

# Life

ADVANCED  
WORKBOOK

Paul Dummett



C1

WITH AUDIO CDS  
ALSO INCLUDES GRADED IELTS PRACTICE TEST


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## 1a Things they never taught you

### Listening eight rules for life

1  1.1 Listen to a talk given to a group of college graduates and answer these questions.

1 What was the speaker going to talk about originally?

\_\_\_\_\_

2 What does he actually talk about?


\_\_\_\_\_

#### Glossary

**entitled** (adj) /ɪn'taɪt(ə)ld/ having the right to have something

**flipping burgers** (exp) /'flɪpɪŋ 'bɜːrg(ə)z/ a job that involves cooking hamburgers in a fast-food restaurant

**nerd** (n) *colloquial* /nɜːd/ a person skilled at something technical but lacking in social skills

2  1.1 Listen again and 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 1.1** Complete the sentences with these time phrases. Then listen to the talk again and check your answers.

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

- \_\_\_\_\_, I'm writing a book about scientific inventions.
  - I'm going to give you some rules of life that I read \_\_\_\_\_ in a book.
  - \_\_\_\_\_, I had believed myself to be – as you probably do now – one entitled individual.
  - You will not make 80 thousand dollars \_\_\_\_\_.
  - \_\_\_\_\_, your grandparents had a different word for burger flipping.
  - But they were like that because \_\_\_\_\_ they were paying your bills.
  - \_\_\_\_\_, schools have abolished the idea of winners and losers.
  - That \_\_\_\_\_ happens in real life.
  - \_\_\_\_\_, you'll end up working for one.
- 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 brackets.
- At the moment, I \_\_\_\_\_ (take) a break from my studies.
  - Last week, I \_\_\_\_\_ (attend) a lecture on a career in the diplomatic service.
  - Before that, I \_\_\_\_\_ (never / be) to a careers advice talk.
  - Nowadays, most graduates \_\_\_\_\_ (seem) to think that the world owes them a living.
  - I \_\_\_\_\_ (wonder) for some time what I'm going to do with my life.
  - But I \_\_\_\_\_ (have) to make a decision in the coming weeks whether to continue studying or apply for a job.

## Vocabulary life lessons

- 5** Complete these sentences. The first letter of the missing words has been given for you.
- My father told me: 'Be kind to people and, as much as possible, forgive them when they do wrong. Because in the end anger and bitterness will just eat you up.' He was right, but it's easier s \_\_\_\_\_ than d \_\_\_\_\_.
  - 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.'
  - '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.
  - I always make a p \_\_\_\_\_ of listening to what older people have to say – not just dismissing them as out of touch.
  - A friend once said to me: 'Don't compare yourself to others.' That advice has stood me in good s \_\_\_\_\_. Because whatever you have, there will always be someone who's better off and someone who's worse off than you.
  - I think to remain humble and to try to live as simple a life as possible is a good rule of t \_\_\_\_\_.

## 6 Dictation the problem with advice

- 1.2** Listen to someone describing how advice and wisdom can be misinterpreted. Complete the paragraph.

One \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
An example \_\_\_\_\_  
\_\_\_\_\_  
One of his main ideas was \_\_\_\_\_  
\_\_\_\_\_  
they will \_\_\_\_\_  
He called \_\_\_\_\_  
People, \_\_\_\_\_,  
\_\_\_\_\_,  
but \_\_\_\_\_  
Unfortunately, \_\_\_\_\_  
\_\_\_\_\_,  
which \_\_\_\_\_



# 1b What's in a name?

## Reading the importance of names

- 1 Read the article. Which of these statements (a–c) best represents the author's view?
- a Our names should help describe our character.
  - b Names are useful in giving a person a sense of identity.
  - c Native American names are useful because they identify social status.

- 2 Read the article again. Are the sentences true (T) or false (F)?

- 1 Native American Indians share a belief in the significance of names.
- 2 It is common for Native Americans to name people after things in the natural world.
- 3 Native American names can evolve as people go through life.
- 4 New names usually reflect something significant that a Native American has done in their life.
- 5 Many cultures use names to indicate the place people belong to.
- 6 In the west, nicknames are always used to identify someone's character or reputation.



## What's in a 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?

For some, names mean little. For others, such as Native American Indians, however, it is a critical part of one's identity. Although the exact naming tradition differs from one Native American tribe to another, all tribes attach great importance to the name or names that each individual is given.

You are probably familiar with Native American names from history books or literature you studied at school; the ones taken from nature, such as Laughing Water, Rolling Thunder, White Feather,

etc. You are probably less aware that their names can also describe certain attributes: character, e.g. Independent; physical appearance, e.g. Broad Shoulders; or social status, e.g. Wife. Moreover, it is common among some tribes to rename people as they go through life according to their achievements or life experiences. In some cases, a person will change names three or four times during their life.

Names in Native American Indian culture are descriptive, reminding the bearer of their place in nature or of their reputation in society. Many other cultures in the past had surnames that denoted where a person came from or what their family profession was: 'Julie London', 'James Carpenter' are examples in English. But even if such names still exist, they are no longer an indication of a person's identity.

Perhaps the most similar thing to the Native American tradition in modern western society is the nickname. My given name is Sarah, but my parents and childhood friends know me as 'Sally', a derivative name which has no particular meaning. The people I met at university nicknamed me 'Starah' because I have a bad habit of staring at people. Since I have been with my husband, my name has returned to Sarah. Such nicknames may not have the descriptive power of Native American names, but they do serve as important markers of the stages in our lives.



## Language focus the perfect aspect

3 Look at these pairs of sentences with perfect and non-perfect verb forms. The first sentence is from the article and the second is a similar sentence. What is the difference in meaning – if any – in the pairs of sentences?

- 1 a **Had** they already **decided** the name before you were born?  
b **Did** they **decide** the name before you were born?
- 2 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 realised that it did not suit you?
- 3 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.
- 4 a Many other cultures in the past had surnames that denoted what their family profession **was**.  
b Many other cultures in the past had surnames that denoted what their family profession **had been**.
- 5 a The people I **met** at university nicknamed me 'Starah'.  
b The people I **have met** at university call me 'Starah'.

4 Complete these sentences with the correct perfect form of the verbs: present perfect simple; present perfect continuous; past perfect simple; past perfect continuous; future perfect simple.

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

## Vocabulary personality types

5 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

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

age foremost large pieces quiet when

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

## 7 Pronunciation linking in idiomatic phrases

a  1.3 Listen to how these irreversible words pairs are linked with *and* as a weak form.

- 1 I hear you **loud and clear**.
- 2 He'll be **up and about** in no time.
- 3 It's a game of **cat and mouse**.
- 4 She's **sick and tired** of people asking what she's going to do with her life.
- 5 The job has been a bit **up and down** lately.
- 6 It's **part and parcel** of being a parent.

b Practise saying the sentences in Exercise 7a with the same pronunciation.

8 Match the irreversible word pairs in Exercise 7a with the correct definitions (a–f).

- |                         |                                 |
|-------------------------|---------------------------------|
| a changeable            | d clearly                       |
| b out of one's sick bed | e fed up with                   |
| c an integral element   | f one trying to catch the other |



# 1c The English we speak

## Listening the evolution of English

**1** **1.4** Look at these statements about the English language. Do you think the statements are true (T) or false (F)? Then listen to a lecture on the evolution of English and check your answers.

- Throughout its history, the English language has been subject to outside influences.
- English is principally a Germanic language.
- The language of Shakespeare is very different from modern English.
- People living in the colonies tried to preserve the integrity of British English.
- Many people around the world speak a very simplified, functional form of English.
- The constant adaptation of English has been a negative thing.

**2** **1.4** Listen again and choose the correct option (a-b) according to the speaker. Pause the CD each time before moving onto the next question.

- 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 speaker implies that compared to British English, the language used by Americans is:
  - more open.
  - more refined.
- The author suggests that English is now a global language because:
  - it is such an adaptable language.
  - it became the language of international trade.
- Non-native speakers who want to speak English:
  - must choose for themselves what kind of English they want to speak.
  - must be careful not to learn the wrong version of English.



**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.
  - a 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**.
  - it did well
  - it 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 university. 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

## Real life presenting yourself

- 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 spectacular (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.

- 2 1.5 Listen to a man, Hiroki, presenting himself at an interview for a graduate training programme. Answer the questions.

- 1 What kind of work does the company do?  
\_\_\_\_\_
- 2 What relevant experience does Hiroki have?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



- 3 1.5 Listen again and make a note of each of the items 1–3 in Exercise 1 that Hiroki mentions.

## 4 Spelling skill keeping going

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* ...

- 5 1.5 Which phrase (a–f) from Exercise 4 did Hiroki use, and why? Listen again and check your answer.

## 6 Pronunciation content words

- a Look at this extract from the interview. Underline the 'content' words that you think Hiroki slows down for and stresses.

I spent one year in Japan working on a metro and transport hub in the city of Osaka – it's a major city on Honshu island. It was for work experience and I received a commendation when I left the project.

- b 1.6 Listen and check your answers. Then practise reading the extract with the same stress and rhythm.

## 7 Listen and respond a suitable candidate

- 1.7 You are at an interview for a job working as a trainee hotel manager at a top London hotel. The interviewer asks you some questions. Respond with your own words. Then compare your response with the model answer that follows.

1

*So can you tell me a little about yourself and what attracted you to this job?*

*Yes, my name is Eduardo Torres and I'm a graduate in Hotel Management. I have been working for the last year at a country hotel and I would like to get a job with a bigger chain of hotels.*



## 1 Writing skill fixed expressions

- 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 s \_\_\_\_\_ candidate.
- f Please find e \_\_\_\_\_ my CV.
- g Thank you for c \_\_\_\_\_ this application.
- h Regarding the specific r \_\_\_\_\_ you mention, I also have: ...

- 1 State the job applied for and where and when it was advertised.
- 2 Refer to your CV.
- 3 Mention your present situation.
- 4 Explain why you are suited to the job.
- 5 Show that you know something about their organisation.
- 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.

Jane Knowles

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



## Wordbuilding suffix -ness

- 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

- Try to answer these questions about idioms. Then compare your answers with those on page 136.
  - What are the benefits of using idioms in your English?
  - 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.

- 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 34 years old and *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.

- 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!

- Do the quiz. All the answers are in Student's 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 \_\_\_\_\_



## 2a Golden worm diggers

### Listening *yartsa gunbu*

1 1.8 Look at the photo and then listen to a news report. Answer the questions.

- Where are these people?  
\_\_\_\_\_
- What are the people looking for, and why?  
\_\_\_\_\_
- What would they normally be doing for a living?  
\_\_\_\_\_

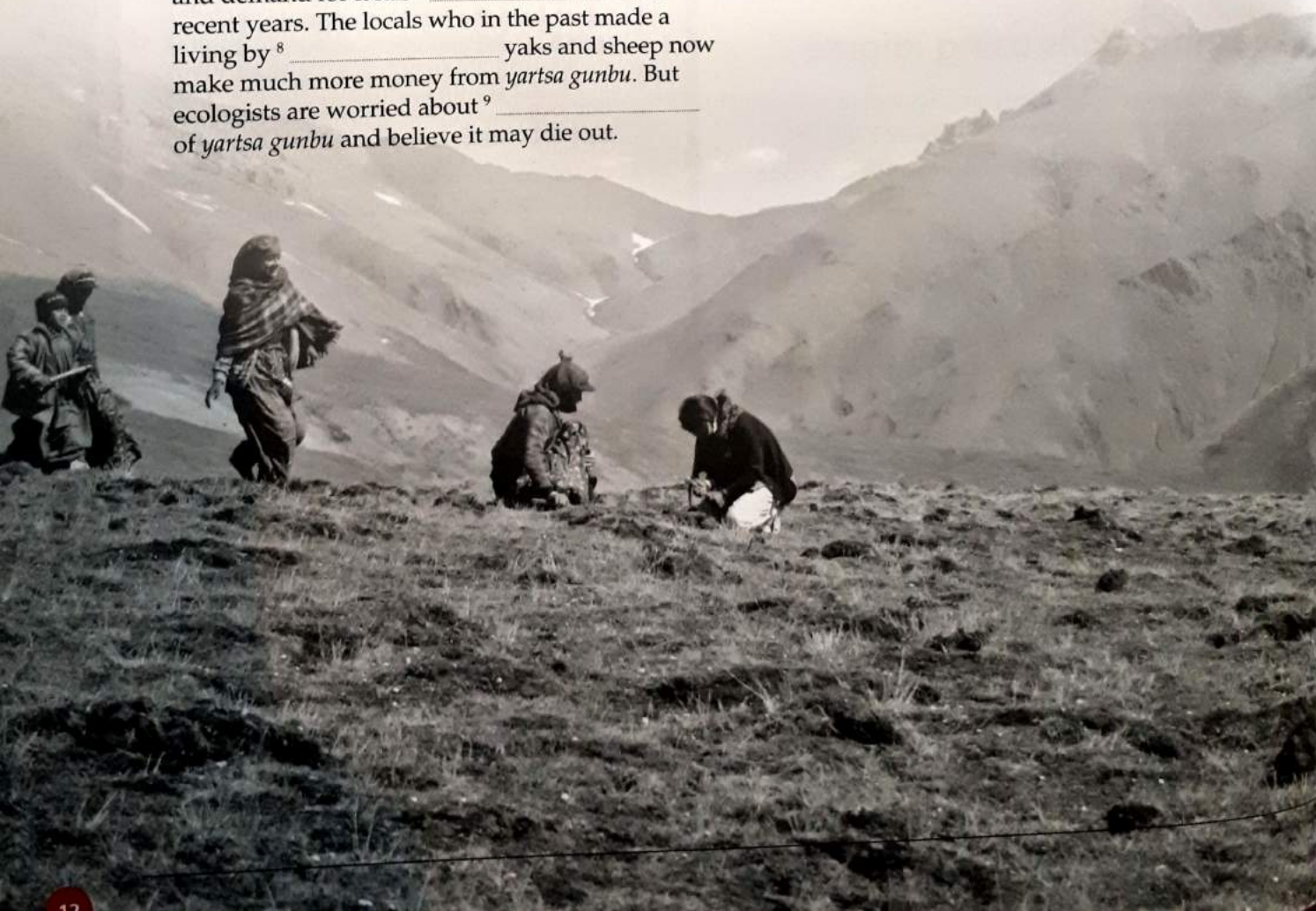
2 1.8 Read this summary. Then listen again and complete the summary using one word in each space.

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

### Vocabulary phrasal verb *get*

3 Choose the correct option.

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





## Language focus the continuous aspect

- 4** **1.8** Look at these sentences from the report. Which verb did the speaker use? Listen and check your answers.

- 1 It's as if someone *has dropped* / *has been dropping* a valuable ring.
- 2 What they *look for* / *are looking for* is a small fungus called *yartsa gunbu*.
- 3 Half a kilo *fetches* / *is fetching* up to \$50,000.
- 4 One couple I talked to *had searched* / *had been searching* all day and found only 30 specimens.
- 5 For centuries, herbalists *have prescribed* / *have been prescribing* *yartsa gunbu* for all sorts of ailments.
- 6 Zhaxicaiji, in her forties, *herded* / *was herding* yaks and sheep with her family 30 years ago.
- 7 In 1998, she *started* / *was starting* her own *yartsa* company.
- 8 Since then the business *has grown* / *has been growing* year on year.
- 9 These communities *thrive* / *are thriving* on *yartsa gunbu's* rarity.
- 10 Perhaps the next generation of golden worm diggers *will search* / *will be searching* harder than ever.

- 5** Complete these sentences with the simple and 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

- 6** 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 university, 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.

## 7 Pronunciation extra contractions in auxiliary verbs

- a** **1.9** Look at these sentences where the auxiliary verbs are in their full forms. Which verbs could you contract? Then listen and check.

- 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 practising for two weeks.

- b** Practise saying the contracted forms.

## 8 Dictation interview with a journalist

- 1.10** Listen to an interview with the journalist who reported the story of the golden worm diggers and complete his answers.

I: So, John, how did you come across this story?

J: <sup>1</sup> I \_\_\_\_\_

I: And what was it that interested you this time?

J: <sup>2</sup> Well, \_\_\_\_\_

I: And what was that in this case?

J: <sup>3</sup> I \_\_\_\_\_

<sup>4</sup> So I \_\_\_\_\_



# 2b Deep-sea line fishers

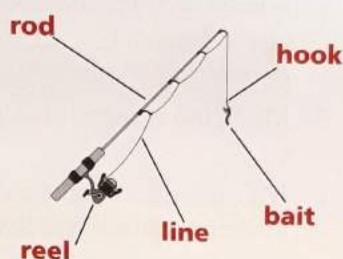
## Reading a game of cat and mouse

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?

### Glossary

bait (n) /beɪt/  
hook (n) /hʊk/  
line (n) /laɪn/  
reel (n) /ri:l/  
rod (n) /rɒd/



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 80 kilometres 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 organised.

At the same time, my hopes were not high. Ninety-five per cent 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 300 kilos.

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 per cent 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 50 to 100 metres, 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.



## Language focus present and perfect participles

- 3 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 per cent.

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

- 4 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 300 kilos.

you then face the task of landing a fish that can weigh in excess of 300 kilos.

- 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,

- 5 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 manoeuvre 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 stabilise 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 health and safety

- 6 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 |


- 7 Complete these sentences with some of the idioms from Exercise 6.

- 1 I always wear a bicycle helmet, even if I am riding a short distance – just to
- 2 You can't \_\_\_\_\_ your children \_\_\_\_\_ all the time. You have to allow them to take some risks.
- 3 Safety is actually \_\_\_\_\_ to me because I used to have a job repairing electricity lines.
- 4 It's very tempting to \_\_\_\_\_ when you think you can do something more quickly by not observing all the safety rules.
- 5 I \_\_\_\_\_ not to get anything in my eyes by wearing protective goggles.




# 2c Guerrilla geographer

## Listening Daniel Raven-Ellison

1  1.11 Listen to part of a radio programme about Daniel Raven-Ellison's new approach to geography. Which of these statements (a–c) best summarises this new approach?

- a a critical approach that challenges people to question traditional geography teaching
- b an inclusive approach that encourages communities to redesign their neighbourhoods
- c a practical and fun approach that promotes social and environmental awareness



2  1.11 Listen again and complete these sentences and questions.

- 1 What does one of Daniel Raven-Ellison's challenges ask participants to find?  
\_\_\_\_\_
- 2 What was Raven-Ellison's job before?  
\_\_\_\_\_
- 3 For Raven-Ellison geography is more than just  
\_\_\_\_\_.
- 4 What kind of exploration does he want to promote among children?  
\_\_\_\_\_
- 5 Guerrilla geography is all about having  
\_\_\_\_\_.
- 6 He says most city guides are selective in what they show, but his films show the  
\_\_\_\_\_.
- 7 What is the best way to appreciate your neighbourhood properly?  
\_\_\_\_\_
- 8 The fun nature of *Mission: Explore's* tasks disguise the fact that you need to  
\_\_\_\_\_.
- 9 What is one children's survey of the community designed to measure?  
\_\_\_\_\_
- 10 For Raven-Ellison, education should encourage people to be  
\_\_\_\_\_.

3 Look at the words in bold from the programme. Choose the correct synonym (a or b).

- 1 Outdoor exploration **spurs** innovative problem solving ...  
a encourages b involves
- 2 Walking gives you a different, more **tangible** perspective ...  
a enjoyable b real
- 3 It's a **hands-on** format that's very accessible.  
a lively b practical
- 4 ... moments that will be **crucial** to tackling issues like climate change ...  
a essential b helpful

## Word focus foot

4 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

5 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 university 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 ten-metre board but she **shot herself in the foot**.



# 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 <sup>1</sup> s \_\_\_\_\_
- make the aim of your talk clear
- introduce what you're going to say; then say it; then at the end, <sup>2</sup> r \_\_\_\_\_ the audience of what you've said
- talk to your audience directly – use 'you'
- use <sup>3</sup> r \_\_\_\_\_ questions
- begin and <sup>4</sup> e \_\_\_\_\_ powerfully
- in a long talk, include activities to involve your audience and to change the <sup>5</sup> p \_\_\_\_\_



- 2 **1.12** You are going to listen to a talk about sabbaticals. Read the definition. Then listen to this extract from the talk and answer the questions.

**sabbatical** (n) /sə'betɪkəl/ a period of time taken away from work when your employer still pays you

- 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?  
\_\_\_\_\_

## 3 Speaking skill keeping people's attention

- 1.12** Complete the phrases. Then listen again and check your answers.

- 1 Aim: I'm \_\_\_\_\_ give you some advice about volunteering abroad ...
- 2 Main point: You see, the \_\_\_\_\_ when volunteering is that ...
- 3 Rhetorical question: Now, \_\_\_\_\_ is a sabbatical \_\_\_\_\_?
- 4 Personal anecdote: I'll \_\_\_\_\_ you an example from my own experience.
- 5 Stressing the main point: So that's \_\_\_\_\_ my \_\_\_\_\_ to you today.
- 6 Involving the audience: Perhaps I \_\_\_\_\_ you all to just take a minute and ...

## 4 Pronunciation checking specific words

- a 1.13** Look at this extract from a talk you are going to give and think how you would pronounce the underlined words. Then listen and check.

'Welcome everyone to the launch of our new volunteering initiative. First of all, can I say thank you for taking the time to come here today, because I appreciate how busy you all are. Now, before I go into the details, I'd like to emphasise that although many of you will imagine this is not something you have time for at the moment, you should listen carefully, because it may be something you want to get involved with at a future date.'

- b** Practise giving this introduction yourself, paying particular attention to the pronunciation of the underlined words.

## 5 Listen and respond answering the audience's questions

- 1.14** Imagine you have just given the talk in Exercise 2. The audience asks you some questions. Respond with your own words. Then compare what you say with the model answer that follows.

- 1 *Who were you working for when you took your sabbatical and how long had you been there?*

*I was working for a large insurance company and I'd been there about eleven years, so quite a long time, in fact.*



# 2e Company policy

## Writing taking notes

- 1** **1.15** Look at these notes that an employee made during a short talk about sabbaticals and time off at work. Then listen and complete the notes.

### Sabbaticals and unpaid leave

- formal document in 2 wks
- sabbaticals, i.e. paid leave: 3 mths for every 6 yrs worked if on <sup>1</sup> \_\_\_\_\_ or above; only for full-time staff; part-time staff arrangements tbc
- unpaid leave: <sup>2</sup> \_\_\_\_\_ decides on each case, e.g. sick parents; no unpaid leave for people who have worked for less than <sup>3</sup> \_\_\_\_\_

## 2 Writing skill abbreviations

- 1.15** 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.

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

- 5** **1.16** You are going to take notes on a talk to company employees about holiday policy. First look at the guidelines for taking notes. Then listen and complete the notes.

- 1 Only include important information.
- 2 Reduce the number of words by omitting articles, auxiliary verbs, unnecessary pronouns.
- 3 Use abbreviations.

### New policy

### Reasons for policy

### Employee responsibilities

### Details





## 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 film about the *Titanic*. The subject's been **done to death**.
  - 3 You can try drinking camomile tea to make you feel better. It certainly won't **do** you any harm.
  - 4 Can you **do me favour** 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 film 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 extract 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 to childhood  
a \_\_\_\_\_  
b \_\_\_\_\_  
c \_\_\_\_\_
- 3 a discussion between three friends about a recently released film  
a \_\_\_\_\_  
b \_\_\_\_\_  
c \_\_\_\_\_

## Check!

4 Do this quiz. All the answers are in Student's 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 extract from an article about the caves and answer the questions.

1 What do you learn about the geography and climate of this area?

2 How many caves are there like the ones in the photo?

3 Why was this place important historically?

4 What was found in the caves?

5 What was the function of the earliest caves?

6 Why did people choose to live in them?

### Sky caves of Nepal

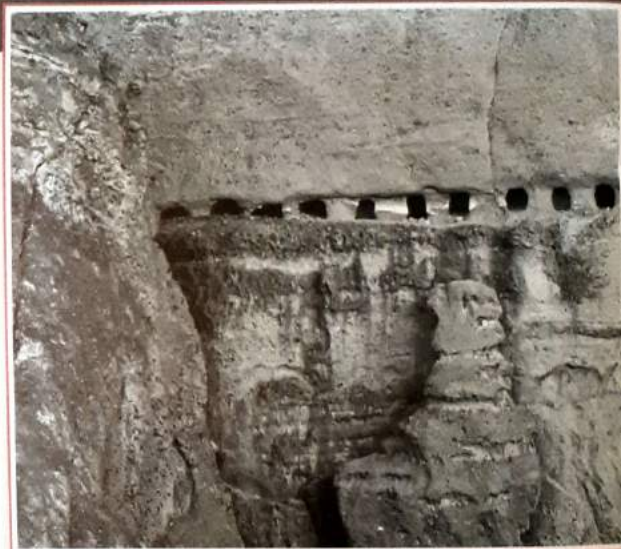
Mustang, a former kingdom in north-central Nepal, is home to one of the world's great archaeological finds. In this <sup>1</sup> incredibly inhospitable, wind-savaged place, hidden within the Himalaya, there are an extraordinary number of human-built caves.

Some sit <sup>2</sup> 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 <sup>3</sup> entirely vertical neighbourhood. Some were dug into cliff sides, others were tunnelled from above. Many are thousands of years old. The total number of caves in Mustang, conservatively estimated, is 10,000. Why anyone would build such inaccessible rooms has for a long time been a mystery and the evidence that might supply an answer has been almost <sup>4</sup> utterly erased.

We know that 700 years ago, Mustang was a bustling place: a centre of scholarship and art, and a key place on the salt trade route from Tibet to India. Salt was then an <sup>5</sup> 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. Many appear impossible to reach unless you are a bird and Athans, a <sup>6</sup> very accomplished mountaineer, was stirred by the challenge they presented.

Over a twelve-year period, Athans made several visits. Most of the caves he looked into were



empty, though they showed signs of domestic habitation. But in others the treasures he and his team found were <sup>7</sup> quite simply stunning. In one cave they discovered a 26-foot-long mural, in another 8,000 calligraphed manuscripts. Many caves seemed to be elaborate tombs full of <sup>8</sup> absolutely amazing riches.

Evidence now shows that the caves divide into three general periods. As long as 3,000 years ago, they were used as burial chambers. Around 1,000 years ago, they became primarily living quarters. Because the territory was frequently fought over, people took refuge in them, placing safety over convenience. After AD 1400, when most people had moved to traditional villages, the caves continued to be used – as meditation chambers, military lookouts or storage units. Some remained as homes, and even today a few families live in them.



## 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 entirely / really
- 5 absolutely / very
- 6 extremely / so
- 7 absolutely / really
- 8 incredibly / quite

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

absolutely    completely    incredibly  
quite    really    so    totally    very

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

## 4 Pronunciation stress in intensifying adverbs

**a**  **1.17** Listen to these sentences with intensifiers and underline the stressed syllables.

- 1 I'm utterly exhausted.
- 2 I'd really appreciate that.
- 3 It's so hot today.
- 4 It's OK. I quite understand.
- 5 You're absolutely right.
- 6 It's very difficult to say.

**b** Practise saying the sentences with the same stress.

## Vocabulary adverb and adjective collocations

**5** 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        |

**6** Complete the sentences with collocations from Exercise 5.

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

## Vocabulary features in a home


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

conservatory    courtyard    games room  
garage/workshop    gym    home cinema  
roof garden    sauna    veranda  
walk-in wardrobe




# 3b The city solution


## Listening urban vitality

**1**  **1.18** You are going to listen to part of a lecture to a group of first-year architecture students describing two opposing views of cities. Read the statements. Then listen to the lecture. Does the speaker agree (A) or disagree (D) with each view?

- 1 In the past, cities were dirty, unhealthy places to live.
- 2 People are moving away from cities in search of more space.
- 3 Big cities are more efficient places to live.

**2**  **1.19** Listen to the first part of the extract and complete the summary of Howard's vision of cities of the future. Use one word in each space.

People should be encouraged away from the <sup>1</sup> \_\_\_\_\_ to live in <sup>2</sup> \_\_\_\_\_ cities. Here they would live in houses with <sup>3</sup> \_\_\_\_\_ in the <sup>4</sup> \_\_\_\_\_ of the city and <sup>5</sup> \_\_\_\_\_ to their workplace on the <sup>6</sup> \_\_\_\_\_. Around the city, there would be a <sup>7</sup> \_\_\_\_\_, where food would be grown to feed the inhabitants. The optimum number of people for these towns would be <sup>8</sup> \_\_\_\_\_.

**3**  **1.20** Listen to the second part of the extract and answer the questions.

- 1 How many 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?  
\_\_\_\_\_
- 5 What kind of place has Letchworth become?  
\_\_\_\_\_

**4** Answer the questions about the words in bold in these sentences from the lecture.

- 1 The chairman of the London County Council described his city as 'a **tumour**'.

A *tumour* is an abnormal growth or swelling. Where would you usually find a tumour?  
\_\_\_\_\_

- 2 ... housing where recent migrants from the country raised large families in **cramped** and **squalid** conditions.

Which word means 'dirty' and which means 'lacking space'?  
\_\_\_\_\_

- 3 Also living in London at that time was a **mild-mannered** man named Ebenezer Howard.

Is *mild-mannered* a positive or negative trait?  
\_\_\_\_\_

- 4 ... how the **tide** of urbanisation could be stopped.

*Tide* here is used to mean 'an irresistible flow in a certain direction'. What thing in nature does *tide* normally describe?  
\_\_\_\_\_

- 5 He **points** to the efficiency of cities.

Is *points* giving an example or accusing someone of something here?  
\_\_\_\_\_

- 6 Cities **contain** the damage to nature rather than spread it.

Which meaning of *contain* is used here: 'to hold', 'to consist of', or 'to limit'?  
\_\_\_\_\_






## Vocabulary towns

5 Choose the correct option and make collocations.

- 1 a dormitory neighbourhood / town
- 2 a sprawling city / village
- 3 a housing estate / suburb
- 4 a leafy metropolis / suburb
- 5 a market city / town
- 6 a vibrant metropolis / suburb
- 7 a sleepy metropolis / village
- 8 a historic city / estate

## Language focus emphatic structures


6  1.18 Rewrite these sentences with more emphasis. Then listen again and check your answers.

- 1 He was referring to the appalling slums that a booming city had spawned.  
What he \_\_\_\_\_
- 2 He proposed drawing people away from the metropolis.  
What \_\_\_\_\_
- 3 In 1907, his vision actually became reality when the garden city of Letchworth was built.  
In 1907, his vision actually \_\_\_\_\_
- 4 Large cities have spread around the world, not small garden cities.  
It is \_\_\_\_\_
- 5 Urbanisation has not only spread, but expert opinion now sees this as a positive trend.  
Not only \_\_\_\_\_
- 6 In his book *Triumph of the City* – which, incidentally, I recommend you read – Ed Glaeser ...  
In his book *Triumph of the City* – which, incidentally, \_\_\_\_\_
- 7 We often ignore the fact that poor people are attracted to cities because they offer opportunity.  
The thing \_\_\_\_\_
- 8 Cities themselves very seldom make people poor.  
Very seldom \_\_\_\_\_

7 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.  
\_\_\_\_\_

## 8 Dictation talking about a trip

 1.21 Listen to a conversation about a visit to Russia. Complete the answers.

A: What did you think of Moscow?

B: I \_\_\_\_\_

A: And how did it compare to St Petersburg?

B: Very \_\_\_\_\_

A: Well, that's not so surprising. It is much further west.

B: Yeah, \_\_\_\_\_

A: Did you go anywhere else, then?

B: Well, \_\_\_\_\_

A: How was that?


B: Amazing. \_\_\_\_\_




# 3c Biomimetic architecture

www.irenglish.ru

## Listening the influence of nature

1  1.22 Look at the photos and captions. Then listen to an interview with an architectural historian about 'biomimetics'. Answer the questions.

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

2  1.22 Listen again and choose the correct option (a-c). Pause the CD each time before moving onto the next question.

- 1 According to the historian, 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 she gives 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 Centre 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.



Sagrada Familia,  
Barcelona



Swiss Re  
Tower, London



A termite  
mound  
Africa

3 Match these words in bold from the interview with the correct definition.

- 1 ... the term biomimetics, which was **coined** in the 1950s ...  
a first created b made popular
- 2 ... hi-tech swimsuits that **replicate** shark skin.  
a use b imitate
- 3 ... he created a very **organic**-looking building ...  
a simple b natural
- 4 ... one of the most **hideous** buildings in the world.  
a beautiful b ugly
- 5 ... to imitate the heating and cooling system in a termite **mound**.  
a small hill b body

## Word focus wall

4 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 It's OK. I have money. I withdrew some cash earlier from the \_\_\_\_\_ **in the wall**.
- 5 I hope the builders finish soon. The constant drilling is **driving me** \_\_\_\_\_ **the wall**.
- 6 They finally found an investor so prevented the business from **going** \_\_\_\_\_ **the wall**.
- 7 If he gets elected, I'm afraid **the** \_\_\_\_\_ **is on the wall** for green energy initiatives. He doesn't believe in alternative technology.



# 3d A relaxation area

## Real life making recommendations

- 1 1.23** Listen to 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. Write down two of the arguments mentioned in favour of the proposal and one against it.

For

---



---



---

Against

---



---

## 2 Speaking skill making a case

- 1.23** Complete the phrases used by the speakers to make their recommendations. Then listen again and check your answers.

- First of \_\_\_\_\_, I should say that I think it's basically a good idea.
- It's got a lot of things to \_\_\_\_\_ it.
- But I \_\_\_\_\_ to say there's a risk in that.
- The idea of putting in some area that feels more intimate and homely really \_\_\_\_\_ to me.
- The informal chats are something we shouldn't \_\_\_\_\_ the importance of.
- What I \_\_\_\_\_ is, if we assume that people relaxing and having coffee at work ...
- So I'm very much in favour of this proposal, particularly \_\_\_\_\_ that we are all working in ...
- ... including a screen with industry news on it in the room is a clever \_\_\_\_\_.

## 3 Pronunciation linking

- a 1.24** Listen to these phrases and write the sound or letter that links *and* to the word before.

- food and water \_\_\_\_\_
- tea and biscuits \_\_\_\_\_
- vanilla and chocolate \_\_\_\_\_
- wait and see \_\_\_\_\_
- go and ask \_\_\_\_\_
- you and me \_\_\_\_\_

- b 1.25** Look at these phrases and mark the words which are linked. If an extra sound (/w/, /j/ or /r/) is needed, mark this too. Then listen and check your answers.

- first of all
- with a bit of luck
- as a matter of fact
- as far as I'm aware
- between you and me
- let's be honest
- at the end of the day
- I've no idea, I'm afraid

- c** Practise saying the phrases in the same way.

## 4 Listen and respond giving your opinion

- 1.26** Imagine you are at a meeting to discuss proposals for a new recreation and games room at your workplace. Your colleagues ask you some questions. Respond with your own words. Then compare what you say with the model answer that follows.

- 1 *What do you think of this idea?*

*It really appeals to me actually. I think every workplace should have such a space.*





# 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 analyse 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 flat 70 metres 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 belt 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 centre may seem unrelaxing,
- 2 Even though we live 20 storeys up,
- 3 It feels much nicer to live in an old house.
- 4 Our building is not the tallest in the neighbourhood.
- 5 The council has limited apartment blocks to five storeys.
- 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 storeys high.

**4** Write your own answer 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.





## Wordbuilding suffix -able

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

afford	contact	do	forget	like
move	retrieve	walk	watch	

- Sorry, but 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 criticise 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 film but not very interesting. You know those actions films – 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 recognise in native speech.

- being able to recognise 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)

- 3 1.27 Look at the stressed syllables in the words in this sentence. Then listen to the sentence.

The development of energy-efficient homes has changed the way houses are built.

- 4 1.28 Underline the stressed syllables in the words in these sentences. Then listen to the sentences.

- There are only two interesting buildings in the area around Newport.
- The green belt should definitely be protected from developers.

- 5 Underline the stressed syllables in sentences from the listening extracts in this unit. Use the audioscript at the back of your book. Then listen and check.

## Check!

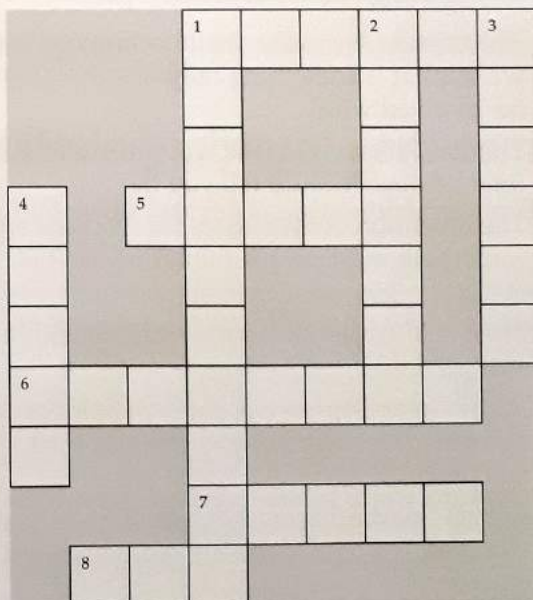
- 6 Do this crossword. All the answers are in Student's Book Unit 3.

### 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 and match these headings (a–d) with the four paragraphs (1–4).

- a What drives innovation
- b An unidentified need
- c Making do with bits and pieces
- d 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 The invention of eyeglasses for chickens solved something most people thought wasn't a \_\_\_\_\_.
- 4 Most DIY inventors are not really motivated by \_\_\_\_\_.
- 5 In the Great Depression, some people created homemade versions of gadgets that they couldn't \_\_\_\_\_.
- 6 Robert Goddard is an example of a scientist who did \_\_\_\_\_ using old household objects.

#### Glossary

DIY (abbrev) /ˌdiː aɪ 'waɪ/ do it yourself

hose (n) /həʊz/ a flexible water pipe

peck (v) /pek/ (of a bird) strike quickly with the mouth

piston rings (n) /'pɪstən rɪŋz/ metal rings that go around the cylinder of an internal combustion engine

scaffold (n) /'skæfəld/ a supporting structure used when repairing a building

### DIY innovators

1 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 – now or in the past. 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. He made himself a swivelling seat – an early version of the type of office chair many of us sit on today – and built an automatic signing machine so that he **didn't need to hand-sign** his letters.

2 DIY inventions rarely catch on, because often the inventor is providing a solution to something that is not generally perceived to be a problem. The inventor of eyeglasses for chickens reasoned that someone **should have come up with** a way to help chickens not to peck each other in the eyes. Similarly, the self-tipping hat, which used parts of a clock to tip a man's hat when a lady passed him in the street, **must have filled** a need that was obvious to the inventor.

3 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 in the shops **had to resort** to building their own versions. Cecil Burrell, when he wanted tables for his patio, made them from old piston rings from industrial engines.

4 But DIY can extend to credentialed scientists too. Dr Robert Goddard, who pioneered modern rocketry in the 1920s and 1930s, built much of his test equipment and rockets from bits and pieces found lying around: clock parts, tobacco tins, etc.



3 Look at the words in bold from the article. Choose the correct definition (a or b).

- 1 a **swivelling** seat  
a turning b with arms
- 2 rarely **catch on**  
a work b become popular
- 3 to **tip** a man's hat  
a take off b raise
- 4 **mounted** them **on** scaffolds  
a hang ... from b put ... on top of
- 5 **scrap** wood  
a thrown away b old
- 6 who **pioneered** modern rocketry  
a was ignorant of b led the way in

## Language focus past modals

4 Match the past modal verbs (1–6) in bold from the article 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

5 Read the story in the next column about someone who got a bicycle puncture. Rewrite the underlined phrases with past modal verbs.

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

So there I was on a country road in the middle of nowhere with a flat bicycle tyre. <sup>1</sup> Almost certainly I had ridden over a nail or something. <sup>2</sup> The 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 <sup>3</sup> it wasn't necessary. <sup>4</sup> One possibility was to wheel my bike back to the nearest town six kilometres away, but that would have taken ages. Besides, <sup>5</sup> I had an obligation to be home for supper, as a friend was coming to dinner. So I decided <sup>6</sup> it was my duty to find a way to fix the puncture. (In fact, <sup>7</sup> there was no need to worry because the friend had cancelled, 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. <sup>8</sup> Perhaps 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 realised that there was only one thing to do ...

## 6 Pronunciation weak forms

a  1.29 Listen to these sentences. Circle the weak forms.

- 1 I needn't have bothered.
- 2 She may have got lost.
- 3 It can't have been much fun.
- 4 You didn't need to wait for me.
- 5 It might not have been his fault.
- 6 She had to leave early.

b Practise saying the expressions in Exercise 6a with the same pronunciation.

## Vocabulary phrasal verb come

7 Complete the text using prepositions and make phrasal verbs with *come*.

We've all eaten popcorn in the cinema, but few stop to think how the success of this all-American snack came <sup>1</sup> \_\_\_\_\_. Popcorn has an interesting story. The Guatemalans first came <sup>2</sup> \_\_\_\_\_ it thousands of years ago, presumably when someone had the bright idea of putting a corn kernel in a hot pan. But popcorn didn't really take off in the United States until the invention of the popcorn machine in the 1890s. Manufacturers spotted the growing trend, and came <sup>3</sup> \_\_\_\_\_ with the idea of adding caramel and marketing it as a sweet snack. In the depression of the 1930s, when the difference between having enough to eat or not came <sup>4</sup> \_\_\_\_\_ to a matter of pennies, popcorn filled an important need as a cheap snack. Even though popcorn has come <sup>5</sup> \_\_\_\_\_ against some opponents who say that it is unhealthy, it remains very popular and is even marketed today as a health food.



# 4b Foldable future

## Listening evaluating innovations

- 1 1.30 Listen to four speakers talking about foldable devices of the future. Complete the table.

Speaker	Type of foldable device	Main advantages	Probability of success
1			
2			
3			
4			

- 2 1.30 Listen again and answer the questions.

Speaker 1

- a What does Speaker 1 compare the device to?

- b What is the main disadvantage of this product?

Speaker 2

- c Where will we mainly see the technology Speaker 2 describes in future?

- d What are we waiting for with this technology?

Speaker 3

- e What do you attach the device Speaker 3 describes to?

- f What does Speaker 3 compare this device to?

Speaker 4

- g How small can the foldable object described by Speaker 4 be?

- h Who is interested in this technology?

- 3 1.30 Complete these phrases the four speakers used. The first letter in the missing words has been given and there is a definition of each word. Then listen again and check your answers.

