www.frenglish.ru

NATIONAL GEOGRAPHIC LEARNING

Close-up

STUDENT'S BOOK C2

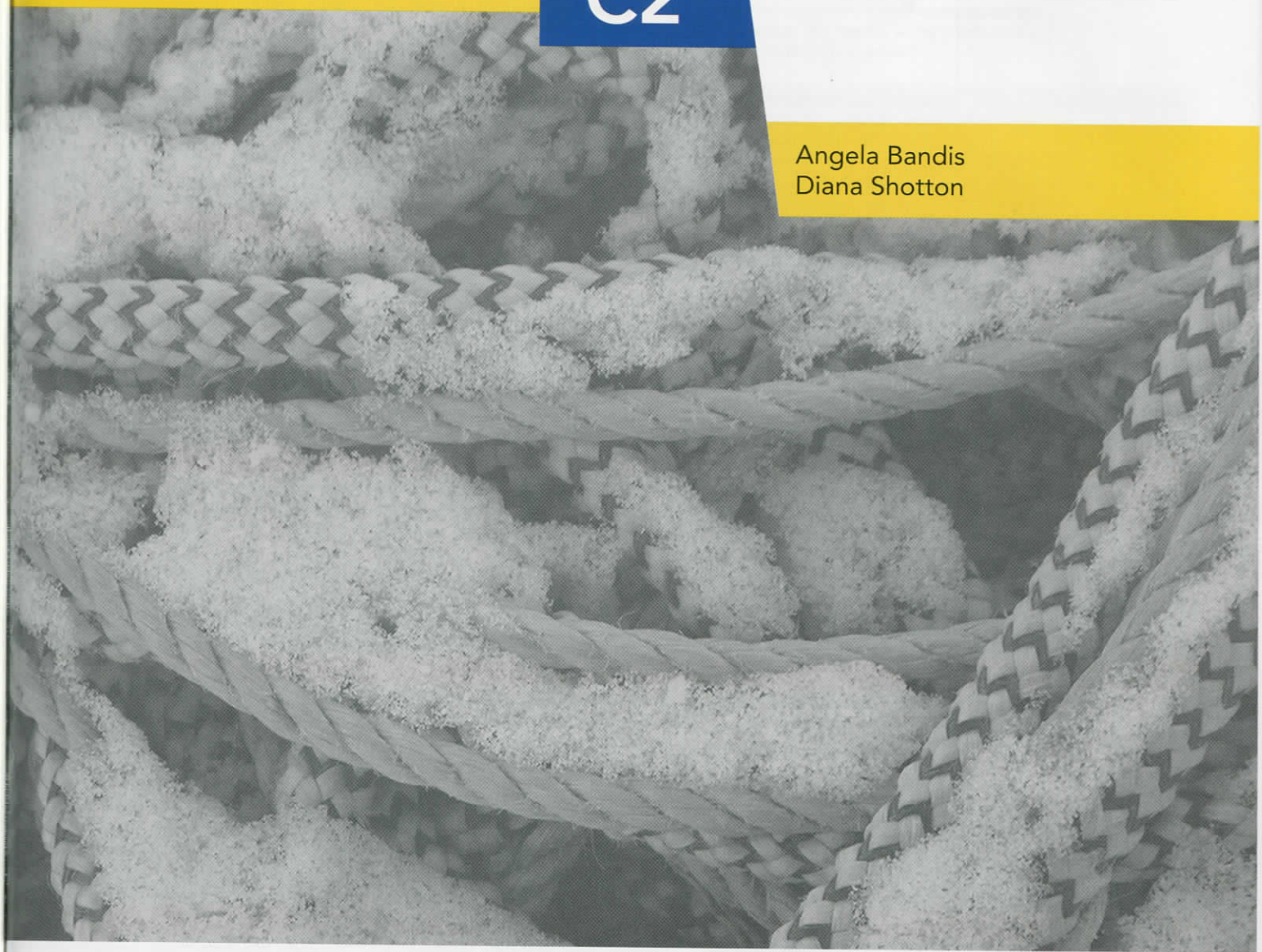
Angela Bandis
Diana Shotton



www.frenglish.ru

Close-up

STUDENT'S BOOK C2



Angela Bandis
Diana Shotton

NATIONAL GEOGRAPHIC LEARNING

Australia · Brazil · Mexico · Singapore · United Kingdom · United States

www.frenglish.ru

Contents

Unit	Reading	Vocabulary (topic vocab)	Grammar
1 Do You Mind? p 5–18	multiple-choice, looking for the main purpose or idea of a text	Personality, eliminating wrong answers, phrasal verbs, collocations & expressions, prepositions	review of present & present perfect tenses, simple & continuous tenses, *used to / would*, auxiliaries, open cloze, thinking about the meaning of a text
2 Bright Ideas p 19–32	multiple matching, scanning texts for information	science & technology, identifying collocations, compound nouns, prepositions, word formation, collocations & expressions	future forms, verbs, adjectives & phrases to express the future, future in the past, cloze, eliminating distractors
REVIEW 1: Vocabulary & Grammar p 33–34			
3 Right On! p 35–48	missing paragraphs, checking for cohesion	society & politics, word formation, forming negative words, phrasal verbs, collocations & expressions, word formation	passive, transitive & intransitive, verbs, avoiding the passive, passive causative with *get*, key word formation, keeping a similar meaning
4 Express Yourself p 49–62	multiple-choice, answering the actual question	social communication, dealing with synonymous vocabulary, word formation, phrasal verbs, collocations & expressions	modal verbs, modality, past tense modals, negative forms, *need & dare*, open cloze, making sure the word fits grammatically
REVIEW 2: Vocabulary & Grammar p 63–64			
5 If At First You Don't Succeed ... p 65–78	missing paragraphs, linking & referencing expressions	hopes & dreams, multiple-choice cloze, dealing with words that have similar meanings, phrasal verbs, collocations & expressions, prepositions	conditionals, cloze, paying attention to details
6 Made of Money p 79–92	multiple-choice, dealing with unfamiliar words	money, multiple-choice cloze, dealing with multiple-choice cloze tests, phrasal verbs, collocations & expressions	inversion, *so & such*, unreal past, would *rather*, *would prefer & had better*, key word transformation, recognising structures
REVIEW 3: Vocabulary & Grammar p 93–94			
7 Distant Shores p 95–108	missing paragraphs, checking for cohesion	travel & culture, understanding new words, phrasal verbs, word formation, collocations & expressions	gradable & ungradable adjectives, modifying adverbs, open cloze, referring back & forwards
8 Knowledge is Power p 109–122	multiple matching, avoiding hunting for words	education, word formation, forming plural nouns, phrasal verbs, prepositions, collocations & expressions	reporting verb patterns, reporting suggestions & questions, reporting verbs followed by a gerund, cloze, checking verb patterns
REVIEW 4: Vocabulary & Grammar p 123–124			
9 Flying the Nest p 125–138	multiple-choice, determining the meaning of specific words	work, cloze, dealing with idioms and expressions, word formation, phrasal verbs, collocations & expressions	relative clauses, relative pronouns, participle clauses, clauses of reason, purpose, result and contrast, key word transformation, writing the correct number of words
10 Because You're Worth it! p 139–152	missing paragraphs, reading all of the missing paragraph content	consumerism, multiple-choice cloze, coping with unknown words, prepositions, word formation, phrasal verbs	countable & uncountable nouns, pronouns, articles, open cloze, thinking about determiners
REVIEW 5: Vocabulary & Grammar p 153–154			
11 Say Cheese! p 155–168	multiple-choice, distinguishing between viewpoints	media, word formation, creating prefixes and suffixes from the same word, collocations & expressions prepositions	gerunds, infinitives, cloze, using a process of elimination
12 Culture Shock p 169–182	multiple matching, pinpointing the answer	culture, multiple-choice cloze, predicting the answer, collocations & expressions, word formation	cleft sentences with *it*, cleft sentences with *what* and *all*, key word formation, making all necessary changes
REVIEW 6: Vocabulary & Grammar p 183–184			

Grammar Reference: p 185–200

Speaking: Exam Tasks content p 201

www.frenglish.ru

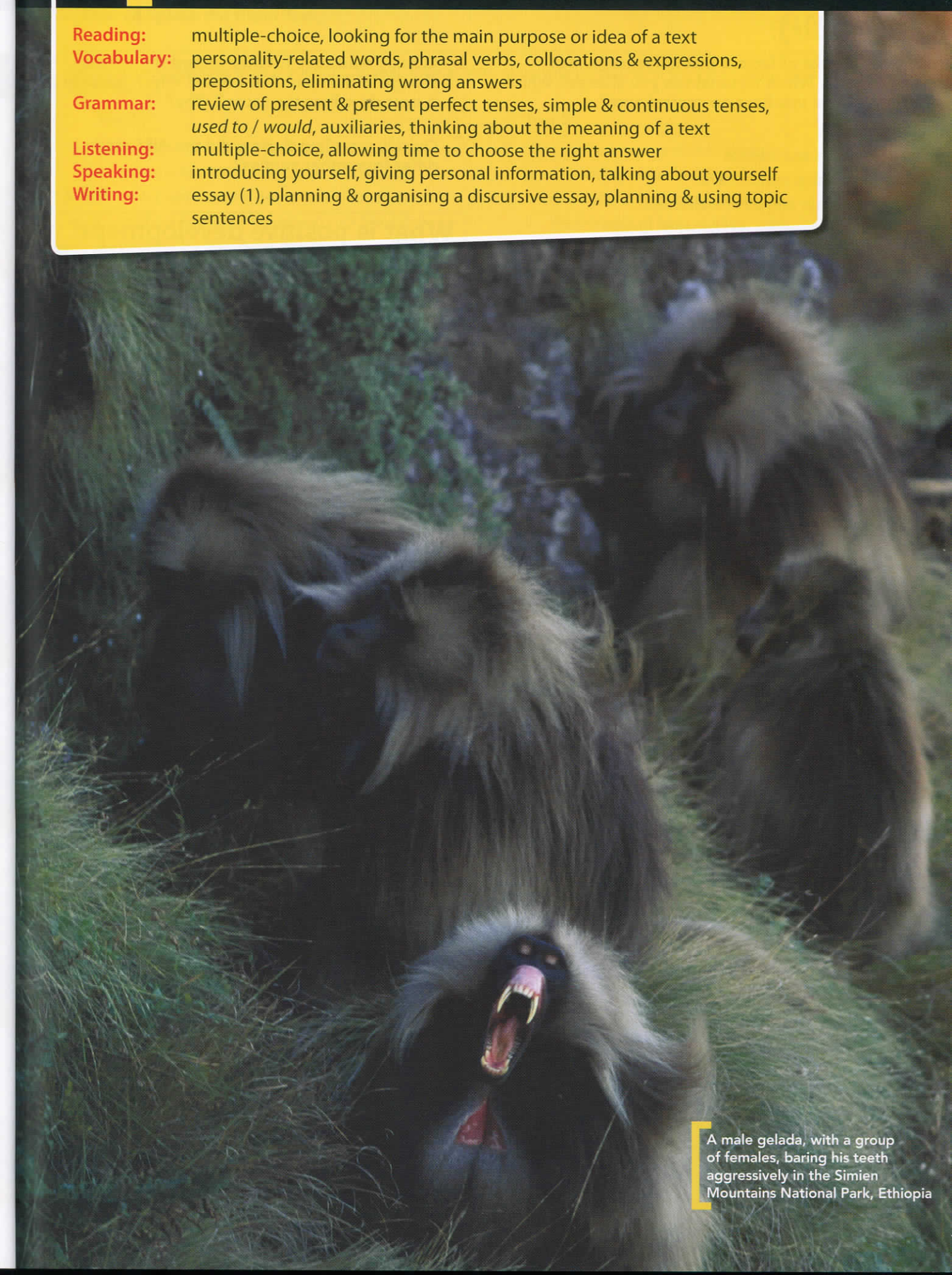
Listening	Speaking	Writing	Video
multiple-choice, allowing time to choose the right answer	introducing yourself, talking about yourself, giving personal information	essay (1), planning & organising a discursive essay, planning & using topic sentences, showing cause & effect, giving an example	From the Same Family
multiple matching, identifying themes before listening	talking about domestic robots, collaborative task, focusing on the task, initiating discussion, taking turns, inviting your partner to speak	review (1), understanding the content of a review, using informal language, providing background, liking, disliking, recommending	Neon Seas
multiple-choice, understanding the attitude of speakers	talking about the environment & inequality, long turn, collecting your thoughts, organising your thoughts, hesitating/being uncertain, responding to what your partner said	article (1), engaging your reader, creating a conversational tone, questions to engage the reader, using imperatives, encouraging involvement	Dirty Energy
multiple-choice, understanding discourse markers	talking about language & communication, responding naturally, using discourse markers to start off, expressing an afterthought, changing the subject, indicating you have no more to say	letter, following letter-writing conventions, contributing to a magazine's letter page, stating your reason for writing, giving reasons for & discussing benefits of using social media, assessing a future role	Elephant Alert
sentence completion, paraphrasing	talking about personal aspirations, collaborative task, expanding on your answers, evaluating, comparing, speculating, moving the conversation forwards	essay (2), analysing contrasting texts, dealing with all elements of the task, stating your opinion, emphasising & concluding	Surviving Deadly Everest
multiple matching, considering themes & attitudes	talking about money & moral decisions, long turn, sustaining a conversation, keeping discourse going, expressing disapproval, summing up	essay (3), choosing between two topics, writing an effective essay, introducing your topic, changing topic, presenting arguments	Alaskan Money Laundering
multiple-choice, choosing appropriate answers	talking about volunteering abroad, explaining & recommending, explaining, comparing, recommending, reaching a consensus	essay (4), analysing complementary texts, analysing the key points, advanced conjunctions	Reef Cleaner
sentence completion, writing grammatically correct structures	talking about spending school money, justifying and defending	report (1), understanding the content of a report, writing a report, introduction, giving recommendations	Environmental Theme Park
multiple-choice, writing short notes	talking about signs of maturity, collaborative task, collaborating, listening & responding appropriately, agreeing & disagreeing politely, suggesting	article (2), how articles differ from essays, writing about personal experiences, expressing a personal point of view	Best Job Ever!
multiple matching, focusing on attitude and opinion	talking about responsible consumerism, long turn, speaking for two minutes, responding to follow-up questions, joining in, interrupting politely, handing back	article (3), using narratives in articles, using a character to exemplify a topic, talking about characters and insecurities, advertising and consumerism	Skateboards from Trash
multiple-choice, listening between the lines	talking about a topic for a documentary, arguing against an option, recommending, reaching a consensus	review (2), understanding the purpose of a review, applying the forms and conventions of a review, talking about famous people, biographies, why it's worth reading	A Polar Picture
multiple-choice, avoiding double negatives and other traps	talking about celebrations, keeping to the time limit, involving your partner, supporting opinions with examples, changing the subject	report (2), getting the most out of the prompt material, producing your own content, talking about aspects of culture, introducing positives and negatives	Rite of Passage

Speaking Reference: p 203 Collocations & Expressions: p 210 Phrasal Verbs: p 212
Writing Reference: p 205 Prepositions: p 211

www.frenglish.ru

1 Do You Mind?

Reading: multiple-choice, looking for the main purpose or idea of a text
Vocabulary: personality-related words, phrasal verbs, collocations & expressions, prepositions, eliminating wrong answers
Grammar: review of present & present perfect tenses, simple & continuous tenses, *used to* / *would*, auxiliaries, thinking about the meaning of a text
Listening: multiple-choice, allowing time to choose the right answer
Speaking: introducing yourself, giving personal information, talking about yourself
Writing: essay (1), planning & organising a discursive essay, planning & using topic sentences



A male gelada, with a group of females, baring his teeth aggressively in the Simien Mountains National Park, Ethiopia

www.frenglish.ru

1 Do You Mind?

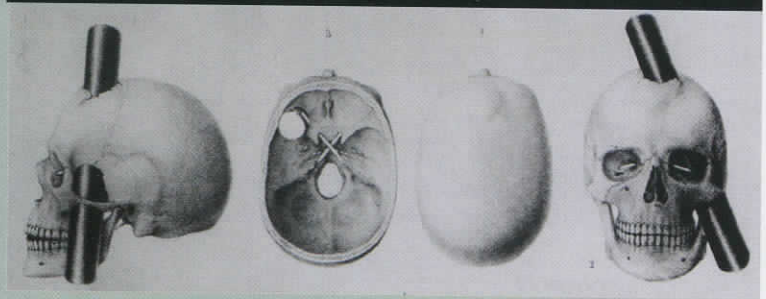
Reading

A Read the list of factors that influence human behaviour. Which factor(s) can you change? Which factor(s) do you have no control over?

- genetics
- thoughts and feelings
- the physical environment
- interaction with other individuals
- interaction within and between groups

Text 1

PHINEAS GAGE: A TEXTBOOK CASE



Unbeknown to Phineas Gage, a terrible brain injury that he sustained in 1848 contributed to the history of neuroscience and psychology. His miraculous survival, and the effects of the injury upon his character, made Gage an important case study for scientists concerned with the brain and human behaviour.

At the time of the accident, 25-year-old Gage was working as a foreman on the construction of a railroad in Vermont, USA. In those days, dynamite was often used to blast away rock and clear a path for the railway. One day, Gage was using a long iron rod to compact explosives into a hole in the rock. Upon hitting the rock, the iron rod produced a spark that ignited the explosives. The subsequent blast propelled the rod through Gage's left cheek, tore through his brain and exited through the top of his skull, landing some ten metres away.

Fearing the worst, his family made funeral arrangements. Against all odds, however, after initially slipping into a semicomatose state, Gage recovered, physically at least. Mentally though, his injury appeared to have produced a dramatic change in his personality. From being well-liked and successful, he became rude, aggressive and socially inappropriate. According to his friends and acquaintances, he was no longer himself. Although he lost his position as a foreman, he managed to hold down other jobs, but died twelve years later following a series of epileptic seizures.

In modern psychology his condition is known as post-traumatic social disinhibition acquired as a result of the damage to the frontal lobe. We now know that this part of the brain is our emotional control centre and home to our personality. It is involved in a whole range of high-level cognitive functions, such as decision-making, planning, inhibiting inappropriate behaviour, social interaction, understanding other people and self-awareness. However, in the nineteenth century, scientists were struggling to understand these connections. Gage's injuries provided the first solid evidence for a link between brain trauma and personality change.

Today, research is still being conducted into his condition and the majority of introductory psychology textbooks mention Gage. His skull and the iron rod are on display at the Warren Anatomical Museum at Harvard University and are the most sought-out items there.

B Quickly read Text 1. What caused the drastic change in the man's behaviour? Which factor in A best describes the cause? Why?

C Quickly read Text 2. How did the AIFS study differ from other studies?

Text 2

What is positive development?



A ground-breaking 30-year study into childhood temperament and its impact on adult behaviours, conducted by the Australian Institute of Family Studies (AIFS), tracked the progress and well-being of more than 1,000 children from infancy to their late twenties.

Many studies collect data about what goes wrong in young people's lives, and this information is invaluable, but it is only part of an intricate mosaic. The AIFS researchers are keenly interested in what is going *right* in the lives of young adults. Much of their research is devoted to looking at young people's successes and skills, and evidence that they are thriving. This is called positive development.

Positive development is not simply the absence of problems, but involves achieving optimal development and wellbeing. In measuring positive development in young people, researchers look for attributes and behaviours that enable them to take an active role in the community; be trusting and tolerant of people in society, especially those from different backgrounds; have confidence that important organisations in society would generally behave ethically and fairly; be responsible and empathetic in their relationships with others; and feel satisfied with their life and where it is heading. Young people high in these qualities are considered to be developing positively and functioning well.

Equally important to researchers is which determinants earlier in life help people to develop these strengths and thrive as young adults. To answer this, they looked back to the data the young people and their families had provided when they were children and adolescents. They found that young people who thrived later on in life tended in childhood and adolescence to have experienced strong family relationships, strong relationships with their peers, better adjustment to life at school, better control over their emotions, and an interest in community involvement. The study concluded that all of these experiences are assets in helping young people to flourish as they become adults.

The findings are an invaluable resource for developing interventions and programmes that reduce risks and also strengthen protective factors to assist optimal development.

www.frenglish.ru

D **Read the *Exam Close-up*. Then look at the *Exam Task below* and read the options for each question.**

E **Now complete the *Exam Task*.**

Exam Task

Read the two passages from a scientific journal, then answer questions according to the information given in each passage.

Text 1

1 What is the main purpose of the passage?
- a to provide an introduction to psychology
- b to explain how the human brain functions
- c to show how an accident led to a breakthrough
- d to describe the limitations of nineteenth century scientists

2 According to the passage, what happened to Gage during the accident?
- a The exploding rock hit his head.
- b He was injured by the dynamite.
- c He was thrown a distance of ten metres.
- d The rod went straight through him.

3 As a consequence of his injury, Gage
- a displayed a loss of social inhibitions.
- b was unable to find other employment.
- c immediately suffered seizures that led to his death.
- d no longer had any friends.

4 What can be inferred from the last paragraph?
- a Gage's brain has become a popular exhibit.
- b Fascination with Gage continues.
- c His condition still baffles scientists.
- d Many books have been written about him.

Text 2

5 What is the passage mainly about?
- a examining individual growth
- b overcoming problems
- c the benefits of long studies
- d ways of researching behaviour

6 In the second sentence of paragraph 3, to what does the word **them** refer?
- a researchers
- b attributes
- c behaviours
- d young people

7 According to the passage, what can be inferred about young people who are not developing positively?
- a Many of their relationships are troubled.
- b They possibly lack faith in the authorities.
- c There is little that can be done for them.
- d They possess no positive attributes.

8 What will the results of the study likely lead to?
- a better parenting
- b improved peer relationships
- c methods for assisting some children
- d suggestions for further research

F **Find words in the texts that mean the same as the following.**

1 to experience loss, injury or damage
2 involving conscious intellectual activity
3 a serious injury
4 best, ideal or top
5 having the ability to understand another's feelings
6 a factor or cause

Exam Close-up

Looking for the main purpose or idea of a text

- The options will include statements about the text that are true, but which do not represent the overall purpose or main idea.
- For these questions, eliminate the options that give information about only one aspect of the text.
- Look at the remaining options to see which one encompasses the writer's main point of view, or purpose.

Ideas Focus

- 'Behaviour is the product of a multitude of interrelated factors.' Which factors influence you the most? Why?
- Is evil the result of circumstances or choices? What about good?
- Do you think it's OK for a man or woman to show emotion in public? Why? / Why not?



www.frenglish.ru

1 Do You Mind?

Vocabulary

A **Complete the words in the sentences with the prefixes *ab-*, *dys-*, *mal-* and *mis-*. What meaning do these prefixes share?**

1 His was a _____ spent youth, devoted only to pleasurable pastimes and pursuits.
2 It's a terribly _____ functional relationship; I don't know why they're still together.
3 Sadly, children who suffer continued neglect often become _____ adjusted adults.
4 The psychologist was at a loss to explain the patient's _____ errant behaviour.
5 Trauma to the brain led to a(n) _____ normal mental condition in the patient.
6 Our old neighbour was quite the _____ anthrope who avoided all human contact.

B **Complete the sentences with the words in the correct form.**

arouse assert bear breed conduct exert swallow vent

1 Harry is always venting his anger; he really needs to calm down!
2 They had a disagreement months ago, but Amy still bears him a grudge.
3 Don't spend all your time with Fred; familiarity breeds contempt.
4 Why don't you just swallow your pride and apologise to your friend?
5 The football players conducted themselves appallingly during the return flight.
6 Mike's so-called friends were exerting pressure on him to quit university.
7 Whenever we have visitors, it arouses our nosy neighbour's curiosity.
8 Vanessa began to assert her independence once she turned 18.

C **Circle the odd ones out.**

1	adamant	cynical	inflexible	obstinate
2	elated	jubilant	overjoyed	meticulous
3	apathetic	dispassionate	uneasy	withdrawn
4	compulsive	neurotic	obsessive	obnoxious
5	amiable	impassive	poised	serene
6	eloquent	principled	scrupulous	upright

D **Use the odd words out in C to complete the sentences below.**

1 He'll never change; he'll always be a nasty, _____, bad-tempered, little man!
2 It's a pleasure to be in her company as she is always so _____ and welcoming.
3 Madge had become _____ in her old age and was distrustful of my motive for helping her.
4 An _____ speaker, the prime minister had won many battles in parliament over the years.
5 The suspect began to feel _____ when the detective mentioned a CCTV camera.
6 _____ by nature, Alex made sure every detail was perfect on the day of the wedding.



A young suspect being questioned in an interrogation room

www.frenglish.ru



E **Circle the correct words.**

1 Research says that boys are more gullible / vulnerable to peer pressure than girls.
2 Henry, whom you saw me with earlier, is a distant / remote relative of mine.
3 I enjoy Tina's company very much and she says the feeling is mutual / reciprocal.
4 That couple fight a lot; they're not in the least bit companionable / compatible.
5 Wherever Bill is, you'll find Ben; those two are inseparable / unified.
6 Rob and Deb aren't a couple; their relationship is purely philosophical / platonic.
7 Nothing compares to a parent's conditioned / unconditional love for their child.
8 Alex is a loving husband who is devoted / dependent to his wife, Maria.

Phrasal verbs

F **Complete the sentences with the phrasal verbs in the correct form.**

come between drift apart fall out fit in get out of go back lead on settle down stick up for work up

1 'How long have you known Gina?' 'Oh, we go back years.'
2 Gavin is looking for a new place because he fell out with his flatmate.
3 They used to be thick as thieves, but they drifted apart some years ago.
4 Martin says he intends to travel extensively before he settles down.
5 It looks as though Emma led Jim on and wasn't really interested in him.
6 Please don't let a silly argument come between you and your closest friend.
7 Young people often feel pressure to fit in with their peers.
8 James worked up the courage to say no when his friends wanted to steal a car.
9 How does your stupid behaviour benefit you? What do you get out of it?
10 Believe me, if you stick up for what you believe in, people will respect you for it.

G **Circle the correct words.**

1 Richard won't stop talking and I'm trying to concentrate. He's doing / pushing my head in!
2 Jake's friends are always urging / egging him on to do stupid things, so he's constantly in trouble.
3 Stop teasing / winding Jess up about her new boyfriend – just leave her alone!
4 I hate having to speak in front of a big audience – it really stresses / pressures me out.
5 Kate was supposed to pick me up at eight o' clock, but she let / put me down again!
6 I always try to do some kind of exercise at work – it relaxes / chills me out after a busy day.

Collocations & Expressions

H **Complete the expressions with these words.**

arm's back chest elbow face fingers foot head neck tongue shoulder

1 Carrie split with Tom, which was a real slap in the face for his ego.
2 I don't consider Max trustworthy, which is why I keep him at arm's length.
3 Amy is always aggressive because she's got a huge chip on her shoulder.
4 I hope I can confide in you because I need to get something off my chest.
5 My professor advised me to keep a cool head during the exam.
6 I'm shocked that Pia betrayed me by gossiping about me behind my back.
7 Even though he's annoying, it's best not to argue with him, so just bite your tongue.
8 Henry isn't very tactful; whenever he opens his mouth, he puts his foot in it.
9 When Charlie discovered the truth, he gave his girlfriend Jess the elbow.
10 My brother is an absolute pain in the neck; but what can I do? He's family!

www.frenglish.ru

1 Do You Mind?

Prepositions

I **Circle the correct words.**

1 I'm in / on tune with my best friend.
2 Angry? He was beneath / beside himself!
3 My mother-in-law and I are on / with good terms.
4 Oh, no! I'm in / into his bad books now.
5 Mary really is a country girl at / by heart.
6 Werner and I are of / on the same wavelength.
7 Don't force me to do anything against / out of my will.
8 Jack is feeling down and is in / within a rut.
9 She's thrilled! She's on / up cloud nine.
10 He never felt at / with ease around my friends.
11 I was nervous and in / on edge before my date.
12 What she did was totally beyond / out of character.

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

Exam Task

Choose the word or phrase that best completes the sentence.

1 He's been acting strangely lately. What do you _____ his behaviour to?
a associate b attribute c distribute d dispose

2 In their close-knit _____, the girls gossiped about everyone without exception.
a clan b mob c company d clique

3 Those who have low _____ are more likely to be unduly influenced by peers.
a self-content b self-satisfaction c self-esteem d self-sufficiency

4 Don't worry. If you need my support, I will definitely _____.
a back you up b look you up c take you up d crack you up

5 Jack was _____ outbursts of anger whenever he felt that he was under pressure.
a pulled b prone to c pushed d tempted

6 Marcus was _____ disappointed when his friendship with Tom ended badly.
a heavily b widely c absolutely d bitterly

7 She was advised to _____ clear of the school troublemaker.
a be b steer c hold d move

8 Zelda felt like a(n) _____ at school because she hadn't made any friends.
a outsider b intruder c newcomer d novice



Exam Close-up

Eliminating wrong answers

- Read each sentence carefully and then look at the answer options.
- Identify those that you think are clearly wrong. Cross these out.
- Read the sentence again and try the remaining options in the gap.
- Once you have chosen your answer, read the sentence again to check that it makes sense.

Ideas Focus

- 'Childhood friends always drift apart.' Do you agree? Why? / Why not?
- Do couples that often fight have stronger relationships than those that don't? Why? / Why not?
- 'Men gossip about people behind their backs just as much as women.' Do you agree? Why? / Why not?



www.frenglish.ru

Grammar



A neuroscientist working in a laboratory

Review of Present & Present Perfect Tenses

A **Read the sentences and match 1–4 with a–d.**

1 Neuroscientists **have made** exciting new discoveries about how the brain **works**. ☐

2 I know what you**'re thinking**, it **shows** on your face. ☐

3 I**'ve been trying** to work out this puzzle for ages and I**'ve just solved** it. ☐

4 He**'s** unhappy at work because his colleagues **are always bullying** him. ☐

a Present Continuous for a situation happening now, Present Simple with a stative verb

b Present Perfect Simple for an unspecified time in the past, Present Simple for a scientific fact

c Present Simple with the verb *to be*, Present Continuous to express an annoying habit

d Present Perfect Continuous to emphasise how long actions have been in progress, Present Perfect Simple for an event that has just finished

Simple & Continuous tenses

B **Can you name the tenses used in these pairs of sentences? What is the difference in meaning between each pair?**

1 I've been getting to know her. I've got to know her.

2 The dog smelt terrible. The dog was smelling the flowers.

3 The patient had forgotten to take her pills. The patient had been forgetting to take her pills.

4 They imagine themselves somewhere calm. They are imagining themselves somewhere calm.

5 I understood the problem. I was working on a solution.

C **Which verb form is used for the following, Continuous or Simple?**

1 to focus on the duration of an action _____

2 to focus on completion of an action _____

3 to express that an action may still be happening _____

4 to express that an action or idea is permanent _____

5 with a stative verb that cannot be used to express an action _____

Grammar Focus pp. 185 & 186 (1.1 to 1.8)

D **Choose the correct options to complete the sentences.**

1 Even though he _____ for years, I still don't know much about him – he tends to keep himself to himself.
   a works here
   b has been working here
   c is working here

2 I _____ at my phone when the teacher noticed what I was up to and he lost his temper.
   a have looked
   b looked
   c was looking

3 She _____ him for three months and they've now decided to get married – I really don't think it's a good idea to marry someone you've only just met.
   a has only been knowing him
   b has only known
   c knows him

4 He's been suffering from anxiety, so for the next three months he _____ a psychotherapist every week.
   a is seeing
   b has seen
   c saw

5 After her parents' marriage broke down, her bad behaviour _____ its lowest ebb and she was expelled from school.
   a was reaching
   b reached
   c has reached

6 The old man believed that his personality had been determined by his genes rather than the environment he _____ up in.
   a is growing
   b had grown
   c grows

www.frenglish.ru

1 Do You Mind?

E **Circle the correct words.**

1 I'm sorry, I wasn't meaning / didn't mean to be rude.
2 She couldn't attend the party because she had already been making / made plans.
3 When they were little, the brothers were forever / never fighting.
4 The whole family needs / is needing a holiday.
5 She had been receiving / had received several marriage proposals.
6 They had been / were planning to meet up for months but never managed to.
7 Come on, own up! Who has been / was changing the settings on my tablet?
8 Which part of the brain controls / is controlling the emotions?
9 That's the last time I tell / told you a secret!
10 The neuroscientist was studying / studied short term memory when he made the breakthrough.

F **Complete the sentences with the verbs in brackets. In each sentence use one Continuous and one Simple form.**

1 Recently, scientists _____ (make) several important discoveries about how the brain works but they still _____ (need) to do more research.
2 She always _____ (know) when her brother _____ (lie) because he would turn bright red.
3 I _____ (fall) asleep when a thought _____ (occur) to me.
4 The criminal _____ (not understand) that someone _____ (follow) her for months before she was arrested.
5 The researcher's office is quiet because he _____ (not like) a lot of distractions when he _____ (think).
6 The writer _____ (sell) her first novel a decade ago and currently she _____ (work) on her fifth.

Used to, Would & Will

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

In her youth, she used not to like social gatherings and would always choose to stay at home with a good book rather than go to a party. She used to have one or two very good friends and they would have deep conversations about serious subjects, which used to go on for hours.

1 What other way can we form the negative with *used to*?
2 In which cases can *used to* replace *would*?
3 In which cases can *would* replace *used to*?
4 In which cases is only *used to* possible?

H **Read the sentences.**

1 In the evenings she will invariably relax at home.
2 As a child she would normally go to bed early.
3 They will leave the door open; they're just so thoughtless!

Which sentences from H express:

a past routines that no longer happen?
b the speaker's annoyance?
c expected behaviour in the present?

Auxiliaries

I **Read the sentences and then circle the correct words to complete the rule.**

1 I love nature walks, as do my children.
2 She seldom gets angry, and if she does, she never takes it out on others.
3 We learnt to compromise, but before we did, we used to argue a lot.
4 They made up, and after they had, they became good friends.

We use an auxiliary for emphasis. When speaking we don't stress / stress the auxiliary. Instead of repeating / changing the whole verb, we can use the auxiliary. Usually the auxiliary depends on the main verb, so if the main verb is in the simple present / past, we use the auxiliary form 'do' or 'does'. The auxiliary is / is not always in the same tense as the main verb.

Grammar Focus p. 186 & 187 (1.9 & 1.10)

www.frenglish.ru

J **Rewrite part of the sentence to show the meaning of the auxiliary in bold. Follow the example given.**

1 I don't know him, but even if **did**, I wouldn't speak to him. I knew him
2 We took a personality test and after we **had**, we checked our results.
_____
3 They rarely fought, but when they **did**, it was for a good reason. _____
4 She was talking to her friends and while she **was**, she forgot her appointment.
_____
5 We were catching up with the gossip, as we **do** every time we meet.
_____

Exam Close-up

Thinking about the meaning of a text

- Use the title and read the whole text quickly to get the general idea of what it is about.
- Make sure you understand the meaning of the sentences and the whole text; you may need a negative word or conditional that expresses the opposite opinion.
- Write only one word in each space, not a contraction.
- The answers are usually the 'grammatical glue' that holds the sentence together, including parts of verbs and words referring back or forward, so look for clues before and after the space.
- When you write in the exam you must use capital letters, so practise doing this during the course.

K **Circle the correct words.**

1 Scientists would / used to believe that the brain couldn't develop after a certain age.
2 Before the digital age, we used not to / wouldn't have so many distractions.
3 Our brains don't always get enough sleep, and when they do / have, it's not always good quality sleep.
4 The body releases chemicals into the brain and as it does / is, these affect our mood.
5 He had never cried before, but when he finally had / did, he felt so much better.
6 It's about time we changed the way we think; everyone else has / does.
7 Do you need any help? If you need / do, let me know.
8 He used to walk to work, and as he did / does, he focused on the day ahead.
9 They will / used to play music late at night, which drives me mad.
10 They haven't talked for ages and it's easy to forget they ever did / have.

L **Read the *Exam Close-up* and then complete the *Exam Task*.**

Exam Task

Read the article about the effect of nature on the brain. For questions **1 – 8**, read the text below and think of the word which best fits each space. Use only **one** word in each space.

The way to relax, naturally

More and more people are moving to cities, and as they (1) _____, they lose touch with nature. The movement of populations from rural to urban settings started with the Industrial Revolution. (2) _____ then, people have been heading for the coast or the countryside at every opportunity. Before private cars became common, workers (3) _____ take a bus for a day trip to the country. People (4) _____ always found natural environments relaxing but they (5) _____ to believe it was just the effect of peace, quiet and fresh air on the body. Now, research reveals that nature (6) _____ only affects the body, but it actually has a calming influence on the brain. Modern urban life puts so much stress on us that we (7) _____ ever slow down. Just three days, camping in the wild is plenty to rest the brain enough for it to be restored. Until now there has been almost (8) _____ scientific proof of the processes involved, but recently a lot of studies have looked at the mechanisms triggered when people relax in a natural environment. Neuroscience and psychology are finally starting to explain something that nature lovers have always understood.



A quiet forest in the height of autumn. Munich, Germany

www.frenglish.ru

1 Do You Mind?



Listening

A **Work with a partner to describe and discuss the pictures. What aspects of behaviour do they show?**

B **Discuss how these factors influence behaviour:**

- the situation
- someone's personality
- other people's behaviour



C **Now look at these phrases. Match each phrase 1–8 with its function a–h.**

1	they leave me cold	7. a	emphasises importance
2	I get overwhelmed	8. b	shows importance
3	primarily because	3. c	shows the main reason for something
4	it hasn't been scientifically proved	5. d	expresses controversy
5	critics don't accept this	4. e	questions the truth of something
6	contrary to popular belief	2. f	shows the effect on someone
7	this is number one on my list	1. g	shows an attitude towards something
8	that is key	6. h	shows a belief is mistaken



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

E 1.1 **Now listen and complete the *Exam Task*.**

Exam Task

You will hear three different extracts. For questions **1 – 6**, choose the answer (**A**, **B** or **C**) which fits best according to what you hear. There are two questions for each extract. You will hear the extracts twice.

Extract 1

You will hear a woman describing her personality.

1 The woman says that
- A her attitude to her personality has changed.
- B people have changed the way they see her.
- C her personality has changed.

2 She believes that extroverts
- A are more valued by society than introverts.
- B have more strengths than introverts.
- C should behave more like introverts.

Extract 2

You will hear an interview with a sociologist about crowd behaviour.

3 The Contagion theory suggests that
- A individuals cannot resist the emotions of a crowd.
- B like-minded people form crowds.
- C individuals cannot be held responsible for their behaviour.

4 The Convergence effect supports the idea that
- A crowds change what individuals believe.
- B crowds attract people with similar beliefs.
- C individuals lose their identity in crowds.

Extract 3

You will hear a woman talking about the qualities employers look for.

5 The woman's advice applies to
- A candidates at a job interview.
- B people who work in a particular job.
- C people working in a temporary position.

6 The woman emphasises the importance of
- A certain behaviour and character traits.
- B avoiding failure if at all possible.
- C conforming in order to fit in.

F 1.2 **Now listen again and check your answers.**

Exam Close-up

Allowing time to choose the right answer

- Listen to the whole text carefully before choosing your answer.
- Don't be tempted to choose an answer just because it contains a word or phrase on the recording. It may not be the correct answer.
- Do not answer the question too quickly. Take some time to consider whether it really is the correct option.

www.frenglish.ru

Speaking

A Work with a partner and discuss the situations in the photos. How do they differ from each other? How do you introduce yourself in English?

B Discuss with a partner if or how you would introduce yourself in these situations: at the doctor's, at a new job, in a new language class, when making a complaint on the phone.

C Imagine you have never met your partner before. Talk about yourself and give three key facts.

D 1.3 Listen to a dialogue between Anna and Yannis. Who was better at talking about themself? Why?

E Now read the *Exam Close-up* and complete the *Exam Task*. Use the *Useful Expressions* to help you.



A student models a mock speaking exam



Two contestants take part in a quiz show

Exam Task

Look at the ID card with a partner. In your notepad write down some information about yourself, using the ID card and the examples below to help. Now with your partner, ask and answer questions about each other. Ask about:

- work
- study
- ambitions
- home town
- daily routine
- reasons for learning English



Exam Close-up

Giving personal information

- Practise talking about yourself with your friends in class, but don't rehearse a whole speech.
- Make sure you know how to describe your work position/studies/interests, in English.
- When talking about yourself, try to make it interesting. Pay attention to your intonation to sound as natural as possible.

Useful Expressions

Talking about yourself

I'm a student and I'm also working part-time.
I'm a tour guide and I'm currently working ...
I'm in the final year of school and I'm preparing for exams.
I'm currently unemployed, but I'm looking for work ... .
I like gaming in my spare time; it's my absolute favourite pastime.
I'm really into ... .
I'm a big fan of ... .
I'm really busy with my ... work/studies/family and don't get much time to relax.
I'm not a great one for ... , but ...
I'm crazy about ... .

F Now introduce your partner to the class.

Ideas Focus

- When you talk about yourself, is it better to be modest or to exaggerate your achievements? Why? / Why not?
- Do you believe that first impressions count? Why? / Why not?
- 'A leopard cannot change its spots' Do you think people can change their personality or is it something that is innate?



www.frenglish.ru

Writing: an essay (1)

Learning Focus

Planning & organising a discursive essay

- Take a few minutes to plan your essay before you start writing. Planning helps you to focus your thoughts and organise your ideas in a clear and logical way.
- Make sure you have understood the topic before noting down some relevant ideas and the vocabulary you will need to discuss them.
- A discursive essay begins with an introduction where you clearly state the topic without copying directly from the prompt. In the main body your points should be clearly presented in separate paragraphs that begin with a topic sentence. Finally, in your conclusion you should summarise the main points of your essay.
- Use a formal and impersonal style.
- Use appropriate linking words and phrases to link paragraphs and the sentences within them.

A **Read the writing task on the right and answer the questions.**

1 Which kind of peer pressure must you write about?
2 Which group of people must you write about?
3 What will you discuss in the main body of the essay?
4 How will you expand on your view?

People of all ages can be influenced positively or negatively by their peers. What factors do you think make young people, in particular, susceptible to negative peer pressure? How can they tackle the problem? Support your opinion with specific reasons.

B **Below is a list of risk factors for peer pressure. Complete the phrases with the words.**

confidence desire dysfunctional fear interests isolation performance prone self-esteem vulnerable

1 a _____ to fit in
2 low _____
3 lack of _____
4 poor academic _____
5 _____ that peers could turn on you
6 feelings of _____ from friends or family
7 no personal _____ outside of the peer group
8 _____ to peer group pressure
9 having _____ relationships
10 being _____ to depression

C **Look at the first risk factor in B again. In your notebook, write down vocabulary you could use to discuss it in an essay.**

D **In the introduction, the focus of the essay topic needs to be restated. In your notebook, rephrase only the underlined parts of the writing task in A in your own words.**

E **Read the example essay. Do you agree with the writer's idea for dealing with the problem?**



Peer pressure exists across society, affecting people beneficially and adversely. In the case of the latter, certain risk factors have been identified that can make young people prone to undue, and often unwelcome, influence. When this occurs, there are strategies that can be used to handle the problem.

Peers play an important role in a teenager's life as adolescence is the time when the desire to fit in and find acceptance and approval from the group is strongest. The need for approval is not bad in itself. It is part of what motivates adolescents to take extra care with their appearance, for instance. At times however, the desire to either impress or gain acceptance by the group becomes excessive, and can result in people choosing to take risks, with potentially serious consequences. Similarly, they might engage in behaviour that is extremely hurtful, like ridiculing someone with a physical or mental disability.

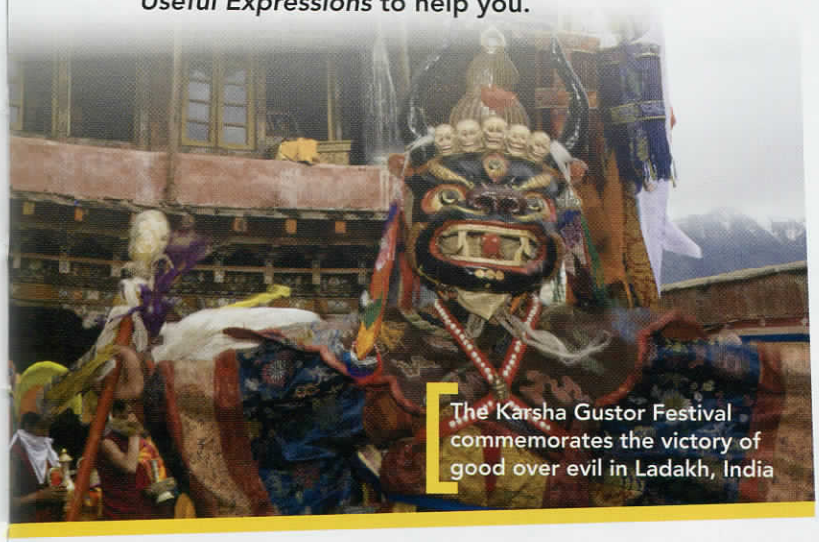
www.frenglish.ru

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

1 Is it a good opening paragraph? Why? Which elements of the writing task does it refer to?
2 What is the focus of the first main paragraph? Is it stated in a topic sentence?
3 What is the focus of the second main paragraph? Is it stated in a topic sentence?
4 Are the writer's views supported by reasons and/or examples?
5 Are the writer's views summarised in the final paragraph?
6 Is the essay written in a formal and impersonal style? How has the writer achieved this?
7 How has the writer linked the first and second main paragraphs?
8 Find and underline words and phrases that refer back to something in a previous sentence.

G **Choose one of the risk factors from B. Write a paragraph explaining why it can make someone vulnerable to peer pressure and what problems this can lead to. Remember to begin with a topic sentence. When you have finished, swap with a partner and edit each other's work.**

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



The Karsha Gustor Festival commemorates the victory of good over evil in Ladakh, India

Exam Close-up

Planning & using topic sentences

- Read the prompt carefully to fully understand your task.
- Before you start writing, plan your essay, ensuring all elements of the task will be covered.
- Make sure you begin each paragraph with a topic sentence. This sentence should explain to the reader what you will be talking about in that paragraph.

Exam Task

"The only thing necessary for the triumph of evil is for good men to do nothing." Under what circumstances might someone not act to prevent evil? What do you think people should do when faced with evil? Support your opinion with reasons and examples.

Write your **essay** in 280–320 words.

Plan

Introduction:	In your own words, clearly state the topic to be discussed.
Main paragraph 1:	Consider a situation in which someone might not act to prevent evil. Give reasons and examples.
Main paragraph 2:	Offer your opinion on what people should do when faced with evil.
Conclusion:	Sum up your views and express your overall opinion.

Useful Expressions

Showing cause & effect	**Giving an example**
Therefore ...	For instance ...
As a result ...	In other words ...
For this reason ...	Typical of this ...
This suggests that ...	That is to say ...
In consequence of this ...	A key example ...
Owing to/Due to the fact ...	A good illustration of this is ...

When such situations arise, knowing where to draw the line is vitally important. Otherwise, by giving in and doing something that is contrary to their character or core value system, they could be letting themselves in for distress and regret. For this reason, they should always stand up for what they think is right. They should speak up in an assertive, but non-confrontational, way to let others know that they have boundaries. There may be some teasing at first but, nevertheless, that is a small price to pay for doing the right thing.

In short, adolescents want to belong, but the need to fit in should not be at any cost. When negative peer pressure rears its ugly head, teens need to assert their own opinions and feelings by making clear what their limits are, and standing their ground. They may even inspire others to follow.

www.frenglish.ru

Video

1 From the Same Family



Before you watch

A Look at the photo below. What do you know about chimpanzees? Which of these characteristics do you think they share with humans?

- social life
- use of tools
- gestures
- expressions
- medicine
- loneliness

While you watch

B Watch the video to see if your answers to A are correct.

C Read the sentences below. What aspect of chimpanzees' nature is emphasised?

1 Chimps are so much like us that we are both captivated and repelled / repulsed.
2 Looking into their world, we are transfixed / transformed.
3 Their social life reflects / resembles our own.
4 Political struggles for power mean open / outright wars.
5 They also demonstrate total / tender affection.
6 Their expressions and postures / gestures seem familiar.

D Watch the video again and circle the words in C that you hear.

After you watch

E Complete the summary of the video clip below using these words.

ancestors cultures expressions glimpse grasp humanity invention link medicine struggles

Chimpanzees are so similar to us that we are at once fascinated and repelled. They are our strongest (1) _____ to nature, and, when we look at them we are reminded of our prehistoric (2) _____ . Their social life bears a strong resemblance to ours with political power (3) _____ on the one hand and tender affection on the other. They seem to share similar gestures and (4) _____ with us. Also, their (5) _____ of tools made us reconsider our definition of (6) _____ . Another feature that they share with us is their development of complex (7) _____ which are passed on to their young. It appears that (8) _____ may also be within their (9) _____ . As we catch a (10) _____ of the mind of a chimp, it helps us realise that we are not alone.



A family of primates found in the Democratic Republic of Congo, Africa



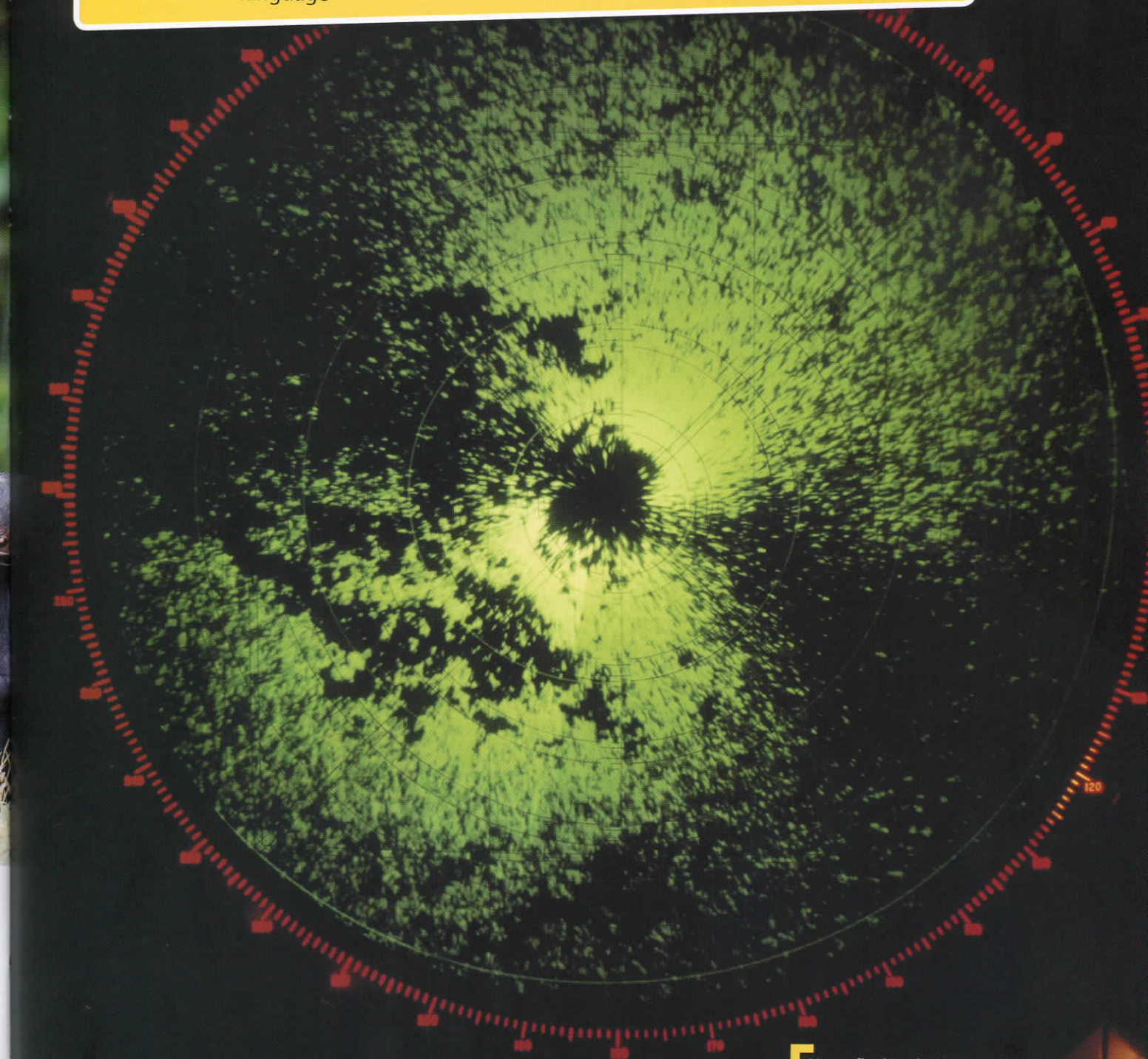
Ideas Focus

- Why have humans often considered themselves superior to other animals?
- Should chimpanzees be treated differently from other intelligent animals? Why? / Why not?

www.frenglish.ru

2 Bright Ideas

Reading: multiple matching, scanning texts for information
Vocabulary: science & technology-related words, compound nouns, prepositions, word formation, collocations & expressions, identifying collocations
Grammar: future forms, verbs, adjectives & phrases to express the future, future in the past, identifying distractors
Listening: multiple matching, identifying themes before listening
Speaking: collaborative task, focusing on the task, initiating discussion, taking turns, inviting your partner to speak
Writing: a review (1), understanding the content of a review, using informal language



Huge flocks of migrating birds appear on an airport's radar screen in Greenville, South Carolina

www.frenglish.ru

Reading

A **Read the list of mobile phone features and rank them in order of how important they are to you. (1 = most important; 8 = least important). Justify your list to your partner.**

large memory	☐	front-facing camera	☐
pixel-rich screen	☐	fingerprint scanning	☐
wireless charging	☐	high-capacity battery	☐
heart rate monitor	☐	high-quality camera lens	☐

B **Would you be willing to pay a lot more for a phone that had all of your favourite features? Why? / Why not?**

C **Do you read reviews before you buy a product? Why? / Why not? Discuss with a partner.**

D **Quickly read the reviews. Which ones contain information about the look of the new phone?**

www.reviewit.com

reviewit

Last updated: 29th March 2016

The New Genius4 by ABT: What's the verdict?





A Michael

Until a few years ago, the typical Android phone was hideously ugly and made of cheap and nasty-looking plastic. Then along came ABT with its breakthrough Genius1, in an attractive, minimalist design. Without doubt, it was the best-looking Android phone of its time, inspiring many firm followers and prompting a slew of copycats.

Fast-forward three years and four iterations of phones, and the Genius4 is still much the same. Like the Genius1, a glass-covered front blends into the metal frame creating a sleek look. But so what? Since ABT's competitors took note of the Genius' radical design, the market has been flooded with look-alike devices, thus rendering the new Genius4 model generic and unexciting. Imitation may be the sincerest form of flattery, but the once-seminal design of the Genius4 could be its downfall.

For diehard Genius fans, the iconic design will suffice, but those hankering for the next big thing should look no further than Core's X7i model. Its impossibly slim lines and not inconsiderably lower price are sure to please. Stay tuned for more about that in our next issue.



B Amelia

My grandmother makes and receives calls. Occasionally, she engages in SMS exchanges – mind you, nothing too challenging – simple text, no attachments. She's not fussed with photos, emails or apps – her requirements are the most basic. The Genius4 would suit her to a T. In fact, senior citizens should be lining up around the block like teens for Tay Tay concert tickets to get their hands on this device.

Unfortunately for ABT, the granny market was not what they had in mind for the Genius4. Print and TV ads, brimming with 20-somethings sporting zeitgeist beards, genie pants and floppy beanies, are testament to that. The phone, however, doesn't measure up for that demographic. Generations Y and Z need high-capacity batteries, desktop-quality web pages, good music storage, better video capabilities and a camera to deliver top-notch selfies. The Genius4 falls flat.

Although the camera has similar specs to other phones, it has a nasty tendency to over expose images and lose detail. It's nowhere near as good as the best phone cameras on the market, and for an asking price of £499, I would expect it to be.



C Dina

Contrary to popular opinion, interesting things are happening in the smartphone world. Not only has the bar been raised significantly in terms of what we expect from our phones and their features, we've also been exposed to a wealth of new technologies and novel ways of interacting with our phones.

But if you've found recent offerings to be underwhelming, ABT's new Genius4 isn't likely to make you deviate from that position. It's not that the Genius4 is a bad phone — it decidedly isn't — but rather the £499 Genius4 is just a phone in a world where other smartphones are trying to be so much more.

With the Genius4, ABT is still incorporating elements that have been around since its Genius1. And although the Genius4 is surely better than any of the versions that preceded it – improved audio quality, brighter screen – little has changed in terms of the range and quality of available features. So the question that needs to be asked is: Is being the best phone ABT has ever made enough? I'm not convinced it is.

www.frenglish.ru

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

Exam Task

You are going to read reviews about a new phone. For questions **1 – 10**, choose from the people (**A – D**). The people may be chosen more than once.

Which person gives each of these opinions about the new phone?

1 A specific feature does not represent value for money.
2 The manufacturer's claims are difficult to believe.
3 A specific product on the market is superior to it.
4 It confirms a widely-held view that current phones are boring.
5 It set the standard for a new breed of phone.
6 The design outweighed more important considerations.
7 It is an improvement on the manufacturer's previous models.
8 The suitability for its intended market is questionable.
9 Its major selling point is no longer unique.
10 It is ideal for people whose phone needs are uncomplicated.

Exam Close-up

Scanning texts for information

- Read the questions carefully and underline the key words in each.
- Scan the text to look for words, phrases or ideas with similar meanings to the key words you underlined. It is highly unlikely that the exact same words will be in the question and the text.
- Remember that some sections of the text may not contain any information connected to the questions, so scanning can save you time.

F **Complete the sentences with these adjectives from the text.**

durable firm generic hefty iconic minimalist radical underwhelming

1 The logos for brands such as Apple and Ferrari have become _____ and are instantly recognisable.
2 I have to say, 2GB of RAM is _____ when you can easily find an affordable computer with 4 or 8GB.
3 Jules is a _____ believer that advanced technology will be the answer to all of humanity's problems.
4 The new computer lab is open-plan and furnished in a _____ style with basic pieces in white.
5 To tackle pollution, factories will be required by law to install high tech furnaces or face a _____ fine.
6 Titanium has many applications, particularly in aviation, where it is used in jet engines because it is light but _____ .
7 It is now obvious that building more roads isn't the answer; the city needs a more _____ approach to transport policy.
8 The architecture is predictable and lacking in originality; it is just another _____ office building.



D **Frank**

I admit, I didn't do any research before heading out in search of a new phone. All I knew was that it had to be attractive. Some might scoff, but that's a genuine concern for a lot of phone buyers.

Well, there I was at PriceMart when I came across the Genius4. The futuristic look was appealing, and the unibody came in some cool colours like gold, midnight blue, lime and burnt orange. I was completely sold on it. So despite the hefty price tag, I happily forked out the cash.

That new phone feeling we all know lasted just two days. While composing a text message, the keypad jammed. Rebooting solved the problem, but I wasn't happy. Shortly after, the screen developed a pinkish tinge. No amount of adjusting the settings could right it. Had I read some reviews about the model, I would have steered clear of it. The last straw came when it fell on the floor, shattering the screen. According to ABT, the phone is especially durable and has withstood many drop tests. What did they test it on? A soft pillow? I'm claiming a refund.

Ideas Focus

- What effect would losing your mobile phone have on your life? Why?
- Do you think using mobile phones too much is detrimental to our physical or mental health? Why? / Why not?



www.frenglish.ru

2 Bright Ideas

Vocabulary

A **Circle the correct words. In your notebook, write sentences with the words you did not use.**

1 Finding fossils of sea creatures here, we can deduce / deduct that the area was once covered by water.
2 The highlight of the physics seminar was a lecture given by an eminent / imminent scientist.
3 The light omitted / emitted by screens inhibits the production of melatonin, which makes it harder to fall asleep.
4 Causality is the most basic of all the principals / principles of physics; it simply means 'every effect has a cause'.
5 The security system uses infrared censors / sensors that activate a light when they detect movement.
6 According to the World Health Organization, we are very close to eroding / eradicating polio.
7 The process of nuclear fission / fusion entails splitting uranium atoms.
8 In the third century BC, Archimedes of Syracuse invented an ingenuous / ingenious method to raise water to higher levels.



A prehistoric seashell fossil being excavated

B **Match the groups of verbs to the relevant set of sentences (1–3). Then complete the sentences using the words from the correct group.**

analyse / infer / interpret ☐
calculate / compute / estimate ☐
decompose / disintegrate / dissolve ☐

1 a When sugar is added to hot water, the sugar _____ far more quickly than it does in cold water.
b The meteorite hurtled through the atmosphere and _____ on impact with the Earth's surface.
c On the forest floor, dead leaves had been completely _____ by the micro-organisms in the soil.

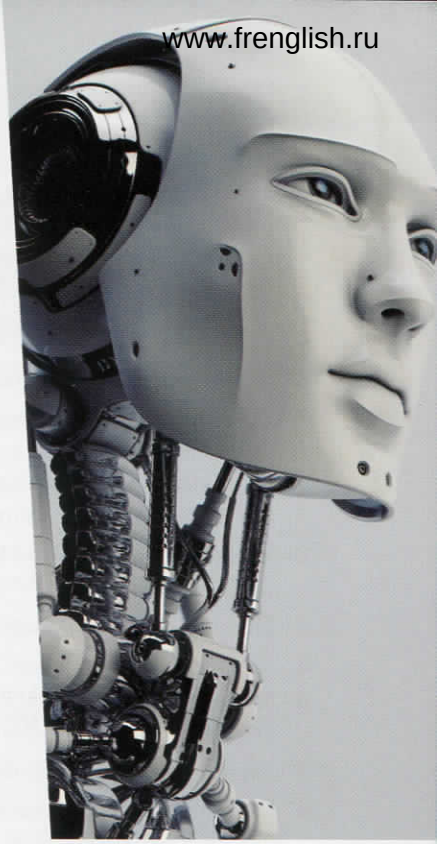
2 a Uncertain as to how to _____ the unusual results of the experiment, the biochemist sought the opinion of a colleague.
b Scientists _____ rock samples taken from the area and were concerned to find high levels of radioactivity.
c Astronomers measured the rate of expansion of the universe and _____ from this that it is 13 billion years old.

3 a A new navigation system enables cars to _____ the shortest, easiest route to a destination.
b The Greek astronomer and mathematician Eratosthenes was the first person to _____ the circumference of the Earth.
c At current production rates it has been roughly _____ that there is just enough oil to last the world about 50 years.

C **Underline two adjectives in each text that are similar in meaning. Then circle the adjective that means the opposite of the adjectives.**

1 Unfortunately, most computer hardware rapidly becomes obsolete. Although this makes good business sense for the tech companies who continually make money, the consumer is forced to replace outdated hardware with something more advanced in order for their computer to run efficiently.
2 Style is what many people look for in a piece of furniture. More importantly, however, furniture needs to be functional so that it fulfils its intended purpose. Using computer models, designers can create utilitarian products that are both aesthetically pleasing and comfortable, without being impractical.
3 Italian scientist Galileo made groundbreaking observations in physics and astronomy, and supported the theory that the Earth and planets revolved around the sun. His unorthodox views were objectionable to all who held firmly to the conventional belief that the sun orbited the Earth. He was sentenced to house arrest for his revolutionary opinions.
4 In science, an idea remains abstract until it can be supported with concrete evidence. Scientists provide this through painstaking experiments and observation. Once they have tangible proof, they present their idea, or theory, to the rest of the scientific community for scrutiny.

www.frenglish.ru



Compound nouns

D **Match the words to form compound nouns and then complete the sentences.**

active artificial computer digital information operating search security
breach engine intelligence literacy native system technology users

1 Jack, who is 19, has grown up using technology such as the Internet and mobile phones; he's a real _____ .
2 I loved the old _____ on my computer, the Windows XP, because it made all of the programs work well.
3 Millions of people have Instagram accounts, but I wonder how many are _____ who log on regularly.
4 By the time the company realised there was a _____ , it was too late, as confidential data had already been stolen.
5 The job calls for _____ ; for example, you need to know how to read spreadsheets and scan for viruses.
6 Films are one thing, but do you think _____ will ever be able to perfectly mimic the human brain?
7 My _____ of choice is Google because I like the way the results are clearly displayed on the screen.
8 Helen, who is studying _____ at university, has decided to specialise in cloud computing and programming.

Prepositions

E **Circle the correct word.**

1 When you're surfing the web, you have the whole world at / on your fingertips.
2 Luckily, we managed to fix the broken generator, so it's off / up and running now.
3 If your company doesn't have an online presence, it's definitely behind / past the times.
4 By / On all accounts, the latest operating system hasn't won many fans.
5 I'm afraid you can't enter the laboratory; it's off / out of limits to visitors.
6 If high consumption continues, we will soon be in / on the brink of an energy crisis.
7 Conventional means won't solve this problem; we need to think beyond / outside the box.
8 Artificial intelligence is still in / at its infancy, but one day computers will think just like we do.
9 He downed the foul-looking liquid and across / before my eyes his skin turned a ghastly shade of green!
10 As an undergraduate, Max was out of / under his depth in the discussion of quantum theory with his professors.
11 Innovation is absolutely vital for any tech company hoping to stay above / ahead of the curve.
12 With the advent of more advanced technology, faster download speeds are on / within reach.

Word formation

F **Complete the sentences with the correct form of the words.**

1 Since the results of the experiment were _____ , we had to repeat it. CONCLUDE
2 The doctor was found to have acted _____ and was suspended. NEGLIGENCE
3 We must take great care not to _____ the data that we collect. INTERPRET
4 Recent studies of centenarians have linked the Mediterranean diet to _____ . LONG
5 Unfortunately, despite continued research, some diseases remain _____ . CURE
6 Climate scientists are concerned about the _____ weather we have been experiencing. PRECEDENT
7 Cancer research is a field which requires patience, dedication and _____ . PERSEVERE
8 Carbon dioxide accounts for the majority of gas _____ from human activities. EMIT

www.frenglish.ru

Collocations & Expressions

G **Discuss the expressions with a partner. What do you think they mean?**

back and forth | back to front | little by little | more or less | safe and sound | time after time | touch and go | wear and tear

Now complete the sentences.

1 Automotive technology has progressed to the point where soon, the driver will _____ just sit in car while it drives itself.

2 We want global agreement on climate change, but _____, talks between world leaders fail and we are nowhere near a solution.

3 When you drive in an urban environment, the constant stopping and starting leads to _____ on the brakes.

4 Due to a last-minute hitch, it was _____ whether the space shuttle would actually launch.

5 It wasn't obvious at first, but _____ the factory waste released into the river killed off all the fish.

6 Text messages flew _____ between Martin and George as they tried to find each other at the crowded football stadium.

7 An accident at the plant triggered an explosion; fortunately, all the workers were found _____.

8 Dressing quickly because he was late for a lecture, Nathan accidentally put on his jumper _____.

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

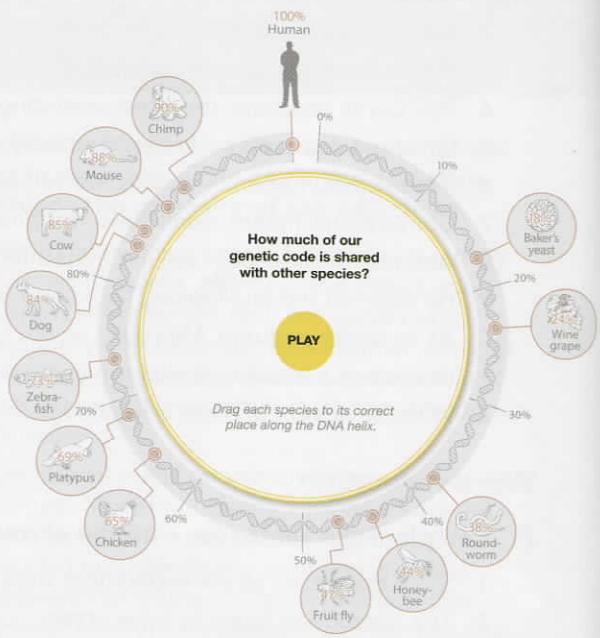
Exam Task

For questions **1 – 8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.

Genes Are Us

A human and a grain of rice not, at first (**1**) _____, look like cousins. And yet we share a quarter of our genes with that fine plant. All animals, plants and fungi share an ancestor that lived about 1.6 billion years ago. Everything that (**2**) _____ from that progenitor retains part of its original genome, embodying one of evolution's (**3**) _____ principles: if it's not broken, don't fix it. Since evolution has conserved so many genes, exploring the genomes of other species can (**4**) _____ light on genes involved in human biology and disease.

Genes can disappear and new ones can arise from mutations in DNA that previously (**5**) _____ some other function or no function at all. It's (**6**) _____ surprising that we share more genes with chimpanzees than with rice because, by (**7**) _____ large, we've shared most of our evolutionary journey with those apes. And as we (**8**) _____ through the small portion of our genes with no counterpart in chimpanzees, we may be able to find additional clues as to what makes us uniquely human.



1	**A** look	**B** glimpse	**C** sight	**D** glance
2	**A** sprang	**B** proceeded	**C** descended	**D** originated
3	**A** vital	**B** key	**C** prime	**D** crucial
4	**A** shed	**B** aim	**C** hurl	**D** pitch
5	**A** played	**B** enforced	**C** served	**D** favoured
6	**A** very	**B** barely	**C** rarely	**D** hardly
7	**A** or	**B** and	**C** nor	**D** but
8	**A** sift	**B** seek	**C** scan	**D** sweep

Exam Close-up

Identifying collocations

- Try to decide what type of word is missing, e.g. verb, preposition, etc. Consider whether it may be part of a collocation, idiom or set expression.
- Once you have chosen your answer from the options, read the sentence again to check that it makes sense.

www.frenglish.ru

Grammar



Future Forms

A **Read the sentences and questions. Underline the future forms.**

1 Don't wait until the last minute! All the best tickets will have gone.
2 Will you be transferring the funds electronically?
3 The tech company is to move its headquarters to Japan.
4 You're to text me when you get home.
5 I shan't talk to you until you take your headphones off!

B **Match 1–5 with the meanings a–e. Which future forms express:**

a obligations?
b formal announcements?
c formal questions?
d completed actions before a certain time?
e determination?

C **What verb tense do we use after *when* to refer to the future in a sentence? Which other temporals do we use in the same way?**

D **Look at some more examples of sentences with temporals. Which tense is used and why?**

1 Once artificial intelligence has developed, humans will be in trouble.
2 As soon as the plane lands, they'll announce its arrival.
3 While you are browsing our products you'll notice our opening offers.
4 After I've been diving all morning, I'll be very relaxed.

Grammar Focus pp. 187 & 188 (2.1 to 2.8)

E **Circle the correct words.**

1 You are to / shall flag this email as urgent.
2 As soon as you are going to log / have logged in, this screen appears.
3 Once she has had / is having a few lessons, Great Aunt Ivy will become a silver surfer.
4 I'm just about / due to order pizza online, if you want some.
5 I shan't bother / am not bothering to call until you turn / will turn your phone on!
6 While you are shopping / have shopped today, will / shall you buy me some batteries?

F **Read the paragraph and decide whether the verbs in bold are correct. Write the correct form if they are wrong.**

Storing knowledge for future generations

It is expected that technology (1) **is progressing** _____ exponentially in the next decades. It's clear that ever greater volumes of information (2) **are going to be stored** _____ digitally and there is a danger that when formats (3) **will change** _____, data (4) **will be lost** _____. Historians say that we are in danger of losing knowledge because digital storage like hard drives (5) **are deteriorating** _____ in future. To solve this problem, scientists (6) **are going to use** _____ DNA to record a variety of data. After they (7) **have managed** _____ to do so, the whole of Facebook (8) **is fitting** _____ in a test tube. If this (9) **works,** _____ not only (10) **will they have found** _____ a lasting solution to the problem of data storage, but one that will need minimal space.

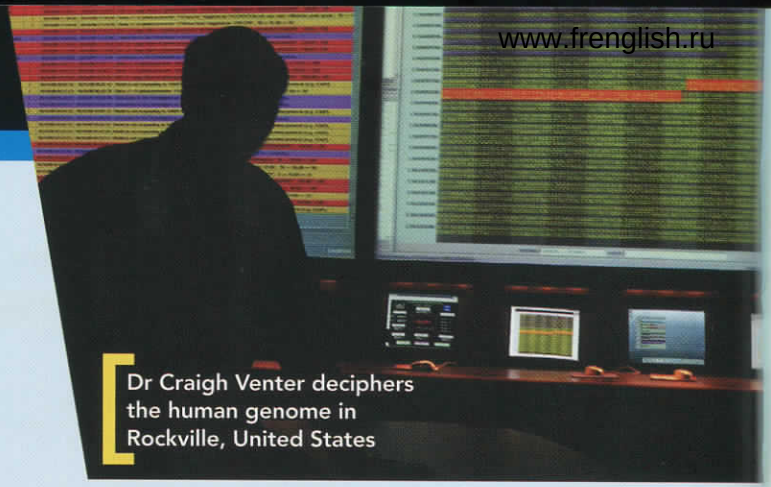
G **Complete the sentences with the correct temporals.**

while once until as soon as just about to

1 Please text me to let me know _____ you find out your exam results.
2 Hi, Ben! How are you? … Listen, can I call you back? I was _____ go out.
3 _____ you're tidying your room, can you see if you can find your house keys!
4 _____ I've bought that new tablet, I'll be able to watch films on the school bus.
5 Stop shouting! I'm not going to speak to you _____ you calm down!

www.frenglish.ru

2 Bright Ideas



Dr Craigh Venter deciphers the human genome in Rockville, United States

Verbs with a future implication

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

a We **hope to see** you.
b We **expect to arrive** early.
c We **anticipate** a few problems.

1 How can we write these sentences including *will*?
2 What do these verbs imply about the future events?

Adjectives and phrases expressing the future

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

a A storm is **looming / brewing** in the technology company.
b **I am (just) about to** delete all my text messages.
c There is **bound / certain / sure** to be a breakthrough.

1 Which expresses something negative?
2 Which expresses certainty?
3 Which expresses something will happen very soon?

Future in the past

J **Read the sentences describing the future in the past and then complete the rule.**

Some of the inventions the science fiction writer described would become reality later. Others were never going to happen. In June he travelled to a literary festival because he was signing books the following week.

When we describe the future from a time in the past *will* becomes _____, *is going to* becomes _____ and Present Continuous becomes _____.

Grammar Focus p. 188 (2.9 to 2.11)

K **Read the blog extract and underline all the verbs, phrases and adjectives which refer to the future.**

The organisers of the technology exhibition, which is fast approaching, do not envisage any problems. They plan to hire extra staff to cope with the numbers as they predict that attendance will be record-breaking. The press fears that it will be a disaster, and the public dread the effect on the city's transport system. The organisers, however, who are counting on everything running smoothly, foresee a resounding success and say we can look forward to the best exhibition ever, with all the major tech companies showing off their new products and gadgets that are in the pipeline. There will be plenty of surprises in store and rumour has it the unveiling of some great innovations is on the cards. As always, I'll keep you posted on this and other upcoming tech events.

L **Complete the table with the verbs, phrases and adjectives from K. Add any others from the grammar reference.**

	neutral	positive	negative	very soon	very probable	unexpected
verbs	foresee	hope	fear		expect anticipate	
phrases	on the way		be looming / be brewing	am (just) about to upon us	is bound / certain / sure to be	
adjectives				imminent forthcoming		

www.frenglish.ru

M **Rewrite the bold sections of these sentences using a phrase, verb or adjective from the table in L.**

1 Scientists **are going to create** a vaccine for the common cold **very soon**. (phrase)

_____

2 I'm **feeling really positive about** starting my new job in electrical engineering. (verb)

_____

3 There are a lot of interesting new projects **that will start soon**. (phrase)

_____

4 Given the lack of funding, I **can see** a bleak future for scientific research in this country. (verb)

_____

5 Robots have now replaced all warehouse staff. To be honest it was **definitely going to** happen sooner or later. (phrase)

_____

6 Jason is busy preparing his presentation for **next week's** launch of the new smartphone. (adjective)

_____

N **Read the *Exam Close-up* and then complete the *Exam Task*. Which of the predictions for the future do you think will come true?**

Exam Close-up

Identifying distractors

- When you read through the text, try to fill in the gaps without looking at the options.
- Remember that you need to read the text carefully to avoid choosing the wrong answer, because lack of attention to detail means you will miss subtle clues that lead to the correct answer.
- Make sure the sentences and the whole extract make sense, look out for answers with negative connotations that can change the meaning of sentences and paragraphs.
- Sometimes the word in one gap influences the next. Make sure they *both* make sense.
- Make sure you understand the sequence of events when choosing words related to time.

Exam Task

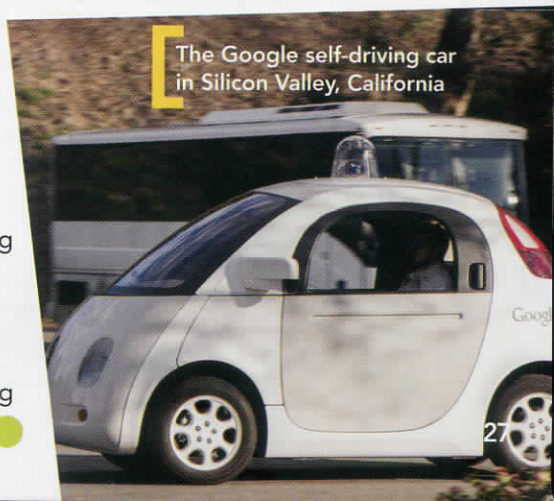
Read the passage, then select the word or phrase that fills the blank in both meaning and grammar.

This passage is about future technology.

Although the future is impossible to predict accurately, futurists (**1**) _____ ever stop trying. Based on the evidence of what is possible, they can often make good guesses about the technologies that are in the (**2**) _____ . Many experts (**3**) _____ incredible progress in technology, which is (**4**) _____ to change our lives forever. In all likelihood, smart technology will spread to every aspect of daily life.

Driverless cars are already being tested, and (**5**) _____ they have proved to be safe, they will become common and there will be fewer road accidents. Wearable technology is (**6**) _____ , too, with some predicting that by 2020 computers and phones will already have been incorporated into clothes. Also in (**7**) _____ are sensors in your jacket which will warn you about traffic (**8**) _____ you cross the road if you forget to look left and right. You won't need much space in your wardrobe, which will contain just one all-purpose nanofibre outfit that changes shape and colour. Not only clothes, but our bodies, too, will carry technology in the form of cybernetic implants allowing us to surf the Internet with our brains. Another development, which is (**9**) _____ to be very controversial, is artificial intelligence. The possibility that a computer's intelligence could exceed a human's is, for some scientists, a sure signal of (**10**) _____ doom.

