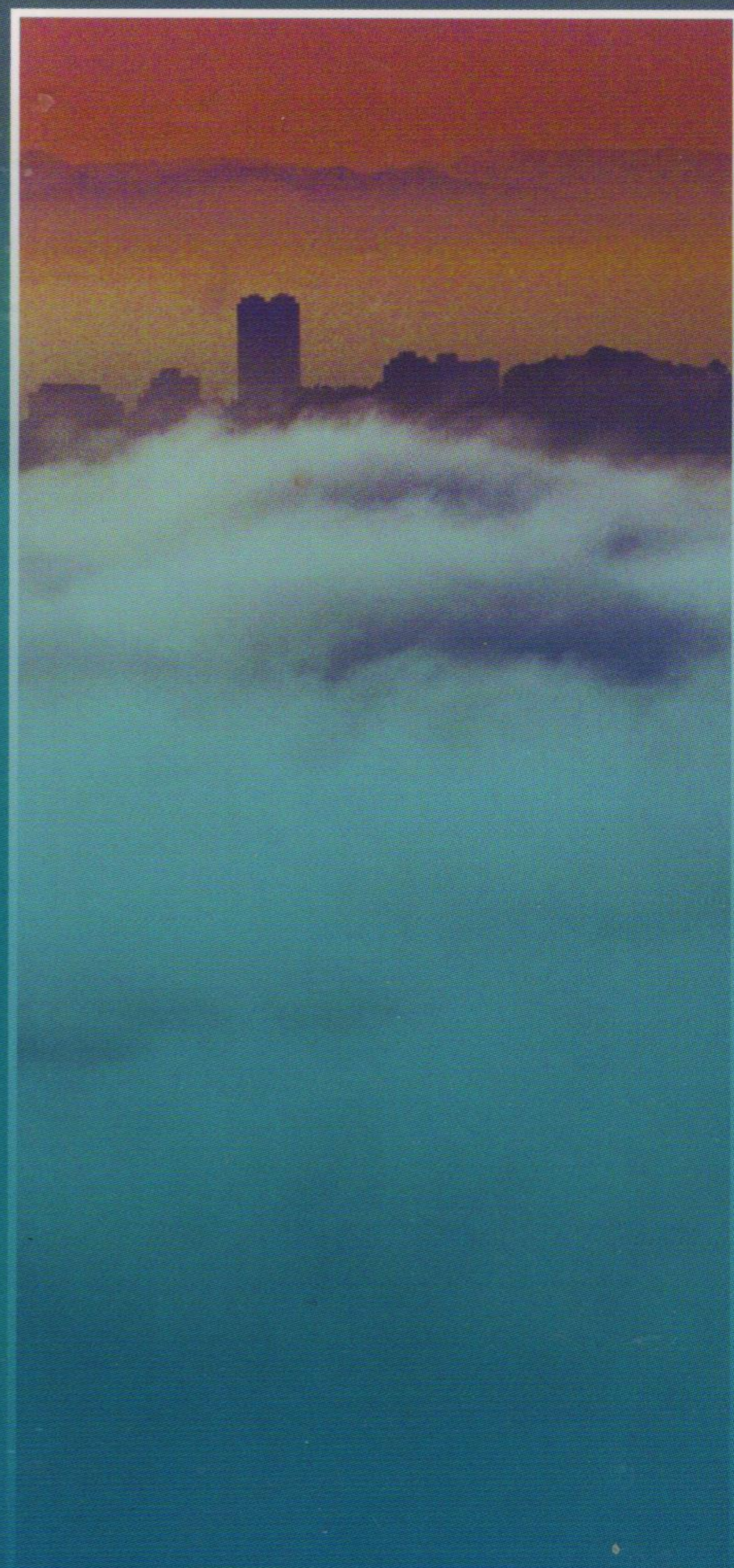


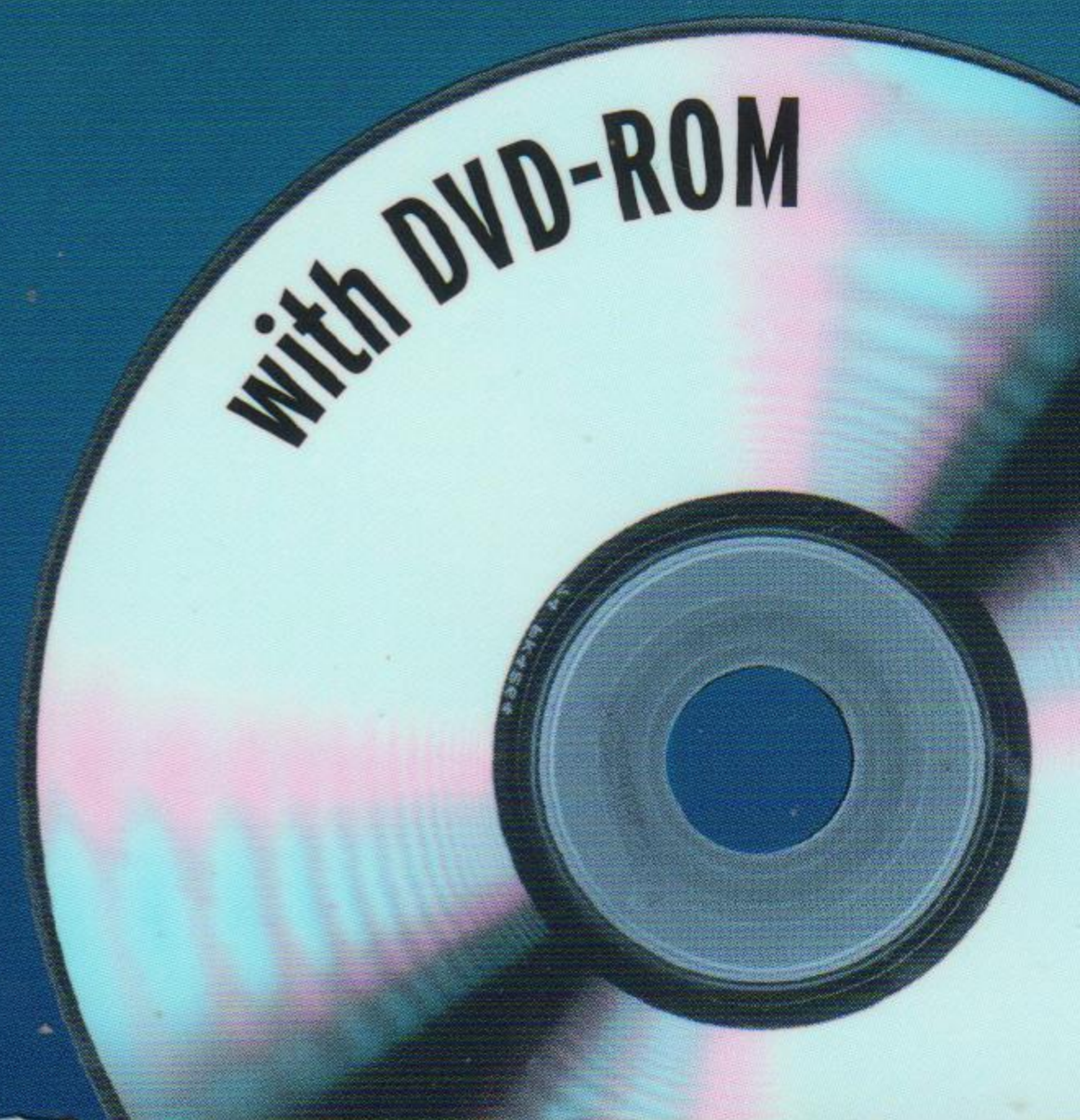
CAMBRIDGE

# English Unlimited



**C1** Advanced  
Self-study Pack

Ben Goldstein & Maggie Baigent





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Pull-out answer key: pages i–viii, between pages 36 and 37

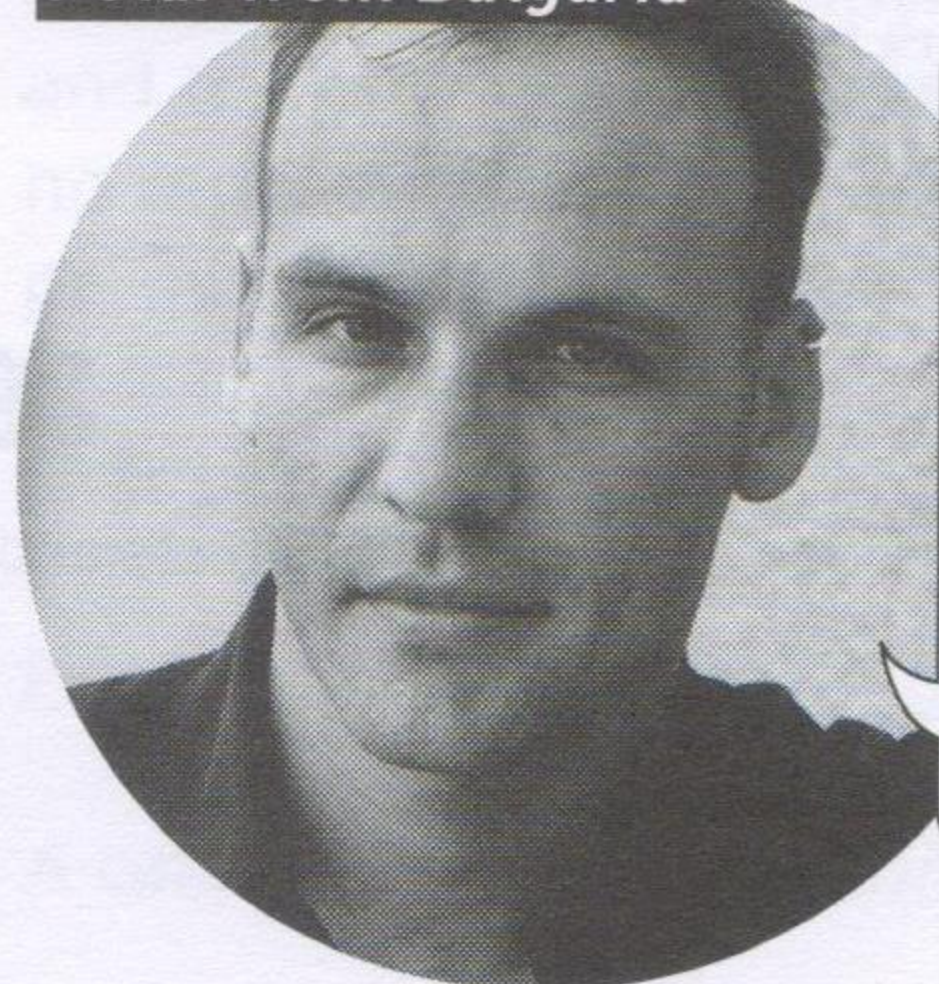


# 1 Childhood

## VOCABULARY

Adapting to another culture

Petar from Bulgaria

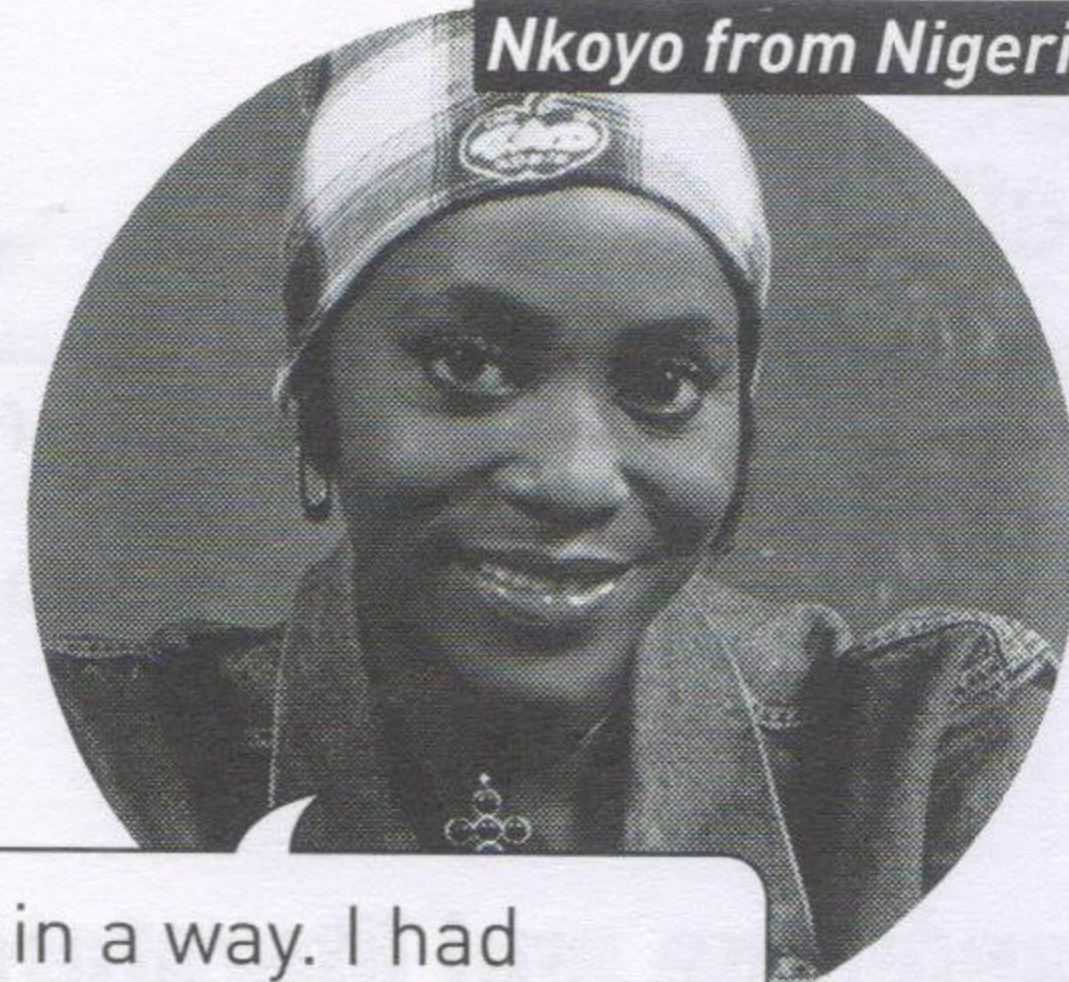


- 1 Read three quotes about coming to live in another country. Complete the gaps with expressions from the box.

~~make an effort~~ missed like an outsider adapted integrate  
expats welcome haven't got used to socialise fit in

People really <sup>1</sup> make an effort to talk to you and they're curious about you and where you come from. There are still some things which I struggle with, certain habits that I <sup>2</sup> \_\_\_\_\_ yet, but all in all I feel as if I <sup>3</sup> \_\_\_\_\_ here, sure. It's not difficult, really, you just have to have an open mind.

Nkoyo from Nigeria



I feel <sup>4</sup> \_\_\_\_\_, marginalised in a way. I had troubles from the start here. I <sup>5</sup> \_\_\_\_\_ my home and family immediately. It's because the people are a bit cold, they don't <sup>6</sup> \_\_\_\_\_ you in a very friendly way, that's all. And I felt they looked at me strangely, as if they didn't want to admit me to their private club.

Imsuk from Korea



Now, after 20 years, I feel I've <sup>7</sup> \_\_\_\_\_ to life here, but it wasn't easy. The other Korean <sup>8</sup> \_\_\_\_\_ I know just stay in their groups and don't really <sup>9</sup> \_\_\_\_\_ with the locals. This way, you'll never <sup>10</sup> \_\_\_\_\_ into this society. No one is saying that it's easy here, but that approach is all wrong, I think, and then they spend their whole time complaining.

## VOCABULARY

Remembering

- 2 a Look at the words in bold. Which words in the box could replace them? Choose two for each sentence.

~~trigger~~ distinct conjure up happy bring back clear revive treasured

- Certain smells can **stir** different memories for me. ( trigger / \_\_\_\_\_ )
- I have **very fond** memories of my childhood. ( \_\_\_\_\_ / \_\_\_\_\_ )
- The trip left me with **vivid** memories of that desolate landscape. ( \_\_\_\_\_ / \_\_\_\_\_ )
- Music can **recall** memories immediately. ( \_\_\_\_\_ / \_\_\_\_\_ )

- b Put these words in order to create sentences similar to those in 2a.

- different / me / of / smells / things / remind / Certain / .  
\_\_\_\_\_
- lot / memorable / childhood / from / have / a / moments / I / of / my / .  
\_\_\_\_\_
- mind / really / landscape / The / my / stuck / in / .  
\_\_\_\_\_
- immediately / you / somewhere / Music / transport / can / else / .  
\_\_\_\_\_

## Over to you

Write about a personal memory. Use some of the language in 2.



## GRAMMAR

will to express  
tendency

### 3 a Complete the sentences using the words in brackets and *will*.

- 1 On Fridays or Saturdays, we 'll stay up late, perhaps to midnight. (stay up late) ☐
- 2 Like most old people in the home, she \_\_\_\_\_ a lot. She doesn't have a lot to look forward to. (reminisce / the past) ☐
- 3 If you \_\_\_\_\_ at home, what do you expect? You'll just have to wait for me. (leave / keys) ☐
- 4 If I've got a lot on my mind, I \_\_\_\_\_ well. (not able / sleep) ☐
- 5 They \_\_\_\_\_, even if you tell them to stop. (carry on / smoke) ☐
- 6 If you say anything, he \_\_\_\_\_ you and tell you it's none of your business. (start / shout) ☐

### b Tick the sentences which talk about annoying behaviour.

## GRAMMAR

would

### 4 a Look at the common ways of starting sentences using *would*, 1-10. Match them with sentence endings a-j.

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| 1 You'd think _____                | a forget about work for a while?     |
| 2 Who would have thought _____     | b you could acknowledge receipt.     |
| 3 I wouldn't dream of _____        | c saying that again?                 |
| 4 It wouldn't surprise me if _____ | d she owned the place!               |
| 5 I'd appreciate it if _____       | e get away for a few days.           |
| 6 Would you mind _____             | f step this way?                     |
| 7 Wouldn't you rather _____        | g contradicting you.                 |
| 8 If you'd just like to _____      | h she'd do so well?                  |
| 9 I'd imagine _____                | i it started to rain this afternoon. |
| 10 It'd be great to _____          | j he'd like to take a rest first.    |

### b Which of the sentences in 4a could come from a conversation in which:

- there is an argument? \_\_\_\_
- one person is criticising another? \_\_\_\_
- people are hypothesising about something? \_\_\_\_, \_\_\_\_, \_\_\_\_
- someone is giving directions to another person? \_\_\_\_
- one person is surprised about something? \_\_\_\_

## GRAMMAR

using the *-ing*  
form

### 5 Some verbs have a different meaning depending on whether they are followed by *-ing* or an infinitive verb form. What is the difference in these sentences?

- 1 He's been napping for three hours. I'll **regret** letting him sleep so much by bedtime tonight. *regret* = be sorry for what has already happened
- 2 We **regret** to inform you that we are unable to approve your application at this time. *regret* = \_\_\_\_\_
- 3 Armani **goes on** appearing to be a rather glamorous Italian phenomenon. *go on* = \_\_\_\_\_
- 4 After graduating, he **went on** to work on Wall Street as a foreign exchange broker. *go on* = \_\_\_\_\_
- 5 His boss was in Australia, which **meant** working in the middle of the night. *mean* = \_\_\_\_\_
- 6 I'm sorry, I **didn't mean** to snap at you like that. It's just that this photograph is very special to me. *mean* = \_\_\_\_\_



7 He lied and totally **forgot** to mention that he was an elected representative.

forget = \_\_\_\_\_

8 I'll never **forget** the vice president coming over to me and saying, "I think that's an NFL record."

forget = \_\_\_\_\_

6 Which of the verbs in 5 frequently combine with those in the box?

~~inform~~ mention upset become win report  
interrupt earn admit ask imply

1 We regret to ... inform , \_\_\_\_\_ , \_\_\_\_\_

2 He went on to ... \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

3 I didn't mean to ... \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

4 I forgot to ... \_\_\_\_\_ , \_\_\_\_\_

## OVER TO YOU

7 Complete these sentences with *-ing* forms to make true sentences about yourself.

1 I'll always remember ...

2 It's no use ...

3 I tried ...

4 I don't object to ... because ...

5 I can't get used to ... It's just not ...

6 I wish I could stop ...

7 I'm looking forward to ...

8 It's pointless ...

## VOCABULARY

*just*

8 a Read these phone conversation fragments. Match 1-6 to a-f.

1 A: So, where are you now?

a B: Sandra? She's **just** left, can I take a message?

2 A: Do you think it's worth it?

b B: Running late, we're literally **just** leaving the flat.

3 A: So, what was it like?

c B: Really bad. We **just** stayed for the first half. How about joining us for a bite now?

4 A: What's the weather like?

d B: We **just** made it, but it was really tight! We're boarding now ...

5 A: How did you do for time in the end?

e B: Absolutely. It's **just** beautiful. I'm going to buy it now.

6 A: Can you put me through to the sales manager?

f B: It's **just** as I expected, freezing and really windy. Can you hear it?

b Where are the people who answer the phone in a-f? Match each conversation with a context.

in a shop e

in an airport \_\_\_\_\_

in an office \_\_\_\_\_

at home \_\_\_\_\_

in a restaurant \_\_\_\_\_

in the open air \_\_\_\_\_

c What does *just* mean in a-f?

• recently / a few minutes ago a

• only \_\_\_\_\_

• so / really \_\_\_\_\_

• right now / soon \_\_\_\_\_

• exactly \_\_\_\_\_

• barely / almost not \_\_\_\_\_





- 9 a What is an 'ultra-marathon'? How long do you think it is?  
Read these extracts from Haruki Murakami's *What I talk about when I talk about running* to check.

b Which extract belongs to the:

- 1 start of the anecdote? \_\_\_\_\_
- 2 middle of the anecdote? \_\_\_\_\_
- 3 end of the anecdote? \_\_\_\_\_

**A**

*I'm not a human. I'm a piece of machinery. I don't need to feel a thing. Just forge on ahead.*

I repeat this like a mantra. A literal, mechanical repetition. And I try hard to reduce the perceptible world to the narrowest parameters. All I can see is the ground three yards ahead, nothing beyond. My whole world consists of the ground three yards ahead. No need to think beyond that. The sky and wind, the grass, the cows munching the grass, the spectators, the cheers, lakes, novels, reality, the past, memory – these mean nothing to me. Just getting me past the next three yards – *this* was my tiny reason for living as a human. No, I'm sorry – as a *machine*.

**B**

Still, the most significant fallout from running the ultra-marathon wasn't physical but mental. What I ended up with was a sense of lethargy, and before I knew it, I felt covered by a thin film, something I've since dubbed *runner's blues*. ... It was as if by completing the over-sixty-mile race I'd stepped into a different place. After my fatigue disappeared somewhere after the forty-seventh mile, my mind went into a blank state you might even call philosophical or religious. Something urged me to become more introspective, and this newfound introspection transformed my attitude toward the act of running. Maybe I no longer have the simple, positive stance I used to have, of wanting to run no matter what.

**C**

Have you ever run sixty-two miles in a single day? The vast majority of people in the world (those who are sane, I should say) have never had that experience. No normal person would ever do something so foolhardy. But I did, once. I completed a race that went from morning till evening, and covered sixty-two miles. It was draining physically, as you can imagine, and for a while afterward I swore I'd never run again. I doubt I'll try it again, but who knows what the future may hold. Maybe someday, having forgotten my lesson, I'll take up the challenge of an ultra-marathon again. You have to wait until tomorrow to find out what tomorrow will bring.

c Read the extracts again. Underline examples of where the writer:

- 1 directly addresses the reader or uses an impersonal 'you'.  
*you might even call philosophical or religious*
- 2 uses negative expressions to dramatise or emphasise a point.
- 3 punctuates the text with short expressions.
- 4 uses repetition.
- 5 corrects himself and asks himself questions.
- 6 uses an image or metaphor to make the description more vivid.

d Why do you think the writer uses so many modal verbs, questions and parentheses?

- 1 Because he wants to tell the anecdote in a natural, personal style. ☐
- 2 Because he wants the reader to empathise with him. ☐
- 3 Because he is struggling to describe his experience accurately. ☐

e What kind of book do the extracts come from?

- 1 A cultural journey around Japan for tourists and travellers. ☐
- 2 A personal journal / memoir which the reader can empathise with. ☐
- 3 The autobiography of a celebrated runner. ☐

f Which statement best summarises the writer's point of view about the ultra-marathon?

- 1 When you run a very long race, terrible things can happen to you. ☐
- 2 The consequences of running a race may be profound and unexpected. ☐
- 3 It was a mistake to have ever considered running the race in the first place. ☐

g Write about an important experience or event that made an impact on you: a childhood experience, a long journey, an enlightening moment, etc.

- Divide your anecdote into three paragraphs:  
1 before  
2 during  
3 after the event.
- Try to use techniques from 9c when writing your anecdote.
- Remember to keep the reader in mind, where possible.



1 Before you watch, answer these questions. Look at two stills from the film *Baghdad Express*. We can see Maya, the main character in the film, in two symbolic scenes.

- 1 What and who do you think she is looking at?
- 2 How do you think she feels in each scene?



2 a Watch the film and check your answers.

b Why are the two images so significant?

- 1 Because they represent the two sides of Maya's personality. ☐
- 2 Because they symbolise the two conflicting parts of Maya's life. ☐
- 3 Because they are the two most dramatic scenes in the film. ☐

3 Complete these sentences about some of the film's scenes and characteristics.

- 1 The \_\_\_\_\_ showing her mother tells us the origin of Maya's passion for clothes-making.
- 2 The scene with Maya \_\_\_\_\_ her father with insulin shows us his great dependence on her.
- 3 Louise shows her blue scarf to Maya at the end, which is symbolic of \_\_\_\_\_.
- 4 Modern and traditional music is used in the film to express the two sides of Maya's \_\_\_\_\_.
- 5 We see the interview repeated at various points to emphasise the importance of Maya's \_\_\_\_\_.

4 a What does Talal mean when he says the following?

- 1 "the big day" \_\_\_\_\_
- 2 "that's not bad, you're improving" \_\_\_\_\_
- 3 "you got in!" \_\_\_\_\_

b What does Maya mean when she says the following?

- 1 "you can buy dad, but you can't shop" \_\_\_\_\_
- 2 "I might be desperate, but I've got taste" \_\_\_\_\_

5 Who makes these statements in the film? Why are they so meaningful?

- 1 "Limos are for dreamers, people with ambition." \_\_\_\_\_
- 2 "When you close your eyes, what do you see?" \_\_\_\_\_
- 3 "You know, duty calls." \_\_\_\_\_

6 Read about the making of *Baghdad Express*. Complete the gaps with words from the box.

choices themes immigration loyalties ~~idea~~ complexities categorisation heritage

The <sup>1</sup> idea for *Baghdad Express* arose when writer / director Nimer Rashed contributed a short piece of writing to an anthology on the subject of <sup>2</sup> \_\_\_\_\_ to the UK.

Eager to explore the <sup>3</sup> \_\_\_\_\_ of a protagonist faced with divided <sup>4</sup> \_\_\_\_\_, Rashed set about crafting the story of a teenage British Arab torn between caring for her diabetic father and the desire to leave home to follow her dreams of becoming a fashion designer.

"Although the story is simple," Rashed says, "it addresses many of the <sup>5</sup> \_\_\_\_\_ which fascinate me, not least of which is how second-generation immigrants are often perceived as being entirely beholden to their cultural <sup>6</sup> \_\_\_\_\_. Ultimately, I hope that Maya escapes easy <sup>7</sup> \_\_\_\_\_ or pigeon-holing – her <sup>8</sup> \_\_\_\_\_, although unexpected, are uniquely her own."

7 Think about these questions.

- 1 When you were younger, could you choose what you wanted to study? If not, who decided for you? What were the reasons for this?
- 2 What family duties do you have, or have you had in your life? Have you ever made difficult choices, or had divided loyalties?



# 2 Self

## VOCABULARY

Talking about identity

## Over to you

Which of the statements is true for you? Change the ones which aren't.

## VOCABULARY

skill, talent, ability

### 1 Complete the expressions.

- 1 I think of myself in t e r m s of how much money I earn.
- 2 What \_\_\_\_\_ me most is my job.
- 3 My parents are definitely a \_\_\_\_\_ of their generation.
- 4 I don't like working alone, I need to feel \_\_\_\_\_ of a group.
- 5 I \_\_\_\_\_ myself as being a cross between my mother and father.
- 6 I don't have much free time, most of my leisure time is \_\_\_\_\_ on one or two main activities.
- 7 Of all the people who had a great \_\_\_\_\_ on me as a child, I would say my grandparents played the biggest role.
- 8 I think, my character is \_\_\_\_\_ in the work I do, I like to be a perfectionist.

### 2 a Add skill, talent, or ability to this description of a manager.

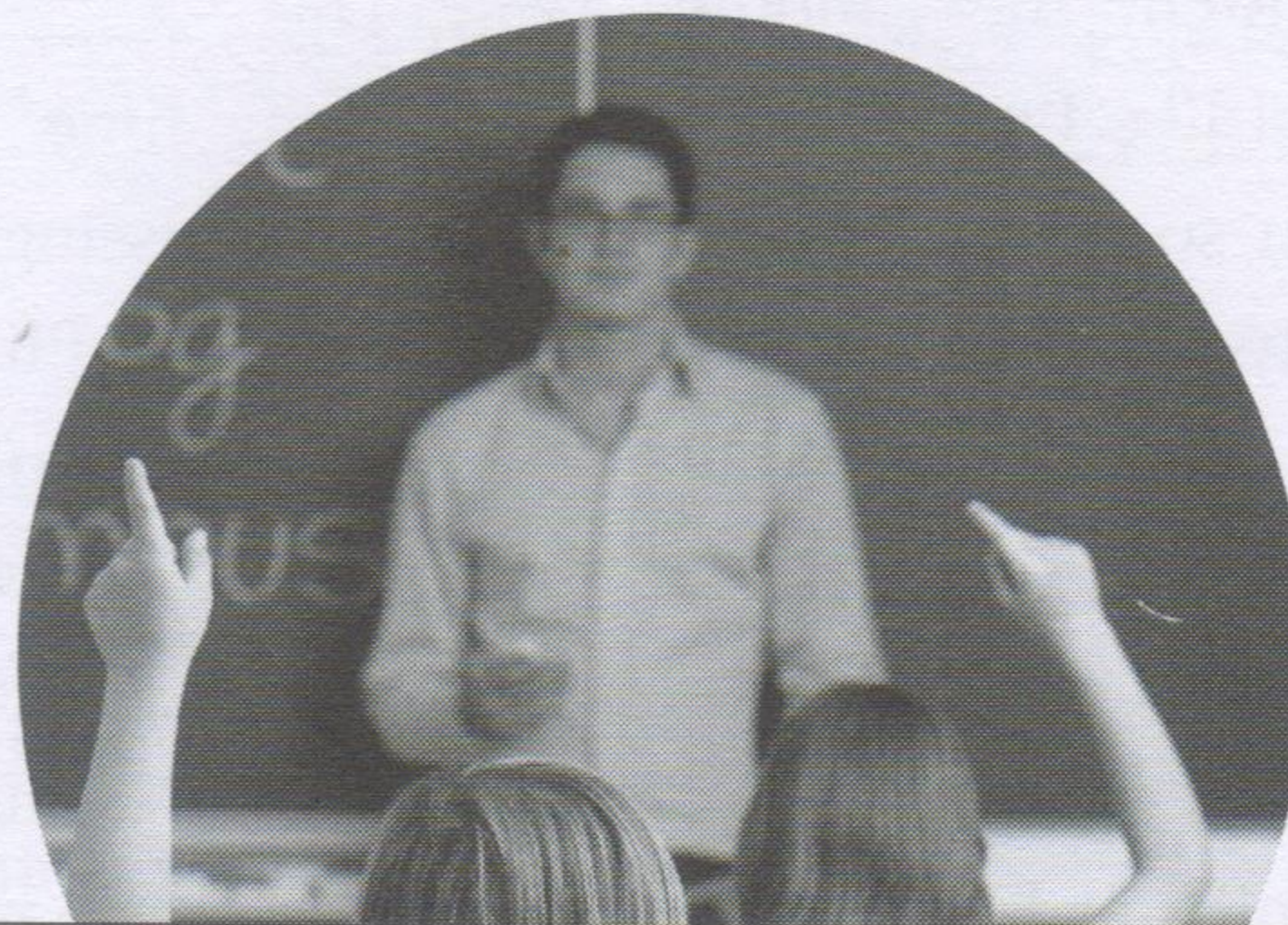
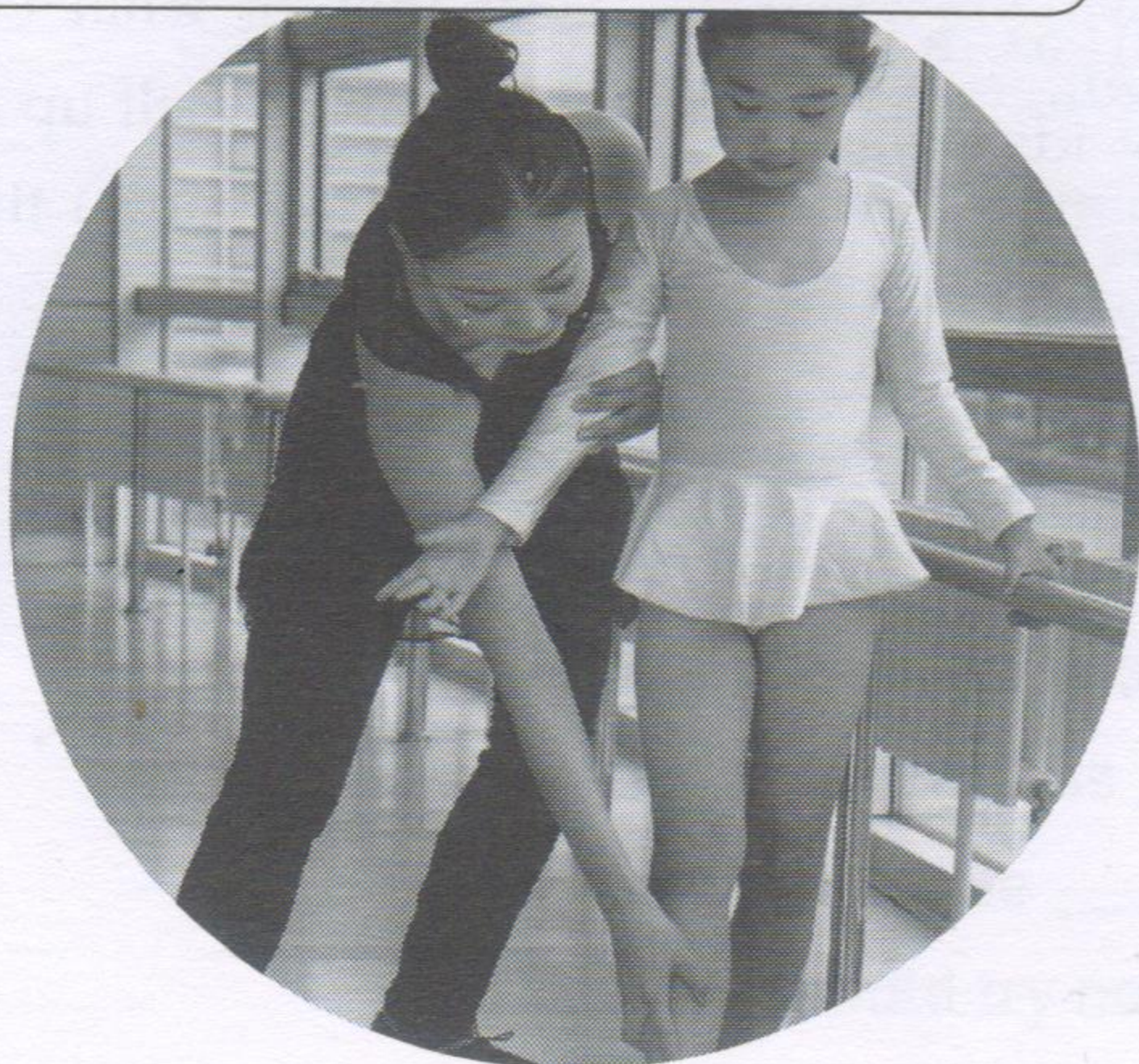
One person I remember very well as having a great effect on my work was my first ever boss. She had the <sup>1</sup>\_\_\_\_\_ to motivate her staff without coming across as patronising. I think that's a great <sup>2</sup>\_\_\_\_\_ actually, something few of us can achieve. I'd say she had a real <sup>3</sup>\_\_\_\_\_ for diplomacy too, there was never any antagonism.



