, experienced people (paragraph 3)  
\_\_\_\_\_
- 5 establish or start (paragraph 3)  
\_\_\_\_\_
- 6 try out (paragraph 4)  
\_\_\_\_\_

**sardine** (n) /sɑ:ɪ'di:ɪn/ a small, edible silver fish  
**canning process** (n) /'kæniŋ'prəʊses/ preserving food by putting it in a can  
**abalone** (n) /æbə'ləʊni/ a small, edible shellfish  
**otter** (n) /'ɒtə/ a small river or sea animal



**T**he development of Monterey Bay is a dynamic one. One hundred and fifty years ago, tourism was its main industry, as it is again today. But a lot of changes have taken place in that period. Carl Danielsen, a fisherman in Monterey for the last 60 years, describes these changes.

“My father was a fisherman and his father before him. I first started going out to sea with my dad when I was seven years old. In those days, there were a lot of sardines in the sea and Monterey took advantage of the newly developed canning process, which meant that enormous amounts of fish could be preserved in a way that wasn't possible before. In the 1930s, Monterey was the world capital of the sardine canning industry, and fishing was big business here. That was when my parents came over from Norway, along with other immigrants from Japan, China, Italy—you name it. Everyone wanted to join in the party. That's one of the reasons why Monterey is such a cosmopolitan place now.

Then in the 1950s, the sardines disappeared just like that. No one knows why. Some people say it was because of overfishing; others say it was just part of the natural ocean cycle. One thing is for sure, and that is that fishing isn't the simple industry it was in the 1950s. There have been so many rules and regulations since then, controlling what and where you can fish. For example, you can't collect abalone anymore—unless you're an otter, that is! Old-timers like me continue to fish, but it's not an easy life and many people have set up other businesses. Most are tourist-related, like boat trips, sightseeing trips, and fishing trips—but all of them are connected with the sea and sea life. We have a huge range of sea life here: otters, whales, dolphins, and so on.

So today, tourism is the main industry here, but the essential character of the bay hasn't changed. The old canning factory has become an aquarium and a research center for sea life. There are lots of restaurants along the sea front. I'd recommend any visitor to sample the seafood. It's fantastic.”

4 Complete the sentences with the correct adjective. Use the nouns in parentheses to help you.

- 1 Monterey is a \_\_\_\_\_ place. (dynamism)
- 2 In the 1930s, Monterey was a more \_\_\_\_\_ city. (industry)
- 3 Now it has become an \_\_\_\_\_ destination for tourists. (attraction)
- 4 The old harbor is well \_\_\_\_\_. (preservation)
- 5 These days, fishing is strongly \_\_\_\_\_. (regulation)
- 6 But the \_\_\_\_\_ character of the bay hasn't changed. (essence)

## Grammar verbs with both *-ing* and the infinitive

5 Read the pairs of sentences. Do the verbs in **bold** have a change in their meaning (C) or no change in meaning (NC)?

- 1 a When did they **start** to can sardines in Monterey?  
b When did they **start** canning sardines in Monterey? \_\_\_\_\_
- 2 a People **continued** to can sardines in Monterey until the 1980s.  
b People **continued** canning sardines in Monterey until the 1980s. \_\_\_\_\_
- 3 a I **stopped** to visit my aunt in California last year.  
b I **stopped** visiting my aunt in California last year. \_\_\_\_\_
- 4 a Did you **remember** to bring a guidebook?  
b Do you **remember** bringing a guidebook? \_\_\_\_\_
- 5 a I **like** to watch sea life in the wild.  
b I **like** watching sea life in the wild. \_\_\_\_\_
- 6 a I **prefer** to eat fresh fish.  
b I **prefer** eating fresh fish. \_\_\_\_\_
- 7 a He **went on** to work as a fisherman.  
b He **went on** working as a fisherman. \_\_\_\_\_
- 8 a Every fisherman **means** to get up early in the morning.  
b Being a fisherman **means** getting up early each morning. \_\_\_\_\_

6 Complete the sentences using the *-ing* form or the infinitive form of the verbs in parentheses.

- 1 Carl remembers \_\_\_\_\_ (go) fishing with his father in the 1950s.
- 2 In those days, preserving fish meant \_\_\_\_\_ (put) them into cans.
- 3 In the 1950s, fishermen had to stop \_\_\_\_\_ (catch) sardines.
- 4 Carl regrets \_\_\_\_\_ (say) that fishing is not a simple industry anymore.
- 5 Some older fishermen have gone on \_\_\_\_\_ (fish) to this day.
- 6 They try \_\_\_\_\_ (make) a living from it, but it's not an easy way of life.
- 7 Other fishermen stopped fishing \_\_\_\_\_ (go) into the tourism business.

7 Circle the correct options to complete the text.



Many people visit Monterey Bay before going on <sup>1</sup> *visiting / to visit* San Francisco and Yosemite National Park. One thing they stop <sup>2</sup> *seeing / to see* are the otters that live in the harbor. While eating your lunch at a waterfront restaurant, you can watch them playing in the water or trying <sup>3</sup> *opening / to open* shellfish by breaking them against the fishing boats. Although the otters don't mean <sup>4</sup> *doing / to do* any harm, it annoys the fishermen because it means <sup>5</sup> *having / to have* to paint their boats more often!

## 8 Pronunciation rhyming words

▶ 39 Make pairs of rhyming words. Match the words in box A with the word that rhymes from box B. Then listen and check.

<b>A</b>	found	front	meant	ocean	placed
	rule	stay	whale	where	

<b>B</b>	drowned	hunt	motion	sent	share
	taste	they'll	tool	weigh	



# 5c Language development

## Listening 30 million words

**1** ▶ **40** Read the summary of a new book about language and children. Then listen to a radio news report. Circle the correct options to complete the summary.

If young children are exposed to rich language, it helps them <sup>1</sup> *now / in later life* because it helps them learn other <sup>2</sup> *things / languages*. The author of the book, Dana Suskind, says that we should <sup>3</sup> *talk / play* with our children more and rely less on them learning with <sup>4</sup> *books / technology*. The title of the book is a reference to the fact that children from lower-income backgrounds hear 30 million fewer words than better-off children in the first <sup>5</sup> *three / six* years of their lives.



**expose (someone) to** (v) /ɪk'spəʊz/ give someone experience of something

**diaper** (n) /'daɪpə/ a piece of cloth babies wear before they are trained to use the toilet

**2** ▶ **40** Listen to the news report again. Answer the questions.

1 What things does exposure to rich language help a child with?

\_\_\_\_\_

2 What are the four T's?  
Tune i\_\_\_\_\_, Talk more, Take turns, and  
Turn o\_\_\_\_\_ the technology.

3 What does "take turns" mean in the report?

\_\_\_\_\_

4 How do babies respond to what adults say to them?

\_\_\_\_\_

5 What can't children learn from digital media?

\_\_\_\_\_

**3** Look at the audioscript of Track 40. Find words or phrases with the following meanings.

1 very important (paragraph 1) \_\_\_\_\_

2 understanding the relation between you and objects around you (paragraph 2)

\_\_\_\_\_

3 a spoken account of what is happening (paragraph 3) \_\_\_\_\_

4 communicating with others (paragraph 4)

\_\_\_\_\_

5 a fact in the form of a number (paragraph 5)

\_\_\_\_\_

## Word focus fall

**4** Complete the expressions. Use the word *fall* with the correct prepositions.

1 It's very important to try to keep to your work schedule. Because if you **fall** \_\_\_\_\_, you'll find it very difficult to catch up again.

2 I didn't believe in love at first sight until I met Harry. I **fell** \_\_\_\_\_ him immediately.

3 We were supposed to visit my parents over the weekend, but our plans **fell** \_\_\_\_\_ because my mother called and said she had the flu.

4 We really need some new curtains. Those look terrible and they're beginning to **fall** \_\_\_\_\_.

5 I used to run the business with a friend, but I **fell** \_\_\_\_\_ with her over our future plans.

## 5 Pronunciation extra antepenultimate stress

**a** ▶ **41** Often in words of three or more syllables, the stress falls on the third syllable from the end. Listen to the stress in these words and repeat.

photograph  
analysis

photographer  
analytical

analyze

**b** ▶ **42** Underline the stressed syllable in these words. Then listen, check, and repeat.

ability  
dominate  
novelty

critical  
empathy  
powerful

development  
influence  
technology

# 5d A controversial issue

## Real life debating issues

1 Match phrases (1–7) from list A with phrases that have a similar meaning (a–g) from list B.

- | A   | B  |
|---|--|
| 1 I'm not too bothered by ... _____       | a Yes, absolutely.                       |
| 2 I think that ... _____                  | b Not necessarily.                       |
| 3 I think we're forgetting that ... _____ | c The point is that ...                  |
| 4 I agree completely. _____               | d I'm less concerned about ...           |
| 5 The thing is that ... _____             | e For me, ...                            |
| 6 No, I don't accept that. _____          | f Sorry, but I don't think that's right. |
| 7 Well, that depends. _____               | g We need to remember that ...           |

2 Look at these phrases about urban features. Write the opposites.

- private transportation  
p \_\_\_\_\_ transportation
- built-up areas  
g \_\_\_\_\_ space
- streets where cars can drive  
p \_\_\_\_\_ zones
- places where people work  
l \_\_\_\_\_ facilities

3 ▶ 43 Listen to two conversations about urban development. What is the subject (a–e) of each conversation?

1: \_\_\_\_\_ 2: \_\_\_\_\_

- a lack of affordable housing
- a lack of leisure facilities
- a lack of public transportation
- redevelopment of stores in the city center
- traffic in the city center

4 ▶ 43 Listen to the conversations again. Circle the expressions that you hear.

Conversation 1

A: Do you know, <sup>1</sup> *it seems / I find it incredible* that in a big city like this, there aren't more leisure facilities and green spaces. We have one ancient swimming pool, a couple of tennis courts, and a few playgrounds.

B: I know and <sup>2</sup> *I think so, too / I agree completely*. I think we should try and get a letter signed by as many people as possible asking the council to do something about it.

A: <sup>3</sup> *The thing is / The fact is*, it's our taxes they're spending.

B: Yes, <sup>4</sup> *absolutely / I agree*, so we really should have a say in how the money is spent.

Conversation 2

A: Have you seen the plans to reduce traffic in the center of town? They look awful. I think they should just make the whole center a pedestrian zone. <sup>5</sup> *For me, / I think that would be much better / make much more sense*.

B: Well, I <sup>7</sup> *understand / appreciate* why you say that and I used to think the same. But actually, <sup>8</sup> *you also need to consider / you're forgetting about* all the senior citizens who depend on buses and public transportation. <sup>9</sup> *The real issue is / I'm more concerned* that they just wouldn't be able to come downtown and shop at local stores anymore if vehicles were banned.

A: <sup>10</sup> *That depends. / Not necessarily*. It seems to work in other city centers.

## 5 Pronunciation sentence stress

a Look at these sentences. Underline the words you think are most stressed in each sentence.

- I know and I agree completely.
- The thing is, it's our taxes they're spending.
- For me, that would make much more sense.
- I understand why you say that.

b ▶ 44 Listen and check your answers.

## 6 Listen and respond debating issues

▶ 45 Listen to five people expressing their views. Respond each time with your own words. Then compare your response with the model answer that follows.

1

*I find it amazing that no one has developed the area around the river. It has such potential.*

*I agree. What they should do is make a nice area with stores and restaurants.*

# 5e Big cities, big problems

## Writing an opinion essay

1 Read the paragraphs from an opinion essay on the topic “Is urban sprawl a good thing?” Put the paragraphs in the correct order.

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



### A

In the city, on the other hand, life for residents is tougher. They have no garden, there is more pollution, and often more crime. In addition, rents are high. Because of this, more people are moving to the suburbs and the city keeps spreading.

### B

In 1965, George Fieraru predicted, “By the year 2000, the area in the northeastern United States between Boston and Washington, D.C., a distance of 450 miles, will form one big megalopolis.” He was wrong, but not that wrong! Cities continue to grow outward. As a result, the space they occupy grows bigger and the rural areas around them grow smaller. This is known as “urban sprawl.” It seems to be a natural phenomenon, but is it a good one?

### C

There is nothing wrong with wanting to have the best of both town and country, but unless planners do something to reverse this trend, our city centers will eventually die. The only answer is to limit urban sprawl and focus our efforts on making city centers more pleasant places to live.

### D

Urban sprawl takes place because people want to have the benefits of both city and country. In the suburbs, they can have a nice home, a piece of land, a safe environment, and convenient transportation into the city where they work.

2 Which of the following techniques does the writer use to begin the essay?

- a giving a dramatic example of the problem (from their own experience)
- b giving some statistics that illustrate the seriousness of the problem
- c quoting what someone (often famous) has said about this problem

3 Rewrite the opening sentence(s) to this essay using one of the other techniques.

4 Find expressions in the essay that mean the same as the following.

1 as well as this (paragraph A):  
\_\_\_\_\_

2 consequently (paragraphs A and B):  
\_\_\_\_\_

3 in contrast (paragraph A):  
\_\_\_\_\_

## 5 Writing skill linking words

a Look at the examples (a–d). Notice that the linking phrases need to be followed by a noun or the *-ing* form of the verb.

- a **In addition to** this, cities are becoming more polluted.
- b **As well as** this growth outward, there is also more congestion in cities.
- c **Because of** urban sprawl, cities are taking up valuable green space.
- d **As a result of** cities growing outwards, we are losing valuable green space.

b Rewrite the sentences using the linking phrases given.

1 The house comes with three acres of land and a swimming pool.  
As well as \_\_\_\_\_

2 People have moved out of the center because of a rise in crime.  
As a result of \_\_\_\_\_

3 We have good bus service and excellent roads into the city center.  
In addition to \_\_\_\_\_

4 We are starting to redevelop city centers as there are restrictions on building on green spaces.  
Because of \_\_\_\_\_

## Wordbuilding adverb + adjective

1 Circle the TWO adverbs that collocate with each adjective.

Adverbs	Adjectives
1 poorly / well / seriously	prepared
2 shortly / short-term / long-term	unemployed
3 lastly / newly / well	built
4 greatly / highly / well	educated
5 quietly / softly / highly	confident
6 poorly / cleverly / highly	designed
7 culturally / greatly / socially	mixed
8 reasonably / poorly / extremely	well-off

2 Complete these sentences using adverb-adjective collocations from Exercise 1.

- 1 It's very difficult for \_\_\_\_\_ people to get back into work, because they have lost confidence.
- 2 I wouldn't say they are rich, but they are \_\_\_\_\_ compared to other people.
- 3 He didn't say so, but I think he was \_\_\_\_\_ that the project would be a success.
- 4 It's a very \_\_\_\_\_ building. Even though it holds a lot of people, you never feel that it is overcrowded.
- 5 I'm afraid that I was \_\_\_\_\_ for the meeting. Everyone else had read all the background information.
- 6 London is a very \_\_\_\_\_ city. You can find people from most parts of the world living there.
- 7 They have a \_\_\_\_\_ workforce. Eighty percent of their employees are university graduates.
- 8 Most of the buildings in the area date back to the last century, although there are a few \_\_\_\_\_ houses.

## Learning skills critical thinking when you read

3 It is useful to apply critical thinking techniques when you read a text. Read these steps:

- Always scan the text quickly to get a general idea of the topic before you read it in detail.
- Look at who wrote it and for whom. Think about why they wrote the text.
- Read it carefully and note down the main points.
- Does the author develop a particular theme or argument? Is this presented logically?
- Do you agree or disagree with the argument?
- What other knowledge about the subject do you have? Does it fit with the arguments in the text?

4 Look at the article on page 58 of the Student Book again. Use the critical thinking techniques in Exercise 3 above and write your answers.

## Check!

5 Take the quiz. You can find the answers in Unit 5 of the Student Book.

## Quiz

- 1 Which of these words does NOT describe a type of development?  
a personal    b economic    c growth
- 2 Which of these is NOT in Dubai?  
a the world's tallest building  
b the world's biggest shopping mall  
c the world's busiest airport
- 3 Kerala is a happy society because the government has invested a lot in:  
a agriculture  
b political involvement  
c health and education
- 4 Which two of these types of behavior are characteristic of teenagers?  
a seeking new and risky experiences  
b doing things without thinking  
c preferring the company of their peers
- 5 Which of these phrases has the same meaning as *In addition*?  
a Then again  
b Furthermore  
c Consequently

# Unit 6 Alternative travel

## 6a Staycations

### Listening personal experiences

1 ▶ 46 Listen to four people talking about their idea of a staycation. Choose the thing (a–f) that is most important for them in a staycation. There are two extra items.

- Speaker 1 \_\_\_\_ a having a detailed staycation plan  
Speaker 2 \_\_\_\_ b going back to a simpler way of life  
Speaker 3 \_\_\_\_ c changing your routine  
Speaker 4 \_\_\_\_ d getting help at home  
Speaker 4 \_\_\_\_ e spoiling yourself  
Speaker 4 \_\_\_\_ f filling the days with stimulating new experiences



2 ▶ 46 Listen again. Choose the activity (a–f) each speaker suggests. There are two extra activities.

- Speaker 1 \_\_\_\_ a spending family time just chatting and playing  
Speaker 2 \_\_\_\_ b taking your children on day trips  
Speaker 3 \_\_\_\_ c learning a new sport  
Speaker 4 \_\_\_\_ d enjoying the experience of shopping for food  
Speaker 4 \_\_\_\_ e eating out often  
Speaker 4 \_\_\_\_ f getting a little exercise each day

3 Look at the phrases in **bold** from the listening. Circle the correct definition.

- 1 By staying at home, you're not necessarily going to relax and **switch off**.  
a forget about work  
b feel out of touch with the world  
c get more rest
- 2 I don't want to **sound prescriptive**, but you must make some rules.  
a frighten you  
b tell you exactly what to do  
c be funny
- 3 My idea of a staycation is to **pamper myself**.  
a go to the health club  
b spoil myself  
c do healthy things
- 4 I organized things to do every day. I hope I didn't **overdo it**.  
a ruin  
b organize too much  
c spend a lot of money
- 5 Modern life shouldn't **dictate** your routine.  
a interfere with    b destroy    c control

### Grammar negative forms

4 Rewrite the phrases in **bold** in the negative form.

- 1 **Let's do** the same thing every day.  
\_\_\_\_\_
- 2 **Answer** the phone.  
\_\_\_\_\_
- 3 **You have to do** a big weekly shopping trip.  
\_\_\_\_\_
- 4 It would be easier **to go** to the gym every day.  
\_\_\_\_\_
- 5 **I think** it's too extravagant.  
\_\_\_\_\_
- 6 Did we do too many activities? **I hope so**.  
\_\_\_\_\_
- 7 **I tried to let the kids know** I was worried.  
\_\_\_\_\_
- 8 **You should let** modern life dictate what you do.  
\_\_\_\_\_

**5** Rewrite the sentences using negative forms and the words given in parentheses.

- 1 I'm sorry, no.  
\_\_\_\_\_ (afraid)
- 2 It doesn't seem to me to be a great idea.  
\_\_\_\_\_ (think)
- 3 We shouldn't do anything to upset them.  
\_\_\_\_\_ (let)
- 4 I'm worried I gave her the wrong idea.  
\_\_\_\_\_ (hope)
- 5 Don't be late, please.  
\_\_\_\_\_ (try)
- 6 It is forbidden to take food into the library.  
\_\_\_\_\_ (can't)
- 7 No one there knew the answer.  
\_\_\_\_\_ (none)

### Vocabulary extra travel

**6** Complete the description of a vacation. Write one word in each blank. The first letter is provided.

We had a great vacation. Up until September, I had only had two days <sup>1</sup>o\_\_\_\_\_ all year. We booked an apartment in a little village in Pelion in the north of Greece. Pelion has nice <sup>2</sup>s\_\_\_\_\_: wooded hills leading down to beautiful little coves and a crystal-clear sea. Our apartment was in a village a little way up in the hills with a fantastic <sup>3</sup>v\_\_\_\_\_ of the sea. We flew with one of the low-budget <sup>4</sup>a\_\_\_\_\_ —I think our round-trip flights were less than \$100 each. We only took carry-on <sup>5</sup>l\_\_\_\_\_ with us because on low-budget flights they charge extra for each bag. Then we rented a car to get us from the airport to our accommodation. It was a long <sup>6</sup>d\_\_\_\_\_, but we went through very pretty countryside. Coming back was expensive, though. The drive to the airport <sup>7</sup>t\_\_\_\_\_ about three hours longer because of road construction. So the car rental company charged us for an extra half day. Then the airline said my <sup>8</sup>s\_\_\_\_\_ was too big and I would have to check it in— for an extra \$80!

## Vocabulary vacation activities

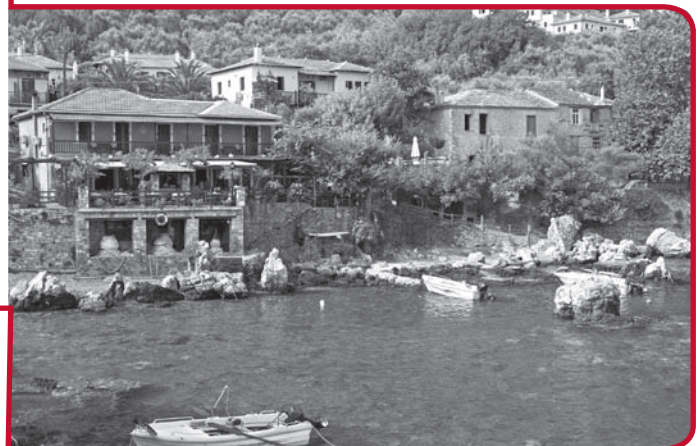
**7** Complete these vacation activities. The first letter is provided.

- 1 lying on the beach s\_\_\_\_\_
- 2 going on a g\_\_\_\_\_ tour of the city
- 3 buying s\_\_\_\_\_ to take home for friends
- 4 s\_\_\_\_\_ in the sea with a mask and flippers
- 5 s\_\_\_\_\_ in a historic city
- 6 r\_\_\_\_\_ on a motorbike
- 7 e\_\_\_\_\_ o\_\_\_\_\_ in nice restaurants

## 8 Dictation staycations

**▶ 47** Listen to a travel expert describing the trend in staycations. Write down the words you hear. Do you agree with him?

- 1 In tough economic times, \_\_\_\_\_  
\_\_\_\_\_
- 2 However, vacations \_\_\_\_\_  
\_\_\_\_\_
- 3 You don't have to \_\_\_\_\_  
\_\_\_\_\_
- 4 I don't think \_\_\_\_\_  
\_\_\_\_\_



# 6b Why volunteer?

## Vocabulary travel

- 1 Put the words in the correct order to describe things to do before going on a trip.
- 1 pass / boarding / print
  - 2 and / guidebook / sunscreen / buy
  - 3 up-to-date / insurance / is / travel / check
  - 4 information / write / contact / down
  - 5 required / vaccinations / get
  - 6 is / valid / check / passport

## Reading volunteering

- 2 Read the information from a volunteering website. Complete the notes about the short-term volunteer roles.

Type of work: \_\_\_\_\_

Skills and experience required: \_\_\_\_\_

Length of stay: \_\_\_\_\_

Costs: \_\_\_\_\_

## Why volunteer?

Volunteering is one of the most rewarding ways to make a real difference to people who live in very tough circumstances. Most people join us because they want to give something back. In doing so, they find they get much more in return.

We send volunteers rather than money. We work on lasting, sustainable solutions. And volunteers are how we do it. Nothing compares with the satisfaction of practical, life-changing achievements.

Our short-term roles give experienced professionals the opportunity to make a real contribution to the fight against poverty. You'll face fresh challenges, develop valuable new skills, and experience another culture in a way few people have the opportunity to.



### Who can be a short-term volunteer?

Our positions tend to be consultant roles, which are designed to achieve a specific goal or complete a particular project, so they require highly skilled professionals who can hit the ground running. The majority of short-term roles last between four and six months.

For most of our roles, you will need at least five years' experience in your field, be able to stay for six months, and be ready to leave within eighteen months of applying. We match volunteers to the jobs they are most professionally suited to. It helps if you are flexible about where you are willing to work.

### How we'll support you

This isn't "voluntourism"—you don't have to pay to volunteer with us. We take care of all your expenses, from flights and insurance to visas and accommodation. We even give you a local living allowance.

### The skills we're looking for

We are currently looking for short-term volunteers in the following sectors: agricultural specialists, business and management specialists, financial specialists, fundraisers, and IT specialists.

If you don't yet have the level of experience to be able to do a short-term role, you can look at the long-term opportunities in your area of work.

**3** Read the information again and circle the correct option (a–c).

- 1 People who “want to give something back” (paragraph 1) means people who want to:
  - a repay the organization for giving them a job.
  - b give money to the organization.
  - c make a contribution to society.
- 2 Short-term volunteer jobs are open to people:
  - a who like project work.
  - b with some work expertise.
  - c who have already worked as consultants.
- 3 “Hit the ground running” (paragraph 4) means:
  - a start work without any preparation.
  - b be very adaptable.
  - c use your intelligence.
- 4 When placing people, the organization especially takes into account a volunteer’s:
  - a wishes.
  - b willingness to work.
  - c work background.
- 5 Which of the following volunteer costs does the organization NOT mention?
  - a travel
  - b day-to-day expenses
  - c loss of regular income
- 6 The article suggests that long-term posts are better for people who:
  - a are less experienced travelers.
  - b have less work experience.
  - c are less confident.

**4** Read the information again and find adjectives that mean:

- 1 satisfying (paragraph 1): \_\_\_\_\_
- 2 difficult (paragraph 1): \_\_\_\_\_
- 3 long-term (paragraph 2): \_\_\_\_\_
- 4 new (paragraph 3): \_\_\_\_\_
- 5 right for (paragraph 5): \_\_\_\_\_
- 6 able to adapt (paragraph 5): \_\_\_\_\_

## Grammar question forms

**5** Look at the questions that a potential volunteer asks. Complete them with question tags.

- 1 A: You don’t organize two-week volunteer vacations, \_\_\_\_\_?  
B: No, we don’t.
- 2 A: But the work would be suitable for recent graduates, \_\_\_\_\_?  
B: Well, no. It’s aimed at an older age group.

- 3 A: It isn’t suitable for my eighteen-year-old daughter, then, \_\_\_\_\_?  
B: No, I’m afraid it isn’t.
- 4 A: But you used to take younger volunteers, \_\_\_\_\_?  
B: Yes, but our policy has changed.
- 5 A: And I’d have to be flexible about where and when I could go, \_\_\_\_\_?  
B: Well, of course, flexibility helps.

**6** Rewrite the questions using different types of question forms. Use the question form in parentheses.

- 1 What kind of expenses do you cover? (indirect question)  
Can you tell \_\_\_\_\_?  
\_\_\_\_\_?
- 2 Would it harm my future career to take time off from work to volunteer? (indirect question)  
Do you think \_\_\_\_\_?  
\_\_\_\_\_?
- 3 Would you like to use your skills to help other people? (negative question)  
\_\_\_\_\_?  
\_\_\_\_\_?
- 4 Is it a bit selfish to volunteer just because you want to travel? (tag question)  
\_\_\_\_\_?  
\_\_\_\_\_?
- 5 Is it more interesting to see another country as a volunteer rather than as a tourist? (*surely* question)  
\_\_\_\_\_?  
\_\_\_\_\_?

**7 Pronunciation intonation in question forms**

**48** Look at the questions. Does the intonation rise (R) or fall (F) at the end? Check (✓) your answers. Then listen and check.

- |  | R                        | F                        |
|--|--------------------------|--------------------------|
| 1 It’s a fantastic idea, isn’t it?                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Wouldn’t it be great if everyone did this?                             | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Didn’t you do some volunteering when you were a student?               | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Do you know any other organizations like VSO?                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 It would be interesting to talk to someone who’s done it, wouldn’t it? | <input type="checkbox"/> | <input type="checkbox"/> |



# 6c Unusual trips

## Listening a cruise with a difference

**1** ▶ **49** You are going to listen to a review of a cruise. Look at these words. Check (✓) the items you would expect to find on a typical cruise ship. Then listen and compare which items are on *Endeavour* cruises.

- |  |   |
|--|---|
| <input type="checkbox"/> stores        | <input type="checkbox"/> sightseeing excursions |
| <input type="checkbox"/> a pool        | <input type="checkbox"/> kayaking trips         |
| <input type="checkbox"/> a casino      | <input type="checkbox"/> shopping trips         |
| <input type="checkbox"/> a library     | <input type="checkbox"/> wildlife excursions    |
| <input type="checkbox"/> photographers | <input type="checkbox"/> expert guides          |

**2** ▶ **49** Complete the chart with the information you heard about the cruise. Then listen again and check.

<b>Name of ship</b>	<i>NG Endeavour II</i>
<b>Type of ship</b>	a converted <sup>1</sup> _____ trawler
<b>Facilities</b>	a pool, a <sup>2</sup> _____ deck, a library, a <sup>3</sup> _____ center, a relaxing <sup>4</sup> _____
<b>Destination</b>	Galápagos <sup>5</sup> _____
<b>Equipment</b>	<sup>6</sup> _____ and Zodiacs
<b>On-board staff</b>	photographers and expert <sup>7</sup> _____ guides
<b>Cost</b>	<sup>8</sup> _____ per <sup>9</sup> _____
<b>Food</b>	good <sup>10</sup> _____ food

**3** How does the reviewer describe the *Endeavour* cruises? Circle the correct option in each pair.

- luxurious / comfortable
- educational / entertaining
- cheap / expensive
- adventurous / dangerous



**4** Look at the audioscript of Track 49 and find words with the following meanings.

- smooth and attractive (paragraph 1)  
\_\_\_\_\_
- a center or main residence (paragraph 3)  
\_\_\_\_\_
- the only one of its kind (paragraph 4)  
\_\_\_\_\_
- far away from towns or cities (paragraph 5)  
\_\_\_\_\_

## Word focus *mind*

**5** Rewrite the expressions in **bold** using expressions with *mind* that are in parentheses.

- If you are thinking of a cruise**, try one of Lindblad's expeditions. (have in mind)  
\_\_\_\_\_
- If a bit of danger and excitement are not a problem for you**, Lindblad cruises are perfect. (don't mind)  
\_\_\_\_\_
- I meant to book this vacation, but **I've been too busy thinking about other things**. (on my mind)  
\_\_\_\_\_
- Remember that** these are not typical cruises. (keep in mind)  
\_\_\_\_\_
- I used to think that cruises were for retired people, **but I have a different opinion now**. (change one's mind)  
\_\_\_\_\_
- I want to go** on one of their cruises, **but it's pretty expensive**. (be of two minds)  
\_\_\_\_\_

## 6 Grammar extra negative expressions

**a** Look at these negative expressions.

- Don't** judge a book by its cover.
- No** problem.
- It doesn't** matter.

