

Life

6

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Life Level 6 Workbook

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Workbook

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Contents

Unit 1	Lessons for life	page 4
Unit 2	More than a job	page 10
Unit 3	Four walls	page 16
Unit 4	Innovation	page 22
Unit 5	The writer's journey	page 28
Unit 6	Body matters	page 34
Unit 7	Stories from history	page 40
Unit 8	Digital media	page 46
Unit 9	The music in us	page 52
Unit 10	Social living	page 58
Unit 11	Reason and emotion	page 64
Unit 12	Landscapes	page 70

Unit 1 Lessons for life

1a Things they never taught you

Reading 8 rules for life

1 Read these 8 Rules for Life.

RULE 1: Life's not fair; get used to it.

RULE 2: You will not make 80 thousand dollars next year. You won't be a vice president with a corner office; not until you've earned the right.

RULE 3: If you think your teacher is tough, wait till you get a boss.

RULE 4: Flipping burgers is not beneath your dignity. Many years ago, your grandparents had a different word for burger flipping; they called it opportunity.

RULE 5: If you mess up, it's probably your own fault. So don't whine about your mistakes: learn from them.

RULE 6: You probably thought growing up that your parents were pretty boring. But they were like that because at the time they were paying your bills, cleaning your clothes, and listening to you talk about how cool you are. So before you go off and save the world, clean up your own room.

RULE 7: Over the last 20 years, schools have abolished the idea of winners and losers, but life hasn't. In school they give you as much time as you want to get the right answer. That rarely happens in real life.

RULE 8: Be nice to nerds. Sooner or later, you'll end up working for one.

2 Choose the correct option to complete the rules that the speaker mentions.

- 1 What you get in life is *just* / *unjust*.
- 2 You *must aim for* / *can't expect* great job conditions from the start.
- 3 Employers are generally *more strict* / *less strict* than teachers.
- 4 Flipping burgers is *a beginning* / *not a job you should do*.

5 Things will go wrong in your life and most probably it will be *your* / *someone else's* fault.

6 The boring chores in life *can be left to others* / *have to be done by everyone*.

7 In the things you attempt to do, you will *often* / *seldom* get a second chance.

8 It is the people with the greatest *technical expertise* / *social skills* who go furthest in life.

Language focus time phrases

3 Complete the sentences with these time phrases.

about 15 years ago at the time before that
currently many years ago next year
over the last 20 years rarely sooner or later

1 _____, I'm writing a book about scientific inventions.

2 I'm going to give you some rules of life that I read _____ in a book.

3 _____, I had believed myself to be—as you probably do now—one entitled individual.

4 You will not make 80 thousand dollars _____.

5 _____, your grandparents had a different word for burger flipping.

6 But they were like that because _____ they were paying your bills.

7 _____, schools have abolished the idea of winners and losers.

8 That _____ happens in real life.

9 _____, you'll end up working for one.

1b What's in a name?

- 1 Read the paragraph. Think about the questions and write a brief response about your name.



What factors did your parents consider when they named you? Had they already decided the name before you were born? Do you feel that your name is an essential part of who you are? Have you changed your name at any time in your life because you thought it did not suit you?

Language focus the perfect aspect

- 2 Look at these pairs of sentences with perfect and non-perfect verb forms. What is the difference in meaning, if any, in the pairs of sentences?
- a **Had** they already **decided** the name before you were born?
b **Did** they **decide** the name before you were born?
 - a **Have** you **changed** your name at any time in your life because you thought it did not suit you?
b **Did** you **change** your name when you realized that it did not suit you?
 - a In some cases, a person **will change** names three or four times during their life.
b In some cases, a person **will have changed** names three or four times by the end of their life.
 - a Many other cultures in the past had last names that denoted what their family profession **was**.
b Many other cultures in the past had last names that denoted what their family profession **had been**.
- 3 Complete these sentences with the correct perfect form of the verbs: present perfect; present perfect continuous; past perfect; past perfect continuous; future perfect.

- Sorry I was late picking you up.
..... (you / wait) there long?
- I heard a scream and ran towards the river. A boy (play) too close to the bank and (fall) in.
- I'm afraid by the time you get there, the meeting (probably / finish).
- I (live) here since I was a boy.
- I (hear) a lot of strange stories in my time, but this one is probably the strangest.

Vocabulary personality types

- 4 Match the personality types (1–6) with the descriptions (a–f).

- | | |
|--------------------|-----------------------------------|
| 1 a chatterbox | a is very sociable |
| 2 a control freak | b can't settle down |
| 3 a drifter | c has to do everything themselves |
| 4 a fighter | d is full of action and drive |
| 5 a go-getter | e never gives up |
| 6 an outgoing type | f talks a lot |

Idioms irreversible word pairs

- 5 Complete the sentences with these words and make irreversible word pairs.

age foremost large pieces quiet

- I think what people think about **first and** when choosing a name for their child is finding one that is original.
- By and**, each generation ends up sharing the same names.
- In this **day and**, anything goes, really; you hear some very unusual names.
- I've done **bits and** of research into the subject but nothing very systematic.
- People claim the American Indian word *Chenoa* means "dove of peace" or "**peace and**", but in fact it has no such meaning.

1c The English we speak

Reading the evolution of English

1 Read about the evolution of English.

The English language has been subject to many influences over the centuries. What developed as a result is a language with a very rich and large vocabulary.

The first influence is that of the Romans and their language, Latin. Later, when William I of Normandy conquered Britain in 1066, he established French as the official language, but instead of replacing English, French was assimilated into it and Middle English, a close relation to the language, is still spoken in Britain today. This is a language made up of German vocabulary and simplified German grammar mixed with French-derived, often Latin-based, words. The language continued to remain quite organic until the invention of the printing press and the wider publication of the written word, when it started to become standardized.

Then from the 17th to 19th centuries British colonialism thrived. This had two implications for the English language: the first was the importation into the language of yet more words, such as *pyjama* and *bungalow*, for example, from India; the second was the spread of English around the globe to India, America, East Africa, and so on. With its spread came adaptation.

People have argued that English was successful in its global reach because it was a versatile and flexible language. But in fact its spread had far more to do with economic factors. People needed a language to do business and English was in the right place at the right time.

2 Read the article again and choose the correct option (a–b).

- The English language has:
 - influenced other cultures.
 - both influenced and been influenced by other cultures.
- The fact that Anglo-Saxon, not Latin, was the dominant influence on English is:
 - unlike other countries in western Europe.
 - because the Romans were hated in Britain.
- The language stopped changing so fast after the 16th century because:
 - books became more common.
 - no one invaded Britain after that date.

- The author suggests that English is now a global language because:

- it is such an adaptable language.
- it became the language of international trade.

3 Choose the correct definition (a or b) for the words in bold from the lecture.

- The **legacy** of the Romans is evident in the Romance languages.
 - great achievement
 - gift to future generations
- Instead of replacing English, French was **assimilated** into it.
 - incorporated
 - transformed
- The language continued to remain quite **organic**.
 - basic
 - in a state of evolution
- From this point in history, British colonialism **thrived**.
 - did well
 - began to diminish
- English was successful in its global reach because it was a **versatile** language.
 - simple to use
 - easy to adapt

Word focus life

4 Complete the sentences with these words and make expressions with *life*.

fact	larger than life	life	lifelike
saver	story	time	walks

- Making the wrong career move has been the of my life.
- It's a of life that you won't get anywhere without effort.
- Teaching is a profession that attracts people from all of life.
- My daughter loves college. She's having the of her life.
- Thanks for covering my shift yesterday. It was a real life-.....
- Jenny is a character; you know when she's in the room!
- That statue of a cat in your garden is incredibly
- The way he read the story really brought it to

1d A job interview

Vocabulary a personal brand

- 1** Complete this list of tips for creating a personal brand. The first letter of the missing words has been given for you.

Creating a personal brand

- 1** Identify your most important q.....
They don't have to be outstanding (sociable, a good explainer, etc.).
- 2** Show p..... We are all passionate about something (computer games, knitting, etc.).
- 3** List your a..... You may not be so interested in your past, but others are.
- 4** Be y..... Don't pretend to be something you are not.
- 5** A brand is an i....., so present yourself as you would like to see yourself.

- 4** I think to remain humble and to try to live as simple a life as possible is a good rule of t.....

Language focus review time phrases

- 4** Look at the time phrases in these sentences spoken by a student who is about to graduate. Complete the sentences with the correct form of the verbs in parentheses.
- 1 At the moment, I (take) a break from my studies.
 - 2 Last week, I (attend) a lecture on a career in the diplomatic service.
 - 3 Before that, I (never / be) to a careers advice talk.
 - 4 Nowadays, most graduates (seem) to think that the world owes them a living.
 - 5 I (wonder) for some time what I'm going to do with my life.
 - 6 But I (have) to make a decision in the coming weeks whether to continue studying or apply for a job.

Spelling skill keeping going

- 2** Choose the correct option to complete these phrases we use to keep going when speaking in public.
- a Excuse me. I'll just take a *gulp* / *sip* of water...
 - b So, *as* / *like* I was saying...
 - c Sorry. I lost the *strand* / *thread*...
 - d Now, where *am* / *was* I? Ah, yes,...
 - e Sorry, *allow* / *let* me just look at my notes...
 - f Sorry, I'll begin that *again* / *over*...

Vocabulary review life lessons

- 3** Complete these sentences. The first letter of the missing words has been given for you.
- 1 I think the most v..... lesson anyone has ever taught me was my English teacher, who said: "Keep an open mind and you will learn a lot."
 - 2 "Do things that take you out of your comfort zone" is a g..... principle in my life. Because no one has ever managed to progress by playing safe.
 - 3 I always make a p..... of listening to what older people have to say—not just dismissing them as out of touch.

5 Writing a good candidate

You are at an interview for a job working as a management trainee at a big New York hotel. The interviewer asks you some questions. Write your responses in your notebook.

1. So can you tell me a little about yourself and what attracted you to this job?
2. And what would you say your strongest qualities are?
3. And why do you think this particular hotel would be a good place for you?

1e A fundraising job

Writing skill fixed expressions

1 Complete these phrases from a cover letter. The first letter of the missing words has been given for you.

- a The job a..... me because I know of your company's reputation for...
- b I am a..... for interview any time.
- c I am writing in r..... to your advertisement for...
- d C....., I am working for...
- e A..... someone who has worked in this field previously, I think I am a g..... candidate.
- f Please find e..... my resume.
- g Thank you for c..... this application.
- h Regarding the specific r..... you mention, I also have:...

2 Look at these key elements of a cover letter and match the phrases (a–h) from Exercise 1 with the key elements (1–8).

- 1 State the job applied for and where and when it was advertised.
- 2 Refer to your resume.
- 3 Mention your present situation.
- 4 Explain why you are qualified for the job.
- 5 Show that you know something about their organization.
- 6 Respond to any key qualifications that you have that are needed for this job.
- 7 Thank them for their time.
- 8 Explain where and when you can be contacted.
- 9 Give the letter a personal touch.

3 Read the cover letter. Which key elements (1–9) in Exercise 2 are missing?

Dear Ms. Newman:

I am writing in response to your advertisement on the Jobsonline website for a fundraiser for Harmon Adult College. I enclose my resume, which details my qualifications and relevant experience.

The job attracted me because I know several people who have studied at Harmon College and I am aware of the good work that you do in helping the long-term unemployed be retrained to re-enter the work force.

Regarding the specific requirements that you mention:

- I have a master's degree in economics.
- I am a resident in the Baltimore area.
- I have my own car.

I am available for an interview at any time, given reasonable notice. Many thanks for considering this application.

I look forward to hearing from you.

Yours sincerely,

Jane Knowles

Jane Knowles

4 Write extra text for each missing element. Mark on the letter in Exercise 3 where the extra text should go.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Wordbuilding suffix -ness

- 1** Complete the second sentence so it has the same meaning as the first. Use a noun ending *-ness* formed from the underlined adjective.

- People are more aware of the environment these days.
There
the environment these days
- He was very kind to us during our stay.
He
during our stay.
- If you are nervous before giving a talk, it's not a bad thing.
..... before giving a
talk is not a bad thing.
- I am not sure how useful these instructions will be.
I am not sure about
these instructions.
- Quite a lot of men over the age of 40 go bald.
..... quite common in men
over the age of 40.
- She was willing to negotiate.
She to negotiate.
- I can't stand it when people are selfish.
I can't stand
- You get more forgetful as you get old.
..... the older you get.

Learning skills using idioms

- 2** Try to answer these questions about idioms. Then compare your answers with those on page 136.
- What are the benefits of using idioms?
 - What is the effect on the listener if you get the idiom wrong?
 - Are these statements true (T) or false (F)?
 - Choosing whether to use an idiom or not depends on the context (your audience, whether you're writing or speaking, etc.).
 - Even if you don't speak the language well, including a few idioms can give a better impression.
 - Idioms change more quickly than other aspects of the language.
 - Only use idioms that are new and current.
 - Idioms and slang are pretty much the same thing.

- 3** Look at the options in these sentences. Do you think it is appropriate to use the idiom or not in each case?

1 A job interview

- A: So tell me a little about yourself, Mr. Barton.
B: Well, I'm *a real go-getter* / *very ambitious*.

2 A letter advising a friend about investing money in shares

A good rule of thumb / principle is always to spread your investments between different sectors.

- 4** Try some of the idioms that you learned in Unit 1 in context. Ask your teacher if your use of them is correct and appropriate.

Check!

- 5** Take the quiz. All the answers are in Student Book Unit 1.

1 Complete these quotes.

- "Better to walk without knowing where than to doing nothing." (Tuareg proverb)
- "If you want to make peace with your enemy, you have to with your enemy." (Nelson Mandela)
- "Learn from the mistakes of others. You can't live long enough to make them all" (Eleanor Roosevelt)
- "But love is, and lovers cannot see." (Shakespeare)

2 What are the opposites of these types of people? The first letter has been given for you.

- a realist a d.....
- a serious person a j.....
- a shy type an o..... type

3 Rearrange the letters to make time phrases.

- present simple
n a y d o w a s
l e g a r e n l y
- present perfect
o s f r a
c l e r e n t y
- future
r o o n e s r o t e l a r
- past perfect
r o r i p o t t a t h

Unit 2 More than a job

2a Golden worm diggers

Reading *yartsa gunbu*

- 1 Complete this summary about *yartsa gunbu*. Use the words in the box.

caterpillar energy fungus herding medicinal
overpicking searching soared stalk

In May and June, in the Tibetan Plateau, you can see people ¹ the grass for a small ² called *yartsa gunbu*. *Yartsu gunbu* is highly valued for its ³ properties. It grows inside the body of a ⁴ and then sends a small ⁵ above the ground. The Chinese believe it improves your life ⁶ and demand for it has ⁷ in recent years. The locals who in the past made a living by ⁸ yaks and sheep now make much more money from *yartsa gunbu*. But ecologists are worried about ⁹ of *yartsa gunbu* and believe it may die out.

Language focus the continuous aspect

- 2 Look at these sentences about *yartsa gunbu*. Circle the correct verb.

- 1 What they *look for* / *are looking for* is a small fungus called *yartsa gunbu*.
- 2 One couple *had searched* / *had been searching* all day and found only 30 specimens.
- 3 For centuries, herbalists *have prescribed* / *have been prescribing* *yartsa gunbu* for all sorts of ailments.
- 4 Zhaxicaiji, in her forties, *herded* / *was herding* yaks and sheep with her family 30 years ago.
- 5 In 1998, she *started* / *was starting* her own *yartsa* company.
- 6 Since then the business *has grown* / *has been growing* year after year.
- 7 These communities *thrive* / *are thriving* on *yartsa gunbu's* rarity.
- 8 Perhaps the next generation of golden worm diggers *will search* / *will be searching* harder than ever.

- 3 Complete these sentences with the simple present and present continuous form of the verbs.

- 1 The locals say that they (generally / do) well from the *yartsa gunbu* harvest, but they complain that the dealers (always / try) to give them a low price for what they pick.
- 2 Because it (become) more difficult to find the fungus in the lower slopes, pickers (now / move) to higher ground.
- 3 Researchers who (study) the effects of *yartsa gunbu* say there is some evidence to suggest it can help with certain conditions like asthma. But they say they (not / recommend) it until more extensive studies have been done.

Vocabulary work and life

- 4 Complete these sentences. The first letter of the missing words has been given for you.

- 1 Coal mining has been a w..... of life in this community for several generations.
- 2 The animals are our l..... . Without them we couldn't survive.
- 3 When we interview new applicants, we always give them a simple t..... to perform.
- 4 Some students go on to college but many opt to learn a t..... like interior decorating or plumbing or building.
- 5 Medicine is more than just a job; it's a v..... .
- 6 It's difficult to make a decent l..... as an artist, unless you become very well-known.

5 Grammar extra contractions in auxiliary verbs

Look at these sentences where the auxiliary verbs are in their full forms. Which verbs could you contract?

- 1 I will be seeing him tomorrow.
- 2 She has been waiting for an hour.
- 3 We are looking for a new house.
- 4 She was hoping to get a new job.
- 5 I had been practicing for two weeks.

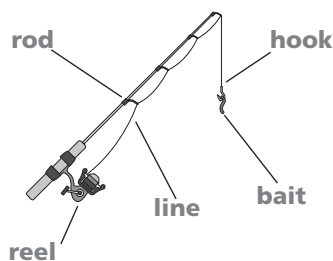
2b Deep-sea line fishers

Reading a game of cat and mouse

1 Read the article about an expedition to catch a bluefin tuna and answer the questions.

1 What is difficult about catching these fish?

2 What method do the people in the article use?



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

- 1 The narrator is an amateur fisherman.
- 2 Numbers of bluefin tuna have declined because of the high number of line fishers.
- 3 The size of the fish makes it difficult to catch.
- 4 Bluefin tuna generally feed on other smaller fish.
- 5 Troy relies on his instinct to know where the fish are.
- 6 It's necessary to leave some slack on the line to make the fish think you are not trying to catch it.

Deep-sea line fishers

Some people have compared catching a bluefin tuna to trying to catch a car going at 50 miles per hour. So, not having done any line fishing at sea before, I was pretty apprehensive—but also excited—about the trip that my friend, a professional line fisher called Troy had organized.

At the same time, my hopes were not high. Ninety-five percent of the time bluefin tuna line fishers come back empty-handed, having spent many hours and hundreds of dollars in the attempt. Just finding the fish is difficult enough, but once you've found them, you then face the task of landing a fish that can weigh in excess of 650 pounds.

Of course, tracking them down has become more difficult in recent years because of rampant overfishing. Demand for tuna is high and intensive purse seine fishing—using big circular nets to trap the tuna—has devastated the tuna population in the Atlantic, reducing it by over 80 percent in the last 30 years.

Three days before we were due to set off, Troy got a call from a friend who informed him of a secret spot about 40 miles off the coast. Since we had nothing else to do, we headed there that evening, and the following morning, just as he had said, thousands of bluefin tuna showed up.



In order to keep our prey interested, we dropped chunks of fish into the water and then baited our lines and let them out. Tuna feed at depths of 150 to 300 feet, so you need a lot of line. For about two hours, we sat there waiting for something to happen, and then suddenly Troy's rod bent dramatically and the reel started spinning furiously, casting line out at an incredible rate.

Because he knew that the fish can swim towards the boat to make you think it's off the line, Troy jumped on the rod and kept the line tight. Then, having determined the direction of the fish, we steered the boat in the same direction, while Troy slowly reeled it in. After an hour of cat and mouse, at last we could see our prey near the surface. "Grab the harpoon gun," Troy shouted and I knew that my moment had come.

2c A fishy job

Language focus review present and perfect participles

- 1 Look at the participles in bold in these sentences from the article. Rewrite the sentences using these conjunctions and indicative verbs.

after because while with the result that

- 1 So, **not having done** any line fishing at sea before, I was pretty apprehensive.

.....
I was pretty apprehensive.

- 2 Bluefin tuna line fishers often come back empty-handed, **having spent** many hours and hundreds of dollars.

Bluefin tuna line fishers often come back empty-handed,

- 3 Purse seine fishing has devastated the tuna population in the Atlantic, **reducing** it by over 80 percent.

Purse seine fishing has devastated the tuna population in the Atlantic,

- 4 For about two hours, we sat there **waiting** for something to happen.

For about two hours, we sat there

- 2 Rewrite these sentences. Replace the conjunction and indicative verb with a present or perfect participle.

- 1 Once you've found them, you then face the task of landing a fish that can weigh in excess of 650 pounds.

.....
you then face the task of landing a fish that can weigh in excess of 650 pounds.

- 2 Since we had nothing else to do, we headed there that evening.

.....
we headed there that evening.

- 3 We dropped chunks of fish into the water and used these in order to keep our prey interested.
We dropped chunks of fish into the water,

- 4 Troy kept the line tight because he knew that the fish can swim towards the boat.

Troy kept the line tight,

- 3 Combine these pairs of sentences by making the appropriate sentence a participial clause. You may need to remove some conjunctions.

- 1 You get the fish on the hook. You then maneuver the boat carefully to keep it on the line.

.....

- 2 In the last 15 years, quotas have been introduced for bluefin tuna. These have helped to stabilize their numbers.

.....

- 3 Purse seine fishing is considered environmentally unfriendly. It often traps other large sea creatures like dolphins.

.....

- 4 Bluefin tuna now weigh on average half what they did in the 1970s. This is because they have been overfished for so long.

.....

Idioms review health and safety

- 4 Match the two parts and make idioms connected with health and safety.

- | | |
|-------------------|---------------|
| 1 second | a side |
| 2 cut | b the book |
| 3 be on the safe | c danger |
| 4 take | d nature |
| 5 do things by | e cotton wool |
| 6 safety | f corners |
| 7 wrap someone in | g net |
| 8 be fraught with | h precautions |

2d Taking a sabbatical

Real life giving a talk

- 1** Complete this list of tips for giving a good presentation. The first letter of the missing words has been given for you.