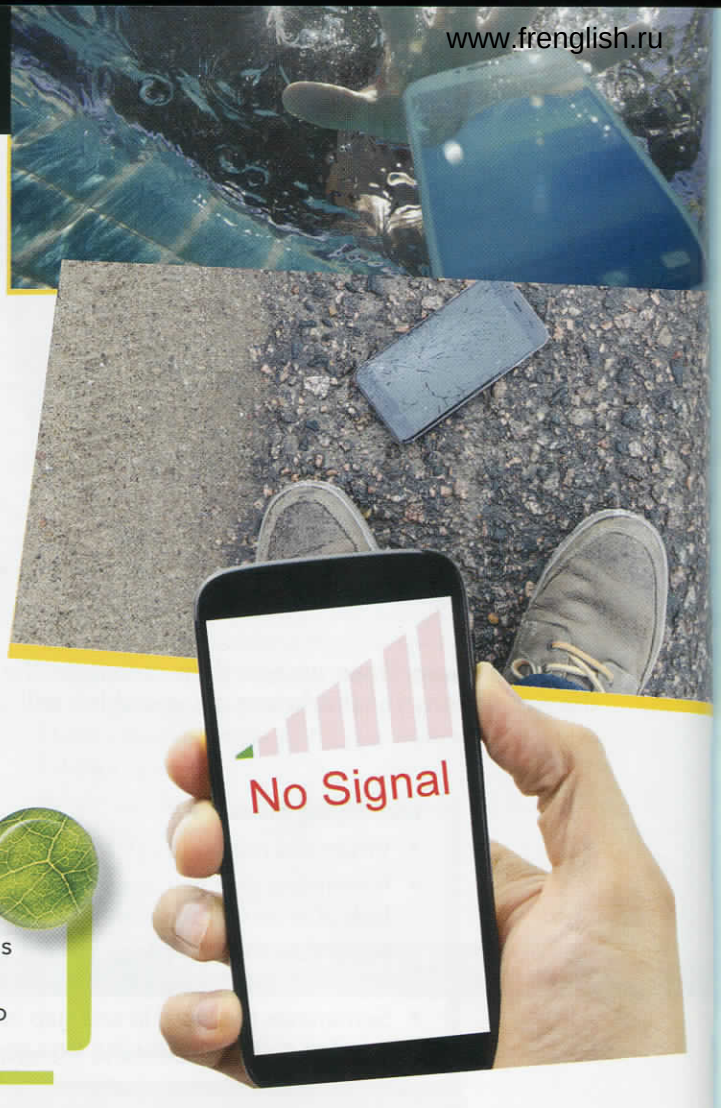
1	a	won't	b	will	c	shan't	d	aren't
2	a	horizon	b	pipeline	c	way	d	cards
3	a	fear	b	plan	c	hope	d	foresee
4	a	due	b	about	c	probably	d	unlikely
5	a	before	b	until	c	though	d	once
6	a	forthcoming	b	upcoming	c	imminent	d	envisaging
7	a	point	b	way	c	store	d	future
8	a	as	b	after	c	while	d	before
9	a	bound	b	dread	c	possible	d	certainly
10	a	looming	b	brewing	c	offing	d	impending



The Google self-driving car in Silicon Valley, California

www.frenglish.ru

2 Bright Ideas



Listening

A Work with a partner and discuss what has happened to the phones in the photos. How do you think the owners feel and what should they do next?

B If you had to live without your mobile phone for a week, what would you miss most and why? Discuss with a partner.

C Read the *Exam Close-up*. Then read the *Exam Task* below and think about the things you might hear.

D 2.1 ▶II Now listen and complete the *Exam Task*.

Exam Close-up

Identifying themes before listening

- Before you listen, read the questions and the answer options carefully and identify the main theme of the listening.
- Think about the kinds of ideas and attitudes you are likely to hear in relation to the overall theme.

Exam Task

You will hear five short extracts in which different people talk about doing without their mobile phones.

Task 1

For questions **1 – 5**, choose from the list (**A – H**) what reason each speaker gives for doing without their mobile phone.

Task 2

For questions **6 – 10**, choose from the list (**A – H**), what each speaker missed most about their mobile phone.

While you listen, you must complete both tasks.

A	it was too distracting
B	it disappeared
C	it was broken beyond repair
D	it was someone else's fault
E	it was not waterproof
F	it was stolen
G	it was lost
H	it needed expert attention

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

A	being connected
B	making phone calls
C	social media
D	some personal pictures
E	favourite apps
F	getting woken up
G	games and email messages
H	a complete list of contacts

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

E 2.2 ▶II Now listen again.

www.frenglish.ru

Speaking

A **Look at the photos. Work with a partner and answer these questions.**

- Will robots ever be able to replace humans in jobs requiring more than mechanical skills, e.g. the caring and teaching professions?
- Do you think the fact that life will become increasingly automated in future is a good thing? Why? / Why not?
- What kind of work are robots best suited to and why?

B **Read the *Exam Close-up*. Then look at the *Exam Task* below and discuss with a partner the key things you are being asked to do.**

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





Exam Close-up

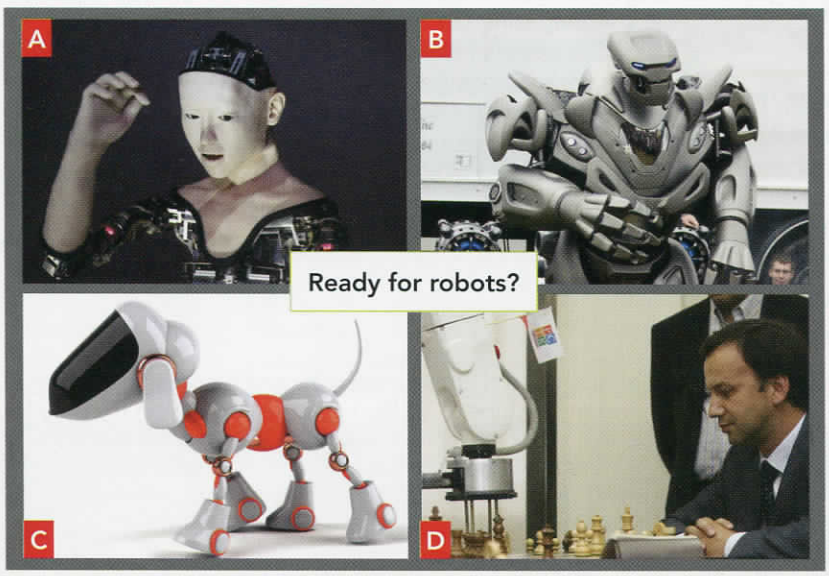
Focusing on the task

- In the first task, you need to speculate and not just describe the photo. Listen carefully to the instructions and read the title that goes with the photos so that you focus on the task.
- Keep to the topic; make sure you understand the specific questions the examiner asks.
- Listen carefully to your partner and respond to what they say.

Exam Task

Look at pictures A and B. Talk to each other about what the photos are showing and your reactions to them.

Now look at all the pictures. Imagine that a magazine is planning an article on domestic robots. These pictures will illustrate the article. Talk together about the ways in which robots could improve domestic life and how people feel about having robots in their homes.



Now decide together how manufacturers can encourage people to use domestic robots.

Useful Expressions

Initiating discussion

Right, I think this one is … whereas this one is…
Well, what we have here is …
Um, let's see, the first thing that strikes me is …
What's striking about this photo is …
I notice that there's…
Am I right about that, do you think?
Perhaps you can help me out?

Taking turns

Yes, and I'd like to add that …
You're right, but we mustn't forget that …
But on the other hand, you could argue that …
To a certain extent/degree, I agree, but …
We mustn't forget that…
Going back to your first point …
Picking up on your last point…

Inviting your partner to speak

Is it just me, or do you feel that …?
I could be wrong, but don't you think that …?
So what do you think about …?
Would you agree that …?

Ideas Focus

- Why do people sometimes find robots a bit creepy?
- Should technology companies invest in developing domestic help robots? Why? / Why not?



www.frenglish.ru

Writing: a review (1)



'Knowledge Night' in Dortmund, Germany

Learning Focus

Understanding the content of a review

- A review combines factual information and description with personal opinion. The tone should be friendly and informal, and should engage the reader.
- The factual information should answer basic questions about what, where, when, etc. as well as focus on the specific aspects to be discussed, as outlined in the prompt; for example, comments about a venue or a performance.
- It requires clear organisation with an introduction stating what the review is about, a main body where specific aspects are discussed, and a conclusion that includes the writer's overall opinion and recommendation.

A **Read the introduction to a review below. Circle the factual information about an event and underline the writer's personal input.**

When my science-mad friend asked me to accompany him to the State Science Fair last week, I must admit I wasn't particularly keen. After all, science is for nerds, right? But my friend was adamant, and so I reluctantly agreed to go. Could the fair at the Darwin Centre change my views about science, technology, engineering and maths?

B **Read the introduction again and answer the questions.**

1 Regarding the event, has the writer included information about what, where and when?
2 How has the writer tried to engage the reader?
3 Has the reader been fully informed about the purpose of the review?

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

1 What is the topic of the review?
2 What specific aspects must you cover in your review?
3 Make notes about the sorts of things you could describe at a technology exhibition.

A magazine has asked for reviews of local events that people have been to and would recommend to its readers. You decide to send in a review in which you describe a technology exhibition you attended recently. You should also say what you enjoyed most about it and explain why you feel it is worth visiting.

Write your review.

D **Read this example review. What does the writer warn people about?**

Technology Through Time: An Extraordinary Exhibition

When the promotional email for 'Technology Through Time' landed in my inbox, I was more than a little curious. As a long-time techie, I've always been fascinated by the power of humans to invent ever more sophisticated technology. So last Saturday afternoon found me at the National Science Museum.

First things first. The museum is offering free entry to the tech exhibition when you purchase a ticket for the permanent collection, otherwise it's a hefty £20. General entry is only £15. Bear in mind, though, that £20 buys you direct entry to the exhibition. For the cheaper option, you have to make your way through the entire permanent collection before you get to the tech exhibition, and it's quite a walk. While most people won't mind, others may feel less happy about this Ikea-like experience.

Once you're in, you won't be disappointed. The timeline of inventions begins in the present with a zero-emission car and travels back to the telephone. In between, there's a multitude of clever machines and devices, from drones and microchips to VCRs. I got the impression that the focus was on answering the question, 'How did we get here?'. As you travel further back in time, you appreciate not only how advanced we have become, but also what pioneers our early scientists were. It's quite a thought-provoking arrangement.

As a die-hard gamer, I was particularly thrilled to see the older generation games like Tetris, Super Mario, Pac-Man and Pong. As an added bonus, the exhibition is hands-on, so I actually got to play the games, although I'm ashamed to say I was easily beaten by a 12-year-old girl. The only real drawback was that I had to wait ages for my turn. If you get there early, though, this isn't an issue.

'Technology Through Time' is an awesome experience for anyone, not just tech heads like me. It puts into perspective some of our greatest inventions and leaves you wondering 'What's next?'. It's on until the 20th. A definite must-see!

www.frenglish.ru

E **Look at the introductions in A and in the example review again and answer the questions.**

1 Read the opening sentence of each. What do they have in common?
2 Read the rest of the two introductions. Do the writers give their overall opinion about the events they attended?
3 Do the introductions make the reader interested in finding out what the writers' opinions are?

F **Look at the underlined compound adjectives in the example review. They help to streamline the writing by requiring fewer words. How can the following descriptions be streamlined?**

1 a device that you hold in your hand: _____
2 a gadget that saves you labour: _____
3 an interface that is friendly to the user: _____
4 something you experience once in a lifetime: _____
5 an engine that is powered by fuel: _____
6 a battery that has a long life: _____

G **In your notebook, write sentences about technology using some of your own compound adjectives.**

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

Plan

Introduction:	Say what you are reviewing and give some background.
Main paragraph 1:	Give some information about the museum.
Main paragraph 2:	Describe the exhibits in the museum.
Main paragraph 3:	Say what you enjoyed the most and why.
Conclusion:	Briefly express your overall opinion and give your recommendation.

Exam Close-up

Using informal language

- Set the scene with some fun background information.
- Use informal language to engage readers if they are your peers.
- Informal language includes colloquial expressions, contractions, phrasal verbs and idioms.
- Use humour to lighten the tone.

Useful Expressions

Providing background

As a science fiction fan …
Not having been to a science museum before …
Being a mad tech enthusiast …

Liking

I was especially pleased with …
The highlight for me was …
What caught my attention in particular was …

Disliking

The only drawback was …
I felt less happy about …
It didn't live up to expectations.
It probably won't appeal to …

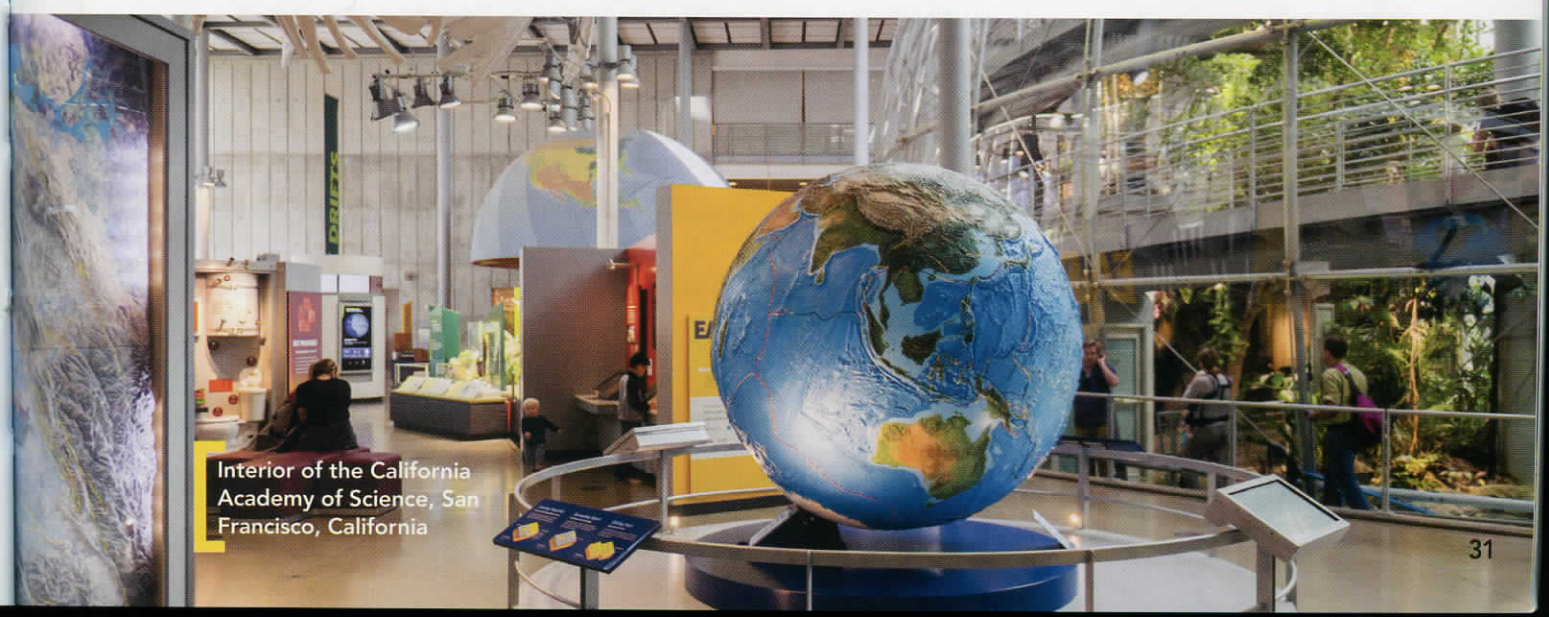
Recommending

It's a definite must-see.
You won't be disappointed.
I would urge you to go.
Don't miss it!
Don't waste your time.

Exam Task

A newspaper has asked for reviews of museums that people have been to and would recommend to its readers. You decide to send in a review in which you describe a science museum you visited recently. You should also say what you enjoyed most about it and explain why you feel it is worth visiting.

Write your **review** in 280–320 words.



Interior of the California Academy of Science, San Francisco, California

www.frenglish.ru

Video

2 Neon Seas



Before you watch

A Look at the photos. What do they have in common?









B Match the words to the meanings.

1	biofluorescence	a	peacefulness
2	cartilaginous	b	with a skeleton of cartilage, not bone
3	aquarium	c	the ability to absorb light, transform it and emit it as a different colour
4	serenity	d	a building containing tanks of live fish and other marine life

While you watch

C Watch the video. Look at the statements below and write T for true and F for false.

1 The scientists discovered the fluorescent eel by accident. ☐
2 Biofluorescence is a rare phenomenon. ☐
3 The 'Coral Triangle' is home to a great diversity of marine species. ☐
4 Species of both bony and cartilaginous fish exhibit biofluorescence. ☐
5 Corals are brighter than cat sharks. ☐
6 It is not clear why biofluorescence exists. ☐

After you watch

D Complete the summary of the video clip below using these words.

behaviour coral diversity filters function occurrence landscape reef serenity world

Researchers studying biofluorescent (1) _____ discovered that other marine wildlife including eels, rays and sharks exhibited biofluorescence. Indeed, it is not such a rare (2) _____ as they had previously believed. While filming off the Solomon Islands, a place with some of the most abundant marine (3) _____ on the planet, they came across cat sharks, which are brilliantly fluorescent. This fluorescence is visible all over their bodies, on their skin and even in their eyes, but it is not yet clear what the (4) _____ of it is. To see the phenomenon of biofluorescence, the divers use (5) _____ to create a very pure blue, to reproduce the light in the animals' (6) _____. Another filter, a yellow one in front of the camera, allows the researchers to see the light emitted by the animals. The scientists wonder if other fish can see this and whether it plays a role in their (7) _____. Filming marine life in the (8) _____ at night creates a feeling of (9) _____ that the scientists love. The fluorescence gives the illusion of being on another planet, it's like a Martian (10) _____.



Ideas Focus

- Is marine research important? Why? / Why not?
- What threats do our oceans face?
- How do people view different marine life, for example sharks and dolphins? Why?

www.frenglish.ru



Review 1

Units 1 & 2

A

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

Friendship

Friendship is based on a number of factors. These include similarity between people and **(1)** ___ interests. Close friends are also in **(2)** ___ with each other and can sense shifting moods. Loyalty too is important and is evident when we **(3)** ___ for a friend. That much is **(4)** ___ known.

In recent years a body of scientific research has **(5)** ___ more light on friendship. One study looked at opposite-sex friendships and concluded that such **(6)** ___ relationships are difficult to maintain over time. Another study found that when people fall in love, the new person displaces two others in your close circle. This is because love takes time away from seeing friends and so people **(7)** ___ apart. In fact, in a previous study, scientists **(8)** ___ that we have five close friends, but that people in a relationship have four, including their partner.

Scientists have also discovered that people with a wide circle of friends live longer and are happier. So it's a good idea to hold on to your friends.

1	**A**	reciprocal	**B**	communal	**C**	related	**D**	mutual
2	**A**	tune	**B**	wavelength	**C**	common	**D**	terms
3	**A**	back up	**B**	stick up	**C**	look up	**D**	keep up
4	**A**	broadly	**B**	usually	**C**	widely	**D**	extensively
5	**A**	thrown	**B**	shed	**C**	turned	**D**	directed
6	**A**	platonic	**B**	friendly	**C**	amicable	**D**	spiritual
7	**A**	glide	**B**	flow	**C**	drift	**D**	float
8	**A**	analysed	**B**	assessed	**C**	computed	**D**	calculated

B

For questions 9–16, read the text below and think of the word which best fits each space. Use only one word in each space.

Modern technology and you

An individual who grew up with advanced technology is known as a digital **(9)** _____ . By and **(10)** _____ , the term applies to children who have grown up using the Internet, computers and mobile devices. It is **(11)** _____surprising that they have a greater understanding of digital technology than those who were born before it became widespread. **(12)** _____ to their familiarity with such advanced technology, they are better able to adapt to even newer technologies as they come along.

A digital immigrant, on the other hand, was born before the arrival of digital technology. **(13)** _____ to popular belief, however, not all digital immigrants are technologically inept. Many are active **(14)** _____ of social media sites and proud owners of the latest digital gadgetry. In general, though, the older the individual, the less likely they are to fully engage with modern technology. People **(15)** _____ to write letters rather than emails, and use landlines instead of mobile phones, but little **(16)** _____ little, these are becoming obsolete.

www.frenglish.ru



Review 1

Units 1 & 2

C

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line.

The Cynics

According to the dictionary, a **(17)** _____ person believes that	**CYNICISM**
people are insincere and are only interested in themselves. The word originated	
in the **(18)** _____ schools of ancient Greece. Cynicism was a way	**PHILOSOPHY**
of life for this unusual and **(19)** _____ group. It derived its name	**CONVENTION**
from the Greek word for 'dog' (*kunos*) to denote its indifference to luxury. For	
this reason, their fellow Greeks considered them a **(20)** _____ lot.	**FUNCTION**
The most **(21)** _____ Cynic was Diogenes. By all accounts, he was	**EMINENCE**
quite a(n) **(22)** _____ character who chose to live in a storage jar	**ORTHODOX**
and took the simple way of life to **(23)** _____ extremes. There are	**NORMAL**
many stories about Diogenes, but the most famous relates to Alexander the Great.	
When Alexander stood before him and asked if he wanted anything, Diogenes'	
(24) _____ response was to request that Alexander move a little to	**PASSIVE**
one side because he was blocking the sun.	

D

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

25 Winter will be here shortly and the days will become depressingly short.
UPON
Winter _____ and the days will become depressingly short.

26 Visitors who do not have passes are not allowed to enter the testing facility.
OFF
The testing facility _____ without passes.

27 I'm not enthusiastic about the technology project.
WORK
I _____ the technology project.

28 My brother's advice was to stay calm during my driving test.
HEAD
My brother _____ during my driving test.

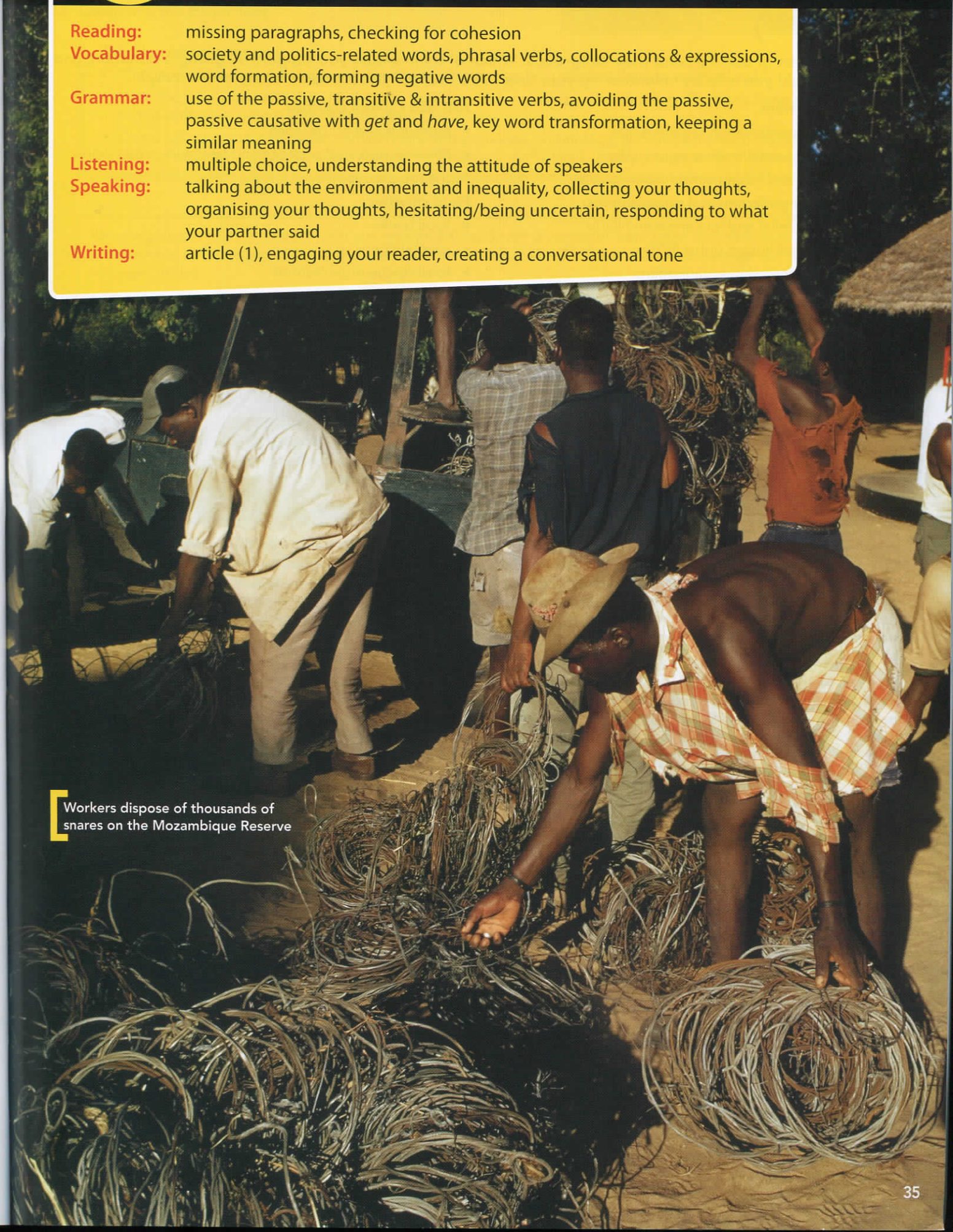
29 Tilly does favours for everyone and I wonder how that benefits her.
GETS
I wonder _____ favours for everyone.

30 When Dean lost his brand new iPhone, he became frantic.
BESIDE
Dean _____ losing his brand new iPhone.

www.frenglish.ru

3 Right On!

Reading:	missing paragraphs, checking for cohesion
Vocabulary:	society and politics-related words, phrasal verbs, collocations & expressions, word formation, forming negative words
Grammar:	use of the passive, transitive & intransitive verbs, avoiding the passive, passive causative with *get* and *have*, key word transformation, keeping a similar meaning
Listening:	multiple choice, understanding the attitude of speakers
Speaking:	talking about the environment and inequality, collecting your thoughts, organising your thoughts, hesitating/being uncertain, responding to what your partner said
Writing:	article (1), engaging your reader, creating a conversational tone



Workers dispose of thousands of snares on the Mozambique Reserve

www.frenglish.ru

Reading

A **Read the list of charities and their subgroups. Which of them would you support by giving a donation, and which would you help by volunteering your time? Are there any you wouldn't help at all? Why?**

Animal charities
- wildlife conservation organisations
- pet and animal welfare organisations
- hunting and fishing conservation groups

NGOs (non-governmental organisations)
- disaster relief and humanitarian NGOs
- peace and human rights NGOs
- child sponsorship organisations

Arts and Culture charities
- museums and art galleries
- libraries, historical societies and landmark preservation
- theatre groups

Food charities
- food banks
- soup kitchens
- food rescue organisations

B **Read the text quickly. What are the different ways in which hunger is being dealt with?**



Volunteers: All work and no pay

by James Miller

On a winter's night in a run-down pocket of Naples, a group gathers outside a crumbling facade behind a tiny square. An oddly quiet bunch, there is no chatter, laughter or interaction of any description. Some have their faces buried in their phones, others turn their gaze heavenwards; in fact, anywhere but at each other.
You could call it a conspiracy of pretence, for these people are not strangers. They have lived and worked side by side for years. What, you may ask, is their problem? 1



Inside, university student Alida Benvenuto is concentrating on ladling hot soup into a bowl. An elderly lady wrapped in a shawl to keep her thin frame warm in the chilly evening air, is waiting for what is possibly her only meal of the day. 'It breaks my heart to see them day after day, and I feel embarrassed that while I have been sheltered from the worsening economic situation, they haven't been spared,' reveals Alida when I talk to her later. 2

Curious about this lack of a social life, I ask when she finds time to connect with friends or have a night off. By the look she gives me, I realise having fun isn't particularly high on her agenda. 'Witnessing this level of poverty is a very humbling experience. It forces you to put others first. I can't turn my back on them when they need me here,' she replies in earnest. 3

It's a sentiment echoed by all of the selfless volunteers I've spoken to in Europe's crisis-hit south, where austerity measures have eaten away at public funds resulting in an even greater need for local, community-led food programmes. Across the Adriatic, in Greece, where the situation grows worse by the day, community soup kitchens and cooperatives have sprung up like mushrooms on a forest floor. Joining them are movements fighting food waste. 4

With them acting as middlemen, their plan entailed bringing together donors and recipients. The concept has certainly caught on. On a daily basis now, restaurants, hotels, bakeries and other food points contact them with details of what they wish to donate. Welfare institutions such as orphanages, soup kitchens and homes for the elderly let the group know of their needs, and a coordinated, mutually beneficial food pick-up is arranged. Through this innovative redistribution, over six million meals have been provided for struggling welfare organisations. 5

The true benefits of this are not immediately obvious. For while community kitchens provide sustenance for thousands, the stigma of waiting in a food queue can be quite traumatic, particularly for children. However, by buying and therefore cooking their own food, families can maintain their dignity despite the soul-crushing weight of poverty. 6

All of this gives me food for thought and I consider the nature of my own charitable involvement. Just last week I signed an online petition for a worthy cause. A tally prominently displayed on the page informed me that I was signee number 17,388, but 20,000 signatures were required for further action to be taken; I forwarded it to a few friends. Moving on to Facebook, a link directed me to a group fighting to save a local park from redevelopment, and it urged me to 'Like' it. I clicked 'Like'. Why not? I enjoy parks as much as the next person. I mentioned it on Twitter. 7

Who was I kidding? A couple of digital campaigns requiring nothing more than clicks did not make me a philanthropist. It was nothing more than hashtag activism, where instead of actually doing something, I pretended to care by posting things all over social media. I felt sickened by my own narcissism masking as altruism.

That's not who I want to be. So I have resolved to get involved and do my bit. Bright and early this Sunday morning you'll find me, paintbrush in hand, outside the homeless shelter. I won't film myself or post about it on social media. I will simply contribute to a good cause, and I will do so without the promise of receiving meaningless Facebook likes in return.



www.frenglish.ru

C Read the *Exam Close-up*. Then look for cohesive devices in the missing paragraphs in the *Exam Task* below.

D Complete the *Exam Task*.

Exam Close-up

Checking for cohesion

- The gapped text requires you to understand cohesion, i.e. how the text flows in a logical way.
- Read the whole text and then read all the paragraphs, for general understanding. Then pay close attention to the sentences before and after the gap.
- Check for agreement between names/nouns and pronouns, chronology, quotation marks, contrast words, verb tenses, cause and effect, and repetition. These are useful clues to help you position the paragraphs.

Exam Task

You are going to read an extract from a magazine article. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A – H** the one which fits each gap (**1 – 7**). There is one extra paragraph which you do not need to use.

A One is Boroume, a group that came up with a simple idea for a prevalent problem: What if instead of throwing out tons of surplus food from different sectors, it could be donated to those who desperately needed it? In 2011, co-founders Xenia Papastavrou, Alexander Theodoridis and Alexia Moatsou put the idea into practice.

B It's simple; they're ashamed. Ashamed of their poverty. Ashamed that their straitened circumstances have forced them here. Ashamed to be waiting for a free meal at a community soup kitchen. In this country of all places, legendary for its cuisine. The irony is both apparent and appalling.

C They're looking for answers that are nigh impossible to find, especially where food waste is concerned. But in trying to address the issue of hunger, they have come across a multitude of other problems. Foremost among these is the question of community involvement and how the youth can be convinced to lend a helping hand.

D There's no doubting the level of dedication or the sincerity behind the remarks. As pots and pans are scrubbed clean, and floors vigorously swept in preparation for the following evening, I ask one final question. 'It's a lot of hard work. What do you get out of it?' 'Yes, it's hard, and it's often distressing, but someone's got to do it and it's a labour of love,' she says with real feeling.

E They're not alone in reaping the benefits; the needs of the volunteers who make it all happen are also being met. At countless charities and non-profit organisations, voluntary work gives people a sense of involvement in community and a purpose. This is even more important for volunteers who are unemployed, of whom there are many in Europe's south. According to those I interviewed, helping feels good.

F She is one of a growing number of determined young adults banding together to tackle hunger: one of society's worst problems. Her evenings are not spent out with friends, but here at this citizens' cooperative, feeding the most destitute and vulnerable. On those afternoons when she has no classes, she can be found prepping the evening's meal.

G Later that same week I received yet another appeal for help. It was a text message from a friend rounding up volunteers to remove the unsightly graffiti outside a homeless shelter. Could I spare a few hours on Sunday morning? I sent my apologies along with details of a fictitious prior engagement. I'm not proud of that, but I'd reasoned at the time that it was perfectly acceptable since I'd already got behind two causes that week.

H Support, in a different form, is also available for individuals and families registered with local councils. Again, in an intermediary role, the group connects the most destitute with benefactors who provide funds solely for the purchase of food. Payments are redeemed for vouchers that are distributed to the beneficiaries to make purchases at participating supermarkets.

E Replace the words in bold in the sentences with these adjectives from the article.

destitute humbling prevalent selfless traumatic

1 Many social problems become far more **widespread** as unemployment rises.
2 The earthquake and subsequent aftershocks left thousands **impoverished**.
3 Watching their home burn to the ground was **harrowing** for the family.
4 It's **chastening** to see the poor sharing what little they have with others.
5 Volunteering her time, weekend after weekend, is an entirely **altruistic** act.

Ideas Focus

- Does hashtag activism have any advantages?
- Do you think people who help others tend to be healthier and live longer? Why? / Why not?



www.frenglish.ru

3 Right On!

Vocabulary

A **Circle the correct words. In your notebook, write sentences with the words you did not use.**

1 My conscious / conscience would really bother me if I ignored a fellow human being in trouble.
2 When the people revolted against the dictator, the army was ordered to oppress / suppress the uprising.
3 It is shameful that minorities are being persecuted / prosecuted and driven from their homes.
4 I wonder; when people become affluent / effluent, do they stop caring about the less fortunate?
5 The police used water cannons to disburse / disperse the protesters who had gathered before parliament.
6 To escape conflict, refugees have been emigrating / immigrating to the west in their millions.
7 Participants will sleep rough for a week to give them a sense of empathy / sympathy for the homeless.
8 The human rights group condemned / condoned the barbarous acts in the strongest terms.



Homeless person with his dogs in Rome, Italy

B **Rewrite the underlined parts of the sentences using the noun form of the verb. Do not use more than five words. What do you notice about the nouns?**

1 She advocates for improved conditions in detention. _____
2 Blatantly disregarding the law will get you into serious trouble. _____
3 The gang violence in the area alarmed the residents greatly. _____
4 Surely censoring the news assaults democracy! _____
5 The activists are endeavouring to promote awareness of the problem. _____
6 Fortunately, none of the animals in the field were abused. _____
7 The anti-smoking lobby is trying to get smoking banned. _____
8 Our current prime minister favours cutting the welfare budget. _____

C **Match the verbs with the nouns by ticking the table where appropriate.**

	a workplace	a product	a factory	a protest	a rally	a human chain	a campaign	a fuss
boycott								
form								
hold								
make								
mount								
occupy								
picket								
stage								

www.frenglish.ru

D **Write P next to the adjectives that are positive and N next to those that are negative. Then match the adjectives with their meanings.**

apathetic ☐	benevolent ☐	brutal ☐
callous ☐	corrupt ☐	humane ☐
just ☐	merciful ☐	prejudiced ☐
tolerant ☐		

1 showing compassion and kindness to people and animals: _____
2 having an unreasonable hatred of a particular group of people: _____
3 willing to be kind to and forgive people in your power: _____
4 dishonestly using your position to get money or some advantage: _____
5 willing to accept beliefs that are different from your own: _____
6 cruel, violent and completely without feeling: _____
7 willing to help and be generous towards others: _____
8 not interested in anything; not willing to try to change things: _____
9 fair, morally correct, supported by a good reason: _____
10 unkind, cruel and without sympathy or feeling for other people: _____

E **Complete the sentences with some of the adjectives from D.**

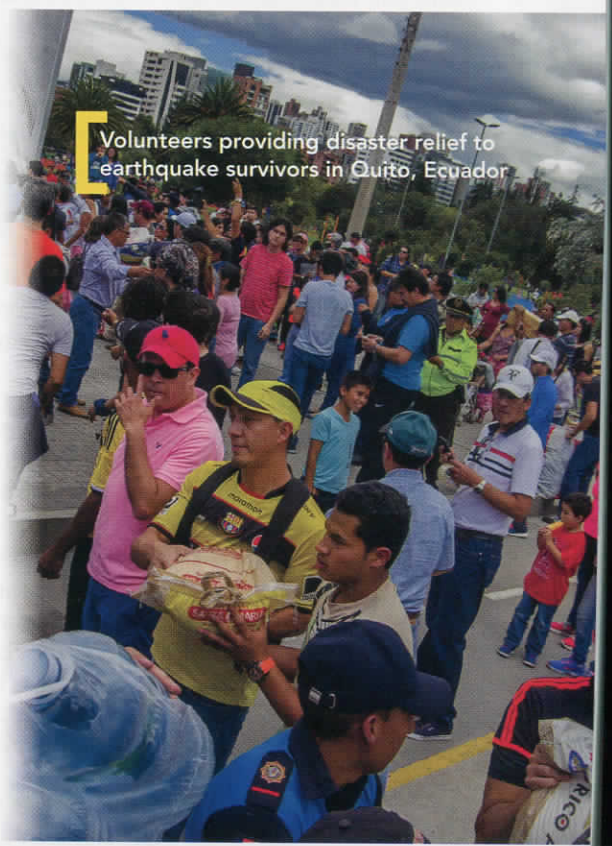
1 The _____ city official was caught red-handed with a suitcase full of money given to him by the businessman.
2 If we are not _____ of other cultures and faiths, we will not be able to live together in harmony.
3 You should definitely involve yourself in your community and its issues instead of being _____ .
4 He stole the bread because he was homeless and hungry; a _____ punishment would be a simple warning.
5 The club was accused of being _____ against poor families, as it would not allow them to become members.
6 A society that treats animals in a _____ way is far more civilised than one which does not.

Phrasal verbs

F **Match the underlined phrasal verbs with their meanings. Write the correct letter a–h in the box.**

1 In their attempt to escape the fighting, the refugees had used up all of their savings and had nothing to <u>fall back on</u>. ☐
2 While trying to secure much-needed government funding for the animal shelter, we <u>ran up against</u> some resistance. ☐
3 The system is broken; no matter how good your qualifications are, it all <u>comes down to</u> who you know, not what you know. ☐
4 It is very disappointing that our government has decided to <u>cut back on</u> the amount of international aid that we provide. ☐
5 As the two leaders discussed a peace proposal, we all hoped something positive would <u>come out of</u> the meeting. ☐
6 The group must <u>face up to</u> the fact that some of its members are using violent means to gain publicity for the cause. ☐
7 The campaign to <u>do away with</u> the death penalty has been controversial and has divided public opinion. ☐
8 If the government thinks it can <u>get away with</u> approving more coal mines, it is making a huge mistake. ☐

a be dependent on
b develop as a result of
c reduce
d put an end to
e confront and deal with
f use as a source of help
g escape consequences
h encounter



Volunteers providing disaster relief to earthquake survivors in Quito, Ecuador

www.frenglish.ru

3 Right On!

Collocations & Expressions

G **Circle the correct words.**

1 I can't stand the kind of people who climb / jump *on the bandwagon* when a cause becomes trendy.
2 When unpleasant realities need to be dealt with, you can't bury / keep *your head in the sand* and ignore them.
3 The leader's commitment to the cause sought / brought *out the best* in the volunteers, who worked tirelessly.
4 Although the aid organisation had tried to speak with the minister, its request fell / landed *on deaf ears.*
5 Following the catastrophic earthquake, NGOs arrived / came *to the rescue* with food and medical aid.
6 Once a few high-profile celebrities got / went *behind the cause*, the donations came flooding in.
7 Despite the effects of the financial crisis, the country has spared / saved *no effort* in helping the incoming refugees.
8 Celia has adopted a stray dog because she felt she couldn't point / turn *her back on* the starving animal.

Word formation

H **Complete the table with the correct negative form of the words.**

biased equal equality fed justice merciful obedience order paid possessed privileged tolerance

dis-	in-
un-	**under-**

Exam Close-up

Forming negative words

- Read the whole text carefully. Then look at each gap and decide if you think the the word will be positive or negative.
- Think carefully if the word you need requires a prefix or a suffix to become negative.
- Nouns and adjectives usually form negatives with a prefix, but different nouns and adjectives from the same root word do not always take the same prefix.
- Make sure the prefix you have chosen is the right one for the word.

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

Exam Task

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

The right to fight

Where would we be without **(1)** _____ ? These are the people who bring about change and make our world a better place. Whether they belong to a movement that is fighting **(2)** _____ or are anonymous whistle-blowers revealing the **(3)** _____ activities of corporations and governments, they are the people who are taking action. There are many famous examples in the fight against **(4)** _____ . Martin Luther King, the leader of the civil rights movement in the US, wanted equal rights for African-Americans. He encouraged people to disobey the **(5)** _____ laws that kept blacks and whites apart. This form of civil **(6)** _____ was also successful when India sought independence from Great Britain. And then there's Loukanikos, the stray dog that became a celebrity when he joined the **(7)** _____ in Athens' central square. In 2011, he was **(8)** _____ named by *Time* magazine, along with other protesters, as a 'Person of the Year'.

ACTIVE
EQUAL
LAWFUL
JUSTICE
JUST
OBEY
DEMONSTRATE
JUSTIFY



Loukanikos, the stray dog, becomes the unofficial mascot of city protests in Athens, Greece

www.frenglish.ru

Grammar



Animal rights activists marching on 5th Avenue to Bergdorf Goodman; a department store which sells fur. New York, USA

Uses of the passive

A **Read the sentences and underline the passive forms.**

a Mistakes have been made.
b Three people were arrested.
c The demonstration is expected to be peaceful.
d The entrance was blocked with traffic.

B **Match the sentences in A with the uses of the passive below.**

1 It is not necessary to mention the agent. ☐
2 We avoid mentioning the agent. ☐
3 We use an impersonal passive for a generalised opinion. ☐
4 We use *with* to mention the means. ☐

Transitive & intransitive verbs

C **Intransitive verbs have a subject, but do not have an object. Read the sentences below and label the verbs in bold T (transitive) or I (intransitive). Put the transitive sentences into the passive.**

1 The activist **disappeared**. ☐
2 They **took** the injured demonstrator to hospital. ☐
3 The leader of the movement **died** of old age. ☐
4 The group **occupied** the parliament building. ☐

_____

_____

Avoiding the passive

D **Replace the expressions in bold with passive verb constructions.**

1 The pay rise **is under discussion**.
2 Our pensions **are under review**.
3 A new hospital **is under construction**.
4 Talks to end the strike **are in progress**.
5 The minister **is under suspicion** of corruption.
6 The group's movements **have been under scrutiny**.
7 The former leader **is under arrest**.
8 The government **is under attack from** opponents.

E **Look at two ways to express the same idea. Which do you prefer? Why?**

1 The movement led to the **abolition** of slavery.
2 The movement led to slavery **being abolished**.

Grammar Focus p. 188 & 189 (3.1 to 3.5)

F **Rewrite these sentences using a passive form.**

1 Women won the right to vote after a hard struggle.
_____
2 Many celebrities support the anti-fur campaign.
_____
3 We are still fighting modern day slavery.
_____
4 Has the government given people with disabilities equal rights?
_____
5 We should tighten these laws.
_____
6 The hurricane forecast advised people to leave their homes.
_____

G **Circle the correct words.**

1 The riots in the city centre appear / are appeared to have abated.
2 A new electoral system is under / is being proposed.
3 During the initial imposition of / impose martial law, many arrests were made.
4 Reporters uncovered that the minister has been / had been previously charged with drink driving.
5 The protester who was injured during the protest has since died / is since died in hospital.
6 The terms and conditions of the employment contract are currently being under review / being reviewed.

www.frenglish.ru

H **Rewrite these sentences using nouns to replace the passive form.**

1 The posters were obliterated by feminists.

_____

2 Hundreds of jobs will be lost when the factory is closed.

_____

3 The environment is being destroyed at an alarming rate.

_____

4 Women are still not paid equally in many industries.

_____

5 Being made redundant at fifty is a problem for many breadwinners.

_____

Passive Causative with *get* and *have*

I **Read the sentences and match 1–7 with a–g.**

1 Her home **got destroyed** in the tsunami.
2 The government **had the village rebuilt** after the tsunami.
3 The council **got the roads repaired** after the tsunami.
4 Relief workers **got the villagers to look** for survivors.
5 Relief workers **had villagers put up** tents.
6 They **got everyone fed** and then found them shelter.
7 The aftershocks **had people running** for cover.

a have sth done = someone has arranged for someone to do something for them
b have sb do sth = make sb do sth
c get sb to do sth = make sb do sth
d get sth done = like have sth done but less formal
e get sth done = finish doing sth
f sth gets done = sth is done
g have sth/sb doing = sb starts sth/sth doing sth.

Grammar Focus p. 189 (3.6)

J **Match 1–6 with a–f. Then rewrite the sentences in a different way using the sentences in I as a model.**

1 Although the children were young, the photographer
2 There were only a few volunteers, but they worked hard and
3 The animal welfare campaign
4 The asylum seekers had their
5 The schoolteacher got
6 The coastguard had the captain
a her pupils to help the homeless.
b had them smiling for the camera.
c got the job done efficiently.
d got lots of strays adopted.
e papers checked by the authorities.
f give his position when he radioed for help.

_____
_____
_____
_____
_____
_____



A volunteer works at a shelter for stray dogs

www.frenglish.ru

K **Circle the correct words.**

1 The poor got / have hit hardest by the crisis.
2 The friendly counsellor soon had the children talked / talking about their ordeal.
3 The website got / had people to think about the issue.
4 I have had / been my faith in humanity restored.
5 The minister got the law to protect animals passed / passing.
6 The company will have a lawyer investigate / investigated the employee's claim.
7 The volunteer doctors had / got all the parents to bring their children to the clinic.

Exam Close-up

Keeping a similar meaning

- When you rewrite a sentence, make sure you have not changed the meaning.
- Do not change the word given in any way.
- Remember that you need to write 3–8 words and contractions like *don't* count as two words. Any fewer or any more means the answer is wrong and you need to change, add or delete words.
- There may be more than one possible correct answer.

L **One word in each of these sentences is incorrect. Find it and correct it.**

1 You need to got a responsible person to sign the back of your new passport photo.
2 Before I'll let you go out, you need to get your politics homework did.
3 Before you accept them on the volunteer programme, have the students explained why they want to do it.
4 I can't get he to tell me what happened to him on his journey to the refugee camp.
5 She had her application to work for the aid agency accepting.
6 Before the monsoon season comes, we need to get the villagers' roofs fix.
7 The refugee had have all his possessions taken from him.

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

Exam Task

For questions **1 – 5**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **three** and **eight** words, including the word given.

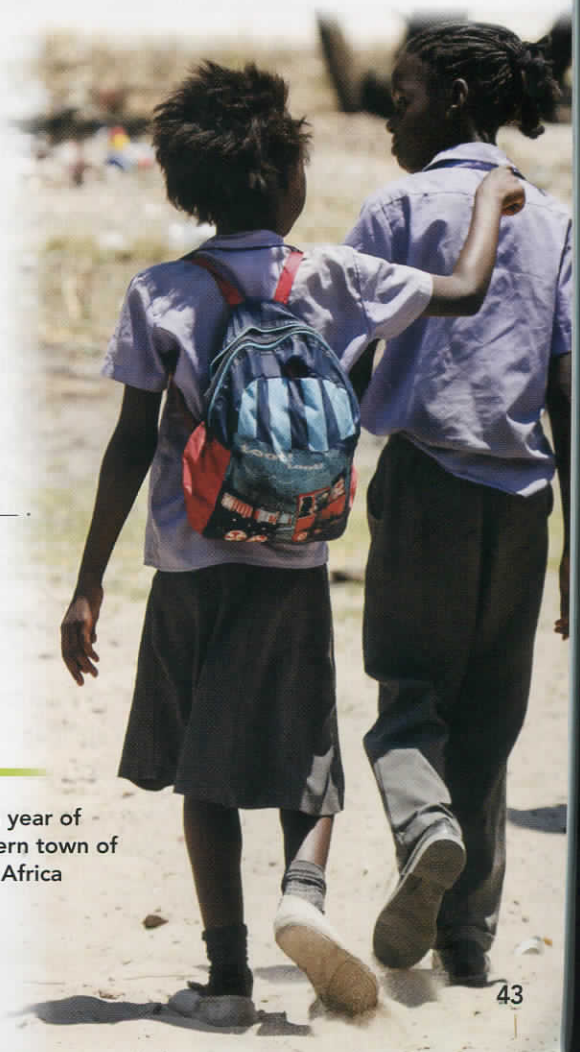
1 They say this was the biggest humanitarian crisis in a decade.
said
This _____ the biggest humanitarian crisis in a decade.

2 The dog had suffered bad treatment at the hands of its owner.
badly
The dog _____ its owner.

3 The group's website was shut down by the authorities.
had
The group _____ by the authorities.

4 The new shelter for the homeless has not yet been completed.
under
The new shelter for the homeless is _____.

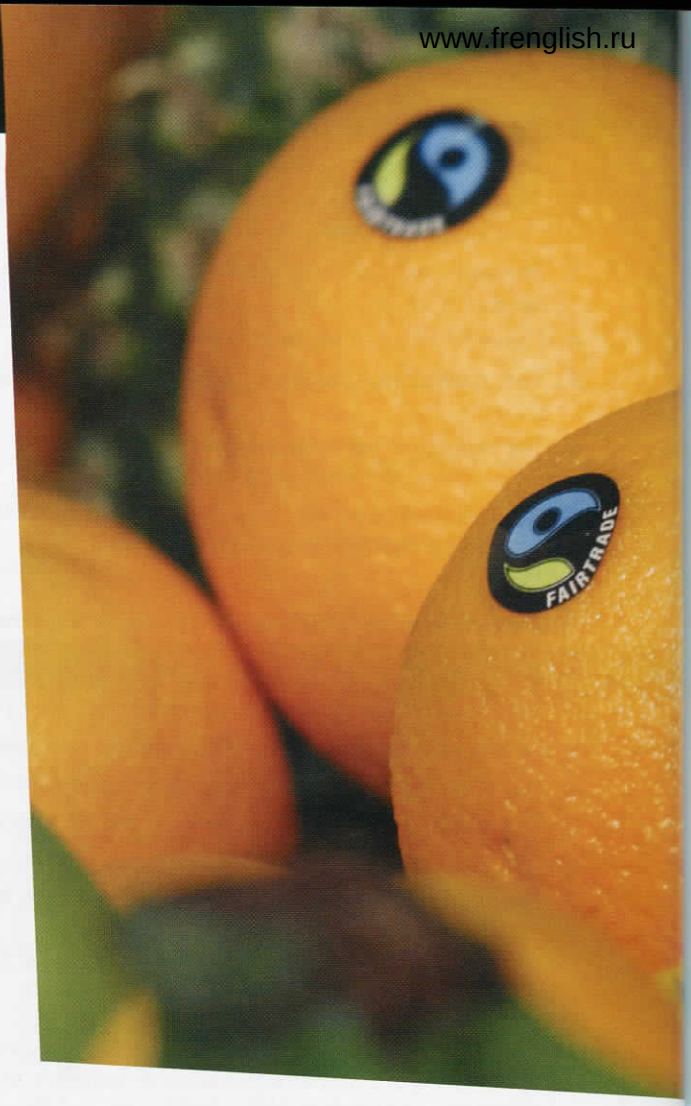
5 Imprisoning the suspect without trial was a violation of her human rights.
were
The _____ when she was imprisoned without trial.



Local life goes on during a year of drought in the North Eastern town of Katima Mulilo in Namibia, Africa

www.frenglish.ru

3 Right On!



Listening

A Look at the picture. What do you think the label means?

B 3.1 Listen to the dialogue. What can you infer? Write T for true and F for false.

1 He offers her brownies. ☐
2 She likes fair trade chocolate. ☐
3 He always uses fair trade chocolate. ☐
4 They both prefer fair trade chocolate. ☐
5 She doesn't like brownies. ☐
6 His brownies are homemade. ☐

C Match the words 1–6 with their definitions a–f.

1 strike	a abstain from buying
2 fake	b industrial action
3 solidarity	c mutual support
4 boycott	d not real
5 awareness	e able to encourage
6 inspiring	f having knowledge of

D Read the *Exam Close-up*. Then read the *Exam Task* below and think about what you might hear.

E 3.2 Now listen and complete the *Exam Task*.

Exam Task

You will hear eight short conversations. From the three answer choices, select the answer which means the same as what you hear or is true based upon what you hear.

1 a She always takes a taxi to work.
b She usually takes public transport to work.
c She's not going to work today.

2 a She has got some experience as a volunteer.
b She is training a team tomorrow.
c She has never had any responsibility before.

3 a He's surprised that she is wearing real fur.
b He's amazed at how real the fur looks.
c He's annoyed that he thought the fur was real.

4 a She's determined to make him sign the petition.
b She understands his reasons for not signing the petition.
c She doesn't care whether he signs the petition or not.

5 a They disagree about Sally's talents.
b They agree about Sally's abilities.
c They both agree with Sally's views.

6 a The comedian has been under investigation before.
b The comedian deserves to be in trouble.
c The comedian owes money to the government.

Exam Close-up

Understanding the attitude of speakers

- When you hear these short dialogues, you often have to infer meaning from intonation.
- Try to understand how the speakers feel and look for the words in the answers that relate to feelings.
- Look and listen for words relating to the function of the dialogue. For example, is the male or female speaker explaining, complaining or disagreeing with the other?

7 a He wants to help the campaign against bullying.
b He thinks bullying is a big problem in schools.
c He explains how the children are helping to stop bullying.

8 a He is not aware of a problem with the brand.
b He explains why he doesn't buy the brand.
c He insists that she shouldn't buy the brand.

www.frenglish.ru

Speaking



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

- What are the most serious crises people face today?
- Who takes action to prevent or resolve such crises?
- What kind of action is taken?

B **Rate these issues from 1–8 according to which ones are most urgent (1 = most urgent).**

mass extinctions ☐	poverty ☐	ageing population ☐	mass extinctions ☐
global warming ☐	animal rights ☐	population growth ☐	artificial intelligence ☐

C **Read the *Exam Close-up*. Then look at the *Exam Task* below and make sure you understand the instructions.**

D **Now work with a partner to complete Task 1 in the *Exam Task*. Then change roles and complete Task 2. Use the *Useful Expressions* to help you. Finally, discuss the general question together.**

Exam Task

Student A: Answer the question about the environment in Task 1, using the prompts to help you.
Student B: Answer one of the follow-up questions and then ask Student A if they agree with your answer.
Then change roles and complete Task 2.

Task 1

Which environmental issues are more important?

- Saving species from extinction
- Recycling to save the planet
- Stopping hunting around the world

Follow-up question:

- What can ordinary people do to make a difference?
- Is it up to people or governments to tackle these issues?
- What is the role of education in solving these problems?

Task 2

Which issues are more important in creating equality?

- Raising awareness of inequality
- Caring for disadvantaged people
- Lowering university fees

Follow-up question:

- Why are many people unaware of inequality?
- How do the underprivileged gain more rights?
- Can free university education help to fight inequality?

Now discuss the following question together.

- Do you think we should put people before the planet?

Exam Close-up

Collecting your thoughts

- Listen carefully to instructions and take some time to read the prompts and questions so that you focus on the task before you begin.
- You do not have to use the prompts on the card, but they are there to help you.
- Don't just jump into the discussion without thinking. Pauses are a normal part of conversation, but they should not be too long!

Useful Expressions

Organising your thoughts

Well, this is a difficult/controversial question.
There are two things to consider here …
When you look into it, these issues affect us all.
I'm no expert, but I believe …
I read somewhere that …
I can speak from experience when I say …

Hesitating/Being uncertain

Just a minute …
Um, I tend to agree, but there is another side to the question …
I'm not entirely sure, but …
I hesitate to say this, but I think …

Responding to what your partner said

I'm not sure about what you said, though there may be some truth in it …
I'm not entirely convinced that …
As you said, this is an important issue …
I think your point about … was very interesting
Regarding …, I think you're right.

Ideas Focus

- 'Animals should be used to grow organs to save human lives.' Do you agree? Why? / Why not?
- How important is it to have strong opinions on issues?



www.frenglish.ru

3 Right On!

Writing: an article (1)



Volunteers distribute lunch to thousands of visitors for the 'Feeding the 5000' event in Union Square Park, New York

Learning Focus

Engaging your reader

- The purpose of an article is to inform and to interest the reader.
- Start the article with an attention-grabbing title that makes the subject immediately clear and an introduction that draws the reader in and keeps them reading.
- Use a rhetorical question to make the reader want to find out the answer.
- Maintain the reader's interest by adding humour, examples and quotes; even if they are made up.
- The tone should be semi-formal and conversational. You can use the imperative to do this.

A Look at the following titles for articles about volunteers and activists. Which do you think are more likely to grab a reader's attention?

Giving is better than receiving

Helping the less fortunate

Helping millions

A famous activist

Philanthropy: bigger than the size of your wallet

Above and beyond the call of duty

Your time, their future

B Read the two introductions and complete the task below.

a Many people make contributions to society and help to improve the lives of those who are less fortunate. Their contributions can be large or small. Nevertheless, every contribution helps. These people are selfless and put the needs of others first. The person I admire most in this regard is my friend, Evan, who volunteers his time at a food bank.

b Walking past a doorway in the centre of town, you spot a figure huddled there in an old sleeping bag, homeless and hungry. You feel pity, but you don't stop. Why would you? You've got your own problems to deal with. 'Someone else will help,' you reassure your guilty conscience. Who is this 'someone else'? Let me tell you.

Tick the box if the statement is true for introduction a or b.

1	It is grammatically correct.	a ☐	b ☐	5	It is matter-of-fact and dull.	a ☐	b ☐
2	It contains language that is formal.	a ☐	b ☐	6	It is conversational in tone.	a ☐	b ☐
3	There is repetition of key vocabulary.	a ☐	b ☐	7	It engages the reader.	a ☐	b ☐
4	It captures the reader's imagination.	a ☐	b ☐	8	It makes the reader want to read on.	a ☐	b ☐

C Read the writing task below and answer the questions.

Your college magazine has asked readers to contribute an article to a special edition entitled *Extraordinary People*. Write an article about a person who has made a valuable contribution to your community. Describe the person, talk about what they have done and explain the importance of their contribution.

Write your article.

1 What is the subject of the article?
2 What do you think you need to describe about the person?
3 What are some things people do to help their communities?
4 In which part of the task should you talk about results?

www.frenglish.ru

D **Read the example article. Which of Maria's activities is an example of activism?**

Making it happen, her way

Walking past a doorway in the centre of town, you spot a figure huddled there in an old sleeping bag, homeless and hungry. You feel pity, but you don't stop. Why would you? You've got your own problems to deal with. 'Someone else will help,' you reassure your guilty conscience. Who is this 'someone else'? Let me tell you.

Maria may be small in stature, but her heart is huge. Her caring nature was evident when, as a teenager, she would bring home stray animals. Once the animals were well-fed and clean, their photos were posted online and every single one was adopted. When I commended her on this, she modestly replied 'It was no big deal. People were eager to help – I didn't need to twist anyone's arm!'

That experience taught her a lot about human nature. It also led to her involvement in other social issues. Now, it's thanks to her efforts that many people will sleep in a warm bed tonight. Maria is the founder of 'My Home', an organisation that has successfully petitioned government to change its approach to shelter for the homeless. Rather than relying only on limited public housing, the new initiative places the homeless in privately-owned homes that would otherwise stand empty.

Needless to say, the benefits are enormous. As Maria explains, 'Having a roof over your head gives you dignity and security. It opens up possibilities for a better life, too. If you've got bathroom facilities, you can make yourself presentable and attend a job interview. You can enter mainstream society and not feel marginalised.'

Isn't it amazing how one person can bring about so much change? Maria's story is truly inspirational, and for anyone hoping to follow in her footsteps, she has this to say: 'Don't hesitate to make your mark. I can guarantee it will enrich your life as much as the lives of those you are helping.'

E **Look at the three main paragraphs between the introduction and the conclusion. Which aspects of the writing task in C do they deal with?**

F **Underline the topic sentences that begin the three main paragraphs and the conclusion. How do they each link back to the previous paragraph?**

G **Circle the answer that is closest in meaning to these idioms/expressions from the article.**

1 no big deal = not praiseworthy / not very important
2 twist someone's arm = threaten with violence / persuade someone who is reluctant
3 needless to say = it is best not to mention this / it is already understood
4 a roof over your head = a home of your own / any kind of building
5 make your mark = follow your dream / have an important effect on something
6 follow in her footsteps = do as another person did before / achieve the same success

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

Exam Close-up

Creating a conversational tone

- Remember to use topic sentences and to link paragraphs.
- Use questions and the imperative to directly engage the reader.
- Use idioms and expressions to make your writing less formal.
- Use quotes and examples.

Useful Expressions

Questions to engage the reader

Have you ever …?

What would your life be like if …?

Are you one of those people who …?

Isn't it amazing/extraordinary/incredible how/that …?

Using imperatives

Let me tell you about …

Make an effort to …

Reach out to …

Imagine if/what …

Encouraging involvement

Don't think twice about …

Take it from me, …

I can guarantee …

Exam Task

A monthly magazine about social issues has asked readers to send in articles on worthy causes. You decide to write an article in which you describe a charity you support, explain how and why you support it, and assess its importance for the community.

Write your **article** in 280–320 words.

Plan

Introduction:	Say something general about worthy causes.
Main paragraph 1:	Give information about the charity.
Main paragraph 2:	Explain how and why you support it.
Main paragraph 3:	Say why it is important for the community.
Conclusion:	Briefly end on an up-beat note and encourage others to give their support to a cause.

www.frenglish.ru

Video

3 Dirty Energy



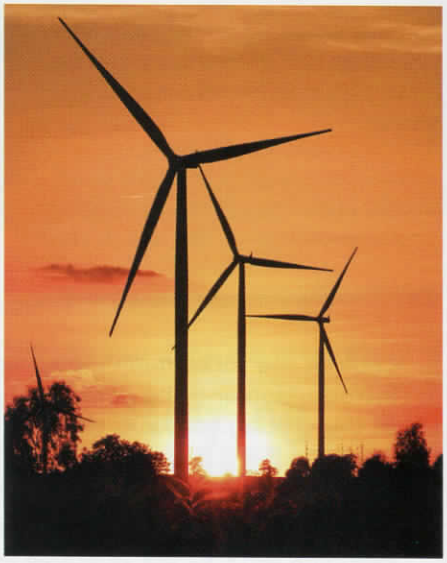
Before you watch

A Look at the photos. What do these photos show? What problems are associated with coal power plants? Why would people want to shut them down?

- dirty energy ☐
- impact on climate ☐
- alternatives exist ☐
- expensive ☐
- outdated plant ☐
- limited coal ☐







While you watch

B Watch the video and tick the answers in A that are mentioned.

C Circle the words you hear.

1 Lauren's country has been relying / depending on coal energy too long.
2 Lauren is deeply / slightly concerned about the impact of coal on the climate.
3 Lauren has had the privilege / luxury of growing up with clean air.
4 Clean air should be a basic human need / right.
5 The plant has contributed a huge / significant amount of pollution to Bridgeport.
6 The Bridgeport plant is an injustice / outrage.

After you watch

D Complete the summary of the video clip below using these words.

breathe call on contribute grow up introduce power provide quit run shut down

Lauren is an activist with Greenpeace. The environmental group is trying to get the Bridgeport coal power plant (1) _____ . Lauren wants people to live in an environment where the air is clean enough to (2) _____ and considers the power plant too dirty to continue to (3) _____ after fifty years in operation. Coal power is known to (4) _____ to air pollution and climate change. The activists put up a banner with the slogan '(5) _____ coal!' and a graphic of wind turbines. Lauren says that coal is no longer necessary to (6) _____ their country, and that it should not be considered a luxury, but a basic human right to (7) _____ in a clean environment. These old coal power plants are the biggest roadblocks to the renewable energy alternatives which the government should (8) _____ . The activists (9) _____ the government to replace coal power with renewable energy, which would also (10) _____ new jobs.



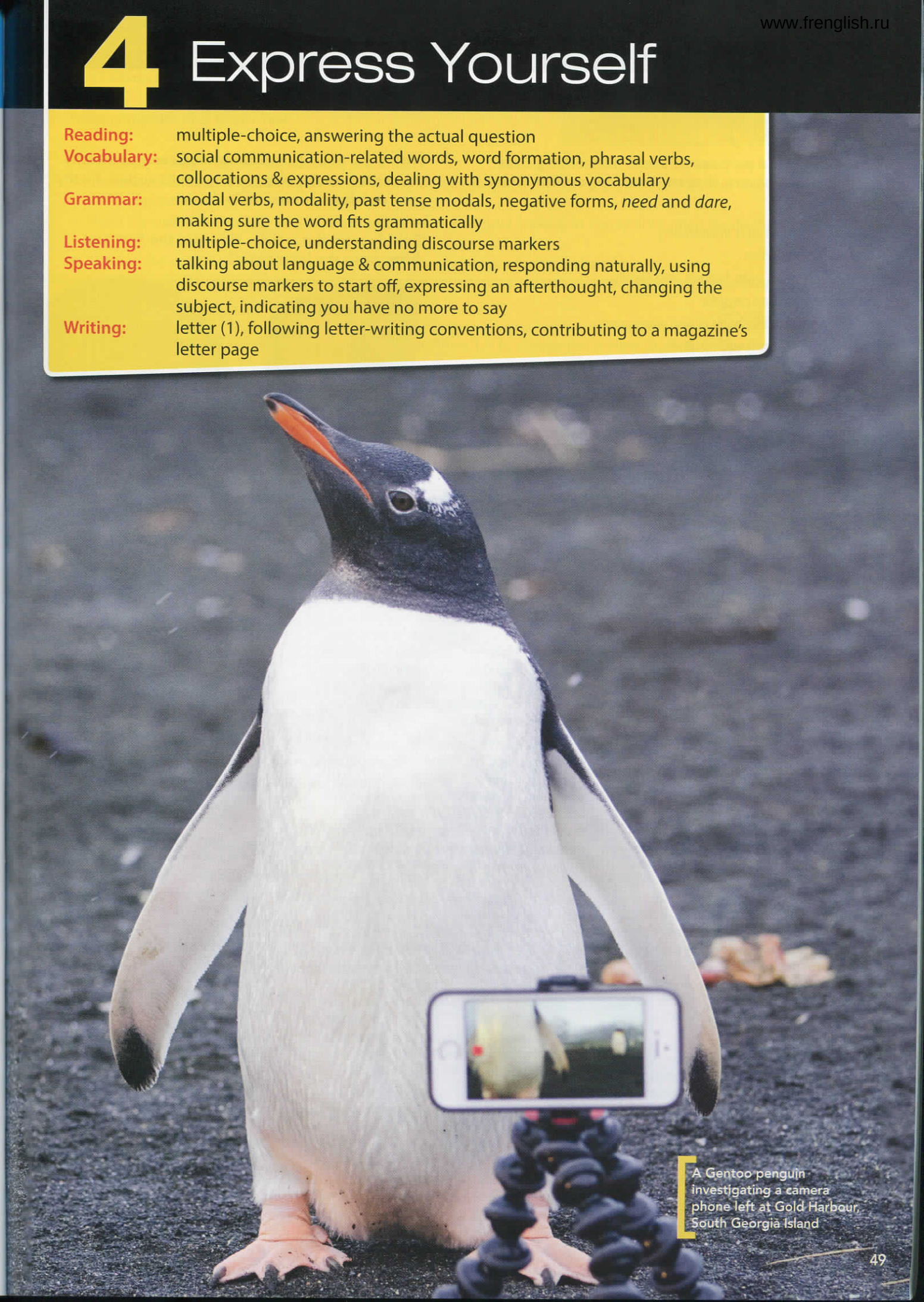
Ideas Focus

- Why are governments slow to adopt alternative sources of energy?
- Should people take direct action on environmental issues or leave them in the hands of the government? Why? / Why not?

www.frenglish.ru

4 Express Yourself

Reading: multiple-choice, answering the actual question
Vocabulary: social communication-related words, word formation, phrasal verbs, collocations & expressions, dealing with synonymous vocabulary
Grammar: modal verbs, modality, past tense modals, negative forms, *need* and *dare*, making sure the word fits grammatically
Listening: multiple-choice, understanding discourse markers
Speaking: talking about language & communication, responding naturally, using discourse markers to start off, expressing an afterthought, changing the subject, indicating you have no more to say
Writing: letter (1), following letter-writing conventions, contributing to a magazine's letter page



A Gentoo penguin investigating a camera phone left at Gold Harbour, South Georgia Island

www.frenglish.ru

Reading

A **What is the purpose of social networking sites? Tick the reasons that are true for you from the list.**

- kill time
- feel part of a community
- surf profiles
- keep up with friends and family
- meet new people
- personal branding and narcissism
- make plans with friends
- get information about events

B **With a partner, discuss which reason you think is the most popular with young adults today. Justify your opinion with examples.**

C **Quickly read the article. How did the first test differ from the later tests?**





Six degrees of separation: pop culture myth or a fact of life?

A friend of a friend ... We've all said it or something similar. These words reveal our connection to a whole host of other people beyond our immediate social circles. Theoretically then, it should be possible for us to connect to any individual in the world. The question is, how many links in the chain would it take to connect you to, say, a Nepalese goatherd, a Kenyan coffee grower, a world leader, or a software billionaire? A hundred? A thousand? 'Not many' is the answer according to the 'six degrees of separation' theory. It's the idea that anyone in the world can be connected to any other person through a chain of acquaintances in six steps or fewer.

I'm speaking with Evan Hardy, a network theory expert, who comments, 'Conceivably, the Queen of England is a friend of a friend of a friend of a friend of a friend of mine.' The notion is mind-boggling and I begin to entertain thoughts that the President of the United States could be my friend's sister's boyfriend's teacher's cousin's former classmate. While it's fun to speculate about connections to the great and the good, or indeed to anyone across class, race, economics or geography, the theory, Hardy points out, is infinitely more important than its Wow! factor suggests.

First proposed in 1929 by the Hungarian writer, Frigyes Karinthy, in a short story called *Chains*, the theory has fascinated people for nearly a century. To the man in the street, it confirms what we already knew intuitively – that it really is a small world. For mathematicians and sociologists, it has laid the foundation for network theory and the new discipline of network science.

But to be a true science, it has to stand up to empirical testing. This wasn't done until the 1960s, when Harvard professor, Stanley Milgram, devised a way to do so. Hardy explains, 'It was quite clever. He randomly selected people to send a package to the same 'target' – someone they didn't know. They couldn't do it directly, only via someone they knew on a first-name basis, who in turn forwarded it on to someone in their network, and so on until the package was finally delivered.' Expecting the chain to include at least a hundred intermediaries, the participants were amazed to discover it had only taken between five and seven links to achieve the objective.

Milgram's findings inspired the phrase 'six degrees of separation' and it was popularised in the title of a play. 'The findings were later dismissed,' Hardy informs me, 'because his conclusion was based on a small number of packages. In science, you need large samples to back up your findings.' Despite this, six degrees of separation gained acceptance in pop culture when the parlour game *Six Degrees of Kevin Bacon* caught on. The game requires players to link other actors to Bacon, in a maximum of six films. Bacon has since revealed he initially thought the game was a huge joke at his expense, and that strangers would approach, touch him and say, 'I'm one degree!' This unlikely phenomenon among film fans led to the launch, in 1997, of a website called SixDegrees.com - the precursor to Facebook and Twitter, and to all intents and purposes, the first social networking site.

Variations on Milgram's method to test the theory continued. In 2001 thousands of participants had to connect to a random person via e-mail by creating a human chain. Once analysed, the data revealed there were six degrees of separation. Microsoft used an enormous database of 30 billion instant messages in 2008. They found that a slightly higher average of 6.6 links were required to connect two people. According to Hardy, 'A constant was emerging and researchers were keen to know if the phenomenon was applicable outside of the social networking world'.

It turns out that it is. Hardy elaborates, 'Network theory can examine serious problems like disease transmission, and how financial markets or power grids fail – anything, in fact, with steps or components. It can even help us to understand how ideas spread or how fads catch on. Consider a successful product. You think it owes its popularity to some inherent quality. But as a network theorist, I say success is driven by a type of social chain reaction where more and more people buy a product because other people are buying it. It's the herd mentality'.

Armed with this knowledge, advertisers use social networks to promote products in viral marketing campaigns. 'The beauty of network theory,' explains Hardy, 'is that it could allow us to pinpoint the weakest link, the part of the network most vulnerable to marketing and most likely to spread the word. Once the 'right' kind of people are targeted, a product can take off.' Intrigued, I ask Hardy how this advertiser's dream demographic can be identified out of the billions of people online. 'Every click, every like, every comment you make and every connection you have is used by your social networking site to build up a profile that's sold to the brands. You've become a commodity,' he replies, a bit too cheerily for my liking.

And with that answer, all the fun of six degrees is gone, to be replaced by a stark and unwelcome reality: in our increasing online connectedness, I am a product and no longer a person.

www.frenglish.ru

D Read the *Exam Close-up*. Then look at question 1 in the *Exam Task*. Which option states an indisputable fact? Does it actually answer question 1?

E Now complete the *Exam Task*.

Exam Close-up

Answering the actual question

- The answer choices may include statements that are factually true, or that you personally believe to be true, but which do not answer the specific question.
- Read the question carefully and think about the answer without looking at the options, then locate the answer in the text.
- Choose the option that is closest in meaning to the answer you found in the text.

Exam Task

You are going to read an article about a theory. For questions **1 – 6**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

1 What claim does the writer make about social connections in the first paragraph?
- **A** Our closest friends are in our immediate social circles.
- **B** We are not as removed from each other as we think.
- **C** Every individual shares the same social connections.
- **D** Some people have more unlikely connections than others.

2 In line 25, what does *the great and the good* mean?
- **A** popular figures
- **B** powerful leaders
- **C** important people
- **D** friendly individuals

3 What is true about Stanley Milgram's experiment?
- **A** It had its own dedicated website.
- **B** The results can be applied to films.
- **C** It became the subject of a popular play.
- **D** The scientific community rejected the conclusion.

4 What can we infer about the experiments carried out in the 2000s?
- **A** They supported Milgram's six degrees theory.
- **B** The results of the experiments were exactly the same.
- **C** They generated greater interest in Milgram's study.
- **D** The human chains needed to connect two people were longer.

5 According to the writer, financial markets and power grids are
- **A** alike because they both regularly fail.
- **B** more successful when network theory is applied.
- **C** both made up of individual but connected parts.
- **D** dissimilar to transmittable diseases.

6 What are the practical implications of network science?
- **A** It could explain how epidemics spread.
- **B** It may prevent financial markets from crashing.
- **C** It will identify the intrinsic value of a product.
- **D** It could be used to predict popular trends.

F Replace the words in bold in the sentences (1–6) with these phrases.

at my expense display herd mentality gain acceptance the beauty of the man in the street to all intents and purposes

1 It's easy for **ordinary people** to relate to the six degrees theory. _____
2 I've often wondered how some silly trends **become popular**? _____
3 When I fell, my friends all had a good laugh **and I was the victim**. _____
4 **In essence**, the six degrees theory led to social networking sites. _____
5 **The best thing about** this site is it lets you find anyone in any location. _____
6 Teenagers often **all do the same thing** by dressing and acting alike. _____

Ideas Focus

- Is it right for social networking sites to sell your personal information? Why? / Why not?
- How do you feel about being seen as a commodity? Is it the trade-off you must make in order to maintain an online presence?



www.frenglish.ru

4 Express Yourself



An Egyptian papyrus painting of Cleopatra

Vocabulary

A **Choose the best answer.**

1 Deep in the Amazon rainforest live _____ who have no contact with the outside world.
a clans b kin c tribes d races

2 All of the organisation's directors were present for the last meeting of the _____ .
a board b cabinet c faction d lobby

3 Celebrities feel special when they are surrounded by a(n) _____ of loyal followers.
a brigade b entourage c fraternity d squad

4 The Ptolemaic _____ of Egypt ended with the death of Queen Cleopatra in 30 BC.
a cartel b syndicate c union d dynasty

5 An angry _____ stood outside parliament, shouting and threatening violence.
a cast b crew c flock d mob

6 'I have a reservation for a _____ of six. The name's Jones.' 'I'll show you to your table.'
a band b circle c party d platoon

7 Millions of people left Italy for the USA during the Italian _____ of the nineteenth and twentieth centuries.
a clique b diaspora c horde d troupe

8 Faye sang in the school _____ but she didn't think her voice was particularly good.
a choir b pack c posse d throng

B **Circle the correct words. Use the words in italics to help you.**

1 Clara's long-lost / long-missing uncle, who she hadn't heard from in years, suddenly turned up on her doorstep.
2 Growing up, Ben and Tyson were *as* heavy / thick *as thieves*, but they grew apart as they got older.
3 My boyfriend *gets along* infamously / famously with my whole family; even my cranky old grandfather.
4 I can't invite both Chris and Julie to the wedding because they are *not on* speaking / talking *terms.*
5 Unfortunately, *I got on the* bad / wrong *side of* Matt and he won't return my calls.
6 I only *have a nodding* acquaintance / friendship *with* my neighbours as I don't know them well.
7 Lydia and Penny, who are *the* best friends / best of friends, have decided to share a flat.
8 Nobody wants to be in a one-sided /one-to-one *relationship,* so it's best you try to be less selfish.

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

avatar bio clickbait crowdfunding emoticon meme tag trending

1 **A:** How is Matt going to raise the money he needs for his film?
B: He's started a _____ campaign online.

2 **A:** What are you looking for?
B: A funny picture of a dog. I'm going to make a _____ !

3 **A:** Did you _____ the photo?
B: Yes, I did, everyone's name has been added.

4 **A:** Are you in the chat room? Which is your _____ ?
B: I'm the blue monkey.

5 **A:** Did you read this article, 'Pass Any Exam, Any Time'?
B: No! It's _____ . They just want you to visit their web page.

6 **A:** What's _____ online today?
B: The Champions League, of course. Everyone's talking about that red card.

7 **A:** You need to update your _____ . It says you're still at university.
B: Oops! I'll put in my new job position now.

8 **A:** What does :-II mean?
B: It's called an _____ , Gran. That one means 'angry'.

www.frenglish.ru

Word formation

D Complete the table.