**b** Complete these common expressions using the correct negative forms from Exercise 6a.

- \_\_\_\_\_ worry.
- \_\_\_\_\_ worries.
- \_\_\_\_\_ make sense.
- \_\_\_\_\_ way!
- \_\_\_\_\_ say a word.
- \_\_\_\_\_ work like that.

# 6d Out and about

## Real life getting around



**1 ▶ 50** Complete the sentences using prepositions. Then listen to a conversation between two friends and check your answers.

- 1 I'll be coming \_\_\_\_\_ on the five o'clock train.
- 2 I can't pick you \_\_\_\_\_, I'm afraid.
- 3 How do I get \_\_\_\_\_ Sara's Café?
- 4 Just take any bus \_\_\_\_\_ the station.
- 5 Look \_\_\_\_\_ the pier and get off there.
- 6 You'll see the café \_\_\_\_\_ your right.
- 7 If I get held \_\_\_\_\_, I'll call you.
- 8 I'll come \_\_\_\_\_ and meet you.

**2 ▶ 50** Listen again and answer the questions.

- 1 Why can't Steve pick Joe up?  
\_\_\_\_\_
- 2 How will Joe get to the meeting point?  
\_\_\_\_\_
- 3 Where do they arrange to meet in the end?  
\_\_\_\_\_

**3** Rewrite the sentences (1–6) so that they have the same meaning. Use the words in parentheses.

- 1 The easiest option is to take the bus. (thing)  
\_\_\_\_\_
- 2 Another possibility is to take a taxi. (alternatively)  
\_\_\_\_\_
- 3 I can get there on my own. (way)  
\_\_\_\_\_

4 It only takes fifteen minutes by bus. (ride)  
\_\_\_\_\_

5 I'm arriving by train. (coming)  
\_\_\_\_\_

6 If I'm delayed, I'll let you know. (held)  
\_\_\_\_\_

**4** Choose the correct word to complete the situations.

crossing    drive    flight    ride (x2)    walk

- 1 It's a twenty-minute \_\_\_\_\_. (car)
- 2 It's a two-hour \_\_\_\_\_. (plane)
- 3 It's a fifteen-minute \_\_\_\_\_. (bus)
- 4 It's a twenty-minute \_\_\_\_\_. (foot)
- 5 It's a ten-minute \_\_\_\_\_. (taxi)
- 6 It's a one-hour \_\_\_\_\_. (ferry boat)

**5 Pronunciation intonation in sentences with two clauses**

**a ▶ 51** Match the sentence halves. Then listen and check.

- 1 I'd prefer to drive, \_\_\_\_\_
- 2 It's not difficult to find, \_\_\_\_\_
- 3 I could come and meet you, \_\_\_\_\_
- 4 The bus is cheap, \_\_\_\_\_
  - a but I don't finish work until 6:00 p.m.
  - b but it's a long way from the station.
  - c but the car is behaving strangely.
  - d but it makes a lot of stops on the way.

**b ▶ 51** Listen again. Practice saying the sentences using the correct intonation.

**6 Listen and respond meeting up**

**▶ 52** Listen to a friend asking you for directions. Respond each time with your own words. Then compare your response with the model answer that follows.

- 1 *Hi there. I'm coming in on the train tomorrow at two o'clock. What's the best way to get to your house from the train station?*

*The easiest thing is to take the bus.*

# 6e A disappointed customer

## Writing a letter/email of complaint

1 Read the letter of complaint below and answer the questions.

- 1 What is the woman's complaint?  
\_\_\_\_\_
- 2 What actions does she want to be taken?  
\_\_\_\_\_

24 Clifford Gardens  
Denver, CO 80002

U-Fly Airlines  
108 Rocky Mountain Road  
Provo, UT 84601

Dear Sir/Madam,

I am writing to register a complaint about having to pay extra charges to your airline on a recent flight to Salt Lake City (UZ485 from Denver to Salt Lake City on May 3rd). I feel that these charges were unjust.

At the time that I booked this flight, I read the terms about luggage carefully. The terms clearly stated that each passenger's carry-on luggage allowance was one bag measuring no more than 56 x 45 x 25 cm and weighing up to 10 kilograms.

On arrival at check-in, I informed a member of the ground crew that my bag met these regulations, but she insisted that the coat that I was wearing should be placed in the bag. I attempted to pack the coat into my bag, but it would not fit, so I was instructed that I would have to pay \$30 if I wished to take it onto the plane.

I was concerned that I was delaying other passengers, and consequently I opted to pay the money. Otherwise, I would certainly have disputed the charge, as I am now doing. It is not unreasonable to wear a coat onto a plane.

Given these circumstances, I would like you to refund the \$30 to me, and second, to investigate the matter so that you can ensure that other passengers do not encounter the same problem.

Yours faithfully,  
Amelia Doyle

2 Answer these questions.

- 1 Where is the writer writing from?  
\_\_\_\_\_
- 2 What is her relationship to the recipient of the letter? \_\_\_\_\_
- 3 What is the tone of the letter (e.g., formal/semi-formal)? \_\_\_\_\_

## 3 Writing skill formal language

a Find formal phrases in the letter with the same meaning as these less formal words.

- 1 complain \_\_\_\_\_
- 2 unfair \_\_\_\_\_
- 3 said \_\_\_\_\_
- 4 told \_\_\_\_\_
- 5 put \_\_\_\_\_
- 6 tried \_\_\_\_\_
- 7 wanted \_\_\_\_\_
- 8 chose \_\_\_\_\_
- 9 this situation \_\_\_\_\_
- 10 look into \_\_\_\_\_

b Rewrite the first paragraph of this letter of complaint using more formal language. Use these verbs to help you. You can change other words, too.

consist	give	register	regret
serve	state	suffer	

Dear Sir/Madam,

I'm writing to complain about the meal we got on our flight home last week—flight UZ332. On the booking confirmation, it said that we would have breakfast and lunch. Well, breakfast was just a cup of coffee, and lunch was a tuna sandwich. By itself, this wouldn't have been a problem, but both my husband and I got food poisoning from the sandwich.

4 Write the final paragraph of the letter, requesting some action from the airline.

# Wordbuilding phrasal verbs with *in* and *out*

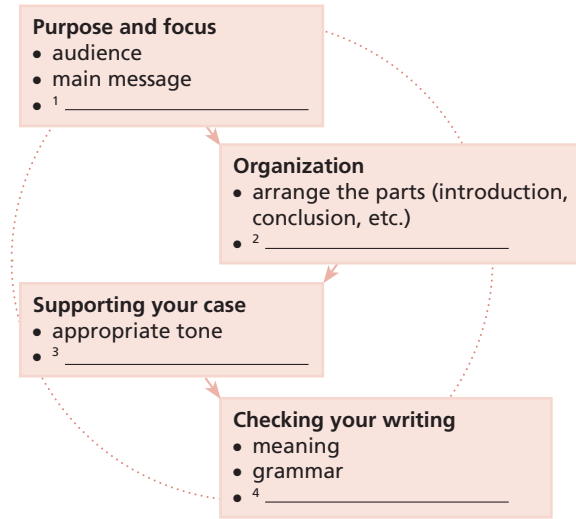
- 1** Complete the phrasal verbs using *in* or *out*.
- 1 Do **drop** \_\_\_\_\_ and see us the next time you're in town.
  - 2 Stefan **dropped** \_\_\_\_\_ of college last year because he wanted to travel around the world.
  - 3 Philippa and Sarah used to be business partners, but they **fell** \_\_\_\_\_ over how to develop the business.
  - 4 Chris **fell** \_\_\_\_\_ with the wrong crowd at college and started missing classes.
  - 5 Ben is **taking** Greta \_\_\_\_\_ to that new Thai restaurant tonight.
  - 6 Sorry. Can you speak a little more slowly? I couldn't **take** it all \_\_\_\_\_.
  - 7 I'll **look** \_\_\_\_\_ and see my parents on my way home to make sure they're OK.
  - 8 **Look** \_\_\_\_\_! You're going to hit your head on that door.

- 2** Match the phrasal verbs from Exercise 1 with the definitions (a-h).
- a have a disagreement \_\_\_\_\_
  - b absorb (information) \_\_\_\_\_
  - c pay someone a (short) visit \_\_\_\_\_
  - d pay someone a (short) visit to check if they are all right \_\_\_\_\_
  - e become part of a social group \_\_\_\_\_
  - f be careful \_\_\_\_\_
  - g arrange a social date with \_\_\_\_\_
  - h leave a course before it is finished \_\_\_\_\_

## Learning skills writing in English

- 3** Look at the diagram at the top of the page showing the important elements of writing. Complete the diagram with these elements.

spelling	link the ideas
reason for writing	examples



- 4** Look at the letter of complaint in Exercise 1 on page 50. Answer the questions.
- 1 Why is the formal tone appropriate in this case?  
\_\_\_\_\_
  - 2 What are the three main elements that the letter includes?  
\_\_\_\_\_
  - 3 What phrases does the writer use to link the different ideas?  
\_\_\_\_\_
  - 4 What details does the writer give to make her case more persuasive?  
\_\_\_\_\_


## Check!

- 5** Answer the questions. All the answers are in Unit 6 of the Student Book.
- 1 How did Karen Ash have a Japanese vacation without leaving home?  
\_\_\_\_\_
  - 2 What is the word for the activity that combines charity work with a vacation?  
\_\_\_\_\_
  - 3 Where can you pay to have an uncomfortable night and be treated unkindly?  
\_\_\_\_\_
  - 4 What's a way to travel from place to place without ever paying for a bed to sleep in?  
\_\_\_\_\_

# Unit 7 Customs and behavior

## 7a Child behavior


### Listening growing up

- 1  53 Listen to four people talking about growing up and child behavior. Match the speakers (1–4) with the topic they are talking about (a–f). There are two extra topics.

- Speaker 1 \_\_\_\_\_ a Being the youngest in the family  
Speaker 2 \_\_\_\_\_ b Being the eldest  
Speaker 3 \_\_\_\_\_ c Learning from other children  
Speaker 4 \_\_\_\_\_ d Competition between siblings  
e Home schooling  
f Discipline in the home

**intervene** (v) /,ɪntə'veɪn/ get involved  
**sibling** (n) /'sɪblɪŋ/ a brother or sister



- 2  53 Listen again. Write the number of the speaker (1–4) next to the view they are expressing.
- The best results are when parents leave children to learn for themselves. \_\_\_\_\_
  - Having to fight to get your parents' attention can have a positive effect. \_\_\_\_\_
  - Children need to mix with lots of other children. \_\_\_\_\_
  - Your position in the family—e.g., first child, second child—is significant. \_\_\_\_\_

- 3 Look at the words and phrases in **bold** from the listening and circle the correct definition.

- Schools don't **stretch** children enough.  
a discipline  
b challenge  
c educate
- I'm sure they **mean well**, but they're missing the point.  
a have good intentions  
b have good ideas  
c have good qualities
- Children often **squabble** over toys.  
a have small arguments  
b lose interest  
c make friendships
- Eldest children are usually **bossy** types.  
a showing leadership qualities  
b independent  
c telling others what to do
- Younger children are often the **clowns** of the family.  
a ones who aren't taken seriously  
b ones who like to make others laugh  
c the less intelligent ones
- It's normal just to leave the children to **get on with it**.  
a manage by themselves  
b make friends with each other  
c grow up

### Grammar zero and first conditionals

- 4 Circle the correct option to complete the sentences.
- In the UK, the law states that you *are / will be* allowed to teach children at home if you *provide / will provide* them with an "efficient, full-time education." The law also says that children *don't / won't* have to be with other children when they *are / will be* taught at home.
  - People who criticize home schooling say children will not learn good social skills, if they *don't / won't* have the company of other children. I agree. If I *decide / will decide* to home school my children, I *make / will make* sure they have plenty of contact with people their own age.

- 3 There are so many different books for parents. If you *try / will try* to follow all the different psychologists' advice, you *end / will end* up being a very confused parent!
- 4 I am the youngest child in my family. I don't agree with the experts who say that when you *are / will be* the youngest, you *have / will have* an easier life.

**5** Complete the conversations. Use the correct form of the verb in parentheses.

- 1 A: Can you help me with my homework?  
B: Yes, but you \_\_\_\_\_ (feel) better about it if you \_\_\_\_\_ (manage) to do it by yourself.
- 2 A: Can I borrow your bicycle?  
B: You can, as long as you \_\_\_\_\_ (promise) to look after it carefully.
- 3 A: Where are you going to stay?  
B: I \_\_\_\_\_ (book) a room at the Lido Hotel unless it \_\_\_\_\_ (be) full.
- 4 A: The office is so busy with just the two of us here.  
B: Yes, but I'm sure things \_\_\_\_\_ (get) calmer after everyone \_\_\_\_\_ (return) from vacation.
- 5 A: Can I get you a coffee?  
B: No, thanks. I \_\_\_\_\_ (just / read) the newspaper while I \_\_\_\_\_ (wait).
- 6 A: Have you heard anything back from the owners of the house?  
B: No, I haven't. But as soon as I \_\_\_\_\_ (hear), I \_\_\_\_\_ (let) you know.
- 7 A: I think Vicky stands a good chance of winning the short-story competition.  
B: I think so, too. And she says that if she \_\_\_\_\_ (win), she \_\_\_\_\_ (take) us all out to dinner.
- 8 A: What are we going to do for dinner tonight?  
B: I \_\_\_\_\_ (cook) something if I \_\_\_\_\_ (get) home early enough.
- 9 A: Does your sister have children?  
B: Not yet. She says she \_\_\_\_\_ (not / have) children while she \_\_\_\_\_ (live) in such a small apartment.

## Vocabulary raising children: verbs

**6** Complete the sentences using the correct verbs. The first letter is provided.

*Hannah:* My father worked abroad for most of my childhood, so we were <sup>1</sup>b\_\_\_\_\_ up by my mother. When my father came home, he used to <sup>2</sup>s\_\_\_\_\_ us, buying us presents and taking us out. He never <sup>3</sup>p\_\_\_\_\_ us if we misbehaved, because he wanted to enjoy his time with us. He left it to my mom to <sup>4</sup>t\_\_\_\_\_ us off if we were bad. That was tough on her because we used to <sup>5</sup>d\_\_\_\_\_ her a lot—playing outside when she had told us not to.

*Laura:* It's difficult being a single parent looking after your children. You are always <sup>6</sup>n\_\_\_\_\_ them to do things when really you want to enjoy your time with them. My older sister <sup>7</sup>r\_\_\_\_\_ against my mom and went to live in L.A. when she was eighteen.

*Marco:* It isn't easy being a parent. My own kids are always asking me to buy them things, but I try not to <sup>8</sup>g\_\_\_\_\_ in to their demands. Of course, when they do something good, I might <sup>9</sup>r\_\_\_\_\_ them with a present!

## 7 Dictation raising children

**▶ 54** Listen to a psychologist talking about bringing up children. Complete the text with the words you hear. Which aspect of bringing up children do you agree with most?

Everything depends on \_\_\_\_\_ .  
 \_\_\_\_\_ .  
 In other words, what \_\_\_\_\_ ?  
 \_\_\_\_\_ ?  
 Do you want them \_\_\_\_\_ ?  
 \_\_\_\_\_ ?  
 If so, \_\_\_\_\_  
 \_\_\_\_\_ , and generally being good citizens.  
 Or do you want them to be successful individuals?  
 If so, \_\_\_\_\_  
 \_\_\_\_\_ .  
 Or is it important that they are good family members? Then \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ .

# 7b Globalization of the food market

## Reading global food

1 Read the article. What effect has the globalization of food had?

- a Food is now cheaper than it was before.
- b The food we eat is now more international.
- c Poor people now eat as well as rich people.

2 Read the article again and circle the correct option (a–c).

- 1 The weekly family menu in Britain 50 years ago:
  - a was very boring for those who had to eat it.
  - b used food resources carefully.
  - c was not very nutritious.
- 2 The main difference with a weekly family menu in Britain these days is that:
  - a people eat food that is in season.
  - b people have more money to eat out.
  - c there is a greater choice of food.

- 3 The phrase “standardization of taste” means:
  - a we all eat similar things.
  - b everything tastes more and more the same.
  - c food doesn’t taste as good as it once did.
- 4 The main reason that the price of food has increased globally is:
  - a people in fast-developing countries want more Western-style food.
  - b climate change has badly affected food production.
  - c the general economic depression.
- 5 Higher food prices have caused people in the West to:
  - a eat less meat.
  - b not eat in restaurants.
  - c reduce the amount they spend on food.

## GLOBALIZATION OF THE FOOD MARKET

Globalization has had a huge impact on eating habits all over the world. From the UK to Kenya to China, the food we eat today is determined by global markets and world economic events.

If you go back fifty years, a typical working family in Britain ate the same things every week—not that anyone complained about it. The weekly menu was built around the Sunday roast, when a large piece of meat was served with seasonal vegetables as a treat. On the following days, people used to eat leftovers from this “feast” in a way that clearly avoided waste. On Monday, they would have cold cuts of meat, and on Tuesday, a dish made from the leftovers, such as shepherd’s pie. Wednesday and Thursday were less predictable, but Friday was “Fish and Chips” day. Saturday was usually sausage and mash because this was quick and easy, and then it was back to the Sunday roast again.

Look at today’s average weekly family menu in Britain and there is no comparison. First, there is no average: the element of predictability has disappeared because what is available now is not just British but international cuisine. Chinese stir-fry on Sunday, Italian lasagna on Wednesday, Mexican tortillas on Thursday. Second, the season is no longer a factor. If you want strawberries in December or asparagus in March, you can buy them even

if it’s not the season to grow them in the UK, because it is in South Africa or Chile. Eating out is not the treat it used to be. It’s normal to eat out at least once a week and to have takeout—maybe curry—when you can’t be bothered to cook.

But while globalization may have brought more variety to our table, global food brands have at the same time brought a standardization of taste, particularly in snack foods and fast foods. You can buy a Kit Kat anywhere from Boston to Beijing, and no one is surprised anymore when they see McDonald’s in some small town far from the US.

This demand for Western foods—such as hamburgers and pizza—in countries where there is rapid economic development has had a dramatic effect on the price of wheat and other basic foods. Add to this crop failures from bad weather conditions, and the result is that we are all paying more for our food. In the West, this may cause people some inconvenience—eating chicken (which is less expensive) instead of beef, for example, or cutting back on the number of times they eat out; but in under-developed countries, the effect has been much more damaging. For a poor family in Kenya who is used to a diet of corn, rice, and beans, with meat maybe once or twice a week, the choice is not between lamb or chicken, but rather rice with beans or rice without beans.

**treat** (n) /tri:t/ something special to reward people  
**mash** (n) /mæʃ/ mashed potatoes

## Grammar *usually, used to, would, be used to, and get used to*

3 Circle the correct options according to the article on page 54.

- Fifty years ago, families in Britain *usually eat / got used to eating / used to eat* the same thing every week.
- People didn't complain because they *weren't used to seeing / didn't get used to seeing / wouldn't see* food from all over the world.
- British families *are used to using / got used to using / would use* the Sunday roast to make meals for the next two days.
- On Fridays, they *usually have / are used to having / would have* fish and chips.
- Today, people in Britain *are used to eating / get used to eating / used to eat* a variety of international foods.
- Since food became globalized, people *usually eat / have gotten used to eating / would eat* whatever they want, whether it's in season or not.
- Nowadays, people *usually see / are used to seeing / got used to seeing* McDonald's everywhere in the world.
- In the past, people in Kenya *are used to eating / got used to eating / used to eat* rice, corn, beans, and a little meat.
- Nowadays, in tougher times, they *usually eat / are used to eating / got used to eating* just beans and rice.

4 Read about an English person living 100 years ago. Which of the underlined verbs can be replaced with *used to, would, or was/were used to*? Write the alternative. If it can't be replaced, write "--".

"We <sup>1</sup> didn't cook on a stove because we didn't have one. We <sup>2</sup> cooked everything over a fire. For example, if we <sup>3</sup> wanted to cook sausages, we <sup>4</sup> hung them on hooks over the fire. But if it <sup>5</sup> was a special occasion and we had a lot of things to cook, then we had to take it down the road to the hotel that <sup>6</sup> had a proper oven, and for a few pennies they <sup>7</sup> cooked it for us. It seems strange now, but we <sup>8</sup> did that whenever the whole family got together around the table."

- |                             |         |
|-----------------------------|---------|
| 1 <u>didn't use to cook</u> | 5 _____ |
| 2 _____                     | 6 _____ |
| 3 _____                     | 7 _____ |
| 4 _____                     | 8 _____ |

## 5 Pronunciation /ju:z/ and /u:z/

a ▶ 55 Listen to these words. Write the words in the chart.

blue	humanity	humor	lunar	menu
rude	suit	truce	used	usually
/u:z/		/ju:z/		

b ▶ 56 Listen and check your answers to Exercise 5a.

## Vocabulary food and eating habits

6 Look at what these four people ate for lunch. Which of the following did they have? Write snack food (SF), dairy product (D), protein-rich food (P), fresh fruit and vegetables (F), or soft drinks (SD).

- |   |   |
|---|---|
| 1 <b>Simon</b><br>tuna sandwich _____<br>bag of chips _____ | 3 <b>Will</b><br>mixed salad _____<br>bag of peanuts _____<br>can of Cola _____ |
| 2 <b>Kerry</b><br>yogurt _____<br>grapes _____              | 4 <b>Katie</b><br>hamburger _____<br>strawberry milkshake _____                 |





# 7c Body language

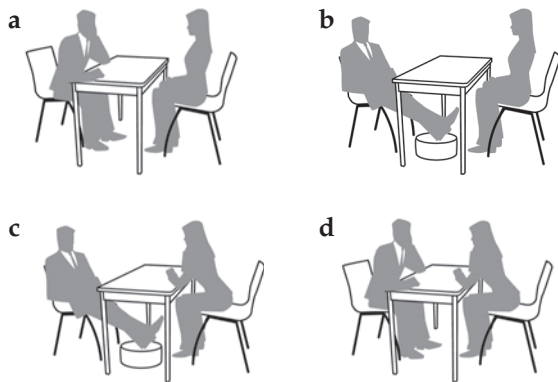
## Listening Desmond Morris

1 ▶ 57 Listen to a description of the work of Desmond Morris. Are the sentences true (T) or false (F)?

- |  |   |   |
|--|---|---|
| 1 Desmond Morris trained as a zoologist and a psychologist.                              | T | F |
| 2 More than ninety percent of human communication is made using speech.                  | T | F |
| 3 The first example describes the body language of Desmond Morris and a radio presenter. | T | F |
| 4 Postural echo involves imitating someone's facial expressions.                         | T | F |
| 5 In the second situation (the job interview), it would be right to use postural echo.   | T | F |

2 ▶ 57 Look at the diagrams (a–d) and answer the questions. Then listen again and check.

- Which diagram shows how Desmond Morris and the presenter are sitting in the first situation? \_\_\_\_
- Which diagram shows the interviewee sitting in a subordinate position? \_\_\_\_



3 ▶ 57 Circle the correct option to complete the sentences. Then listen again and check.

- Morris's lifelong interest has been human *as much as* / *rather than* animal behavior.
- Unlike* / *Like* the traditional experts in human behavior, he is not so interested in what people say, but rather in what they do.
- In fact, he gives *a lot of* / *little* attention to human speech.
- In another situation, though, *no* / *such* postural echo might be inappropriate.

## 4 Pronunciation unstressed syllables

▶ 58 Look at these words. In each word, the second syllable is unstressed and contains the schwa /ə/ sound. Listen and repeat.

action	common	custom	freedom
human	passion	question	reason

## Word focus *same and different*

5 Complete the conversations with these expressions.

a difference of opinion	no difference
a different tune	the same boat
the same	the same coin
a different matter	

- A: Why do you think rich people are often so dissatisfied?  
 B: I think that earning more and wanting more are two sides of \_\_\_\_\_.
- A: I spent four years at a teacher's college, but I don't feel any more confident in the classroom.  
 B: Learning the theory is one thing, but actually practicing something is \_\_\_\_\_.
- A: What's the difference between a truck and a lorry?  
 B: Well, one is American English and one is British English, but in meaning they're one and \_\_\_\_\_.
- A: Did you have an argument with Emilia?  
 B: I wouldn't say it was an argument—just \_\_\_\_\_.
- A: Did you find the rooms in the hotel small?  
 B: Yes, but it made \_\_\_\_\_ because we were out sightseeing most of the time.
- A: Does she still think that golf is easy?  
 B: No, now that she's tried it, she's singing \_\_\_\_\_.
- A: They keep giving me more and more work to do. How am I supposed to cope?  
 B: Try not to worry about it. We're all in \_\_\_\_\_.

# 7d Wedding customs

## Vocabulary weddings

1 Write the words for these definitions.

- the party after the wedding ceremony:  
\_\_\_\_\_
- a pre-wedding party for men: \_\_\_\_\_ party
- a covering for the bride's face: \_\_\_\_\_
- a(n) \_\_\_\_\_ ring showing a promise
- the man on his wedding day: \_\_\_\_\_
- a pre-wedding party for women:  
\_\_\_\_\_ party

## Real life describing traditions

2 ▶ 59 Listen to the description of the custom of dowry-giving and answer the questions.

- What is a big dowry a sign of?  
\_\_\_\_\_
- Why was a woman's dowry of practical importance?  
\_\_\_\_\_  
\_\_\_\_\_
- Which family normally gives the dowry?  
\_\_\_\_\_
- Which family gives the dowry in Nigeria?  
\_\_\_\_\_
- What do the guests at a Nigerian engagement ceremony do, as well as dance and have fun?  
\_\_\_\_\_
- What two things does a Nigerian dowry consist of?  
\_\_\_\_\_  
\_\_\_\_\_

**dowry** (n) /'daʊri/ property or money given to the groom by the bride's family in some cultures



3 ▶ 59 Complete the sentences with the words in the box. Then listen again and check.

bride place	customary rule	marks symbolizes	occasion traditional
-------------	----------------	------------------	----------------------

- Dowry-giving \_\_\_\_\_ different things, for example, a sign of wealth.
- As a \_\_\_\_\_, brides in the past did not go out to work.
- It's \_\_\_\_\_ for a dowry to be given by the bride's family.
- The engagement ceremony in Nigeria \_\_\_\_\_ the beginning of the wedding celebrations.
- The ceremony is an \_\_\_\_\_ for people to have fun.
- It takes \_\_\_\_\_ on the evening or a couple of nights before the wedding itself.
- It was once \_\_\_\_\_ for money to be thrown at the couple's feet.
- On the night of the wedding, the \_\_\_\_\_ goes back to her own house.

## 4 Pronunciation the letter s

▶ 60 Look at these words. Is the "s" sound /s/ or /z/? Listen and check (✓) the correct box.

	/s/	/z/		/s/	/z/
1 things	<input type="checkbox"/>	<input type="checkbox"/>	5 clothes	<input type="checkbox"/>	<input type="checkbox"/>
2 house	<input type="checkbox"/>	<input type="checkbox"/>	6 suit	<input type="checkbox"/>	<input type="checkbox"/>
3 brides	<input type="checkbox"/>	<input type="checkbox"/>	7 delivers	<input type="checkbox"/>	<input type="checkbox"/>
4 social	<input type="checkbox"/>	<input type="checkbox"/>	8 is	<input type="checkbox"/>	<input type="checkbox"/>

## 5 Listen and respond describing traditions

▶ 61 Listen to some questions about wedding traditions. Respond to each question with your own words. Then compare your response with the model answer that follows.

- How does a man ask for a woman's hand in marriage?

*It's traditional for a man to ask the woman's father for permission to marry her, but these days he usually asks her directly.*

# 7e Scarlet sails

## 1 Writing skill adding detail

Read the description of a festival called Scarlet Sails. Complete the text with the missing details (a–e).

- a in which a prince comes for his loved one in a beautiful ship with red sails
- b drink and dance
- c which is a festival of classical music and dance that runs from May to July
- d with bright red sails
- e one of the most beautiful cities in the world

## 2 Read the description again. What adjectives are used to describe these things?

1 Alexander Grin's story:

\_\_\_\_\_

2 the ship, *Secret*:

\_\_\_\_\_

3 the color of the sails:

\_\_\_\_\_

4 the night of the celebration in general:

\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_

## Writing a description

### 3 Complete this description of a spring festival in Oxford, in the UK, with the correct verbs and nouns. The first letter of each missing word is provided.

#### May morning

May morning in Oxford <sup>1</sup>t \_\_\_\_\_  
p \_\_\_\_\_ every year on May 1st and  
<sup>2</sup>m \_\_\_\_\_ the arrival of spring. The  
celebrations usually <sup>3</sup>b \_\_\_\_\_ the night  
before, and many people stay up all through the  
night waiting for the sunrise. The <sup>4</sup>h \_\_\_\_\_  
of the celebrations is when a crowd  
<sup>5</sup>g \_\_\_\_\_ on a bridge in the city center to  
listen to a choir singing at the top of Magdalen  
College tower. At 6:00 a.m., the bells ring and  
everyone is quiet. Then the silence is broken by  
the beautiful voices of the choir. When the choir  
has finished, the celebrations begin again with  
singing and <sup>6</sup>d \_\_\_\_\_.



## Scarlet sails

Scarlet Sails is a spectacular celebration in St. Petersburg, Russia, <sup>1</sup> \_\_\_\_\_. It is a colorful mixture of parades, concerts, and fireworks. It takes place every year in the middle of June, and marks the graduation of students from all over Russia and the end of the academic year. It is part of the summer White Nights festival, <sup>2</sup> \_\_\_\_\_. Scarlet Sails is named after a romantic fairy tale written in 1917 by the writer Alexander Grin, <sup>3</sup> \_\_\_\_\_.