- KISS—keep it short and ¹ s.....
- make the aim of your talk clear
- introduce what you're going to say; then say it; then at the end, ² r..... the audience of what you've said
- talk to your audience directly—use “you”
- use ³ r..... questions
- begin and ⁴ e..... powerfully
- in a long talk, include activities to involve your audience and to change the ⁵ p.....

- 2** Read a talk about sabbaticals. Read the definition.

sabbatical (n) a period of time taken away from work when your employer still pays you

So, I'm here to give you some advice about volunteering abroad and what I'm going to focus on, and this might surprise you, are your reasons for volunteering. You see, the key thing when volunteering is that you, and your employer, fully appreciate the benefits of what you are doing. I should just say, if you decide to volunteer with us, that's great, but actually I'm not here to push our particular volunteer overseas program or any other for that matter.

Now, what is a sabbatical for? Some might say it's a time to recharge your batteries, others that it is a chance to change location, others a time to get on with personal projects. But for me, it's more than that: it's an opportunity to get new experiences that can help you to grow as a person and as an employee. So you return to work with a new perspective, a greater understanding of the world and you can bring this richer outlook to your job.

I'll just give you an example from my own experience. I used to be a manager in quite a large insurance office and I was very good at giving out the orders but not very good at listening to others.

I took a three-month sabbatical working on a local housing project, where all the volunteers were more or less equal, and I returned to work a one hundred percent better listener and team worker.

So that's really my message to you today. Think about the kind of project you would like to volunteer on and how it's going to improve you directly. And, by implication, how this will benefit your employer. Then go and sell the idea to your employer. Perhaps I could ask you all to just take a minute and tell each other what personal skill you'd like to improve or you think needs improving, and then I'll hear some examples...

- 3** Answer the questions.

- 1 According to the speaker, what is the most important thing to understand about your sabbatical?

.....

- 2 What does the speaker advise people to do if they want to take a sabbatical?

.....

- 3 What does he do to involve his audience?

.....

Vocabulary review phrasal verb get

- 4** Choose the correct option.

- 1 I'm the only one in the family earning at the moment, but we *get by* / *get through*.
- 2 I'm not an ambitious person. *Getting on with* / *Getting ahead in* my career is not the important thing for me.
- 3 I've been interrupted by calls all morning. I really need to *get at* / *get down to* some work.
- 4 Come on. There's a lot to *get at* / *get through* today: calling all the participants, arranging their housing working out the final costs.
- 5 I love Jake's attitude. He never complains about how much there is to do. He just *gets on with* / *gets by* it.
- 6 I wish she had just said what was on her mind. I couldn't understand what she was *getting at* / *getting through*.

2e Company policy

Writing taking notes

- 1 Look at these notes that an employee made during a short talk about sabbaticals and time off at work.

Sabbaticals and unpaid leave

- formal document in 2 wks
- sabbaticals, i.e., paid leave: 3 mths for every 6 yrs worked if on pay grade 6 or above; only for full-time staff; part-time staff arrangements tbc
- unpaid leave: manager decides on each case, e.g., sick parents; no unpaid leave for people who have worked for less than 18 mos.

2 Writing skill abbreviations

What do you think these abbreviations from the notes mean? Write the words in full. Then listen again and check the words the speaker actually uses.

- 1 wks
- 2 i.e.
- 3 mths
- 4 yrs
- 5 tbc
- 6 e.g.

3 Write abbreviations for these words.

- 1 approximately
- 2 for example
- 3 including
- 4 and so on
- 5 ten in the morning
- 6 hours
- 7 please note
- 8 that is to say
- 9 second
- 10 per week

- 4 Write this message in full sentences in your notebook.

Jeff called 11 a.m. Wants you to go to Houston to discuss contract details i.e. commission, quantities, etc. Time of mtg tbc. N.B. not in office til Thurs.

Word focus review *foot*

- 5 Match the idioms (1–4) with their definitions (a–d).

- 1 I **got off on the wrong foot** with my boss when I told him I didn't like using computers.
 - 2 He offered to give the talk with me, but then at the last minute he **got cold feet**.
 - 3 She **has a foot in both camps**: she advises the government on education policy, but she also works for the Teacher's Union.
 - 4 Don't worry if it all seems strange at first. You'll soon **find your feet**.
- a have a bad start
 - b get used to something
 - c withdraw from doing something because you feel anxious
 - d be involved with two groups with different or opposing views

- 6 The idioms in bold are in the wrong sentences. Match the idioms with the correct sentences.

- 1 She **found her feet**, but relations with her colleagues are much better now.
- 2 I hope I didn't **follow in my father's footsteps** when I told her how like her sister she was.
- 3 Most people supported either one candidate or the other, but he **got off on the wrong foot**.
- 4 She really **had a foot in both camps** by not taking the promotion when she was offered it.
- 5 People often ask me why I didn't **foot the bill** and become a doctor.
- 6 Hannah **got cold feet** very quickly at college and made some good friends.
- 7 I thought the company would pay for my hotel, but in the end I had to **put my foot in it**.
- 8 She was going to jump from the 30-foot diving board but she **shot herself in the foot**.

Wordbuilding phrases with *do*

1 Match the phrases in bold (1–8) with the correct definitions (a–h).

- 1 I **did my best** to translate your letter into French, but I'm not sure it's grammatically correct.
 - 2 I don't want to see another movie about the *Titanic*. The subject's been **done to death**.
 - 3 You can try drinking chamomile tea to make you feel better. It certainly won't **do** you any **harm**.
 - 4 Can you **do me a favor** and call Sarah to tell her I'm on my way? Thanks.
 - 5 There's no need to thank me for reporting the theft. I was just **doing my duty** as a citizen.
 - 6 It's such a wonderful book, and the movie they've made of it really didn't **do justice to** it.
 - 7 I've **done my bit** for charity over the years: volunteering, giving money regularly.
 - 8 Thanks for your advice about restoring the computer system to get rid of the virus. It **did the trick**.
- a damage/hurt
 - b do what one has to do
 - c help
 - d give a fair representation of
 - e make a contribution
 - f repeat too many times
 - g try one's hardest
 - h work

Learning skills listening: top-down strategies

2 Before listening to an excerpt in English, try to use the same strategies that help you understand content when listening in your own language. Ask yourself these questions.

- 1 What is the context for this listening (an everyday conversation, a lecture, a scientific report, an interview, etc.)?
- 2 What is the probable attitude of the speaker (e.g., are they trying to persuade/inform/complain, etc.)?
- 3 Am I listening just for gist or for some specific information (dates, times, names, etc.)?
- 4 What do I know already about this subject/situation and what questions would I like to have answered by what I am about to hear?

3 Look at these contexts (1–3). What are the probable answers to questions 2–4 in Exercise 2? Think about: a) the attitude of the speaker; b) whether you are listening for gist or specific information; and c) what questions you want answered.

- 1 a news report about a new electric car
 - a
 - b
 - c
- 2 an interview with a sociologist about her new book on attitudes toward childhood
 - a
 - b
 - c
- 3 a discussion between three friends about a recently released movie
 - a
 - b
 - c

Check!

4 Do this quiz. All the answers are in Student Book Unit 2.

1 Complete the descriptions of these people from Unit 2.



- a Kazakh
- b sea
- c

2 Look at the attributes of each type of person in the pictures and say what it enables them to do.

- a great patience b extraordinary vision
- c being the right weight

3 Complete these grammar explanations.

- a The continuous is used to describe actions in at a specific time.
- b We use participles as an alternative to a + pronoun + verb.

4 Complete the sentences. Then use the missing words to make a phrase meaning "to be firm with someone."

- a I don't see why I should have to the bill for the damage.
- b OK, that's enough chat. Let's get to work.
- c Don't your foot in it by asking her age.
- d You mentioned flying. Is that job or just a hobby?

Unit 3 Four walls

3a Sky caves of Nepal

Reading mysterious dwellings

- 1 Look at the photo of some unusual caves. Then read the excerpt from an article about the caves.

Language focus intensifying adverbs

- 2 Look at the intensifying adverbs in the article. Then cross out the adverb(s) that could NOT replace each adverb in the article.

- 1 absolutely / extremely
- 2 extremely / utterly
- 3 completely / so
- 4 absolutely / very
- 5 incredibly / quite

- 3 Complete the exchanges about the sky caves story with these intensifying adverbs. There is sometimes more than one possibility.

absolutely really	completely so	incredibly totally	quite very
----------------------	------------------	-----------------------	---------------

- A: You must have to be a(n) ¹ skilled climber to get into these caves.
B: Yes, you have to be ² fearless.
C: I find it ³ incredible that people could have lived in these caves.
D: I know. It must have been ⁴ difficult to get provisions like food and water up to them.
E: I would ⁵ love to be involved in this kind of work.
F: I know. It must be ⁶ exciting to discover what's inside the caves.
G: The entrances to some of the burial caves were ⁷ sealed with large boulders.
H: I know. The climbers had to ⁸ literally risk their lives to open them up.

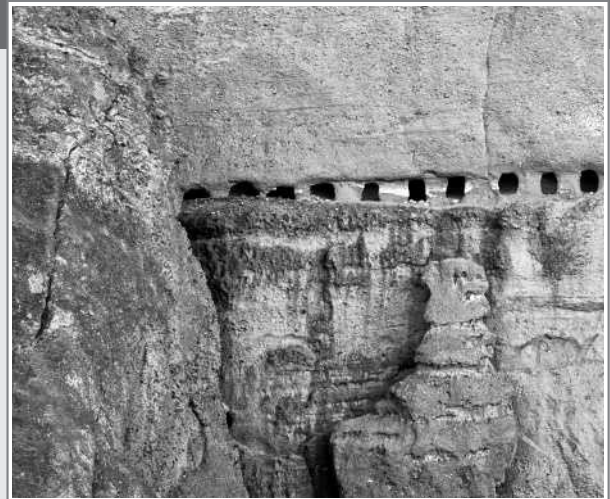
Sky caves of Nepal

Mustang, a former kingdom in north-central Nepal, is home to one of the world's great archaeological finds. In this ¹ **incredibly** inhospitable, wind-savaged place, hidden within the Himalaya, there are an extraordinary number of human-built caves.

Some sit ² **completely** by themselves, a single open mouth on a vast face of weathered rock. Others are in groups, occasionally stacked eight or nine stories high, an ³ **entirely** vertical neighborhood. Many are thousands of years old. The total number of caves in Mustang, conservatively estimated, is 10,000.

We know that 700 years ago, Mustang was a bustling place: a center of scholarship and art, and a key place on the salt trade route from Tibet to India. Salt was then an ⁴ **extremely** valuable commodity. Later, when cheaper salt became available in India, an economic decline set in. Soon the region was all but forgotten, lost beyond the great mountains.

Pete Athans first glimpsed the caves of Mustang while trekking in 1981.



Over a twelve-year period, Athans made several visits. Most of the caves were empty, though they showed signs of domestic habitation. In one cave he and his team discovered a 26-foot-long mural, in another 8,000 calligraphed manuscripts. Many caves seemed to be elaborate tombs full of ⁵ **absolutely** amazing riches.

3b The city solution

Listening urban vitality

1 Read about cities past and present.

In the 1880s, the chairman of the London County Council described his city as “a tumor, sucking into its gorged system half the life and the blood of the rural districts.” What he was referring to were the appalling slums that a booming city had spawned. Putting an end to urbanization was suggested as a solution.

More than 100 years later, it is large cities that have continued to spread around the world. Seventy percent of the world’s population now live in urban areas, many containing over one million people. And not only has urbanization spread, but expert opinion now sees this as a positive trend.

In his book *Triumph of the City*—which, incidentally, I do recommend you read—Ed Glaeser sees slums as a sign of an urban vitality. He says the thing that we often ignore is that poor people are attracted to cities because they offer opportunity. Very seldom do cities themselves make people poor. For Glaeser, there is no such thing as a poor urbanized country or a rich rural one. He points to the efficiency of cities. City dwellers use less energy per capita, they take up less space, they drive less distance, and they contain the damage to nature rather than spread it.

2 Answer the questions.

1 How much of the world’s population live in cities today?

.....

2 What does Ed Glaeser see slums as a sign of?

.....

3 What do cities offer their inhabitants?

.....

4 What do people living in cities use less of?

.....

Language focus emphatic structures

3 Rewrite these sentences with more emphasis.

1 He was referring to the appalling slums that a booming city had spawned.

What he

.....

2 Urbanization has not only spread, but expert opinion now sees this as a positive trend.

Not only

.....

3 In his book *Triumph of the City*—which, incidentally, I recommend you read—Ed Glaeser ...

In his book *Triumph of the City*—which, incidentally,

.....

4 We often ignore the fact that poor people are attracted to cities because they offer opportunity.

The thing

.....

5 Cities themselves very seldom make people poor.

Very seldom

.....

4 Rewrite these sentences with more emphasis.

1 I love the feeling of space in Berlin.

.....

.....

2 The friendliness of the people in Istanbul really strikes you.

.....

.....

3 I liked Los Angeles, but I found it very polluted.

.....

.....

4 You will not find such dramatic buildings as in Dubai anywhere else in the world.

.....

.....

5 The sense of history in Jerusalem is amazing.

.....

.....

6 It’s rare to find a place where nature and man-made structures blend so well together.

.....

.....

3c Biomimetic architecture

Reading the influence of nature

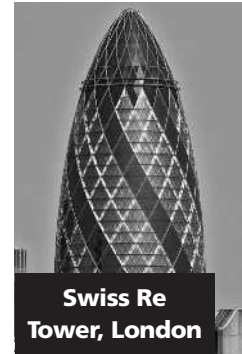
- 1** Look at the photos and captions. Then read an article about architecture and “biomimetics.” Answer the questions.

Biomimetics is the idea of copying good design from nature and applying it to things that are man-made. It’s important to note that the term biomimetics, which was coined in the 1950s, describes the practice of simply taking inspiration from nature’s forms, which is an age-old phenomenon. The term biomimetics is now used for the development of new technologies. A classic example of it is Velcro, which imitates barbs on the head of a thistle plant.

For a long time, and still very much today, architects have taken inspiration from the forms and shapes of nature. Probably the best known building of this kind is Gaudi’s Sagrada Familia in Barcelona. It’s a controversial building, one that people either love or hate. Gaudi loved nature and understood that the natural world is full of curved forms, not straight lines. So with organic models in mind and the materials that nature uses to create its structures: wood, muscle, tendon, etc., he created a very organic-looking building in the Sagrada Familia, an architectural form that borrowed from nature in a way that no one had seen before.

Contemporary architecture uses biomimetics in structures around the world. The Swiss Re Tower in London is known as “the Gherkin” and the Olympic stadium in Beijing, which people called the “Bird’s Nest.” But it’s about more than just the external shape and appearance of buildings. Architects are using biomimetics to create more environmentally friendly buildings. The Eastgate Center in Harare is one example. Chimneys are used to imitate the heating and cooling system in a termite mound. It’s called passive cooling, and it’s very energy efficient and does away with the need for a modern air conditioning system.

- 1 What does biomimetics mean?
-
- 2 How do the three structures in the photos relate to biomimetics?
-



- 2** Choose the correct option (a–c).

- 1 According to the article the term biomimetics:
 - a is relatively recent.
 - b is an old science.
 - c can be applied to anything that copies nature.
- 2 The examples of new materials are materials that copy:
 - a water-based animals.
 - b animals in general.
 - c animals and plants.
- 3 When designing the Sagrada Familia, Gaudi took inspiration from:
 - a models he had made.
 - b nature’s forms.
 - c the human body.
- 4 The design of the Sagrada Familia:
 - a confused the public.
 - b divided public opinion.
 - c brought Gaudi great fame.
- 5 There are a lot of biomimetic buildings now that are:
 - a named after animals.
 - b known by the name of something in the natural world.
 - c given nicknames by their creators.
- 6 The Eastgate Center in Harare uses biomimetics to avoid:
 - a becoming too cold.
 - b looking like a conventional office and shopping complex.
 - c having to be cooled artificially.

3d A relaxation area

Real life making recommendations

- 1** Read part of a discussion about a proposal to put a new coffee lounge into a large open plan office which is on the 14th floor of an office block.

A: Well, first of all, I should say that I think it's basically a good idea. It's got a lot of things to recommend it: principally, that people won't have to waste time going down to the cafe to get their coffee. Also it'll encourage employee interaction, which is a good thing. But I have to say there's a risk in that, because if you make an area that's too comfortable or convivial, they might spend just as much time there as they did going down to the café...in other words, away from productive work.

B: I kind of disagree with that. The thing about an open plan office is that it feels rather large and impersonal, and so the idea of putting in some area that feels more intimate and homely really appeals to me. I think you have to be careful about terms like "productive work." You said yourself that employee interaction was something to be encouraged and I think that can take different forms, from formal meetings to informal chats. The informal chats are something we shouldn't underestimate the importance of. What I mean is, if we assume that people relaxing and having coffee at work are wasting the company's time, then for me that is a sad state of affairs. So I'm very much in favor of this proposal, particularly given that we are all working in a rather impersonal environment, as I said before.

- 2** Write down two of the arguments mentioned in favor of the proposal and one against it.

For

.....

.....

.....

Against

.....

.....

3 Language skill making a case

Read the discussion again. Underline the phrases used by the speakers to make their recommendations.

Vocabulary review adverb and adjective collocations

- 4** Match the adverbs (1–10) with the adjectives (a–j) and make collocations.

1	deadly	a	amused
2	desperately	b	familiar
3	hopelessly	c	obvious
4	mildly	d	optimistic
5	painfully	e	reasonable
6	patently	f	serious
7	perfectly	g	slow
8	simply	h	unacceptable
9	vaguely	i	unlucky
10	wildly	j	wrong

- 5** Complete the sentences with collocations from Exercise 4.

- I think your estimate that 90 percent of the people will say "yes" is
It'll be more like 40 percent.
- His name sounds to me. I think perhaps I met him at a party about three years ago.
- They were not to win the game. They were leading right until the end.
- Even if you bought the suitcase three years ago, it's to ask for a refund if it has a five-year guarantee.
- I thought she was joking when she said she was going to run the London marathon, but she was
- I wish he would speak more succinctly. I find his explanations

Vocabulary features in a home

- 6** Look at these features in a home. Would you find them inside (I) or outside (O)?

conservatory courtyard game room
garage/workshop gym home movie theater
roof garden sauna veranda walk-in closet

3e High-rise living

Writing an opinion essay

- 1 Look at the elements of an opinion essay (1–4). Then read the two paragraphs (a and b) from an opinion essay about whether it is good for people to live in high-rise buildings. Which elements do the paragraphs represent?

- 1 analyze the question and set your terms of reference
- 2 give your opinion and present the arguments supporting it
- 3 evaluate counter arguments
- 4 make your conclusion

a So, as with all things, in the end we must choose between their advantages and disadvantages. For me, even though the benefits of high-rise building to the wider environment are great, they are still small when set against the human cost. After all, what use is a pleasant environment if most of the time you are isolated from your fellow human beings in a small apartment 230 feet from the ground?

b It is true that the pressure for space in our cities has demanded ever taller buildings. Indeed, it is neither possible nor desirable to keep expanding our cities outwards into valuable green belts outside the city limits. Perhaps it could be argued that high-rise buildings are an acceptable solution for non-residential uses, such as offices, hotels, etc.

- 2 Do you think the writer is for or against high-rise living? What arguments does he/she concede to the other side?

.....
.....
.....

3 Writing skill linking devices

Match these phrases and sentences balancing or reinforcing arguments.

- 1 Living in an apartment building in the center may seem unrelaxing,
 - 2 Even though we live 20 stories up,
 - 3 It feels much nicer to live in an old house.
 - 4 Our building is not the tallest in the neighborhood
 - 5 The council has limited apartment blocks to five stories
 - 6 We wanted to feel part of a community,
- a However, there are some other taller buildings.
b but it is extremely convenient.
c so we bought a house in a residential suburb.
d Admittedly, maintenance is expensive.
e our view of the city is blocked by other buildings.
f Indeed, there are some over 60 stories high.

- 4 Write your own answer in your notebook to the question: *Is it good for people to live in high-rise buildings?* Follow the structure suggested in Exercise 1. You can use ideas from those two paragraphs if you wish.

Word focus wall

- 5 Complete these sentences and make idioms with *wall*.

- 1 He rarely listens to my suggestions. Often I feel as if I'm **banging my** **against a brick wall**.
- 2 She's a great teacher, but her methods are pretty **the wall**. Yesterday she brought a jar of flies into the class to demonstrate random movement.
- 3 I would like to have been a **on the wall** when that conversation took place!
- 4 I hope the builders finish soon. The constant drilling **is driving me** **the wall**.
- 5 If he gets elected, I'm afraid **the** **is on the wall** for green energy initiatives. He doesn't believe in alternative technology.

Wordbuilding suffix *-able*

- 1** Complete the sentences with adjectives formed from these verbs.

afford	contact	do	forget	like
move	retrieve	walk	watch	

- I don't think the solution is
We need to think of something cheaper.
- It's not too far from the hotel to the old city. It's certainly
- She's very talkative. I was exhausted after half an hour's conversation. But I don't mean to criticize her: she's also very
- The date is if it's not convenient for you.
- If there's anything urgent, I'll be at work tomorrow, but probably not after that until I get to Tokyo on Thursday.
- I think what you're asking isn't I just don't think the timeframe you've allowed is realistic.
- It was a fun movie but not very interesting. You know those action movies—very, but also instantly
- I think a lot of damage has been done by his comments. I just hope that the situation is

Learning skills listening: bottom-up strategies

- 2** When you listen to fast native speech, you will often be faced with the difficulty of decoding the sounds you hear. Look at this list of key things to recognize in native speech.
- being able to recognize a word from its stressed syllable
 - understanding the place of weak forms (auxiliary verbs, prepositions, articles) in a sentence
 - understanding linking so that you can separate the words that have been linked
 - picking out the key word in a sentence (those that carry the meaning)

Check!