- ... developed commercially by a c\_\_\_\_\_ in Spain  
= a group of companies working together
- ... if a company or the local council buys a f\_\_\_\_\_ of the cars  
= a group
- ... they'll almost certainly become the n\_\_\_\_\_ in the next few years...  
= standard
- Once the technology is properly p\_\_\_\_\_, we'll begin to see ...  
= made as good as it can be
- ... so thin and small that you could s\_\_\_\_\_ them into your pocket  
= put them quickly and easily
- ... just one of those m\_\_\_\_\_ -h objects.  
= very desirable and necessary
- ... a sofa that folds down without c\_\_\_\_\_ the quality of the sofa  
= subtracting from
- That makes shipping the sofas cheap and more energy e\_\_\_\_\_.  
= using less





## Language focus probability

- 4 Complete the statements made by the speakers with these words. In which statement is the probability the strongest?

certainly    likely    likelihood    may    should

- I think the \_\_\_\_\_ of it catching on with private individual buyers is pretty low.
- I think they'll almost \_\_\_\_\_ become the norm in the next few years.
- The days of broken or shattered screens \_\_\_\_\_ be over.
- I think what \_\_\_\_\_ well determine the success of foldable products is their design.
- I think we're \_\_\_\_\_ to see more and more of this kind of solution as energy prices rise.

- 5 Rewrite the sentences in Exercise 4 so that they have the same meaning. Use the words given.

- \_\_\_\_\_ (chances)
- \_\_\_\_\_ (bound to)
- \_\_\_\_\_ (probably)
- \_\_\_\_\_ (likely)
- \_\_\_\_\_ (may well)

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

- Do you think we'll find a good alternative to petrol-driven cars in the near future?  
Yes, we \_\_\_\_\_ (bound).
- What kind of cars will they be, do you think?  
I don't know. But \_\_\_\_\_ (chances / not / be) electric cars.
- Why do you say that?  
Because the lithium needed for batteries \_\_\_\_\_ (definitely / become) scarcer.
- So what will power cars of the future?  
It \_\_\_\_\_ (likely / be) natural sources: wind or solar or water.
- Do you think that will have a positive effect on pollution?  
\_\_\_\_\_ (should)
- What about the petrol companies?  
They \_\_\_\_\_ (unlikely / welcome) such a development.

## Idioms partitives

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


- I just felt a **spot of rain**. I hope it's not going to pour down.
- Just a **dash of milk** in my coffee, please.
- Her house is so clean – not a **speck of dust** anywhere.
- I'll just have a **sliver of cake** – I'm on a diet.

- 8 Complete the sentences with these partitives.

dash    glimmer    hint    scrap  
shred    sliver    stroke    stroke

- I noted down a few ideas on a \_\_\_\_\_ of paper.
- That was a \_\_\_\_\_ of luck meeting you. I didn't know how I was going to get home.
- Add a \_\_\_\_\_ of lemon juice and then stir the mixture well.
- There's not a \_\_\_\_\_ of truth in his story.
- Did I detect a \_\_\_\_\_ of regret in your voice?
- Can you help me? I've got a \_\_\_\_\_ of glass in my finger and it really hurts.
- I think his idea to make a foldable sofa was a \_\_\_\_\_ of genius.
- There is now a \_\_\_\_\_ of hope that I will be able to keep my job, after all.

## 9 Dictation a garage inventor

 **1.31** Listen to this description of a new innovation in energy storage. Complete the paragraph.

The problem \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
But now \_\_\_\_\_  
\_\_\_\_\_  
Peter Dearman \_\_\_\_\_  
\_\_\_\_\_  
When energy \_\_\_\_\_  
\_\_\_\_\_  
Mr Dearman \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# 4c The new philanthropists

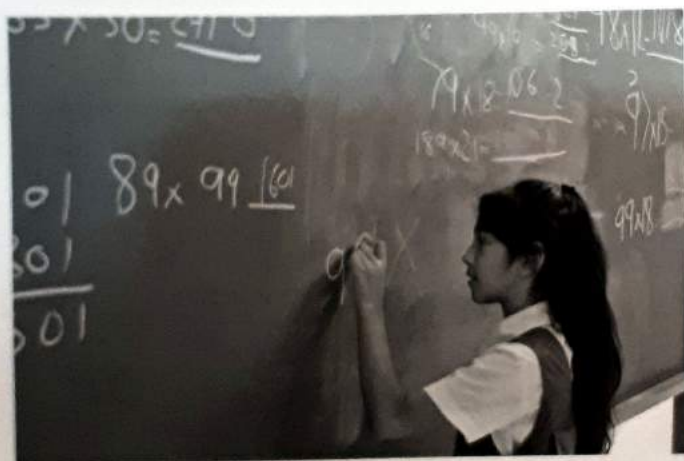
## Listening supporting good causes

- 1** **1.32** You are going to listen to a conversation about philanthropists. Read the definition. Then listen and make notes.

### Glossary

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

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



- 2** **1.32** Listen again. Are the sentences true (T) or false (F)?

- The speaker implies that philanthropists in the past didn't always work for their money.
- The new philanthropists' attitude to their money is that they want to use it now.
- The new philanthropists want the projects they invest in to be run by people with a business background.
- The Daniela Papi story shows how a social enterprise project can evolve and spread.
- John Caudwell believes that good fortune is just a question of hard work.
- The speaker suggests that the new philanthropists ultimately care only about their business reputation.

- 3** **1.32** Complete these phrases from the conversation. Then listen again and check your answers.

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

- ... so many more of these do-gooders are \_\_\_\_\_ businessmen and women
- ... these philanthropists and their 19th-century \_\_\_\_\_?
- ... business terms like 'getting a good \_\_\_\_\_ on capital' ...
- The money they put into philanthropic projects is like \_\_\_\_\_ money ...
- ... helping to \_\_\_\_\_ positive change in areas where social problems exist.
- ... none of the old-fashioned \_\_\_\_\_ 'attached' kind of giving ...
- He's a \_\_\_\_\_ capitalist who believes in people helping themselves ...
- I'd say that was very typical of the \_\_\_\_\_ of the new philanthropists.

- 4** Match the words from Exercise 3 with these definitions.

- spirit \_\_\_\_\_
- small investment \_\_\_\_\_
- profit \_\_\_\_\_
- make happen \_\_\_\_\_
- succeeding without help \_\_\_\_\_
- someone who does the same job in a different time or place \_\_\_\_\_
- by one's own admission \_\_\_\_\_
- no conditions \_\_\_\_\_

## Word focus give

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

- I **gave it my** \_\_\_\_\_, but I didn't win - he was a much better player.
- It's not a decision you can take lightly. You need to **give it some serious** \_\_\_\_\_.
- Give her a** \_\_\_\_\_. She's only 12. I didn't know what I wanted to do until I was 20!
- I've never tried to steer a boat before, but I'll **give it a** \_\_\_\_\_.
- The council have finally **given them the go** \_\_\_\_\_ to build a new factory on the site.
- 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** **1.33** Listen to a short pitch for a product called the 'Solidarity Bag'. Listen and answer the questions.

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 Speaking skill using rhetorical questions

**1.33** Listen again and complete these 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 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 \_\_\_\_\_?

## 5 Pronunciation long and short vowels

**a** **1.34** Look at the words in bold in these sentences and say a) if they contain a long vowel sound and b) what sound this is.

- 1 What's **so original** about that?
- 2 So you can **fold** it out and **work** at it, anytime and anywhere.
- 3 Not all **children** do have a desk at **school**.
- 4 I'd like you to **stop** and just think about that for a **minute**.
- 5 It has **numerous compartments**.
- 6 **Hydration** as you know is very **important** for concentration.

**b** Practise saying the sentences in Exercise 5a emphasising the long vowels.

## 6 Listen and respond defending your idea

**1.35** Imagine you have just presented this Solidarity Bag to a potential investor. Listen to their questions. Respond with your own words. Then compare what you say with the model answer that follows.

- 1 *Can you just explain to me what your ambition is for this product?*

*Yes. We would like it to have successful sales in Europe and on the basis of that to be able to provide many of these bags to children in developing countries.*



# 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 modelling their idea on the concept of a pop-up shop <sup>1</sup> \_\_\_\_\_ a shop which appears for a short time in rented space. The people who founded the company <sup>2</sup> \_\_\_\_\_ three business graduates from Lebanon <sup>3</sup> \_\_\_\_\_ hope that it will inspire other entrepreneurs. There are two ideas underlying their philosophy <sup>4</sup> \_\_\_\_\_ keep the fixed costs of the business as low as possible <sup>5</sup> \_\_\_\_\_ and keep changing your offer constantly to keep up with changing fashions. This is very different from a traditional business philosophy <sup>6</sup> \_\_\_\_\_ 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 more 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, 50 per cent 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 sub-headings, 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 colour changeable also. Programmed from your computer.



## 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 neighbouring 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 railway 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** /'kæpɪt(ə)l/ noun

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

**capital** /'kæpɪt(ə)l/ 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's 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. The first letter of the words spells the transport system that was invented by a company in New Zealand.

- 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 tyres.
- 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.

Transport system: \_\_\_\_\_



## 5a Pilgrimages

### Reading their Africa

1 Read the article about the Pilgrimages project and answer the questions.

1 What is the aim of the Pilgrimages project?

2 What inspired the project?

3 How are the books different from the usual travel books we read?

4 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) \_\_\_\_\_

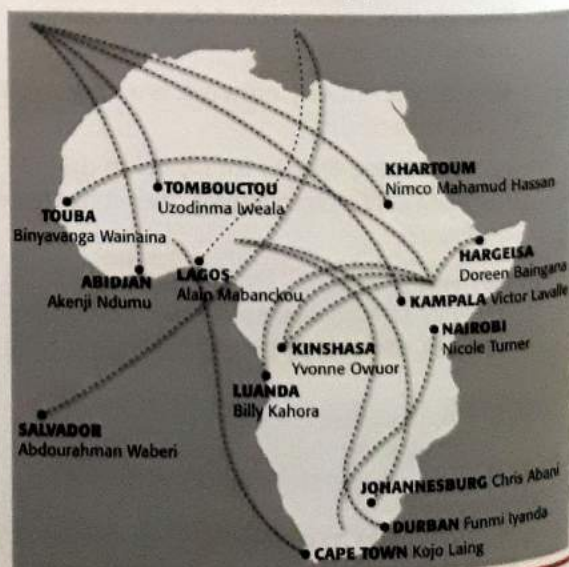
## Pilgrimages

'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 Centre for African Writers and Artists, to seize the opportunity presented by the football 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 of approximately 30,000 words on each city.

The result is travel writing of a very different kind. Rather than experiencing a place through the eyes of an outsider, 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, whose subject is the Somali city of Hargeisa, 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 Congo. The city is a great mix of different African cultures and languages with a turbulent history of colonisation 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.





## Language focus substitution

3 Look at the words in bold in the article and answer the questions.

- What words do these substitutions refer to?
  - association (para 1)
  - author (para 1)
- What clauses do these substitutions refer to?
  - This (para 2)
  - doing so (para 2)
- What nouns do these substitutions refer to?
  - This (line 1, para 4)
  - ones (para 4)
- What words have been omitted after these words?
  - would (para 2)
  - other thirteen (para 3)

4 Replace the underlined words with other words or omit the underlined words to avoid repetition.

- I was going to buy a new umbrella, but then I found my old umbrella.
- I didn't want to go, but he persuaded me to go.
- I want to phone her to find out what's going on, but if I phone her she might think I'm being pushy.
- I downloaded all the Bob Marley songs, but I didn't bother with the other songs.
- The temperature will drop to zero degrees tonight. The temperature dropping to zero degrees means there will be a frost.
- It's a brilliant company. You couldn't find a better company to work for
- Neither the Michelin tyres nor the Pirelli tyres are suitable. The Michelin tyres are too hard and the Pirelli tyres are too soft.
- It's not a cheap solution, but I understand why you might think it is a cheap solution.

## 5 Pronunciation intonation in short responses

a 2.1 Look at these exchanges. In the responses, the intonation rises on a particular word and then falls to the end of the sentence. Listen and mark with an arrow where the intonation falls from.

- A: Would you like to come to dinner one evening?  
B: Yes, I'd love to.
- A: Do you need to borrow a pen?  
B: No, I've got one, thanks.
- A: Are you coming?  
B: No, I'm afraid not.
- A: I didn't get the assistant manager job.  
B: Oh, I'm sorry to hear that.
- A: Are you going away this summer?  
B: I hope so.
- A: Do you like detective stories?  
B: Oh, yes. I love a good thriller.
- A: What are you doing here so early?  
B: Catching up on emails.

b 2.2 Listen to A's part of the exchanges. Respond using the correct intonation.

## Vocabulary describing people and places

6 Read this short account of arriving in a place. Then complete the account using the definitions in brackets to help you. The first letter of the missing words has been given for you.

It is a remote village and I had been told that the locals were a little <sup>1</sup> w\_\_\_\_\_ (suspicious) of outsiders. But we were met by an extremely <sup>2</sup> a\_\_\_\_\_ (friendly) woman who greeted us warmly and offered to take us to our house. We followed her up a <sup>3</sup> t\_\_\_\_\_ (rough road) out of the village. It was a steep <sup>4</sup> a\_\_\_\_\_ (climb) and by the time we reached the house we were both quite out of breath. But the scenery was beautiful – a little wooden cottage backing onto woods and a small stream nearby. It felt like the <sup>5</sup> s\_\_\_\_\_ (time and place) for a fairy tale. She opened the front door to reveal a small <sup>6</sup> c\_\_\_\_\_ (warm and comfortable) room inside, a fire already burning in the hearth.



# 5b The graphic novel

## Listening a serious art form?

1 2.3 Look at these statements about books in comic form. Do you agree (A) or disagree (D) with the statements? Then listen to an interview with an author. Which views does he agree with?

- 1 Comic books help us to understand information more clearly.
- 2 Comic books are simply a different medium for information to traditional books.
- 3 Writers use cartoons to produce books such as biographies that are more fun.
- 4 Children are more likely to read a book like this than a regular biography.
- 5 The term graphic novel better describes these books than comic books.

2 2.3 Listen again. Complete these sentences and make contrasts.

- 1 There's been a great increase in the number of books in comic form in recent years – both in fiction and \_\_\_\_\_.
- 2 Do you see that as a positive trend, or is it a kind of \_\_\_\_\_?
- 3 That's how people see comic books, but it's a common \_\_\_\_\_.
- 4 They're not a \_\_\_\_\_, just a medium.
- 5 The artwork is not cosmetic; it's very \_\_\_\_\_ to the story.
- 6 There's an \_\_\_\_\_ that they're all works of literature, and clearly they're not.

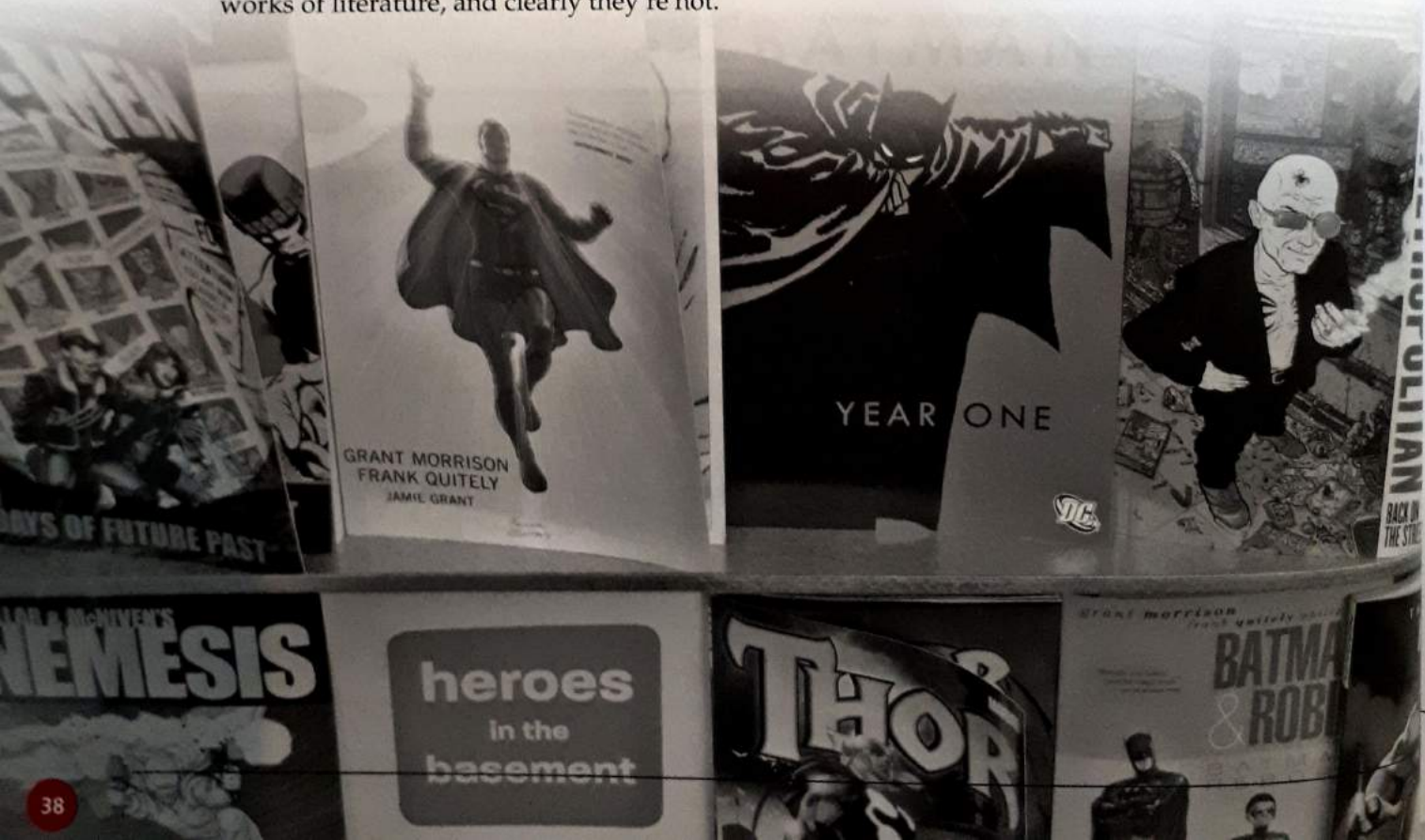
3 Match the definitions (a–f) with the words that you used to make the contrasts in Exercise 2.

- a well-matched
- b writing about real events and facts
- c suggestion
- d simplification for people who are not clever
- e type or class
- f wrong idea

## Idioms rhyming expressions

4 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 a peak TV viewing hours    b very late at night
- 3 My day job working at the shop 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





## 5 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 nominalisation

### 6 Look at the examples of nominalisation in these sentences from the interview. Rewrite the nominalised 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 And why would an author make **that choice**?  
And 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)


### 7 Use the words given to nominalise 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)

### 8 Complete these sentences using the correct verb form and make nominalised 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.

### 9 Dictation comics in education

 **2.4** Listen to someone talking about using comics in education. Complete the paragraph.

The idea \_\_\_\_\_

There is \_\_\_\_\_

The result \_\_\_\_\_

Now \_\_\_\_\_

Educators \_\_\_\_\_



# 5c Heart of Darkness

## Listening a voyage into the unknown



- 1 2.5 You are going to listen to an extract from the book *Heart of Darkness* by Joseph Conrad. The setting is the Congo around 1880. The extract describes the beginning of the journey that Marlow, a ship's captain, makes to this area. Listen and 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 2.5 Listen 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?  
.....

- 3 Look at these sentences from the extract and answer the questions about the descriptive words in bold.

- 1 I would look for hours at South America, or Africa, or Australia, and **lose myself** in all the glories of exploration.  
Do you think *lose myself in something* has a positive or a negative connotation?  
.....
- 2 But there was one [place] yet – the biggest, the most blank – that **I had a hankering after**.  
Have people who *hanker after* something experienced it yet or not?  
.....
- 3 A mighty big river, that you could see on the map, resembling an immense snake **uncoiled**.  
What is a snake usually doing when it is *coiled*?  
.....
- 4 I went on along Fleet Street, but could not **shake off** the idea.  
Which of these things would you not try to shake off?  
a a cold   b a new skill   c a bad reputation
- 5 Watching a coast as it slips by the ship is like thinking about **an enigma**.  
Do you think *an enigma* is:  
a a mystery?   b a new idea?
- 6 ... and always **mute** with an air of whispering.  
If *blind* means 'cannot see' and *deaf* means 'cannot hear', what does *mute* mean?  
.....

## Word focus 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.



# 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 2.6 Listen to a reading from the book *Heart of Darkness* by Joseph Conrad 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?  
\_\_\_\_\_

### 3 2.7 Complete the reader's introduction. Then listen and check your answers.

I'd like to read you an <sup>1</sup> \_\_\_\_\_ from *Heart of Darkness* by Joseph Conrad, one of the great <sup>2</sup> \_\_\_\_\_ of English literature. The book is <sup>3</sup> \_\_\_\_\_ in the Congo in the 19th century, where Belgian traders are using slaves to collect ivory. It <sup>4</sup> \_\_\_\_\_ the story of an English captain who is employed to bring ivory down the river to the main sea port. Conrad <sup>5</sup> \_\_\_\_\_ 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 <sup>6</sup> \_\_\_\_\_ how alien this new world is which he has entered.

### 4 Pronunciation enunciation

- a 2.8 Look at this extract which contains one very long sentence. Mark on the extract where you think the pauses could come. Then listen and compare your answers.

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.

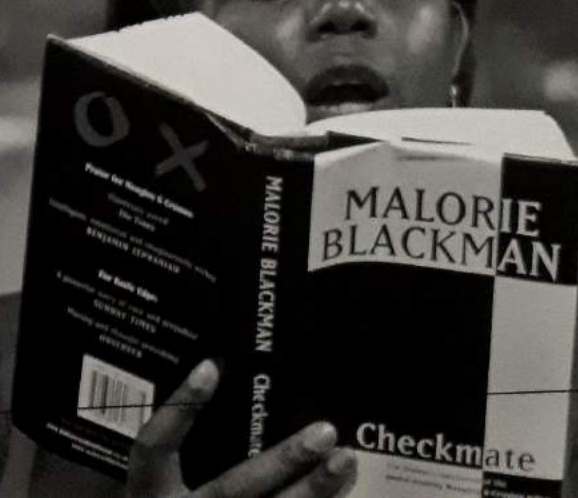
- b 2.9 Listen to the first sentence twice, the first time read by the reader and the second time spoken by someone in conversation. What is the main difference you notice?
- c Practise reading the passage yourself, enunciating your words clearly and pausing in the appropriate places.

### 5 Listen and respond talking about books

- 2.10 Think about your favourite novel. A friend asks you some questions. Respond with your own words. Then compare what you say with the model answer that follows.

1 What's your favourite novel?

That's a difficult question, but one of my favourites is *Heart of Darkness* by Joseph Conrad.

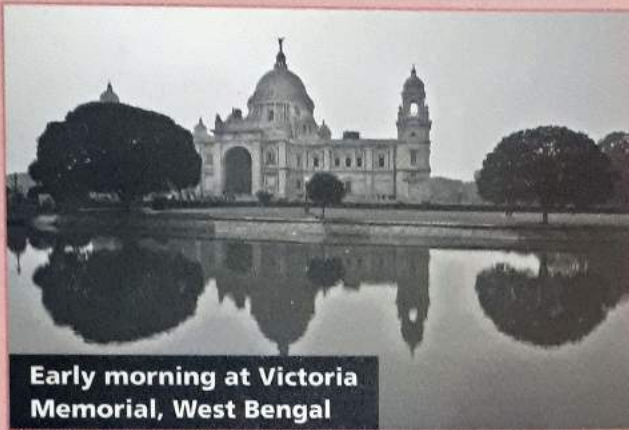




# 5e The Siege of Krishnapur

## 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 humour, 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	fetched	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.

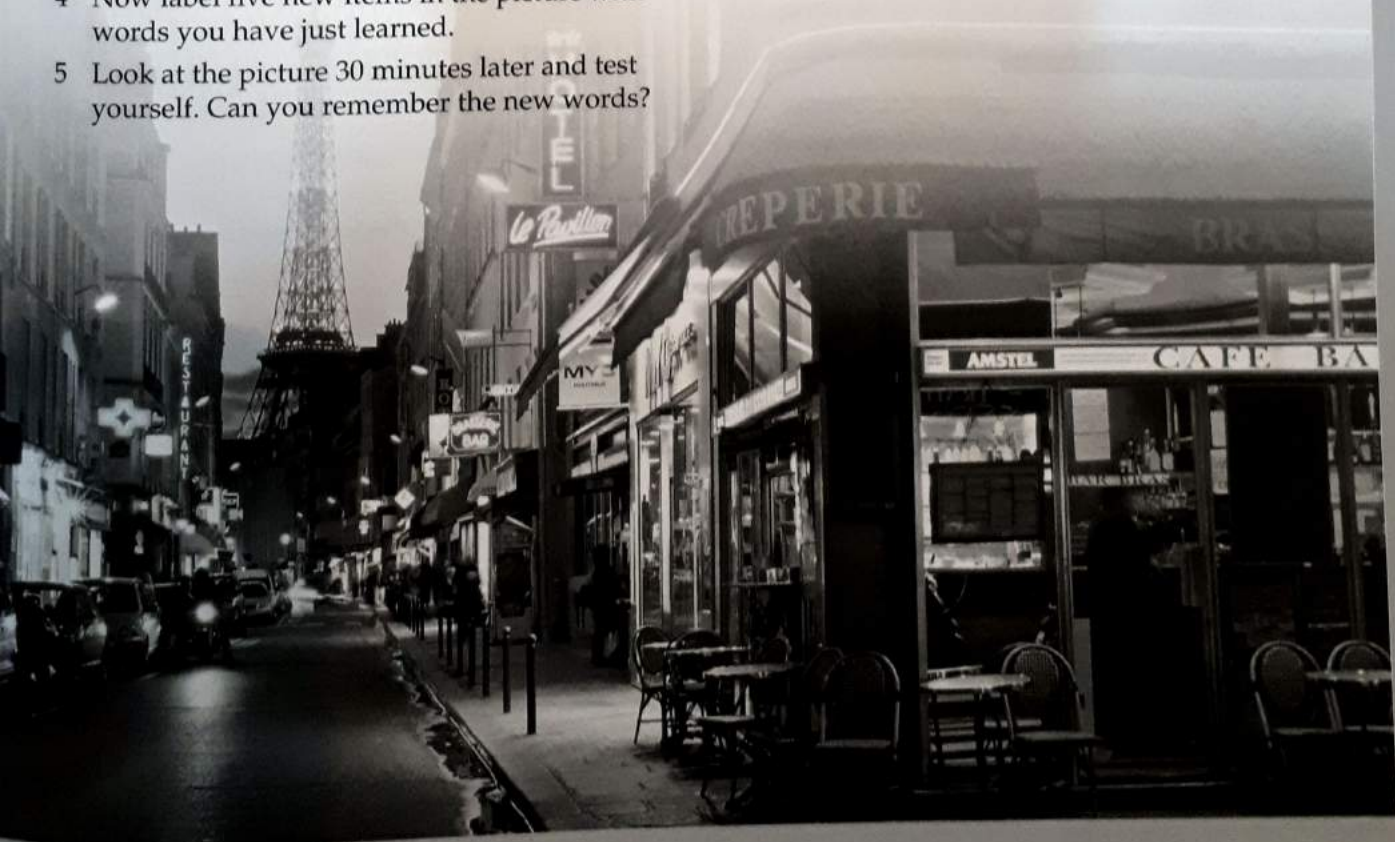
- Find a picture that interests you and look at the objects in it. The picture could also include people's expressions, feelings or actions that are happening.
- See how many items you can name in English and then write the other words in your own language.
- Look up the English equivalents of these words in a bilingual dictionary. Check the example sentences to see that the meaning is the same and check the pronunciation.
- 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 larger version of the photo on the Unit 5 Opener of your Student's 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's Book Unit 5.

- In his visit to Paris, the travel writer in the Opener had a bad experience with an \_\_\_\_\_ museum curator. (official)
- 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)





## 6a Here comes the sun

### Listening a healing regime



**1** **2.11** Listen to a man describing his search for an exercise regime to help him recover from an injury. Answer the questions.

1 Where did he travel to?

2 What was he hoping to heal?

3 Was the exercise regime successful?

**2** **2.11** Listen again. What is significant about each of these numbers in the story?

1 1968  
the date when \_\_\_\_\_

2 40  
the number of \_\_\_\_\_

3 hundreds of thousands  
the number of \_\_\_\_\_

4 200  
the number of \_\_\_\_\_

5 6.50  
the time when \_\_\_\_\_

6 20 centimetres  
the height of \_\_\_\_\_

7 two weeks  
the length of \_\_\_\_\_

8 30 minutes  
the length of time which \_\_\_\_\_

**3** Choose the correct synonym for the words in bold from the extract.

1 ... at least **put off** the day when I would have to face back surgery.

a postpone    b cancel

2 ... it supports around 200 disadvantaged boys – some **orphaned** ...

a without homes    b without parents

3 There were no other distractions – no New Age tunes playing, no yoga **outfits** ...

a equipment    b special clothing

4 The yoga carried on in a **serene** way for two weeks, never causing me even to break sweat.

a calm    b intense

5 The **persistent** pain hasn't entirely gone away, but it has subsided.

a constant    b irritating

6 I can now **put up with** it because I've given up worrying about it.

a tolerate    b forget

### Language focus phrasal verbs

**4** **2.11** Look at these phrasal verbs that the speaker uses. Then listen again and 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 \_\_\_\_\_



5 Answer these questions about the transitive phrasal verbs in Exercise 4.

- 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?  
\_\_\_\_\_

6 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 football 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 Reducing the cost of the course for students really pulled in. (them)
- 6 Can you put up for the night on Tuesday when I'm in town? (me)
- 7 I'm not as supple as I used to be, but I put down to my age. (that)
- 8 I can't touch my toes yet, but I'm working on. (it)

## Vocabulary phrasal verbs

7 Choose the correct phrasal verb and complete the definitions.


- 1 To *come across* / *come out of* something means 'to find it unexpectedly'.
- 2 To *set apart* / *set aside* money or time means 'to reserve it'.
- 3 To *pick up* / *take up* a new hobby or sport means 'to begin practising it'.
- 4 To *put someone off* / *turn someone off* something means 'to discourage them from doing it'.
- 5 To *go up for* / *go in for* an activity means 'to like doing it'.
- 6 If something *takes off* / *lifts off*, it becomes successful.
- 7 To *get away from* / *get out of* a difficult situation means 'to escape from it'.
- 8 To *carry out* / *carry off* a task means 'to perform it'.
- 9 If something *comes about* / *comes up*, it happens or comes into existence.
- 10 To *fall back on* / *go back on* something means 'to use it as a reserve or back-up'.

## Vocabulary exercise and health

8 Complete this conversation using one word in each space.

- A: How do you <sup>1</sup> \_\_\_\_\_ so fit, Bella? Do you <sup>2</sup> \_\_\_\_\_ loads of exercise or something?
- B: Not so much these days. I used to work <sup>3</sup> \_\_\_\_\_ at the gym twice a week, doing weights and work on the running machine.
- A: So what's the secret? How do you keep in such good <sup>4</sup> \_\_\_\_\_?
- B: I think I'm just lucky really. I've never been <sup>5</sup> \_\_\_\_\_ any kind of diet and I find that if I <sup>6</sup> \_\_\_\_\_ reasonably active, I don't really have to <sup>7</sup> \_\_\_\_\_ my weight.
- A: I think that's my problem. I just never seem to find time to exercise.
- B: What about going <sup>8</sup> \_\_\_\_\_ a run with me one evening after work?
- A: Yes, that would be good – as long as it's not too far.

## 9 Dictation fitness crazes

 **2.12** Listen to this conversation between two people about fitness classes. Complete the conversation.

- A: The other day \_\_\_\_\_
- \_\_\_\_\_
- B: Did you \_\_\_\_\_
- A: Not really. I didn't \_\_\_\_\_
- \_\_\_\_\_
- B: You mean like \_\_\_\_\_
- A: Yes. I knew Zumba \_\_\_\_\_,
- \_\_\_\_\_
- B: And do you? \_\_\_\_\_
- A: Yes, I do. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## 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 practising** 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. If their sport is a solitary one, like marathon running, playing a team sport like football could provide a social aspect to their training. 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 practise the same activities day in day out. It can not only improve performance, but also extend an athlete's life. In recent years, several footballers 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 cardio-vascular 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 cross-training 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.

- 2 Read the article again and choose the correct option (a–c).
  - 1 The main benefit of swimming to a cyclist is to help them:  
a relax. b build muscle. c have more stamina.
  - 2 Marathon running is given as an example of a sport which is:  
a anti-social. b boring. c lonely.
  - 3 Cross-training helps athletes to avoid injuries by adding:  
a variety. b gentler exercise.  
c breaks from exercise.
  - 4 The writer implies that an athlete's career is relatively:  
a dangerous. b short. c easy.
  - 5 The word *diet* in paragraph 3 could be replaced by:  
a routine. b plan. c day.
  - 6 The result of taking on new exercise is that your body:  
a becomes stressed. b feels happy.  
c gets stronger.





## Language focus verb patterns

- 3 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	

- 4 Complete the sentences using the correct form of the verbs. You sometimes also need to use a preposition.

- Many people forget \_\_\_\_\_ properly before taking exercise. (warm up)
- Sports therapists encourage athletes \_\_\_\_\_ cross-training as a way to extend their careers. (do)
- I don't recommend \_\_\_\_\_ more than one hour intensive exercise a day. (do)
- You can't make people \_\_\_\_\_, but you can help them \_\_\_\_\_ the benefits. (exercise, see)
- I miss \_\_\_\_\_ football, but at my age it's just not worth the risk of injury. (play)
- If I worried \_\_\_\_\_ injured all the time, I would never try anything new. (get)
- I thank my teacher \_\_\_\_\_ me interested in rowing. (get)
- The best exercise routines seem \_\_\_\_\_ the ones which incorporate different elements of exercise. (be)
- I started \_\_\_\_\_ tennis when I was ten, but then I switched to basketball. (play)
- I love \_\_\_\_\_ sports, but I dislike \_\_\_\_\_. (play, train)

## Vocabulary 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


- He fell over in the playground and \_\_\_\_\_ his knee.
- I got up in the night and \_\_\_\_\_ my toe on the bed leg.
- I didn't notice how low the doorway was and I \_\_\_\_\_ my head.
- I bit on a nutshell in my cereal and \_\_\_\_\_ my tooth.
- The doctor said nothing was broken – I've just \_\_\_\_\_ my ribs, apparently.
- Sorry I've \_\_\_\_\_ my voice. I was talking all day yesterday to a group of schoolchildren.
- I trod in a hole in the pavement and \_\_\_\_\_ my ankle.
- I can't play tennis this weekend. I \_\_\_\_\_ a muscle in my shoulder the last time I played.

- 6 Complete these idioms with prepositions. Then replace the underlined expressions in the sentences with the idioms.

to be \_\_\_\_\_ a bad way    to pass \_\_\_\_\_  
to be \_\_\_\_\_ colour    to be \_\_\_\_\_ the mend  
to be shaken \_\_\_\_\_    to be run \_\_\_\_\_

- It was so hot in the room. I practically fainted.
- I'm glad Pete's getting better now; he seems to have been ill for ages.
- I've been working solidly for months and I'm very lacking in energy.
- I think she felt very distressed by the incident, even though no one got hurt.
- You look a bit pale. Are you feeling OK?
- So sorry to hear about Jim falling off the step ladder. Is he suffering?

## 7 Pronunciation linking in idiomatic phrases

- a  2.13 Look at these sentences and mark the words which are linked. Then listen and check your answers.

- Is he in a bad way?
- She was pretty shaken up.
- I almost passed out.
- He looks a bit off colour.
- She's on the mend.
- I feel under the weather.

- b Practise saying the sentences in Exercise 7a in the same way.



# 6c The beauty industry

## Listening globalising beauty

1 2.14 Listen to an interview with an expert on the fashion and beauty industry. Which of these statements (a–c) best summarises her views?

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

2 2.14 Listen again and complete the examples that the speaker gives to illustrate the following points. Pause the CD each time before moving onto the next question.

1 General economic growth has affected our view of beauty.

a The global cosmetics industry \_\_\_\_\_

b Americans \_\_\_\_\_

2 New markets keep being found.  
\_\_\_\_\_ brings in \$30 billion.

3 In the early 20th century, cosmetics companies were peddling a Western and 'white' ideal of beauty.

Some promised that \_\_\_\_\_

4 The more recent era of globalisation is one in which companies definitely have to be more conscious of local traditions and values.

A company like \_\_\_\_\_

5 Multinational companies adapt their products to include local and traditional ingredients.

a \_\_\_\_\_ for skin cleansing.

b The Huito fruit \_\_\_\_\_

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

- 1 Has a globalised world made our ideal of beauty more **homogenised**?
- 2 If you go back to the early 20th century ... 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 suit the taste of each local market ...
- 5 ... a clear skin, healthy-looking hair, a youthful **glow** ...

## Word focus face

4 Complete this conversation using one word in each space.

A: Why the <sup>1</sup> \_\_\_\_\_ 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 <sup>2</sup> \_\_\_\_\_ face.

B: I know. I think I should just go as I am and put a <sup>3</sup> \_\_\_\_\_ face on it.

A: Well, let's face <sup>4</sup> \_\_\_\_\_, none of them are going to be looking any younger either.

B: I wouldn't bet on it. Sue Williamson always used to spend loads 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 <sup>5</sup> \_\_\_\_\_ 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 smart and go and face the <sup>6</sup> \_\_\_\_\_. If they want to make judgements, let them.





# 6d It'll do them good

## Real life discussing proposals

**1** **2.15** Listen to four speakers each discussing a different proposal for the workplace. Number the proposals being discussed (1–4). Note that there are two more proposals than speakers.

- 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 do without a \_\_\_\_\_
- 2 do without \_\_\_\_\_
- 3 provide a \_\_\_\_\_
- 4 provide opportunities for \_\_\_\_\_

**3** **2.15** Listen again and note down the possible problem with each proposal.

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



## 4 Speaking skill conceding a point

**2.15** Complete the phrases the speakers used to concede each point. Then listen again and check your answers.

- 1 I \_\_\_\_\_ that we'll have to find some other solution for wheelchair access, but I think we can work \_\_\_\_\_ that.
- 2 \_\_\_\_\_, it wouldn't always be cool air, \_\_\_\_\_ it would be a lot healthier – and cheaper.
- 3 I haven't \_\_\_\_\_ thought \_\_\_\_\_ who should be responsible for making the list, but I \_\_\_\_\_ think it's important to make one.
- 4 I \_\_\_\_\_ not \_\_\_\_\_ will want to join in in that way, but for a lot of people the social element will really be a big attraction.

## 5 Pronunciation toning down negative statements

**a** **2.16** Listen and underline the words which have most stress in these sentences.

- 1 I'm not very much in favour of the proposal.
- 2 It's not exactly what I had in mind.
- 3 It's not a particularly cheap option.
- 4 It hasn't proved to be so successful.
- 5 I'm not entirely convinced.

**b** Practise saying each sentence in Exercise 5a in the same way.

## 6 Listen and respond giving your opinion

**2.17** Imagine you are at a meeting to discuss a proposal to install a gym in your workplace to help staff keep fit. Your colleagues ask you questions. Respond with your own words. Then compare what you say with the model answer that follows.

- 1 What do you think of the proposal?

*I think it's a great idea. It would really help staff to keep in shape and get exercise during their lunch hour or after work.*



# 6e A balanced diet

## Writing a formal report

1 Read the report and answer the questions.

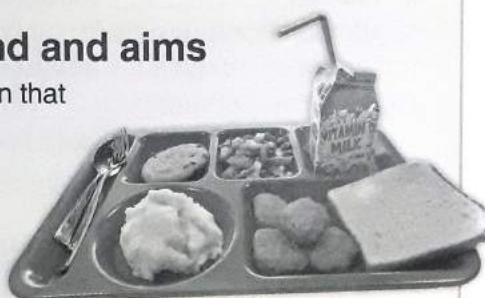
a What prompted the report to be written?

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 per cent 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 on pupils to choose a balanced range of items. As might be expected, children tend to choose items like chips and sweet puddings rather than healthier items.

The remaining 45 per cent of pupils bring in a packed lunch. The content of these lunches varies greatly – from crisps and sweets to sandwiches and fruit, and apparently, the school makes no specific recommendations on what packed lunches should include.

### Recommendations

Evidently, pupils at the school are given a lot of choice in what they can eat and are making choices that are not balanced. Specifically, they are eating too many sweets and not enough protein. We recommend that school meals should be compulsory for all pupils 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	conversely	interestingly
on the face of it	overall	ultimately

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

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

### Background and aims

Local school wants to encourage everyone to do sport, not just in school teams.

### Main findings

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

### Recommendations

Organised group early morning exercise; semi-organised 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. Petrol prices are going up again tomorrow.
- You've \_\_\_\_\_ your beard. I almost didn't recognise you.
- I'm really disappointed with myself. I \_\_\_\_\_ my French exam.
- It took them 20 years to \_\_\_\_\_ all their debts.
- I \_\_\_\_\_ smoking two years ago and I still miss it.
- 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 tick (✓) the words that collocate with the phrasal verbs.

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

I called off ...

- the meeting
- the hotel booking
- the football match
- 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 organisation 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's 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 \_\_\_\_\_.



## 7a Empire building

### Listening loyal subjects

1 2.18 Listen to a historian talking about powerful rulers. Choose the statement (a–c) that best summarises his view.

- a Genghis Khan's empire succeeded because he ruled by fear.
- b Genghis Khan's empire succeeded because he commanded respect.
- c Genghis Khan's empire succeeded because he used a mixture of strategies.

2 2.18 Listen again and choose the best option (a–c).

- 1 The speaker is interested in the question of:
  - a how empires are created.
  - b why conquerors' behaviour is so cruel.
  - c how the defeated are prevented from revolting.
- 2 The second tool mentioned, bribery, involves:
  - a persuading people they will be better off if you are in charge.
  - b allowing people to help themselves to things of value.
  - c an exchange of gifts between the ruler and the ruled.
- 3 The speaker describes gaining the respect of the defeated as the:
  - a most difficult thing to achieve.
  - b most successful tool.
  - c most civilised tool.
- 4 The 10,000 troops mentioned by the speaker were Genghis Khan's:
  - a only truly loyal soldiers.
  - b private protection.
  - c loyal Chinese guard.
- 5 Certain family members of powerful soldiers in his army were:
  - a kept prisoner.
  - b put in positions of authority.
  - c allowed not to fight.
- 6 The inhabitants of Kara-Khitai felt:
  - a unhappy with Kuchlug's rule.
  - b afraid of Genghis Khan's rule.
  - c they had the right to rule themselves.



3 Replace the words in bold in the sentences from the lecture with these synonyms.

accepting	accumulate	defeated
punishment	rebel	revolts
run away	rob	

- 1 ... conquer other territory without worrying about a series of **rebellions** behind you?
- 2 ... three possible tools for securing this loyalty and obedience from your **vanquished** enemy.
- 3 ... your enemy is so afraid of what **vengeance** you might hand out ...
- 4 ... may simply become more **compliant** if they see that they have a better standard of living ...
- 5 ... by allowing them to **amass** personal riches ...
- 6 ... a **renegade** prince named Kuchlug had seized power.
- 7 ... by allowing his soldiers to **pillage** their land and by restricting their rights.
- 8 ... he found that he had little support and was forced to **flee**.