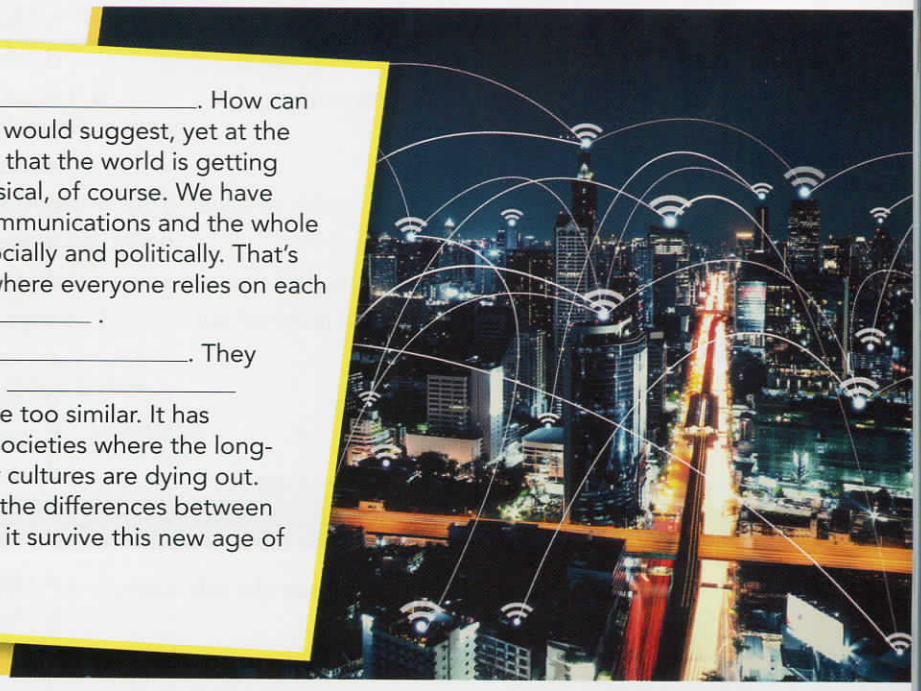
Verb	Noun	Adjective
-	analogy	(1)
contradict	(2)	(3)
detract	(4)	-
diversify	(5)	(6)
dominate	(7)	(8)
homogenise	(9)	(10)
-	(11)	proximate
shrink	(12)	(13)

E Use some of the words from the table in D to complete the text.

The Global Village

The term 'global village' seems to be a **(1)** _____. How can something be as all-encompassing as 'global' would suggest, yet at the same time as small as a village? The answer is that the world is getting smaller. This **(2)** _____ isn't physical, of course. We have become closely connected by modern telecommunications and the whole world is now interdependent economically, socially and politically. That's why it is **(3)** _____ to a village where everyone relies on each other and people live in close **(4)** _____ .

But globalisation, as it's known, has its **(5)** _____. They maintain that there is now one culture that **(6)** _____ all others and because of this we have become too similar. It has resulted in culturally **(7)** _____ societies where the long-held traditions that make us different to other cultures are dying out. **(8)** _____ is important because the differences between us make for a more interesting world; but can it survive this new age of connectivity?



Phrasal verbs

F Match 1–6 with a–f to make sentences. Use the words in *italics* to help you.

1 We met at a nice café to *catch*
2 It was agreed that we would *meet*
3 On my way home, I want to *drop*
4 I was sure Chris would *get*
5 I don't want my brother to *tag*
6 Lucy's idea was for us to *band*

a *in* and see my friend Julie.
b *together* and finish the preparations.
c *in with* a bad crowd at university.
d *up* and have a gossip!
e *along* when we go to the club.
f *up* at my place later that day.

Collocations & Expressions

G Choose the best answer.

1 Jack isn't here; he's at work. You can _____ in touch with him there.
a keep b get c lose

2 I can't get _____ of Gary; he must have his phone turned off.
a hold b touch c contact

3 I won't be involved in the planning, but _____ me in the loop.
a bring b find c keep

4 Through Facebook, I managed to touch _____ with some old friends.
a base b place c face

5 Can you _____ me in touch with your cousin the lawyer? I need some advice.
a make b put c set

6 After he became famous, people from his past tried to _____ contact with him.
a get b find c make

www.frenglish.ru

4 Express Yourself

Exam Close-up

Dealing with synonymous vocabulary

- Where words are similar in meaning, take time to read the options carefully.
- If the word is not part of an expression, you need to think about the correct shade of meaning required.
- Try all of the options in the sentence before you make your choice.

H **Read the *Exam Close-up*. Then look at the *Exam Task* and read all the options carefully.**

I **Now complete the *Exam Task*.**

Exam Task

Choose the word or phrase that best completes the sentence.

1 That account no longer exists; it has been _____ .
- a disassembled
- b deactivated
- c dismissed
- d discontinued

2 On most social networking sites, you can _____ videos to your page.
- a raise
- b place
- c post
- d make

3 I read the _____ under the photo and laughed out loud.
- a capture
- b captive
- c captain
- d caption

4 The greatest thing about online gaming is that it's _____ .
- a interactive
- b communal
- c two-sided
- d associated

5 It's always a good idea to _____ friendships at work.
- a harvest
- b manage
- c cultivate
- d nourish

6 I hope virtual friendships are not the _____ of things to come.
- a scheme
- b form
- c shape
- d frame

7 Sonya tells her close _____ everything.
- a comrade
- b confidant
- c confederate
- d counsellor

8 The country's telecommunications _____ needs an overhaul.
- a infrastructure
- b framework
- c support
- d underpinning



Telecommunication masts in Washington, USA

Ideas Focus

- 'Using emoticons is childish and lazy.' Do you agree? Why? / Why not?
- Do you think that you should always ask someone's permission before tagging them in a photo on social media? Why? / Why not?
- Do you think the positives of globalisation outweigh the negatives? Why? / Why not?



www.frenglish.ru

Grammar

Modal Verbs

A **Read the sentences. What forms follow modal verbs?**

a Hadn't we better send her another message?
b She could be driving.
c She may not have checked her messages.
d She should have been waiting for your message.
e Her phone might be turned off.
f Our message can't have been read.

Modality

B **Match the sentences in A with the functions below.**

1 certainty ☐ 2 advice ☐ 3 probability ☐☐☐ 4 criticism ☐

Past Tense Modals

C **Read the following sentences. How do we express the same meaning in the past? Which modal has to change completely when the idea is expressed in the past?**

a **Can** teenagers do without their phones?
b The teenagers **mustn't** play that unsuitable online game.
c We **don't have to** use the landline any more.
d Mum **won't** have a social media account because she believes in privacy.
e The average teen **will** spend several hours a day online.
f With a little effort, she **can** use Skype, so she **can** keep in touch with distant relatives.

Modality

D **Match the sentences in C with the functions below.**

1 lack of necessity ☐ 2 ability ☐☐ 3 prohibition ☐ 4 habit ☐ 5 refusal ☐

Grammar Focus p. 190 & 191 (4.1 to 4.4)

E **Rewrite these sentences using a modal verb to replace the phrase in bold.**

1 **In all likelihood**, her phone is turned off.
_____
2 **The chances are** that the video will go viral.
_____
3 **In all probability**, the number of people with internet access will keep growing.
_____
4 **We have no option but to** close the social media account.
_____
5 **I'm cross because he didn't tell me** he would post that photo of me as a baby!
_____
6 **Is it really necessary for them** to brag about their children on social media?
_____
7 **However hard he tried**, he couldn't get the hang of small talk.
_____
8 **Although he is sociable**, he prefers to spend time with one or two friends.
_____
9 The manager **is unable to** come to the phone right now.
_____
10 **Is it all right if** I call you back?
_____

www.frenglish.ru

4 Express Yourself

F **Circle the correct words.**

1 She mustn't / can't have forgotten her password again!
2 He could've / must've been a great speaker, but he hated attention.
3 I needn't / can't have bothered to dress up for the occasion as everyone was in jeans.
4 Oh dear, I think we might as well / well have upset someone with that comment!
5 He might could / be able to find some old friends via social media.
6 He oughtn't have / to have shared so much information online.

G **Complete the dialogues with a modal verb in the correct form.**

1 **A:** I have forgotten my password!
B: Surely you _____ (write) it down somewhere?
2 **A:** Shall I introduce you to my friends?
B: You _____ (worry), I can make my own friends!
3 **A:** Why is Susie so late for the party?
B: She _____ (get) lost.
4 **A:** I think she was joking when she said she was leaving.
B: No, she _____ (joke); she would never joke about something serious.
5 **A:** I don't feel like going out tonight.
B: Oh you really _____ (come), I _____ (go) to the party alone!

Negative forms

H **Read the sentences and complete the rule.**

That must be right, wait no, that **can't** be right.
Do I have to reply to that comment? No, I **don't have to / needn't**.
Oughtn't he to block the cyberbully? He ought to have done that already.
Can't I share that photo? No, you **mustn't**.

We form the negatives of modals by adding *not*. The negative of *must* meaning certainty is _____ . We use *mustn't* to express negative _____ and *needn't* and *don't have to* to express lack of obligation. The negative form of *ought to* is *ought not to* and is usually shortened to _____ .

Need and *Dare*

I **Read sentences a–g and circle the correct words to complete the rule.**

Dare and *need* are semi-modals used as modals in negatives and questions. In the past didn't dare / needn't have means something unnecessary took place. In the past didn't need to / needn't have means something was not done because it was unnecessary.

a I **daren't open** the email in case it is infected.
b Her online profile is a bit misleading. **Need I say more**?
c You **needn't worry** about me; I have a busy social life.
d She **doesn't dare comment** for fear of offending someone.
e **Don't you dare read** my diary! It's private!
f She **didn't need to** ask the woman's name; she recognised her immediately.
g You **needn't have been** so rude; that remark was quite uncalled for!

Grammar Focus p. 191 (4.5 to 4.6)

J **Rewrite sentences a–e from I using *to*.**

_____
_____
_____
_____
_____



www.frenglish.ru

K **Circle the correct words.**

1 She can't /mustn't have sent the email as there's nothing in my inbox.
2 You haven't to / don't have to reply to every comment.
3 Oughtn't I / Shouldn't I to add you to the group?
4 You mustn't / don't have to delete that email; it's really important.
5 You mustn't / shouldn't have unfriended your sister!
6 They couldn't / mightn't have lost touch; they're friends on social media!

L **Complete these sentences with a correct negative modal.**

1 She _____ have been ill – I saw her out jogging yesterday evening!
2 You _____ have friended her. She's really obnoxious and nosey.
3 You _____ imagine that trolling is harmful, but in fact its negative effects are far-reaching.
4 You _____ open that email – it's got a virus in it.
5 _____ you to phone your grandma? She doesn't get to speak to many people these days.
6 You _____ defriend him – you can just select 'Stop seeing posts but stay friends'.

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

Exam Task

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

Third Culture Kids

Living in other cultures **(1)** _____ well broaden a person's perspectives, and their children will, in **(2)** _____ likelihood, embrace a blend of cultures. These children can **(3)** _____ called *Third Culture Kids* (TCKs). A TCK is an individual who, after spending a significant part of their formative years in a culture other than that of their parents, develops a relationship to both the first culture from which the parents came, and the second culture, where the family lives. The expression 'third culture' can be used to refer to the cultural mix that these children experience. The chances **(4)** _____ that these children, whose parents could be business executives, soldiers, sailors or diplomats, will become 'culture-blended' people. As such, they don't **(5)** _____ to accept one single culture and will often have an expanded world view and unique perspective. Try as they **(6)** _____, a TCK cannot change back into a monocultural person. Parents of TCKs are **(7)** _____ to return 'home' to their country of origin, but the children, although enriched by their third culture status, might **(8)** _____ always feel a sense of belonging in one particular country.



Exam Close-up

Making sure the word fits grammatically

- You should always read the complete sentence that contains the gap before deciding on your answer.
- You may need to refer to names, places or pronouns in another part of the sentence. In this case make sure that the word in the gap agrees with the number and person of the subject.
- Pay careful attention to the words before and after the gap, which may form an expression completed by the missing word.

Ideas Focus

- What do you think are the pros and cons of being a Third Culture Kid?
- Would you like to live and work abroad? Why? / Why not?



www.frenglish.ru

4 Express Yourself



Listening

A **Look at the picture. How effective do you think language learning apps are?**

B **Read the *Exam Close-up* and then rewrite the sentences replacing the words in bold.**

1 **Of course**, no language is straightforward.

_____

2 **For instance**, Chinese is notoriously difficult to master.

_____

3 There are, **like**, thousands of words in the English language.

_____

4 He speaks three languages, **mind you**, that's not uncommon there.

_____

5 **Incidentally**, I met someone yesterday who knows you.

_____

6 **Actually**, learning sign language isn't as hard as people think.

_____

7 They didn't know the language, but they enjoyed the trip **anyway**.

_____

8 It's hard to say which language is more difficult; **well**, they are both hard.

_____

9 **To be honest**, I don't understand this text.

_____

10 The message is a bit vague; **in other words**, I've no idea what it means.

_____

Exam Close-up

Understanding discourse markers

- When you hear discourse markers like, 'actually', 'to be honest', etc., they signal the way someone feels about what they are about to say.
- Some discourse markers like, 'by the way' and 'incidentally' are used to express afterthoughts.
- A lot of discourse markers e.g. 'mind you', 'anyway' and 'you see' are mainly used in speech.

C **Read the *Exam Task* and think about what you might hear.**

D 4.1 **Now listen and complete the *Exam Task*.**

Exam Task

You will hear part of a discussion between two language teachers, Jill Bradley and Gerald Downey, who are talking about English as a global language. For questions **1 – 5**, choose the answer (**A**, **B**, **C** or **D**) which best fits according to what you hear.

1 The new kind of English
- A allows learners to be mistaken for native speakers.
- B is used mostly among non-native speakers.
- C is generally found in course books.
- D was invented for use in business.

2 The features of the kind of English known as 'Globish' include
- A a complete lack of phrasal verbs.
- B simplified spelling of difficult words.
- C a relatively small vocabulary.
- D an emphasis on spoken language.

3 Why does a native speaker no longer have an advantage?
- A Their accent is difficult to understand.
- B They use advanced structures in speaking and writing.
- C They are unaware of non-native speakers' difficulties.
- D They talk more quickly than non-native speakers.

4 How could native speakers communicate better with non-native speakers?
- A by adapting to their listener
- B by using childish language
- C by explaining ideas clearly
- D by using non-verbal clues

5 According to Gerald, what do some native speakers believe about their language?
- A It is inseparable from their culture.
- B It is continually improving.
- C It is bound to replace other languages.
- D It belongs to them.

E 4.2 **Now listen again and check your answers.**

www.frenglish.ru

Speaking


Passengers using their mobile phones on a subway train in Beijing, China

A **Work with a partner and discuss each of these questions.**

- What do you understand by the term 'global village'?
- How is texting affecting languages?
- How could languages be made simpler and easier to learn?
- Should people always learn the language of the country they live in?
- How is social media changing the way people communicate?

B **Look at the five social media websites. Work in pairs and decide on their order of popularity amongst teenagers. What makes one more popular than another?**

Twitter Instagram Facebook Snapchat Google+

C **Work with a partner. You both need to justify your use of social media. Choose one website from B and take turns to make a convincing case.**

D **Read the *Exam Close-up*. Then look at the *Exam Task* and read the instructions carefully.**

E **Now work in groups of three. Decide who will take which role first and then complete the *Exam Task*.**

Exam Close-up

Responding naturally

- In the test you are expected to talk to your partner, so you need to listen to what they say and perhaps respond in a conversational manner.
- Using discourse markers will give you time to think and also make your English sound more natural. Don't be afraid to say 'erm', for example.

Exam Task

In groups of three, practise stage 1 of the speaking exam.

Student A: you will take on the role of the examiner. Introduce yourself to Students B and C and then choose one of the questions below to ask them.

Students B and C: you should discuss the question Student A has asked you and then answer it together.

Once you have finished answering your question you should all swap roles and the new Student A should ask a different question. You should all take the role of the examiner until there are no questions left.

- How can someone communicate when they visit a place where they don't speak the language?
- How would you teach a friend some of your language?
- Is it possible to separate a language from the culture of its speakers?

Useful Expressions

Using discourse markers to start off

Right, I'm from Spain.

OK, shall I start?

So, I think this is an important question …

Well, I'm studying law …

Expressing an afterthought

By the way, I am no expert …

Incidentally, the problem exists in many …

Changing the subject

Anyway, that's not the only thing …

On another subject …

Moving on … / Let's move on …

Another thing is that … One last thing is …

Indicating you have no more to say

That's about it. / That's all, really.

I think that covers it.

Ideas Focus

- What makes someone good at communicating?
- What do you understand by the expression 'lost in translation'?
- Why do people sometimes get nervous when they speak to others?



www.frenglish.ru

4 Express Yourself



Writing: a letter (1)

Learning Focus

Following letter-writing conventions

- A letter should begin and end appropriately with the correct polite greeting and ending.
- The beginning should explain the reason for writing and there must be a suitable conclusion at the end.
- A letter to a newspaper or magazine may include a narrative section which outlines personal experience. A letter to a principal or director may be more concerned with giving factual information.
- The style throughout should be formal.

A **Tick the things that are true for each type of writing.**

	Letter for publication	Article for magazine	Essay for teacher
the most formal			
the least formal			
has a greeting			
has a sign-off			
can have first-person sentences			
explains reason for writing			

B **Match the beginnings 1–4 with the sign-offs a–c. There is one sign-off that matches two of the beginnings.**

1 Dear Sir/Madam _____
2 Hi Oliver _____
3 Dear Mrs Jones _____
4 Dear Editor _____

a All the best
b Yours sincerely
c Yours faithfully

C **Look at the phrases in B again and answer the questions.**

1 Which greetings and sign-offs are formal and which are informal?
Formal: _____
Informal: _____
2 Which should you use in a letter to your college principal? Why? _____
3 Which should you use in a letter to a news or magazine publication? Why? _____

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

A popular English language magazine has invited readers to send in letters giving their views on the impact of social media on our lives. You decide to send in a letter, in which you briefly describe your experiences using social media, explain the reasons why some people use social media, and assess what the consequences of that impact might be in the future.

Write your letter.

1 What is the main topic of the letter?
2 Are you instructed to discuss positive or negative aspects?
3 What must you write about in your letter?
4 How many paragraphs in total will you need to write?

www.frenglish.ru

E **Read the example letter. Do you agree with the writer's opinion? Why? / Why not?**

Dear Sir,

I am writing in response to your question on how social media affects us. As a medium of communication, it has revolutionised the way we connect, but I fear social networking has become a vehicle for self-promotion.

The blatant attention-seeking from friends is truly annoying. Posting countless photos of themselves and discussing personal issues are examples I find inappropriate for their 100+ Facebook or Instagram 'friends', many of whom are merely acquaintances. That is information for a close circle of friends and confidantes, and not for public consumption. Nor do I wish to be bombarded with frequent status updates. Thankfully, I can block their newsfeeds, but why are people so self-absorbed in the first place?

Social media gives us an unrealistically positive view of people's lives, making our own lives seem dull in comparison. Surely this is what leads to the competitive, narcissistic behaviour behind endless photos and updates. I suppose it is in the nature of social media websites to encourage self-promotion since all of the content is generated by the user, but people must learn to draw the line somewhere.

Not everyone on social media is self-obsessed, but it is worrying that young people make up the majority of those who are. Narcissism is not an attractive trait. It gives people an inflated sense of their own importance and a lack of empathy for others. Is that what we want for future generations? Has narcissism become the social norm? I shudder to think what this 'Look at me!' attitude could ultimately lead to.

Social media can be a way to keep in touch with loved ones, a connection to the outside world for those who are isolated, or even just harmless fun. What it must never do, however, is skew our sense of reality, because people are more complex than a selfie or 140 characters.

Yours faithfully,

Julian Bright

Exam Close-up

Contributing to a magazine's letter page

- Remember to use an appropriate greeting and ending.
- Maintain a formal tone throughout.
- Be objective and avoid emotive language.
- Use more formal grammatical structures such as cleft sentences and inversion.

F **Look at the letter again. Tick the features the writer has avoided using. Underline examples in the letter of the things he has used.**

1 Inversion (*Had we known then …*) ☐
2 Contractions (*I'd rather …*) ☐
3 Passive voice (*It is understood that …*) ☐
4 Vague words (*nice, good, a bit, sort of* etc.) ☐
5 Cleft sentences (*What many people object to is …*) ☐
6 Colloquial language and slang (*go crazy, cool,* etc.) ☐
7 Emotive, subjective language (*I despise …*) ☐

G **Tick the sentences that include emotive language. In your notebook, rewrite them to be appropriate for publication.**

1 People who are normal in real life turn into raving lunatics online.
2 It seems to be a magnet for bad behaviour, drama and disrespect.
3 During adolescence people are more likely to be attention-seeking.
4 I can't stand social networking and avoid it like the plague.
5 What kind of fool checks his social media account 20 times a day?

Useful Expressions

Stating your reason for writing

I am writing in response to …
I would like to give my views on …

Giving reasons for using social media

Personally, I use social media to/as …
In my case, …
Being able to … is the reason why I …

Discussing benefits of social media

Without social media, we would not …
It has had a huge impact on …
Were it not for social media, …

Assessing future role

Going forward, what I see is …
As for social media in the future, …

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

Exam Task

A popular English language magazine has invited readers to send in letters giving their views on the benefits of social media. You decide to send in a letter in which you briefly describe your reasons for using social media and explain its positive aspects in general, and assess the role it will play in your life in the future.

Write your **letter** in 280–320 words.

Plan

Greeting:	Dear Sir/Madam
Introduction:	State clearly why you are writing.
Main paragraph 1:	Give your reasons for using social media.
Main paragraph 2:	Explain the benefits of social media.
Main paragraph 3:	Say what future role you think it will play in your life.
Conclusion:	Briefly summarise the content of your main paragraphs.
Ending:	Yours faithfully

www.frenglish.ru

Video

4 Elephant Alert



Before you watch

A **Match the words to the meanings.**

1	encounter	a	group of elephants
2	cluster	b	unexpected meeting
3	plantation	c	small group of similar things or people in one place
4	herd	d	large piece of land where one crop e.g. sugar, coffee or tea is grown

B **Look at the photos. Which country is shown in pictures A and B? How do you think text messages can help elephants and people coexist?**





While you watch

C **Watch the video. Look at these statements and write T for true and F for false.**

1 The greatest number of Asian elephants live in India. ☐
2 Between 1994 and 2015, elephant encounters caused 41 deaths. ☐
3 In the Valparai area people live in large villages. ☐
4 Elephants sometimes cross the tea plantations. ☐
5 Local people receive texts warning about elephants in the area. ☐
6 Now there are no longer any deaths from accidental elephant encounters. ☐

After you watch

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

accidental bulk cautious common preventable primary roaming scattered sufficient warning

In rural Valparai, India, technology is helping protect people from (1) _____ elephants. Cell phones are (2) _____ here, but so are Asian elephants. Now the former are being used to keep people safe from the latter. Thousands of people in Valparai work on tea and coffee plantations that are situated between protected areas. These plantations are passageways for elephants moving from one protected habitat to another. The people who live in the region are (3) _____ throughout the area. Since 1994, more than 40 people have been killed here in encounters with elephants. Research has shown that such deaths are (4) _____ if people have (5) _____ warning. That's where the Nature Conservation Foundation's early (6) _____ system comes in. The system uses (7) _____ text messages to alert people who live and work in the area to the presence of elephants. If elephants have been spotted in the vicinity, the locals receive a message by 5 p.m., advising them to be (8) _____, since a(n) (9) _____ encounter with an elephant can be fatal. People's safety is of (10) _____ importance. Since the introduction of the warning system, the death rate from elephant encounters has dropped, allowing people and elephants to coexist.



Ideas Focus

- Why is it important for humans and other animal species to coexist?
- How do humans often react when threatened by other species?
- If an animal e.g. a dog, hurts a person, should it be destroyed? Why? / Why not?

www.frenglish.ru



Review 2 Units 3 & 4

A

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

The social basis of human survival

Humans live in interdependent societies where people **(1)** ___ together in groups for mutual aid and protection. We have always had a **(2)** ___ awareness that group survival means personal survival, that the individual benefits by supporting the group, because the group reciprocates by supporting the individual.

Our primitive ancestors worked collectively to hunt for food and to fight off **(3)** ___ of dangerous animals. They were nomads who lived in **(4)** ___ and followed seasonally available wild plants and game for their subsistence. These hunter-gatherers **(5)** ___ when food resources became scarce or the environment less hospitable.

When they learnt how to farm they were finally able to **(6)** ___ away with their nomadic lifestyle. They formed small permanent settlements where they **(7)** ___ crops for their sustenance and kept **(8)** ___ of livestock. Over time, the settlements grew. Now, super cities with millions of inhabitants dot the planet, but many people feel a greater sense of isolation and a very real disconnect from their fellow human beings.

1	**A** form	**B** hold	**C** make	**D** band
2	**A** conscience	**B** mindful	**C** conscious	**D** sensible
3	**A** packs	**B** clans	**C** squads	**D** throng
4	**A** factions	**B** tribes	**C** races	**D** unions
5	**A** migrated	**B** journeyed	**C** emigrated	**D** evacuated
6	**A** keep	**B** run	**C** do	**D** get
7	**A** managed	**B** harvested	**C** nourished	**D** yielded
8	**A** hordes	**B** crowds	**C** masses	**D** herds

B

For questions 9–16, read the text below and think of the word which best fits each space. Use only one word in each space.

The digital divide

We are becoming over-exposed to technological gadgets. Parents are coming **(9)** _____ attack for unashamedly using tablets to babysit very young children or to **(10)** _____ them calm and settled. These little ones **(11)** _____ attracted by the easy-to-use interface and colourful, engaging apps. They soon develop the need for a constant feed of entertainment and **(12)** _____ be pacified without it. In **(13)** _____ likelihood, a crying fit will ensue if you try taking the iPad away from them.

All you **(14)** _____ to do is watch a group of grown-ups sitting around a table in a wi-fi-enabled restaurant or café to see that they are as addicted as their own children. The **(15)** _____ are they are not talking to each other, not in the real world at least. Technology has slowly eased its way into our lives and formed walls between individuals who **(16)** _____ communicate with each other but instead choose not to. If human communication is disrupted by this digital divide, what will become of us? What kind of adults will the tablet-wielding toddlers of today grow up to be?

www.frenglish.ru



Review 2

Units 3 & 4

C

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line.

Animal exploitation

Many people become vegetarians because they believe it is
(17) _____ to kill animals. They argue that if we consider — **JUST**
ourselves to be highly intelligent and **(18)** _____ beings who — **BENEVOLENCE**
see killing as an **(19)** _____ act, then we should also defend the — **LAWFUL**
right of animals to live, and to do so free from pain and suffering. However,
as the **(20)** _____ species on earth, we have denied other — **DOMINATE**
creatures the rights that we expect to have for ourselves. Animal rights
(21) _____ are vocal in their condemnation of any form of animal — **ACTIVE**
exploitation. They strive to expose some of the **(22)** _____ — **BRUTE**
practices employed in food production. They also make the valid point
that human beings do not need meat in order to survive as there is a
(23) _____ range of other food sources on the planet. Their — **DIVERSIFY**
(24) _____, on the other hand, claim that medical research, for — **DETRACT**
example, would be held back without animal testing, and that in regard to food,
it is only natural that we eat meat.

D

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

25 Cancelling his membership is the only thing we can do.
OPTION
We _____ his membership.

26 She's worried that if she quits, she won't find other work.
DARE
She _____ not finding other work.

27 I'm having trouble getting through to Faye's landline.
HOLD
I can't seem _____ on her landline.

28 We managed to do all the work by five o'clock.
GET
We managed to _____ by five o'clock.

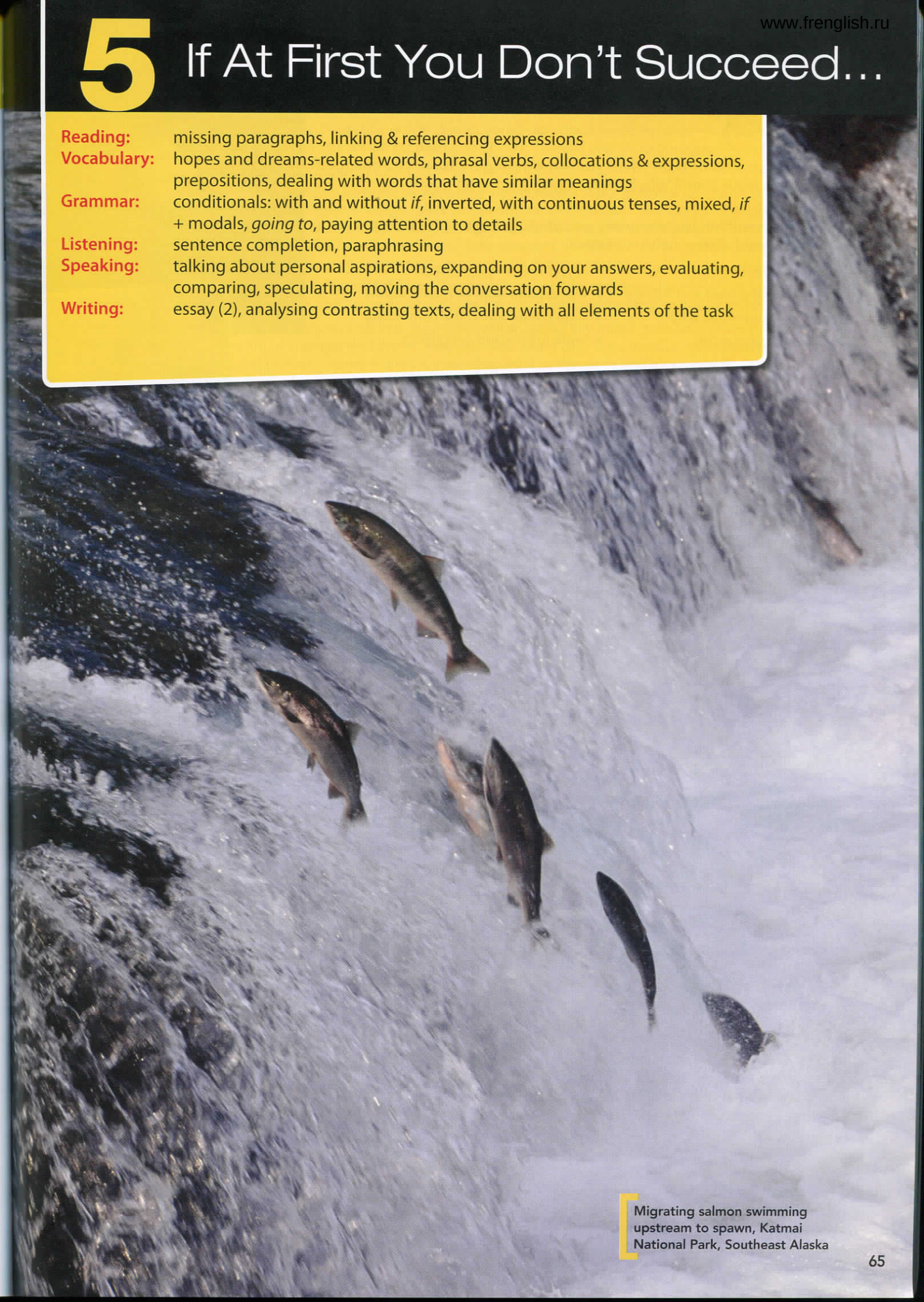
29 There is a chance he hasn't checked his emails.
MAY
He _____ his emails today.

30 Brad and Ryan are very good friends indeed.
FAMOUSLY
Brad _____ Ryan.

www.frenglish.ru

5 If At First You Don't Succeed...

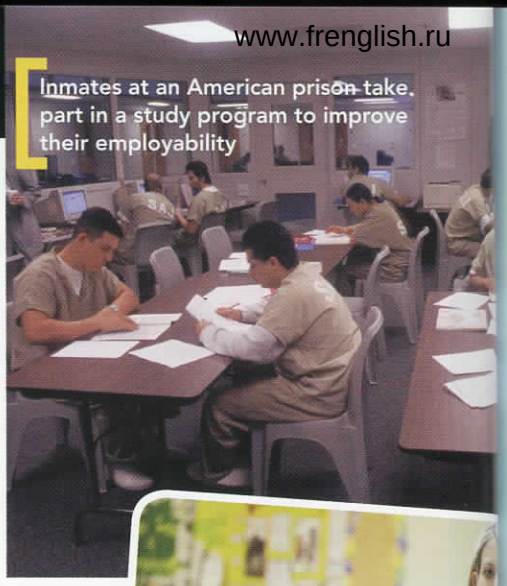
Reading: missing paragraphs, linking & referencing expressions
Vocabulary: hopes and dreams-related words, phrasal verbs, collocations & expressions, prepositions, dealing with words that have similar meanings
Grammar: conditionals: with and without *if*, inverted, with continuous tenses, mixed, *if* + modals, *going to*, paying attention to details
Listening: sentence completion, paraphrasing
Speaking: talking about personal aspirations, expanding on your answers, evaluating, comparing, speculating, moving the conversation forwards
Writing: essay (2), analysing contrasting texts, dealing with all elements of the task



Migrating salmon swimming upstream to spawn, Katmai National Park, Southeast Alaska

www.frenglish.ru

5 If At First You Don't Succeed...



Inmates at an American prison take part in a study program to improve their employability

Reading

A What did you want to be when you were younger? Have you changed your mind since then? Why? Discuss with a partner.

B What do you think causes young people to join gangs? Look at the list below and discuss with a partner.

- neglected childhood
- the lure of power and money
- lack of support at school
- feelings of isolation
- few positive role models
- inadequate skills or qualifications
- high crime rate in the community
- violent films and song lyrics

C Read the text quickly. How do community and after-school programmes deter young people from joining gangs?



Gangs: the new tribes

'What do you want to be when you grow up?' a class of fresh-faced 12-year-olds were asked upon commencing secondary school. Their new English teacher – Mrs Marcus – asked this question every year and it seemed to fire the imagination of every child. Usually there was a smattering of professions, vocations and trades, along with some interesting surprises. This lot did not disappoint. 1 ☐

It turns out they were a highly varied lot: doctor, nurse, lawyer, judge, electrician, archaeologist, businesswoman, vet, police officer, hairdresser, actor, shop assistant. There was trouble containing their enthusiasm, with some throwing out more than one idea. A few had non-specific ambitions, 'I don't know. I want to travel,' and 'I just want to go to university.' All of them had opinions, some stronger than others, but opinions nonetheless. 2 ☐

I'm particularly interested in the differences between that generation and the current one. 'Hopes and dreams,' she replies immediately. 'Whether your classmates achieved those things or not is irrelevant. The important thing is you had ideas about your future; you had aspirations. When I have asked that question in recent years, instead of setting their sights on becoming a scientist, a lawyer or an artist, the best some children could think of was going on the dole, being famous, or being the boss of a gang,' she says. 3 ☐

It is a vicious circle that becomes increasingly difficult to break. It was crucial for my peers and I that we knew people who worked and we could make decisions about our ambitions based on some knowledge. We had the benefit of seeing our parents, relatives and neighbours going to work, returning from work, talking about their jobs, or their time at university. These experiences informed our ideas, ambitions and, let's face it, our expectations, too. We wouldn't have dreamt of the alternative. After all, work and study were our means to get ahead and make our way in life. 3 ☐

This lies at the very core of a gang's appeal. The aimlessness of some youths' experience is replaced by the rigid system of rules, rituals, and codes of behaviour that members follow, and which gives them a purpose and adds much-needed structure to their lives. In many cases, the gang becomes a surrogate family, providing security, camaraderie and a sense of belonging. These powerful inducements exert a strange power over vulnerable teenagers. 5 ☐

I ask Margaret what it is that can drive such a change. 'I've known many young boys who have turned over a new leaf,' she says. 'The key is intervention at the grassroots level. Community programmes that keep kids off the streets and involve them in pro-social activities are great deterrents. Strong after-school programmes that meet children's needs for supervision are also successful in reducing attraction to gang-related activities. These cost money, though, and authorities are often not willing to spend,' she explains, 'and sadly, some kids fall through the cracks.' 6 ☐

What chance for rehabilitation do they have, I wonder, when they cling to their gangs even in these circumstances? Admittedly, the need for survival plays a role since those in prison rely on their fellow gang members for protection. After all, prison is no picnic and is possibly more dangerous an environment than the outside world. But even in here, there is hope. 7 ☐

'You can't make anyone succeed, but you can help them to see that success in life is possible outside of the narrow confines of the gang,' says Margaret. 'If we give young people opportunities to bring about a change in their circumstances, they can build a happy future.' Let's hope that the next time Margaret asks 'the question', there will be some scientists, entrepreneurs and plumbers in the group.

www.frenglish.ru

D **Read the *Exam Close-up*. Then underline the linking and referencing expressions, and complete the *Exam Task* below.**

Exam Task

You are going to read an extract from a magazine article. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A – H** the one which fits each gap (**1 – 7**). There is one extra paragraph which you do not need to use.

A Success, however, can be measured in a myriad of ways, and for those without traditional role models, gang culture becomes increasingly alluring as a way to make something of themselves. 'They're not inherently bad kids,' says Marcus, 'they just have no direction and no one to look up to. Were they to attach value to work and education, their whole outlook on life would change and they wouldn't need what gang membership provides.'

B Though there is no conclusive evidence, many critics of popular media believe exposure to violent films and song lyrics, particularly rap music, has a negative influence; glamorising gang life and encouraging at-risk youths to join gangs or to participate in gang-related crime as a means of gaining a sense of belonging and empowerment.

C Those who do join a gang inevitably end up in a downward spiral, losing any moral foundation they had and hurtling headlong into a life of violence and crime. And yet, even when they are placed in juvenile detention centres, or worse – in adult prisons – some maintain their allegiance to the gang and look upon their membership as a badge of honour; a mark of success, not failure.

D Thick and fast came the replies. 'Teacher,' said a bespectacled girl in the front row. Mrs Marcus smiled to herself. The prospective teachers always sat as close as possible to the board, eager and serious. 'Football player!' shouted a tall lad from the back, raising his arms in victory as though he'd just scored a winning goal against Argentina at the World Cup. Mrs Marcus knew he'd be a live wire in class. 'Prime minister,' said another, garnering a round of applause as well as ridicule from his classmates.

E How has it come to this? A recent report has found that children in some areas of the country have so little contact with working people that the concept of employment is almost foreign. They live in the so-called 'welfare ghettos' where more than half of the working-age population depends on out-of-work benefits. In many families, unemployment is intergenerational with grandparents and parents living on the dole.

F Thankfully, in many cases the lure is temporary. It becomes nothing more than a phase that plays to their fantasies of rebellion and desire for high drama, in part fueled by pop culture through music and films that glamorise thug life. In time, these wannabe gangsters find other interests and reject the values of the gang.

G Fast forward twenty years and Mrs Margaret Marcus is now teaching at an inner-city school in a large metropolis. Hoping to get some insight from this forty-year veteran of the education system, I'm interviewing her about the challenges faced by young people today. 'So you became a journalist instead of a teacher,' she says with a twinkle in her eye. Yes, I was that child in the specs long ago. Before getting down to business, we reminisce for a few moments about my classmates.

H There are many organisations that are working positively with young people in gangs, both inside and outside of detention, and helping them through some very difficult times in their lives. With this help they can stop their slide into crime and violence, and make the tough transition of evolving into productive, responsible and law abiding members of society.

E **Match expressions 1–6 from the text to meanings a–f.**

1 fire the imagination ☐
2 set your sights on something ☐
3 make your way in life ☐
4 turn over a new leaf ☐
5 fall through the cracks ☐
6 get down to business ☐

a be successful and make progress
b not be noticed or dealt with
c cause a strong emotion
d start talking about the subject to be discussed
e decide to achieve something
f start behaving in a better way

Exam Close-up

Linking & referencing expressions

- Read all of the gapped text and think about what could logically follow each part without looking at the paragraph options.
- Look at the gapped text again and underline any linking and referencing expressions. Then do the same for the paragraphs options.
- Finally, compare the words you have underlined in the gapped text with those in the paragraphs and choose your paragraphs.

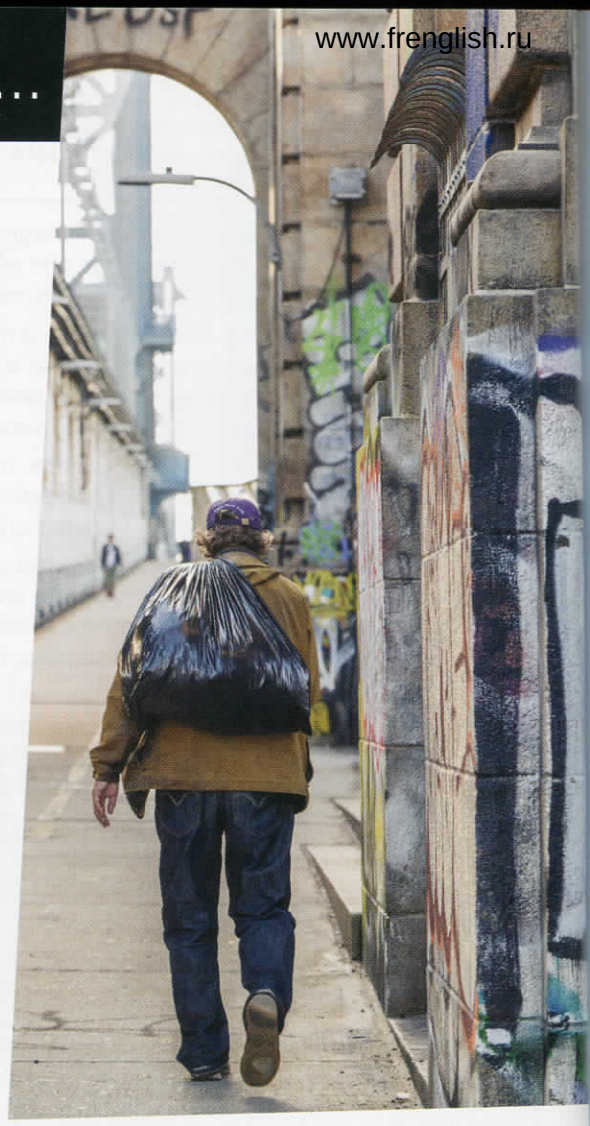
Ideas Focus

- 'It's fine to celebrate success but it is more important to heed the lessons of failure.' Do you agree?
- Do you still have the same aspirations you held as a child? Why? / Why not?



www.frenglish.ru

5 If At First You Don't Succeed...



Vocabulary

A **Circle the correct words. Then complete the sentences with the words below.**

adversity aspiration determination fulfillment
inspiration perseverance prevalence setback

1 Marty is a director who grew up on the mean / nasty / rude streets of New York City, and he draws _____ from that environment for his films.

2 Ryan always believed that his dogged _____ to succeed was due to the fact that he came from a broken / closed / single home.

3 Ruby's dream was to be a singer, but this _____ was because she was looking for a fast / quick / speedy track to celebrity, fame and fortune.

4 Dean had warm / high / rosy hopes for the future, despite considerable difficulties. He never gave up and, in the end, his _____ paid off.

5 This is a crude / raw / rough inner-city neighbourhood with high unemployment and the _____ of gangs.

6 Her future looked gritty / bleak / harsh, but she overcame _____ to become a successful entrepreneur.

7 It was tough to accept that his hopes were bashed / dashed / smashed, and that he would never witness the _____ of his dreams.

8 Although they suffered an initial _____ in their fundraising attempt, it wasn't enough to blunt / dampen / lessen their spirits.

B **Match the words 1–6 with the words a–f that are roughly opposite in meaning.**

1	aptitude	☐	a anguish
2	backbone	☐	b attainment
3	failure	☐	c criticism
4	hope	☐	d ineptitude
5	initiative	☐	e irresolution
6	recognition	☐	f lethargy

C **Complete the sentences with some of the words from B.**

1 The young assistant took the _____ of scheduling a meeting with the manager for her own six-month review.

2 His _____ in managing the finances of the family business led to its inevitable collapse.

3 The caste system of social stratification in India bars the lowest classes from the _____ of position or power.

4 With the phenomenal success of her fifth book, Veronica finally received the _____ she so richly deserved.

5 The athlete's joy on finishing the race first, turned to _____ when he was disqualified over an irregularity.

6 Brody's got no _____ . He needs to toughen up if he wants to succeed in the cut-throat world of politics.

7 Though Jules himself had little _____ for sport, he was able to recognise raw talent in others and became a successful sports agent.

8 Amelia couldn't summon the energy or the interest to leave the house. There was a definite air of _____ about her.

www.frenglish.ru

Phrasal verbs

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

1	think ahead	a	become friends with
2	leap at	b	become unwillingly involved
3	hold someone back	c	condemn to failure
4	fall in with	d	make a careless mistake
5	write off	e	stop from being successful
6	set out	f	make future plans
7	slip up	g	start an activity with a particular aim
8	get caught up in	h	accept enthusiastically



The largest water lily in the world on the Croa river, Amazonian rainforest

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

1 Troy _____ a bad crowd from the neighbourhood, got involved in criminal activities and ended up in prison.
2 While investigating a story, the young journalist _____ something very dangerous.
3 Don't _____ just yet. Their first album wasn't a hit, but I have a feeling they're going to be huge.
4 The intern was let go because he _____ and sent the confidential documents to a rival company.
5 He had hopes and dreams, but remaining in the small country town of his birth _____ .
6 Forward planning is the key to success, so let's _____ to the new year and make some decisions.
7 Chris _____ with the aim of becoming the youngest ever person to win an Olympic gold medal.
8 Offered a place on the Amazon expedition, the young adventurer _____ the chance to see the rainforest.

Collocations & Expressions

F **Complete the sentences with the verbs in the correct form.**

blow fall get go hold make pick pluck stand throw

1 The business failed, and all their time, effort and money _____ down the drain.
2 Shayna finally _____ up the courage to quit her job and travel the world.
3 'Keep going! Don't _____ in the towel!' shouted the coach to his players.
4 Lana is _____ a real go of it in London. She's found a great job and a flat.
5 If you're not committed to your craft, you _____ no chance of succeeding in film-making.
6 It's time you _____ your act together and stopped sitting around doing nothing.
7 The tennis player's performance in the final _____ well short of everyone's expectations.
8 Grant _____ his chances of getting into university by partying instead of studying.
9 Rescue crews don't _____ out much hope of finding the missing climbers.
10 After suffering a major setback, it's often very difficult to _____ up the pieces.

G **Match the expressions to their definitions.**

1	put yourself down	a	people don't change
2	be sucked in by	b	say negative things about yourself
3	sort your life out	c	believe someone who is trying to trick you
4	turn over a new leaf	d	boast by saying overly positive things about yourself
5	big yourself up	e	change the way you generally behave (for the better)
6	a leopard doesn't change its spots	f	be proactive about making positive changes in your life

Ideas Focus

- 'If you fail at something, you should give up and do something else instead.' Do you agree? Why? / Why not?
- Do you think parents should put constant pressure on their kids to do well? Why? / Why not?



www.frenglish.ru

5 If At First You Don't Succeed...

H **Complete these sentences with the expressions from G in the correct form.**

put yourself down be sucked in by sort your life out
turn over a new leaf big yourself up a leopard doesn't change its spots

1 Apparently her brother has left the gang and is now a model citizen. He's _____ .
2 My poor old nan _____ a scam – she was told she'd won £8,000, but had to pay £1,000 to get access to the money, and of course the £8,000 never materialized!
3 It's no surprise he was promoted. He's always _____ and our boss believes it!
4 You haven't got a job, you're living with your parents, you don't have a boyfriend, and you've got loads of debts. You really need to _____ .
5 Did you hear that Tracy's in prison again? I think she tried to change, but I guess _____ .
6 Don't be depressed – you've done really well this year at school, so stop _____ .

Prepositions

I **Circle the correct words.**

1 If you'd taken my advice then, in / on all likelihood you wouldn't be in trouble now.
2 By / In retrospect, it would have been better had we never started our own business.
3 He's made mistakes, but to / with his credit, he acknowledges they were his fault.
4 James is for / in awe of self-made millionaires and wants to emulate them
5 She bought a lottery ticket at / on impulse and was astounded when she won!
6 Don't worry. I'm sure good times are just around / past the corner for you.
7 The chef knew his reputation was for / at stake when he opened his second restaurant.

Exam Close-up

Dealing with words that have similar meanings

- The four answer options are often words that have similar meanings. These can be discrete words or words that form part of an expression.
- Read the words before and after the gap to see whether they form part of an expression, and then see which option best completes the gap.
- You may have to read more of the sentence to understand the meaning required before you choose a discrete option.

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

Exam Task

For questions **1 – 8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.

Cheating in sport

For athletes, the desire to win is of the **(1)** _____ importance. Sportsmen and women compete for the glory associated with being number one. But why do some athletes **(2)** _____ to cheating?

There are a variety of reasons. Some have a fear of failure. Others want a(n) **(3)** _____ playing field because they are convinced everyone else is cheating. In such cases, they feel they are merely **(4)** _____ the rules, not breaking them.

Then there's the financial motive when large sums of money and high-profile reputations are on the **(5)** _____. Lucrative sponsorship deals are offered to winners, not losers. Such deals are worth millions and athletes will go to great **(6)** _____ to secure them.

To prevent the problem from **(7)** _____, anti-doping agencies are carrying out more tests. The result is that a number of champion athletes have been exposed as drugs cheats and **(8)** _____ of their titles. It remains to be seen if this will be enough of a deterrent.

1	A absolute	B highest	C ultimate	D utmost
2	A apply	B resign	C resort	D aspire
3	A level	B even	C straight	D uniform
4	A shaping	B bending	C pulling	D twisting
5	A balance	B edge	C line	D limit
6	A lengths	B means	C methods	D pains
7	A expanding	B extending	C elevating	D escalating
8	A removed	B stripped	C erased	D separated



www.frenglish.ru

Grammar

Conditionals with and without *if*, inverted conditionals

A **Read the paragraph. What is true about Ian?**

Meet Ian. If his dad hadn't been an alcoholic and his mum hadn't abandoned him, things might have turned out differently for him. He probably wouldn't have got involved with a gang if he had had a strong male role model. Would he have made those bad choices that led to him doing time, unless he had felt worthless? If he would just turn his back on crime, he might find a job. But potential employers won't give him work unless they can trust him. As long as he has a criminal record, he'll have difficulties finding a job. Supposing he was given a second chance, could he change? Provided that he gets some support, we believe he can. Given the opportunity, he might just surprise everyone.

B **Underline the words and phrases in A that can take the place of *if*. Can you think of any others? What do they each mean?**

C **Which conditionals are correct? Rewrite the incorrect conditionals.**

1 If they caught the ringleader, they would have arrested him.
2 Had it not been for her teachers' help, she wouldn't have got into university.
3 But for their parents' encouragement, they would not succeed.
4 If she knew that she was making a mistake, she would never have agreed.
5 The CEO wouldn't be where he is today unless he had set himself goals.
6 Had he just told the truth, he wouldn't be in trouble.

Grammar Focus p. 191 & 192 (5.1 to 5.6)

D **Complete the conditional sentences with the verbs in brackets in the correct form.**

1 The rehabilitation programme gives young offenders a second chance. But for this programme, many _____ . (reoffend)
2 Jane is a police officer. _____ you to _____ her about her work, she _____ it was a vocation. (ask, say)
3 The police warn that the fugitive is armed. If he _____ by a member of the public, he _____ . (recognise, not approach)
4 The demonstration was peaceful. _____ it not _____ , the police _____ tear gas. (not be, use)
5 Over twenty hooligans were arrested after the match. If the police _____ , the violence _____ . (not intervene, escalate)
6 The sentence is a year, but the prisoner _____ earlier as long as he _____ well. (release, behave)



Dr Roshana Mehdian leads a rally through the streets of London, UK

E **In your notebooks, write a paragraph about Max similar to the one in A, using the information below and conditionals. Try to include some of the structures in C.**

Meet Max.

- His dad is a doctor. His mum is a lawyer so they sent him to the best private school.
- He got good grades in his exams and got into a top university.
- He graduated from university so he expected to find a good job.
- His mum's friend helped him find a job in a multinational company.
- He got where he is today with a lot of help.

www.frenglish.ru

5 If At First You Don't Succeed...



F Circle the correct words.

Nature vs Nurture

(1) Supposing / If you had an identical twin that you grew up with. (2) Would / Should you, as well as looking very similar, share the same views and talents? And (3) what if / providing you did? (4) Would / Does that prove that nature was more important than nurture? Not so long ago, it was generally believed that, (5) provided / given the same chances, everyone would do well, regardless of their innate abilities, or nature. (6) Were you / If you could to consider identical twins with similar personalities, you might believe that only nature was at work, as these twins share 100 per cent of their genes. (7) As long / On condition that you had also lived exactly the same life, eaten exactly the same food and shared identical friends, you might turn out really identical in every way. Today, most experts agree that both nature and nurture are important and interact in complex ways. (8) Whether / If or not we can really take control of our nature, though, remains to be seen.

Conditionals with continuous tenses

G Read the sentences and underline the continuous tenses. Explain the supposed truth in each case. Use the example in 1 to help you.

1 If she's talking to her best friend, she'll be on the phone for ages. ← Supposed truth = she's talking to her best friend, so ...
2 If she'd been lying about the accident, I would've known.
3 If she drove without a licence, she'd be breaking the law.
4 If you're trying to get a job, make sure you get good references.
5 If she said she liked him, she would be lying.
6 If she hadn't made one mistake, she wouldn't have been hiding for years.

Mixed conditionals

H Read the sentences. Does the *If* clause relate to the past or present? What about the main clause?

1 If he had won the quiz, he would be a millionaire.
2 If she weren't so volatile, she wouldn't have got into that fight last week.

If + modals, *going to*

I Read the sentences and complete the rule.

1 If you're going to learn Russian, you'll need to learn a new alphabet.
2 If you would like to take a seat, I'll call you in a minute.
3 If I might make a suggestion, I think we should take a break.
4 If you will forget her name, she's bound to be upset.
5 If you won't say something to him, then I shall!
6 If you must say something, say something nice!

We often use *if* + _____ to express intention and *if* + _____ to express willingness.
We can also use other modals like _____ and _____ after *if*.

Grammar Focus p. 192 & 193 (5.7 to 5.10)

www.frenglish.ru

J **In your notebooks, rewrite sentences 1–6 in I without *if*.**

K **Complete these conditional sentences with your own ideas.**

1 If you're aiming to get into Oxford University, _____ _____ .

2 Had Princess Diana not died in 1997, _____ _____ .

3 If I was going to choose which subjects to study again, _____ _____ .

4 If I had won the lottery last year, _____ _____ .

5 If you want to earn a lot of money in the future, _____ _____ .

6 If you're driving whilst talking on your mobile, _____ _____ .

Exam Close-up

Paying attention to details

- Pay careful attention to grammatical patterns and fixed phrases and note them down when you are reading any text.
- Look out for prepositions around the gap and decide if they might have an impact on the answer choice.
- The gaps in the text are very close and one is often connected with the next. Read through the whole text when you have finished, to make sure the connections between the sentences make sense.

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

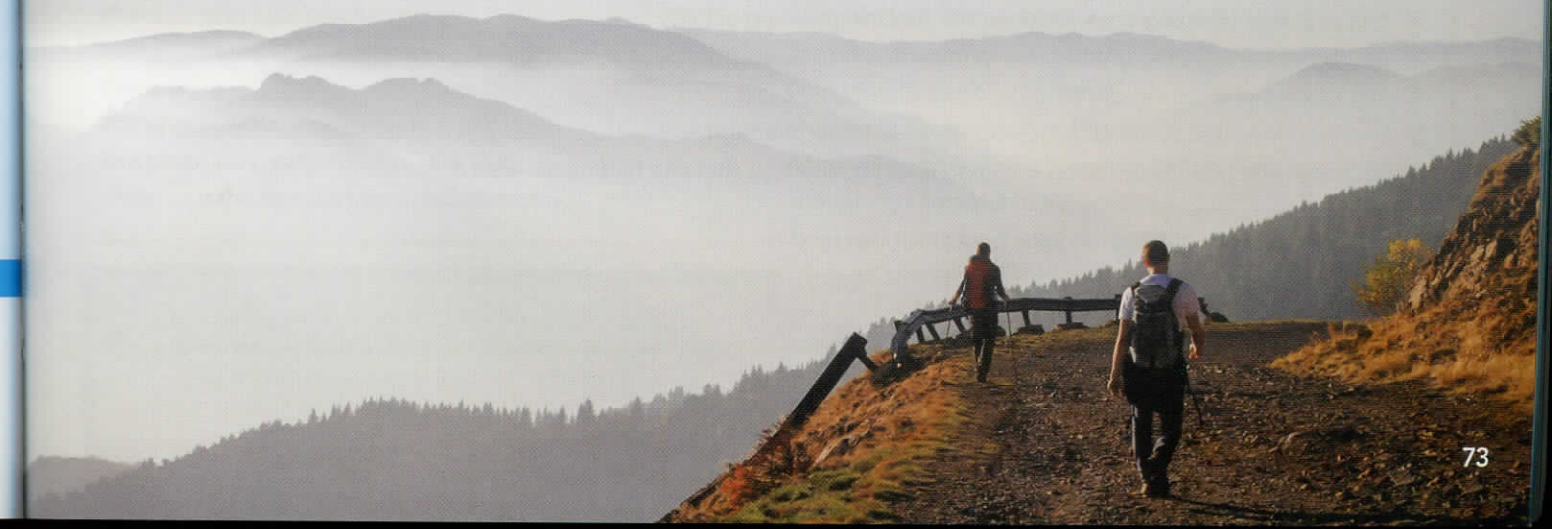
Exam Task

Read the passage, then select the word or phrase that fills the blank in both grammar and meaning.

This passage is about travel blogging.

If you are a fan of travel blogs, you may have considered writing one yourself. If you are serious about travel blogging, you **(1)** _____ definitely familiarise yourself with the competition before writing your own, **(2)** _____ you might end up doing something that others are already doing better. **(3)** _____ you already know how to set up a blog, you'll need to find out how to do that first, but it's quite straightforward. **(4)** _____ you follow a few basic rules, your blog should be successful. If you imagine that you **(5)** _____ to just one person as you write your entries, your blog **(6)** _____ friendly and chatty. Also, if you **(7)** _____ attract and keep readers, you will need regular updates. If you **(8)** _____ write a great blog, but only updated infrequently, readers would probably stop checking in. Travel blogs need amazing photos, too, so **(9)** _____ you get the chance to improve your photography skills, **(10)** _____ it! Who knows, if you get really good, you could even give up your day job!

1	a	should	b	would	c	might	d	may
2	a	unless	b	if	c	provided	d	otherwise
3	a	Given	b	When	c	Unless	d	If
4	a	In case	b	Provided that	c	Supposing	d	Were
5	a	were talking	b	talk	c	are talking	d	talked
6	a	will be	b	won't be	c	is	d	would be
7	a	will	b	are going to	c	happen to	d	should
8	a	were to	b	would	c	will	d	didn't
9	a	should	b	were	c	had	d	do
10	a	to grab	b	grab	c	you will grab	d	and grab



www.frenglish.ru

5 If At First You Don't Succeed...

Listening

A **Look at the picture. What kind of list is a bucket list? What sort of things do people write on their lists? What would you write on yours?**

B **Read both sets of expressions. Match 1–6 with a–f based on their general meaning. Which expressions are more informal?**

1	Don't knock it	☐	a She had time to write _____ .
2	You don't have to	☐	b She had to overcome her _____ new things.
3	It won't look like	☐	c You shouldn't criticise something before _____ .
4	I got over	☐	d It isn't necessary to _____ .
5	I got round to	☐	e Your list probably won't resemble _____ .
6	I had a go at	☐	f She tried making _____ for the first time.

Exam Close-up

Paraphrasing

- Spoken language tends to be less formal than written language, so the sentences you complete on the exam paper may be more formal than the English that you hear.
- The words you hear will never be exactly the same as the words in the question, so as you read the question, think of ways the idea could be expressed in other words.
- You should write the actual word or words you hear that complete the sentence, but avoid writing long, complicated answers.

C 5.1 **Now listen to the recording and complete the sentences in B.**



D **Read the *Exam Close-up*. Then read the *Exam Task* below and think about what you might hear.**

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

Exam Task

You will hear a blogger talking about her bucket list. For questions **1 – 6**, complete the sentences with a word or short phrase.

1 Emma has managed to overcome her _____ .
2 She says that normally she would do the most frightening activity _____ .
3 Just before she hit the ground she felt absolutely _____ .
4 Her next goal is to prepare to _____ .
5 She mentions that some activities combine self-improvement with _____ for charity.
6 Although she had always been meaning to do it, she says that she had never read a _____ before.
7 She says achieving things on your bucket list can lead to _____ .
8 She doesn't believe that items on a list are obligatory or that achievements should be a _____ .

F 5.3 **Listen again and check your answers.**

www.frenglish.ru

Speaking

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

- In what ways can success be a double-edged sword?
- Are extroverts and people with addictive personalities more likely to be successful?

B **Explain the connections between the ideas in each bullet.**

- a person's life and a journey
- aspirations and success
- competition and ambition

Exam Close-up

Expanding on your answers

- You need to give full answers to all the questions. Even the first question the examiner asks needs an expanded response with some speculation, not just a description.
- You need to be a good listener and pick up on each other's points. This may involve asking your partner's opinion and moving the conversation forwards.

C **Read the *Exam Close-up*. Then work with a partner to complete the *Exam Task* below. Remember to use the *Useful Expressions* to help you.**

Exam Task

Talk to each other about what the photos have in common and which one interests you most.

Now, imagine you are writing an article about how people achieve success. One of these photos will accompany the article. Talk together about the difficulties the people in the photos may face when fulfilling their personal aspirations.





The difficulties we face when trying to achieve our personal aspirations.







Now decide together which photo could be included in the article.

Useful Expressions

Evaluating

Photo … hasn't got much to do with …

Photo … shows what most people consider …

Comparing

This photo shows … whereas that one …

This photo isn't really about …, but that …

Photo … is the best portrayal/depiction of …

Speculating

When we look at this photo, we might think …

The person in the photo could/might/must have …

Could/Might it also be true that …?

Moving the conversation forwards

Another key point/thing/aspect to bear in mind is …

Something else we should consider is …

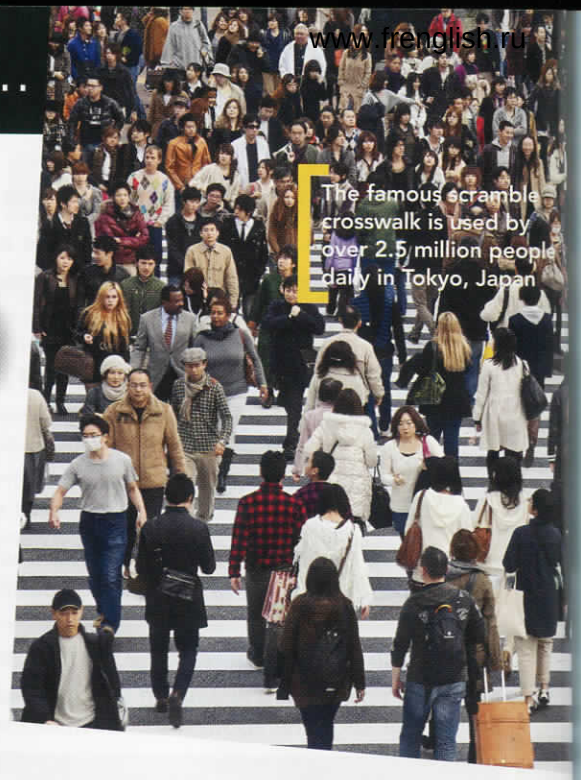
Ideas Focus

- Is success always beneficial? Why? / Why not?
- Why are successful people so much admired?
- Is there anything you would sacrifice to become successful? Why? / Why not?



www.frenglish.ru

5 If At First You Don't Succeed...


The famous scramble crosswalk is used by over 2.5 million people daily in Tokyo, Japan

Writing: an essay (2)

Learning Focus

Analysing contrasting texts

- You will read two input texts on a connected theme and need to decide if they are complementary or contrasting. Complementary texts share a positive or negative view about some aspects of a topic. Contrasting texts, as the name suggests, offer contrasting views on a topic.
- In your essay, you must summarise, evaluate and react to two key points in each text. When summarising, you must paraphrase the key points and not copy directly from the input material.
- The style throughout should be formal. You can use advanced grammar to achieve this.

A **Which pairs of text titles are complementary (COM) and which are contrasting (CON)? How do you know?**

1	Is technology making us stupid?	Our dull new era	_____
2	The joys of giving	Charity begins at home	_____
3	Golden opportunities	Where dreams go to die	_____
4	Global cooperation	Revolutionising how we work	_____

B **Quickly read the two input texts in the writing task below. Decide if they are complementary or contrasting and then label them with the correct titles from A.**

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

Write an **essay** summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Write your answer in 240–280 words.

1 _____

Cities are the ideal places for people with great ambitions and high expectations from life. Only cities can provide the endless opportunities for professional development that are a key factor for success in any field; be that business, sport, entertainment or education. For this reason, they attract the cream of the crop. This creates competition which provides the drive people need to achieve their goals. Being around other fast-paced aspirational individuals doesn't only allow people to pit themselves against the best, but also to learn from them.

2 _____

In cities, the streets are not always paved with gold. Life in a metropolis can be brutal for many people whose dreams remain elusive. The bitter disappointment of failure is magnified in a place where others not only get ahead, but often make great displays of their success. The harsh reality of unfulfilled dreams can lead some to depression and a loss of any drive they had. Others misguidedly turn to crime in an attempt to get what they feel they deserve, or simply just to survive.

1 What is the main topic that connects the two texts?
2 What are the key points in the first text?
3 What are the key points in the second text?

D **Read the example essay on page 77. What is the writer's own opinion on competition?**

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

1 What words are used instead of 'The text says ...'?
2 Which two expressions are used to state an opinion?
3 Which expression is used to emphasise a point?

www.frenglish.ru

The two passages explore the concept of cities as environments in which people can achieve success, but with contrasting views.

The first text suggests that cities offer fertile ground for development in any number of professions for those who are driven to succeed. Not only do cities offer countless opportunities, but because they attract the best of the best, competition plays a role in pushing others to keep up and therefore also succeed. The text also asserts that competing against talented individuals provides an opportunity to learn. I am inclined to agree with this. We cannot deny that most careers are forged in cities and that being around successful people brings about a desire to do better. Nevertheless, it should be noted that competition is not always healthy and it can result in unscrupulous behaviour.

The second text argues that expectations are not always met and that this gives rise to some very undesirable outcomes for city dwellers. It proposes that failure is made worse when it is measured against the success of others; some of whom like to flaunt their accomplishments. In addition, it puts forward the idea that failed ambitions can trigger depression and rob people of their will to succeed, as well as lead to crime. There is no doubt in my mind that cities can be tough places to pursue one's dreams. Competition is intense due to so many people vying for the same career opportunities, and expectations are often unrealistic.

All things considered, cities are where careers are built and will always appeal to people hungry for success. However, success is not guaranteed, and people should reassess their goals on a regular basis in order to avoid the disappointment of failure.

F **Complete the sentences with words that explain cause.**

1 Personal failure can _____ about feelings of depression.
2 High unemployment can _____ rise to a number of serious social problems.
3 Ostentatious displays of wealth can _____ feelings of inadequacy in others.
4 Learning on the job from an experienced mentor can _____ to early success.
5 Moving to a major city can _____ in improved career opportunities.

Exam Close-up

Dealing with all elements of the task

- Decide if the texts are complementary or contrasting.
- Summarise the input texts in your own words.
- Evaluate the key points in each text and decide which you agree and/or disagree with.
- Don't forget to include your own opinions.

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

Exam Task

Read the two texts below. Write an **essay** summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Write your answer in 240–280 words.

Money makes you happy

For many people, happiness is measured in terms of material wealth. Expensive homes, luxury cars and frequent foreign holidays bring them great joy. And why shouldn't they? If they have worked hard to amass their fortunes, they deserve their rewards. Unfortunately, others judge them harshly because they envy them. This is small-minded and mean. If people desire wealth to be happy, they should work hard to achieve that and not resent those who already have.

There's nothing like a good friend

We need to redefine our concepts of what makes us happy. Increasingly, people are striving to become rich because they believe money will bring with it a life of ease and pleasure. What they should be doing is focusing on the things of value that bring true happiness. Foremost amongst these are good friends. They are priceless and can be trusted to help in times of difficulty. Wealthy people, on the other hand, never really know who their true friends are.

Plan

Introduction:	Make a general statement paraphrasing the question to be discussed.
Main paragraph 1:	Repeat in your own words the key points of the first text. Explain them and give your opinion.
Main paragraph 2:	Repeat in your own words the key points of the second text. Explain them and give your opinion.
Conclusion:	Summarise the key points.

Useful Expressions

Stating your opinion

As I see it, …
I am convinced that …
I am inclined to agree/believe that …

Emphasising

I would like to stress that …
It should be noted that …
It is worth bearing in mind that …

Concluding

All things considered, …
On balance, I believe that …
All in all, it seems to me that …

www.frenglish.ru

Video

5 Surviving Deadly Everest



Before you watch

A **Match the words with the photos. What is the connection between the photos and safety for mountain climbers?**

- climbing boots and crampons ☐
- Sherpa guide ☐
- oxygen cylinder ☐
- satellite phone ☐









While you watch

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

1 To date, Everest has taken / claimed the lives of some 200 climbers.
2 The most famous / notorious tragedy occurred in May 1996.
3 Every bit of gear / equipment is checked and rechecked.
4 In 1996 the team was caught off guard / unawares by a sudden storm.
5 There is about a third the oxygen at the summit as there is at ground / sea level.
6 In 1996, advance warning of the oncoming / approaching storm could have prevented disaster.

After you watch

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

adjust altitudes base blizzard ceremony disorientation monitor summit supply ultimate

Towering over everything else on Earth at more than 29,000 feet, Mount Everest is the (1) _____ challenge for mountain climbers. Such an extreme challenge brings extreme risk, and, for climbers, safety is paramount. In May 1996, a(n) (2) _____ trapped and killed 8 climbers in a single day. *Adventure Consultants* had a team on the summit, half of whom perished. In spite of this, the company continues to operate, having learnt that safety must come first. 'Team Canada' is a group led by experienced climbers and a dozen Sherpas. Most of the team's gear travels ahead with the Sherpas, as team sets out on foot to allow their bodies to (3) _____ to the altitude. After a week, they reach (4) _____ camp where they spend a month and a half. Satellite phones and computers allow guides to (5) _____ weather conditions, helping to prevent the kind of disaster that happened in 1996. After a(n) (6) _____ asking the gods for permission to climb the mountain, the team travels back and forth between camps at various (7) _____ to prepare themselves for the final push to the summit. The oxygen (8) _____ is carefully prepared, as it is an important safety tool. With only a third of the oxygen at sea level, climbers at the summit can be starved of oxygen, causing sickness, (9) _____, or even death. After two months' work, the climbers finally reach the (10) _____, and the reward is worth the risk.



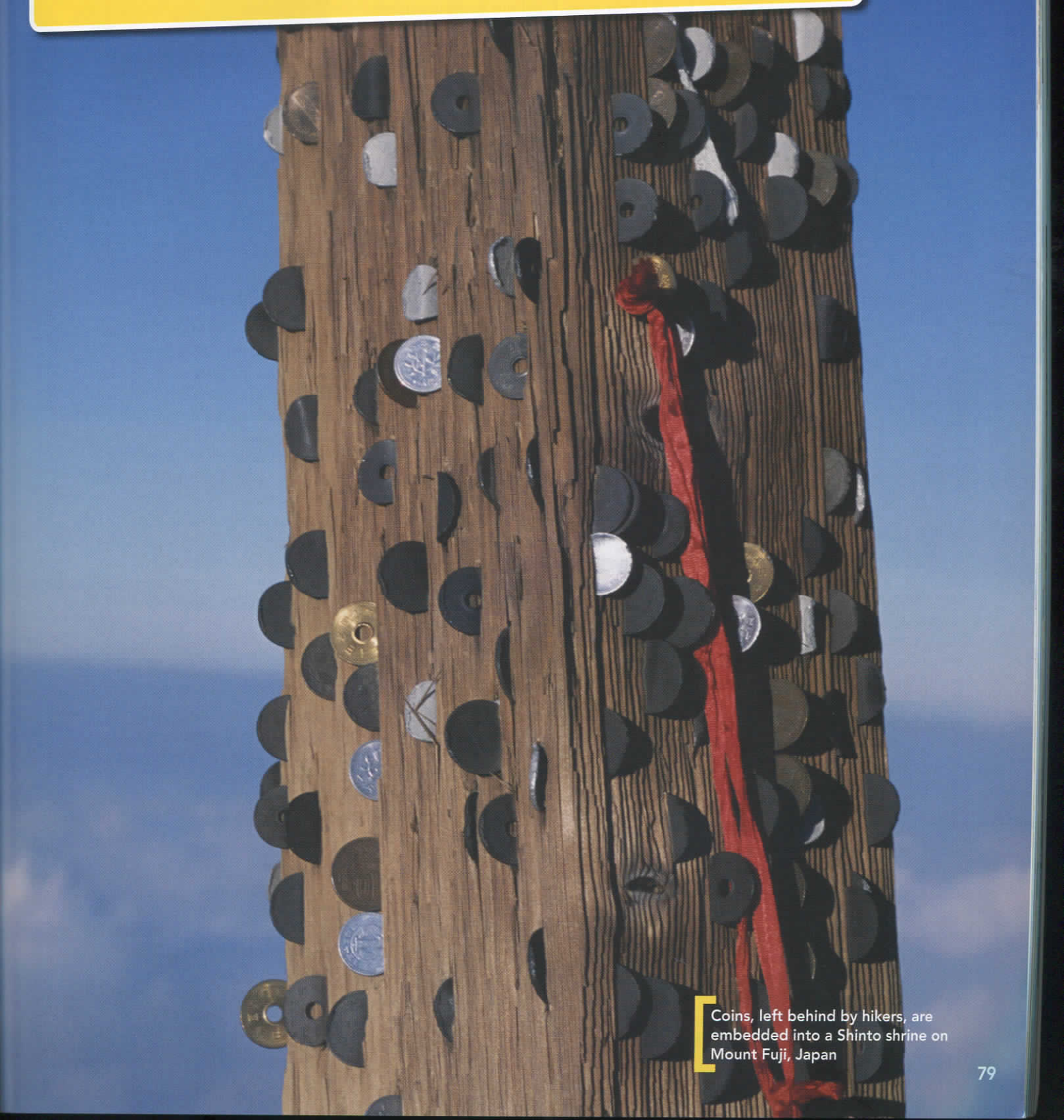
Ideas Focus

- Why do climbers risk their lives to reach the summit of Everest?
- What other tough challenges attract people?
- What kind of precautions should people take before taking part in outdoor activities like climbing, hiking and mountain biking?
- Can these activities ever be really safe? Why? / Why not?

www.frenglish.ru

6 Made of Money

Reading: multiple-choice, dealing with unfamiliar words
Vocabulary: money-related words, phrasal verbs, collocations & expressions, dealing with multiple-choice cloze tests
Grammar: inversion, *so* & *such*, unreal past, *would rather*, *would prefer* & *had better*, key word transformation, recognising structures
Listening: multiple matching, considering themes & attitudes
Speaking: talking about money and moral decisions, sustaining a conversation, keeping discourse going, expressing disapproval, summing up
Writing: essay (3), choosing between two topics, writing an effective essay



Coins, left behind by hikers, are embedded into a Shinto shrine on Mount Fuji, Japan

www.frenglish.ru

6 Made of Money

Reading

A **Read these quotes from Charles Dickens and match them to the summaries (a–d).**

1 "Here's the rule for bargains. 'Do other men, for they would do you.' That's the true business precept." *Martin Chuzzlewit* ☐

2 "Annual income twenty pounds, annual expenditure nineteen [pounds] nineteen [shillings] and six [pence], result happiness. Annual income twenty pounds, annual expenditure twenty pounds ought and six, result misery." *David Copperfield* ☐

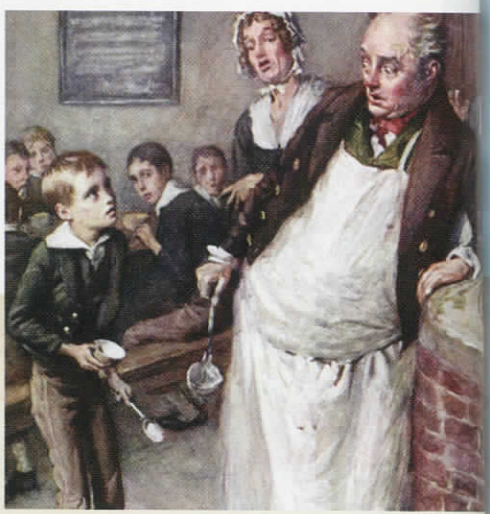
3 "Credit is a system whereby a person who cannot pay gets another person who cannot pay to guarantee that he can pay." *Little Dorrit* ☐

4 "Gold, for the instant, lost its lustre in his eyes, for there were countless treasures of the heart which it could never purchase." *Nicholas Nickleby* ☐

a Money can't buy happiness
b The risks of borrowing
c Live within your means
d It's a dog-eat-dog world

B **What do you think Dickens' views were on wealth and poverty? Discuss with a partner.**

C **Quickly read the extract. How would you describe Oliver's life thus far?**



Oliver asks for more

Orphaned from childbirth, Oliver Twist spends the first nine years of his life living in the 'care' of a woman named Mrs. Mann. He is brought up with little food and few comforts. On his ninth birthday, Mr. Bumble, a minor church official known as the parish beadle, informs Mrs. Mann that Oliver is too old to stay at her establishment and puts him to work at the main workhouse.

Oliver, being now nine years old, was removed from the tender mercies of Mrs. Mann, in whose wretched home not one kind word or look had ever lighted the gloom of his infant years, and was taken into the workhouse.

The members of this board were very sage, deep, philosophical men; and when they came to turn their attention to the workhouse, they found out at once, what ordinary folks would never have discovered—the poor people liked it! It was a regular place of public entertainment for the poorer classes; a tavern where there was nothing to pay; a public breakfast, dinner, tea, and supper all the year round; a brick and mortar Elysium where it was all play and no work. 'Oho!' said the board, looking very knowing; 'we are the fellows to set this to rights; we'll stop it all, in no time.' So, they established the rule, that all poor people should have the alternative of being starved by a gradual process in the workhouse, or by a quick one out of it. With this view, they contracted with a corn-factor to supply periodically small quantities of oatmeal; and issued three meals of thin gruel a day, with an onion twice a week, and half a roll on Sundays.