The festival begins around 11:00 p.m. with a concert and theatrical performance in St. Petersburg's Palace Square for all the graduating students. The main focus of the festival is the boats that parade along the Neva River, and crowds gather on the waterfront to watch them. As they go past, fireworks are set off in time to classical music by famous Russian composers. The highlight is the appearance of the ship *Secret*, a magnificent sailing ship <sup>4</sup> \_\_\_\_\_. After the parade, celebrations continue with other concerts, and people <sup>5</sup> \_\_\_\_\_ until the dawn arrives at four in the morning. It is a magical night.

## Wordbuilding word pairs

- 1 Make matching pairs. Match the words in box A with their “pair” in box B.

<b>A</b>	this	bride	husband	food
	friends	fun	plans	singing
	suit	time		

<b>B</b>	arrangements	dancing	drink	effort
	family	games	groom	that
	tie	wife		

- 2 Complete the sentences with matching pairs from Exercise 1.

- 1 Karl and Sylvia raised a glass to their new life as husband and wife.
- 2 Planning the wedding took ages, but it was worth all the \_\_\_\_\_.
- 3 The wedding was lively—there was a lot of \_\_\_\_\_.
- 4 There was not enough \_\_\_\_\_ at the reception because of all the uninvited guests.
- 5 It was a small wedding. We just invited a few \_\_\_\_\_.
- 6 The woman usually wears a white dress, and the man wears a \_\_\_\_\_.

## Learning skills making full use of your teacher

- 3 Use your teacher as a resource. Read these tips to help improve your English.
- 1 Pay attention to the way your teacher pronounces words and phrases and try to imitate them.
  - 2 Every teacher uses certain idiomatic phrases and expressions. Ask what they mean.
  - 3 Ask the teacher to correct your mistakes, particularly your pronunciation. Even teachers can feel shy about doing this.
  - 4 Ask your teacher what they think your main fault in English is and how you can correct it.
  - 5 Tell your teacher what kinds of books you like to read and ask them to recommend some in English.
  - 6 Make sure that you have the vocabulary you need (e.g., to describe your job). Ask your teacher to help supply these words.

- 4 Answer these questions. Then check with your teacher. Does your teacher agree with you?
- 1 Can you pronounce these words from Unit 7?
    - a disobey
    - b dairy
    - c future
  - 2 Which one of these do you think you have most difficulty with?
    - a using the right tense
    - b amount of vocabulary
    - c pronouncing things correctly
  - 3 What can you do well in English?
    - a write texts and emails
    - b communicate at work
    - c follow the TV news

## Check!

- 5 Complete these phrasal verbs and idiomatic phrases. You can find all the answers in Unit 7 of the Student Book.

## Quiz

- 1 Try not to give \_\_\_\_\_ to all your children's demands.
- 2 We don't eat \_\_\_\_\_ much these days because restaurants are so expensive.
- 3 It's very rude to stare \_\_\_\_\_ your phone at the dinner table.
- 4 Alex and I had a difference \_\_\_\_\_ opinion.
- 5 Bringing \_\_\_\_\_ children is not easy.
- 6 I don't mind what you do. It's all the same \_\_\_\_\_ me.
- 7 The festival begins \_\_\_\_\_ a big fireworks display.
- 8 What is it that makes some teenagers rebel \_\_\_\_\_ their parents?

# Unit 8 Hopes and ambitions

## 8a Fulfilling your dreams

### Vocabulary goals and ambitions

- 1 Complete the sentences about goals and ambitions. Use nouns and verbs. The first letter is provided.
- They're trying to raise money for charity. Their t\_\_\_\_\_ is \$5,000.
  - I hope your dreams c\_\_\_\_\_ true one day.
  - It's natural to try to l\_\_\_\_\_ up to your parents' expectations, but it isn't always easy.
  - I'm sorry, but what exactly is the a\_\_\_\_\_ of this exercise? I don't see the point.
  - Matt says that I don't h\_\_\_\_\_ any ambition, but it's just that I don't know yet what I want to do.
  - It took her twenty years, but she finally has a\_\_\_\_\_ her goal of becoming an author.

### Listening ambitions

- 2 ▶ 62 Listen to two people talking about their ambitions. Complete the chart.

Speaker	Their ambition	What they were doing before
1 Rhea		
2 Sasha		



- 3 ▶ 62 Listen to the speakers again. Circle the correct option (a–c) to complete each statement.
- Rhea's achievements include:
    - raising children.
    - running a company.
    - building her own home.
  - The aim of the volunteer program in Rwanda was to teach children using:
    - acting and drama.
    - useful work tasks.
    - games and play.
  - Rhea says that before she arrived at the school in Rwanda, the children:
    - didn't learn much.
    - didn't move about much.
    - didn't pay much attention to the teacher.
  - When she left college, Sasha thought that art would probably be:
    - her career.
    - something she did in her free time.
    - her whole life.
  - She moved to Cleveland because:
    - that's where her friends were.
    - it was the center of the art world.
    - it wasn't so expensive to live there.
  - In Sasha's gallery, they have shown:
    - their own work.
    - only local artists' work.
    - some well-known artists' work.
- 4 Circle the correct definition (a or b) of the words in **bold**.
- I wanted to help people in a more **meaningful** way.
    - significant
    - wanting to do good
  - I was very **fortunate**.
    - happy
    - lucky
  - I have found my **calling**.
    - the job that was right for me
    - a job I was good at
  - I had the idea of **setting up** a gallery.
    - building
    - establishing
  - It just **took off** from there.
    - became famous
    - became successful

## Grammar second, third, and mixed conditionals

5 Complete the sentences with the correct form of the verbs in parentheses. Use second, third, and mixed conditionals.

- If Rhea \_\_\_\_\_ (feel) that working in insurance was a more meaningful job, she \_\_\_\_\_ (keep) on doing that job.
- If Rhea's friend \_\_\_\_\_ (not / tell) her about the volunteer program, she \_\_\_\_\_ (not / be) a teacher trainer now.
- If Cleveland \_\_\_\_\_ (be) an expensive city to live in, Sasha \_\_\_\_\_ (not / move) there.
- If Sasha and her friends \_\_\_\_\_ (not / find) the old warehouse, they \_\_\_\_\_ (not / set) up a gallery.
- If the gallery \_\_\_\_\_ (not / have) good reviews, it \_\_\_\_\_ (not / receive) so many visitors now.

6 Rewrite the sentences so they have a similar meaning. Use second, third, and mixed conditionals.

- She's not an ambitious person. She didn't apply for the job of director.  
If she \_\_\_\_\_, she \_\_\_\_\_.
- I met my wife, who is German, and now I am living in Germany.  
If I \_\_\_\_\_, I \_\_\_\_\_ now.
- I am not a risk-taker. I am not going to invest my own money in the business.  
If I \_\_\_\_\_, I \_\_\_\_\_.
- She didn't receive much encouragement. She gave up her plan to become a pilot.  
If she \_\_\_\_\_, she \_\_\_\_\_.
- I didn't say anything about the situation, because I am not worried about it.  
If I \_\_\_\_\_, I \_\_\_\_\_.

- He left college and became a ski instructor, and now he's very happy with his life.  
If he \_\_\_\_\_ and \_\_\_\_\_, maybe he \_\_\_\_\_ with his life.

## 7 Pronunciation contracted or weak forms

▶ 63 Listen to these sentences. Are the underlined verbs pronounced as weak forms (W) or are they contracted (C)? Write W or C. Then listen again and repeat.

- If he asked me, I would certainly offer to help him. \_\_\_\_\_
- It would have been easier if you had been there. \_\_\_\_\_
- If I had known, I would have told you. \_\_\_\_\_
- If he was more thoughtful, he would have remembered your birthday. \_\_\_\_\_
- If the meeting were an hour earlier, I would be able to come. \_\_\_\_\_

## Word focus *make and do*

8 Look at these three expressions used by Sasha when she described her ambition. Circle the correct option to complete the expressions.

- I already knew it would be difficult to *do / make a living* from my art.
- My ambition was to *do / make something* in the art world.
- I still had to *do / make odd jobs* like working as a waiter.

9 Complete the sentences. Use the correct form of *make* or *do*.

- Before you \_\_\_\_\_ a decision about the career you want, I think you should \_\_\_\_\_ some research about job opportunities.
- Thanks for \_\_\_\_\_ the translation work that I gave you, but I think you've \_\_\_\_\_ a couple of small mistakes.
- I've \_\_\_\_\_ a list of all the things I'd like to \_\_\_\_\_ when I'm in London.
- I don't know how he thinks that sitting around all day and \_\_\_\_\_ nothing will \_\_\_\_\_ a difference!

# 8b Wish lists

## Reading the forget-it list

1 Read the blog. Circle the statement (a–c) that best summarizes why the author is against making wish lists.

- a It is a selfish thing to do.
- b It won't make you happy.
- c It is unrealistic.

2 Read the blog again. Are the sentences true (T) or false (F)? Or is there not enough information (N) to say if the statements are true or false?

- 1 John Goddard made his list because he was frightened of dying. T F N
- 2 Goddard's list was full of things that were difficult to achieve. T F N

3 Goddard was not able to fulfill all of his wishes. T F N

4 The author's neighbor had a big party to celebrate her 30th birthday. T F N

5 The author thinks that we choose some things to put on our wish lists because it will win the respect of people we know. T F N

6 The author can't afford to take a year off to travel. T F N

7 The author thinks that he could manage to trek across the Himalayas. T F N

## The forget-it list

In 1940, a fifteen-year-old American boy decided to make a list of everything he wanted to do in his life. John Goddard, who later became an anthropologist, wrote down 127 goals, most of them very ambitious. They included climbing the world's highest mountains, flying a jet, running a mile in five minutes, reading the whole Encyclopedia Britannica, mastering surfing, and visiting the moon. Amazingly, he managed to do most of them and add several more before he died in 2013. He left behind a book about his adventures, but he also left another legacy—the "bucket list." This idea (a list of the things you want to do before you die) was made popular by the 2007 movie *The Bucket List*. Now everyone, it seems, has a bucket list, from Bill Clinton to my neighbor who's just celebrated her thirtieth birthday and feels that life is passing her by.

I have some issues with this. First, why do you need the excuse of dying to have wishes about what you want to achieve? We're all going to die at some point. Second, it becomes rather competitive. Are these really the things that you want to do (for example, become an expert salsa dancer), or are they the things that you would like other people to be impressed by? And finally, what happens if you fail to achieve some of your goals? You will probably be more full of regret than if you had not made a list in the first place.



So I've come up with an alternative idea: the "forget-it list." This is a list of all the wishes you have that are unlikely to come true and all the things that you might think will make you happier or more fulfilled, but may not be so wonderful after all. For example, I wish I was a professional musician. Forget it—I have a good job and great colleagues. I wish I could spend a year traveling around South America. Forget it—I have a family to support—a family I love being with, by the way. I wish I could trek across the Himalayas. Forget it—even though it must be beautiful, it would probably break me physically. What I'm trying to say, in short, is: want what you have, and stop wanting what you don't have.

**3** Find words or expressions in the blog on page 62 that mean the following.

- 1 something left for the benefit of future generations (paragraph 1)  
\_\_\_\_\_
- 2 moving too fast to take advantage of (paragraph 1)  
\_\_\_\_\_
- 3 a (often poor or false) reason for an action (paragraph 2)  
\_\_\_\_\_
- 4 another or different (paragraph 3)  
\_\_\_\_\_
- 5 improbable (paragraph 3)  
\_\_\_\_\_

## Grammar *wish* and *if only*

**4** Circle the correct verb form to complete these wishes.

- 1 I wish people *stopped* / *would stop* making bucket lists.
- 2 I wish I *can* / *could* take a year off from my work to do the things I want to do.
- 3 I wish I *traveled* / *had traveled* more when I was younger.
- 4 If only I *were* / *would be* more satisfied with what I have, then I wouldn't need to write a wish list.
- 5 I wrote a bucket list some years ago, but I wish I *didn't* / *hadn't*.
- 6 I want to go on a cruise, but my husband says they are boring. I wish he *changed* / *would change* his mind.
- 7 I bet a lot of people wish John Goddard *didn't start* / *hadn't started* this trend.
- 8 My friend said something very funny yesterday. She said, "I wish I *didn't have* / *wouldn't have* so many regrets."

**5** Complete these wishes. Use the correct form of the verbs in parentheses.

- 1 Oh, no! We're going to be late. I wish we \_\_\_\_\_ (leave) earlier.
- 2 I wish you \_\_\_\_\_ (stop) complaining about the weather.
- 3 I really want to know how Olivia did at her interview. If only I \_\_\_\_\_ (have) her number, then I could call her.
- 4 What would I change about my appearance? Well, I wish I \_\_\_\_\_ (be) a few centimeters taller, for a start.

- 5 No one ever listens to my ideas. I wish people \_\_\_\_\_ (take) me more seriously.
- 6 I wish the people next door \_\_\_\_\_ (turn) down that music. I can't concentrate.

## 6 Pronunciation /s/, /ʃ/, and /tʃ/

**▶ 64** Listen to six words. Circle the word you hear.

- |   |       |       |        |
|---|-------|-------|--------|
| 1 | mass  | mash  | match  |
| 2 | sip   | ship  | chip   |
| 3 | Sue   | shoe  | chew   |
| 4 | Swiss | swish | switch |
| 5 | sock  | shock | chock  |
| 6 | bass  | bash  | batch  |

## 7 Dictation bucket lists

**▶ 65** Listen and complete this opinion of bucket lists with the words you hear.

I am very suspicious of bucket lists now.

They \_\_\_\_\_ ,

but \_\_\_\_\_ ,

they have \_\_\_\_\_ .

In bookstores, \_\_\_\_\_

*100 Places* \_\_\_\_\_

or *100* \_\_\_\_\_ .

And if your \_\_\_\_\_

tiger, there are even \_\_\_\_\_

where they \_\_\_\_\_ .





# 8c A cause for hope?

## Listening conservation stories

1 ▶ 66 Listen to three people talking about conservation projects and complete the chart.

	What needs to be protected?	Has the conservation work been successful?
1	The mangrove _____ in _____	
2	The West African _____	
3	The black poplar _____ in _____	

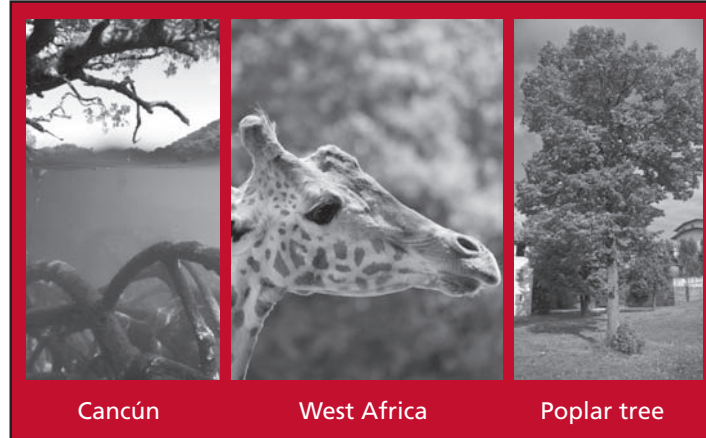
2 ▶ 66 Listen again. Are the sentences true (T), false (F), or is there not enough information (N)?

- Every inhabitant of Cancún misses the beautiful mangrove forest. T F N
- Pollution has badly damaged the coral reef along the Cancún coast. T F N
- In West Africa, conservationists needed to find out where the giraffe went for food. T F N
- Farmers were killing the giraffes who fed on their land. T F N
- People associate the word "conservation" with work in developing countries. T F N
- The decrease in the numbers of black poplar trees has been quite sudden. T F N

3 ▶ 66 Complete the sentences using these words. Then listen again and check.

classic	heroic	rarest
rotting	sale	small

- Today, that forest is buried and \_\_\_\_\_ underneath 500 hotels.
- This place is a \_\_\_\_\_ example of how not to build a tourist resort.
- Nature is for \_\_\_\_\_ here.
- A \_\_\_\_\_ effort on the part of conservationists has saved the giraffe.
- But in fact, many conservation efforts are \_\_\_\_\_ in scale.
- The black poplar is one of Britain's \_\_\_\_\_ species of tree.



Cancún

West Africa

Poplar tree

4 Find words and expressions in Exercise 3 that have these meanings.

- very typical: \_\_\_\_\_
- an area of land with lots of trees: \_\_\_\_\_
- placed under the ground: \_\_\_\_\_
- you can buy it: \_\_\_\_\_
- decaying or going bad: \_\_\_\_\_

## Vocabulary strong feelings

5 Rewrite the text about the black poplar tree. Replace the words in **bold** with a more emotive word from the box.

deprived	exploit	giant
most threatened	overdeveloped	rescue
wonderful		

If you mention the term "conservation efforts," people often think of attempts to <sup>1</sup> **save** endangered animals, or to protect <sup>2</sup> **poor** communities from <sup>3</sup> **big** corporate organizations that are trying to <sup>4</sup> **use** their land. But in fact, many conservation efforts are small in scale, and many have <sup>5</sup> **positive** outcomes. The black poplar tree is one of Britain's <sup>6</sup> **rarest** species of tree, and its numbers have been declining for decades. That's because much of its natural habitat—the floodplain—has been <sup>7</sup> **built on** with new housing.

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

# 8d Choices

## Real life discussing preferences

- 1** Match the beginnings of the sentences (1–6) with the endings (a–f) to make complete sentences.
- I prefer walking \_\_\_\_\_ a than cycle.
  - I'd rather walk \_\_\_\_\_ b walked.
  - I like walking \_\_\_\_\_ c if we walked.
  - I'd rather we \_\_\_\_\_ d to cycling.
  - I'd rather \_\_\_\_\_ e not cycle.
  - I think it would be better \_\_\_\_\_ f more than cycling.
- 2** ▶ **67** Listen to a conversation between friends who are trying to organize a friend's birthday party. Check (✓) the tasks they mention.
- buying drinks
  - decorating the tent
  - doing shopping
  - renting a sound system
  - preparing food
  - setting tables
- 3** ▶ **67** Complete the sentences. Then listen to the conversation again and check your answers.
- I'd \_\_\_\_\_ any cooking.
  - But if you \_\_\_\_\_ something else, there are plenty of other things.
  - I don't \_\_\_\_\_ with the decorations.
  - I could, but I'd rather \_\_\_\_\_ that.
  - It \_\_\_\_\_ if I went to get the sound system.
  - OK, and I \_\_\_\_\_ the decorations anyway, so that's perfect.
- 4** Complete the sentences so they express the same ideas as the sentences in Exercise 3. Use the word in parentheses.
- If I had the choice, I \_\_\_\_\_ any cooking. (prefer)
  - But if you \_\_\_\_\_ something else, there are plenty of other things. (rather)
  - I'd \_\_\_\_\_ with the decorations. (happy)
  - I could, but it \_\_\_\_\_ if someone else did that. (better)



- I \_\_\_\_\_ and get the sound system. (rather)
- I \_\_\_\_\_ the decorations anyway. (prefer)

## 5 Pronunciation do you, would you

▶ **68** Listen and complete the sentences.

- \_\_\_\_\_ a full meal or just something light?
- \_\_\_\_\_ to take a short break?
- \_\_\_\_\_ we went to the movie another night?
- \_\_\_\_\_ Osaka more than Tokyo?

## 6 Listen and respond talking about preferences

▶ **69** Listen to someone asking you about your preferences. Respond to each question in your own words. Answer in full sentences and give reasons. Then compare your response with the model answer that follows.

1

*I'm going to ask you to explain your preferences for certain things. Ready? Here we go: bath or shower?*

*I prefer having a shower. It's quicker and more refreshing.*

# 8e A wish for change

## Writing an online comment

1 Read the online comment below. Answer the questions.

1 What is the subject of the blog post the writer is responding to?

---

---

2 Does he agree with the writer of the blog? Why or why not?

---

---

*Sean Thompson (Communications specialist)*

Thanks for your interesting blog post and for drawing attention to this topical issue. I am sure a lot of people will agree with you that people who speak loudly on their phones in public places should know better. But I am not convinced that it represents “anti-social behavior.”

I was brought up in Brooklyn in New York, where people live close together, and it wasn't unusual to overhear other people's conversations: discussions, family arguments, jokes. Often it was just their everyday business that you heard: a call to someone to get up, a reminder to buy something from the store, asking someone to get out of the bathroom. But I don't see this as anti-social; it's social behavior. Knowing each other's business helps there to be openness between neighbors. Actually, I think it encourages people to talk to each other more.

Of course, some people speak loudly on their phones just to show off. I was on the subway recently where a man was loudly discussing a business deal. As if he thought he hadn't impressed the rest of us enough, halfway through the conversation he switched from English into Chinese! But to have laws against speaking loudly in public, as you suggest, is not the answer.

## 2 Writing skill giving vivid examples

a Look at the online comment again. Answer the questions.

1 What examples support the writer's argument?

---

---

2 What example(s) show that there are exceptions to his argument?

---

---

b Look at this excerpt from another comment posted about the same article. Add examples (1–5) to complete the comment.

Great post. I couldn't agree with you more. People are so inconsiderate in how they use their phones these days: in <sup>1</sup> \_\_\_\_\_, <sup>2</sup> \_\_\_\_\_, and especially on <sup>3</sup> \_\_\_\_\_. And they always talk about the most boring things like <sup>4</sup> \_\_\_\_\_ and <sup>5</sup> \_\_\_\_\_. As if they think the rest of us are interested!

## Word focus *better*

3 Underline the phrase with *better* that the writer uses in the comment in Exercise 1. What does the phrase mean (a, b, or c)?

- a have enough sense not to do something
- b improve on the effort of another person
- c be more useful or desirable

4 Complete the sentences using these phrases with *better*.

be better	be better off	know better
-----------	---------------	-------------

- 1 I'll be in a meeting from 3:00 to 5:00 p.m., so it would \_\_\_\_\_ to send me a text message.
- 2 He's always calling me when I'm busy at work. He should \_\_\_\_\_.
- 3 I think we would all \_\_\_\_\_ if the cell phone had never been invented!

## Wordbuilding noun suffixes

- 1** Write the name of the person who does each of these jobs. Use the correct noun suffix.
- Someone who sells **flowers** or makes flower arrangements is a \_\_\_\_\_.
  - Someone who **translates** documents from one language to another is a \_\_\_\_\_.
  - Someone who works in the **banking** sector is a \_\_\_\_\_.
  - Someone who specializes in preparing medicines in a **pharmacy** is a \_\_\_\_\_.
  - Someone who looks after the books in a **library** is a \_\_\_\_\_.
  - Someone who prepares the **accounts** for a company is an \_\_\_\_\_.
  - Someone who **specializes** in IT problems is a \_\_\_\_\_.
  - Someone who does **surgical** operations on people in a hospital is a \_\_\_\_\_.
  - Someone who **consults** with people about their finances is a financial \_\_\_\_\_.
  - Someone who does **optical** tests and makes glasses is an \_\_\_\_\_.
- 2** Circle the general name for a person (male or female) with these jobs.
- someone who sells things: *a salesman / a sales officer / a salesperson*
  - someone who works for the police: *a police operator / a police officer / a police person*
  - someone who works for the fire department: *a firefighter / a fire manager / a fire person*
  - someone who acts: *an actor / an actress / an acting agent*
  - someone who helps passengers on a plane: *a flight agent / a flight operator / a flight attendant*

## Learning skills improving your listening

- 3** ▶ **70** A key to understanding fast native speech is to understand stress and linking in English pronunciation. Listen to this sentence and note the stress and linking in it.
- Stress:** Sorry I just don't accept that.
  - Linking:** Sorry —I just don't —accept that.
- 4** ▶ **71** Look at these sentences. Underline the stressed syllables and indicate where the sounds are linked. Then listen and check.

- Globalization helps people in rich countries.
- They can have goods out of season.
- But to be honest, I don't need flowers imported from Africa in December.

- 5** ▶ **72** Read these steps (1–5) for improving your listening skills. Listen again to the third speaker from 8c, Exercise 1 and follow the steps.

- Write down the words you hear.
- Read your transcript. Does it make grammatical sense?
- Compare your transcript with the audioscript.
- Note the words and sounds that have the strongest stress.
- Note which words are clearly linked. This will help you to distinguish them the next time you hear them.

## Check!

- 6** Complete the crossword. All the answers are in Unit 8 of the Student Book.

			1					
		2					3	
	4							
			5					
6					7			8
							9	
	10							
11								

### Across

- 2 and 6 form the nickname for a woman who worked as a "computer" at NASA in the 1950s
- an animal only found in Madagascar
- Complete this sentence: If I hadn't missed the bus, I would have \_\_\_\_\_ on time.
- Complete this sentence: I prefer tea \_\_\_\_\_ coffee.
- another expression for "I wish"
- the superpower most explorers wished they had was to be \_\_\_\_\_

### Down

- another word for an aim
- an aim that is usually an amount or a number
- what you want to achieve (often in your career)
- If you create a sound, you "make a \_\_\_\_\_"

# Unit 9 The news

## 9a Photojournalism

### Vocabulary reporting verbs

1 Complete the crossword with reporting verbs.

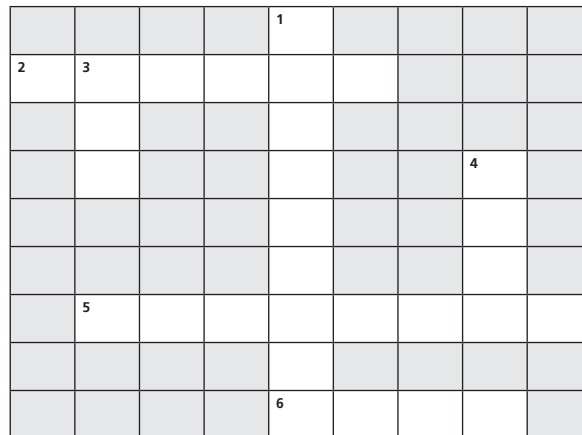
#### Across

- 2 He \_\_\_\_\_ me about the crocodiles in the river.  
 5 The party was a little noisy, but you didn't need to \_\_\_\_\_ to call the police!  
 6 I know you took my pen. Don't try to \_\_\_\_\_ it.

#### Down

- 1 I don't know what to order. What do you \_\_\_\_\_?  
 3 You always \_\_\_\_\_ so many questions!

4 I think you've made the wrong choice. I \_\_\_\_\_ you to think again.



### Listening re-touching reality

2 ▶ 73 Listen to an interview with a journalist talking about altering—or changing—photos. What two examples do they discuss? Complete the descriptions.

- 1 The \_\_\_\_\_ of the February \_\_\_\_\_ edition of *National Geographic* magazine.  
 2 A \_\_\_\_\_ of Nancy Reagan and Raisa Gorbachev in *Picture Week* \_\_\_\_\_.



3 ▶ 73 Listen again. Are the sentences true (T) or false (F)?

- |  |   |   |
|--|---|---|
| 1 Photo editors changed the size of the Pyramids in the photo.   | T | F |
| 2 An editor said that the changes to the photo were OK because it was a cover photo.                           | T | F |
| 3 He also said that technology had made altering images more acceptable.                                       | T | F |
| 4 Editors have said that it's acceptable to alter covers because they advertise the book or magazine.          | T | F |
| 5 The journalist thinks that there's no difference between manipulating cover images and altering news photos. | T | F |
| 6 <i>Picture Week</i> changed two photos to suggest that the people in them had friendly faces.                | T | F |
| 7 People thought that the <i>Picture Week</i> photo was unacceptable.  | T | F |

**manipulate** (v) /mə'nɪpjʊleɪt/ digitally change information or images (on a computer)  
**digitally enhanced** (adj) /'dɪdʒɪt(ə)li ɪn'hɑ:nst/ improved using digital technology  
**touch up** (v) /tʌtʃ 'ʌp/ make small changes to improve an image

#### 4 Pronunciation extra long vowel /ō/

▶ 74 Listen to these words. Pay attention to the long /ō/ sound. Then listen again and repeat.

boat don't fellow going growing hotel  
know local opposed own photo soda

### Grammar verb patterns with reporting verbs

5 Rewrite these sentences using the reporting verbs given.

- 1 People said that the magazine had manipulated reality.  
People **accused** the magazine \_\_\_\_\_  
\_\_\_\_\_.
- 2 The editor said they had altered the image.  
The editor **admitted** \_\_\_\_\_  
\_\_\_\_\_.
- 3 But he said they hadn't done anything wrong.  
But he **denied** \_\_\_\_\_  
\_\_\_\_\_.
- 4 He said modern technology made it easy to alter images.  
He **blamed** \_\_\_\_\_  
\_\_\_\_\_.
- 5 The editor told the designer that it was OK to alter the cover image.  
The editor **persuaded** \_\_\_\_\_  
\_\_\_\_\_.
- 6 People weren't happy and said that they had been given a false impression.  
People **complained** \_\_\_\_\_  
\_\_\_\_\_.
- 7 Some people say, "Don't trust a photo if there's anything important depending on it."  
Some people **warn** you \_\_\_\_\_  
\_\_\_\_\_.

6 Complete the text with the correct form of the verbs in parentheses. Use prepositions where necessary.

In the past, people criticized photographers<sup>1</sup> \_\_\_\_\_ (invade) people's privacy or<sup>2</sup> \_\_\_\_\_ (take) pictures that did not reflect the reality of a situation. But nowadays, in the age of digital photography, there is a new problem. How do we know that a photo has not been altered after it has been taken? It would be wrong to blame the photographer<sup>3</sup> \_\_\_\_\_ (manipulate) some of the photos that appear in our newspapers and magazines. A photo editor might be asked<sup>4</sup> \_\_\_\_\_ (alter) a photo digitally in order to make a good story. For example, someone might suggest<sup>5</sup> \_\_\_\_\_ (use) Photoshop to make a movie star's face look more attractive. Or they might urge the photo editor<sup>6</sup> \_\_\_\_\_ (add) an image of a frightened child into a photo of a street protest. You can perhaps forgive the editor<sup>7</sup> \_\_\_\_\_ (make) the first alteration, but what about the second? That is a practice people should refuse<sup>8</sup> \_\_\_\_\_ (accept).

#### 7 Dictation digital photography

▶ 75 Listen to someone talking about film and digital cameras. Complete the text with the words you hear.