## Language focus linking words

4 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 **In spite of** opposing your rule, they are so afraid of vengeance that they don't dare to do anything.

(although)

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

(when)

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

(and)

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

(but)

6 **Because of** the local people's dislike of him, Kuchlug found that he had little support.

(since)

5 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 Genghis Khan died in 1227. His empire continued to grow.

sequence

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

reason

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

extra point

5 Most armies are made up of cavalry and infantry. All of Genghis Khan's army were on horseback.

contrast

6 Genghis Khan was often cruel. He has a reputation in history as a merciless warrior.

reason

## Vocabulary stories from history

6 Complete the paragraphs with these words.


feats inside jinxed notoriety outlaw  
pioneers sacrifices sides story

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

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

The *Titanic* achieved <sup>7</sup> \_\_\_\_\_ as the ship which was claimed to be 'unsinkable'. It was thought to be a <sup>8</sup> \_\_\_\_\_ project because of this statement. That's how the <sup>9</sup> \_\_\_\_\_ goes. But in fact no one from the company ever made this claim.

## 7 Dictation gladiator school

 **2.19** Listen to this description of an archaeological find in Austria. It contains five of the most commonly misspelled words in English. Complete the paragraph.

Archaeologists \_\_\_\_\_

Colosseum.

The facility \_\_\_\_\_

In addition \_\_\_\_\_



# 7b Sleep well?

## Reading the history of sleep

1 Read the article about some historical research into sleep patterns and complete the table.

Main finding about the past	1 _____
Historical sources used	2 _____
When sleep patterns started to change	3 _____
Why this change occurred	4 _____
Lesson to be learned	5 _____

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

- a without a break (para 1)  
\_\_\_\_\_
- b pieces (para 2)  
\_\_\_\_\_
- c sunset (para 2)  
\_\_\_\_\_
- d happened at the same time as (para 4)  
\_\_\_\_\_
- e without problems (para 5)  
\_\_\_\_\_
- f proves (para 5)  
\_\_\_\_\_

## Sleep well?

People worry that they will be unable to function properly if they do not get their regular seven to eight hours 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 has spent over twenty years examining various diaries, literary sources and medical books, which show that from the time of Homer's Greece to modern day Nigeria, the practice of taking sleep in two separate chunks is a perfectly healthy option. These sources make reference to a first sleep, beginning about two hours after dusk, followed by a waking period of one to two hours and then a second sleep.

The waking period could be occupied in different ways: sitting in bed reading or writing, or getting up and doing something around the house or simply chatting. As far as the beds themselves are concerned, evidence both of early civilisations and of modern hunter gatherers such as the Inuit or Kalahari Bushmen shows families sleeping together in very large beds.

By the beginning of the 18th century, references to a 'second sleep' began to disappear in Europe and by the early 20th century had vanished altogether. Given that this disappearance coincided with industrialisation in these countries, we can assume that this change was due to improvements in domestic and street lighting, and an increase in business activity at night: cafés, restaurants, theatres, etc. As night activity increased, so the time for staying in or near bed decreased, as it started to be considered a waste of time.



However, our adaptation to artificial light, which is now all around us, and the single sleep, has not been entirely smooth. Insomnia and broken sleep are common complaints in modern society. Again historical evidence bears this out. There are numerous references to these problems in more recent history, but very few if you go back 500 years or more. Waking up in the night, it seems, is part of normal behaviour and not something we should worry about.



## Language focus subordinate clauses

**3** Find and underline examples of these types of subordinate clause in the article.

- one subordinating conjunction that is followed by a noun (para 1)
- one subordinating conjunction that is self-contained, i.e. followed by a comma (para 3)
- one subordinating conjunction that is followed by subject + verb (para 4)

**4** Rewrite these pairs of sentences as one sentence using the given subordinating conjunctions.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

## 5 Pronunciation intonation in subordinate clauses

**a** **2.20** Listen to these sentences, and notice how the intonation rises at the end of each subordinate clause and falls at the end of each main clause.

- Having said that, I wouldn't want to try it myself.
- As far as I'm concerned, it's a bad idea.
- Supposing that he refuses, we ought to have a back-up plan.
- Regardless of the cost, I want to go ahead with it.
- Assuming everyone agrees, I think we should leave at 7 a.m.
- Compared to most dogs, he's quite small.

**b** Practise saying the sentences in Exercise 5a with the same intonation pattern.

## Idioms luck

**6** Complete these conversations.

- 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.
- A: Am I too late to book tickets for the concert next Saturday?  
B: Yes, I'm afraid you've \_\_\_\_\_ the boat there; we sold out on Monday.
- A: Liu is an incredibly dedicated worker, isn't he?  
B: Yes, the company really \_\_\_\_\_ gold when they found him!
- 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.
- A: How did the interview go?  
B: I think I \_\_\_\_\_ my chances when I said I was only looking for a temporary position.
- 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*

## Listening trouble in paradise

- 1** **2.21** You are going to listen to a story about a mutiny. Read the definition. Then listen to the story and answer the questions.

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

- 3 'Christian had **stripped** the *Bounty*, then run her ashore and burned her.'  
What things do you think he took off the *Bounty*?

- 4 'Christian knew the English Admiralty had a **long arm** ...'  
What does this phrase suggest that Christian feared?

- 1 When and where did this mutiny happen?

- 2 What was the motive for the mutiny?

- 3 Did the story end happily, or not?

- 2** **2.21** Listen again and 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 Who was in the band that landed at Pitcairn Island with Christian to start a new life?

- 4 What became of the mutineers who stayed on Tahiti?

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

- 6 What was the cause of the dispute between the Tahitians and the mutineers on Pitcairn?

- 7 What became of Fletcher Christian himself?

- 3** Answer the questions about the words in bold in these sentences from the story.

- 1 '... one of the most **atrocious** acts of piracy ...'  
Do you think Captain Bligh meant this was a 'daring' act or an 'appalling' act?

- 2 'In a boat only 23 feet long, heavily **laden** with 19 men ...'

What word that is similar to *laden* could you put here?

- 4** Complete the summary of the story.

In 1787, the *Bounty*<sup>1</sup> \_\_\_\_\_ from Spithead in England on its way to Tahiti to collect<sup>2</sup> \_\_\_\_\_ to take to the West Indies. After six months in Tahiti, the captain's mate led a<sup>3</sup> \_\_\_\_\_ against the \_\_\_\_\_ William Bligh. They put him and some \_\_\_\_\_ of his crew in a<sup>4</sup> \_\_\_\_\_ and cast him adrift. The<sup>5</sup> \_\_\_\_\_ Miraculously, Bligh managed to survive and<sup>6</sup> \_\_\_\_\_ to England. Some of Christian's crew stayed in Tahiti, but Christian himself, eight other crew and some<sup>7</sup> \_\_\_\_\_ journeyed on to<sup>8</sup> \_\_\_\_\_, a small<sup>9</sup> \_\_\_\_\_ island in the South Sea. Here he<sup>10</sup> \_\_\_\_\_ the ship. Following arguments between the<sup>11</sup> \_\_\_\_\_ the<sup>12</sup> \_\_\_\_\_, fighting broke out, resulting in the deaths of all but<sup>13</sup> \_\_\_\_\_ of the original crew.

## Word focus *bear*

- 5** 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** **2.22** Look at the photo and listen to the comments made by various members of the audience following a history lecture. 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

## 2 Speaking skill prefacing a question and seeking clarification

**2.22** Complete these expressions used by the members of the audience. Then listen again and check your answers.

- 1 a I'd just like to \_\_\_\_\_ up \_\_\_\_\_ one thing you said about the code.  
b If that's the \_\_\_\_\_, \_\_\_\_\_ how was it \_\_\_\_\_ for it to be read and learned by a lot of people?
- 2 a If I \_\_\_\_\_ correctly, you said that most of Hammurabi's laws ...  
b Can you \_\_\_\_\_ on that a bit \_\_\_\_\_?
- 3 a You \_\_\_\_\_ that there were other countries in the region that had codes of law ...  
b Am I \_\_\_\_\_ in \_\_\_\_\_ that the significant thing about this code is ...?
- 4 a The logical \_\_\_\_\_ of your argument \_\_\_\_\_ to be that this code ...  
b Is \_\_\_\_\_ you're saying?
- 5 a Perhaps I \_\_\_\_\_ something, but was Hammurabi trying to create ...?  
b And how does that \_\_\_\_\_ in \_\_\_\_\_ other legal codes of the same period?

## 3 Which expressions in Exercise 2 do the following?

- 1 seek confirmation of the speaker's opinion  
\_\_\_\_\_
- 2 ask for clarification or more information  
\_\_\_\_\_



## 4 Pronunciation intonation in questions

**a** **2.23** Look at these questions and mark when you think the intonation rises (R) or falls (F) at the end. Then listen and check your answers.

- 1 Can you expand on that a bit more?
- 2 How is that possible?
- 3 How does that fit in with other legal codes?
- 4 Is that what you're saying?
- 5 What did you mean by 'tablets'?

**b** Practise saying the questions in Exercise 4a with the same intonation.

## 5 Listen and respond a history lecture

**2.24** Imagine you are listening to a lecture about Hammurabi's code of laws. Listen to each fact. Use the information to make a question asking for confirmation or clarification of what you have heard. 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?*



# 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 at the moment.  
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 aeroplanes.  
\_\_\_\_\_ no one had heard of aeroplanes.
  - 5 The election takes place tomorrow.  
The election took place \_\_\_\_\_
  - 6 Last year there was an equally bad storm.  
\_\_\_\_\_ there had been an equally 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 6 May.

Hindenburg left Germany for USA, 3 May.

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 7 May.

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)
- He faces \_\_\_\_\_ for his crimes. (prison)
- It was not a violent protest; just a small \_\_\_\_\_ . (disturb)
- Even the best leaders need some \_\_\_\_\_ from advisors. (guide)
- Passing the law will be easy, but \_\_\_\_\_ will be more difficult. (enforce)
- Their main objective was the \_\_\_\_\_ of their territory (expand)

## Learning skills revising in writing

2 In your Student's 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!

3 Think about a piece of writing you have done on this course and how you approached it. How true are the points in Exercise 2 for you?

## Check!

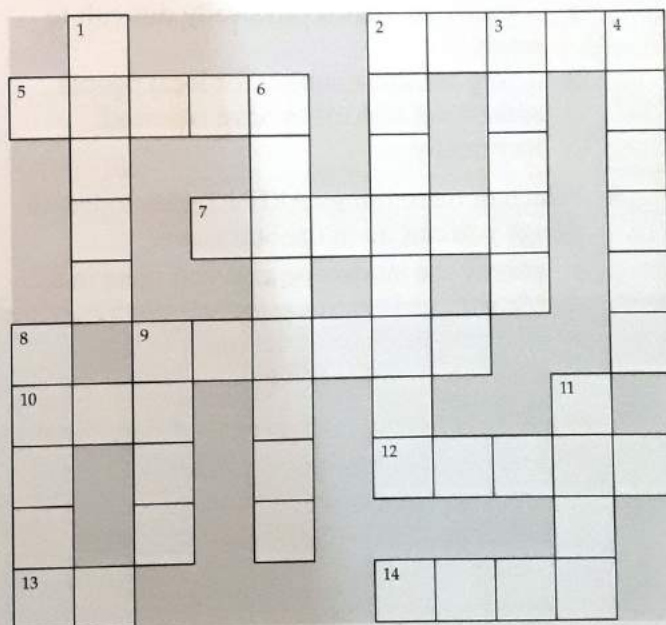
4 Do this crossword. All the answers are in Student's Book Unit 7.

### 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 south-west 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)





## 8a The Star Cave


### Listening 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  **2.25** Listen to a blog about Albert Yu-Min Lin and the Star Cave. 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?

3  **2.25** Listen again and choose the correct option (a–c).

1 What are the blogger's feelings about technology?

- a mixed
- b that it is beneficial on the whole
- c that it creates more problems than it solves

2 What do Lin's digital immersive technologies mean that he can do?

- a He stays in California to work.
- b He doesn't necessarily have to go into the field to excavate.
- c He can use more sensitive and accurate equipment.

3 What is the tomb of Genghis Khan given as an example of?

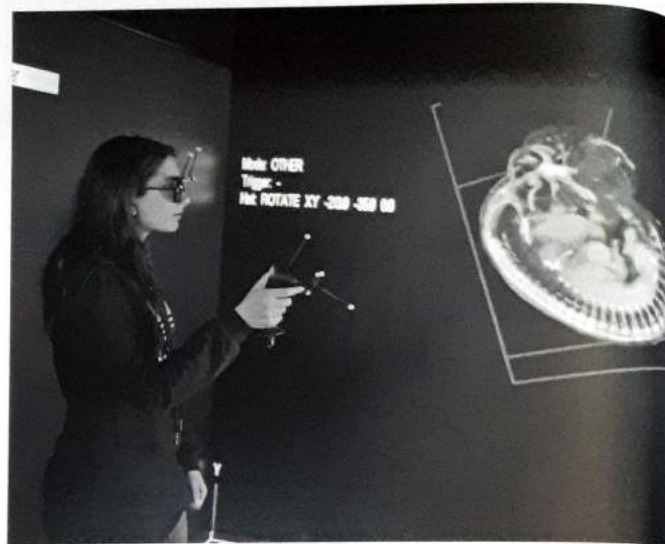
- a somewhere that is physically difficult to reach
- b a very sensitive subject for local people
- c something historians have reported incorrectly

4 Which of these things AREN'T mentioned as things you can do in the Star Cave?

- a survey the landscape as if you were in a plane
- b navigate through underwater cities
- c compare a landscape to how was in the past

5 What is the future for this type of technology?

- a to be used in biological research
- b to create a complete 3D map of the world
- c to be used in many different disciplines



4 Answer the questions about the words in bold in these phrases from the blog.

1 ... plastic **debris** in our oceans is believed to be changing marine ecosystems **irreparably** ...

a What kind of debris would you find on a building site?

b *Irreparably* means it 'can't be fixed'. What root word has *irreparably* been built from?

2 Lin has **swapped** his spade and trowel for an array of digital 3D immersive technologies.

What do footballers swap after a match?

3 What this allows him to do is visualise data using **cutting-edge** tools ...

*Cutting-edge* here means 'very advanced'. What object normally has a cutting edge?

4 ... the tomb is considered to be an extremely **sacred** place ...

*Sacred* means it 'has religious significance to people'. Can you think of another word for *sacred*?

5 ... disturbing it could **trigger** a **curse** that would end the world.

a What triggers a house alarm to go off?

b Do you think a curse brings good luck or only bad luck?

6 ... the labs where all this data is **crunched** ...

*Crunch* literally means 'to break up into small pieces, particularly when biting on food before swallowing'. What does it mean here?



## Language focus passive reporting verbs

5 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.  
\_\_\_\_\_

6 Rewrite these sentences using passive reporting verbs.

- 1 People think that Lin is unusual because of his varied interests.  
Lin \_\_\_\_\_
- 2 People say that Lin was inspired by an art historian who uses digital imaging.  
Lin \_\_\_\_\_
- 3 We know that Genghis Khan died far from his homeland.  
Genghis Khan \_\_\_\_\_
- 4 People also know that he wanted to be buried in some mountains in the north.  
It \_\_\_\_\_
- 5 Records reported at the time that he asked to be buried in an unmarked tomb.  
He \_\_\_\_\_
- 6 We don't expect to find his tomb any time soon.  
His tomb \_\_\_\_\_

## Vocabulary digital media

7 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.

## 8 Dictation photographing Paris

2.26 Listen to this blog by a photographer in Paris. Complete the blog.

I was \_\_\_\_\_

I didn't \_\_\_\_\_

like the Eiffel Tower, \_\_\_\_\_

But \_\_\_\_\_

instead I \_\_\_\_\_

So \_\_\_\_\_

They \_\_\_\_\_

\_\_\_\_\_ :

more like \_\_\_\_\_

I'll \_\_\_\_\_





# 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.
  - 5 It's not the number of followers a business has that matters, but how interested they are in your business.
- 2 What do the words in bold in these sentences from the story refer to?
  - 1 But **that's where** you'd be wrong.  
\_\_\_\_\_
  - 2 A recent survey found that 75 per cent of customers have been put off **in this way**.  
\_\_\_\_\_
  - 3 One person who **got in** early was Antony Lloyd.  
\_\_\_\_\_
  - 4 ... he saw no harm **trying**.  
\_\_\_\_\_
  - 5 Here's a **taster**.  
\_\_\_\_\_
  - 6 ... Lloyd can measure the effect of his **efforts** ...  
\_\_\_\_\_

## Follow us!

It's easy to be dismissive about the benefits of business using social media. It's quite common now, when you go on a company website, for example a hotel you are thinking of booking a room at, to see messages like: 'Click here to follow us on Twitter' or 'Follow us on Facebook'. And you might be forgiven for thinking there was no chance of anyone wanting to do that. But that's where you'd be wrong.

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. Poor use of it can actually dissuade customers from coming. A recent survey found that 75 per cent of customers have been put off in this way. 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 traditionally marketed his hotel in guidebooks, magazines and a simple website, and was looking for a way both to advertise more cheaply and to attract more custom. Social media was a relatively new phenomenon, but he saw no harm trying. The results were dramatic. Within 18 months of joining Twitter, he had 1,000 followers and had generated £150,000 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, bits of local news and a 'Did you know ...?' post with fun facts. Here's a taster: 'Did you know that contrary to the phrase "sweating like a pig", pigs can't actually sweat?'

No matter what you do with social media, the other key to success is paying close attention to what works. Using a tool called 'Klout', Lloyd can measure the effect of his efforts – not just the number of people who look at the messages, but how they react to them – and adapt them accordingly. Finding that promoting the link to the hotel website wasn't really working, he focused more on the fun tweets.



## Language focus expressions with *no*

3 Find and underline examples of these types of expressions with *no* in the article.

- 1 *no* + noun + *-ing*
- 2 *no* + noun + *of* + *-ing*
- 3 *no* + noun + *of* + noun + *-ing*
- 4 *no* + noun + *that*
- 5 *no* ... *but to* + infinitive
- 6 *no matter* + relative pronoun

4 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.

5 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.

## 6 Pronunciation extra expressions with *no*

a 2.27 Listen to how *no* is linked to the vowel that follows.

- 1 I've **no intention** of doing that.
- 2 I've **no idea** what I'm doing.
- 3 There's **no alternative**.
- 4 It's **no use** arguing.
- 5 We have **no other option**.

b Practise saying the sentences in Exercise 6a with the same pronunciation.

## Idioms business buzz words

7 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 – who knows what the real potential is?
  - 2 The CEO wants to be kept in the ..... on this project. He's keen that all goes smoothly.
  - 3 We need a proper ..... 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 to take a ..... check. Very few people use fax machines any more.
- 8 What do you think the business buzzwords in bold in these sentences are alternatives for?
- 1 We've had a few **issues** with our supplier, so we can't send you the goods as promised.  
.....
  - 2 Can you **reach out to** the sales team and see who is interested in doing the presentation?  
.....
  - 3 We have a lot of talented people working for us, but we're failing to **leverage** that talent.  
.....
  - 4 Why would you buy a product for \$40 from a shop when you can get the same thing online for \$25? It's a **no brainer**.  
.....




# 8c The Cleanweb hackathon


## Listening 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  **2.28** Listen to an interview with a journalist and compare your idea with what the journalist says. What was the focus of the hackathon she attended?

- 3  **2.29** Listen to the first part of the interview and make notes.

- 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 neighbour might want to borrow from another

- 4  **2.30** Listen to the second part of the interview and answer the questions.

- 1 What did one of the organisers of Cleanweb say we all needed to do?
- 2 What was the atmosphere at the hackathon like?
- 3 What does the app Econofy allow you to do?
- 4 What extra 'prize' did the inventors of this app get?
- 5 Under what category would Amrita put 'Cleanweb'?

## Word focus break

- 5 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

## Real life making a podcast

- 1 **2.31** Listen to this podcast about a dinosaur find and complete the table.

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

## 2 Speaking skill hedging language

- 2.31** Complete these statements from the podcast using hedging language. Then listen and check your answers.

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

## 3 Pronunciation word stress

- a **2.32** Mark where you expect the stress to fall in these words from the podcast. Then listen and check your answers.

2-syllable words	words of 3 or more syllables
detect	previously
species	terrorise
fossil	identify
conclude	scientist
dozen	dinosaur
gather	popular
climate	predatory

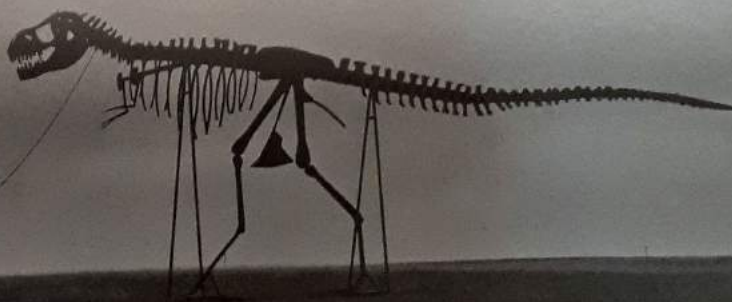
- b Practise saying the words in Exercise 3a with the same stress.

## 4 Listen and respond historical objects

- 2.33** Imagine you have found an old object of historical interest. Think about what it is, the period it is from and its significance. Then listen to the questions a friend asks you about it. Answer each question using hedging language. Then compare what you say with the model answer that follows.

1 So what did you find?

It seems to be some kind of old oil lamp.





## 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 100 metres.

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 aeroplane or military 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 fibres 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 an incident in which a 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 post 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 practise 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's 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: \_\_\_\_\_





## 9a Ukulele master

### Listening Jake Shimabukuro

1 2.34 Listen to an interview with ukulele player Jake Shimabukuro and answer the questions.

1 When did Shimabukuro start playing?

2 Where are he and his ukulele from?

3 What kind of music did he play at first?

4 What kind of music does he play now?

5 Why does he think everyone should play the ukulele?

2 2.34 Look at these statements. Then listen again and write the word or phrase that Shimabukuro uses that matches the phrases in bold. (You can pause the CD each time to give yourself time to write.)

1 When he played the ukulele, Shimabukuro was instantly **addicted**.

2 The ukelele is **Hawaii's traditional instrument**.

3 At high school, there were **small groups of people** with specific interests in music styles.

4 Shimabukuro's **approach to the instrument** was quite individual.

5 People were **shocked** by his version of 'More Than Words'.

6 For him, music communicates **powerful feelings**.

7 His grandmother and her friends **enjoy** playing the ukulele.

8 Modern life and modern technology doesn't give us **time to stop and think**.

3 2.34 Read what Shimabukuro said about the importance of music. Complete the text. Then listen again and check your answers.

In this day and <sup>1</sup> \_\_\_\_\_ we live in, where technology always expects us to multi-task and give <sup>2</sup> \_\_\_\_\_ our contemplative time, we're always expected to respond so quickly; it can be <sup>3</sup> \_\_\_\_\_. So coming home after a long day, <sup>4</sup> \_\_\_\_\_ up the ukulele and playing it feels like a <sup>5</sup> \_\_\_\_\_ session to me! It gives you the chance to let loose and act <sup>6</sup> \_\_\_\_\_!

4 Match these words (1–5) from the interview 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 |





## Language focus the adverb *just*

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

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

6 Look at the uses of *just* (1–6) from the interview 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.


- 1 My mom ... taught me my first three chords, and I was **just** hooked.
- 2 I remember that feeling of **just** surprising people with doing different things.
- 3 I remember playing 'More Than Words' by Extreme and everyone **just** freaked out!
- 4 It's a more intimate, deeper connection than **just** having a conversation with someone.
- 5 My grandmother **just** started playing it.
- 6 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 |


7 Write *just* in the correct place in the numbered lines.

One of the song titles on Shimabukuro's album *Peace, Love and Ukulele* consists of three numbers: 143. Shimabukuro says that the song was written for his fiancée at the time and that the significance is that in those days they had pagers, not mobile phones. 143 means 'I love you' in numeric code. So he used to page her with that code, in the same way that some people now text the letters *ILY*. Even after pagers were replaced with mobile phones, they still used the code, because it was something they both understood. So the song is a piece of nostalgia, really.

## 8 Pronunciation word stress: *just*

a  2.35 Match the questions (1–6) with the correct responses (a–f). Then listen and check.

- |                      |                                 |
|----------------------|---------------------------------|
| 1 Will that work?    | a No, thanks, I'm just looking. |
| 2 Shall we go?       | b I'm just curious.             |
| 3 How are you doing? | c No, he's just left.           |
| 4 Can I help you?    | d Yes, that's just the job.     |
| 5 Why do you ask?    | e Yes, I'm just coming.         |
| 6 Is Jaz there?      | f Just fine, thanks.            |

b  2.35 Now listen again to the questions and pause the CD so that you can respond yourself.

## Vocabulary music

9 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 _____ _____

10 Read the conversation. Then put the words in bold in the correct category in the table in Exercise 9.

- 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 Music therapy

## Reading active and passive

- 1 What do you know about music therapy? What kind of conditions do you think that music therapy would be helpful in treating? Read the article and make a list of the conditions it mentions.

### Music therapy



A stereotypical image of music therapy is a sing-a-long at an old people's home organised to alleviate the boredom or to stimulate nostalgic memories of days gone by. But like all stereotypes, while founded on some element of truth, this does not give anything like a complete picture of music therapy's potential to heal.

There are essentially two types of music therapy: active and passive. Active music therapy includes composing lyrics or music, playing instruments, chanting or choral singing, exercising to music and dance. The principle is to get participants actively involved so that they will use parts of their brains and bodies that would otherwise be disengaged. Active therapy is proven to be highly effective in the treatment of neurological disorders, such as Alzheimer's, dementia, multiple sclerosis and Parkinson's.

- 2 Read the article again. Are these sentences true (T) or false (F)?

- 1 The stereotypical view of music therapy is completely wrong.
- 2 Active music therapy stimulates parts of the brain that are not functioning properly.
- 3 Passive music therapy is used to help learning as well as for relaxation.
- 4 The 'Mozart Effect' helps patients to sleep.
- 5 Most people know that music can have an uplifting effect.
- 6 The Cochrane research means that fewer drugs may be used in future to treat depression.

Passive music therapy, as the name suggests, involves a more relaxing type of participation, usually simple listening exercises. The idea here is to use music in order to make the subject feel less stressed. So passive therapy can be effective in reducing anxiety and blood pressure, lessening post-operative pain, but also it can also be used for improvement of concentration and memory.

New applications for music therapy are being found all the time. In a Slovak hospital newborn babies are played classical music through headphones for twenty minutes at a time. Doctors believe that this helps them to feel less stressed after birth and to remain healthy at a critical time, as most of them either fall asleep or lie quietly while the music is being played. This seems to agree with the 'Mozart Effect' reported some years ago in *Nature* magazine, which showed that listening to a Mozart piano sonata for ten minutes prior to taking an intelligence test improved students' scores.

In another study by the Cochrane Collaboration music therapy was found to offer real benefit to people suffering from depression. A lot of us use music to lift our spirits or at least are aware of its potential to do that, but up to now this has not been clinically proven. Doctors have for a long time been looking for alternative therapies to avoid being so dependent on drugs to treat depression and the Cochrane research offers real hope in this area.



## Language focus expressing purpose

3 Read these extracts from the article. Then rewrite the phrases in bold using the words given.

- ... a sing-a-long at an old people's home organised **to alleviate the boredom**. (for)  
... a sing-a-long at an old people's home organised \_\_\_\_\_.
- 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.
- 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.
- It can also be used **for improvement of** concentration and memory. (to)  
It can also be used \_\_\_\_\_ concentration and memory.
- A lot of us use music **to lift our spirits**. (so that)  
A lot of us use music \_\_\_\_\_.
- 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.

4 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.

- He left his job at the bank \_\_\_\_\_
  - We perform live sometimes, but just \_\_\_\_\_
  - Please turn any phones or music devices off \_\_\_\_\_
  - You have to practise \_\_\_\_\_
  - Singers drink a lot of water \_\_\_\_\_
- fun.
  - getting throat problems.
  - get better.
  - concentrate on playing music.
  - disturb other passengers.

## Idioms music

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

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

## 6 Dictation learn fast

2.36 Listen to this advice about learning a musical instrument. Complete the paragraph.


Is there \_\_\_\_\_ ?  
What \_\_\_\_\_ ?  
The answer \_\_\_\_\_  
\_\_\_\_\_  
To \_\_\_\_\_  
You can \_\_\_\_\_  
\_\_\_\_\_  
You may \_\_\_\_\_  
\_\_\_\_\_  
I always \_\_\_\_\_ :  
\_\_\_\_\_  
practice – \_\_\_\_\_ ; and \_\_\_\_\_  
Progress \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



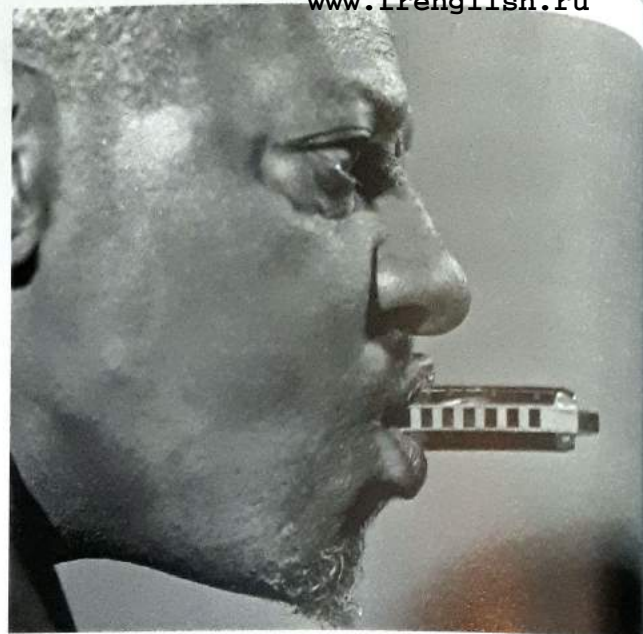


# 9c Delta blues

## Listening Sonny Boy Williamson II

1  **2.37** Listen to an account of the life of blues musician Sonny Boy Williamson II. Look at the photo and then listen and answer the questions.

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




### Glossary


**acclaim** (n) /ə'kleɪm/ applause, approval

**aficionado** (n) /ə,fɪ'ʃiə'nɑ:dəʊ/ an enthusiastic follower, a fan

**jamming** (v) /'dʒæmɪŋ/ playing with other musicians

2  **2.37** Listen again and 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.

3  **2.37** Complete this account of Sonny Boy Williamson's life. Then listen again and check.

Sonny Boy Williamson II was perhaps the first black media <sup>1</sup> \_\_\_\_\_ of the American South. His <sup>2</sup> \_\_\_\_\_ show in the early 1940s was very popular in and around Helena, Arkansas. Sonny Boy grew up in <sup>3</sup> \_\_\_\_\_ times and started playing the harp when he was <sup>4</sup> \_\_\_\_\_. He had a trick where he could play without using his <sup>5</sup> \_\_\_\_\_. He spent his early career <sup>6</sup> \_\_\_\_\_ around the south, <sup>7</sup> \_\_\_\_\_ with other musicians.

His music combines <sup>8</sup> \_\_\_\_\_ rhythms with powerful solos and although he sounds weary, there is no <sup>9</sup> \_\_\_\_\_ in his songs. Above all Sonny Boy had great <sup>10</sup> \_\_\_\_\_.

In the 1960s he toured <sup>11</sup> \_\_\_\_\_ and met young musicians who became <sup>12</sup> \_\_\_\_\_ by his music. He loved the <sup>13</sup> \_\_\_\_\_ he was given. Sonny Boy died in 1965 when he was still at the peak of his powers. He has become a <sup>14</sup> \_\_\_\_\_ among those who listen to the blues.

## Word focus hit

4 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 and \_\_\_\_\_ 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 \_\_\_\_\_.



# 9d Desert Island Discs

## Real life your favourite music

**1** **2.38** Listen to a 'castaway' talking about her life and music. Answer the questions.

- 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 Speaking skill responding to difficult questions

**2.38** Complete the phrases that Aleah gave when she needed time to think before responding. Then listen again and check.

- 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 \_\_\_\_\_.'

## 3 Pronunciation intonation to express uncertainty

**a** **2.39** Look at this list of phrases and tick (✓) which ones you expect to be pronounced with an uncertain or wavering intonation. Then listen and check.

- 1 I'm not sure. \_\_\_\_\_
- 2 I've no idea. \_\_\_\_\_
- 3 Perhaps. \_\_\_\_\_
- 4 It could be. \_\_\_\_\_
- 5 Of course. \_\_\_\_\_
- 6 I doubt it. \_\_\_\_\_

**b** Practise answering these questions. Use the uncertain answers from Exercise 3a with a wavering intonation.

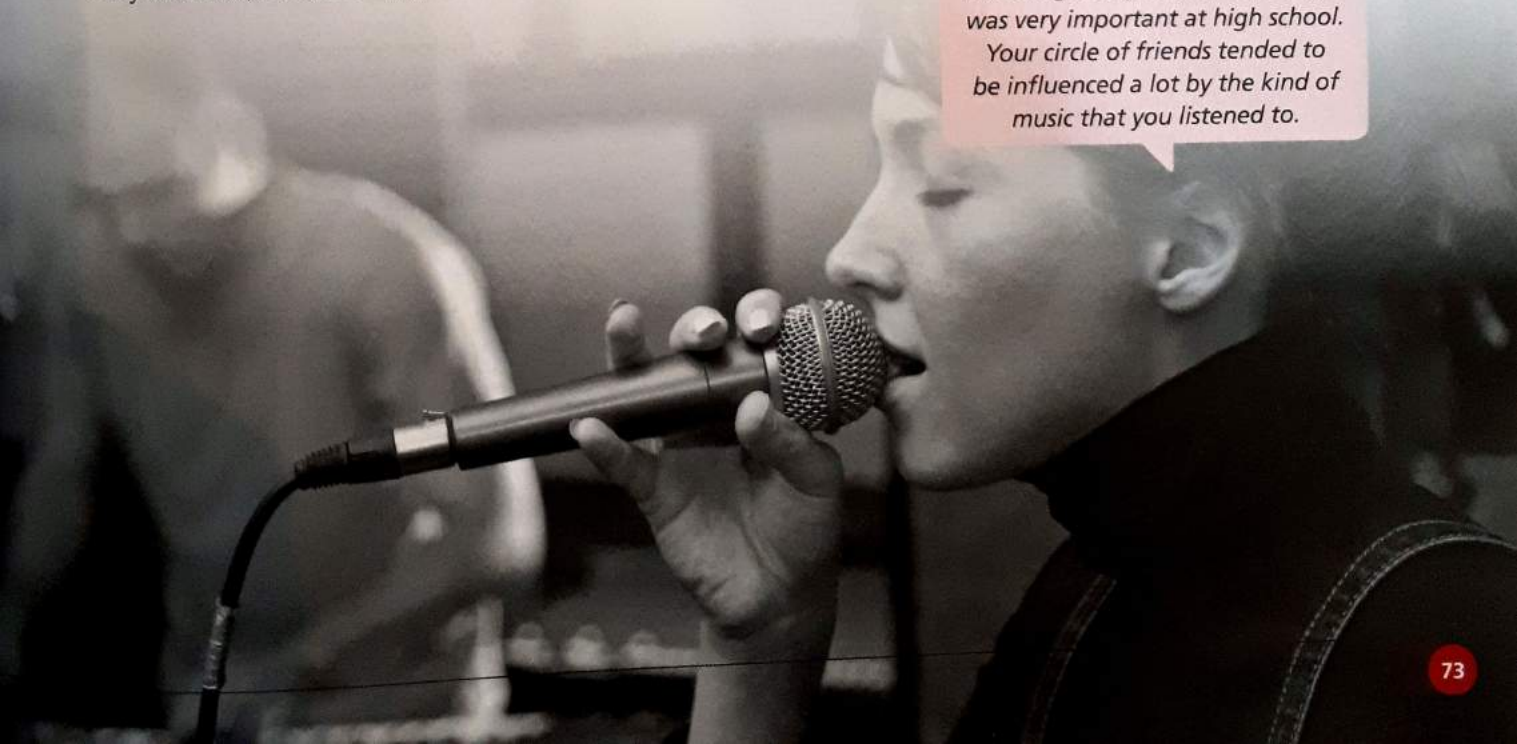
- 1 Are these the final figures?
- 2 Is it cheaper to take the bus?
- 3 Are you coming to the party on Friday?
- 4 Is the bank open on Saturdays?

## 4 Listen and respond responding to difficult questions

**2.40** Listen to someone asking you questions about your background and your music preferences. Respond with your own words. Then compare your response with the model answer that follows.

- 1 *Did music play a big part in your childhood?*

*That's a good question. Certainly it was very important at high school. Your circle of friends tended to be influenced a lot by the kind of music that you listened to.*





# 9e Filmi

## Writing a description

1 Read the description of a style of music from India called *filmi* and answer the questions.

- Who sings these songs and where can you hear them?
- Does the writer recommend listening to this type of music?

2 Read the description again and find examples of the following.

- two powerful adjectives (para 1)
- a simile (para 1)
- a description of the atmosphere (para 1)
- a description of how the listener feels listening to this music (para 3)
- the writer speaking directly to the reader (para 3)
- 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.

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



Produced in their 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 colours, rich smells and deafening traffic.

*Filmi* are essentially movie soundtrack songs. In mass-market Indian films, 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 film 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.

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

## Learning skills pronunciation

- 2 Use your dictionary to check the pronunciation of new words. You will need to do the following:
- recognise the phonetic symbols in this chart
  - note where the stress comes: after the stress mark (ˈ), e.g. interest /ˈintrest/

ɪː peace	ɪ hit	ʊ could	uː school	ɪə here	eɪ play	
e hen	ə Africa	ɜː bird	ɔː ball	ʊə pure	ɔɪ boy	əʊ note
æ man	ʌ but	ɑː start	ɒ not	eə where	aɪ like	aʊ now

p pen	b band	t ten	d dance	tʃ change	dʒ just	k can	g go
f fun	v very	θ thing	ð the	s song	z zoo	ʃ she	ʒ visual
m miss	n no	ŋ sing	h his	l like	r red	w west	j you

- 3 Look at these words related to different music styles written in phonetic script. Say what the word is and where the stress is.

Example:

/ˈklæsɪkəl/ = classical

- /ˈreɪdʒ/ \_\_\_\_\_
- /ˈkʌntri/ \_\_\_\_\_
- /kəˈlɪpsəv/ \_\_\_\_\_
- /ɪksperiˈmentl/ \_\_\_\_\_
- /ˈfjuːʒn/ \_\_\_\_\_
- /ˈɒprə/ \_\_\_\_\_

## Check!

- 4 Do this music quiz. All the answers are in Student's Book Unit 9.

- What two similar words describe a) a tool for playing music and b) a piece of music without singing?  
a an \_\_\_\_\_  
b an \_\_\_\_\_
- What word describes a) an artist who plays by themselves and b) a part of a piece of music where a musician plays by themselves?  
a a \_\_\_\_\_ artist  
b a \_\_\_\_\_
- 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
- 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
- What similar sounding words describe a) the opposite of an acoustic guitar and b) varied taste in music?  
a an \_\_\_\_\_ guitar  
b \_\_\_\_\_ tastes
- 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 \_\_\_\_\_'



## 10a Good citizen awards

### Reading an act of compassion

1 Look at the picture and 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?

### Good citizen awards

From international to local level, various awards exist to recognise those good citizens who make an important contribution to society. At one end of the scale you have 'The World Citizenship Award' bestowed by the World Association of Girl Guides and Girl Scouts (WAGGGS) and awarded to people who have 'made an outstanding contribution to the building of a better world'. Past winners have included such luminaries as Ban-ki Moon, Nelson Mandela and Corazon Aquino. At the other end of the scale you have people like John Byrne, recently awarded the Compassionate Citizenship Award by the Animal Rights Action Network for his modest act of bravery. Personally, while I do admire those global citizens mentioned, it is the actions of ordinary people at a local level that I somehow find more touching. So here is John Byrne's story.

One day in July 2011, John Byrne, a 38-year-old homeless man who had lived on the streets of Dublin for the best part of 22 years, was sitting on O'Connell Bridge which straddles the River Liffey in the centre of Dublin. Beside him was his companion, a rabbit named Barney. As he sat there, an 18-year-old youth passed by, picked up the rabbit and tossed it over the bridge into the river below. Without hesitation Byrne jumped into the freezing cold water after it. He managed to grab the rabbit and then hold onto a ledge to prevent them both from being swept down the river by

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

- 1 The World Citizenship Award usually recognises people who are internationally famous.
- 2 John Byrne received his award from a campaign group.
- 3 The writer is not a fan of people who do acts of good citizenship on the world stage.
- 4 The youth threw the rabbit in the river because it was in his way.
- 5 John Byrne clearly could not swim very well.
- 6 John Byrne's action won him a lot of admirers in his native Ireland.

the current. One of the hundreds of onlookers called the emergency services to help get Byrne back to land, but it was a good forty minutes before help arrived.

The story touched me, as it did many Irish people who read about it later in the newspapers. He had not done anything especially for the community, but he had managed to unite them: first of all 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.





3 Find the words in bold in the text and then answer the questions.

- 1 What **luminaries** would you find at a film premiere?
- 2 If you felt **compassionate** towards a homeless person, what action might you take?
- 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?

5 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 \_\_\_\_\_?
- 5 This has happened before I think.  
This isn't \_\_\_\_\_?
- 6 Presumably you accepted the money.  
So you \_\_\_\_\_?
- 7 I suppose nobody had expected her to win.  
Nobody \_\_\_\_\_?
- 8 I hope I didn't offend you.  
I didn't \_\_\_\_\_?

## Language focus tag questions

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

- 1 'The WAGGGS awards aren't given to children, \_\_\_\_\_?'  
'No. It's for people who inspire children.'
- 2 'I imagine they also bring the WAGGGS quite a lot of publicity too, \_\_\_\_\_?'  
'I'm sure they do, but that's not the main reason they are given.'
- 3 'Presumably, throwing the rabbit was some kind of cruel joke, \_\_\_\_\_?'  
'I suppose so.'
- 4 '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.'
- 5 'And so someone helped him out of the water, \_\_\_\_\_?'  
'Yes, the emergency services came and rescued both him and the rabbit.'
- 6 '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.'

## 6 Pronunciation tag questions

a  3.1 Look at these sentences and mark if you think the intonation rises or falls at the end of each sentence. Then listen and check your answers.

- 1 Pass me that pen, will you?
- 2 It's a beautiful day, isn't it?
- 3 Surely he doesn't expect you to say yes, does he?
- 4 This place has changed so much in ten years, hasn't it?
- 5 You're offering me the job then, are you?

b Practise saying the sentences in Exercise 6a with the same intonation.