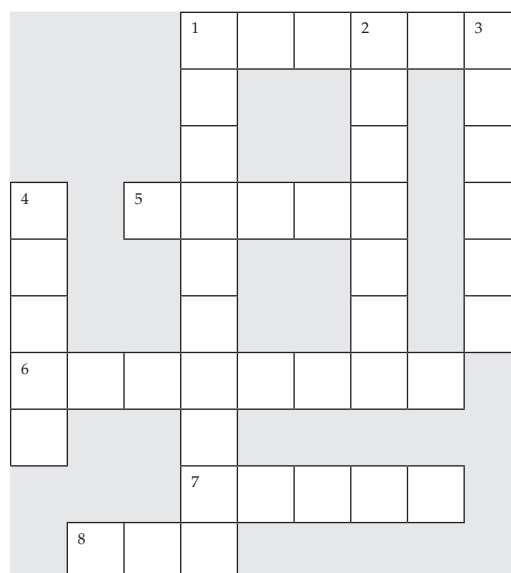
- 3** Do this crossword. All the answers are in Student Book Unit 3.

Across

- makes one crazy: ...me up the wall (6)
- a flight of steps: ...case (5)
- a man-made material used in building walls and foundations (8)
- green, with lots of trees; as in a ...suburb (5)
- see without being seen; a ...on the wall (3)

Down

- clearly, very; as in ...odd (10)
- alive, buzzing; as in a ...city (7)
- a city whose spread is uncontrolled is described as ...ing (6)
- a basic wooden home or building (5)



Unit 4 Innovation

4a DIY innovators

Reading improvised inventions

- 1 Read the article about DIY innovators. Then choose the best title for it.

In today's electronic convenience age, many of us imagine that technology is something that brainy scientists in state-of-the-art laboratories create for us. But that isn't really a true reflection of how technology comes about. The strict definition of technology is designing a device to perform a particular task. Seen like that, we are all innovators, because we all at one time or another have improvised our own solutions to specific problems. It's just that some of us take it further than others. America's third president, Thomas Jefferson, filled his home with DIY gadgets. In his living room, for example, he had a homemade clock which, using a pair of cannonballs on ropes, told him both the hour of the day and the day of the week.

While a few DIY innovators in the past **might have been motivated** by money and the dream of making their fortune, others have been motivated by necessity. World War II servicemen in North Africa who **needed to wash** took empty oil drums and hoses, mounted them on scaffolds built from scrap wood, and created improvised showers. Others have been motivated by economic hardship. During the Great Depression of the 1930s, people who couldn't afford new devices **had to resort** to building their own versions.

- a What drives innovation
- b An unidentified need
- c There's an inventor in all of us

- 2 Read the article again and complete these sentences using one word in each space.

- 1 The mistake we make about technology is that we think it is something only can be involved with.
- 2 Thomas Jefferson's clock was unusual for its time because it could tell you the
- 3 Most DIY inventors are not really motivated by
- 4 In the Great Depression, some people created homemade versions of gadgets that they couldn't

Language focus past modals

- 3 Match the past modal verbs (1–6) with the functions (a–f).

- 1 didn't need to hand-sign
 - 2 should have come up with
 - 3 must have filled
 - 4 might have been motivated
 - 5 needed to wash
 - 6 had to resort
- a expresses what it was advisable to do
 - b describes an obligation
 - c talks about a necessity
 - d talks about a lack of necessity
 - e speculates about what was the case
 - f speculates about what was the case

- 4 Read the story. Rewrite the underlined phrases with past modal verbs in your notebook.

So there I was on a country road in the middle of nowhere with a flat bicycle tire. ¹Almost certainly I had ridden over a nail or something. ²The advisable thing would have been to take a puncture repair kit with me, but because the roads are very new around there I had imagined ³it wasn't necessary. ⁴One possibility was to wheel my bike back to the nearest town four miles away, but that would have taken hours. Besides, ⁵I had an obligation to be home later because a friend was coming to dinner. So I decided ⁶it was my duty to find a way to fix the puncture. (In fact, ⁷there was no need to worry because the friend had canceled, but I didn't know that at the time.) All I had with me was a bicycle pump. What I needed was a patch for the puncture. I looked around on the road. ⁸Perhaps someone had dropped something I could use. After some searching, I found some old chewing gum stuck to the road. It was very hard and I realized that there was only one thing to do...

4b Foldable future

Language focus probability

- 1 Complete the statements with these words. In which statement is the probability the strongest?

certainly likely likelihood may should

- 1 I think the _____ of a foldable car catching on with the public is pretty low.
- 2 I think they'll almost _____ become the norm in the next few years.
- 3 With foldable laptops the days of broken or shattered screens _____ be over.
- 4 I think what _____ will determine the success of foldable products is their design.
- 5 I think we're _____ to see more and more of this kind of solution as energy prices rise.

- 2 Rewrite the sentences in Exercise 1 so that they have the same meaning. Use the words given.

- 1 _____ (chances)
- 2 _____ (bound to)
- 3 _____ (probably)
- 4 _____ (likely)
- 5 _____ (may well)

- 3 Complete the answers to these questions about the future of the car using the words given.

- 1 Do you think we'll find a good alternative to gas-driven cars in the near future?
Yes, we _____ (bound).
- 2 What kind of cars will they be, do you think?
I don't know. But _____ (chances / not / be) electric cars.
- 3 Why do you say that?
Because the lithium needed for batteries _____ (definitely / become) scarcer.

- 4 So what will power cars of the future?
It _____ (likely / be) natural sources: wind or solar or water.
- 5 Do you think that will have a positive effect on pollution?
_____ (should)
- 6 What about the oil companies?
They _____ (unlikely / welcome) such a development.

Idioms partitives

- 4 Look at these partitive expressions. Do they mean some or a small piece or amount?

- 1 I just felt **a drop of rain**. I hope it's not going to pour.

- 2 Just **a dash of milk** in my coffee, please.

- 3 Her house is so clean. There's not **a speck of dust** anywhere.

- 4 I'll just have **a sliver of cake** because I'm on a diet.

- 5 Complete the sentences with these partitives.

dash	glimmer	hint
scrap	shred	stroke

- 1 I wrote a few ideas on a _____ of paper.
- 2 Add a _____ of lemon juice and then stir the mixture well.
- 3 There's not a _____ of truth in his story.
- 4 Did I detect a _____ of regret in your voice?
- 5 I think his idea to make a foldable sofa was a _____ of genius.
- 6 There is now a _____ of hope that I will be able to keep my job after all.

4c The new philanthropists

Reading supporting good causes

- 1 You are going to read about philanthropists. First, read the definition.

Glossary

philanthropist (n) a person who cares about their fellow human beings; especially one who donates money to people less fortunate than themselves

A new generation of Internet and mobile communications billionaires are supporting good causes like never before. Many of these do-gooders are self-made businessmen and women, whereas in the past they were individuals who relied on inherited wealth. Are there other differences between these philanthropists and their 19th-century counterparts?

Yes, there are definitely differences. In the past long-term foundations and scholarships were set up to benefit future generations. Today's philanthropists are actively involved in doing good. "Giving while living" is the slogan for them.

Today's philanthropists are more hands-on; they want to bring about positive change and see the short-term benefits. They often describe their programs in business terms like "getting a good return on capital" and "setting agreed and measurable targets." The money they put into these projects is like seed money—they want to see the projects grow and prosper by themselves, become self-sustaining eventually. That's their ethos.

And there are donations from people who wish to help financially but otherwise do not want to be involved in the projects, as in the past. This is the old-fashioned "no strings attached" giving. But overall there's more emphasis on self-help than with former philanthropists.

- 1 two ways these new philanthropists made their money
.....
.....
- 2 two ways their approach to giving differs from philanthropists in the past
.....
.....

- 2 Are the sentences true (T) or false (F)?

- 1 The speaker implies that philanthropists in the past didn't always work for their money.
- 2 The new philanthropists' attitude to their money is that they want to use it now.
- 3 The new philanthropists want the projects they invest in to be run by people with a business background.
- 4 The speaker suggests that the new philanthropists ultimately care only about their business reputation.

- 3 Match the words in the box with the definitions.

bring about	counterparts	ethos	return
seed	self-confessed	self-made	no strings

- 1 spirit
- 2 small investment
- 3 profit
- 4 make happen
- 5 succeeding without help
- 6 someone who does the same job in a different time or place
- 7 by one's own admission
- 8 no conditions

Word focus give

- 4 Complete these idioms and make expressions with *give*.

- 1 I **gave it my**, but I didn't win. He was a much better player.
- 2 It's not a decision you can take lightly. You need to **give it some serious**
- 3 **Give her a** She's only 12. I didn't know what I wanted to do until I was 20!
- 4 I've never tried to steer a boat before, but I'll **give it a**
- 5 The council have finally **given them the go-** to build a new factory on the site.
- 6 Don't rush it. You broke your leg. You need to **give it some** to heal properly.

4d Solidarity bag

Real life making a short pitch



- 1** Read a pitch for a product called the Solidarity Bag. Then answer the questions.

We have designed a school bag for children. What's so original about that, you ask? Well, this is a bag that also functions as a desk. So you can fold it out and work at it, anytime and anywhere you like. Why would children want to do that, when they have a desk at school and a table at home? Well, simply because not all children do have a desk at school or even a table at home. I'd like you to stop and just think about that for a minute. Our ambition for this school bag is that it will not only be used by children in the US and Europe but also in developing countries. Because that is where it will really come into its own. It has numerous compartments for notebooks, pens, and a water holder. Hydration is very important for concentration. But how will people in poorer countries be able to afford the bag? Well, that's why we call it the Solidarity Bag. Because we're setting the price a little higher here in Europe and the US to help lower the cost of a bag for a family in a developing country. So when you

pay a higher price for the bag here, you are helping to bring the price down to an affordable level elsewhere, showing solidarity with families less fortunate than you.

- 1 Who is the product aimed at?

- 2 What problem does it solve?

- 3 What features does the bag have?

- 4 What is unique about this idea?

- 2** Read the pitch again and underline three rhetorical questions.

- 1 What's about that, you ?
- 2 Why children to do , when they have a desk at school and a table at home?
- 3 But will in poorer countries to afford the bag?

- 3** Answer the questions you underlined in Exercise 2.

- 1
- 2
- 3

- 4** Complete these other rhetorical questions you might ask when pitching a new product or service.

- 1 Operation
So how ?
- 2 Cost
Isn't , you ask?
- 3 Need
So why ?
- 4 Ambition/Goal
So, what ?

4e Electronic T-shirt

Writing describing how things work

1 Writing skill punctuation

Add punctuation marks (colon, semi-colon, dash) to the text.

They are modeling their idea on the concept of a pop-up store ¹ _____ a store that appears for a short time in rented space. The people who founded the company ² _____ three business graduates from Lebanon ³ _____ hope that it will inspire other entrepreneurs. There are two ideas underlying their philosophy ⁴ _____ keep the fixed costs of the business as low as possible ⁵ _____ and keep changing your merchandise constantly to keep up with changing fashions. This is very different from a traditional business philosophy ⁶ _____ generally in business when you find a product or service that is successful, you stick with it.

2 The description of the Solidarity Bag below has been written in one paragraph. Indicate where you would put in subheadings and bullet points to make it easier for the reader to digest the information.

The Solidarity Bag is a totally new concept in school bag design. It functions both as a school bag and as a portable desk so that children can work anywhere, anytime. A low-cost version will be available to children in poor countries where finding a good space to work can be difficult. The bag has the following elements and compartments: a water bottle, two notebooks, a pencil case, a solar-powered flashlight, a compartment for books, and a compartment for small objects like coins or keys. The low-cost version will work like this. Each time a full-cost version is sold in Europe or the US, 50 percent of the profit will be allocated to the production of another lower-cost version of the same product. This will be sold in developing countries for \$5. A further donation of \$5 can be made by buyers if they wish to provide a free bag to a child in need.

3 Use the notes to write a description of this product. Remember to use subheadings, bullet points, and appropriate punctuation.

Product: Electronic T-shirt



Unique feature: The logo on the T-shirt is programmable and changeable.

Other features: A fair trade product made in India (manufacturer gets fair share of profits); completely washable.

Price: \$30

How it works: Contains a small digital screen that displays up to 28 characters. Background color changeable also. Programmed from your computer.

[illegible]

Wordbuilding past participles as adjectives

- 1 Complete the sentences with past participle adjectives formed from these verbs.

boil	burn	forecast	forget	infect
know	mow	prove	shave	spill
			use	

- The _____ storm never arrived.
- He is a _____ criminal who has been wanted by the police for years.
- I love the smell of freshly _____ grass.
- You know what they say: It's no use crying over _____ milk. What's done is done.
- My breakfast at the hotel was terrible. It consisted of two cold _____ eggs and a piece of _____ toast.
- All the men in the tribe have _____ heads.
- It's a _____ town. No one ever visits it and most of the population has left to go and live in the neighboring city.
- All the _____ trees had to be cut down in case the disease spread.
- People think starfish have no eyes, because they don't have faces. But it's a _____ fact that they can see through eye spots on each arm.
- I can't afford a new car; I'm going to buy a _____ one.

Learning skills vocabulary extension (1)

- 2 You can use your dictionary to extend your vocabulary. If you see a word that you think you know but the meaning does not seem to fit, check the other meanings of this word in the dictionary. Look at this example.

- You see this sentence but don't know this meaning of *capital*.
"Running a railroad network is a very capital-intensive activity."
- You find these entries for *capital* in the dictionary. Which meaning does it have in this sentence?

capital noun

- the administrative center of a country or region
- money or assets that are or can be invested

capital adjective

- (of a letter of the alphabet) large
- (of punishment or crime) punishable by death

- 3 Note any new meanings in your notebook and write an example sentence for each one.

- 3 Look at these words with more than one meaning. What meanings do you know for each?

crane	fair	fine	sole
-------	------	------	------

- 4 Read the sentences. Do you know the meanings of the words in bold in these sentences? Check other meanings in the dictionary. Write example sentences for the meanings that are new to you.

- In Japan the most popular origami shape is a paper **crane**.
- I went to the Frankfurt book **fair** last week.
- There's a **fine** line between confidence and arrogance.
- It's not a company: he is a **sole** trader.

Check!

- 5 Answer these questions. All the answers are in Student Book Unit 4.

- What is the mother of invention? _____
- How do we finish the expression?
"There's no need to reinvent the _____."
- What is the ancient Japanese art of paper folding called? _____
- What is the missing word in this definition of social entrepreneurship?
"A business that hopes to generate _____, while solving social or environmental problems."
- How does this advice to public speakers end?
"Be sincere, be brief, be _____."

- 6 Complete the sentences.

- There's not a _____ of evidence to support this idea.
- There was a _____ of disappointment in his voice.
- He's come up _____ a great idea for recycling old tires.
- Parentheses or dashes are used to give _____ information in a sentence.
- Blake Mycoskie is an American social _____.
- The invention of the telephone was a real _____ in telecommunications.

Unit 5 The writer's journey

5a Pilgrimages

Reading their Africa

1 Read the article and answer the questions.

- 1 What is the aim of the Pilgrimages project?
.....
.....
- 2 How are the books different from the usual travel books we read?
.....
.....
- 3 What are the writers trying to avoid?
.....

2 Read the article again and find words with these meanings.

- a randomly (para 1)
- b take hold of firmly (para 1)
- c easily noticed (para 2)
- d troubled (para 3)
- e a picture (para 3)
- f unoriginal (para 4)
- g announce an order (para 4)

Pilgrimages

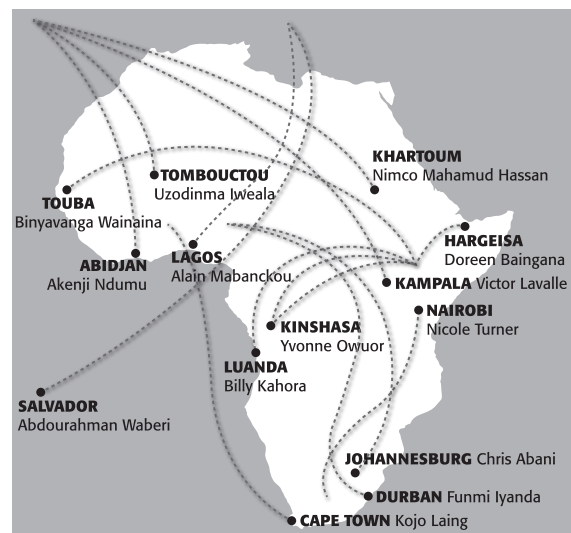
"For one month, nearly a billion eyes will follow the wayward movement of one small ball, bouncing about haphazardly on a lawn—controlled by the feet of 22 men speaking a language billions understand very well." These are the opening words on the Pilgrimages website, a project set up by the Chinua Achebe Center for African Writers and Artists, to seize the opportunity presented by the soccer World Cup in South Africa in 2010 to educate the rest of the world about Africa. The way the **association** did this was to ask thirteen African writers to write about their experiences of thirteen cities spread across Africa. Each **author** had two years, and help from a local guide, to produce a book about a city.

Pilgrimages aims to reveal Africa as seen by Africans themselves. The advantage for each writer is that although they are visiting cities previously not well-known to them, many things are already familiar to them. **This** means that they can concentrate on observing the details and while **doing so** not be as conspicuous as a non-African visitor **would**. Ugandan author Doreen Baingana, who wrote about Hargeisa, Somalia, says: "Goats in a city, for example, do not surprise me in the way they would if I were from the UK."

Among the **other thirteen** is Yvonne Owuor of Kenya who has written about Kinshasa, the capital of the Democratic Republic of the

Congo. The city is a great mix of different African cultures and languages with a turbulent history of colonization and struggle for independence. Like other Pilgrimages writers, Owuor is cautious about painting her portrait of Kinshasa with too broad a brush, fearful that what will emerge is a one-dimensional, stereotyped view of Africa.

This promises to be a refreshing series of travel books: not **ones** that throw out clichéd images and stereotyped views of other worlds. As Owuor says, when writers decree that a given place is like this or like that, then the reality disappears from view.



5b Time for rhyme

Idioms rhyming expressions

1 Look at the rhyming expressions in these sentences and choose the most likely meaning (a or b).

- 1 I think Sarah and Jesse will make **a dream team**.
He knows the project really well and she's a fantastic communicator.
a a great combination b an unlikely pair
- 2 They are going to broadcast the debate at **prime time** next Tuesday.
a peak TV viewing hours b very late at night
- 3 My day job working at the store is pretty **humdrum**, but it suits me at the moment because I'm trying to develop my career as a musician.
a tiring b routine and boring
- 4 I think it's unfair to call him **a fat cat**. He can't help it if he's successful.
a a wealthy business person b a lazy person

2 Complete the rhyming expressions in these sentences.

- 1 "No, I'm not too disappointed to lose. I've had my **fair** _____ of luck in this tournament and today, unfortunately, it ran out."
- 2 "I don't bear my opponent any **ill** _____.
He fought a good campaign and he won."
- 3 "There's a **fine** _____ between being direct and being rude, and that comment was rude."
- 4 "That's a very **wishy-**_____ answer. Can you just say what you really think?"
- 5 "The street will be a strictly **no-**_____ area until the police have finished their investigations."
- 6 "OK. We've agreed the basic principles, but we really need to get down to the **nitty-**_____ of how this is going to work."

Language focus nominalization

3 Look at these examples of nominalization. Rewrite the nominalized phrases, using a verb or an adjective.

- 1 There's been **a great increase** in the number of books in recent years.
The number of books in comic form _____ in recent years. (verb)

2 Why would an author make **that choice**?

Why would an author _____
_____? (verb)

3 You get **a good understanding of** what Cuba and South America were like during that era.

You _____ what Cuba and South America were like during this era. (verb)

4 The use of pictures means there's **a greater attraction for** younger readers.

The use of pictures means it's _____
_____ for younger readers. (adjective)

5 There's **an implication** that they're all works of literature.

It _____ they are all works of literature. (verb)

4 Use the words given to nominalize phrases in these sentences.

1 I think that's mainly because we live in a more visual age.

I think _____ we live in a more visual age. (reason)

2 It tries to get inside the mind of the world's most famous revolutionary.

It _____ get inside the mind of the world's most famous revolutionary. (attempt)

3 Anyone who prefers visual content is much more likely to pick up this book than a traditional history.

Anyone _____ visual content is much more likely to pick up this book than a traditional history. (preference)

4 I don't think most authors would claim that they are either.

I don't think that _____ most authors either. (claim)

5c Heart of Darkness

Reading a voyage into the unknown

Now when I was a little chap I had a passion for maps. I would look for hours at South America, or Africa, or Australia, and lose myself in all the glories of exploration. At that time there were many blank spaces on the earth, and when I saw one that looked particularly inviting on a map (but they all look that) I would put my finger on it and say, 'When I grow up I will go there.' The North Pole was one of these places, I remember. Well, I haven't been there yet, and shall not try now. The glamour is gone. Other places were scattered about the hemispheres. I have been in some of them, and...well, we won't talk about that. But there was one yet—the biggest, the most blank, so to speak—that I had a hankering after.

True, by this time it was not a blank space any more. It had got filled since my boyhood with rivers and lakes and names. It had ceased to be a blank space of delightful mystery—a white patch for a boy to dream gloriously over. It had become a place of darkness. But there was in it one river especially, a mighty big river, that you could see on the map, resembling an immense snake uncoiled, with its head in the sea, its body at rest curving afar over a vast country, and its tail lost in the depths of the land. And as I looked at the map of it in a shop-window, it fascinated me as a snake would a bird—a silly little bird. Then I remembered there was a Company for trade on that river. Dash it all! I thought to myself, they can't trade without using some kind of craft on that lot of fresh water—steamboats! Why shouldn't I try to get charge of one? I went on along Fleet Street, but could not shake off the idea. The snake had charmed me.