### b Complete the words in these descriptions of people.

We are looking for a senior graphic designer to run a team of six. The ideal candidate should combine <sup>1</sup>\_\_\_\_\_ skills, with real <sup>2</sup>c\_\_\_\_\_ talent in the field of typography.

When I first started acting, I needed points of reference. My dance instructor Geraldine was the perfect mentor and role model. She had the <sup>3</sup>t\_\_\_\_\_ skills combined with real <sup>4</sup>a\_\_\_\_\_ talent. That's a rare combination.



The best teachers are facilitators, I think. To do that, you have to combine <sup>5</sup>a\_\_\_\_\_ and <sup>6</sup>i\_\_\_\_\_ skills – you need to know your subject but understand how people work and help them learn. You have to know your class, too. In a <sup>7</sup>m\_\_\_\_\_ -ability class, for example, there will be different levels and you have to accommodate that.



3 a Look at these sentences. Does *talent* refer to: the person? the ability?

- 1 We intended to attract **new talent** as well as established firms. \_\_\_\_\_
- 2 Costs can be reduced by centralising operations. Train and tap into **local talent**.  
\_\_\_\_\_
- 3 It takes **special talent** to run in heels and Gwen Stefani can do that. \_\_\_\_\_
- 4 He possessed a **natural talent** for the piano, right from the start. \_\_\_\_\_
- 5 As a successful literary agent, he nurtured **young talent** and some of these writers are now household names. \_\_\_\_\_
- 6 Stevens has assembled some **great talent** for this show. \_\_\_\_\_

b Look at the underlined verbs which collocate with *talent* in sentences 1–6. Match them with these synonyms.

- |                            |                 |
|----------------------------|-----------------|
| a appeal to <u>attract</u> | d require _____ |
| b bring together _____     | e have _____    |
| c cultivate / foster _____ | f access _____  |

GRAMMAR

Verb tenses in narration

4 a Complete the gaps with an appropriate form of the verbs in brackets.

# Novice becomes youngest Canadian woman to reach Everest summit

Gina Karlin, a student from Ottawa <sup>1</sup> has become (become) the youngest Canadian woman to reach the summit of Everest.

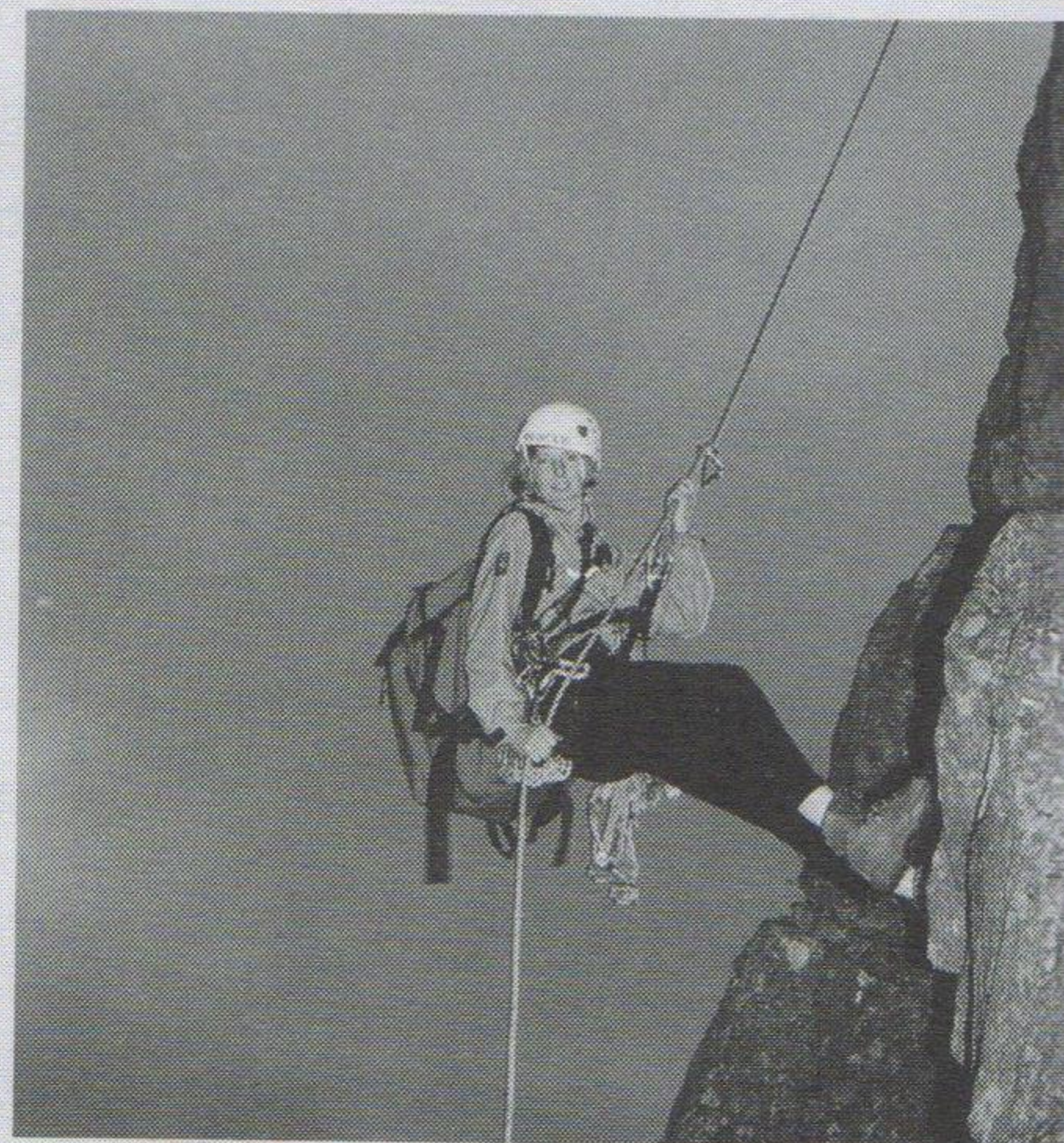
The 20-year-old novice <sup>2</sup> \_\_\_\_\_ (scale) the world's highest peak yesterday. Last night her mother commented, "I feel like I'm on top of the world too, I'm so proud." Karlin <sup>3</sup> \_\_\_\_\_ (only climb) one minor mountain before. She set her sights high and thought "I <sup>4</sup> \_\_\_\_\_ (not / go) mess around."

Although <sup>5</sup> \_\_\_\_\_ (prepare) for this climb for months at Everest Base Camp to acclimatise herself for the ascent, previous to this adventure, Gina

<sup>6</sup> \_\_\_\_\_ (only do) a bit of rock climbing as a hobby.

Before setting out on the expedition Gina said: "I was 17 when I first <sup>7</sup> \_\_\_\_\_ (tell) my stepdad I <sup>8</sup> \_\_\_\_\_ (go) to climb Everest one day. This <sup>9</sup> \_\_\_\_\_ (be) a dream for a long time, but I <sup>10</sup> \_\_\_\_\_ (keep) dismissing it.

"Then, one morning in 2008 I <sup>11</sup> \_\_\_\_\_ (wake up) with a crazy idea — the kind of idea you <sup>12</sup> \_\_\_\_\_ (dismiss) as a pipe dream. But it stuck. My idea was to climb Everest and raise money for charity along the way."



At the time of going to press, Gina's climb <sup>13</sup> \_\_\_\_\_ (already / raise) tens of thousands of dollars for international children's charities.

"I think it's all to do with your sense of self. I <sup>14</sup> \_\_\_\_\_ (talk) about it for ages, but then I <sup>15</sup> \_\_\_\_\_ (get) a clear idea of what I wanted to do. When I saw myself up at the peak I <sup>16</sup> \_\_\_\_\_ (know) that I had to go for it!"

b Underline six time expressions. Which are linked to:

- 1 the past perfect?
- 2 the present perfect?



## GRAMMAR

Phrasal  
verbs; verbs +  
prepositions

## 5 Read this blog on preparing for interviews. Add the missing prepositions.

to (x4) on (x3) with in (x3) of over

You've just come out of a terrible interview. You felt that you could have done so much better. Easy to relate <sup>to</sup> that scenario? It's a fact that a lot of things can go wrong at an interview. I believe that many candidates don't succeed getting the job because they focus the wrong things. An easy mistake to make is planning too much, immersing yourself facts and figures and anticipating the questions to come. That's fine, but it's easy to get overwhelmed. The problem with over-planning is that you don't rely your ability to improvise. You should aim do a bit of both – plan and go with the flow. Of course, it's also important to be relaxed and natural. Don't pretend be someone you aren't, just to impress. Be honest and if you don't know, say so! You will always come as more convincing if you choose be yourself. Take my advice before the interview: just invest a few minutes doing a rehearsal with a friend. Ask them to think some surprise questions, then you can practise responding spontaneously. This will help give you confidence on the big day.

Candidates often blame their failure nerves. But I think it's often due to a lack of spontaneity and an inability to cope surprises. That, and not being yourself.

## Over to you

Write about an interview that went well or badly.

## VOCABULARY

self

6 a Match the *self-* adjectives in review extracts 1–5 to the definitions in the box.

egocentric too clear worried about your appearance / effect on others  
overly proud of yourself allowing yourself to do what you enjoy

1

Despite the director's **self-indulgent** sentimentality, the film has something that holds our attention.

2

In the end much of the criticism was aimed at the score. The *New York Post* called it "repetitive and **self-congratulatory**" with "banal lyrics."

3

There was no suspense, because how the plot was going to unfold was **self-evident** right from the outset.

4

Apart from the lead actress, it's difficult to warm to any of the other, mostly **self-centred**, characters.

5

One of the actors was too **self-conscious** – you could see he was nervous.

b What do the *self-* adjectives in 6a have in common? Tick (✓) two answers:

- they are used when talking about yourself. ☐
- they are used to criticise others. ☐
- they have a positive connotation. ☐
- they have a negative connotation. ☐

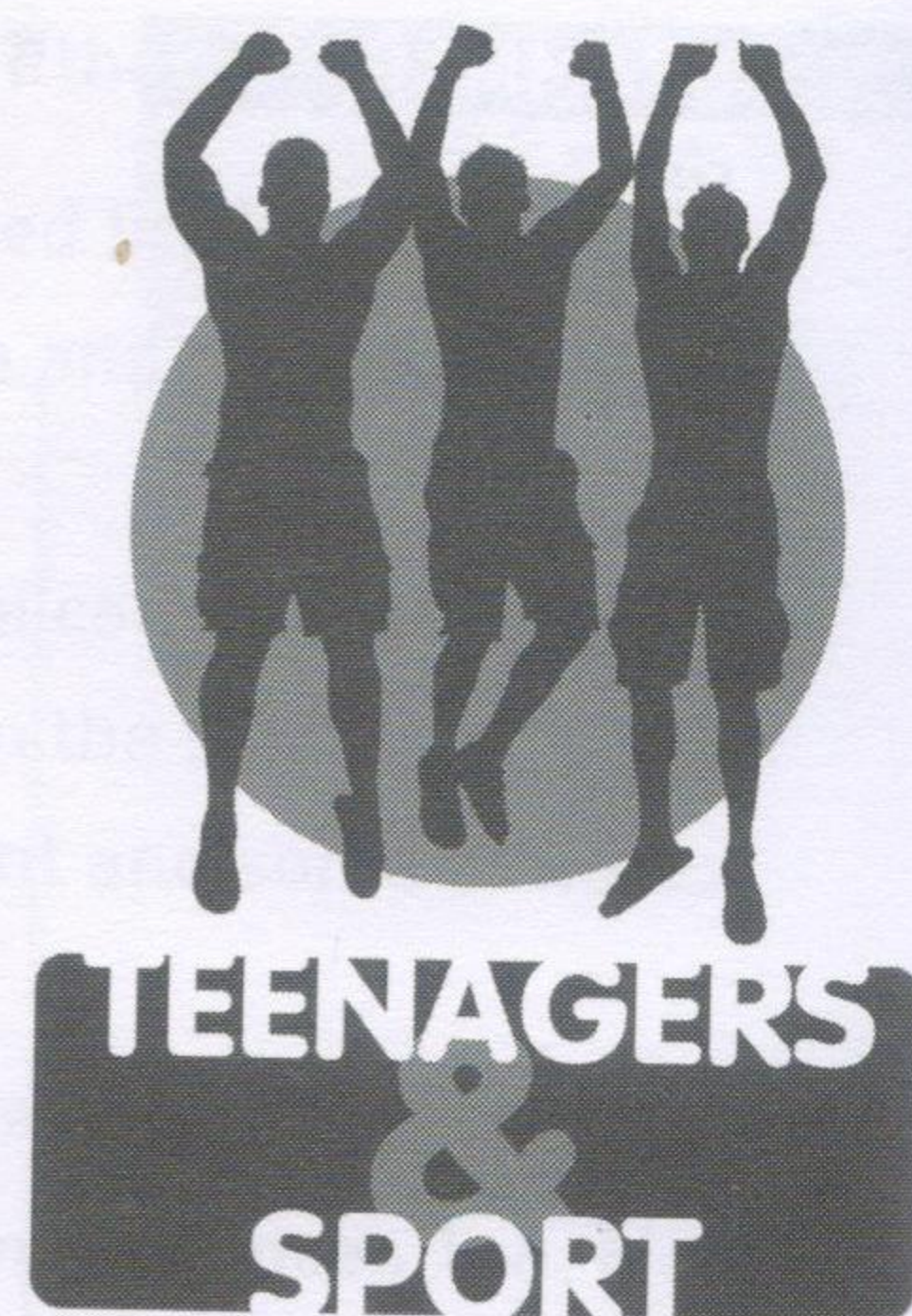
## c Add adjectives from 6a to these sentences.

- 1 He was so \_\_\_\_\_ of his big ears that he let his hair grow down over them.
- 2 Some of the things you think are \_\_\_\_\_ are good for you: chocolate, for instance.
- 3 He talked about his achievements. The rest of the speakers were a little more sombre and less \_\_\_\_\_.
- 4 This might be \_\_\_\_\_, but the more you practise, the better you get.
- 5 She should try not to be so \_\_\_\_\_ and, you know, to think of others.



- 7 You are going to read two speaker biographies from an international conference called 'Teenagers and Sport'. What information do you think the speakers would include in 75 words?

- |                           |                          |                                      |                          |
|---------------------------|--------------------------|--------------------------------------|--------------------------|
| 1 where they live         | <input type="checkbox"/> | 5 what they have published           | <input type="checkbox"/> |
| 2 academic qualifications | <input type="checkbox"/> | 6 hobbies and interests outside work | <input type="checkbox"/> |
| 3 where they work         | <input type="checkbox"/> | 7 future intentions                  | <input type="checkbox"/> |
| 4 family life             | <input type="checkbox"/> |                                      |                          |



- 8 Read these two biographies. Tick the elements in 7 they include.

	1	2	3	4	5	6	7
William Frazier	✓						
Patricia Argensola							

## William Frazier

I'm an American who's lived in Madrid, Spain for nearly 15 years now. I'm a secondary school teacher, freelance journalist, stressed-out father and keen football fan. I have a first-class BA degree and an MA in Journalism from the University of Stony Brook, New York. I'm married and have three children. I've published lots of articles on languages and sport in academic journals. My plans include setting up a blog on the same subject, in between family duties.



## Patricia Argensola

Born and brought up in Mexico City, Patricia has worked in education for over 25 years in Mexico, England, Brazil and Japan. She is currently senior teacher trainer at the British Council, Trieste. She has published *Sport, Languages and Teaching Teens* (which was voted winner, Innovation Prize 2010) and runs the international *English in Sport* website.



- 9 Complete this information about the two biographies.

serious    informal    approachable    formal    work    passive verb forms  
first    personal information    third    contractions    colloquial expressions

- William's biography is written in the <sup>1</sup> \_\_\_\_\_ person and contains examples of <sup>2</sup> \_\_\_\_\_ style: <sup>3</sup> \_\_\_\_\_ (*who's*); <sup>4</sup> \_\_\_\_\_ (*stressed-out, lots of*); and <sup>5</sup> \_\_\_\_\_ (*in between family duties*). He portrays himself as friendly and <sup>6</sup> \_\_\_\_\_.
- Patricia's biography is written in the <sup>7</sup> \_\_\_\_\_ person and contains examples of <sup>8</sup> \_\_\_\_\_ style, including <sup>9</sup> \_\_\_\_\_ (*which was voted*). She portrays herself as more <sup>10</sup> \_\_\_\_\_ and focuses purely on her <sup>11</sup> \_\_\_\_\_.

- 10 a What do you think is the main aim of each biography?

- |                                   |                          |
|-----------------------------------|--------------------------|
| 1 to inform the reader            | <input type="checkbox"/> |
| 2 to create empathy in the reader | <input type="checkbox"/> |
| 3 to impress the reader           | <input type="checkbox"/> |

- b Underline parts of William's biography which suggest that he wants to create empathy in the reader.
- c Underline parts of both biographies which suggest that the writers want to impress the reader.







# 3 Language and literature

## VOCABULARY

Describing a book and its significance

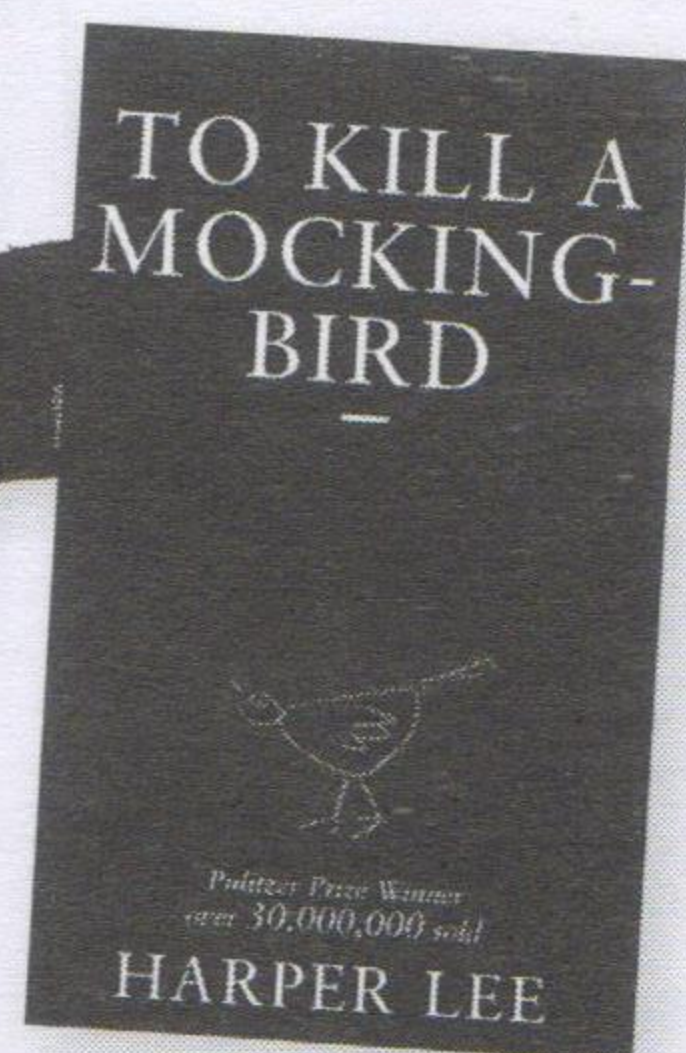
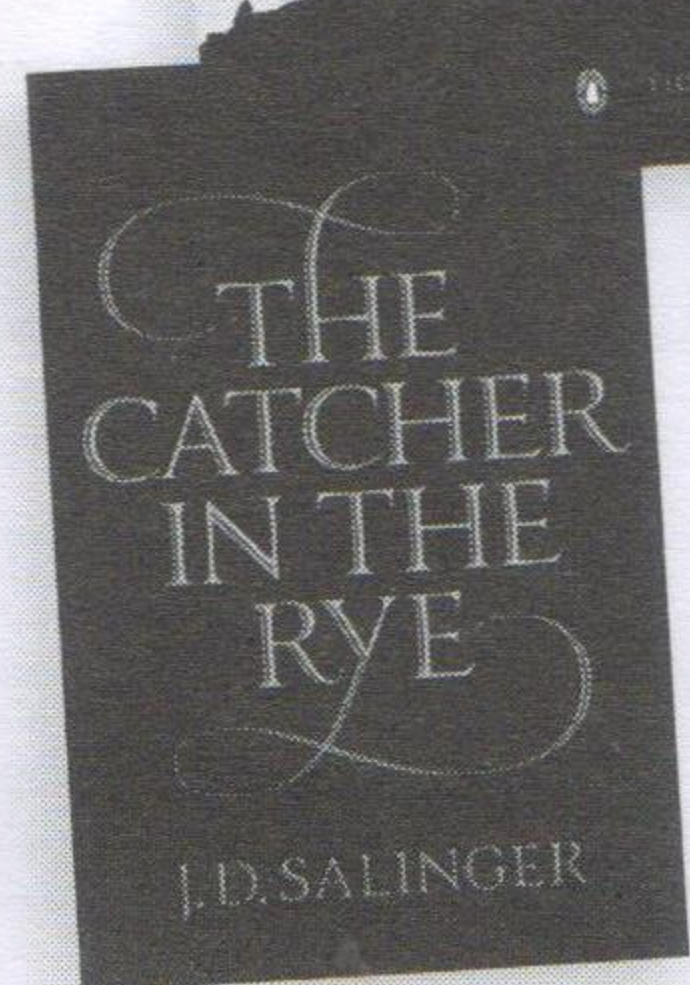
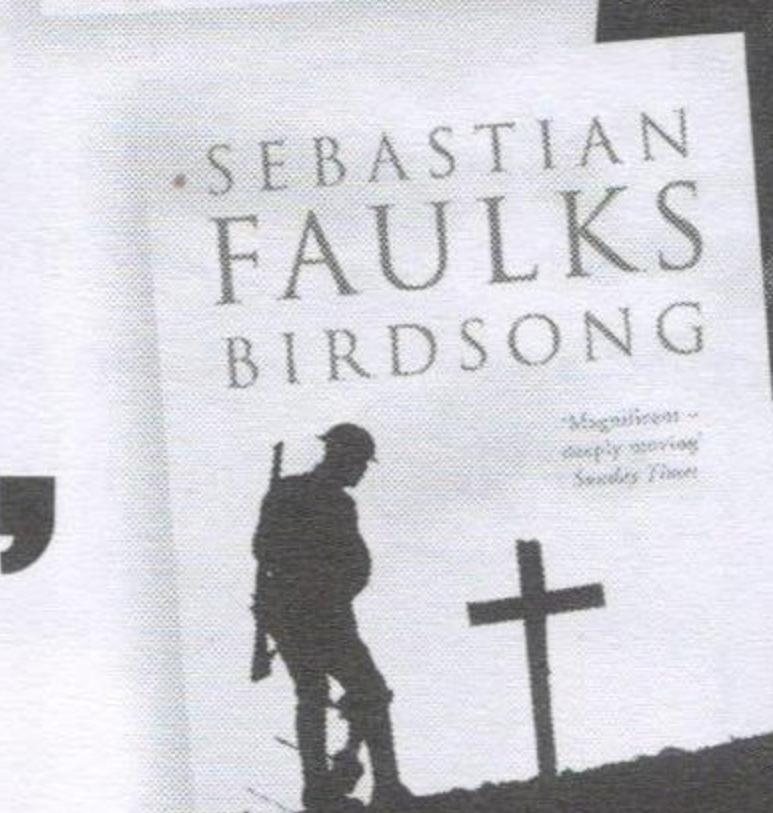
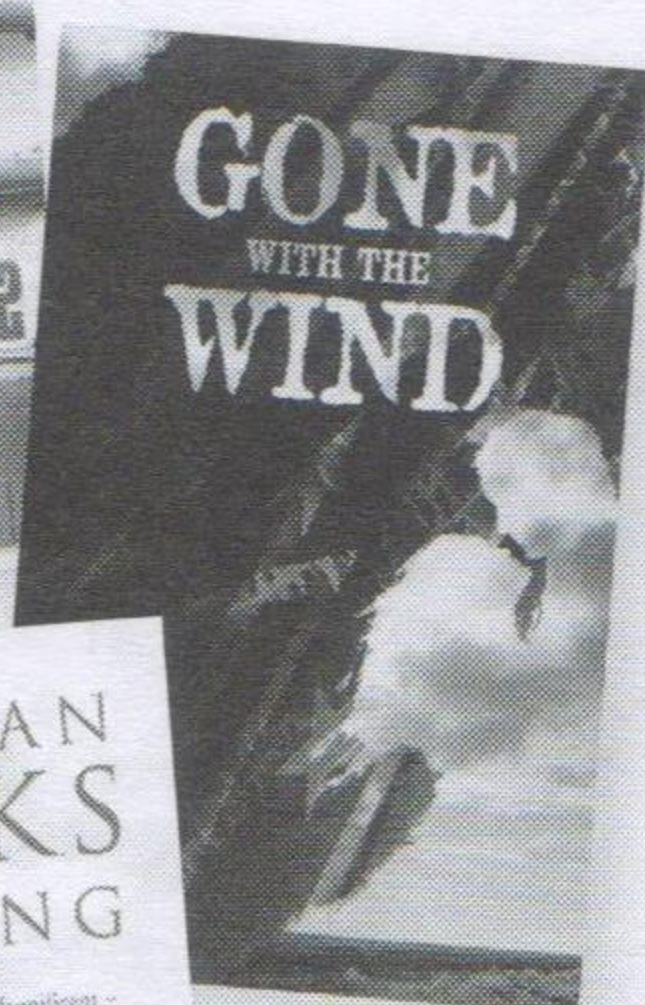
**B** *Birdsong* has beautifully thought-out descriptions. You imagine the author must have been there, and when you read the book, you feel like you are there too.

**D** The thing about *To Kill a Mockingbird* – the great thing – is that it's a simple story about a decent man who stands up against the system and makes a difference. It's brilliantly done.

**A** I read *Catcher in the Rye* when I was 15 and I thought wow! This person understands me! I have a friend here because he understands how much I hate everybody around me. He's having the problems I'm having. And I still believe it, I know the book's right and I think the author was ahead of his time.

**C** *Gone with the Wind* is quite risqué for its period, and it's utterly absorbing – like a big cream cake. You know you shouldn't, but you just love it and come back for more.

**E** *Catch 22* – well, it did make me catch my breath. With so many authors writing about war, it's not hard to give the message that war is bad, war is hell. But what this novel managed to achieve is really clever. It says war is a joke. And it makes us believe it.



## Over to you

Use these prompts to write a description of a book you like.

- It's one of the few books that ...
- The great thing about ...
- It's incredibly ...
- It does make you ...

## GRAMMAR

Present verb forms

- 1 a In a recent survey, thousands of people were asked to choose their favourite book. Read quotes A–E. Which novel is being described in 1–5?

- 1 There is something self-indulgent and irresistible about this book. \_\_\_\_
- 2 It succeeds at doing something very difficult. \_\_\_\_
- 3 The reviewer identified with the book's main character. \_\_\_\_
- 4 The book's overall message is all important. \_\_\_\_
- 5 The author had great powers of imagination. \_\_\_\_

- b Which of the quotes A–E:

- 1 focuses on the atmosphere captured by the book? \_\_\_\_
- 2 describe an emotional response to the book? \_\_\_\_, \_\_\_\_ and \_\_\_\_

- 2 a Look at the underlined sentences in A. What is the difference in meaning between *have* in the present simple and *having* in the present progressive?

*have* = \_\_\_\_

*having* = \_\_\_\_

- b Choose the best option.

- 1 If I were you, I'd leave him alone – he's / he's being very difficult today.
- 2 You imagine / 're imagining things. There's no reason to feel afraid here.
- 3 I'm expecting / I expect that most books you read as a child are not worth reading as an adult.
- 4 He appears / 's appearing to be OK, but I'd call a doctor just in case.
- 5 Normally, we have / 're having holidays at the same time, but this year I have / 'm having second thoughts about it.
- 6 She comes / 's coming from Madrid this morning. I hope she gets here on time.



VOCABULARY

language

3 a Match verbs 1–5 with their more formal synonyms a–e.

- |                           |                  |
|---------------------------|------------------|
| 1 get the hang of         | a acquire        |
| 2 take up                 | b preserve       |
| 3 pick up                 | c survive        |
| 4 get by in               | d master         |
| 5 keep (a language) going | e start learning |

b Add the correct form of the most appropriate verbs from 3a. Bear in mind the register of each sentence.

- It took us a while \_\_\_\_\_ the rather counter-intuitive on-screen controls.
- We have traditionally set a high value on education and \_\_\_\_\_ new skills, if only as a passport to a better life elsewhere.
- Well, why not \_\_\_\_\_ a new hobby to take your mind off the problem?
- For an aspiring writer, working on a hotel switchboard was a valuable experience. I \_\_\_\_\_ the ability to listen in on conversations undetected.
- He's started going to the market, and can now \_\_\_\_\_ French.
- All of this work \_\_\_\_\_ in the library, which has become a museum to the nation's literature.

c Add a word that collocates with *language* to each sentence.

~~same~~ barrier plain body common grasp bad exposure

same

- 'We speak the *language*' has become something of an advertising slogan.
- Sometimes you can tell what someone's thinking just from their language.
- There's more than a language between them, there's a physical one too.
- I don't understand why they can't put all this in language. All these technical terms just confuse me.
- In this globalised world, it is not hard to find someone who speaks a language.
- It's amazing how well he speaks the language, considering he's had so little to it.
- After only a few months in Tel Aviv, she had a perfect of the language.
- I wouldn't recommend the film for your kids, it's got scenes with quite language.

VOCABULARY

Plans and priorities

4 a Match conversation beginnings 1–6 to endings a–f.

- |  |  |
|--|--|
| 1 I think I should prioritise grammar and vocabulary | a a language exchange once or twice a week.                  |
| 2 I'd benefit from                                   | b living abroad, because it would not be a practical option. |
| 3 I haven't considered                               | c if I want to pass my exams.                                |
| 4 Getting my message across                          | d is of prime concern at the moment.                         |
| 5 Talking regularly in English                       | e over writing it.   |
| 6 For me, speaking English takes priority            | f would be a great help in improving my fluency.             |

b Transform the sentences in 4a using the words in brackets.

- Grammar and vocabulary \_\_\_\_\_. (my priority)
- A language exchange once \_\_\_\_\_. (very beneficial)
- Living abroad \_\_\_\_\_. (out of the question)
- Getting my message across \_\_\_\_\_. (main aim)
- Regular conversation \_\_\_\_\_. (more fluent)
- Writing English \_\_\_\_\_. (an important issue)

Over to you

Are the sentences in 4b true for you? Alter them if not.



# GRAMMAR

## Adverbs

5 a Match groups of verbs and adjectives A-D with adverbs 1-4.

A	B	C	D
divided	recommend	evoked	examined
unpopular	support	painted	reviewed
disappointed	suggest	portrayed	checked
saddened	encourage	illustrated	researched
disturbing	oppose	captured	investigated

- 1 thoroughly \_\_\_\_
- 2 vividly \_\_\_\_
- 3 deeply \_\_\_\_
- 4 strongly \_\_\_\_

b Put the words in order.

- 1 vividly / the / the / of / atmosphere / time / The / portrays / painting / .  
\_\_\_\_\_
- 2 disappointed / were / opposition / with / the / The / results / deeply / .  
\_\_\_\_\_
- 3 recommended / can / be / strongly / product / This / .  
\_\_\_\_\_
- 4 mindset / That / captured / image / generation / of / a / vividly / the / .  
\_\_\_\_\_
- 5 parties / other / opposed / have / The / tax / rise / strongly / the / income / .  
\_\_\_\_\_
- 6 of / by / examined / officers / police / scene / thoroughly / the / The / was / crime / .  
\_\_\_\_\_

c Which sentence in 5b do you think comes from:

- a a discussion about an iconic picture? \_\_\_\_\_
- b a report on election results? \_\_\_\_\_
- c an art exhibition catalogue? \_\_\_\_\_
- d an argument about a particular economic policy? \_\_\_\_\_
- e a news story about a burglary? \_\_\_\_\_
- f an advert in which an expert talks about a product? \_\_\_\_\_

## OVER TO YOU

6 Finish these sentences in a way that expresses your opinion on something.

- 1 I strongly believe that ...
- 2 It's practically impossible for me to ... but ...
- 3 It's highly likely that I ...
- 4 I'm thoroughly tired of ... because ...
- 5 I deeply regret ...
- 6 It's generally believed that ...



7 Look at the job advert. Add verbs to the gaps.

conducting promoting co-ordinating selecting reporting extending

## Neptune Fashion Magazine editor wanted

Ref.: #80002647

The position involves:

- <sup>1</sup> \_\_\_\_\_ an existing team of freelance writers;
- proof-reading and <sup>2</sup> \_\_\_\_\_ the right articles to be published;
- attending and <sup>3</sup> \_\_\_\_\_ on launch parties and fashion events;
- <sup>4</sup> \_\_\_\_\_ interviews with industry members;
- <sup>5</sup> \_\_\_\_\_ the company's brand and name;
- <sup>6</sup> \_\_\_\_\_ the company's business and contacts within the industry.

If you have what it takes to excel in this exciting role, reply to this advertisement with your CV and a letter of interest.

Address your letter with the above ref. to **Karsten Forster**, Human Resources.

8 Read the letter of interest. Match features a–g to underlined sections 1–7.

- |   |                                     |
|---|-------------------------------------|
| a highlight the candidate's general positive points                       | <input checked="" type="checkbox"/> |
| b persuade the employer that they are the right candidate                 | <input type="checkbox"/>            |
| c state how the candidate became familiar with the company                | <input type="checkbox"/>            |
| d link the candidate's traits and characteristics to the company          | <input type="checkbox"/>            |
| e indicate a desire to meet with the person concerned and discuss further | <input type="checkbox"/>            |
| f explain the reasons for the application in general                      | <input type="checkbox"/>            |
| g link other documents to relevant work experience                        | <input type="checkbox"/>            |

9 How would you define the nature of each paragraph?

10 Find three nouns and three adjectives which cast Jason's abilities in a positive light.

Nouns: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Adjectives: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

11 Write a letter of interest for a job in your particular field.

- Think about the academic and/or professional experience that you could bring to the job.
- Consider how you could best persuade the employer that you're the right candidate.
- Follow the structure of Jason's letter and use relevant vocabulary.

Dear Karsten Forster,

I am writing in response to your recent advertisement for a fashion magazine editor. <sup>1</sup>I am interested in extending my career in magazine journalism and taking on new challenges. For this reason, I would like to offer my services to Neptune. In addition, <sup>2</sup>my close friend Paula Chavez, who works for your organisation, suggested that my talents would benefit Neptune enormously.