## Vocabulary collocations: social groups

7 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 / neighbourhood / nuclear family
- 6 first-generation / economic / refugee migrants
- 7 social / party / family gatherings
- 8 rich / cultural / international heritage



# 10b Social animals

## Listening the thoughtful elephant

- 1 3.2 Look at the photo and the title. Then listen to an interview with a naturalist and tick (✓) the adjectives that match her description of female elephant behaviour.

efficient	considerate	solitary
intelligent	aggressive	protective
cooperative	wild	

- 2 3.2 Listen again and choose the best option to complete the sentences.

- The interviewer wants to know which animals have the greatest:
  - collective intelligence.
  - social awareness.
  - organisational skills.
- In elephant society, bull elephants:
  - are dominant.
  - frequently change family group.
  - live separately.
- The story the naturalist tells concerns a young female elephant who:
  - was rejected by her own family.
  - couldn't find her own family.
  - left the herd when she was one year old.
- What was strange was that the matriarch of the herd:
  - knew who was guilty without seeing the incident.
  - protected an elephant that wasn't her daughter.
  - knew that the young elephant was injured.

- The purpose of the experiment in Thailand was to see if elephants:
  - were different to other species.
  - reacted to rewards.
  - were naturally cooperative.
- The experiment:
  - supports other evidence.
  - does not prove they behave like this in the wild.
  - proved how intelligent elephants are.

## Language focus adverbs

- 3 Look at the extracts (1–5) from the interview. First underline the adverb or adverbial phrase in each sentence. Then match them with the correct grammatical description (a–e).

- I mean, which animals are the most socially aware? \_\_\_\_\_
  - Which species treats other members of its group in a considerate way? \_\_\_\_\_
  - They either leave voluntarily or are pushed out. \_\_\_\_\_
  - One way or another they don't remain long in the family group. \_\_\_\_\_
  - A young female, barely one year old, became separated from her own family. \_\_\_\_\_
- adverb + verb
  - adverb + adjective
  - adverbs with the same form as the adjective
  - adverbs meaning *almost ... not*
  - adverbs not formed with the *-ly* suffix





4 Look at these other sentences from the interview. Rewrite the adjectives 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

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

beaver	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 It took hundreds of programmers \_\_\_\_\_ away day and night for two years to make this software.
- 5 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.
- 6 Look at him, \_\_\_\_\_ around as if he was royalty!

6 Look at these other examples of animal verbs (1–5) and match them with the correct definition (a–e).

- 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 **squirrelled away** a small part of her salary with the result that she now has enough to put a deposit down on a new flat. \_\_\_\_\_
  - 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 The first part of the journey was really slow, but once we got onto the motorway we really **hared along**. \_\_\_\_\_
  - 5 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 go very quickly  
d to keep for oneself  
e put aside or save up

## 7 Dictation animal facts

3.3 Listen to five facts about animals. Complete the facts.

- 1 Research suggests that crows \_\_\_\_\_  
\_\_\_\_\_
- 2 If one dolphin \_\_\_\_\_  
\_\_\_\_\_
- 3 Meerkats \_\_\_\_\_  
\_\_\_\_\_
- 4 Young \_\_\_\_\_  
\_\_\_\_\_
- 5 Killer \_\_\_\_\_  
\_\_\_\_\_



# 10c Rebuilding society

## Listening Leymah Gbowee

- 1 3.4 Listen to the story of Nobel Prize winner Leymah Gbowee and 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?



- 2 3.4 Listen again and complete these facts.

- 1 Ellen Johnson Sirleaf was the first \_\_\_\_\_.
- 2 Liberia had suffered for many years from a \_\_\_\_\_.
- 3 Gbowee became the head of a \_\_\_\_\_ movement.
- 4 When she returned to Liberia, she trained as a \_\_\_\_\_.
- 5 She believed that in order to move forward victims must \_\_\_\_\_.
- 6 She mobilised women and mothers to renew \_\_\_\_\_ in society.
- 7 She and her supporters spread this message in \_\_\_\_\_.
- 8 Ultimately their actions led to \_\_\_\_\_.

- 3 3.5 Read the extract about reconciliation from Gbowee's book. The words in italics are synonyms of the actual words used. Complete the extract with the actual words Gbowee used. Then listen and check.

The person who *injured* <sup>1</sup> \_\_\_\_\_ you ... If you are still angry at that person, if you haven't been able to forgive, you are *tied* <sup>2</sup> \_\_\_\_\_ to him. When someone *insults* <sup>3</sup> \_\_\_\_\_ you and you haven't let go, every time you see him, you grow breathless or your heart *misses* <sup>4</sup> \_\_\_\_\_ a beat. Perhaps even you *wish for* <sup>5</sup> \_\_\_\_\_ revenge. Above you is the Mountain of Peace and Prosperity where we all want to go. But when you try to climb that hill, the person you haven't forgiven weighs you down. It's a personal choice whether or not to let go. But you can't *progress* <sup>6</sup> \_\_\_\_\_ until you break that chain.

- 4 Match the words from the story (1–6) with the correct synonym (a–f).

- |              |                      |
|--------------|----------------------|
| 1 meaningful | a determined         |
| 2 tireless   | b group              |
| 3 underpin   | c leaflet            |
| 4 reconcile  | d significant        |
| 5 faction    | e be at the heart of |
| 6 flyer      | f bring together     |

## Word focus free

- 5 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 look after 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 cinema 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** **3.6** TED talks are short educational talks given by experts in various fields, which are then posted on the Internet. Have you ever watched one? Listen to a short conversation about a TED talk and answer the questions.

1 What was this TED talk about?

\_\_\_\_\_

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

\_\_\_\_\_

3 What does he suggest we do instead?

\_\_\_\_\_

- 2** Which of these points are characteristics of a good listener? Tick (✓) 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 is going to say ☐
- c waited before giving their views ☐
- d asked questions ☐
- e related what they hear to their own experience ☐

### 3 Speaking skill showing interest

**3.7** Both speakers used short responses and phrases to show interest, to agree and to make the conversation flow more easily. Complete the phrases. Then listen and check your answers.

- 1 A: What are you doing?  
B: \_\_\_\_\_ a TED talk on my laptop.
- 2 A: He's a really good speaker actually.  
B: Yes, he is, \_\_\_\_\_?
- 3 B: Yeah, well, I'd go along with that.  
A: Mmm, me \_\_\_\_\_.
- 4 A: ... those who just are at the bottom of society also deserve to be there – and to stay there.  
B: Oh, yes, I \_\_\_\_\_.
- 5 B: I hadn't thought about it like that before.  
A: No, me \_\_\_\_\_.
- 6 A: And he's saying that that can be pretty crushing for people.  
B: Yes, I \_\_\_\_\_.
- 7 A: Shall I send you the link?  
B: Yes, \_\_\_\_\_.
- 8 B: Is it very long?  
A: I haven't got to the end yet, but I \_\_\_\_\_.

### 4 Pronunciation intonation and elision

- a** **3.8** Which sounds are elided (disappear) in these short responses? Underline the sounds which you think are not pronounced. Then listen and check your answers.

- 1 I doubt it.
- 2 I expect so.
- 3 I couldn't tell you, I'm afraid.
- 4 I'm afraid not.
- 5 I suppose so.
- 6 It's a good idea, isn't it?

- b** Practise saying the responses in Exercise 4a in the same way.

### 5 Listen and respond showing interest

**3.9** Imagine you are with some friends. Your friends ask you some questions or make statements. Respond with your own words. Then compare what you say with the model answer that follows.

- 1 *What are you doing this evening?* *Staying in, I think.*



# 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, top medical surgeon, 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 top surgeon, 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.'* Organise 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.

## 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 lift 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:  
\_\_\_\_\_
- 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's 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





# 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 if the problem is not addressed?  
\_\_\_\_\_  
\_\_\_\_\_

**2** Read the article again. What do the phrases in bold mean?

- 1 it's high time that they **pulled themselves together** (para 1)  
\_\_\_\_\_
- 2 state of **isolation** (para 2)  
\_\_\_\_\_
- 3 **A Never-ending Adolescence** (para 3)  
\_\_\_\_\_
- 4 that has **given rise to this** (para 3)  
\_\_\_\_\_
- 5 **less inclined** to offer long-term employment (para 4)  
\_\_\_\_\_
- 6 to live **a reclusive life** (para 5)  
\_\_\_\_\_

## Hikikomori

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 this is self-indulgent and it's high time that they pulled themselves together; others feel that it is a sign of dysfunction in society that should be heeded.



Most hikikomori are male and many come from middle-class families. These families do their best to help them, but the hikikomori would rather their parents left them alone in their rooms to watch television or browse the Internet, or just to sit doing nothing in their state of isolation.

The Hikikomori condition was first formally recognised by Japanese psychiatrist Tamaki Saito in 1998 in his book *Social Withdrawal: A Never-ending Adolescence*. Although there have been some similar cases reported in France and other western countries, it seems to be a particularly Japanese phenomenon. So what is it about Japanese society that has given rise to this?

Some say that it has to do with today's uncertain economic prospects in Japan. Thirty years ago, young Japanese from middle-class families trod a fairly sure path from high school to university to a job for life in one of Japan's corporations. The few who did not take this route were considered aberrations. Nowadays, with more graduates competing for fewer jobs and businesses that are less inclined to offer long-term employment, such 'aberrations' are not difficult to find. To make matters worse, many of those without good or secure jobs are graduates who did follow the approved path and felt they had done everything right.

Others blame the parents, high achievers in their own careers, whose success the young hikikomori wish they could emulate. Unable to face the disappointment of their children not finding job security, instead 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.

Whatever the true causes, 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 – something that would have serious implications for the whole of society.



## Language focus unreal past

**3** 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.
- 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

**4** 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.
- 5 It's time that we \_\_\_\_\_ (treat) these people as victims, not problems.
- 6 I wish that someone \_\_\_\_\_ (find) a proper cure for this condition.

## 5 Pronunciation word stress: wishes

**a** **3.10** Look at these sentences. Underline the stressed words. Then listen and check.

- 1 If only you had waited.
- 2 I wish you were here.
- 3 If only it was that easy.
- 4 I wish they would stop making that noise.
- 5 I wish I hadn't said anything.

**b** Practise saying the sentences with the same stress.

## Vocabulary feelings: adjectives and idioms

**6** Match the strong feelings with the milder ones.

Strong	Mild
1 astonished	a content
2 ecstatic	b cross
3 livid	c despondent
4 miserable	d scared
5 petrified	e taken aback

**7** Match four of these idioms (1–8) describing feelings with adjectives from Exercise 6. Then match the remaining four idioms with the adjectives below (a–d).

- 1 all over the place \_\_\_\_\_
  - 2 a bit down \_\_\_\_\_
  - 3 done in \_\_\_\_\_
  - 4 hot under the collar \_\_\_\_\_
  - 5 on edge \_\_\_\_\_
  - 6 speechless \_\_\_\_\_
  - 7 thrilled to bits \_\_\_\_\_
  - 8 upbeat \_\_\_\_\_
- a exhausted
  - b optimistic
  - c nervous
  - d confused and disorganised

**8** Complete these sentences using an appropriate adjective or idiom from Exercises 6 and 7. Sometimes there is more than one possibility.

- 1 Don't worry about Sue. She's just \_\_\_\_\_ because she has to work on a public holiday.
- 2 We're feeling very \_\_\_\_\_ about our chances of winning the league this year.
- 3 It was a great opportunity to get a free holiday so I was rather \_\_\_\_\_ when he refused.
- 4 I'm not going to come out tonight. I've been working all day and I'm completely \_\_\_\_\_.
- 5 She's \_\_\_\_\_ that no one told her about the concert. She really wanted to go.
- 6 I have a good job and a nice place to live. On the whole I'm pretty \_\_\_\_\_.
- 7 I always feel \_\_\_\_\_ before I have to give a talk, but once I begin I'm fine.
- 8 Sorry, I can't help you. We've just moved house and I'm \_\_\_\_\_ at the moment.



# 11b Don't think too much

## Listening 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 ring 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.'*

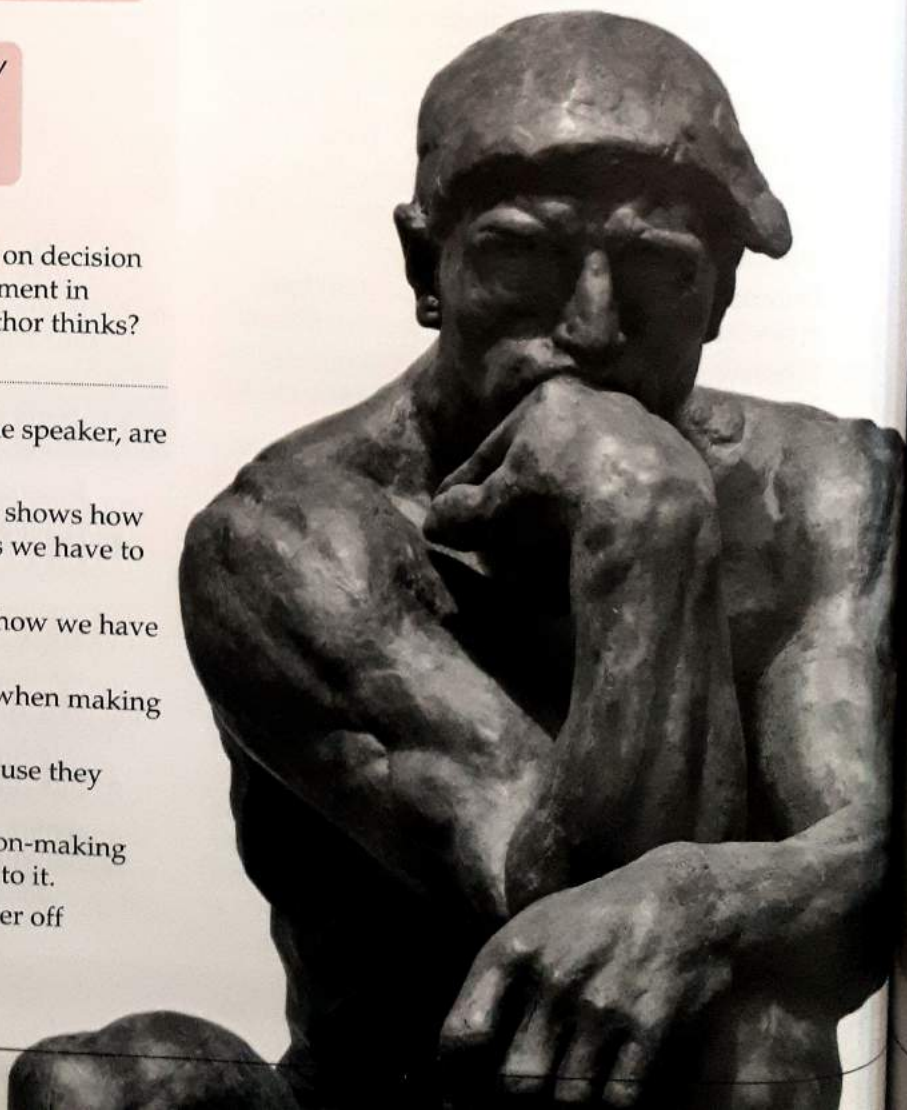
2  **3.11** Listen to a talk about a book on decision making by Jonah Lehrer. Which statement in Exercise 1 best describes what the author thinks?

3  **3.11** Listen again. According to the speaker, are these sentences true (T) or false (F)?

- 1 The example of changing your job shows how complicated many of the decisions we have to take are.
- 2 We often deceive ourselves about how we have arrived at a particular decision.
- 3 It is better to ignore your feelings when making a decision.
- 4 Leaders make good decisions because they have strong ideas.
- 5 We each need to work out a decision-making strategy for all problems and stick to it.
- 6 For complex problems, we are better off following our feelings.

4 Complete these phrases from the talk. The first letter of the missing words has been given for you.

- 1 to think things t\_\_\_\_\_ means to consider things carefully
- 2 to suffer from r\_\_\_\_\_ means to wonder if you have done the right thing
- 3 to base a decision on o\_\_\_\_\_ facts means to decide using independent information
- 4 to d\_\_\_\_\_ reality means to alter what is real
- 5 to take our feelings into a\_\_\_\_\_ means to consider our feelings
- 6 to j\_\_\_\_\_ a decision means to argue that a decision is right





## Language focus inversion in conditionals

5 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 \_\_\_\_\_ recognise 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 analysing simple problems ...

6 Which sentences in Exercise 5 are examples of inversion in conditionals?


7 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 23rd September.  
\_\_\_\_\_
- 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.  
\_\_\_\_\_

8 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?  
\_\_\_\_\_


## 9 Pronunciation heteronyms

a  3.12 Listen to these sentences and say where the stress falls in the words in bold. What rule can you make about these words?

- 1 a What's that strange **object**?  
b I don't **object** to the idea.
- 2 a Did they **contest** the decision?  
b It wasn't a fair **contest**.
- 3 a How much did the price **increase**?  
b It's a big **increase**.
- 4 a It's a **refuse** collection truck.  
b I couldn't **refuse** the offer.
- 5 a What an interesting **project**.  
b We can't **project** far into the future.
- 6 a We **import** furniture from Japan.  
b Our main **import** is sugar.

b Practise saying the sentences in Exercise 9a. Pay attention to the stress on the words in bold.

## 10 Dictation a personal decision

 3.13 Listen to someone describing a decision they had to make. Complete the paragraph. Then say what you think they should do.

OK, so here's \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# 11c Robobees

## Listening insect robots

1 3.14 Look at the photo and the title *Insect robots*. Answer the questions. Then listen to a report about Robobees and check your answers.

- 1 What technical challenges do you think a designer of an insect robot faces?  
\_\_\_\_\_
- 2 What useful tasks could insect robots perform?  
\_\_\_\_\_

### Glossary

**hive** (n) /haɪv/ a house for bees to live in

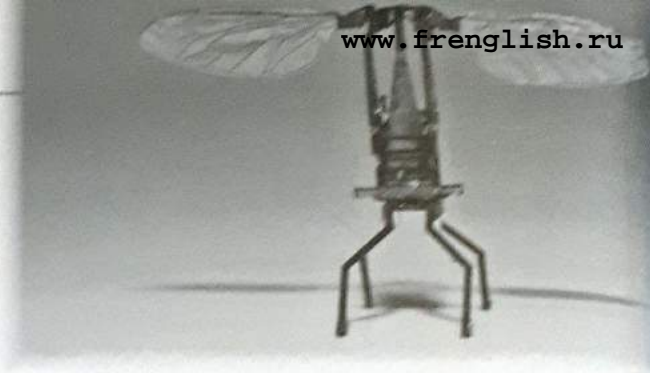
**pollinate** (v) /ˈpɒləneɪt/ spread the seeds of flowers from one to another

2 3.15 Answer the questions. Then listen to the first part of the report again and check your answers.

- 1 What kind of animal robots have we seen up to now?  
\_\_\_\_\_
- 2 What inspired the scientists to make Robobee?  
\_\_\_\_\_
- 3 What did they think they could use Robobee to do?  
\_\_\_\_\_
- 4 Rather than an individual robot, what do they hope to create with Robobee?  
\_\_\_\_\_
- 5 What will Robobees use to 'understand' their environment?  
\_\_\_\_\_

3 3.16 In the report the speaker made a number of comparisons between Robobee and real bees. Listen to the second part of the report again and complete the table.

	Robobee	Actual bees
1	uses a computer chip brain	have a _____
2	_____	are amazing flying machines
3	uses a hive as a _____	live in a real bee hive
4	has a variety of purposes	make _____ and _____
5	uses cameras and sensors to navigate	use _____



4 3.17 Listen to the last part of the report and complete the summary.

Bees are not the only animals to have  
 1 \_\_\_\_\_ roboticists. Scientists have  
 also used flies, fish and 2 \_\_\_\_\_ to get  
 ideas for robots. It is hoped that such research will  
 create a new generation of machines based on the  
 designs of 3 \_\_\_\_\_, using the  
 4 \_\_\_\_\_ that animals apply in the task  
 of daily survival. The National  
 5 \_\_\_\_\_ Foundation in the USA is  
 convinced of the potential benefits and is putting  
 6 \_\_\_\_\_ per year into the research.

5 Complete these collocations from the report with the correct verb.

adapt to	determine	face
flap	perform	take

- 1 \_\_\_\_\_ an operation
- 2 \_\_\_\_\_ changing conditions
- 3 \_\_\_\_\_ a challenge
- 4 \_\_\_\_\_ one's wings
- 5 \_\_\_\_\_ the cause of something
- 6 \_\_\_\_\_ advantage of

## Word focus move

6 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 flat. \_\_\_\_\_
- 3 We need to work a bit 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 recognising feelings

1 3.18 Listen to three conversations in the workplace. Tick (✓) 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 ☐

2 3.18 Listen again and answer the questions.

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

## 3 Speaking skill recognising others' feelings

3.18 The speakers used phrases to recognise the effect of what they said on their or others' feelings. Complete the phrases. Then listen and check your answers.

### 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 \_\_\_\_\_ a bit abrupt.



## 4 Pronunciation adjectives ending in -ed

a 3.19 Are the following -ed endings pronounced /d/, /t/ or /id/? Listen and check your answers.

- |                    |                    |
|--------------------|--------------------|
| 1 shocked _____    | 6 minded _____     |
| 2 thrilled _____   | 7 surprised _____  |
| 3 worried _____    | 8 impressed _____  |
| 4 bored _____      | 9 frustrated _____ |
| 5 frightened _____ | 10 laughed _____   |

b Practise saying the words in Exercise 4a with the same pronunciation.

c 3.20 Listen to these words. What sound does -ied produce here?

- a terrified
- b preoccupied
- c mystified
- d satisfied

## 5 Listen and respond being sensitive

3.21 Imagine you are having discussions with colleagues at work. You want to understand the feelings behind what they are saying. Listen to each statement. Respond with your own words. Then compare your response with the model answer that follows.

- Well, I'm a bit surprised that you volunteered me for the project.

Oh, I'm sorry. I hope I didn't upset you. I didn't mean to put you in a difficult situation.



# 11e Avoiding misunderstanding

## Writing an email message

### 1 Writing skill avoiding misunderstandings

Read the emails (1–4) and underline the phrases which 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 sort something out.

Let me know.

Best wishes

Hakim

#### 2 Dear Sian

Many 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 holiday 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 rather by surprise.

Speak soon.

Graham

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 8th December sounds perfect. Let me know where you'd like to meet.

All the best

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) /'delɪɡət/
- 2 alternate (v) /'ɔ:ltəneɪt/
- 3 row (v) /rəʊ/
- 4 wound (n) /wu:nd/
- 5 tear (n) /tɪə(r)/
- 6 minute (n) /'mɪnɪt/
- 7 sewer (n) /'seʊə(r)/
- 8 refuse (v) /rɪ'fju:z/

- 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? How are they pronounced?

- 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 They had a big **row** yesterday and now neither one is speaking to the other.  
\_\_\_\_\_
- 4 I put a **minute** amount of sugar in your coffee before I remembered you didn't take sugar. You won't taste it.  
\_\_\_\_\_
- 5 We have a job share. We work on **alternate** days of the week.  
\_\_\_\_\_
- 6 It is well known that rats live in the **sewers**.  
\_\_\_\_\_
- 7 Household **refuse** collection is on Thursdays.  
\_\_\_\_\_
- 8 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 categorised 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!

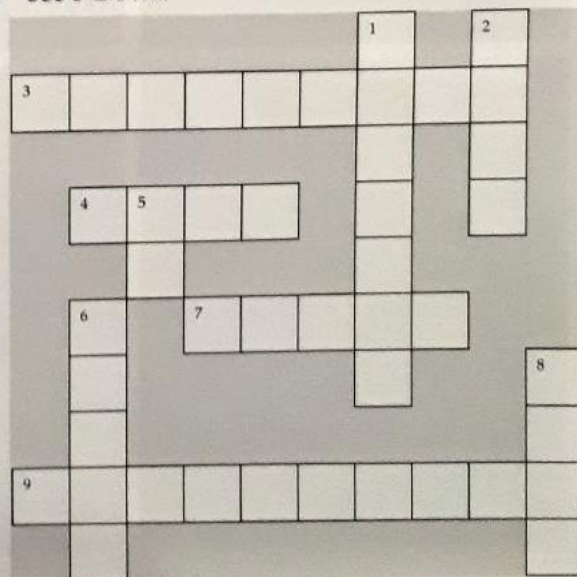
5 Do the crossword. All the answers are in Student's Book Unit 11.

### 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 Kahnmann'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





## 12a Aerial view

### Listening interview with Marie Arana

**1** **3.22** You are going to listen to an interview with Marie Arana, a journalist. Look at the photos. Which landscapes does she associate with North America and which with South America?

**2** **3.22** Which words did Marie Arana use to describe each of the landscapes depicted in the photos? Complete the expressions then listen again and check.

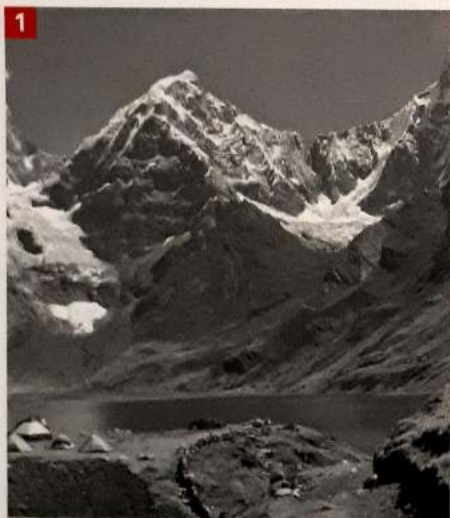
- 1 \_\_\_\_\_ mountain
- 2 \_\_\_\_\_, green \_\_\_\_\_
- 3 great \_\_\_\_\_ of grass
- 4 \_\_\_\_\_ towns

#### Glossary

**hacienda** (n) /ˌhæsiˈenda/ (of Spanish origin) a large estate used for farming

**prairie** (n) /ˈpreəri/ a large area of flat grassland

**shanty town** (n) /ˈʃænti ˈtaʊn/ a poor area of a town made up of shacks or insubstantial buildings



**3** **3.22** Listen again and choose the best option (a–c) to complete the questions.

- 1 Marie Arana has always had a strong awareness of landscapes because she grew up:
  - a near volcanoes.
  - b on a farm near the sea.
  - c on an island in the Pacific.
- 2 The American landscape felt foreign to her because:
  - a the land stretched so far in all directions.
  - b there were roads everywhere.
  - c people had settled everywhere.
- 3 What she loves about Peru is:
  - a how deserted it was.
  - b how varied the landscape was.
  - c how easy it is to get from one place to another.
- 4 Why had the cities she saw from the air grown so much?
  - a because of economic migrants
  - b because of people escaping various disasters
  - c because of industrialisation
- 5 How did she feel when she saw the cities of South America from the air?
  - a moved and impressed
  - b confused
  - c surprised and saddened
- 6 What was the most difficult thing about taking photos from a small aeroplane?
  - a the wind and cold coming through the open door
  - b you don't have confidence in the plane
  - c your equipment doesn't always work properly



4 Look at these words and expressions from the interview and choose the correct definition.

- 1 **In all truth**, I was taken aback  
a to be honest      b in every sense
- 2 The urban centres have **burgeoned**  
a grown much larger      b become depressed
- 3 the shanty towns that had **sprouted up** around the cities  
a grown upwards      b grown out of the ground
- 4 the **prevailing** beauty of the land  
a dominating other aspects      b hidden
- 5 the **visual feast** below us  
a delight for the eyes      b confusing image
- 6 **fierce gales** rushing through the open door  
a extreme cold      b very strong winds

## Language focus approximation

5 Rewrite the words and expressions in bold from the interview using these expressions of approximation. You will need to add to or replace the words.

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

- 1 My earliest memories are of earthquakes – there were **fifteen** by the time I reached the age of five.
- 2 ... 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 ... the shanty towns that had sprouted up around the cities in the past **30 years**.
- 6 The sights from **1,500 metres** in the air were astoundingly beautiful!
- 7 Terrified by how vulnerable a small airplane can feel ...
- 8 How Bobby was able to ... manipulate **photographic equipment** under those conditions is still a mystery to me.

6 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. I guess my father is what you would call a cowboy. The herd is 300 cattle which is actually small for this region, but it keeps us busy! I still help out there, but next year I'm going back to college to continue my studies. I think we all have ambition to do something different from our parents. 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.

- <sup>1</sup> ODD
- <sup>2</sup> ROUGHLY
- <sup>3</sup> KIND OF
- <sup>4</sup> IN THE .. OR TWO
- <sup>5</sup> SOME
- <sup>6</sup> DOZENS OF
- <sup>7</sup> WITH STUFF

## Vocabulary landscapes

7 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

## 8 Dictation approximate answers

3.23 Listen to a conversation where a speaker gives approximate answers to questions. Complete the answers.

- 1 Where do you live now?  
\_\_\_\_\_ Irbid,
- 2 Is that near where you work?  
\_\_\_\_\_
- 3 What's the countryside like around there?  
\_\_\_\_\_
- 4 Are you near the desert?  
\_\_\_\_\_



## Nature's great events



Nature can conjure up some pretty amazing spectacles. Some are on quite a modest scale and are fairly easily found: a spider's web in the morning dew one autumn morning or frost formations on a window pane. Others are on a much grander scale and are not so easy to come by. I have been lucky enough to see four of them on my travels and it's these I'd like to share with you.

### The Aurora Borealis

An extraordinary light show in the far northern skies, the Aurora occurs when solar winds (a stream of plasma) interact with the Earth's magnetic fields, which are strongest at the two poles. As particles in the solar wind collide with gases in the atmosphere, they glow in wonderful greens, blues and reds.

### 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 sea turns a blood-red colour. The algae is not dangerous to humans but can be quite toxic for other sea life.

### Sailing stones

One of the strangest things I've come across is the sailing stones of Death Valley. It's a bit of a surprise to see these single stones sitting in

## 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 four amazing events seen by the writer. Which one(s):

- 1 are a bit frightening?
- 2 are to do with the sun?
- 3 are to do with water?
- 4 are unexplained phenomena?
- 5 take place in countries with cold climates?
- 6 produce an amazing effect?

**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 the northernmost and southernmost points on the Earth (para 2) \_\_\_\_\_
- 3 poisonous (para 3) \_\_\_\_\_
- 4 burnt or made very dry by heat (para 4)  
\_\_\_\_\_
- 5 turning round and round (para 5)  
\_\_\_\_\_

the middle of vast expanses of scorched open desert. But it's more surprising 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 150 metres across, that form in rivers. Most of us are quite used to seeing ice forming at the edge of a river where the current is slower and the water shallower, but in the case of ice circles, it forms in the middle. They occur when a current turns slowly in a circular motion and the spinning water freezes. I had rather hoped to see one of the larger ones in my lifetime, but even a 20-metre diameter one is an amazing sight.



## 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 <b>pretty</b> amazing       | 5 <b>quite</b> toxic         |
| a slightly b fairly           | a pretty b fairly            |
| 2 <b>quite</b> a modest scale | 6 <b>a bit of</b> a surprise |
| a rather b pretty             | a rather b a little          |
| 3 <b>fairly</b> easily        | 7 <b>quite</b> used to       |
| a quite b a little            | a fairly b slightly          |
| 4 <b>slightly</b> alarming    | 8 <b>rather</b> hoped        |
| a a little b rather           | a slightly b quite           |

- 5 Complete the sentences with an appropriate qualifier.

- It's \_\_\_\_\_ unusual to see a full solar eclipse.
- If you visit Iceland, you've got \_\_\_\_\_ a good chance of seeing the Aurora Borealis.
- I would \_\_\_\_\_ like to see red tides, but I wouldn't go too near them
- I've seen the sailing stones. I thought they were \_\_\_\_\_ disappointing.
- I live in a town now. I miss being able to see the night sky \_\_\_\_\_.
- Death Valley is \_\_\_\_\_ remote for most travellers to get to.
- Ice circles sound \_\_\_\_\_ amazing, don't you think?
- The writer of the blog had \_\_\_\_\_ a cheek\* listing all the fantastic things he's seen, when few of us will ever get the same opportunity.

\*have a cheek = be impertinent or impudent

## 6 Pronunciation **quite, fairly and pretty**

- a 3.24 Listen again to the conversations. Do you expect that the speaker is intensifying the answer (I) with the qualifier or toning it down (D)? Listen and say which meaning you hear.

- 'Would you like to go for a walk?'  
'Yes, I'd **quite** like some fresh air.' \_\_\_\_\_
- 'What did you think of the James Bond film?'  
'It was **quite** good, but not the best I've seen.' \_\_\_\_\_
- 'I guess we're not going out this evening then?'  
'No, I'm **pretty** tired.' \_\_\_\_\_
- 'Is it far to the university?'  
'It's a **fairly** long way, I'm afraid.' \_\_\_\_\_
- 'I love your new hairstyle.'  
'Thanks. I'm **quite** pleased with it too.' \_\_\_\_\_
- 'Did the tickets for the show cost a lot?'  
'Well, they were **pretty** expensive.' \_\_\_\_\_

- b 3.24 Listen again to the conversations. Pause the CD after each question, and give the answer yourself using the correct stress and intonation.

## Idioms adjective collocations

- 7 Complete the adjective collocations with these words.

brand	fast	freezing	lightning	pitch
rock	sopping	stiff	sick	wide

- I can't wear my coat – it's still \_\_\_\_\_ wet after I cycled home in the rain.
- Is that a \_\_\_\_\_ new computer you've got there?
- I fell \_\_\_\_\_ asleep during the lecture. It was so embarrassing when I woke up.
- This bread is \_\_\_\_\_ hard. Can you get some more when you're out?
- The room was \_\_\_\_\_ black. You couldn't see your hand in front of your face.
- What a \_\_\_\_\_ cold wind. I should have brought my hat.
- She's got \_\_\_\_\_ quick reactions. She'd make a fantastic tennis player.
- Where have you been? I've been worried \_\_\_\_\_ about you.
- The race is \_\_\_\_\_ open. Anyone could win.
- I was scared \_\_\_\_\_ that he was going to fire me, but actually he was really nice about the mistake I'd made.

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

- squeaky clean
  - dirt cheap
  - silky smooth
  - bored stiff
  - filthy rich
  - 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?



# 12c A bigger picture

## Listening David Hockney

- 1 3.25 Look at the picture. Tick (✓) the words which could be used to describe the work. Listen to an interview with an art critic and check your answers.

portrait	landscape	urban	rural
spring	summer	scene	event

- 2 3.25 Read these statements about an art exhibition called 'A Bigger Picture'. Then listen to the interview again. Are the statements true (T) or false (F)?

- The exhibition was devoted to pictures of landscapes.
- The critic felt in two minds about the exhibition.
- The paintings show the landscape at different times of the year.
- The artist used a camera to get photos he could paint from.
- The artist is a traditionalist and wants nothing to do with new technology.
- The artist was painting a landscape that he was very familiar with.

- 3 3.25 Read this summary. Then listen again and complete the summary using one word in each space.

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

- 4 Look at these expressions from the interview. Are the expressions in bold positive, negative or neutral?

- Landscape painting was **done to death** in the 18th and 19th centuries. \_\_\_\_\_
- The exhibition **raised a few eyebrows** among critics. \_\_\_\_\_
- The way that landscapes have been depicted in the past is rather **samey**. \_\_\_\_\_
- He's had a kind of **love-hate relationship** with the camera. \_\_\_\_\_
- Some old masters had used a **primitive form** of camera to copy real life more accurately. \_\_\_\_\_
- It's an **affectionate** view seen by a very observant eye. \_\_\_\_\_

## Word focus space and room

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

- 'A few of us are driving into town later. Would you like a lift?'  
'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 bit late.'  
'I know. I couldn't find a parking \_\_\_\_\_.'





# 12d Environmental vandalism?

## Real life a debate

### 1 Speaking skill interrupting

**a** 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 Sorry, 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.

**b** Which phrases in Exercise 1a are used to interrupt (I) someone and which phrases are used to prevent (P) interruptions?

**2** **3.26** Listen to a debate between three friends about the building of a new golf course in a coastal area and answer the questions.

**a** What arguments are used in favour of the new golf course?

\_\_\_\_\_

\_\_\_\_\_

**b** What arguments are used against the golf course?

\_\_\_\_\_

\_\_\_\_\_

**3** **3.26** Listen again. Which phrases in Exercise 1 do the different speakers use to interrupt and to prevent interruptions?

\_\_\_\_\_

### 4 Pronunciation intonation in interruptions

**a** **3.27** Look at these phrases for interrupting. Listen and say which ones are said with a polite and firm intonation. Which one is not?

- 1 I have to stop you there. \_\_\_\_\_
- 2 OK, you can make your point in a moment. \_\_\_\_\_
- 3 Can I just finish what I was saying? \_\_\_\_\_
- 4 Can I just say something in answer to that? \_\_\_\_\_
- 5 Just a moment, please. \_\_\_\_\_

**b** **3.28** Listen again to the exception, this time said with a polite intonation. Then practise saying all the sentences in Exercise 4a.

### 5 Listen and respond environmental vandalism?

**3.29** You are going to hear a debate about the building of a new golf course on an area of natural beauty in your country. You believe it is a bad idea. Listen to each statement. Respond with your own words. Then compare your response with the model answer that follows.

1 *I was very pleased to hear about the new golf course. Weren't you?*

*No, I wasn't actually. I don't see why they have to build it in a National Park.*



# 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 recognise what the other person wants
- 4 empathise 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 \$1000, our product is available at only \$500.  
b Most comparable software costs in excess of \$1000. 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?  
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 \$680 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, the till operator 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 per cent.

We look forward to helping you.

Yours sincerely

Nick Faraday

Nick Faraday

**5** Imagine that you are a company that makes shop signs using neon lights in bright colours. You can write any message of any size. Write a speculative letter to small shops 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 transport systems to negotiate, no noisy neighbours 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 recognise 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. Then use the first letter of each answer to make an anagram of the name of a character from Unit 12. All the answers are in Student's Book Unit 12.

- 1 Who said this: 'I've spent much of my life travelling 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 \_\_\_\_\_

Name: \_\_\_\_\_



3.30

## LISTENING TEST

## SECTION 1

Questions 1–10

Questions 1–3

Choose the correct letter, A, B or C.

**Example**

Where was the meeting?

A in a local public library

B in an educational institution

☒ C in a company's headquarters

- 1 Who is paying for the project?
  - A various business sponsors
  - B a local government body
  - C a charitable organisation
- 2 What did Fiona need to take to the meeting?
  - A a character reference
  - B an identification document
  - C a tutor's letter of recommendation
- 3 Applicants were chosen according to
  - A their academic record.
  - B their performance in a task.
  - C their attitude towards certain issues.

Questions 4–10

Complete the notes below.

Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

Hours of work:	4 ..... per day maximum
Interviewers' appearance:	must wear 5 .....
Target interviewees:	minimum of 6 ..... per cent in category A
Target number of interviews:	7 ..... per week
Location of interviews:	informed by 8 ..... daily
Delivery of data:	within 9 ..... of interview
Name of website:	10 .....



## SECTION 2

Questions 11–20

Questions 11–14

Choose the correct letter, A, B or C.

- 11 Which feature of the Phinda Reserve is unusual?
  - A its extensive bush environment
  - B its proximity to the ocean
  - C its level of biodiversity
- 12 The speaker says that before recent initiatives in Phinda,
  - A larger species had experienced falling numbers.
  - B some key species had become locally extinct.
  - C certain species had tended to predominate.
- 13 What does the release of the black rhino serve as an example of?
  - A Phinda's international standing
  - B the scale of the research programme in Phinda
  - C the contribution of volunteers to Phinda's reputation
- 14 Volunteers at Phinda are most likely to do research connected with
  - A big cats.
  - B white rhinos.
  - C small mammals.

Questions 15–17

Complete the notes below.

Write **NO MORE THAN TWO WORDS** for each answer.

Monitoring Projects in Phinda		
Animal	Volunteers' task	Method
White Rhino	developing a detailed 15 .....	ear notching of individuals
Cheetah	tracking territories and movements	use markings around the 16 ..... to identify individuals
17 .....	recording sightings	tracking, darting and collaring



## Questions 18–20

Which three facilities are provided for volunteers?

Choose **THREE** letters, **A–H**.

- A separate accommodation from the staff
- B money to spend locally
- C cooking facilities
- D land on which to grow food
- E access to international media
- F the equipment to watch movies
- G free transport to the beach
- H excursions to local places of interest

18 .....

19 .....

20 .....



## SECTION 3

Questions 21–30

Questions 21–25

Choose the correct letter, **A**, **B** or **C**.

- 21 What's called 'ash dieback' disease first appears in  
**A** the shoots of young trees.  
**B** the leaves of healthy trees.  
**C** the bark of older old trees.
- 22 When asked about the risk posed by the infection, Dennis explains that  
**A** other tree species can easily catch it.  
**B** it affects Asian ash trees less severely.  
**C** some species of ash tree are unaffected by it.
- 23 What do we learn the origin of the disease?  
**A** It remains a complete mystery.  
**B** It can be traced to one part of Europe.  
**C** It is likely to have existed in Japan for some time.
- 24 Dennis corrects Diana's suggestion that the European ash  
**A** may be divided into sub-species.  
**B** is particularly vulnerable to the disease.  
**C** has some natural resistance to the infection.
- 25 Dennis disagrees with the interviewer's ideas about  
**A** how quickly the problem might be solved.  
**B** how willing people will be to remove infected trees.  
**C** how many existing ash trees will survive the outbreak.

Questions 26–30

What facts would Dennis like to establish?

Choose **FIVE** letters, **A-H**.

- A** the total number of ash trees in the UK  
**B** whether fungicides could control the disease  
**C** the geographical distribution of ash trees in the UK  
**D** the age of trees already infected  
**E** whether trees could be immunised  
**F** the regional spread of the disease  
**G** whether some groups of trees remain unaffected  
**H** whether ash trees in cities are equally affected

26 .....

27 .....

28 .....

29 .....

30 .....



## SECTION 4

Questions 31–40

Questions 31–37

Complete the sentences below.

Write **NO MORE THAN TWO WORDS** for each answer.The subject which the students are studying is called **31** .....The speaker points out that interns will be **32** ..... for the work they do.The speaker recommends a document entitled the **33** .....The internship report has three main features: a description of the company's business, a description of the intern's **34** ....., a **35** ..... of a relevant topic.Students will probably have to do mostly **36** ..... during their internship.In their reports, students need to show they are capable of **37** .....

Questions 38–40

What does the speaker recommend for internship reports?

Choose **THREE** letters, **A–H**.