The room in which the boys were fed, was a large stone hall, with a copper at one end: out of which the master, dressed in an apron for the purpose, and assisted by one or two women, ladled the gruel at mealtimes. Of this festive composition each boy had one porringer and no more—except on occasions of great public rejoicing, when he had two ounces and a quarter of bread besides.

The bowls never wanted washing. The boys polished them with their spoons till they shone again; and when they had performed this operation (which never took very long, the spoons being nearly as large as the bowls), they would sit staring at the copper, with such eager eyes, as if they could have devoured the very bricks of which it was composed. Boys have generally excellent appetites. Oliver Twist and his companions suffered the tortures of slow starvation for three months: at last they got so voracious and wild with hunger, that one boy, who was tall for his age, and hadn't been used to that sort of thing (for his father had kept a small cook-shop), hinted darkly to his companions, that unless he had another basin of gruel per diem, he was afraid he might some night happen to eat the boy who slept next to him, who happened to be a weakly youth of tender age. He had a wild, hungry eye; and they implicitly believed him. A council was held; lots were cast who should walk up to the master after supper that evening, and ask for more; and it fell to Oliver Twist.

The evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper; his pauper assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered to each other, and winked at Oliver; while his next neighbours nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said, somewhat alarmed at his own temerity:

'Please, sir, I want some more.'

The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper. The assistants were paralysed with wonder; the boys with fear.

'What!' said the master at length, in a faint voice.

'Please, sir,' replied Oliver, 'I want some more.'

The master aimed a blow at Oliver's head with the ladle, pinioned him in his arms, and shrieked aloud for Mr. Bumble.

The board were sitting in solemn conclave when Mr. Bumble rushed into the room in great excitement, and addressing a gentleman in a high chair,

www.frenglish.ru

D Read the *Exam Close-up*. Look back at the extract from *Oliver Twist*. What do you think a *copper* is?

E Now complete the *Exam Task*.

Exam Close-up

Dealing with unfamiliar words

- Try to work out the meaning of an unfamiliar word, by looking at the context in which it is used in the sentence.
- Look for clues to its definition in the text near the word.
- Search for other instances of the word in the text to see if the meaning you think it has is supported by the text there.

said, 'Mr. Limbkins, I beg your pardon, sir! Oliver Twist has asked for more!'

[120] There was a general start. Horror was depicted on every countenance.

'For more?' said the chairman. 'Compose yourself, Bumble, and answer me distinctly. Do I understand that he asked for more, after he had eaten the supper allotted by the dietary?'

'He did, sir,' replied Bumble.

'That boy will be hung,' said a gentleman in a white waistcoat. 'I know that boy will be [120] hung.'

Nobody disputed the opinion. Oliver was ordered into instant confinement, and a bill was next morning pasted on the outside of the workhouse gate, offering a reward of five pounds to anybody who would take Oliver Twist off their hands. In other words, five pounds and Oliver Twist were offered to any man or woman who wanted an apprentice to any trade, business, or calling.

Exam Task

You are going to read an extract from *Oliver Twist*, a novel by Charles Dickens. For questions **1 – 6**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

1 What impression are we given of the workhouse board members?
- **A** There was wisdom in their decisions.
- **B** They had a good understanding of the poor.
- **C** They lacked compassion for the poor.
- **D** They wished to spare the poor any undue suffering.

2 For the poor, life in the workhouse
- **A** allowed for some amusements.
- **B** inevitably led to death.
- **C** included adequate food provisions.
- **D** was preferable to life on the outside.

3 The boys finally decided to ask for more food because they
- **A** were extremely hungry.
- **B** enjoyed their meal.
- **C** knew Oliver would succeed.
- **D** considered there was a threat.

4 How did Oliver feel as he approached the master?
- **A** He was astonished at his own daring.
- **B** He felt unlucky that he had been chosen.
- **C** He was concerned about his fellow inmates.
- **D** He felt he had been pressured into doing it.

5 How did the master react to Oliver's request?
- **A** At first, he had not heard it clearly.
- **B** It caused him to almost pass out.
- **C** He was at a loss what to do about it.
- **D** He was hesitant to disturb the board.

6 What were the consequences of Oliver's action?
- **A** The board considered capital punishment.
- **B** A public announcement was made about it.
- **C** A reward was offered for information about Oliver.
- **D** The board found a way to rid itself of him.

F Replace the words in bold in the sentences with words and phrases from the extract.

1 The village children listened to the elder as he was considered to be **wise**. _____
2 The slaves were treated poorly and had to obey their masters **completely**. _____
3 In the city's slums, disease spread rapidly among the **poor people**. _____
4 No one had the **boldness** to question the chairman's decisions. _____
5 The public was **astonished and shocked** by the greed of the conspirators. _____
6 **After a long time**, his lecturing on my spending habits ended. _____
7 The Mona Lisa is a portrait of a woman with a mysterious **facial expression**. _____
8 The refugee wiped the tears from her eyes and struggled to **calm** herself. _____

Ideas Focus

- It is acceptable for young children to work to help their families? Why? / Why not?
- Would you refuse to buy an item made using child labour, even if it were a bargain? Why? / Why not?



www.frenglish.ru

6 Made of Money

Vocabulary

A **Complete the sentences with the words in the correct form.**

compensate finance gamble incur maximise offset reimburse soar squander value

1 Keep your receipts for paper and pens because office supplies are one of the expenses that you can _____ against tax.

2 Some airlines remodel plane interiors in order to squeeze in more seats and thus _____ their profits.

3 I was overcharged for an online purchase, but the retailer _____ me when I brought it to their attention.

4 Although the house was _____ at one million dollars, a bidding frenzy at auction saw it sell for double that.

5 Plans for the new city rail link were shelved when the federal government backtracked on _____ the project.

6 The young man _____ his inheritance on cars and holidays, and within just a few years he was in debt.

7 The government will _____ people whose life savings were stolen in the elaborate investment scam.

8 In setting up our new business venture we _____ a lot of expenses, but thankfully our company is doing well.

9 Families can no longer afford to buy a home as house prices have _____ by 30 per cent in the last five years.

10 Anyone who _____ on the stock exchange should be prepared to lose money, as there is no guarantee of a profit.



A row of 'for sale' signs suggest that the housing market is still unstable in Macclesfield, United Kingdom

B **Circle the correct words.**

1 An investigative journalist exposed the blackmail / bribery scandal in which a politician received money in return for issuing government contracts.

2 Increased tourism provided a much-needed settlement / stimulus to the economy when the mining industry slowed down.

3 In parliament, the chancellor / treasurer had to field questions from the opposition about government spending.

4 Shareholders are expected to vote on the proposed margin / merger of the two companies next week.

5 As the tycoon had no children of his own, he named his only nephew as the heir / proxy to his considerable fortune.

6 The elderly, the unemployed, students and low-income families receive government concessions / cuts on medicines.

7 In order to buy their own home, the couple took out a contract / mortgage payable over 30 years.

8 In a shocking development, the mayor was charged with abuse / misuse of public money.

C **Look at the words in bold in sentences 1–6. What do you think they mean? Choose from the words in the box.**

bribe broke bureaucracy expensive miser money

1 We were taken to a very **posh** restaurant and poor Jack had no idea which pieces of cutlery to use. _____

2 'I'm **skint**,' said Alex and, in order to give weight to his words, he pulled out his trouser pockets to prove it. _____

3 Apparently, the building contract was awarded to the company that had given a sizable **backhander**. _____

4 Even when it had become painfully obvious that Chris needed financial help, his **tight-fist** of an uncle refused outright. _____

5 'Have you got any **dosh** on you?' 'Just a tenner, but I need it to get a taxi home later.' _____

6 Setting up his business took Nate longer than he thought it would because of all the **red tape**. _____

www.frenglish.ru



D **Circle the odd word out.**

1	entitled	moneyed	privileged	wanting
2	extravagant	thrifty	lavish	opulent
3	well-kept	well-heeled	well-off	well-to-do
4	aboveboard	corrupt	crooked	shady
5	stingy	miserly	spendthrift	penny-pinching

E **Complete the sentences with the circled words in D.**

1 I can assure you that all of our business dealings and transactions are strictly _____ .
2 Be careful with your money; remember, it's better to be _____ than broke.
3 Hundreds of poor families were left _____ for money and food after the earthquake.
4 I'm certain that one of these days, his _____ ways will land him in the bankruptcy court.
5 They live in a _____ home with manicured lawns, a tennis court and a swimming pool.

Phrasal verbs

F **Match 1–8 with a–h to make sentences. Use the words in italics to help you.**

1	The government should really *crack*	☐	a *without* herself.
2	Oliver complained about the tiny portions of food *doled*	☐	b him *with* expensive gifts.
3	Her children have everything they want even if she has to *go*	☐	c *out* to the hungry boys.
4	Don't even consider doing business with him; he'll *rip*	☐	d *into* a lot of money.
5	His grandparents adored him and continued to *shower*	☐	e *off* about that trader.
6	The securities commission was recently *tipped*	☐	f elderly people *of* their savings
7	Without conscience, these fraudsters *rob*	☐	g *down* hard on corruption.
8	Her grandfather was a wealthy man and she *came*	☐	h you *off* without a second thought.

Collocations & Expressions

G **Complete the expressions with the words.**

bet corner egg lane line red resort side

1 I'm in a tight _____ . Is there any way you can you help me out?
2 Having saved wisely all his working life, Reg had a nice nest _____ to retire on.
3 If the bank declines our request for a loan, we'll ask our parents as a last _____ .
4 Life in the fast _____ doesn't come cheap, as Josh found out to his dismay.
5 She makes a little money on the _____ by working in her spare time.
6 It's a safe _____ that once interest rates drop, more people will want to borrow.
7 The company is in the _____ and I really wonder if it will ever make a profit.
8 The bottom _____ is that we need another ten thousand pounds to finish the job.

H **Decide if these adjectives and expressions are used to describe someone who is rich (R) or someone who is poor (P).**

1	minted	☐	5	indigent	☐
2	flush	☐	6	skint	☐
3	strapped for cash	☐	7	flat broke	☐
4	rolling in it	☐	8	affluent	☐

I **Which two words/phrases in H are formal? Can you think of any more adjectives/expressions to describe rich and poor?**

www.frenglish.ru

6 Made of Money

J **Read the *Exam Close-up*. Then read through the text in the *Exam Task* below to get an idea of the topic.**

K **Now complete the Exam Task.**

Exam Close-up

Dealing with multiple-choice cloze texts

- Read through the text first to get a clear idea of the topic.
- Look at the words either side of the gap. Establish what type of word is missing (noun, adjective, verb, etc.).
- Remember that fixed phrases and idioms often don't follow the normal rules so read through the text again if you're not sure. Does it sound right?

Exam Task

For questions **1 – 8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.

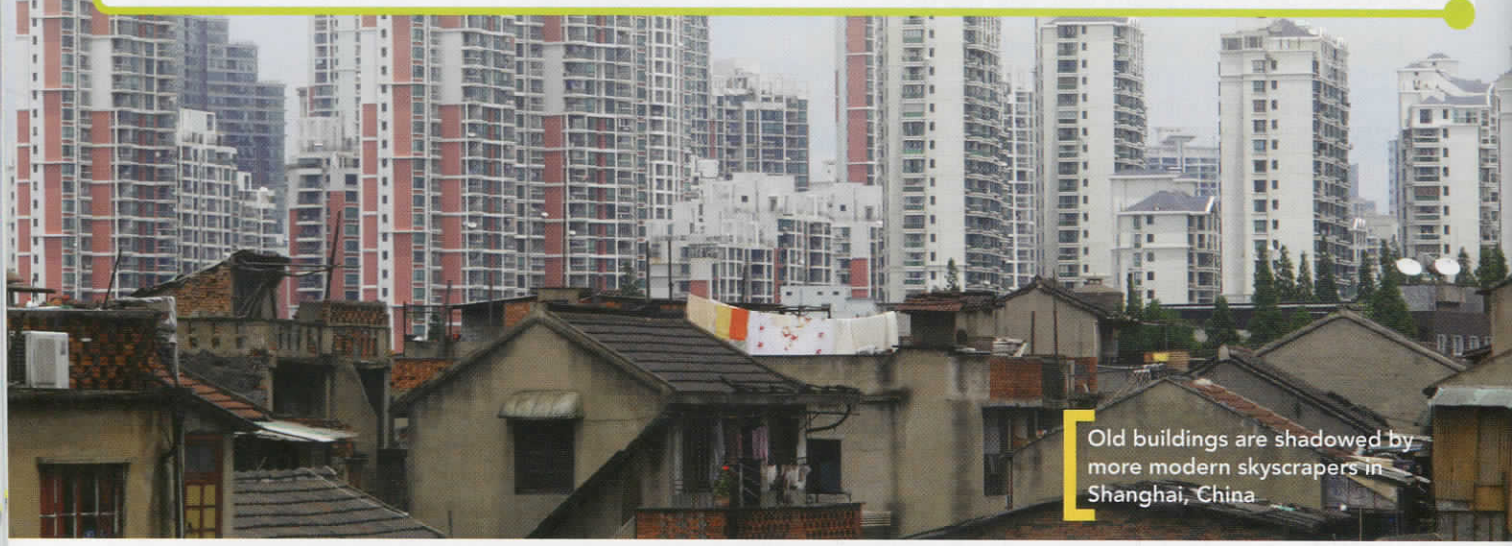
Accruing wealth

Wealth tends to generate more wealth, but being born with a **(1)** _____ spoon in one's mouth is not the only way to the top. Some of the world's wealthiest people started out **(2)** _____ poor. People from very **(3)** _____ beginnings have not only risen to the top of their industries, but have also become some of the wealthiest people in the world.

The rich get richer and their net **(4)** _____ continues to grow. This seems unfair to many, but the personal stories of those who have gone from rags to **(5)** _____ have much to teach us about success. They remind us that through grit and the right **(6)** _____ of mind, it's possible to overcome even wretched circumstances.

Growing up on the **(7)** _____ side of the tracks is no blessing. However, it needn't be a **(8)** _____ either. In the cases of many it has provided the impetus needed to get ahead.

1	**A**	golden	**B**	silver	**C**	large	**D** expensive
2	**A**	grimy	**B**	filthy	**C**	dirt	**D** earth
3	**A**	humble	**B**	timid	**C**	low	**D** shy
4	**A**	wealth	**B**	money	**C**	value	**D** worth
5	**A**	richer	**B**	riches	**C**	rich	**D** richly
6	**A**	peace	**B**	presence	**C**	frame	**D** cast
7	**A**	wrong	**B**	other	**C**	worst	**D** opposite
8	**A**	bother	**B**	horror	**C**	shame	**D** curse



Old buildings are shadowed by more modern skyscrapers in Shanghai, China

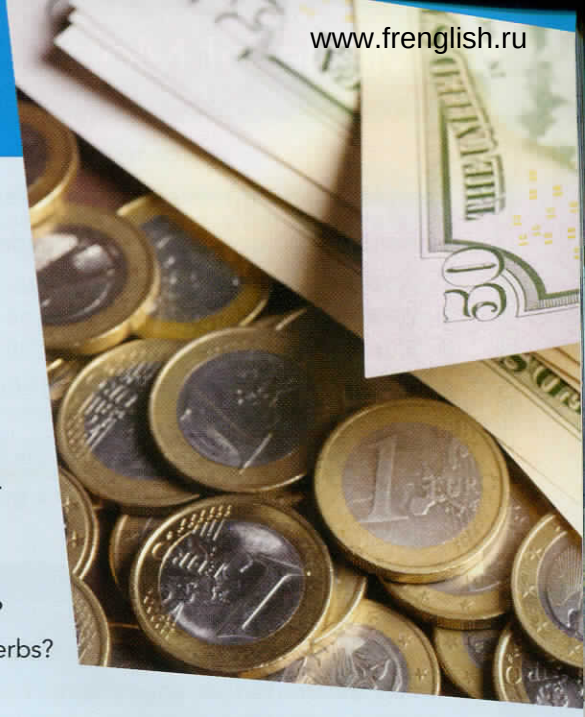
Ideas Focus

- 'If you are careful with your money, you will miss out on fun activities and you won't have many friends.' Do you agree? Why? / Why not?
- Are you a saver or a spender? Why?
- Do you think that borrowing large amounts of money is normal nowadays? Why? Is this a good thing?



www.frenglish.ru

Grammar



Inversion

A **Underline the negative adverbs in these sentences and answer the questions.**

1 Not until he received his salary could he pay the bills.
2 Never did they manage to save any money.
3 Hardly had the money been deposited when it was withdrawn.
4 Under no circumstances should you tell anyone your PIN.
5 Not one good reason could the accountant give for the lack of funds.
6 No sooner had the money been deposited than it was withdrawn.

a Which two negative adverbs mean the same?
b Which negative adverbs are followed by inversion in the main clause?
c How could sentences 1–6 be re-worded using different negative adverbs?

B **Match the adverbs in sentences 1–6 in A with the meanings a–e.**

a on no account
b not a single
c scarcely, barely
d only when, only after
e not once, at no time/point/stage

C **Complete the rule.**

Many negative adverbs are followed by omission / inversion of the verb and subject when they start / end a sentence. The effect is to make the sentence more formal / informal and emphatic. Many negative adverbs connected with time are followed by inversion. Adverbs *only if*, *not until*, *only when*, and *only after* are followed by a clause and the inversion is in the subordinate / main clause.

So & such

D **Read the sentences and then decide if the statements about *so* and *such* are true (T) or false (F).**

Such were the region's economic problems that it would prove hard to recover.
So huge were his debts that he would never pay them off.

1 *So* + adjective and *such* used at the beginning of a sentence with the verb *to be* are followed by inversion. ☐
2 *Such* means '*so great*' in this case. ☐
3 *So* and *such* are used in this way only in very formal English. ☐

Grammar Focus p 193 (6.1 to 6.2)

E **Complete the sentences with the correct negative adverb.**

Barely | Little | Not once (x2) | Not only | No sooner | On no account | Only after (x2) | Only if

1 _____ did the bank's customers suspect that it would fail.
2 _____ had he won the money than he started receiving begging letters.
3 _____ should you risk your money on those shares.
4 _____ three years' hard work, did their business start making a profit.
5 _____ did the boss mention a pay rise.
6 _____ is the interest rate on the loan low, but the repayment terms are favourable.
7 _____ had he paid one bill when another larger one arrived.
8 _____ you are over 18 will the bank issue you with a credit card.
9 _____ interest rates fell, was she able to take on a mortgage.
10 _____ did they warn us that a weak currency would lead to food prices rising.

www.frenglish.ru

6 Made of Money

F **Complete the sentences with the verbs in brackets in the correct form.**

1 Hardly _____ the students _____ adult life when they were already in debt. (begin)
2 Never _____ I _____ so much on a birthday present, but it's for my daughter's 21st. (spend)
3 Not until the landlord _____ the deposit, will he give tenants a key. (receive)
4 The mayor stressed that under no circumstances _____ public officials _____ bribes in the recent scandal. (accept)
5 At no point _____ the stock market _____ signs of recovery yesterday. (show)
6 In no way _____ the government _____ corruption, according to its spokesman. (condone)

Unreal Past

G **Read the sentences about Tom. Tick the grammatically correct sentences and then complete the rule.**

a If only Tom hadn't lost all his money on the stock market.
b Tom wishes he weren't broke.
c Tom's wife wishes Tom hadn't lost all his money.
d Tom's wife wishes he would get a job.
e Tom wishes he could get a job, too.
f It's time Tom got a job.
g Tom wishes he would get a job.
h Tom acts as if he doesn't lose all his money.



A monitor displays exchange info on the floor of the New York Stock Exchange, USA

After *if* any / only and *wish* we use unreal / real past forms. We can only use *if only* and *wish* + should / would to talk about other people. We use unreal past after *as if* to show that something is always / not true and after *it's time* to show that something should happen.

Would rather, would prefer & had better

H **Read the sentences and match them with a–f in G.**

1 He would rather not be broke. He would prefer not to be broke. ☐
2 He would rather not have lost all his money. He would prefer not to have lost all his money. ☐
3 She would rather he got a job. She would prefer him to get a job. ☐
4 He would rather get a job, too. He would prefer to get a job, too. ☐
5 He had better get a job. ☐
6 She would rather he hadn't lost all his money. ☐

I **Which sentences from H are examples of unreal past?**

Grammar Focus p. 193 (6.3 to 6.5)

J **Circle the correct words.**

1 The shopkeeper would rather we paid / had paid cash, if we have it.
2 It's time the children learnt / to learn to spend their money responsibly instead of frittering it away.
3 If only his restaurant had made / made a profit, he wouldn't have closed it.
4 You had better / would prefer take some financial advice before buying a house.
5 I wish you would stop / stopped wasting my hard-earned cash on expensive holidays!
6 The prominent businessman would rather / prefer not disclose his salary.
7 I would rather you not have / hadn't made that stupid financial decision.
8 Marc acts as if he owned / owns the restaurant, but actually he is just head waiter.

www.frenglish.ru

K **Match sentences 1–5 with responses a–e.**

1 I haven't got any money left to go out this weekend.
2 I've lost a lot of money on the stock market this week.
3 I always thought you should be a doctor, but you chose retail.
4 We should put our savings into a high-interest account.
5 Why do you buy cheap clothes? Brands are better quality!

a I wish I'd listened to your advice. I'd be a lot richer!
b I'd prefer to invest in some property.
c I'd rather spend less so I can keep buying more.
d You'd better get a job, then.
e If only you'd invested in gold, you'd be fine.

Exam Close-up

Recognising structures

- With key word transformations you need to recognise which structure is needed.
- Identify sentences that need inversions or a change in verb tense, e.g. from real time to unreal past.
- After completing the second sentence, compare it with the first to make sure you have changed all the necessary details.

L **Complete the sentences with the correct form of the verbs in brackets.**

1 I wish you _____ (not fall out) with your parents. We won't get any inheritance money now!
2 If only we _____ (buy) a house in London back in the early noughties – we'd be rolling in it by now.
3 The media are _____ (act) as if the currency devaluation had nothing to do with the recent vote.
4 It's obvious that it _____ (be) now time to raise interest rates and give some positive news to savers.
5 I wish we _____ (not be) so reliant on government benefits to pay our bills every month.
6 I would rather he _____ (get) a job straightaway, than waste a load of money on a pointless degree.

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

Exam Task

For questions **1 – 5**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

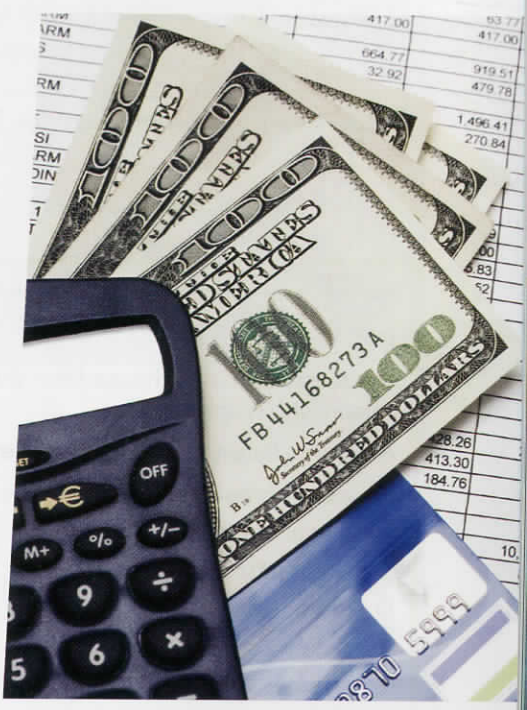
1 Don't sell your house now, whatever you do.
no
On _____ sell your house now.

2 The economy did not recover for another decade.
until
Not _____ the economy recover.

3 In view of the recent drop in prices, he regrets buying the house.
wishes
In view of the recent drop in prices, _____ the house.

4 The manager never discussed his finances with his friends.
no
At _____ his finances with his friends.

5 Debit cards withdraw the money from a bank account immediately.
sooner
No _____ the money leaves your bank.



Ideas Focus

- 'Buying a house or apartment is much better than renting.' Do you agree? Why? / Why not?
- Do you think people should be allowed to buy property as an investment (they will never live in the property themselves)? Why? / Why not?



www.frenglish.ru

6 Made of Money

Listening



A **Look at the pictures. Discuss with a partner the differences and similarities between these alternative means of payment. What alternative means of payment have you heard of? Why would people use these?**

B **Match the words 1–6 with a–f.**

1	hyperinflation	a	valid currency
2	digital currency	b	exchange of work measured in hours / by the hour
3	time bank	c	internet-based currency
4	legal tender	d	very rapid rise in prices
5	transaction	e	community currency
6	local currency	f	buying or selling something

C 6.1 **Read the *Exam Close-up*. Then complete the *Exam Task*.**

Exam Close-up

Considering themes & attitudes

- Read the questions carefully before you listen and identify the broader theme encompassing both tasks.
- Then consider the aspect of that theme covered by each task.
- Consider what you know about the theme and try to anticipate the kinds of attitudes and opinions that may be expressed in the two tasks.

Exam Task

You will hear five short extracts in which different people talk about different kinds of currencies.

Task 1

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

While you listen, you must complete both tasks.

A a bank employee
B a small business owner
C a retired teacher
D a street vendor
E a stamp collector
F an antiques trader
G a software engineer
H a volunteer in a school

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

Task 2

For questions **6 – 10**, choose from the list (**A – H**), the main disadvantage of the currency mentioned by each speaker.

A it can be used for illegal purposes
B it is a difficult system to use
C it resembles a failed currency
D it requires a lot of patience
E it is restricted to services
F it cannot be used to pay taxes
G it cannot be used by tourists
H it is restricted to one part of the country

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

D 6.2 **Now listen again and check your answers.**

www.frenglish.ru

Speaking





A **Work with a partner. Discuss what is happening in photos 1 and 2 and then decide what you would do.**

B **Working with your partner again, answer these questions.**

- Is it better to earn money than to win it? Why? / Why not?
- Are the best things in life free? Why? / Why not?
- Is wealth distributed fairly? Why? / Why not?

C **Read the *Exam Close-up*. Then look at the *Exam Task* below and make sure you understand the instructions.**

D **Now work with a partner and complete Task 1 in the *Exam Task*. Then change roles and complete Task 2. Use the *Useful Expressions* to help you. Finally, discuss the general question together.**

Exam Close-up

Sustaining a conversation

- In the test you are expected to keep the conversation going, so add to your partner's points using linking words.
- Allow your partner to finish talking. Do not interrupt. If you disagree with your partner, do so politely and put the opposite point of view across clearly for them to respond to.

Exam Task

Student A: Answer the question about money and morality in Task 1, using the prompts to help you.
Student B: Answer one of the follow-up questions and then ask Student A if they agree with your answer.
Then change roles and complete Task 2.

Task 1

What affects people's behaviour if they receive money by mistake?

- the difference between right and wrong
- their need to be honest
- their belief in luck

Follow-up question:

- What should someone do if their bank credits their account by mistake?
- How do you feel if a shopkeeper or taxi-driver gives you too much change?
- What would you do if a restaurant forgot to charge you for something?

Task 2

What affects people's behaviour when they find something valuable?

- the chance of a reward for returning it
- their own financial circumstances
- their ability to put themselves in the owner's position

Follow-up question:

- Do you believe in the expression: 'Finders keepers, losers weepers'?
- Have you ever returned something to its owner?
- What can you do if you find a lost wallet or credit card?

Now discuss this question with your partner.

- Is it money or lack of money that is the root of all evil?

Useful Expressions

Keeping discourse going

That's a good point …
While we're on the subject of …
Talking about …, we should bear in mind …
That's true in theory, however in practice …
Coming back to your point about …
People say that, but would they really …?
Is that perhaps a little naïve/unrealistic/cynical?

Expressing disapproval

It shouldn't be allowed.
I'm not in favour of …
I'm totally against …

Summing up

Broadly speaking, I think we agree.
We have come to the conclusion that …
To sum up, we could say that …

Ideas Focus

- What is a black market and why does it exist?
- Are fare dodging, tax evasion and illegal downloads the same as stealing? Why / Why not?



www.frenglish.ru

6 Made of Money

Writing: an essay (3)



5th Berlinale International Film Festival at Berlinale Palace in Berlin, Germany

Learning Focus

Choosing between two topics

- You will choose between two essay topics and will be given 30 minutes in which to write your essay.
- It is important that you read the two prompts very carefully in order to understand the tasks. Ask yourself what exactly you are being asked to do. For example, do you need to discuss one side of an argument? Do you need to discuss advantages and disadvantages?
- Then underline the key words in each prompt, make notes about the points you can discuss for each topic and consider the vocabulary you will need to use. Choose the topic you are better prepared to respond to.
- Once you have chosen your topic, organise your ideas in the order you wish to discuss them.

A **Look at the questions below and match them to the requirements of the task.**

1 Do you think the legal driving age in your country should be raised? ☐
2 What are the advantages and disadvantages of exam-based assessment? ☐
3 Which do you think is more important: earning less to do a job you love or having a higher income in a job that does not satisfy you? ☐

a Choose between two opinions and discuss.
b Consider one specific question.
c Discuss two sides of an issue.

B **Read the two prompts below and decide what the tasks entail by choosing from a, b and c in A.**

Prompt 1 ☐
Money serves to make life easier and provides solutions to a range of life's common problems, but there are instances when the opposite holds true. In what situations can money create problems, rather than solve them? Discuss, and give specific examples to support your views.

Prompt 2 ☐
In our society, actors and athletes who have achieved celebrity status command exceptionally high fees for their work, and through advertising and sponsorship deals. It is a commonly held view that such people are not more deserving than others. Can the amounts of money they are paid be justified, or not? Support your opinion with reasons and examples.

C **Underline the key words in the prompts in B and write down the points and some key vocabulary you could use in an essay to discuss them. Which topic are you best prepared to write about?**

D **Read the example essay written in response to Prompt 1. How do the writer's ideas compare to yours?**

Money plays a vital role in the world we live in. It provides us with the basic necessities such as clothing, housing, transport and food. Beyond that, it allows for life's little luxuries such as the occasional holiday. However, money is a double-edged sword, and along with its many benefits come significant drawbacks.

The most serious of these is the redistribution of wealth. Perhaps never before in history has so much been in the hands of so few; the so-called 'one per cent'. When wealth is not divided equally, it creates class divisions and this situation leads to social unrest. We need only look back to the French Revolution to see what form this unrest can take. Granted, we are no longer living in the eighteenth century, but the same problems continue to plague us. The have-nots – then, as now – express their desperation and resentment towards the rich and to corrupt governments by rioting, looting and striking.

Not only can money cause problems at the societal level, but it can ruin individual lives. In the case of windfalls such as an inheritance or a lottery win, the sudden shift to wealth can become a curse. There have been numerous stories in the media about lottery winners being harassed for money, or whose friends and family exploited their kindness. Some have squandered their fortunes due to poor money management and ended up broke. Others find themselves indebted. The most unfortunate have met tragic ends, the victims of ruthless killers.

In summary, it would seem that money is an issue that can divide people, at times quite violently. Whether it creates two distinct classes in society or tears families apart and destroys friendships, it is a powerful force in our world.

www.frenglish.ru

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

1 Has the writer understood the specific task? Explain.
2 How many main paragraphs are there? What does each focus on?
3 What examples has the writer given to support of their views?
4 How has the writer linked the first three paragraphs?
5 Does the conclusion summarise the main points of the essay?

Exam Close-up

Writing an effective essay

- Make sure you fully understand the task.
- Think about the impressive vocabulary you can use before you decide which topic to write about.
- Use examples to support your views.
- Use topic sentences that link back to the previous paragraphs.

F **Complete the sentences with topic-specific vocabulary from the model essay in D.**

1 You need to learn about _____ in order to use your inheritance wisely.
2 Food, water and shelter are the _____ that every living creature requires.
3 The government seems helpless to deal with the _____ that has erupted.
4 There is no place in our society for the _____ that rocked Europe in the past.
5 The term _____ is relative; for me, it's a night out, but for you it could be gold jewellery.

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

Exam Task

Choose from one of the two topics to write your **essay** about. You have 30 minutes and should write up to two pages.

Prompt 1

In our society, actors and athletes who have achieved celebrity status command exceptionally high fees for their work, and through advertising and sponsorship deals. It is a commonly held view that such people are not more deserving than others. Can the amounts of money they are paid be justified or not? Support your opinion with reasons and examples.

Prompt 2

Tourism is one of the biggest industries in the world, supporting many economies. However, some people argue that tourism is having a negative impact on the traditional cultures of popular destinations. In what ways does tourism affect people and places? Support your opinion with reasons and examples.

Useful Expressions

Introducing your topic

More and more people are …
Over the past ten years or so, …
Recent research indicates that …

Changing topic

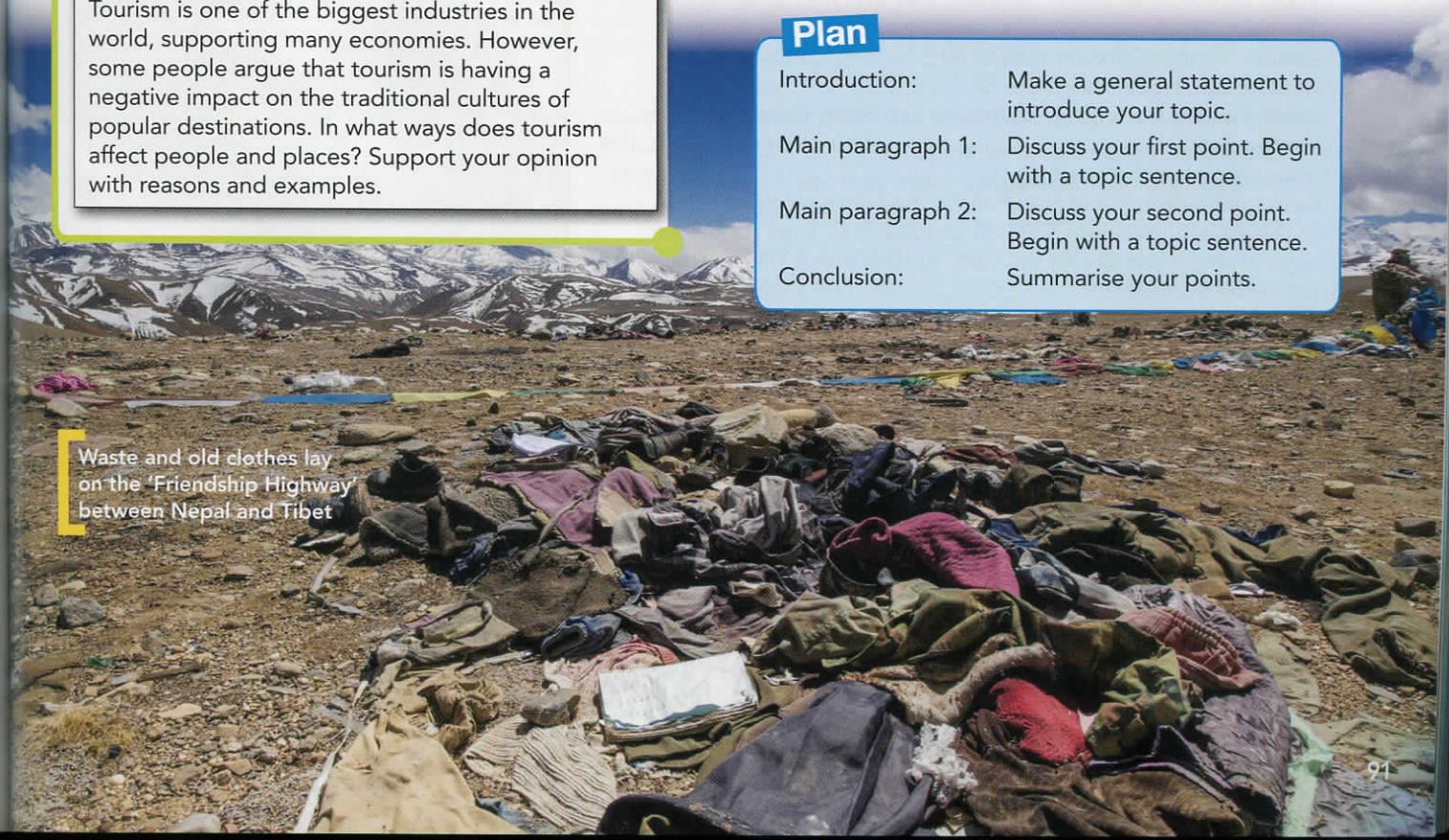
As regards athletes, …
Concerning well-paid actors, …
As for the effect on customs, …

Presenting arguments

One justification often given for … is that …
Some would claim that, …
However, it should not be forgotten that …

Plan

Introduction:	Make a general statement to introduce your topic.
Main paragraph 1:	Discuss your first point. Begin with a topic sentence.
Main paragraph 2:	Discuss your second point. Begin with a topic sentence.
Conclusion:	Summarise your points.



Waste and old clothes lay on the 'Friendship Highway' between Nepal and Tibet

www.frenglish.ru

Video

6 Alaskan Money Laundering



Before you watch

A Look at the title. What is the usual meaning of 'money laundering'?

B Look at the photo below and discuss the questions with a partner.

- What has happened to the money?
- What do you think caused this?
- Does this money have any value?

While you watch

C Watch the video and decide if these statements are true or false. Write T for true and F for false.

1 Banks are non-existent in rural Alaska. ☐
2 They have mostly recovered $100 bills. ☐
3 The initial estimate of the value of the burnt cash is over $20,000. ☐
4 The whole of the house has been destroyed in the fire. ☐
5 There turns out to be much more money than they first thought. ☐
6 The fire is known to have started accidentally. ☐

After you watch

D Complete the summary of the video clip below using these words.

charred distinguishable initial intact laundering mile rural salvage stack tragic

Since banks don't exist in (1) _____ Alaska, it's not unusual to store cash at home. The victim of this house fire had put cash in bags, and so the cash was badly burnt. The troopers find notes of different denominations, some of which are still (2) _____ . Handing over the investigation to the fire marshal, Trooper Connors explains that he has secured about $2,000 to $5,000 in cash and that everything else is still (3) _____ , exactly as it was left. At the station, Trooper Connors tries to (4) _____ what he can. He rinses off the (5) _____ residue on the bank notes so that he can count them accurately. Finding a (6) _____ of hundred dollar bills, the troopers realise that their (7) _____ estimates were totally wrong, and now believe they have recovered cash to the value of between $20,000 and $30,000. They spend the night cleaning and drying the cash, hoping that it will compensate the family for their (8) _____ loss. Although money (9) _____ is not part of police training, they say that going the extra (10) _____ is worth it to support a bereaved family. Meanwhile the investigation into the cause of the fire continues.





Ideas Focus

- Where is the safest place to keep money?
- In what ways can money be mutilated other than by fire?
- Is it better to use plastic money or cash for transactions? Why? / Why not?

www.frenglish.ru



Review 3

Units 5 & 6

A

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

Fraud

Criminals are always seeking new ways to **(1)** ___ people off. The internet has provided very fertile ground for all manner of **(2)** ___ practices. From phishing and auction site fraud to identity theft and lottery scams, incidents of online fraud are **(3)** ___ . And though police forces now have dedicated cyber fraud departments to **(4)** ___ down on this type of theft, it seems they're fighting an uphill battle.

Banks go to great **(5)** ___ to protect their customers' accounts with sophisticated software that can track suspicious **(6)** ___ . Criminals know they **(7)** ___ little chance of defeating these systems online, so they focus on customers directly, particularly the elderly. Criminals phone them claiming to be from their bank. Everything seems **(8)** ___ , but the unsuspecting victims are tricked into revealing confidential information and are robbed. It is the cruelest of lessons for society's most vulnerable members.

1	**A** rob	**B** rip	**C** steal	**D** cheat
2	**A** shady	**B** stingy	**C** lavish	**D** cool
3	**A** jumping	**B** flying	**C** leaping	**D** soaring
4	**A** crack	**B** break	**C** come	**D** bring
5	**A** extents	**B** levels	**C** lengths	**D** degrees
6	**A** dealings	**B** transactions	**C** operations	**D** markets
7	**A** bear	**B** set	**C** hold	**D** stand
8	**A** regular	**B** open	**C** aboveboard	**D** true

B

For questions 9–16, read the text below and think of the word which best fits each space. Use only one word in each space.

Wheelchair basketball

Wheelchair basketball was developed by injured soldiers who began to **(9)** _____ up the pieces of their lives upon returning from World War II. Refusing to throw **(10)** _____ the towel, these former players continued to play the game they loved. Not **(11)** _____ did they make simple adaptations to their wheelchairs, but also slight changes to the rules of the standing game. When they **(12)** _____ out to modify the game to their circumstances, they had no idea it would take off so spectacularly. **(13)** _____ was the demand for a sport that the disabled could take part in, that it soon spread across the USA and eventually the world.

(14) _____ popular has it become that it now features prominently at the Paralympic Games and is the fastest growing sport for athletes with a disability. **(15)** _____ they have a permanent physical disability in their lower limbs, anyone can participate in local, national or international competitions. If you **(16)** _____ to come across a game, do watch it. You'll be amazed at what these athletes can do.

www.frenglish.ru



Review 3 Units 5 & 6

C

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line.

Hidden hoards

We deposit our money in banks because we **(17)** _____ trust their ability to keep it safe. But what did people do with their savings prior to the advent of banking? During periods of peace, they could safely stash their money at home, but in times of **(18)** _____ this was not possible. The **(19)** _____ of war in ancient and medieval times led people to hide their valuables. As enemy armies advanced, fleeing civilians hurriedly buried their **(20)** _____ rather than risk being caught with it. The **(21)** _____ classes not only hid coins, but intricate gold and silver jewellery too. Their hope was that once the **(22)** _____ had ended, they could return to their homes and dig up their valuables. However, the upheaval brought about by war often led to permanent displacement and the **(23)** _____ of owners to be reunited with their possessions. This has enabled hobbyists with simple metal detectors to uncover hoards of coins and **(24)** _____ jewellery in village farmlands. No doubt, much more is out there waiting to be found.

IMPLICIT
ADVERSE
PREVALENT
CURRENT
PRIVILEGE
REST
FAIL
OPULENCE

D

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

25 His sister dissuaded him from joining a gang.
BEEN
_____ , he would have joined a gang.

26 Mark's parents would prefer him to study law.
RATHER
Mark's parents _____ law.

27 I didn't take your advice and now I'm in trouble.
TAKEN
If I _____ in trouble now.

28 She squandered the money as soon as she inherited it.
SOONER
_____ she squandered it.

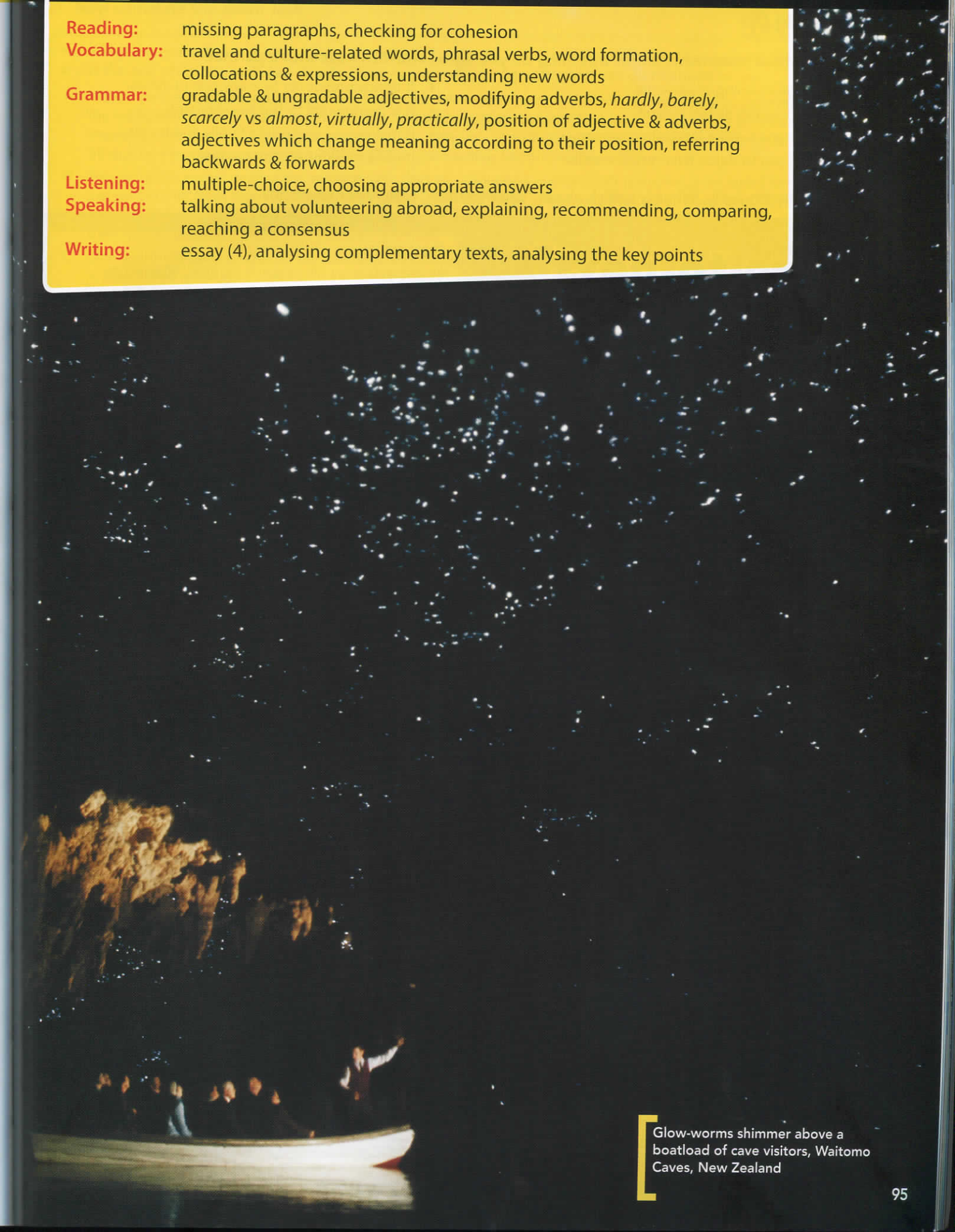
29 You will not be able to get a mortgage unless you are employed.
ONLY
_____ be able to get a mortgage.

30 If you repay me later, I'll pay your fine.
ON
I'll pay your fine _____ you repay me later.

www.frenglish.ru

7 Distant Shores

Reading: missing paragraphs, checking for cohesion
Vocabulary: travel and culture-related words, phrasal verbs, word formation, collocations & expressions, understanding new words
Grammar: gradable & ungradable adjectives, modifying adverbs, *hardly*, *barely*, *scarcely* vs *almost*, *virtually*, *practically*, position of adjective & adverbs, adjectives which change meaning according to their position, referring backwards & forwards
Listening: multiple-choice, choosing appropriate answers
Speaking: talking about volunteering abroad, explaining, recommending, comparing, reaching a consensus
Writing: essay (4), analysing complementary texts, analysing the key points



Glow-worms shimmer above a boatload of cave visitors, Waitomo Caves, New Zealand

www.frenglish.ru

Reading

A **Which of these statements about travelling do you agree with? Discuss with a partner.**

- It's an eye-opening experience.
- It's a thoroughly selfish pursuit.
- It makes you a more interesting person.
- It allows you to detox from social media.
- It brings prosperity to many communities.
- It is detrimental to the environment.
- It makes you appreciate family and home.
- It ruins traditional communities.

B **Read the text quickly. What is selfish about 'voluntourism' (volunteer tourism)?**

Where to next?

a unique perspective on all things travel

About me

I'm Josh and I've got one passion in life: travel. Whenever my teaching job allows, I'm on the next plane (or bus, or train …) to a new adventure. Here, I like to share my experiences and perhaps inspire you to take the plunge and go off the beaten path. So grab your camera, pack your sense of adventure and bring an open mind.



Are travellers selfish?

Travel, when you think about it, is a largely selfish pursuit. It's all about me, me, me. Places I can go to, people I can meet, things I can see, food I can try, my bucket list, my experiences. Are you a self-absorbed traveller? Let's look at some common scenarios, starting with the plight of the traveller seeking to discover something unique. 1 ☐

Your first reaction is to blame the guide book, regardless of the fact that it's probably the way you found out about it, too. And it's true, that book in your hand has a bit to answer for. But that's a simplistic notion. In an age of mass tourism, of backpacker grapevines, of internet and travel blogs, it's inevitable that what was once a pristine paradise will be seething with tourists before long. 2 ☐

You can direct a little blame at the locals, too. Without their efforts, that which seems to offend you would not exist. They like the money and they want more – although it's a bit hard to blame them for that. If tourist cash spent at beach bars and souvenir shops can ease poverty and raise living standards, it would be selfish to begrudge the locals their chance at a better life. 3 ☐

Honestly, either accept a place as it is, even if it doesn't live up to your expectations, or go elsewhere if the trappings of progress are too offensive for your sensibilities. Don't blame the guide books, the internet, or Trip Advisor. Don't blame your fellow tourists. And definitely don't blame the locals for trying to improve their lives – that would be the height of selfishness. 4 ☐

They say money makes the world go round. So how do you spend your hard-earned cash on holiday? Do you shop locally? If you stay, eat and shop in places owned by locals, your money will stay in the community and help generate jobs. Foreign-owned resorts or hotel chains may offer a higher level of comfort and extra facilities, but very little of what you pay actually trickles down into the local economy. If there's a beach nearby, do you really need a swimming pool? 5 ☐

And last but not least where money's concerned, bargain fairly. Saving an extra dollar on that T-shirt or souvenir will hardly make a dent in your budget, but it can make a huge difference to the seller. Once, I was disgusted to witness a shameful exchange in which a well-fed foreigner haggled hard to get a novelty toy for less than half price. The saving? Fifty measly cents. Adding insult to injury, he boasted about it to his companions. He felt great because he'd put one over on the locals. Don't be that person! 6 ☐

People say there's something about lending a hand that lifts voluntourism above the average travel experience. But I think there's still an element of selfishness even to the noble volunteers who help build homes or teach art to children. You do these things because it makes you feel good, not just because you're a kind, giving soul. The downside to all this goodwill, however, is that voluntourism is actually quite expensive. Most companies that organise volunteer trips will charge you plenty for the experience – often far more than it would cost you to just visit those countries on your own. 7 ☐

Well, that's it. Some of you will disagree with my views, but I'm up for a good debate. Send your comments and let me know your thoughts. Are you a selfish traveller?



A team of young activists planting a tree in a park

www.frenglish.ru

C **Refer back to the *Exam Close-up* on page 37. Then look for cohesive devices in the missing paragraphs in the *Exam Task* below.**

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

Exam Task

You are going to read a blog post. Seven paragraphs have been removed from the post. Choose from the paragraphs **A – H** the one which fits each gap (**1 – 7**). There is one extra paragraph which you do not need to use.

A Maybe you're not the kind of traveller who thinks hell is other people. Maybe you're happy to discover and share the world with others. That's commendable. But while you're roaming the planet, think about your personal impact on the people and the places around you. Are you contributing in positive ways that can be of benefit to others, or are you exacerbating problems? Are you causing harm to satisfy selfish needs?

B You get to an exotic destination expecting to find an untouched and unspoilt paradise, a secluded fantasyland just for you, far from the well-worn tourist path ... and the place is crawling with other travellers. There are loud and obnoxious backpackers, huge speakers thumping out the most awful dance music, and tour buses spewing their human cargo.

C One last thing before I get off my soapbox: voluntourism. It's a novel concept, and, to those whose idea of travel is a secluded resort and a day spa, a somewhat frightening one. The idea is simple: as a traveller from the first world, you're usually in a far more privileged position than those who live in the countries you're visiting. But, rather than just comfort yourself with the knowledge that your money is helping their economy, why not do something tangible to help out, even for just a few days?

D There is also something imperialistic about not allowing – or wanting – less developed countries to develop along the lines of our own cultures. After a recent trip to Nepal, a member of our group was complaining about locals in a village, and how the place was spoilt because there was an internet café. I couldn't believe my ears. Why can't these Nepalese people enjoy the web if they so choose?

E Stay calm and don't get angry if you think you've been charged a bit more for your transport, hotel or food. Perhaps it's just an honest mistake. Try to point out the discrepancy in a polite and respectful way, and don't accuse anyone of dishonesty. Yes, it's your hard-earned cash, but don't assume people want to rob you of it just because they have less.

F Be careful about what you're buying, too. In countries with lax environmental regulations, or where authorities turn a blind eye to illegal trade, it's not difficult to find products made from endangered species such as shell, coral and certain woods. It never fails to shock me when I hear of anyone buying ivory products, like carvings or jewellery. And then there's medicine made from parts of endangered animals. Don't even think about it! The tiger population in Asia has been drastically reduced, and for what? Some crackpot cure that doesn't work.

G Isn't this concept of an exclusive paradise selfish? Not only that, but the arrogance implicit in it is astonishing too. Without wishing to state the obvious, the second you decide to go to a place because it is paradise, you are part of the problem. The blaring speakers, international sport on big screen TVs, karaoke, fish and chips – it's all there because it's what the tourists want.

H Yes, that's right – you pay the organisation to go and work for free. The money is supposed to go into the community, but often, shady operators pocket the profits. As if that wasn't bad enough, volunteers could be taking jobs from locals. Think about it. If there's free labour, i.e. you, why would anyone employ a local? That's probably what I find most disturbing about the whole concept. It's not ethical or responsible, and in my humble opinion, best avoided.

E **Replace the words in bold in the sentences with these expressions from the text in the correct form.**

add insult to injury | make a huge dent in | off the beaten path | put one over on | take the plunge

1 The shopkeeper thought he'd **fooled** me, but I knew the bracelet wasn't real gold and told him so.
_____

2 Buying an expensive rug at the souk **greatly reduced** their budget, and they regretted it.
_____

3 The hotel room was tiny, and to **make a bad situation worse**, the air conditioning didn't work.
_____

4 I never thought I'd try bungee jumping, but I **did despite being very nervous about it**.
_____

5 The site may be **in an isolated spot**, but it's well worth a visit if you want a great day out.
_____

Ideas Focus

- Does tourism always have a positive effect on an area?
- Would you pay to do volunteer work in a disadvantaged community abroad? Why? / Why not?



www.frenglish.ru

7 Distant Shores

Vocabulary

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

marvel oddity phenomenon rarity spectacle wonder

1 The upside down house in Szymbark, Poland, is a real _____ ; in fact, it's the strangest thing I've ever seen – it stands on its roof and visitors walk on the ceilings!
2 Not far from the city of Cairo sits the Great Pyramid of Giza, which is the only surviving ancient _____ .
3 The Colosseum, which is huge and still standing, is a _____ of ancient Roman engineering and mathematics.
4 During the Holi festival in India, people throw brightly coloured powder at each other; it's quite a _____ to see.
5 The sight of snow is a _____ in Athens, but it has become more common in recent years.
6 The Aurora Borealis is a natural _____ of vivid colours that lights up the night sky in the Arctic region.

B **Circle the correct words.**

1 For the vast majority of people wishing to travel, the deciding / decisive factor in their choice of holiday destination is cost.
2 Increasing the number of ferry crossings to the island from the mainland had the desirable / desired effect of attracting more visitors.
3 Being very young when he visited Lisbon with his family, Kai has only a dim / dull memory of the city.
4 Experts are only able to make educated / educational guesses about the nature and extent of future climate change.
5 Farmers in the area had a narrow / tight escape when the winds fanning the bush fire changed direction.
6 Deforestation is a main / prime example of a human activity that leads to the loss of habitat for many different species.
7 The bitter / sharp contrast between the city's slums and the enclaves of the rich is unsettling for first-time visitors.
8 According to the forecast, there is a likely / strong chance of thunderstorms, which means flights could be cancelled.

C **Complete the text. You will only need to use half of the words.**

diversity difference drain graphic influx injection input invasion long-held
long-lasting narrow-minded picturesque short-sighted spelt spoken waste

A cautionary tale

The Mediterranean is a favourite holiday spot for sun-seekers. Every year, the (1) _____ of visitors numbers in the millions. The (2) _____ of money this has given to many areas has undoubtedly brought prosperity. However, the commercial development of hotels, restaurants and entertainment venues has (3) _____ disaster for the environment. Sadly, the effects of unbridled development are (4) _____ and often irreversible.

At some locations, the nesting grounds of birds and turtles have totally disappeared, thereby threatening the survival of these species and the (5) _____ of wildlife in these areas. Resort complexes catering to hundreds of guests are now to be found where (6) _____ fishing villages once stood. These huge complexes are a (7) _____ on local resources, particularly reserves of fresh water. A typical Olympic-sized swimming pool alone requires 2,500,000 litres of water to fill it.

Such problems highlight the dangers of (8) _____ development that does not take into account the future impact on the environment. Tourism should promote greater understanding and appreciation for nature; not destroy it.



An aerial view of the popular city Nice in France

www.freeenglish.ru


Temple at Angkor Wat

D **Choose the incorrect words.**

1 Harry, who is into extreme sports, has _____ for adventure travel.
a an appetite **b** a buzz **c** a thirst

2 Travellers looking for unique experiences prefer to go off the beaten _____ .
a path **b** track **c** trail

3 The ancient temple complex at Angkor Wat in Cambodia is out of _____ .
a place **b** this world **c** the ordinary

4 Explorers tend to have a passion for discovery and a _____ of adventure.
a sense **b** spirit **c** taste

5 To _____ her curiosity, Lauren boldly entered the dark cave.
a satisfy **b** consume **c** indulge

6 Only the most _____ of adventurers would sail around the world solo.
a inquisitive **b** intrepid **c** fearless

Phrasal verbs

E **Match the underlined phrasal verbs with their meanings. Write the correct letter a–h in the box.**

1 When the area was cleared for mining, the animals that had lived there were <u>driven out</u>. ☐
2 Due to the heavy flooding, the river burst its banks and entire villages were <u>wiped out</u>. ☐
3 When will it <u>dawn on</u> us that climate change poses one of the greatest risks to the survival of our planet? ☐
4 They decided to <u>go through with</u> the expedition despite the adverse weather conditions. ☐
5 After consulting their map, the backpackers <u>headed off</u> in the direction of the nearest town. ☐
6 The travel itinerary we received was very detailed and <u>set out</u> exactly what we would be doing every day. ☐
7 Unless we tackle global warming now, our inaction will <u>catch up with</u> us in the not too distant future. ☐
8 We <u>stumbled upon</u> a beautiful mosaic while walking through the ruins of the ancient site. ☐

a begin to have a damaging effect
b do something that has already been agreed
c explain something
d compel to leave a place
e finally understand
f destroy completely
g discover by chance
h start a journey

Word formation

F **Complete the sentences with the correct form of the word given.**

1 People come here because they are drawn to the _____ of the place. **TRANQUIL**
2 It seems there is less damage to the environment in _____ populated areas. **SPARSE**
3 Before you travel to that particular region, you should find out if you need any _____ . **VACCINE**
4 The proliferation of hotels and resorts has definitely had a _____ effect on the environment. **DETRIMENT**
5 You really should visit the Grand Canyon if you're ever in the United States; it's absolutely _____ . **PHENOMENON**
6 Overfishing is an _____ practice that has resulted in the depletion of fish stocks in many areas. **SUSTAIN**
7 The _____ wrought by the bush fires became apparent once the flames had been put out. **DEVASTATE**
8 We visited a number of _____ towns during our tour of France, and they were all quite charming. **PROVINCE**

www.frenglish.ru

7 Distant Shores


A night market in Goa, India

Collocations & Expressions

G **Circle the correct words.**

1 We hadn't planned on visiting the Neolithic caves, but we went there on a wham / whim.
2 Let's not have a fixed itinerary on our holiday; we can just play it by ear / eye every day.
3 The environmental problems we are experiencing are just the tip / top of the iceberg; worse is to come.
4 The sum of $10 million is just a drip / drop in the ocean compared to what we need to save the Great Barrier Reef.
5 If I could travel anywhere in the world, I would go to Iceland – it's at the top of my baggage / bucket list.
6 On the impulse / spur of the moment we decided to drive to Scotland for the weekend.
7 The traditional clothes in pink, orange, gold and blue at the Indian market were a rage / riot of colour.
8 Our hotel in Barcelona was just a pebble's / stone's throw from the world famous Sagrada Familia Basilica.

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

Exam Close-up

Understanding new words

- Look at the stems of unknown words. They may be of Greek or Latin origin, or of another language you may know, such as French.
- Underline the root and think of other words you know that are similar.
- Try all of the options in the sentence before you make your choice.

Exam Task

Choose the word or phrase that best completes the sentence.

1 The city of Shanghai is a _____ of modern-day China.
a microclimate
b microcopy
c microcosm
d microscope

2 These rock formations are _____ to this part of the world.
a strange
b peculiar
c unusual
d particular

3 The work of Gaudi the architect _____ the spirit of Barcelona.
a embeds
b embarks
c embraces
d embodies

4 The idea of a nap in the middle of the day is quite _____ to British people.
a foreign
b distant
c remote
d unheard

5 The government's environmental policy has _____ criticism.
a led up to
b come in for
c clung on to
d gone on for

6 The island of Tahiti _____ sandy beaches and crystal clear water.
a brags
b gloats
c boasts
d swaggers

7 The three tours are run _____ so we can only choose one.
a concurrently
b recurrently
c concurringly
d cursively

8 The Greek islands are lovely, but Santorini is _____ beautiful.
a exceptionally
b explicitly
c extensively
d extravagantly

www.frenglish.ru

Grammar



Gradable and ungradable adjectives

A **Read the dialogue. Look at the words in bold and complete the task below.**

A: There is an **extremely serious** threat to the planet from global warming.

B: It's **absolutely essential** that something **radical** should be done about it.

A: Yes, but isn't it already **a bit late** for that?

B: You're **quite right**; it may be **too late**, but it's **quite difficult** to convince people.

A: Unfortunately, that's **only too often** the case.

Find examples of

1 gradable and ungradable adjectives
2 adverbs used with gradable adjectives
3 adverbs used with ungradable adjectives
4 'quite' meaning 'absolutely'
5 'quite' meaning 'fairly'
6 'too' with 'only' meaning 'more than expected'
7 'too' meaning 'more than is desirable'

Modifying adverbs

B **Which of these adverbs 1–6 can be used with the adjectives *tired* and *exhausted*? Some can be used with both.**

1 very, terribly
2 slightly, a bit, a little
3 rather, somewhat, fairly, moderately
4 utterly, absolutely, completely
5 really, pretty
6 quite
7 extremely

C **Now rank all the combinations in B from *slightly tired* to *absolutely exhausted* in your notebook.**

D **Complete the rule.**

Modifying adverbs can be used to intensify or weaken gradable and ungradable adjectives. _____ adjectives like *perfect, complete, full, local* do not normally have comparative and superlative forms and are intensified with _____ like *absolutely, totally* and *completely*. These adverbs are also used for strong _____ adjectives, which already have the meaning 'very + weak adjective'. For example, *exhausted* means *very* _____, *hideous* means *very* _____ and *excellent* means *very* _____.

E **Look at the adverbs and adjectives and explain what they mean.**

1 reasonably priced tickets
2 dramatically different solutions
3 virtually impossible dilemmas
4 surprisingly few difficulties
5 understandably shocked viewers
6 hopelessly lost hikers

Grammar Focus p. 194 (7.1 to 7.4)

F **Match the moderate expressions 1–6 with their more extreme descriptions a–f.**

1 quite clean
2 slightly dirty
3 rather impolite
4 a bit tricky
5 somewhat upset
6 rather silly

a utterly filthy
b simply ridiculous
c completely devastated
d incredibly rude
e quite impossible
f absolutely spotless

G **Underline the adverb/adjective combinations in these sentences. Are they used correctly? Change any adverbs you think are incorrect.**

1 My brother is a scientist and he's completely worried about climate change.
2 I'm absolutely furious about the decision to start fracking in my local area.
3 Snow leopards are extremely difficult to film because they are so elusive.
4 With the constant increase in temperatures, it's very ridiculous to deny that climate change is happening.
5 Too much tourism has slightly ruined this coastline.

www.frenglish.ru

H **Rewrite the phrases with modifying adverbs and adjectives, as in the example.**

a solution whose simplicity is deceptive ... **can be rewritten:** *a deceptively simple solution* ...

1 a conservation programme whose success is unbelievable

_____

2 a species whose resilience is surprising

_____

3 a creature whose shyness is understandable

_____

4 a fish whose beauty is stunning

_____

5 statistics which disturb us deeply

_____

6 a lifestyle which causes dreadful waste

_____

I **Circle the correct words.**

1 The progress of the eco campaign has been painfully / absolutely slow.
2 The ban on vehicles in the city centre has quite / considerably reduced pollution.
3 The enormously / entirely wasteful food industry is being overhauled.
4 We are not quite / pretty sure exactly what the 'Circular Economy' is.
5 The conservationist finds his work hugely / perfectly rewarding.
6 The villagers were extremely / slightly grateful to be rescued from the floods.
7 The council admitted that it was greatly / partly responsible for the disaster.
8 Even a small child is perfectly / a bit capable of putting litter in the bin.

Hardly, barely, scarcely vs almost, virtually, practically

J **Read the sentences. Look at the words in bold and the underlined verbs/situations. Then answer the questions.**

1 The animals **barely** survived the harsh winter.
2 The animals **almost** died during the harsh winter.
3 **Hardly** any animals survived.
4 **Scarcely** any animals survived.
5 The animals were **virtually** starving.
6 **Practically** no food was available.

a Which words in bold do we use with a negative verb/situation?
b Which words in bold carry a negative meaning?



Position of adjectives & adverbs

K **Read the paragraph and complete the rule with *before* or *after*.**

The birds are looking for somewhere safe to make a nest. If they are to remain alive they must build a safe nest in a high treetop away from hungry predators, where the chicks can be left alone. Many species' habitats are threatened by something equally dangerous: severe deforestation.

Most adjectives go _____ a noun. Some adjectives like *alone, alive, asleep, afraid, ill* and *well* go _____ a noun and are used with a verb like *be, seem, look, remain*, etc. Adjectives also go _____ indefinite pronouns like *someone, anyone, everywhere* and *nothing*.

Grammar Focus p. 194 (7.5 to 7.6)

www.frenglish.ru

Adjectives which change meaning according to their position

L **Read the phrases and discuss the differences in their meaning with a partner.**

1 a the concerned members
  b the members concerned
2 a a rather long and involved explanation
  b the organisations involved include local conservationists
3 a the present situation
  b the people present at the meeting
4 a the proper way to deal with the problem
  b after the foothills the mountain proper starts
5 a humans are responsible for climate change
  b a responsible person would not waste energy

Grammar Focus p 194 (7.7)

M **Circle the correct words.**

1 Practically / Hardly anyone on our street has solar power panels.
2 Whilst driving home in the dark I almost / scarcely ran over a deer.
3 Barely / Virtually no one has actually seen a badger in our nearby forest.
4 We don't have time for jokes – I need someone serious / seriously to take on the new role.
5 The fox was hungry / hungrily tearing into the rubbish bag – it hadn't eaten for days.
6 The beach was covered in rubbish. The responsible tourists / tourists responsible should be forced to clean it up.

Exam Close-up

Referring back & forwards

- You may need to use indefinite place adverbs (*somewhere*, *anywhere*) and indefinite pronouns (*someone*, *nothing*) to refer to something earlier or later in the text. 'Looking for somewhere to hide, the snake disappeared into the grass.'
- You may need to use an opposite word to one in the text, e.g. 'This would include mammals but it would exclude fish.'
- You may need to repeat a word from the text, e.g. 'The daytime temperature can reach 40 degrees Celsius, but at night temperatures can plunge.'

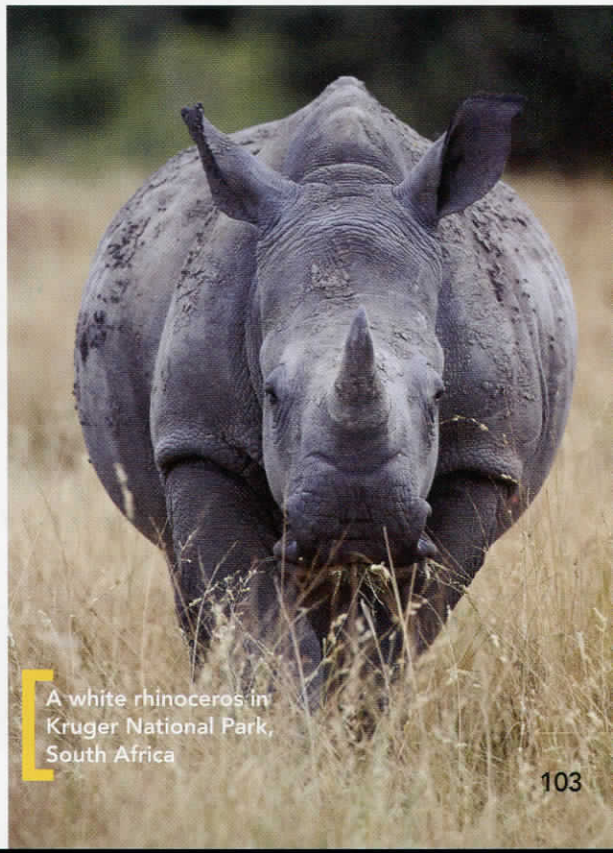
N **Read the *Exam Close-up*. Then complete the *Exam Task* below.**

Exam Task

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

Rhino farming

The South African White Rhino could become extinct in the wild in the next two decades. They were **(1)** _____ extinct once before, at the end of the nineteenth century, but were brought back from the brink of extinction by successful conservation efforts. The rhino is hunted for its horn, and poaching is by far the **(2)** _____ threat to its existence. In many Asian countries, powdered rhino horn is believed to treat anything from fevers to cancer, although there is **(3)** _____ scientific evidence whatsoever to support these claims. Now there are calls to manage rhinos under farmed conditions and legalise the trade in one of the **(4)** _____ valuable animal products on earth. There are plenty of supporters who are only **(5)** _____ eager to adopt this method of sustainable use, which involves sedating rhinos and then removing their horns, a practice not nearly **(6)** _____ inhumane as killing such truly magnificent creatures for their horns. The **(7)** _____, like a nail, grows back, so it would be theoretically **(8)** _____ to 'harvest' rhino horn several times from a single animal. But is it ethically correct to use this creature to support a market in quack medicine?



A white rhinoceros in Kruger National Park, South Africa

www.frenglish.ru

7 Distant Shores

Listening

A **Match meanings 1–6 with the responses in dialogues a–f. Which response is used to show the speaker ...**

1 doesn't believe something will happen?
2 thinks something is desirable, but it doesn't happen?
3 doesn't know something?
4 is willing to do something?
5 doesn't want something to happen?
6 gives permission?

a When will the cycle lane be built?
Don't hold your breath!
b Will they start fracking next year?
Not if we can help it!
c Should the school recycle its paper?
If only it would!
d Is there any way the development can be stopped?
Not that I'm aware of!
e Could you help me with the recycling?
I'd be only too pleased to!
f Can I give you some gardening advice?
By all means!

B **Work with a partner to respond to these short questions. Think of as many responses as possible. Try to think of different degrees of formality.**

1 You will look into ways to save energy, won't you?
2 Do you have any idea where I can get organic food?
3 Isn't it time you got your bike mended?
4 Are you sure you wouldn't mind if I sat here?
5 Can I order just a salad?
6 Do you know what 'upcycling' means?



An elephant constructed of recycled materials presented at the Tatton Flower Show in Knutsford, UK

C **Read the *Exam Close-up*. Then read the *Exam Task* below and think about what you might hear.**

D 7.1 **Now listen and complete the *Exam Task*.**

Exam Close-up

Choosing appropriate answers

- When you read the three options that could answer the question, pay attention to the verb tenses and consider whether they answer the question being asked.
- Try to learn some of the common idioms people use in everyday conversations.
- Check for hypothetical meanings, e.g. conditionals and wishes showing that something isn't true.

Exam Task

You will hear 8 questions. From three answer choices given, choose the one that best answers the question. You will hear the questions only once.

1 a I thought you were going to.
b I won't forget.
c I might not have time.
2 a Yes, I thought I recognised him.
b I absolutely agree.
c You should be mistaken.
3 a It hasn't been built yet.
b It was supposed to have been finished by now.
c Sometime tomorrow, probably.
4 a It's almost extinct.
b I would rather not.
c Not that I'm aware of.
5 a That's not quite correct.
b Nobody knows for sure.
c That would be an understatement.
6 a They should have known better.
b It's a foregone conclusion.
c Nobody knows for sure.
7 a There's no time like the present.
b Don't hold your breath.
c If only it would.
8 a I wouldn't eat anything else.
b It is available in the supermarket.
c I could say I have tried it.

www.frenglish.ru

Speaking



A **Look at the photos. Work with a partner and answer these questions.**

- What different opportunities for volunteering abroad are shown?
- What are the benefits to the local community and to the volunteers?
- What risks are involved in this kind of volunteering?
- Would you like to volunteer abroad? If so, what would you do?



B **Read the *Exam Close-up*. Then work with a partner to complete the *Exam Task* below. Remember to use the *Useful Expressions* to help you.**

Exam Close-up

Explaining and recommending

- Compare and contrast the two options, giving reasons why one is better.
- Use adverbs and adjectives when recommending.
- Listen carefully to your partner's ideas, responding and asking for clarification if necessary.



Exam Task

A local company has offered to pay for some students to volunteer abroad but everyone must agree on one project. Student A, look at the options below. Student B look at your options on page 201.

Student A explain your two options to your partner in your own words. Student B choose the best option presented by your partner. Then swap roles.

Student A: Selecting a location for volunteering abroad

Option 1: Wildlife conservation in Madagascar

- Study and assess forest wildlife
- Carry out surveys and compile species lists
- Contribute to important research
- Basic accommodation at beach camp
- Scuba diving courses available
- Open even over winter holidays
- Cost for two weeks from €1,595

Option 2: Work on a game reserve in Zimbabwe

- Work on a privately owned game reserve
- Help with care of black rhino and elephants
- Educate local schoolchildren about conservation
- Lakeside accommodation
- Opportunity to visit Victoria Falls
- Limited availability during summer
- Cost for two weeks from €1,645

Now discuss the advantages and disadvantages of your final two options, and choose the best one.



Useful Expressions

Explaining

The main reason is that …

Also in its favour is …

It offers … so we could …

Comparing

On the one hand …, but on the other …

X is far/much better than Y due to …

Recommending

Could you imagine anything more amazing than …?

This is such a great opportunity to …

Reaching a consensus

Would you say that …?

So we're going to go with …?

Have you got any objections to …?

Would I be right in saying that … is our final decision?

Ideas Focus

- Do tourists really get to know the country they visit? Why? / Why not?
- Is it better to spend money on experiences or material things? Why?



www.frenglish.ru

7 Distant Shores

Writing: an essay (4)



A busy shopping mall in the centre of Dubai, UAE

Learning Focus

Analysing complementary texts

- In Unit 5, you looked at two contrasting input texts for the compulsory essay task. Here, you will be looking at complementary texts. Such texts share a positive or a negative view about some aspect of a topic.
- Each input text contains two key points that you must summarise, evaluate and react to in your essay. It is important that you paraphrase the key points in your own words and not copy directly from the input material.
- The style throughout should be formal. You can use advanced grammar to achieve this.

A **Read the statements about the effects of tourism. Decide if they relate to the environment (EN), the economy (EC) or society and culture (SC).**

1 It is a significant source of employment.
2 It threatens the identity of indigenous peoples.
3 It depletes the resources on which it depends.
4 It can lead to the creation of wildlife parks.
5 Local businesses are threatened by multinationals.
6 It fosters understanding between peoples and cultures.

B **Look at the statements again and decide which are complementary. Write the numbers 1–6 in the boxes.**

Positive opinion of the effects of tourism: ☐☐☐
Negative opinion of the effects of tourism: ☐☐☐

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

1 What are the key points in the first text?
2 What are the key points in the second text?
3 How do the texts relate to each other?
4 Do both texts have different points of view?
5 Do the texts complement each other in any way?

Read the two texts below. Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Write your answer in 240–280 words.

1 **Tourism: a threat to the environment**

The quality of the environment is essential to tourism. People travel far and wide to see beautiful environments, both natural and man-made. However, tourism's relationship with the environment is complex. It involves many activities that can have adverse environmental effects. Many of these impacts are linked with the construction of general infrastructure such as roads and airports, and of tourism facilities, including resorts, hotels, restaurants and shops. The negative impacts of tourism development can gradually destroy the environmental resources on which it depends.

2 **Not everyone benefits from tourism**

Multinational companies are found in many areas of tourism. For local businesses, their chances to earn income from tourists are severely reduced by the presence of these multinationals. For example, tour companies can offer all-inclusive holiday resort packages with flights, accommodation and meals provided. When tourists remain for their entire stay at the same hotel or resort, not much opportunity is left for local people and their economies to profit from tourism. It is entirely unfair and the development of foreign-owned resorts should be strictly regulated by governments and local authorities.

D **Read the example essay on page 107. What suggestion does the writer make to increase cash flows into local communities?**

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

1 Which expression does the writer use instead of 'or more exactly'?
2 What word does the writer use instead of 'in this way'?
3 Which expression does the writer use to sum up?

www.frenglish.ru

The passages look at some of the negative effects of tourism on the environment and on local economies.

The first text begins with the observation that tourism is totally dependent on the quality of natural and man-made environments. That is to say, people prefer to visit attractive destinations. While this may seem abundantly obvious, the text goes on to point out an interesting paradox. It is this: the construction of tourism facilities and infrastructure often has a detrimental effect on the environment needed for tourism to survive. We can see this in the lack of planning and building regulations that have led to sprawling developments along once-picturesque coastlines. Such resorts look out of place in any natural environment and, notwithstanding their initial appeal, over time they are overlooked in favour of more appealing destinations that have not been overdeveloped.

The second text argues that multinational companies involved in tourism are bad for local business owners. It uses the example of all-inclusive holiday resorts, where tourists spend all their time and money. It proposes tighter regulations to lessen the impact on local economies. For the holidaymaker, such package holidays have a particular appeal, being not only convenient and but also economical. However, it does seem unfair that profits do not find their way into local businesses and communities. At the very least, multinationals should be made by law to employ only local staff, thereby increasing income flows into the community.

In the final analysis, it would appear that tourism can have some very undesirable impacts. Destroying the environment that it requires in order to thrive is very short-sighted. In terms of economies, depriving local businesses of tourist income is unfair and should be regulated.