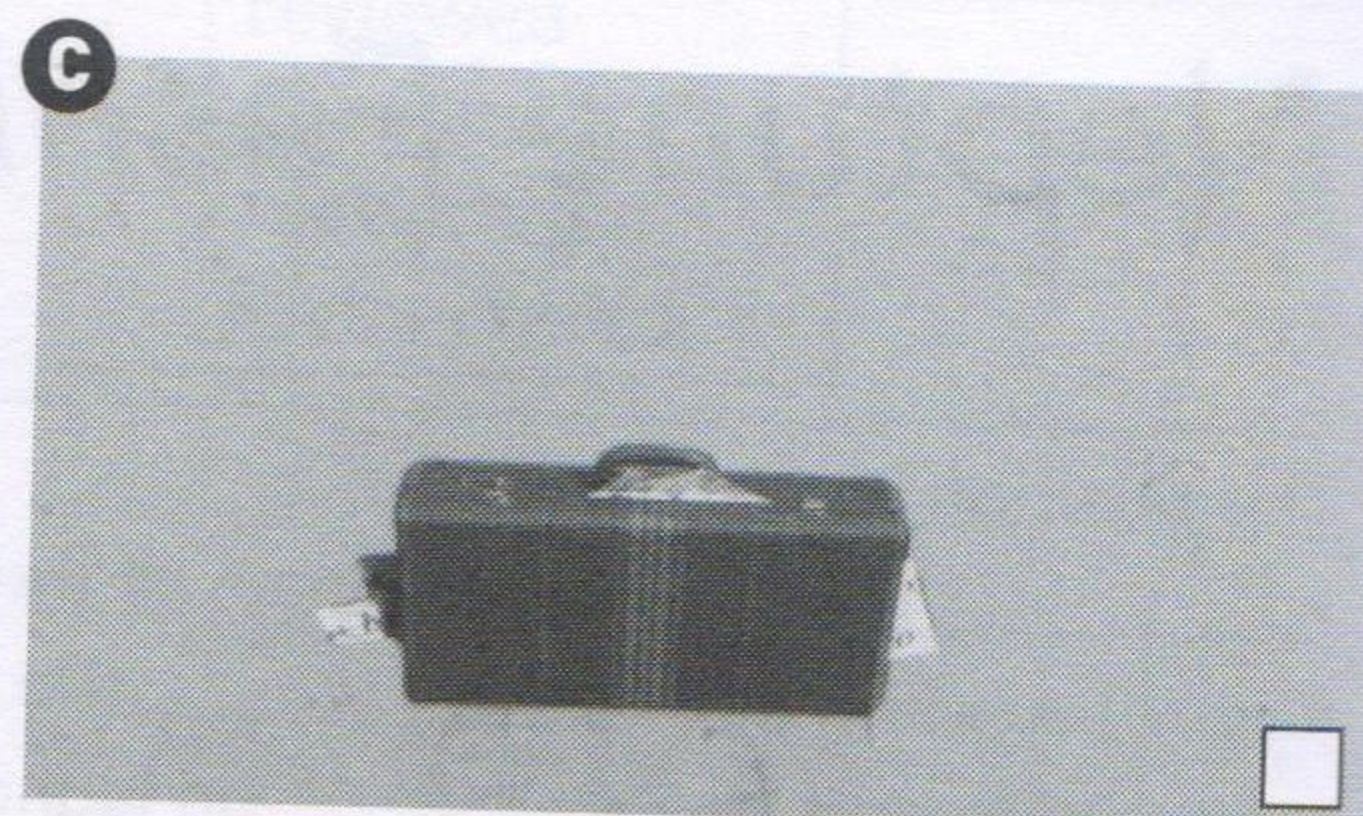
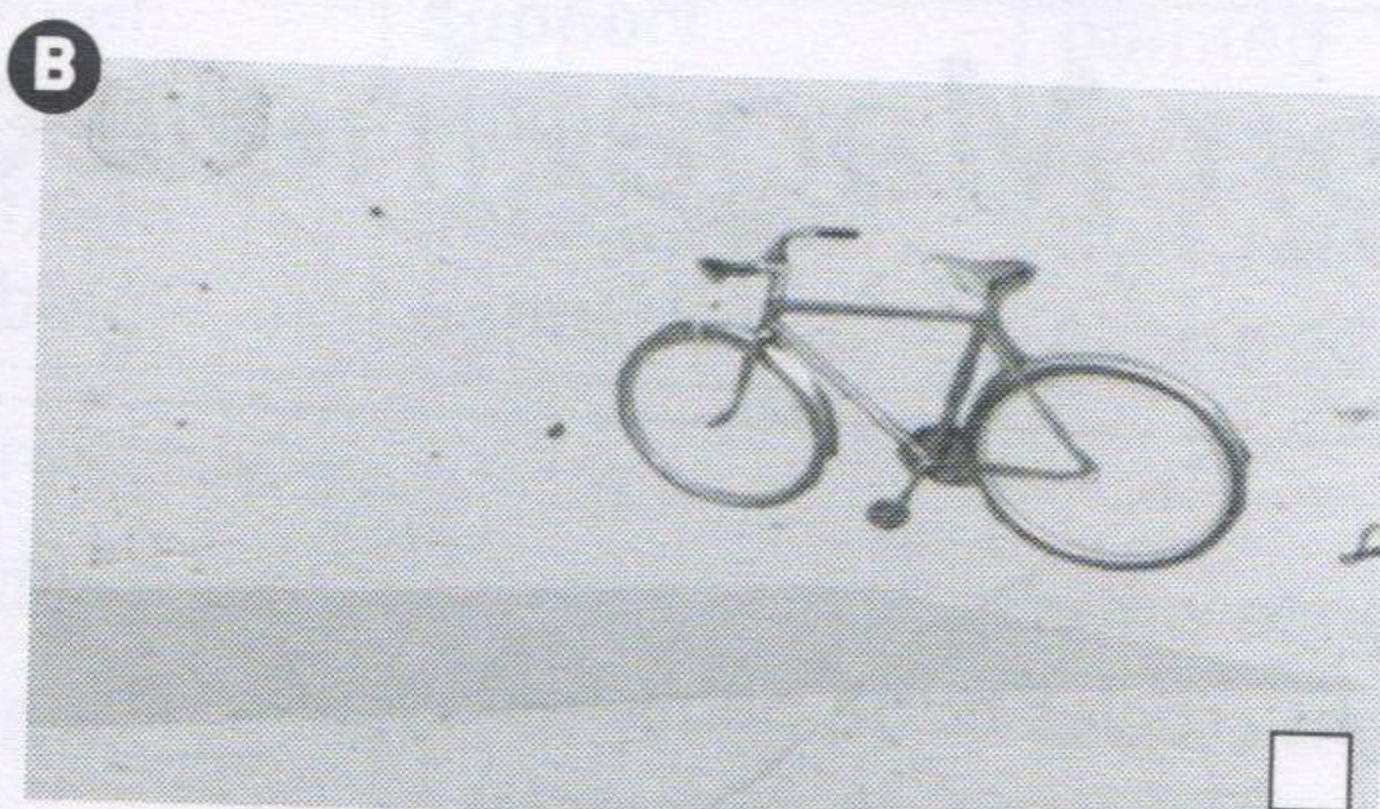
<sup>3</sup>As you can see from my CV, I have co-ordinated a team of journalists and am experienced in selecting, editing and writing materials related to the fashion industry. <sup>4</sup>Part of my success is due to the fact that I place a high value on personal integrity and represent both my employer and myself in an ethical and respectable manner. <sup>5</sup>Added to my diligence in paying close attention to detail, as a promoter of your company I would bring focus not only to the value of the Neptune brand, but also to quality customer service. Furthermore, <sup>6</sup>I am a hard-working self-starter who works equally well in a team environment or individually.

<sup>7</sup>I would appreciate the opportunity to discuss the job offer further with you and to provide additional information on my candidacy. I can be reached anytime via mobile phone. Thank you for your time and consideration. I hope that you will seriously consider my application and I look forward to speaking with you.

Yours sincerely,  
Jason Marcos.



- 1 Before you watch, think of a poem that you know well. What can you remember about it? How do you think poetry could be made more accessible for the 'digital generation'?
- 2 Watch the visual poem. Number these images in the order you see them.



- 3 a Make a list of the things that the poet has forgotten in relation to the images.

A name of author, plot, title of novel, conclusion

B \_\_\_\_\_

C \_\_\_\_\_

D \_\_\_\_\_

E \_\_\_\_\_

F \_\_\_\_\_

G \_\_\_\_\_

H \_\_\_\_\_

- b Which other images are used by the animator as metaphors for memories?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 4 a Watch again and find:

- seven synonyms for 'disappear' or 'vanish'.  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- six expressions related to 'remembering'.  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

- b How does the poet express these ideas?

to hide \_\_\_\_\_

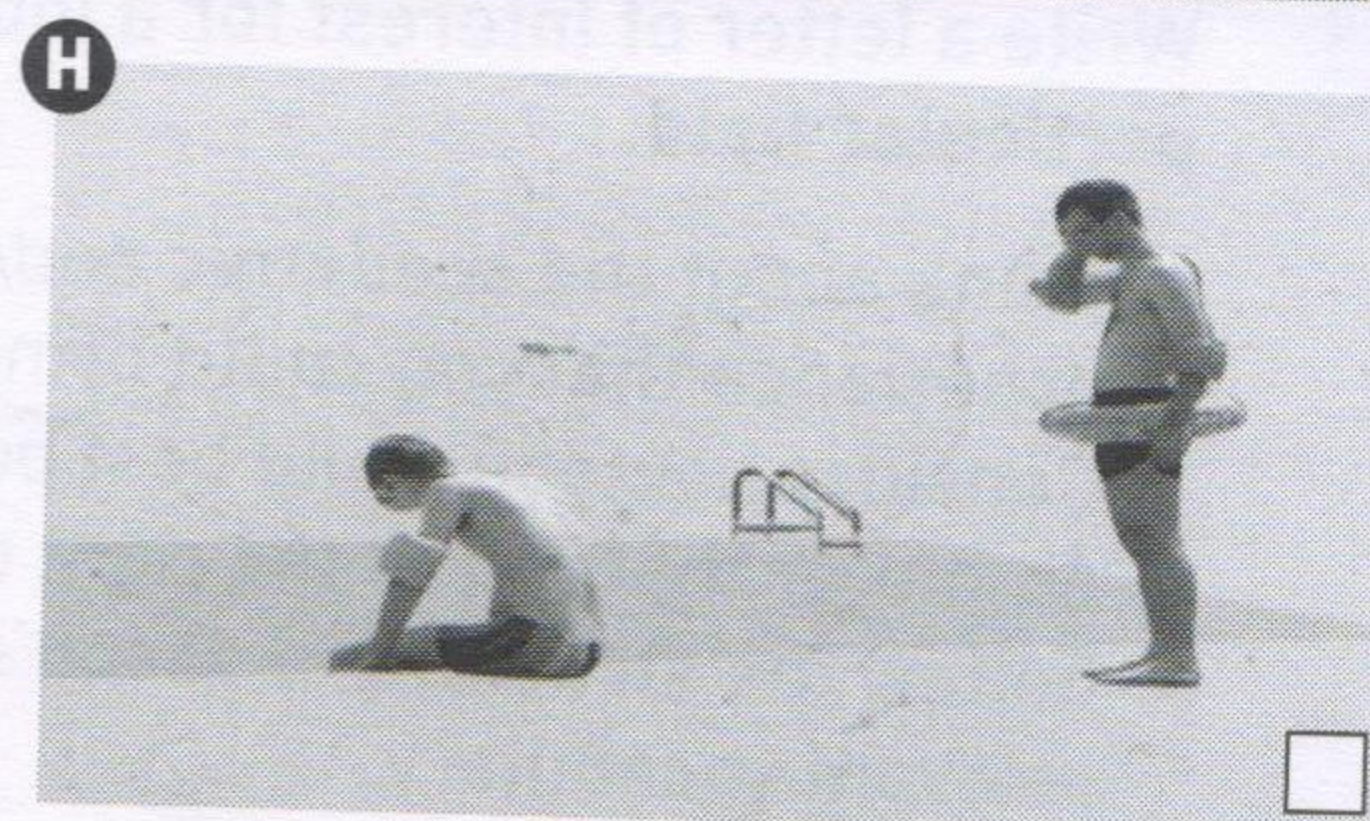
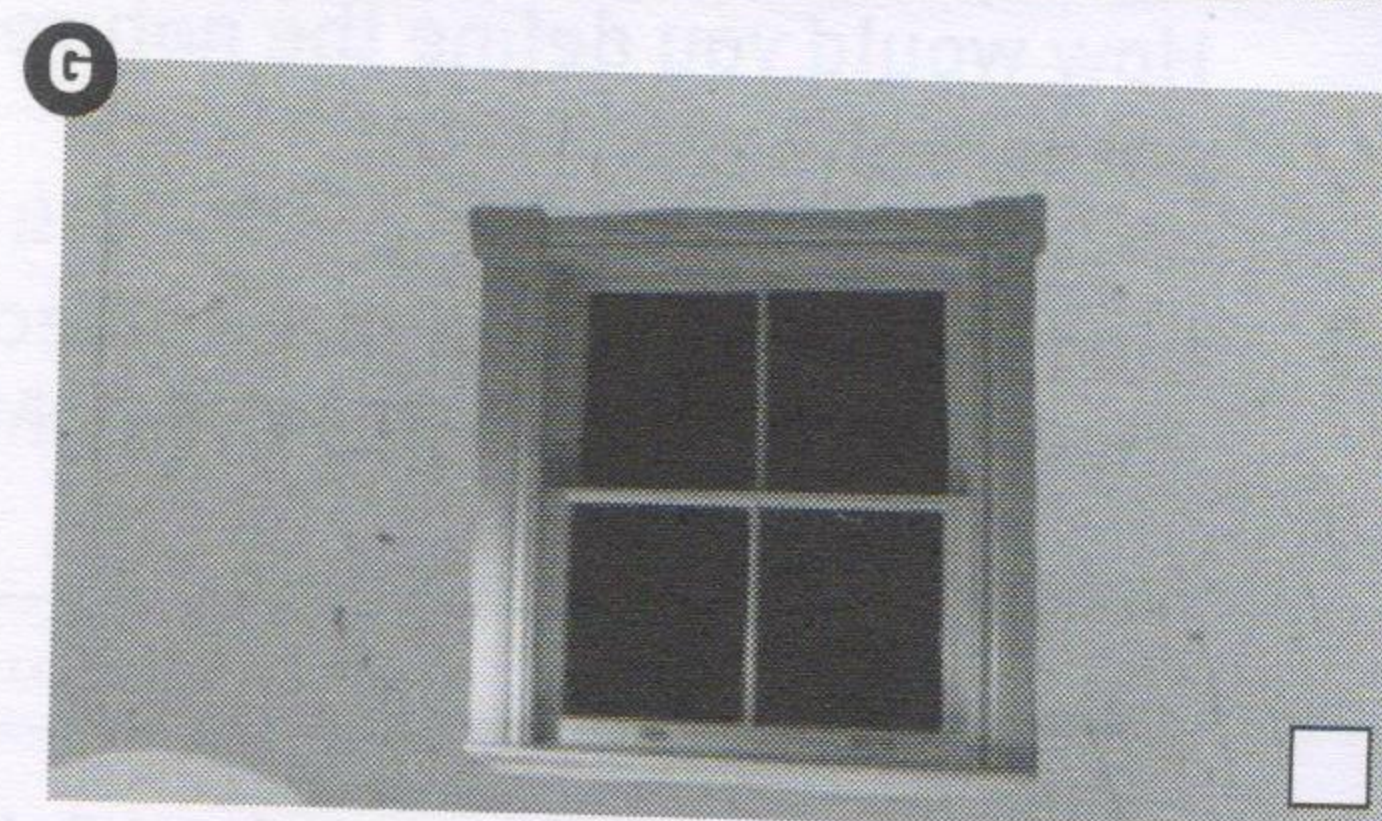
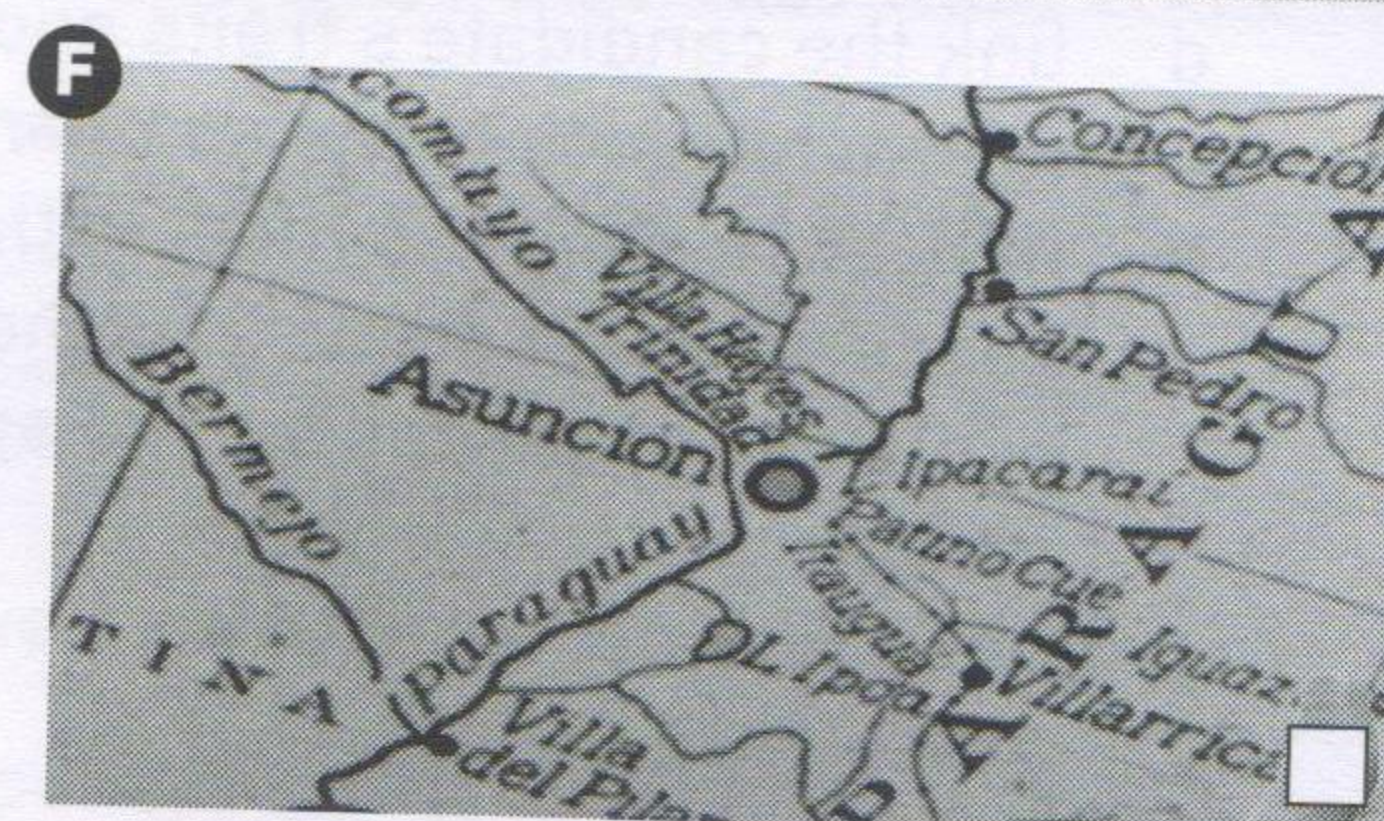
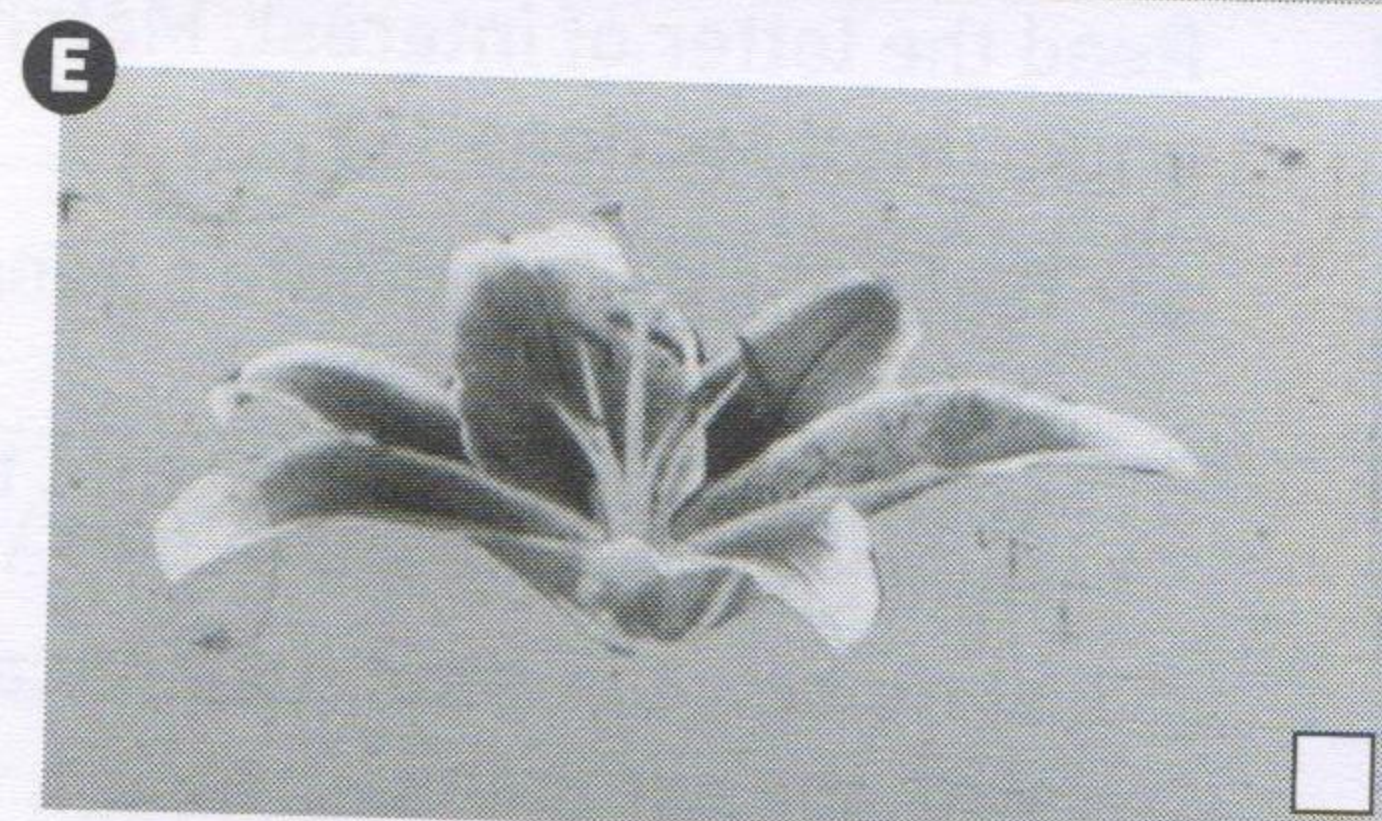
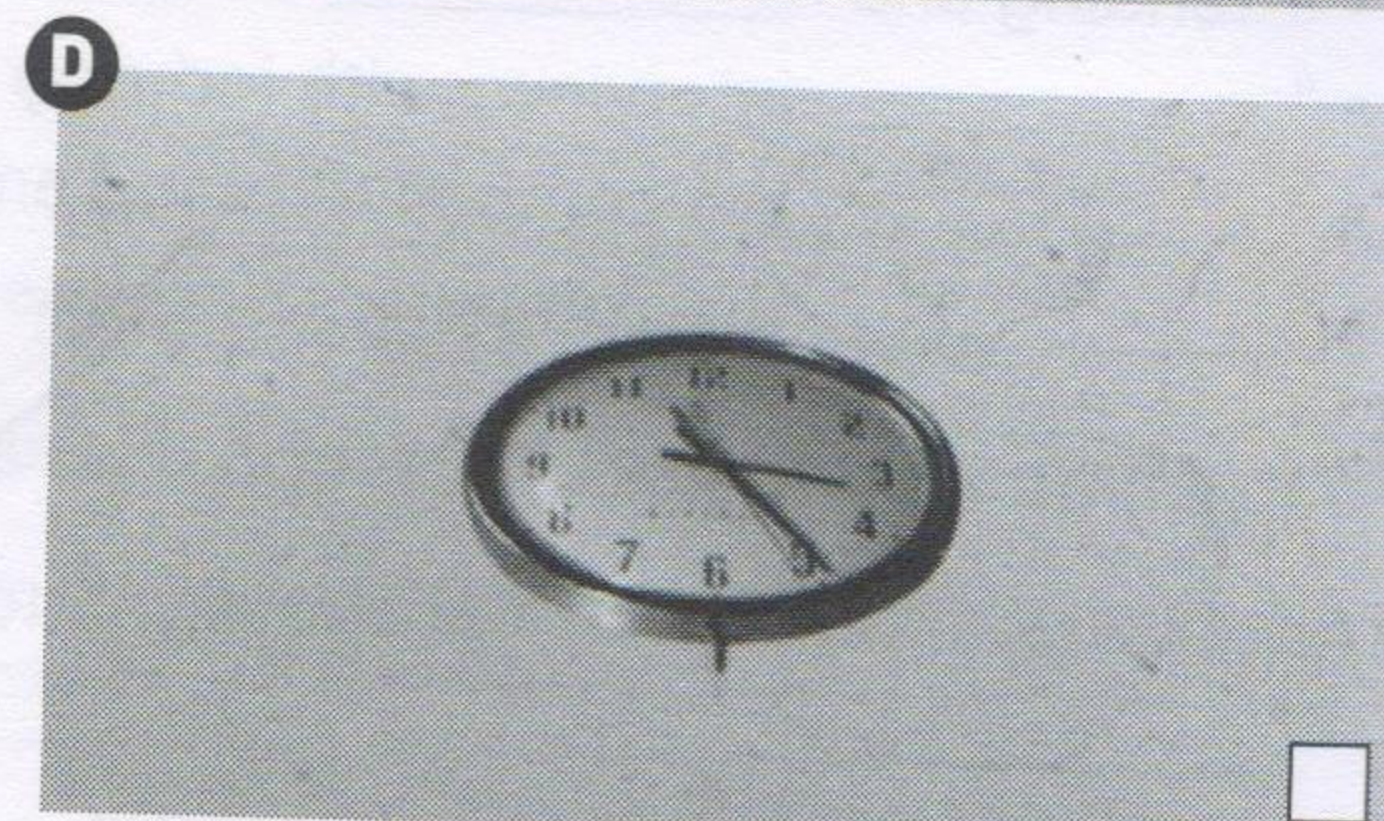
be ready \_\_\_\_\_

it's not surprising \_\_\_\_\_

- 5 Which are the best two summaries of the poem?

- 1 Our memories are random; we remember some things and forget others.
- 2 We try to remember things, but the more we do this, the harder they are to recall.
- 3 We can't remember trivial things and things we learned at school.
- 4 We forget everything eventually, and this is infuriating.
- 5 Very important, meaningful things can be forgotten easily; everything is ephemeral.

- 6 Think about your own response to the poem. Why could it be considered humorous? What does the animation add? Who do you think would most identify with this poem?

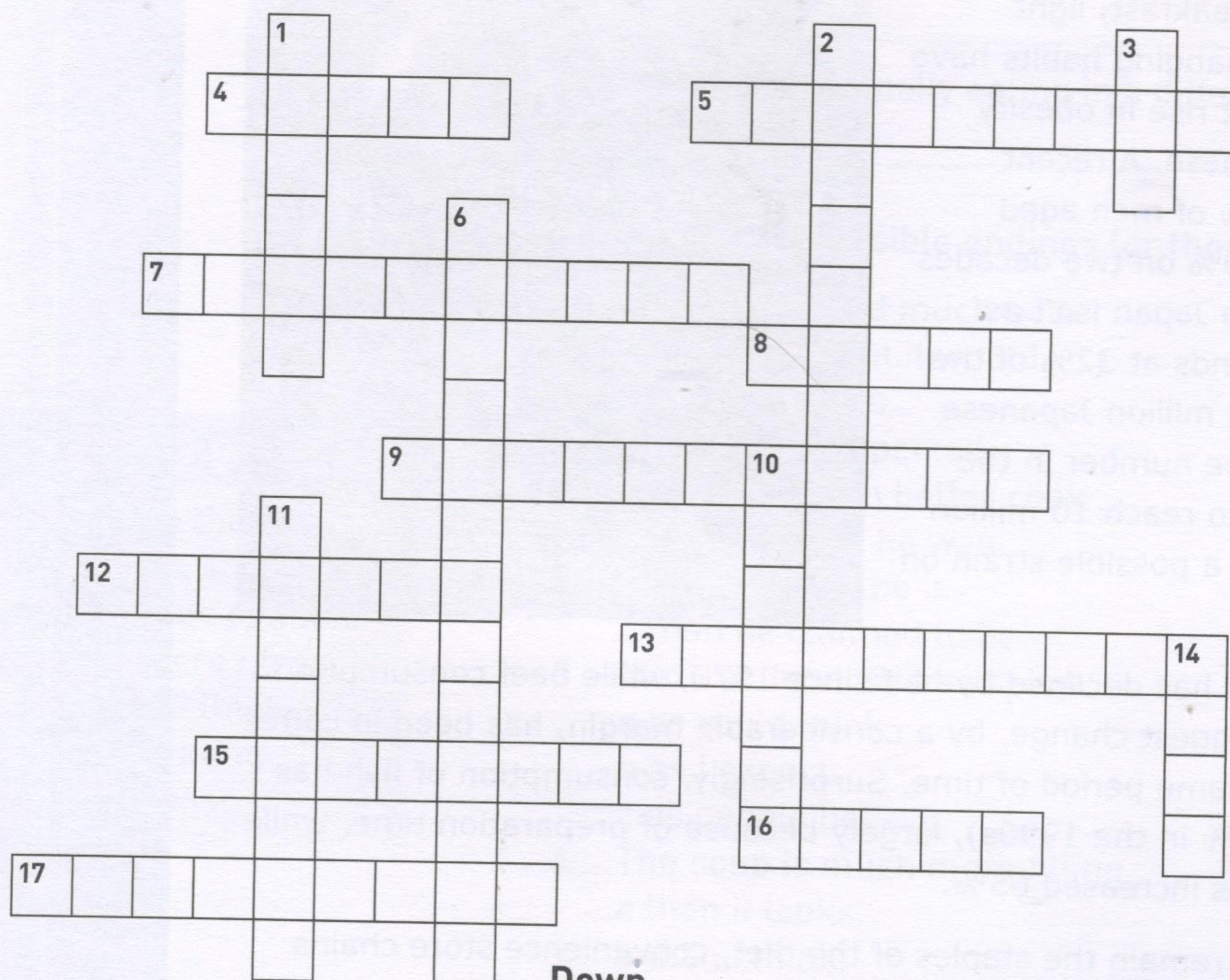




## VOCABULARY

Types of food

1 Complete the crossword.



### Across

- 4 If you've got high blood pressure, you need to avoid \_\_\_\_\_ food.
- 5 \_\_\_\_\_ bread is considered one of the healthiest varieties.
- 7 Some societies have gone from not having enough food to \_\_\_\_\_.
- 8 Cheese and milk are \_\_\_\_\_ products.
- 9 \_\_\_\_\_ foods are designed to be fast and easy to prepare.
- 12 Buy \_\_\_\_\_-produced food, it will be fresher.
- 13 Berries are thought to be among the most \_\_\_\_\_ foods you can eat.
- 15 Eat in or \_\_\_\_\_?
- 16 There are five different types of \_\_\_\_\_: sweet, sour, etc.
- 17 \_\_\_\_\_ food has been chemically altered through additives.

### Down

- 1 Common \_\_\_\_\_ food includes soups, fruit and fish.
- 2 Muesli contains lots of \_\_\_\_\_, or fibre.
- 3 It's good to eat \_\_\_\_\_ vegetables – it's better than cooking them.
- 6 Food high in \_\_\_\_\_ includes bread and potatoes.
- 10 \_\_\_\_\_ coffee is quick but not the best in flavour.
- 11 These days, a lot of food is elaborately \_\_\_\_\_, so you don't really know what you're buying.
- 14 \_\_\_\_\_ drinks are often sugary, or made with fruit.

## GRAMMAR

The future

2 Select the best option for each sentence.

- 1 I'm bound to find / finding a job soon, I can't be that unlucky.
- 2 The prime minister is to / due to be released from hospital tomorrow.
- 3 The country is on the verge to announce / of announcing a state of emergency.
- 4 We're on the point to gain / of gaining an historic victory.
- 5 It's / There are likely to be delays on the buses today.
- 6 They're certain to be / being successful. Everyone will want to have one.

3 Rewrite these headlines as normal sentences. Think about what words are missing.

1 **PRINCE TO WED AGAIN**

2 **JULY HOTTEST ON RECORD CLAIM EXPERTS**

3 **VERGE OF BREAKDOWN FOR SOAP STAR**

4 **RADIOHEAD ONLY SHOW: TICKETS OUT 18/09**

5 **COUNTRY TO GO FOR 2024 OLYMPIC BID**



## VOCABULARY

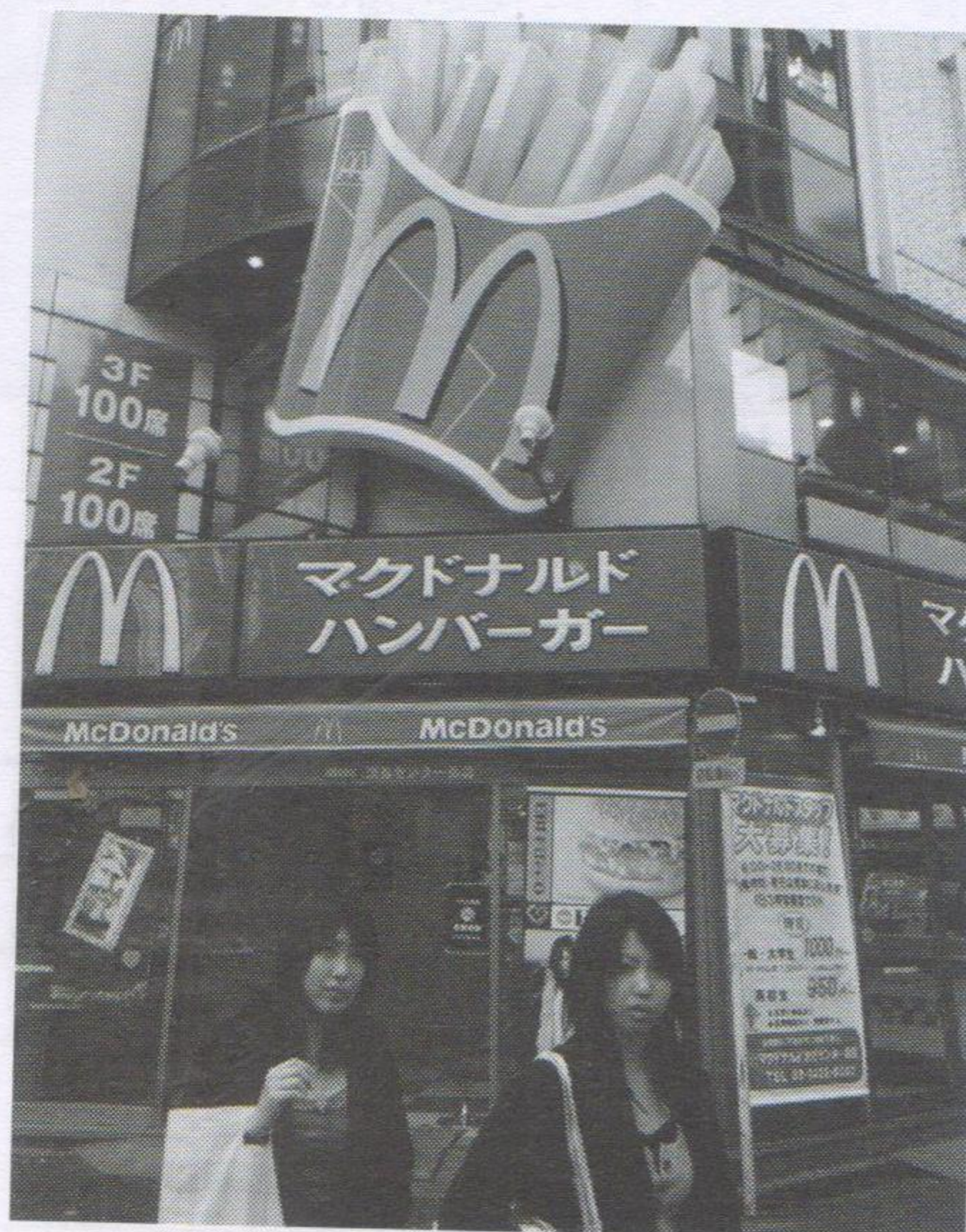
Differences and changes

4 Read the article on changing food habits in Japan. Which foods are consumed more/less now?

- more: \_\_\_\_\_
- less: \_\_\_\_\_

## Changing food habits in Japan

Slowly, but surely, many urban Japanese are adopting American eating habits – a huge breakfast, light lunch, and a hearty dinner. Such changing habits have led to a fattier diet and a significant rise in obesity and heart disease among the Japanese. A recent government survey found that 30% of men aged 30–60 are obese, an increase of 40% on two decades earlier. However, the obesity rate in Japan isn't as alarming as in the US, where it stands at 32% of the population. There are currently 8.2 million Japanese with diabetes, more than double the number in the early 1990s. The rate is expected to reach 10 million in the next decade, bringing about a possible strain on the national health-care system.