- A** using lots of technical terms
- B** avoiding the use of acronyms
- C** throwing away the first draft
- D** using complex grammar
- E** checking that spelling is accurate
- F** getting feedback from a colleague
- G** dividing the text into four sections.
- H** using a specific format

**38** .....**39** .....**40** .....



## READING TEST

### SECTION 1

Questions 1–13

*Read the text below and answer questions 1–13.*

#### **The North Dakota Fracking Boom**

The Fort Berthold Reservation in western North Dakota is a vast area where advances in drilling and extraction technology have made it possible to remove oil from deep, widely dispersed deposits. Since early 2006, production from what's known as the Bakken formation has increased nearly 150-fold, to more than 660,000 barrels a day, moving North Dakota into second place among US states, ahead of Alaska.

No one but a handful of industry insiders saw that coming. Now some optimistic oilmen predict that the state's daily output could eventually close in on that of Texas – at two million barrels. The number of wells could increase from the roughly 8,000 operating today to between 40,000 and 50,000. By the time the frenzy ends, perhaps 20 years from now, as many as 14 billion barrels of high-quality crude may have been removed. Until more pipelines are built in this landlocked rural region, most of the oil and water will be transported by truck. So will everything else needed for swift, large-scale development: gravel, construction materials, tools, machinery. The prairie is being industrialised.

Change of such scope and intensity is bound to raise questions. Thousands of people are converging on the area, looking for work, looking for redemption, looking for trouble. And jobs are plentiful. In Williston, in the heart of the oil patch, the unemployment rate is less than one per cent. But how does a region of farms weather the human onslaught? Another risk is environmental damage. Most attention has focused on hydraulic fracturing, or fracking, by which large amounts of fresh water combined with sand and smaller amounts of other substances, some toxic, are driven under high pressure down wells drilled into deep layers of shale, creating cracks through which bubbles of trapped oil and natural gas can escape into the well. Where will all the clean water come from? How will the dirty water that's pumped out be prevented from contaminating groundwater, as has happened in other parts of the country? Stepping back for a broader view, can the inestimable values of the prairie – silence, solitude – be preserved in the face of full-throttle, regionwide development, of extracting as much oil as possible as fast as possible?

The implications are already reverberating far beyond North Dakota. Bakken-like shale formations occur across the US, indeed, across the world. The extraction technology refined in the Bakken is in effect a skeleton key that can be used to open other fossil fuel treasure chests.

North Dakota has boomed before, in the 1950s and 1980s. But besides being much larger and likely to last much longer, the current boom differs from earlier ones because it initially coincided with an economic recession. For refugees from its ravages, the Bakken is a chance – often the last chance – to escape ruin.

So it was for truck driver Susan Connell. While we head for the disposal site on a two-lane highway chewed up by truck traffic, she describes how she came to be behind the wheel of a Kenworth Anteatr. The trouble started in 2009, when she and her husband could no longer find construction work in south-western Montana, where they still live. By the fall they were three months behind on their house payments. The bank sent threatening letters. Then Connell heard that truckers were needed in North Dakota. Earlier in her career, the Delaware native had driven a commercial bus between Philadelphia and Atlantic City, also an airport transit bus in Portland, Oregon. How much harder could an 18-wheeler be? But to qualify she would have to upgrade her licence, and for that she would need to attend a special training program. Cost: \$4,000. At a time when Connell and her husband could scarcely buy groceries for their kids, they charged the fee to a credit card. 'It was a big gamble,' she says, referring less to the likely availability of work than to the reception she would almost certainly get in such a male-dominated environment.



Trucking is one of the most lucrative enterprises in North Dakota. Driving an 18-wheeler tank truck can bring in \$40,000 a month – if everything goes right. One night during the training program in early April 2011, waiting out the 'umpteenth blizzard' of the season with two dozen oil and water drivers at a gas station in Parshall, Connell insinuated herself into conversations, inquiring about jobs and collecting phone numbers of trucking firms. Someone asked her where she'd abandoned her vehicle. It turned out that Connell, the only female driver in the room, was also the only one who hadn't gone off the road during the storm. One of the guys, the owner of a small water-hauling company based in Killdeer, was so impressed he cold-called and offered her a job next day. Her pay jumped from \$600 a week to \$2,000. There would be no more worrisome letters from the bank. She'd saved the family house.

### Questions 1–6

Complete the table below.

Choose **NO MORE THAN THREE WORDS** from the text for each answer.

Write your answers in boxes 1–6 on your answer sheet.

Fracking in North Dakota	
US state which currently produces more oil:	1 .....
Estimated daily amount of oil that Dakota might eventually produce:	2 .....
Key type of infrastructure currently lacking in the region:	3 .....
Traditional economic activity of the region:	4 .....
Main material introduced into wells during fracking:	- water - 5 .....
Name given to the waste material produced:	6 .....

### Questions 7–13

Do the following statements agree with the information given in the text?

In boxes 7–13 on your answer sheet, write

**TRUE** if the statement agrees with the information  
**FALSE** if the statement contradicts the information  
**NOT GIVEN** if there is no information on this

- 7 Extraction of oil from shale is likely to spread to other areas.
- 8 North Dakota is seeing rapid economic development for the first time.
- 9 Susan Cornell sold her home in order to move to North Dakota.
- 10 Susan has recently trained as a professional driver.
- 11 Susan found her special training course more challenging than she expected.
- 12 Susan was concerned about whether she would be accepted by other drivers in the industry.
- 13 Susan had to do a bad weather driving test as part of her job application.



## READING TEST

## SECTION 2

Questions 14–30

Read the text below and answer questions 14–24.

## Why the Scottish wildcat is staring extinction in the face

A

Once found across Britain, this magnificent predator is now rarer than the tiger – with perhaps only 40 left at large. According to a report published last week, *Felis silvestris grampia* is now hovering at the edge of extinction and could be wiped out, in the wild, in the near future. A report just out, produced by the Scottish Wildcat Association, reviewed 2,000 records of camera trap recordings, eyewitness reports and road kills, and concluded there may be only about 40 wildcats left in Scotland in the wild today. 'However you juggle the figures, it's hard to find anything positive,' says Steve Piper, the association's chairman. 'The overwhelming evidence is that the wildcat is going to be extinct very soon.'

B

The prospect is alarming, to put it mildly. Not every wildcat expert agrees with the association's grim prognosis, however. A separate report, by Scottish National Heritage, last month concluded there may be up to 400 still living in the wild. That is certainly a more encouraging figure, but the future of this glorious, distinctive animal is worryingly uncertain, no matter how you stack up their numbers. But how has this happened and what can be done to save the wildcat?

C

Not surprisingly, the answer to the first question is a lot easier to provide than the latter and stems from recent studies into the origins of wildcats. These can be grouped into three main genetic clusters, say scientists: the European wildcat, *Felis silvestris silvestris*; the Middle Eastern wildcat, *Felis silvestris lybica*; and the southern African wildcat, *Felis silvestris cafra*. Crucially the Highland wildcat is a member of the first of these subspecies while the domestic variety is a member of the second.

D

So how did descendants of the Middle Eastern wildcat end up being domesticated and why is that important for the fate of our own native wildcats? The answer is straightforward: with the invention of agriculture in the Middle East ten thousand years ago, the first stores of grain were established. Mice and rats moved in and wildcats – of the Middle Eastern variety – turned up to hunt them. Soon the cats adapted to life with humans, who in turn came to rely on them as a means of pest control. As farming spread westwards, the cats came too. Today there are an estimated ten million ancestors of these early domestic cats across Britain.

E

And that is a real problem for the Highland wildcat. Its population had already been drastically reduced by loss of habitat in historic times, says David Hetherington, of the Cairngorms Wildcat Project. 'Wildcats disappeared in lowland England around 1800. Then they vanished from Wales and northern England around 1860. Finally, they went from southern Scotland. All we have left is a few hundred around the Cairngorms and places like the Black Isle.'

F

However, it is not the loss of habitat that is causing the imminent extinction of the species. It is the spread of the domestic cat. Occasionally household animals go wild and create breeding colonies of feral cats. These form at the edges of villages and in farms. Some of these feral animals meet up with wildcats and they mate. Female wildcats become pregnant and give birth to kittens that are not purebred wildcats. Slowly the species loses its unique status and vigour and animals become hybridised.

G

'Estimates suggest that there are now up to a hundred thousand domestic cats that have gone feral in the Scottish Highlands,' says Piper. 'The fact that domestic cats can survive there in such numbers shows that they are a very resourceful species. However, that success – measured by their ever growing population – shows the kind of trouble that the Highland wildcat is in today. They are being outbred.'



## Questions 14–20

The text on page 107 has seven sections, A–G.

Choose the correct heading for sections A–G from the list of headings below.

Write the correct number (i–x) in boxes 14–20 on your answer sheet.

- i disagreement over the root cause of the problem
- ii a steady contraction in range can be identified
- iii evidence that suggests concerted action can be effective
- iv findings that appear to provide conclusive evidence
- v how new research helps to establish the wider context
- vi how to prevent hybridisation of the species
- vii the detailed explanation behind the current crisis
- viii the significance of reciprocal benefits over time
- ix the alarming scale of an ongoing trend
- x a slightly less pessimistic assessment

14 Section A .....

15 Section B .....

16 Section C .....

17 Section D .....

18 Section E .....

19 Section F .....

20 Section G .....

## Questions 21–24

Look at the following list of statements 21–24 and the list of species below.

Match each statement with the correct species.

Write the correct letter A–C in boxes 21–24 on your answer sheet.

- 21 This subspecies of cat is now prevalent in Scotland.
- 22 This subspecies of cat no longer lives in the wild in England.
- 23 This subspecies of cat has long been domesticated.
- 24 This subspecies of cat is not found in Scotland.

**List of species**

A *Felis silvestris silvestris*

B *Felis silvestris lybica*

C *Felis silvestris cafra*

21 .....

22 .....

23 .....

24 .....



Read the continuation of the text below and answer questions 25–30.

The urgency of the problem led conservationists to meet in Scotland recently to develop a plan to save the wildcat. 'We cannot wait for another couple of years to do a new census,' says Piper. 'We need to act immediately.' The exact nature of that plan has yet to be finalised but almost certainly involves the widescale neutering rather than the culling of feral cats. 'That will bring numbers down and take the pressure off the Highland wildcat,' says Piper. The situation is, therefore, not hopeless, a point that is reinforced by the example of the Iberian lynx, a feline whose story shares many features with the Highland wildcat. Ten years ago, there were only around a hundred of these equally magnificent hunters left in the wild. However, its prospects have been transformed by a rescue project that boosted numbers to more than three hundred and which could reach a thousand by the end of the decade.

I recently joined conservationists working on the Iberian lynx project and was struck by the enthusiasm and commitment of its staff – and by the considerable resources they needed to do their work. Having persuaded local hunters and landowners to stop shooting and laying down snares in lynx territory, conservationists have since been capturing animals and relocating young adult lynxes in protected territory. Captive breeding centres have also been established and animals reintroduced into the wild thanks to those programmes. Warrens of rabbits – a lynx's prime source of food – have also been established.

As a result, lynx numbers have bounced back, though we note the price tag. A total of €33m – most of it provided by the regional government of Andalucía – has been spent so far on saving the lynx. And that, we should note, is the level of expenditure that is likely to be needed to save the Scottish Highland wildcat. Some would consider that disproportionate, whilst others would think it money well spent. We should, however, also consider the larger issue: it is relatively easy to drive a species towards extinction, but it is very expensive to bring it back from the brink.

### Questions 25–30

Complete the summary below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 25–30 on your answer sheet.

Conservationists in Scotland are planning to act to save their local wildcat from extinction. The 25 ..... of large numbers of feral cats is likely to be a feature. The 26 ..... that has helped the Iberian lynx may act as a useful model for their efforts. Although conservationists in Spain also had to tackle the problem of hunting, and have been successful in reducing the use of 27 ..... in areas where the lynx live, their work has focussed on 28 ..... certain animals in protected areas. Centres have been set up and the 29 ..... programmes organised there have proved successful. The writer acknowledges that critics may regard the cost of saving such animals to be 30 ..... , however.



## SECTION 3

Questions 31–40

Read the text below and answer questions 31–40.

**LET'S NOT LOSE ANY SLEEP**

A great deal of anxiety is being expressed over children not getting enough sleep. Teachers and parents worry that sleep-deprived children will be too tired to perform well at school, and irritable at home. Meanwhile scientists worry that kids are becoming obese, and according to recent research, sleep-deprived children are twice as likely to be so. As just one example of sleep anxiety, a recent British survey of two thousand families warned of an 'epidemic' of sleeplessness among children aged five to fifteen. It claimed that two-thirds of them are being turned into 'zombies' by late-night viewing and smartphone use, and it warned of the consequences for their waistlines. The survey was carried out for the UK hotel chain Travelodge – the self-styled 'retailer of sleep' – and it was not even published in a peer-reviewed journal. Yet it still found its way into the mainstream media.

The story of an epidemic of sleep-deprived zombie children is neat and appealing, but it quickly falls apart. There is little evidence that children are sleeping less than before. And the link between sleep deprivation and obesity has been greatly exaggerated. Sleepy children are not a new concern. In 1884, the *British Medical Journal* reported that the influential psychiatrist James Crichton-Browne had testified to the British parliament: 'I have encountered many lamentable instances of derangement of health, resulting from enforced evening study in the case of young children, with the nervous excitement and loss of sleep which it so often induces.' He clearly saw homework as the culprit. His words were ignored but he did not give up. In 1908, in his presidential address to the Child Study Society, Crichton-Browne bemoaned that 'the evil of insufficient sleep in children is widespread'.

He was responding to a talk by educational pioneer Alice Ravenhill, who described her long investigation into the sleep of six thousand elementary school children. She found that children aged between three and five years slept for ten hours, forty-five minutes a night, on average, while for thirteen-year-olds it was eight hours (both of which are pretty much the same today). This, she said, was not enough. Having 'consulted the best authorities', she advocated thirteen hours' sleep for the younger group and eleven hours for the older. Soon afterwards, in 1913, Lewis Terman and Adeline Hocking from Stanford University, California, reported similar sleep durations among US school children. They found an average of eleven hours for six-year-olds and nine hours for thirteen-year-olds.

Fast forward to today, and little has changed. A survey of 11,500 children by Peter Blair and colleagues at the University of Bristol, UK, found that six-year-olds sleep 11.3 hours on average, while ten-year-olds sleep 10.5 hours (*Sleep*, vol 35, p 353).

Although there were wide variations among the children, they concluded that 'compared with earlier studies, the younger children ... slept for a shorter period'. Nevertheless, both these values are greater than those from 1908 and similar to Terman and Hocking's results in 1913.

Yet another study, by a team at the University of South Australia in Adelaide, looked at records going back to 1897 and found that children's average sleep time has been steadily declining for the past century – though only at a rate of 43 seconds per year, or one hour and twenty minutes in total. Intriguingly, the team also found that children consistently slept for about thirty-seven minutes less than health professionals thought best at the time, and that the blame was invariably put on children being 'overtaxed by the stimulation of modern living'. This suggests that sleep recommendations start with the assumption that children don't get enough sleep, rather than an empirical assessment of how much they actually need.



Several studies have reported that children who sleep less are fatter. One, for example, found that seven year-olds sleeping less than ten hours a night are twice as likely to be obese than longer sleepers (*International Journal of Obesity*, vol 26, p 710). That sounds alarming, but 'twice as likely' obscures the fact that the absolute numbers are small. Only around ten per cent of the shorter sleepers are obese, compared with five per cent for those sleeping over ten hours. Put differently, the vast majority of short sleepers are not obese. What is more, there is only about thirty minutes' difference in the sleep of obese children versus those of normal weight.

If short sleep does cause obesity, then the effect is moderate at best, amounting to the accumulation of less than half a kilogram of extra fat per year as a result of hundreds of hours of accumulated 'lost sleep'. I estimate that rather than sleeping for an extra hour or more, obese children could obtain the same effect with only ten minutes of extra exercise each day.

### Questions 31–32

Choose the correct letter, A, B, C or D.

Write your answers in boxes 31–32 on your answer sheet.

- 31 In the first paragraph, the writer is
- A sympathising with the anxieties of teachers and parents.
  - B casting doubt on the reliability of some published findings.
  - C providing an analysis of changing sleep patterns in children.
  - D seeking to find an explanation for certain behavioural traits.
- 32 The writer uses inverted commas in the first paragraph to indicate that he is
- A quoting from a reliable source.
  - B using accepted technical terminology.
  - C reporting the style of the media reports.
  - D using new terms that he has coined himself.

### Questions 33–40

Do the following statements agree with the information given in the text?

In boxes 33–40 on your answer sheet, write

- |                  |  |
|------------------|--|
| <b>TRUE</b>      | if the statement agrees with the information |
| <b>FALSE</b>     | if the statement contradicts the information |
| <b>NOT GIVEN</b> | if there is no information on this           |

- 33 Crichton-Browne wrote an article published in the *British Medical Journal*.
- 34 Crichton-Browne advocated giving children less homework.
- 35 The government eventually acted on Crichton-Browne's recommendations.
- 36 Ravenhill's findings correlated well with those of US researchers.
- 37 Blair's team found that modern children sleep less than 19th-century children.
- 38 Researchers in Australia set out to challenge Blair's findings.
- 39 The writer implies that researchers in this subject haven't always started with an open mind.
- 40 By the end of the article, the writer concedes that there exists a strong link between lack of sleep and obesity in children.



**WRITING TEST****TASK 1**

You should spend about 20 minutes on this task.

*There have been some problems caused by very bad weather in your area recently.*

*Write a letter to the local newspaper. In your letter*

- *describe the problems that were caused by the bad weather*
- *explain how these problems have affected people's lives*
- *suggest how the local community could be better prepared for bad weather in the future*

Write about 150 words.

You do not need to write any addresses.

Begin your letter like this:

*Dear Sir,*

**TASK 2**

You should spend about 40 minutes on this task.

Write about this topic.

*Some people say that workers over the age of fifty-five should be forced to retire so that it is easier for young people to find jobs.*

*Do you agree?*

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.



**SPEAKING TEST****PART 1 – INTRODUCTION AND INTERVIEW**

Let's talk about advertising.

- How much notice do you take of advertising in the media?
- Do you think advertising affects you when you're choosing things to buy?
- Which type of advertising do you think is most effective?
- Is there a type of advertising that you particularly like or dislike?

**PART 2 – INDIVIDUAL LONG TURN***Candidate Task Card*

Describe your journey to work or school/college each day.

You should say:

how you travel

why you choose to travel in that way

how efficient you feel this type of transportation is

and explain what would make your daily journey easier.

You will have to talk about the topic for one to two minutes.

You will have one minute to think about what you are going to say.

You can make some notes to help you if you wish.

*Rounding-off questions*

- What changes would you make to public transport in this area?
- Do you think more people should try to work from home using the Internet?

**PART 3 – TWO-WAY DISCUSSION**

Let's consider first of all public transport in general.

- How often do you use public transport?
- What are the advantages and disadvantages of using public transport?
- How can people be encouraged to use public transport more?
- Should people be actively discouraged from using private cars? Why (not)?

Finally, let's talk about public transport in the future.

- What type of public transport do you think we should invest in for the future? Why?



# Audioscripts

## Unit 1

### 1.1

Hello, everyone. My name's Herb Sokolowski and I'm a college graduate, just like you. You might have heard of me, because I used to present a TV programme called *Weird Science*. Currently, I'm writing a book about scientific inventions, and when I was asked to come and speak to you, I thought I'd talk about that. But then I thought: 'What's the use of that? It'll probably only interest a few of them.' So instead I'm going to give you some rules of life that I read about 15 years ago in a book by a guy called Charles Sykes. I believe the book was called *Dumbing down our kids*. Before that, I had believed myself to be – as you probably do now – one entitled individual. But it changed my attitude and, who knows, perhaps it'll change yours. I've reduced the number of rules a bit and put them in my own words. So, are you ready? Here we go.

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 car phone, 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.

### 1.2

One of the problems with advice is that people tend to interpret it to suit their own purposes. An example of this is the wisdom of the 18th-century economist, Adam Smith. One of his main ideas was that if you allow people to seek wealth for themselves, they will naturally create jobs and wealth for others. He called this 'the invisible hand'. People, trying to improve their own situation, also help their neighbour to improve theirs, but without meaning to, as if with an invisible hand. Unfortunately, a lot of people took Smith to mean that it was all right to be greedy and selfish and not to help others directly, which is not at all what he meant.

### 1.4

Like many islands, Great Britain and its language, English, have been subject to many influences over the centuries. What developed as a result is a language with a very rich and large vocabulary. Later in British history, the influenced would become an influencer, an exporter of its language and culture, to a point where its language again became subject to changes made by others who use it to

communicate with each other in the worlds of business or academia.

The first influence is that of the Romans and their language, Latin. The legacy of the Romans is evident in the Latin-based or Romance languages that still survive in many western European countries. However, after the fall of the Roman Empire in the fifth century, Britain was invaded by various Germanic peoples and it was their languages, notably Anglo-Saxon, or what is now known as Old English, that became the dominant force.

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 standardised. You can see this very clearly if you compare the writing of the poet Chaucer in the 14th century, which is difficult to understand without reference to a glossary, with Shakespeare's writing two centuries later. Shakespeare is not easy, but in fact it is relatively similar to the English of today.

From this point in history – the 17th century through to the end of the 19th century – British colonialism thrived. This had two implications for the English language: the first was the importation into the language of yet more words – 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. Each country stamped its own mark on the language used, making it something different from the English spoken in Britain. The writer George Bernard Shaw famously spoke of Britain and America as 'two nations divided by a common language'. The new English-speaking settlers in America were keen to set their language and their country apart from Britain, and so brought in new words and new spellings, as well as a new, more direct style of speaking.

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.

Which brings us to the present day and to a situation where many versions of English now exist. The writer Robert McCrum has identified two types in particular: English as spoken by native speakers in different countries around the world and Globish, a simplified form of the language used by non-native speakers to communicate on matters of business or work. According to McCrum, this is a utilitarian kind of English where you learn a limited vocabulary – maybe 1,500 words at most – and grammar, enough to enable you to do your job at the call centre, for example.

Although this characterisation is too simplistic – there are many shades and versions of English between Globish and the language of Shakespeare – it does make an important point: that English, like any language, is a tool that people adapt and exploit to suit their needs. No one version is right or wrong; the question, rather, is which version you aspire to speak.



## 1.5

I = Interviewer, H = Hiroki Katagawa

- I: So, can you tell me a little about yourself, Hiroki, and what attracted you to this graduate training programme?
- H: So. Er ... yes, thank you. My name is Hiroki Katagawa. I'm 24 years old and I'm master ... I have a master's degree in Business Administration. So, my first degree was in Town Planning, um ... Urban Planning. I spent one year in Japan working on a metro and transport hub in the city of Osaka – it's a major city on Honshu island. It was for work experience and I received a commendation when I left the project. So this is what attracted me to your company ... because you are involved in such infrastructure projects.
- I: And why do you think you are suited to this particular programme?
- H: I have good planning and organisation, and up-to-date IT skills. Perhaps you would like me to give you an example. In Osaka I helped design the programme for planning work schedules for the staff working ...
- I: Sorry, you designed the programme or you were using bespoke software?
- H: I'm sorry, what?
- I: Was that software you adapted or created?
- H: Oh no, it was a well-known programme used in Japan, but I had to adapt it, yes ... So, as I was saying, it was for planning schedules for staff working on tramlines in the city. This work had to be arranged with the consent of the local authorities, the transport office of Osaka.
- I: OK. Well, that is very relevant to what we do here ...
- H: And you also asked me about my suitability for this programme. I am very keen to join an international company. I am very open to different cultures, very interested in different cultures. I like travel very much and have made many friends and contacts in different countries. This is important for me – to work and live together with people from other cultures. I love to learn different approaches to life ... in fact, in general I am very enthusiastic to learn.
- I: OK. Thank you, Hiroki. A little earlier we gave you a form ...

## 1.6

I spent one year in Japan working on a metro and transport hub in the city of Osaka – it's a major city on Honshu island. It was for work experience and I received a commendation when I left the project.

## 1.7

I = Interviewer, MA = Model answer

- 1
- I: So can you tell me a little about yourself and what attracted you to this job?
- MA: Yes, my name is Eduardo Torres and I'm a graduate in Hotel Management. I have been working for the last year at a country hotel and I would like to get a job with a bigger chain of hotels.
- 2
- I: And what would you say your strongest qualities are?
- MA: I'm well-organised and I'm good at solving problems. In fact, I love the challenge of dealing with clients' problems and trying to find the best solution.
- 3
- I: I see. And why do you think you would be suited to this particular hotel?
- MA: I know this is a prestigious international hotel, so I imagine the challenge to maintain good standards is very high.

## 4

- I: Sorry, I just need to answer this call. [Sorry, I'm in a meeting. I'll call you back in 30 minutes] ... Sorry, go on.
- MA: Yes, as I was saying ... this is a first-class hotel and I am very ambitious to do well in my career, so I think it's a good combination.

## Unit 2

## 1.8

Take a walk on the mountain slopes of the Tibetan Plateau in May or June, and you are likely to come across groups of people on their hands and knees intently searching the grass for something they cannot find. It's as if someone has dropped a valuable ring, and asked their friends and relatives to come and help them search for it.

Actually, what they're looking for is a small fungus called *yartsa gunbu* which is so prized in China for its medicinal properties that half a kilo fetches up to \$50,000. Not surprising perhaps when you realise how difficult it is to find. One couple I talked to had been searching all day and found only 30 specimens.

*Yartsa gunbu* occurs in very specific circumstances. Only found on the Tibetan plateau and the Himalayas, the mushroom is formed when the larva of a ghost moth hatches underground and becomes infected with the fungus. The fungus devours the caterpillar from the inside and then blooms in late spring, sending a brown stalk up through the dead caterpillar's head and out of the ground. It is this tiny stalk that the worm diggers are searching for.

For centuries, herbalists have prescribed *yartsa gunbu* for all sorts of ailments: back pain, fatigue, asthma, poor eyesight. The Chinese are convinced it revitalises a person's 'chi' or 'life energy'. Legend says that yaks that ingest it grow in strength tenfold. Now with China's growing wealth, demand has soared and so has the income of the locals who farm it. Thousands of formerly impoverished Tibetan yak herders now own motorcycles and iPhones and flat-screen TVs. Some are even more successful. Zhaxicaiji, in her forties, was herding yaks and sheep with her family 30 years ago. In 1998, she started her own *yartsa* company and since then the business has been growing year on year. It now has 20 stores and a turnover of \$60 million.

These communities are thriving on *yartsa gunbu*'s rarity. But that very rarity may also be their downfall. The harvest is currently roughly 400 million specimens, and ecologists say that if this overpicking does not stop and some stalks are not left in the ground, there will be nothing to infect next season's larvae. Perhaps the next generation of golden worm diggers will be searching harder than ever.

## 1.10

I = Interviewer, J = John

- I: So, John, how did you come across this story?
- J: I've been travelling in this region for many years and I'd seen this phenomenon before but never paid it much attention.
- I: And what was it that interested you this time?
- J: Well, often you'll visit a place with a particular story in mind. Then, while you're researching it, you find something else catches your interest.
- I: And what was that in this case?
- J: I was very struck by how well-off people in the village seemed compared to when I'd last visited. So I decided to investigate and got this amazing story of the golden worm.



### 1.11

P = Presenter, RE = Daniel Raven-Ellison

P: Could you cross a forest without touching the ground? What would you see if you walked through your entire city taking a photo every eight steps? How would it feel to locate a missing cat and return it to its owner? How far could you walk sucking on the same mint? This is geography Daniel Raven-Ellison style. A former geography teacher, Raven-Ellison uses films, books, websites and walks to take geography beyond memorising dots on a map, challenging children and adults to experience every aspect of the world around them in a more meaningful, surprising way. Here is Daniel Raven-Ellison.

RE: The Internet makes us feel the world is becoming smaller and more available, but at the same time, many real, lived experiences are shrinking. For children, outdoor exploration improves mental and physical health, expands learning through risk taking, spurs innovative problem solving, and encourages empathy by meeting different people; yet too few children are allowed to play outdoors. As adults, although we share our cities with millions of other people, we're in many ways more disconnected than ever before, moving from the island of our home to the island of our car to the island of our office. Adventure has become something we watch on TV. In fact, there are amazing adventures to be had right outside our doorsteps.

P: For Raven-Ellison, this road to adventure is 'guerrilla geography': asking people to challenge their preconceptions about places, engage in social and environmental justice, and form deeper community connections. His *Urban Earth* films demonstrate guerrilla geography in action. He created them by walking across Mumbai, Mexico City, London, and ten other UK and US cities from one extreme edge to the other, while photographing whatever lay directly in front of him every eight steps. All photos, edited together, become a film portrait of each city. Raven-Ellison again.

RE: Travel shows and guidebooks select what they want you to see. My films give you an unaltered look at the reality of a city as a whole. When you're not protected by the speed or armour of a car, you see what's actually happening neighbourhood by neighbourhood.

P: With more than half of the world's people living in urban areas, Raven-Ellison hopes the films will break down boundaries that isolate communities. He says that we need to engage with each other to reduce conflict, instead of being afraid to explore certain neighbourhoods.

Raven-Ellison's films have inspired innovative walks for groups. He starts by handing the map to someone else. In one walk, he launched ten teams of people from different points outside London, all headed towards the city centre, converging at a pub where they compared experiences and shared ideas about how to improve Britain's neighbourhoods.

RE: The act of actually walking and experiencing that space gives you a different, more tangible perspective of our environmental impact.

P: The educational project *Mission: Explore* has guerrilla geography incorporated into its children's programmes. They've developed a website and series of books with hundreds of challenges that show geography's fun side, including mini field trips, neighbourhood explorations and creative science experiments. It's a hands-on format that's very accessible to children. Many of the tasks seem fun and simple but actually require quite high-level thinking. One challenge suggests children conduct a survey to see how friendly their community is, write to their

local politicians with the findings, and offer ways the community could be improved for children. Another proposes you blindfold yourself and get a friend to help you explore by using your other senses. I'll leave you with a last word from Raven-Ellison.

RE: Memorising things for quizzes isn't enough. Children need skills for interpretation, analysis and understanding. Education can't be based only on how much you know, but must also be measured by how creative and innovative you can be. Giving children time and space to explore the outdoors allows moments to happen that will be crucial to tackling issues like climate change, water shortages and other problems.

### 1.12

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 programme 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 hundred per cent 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 ...

### 1.14

A = Audience member, MA = Model answer

1

A1: Who were you working for when you took your sabbatical and how long had you been there?

MA: I was working for a large insurance company and I'd been there about eleven years, so quite a long time, in fact.

2

A2: And how did your employer react when you said you wanted a sabbatical?

MA: Well, at first, they weren't very keen on the idea. But after I explained the benefits to them, they agreed to give me three months.

3

A1: And how did you find the right volunteer programme?

MA: I looked on the Internet: not at the voluntary organisations themselves but at volunteers' accounts of their experiences. And when I found one that was very positive, then I phoned the organisation for more details.



- 4  
A2: And do you think that just three months can make a difference?  
MA: Yes, I do. Obviously longer would be better. But you would be amazed how just a short stay in a completely different environment can free your mind.

### 1.15

So, everyone. There have been various rumours about what paid and unpaid time off staff are entitled to, and so the management would like to clarify the company's position so that everyone is clear on the situation. A short document will be sent to everyone's work email address to formalise these arrangements in a couple of weeks, but as I said, I just wanted to set the record straight now by talking to you. So, first off – sabbaticals, that's to say paid leave from work. The policy is that everyone on pay grade six or above is entitled to three months sabbatical every six years worked. This applies only to full-time employees and not to part-time employees. Arrangements for part-time employees are being discussed, but these arrangements are to be confirmed.

Secondly, unpaid leave. This is purely at the discretion of your line manager. He or she will decide each case on the circumstances of the employee. For example, if they have a difficult situation at home, such as sick or elderly parents. Having said that, normally no unpaid leave will be allowed for any employee who has worked in the company for less than 18 months.

### 1.16

Now I've called everyone here today because we're about to test out a radical new idea, which is to set no limits on how much or how little holiday each member of staff can take. That's right – no limits. Initially the company is going to try this new policy out for a limited period, that's to say six months. That's because we're not entirely sure if it's going to work or not, but we're pretty confident.

What are the reasons for this policy? Well, we think that it's much better to be adult and responsible about this. We all have busy working lives with meetings to go to and targets to reach. And we all also have busy lives outside work, with families to look after and interests to pursue. If we're given a little freedom, we can organise our own time better.

So what are your responsibilities in this new scheme? Note that this is not an excuse to take as much time off work as possible. Nor is it something you can organise completely independently: you'll still have to negotiate with colleagues in case the timing of your holiday disrupts business in some way. You'll also still have your work targets to reach.

And finally the details. The exact start date is to be confirmed, but it will begin in the second half of this year. The policy applies to every employee including part-time staff. It will be reviewed after approximately four months. And that's it. Any questions?

## Unit 3

### 1.18

#### Part 1

In the 1880s, the chairman of the London County Council described his city as 'a tumour, sucking into its gorged system half the life and the blood of the rural districts'. Strong words ... What he was referring to were the appalling slums that a booming city had spawned: housing where recent migrants from the country raised large families in cramped and squalid conditions.

Also living in London at that time was a mild-mannered man named Ebenezer Howard. His job didn't really fulfil

him and so he spent his free time on other pursuits; among these was the question of urban design. In a slim book, published in 1898, he set out his vision for how people ought to live and how the tide of urbanisation could be stopped. What he proposed was drawing people away from the metropolis by creating new self-contained 'garden cities', where residents would live in the centre in nice houses with gardens, walk to work in factories on the outskirts and be fed by farms in an outer greenbelt. When one town filled to its greenbelt – 32,000 people was an optimum number – another would be built. In 1907, his vision actually did become reality when the garden city of Letchworth was built, 35 miles north of London.

#### Part 2

Howard was right about the human desire for more living space but wrong about the future of cities. It is large cities that have spread around the world, not small garden cities. Seventy per cent of the world's population now live in urban areas, many containing over one million people. And not only has urbanisation 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 urbanised country or a rich rural one. He points, quite rightly in my view, 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.

And what of Letchworth one hundred years later? Well, it's a pleasant place, but not the self-sustaining community that Howard imagined. Instead, it's become a quiet dormitory town, where residents commute into London for work.

### 1.19

See 1.18 Part 1

### 1.20

See 1.18 Part 2

### 1.21

- A: What did you think of Moscow?  
B: I loved it. I'm glad I chose to get around by metro though. The traffic is terrible.  
A: And how did it compare to St Petersburg?  
B: Very different. The thing about St Petersburg is that it feels much more European somehow. It's also incredibly grand and gracious.  
A: Well, that's not so surprising. It is much further west.  
B: Yeah, that's the thing about Russia. What you don't realise before you go there is what an enormous country it is.  
A: Did you go anywhere else, then?  
B: Well, we went up to a city just north of Moscow – I can't remember the name immediately – and took a boat trip along the Volga River.  
A: How was that?  
B: Amazing. It was in April, but there were still huge chunks of ice floating in the river.

### 1.22

- J = Jim, K = Kirsten Sommer  
J: So I'm here with architectural historian Kirsten Sommer to talk about the subject of biomimetics and why it's relevant to architecture today. Kirsten, biomimetics – which I should explain to any listeners who are not familiar with the term – is the idea of



## 1.23

- 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 canteen to get their coffee. Also it'll encourage employee interaction, which of course 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 canteen – 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 favour of this proposal, particularly given that we are all working in a rather impersonal environment, as I said before. Oh, and by the way, including a screen with industry news on it in the room is a clever touch.

## 1.26

C = Colleague, MA = Model answer

1

C: What do you think of this idea?

MA: It really appeals to me, actually. I think every workplace should have such a space.

2

C: Don't you think it could give the wrong impression to the staff – that we don't take our work very seriously?

MA: Not at all. It's important to be able to relax at work as well as outside work. We shouldn't underestimate that.

3

C: What do you think about the idea of having an exercise room where people can keep fit?

MA: I think it's a clever touch. Given that most people's jobs are very desk-based, it's important for them to have an opportunity to exercise a little during the day.

4

C: And have you looked at the proposed design of the recreation area?

MA: Yes, I have. It's modern and functional, but I have to say I quite like it. All in all it has a lot of things to recommend it.

## Unit 4

## 1.30

Speaker 1

The Hiriko is an electric car invented by Massachusetts Institute of Technology and developed commercially by a consortium in Spain. It folds like a child's buggy so that when folded, you can fit three of them into a normal parking space. Both driver and passenger get in and out of the car through a pop-out windshield. Apart from being very compact, it has the advantages of being electric – no carbon emissions – but there are disadvantages too. It can only go for about 100 kilometres before it needs recharging. I can see this being a success in cities if a company or the local council buys a fleet of the cars, but I think the likelihood of it catching on with private individual buyers is pretty low, because you're limited to city driving.

copying good design from nature and applying it to things that are man-made. It's something I associate more with material science and robotics, and things like that. But I think you've found strong evidence of it in the history of architecture too.

K: Yes, hello Jim, that's right. But first of all, I think we should be careful perhaps about how we label these things. We need to separate the term biomimetics, which was coined in the 1950s, from the practice of simply taking inspiration from nature's forms, which is obviously a much older phenomenon. The term Biomimetics is now used for the development of new technologies – like man-made fibres that can imitate the properties of duck feathers, or hi-tech swimsuits that replicate shark skin. A classic example of it is Velcro, which imitates barbs on the head of a thistle plant. But for a long time – and still very much today – architects have taken inspiration from the forms and shapes of nature.

J: Can you give us an example?

K: Yes, um ... probably the best known building of this kind is Gaudi's Sagrada Familia in Barcelona ...

J: That's not even finished yet, is it?

K: No. Its history is complicated, but before his death in 1926 Gaudi left very clear instructions – in the form of three-dimensional models – as to how he'd like it finished. The date for completion is now 2026. But anyway, 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.

J: It is, or certainly was, a controversial building, wasn't it?

K: Oh, absolutely. It's one of those buildings that people either love or hate. George Orwell called it 'one of the most hideous buildings in the world'. Others like the surrealists loved its originality and took Gaudi to their hearts. Gaudi's own explanation for its originality was that it had 'returned to the origin', in other words it was original in the sense that it had gone back to nature.

J: And who is using biomimetics these days in architecture?

K: Oh, my goodness, there are so many examples. You only have to look at the names of buildings to tell you that: The Swiss Re Tower in London is known as 'the Gherkin'; the Olympic stadium in Beijing, which people called the 'Bird's Nest'; Frank Gehry's 'Fish' in Barcelona. But it's about more than just the external shape and appearance of buildings. Architects are using biomimetics to create more environmentally friendly buildings.

J: Yes, I read about the Eastgate Centre in Harare being innovative in that way.

K: Yes, that's a very good example. It's not only unusual to look at – modern office and shopping complexes are typically all steel and glass these days. What's more interesting is the use of chimneys 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. It works by storing heat that is generated inside the building in the walls and then letting this heat escape through the chimneys at night, so the building is nice and cool the following morning.



## Speaker 2

Foldable screens are already out there and I think they'll almost certainly become the norm in the next few years – definitely in smartphones. The thing is that they're plastic-based, not glass, so they're lighter and thinner than conventional screens. More importantly, they mean that the days of broken or shattered screens – which are so common with regular mobile phones – should be over. Once the technology is properly perfected, we'll begin to see foldable screens in other devices: tablet computers and televisions, even.

## Speaker 3

I saw a beautiful design for some audio speakers recently. They were speakers you could fold so thin and small that you could slip them into your pocket. The idea is that you share what's on your portable music player with other people. I think what may well determine the success of foldable products is not so much their usefulness but their design. These looked great – like a piece of origami in bright colours with clean geometric lines – just one of those must-have objects. I can see them becoming very trendy.

## Speaker 4

Foldable technology is not just about making products that are more compact for the consumer. It can also be very advantageous for the manufacturer. A Tennessee businessman has created something called the Evolution Technology sofa, which folds down to be able to fit into a regular size metre-cubed box without compromising the quality of the sofa. That makes shipping the sofas much cheaper and much more energy efficient. The whole furniture industry is very interested in this development, and I think we're likely to see more and more of this kind of solution as energy prices rise.

## 1.31

The problem with electricity is that you cannot store it. If you could, then wind and solar energy would be much more attractive options.

But now a garage inventor from England thinks he might have found the answer.

Peter Dearman has developed a system that uses electricity to turn air into liquid at very low temperatures.

When energy is needed, the air can be warmed to drive a turbine and generate electricity.

Mr Dearman has already successfully used this method to power a car. But it seems that, with this flash of inspiration, he could have hit upon something really big.

## 1.32

P = Presenter, F = Freya Wint

P: Philanthropy is back in fashion – some say in America it never went out of fashion. Now a new generation of internet and mobile communications billionaires are supporting good causes like never before. The difference is that so many more 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? I put this question to social historian Freya Wint.

F: Very definitely. The philanthropists of the 19th-century tended to set up long-term foundations and scholarships so that their legacies would benefit future generations. What you have now is a number of people – Bill Gates being the most famous – who have made money relatively quickly in their lifetime and are now actively involved in doing good with it ... and enjoying themselves. 'Giving while living' is the slogan.

P: And is there a difference in the way they give?

F: Oh, certainly. Because they are more hands-on, they are also more concerned to see the short-term benefits of what they are doing. In many cases, they treat their giving in much the same way as they treat their other business investments; they even describe their programmes in business terms like 'getting a good return on capital', 'making stakeholders accountable', and 'setting agreed and measurable targets'. The money they put into philanthropic projects is like seed money – they want to see the projects grow and prosper by themselves, become self-sustaining eventually.

P: Have you got any concrete examples of that?

F: Yes, a good example is Jeff Skoll, the Canadian founder of eBay, which is the world's largest online marketplace. He set up something called the Skoll Foundation which supports and promotes social entrepreneurship. The foundation aims to identify people and ideas that are already helping to bring about positive change in areas where social problems exist. I was particularly struck reading about one of the entrepreneurs he backed, a woman called Daniela Papi. She used to run voluntourism projects in Cambodia, where volunteers paid to come and help build schools there. But she soon realised that a more long-term and sustainable approach would be to promote teacher training and curriculum development in the schools. Then she realised that in these volunteers that came on her programme there was great potential ... for them to go to other places and bring about positive change there. So now she focuses on that aspect too. I just thought that was a great example of how a little money behind the right person can develop into a much wider benefit and I think that's what today's philanthropists are all about.

P: So is there none of the old-fashioned 'no strings attached' kind of giving anymore?

F: Oh no ... there are still a lot of donations – rather than investments – made to people who are in a bad situation and can't help themselves – medicines for HIV sufferers, water and food supplies for those who have been hit by drought or famine. John Caudwell, the man who made his fortune in the mobile phone business, gives most of his money to disabled children. He's a self-confessed capitalist who believes in people helping themselves, but he recognises that there are some people that aren't born lucky like him. Essentially, by providing them with wheelchairs or walking aids, he's giving them greater independence and opportunity. I'd say that was very typical of the ethos of the new philanthropists. There's more emphasis on self-help than with former philanthropists.