- 1 Like many of his fellow professionals, photographer Fritz Hoffman \_\_\_\_\_  
\_\_\_\_\_.
- 2 A digital camera \_\_\_\_\_  
\_\_\_\_\_, but a film camera \_\_\_\_\_  
\_\_\_\_\_.
- 3 Hoffman also claims \_\_\_\_\_  
\_\_\_\_\_.
- 4 That's so that \_\_\_\_\_  
\_\_\_\_\_.

# 9b News in brief

## Reading good-news stories

1 Read the four newspaper stories. Match the headlines (a–d) with the stories (1–4).

- a Better to give than to receive
- b A sense of community
- c A charmed life
- d An old secret

## News in brief

1 \_\_\_\_\_

During the UK street riots of 2011, it was estimated that rioters caused over £100 million worth of damage to their own communities. But when there's a negative, there's often a positive, as the case of Mr. Biber, a London barber, shows. Mr. Biber's barbershop, where he had been cutting hair for forty years, was damaged in the riots, and the 89-year-old thought he had lost everything. But word got around, and a website to support him was set up. Donations raised £35,000—enough to make the necessary repairs. Moreover, the generosity Mr. Biber received encouraged him to continue doing what he loves.

2 \_\_\_\_\_

Some people believe that the secret to a long life is a glass of red wine every day. For others, it is plenty of exercise. But few people would claim that eating fast food helps. They obviously haven't met 100-year-old Catherine Reddoch from Matamata, New Zealand. Every day, using her walker to support her, she walks a kilometer—a journey which takes her one hour—to her local hamburger café. Here, she eats a cheeseburger and drinks a cup of hot chocolate. Mrs. Reddoch is not concerned about the fat content of the meal. "I eat anything and everything—I like my cheeseburgers," she says. The café owner was reported to have put a plaque on Catherine's usual seat with her name on it.

3 \_\_\_\_\_

Secret Agent L is the brainchild of one woman, Laura Miller. Laura's mission is to spread kindness around the world. She does this by doing small acts of kindness, like leaving a flower on someone's car windshield or making a nice walking stick for someone to find when they are on a long hike. The idea is that when someone finds these secret gifts, it brightens up their day. It is believed that

2 Write the number of the story (1–4) next to the statements (a–f). More than one answer may be possible.

This story shows that:

- a you can help people without spending a lot of money. \_\_\_\_\_
- b there is not one right way of doing something. \_\_\_\_\_
- c you can inspire other people by your actions. \_\_\_\_\_
- d some people are lucky. \_\_\_\_\_
- e good things can come out of bad situations. \_\_\_\_\_
- f people's faith in human nature can be restored. \_\_\_\_\_



Secret Agent L now has over 1,800 followers, all carrying out and sharing their own acts of kindness around the world.

4 \_\_\_\_\_

A 21-year-old man who drove his car over the edge of the Grand Canyon escaped with only a few minor injuries. Witnesses said that his car had plunged two hundred feet into the mile-deep canyon before hitting a tree, which stopped it from falling further. He is not thought to have been speeding, but the exact cause of the accident remains unknown. Another visitor found him lying on the road after he had apparently climbed back out of the canyon. The emergency services said he was an extremely lucky man.

**riot** (n) /'raɪət/ a violent protest

**plaque** (n) /plæk/ a small metal sign

- 3** Find words in the stories on page 70 that mean:
- 1 gifts of money (story 1): \_\_\_\_\_
  - 2 a walking aid for old people (story 2):  
\_\_\_\_\_
  - 3 an original idea (story 3): \_\_\_\_\_
  - 4 makes more cheerful (story 3): \_\_\_\_\_
  - 5 fell or dived (story 4): \_\_\_\_\_
  - 6 driving too fast (story 4): \_\_\_\_\_

## Grammar passive reporting verbs

- 4** Underline an example of a passive reporting verb in each story on page 70.

### ▶ PASSIVE REPORTING VERBS

Note how these tenses are transformed from active to passive.

Active	Passive
People say that	It is said that (She) is said + infinitive
People have said that	It has been said that
People said that	It was said that (She) was said + infinitive / perfect infinitive
People used to say that	It used to be said that

- 5** Look at the grammar box above. Rewrite the underlined phrases below using passive reporting verbs.
- 1 People say that the summers are very hot.  
*It is said that* the summers are very hot.
  - 2 Everyone knows that reading is important.  
Reading \_\_\_\_\_ to be important.
  - 3 People used to believe that the Earth was flat.  
It \_\_\_\_\_ that the Earth was flat.
  - 4 People have estimated that the bridge will cost \$10 million.  
It \_\_\_\_\_ that the bridge will cost \$10 million.
  - 5 People thought that she was missing.  
She \_\_\_\_\_ to be missing.
  - 6 People said that she regretted her actions.  
She \_\_\_\_\_ to have regretted her actions.
- 6** Rewrite the sentences using passive reporting verbs.
- 1 People say that there is always a positive side to things.  
*It is said that there is always a positive side to things.*
  - 2 People hoped that the secret gifts would brighten up someone's day.  
It \_\_\_\_\_ the secret gifts would brighten up someone's day.

- 3 Most people don't recommend eating fast food if you want to live longer.  
Eating fast food \_\_\_\_\_ if you want to live longer.
- 4 People expect Mr. Biber to continue working.  
It \_\_\_\_\_ Mr. Biber \_\_\_\_\_ working.
- 5 People said that the tree had prevented the car from falling further.  
The tree \_\_\_\_\_ the car from falling further.
- 6 People considered the man to be very lucky.  
The man \_\_\_\_\_ very lucky.

## Vocabulary positive adjectives

- 7** Put the letters in the correct order to make adjectives describing good-news stories.
- 1 marching \_\_\_\_\_
  - 2 usaming \_\_\_\_\_
  - 3 springini \_\_\_\_\_
  - 4 aggening \_\_\_\_\_
  - 5 shinationso \_\_\_\_\_
  - 6 potisimtic \_\_\_\_\_
- 8** Match the adjectives in Exercise 7 (1–6) with these adjectives (a–e) with a similar meaning.
- a hopeful \_\_\_\_\_
  - b funny \_\_\_\_\_
  - c amazing \_\_\_\_\_
  - d pleasant \_\_\_\_\_, \_\_\_\_\_
  - e giving hope \_\_\_\_\_

## 9 Pronunciation weak forms in verbs

**▶ 76** Listen to the auxiliary verbs in these sentences. Notice how they are pronounced using the weak form. Then listen again and repeat.

- 1 It was estimated that £100 million worth of damage was caused in the riots.
- 2 It is believed that Secret Agent L has more than 1,800 followers.
- 3 It was thought that the driver had fallen asleep at the wheel of his car.
- 4 It was expected that the injured man would make a full recovery.
- 5 It has been estimated that fifty percent of the population will be overweight by 2025.
- 6 It had been thought that diet was more important than exercise.



# 9c Fairness in reporting

## Listening balanced reporting

1 ▶ 77 Listen to a journalist talking about balanced reporting. Which statement (a–c) best summarizes the journalist’s argument?

- a Broadcasters and journalists often just want to present their own view.
- b It is often a mistake for broadcasters and news writers to try to present both sides of an argument equally.
- c It is very important for broadcasters and news writers to present both sides of an argument equally.

2 ▶ 77 Listen to the report again. Circle the correct option to complete the sentences.

- 1 Broadcasters and news writers don’t want to be seen as being in favor of a *particular* / *the stronger* side.
- 2 News reports *should* / *shouldn’t* present all the sides of an argument equally.
- 3 Most of the scientific evidence supports the view that global warming is *natural* / *man-made*.
- 4 In the 1970s debate about whether smoking was harmful, broadcasters usually presented *only one view* / *both views*.
- 5 Scientists who denied the link between smoking and disease were often *working for tobacco companies* / *not real scientists*.
- 6 People say that the amount of time given to each view should be in proportion to the *number of supporters* / *amount of real evidence* on each side.

3 Look at the audioscript of Track 77. Find words that mean:

- 1 showing favor to one side (adj, paragraph 1):  
\_\_\_\_\_

- 2 basic (adj, paragraph 2):  
\_\_\_\_\_

- 3 very great or strong (adj, paragraph 2):  
\_\_\_\_\_

- 4 gives a false impression of (v, paragraph 4):  
\_\_\_\_\_

- 5 properly corresponding in size (adv, paragraph 4):  
\_\_\_\_\_

## Word focus word

4 Look at these expressions with *word* and circle the correct definition (a or b).

- 1 The restaurant was popular **from the word go**.  
a from when we had permission  
b from the start
- 2 Jamie has been behaving very strangely recently. Can you **have a quiet word with** him?  
a be very strict with    b talk privately to
- 3 Please **don’t say a word to** Tabitha about the mug I broke. It’s her favorite.  
a don’t tell                    b lie to
- 4 He said I would never be successful as a professional artist, but he had to **eat his words**.  
a admit he was wrong    b apologize

5 Complete the sentences using these expressions with *word*.

don’t take my word for it	at a loss for words
eat my words	word of mouth
gave his word	one person’s word
have the last word	against another’s

- 1 We get most of our new customers by \_\_\_\_\_ . We don’t really advertise.
- 2 I said that there was no way he could win the singing competition. I may have to \_\_\_\_\_ !
- 3 It is just \_\_\_\_\_ . You’ll have to decide who you believe.
- 4 If you don’t believe me, then \_\_\_\_\_ . Check the facts for yourself.
- 5 He \_\_\_\_\_ that he would not tell anyone my secret.
- 6 I didn’t know what to say—I was \_\_\_\_\_ .
- 7 She’s very argumentative. She always has to \_\_\_\_\_ .



# 9d Spreading the news

## Real life reporting what you have heard

1 Complete the sentences. Use a verb in each blank. Do the sentences express belief (B) or disbelief (D)?

- I wouldn't \_\_\_\_\_ her B D  
word for it.
- She generally \_\_\_\_\_ her B D  
facts right.
- I can \_\_\_\_\_ it. B D
- He tends to \_\_\_\_\_ things. B D
- That doesn't \_\_\_\_\_ me. B D
- I'd \_\_\_\_\_ that with a B D  
grain of salt.

2 ▶ 78 Listen to a conversation between two friends, Jane and Annie. Answer the questions.

- What is the news about Patrick that Annie wants to share?  
\_\_\_\_\_
- Who did she hear this news from?  
\_\_\_\_\_
- What does Annie ask Jane to do with the news?  
\_\_\_\_\_



3 ▶ 78 Complete the sentences from the conversation with the words in the box. Then listen again and check.

verbs:	heard	seems	thinks
prepositions:	about	to	
adverbs:	apparently	supposedly	
nouns:	gossip	grain	

- Did you hear the good news \_\_\_\_\_ (preposition) Patrick?
- Well, \_\_\_\_\_ (adverb) he was spotted by someone from a big theatrical agency.
- She \_\_\_\_\_ (verb) it won't be long before we see Patrick on TV.
- Well, I'd take that with a \_\_\_\_\_ (noun) of salt if I were you.
- No, according \_\_\_\_\_ (preposition) Kate, it's more than that.
- I \_\_\_\_\_ (verb) that it's really difficult to get that kind of work.
- Don't worry. I'm not the type to spread \_\_\_\_\_ (noun). Does the agency take a big fee?
- It \_\_\_\_\_ (verb) that they only take ten or fifteen percent, \_\_\_\_\_ (adverb).

## 4 Pronunciation the schwa

▶ 79 Listen to these words. Underline the stressed syllable and circle the schwa /ə/ sounds. Example: supposedly

- |              |              |
|--------------|--------------|
| 1 comedy     | 4 difficult  |
| 2 festival   | 5 agency     |
| 3 apparently | 6 theatrical |

## 5 Listen and respond reporting what you have heard

▶ 80 Listen to someone giving you some news about government taxes. Respond each time with your own words. Then compare your response with the model answer that follows.

- Did you hear the good news about taxes?

Good news about taxes? No, what happened?

# 9e News article



## A

Bama has a higher proportion of people over 100 years old than anywhere else in China. The exact reason for this is not known. Some say it is the mountain air. Others say that strong magnetic fields help improve sleep. <sup>1</sup> \_\_\_\_\_, it has attracted a lot of tourists who want to benefit from its healthy environment.

<sup>2</sup> \_\_\_\_\_ the tourists increase traffic pollution and also leave their trash behind.

<sup>3</sup> \_\_\_\_\_, the local population who previously lived on simple locally grown food are now eating the less healthy, processed food that tourism has brought with it.

## B

<sup>4</sup> \_\_\_\_\_ a new eco-resort that is now being built will help to reduce this pollution and preserve the old Bama.

## C

Bama is a quiet Chinese village in the Guangxi Province with a reputation for well-being and long life. Because of this, it has recently become a popular destination for Chinese “health” tourists.

<sup>5</sup> \_\_\_\_\_, with so many people visiting Bama to escape the pollution in Chinese cities, the features that make Bama special are themselves in danger.

## D

“It’s a paradox,” says one local man, aged 84. “In one way, the tourists bring money and jobs for us, but <sup>6</sup> \_\_\_\_\_, they bring pollution.”

## Writing a news article

1 Read the news article. Put the paragraphs (A–D) in the correct order.

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

2 Look at the article again. Which paragraph:

1 gives the key information? \_\_\_\_\_

2 gives the details? \_\_\_\_\_

3 gives a comment on the situation? \_\_\_\_\_

4 offers a solution? \_\_\_\_\_

3 Complete the article with these phrases.

at the same time

the problem is that

but now

what is more

it is hoped that

whatever the reason

## 4 Writing skill using quotations

Complete these quotations. Add quotation marks and other punctuation where necessary.

- 1 One resident described his life in Bama. I have everything I want here he said. I can go fishing when I want to. I don’t have any stress. And then he added why would I want to go and live in the city?
- 2 Some people come here to take wedding photos said another resident which is fine. But when they leave their trash behind, I get very angry.
- 3 A health tourist said before I came here I could hardly breathe or speak because the pollution in my city was so bad. He added with a big smile on his face now I sing every day.

## Wordbuilding forming adjectives from verbs

- 1 Complete the sentences using these verbs + *-ing*. More than one answer may be possible.

charm	confuse	depress	inspire
refresh	tire	touch	worry

- It is worrying that she is so late—she's normally very punctual.
- The news article was very \_\_\_\_\_ . You couldn't work out why the daughter had left her family.
- It's very \_\_\_\_\_ to hear about a business that doesn't just do things to make money. You don't often hear that.
- He is a really \_\_\_\_\_ man—polite, interesting, and kind.
- The article about two friends overcoming their difficulties was very \_\_\_\_\_ .
- Environmental news is often \_\_\_\_\_ , but in this case, the article offered hope.
- The news featured the \_\_\_\_\_ story of a fourteen-year-old girl who got a part-time job to help support her family.
- It's very \_\_\_\_\_ to watch a movie with subtitles for three hours.

- 2 Make adjectives using verbs + *-ive*.

- good at **inventing** inventive (from *invent*)
- good at **persuading** \_\_\_\_\_
- good at **creating** \_\_\_\_\_
- liking to **compete** \_\_\_\_\_
- producing** a lot \_\_\_\_\_
- talking** a lot \_\_\_\_\_
- wanting to **protect** \_\_\_\_\_

## Learning skills keeping a learning diary

- 3 Why is keeping a learning diary a good idea? Compare these reasons with your own ideas.

- to learn from your mistakes and successes
- to track your progress
- to make clear targets for the next stage of your learning
- to record what you have learned

- 4 Read the following actions that can help you to evaluate and personalize your learning.

### Actions

- Write down your experiences of learning after each lesson: what you found easy, what you found difficult, and what the most important thing you learned was.
- Note down mistakes that you have made before.
- Make a note of an excerpt or a sentence that you particularly liked, and try to memorize it.
- Set yourself a small task based on the language you learned in your last lesson, e.g., write a good news article, or report what someone said to you.

- 5 Apply the actions (1–4) to Unit 9. Then remember to do it for your next lesson!

## Check!

- 6 Take the quiz. You can find all the answers in Unit 9 of the Student Book.

## Quiz Time

- Add one more reporting verb that is followed by each of these patterns.
  - verb + infinitive: *promise, threaten,* \_\_\_\_\_
  - verb + someone + infinitive: *ask, encourage,* \_\_\_\_\_
  - verb + someone/something + preposition + *-ing*: *criticize, thank,* \_\_\_\_\_
- Complete these sentences about the characters in Unit 9.
  - Sharbat Gula's photo is one of the most f\_\_\_\_\_ images of our time.
  - Dr. Zhavoronkov is trying to find drugs that will slow down the a\_\_\_\_\_ process.
  - The pilot Peter Burkill went from hero to z\_\_\_\_\_ .
- Complete the phrases.
  - The best form of advertising is when news travels by word of m\_\_\_\_\_ .
  - News programs often like to end with a g\_\_\_\_\_ -news story.
  - It's not a good thing to g\_\_\_\_\_ about people behind their backs.
  - You can usually tell what an article is going to be about by looking at the h\_\_\_\_\_ .

# Unit 10 Talented people

## 10a The great communicator

### Listening

1 ▶ 81 Read the questions. Then listen to the description of Ronald Reagan and complete the answers.

- 1 Where was Ronald Reagan raised?  
In a \_\_\_\_\_.
- 2 What jobs did he have before he entered politics?  
He worked as a \_\_\_\_\_  
and an \_\_\_\_\_.
- 3 What did people who criticized him say about his speeches?  
He could only \_\_\_\_\_.
- 4 What made him a great communicator?  
His ability to \_\_\_\_\_.
- 5 What other factor worked in his favor as president?  
It was a time of \_\_\_\_\_.

2 ▶ 81 Look at the words and phrases in **bold** from the description of Ronald Reagan. Circle the correct meaning (a or b). Then listen again and check.

- 1 His skills as **an orator** were noticed, and he was persuaded to run for governor of California.  
a a politician  
b a public speaker
- 2 He was often ridiculed for not being very clever—a **second-rate** actor ...  
a not very good  
b slow-speaking
- 3 Reagan always **gave the impression** that he was listening ...  
a made others believe  
b wanted others to think
- 4 He made people feel that they **mattered**.  
a were lucky  
b were important
- 5 The economy **thrived** during his presidency.  
a did badly  
b did well
- 6 Reagan's style of communication **stands out**.  
a is noticeable  
b is old-fashioned



### Vocabulary careers

3 ▶ 81 Complete the sentences with the correct verb. Then listen again to the description and check your answers.

- 1 Ronald Reagan \_\_\_\_\_ from Eureka College, Illinois, with a degree in economics and sociology.
- 2 He moved to Los Angeles to \_\_\_\_\_ a career as an actor in movies and television.
- 3 After \_\_\_\_\_ the Republican Party in 1962, his skills as an orator were noticed.
- 4 He \_\_\_\_\_ a good job as governor of California.
- 5 He went on to \_\_\_\_\_ the president of the United States between 1981 and 1989.

### Grammar articles: a/an, the, or zero article?

4 Complete with *the* or zero article (–).

- Countries:** \_\_\_\_\_ Japan, \_\_\_\_\_ United Arab Emirates, \_\_\_\_\_ Netherlands, \_\_\_\_\_ Thailand
- Places:** \_\_\_\_\_ Amazon River, \_\_\_\_\_ countryside, \_\_\_\_\_ moon, \_\_\_\_\_ Mount Everest
- Times:** \_\_\_\_\_ weekend, \_\_\_\_\_ Saturday, \_\_\_\_\_ April
- Other:** \_\_\_\_\_ breakfast, \_\_\_\_\_ police, \_\_\_\_\_ poor, \_\_\_\_\_ biology

**5** Complete the sentences with *a/an, the*, or zero article (-).

- 1 After joining \_\_\_\_\_ Republican Party in 1962, Reagan's skills as an orator were noticed.
- 2 Reagan was president of \_\_\_\_\_ United States between 1981 and 1989.
- 3 He remains one of \_\_\_\_\_ most popular US presidents of \_\_\_\_\_ past fifty years.
- 4 Ronald Reagan understood that it is important to be \_\_\_\_\_ good communicator.
- 5 When he was speaking to you, Reagan always gave \_\_\_\_\_ impression that he was listening, too.
- 6 He looked \_\_\_\_\_ people in \_\_\_\_\_ eye, smiled at them, and made them feel special.
- 7 He presided over a time of \_\_\_\_\_ great economic growth in \_\_\_\_\_ United States.
- 8 \_\_\_\_\_ things weren't great for \_\_\_\_\_ most Americans, but he gave them \_\_\_\_\_ hope.
- 9 It obviously helped that \_\_\_\_\_ US economy thrived during \_\_\_\_\_ time that he was president.
- 10 If you can connect with \_\_\_\_\_ ordinary people, there's very little you can do wrong.

**6 Pronunciation linking vowels**

**a** ▶ **82** Listen to these phrases. What sound links the words: /w/ or /j/? Check (✓) the correct box.

- |                                     | /w/                      | /j/                      |
|-------------------------------------|--------------------------|--------------------------|
| 1 he_often spoke to ordinary people | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 do_a good job                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 the beginning of the_end          | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 look someone in the_eye           | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 too_expensive                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 it's so_exciting                  | <input type="checkbox"/> | <input type="checkbox"/> |

**b** ▶ **82** Listen again and check. Then practice saying each phrase.

**7 Dictation careers**

▶ **83** Listen to someone talking about job qualifications. Write down the words you hear. Be careful—many of the sentences contain the linking sounds /w/ or /j/.

I was always told \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Vocabulary qualifications**

**8** Complete the job interview between an interviewer (I) and an applicant (A) using these words.

background qualifications	experience qualities	knowledge talents
---------------------------	----------------------	-------------------

- I: So can you tell me first a little about your <sup>1</sup> \_\_\_\_\_ ?
- A: Sure. My mother's French and my father's English. I was brought up in France and ...
- I: And do you have any previous journalism <sup>2</sup> \_\_\_\_\_ ?
- A: Yes. At college I was editor of the student magazine, and after that I worked for a local radio station ...
- I: What <sup>3</sup> \_\_\_\_\_ do you have?
- A: I majored in media studies, with a minor in ...
- I: What would you say are your best <sup>4</sup> \_\_\_\_\_ ?
- A: I'm a very organized person, I'm hardworking, and I think I ...
- I: Do you have any <sup>5</sup> \_\_\_\_\_ of European politics?
- A: Well, I read the papers regularly and I take a great interest in current affairs ...
- I: And lastly. Do you have any particular <sup>6</sup> \_\_\_\_\_ ? Things that might make you different from other candidates?
- A: I'm good at learning languages, and I'm a good photographer.

# 10b An inspirational scientist

## Reading

- 1 Read the article quickly and underline the part of the text that answers these questions.
  - 1 What is the aim of Hayat Sindi's work?
  - 2 What is the problem with medicines used to fight diseases like hepatitis?
  - 3 What is the tool that can help with this?
  - 4 Why did Sindi move to England?
  - 5 What is her hope for other women like her?
- 2 Read the article again and answer the questions. Circle the correct option (a–c).
  - 1 Which of the following is NOT a quality of the new tool?  
a small      b powerful      c high-tech
  - 2 Compared to results from a medical laboratory, this tool's results are:  
a more accurate.    b more positive.    c quicker.
  - 3 Sindi's family was not:  
a rich.      b academic.      c traditional.
  - 4 Sindi studied hard in England because she was afraid of:  
a her parents.    b failure.      c feeling lonely.
  - 5 Sindi would like women to use their education to:  
a go abroad.  
b help their own countries.  
c become scientists.
- 3 Find these words and phrases in the article. Circle the best definition (a–c).
  - 1 entire (paragraph 1)  
a complete    b modern      c sophisticated
  - 2 detect (paragraph 2)  
a have      b find      c solve
  - 3 low-tech (paragraph 2)  
a cheap    b small      c not sophisticated
  - 4 let (her family) down (paragraph 3)  
a return back to    b disappoint    c personal
  - 5 overcoming the obstacles (paragraph 3)  
a ignoring the problems  
b doing better than expected  
c dealing with difficulties successfully
  - 6 guidance (paragraph 4)  
a teaching    b comfort    c advice

Something the size of a postage stamp that costs just a penny could be a medical breakthrough that will save millions of lives.



According to biotechnology scientist Hayat Sindi, this tiny piece of paper has the same power as an entire medical laboratory. "My mission is to find simple, inexpensive ways to monitor health," Sindi says. She believes that this new technology, created by a team at Harvard University, will make it possible, and so she co-founded the charity "Diagnostics For All" to produce and distribute the innovation.

In the developing world, powerful drugs are used to fight diseases like HIV/AIDS, tuberculosis, and hepatitis. But these can cause liver damage. In developed countries, doctors monitor patients' progress and change the medication if they detect problems. But in isolated corners of the world, no one monitors patients to see what is working and what isn't. The result is that millions are dying from the same drugs that are supposed to cure them. The small piece of paper is a low-tech tool that detects disease by analyzing bodily fluids. Positive results, which show up in less than a minute, are indicated by a change in color on the paper.

Despite coming from a poor background, Sindi moved to England to attend university. She had never traveled outside Saudi Arabia, and did not speak any English. Alone, homesick, and worried that she would fail and let her family down, she prepared for her college entrance exams, for which she studied up to twenty hours a day. (She had learned English by watching the BBC news.) Overcoming the obstacles, she got into Cambridge University and became the first Saudi woman to study biotechnology there. She went on to get a PhD and become a visiting scholar at Harvard University.

Sindi's passion and achievements have made her an inspiration to young women across the Middle East. "I want all women to believe in themselves and know they can transform society. When I speak in schools, the first thing I ask the children attending is to draw a picture of a scientist. 99.9% of them draw an old bald man with glasses. When I tell them I'm a scientist, they look so surprised." A new foundation she has launched gives guidance and money to young women studying abroad, encouraging them to bring the skills they learn back to their homelands.

# Grammar relative clauses

4 Read the article on page 78 and find examples of the following.

- 1 three defining relative clauses using *that* (paragraphs 1 and 2)  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 a defining relative clause with no relative pronoun (paragraph 4)  
 \_\_\_\_\_
- 3 a non-defining relative clause using *which* (paragraph 2)  
 \_\_\_\_\_
- 4 a non-defining relative clause that uses a preposition (paragraph 3)  
 \_\_\_\_\_
- 5 *what* used as a relative pronoun (paragraph 2)  
 \_\_\_\_\_

5 Complete the sentences with the correct relative pronouns. Sometimes, no pronoun is necessary.

- 1 This is the part of the laboratory \_\_\_\_\_ we test new drugs.
- 2 Harvard University, \_\_\_\_\_ was founded in 1636, is the oldest university in the US.
- 3 The lecturers, \_\_\_\_\_ come from all over the world, are highly respected scientists.
- 4 I think \_\_\_\_\_ Sindi did in moving to a strange country was very brave.
- 5 The best teacher \_\_\_\_\_ I ever had was a woman named Sally Howkins.
- 6 It's a university \_\_\_\_\_ reputation has grown enormously in the last ten years.

6 Write sentences using relative clauses. Use the correct relative pronouns, and use commas where necessary.

- 1 The piece of paper is the size of a postage stamp. It could save millions of lives.  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 The charity produces the tool. The charity was co-founded by Sindi.  
 \_\_\_\_\_  
 \_\_\_\_\_

3 The tool will be used in developing countries. It is difficult to find clinics there.  
 \_\_\_\_\_  
 \_\_\_\_\_

4 People say things about existing drugs. I agree with the things they say.  
 \_\_\_\_\_  
 \_\_\_\_\_

5 The results show up on the paper. The paper's color changes if there is a problem.  
 \_\_\_\_\_  
 \_\_\_\_\_

## 7 Grammar extra reduced relative clauses

**▶ REDUCED RELATIVE CLAUSES**

We sometimes use a participle in place of a relative clause.

**Present participle**      *doing*  
*She works in Oxford, ~~where she does~~ research.* (active)

**Past participle**      *studied*  
*It's a subject ~~which is studied~~ by very few people.* (passive)

Notice that we can't use a reduced relative clause when the relative pronoun is the object of the relative clause.

Look at the grammar box above. Rewrite these sentences with (full) relative clauses.

- 1 She believes that new technology created at Harvard University will make it possible.  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 The first thing I ask the children attending the class is to draw a picture of a scientist.  
 \_\_\_\_\_  
 \_\_\_\_\_

8 Replace the underlined relative clauses in these sentences with reduced relative clauses.

- 1 Sindi's low-tech tool helps people who are suffering from the negative effects of the drugs.  
 \_\_\_\_\_
- 2 People who live far away from hospitals and clinics will benefit from this technology.  
 \_\_\_\_\_
- 3 The same medicines which were designed to fight disease can also harm people.  
 \_\_\_\_\_
- 4 Sindi, who was determined to succeed, studied up to twenty hours a day.  
 \_\_\_\_\_



# 10c Harriet Tubman

## Listening



1 ▶ 84 Check that you understand the meaning of these words. Then listen to a description of the life of Harriet Tubman. Check (✓) the things she was.

- |   |   |
|---|---|
| <input type="checkbox"/> a politician               | <input type="checkbox"/> a military officer |
| <input type="checkbox"/> an anti-slavery campaigner | <input type="checkbox"/> a farmer           |
| <input type="checkbox"/> a spy                      | <input type="checkbox"/> a mother           |
| <input type="checkbox"/> a train driver             | <input type="checkbox"/> a writer           |
| <input type="checkbox"/> a nurse                    | <input type="checkbox"/> a public speaker   |

2 ▶ 84 Listen to the description again and circle the best option (a–c) to complete each statement.

- Tubman's disability affected her ability to:  
a concentrate.  
b stay awake.  
c stand upright.
- Arriving in a Free State was:  
a a painful moment.  
b a confusing moment.  
c a beautiful moment.
- Tubman worked on the "Underground Railroad" as a:  
a guide to other slaves trying to escape.  
b guard against people who wanted to stop slaves from escaping.  
c keeper of a safe house where slaves could hide.
- Black people were good spies because most white Southerners didn't think:  
a black people were interested in the war.  
b black people were clever enough to be spies.  
c the Northern states were using spies.
- Tubman did not receive recognition from the government for her military service until:  
a she retired.  
b she married a second time.  
c she died.