I got my appointment—of course; and I got it very quick. It appears the Company had received news that one of their captains had been killed in a scuffle with the natives. Soon after I left in a French steamer, and she called in every port they have out there. I watched the coast. Watching a coast as it slips by the ship is like thinking about an enigma. There it is before you—smiling or frowning, grand or mean, insipid, or savage, and always mute with an air of whispering, "Come and find out." This one was almost featureless, with an aspect of monotonous grimness. The edge of a colossal jungle, so dark-green as to be almost black, fringed with white surf, ran straight, like a ruled line, far, far away along a blue sea.

1 Read the passage from the book *Heart of Darkness* by Joseph Conrad. The setting is the Congo around 1880. The excerpt describes the beginning of the voyage that Marlow, a ship's captain, makes to this area. Then answer the questions.

- 1 What did Marlow dream about as a boy?
.....
- 2 What had happened to the principal place of his dreams?
.....
- 3 How did his dream become a reality?
.....

2 Read again and complete these details of the description.

- 1 What did you find on maps of the world at that time?
.....
- 2 In contrast, what had the map of this place (Congo) become filled with?
.....
- 3 What does he compare the river on the map to?
.....
- 4 What was the strategic importance of the river?
.....
- 5 What job did Marlow get?
.....
- 6 What was his impression of the African coast as the boat sailed along it?
.....

Language focus review nominalization

3 Complete these sentences using the correct verb form and make nominalized phrases.

- 1 I have **no intention** (marry) him.
- 2 It's **an attempt** (trick) us.
- 3 There's **a fashion** (wear) sunglasses on your head.
- 4 I understand her **desire** (do) well.
- 5 I don't understand her **reason** (want) to leave.
- 6 I have **a personal interest** (get) them to adopt the idea.

5d A historical novel

Real life reading aloud

1 Speaking skill engaging your audience

Complete these tips for reading aloud to a group of people. The first letter of the missing words has been given for you.

- 1 Give some b_____ about the author or the story.
- 2 E_____ your words clearly.
- 3 P_____ from time to time to allow your audience time to digest information.
- 4 Vary the p_____ and v_____ at which you read.
- 5 Read with ex_____ and enthusiasm.

2 Read and complete a reader's introduction to *Heart of Darkness* by Joseph Conrad. Use these words.

illustrates	narrates	passage	set
tells	works		

I'd like to read you a ¹ _____ from *Heart of Darkness* by Joseph Conrad, one of the great ² _____ of English literature. The book is ³ _____ in the Congo in the 19th century, where Belgian traders are using slaves to collect ivory. It ⁴ _____ the story of an English captain who is employed to bring ivory down the river to the main sea port. Conrad ⁵ _____ the story from the point of view of the English captain. The story is based on the writer's own direct experience as a steamboat captain in the Congo. This passage ⁶ _____ how alien this new world is which he has entered.

The broadening waters flowed through a mob of wooded islands; you lost your way on that river as you would in a desert, trying to find the channel, till you thought yourself cut off for ever from everything you had ever known.

—*Heart of Darkness* by Joseph Conrad

3 Read the introduction again and answer the questions.

- 1 What is the setting for the book?

- 2 What does the reader say about the author?

- 3 What point does the reader hope to make by reading this particular passage?

Word focus review cast

4 Choose the correct option and complete these phrases with *cast*.

- 1 Can you **cast your wits / mind / brain back** to when you first saw her?
- 2 The report **casts hesitation / questions / doubt on** the viability of the project.
- 3 The announcement of her resignation **cast a shadow / shade / cloud over** the whole meeting.
- 4 People will have forgotten about the incident by the time they come to **cast their decision / vote / poll**.
- 5 He **cast a look / a glance / an eye over** my proposal and then said he would let me know.
- 6 They **cast the net / web / line** far and wide in their search for a new leader.

5 Writing an introduction

Think about your favorite novel. Imagine you are going to read a passage from it to your classmates. Write an introduction to the passage in your notebook. Use the introduction in Exercise 2 as a model.

5e The Siege of Krishnapur

Writing a book review

1 Read this book review of *The Siege of Krishnapur* by J. G. Farrell and mark the parts of the review that do the following.

- 1 describe the theme of the book
- 2 give the reader's opinion of the book
- 3 describe the setting and the plot
- 4 describe the style of writing



Early morning at Victoria Memorial, West Bengal

It is 1857 and the British Empire in India is facing severe unrest from the indigenous population. For the ruling British class in the northern town of Krishnapur, life is calm and polite until the sepoys at a nearby military fort rise in mutiny and the British are forced to retreat into the British Residency. Food and other supplies become short, disease sets in, and the inhabitants' resources are tested to the limit.

This is the first part of J. G. Farrell's empire trilogy, an examination of the British Empire in its decline. *The Siege of Krishnapur* serves as a metaphor for this decline as each character is forced to examine their own view of the world.

Although the situation is desperate, Farrell describes it with great elegance and humor, conveying the ridiculousness of the British position. Some would argue that in not describing the hardship and injustice suffered by the local Indian population, Farrell has done them a great injustice. But I do not think that was his aim. What he has done is to write both a gripping story and a thought-provoking study of colonial life.

2 Which of these techniques (a–e) has the writer used to begin this review?

- a giving an opinion about the book directly
- b talking about the writer's background
- c describing the opening of the story
- d giving a short summary of the whole story
- e discussing the topic or theme of the book

3 Writing skill descriptive words

Complete the definitions of words describing books and writing with these words.

convincing	fetching	going	poorly
provoking	uneventful	uninspiring	
wrenching			

- 1 A book that makes you think is a thought-
..... book.
- 2 A book that is difficult to read is said to be heavy-
.....
- 3 A story in which nothing much happens is
.....
- 4 A plot which is very difficult to believe is far-
.....
- 5 A fictional character who you believe could really
exist is
- 6 An ending which is extremely sad is heart-
.....
- 7 A book which is a bit dull and flat is
.....
- 8 The opposite of *well-written* is
written.

4 Think of a novel you have read and write two short alternative opening paragraphs. For the first, give a short summary of the whole story. For the second, discuss the topic or theme of the book.

- 1
- 2

Wordbuilding *-ing* adjectives

- 1** Look at these *-ing* adjectives formed from verbs. Match the adjectives (1–10) with the most suitable nouns (a–j).

- | | |
|-----------------|--------------|
| 1 a baking | a horizon |
| 2 a raging | b breeze |
| 3 a blinding | c light |
| 4 a winding | d restaurant |
| 5 a towering | e sun |
| 6 a refreshing | f sky |
| 7 a suffocating | g heat |
| 8 a vanishing | h storm |
| 9 a darkening | i cliff |
| 10 an inviting | j road |

Learning skills vocabulary extension (2)

- 2** You can use pictures to extend your vocabulary. Follow these steps.

- Find a picture that interests you and look at the objects in it. The picture could also include people's expressions, feelings, or actions that are happening.
- See how many items you can name in English.
- Now label five new items in the picture with words you have just learned.
- Look at the picture 30 minutes later and test yourself. Can you remember the new words?

- 3** Look at the photo and follow the steps in Exercise 2. You will find a color version of the photo on the Unit 5 Opener of your Student Book (page 57).

Check!

- 4** Complete these sentences about characters and events with the correct form of the words given. All the answers are in Student Book Unit 5.
- In 5a, the writer Dervla Murphy describes coming down paths with her daughter on in a remote region of Pakistan. (rock, horse)
 - 5b describes the rise in popularity of the book and the novel. (comedy, graph)
 - In 5c, the writer visits the house of a in Patagonia. (poem)
 - Patagonia is a region with a very low population (dense)
 - 5d deals with the subject of reading to an audience. (loud)
 - In 5e, the writer describes the bridge of San Luis Rey as a - book. (think, provoke)
 - In 5f, the writer describes a experience that he had while walking in Spain. (transform)



Unit 6 Body matters

6a Here comes the sun

Reading a healing regime

- 1** Read about a man's search for an exercise regime to help him recover from an injury.

In 1968, the Beatles turned up in Rishikesh to study transcendental meditation at Maharishi Mahesh Yogi's ashram. They wrote about 40 songs here, many of which ended up on their famous White Album. I hadn't come to write music, but to get over chronic back pain—one of my vertebrae being severely out of line—or at least put off the day when I would have to face back surgery.

Perched above the Ganges River, Rishikesh is now a shopping mall for those looking for mental and physical healing, pulling in hundreds of thousands of foreign visitors each year. My chosen retreat was the Parmarth Niketan Ashram, which is less strict than other ashrams and allows guests to come and go as they please. I had also been attracted by the fact that it supports around 200 disadvantaged boys, some orphaned, putting them up in simple accommodation, and providing them with food and a basic education.

At 6:50 a.m. on the first day, I found myself sitting in a plain room with a wooden floor, white walls, and a metal roof. We worked on a breathing technique that involved inhaling and exhaling through one nostril at a time. There were no other distractions—no New Age tunes playing, no yoga outfits, no blinding heat, no incense, and no attitude; just students and a teacher. Meals were conducted in silence, something which I found odd at first but came to appreciate. During one of the meals, another guest sitting across the table broke this silence to comment on how fast I ate. I felt a little taken aback, but thanked him and noted the point.

The yoga carried on in a serene way for two weeks, never causing me even to break sweat. In fact more than once I wondered how it could be helping me. Yet by the end of my visit, the simple lessons—stretch, breathe, eat more slowly and more healthily, relax—had an effect. I can now touch my toes and even sit cross-legged for 30 minutes through a meal. My back? The persistent pain hasn't entirely gone away, but it has subsided. More importantly, I can now put up with it because I've given up worrying about it.

Language focus phrasal verbs

- 2** Look at these phrasal verbs from the article. Write the object of the transitive verbs. If there is no object, write *intransitive*.

- 1 turn up
- 2 end up
- 3 get over
- 4 put off
- 5 look for
- 6 pull in
- 7 put up
- 8 work on
- 9 carry on
- 10 put up with
- 11 give up

- 3** Answer these questions about the transitive phrasal verbs in Exercise 2.

- 1 Which of the verbs is clearly a separable verb?

.....

- 2 Which of the verbs is clearly inseparable?

.....

- 3 Of the rest, which do you think are separable and which inseparable?

.....

- 4** Add the pronouns to these sentences.

- 1 The pain is quite bad, but I've learned to put up with. (it)
- 2 I got the injury playing soccer and it took me a long time to get over. (it)
- 3 If you think going to yoga classes will help, then there's no point putting off. (it)
- 4 I used to ski a lot, but I gave up. (it)
- 5 Can you put up for the night on Tuesday when I'm in town? (me)
- 6 I'm not as supple as I used to be, but I put down to my age. (that)
- 7 I can't touch my toes yet, but I'm working on. (it)

6b Cross-training

Reading advice for athletes

- 1 Read the article and underline the three sentences that tell you the following.
 - 1 the definition of cross-training
 - 2 its most significant benefit
 - 3 what cross-training teaches us

Cross-training

In recent years, there has been an increased focus among practitioners of all types of sports on cross-training. It has become in fact a critical part of most top athletes' regular routines. Simply put, cross-training **means practicing** other sports or forms of exercise to improve, indirectly, your abilities in your main or target sport. An example of this would be a cyclist going swimming a couple of times a week. Swimming **requires you to control** your breathing and so it can also **help more generally to increase** a cyclist's endurance. It also **lets you build** strength in a more relaxed way because the support of the water puts less strain on joints and muscles.

There are several benefits to cross-training. First, it **tends to be** more interesting for the athlete to be engaged in different activities. Secondly, it can strengthen and improve joints and muscles that are vital to **succeeding in performing** their sport at the highest level. Finally, and most importantly, it **prevents athletes from getting** the kind of repetitive strain injuries that they often suffer if they only practice the same activities day in day out. It can not only improve performance, but also extend an athlete's life. In recent years, several soccer players have used yoga to **enable them to continue playing** into their late thirties and even in some cases, their early forties.

Cross-training is not just useful for the elite sports person either. It has benefits for all of us. To stay injury-free, I **recommend to everyone incorporating** the following elements into their exercise diet:

- two parts cardiovascular exercise (e.g., running, swimming, cycling, skipping, tennis)
- one part strength building (weight training)
- one part stretching (e.g., yoga, dance, aerobics)
- one part balance training (e.g., yoga, surfing, gymnastics)

The lesson of crosstraining is that the body reacts well to new experiences. Each time you embark on a new form of exercise, whether it be weight-lifting or cycling, the body must **learn to deal with** new stresses and new demands. And in doing that, it will naturally strengthen.

Language focus verb patterns

- 2 Look at these verb patterns (1–6). Complete the table with examples of the verb patterns from the article.

1 Verb + to + infinitive	...............
2 Verb + object + to + infinitive	...............
3 Verb + object + infinitive	.....
4 Verb + -ing	...............
5 Verb + preposition + -ing	.....
6 Verb + object + preposition + -ing	.....

- 3 Complete the sentences using the correct form of the verbs. You sometimes also need to use a preposition.
 - 1 Many people forget properly before taking exercise. (warm up)
 - 2 Sports therapists encourage athletes cross-training as a way to extend their careers. (do)
 - 3 I don't recommend more than one hour intensive exercise a day. (do)
 - 4 You can't make people, but you can help them the benefits. (exercise, see)
 - 5 I miss soccer, but at my age it's just not worth the risk of injury. (play)
 - 6 If I worried injured all the time, I would never try anything new. (get)
 - 7 I thank my teacher me interested in basketball. (get)
 - 8 The best exercise routines seem the ones which incorporate different elements of exercise. (be)
 - 9 I started tennis when I was ten, but then I switched to basketball. (play)
 - 10 I love sports, but I dislike (play, train)

6c The beauty industry

Listening globalizing beauty

- 1 Read an expert's opinion on the beauty industry. Which of these statements (a–c) best summarizes her views?

An expert gives her answer to the question "Has a globalized world made our ideal of beauty more homogenized?"

"That's an interesting question, and I think the beauty industry is a good example of what has happened more generally in the world over the last 100 years or so. But I think we need to stress that there have been different stages of globalization. If you go back to around 1900 you'll find that cosmetics companies were peddling a Western ideal of beauty.

It was an effective marketing tactic: if people everywhere could aspire to the same notion of beauty, it would be far easier for the companies to mass-produce products. In actual fact, local cultural values were never completely taken over by it.

Nowadays companies have to be more conscious of local traditions and values. You only have to look at how a company like McDonald's alters its menu to appeal to the tastes of each local market to see that. Multinational companies now incorporate diversity into the products they make. They accept the universal values of beauty that we all aspire to: clear skin, healthy-looking hair, a youthful glow, and then they can adapt their products to include local and traditional ingredients."

- a Globalization has made us all aspire to the same ideal of beauty.
- b Companies have come to realize that local traditions are important.
- c Companies try to convince us to want the same things because it's cheaper for them.

- 2 Replace the words in bold from the interview with one-word synonyms.

- 1 Has a globalized world made our ideal of beauty more **homogenized**?
- 2 ...cosmetics companies were **peddling** a Western ideal of beauty.

- 3 ...if people everywhere could aspire to the same **notion** of beauty...
- 4 ...McDonald's **alters** its menu to appeal to the tastes of each local market...
- 5 ...a clear skin, healthy-looking hair, a youthful **glow**...

Word focus face

- 3 Complete this conversation using one word in each space.

- A: Why the ¹ face? Are you depressed about something?
- B: Yes, I'm going to a school reunion and all my clothes make me look too old. The last time I saw all those people I was 26!
- A: Well, be careful. If you wear something that makes you look like you're obviously trying to look younger, no one will be able to keep a ² face.
- B: I know. I think I should just go as I am and put a ³ face on it.
- A: Well, let's face ⁴, none of them are going to be looking any younger either.
- B: I wouldn't bet on it. Sue Williamson always used to spend a lot on her appearance. She looked fantastic the last time I saw her.
- A: Well, I don't see what the big deal is. If she thinks she's going to ⁵ face by looking old, that's her problem, not yours...
- B: No, you're right. It's all very superficial. I'll just choose something attractive and go and face the ⁶ If they want to make judgments, let them.

6d It'll do them good

Real life discussing proposals

- 1 Read four people's comments on different proposals for the workplace. Number the proposals being discussed (1–4). Note that there are two more proposals than people.

Person 1

On the whole, I really like what the architect's done. There's just one thing, which is that I think we do not need an elevator. Because even though the building has four floors, effectively we're only going to be using three of them. So that's just two flights of stairs for people to walk up, which will actually be good for people—it's good exercise. I realize that we'll have to find some other solution for wheelchair access, but I think we can work around that.

Person 2

I think the health problems associated with air conditioning systems are well documented. What you're getting is the same air—and so consequently the same germs and diseases—being recycled around the building. It would be much better just to have straightforward fresh air sucked in from outside, as Giovanni suggests. Admittedly, it wouldn't always be cool air, but it would be a lot healthier—and cheaper.

Person 3

I think the idea of a staff cafeteria is great, but we have to be very careful who we choose to run it. I think what we need to do is to make up our own list of what kind of food we think is acceptable, healthy options and so on, and then invite local companies to bid for the contract. I haven't really thought through who should be responsible for making the list, but I do think it's important to make one.

Person 4

I think the idea of forming a partnership with a gym or the recreation center is probably the best option. I love the idea of staff being able to do sports together. It'd be very good for morale. I know not everyone will want to join in that way, but for a lot of people the social element will really be a big attraction.



- a a way to help people feel less stressed
- b a way to help people get more exercise
- c a way to reduce car use
- d a way to have a healthier atmosphere
- e a way to help people eat more healthily
- f a way to build team spirit

- 2 What was the specific proposal in each case?

- 1 not have an
- 2 not have
- 3 provide a
- 4 provide opportunities for

3 Language conceding a point

Read the comments again and underline the phrases the people used to concede each point.

4 Writing giving your opinion

Imagine you are at a meeting to discuss a proposal to install a gym in your workplace to help employees stay in shape. How would you respond to this proposal? Write your opinion in your notebook. Use the comments in Exercise 1 as models.

Vocabulary review injuries and health

- 5 Complete the sentences with the correct form of these verbs and make collocations.

bruise	bump	chip	graze
lose	pull	sprain	stub

- 1 He fell over in the playground and **his knee**.
- 2 I got up in the night and **my toe** on the chair.
- 3 I didn't notice how low the doorway was and I **my head**.
- 4 I bit a nut in my cereal and **my tooth**.
- 5 The doctor said nothing was broken, but I've **my ribs**.
- 6 I've **my voice**. I was talking all day yesterday to a group of schoolchildren.
- 7 I stepped in a hole in the pavement and **my ankle**.
- 8 I can't play tennis this weekend. I **a muscle** in my shoulder the last time I played.

6e A balanced diet

Writing a formal report

- 1 Read the report and answer the questions.
 - a What prompted the report to be written?
.....
 - b What was the main finding?
.....
 - c What action is proposed?
.....

Background and aims

There is concern that children in the school are not eating healthily enough, and this is affecting both their general health and their academic performance.

In view of this, a short study was commissioned to look into children's diet and make recommendations. The aim of this report is to present those findings.



Findings

Most children are not getting a balanced diet. In the 14–16 age group, only 55 percent of children have school meals. The lunches provided are a good balance of meat or fish, vegetables, and carbohydrates (bread, potatoes, etc.). However, it is a self-service system and there is no obligation for students to choose a balanced range of items. As might be expected, children tend to choose items like French fries and cookies rather than healthier items.

The remaining 45 percent of students bring in a packed lunch. The content of these lunches varies greatly—from potato chips and cookies to sandwiches and fruit, and apparently, the school makes no specific recommendations on what packed lunches should include.

Recommendations

Evidently, students are given a lot of choice in what they can eat and are making choices that are not balanced. Specifically, they are eating too much junk food and not enough protein. We recommend that school meals should be compulsory for all students and that they are given the choice of different meals, but not a choice of different elements within each meal.

2 Writing skill linking adverbs and adverbial phrases

- a Find five linking adverbs or adverbial phrases in the report. Match them with these adverbs or adverbial phrases that could replace them.

1 clearly
.....

2 it seems
.....

3 not surprisingly
.....

4 in particular
.....

5 accordingly
.....

- b Complete the report with four of these adverbial phrases.

alternatively
on the face of it

conversely
overall

interestingly
ultimately

1 _____, students were against the idea of fixed school meals. 72 percent opposed it. So, 2 _____, it seems that this will not be a viable option, since, 3 _____, students cannot be forced to eat particular foods. 4 _____, however, when they were asked if they would like to be better informed about the nutritional content of the food on offer, 65 percent answered positively.

- 3 Write a report encouraging school children to do more sports using the notes below. Write three paragraphs.

Background and aims

Local school wants to encourage everyone to do sports, not just on school teams.

Main findings

Pupils sit around at breaktimes; no equipment; not enough PE lessons.

Recommendations

Organized group early morning exercise; organized sports at breaktimes.

Wordbuilding *off* and *up*

- 1 These phrasal verbs with *up* and *off* all have the sense of doing something completely or ending it. Complete the sentences with the correct form of the phrasal verbs.

call off	eat up	fill up	finish off
give up	mess up	pay off	shave off
use up	write off		

- I'm sorry. I've just the milk. Would you like me to get some more?
- I need to the car. Gas prices are going up again tomorrow.
- You've your beard. I almost didn't recognize you.
- I'm really disappointed with myself. I my French test.
- It took them 20 years to all their debts.
- I junk food and started exercising five days a week.
- Please the old paper before you open a new box.
- He wasn't hurt, but he his car.
- your vegetables; they're good for you.
- I didn't see her. She the meeting at the last minute.