P: It must make them feel good too.

F: Oh, absolutely. No one wants to be remembered only as the person who made a billion selling phones or laptops – they want to be remembered for the contribution they made to making the world a better place.

## 1.33

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 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, as you know, 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 to help lower the cost of a bag for a family in a developing country. So when you pay 35 euros 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.

### 1.35

I = Investor, MA = Model answer

- 1  
I: Can you just explain to me what your ambition is for this product?  
MA: Yes. We would like it to have successful sales in Europe and on the basis of that to be able to provide many of these bags to children in developing countries.
- 2  
I: And do you think that customers will support this ambition?  
MA: Yes, I think that it's very important for people nowadays to feel they can do some good when they buy things. People want ethical products.
- 3  
I: But the price of the bag is quite high for European customers.  
MA: It is quite high, but it is a good quality bag and I think people are prepared to pay a little extra for an ethical product.
- 4  
I: And do you think the fact that it can function also as a desk is useful for children in Europe?  
MA: It's not as useful as it is for children in some developing countries. But I think it is a feature that they will enjoy and it might encourage them to work in places where they didn't before.
- 5  
I: And if we invest, what will you use the money for?  
MA: The most important thing for us is to make people aware of the Solidarity Bag. So we will invest in an advertising and publicity campaign.

## Unit 5

### 2.2

- 1 Would you like to come to dinner one evening?
- 2 Do you need to borrow a pen?
- 3 Are you coming?
- 4 I didn't get the assistant manger job.
- 5 Are you going away this summer?
- 6 Do you like detective stories?
- 7 What are you doing here so early?

### 2.3

I = Interviewer, A = Author

- I: There's been a great increase in the number of books in comic form in recent years – both in fiction and non-fiction. Do you see that as a positive trend, or is it a kind of dumbing down? That we need to be treated more like children when we process information?
- A: No, I don't see it that way at all. You're certainly right that there are far more comic books around. Comic books now take in all kinds of genres: history, biography, science fiction, literary fiction, even classic novels. I think that's mainly because we live in a more visual age. We look at more images generally than we ever did before – photo sharing, watching on-demand video, and so on. They aid our understanding, but

I don't think we couldn't understand the images.

- I: You say different genres, but aren't comic books a genre in themselves?
- A: No, that's how people see comic books, but it's a common misconception. They're not a genre, just a medium. In using images or strip cartoons to tell a story, an author has just chosen a different medium from the author who chooses only words.
- I: And why would an author make that choice?
- A: I think sometimes the subject just lends itself to that. Take Manuel Rodriguez' biography of Che Guevara. No one would call it a light-hearted study of the subject. It's a serious and well-researched book, and it tries to get inside the mind of the world's most famous revolutionary. And the artwork is not cosmetic; it's very complementary to the story. What you get here is an insight into the man, and at the same time a good understanding of what Cuba and South America were like during that era.
- I: And the use of pictures means there's a greater attraction for younger readers, I suppose?
- A: Yes, of course. Anyone who prefers visual content – and that includes the younger generation – is much more likely to pick up this book than a traditional history or biography with fewer images.
- I: And we are seeing a lot more serious graphic novels, aren't we?
- A: I don't like the term graphic novel, I'm afraid. It's wrong to use it about any story in comic strip form – because there's an implication that they're all works of literature, and clearly they're not. And I don't think most authors would claim that they are either.

### 2.4

The idea of comic strips as a useful teaching tool has been around for some time. There is a belief among educators that comic books can act as a gateway to other literature. The result is a number of textbooks for younger learners in comic form, helping bring subjects like history to life. Now this trend has been taken a step further with the appearance of computer software tools with which you can create your own comic strips. Educators say these offer learners a new and stimulating way to present their ideas and findings about a subject.

### 2.5

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.

## 2.6

I'd like to read you an extract from *Heart of Darkness* by Joseph Conrad, one of the great works of English literature. The book is set in the Congo in the 19th century, where Belgian traders are using slaves to collect ivory. It tells the story of an English captain who is employed to bring ivory down the river to the main sea port. Conrad narrates 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 illustrates how alien this new world is which he has entered.

'Going up that river was like travelling back to the earliest beginnings of the world, when vegetation rioted on the earth and the big trees were kings. An empty stream, a great silence, an impenetrable forest. The air was warm, thick, heavy, sluggish. There was no joy in the brilliance of sunshine. The long stretches of the waterway ran on, deserted, into the gloom of overshadowed distances. On silvery sandbanks hippos and alligators sunned themselves side by side. 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. It was a strange world of plants, and water, and silence. And this stillness of life did not in the least resemble peace. It was the stillness of an implacable force brooding over an inscrutable intention. It looked at you with a vengeful aspect.'

## 2.7

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## 2.10

F = Friend, MA = Model answer

1

F: What's your favourite novel?

MA: That's a difficult question, but one of my favourites is *Heart of Darkness* by Joseph Conrad.

2

F: And what's the setting for the book? Is it a modern novel?

MA: No, it's a historical novel set in Africa in the 19th century, during the time of the Belgian colonisation.

3

F: What's it about?

MA: It tells the story of a man who navigates a boat up the Congo River to fetch a cargo of ivory, and of a German ivory trader that he meets deep in the forest.

4

F: Would you recommend it?

MA: Definitely. For a start, it's very descriptive and for another thing, it gives you a good insight into the minds of the colonists and their attitudes to the natives.

5

F: Are the characters likeable?

MA: Well, that's the point. It's difficult to like anyone in this context. But the hero seems to be a likeable character.

## Unit 6

### 2.11

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 20-centimetre high table broke this silence to comment on how horribly 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.

### 2.12

A: The other day I looked up what fitness classes there were available locally and I couldn't believe how many there were.

B: Did you come across any that you liked the look of?

A: Not really. I didn't know what half of them were: Boxercise, Boot camp, Aqua aerobics ... and loads based on dance.

B: You mean like Zumba.

A: Yes. I knew Zumba was a craze that had taken off, but there were others: Jazzercise, Bodyjam. I mean, if you go in for dancing, why don't you just sign up for a dance class?



- B: And do you? Go in for dancing, that is?  
 A: Yes, I do. I think that's what I'll do ... take up samba or something.

## 2.14

I = Interviewer, E = Expert

- I: What impact has globalisation had on our idea of beauty?  
 E: Well, I guess the first thing to say is that not necessarily globalisation, but general economic growth, has had a huge impact on the amount of time and money people spend on beautification. The global cosmetics and perfume industry is worth around \$200 billion. Americans spend over a billion each year on their fingernails alone. And new markets keep being found. Male grooming, which 20 years ago was not a big industry at all, now brings in over \$30 billion. But I think the question you're getting at is: Has a globalised world made our ideal of beauty more homogenised?  
 I: Yes, I suppose what I'm asking is: Is there now a more global view of what beautiful is or means?  
 E: Well, 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 globalisation – not just the most recent one that began in the 1980s. If you go back to the early 20th century and the days of western imperialism, you do find that cosmetics companies were peddling a Western and 'white' ideal of beauty. There was even the promise by some companies that regular washing with soap could help to turn a dark skin whiter.  
 I: Goodness!  
 E: Obviously 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. So using the ideals presented by Hollywood film stars and fashion magazines, they persuaded people not only that it was desirable to look a certain way, but that their collection of skin creams and lipsticks and fragrances would help them achieve that.  
 I: And did that marketing effort really work? Were people convinced by these ideas of beauty?  
 E: Well, yes and no. Local cultural values were never completely taken over by the global message of the marketers. People aren't stupid and they could see that they were being offered an American ideal. Henry Kissinger was right when he said that globalisation in that era was just another name for Americanisation. You know, I think generally people are able to differentiate between what they are being asked to aspire to and the reality of their daily lives.  
 I: And you talked about different eras of globalisation. Can you just explain a bit more about that?  
 E: Sure, well the more recent era of globalisation – the one that began in the 1980s – is one in which companies definitely 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 suit the tastes of each local market to see that. There is an increasing emphasis on diversity. So, as we all seem to get closer in a world of global communications, at the same time we want to celebrate individuality and local differences.  
 I: So now companies incorporate diversity into the products they make?

- E: Definitely. Multinational companies can still accept the universal values of beauty that we all aspire to: a clear skin, healthy-looking hair, a youthful glow, and then they can adapt their products to include local and traditional ingredients: for example, black soap in Africa for skin cleansing, or the Huito fruit in South America – traditionally used for body painting – as an ingredient in hair dye.

## 2.15

Speaker 1

On the whole, I really like what the architect's done. There's just one thing, which is that I think we can perfectly easily manage without a lift. Because even though the building's four storeys high, effectively we're only going to be using three floors. So that's just two flights of stairs for people to cope with, which will actually be good for people – it'll help them stay fit. I realise that we'll have to find some other solution for wheelchair access, but I think we can work around that.

Speaker 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.

Speaker 3

I think the idea of a staff canteen 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.

Speaker 4

I think the idea of forming a partnership with the local fitness and leisure centre 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.

## 2.17

C = Colleague, MA = Model answer

1

C: What do you think of the proposal?

MA: I think it's a great idea. It would really help staff to keep in shape and get exercise during their lunch hour or after work.

2

C: And do you think that staff will really make good use of it?

MA: I don't see why not. Admittedly, there will be some who aren't interested, but I think that they'll be the minority.

3

C: Don't you think that it's quite an expensive way to promote health among the staff?

MA: Well, I realise it's not going to be cheap, but I think that you have to look at all the benefits. Like reducing the number of days of absence and making people more productive.

4

C: And do you see other benefits too?

MA: Well, yes. I think it could help attract people to come and work for us. It's a good advertisement for the company.



## Unit 7

### 2.18

One thing that's always fascinated me about powerful rulers who build big empires is how they manage to hold those empires together. It's one thing to conquer a land. But after you've conquered it, how do you make the inhabitants of that land loyal to you so as to be able to go on and conquer other territory without worrying about a series of rebellions behind you?

There are three possible answers to this, three possible tools for securing this loyalty and obedience from your vanquished enemy.

The first is fear. In spite of opposing your rule, your enemy is so afraid of what vengeance you might hand out if they rebel against your regime that they don't dare to do anything.

The second is bribery. A new ruler can buy the loyalty of his enemies by offering them gifts or money. Alternatively, the local population may simply become more compliant if they see that they have a better standard of living following the change of regime.

The last, and probably the most effective, is respect. If their previous leader or ruler was someone they had little respect for or even someone who treated them badly, then the new leader represents a welcome change.

Genghis Khan is a great example of this because he applied these different strategies as they seemed relevant to each situation. 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.

Genghis 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 Genghis Khan's forces, he found that he had little support and was forced to flee. Genghis then took the friendly people of Kara-Khitai under his wing.

### 2.19

Archaeologists working outside Vienna, Austria, believe they have discovered a huge school for ancient Roman gladiators, rivalling in size the training grounds outside Rome's Colosseum.

The facility includes features never before seen at a Roman gladiators' school, such as a wooden training dummy and outside its gates, the first known gladiators' cemetery.

In addition to a walled field for wild animals, it includes a mini-amphitheatre. Here gladiators, who were mostly foreign slaves, could practise their moves and perform in front of potential purchasers.

### 2.21

Eight bells struck. Fletcher Christian, acting mate of His Majesty's Armed Vessel *Bounty*, came on deck to take over the watch. The ship's commander, Lieutenant William Bligh, was asleep in his cabin below.

'I am now unhappily to relate one of the most atrocious acts of piracy ever committed,' Bligh later wrote. 'Just before sun-rise, Mr Christian, with the master at arms, gunner's

mate, and seaman, Thomas Burkett, came into my cabin while I was asleep, seized me, tied my hands with a cord behind my back and threatened me with instant death if I spoke or made the least noise. The boatswain was ordered to hoist the launch out; and some others of the crew were hurried over the side.

'Christian ... then said—"Come Captain Bligh, your officers and men are now in the boat, and you must go with them; if you attempt to make the least resistance you will instantly be put to death;" and without any further ceremony, with the cord still tied around my hands and a tribe of armed ruffians about me, I was forced over the side. A few pieces of pork were thrown to us, and some clothes and cutlasses and we were cast adrift in the open ocean.'

So, on 28 April 1789, began one of the greatest sea stories of all time: the mutiny on the *Bounty* and its fantastic train of events.

*Bounty* had sailed from Spithead in December of 1787, under orders to proceed to Tahiti, there to take on breadfruit for transport to the West Indies. She stayed nearly six months at the island taking on plants and then proceeded to Endeavour Strait by way of Tonga. There, motivated by the attractions of living in this the south-sea island paradise, and by the increasing strictness and cruelty of his captain, Bligh, Fletcher Christian led the famous mutiny.

In a boat only 23 feet long, heavily laden with 19 men, Bligh performed the most celebrated open-boat voyage in the chronicles of the sea. In 41 days, he sailed from Tofua to Timor, 3,618 nautical miles, without the loss of a single man. From there he returned to England.

As the launch pulled away from the *Bounty*, the castaways heard the mutineers shout 'Huzza for Tahiti!' Christian and his mates returned to their island paradise, where 16 of them elected to remain ashore. Then, in the night, nine of them including Christian plus six native men and twelve Tahitian women, sailed from Tahiti and vanished from history. Not until the ship *Topaz* of Boston landed at Pitcairn Island, a lonely rock 1,300 miles southeast of Tahiti, 18 years later, was the mystery solved.

Christian had taken his little band to this uninhabited island, stripped the *Bounty*, then run her ashore and burned her. Christian knew the English Admiralty had a long arm, and that sooner or later they would send a ship to look for him and his fellow mutineers. True to his fears, the frigate *Pandora* arrived in Tahiti a year and a half later and captured all the mutineers there.

At Pitcairn, Christian's little colony lived in peace for about two years until the wife of John Williams, one of the mutineers, died in a fall from a cliff. Williams took the wife of one of the Tahitians, who banded together to take revenge. The Tahitians were already resentful that the mutineers had divided the land on Pitcairn between themselves, and there followed a series of bloody incidents. Fletcher Christian was shot to death as he worked in his field. Ten years after the *Bounty* had landed at Pitcairn, all the Tahitian men were dead, and only one mutineer, Alexander Smith was still alive.

When Captain Mayhew Folger in the ship *Topaz* of Boston called at Pitcairn to look for seals in 1808, he was astonished to see a canoe put out to sea from what he thought was an uninhabited island. In the canoe were three young men, bearing presents of fruit and a pig. The youths took the captain ashore to meet their 'father Aleck' Smith.

To this day Pitcairn islanders, of whom there are around 50, are the direct descendants of these mutineers and their Tahitian friends.



## 2.22

- 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 a bit more?
- 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?

## 2.24

L = Lecturer, MA = Model answer

- 1  
L: This code of laws was written almost 4,000 years ago.  
MA: Are you saying that these are the earliest known laws?
- 2  
L: Some of the laws concerned family relationships.  
MA: You mentioned that the laws concerned family relationships. Can you expand on that a bit more?
- 3  
L: The code consisted of 282 laws in total.  
MA: Perhaps I missed something. How many laws did you say the code consisted of?
- 4  
L: The complete code can still be read on a large stone in the Louvre Museum in Paris.  
MA: Can I just pick up on one thing you said about the stone in Paris? What language is the code written in?
- 5  
L: Some people say that the laws were actually just a way of glorifying Hammurabi, by recording what a wise and great king he was.  
MA: If I understood correctly, you said that the code of laws was just a way of showing what a wise king Hammurabi was? Is that right?

## Unit 8

## 2.25

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 has swapped his spade and trowel for an array of digital 3D immersive technologies.

What this allows him to do is to gather, synthesise and visualise 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.

One example is the search for the tomb of Genghis Khan, a quest that is known to have frustrated scientists and historians for centuries. For many Mongolians, the tomb is considered to be an extremely sacred place and it's even said by some that disturbing it could trigger a curse that would end the world.

But most impressive are the labs where all this data is crunched – the Star Cave. The Star Cave 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.

At the moment, these new approaches are being used by archaeologists, historians and geologists, but they are expected to benefit all kinds of projects in future, from tracking animal migrations to mapping the brain. The principle of synthesising information gathered using digital technology and then creating a new 3D world remains the same.

## 2.26

I was very aware on my travels across Europe, posting my blog and photos, that Paris was going to present a particular challenge. I didn't want to photograph the obvious sites, like the Eiffel Tower, even though I was keen to visit them all. But as Paris is said to be one of the world's most photogenic cities, instead I decided to take as few images as possible and come away with some really memorable compositions.

So here they are. They're not supposed to be anything more than a small collection of my memories of this wonderful place: more like postcards than photos. I'll let you decide how successful they are.

## 2.28

P = Presenter, A = Amrita Dall

- P: ... and later we'll be talking to Mr Dearman about his ingenious new method for storing wrong-time electricity using cryogenics. But first a report from Amrita Dall, who last week visited the Cleanweb Hackathon in New York City, to learn about some exciting projects in the field of sustainability. Hi, Amrita. Just before we get into the detail of the event you visited, could you just explain to our listeners what a hackathon is?
- A: Sure, 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.
- P: Are they competitions?
- A: They often are, but they don't have to be. They're generally centred around a particular cause or a particular need, which was the case with the one I visited, the Cleanweb Hackathon in New York.
- P: OK, so let's hear about that ...
- A: Well, I'd just better explain what Cleanweb is then. It's a network of concerned people who are dedicated to finding what are called 'cleantech' solutions to the various grave environmental problems that are facing us in the world today. What does that mean? Well in



the main, it means applying technology – web, mobile, social media technology – to the task of conserving resources, minimising pollution, creating cleaner fuels, reducing waste, and so on.

P: And can you give an example of how those kinds of digital technology can do that?

A: Sure. One interesting idea I heard was about using social and mobile media to encourage less ownership and more efficient consumption. So, for example, you could set up a local neighbourhood network on the web – a 'resource cloud' as it was called – so that if one neighbour 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.

P: OK. That's interesting. So are they mostly community-based ideas and not for profit?

A: No, Cleanweb definitely backs people who have good business ideas as well. One of the organisers I talked to was clear about the part that business had to play. What he said really rang true: 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.

P: And what about the hackathon itself? Did it seem to be a good environment for serious innovation?

A: Yeah, it was a very dynamic and positive kind of atmosphere. The theme was energy, and it kicked off on Friday evening with some introductions and then sharing ideas for apps to promote energy saving and energy awareness. Then on the Saturday, the various teams got down to the job of designing their apps. Work went on at a really high intensity through to Sunday when each app was submitted to the judges.

P: And who were the winners?

A: Well, one was an app called Econofy and that enabled the user, when shopping, to make comparisons between the energy efficiency of different electrical appliances. I thought that was practical, and some of the sponsors and other companies that were present were clearly very interested in it.

P: And did you get the feeling that Cleanweb could make more than just a marginal difference?

A: Yes, I really think it's an organisation that could. Actually it's wrong to call Cleanweb an 'organisation'. It's more like a movement ... and it's growing very fast: there are plans for hackathons in Italy and Canada, for example.

P: Well thanks, Amrita. If you're now interested in getting involved in the Cleanweb network, their internet address is cleanweb.com and you ...

## 2.29

See 2.28

## 2.30

See 2.28

## 2.31

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

The species – *Sauroniops pachytholus* – was identified from a single fossil unearthed in south-eastern 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 twelve metres 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 films like to show, is another matter. Arguably, says Cau, they targeted different prey and had no need to compete for food.

## 2.33

F = Friend, MA = Model answer

1

F: So what did you find?

MA: It seems to be some kind of old oil lamp.

2

F: How do you know that's what it is?

MA: Well, it looks like the kind of lamps I've seen in museums.

3

F: How old do you think it is?

MA: Well, I couldn't say for sure, but probably it dates back to Roman times.

4

F: Do you know that that kind of object existed then?

MA: Yes, the Romans were believed to have settled in this area, so I think it's quite likely that it is a Roman lamp.

5

F: Do you think it has some historical significance?

MA: Well, there's some writing on the bottom of it which suggests it could be of interest to a museum or historian.

## Unit 9

### 2.34

NGM = Nat Geo Music, JS = Jake Shimabukuro

NGM: When did you first start playing the ukulele?

JS: We learned the ukulele in school like most kids learned the recorder in school. I remember when my mom first placed it in my hands and taught me my first three chords, and I was just hooked. I would play all the time. The ukulele is synonymous with Hawaii, and if you walk around Waikiki, you'll always see people hanging around playing.

NGM: What kind of music did you enjoy playing growing up in Hawaii?

JS: Up until my early teens, I was playing a lot of traditional Hawaiian music. Once I entered high school, you start meeting all these different cliques and people start introducing you to different styles of music. From classical, to jazz, to rock and of course the popular groups on the radio at that time. So I would try and find the notes on the ukulele. People'd look at me and say, 'You're not supposed to be doing that on a ukulele!' and I remember that feeling of just surprising people with doing different things. I basically created my own technique and ways of playing the instrument. I remember playing 'More Than Words' by Extreme and everyone just freaked out! They never thought a song like that was possible to play on the ukulele. I realise that cover songs work so well on the



ukulele because it has a very limited range, which allows you to simplify the songs, since you can only play four notes at once. But the audience has such a strong reference of the tune they're filling in the parts that can't be played on the ukulele.

NGM: What has it been like for you touring on a global scale?

JS: People always say 'music is the universal language', but I believe music is the language of the universe; because it communicates raw human emotion. And to me, that's more powerful than anything else. It's a more intimate, deeper connection than just having a conversation with someone.

NGM: You are quoted as saying: 'If everyone played the ukulele, the world would be a better place.' Why?

JS: When you have the opportunity to create music yourself, you feel more connected to the things around you. People shouldn't be intimidated by it, my grandmother just started playing it recently! She and her friends sit around and play, and have a blast with it. I believe just taking that step to give any kind of instrument a try, will bring people immense joy. In this day and age we live in, where technology always expects us to multi-task and give up our contemplative time, we're always expected to respond so quickly; it can be stressful. So coming home after a long day, picking up the ukulele and playing it feels like a yoga session to me! It gives you the chance to let loose and act silly!

## 2.35

- 1 A: Will that work?  
B: Yes, that's just the job.
- 2 A: Shall we go?  
B: Yes, I'm just coming.
- 3 A: How are you doing?  
B: Just fine, thanks.
- 4 A: Can I help you?  
B: No, thanks, I'm just looking.
- 5 A: Why do you ask?  
B: I'm just curious.
- 6 A: Is Jaz there?  
B: No, he's just left.

## 2.36

Is there a way to learn an instrument fast? What do you think? The answer is almost certainly not, if you want to do it properly. To do anything well takes time and patience. You can take shortcuts to avoid learning each step, but in the end this will catch up with you. You may reach a certain destination faster, but it won't be the one that you're ultimately aiming for. I always advise people to bear in mind the three 'P's: pay attention to your instructor; practice – to improve you need to practise as often as possible; and patience. Progress is always slower at first and ninety per cent of people give up within the first year of taking up an instrument.

## 2.37

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. Yet Sonny Boy was perhaps the first black media star of the American South. His fifteen-minute midday show on KFFA radio in the early 1940s, broadcast when workers took their main meal of the day between long shifts either side, was the most listened to musical event in the Mississippi Delta at the time. It's said that on a warm summer day with the windows open, you could walk from one side of Helena, Arkansas, to the other through black and white sections of town and never miss a note of Sonny Boy's playing.

Sonny Boy Williamson was born in 1903, the youngest of twenty-one children and the only musician in the family. He started playing the harp at a young age, perhaps as early as five. 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, working for little pay in factories and on the plantations, and it's from tales of hard times that the blues draws its name.

Although married, he led a rootless existence. We have accounts of him drifting around the Mississippi Delta in the 1930s captivating people with his music and jamming with other musicians in this golden era of blues music. He took himself where his music led him, up to Detroit, to Tennessee and in the 1950s to Chicago, where his Chess record label was based and 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. Above all, he's his own man, a figure who, without trying at all, exudes charisma. It's the charisma of a musical genius who is supremely confident in his art.

In the 1960s he came to Europe to tour and was greeted wherever he went with great acclaim. It was at this time that 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. Their first encounter in a nightclub says much about Sonny Boy's charisma. After seeing him play, Page approached him and said how much he admired him and enjoyed his music. Would it be all right to have his autograph? 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. In spite of his gruff manner, Sonny Boy loved the respect he was given in Europe. One of his last recordings, made with Jimmy Page on guitar, was entitled 'I'm Trying to Make London My Home'.

Sonny Boy returned home but died in 1965 at the modest age of 53, when he was still at the peak of his powers. Some say he looked closer to 70. He is a legend among those who listen to the blues, and I firmly believe that one day his recordings will be appreciated by more than just a few aficionados.

## 2.38

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 judgemental, or didn't want to be seen to be being judgemental about the things we did as kids. So your first record ...
- I: Yes, this dates back to the time when I was travelling 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.

## 2.40

F = Friend, MA = Model answer

- 1  
F: Did music play a big part in your childhood?
- MA: That's a good question. Certainly it was very important at high school. Your circle of friends tended to be influenced a lot by the kind of music that you listened to.
- 2  
F: And was music a big part of family life?
- MA: I've never really thought about it like that. Listening to music wasn't really something we did together as a family.
- 3  
F: And what kind of music did your parents like?
- MA: I couldn't tell you really. My mother used to listen to the radio a lot: usually pop music from the 1960s and 70s. I don't think my father was that interested in music.
- 4  
F: And is music still very important to you now?
- MA: Mmm, I suppose so, yes. It's not the same as when I was a teenager, but I still listen to music a lot. Mostly on my computer when I'm working.
- 5  
F: Who's your favourite singer or band?
- MA: That's difficult to say. It varies from month to month. I go through stages of listening to one thing a lot and then I change. At the moment, it's a singer called Jessie Ware.

## Unit 10

### 3.2

I = Interviewer, N = Naturalist

- I: So we've talked a bit about animals that organise themselves efficiently, like ants and bees, and display the greatest collective intelligence, but which are the most social animals? I mean, which animals are the most socially aware? Which species treats other members of its group in a considerate way?
- N: Oh, that would have to be the elephant – they're very considerate creatures, although I should qualify that perhaps by saying the female elephant.
- I: Why's that? What about the males?
- N: Well, elephant society is matriarchal – that's to say, it's the older females who lead a herd. And the older males, or bulls, live a more solitary existence. They either leave voluntarily or are pushed out of the herd

when they reach maturity. One way or another they don't remain long in the family group.

- I: I see. And can you describe some of the social behaviour of the main herd? What makes them socially intelligent?
- N: Well, female elephants seem to form very close relationships with the other female members of the herd. This is well documented. Just to give you one recent example I read about: A young female, barely one year old, became separated from her own family and was wandering around in a disoriented way. Seeing another group nearby, she attempted to join them. This group rejected her – literally pushed her away and injured her in the process. Later she found her own family and the matriarch of this group recognised instantly that the young female had been the victim of some maltreatment. She seemed to put two and two together and marched straight over to the other herd and remonstrated with them. Stranger still she seemed to know which of the elephants in the other herd had been responsible for the injury to the young female.
- I: That's amazing. You'd hardly think that was possible.
- N: Another example of socially cooperative behaviour came in a study in Thailand, where female elephants were given a reward task. Two elephants were each given a rope. If they pulled simultaneously on their rope, a table with corn on it appeared before them. However, if one pulled their rope before the other, nothing happened. The elephants, unlike other species which have been given similar tests, learned very fast to coordinate their pulling. And this just backs up what we know about their cooperative behaviour in the wild.

### 3.3

- 1 Research suggests that crows are able to tell the difference between one human being and another from their faces.
- 2 If one dolphin is ill, another will stay by it and help it to breathe.
- 3 Meerkats can be very selfless: one will often stand watch while the others are playing or eating.
- 4 Young Emperor penguins often group together and play together in a kind of nursery.
- 5 Killer whales in the Northern Pacific live with their mothers all their lives.

### 3.4

P = Presenter, E = Ellie Johnson

- P: This week in our series *People who changed society* we're looking at the work of peace activist Leymah Gbowee. Ellie Johnson has the story.
- E: 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's story is not just the story of the power of one individual to effect meaningful change in society, but of the power of collective action. Because although Gbowee started the women's peace movement that led to the end of the civil war in 2003, without the tireless support of thousands of like-minded women, peace would likely not have come. 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, many of them young children. In 1998, Gbowee returned to Liberia, having fled with her three children during the civil war, and without a penny in her pocket set about this daunting task. She volunteered on a program called the Trauma Healing and Reconciliation Program to train as a counsellor and



worker helping victims of war to overcome their trauma. Underpinning her philosophy was the following belief – shared by other great advocates of reconciliation like Nelson Mandela – as it is described in her book:

'The person who hurt you ... If you are still angry at that person, if you haven't been able to forgive, you are chained to him. When someone offends you and you haven't let go, every time you see him, you grow breathless or your heart skips a beat. Perhaps even you dream of revenge. Above you is the Mountain of Peace and Prosperity where we all want to go. But when you try to climb that hill, the person you haven't forgiven weighs you down. It's a personal choice whether or not to let go. But you can't move forward until you break that chain.'

As she trained and worked with victims of the war, she realised increasingly that this was a man's war and it was to mothers that she could most effectively appeal to end it. So she began to mobilise women across all sections of society to reconcile the different factions and in her own words to 'begin the process of renewing a culture of hope' in a country where ordinary people felt hopeless. The message was that every society's future lies in its children.

In 2000, Gbowee met Thelma Ekiyor of Nigeria, an inspirational lawyer specialising in conflict resolution. Together they 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 and soon there were mass demonstrations of women in the capital all wearing white and praying for peace. In 2003, Gbowee was granted 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 came to an end. Gbowee remains a tireless campaigner and believer in the power of communities and particularly women to effect social change. She is now an internationally recognised figure spreading her message of hope around the world.

### 3.5

'The person who hurt you ... If you are still angry at that person, if you haven't been able to forgive, you are chained to him. When someone offends you and you haven't let go, every time you see him, you grow breathless or your heart skips a beat. Perhaps even you dream of revenge. Above you is the Mountain of Peace and Prosperity where we all want to go. But when you try to climb that hill, the person you haven't forgiven weighs you down. It's a personal choice whether or not to let go. But you can't move forward until you break that chain.'

### 3.6

- 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: Mmm, 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 curious, 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 a piece of 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. Shall I send you the link?  
 A: Yes, do. 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.  
 A: Thanks. Anyway, why did I pop by? Ah yes, I wanted to ask you about going to the ...

### 3.7

- 1 A: What are you doing?  
 B: Watching a TED talk on my laptop.  
 2 A: He's a really good speaker actually.  
 B: Yes, he is, isn't he?  
 3 B: Yeah, well, I'd go along with that.  
 A: Mmm, me too.  
 4 A: ... those who just are at the bottom of society also deserve to be there – and to stay there.  
 B: Oh, yes, I suppose so.  
 5 B: I hadn't thought about it like that before.  
 A: No, me neither.  
 6 A: And he's saying that that can be pretty crushing for people.  
 B: Yes, I see.  
 7 A: Shall I send you the link?  
 B: Yes, do.  
 8 B: Is it very long?  
 A: I haven't got to the end yet, but I doubt it.

### 3.9

F = Friend, MA = Model answer

- 1  
 F1: What are you doing this evening?  
 MA: Staying in, I think.  
 2  
 F2: I'm reading a really interesting book at the moment.  
 MA: Really? What's it about?  
 3  
 F1: Two hundred years ago French wasn't the only language spoken in France.  
 MA: Wasn't it? What did they speak then?  
 4  
 F2: I don't normally read history books.  
 MA: No, me neither. But your book sounds interesting.  
 5  
 F1: Are you going to be free later?  
 MA: No, I'm afraid not. I've got too much work to do.



## Unit 11

### 3.11

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* – his arguments certainly convinced me.

In it, Lehrer explains quite persuasively how our brains make the best decisions when they analyse 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 recognise 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, a bit 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 job, 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 analysing simple problems and less time deliberating complex problems.

### 3.13

OK, so here's my dilemma. I've been offered a fantastic job in Australia, 6,000 miles away from where I live now. The problem is that my parents are in their eighties and I'm the only one in the family who lives near them still. If I took the job, I wouldn't be able to see them more than once or twice a year. Should anything happen to them while I was in Australia, I'd feel terrible. But at the same time, I don't know if I will ever get an opportunity like this again. Were I to tell them, they'd of course say that I must go, but it's not that simple.

### 3.14

#### Part 1

With the exception of the odd robot dog or pet cat, robotics research has for the most part been confined to what robots can do to simulate human activity: driving trains, performing industrial operations, even doing household chores. But a team of engineers at Harvard University, who saw a TV programme called 'Silence of the Bees' about the decline of the honey bee population, were inspired to create 'Robobee', a miniature flying robot that could replicate the flying skills and behaviour of a real honey

bee. The application they had in mind for Robobee was the important function of pollinating crops that the shortage of honeybees has made a necessity.

The scientists have great ambitions for Robobee. Rob Wood, Gu-Yeon Wei and Radhika Nagpal hope to create colonies of Robobees that will be able to work together in much the same way that a real bee colony does. In other words, they would like to simulate the collective intelligence of real bees. In this way the small robots will be able to cooperate on a particular task, share information and adapt to changing conditions. Artificial sensors will help them to react to the movement of objects and other robobees around them.

#### Part 2

However, Robobee faces several technical challenges before it can get to this stage. The first is flying properly. Robobee has an intricate computer chip brain that works like a nervous system, telling the bee when to flap its wings, what direction to tilt its body and so on. Real bees are amazing flying machines, zipping from one flower to another and then hovering there while they collect pollen. At the moment, Robobee crashes a bit too frequently. Another problem is powering the small robot. The fuel source cannot be too heavy or it will impede Robobee's ability to fly. A collaborator is working on micro fuel cells that could be used instead of batteries. In the future, the team hopes that they will be able to recreate a real bee hive, which the small robots will use as a refuelling station.

Perhaps the most exciting thing about coordinated robotic insects is the variety of purposes for which they can be used. Robobees can't make honey like real bees, but they can autonomously pollinate fields of crops. Other proposed applications for robobees include: search and rescue missions following natural disasters – for example searching for survivors in collapsed buildings following an earthquake; traffic monitoring – this involves flying over a traffic congested area and taking pictures to determine the severity and the cause of the jam; weather mapping – again using cameras and other sensors in place of eyes and antennae, robobees could relay real-time information about weather conditions in a particular area; evaluating or exploring areas which are dangerous for humans to enter like a nuclear reactor; and military surveillance.

#### Part 3

Bees, in fact, are not alone in providing inspiration for roboticists. Flies, fish and lobsters have also been the subject of study as scientists attempt to take lessons from nature and apply them to the robot world. It's believed that in the coming years, such study will open up a wide range of discoveries and practical innovations, helping us to create a new generation of machines that will take advantage of the designs of nature and the principles that animals apply in the complex task of daily survival. The National Science Foundation in the USA is certainly convinced of the potential benefits and is funding such research to the tune of \$2 million per year.

### 3.15

See 3.14 Part 1

### 3.16

See 3.14 Part 2

### 3.17

See 3.14 Part 3



## Unit 12

## 3.18

## 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 a bit 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. Please don't think me disloyal.
- B: No, I don't. I just wish you'd been a bit 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 moaner or someone who can't put up with a bit of 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 fair.
- A: Sorry, perhaps that sounded a bit 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.

## 3.21

C = Colleague, MA = Model answer

1

- C: Well, I'm a bit surprised that you volunteered me for the project.
- MA: Oh, I'm sorry. I hope I didn't upset you. I didn't mean to put you in a difficult situation.

2

- C: You look worried. Is everything OK? Was it something I said?
- MA: No, don't worry. I'm just feeling a little anxious about all the work I have to do.

3

- C: If you don't like Indian food, you don't have to accept my invitation to lunch.
- MA: Oh, no, it's not that. Please don't think me rude. It's just that I don't eat lunch normally.

4

- C: Ha, ha, that's a good one.
- MA: Why are you laughing? I don't understand what's so funny.

5

- C: Is that all you have to say: 'No'?
- MA: Sorry, perhaps that sounded a bit abrupt. I should have said, 'No, I don't think that's likely to be a good technical solution.'

## 3.22

I = Interviewer, J = Journalist

- I: You immigrated to the United States as a child. How did your love for the landscape in South America affect your relationship with North America?
- J: I grew up in a sugarcane hacienda outside Trujillo, Peru, on the coast of the Pacific Ocean, so as a child, I was always aware of the land and the sea. My earliest memories are of earthquakes – there were over fifteen by the time I reached the age of five. When I came to North America, I was struck by how much of the land around me was inhabited. I couldn't imagine a place where you could drive for hundreds of miles and human beings always be in evidence.
- I: What landscapes in North America do you love?
- J: The first memorable impression I had was the smell of cut grass. Having grown up in a kind of desert, I had never seen great fields of grass. I loved that.
- I: What is your favourite landscape in South America?
- J: Most people don't know this, but Peru has five kinds of landforms: coastal desert, mountain, jungle, islands and prairie. And all of it in close-ish proximity! It always amazes me that you can descend a snow-covered mountain not far from Cuzco and suddenly be in the lush, green jungle. I love it.
- I: How did flying with photographer Bobby Haas for this project change your understanding of South America?
- J: In all truth, I was taken aback by the growth of the cities. The urban centres have burgeoned as countryfolk sought refuge from earthquakes, famines and floods. Seeing the shanty towns that had sprouted up around the cities in the past 30 years or so was heartbreaking. But on the positive side, I was moved to see the prevailing beauty of the land. I had never imagined it could look like that. The sights from around 1,500 metres in the air were astoundingly beautiful!
- I: What was it like to ride in an open-door airplane? Was it a thrill, or just terrifying?
- J: I was both thrilled and terrified! Terrified by how vulnerable some small airplane can feel and thrilled by the visual feast below us. But what made the greatest impression on me was the physical aspect: fierce gales rushing through the open door and the cold. It's freezing. How Bobby was able to handle his camera and manipulate stuff under those conditions is still a mystery to me.

## 3.23

- 1 A: Where do you live now?  
B: We've moved to a city in Jordan called Irbid, about 100 kilometres north of the capital.
- 2 A: Is that near where you work?  
B: It's close-ish. The journey to work at the university takes me 30 minutes or so.
- 3 A: What's the countryside like around there?  
B: It's farmland mostly, but not very rich. Some people would call it sparse, but I kind of like it.
- 4 A: Are you near the desert?  
B: The desert is to the east, some distance away, but we haven't visited it yet. I'd love to go some time, but there's so much other stuff to see that we haven't got round to it.



3.25

P = Presenter, WB = Wendy Beck

P: Landscape painting is not really in fashion. There's a feeling in the contemporary art world that it's a bit of a tired genre – something that was done to death in the 18th and 19th centuries. So the announcement of a new exhibition by British-born artist David Hockney called 'A Bigger Picture', consisting mainly of large landscape paintings raised a few eyebrows among critics. Wendy Beck went to see the show in Cologne's Ludwig Museum. What did you think, Wendy?

WB: I loved it. Just picking up on what you said about landscape being a tired genre, Hockney makes a good point about that. He says it's not the landscape itself that's tired, but the way that it's been depicted in the past that's perhaps rather samey. So what you have to do is to find a different way of depicting it.

P: And has he managed to do that?

WB: Well, yes, I think he has. He's produced some huge landscape paintings, put together in panels, um, made up of different sections of canvas. And that's based on his belief that it's not possible to do justice to a landscape in a single painting. There are also some fascinating paintings in sequences, studies of the way the landscape changes through the seasons – so that you get to see the same vista in autumn, winter, spring and summer. In another section of the exhibition, there are videos of landscapes and these are also on composite panels – so lots of different screens all filming the same landscape but from slightly different angles and at slightly different times – a few seconds apart from each other.

P: I see. So the theme is very much to do with changing scenery.

WB: That's right.

P: And how did he paint the landscapes? Did he paint from photos, because I know he's had a kind of love-hate relationship with the camera over the course of his career.

WB: Ah, yes, that's interesting too. Hockney is very proud of his draughtsmanship – his ability to paint and draw – and at the same time, he's also very interested in painting techniques. So if you remember, some years ago he tried to prove that some of the old masters, like Vermeer and Caravaggio, had used a primitive form of camera – the camera obscura – to be able to copy real life more accurately. He claimed that they had used this camera to trace over images that it projected onto their canvases in a darkened room. But he's adamant that a photo does not give a true representation of what the eye sees.

P: Can you expand on that?

WB: Well, a photo gives you a snapshot of a scene; it freezes a landscape at a particular moment in time. Whereas a painting renders the viewer's experience of looking at a landscape over a period of time, in some cases weeks or even months. So, Hockney would go out into the countryside and sit and sketch and paint for hours on end in the open air, day after day, much like the impressionist painters of the 19th century, and then go back to his studio to work on the painting.

P: But I heard he'd also used iPads in the exhibition.

WB: Yes, he does sketch on an iPad too, but that's just a convenient tool for drawing rather than anything to do with photography.

P: So what was your overall impression of the exhibition?

WB: Oh, I thought it was wonderful. This is the English landscape that Hockney was brought up in as a boy and he returned to it at the age of around 70. This exhibition is him sharing his view of it. It's an affectionate view seen by a very observant eye. I

thought some of the landscapes were breathtakingly beautiful.

3.26

H = Harry, C = Cynthia, S = Stefano

H: Hi, Cynthia. Hi, Stefano. Mind if I join you?

C: Oh hi, Harry. No, not at all. We were just discussing the new golf course they're planning to build along the seafront.

H: Oh yes, I'm not at all sure about that.

C: Of course, Stefano thinks it's a great idea because he loves golf and ...

S: Sorry, can I just interrupt you there? It's not for selfish reasons. I just happen to think golf courses can be very attractive places. And in this area of coast ...

C: Yes, but they're exclusive. Only a few rich people get to use them.

S: Well, that's not true, but can I just finish what I was saying? In this area of coast there are plenty of places – beautiful places – for walkers to enjoy the scenery. But there are very few places where people can play sport. So I don't see why you would oppose the idea of giving people a chance to practise their hobby or sport, because you feel that ...

H: No, sorry. I have to stop you there, Stefano. I'm afraid I agree with Cynthia. This is an area of outstanding natural beauty and it's not right to make it exclusive when at the moment it can be enjoyed by everyone.

S: Actually, the land will be much better looked after when it's made into a golf course. The grass will be cut, the area will be landscaped in a much more attractive way and ...

C: Can I just say something in answer to that? That misses the point completely. This is an area of natural beauty, not of man-made beauty. This is a kind of environmental vandalism.

S: No, hang on a minute. That's a completely inappropriate description. Golf courses actually protect the landscape against other kinds of development.

H: Well, I wouldn't ...

S: Harry, you can make your point in a moment. If you put a golf course here, it's a kind of guarantee that no one else is going to develop the land in some other less environmentally friendly way.

H: They're not actually that environmentally friendly. Do you have any idea how much water it takes to keep a golf course going and how much energy they use?