F **Complete the sentences with the conjunctions.**

albeit by the same token inasmuch as notwithstanding what with yet

1 _____ some council members' objections, planning permission was given for a new hotel.
2 No one wants the natural beauty of the area to be compromised _____ they continue to build hotels.
3 There was little evidence that the business would impact the area negatively but, _____ , there was nothing to say it would do so positively.
4 The outcome of the planning meeting was important _____ it showed the strength of feeling amongst the local residents.
5 Tourists had begun arriving on the island for the summer season, _____ rather slowly.
6 August had been difficult for those who had remained in the city _____ the heatwave and train strikes.

G **Read the *Exam Close-up*. Then complete the *Exam Task* below. Use the *Useful Expressions* and the paragraph plan on page 77 to help you write your essay.**

Useful Expressions

Advanced conjunctions

albeit
in order that, so as to
thus, thereby, therefore
by the same token
for the most part
inasmuch as
notwithstanding
to say nothing of
that is (to say)
what with … and …
yet

Exam Close-up

Analysing the key points

- Read both texts and underline the key points made within each of them.
- Decide what you think of these key points. and explain why. Be prepared to include these details in your writing.

Exam Task

Read the two texts below. Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Write your answer in 240–280 words.

1 Tourism's hidden environmental benefit

Tourism is often associated with the declining quality of natural areas, particularly coastlines. However, tourism can significantly contribute to the protection and conservation of areas of natural beauty. Because of their attractiveness, pristine sites and natural areas are considered valuable, and the need to keep the attraction alive can lead to the creation of protected areas such as marine and wildlife parks. By becoming valuable tourist commodities, they can ensure their continued existence as well as generate income.

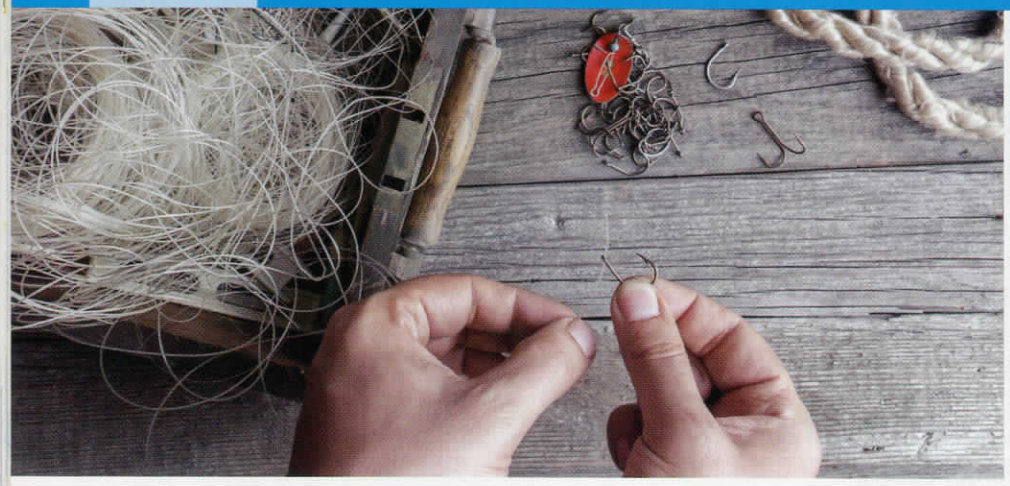
2 Making life better for residents

There are some definite advantages for residents who live in popular destinations. Tourism supports the creation of community facilities and services that otherwise might not have been developed. In this way, it can bring higher living standards to a destination. The benefits can include upgraded infrastructure, health and transport improvements, new sport and recreational facilities, restaurants and public spaces, as well as an influx of better-quality commodities and food. It's not all bad news where tourism is concerned.

www.frenglish.ru

Video

7 Reef Cleaner





Before you watch

A Look at the photo and discuss what this equipment is used for. How can this be dangerous to marine life like turtles and dolphins?

While you watch

B Watch the video and circle the words you hear.

1 Fishing line is a nasty entanglement hazard / risk.
2 On these sunken barges we find sponges / spongers.
3 Any reef that is utilised / brutalised by humans is an attraction.
4 People leave some footprints / fingerprints behind.
5 Animals get caught / snagged up in it.
6 We used anything from stainless steel scissors / shears to wire cutters.

After you watch

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

accumulated break down bring up clear cut out discarded entangled perform pose support

Artificial reef sites created by sunken barges attract humans, who leave behind a footprint in the form of rubbish like (1) _____ rope and fishing line. These materials (2) _____ a threat to marine life such as dolphins and turtles that can get (3) _____ in them. The fishing line is a particularly serious hazard because it is (4) _____, so animals can't see it, and it also isn't biodegradable so it doesn't (5) _____. Marine conservation divers (6) _____ a reef clean up to remove the fishing line and rope that has (7) _____ on three artificial reef sites off the coast of Jacksonvillle, Florida. On this occasion, they (8) _____ hundreds of feet of fishing line, a couple of anchors and some rope. They (9) _____ all the live coral and save it in a storage container to keep it alive. It will be sent to the marine science center and Jackson University. It is important to keep the reefs clean and healthy in order to (10) _____ tourism, the seafood industry and the local economy generally, so that the community as a whole benefits from this conservation effort.



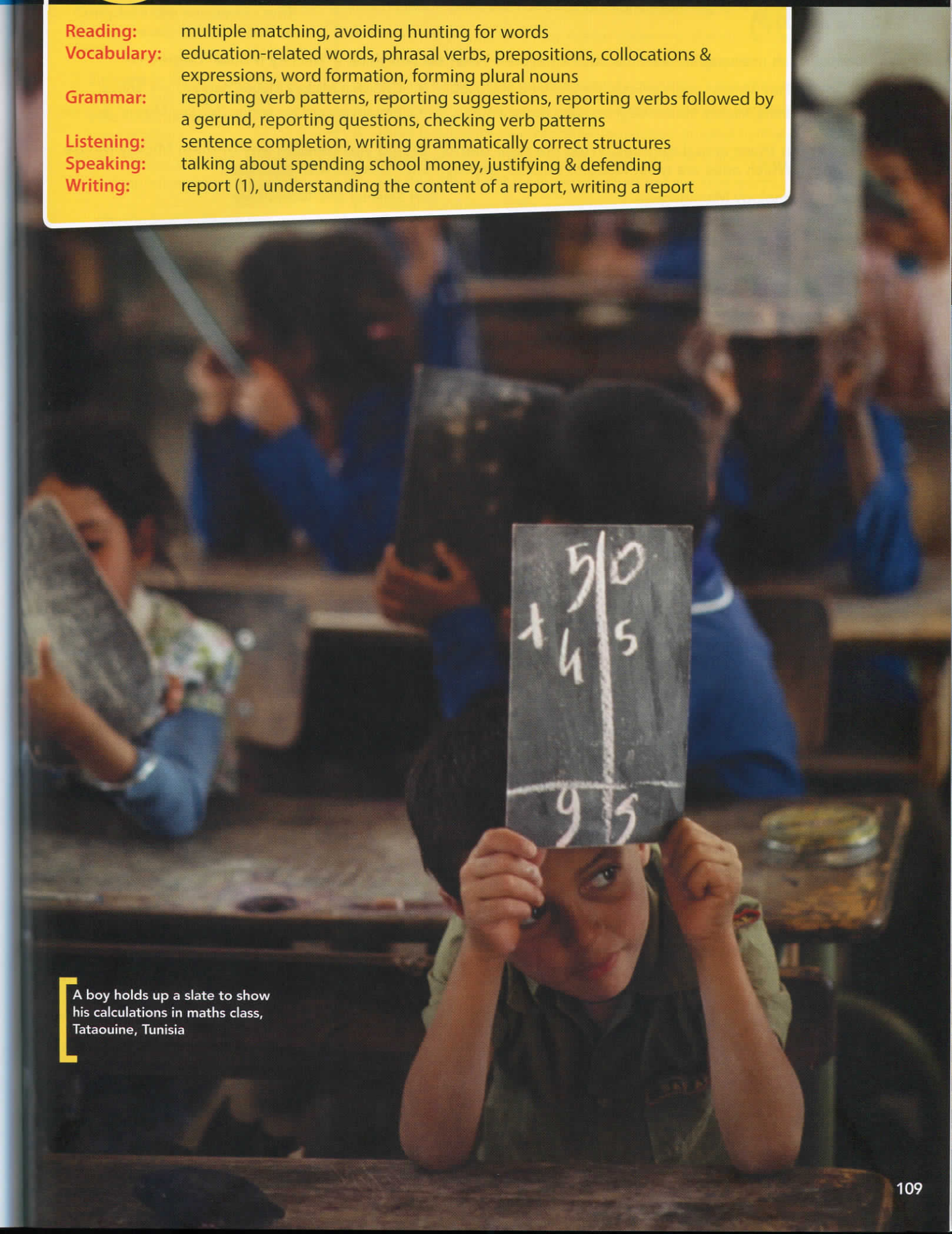
Ideas Focus

- What other threats are there to marine life?
- How is marine life important to the economy of coastal areas?
- Should activities like diving and fishing be restricted by law? Why? / Why not?

www.frenglish.ru

8 Knowledge is Power

Reading:	multiple matching, avoiding hunting for words
Vocabulary:	education-related words, phrasal verbs, prepositions, collocations & expressions, word formation, forming plural nouns
Grammar:	reporting verb patterns, reporting suggestions, reporting verbs followed by a gerund, reporting questions, checking verb patterns
Listening:	sentence completion, writing grammatically correct structures
Speaking:	talking about spending school money, justifying & defending
Writing:	report (1), understanding the content of a report, writing a report



A boy holds up a slate to show his calculations in maths class, Tataouine, Tunisia

www.frenglish.ru

8 Knowledge is Power

Reading

A **Discuss each newspaper headline with a partner. What do you think a 'Mickey Mouse' degree is?**

- The 'Mickey Mouse' degrees least likely to land you a job
- Stop funding Mickey Mouse degrees, says top scientist
- Critics of Mickey Mouse degrees are 'snobs'
- Employers call for end to 'Mickey Mouse' degrees

B **Read about these actual degrees. What are their merits? Would you consider any of them Mickey Mouse degrees? Which ones are most likely to lead to employment? Discuss with a partner.**

Baking Technology Management

Bake like a pro and take modules in bakery management, business leadership and finance.

Digital and Social Media

Study the significance and philosophical implications of social media. A hands-on degree with a 12-week work experience placement in a digital agency.

Surf Science and Technology

Learn about the history and development of surf. Practical modules in how to build a surf board and catch the perfect wave.

Ethical Hacking

Study how to hack, the different methods used to break into computers and how to solve security issues.

C **Quickly read the online comments. What topic do they all mention?**

Higher education today: your views (last updated 1 day ago)

A Yasmin, 1 day ago



I'm sick and tired of being asked why I'm not doing a 'real' degree. I assure you, I most definitely am. A BA in History is incredibly demanding, yet I've been subjected to snide jibes like, 'Do you want fries with that?' suggesting that my degree will be a fast track to the fast food industry.

I consider what I'm doing a significant academic undertaking. It requires serious research and a lot of critical thinking. However, since starting my degree, I struggle to think of a single positive remark which has been made about my choice of course, especially with regards to employment prospects.

But why does a degree have to be vocational? Isn't it a sad state of affairs when learning for its own sake is seen as a waste of time? It seems, amongst my peers at least, the only degrees that are immune from this level of scorn are law, medicine and engineering – with everything else being labelled as useless.

B Will, 1 day ago



There's a tremendous amount of snobbery in this country when it comes to universities. They all pale in comparison with Oxbridge – those ancient academic institutions, bastions of privilege and superiority. Competition is fierce, but the advantages are immense and – to an outsider – quite unfair. Oxbridge has opened plenty of doors for people whose talents may not have merited such recognition. If you look at politics, you can't fail to notice that membership of this prestigious club is practically compulsory.

As for the private sector, it would probably be a dishonest manager or recruiter who admitted to indifference when seeing an application from a candidate hailing from these hallowed halls. But an Oxbridge degree is absolutely no guarantee of ability in the real world. The redbrick universities and former polytechnics, though lacking in prestige, offer today's students opportunities in technical subjects that are more in sync with the real world than the classics at Oxbridge.

C Hanna, 2 days ago



I take offence when people mockingly refer to my course in Youth Studies as a Mickey Mouse degree. The implication is that I'm not sufficiently clever for more rigorous studies.

However, unless you actually undertake the course, you're in no position to question its value; academic or otherwise. It may not be as theory-driven as other courses, but it draws on a variety of disciplines including psychology, criminology, social policy, sociology and politics. I suppose the best way to describe it is an intellectual programme with a strong vocational element.

Not only is it interesting in itself, but there is an enormous capacity for youth work in disadvantaged communities across the country and my job prospects are excellent. What I enjoy most about the course are the annual four-week placements with government support services for young people. I enjoy putting theories learnt at university into practice and the hands-on experience is making me job-ready. When I land a job straight after graduating, I'll have the last laugh.

www.frenglish.ru

D Read the *Exam Close-up*. Then complete the *Exam Task*.

E Complete the sentences with the expressions in the correct form.

a means to an end cry out for
have the last laugh in sync with
pale in comparison with
state of affairs

1 She prided herself on being a dean whose ideas were _____ the student body.
2 The country's education system is _____ reform, particularly in vocational training.
3 The scathing report revealed a sorry _____ in schools across all levels.
4 Ridiculed for choosing to study theatre, Gianni _____ when he became famous.
5 The benefits of a having a second class degree from a redbrick university, _____ to those you would get from a first class degree from Oxford.
6 Jelena didn't particularly like her teaching job – it was just _____ .

Exam Task

You are going to read comments about higher education. For questions **1 – 10**, choose from the people (**A – E**). The people may be chosen more than once.

Which person gives each of these opinions about higher education?

1 There are people who may not be deserving of their positions. ☐
2 Universities are no longer places for individual discovery. ☐
3 Making judgements on things you know nothing about is wrong. ☐
4 Being told you will only qualify for a menial job is frustrating. ☐
5 There is pressure on universities to maintain student numbers. ☐
6 Joblessness amongst graduates raises questions about degrees. ☐
7 The majority of degrees are perceived to have little worth. ☐
8 Newer institutions offer instruction in areas of greater practicality. ☐
9 Applying knowledge to real-life situations improves job prospects. ☐
10 There is a disconnection between course content and job demands. ☐

Exam Close-up

Avoiding hunting for words

- Don't be tricked into looking for a word in the exam questions that also appears in the text. It may well not be the correct answer.
- Read the text carefully to ensure you fully understand what each section is saying before you go ahead and choose your answers.

D Damien, 1 week ago



University was once seen as a place where adolescents went to satisfy their intellectual curiosity before settling on a job and career. Increasingly, however, students now see a degree as a means to an end. When did the purpose of higher education shift from that idyllic vision, to today's view that it's all about getting a job?

I think the introduction of fees has had a lot to do with it. There was a time when university was free, but now we fork out thousands of pounds in tuition. Faced with big loans, students want to be sure they pick a course that leads to a job after graduation. Universities worried about filling seats have accommodated this demand by introducing a range of practical courses; some in fields that didn't even exist five years ago – for example, a bachelor's degree in Social Media. That's the changing face of education today; the shift from established disciplines in favour of new courses and vocational training.

E Lauren, 1 week ago



I think there's a real crisis in higher education. Far too many new graduates are jobless or in non-graduate jobs, such as security guards, shelf-fillers, factory workers and waiters. It makes you wonder about the value of a university degree, especially when students have to invest in themselves so heavily through tuition fees. I have a friend who's currently working as an office clerk. She took a degree in applied computer science, an industry that is crying out for good graduates. She told me that although the quality of teaching on her course was high, it wasn't linked closely enough with what the labour market was looking for. The feedback she got from prospective employers was that they were looking for applicants who could work in teams with people from different disciplines; something her studies hadn't prepared her for. It suggests that universities should work closely with industry in order to better prepare their students for employment.

Ideas Focus

- Do you consider university graduates to be smarter than people without degrees? Why? / Why not?
- Would you want to attend an elitist university?



www.frenglish.ru

Vocabulary

A Complete the text with the words. There are five extra words you do not need to use.

acknowledgement analysis appendix argument assignment bibliography criteria critical data discipline fundamental hypothesis indicator matter methodology paper plagiarism review scholarly statistical

Graduate students: assessment

What is a dissertation?

A dissertation is a key (1) _____ of your capabilities as a student and a researcher. It is a research (2) _____ which demonstrates your level of (3) _____ and analytical thinking.

Your dissertation must follow the (4) _____ principles of (5) _____ writing:

- It must be structured and develop a(n) (6) _____ in response to a central question.
- It should be divided into chapters containing a detailed examination of your subject (7) _____.
- There must be a(n) (8) _____ listing all of the books, periodicals and theses referred to in your work, as well as a(n) (9) _____ containing all tables.
- The (10) _____ (investigative procedures and rules) that has been used to gather and evaluate evidence must be clear.
- If undertaking analysis of quantitative (11) _____, this too must adhere to the methodological requirements expected within your academic (12) _____.
- Avoid (13) _____ by ensuring that appropriate (14) _____ or referencing of authors or sources occurs. You may use the research of others only to guide you in coming up with your own (15) _____.

B Circle the correct words.

1 Our doctoral candidates have an infinite / intimate knowledge of this subject.
2 The dean of the faculty is known as a woman of formidable / respectable intellect.
3 I'm afraid the assessor of my dissertation disagreed with my line of rationalising / reasoning.
4 Unless you achieve a passing grade, you may have to sit a(n) appended / supplementary exam.
5 Students who are eager to learn are the most receptive / retentive to their teachers.
6 Positing / Surmising such a bizarre theory really damaged the academic's reputation.
7 The arguments he made in his essay were barely inexplicable / intelligible and his teachers struggled to correct his work.
8 Without applying / assigning yourself to your studies, you'll never get a place at university.

C Choose the best answer a, b or c.

1 According to the _____, we'll be reading five novels this year.
a course b schedule c syllabus
2 The only _____ required for the experiment is/are a test tube and a Bunsen burner.
a apparatus b paraphernalia c tools
3 In her presentation, she tried to explain the scientific _____ behind her work.
a agenda b rationale c motive
4 Oriental philosophy does not come within the _____ of this course on the history of Western thought.
a scope b span c sphere
5 She wrote her _____ on the recurring themes in the works of Elizabethan poets and playwrights.
a hypothesis b theory c thesis
6 It was a fascinating lecture, full of interesting _____ into the philosopher's life and work.
a omens b insights c visions

www.frenglish.ru



Phrasal verbs

D **Circle the correct words.**

1 I didn't need to give a lengthy explanation of the procedure as the students had caught on / off fairly quickly.
2 So little research has been done into the subject that it makes it hard to come by / into any useful information.
3 I don't know how he did it, but he managed to make them come over / round to his way of thinking.
4 The tutor explained to the students that their assignments would count on / towards 50 per cent of their total grade.
5 Had the lecture been even remotely interesting, I wouldn't have drifted along / off in the middle of it.
6 She was dedicated to her research and kept at / on it year after year until she received recognition.
7 In his first semester, Liam found himself in trouble when his assignments began to mount over / up.
8 I had to read the analysis of the experiment's results three times before I could take it all in / on.

Prepositions

E **Complete the sentences with *in* or *on*.**

1 Our professor, Dr Smith, is a world renowned authority _____ child psychology.
2 _____ theory, private schools are better than state schools, but are they really?
3 The university has accommodation for about 2,000 students _____ campus.
4 Many of the staff at Harvard University are leaders _____ their chosen fields.
5 My students' examination results were _____ line with my expectations.
6 _____ the face of it, he seems disinterested, but he's the brightest student in the class.
7 The news is not good. _____ a nutshell, students are slipping behind in reading skills.
8 Having been awarded his PhD, Colin was _____ the threshold of a dazzling career in science.
9 Having written such an excellent dissertation, Ben is _____ course to get a first.
10 _____ accordance with standard university procedure, any student found guilty of plagiarism will be ejected from their course.

Collocations & Expressions

F **Complete the expressions with the words.**

bell books book hands hard way lines ropes act same page subject

1 Jason was trained in the job for a year, so I'm quite sure he knows the _____ by now.
2 Everyone in our study group agrees on how we should prepare for the exams; we're all on the _____ .
3 No, I don't want to talk about my poor exam performance. Can you just drop the _____ , please?
4 Luckily, the bus arrived just as my nosy neighbour was approaching and I was saved by the _____ !
5 My friend doesn't want to take my advice, so I suppose he'll just have to learn the _____ .
6 Thanks for the invitation to your party, but I can't go out tonight. I really need to hit the _____ .
7 Reading between the _____ , I'd say he isn't interested in postgraduate study and is only doing it to please his parents.
8 We need to follow procedure; unless we do it by the _____ , we could get into trouble with the dean of the faculty.
9 Kate has missed so many lectures this term. She really needs to get her _____ together or her grades are really going to suffer.
10 Wing is a maths genius and beat the rest of his course mates _____ down in their recent test.

www.frenglish.ru

8 Knowledge is Power

G **Complete the sentences with words from the box in the correct form.**

conduct detailed submit attend choose cite referral compilation

1 Child psychology is a subject that has always interested me, so I made sure I _____ every single lecture and seminar.
2 At the end of the course all students were expected to complete a dissertation of 15,000 words on a _____ topic.
3 I _____ my own research over a period of several weeks, by visiting several nurseries, observing the children and monitoring their cortisol levels.
4 I then had to write everything up, making sure that I _____ any sources.
5 It took a surprisingly long time to _____ my bibliography.
6 In my dissertation, I _____ to the appendix throughout.
7 The appendix is where all the charts and graphs are, _____ my findings.
8 The last day of term was the _____ date, and I was the first student to hand the assignment in.

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

Exam Close-up

Forming plural nouns

- Read through the text quickly to get an idea of the meaning.
- Look carefully at the space and decide what part of speech could fit.
- If the gap requires a noun, decide if the word is a singular or a plural noun.
- Think carefully about the changes that you need to make to the root word to form the plural.

Exam Task

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

School: then and now

Education has changed enormously over the years. For a start, **(1)** _____ have changed in order to better reflect the needs of students. Fifty years ago, home economics and woodwork **(2)** _____ subjects that could prepare students for adult life.Nowadays, life skills are offered alongside a range of academic subjects, and students now have to sit **(3)** _____ tests in reading, writing and maths. Another difference is that students were subject to tougher **(4)** _____ action, which often involved corporal punishment, for being disruptive or acting **(5)** _____ towards teachers. Learning methods are constantly changing. Memorising information based on **(6)** _____, known as rote learning, has fallen out of favour. We are heading towards virtual **(7)** _____ classrooms where teachers will be able to recreate a 3D ancient Roman villa in a history lesson or turn a classroom into a galaxy where students can study natural **(8)** _____ like meteor showers.

CURRICULAR
EXAMPLE
STANDARD
DISCIPLINE
RESPECT
REPEAT
ASSIMILATE
PHENOMENON



Students use virtual reality devices in the classroom in Beijing, China

www.frenglish.ru

Grammar

Reporting verb patterns

A **Match the different verb patterns 1–4 with the groups of verbs a–d and write one more verb that belongs to each group.**

1 verb + object + full infinitive
2 verb + full infinitive
3 verb + object + *that*
4 verb + *that*

a agree, decide, offer, promise, _____
b advise, encourage, persuade, remind, _____
c announce, complain, insist, suggest, _____
d assure, inform, remind, warn, _____

Reporting suggestions

B **Read these sentences. Which sentences include the speaker in the suggestion of what should be done? Which sentences exclude the speaker? What do you notice about the verb patterns?**

1 The teacher proposed that the student should learn the poem by heart.
2 The student suggested that his classmate should look up the information online.
3 The head recommended that the student be expelled.
4 The teacher suggested organising a class excursion.
5 The class proposed voting for a student representative.

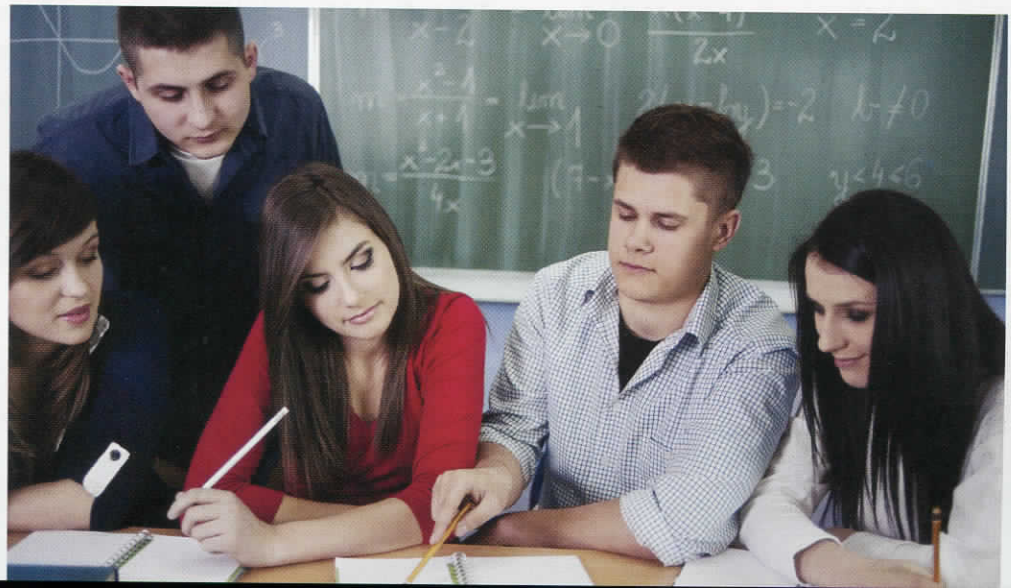
C **Complete the rule.**

When a reporting verb like *suggest* or *propose* etc. is used to suggest what someone else should do, the verb is followed by *that* + *we/I/they/you* + _____ + bare infinitive. We can also leave out _____, but this is very formal. If the speaker is involved in the suggestion, the reporting verb _____, *propose* or *recommend* can be followed by a _____.

Grammar Focus pp. 195 & 196 (8.3)

D **Complete the sentences to report what was said.**

1 'I must not panic during the exam,' she said to herself.
She reminded _____
2 'It's a good idea to arrive early for the exam,' said the teacher to her students.
The teacher suggested _____
3 'I'll help you with your revision, George,' said his sister.
George's sister offered _____
4 'You really ought to turn off the music while you're studying', said Sue's mum.
Sue's mum insisted _____
5 'Let's all have a party after the exams!' said the class president.
The class president suggested _____
6 'You shouldn't worry, everything will be fine,' said Jim's friend.
Jim's friend told _____ and assured _____



www.frenglish.ru

E **Read the sentences and write what was said. Do not repeat the reporting verb.**

1 The head forbade the pupils to bring mobile phones to class.
'Pupils _____ '

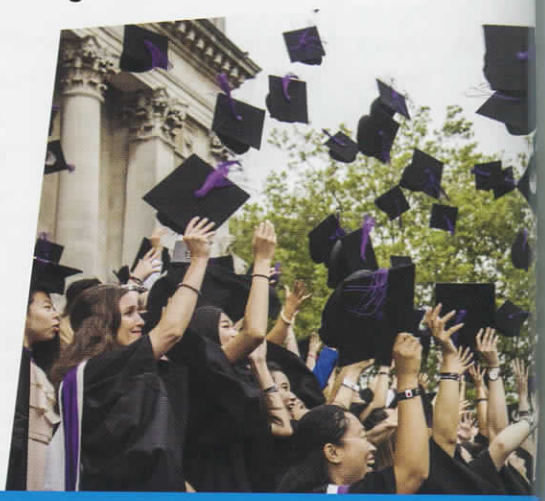
2 The careers advisor recommended the students focus on exam grades.
'Students _____ '

3 The head announced he was leaving at the end of the year.
'I _____ '

4 Her parents promised to buy her a new phone if she passed her exams.
'We _____ '

5 The university warned that plagiarism would be punished.
'Plagiarism _____ '

6 John's classmate refused to help him cheat.
'I _____ '



Reporting verbs followed by a gerund

F **Complete the table with the verbs below and write the prepositions where needed. Some verbs may fit into more than one category.**

accuse admit apologise complain congratulate deny describe insist mention

verb + gerund	verb + preposition + gerund	verb + object + preposition + gerund

Be careful!
When we use a personal pronoun with a gerund, it can be a possessive. E.g. 'She insisted on his coming to the graduation ball,' because a gerund is like a noun. This is formal English. We can also say, 'She insisted on him coming to the graduation ball.'

Reporting questions

G **Read the reported questions and complete the rule.**

1 The professor inquired how the students were getting on with the coursework.
2 The teacher asked if/whether everyone understood the question.
3 The student asked whether or not he had passed.

In reported questions the word order is the _____ as in statements and we do _____ use question marks. When a direct question uses a question word, we use this word in the _____ question. When a direct question does _____ have a question word, we use whether or _____ in the reported question. We use _____ with *or not* to suggest alternative possibilities are true.

Grammar Focus pp. 195 to 197 (8.3 to 8.4)

www.frenglish.ru

H **Complete the sentences with a reporting verb.**

1 The teacher _____ me of cheating.
2 The candidates _____ about the exam topics.
3 The boy vehemently _____ copying his friend's answer.
4 The absentminded child finally _____ not doing his homework.
5 The college principal _____ the students on graduating.
6 The nervous student _____ on studying all night before the exam.
7 The pupil _____ for arriving late.
8 The parents _____ about their son's poor results.

Exam Close-up

Checking verb patterns

- Make sure you check that the verb pattern is grammatically correct.
- Remember to check for meaning; the verb needed may have a negative meaning.
- Remember that distractors often mimic correct patterns in other languages. Don't fall into the trap of thinking an answer is correct just because it is the same in your own language.

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

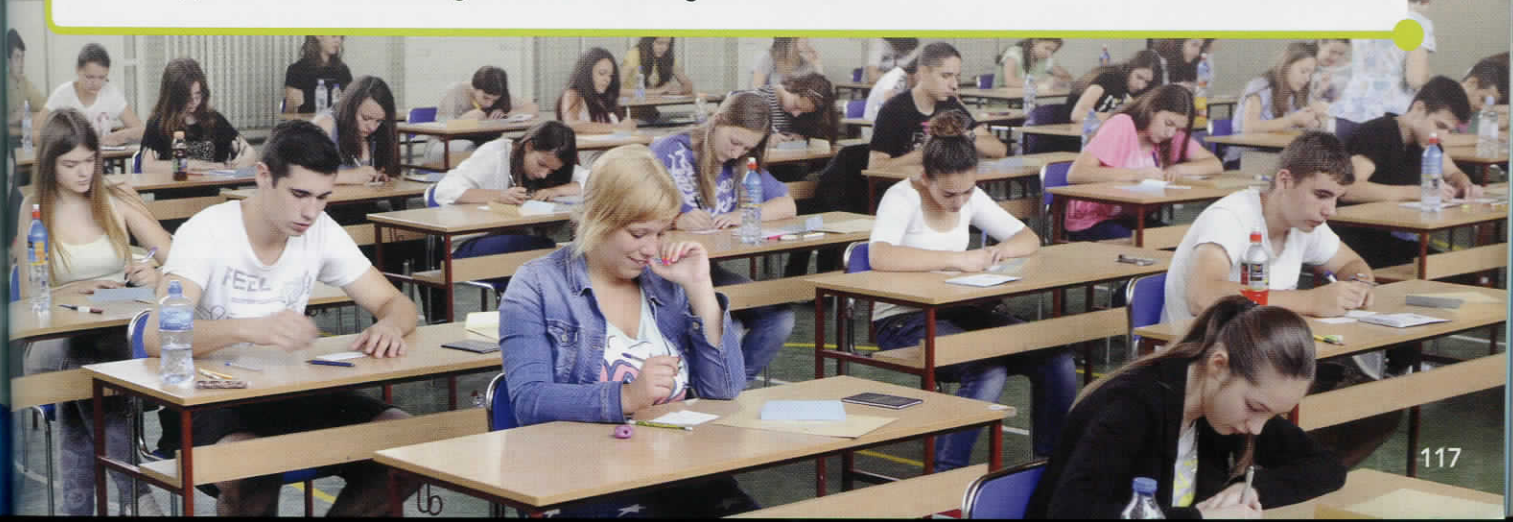
Exam Task

Read the passage about revision courses, then choose the word or phrase that best completes the sentence.

This passage is about revision courses.

Students who want to retake exams or those who hope to bump up their grades to get into a good university often opt to spend the spring holiday before the exam period doing revision courses. Various colleges and educational institutions run these courses and **(1)** _____ that they can be more effective than allowing students to revise **(2)** _____. Advocates for such 'crammers' as they are popularly known, **(3)** _____ that even a few days' focused revision can help students achieve the grades they need. However, many educators question **(4)** _____ such courses are really necessary, and point out that it is the school's responsibility to prepare students for exams. Head teachers advise parents **(5)** _____ spending a lot of money on revision courses without first making sure they are tailor-made to their children's needs. Students who benefit from the change of environment and the relative lack of distractions **(6)** _____ that they aren't disciplined enough to study as effectively on their own. Parents should be **(7)** _____ that sooner or later their offspring will have to fend for themselves and those who need such motivation to study might be **(8)** _____ lost when it comes to a university course! Also, they should not expect miracles: those students who have **(9)** _____ to study all year are beyond help and parents should be **(10)** _____ from pressuring such students into academic careers.

1	a	urge	b	claim	c	assume	d	recommend
2	a	alone	b	lone	c	together	d	themselves
3	a	inform	b	doubt	c	assure	d	insist
4	a	that	b	whether	c	if	d	when
5	a	against	b	that	c	not to	d	shouldn't
6	a	propose	b	tell	c	admit	d	convince
7	a	reminded	b	suggested	c	promised	d	explained
8	a	entirely	b	rather	c	too	d	fully
9	a	avoided	b	resisted	c	refused	d	denied
10	a	stopped	b	discouraged	c	encouraged	d	forbidden



www.frenglish.ru

8 Knowledge is Power



Listening

A **Look at the photo. Who is teaching and who is learning? What have you taught someone to do and how did you do this? Discuss with a partner.**

B **Imagine the sentences below come from a sentence-completion task which a student has filled in while listening to a talk. What is wrong with the words in red?**

1 Scientists did a research which proved that teaching enhances learning. _____
2 The childrens performance improved when they used this method. _____
3 The question is whether this effect could improve the results of all pupils'. _____
4 A new teaching tool has been developped. _____
5 Students need to recall information as accurate as possible. _____
6 They are upset at their student's failure not to undersatnd a concept. _____

C 8.1 ▶II **Now you will hear the talk the student in B listened to. Listen and write the correct words on the lines provided in B.**

D **Match 1–5 with a–e.**

1	this accelerates learning	a	makes learning tougher
2	this enhances learning	b	makes learning easier
3	this facilitates learning	c	makes learning faster
4	this reinforces learning	d	makes learning better
5	this hinders learning	e	makes learning stronger

E **Read the *Exam Close-up*. Then read the *Exam Task* below and think about what you might hear.**

F 8.2 ▶II **Now listen and complete the *Exam Task*.**

Exam Close-up

Writing grammatically correct structures

- When you have written your answer, read the whole sentence to make sure it is grammatically correct and correctly spelled, with apostrophes where necessary.
- Do not write two answers for one question; even if one of your answers is right, you will not get the mark.
- Make sure you have not written too much and don't repeat information on the answer sheet.
- You should write your answers in capital letters on the exam answer sheet.

Exam Task

You will hear an educational psychologist talking about ways to improve learning. For questions **1 – 8**, complete the sentences with a word or short phrase.

1 The traditional view of a thinker is of _____ .
2 The idea of _____ was put forward by an ancient Roman philosopher, Seneca.
3 Explaining a concept to others makes one's own _____ of it stronger.
4 When students teach others in a classroom situation, it has been shown to make their _____ faster.
5 The Protégé Effect could be responsible for higher IQ among _____ .
6 Betty's Brain features a _____ , a teachable agent called Betty.
7 Feedback from the teachable agent leads users to check the material, helping them to learn more _____ .
8 Students become involved _____ with Betty, which powerfully affects their learning.

G 8.3 ▶II **Now listen again and check your answers.**

www.frenglish.ru

Speaking

A **Do you agree or disagree with these statements? Discuss your opinions with a partner.**

1 The teacher should decide what students should learn.
2 Mixed ability classes are not the best way to learn.
3 Students can learn a lot from other students.
4 Grades should be given for ability, not effort.
5 Tests are the only way to ensure that students learn.

B **Work with a partner to describe the photos and answer these questions.**

- Which photo shows a traditional learning environment? What are its drawbacks?
- In what ways can new technology be beneficial in the classroom?
- Is there any aspect of the learning experience that cannot be replaced by technology? Why?
- Do you think it is still important for students to learn handwriting? Why? / Why not?

C **Read the *Exam Close-up*. Then work with a partner to complete the *Exam Task* below. Use the *Useful Expressions* to help you.**



Exam Close-up

Justifying and defending

- When you present your decision you should support it with two key points.
- Listen carefully to your partner's follow-up question and answer it in such a way that you defend your decision.

Useful Expressions

Justifying

All in all, this is the most obvious choice for several reasons …
This is by far the best use of the money, since …
This is a difficult choice/decision, but I think …

Defending

That may be partly true, but I firmly believe that …
It is far more important in my opinion to…
Many would disagree, but when it comes down to it … is a priority

Exam Task

A benefactor has given your school €35,000. Student A, look at the options below. Student B look at your options on page 201.

Student A, explain your two options to your partner in your own words and then choose and present the best option to Student B.

Student A: Selecting a way to spend the school money

Option 1: Renovate school gym and purchase new equipment

- Gymnasium floor in need of repair
- Equipment old and damaged
- No air conditioning
- Importance of sport for students' health
- No showers
- Discourages sporty students from enrolling
- €30,000 could fix most of the problems

Option 2: Create a new art studio

- A small studio could be built in the playground
- The playground would be smaller than before
- Space for after-school art activities
- Better facilities for art lessons
- Natural light for painting classes
- Large cupboards and better storage space for art materials
- Cost about €35,000

Student B should now ask Student A their follow-up questions on page 201. Student A must justify and defend their decision. Now swap roles.

Student A: Follow-up questions to ask Student B

- What will parents say about this decision?
- Do you think it is important for your option to benefit as many students as possible?
- Who should decide how the money is spent?

Ideas Focus

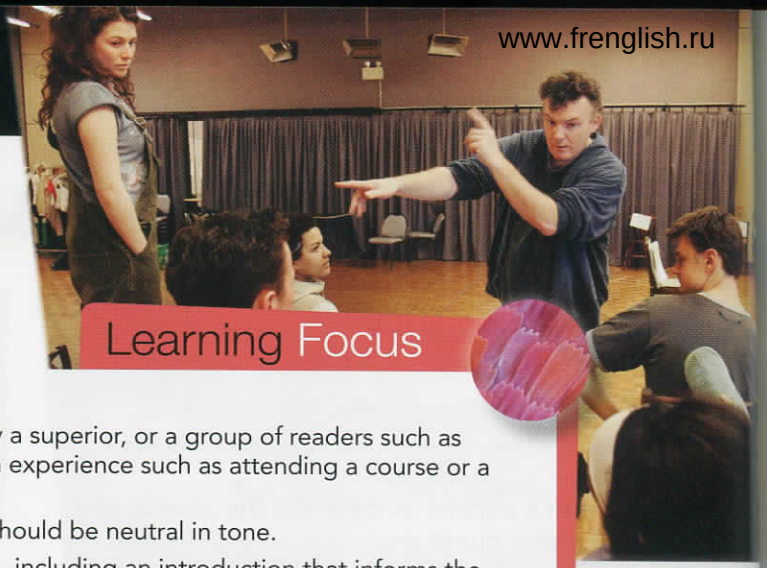
- Is art, music and drama given enough emphasis in schools? Why? / Why not?
- Is there more to school than passing exams? If so, what?



www.frenglish.ru

8 Knowledge is Power

Writing: a report (1)



Learning Focus

Understanding the content of a report

- A report is written for a specified reader who is usually a superior, or a group of readers such as colleagues or a peer group. It is written to describe an experience such as attending a course or a conference.
- A report is mainly factual and includes description. It should be neutral in tone.
- It should be clearly arranged in sections with headings, including an introduction that informs the reader about the purpose of the report, a main body where specific aspects are discussed, and a conclusion that includes the writer's overall opinion and recommendation.
- The language commonly used in reports includes describing, comparing, analysing and making recommendations.

A **Tick the statements that are true for a report.**

1 It could be addressed to a director or a supervisor. ☐
2 It could be written for a group of friends. ☐
3 It could be written for the student body. ☐
4 It could include background information to set the scene. ☐
5 It could be about a seminar you attended. ☐
6 It could be about a film you watched. ☐
7 It could be written in a friendly, engaging style. ☐
8 It could include a suggestion for improvements. ☐

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

A local community college in your area recently began offering short evening courses for young adults. You attended a course on William Shakespeare. You have been asked to write a report of the course for your college website in which you briefly describe the course and evaluate the content, organisation and atmosphere. You should also assess the usefulness of the course for young people at your college and give any recommendations.

Write your report.

Identifying the task

1 What is the subject of the report?
2 Who will it be written for?
3 What is the purpose?

Organising the report

4 What is a possible title?
5 How many sections will there be? What are they?

Identifying the functions

6 How many functions are there? What are they?

C **Read the example report. What does the writer think should be changed?**

William Shakespeare course

Introduction

The aim of this report is to describe and evaluate the four-week William Shakespeare course that I attended at the community college in April, as well as assess its usefulness and give some recommendations.

Content

The course approached the works of Shakespeare in a way which I found to be quite novel and thoroughly engaging. As a class, we did not look at a play in its entirety, but parts of different works through connected themes such as love, ambition and conscience. This enabled us to trace the development of Shakespeare's views. In addition, the tutor drew wonderful parallels between Shakespeare and present-day situations. This brought Shakespeare to life and made the works very accessible.

Organisation

The classes were very well-organised. The course objectives were clearly explained at the start and the class discussion was directed towards their achievement. Due to this, we were able to cover all of the material. Our tutor was also very firm in steering us along the way – while encouraging plenty of discussion, she ensured we never strayed far from the topic at hand. Clearly, the tutor is a very experienced and competent teacher.

www.frenglish.ru

D **Look at the example report again and answer the questions.**

1 Is the purpose stated in the introduction?
2 Is the report clearly organised?
3 Has the writer dealt with all of the aspects stated in B?
4 Has the writer given a recommendation?

E **Find words in the example report that mean the same as the following.**

1 deal with: _____
2 new and original: _____
3 make more real: _____
4 easy to understand: _____
5 aims: _____
6 teacher: _____
7 a harmonious relationship: _____
8 a clear understanding of something: _____

F **In your notebook, write sentences about a course you have attended using some of the words from E.**

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

Plan

Introduction:	State the purpose of the report.
Sub-heading 1:	Give relevant factual information.
Sub-heading 2:	Give relevant factual information.
Sub-heading 3:	Give relevant factual information.
Conclusion:	Summarise your opinion and make your recommendation.

Exam Close-up

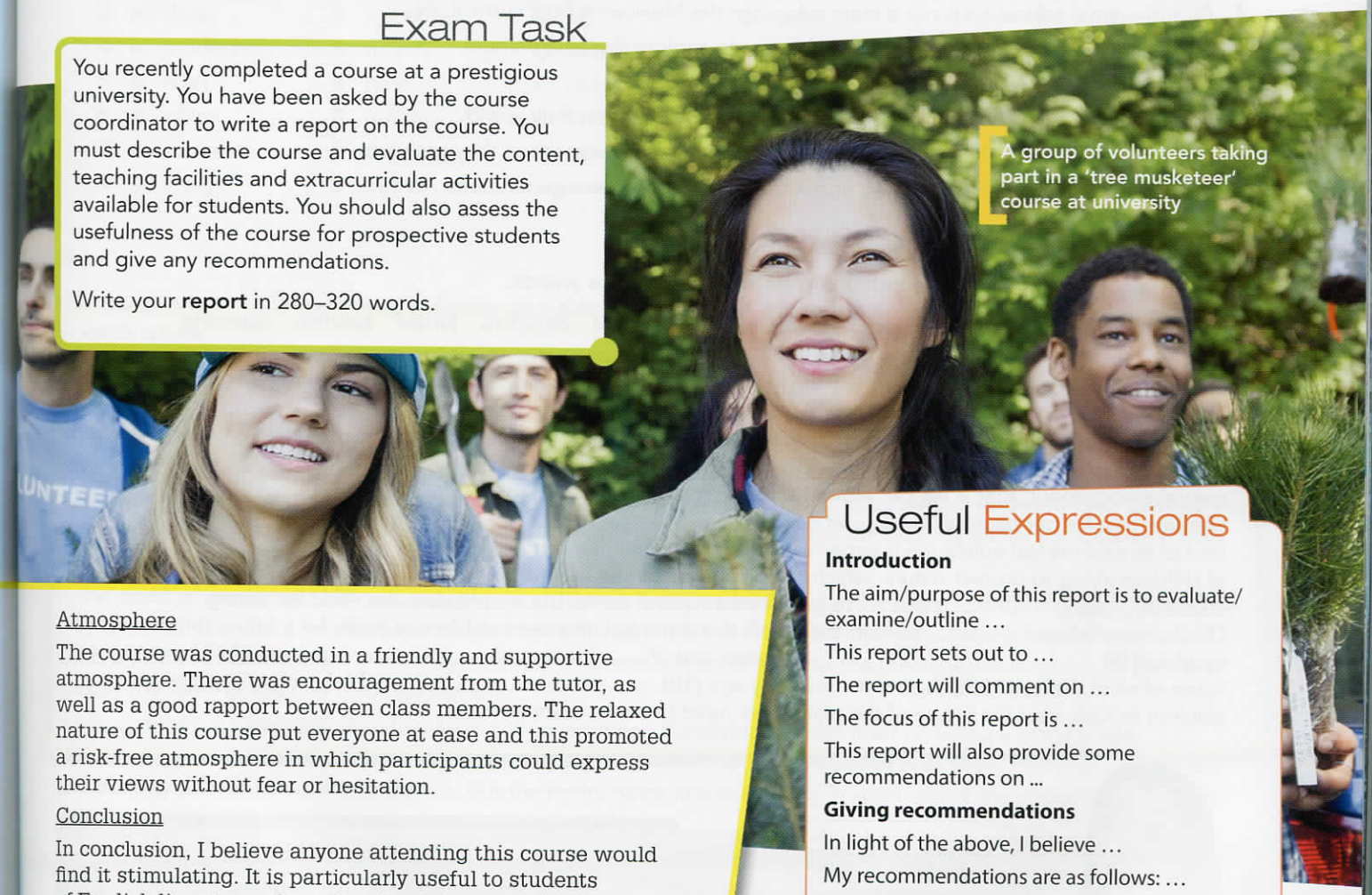
Writing a report

- Read the prompt carefully to identify the functions and which aspects you must write about.
- Separate the report into sections with headings.
- Use neutral language.
- Use topic-specific vocabulary.

Exam Task

You recently completed a course at a prestigious university. You have been asked by the course coordinator to write a report on the course. You must describe the course and evaluate the content, teaching facilities and extracurricular activities available for students. You should also assess the usefulness of the course for prospective students and give any recommendations.

Write your **report** in 280–320 words.



A group of volunteers taking part in a 'tree musketeer' course at university

Useful Expressions

Introduction

The aim/purpose of this report is to evaluate/examine/outline …
This report sets out to …
The report will comment on …
The focus of this report is …
This report will also provide some recommendations on ...

Giving recommendations

In light of the above, I believe …
My recommendations are as follows: …
In my view, it would be better to …
It is recommended that …
In the short/long term, I suggest …
It would be highly advisable to ...

Atmosphere

The course was conducted in a friendly and supportive atmosphere. There was encouragement from the tutor, as well as a good rapport between class members. The relaxed nature of this course put everyone at ease and this promoted a risk-free atmosphere in which participants could express their views without fear or hesitation.

Conclusion

In conclusion, I believe anyone attending this course would find it stimulating. It is particularly useful to students of English literature who will gain new insight into Shakespeare, but equally of value to anyone who enjoys a lively discussion. In light of this, I would suggest each session be slightly longer in order to accommodate further discussion.

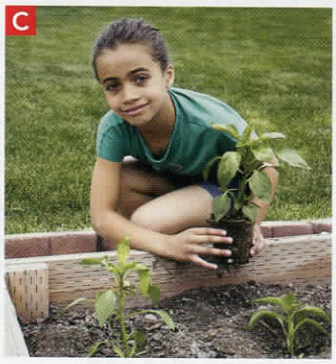
www.frenglish.ru

Video

8 Environmental Theme Park









Before you watch

A **Look at the photos. Work with a partner and answer these questions.**

1 How do children usually learn about the environment, inside a classroom or outdoors?
2 How can learning about the environment be fun?
3 Why is learning about the environment an essential part of a child's education?

While you watch

B **Watch the video and decide if these statements are true or false. Write T for true and F for false.**

1 Environmental education is not a main subject in the Mexican school curriculum. ☐
2 The Ceiba Pentandra park encourages children to explore the environment. ☐
3 Maritza Morales Casanova is pessimistic about the future. ☐
4 Maritza says every child can choose to have a positive effect on their world. ☐
5 Children rarely forget the importance of protecting the environment as they grow up. ☐
6 Education is essential if we hope to protect our planet for future generations. ☐

After you watch

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

economy extinction impact lack mentorship movement objective power solution warming

Maritza Morales Casanova wonders why environmental education is neglected by the education system in Mexico. To remedy this, she set up a theme park, the Ceiba Pentandra park, whose (1) _____ is to encourage schoolchildren to explore nature, through fun activities, including games, painting and growing plants. Maritza believes that each of us can have either a positive or negative (2) _____ on the natural environment, that is we can either be part of the problem or part of the (3) _____. She says that for her country, Mexico, whose (4) _____ relies on its natural resources, this kind of environmental education is especially important. The idea started as a(n) (5) _____ of children trying to protect nature, which she hoped to spread around the world. She believes in each child's (6) _____ to protect the natural world, but emphasises the need for strong (7) _____ to help them fulfil this potential. She sees children as hope for a future threatened by global (8) _____, pollution and (9) _____, but most of all by the root cause of all of these, which, she insists, is simply a(n) (10) _____ of education. In order for children to look after the future of the planet, we need to invest in them now.



Ideas Focus

- Do you agree that a lack of education is at the root of problems like global warming, pollution and extinction? Why? / Why not?
- How is this issue tackled in your country?
- Do you think initiatives like those in the video are beneficial? Why? / Why not?

www.frenglish.ru



Review 4

Units 7 & 8

A

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

Lonely Planet

Back in the 1970s, two **(1)** ___ young travellers – Maureen and Tony Wheeler – had a dream to travel across Asia. This was at a time when there was scant information about the continent for budget travellers. They **(2)** ___ off from London in a minivan, armed with little more than a strong **(3)** ___ of adventure. Driving the van across Europe and Asia, they eventually arrived in Sydney, Australia **(4)** ___ broke but rich in experience.

Intrigued by their journey off the beaten **(5)** ___, people continually asked them how they had travelled, what they had seen, where they had stayed and what it had cost. On a **(6)** ___ , they decided to write a practical guide about their travels. They typed up a booklet in which they **(7)** ___ out a list of their favourite cheap accommodation and restaurants, and called it *Across Asia on the Cheap*. Thus the Lonely Planet guidebook publishing empire was born, which now **(8)** ___ guidebooks on almost every country on earth.

1	**A** heroic	**B** defiant	**C** reckless	**D** intrepid
2	**A** headed	**B** drifted	**C** dropped	**D** put
3	**A** thirst	**B** appetite	**C** buzz	**D** spirit
4	**A** moderately	**B** hugely	**C** virtually	**D** considerably
5	**A** road	**B** path	**C** route	**D** way
6	**A** whim	**B** notion	**C** fancy	**D** spur
7	**A** carried	**B** doled	**C** figured	**D** set
8	**A** enjoys	**B** boasts	**C** brags	**D** airs

B

For questions 9–16, read the text below and think of the word which best fits each space. Use only one word in each space.

Oxbridge

On the **(9)** _____ of it, Oxford and Cambridge are **(10)** _____ identical. In fact, they are so alike that they are referred to with a single word: Oxbridge. **(11)** _____ with their world-class universities, ideal locations on charming rivers and stunning architecture, you would expect the obvious similarities between them to reflect a deep underlying unity. You would, however, be wrong.

In the world of academia, **(12)** _____ fiercer rivalry exists than that between Oxford and Cambridge. This **(13)** _____ of affairs has existed since the early 13th century, when scholars fleeing hostile townsfolk in Oxford settled in Cambridge. There they established a new university that, for the **(14)** _____ part, was exactly the same as the one they had just left.

While Oxford has produced countless heads of government, Cambridge prides itself on being a world leader **(15)** _____ the field of science. Its illustrious alumni include authorities **(16)** _____ physics and biology such as Newton and Darwin. But the rivalry holds just as strongly in sport where the annual boat race and rugby match are major events.

www.frenglish.ru



Review 4 Units 7 & 8

C

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line.

Global concerns

Greenland and Australia **(17)** _____ have little in common.	SEEM
While the Australian population is made up of a **(18)** _____	DIVERSE
of cultures, Greenland is primarily Inuit. Australia is renowned for the	
(19) _____ of its fauna, with native animals unlike any others in	RARE
the world. Greenland's fauna, like reindeer, polar bears, and arctic foxes, can	
also be found elsewhere, such as in Canada. Greenland's largest city, Nuuk, with	
a population of 16,500, is a **(20)** _____ town, while Sydney is a	PICTURE
metropolis of millions. And yet, these two countries share some important features.	
Both are **(21)** _____ populated due to inhospitable interiors where	SPARSE
it is **(22)** _____ impossible for humans to survive – ice caps in the	PRACTICAL
case of Greenland and deserts in Australia. Both countries are experiencing the	
(23) _____ effects of global warming. Melting ice caps in the Arctic	DETRIMENT
region and the increased incidence of devastating bush fires in Australia are	
(24) _____ of rising temperatures. If this continues, Greenland and	INDICATE
Australia will be very badly hit.	

D

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

25 'You must not let your assignments mount up,' she said to him.
REMINDED
She _____ assignments mount up.

26 'No, you can't stay here. I want you to leave right now!' she told them.
INSISTED
She _____ immediately.

27 Tom changed his mind about climbing the mountain.
THROUGH
Tom decided _____ the climb.

28 We can't say with any certainty what the results of the experiment mean.
QUITE
We _____ what the results of the experiment mean.

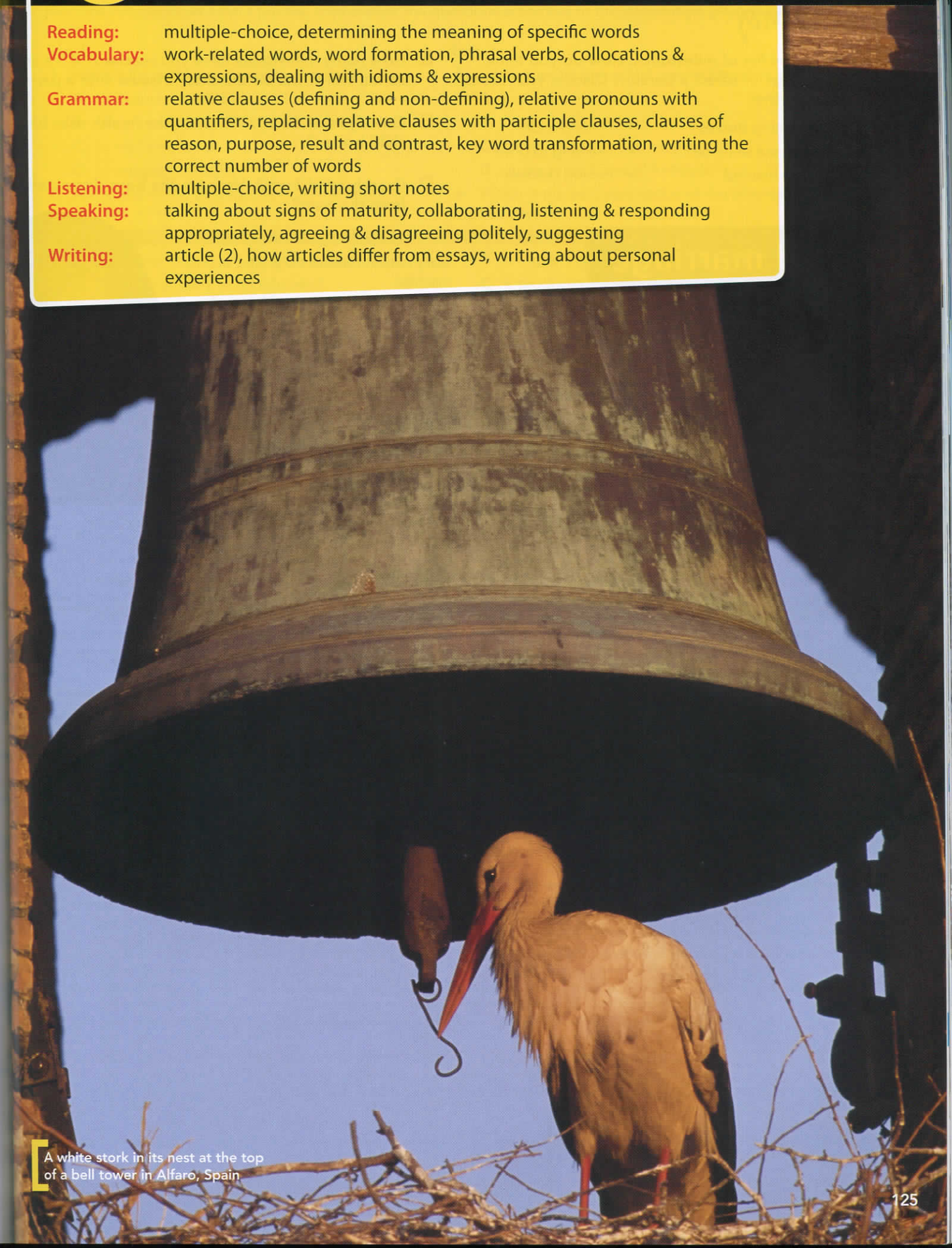
29 'Well done! That was a brilliant research paper you wrote!' said my doctoral supervisor.
CONGRATULATED
My doctoral supervisor _____ a brilliant research paper.

30 The village is very close to the sea.
FROM
The village is just _____ the sea.

www.frenglish.ru

9 Flying the Nest

Reading: multiple-choice, determining the meaning of specific words
Vocabulary: work-related words, word formation, phrasal verbs, collocations & expressions, dealing with idioms & expressions
Grammar: relative clauses (defining and non-defining), relative pronouns with quantifiers, replacing relative clauses with participle clauses, clauses of reason, purpose, result and contrast, key word transformation, writing the correct number of words
Listening: multiple-choice, writing short notes
Speaking: talking about signs of maturity, collaborating, listening & responding appropriately, agreeing & disagreeing politely, suggesting
Writing: article (2), how articles differ from essays, writing about personal experiences



A white stork in its nest at the top of a bell tower in Alfaro, Spain

www.frenglish.ru

Reading

A **Look at the list of milestones. How do you think they change or affect a person? Discuss your ideas with a partner.**

- Completing studies
- Moving out of home
- Getting married
- Finding a job
- Learning to drive
- Having children

B **How many milestones have you reached? If it's none so far, which will be the first? Discuss with a partner.**

C **Quickly read Text 1. What are the health risks for child brides?**

D **Quickly read Text 2. How are the boys distracted from the pain?**

1 Child marriage



Worldwide, more than 700 million women alive today were married before their 18th birthday. More than one third entered into union before the age of 15. Boys are also married as children, but girls are disproportionately affected. According to UNICEF, child marriage – usually forced, to much older men and sometimes constituting slavery – is a manifestation of gender inequality, reflecting social norms that perpetuate discrimination against girls.

Girls who marry are not only denied their childhood. They are often socially isolated – cut off from family and friends and other sources of support – with limited opportunities for education and employment. Lower levels of education are common among women who married in childhood. Child brides typically end up having many children to care for while still young. In Nepal, for example, over one third of women aged 20 to 24 who married before their 15th birthday had three or more children compared to one per cent of women who married as adults. Child brides are also less likely to receive proper medical care while pregnant. This, along with the fact that girls are not physically mature enough to give birth, places both mothers and their babies at risk. In fact, pregnancy-related deaths are the leading cause of mortality for girls aged 15–19 worldwide.

Many cultures condone the practice of child marriage.

In some of these cases, the girls may give consent, but the extent to which this can be described as free and informed when they are pressured by society, their family and economic stresses is problematic. Many are prevented from developing relationships in the name of the family's 'honour' and some face unspeakable violence if they do.

According to the UN Convention on the Rights of Children (CRC), in exceptional circumstances a mature and capable child over the age of 16 may marry 'provided that such decisions are made by a judge based on legitimate exceptional grounds defined by law and on the evidence of maturity without deference to cultures and traditions.'

The CRC aims to raise the minimum age of marriage across countries and cultures. But any legislative changes or enforcement must be accompanied by measures to change social norms promoting child marriage, including the notion that girls must be wed early as a survival mechanism for families ridding themselves of an economic burden.

2 Initiation rites

In the depths of the Brazilian Amazon jungle, many native tribes still follow their traditional ways of life, carrying on ancient practices and rituals. The indigenous Sateré-Mawé tribe are among these. They value strength and courage; qualities needed to protect the tribe from hostile neighbours and natural predators. For this reason, their warriors are highly revered. As a result, young boys in the tribe are raised with the dream of joining the warrior ranks.

However, this is not an easy undertaking. In one of the tribe's most sacred rituals, boys hoping to gain this status must show themselves capable of enduring the worst that the jungle has to offer. They prove their worth by remaining calm, often entirely expressionless, while experiencing excruciating pain.

The young men's strength is tested in an initiation against a particularly venomous species of ant, a single sting from which is capable of causing hours of pain. Nicknamed the 'bullet ant' because its sting is said to be as painful as being shot, the powerful toxin released by the ant attacks the nervous system, causing uncontrollable shaking even after the waves of pain have ceased, as well as disorientation and hallucinations. The effects of a single ant sting have been known to last for days; the warrior hopefuls of the tribe, however, do not sustain just one sting.

In preparation for the initiation ceremony, bullet ants are harvested from the jungle and sedated in a solution of herbs. While unconscious, the ants are woven into a pair of gloves made from leaves, with their stingers facing inward. As the ants come to, they become increasingly agitated and are raring to sting. To be considered a man of the tribe, boys as young as twelve must then thrust their hands into the gloves for a full five minutes or longer, being stung the entire time. The initiates sing and dance with the tribe during the ordeal, but this distraction is their only relief.

When the gloves are removed, the ants' venom continues acting for hours, during which time the boys are in constant pain. Enduring the pain demonstrates the boys' readiness for manhood, and few cry out as doing so would demonstrate weakness. Each boy will eventually wear the gloves twenty times over the span of several months before the initiation is complete.

www.frenglish.ru

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

Exam Task

Read the two passages from a journal, then answer the questions according to the information given in each passage.

Text 1

1 What is the main purpose of the passage?
- A to expose a problem
- B to condemn a practice
- C to clarify an issue
- D to suggest a solution

2 According to the passage, what is true about mothers in Nepal?
- A Younger brides tend to have more children.
- B The majority of them are child brides.
- C They are unlikely to be educated.
- D The medical care they need is not available.

3 What is an impediment to girls forming their own relationships?
- A the economic pressure they face
- B the notion of shaming the family
- C their inability to be free and informed
- D the relationships may turn violent

4 Under what circumstances does the CRC accept child marriage?
- A when the bride gives her consent
- B when there is evidence of age
- C when it complies with cultural traditions
- D when there is a legal basis for it

Text 2

5 What does testing of the warrior hopefuls involve?
- A earning a new status
- B fending off attackers
- C facing danger in the jungle
- D undergoing a feat of fortitude

6 Which is the best description of the physical effects of the ritual?
- A It causes lasting injury.
- B It triggers spasms.
- C It produces a toxin.
- D It diminishes strength.

7 What happens to the ants prior to the initiation ceremony?
- A They are rendered inactive temporarily.
- B They sting their perceived predators.
- C They are used to make a solution.
- D They are given a natural remedy.

8 In the sixth sentence of paragraph 4, what does the word **raring** mean?
- A expected
- B unable
- C eager
- D provoked

F **Complete the sentences with the words from the texts.**

burden deference manifestation norm ranks ritual span union

1 Theirs was a happy _____ that lasted fifty years and produced six children.
2 In _____ to my parents, I had a church ceremony when I got married.
3 Coming of age ceremonies are the _____ in countries around the world.
4 He is studying the role of _____ in the religions of ancient cultures.
5 After a _____ of twenty years in the field, the anthropologist published her findings.
6 Rejecting older applicants for jobs was a _____ of the company's ageist policy.
7 Buying a house will definitely place a huge financial _____ on young couples.
8 Unfortunately, Rachel recently joined the _____ of the unemployed.

Exam Close-up

Determining the meaning of specific words

- You may be asked about the meaning of a word or a phrase in the passage.
- Read the sentence that the word is in, as well as the sentences before and after it, to see how the word is used in context.
- Look at the options and choose the one that makes the most sense within the context of the passage.

Ideas Focus

- What are the minimum age requirements for marriage, voting and driving in your country? Do you think they should be changed? Why? / Why not?
- Would you defy your parents or community expectations when choosing a partner? Why? / Why not?



www.frenglish.ru

9 Flying the Nest



Vocabulary

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

agency deposit eviction landlord lease let references sublet tenant tenancy upfront utilities

Thinking about becoming independent

It can be expensive to rent a house or flat. Aside from the money that you will need to have saved to enter into a **(1)** _____ agreement, there are other costs that you will have to budget for like **(2)** _____ such as electricity, gas and water, as well as food, furniture and electrical appliances.

Before a property can be **(3)** _____ to you, you may be asked to provide **(4)** _____ that testify to your character as a potential renter. If you are accepted as a suitable **(5)** _____ for a house or a flat, you will usually have to pay some **(6)** _____ costs before you move in. The **(7)** _____ who owns the property can request that you pay two to four weeks' worth of rent in advance and a **(8)** _____ (no more than four weeks' rent) that acts as security to cover any damage to the property while you are living there.

In the event that you do not pay your rent for an extended period of time, you may face **(9)** _____ . At the end of your **(10)** _____, if you have broken the rental agreement, haven't paid all your rent or damaged the property, the landlord may apply for the costs to be taken out of your deposit.

If, for whatever reason, you need to leave for a period of time, but wish to retain the residence, you may be able to **(11)** _____ to another renter, but you must first ask the permission of the property owner or the letting **(12)** _____ .

B **Circle the word or phrase that is incorrect.**

1 Joel was dissatisfied with his job, so he granted / handed in / tendered his resignation.
2 Due to her poor performance, Amanda was relieved of / removed from / resigned from her duties.
3 If you continue to arrive late for work, you'll be given your early retirement / marching orders / walking papers.
4 I'm looking for a permanent position in sales, but I've only been offered casual / manual / temporary work.
5 James won't be back at his desk until next week as he's still on absence / paternity / sick leave.
6 The mark of a good manager is knowing how best to assign / delegate / nominate work to staff.
7 I have a mountain of work to get through and I don't know how I'll ever make / match / meet my deadline.
8 The fact that downtime / flexitime / overtime is an option is the main reason why I like my job.

C **Complete the sentences with the words.**

autonomous emancipated enfranchised independent liberated neutral self-sufficient sovereign

1 The peace conference was held in Switzerland – a _____ country that has not fought a foreign war since 1815.
2 Representations in artwork reveal that women in this society enjoyed an _____ style of life and were held in high regard.
3 Finally, after four years of occupation and destruction, the country was _____ and embarked on a massive rebuilding programme.
4 Doesn't international law state that we must respect the rights of _____ nations to conduct their own affairs?
5 Mount Athos – an important centre of monasticism in northern Greece – is governed as an _____ area within the Greek Republic.
6 Women in Britain were first _____ in 1918, when those aged over 30 with property could vote; it was not until 1928 that all women aged over 21 were able to do so.
7 Blessed with fertile valleys and abundant farmland, the country is _____ in food production.
8 Pakistan became fully _____ from British rule on August 14, 1947, and India followed a day later.

www.frenglish.ru

Word Formation

D **Complete the sentences with the words below in the correct form. Write them into the table. Consider that you may need to use a negative form.**

verb	noun	adjective
dismiss	_____	
dispense		_____
entitle	_____	
	hierarchy	_____
	_____	mature, immature
	_____	mediocre
obligate	obligation	_____
orientate	_____	



1 Where I work, there is a _____ structure with the manager at the top, followed by the assistant manager and then the rest of us at various lower levels.
2 Tom's frequent and embarrassing outbursts at work were a sign of his emotional _____ , and he was let go as a result.
3 The manager has announced that there will be a one-week _____ for this year's interns and new recruits.
4 No one is a more conscientious worker than Tony and he has become _____ to the company.
5 Take one look at today's 'celebrities' and you'll see that _____ is no impediment to fame.
6 A medical examination before you start work is _____ as it assures us that you are physically fit for the job.
7 Although you have an annual leave _____ of 28 days, your employer may insist that you take some of your paid holiday on bank holidays.
8 Claiming that her _____ was unfair, Helene decided to take her case to a workers' tribunal.

Phrasal verbs

E **Match the two halves of each sentence. Use the words in *italics* to help you.**

1 It's so unfair that they always *saddle me*
2 I can't go out with you on Friday as I'm *standing*
3 The director was asked to *step*
4 I'm short of cash and have *fallen*
5 Roman says he's going to *settle*
6 Sales are down and staff will be *laid*
7 At 25, Max really needs to *grow*
8 Whenever he is in need, he can *lean*

a *down* immediately, but I don't know why.
b *down* and start a family very soon.
c *up* and do something constructive.
d *with* the boring tasks at work.
e *off* if the downturn continues.
f *on* his parents for support.
g *in* for Julie who is ill.
h *behind* on my rent for the first time.

Ideas Focus

- What are the pros and cons of employees in the US having an average of only 10 days' annual paid leave?
- If you had your own company, how many days' holiday would you give your employees? What about paid sick leave? Why?



www.frenglish.ru

Collocations & Expressions

F **Circle the correct words.**

1 It was brave of Emily to hit / strike out on her own and start her own company.
2 Now that you've found a job, you must fend / tend for yourself financially.
3 This project is a team effort, so we expect everyone to lift / pull their weight.
4 We'll need to burn / light the midnight oil in order to make tomorrow's deadline.
5 The poor interns! They were pushed / thrown in at the deep end on their first day!
6 You seem to know what you're doing, so I'll leave you to your own devices / methods.
7 James isn't ready to take on responsibility; he's still wet behind the head / ears.
8 Having proved her ability, May was given a free / full hand by her manager.

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

Exam Task

Choose the word or phrase that best completes the sentence.

1 He quit of his own _____ ; no one asked him to.
a wishes
b accord
c interest
d sake

2 It's up to you what you do; do as you see _____ .
a suitable
b clear
c right
d fit

3 I'm not at _____ to give you that information.
a liberty
b leisure
c will
d ease

4 I was a _____ of nerves on my first day at work.
a batch
b bunch
c bundle
d bale

5 He _____ credit for work others had done.
a stated
b declared
c insisted
d claimed

6 My uncle pulled some _____ and got me a job.
a strings
b plugs
c punches
d stakes

7 She just doesn't seem able to hold _____ a job.
a up
b off
c down
d back

8 Sailing solo around the world was no mean _____ .
a deed
b feat
c step
d act



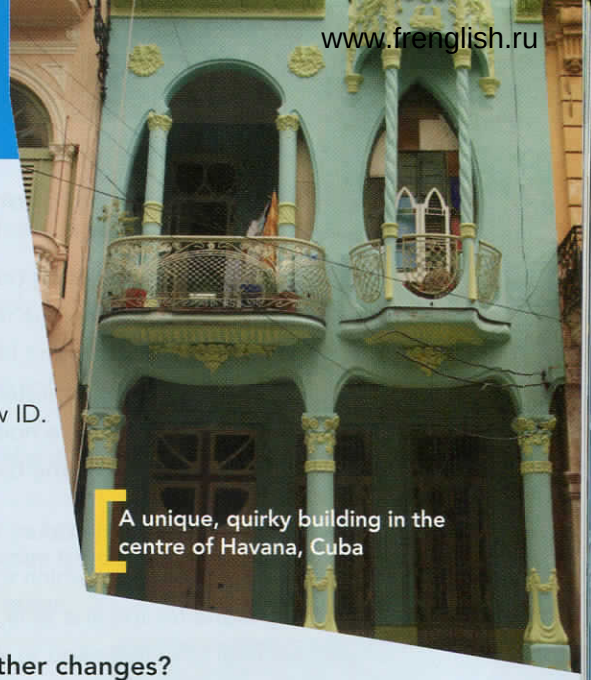
Exam Close-up

Dealing with idioms and expressions

- If you come across an idiom or expression that you are not familiar with, first try all of the options to see which seems the most logical.
- If you still cannot find the answer, try to think of an expression with a similar meaning and see if it shares any of the same words as the answer options.

www.frenglish.ru

Grammar



A unique, quirky building in the centre of Havana, Cuba

Relative Clauses

A **Read sentences a–d below. Then answer questions 1–4.**

a The landlord **who** they rented the house from was an architect.
b The tenant **whose** rent was late nearly got evicted.
c The new recruit couldn't understand **what** he had to do.
d Not everyone attending looks over 18, **in which case** they should show ID.

Which sentence has an example of

1 a relative pronoun to show possession?
2 a relative pronoun qualifying the whole previous clause?
3 a relative pronoun in a defining clause used with a preposition?
4 a word meaning 'the thing which'?

In which sentence can *that* replace the relative pronoun without other changes?

The difference between defining and non-defining relative clauses

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

a The tenants, who had damaged the property, lost their deposits.
b The tenants who had damaged the property lost their deposits.

1 Which sentence means there were other tenants who did not damage the property?
2 Which sentence means all the tenants damaged the property?

Relative pronouns with quantifiers

C **Read the sentences and complete the rule.**

1 She has two bank accounts, both of which are in the red.
2 The students, some of whom are from overseas, spend the first week settling in.
3 The school, many of whose students were high achievers, was given an award.
4 There are ten students in the residence, five of whom are on the same course.

The relative pronouns *which*, _____ , and *whose* can be used after quantifiers like *neither of*, *both of*, *most of*, _____ and *number of* . In sentence 4 we can also put the number after the pronoun (*of whom* _____).

Replacing relative clauses with participle clauses

D **Read the sentences. Which sentence is incorrect? Why?**

a The students standing in the queue want to open a bank account.
b The money paid into the account was just enough to live on.
c Covered in books, Sarah studied at her desk.

E **Rewrite the sentences in D in your notebook using relative clauses. Then choose the correct words to complete the rule.**

A relative pronoun and a verb can be replaced by a participle clause in relative clauses with a different / the same subject. The present participle replaces an active / a passive verb and the past participle replaces an active / a passive verb.

Grammar Focus pp. 197 & 198 (9.1 to 9.6)

F **In your notebooks, rewrite these sentences using the words in bold.**

1 The aunt who they borrowed the money from was a millionaire. **whom**
2 The couple whose mortgage repayments were not met, had to move in with relatives. **did not meet**
3 The student couldn't understand what the rental agreement meant. **he had to sign**
4 Not all students are able to cook for themselves, in which case they should choose catered halls. **any students**

www.frenglish.ru

9 Flying the Nest



G **Rewrite these sentences in your notebook using either a relative clause or a past participle.**

1 Our new flatmates love practising the guitar at all hours. This can be quite annoying.
2 We met some fellow students. The majority of them are second years.
3 She looked at two flats. She didn't like either of them.
4 Any applications which are submitted late will not be accepted.
5 The children who were making a noise were asked to be quiet.
6 The noise which was made by the builders gave the occupants a headache.

H **Underline and correct the mistakes in these sentences.**

1 This is a first class university, which track record is second to none. _____
2 He was living alone for the first time, that was quite a challenge. _____
3 The woman to whom you talked to was the landlady. _____
4 Which is the room you live? _____
5 We met a lot of neighbours, most of which came to the housewarming. _____
6 This is the girl whose sharing a room with you. _____
7 There are some adults who's parents still treat them like children. _____
8 The students sat in the canteen were having a break. _____

Clauses of reason, purpose, result and contrast

I **Match the types of clauses a–d with the sentences 1–6.**

1 Liz was extremely knowledgeable, **so** she impressed the interview panel. ☐
2 **So as not to** look too young, Jack grew a beard. ☐
3 Parents often give their children advice – **not that** the children ever take it. ☐
4 **What with** all the pressures of being independent, student life is quite stressful. ☐
5 **In view of** his outstanding academic performance, he was offered a scholarship. ☐
6 **Much as** he loves his parents, he prefers to live alone. ☐

a reason
b purpose
c contrast
d result

J **In your notebook rewrite the sentences in I replacing the words in bold with those below. Make any other changes necessary.**

although as a result because of due to however in order to

Other uses of participle clauses

K **Read the sentences a–e below. Then answer questions 1–5.**

a After signing the contract, they received the keys.
b Having started the course, she felt she had to finish it.
c Waiting to meet her new boss, she checked her watch nervously.
d Having been introduced to all the members, the player joined his new team.
e Given the chance, she would do it all again.

In which sentence does a participle

1 replace a conditional? ☐
2 follow a preposition? ☐
3 explain a reason? ☐
4 show the sequence of actions? ☐
5 show simultaneous actions? ☐

Grammar Focus pp. 198 (9.7 to 9.9)

www.frenglish.ru

L **Rewrite the sentences starting with the words in bold.**

1 If the circumstances were right, I would quit my job, sell my house and start a new life abroad. **Given**

_____

2 James was asked to leave the family home. James moved in with some friends. **Having**

_____

3 She wanted to know why he was late. She checked her phone continuously for new messages. **Wondering**

_____

4 We saw the house of our dreams. We put in an offer at the full asking price. **After**

_____

5 He was given the job in Norway. He signed up for Norwegian lessons and put his house on the market. **Having**

_____

M **Complete the information with a present or past participle of the verbs below.**

consider cover deal give help include lead manage make range

Orientation Programme

(1) _____ students to transition from high school to university, our two-day orientation program starts on 26th June. It is a program (2) _____ many issues (3) _____ from (4) _____ finances to (5) _____ the most of all the university's facilities. (6) _____ in the orientation programme are:

- Campus tours (7) _____ by students
- Talks (8) _____ by teaching staff about educational opportunities
- Information for those (9) _____ a job on campus
- Help (10) _____ with any accommodation problems



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

Exam Task

For questions **1 – 5**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **three** and **eight** words, including the word given.

1 Try the best money-saving site for students, featuring tips, deals and free offers.
whose
Try the best money-saving site for students, _____ tips, deals and free offers.

2 He didn't manage to park the car, so he failed the driving test.
having
_____ to park the car, he failed his driving test.