Consumption of rice and fresh fruit has declined by half since 1970, while beef consumption has risen by 40%. However, the biggest change, by a considerable margin, has been in coffee drinking, which has tripled in the same period of time. Surprisingly, consumption of fish has also been declining (it dropped 15% in the 1990s), largely because of preparation time, while the purchase of prepared foods has increased 65%.

Although fish, vegetables and rice remain the staples of the diet, convenience store chains have transformed Japanese cities overnight, influenced by the popularity of ice cream and doughnut franchises. Busy children attending after-school classes are reportedly eating more starchy food, frozen microwave snacks, convenience store sandwiches, cup noodles and rice balls. Many 'salary men' eat almost exclusively at convenience stores. Shops selling crêpes and Belgian waffles are a common sight at shopping areas. Such temptations have had an enormous effect on people's attitude to food. According to food writer Kazue Hashimoto, "People are actually eating in a different way now. They aren't fulfilled when they eat. That's why they are going for doughnuts and ice cream. It's a search for 'fullness' and that triggers overeating."

5 Add expressions from the box to these sentences so that the information is the same as expressed in the article.

a massive transformation   a three-fold increase   a gradual adoption  
increased significantly   a 50% drop   a slight decline

- 1 There has been \_\_\_\_\_ of American eating habits among Japanese.
- 2 There has been \_\_\_\_\_ in Japanese cities because of the arrival of convenience store chains.
- 3 Consumption of rice and fish has seen \_\_\_\_\_ since 1970.
- 4 Coffee drinking has seen \_\_\_\_\_, representing by far the biggest change.
- 5 Surprisingly, there has been \_\_\_\_\_ in the consumption of fish.
- 6 The purchase of prepared foods has \_\_\_\_\_.



## GRAMMAR

Comparisons involving different verbs and times

## Over to you

Complete these sentences so they reflect your opinion.

- I eat more / less...
- I should think about eating ...
- In the past, ...

## VOCABULARY

Cause and effect

6 Look at these examples from the article. Rewrite them using the words in brackets.

- 1 However, the obesity rate in Japan isn't as alarming as in the US, where it stands at 32% of the population.  
The obesity rate in the US \_\_\_\_\_. (greater)
- 2 There are currently 8.2 million Japanese with diabetes, more than double the number in the early 1990s.  
There are \_\_\_\_\_. (twice as)
- 3 Consumption of rice and fresh fruit has declined by half since 1970.  
Consumption \_\_\_\_\_. (less than half of)
- 4 People are actually eating in a different way now.  
People \_\_\_\_\_. (same way)

7 Circle the two possible endings for these sentences.

- 1 The food tasted much better ...  
a than I thought it would.  
b than it seems.  
c than I had expected.
- 2 He was a much better cook ...  
a than he says he was.  
b than he said he is.  
c than he claimed to be.
- 3 Mexican food isn't as spicy ...  
a as you'd think.  
b as I expect.  
c as people believe.
- 4 The soup is much more filling ...  
a than it looks.  
b than I think.  
c than I thought.
- 5 You can get a far greater variety of food ...  
a than you could.  
b than you used to.  
c than you can now.
- 6 That food was frozen and tasted worse ...  
a than if it had been cooked fresh.  
b than if it has been cooked fresh.  
c than if it were fresh.

8 Rewrite these extracts from the article using the verbs in brackets.

- 1 Changing habits have led to a fattier diet.  
• Changing habits have resulted in a fattier diet. (result)  
• \_\_\_\_\_ (bring)
- 2 The rate is expected to reach 10 million, bringing about a strain on the health-care system.  
• \_\_\_\_\_ (cause)  
• \_\_\_\_\_ (give)
- 3 Convenience store chains have transformed Japanese cities, influenced by the popularity of ice cream and doughnut franchises.  
• \_\_\_\_\_ (stem)  
• \_\_\_\_\_ (consequence)



- 9 Read the first two paragraphs by the well-known travel writer Jan Morris about Venice. What does she remember from her previous visits to Venice?

*The gondola ride ...*

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- 10 The writer uses *would* four times in the second paragraph. What does it mean and why does she use it?

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- 11 Read the rest of the article. Match the role of each paragraph to descriptions a–e.

- a describing a vision of the city based on previous experiences / images ☐
- b recounting an event which led to a major change. ☐
- c establishing the context for the writing. ☐
- d realising that one has to accept the reality and see the city for what it is. ☐
- e explaining the disappointment of seeing that fantasy does not match reality. ☐

- 12 a Jan Morris intends to “spend happy interludes” in Venice. What other expressions reflect this?

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- b She describes Venice as “supreme”. What other adjectives reflect this?

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- c She suggests Venice has “degenerated”. What adjectives about the city reflect this?

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- d What four words beginning with ‘d’ does the writer use to reveal her own strong, negative feelings?

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- 13 She refers to many different aspects of the ‘real contemporary Venice’. Which of these does she consider to be positive, negative or both? Find evidence in the text to support your decision.

- 1 The “imitation *quadriga*” (four horses on the façade of St Mark’s): 

---
- 2 The crowds of tourists: 

---
- 3 The gondola ride: 

---
- 4 The building work taking place in the city: 

---
- 5 The city “as spectacle”: 

---
- 6 The city “under water”: 

---
- 7 The carnival: 

---

- 14 a Underline the parts of the article which communicate these ideas in a literary, poetic style.

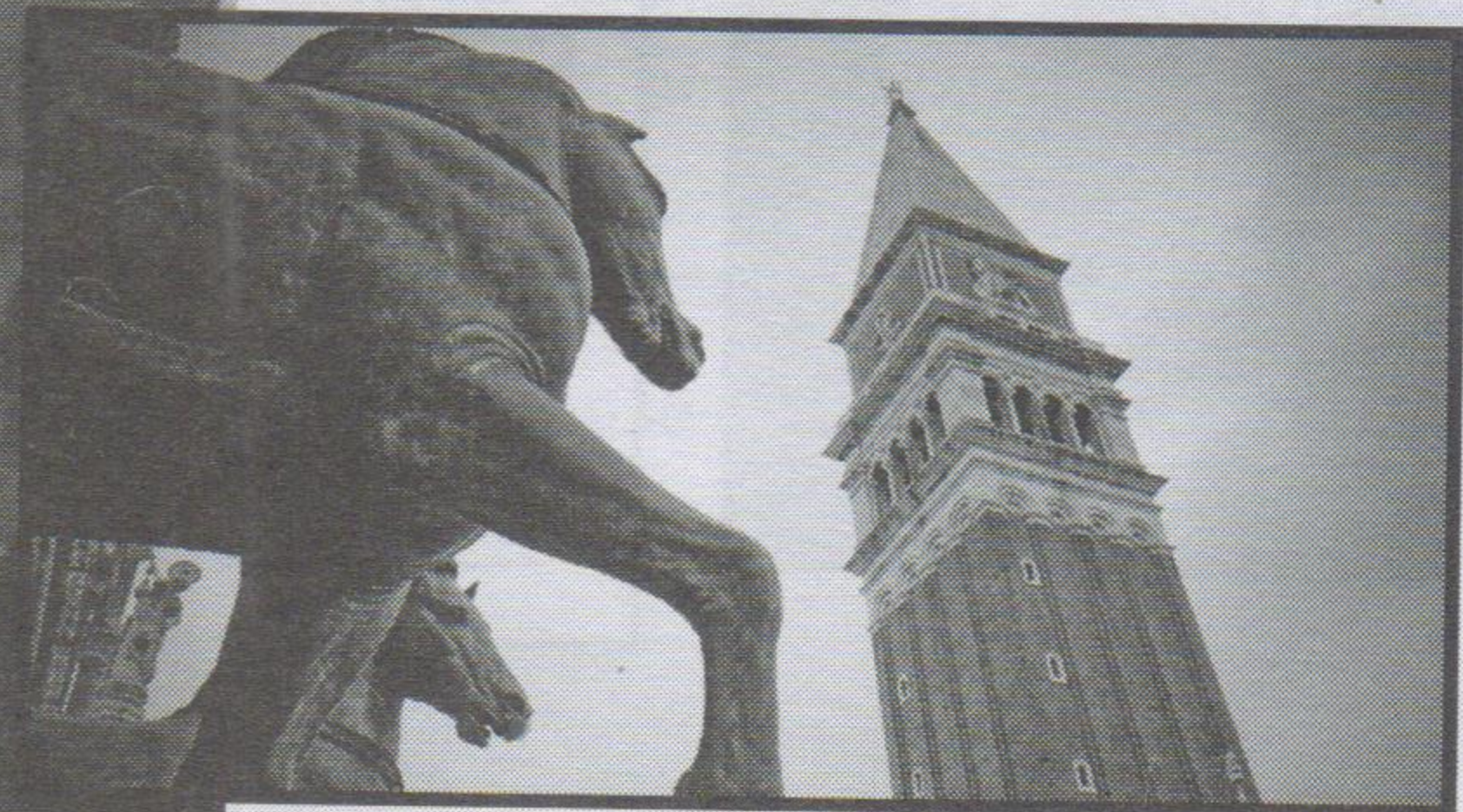
- 1 The writer was going to enjoy looking at the buildings with a drink.
- 2 She wasn’t going to worry about money.
- 3 The city decided to cut its link with the past.
- 4 It enjoys its money-making role.

- b Here are some aspects of style which can be typical of literary writing. Tick the three which are most common in the article.

- 1 Mixing the serious and the funny. ☐
- 2 Referring more to the writer’s attitude to a place than the destination itself. ☐
- 3 Blending historical facts with contemporary observations. ☐
- 4 Describing a chance encounter which has a profound meaning. ☐
- 5 Personifying a place or object. ☐
- 6 Using highly descriptive prose with an opinionated tone. ☐



# Venice changes – but for me it stays seductively, tantalisingly the same



<sup>1</sup>Fifty years ago I published a book about Venice. It has given me the pride and pleasure of a love affair ever since – together with a modest private income – so the other day I went back to Venice to spend a couple of days celebrating its anniversary.

<sup>2</sup>I would do it, I told myself as I boarded the aircraft at Manchester, in the high old style. “Pay the man,” had been a leitmotif of my book, “don’t argue, take a gondola into the lagoon and watch Venice’s magical silhouette sink into the sunset!” Well, this time I would spend happy interludes of architectural contemplation over coffees in the Piazza, and I would never count the cost, and I would take a gondola for a whole day to loiter around the canals and watch that sun go down over the Serenissima “still after a thousand years”, as I wrote half a century ago, “one of the supreme sights of civilisation”.

<sup>3</sup>Every romance has its glitches, however. Bitter winds, interspersed with snow blizzards, interfered with

those languorous coffees in the Piazza; vast temporary posters demeaned the nobility of the city centre; and the price of a gondola for the day turned out to be so inconceivable that my inquiry was referred to the president of the gondoliers’ organisation, as a cause of wonder, I suppose, or a joke. My favourite bookshop had degenerated into a souvenir store. When I idly picked up a copy of the *Rough Guide to Venice* I found that its editor thought my book “insufferably fey and self-indulgent”.

<sup>4</sup>Never mind. I have never loved everything about Venice. Long ago, for instance, I realised that Vivaldi was not for me. I have always despised traditional Murano glass and detested everything to do with carnival and its vulgar snobbism. Like everyone else, I am depressed by the rising of the waters, and by the sometimes truly nightmarish congestion of tourists. My saddest Venetian day was the day when, in 1983, for conservational reasons they removed the ancient

golden horses of St Mark’s, so proud and generous on the façade of the Basilica, and replaced them with the dullard replicas that are up there today.

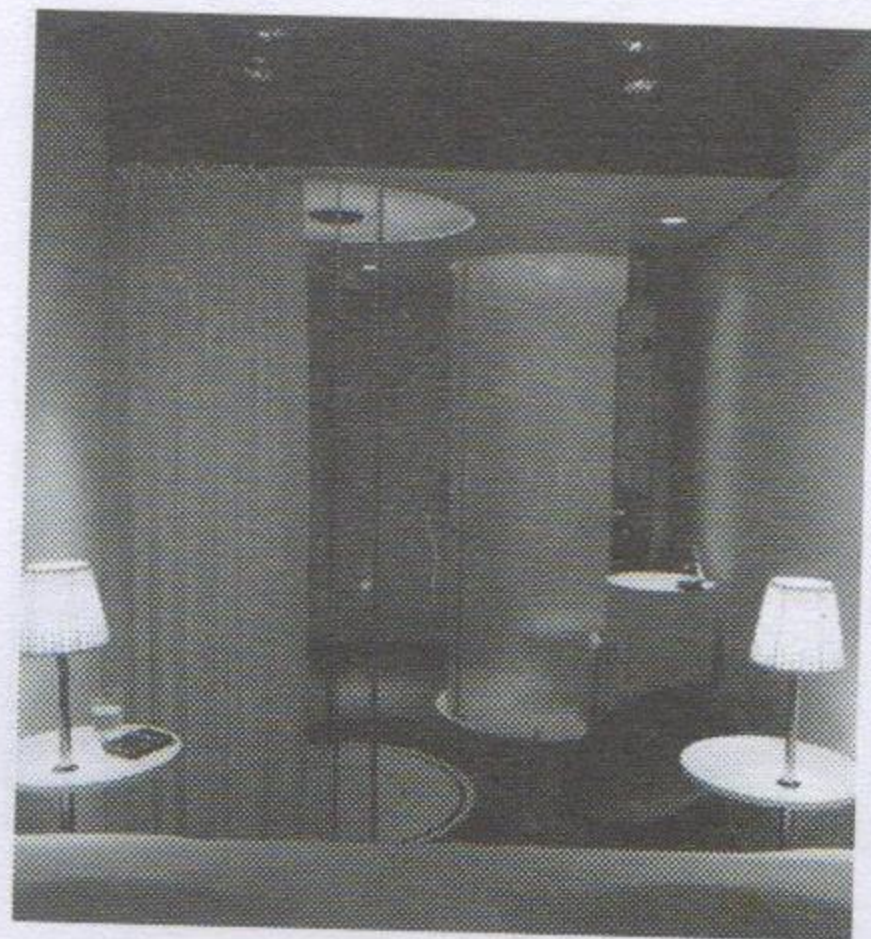
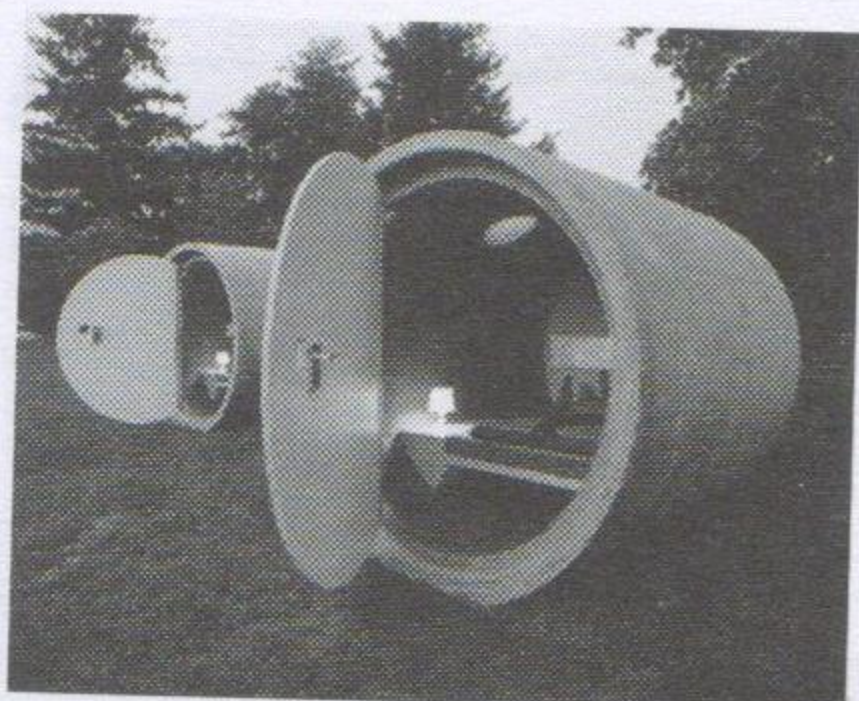
<sup>5</sup>But I am reconciled now to those loveless animals. I have taught myself to regard their arrival as a historically symbolic moment – the moment when Venice consciously ceased to be a real, organic city, still the living heir to an imperial past (the golden horses were booty from Constantinople), and accepted its passive destiny as the supreme spectacle of all the world. I often used to think, whenever the floods came, that it would be best to let the whole place sink into its mud, and end its tale with a mighty gurgling of the tides. Nowadays, though, I enjoy seeing Venice in full contemporary display, jam-packed, scaffolded everywhere, flaunting its glories to the insatiable crowds, raking in the cash and basking, as it always did, in gaudy capitalist success.



# 5 Concepts of space

## VOCABULARY

Describing spaces



- 1 a Read these reviews of unusual hotel rooms. Add words to the gaps. There may be more than one possible answer.

cramped stylish cosy tiny claustrophobic restful quaint

### Das Park Pipe Hotel, Germany ●●○○○

A few feet from the river Danube in Germany, these undeniably <sup>1</sup> cramped 'pipe rooms' are as <sup>2</sup> \_\_\_\_\_ as they are <sup>3</sup> \_\_\_\_\_. Simplicity is the secret to these <sup>4</sup> \_\_\_\_\_ designs: blank round pipes on the exterior and minimally finished rooms on the inside. Even better, guests get to stay in a <sup>5</sup> \_\_\_\_\_ setting and pay only what they want to. It's wonderfully <sup>6</sup> \_\_\_\_\_ – or horribly <sup>7</sup> \_\_\_\_\_, depending on how you look at it!

bustling glitzy imposing spacious trendy soulless

### Citizen M Hotel, Amsterdam, the Netherlands ●●●○○

In the centre of <sup>8</sup> bustling Amsterdam, you'll find this futuristic-looking new design hotel. That's just how it looks, though. In reality, its stark, <sup>9</sup> \_\_\_\_\_, anonymous façade disguises the modern comforts within. In the <sup>10</sup> \_\_\_\_\_ rooms, you'll find minimalist luxury everywhere – wall-to-wall windows for plenty of natural light and a powerful shower using rainwater. It's luxurious but never <sup>11</sup> \_\_\_\_\_ – nothing gold or shiny here! It's wonderfully <sup>12</sup> \_\_\_\_\_ or horribly <sup>13</sup> \_\_\_\_\_, depending on how you look at it!

- b How are the adjectives in 1a used?

with a positive connotation	with a negative connotation
<u>bustling</u>	<u>cramped</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## VOCABULARY

Outlining problems

- 2 Read these visitors' reviews. Underline parts which outline problems.

★★ **RJ Dubai** Stayed for three nights in Das Park. Beautiful design and great price, but the location was all wrong. It said it was set in the countryside, but this was really desolate – it took us hours to find it. So, we were stuck in a pipe and surrounded by nothing! I know some people like being 'away from it all' but we felt really cut off. Also, you can tell it's just opened. I know it's not meant to be a luxury hotel, but that's no excuse. There was a total lack of cleanliness. Our bed hadn't been cleaned. What's more, the hot water was inadequate – my shower ran cold halfway through!

★★★★ **BS, Moscow** We loved the 'pipe hotel'. Such a welcome change from those overcrowded city places! Although, of course, the pipe itself is very small, you're surrounded on all sides by nature. You're really just in the pipe to sleep. The grounds themselves are in a beautiful setting, overlooking the river Danube. There is peace and quiet all around. People will complain that it's inaccessible and uncomfortable, but we loved being away from it all.



## Over to you

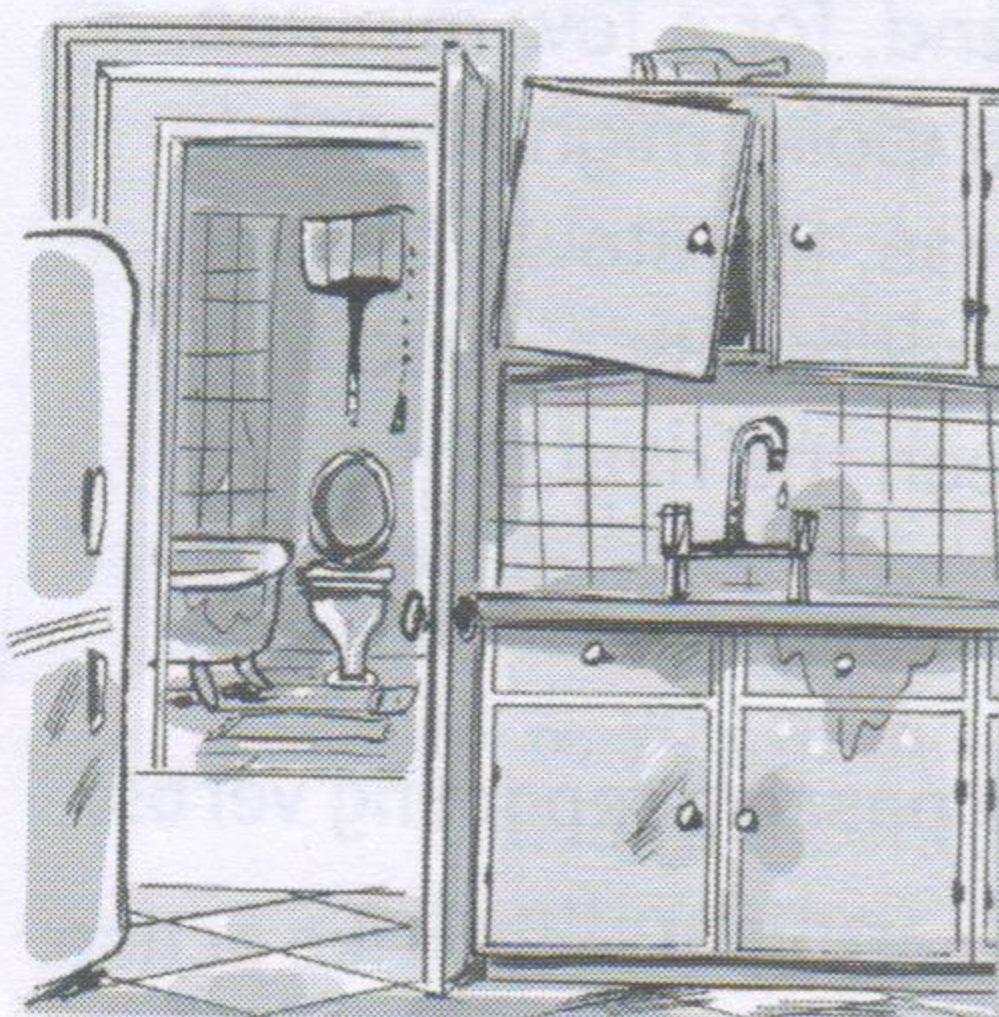
Write a review of a place you have stayed in, outlining any problems.

### VOCABULARY

Describing features of places

### VOCABULARY

need



### VOCABULARY

Legal and illegal activities

3 Look again at the visitors' reviews. Find synonyms for these expressions.

- 1 place of location set in
- 2 lonely and unhappy \_\_\_\_\_
- 3 have a lot of things near \_\_\_\_\_
- 4 have a view of something \_\_\_\_\_
- 5 the thing that attracts most attention \_\_\_\_\_
- 6 form a row along the side \_\_\_\_\_

4 Insert eight expressions with *need* that are missing in the email.

*need*

There are quite a lot of things that I need looking at in my flat. The kitchen's in a terrible state but only really redecorating, so no change the domestic appliances or anything like that. The bathroom, on the other hand, is a complete overhaul. I'd like to put in a whole new shower unit there and all the tiles replacing for years. That's a big job. The other one is the partition wall between the two bedrooms, I'll to knock that down. I want to make one large space there, kind of open-plan. There's also some work in the living room, but that shouldn't take too long, I think. Let me know if there's any other info you'll be and I'll get back to you by email.

5 Look at these photos. Complete the captions from the notes.



- 1 someone – pickpocket  
Someone is being pickpocketed.
- 2 pickpocket – steal – wallet  
A pickpocket is stealing a wallet.



- 3 woman – shoplift  
\_\_\_\_\_
- 4 shoplift – caught – act  
\_\_\_\_\_





5 group – people – rough

6 sleeping – street



7 spray – wall

8 artist – work

6 Match these activities to news extracts A–F.

hooliganism ☐ mugging ☐ squatting ☐ busking ☐ rioting ☐ begging ☐

**A** “Hundreds of them hit the streets, probably for revenge. Dozens of police units are gathering to try to control the situation,” a police official said.

**B** The 12 group members insist they have reclaimed the land for the people and want to establish a self-sufficient, eco-friendly centre as a meeting point for community and environmental groups.

**C** She earned up to £100 a time as a freelance violinist, performing 40 times in one year with the Royal Liverpool Philharmonic alone. Yet, she says street performances can be more lucrative.

**D** Despite the city’s economic growth in recent years, you can still see individuals pestering visitors and tourists for money.

**E** It is these expensive, personal items which are the most attractive to thieves today, as they still retain value and can be sold on. This has led to a ‘career change’ for criminals: from more traditional household burglaries, to street crime.

**F** Police were slow to react and, for a few minutes, it looked as though the flashpoint might escalate into serious trouble. As it was, the stewards held their line bravely and reinforcements arrived in time to avert a clash between the rival fans.

## GRAMMAR

Passive reporting verbs

7 Rewrite these sentences starting with the words in bold. Use passive reporting verbs.

1 We believe that **most people** went to work, despite the threats of illegal strike action.  
*Most people are believed to have gone to work, despite the threats of illegal strike action.*

2 Police knew that **the president** kept a small fortune which he never declared to the tax authorities.

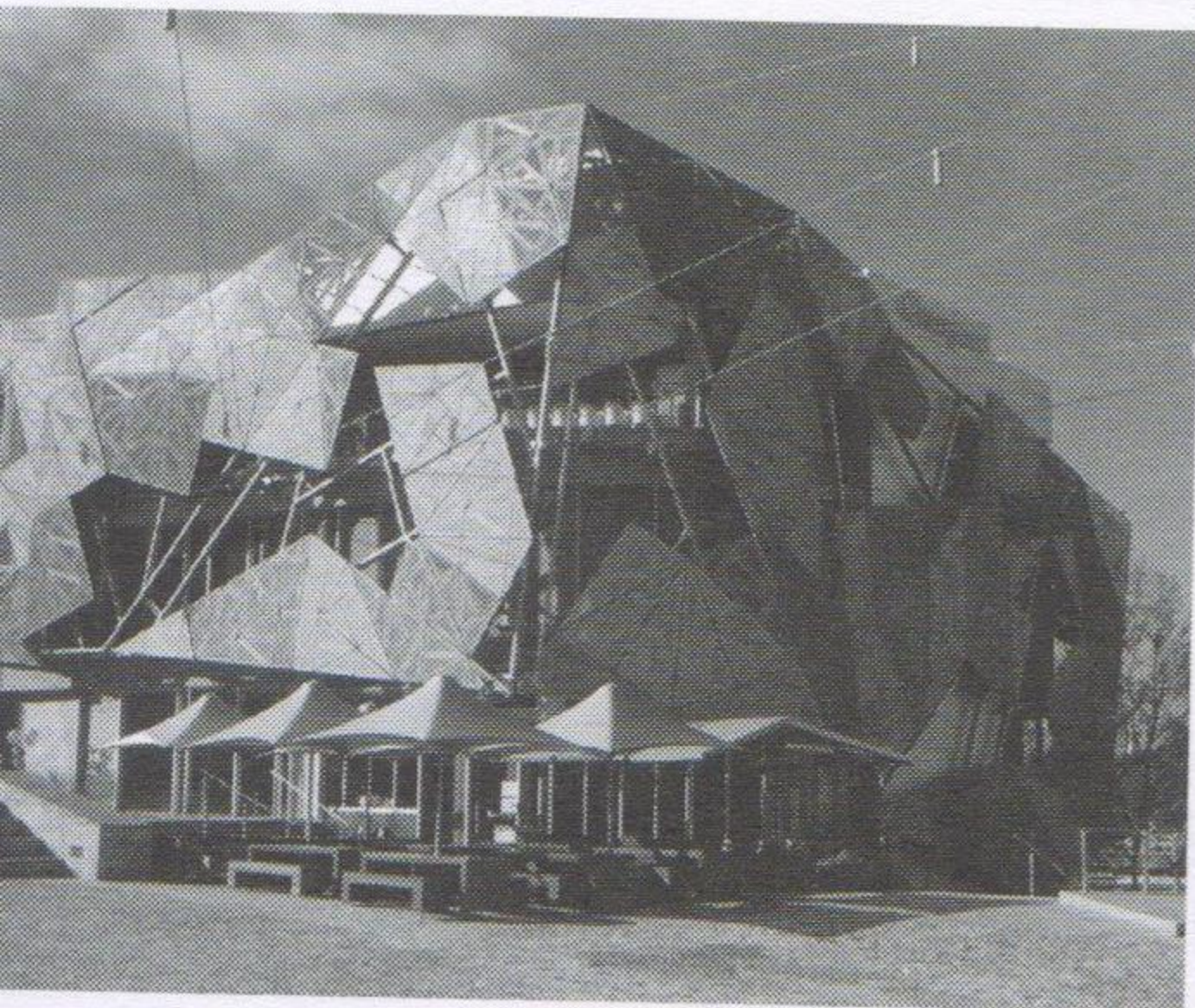
3 They showed that **criminal gangs** have been operating in that area for years.

4 The authorities reckon that **surveillance cameras** have reduced crime by half in the neighbourhood.

5 Passengers say that **security checks** at airports are time-consuming, but necessary for safety.

6 Police think that **the thief** was someone from within the company.

7 According to some, **Melbourne’s Federation Square** building is the world’s ugliest building.





8 Look at photos A and B. What could be the advantages of using shipping containers to build houses? What kind of housing is created with them? Read extract C to check.

9 Look at D and E and make notes on:

- Advantages of using containers
- Location, cost, size and market for these homes

10 Look at F. Make notes on:

- Spanish house prices in the last five years
- Cost of Spanish rental accommodation
- Cost of subsidised housing, depending on materials used

11 You are going to write a report: "Imaginative ideas to fight the housing crisis". Match topics 1–8 with opening sentences, a–h.

- |  |                                     |
|--|-------------------------------------|
| 1 Renovating containers for domestic use             | <input checked="" type="checkbox"/> |
| 2 The economic climate                               | <input type="checkbox"/>            |
| 3 The changing status of shipping containers         | <input type="checkbox"/>            |
| 4 Location, number and size of container houses      | <input type="checkbox"/>            |
| 5 The benefits for the council                       | <input type="checkbox"/>            |
| 6 The future of subsidised housing                   | <input type="checkbox"/>            |
| 7 Resident profile for the houses                    | <input type="checkbox"/>            |
| 8 The architect speaks: the advantages of containers | <input type="checkbox"/>            |

- |   |
|---|
| a Current housing statistics show why 'crisis' is the buzzword of the moment ...                                |
| b Plans to build 30 new 'container houses' have been unveiled ...   |
| c The flats have been designed as subsidised accommodation for ...  |
| d Now, you might think that no one would want to live in a container. But transformed into a dwelling, they ... |
| e Not only do the residents benefit, so do the local authorities ...  |
| f So how do you actually turn a container into a comfortable home ...?  |
| g Isern was keen to point out that the container houses would be ...  |
| h With everyone benefiting in Mataró, could this spark a new trend in ...?                                      |

12 a Expand on sentences a–h to write your own report of 300–350 words.

b Compare your report with the sample answer on page iv. Identify where the writer has used:

- 1 linking devices for coherence.
- 2 summarising expressions.
- 3 idioms to paint a more vivid picture.
- 4 modal verbs to allow the reader to speculate.
- 5 reported speech to embed information.



**C Using shipping containers**

This simple box that single-handedly helped propel global trade is now morphing into different uses in the most unlikely of places.

There is growing interest in the use of shipping containers as the basis for habitable structures. These 'icons of globalisation' are relatively inexpensive, structurally sound and in abundant supply. Although in raw form containers are dark windowless boxes, they can be highly customisable modular elements of a larger structure.