3.28

Can I just finish what I was saying?

3.29

F = Friend, MA = Model answer

1

F: I was very pleased to hear about the new golf course. Weren't you?

MA: No, I wasn't actually. I don't see why they have to build it in a National Park.

2

F: Well, it's not as if they're building a shopping mall or anything. Golf courses are naturally beautiful places with lots of ...

MA: Sorry, I have to stop you there. They are not natural. They're man-made and they change the landscape.

3

F: Yes, but not in a bad way. If anything they make it more beautiful to walk around.

MA: Well, they do for a few people who can afford to belong to a golf club. But for most people they are inaccessible.



- 4  
F: Anyway, we need more sports facilities in the area. I imagine it will encourage more people, not less to visit the area.  
MA: Hang on a minute. Lots of people already visit the area: walkers, cyclists, families ...  
5  
F: Can I just finish what I was saying?  
MA: Sure, carry on.

## IELTs practice test

### 3.30

**Presenter:** In this test you'll hear a number of different recordings and you'll have to answer questions on what you hear. There will be time for you to read the instructions and questions and you will have a chance to check your answers. The recording will be played once only. The test is in four sections.

Now turn to Section 1 on page 100 of your book. You will hear a student called Fiona telling her friend about a research project she is taking part in. First you have some time to look at questions 1 to 3. You will see that there is also an example which has been done for you.

Now we shall begin. You should answer the questions as you listen because you will not hear the recording a second time. Listen carefully and answer questions 1 to 3.

- Man:** Hi, Fiona. How did the meeting about the research project go?  
**Fiona:** Hi. It was interesting. The project's doing a survey into the attitudes of people who use the downtown shopping district as opposed to suburban shopping centres. I picked up a leaflet about it in the college library, but the meeting was held at the head office building of a big retail chain that's based locally.  
**Man:** So is that where the money for the project's coming from?  
**Fiona:** Well, a number of local companies are involved in that, although the funds are being administered by the local council, which is working in partnership with a large educational charity that's organising the actual survey I'll be working on. They were running the meeting.  
**Man:** So was it a bit like an interview?  
**Fiona:** No, I'd already applied online and provided a character reference – I got my college tutor to do that – this was more of a briefing meeting. But I did have to take photo ID with me to prove that I was the same person who'd made the application.  
**Man:** Wow – serious stuff then. But you're not getting paid, are you?  
**Fiona:** No, it's voluntary – but because our task is to conduct face-to-face interviews with members of the public, they wanted to check that we didn't hold strong views about shopping malls. You had to declare that in the application, and my tutor told me he was asked to comment on that in the reference. I mean, most of the volunteers are students, and it is useful in terms of seeing how a big public survey is set up.  
**Presenter:** Before you listen to the rest of the conversation, you have some time to read questions 4 to 10.

Now listen and answer questions 4 to 10.

- Man:** So what exactly will you be doing?  
**Fiona:** A week of interviewing people in the city centre.  
**Man:** And is it like, all day every day?  
**Fiona:** Well, that's up to me. Each interview takes twenty minutes, but I'm not supposed to work more than six hours in any one twenty-four hour period.  
**Man:** Right. Will you have to dress up smart?  
**Fiona:** No, there's no dress code. As long as you've got your badge on, you can wear what you like.  
**Man:** And have they told you what sort of people to target?  
**Fiona:** There are three groups. Group A is like people of working age, group B is retired people and group C is students. But at least sixty per cent are meant to be in the first group, and the other forty per cent roughly divided between B and C.  
**Man:** So how many do you have to do in a day?  
**Fiona:** I've got a target of thirty-five interviews over the seven days, which works out at five a day, but I can choose which days I work and how many I do each day.  
**Man:** So how do you know where to stand?  
**Fiona:** I go where I'm told. So that you don't have to go into the office or phone up, you're sent a text message each morning. Where they send you depends on how interviews have gone the previous day.  
**Man:** How do they know?  
**Fiona:** 'Cos you have to send in your data online each evening. You've got twelve hours from the time of the interview to do that. There's a secure site you log into.  
**Man:** Is it called Survey Monkey? I used that one once.  
**Fiona:** We're using Survey Host actually – though I have used that one for other things.  
**Presenter:** Now turn to Section 2 on page 101 of your book. You will hear someone giving a talk about opportunities to do voluntary work on a game reserve in southern Africa. First you have some time to look at questions 11 to 14.  

Now listen and answer questions 11 to 14.

**Woman:** Hi there. I've come along today to give you some information about opportunities to work as a volunteer at the Phinda Game Reserve in southern Africa.  
The reserve is located between the Indian Ocean and the Lebombo Mountains. Very few reserves in Africa have the biodiversity that Phinda offers. This vast tract of bush, river valley and forest is home to dynamic populations of African mammals, and this is where the help of volunteers proves invaluable. As a volunteer, you can join the research team at Phinda dedicated to the management of this ecosystem. Indeed, the people managing the reserve rely on volunteers to support the research taking place at Phinda.  
This research aims to ensure that the various wildlife populations remain in balance and well managed within the reserve. Because although the area was at one time somewhat depleted in major mammal species, large-scale reintroduction programmes have allowed for the development of this stunning reserve, which now has viable populations of elephants,



big cats and antelope, as well as both black and white rhino species.

What's more, regular and dedicated research has allowed Phinda to become a partner in essential conservation initiatives of worldwide significance, and the recent release of black rhino into the reserve is evidence of this.

A volunteer joining an experienced research team could well be involved in one of a number of research components. Big cat monitoring is a possibility, and this could even include the chance to record the movements and sightings of lions. Most probably, however, you'll spend some time monitoring the white rhino as over one hundred are now in residence, although there is also research into small mammals for those more interested in those species.

**Presenter:** Before you hear the rest of the talk, you have some time to look at questions 15 to 20.

Now listen and answer questions 15 to 20.

**Woman:** So what would a volunteer on one of the research programmes at Phinda expect to do? Firstly, let's talk about white rhino monitoring. Over one hundred rhino now roam the reserve, following the reintroduction of a handful some years ago. Volunteers assist in the building up of a database that has been created to record details of gender, age, territorial information and movements. By putting what are called 'notches' in the animals' ears it is possible to collect this information.

Then there's big cat and predator research. For example, there's cheetah monitoring. This involves finding out about the territory and movements of individuals, which are identified through their eye markings. A unique hunting substrate of the forest is also being investigated as part of this research programme.

Alternatively, a volunteer might join the active leopard research project, keeping a note of where they are seen. Or if you're very lucky, you might even get to record movements and sightings of two lion prides. In any case, as a volunteer, you are likely to gain useful experience and acquire key skills, such as tracking and the use of telemetry equipment. Finally, a word about the facilities for volunteers who come to work at Phinda. In terms of accommodation, a rustic farmhouse on the reserve is set aside for both research staff and volunteers. Running water and electricity can occasionally be intermittent due to the remoteness of the reserve, but volunteers are provided with a weekly food kitty to do their own shopping and cooking is on a rotational basis with the other volunteers. The house is equipped with a fridge, freezer, stove, oven and microwave.

Volunteers generally work a six-day week, with Sundays free, when there might be the chance to go to the beach if you can get a lift with someone. Any excursions, whether to the coast or nearby towns, are at the volunteers' own cost, so bringing some spending money is recommended.

The daily work schedule varies heavily depending on the research objectives at the time. But volunteers do get some time to relax. There is a TV in the house, though only local channels are available, but there is also a DVD

player. Volunteers are encouraged to bring some films to watch, as there is not much available to buy locally.

So I hope I've covered everything – does anyone have any questions?

**Presenter:** Now turn to Section 3 on page 103 of your book. You will hear part of a radio programme about a disease which is affecting a species of tree called the European ash. First you have some time to look at questions 21 to 25.

Now listen and answer questions 21 to 25.

**Diana:** Hi, I'm Diana Wherry and on today's programme we're talking about trees. A major news story in the UK recently has been the discovery of ash dieback disease, a fungal infection that destroys members of the ash species of trees. To find out more about this threat I'm talking to plant pathologist, Dennis Walkern. First of all, what is this disease that we're calling colloquially 'ash dieback'?

**Dennis:** It's a fungus which spreads by spores which form on fallen leaves and then infect the leaves of a healthy tree. Once established, it spreads from there into the bark and the other parts of the tree. Eventually, it will kill small trees. In older trees, it kills shoots and maybe branches, and weakens the tree so that it becomes vulnerable to other diseases.

**Diana:** Is it just ash trees that are vulnerable to this particular infection or can it hop on to other trees and species too?

**Dennis:** As far as we're aware, it only affects ash trees – and here that means the common European ash, which is the one we have in the UK. It seems to be less of a serious problem on Far Eastern ashes. It seems to exist in a benign form, co-existing fairly happily with certain types of ash tree in Japan and presumably other parts of East Asia.

**Diana:** So how come it's only relatively recently arrived in the UK?

**Dennis:** It's happened because sometime in the early 1990s, it migrated from its Japanese home and took up residence somewhere in Eastern Europe, and it's been spreading from there ever since. It moved to Scandinavia, where by 2009, I think, ninety per cent of Danish ash trees had some signs of infection. Then it turned up in France, so this is a big spreading wave of infection. How it got to Europe in the first place, we don't know.

**Diana:** We're hearing this number of ninety per cent of European ash trees being vulnerable. Is this a reflection on the fact that not all European ashes are made equally? Are there different subtypes?

**Dennis:** Well, no. It's more that ash trees are quite variable. In studying trees which appear to have been less badly affected in Scandinavia, it's been found that some trees appear to have survived because they're genuinely more resistant to the infection. In looking at the seeds that arise from those trees, there are estimates that maybe one per cent of the population will be able to survive.

**Diana:** So, is the long-term prospect that we'll end up selecting out the trees that are vulnerable to this, and breed a new strain of trees just naturally, which are naturally resistant to it? So we just have to wait for one generation of



Dennis: ash trees – then we'll have trees that aren't vulnerable and the problem will go away. Probably more than one generation, actually, because you'd have a sort of sputtering epidemic – in other words you'd have some trees which survive the first waves anyway. Otherwise, I think that you're probably correct. The only catch there is to think what the generation time of an ash tree is, because some of the more attractive landscape trees may be over a century old.

Presenter: Before you hear the rest of the programme, you have some time to look at questions 26 to 30.

Now listen and answer questions 26 to 30.

Diana: So we're saying that, for the next decade or two, we'd see perhaps a third of the trees around us disappearing – because ash is an extremely common species in the UK.

Dennis: So much so, actually, that nobody knows exactly how many there are in reality, still less exactly how evenly they're spread across the country. As a mathematical modeller, I'd be interested in establishing such facts and other details about the spread of this disease. We know that immunisation of trees isn't possible because they don't have adaptive immune systems, but some management of the disease may be possible. So we need to find out if it's affecting old and young trees equally, whether it's spread to all regions, and whether there are populations of ash trees in areas that can be isolated from the spread of the disease. We also know that the use of fungicides isn't feasible on a large scale because of the sheer number of ash trees out there, and the need for regular re-application. One much loved ash tree in an urban setting might be saved in that way, but not the species at large. But if those other facts can be established then the prospects of managing the disease might be greater.

Presenter: Now turn to Section 4 on page 104 of your book. You will hear a university teacher giving his students some information about internships, and the report that interns have to write as part of the course. First you have some time to look at questions 31 to 37.

Now listen and answer questions 31 to 37.

Man: Hi, there. Today I want to talk about your internship and the report you have to write after you've done it. As you know, as in other subjects like medicine and law, an internship is an integral part of your degree programme in electronic commerce. Put simply, an internship is a period spent working for a company as an unpaid member of staff. But it should provide you with valuable insights into the practical aspects of the subject.

To fulfil the academic requirements of the internship, you have to submit an internship report following the specifications outlined in the Faculty guide. Please consult the programme website for the latest version of this document.

In a nutshell, your internship report must include a number of specific features: Firstly, it should outline the specific business of the company or department in which you perform your internship; secondly it should outline your job description there. These first

two components can be brief, and they can be included in the introduction of the report. The major focus of the report should be on the third component, the critical analysis of a specific internship-related topic, which relates academic knowledge to practical experience. However, note that sadly many aspects of your daily work can be practice-oriented rather than academically-oriented and you'll be asked to do routine tasks most of the time. It is, of course, important that you do as you are asked. However, to pass the academic requirements of the internship you must go, if necessary, beyond the following of instructions and demonstrate your ability in logical thinking. Ideally, the report will be of practical benefit to your employer and go beyond your usual duties.

Presenter: Before you hear the rest of the talk, you have some time to look at questions 38 to 40.

Now listen and answer questions 38 to 40.

Man: So, now I'll give you some recommendations for the actual writing of your reports. Once you have gathered your information and planned an outline, you can begin writing. Your report needs to be serious and academic, but bear in mind that your tutors are unlikely to be impressed by the excessive use of technical terms. So don't worry about fancy beginnings or profound ideas – just write! As you work, keep your target audience in mind. Are they going to be familiar with the acronyms used in your work place? If in doubt, leave them out and write the words out in full.

Once you have completed your first draft, put it away and give your mind a rest. When you take it out again, begin revising. Substitute accurate words for ambiguous ones; substitute clear simple sentences for complicated grammatical structures. You may want to rewrite paragraphs or entire sections. The bottom line is to produce a smoothly written, logical report. Having someone else read your revised draft is a sure test of effective communication. A fellow intern or workmate will tell you if what you've written is understandable. Revise a second time on the basis of this criticism. Your final version should be flawless. If your report includes typos and spelling mistakes, then your readers are likely to be distracted and you risk losing credibility. Although the internship report should conform to the overall structure I've described, there's no strict rule when it comes to length and specific formatting of text. You should be able to present your report in the style most appropriate for your studies. However, a typical internship report consists of three main sections: the preliminaries, the main text and the reference material, all of which are required.



## Unit 1

### 1a (pages 4 and 5)

1  
1 his book about scientific inventions  
2 some rules of life (that he read about 15 years ago in a book by Charles Sykes)

2  
1 unjust 2 can't expect 3 more strict 4 a beginning  
5 your 6 have to be done by everyone  
7 seldom 8 technical expertise

3  
1 Currently 2 about 15 years ago 3 Before that  
4 next year 5 Many years ago 6 at the time  
7 Over the last 20 years 8 rarely 9 Sooner or later

4  
1 am taking 2 attended 3 had never been  
4 seem 5 have been wondering 6 will have

5  
1 said (than) done 2 valuable 3 guiding  
4 point 5 stead 6 thumb

6  
One of the problems with advice is that people tend to interpret it to suit their own purposes. An example of this is the wisdom of the 18th-century economist, Adam Smith. One of his main ideas was that if you allow people to seek wealth for themselves, they will naturally create jobs and wealth for others. He called this 'the invisible hand'. People, trying to improve their own situation, also help their neighbour to improve theirs, but without meaning to, as if with an invisible hand. Unfortunately, a lot of people took Smith to mean that it was all right to be greedy and selfish and not to help others directly, which is not at all what he meant.

### 1b (pages 6 and 7)

1  
b  
2  
1 T 2 T 3 T 4 T 5 T 6 F

3  
1 not much difference, but (a) the past perfect emphasises that one thing happened before another  
2 a = looking back from the present to an indefinite time in the past; b = referring to a specific point in the past  
3 a = describing the future; b = looking back from a point in the future  
4 a = assumes it was still the family profession; b = looking back to what the profession was at an earlier time (but probably was not then)  
5 a = I have left university; b = looking back from the present, i.e. I'm still at university

4  
1 Had you been waiting 2 Has someone been smoking  
3 had been playing, had fallen 4 will probably have finished 5 have been living 6 have heard

5  
1 f 2 c 3 b 4 e 5 d 6 a

6  
1 foremost 2 large 3 age 4 pieces 5 when 6 quiet

8  
1 d 2 b 3 f 4 e 5 a 6 c

### 1c (page 8)

1  
1 T 2 T 3 F 4 F 5 T 6 F

2  
1 b 2 a 3 a 4 a 5 b 6 a

3  
1 b 2 a 3 b 4 a 5 b

4  
1 story 2 fact 3 walks 4 time 5 saver  
6 larger than life 7 lifelike 8 life

### 1d (page 9)

1  
1 qualities 2 passion 3 achievements 4 yourself  
5 image

2  
1 infrastructure projects 2 He spent one year working on a transport and metro hub in Osaka, where he helped to design the programme for planning work schedules for staff.

3  
1 good planning and organisation, up-to-date IT skills  
2 interested in different cultures / approaches to life and travel  
3 a first degree in Town Planning, a master's degree in Business Administration, a commendation for his work in Osaka

4  
a sip b as c thread d was e let f again

5  
He used phrase b. He uses it to keep talking about the programme he designed.

6b  
I spent one year in Japan working on a metro and transport hub in the city of Osaka – it's a major city on Honshu island. It was for work experience and I received a commendation when I left the project.

7  
Students' own answers.

### 1e (page 10)

1a  
a attracts or attracted b available c response  
d Currently e As, suitable f enclosed g considering  
h requirements

1b  
1 c 2 f 3 d 4 e 5 a 6 h 7 g 8 b

2  
The missing elements are:  
1 when it was advertised  
3 your present situation  
4 why you are suited to the job  
and 9 (possibly) give a personal touch



3

... in response to your advertisement on the Jobsonline website (1) this week ... and relevant experience. ...

(3) I am currently working in a temporary position for a local charity making calls to potential donors. (9) It is interesting and worthwhile work but desk-based and I am someone who likes to get out and meet people.

The job attracted me because ... world of work again.

(4) As someone who understands the education sector and has experience of fundraising, I think I am a suitable candidate.

## Wordbuilding / Learning skills / Check! (page 11)

1

1 is more awareness of/about 2 showed us great kindness

3 Nervousness 4 the usefulness of 5 Baldness is

6 showed (a) willingness 7 selfishness (in people)

8 Forgetfulness increases/gets worse

2

1 You can sound more natural, impress your audience and create more vivid images to support your arguments.

2 It can sound ridiculous.

3 a T b F Putting a correct idiom in an otherwise incorrect sentence could sound odd. c T d F Use idioms that have widespread and established use. e F Slang is very informal language that is usually spoken rather than written.

3

1 no 2 yes

5

1 a sit b work c yourself d blind

2 dreamer b joker c outgoing

3 a nowadays, generally b so far, recently

c sooner or later d prior to that

## Unit 2

### 2a (pages 12 and 13)

1

1 in Tibet

2 a small fungus (called *yartsa gunbu*), because it is highly valued

3 herding yaks and/or sheep

2

1 searching 2 fungus 3 medicinal 4 caterpillar 5 stalk

6 energy 7 soared 8 herding 9 overpicking

3

1 get by 2 Getting ahead in 3 get down to 4 get through

5 gets on with 6 getting at

4

1 has dropped 2 are looking for 3 fetches 4 had been searching

5 have prescribed 6 was herding 7 started

8 has been growing 9 are thriving 10 will be searching

Note that 5 *have been prescribing*, 6 *herded* and 9 *thrive* are also possible.

5

1 generally do, are always trying 2 is becoming, are now moving *or* has become, have now moved 3 are studying *or* have been studying, won't recommend

6

1 way 2 livelihood 3 task 4 trade 5 vocation 6 living

7

1 I will = I'll

2 She has been = She's been

3 We are = We're

4 She was hoping to get a new job. (no contraction)

5 I had been = I'd been

8

1 I've been travelling in this region for many years and I'd seen this phenomenon before but never paid it much attention.

2 Well, often you'll visit a place with a particular story in mind. Then, while you're researching it, you find something else catches your interest.

3 I was very struck by how well-off people in the village seemed compared to when I'd last visited.

4 So I decided to investigate and got this amazing story of the golden worm.

### 2b (pages 14 and 15)

1

1 they are difficult to find (because of overfishing and the use of seine nets which has reduced the numbers by 80 per cent); they weigh in excess of 300 kilos and are difficult to land

2 (deep-sea) line fishing

2

1 T 2 F 3 T 4 N 5 F 6 N

3

1 Because I hadn't done any line finishing at sea before,

2 after they have spent many hours and hundreds of dollars.

3 with the result that it has been reduced by over 80 per cent.

4 while we were waiting or while we waited for something to happen.

4

1 Having found them,

2 Having nothing else to do,

3 using these to keep our prey interested.

4 knowing that the fish can swim towards the boat.

5

1 Having got the fish on the hook, you then manoeuvre the boat carefully to keep it on the line.

2 In the last 15 years, quotas have been introduced for bluefin tuna, helping to stabilise their numbers.

3 Often trapping other large sea creatures like dolphins, purse seine fishing is considered environmentally unfriendly.

4 Having been overfished for so long, bluefin tuna now weigh on average half what they did in the 1970s.

6

1 d 2 f 3 a 4 h 5 b 6 g 7 e 8 c

7

1 be on the safe side 2 wrap (your children) in cotton wool

3 second nature 4 cut corners 5 take precautions

### 2c (page 16)

1

c

2

1 a missing cat 2 a geography teacher 3 memorising dots on a map 4 outdoor 5 adventures 6 reality of the city 7 by walking 8 think at a high level 9 how friendly the community is 10 creative and innovative



3  
1 a 2 b 3 b 4 a

4  
1 a 2 c 3 d 4 b

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

## 2d (page 17)

1  
1 simple 2 remind 3 rhetorical 4 end 5 pace

- 2  
1 It's an opportunity to get new experiences that can help you to grow as a person and as an employee.  
2 Think about the kind of project you would like to volunteer on and how it's going to improve you directly. Then go and sell the idea to your employer.  
3 He gets people to take a minute and tell each other what personal skill they'd like to improve or they think needs improving.

3  
1 here to 2 key thing 3 what (is a sabbatical) for 4 just give 5 really (my) message 6 could ask

5  
Students' own answers.

## 2e (page 18)

1  
1 pay grade 6 2 line manager 3 18 months

2  
1 weeks 2 that is or that is to say 3 months 4 years 5 to be confirmed 6 for example

3  
1 approx 2 e.g. 3 incl 4 etc. 5 10 a.m. 6 hrs 7 N.B. 8 i.e. 9 2nd or sec (time) 10 pw

4  
Jeff rang at eleven o'clock. He wants you to go to London to discuss the contract details, i.e. commission, quantities, etc. The time of the meeting is to be confirmed. Note that he isn't in the office until Thursday.  
Note that *i.e.* and *etc.* are perfectly acceptable in writing.

5  
New policy  
no limits on how much/little holiday staff can take  
try policy out for limited period, i.e. 6 mths  
not entirely sure if going to work, but pretty confident

Reasons for policy  
much better to be adult and responsible – all have busy working lives + busy lives outside work  
given a little freedom, organise time better

## Employee responsibilities

N.B. not an excuse to take as much time off work as possible  
can't organise completely independently – negotiate with colleagues to avoid disruptions  
also still have work targets to reach

## Details

start date tbc – 2nd half of this year  
policy applies to every employee incl part-time staff  
reviewed after approx 4 mths

## Wordbuilding / Learning skills / Check! (page 19)

1  
1 g 2 f 3 a 4 c 5 b 6 d 7 e 8 h

2  
Students' own answers.

3  
Example answers:

- 1 a to inform b specific information c When will it be available to buy? How much will it cost?  
2 a to inform, to persuade b gist c What is different about this book? Have attitudes to childhood changed?  
3 a to inform, to give opinions b gist and specific information c What is the film? Would they recommend it?

4  
1 a eagle hunter b gypsy c smokejumper  
2 a wait a long time b see well c keep fit and healthy  
3 a aspect, progress b conjunction  
4 a foot b down c put d your  
Phrase: put your foot down

## Unit 3

### 3a (pages 20 and 21)

- 1  
1 Geography: Mustang, a former kingdom in north-central Nepal; Climate: the climate is incredibly inhospitable; wind-savaged  
2 10,000 (conservatively estimated)  
3 It was a centre of scholarship and art, and a key place on the salt trade route from Tibet to India.  
4 most showed signs of domestic habitation; in others there were stunning treasures: in one cave, a 26-foot-long mural; in another, 8,000 calligraphed manuscripts; many seemed to be elaborate tombs full of absolutely amazing riches  
5 burial chambers  
6 Because the territory was frequently fought over, they placed safety over convenience and took refuge in the caves.

2  
1 absolutely 2 extremely / utterly 3 so 4 really  
5 absolutely 6 so 7 absolutely / really 8 incredibly

3  
1 incredibly or really or very 2 absolutely or completely or totally 3 absolutely or quite 4 incredibly or really or so or very 5 absolutely or really 6 incredibly or really or so or very 7 completely or totally 8 quite

4a  
1 I'm utterly exhausted.  
2 I'd really appreciate that.  
3 It's so hot today.  
4 It's OK. I quite understand.  
5 You're absolutely right.  
6 It's very difficult to say.



5  
1 f 2 i 3 j 4 a 5 g 6 c 7 e 8 h 9 b 10 d

6  
1 wildly optimistic 2 vaguely familiar 3 desperately unlucky 4 perfectly reasonable 5 deadly serious 6 painfully slow

7  
I: conservatory, games room, garage/workshop, gym, home cinema, sauna, walk-in wardrobe  
O: courtyard, garage/workshop, roof garden, veranda

### 3b (pages 22 and 23)

1  
1 A 2 D 3 A

2  
1 metropolis 2 garden 3 gardens 4 centre 5 walk 6 outskirts 7 greenbelt 8 32,000

3  
1 seventy per cent 2 a sign of an urban vitality 3 opportunity 4 less energy per capita 5 a quiet dormitory town

4  
1 in the human body 2 squalid = dirty, cramped = lacking space 3 positive 4 the sea 5 giving an example 6 to limit

5  
1 town 2 city 3 estate 4 suburb 5 town 6 metropolis 7 village 8 city

6  
1 What he was referring to were the appalling slums that a booming city had spawned.  
2 What he proposed was drawing people away from the metropolis.  
3 In 1907, his vision actually did become reality when the garden city of Letchworth was built.  
4 It is large cities that have spread around the world, not small garden cities.  
5 Not only has urbanisation spread, but expert opinion now sees this as a positive trend.  
6 In his book *Triumph of the City* – which, incidentally, I do recommend you read – Ed Glaeser ...  
7 The thing that we often ignore is that poor people are attracted to cities because they offer opportunity.  
8 Very seldom do cities themselves make people poor.

7  
1 What I love about Berlin is the feeling of space. *or* It is the feeling of space in Berlin that I love. *or* I do love the feeling of space in Berlin.  
2 What really strikes you about Istanbul is the friendliness of the people. *or* It is the friendliness of the people in Istanbul that really strikes you.  
3 I did like Los Angeles, but I found it very polluted. *or* I liked Los Angeles but I did find it very polluted.  
4 What you won't find anywhere else in the world are such dramatic buildings as in Dubai.  
5 What is amazing about Jerusalem is the sense of history. *or* It is the sense of history in Jerusalem that is amazing.  
6 Rarely is a place found where nature and man-made structures blend so well together. *or* Rarely do you find a place where nature and man-made structures blend so well together.

8  
A: What did you think of Moscow?  
B: I loved it. I'm glad I chose to get around by metro though. The traffic is terrible.  
A: And how did it compare to St Petersburg?

B: Very different. The thing about St Petersburg is that it feels much more European somehow. It's also incredibly grand and gracious.

A: Well, that's not so surprising. It is much further west.

B: Yeah, that's the thing about Russia. What you don't realise before you go there is what an enormous country it is.

A: Did you go anywhere else, then?

B: Well, we went up to a city just north of Moscow – I can't remember the name immediately – and took a boat trip along the Volga River.

A: How was that?

B: Amazing. It was in April, but there were still huge chunks of ice floating in the river.

### 3c (page 24)

1  
1 It means copying good design from nature and applying it to things that are man-made.  
2 biomimetics has been used in the design of the Swiss Re Tower; the architect Gaudi took inspiration from nature in his design of the Sagrada Familia; the chimneys in the Eastgate Centre in Harare imitate the heating and cooling system in a termite mound

2  
1 a 2 c 3 b 4 b 5 b 6 c

3  
1 a 2 b 3 b 4 b 5 a

4  
1 head 2 off 3 fly 4 hole 5 up 6 to 7 writing

### 3d (page 25)

1  
For: 1) people won't have to waste time going down to the canteen to get their coffee; 2) it will encourage employee interaction  
Against: staff might spend too much time there away from productive work

2  
1 all 2 recommend 3 have 4 appeals 5 underestimate 6 mean 7 given 8 touch

3a  
1 d 2 y 3 r 4 t 5 w 6 w

3b  
1 first of all  
2 with a bit of luck  
3 as a matter of fact  
4 as far as I'm aware  
5 between you and me /w/  
6 let's be honest /j/  
7 at the end of the day /j/  
8 I've no idea, I'm afraid /w/

4  
Students' own answers.

### 3e (page 26)

1  
a 4 b 3

2  
against  
the benefits of high-rise building to the wider environment are great; it's not possible to keep expanding our cities outwards



3  
1b 2e 3d 4f 5a 6c

## Wordbuilding / Learning skills / Check! (page 27)

1  
1 affordable 2 walkable 3 likeable 4 moveable  
5 contactable 6 doable 7 watchable, forgettable  
8 retrievable

4  
1 There are only two interesting buildings in the area around Newport.  
2 The green belt should definitely be protected from developers.

6  
Across: 1 drives 5 stair 6 concrete 7 leafy 8 fly  
Down: 1 distinctly 2 vibrant 3 sprawl 4 shack

## Unit 4

### 4a (pages 28 and 29)

1  
1d 2b 3a 4c

2  
1 scientists 2 day 3 problem 4 money 5 afford 6 tests

3  
1a 2b 3b 4b 5a 6b

4  
1d 2a 3/4 e/f 5c 6b

5  
1 I must have ridden 2 I should have taken 3 I didn't need to 4 I could have wheeled 5 I had to be 6 I had to find 7 I needn't have worried 8 Someone might have dropped

6a  
1 have 2 have 3 have 4 to 5 have 6 to

7  
1 about 2 across 3 up 4 down 5 up

### 4b (pages 30 and 31)

Speaker	Type of foldable device	Main advantages	Probability of success
1	electric car	very compact no carbon emissions	low (with private individual buyers)
2	smartphone screen	don't break or shatter	high
3	audio speakers	beautiful design	high
4	sofa	cheaper and more energy-efficient	high

2  
1 a a child's buggy b it can only go for about 100 kilometres before it needs recharging  
2 c smartphones d the perfection of the technology  
3 e your portable music player f origami  
4 g as small as a regular size metre-cubed box h the furniture industry

3  
1 consortium 2 fleet 3 norm 4 perfected 5 slip  
6 must 7 compromising 8 efficient

4  
1 likelihood 2 certainly 3 should 4 may 5 likely  
strongest: statement 2

5  
1 I think the chances of it catching on with private individual buyers is pretty low.  
2 I think they're almost bound to become the norm in the next few years.  
3 The days of broken or shattered screens will probably be over.  
4 I think what is likely to determine the success of foldable products is their design.  
5 I think we may well see more and more of this kind of solution as energy prices rise.

6  
1 Yes, we're bound to find a good alternative to petrol-driven cars in the near future.  
2 But the chances are that they won't be electric cars.  
3 Because the lithium needed for batteries will definitely become scarcer.  
4 It's likely to be natural sources: wind or solar or water.  
5 It should have a positive effect on pollution.  
6 They're unlikely to welcome such a development.

7  
1 a small amount 2 a small amount 3 a small amount  
4 a small piece

8  
1 scrap 2 stroke 3 dash 4 shred 5 hint 6 sliver  
7 stroke 8 glimmer

9  
The problem with electricity is that you cannot store it. If you could, then wind and solar energy would be much more attractive options.  
But now a garage inventor from England thinks he might have found the answer.  
Peter Dearman has developed a system that uses electricity to turn air into liquid at very low temperatures.  
When energy is needed, the air can be warmed to drive a turbine and generate electricity.  
Mr Dearman has already successfully used this method to power a car. But it seems that, with this flash of inspiration, he could have hit upon something really big.

### 4c (page 32)

1  
1 internet and mobile communications  
2 they are actively involved in spending their money (more 'hands on') whereas past philanthropists set up long-term foundations and scholarships for future generations; they want to see a quick return on investment as they would in business

2  
1 T 2 T 3 F 4 T 5 F 6 F

3  
1 self-made 2 counterparts 3 return 4 seed  
5 bring about 6 no strings 7 self-confessed 8 ethos

4  
1 ethos 2 seed (money) 3 return 4 bring about  
5 self-made 6 counterpart 7 self-confessed 8 no strings

5  
1 all or best 2 thought 3 break 4 go 5 ahead 6 time



## 4d (page 33)

1

1 (school) children 2 not all children have a desk at school or even a table at home 3 it's a bag that also functions as a desk; it has compartments for notebooks, pens and a water holder 4 the price will be a little higher in Europe than in developing countries

2

1 so, original, ask 2 would, want, that  
3 how, people, be, able

3

1 The bag also functions as a desk.  
2 Not all children have a desk at school or even a table at home.  
3 The price is a little higher in Europe to help lower the cost of a bag for a family in a developing country.

4

Example answers:

1 So how does it work?  
2 Isn't that rather expensive, you ask?  
3 So why would I need one?  
4 So, what's our ambition for this?

5a

1 so /əʊ/ 2 fold /əʊ/ work /ɜ:/ 3 school /u:/ 4 -  
5 numerous /ju:/, compartments /ɑ:/ 6 hydration /aɪ/  
er/, important /ɔ:/

6

Students' own answers.

## 4e (page 34)

1

1 - or: 2 - 3 - 4: 5; 6:

2

The Solidarity BagOverview

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 more difficult.

Features

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

The low-cost version will work like this. Each time a full-cost version is sold in Europe, 50 per cent 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

Example answer:

The Electronic T-shirtOverview

The Electronic T-shirt is a totally new concept in clothes design. It functions both as a T-shirt and as a digital screen – the logo on the T-shirt is programmable. The T-shirt is also: a fair trade product made in India – the manufacturer gets their fair share of the profits; and completely washable. It is priced at \$30.

How the Electronic T-shirt works

- The T-shirt contains a small digital screen that displays up to 28 characters.
- The background colour is changeable.
- The logo is programmed from your computer.

## Wordbuilding / Learning skills / Check! (page 35)

1

1 forecasted 2 known 3 mown 4 spilt 5 boiled, burnt  
6 shaven 7 forgotten 8 infected 9 proven 10 used

2

2 money or assets that are or can be invested

5

1 necessity 2 wheel 3 origami 4 profit 5 seated

6

1 shred 2 hint 3 with 4 extra 5 entrepreneur  
6 breakthrough

Transport system: Shweeb

## Unit 5

## 5a (pages 36 and 37)

1

1 to educate the rest of the world about Africa  
2 the football World Cup in South Africa in 2010  
3 They aim to reveal Africa as seen by Africans themselves rather than through the eyes of an outsider.  
4 presenting a one-dimensional, stereotyped view of Africa

2

a haphazardly b seize c conspicuous d turbulent  
e (her) portrait f stereotyped g decree

3

1 a Chinua Achebe Centre for African Writers and Artists b writer  
2 a (The fact that) many things are already familiar to them b observing the details  
3 a series of travel books b travel books  
4 a be b author(s)/writer(s)

4

1 one 2 to 3 do (so) 4 others or other ones  
5 This or That 6 one 7 former, latter 8 it is

5a

1 B: Yes, I'd love to.  
2 B: No, I've got one, thanks.  
3 B: No, I'm afraid not.  
4 B: Oh, I'm sorry to hear that.  
5 B: I hope so.  
6 B: Oh, yes. I love a good thriller.  
7 B: Catching up on emails.

6

1 wary 2 affable 3 track 4 ascent 5 setting 6 cosy

## 5b (pages 38 and 39)

1

1 A 2 A 3 D 4 A 5 D

2

1 non-fiction 2 dumbing down 3 misconception  
4 genre 5 complementary 6 implication

3

1 b 2 d 3 f 4 e 5 a 6 c

4

1 a 2 a 3 b 4 a



5  
1 share 2 will 3 line 4 washy 5 go 6 gritty

6  
1 has greatly increased 2 choose that 3 understand  
4 more attractive 5 implies (that)

7  
1 the reason is mainly that 2 is or makes an attempt to 3  
whose preference is for 4 is the claim of

8  
1 of marrying 2 to trick 3 for wearing 4 to do  
5 for wanting 6 in getting

9  
The idea of comic strips as a useful teaching tool has been around for some time.  
There is a belief among educators that comic books can act as a gateway to other literature.  
The result is a number of textbooks for younger learners in comic form, helping bring subjects like history to life.  
Now this trend has been taken a step further with the appearance of computer software tools with which you can create your own comic strips.  
Educators say these offer learners a new and stimulating way to present their ideas and findings about a subject.

### 5c (page 40)

1  
1 He dreamed about exploring.  
2 The glamour had gone. *or* It had ceased to be a mystery. *or* It had become a place of darkness.  
3 He got a job as a ship's captain aboard a steamboat.

2  
1 blank spaces 2 rivers, lakes and names 3 an immense, uncoiled snake 4 It was used for trading. 5 a captain  
6 It was featureless, monotonous and grim.

3  
1 positive 2 No, they haven't. 3 It is curled up/asleep.  
4 b 5 a 6 cannot speak *or* not speaking

4  
1 mind 2 doubt 3 shadow 4 vote 5 an eye 6 net

### 5d (page 41)

1  
1 background 2 Enunciate 3 Pause 4 pace, volume  
5 expression

2  
1 The Congo, Africa.  
2 The author narrates the story from his own experience as a steamboat captain in the Congo.  
3 To illustrate how alien/strange the world is that he has entered.

3  
1 extract 2 works 3 set 4 tells 5 narrates 6 illustrates

4a  
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.

4b  
In the first version, the reader reads more slowly, with longer pauses, more expression and her words are enunciated more clearly.

5  
Students' own answers.

### 5e (page 42)

1  
3 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, <sup>1</sup> 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, <sup>4</sup> Farrell describes it with great elegance and humour, 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. <sup>2</sup> What he has done is to write both a gripping story and a thought-provoking study of colonial life.

2  
d  
3  
1 provoking 2 going 3 uneventful 4 fetched  
5 convincing 6 wrenching 7 uninspiring 8 poorly

### Wordbuilding / Learning skills / Check! (page 43)

1  
1 e 2 h 3 c 4 j 5 i 6 b 7 g 8 a 9 f 10 d

4  
1 officious 2 rocky, horseback 3 comic, graphic 4 poet  
5 density 6 aloud 7 thought-provoking  
8 transformative

## Unit 6

### 6a (pages 44 and 45)

1  
1 Rishikesh, India 2 chronic back pain 3 yes – because he's given up worrying about his bad back

2  
1 the Beatles turned up in Rishikesh to study transcendental meditation at Maharishi Mahesh Yogi's ashram  
2 songs the Beatles wrote in Rishikesh  
3 foreign visitors who go to Rishikesh each year  
4 disadvantaged boys that the Parmarth Niketan Ashram supports  
5 the man started his exercise regime on the first day  
6 the table from which they had lunch  
7 the man's visit to the ashram  
8 the man could sit cross-legged through a meal

3  
1 a 2 b 3 b 4 a 5 a 6 a

4  
1 intransitive 2 intransitive 3 chronic back pain  
4 the day 5 mental and physical healing 6 hundreds of thousands of foreign visitors 7 them 8 a breathing technique 9 intransitive 10 it 11 worrying

5  
1 put up 2 put up with 3 separable: pull in, put off inseparable: get over, look for, work on, carry on, give up



- 6  
 1 The pain is quite bad, but I've learned to put up with it.  
 2 I got the injury playing football 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 it off.  
 4 I used to ski a lot, but I gave it up.  
 5 Reducing the cost of the course for students really pulled them in.  
 6 Can you put me up for the night on Tuesday when I'm in town?  
 7 I'm not as supple as I used to be, but I put that down to my age.  
 8 I can't touch my toes yet, but I'm working on it.

- 7  
 1 come across 2 set aside 3 take up 4 put someone off 5 go in for 6 takes off 7 get out of 8 carry out 9 comes about 10 fall back on

- 8  
 1 keep 2 do 3 out 4 shape 5 on 6 am or keep 7 watch 8 for

- 9  
 A: The other day I looked up what fitness classes there were available locally and I couldn't believe how many there were.  
 B: Did you come across any that you liked the look of?  
 A: Not really. I didn't know what half of them were: Boxercise, Boot camp, Aqua aerobics ... and loads based on dance.  
 B: You mean like Zumba.  
 A: Yes. I knew Zumba was a craze that had taken off, but there were others: Jazzercise, Bodyjam. I mean, if you go in for dancing, why don't you just sign up for a dance class?  
 B: And do you? Go in for dancing, that is?  
 A: Yes, I do. I think that's what I'll do ... take up samba or something.

### 6b (pages 46 and 47)

- 1  
 1 Simply put, cross-training means practising other sports or forms of exercise to improve, indirectly, your abilities in your main or target sport. (para 1)  
 2 Finally, and most importantly, it prevents athletes from getting the kind of repetitive strain injuries that they often suffer if they only practise the same activities day in day out. (para 2)  
 3 The lesson of cross-training is that the body reacts well to new experiences. (para 4)
- 2  
 1 c 2 c 3 a 4 b 5 a 6 c
- 3  
 1 help (more generally) to increase, tend(s) to be, learn to deal with  
 2 require(s) you to control, enable them to continue (playing)  
 3 let(s) you build  
 4 mean(s) practising, recommend (to everyone) incorporating  
 5 succeed(ing) in performing  
 6 prevent(s) athletes from getting
- 4  
 1 to warm up 2 to do 3 doing 4 exercise, (to) see 5 playing 6 about getting 7 for getting 8 to be 9 playing or to play 10 playing, training
- 5  
 1 grazed 2 stubbed 3 bumped 4 chipped 5 bruised 6 lost 7 sprained 8 pulled

- 6  
 1 passed out 2 on the mend 3 run down 4 shaken up 5 off colour 6 in a bad way

- 7a  
 1 Is he in a bad way?  
 2 She was pretty shaken up.  
 3 I almost passed out.  
 4 He looks a bit off colour.  
 5 She's on the mend.  
 6 I feel under the weather.

### 6c (page 48)

- 1  
 b
- 2  
 1 a is worth around \$200 billion  
 b spend over a billion each year on their fingernails alone  
 2 Male grooming (now)  
 3 regular washing with soap could help to turn a dark skin whiter  
 4 McDonald's alters its menu to suit the tastes of each local market  
 5 a black soap in Africa b in South America as an ingredient in hair dye
- 3  
 1 similar 2 selling 3 idea 4 changes 5 shine
- 4  
 1 long 2 straight 3 brave 4 it 5 lose 6 music

### 6d (page 49)

- 1  
 1 b 2 d 3 e 4 f
- 2  
 1 lift 2 air conditioning 3 staff canteen 4 staff to do sports together
- 3  
 1 wheelchair access 2 fresh air wouldn't always be cool 3 who should be responsible for making the list 4 not everyone will want to join in in doing sports with other staff
- 4  
 1 realise, around 2 Admittedly, but 3 really, through, do 4 know, everyone
- 5a  
 1 I'm not very much in favour of the proposal.  
 2 It's not exactly what I had in mind.  
 3 It's not a particularly cheap option.  
 4 It hasn't proved to be so successful.  
 5 I'm not entirely convinced.
- 6  
 Students' own answers.