3 Look at the underlined words from the description of Harriet Tubman's life. Explain the meaning in your own words.

- 1 to escape to a neighboring Free State

\_\_\_\_\_

2 "I felt I was in heaven"

- \_\_\_\_\_
- 3 She was a determined woman

- \_\_\_\_\_
- 4 she had to survive on her husband's pension

- \_\_\_\_\_
- 5 campaigning for voting rights for women

\_\_\_\_\_

## 4 Pronunciation extra word stress in adjectives ending in -ive

a ▶ 85 Listen to the adjectives ending in *-ive*. Underline the stressed syllable in each word.

- |              |              |
|--------------|--------------|
| 1 effective  | 5 persuasive |
| 2 impressive | 6 sensitive  |
| 3 supportive | 7 decisive   |
| 4 positive   | 8 talkative  |

b What is the rule for words that end with vowel + *-ive*? What is the rule for the other words?

## Word focus self

5 Complete the expressions with *self*. The first letter is provided.

- I felt very self-c\_\_\_\_\_ and nervous standing up there in front of 200 people.
- She showed a lot of self-c\_\_\_\_\_ in not losing her temper. I'm sure I would have been very angry.
- I'm afraid most people vote for what is in their own self-i\_\_\_\_\_.
- My sister is a self-m\_\_\_\_\_ woman. She set up her business all by herself.
- Self-h\_\_\_\_\_ books can be very useful if you are looking for ways to change your life.
- We try to teach children to be self-c\_\_\_\_\_, and to believe in their own abilities.

# 10d The right job

## Real life describing skills, talents, and experience

- 1 Complete these sentences using the correct prepositions.
  - 1 At college, I specialized \_\_\_\_\_ photojournalism.
  - 2 I'm very familiar \_\_\_\_\_ your magazine.
  - 3 I'm good \_\_\_\_\_ spotting an interesting story.
  - 4 I think I'd be suited \_\_\_\_\_ working in this kind of environment.
  - 5 I feel very comfortable \_\_\_\_\_ tight deadlines.
  - 6 I'm very interested \_\_\_\_\_ the idea of working closely with other journalists.
  - 7 I'm serious \_\_\_\_\_ wanting to become a full-time photographer.

- 2 ▶ 86 Listen to three people describing their skills at a job interview. They are applying for the same job. What is it?  
\_\_\_\_\_  
\_\_\_\_\_

- 3 ▶ 86 Listen again and answer the questions.

- 1 What are the skills or talents of each applicant?  
Applicant 1  
\_\_\_\_\_  
\_\_\_\_\_

Applicant 2  
\_\_\_\_\_  
\_\_\_\_\_

Applicant 3  
\_\_\_\_\_  
\_\_\_\_\_

- 2 What does each speaker lack experience in?  
Applicant 1  
\_\_\_\_\_  
\_\_\_\_\_

Applicant 2  
\_\_\_\_\_  
\_\_\_\_\_

Applicant 3  
\_\_\_\_\_  
\_\_\_\_\_

## 4 Grammar extra adjective + -ing or + infinitive

### ▶ ADJECTIVE + -ING or + INFINITIVE

Some adjectives can be followed by a preposition + *-ing*, or by an infinitive.

*I'm interested in learning French.*

*I'm happy to show you how it works.*

Look at the grammar box above. Then complete the sentences below. Use the correct form of the verb in parentheses: the *-ing* form or the infinitive form.

- 1 I'm serious about \_\_\_\_\_ (participate) in one of your trial days.
- 2 I'll be sad \_\_\_\_\_ (leave) this place.
- 3 I'm interested in \_\_\_\_\_ (travel) to new places.
- 4 I'm excited about \_\_\_\_\_ (do) field research in India.
- 5 I'm excited \_\_\_\_\_ (learn) more about the job.

## 5 Pronunciation difficult words

▶ 87 Practice saying these pairs of words. Then listen and check your pronunciation.

- 1 although also
- 2 clothes cloth
- 3 private privacy
- 4 knowledge know-how
- 5 suit sweet
- 6 island Iceland
- 7 receipt recipe
- 8 thorough through

## 6 Listen and respond describing skills, talents, and experience

▶ 88 Listen to questions at an interview for a job as a journalist with a local newspaper. Respond to each question with your own words. Then compare your response with the model answer that follows.

- 1 *So what did you study at college?*

*I studied media, but I specialized in newspaper journalism.*

# 10e First impressions

## Writing a personal profile

1 Read the personal profiles below. Which profile is written by someone who:

- a wants to do volunteer work? \_\_\_\_\_
- b is renting out a room? \_\_\_\_\_
- c is looking for their first job? \_\_\_\_\_
- d is an experienced professional? \_\_\_\_\_

1

I'm a young musician and songwriter living in East Nashville, Tennessee. I live in a beautiful house <sup>1</sup> with a large spare room. I'm a friendly person <sup>2</sup> who is very interested in other cultures, and I really enjoy having guests from other parts of the world stay.

2

I am a recent graduate from Michigan State University <sup>3</sup> whose ambition is to work in the sports and leisure industry. I am a hardworking person <sup>4</sup> with a passion for sports and healthy living. I am ready to work in any junior position—administrative or operational—so that I can build up my practical knowledge of this industry.

3

An IT consultant <sup>5</sup> with specialist knowledge of financial software, I am a flexible individual <sup>6</sup> who is experienced in advising both large and small companies.

4

I am an enthusiastic (but administratively overloaded!) teacher looking to take time off to travel abroad, and to use my skills to help children <sup>7</sup> who have limited access to education. I am a creative individual <sup>8</sup> with a love of teaching younger children (4- to 7-year-olds) using games and physical activities.

## 2 Writing skill using with

Look at the profiles again. Rewrite the underlined relative clauses using *with*, and the *with*-phrases using relative clauses.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

## Vocabulary personal qualities

3 Match the adjectives (1–6) describing personal qualities in list A with adjectives (a–f) with a similar meaning in list B.

A

- 1 easygoing \_\_\_\_\_
- 2 passionate \_\_\_\_\_
- 3 adaptable \_\_\_\_\_
- 4 creative \_\_\_\_\_
- 5 bright \_\_\_\_\_
- 6 curious \_\_\_\_\_

B

- a intelligent
- b imaginative
- c relaxed
- d (very) interested
- e flexible
- f very enthusiastic

4 Complete this personal profile by writing one word in each blank.

I am a young, <sup>1</sup> \_\_\_\_\_ website designer  
<sup>2</sup> \_\_\_\_\_ six years' industry experience  
who <sup>3</sup> \_\_\_\_\_ in creating websites that  
use video and special effects. I think that most  
websites aren't very dynamic, and my  
<sup>4</sup> \_\_\_\_\_ is to create websites  
<sup>5</sup> \_\_\_\_\_ are more fun and exciting to  
use.  
I have many good recommendations from  
customers, and you <sup>6</sup> \_\_\_\_\_ see some of  
the websites I <sup>7</sup> \_\_\_\_\_ created by  
clicking on the links below.

## Wordbuilding verb (+ preposition) + noun collocations

1 In each of these groups, one of the verbs does NOT collocate with the noun on the right. Put a line through this verb.

- |    |                                |                 |
|----|--------------------------------|-----------------|
| 1  | <i>pursue / do / have</i>      | a career        |
| 2  | <i>make / take / attend</i>    | a course        |
| 3  | <i>acquire / learn / get</i>   | a skill         |
| 4  | <i>take / make / pass</i>      | an exam         |
| 5  | <i>get / win / acquire</i>     | a promotion     |
| 6  | <i>gain / win / get</i>        | experience      |
| 7  | <i>possess / own / develop</i> | a talent        |
| 8  | <i>do / work / get</i>         | a job           |
| 9  | <i>gain / play / get</i>       | a qualification |
| 10 | <i>join / set up / take</i>    | a company       |

2 Complete the description of someone's career using verbs from Exercise 1. You will need to use the correct form of the verb.

When I was nineteen, I <sup>1</sup> \_\_\_\_\_ an exam to get into a drama school in New York, but I was unsuccessful. At that point, I had to decide whether to try to <sup>2</sup> \_\_\_\_\_ a career in acting, or just abandon the idea and <sup>3</sup> \_\_\_\_\_ a completely different kind of job. All my friends told me that I <sup>4</sup> \_\_\_\_\_ a natural talent for acting and that I didn't need to <sup>5</sup> \_\_\_\_\_ qualifications to prove it. So instead, I <sup>6</sup> \_\_\_\_\_ a small theater company and <sup>7</sup> \_\_\_\_\_ some acting experience that way. Just by working with other actors, I was able to <sup>8</sup> \_\_\_\_\_ new skills. Two years ago, I got my first part in a Broadway play. I haven't looked back since!

## Learning skills the language of learning

3 When you learn a language, you often need to ask questions about it. Look at the terms (1–8). Then match the terms with the definitions (a–h).

- 1 a part of speech \_\_\_\_\_
- 2 past participle \_\_\_\_\_
- 3 a colloquial expression \_\_\_\_\_
- 4 an idiom \_\_\_\_\_
- 5 a false friend \_\_\_\_\_
- 6 a collocation \_\_\_\_\_
- 7 register \_\_\_\_\_
- 8 a euphemism \_\_\_\_\_

- a two words that naturally go together
- b a phrase whose meaning is not clear from the individual words it is composed of
- c the level of formality
- d e.g., noun, verb, adjective, adverb, preposition
- e a word that looks similar in two languages but has different meanings
- f the third form of the verb, e.g., "go, went, gone"
- g a word or phrase that expresses an idea more politely or gently
- h a phrase used in everyday informal speech

4 Answer the questions below.

- 1 What is the past participle of *feel*? \_\_\_\_\_
- 2 What part of speech is *the*? \_\_\_\_\_
- 3 What verb collocates with *knowledge*? \_\_\_\_\_
- 4 Is *grab someone's attention* an idiom? \_\_\_\_\_

## Check!

5 Answer these questions. You can find all the answers in Unit 10 of the Student Book.

- 1 What names are these people known by?



a \_\_\_\_\_ b \_\_\_\_\_

- 2 Which of these places have *the* in front of them?

- a \_\_\_\_\_ Atlantic Ocean
- b \_\_\_\_\_ Korea
- c \_\_\_\_\_ Florida
- d \_\_\_\_\_ United States
- e \_\_\_\_\_ moon

- 3 Read the sentence below. Match the underlined clauses (1 and 2) with the correct type of relative clause (a or b).

Echolocation is a skill <sup>1</sup> that is also used in the animal world, <sup>2</sup> where it is often key to survival.

- a a defining relative clause \_\_\_\_\_
- b a non-defining relative clause \_\_\_\_\_

# Unit 11 Knowledge and learning

## 11a Conserving knowledge

### Listening saving languages

- 1 ▶ 89 Listen to a description of the work of Dr. K. David Harrison and the “Enduring Voices” team at *National Geographic*. Which aim (a–c) best summarizes their work?
- a to help different people in the world to communicate with each other
  - b to increase the number of languages spoken in the world
  - c to save dying languages from extinction
- 2 ▶ 89 Read the questions. Then listen again and circle the best option (a–c).
- 1 How many languages will there be in the world in 2050?
    - a about 7,000
    - b about 3,500
    - c about 700
  - 2 Bolivia is used as an example of a country with many languages because:
    - a they are so different.
    - b it has a large population.
    - c it has as many languages as Europe.
  - 3 Yuchi is a language spoken in Oklahoma that:
    - a has only 70 speakers.
    - b is a dead language.
    - c people are trying to revive.
  - 4 According to Dr. Harrison, when we lose a language, we lose a culture’s:
    - a knowledge of the world.
    - b important monuments.
    - c historical records.
  - 5 Speakers of Yupik have helped us understand better:
    - a the geography of the Arctic.
    - b their language and culture.
    - c the effects of climate change.
  - 6 The speaker thinks that globalization highlights the importance of:
    - a diversity.
    - b finding common interests.
    - c saving dying languages.



Three women of the Koro group in Kichang Village, India

- 3 ▶ 89 Complete the summary of Dr. Harrison’s work using the words in the box. Then listen again and check.

aim	centuries	diversity	express
extinct	huge	record	understand

Dr. Harrison is part of a *National Geographic* project called “Enduring Voices,” whose <sup>1</sup> \_\_\_\_\_ is to document little-known languages that are in danger of becoming <sup>2</sup> \_\_\_\_\_. The race is on to trace and <sup>3</sup> \_\_\_\_\_ these languages. Dr. Harrison seeks out places—language “hotspots”—where there is a great <sup>4</sup> \_\_\_\_\_ of languages. This work is important because when we lose a language, we lose <sup>5</sup> \_\_\_\_\_ of thinking. All cultures <sup>6</sup> \_\_\_\_\_ their genius through their languages and stories. These languages store knowledge that can be a(n) <sup>7</sup> \_\_\_\_\_ benefit to people today. For example, the Yupik language has helped scientists <sup>8</sup> \_\_\_\_\_ how climate change is affecting polar ice.



## Grammar *could, was able to, managed to, and succeeded in*

- 4** Look at these ideas about the Enduring Voices project from the description. Circle the correct option to complete the sentences.
- Studies in the Oklahoma region of the US *could discover / succeeded in discovering* 26 languages.
  - By highlighting this fact, researchers *could help / were able to help* the community keep this dying language alive.
  - Some ancient cultures *could build / managed to build* large monuments by which we can remember their achievements.
  - A book written a few years ago by Yupik elders and scientists *was able to help / could help* other scientists understand how climate change is affecting polar ice.
  - One of the original arguments for globalization was that it *could bring / managed to bring* us all closer together.
- 5** Complete the sentences about learning a language using *could, was/were able to, managed to, or succeeded in*, and the verb in parentheses. Sometimes more than one answer is possible.
- The video I got was in Turkish, but I \_\_\_\_\_ (find) English subtitles on the main menu.
  - My sister is an amazing linguist: she \_\_\_\_\_ (speak) four languages fluently by the time she was twelve.
  - Esperanto was invented to be a world language, but supporters of it \_\_\_\_\_ (not / convince) enough people to use it.
  - When I first moved to England, I \_\_\_\_\_ (not / understand) native speakers because they spoke so quickly.
  - I studied Italian for eight years in school and \_\_\_\_\_ (get) an "A" in my exams. But when I tried to use it on vacation last year, I \_\_\_\_\_ (only / remember) the grammar, not the vocabulary.

## Vocabulary learning

- 6** Complete the words to make pairs of verbs with a similar meaning. The number of missing letters is in parentheses.
- understand and remember = t\_\_\_\_\_ in (3)
  - pick up = a\_\_\_\_\_ (6)
  - not know about = be u\_\_\_\_\_ of (6)
  - understand = g\_\_\_\_\_ (2)
  - motivate = i\_\_\_\_\_ (6)
- 7** Complete the sentences by using the correct form of a verb or expression from Exercise 6.
- I didn't really learn Arabic while I was in Jordan because most people spoke English, but I \_\_\_\_\_ a few expressions.
  - She's a great teacher. She really knows how to \_\_\_\_\_ her students.
  - I used to be completely \_\_\_\_\_ of how cars work, so I took a basic mechanics course.
  - I don't \_\_\_\_\_ why we have to memorize the abbreviation of all these chemicals.
  - Sorry, that's too much information to \_\_\_\_\_ all at once. Can you go through it more slowly?

## 8 Dictation languages

- a**  **90** Listen to someone talking about languages, place names, and words. Write the words that they spell.
- a \_\_\_\_\_ b \_\_\_\_\_
  - a \_\_\_\_\_ b \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- b**  **90** Listen again and match the words from Exercise 8a with the correct meaning (a-d).
- the name of a college in the United States:  
\_\_\_\_\_
  - a new language found in India:  
\_\_\_\_\_
  - a word for an animal in a Siberian language:  
\_\_\_\_\_
  - a very long word in English:  
\_\_\_\_\_

# 11b Memory loss

## Reading memory loss

1 Read the description of three types of memory loss quickly. Match the descriptions (1–3) with the summaries (a–c).

- a When you can't recognize people easily \_\_\_\_\_
- b When your mind chooses to forget something it doesn't want to remember \_\_\_\_\_
- c When you have a false memory of something \_\_\_\_\_



2 Read the descriptions again. Are the sentences true (T) or false (F)? Or is there not enough information (N) to say if the statements are true or false?

- 1 Lacunar amnesia is when people have had a bad shock and don't remember what happened. T F N
- 2 With lacunar amnesia, the memory completely disappears from the mind. T F N
- 3 Sarah only remembers the moment when the truck hit the house. T F N
- 4 Prosopamnesia is a condition some people inherit from their parents. T F N
- 5 Philippa was concerned that the man who approached her was William Child. T F N
- 6 In source amnesia, people intentionally change the source of the memory. T F N
- 7 The woman wanted her neighbor to be punished for the crime. T F N

### 1 Lacunar amnesia

This literally means a gap in the memory. People who suffer from this fail to remember a specific event. It usually occurs when a person has suffered a traumatic event and their mind chooses to block it out. The memory is still there, but our psychological defenses stop us remembering the event to protect us from further psychological trauma.

Sarah's story: "When I was a child, something extraordinary happened at our house. My sister and I were about to go to bed, and I was downstairs saying goodnight to our parents. My sister was going to say goodnight to them too, but had gone to the kitchen. At that moment, a truck ran into our house. I only know that because my sister, who was unhurt, told me afterward. All I remember was saying goodnight, and then waking up in the hospital."

### 2 Prosopamnesia

Prosopamnesia is an inability to remember faces. It is something that many people have in a mild form, but in severe cases, people can forget the faces of even close friends or associates. People can be born with this syndrome, or it can be acquired during their lives.

Philippa's story: "I'm terrible at remembering faces. I recall being at a conference at the University of

Berkeley in California. Another academic came up to me and started chatting. I would have asked his name, but knowing my inability to remember faces, I didn't in case he was someone I had met before. Anyway, it turned out that we had a colleague in common. 'Oh yes, I know William Child,' I said. 'We collaborated on a research project last year. He came to dinner at my house many times. How do you know him?' 'I am William Child,' the man replied."

### 3 Source amnesia

Source amnesia occurs when a person is unable to recall where, when, or how they learned something. In other words, they remember a fact, but they can't remember the context. A classic example of this is when people "remember" something that happened to them when actually it happened to another person they know.

Jon's story: "I work as a lawyer, and I often come across people who have persuaded themselves of a version of events that may not be true. I had a witness who was going to give evidence in court that her neighbor had thrown a brick at her car. She clearly believed that this had happened, and was determined that her neighbor wasn't going to get away with it. But it turned out that it was not her own memory of events that she was describing, but what another neighbor had told her."

**3** Find phrasal verbs in the text on page 86 with the following meanings.

- 1 ignore something (paragraph 1)  
\_\_\_\_\_
- 2 collided with (paragraph 2) \_\_\_\_\_
- 3 approached (paragraph 4) \_\_\_\_\_
- 4 became known (paragraph 4) \_\_\_\_\_
- 5 find something (without expecting to) (paragraph 6) \_\_\_\_\_
- 6 escape without punishment (paragraph 6)  
\_\_\_\_\_

## Grammar future in the past


**4** There are five examples of “future in the past” forms in the text on page 86. Underline the examples. Which other future in the past forms could be used in these sentences? Write them below. Sometimes the answer is “none.”

- 1 *My sister and I were about to go to bed ... or My sister and I were going to go to bed ...*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_


**5** Complete the sentences using a future in the past form, and the verb in parentheses. Sometimes more than one form is possible.

- 1 I'm so sorry. I \_\_\_\_\_ (write) you a letter, but I lost your address.
- 2 I \_\_\_\_\_ (just / book) tickets to visit Munich, but then I remembered that it was Oktoberfest and that all the hotels \_\_\_\_\_ (be) full.
- 3 The meeting \_\_\_\_\_ (last) only an hour, but just as we \_\_\_\_\_ (finish), Julian remembered that we hadn't discussed the move to our new offices.
- 4 I \_\_\_\_\_ (take) my driving test sooner, but I didn't feel ready.
- 5 That's funny. I \_\_\_\_\_ (just / ask) you exactly the same question!

## 6 Pronunciation contrastive sentence stress

**a**  **91** Circle the words in the first half of each sentence that are most strongly stressed. Then listen and check.

- 1 I was going to email him, but I decided it would be better to speak face to face.
- 2 He was supposed to get here early, but he's already ten minutes late.
- 3 She said she would be pleased if I talked to him, but she seemed really angry.
- 4 I was about to buy an apartment, but Katie said I could rent hers while she was away.
- 5 Liz was going to be in charge of the project, but now she's just acting as an adviser.

**b**  **91** Underline the words in the second half of each sentence in Exercise 6a that are most strongly stressed. Practice saying each sentence. Then listen again and check.

## 7 Grammar extra future phrases

### FUTURE PHRASES

Notice how the phrases in **bold** are used with other verbs to talk about the future.

*She's **bound to** want to leave early.*

*He's **likely to** change his mind.*

*You're **unlikely to** find the information here.*

Look at the grammar box above. Then read the sentences (1–5) that talk about the future. Match the phrases in **bold** with the correct definition (a–e).

- 1 I'm sorry, but I always thought it was a terrible idea. It was **bound to** fail. \_\_\_\_\_
- 2 The plane was **due to** take off at 7 a.m., but bad weather meant it was delayed. \_\_\_\_\_
- 3 We thought that it was **unlikely** to be cold, so we didn't take any warm clothes with us. \_\_\_\_\_
- 4 It was **about to** rain, so we decided to eat inside. \_\_\_\_\_
- 5 The political situation was **likely** to get worse, so we left the country for our own safety. \_\_\_\_\_

- a not probable
- b probable
- c certain
- d scheduled/expected
- e on the point of



# 11c Intelligent animals

## Listening

1 ▶ 92 Listen to a description of five intelligent animals. Match the name of the animal with the correct picture.

bonobo monkey      border collie      crow  
dolphin              scrub-jay



1 \_\_\_\_\_

2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

2 ▶ 92 Listen again. Write the number of the animal (1–5) next to the intelligent behavior that this type of animal is known for (a–e).

- a They are good at copying what they see. \_\_\_\_\_
- b They can be taught to communicate with humans using sign language. \_\_\_\_\_
- c They like to follow instructions. \_\_\_\_\_
- d They make plans for the future. \_\_\_\_\_
- e They make tools to get different jobs done. \_\_\_\_\_

3 ▶ 92 Listen again and write the number of the animal (1–5) next to the intelligent action each animal did.

- a found a clever way to reach some food \_\_\_\_\_
- b did acrobatics in time with one another \_\_\_\_\_
- c kept food in a hiding place \_\_\_\_\_
- d learned to match an image to a real object \_\_\_\_\_
- e cooked himself a treat \_\_\_\_\_

4 Match these words from the descriptions with the adjectives (1–5) that have a similar meaning.

expressive    inventive    mischievous    playful    smart

- 1 intelligent: \_\_\_\_\_
- 2 creative: \_\_\_\_\_
- 3 fun-loving: \_\_\_\_\_
- 4 communicative: \_\_\_\_\_
- 5 naughty: \_\_\_\_\_

## Word focus learn

5 Complete the sentences using expressions with *learn*.

- 1 You have to learn to \_\_\_\_\_ before you can run.
- 2 It's never too \_\_\_\_\_ to learn.
- 3 In life, try to learn from your \_\_\_\_\_.
- 4 I learned a few \_\_\_\_\_ of the trade.
- 5 Never again! I've learned my \_\_\_\_\_.
- 6 Just learn to \_\_\_\_\_ with it!
- 7 I learned the hard \_\_\_\_\_.
- 8 I learned the whole poem by \_\_\_\_\_.



# 11d Keep learning

## Real life getting clarification

- 1 Complete these sentences with the correct verb.
- 1 What do you \_\_\_\_\_ by “difficult”?
  - 2 Can you \_\_\_\_\_ up a little? I can’t hear you.
  - 3 Can you \_\_\_\_\_ what the exam at the end of this course involves?
  - 4 Are you \_\_\_\_\_ that learning the historical dates isn’t important?
  - 5 Could you \_\_\_\_\_ me an example of an important historian from the last century?
  - 6 I didn’t \_\_\_\_\_ that last word. Can you repeat it?

- 2 ▶ 93 Listen to a conversation between a student and a college lecturer. Answer the questions.

- 1 What is the student worried about?  
\_\_\_\_\_  
\_\_\_\_\_
- 2 What is the course?  
\_\_\_\_\_  
\_\_\_\_\_
- 3 What does the lecturer recommend?  
\_\_\_\_\_  
\_\_\_\_\_

- 3 ▶ 93 Listen again and complete the student’s questions.

- 1 Can you explain \_\_\_\_\_?  
\_\_\_\_\_?
- 2 And are you saying that \_\_\_\_\_?  
\_\_\_\_\_?
- 3 Could you give me an example of \_\_\_\_\_?  
\_\_\_\_\_?
- 4 Did you say \_\_\_\_\_?  
\_\_\_\_\_?

## 4 Grammar extra verbs with indirect objects

### ▶ VERBS WITH INDIRECT OBJECTS

Some verbs (e.g., *tell* and *show*) can be followed by an indirect personal object. Other verbs (e.g., *say* and *explain*) don’t always need an indirect personal object. If you use an indirect personal object with these verbs, you must put *to* before the object.

*He told me about the history course.*

*I showed him a copy of the lecture notes.*

*They explained (to me) that I missed the deadline.*

Look at the grammar box above. Complete these sentences by writing the pronoun *me* where necessary.

- 1 Can you tell \_\_\_\_\_ how many hours of study we’re expected to do each week?
- 2 Do you recommend \_\_\_\_\_ that I read Stephen Hawking’s book?
- 3 She said \_\_\_\_\_ that I could get most of the books from the library.
- 4 Can you show \_\_\_\_\_ how that works?
- 5 He taught \_\_\_\_\_ that I didn’t always need to write such long essays.

## 5 Pronunciation linking in question forms

▶ 94 Practice saying these questions. Then listen and compare your pronunciation.

- 1 Did you say “Africa”?
- 2 Could you explain that?
- 3 What do you mean by “difficult”?

## 6 Listen and respond getting clarification

▶ 95 Listen to the comments by a teacher. Respond to each comment with expressions for getting clarification. Then compare your response with the model answer that follows.

- 1 *So you wanted to ask me a question about the exam at the end of this course?*

*Yes. Can you explain what the exam involves?*

# 11e The wrong course

## Writing an email about a misunderstanding

- 1 These sentences describe a misunderstanding over an application. Match the beginnings of the sentences (1–4) with their endings (a–d).
- 1 Despite the fact that my application was sent in on time, \_\_\_\_\_
  - 2 I received an email that I sent in my application late. \_\_\_\_\_
  - 3 The class is not easy. \_\_\_\_\_
  - 4 While I appreciate that you have a lot of applicants, \_\_\_\_\_
- a you can't just ignore applications that were sent in early.
  - b In fact, I sent in my application two weeks before your deadline.
  - c On the contrary, it's one of the most difficult classes I've ever taken.
  - d I was told that my application was rejected.

## 2 Writing skill linking contrasting ideas

Rewrite these sentences from the reply to the emails above using the words in parentheses.

- 1 We sympathize with your situation, but we are unable to do anything about it. (while)  
\_\_\_\_\_  
\_\_\_\_\_
- 2 Despite the fact that you submitted your form before the deadline, we had already received too many applications. (although)  
\_\_\_\_\_  
\_\_\_\_\_
- 3 Most colleges would keep your application fee, whereas we are refunding yours. (but)  
\_\_\_\_\_  
\_\_\_\_\_
- 4 You say in your email that we have no right to do this, but the college has the right to close the application process anytime before the deadline. (in actual fact)  
\_\_\_\_\_  
\_\_\_\_\_

- 3 Look at these notes and write an email to a college. Include the following points.
- a Reason for writing: you can't attend the presentation skills course this term.
  - b Misunderstanding: you thought it was an evening class, but it's during the day.
  - c Effort on your part: you tried to get time off from work, but you can't.
  - d Apology: probably your mistake, but these things happen.
  - e Request: you want the college to refund the money you paid for the course fee.

Dear Sir / Madam,

- a \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- d \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- e \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I look forward to \_\_\_\_\_

Yours,  
\_\_\_\_\_

## Wordbuilding homonyms

1 Match these homonyms with their meanings.

company   ~~point~~   room   spare   tip   value

- a the sharp end of an object  
b purpose point
- a a business organization  
b being with another person \_\_\_\_\_
- a extra money given for good service  
b a piece of advice \_\_\_\_\_
- a give something you have enough of (v)  
b extra or additional (adj) \_\_\_\_\_
- a available space  
b a part of a building with walls \_\_\_\_\_
- a importance of something  
b monetary worth of a thing \_\_\_\_\_

2 Look at the underlined words in these sentences. Choose the correct meaning (a or b) from Exercise 1.

- I don't see the point of this homework. b
- There was no room in the hall, so we stood. \_\_\_\_\_
- I like her company a lot, but we don't see each other much outside of work. \_\_\_\_\_
- Can I give you a tip? Always fill up your car with gas before a long journey. \_\_\_\_\_
- Don't underestimate the value of hard work. \_\_\_\_\_
- Can you spare some time to help me? \_\_\_\_\_

## Learning skills techniques for memorizing

3 Sometimes you remember better by hearing, sometimes by seeing, and sometimes by doing. It is important to know how you remember things. What do you remember of the following items in Unit 11?

- The way children learn at the Lumiar School:  
\_\_\_\_\_
- How *could* is different from *managed to*:  
\_\_\_\_\_
- The intelligence of Alex, the grey parrot:  
\_\_\_\_\_
- Useful phrases for getting clarification:  
\_\_\_\_\_
- Expressions with the word *learn*:  
\_\_\_\_\_

4 How did you remember the information in Exercise 3? By hearing, by seeing, or by doing?

5 Look at these tips for memorizing. Check (✓) the one(s) you feel suit you best.

- Write down five words that you need to learn. Translate them or put them into a sentence. Then listen to them again just before you go to bed at night.
- Draw pictures of the words that you need to learn. Look at the pictures the following day and see if you can remember the words.
- Work with another student and simulate a situation that illustrates the meaning of the word. Or think of an action that would help you remember the word.

6 Try to memorize these words and expressions from Unit 11 using the tips in Exercise 5.

acquire   Can you speak up?   cramming  
take in   learn your lesson

## Check!

7 Complete the sentences with words from Unit 11 of the Student Book. Then use the first letter of each missing word in sentences 1–6 to form the name of Character 1. Use the second letter of each missing word in sentences 7–10 to form the name of Character 2.