3 As tuition fees rise, some young people are opting for work rather than study.
view
_____, some young people are opting for work rather than study.

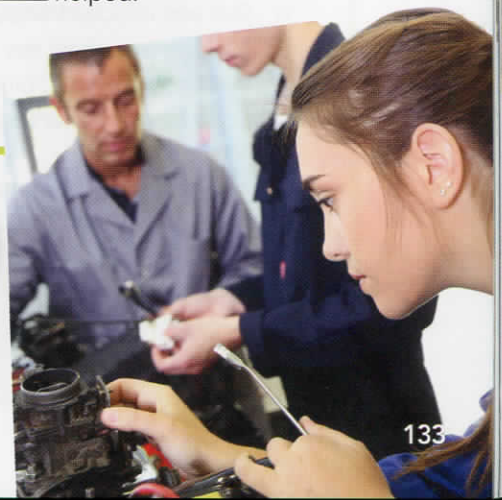
4 Almost none of the people she asked for careers advice helped.
whom
She asked several people for careers advice, _____ helped.

5 His first flat was in need of repair because it hadn't been taken care of.
not
_____, his first flat was in need of repair.

Exam Close-up

Writing the correct number of words

- Do not write more than eight words; if your answer is long, look for ways to shorten it, or rethink it (your answer may be completely wrong.)
- After completing the second sentence, compare it with the first to make sure you have not repeated any unnecessary words from the first sentence.



www.frenglish.ru

9 Flying the Nest



Listening

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

apron strings code deposit etiquette manoeuvre mortgage notice squatter

1 After being tied to his mother's _____ for years, it was time to strike out on his own.
2 The _____ she found most difficult was reversing around corners.
3 The tenants signed a contract with the landlord and paid a _____ .
4 Telephone _____ is particularly important when dealing with customers.
5 Make sure you follow the dress _____ in your office.
6 Before terminating a contract, you must give adequate _____ .
7 The empty property was occupied by a _____ .
8 The couple paid off their _____ over a 25-year period.

B 9.1 **Read these questions and options. Listen to the woman talking and circle the correct answer, a, b or c.**

1 What do we infer from the woman about her children?
   a Her son was keener to drive than her daughter.
   b Both her son and daughter are at university.
   c She would like both her children to live at home.

2 What can we infer about squatting?
   a It is the same as being a guardian.
   b It is probably illegal.
   c The woman is in favour of it.

C 9.2 **Read the *Exam Close-up*. Then complete the *Exam Task* below, focusing on what is implied by the speakers.**

Exam Close-up

Writing short notes

- When you only hear the talk once, it is a good idea to make short notes to help you answer the questions.
- Read the questions carefully so that you note down the relevant information to help you answer them.
- Inferring meaning from the context means you have to 'listen between the lines', i.e., listen to what is implied rather than expressed directly.

Exam Task

You will hear three short segments from a radio programme. The programme is called "Striking Out". You will hear what three different radio guests have to say about three different topics. After each talk, you will be asked some questions. From the three answer choices given, you should choose the one that best answers the question according to the information you heard.

Segment One

1 What was Elena's attitude towards learning to drive?
   a She lacked motivation to start.
   b She was reluctant to try it.
   c She was put off by the high cost.

2 What do both speakers agree about?
   a Manoeuvres are emphasised too much in the test.
   b Not being allowed to complete the test is unfair.
   c Having two examiners makes test takers nervous.

Segment Two

3 What kind of person must a property guardian be?
   a flexible and responsible
   b professional and reliable
   c spontaneous and creative

4 Why does being a property guardian appeal to Matt?
   a He needs a lot of space to store his things.
   b He does not want a permanent home.
   c It is a lot cheaper than the alternatives.

Segment Three

5 How does Rebecca describe her first job?
   a It was what she had always dreamt of.
   b It was harder than expected.
   c It was rather a shock.

6 What did Rebecca have to learn?
   a how to fit in at the company
   b how to deal with difficult clients
   c how to place telephone orders

www.frenglish.ru

Speaking

A **Work with a partner. Rank these signs of being grown up in order of importance.**

- voting in a national election ☐
- living independently ☐
- being financially independent ☐
- owning a home ☐
- looking after a pet ☐
- filing a tax return ☐
- taking care of sick family members ☐
- finishing school ☐

B **Imagine you can make the rules. Discuss with a partner at what age you would allow these activities?**

- leaving secondary education
- voting in a general election
- working in a part-time job
- driving a car
- adopting a child
- volunteering

C **Read the *Exam Close-up*. Then work with a partner to complete the *Exam Task* below. Remember to use the *Useful Expressions* to help you.**

Exam Close-up

Collaborating

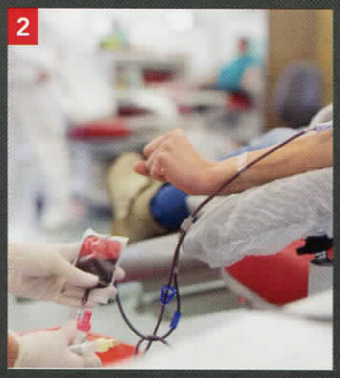
- You need to discuss the answers, taking it in turns to put forward points for and against the topic. If you disagree, remember to soften your language. You can do this by conceding, but then putting forward a counter argument.
- You can show that you are a good listener by facing your partner, not the examiner, following their argument carefully and then responding to what they say.

Exam Task

Talk to each other about what the photos have in common. Now, imagine you are writing a blog post about the signs that someone is grown up. These photos will accompany the blog. Talk together about which aspects of being grown up these photos show.

Signs that you are actually grown up!









Now decide together one other sign of being grown up that could be included in the blog.

Useful Expressions

Listening & responding appropriately

Can you be more specific / give an example?

Can I just say something?

So you believe/support/are against …

I know what you mean, but have you considered …?

Agreeing & disagreeing politely

You could be right, I suppose, but …

I understand your point, but …

True, but we must also consider …

I'm afraid I can't agree. My view is that …

I couldn't agree more.

That's exactly what I was about to say.

I think we'll agree to disagree.

Well, I see this issue very differently. To my mind …

Suggesting

Do you think we should …?

Would … be appropriate/relevant here?

What if we included …?

Ideas Focus

- Do you think adolescents are properly prepared for the responsibilities of adulthood? Why? / Why not?
- How does the generation gap affect you? Do you think it should be bridged? Why? / Why not?



www.frenglish.ru

9 Flying the Nest



Writing: an article (2)

Learning Focus

How articles differ from essays

- An article can be formal or informal in tone; the topics can be serious or more lively; it is intended to inform and also to entertain. An essay is more academic and factual.
- An article uses description, narration or anecdote with a personal angle, depending on the kind of publication it is for. An article in an academic publication, will have a different style and language from one in an international magazine.
- In an article, the writer's aim is to describe a topic, not to persuade. An essay may maintain an argument, analyse an issue or elaborate on a concept. An essay is often a combination of statistics, facts and writer's opinions and views.
- Articles must begin with an introduction and end with a conclusion, though these do not need to be long.

A **Read the sentences. Which do you think are taken from an article and which are from an essay? Discuss with a partner and justify your answers.**

1 Not that most people need persuading, but there are many reasons why you should move out of home before you're 30.
2 A human being cannot fully develop from a child into an accomplished adult without first becoming independent.
3 In the first months of moving away from home, I continued to see my home town through rose-coloured glasses; a place where times were simpler and I was more carefree.
4 Independence means we are able to follow our own deepest values and exercise our judgement, even when others disagree or disapprove.
5 One friend shared that she felt as though the streets, houses and faces felt like a dream, as though past and present merged whenever she made the journey home.

B **Read the writing task on the right and answer the questions.**

1 What tone should you use in your article?
2 Can you write about a fictional situation?
3 How many aspects must you write about in your article? What are they?
4 Circle the functions that you will need to use in your article: analysis, anecdote, argument, description, narration, persuasion.

An international magazine has asked readers to send in articles on the topic of independence. You decide to write an article in which you describe your experience of moving out of your family home. You should explain what you learnt from the experience and say how it helped you to develop as a person.

Write your article in 280–320 words.

C **Read the example article. Do you agree with the writer's conclusion?**

Leaving the nest

I grew up in a small country town, until, at age 20, I packed up my things and moved away to the city. There I stayed for four years, signing new leases and switching addresses frequently. This marked my first taste of independence and it has been hugely instrumental in making me the person I am today.

For obvious reasons, living under my parents' roof had many financial benefits, but there was an economic disadvantage, too. Speaking for myself, while living at home rent-free I had a tendency to spend my spare cash as disposable income. Blowing your budget while living at home doesn't carry the harsh consequences that follow when you live on your own, which I quickly discovered through bitter experience; having bought a pair of designer shoes, I could only afford to eat 2-minute noodles for months. Following that eye-opener, I adopted budgeting skills that have allowed me to successfully save for a trip and to buy a car.

Then there were the people I met. Moving out of home meant sharing a house with complete strangers, which turned out to be both positive and challenging. I was mostly lucky and these strangers became life-long friends. But some arrangements were less harmonious and one former housemate quickly turned into an enemy. This wasn't necessarily a bad thing though and provided an important life lesson. It was through these challenging encounters that I was able to become a better communicator and learnt how to resolve conflicts in all facets of my life.

Though many of my close friends have healthier savings because they chose to stay at home, in my experience, nothing beats independence. Stepping into the real world sooner rather than later has armed me with life skills. I would say that it has allowed me to learn more about who I am as an individual and has prepared me for the many challenges of adulthood.

www.frenglish.ru

D **Look at the article again and answer the questions.**

1 Has the writer included all of the content required as set out in the task in B?
2 Find and underline the parts of the article where the writer explains what she learnt from her experience and how it helped her to develop as a person.
3 Is the article written in the same style or does it change?
4 Has the writer used a wide range of vocabulary and varied grammar?

E **Find the phrases in the article that the writer uses to introduce a personal point of view. Write them below.**

_____

_____

_____

Exam Close-up

Writing about personal experiences

- Remember to use appropriate phrases and expressions to introduce your personal opinions.
- Use narrative tenses to talk about past experiences. Use perfect tenses to connect them to the present.
- Maintain a less formal, more personal style throughout.

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

Exam Task

An international magazine has asked readers to send in articles on the topic of independence. You decide to write an article in which you describe your first job. You should explain what you learnt from the experience and say how it helped you to develop as a person.

Write your **article** in 280–320 words.

Plan

Introduction:	Say what your first job was and how old you were at the time.
Main paragraph 1:	Talk about one aspect of the job and its effect on you.
Main paragraph 2:	Talk about a second aspect of the job and its effect on you.
Conclusion:	Summarise your main points.

Useful Expressions

Expressing a personal point of view

In my experience
As far as I'm concerned
Speaking for myself
In my opinion
Personally, I think …
I would say that …
I'd like to point out that …
What I mean is …
If you ask me, …



A young man goes back to visit his first place of work in a market store in Jodhpur, India

www.frenglish.ru

Video

9 Best Job Ever!



Before you watch

A **Look at the photo below. Discuss the questions with a partner.**

1 What do geologists study?
2 Why do you think geologists are interested in caves?
3 What can geology tell us about climate change in the past?
4 How could information about past climate change be useful for predicting the future?

While you watch

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

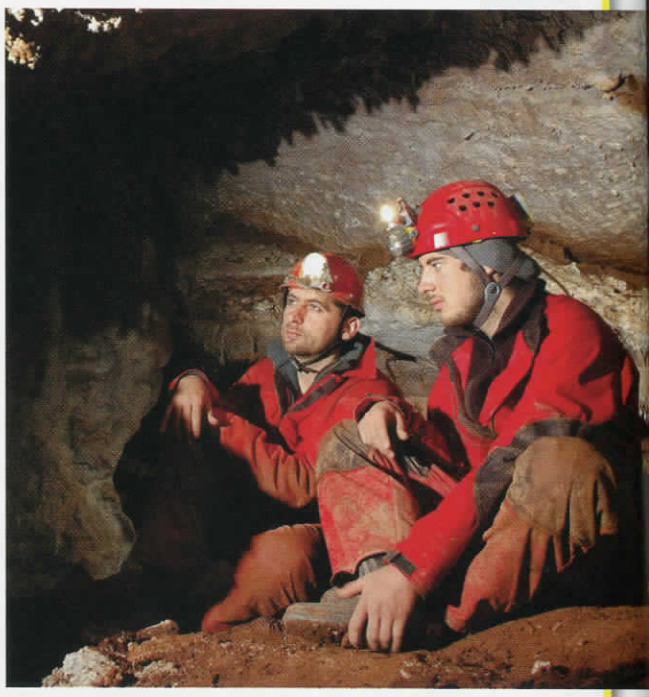
1 More people have been to space / the moon than the places I've been to.
2 They are taking examples / samples of calcites from remote caves.
3 These calcites were deposited / developed over thousands of years.
4 No one has constructed a cave-based climate record / research for Greenland before.
5 The caves are so distant / remote that it takes three days' walking to reach them.
6 Sometimes the rocks are so loose / slippery that it's like surfing on marbles.

After you watch

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

climate construct desire exploration field find layers remains remoteness rings

Gina Moseley is a geologist and a member of the team exploring remote caves in Greenland. After walking for three days, they reach the site of the caves where they collect samples of calcites. Their aim is to help construct a cave-based climate change record for Greenland. They never know what they will discover, and on this occasion they come across an interesting (1) _____, the (2) _____ of an ancient dead bird as they are collecting calcite samples. The different (3) _____ of calcites can be compared with tree (4) _____, and they give clues about the past climate in a similar way. The samples that they collect will enable them to (5) _____ a record of past (6) _____ change for Greenland, information that could be important for all of us in future. Gina says that the (7) _____ of the location is something that appeals to her. She also enjoys this (8) _____ work because there is always something surprising to discover. It is this spirit of (9) _____ that she brings to the work, along with the (10) _____ to produce something of value to the future of humanity.





Ideas Focus

- Do you think caves are interesting? Why? / Why not?
- Is a job that involves fieldwork more exciting than one that does not?
- How useful is information about the past when predicting the future?

www.frenglish.ru

10 Because You're Worth it!

Reading: missing paragraphs, reading all of the missing paragraph content
Vocabulary: consumerism-related words, prepositions, word formation, phrasal verbs, coping with unknown words
Grammar: countable & uncountable nouns, indefinite pronouns, reciprocal and reflective pronouns, articles, thinking about determiners
Listening: multiple matching, focusing on attitude and opinion
Speaking: talking about responsible consumerism, speaking for two minutes, responding to follow-up questions, joining in, interrupting politely, handing back
Writing: article (3), using narratives in articles, using a character to exemplify a topic



A royal bodyguard in an iron helmet drinking Coca-Cola, Thimphu, Bhutan

www.frenglish.ru

10 Because You're Worth it!



Reading

A To what extent do you trust the following forms of advertising? Discuss with a partner.

- Pop-up adverts
- Adverts on TV
- Brand sponsorships
- Adverts in search engine results
- Consumer opinions posted online
- Recommendations from people you know

B How do you feel about advertising? Discuss with a partner. Use the ideas below to help you.

It isn't truthful There's too much of it It's clever and entertaining It's annoying and distracting

C Quickly read the text. Why do followers trust celebrity endorsements on social media?

The Social Media Product Placement Juggernaut

by Leah Burnett

Social media is the air that celebrities breathe. No other platform can keep them so relevant in the cut-throat business of fame. But beyond satisfying their need to connect with the public, social media is also helping to fill bank accounts. To maintain their fabulous lifestyles, celebrities can turn to social media where the world of Instagram and influencer marketing awaits. And what a lucrative world it is. 1

So what do we know about specific rates for social media posts? Mid-level reality TV stars can earn anywhere from $1,000 to $20,000 for a brand sponsored Instagram post. This can go as high as $50,000 for a TV sitcom star. That's a lot of money, but relatively low compared to the current crop of It-girl models who can command up to $300,000 for a single Instagram post, or an A-list actor who can receive up to $500,000. 2

Although celebrity endorsements have been around for as long as advertising itself, their foray into social media is new territory. Traditional print and TV advertising is replete with famous faces pushing products we doubt they use or consume, but there is an understanding that we accept the falsehood because we know the game, we know they've been paid. The pseudo-ads posted as selfies on Instagram or Twitter, however, usually contain no clear indication that money has changed hands, despite the fact that, in many cases, it's legally required to do so. 3

Beginning enthusiastically with 'OMG', the original post was liked online by hundreds of thousands of followers. There was no doubt that she had actually used the medication, as it had been prescribed by her doctor. But had she included the mandatory information, it would have given the very distinct, and true, impression that it was a promotion. Ever mindful of her public image, she was aware this may not go down well with her followers. For her sins, she was forced to remove her gushing reviews from Instagram, Twitter and Facebook, and repost with a huge risk disclaimer. 4

Celebrities love social media because it helps them to build some semblance of authenticity and social intimacy with fans. First they create an image of openness and honesty with their online followers and then they exploit it in their sponsored posts. One star, for example, recently confided that her 'secret' to staying trim was a certain weight loss tea. A photo of her looking slim and healthy, holding a cup of the miraculous fat-melting infusion was there for all to see. No mention was made of frequent, gruelling sessions with a well-paid personal trainer. A clearly sponsored post – though honest – would have dismantled her credibility. 5

As advertising professionals will tell you, that is exactly the goal of any ad - to sell an idea or a desirable lifestyle, and it doesn't even have to be true or attainable. The personality vouching for the product isn't even required to actually use it. All that needs to happen is for consumers to want some glamour and coolness to rub off on them. That is how advertising works. But this sneaky new form of celebrity endorsement, with its camouflaged product promotions requires consumers to completely suspend belief in order to place their trust in someone with an agenda. 6

As such, the language has to be just right, peppered with the kinds of casual terms friends use with each other. Celebrities 'swear by' a new skincare product, are 'in love with' a new coconut water, 'can't live without' a new protein shake. The more cynical among us might question the true author of these snappy captions – is it the paid influencer or has the brand's marketing department come up with the text and tailored it to the target audience? Because the audience is what it's all about. Keeping it is important, but first it has to be found. 7

So far, it's been a very successful strategy, and as long as a supply of famous faces are willing to accept cash for comments, the use of social media as a unique advertising tool won't be going away any time soon.



www.frenglish.ru

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

Exam Task

You are going to read an extract from a magazine article. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A – H** the one which fits each gap (**1 – 7**). There is one extra paragraph which you do not need to use.

A For that kind of money, celebrities are happy to plug a product hard. Juice cleanses, meal replacement regimes, weight-loss teas, waist shapers, teeth whitening kits – they comprise a range of categories that are perfectly suited to the highly narcissistic nature of the medium that is social media, requiring nothing more than a love of selfies and a complete lack of shame. The questionable efficacy of the products is no deterrent to the blatant money-grab.

B Advertising is powerful and its manipulation runs deep when consumers are gullible to such marketing ploys. The endorsements – casually slipped in between a candid photo with a beloved pet and a carefree snap with a close friend, for example – make unwitting followers feel that this product is simply a part of the celebrity's daily life, and that they should make it a part of theirs too. They want it, and at that point, they're hooked.

C Advertisers have a major responsibility to inform celebrities, bloggers and anyone else they're paying to push a product that appropriate disclosures need to be made. Advertising should be identifiable as advertising so that consumers know when they're hearing a marketing pitch versus an independent viewpoint.

D Disclosure with regards to medication is one of these instances. An American celebrity got into hot water with the U.S. Food and Drug Administration for promoting a medication without providing information about possible side effects. The FDA, which is responsible for protecting public health through the regulation and supervision of a range of products including dietary supplements, prescription and over-the-counter medications, took a very dim view of this.

E The beauty of influencer marketing for brands is that they don't have to build their target audience from scratch – something which is costly and time-consuming as it involves extensive market research. Social media influencers already have a devoted fan following, so half the job has already been done. Once the influencer has been chosen, it is just a matter of getting the followers to support the brand, talk about it themselves to others, and buy the products.

F Make no mistake - they are raking it in. Even those who are no longer as famous as they once were can be offered tantalising amounts by companies to promote products on the main personal social media platforms – Instagram, Twitter and Facebook. The uber-famous with the largest followings are making money hand over fist, and the amounts are staggering.

G But what makes people susceptible to such influence? When asked, consumers said they trusted celebrities over brands. The problem with branded marketing content is that it is biased; influencer marketing, on the other hand, does not come across as an overt marketing attempt. Instead, it looks like a recommendation from a trusted friend.

H Besides failing to list the downsides of the product, the celebrity fell foul of the law by not being explicit about the fact that she was paid to make the post. There are rules about this sort of thing, too. Celebrities receiving payment to promote a product on their platforms are required to tag the post #ad or #sponsored – something to indicate that a monetary transaction has taken place in return for their endorsement. So what's preventing them from adding those few letters?

Exam Close-up

Reading all of the missing paragraph content

- It's important to read all of the text in the missing paragraph before you decide whether or not it is the correct answer.
- The first sentence may seem to flow on logically from the paragraph above it, but if you read on, you may find that in actual fact, it does not fit.
- Make sure that the end of the inserted paragraph links to the paragraph following it.

E **Find these words in the text. Read them in context and match them to their meanings.**

1	candid	a	egocentric
2	gushing	b	full
3	narcissistic	c	honest
4	overt	d	effusive
5	replete	e	obvious
6	tantalising	f	tempting
7	unwitting	g	not aware

Ideas Focus

- What do you think of celebrity endorsements?
- Do you think that ads create a desire for more and more material possessions? Why? / Why not?



www.frenglish.ru

10 Because You're Worth it!



One of Disney's universally known advertising brands is Mickey Mouse

Vocabulary

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

billboards caption copy demographics infomercials jingle materialism merchandising momentum telemarketing

1 I can't stand _____ ! I don't want to be pestered at home by people selling goods I don't want.
2 What a terrible _____ that is, and what's worse, I can't seem to get it out of my head.
3 Sports clubs, film franchises and musicians can generate millions of dollars through a wide variety of _____ .
4 I think it's really sneaky the way _____ look like news programmes when, in fact, they're just advertisements.
5 We're looking for some fresh talent, people who can write memorable _____ for our print advertisements.
6 What can be discerned in the advertising of many luxury brands is the promotion of vanity and _____ .
7 Before launching a product it is vital to gather information on the _____ of consumers, such as their age.
8 Driving into or out of the metropolis, you cannot fail to notice the large _____ lining the motorways.
9 The advertising campaign for the car gained _____ when an actor become the new face of the company.
10 The photo _____ contained a typographical error that no one had noticed before the promotional leaflets were printed.

B **Circle the correct words.**

1 **A:** Did you manage to find an affordable washing machine?
B: Yes, I looked in the classified / column ads and found just the model I was after.
2 **A:** Hopefully, the new ad campaign will increase our selling / market share.
B: It'll be hard, though. The competition is really strong.
3 **A:** We're going to start the promotion with a leaflet / paper drop.
B: OK, we'll need to find people who can deliver locally.
4 **A:** How big is our TV advertising budget for the new juice extractor?
B: It's not big enough for high / prime time, if that's what you want to know.
5 **A:** We need maximum exposure for the new smartphone.
B: How about the centre spread in the weekend edition / version of the Daily News?
6 **A:** Plumbing supplies appeal to a very specific audience.
B: That's why we're only going to advertise in profession / trade papers.

C **Write the verbs below under the correct heading in the table according to their meaning.**

cajole coax endorse entice hype induce lobby lure pitch pull push sway tempt tout woo

Attract	Influence/Persuade	Promote

www.frenglish.ru

Prepositions

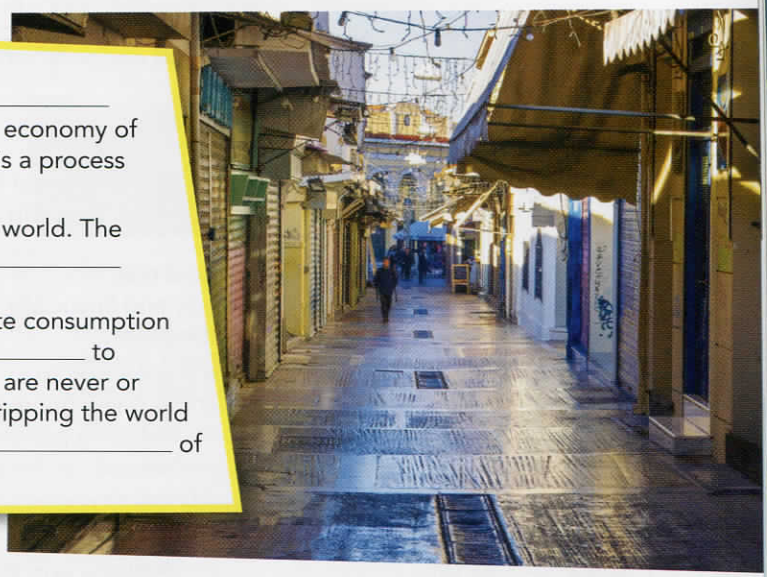
D **Complete the text with the words.**

accounts amounts degree driven equated essence expense geared

Consumerism

The global economy is growing, and we have **(1)** _____ growth with ever-increasing consumption. In fact, the entire economy of the developed world is **(2)** _____ to it, and it is a process that is **(3)** _____ by saturation advertising.

Our greedy appetites are having a terrible impact upon the world. The quality of life enjoyed by the rich comes at the **(4)** _____ of the poor. A small percentage of the world's population **(5)** _____ for the vast majority of global private consumption expenditure. Of this, wasteful consumption **(6)** _____ to billions of dollars annually spent on goods and services that are never or hardly ever used. In **(7)** _____, the rich are stripping the world of its resources and leaving nothing for the poor. A **(8)** _____ of restraint is clearly in order.



Word formation

E **Complete the sentences with the words in bold in the correct form.**

1 A _____ celebrity featured in an advertising campaign can increase product sales.
CHARISMA

2 It's _____ of that singer to champion environmental issues when he flies around in a private jet.
HYPOCRITE

3 I believe that Western culture places far too high a value on material _____ .
ACQUIRE

4 The way that advertisers and marketers play on people's insecurities is thoroughly _____ .
MANIPULATE

5 Part of the promotion included a _____ conditioner with every bottle of shampoo sold.
COMPLIMENT

6 Surely it's _____ for the company to claim its product has health benefits when it doesn't.
FRAUD

Phrasal verbs

F **Match the underlined phrasal verbs with their meanings. Write the correct letter a–h in the box.**

1 The salesman went on and on about the product; in the end, he <u>wore me down</u> and I bought it. ☐
2 We were completely <u>sucked in</u> by his charming manner and had no idea he had ripped us off. ☐
3 If we don't all <u>get behind</u> this advertising campaign, it's never going to be successful. ☐
4 The editor is against the idea of using a top model for the shoot, but I think I can <u>talk her into</u> it. ☐
5 The only time I <u>splash out</u> is during the sales when the promotions are too good to refuse. ☐
6 It wasn't until the final debate that the politician was able to <u>win over</u> the voters. ☐
7 Whenever you <u>flick through</u> a fashion magazine, you see the same vacant look on the models' faces. ☐
8 The current financial crisis has <u>ruled out</u> any chance of the retail industry making a recovery. ☐

a use argument to persuade someone
b prevent something from happening
c overcome someone by persistence
d persuade someone to finally agree with or support you
e support someone or something
f look quickly at the pages of something
g cheat or deceive someone
h spend a lot of money

www.frenglish.ru

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

Exam Task

For questions **1 – 8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.

Keeping up with the Joneses

'Keeping up with the Joneses' is an idiom that originated in a twentieth century American comic strip called 'Keep Up With The Joneses'. The strip was a **(1)** _____ that made fun of people who strive beyond their **(2)** _____ to keep up socially and financially with others in their social circle or neighbourhood.

These days, not much has changed. The comparison to others as a **(3)** _____ for social class continues, and is being driven by a variety of factors, including prolific advertising and easy credit to **(4)** _____ consumers.

But in order to fund their lifestyles, people are increasingly **(5)** _____ to work longer hours each week. This 'work-and-spend' trap has now become an inescapable part of life.

Can the cycle be **(6)** _____ ? Perhaps not. Were we all to **(7)** _____ reduce our consumption, the economy would tank and jobs would be lost. There would be a recession, perhaps even a **(8)** _____ .

1	A	scorn	B	satire	C	ridicule	D	sarcasm
2	A	means	B	assets	C	finances	D	resources
3	A	guideline	B	benchmark	C	pattern	D	point
4	A	lobby	B	endorse	C	hype	D	entice
5	A	bullied	B	prevailed	C	compelled	D	intimidated
6	A	fractured	B	snapped	C	split	D	broken
7	A	collectively	B	commonly	C	jointly	D	mutually
8	A	repression	B	depression	C	desolation	D	decline

Exam Close-up

Coping with unknown words

- For each gap, look at all the options and assess whether you know the meanings of all four.
- Try the words that you do know in the gap first to see whether they fit.
- If you have eliminated the words you know, look again at the unknown words. Try them in the gap and decide whether they sound plausible.



Ideas Focus

- Are you influenced by a desire to have the same or better possessions than your peers? Why? / Why not?
- When a leading consumer brand executive said that western countries have reached 'peak stuff', what do you think he meant? Do you agree? Why? / Why not?



www.frenglish.ru

Grammar

Countable and uncountable nouns

A **Read the sentences and look at the nouns in bold. Write C for countable and U for uncountable.**

1 There is an enormous amount of **advertising** on social media. ☐
2 A great deal of **research** has been done into consumer behaviour. ☐
3 Fewer commercial **breaks** make the channel appealing to viewers. ☐
4 Quite a few **advertisements** feature celebrities. ☐
5 Although they use less **paper** than in the past, businesses are far from paperless as important **papers** are kept as hard copies. ☐ ☐

B **Complete the rules.**

Nouns in English are either countable or uncountable, with a few like _____ that are both, but with a change in meaning.

Uncountable nouns have only one form and are _____ used with numbers or the indefinite article.

To refer to an amount of something uncountable we can use *an* _____ *of, a piece of, a great deal of,* etc., whereas to refer to countable nouns we use *a number of.*

We use *(a) few* and _____ to refer to countable nouns and *(a) little* and _____ to refer to uncountable nouns.



An advertising focus group held in London, UK

Indefinite Pronouns

C **Indefinite pronouns do not refer to any specific person, thing or amount. Read sentences a–f and choose the correct options to complete rules 1–3.**

a **Something** about the commercial made it memorable.
b There was a lot of information. **Some** was misleading.
c They found **nothing** attractive about either new product. **Both** were disappointing.
d They've tried out lots of herbal remedies. **None** work, so they're trying **something else**.
e **All** the campaigns were successful, but one stood out.
f **Someone** has forgotten to fill in their age on the survey.

1 *None* and *some* can be followed by a verb in the singular not / or the plural.
2 *Someone* can / cannot be followed by the pronouns *they* and *their* later in the sentence.
3 *Someone, nothing, anywhere,* etc. can be followed by who / else to refer to a different person, thing, or place.

Grammar Focus pp. 198 to 199 (10.1 to 10.4)

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

all amount deal few fewer less little many much number

1 'A(n) _____ knowledge is a dangerous thing.'
2 There is some news about the marketing campaign; it's not _____ good.
3 A large _____ of market research is carried out by the food industry.
4 Consumers are eating _____ sugary foods as a result of the government health campaign.
5 There were a(n) _____ of problems with the design that have to be corrected.
6 There are a lot of claims about this supplement. _____ are quite misleading.
7 Supermarket own brands cost a lot _____ money than branded products.
8 There is a great _____ of interest in the new product.
9 The lottery advert is trying to encourage people who don't have _____ money, to gamble.
10 Can you give me a(n) _____ tips on how to find a bargain in an antiques shop?

www.frenglish.ru

E **Circle the correct words.**

1 A Almost anybody / nobody is beyond the reach of advertising.
  B Yes, all / each of us are affected whether we like it or not.
2 A Haven't you got nothing / something else for my headache?
  B When it comes to painkillers, nothing / anything works faster.
3 A Is that everything / anything we need?
  B Yes, I don't think we have left anything / nothing out.
4 A The company wants someone / anyone famous to front its new campaign.
  B Nothing / Anything would be better than their last disastrous attempt.
5 A You tried few / a few different products and gave each / every a mark out of ten.
  B Yes, there were several / much that were acceptable but only little /one that stood out.

Reciprocal and reflexive pronouns

F **Read sentences a–e and answer the questions.**

a Ann and Bob are looking at **themselves**.
b Ann and Bob are looking at **one another**.
c Ann and Bob are looking at **each other**.
d Ann **herself** told Bob the news.
e Ann and Bob are checking **each other's** status.

Which ...

1 uses a reflexive pronoun for emphasis?
2 means that Ann is looking at herself and Bob is looking at himself?
3 mean the same?
4 shows a reciprocal pronoun as a possessive?
5 show that two participants are involved in an action i.e. A is looking at B and B is looking at A?

Articles

G **Match the uses of the articles a–e with examples 1–5 in the paragraph.**

The advertisements on TV are annoying, but by far **(1) the worst commercials** are the ones aimed at **(2) the very young**. A child can't distinguish between **(3) programmes** and advertising because they have little knowledge of the world. This is **(4) a problem** for parents. **(5) A way** to deal with the problem is to turn the TV off and always be aware that 'the medium is the message'.

a The definite article is used with an adjective to refer to a group of people.
b The indefinite article is used to mention something for the first time.
c Zero article is used to talk generally about a plural noun.
d The definite article is used with superlatives.
e The indefinite article is used to talk about one thing that is not specific, meaning 'one'.

H **Underline any other articles in the paragraph in G and think about why they are used.**



Grammar Focus p. 199 (10.4 to 10.6)

www.frenglish.ru

I **Write the correct article where necessary in these sayings.**

1 _____ picture is worth _____ thousand words.
2 _____ history repeats itself.
3 _____ apple a day keeps _____ doctor away.
4 There's no such thing as _____ bad publicity.
5 Don't bite _____ hand that feeds you.
6 _____ work expands to fill _____ time available.
7 No news is _____ good news.
8 _____ fortune favours _____ brave.
9 Feed _____ fever, starve _____ cold.
10 In _____ heat of _____ moment.

Exam Close-up

Thinking about determiners

- When you identify a gap requiring a determiner, consider whether it should be an article, pronoun or other type of determiner.
- Check that the determiner you choose can be used with the particular type of noun (singular/plural, countable /uncountable).

J **In your notebook, correct the mistakes in these sentences.**

1 In the advert, a young man is returning from a trip – he knocks on a door, a young woman opens it and they embrace themselves passionately.
2 Many teenagers are obsessed with taking selfies, and are constantly checking itself out in the mirror.
3 It's a common phenomenon to continuously compare us to other people to see how we measure up.
4 My two neighbours are always checking out each others houses to see who has the trendiest furniture, decor and appliances.
5 The customer services manager hers self called to apologize for the poor service I had received.

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

Exam Task

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

Brand loyalty

Some brands are recognised throughout the world. The power of the brand should not be underestimated, creating as it does a desire in the consumer to own it and identify with it. A successful brand is not just about having **(1)** _____ world-famous logo, though. It is about what lies behind the image of a product and the company that makes it. A brand reflects a company's reputation and generates **(2)** _____ trust and respect for its products and services. It means that consumers perceive the brand as better than its competitors. Marketing experts try to build brand loyalty, which means that consumers stick with their favourite brands **(3)** _____ expensive they may be compared with **(4)** _____ . This matters because it allows a company to sell more through word-of-mouth advertising. **(5)** _____ takes place when current customers feel **(6)** _____ loyalty to recommend a company to others. Today, word-of-mouth advertising can reach **(7)** _____ who uses social media, with an enormous **(8)** _____ of information about products and services being shared by ordinary people who become brand advocates; whether they are aware of it or not.



Ideas Focus

- Do you prefer popular brands or cheaper versions of the same product? Why?
- What qualities do you think all the strongest brands share? Why?



www.frenglish.ru

10 Because You're Worth it!



Times Square in Manhattan is host to one of the biggest areas of advertising

Listening

A 10.1 **Listen to these people talking and decide how each person is feeling. Choose from these words.**

concern disbelief disappointment frustration pride regret

Speaker 1 _____ Speaker 4 _____
Speaker 2 _____ Speaker 5 _____
Speaker 3 _____ Speaker 6 _____

B 10.1 **Now listen again. Decide which people are expressing the view of consumers, and which people are expressing the view of the retail or advertising industry. Write C for consumer, or I for industry.**

Speaker 1 ☐ Speaker 4 ☐
Speaker 2 ☐ Speaker 5 ☐
Speaker 3 ☐ Speaker 6 ☐

C 10.2 **Read the *Exam Close-up*. Then complete both tasks in the *Exam Task* below.**

Exam Close-up

Focusing on attitude and opinion

- Try to work out how the speaker feels about the topic; not only from what they say but how they say it.
- Listen not only for expressions, but also to the speaker's intonation. Do they sound enthusiastic/angry/disappointed, etc.?

Exam Task

You will hear five short extracts in which different people talk about their activities connected with advertising.

Task 1

For questions **1 – 5**, choose from the list (**A – H**), the role of the person who is speaking.

Task 2

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

You will hear the recording twice. While you listen, you must complete both tasks.

A creating advertising content	A interest in responsible advertising
B writing online surveys	B disbelief at the ineffectiveness of advertising
C selling advertising space	C frustration at a certain type of advertising
D acting in commercials	D enthusiasm for his / her future in the role
E monitoring the success of advertising	E disappointment with the quality of advertising
F taking illegal action against advertising	F concern about making a bad choice
G designing the images for advertising	G certainty that advertising is necessary
H applying rules to advertising	H fear about the future of advertising
1 Speaker 1 ☐	6 Speaker 1 ☐
2 Speaker 2 ☐	7 Speaker 2 ☐
3 Speaker 3 ☐	8 Speaker 3 ☐
4 Speaker 4 ☐	9 Speaker 4 ☐
5 Speaker 5 ☐	10 Speaker 5 ☐

D 10.3 **Now listen again and check your answers.**

www.frenglish.ru

Speaking





A **Look at the pairs of photos. Work with a partner and answer these questions.**

- What is the connection between the photos?
- Is the consumer society a good thing?
- What kind of advertising would you ban?
- How important is it for consumers to know about the origins of the products that they buy?

B **With a partner, rate the criteria from 1–8 according to which are most important. 1 = most important. Give reasons.**

- price ☐
- brand name ☐
- country of origin ☐
- environmental impact ☐
- reviews ☐
- quality ☐
- design ☐
- guarantee ☐

C **Read the *Exam Close-up*. Then look at the *Exam Task* below and make sure you understand the instructions.**

D **Now work with a partner and complete Task 1 in the *Exam Task*. Then change roles and complete Task 2. Use the *Useful Expressions* to help you. Finally, discuss the general question.**

Exam Task

Student A: Answer the following question about responsible consumerism in Task 1, using the prompts to help you.
Student B: Answer one of the follow-up questions and then ask Student A if they agree with your answer.
Then change roles and complete Task 2.

Task 1

Should people who want to be ethical, responsible consumers buy the following products?

- electronics with components made from metals mined by children
- fair trade chocolate produced by workers whose rights are protected
- meat which is the product of factory farming

Follow-up question:

- Would you be willing to pay more for ethical products?
- If consumers were more aware of a product's origins, would they stop buying certain products?
- What could be done to increase ethical consumerism?

Task 2

What affects people's behaviour when they buy something expensive?

- the reputation of the brand
- personal recommendations from friends
- the desire to show off a status symbol

Follow-up question:

- What is the connection between brands and status?
- Why do some brands become much more popular than others?
- In what ways is everyone a victim of advertising?

Useful Expressions

Responding to follow-up questions

Yes, I think you touched on this earlier …

There's some debate about this issue …

Joining in

On the subject of …

Can I just say/add/remind you that …

Interrupting politely

Sorry for interrupting, but ...

If I could just butt in …, I'd like …

Handing back

So, you were saying …

Sorry, I think I interrupted you, you were saying …

Exam Close-up

Speaking for two minutes

- You are expected to speak for two minutes without interruption during your long turn.
- Make sure you organise your thoughts and express yourself clearly.
- Practise talking and listening for two minutes, in preparation for answering a follow-up question.

Now discuss the following question together.

- How much power does the consumer have when making choices that are better for them and the planet?

Ideas Focus

- Is consumerism always bad? Why? / Why not?
- 'We buy things we don't need, with money we don't have, to impress people we don't like.' Do you agree?



www.frenglish.ru

10 Because You're Worth it!

Writing: an article (3)

Learning Focus

Using narrative in articles

- The topic may be suitable for an element of narrative.
- Narrative helps tell a story and make your article more interesting and engaging. It also helps set the scene and acts as a backdrop to the information and facts you wish to present and discuss.
- We usually use past tenses for narrative. However, present tenses can also be used and, in fact, make a narrative more immediate.



Black Friday shoppers wait to check out in San Antonio, USA

A **Match the topics 1–3 to the extracts from the articles.**

1 Advertising: It'll fix what ails you ☐
2 You CAN live without it! ☐
3 Making debt a way of life ☐

A … buying what she refers to as 'must-have' items which she will rarely or never use before throwing them out, and adding to the ever growing landfills that blight our landscapes. Surely there must be a better way.

B … handing the slim piece of plastic to the sales assistant. Heart racing, he waits for confirmation. Yes! Transaction approved! He breathes a sigh of relief and makes a mental note to increase his credit card limit.

C … another dull evening at home, watching reruns. And then an ad break. It's that new phone again – the one that practically guarantees you can have the coolest friends and be invited to the hippest parties if you do just one thing … buy the phone.

B **Choose one of the topics in A and, in your notebooks, write your own extract using present tenses.**

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

> You recently attended a discussion about consumerism. You found the discussion engaging and have decided to write an article for a magazine. Make comments on these points giving your own point of view:
> • Economic costs of consumerism
> • Environmental costs of consumerism
> • Escaping consumerism
> Write your article.

1 Will you need topic-specific vocabulary? Which topic areas?
2 Do you think the topic is suitable for an element of narrative?
3 Which paragraph will act as the conclusion?
4 How many paragraphs will you need to write?
5 With a partner, discuss some ideas for the main paragraphs.

D **Read the example article on page 151. Are your spending habits like Natalie's?**

E **Look at the article again and answer the questions.**

1 Has the writer completed the task effectively? How?
2 Identify the narrative elements and explain how they add to the article.
3 What is the style or the tone of the article? How is this achieved?
4 Find and underline the examples of topic vocabulary for each topic area.

www.frenglish.ru

A frenzy of consumerism

My friend Natalie is at the shops again, doing serious damage to her bank balance. 'But the bag is on sale!' she exclaims down the phone, to justify what she knows I consider to be another wasteful excess. She's buying 'must-have' items which she will rarely or never use before throwing them out, and adding to the ever growing landfills that blight our landscapes.

Natalie is a perfect example of today's consumer, and advertisers love her. Lured by all sorts of pie-in-the-sky promises, she forks out on products that will never, ever do what they claim to. Her bathroom cabinet is overflowing with miracle creams and lotions. Her phone is the latest model and replaces a perfectly good and highly attractive older version. Why get rid of it? 'Because it's not the latest!' That's exactly what advertisers and brand owners want – products that are made psychologically obsolete long before they actually wear out. And all of this at a cost to the consumer, who is robbed by the high price of new things and the cost of the credit to buy them.

Money is not the only way to measure the cost of an item. When you add up all the raw materials and energy that go into the goods consumed over an individual's lifetime, the toll on the environment is staggering. When this cost is multiplied for families, cities and countries, the proportions are incredible. Disposal also poses problems for the environment. Landfills swell with cheap discarded products that fail early and cannot be repaired, as well as disposable items that are specifically made for one-time-only use.

There is a better way, but it will take some doing to change the minds of people like my friend Natalie. It would involve educating consumers and explaining to them that advertisers and brands don't see them as valued customers, but rather as fools who are easily manipulated to part with their cash. Once people realise they're the dummies in the story, attitudes may change.

F **Find words or phrases in the article that mean the same as the following.**

1 to spoil, harm or destroy a place _____
2 pleasant to contemplate but unlikely to be realised _____
3 thought to be out of date _____
4 the adverse effect of something _____
5 be difficult to achieve _____

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

Exam Task

An international magazine has asked readers to send in articles giving their views on advertising. You decide to write an article in which you discuss how advertising manipulates young adults. Make comments on these points, giving your own point of view:

- Creating a desire for status symbols
- Playing on insecurities
- Becoming resistant to the pressure

Write your **article** in 280–320 words.

Exam Close-up

Using a character to exemplify a topic

- Make up a character who can exemplify the topic you are writing about and the point of view you wish to express.
- Use direct speech for your character, but use it sparingly.
- Refer back to your character at a later point after initially introducing them.
- Remember to use present tenses in your narrative to give immediacy to your writing.

Plan

Introduction:	Make a comment about advertising and introduce your character.
Main paragraph 1:	Discuss the first way in which advertising manipulates people.
Main paragraph 2:	Discuss the second way in which advertising manipulates people.
Conclusion:	Suggest ways in which people can resist pressure from advertising.

Useful Expressions

Talking about characters
… is the perfect example of …
… epitomises …
… is the epitome of …
… is best described as …

Talking about insecurities
inferiority
seek acceptance/approval
gain respect
empowerment

Advertising and consumerism
promotion
luxury brand
designer goods
current trend
keep up with the Joneses
spend beyond your means
max out the credit card
fall into debt



www.frenglish.ru

Video

10 Skateboards from Trash



Before you watch

A **Look at the photos on this page and the title. Work with a partner and answer these questions.**

1 What kind of trash can you see in the first photo?
2 Where does this kind of trash normally end up?
3 How do you think it can be used in constructing skateboards?

While you watch

B **Watch the video and decide if these statements are true or false. Write T for true and F for false.**

1 The World Wildlife Fund approached fifteen artists for an Earth Hour project. ☐
2 Mac Premo is an artist who usually repurposes objects in his work. ☐
3 Mac Premo bought a skateboard for himself. ☐
4 Mac asked an old friend to help him make a skateboard out of trash. ☐
5 Don is a woodworker who makes skateboards by hand. ☐
6 The plastic buckets and other materials for Don and Mat's skateboards are free. ☐

After you watch

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

challenge cost empowerment handmade homebuilder inspiration jobsite landfill upcycled world

When the World Wildlife Fund asked Mac Premo, an artist, to take part in a project for Earth Hour to repurpose discarded objects, he accepted the (1) _____, as that was the kind of art that he made anyway. (2) _____ came when he considered what he really cared about and whether it could be produced from trash. He remembered the beautiful (3) _____ skateboard he'd bought his daughter for her birthday and got in touch with Don, whose skateboard company, Sanford Shapes had created it. Mac asked him whether he could make skateboards from trash. Don, who apart from making skateboards is a (4) _____, thought about this when he was next at a (5) _____ and worked out that two old paint buckets cut up and flattened out could be (6) _____ into the deck of a skateboard. By doing this, they realised they could rescue a lot of plastic from the (7) _____ and give it a second life. There's no material (8) _____, they just have to build them. They give the skateboards to deprived young people who otherwise wouldn't have had one. A skateboard is a tool for self-expression and (9) _____, says Don, and can change the way you see the (10) _____.





Ideas Focus

- Do you agree that finding ways to repurpose trash is useful? Why? / Why not?
- Can you think of any objects made from recycled materials that are both useful and beautiful?
- Why does Don describe their initiative as a win-win situation?
- What role can artists play in changing the way we view environmental problems?

www.frenglish.ru



Review 5 Units 9 & 10

A

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

How independent are today's young adults?

In the past, young adults **(1)** ___ up fast. Eager to **(2)** ___ out on their own, many supported themselves financially while still at university. Others entered the workforce upon leaving school, saved up the money for a(n) **(3)** ___ and – once they had it – moved out of the family home and into their first rental property.

However, the results of a government study indicate that there is less urgency among today's 20 to 24-year-olds to become **(4)** ___ . Admittedly, the global economic downturn and resultant unemployment can in large part **(5)** ___ for their hesitation to leave the nest.

Another study asked undergraduates if they knew how to budget before joining the **(6)** ___ of young people living independently at university. Almost 70 per cent said they didn't. Many were **(7)** ___ about being irresponsible with their student loan. Nearly a third admitted to **(8)** ___ out too frequently and spending it all within just a few months of receiving it.

1	**A** brought	**B** came	**C** grew	**D** raised
2	**A** lean	**B** rule	**C** stand	**D** strike
3	**A** agency	**B** deposit	**C** landlord	**D** utility
4	**A** autonomous	**B** liberated	**C** self-sufficient	**D** sovereign
5	**A** account	**B** credit	**C** explain	**D** excuse
6	**A** unions	**B** collectives	**C** demographics	**D** ranks
7	**A** candid	**B** sincere	**C** genuine	**D** natural
8	**A** gushing	**B** splashing	**C** giving	**D** handing

B

For questions 9–16, read the text below and think of the word which best fits each space. Use only one word in each space.

Sweatshops

Poor working conditions, long hours and low wages are **(9)** _____ millions of children endure in unregulated garment factories. Known as sweatshops, these facilities are common in developing countries **(10)** _____ labour laws are often not enforced. A factory can be **(11)** _____ more than a room with ten or so sewing machines. The children, most of **(12)** _____ do not attend school, undertake a number of sewing tasks such as stitching labels into clothes.

They scrape a living in order to support **(13)** _____ and their families. Working six or sometimes seven days a week from sunrise to sunset, they sleep, eat and shower at the factory which, **(14)** _____ essence, is their home. The practice amounts **(15)** _____ child exploitation and denies them any hope of a brighter future since it is done at the **(16)** _____ of their education. But until there is an end to the grinding poverty that exists in some countries, child labour in sweatshops is likely to continue.

www.frenglish.ru



Review 5 Units 9 & 10

C

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line.

Marketing sugar

Perhaps one of the biggest scams perpetrated on **(17)** _____ consumers has been the marketing of sugar-laden products as healthy choices. By focusing our attention away from the harmful ingredient, advertisers avoid making outright **(18)** _____ claims. Fruit juices are 'full of vitamins' and breakfast cereals contain 'all-important fibre'. It can't be denied that vitamins and fibre are **(19)** _____ to a healthy, balanced diet; high levels of refined sugar added to virtually all processed foods, are not. A glance at the **(20)** _____ labelling information on products reveals just how much of the harmful substance they contain. Despite this readily available information, we continue to purchase **(21)** _____ sweet foods and beverages. Rising obesity levels are a **(22)** _____ of this consumption. Since excess weight can significantly increase the risk of disease, we would do well to ignore the **(23)** _____ marketing that surreptitiously influences our food preferences and **(24)** _____ patterns.

WIT

FRAUD

DISPENSE

OBLIGATE

TANTALISE

MANIFEST

MANIPULATE

CONSUME

D

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

25 The boss lets Emma do whatever she likes, which I find annoying.
DEVICES
The boss _____, which I find annoying.

26 Giving you that information is not something I can do.
LIBERTY
I _____ you that information.

27 I was persuaded by the salesman to purchase this phone.
TALKED
The salesman _____ this phone.

28 A lot of the items that were popular with shoppers were known brands.
MANY
The items, _____ were known brands, were popular with shoppers.

29 She asked for directions because she didn't know where the building was.
KNOWING
_____, she asked for directions.

30 Perry was very pleased when they chose him to fill the position.
HAVING
_____, Perry was very pleased.

www.frenglish.ru

11 Say Cheese!

Reading: multiple-choice, distinguishing between viewpoints
Vocabulary: media-related words, collocations & expressions, prepositions, creating prefixes and suffixes from the same word
Grammar: gerunds, common idiomatic expressions with gerunds, infinitives, gerund or infinitive, using a process of elimination
Listening: mulitple-choice, listening between the lines
Speaking: talking about a topic for a documentary, arguing against an option, recommending, reaching a consensus
Writing: review (2), understanding the purpose of a review, applying the forms and conventions of a review



A piece of Banksy artwork, depicting his views on the paparazzi, London

www.frenglish.ru

11 Say Cheese!

Reading

A **Read the quotes about the media. Which do you agree with? Discuss with a partner.**

"The media is the most powerful entity on earth … [it has] the power to make the innocent guilty and to make the guilty innocent and that's power. Because it controls the minds of the masses."

"People shouldn't expect the mass media to do investigative stories. That job belongs to the 'fringe' media."

"Paparazzi armed with telephoto lenses have long been the scourge of the rich and famous, but surely they welcome the publicity."

B **How objective are the following types of media? Discuss with a partner.**

- traditional print media
- TV news
- documentaries
- news blogs
- TV current affairs shows

C **Quickly read the extract. Which type of media is said to be less objective?**

Two sides to every story

by Cameron McVie

A poignant moment when a wrongly convicted man is finally set free. An actor caught in the glare of flashbulbs as he stumbles out of a nightclub. These are the subjects of Lottie Banes and Aaron Campbell – a documentary film-maker and a paparazzo respectively. What connects them is they both work in the media, but that's where any similarity ends.

Originally looking to a career in feature films after studying under a famed director, an unexpected turn of events led Lottie to make a documentary and she hasn't looked back since. I ask her why documentaries are quickly becoming the most exciting genre of film-making.

"Feature documentaries have become the place for telling in-depth stories, now that traditional journalists are too busy chasing page views," she replies. She has a point. In a previous era, the evening news, the daily papers and the newsweeklies were the main places to get the latest international news of the day, but no longer. The new, gossipy style of TV and print journalism has surrendered the role of serious investigative journalism to documentarians.

Traditional media is in a state of fundamental change. Because international bureaus have been decimated, newspapers have been in decline, at least since advertising revenues were wiped out by online marketing sites. The news still needs to be told, so it's now coming to us in a different form.



"The information void that has been created is being filled by documentary film-makers around the world," she continues. "Documentarians are the new journalists, not simply because journalism itself is in a state of crisis. The content of documentaries is more gripping than the content of journalism." Anyone who has watched a hard-hitting documentary would agree that they are intense projects. Often fuelled by a passion for the truth and moral outrage, they don't just scratch the surface but rather delve deep into an issue.

Documentaries have overcome their old stereotype of being boring films about nature, in large part due to excellent pieces of investigative journalism. This subgenre of the documentary is the most popular and familiar, and deals with important issues and exposés of environmental catastrophes, cover-ups, and the injustices of the wrongly convicted.

By approaching these subjects in an impassioned way, documentaries mirror our own reactions to what is happening. We can thus connect with the content in a way that is not possible with traditional media.

As Lottie explains, "News that is neutral or seen to be overly objective tends not to leave a strong, lasting impression. A print journalist covering an issue approaches the subject like the proverbial fly on the wall, presenting facts as impartially as possible. A documentarian, on the other hand, approaches the same issue from one side of the argument and with powerful video images to support it. In many ways, this is the opposite of objective journalism, but it's a direct path to the heart of the issue."

Such documentaries – the kind that prove a point – have struck a chord with the public, and documentarians are now counted among the great journalists.

This can't be said for the paparazzi that hound celebrities. They will likely never join the ranks of the world's great photographers. But then again, that isn't their aim. While documentarians tell us what we need to know, the paps give us what we want to know.

As far as Aaron Campbell is concerned, he's providing a community service. He says most people enjoy the photos. "The fact is celebrities have become a guilty pleasure, and I challenge anyone to say they haven't read celebrity gossip or clicked on a story to see the accompanying photos." He may have a point there. Most people would deny taking a discreet peek in order not to be labelled star-struck or worse, mindless. Click rates don't lie – there are figures to show how many views a story generates. And it's the public's insatiable demand for celebrity gossip that keeps the photo agencies in business.

So why do the paparazzi have such a bad reputation if they're satisfying the needs of the public? "What they don't like is their perception of how we get the photos," Campbell replies. Paparazzi are known to camp outside celebrity homes, stalk them while they are at lunch and even give high speed chase to snap them. Campbell, however, prefers to drive around the city searching for celebrities instead of 'door stepping' – the term used to describe watching someone's home. "They don't like us, but the paparazzi are a necessary evil," he says.

www.frenglish.ru

D **Read the *Exam Close-up*. Then complete the *Exam Task*.**

E **Match the sentences with the expressions that best summarise their meaning.**

1 It was a very superficial examination of the issue.
2 I felt great empathy for the victims of the injustice.
3 He used a lot of persuasive arguments to make his point.
4 Soon, all printed media will become obsolete.
5 I want to hear the conversation without being noticed.

a something's days are numbered
b scratch the surface
c drive something home
d fly on the wall
e strike a chord

I ask him to elaborate. "Look, the stars can't have it both ways. They need us if they want to remain relevant. They need us in order to stay famous. If they're not in the press, they don't exist. It's as simple as that," he says emphatically. But what about the unflattering photos we sometimes see on the covers of the seedier tabloids? How does it benefit celebrities to be seen at their worst? "It doesn't, and that's not our aim. Ninety per cent of what we photograph, and of what the public wants and buys are happy celebrities looking stylish. Those pictures are what the tabloids want to buy."

To drive home the point that he isn't a heartless profiteer, he tells me a story. "I once took a photo of an actor that was really unflattering, but I didn't send it to the agency. He's my favourite; I grew up watching his films, and so I didn't want the tabloids making fun of him based on my photograph." "Probably not offered enough for it," I think to myself, but I comment that it was noble of him. He catches the hint of sarcasm and considers his reply. "Most of them are willing participants, you know. There is a symbiotic relationship between us and them. At some point in most careers, the stars want it and need it. Being compliant with the paparazzi can skyrocket a no-name to fame. Most celebrities who are in the tabloids every week are there by choice. You don't need to feel sorry for them."

How long will the adrenaline-filled spying and chasing continue? With the rise of Instagram, celebrities have the power to take the shots themselves. It could be that the days of the paparazzi are numbered, but I keep this thought to myself as I thank him for his time, and leave.

I must hurry. There's a great documentary on at the cinema and I don't want to miss it.

Exam Close-up

Distinguishing between viewpoints

- Read the text closely to understand exactly what the writer is saying.
- You will need to distinguish between apparently similar viewpoints or reasons in the options.
- Locate the part of the text that contains the answer (the questions are in the same order as the information in the text) and make sure it matches the option you think is correct.

Exam Task

You are going to read an article about two people in the media. 'For questions **1 – 6**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

1 What does Lottie Banes suggest journalists are doing?
- **A** changing the focus of their in-depth stories
- **B** seeking new ways of gathering news
- **C** showing a preference for different subject matter
- **D** only writing content for online news sites

2 What has negatively impacted traditional media?
- **A** reduced income streams
- **B** the demand for new stories
- **C** more online news sites
- **D** a lack of investigative stories

3 According to Lottie Banes, the content of documentaries
- **A** has a familiarity for viewers
- **B** is labouring under a stereotype
- **C** sometimes deals with states in crisis
- **D** often makes for compelling viewing

4 How is a documentarian less objective than a journalist?
- **A** by making a bigger impression
- **B** by taking a particular position
- **C** by mirroring the views of the public
- **D** by adopting an unbiased stance

5 Why does Campbell refer to celebrities as 'a guilty pleasure'?
- **A** There is too high a demand for gossip.
- **B** It is dishonest to deny interest in them.
- **C** Celebrities are guilty of being indiscreet.
- **D** Reading about them is frowned upon.

6 Which statement best describes the relationship between celebrities and the paparazzi?
- **A** It is based on feelings of resentment.
- **B** It is mutually beneficial.
- **C** The paparazzi are not tolerated.
- **D** It is considered exciting.

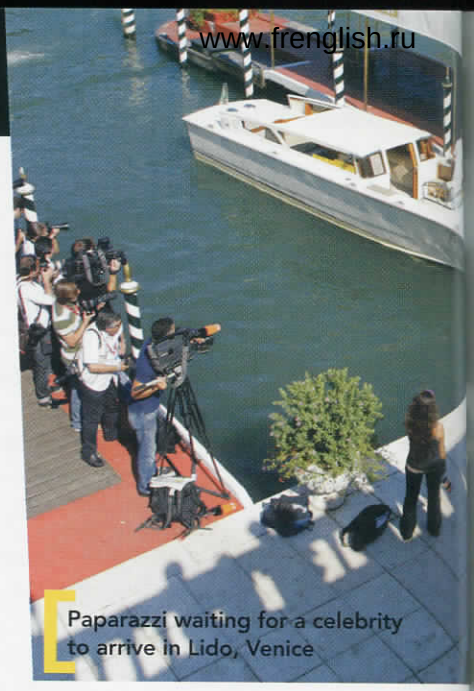
Ideas Focus

- Do celebrities have a right to privacy? Why / Why not?
- If you were a journalist and uncovered a celebrity's secret, would you publish it? Why / Why not?



www.frenglish.ru

11 Say Cheese!



Paparazzi waiting for a celebrity to arrive in Lido, Venice

Vocabulary

A **Complete the sentences with the words in the correct form.**

column hound lampoon pack recluse scoop slander stalk

1 A _____ of reporters had taken up position outside the hotel as they waited for the star to arrive.
2 Having suggested on a live broadcast that the guest was a conman, the presenter was duly sued for _____ .
3 The government minister who had been sacked was _____ mercilessly by the press wherever he went.
4 The former star rarely made public appearances and practically lived as a _____ in her mansion.
5 _____ by the press for his buffoonish behaviour, the candidate continued his run for the presidency, undeterred.
6 The actress was being _____ by a deranged fan who seemed to follow her everywhere she went.
7 Lucinda was a fashion blogger before she was approached to write a weekly _____ in a London newspaper.
8 The ambitious young reporter cemented his career with a _____ on an athletics doping scandal.

B **Complete the text with the words. What do you think 'Publish and be damned' means?**

anecdotes blackmail excerpts exile gossips instalments libel memoirs notorious obscurity press scandal

Publish and be damned

In 1824, the Duke of Wellington received a disturbing letter. 'My Lord Duke,' it began, 'in Harriette Wilson's **(1)** _____ , which I am about to publish, are various **(2)** _____ of Your Grace which it would be most desirable to withhold, at least such is my opinion. I have stopped the **(3)** _____ for the moment, but as the publication will take place next week, little delay can necessarily take place.'

The letter, sent by a crooked businessman named Joseph Stockdale, was an attempt at **(4)** _____ . Harriette Wilson – a **(5)** _____ personality – had fled London and was then living in **(6)** _____ in Paris, down on her luck and desperately in need of money. The Duke – a national hero – had secrets that Wilson knew, and was being asked to pay up or risk a **(7)** _____ .

Wellington's response is legendary: 'Publish and be damned!' he boldly challenged. And they did. Over the following year, the book appeared in a series of regular **(8)** _____ ; from these, **(9)** _____ were pirated for wider consumption. To the delight of **(10)** _____ everywhere, half the aristocracy was named in the book.

It was a huge success, but it did not last. Stockdale was soon ruined financially by **(11)** _____ suits, while Wilson was broke again within a few years, and died in **(12)** _____ . The Duke, on the other hand, went on to become prime minister.

C **Circle the correct words.**

1 **A:** Management at the newspaper are seriously considering making staff cuts.
B: I know. It's because our circulation / distribution figures have dropped.
2 **A:** These figures show a continued decline in paper / print media.
B: Well, it's clearly due to the rise of online news outlets.
3 **A:** How did the press get their hands on this information?
B: We think the drip / leak came from a government employee.
4 **A:** Are you sure you can trust your assistants?
B: Definitely. They're too discreet / discrete to talk to the press.
5 **A:** Your cousin travels a lot. What does he do for a living?
B: He's a foreign correspondent / reporter and he's posted in Asia.
6 **A:** Before running your story, we need to know where you found the information.
B: It's from a very credible / feasible source – someone on the inside.

www.frenglish.ru

D **Match the words in bold in 1–6 to their meanings a–f.**

1 In the **immortal** words of the Duke of Wellington, thrown out as a challenge in 1824, 'Publish and be damned!'
2 The film *The Name of the Rose* was based on the critically **acclaimed** novel by award-winning author Umberto Eco.
3 Greta Garbo, the **fabled** movie star who the press couldn't get enough of, was reported to be quite eccentric.
4 The press wasn't interested in the **Z-list** celebrities at the party, only the famous ones.
5 He comes from an **illustrious** family that includes a former prime minister.
6 Albert Einstein, the **eminent** theoretical physicist, was a Nobel Prize winner.

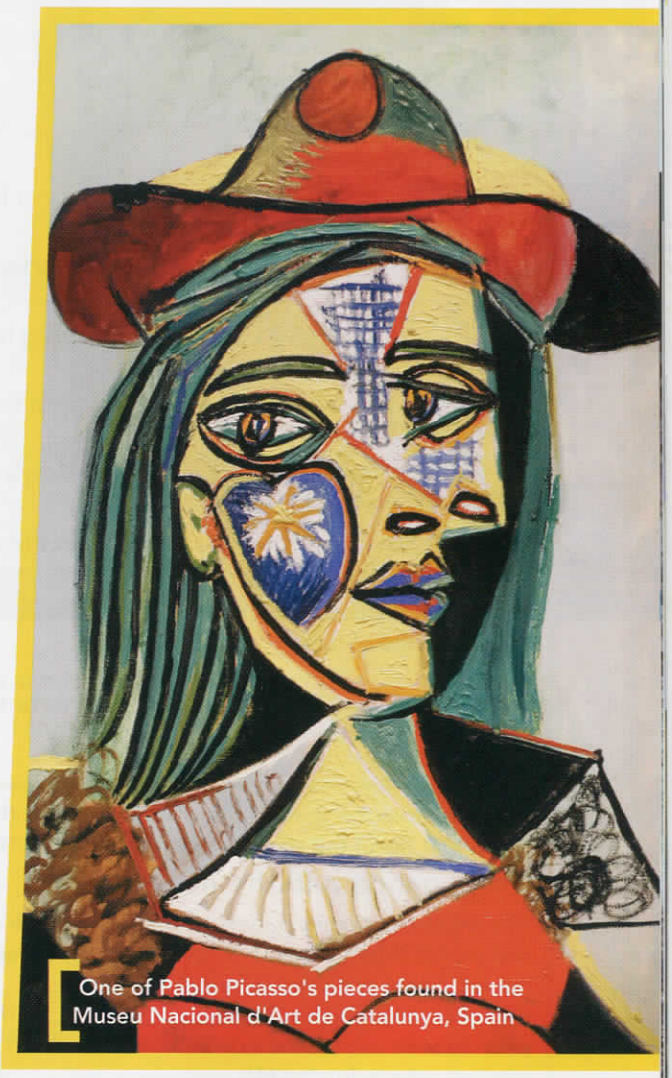
a made famous by having many stories written about him/her ☐
b famous and respected within a particular sphere ☐
c only slightly famous but not for doing anything special ☐
d likely to be remembered for a long time ☐
e famous, well respected and admired ☐
f given approval and praise by critics ☐

Collocations & Expressions

E **Complete the expressions with the words.**

headlines invasion legend limelight map minutes splash stardom string time

1 That singer had a _____ of hits in the 90s, and was quite famous for a time.
2 Unexpectedly, the support act stole the _____ at the band's final show.
3 Very few artists make a _____ with their first album, but she did.
4 He appeared as a contestant on a reality show and got his 15 _____ of fame.
5 He finally hit the big _____ with the publication of his last novel.
6 It seemed that he was destined for _____ from a very young age.
7 She never gave interviews as she considered them an _____ of her privacy.
8 It was the artist's unique paintings of banal subjects that put him on the _____ .
9 Pablo Picasso enjoyed great success and was a _____ in his own lifetime.
10 She hit the _____ a year ago when she married a famous footballer.



One of Pablo Picasso's pieces found in the Museu Nacional d'Art de Catalunya, Spain

Ideas Focus

- What do you think is the quickest and easiest way to become famous nowadays? Why?
- Would you like to be a Z-list celebrity? Why? / Why not?
- Do you think celebrities pay too high a price for fame? Why? / Why not?



www.frenglish.ru

F **Match the verbs with the nouns to form collocations.**

be dropped from get signed by make reach the peak of seek

a comeback publicity a record label stardom an agent

G **Complete the sentences with the collocations from F in the correct form.**

1 Everyone thought he was a one-hit-wonder, but he surprised everyone by _____ two years after his first hit.

2 She has very little discernible talent, so I think that's why she always _____ by trying to be photographed outside high-end bars and clubs.

3 After a string of flops, it was no surprise when the band _____ their _____.

4 It was definitely in that gangster film that he _____. He was really underwhelming in everything I saw him in after that.

5 The tension backstage during our final performance at drama school was really high because everyone was trying to _____.

Prepositions

H **Circle the correct words.**

1 His shyness in private was completely at / on odds with his public persona.

2 The paparazzi were getting out of / under hand, and so the police were called in.

3 As soon as he tasted fame, the young actor became quite full with / of himself.

4 The joke the author made upon receiving his award was by / in very bad taste.

5 The reporter was sacked at / on the spot for making up bogus sources.

6 Social media was abuzz with the celebrity's into / over the top wedding.

7 Upwards from / of 10,000 fans were at the airport to welcome the star.

8 Many sacrifices were made by the aspiring actor for / in the name of fame.

Exam Close-up

Creating prefixes and suffixes from the same word

- The root word you are given may require more than one change.
- This is the case when a word requires both a prefix and a suffix.
- Read around the gap carefully and decide what part of speech is required.
- Usually, a word will take a prefix to form its opposite or a negative, and a suffix to form one of the four parts of speech: noun, verb, adjective and adverb.
- First decide which part of speech you need, then think about the prefix.

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

Exam Task

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

Propaganda and the news media

We expect our news outlets to present us with an **(1)** _____ view of the world. When we tune in to the nightly news or read a newspaper we assume that we are being provided information **(2)** _____. But are we? Although not as widespread as **(3)** _____ theorists would have us believe, propaganda exists, and nowhere more so than in the news media. The news is the perfect vehicle for the **(4)** _____ of information because of its vast audience and the power it has to influence opinions. But when its intentions are to deceive, the **(5)** _____ presented is an example of propaganda. This is often achieved by presenting facts **(6)** _____; that is, by intentionally choosing some things that support a particular narrative and not others. We call this 'lying by **(7)** _____,' and it is a very effective tool. Editing can also colour the truth. One well-known broadcaster dubbed in sound effects and played a **(8)** _____ video next to a correspondent reporting from a conflict zone to create a sense of danger when none was present.

OBJECT

PARTIAL
CONSPIRE

DISSEMINATE

INFORM
SELECT

OMIT

CHAOS

www.frenglish.ru

Grammar

Gerunds

A **Read the example sentences and complete the rule.**

1 **Taking** pictures is the photographer's job.
2 Can a photographer make a good living by **selling** shots of celebrities?
3 In breaks between **filming** in Hawaii, some of the cast went **surfing**, while the nanny took the children **swimming**.

A _____ refers to an action, activity or process in a general way. A gerund works like a _____, so it can be the subject or _____ of a verb, or the object of a preposition. Many gerunds that describe activities are used with the verb *go* without a direct object or *take* with a direct _____.



Employees of the tabloid 'Bild' work in the newsroom in Berlin, Germany

Common idiomatic expressions with gerunds

B **Read these sentences and explain what the expressions in bold mean.**

1 Who knows why that writer is so popular? **There's no accounting for taste.**
2 She doesn't expect to get the part, but **there's no harm in** trying.
3 The crime drama is full of twists and turns; **there's no knowing** what will happen.
4 The star has it all but is still miserable; really **there's no pleasing some people**.
5 Well, now you're 18! **Here's looking at you, kid!**
6 Happy New Year! **Here's hoping for a bright future!**
7 Let's test our theory to see if it works. **The proof of the pudding is in the eating.**
8 What is the message of the Olympic Games? **It's not the winning, but the taking part that counts.**

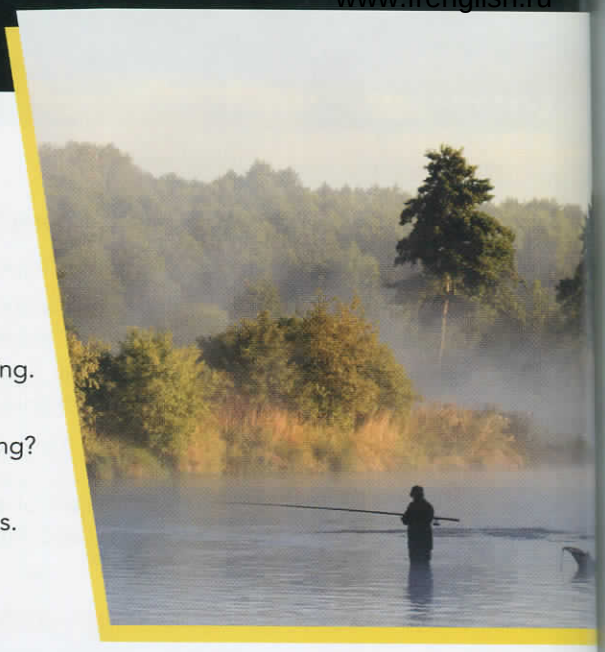
Grammar Focus p. 199 (11.1)

C **Complete the second sentence using a gerund so that it has a similar meaning to the first.**

1 It was hard to get an audition for the reality show.
_____ was hard.
2 They didn't need to post that photo online.
_____ was unnecessary.
3 Warhol predicted that everyone would be famous for 15 minutes.
Warhol predicted _____.
4 The journalist was reprimanded because he hadn't checked the facts.
The journalist was reprimanded _____.
5 The paper published the photo of the Royal baby but didn't ask permission.
The paper published the photo of the Royal baby _____.
6 Absolutely nobody was aware that a media storm was about to break.
A media storm broke with no _____.
7 Reporters speculated about what the body language of the two leaders might mean.
Reporters speculated about _____.
8 He should not be given special treatment because he is rich and famous.
He should not be given special treatment on account of _____.

www.frenglish.ru

11 Say Cheese!



D **Choose the correct answers, a, b or c.**

1 _____ her idol is something she'll never forget.
a Meeting b The meeting c A meeting

2 Every weekend Billy _____ fishing in his private lake.
a is b goes c takes

3 The famous singer was snapped as she _____ her children shopping.
a with b went c took

4 Do images of thin models lead to young girls hardly _____ anything?
a not eating b eating c eat

5 He is a published writer with surprisingly low _____ from his books.
a earnings b earning c taking

6 This debut novel has the _____ of a modern classic.
a writings b makings c making

Infinitives

E **Read the sentences then circle the correct words to complete the rules.**

1 Although he was not a fan of the genre, his children **made him sit** through the musical.
2 As a child, she **was made to read** several classics which she disliked.
3 Of course, she **would rather watch** the film adaptation, but she**'d better read** the novel first.
4 They do not **let children under six attend** the performance, so toddlers **are not allowed to watch**.

We form full infinitives with *to* + the verb. We use full / bare infinitives after adjectives and some abstract / concrete nouns like *ability, opportunity, need, way, failure, attempt*, etc. and also after certain verbs like *prepare, choose, seem*, etc. We use full / bare infinitives after modal verbs, *had better* and *would rather*. We use *let* + object + bare infinitive only in the passive / active voice. In the passive / active voice we can use the verb *to be allowed to*. In the active voice we use *make* + object + bare infinitive, but in the passive voice it is followed by a full / bare infinitive.

Gerund or Infinitive?

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

a She stopped to take photos.
b She stopped taking photos.
c He tried telling his fans not to buy the biography.
d He tried to stop the unauthorised biography.
e The writer remembered to meet his agent.
f The writer remembered meeting his agent.

1 Which sentence means something no longer happens? _____
2 In which sentence does *to* mean *in order to*? _____
3 Which sentence means someone made an effort? _____
4 Which sentence means someone experimented with a solution? _____
5 Which sentence shows this sequence of events: first he remembered, then he met? _____
6 Which sentence shows this sequence of events: first he met, then he remembered? _____

Grammar Focus pp. 199 & 200 (11.2 to 11.5)

G **Complete the sentences with the correct form of the verbs in brackets.**

1 He regrets _____ (say) certain things about his private life.
2 He regrets _____ (say) that the newspaper will go out of print.
3 She stopped _____ (listen) to the news because it depressed her.
4 She stopped _____ (listen) to the news because it interested her.
5 When his computer crashed he tried _____ (turn) it off and on again.
6 After a narrow escape, the reporter tried in vain _____ (forget) what he had seen.
7 The politician went on _____ (talk) until the interviewer interrupted.
8 After discussing foreign policy, the politician went on _____ (talk) about home affairs.

www.frenglish.ru

H **Complete the sentences with the verb in brackets in either the gerund or infinitive form.**

1 After the scandal he was advised _____ from his position in parliament. (resign)
2 Having been criticised for a succession of offensive tweets, he stopped _____ on social media altogether. (post)
3 He fluffed his lines in the audition, so he resolved _____ better prepared next time. (be)
4 The paparazzi snapped her coming out of the supermarket wearing a tracksuit and no make-up, so she anticipated _____ some less than flattering pictures in the media the next day. (see)
5 He decided to stop _____ about the negative reviews and to focus more on the positive ones. (worry)

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

Exam Close-up

Using a process of elimination

- If you know which options are wrong, you can choose the right answer even if it is unfamiliar.
- Don't be afraid of choosing an obvious answer; sometimes the simplest option is the correct one.
- Remember that distractors can be wrong because they don't fit grammatically, they don't collocate, or because they don't fit the meaning. Check all points before eliminating them.

Exam Task

Read the passage, then select the word or phrase that fills the blank in both meaning and grammar.

What did Neil Armstrong actually say?

'That's one small step for man, one giant leap for mankind,' is perhaps the most famous line of recent history. Uttered by the astronaut, Neil Armstrong, after **(1)** _____ the first person **(2)** _____ foot on the moon, it is also perhaps the most misheard.

As Armstrong himself insisted, the sentence is meaningful only if he said, 'That's one small step for a man.' Armstrong was adamant that this is what he actually said on July 20, 1969 – **(3)** _____ , there's no distinction between one individual and all humanity.

A **(4)** _____ carried out by a team from Michigan State University, after scrutinising the audio file of Armstrong's historic transmission for evidence of the **(5)** _____ 'a', concluded that the reason for the misunderstanding is the way people from central Ohio, where Armstrong was raised, pronounce the word 'for' and the phrase 'for a'. Speakers from this area tend to **(6)** _____ the two words together. Spoken by Armstrong, the phrase 'for a' would have sounded like 'frrr(uh),' according to these **(7)** _____ .

By checking **(8)** _____ of 40 people raised in Columbus, Ohio, about 90 miles southeast of Wapakoneta, where Armstrong lived from the age of 13, the team was **(9)** _____ to show that the length of the 'r' sound was much the same when Ohioans said 'for' and 'for a', confirming Armstrong's version.

However, it was also noted that, regardless of what Armstrong actually said, people are still more likely to hear the sentence without the **(10)** _____ 'a'.