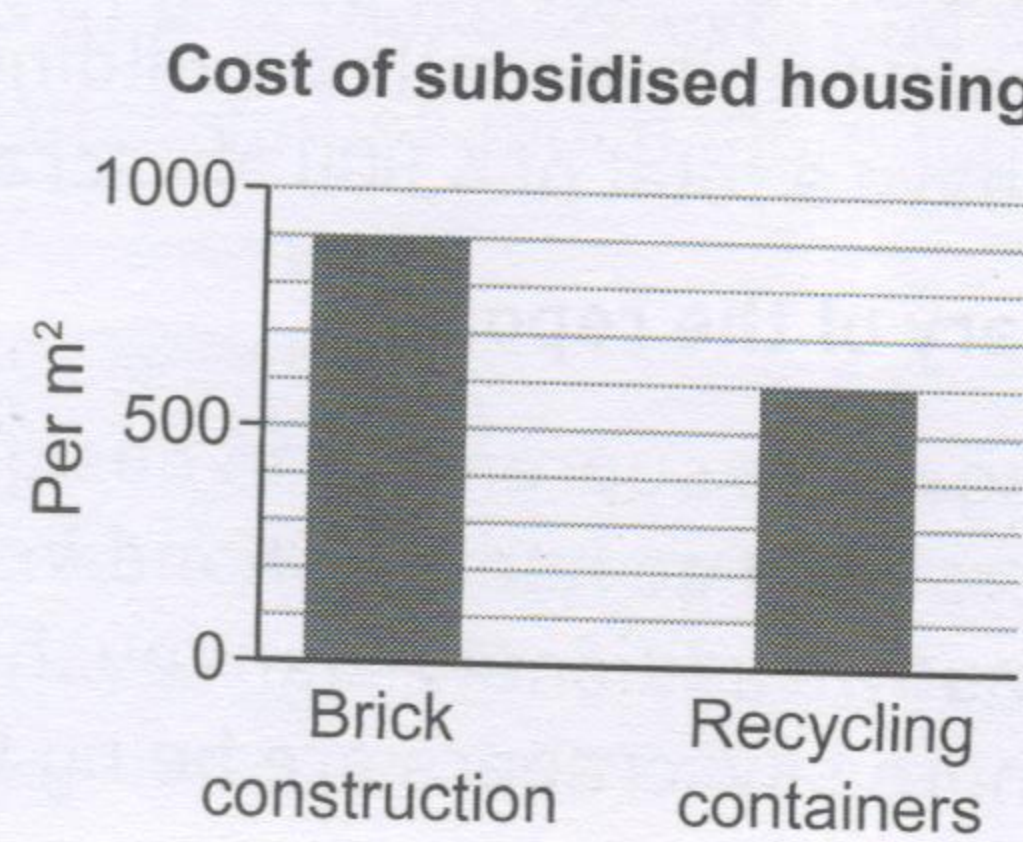
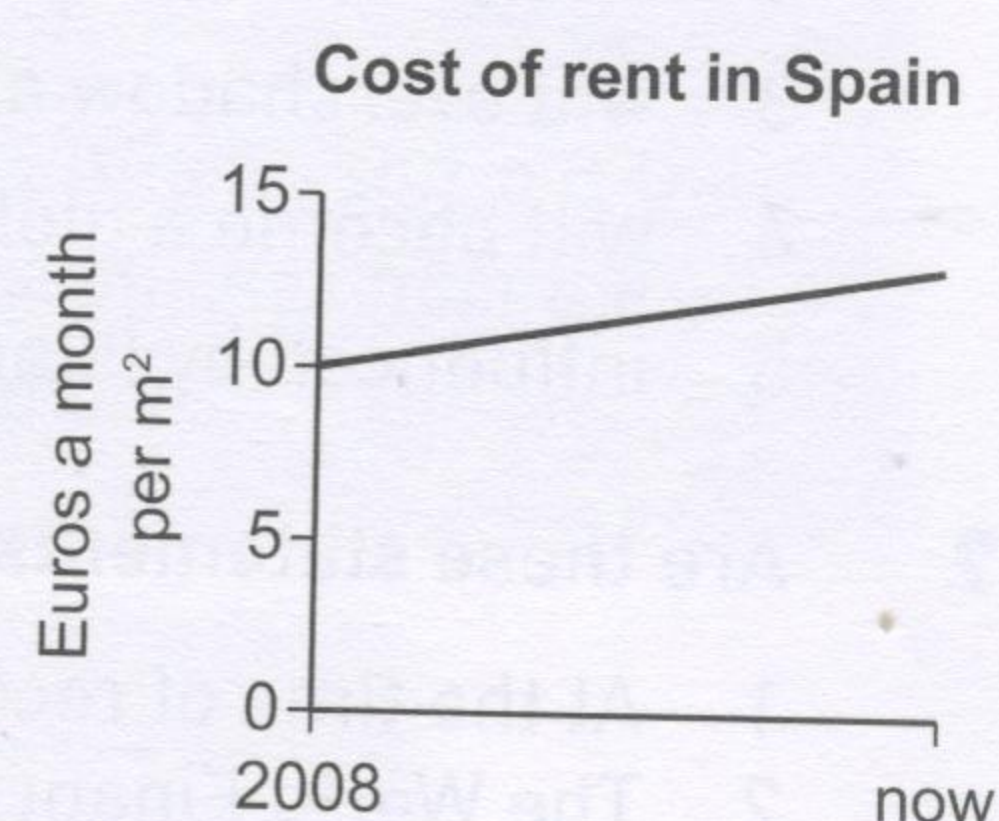
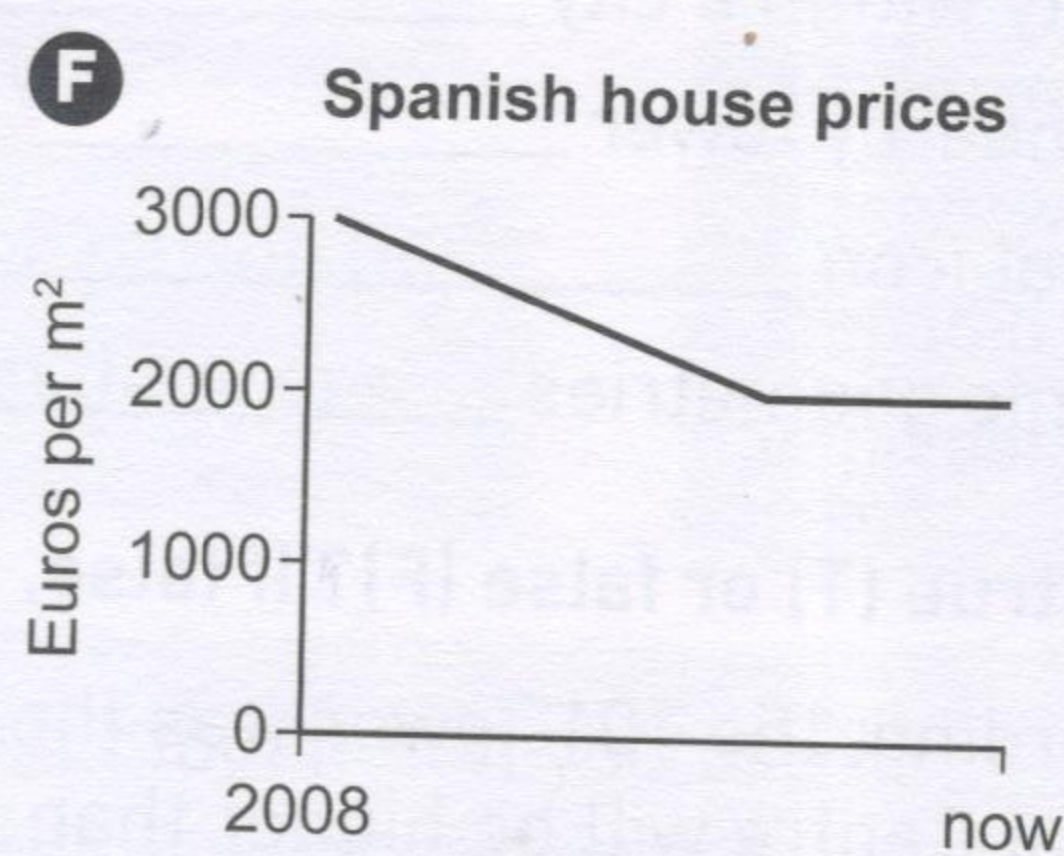
**D** "Once built, no one will be able to tell that these homes were made from containers. They form just a part of the whole."



"They will be as durable as concrete constructions and their modern design makes them perfectly in tune with the urban environment."

"A 40m<sup>2</sup> modular house can be made from two containers, complete with natural light and everything you'd expect from any normal house."

<b>E</b>
<b>Location:</b> Mataró, Catalonia, Spain
<b>Type of housing:</b> council-subsidised housing for the unemployed, single parents, etc.
<b>Rental cost:</b> under €300 per month
<b>Number of dwellings:</b> 30
<b>Size of each dwelling:</b> 40 m <sup>2</sup>





1 Before you watch, think of a skyscraper or high-rise building. How much do you know about it (size, history, use, etc.)?

2 Match these skyscrapers with their images.

- |   |                                  |                          |
|---|----------------------------------|--------------------------|
| 1 | Petronas Towers, Kuala Lumpur    | <input type="checkbox"/> |
| 2 | World Financial Centre, Shanghai | <input type="checkbox"/> |
| 3 | Bank of China, Hong Kong         | <input type="checkbox"/> |
| 4 | 101 Tower, Taipei                | <input type="checkbox"/> |

3 a Watch the first two minutes of the report and match these words to make collocations used.

- |                    |             |
|--------------------|-------------|
| natural            | values      |
| cutting-edge       | powerhouse  |
| western / eastern  | buildings   |
| financial          | environment |
| working / personal | forces      |

b Which two collocations have a positive connotation?

\_\_\_\_\_

4 What is the contrast that Megan identifies at the start of the report?

- |   |  |                          |
|---|--|--------------------------|
| 1 | modernity and superstition go together in Asian architectural design | <input type="checkbox"/> |
| 2 | Chinese superstitions about money influence the architecture         | <input type="checkbox"/> |

5 a How does Megan define *feng shui*? Complete the gaps.

Architectural design in which a building's <sup>1</sup> \_\_\_\_\_ faces the <sup>2</sup> \_\_\_\_\_ and its front is orientated towards <sup>3</sup> \_\_\_\_\_.

b What is the difference between the Bank of China tower and the HSBC building as regards *feng shui*?

The Bank of China tower \_\_\_\_\_

The HSBC building \_\_\_\_\_

6 Watch the rest of the report. Which building is described in the following way? In one case, two answers are possible.

- 1 inspired by bamboo structures \_\_\_\_\_
- 2 designed to be a city within a city \_\_\_\_\_
- 3 will overshadow a nearby tower \_\_\_\_\_
- 4 will become a global icon \_\_\_\_\_
- 5 influenced by Islamic geometries \_\_\_\_\_

7 Are these statements true (T) or false (F)? If false, explain why.

- 1 At the time of recording, the 101 Tower was the tallest building in the world. ☐
- 2 The World Financial Centre will be higher than the 101 Tower. ☐
- 3 The Petronas Towers weren't the tallest buildings for long. ☐
- 4 Shanghai will soon have a total of 4,000 skyscrapers. ☐

8 What is the best summary of the report?

- 1 Asia is fighting to regain its supremacy in designing the world's highest skyscrapers. ☐
- 2 Modernity and superstition go hand-in-hand in Asian architecture. ☐
- 3 Skyscrapers have many traditional Asian touches in their design. ☐
- 4 In Asia, more and more skyscrapers are being built – it seems the higher the better. ☐





# 6 Appearances

## VOCABULARY

Fakes and  
forgery

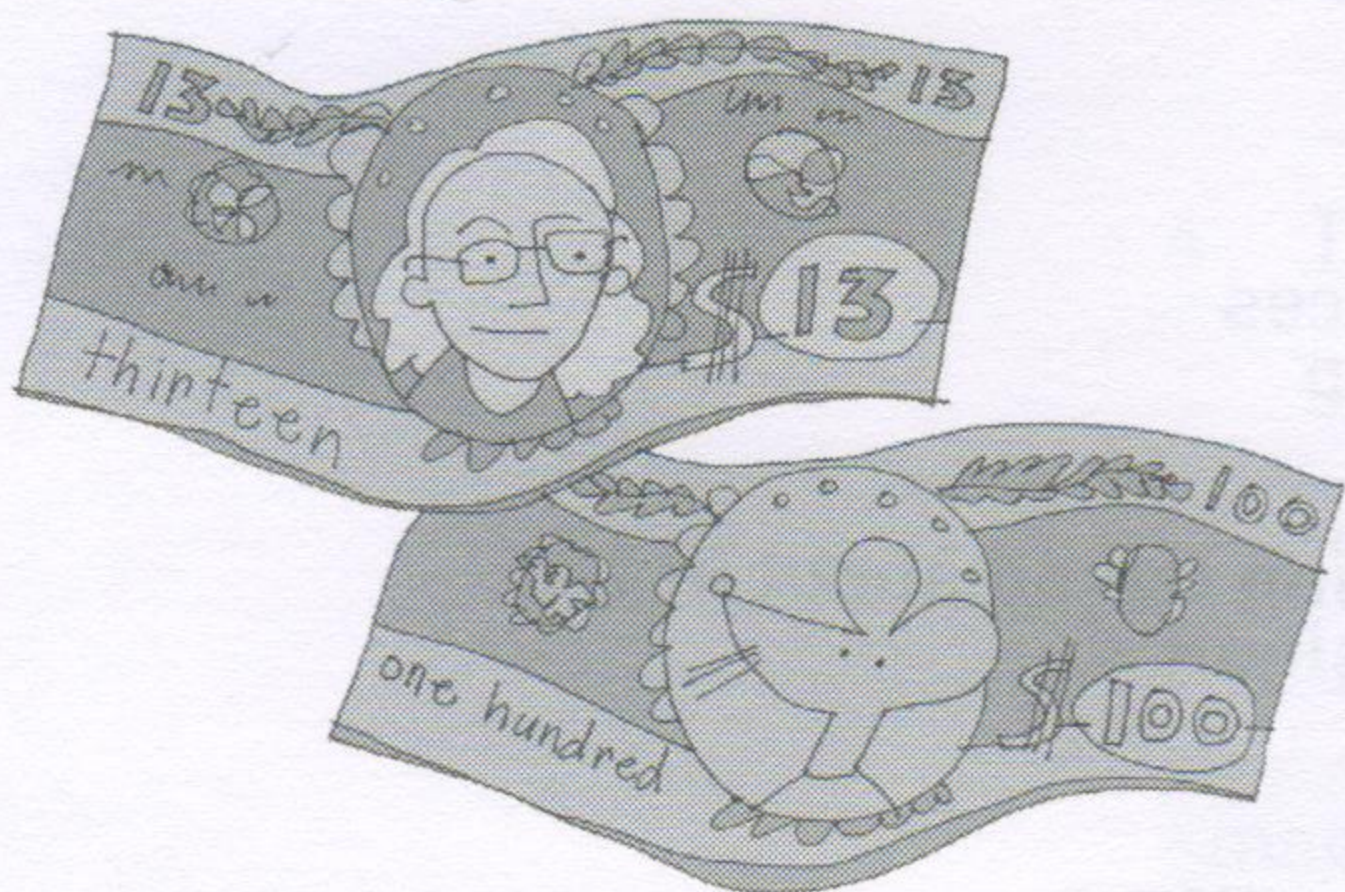
1 a Write captions for these images using an adjective from A and a noun from B.

A

trick ~~counterfeit~~ compulsive  
imitation forged fake

B

liar question stamps  
smile ~~money~~ handbags

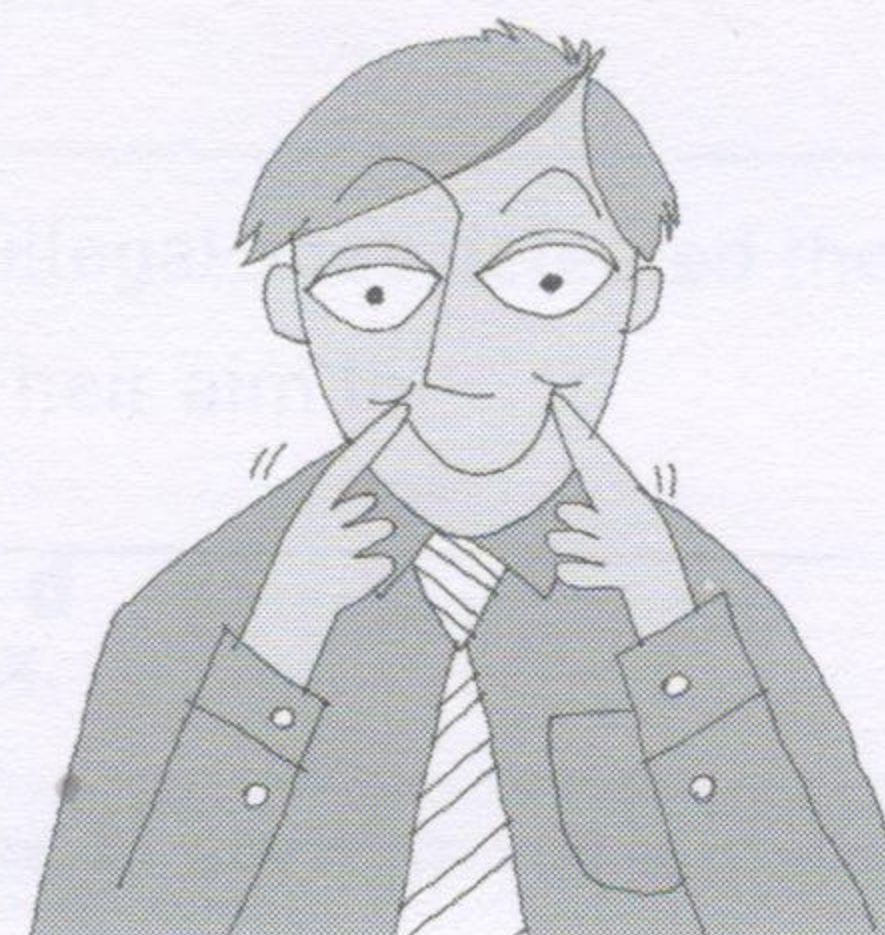


1 counterfeit money

Yes, I've got three cars, and a couple of houses. No wait, I've got four cars ... And a private plane.



2 \_\_\_\_\_



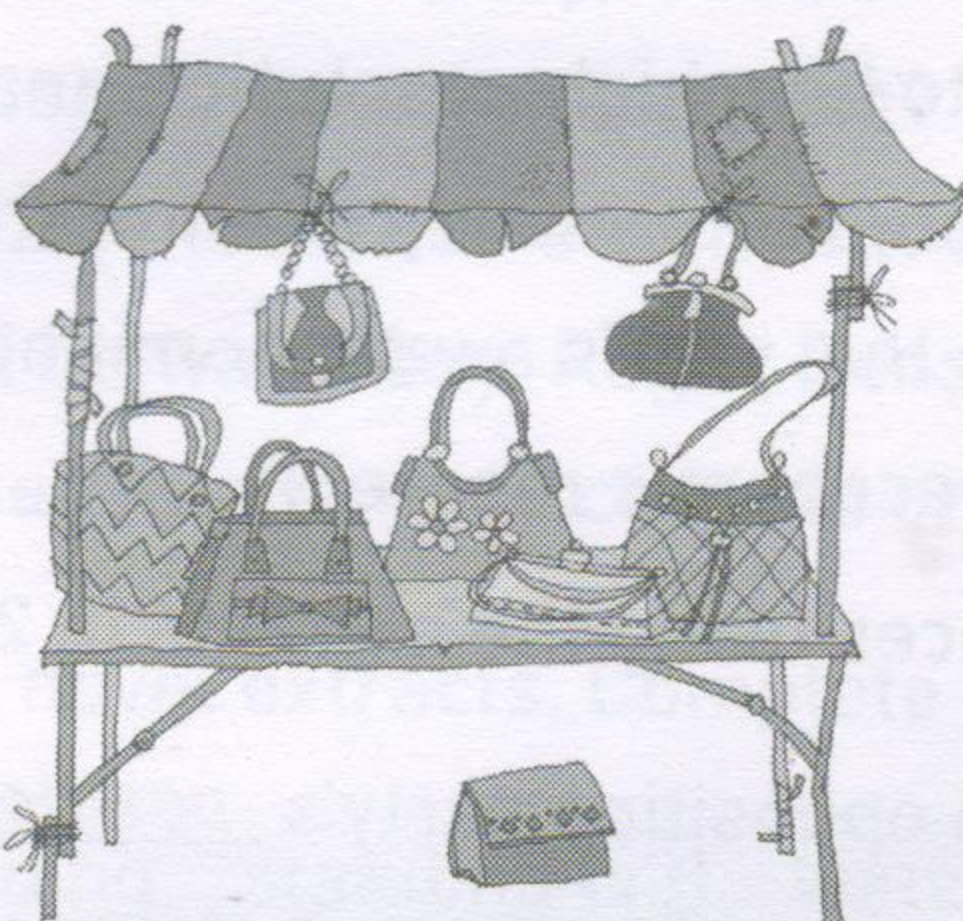
3 \_\_\_\_\_



4 \_\_\_\_\_

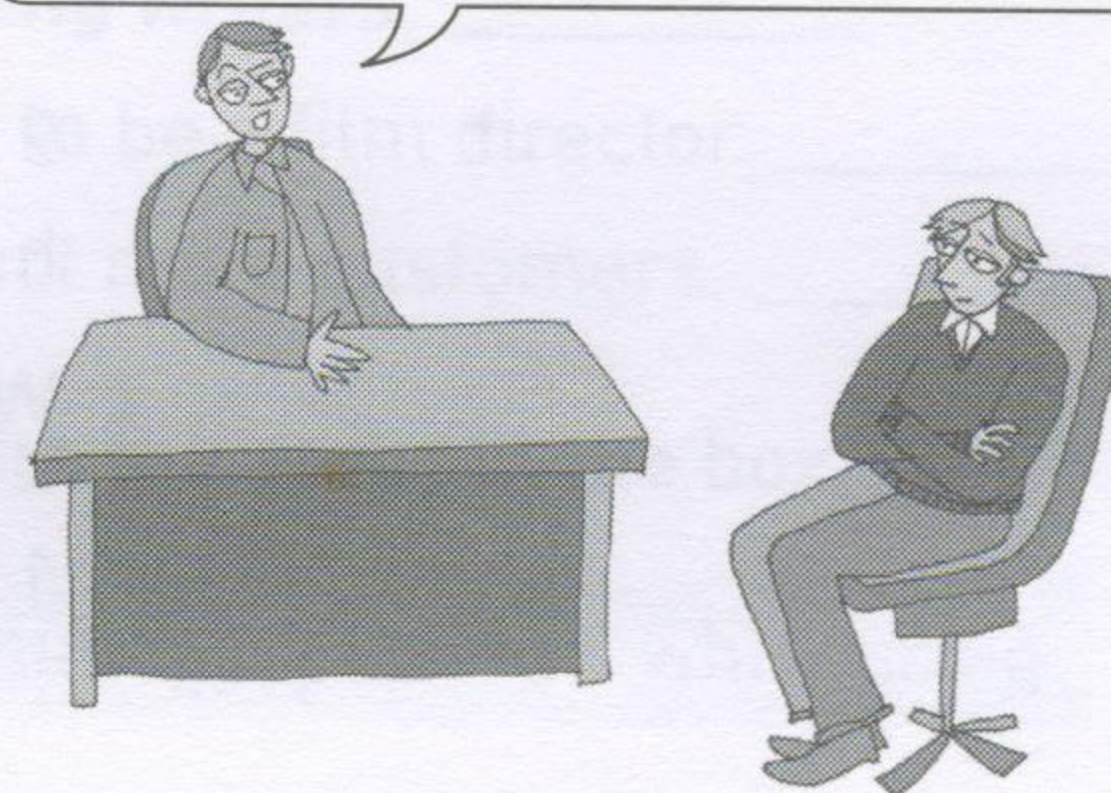


5 \_\_\_\_\_



6 \_\_\_\_\_

So, how long do you think you will work for this company?



b Which adjective in A can combine with all but two of the nouns in B? \_\_\_\_\_

c Which adjectives in A can be used as nouns? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

d Add a collocation from 1a in each extract.

A real one is involuntary and a <sup>1</sup> \_\_\_\_\_ is deliberate, so different portions of the brain control the muscles used for each.

Certain warning signs can help you discern whether the person in front of you is a <sup>2</sup> \_\_\_\_\_, so read on to learn what these are.

Pick them up, study the logo and look at the colour:  
<sup>4</sup> \_\_\_\_\_ often have a faded look about them.

Of course, we don't mean that you use <sup>5</sup> \_\_\_\_\_, but children love to play make-believe, and pretend currency makes their games much more fun.

How to spot a <sup>6</sup> \_\_\_\_\_. Inspect the gum on the back. Criminals will re-gum it to repair damage to the original in order to increase its value.



## VOCABULARY

Verbs with -en  
and en-

## 2 a Which verbs in the boxes could describe the things in 1-8?

enlarge lengthen weaken toughen up

- 1 \_\_\_\_\_ position in the opinion polls
- 2 \_\_\_\_\_ the photo for the poster
- 3 \_\_\_\_\_ entrance requirements
- 4 \_\_\_\_\_ the president's stay on the island

soften strengthen enhance straighten out

- 5 my mother's health \_\_\_\_\_
- 6 \_\_\_\_\_ the impact of getting the sack
- 7 \_\_\_\_\_ the company's desperate finances
- 8 \_\_\_\_\_ her reputation as an actress

## b Match sentence extracts a-h with the things being talked about in 1-8.

- a with a generous redundancy package 6
- b there being no other engagements this week \_\_\_\_\_
- c as the result of a successful operation \_\_\_\_\_
- d a disastrous performance in the head-to-head debate \_\_\_\_\_
- e so it has to be a high-resolution image \_\_\_\_\_
- f as more students will try to enrol this year \_\_\_\_\_
- g thanks to this year's award nomination \_\_\_\_\_
- h after the economic recovery \_\_\_\_\_

## c Write sentences using the extracts in 2a and 2b. Use the prompts to help you.

- 1 The main opposition party's position in the opinion polls has been weakened after a disastrous performance in the head-to-head debate.
- 2 The photographer wants \_\_\_\_\_
- 3 University authorities \_\_\_\_\_
- 4 The government has announced \_\_\_\_\_
- 5 The hospital said \_\_\_\_\_
- 6 His employers \_\_\_\_\_
- 7 A group of accountants \_\_\_\_\_
- 8 Film critics have said that \_\_\_\_\_

## VOCABULARY

Altering physical  
features3 Look at the 'dorky dad'. How could his image be improved using computer software? Complete the sentences using *could be* + a word from the box.~~exchange~~ reduce cut add correct shorten replace

- 1 His glasses could be exchanged for more stylish ones.
- 2 His hair \_\_\_\_\_ to give him a cleaner look.
- 3 His belly \_\_\_\_\_ to make him look fitter.
- 4 His shoes \_\_\_\_\_ with trainers to make him more casual.
- 5 His eyebrows \_\_\_\_\_ as they are too bushy right now.
- 6 His posture \_\_\_\_\_ to make him look more upright.
- 7 New clothes \_\_\_\_\_ to give him a completely new image.



## Over to you

What would you  
change about your  
appearance and why?



## VOCABULARY

aim, purpose

## 4 a Transform these sentences using the expressions in brackets. You may need to add other words or change the word order.

- 1 Our charity's sole mission is to enable the disadvantaged and socially outcast to live a dignified life. (The purpose behind)  
\_\_\_\_\_
- 2 The primary purpose of this particular human rights organisation is to help children in poorer communities receive a better education. (aimed at)  
\_\_\_\_\_
- 3 It was the movie's specific intention to test the censors, to find the boundaries and tastefully tread over them. (The purpose of this)  
\_\_\_\_\_
- 4 The fact that people downloaded the album from illegal sites defeated the group's purpose of guiding people to their own. (Their aim to)  
\_\_\_\_\_

## b Replace the expressions in bold with words in the box.

made it his aim hopeful hoped to so as ~~decided to become~~ intentionally

- 1 At the age of 18, Sara King **set her heart on becoming** a nurse. decided to become
- 2 He took over the company, and **set out** to make it profitable. \_\_\_\_\_
- 3 Did you push him over **on purpose**? \_\_\_\_\_
- 4 The magazine launched a competition for **aspiring** writers. \_\_\_\_\_
- 5 Ever since he was a boy, Roger Benson **aspired to** be a film director. \_\_\_\_\_
- 6 They started to offer a discount **in order** to attract more customers. \_\_\_\_\_

## GRAMMAR

Present  
participle  
expressions

## 5 Look at these novel extracts. Complete the gaps with the verbs in the box.

blowing adding standing (x3) watching examining putting whispering



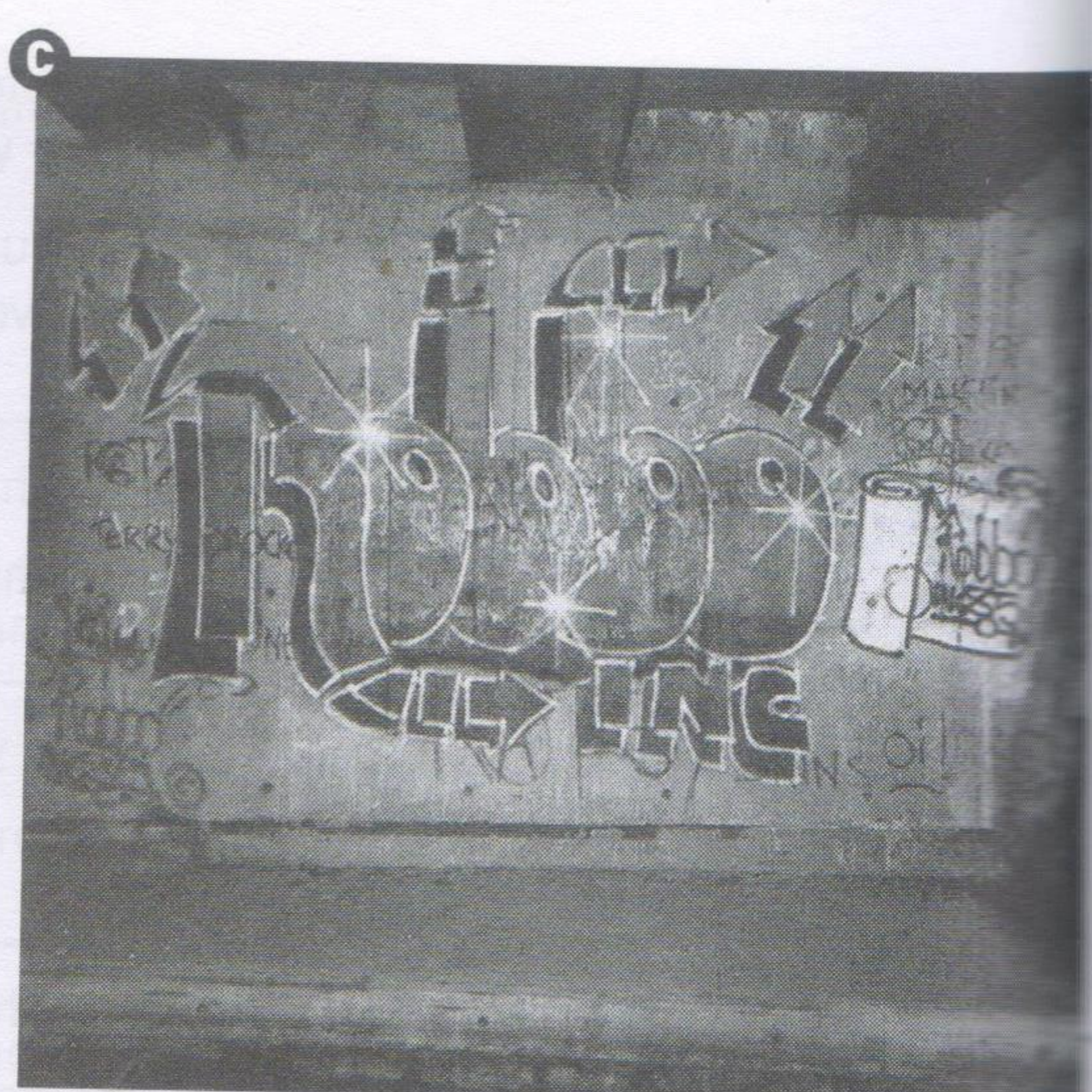
I took her hand and we went to the edge of the cliff. We looked out, silent and afraid, over the darkening sea, <sup>1</sup> \_\_\_\_\_ under the rain, wrapped tightly in our coats, <sup>2</sup> \_\_\_\_\_ for any sign of a ship. But there was no ship – just the approaching storm.

There he was, <sup>3</sup> \_\_\_\_\_ on the platform right in front of me, <sup>4</sup> \_\_\_\_\_ a last kiss to his wife who had already found her place on the train. <sup>5</sup> \_\_\_\_\_ on my most friendly and innocent face, I strode up to him and asked, "Excuse me, do you have a light?"



The palace was filled with people from all walks of life, <sup>6</sup> \_\_\_\_\_ around silently, <sup>7</sup> \_\_\_\_\_ to each other inaudibly, or <sup>8</sup> \_\_\_\_\_ paintings with rather too much intensity. Things had become tense and unpleasant. And <sup>9</sup> \_\_\_\_\_ to this ill spirit, the butlers stood in the shadows like statues.





6 a You are going to read two news articles about the same story. What do you think it will be about?

- 1 the rivalry between two graffiti artists ☐
- 2 an original way to eradicate graffiti ☐
- 3 is graffiti a crime or an art form? ☐

b Read article 1 and check.

c In what order were the photos taken?

First: \_\_\_\_\_ Second: \_\_\_\_\_ Third: \_\_\_\_\_

d What do the photos show?

- A \_\_\_\_\_
- B \_\_\_\_\_
- C \_\_\_\_\_

7 Read article 2 and correct these sentences about both articles.

- 1 Anyone can gain access to this graffiti.
- 2 Robbo is as well-known a graffiti artist as Banksy.
- 3 The reason for the row between the two men is common knowledge.
- 4 Few people found out about the news at first.
- 5 With this action, Banksy intended to give more attention to Robbo and his work.

8 Look again at how the two articles begin.

	What techniques does each use to gain the reader's attention?	What effect does that create?
Article 1		
Article 2		

9 There are many differences between how the two articles report the news. Which article:

- a features reactions to the news from bloggers and websites? ☐
- b includes a dramatisation of how Robbo painted the graffiti? ☐
- c refers to quotations by graffiti enthusiasts? ☐
- d discusses Robbo's life more than Banksy's? ☐
- e refers to other attacks by graffiti artists? ☐
- f includes different interpretations of Banksy's actions? ☐
- g mentions the risks involved in creating graffiti? ☐
- h suggests that Banksy has lost the battle? ☐
- i implies that Banksy is both a rebel and a conservative? ☐

10 a In the articles, underline expressions used to refer to Banksy and Robbo.

Article 1 (Banksy): one of the country's most popular artists

b What is the difference between how the articles refer to the two artists? Tick one box.

- 1 The first article portrays them both as talented artists. ☐
- 2 The first article portrays them as rivals. ☐
- 3 The second article emphasises the difference between the two men far more. ☐

11 What is the different significance that each article finds in the story?

Article 1 believes that the conflict is similar in nature to: \_\_\_\_\_

Article 2 believes that the conflict shows the basic difference between: \_\_\_\_\_

12 Which do you think the original headline for each article was?

- A game of tag breaks out between London's graffiti élite ☐
- Banksy rival King Robbo has the final word in the street art feud ☐



1

Not since the rivalry of Picasso and Matisse, which prompted the Spanish master's friends to throw missiles at his French counterpart's work, has there been such a clash between artistic camps. This time, though, the hostility has arisen over the sweep of a spray can rather than the delicate dabbing of a paintbrush.

Banksy's painting of a mural over a rival's work, which had been left untouched for more than 25 years, has provoked an online assault against one of the country's most popular artists. Scathing remarks were posted on Internet forums yesterday about Banksy's image of a workman pasting over a wall of graffiti in Camden, North London. The painting covered up the work of Robbo, a renowned street artist who pioneered the capital's graffiti tagging scene in the 1980s.

It appears that Robbo returned to the site to paint "King Robbo" in giant letters over Banksy's work, as though Banksy's character is painting the phrase, thus paying homage to Robbo.

Many graffiti enthusiasts accused Banksy of being disrespectful. On one forum, a user wrote: "Complete and utter sacrilege by Banksy. Blasphemous in the extreme. How dare he paint over history? What on earth gives him the right?"

Stories were sweeping the Internet about the reasons for the row, with further retaliation expected.

Another website concluded: "Robbo has more than matched Banksy's wit. Robbo's piece deserves recognition and it's quite unlikely that Banksy's intended effect was to give Robbo the massive elevation, appreciation and profile that is coming from this spat."

In October, an image painted on the outside of a superstore in Surrey was painted over by other graffiti artists who obscured it with their tags, or sign-offs. The previous month, Hackney Council in East London destroyed an iconic Banksy stencil, which had been celebrated by the rock band Blur.

The clash between Banksy and Robbo is reminiscent of rivalries in traditional areas of the arts. Matisse and Picasso revelled in pointing out the weaknesses in each other's work, with Picasso's friends joining in the antagonism.

2

In the predawn hours, a 40-year-old shoe repairman who goes by the name of Robbo squeezed his 6-foot-8-inch frame into a wet suit, tossed some spray cans into a plastic bag, and crossed Regent's Canal, London on a red-and-blue air mattress.

Robbo, one of the lost pioneers of London's 1980s graffiti scene, was emerging from a long retirement. He had a mission: to settle a score with the world-famous street artist Banksy, who, Robbo believes, had attacked his legacy.

The battle centres on a wall under a bridge on the canal in London's Camden district. In the fall of 1985 – just 15 years old but already a major player in London's graffiti scene – Robbo announced his presence on that wall with eight tall block letters: ROBBO INC.

The work, written in orange, red and black on a yellow background, had been in good shape for nearly 25 years and was considered a local icon, surviving long after Robbo himself vanished from the scene 16 years ago.

But recently, Robbo's work was dramatically altered by an unlikely rival: Banksy, whose work shows a black-and-white workman applying colourful wallpaper that is, in essence, the remnants of Robbo's piece.

Some saw Banksy's act as self-promotion, some as a tribute, but most interpreted it as plain disrespect for a local hero. So one morning – praying he wouldn't wind up in jail – Robbo slipped back into the canal and reclaimed his turf. Instead of applying wallpaper, Banksy's workman is now seen painting two words: KING ROBBO.

The battle between lost legend and acclaimed artist highlights a larger rift in the art world. On one side are old-school graffiti writers who 'tag' or 'bomb' their names in as many places as possible and seldom, if ever, seek compensation for their work.

On the other are street artists, who aim for a political or cultural resonance and also create portable pieces they can exhibit and sell. Their prototype is Banksy, who exists in the art world as both a renegade and an establishment darling.