- 2 Can you think of synonyms for these phrasal verbs?

- call off
- write off
- give up

Learning skills using phrasal verbs correctly

- 3 Read the notes below about using phrasal verbs.

- Often in dictionaries you will find one-word synonyms given for phrasal verbs, which can be misleading. For example: *make up* = *invent*.
- Most phrasal verbs are limited in the contexts in which they can be used. You can *make up a story* or *make up an excuse*, for example, but you can't *make up a new product*.
- So a full definition would be: *make up* = *invent an account of something*.
- When you learn a new phrasal verb, you must also learn its limitations before you start to use it.

- 4 Look at these phrasal verbs and their full definitions, and check (✓) the words that collocate with the phrasal verbs.

- 1 *call off* = *cancel (a scheduled event)*

I called off ...

- the meeting
- the hotel booking
- the soccer game
- the wedding

- 2 *put across* = *communicate (one's idea or feelings)*

She put across ...

- her proposal
- her views
- her decision
- the news by email

- 3 *set up* = *establish (a new organization or connection)*

We set up ...

- a good relationship
- our own company
- a video link
- a daily routine

- 4 *find out* = *discover (an answer by consulting or by experience)*

I found out ...

- an old map in his attic
- a new car
- why she left
- the meaning of the word

Check!

- 5 Complete these sentences about exercise and beauty. All the answers are in Student Book Unit 6.

- Swogging is a mixture of and
- Raido Taiso is a callisthenic exercise routine in
- Yoga originated in
- Ultrarunning means running distances.
- Some women in Myanmar put copper coils around their to make them longer.
- In the past, a little fat on your body was seen as a sign of and
- In Washington State, USA, restaurants have to say how many are in each dish.
- In 6e, the writer reported on a proposal to make smokers pay more for their

Unit 7 Stories from history

7a Empire building

Reading loyal subjects

1 Read about Ghengis Khan.

Ghengis Khan is a great example of an effective leader of an empire because he used a variety of strategies to maintain his empire. He had a personal guard of 10,000 troops whom he kept loyal by allowing them to amass personal riches as they swept east into China attacking the Xi Xia kingdom and then the Jin dynasty of northern China. In addition to rewarding them, he also kept them afraid, by keeping hostages of family members of the more powerful soldiers within this group in case they had any notions of revolt. Ghengis Khan's main weapon for keeping his enemies in check was fear. He was merciless to those who opposed him. However, this was not always the case. At Kara-Khitai in western Mongolia, a renegade prince named Kuchlug had seized power. He had made himself unpopular with the local people by allowing his soldiers to pillage their land and by restricting their rights. Because of their dislike of him, when Kuchlug came under attack from Ghengis Khan's forces, he found that he had little support and was forced to flee. Ghengis then took the friendly people of Kara-Khitai under his wing.

Language focus linking words

2 Rewrite these sentences or pairs of sentences using the given words.

- 1 **After** you've conquered a territory, how do you make the inhabitants of that land loyal to you?

..... (following)

- 2 They see that they have a better standard of living **following** the change of regime.

..... (when)

- 3 **In addition to** rewarding them, he also kept them afraid.

..... (and)

- 4 He was merciless to those who opposed him. **However**, this was not always the case.

..... (but)

3 Rewrite these pairs of sentences as one sentence using the appropriate linking words.

- 1 The Mongols seemed like a united force. They were made up of a group of warring tribes.

..... *contrast*

- 2 Ghengis Khan died in 1227. His empire continued to grow.

..... *sequence*

- 3 The Mongols had a nomadic lifestyle. They depended on their horses.

..... *reason*

- 4 Ghengis Khan relied on great force. He also used spies to discover an enemy's weakness.

..... *extra point*

Vocabulary stories from history

4 Complete the paragraphs with these words.

feats	inside	outlaw
pioneers	sacrifices	sides

There are two ¹ to every story. Some say that Robin Hood was an ², no more than a common thief; others say he made great ³ to help the poor.

The astronauts of the late 1950s and early 1960s were the great ⁴ of space travel. The ⁵ story of their amazing ⁶ of bravery is told in Tom Wolfe's book *The Right Stuff*.

7b Sleep well?

Reading the history of sleep

- 1 Read the article about some historical research into sleep patterns.

People worry that they will be unable to function properly if they do not get a night of uninterrupted sleep. But a growing body of historical evidence indicates that, compared to a single period of sleep, broken sleep may in fact be a more natural pattern and indeed better for you.

Historian Roger Ekirch's research shows that sleeping in two separate chunks is a perfectly healthy option.

Language focus subordinate clauses

- 2 Rewrite these pairs of sentences as one sentence using the given subordinating conjunctions.

- 1 Ekirch is probably right. We shouldn't think there is something wrong with us if we wake in the night. (assuming that)

.....

- 2 You should never sleep on a mattress that is too hard. It can give you back pain. (in case)

.....

- 3 It doesn't matter how many hours I sleep. I always feel tired. (regardless of)

.....

- 4 I always wear earplugs in bed. I still wake up if I hear a noise. (in spite of)

.....

- 5 History can be fascinating. I don't think I'd have the patience to be an historian. (having said that)

.....

- 6 People in the past had few ways to amuse themselves during hours of darkness. I am amazed they didn't complain about insomnia. (considering)

.....

- 7 Power naps don't work. At least they don't work for me. (as far as ... concerned)

.....

- 8 The popular belief is that you need at least six hours sleep a night. But it is possible to manage on less. (contrary to)

.....

Idioms luck

- 3 Complete these conversations.

- 1 A: How did you get into acting?

B: Actually it was never something I thought of as a career, but I my break when a director saw me in an amateur production at a drama festival.

- 2 A: Am I too late to get tickets for the concert next Saturday?

B: Yes, I'm afraid you've the boat there; tickets sold out on Monday.

- 3 A: Liu is an incredibly dedicated worker, isn't he?

B: Yes, the company really gold when they found him!

- 4 A: This project has been a disaster from the start. First we couldn't get permission to build a new well; then the contractor never showed up.

B: Don't give up, though. I know nothing's your way so far, but your luck is bound to change.

- 5 A: How did the interview go?

B: I think I my chances when I said I was only looking for a temporary position.

- 6 A: How did he make his money?

B: Mostly by buying shares in Internet companies. He really the jackpot when he bought shares in Yahoo! when it was just a young business.

7c Mutiny on the *Bounty*

Reading trouble in paradise

- 1 Read the definition of *mutiny*. Then use these words to complete the summary of the story.

mutiny (n) unlawful refusal to obey one's commander or the authorities, especially rebellion by sailors against their superior officers

burned	breadfruit	boat	captain	mutineers
mutiny	ocean	one	Pitcairn	returned
Tahitians	uninhabited	women	sailed	

In 1787, the *Bounty*¹ from Spithead in England on its way to Tahiti to collect² to take to the West Indies. After six months in Tahiti, the acting mate led a³ against the cruel⁴ William Bligh. They put him and some of his crew in a⁵ and cast him adrift on the⁶ Miraculously, Bligh managed to survive and⁷ to England. Some of Christian's crew stayed in Tahiti, but Christian himself, eight other crew and some⁸ journeyed on to⁹, a small¹⁰ island in the South Sea. Here he¹¹ the ship. Following arguments between the¹² and the¹³, fighting broke out, resulting in the deaths of all but¹⁴ of the original crew.

- 2 Read the summary again and answer these questions.

1 When and where did this mutiny happen?

.....

2 What was the motive for the mutiny?

.....

3 Did the story end happily, or not?

.....

- 3 Answer these questions.

1 What was the reason for the ship's voyage?

.....

2 What became of the captain and the crew that was loyal to him?

.....

- 3 What did Christian do to the *Bounty* after he arrived at Pitcairn?

.....

Word focus *bear*

- 4 Complete the sentences and make expressions with *bear*. The first letter of the missing words has been given for you.

1 **bear a r** **to** means "look like"

2 **bear f** means "have a positive or productive result"

3 **bear in m** **that** means "make a mental note of"

4 **bear the b** **of** means "take the full force of"

5 **bear a g** means "be resentful and not forgive"

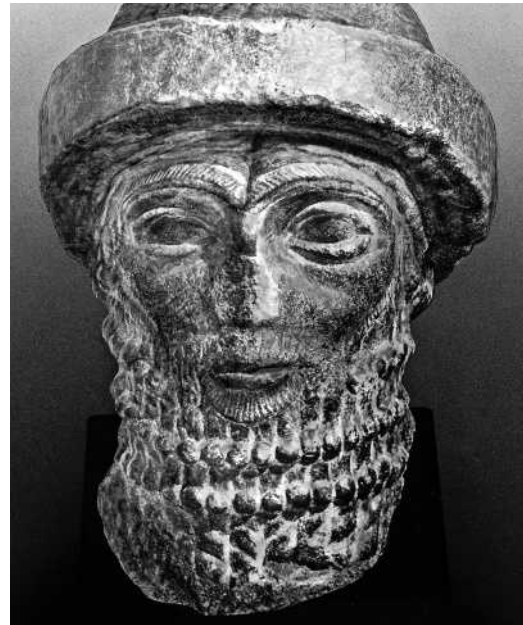
6 **bear w** **to** means "provide evidence of"



7d A defining moment in history

Real life asking for confirmation and clarification

- 1 Look at the photo and read to the comments made by various members of the audience following a history lecture.
 - 1 Thank you for a very interesting talk. I'd just like to pick up on one thing you said about the **code**, which is that it was written on clay tablets. **If that's the case, then how was it possible for it to be read and learned by a lot of people?**
 - 2 **If I understood correctly, you said that most of Hammurabi's laws** concerned work and contracts between people. **Can you expand on that?**
 - 3 **You mentioned that there were other countries in the region that had codes of law**, not just Babylon. **Am I right in thinking that the significant thing about this code** is that it covers such a wide range of activities: work life, family life, military service, and so on?
 - 4 **The logical conclusion of your argument seems to be that this code** is significant not just because it's one of the first set of laws to be discovered, but because it's one of the longest pieces of written text. **Is that what you're saying?**
 - 5 **Perhaps I missed something, but was Hammurabi trying to create** a legal system where people had to prove their innocence using evidence? **And how does that fit in with other legal codes of the same period?**
- 2 What was the topic of the lecture? Choose the best option (a–c).
 - a an early set of laws
 - b an early secret code
 - c one of the first books to be written
- 3 Look at the expressions in bold in the reading. These expressions are often used to ask for confirmation and clarification. Which expressions in Exercise 1 do the following?
 - 1 seek confirmation of the lecturer's opinion
 - 2 ask for clarification or more information



4 Writing a history lecture

Imagine you are reading about Hammurabi's code of laws. Read each fact. Use the information to make a question asking for confirmation or clarification of what you have read. Then compare what you say with the model answer that follows.

- 1 This code of laws was written almost 4,000 years ago.
Are you saying that these are the earliest known laws?
- 2 Some of the laws concerned family relationships.
- 3 The code consisted of 282 laws in total.
- 4 The complete code can still be read on a large stone in the Louvre Museum in Paris.
- 5 Some people say that the laws were actually just a way of glorifying Hammurabi, by recording what a wise and great king he was.

7e A great folly

Writing describing a past event

- 1 Read the essay about the Charge of the Light Brigade and answer the questions.

- 1 What was the result of this cavalry charge?
.....
- 2 How does the writer express a view about this event?
.....



The notorious Charge of the Light Brigade took place during the battle of Balaclava in 1854 between a joint British–French–Turkish force and the Russian army. The British and French were positioned to the west of a valley with the main Russian army and guns facing them at the other end in the east. The Russians had some hours earlier captured British guns on hills on the south side of the valley in fortified positions called redoubts.

Viewing the scene from a hill behind the British lines, Lord Raglan ordered the British cavalry to attack the redoubts on the south side. He passed this order to Captain Nolan who rode down into the valley to pass it on to the commander of the cavalry, Lord Lucan. Lucan, who did not have the advantage of being able to see the situation from a high vantage point, asked what guns were to be attacked. Nolan mistakenly indicated the guns at the eastern end of the valley.

Accordingly, 600 cavalrymen set off down the valley straight for the main Russian force with guns firing at them from all sides. Approximately 200 returned. The following day, a French marshal, Bosquet, said of the action: “It is magnificent, but it is not war; it is madness.”

- 2 Underline two time phrases in the article that do the following.

- a indicate a time before the main event (para 1)
- b tell you about an event that happened after the main event (para 3)

3 Writing skill sequencing events

Read the first sentence in each pair. Complete the second sentence with a past time phrase.

- 1 He is working for a bank now.
He was working for a bank
- 2 Nowadays it is normal to do military service.
..... it was normal to do military service.
- 3 She arrived a few days ago.
She had arrived
- 4 Up to now no one has heard of airplanes.
..... no one had heard of airplanes.
- 5 The election takes place tomorrow.
The election took place
- 6 Last year there was a bad storm.
..... there had been a bad storm.

- 4 In 1937, the Hindenburg airship exploded while docking at a naval station in New Jersey. Use these notes to write an account of an amazing escape from the Hindenburg disaster.

Hindenburg airship passes over Boston, morning May 6.

Hindenburg left Germany for USA, May 3.

Bad weather delays landing at Lakehurst, New Jersey.

Cabin boy Werner Franz works in kitchen on board Hindenburg.

He plans to visit New York before Hindenburg returns to Germany on May 7.

The captain is trying to steer the airship next to a docking tower.

There is a loud bang and Werner sees a big ball of flame.

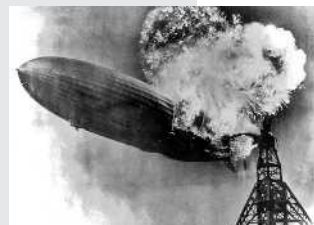
The skin of the ship has broken and the hydrogen inside has ignited.

The ship crashes to the ground. Horrified onlookers run for their lives.

Franz opens the kitchen hatch where food is pulled up into the kitchen and jumps.

He runs to safety.

Ten minutes after the fire starts, there is nothing left of the airship.



Wordbuilding noun formation

1 Complete these sentences with nouns formed from the given verbs.

- The army suffered its worst of the campaign. (defeat)
- The generals planned the for months. (invade)
- The army met with strong from the local inhabitants. (resist)
- The government agreed to make an to the law. (amend)
- No one actually gave the to attack. (command)

Learning skills revising in writing

2 In your Student Book, various models are presented for different types of writing, and it is always useful to follow a basic structure for each type of writing. Bear in mind, however, the following points about the act of writing.

- Writing is not always a linear process of planning, drafting, and revising. Everyone composes their writing in a different way.
- Your ideas will develop as you write, so you don't have to stick to a pre-determined plan.
- It doesn't really matter where you start. You could start with your introduction, your conclusion, or in the middle, with examples or an analysis of the situation.
- It's natural to rethink and revise your ideas while you are writing.
- Wait until the end to check the grammar or sentence structure, or you will interrupt the flow of your thoughts.
- Remember that the best writing is economical. So, when rereading at the end, pay attention to what seems unnecessary and cut it!

Check!

3 Do this crossword. All the answers are in Student Book Unit 7.

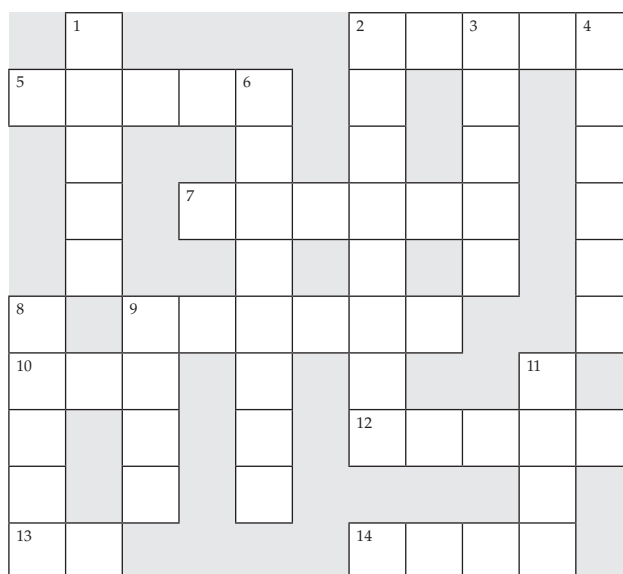
Across

- the decline of this Empire is strangely connected to a drought in Africa (5)
- see 14 Across

- Herodotus was called "The...of history" (6)
- the river where interesting objects from the Middle Ages were excavated (6)
- the world's biggest volcanic eruption took place over 130 years...in 1883 (3)
- Herodotus believed in the importance of good ...telling (5)
- the date of the invasion of Greece by Xerxes II was 480... (2)
- and 5 Across in 2008, a geologist discovered the...of a Portuguese trading vessel (4, 5)

Down

- it is said that Genghis Khan's soldiers could fire an...while riding at full speed (5)
- for the people of Mongolia, Genghis Khan is a hero; others know him as a...warlord (8)
- the type of history that focuses on the daily lives of individuals and communities (5)
- a small Spartan force held off the Persian army at a...mountain pass at Thermopylae (6)
- the volcanic island which exploded violently in 1883 (8)
- the...Desert in southwest Africa is rich in diamonds washed down from the mountains (5)
- the discovery of these objects helps us to know what childhood was like in the Middle Ages (4)
- following the volcanic eruption of 1883 there was a...in global temperatures of 1.2 degrees (4)



Unit 8 Digital media

8a The Star Cave

Reading digital exploration

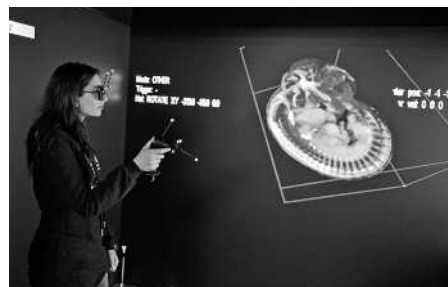
- 1 Look at the photo and the heading *digital exploration*. How do you think this woman is able to see this image?
- 2 Read a blog about Albert Yu Min and the Star Cave.

There's a paradox about technology. It's generally thought to be a positive thing, something that solves problems and helps us to be healthier and live more comfortably. But at the same time, it's also created a lot of problems for our planet: emissions from industrial plants are changing our atmosphere and plastic debris in our oceans is believed to be changing marine ecosystems irreparably as we speak.

So I was fascinated to read the other day about a use of new technology that combines exploration with conservation. An archaeologist called Albert Yu-Min Lin is doing archaeology in a kind of virtual reality way. Working with the California Institute for Telecommunications and Information Technology, Lin uses an array of digital 3D immersive technologies. What this allows him to do is to gather, synthesize, and visualize data using cutting-edge tools such as satellite imagery and ground-penetrating radar. This means he can make discoveries in areas where physical excavations would be either physically difficult or highly sensitive.

Lin works in a lab called the Star Cave, which is a totally immersive virtual reality room where scientists and historians can navigate, fly, and manipulate their way through landscapes. Backlit screens project images on the ground and walls, and special eyewear creates the 3D effect. Virtual explorers zoom over mountains, down slopes. So when Lin learns from an ancient text where a particular mountain or tomb was supposed to have been in the past, he can go into the Star Cave and travel around that region to find evidence of its existence.

- 3 Answer the questions.
 - 1 What is Lin's job, and how does he do it differently from others in his profession?
.....
 - 2 What is the Star Cave?
.....



Language focus passive reporting verbs

- 4 Write these sentences from the blog using passive reporting verbs.
 - 1 Technology (generally / think / be) a positive thing.
.....
 - 2 Plastic debris in our oceans (believe / change) marine ecosystems irreparably as we speak.
.....
 - 3 The quest (know / frustrate) scientists and historians for centuries.
.....
 - 4 The tomb (consider / be) an extremely sacred place.
.....
 - 5 Lin learns from an ancient text where a particular mountain (suppose / be) in the past.
.....
 - 6 These new approaches (expect / benefit) all kinds of projects in future.
.....

Vocabulary digital media

- 5 Cross out the verb that does not collocate with these nouns and adjectives.
 - 1 You can ~~download~~ / upload / listen to **music** for free on this website.
 - 2 Feel free to ~~blog~~ / post / write **a comment** and tell us what you think.
 - 3 I can use this software to ~~chat~~ / network / talk **online** to my parents 8,000 miles away in Australia.
 - 4 I don't really ~~go on~~ / tweet / use **social networking sites**.
 - 5 I always look online to see if others have ~~posted~~ / recommended / reviewed **a hotel** before I book it.
 - 6 I've been ~~posting~~ / writing / uploading **my own blog** for two years now.

8b Follow us!

Reading exploiting social media

- 1 Look at these statements about businesses using social media. Do you think the statements are true (T) or false (F)? Then read the article and say which statements you can find evidence for.
- 1 No one really wants to have a social media relationship with a business.
 - 2 With badly thought out social media, a company can lose business.
 - 3 Social media can increase goodwill but not actual sales.
 - 4 Social media has to be fun to work.

Follow us!

A lot of business owners feel these days that they have no choice but to include social media on their websites. But just incorporating social media on your website is no guarantee of getting more business. However, there's no doubt that done well, social media can really attract customers.

One person who got in early, turning to social media in 2008, was country hotel and restaurant owner Antony Lloyd. He had marketed his hotel in guidebooks, magazines, had a basic website, and was looking for a way both to advertise more cheaply and to attract more customers. Social media was a relatively new phenomenon, but he saw no harm in trying. The results were dramatic. Within 18 months of joining Twitter, he had 1,000 followers and had generated \$200,000 of new business.

One of the keys to Lloyd's success is engaging his followers in subjects they find interesting. He tweets often, sending out messages not only about offers the hotel has, but also new items on the menu, local news, and a "Did you know...?" post with fun facts. Here's one: "Did you know that contrary to the phrase 'sweating like a pig' pigs can't actually sweat?"