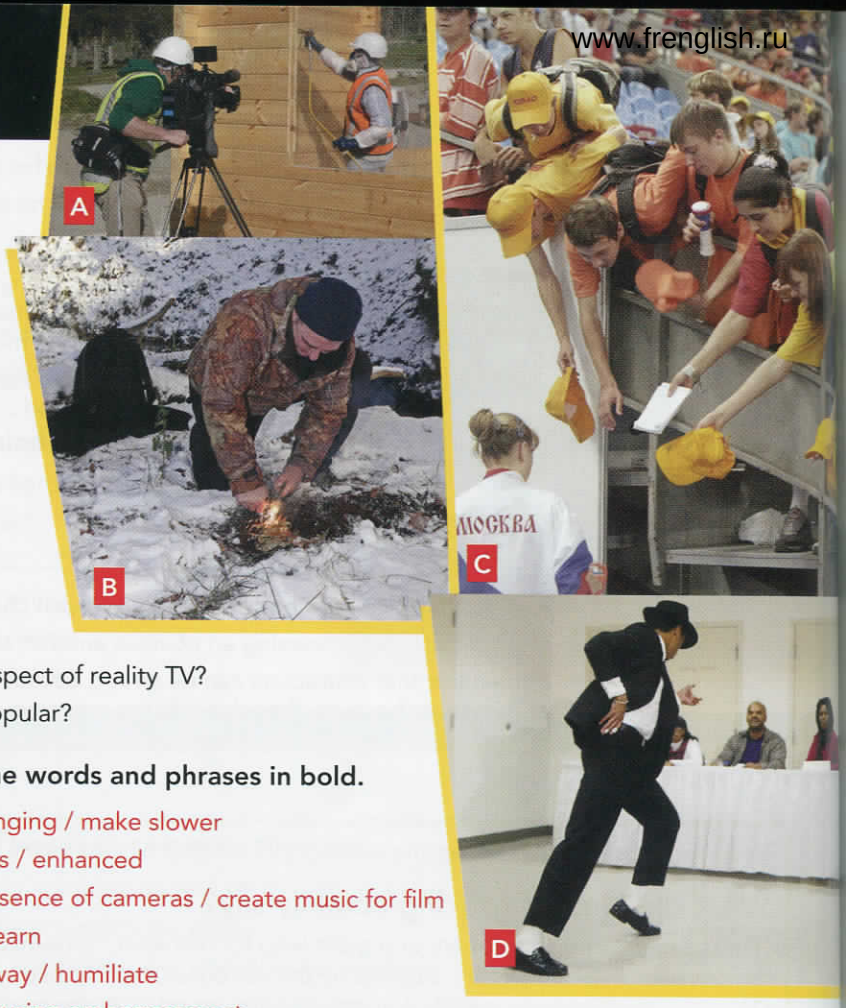
1	a	became	b	becoming	c	being	d	become
2	a	to set	b	setting	c	set	d	he set
3	a	however	b	without	c	otherwise	d	unless
4	a	work	b	paper	c	research	d	study
5	a	losing	b	missed	c	missing	d	lacking
6	a	blend	b	tell	c	pronouncing	d	stick
7	a	theories	b	findings	c	research	d	speakers
8	a	speaking	b	records	c	recordings	d	examples
9	a	possible	b	able	c	enough	d	made
10	a	correct	b	trivial	c	silent	d	crucial



Astronaut Neil Armstrong photographed on the moon with Apollo 11

www.frenglish.ru

11 Say Cheese!



Listening

A **Look at the photos and match them to 1–4.**

1 celebrity status ☐
2 survival challenge ☐
3 fly-on-the-wall documentary ☐
4 talent contest ☐

B **Look at the photos again and answer these questions with a partner.**

- What aspects of reality TV do they show?
- Which photo do you think shows the worst aspect of reality TV?
- Which photo shows why reality TV may be popular?

C **Circle the phrases that mean the same as the words and phrases in bold.**

1 **dumb down** make quieter / make less challenging / make slower
2 **warts and all** realistic, including imperfections / enhanced
3 **play to the cameras** act differently in the presence of cameras / create music for film
4 **unscripted** without a plan / without lines to learn
5 **make a fool of yourself** behave in a stupid way / humiliate
6 **cringeworthy** causing feelings of respect / causing embarrassment
7 **misnomer** an apt term / an inaccurate term
8 **old media** only television / all media existing before the Internet

D **Read the *Exam Close-up*. Then read the *Exam Task* below and think about what you might hear.**

E 11.1 **Now listen and complete the *Exam Task*.**

Exam Task

You will hear part of a discussion between Simon, a TV critic, and Eve, a former reality TV contestant, about reality TV. For questions 1 – 5, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

1 When reality TV started, Simon
- **A** realised how important it was going to be.
- **B** took an immediate dislike to it.
- **C** could not understand what all the fuss was about.
- **D** did not believe it would be so popular.

2 Simon's overall attitude to reality TV is
- **A** disgust at the standard of the content.
- **B** disbelief that anyone could watch it.
- **C** anger at the companies that broadcast it.
- **D** contempt for fame-seeking participants.

3 Why does Eve say that her experience of reality TV was realistic?
- **A** The action was shown exactly as it happened.
- **B** Participants had not learned lines from a script.
- **C** People are often humiliated in real life.
- **D** The environment was entirely natural.

4 What does Simon believe contributed most to the fall in popularity of reality TV?
- **A** There are no longer talented people producing it.
- **B** The public are bored with the format.
- **C** It has been superseded by the Internet.
- **D** Viewers want more quality content.

5 What do both speakers agree about?
- **A** Not all reality TV is in bad taste.
- **B** Instant celebrity is a worthwhile goal.
- **C** Fame can be harmful to children.
- **D** Reality TV is harmless entertainment.

Exam Close-up

Listening between the lines

- Remember, opinions are often expressed indirectly, rather than directly.
- If you can't answer the question on the first listening, focus on the next question and go back to it on the second listening.

F 11.2 **Now listen again and check your answers.**

www.frenglish.ru

Speaking






A **Look at the photos. Then work with a partner and answer these questions.**

- What different kinds of people do these photos show?
- How are these types of people depicted in the media?
- How realistic are these depictions?

B **With a partner, discuss the common stereotypes portrayed by the media of the following people. Are they harmful? How can we change them?**

- a typical person from your country
- a crowd of teenagers
- a scientist
- a mother-in-law
- a group of tourists in your country
- an artist

C **Read the *Exam Close-up*. Then work with a partner to complete the *Exam Task* below. Remember to use the *Useful Expressions* to help you.**

Exam Task

Task 1: A local TV company is looking for people who want to break down stereotypes. A documentary will be made about their life. Everyone must agree on one project. Student A, look at the options on your information sheet below. Student B look at your options on page 202.

Student A: explain your two options to your partner in your own words.

Student B: choose the best option presented by your partner. Then swap roles.

Student A: Selecting a subject for a documentary

Sam, 23, a wheelchair user who helps others

- volunteers at a school, helping children to read
- faces difficulties getting around
- writes a blog to help people with disabilities
- an activist campaigning for rights for people with disabilities
- eloquent and well-educated, an extrovert

Olive, 109, the oldest person in the country

- lives in a nursing home
- plays chess, is a vegetarian
- still remembers her youth
- has strong opinions on modern life
- would like to be famous
- spent some time in prison

Now you have both chosen the best options from your information sheets, discuss the advantages and disadvantages of these final two options, and then choose the best one.

Task 2: Get together with another pair and complete Task 2 on page 202. One person from the other pair will play the role of a TV producer.

Exam Close-up

Arguing against an option

- As well as recommending an option, talk about why the other option should be rejected.
- A discussion is more interesting if there is some disagreement, so don't be afraid of disagreeing with your partner. Just make sure you support your argument with reasons.

Useful Expressions

Recommending

This option stands out because …
This one is far/much/way more interesting/suitable.
I'd definitely go for …

Arguing against an option

I wouldn't choose … because …
We should reject this one for the following reasons …

Reaching a consensus

So, we agree on/we should pick …, am I right?
All right, so our final decision is …

Ideas Focus

- Would you rather be rich, or famous? Why?
- How do you decide which news sources to trust?



www.frenglish.ru

11 Say Cheese!

Writing: a review (2)

Learning Focus

Understanding the purpose of a review

- When writing a review, you must provide the kind of information that you yourself would want to read about a place, a book, a film, etc.
- In order to write about a particular topic, you must use vocabulary that is specialised and appropriate for the topic.
- Once you have written the informative part of your review, you must deal with the ultimate purpose of the review, which is to make a recommendation.
- Make sure that your recommendation is in sync with the opinions expressed in the main body of your review.



Billboard posters on a brick wall advertising musicals and plays in the West End of London

A **Read the statements about a documentary. Decide if they are about the film-making (F) or the subject matter (S).**

1 It is a mesmerising yet devastating look at an exceptional talent, who rose meteorically and crashed before our eyes. _____

2 Often deeply uncomfortable to watch, the viewer nevertheless feels drawn to the unfolding tragedy unleashed by stardom. _____

3 Hardly innovative in its format, it is however enriched by the intimacy of its archival footage and the focus of its approach. _____

4 This is an indictment of the media pack for its nonstop assault on a vulnerable soul whose life was spiralling out of control. _____

5 In the absence of a narrator, the singer's lyrics float on the screen in a handwritten font that creates the illusion of a diary. _____

B **Look back at the statements in A. Underline the vocabulary that is specific to fame and media, and circle the vocabulary that is about film-making.**

C **Read the two conclusions. Which one is more appropriate for the content in A?**

1 Although some critics have complained about the pace, claiming it is slow and ponderous, it remains true that this story could not have been told in any other way. As a biopic, it gives us an insight into the life of a much-loved singer who will long be remembered for the purity of her voice. Do watch it if, like me, you are a fan of her music.

2 She shines throughout and, as a celebration of her talent and document of her tragedy, the material is handled sensitively. It is a moving portrayal of the sickness of our celebrity-obsessed media and the talented, fragile person caught in the middle of it. It's not easy to watch, but engrossing all the same, even if you don't have a taste for jazz.

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

1 What is the topic of the review?

2 What must you write about the topic in your review?

3 What must you include in your conclusion that is not stated in the writing task?

> A cinema magazine is running a series of reviews of films about famous people. You decide to send in a review in which you describe a documentary you recently watched. You should also explain why you feel the story it told was important and what can be learnt from it.
>
> Write your **review**.

E **Read the example review on page 167. What role did the media play in the celebrity's downfall?**

F **Look at the example review on page 167 again and answer the questions.**

1 Has the writer used specialised vocabulary for the topic?

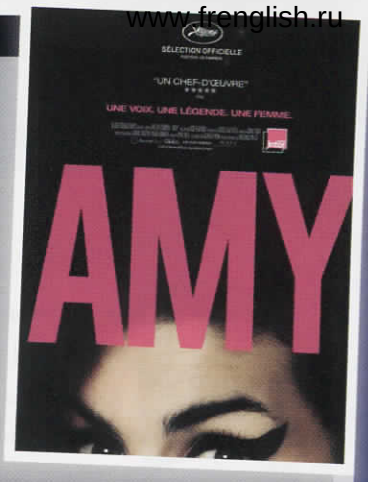
2 What is the writer's recommendation?

3 Does the recommendation follow the main thread of the review?

www.frenglish.ru

Review: Amy

Director: Asif Kapadia



When I first heard Amy Winehouse on the radio, I was utterly amazed. Seldom do you hear a voice so pure and captivating. Like millions of others, I became a fan. Needless to say, I knew something of her sad life, but not until *Amy* the documentary was released, did I realise how truly tragic it was.

What new information could you possibly glean about Amy Winehouse's meteoric rise to fame and her downfall, given that the packs of reporters and paparazzi hounded her wherever she went? From her early days in the studio to her sad final months, there was always a camera around. However, through this archive material, home movies and paparazzi footage, a few revelations actually come to light, all of which only make the tale even bleaker: she struggled with the break-up of her parents' marriage, her eating disorder, the pressures of fame and the predatory stalking by the media.

Like others, the more Winehouse hurt, the more she channelled that despair into her lyrics. In the absence of a narrator, Kapadia makes these lyrics float on the screen in a handwritten font that creates the illusion of a diary.

Also, however intrusive the cameras recording her life were, they did afford Kapadia the opportunity to tell Amy's story chronologically, which helps enormously in tracing her development. Emerging from this documentary is a gifted performer who is emotionally vulnerable and who was let down by those who should have protected her. Had they tried harder, perhaps Amy would still be around today. I believe it's an important message – that when someone needs support, we should give it. That's a very valuable lesson we can take away from *Amy*.

What this documentary gives is a strong sense of what made Amy unique, but it also leaves you feeling exhausted and overwhelmingly sad. Whether you followed her career or not, this gripping documentary is worth watching and will make you re-examine your views on fame and the media.

G **Look at the underlined phrases in the example review. Which grammar structures are they examples of? Write your answers below.**

1 Cleft sentence: _____
2 Double comparative: _____
3 Inversion: _____
4 Inverted conditional: _____
5 Participle clause: _____

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

Exam Task

A newspaper has asked for reviews of books about famous people that readers would recommend. You decide to send in a review, in which you describe a biography you read recently. You should also say what you liked about it and explain why you feel it is worth reading.

Write your **review** in 280–320 words.

Exam Close-up

Applying the forms and conventions of a review

- Include the title of the book/film and the name of the author/director.
- Make sure you outline the subject matter in your introduction.
- Use topic vocabulary.
- Say how the book, film, etc. made you feel.
- Use advanced grammar structures.

Plan

Introduction:	Say what you are reviewing.
Main paragraph 1:	Describe the biography.
Main paragraph 2:	Say what you liked about it.
Main paragraph 3:	Say why it is worth reading.
Conclusion:	Briefly express your overall opinion and give your recommendation.

Useful Expressions

Talking about famous people

a renowned …
a member of an illustrious family
was noted for his/her …
he/she broke new ground in …

Biographies

a look at the life of …
It spans the period from … to …
It pays particular attention to …
It is written from the perspective of …

Why it's worth reading

It is by far and away the best …
It gives incredible insight into …
It throws light on …

www.frenglish.ru

Video

11 A Polar Picture



Before you watch

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

1 Why is photographing polar bears in their natural habitat difficult?
2 Why do you think wildlife photographers need to be patient?
3 What other qualities do you think wildlife photographers need?

While you watch

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

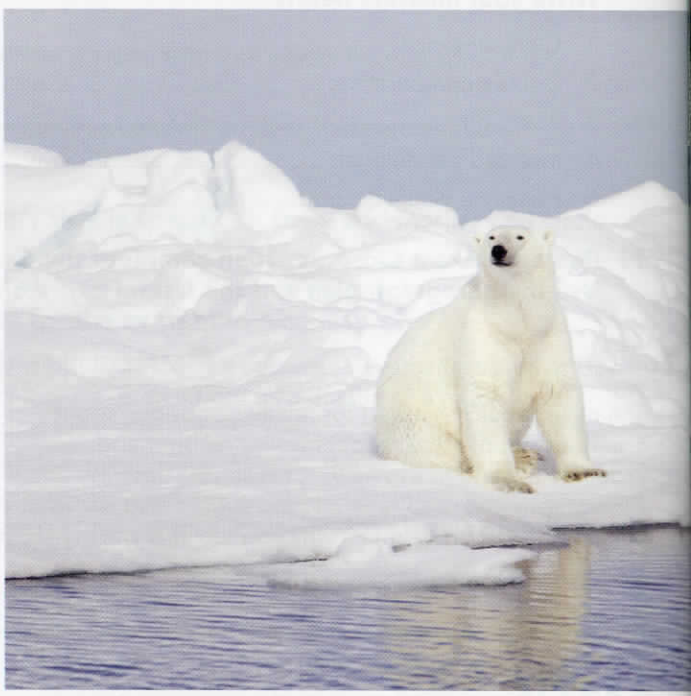
1 In spite of its size, it's tough / hard to find a polar bear in the Arctic.
2 Others approach without fear; they are not frightened / afraid of humans.
3 With the whale carcass emerging / appearing from the grip of the ice, polar bears were coming in from all directions.
4 I had the wonderful opportunity to photograph mothers with young / cubs and large males.
5 I decided to set up a digital / remote camera inside a protective casing near the whale carcass.
6 We had learned that the polar bears would leave the carcass during low / high tide.

After you watch

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

ashore curious directly dramatic impatient sheer short reminiscent terrible vast

When photographer Florian Schulz sets out to document polar bears in the Arctic he has to search for days to find them. Despite their (1) _____ size, it is difficult to find polar bears in the (2) _____ Arctic landscape. Finally, he comes across a mating pair on a snowy day with (3) _____ visibility. In spring, Schulz travels to an island off Svalbard where a whale carcass has washed (4) _____, attracting polar bears from all directions. Schulz wants to create a (5) _____ image telling the story of the polar bears in connection with the whale carcass. He does this by setting up a remote camera in a protective casing during the (6) _____ window of time at high tide when the bears disperse into the mountains. At low tide, a large male shows up. It is particularly (7) _____ about the camera, sniffing it and looking (8) _____ into it. With the rising tide and the bear gone, the photographer is (9) _____ to see the photos. Opening up the case, he finds some incredible shots which are (10) _____ of beautiful paintings.





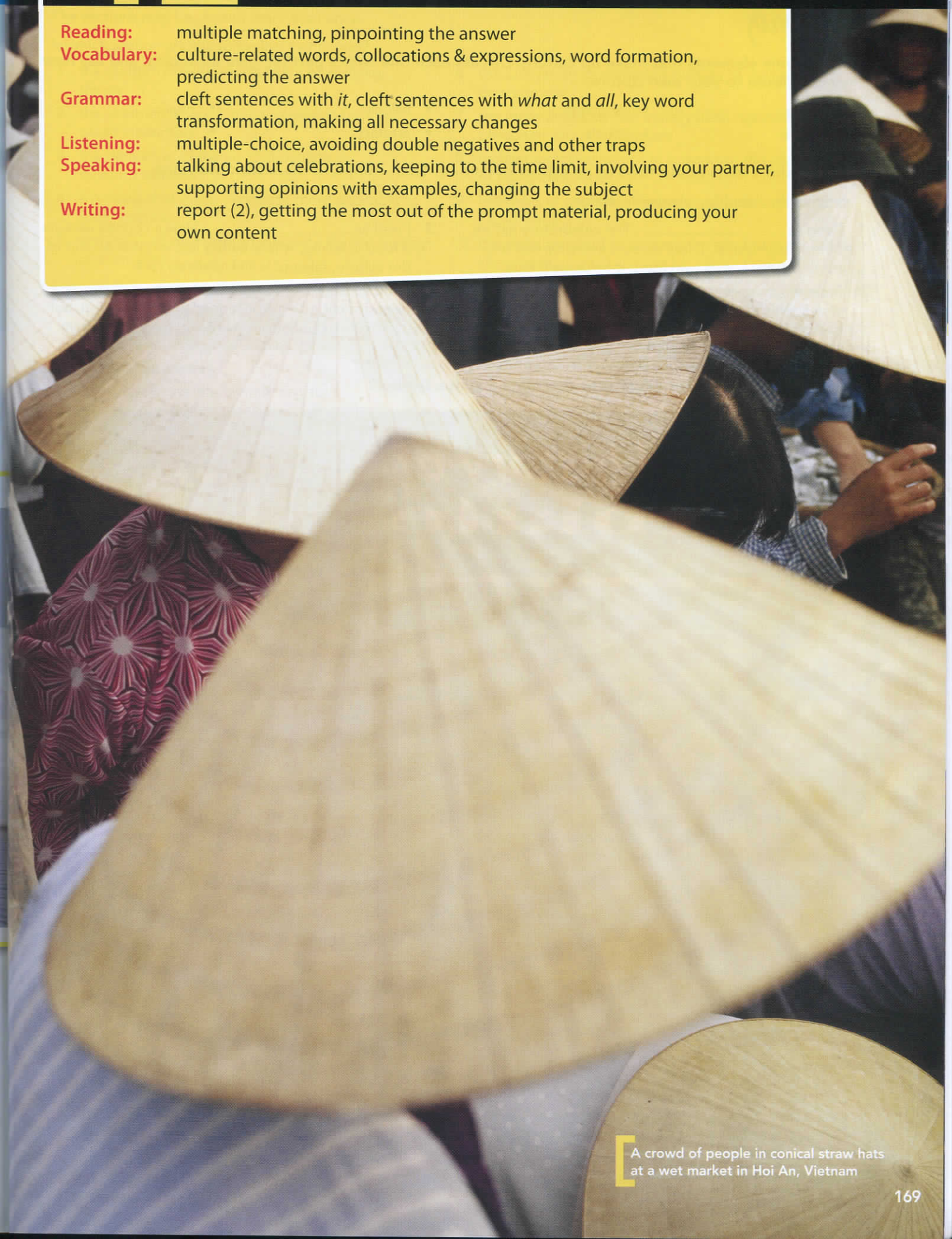
Ideas Focus

- Would you like to be a wildlife photographer? Why? / Why not?
- Is this kind of work beneficial to the wildlife that is documented? Why? / Why not?
- Why are polar bears a popular subject for wildlife photography?

www.frenglish.ru

12 Culture Shock

Reading: multiple matching, pinpointing the answer
Vocabulary: culture-related words, collocations & expressions, word formation, predicting the answer
Grammar: cleft sentences with *it*, cleft sentences with *what* and *all*, key word transformation, making all necessary changes
Listening: multiple-choice, avoiding double negatives and other traps
Speaking: talking about celebrations, keeping to the time limit, involving your partner, supporting opinions with examples, changing the subject
Writing: report (2), getting the most out of the prompt material, producing your own content



A crowd of people in conical straw hats at a wet market in Hoi An, Vietnam

www.frenglish.ru

12 Culture Shock

Reading

A **Look at some elements that make up culture. Discuss each one with a partner, give examples, and say how they contribute to your own culture.**

- symbols
- gestures
- language
- rituals
- values
- artefacts
- music
- clothes

B **Read the short texts about food as an aspect of culture. Then complete them with the words.**

community identity pleasure status

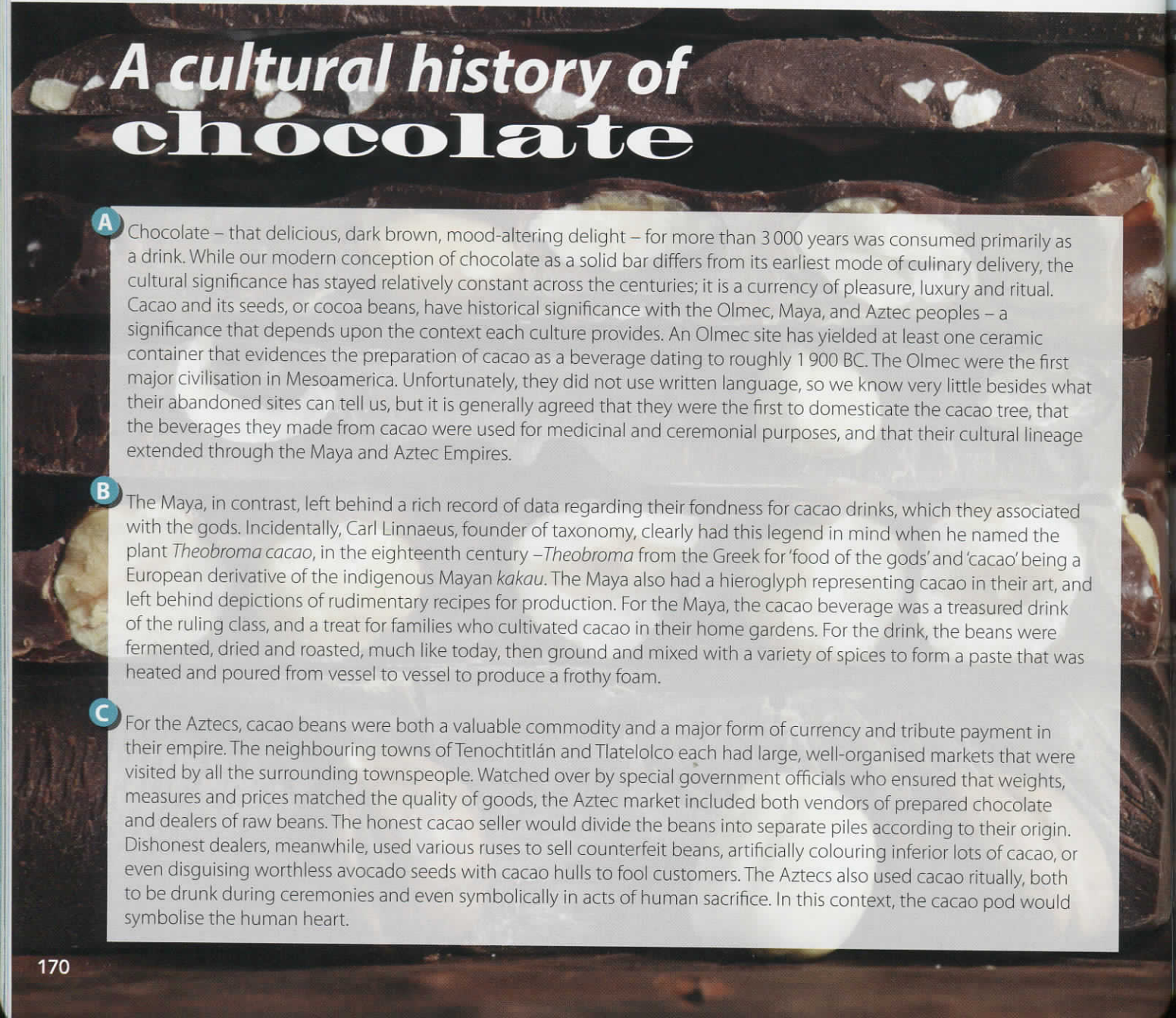
1 Food as _____ : The celebratory nature of food is universal. Every season, every harvest and every holiday has its own food. It helps define us.

2 Food as _____ : It's a way of showing your sophistication and worldliness, perhaps by going to a fine dining establishment or by knowing your wines.

3 Food as _____ : How a country savours a food is telling; where eating fast is not at all part of the culture, takeout is still relatively rare.

4 Food as _____ : In some cultures, one does not eat a single portioned and plated dish, but is expected to eat from shared, communal platters.

C **Quickly read the text. For whom was chocolate a status symbol?**



A cultural history of chocolate

A Chocolate – that delicious, dark brown, mood-altering delight – for more than 3 000 years was consumed primarily as a drink. While our modern conception of chocolate as a solid bar differs from its earliest mode of culinary delivery, the cultural significance has stayed relatively constant across the centuries; it is a currency of pleasure, luxury and ritual. Cacao and its seeds, or cocoa beans, have historical significance with the Olmec, Maya, and Aztec peoples – a significance that depends upon the context each culture provides. An Olmec site has yielded at least one ceramic container that evidences the preparation of cacao as a beverage dating to roughly 1 900 BC. The Olmec were the first major civilisation in Mesoamerica. Unfortunately, they did not use written language, so we know very little besides what their abandoned sites can tell us, but it is generally agreed that they were the first to domesticate the cacao tree, that the beverages they made from cacao were used for medicinal and ceremonial purposes, and that their cultural lineage extended through the Maya and Aztec Empires.

B The Maya, in contrast, left behind a rich record of data regarding their fondness for cacao drinks, which they associated with the gods. Incidentally, Carl Linnaeus, founder of taxonomy, clearly had this legend in mind when he named the plant *Theobroma cacao*, in the eighteenth century –*Theobroma* from the Greek for 'food of the gods' and 'cacao' being a European derivative of the indigenous Mayan *kakau*. The Maya also had a hieroglyph representing cacao in their art, and left behind depictions of rudimentary recipes for production. For the Maya, the cacao beverage was a treasured drink of the ruling class, and a treat for families who cultivated cacao in their home gardens. For the drink, the beans were fermented, dried and roasted, much like today, then ground and mixed with a variety of spices to form a paste that was heated and poured from vessel to vessel to produce a frothy foam.

C For the Aztecs, cacao beans were both a valuable commodity and a major form of currency and tribute payment in their empire. The neighbouring towns of Tenochtitlán and Tlatelolco each had large, well-organised markets that were visited by all the surrounding townspeople. Watched over by special government officials who ensured that weights, measures and prices matched the quality of goods, the Aztec market included both vendors of prepared chocolate and dealers of raw beans. The honest cacao seller would divide the beans into separate piles according to their origin. Dishonest dealers, meanwhile, used various ruses to sell counterfeit beans, artificially colouring inferior lots of cacao, or even disguising worthless avocado seeds with cacao hulls to fool customers. The Aztecs also used cacao ritually, both to be drunk during ceremonies and even symbolically in acts of human sacrifice. In this context, the cacao pod would symbolise the human heart.

www.frenglish.ru

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

Exam Task

You are going to read an extract from a book on chocolate. For questions **1 – 10**, choose from the sections (**A – E**). The sections may be chosen more than once.

In which section are the following mentioned?

1 the modern classification system of all living things ☐
2 the commercial applications available for the cacao crop ☐
3 the derivation of the word chocolate in different cultures ☐
4 a process that made chocolate more palatable to other cultures ☐
5 the ability of chocolate to influence human feelings and emotions ☐
6 the cultivation of the beans outside of their native environment ☐
7 the ingredient that had initially been rejected by European chocolate makers ☐
8 archaeological evidence in support of the consumption of liquid chocolate ☐
9 instances of fraudulent commercial practices in the cacao trade ☐
10 the steps required to prepare the raw beans for use as chocolate ☐

Exam Close-up

Pinpointing the answer

- When you do a multiple matching task, underline the section of the text that contains the answer and write the question number next to it.
- If you think two paragraphs give you the answer to the same question, compare the parts of the text you numbered, to quickly find the best answer.

E **Decide if the words 1–8 are Greek or Latin in origin. One of the words is a hybrid (a mix of both origins). Then match the words to their root meanings a–h.**

1	beverage ☐	a	belonging to the house
2	culinary ☐	b	arrangement + distribution
3	domesticate ☐	c	to drink
4	etymology ☐	d	sacred carving
5	hieroglyph ☐	e	kitchen
6	Mesoamerica ☐	f	sell
7	taxonomy ☐	g	middle
8	vendor ☐	h	true



D There are competing theories on the etymology of the word 'chocolate', but most have at least some connection to the Aztec language of Nahuatl. Some attribute the word to the Nahuatl word xocolātl meaning 'bitter water' – and it was indeed bitter, being sweetened with honey for those who preferred it that way. Another theory suggests the word is a hybrid of a Mayan word chokol, which means 'hot' and the Nahuatl word atl meaning water; thus 'hot water'. It could also be a combination of kakau and atl, simply 'cacao water'. Any way you look at it, the word 'chocolate' itself represents a combination of Maya and Aztec cultures; an appropriate blend considering the historical transmission of knowledge through the cacao trade. When enthusiasm for chocolate spread across Europe, European colonies in Africa and Malaysia began to raise 'cocoa', as the cacao bean came to be called in Europe.

E It was not until 1828 that chocolate changed from a sacred drink to the solid bar we know today, through the addition of cocoa butter. Not only did Coenraad Johannes van Houten of the Netherlands create the process of manufacturing cocoa butter, but he also discovered how to treat chocolate with alkalisto to remove the bitter taste that had until that point been characteristic of chocolate. While the addition of chilli had long since been dropped from the recipes by Europeans, vanilla was often retained, along with milk and sugar, the latter being unavailable to the Aztecs. Thus, chocolate as we know it came into existence after several thousand years of being consumed in liquid form with a pungent, bitter taste. These days, producers of chocolate are experimenting even further, by adding not just sugar and milk, but chilli, lavender, mint and other flavours, giving us new forms, new uses and new tastes, all continually inspired by its divine origins.



Ideas Focus

- What's the most iconic food in your culture? Why?
- What traditional foods from other cultures have you tried? Which did you like? Which didn't you like? Why?

www.frenglish.ru

12 Culture Shock

Vocabulary

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

artefacts assumptions codes diversity heritage mannerisms stereotypes values

What is culture?

Culture is a set of shared **(1)** _____ and values that distinguishes one group from another. Very often, looking through our own cultural lens prevents us from seeing beyond national **(2)** _____. Underneath the obvious physical appearance, **(3)** _____, customs, practices and dress **(4)** _____, lie attitudes, beliefs and **(5)** _____ that are not so obvious but that have been learnt over a lifetime and transmitted down the generations.

These, along with the material aspects of culture such as technology, architecture and **(6)** _____ like paintings and sculpture, form the cultural **(7)** _____ of a society. In an era of globalisation, this helps us to remember our cultural **(8)** _____, and its understanding develops mutual respect among different cultures.



B **Complete the sentences with the correct form of the words.**

go hold honour long present root stand time

1 People are generally reluctant to change the age-_____ habits of their cultures.
2 It's quaint, but I can't say I'm a fan of the old-_____ music my grandparents enjoy.
3 It is our deep-_____ values that define us and make us who we are.
4 The echoes of the past are not gone – they are ever-_____ in our traditions.
5 As a long-_____ tradition, the first-born son is named after his paternal grandfather.
6 The area was once home to a nomadic people who are now long-_____.
7 All of the wedding guests are given gifts, in the time-_____ fashion.
8 Among the tribe, there are strongly-_____ beliefs about their own divine origin.

C **Circle the correct words.**

1 The Renaissance period left behind a rich dowry / legacy of art and architecture.
2 These old buildings are the last vestiges / residues of the country's colonial past.
3 Alexander's conquests went down in the archives / annals of Greek history.
4 During his ten-year reign / regime , Richard the First spent only six months in England.
5 This ring is a family heirloom / relic that has been passed down for five generations.
6 My mother has traced her ancestry / descent back to the Norman invaders.
7 The statue was erected as a chronicle / memorial to those who had died in the war.
8 We have Baron Pierre de Coubertin to thank for the renewal / revival of the ancient Olympic Games.

www.frenglish.ru

D **Choose the best answer a, b, c or d.**

1 Homer's Iliad and Odyssey were not written down but recited, and are part of a(n) _____ tradition.
a oral b vocal c aural d phonetic

2 The arrival of the colonists and their interaction with the tribes led to a violent _____ of cultures.
a battle b dispute c clash d riot

3 We don't know if the legend was purely fiction or based on truth as its origins are lost in the _____ of time.
a fogs b mists c hazes d blurs

4 In the mountain villages, the inhabitants _____ the local traditions that the city folk have all but forgotten.
a adhere b obey c support d observe

5 Some societies insist on strong conformity to their cultural _____ and do not tolerate deviance from them.
a laws b models c norms d morals

6 The Basque people constitute a(n) _____ ethnic minority in both France and Spain.
a indigenous b natural c original d primitive

Collocations & Expressions

E **Complete the sentences with the words.**

band close hold join sit stay

1 All they could do was _____ tight and wait for the elders to make their decision.
2 The members decided to _____ ranks and confront the menace.
3 Let's _____ forces with the other faction and run our own candidates.
4 We _____ fast to our traditions and the ways of our esteemed ancestors.
5 Despite the threat from loggers, the tribe choose to _____ put rather than leave.
6 'Unless we _____ together against the enemy, all will be lost,' said the chief.

Word Formation

F **Complete the sentences with the correct form of the verbs.**

diversify tear integrate turn your back on defy

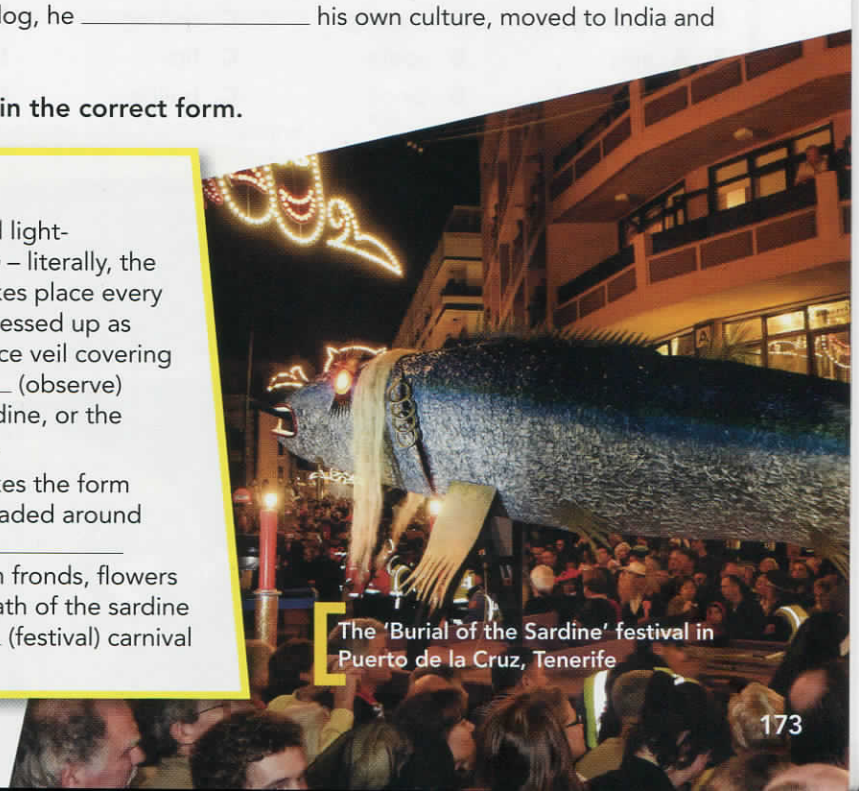
1 London is one of the most culturally _____ cities in Europe – over 300 different languages are spoken within the city.
2 By refusing to marry the match found by her parents, she was considered to have _____ her culture and was ostracised by her family.
3 Some second generation immigrants find themselves _____ between two cultures.
4 After five years in Munich, he finally considered himself fully _____ into the culture when he realised he knew all the words to *Ein Prosit*, the most popular song at Oktoberfest.
5 Having decided that America was too dog-eat-dog, he _____ his own culture, moved to India and became a hippy.

G **Complete the text with the words in brackets in the correct form.**

A bizarre tradition

In Spain an **(1)** _____ (reverent) and light-hearted ceremony called *El Entierro de la Sardina* – literally, the **(2)** _____ (bury) of the sardine – takes place every year. A large number of people, including men dressed up as weeping widows with the typical black Spanish lace veil covering their heads, gather for the **(3)** _____ (observe) of this centuries-old tradition in which a dead sardine, or the **(4)** _____ (like) of one, is cremated.

This **(5)** _____ (satire) ceremony takes the form of a funeral procession in which the sardine is paraded around the city streets in a coffin before it is **(6)** _____ (ceremony) burnt. The coffin is adorned with palm fronds, flowers and other **(7)** _____ (offer). The death of the sardine represents the end of the **(8)** _____ (festival) carnival season and the beginning of the Easter fast.



The 'Burial of the Sardine' festival in Puerto de la Cruz, Tenerife

www.frenglish.ru

12 Culture Shock

H **Use the words in capitals to form a word that fits the gaps.**

1 He considered taking part in such a brutal ritual to be complete _____. **SANE**

2 In comparison to Europe and Asia, she found Australia rather _____ barren. **CULTURE**

3 One of the biggest mistakes you can make in this culture, is to speak to your elders _____. **RESPECT**

4 _____ of this barbaric practice is now widespread, and efforts are being made to eradicate it from their culture altogether. **CONDEMN**

5 Any interference into traditional cultural practices must be handled with _____. **SENSITIVE**

Exam Close-up

Predicting the answer

- Read the text quickly for general understanding.
- Read the text again and try to think of the word you need to complete the gap, without looking at the answer options.
- Then look at the options and find the one that is closest to your own answer.
- If you cannot decide, cross out the options you know are definitely wrong and then decide between the remaining answers.

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

Exam Task

For questions **1 – 8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap.

British humour

It's often said that non-native speakers don't **(1)** _____ the British sense of humour, and it's easy to see why this is so. Almost every conversation between Brits has an undercurrent of humour, making it difficult for a non-native speaker to **(2)** _____ when a Brit is joking or being serious. In addition, the British also have a particular **(3)** _____ for understatement. In refusing to be overwhelmed by anything, the British might retort 'Not bad' when they really mean, 'That's great'. Furthermore, the British don't like to **(4)** _____ their own trumpet. They tend to make **(5)** _____ of their accomplishments by being excessively modest and **(6)** _____ themselves down.

But the most difficult part of British humour for foreigners is that much of British humour is not obviously hilarious and does not result in **(7)** _____ of laughter. However, those unaccustomed to British humour need not worry, for the best thing about it is that it is not something you can learn, it's something that **(8)** _____ on you.

1	**A** find	**B** take	**C** get	**D** have
2	**A** decipher	**B** analyse	**C** deduce	**D** interpret
3	**A** attachment	**B** fondness	**C** appreciation	**D** delight
4	**A** blow	**B** play	**C** hold	**D** boast
5	**A** bold	**B** sense	**C** nonsense	**D** light
6	**A** making	**B** putting	**C** cutting	**D** turning
7	**A** sets	**B** spells	**C** fits	**D** bouts
8	**A** rests	**B** lands	**C** builds	**D** grows



Mr Bean is a British sitcom character with worldwide popularity

www.frenglish.ru

Grammar

Cleft sentences with *it*

A **Read the sentences. What is the difference between sentence a, and the rest?**

a Farmers first cultivated potatoes in Peru around 2,500 BC.
b It was farmers in Peru who first cultivated potatoes around 2,500 BC.
c It was in Peru that potatoes were first cultivated around 2,500 BC.
d It was around 2,500 BC that potatoes were first cultivated.
e It was potatoes that were first cultivated in Peru around 2,500 BC.

B **Which sentences beginning with *it* from A emphasise**

1 Peru? ☐
2 potatoes? ☐
3 farmers in Peru? ☐
4 around 2,500 BC? ☐



Quechua woman holding basket of potatoes in Misminay Village, Sacred Valley, Peru

Grammar Focus p. 200 (12.1)

C **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given in bold.**

1 1536 was the year that Spanish Conquistadors conquered Peru.
in
It _____

2 So then these people carried potatoes to Spain.
they
It _____

3 Sir Walter Raleigh introduced potatoes to Ireland in 1589.
who
It _____

4 Sir Walter Raleigh didn't introduce potatoes to Ireland until 1589.
only
It _____

5 The potato took nearly four decades to spread to the rest of Europe.
later
It _____

6 The Irish Potato Famine of the 1840s was caused by a disease called potato blight.
this
Potato blight destroyed the crop and it _____

7 Over a million people died of starvation because of the Irish Potato Famine.
caused
It _____

8 Fleeing the Great Hunger, as it was known there, caused mass emigration from Ireland.
led
It _____

D **Rewrite these sentences in your notebook using standard word order.**

1 It must have been language that gave humans an advantage.
2 It wasn't until the 1960s that some Amazonian tribes were discovered.
3 It was taking part in the tea ceremony that was the highlight of the trip.
4 It is learning about our common ancestry that we find fascinating.
5 It is in Iceland that a genetic database has been set up.
6 It was because traders spoke different languages that Creole languages developed.

www.frenglish.ru

12 Culture Shock

Cleft sentences with *what* and *all*

E **Read the sentences and underline the part which the speaker thinks is the most important.**

a All people need to survive is food, water and shelter.
b What the tribe does is fast for a few days.
c What made the tribe lose their culture was globalisation.
d All the logging company cared about was the chance to make a big profit.

F **Read the sentences. Which sentence is wrong? Why?**

1 Everyone loves rituals.
2 What everyone does is love rituals.

Grammar Focus p. 200 (12.1)

G **Rewrite the sentences starting with the given words.**

1 People tend to cling to their cultural beliefs as they get older.
What _____
2 The way the elderly are treated in my culture really upsets me – they're given no respect!
It _____
3 It was really interesting the way that the villagers deferred to a group of elderly women before making any decisions.
What _____
4 The only thing I can remember from my trip to Thailand as a child, is the overwhelming heat.
All _____
5 When they eat, they put the food in an enormous communal pot and share it as a family.
What _____

H **Look at the picture. Then match 1–8 with a–h to describe it.**

1 What we see here is
2 What they call this special round loaf is
3 All that is needed to complete it is
4 What hosts do is
5 It is because bread
6 What guests do is
7 It is by doing this
8 What guests must remember is

a a karavai.
b a small salt cellar on top.
c take a small piece of bread and dip it in the salt.
d part of a traditional welcome ritual in Russia.
e that they accept their hosts' hospitality.
f offer guests this bread in an embroidered cloth.
g that this ceremony is a sign of their hosts' respect.
h has long been a symbol of prosperity that this is done.



A traditional Russian welcome with Karavai bread and salt

www.frenglish.ru

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

Exam Task

For questions **1 – 5**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

1 The plan just means that indigenous people won't be evicted from their land yet.
all
_____ indigenous people won't be evicted from their land yet.

2 They only realised much later how important their traditions were.
until
_____ realised how important their traditions were.

3 His experience as a travel photographer will stay with him forever.
never
_____ is his experience as a travel photographer.

4 We are bound together by culture.
it
_____ us together.

5 The anthropologist found the wealth of folklore in the village amazing.
amazed
_____ was the wealth of folklore in the village.

Exam Close-up

Making all necessary changes

- Underline the words in the first sentence that will be replaced by different words in the second sentence.
- Check your sentence carefully, especially if there is a change in word order, to make sure that you have not left anything out, or written any unnecessary words.



The Hmong children posing for a photograph at the Doi Suthep Temple in Thailand



Ideas Focus

- Have you ever observed any interesting rituals in a different country? What happened?
- 'Rituals are old-fashioned and sometimes ridiculous. They have no place in the modern world.' Do you agree? Why? / Why not?

www.frenglish.ru

12 Culture Shock



Listening

A **Discuss these photos with a partner. Which of these people may engage in rituals? What kinds of rituals are common in your country/your daily life?**

B **Read the Exam Close-up. Then look at these sentences and decide whether the meaning is positive (+) or negative (-).**

1 Some deforestation is not illegal. ☐
2 We can't wait to see the wedding photos. ☐
3 They can scarcely understand each other. ☐
4 Members have unlimited access to all the facilities. ☐
5 Some tribes had barely any contact with the outside world. ☐
6 I don't believe that this is nonsense. ☐
7 The information they have is invaluable. ☐
8 Don't say you weren't warned about the consequences! ☐
9 I hope these mushrooms are non-toxic! ☐
10 They couldn't care less about the environmental damage. ☐

C 12.1 **Listen to six sentences and match them to their meanings.**

a It's illogical.
b It's illegible.
c It's indescribable!
d It's not unusual.
e It's unforgivable!
f It's perfectly reasonable.

D 12.2 **Complete the *Exam Task* below, focusing on what is implied by the speakers.**

Exam Close-up

Avoiding double negatives & other traps

- Negative prefixes or suffixes usually, but not always, give a word a negative meaning.
- Two negatives usually make a positive, except in non-standard English.
- In some varieties of English, positive and negative modals, e.g., *can* and *can't* sound very similar, especially when spoken quickly. Get used to distinguishing meaning from context.

Exam Task

You will hear three short segments from a radio programme. The programme is called "Unworldly Wealth". You will hear what three different radio guests have to say about three different topics. After each talk, you will be asked some questions. From the three answer choices given, you should choose the one that best answers the question according to the information you heard.

Segment One

1 What does Julian say about the Kayapo?
a They need to adopt white culture.
b They are key to protecting the rainforest.
c They have always had government protection.

2 What is the main threat to the Kayapo?
a lack of a formal education
b illegal use of their land
c inability to survive in the modern world

Segment Two

3 What is the difference between a routine and a ritual?
a a routine is less meaningful
b a ritual involves unusual behaviour
c a ritual includes religious elements

4 Rituals are most useful
a to relieve everyday anxiety.
b before particularly stressful events.
c when they are kept secret.

Segment Three

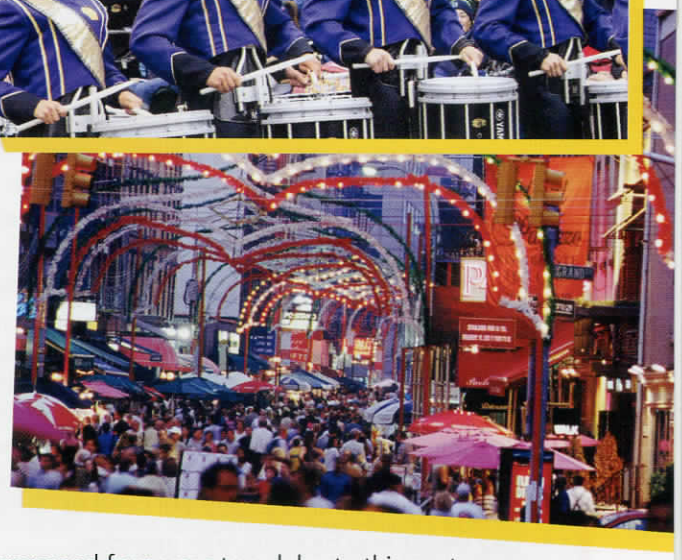
5 The oldest generation that Greg describes is
a Generation X.
b Generation Y.
c Baby Boomers.

6 According to Greg, a person's generation
a affects their outlook on life.
b determines their character.
c is their defining feature.

www.frenglish.ru

Speaking





A Look at the photos and discuss with a partner how they relate to a sense of community.

B You have to plan a community celebration. Which of the following would you take into account?

- time of year / weather
- cost
- local involvement
- people's views

C Read the *Exam Close-up*. Then work with a partner to complete the *Exam Task* below. Remember to use the *Useful Expressions* to help you.

Exam Task

Task 1: Your town is 100 years old this year and the town council has proposed four ways to celebrate this centenary. Student A, look at the options on your information sheet below. Student B look at your options on page 202.

Student A: explain your two options to your partner in your own words and choose the best one. Be prepared to justify your decision.

Student B: choose the best option presented by your partner. Then swap roles.

Student A: Proposal for town centenary celebrations

Option 1: Street parties

- throughout the town
- on a Sunday in June
- volunteers to organise
- local restaurants to provide food
- unpredictable weather?
- streets will be closed to traffic
- major clean-up operation afterwards

Option 2: Concerts around town

- live music at different venues
- classical and rock music
- free to all residents
- open air and indoor venues
- might not appeal to everyone
- council to organise
- volunteers needed to clean up

Now you have chosen the best options from your information sheets, discuss the advantages and the disadvantages of these final two options, and then choose the best one.

Task 2: Get together with another pair and complete Task 2 on page 202. One person from the other pair will play the role of a town mayor.

Exam Close-up

Keeping to the time limit

- The test has a time limit, so avoid being long-winded.
- Don't worry if the examiner interrupts you; it means you have said enough.
- Some tests are recorded, but don't worry; it is to check the examiner, not you!

Useful Expressions

Involving your partner

How do you feel about …?

But perhaps you disagree/see it another way …?

Supporting opinions with examples

When this happens, people often … ,

Bearing in mind that … this option may be unpopular.

This has been tried before and resulted in …

Changing the subject

Shall we move on?

Something else we should mention is …

There's also the question of …

Ideas Focus

- What kind of events and situations cause disagreements in a community?
- How do strong communities sometimes view outsiders? Why?



www.frenglish.ru

12 Culture Shock

Writing: a report (2)


An annual boat festival

Learning Focus

Getting the most out of the prompt material

- Everything you need to know about the task is in the prompt material.
- Read it carefully to identify the purpose, the target reader and the context of the report you will write.
- By understanding these three elements of the prompt material, you will be able to determine the writer's role, the most appropriate style and language to use, and the information that needs to be included.
- The prompt may ask you to identify two or three aspects of particular interest or relevance instead of giving you specific subjects to write about. If that is the case, you will need to decide what to write about.
- Your report may be positive or negative.

A **Match 1–3 with a–c.**

In the exam task, you need to …

1 identify the purpose of the report _____
2 establish the target reader of the report _____
3 understand the context of the report _____

… in order to

a identify your role as the writer.
b decide on relevant information for inclusion.
c choose the most suitable style and language.

B **Read the extracts from a report about an event and decide if the writer's comments are positive, negative or neutral. Underline the language that indicates this view.**

1 As it was a first-time event, I had expected a few teething problems, but what I encountered left a lot to be desired.
2 Ordinarily, I would be reluctant to spend an afternoon with perfect strangers in unfamiliar surroundings, but this tour certainly made me think twice.
3 The tours all follow a similar and predictable format: walking to various places of interest around the city and learning something of their purpose and importance.
4 It was an excellent idea, poorly executed. The quality sites were outnumbered by others of little interest for first-time visitors.
5 The guide's enthusiasm was infectious and her knowledge of the city's hidden gems and haunt, extensive.

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

A multicultural festival was recently held in your town for different cultural groups, to promote understanding and cooperation. You have been asked to write a report of the festival for your college website. You should briefly describe the festival and identify two events of particular interest and relevance. You should also evaluate the extent to which such festivals can open people's minds to new experiences and further understanding between different cultures.

Write your **report**.

Analysing the task

1 What is the purpose of the report?
_____
2 Who is the target reader?
_____
3 What is the context of the report?
_____
4 What aspect of the task must you determine for yourself?
_____

Organising the report

5 What could be a suitable title?
_____
6 How many different sections will there be in the report? What are they?
_____

D **Read the example report on p181. What did the writer enjoy the most at the festival?**

www.frenglish.ru

Multicultural festival

Introduction

The aim of this report is to describe the multicultural festival that I attended in the city centre last week, as well as to evaluate how such events can lead to better understanding and cooperation between different cultures.

Description

Held in the main square, the festival had something for everyone. Food stalls were set up along the northern end, with outdoor seating facing the sea. An art exhibition, including photography, sculpture and traditional crafts, was positioned opposite. In the middle of the square was a stage for music and dance performances. The mild weather at this time of year was perfectly suited to outdoor entertainment, and the weekend was blessed with bright sunshine.

Food stalls

This was undoubtedly the highlight of the festival. A veritable feast of ethnic cuisine was enjoyed by the thousands of visitors who turned out to sample new – and sometimes rather unusual – fare. The aromas around the stalls were intoxicating; particularly the exotic scents of the East. Despite the huge demand, the vendors were good-natured and friendly, providing service with a smile. Large screens provided information about the history of each cuisine and videos showed the preparation of dishes. It was a thoughtful touch that added to the enjoyment of the experience.

Art exhibition

Representative pieces from the art of different cultures were prominently displayed, but these were – in the main – reproductions which held little interest for visitors. The photography exhibition, on the other hand, was an unqualified success. Scenes from the everyday lives and celebrations of people from around the globe perfectly captured both the uniqueness of each culture, but also the similarities we share – a child gleefully enjoying an ice cream is the same wherever you go.

Conclusion

My overall impression was that as a vehicle for promoting cultural awareness and fostering greater understanding, the festival served its purpose. Visitors gained new perspectives on cultures they previously knew little about. Despite some issues with parking, the event itself was hugely entertaining and instructive and will no doubt enjoy even greater success in the years to come.

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

1 Which is the shortest section of the report? Why?
2 Were there any negative comments? What were they?
3 Which two aspects of the event did the writer focus on?
4 Has the writer given an evaluation of the event? Where?

F **Find these words in the report and match them to the correct meanings.**

unqualified foster veritable intoxicating vehicle fare

1 true _____
2 food _____
3 making you feel excited _____
4 to the largest degree possible _____
5 a method for achieving something _____
6 to encourage the development of ideas _____

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

Exam Close-up

Producing your own content

- Read the prompt carefully to identify the purpose, target reader and context.
- Determine whether the aspects for discussion are provided in the prompt, or if you need to think of your own ideas.
- Choose topic areas that you feel you have enough advanced vocabulary for.

Plan

Introduction:	State the purpose of the report.
Sub-heading 1:	Provide a brief description.
Sub-heading 2:	Discuss the first aspect.
Sub-heading 3:	Discuss the second aspect.
Conclusion:	Explain the benefits to students.

Exam Task

You attend a college with a large number of international students, many of whom are in your country for the first time. You have been asked to write a report about your country for your college website. You should briefly describe what people in your country are like and identify two cultural aspects of particular interest and relevance. You should also explain how an understanding of these will be of benefit to students.

Write your **report** in 280–320 words.

Useful Expressions

Talking about aspects of culture

… is central to family life …
A little known custom is …
Socialising usually involves …

Introducing positives

In terms of …, the best thing about … is …
By far the best thing was …
Undoubtedly, the most important …

Introducing negatives

On the down side,
… is not ideal …
… leaves a lot to be desired …

www.frenglish.ru

Video

12 Rite of Passage



Before you watch

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

1 What do you think a 'rite of passage' is?
2 Which stages of life are celebrated or marked by rituals?
3 Who is generally invited to take part in such rituals?
4 How much do such rituals vary according to culture?

While you watch

B **Watch the video and decide if these statements are true or false. Write T for true and F for false.**

1 The coming-of-age ritual lasts four days. ☐
2 The ritual is a test of the girls' knowledge. ☐
3 Dachina's ceremony is attended by more than fifty guests. ☐
4 A medicine woman will teach Dachina the traditions for women in the tribe. ☐
5 During the ritual, Dachina is deprived of food and sleep. ☐
6 The traditional Apache culture is stronger than ever. ☐

After you watch

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

clay emotion endurance fertility onset
ordeal pollen representation rising spirits

In New Mexico, the Mescalero Apache reservation prepares for a coming-of-age ritual. Over the next four days, young Apache girls will pass through ancient tests that mark the **(1)** _____ of womanhood. This gruelling **(2)** _____, which takes place every fourth of July is a preparation for the trials of being a woman. The girls' strength, **(3)** _____ and character are tested over the four-day ceremony, to which Dachina's mother, Melette, has invited over fifty guests. A medicine woman is chosen to help Dachina learn the ways of traditional Apache womanhood. The ceremony is a(n) **(4)** _____ of the four stages of life and starts with the **(5)** _____ of the morning star. For four days Dachina and the other girls will have little sleep or food and must not show any **(6)** _____. Before joining the other girls, Dachina is blessed by being dusted with **(7)** _____, a symbol of **(8)** _____. Starting in a sacred tepee, the girls run towards the rising sun, circling a basket filled with pollen and other ceremonial objects four times, to represent the four stages of life. On the final day, Dachina climbs the hill to pray to the mountain **(9)** _____ for a long and prosperous life. After dancing all night beside the ceremonial fire, the girls have their faces painted with white **(10)** _____, which they wipe away as they circle the ceremonial basket one last time. Finally the tepee falls and Dachina receives her Apache woman's name, 'Morning Star Feather'. She has earned the right to live as an Apache woman.





Ideas Focus

- Do you think ceremonies to mark different stages in life are important? Why? / Why not?
- What kind of ceremonies are traditional in your country or culture?
- Which rituals are important in everyday life and which are just for special occasions?

www.frenglish.ru



Review 6 Units 11 & 12

A

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

Nellie Bly

In the **(1)** ___ of investigative journalism, American Nellie Bly holds a special place. She earned acclaim in 1887 for her exposé on the conditions of asylum patients at a New York City institution. In order to uncover the **(2)** ___ , she impersonated a mental patient for ten days. In so doing, she pioneered undercover reporting and her **(3)** ___ of the abuses suffered by the inmates led to much-needed reforms.

Bly's career began when she submitted a response to a **(4)** ___ published in *The Pittsburg Dispatch* — a leading newspaper with a huge **(5)** ___. The writer of the piece had expressed the **(6)** ___-held belief that a woman's place was in the home. Bly, outraged by the sexism, sent a spirited letter which impressed the editor, who offered her a position. She later became the paper's foreign **(7)** ___ in Mexico where she reported on the everyday lives of the **(8)** ___ people.

She also undertook a trip around the world to beat Phileas Fogg, the fictional hero in *Around the World in Eighty Days.* Travelling by ship, train and donkey, she completed the journey in 72 days.

1	A annals	B histories	C memorials	D records
2	A dishonor	B rumour	C shame	D scandal
3	A narrative	B register	C chronicle	D archive
4	A post	B column	C discourse	D contribution
5	A distribution	B flow	C spread	D circulation
6	A much	B strongly	C ever	D age
7	A author	B reporter	C editor	D correspondent
8	A indigenous	B ethnic	C original	D homegrown

B

For questions 9–16, read the text below and think of the word which best fits each space. Use only one word in each space.

The Dreamtime

Most cultures have myths to explain the creation of the universe. From the prehistoric period before writing was invented, through the mists of **(9)** _____ to the present, myths have been preserved in the **(10)** _____ traditions passed down through stories and song.

(11) _____ is through such means that the Australian Aborigines understand the world. **(12)** _____ their traditions tell them is that time began when supernatural beings broke through the earth's crust. It wasn't **(13)** _____ they did so that the sun rose out of the ground and the land was awash with light for the first time ever. These beings were their ancestors who brought with them all knowledge and the laws of existence. In order to survive, they had to obey the laws and hold **(14)** _____ to their traditions.

Aborigines call the dawn of time 'The Dreamtime'. There is no **(15)** _____ how old the myth is, but the Aborigines have inhabited the country for upwards **(16)** _____ 40,000 years.

www.frenglish.ru



Review 6 Units 11 & 12

C

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line.

Celebrities under pressure

The **(17)** _____ that celebrities lead charmed, carefree lives is often mistaken. They have problems too, not the least of which is contemplating the	**ASSUME**
fleeting nature of **(18)** _____ and – with its loss – the fear of living the	**STAR**
rest of their lives in **(19)** _____ . They are vulnerable to the evaluations	**OBSCURE**
of a **(20)** _____ fickle public who ultimately determines whether their	**NOTORIETY**
careers continue. Other worries that blight their lives include gossip, being hounded	
by reporters and paparazzi, and the **(21)** _____ of their cherished and	**INVADE**
diminishing **(22)** _____ . In addition, their lives can become increasingly	**PRIVATE**
(23) _____ if they're away from their families for lengthy periods of time.	**CHAOS**
Then there are the inner torments. Even the most **(24)** _____ stars can	**EMINENCE**
be racked with self-doubt and wonder if they are worthy of the blessings they have received. So beneath the glitzy façade, there is often to be found a person filled with insecurities and the constant need for reassurance.	

D

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

25 The explorers just destroyed the tribal culture.
ALL
_____ the tribal culture.

26 Under pressure from his editor, the reporter apologised for the inaccurate story.
MADE
The reporter _____ by his editor for the inaccurate story.

27 She will never sell her life story to a gossip magazine.
WHAT
_____ her life story to a gossip magazine.

28 She is most interested in studying ancient civilisations.
IT
_____ interests her the most.

29 Before Sir Edmund Hillary, no one had climbed Mt Everest.
FIRST
Sir Edmund Hillary _____ Mt Everest.

30 Liam is very talented and could become a fine actor.
MAKINGS
Liam _____ a fine actor.

www.frenglish.ru

Grammar Reference

Unit 1

1.1 Present Simple

We use the Present Simple for

- facts or general truths.
  *They **say** that opposites attract.*
- routines or habits (often with adverbs of frequency).
  *This student always **sits** at the back of the class.*
- permanent states.
  *Their childhood home **remains** empty.*
- timetabled events in the future.
  *The meeting **takes** place tomorrow.*
- narratives (including stories, jokes, commentaries, etc.).
  *In this scene, Al Pacino **gets out** of the car and **walks** into the hotel.*
- news headlines.
  *Local woman **wins** lottery.*
- after the last time to show annoyance or regret about a past action.
  *I told her that in confidence. That's the last time I **trust** a friend with a secret!*

Note: Some common time expressions that are often used with the Present Simple are *every day/week/month/summer, every other day, once a week, twice a month, at the weekend, in January, in the morning/afternoon/evening, at night, on Tuesdays, on Friday mornings,* etc.
*We get together with the family **every summer**.*

Remember
We often use adverbs of frequency with the Present Simple. They tell us how often something happens. They come before the main verb, but after the verb *be*.
*I **sometimes** meet my friends at weekends.*
*My grandfather **rarely** talks about his youth.*
*Jane **is** never grateful for anything.*

Some common adverbs of frequency are: *always, usually, often, sometimes, rarely, hardly ever/seldom* and *never*.

1.2 Present Continuous

We use the Present Continuous for

- actions that are in progress at the time of speaking.
  *My son **is texting** his friend at the moment.*
- actions that are in progress around the time of speaking.
  *The bullies **aren't bothering** her for the time being.*
- situations that are temporary.
  *We **are staying** with relatives for a few days.*
- an annoying habit (often with *always, continually, constantly* and *forever*).
  *The brothers **are always arguing**.*
- describing what is happening in a picture.
  *A couple **are walking** hand in hand down the street.*
- plans and arrangements for the future.
  *She**'s meeting** her auntie next weekend.*
- situations that are changing or developing in the present.
  *People **are becoming** more and more dependent on social media.*

Note: Some time expressions that are often used with the Present Continuous are: *at the moment, now, for the time being, this morning/afternoon/evening/week/month/year, today,* etc.
*I'm living at home **for the time being**.*

Remember
Stative verbs are not usually used in continuous tenses because they describe states and not actions. To talk about the present, we use these verbs in the Present Simple tense.
*Charlene **adores** reality television shows.*
*The coffee brewing in the kitchen **smells** wonderful.*

1.3 Present Perfect Simple

We use the Present Perfect Simple for

- something that started in the past and has continued until now.
  *They **have lived** in the same house since they got married.*
- something that happened in the past but we don't know exactly when.
  *Helen **has met** her friend's family.*
- something that happened in the past and has a result that affects the present.
  *We are thrilled because we **have become** grandparents!*
- an action that has just finished.
  *She **has just phoned** her mother.*
- experiences and achievements
  *She **has organised** several school reunions.*
- an action that happened several times or repeatedly in the past.
  *She **has visited** her cousin several times this month.*
- Superlatives and expressions the first/second time.
  *This is the third time I**'ve asked** if you're coming.*

Note: Some time expressions often used with the Present Perfect Simple are *already, ever, for, for a long time, for ages, just, never, once, recently, since last Monday/June, so far, twice, until now, yet,* etc.
*She **has never lost** contact with her best friend.*

Remember
We use *have been* when someone has gone somewhere and has now returned. We use *have gone* when someone has gone somewhere and is still there.
*Jim **has been** to school and now he's on the bus home.*
*Jim **has gone** to school and will be home at four o'clock.*

1.4 Present Perfect Continuous

We use the Present Perfect Continuous for

- actions that started in the past and are still in progress or have happened repeatedly until now.
  *They **have been getting** a lot of friend requests recently.*

www.frenglish.ru

- actions that happened repeatedly in the past and have finished recently but that have results affecting the present.
  I've been updating *the family tree so it includes the younger generation.*
- emphasising how long actions have been in progress for.
  Her teachers ***have been following*** *her progress for years.*
- a recent or unfinished action.
  She ***has been chatting*** *with her friends online.*

Note: Some time expressions often used with the Present Perfect Continuous are *all day/night/week, for years/a long time/ages, lately, recently, since*. We can use *How long ...?* with the Present Perfect Continuous in *questions* and *for (very) long* in questions and negative sentences.
Sheila has been checking social media ***all afternoon****.*
How long *have they been staying with their aunt?*

1.5 Past Simple

We use the Past Simple for
- actions that started and finished in the past.
  The boys ***became*** *friends at primary school, back in 1970.*
- past routines and habits (often with adverbs of frequency).
  In the 70s, children usually ***walked*** *to school.*
- past states.
  The school ***stood*** *at the end of their street.*
- actions that happened one after the other in the past, for example in a narrative.
  We ***met*** *outside the cinema and* ***discussed*** *which film to watch.*

Note: Some time expressions often used with the Past Simple are *yesterday, last week/month/summer, a week/month/year ago, twice a week, once a month, at the weekend, in April, in the morning/afternoon/evening, at night, on Sundays, on Tuesday mornings*, etc.
We attended a school reunion ***last month****.*

1.6 Past Continuous

We use the Past Continous for
- actions that were in progress at a specific time in the past.
  Pete ***was chatting*** *with his friends until late last night.*
- two or more actions that were in progress at the same time in the past.
  As she ***was checking*** *her email, she* ***was deleting*** *all the spam.*
- giving background information in a story.
  People ***were holding*** *street parties to celebrate a national holiday.*
- an action that was in progress in the past and was interrupted by another action.
  We ***were enjoying*** *the performance when someone's mobile phone rang.*
- temporary situations in the past.
  Ken's son ***wasn't talking*** *to him at the time.*
- actions in the past that were annoying (usually with *always/forever/continually*, etc.)
  The eldest son had a short fuse and was ***always taking*** *his anger* ***out*** *on his siblings.*

Note: Some time expressions often used with the Past Continuous are *while, as, all day/week/month/year, at six o'clock yesterday, last Monday/week/month, this morning*, etc.
The family were planning their holiday ***all week****.*

1.7 Past Perfect Simple

We use the Past Perfect Simple for
- an action or situation that finished before another past action or situation.
  Jen ***had asked*** *permission before she borrowed her mum's book.*
  She ***had never realised*** *she was an extrovert until she took the test.*
  By the time she received her friend's invitation, she ***had already*** *made other plans.*

Note: Some time expressions often used with the Past Perfect Simple are *before, after, when, already, for, for a long time/ages, just, never, once, since 1999/last night, yet*, etc.
We hadn't met our whole extended family ***for years****.*

1.8 Past Perfect Continuous

We use the Past Perfect Continuous for
- actions that started in the past and were still in progress when another past action started or when something happened.
  Ian ***had been searching*** *for years when he finally found his long lost brother.*
- actions that were in progress in the past and had an effect on a later action.
  Dave was frustrated because he ***had been searching*** *for his passport all morning.*

Note: Some time expressions often used with the Past Perfect Continuous are *all day/night/week, for years/a long time/ages, since* etc. We can use *How long ...?* with the Past Perfect Continuous in *questions* and *for (very) long* in questions and negative sentences.
They hadn't been talking ***for very long*** *when they found out they had a mutual friend.*

1.9 *Used to, Would & Will*

We use *used to* + bare infinitive for
- actions that happened regularly in the past but no longer happen.
  We ***used to call*** *home from public phone boxes.*
- states that existed in the past but no longer exist.
  There ***used to be*** *two postal deliveries every weekday.*

Note: We use *would* + bare infinitive for regular actions in the past that we no longer do. We do not use it for past states.
Their grandmother ***would welcome*** *them with a hug whenever they came to visit.*
The twins were so close that they ***would often finish*** *each other's sentences.*
We can use *will* + bare infinitive for
- talking about expected behaviour in the present.
  Every morning she ***will feed*** *the cat before leaving the house.*
- expressing annoyance about something (the *will* is stressed in these sentences).
  You ***will*** *always* ***interrupt*** *me when I'm trying to say something!*

www.frenglish.ru

1.10 Auxiliaries

We can often use only the auxiliary
- when the main verb is understood, to avoid repeating the whole verb.
  *I love nature walks, as **do** my children.*
  *She seldom gets angry, and if she **does**, she never takes it out on others.*
  *We learnt to compromise, but before we **did**, we used to argue a lot.*
- when the main verb is understood, to avoid repeating the whole verb the auxiliary can also be a different tense from the main verb.
  *They made up and after they **had**, they became good friends.*

We can often use the auxiliary with the main verb
- for emphasis.
  *I **did** feel sorry for the lost child.*

Unit 2

2.1 Future Simple

We use the Future Simple for
- decisions made at the time of speaking.
  *This message is urgent so I'**ll answer** it immediately.*
- predictions.
  *Technology will **get** smarter in future.*
- promises.
  *I'**ll show** you how to install that software.*
- threats.
  *I'**ll turn off** your tablet if you don't help me right now!*
- talking about future facts.
  *This new course **will help** you make the most of your tablet.*
- offering to do something for someone.
  *I'**ll book** the tickets for you online.*
- asking someone to do something.
  ***Will** you **send** me the link, please?*

2.2 *Be going to*

We use *be going to* for
- future plans
  *My dad **is going to** upgrade his laptop.*
- predictions for the near future based on present situations or evidence.
  *Your phone battery is very low; it'**s going to run out** really soon.*

Note: Some time expressions that are often used with the Future Simple and *be going to* are: *this week/month/summer, tonight, this evening, tomorrow, tomorrow morning/afternoon/night, next week/month/year, at the weekend, in December, in a few minutes/hours/days, on Saturday, on Friday morning,* etc.
*I'll reply to that message **in a minute**.*

2.3 Future Continuous

We use the Future Continuous for
- actions that will be in progress at a specific time in the future.
  *They'**ll be taking** part in a video conference at 10 o'clock tomorrow.*
- plans and arrangements for the future.
  *The technology company **will be launching** the new product tomorrow.*

Note: Some time expressions often used with the Future Continuous are *this time next week/month/summer, this time tomorrow morning/afternoon/night,* etc.
***This time tomorrow** she will be taking her test online.*

2.4 Future Perfect Simple

We use the Future Perfect simple to talk about
- something that will be finished by or before a specific time in the future.
  *Fran **will have uploaded** the photos **by** now.*
- the length of time that an action will have lasted for at a point of time in the future.
  *I **will have had** this phone for a month on Thursday and I'm still getting used to it.*

Note: Some time expressions often used with the Future Perfect Simple are *by the end of the week/month/year, by this time tomorrow, by tomorrow night/ 10 o'clock/2025,* etc.
***By this time tomorrow** we will have received the goods we are now ordering online.*

2.5 Future Perfect Continuous

We use the Future Perfect Continuous for
- showing that something will continue until a particular event or time in the future.
  *The boys **will have been playing** this game for a year when the new version comes out.*
- actions that will be in progress in the future and will have an effect on a later action.
  *Soon she won't type at all because she **will have been using** the voice to text app for months and will have mastered it.*

2.6 *Shall*

We use *shall* to
- make a suggestion or an offer.
  ***Shall** we check flights online?*
- to show determination.
  *We **shall** do all we can to protect you from viruses.*
- state intentions
  *I **shan't** call you if you don't return my messages.*
  *We **shall** do whatever we can to save energy.*

Note: ***Shall*** is used with *we* and *I* for intentions and is considered more formal than *will*.

2.7 Other ways to express the future

- We use *to be (just) about to* to talk about the immediate future.
  *Can I call you back? My battery'**s just about to run down.***
- We use *to be (just) on the point/verge/brink of* to talk about the immediate future.
  *He'**s just on the verge of fixing** the software problem.*
- We use *to be due to* to talk about formal arrangements.
  *The technology company **is due to** launch the new console soon.*
- We use *to be to* for formal announcements and obligations.
  *The mobile phone operators **are to reduce** roaming charges.*
  *You **are not to change** the settings on my phone without my permission!*

www.frenglish.ru

2.8 Time expressions (temporals)

When we use time expressions such as *when, before, after, until, once, by the time*, etc. to talk about the future, we use them with a present or present perfect tense, not a future tense. When time expressions relate to Future in the Past, we use the Past Simple or Past Perfect.

***When** life **is changing** dramatically, you will remember the past with nostalgia.*
***Once** you **have confirmed** the booking, the company will send you an email.*
***By the time** she **checks** her messages, they will already be out of date.*
***After** he **had forgotten** his password, he **would have** difficulties accessing his account.*

2.9 Verbs with future implication

We use verbs like *intend, foresee, envisage, plan, anticipate, expect, look forward to, count on, hope, fear, dread*, etc.

- to imply the future.
  *She **plans** to upgrade her computer soon.*
- to imply the future and also give information about the event (whether it is positive or negative etc.).
  *She **is looking forward to** getting a smart TV.*
  *He **dreads** checking his exam results online in case he's failed.*
  *We can **count on** the weather being hot in Madrid in July.*

2.10 Adjectives and phrases expressing the future

We use some expressions, phrases and adjectives to relate to the future. These include

- neutral expressions and adjectives like *in the offing, in the pipeline, on the horizon, on the way, forthcoming, upcoming, imminent, ahead*, etc.
  *An updated version of the phone is **on the way**.*
  ***Forthcoming/Upcoming** attractions include a major technology exhibition.*
- expressions and adjectives that show the event is going to happen very soon like *upon us, on the verge of (See 2.7 above), fast approaching.*
  *The holidays **are fast approaching/are upon us**.*
  *We are **on the verge/point/brink of** a new era of space exploration.*
- expressions that show an event is very probable, like *on the cards, be bound/certain/sure to*, etc.
  *There are signs that a solution is **in the offing/on the cards**.*
  *There is **bound/certain/sure to** be a breakthrough.*
- *in store* to show that we do not know what to expect.
  *This new game has a lot of surprises **in store**.*
- expressions and adjectives that show the event is negative like *be looming, be brewing, impending.*
  *The arrival of the credit card bill fills us with a sense of **impending** doom*
  *A storm **is looming / brewing** in the technology company.*

2.11 Future in the Past

Future in the Past is used to express the idea that in the past you thought something would happen in the future. To express the future from a point of view in the past, we use the respective past tense.

- *would* is used to talk about offers and promises.
  *She said she would **text** me.*
- *was/were going to* is used to talk about plans.
  *He was deciding which content he **was going to upload.***
- *would* and *was/were going to* can be used to talk about predictions.
  *He had no idea that his video **would/was going to go** viral.*

Unit 3

3.1 The Passive Voice

We use the passive when

- the action is more important than who or what is responsible for it (the agent).
  *The luggage **was searched** by the security officer.*
- we don't know the agent, or it is not important.
  *Several people **were injured** in the demonstration.*

Note: When it is important to mention the agent in a passive sentence, we use the word *by*. When we want to mention a tool or material in the passive sentence, we use the word *with*.

*The political prisoner **was visited by** his country's ambassador.*
*The railway **was built by** prisoners.*
*The demonstration **was organised with** a campaign on social media.*

The passive is formed with the verb *be* and a past participle. Notice how the active verb forms change to passive verb forms.

Note: Sometimes the verb *get* replaces the verb *be*. This is more common in spoken English.

*The activist **got arrested** during the demonstration.*

Tense	Active	Passive
Present Simple	make/makes	am/are/is made
Present Continuous	am/are/is making	am/are/is being made
Past Simple	made	was/were made
Past Continuous	was/were/making	was/were being made
Present Perfect Simple	has/have made	has/have been made
Present Perfect Simple	had made	had been made
Future Simple	will make	will be made

We change an active sentence into a passive sentence in the following way.

www.frenglish.ru

The object of the verb in the active sentence becomes the subject of the verb in the passive sentence. The verb *be* is used in the same tense as the main verb in the active sentence, together with the past participle of the main verb in the active sentence.

*They **were filming** him. He was **being filmed**.*

When we want to change an active sentence with two objects into the passive voice, one becomes the subject of the passive sentence and the other one remains an object. We choose the object we want to emphasise. If the personal object remains an object in the passive sentence, then we have to use a suitable preposition (*to, for*, etc).

*We presented **them** with the **petition**.*
*They were presented with the **petition**.*
*The petition was **presented** to **them**.*

3.2 Passive Voice: Gerunds, Infinitives & Modal Verbs

Tense	Active	Passive
Gerund	making	being made
Bare Infinitive	make	be made
Full Infinitive	to make	to be made
Modal	can make	can be made

*The wealthy banker enjoyed **being treated** well.*
*The incident **had better be reported** to the police.*
*He wanted **to be included** in the campaign.*
*Any direct action **must be carefully planned**.*

Note: Some verbs have noun forms that can be used as the subject of a passive sentence, with the addition of a new passive verb.