- Another way to say "we were able to do" something is "we \_\_\_\_\_ in doing" it. (9)
- At the Indianapolis Children's Museum, kids can really \_\_\_\_\_ with the exhibits. (6)
- When we have achieved a difficult task, we say we have \_\_\_\_\_ to do it. (7)
- "It's never too \_\_\_\_\_ to learn." (4)
- "We are more interested in people with practical \_\_\_\_\_ than academic qualifications." (10)
- When we "take in" information, we understand and \_\_\_\_\_ it. (8)

Character 1: \_\_\_\_\_

- "Sorry, I didn't \_\_\_\_\_ your name." (5)
- "Who's a \_\_\_\_\_ bird?" (6)
- If you learn something "by \_\_\_\_\_," you can repeat it from memory. (5)
- "Can you \_\_\_\_\_ what you mean?" (7)

Character 2: \_\_\_\_\_

# Unit 12 Money

## 12a Save or spend?

### Listening character and the economy

1 ▶ 96 Listen to an economist giving his opinion about how character affects our attitude toward money. Answer the questions.

- 1 What two types of people does the economist describe?  
\_\_\_\_\_
- 2 Can we apply these characterizations to particular countries? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_

2 ▶ 96 Listen to the economist again and circle the best option (a–c) to complete the sentences.

- 1 People who are careful with money spend it:  
a when they see something they really want.  
b when it's for something of lasting benefit.  
c only on what's necessary.
- 2 People who are extravagant with money want to:  
a enjoy life while they can.  
b save, but can't.  
c increase their possessions.
- 3 Some commentators said that certain countries that borrowed money:  
a didn't work hard enough.  
b didn't pay enough tax.  
c weren't careful with the money.
- 4 A country that lends money risks losing that money and:  
a creating problems for the borrowing country.  
b going out of business.  
c paying more taxes.
- 5 In most developed and developing economies, people want to:  
a be able to borrow money.  
b live more comfortably.  
c reduce their debts.
- 6 We need \_\_\_\_ to behave more responsibly.  
a spenders  
b savers  
c spenders and savers



3 Match the words (1–5) with their synonyms.

- |               |   |   |             |
|---------------|---|---|-------------|
| 1 fund        | ○ | ○ | careful     |
| 2 prudent     | ○ | ○ | deal        |
| 3 transaction | ○ | ○ | extravagant |
| 4 wages       | ○ | ○ | finance     |
| 5 wasteful    | ○ | ○ | salaries    |

### Vocabulary the economy

4 Find and circle the words in the word search to complete these expressions.

- 1 the \_\_\_\_\_ of living
- 2 the \_\_\_\_\_ and the have \_\_\_\_\_
- 3 the \_\_\_\_\_ gap
- 4 the \_\_\_\_\_ of living
- 5 people's buying \_\_\_\_\_
- 6 \_\_\_\_\_ of life

S	H	A	V	E	S	B
Q	U	A	L	I	T	Y
U	N	I	T	C	A	P
N	G	I	H	O	N	A
O	R	N	E	S	D	S
T	Y	C	Y	T	A	T
S	P	O	W	E	R	E
N	O	M	I	N	D	N
Y	D	E	L	I	V	E

## Grammar focus adverbs: *only, just, even*

- 5** Cross out the focus adverb that is in the incorrect position in these sentences.
- 1 Let's ~~just~~ consider ~~just~~ people's attitude toward money at its simplest level.
  - 2 Savers also spend ~~only~~ money, but ~~only~~ when they can afford it.
  - 3 People in these countries ~~even~~ would have to work longer hours, pay more taxes, and even accept lower wages.
  - 4 You ~~only~~ not ~~only~~ risk losing the money, but you also risk putting the borrower in a difficult situation.
  - 5 We need both types of people, but ~~only~~ if they lend and borrow ~~only~~ responsibly.

- 6** Rewrite these sentences with the focus adverbs in parentheses in the correct place. There is sometimes more than one possible answer.
- 1 Some people keep spending money when they can't afford to. (even)  
\_\_\_\_\_  
\_\_\_\_\_
  - 2 You can protect yourself against bad times by putting aside a small amount of money each week. (just)  
\_\_\_\_\_  
\_\_\_\_\_
  - 3 If a few people save money, the banks won't have any money to lend to others. (only)  
\_\_\_\_\_  
\_\_\_\_\_
  - 4 It's not me who has debts; other people have them, too. (just)  
\_\_\_\_\_  
\_\_\_\_\_
  - 5 Most people are careful with money when times are hard. (only)  
\_\_\_\_\_  
\_\_\_\_\_
  - 6 Some borrowers admit that they borrow money irresponsibly. (even)  
\_\_\_\_\_  
\_\_\_\_\_

## Vocabulary money

- 7** Complete these sentences with the correct noun form of the verbs in parentheses.
- 1 To buy the car, I had to make \_\_\_\_\_ of \$70 a month for five years. (pay)
  - 2 We need to cut back on our \_\_\_\_\_ because the cost of living has become so high. (spend)
  - 3 They say that gold is a good \_\_\_\_\_ at the moment. (invest)
  - 4 We took out a \_\_\_\_\_ from the bank to finance the purchase of our apartment. (lend)
  - 5 I used my \_\_\_\_\_ to pay for my vacation. (save)
  - 6 We needed to increase our \_\_\_\_\_ so that we could build an extension to our house. (borrow)
  - 7 Government workers are protesting because their \_\_\_\_\_ haven't increased in the last two years. (earn)

## 8 Dictation money and lifestyle

**97** Listen to someone talking about money and lifestyle. Write down the words you hear.

I think that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

It's a lifestyle \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This desire \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# 12b Cheap labor

## Reading a history of industry

1 Read the article. What is the main message?

- a Cheap labor is a key factor for a country's economic success.
- b Cheap labor is a benefit to the economy only if jobs stay in the country.
- c Businesses use cheap labor as a way of ensuring long-term success.

2 Read the article again. Are these sentences true (T) or false (F)? Or is the information not given (N) in the article?

- |  |   |   |   |
|--|---|---|---|
| 1 A good exchange rate is the most important ingredient for a successful economy.        | T | F | N |
| 2 Britain was still the world's leading industrial power at the end of the 19th century. | T | F | N |

- |   |   |   |   |
|---|---|---|---|
| 3 The American railways were built by people who had migrated to the US from Europe.                                      | T | F | N |
| 4 In recent times, companies have started looking for countries where they can pay people less money to make their goods. | T | F | N |
| 5 It is cheaper to make things abroad partly because the cost of transporting goods is not too high.                      | T | F | N |
| 6 Making things at low cost abroad is good for the consumer in the short term.  | T | F | N |
| 7 Even if some jobs leave a country, better jobs will replace them in that country.                                       | T | F | N |

## Cheap labor

There are three main ingredients for a successful economy. The first is a good exchange rate with the countries that you want to trade with. No one is going to buy your goods if they are too expensive. The second is technology. In the early 19th century, Britain became the dominant industrial power in the world because the Industrial Revolution started there. Britain was able to benefit from homegrown innovations like the railway and the mass production of goods. By the end of the same century, the US was the dominant power because they took the technological revolution forward with the telephone, the radio, and then the airplane. In the early

20th century, Germany too became a major economy, developing its own new chemical and automobile industries.

Technological innovation was very important for transforming the economies of Britain, the US, and Germany in this period—but their success would not have been possible without the third key ingredient: cheap labor. The history of successful economies has always been a story of cheap labor. If you can get people to work for not much money, your business will be more profitable. In 1830, the United States had only seventy kilometers of railroad, but by 1890 it had over 250,000 kilometers. This was made possible by employing thousands of immigrants on low wages.

These days, you can follow the movement of an industry—textiles and tuna canning are two striking examples—to where the work can be done more cheaply. Improved communications systems have meant that goods can be manufactured where labor costs are lowest. The goods can then be transported, at relatively low cost, to the places (usually richer countries) where they are consumed. UK insurance companies have IT centers in India, French energy companies have call centers in Morocco, and US engineering companies have their machines produced in China and the Philippines.

However, there is a lot of debate about whether this outsourcing of jobs to other countries is a good thing. In the short term, it is profitable for companies to have their products made more cheaply, and it benefits their customers, too. But does this harm their own country's economy in the long term and cause unemployment among their own country's citizens? That is a question that remains to be answered.



**3** Find words or expressions in the article on page 94 with the following meanings.

- 1 leading or powerful (paragraph 1)  
\_\_\_\_\_
- 2 manufacturing in large quantities (paragraph 1)  
\_\_\_\_\_
- 3 able to make money (paragraph 2)  
\_\_\_\_\_
- 4 salaries (paragraph 2)  
\_\_\_\_\_
- 5 bought and used (paragraph 3)  
\_\_\_\_\_
- 6 places where large numbers of workers respond to phone calls (paragraph 3)  
\_\_\_\_\_
- 7 paying someone outside the company to do the work (paragraph 4)  
\_\_\_\_\_
- 8 damage (v) (paragraph 4)  
\_\_\_\_\_

## Grammar causative *have* and *get*

**4** Complete the sentences using the correct form of the words in parentheses.

- 1 It's evident that if you can \_\_\_\_\_ (get / people / work) for less money, your business is going to be more profitable.
- 2 Companies are always searching for ways they can \_\_\_\_\_ (get / their work / do) more cheaply.
- 3 A lot of Western clothing firms \_\_\_\_\_ (have / their clothes / make) in India and Bangladesh.
- 4 A lot of tuna fishing companies \_\_\_\_\_ (get / their tuna / process) in the Philippines, Vietnam, and Thailand.
- 5 You can \_\_\_\_\_ (get / most questions / answer) by a call center operator. If they can't answer you, \_\_\_\_\_ (get / them / put) you through to a manager.
- 6 The economic argument for outsourcing is that you can \_\_\_\_\_ (get / anyone / do) the basic non-skilled jobs, and then you can \_\_\_\_\_ (have / your own employees / do) the more skilled work.

## 5 Pronunciation /ʃ/, /tʃ/, /ʒ/, and /dʒ/

**a** **98** Listen to the words in the gray box. Notice the pronunciation of the underlined sounds. Then complete the chart.

cheap	decision	machine	major
revolution	richer	usually	wages

/ʃ/	/tʃ/	/ʒ/	/dʒ/
wash	watch	pleasure	change
_____	_____	_____	_____
_____	_____	_____	_____

**b** **99** Listen and check your answers to Exercise 5a.

## Vocabulary getting things done

**6** Complete the sentences about house repairs. Use the correct verb in its correct form. The first letter of each missing verb is provided.

- 1 I asked John to p\_\_\_\_\_ up new shelves in the living room. He's a professional carpenter.
- 2 We can d\_\_\_\_\_ the room ourselves. We don't need to have it done by a professional.
- 3 The kitchen cabinet came in pieces, and I had to a\_\_\_\_\_ it by myself.
- 4 Can you call a roofer? The roof's still leaking, and we need to get it f\_\_\_\_\_.
- 5 You know that guy who t\_\_\_\_\_ our bathroom walls? He did a terrible job. There are cracks everywhere.
- 6 I'm going to get someone in to i\_\_\_\_\_ the new sink. It's just too much work for me.
- 7 We've just moved into a new apartment, and it's really dirty. I'm going to call the landlord and ask him to get it c\_\_\_\_\_.

**7** Look at these DIY jobs (1–6). Match each job with the professional (a–f) who does it.

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1 fixing a leaky faucet _____ | 4 demolishing a wall _____      |
| 2 rewiring a house _____      | 5 making a wooden cabinet _____ |
| 3 cutting the grass _____     | 6 choosing wallpaper _____      |
| a a gardener                  | d a general builder             |
| b a plumber                   | e a decorator                   |
| c a carpenter                 | f an electrician                |



# 12c The world of barter

## Listening an interview

- 1 ▶ 100 Listen to an interview with a member of the Barter Society. What is the advantage of barter, according to him? Circle the correct option (a–c).
- You can exchange goods and services without paying tax.
  - It opens up a whole new world of people to do business with.
  - You get a much better deal than you would if you used cash.

GDP (n) /dʒi:di:'pi:/ gross domestic product  
 spear (n) /spiə/ a long, pointed weapon used in hunting



- 2 ▶ 100 Listen again and circle the best option (a–c) to complete the sentences.
- The example of barter given by the interviewer is an exchange of a chicken for:
    - an item of clothing.
    - some food.
    - a weapon.
  - Barter is a system of trade that:
    - has always been uncommon.
    - is still used widely today.
    - is primitive.
  - “Exchange barter” is a system:
    - that involves two people exchanging goods with one another.
    - that involves being a member of a club with other barterers.
    - where you exchange goods up to a certain value.
  - Barter exchanges:
    - aren't taxed.
    - are taxed if they are above a certain value.
    - are taxed in some countries.

## Vocabulary business words

- 3 Circle the correct options to complete the description of a hoverboard.

Hoverboards are two-wheeled motorized boards that you stand and balance on. I don't think they will become very popular—I think they're just a(n)



<sup>1</sup> *upscale* / *passing fad*.

The manufacturers have tried to create a <sup>2</sup> *trend* / *buzz* around them, hoping that they will become the next big <sup>3</sup> *trend* / *recession*, but I don't think it will work. Part of the problem is the name: It sounds very <sup>4</sup> *catchy* / *upscale*, but hoverboards don't actually hover; they run on wheels. Another problem is the high price. A few people will buy them, but at \$300–\$400 each, the hoverboard is a(n) <sup>5</sup> *catchy* / *upscale* product that most people can't afford.

## 4 Grammar extra hard and hardly

### ▶ HARD and HARDLY

The adjective *hard* has two different adverb forms: *hard* and *hardly*.

*I'm trying hard to see the advantage of it.* (= I'm making a big effort.)

*There hardly seems to be any advantage to it.* (= There is almost no advantage to it.)

Notice the position of *hard* and *hardly*: *hard* goes after the main verb, and *hardly* goes before the main verb.

Look at the grammar box and compare the two sentences. Then complete these sentences using *hard* or *hardly*, and the verbs in the correct form.

- train / hard
  - He \_\_\_\_\_ . He's very fit.
  - He \_\_\_\_\_ . He's quite lazy.
- work / hard
  - She \_\_\_\_\_ now. She goes to the office once a week, I think.
  - She \_\_\_\_\_ now. She has a new boss who's very demanding.
- think / hard
  - I \_\_\_\_\_ about it. It wasn't an easy decision.
  - I \_\_\_\_\_ about work when I was away on vacation.
- try / hard
  - The team \_\_\_\_\_ . It was as if they didn't care.
  - The team \_\_\_\_\_ , but they weren't good enough to win.

# 12d The bottom line

## Real life negotiating

1 Match the expressions (1–6) with the phrases (a–f) that have the same meaning.

- |                               |  |
|-------------------------------|--|
| 1 to tell you the truth _____ | 4 if I were in your shoes _____          |
| 2 a key thing _____           | 5 at the end of the day _____            |
| 3 let's face it _____         | 6 isn't there some way around that _____ |
- 
- |                                |                           |
|--------------------------------|---------------------------|
| a something that's important   | d we need to be realistic |
| b if i were in your position   | e can you see a solution  |
| c after considering everything | f to be honest            |

2 ▶ 101 Listen to two people in a negotiation and answer the questions.

- 1 What event are they discussing?  
\_\_\_\_\_
- 2 What does the client try to negotiate?  
\_\_\_\_\_



3 ▶ 101 Complete the phrases from the negotiation. Then listen again and check.

- 1 We want some food, but nothing too fancy, to be \_\_\_\_\_.
- 2 OK, so what did you have in \_\_\_\_\_?
- 3 Well, I was \_\_\_\_\_ we could have something more exciting than sandwiches.
- 4 Yes, that \_\_\_\_\_ be much more like it.
- 5 That seems a lot, but let's \_\_\_\_\_ it, it's an important occasion.
- 6 If I were in your \_\_\_\_\_, I'd put on an event that people would remember.

- 7 You have to \_\_\_\_\_ the amount of work involved, setting it up and packing everything away.
- 8 I see. Well, the \_\_\_\_\_ thing for us is that it's a nice, relaxing event.

## 4 Pronunciation long vowel sounds

▶ 102 Listen to the sentences. Which of the underlined vowel sounds are long (L) and which are short (S)?

- 1 OK, so what did you have in mind? \_\_\_\_\_
- 2 Maybe if we prepared some sushi ... \_\_\_\_\_
- 3 Yes, that would be much more like it. \_\_\_\_\_
- 4 If I were in your shoes, ... \_\_\_\_\_
- 5 The \$10 also covers waiting staff. \_\_\_\_\_
- 6 You have to appreciate the ... \_\_\_\_\_
- 7 Just let me know exact numbers ... \_\_\_\_\_

## 5 Grammar extra would

### ▶ WOULD

The word *would* helps make what you say sound more polite or diplomatic, so it is often used in negotiations. Yes, that **would** be much more like it. **Would** that reduce the price?

Look at the grammar box. Rewrite these sentences using *would* to make the sentences more diplomatic.

- 1 I'm afraid that will be difficult for me.  
\_\_\_\_\_
- 2 Are you willing to negotiate?  
\_\_\_\_\_
- 3 Can you give some kind of guarantee?  
\_\_\_\_\_
- 4 When do you need to know?  
\_\_\_\_\_
- 5 I don't want you to get in trouble.  
\_\_\_\_\_

## 6 Listen and respond negotiating

▶ 103 You are hiring a caterer to provide food at a party. Listen to the caterer and respond each time with your own words. Then compare your response with the model answer that follows.

1

*So what kind of food did you have in mind? Some sandwiches?*

*I was hoping we could have some hot food, too.*

# 12e Get to the point

## 1 Writing skill key phrases in report writing

Complete the short report below using these words and phrases.

as requested overall	consequently specifically	initially to sum up
----------------------	---------------------------	---------------------

1 \_\_\_\_\_, here are some comments on the Media Hotel as a potential venue for our annual conference.

2 \_\_\_\_\_, the hotel seems like a good choice. It's in a great location—just ten minutes from the seafront and a large number of restaurants. It is extremely comfortable and has very good conference facilities,

3 \_\_\_\_\_ a large conference hall that seats 300 people, and ten other well-equipped seminar rooms. However, on the weekend that I visited, the hotel had a large group there for a wedding.

4 \_\_\_\_\_, it was very noisy and seemed more like a party venue.

5 \_\_\_\_\_, I thought that this would rule out holding a conference there, but the manager later assured me that on conference weekends, no other functions are allowed in the hotel.

6 \_\_\_\_\_, I think the Media Hotel is a possibility, but I would recommend looking at other options first before making a decision.



## Writing a short report

2 Read the short report below about a training course. Where does this information (a–e) go in the report? Two pieces of information are used twice.

- a details about the course (2 places)
- b an introduction
- c a summary of the course (2 places)
- d a suggestion for improvement
- e a useful fact for future reference

As requested, 1 \_\_\_\_\_ on the one-day introductory course to website design that I attended last week at Illinois State Education College.

Overall, it 2 \_\_\_\_\_, although there were one or two things that could be improved. The teacher was very knowledgeable and had lots of experience designing websites. We spent the first two hours looking at different website designs, specifically 3 \_\_\_\_\_. Initially, I thought this took rather too long, but actually 4 \_\_\_\_\_.

We were then shown the basic tools for constructing a website. There are a lot of very good apps available for this purpose, and the teacher showed us two of his favorites. The apps come with clear instructions. Consequently, it's very easy 5 \_\_\_\_\_. For the last hour of the day, we were able to experiment with using some of these tools.

To sum up, I 6 \_\_\_\_\_. Even if it doesn't tell you everything, it makes the idea of designing a website less frightening. However, I would have liked more 7 \_\_\_\_\_.

3 Complete the report above in your own words. Use your answers in Exercise 2 to help you.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

## Wordbuilding *the* + adjective

1 Write the best adjective for these groups of people in society.

- 1 People with a lot of money the rich
- 2 People without a job \_\_\_\_\_
- 3 People with very little money \_\_\_\_\_
- 4 People with nowhere to live \_\_\_\_\_
- 5 People over 80 \_\_\_\_\_
- 6 People who are well-known \_\_\_\_\_
- 7 People who like adventure \_\_\_\_\_
- 8 People who work hard \_\_\_\_\_
- 9 People who don't work hard \_\_\_\_\_
- 10 People who are unwell \_\_\_\_\_

2 Look at your answers in Exercise 1. Which do you think describe people in a positive situation (P), a negative situation (N), or neither (X)?

## Learning skills using the internet

3 The following ideas are ways you could use the internet to help you learn. Check (✓) the ideas you could use.

- Listen to or watch the news in English, e.g., on the CNN website. Note down key words as you listen to each story. Check their meaning online or in a dictionary. Then listen again.
- Search for articles related to your interests on newspaper websites. Read the title and the first paragraph. Note down two questions you would like answered by the article. Then read the article and find the answers.
- If you are not sure how to pronounce a word, check an online dictionary. Then practice saying it.
- If you listen to songs in English, search for the lyrics online. Read them as you listen to the song. Look up any words you don't know.
- Search for interesting quotations, sayings, and anecdotes on websites. Try to memorize them.

4 Use the internet to find:

- 1 the meaning of the word "spin" in the context of political news.  
\_\_\_\_\_
- 2 the opening lyrics to "Big Yellow Taxi" by Joni Mitchell.  
\_\_\_\_\_
- 3 a famous quotation on the subject of success.  
\_\_\_\_\_

## Check!

5 Complete these sentences with words from Unit 12 of the Student Book. Then use the first letter of each missing word to spell something that many of us dream of having!



- 1 The expression "Saving for a \_\_\_\_\_ day" means saving money in good times in preparation for more difficult times.
- 2 People use the term "the \_\_\_\_\_ gap" to refer to the difference in earnings between the rich and the poor.
- 3 Branding and a \_\_\_\_\_ name are important for any business. In my town, there is a Chinese restaurant called "Wok and Roll."
- 4 When we say that another person did a job for us, we use this construction:  
*get* or \_\_\_\_\_ + something + past participle.
- 5 "At the \_\_\_\_\_ of the day" is a commonly used phrase in negotiations.
- 6 The opposite of "spend" is  
"\_\_\_\_\_."

Word: \_\_\_\_\_

# Audioscripts

## Unit 1

### ▶ 01

P = Presenter, E = Expert

- P: I'd like to ask you two questions: What is the real reason for the aging population? And secondly, and more importantly, what effect is this having on relationships in society?
- E: Well, there's not just one reason; there are a number of reasons. First, the birth rate has declined over the last twenty years—people are having fewer children. The second reason is that sixty years ago, there was a baby boom. These “baby boomers” are now reaching retirement age. So there are lots of retirees around, and not so many young people. There's also no doubt that people's diets have improved. We are more knowledgeable now about what foods are healthy and unhealthy. Also, in recent years, governments have required food producers to give consumers information about the fat and salt content of their food. Actually, I'd say that people generally have a healthier lifestyle now than they did in the past. They eat better, and they've also learned the right way to exercise and keep fit. Lastly, we can't underestimate the enormous progress that medical science has made in improving the health of older people. People can now get treatment for life-threatening diseases. We didn't have things like flu shots or pacemakers fifty years ago. These advances have increased life expectancy to around eighty years in the developed world. Fifty years ago, it was closer to seventy.
- P: And what are the social consequences of this aging population—that in the West, there are many more older people than younger people?
- E: Well, the main result is that a smaller number of young people now have to support a growing number of old people. Also, people are working longer. In the last ten years, the retirement age has risen from around 62 to 67. Not only that, but people have been spending more time looking after elderly parents. That, of course, puts a strain on family relationships, because parents who spent twenty years bringing up their own children then find that they are spending the next ten years looking after their own aging parents. That means less time together as a couple, and less free time to enjoy with other friends and family. It's not easy.

### ▶ 03

- 1 My parents worked hard all their lives, but they both retired when they were sixty, and the government has given them good pensions. So now they can relax and enjoy themselves.
- 2 They've said that they don't expect me to look after them when they get old.
- 3 Considering that my husband and I will probably have to work until we are 68, I'm glad they said that.

### ▶ 04

P = Presenter, L = Lauren

- P: I know that Vietnam is a country that is developing incredibly fast. Lauren, you've just returned from a three-week trip to Vietnam as part of your university class ...
- L: That's right, yes.
- P: ... which sounds fantastic. I wish my economics degree had included that kind of trip. Can you tell us a bit about how people in Vietnam are adapting to the huge economic changes in the country, and what it all means for them?
- L: Sure. As you say, Vietnam is a very dynamic society right now. It's being transformed at an amazingly fast pace—both economically and socially. We were really lucky to get to experience that first-hand, and we got to meet so many different people of all ages and backgrounds—politicians and government officials, farmers, and so many just ... regular people, too. And I have to say—if anyone's thinking of going there—the people are amazing: really warm and friendly. But to answer your question, I think what you have is an older generation who are very conscious of their history. Many of them have been through two wars and are very aware of how much they've struggled to get to this point now, of relative prosperity. And then there's a younger generation, and they don't necessarily see all that effort. They kind of take this new wealth and opportunity for granted. I think they see the world opening up and they really want a part of it. And that's not always easy, because there are still some restrictions on access to information—Facebook and other social networking sites are closed down from time to time, for example. On the other side, the older generation desperately want their children and grandchildren to understand Vietnam's history and be proud of it, and to respect Vietnamese traditions.
- P: And did you get a sense that people are confused by this? That they don't know which way to turn, as it were?
- L: You know, not really. The sense I got was that the gap between old and young is being bridged by the generation in the middle—the 30- and 40-somethings. We spent a day in a fishing community near the Mekong Delta and had a meal with a family there, and all the different generations were getting along fine together. I had the impression that the parents kind of balanced the home. The grandparents are really involved in things—they get to take care of the grandchildren and teach them what they know. You could see that really clearly. And at the same time, the grandparents are definitely listened to and treated with respect by the parents and the young children. I was really impressed by that.

▶ 07

B = Ben, S = Sam

B: Hi, Sam. Long time no see. I've been wondering how you were.

S: Oh, hi, Ben. What a nice surprise. I'm fine. I've been working in Canada for the last three months.

B: Well, it obviously suits you. You're looking very well. Have you decided to move up there?

S: No, it's just a temporary job. I've been helping to renovate an old house. And how's everything with you? Is Emily well?

B: Yes, thanks. She's just finished her nursing course.

S: Really? That's fantastic! Please give her my best.

B: I will. Great to see you. I should probably get going now.

S: OK. Could I have your phone number again? I've lost it.

B: Sure. It's 718-555-9924.

▶ 08

1 How are things?

2 Busy as ever.

3 I'm in kind of a hurry.

4 It's been ages.

5 I should probably get back to work.

▶ 09

F = Friend, MA = Model answer

1

F: Hi. What a nice surprise! How are you?

MA: I'm fine, thanks. Good to see you.

2

F: So, what have you been up to lately?

MA: I've been working very hard, but everything's going well.

3

F: Well, it obviously suits you. You're looking good.

MA: Thanks. So are you.

4

F: And do you see much of the old crowd these days?

MA: I've seen Polly a few times.

5

F: Well, I don't mean to be rude, but I need to go to the bank now.

MA: No problem. Great to see you.

## Unit 2

▶ 10

On April 25, 2003, Aron Ralston drove to Moab, Utah, where he mountain-biked the famous Slickrock Trail. He then made his way to Horseshoe Canyon. When he arrived, night was falling, so he made camp. He was planning an ascent of Mount McKinley in Alaska, and this trip was part of his training. In the morning, he filled

his backpack with water, candy bars, and his climbing gear, and then he set out for Blue John Canyon.

He climbed into the canyon on April 26. He had gone about five miles when he came to a section where a series of large boulders were hanging, wedged between the walls of the canyon. He worked his way past these until he came to a boulder hanging over a drop of about three meters. Putting one hand around the boulder, which weighed about 800 pounds, Ralston stretched to reach a secure foothold below. As he did so, the boulder rotated, slid down, and trapped his right hand between it and the canyon wall, crushing it completely.

For the first few moments, he threw his body repeatedly against the boulder to move it, but it refused to move. Ralston forced himself to stop, breathe, and then considered his situation logically.

He hadn't told anyone where he was. It would be days before anyone realized that he was missing. Ralston was standing on a small stone, facing the boulder that had crushed his hand. The pain was intense, but he was determined to stay in control. He only had two courses of action left to him: He could chip at the rock to free his hand, or he could cut off his hand.

His only tool was a cheap multi-tool. Over the next few days, he worked to chip away at the rock with it, but the progress he made was minimal. He was wearing shorts, hiking boots, and a fleece sweatshirt. He had started with three liters of water. Now he was down to one.

Ralston had been waiting there for five days. But by the time the search teams started out, he had long since decided what he needed to do. He packed his gear and arranged everything neatly in preparation for cutting off his hand. The arm was numb, so he didn't feel anything, but it was still not an easy thing to do. The operation took over an hour. Dripping blood, he walked out of the canyon and began the long hike out of the national park. After six miles, he was met by some tourists.

▶ 11

1 crashed

2 top

3 stuck

4 cat

5 sung

▶ 13

1 The setting for Alain de Botton's thought-provoking book, *A Week at the Airport*, is Heathrow Airport.

2 The characters are you and me and every other typical passenger that passes through the airport.

- 3 The book is based on conversations that the author had with travelers and airline staff.
- 4 The idea behind it is that if you are looking for somewhere that can portray modern civilization, you don't need to look any further than an airport.

▶ 14

**Part 1**

Oscar Wilde's collection of short stories, *The Happy Prince and Other Stories*, is for children. But like all good children's literature, the stories have been written in a way that appeals to children and adults alike. The stories contain elements of a traditional fairy tale—giants, speaking animals, and often a message, too. But they are not just good stories. They also have a strange kind of beauty about them, and often this beauty lies in their sadness. I remember feeling sad when I heard the stories as a child, and when I read them again to my children a few years ago, I still had to keep back the tears. It's impossible not to be moved by them. As to their message, Oscar Wilde didn't want to give moral lessons. He just wanted to describe human behavior and leave the reader to make up their own minds. Let me give you an example—the story of *The Happy Prince*.

**Part 2**

The Happy Prince is a metal statue that stands high in the square of an old town in northern Europe. It's a beautiful statue covered in gold, and the prince has jewels for eyes and jewels in his sword. From where he stands, he can see everything that is happening in the town, good and bad.