Language focus expressions with *no*

- 2 Complete these sentences using the given words and make expressions with *no*.
- 1 There **no sense** (wait) for him. He's always late.
 - 2 There's **no question** (it / be) a mistake.
 - 3 **No matter** (who / you / ask), you always get the same answer.
 - 4 It's **no good** (complain). They'll never give you your money back.
 - 5 There's **no hope** (get) there on time.
 - 6 We have **no alternative** (do) as he says.

Idioms business buzz words

- 3 Complete the sentences with these business buzz words.

ballpark	box	game	loop
page	practice	reality	rocket

- 1 I'd say 10,000 is just a figure.
- 2 The CEO wants to be kept in the on this project. He wants to make sure that all goes smoothly.
- 3 We need a plan. It's no good putting out a few advertisements and waiting to see what happens.
- 4 I think our sales people will understand the product. It's not science.
- 5 Distribution is the key. We need to look at examples of best in the industry and follow that model.
- 6 Are we on the same here? I have the impression that you have different expectations for this initiative.
- 7 Innovation only happens when people think outside the
- 8 We need a check. Very few people use fax machines any more.

8c The Cleanweb hackathon

Reading hacking to a brighter future

- 1 Look at the photo and the heading *hacking to a brighter future*. What do you think a *hackathon* is?

- 2 Read about a hackathon.

It's sometimes also called a hack-day or a hackfest, but basically a hackathon is an event where computer programmers and web experts come together to design new software or new apps. They usually take place over a day or a weekend and at the end the different teams present what they've come up with.

The designs are generally centered around a particular cause or a particular need, such as the Cleanweb Hackathon in New York. Cleanweb is a network of people dedicated to finding what are called "cleantech" solutions to environmental problems. This means applying technology, web, mobile, social media technology, to conserving resources, minimizing pollution, creating cleaner fuels, reducing waste, and so on.

One interesting idea is using social and mobile media to encourage less ownership and more efficient consumption. So, for example, you could set up a local neighborhood network on the web, a "resource cloud" as it was called, so that if someone needed a tool, like an electric drill, to do a job, he or she could send that request out to the community and someone would lend one rather than the person having to buy a new one.

Cleanweb also backs people who have good business ideas as well. One organizer said that most people have a kind of blind faith that humanity will innovate its way out of a future environmental crisis. But actually we're in a crisis now, and so according to him, firms and others had better start innovating now.

- 3 Find the following items in the article and underline them.

- 1 two alternative expressions for a *hackathon*
- 2 the typical length of a hackathon
- 3 three kinds of technology Cleanweb uses to solve environmental problems
- 4 four areas of environmental improvement that they address

- 5 what "the resource cloud" was being used to encourage
- 6 one thing that a neighbor might want to borrow from another

Word focus *break*

- 4 Complete these sentences and make expressions with *break*. The first letter of the missing words has been given for you.
- 1 We've already spent \$2,500 on new equipment. Another \$50 isn't going to break the b..... .
 - 2 So, he's going to have to share an office with four other people. Shall I break the n..... to him or will you?
 - 3 I've bitten my nails since I was five years old and it's very difficult to break the h..... .
 - 4 Thieves broke i..... and stole \$10,000 worth of electronic equipment.
 - 5 I always tell a few jokes before I begin a training session to help break the i..... .
 - 6 Both the candidates promised to break the m..... of politics if they were elected.
 - 7 It's a very difficult piece of translation, but I think I've broken the b..... of it now.
 - 8 We broke e..... in our first year and this year we'll make a small profit.



8d Sauroniops

Reading a dinosaur find

1 Read about a dinosaur find and complete the table.

A new study has detected a species of flesh-ripping dinosaur previously unknown to scientists, which is believed to have terrorized North Africa some 95 million years ago.

The species, *Sauroniops pachytholus*, was identified from a single fossil unearthed in southeastern Morocco in 2007 by a team of scientists led by Andrea Cau of the Bologna Geological Museum.

The fossil comprises only the upper part of the dinosaur's skull, but from this Cau has been able to conclude that this was probably a large two-legged meat-eater rather like *Tyrannosaurus Rex* and perhaps measuring as much as forty feet in length. The long shape of the skull suggests that *Sauroniops* had a large jaw with dozens of blade-like teeth.

The fossil also revealed a large bump on *Sauroniops*'s already thick forehead, from which it appears that this dinosaur used its head in fights with other large dinosaurs. This fossil find reinforces the case that this area of North Africa seems to have been particularly popular with predatory dinosaurs. Such dinosaurs tended to gather where there was an abundance of food, and the warm climate and large river delta would certainly have attracted fish and crocodiles. But whether they fought each other, as the adventure movies like to show, is another matter. Arguably, says Cau, they targeted different prey and had no need to compete for food.

What is it?	.....
Where was it found?	.....
Who found it?	.....
What does the discovery tell us?	.....



2 Language skill hedging language

Complete these statements from the article using hedging language.

- 1 ...which to have terrorized North Africa some 95 million years ago.
- 2 Cau has been able to that this was a large two-legged meat-eater...
- 3 ...and measuring as much as forty feet in length.
- 4 The long shape of the skull *Sauroniops* had a large jaw...
- 5 The fossil also revealed a large bump on *Sauroniops*'s already thick forehead, from which it this dinosaur used its head in fights.
- 6 ...this area of North Africa have been particularly popular with predatory dinosaurs.
- 7 Such dinosaurs gather where there was an abundance of food.
- 8, says Cau, they targeted different prey and had no need to compete for food.

3 Grammar review expressions with /no

Read the first sentence in each pair. Complete the expression with *no* in the second sentence.

- 1 It was easy to find your house.
I had no your house.
- 2 Don't try to argue with her. She's always right.
There's no with her. She's always right.
- 3 I'm not questioning his enthusiasm, but I don't think he has the experience.
I have no enthusiastic, but I don't think he has the experience.
- 4 No one expected us to win.
There was no
- 5 Continuing our journey wasn't really an option.
There was no turn back.
- 6 He's determined to go ahead with the plan, whatever anyone says.
No, he's determined to go ahead with the plan.

8e World's smallest

Writing an online news report

1 Look at the photo and then read this online news report and underline the parts of the report that answer these questions.

- 1 Who features in the story?
- 2 What did the zoologists do?
- 3 Where did this happen?
- 4 How did they do it?
- 5 When did this happen?
- 6 Why is this important?



Brookesia micra

David Attenborough is one of the world's best-known nature documentary makers, and there are few places on the planet that he has not been and few marvels of nature that he has not seen. So finding the pygmy chameleon on the main island of Madagascar half a century after he first began looking for it was very likely a moment of huge personal satisfaction for him.

Now German zoologists believe they have found an even smaller species, *Brookesia micra*, on one of the smaller Madagascan islands. Attenborough found his pygmy chameleon by looking on the forest floor among the leaf litter, where they generally live during the day. The German team used a different method to find *Brookesia*: searching with torches at night when the tiny chameleons climb into the trees and are said to be easier to spot.

The discovery is significant because it seems to suggest that in certain circumstances, such as being confined to an island, some animals grow smaller in order to adapt to a restricted habitat. *Brookesia* is almost certainly not the only chameleon to be part of this phenomenon.

2 Writing skill cautious language

a Read the report again and find examples of the following types of cautious language.

- a the verb *seem* (para 3)
- b a passive reporting verb (para 2)
- c an adverb of degree (para 3)
- d an adverb of frequency (para 2)
- e adverbs that speculate about a fact (paras 1 and 3)

b Make these sentences from the report more cautious using the given words.

- 1 David Attenborough is one of the world's best-known nature documentary makers.
..... (probably)
- 2 Attenborough found his pygmy chameleon by looking on the forest floor.
..... (seem)
- 3 German zoologists believe they have found an even smaller species.
..... (apparently)
- 4 The German team used a different method to find *Brookesia*.
..... (appear)
- 5 Some animals grow smaller to adapt to a restricted habitat.
..... (believe)

3 Write your own online report using these notes. Write approximately 150 words.

We already know some species of snake can fly.

Some can glide up to 330 feet.

But how?

New study from Virginia Tech has a possible answer.

Snakes flatten their bodies to make a wing.

Heads up, tails down, and glide.

Probably no significance for airplane technology.



Wordbuilding compound nouns

- 1** Complete these definitions with compound nouns. Use words from the definitions.

- 1 A _____ is a brush that you use to remove dust and fibers from your clothes.
- 2 _____ is the amount of rain that falls in a particular season or period.
- 3 An _____ is a person who looks on at an event while it is happening.
- 4 A _____ is when machine—often a car—breaks down.
- 5 A _____ is a box for storing your tools.
- 6 A _____ is the place in a room that is built to have an open fire.
- 7 A _____ is an explanatory note that is written at the bottom or foot of a page in a book.
- 8 A _____ is a box where you can mail your letters.
- 9 _____ is the condition when overexposure to the sun causes the skin to burn.
- 10 _____ is decorative paper that you use to cover walls instead of paint.

Learning skills intensive reading

- 2** To build your reading speed and ability to comprehend more complex texts, you need to practice intensive reading. Read the notes. Then answer the question.

Intensive reading is when you read for an accurate and close understanding of the ideas and details in a text. This will often be necessary in work or study.

Which of the following would you do if you were reading intensively?

- a** check new words in a dictionary
- b** skim the text first for a general understanding
- c** try to break down complex sentences into manageable chunks

- 3** Breaking down text is a key skill with more complex writing. Read this complex sentence and then follow the steps (1–3).

Setting aside for a moment the question of whether you agree with his methods of collecting data or

not, the evidence that Jenkins has supplied implies that there is an increase rather than a decrease in the number of people under the age of 50 suffering from memory loss.

- 1 Identify the main verb, the basic subject of the main verb, and the basic object of that verb.
 - 2 Now define more precisely what the subject and object of the verb are.
 - 3 Finally, look at any subordinate clause and say what the extra information they give relates to.
- 4** Follow these steps with other complex sentences in something you have to read in English.

Check!

- 5** Complete the sentences. The first letter of the words spells an unusual phenomenon. All the answers are in Student Book Unit 8.

- ① Unit 8b explains how companies are exploiting _____ media to market their products and services.
- ② Artist Liu Bolin is known as “The _____ man.”
- ③ Complete this phrase: “_____ matter what you do, don’t tell her.”
- ④ Complete this phrase: “Please _____ me in the loop.”
- ⑤ People who break into others’ computers are called _____.
- ⑥ Complete this phrase: “We try to think _____ the box.”
- ⑦ Phytoplankton are able to emit a blue _____ from their bodies.
- ⑧ If you don’t make a profit or a loss, you break _____.

Phenomenon: _____



Unit 9 The music in us

9a Genre

Language focus the adverb *just*

- 1 Replace the words in bold in these sentences with *just* and write it in the correct position in the sentence.

- We got back from vacation **very recently**.
- The new museum is **simply** stunning.
- That's what I think **exactly**.
- We **only** use bicycles; we don't own a car.
- There are **a little** under three million people living in the city.
- Can you wait a moment, **if that's OK**?

- 2 Look at the uses of *just* (1–6) and match each one to its meaning (a–f). You do not have to use all the meanings and one meaning may be used more than once.

- My mom...taught me my first three chords, and I was **just** hooked.
- I remember that feeling of **just** surprising people with doing different things.
- I remember playing "More Than Words" by Extreme and everyone **just** freaked out!
- It's a more intimate, deeper connection than **just** having a conversation with someone.
- My grandmother **just** started playing it.
- I believe **just** taking that step to give any kind of instrument a try, will bring people immense joy.

- | | |
|-----------------|-------------------------|
| a very recently | d exactly |
| b simply | e a little |
| c only | f no particular meaning |

- 3 Match these words (1–5) with their definitions (a–e).

- | | |
|--------------|---|
| 1 recorder | a a melody |
| 2 chord | b a version of another's composition |
| 3 tune | c a single musical tone |
| 4 note | d a wind instrument |
| 5 cover song | e a group of single musical tones played together |

Vocabulary music

- 4 Complete the table with these words.

ballad busker eclectic folk soothing

Genres of music	dance
Adjectives that describe music	melodic
Musicians	solo artist
Adjectives describing taste	sophisticated
Compositions	instrumental

- 5 Read the conversation. Then put the words in bold in the correct category in the table in Exercise 5.

A: I saw John Williams in concert last night. You know, the **composer** and guitarist?

B: Yes, I know. He plays **classical**, doesn't he? And some flamenco. I've heard some of the stuff he did with Segovia: it's very **uplifting**.

A: Yes, it is. Last night he played some West African **pieces**. I think people were surprised. They seemed quite a **conservative** audience and I think they had come expecting him to play his better known classical compositions. But I really liked it.

9b With a purpose

Language focus expressing purpose

1 Read the sentences. Then rewrite the phrases in bold using the words given.

- 1 The principle is to get participants actively involved **so that they will use** parts of their brains and bodies. (so as to)
The principle is to get participants actively involved parts of their brains and bodies.

- 2 The idea here is to use music **in order to make the subject feel less** stressed. (to prevent)
The idea here is to use music stressed.

- 3 It can also be used **for improvement of** concentration and memory. (to)
It can also be used concentration and memory.

- 4 A lot of us use music **to lift our spirits**. (so that)
A lot of us use music

- 5 Doctors have been looking for alternative therapies **to avoid being** so dependent on drugs. (so as not to)
Doctors have been looking for alternative therapies so dependent on drugs.

2 Match the actions (1–5) with the reasons for doing them (a–e). Then insert the correct expression of purpose to connect the two parts.

- 1 He left his job at the bank
.....
- 2 We perform live sometimes, but just
.....
- 3 Please turn any phones or music devices off
.....
- 4 You have to practice
.....
- 5 Singers drink a lot of water
.....
- a fun.
b getting throat problems.
c get better.
d concentrate on playing music.
e disturb other passengers.

Idioms music

3 Complete these idioms. The first letter of the missing words has been given for you.

- 1 Let's not go in with a particular strategy. Let's just p..... it by ear.
- 2 I don't know why she made such a big song and d..... about having to stay late.
- 3 You've changed your t..... . Yesterday you said you really wanted to go.
- 4 The news was music to my e..... .
- 5 I don't mean to blow my own h..... , but I think that went pretty well.
- 6 What he said about the importance of hard work really struck a c..... with me.
- 7 Don't worry about briefing me. I think I know the s..... .
- 8 OK. It's time to f..... the music. I hope she's not too angry.



9c Delta blues

Reading Sonny Boy Williamson II

- 1 Read an account of the life of blues musician Sonny Boy Williamson II. Look at the photo and then answer the questions.

Ask someone to name a famous blues artist and you'll get some different names: BB King, Ella Fitzgerald, John Lee Hooker, but very seldom will you hear the name of the harmonica or blues harp genius, Sonny Boy Williamson II.

Sonny Boy Williamson was born in 1912. He started playing the harp at a young age. He became so skilled at it that later he developed a technique where he could put the harmonica in his mouth and play without using his hands. Very little is known about his early life, but we know times were hard for black people in that era, and it's from tales of hard times that the blues draws its name.

Although married, he led a rootless existence. He took himself where his music led him, up to Detroit, to Tennessee, and in the 1950s to Chicago, where he made some of his greatest recordings.

What is it that sets Sonny Boy apart? His music is uncomplicated yet powerful, switching from a simple rhythm to an impassioned solo; his lyrics are moody and at the same time witty; his lyrics are delivered in a weary tone but without any sense of negativity.

In the 1960s he went to Europe to tour. He met various young British musicians who were influenced by American blues music. One of these was Jimmy Page, later of the rock band Led Zeppelin. After seeing him play, Page approached him and said how much he admired him and enjoyed his music. Sonny Boy gave him a withering look and told him to "get lost." Page says that he would never think of treating a fan like that himself, but there was something about Sonny Boy that made Page respect him even more.

Sonny Boy returned home but died in 1965 at the modest age of 53, when he was still at the peak of his powers.

- 1 What instrument did he play?
.....
- 2 What kind of character was he?
.....
- 3 How is he remembered by those who like the blues?
.....



- 2 Choose the best option (a–c) for each question.

- 1 Why is it surprising that so few people have heard of Sonny Boy Williamson II?
 - a He was very famous in his own lifetime.
 - b His music has been played extensively on the radio.
 - c He was a very original musician.
- 2 What do we know about the time he had growing up?
 - a nothing
 - b that he worked on a plantation
 - c that he probably had a tough life
- 3 Which of these describes Sonny Boy's life in the 1930s to the 1950s?
 - a a family man
 - b a wanderer
 - c a man with a mission
- 4 What is it that sets Sonny Boy Williamson apart from other musicians?
 - a his individuality
 - b the consistency of his playing
 - c the truthfulness of his lyrics
- 5 How did Jimmy Page feel after his encounter with Sonny Boy?
 - a upset with him
 - b grateful to him
 - c admiring of him
- 6 Which of these statements about Sonny Boy's death is true?
 - a It came at a point in his career when he was playing his best.
 - b He was 70 when he died.
 - c He was in good shape for his age.

9d Desert Island Discs

Real life your favorite music

- 1 Read an interview with a young singer. Answer the questions.

I = Interviewer, A = Aleah

I: So you came from a very musical background. Your father was a musician and your aunt was a famous singer too. Was it obvious to you that you'd go into music as a profession?

A: No, I never really thought about it like that. I think people suppose that I'm part of some musical dynasty—that I was destined to be a musician. But my mother definitely had other ambitions for me. She wanted me to go to college and become a lawyer or a doctor or something.

I: Why?

A: That's a good question. I think she was like a lot of parents who want something stable and secure for their children. I don't think it had anything to do with being married to a musician herself.

I: The settled life she never had, maybe?

A: I honestly don't know. But I don't think so. Actually, she seemed to enjoy that aspect of her life—the lack of a strict routine, the unexpected visitors, late nights staying up playing music and chatting.

I: And you did go to college, but you left after a year. Was it the pull of the music world that made you leave?

A: Mmm, that's difficult to say. I don't think it was as simple as just wanting to get back to singing. I was feeling very restless at college—I wanted to travel and see more of the world.

I: And so you took off to India. Were your parents unhappy about that?

A: Do you know, I couldn't tell you really. They were very laid-back parents. Certainly in the sense that they weren't judgmental, or didn't want to be seen to be being judgmental about the things we did as kids.

I: So your first record ...

A: Yes, this dates back to the time when I was traveling in India and it's actually a bit of mass-produced pop. It's what they called *filmi*—songs that are adapted for use in Bollywood movies. It's

not musically brilliant or anything, but it always makes me feel happy when I hear it.

- 1 What is Aleah's family background?

- 2 What do you think her profession is?

- 3 How did her parents influence her choice of career?

2 Language skill responding to difficult questions

Complete the phrases that Aleah gave when she needed time to think before responding.

- 1 "Was it obvious to you that you'd go into music as a profession?"
"No, I never _____ that."
- 2 "Why?"
"That's a _____."
- 3 "The settled life she never had, maybe?"
"I _____ know. But I don't think so."
- 4 "Was it the pull of the music world that made you leave?"
"Mmm, _____ say. I don't think it was as simple ..."
- 5 "And so you took off to India. Were your parents unhappy about that?"
"Do you know, I couldn't _____."

Word focus *hit*

- 3 Complete the sentences using expressions with *hit*.

miss nerve note record road

- 1 Come on, it's late. Let's hit the _____.
- 2 It's a bit of a hit or _____ approach, but it seems to work.
- 3 I'm sorry. Did I hit a _____ when I said that?
- 4 Great speech! You hit just the right _____.
- 5 "Born Blind" wasn't his first hit _____.

9e Filmi

Writing a description

- 1 Read the description of a style of music from India called *filmi* and answer the questions.
 - 1 Who sings these songs and where can you hear them?
.....
 - 2 Does the writer recommend listening to this type of music?
.....
- 2 Read the description again and find examples of the following.
 - 1 two powerful adjectives (para 1)
.....
 - 2 a simile (para 1)
.....
 - 3 a description of the atmosphere (para 1)
.....
 - 4 a description of how the listener feels listening to this music (para 3)
.....
 - 5 the writer speaking directly to the reader (para 3)
.....
 - 6 a parallel structure (para 3)
.....

3 Writing skill parallel structures

Complete these parallel structures using your own words. Make sure that the elements of each half of the sentence balance.

- 1 Wherever you go in India, you are greeted with warm smiles and
- 2 The songs are not only rich in Hindi folk tradition, but also
- 3 Filmi songs vary in type. Some are gentle ballads, others
- 4 Filmi represent both India's traditional side
- 5 On a visit to the Bollywood studios I was captivated by the performance of the actors and actresses: singing along to the music, and
- 6 While most movie studios make a variety of movie types,



Produced in the thousands every year, *filmi* songs are a genre unlike any other. Go nearly anywhere in India, and you will be accompanied by the latest *filmi* hit blaring out from radios in taxicabs and roadside vendors' stalls. The songs fill the air like a throng of happy voices adding to the already hectic nature of Indian city life, an environment which threatens to overwhelm your senses with its vibrant colors, rich smells, and deafening traffic.

Filmi are essentially movie soundtrack songs. In mass-market Indian movies, the action is frequently interrupted by spectacular song-and-dance sequences, in which the actors lip-sync music sung by Indian pop stars. It's a simple commercial formula: match the prettiest faces on screen with the best voices around. The best-known *filmi* come from the Bollywood movie industry. "Bollywood," based in Mumbai, is the Los Angeles of India.

The music, a fusion of traditional Hindu folk music and a variety of other Western styles such as pop and hip hop, is joyous and infectious. You can't help tapping your foot along to the rhythm. It's not great music, it's feel-good music, made to be danced to, both on and off the screen. It's not really my kind of music and it may not be yours. But I'd be surprised if you weren't carried along in its happy wake.