***They're closing the factory** next month.*
*The factory **is being closed** next month.*
*The **closure** of the factory **will be finalised** by next month.*

3.3 Reporting with Passive Verbs

We often use verbs like *believe, consider, know, expect, say, suppose* and *think* in the passive voice to report what someone has said. They can be used in an impersonal or a personal passive structure.

We form the impersonal passive structure with *it* + passive verb + *that* + clause.

***It is believed that** helping others is good for you.*

We form the personal structure with noun + passive verb + full infinitive.

***The protest is expected to be** peaceful.*

3.4 Transitive and Intransitive verbs

Verbs are transitive if they are followed by an object and intransitive if they are not. Some verbs can be used both transitively and intransitively. In a passive construction the object of an active verb becomes the subject of the passive verb. It follows that only verbs used transitively can be used in the passive. Intransitive verbs like *die, seem, go, laugh, occur, swim, wait*, etc are not used in the passive voice. There are also a few transitive verbs that are not used in the passive voice: *escape, elude, flee, get, have, like, resemble*.

3.5 Avoiding the passive

Note: There is, generally speaking, no passive form for the Future Continuous, Present Perfect Continuous and Past Perfect Continuous.

For example: *'The pay rise **has been being discussed** for some time,'* is not grammatically incorrect, but it is awkward. Perfect continuous forms of the passive are sometimes heard, but should be avoided. It is better to say: *'The pay rise has been **under discussion** for some time.'* Other expressions that are useful include *under review, under construction, in progress, under suspicion, under scrutiny, under surveillance, under investigation* and *under arrest*.

Often a noun is used instead of a passive construction in written English.

*They talked about the **abolition** of the minimum wage.*
*They talked about the minimum wage **being abolished**.*

3.6 Passive Causative

We use the causative to say that

- someone has arranged for somebody to do something for them.
  *The police **had** the activist's background **checked**.*
- something unpleasant happened to someone
  *The suspect **had** his phone **tapped** while under investigation.*

We form the causative with *have* + object + past participle. It can be used in a variety of tenses. When we want to mention the agent, we use the word *by*.

*We **have had** all of the workers' papers **processed**.*
*A boss **used to have** his letters **typed** by his secretary.*
*The animal rights activists **had** the fur farm **shut down**.*

We can also use *get* + object + past participle. This structure is less formal.

*The teacher **got** her work permit **renewed** as soon as it expired.*

- We can also use *get somebody to do something* and *have somebody do something* to say we ask someone or make someone do something.
  *We **got** all our friends **to sign** the petition.*
  *We **had** all our friends **sign** the petition.*
- We use *get something done* to mean finish doing something.
  *After long discussions, they **got** the agreement **signed**.*
- We use *have something/someone* doing to mean we start someone or something doing something.
  *Talk of food shortages **had** people **panic buying**.*

Other passive causative structures can be formed with *need, prefer, want, would like* + object + past or present participle.

*He **prefers** the orders to be **dealt with** immediately.*
*We **needed** the computers (to be) **checked** for viruses.*
*I **want** this report (to be) **typed**, please.*

www.frenglish.ru

Unit 4

4.1 Modal Verbs

Modal	Use
can	to talk about general ability in the present and the future for requests for permission
can't	to show that we are sure something isn't true
could	to talk about general ability in the past (past form of *can*) to talk about possibility for polite requests to make suggestions
may *may as well*	to talk about possibility in the future for polite requests for polite permission to suggest a criticism/give advice to say that there is no better solution
might *might as well*	to talk about possibility in the future as the past tense of *may* to suggest a criticism/give advice to say that there is no better solution
must	to say that something is necessary to talk about obligation to show that we are sure something is true to recommend something
mustn't	to talk about something that is not allowed
should	to give advice to ask for advice
would	for actions that we did regularly in the past, but that we don't do now for polite requests
needn't	to say that something is not necessary
be able to	to talk about general ability to talk about a specific ability in the past
have to	to say that something is necessary to talk about obligation
mustn't & *don't have to*	We use *mustn't* to say that something is not allowed, whereas we use *don't have to* to show that there is no obligation or necessity.

Notes

With modal verbs that express probability, we can make the probability stronger by adding *well*. So *may well, might well, could well* show something is more likely than *may, might* or *could* alone.

Do not confuse *may / might well* with *may / might as well*. *May / might as well* mean we have nothing to lose by doing something.

*Teenagers **can** text extremely fast.*
***Can** you send me a message?*
*Yes, you **can** connect to the free Wi-Fi.*
*That profile picture **can't** be recent; he looks far too young!*
*My son **could** use the phone when he was four years old.*
*Don't write that comment; it **could** be misunderstood.*
***Could** you help me set up an email account, please?*
*You **could** surprise your friend with a handwritten letter.*
*They **may well** be able to find their old school mates via social media.*
***May** I share this photo with the family?*
*Yes, you **may** forward this email to your mum.*
*Sheila **might** like to share this article with her friends.*
*Soon we **might** stay connected, wherever we are in the world.*
*We **might as well** invite everyone to the party; the more the merrier!*
*No-one listens to me! I **might as well save** my breath!*
*Freedom of speech **must** be protected.*
*You **must** be careful what you post on social media.*
*It **must** be difficult to live without a phone.*
*You **must** try this new app, it's great for keeping in touch.*
*You **mustn't** worry if I don't reply to your text immediately!*
*You **should** set up voicemail if you can't answer your calls.*
***Should** I look up an old friend that I haven't seen for ten years?*
*When she received gifts by post, she **would** always write thank you letters.*
***Would** you take this parcel to your grandmother, please?*
*You **needn't** visit your aunt every day, once a week is enough.*
*Jodie **is able to** chat to several people at once using her tablet.*
*Ron **wasn't able to** recognise his long lost brother.*
*They **have to** be aware of privacy issues when using social media.*
*We **mustn't** let cyberbullies get away with it.*
*You **don't have to** get into arguments online, just scroll on down!*

Notes

Ought to can also be used to give advice, but it is not usually used in the question form.

*Parents **ought to be introduced** to their children's friends.*

www.frenglish.ru

4.2 Perfect Modal Verbs

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

Growing up without a phone or TV ***must have been*** *very difficult.*
Joy ***can't have met*** *her brother; she didn't even know he existed until last week.*
Uncle Tony ***might have taken*** *that old family photo, but I'm not sure.*
Ben ***could have kept*** *in touch, but he didn't bother.*
You ***should have apologised****! Now you have upset everyone!*
Your birthday card ***should have arrived*** *by now.*
I ***would have phoned*** *you, but I* ***must have deleted*** *your number by mistake.*
You ***needn't have written*** *a long email; a short note* ***would have done****.*

4.3 Expressing probability/possibility without modals

To express probability we can use the phrases *in all likelihood/probability, the chances are that, there's every chance/likelihood that, there's a (good) chance that, it's (quite) probable/likely/possible that, sth is likely to happen, sth will probably happen,* etc.
To express negative probability we can use the phrases *there's little/no chance/likelihood that, it's just possible/ very unlikely/quite unlikely/doubtful/inconceivable that sth will happen, sth is (very) unlikely to happen,* etc.

In all likelihood*, the newborn baby will be given his grandfather's name.*
There's a chance that *we'll miss the reunion due to unforeseen circumstances.*
They ***are unlikely to*** *find out who their ancestors were because no records exist.*

4.4 Modals in clauses of concession

We use modals in certain clauses of concession, sometimes with inversion.

Try as she might*, she can't communicate with her sister. (However hard she tries/Although she tries hard)*
Hard though it may be*, you have to make new friends. (Although it is hard)*
Strange as it may seem*, those two very different people are twins. (Although it seems strange)*
She lost contact with her children, ***be that as it may****, she is still their mother. (Although this is true, it doesn't change the fact that)*

4.5 Negative forms

Note the difference in meaning between *don't have to* and *mustn't. Don't have to* expresses a lack of obligation, whereas *mustn't* expresses strong prohibition.

You ***don't have to wear*** *a suit to the meeting, but you can if you want to.*
You ***mustn't smoke*** *in the station.*

Shouldn't and *oughtn't* can be used in questions to make a gentle suggestion.

Shouldn't you *invite your parents to the party?*
Oughtn't you *to invite your neighbours, too?*

4.6 *Need* and *Dare*

Need as a modal is used mainly in negative and question forms.

Need *you ask such a personal question?*
You ***needn't be*** *so nosey!*
He ***needn't have been*** *so rude!*
He ***didn't need to say*** *anything, his expression spoke volumes.*

We can also use *need* as an ordinary verb. It has affirmative, negative and question forms and it is usually used in the Present Simple and the Past Simple. It is followed by a full infinitive.

We ***need to work*** *at friendships.*
She ***needed to be*** *honest with him.*
Do *you* ***need to talk****?*

Dare as a modal is used mainly in negative and question forms.

How ***dare*** *you* ***speak*** *to me like that?*
She ***daren't tell*** *the truth for fear of the consequences.*
He ***dared not bring up*** *the controversial topic.*

Note: *I dare say,* or *I daresay* can be used to say you think something is true.

She's heartbroken now, but I dare say she'll get over it.

We can also use *dare* as an ordinary verb. It has affirmative, negative and question forms and it is usually used in the Present Simple and the Past Simple. It is followed by a bare or full infinitive.

How did you ***dare (to) do*** *it?*
Anyone who ***dared (to) disrespect*** *their elders used to be punished.*
She ***didn't dare (to) write*** *a diary in case someone read it.*

www.frenglish.ru

Unit 5

5.1 Zero Conditional

If clause	Main clause
present simple	present simple

We use the zero conditional to talk about the result of an action or situation that is always true. We can use *when* instead of *if*.

*If/When you **earn** only a dollar a day, life **is** hard.*

5.2 First Conditional

If clause	Main clause
present tense	***will, can, could, may, might*** + bare infinitive

We use the first conditional to talk about the results of an action or situation that will probably happen now or in the future.

*If you **threaten** him, it **won't work**.*

We can also use an imperative in the main clause.

*If you want to be successful, **read** this book.*

5.3 Second Conditional

If clause	Main clause
past tense	*would, could, might* + bare infinitive

We use the second conditional to talk about a situation that is

- unlikely to happen now or in the future.
  *If he **went** to prison, she **would visit** him.*
- impossible or imaginary in the present.
  *If she **inherited** lots of money, she **would invest** it.*

We can also use the second conditional to give advice.

*If I **were** you, I'**d forgive** your friend's mistake.*

Note: We usually use *were* for all persons in second conditional sentences.

*If our friend **were** here, he'**d know** what to do.*

5.4 Third Conditional

If clause	Main clause
past perfect tense	*would, could, might + have* + past participle

We use the third conditional to talk about events or situations in the past that could have happened, but didn't. They are always hypothetical because we cannot change the past.

*If he **had been** more careful, he **would never have got** into trouble.*

*We **could have remained** friends if we **hadn't fallen out**.*

5.5 Conditionals without *if*

We can use a number of phrases to express conditions, without using *if*.

***Provided that** he behaves himself, the convict may be released early.*

***As long as** there is high unemployment, there will be social problems.*

We can use *unless* in first and second conditional sentences. It means the same as *if not*.

*You won't be able to get a job **unless** you finish school.*

We can use *otherwise* to replace an *if* clause. It means *if not*.

*You need an impressive CV. **Otherwise**, your job application will be rejected.*

We can use *supposing* in all conditional sentences. The main clause is usually a question. It means *imagine* or *what if*.

***Supposing** you could work anywhere, where would you go?*

We can use an infinitive structure to replace *if*.

***Call** me later and I'll let you know the details.*

We can use *if it wasn't for/if it weren't for/if it hadn't been for* + noun to replace an *if* clause.

***If it weren't for** her dog, she would be very lonely. (If she didn't have a dog ...)*

***If it hadn't been for** his laziness, he might have kept the job. (If he hadn't been so lazy ...)*

We can use *but for* to replace *if it wasn't for/if it weren't for/if it hadn't been for*.

***But for** his connections, he wouldn't be working in the company.*

***But for** his parents' help, he wouldn't have been able to afford the car.*

5.6 Inverted Conditionals

We can use inversion with the following conditional forms. The inverted form is more formal.

Should you have any questions, feel free to email me. (If you have/should have ...)

Were he to find out the truth, he would be heartbroken. (If he were to find out ..., If he found out ...)

Had they suspected the young man, they would have turned him in. (If they had suspected ...)

Had we not acted, the consequences might have been even worse than they were. (If we hadn't acted ...)

5.7 Mixed Conditionals

If clause	Main clause
past perfect tense	*would, could, might* + bare infinitive
past tense	*would, could, might + have* + past participle

A mixed conditional is where the two clauses in a conditional sentence refer to different times. We use a mixed conditional to express the present result of a hypothetical past event or situation. We can also use it to express a present state that is the cause of a past situation.

*If they **hadn't fallen out** over money, the brothers **might** still **be** friends.*

www.frenglish.ru

*If she **weren't** so scared of being alone, she **would have walked out** years ago.*

5.8 Conditionals with continuous tenses

We can use continuous tenses with conditionals to express

- an action that has duration
  *If you're **making** tea, **will** you **bring** me a cup?*
  *If she **had been paying attention**, she would have noticed the warning signs.*
- an intention
  *If you **are going** to the party, you **should dress up**.*

5.9 *If + going to*

We can use *If + going to* to express

- an intention
  *If you **are going to have a** party, please warn the neighbours first.*
- a result that is obvious from a present situation
  *If it **is going to rain**, we will have to cancel the family picnic.*

5.10 *If* + modals

We can use *If* + modals to express

- politeness
  *If you **would wait** a moment, I will call the manager, Sir.*
  *If you **would like to** follow me, I'll show you to the office.*
  *If I **might be** so bold, could I ask whether I will have to wait long?*
- willingness
  *If she **will accept** the invitation, we will make arrangements immediately.*
  (If she is willing to accept)
- unwillingness
  *If she **won't change** her behaviour, we will have to take action.*
  (If she is unwilling to change)
- anger
  *If you **would just listen** for once, you might understand what he is saying!*
  (If you were willing to listen)
  *If you **must listen** to that music, at least put your headphones on!*

Unit 6

6.1 Inversion

We can use certain words and expressions at the beginning of a sentence for emphasis. When we do this, the word order changes. This is called inversion.

__Not since__ 1985 __had__ the pound __sunk__ so low.
__Not only__ did the bank charge interest, __but__ it __also__ rose every year.
__Under no circumstances__ should you invest without sound financial advice.
__At no time__ did they imagine that they would only be allowed limited withdrawals.
__Little__ did they suspect that their aunt would leave them all her estate.
__Rarely / Seldom__ do prices go down.
She is so stingy, __not once__ did she offer to pay for a shared meal.
I was about to pay for a gift. __Only then__ did I realise I had left my credit card at home.
__So__ little faith did the old lady have in the bank __that__ she kept her life savings at home.
__No sooner__ had they received their pension __than__ they had spent it on essentials.
__Hardly / Scarcely / Barely__ had they paid off one bill __when__ another arrived.
__Nowhere__ can you find a better rate for foreign exchange than at this bank.

The expressions *only after* and *not until* introduce a clause or noun. The inversion follows this.

__Only after / Not until__ they had saved for months did they get married.

6.2 *So & Such*

We can use *so* and *such* at the beginning of a sentence, followed by the verb *to be* for emphasis.

__So great__ was the debt that it could never be repaid.
__Such__ was the fear of a major financial crisis that the government intervened.

6.3 *Wish & If only*

Unreal past forms can be used with *wish* and *if only* to refer to wishes in past, present and future time.

We use *wish* + a past tense when we talk about the present or the future.

I __wish__ I __were paid__ more.
__If only__ they __could award__ him a pay rise.
__I wish__ we __were able to__ make ends meet.

We use *wish* + a past perfect tense when we talk about the past.

__If only__ she __had invested__ her money more wisely.

We use *wish* + *would* + bare infinitive when we talk about other people's annoying habits or to say that we would like something to be different in the future. We use it for actions, not states.

I __wish__ the landlord __wouldn't call__ me all the time about the rent arrears.

6.4 *Would rather & Would prefer*

We use unreal past forms with *would rather* when the subject of *would rather* and the verb are not the same. If the subject of *would rather* and the verb are the same we use the bare infinitive. However, after *would prefer* we use a full infinitive.

He __would rather__ you __didn't waste__ your money.
He __would rather__ you __hadn't wasted__ your money.
He __would rather not waste__ his own money.
He __would rather not have wasted__ his own money.
He __would prefer__ you __not to waste__ your money.
He __would prefer__ you __not to have wasted__ your money.
He __would prefer not to waste__ his own money.
He __would prefer not to have wasted__ his own money.

6.5 *Had better, It's time*

We use *It's time* with unreal past to talk about things that should already have happened or to show that something should happen soon.

He's old enough to know better; __it's time he learnt__ to manage his money.
We've just received the final demand, so __it's time we paid__ the bill!

To say that it is the right time for something we use *it's time* + full infinitive.

www.frenglish.ru

Compare:
It's time ***to ask*** *for a pay rise. (It's the right time.)*
It's time ***we asked*** *for a pay rise. (We have waited long enough.)*

We use *had better* + bare infinitive to show that we should do something. It often has a similar meaning to *it's time* + past tense.
Our rent is late, we ***had better pay*** *it.*
Our rent is late, ***it's time we paid*** *it.*

Unit 7

7.1 Gradable & ungradable adjectives

Adjectives which describe quality and have comparative and superlative forms are gradable. This means the person or thing described by the adjective can have more or less of the quality referred to. Gradable adjectives can be strong or weak. Strong gradable adjectives already have the meaning *'very* + weak gradable adjective. For example, *astonished* means *very surprised*. Strong gradable adjectives and ungradable adjectives are modified by adverbs like *absolutely, totally* and *completely*, whereas weak gradable adjectives can be modified by adverbs like *fairly, very, rather*, etc.

- gradable (weak) adjective
  We were ***slightly surprised*** *at the climate change figures.*
- gradable (strong) adjective
  We were ***absolutely astonished*** *at the climate change figures.*
- ungradable adjective
  The climate change figures were ***absolutely unbelievable.***

7.2 *Quite*

The adverb *quite* has a different meaning depending on the adjective it modifies.
It means *fairly*
- if it modifies a weak gradable adjective
  We were ***quite surprised*** *at the climate change figures.*

It means *extremely*
- if it modifies a strong gradable adjective
  We were ***quite astonished*** *at the climate change figures.*

7.3 *Too, Only too, None too*

Too means there is more of something than is necessary. It often has a negative meaning. When we want to express a positive or neutral idea, we usually use *very*.
The hunters went ***too far*** *when they wiped out the species.*
Saving the species was ***too difficult*** *and they failed.*
Saving the species was ***very difficult****, but they succeeded.*
Only too means *very*; to show willingness to do something.
I would be only too happy to help with the environmental initiative.
Only too can also show you wish the situation were different.
We know ***only too well*** *the consequences of illegal dumping.*
None too means *not at all.*
I was ***none too sure*** *where to recycle the plastic bags.*

7.4 Modifying adverbs

Some adjectives and adverbs are used to emphasise feelings.
The efforts to reduce waste were an ***utter*** *disaster.*
The recycling campaign was ***utterly*** *useless.*
The demands to cut carbon emissions seem ***strangely*** *familiar.*
Our inability to act on climate change is ***astonishingly*** *shortsighted.*

7.5 *Hardly, barely, scarcely* vs *almost, virtually, practically*

The adverbs *hardly, barely* and *scarcely* are broad negatives. This means they make a statement almost totally negative.
The species ***barely*** *managed to survive.*
They ***scarcely*** *had enough water to survive.*

Instead of these broad negatives, we can use *almost, virtually* or *practically* followed by a negative like *no, never, nowhere* etc. or a verb with a negative meaning.
The elephant ***almost died*** *at the hands of the poachers.*
The elephant ***almost didn't survive*** *the attack.*

7.6 Position of adjectives & adverbs

Most adjectives go in front of a noun. Some adjectives like *alone, alive, asleep, afraid, ill* and *well* only follow a noun with a verb like *be, seem, look, remain*, etc.
The ***sick*** *bird was taken to the wildlife sanctuary.*
The bird was rescued because it was ***ill****.*
Please do not wake the ***sleeping*** *lion.*
The lion was ***asleep*** *under a tree.*

Adjectives go after pronouns like *someone, anyone, everywhere* and *nothing*.
There was ***someone new*** *presenting the wildlife documentary.*
Going on safari was ***something completely different*** *from her usual trips.*

7.7 Adjectives which change meaning according to their position

A small group of adjectives have a different meaning when they are in front of the noun from the meaning they have when they follow the noun.

The ***concerned*** *residents campaigned against the rubbish dump. (The worried residents)*
The residents ***concerned*** *should attend the meeting. (The residents whom the matter concerns)*
The article was rather ***involved*** *and longwinded. (The article was over-complicated)*
There was a dispute about authorship of an article. The article ***involved*** *was published widely. (The article referred to)*
Present *company excepted, people here don't value the environment enough. (The people currently here)*
There were plenty of residents ***present*** *at the village meeting. (residents in attendance)*
What is the ***proper*** *way to dispose of cooking oil? (the right way)*

www.frenglish.ru

*Today is when they'll set up the equipment for the wildlife documentary; filming **proper** starts tomorrow. (real filming)*
*Man is **responsible** for changing the face of the Earth. (Man is to blame for)*
*A **responsible** company would try to minimise its environmental impact. (A sensible/trustworthy company)*

Unit 8

8.1 Reported Speech

When we report direct speech, the tenses used by the speaker usually change as follows:

Present Simple	Past Simple
*'He **enjoys** teaching,' she said.*	*She said (that) he **enjoyed** teaching.*
Present Continuous	**Past Continuous**
*'She **is learning** history,' he said.*	*He said (that) she **was learning** history.*
Present Perfect Simple	**Past Perfect Simple**
*'They **have done** well,' she said.*	*She said (that) they **had done** well.*
Present Perfect Continuous	**Past Perfect Continuous**
*'They **have been studying** hard,' she said.*	*She said (that) they **had been studying** hard.*
Past Simple	**Past Perfect Simple**
*'She **attended** the prize-giving,' he said.*	*He said (that) she **had attended** the prize-giving.*
Past Continuous	**Past Perfect Continuous**
*'He **was revising**,' she said.*	*She said (that) he **had been revising**.*

Other changes in verb forms are as follows:

can	could
*'He **can** learn very fast,' she said.*	*She said (that) he **could** learn very fast.*
may	**might**
*'He **may** be gifted,' she said.*	*She said (that) he **might** be gifted.*
must	**had to**
*'He **must** try harder,' she said.*	*She said (that) he **had to** try harder.*
will	**would**
*'They **will** sit the exam,' she said.*	*She said (that) they **would** sit the exam.*

Note:

1 We often use the verbs *say* and *tell* in reported speech. We follow *tell* with an object.
*Our teacher **said** (that) we should try harder.*
*Our teacher **told us** (that) we should try harder.*
2 We can leave out *that*.
***He said that** he deserved the school prize.* → ***He said** he deserved the school prize.*
3 Remember to change pronouns and possessive adjectives where necessary.
*'**We** are buying books,' he said.* → *He said (that) **they** were buying books.*
*'That's **my** baseball essay,' she said.* → *She said (that) that was **her** essay.*
4 The following tenses and words don't change in reported speech: Past Perfect Simple, Past Perfect Continuous, *would, could, might, should, ought to, used to, had better, mustn't* and *must* when they refer to deduction.

8.2 Reported Speech: Changes in time and place

When we report direct speech, there are often changes in the words which show time and place.

Direct speech	Reported speech
*'I'm studying **now**,' she said.*	*She said she was studying **then**.*
*'They're getting the results **today**,' he said.*	*He said they were getting the results **that day**.*
*'I don't want to revise **tonight**,' she said.*	*She said she didn't want to revise **that night**.*
*'I lost my notes **yesterday**,' he said.*	*He said he had lost his notes **the previous day / the day before**.*
*'He graduated **last week**,' she said.*	*She said he had graduated **the previous week / the week before**.*
*'We'll start lessons **tomorrow**,' she said.*	*She said they would start lessons **the next day / the following day**.*
*'We're sitting our finals **next month**,' she said.*	*She said they were sitting their finals **the following month**.*
*'**This** is my classroom,' she said.*	*She said **that** was her classroom.*
*'The course started two days **ago**,' she said.*	*She said the course had started two days **before**.*
*'He's meeting parents **at the moment**,' she said.*	*She said he was meeting parents **at that moment**.*
*'The library is **here**,' he said.*	*He said the library was **there**.*

8.3 Reporting Verbs

Apart from the verbs *say, tell* and *ask*, we can use other verbs to report what someone says more accurately. Notice the different structures.

www.frenglish.ru

verb + full infinitive	
agree	'Yes, I'll take the class,' he said. He **agreed to take** the class.
claim	'I'm good at teaching maths,' he said. He **claimed to be** good at teaching maths.
decide	'I think I'll drop out of university,' he said. He **decided to drop out** of university.
refuse	'I won't do the homework,' he said. He **refused to do** the homework.
offer	'Shall I help with the assignment?' he said. He **offered to help** with the assignment.
promise	'Don't worry, I'll explain the maths problem,' he said. He **promised to explain** the maths problem.
verb + object + full infinitive	
advise	'If I were you, I'd study chemistry,' he said. He **advised me to study** chemistry.
encourage	'Go on, make an effort and you'll do well,' he said. He **encouraged me to make** an effort.
order	'Stop writing!' he said. He **ordered them to stop** writing.
persuade	'You should work hard or you'll be thrown out of college,' he said. 'You're right!' I said. He **persuaded me to work** hard.
remind	'Don't forget to write your name, children,' he said. He **reminded the children to write** their names.
warn	'Stop talking! Don't waste your time,' he said. He **warned me not to waste** my time.
forbid	'Do not take mobiles into the exam room!' he said. He **forbade them to take** mobiles into the exam room.
verb + gerund (*-ing*)	
admit	'I didn't do the essay,' he said. He **admitted not doing** the essay.
deny	'I didn't cheat,' he said. He **denied cheating**.
recommend	'You should buy this book,' he said. He **recommended buying** that book.
suggest	'Let's look it up on the Internet' he said. He **suggested looking** it **up** on the Internet.
mention	'By the way, I saw our old teacher yesterday,' he said. He **mentioned seeing** their old teacher the day before.
describe	'I felt proud of my son on his graduation day,' she said. She **described feeling** proud of her son on his graduation day.
verb + preposition + gerund (*-ing*)	
apologise for	'I'm sorry I lost your essay,' he said. He **apologised for losing** my essay.
complain of	'I found the assignment too hard,' he said. He **complained of finding** the assignment too hard.
insist on	'You must let me help you with the maths,' he said. He **insisted on helping** me with the maths.
admit to	'I'm sorry, I've forgotten your name,' she said. She **admitted to forgetting** my name.
verb + object + preposition + gerund (*-ing*)	
accuse sb of	'I'm sure you cheated in the test,' he said. He **accused me of cheating** in the test.
congratulate sb on	'You passed the exam! Well done!' he said. He **congratulated me on passing** the exam.

verb + *that*	
announce	'I'm going to study engineering,' he said. He **announced that** he was going to study engineering.
complain	'I can't afford to study abroad,' he said. He **complained that** he couldn't afford to study abroad.
mention	'By the way, I'm a student,' he said. He **mentioned that** he was a student.
verb + object + *that*	
inform	'Term starts on September 4th,' she said. She **informed me that** term started on September 4th.
warn	'This course is very demanding!' she said. She **warned (them) that** the course was very demanding.
assure	'You'll be fine,' she said. She **assured them that** they would be fine.
verb + *that* + (*should*) + bare infinitive	
insist	'She really must rewrite the essay' he said. He **insisted that** she **(should) rewrite** the essay.
propose	'We could build a language laboratory,' he said. He **proposed that** they **(should) build** a language laboratory.

www.frenglish.ru

recommend	*The student should be suspended,' she said.* *She recommended that the student* ***(should) be*** *suspended.*
demand	*'Help me revise for the exam,' he said.* *He* ***demanded that*** *I* ***(should) help*** *him revise for the exam.*
urge	*'We have to take strike action,' the students said.* *The students* ***urged that*** *strike action* ***(should) be*** *taken.*

8.4 Reported Questions

When we report questions, changes in tenses, pronouns, possessive adjectives, time and place are the same as in reported statements. In reported questions, the verb follows the subject as in ordinary statements and we do not use question marks.

When a direct question has got a question word, we use this word in the reported question.

*'**When** did you decide to do a degree?' he asked.*
*He asked **when** I had decided to do a degree.*

When a direct question does not have a question word, we use *if* or *whether* in the reported question.

'Are the science facilities good?' he asked.
*He asked **if/whether** the science facilities were good.*

We use *whether* with *or not* and to suggest alternative possibilities are true.

'Did they pass the exam or didn't they?' he asked.
'Did they pass the exam or not?' he asked.
*He asked **whether or not** they had passed the exam.*

Unit 9

9.1 Relative Clauses

Relative clauses give more information about the subject or the object of a sentence. They are introduced by the following words:

- *who* for people
- *which* for things
- *whose* to show possession
- *when* for time
- *where* for places

9.2 Defining Relative Clauses

This type of relative clause gives us information that we need to be able to understand who or what the speaker is talking about. We do not use commas to separate it from the rest of the sentence. We can use *that* instead of *who* and *which* in defining relative clauses.

*That's the office **where I work**.*

When *who*, *which* or *that* is the object of the relative clause, we can omit the relative pronoun.

***She** is the new tenant (**who**) they found for the flat-share.*

9.3 Non-defining Relative Clauses

This type of relative clause gives us extra information which isn't necessary to understand the meaning of the main clause. We use commas to separate it from the rest of the sentence.

*The landlord, **who is a bit absent-minded**, often forgets to repair the property.*

9.4 Prepositions in Relative Clauses

The relative pronoun can refer to the object of a preposition. In informal styles, the preposition comes after the verb. In formal English, prepositions can come before the relative pronoun. The pronoun *that* cannot be used after a preposition.

*The dorm **that** he lives **in** is over there.*
*The dorm **in which** he lives is over there.*
*The tenants **who** we let our property **to** didn't take care of it.*
*The tenants **to whom** we let our property didn't take care of it.*

9.5 Relative pronouns with quantifiers

In non-defining relative clauses we can use relative pronouns with quantifiers like *most of, both of, the minority of*, etc.

*The students, **all of whom are eighteen**, voted in the election.*

Numbers can also go after the relative pronoun.

*The students, **of whom five are graduating this year**, are firm friends.*
*The students, **five of whom are graduating this year**, are firm friends.*

9.6 Participle Clauses

There are two kinds of participles. The present participle (verb + *-ing*) and the past participle (verb + *-ed* or irregular form).

We can use participles in participle clauses to make sentences shorter. They can replace the subject and the verb in a sentence if the subject of both clauses is the same. We use a present participle if the verb is active and a past participle if the verb is passive.

*Before **moving in**, I had the flat painted.*
***Asked** to recommend a driving school, he suggested the oldest one.*

We can also use a participle to replace a relative pronoun and verb.

*The driving instructor **who was hired** recently is excellent.*
*The driving instructor **hired** recently is excellent.*
*The tenant **who wanted** her deposit back took the landlord to court.*
*The tenant **wanting** her deposit back took the landlord to court.*

We can also use a participle to replace a conditional.

***If he were given** the opportunity, he would go to university.*
***Given** the opportunity, he would go to university.*

We can also use a participle after a preposition.

***After finding** the perfect flat, she soon moved in.*
***After having found** the perfect flat, she soon moved in.*

We can also use a participle to show simultaneous actions.

***Glancing** at her watch, she realised she was late. (As she glanced at her watch, she realised)*

www.frenglish.ru

We can also use a participle to show a reason.

Having failed *all the exams, she had no choice but to drop out of college. (Because she had failed all the exams)*

We can also use a perfect participle (*having* + past participle) to combine clauses that have the same subject

- when one action is completed before another action.
  She found *the perfect flat and soon moved in.*
  Having found *the perfect flat, she soon moved in.*
- when one action has been going on for a period of time before another action starts.
  She had been living *there so long, she was sad to leave.*
  Having lived *there so long, she was sad to leave.*

The perfect participle can be used for active and passive voice.

- active voice: *having* + past participle
  Having asked *the driving instructor for his opinion, Sue listened.*
- passive voice: *having been* + past participle
  Having been asked *his opinion, the driving instructor gave it.*

9.7 Clauses of Reason

We can begin a clause with these words to give a reason for a particular situation: *so, because of, in view of, for, because, owing to, due to, as, since, seeing that/as, with, what with.*

Since *he's never learnt to cook, he eats in the refectory.*
They were forced to seek work abroad ***due to*** *a crisis in their home country.*
What with *all the bills and taxes, there's no money left over for luxuries.*
Why don't you leave home, ***seeing that/as you*** *are financially independent?*

9.8 Clauses of Purpose & Result

We can begin a clause with these words to give the purpose of a particular situation: *so that, in order to, so as to, for,* and the full infinitive.

She went to university ***in order/so as to*** *study law.*
Dual control cars are used ***to teach / for teaching*** *students to drive.*

We can begin a clause with these words to give the result of a particular situation: *so, such a, so many, so much, so few, so little, too/not enough + to.*

The flat was ***too expensive/not cheap enough*** *for the students* ***to*** *afford.*
The graduates were ***so excited (that)*** *they threw their mortarboards in the air.*

9.9 Clauses of Contrast

We can express contrast with these words and phrases in a clause: *despite, in spite of, despite the fact that, in spite of the fact that, however, nevertheless, although, though, even though, whereas, while, not that, much as.*

It was hard work. ***Nevertheless****, she managed to complete it.*
Much as *he would love to study medicine, he can't afford it.*

Unit 10

10.1 Countable & Uncountable nouns

Nouns in English are either countable or uncountable, and some like *paper, wood, work* can be either countable or uncountable with a change in meaning. Uncountable nouns have only one form and are not used with numbers or the indefinite article, which means 'one'. To refer to an amount of something uncountable we can use *an amount of, a piece of, a great deal of,* etc., whereas to refer to countable nouns we use *a number of.* We use *a lot of* to refer to both types. We use *(a) few* and *fewer* to refer to countable nouns and *(a) little* and *less* to refer to uncountable nouns. Common uncountable nouns are *research, homework, money, information, advice.*

The company did ***a great deal of research*** *before launching the product.*
The company did ***a lot of research*** *before launching the product.*
He wrote ***a paper*** *on the use of* ***works*** *of art in advertising.*
There were ***a number of objections*** *to the campaign, which was labelled offensive.*
There were ***a lot of objections*** *to the campaign, which was labelled offensive.*
There was ***a great deal of fuss*** *about the campaign, which was labelled offensive.*

10.2 Indefinite Pronouns

There are two types of indefinite pronouns. The first category includes pronouns that refer to a non-specific noun. These pronouns are: *anybody, anyone, anything, everyone, everybody, everything, nobody, no one, none, nothing, somebody, someone, something.*

Somebody *called to complain about the advertisement.*
I haven't seen that product ***anywhere****.*

They can be followed by *else* to refer to a different person, thing or place.

The advertisement won't be seen here; we should put it ***somewhere else****.*

The second category includes pronouns that refer to a specific noun whose meaning is easily understood because it was previously mentioned or because the words that follow the indefinite pronoun make it clear. These pronouns are: *all, any, each, few, neither, some, another, both, either, many, one, several.* Many words can be pronouns, for example most general determiners (except *a, an, every* and *no*) can also be pronouns if it is clear what they refer to.

Many *of these commercials are entertaining, but* ***few*** *are honest.*
Any *questions? He will answer your questions, if you have* ***any****.*

10.3 Demonstrative Pronouns

The demonstrative pronouns are: *this, that, these* and *those.* They stand alone in a sentence or clause. They can be used to refer to a thing or things nearby or further away.

Have you seen ***this****?*
Look at ***that*** *over there!*

www.frenglish.ru

Demonstrative pronouns can also be used to refer to people.

*Hello, **this** is Jack speaking. Is **that** Jill?*

10.4 Reciprocal Pronouns

Reciprocal pronouns are used to refer to a shared action or feeling and can only refer to plural or multiple nouns.

*Parents often recommend products to **each other**.*

They have a possessive form.

*Friends are often influenced by **one another's** tastes.*

10.5 Reflexive Pronouns

Reflexive pronouns refer back to the subject of a sentence or clause. We can use them for

- emphasising the subject.
  *The celebrity **himself** drinks this brand of coffee.*
- when the subject and object are the same.
  *Advertisements repeat **themselves** to get the message across.*
- the object of a preposition, when the subject and the object are the same.
  *Can the consumer decide for **herself** which product to buy?*

10.6 Articles

The definite article is used

- in formal English to talk generally.
  *In our consumer society, the **brand is** king.*
- with some adjectives referring to groups of people.
  *This campaign is aimed at **the fairly well off**.*
- with superlatives
  *This is probably **the best product** for the price.*
- with some adjectives referring to groups of people.
  *This campaign is aimed at **the fairly well off**.*
- with specific nouns
  *Have you seen **the new ad** for Brand X?*
- with unique nouns
  *Really, there is nothing new under **the sun**.*

The indefinite article is used

- to talk about one thing that is not specific, meaning 'one'
  *They have **an idea** for a **new product**.*
- to talk about general things formally
  ***A child** is easily duped into buying a new toy.*
- to mention something for the first time
  *Look, I found **a new flavour** of your favourite ice-cream!*

Zero article is used

- to talk about singular uncountable nouns, often general abstract ideas
  ***Aspiration** sells products.*
- to talk generally about plural countable and uncountable nouns
  ***People** love **new products**.*

Unit 11

11.1 Gerunds

We form gerunds with verbs and the *–ing* ending. We can use gerunds

- as nouns.
  ***Acting** is not always a glamorous profession.*
- after prepositions.
  *I'm looking forward to **watching** the documentary.*
- after the verb *go* when we talk about activities.
  *Brad goes **shopping** with the family every Saturday.*
- after the verb *take* when we talk about activities with a direct object.
  *Brad takes his family **shopping** every Saturday.*

We use gerunds after certain verbs and phrases: *admit, avoid, be used to, can't help, can't stand, deny, dislike, (don't) mind, enjoy, fancy, feel like, finish, forgive, hate, have difficulty, imagine, involve, it's no good, it's no use, it's (not) worth, keep, like, love, miss, practise, prefer, prevent, regret, risk, spend time, suggest.*

*I **can't stand** watching these documentaries; the music is really irritating.*

*We really **enjoy** discussing the series with our friends.*

11.2 Infinitives

	Active	Passive
Present	(to) give	(to) be given
Perfect	(to) have given	(to) have been given

*We will **broadcast** the documentary.*
*The documentary will **be broadcast**.*

11.3 Full Infinitives

We form full infinitives with *to* and the verb. We use full infinitives

- to explain purpose.
  *We went to the ticket office **to ask** about the show.*
- after adjectives such as *afraid, scared, happy, glad, pleased, sad,* etc.
  *The director was **delighted to receive** an award for her documentary.*
- after the words *too* and *enough*.
  *It was **too** difficult **to get** a ticket.*
  *He isn't talented **enough to join** the ballet.*

We also use full infinitives after certain verbs and phrases: *afford, agree, allow, appear, arrange, ask, begin, choose, decide, expect, fail, forget, hope, invite, learn, manage, need, offer, persuade, plan, prepare, pretend, promise, refuse, seem, start, want, would like.*

*Will **managed** to convince the director to give him the role.*

*I can't **afford** to go to a Broadway show.*

We also use full infinitives after certain nouns, often the ones whose verbs are also followed by infinitives.

*A great investigative journalist must have the **ability to hunt down** a story.*

*We received an **invitation to attend** the premiere.*

www.frenglish.ru

11.4 Bare Infinitives

We use bare infinitives after

- modal verbs.
  *You **might get** a part in the new play.*
- *had better* to give advice.
  *We **had better** check ticket availability.*
- *would rather* to talk about preference.
  *I **would rather read** the book than watch the film adaptation.*

Note: We use *let* + object + bare infinitive when someone has permission to do something and it is only used in the active voice. In the passive we can use the verb *to be allowed to.*

*The government didn't **let them broadcast** the documentary.*
*The documentary **was not allowed to be broadcast**.*

We use *make* + object + bare infinitive when a person is forced to do something in the active voice. In the passive it's followed by a full infinitive.

*The Hollywood studio **made** the actress **change** her name.*
*The actress **was made to change** her name by the Hollywood studio.*

11.5 Gerund or Infinitive?

Some verbs can be followed by a gerund or a full infinitive with no change in meaning. Some common verbs are: *begin, bother, continue, hate, like, love* and *start.*

*The actor didn't bother **reading / to read** reviews.*

There are other verbs that can be followed by a gerund or a full infinitive, but the meaning changes. Some common ones are *go on, forget, regret, remember, stop* and *try.*

*I **don't remember buying** that magazine.* (I didn't remember that I had bought that magazine.)
*I **forgot to buy** a magazine this week.* (I didn't remember to buy a magazine, so I don't have one.)
*I **remember watching** this movie at the cinema.* (I watched this movie and now I remember watching it.)
*I **remembered to watch** the news.* (I remembered first and then I watched the news.)
*We **stopped talking** because the performance started.* (We didn't talk (in the theatre) any more.)
*We **stopped to watch** the performance.* (We stopped doing something so we could watch the performance.)

Unit 12

12.1 Cleft Sentences

Cleft sentences are used to emphasise what we want to say. They are like a relative clause. Cleft structures include *the reason why, the thing that, the person/people who, the place where, the day when* and *what-* and *all-* clauses with *is* or *was.*

***The reason (why)** he speaks two languages **is** his upbringing in a bilingual family.*
***The people who** really impress me **are** the ones who try to make a difference.*
***What he knows best is** how to survive in the rainforest.*
***The only things** the Kayapo need from white culture are flip flops and flashlights.*
***What** people enjoy is participating in rituals.*
***What we are doing now is** recording rare languages.*
***What's happening now is** that traditions are dying out.*
***What impressed us most was** the country's history.*
***All these communities have to unite them is** their culture.*

Cleft sentences can also be used with prepositions and adverbs.

*Potatoes have been an agricultural crop since **around 2,500 BC**. It was **then** that they were first cultivated in Peru.*
***Pre-Incan farmers** lived in Peru. It was **they** that first cultivated the potato.*
***Peru** is important in the history of the potato. It was **there** that it was first cultivated.*

Note: We do not use cleft sentences with stative verbs.

www.frenglish.ru

Speaking: Exam Tasks content

Unit 7, page 105

After Student A has explained their options and you have chosen the best one, then explain your two options to your partner in your own words. Student A should choose the best option.

Student B: Selecting a location for volunteering abroad

Option 1: Marine conservation in Fiji

- Learn how to scuba dive
- Study the diversity of shark populations
- Beautiful island location
- Fresh local food
- Masks, wetsuit and other kit available to rent
- Get diving qualifications
- Cost for two weeks from €2,295 – diving courses from €370

Option 2: Teaching in a Cambodian orphanage

- Stay in a vibrant Cambodian city
- Live like a local: ride a bike to work
- Help teach English to orphaned children
- Gain useful teaching experience
- Run recreational activities
- Three meals a day provided
- Cost for two weeks from €895 – not available in December

Unit 8, page 119

Student B: Follow-up questions to ask Student A

- What will students say about this decision?
- How will the school as a whole benefit from choosing this option?
- How can the school make sure that as many students as possible benefit from this project?

Student B, explain your two options to your partner in your own words and then choose and present the best option to Student A.

Student B: Selecting a way to spend the school money

Option 1: Improve school theatre

- Replace old lighting and sound systems
- Create a fund for buying/renting props and costumes
- Repair damaged curtain
- Encourage drama group to expand
- Improve school play performances
- Motivate students to take part in drama
- Cost from €25,000

Option 2: Create a music room

- Soundproof a disused classroom
- Invest in musical instruments
- Buy recording equipment
- Make a room for class and individual practice
- Encourage extracurricular musical activities
- Give students a chance to try out new instruments
- Cost from €28,000

Student A should now ask you their follow-up questions. You must justify and defend your decision.

www.frenglish.ru

Speaking: Exam Tasks content

Unit 11, page 165

Task 1
Explain your two options to your partner in your own words. Student A should choose the best option.

Student B: Selecting a subject for a documentary

Option 1: Tatiana, aged 12, child prodigy
- played the piano from the age of five
- started writing music when she was ten
- studies at a music academy with 18-21 year-olds
- quiet, withdrawn personality
- spends most of her time practising
- lives at home with her parents; both classical musicians
- dreams of becoming a concert pianist

Option 2: Greg, 42, Star Trek fan
- collects Star Trek memorabilia
- never misses a convention
- enjoys dressing up as his favourite character
- knows a lot of episodes by heart
- has autographs from some of the original cast
- his wife doesn't understand his obsession
- spends most of his income on his interest

Unit 11, page 165

Task 2
Pair 1: You and your partner should convince the TV producer that the option you have chosen is the best one. Each of you gives two reasons for your choice to the TV producer and explains why they are important.

Pair 2: One of you should play the role of a producer at a TV company. Listen to Pair 1 and then ask the questions below. The student not participating should listen and give feedback to Pair 1.

- Who would be the audience for this documentary?
- How could this documentary be more interesting?
- Would you, personally, watch this documentary?
- What might be the message of the documentary?

When you have finished, swap roles with the other pair.

Unit 12, page 179

Task 1
Explain your two options to your partner in your own words and then choose and present the best option to Student A.

Student B: Proposal for town centenary celebration

Option 1: Improvements to town park
- renaming of park as 'Centenary Park'
- new children's play area
- new modern café
- putting up statue of town's famous writer
- installation of more benches
- extension of park grounds
- dog park near main entrance

Option 2: A parade
- streets closed to traffic
- involvement of all schools
- involvement of bands and orchestras
- police needed to organise route
- creation of a carnival atmosphere
- event to last one or two hours
- weather could be unpredictable

Student A should now ask you their follow-up questions. You must justify and defend your decisions.

Unit 12, page 179

Task 2
Pair 1: You and your partner should convince the town mayor that the option you have chosen is the best one. Each of you gives two reasons for your choice to the town mayor and explains why they are important.

Pair 2: One of you should play the role of the town mayor. Listen to Pair 1 and then ask the questions below. The student not participating should listen and give feedback to Pair 1.

- Should the town council, or the people, decide how to celebrate?
- How will the town as a whole benefit from choosing this option?
- Which of these options will be most memorable and why?

When you have finished, swap roles with the other pair.

www.frenglish.ru

Speaking Reference

Talking about yourself

I'm a student and I'm also working part-time.
I'm a tour guide and I'm currently working ...
I'm in the final year of school and I'm preparing for exams.
I'm currently unemployed, but I'm looking for work ...
I like gaming in my spare time; it's my absolute favourite pastime.
I'm really into ...
I'm a big fan of ...
I'm really busy with my ... work/studies/family and don't get much time to relax.
I'm not a great one for ... , but ...
I'm crazy about...

Initiating discussion

Right, I think this one is ... whereas this one is...
Well, what we have here is ...
Um, let's see, the first thing that strikes me is ...
What's striking about this photo is ...
I notice that there's ...
Am I right about that, do you think?
Perhaps you can help me out?

Taking turns

Yes, and I'd like to add that ...
You're right, but we mustn't forget that ...
But on the other hand, you could argue that ...
To a certain extent/degree, I agree, but ...
We mustn't forget that ...
Going back to your first point ...
Picking up on your last point ...

Inviting your partner to speak

Is it just me, or do you feel that ... ?
I could be wrong, but don't you think that ... ?
So what do you think about ... ?
Would you agree that ... ?

Organising your thoughts

Well, this is a difficult/controversial question.
There are two things to consider here ...
When you look into it, these issues affect us all.
I'm no expert, but I believe ...
I read somewhere that ...
I can speak from experience when I say ...

Hesitating/Being uncertain

Just a minute ...
Um, I tend to agree, but there is another side to the question ...
I'm not entirely sure, but ...
I hesitate to say this, but I think ...

Responding to what your partner said

I'm not sure about what you said, though there may be some truth in it ...
I'm not entirely convinced that ...
As you said, this is an important issue ...
I think your point about ... was very interesting
Regarding ..., I think you're right.

Using discourse markers to start off

Right, I'm from Spain.
OK, shall I start?
So, I think this is an important question ...
Well, I'm studying law ...

Expressing an afterthought

By the way, I am no expert ...
Incidentally, the problem exists in many ...

Changing the subject

Anyway, that's not the only thing ...
On another subject ...
Moving on ... / Let's move on ...
Another thing is that ...
One last thing is ...
Shall we move on?
There's also the question of ...

Indicating you have no more to say

That's about it.
That's all, really.
I think that covers it.

Evaluating

Photo ... hasn't got much to do with ...
Photo ... shows what most people consider ...

Comparing

This photo shows ... whereas that one ...
This photo isn't really about ..., but that ...
Photo ... is the best portrayal/depiction of ...
On the one hand ..., but on the other ...
X is far/much better than Y due to ...

Speculating

When we look at this photo, we might think ...
The person in the photo could/might/must have ...
Could/Might it also be true that ...?

Moving the conversation forwards

Another key point/thing/aspect to bear in mind is ...
Something else we should consider is ...

www.frenglish.ru

Speaking Reference

Keeping discourse going

That's a good point ...
While we're on the subject of ...
Talking about ..., we should bear in mind ...
That's true in theory, however in practice ...
Coming back to your point about ...
People say that, but would they really ... ?
Is that perhaps a little naïve/unrealistic/cynical?

Expressing disapproval

It shouldn't be allowed.
I'm not in favour of ...
I'm totally against ...
Summing up ...
Broadly speaking, I think we agree.
We have come to the conclusion that ...
To sum up, we could say that ...

Explaining

The main reason is that ...
Also in its favour is ...
It offers ... so we could ...

Recommending

Could you imagine anything more amazing than ... ?
This is such a great opportunity to ...
This option stands out because ...
This one is far/much/way more interesting/suitable.
I'd definitely go for ...

Arguing against an option

I wouldn't choose ... because ...
We should reject this one for the following reasons ...

Reaching a consensus

Would you say that ... ?
So we're going to go with ... ?
Have you got any objections to ... ?
Would I be right in saying that ... is our final decision?
So, we agree on/we should pick ..., am I right?
All right, so our final decision is ...

Justifying

All in all, this is the most obvious choice for several reasons ...
This is by far the best use of the money since ...
This is a difficult choice/decision, but I think ...

Defending

That may be partly true, but I firmly believe that ...
It is far more important in my opinion to ...
Many would disagree, but when it comes down to it ... is a priority.

Listening and responding appropriately

Can you be more specific/give an example?
Can I just say something?
So you believe/support/are/against ...
I know what you mean, but have you considered ...?

Agreeing and disagreeing politely

You could be right, I suppose, but ...
I understand your point, but ...
True, but we must also consider ...
I'm afraid I can't agree. My view is that ...
I couldn't agree more.
That's exactly what I was about to say.
I think we'll agree to disagree.
Well, I see this issue very differently. To my mind ...

Suggesting

Do you think we should ... ?
Would ... be appropriate/relevant here?
What if we included ...?

Responding to follow-up questions

Yes, I think you touched on this earlier ...
There's some debate about this issue ...

Handing back

So, you were saying ...
Sorry, I think I interrupted you, you were saying ...

Joining in

On the subject of ...
Can I just say/add/remind you that ...

Interrupting politely

Sorry for interrupting, but ...
If I could just butt in ..., I'd like ...

Involving your partner

How do you feel about ... ?
But perhaps you disagree/see it another way ... ?

Supporting opinions with examples

When this happens, people often ... ,
Bearing in mind that ... this option may be unpopular.
This has been tried before and resulted in ...

www.frenglish.ru

Writing Reference

Essay

- All essays should be clearly presented with an introduction, detailed development and clear conclusion.
- You should get into the habit of preparing your answers before you write. This will help you to organise your essay.
- Don't forget to always leave enough time at the end to read through your essay and correct any spelling or punctuation errors.

Plan

Introduction
Introduce the topic. In your own words, include the statement declared in the task. State your point of view.
There is no doubt that ... / Many people feel/believe that ... / People sometimes argue that ... / It can be argued that ... / Most people say ...

Main Paragraph 1
Agree or disagree with the statement. Give your view and support it with examples and evidence.
Generally speaking, ... / There are many advantages/disadvantages to ... / It is a well-known fact that ... / It is widely thought/believed/claimed that ... / One point of view is ... / For one thing, ... / Moreover, ... / For example, ... / As a result, ...

Main Paragraph 2
Add more information or present the other side of the argument and give examples.
One can imagine that ... / It would not be unreasonable to ... / It is plain to see ... / Far from -ing ... / There are those who believe that ... / In contrast with ... / Contrary to the above ideas, ... / On the contrary, ... / Others feel/argue that ... / However, ... / Consequently, ... / For instance, ...

Conclusion
Summarise your arguments and express your overall opinion.
All in all, ... / On the whole, ... In conclusion, ... / To conclude, ... / To sum up, ... / I strongly believe, ...

Essay Close-up: Units 5 & 7

Unlike the other essays, units 5 and 7 have a different exam task structure. These are both formed of two short texts. You are expected to create an essay based on the general topic themes. You should summarise and evaluate the key points from the two texts, but also include your own views on the topic discussed.

Essay checklist

- Have you answered all aspects of the task and communicated your ideas effectively? ☐
- Does the language used in your essay read fluently and naturally? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your essay well organised and does it follow the plan? ☐

www.frenglish.ru

Review

- Reviews will always follow a similar structure regardless of the topic being written about. A review can be about a variety of things such as a book, a film, a play or an event.
- In the exam, there will always be a note helping you to identify who the reader is and some ideas to help you understand the type of content you should focus on.
- Always think about the style of language you will need to use, including the tone or range of vocabulary. Make sure you use some descriptive and evaluative language in your review.
- In your spare time, look at some different reviews to help you understand the varying styles and types of review that exist.

Plan

Introduction
Introduce what you are reviewing.

Main Paragraphs 1–2
Describe one aspect of what you are reviewing in paragraph 1. Give the reader an idea of what you are writing about. Describe another aspect and give further details in paragraph 2.
What I liked most was … / The thing I liked most was … / The highlight for me was … / … combines … with …
What I disliked most was … / I was disappointed by/with … / The … was a real let-down. / I wasn't impressed by/with … / That doesn't mean that …

Conclusion
Summarise your points and give your recommendation.
I highly recommend … / I can't recommend it highly enough. / … would appeal to … / If you get a chance to … / If … is your thing … / … should not be missed. / I wouldn't recommend … / You should probably give it a miss.

Review checklist

- Have you answered all aspects of the task and communicated your ideas effectively? ☐
- Does the language used in your review read fluently and naturally? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your review well organised and interesting for the reader? ☐

www.frenglish.ru

Article

- When writing an article you should always think about what medium you are writing for. The difference in style and tone can be very different depending on if you are writing for a journal, a magazine or a newspaper, for example.
- Read the exam question carefully to make sure that you have identified the type of publication mentioned and the type of reader it is being written for.
- A successful article will interest and engage the reader. Think about the topic and what type of 'angle' you want to write about. Then think about if your language should be descriptive, anecdotal or informal.
- Don't forget to give your article a title!

Plan

Title
Give your article an eye-catching title.

Introduction
Get the attention of the reader and introduce the topic of your article.
Have you ever wondered/asked yourself/thought about ...?
Can you imagine ...? / Imagine ... / What would happen if ...? / When was the last time you ...?

Main Paragraphs 1-3
Address all the points in the task. Start a new paragraph for each point. Discuss the topic and give information in an interesting and engaging way.

Conclusion
Summarise and give your opinion.
If you ask me, ... / I believe ... / I would have to say ... / In my opinion, ... / As far as I'm concerned, ...

Article checklist

- Have you answered all aspects of the task and communicated your ideas effectively? ☐
- Does the language used in your article read fluently and naturally? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your article well organised and interesting for the reader? ☐

www.frenglish.ru

Report

- Reports are always written for a specific audience and purpose. You can identify both of these items when reading the exam question. Make sure that you are clear on what the subject of the report is and which areas you should cover.
- A report will always be factual and presented in a series of sections to make it clear.

Plan

Introduction
Introduce the topic of the report.

Main Paragraph 1
Discuss the first point. Describe what the best thing was.
By far the best thing was ... / Without a doubt, ... was the best ... / In terms of ... , the best thing was ...

Main Paragraph 2
Discuss the second point. Describe any problems.
On the down side, ... / ... could have been better. / I wasn't very impressed with/by ... / There's room for improvement ...

Main Paragraph 3
Bring the report to an end by discussing the last point. Make suggestions or recommendations.
I would therefore suggest/recommend ... / The problem can be easily addressed by ... / One way to deal with it would be to ... / An effective solution would be ...

Report checklist

- Have you answered all aspects of the task and communicated your ideas effectively? ☐
- Does the language used in your report read fluently and naturally? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your report well organised? ☐

www.frenglish.ru

Letter

- A letter should always have the appropriate beginning and ending. The structure is always the same with a letter and will usually be to one person.
- Always ensure that you understand exactly who you are writing for, as this will help you with the tone of your letter. You should understand exactly why you are writing the letter to make sure that you include as much relevant content as you can, and don't include anything that is irrelevant.

Plan

Beginning
Use an appropriate greeting.
Dear Mayor, / Dear Sir/Madam, / Dear Mr/Mrs/Ms ... , / Dear (name), ... Hi ...!

Introduction
Acknowledge receiving the letter. Give a reason for writing.

Main paragraphs 1-3
Respond appropriately. You may be required to provide or ask for information, express an opinion, give advice, persuade someone to do something, etc. Cover all the points or queries raised in the input material.
Firstly, regarding ... / In addition, ... / I would like to know if/whether ... / I would be grateful if you could tell me ... / Please let me know ... / I was wondering if ... / I would also like to ask about ...
It would be better to ... / One solution would be to ... / An alternative idea might be to ... / Would you like me to ...? / I think we should ... / I would recommend ... / What/How about ...? / I'd suggest ... / I think you should ... / If I were you, I'd ... / Have you considered ...? / I think you'd really enjoy ... because ... / ... would be ideal for you. / I wouldn't take up ... because ...
I'm really pleased with ... / It's by far the best ... / No other place can match it.

Conclusion
You may be required to summarise your arguments and give a personal opinion, say what you want to happen next or make a comment.
Given the above, it is my opinion that ... / I think we/you should ... /
Thank you in advance for ... / I would appreciate it if you could reply soon. / I look forward to hearing from you.

Ending
Sign off in an appropriate way.
Yours faithfully, ... (if you don't know the reader's name) *or Yours sincerely, ...* (if you know the reader's name). */ Best wishes, ... / Kind regards, ... / Love, ... / Bye for now, ... / Take care, ... / Look after yourself, ... /I'm looking forward to seeing you soon.*

Letter checklist

- Have you answered all aspects of the task and communicated your ideas effectively? ☐
- Does the language used in your letter read fluently and naturally? ☐
- Have you checked for mistakes in grammar, spelling and punctuation? ☐
- Is your letter well organised? ☐

www.frenglish.ru

Collocations & Expressions

a drop in the ocean (U7)
a leopard doesn't change its spots (U5)
a nest egg (U6)
a riot of colour (U7)
a safe bet (U6)
a stone's throw (away) (U7)
affluent (U6)
an invasion of privacy (U11)
as a last resort (U6)
at the top of my bucket list (U7)
attend a lecture/seminar (U8)
back and forth (U2)
back to front (U2)
band together (U12)
be a legend in your own lifetime (U11)
be a pain in the neck (U1)
be destined for stardom (U11)
be dropped by a record label (U11)
be in a tight corner (U6)
be sucked in by (U5)
be thrown in at the deep end (U9)
be wet behind the ears (U9)
big yourself up (U5)
bite your tongue (U1)
blow your chances (U5)
bring out the best in someone (U3)
burn the midnight oil (U9)
bury your head in the sand (U3)
by the book (U8)
chosen topic (U8)
cite sources (U8)
close ranks (U12)
come to the rescue (U3)
compile a bibliography (U8)
conduct research (U8)
detail findings (U8)
do/say something behind someone's back (U1)
drop the subject (U8)
fall on deaf ears (U3)
fall short of (U5)
fend for yourself (U9)
fifteen minutes of fame (U11)
flat broke (U6)
flush (U6)
get behind a cause (U3)
get hold of someone (U4)
get in touch with someone (U4)
get signed by an agent (U11)
get something off your chest (U1)
get your act together (U5)
give someone a free hand (U9)
give someone the elbow (U1)
go down the drain (U5)
hands down (U8)
have a chip on your shoulder (U1)
have a string of hits (U11)
hit the big time (U11)
hit the books (U8)
hit the headlines (U11)
hold fast (U12)
in the red (U6)
indigent (U6)
join forces (U12)
jump on the bandwagon (U3)
keep a cool head (U1)
keep me in the loop (U4)
keep someone/something at arm's length (U1)
know the ropes (U8)
learn the hard way (U8)
leave someone to their own devices (U9)
life in the fast lane (U6)
little by little (U2)
make a comeback (U11)
make a real go of something (U5)
make a splash (U11)
make contact with someone (U4)
make money on the side (U6)
minted (U6)
more or less (U2)
not hold out much hope of (U5)
on a whim (U7)
on the same page (U8)
on the spur of the moment (U7)
pick up the pieces (U5)
play it by ear (U7)
pluck up the courage (U5)
pull your weight (U9)
put me in touch with someone (U4)
put someone on the map (U11)
put your foot in it (U1)
put yourself down (U5)
reach the peak of stardom (U11)
reading between the lines (U8)
refer to the appendix (U8)
rolling in it (U6)
safe and sound (U2)
saved by the bell (U8)
seek publicity (U11)
sit tight (U12)
skint (U6)
slap in the face (U1)
sort your life out (U5)
spare no effort (U3)
stand a chance (U5)
stay put (U12)
steal the limelight (U11)
strapped for cash (U6)
strike out on your own (U9)
submission date (U8)
the bottom line (U6)
the tip of the iceberg (U7)
throw in the towel (U5)
time after time (U2)
touch and go (U2)
touch base with someone (U4)
turn over a new leaf (U5)
turn your back on someone/something (U3)
wear and tear (U2)

www.frenglish.ru

Prepositions

(be) **beside** yourself (U1)
(be) **in** someone's bad books (U1)
(be) **in** tune with (U1)
(be) **on** the same wavelength (U1)
(be) something **at** heart (U1)
a degree **of** (U10)
accounts **for** (U10)
against your will (U1)
ahead of the curve (U2)
amounts **to** (U10)
an authority **on** (U8)
at ease (U1)
at odds **with** (U11)
at stake (U5)
at the expense **of** (U10)
at your fingertips (U2)
be **in** awe **of** (U5)
before my eyes (U2)
behind the times (U2)
by all accounts (U2)
driven **by** (U10)
equate something **with** something (U10)
full **of** yourself (U11)
geared **to** something (U10)
get **out of** hand (U11)
in a chosen field (U8)
in a nutshell (U8)
in accordance **with** (U8)
in all likelihood (U5)
in bad taste (U11)
in essence (U10)
in its infancy (U2)
in line **with** (U8)
in retrospect (U5)
in the name **of** (U11)
in theory (U8)
just **around** the corner (U5)
off limits (U2)
on campus (U8)
on cloud nine (U1)
on course (U8)
on edge (U1)
on impulse (U5)
on the brink **of** (U2)
on the face **of** it (U8)
on the spot (U11)
on the threshold **of** (U8)
out of character (U1)
out of your depth (U2)
outside the box (U2)
over the top (U11)
stuck **in** a rut (U1)
success **at** any price (U5)
to someone's credit (U5)
up and running (U2)
upwards **of** (U11)
within reach (U2)

www.frenglish.ru

Phrasal Verbs

band together	=	unite, form a group	(U4)
be laid off	=	be forced to leave a job/be made redundant	(U9)
be sucked in by	=	be cheated or deceived by someone	(U10)
catch on	=	understand something	(U8)
catch up	=	talk to someone and find out the latest news and gossip	(U4)
catch up with	=	begin to have a damaging effect	(U7)
chill someone out	=	calm someone down and relax someone	(U1)
come between	=	get in the way of something	(U1)
come by	=	find	(U8)
come down hard on	=	criticise or punish someone severely	(U6)
come down to	=	be dependent on	(U3)
come out of	=	develop as a result of	(U3)
come round	=	finally accept or agree with something	(U8)
count towards	=	included as one of the factors giving you a right to something	(U8)
crack down on	=	start dealing with bad/illegal behaviour in a more severe way	(U6)
cut back on	=	reduce	(U3)
dawn on someone	=	finally understand	(U7)
do away with	=	put an end to	(U3)
do someone's head in	=	make someone feel extremely annoyed, irritated or frustrated	(U1)
dole out	=	give out/deliver in small portions	(U6)
drift apart	=	gradually become less friendly or close to someone	(U1)
drift off	=	fall asleep	(U8)
drive out	=	compel someone/something to leave a place	(U7)
drop in	=	visit someone (informal)	(U4)
egg someone on	=	encourage or dare someone to do something that is unwise	(U1)
face up to	=	confront and deal with	(U3)
fall back on	=	use as a source of help	(U3)
fall behind with	=	fail to keep up with something/doing something	(U9)
fall in with	=	become friends with	(U5)
fall out with	=	have an argument with someone and stop being friends	(U1)
fit in with	=	be socially compatible with	(U1)
flick through	=	look quickly at the pages of something	(U10)
get away with	=	escape consequences	(U3)
get behind	=	support someone or something	(U10)
get caught up in	=	become unwillingly involved	(U5)
get in with	=	become friendly with	(U4)
get something out of something	=	benefit from something	(U1)
go back years	=	to have known each other for a long time	(U1)
go through with	=	do something that has already been agreed	(U7)
go without	=	forgo something/deny yourself something	(U6)
grow up	=	behave in a mature/adult way	(U9)
head off	=	start a journey	(U7)
hold someone back	=	stop from being successful	(U5)
keep at something	=	continue to work hard on something	(U8)
lead someone on	=	mislead someone, especially romantically	(U1)
lean on someone	=	depend/rely on someone	(U9)
leap at	=	accept enthusiastically	(U5)
let someone down	=	fail to support or help someone in the way they had hoped	(U1)
meet up	=	get together with someone at a prearranged place and time	(U4)
mount up	=	gradually increase in number or amount	(U8)
rip someone off	=	cheat someone, especially financially	(U6)
rob someone of something	=	steal something from someone	(U6)
rule out	=	prevent something from happening	(U10)
run up against	=	encounter	(U3)
saddle someone with	=	give something to someone that is difficult to deal with	(U9)
set out	=	explain something	(U7)
set out	=	start an activity with a particular aim	(U5)
settle down	=	start a more stable life, living in one place	(U1)
shower someone with something	=	give someone a lot of something	(U6)

www.frenglish.ru

slip up	=	make a careless mistake	(U5)
splash out	=	spend a lot of money	(U10)
stand in for someone	=	be a substitute for someone/take their place as a stand-in	(U9)
step down	=	resign or withdraw from an important position	(U9)
stick up for something	=	defend or support something or someone	(U1)
stress someone out	=	make someone feel extremely stressed and under pressure	(U1)
stumble upon something	=	discover something by chance	(U7)
tag along	=	join in with something that has already been arranged	(U4)
take something in	=	understand completely	(U8)
talk someone into something	=	use argument to persuade someone	(U10)
think ahead	=	make future plans	(U5)
tip someone off	=	give someone a valuable piece of information about something	(U6)
wear someone down	=	overcome someone by persistence	(U10)
win over	=	persuade someone to finally agree with or support you	(U10)
wind someone up	=	tease or irritate someone	(U1)
wipe out	=	destroy something completely	(U7)
work up the courage	=	build up the mental strength to do something scary	(U1)
write off	=	condemn to failure	(U5)

www.frenglish.ru

NATIONAL GEOGRAPHIC
LEARNING

Close-up C2 Student's Book
Angela Bandis
Diana Shotton

Publisher: Gavin McLean
Editorial Manager: Claire Merchant
Commissioning Editor: Kayleigh Buller
Editor: Cathy Rogers
Head of Production: Celia Jones
Content Project Manager: Melissa Beavis
Manufacturing Manager: Eyvett Davis
Text/Cover Designer: MPS Limited
Compositor: Wild Apple Design Ltd
Audio Producer: James Richardson
Recorded at: Soundhouse Studios

© 2018 National Geographic Learning, a part of Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced or distributed in any form or by any means, except as permitted by U.S. copyright law, without the prior written permission of the copyright owner.

"National Geographic", "National Geographic Society" and the Yellow Border Design are registered trademarks of the National Geographic Society ® Marcas Registradas.

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support, cengage.com/contact

For permission to use material from this text or product, submit all requests online at **cengage.com/permissions**

Further permissions questions can be emailed to **permissionrequest@cengage.com**

Student Edition:
ISBN: 978-1-4080-9833-2

National Geographic Learning
Cheriton House, North Way, Andover, Hampshire,
SP10 5BE United Kingdom

National Geographic Learning, a Cengage Learning Company, has a mission to bring the world to the classroom and the classroom to life. With our English language programs, students learn about their world by experiencing it. Through our partnerships with National Geographic and TED Talks, they develop the language and skills they need to be successful global citizens and leaders.

Locate your local office at **international.cengage.com/region**

Visit National Geographic Learning online at **NGL.cengage.com**
Visit our corporate website at **www.cengage.com**

Printed in China by RR Donnelley
Print Number 02 Print Year 2018

www.frenglish.ru

Photo Credits

Cover Images: (front cover) Hans Christiansson/Shutterstock; (back cover) MalcolmC/Shutterstock

© Alamy:
6 Everett Collection Historical; **20** Hangon Media Works Private limited; **27** SiliconValleyStock; **29** Aflo Co. Ltd; **29** Rebecca Beusmans; **29** ZUMA Press Inc; **30** Agencja Fotograficzna Caro; **38** BigPileStock; **41** David Grossman; **44** Agencja Fotograficzna Caro; **46** Richard Levine; **58** DWD Media; **80** Lebrecht Music and Arts Photo Library; **84** Ib_L; **88** Christoph Rueegg; **88** Iain Masterton; **88** NetPhotos; **91** Watchtheworld; **104** MediaWorldImages; **105** Andrew Aitchison; **105** ZUMA Press Inc; **105** Travelib environment; **106** Elnur Amikishiyev; **111** Robert Fried; **126** Mike Goldwater; **126** Sue Cunningham Photographic; **133** AberCPC; **140** Andrew Rubtsov; **140** Lee Snider; **142** Kumar Sriskandan; **149** Aurora Photos; **150** ZUMA Press Inc; **151** ImageBroker; **155** David Crausby; **158** Jerome Flynn; **163** Dennis Hallinan; **164** Peter Righteous; **164** Sputnik; **164** David Forster; **164** WENN Ltd; **165** Ian Francis stock; **167** Collection Christophel; **171** Interfoto; **173** Parkerphotography; **175** Greg Vaughn; **178** Zoonar GmbH; **178** Kari Niemelainen

© Boroume:
36 Periklis Merakos; **36** Team Borume

© Bussu:
58 busuu

© Facebook:
59 2016 Facebook

© Getty Images:
15 Skynesher; **15** M. Phillips/WireImage; **26** Raphael Gaillarde/Gamma Rapho; **28** Peter Cade/Iconica; **45** Michel Porro; **50** Richard Mcblane; **50** Justin Sullivan; **58** Philippe Lopez/AFP; **60** filadendron; **66** Spencer Grant/Photolibrary; Jeff J Mitchell; **70** Stu Forster; **74** Steve Fitchett; **82** Christopher Furlong; **86** Michael Nagle/Bloomberg; **105** Jenny Jones; **111** JGI/Tom Grill; **114** VCG; **119** BraunS; **119** Ariel Skelley/Blend Image; **120** Lisa Maree Williams; **121** Hero Images; **130** Peter Dennen; **132** Ashley Gill; **145** Anthony Harvey; **161** Carsten Koall; **165** Blend Images-Andersen Ross; **179** Bob Krist

© Google:
59 2016 Google Inc. All rights reserved. Google+™ social network is a trademark of Google Inc.

© Instagram:
59 2016 Instagram

© iStockPhoto:
20 M-imagephotography; **20** Kevinruss; **22** Mofles; **29** Julos; **75** Hidesy

© National Geographic Magazine:
24 5W Infographics; Alexander Stegmaier; NGM Staff
Source: Javier Herrero, European Molecular Biology Laboratory – European Bioinformatics Institute

© Newscom:
40 Orestis Panagiotou/EPA

© National Geographic Creative:
5 Michael Nichols; **17** Steve Winter; **19** Jonathan Blair; **35** Volkmar K. Wentzel; **49** Rich Reid; **65** Frans Lanting; **79** Karen Kasmauski; **95** Paul Zahl; **109** David Alan Harvey; **125** Norbert Rosing; **139** John Scofield; **169** XPACIFICA;

© Reuters:
89 Robert Galbraith

© Robert Harding:
99 Jason Langley; **103** James Hager; **159** LOOK; **148** Amanda Hall; **165** Martin Siepmann; **180** Image Broker; **Multiple pages (Learning Focus Icon)** Frank Fox/Okapia

© Shutterstock:
6 India Picture; **8** Photographee.eu; **9** Mimagephotography; **10** Petrenko Andriy; **11** Rocketclips; Inc; **13** Jazzmany; **14** Koraysa; **14** G-stockstudio; **14** Lightwavemedia; **15** Daniel M Ernst; **16** Akhenaton Images; **18** Sergey Uryadnikov; **20** Oriontrail; **21** Amazingmikael; **23** Ociacia; **25** MaxyM; **28** Cunaplus; **28** Konstantin Yolshin; **29** Africa Studio; **29** Master Video; **31** Anton Ivanov; **32** Neijia; **32** Vladimir Staykov; **32** Small1; **32** Carpette306; **39** Fotos593; **42** Sergey Uryadnikov; **43** Sam Dcruz; **48** Claudia Otte; **48** Hung Chung Chih; **48** Suwit Ngaokaew; **52** Konstantin Yolshin; **53** Krunja; **54** Checubus; **56** Rawpixel.com; **57** NicoElNino; **58** Jakraphong Photography; **59** Testing; **59** Tanuha2001; **59** Rvlsoft; **62** Nina Lishchuk; **62** Neale Cousland; **66** Monkey Business Images; **68** GagliardiImages; **69** Andre Dib; **71** John Gomez; **72** JGA; **73** Alxcrs; **75** Burlingham; **75** Kzenon; **75** John Kershner; **75** Tyler Olson; **76** Thomas La Mela; **78** Frantic00; **78** Magicinfoto; **78** Paul Prescott; **78** DMSU; **83** Lemon Tree Images; **85** Allstars; **87** Originalpunkt; **88** FikMik; **89** Reddogs; **90** Magicinfoto; **92** Telekhovskyi; **96** Upslim; **96** Vitaliy Mateha; **96** Sura Nualpradid; **98** Almotional; **100** Saiko3p; **101** Bernhard Staehli; **102** David Osborn; **108** MasterQ; **110** ESB Professional; **110** Nazar Skladanyi; **110** Jan Faukner; **113** ESB Professional; **115** Gpointstudio; **116** Edella; **117** Bibiphoto; **118** Barabasa; **119** Reinhold Leitner; **122** Photodiem;**122** Dragon Images; **122** Brocreative; **128** Solis Images; **129** Monkey Business Images; **131** Paul D Smith; **133** ESB Professional; **134** Michaeljung; **135** Monkey Business Images; **135** Matej Kastelic; **135** Lightpoet; **135** Creatista; **136** Monkey Business Images; **137** Paul Prescott; **138** Salajean; **140** Corlaffra; **143** Trabantos; **144** Ivan dan; **146** Andrey Armyagov; **147** Paul Prescott; **149** Nenetus; **149** Morrowind; **149** Espies; **152** Izf; **152** JWPhotoworks; **156** Denis Makarenko; **162** Tspider; **165** Hung Chung Chih; **166** Thinglass; **168** La Nau de Fotografia; **170-171** Shulevskyy Volodymyr; **172** Dasha Petrenko; **174** Tooykrub; **176** Banauke; **177** Tommy Brtek; **178** John Alex; **179** GTS Productions; **182** Tereshkov Andrey; **Multiple pages (Exam Close-up Icon)** Nikkytok; **Multiple pages (Ideas Focus)** Kaesler Media; **Multiple pages (Ideas Focus)** Kostudio; **Multiple pages (Review Pages)** Pikselstock; **Multiple pages (Review Pages)** Odua Images

© Snapchat:
59 2016 Snap Inc

© Twitter:
59 2016 Twitter Inc, TWITTER, TWEET, RETWEET and the Twitter logo are trademarks of Twitter, Inc. or its affiliates

www.frenglish.ru



Front cover image: a close-up of a fishing net.

Close-up

STUDENT'S BOOK C2

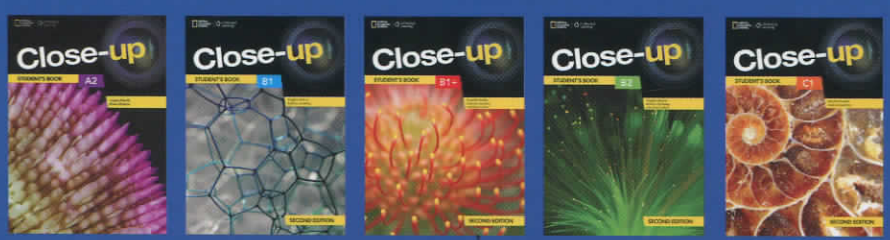
Develop students' English with Close-up, a flexible course suitable for secondary and exam preparation. Close-up brings English to life through spectacular National Geographic photography and facts carefully selected to appeal to the inquisitive minds of students. They will discover real places, real people and real English through a 'Close-up' on the world around them.

Key features

- Exam-style task types prepare students and build their language confidence for a range of international English exams
- Stunning National Geographic photography used throughout
- High-interest material adapted from National Geographic and other authentic sources
- Theme-related National Geographic video material for each unit
- A comprehensive syllabus that addresses the needs of students at C2 level including a focus on skills development

Close-up C2 consists of:

- Close-up C2 Student's Book + Online Student Zone
- Close-up C2 Student's Book + Online Student Zone + eBook
- Close-up C2 Workbook
- Close-up C2 Workbook + Online Workbook
- Close-up C2 Teacher's Book + SB audio and video + Online Zone
- Close-up C2 Teacher's Book + SB audio and video + Online Zone (including IWB)



NATIONAL GEOGRAPHIC LEARNING

Bringing the world to the classroom and the classroom to life

NGL.Cengage.com/closeup

A PART OF CENGAGE

ISBN 978-1-4080-9833-2