One day, a little swallow arrives, flying on its way south to a warmer climate in Egypt for the winter. It stops to rest on the shoulder of the Happy Prince, and the prince asks the swallow for help. He begs the swallow to take the gold and jewels from his statue to various people around the town who are poor or in need: a little boy selling matches in the street, or a poor artist in his cold attic room. The swallow stays for some days keeping the prince company and taking these precious things to people until it has taken all the gold and jewels from the statue. By now, it has gotten too late and too cold for the swallow to continue its journey south, and it gets sick and dies at the base of the statue. The town councilors come by and see the statue all gray and plain-looking, with a dead bird lying at its feet. Since it no longer looks beautiful, they decide to knock the statue down and melt it so that the metal can be turned into something useful. At the metal foundry, the workers find that one part won't melt—the Happy Prince's heart—and they throw it on the garbage pile where the dead swallow is lying.

▶ 15

See track 14, Part 1.

▶ 16

See track 14, Part 2.

▶ 17

A = Friend 1, B = Friend 2

A: How was the trip to Costa Rica?

B: Well, we had a great time once we got there, but getting there was a complete nightmare.

A: Poor you! What happened?

B: Well, about four hours before we were due to leave, Hannah realized that her passport was out of date.

A: Oh, no! So did you leave without her?

B: No. Paul took her straight to the passport office. Someone had just canceled their appointment, so Hannah was able to get a new passport within an hour.

A: That was lucky. And where were you?

B: I went to the airport to wait for them, and kept in touch with them by phone.

A: How stressful! Did they make it in time?

B: Well, luckily the plane was delayed by two hours. So in the end, they got there with some time to spare. But my nerves were completely destroyed by then, and I was so stressed out.

A: I can sympathize. I hate being late when I'm traveling. Did the rest of the trip go OK?

B: Yeah, it was great, thanks. Costa Rica was fabulous. But I made sure we arrived at the airport four hours early for the flight back.

A: I don't blame you. I think I would have done the same thing.

▶ 20

F = Friend, MA = Model answer

1

F: You'll never guess what happened to me yesterday on the bus. I started talking to this woman who I thought was Marion, my next-door neighbor, about my problems at work. But it wasn't Marion. It was a complete stranger!

MA: How embarrassing! When did you realize it wasn't Marion?

2

F: I thought I'd lost my wallet this morning. But I'd actually left it on the table at a café, and some kind person handed it in.

MA: That was lucky.

3

F: I feel really bad. Jeff asked me if he could borrow my camera and I said no. The thing is he's really clumsy and it's a \$600 camera.

MA: Don't worry about it. I think I would have done the same thing.

4

F: We had some people over for dinner last night and we spent so long talking that I forgot to turn the oven off, and all the food I had prepared was completely ruined. It was all dry and burned.

MA: What a nightmare! What did you do?

5

F: My credit card got stuck in the ATM. I called the bank and canceled the card, and also left a note with my phone number in case someone managed to get it out.

MA: That was good thinking.

## Unit 3

### ▶ 21

There's a group of philanthropists in the US—like Gates, Buffett, and Rockefeller—who have contributed a lot of money to good causes over the last fifteen years. The problem for them is that because they're so rich and powerful, some people are suspicious of their motives. So when they meet up, they often do so secretly, like they did a few years ago in Manhattan.

### ▶ 22

P = Presenter, D = Didier Bertrand

P: I'm here with Didier Bertrand from the Research Department of GNH electricity company. Today, we're talking about "smart homes" of the future. Everyone has heard of this type of technology in one form or another—robots that can clean the house, stoves that will be making our meals for us—and, in a few years, I'm sure we will have heard a lot more. But what I'd like to know is, first, what technology is actually just around the corner—not just some researcher's pipe dream—and second, which of these things are actually practical and useful, and which are just gimmicks. So, first of all, welcome, Didier.

D: Hello.

P: Let's talk about what "smart" gadgets our homes will have. I'd like you to tell me if these gadgets are a reality, a possibility, or just science fiction.

D: OK.

P: "Intelligent" fridges.

D: Yes, intelligent kitchen gadgets and appliances are here already, but intelligent fridges are only in a few richer homes. I think we'll all be using them when food producers make the packaging "intelligent" too—so that the fridge can tell you when your food is going bad.

P: So, a reality then, that one. What about ultrasonic showers?

D: Well, the need is already here. In the next ten years or so, water shortages will have become a big problem, so we need to find alternatives. And we already know that sound waves are very effective at cleaning the body, but whether they're safe or not for humans remains to be proven. An ultrasonic shower is certainly something we will be looking at, but ...

P: A possibility, then?

D: A remote one, I think. But a possibility, yes. There's another thing we are working on involving sound.

P: What's that?

D: It's sound-proofing using energy fields. At the moment, if you want to sound-proof a room, you use insulation. But in the future, people will be using energy fields that isolate a particular space from the rest of the house. So you'll be able to play music as loudly as you want in one room without disturbing anyone else.

P: That sounds amazing. What about surfaces in the house that are intelligent?

D: Yes, that's a very interesting area. We're working on several things—for example, kitchen surfaces that transmit heat and can defrost a frozen pizza. I don't think people will be cleaning kitchen

surfaces either in the future—they'll be self-cleaning. And another area of development in the house: We'll soon be installing walls and surfaces that can act as computer or TV screens, so that you can move around the different rooms to do your computing or to watch TV.

P: That technology is quite real, then?

D: Yes, I think in ten years or so, that kind of visual media will have become quite common in newer houses.

P: Wow! Anything else we haven't mentioned?

D: I think people will be able to control lighting much more intelligently in the future. Our company will be launching a new lighting system for bedrooms next year that simulates the sunrise.

P: I see. So you wake up gradually as the sun comes up and gets brighter.

D: Exactly.

### ▶ 23

1 The weekday edition of *The New York Times* contains more information than the average person in 17th-century England learned in a lifetime.

2 Around a thousand books are published internationally every day, and the total of all printed knowledge doubles every five years.

3 More information has been published in the last thirty years than in the previous 5,000 years.

### ▶ 24

In 2007, the number of people dying from drinking unclean water was a shocking 6,000 per day. Diarrhea is one of the biggest killers of children in the developing world—a situation that can be changed through the use of vaccines and the drinking of clean water. An ingenious invention, the Lifestraw, may be one answer.

Developed by the nonprofit organization Vestergaard Frandsen, based in Switzerland, this simple device has won a number of awards, including *Time* magazine's "Best Innovation of the Year."

Like all good inventions, Lifestraw works on a very simple principle. Water is sucked by the user through a filter that traps 99.9% of all water-borne bacteria, including salmonella and *E. coli*. As a result, it provides protection against the killer diseases cholera and typhoid, as well as common stomach infections like dysentery and diarrhea.

The filter contains a substance called PuroTech Disinfecting Resin (or PDR), a material that kills bacteria on contact. Pre-filters made of textile fabric first remove particles up to 15 microns. Each filter lasts up to a year, and has a cleaning capacity of 700 liters of water. This equates to a typical daily intake of two liters of water per day. Lifestraw is only 30 cm long, and—being made of plastic—it weighs very little, so it can be worn around the neck without any discomfort to the wearer. Each device costs around US\$6.

What are the limitations of Lifestraw? Not many, it seems. It shouldn't be shared by users, of course. It isn't effective at filtering out metals such as iron and arsenic. If you use it with salt water, you will reduce



its life by about half. And people who are sensitive or allergic to iodine should seek advice before they use it. Other than that, there are only positives—the main one being that it doesn't run on electrical power, but works simply through the mechanical action of sucking. There are some tips for making it work better, for example, by sucking very steadily on the straw, or by periodically blowing some air and water back through it to clean out the filters. But basically, it's obvious how it works.

Lifestraw was used successfully in the Haiti earthquake disaster of 2010 and in the Pakistan floods of the same year. But like all ideas—particularly those aimed at solving humanitarian problems—it has its skeptics. The charity WaterAid said that while in principle it was a great idea, Lifestraw does not solve the fundamental problem of access to water for many people in developing countries, which is one of distance, not cleanliness. Many people have to walk up to 30 kilometers a day to get water.

### ▶ 27

G = Guest, R = Receptionist

#### Conversation 1

G: Hello, I wonder if you can help me. I'm kind of worried about the fan in my room. It doesn't look very safe.

R: Sorry, do you mean the ceiling fan or the desk fan?

G: The ceiling fan.

R: What seems to be the problem? Isn't it working?

G: It's working OK. But I think it may be loose, because as it goes around, it's moving a lot from side to side. It looks like it's going to fall off—and it's directly above my bed.

R: Don't worry. They're supposed to move around like that. It won't fall off. But if it makes you feel uncomfortable, you can turn it off and use the desk fan. There's one in the cupboard.

G: Yes, maybe I'll do that. Thanks.

#### Conversation 2

G: Hi, can you help me? I can't get the TV in my room to work no matter which button I press on the remote control. Maybe it's me, but the screen just stays blank.

R: Have you tried switching the monitor on separately? There's an on/off button on the front of the monitor.

G: No, I didn't see that. I'll give that a try.

### ▶ 29

F = Friend, MA = Model answer

1

F: Can you help me?

MA: Sure, if I can.

2

F: I'm having trouble with my computer.

MA: What seems to be the problem with it?

3

F: Well, I was working on it, and suddenly the screen went completely blank. Now I can't get it to do anything.

MA: Have you checked the plug? Maybe you've switched it off by mistake.

4

F: No, it has power. At least, I think so. The light by the power button is still on.

MA: Have you tried switching it off and on again?

5

F: No. Good idea. I'll give that a try.

MA: OK. Let me know if it doesn't work. I can come and have a look.

## Unit 4

### ▶ 30

P = Presenter, H = Handy, G = Guy Francis

P: Welcome to the *Topical Hour*. In the second part of the show, we'll be looking at the question of the long-term unemployed. Is each case different, or are there measures we can take that will help all unemployed people get back to work? But first, following the news that the graffiti artist "Tox" has been convicted of vandalism for his graffiti, we ask: "When is graffiti art and when is it vandalism?" I'm joined by Guy Francis, former arts correspondent for the *Daily News*, and Handy, a graffiti artist himself. So, both are experts in their own way on the subject. First of all, Handy, what was your reaction to this conviction?

H: I thought it was outrageous—he's gone to prison for his art. How can you say that one graffiti artist's work is vandalism and another's is art? Would you let the courts decide what artwork deserved to be shown in a gallery and what didn't? Of course not. There's no difference in this case.

P: Handy's right, isn't he? Graffiti is either art or vandalism. You can't have it both ways. Guy Francis.

G: Well, that's true, if the graffiti is in a place where the owner agrees to have it there. If Tox had put his work in a gallery, as Handy just suggested, there wouldn't have been any trouble. The fact is, he put his name all over public and private property. Every owner of that property complained and said that their property had been vandalized. In other words, Tox had caused criminal damage. People classified it as damage because all Tox did was write his name and the year in numbers on the property over and over again. There are no imaginative images at all.

P: So, you're saying that if the owner of a property likes the work that a graffiti artist puts on his wall, then it's art.

G: Well, I'm saying in that case, it's not vandalism. The whole debate of whether it's art or not is a different matter. If you take a famous and well-loved graffiti artist like Banksy, whose work sells for tens of thousands of dollars, you can't imagine the owner of a property complaining if some of Banksy's work appeared on his wall. Either type of graffiti could be considered art—but in the eyes of the law, whether or not it's vandalism is up to the owner.

▶ 31

- 1 Banksy, who is based in the UK, is perhaps the world's best-known graffiti artist.
- 2 Despite not calling himself an artist, his work has been shown in galleries and has sold for thousands of dollars.
- 3 His artwork often carries a political or social message, but in an amusing way that ordinary people can relate to.
- 4 Banksy loves to surprise people. In 2005, a picture showing a primitive human being pushing a shopping cart appeared in the British Museum.
- 5 The message was clear: Is this how far we have come since the Stone Age?

▶ 33

Speaker 1

You see, there are some places that have a strong tradition of a particular kind of music that, if you were born there, you just can't disassociate yourself from, wherever else in the world you may go. I was born in Mississippi and was brought up on country music. Country music tells stories about real life: about love, pain, family, fortune, and misfortune. Those are things that everyday folks can relate to. I think country music is one of the last genres of music that's in touch with human feelings in that way. It's not just about money and having a good time (though, of course, that comes into it sometimes). It's not insulting or angry in the way that rap music can be. It's about home.

Speaker 2

I think music often plays a more significant role in the culture of poorer communities. When you live in an area that is poor and deprived, you have to find cheap ways to have fun. Music and dance can do that. That's why in Brazil, dance music is such an important part of our culture. It also has to do with our history. There are so many different ethnic groups in Brazil that we have a wide range of musical influences to draw from: local Indian instruments that are still used today, African rhythms, or the melancholy songs of the Portuguese settlers, for example. These have all been combined to create unique styles of music like samba, carimbó, bossa nova, and maracatu. That mixture also brings people together. That's the power Brazilian dance music has. You can see that so clearly at Carnaval.

Speaker 3

You don't have to be able to sing or play music to express your feelings through it. Millions of teenagers have been able to express their feelings of frustration at not being understood, or of boredom from their daily routine, or of wanting to break free from the pressures of school and home, by listening to rock music. They hear the very same sentiments they're feeling expressed in lyrics that are supported by a compelling tune or beat. I grew up listening to punk rock, which is a kind of do-it-yourself, non-commercial, fast rock music. The music was saying, "We reject all this commercial packaged stuff you're

trying to sell us. Let's just keep the music simple and honest." And it hit a chord with me, for sure.

Speaker 4

I love hip-hop. I love that it came from just ordinary, average people who wanted to make a better life for themselves from music. I love the innovative side of it, too: that people figured out how to make new sounds using old technology—and some new technology, too—but they took limited resources and came up with something totally new. There were no restrictions on what hip-hop music could do or say. Forget the commercial version of hip-hop you hear nowadays, 'cos it doesn't count for anything. The original hip-hop was about living free in an urban environment.

▶ 34

I = Ivan, S = Sarah

- I: Hey, Sarah. Did you see that amazing documentary on TV last night?
- S: Hi, Ivan. No. What was it about?
- I: It was about the Amazon.
- S: Oh, a nature documentary—not really my kind of thing, actually. I know I should take more of an interest, but I never feel particularly inspired by them. So what was so good about it?
- I: Well, I'm a big fan of the presenter Bruce Parry—you must have seen him. He's been on TV a lot recently. In this documentary, he travels the length of the Amazon interviewing different people who live and work around the river—not just the indigenous tribes that have lived there for centuries, but also more recent settlers, like loggers and farmers.
- S: Yeah, I know Bruce Parry. He did that *Tribe* series where he went to live with different tribes in Africa and other places. It got on my nerves a bit, actually.
- I: How can you say that? I could watch him all day! Anyway, what I liked about this documentary was that he listened to everyone's side of the story—even the loggers who are tearing down the Amazon rain forest. He doesn't make any judgments—the viewer is just left to make up their own mind.
- S: Well, it sounds pretty good. I guess I just get kind of tired of people making these programs supposedly about other people living in difficult conditions, but more often it's just about themselves.

▶ 36

F = Friend, MA = Model answer

- 1
- F: What do you think of cell phones with loud music ringtones?
- MA: They really get on my nerves, especially when one starts ringing on the train or bus.
- 2
- F: Do you like graffiti?
- MA: I'm not particularly interested in graffiti, but I've seen a few pieces that I like.
- 3
- F: Do you like going to musicals?

MA: Yes, I love going to the theater, but I don't get many opportunities.

4

F: What's your favorite TV program?

MA: I'm really into watching sports. I'm a big fan of Formula One racing.

5

F: What kind of music do you listen to? Rock or something else?

MA: Rock music isn't really my kind of thing. I'm into country and western music.

## Unit 5

### ▶ 37

If you visit the famous French Quarter in New Orleans—which, after the airport, is probably the only part that most tourists see—everything now seems to be back to normal. That's because the French Quarter was largely spared when Hurricane Katrina hit in 2005. There was some damage, but it was quickly repaired. But if you go to one of the residential areas southeast of the center, it's a different story: you keep on seeing the effects of the disaster, even this long after the storm. There are a lot of homes and neighborhoods that still have to be rebuilt. It wasn't the winds that did the damage, but rather the flood waters when the city's levees failed to hold the big tidal wave back. Huge numbers of people were forced to leave. A few people decided to resettle elsewhere, but most New Orleanians would never consider leaving their beloved city. About two-thirds of the residents have managed to return and, little by little, they are rebuilding the city.

The redevelopment plan has not been systematic or coordinated. There are some federal projects, some state projects, volunteer groups, and also projects run by private benefactors. A particularly interesting project is taking place down in the Lower 9th Ward, an area that was pretty depressed even before the storm. A well-known movie actor used his own money to create a nonprofit organization called "Make it right." Using architects from all over the US, they planned to build 150 safe and environmentally friendly homes in the area where ordinary local people could afford to buy or rent.

All the houses contain innovative design and safety features because no one wants to see their home flood again. One solution is the "float house"—the base of the house can rise on two guide posts and act as a raft in case of floods.

I visited some of them myself and was impressed by the imaginativeness of the architecture. At the same time, you can't help wondering how many more homes could have been built if they had used simpler designs and materials. It's a difficult issue. Here's someone genuinely trying to help people rebuild their lives, but is their vision too ambitious? Some critics think it's impractical.

### ▶ 38

The fact that most people have returned says a lot about how special this city is. The people who live here can't imagine living anywhere else.

I'm a musician, and making a living in New Orleans has always been a challenge. We hoped to see more investment in jobs and tourism after the hurricane.

But since Hurricane Katrina, life has definitely become harder. I love this city, but these days, I'm forced to go out of town to find work.

### ▶ 39

found – drowned  
front – hunt  
meant – sent  
ocean – motion  
placed – taste

rule – tool  
stay – weigh  
whale – they'll  
where – share

### ▶ 40

N = Newsreader, KR = Kate Rashford

N: A book just published says that exposing infants to complicated words and rich language in the first three years of their lives is key to their later development. According to Dana Suskind of the University of Chicago, who has written the book, hearing rich language not only improves children's language ability but also their overall development and success. Kate Rashford reports.

KR: Dana Suskind's new book, *Thirty Million Words: Building a Child's Brain*, argues that the language we use with children has a huge influence on their development and achievements in later life. This, she says, is because exposure to language—and preferably more than one language—improves a child's IQ and thinking abilities, helping them with other aspects of learning such as spatial awareness.

She summarizes how adults can help infants to develop what she calls the four T's: Tune in, Talk more, Take turns, and Turn off the technology. "Tune in" means that whatever you are doing with your child—taking a bus with them to go shopping or changing their diaper, for example—you must always show interest in what the child is interested in. "Talk more" means just that. Suskind suggests keeping up a kind of commentary on your child's day and using richer language—not baby talk—to do it. "Take turns" is her most important rule. It means seeing the child as a true conversation partner. Most adults don't realize they can have a conversation with an infant or a newborn baby, says Suskind. But babies are responding to what you say to them with noises and facial expressions long before they can use their first word.

The fourth T is: Turn off the technology. According to Suskind, the key things for development are interacting and empathy—understanding what the other person is feeling. Empathy is not something you get from digital media—the TV, the iPhone, or iPad—even if you are supposed to be learning something.

The inspiration for the title of the book, *Thirty Million Words*, came from some research done at

the University of Kansas, which showed that by three years of age, children from lower-income backgrounds had on average heard in their lives thirty million fewer words than children from richer backgrounds. And this affected their life chances. It's a powerful statistic, and Suskind hopes that making it the title of her new book will help convey her message more strongly.

▶ 43

Conversation 1

A: Do you know, I find it incredible that in a big city like this, there aren't more leisure facilities and green spaces. We have one ancient swimming pool, a couple of tennis courts, and a few playgrounds.

B: I know and I agree completely. I think we should try and get a letter signed by as many people as possible asking the council to do something about it.

A: The thing is, it's our taxes they're spending.

B: Yes, absolutely, so we really should have a say in how the money is spent.

Conversation 2

A: Have you seen the plans to reduce traffic in the center of town? They look awful. I think they should just make the whole center a pedestrian zone. For me, that would make much more sense.

B: Well, I understand why you say that, and I used to think the same. But actually, you also need to consider all the senior citizens who depend on buses and public transportation. I'm more concerned that they just wouldn't be able to come downtown and shop at local stores anymore if vehicles were banned.

A: Not necessarily. It seems to work in other city centers.

▶ 45

F = Friend, MA = Model answer

1

F: I find it amazing that no one has developed the area around the river. It has such potential.

MA: I agree. What they should do is make a nice area with stores and restaurants.

2

F: I think that more money should be invested in leisure facilities for young people in the area.

MA: Absolutely. There's not enough for young people to do.

3

F: The trouble with having a business park out of town is that it encourages people to drive to work. What do you think?

MA: I know what you mean. But for me, it's better than people driving into the city center.

4

F: Do you think the council should make the city center a pedestrian zone?

MA: I think that depends on what they plan to do about public transportation.

5

F: Have you seen the new shopping mall they're building downtown? It's horrible.

MA: I don't mind the design. I'm more concerned about what will happen to the local stores.

## Unit 6

▶ 46

Speaker 1

Let's not pretend that just by staying at home, you're going to relax and switch off. If you're going to get a real break, you need to make a few rules and changes—a few don'ts, if you like. Tell your boss that you are going away and you can't be contacted. Don't answer the phone—switch on voicemail and listen to messages once a day to check that nothing urgent has come up. Change the weekly routine: you don't have to do a weekly shopping trip, for example. Instead, make food shopping something that's fun and nice to do. Shop when you need to; go to the deli, the farmer's market, and so on. Don't watch the same old TV programs that you watch each week. Don't do the cleaning—get a cleaner. I don't want to sound prescriptive, but unless you make some rules, you just won't relax properly.

Speaker 2

My idea of a staycation is to pamper myself for a week. I call it my "home spa week." I get up late. I go for a walk or a short run, and then I have a massage each day at the local health club. It would be easier not to do things to keep fit, but actually it makes me feel fantastic for the rest of the day. Then I have a late lunch—down by the waterfront usually—and spend the rest of the afternoon reading. Some evenings I spend the time preparing a meal very carefully; other times I go out to a show. I don't think it's extravagant, because I know whatever I do, I'm spending less than I would be if I went away on vacation.

Speaker 3

We had a staycation last year and I just organized tons of exciting things for the family to do every day. I hope I didn't overdo it. I think they enjoyed it. I'm just not one of those people who likes to sit still and do nothing when I'm on vacation. So we went to two theme parks; we went mountain biking; we even camped out in the backyard one night. I think vacations are all about experiences, and we certainly had some of those. We got lost on our mountain bikes one day for about four hours. I tried not to let the kids know that I was worried, but I was! Luckily, we found the track again before it got dark.

Speaker 4

My advice for a staycation is just to keep it simple. It's an opportunity to enjoy the basic things in life and what nature has to offer. So you really shouldn't let modern life dictate what you do too much. Do things with the family—take walks together, make meals for each other, play family games, or just chat in the evenings—and don't get involved with anything even vaguely electronic, like computer games or the TV.

▶ 47

- 1 In tough economic times, people will try not to spend so much on luxuries such as vacations.
- 2 However, vacations are an important break from the stresses of work and daily life.
- 3 You don't have to go abroad to go on vacation. You can have a staycation instead. These have increased in popularity in recent years.
- 4 I don't think it's a bad trend because it means that people discover more about their own country.

▶ 49

A first look at the *National Geographic Endeavour II* does not make you think "cruise ship." It isn't painted white, and there are none of the sleek lines of a modern luxury cruise liner. That's because the *Endeavour* is actually a ship that started life as a fishing trawler in the 1960s, working in the waters of the North Sea and North Atlantic.

They say "Don't judge a book by its cover," but in some senses, the *Endeavour* still is a working ship because it has to combine the qualities of a comfortable passenger boat with those of a working expedition ship. So on its decks you will find a small pool and a sun deck, but there are also small cranes for lowering kayaks and Zodiacs—small rubber inflatable boats—into the water. You won't find luxuries such as a casino, a hairdresser, or room service, but there is a library, a fitness center, and a relaxing lounge.

The *Endeavour* used to run expeditions from the Arctic to Antarctica, but these days it's to be found mostly in calmer waters around the Galápagos Islands. The ship is used as a base from which passengers can take trips by kayak or Zodiac to explore the islands.

Photographers and expert naturalist guides from National Geographic accompany the passengers, giving advice on how to take amazing pictures and teaching them about nature on these unique islands. It's educational and exciting at the same time. In one excursion, you can follow a path through tide pools and underwater caves in search of seals, sea lions, and marine iguanas. In another, you can snorkel near a coral reef and swim among the tropical fish, or even, if you're lucky, with Galápagos penguins or dolphins.

The trips are not cheap, working out at around \$1,000 a day, but these are not ordinary vacations. For your money, you get to visit one of the most remote regions on Earth, with the benefit of expert knowledge, reasonable comfort, good Ecuadorian food, and a real sense of adventure.

▶ 50

J = Joe, S = Steve

- J: Hey, Steve. It's Joe. I'm just calling to say I'll be coming in on the five o'clock train this evening.
- S: Fantastic. But I can't pick you up, I'm afraid. I'll be working then.

- J: That's OK. I'll just make my way over to your place—if that's all right.
- S: Well, you could do that, but alternatively, since it's going to be a nice evening, why don't we meet up in town—say at Sara's Café down by the waterfront?
- J: Sounds great. How do I get to Sara's Café?
- S: Just take any bus from the station and ask the driver for King's Street.
- J: OK.
- S: Look for the pier and get off there. Then walk down the front toward the city center, and you'll see the café on your right.
- J: OK. If I get held up, I'll call you.
- S: Actually, why don't you come and meet me at my office first? It's just as easy.
- J: OK, where's that?
- S: Well, get off at the same stop and walk in the same direction, but turn down Ship Street. Call me when you get there, and I'll come out and meet you.

▶ 51

- 1 I'd prefer to drive, but the car is behaving strangely.
- 2 It's not difficult to find, but it's a long way from the station.
- 3 I could come and meet you, but I don't finish work until 6:00 p.m.
- 4 The bus is cheap, but it makes a lot of stops on the way.

▶ 52

F = Friend, MA = Model answer

- 1
- F: Hi there. I'm coming in on the train tomorrow at two o'clock. What's the best way to get to your house from the train station?
- MA: The easiest thing is to take the bus.
- 2
- F: My flight lands at 4:00 p.m. this afternoon. Could you pick me up from the airport?
- MA: Sorry, I'm afraid I can't. I'm at work.
- 3
- F: How long does it take by car from the town center to your house?
- MA: It's a thirty-minute drive.
- 4
- F: Excuse me, do you know where the nearest bus stop is?
- MA: Walk along the road and turn left at the supermarket.
- 5
- F: I'm on a train headed to your place now. Should I call you when I get there?
- MA: That's a good idea. Then I'll come out and meet you.
- 6
- F: I think I can get to the restaurant on my own. But I'll call you if I get held up.
- MA: Sure. Just give me a call.

## Unit 7

### ▶ 53

Speaker 1

People who are in favor of teaching their children at home generally argue that the local schools don't stretch children enough, or that they don't recognize their child's individual needs. I'm sure these people mean well, but I think they're missing the point. Interaction with other children from a range of backgrounds—not just your own siblings—is a key part of learning, and you just don't get that if you're stuck in your own house all day.

Speaker 2

Parents often discipline their children for fighting or being unkind to each other, but there's new evidence to suggest that this kind of behavior may not be a bad thing. Psychologists say that by competing in this way, children are learning valuable social skills. It's common for siblings to squabble over toys or to compete for attention. They will even continue to do this later in life—fight for their parents' approval, that is—but generally, they find a way of working it out so that no one's hurt. That type of negotiation in relationships is important training for later life.

Speaker 3

Where you are in the family clearly has an influence on your behavior more generally. We're all familiar with eldest children who are organizing and bossy types, and middle children who feel ignored. Being the baby of our family, I'm particularly interested in the youngest child syndrome. Certainly you have to fight more for attention—that's why younger children are often the clowns of the family. Parents tend to let you get away with things that your older siblings didn't. You also have the advantage of learning from your older siblings ... and their mistakes.

Speaker 4

I think far too much attention is paid to how parents should bring up children and far too little to how much other environmental factors affect them. Have you ever watched a two-year-old when another slightly older child comes into the room? They're fascinated. They watch what they do, they try to join in—much more than with an adult. What's more, the elder child will quickly take on the role of teacher or parent, explaining pictures in a book, for example. "Look. That's a lion! Can you say 'lion'?" In a lot of societies, it's normal in large families just to leave the children to get on with it. I think parents in the West should do that instead of intervening so much.

### ▶ 54

Everything depends on what you see as the future role of your children. In other words, what is it that you are raising them to do?

Do you want them to be good members of society? If so, you will teach them values such as obeying the law, cooperating with others, and

generally being good citizens.

Or do you want them to be successful individuals? If so, you will help them to be free thinkers and to be independent.

Or is it important that they are good family members? Then you will teach them to respect their elders and to follow family traditions.

### ▶ 56

/u:/: blue, lunar, rude, suit, truce

/ju:/: humanity, humor, menu, used, usually

### ▶ 57

Desmond Morris trained originally as a zoologist, where he observed the behavior of many different species of animals. However, his lifelong interest has been human rather than animal behavior, and unlike the traditional experts in human behavior—the psychologist, the sociologist, and the anthropologist—he is not so interested in what people say, but rather in what they do. In fact, he gives little attention to human speech because he feels that human actions tell us far more about people than anything they might say. Indeed, it is said that in human communication, as much as ninety percent is non-verbal.

In an interview given some years ago, Morris gave a fascinating example of "postural echo," a type of non-verbal communication. Morris and a presenter were sitting discussing Morris's work in a radio studio. They were both sitting down facing each other across a table. Both had one forearm resting on the table and the other forearm upright, with their chin resting on one hand. Both were leaning forward interestedly as they talked to each other. They had adopted what Morris called *postural echo*: that is to say, because they had a common interest, they were imitating each other's posture.