# Health

## VOCABULARY

Health problems and treatment

### 1 a Choose the correct option.

- 1 AIDS and influenza are both examples of epidemics / conditions.
- 2 Sore throats are usually caused by injuries / infections.
- 3 A broken leg is a wound / an injury.
- 4 Flu and depression are both illnesses / conditions.
- 5 Cancer and obesity are both diseases / infections.
- 6 A cut lip is an injury / a wound.
- 7 Stomach aches can be caused by a bug / an injury.
- 8 High blood pressure is a condition / a disease.

### b How could you rephrase the expressions in bold?

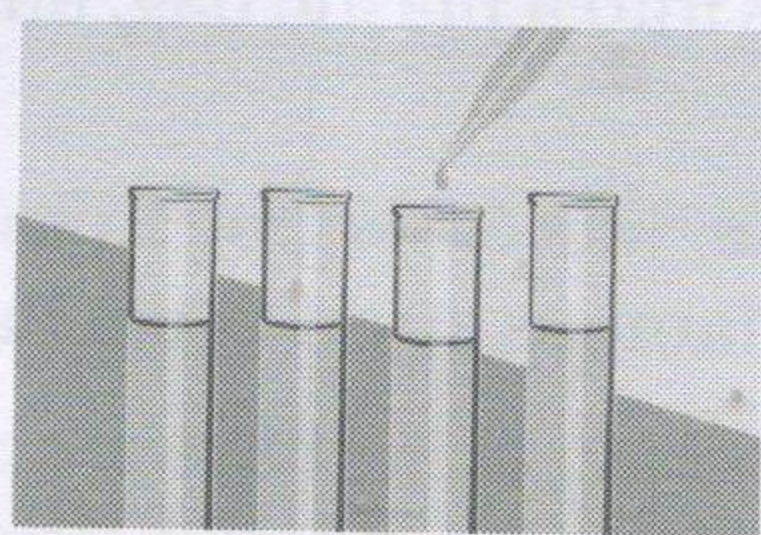
~~drowsy~~ convalesce undergo healed recovered nauseous exhausted pale

- 1 After the anaesthetic, I felt really **groggy**. drowsy
- 2 I'm better, but I'm still not totally **over it**, you know. \_\_\_\_\_
- 3 The scar's almost **completely gone**. \_\_\_\_\_
- 4 The doctor told me that I had to **rest up** for another week or two. \_\_\_\_\_
- 5 That operation must have been terrible to **go through**. \_\_\_\_\_
- 6 I don't feel ill, just really **run-down**. \_\_\_\_\_
- 7 I think you're better, but you're still a bit **off-colour**. \_\_\_\_\_
- 8 The antibiotics made me feel **queasy**. \_\_\_\_\_

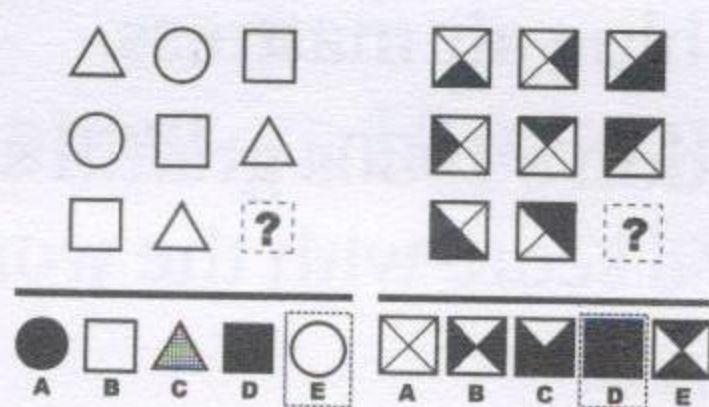
## VOCABULARY

Tests, processes and experiments

### 2 a Look at the images. What tests are being shown?



a DNA test



b \_\_\_\_\_

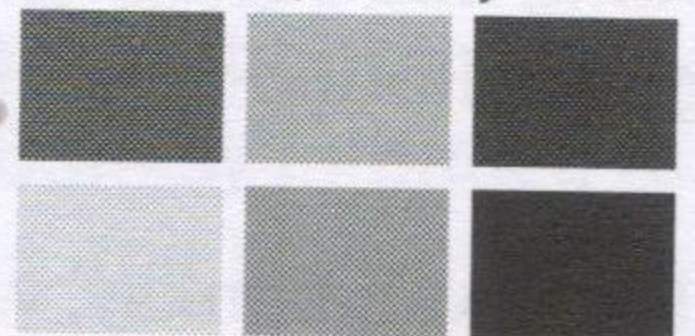


c \_\_\_\_\_

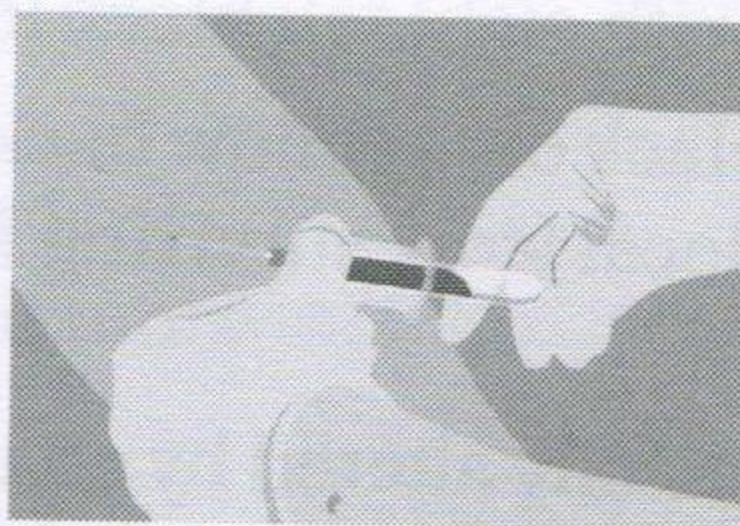


d \_\_\_\_\_

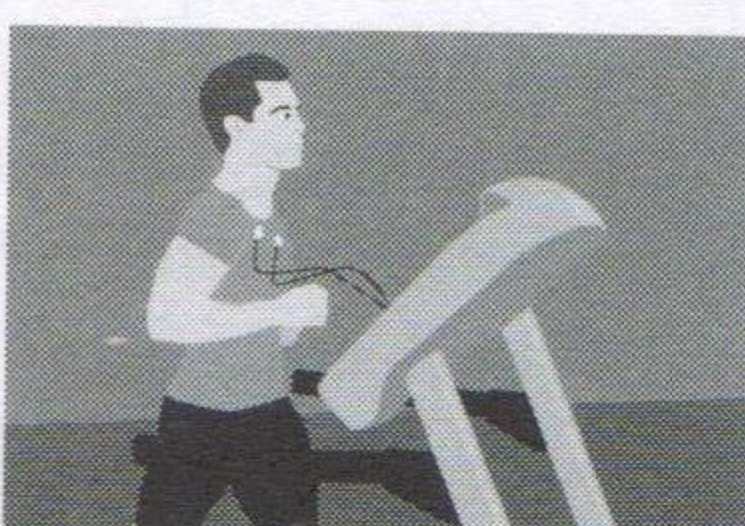
Which colour most reflects the type of person you are?



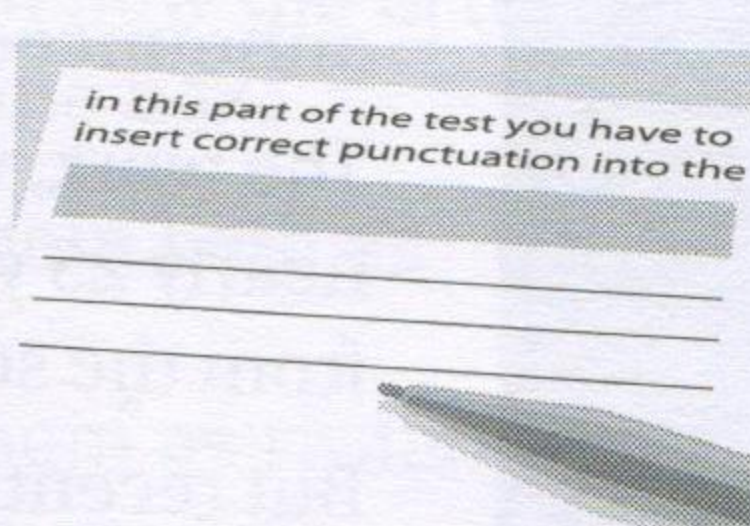
e \_\_\_\_\_



f \_\_\_\_\_



g \_\_\_\_\_



h \_\_\_\_\_

### b Complete these sentences using the correct form of the verbs in the box and a collocation from 2a.

~~conduct~~ fail run have take score

- 1 Doctors will have to conduct a DNA test to check the person's identity.
- 2 The new signing for Arsenal \_\_\_\_\_ his \_\_\_\_\_ test, so the transfer is off.
- 3 I'll \_\_\_\_\_ a \_\_\_\_\_ test before the operation – it's standard procedure.
- 4 It's been three years since I \_\_\_\_\_ an \_\_\_\_\_ test – my prescription might have changed.
- 5 I had to \_\_\_\_\_ my \_\_\_\_\_ test several times before I passed – the practical part, not the theory.
- 6 He \_\_\_\_\_ the highest mark in the \_\_\_\_\_ test, so I guess he's the brainiest of us all.



## Unit 1

- 1 2 haven't got used to 3 fit in 4 like an outsider 5 missed  
6 welcome 7 adapted 8 expats 9 socialise 10 integrate
- 2a 1 trigger, conjure up 2 happy, treasured 3 distinct, clear  
4 bring back, revive
- b 1 Certain smells remind me of different things.  
2 I have a lot of memorable moments from my childhood.  
3 The landscape really stuck in my mind.  
4 Music can immediately transport you somewhere else.
- 3a 2 'll reminisce about the past  
3 will leave your keys  
4 won't be able to sleep  
5 'll carry on smoking  
6 'll start shouting at
- b 3, 5, 6
- 4a 2 h 3 g 4 i 5 b 6 c 7 a 8 f 9 j 10 e
- b an argument: 3g  
criticising someone: 1d  
hypothesising about something: 7a, 9j, 10e  
giving directions: 8f  
surprised about something: 2h
- 5 2 = be sorry for what I am about to say  
3 = continue to do something  
4 = begin a new action  
5 = involve, necessitate  
6 = intend  
7 = forgot to complete or do something necessary  
8 = lose a memory
- 6 1 inform, report, admit  
2 become, win, earn ...  
3 upset, interrupt, imply ...  
4 mention, ask
- 8a 2 e 3 c 4 f 5 d 6 a
- b in an airport: d  
in an office: a  
at home: b  
in a restaurant: c  
in the open air: f
- c only: c  
so / really: e  
right now / soon: b  
exactly: f  
barely / almost not: d
- 9a An ultra-marathon is a running event which is longer in distance than a traditional marathon. The most common distances are between 31.07 and 62.14 miles. The Hokkaidō ultra-marathon covers 62.14 miles.
- b 1C 2B 3A
- c 1 Have you ever run sixty-two miles in a single day?  
as you can imagine  
You have to wait until tomorrow to find out what tomorrow will bring
- 2 I'm not a human.  
... nothing beyond.  
No need to think beyond that.  
these mean nothing to me.  
No, I'm sorry – as a machine.  
I no longer have the simple, positive stance I used to have ...  
No normal person would ever do something so foolhardy.  
I swore I'd never run again.
- 3 I'm not a human. I'm a piece of machinery. I don't need to feel a thing. Just forge on ahead.  
The sky and wind, the grass, the cows munching the grass, the spectators, the cheers, lakes, novels, reality, the past, memory – these mean nothing to me.  
But I did, once.
- 4 three yards (x3)  
human (x2)  
machinery (x2)  
world (x2)

- 5 No, I'm sorry – as a machine.  
Maybe I no longer have the simple, positive stance I used to have, of wanting to run no matter what.  
I doubt I'll try it again, but who knows what the future may hold
- 6 felt covered by a thin film  
It was as if by completing the over-sixty-mile race I'd stepped into a different place. ... my mind went into a blank state you might even call philosophical or religious.
- d 1  
e 2  
f 2

## 1 DVD-ROM Extra

- 2a 1 In scene A, she is looking at a letter granting her scholarship at a fashion school  
She feels happy and excited about getting a place.  
2 In Scene B she is looking at her father.  
She feels sad or thoughtful.
- b 2
- 3 1 scene / flashback 2 injecting 3 fashion school / her love for fashion 4 life / background 5 decision / opportunity / choice
- 4a 1 day of the interview for scholarship 2 your cooking is improving  
3 you got the scholarship
- b 1 he can spend money, but he doesn't know what to buy  
2 she would like a boyfriend, but she doesn't find Talal attractive
- 5 1 Louise: she wants to convince Maya to go to fashion school  
2 the interviewer: she wants to know what inspires Maya  
3 Maya: she realises that her duty is more important to her
- 6 1 idea 2 immigration 3 complexities 4 loyalties 5 themes  
6 heritage 7 categorisation 8 choices

## Unit 2

- 1 2 defines 3 product 4 part 5 see 6 centred 7 influence  
8 reflected
- 2a 1 ability 2 skill 3 talent
- b 1 leadership 2 creative 3 technical 4 artistic 5 academic  
6 intellectual 7 mixed
- 3a 1 person 2 person 3 ability 4 ability 5 person 6 person
- b b assemble c nurture d take e possess f tap into
- 4a 2 scaled 3 had only climbed 4 'm not going to  
5 she had been preparing 6 had only done 7 told 8 would go  
9 has been 10 kept 11 woke up 12 dismiss  
13 has already raised 14 had been talking 15 got 16 knew
- b 1 She had been preparing for months  
I had been talking about it for ages  
She'd only climbed one minor mountain before  
Previous to this adventure, Gina had only done a bit of ...  
2 This has been a dream for a long time  
She has already raised
- 5 You've just come out of a terrible interview. You felt that you could have done so much better. Easy to relate **to** that scenario? It's a fact that a lot of things can go wrong at an interview. I believe that many candidates don't succeed **in** getting the job because they focus **on** the wrong things. An easy mistake to make is planning too much, immersing yourself **in** facts and figures and anticipating the questions to come. That's fine, but it's easy to get overwhelmed. The problem with over-planning is that you don't rely **on** your ability to improvise. You should aim **to** do a bit of both – plan and go with the flow. Of course, it's also important to be relaxed and natural. Don't pretend **to** be someone you aren't, just to impress. Be honest and if you don't know, say so! You will always come **over** as more convincing if you choose **to** be yourself. Take my advice before the interview: just invest a few minutes **in** doing a rehearsal with a friend. Ask them to think **of** some surprise questions, then you can practise responding spontaneously. This will help give you confidence on the big day. Candidates often blame their failure **on** nerves. But I think it's often due to a lack of spontaneity and an inability to cope **with** surprises. That, and not being yourself.



VOCABULARY

consist, include

3

Write sentences using the notes and a verb from the box. Sometimes there may be more than one possible answer.

include consist comprise contain involve

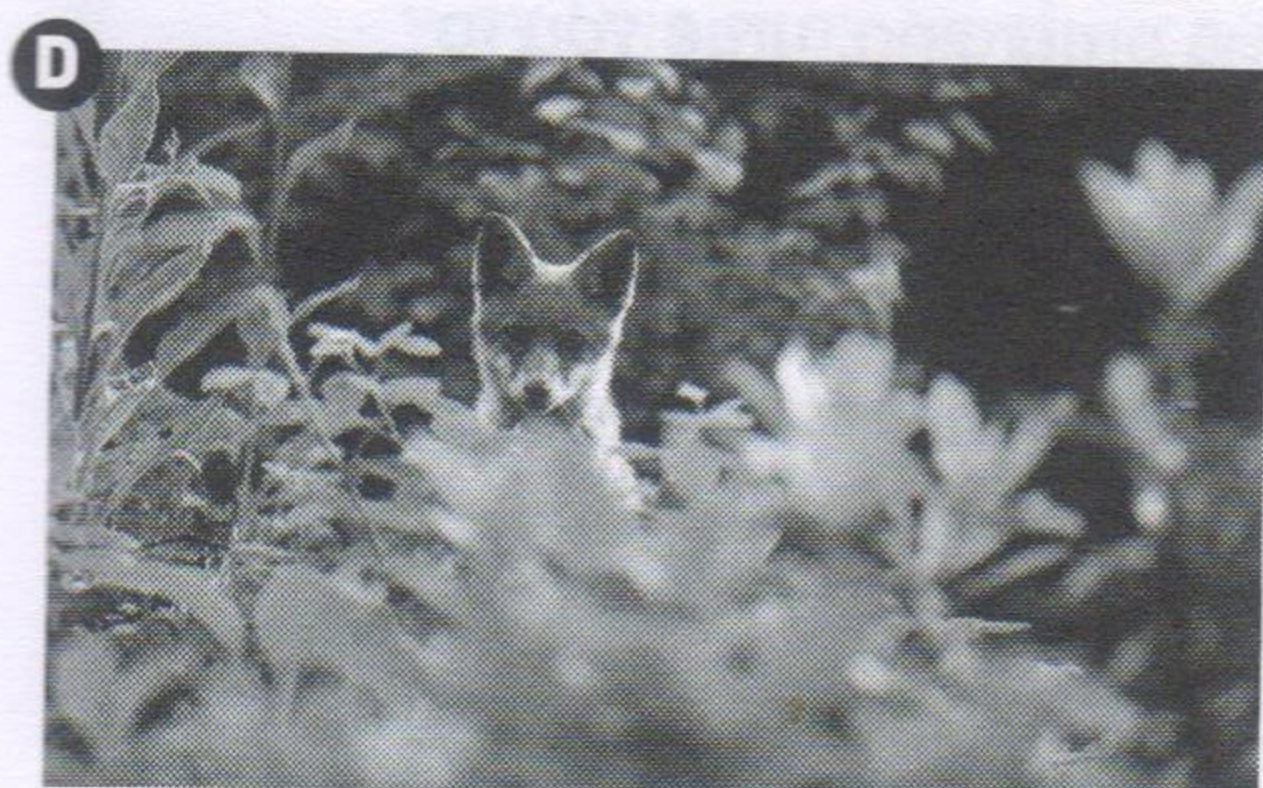
- 1 Anti-smoking campaign poster: a clear message, a striking image, a catchy slogan
- 2 Learning to swim: coordination, synchronising your breathing
- 3 The half-marathon fee: a chip to measure your time, refreshments, T-shirt
- 4 The concert programme: two contrasting works – Chopin piano concerto, Shostakovich's last symphony
- 5 Mobile-phone users: now – 90% of the population
- 6 Strawberries: highest traces of vitamin C – more than oranges

GRAMMAR

Passives and participles

4 a Match descriptions 1–4 with photos A–D.

b Complete the descriptions with a verb from A and a preposition from B.



1

And then we caught sight of it, partly <sup>1</sup> obscured <sup>2</sup> by trees. I could just make out the shape of it in the distance. I took out my binoculars and realised it was what we'd been looking for. When I looked up again, it had gone, <sup>3</sup> \_\_\_\_\_ <sup>4</sup> \_\_\_\_\_ the undergrowth once again.

2

I showed him the wind turbines stretching into the distance. <sup>5</sup> \_\_\_\_\_ <sup>6</sup> \_\_\_\_\_ them were oil wells, <sup>7</sup> \_\_\_\_\_ <sup>8</sup> \_\_\_\_\_ for miles and miles, as far as the eye could see.

3

<sup>9</sup> \_\_\_\_\_ <sup>10</sup> \_\_\_\_\_ palm leaves, *Ketupat* are delicious Malayan rice cakes made with coconut milk, and glutinous rice. <sup>11</sup> \_\_\_\_\_ <sup>12</sup> \_\_\_\_\_ the flavour of the leaves, these cakes really are a delicacy and very easy to make if you have the leaves to hand!

4

Neatly <sup>13</sup> \_\_\_\_\_ <sup>14</sup> \_\_\_\_\_ her desk, you'll find all her pens and pencils. On the shelves, <sup>15</sup> \_\_\_\_\_ <sup>16</sup> \_\_\_\_\_ rows or one on top of the other are all her school books in alphabetical order. I could never be that organised!

A	B
<u>obscured</u> interspersed wrapped impregnated stacked arranged spread blended	<u>by</u> among out in (x2) with on into



## VOCABULARY

All-purpose nouns

### 5 a Underline six summarising nouns in the extract.

Your doctor should always aim to find out more about your personal context. Many health professionals agree about creating databases of places that patients have lived, because environmental questions can potentially explain a patient's health characteristics. One doctor has said that this would be "a very sensible approach that may help reveal risk factors from your past, and future health issues."

### b Which of the nouns you underlined can be added in sentences 1–6?

- 1 Homeopathic medicine can be a common-sense \_\_\_\_\_ for countering allergies.
- 2 Lack of exercise and smoking are risk \_\_\_\_\_ where heart disease is concerned.
- 3 You are more likely to get health problems in a \_\_\_\_\_ where air quality is poor.
- 4 One of the most noticeable \_\_\_\_\_ of the illness is a red rash.
- 5 The case raises \_\_\_\_\_ about those who smoked all their lives.
- 6 An \_\_\_\_\_ surrounding HIV+ is that there is still a stigma attached to it.

## GRAMMAR

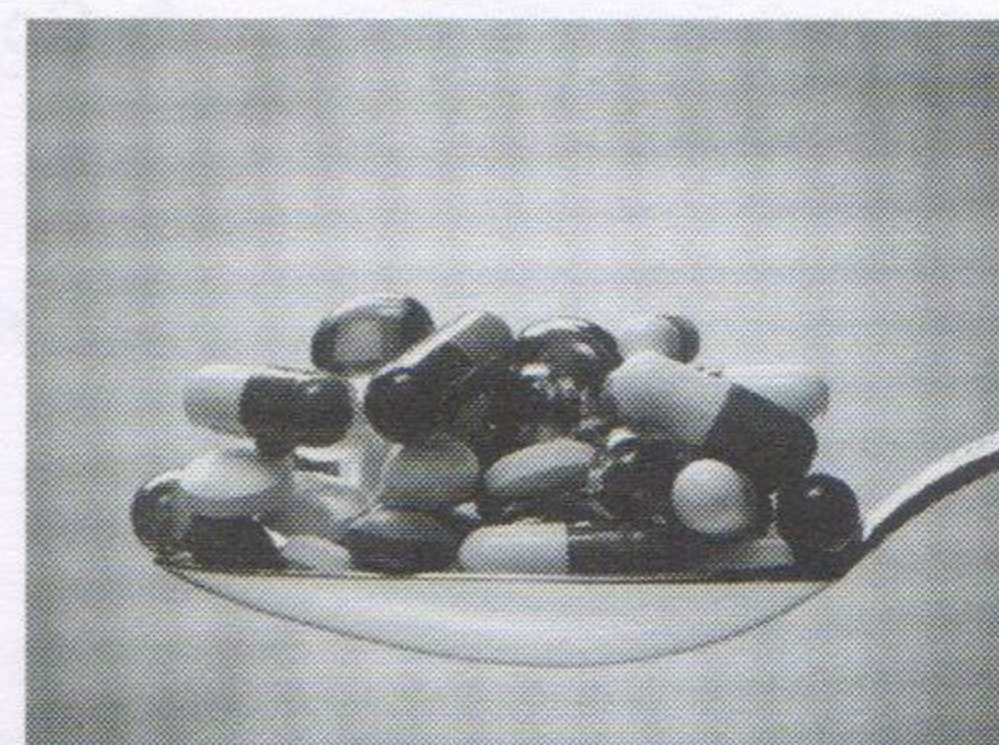
Referencing and substitution

### 6 a Add the most appropriate words to the article.

it (x2) one (x2) they (x2) them (x2) what (x2) this (x2) so does

**Are you overweight, worried about your cholesterol levels, or fighting a losing battle with insomnia? In the past you would have visited your doctor: now, chances are you will hot-foot it to the high street.**

Last year we spent £3bn – an average of £59 per person – on everything from cough and cold remedies through vitamins and alternative treatments to painkillers and self-diagnostic kits. Self-medication is a huge trend – but is <sup>1</sup>\_\_\_\_\_ a good <sup>2</sup>\_\_\_\_\_? Yes, unsurprisingly, say the chemists, because it means that we are becoming more aware of <sup>3</sup>\_\_\_\_\_ might go wrong before it <sup>4</sup>\_\_\_\_\_ and taking preventative measures, such as cholesterol reduction. "People also like the fact that <sup>5</sup>\_\_\_\_\_ can just pitch up, no need for an appointment," says Neal Patel of the National Pharmacy Association. 85% of chemists now have private consultation areas, so it's a lot easier to see your pharmacist about something you wouldn't like everyone else in the shop to hear about."



The list of drugs licensed for sale in pharmacies grows all the time, which some doctors are wary of. "There are some downsides," says Steve Fields, chairman of the Royal College of GPs. "<sup>6</sup>\_\_\_\_\_ is that a pharmacist makes their profit selling over-the-counter drugs whereas your GP has no pecuniary benefit in giving you medicine.

"And the next problem is that many of the things available over the counter don't work – most vitamins and cold remedies, for example, are a complete waste of time – but they are still things that make lots of profit for the pharmacist. So it would be far better for your health if you invested your money in fruit, but if you go to the pharmacist he or she is unlikely to suggest <sup>7</sup>\_\_\_\_\_, and you're likely to come away with a jar of pills that won't do any good."

When it comes to buying drugs over the counter you can almost hear the cheers from the government. Like face-to-face time with doctors, prescriptions, even when <sup>8</sup>\_\_\_\_\_ are paid for, cost the state money.

Medication tends to come in first as prescription-only drugs, because trials have been done but the medical profession has still to see any effects or side-effects in the general population, explains Fields. "As we learn more about <sup>9</sup>\_\_\_\_\_, through mass use, we're more likely to make <sup>10</sup>\_\_\_\_\_ widely available." Statins, the cholesterol-reducing drugs that are now available in some doses over the counter, are an example of <sup>11</sup>\_\_\_\_\_. <sup>12</sup>\_\_\_\_\_ too is Alli, a half-strength version of the prescription-only diet pill Xenical.

A final problem, however, with the self-medicating model is that it is harder to control their use (especially with online sales) and treatment can be fragmented. According to Fields, if you've got a recurrent problem a doctor or practice nurse will be able to check your medical history, and if there are any patterns emerging, urge you to have <sup>13</sup>\_\_\_\_\_ investigated. "In the self-medicating model, you can continue to treat the symptoms and ignore the underlying cause. At the very least, I'd like to see an evaluation of <sup>14</sup>\_\_\_\_\_ we're spending our money on, asking what the knock-on effect is."

### b Look again at the words you added. What do they refer to in each case?

- |                          |         |         |          |          |
|--------------------------|---------|---------|----------|----------|
| 1 <u>self-medication</u> | 4 _____ | 7 _____ | 10 _____ | 13 _____ |
| 2 _____                  | 5 _____ | 8 _____ | 11 _____ | 14 _____ |
| 3 _____                  | 6 _____ | 9 _____ | 12 _____ |          |

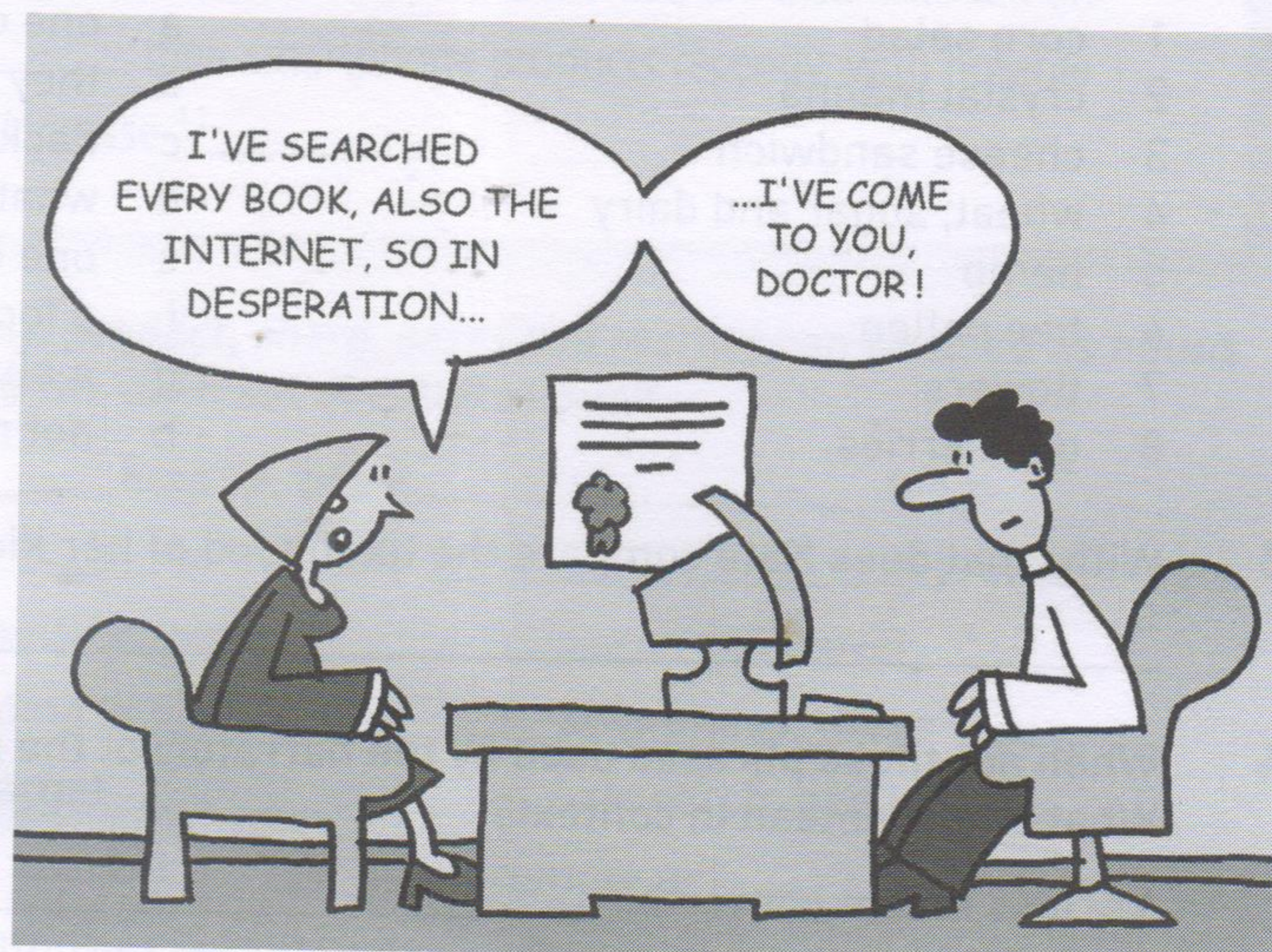


- 7 Look again at the article on p36 and make notes following the prompts in the table.

<b>Definition of self-medication</b> 'Self-medication' is ... Someone who 'self-medicates' is ... Some examples of the kinds of complaints which people treat themselves are ...	<b>Advantages and disadvantages</b> By self-medicating, we can ... Now, all we need to do is ... The government is benefiting because ... Pharmacists make profits, but ... Some of the drugs don't ... It's difficult to control ...
<b>UK statistics</b> Sales of drugs without prescriptions are ... The majority of chemists now ... The list of drugs for sale in pharmacies is ...	<b>Process by which drugs become available 'over the counter'</b> Drugs first have to ...

- 8 Find synonyms in the article for these expressions.

- 1 medicine that someone buys without a prescription over-the-counter drugs
- 2 medicine that someone can only get from their doctor \_\_\_\_\_
- 3 great tendency \_\_\_\_\_
- 4 precautionary steps \_\_\_\_\_
- 5 where you can speak to a pharmacist privately \_\_\_\_\_
- 6 the health consequences of taking certain drugs \_\_\_\_\_
- 7 a document which details all the drugs that the patient has taken for certain conditions \_\_\_\_\_
- 8 contributing reasons \_\_\_\_\_



- 9 Think about how you can rephrase the information in 7 into one summarising article, outlining pros and cons, and giving advice for the general reader. Match examples a-h to paragraph topics 1-4.

- a Next time you go to the pharmacy, make sure ... 4
- b Do you have an annoying health problem ...? If so ... \_\_\_\_\_
- c Cases of self-medication are ... because ... \_\_\_\_\_
- d Evidence suggests that ... \_\_\_\_\_
- e Remember to ask your doctor ... \_\_\_\_\_
- f How many times have you ...? \_\_\_\_\_
- g Common drugs for ailments like ... include ... \_\_\_\_\_
- h Self-medication is ... and is often due to ... \_\_\_\_\_

- 1 Start with a question to get readers interested, encouraging them to empathise.
- 2 Define the nature of self-medication and people who use this method. Explain why this may be the case.
- 3 Add statistics about self-medication in the UK. Then describe the advantages and disadvantages, summarising any quotes or opinions.
- 4 Conclude with some advice about self-medication and what to do about it. Aim to engage the reader as much as possible.

- 10 Write your summary. Include:

- information from 7.
- key vocabulary from 8.
- the four-paragraph structure in 9.



## 1 Before you watch, think about these questions.

- 1 Look at the photo and the title of this section. What do you think the film will be about?
- 2 Why do you think eating raw food could be considered to be healthier?
- 3 What do you think might be the dangers of only eating raw food?



## 2 Watch the video. Which three things does Kate believe are destroyed by heat?

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

## 3 Complete the sentence.

According to Kate, eating raw food makes you \_\_\_\_\_.

## 4 Match foods 1–8 with their significance, according to the programme.

- |                          |   |
|--------------------------|---|
| 1 corn salad             | a one of the best sources of protein                |
| 2 crystal manna          | b they are full of amino acids                      |
| 3 cheese sandwich        | c Zackary's favourite food                          |
| 4 wheat, sugar and dairy | d what the children never eat                       |
| 5 hemp                   | e one of Kate's favourite foods                     |
| 6 bee pollen             | f a food that the kids would not recognise          |
| 7 flowers                | g a blue-green algae that grows in a lake in Oregon |
| 8 goji berries           | h not really an animal product                      |

## 5 With what does Kate compare the likelihood of her kids eating cooked foods in the future?

\_\_\_\_\_

## 6 When are these phrases used by the narrator: at the start, or at the end of the clip? What do they mean in context?

- 1 less recent converts \_\_\_\_\_
- 2 not yet hooked \_\_\_\_\_
- 3 peaks and troughs \_\_\_\_\_

## 7 Watch the video again and pay attention to these quotes.

Is the narrator's tone mostly ironic, aggressive, defensive or patronising?

- 1 "To make sure her kids don't miss out on anything, Kate fills her cupboards with a stash of tempting treats."
- 2 "To a strict raw foodist, a cooked meal is as dangerous as taking hard drugs."
- 3 "Could this quest for supreme health be an addiction in itself?"

## 8 What do you think the narrator is insinuating in the programme? Choose the best summary.

- 1 Being a raw foodist can be as dangerous as being hooked on any lethal drug.
- 2 Raw foodists may well be simple addicts and shouldn't be taken entirely seriously.
- 3 Addiction is something which all of us suffer from – raw foodists are no exception.

☐  
☐  
☐



# 8 Brand awareness

## VOCABULARY

### Marketing words

1 a Read this article about the world's top brands. Add these words to the gaps.

company competitors campaigns target market  
hype brand products sales advertising share

A leading research company has placed the search engine Google at the top of its '100 global brands' list. Despite the <sup>1</sup> hype surrounding social networking site Facebook, with its increasing share of the <sup>2</sup> \_\_\_\_\_ and growing brand value, the <sup>3</sup> \_\_\_\_\_ still has some way to go before knocking Google from its leading position.

The report, which measures <sup>4</sup> \_\_\_\_\_ power, makes reference to the continuing popularity of <sup>5</sup> \_\_\_\_\_ such as the iPhone, which sent Apple's <sup>6</sup> \_\_\_\_\_ price upwards this month. Its <sup>7</sup> \_\_\_\_\_, such as mobile phone manufacturer Nokia, which chase the same <sup>8</sup> \_\_\_\_\_ audience in the smartphone market, are also included on the list. Both companies have spent a great deal on <sup>9</sup> \_\_\_\_\_ their smartphone products recently, with notable marketing <sup>10</sup> \_\_\_\_\_ which they hope will continue to increase <sup>11</sup> \_\_\_\_\_.

b The words *brand*, *company*, *product*, *share*, *sales* and *market* can be used as nouns or adjectives. Which word fits each set of collocations?