Wordbuilding negative prefixes

- 1 Add the correct negative prefix (*a-*, *dys-*, *dis-*, or *non-*) to each of the words given and then write the word in the space in the sentence.
 - 1 They decided to production of their electric car, because sales were disappointing. (CONTINUE)
 - 2 I experienced a little after the operation, but it only lasted a couple of days. (COMFORT)
 - 3 The music you will hear at the concert is actually of the music which is normally played in this region. (TYPICAL)
 - 4 To say that only young people listen to this music is It's popular with a whole range of generations. (SENSE)
 - 5 I felt very when I arrived in India. Nothing was familiar. (ORIENTED)
 - 6 How do you deal with of bills? Do you chase people? (PAYMENT)
 - 7 I think for someone who came from quite a family, she is a very well-balanced person. (FUNCTIONAL)
 - 8 Although the left and right side of the face are usually a mirror image of each other, people's facial features are sometimes (SYMMETRICAL)
 - 9 How do you explain her ? (ATTENDANCE)
 - 10 Dwarfism isn't a It's just a condition where people do not grow to a normal, average height. (ABILITY)

Check!

- 2 Do this music quiz. All the answers are in Student Book Unit 9.

- 1 What two similar words describe a) a tool for playing music and b) a piece of music without singing?
 - a an
 - b an
- 2 What word describes a) an artist who plays by himself/herself and b) a part of a piece of music where a musician plays by himself/herself?
 - a a artist
 - b a
- 3 What word is used a) as a noun to describe a successful record and b) as a verb in a phrase that means to "have a good effect"?
 - a
 - b to the right note
- 4 What two different words beginning with "f" describe a) a melancholy style of song native to Portugal and b) local, traditional music anywhere in the world?
 - a
 - b music
- 5 What similar sounding words describe a) the opposite of an acoustic guitar and b) varied taste in music?
 - a an guitar
 - b tastes
- 6 What word sums up Bob Marley's message of unity to the world and is also one of the most used words in popular music?

"One"

Unit 10 Social living

10a Good citizen awards

Reading an act of compassion

- 1 Look at the title of the article. What act of good citizenship do you think occurred here? Then read the article and answer the questions.

1 What was the act that merited an award?

2 In what way was it an act of good citizenship?

- 3 If you can't decide whether to do one thing or another, what do you **toss** to make the decision for you?

4 What things are normally **swept**?

- 5 If you were having a party, at what time would it be **antisocial** still to be making a noise and playing loud music?

Good citizen awards

Numerous awards recognize good citizens who make an important contribution to society. Some international awards have been given to luminaries such as Nelson Mandela. But good citizenship happens locally, too. One example is John Byrne, who received the Compassionate Citizenship Award from the Animal Rights Action Network for his modest act of bravery.

One day in July 2011, John Byrne, a 38-year-old homeless man who had lived on the streets of Dublin for over 20 years, was sitting on a bridge in the center of Dublin with his pet rabbit, when an 18-year-old youth passed by, picked up the rabbit and tossed it into the river. Byrne jumped into the cold water after it. He grabbed the rabbit and held onto a ledge to prevent them from being swept down the river. Byrne and the rabbit were rescued after 40 minutes.

John's act united people in their disgust at the antisocial act of the young passer-by and secondly in the sympathy for a vulnerable member of society, who had himself risked his own life to help another vulnerable creature.

- 2 Find the words in bold in the text and then answer the questions.

1 What **luminaries** would you find at a movie premiere?

2 If you felt **compassionate** towards a homeless person, what action might you take?

Language focus tag questions

- 3 Complete these conversations about the incident in the article with the correct tag question.

1 "Presumably, throwing the rabbit was some kind of cruel joke, _____?"

"I suppose so."

2 "If it was July, the water can't have been that cold, _____?"

"No, you're right. But remember this is Ireland, not the tropics we're talking about."

3 "And so someone helped him out of the water, _____?"

"Yes, the emergency services came and rescued both him and the rabbit."

4 "And what happened to the young man. Surely, he didn't get away with it, _____?"

"No, he was arrested and charged with cruelty to animals."

- 4 Rewrite these statements as questions using a tag question.

1 I think we should go now.

Let's _____?

2 I think I'm right to say that.

I'm _____?

3 Please promise me that you won't tell anyone.

Don't _____?

4 I don't understand why you didn't ask me first.

You could _____?

10b Social animals

Language focus adverbs

1 First underline the adverb or adverbial phrase in each sentence. Then match them with the correct grammatical description (a–e).

- 1 Which animals are the most socially aware?
.....
- 2 Which species treats other members of its group in a considerate way?
- 3 They either leave voluntarily or are pushed out.
.....
- 4 One way or another they don't remain long in the family group.
- 5 A young female, barely one year old, became separated from her own family.

- a adverb + verb
- b adverb + adjective
- c adverbs with the same form as the adjective
- d adverbs meaning *almost...not*
- e adverbs not formed with the *-ly* suffix

2 Rewrite the adjective given in the correct adverbial form. Then place it in the correct place in the sentence.

- 1 What makes them intelligent? (social)
.....
- 2 This is documented. (good)
.....
- 3 She was wandering around. (disoriented)
.....
- 4 This group rejected her—pushed her away. (literal)
.....
- 5 She marched over to the other herd. (straight)
.....
- 6 You'd think that was possible. (hard)
.....
- 7 If they pulled on their rope, a table with corn on it appeared. (simultaneous)
.....
- 8 The elephants learned to coordinate their pulling. (fast)
.....

Idioms animal verbs

3 Complete the sentences with the correct form of these animal verbs.

duck	hound	parrot
swan	wolf	

- 1 I think you're just the views of the newspapers. They're all saying the same thing.
- 2 Don't down your food. It's not a race, you know!
- 3 You said you'd come with me to the party and you can't out of it now.
- 4 You just have to accept that part of the price of success is that people you all the time: for advice, for help, for money.
- 5 Look at him, around as if he was royalty!

4 Look at these other examples of animal verbs (1–4) and match them with the correct definition (a–d).

- 1 Can we try to do this without Stan's help? He's always **worming** his way into every new project.
.....
 - 2 Every month for the last 22 years she has **squirreled away** a small part of her salary with the result that she now has enough to put a deposit down on a new apartment.
 - 3 The teacher was unable to find out who had written graffiti on the school entrance gates because no one was prepared to **rat on** one of their friends.
 - 4 Let's not invite Nick. He always tries to **hog** all the attention. It's very boring for all the other guests.
- a betray by telling secrets
 - b get involved without being invited
 - c to keep for oneself
 - d put aside or save up

10c Rebuilding society

Reading Leymah Gbowee

- 1 Read the story of Nobel Prize winner Leymah Gbowee.

In 2011 Leymah Gbowee, along with Ellen Johnson Sirleaf, the first female president in Africa, were awarded the Nobel Peace Prize for their part in bringing peace to the war-torn country of Liberia. Leymah Gbowee started the women's peace movement that led to the end of the civil war in 2003.

The problem that faced Gbowee was how to reconcile different parties after years of conflict and how to begin the process of healing among victims. She trained as a counselor helping victims of war overcome their trauma.

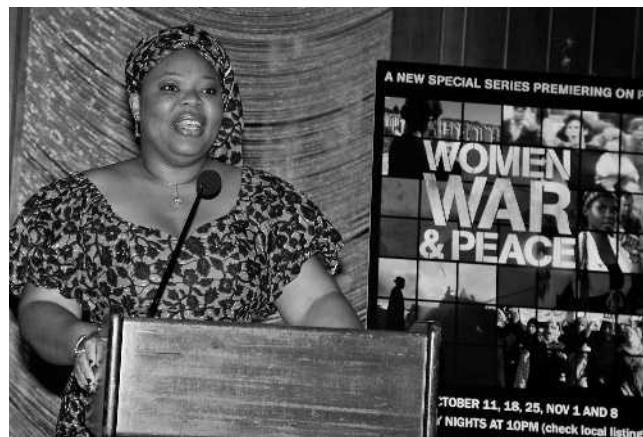
Gbowee began to realize that this was a man's war and it was to mothers that she could most effectively appeal to end it. Her message was that every society's future lies in its children.

In 2000, Gbowee and Thelma Ekiyor of Nigeria formed the Women in Peacebuilding Network (WIPNET) of which Gbowee became the Liberian coordinator. She continued her trauma rehabilitation work by day and by night planned actions for WIPNET. These actions were peaceful and involved groups of women going to markets and other public places and spreading the message: "Women, wake up—you have a voice in the peace process!" They handed out flyers with these words or drawings for those that could not read.

The movement grew. In 2003, Gbowee had an audience with the then president and got him to agree to hold peace talks with the opposition. Four months later in August 2003, the war officially ended. Gbowee remains a tireless campaigner and believer in the power of communities and particularly women to effect social change.

- 2 Answer the questions.

- 1 What did she win her Nobel Prize for?
.....
- 2 Whose help did she enlist to achieve her aim?
.....
- 3 What does she do now?
.....
.....



Word focus free

- 3 Complete the idioms in these conversations using one word in each space.

- 1 A: Katie's just gone off to India for a month, leaving Jack to take care of the kids.
B: Yes, I heard that. She's a free
.....
- 2 A: I thought they were giving their advice for free, but they've sent me a bill for \$300!
B: Well, there's no such thing as a free
.....
- 3 A: Did you have to pay a fine for parking on a yellow line?
B: No, I told them I'd parked there in an emergency, so I got off-free.
.....
- 4 A: Can I just have a look at your newspaper to see the movie theater listings?
B: Sure, free.
.....
- 5 A: Do I have to follow any particular guidelines?
B: No, you've got a completely free
..... Do whatever you think best.

10d TED talks

Real life making conversation



- 1** TED talks are short educational talks given by experts in various fields, which are then posted on the Internet. Have you ever watched one? Read a short conversation about a TED talk.

A: What are you doing?

B: Watching a TED talk on my laptop. You know, TED—it stands for Technology, Entertainment, and Design.

A: Oh, yes. I've seen a few of those. They can be good. Which one are you looking at?

B: It's a guy called Alain de Botton. He's talking about success and failure. He's a really good speaker actually.

A: Yes, he is, isn't he? I heard him on the radio a few months ago being interviewed about a new book. He was excellent. So what's he saying?

B: Well, he's putting forward quite an interesting idea: that we all think that meritocracy in society is a good thing, because it means that those who deserve to get to the top will get to the top, rather than just the rich or the well-connected.

A: Yeah, well, I'd go along with that.

B: Yeah, me too, but what he's saying is that if you believe that, then you'll also believe that those who get to the bottom, or those who just are at the bottom of society, also deserve to be there and to stay there.

A: Oh, yes, I suppose so. I hadn't thought about it like that before.

B: No, me neither. It's interesting, isn't it? So the idea is that if you fail somehow, you've deserved to fail—it's your own fault. And he's saying that that can be pretty crushing for people.

A: Yes, I see, when in fact it might not be your own fault at all. It might be because of some misfortune or bad luck.

B: Exactly.

A: So what does he suggest we do about it?

B: Well, that we change our attitudes about people who don't succeed; that we don't make judgments about them, calling them "losers" and things like that. I can send you the link...

A: Yes, please. I'd like to watch it. Is it very long?

B: I haven't got to the end yet, but I doubt it. They're usually only about fifteen minutes or so.

- 2** Answer the questions.

1 What was this TED talk about?

.....

.....

2 What idea did the speaker in the TED talk criticize?

.....

.....

3 What does he suggest we do instead?

.....

.....

- 3** Which of these points are characteristics of a good listener? Check (✓) the three points that the person listening to the description of the TED talk did.

a showed appreciation ☐

b tried to predict what the other person was going to say ☐

c waited before giving their views ☐

d asked questions ☐

e related what they heard to their own experience ☐

Vocabulary collocations: social groups

- 4** Choose the TWO correct options to make collocations.

1 ethnic groups / immigrants / minorities

2 deep-rooted groups / values / culture

3 long-standing relatives / immigrant community / friends

4 close-knit family / friends / community

5 extended / neighborhood / nuclear family

6 first-generation / economic / refugee migrants

7 social / party / family gatherings

8 rich / cultural / international heritage

10e Social mobility

Writing a discursive essay



- 1** Despite dropping out of college early, Bill Gates (pictured above) managed to build a hugely successful computer software business, Microsoft. How do you think he was able to achieve this? Can you think of anyone else who has done something similar?
-
-

2 Writing skill critical thinking in writing

- a** Look at this subject for a discursive essay and think about what your position is, i.e., form a probable answer (your hypothesis).

"It's wrong to tell people that anyone can achieve anything in life. Discuss."

.....

.....

- b** Read the opening paragraph of an essay discussing this question and say what the writer's main argument (thesis) is.

In modern society, we are often told that we can achieve anything if we want it enough. No goal is out of reach: successful business person, medical doctor, even president. But is this really the case? My belief is that this promise is made by people who believe in the power of hard work and it is true that without hard work and dedication you will achieve little. But that is not the same as saying that anyone can achieve anything. That is simply not true.

- c** Look at the second paragraph and find two pieces of evidence that support this argument.

Unfortunately, in every kind of society there are barriers to overcome before you can reach your goal. It could be that not everyone has access to a good education. So, even if you have the determination and desire to become a medical doctor, for example, you cannot get the right training to achieve that goal. The statement also suggests that everyone is born with the same natural abilities, which is clearly not true. Your wish could be to become a concert pianist. Yet in spite of all the hours of practice you put in, you do not have that certain natural talent that separates the great from the good.

- d** What is the function of this final paragraph?

So by all means, let us encourage people to work hard. Let us also try to ensure that everyone has the possibilities and the means to succeed. But let us not pretend that we are all the same and that we can all achieve whatever we want. Because that will only lead to disappointment and a sense of failure when we do not.

.....

.....

- 3** Write your own discursive essay on the same subject: *"It's wrong to tell people that anyone can achieve anything in life. Discuss."* Organize your essay into three paragraphs.

- introduction and your main argument (thesis)
- an analysis of the evidence to support your argument
- conclusion and repetition of your main argument

Wordbuilding compound adjectives

- 1 Complete the compound adjectives with these words.

boiled	cut	faced	handed	minded
sounding	spirited	standing	talking	willed

- 1 She was the first left-_____ tennis player to win a major tournament.
- 2 Breakfast consisted of a piece of bread and two hard-_____ eggs.
- 3 "Luxmore" is an odd-_____ first name. Is it a traditional family name?
- 4 Did you pick up all the litter in the street? It was very public-_____ of you.
- 5 I'm not surprised that she managed to convince them to pay for the damage they had caused. She's a very strong-_____ individual.
- 6 Having to admit they were wrong, after all the fuss they had made, left them looking very red-_____.
- 7 We believe in working closely with our suppliers and building long-_____ relationships with them.
- 8 It's very narrow-_____ to think that all women are interested in shopping.
- 9 He's a very smooth-_____ businessman. Don't let him persuade you to do anything you don't want to do.
- 10 The decision is not clear-_____. There are advantages and disadvantages with both options.

- 4 In a bus, someone says "You're standing on my toe." You say: _____

- 5 You're at a conference sitting next to a stranger, waiting for a talk to begin. You say: _____

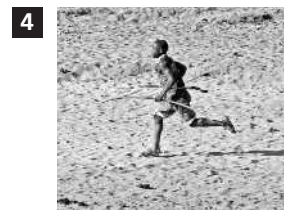
- 6 A colleague invites you to lunch, but you have too much work to do. You say: _____

- 3 Think of other everyday situations where you are not sure what would be the right thing to say. Ask your teacher what the correct phrase would be. Keep a note of these phrases.

Check!

- 4 Look at the words and phrases (a-j) which describe the stories about society and communities that you learned about in Student Book Unit 10. Match two words or phrases with each photo.

- a collective intelligence
- b rich cultural heritage
- c no hierarchy in society
- d colonies
- e lend a helping hand
- f Pullman
- g good citizens
- h utopian
- i hunter-gatherer
- j second-generation immigrants



Learning skills speaking skills

- 2 Even at your level of English, you may sometimes feel frustrated at not having the right expressions for everyday situations. Try to build your range of these expressions. Look at the following situations. What would be a natural thing to say in each?

- 1 Someone tries to help you fix your computer, but can't. You say: _____
- 2 You give someone a ride to the station. The next day they bring you a box of chocolates. You say: _____
- 3 Someone says they will be seeing a former colleague of yours tomorrow. You say: _____

Unit 11 Reason and emotion

11a Hikikomori

Reading Japan's lost generation

- 1 Read the article about the *hikikomori* in Japan. Answer the questions.

- 1 What is the *hikikomori* condition?
.....
- 2 What could be responsible for it?
.....
- 3 What could happen of the problem is not addressed?
.....
.....

Language focus unreal past

- 2 Look at these examples of the unreal past (1–5) from the article. Match them with their uses (a–e).

- 1 It's high time that they pulled themselves together...
- 2 The hikikomori would rather their parents left them alone in their rooms...
- 3 ...the parents, whose success the young hikikomori wish they could emulate.
- 4 If only the parents would act more firmly,... the problem would not exist.

Some of the earliest hikikomori in Japan, young people who have withdrawn from society to the safety of their bedrooms, are now reaching middle age. Some people feel that it's high time they pulled themselves together. Others feel that it's a sign of dysfunction in society.

Most hikikomori are males from middle-class families. Their families try to help them, but the hikikomori would rather their parents left them alone in their rooms.



- 5 Supposing that nothing were done about it, then Japan would be left with a generation...
 - a describes a wish for action (someone else to do something)
 - b describes a preference (for what someone would like to happen)
 - c describes something that should be done now or soon
 - d means "what would happen if...?"
 - e describes a wish for the opposite to be true

- 3 Complete these sentences by putting the verbs in the correct tense. Sometimes there is more than one possibility.

- 1 Supposing you (be) in my position, what (you / do)?
- 2 If only we (leave) earlier, we (not / get) stuck in all this traffic.
- 3 I would rather (tell) her myself than you (tell) her.
- 4 I wish you (live) nearer. Then we (be) able to meet up more often.

So what is it about Japanese society that has given rise to the Hikikomori condition?

Some say that it has to do with today's uncertain economic prospects in Japan. College graduates are competing for fewer jobs and businesses are less inclined to offer long-term employment.

Others blame the parents, high achievers in their own careers, whose success the young hikikomori wish they could emulate. These parents know their children are disappointed, so they enable them to live a reclusive life. If only the parents would act more firmly, these critics say, rather than shielding them, the problem would not exist.

This is both a personal and a social problem that needs to be addressed. Supposing that nothing were done about it, then, as the hikikomori's parents grow old and retire, Japan would be left with a generation who are not integrated into the working or social life of the wider community.

11b Don't think too much

Reading how we decide

- 1 How do you make important decisions? Look at the statements by four different people and say which one best describes you.

1 *"I always try to let fate decide. So let's say there was a popular show I wanted to see but the tickets were really expensive. I'd wait a couple of days and then call up to buy the tickets. If they were sold out, fate would have decided for me."*

2 *"When it comes to difficult decisions, I find I often have to go with my gut feelings. If I try to use reason, sometimes I go round and round in circles, because there are just too many factors to consider."*

3 *"I find the easiest way to make a difficult decision is to make a points system. If I had to decide whether to take a new job, for example, I'd score each advantage of the job with a positive number and each disadvantage with a negative number. Then I'd add them up and see if the total is positive or negative."*

4 *"Feelings can be very deceptive. I try to make decisions in a completely rational way and ignore what my emotions are trying to tell me."*

- 2 Read about a book on decision making by Jonah Lehrer. Which statement in Exercise 1 best describes what the author thinks?

How do you make difficult decisions? Do you follow your feelings or gut instincts? Or do you think things through as rationally as possible? Take that decision to change job, for example. What were your thought processes? Did you think, "Were I to take the new job, I would increase my skills and experience and it would probably lead to other opportunities"? Or did you think, "If I took the job and it didn't work out well, where would I be then?" Perhaps you're someone who suffers from regrets. So you took the job and then thought: "Is this really the job for me? Had I stayed where I was, I'd probably feel much happier."

Of course no decision-making is easy, but there's a lot of evidence to suggest that we make things harder for ourselves by not being reasonable. In other words, we don't base our decisions on a good understanding of how we have arrived at that decision. Often when we think we have based a decision on objective facts, actually we have distorted the reality to make it fit our feelings. Should you doubt this, read Jonah Lehrer's bestseller *How We Decide*.

In it, Lehrer explains quite persuasively how our brains make the best decisions when they analyze our emotions and feelings, and take them into account. He says that often we believe we have arrived at a decision rationally, when in fact we have used rational thought to justify a decision made with our feelings. Were we to recognize this, we would probably make better decisions and we might also feel less regret at making the wrong decisions. The brain behaves, in other words, like a stubborn leader or general who has his own strong views. He gives an order and then all his workers or troops have to make it work to justify his decision, whether in fact it's a good decision or not.

We must also be careful not to apply the same decision-making process to every decision. Simple problems, like which route should I take to work, are best solved by reason. More complex questions, like should I change jobs, require feelings and instinct because there are too many variables for the brain to process rationally. You might find, says Lehrer, that you would have made a better decision had you spent more time analyzing simple problems and less time deliberating complex problems.



11c Conditionals

Language focus review inversion in conditionals

1 Complete these sentences from the talk using conditionals.

- 1 I to take the new job,...it would probably lead to other opportunities.
- 2 If I took the job and it work out well, where I be then?
- 3 I stayed where I was, I'd probably feel much happier.
- 4 you doubt this, read Jonah Lehrer's bestseller *How We Decide*.
- 5 Were we recognize this,...we also feel less regret at making the wrong decisions.
- 6 You might find, says Lehrer, that you made a better decision had you spent more time analyzing simple problems...