### 6e (page 50)

- 1  
 1 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.  
 2 Most children are not getting a balanced diet.  
 3 That school meals should be compulsory for all pupils and that they are given the choice of different meals, but not a choice of different elements within each meal.
- 2a  
 1 Evidently 2 apparently 3 As might be expected 4 Specifically 5 In view of this



2b  
1 Overall 2 on the face of it 3 ultimately 4 Conversely

3  
Students' own answers.

### Wordbuilding / Learning skills / Check! (page 51)

1  
1 finished off 2 fill up 3 shaved off 4 messed up  
5 pay off 6 gave up 7 use up 8 wrote off 9 Eat up  
10 called off

2  
1 cancel 2 wreck 3 stop

4  
1 a, c, d 2 a, b 3 b, c 4 c, d

5  
1 jogging, swimming 2 Japan 3 India 4 very long  
5 necks 6 wealth, well-being 7 calories  
8 health insurance

## Unit 7

### 7a (pages 52 and 53)

1  
c  
2  
1 c 2 a 3 b 4 b 5 a 6 a

3  
1 revolts 2 defeated 3 punishment 4 accepting  
5 accumulate 6 rebel 7 rob 8 run away

4  
1 Following the conquest of a territory, how do you make the inhabitants of that land loyal to you?  
2 Although they oppose your rule, they are so afraid of vengeance that they don't dare to do anything.  
3 They see that they have a better standard of living when there is a change of regime.  
4 He rewarded them and (he) also kept them afraid.  
5 He was merciless to those who opposed him, but this was not always the case.  
6 Since the local people disliked him, Kuchlug found that he had little support.

5  
1 Although the Mongols seemed like a united force, they were made up of a group of warring tribes.  
2 After Genghis Khan died in 1227, his empire continued to grow.  
3 Because the Mongols had a nomadic lifestyle, they depended on their horses.  
4 As well as relying on great force, Genghis Khan also used spies to discover an enemy's weakness.  
5 Although most armies are made up of cavalry and infantry, all of Genghis Khan's army were on horseback.  
6 Because Genghis Khan was often cruel, he has a reputation in history as a merciless warrior.

6  
1 sides 2 outlaw 3 sacrifices 4 pioneers 5 inside  
6 feats 7 notoriety 8 jinxed 9 story

7  
Archaeologists working outside Vienna, Austria, believe they have discovered a huge school for ancient Roman gladiators, rivalling in size the training grounds outside Rome's Colosseum.  
The facility includes features never before seen at a Roman gladiators' school, such as a wooden training dummy and outside its gates, the first known gladiators' cemetery.

In addition to a walled field for wild animals, it includes a mini-amphitheatre. Here gladiators, who were mostly foreign slaves, could practise their moves and perform in front of potential purchasers.

### 7b (pages 54 and 55)

1  
1 broken sleep may be a natural pattern/better for you  
2 diaries, literary sources, medical books  
3 at the beginning of the 18th century  
4 because of industrialisation, improvements in lighting and an increase in business activity at night  
5 You shouldn't worry about waking up in the night.

2  
a uninterrupted b chunks c dusk d coincided with  
e entirely smooth f bears (this) out

3  
a compared to a single period of sleep,  
b As far as the beds themselves are concerned,  
c Given that this disappearance coincided with industrialisation in these countries,

4  
1 Assuming that Ekirch is right, we shouldn't think there is something wrong with us if we wake in the night.  
2 You should never sleep on a mattress that is too hard in case it gives you back pain.  
3 Regardless of how many hours I sleep, I always feel tired.  
4 In spite of (always) wearing earplugs in bed, I still wake up if I hear a noise.  
5 Having said that history can be fascinating, I don't think I'd have the patience to be an historian. *or* History can be fascinating. Having said that, I don't think I'd have the patience to be an historian.  
6 Considering people in the past had few ways to amuse themselves during hours of darkness, I am amazed they didn't complain about insomnia.  
7 As far as I'm concerned, power naps don't work.  
8 Contrary to the popular belief that you need at least six hours sleep a night, it is possible to manage on less.

6  
1 got 2 missed 3 struck 4 gone 5 blew 6 hit

### 7c (page 56)

1  
1 28 April 1789, off Tofua (in the Pacific Ocean)  
2 Christian and his mates were attracted by the idea of living on an island paradise and had had enough of Captain Bligh's strictness and cruelty.  
3 for Captain Bligh, yes (he sailed to Timor and then returned to England)  
for Fletcher Christian and the other mutineers, no (only one mutineer was still alive ten years after they arrived at Pitcairn Island)

2  
1 to transport breadfruit from Tahiti to the West Indies  
2 They were tied up, forced into the launch (a small boat) and cast adrift in the open ocean. They then sailed to Timor and then returned to England.  
3 eight other crew members, six native men and twelve Tahitian women  
4 They were captured a year and a half later when the frigate *Pandora* arrived in Tahiti.  
5 He stripped her, ran her ashore and burned her. (Note that ships are sometimes referred to as *she*.)  
6 One the mutineers, John Williams, took the wife of one of the Tahitians.  
7 He was shot to death as he worked in his field.



3  
1 appalling 2 loaded 3 everything that could be used  
4 that the English Admiralty would find him

4  
1 sailed 2 breadfruit 3 mutiny 4 commander or captain  
5 launch or boat 6 ocean 7 returned  
8 women or natives 9 Pitcairn 10 uninhabited  
11 stripped or burned 12 mutineers 13 Tahitians 14 one

5  
1 resemblance 2 fruit 3 mind 4 brunt 5 grudge  
6 witness

## 7d (page 57)

1  
a (Hammurabi's code of laws in Babylon)  
Hammurabi was the sixth king of Babylon 1792 BC to 1750 BC. He is known for the set of laws called Hammurabi's code, one of the first written codes of law in recorded history. These laws were inscribed on stone tablets standing over eight feet tall (2.4 metres), found in Persia in 1901. Owing to his reputation in modern times as an ancient law-giver, Hammurabi's portrait is in many government buildings throughout the world.

2  
1 a pick, on b case, then, possible  
2 a understood b expand, more  
3 a mentioned b right, thinking  
4 a conclusion, seems b that, what  
5 a missed b fit, with

3  
1 2a, 3b, 4a, 4b  
2 1a, 1b, 2b, 5a, 5b

4a  
1 R 2 F 3 F 4 R 5 F

5  
Students' own answers.

## 7e (page 58)

1  
1 400 British cavalrymen were killed  
2 by quoting Bosquet who said it was madness

2  
a some hours earlier  
b The following day

3  
1 at the time 2 At the time 3 a few days earlier  
4 Up to/till then 5 the following day 6 The previous year

4  
Example answer:  
On the morning of 6 May 1937, the Hindenburg airship passed over Boston, having left Germany three days earlier. Bad weather had delayed its landing at Lakehurst, New Jersey.  
Cabin boy Werner Franz was working in the kitchen on board the Hindenburg. He planned to visit New York before the Hindenburg returned to Germany the following day. The captain was trying to steer the airship next to a docking tower when there was a loud bang and Werner saw a big ball of flame. The skin of the ship had broken and the hydrogen inside had ignited.  
The ship crashed to the ground. Horrified onlookers ran for their lives. Franz opened the kitchen hatch where food was pulled up into the kitchen, jumped and then ran to safety. Ten minutes after the fire had started, there was nothing left of the airship.

## Wordbuilding / Learning skills / Check! (page 59)

1  
1 defeat 2 invasion 3 resistance 4 amendment  
5 command 6 imprisonment 7 disturbance 8 guidance  
9 enforcement 10 expansion

4  
Across: 2 Roman 5 wreck 7 father 9 Thames 10 ago  
12 story 13 BC 14 ship  
Down: 1 arrow 2 ruthless 3 micro 4 narrow  
6 Krakatoa 8 Namib 9 toys 11 drop

## Unit 8

### 8a (pages 60 and 61)

1  
using 3D glasses

2  
1 an archaeologist; he does archaeology in a virtual reality way by using technologies such as satellite imagery and radar  
2 a totally immersive virtual reality room

3  
1 a 2 b 3 a 4 b, c 5 c

4  
1 bits of brick, concrete block, glass, etc. b repair 2 shirts  
3 a knife 4 holy 5 a burglars b only bad luck 6 process

5  
1 Technology is generally thought to be a positive thing.  
2 Plastic debris in our oceans is believed to be changing marine ecosystems irreparably as we speak.  
3 The quest is known to have frustrated scientists and historians for centuries.  
4 The tomb is considered to be an extremely sacred place.  
5 Lin learns from an ancient text where a particular mountain was supposed to have been in the past.  
6 These new approaches are expected to benefit all kinds of projects in future.

6  
1 Lin is thought to be unusual because of his varied interests.  
2 Lin is said to have been inspired by an art historian who uses digital imaging.  
3 Genghis Khan is known to have died far from his homeland.  
4 It is also known that he wanted to be buried in some mountains in the north.  
5 He was reported at the time to have asked to be buried in an unmarked tomb.  
6 His tomb isn't expected to be found any time soon.

7  
1 upload 2 blog 3 network 4 tweet 5 posted  
6 uploading

8  
I was very aware on my travels across Europe, posting my blog and photos, that Paris was going to present a particular challenge. I didn't want to photograph the obvious sites, like the Eiffel Tower, even though I was keen to visit them all. But as Paris is said to be one of the world's most photogenic cities, instead I decided to take as few images as possible and come away with some really memorable compositions.  
So here they are. They're not supposed to be anything more than a small collection of my memories of this wonderful place: more like postcards than photos. I'll let you decide how successful they are.



## 8b (pages 62 and 63)

- 1 F You might be forgiven for thinking there was no chance of anyone wanting to follow a company on Twitter or Facebook. But that's where you'd be wrong.  
 2 T Poor use of social media can actually dissuade customers from coming.  
 3 F Within 18 months of joining Twitter, he had 1,000 followers and had generated £150,000 of new business.  
 4 F It has to engage customers and be interesting. 'One of the keys to Lloyd's success is engaging his followers in subjects they find interesting: ... new items on the menu, bits of local news and a "Did you know ...?" post with fun facts.'  
 5 T Using a tool called 'Klout', Lloyd can measure the effect of his efforts – not just the number of people who look at the messages, but how they react to them – and adapt them accordingly.

- 2  
 1 thinking there was no chance of anyone wanting to follow a hotel on Twitter or Facebook  
 2 by poor use of social media on a website  
 3 started using social media (when it was a relatively new phenomenon)  
 4 trying to market his hotel through social media  
 5 an example of a fun tweet which should make you want to read more  
 6 his tweets which are aimed at engaging his followers in subjects they find interesting

- 3  
 1 no harm (in) trying 2 no guarantee of getting 3 no chance of anyone wanting 4 no doubt that 5 no choice but to include 6 No matter what you do

- 4  
 1 (in) waiting 2 of it being 3 who you ask  
 4 complaining 5 of getting 6 but to do

- 5  
 1 difficulty (in) finding  
 2 point in arguing  
 3 doubt that he's  
 4 chance/hope of us winning  
 5 choice/alternative but to/except to  
 6 matter what anyone says

6a  
 There is an intrusive /w/ which links the expressions. In number 5, there is also an intrusive /r/.

- 1 no /w/ intention 2 no /w/ idea  
 3 no /w/ alternative 4 no /w/ use  
 5 no /w/ other /r/ option

- 7  
 1 ballpark 2 loop 3 game 4 rocket 5 practice 6 page  
 7 box 8 reality

- 8  
 1 problems 2 contact or talk to 3 exploit / use to one's advantage 4 so simple/obvious that it doesn't require thinking about

## 8c (page 64)

1 and 2

A hackathon is an event where computer programmers and web experts come together to design new software or new apps.

The focus was on applying technology – web, mobile, social media technology – to the task of conserving resources, minimising pollution, creating cleaner fuels, reducing waste, and so on.

3

1 hack-day, hackfest 2 a day or a weekend 3 web, mobile, social media 4 conserving resources, minimising pollution, creating cleaner fuels, reducing waste 5 less ownership  
 6 a tool, e.g. an electric drill

4

1 start innovating now  
 2 dynamic and positive  
 3 to make comparisons between the energy efficiency of different electrical appliances  
 4 some of the sponsors and other companies that were present were clearly very interested in their app  
 5 a movement

5

1 bank 2 news 3 habit 4 in 5 ice 6 mould  
 7 back 8 even

## 8d (page 65)

1

What is it?	a flesh-ripping dinosaur
Where was it found?	south-eastern Morocco
Who found it?	a team of scientists led by Andrea Cau of the Bologna Geological Museum
What does the discovery tell us?	this area of North Africa seems to have been particularly popular with predatory dinosaurs

2

1 is believed 2 conclude, probably 3 perhaps 4 suggests that 5 appears that 6 seems to 7 tended to 8 Arguably

3

2-syllable words	words of 3 or more syllables
detect	previously
species	terrorise
fossil	identify
conclude	scientist
dozen	dinosaur
gather	popular
climate	predatory

4

Students' own answers.

## 8e (page 66)

1

- 1 David Attenborough and German zoologists  
 2 German zoologists believe they have found an even smaller species, *Brookesia micra*  
 3 on one of the smaller Madagascan islands  
 4 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.  
 5 recently (Now German scientists ...)  
 6 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.

2a

- a it seems to suggest  
 b are said to be easier to spot  
 c almost  
 d generally  
 e likely (para 1), certainly (para 3)



2b

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

3

Example answer:

We already know that some species of snake can fly and it is believed that some can glide up to 100 metres. But up to now no one has been able to understand how they are able to do this. Now a new study from Virginia Tech shows that scientists may have found the answer.

It seems that snakes can flatten their bodies to make a wing shape. In flight, they usually hold their heads up and their tails down, enabling them to glide.

It is not thought likely that this discovery will have any significance for aeroplane or military technology, but it is certainly true that it will change our view of what snakes are capable of.

### Wordbuilding / Learning skills / Check! (page 67)

1

- 1 clothes brush 2 Rainfall 3 onlooker 4 breakdown  
5 toolbox 6 fireplace 7 footnote 8 letterbox *or*  
postbox 9 Sunburn 10 Wallpaper

2

all three

3

- 1 main verb = implies, subject = the evidence, object = an increase
- 2 subject = the evidence that Jenkins has supplied, object = an increase in the number of people under 50 suffering from memory loss
- 3 extra information = whether you agree with Jenkins's methods of collecting data or not; an increase rather than a decrease, i.e. as some people think

5

- 1 social 2 invisible 3 No 4 keep 5 hackers 6 outside  
7 light 8 even  
Phenomenon: sinkhole

## Unit 9

### 9a (pages 68 and 69)

1

- 1 in school 2 They're from Hawaii. 3 traditional music  
4 a variety of styles; cover songs of more popular music  
5 Because music can give great pleasure; you can feel more connected to things around you; it can be relaxing.

2

- 1 hooked 2 synonymous with Hawaii 3 cliques  
4 created his own technique 5 freaked out 6 raw human emotion 7 have a blast 8 contemplative time

3

- 1 age 2 up 3 stressful 4 picking 5 yoga 6 silly

4

- 1 d 2 e 3 a 4 c 5 b

5

- 1 We just got back from holiday.
- 2 The new museum is just stunning.
- 3 That's just what I think.
- 4 We just use bicycles; we don't own a car.
- 5 There are just under three million people living in the city.
- 6 Can you just wait a moment?

6

- 1 b *or* f 2 b 3 f 4 b *or* c 5 a 6 b

7

One of the song titles on Shimabukuro's album *Peace, Love and Ukulele* consists of just three numbers: 143. Shimabukuro says that the song was written for his fiancée at the time and that the significance is that in those days they just had pagers, not mobile phones. 143 means 'I love you' in numeric code. So he used to page her with that code, in just the same way that some people now text the letters ILY. Even after pagers were replaced with mobile phones, they still used the code, because it was just something they both understood. So the song is just a piece of nostalgia, really.

8a

- 1 d 2 e 3 f 4 a 5 b 6 c

9 and 10

Genres of music: folk, classical  
Adjectives that describe music: soothing, uplifting  
Musicians: busker, composer  
Adjectives describing taste: eclectic, conservative  
Compositions: ballad, pieces

### 9b (pages 70 and 71)

1

The article mentions neurological disorders such as: Alzheimer's, dementia, multiple sclerosis and Parkinson's.

2

- 1 F 2 T 3 T 4 F 5 T 6 T

3

- 1 for the alleviation of boredom
- 2 so as to use
- 3 to prevent the subject feeling
- 4 to improve
- 5 so that we can lift our spirits *or* so that our spirits are lifted
- 6 so as not to be

4

- 1 d He left his job at the bank to concentrate on playing music.
- 2 a We perform live sometimes, but just for fun.
- 3 e Please turn any phones or music devices off so as not to disturb other passengers.
- 4 c You have to practise to/in order to/so as to get better.
- 5 b Singers drink a lot of water to avoid getting throat problems.

5

- 1 play 2 dance 3 tune 4 ears 5 trumpet 6 chord  
7 score 8 face

6

Is there a way to learn an instrument fast? What do you think? The answer is almost certainly not, if you want to do it properly. To do anything well takes time and patience. You can take shortcuts to avoid learning each step, but in the end this will catch up with you. You may reach a certain destination faster, but it won't be the one that you're ultimately aiming for. I always advise people to bear in mind the three 'P's: pay attention to your instructor; practice – to improve you need to practise as often as possible; and patience. Progress is always slower at first and ninety per cent of people give up within the first year of taking up an instrument.



## 9c (page 72)

- 1 the harmonica *or* blues harp  
 2 He was charismatic and moody.  
 3 as a legend

- 2  
 1 a 2 c 3 b 4 a 5 c 6 a

- 3  
 1 star 2 radio *or* midday 3 hard 4 five *or* young  
 5 hands 6 wandering *or* drifting *or* travelling  
 7 jamming *or* playing 8 simple 9 negativity  
 10 charisma 11 Europe 12 influenced 13 respect  
 14 legend

- 4  
 1 road 2 miss 3 nerve 4 note 5 record

## 9d (page 73)

- 1  
 1 musical: father a musician, aunt a singer  
 2 a singer  
 3 They wanted her to be a doctor or lawyer initially, but in the end let her find her own way.

- 2  
 1 really thought about it like  
 2 good question  
 3 honestly don't  
 4 that's difficult to  
 5 tell you really

- 3a  
 Sentences 1, 3, 4 and 6 use wavering intonation.

- 4  
 Students' own answers.

## 9e (page 74)

- 1  
 1 Indian pop stars, in Bollywood films  
 2 Yes. The music is joyous, infectious and feel-good.

- 2  
 1 vibrant, deafening  
 2 like a throng of happy voices  
 3 the already hectic nature of Indian city life, an environment which threatens to overwhelm your senses  
 4 The music is joyous and infectious. You can't help tapping your foot along to the rhythm.  
 5 I'd be surprised if you weren't carried along in its happy wake.  
 6 match the prettiest faces on screen with the best voices around; It's not great music, it's feel-good music.

- 3  
 Example answers:  
 1 friendly faces  
 2 in modern styles *or* in western styles  
 3 are infectious dance songs  
 4 and its modern side  
 5 performing dance routines; acting  
 6 Bollywood focuses almost entirely on musicals

## Wordbuilding / Learning skills / Check! (page 75)

- 1  
 1 discontinue 2 discomfort 3 atypical 4 nonsense  
 5 disoriented 6 non-payment 7 dysfunctional  
 8 asymmetrical 9 non-attendance 10 disability

- 3  
 1 reggae 2 country 3 calypso 4 experimental 5 fusion  
 6 opera

4

- 1 instrument; instrumental 2 solo 3 hit 4 Fado; folk  
 5 electric; eclectic 6 love

## Unit 10

## 10a (pages 76 and 77)

1

- 1 John Byrne, a homeless man, jumped into the river to save a rabbit.  
 2 He challenged anti-social behaviour; he saved a vulnerable animal.

2

- 1 T 2 T 3 F 4 NI 5 NI 6 T

3

Possible answers:

- 1 film actors, directors, producers  
 2 you might give them money or food  
 3 a coin  
 4 a floor, a chimney  
 5 after 11 p.m.

4

- 1 are they 2 don't they 3 was it *or* wasn't it 4 can it  
 5 did they *or* didn't they 6 did he

5

- 1 go, shall we  
 2 right to say that, aren't I  
 3 tell anyone, will you  
 4 have asked me first, couldn't you  
 5 the first time this has happened, is it  
 6 accepted the money, did you  
 7 had expected her to win, had they  
 8 offend you, did I

6a

- 1 rises 2 falls 3 rises 4 falls 5 rises

7

- 1 groups, minorities 2 values, culture  
 3 immigrant community, friends 4 family, community  
 5 extended, nuclear 6 first-generation, economic  
 7 social, family 8 rich, cultural

## 10b (pages 78 and 79)

1

The adjectives that match the description of female elephant behaviour are: considerate, intelligent, protective, cooperative.

2

- 1 b 2 c 3 b 4 a 5 c 6 a

3

- 1 socially aware (b)  
 2 in a considerate way (e)  
 3 (leaves) voluntarily (a)  
 4 long (c)  
 5 barely (d)

4

- 1 What makes them socially intelligent?  
 2 This is well documented.  
 3 She was wandering around in a disoriented way.  
 4 This group rejected her – literally pushed her away.  
 5 She marched straight over to the other herd.  
 6 You'd hardly think that was possible.  
 7 If they pulled simultaneously on their rope, a table with corn on it appeared.  
 8 The elephants very fast / quickly learned to coordinate their pulling.



5

1 parrotting 2 wolf 3 duck 4 beaverling 5 hound  
6 swanning

6

1 b 2 e 3 a 4 c 5 d

7

- 1 Research suggests that crows are able to tell the difference between one human being and another from their faces.
- 2 If one dolphin is ill, another will stay by it and help it to breathe.
- 3 Meerkats can be very selfless: one will often stand watch while the others are playing or eating.
- 4 Young Emperor penguins often group together and play together in a kind of nursery.
- 5 Killer whales in the Northern Pacific live with their mothers all their lives.

### 10c (page 80)

1

- 1 For bringing peace to Liberia.
- 2 She appealed to women to play their part in bringing an end to the war.
- 3 She spreads her message around the world and continues to campaign for social change.

2

- 1 female president in Africa 2 civil war 3 women's peace
- 4 counsellor 5 forgive 6 hope 7 public places *or* markets
- 8 the end of the civil war

3

- 1 hurt 2 chained 3 offends 4 skips 5 dream of
- 6 move forward

4

- 1 d 2 a 3 e 4 f 5 b 6 c

5

- 1 spirit 2 lunch 3 scot 4 feel 5 rein

### 10d (page 81)

1

- 1 It was about success and failure.
- 2 He criticised the idea of meritocracy, because it suggests that those who are at the bottom deserve to be there.
- 3 He suggests that we change our attitudes about people who don't succeed; that we don't make judgements about them.

2

- a, c, d

3

- 1 Watching 2 isn't he 3 too 4 suppose so 5 neither
- 6 see 7 do 8 doubt it

4a

- 1 I doubt it.
- 2 I expect so.
- 3 I couldn't tell you, I'm afraid.
- 4 I'm afraid not.
- 5 I suppose so.
- 6 It's a good idea, isn't it?

5

- Students' own answers.

### 10e (page 82)

1

Possible answers:

He worked hard; he was very ambitious; he'd already had a good educational foundation; his parents were high achievers; he came from a comfortable background; he was intelligent/gifted; he had a natural business instinct; he had the skills and knowledge required to start his own business.

2a

Example answers:

I agree: you can't expect to be able to achieve anything in life; it depends on your abilities.

I disagree: I think you can achieve anything in life if you want it enough.

2b

The main argument is that the writer doesn't believe that anyone can achieve anything.

2c

1 not everyone has access to a good education

2 you might not have a natural talent or ability to do something

2d

The final paragraph is the conclusion, where the writer repeats the main argument, i.e. that we can't all achieve whatever we want.

3

Students' own answers.

### Wordbuilding / Learning skills / Check! (page 83)

1

- 1 handed 2 boiled 3 sounding 4 spirited 5 willed
- 6 faced 7 standing 8 minded 9 talking 10 cut

2

Possible answers:

1 Never mind. Thanks anyway.

2 Chocolates? That's very kind of you, but you shouldn't have!

3 Do say 'hello' from me. *or* Give them my best wishes.

4 I'm so sorry, I didn't realise.

5 Have you come far? *or* Have you seen this speaker before?

6 I'd love to, but I can't. *or* I'm afraid I've got too much work on.

3

Possible situations:

You've arrived late at a meeting or lecture; you've met someone and you can't remember their name; someone sneezes; someone's just had their hair cut; you need to interrupt someone who's working to ask them a question; someone tells you they can't join you for dinner; someone offers to help you with a heavy bag; someone asks if you mind if they smoke.

4

- 1 b, j 2 e, g 3 a, d 4 c, i 5 f, h

## Unit 11

### 11a (pages 84 and 85)

1

- 1 Young people in Japan who have withdrawn from society.
- 2 uncertain economic prospects in Japan; high achieving parents
- 3 Japan could be left with a whole generation that has never worked or been integrated into society.



- 2  
1 regained control of their emotions  
2 being alone *or* apart from others  
3 a situation where teenagers don't grow up/mature  
4 caused this *or* made this happen  
5 less willing  
6 a life of isolation *or* living apart from others

- 3  
1 c 2 b 3 e 4 a 5 d

- 4  
1 were, would you do  
2 had left, wouldn't have got  
3 tell, told  
4 lived, would be  
5 treated  
6 would find *or* had found

- 5a  
1 If only you had waited.  
2 I wish you were here.  
3 If only it was that easy.  
4 I wish they would stop making that noise.  
5 I wish I hadn't said anything.

- 6  
1 e 2 a 3 b 4 c 5 d

- 7  
1 confused and disorganised 2 miserable 3 exhausted  
4 cross 5 nervous 6 taken aback *or* astonished  
7 ecstatic 8 optimistic

- 8  
Possible answers:  
1 cross *or* a bit down *or* miserable 2 optimistic *or* upbeat  
3 taken aback *or* astonished 4 done in *or* exhausted  
5 livid *or* cross 6 content 7 scared *or* on edge *or* petrified  
8 all over the place

### 11b (pages 86 and 87)

- 1  
Students' own answers.

- 2  
Statement 2

- 3  
1 T 2 T 3 F 4 F 5 F 6 T

- 4  
1 through 2 regrets 3 objective 4 distort 5 account  
6 justify

- 5  
1 Were 2 didn't, would 3 Had 4 Should 5 to, would  
6 would have

- 6  
Sentences 1, 3, 4, 5 and 6 are examples of inversion in conditionals.

- 7  
1 Were the owner to lower the price, our client would consider making an offer.  
2 Had we been told earlier, we could have done something about it.  
3 Should anyone ask, I'll be back in the office on 23rd September.  
4 Were the pipes to freeze, it could result in them bursting.  
5 Had customers just put the money in the bank, they would be a lot better off.  
6 Should it rain, please bring in any furniture from outside.

- 8  
1 If I hadn't rushed into buying the latest phone, I would have got it for half the price a month later.  
2 Should you need help finding your way around, please ask any of the staff.  
3 If shelters hadn't been available after the storm, many people would have been left homeless. *or* Had shelters not been available after the storm, many people would have been left homeless.  
4 If you were faced with the same situation again, would you do the same thing?

- 9a  
1a object (n) b object (v)  
2a contest (v) b contest (n)  
3a increase (v) b increase (n)  
4a refuse (n) b refuse (v)  
5a project (n) b project (v)  
6a import (v) b import (n)

Rule: for the noun form, the stress falls on the first syllable. For the verb form it falls on the second syllable.

- 10  
OK, so here's my dilemma. I've been offered a fantastic job in Australia, 6,000 miles away from where I live now. The problem is that my parents are in their eighties and I'm the only one in the family who lives near them still. If I took the job, I wouldn't be able to see them more than once or twice a year. Should anything happen to them while I was in Australia, I'd feel terrible. But at the same time, I don't know if I will ever get an opportunity like this again. Were I to tell them, they'd of course say that I must go, but it's not that simple.

### 11c (page 88)

- 1  
1 flying properly; powering the robot / using an appropriate fuel source which isn't too heavy  
2 Examples given in the text: pollinating crops; search and rescue missions following natural disasters; traffic monitoring; weather mapping; evaluating or exploring areas which are dangerous for humans to enter; military surveillance  
3  
1 robot dogs and cats  
2 a TV programme about the decline of the honey bee population  
3 to pollinate crops where there is a shortage of honey bees  
4 They would like to create colonies of Robobees who will work cooperatively and collectively.  
5 artificial sensors

- 3  
1 nervous system  
2 crashes a lot  
3 refuelling station  
4 honey, pollinate crops  
5 eyes and antennae

- 4  
1 inspired 2 lobsters 3 nature 4 principles 5 Science  
6 \$2 million

- 5  
1 perform 2 adapt to 3 face 4 flap 5 determine 6 take

- 6  
1 move(d) to tears 2 move(d) up in the world 3 move up a gear 4 on the move 5 move(d) the goalposts

### 11d (page 89)

- 1  
Speaker 1: c Speaker 2: a Speaker 3: d



2

- 1 Because the first speaker hadn't been clear about their opinion before the meeting.  
 2 That she moans (complains) about routine paperwork.  
 3 No, because he's thick-skinned.

3

- 1 look, little, offend 2 came out 3 think 4 seem  
 5 say, upset 6 so funny 7 sounded

4a

- 1 /t/ 2 /d/ 3 /d/ 4 /d/ 5 /d/ 6 /ɪd/ 7 /d/  
 8 /t/ 9 /ɪd/ 10 /t/

4c

/aɪd/

5

Students' own answers.

## 11e (page 90)

1

- 1 I'm joking of course!  
 2 Many thanks for getting back to me so quickly.  
 3 Please don't take this the wrong way. We do really appreciate your offer.  
 4 I'm not offended in any way. It just took me rather by surprise.

2

- 1 D 2 A 3 C 4 B

3

Example answers:

A

Thank you for your long and thoughtful answer. I do appreciate all your work on this. I will reply to you when I have time to read it properly.

B

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. I'm joking, of course! Your idea of meeting up on 8th December sounds perfect. Let me know where you'd like to meet.

C

I sent you a quotation as promised a week ago, but you have not replied. I don't want to pressure you, but are we to suppose that you are not interested?

D

I received your email saying that you don't want to take up my offer of advice about the design of your website. It took me rather by surprise, but I'm not offended in any way. I hope the person you have found to help you with this does a good job.

Wordbuilding / Learning skills / Check!  
(page 91)

1

- 1 f 2 b 3 h 4 g 5 d 6 e 7 a 8 c

2

- 1 wound (v) /waʊnd/ wrapped around  
 2 tear (v) /teə(r)/ rip or split  
 3 row (n) /raʊ/ argument or dispute  
 4 minute (adj) /maɪ'nju:t/ very small, tiny  
 5 alternate (adj) /ɔ:l'tɜ:nət/ one of every two  
 6 sewers (n pl) /'su:ə(r)z/ pipes which take away waste water  
 7 refuse (n) /'refju:s/ rubbish or waste  
 8 delegate (v) /'deləgeɪt/ pass on or give responsibility to someone below you

5

Across: 3 emotional 4 bits 5 livid 9 irrational  
 Down: 1 android 2 slow 5 if 6 tears 8 only

## Unit 12

## 12a (pages 92 and 93)

1

North America: fields of grass  
 South America: mountain, jungle, prairie and shanty towns  
 She also mentions the coastal desert and islands.

2

- 1 snow-covered 2 lush, jungle 3 fields 4 shanty

3

- 1 b 2 c 3 b 4 b 5 c 6 a

4

- 1 a 2 a 3 b 4 a 5 a 6 b

5

- 1 over fifteen 2 hundreds of miles 3 a kind of desert  
 4 close-ish 5 30 years or so 6 around 1,500 metres  
 7 some (small airplane) 8 stuff

6

- 1 120-odd years 2 roughly 300 3 kind of small  
 4 in the next year or two 5 some ambition  
 6 dozens of ideas 7 help out with stuff

7

- 1 rolling 2 cloudless 3 rich 4 open 5 lush 6 sparse  
 7 rustic 8 idyllic 9 night-time 10 snow-capped

8

- 1 We've moved to a city in Jordan called Irbid, about 100 kilometres north of the capital.  
 2 It's close-ish. The journey to work at the university takes me 30 minutes or so.  
 3 It's farmland mostly, but not very rich. Some people would call it sparse, but I kind of like it.  
 4 The desert is to the east, some distance away, but we haven't visited it yet. I'd love to go some time, but there's so much other stuff to see that we haven't got round to it.

## 12b (pages 94 and 95)

1

Students' own answers.

2

- 1 red tides  
 2 aurora borealis  
 3 red tides, ice circles  
 4 sailing stones  
 5 aurora borealis, ice circles  
 6 aurora borealis, red tides, ice circles

3

- 1 dew 2 the poles 3 toxic 4 scorched 5 spinning

4

- 1 fairly 2 rather 3 quite 4 a little or rather  
 5 pretty or fairly 6 rather 7 fairly 8 quite

5

- 1 quite or fairly or pretty or rather 2 quite 3 quite or rather 4 rather or quite or slightly or a bit or a little  
 5 rather 6 rather or a little or a bit 7 rather or pretty or quite 8 rather or quite or a bit of

6a

- 1 I 2 D 3 I 4 I 5 I 6 D

7

- 1 sopping 2 brand 3 fast 4 rock 5 pitch 5 freezing  
 7 lightning 8 sick 9 wide 10 stiff

8

- a bored stiff b dirt cheap, bored stiff, filthy rich



## 12c (page 96)

1  
landscape, rural, spring, scene  
It's a landscape painting, showing the countryside and a country road. It's in the north of England, where the artist David Hockney grew up.

2  
1 T 2 F 3 T 4 F 5 F 6 T

3  
1 tired 2 depicting 3 changes 4 paint or draw  
5 photo 6 freezes or captures 7 masters 8 air 9 iPad

4  
1 negative (overdone)  
2 slightly negative/neutral (surprised)  
3 negative (repetitive) 4 neutral (mixed feelings)  
5 neutral (basic) 6 positive (friendly)

5  
1 room or space 2 room 3 space 4 space 5 room  
6 space

## 12d (page 97)

1a  
1 just 3 finish 4 there 5 in 6 on 7 moment 8 make

1b  
Interrupting: 1, 2, 4, 5, 6  
Preventing interruptions: 3, 7, 8

2  
a golf courses are attractive, they provide a facility to play sport, the land will be better looked after, it protects against other development  
b golf courses are exclusive, they are not environmentally friendly

3  
Phrases 1, 2, 3, 4, 5, 6 and 8 are used.

4a  
They are all said with a polite and firm intonation, except number 3.

5  
Students' own answers.

## 12e (page 98)

1  
1 a piece of marketing computer software  
2 a small business retailer

2  
It will increase your business; help you understand customers better; it's not expensive; it's an easy way to do market research; it doesn't take a lot of time to do; there's a discount available.

3  
I am taking this opportunity to write to you with an idea that will help you understand your customers better and significantly increase business.

<sup>2</sup> Smaller retailers like you do not. This means you often lose out by being unable to adapt to changing customer needs.

<sup>4</sup> We know how difficult it is for a small business to keep up with everything: dealing with suppliers, staffing issues, etc.

<sup>3</sup> You would love to do more marketing, but it is often the last thing on the list.

<sup>5</sup> 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 per cent.

We look forward to helping you.

4  
1 b (strong claim) 2 b (clear, short sentences)  
3 a (empathising) 4 a (understanding what the customer wants)  
5  
Students' own answers.

## Wordbuilding / Learning skills / Check! (page 99)

1  
1 celebrated 2 simple 3 humid 4 eternal 5 clear  
6 dignified 7 familiar 8 anonymous 9 vain  
10 monstrous  
The two which are regular are *humid* and *familiar*.

2  
1 eternity 2 dignity 3 monstrosity 4 anonymity  
5 celebrity 6 clarity 7 simplicity 8 familiarity

5  
1 Allard (A) 2 obscure (O) 3 speculative (S)  
4 haiku (H) 5 blot on the landscape (B)  
Name: BASHO

## IELTs practice test

## Listening

- 1 A a number of local companies are involved in that
- 2 B I did have to take photo ID with me
- 3 C they wanted to check that we didn't hold strong views about shopping malls
- 4 6/six (hours) I'm not supposed to work more than six hours in any one twenty-four hour period
- 5 (a/your) badge As long as you've got your badge on, you can wear what you like.
- 6 60/sixty But at least sixty per cent are meant to be in the first group (A)
- 7 35/thirty-five I've got a target of thirty-five interviews over the seven days
- 8 text (message) you're sent a text message each morning
- 9 12/twelve hours You've got twelve hours from the time of the interview to do that.
- 10 Survey Host We're using Survey Host actually
- 11 C Very few reserves in Africa have the biodiversity that Phinda offers.
- 12 A although the area was at one time somewhat depleted in major mammal species
- 13 A worldwide significance, and the recent release of black rhino into the reserve is evidence of this
- 14 B Most probably, however, you'll spend some time monitoring the white rhino
- 15 database Volunteers assist in the building up of a database
- 16 eye(s) individuals, which are identified through their eye markings
- 17 leopard leopard research project, keeping a note of where they are seen
- 18 B volunteers are provided with a weekly food kitty to do their own shopping
- 19 C The house is equipped with a fridge, freezer, stove, oven and microwave.
- 20 F there is also a DVD player
- 21 B spores which form on fallen leaves and then infect the leaves of a healthy tree
- 22 B It seems to be less of a serious problem on Far Eastern ashes.
- 23 C it migrated from its Japanese home and took up residence somewhere in Eastern Europe
- 24 A Diana: Are there different subtypes? Dennis: Well, no.
- 25 A Probably more than one generation, actually



- 26 A nobody knows exactly how many there are in reality  
 27 C still less exactly how evenly they're spread across the country  
 28 D we need to find out if it's affecting old and young trees equally  
 29 F whether it's spread to all regions  
 30 G whether there are populations of ash trees in areas that can be isolated from the spread of the disease  
 31 electronic commerce an internship is an integral part of your degree programme in electronic commerce  
 32 unpaid working for a company as an unpaid member of staff  
 33 faculty guide following the specifications outlined in the Faculty guide  
 34 job (description) secondly it should outline your job description there  
 35 critical analysis on the third component, the critical analysis of a specific internship-related topic  
 36 routine tasks you'll be asked to do routine tasks most of the time  
 37 logical thinking and demonstrate your ability in logical thinking  
 38 B acronyms used in your work place? If in doubt, leave them out  
 39 E If your report includes typos and spelling mistakes, then your readers are likely to be distracted and you risk losing credibility.  
 40 F A fellow intern or workmate will tell you if what you've written is understandable.

### Reading

- 1 Texas moving North Dakota into second place among US states, ahead of Alaska ... output could eventually close in on that of Texas – at two million barrels.  
 2 14 million barrels By the time the frenzy ends, perhaps 20 years from now, as many as 14 billion barrels  
 3 pipelines Until more pipelines are built ... most of the oil and water will be transported by truck  
 4 farms/farming But how does a region of farms weather the human onslaught?  
 5 sand fracking, by which large amounts of fresh water combine with sand and smaller amounts of other substances  
 6 dirty water How will the dirty water that's pumped out be prevented from contaminating groundwater ...?  
 7 TRUE The extraction technology refined in the Bakken is in effect a skeleton key that can be used to open other fossil fuel treasure chests.  
 8 FALSE North Dakota has boomed before, in the 1950s and 1980s.  
 9 FALSE Earlier in her career, the Delaware native had driven a commercial bus ... also an airport transit bus.  
 10 FALSE in southwestern Montana, where they still live  
 11 NOT GIVEN (We only know that she did the special training course – not how she found it.)  
 12 TRUE 'It was a big gamble,' she says, referring less to the likely availability of work than to the reception she would almost certainly get in such a male-dominated environment.  
 13 FALSE waiting out the 'umpteenth blizzard' of the season ... the owner of a small water-hauling company ... he cold-called and offered her a job next day.  
 14 iv The overwhelming evidence is that the wildcat is going to be extinct very soon.  
 15 x That is certainly a more encouraging figure, but the future of this ... animal is worryingly uncertain  
 16 v the answer stems from recent studies into the origins of wildcats  
 17 viii Soon the cats adapted to life with humans, who in turn came to rely on them as a means of pest control. As farming spread westwards, the cats came too.  
 18 ii Its population had already been drastically reduced by loss of habitat in historic times. Wildcats disappeared in lowland England around 1800. Then they vanished ... 1860.  
 19 vii it is not the loss of habitat that is causing the imminent extinction of the species. It is the spread of the domestic cat.  
 20 ix domestic cats can survive there in such numbers ... their ever growing population  
 21 B *Felis silvestris lybica* is the Middle Eastern wildcat, which has now become feral in Scotland.  
 22 A *Felis silvestris silvestris* is the Scottish wildcat, which disappeared from England in the 19th century.  
 23 B *Felis silvestris lybica* is the Middle Eastern wildcat, which was domesticated about ten thousand years ago.  
 24 C *Felis silvestris cafra* is not mentioned in relation to Scotland.  
 25 neutering almost certainly involves the widescale neutering ... of feral cats.  
 26 rescue project its prospects have been transformed by a rescue project  
 27 snares persuaded local hunters ... to stop ... laying down snares in lynx territory  
 28 relocating conservationists have since been capturing animals and relocating young adult lynxes in protected territory  
 29 captive breeding Captive breeding centres have also been established ... thanks to those programmes.  
 30 disproportionate Some would consider that disproportionate, whilst others would think it money well spent.  
 31 B not even published in a peer-reviewed journal  
 32 C 'epidemic' 'zombies' 'retailer of style' all reflect journalistic rather than academic style  
 33 FALSE the *British Medical Journal* reported that Crichton-Browne had testified to the British parliament (quoting from this)  
 34 TRUE resulting from enforced evening study in the case of young children ... He clearly saw homework as the culprit.  
 35 FALSE His words were ignored.  
 36 TRUE Terman and Hocking ... reported similar sleep durations among US school children.  
 37 TRUE compared to earlier studies, the younger children ... slept for a shorter period.  
 38 NOT GIVEN (there is no mention of this in the text)  
 39 TRUE This suggests that sleep recommendations start with the assumption that children don't get enough sleep, rather than an empirical assessment of how much they actually need.  
 40 FALSE If short sleep does cause obesity, then the effect is moderate at best





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