- 1 \_\_\_\_\_ pitch, \_\_\_\_\_ figures, boost \_\_\_\_\_, \_\_\_\_\_ team
- 2 market \_\_\_\_\_, \_\_\_\_\_ prices, buy \_\_\_\_\_, \_\_\_\_\_ in profits
- 3 set up a \_\_\_\_\_, multinational \_\_\_\_\_, \_\_\_\_\_ takeover
- 4 \_\_\_\_\_ loyalty, leading \_\_\_\_\_, \_\_\_\_\_ awareness, mega-\_\_\_\_\_
- 5 \_\_\_\_\_ segment, target \_\_\_\_\_, \_\_\_\_\_ research, gap in the \_\_\_\_\_
- 6 \_\_\_\_\_ placement, market a \_\_\_\_\_, promote a \_\_\_\_\_

c Which word in 1b has a different meaning depending on the collocation? \_\_\_\_\_

2 Add a collocation from 1b to each sentence.

- 1 Standing at nearly 50% of total hamburger sales last year, the fast-food chain is still increasing its \_\_\_\_\_ in the sector.
- 2 This is my advice: get to know the client first. Then and only then, offer them a \_\_\_\_\_ that you know will work for them.
- 3 Be aware of the terms and conditions of your contract to make sure your wages won't be reduced. After a merger or \_\_\_\_\_, it is important to remember your rights.
- 4 Setting up a new firm is often about seeing what the competition offers, and thinking of a new approach. Either that, or spotting a \_\_\_\_\_ and exploiting that.
- 5 Many businesses these days have reward cards, which means that you gain points every time you use them. This encourages \_\_\_\_\_ among consumers.
- 6 A lot of advertising is subtle or subliminal. One example of this is \_\_\_\_\_ in films. Audiences may not be aware that they are being sold anything at all.



## VOCABULARY

Image and qualities

## 3 Match company slogans 1-8 with the qualities in the boxes.

trust originality technological creativity

- 1 Be different. \_\_\_\_\_
- 2 Solutions for our world. \_\_\_\_\_
- 3 Inspired by ideas. \_\_\_\_\_
- 4 We guarantee. \_\_\_\_\_

availability interest ambition / success contact

- 5 A newspaper, not an old paper. \_\_\_\_\_
- 6 Possible is everything. \_\_\_\_\_
- 7 Keeping you in touch. \_\_\_\_\_
- 8 It's here, wherever you are. \_\_\_\_\_

## VOCABULARY

Effects and influences

## 4 Transform these sentences using the words in brackets.

- 1 The campaign greatly influenced people's attitudes to the problem. (effect)  
The campaign \_\_\_\_\_
- 2 The advert didn't have any effect on me. (affect)  
The advert \_\_\_\_\_
- 3 Taking this will definitely have a positive effect on your appearance. (enhance)  
Taking this \_\_\_\_\_
- 4 My colleagues were influential in me making that decision. (influenced)  
My colleagues \_\_\_\_\_

## 5 Add a verb from A and a noun from B to sentences 1-5.

A	B
exert lessen make fall come	impact effect influence impression

- 1 The law was passed, but it will take a long time to \_\_\_\_\_ into \_\_\_\_\_.
- 2 Although she was no longer the boss, she still \_\_\_\_\_ a lot of \_\_\_\_\_ over the company.
- 3 We knew the film's ending, but that didn't \_\_\_\_\_ its \_\_\_\_\_.
- 4 A lot of kids \_\_\_\_\_ under the \_\_\_\_\_ of their peers and become bullies at school.
- 5 He didn't stand out in the interview and his CV didn't \_\_\_\_\_ an \_\_\_\_\_ on me either.

## VOCABULARY

Multi-word expressions

## 6 a Match sentence beginnings 1-6 with sentence endings a-f.

- 1 I can't watch the match on my television ... ☒ b
  - 2 I don't have a contract for my mobile phone, I ... ☐
  - 3 Fewer people are downloading music from ... ☐
  - 4 Many products these days have labels on them like ... ☐
  - 5 A lot of things, like chocolate and chewing gum, are sold at supermarkets at ... ☐
  - 6 It's been a good day on the stock market ... ☐
- a ... 'fair-trade', which means that the workers haven't been exploited.
  - b ... because it's only available on a **pay-per-view** channel.
  - c ... **point-of-purchase** shelves next to the till.
  - d ... with **dot-com** companies benefiting in particular.
  - e ... use **pay-as-you-go**, which might be cheaper, I'm not sure.
  - f ... **peer-to-peer** file-sharing sites, now that the authorities are stopping it.



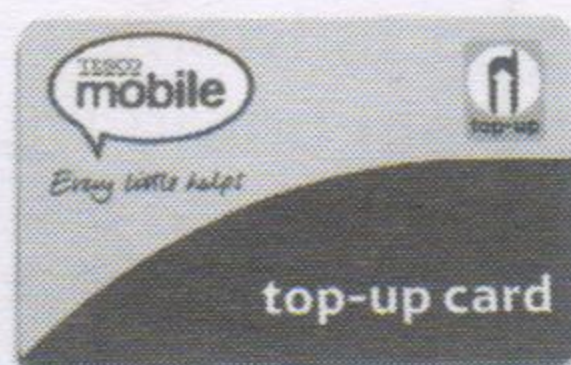
b Match images A-F to a multi-word expression from 6a.



A fair-trade



B \_\_\_\_\_



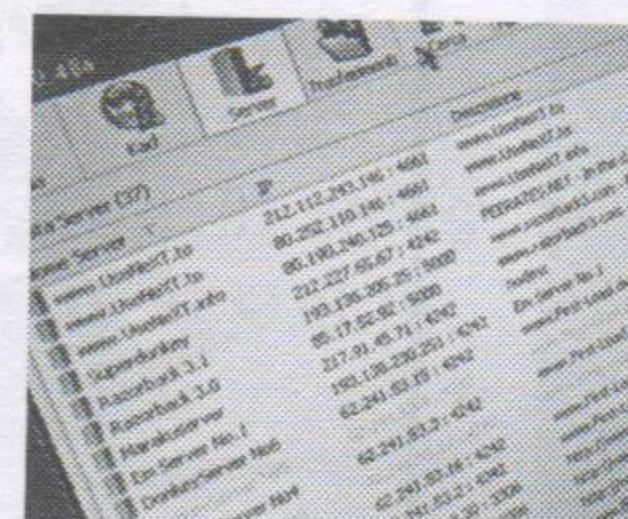
C \_\_\_\_\_



D \_\_\_\_\_



E \_\_\_\_\_



F \_\_\_\_\_

### GRAMMAR

Measuring differences

7

In each case, two sentence endings mean the same. Tick the *different* ending.

- 1 Coke sells
  - a twice as much as Pepsi does in the US market. ☐
  - b 100% more drinks than Pepsi in the US market. ☐
  - c several times more than Pepsi in the US market. ☐
- 2 Mobile phones are
  - a much less popular in North America than in South. ☐
  - b just as popular in both North and South America. ☐
  - c no more popular in North than in South America. ☐
- 3 Adults spend
  - a one hour less per day on the Internet than their children do. ☐
  - b two hours a day on the Internet, their children three! ☐
  - c a lot more time on the Internet than their children do. ☐
- 4 In the US,
  - a a fast-food meal can cost you \$2, in Scandinavia, perhaps \$20. ☐
  - b a fast-food meal can cost ten times more than in Scandinavia. ☐
  - c a fast-food meal can cost a fraction of what it would in Scandinavia. ☐
- 5 This year,
  - a your one-bedroom flat could fetch €200,000, last year maybe €150,000. ☐
  - b your flat is worth considerably less than last year. ☐
  - c the value of your flat has gone up by a third. ☐
- 6 Here, temperatures
  - a can drop by no more than ten degrees from summer to winter. ☐
  - b reach 30°C in the summer and drop to about 20°C in the winter. ☐
  - c vary greatly, depending on the season. ☐

### Over to you

Write about different aspects of your town, lifestyle and tastes. Use these expressions.

- loads more ...
- just as many ...
- nowhere near as ...
- little to choose between ...

### GRAMMAR

-ever

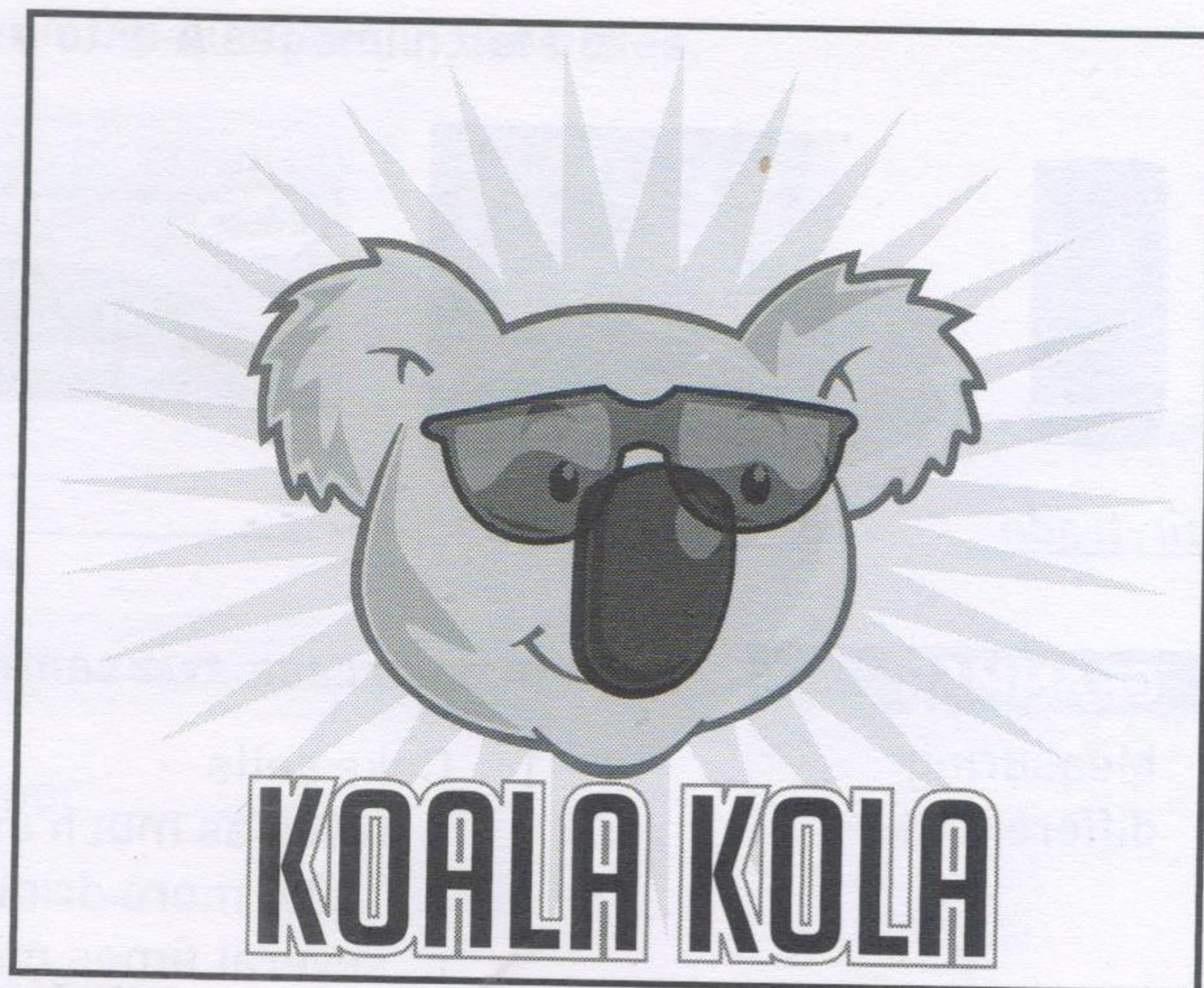
8 a Transform the sentences. Use *whatever* each time.

- 1 It doesn't matter what we do, I'm sure we'll have a great time.  
Whatever \_\_\_\_\_
- 2 I had no doubt at all that it was the best thing to do.  
I had \_\_\_\_\_
- 3 It's up to you – I don't feel strongly either way.  
Do \_\_\_\_\_
- 4 I don't know exactly what you're talking about, but it sounds OK to me.  
Whatever \_\_\_\_\_

b Add a word with *-ever*. There may be more than one possible answer.

- 1 \_\_\_\_\_ good their campaign was, I don't think they'll win the elections.
- 2 \_\_\_\_\_ way you look at it, it's a bit of a vicious circle.
- 3 \_\_\_\_\_ I phone, he's always busy, it's really frustrating.
- 4 \_\_\_\_\_ you want to go, it's fine with me.
- 5 \_\_\_\_\_ I go now, I know people can reach me by phone.
- 6 \_\_\_\_\_ we do to help, she always complains.





- 9 Look at these logos for Koala Kola. What kind of market do you think the drink is aimed at?
- 10 a Read blog entry A. Check your answer to 9.
- b Complete these sentences about the launch of Koala Kola, using your own words where possible.
- Koala Foods Inc. needed to launch a new product because ...  
\_\_\_\_\_
  - The distinguishing features of the Koala Kola logos are ...  
\_\_\_\_\_
  - The blogger thinks that Koala Kola logos can be both ...  
\_\_\_\_\_
  - Summing up, he sees the change in the Koala logo as creating ...  
\_\_\_\_\_
- 11 Find words / expressions in the blog which mean the following.
- as a result of \_\_\_\_\_
  - alleviate \_\_\_\_\_
  - invest \_\_\_\_\_
  - radical change \_\_\_\_\_
  - identity \_\_\_\_\_
  - innovative \_\_\_\_\_
  - banal \_\_\_\_\_
  - advantage \_\_\_\_\_
- 12 a What is a press release? Choose the best definition.
- A public statement about a product/company for the press to publish if they wish. ☐
  - A form of advertising used to convince the consumer to invest in a product. ☐
  - A feature story about a product or company to be used directly by the media. ☐
- b Read press release B from Koala Foods Inc. Tick the kind of information that appears.
- other news related to the main item, such as events, etc. ☐
  - more product details than you would find in an advert ☐
  - slogans and attractive images ☐
  - short texts and powerful images ☐
  - actual facts and news ☐
- c Add these paragraph headings in the gaps.
- Target market   Innovative marketing  
 Product availability   Other initiatives  
 Historical background
- 13 a Make a note of the adjectives in the press release. What do they have in common?
- \_\_\_\_\_
- \_\_\_\_\_
- b How would you describe the sentence length and the structure?
- \_\_\_\_\_
- \_\_\_\_\_
- c What is the difference between how the Koala Kola campaign is presented in the blog and the press release?
- \_\_\_\_\_
- \_\_\_\_\_
- d Many press releases are used as news items by journalists. If you saw the press release in a newspaper, how would you know it was an advertorial (half advert, half journalism)? Think about style, language and content.
- \_\_\_\_\_
- \_\_\_\_\_



A

In what is possibly one of the biggest launches in the markets this week, Koala Foods Inc. have announced the arrival of their own brand of cola – somewhat originally named 'Koala Kola'. In the light of disappointing figures, the move is part of KF Inc.'s new brand identity, designed to offset drops of between 2 and 5% in sales of other foods and beverages. No visuals, other than the logo and bottle, have been released but this is still an early chance to see some of the work by New York design team, Invent. [Ad-create.com](http://Ad-create.com) had this to say:

Koala Foods said it is going to pour \$1.2 million over two years into a push that will include major changes to its image, including what CEO Vernes Hajnal characterised as a revamp of "every aspect of the brand proposition" for the company's key brands. The launch of an entirely new product, Koala Kola, will help grant a fresh identity to these goods – how they look, how they will be sold, and how they connect with customers.

As for the logos themselves, a "cool blue koala" will characterise the standard cola brand, while a "smiling red one" is issued for the diet version. A "happy gold bear" will signal the caffeine-free variety. Clearly the prominence of the smiling bear is targeting a young market, particularly adolescents. The news was first reported in [Drinkmarket.com](http://Drinkmarket.com).

I feel this new-look Koala image is groundbreaking, and has the potential to be quite a hit – especially when you consider the massiveness of Koala in other fields. But, it could also be seen as corny and lame. I know, great insight, right? The truth, though, is that the *smiling* koala grants an all-round friendly image for the company as a whole, and may well give a helpful push to an ailing company.

B

**Contact: Zack Flusfeder, Press Office**

Tel: 373 23 2211 / [zackf@koalafoods.net](mailto:zackf@koalafoods.net) / Twitter: Zackatkoala

## **FOR IMMEDIATE RELEASE**

### **LAUNCH OF KOALA KOLA: THE NEW SOFT-DRINK SENSATION**

1

We've been refreshing generations for half a century. Since 1962, KF Inc. has led the way in the soft-drinks industry. Koala Foods produce market-leading brands such as Refresh Health Lemon and Orange, Mountain mineral waters, and Sierra Nevada beverages, as well as celebrated healthy-eating food products such as Harvest Crunch Bars and Country Gate cereals and mueslis.

2

Koala's stylish new look is part of a groundbreaking campaign which revitalises the whole KF Inc. family. Changes will affect packaging, merchandising and sponsorship deals. The new Koala Kola beverage will be launched with an eye-catching new design – the smiling bear logo – enhancing the brand image and giving a contemporary, colourful and friendly appeal to the product.

3

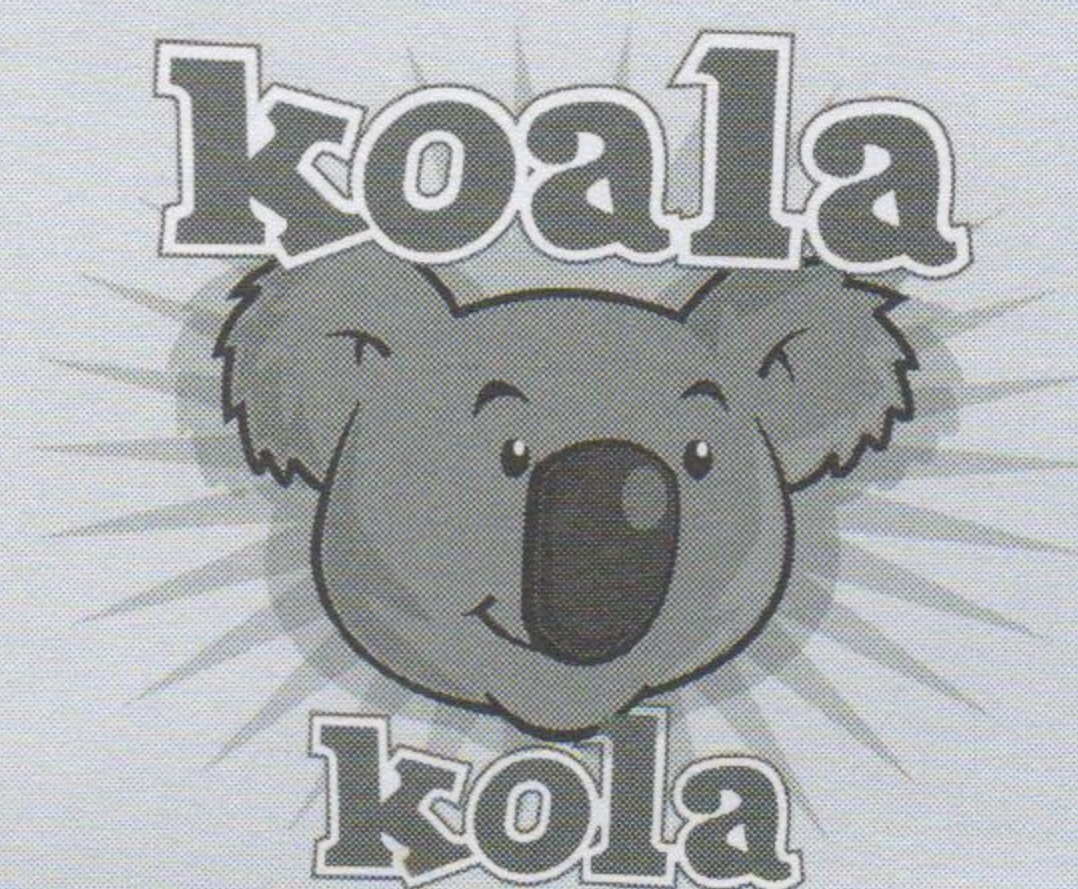
With the launch of Koala Kola, KF Inc. is now aiming not only at its traditional clientele (healthy-eating customers), but a whole new generation of young people who have yet to discover what we have to offer. The 'smiling bear' campaign will be launched in English and Spanish, to appeal to Latin American markets. However, whether it's through television spots, magazine ads, Twitter or via our online commercials, the message will soon be out to all.

4

The relaunch of Koala Kola runs parallel with other outstanding commercial and social ventures. The Koala Foods Inc. Project <http://www.kfincprojects.com/> seeks out people, businesses and non-profit organisations with ideas that will have a positive impact on society at large. While on the Koala Inspire site, [www.koalainspiresus.com](http://www.koalainspiresus.com), customers can share their own inspirational stories to help others in need.

5

The Koala Kola campaign hits the streets on October 1st. You can feel the Koala smile, and find out what resources are available from us. For a full press pack with images, product profile and company history, contact the Koala Foods Inc. press office immediately.



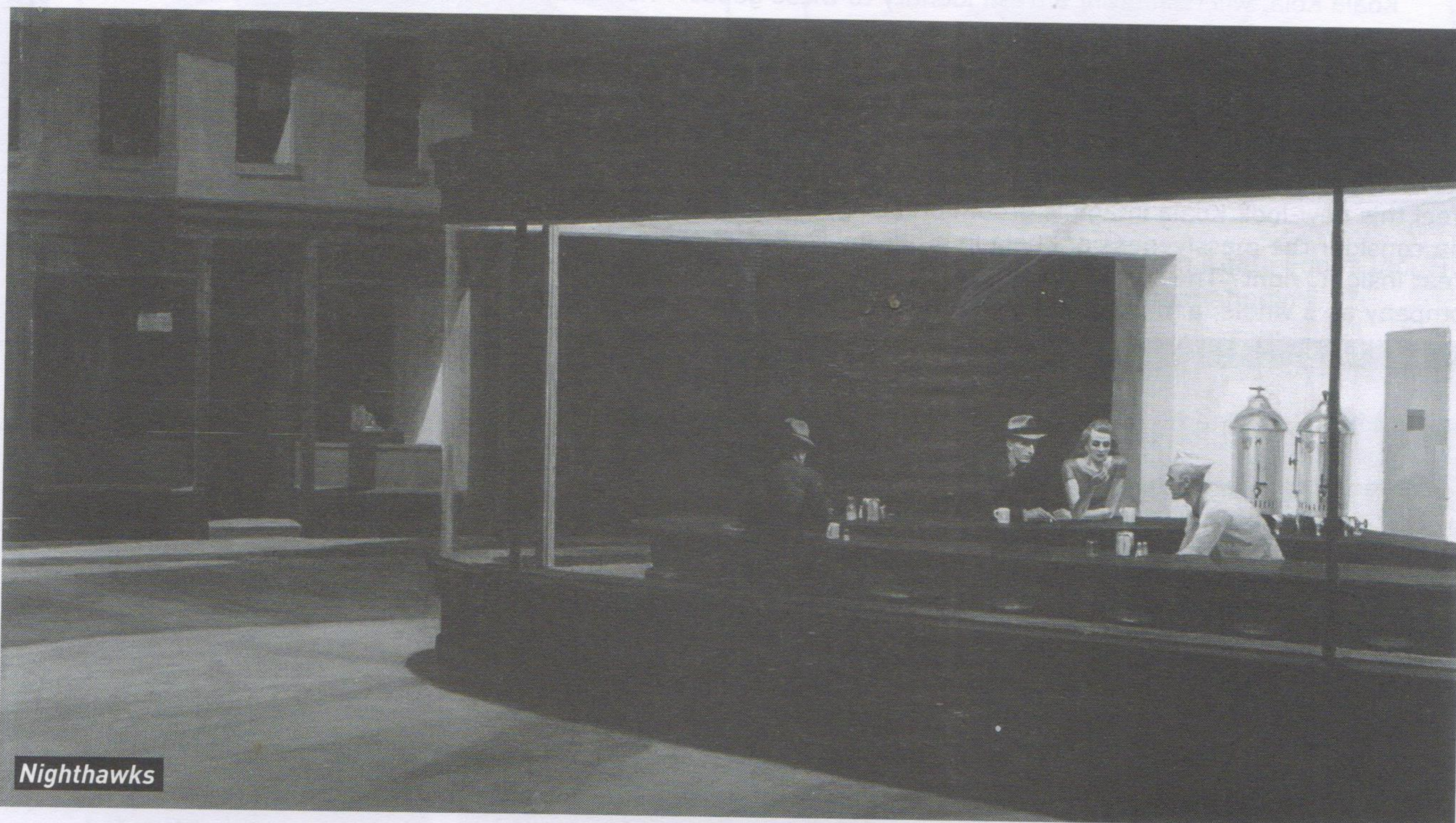


# 9 Icons

## VOCABULARY

Interpreting and defining

- 1 a Look at this painting by the American painter Edward Hopper. Which interpretations 1–8 refer to it?



**Nighthawks**

- 1 What stands out for me is the fact that the two people look so alike. ☐
- 2 It suggests that 'this is domestic life' in all its monotony. ☐
- 3 She is turning away, it looks like they have had a row or something. ☐
- 4 It's hard to tell what's happening, it's a very still painting – as if they are all waiting for something. ☐
- 5 It strikes me that they're all lost in their thoughts. ☐
- 6 I'm not sure if this is an optimistic painting or not – they seem to be having a great conversation. ☐
- 7 We often associate his paintings with darkness and claustrophobia, this seems to be no exception. ☐
- 8 It appears to me, this could be a scene from a film – that street-corner bar looks so familiar. ☐

- b Transform the sentences in 1a using the words in brackets. You will have to change the word order and some parts of each sentence.

- 1 The fact that \_\_\_\_\_ (really striking)
- 2 It \_\_\_\_\_ (would appear)
- 3 The fact \_\_\_\_\_ (gives the impression)
- 4 It's hard to tell \_\_\_\_\_ (suggests that)
- 5 It \_\_\_\_\_ (appears that)
- 6 It's hard to know \_\_\_\_\_ (look like)
- 7 His paintings are \_\_\_\_\_ (often associated; in my view)
- 8 It \_\_\_\_\_ (occurs)

## Over to you

How would you interpret the painting?



## VOCABULARY

Saying what  
things and  
people represent

- 2 a Complete the gaps with the correct form of these verbs. Sometimes more than one answer is possible.

encapsulate stand for depict convey represent  
capture epitomise portray

- 1 The acronym IMHO \_\_\_\_\_ 'in my humble opinion'.
- 2 Edward Hopper's paintings often \_\_\_\_\_ a sense of loneliness.
- 3 The Mona Lisa only started \_\_\_\_\_ people's attention in the mid-19th century.
- 4 His ideas about the painting were \_\_\_\_\_ in a book about the topic.
- 5 Now the portrait \_\_\_\_\_ the mass production of art. You can find that face everywhere.
- 6 He \_\_\_\_\_ the artist in a biopic about the life of Van Gogh.
- 7 The novel \_\_\_\_\_ the dramatic events surrounding the author's decision to flee his homeland.
- 8 The warning sign is supposed to \_\_\_\_\_ 'beware children'.

b Choose the most appropriate verb.

- 1 A cartogram represents / symbolises statistical information in map form.
- 2 That poem doesn't really convey / depict an idea of the painting's true meaning.
- 3 The demonstration portrayed / symbolised people's frustration with the change in the law.
- 4 In one of his most celebrated performances, Welles symbolised / portrayed the role of Brutus.
- 5 The media is guilty of depicting / standing for a false image of healthy living.

## VOCABULARY

Critical language

- 3 a Complete the sentences with critical expressions from the box.

laughing stock mob rip-off dismal anti-social  
brusque desperate spendthrift

- 1 The concert tickets were a real \_\_\_\_\_, I couldn't afford to pay that.
- 2 There was a \_\_\_\_\_ of people going crazy when the team arrived.
- 3 The film was \_\_\_\_\_ – don't go and see it!
- 4 That was a rather \_\_\_\_\_ reply.
- 5 He was a very ambitious person and sometimes \_\_\_\_\_ to get his own way.
- 6 She was quite \_\_\_\_\_, never really wanting to see anyone.
- 7 He's a \_\_\_\_\_ when it comes to money – he's always buying stuff.
- 8 It was totally humiliating – people thought I was a \_\_\_\_\_.

b Match the critical expressions from 3a with their more neutral or positive versions.

- |                    |             |
|--------------------|-------------|
| 1 dismal           | a expensive |
| 2 brusque          | b boring    |
| 3 rip-off          | c short     |
| 4 mob              | d crowd     |
| 5 desperate        | e keen      |
| 6 a spendthrift    | f a loner   |
| 7 anti-social      | g funny     |
| 8 a laughing stock | h generous  |



## GRAMMAR

It's no ...

## 4 Add an expression to each sentence.

it's no good it's no big deal it's no surprise it's no coincidence it's no secret

- 1 Teachers always say \_\_\_\_\_ revising at the last minute, but everyone does.
- 2 \_\_\_\_\_ that the wedding is going to take place, but no one knows when and where.
- 3 \_\_\_\_\_ that he got that yellow card. The player deserved it this time.
- 4 \_\_\_\_\_ that the two parties have formed a coalition like this, but it's not something this country is used to.
- 5 \_\_\_\_\_ that we met that day. We were meant for each other.

## OVER TO YOU

## 5 Use these expressions to give your opinion on something related to your life or experience.

- It's no use
- It's no big deal
- It's no surprise

## GRAMMAR

Modifying a sentence

## 6 a Add a modifying expression to each sentence. There may be more than one possible answer.

- 1 We're aiming to get there before nightfall *hopefully*. (hopefully)
- 2 He's going to resign – that's what they said on the radio, anyway. (apparently)
- 3 You lost your passport, everything – you couldn't get home, right? (so, in other words)
- 4 You haven't done enough to pass this time round. (in a way)
- 5 The whole thing's a secret. (actually)
- 6 It depends on how you look at the situation. (in a sense)
- 7 She'll arrive on time – it is an important meeting. (presumably)
- 8 It's not good enough – I've had enough of this situation. (really)
- 9 It was raining so hard that we had to stay overnight in an improvised campsite. (for better or worse)
- 10 I hate to say this but it's all a mess in there. (bit of a)

## b Match these different uses to the modifying expressions used in 6a.

- a marking the speaker's attitude or point of view towards the message 1, \_\_\_\_, \_\_\_\_
- b marking the fact that the speaker wants to soften what they are saying, or tone down an assertive message \_\_\_\_, \_\_\_\_, \_\_\_\_, \_\_\_\_
- c marking the fact that the speaker wants to reformulate something they have just said \_\_\_\_, \_\_\_\_, \_\_\_\_

## OVER TO YOU

## 7 Look at the different sentences in this conversation. Add extra expressions from 6a and 6b to modify them. How does this change the conversation?

- A: So, you haven't got time to do the work?
- B: No, I didn't say that.
- A: What did you say then? If you're not going to do the work I ask you to do ...
- B: I was feeling ill this morning. I couldn't work.
- A: Oh, you didn't feel like it. That's not a good excuse.



8 Do you know any films by Alfred Hitchcock? What kind of films is he celebrated for?

9 a Read the first tribute. What does it say about the images in Hitchcock's movies?

- 1 they are beautiful but frightening at the same time ☐
- 2 they have become iconic ☐
- 3 they still have a contemporary quality to them ☐

A

Alfred Hitchcock took delight in creating a contrast between the visual beauty of his movies and the dark desires of his protagonists. Attractive stars, immaculately dressed, gave life to our night-time fears and anxieties. When the James Stewart character in *Rear Window* (1954) spies on his murderous neighbour through his camera's telephoto lens, he does so not in the hope of catching a killer, but out of voyeuristic curiosity. Poe managed to make his deepest fears palatable to the public of his day by couching them in the flowery prose which was then considered a guarantee of good writing. Hitchcock pulled it off with a meticulous visual style that made the dark matter at his films' cores all the more haunting. The images he came up with have lost none of their power to amaze and haunt and that's why we salute them here. Now with today's stars taking the place of the Hollywood names of yesteryear, these iconic images provide a unique tribute to one of the greatest film directors of all time.



b Read another tribute to Hitchcock. What is the difference between them? Make notes.

	Tribute A	Tribute B
use of the first or third person		
use of tenses		
the information given		
the type of reader targeted		
point of view		
register		

B



What can I say? I just love Hitch's movies! In case you don't know much about him, let me tell you the basics about the Master of Suspense. He got that name from the success of the great Hollywood thrillers he directed in the '50s and '60s, working alongside the greatest stars of that generation – Grace Kelly, James Stewart, Cary Grant and Ingrid Bergman among others. His greatest achievement was to create today's thriller, keeping us on the edge of our seats by keeping key information from both his characters and from us the viewer. Over 30 years after his death, he is still loved today. In a recent *Moviemaker* poll, Hitch was voted the 'most influential film maker of all time'.

He made more than 50 movies in a career spanning six decades, but if I had to choose a fave it would be *Rear Window*, the story of an invalid photographer (Jimmy Stewart) who spies on the people living across the courtyard from his New York apartment. It's been said it's a commentary on watching films, but I'm sure it's also about the nature of spying, as Hitch said: "Sure, he's a snooper, but aren't we all?" That and other iconic moments have become part of cinema history – the bell tower in *Vertigo* or the shower scene in *Psycho* – are unforgettable, they just stick in your mind forever.

c Where do you think these tributes originally appeared?

10 a You are going to write a tribute to a well-known person.

- Where would you like to place this tribute (in a blog, in an international newspaper ...)?
- What kind of reader would you target (friends and fans, people who don't know much about the person)?
- What would you include (a summary of the person's life, a personal anecdote)?

b Choose a well-known person who has a personal significance for you, or who you particularly admire. Write a tribute text in under 500 words.