2 Which sentences in Exercise 1 are examples of inversion in conditionals?

3 Rewrite these conditional sentences using inversion.

- 1 If the owner were to lower the price, our client would consider making an offer.
.....
.....
- 2 If we had been told earlier, we could have done something about it.
.....
.....
- 3 If anyone asks, I'll be back in the office on September 23.
.....
.....
- 4 If the pipes froze, it could result in them bursting.
.....
.....
- 5 If customers had just put the money in the bank, they would be a lot better off.
.....
.....

- 6 If it rains, please bring in any furniture from outside.
.....
.....

4 Rewrite these ideas as conditional sentences. Use inversion where the ideas seem more formal.

- 1 I rushed into buying the latest phone. A month later I saw the same phone for half the price.
.....
.....
- 2 You may need help finding your way around. Please ask any of the staff.
.....
.....
- 3 It's a good thing that shelters were available after the storm. Otherwise, many people would have been left homeless.
.....
.....
- 4 Faced with the same situation again, would you do the same thing?
.....
.....

Word focus move

5 Replace the underlined phrases with the correct expression with *move*.

move the goalposts	move to tears
move up a gear	move up in the world
on the move	

- 1 I was deeply touched by their bravery in the face of such hardship.
- 2 She has become more prosperous—she used to live in a one-bedroom apartment.
.....
- 3 We need to work faster if we are going to get this finished on time.
- 4 I couldn't tell you what she's doing these days. She's always changing activity.
.....
- 5 They said that anyone over eighteen could apply but now they've changed the rules.
.....

11d Conversations at work

Real life recognizing feelings

1 Read three conversations in the workplace.

Conversation 1

A: You look a little taken aback. I didn't mean to offend you during the meeting when I said that I didn't like your ideas for changing the website.

B: No, that's OK. You're perfectly entitled to give your opinion. I was just surprised because yesterday when I showed you my ideas, you said they were good.

A: Yes, they are good ideas, but I don't think they're really appropriate for what we're trying to achieve. Anyway, I'm sorry if that came out wrong at the meeting.

B: I just wish you'd been a little clearer yesterday before I proposed them to everyone.

Conversation 2

A: You seem worried. Is something bothering you?

B: Yes, it is actually. You shouldn't have talked to Sarah about my feelings about my new job.

A: Did I say something to upset you?

B: Yes, you told her that I wasn't really happy working in the back office.

A: Well, you aren't, are you?

B: No, I'm not. But I don't want her to think that I'm a complainer or someone who can't put up with a little routine paperwork.

A: Oh well, I'm sorry. I really hope I didn't give her that impression.

Conversation 3

A: Sorry, why are you laughing? I don't understand what's so funny.

B: Nothing. It was just the way you said "no" so sharply to Gary when he asked you if you wanted to go with him to the trade show.

A: Sorry, perhaps that sounded abrupt.

B: No, it's OK. He's very thick-skinned. I don't think he would have minded. Anyway, everyone knows where you stand now.

2 Check (✓) the subject that the people are talking about. There are two extra subjects.

- a someone worried that others have the wrong impression of them ☐

- b someone upset that they were not asked to a meeting ☐
 c what one person thought about another's proposals ☐
 d someone saying something too directly ☐
 e a joke that was taken the wrong way ☐

3 Answer the questions.

- In conversation 1, why is the second person upset with the first person?
.....
- In conversation 2, what does the second person worry that Sarah might think about her now?
.....
- In conversation 3, is Gary likely to be offended by what the second person said?
.....

4 Language skill recognizing others' feelings

The speakers used phrases to recognize the effect of what they said on their or others' feelings. Complete the phrases.

Conversation 1

- You a taken aback. I didn't mean to you during the meeting.
- Anyway, I'm sorry if that wrong at the meeting.
- Please don't me disloyal.

Conversation 2

- You worried. Is something bothering you?
- Did I something to you?

Conversation 3

- Sorry, why are you laughing? I don't understand what's
- Sorry, perhaps that abrupt.



11e Avoiding misunderstandings

Writing an email message

1 Writing skill avoiding misunderstandings

Read the emails (1–4) and underline the phrases that help the reader to avoid a misunderstanding.

1 Hi John,
I'm still waiting to hear back from you about buying some of my old furniture. Were you that horrified when you saw it? I'm joking of course! I don't want to pressure you in any way—it's just that I'm moving in two weeks' time and I need to figure out what to do with it.
Let me know.
Best wishes,
Hakim

2 Dear Sian,
Thanks for getting back to me so quickly. In your haste, you attached the wrong document. It's the photo of the main university entrance that I need, not the one of your vacation in the south of France! Can you resend?
Thanks.
Jen

3 Dear Sarah,
Just to let you know that we won't need you on Sunday after all. Frederica has volunteered to help us with the packing. Please don't take this the wrong way. We do really appreciate your offer.
See you soon, I hope.
Paul

4 Hi Barney,
That wasn't the answer I expected! I thought you wanted to be involved in this project. Don't worry. I'm not offended in any way. It just took me by surprise.
Speak soon.
Gustavo

2 Read these emails (A–D) and match them with the impression that they give (1–4).

- 1 This person seems offended not to be asked.
- 2 This person seems too busy to deal with correspondence.
- 3 This person seems annoyed to be kept waiting.
- 4 This person seems to be making a rude comment about the reader.

A Hi Des,
That was a very long answer you sent me. I will reply to you when I have time to read it properly.
Jeff

B Dear Brigitte,
Great to hear from you! Your spelling hasn't improved much since we were at school. I had to re-read your email three times before I could understand it. Your idea of meeting up on December 8 sounds perfect. Let me know where you'd like to meet.
Take care,
Rosalie

C Dear Mr. Nasri,
I sent you a quotation as promised a week ago, but you have not replied. Are we to suppose that you are not interested?
Kind regards,
David Temperley

D Dear Berni,
I received your email saying that you don't want to take up my offer of advice about the design of your website. I hope the person you have found to help you with this does a good job.
Yours,
Jasper

3 Rewrite the emails from Exercise 2 so that you avoid the possibility of the reader misunderstanding them.

Wordbuilding heteronyms

1 Match the words (1–8) with their definitions (a–h).

- 1 delegate (n)
- 2 alternate (v)
- 3 row (v)
- 4 wound (n)
- 5 tear (n)
- 6 minute (n)
- 7 sewer (n)
- 8 refuse (v)

- a someone who works with a needle and thread
- b change places periodically
- c say no to something
- d a drop of water from the eye
- e a unit of time
- f a representative
- g a cut or injury
- h propel a boat with oars

2 Look at the words in bold. What part of speech are they? What do they mean?

- 1 I **wound** a piece of bandage around the cut to protect it from infection.
.....
- 2 Please try not to **tear** the material when you put the cover back on the chair. It's very tight.
.....
- 3 I put a **minute** amount of sugar in your coffee before I remembered you didn't take sugar. You won't taste it.
.....
- 4 We have a job share. We work on **alternate** days of the week.
.....
- 5 It is well known that rats live in the **sewers**.
.....
- 6 Household **refuse** collection is on Thursdays.
.....
- 7 Good managers learn how to **delegate** responsibility to their team.
.....

Learning skills the Internet

3 The Internet has some great resources for learning English. Here are a few tips using these.

News: Visit an English language news website and listen to a story that you are already familiar with. Write down new words that you learn.

Songs: Find a song sung in English that you like and try to write down the lyrics. Then do an Internet search for the lyrics and compare.

Talks: Listen to TED talks. These are free and are categorized by subject. Listen without the transcript and see how much you can understand. Then listen again, this time following the transcript. Make a note of any new words.

Blogs: Try to find blogs about stories that have interested you in *Life*. Perhaps post a comment on their blog and start a conversation.

4 Do one of the things in Exercise 3 this week. Then tell a fellow student about your experience.

Check!

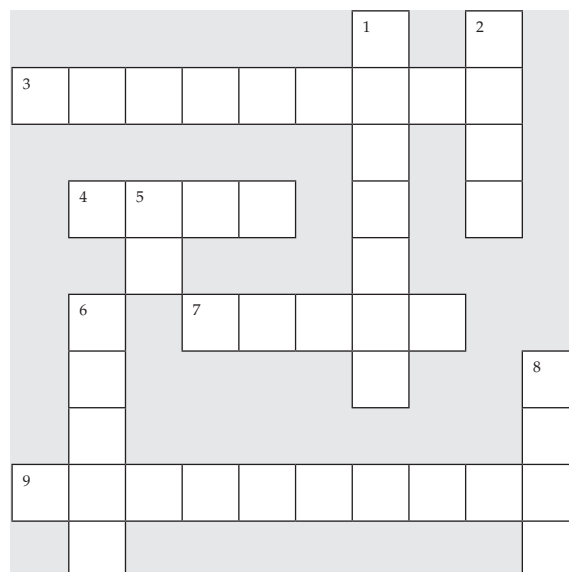
5 Do the crossword. All the answers are in Student Book Unit 11.

Across

- 3 Unit 11a was about this kind of intelligence (9)
- 4 "thrilled to" means "very happy" (4)
- 7 if you are very angry, you are (5)
- 9 the opposite of reasoned and logical (10)

Down

- 1 a human-like robot (7)
- 2 the title of Kahneman's book: *Thinking Fast and* (4)
- 5 and 8 a stronger way of saying "I wish..." (2, 4)
- 6 "moved to" means "so touched that you cry" (5)
- 8 see 5 Down



Unit 12 Landscapes

12a Terrain

Language focus approximation

- 1 Rewrite the words and expressions in bold using these expressions of approximation. You will need to add to or replace the words.

around or so	hundreds of over	-ish some	kind of stuff
-----------------	---------------------	--------------	------------------

- 1 My earliest memories are of earthquakes—there were **fifteen** by the time I reached the age of five.
- 2 I couldn't imagine a place where you could drive for **miles** and human beings always be in evidence.
- 3 Having grown up in a **desert**, I had never seen great fields of grass.
- 4 Peru has five kinds of landforms...all of it in **close** proximity!
- 5 Seeing the shanty towns that had sprouted up around the cities in the past **30 years** or so was heartbreaking.
- 6 The sights from **5,000 feet** in the air were astoundingly beautiful!
- 7 Terrified by how vulnerable a small airplane can feel and thrilled by the visual feast below us.
- 8 How Bobby was able to...manipulate **photographic equipment** under those conditions is still a mystery to me.

- 2 Make the ideas in this passage more approximate using the expressions of approximation.

We live on a big ranch in Montana. It's been in the family for 120 years. ¹ ODD
I guess my father is what you would call a cowboy. The herd is 300 cattle, ² ROUGHLY which is actually small for this region, ³ KIND OF but it keeps us busy! I still help out there, but next year I'm going back to college to continue my education. ⁴ IN THE .. OR TWO
I think we all have ambition to do something different from our parents. ⁵ SOME
I have ideas. One is to be a car designer. If it doesn't work out, I can always come back and help out with work on the farm. ⁶ DOZENS OF ⁷ WITH STUFF

Vocabulary landscapes

- 3 Choose the best option and form collocations about features of the landscape.

- 1 *rolling / rustic / open* hills
- 2 *idyllic / sparse / cloudless* sky
- 3 *bleak / monotonous / rich* farmland
- 4 *rolling / rustic / open* plains
- 5 *snow-capped / lush / sparse* meadows
- 6 *idyllic / sparse / monotonous* vegetation
- 7 *lush / rustic / open* scene
- 8 *idyllic / night-time / snow-capped* countryside
- 9 *sparse / night-time / bleak* skyline
- 10 *bleak / rich / snow-capped* mountains

12b Nature's great events

Reading nature blog

- 1 Have you seen any of the following events in nature? What amazing natural events would you like to see?

a double rainbow a solar eclipse
a lunar eclipse

- 2 Read the blog about three amazing events seen by the writer. Which one(s):

- 1 are a bit frightening?
- 2 are to do with water?
- 3 are unexplained phenomena?
- 4 take place in countries with cold climates?

Nature can conjure up some pretty amazing spectacles. Some are on quite a modest scale and are fairly easily found, like frost formations on a window. Others are greater and more difficult to find.

Red tides

Also called the algal bloom, red tides are caused by an accumulation of algae in the ocean. It's an impressive, but also slightly alarming sight as the ocean turns a blood-red color. The algae is not dangerous to humans but can be quite toxic for other sea life.

Sailing stones of Death Valley

It's kind of strange to see these single stones sit in the middle of vast expanses of scorched open desert. It's really strange to learn that they move! Stones weighing over a hundred kilos can drift across the sand. You would think this could be explained by the action of the wind or elements, until you learn that some stones that started in the same place have been known to move in completely different directions.

Ice circles

These are beautiful circular discs of ice, some measuring up to 500 feet across, that form in the middle of rivers. They occur when a current turns slowly in a circular motion and the spinning water freezes.

- 3 Find words in the blog with the following meanings.

- 1 drops of water that appear on plants and the grass in cold weather (para 1)
- 2 poisonous (para 3)
- 3 burnt or made very dry by heat (para 4)
- 4 turning around and around (para 5)

Language focus qualifiers

- 4 Find these examples of different qualifiers in the text and say which option (a or b) could replace them. Sometimes both are possible, sometimes only one.

- | | |
|-------------------------------|-----------------------------|
| 1 pretty amazing | 4 slightly alarming |
| a slightly b fairly | a a little b rather |
| 2 quite a modest scale | 5 quite toxic |
| a rather b pretty | a pretty b fairly |
| 3 fairly easily | 6 kind of a surprise |
| a quite b a little | a rather b a little |

- 5 Complete the sentences with an appropriate qualifier.

- 1 It's unusual to see a full solar eclipse.
- 2 I would like to see red tides, but I wouldn't go too near them
- 3 I've seen the sailing stones. I thought they were disappointing.
- 4 I live in a town now. I miss being able to see the night sky
- 5 Death Valley is remote for most travelers to get to.
- 6 Ice circles sound amazing, don't you think?

12c A bigger picture

Reading David Hockney

- 1 Look at the picture. Check (✓) the words which could be used to describe the work.

portrait	landscape	urban	rural
spring	summer	scene	event

- 2 Complete this summary about David Hockney's work. Use the words in the box.

air	captures	changes	depicting	iPad
masters	paint	photo	tired	

Some critics feel that landscape painting is a ¹ genre, but for Hockney it's simply the way of ² the landscape that people are bored with. So he has produced paintings which show how the landscape ³ Hockney is proud of his ability to ⁴ and he thinks that a ⁵ cannot give a true picture of what the eye sees. It ⁶ a scene at a particular moment. Even some of the old ⁷, says Hockney, used primitive photography to make accurate copies of real life. To make his landscapes, Hockney spent hours in the open ⁸ drawing in sketchbooks. He is not against technology and sometimes uses an ⁹ to draw.

Word focus *space* and *room*

- 3 Complete these conversations using the word *space* or *room*.

- "A few of us are driving into town later. Would you like a ride?"
"Yes, if you've got in your car."
- "No one wanted to mention the cost."
"I know. That's the elephant in the"
- "Do you like your new house in the country?"
"Well, it's not very big, but it doesn't matter because we have so much around us."
- "Why did she walk out of the meeting?"
"I think she just needed some The atmosphere was very tense."
- "Are you pleased with your progress in English?"
"Well, there's always for improvement, but yes, I am."
- "You're a little late."
"I know. I couldn't find a parking"



12d A debate

Real life a debate

1 Speaking skill interrupting

Look at these phrases for interrupting and preventing interruptions. Complete the phrases using one word in each space. You don't need to complete number 2.

- 1 Excuse me, can I interrupt you there?
- 2 Yes, but...
- 3 Can I just what I was saying?
- 4 No, sorry. I have to stop you
- 5 Can I just say something answer to that?
- 6 No, hang a minute...
- 7 Just a, please.
- 8 You can your point in a moment.

- 2 Which phrases in Exercise 1 are used to interrupt (I) someone and which phrases are used to prevent (P) interruptions?

Idioms review adjective collocations

- 3 Complete the adjective collocations with these words.

brand	fast	freezing	lightning	pitch
rock	sopping	stiff	sick	wide

- 1 I can't wear my coat—it's still wet after I walked home in the rain.
- 2 Is that a new computer?

- 3 I fell asleep during the play. It was so embarrassing when I woke up.
- 4 This bread is hard. Can you get some more when you're out?
- 5 The room was black. You couldn't see your hand in front of your face.
- 6 What a cold wind. I should have brought my hat.
- 7 She's got quick reactions. She'd make a fantastic tennis player.
- 8 Where have you been? I've been worried about you.
- 9 The race is open. Anyone could win.
- 10 I was scared that he was going to fire me, but actually he was really nice about the mistake I'd made.

- 4 Look at these other adjective collocations (1–6) and answer the questions (a and b).

- 1 squeaky clean
- 2 dirt cheap
- 3 silky smooth
- 4 bored stiff
- 5 filthy rich
- 6 razor sharp

- a In which collocation does the intensifying word come second?

.....

- b Which are pejorative, i.e., make a negative judgement about that quality?

.....

12e A useful tool

Writing a speculative letter

1 Read this speculative letter and answer the questions.

1 What service or product is the writer trying to sell?

2 Who are they trying to sell it to?

2 What arguments does the writer use to persuade the reader?

3 Look at this list of features of persuasive language and underline the parts of the letter that correspond to each point.

- 1 make strong claims
- 2 use clear, short sentences
- 3 recognize what the other person wants
- 4 empathize with the other person by describing experiences you have in common
- 5 suggest possible options or solutions

4 Writing skill persuasive language

Look at these pairs of sentences and say which is more persuasive and why.

- 1 a With our knowledge, we could help you win new customers.
b Our knowledge will win you new customers.
- 2 a Whereas comparable software from other suppliers costs in excess of \$1,000, our product is available at only \$500.
b Most comparable software costs in excess of \$1,000. Our product is available at only \$500.
- 3 a You rarely have time to study important market data. How could you with everything else there is to do?
b It's unusual for people who run small companies to have the time to study important market data.
- 4 a You want to get out and do more marketing.
b There's no such thing as too much marketing.

Dear Ms. Vanderberg:

I am taking this opportunity to write to you with an idea that will help you understand your customers better and significantly increase business.

Clientprofiler is an affordable piece of computer software that provides vital information on the background and preferences of your customers. Large companies have access to vital customer data from market research companies. Smaller retailers like you do not. This means you often lose out by being unable to adapt to changing customer needs.

We know how difficult it is for a small business to keep up with everything: dealing with suppliers, staffing issues, etc. You would love to do more marketing, but it is often the last thing on the list. It can also be expensive. *Clientprofiler* will help you focus your marketing efforts on the right people and the right products. And at only \$580 per year, it pays for itself pretty quickly.

How does *Clientprofiler* work? Online customers simply need to enter the information before their purchase. For face-to-face customers, our representative asks a few simple questions and enters the information directly onto a computer. In either case the process takes less than a minute.

If you call us in the next week quoting the reference number at the top of this letter, we will give you a first year discount of 20 percent.

We look forward to helping you.

Yours sincerely,

Nick Faraday

Nick Faraday

5 Imagine that you are a company that makes signs for stores and restaurants using neon lights in bright colors. You can write any message of any size. Write a speculative letter to small stores, restaurants, and businesses offering this service. Use the features and techniques of persuasive language in Exercise 3.

Wordbuilding suffix *-ity*

1 Look at these nouns ending in *-ity*. What adjective is each noun formed from? Which two are regular?

- 1 celebrity
- 2 simplicity
- 3 humidity
- 4 eternity
- 5 clarity
- 6 dignity
- 7 familiarity
- 8 anonymity
- 9 vanity
- 10 monstrosity

2 Complete these sentences using nouns from Exercise 1.

- 1 We waited for what seemed like an to hear whether our application had been accepted.
- 2 I think that in embarrassing circumstances, he conducted himself with great
- 3 I don't know who designed it, but the new town hall is an absolute
- 4 Although the book has received a lot of positive attention, the author said she would rather preserve her
- 5 We hear a lot about these days because magazines and newspapers are full of stories about famous people.
- 6 Can we try to get some on what really happened here? There seem to be lots of differing accounts.
- 7 There's a wonderful about life in the country—no complicated transportation systems to negotiate, no noisy neighbors to deal with.
- 8 It was a difficult walk over several steep hills, so Jane's with the area was very helpful.

Learning skills eliminating errors

3 You probably now understand most of what you hear and read and are easily understood by others. But you may feel there are some gaps in your knowledge and you are not always sure you are

speaking accurately. Try to follow these “social strategies” to overcome this.

- 1 Ask questions about the language, especially idioms or culturally-specific items, when you are in the company of native speakers.
 - 2 Check the precise meaning of words if you are not sure you are using them correctly.
 - 3 Ask people to correct you if you make a mistake.
 - 4 You may have some ingrained errors, mistakes that you have “grown up” with. Make an effort to eliminate these. Ask friends or native speakers if they have noticed such mistakes.
- 4** Look at this list of the most common types of advanced learner error. Do you recognize any of them? Ask your teacher to give you a list of what he/she thinks are your ingrained errors.
- 1 mistakes with agreement (e.g., singular noun-plural verb)
 - 2 mistakes with prepositions
 - 3 mistakes with the present perfect tense
 - 4 mistakes with tense choice in general
 - 5 incorrect formation of a particular idiom or everyday expression

Check!

5 Answer the questions. All the answers are in Student Book Unit 12.

- 1 Who said this: “I’ve spent much of my life traveling the world. I’ve seen a lot of wonderful places. But it was the American West that never left me.”
William
- 2 What was the name of the primitive camera used by Abelardo Morell to project landscapes onto a wall? Camera
- 3 What adjective describes a letter or call when we don’t know the recipient but hope to get business from them?
- 4 What is the name of a Japanese 17-syllable poem? a
- 5 What word describes a thing that spoils a landscape or view? a

Credits

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