In another situation, though, such postural echo might be inappropriate. For example, imagine you are being interviewed for a job, and the boss who is interviewing you sits back in his chair and puts his feet up on a stool. His posture is showing that he is in a relaxed and dominant position. Your posture, on the other hand, should show that you are in a subordinate position: in other words, you should be sitting upright, maybe leaning forward a little to show interest, with your hands on your lap. If you were to echo his posture, it would send the message that you felt as relaxed as him, and he is not hiring another boss—he is looking for a subordinate. At best, you would not get the job; at worst, the boss would find it deeply insulting and end the interview immediately.

### ▶ 59

Dowry-giving—the gift of money or property from one family to another on the occasion of a marriage—is still common in certain parts of the world. It symbolizes different things. For example, it can be a sign of wealth and help increase social status. It can have a historical and practical meaning: as a rule, in the past, brides did not go out to work, so this was her financial

contribution to the marriage. It's customary for a dowry to be given by the bride's family to the groom's family, but it can work the other way around, as in Nigeria, where a small dowry is given by the groom's family. The engagement ceremony in Nigeria marks the beginning of the wedding celebrations. It's an occasion for people to celebrate and have fun before the official ceremony, and also to give gifts to the couple. It takes place on the evening or a couple of nights before the wedding itself. During the party, there's a lot of music, and dancing. It used to be traditional for money to be thrown at the couple's feet while they danced, but now people usually bring regular wedding gifts. After the party, the groom's family delivers a kind of dowry to the bride's family's house in the form of a gift of traditional clothes and jewelry. On the night of the wedding, after the reception party is finished, the bride goes back to her own house where she waits until she's claimed by the groom and taken to their new home.

### ▶ 61

F = Friend, MA = Model answer

1

F: How does a man ask for a woman's hand in marriage?

MA: It's traditional for a man to ask the woman's father for permission to marry her, but these days he usually asks her directly.

2

F: What symbolic acts are there at the wedding ceremony?

MA: The bride walks down the aisle with her father and he brings her to the groom. That symbolizes the handing over of his responsibility for her to the groom.

3

F: What happens after the wedding ceremony?

MA: The bride and groom go to a reception, usually in a special car, where they have a big party with all their friends and family.

4

F: What kinds of gifts are given?

MA: Usually people give the couple things that will be useful in their new home, such as things for their kitchen.

5

F: Is special music played at the reception?

MA: Not really. Once the bride and groom have had their first dance together, everyone usually dances to pop music.

## Unit 8

### ▶ 62

Speaker 1

Rhea: I spent most of my life working for a big insurance company in the US, which is where I come from. I felt I had achieved a lot of things in my life—got a good job, raised a family—but I wanted something more, something with real significance. I felt that insurance was just a money-making business, and I wanted

to help people in a more meaningful way. In particular, I wanted to help children get a good education. I was very fortunate because a friend told me about a volunteer program in Rwanda, Africa. The aim of the program was to teach nursery school teachers the value of learning through play. I was trained by the organization, and then I went out to a small village in Rwanda to work with local teachers. The school was in a terrible condition, and the kids sat at desks all day and there was no room to do anything else. But our methods have been a great success. The children love coming to school, and the teachers are really motivated by the new methods. And for me, I have found my calling—helping to educate people who really need and want to learn.

Speaker 2

Sasha: When I left art college seven years ago, I already knew it would be difficult to make a living from my art, so I imagined that art would pretty much be my hobby unless I got lucky. My ambition was not so much to be a professional artist, but just to do something in the art world. I moved to Cleveland in Ohio with a couple of artist friends, because it was cheaper to live there than in Chicago. We found an apartment, and also a space in an old warehouse that had been used for storing wheat which we could use as a studio. But I still had to do odd jobs like being a waiter and working in clubs. Then one of my friends had the idea of setting up a gallery. So we turned the warehouse space into a gallery, and then we got artists from the local art school to exhibit there. Soon, we started to get noticed. We had good reviews in local newspapers and even one art magazine. Then we attracted one or two more well-known artists to exhibit their work there. And it just took off from there—it's going incredibly well. I'm still enjoying painting in my free time, but I feel that in helping to run a gallery, I've found a job where I can be with the people and the things I love.

### ▶ 64

1 match	4 Swiss
2 ship	5 shock
3 chew	6 bass

### ▶ 65

I am very suspicious of bucket lists now. They started out as a good idea, but like a lot of things, they have become too commercial. In bookstores, you now find titles like *100 Places You Must Visit Before You Die* or *100 Movies You Should See*. And if your dream is to hold a baby tiger, there are even websites you can visit where they can make your wish come true.

### ▶ 66

Speaker 1

In the 1970s, Cancún was just a small fishing

village—a few huts on the edge of a mangrove forest. Today, that forest is buried and rotting underneath 500 hotels. Only a few inhabitants remember the forest, and the seven million tourists who visit each year don't know it ever existed. This place is a classic example of how not to build a tourist resort. Nature is for sale here. The mangroves are not the only victims. The coral reef all along the coast is also slowly being destroyed by all the tourists' pollution. Very little waste water is treated: it's either pumped into the sea or injected into the land. Up to now, conservationists have failed to stop this development or the pollution it's caused.

Speaker 2

The story of the West African giraffe is a conservation success story. A heroic effort on the part of conservationists has saved the giraffe from extinction—from numbers as low as fifty giraffes twenty years ago to over 200 today. The main job was to track the giraffes' movements, since they travel huge distances looking for food. This was done by fitting them with GPS satellite collars. Once the conservationists knew where the giraffes were going, they could then begin to educate local people about the dangers facing these wonderful creatures, and to compensate farmers when their land had been damaged by them.

Speaker 3

If you mention the term "conservation efforts," people often think of attempts to save endangered animals, like the tiger, or to protect poor communities from big corporate organizations that are trying to use their land. But in fact, many conservation efforts are small in scale, and many have positive outcomes. I'll give you an example: the black poplar tree in Britain. The black poplar is one of Britain's rarest species of tree, and its numbers have been declining for decades. That's because much of its natural habitat—the floodplain—has been built on with new housing. Less floodplain means less protection against flooding. So conservationists persuaded local authorities to stop building on the floodplain and to reintroduce the trees. As a result, black poplar numbers are rising again.

▶ 67

- A: So, how are we going to divide these tasks up?  
Basically, there's the decoration of the main tent to do; there's the sound system to rent from the store; and there's the food to prepare.
- B: Oh, I'd rather not do any cooking.
- A: It's not cooking, it's just cutting up some pizza and putting out a few chips and things. But if you'd prefer to do something else, there are plenty of other things.
- B: No, I'll do that.
- A: OK. And what about you, Carla?
- C: Well, I don't mind helping with the decorations.
- A: Great. And could you help out with that too, Harry?
- B: I could, but I'd rather someone else did that. I'm

not very good at that kind of thing. It'd probably be better if I went to get the sound system.

A: OK, and I like doing the decorations anyway, so that's perfect. Let's get started then.

▶ 68

- 1 Would you prefer a full meal or just something light?
- 2 Do you want to take a short break?
- 3 Would you rather we went to the movie another night?
- 4 Do you like Osaka more than Tokyo?

▶ 69

F = Friend, MA = Model answer

- 1  
F: I'm going to ask you to explain your preferences for certain things. Ready? Here we go: bath or shower?  
MA: I prefer having a shower. It's quicker and more refreshing.
- 2  
F: Drive or be driven?  
MA: I'd rather drive. I feel more in control.
- 3  
F: Tea or coffee?  
MA: I like coffee more in the mornings and tea in the afternoon.
- 4  
F: Morning or afternoon?  
MA: I prefer the morning to the afternoon. I generally feel fresher in the morning.
- 5  
F: Fancy or casual clothes?  
MA: I'd rather wear casual clothes, even at work. It just feels more comfortable.
- 6  
F: Eating in or eating out?  
MA: Actually, I prefer eating in, but I'd rather someone else did the cooking!

▶ 72

If you mention the term "conservation efforts," people often think of attempts to save endangered animals, like the tiger, or to protect poor communities from big corporate organizations that are trying to use their land. But in fact, many conservation efforts are small in scale, and many have positive outcomes.

## Unit 9

▶ 73

P = Presenter, J = Journalist

- P: ... that's just one aspect of photojournalism. The question I'd really like to put to you is: When is altering a photo OK, and when is it not?
- J: Well, that's a good question. In 1982, *National Geographic Magazine* published on its cover a photo of the Pyramids in Egypt. In order to fit the tops of the two pyramids onto its cover, photo editors digitally decreased the space between them. People said that this was a manipulation of reality and was wrong. Several years later, an associate editor defended



the action. He said that although the magazine had altered the image, they hadn't done anything wrong. He said that he was opposed in general to manipulation of images, but that the cover was a graphic item, not a photo in a news story. He also said that photo editors had always touched up photos, but that this practice was now becoming more sophisticated with tools like Photoshop and Scitex.

- P: So he said it was the fault of modern technology that people were altering images?
- J: No. He was saying that the cover of a magazine was more like a piece of advertising, and it had to look aesthetically pleasing to help the magazine sell.
- P: You mean the cover has to look good?
- J: Yes, that's right. Other editors have used the same argument to alter images for book covers.
- P: And what about cases of manipulation in hard news stories—you know, really serious and important ones?
- J: That is, of course, a far more serious thing. Again in the 1980s, there was a case with *Picture Week* magazine. The magazine put together two different photos—one of Nancy Reagan, the other of Raisa Gorbachev—in such a way that they appeared to be great friends. This wasn't actually the case and of course people complained, saying that they had been given a false impression.
- P: So what's the rule?
- J: Well, some people say, "Don't trust a photo if there's anything important riding on it." Personally, I think that's going too far. We live now in a world of digitally enhanced visual images and alternative realities. But the public's not stupid—they know that, and can make up their own minds about what's real and what's not.

#### ▶ 75

- 1 Like many of his fellow professionals, photographer Fritz Hoffman recommends using a film camera.
- 2 A digital camera encourages you to look at the preview before you take the next photo, but a film camera keeps you in the moment.
- 3 Hoffman also claims that with a digital camera, you need to edit the images after they've been taken.
- 4 That's so that you can make them look like the image as you saw it.

#### ▶ 77

Most broadcasters and journalists are naturally concerned about being fair in their reporting. They don't want to be seen as biased—that is, in favor of one side of an argument. The solution, they think, is always to present both sides of any argument equally.

So, if a radio station is covering a story about climate change and interviews a scientist who claims that human activity has caused global temperatures to rise to dangerous levels, in order to be fair, they will also interview another scientist who claims that the rise in temperature has nothing to do with human activity, but is all part of the

Earth's natural cycle of warmer and colder periods. But there's a fundamental problem with this kind of so-called "fairness," because it leads the listener or reader to think that both arguments have equal weight, when in fact there is an overwhelming amount of scientific evidence suggesting that human activity is responsible for global warming.

Back in the 1970s, reporters used to do something similar when reporting the dangers of smoking. All the evidence clearly showed that smoking was harmful and that it caused various medical conditions such as heart disease and lung cancer. Yet, broadcasters, in the interest of fairness, would always interview other scientists (very often one who was an employee of a tobacco company) who claimed that there was no clear evidence linking smoking to such diseases.

Many people, particularly in the scientific community, think that this kind of journalistic "fairness" often distorts the truth. They say that anyone who shouts their opinions loudly enough these days is given an equal hearing to those who quietly support their views with scientific data. The right way to report any debate, it is claimed, is to give time proportionately, based on the amount of real evidence presented. So, in the case of global warming, 99 percent of the time should be given to the argument that human activity is causing it, and one percent should be given to the view that it is part of a natural cycle, because that is the same proportion of scientific evidence that supports each view.

#### ▶ 78

- J = Jane, A = Annie
- J: Hi, Annie.
- A: Hi, Jane. Did you hear the good news about Patrick?
- J: What?
- A: Well, you know he was doing a comedy routine ...
- J: You mean that show that he and his friends took to the Edinburgh Festival?
- A: Yes. Well, apparently he was spotted by someone from a big theatrical agency and they want him to sign a contract with them.
- J: Really? Who told you about it?
- A: Um ... Kate. She thinks it won't be long before we see Patrick on TV.
- J: Hmm. Well, I'd take that with a grain of salt if I were you. It could just mean that he'll get some advertising work or something.
- A: No, according to Kate, it's more than that. They talked about him getting acting parts on TV.
- J: Really? Well, that'd be fantastic. I heard that it's really difficult to get that kind of work.
- A: I think it is, which shows he must have really impressed them. But don't tell anyone just yet. I think he wants to keep quiet about it.
- J: Don't worry. I'm not the type to spread gossip. Does the agency take a big fee?
- A: It seems that they only take ten or fifteen percent, supposedly.
- J: That sounds all right. Well, that's great news. Thanks for telling me.

▶ 80

F = Friend, MA = Model answer

1

F: Did you hear the good news about taxes?

MA: Good news about taxes? No, what happened?

2

F: Apparently, the government is going to reduce taxes for all workers.

MA: Really? That doesn't sound very likely. Who told you that?

3

F: Ben told me. It seems that everyone will only pay half the tax they are paying now.

MA: Half? Hmm ... Take no notice of what Ben says.

4

F: Well, maybe he's blown it a bit out of proportion. He said it will be on the news tonight.

MA: OK. Well, I'll watch the news and see.

5

F: What do you think is the truth?

MA: I bet that they've reduced taxes by half a percent or something and Ben misunderstood.

## Unit 10

▶ 81

P = Presenter, M = Marjorie Barakowski

P: Ronald Reagan was raised in a small village in Illinois and he graduated from Eureka College, Illinois, with a degree in economics and sociology. He worked for a short time as a radio broadcaster in Iowa, and then moved to Los Angeles to pursue a career as an actor in movies and television. After joining the Republican Party in 1962, his skills as an orator were noticed, and he was persuaded to run for governor of California. He did a good job as governor, and this led to his nomination for Republican presidential candidate in 1980, which he won. He then went on to become the president of the United States between 1981 and 1989. He took a hard line against communism, and his second term in office saw the beginning of the end of communism in Eastern Europe. He was often ridiculed for not being very clever—a second-rate actor who could only read the lines he was given by his advisers—but he remains one of the most popular US presidents of the past fifty years. Why? I put that question to political historian Marjorie Barakowski.

M: Ronald Reagan understood the fundamental essence of leadership: that is, that you have to be able to communicate. Reagan always gave the impression that he was listening when he was speaking to you. It was almost as if it didn't matter what his political views were. He made people feel that they mattered. He looked you in the eye, smiled at you, made you feel special. That is a fantastic quality to have.

I'd also have to say that he presided over a time of great economic growth in the United

States. When he came to power, things weren't great for most Americans, but he gave them hope. It obviously helped that the economy thrived during his presidency. But, nevertheless, Reagan's style of communication stands out as a model for all leaders. If you can connect with the ordinary person, there's very little you can do wrong.

▶ 83

I was always told that having good qualifications and the right degree opens doors, but actually it's good communication skills that help you advance in an organization. It's important to understand and be understood by the people you work with.

▶ 84

In 2016, the US Treasury announced that it would put the face of a black woman, Harriet Tubman, on its \$20 bill. Unlike former president Andrew Jackson, whose image she has replaced, few people outside the United States have any idea who Harriet Tubman is, or what she did for her country.

Harriet Tubman was born into slavery in Maryland, in the US, around 1820. She had a strange disability called narcolepsy, which meant she could fall asleep at any time without warning. The disability was the result of being struck on the head by an iron weight, which had been thrown at another slave, but which had hit her instead.

In 1851, she used the "Underground Railroad," a system of secret routes and safe houses, to escape to a neighboring Free State. When she realized she had reached freedom, she said she looked at her hands to see if she was still the same person. "The sun came up like gold through the trees," she recalled, "and I felt I was in heaven."

After finding her own freedom, she started trying to help other slaves to escape using the Underground Railroad—first members of her own family, and then others. She became what was known as a "conductor," helping lead almost 300 other slaves to freedom over a fifteen-year period. She was a determined woman—it is said that she threatened to shoot any of the escapees who said they wanted to turn back.

During the Civil War between the Northern and Southern states of America, Harriet Tubman became a spy for the Northern forces. Black people were effective as spies because many white Southerners did not think they had the intelligence to do such work. Tubman also worked as a nurse in the war, and even acted as a military officer, leading a force of 300 free black soldiers to liberate seven hundred slaves in South Carolina.

In spite of her brave service to her country, Tubman never received a pension from the government—she had to survive on her husband's pension. (She

was married twice, and had one adopted child.) After the war, she wrote her story with the help of a biographer. She also traveled across the eastern United States giving public speeches about her experiences and campaigning for voting rights for women. She died of pneumonia in 1913 and only then received the recognition that her impressive career deserved, when she was given a full military funeral at Auburn cemetery.

▶ 86

Speaker 1

Well, I'd be interested to know a little more about the job, because although I'm very interested in the idea of working with young people—people are always telling me that I'm very good with children—I actually don't have much direct experience with this age group.

Speaker 2

I specialize in canoeing and various other water sports, but I feel comfortable with most outdoor activities, really—as long as you're not going to expect me to lead a climbing expedition up a glacier or anything. I haven't done mountaineering. But I have led groups before, so I have organizational skills

Speaker 3

I think I'd be very well suited to this job, actually. Although I haven't led expeditions as such, I've been working as a physical education teacher at my local high school for the last four years. I'm good at a number of sports, in fact. But when I saw your advertisement, I thought, "This could be just the thing for me." I'm familiar with your organization, and I really like the fact that you run these activities for kids from poor backgrounds.

▶ 88

I = Interviewer, MA = Model answer

1

I: So what did you study at college?

MA: I studied media, but I specialized in newspaper journalism.

2

I: And what attracted you to our newspaper?

MA: I want to pursue a career in journalism, and I'm very interested in local news.

3

I: How do you feel about working under very tight deadlines?

MA: I think I'm good at working under pressure. I had a lot of experience with that at college.

4

I: Have you had any experience writing for a newspaper before?

MA: Not really, but I think I write well and I'm very eager to learn.

5

I: If you get the job, don't you think you might become bored just dealing with local news stories?

MA: No. I'm serious about wanting to become a

professional journalist, and this would be a perfect place to start.

## Unit 11

▶ 89

Dr. K. David Harrison believes that language diversity is just as important as biodiversity. He's part of a *National Geographic* project called "Enduring Voices," whose aim is to document little-known languages that are in danger of becoming extinct. It's estimated that over half the world's 7,000 languages will disappear by 2050, and so the race is on to trace and record these languages, and also to help keep them alive.

Diversity doesn't depend on the size of a territory or country. In Bolivia, which only has a population of twelve million, there are 37 different languages, belonging to eighteen language families. This is the same number as the whole of Europe.

Dr. Harrison seeks out these language "hotspots"—places where there is a great diversity of languages spoken and where some are in danger. Studies in the Oklahoma region of the US succeeded in discovering 26 languages, one of which—Yuchi—had as few as seven speakers. By highlighting this fact, researchers were able to help the community keep this dying language alive.

Why is this work important? According to Harrison, "When we lose a language, we lose centuries of human thinking about time, seasons, sea creatures, reindeer, edible flowers, mathematics, landscapes, myths, music—the unknown and the everyday." Some ancient cultures managed to build large monuments by which we can remember their achievements, but all cultures express their genius through their languages and stories. We would be shocked if the Great Pyramid of Giza disappeared; we should be equally concerned when we lose a language.

These languages store knowledge that can be a huge benefit to people today. The Yupik language is spoken in parts of Siberia and Alaska. A book written a few years ago by Yupik elders and scientists, in which they described the changing conditions of the ice in the Arctic, was able to help other scientists understand how climate change is affecting polar ice.

One of the original arguments for globalization was that it could bring us all closer together. And in some ways, this is true. But that doesn't mean we all have to do the same things—eat the same food or speak the same language. If anything, globalization has reminded us how important differences and diversity are. While he couldn't save Ubykh (a language spoken near the Black Sea) from extinction, or Kakadu (an Australian aboriginal language), Dr. Harrison and his team aim to save as many languages as they can.

▶ 90

- 1 David Harrison is a linguist at Swarthmore College (S-W-A-R-T-H-M-O-R-E) in Pennsylvania (P-E-N-N-S-Y-L-V-A-N-I-A).
- 2 In 2008, the Enduring Voices project found a new language in Arunachal Pradesh (A-R-U-N-A-C-H-A-L) in India called Koro (K-O-R-O).
- 3 *Chary* is a word from the Siberian language Tofa. Spelled C-H-A-R-Y, it means a four-year-old domesticated reindeer.
- 4 The longest non-scientific word in the English language is *floccinaucinihilipilification*, which means the habit of regarding something as unimportant. I'll spell it: F-L-O-C-C-I-N-A-U-C-I-N-I-H-I-L-I-P-I-L-I-F-I-C-A-T-I-O-N.

▶ 92

- 1 Meg is a border collie, a smart breed of dog used by farmers because they understand instructions well and like to be helpful. Their usual job is to round up and direct sheep. You can show Meg a picture of a toy and tell her its name (like a duck or a frisbee), and then ask her to go and find it in a room full of toys. Once she has found it once and learned the name, all you have to do the next time is to ask her to fetch the duck or the frisbee from the room, and she will go and find it.
- 2 Betty is a New Caledonian crow. These animals are pretty inventive tool makers. In the wild, for example, they use sticks to get insects out of trees. But researchers also discovered that in the lab, these birds were able to make tools from materials that they had never used before. Experimenters placed a piece of meat in a little basket and put it in a tube. Betty looked at the problem, and found a solution. She took a straight piece of wire, bent it into the shape of a hook using her beak, and lifted the basket out of the tube.
- 3 Maya is a dolphin. I think most people know that dolphins have incredible imitative abilities. They can see an action performed and then repeat it when asked to. They also seem to understand spoken directions from humans very well. So you can get two of them to leap out of the water and turn a somersault at the same time. In fact, dolphins do these kinds of synchronized tricks all the time in the wild anyway because they're naturally playful creatures. But no one really understands how they communicate with each other to get the timing so perfect.
- 4 Kanzi is a bonobo monkey who has been taught sign language so that he can communicate with humans. One anecdote about his intelligence is that on a walk in the woods, Kanzi indicated that he wanted marshmallows and a fire. He was given the marshmallows and some matches. He found some twigs, broke them into pieces, and lit them with the matches. And then, most amazingly, he toasted the marshmallows on a stick over the fire. Bonobos are known to be expressive and intelligent, but even experts

who had studied them were surprised by this behavior.

- 5 Psychobird is a western scrub-jay. These birds are known for being mischievous—they play tricks all the time. They're also supposed to be the only non-mammals that plan ahead. They hide food that they're storing up for future use. Their large memories allow them to remember as many as 200 hiding places. In a lab, Psychobird hid food so carefully that none of the experimenters could work out where she had put it.

▶ 93

- S = Student, L = Lecturer
- S: Hi, do you have a minute? I just wanted to ask a little more about this course.
- L: Sure, how can I help?
- S: Well, first of all, thanks for the interesting lecture. It was a lot to take in, though, and I don't really have as much background knowledge as some of the other students.
- L: Don't worry—I think a lot of people find it difficult at first. Things will become clearer.
- S: Well, can you explain what the course is going to be about? I thought it was going to be about Roman history, mainly.
- L: Well, it's a mixture of Roman and Greek history—mainly Hellenistic.
- S: Sorry, I didn't catch that word—Helle-something?
- L: Hellenistic—Alexander the Great and so on.
- S: Oh, yeah, OK. And are you saying that no previous knowledge of ancient history is needed?
- L: Well, a little understanding of the geography of the eastern Mediterranean is very helpful. And if you've heard of or read about some of the Greek myths and legends, that helps too.
- S: Do you mean stories like the war at Troy and so on?
- L: Exactly.
- S: OK, well, could you give me an example of a book I could read before the next lecture?
- L: Um, you could have a look at some texts by Herodotus. He was a historian of the fifth century B.C., and his writing reads a lot like a good bedtime story!
- S: Did you say Herodotus?
- L: That's right, H-E-R-O-D-O-T-U-S.
- S: OK, thanks. I'll do that.

▶ 95

- T = Teacher, MA = Model answer
- 1
- T: So you wanted to ask me a question about the exam at the end of this course?
- MA: Yes. Can you explain what the exam involves?
- 2
- T: Yes, there's a two-hour written exam and then a short oral exam afterward.
- MA: Sorry, did you say "oral exam"?
- 3
- T: Yes, you'll be asked some simple questions about what you have written.
- MA: Could you give me an example of the questions?

4

T: Well, they might ask you to explain your reasons for an argument. But this part only carries a small proportion of the total grade.

MA: I'm sorry, I don't understand.

5

T: What I mean is that the oral exam is only fifteen percent of the total grade.

MA: Did you say fifteen or fifty percent?

## Unit 12

### ▶ 96

How does national character affect economics? Well, let's just consider people's attitude toward money at its simplest level. There are basically two types of people—savers and spenders—and we all know people who fit these descriptions. Savers are prudent and careful, never wasteful. Of course they spend money too, but only when they can afford it, and only if it's a wise or long-term investment. On the other side, we have the spenders, the more extravagant types. For them, life is too short to worry about saving a little money here and there.

So, can you apply such simple stereotypes on a national scale? During the 2010–2011 global debt crisis, some commentators tried to do exactly that, saying that certain countries had been irresponsible with the money that they had borrowed from banks and governments in more prudent countries. As a result, people in these "irresponsible countries" would have to work longer hours, pay more taxes, and even accept lower wages if they wanted to receive any more loans.

The question these commentators failed to ask was whether it was irresponsible of the so-called "prudent countries" to lend the money in the first place. Because when you lend money, you take two risks: you risk losing the money, but you also risk putting the borrower in a difficult situation. In such a transaction, both parties have a similar motive—to get more money—and so both have a shared responsibility.

To portray one country as a nation of extravagant spenders and another as a nation of prudent savers is too simplistic. What drives economies in most developed or developing countries is the desire to have a better standard of living. And that goes for all of us, spenders and savers alike. For some people, it will mean spending money that they don't have at the moment—taking out a loan to get a new car, for example. For others, it will mean saving money to earn interest on it. And in order for the economy to function successfully, we need both types of people, but only as long as they lend and borrow responsibly.

### ▶ 97

I think that people often get into debt because they want a lifestyle that they can't really afford.

It's a lifestyle that is sold to them constantly through advertisements that appear on TV and in magazines.

This desire to have a better lifestyle can affect some governments, too. They try to give their citizens the lifestyles that they see in these advertisements in order to win votes.

### ▶ 99

/ʃ/: wash, machine, revolution

/tʃ/: watch, cheap, richer

/z/: pleasure, decision, usually

/tʒ/: change, major, wages

### ▶ 100

I = Interviewer, R = Rick Castro

I: Most of us will be familiar with the concept of barter from our notions of how primitive societies work: you have a chicken I want, and I've just made a new hunting spear that you need. So let's do a deal. But is barter, as a system of buying and selling goods and services, coming back into fashion? With me is Rick Castro of the Barter Society. Rick, is this a serious alternative to current systems of trade or just a romantic notion?

R: The first thing I'd say is that barter never went out of fashion. People have been using barter as a way of exchanging goods for a lot longer than they have been using money. It is, as you've said, a feature of almost every society, past and present. But it's also very much a feature of the modern economy. People are making bartering arrangements all the time. It's just that conventional economic statistics—GDP figures and so on—don't record it. How could they?

I: Can you give us an example of that?

R: Yes, but first we should make an important distinction between direct barter—like the example you gave of two people exchanging a chicken for a spear—and "exchange barter," which is when you belong to a barter group and make more indirect exchanges.

I: What does that mean?

R: Well, imagine I'm a yoga teacher and you're a car mechanic. I want to get my car serviced, and I'm ready to offer you a month of yoga classes in return. But you don't want to do yoga. What happens then? Well, if we belong to a barter exchange group, like "Bartercard" ...

I: "Bartercard"? You're not serious ...

R: Perfectly serious. If I belong to a group like that, I can sell my yoga classes for "trade credits." These can then be spent buying the goods or services of over 75,000 other members—restaurants, sporting good stores, almost anything. So if you're a member, I can buy your mechanic services with my credits.

I: Hang on, though. This is just a tax dodge, isn't it? Normally I'd have to pay tax on my mechanic's bill, wouldn't I? And you should charge tax on your yoga classes, too.

R: Of course these exchanges are liable to tax—at least that's the law in most developed countries.

I: So what's the advantage then? I'm trying hard to see one. Why not just use money?

R: Well, because if you belong to a group like that, it

gives you access to a new market—a big circle of new contacts, who will potentially become regular customers and, possibly, your friends, too!

▶ 101

A = Client, B = Caterer

A: So there'll be about sixty of us. We want some food, but nothing too fancy, to be honest. I imagine a lot of people will be going home and having dinner later anyway.

B: OK, so what did you have in mind? Some sandwiches?

A: Well, I was hoping we could have something more exciting than sandwiches.

B: Maybe if we prepared some sushi, some smoked salmon, or a few samosas?

A: Yes, that would be much more like it. Is that going to be very pricey?

B: About \$10 per person.

A: Mmm ... that seems a lot, but let's face it, it's an important occasion. It's a going-away party for someone who's been working with us for 37 years, so we don't want it looking cheap.

B: That makes sense. If I were in your shoes, I'd put on an event that people would remember. By the way, the \$10 also covers waiting staff for the two hours.

A: Oh, we don't need that. We can just help ourselves. Would that reduce the price?

B: No, I'm sorry. You have to appreciate the amount of work involved, setting it up and packing everything away. But since we're there, we're happy to help serve the guests, too.

A: I see. Well, the key thing for us is that it's a nice, relaxing event, so we'll go with that, I guess.

B: Great. Just let me know exact numbers when you have them.

▶ 103

C = Caterer, MA = Model answer

1

C: So what kind of food did you have in mind?  
Some sandwiches?

MA: I was hoping we could have some hot food, too.

2

C: OK. We could provide a few hot pastries as well.  
How does that sound?

MA: Yes, that would be great.

3

C: That would be about \$10 per person.

MA: That seems a lot. Could you move a little on that price?

4

C: Sorry. You have to appreciate it's a lot of work for us. We could do it more cheaply, but the food would have to be much more basic.

MA: No. The key thing for us is that the food is nice.

5

C: Well, if I were in your shoes, I would go for the more expensive menu.

MA: I suppose you're right. OK, then. We'll do that.

