1 Before you watch, look at the images and think about these questions.

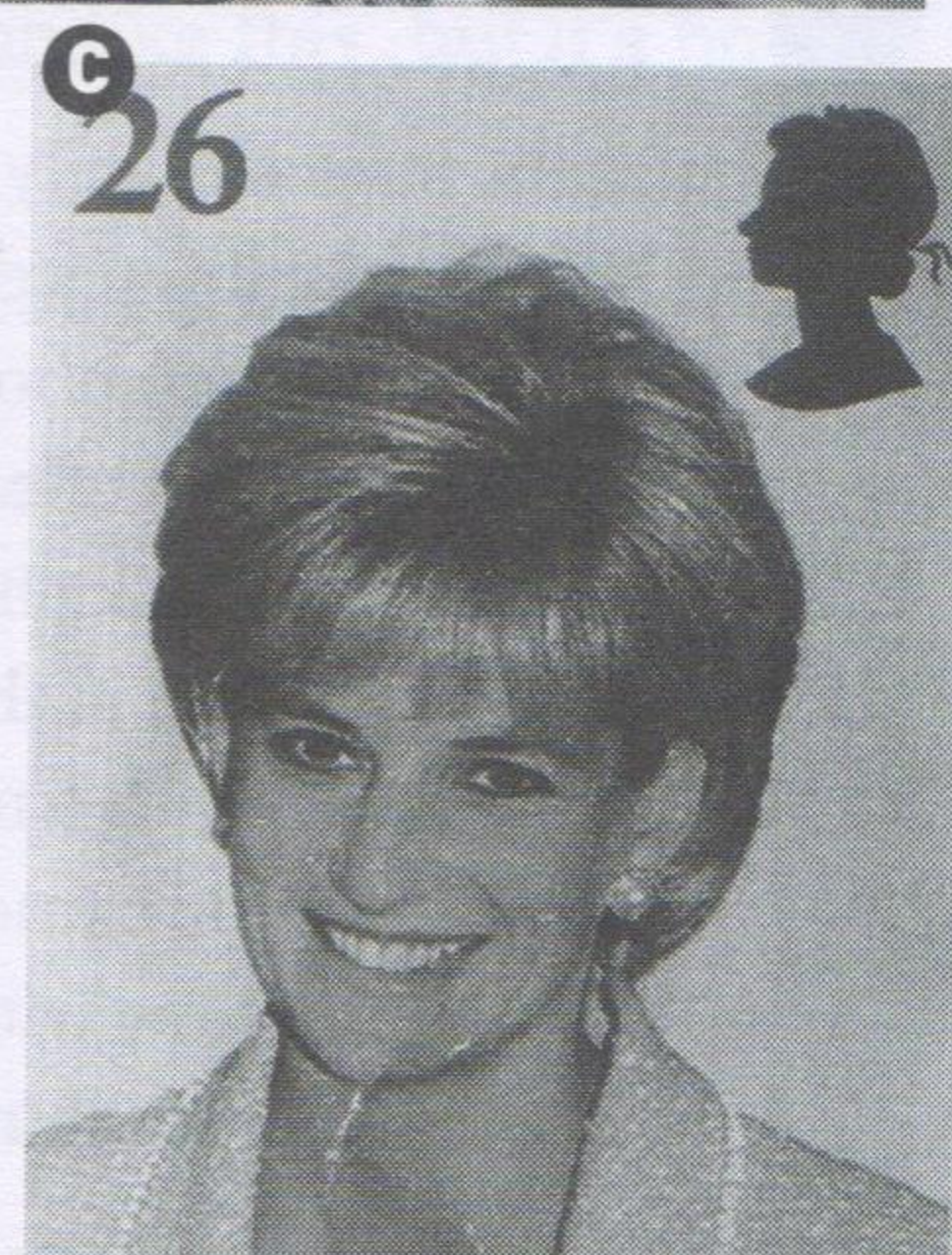
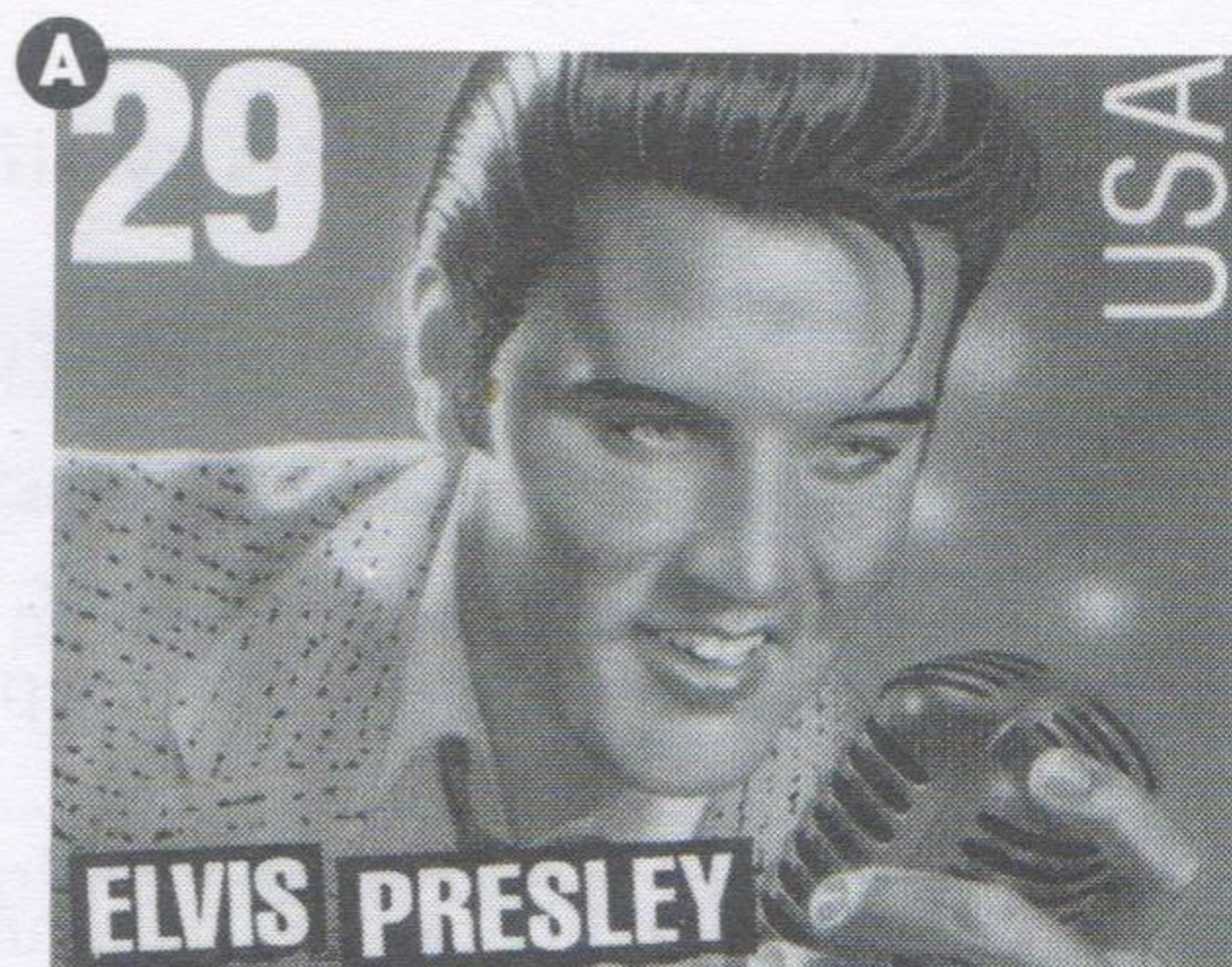
- 1 Do you know how old these celebrities were when they died?
- 2 In what way do the images pay tribute to these celebrities?

2 a Watch the 30-second introduction to the news report. Why did Channel 4 prepare it?

- 1 Because Jackson fans had complained about the channel's coverage of his death. ☐
- 2 To give a more balanced view of Jackson's death, with a historical perspective. ☐
- 3 To prepare viewers for Michael Jackson's funeral on Friday. ☐

b There are aspects to the newscaster's introduction which suggest a critical view of the Jackson story. Circle the words/ expressions which clearly indicate this.

saga responses impatience coverage  
reports body public view stars  
news outlets not mourning



3 Watch the rest of the report. Match points 1–10 to the icons.

Elvis Presley Princess Diana Michael Jackson

- 1 The response was expressive of a changed society. \_\_\_\_\_
- 2 Public meetings were organised spontaneously. \_\_\_\_\_
- 3 People watched how others chose to commemorate the event. \_\_\_\_\_
- 4 People took part in a global funeral service. \_\_\_\_\_
- 5 He/She was a primal figure. \_\_\_\_\_
- 6 Record sales went up immediately after their death. \_\_\_\_\_
- 7 People seemed to receive the news hysterically. \_\_\_\_\_
- 8 New technology changed the way the news reached us. \_\_\_\_\_
- 9 People watched the event glued to their TV screens. \_\_\_\_\_
- 10 The media made the event into a greater catastrophe than it was. \_\_\_\_\_

4 a There are a lot of expressions in the report which describe extreme emotions. Watch the video again. Put the words in the correct order.

- 1 of / grief / outpouring / visible / great  
\_\_\_\_\_
- 2 united / nation / a / grief / in  
\_\_\_\_\_
- 3 public / express / in / their / grief  
\_\_\_\_\_
- 4 affair / an / grieving / was / intimate  
\_\_\_\_\_

5 pushed / were / grieving / into / they

6 public / mourning / mass / events

7 emotion / saturated / fans / by / swooning

8 going / operatic / there / this / crescendo / on / was \_\_\_\_\_

b Match each of the expressions in 4a to one of the three icons.

- |         |         |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

5 These images were used in the report of whose death?

- 1 piles of flowers \_\_\_\_\_
- 2 mob gathering \_\_\_\_\_
- 3 chart showing record sales \_\_\_\_\_
- 4 an aerial shot of the crowd at the funeral \_\_\_\_\_
- 5 fans fainting \_\_\_\_\_
- 6 image of a coffin \_\_\_\_\_

6 Which two statements best sum up the report?

- 1 Responses to different stars' deaths will vary because each celebrity is different. ☐
- 2 Each of these iconic deaths heralded a change in the way we mourn together. ☐
- 3 It is hard to know whether we mourn differently, or whether it is just the medium through which we mourn that alters. ☐
- 4 Technology is the only thing that has changed in the way we grieve for iconic figures. ☐



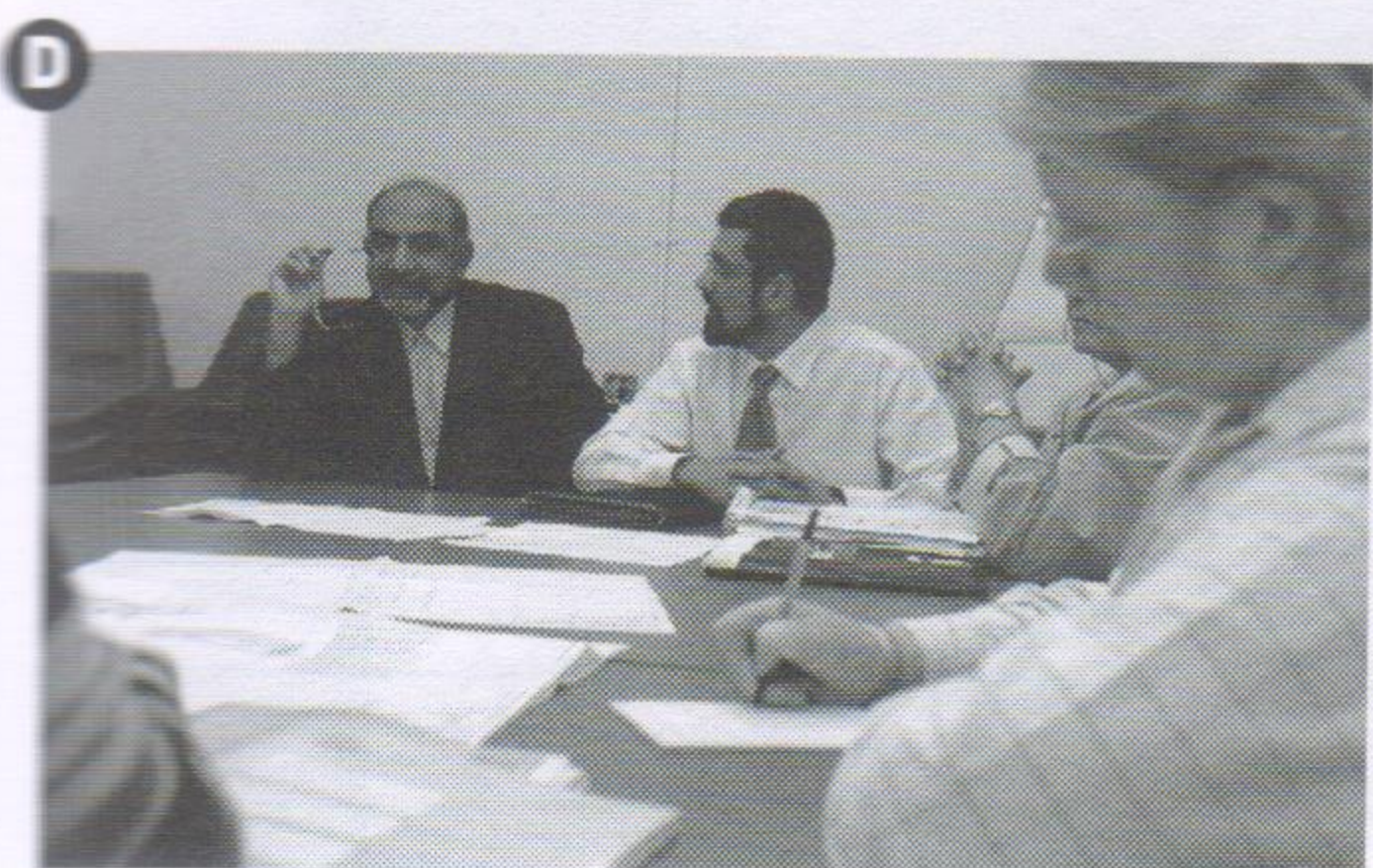
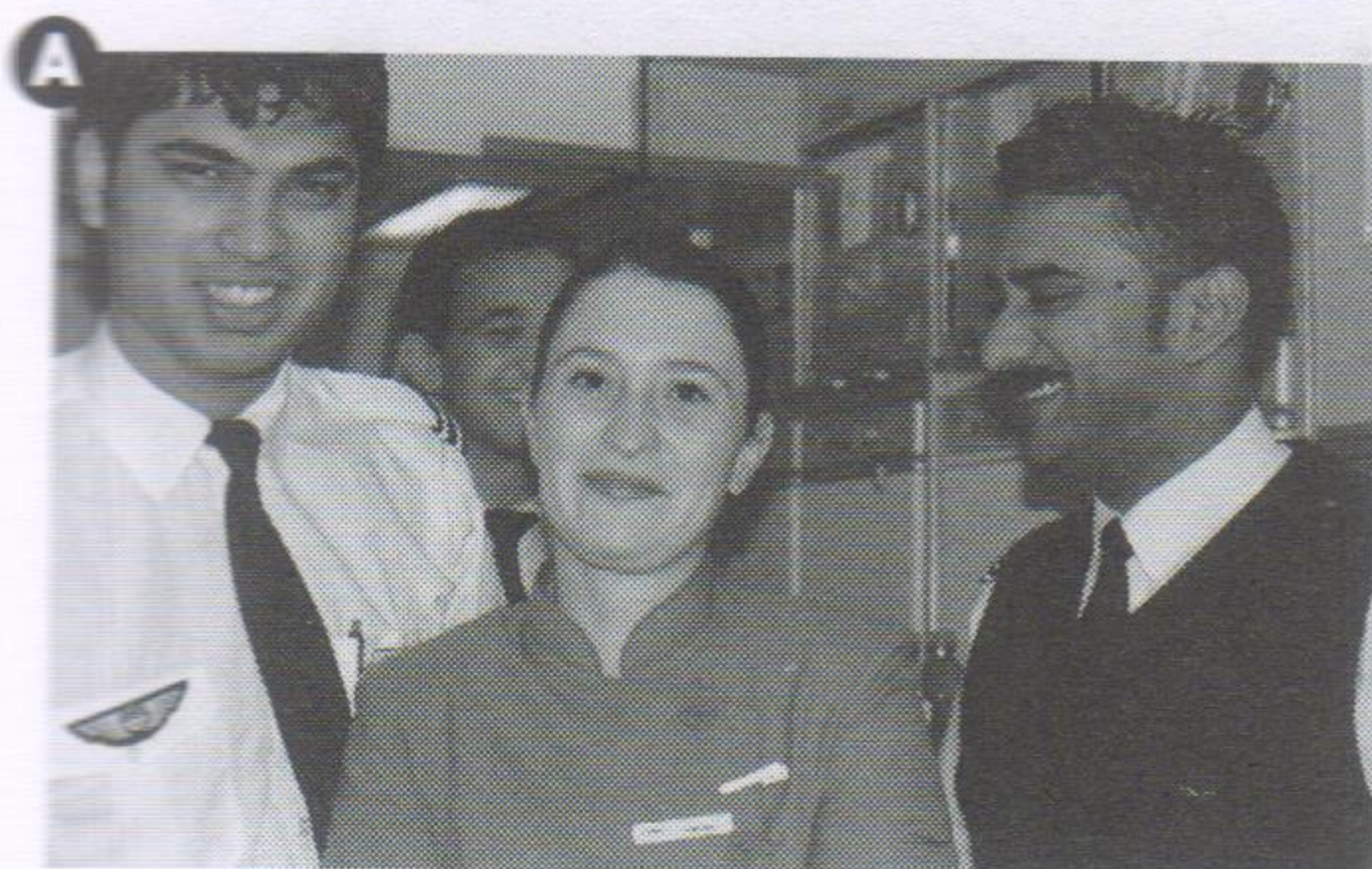
# 10 Belonging

## VOCABULARY

Collective nouns  
for people

1 a Match images A–F with the nouns in the box. You do not need four of the nouns.

crew ☐ committee ☐ crowd ☐ team ☐ jury ☐ mob ☐  
staff ☐ audience ☐ congregation ☐ gang ☐



b Complete each sentence with a word from the box in 1a.

- 1 A large \_\_\_\_\_ attended the memorial service to honour the politician.
- 2 They said the reason the train was cancelled was because of a \_\_\_\_\_ shortage.
- 3 The \_\_\_\_\_ met to decide the overall objectives for the year.
- 4 Knowing their responsibilities helps each member of the \_\_\_\_\_ take the trial seriously and arrive at a verdict after proper consideration.
- 5 There is a lot of pressure on young people to join urban tribes or \_\_\_\_\_.
- 6 The \_\_\_\_\_ toured the city on an open-top bus, showing off their trophy.

c Seven of the words in 1a can be used to modify nouns. Most can collocate with *member* or *membership* (e.g. *jury / member*). What word can go in each gap?

- |   |                       |
|---|-----------------------|
| 1 <u>team</u> participation, captain, meeting | 4 _____ warfare       |
| 2 _____ meeting, shortages, strikes           | 5 _____ control       |
| 3 _____ service                               | 6 _____ participation |

## VOCABULARY

Groups and  
membership

2 a Add a preposition to each sentence. There may be more than one possible answer.

of in on for (x2) with (x3)

- 1 We're looking for people to volunteer for one of our aid programmes.
- 2 It costs a lot to become a member \_\_\_\_\_ the rowing club.
- 3 You can collaborate \_\_\_\_\_ Rasheed's group on this project.
- 4 It was nice, we teamed up \_\_\_\_\_ a few people from the office to celebrate.
- 5 They warned me about getting involved \_\_\_\_\_ that group.
- 6 If you've got nothing to do, why don't you enrol \_\_\_\_\_ this course with me?
- 7 I've already signed up \_\_\_\_\_ the marathon in September – I'm determined to do it.
- 8 We have to take \_\_\_\_\_ new staff if we want to reach next year's targets.



- b Look at these cards. What do you think you would belong to if you carried one of these? How could you get one?



A looks like a frequent flyers' card. You need to travel a lot to get one, then you collect points and can fly free. You can use VIP lounges.

B \_\_\_\_\_

C \_\_\_\_\_

D \_\_\_\_\_

E \_\_\_\_\_

F \_\_\_\_\_

### VOCABULARY

together

- 3 a What does **together** mean in these sentences?

at the same time   with each other   combined   in one place

- 1 We worked **together** on the same project. \_\_\_\_\_
- 2 We plan to schedule both concerts **together** to give people a choice. \_\_\_\_\_
- 3 He earns more money than the rest of the family **put together**. \_\_\_\_\_
- 4 Get whatever you need **together** before we leave. \_\_\_\_\_

- b Replace the expressions in bold with a verb from the box.

speak   match   construct   work out   make   convince   collaborate

- 1 Do you think these two colours **go together**?
- 2 I realised I couldn't **string a sentence together** in German.
- 3 There's not much time, but I'll try and **throw together** something for lunch.
- 4 We really need to think how best to **design** this proposal.
- 5 I'm only just beginning to **piece together** what went on that night.
- 6 If enough of us **club together**, we should be able to make a difference.
- 7 I don't think her version of events seems to **make sense** that well.



## GRAMMAR

## Being emphatic

## 4 Read the blog entry. Add emphatic expressions from the box.

~~For ages I'd wanted to go~~ it's quite another whole even one  
only what they out of nowhere exactly That was the thing Did I strike lucky!  
for one terrible second It's one thing absolutely complete than ever

<sup>1</sup> For ages I'd wanted to go to the Boca Juniors stadium but never got round to it. I wanted to go on a special occasion, so I ended up choosing the last day of the season, hoping that it would be an exciting match.

<sup>2</sup> \_\_\_\_\_ The whole experience was <sup>3</sup> \_\_\_\_\_ amazing! <sup>4</sup> \_\_\_\_\_ to go

to the Bombonera on a normal match day,

<sup>5</sup> \_\_\_\_\_ to go when the

<sup>6</sup> \_\_\_\_\_ league depends on the

result of that <sup>7</sup> \_\_\_\_\_ match. The noise from the fans was just impossible to describe. They play music the whole time, beating their drums non-stop, indeed some of the fans don't <sup>8</sup> \_\_\_\_\_ seem bothered about watching the match!

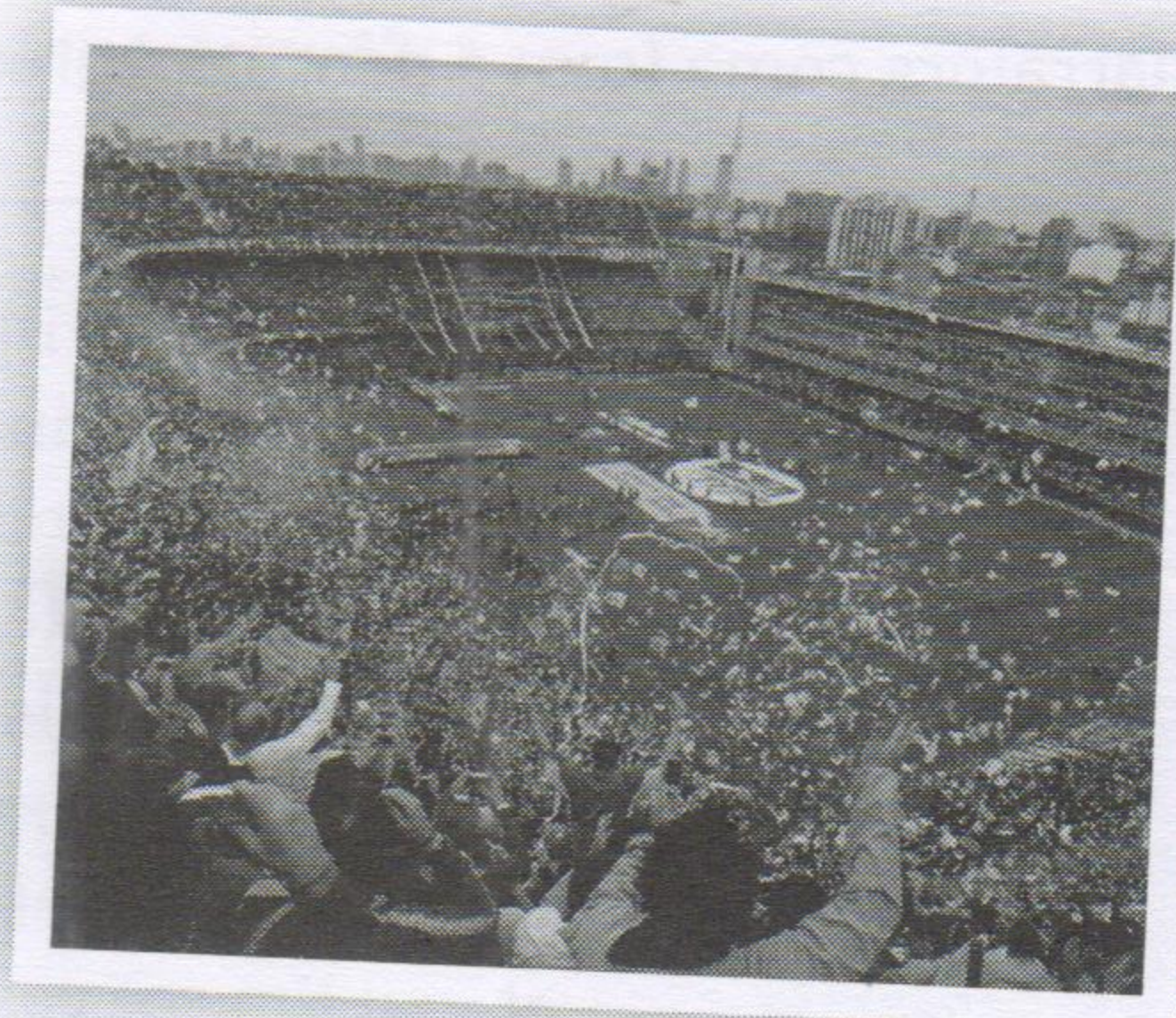
Anyway, Estudiantes scored first and Boca needed to beat them to win the league, so that wasn't <sup>9</sup> \_\_\_\_\_ an ideal start. The fans were really down, and Boca weren't playing very well, either. But then, just before halftime, Boca equalised, off went the firecrackers and the rejoicing began. The noise was more deafening <sup>10</sup> \_\_\_\_\_. People really believed that they could do it! The second half was <sup>11</sup> \_\_\_\_\_

torture, Boca attacking the whole time and Estudiantes defending like crazy, with all eleven men behind the ball. <sup>12</sup> \_\_\_\_\_ – it seemed impossible that

Boca could get through that wall. The minutes ticked by and before we knew it there was just one minute to go. Then, right at the death, the Boca striker Martín Palermo appeared

<sup>13</sup> \_\_\_\_\_. He dribbled past the two last defenders and hit a thundering shot, the goalkeeper parried the ball against the post and, <sup>14</sup> \_\_\_\_\_, it looked like it was going to go wide but then Rodríguez appeared to knock in the rebound. Boca 2–1.

Victory – Yes!, and <sup>15</sup> \_\_\_\_\_ deserved, of course! The crowd exploded and the league was theirs! No words can describe that feeling ...



## GRAMMAR

## Inversion

## 5 Transform these sentences to make them more emphatic.

1 You will only help the situation by helping yourself.

Only \_\_\_\_\_

2 Now, they have discovered that the two things are related.

Only now \_\_\_\_\_

3 She never offered to give me a hand with the work.

Not once \_\_\_\_\_

4 I was always going to continue the fight.

At no point \_\_\_\_\_

5 In all my career, I have never had to do this.

Never \_\_\_\_\_

## Over to you

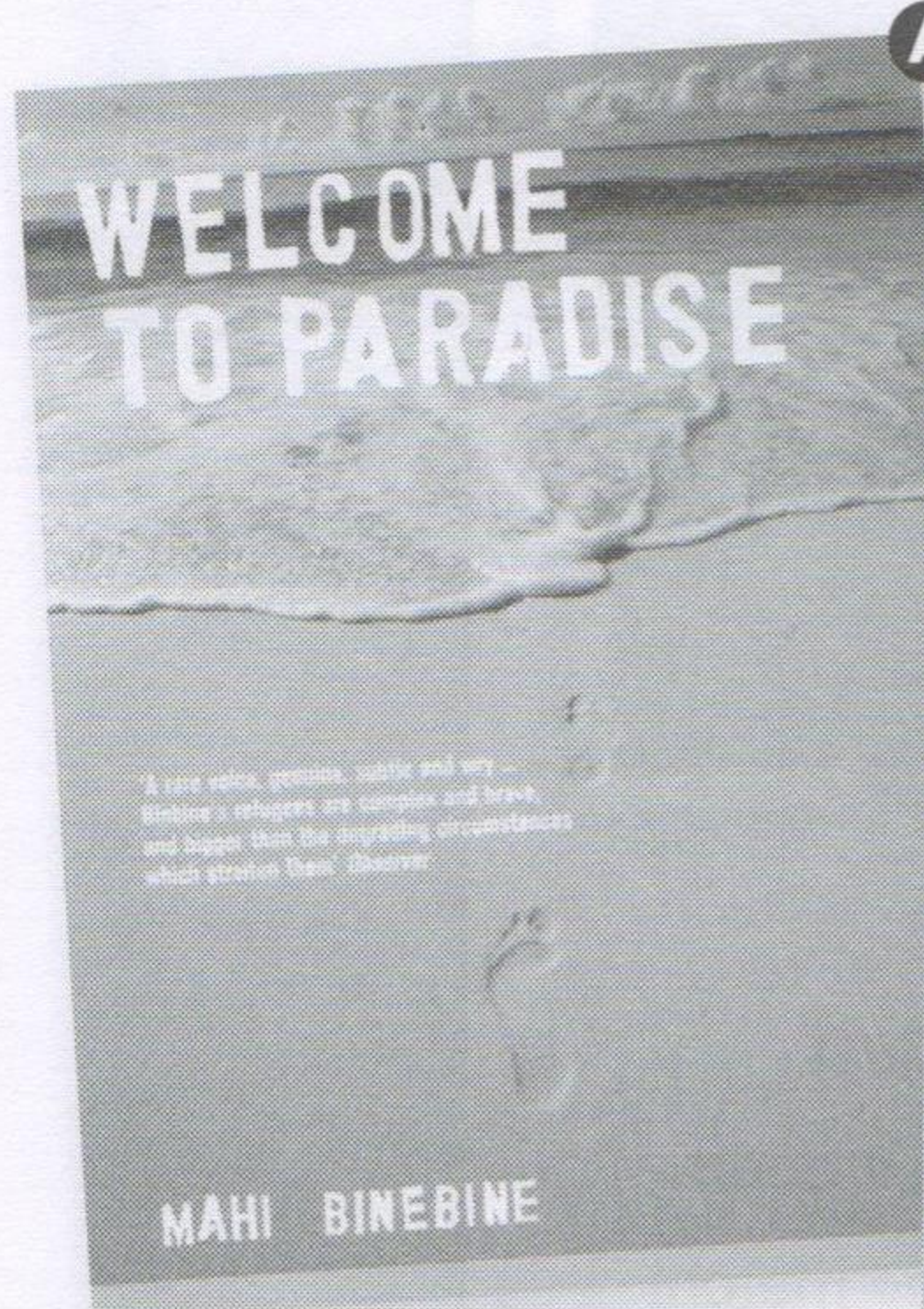
Write sentences about yourself using these prompts.

- Only now can I see that ...
- Not only do I believe in ... I also ...
- No way do I want ...



## 6 Read the openings of two novels. Tick the correct statements.

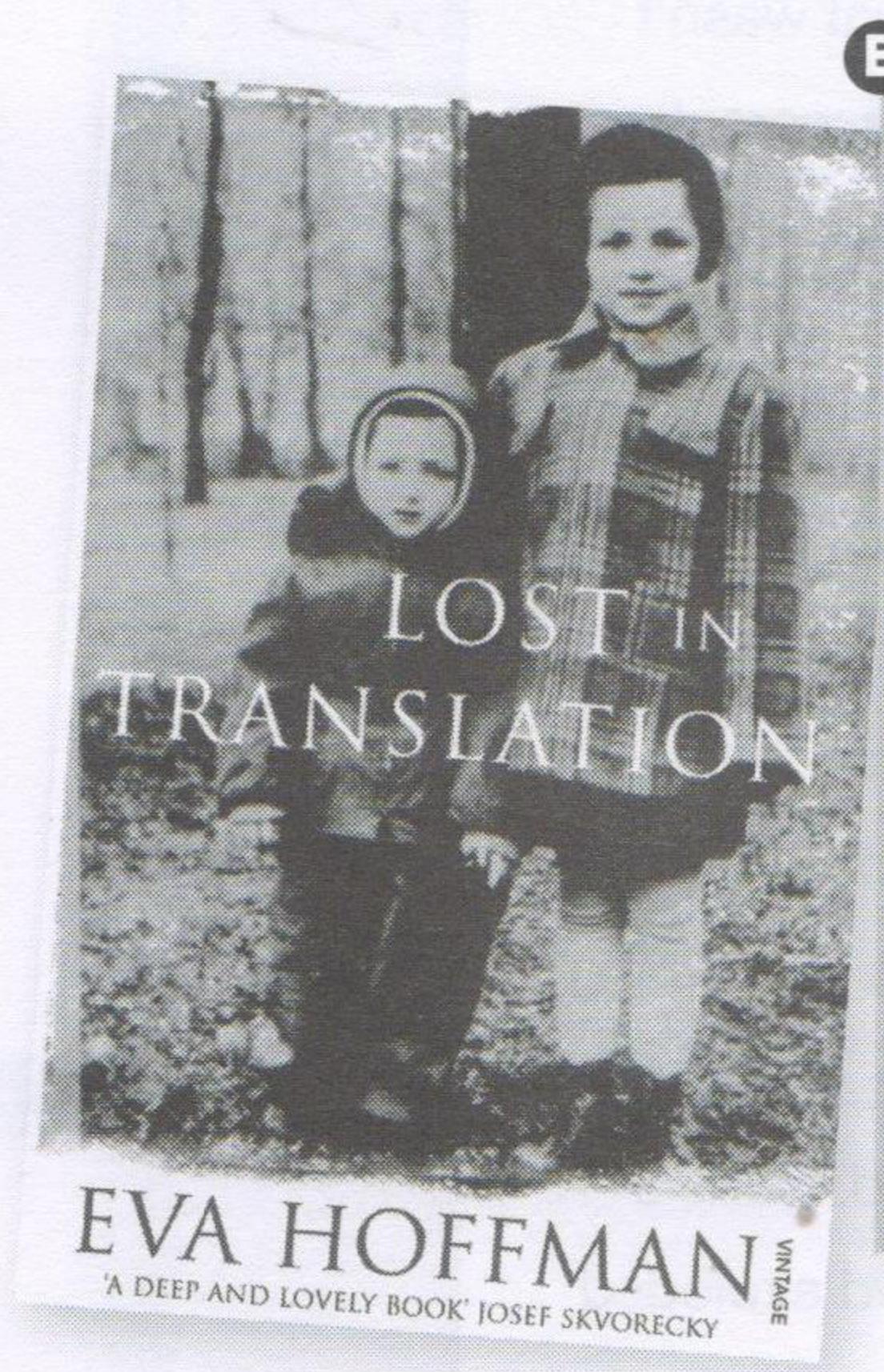
- |  |                          |
|--|--------------------------|
| 1 both stories involve a sea journey           | <input type="checkbox"/> |
| 2 both narrators are on a boat / ship          | <input type="checkbox"/> |
| 3 both speakers are leaving their homes behind | <input type="checkbox"/> |
| 4 both describe something dangerous            | <input type="checkbox"/> |
| 5 both scenes are highly dramatic              | <input type="checkbox"/> |
| 6 both narrators come from a poor background   | <input type="checkbox"/> |



Back in the village, the old people were always telling us about the sea, and each time in a different way. Some said it was like a vast sky, a sky of water foaming across infinite, impenetrable forests where ghosts and ferocious monsters lived. Others maintained that it stretched further than all the rivers, lakes, ponds and streams on earth put together ...

It was dark and there was a faint mist. Hidden behind a rock, we could hear the sound of the wind and the waves. Morad had said the sea was calm at that time of year and we'd believed him. We'd believed anything as long as it meant we could get away – as far as possible, and for good ...

A black shadow hovered near the boat. It was the trafficker: "Any noise, one mistake, and this'll be a living hell for all of us." But good God, what hell could that be? Was there a deeper, blacker one than the one poverty had cast us into?



It is April 1959, I'm standing at the railing of the Batory's upper deck, and I feel that my life is ending. I'm looking out at the crowd that has gathered on the shore to see the ship's departure from Gdynia – a crowd that, all of a sudden, is irrevocably on the other side – and I want to break out, run back, run toward the familiar excitement, the waving hands, the exclamations. We can't be leaving all this behind but we are. I am 13 years old, and we are emigrating. It's a notion of such crushing, definitive fatality that to me it might as well mean the end of the world.

I grew up in a lumpen apartment in Krakow, squeezed into the three rudimentary rooms with four other people, surrounded by squabbled, dark political rumblings, memories of wartime suffering, and daily struggle for existence. And yet, when it came to leave, I too felt I was being pushed out of the happy, safe enclosures of Eden.

## 7 a Read extract A again.

- What mental picture do you get from the descriptions of the sea?  
\_\_\_\_\_
- Who do you think is referred to by we?  
\_\_\_\_\_
- What do the opening words *Back in the village* suggest about these people?  
\_\_\_\_\_
- How does the narrator feel, do you think?  
\_\_\_\_\_
- What key words suggest a sense of menace and fear?  
\_\_\_\_\_



- 6 The writer uses various devices to get the reader's attention. Add examples plus one other.

- alliteration: \_\_\_\_\_
- metaphor: \_\_\_\_\_
- \_\_\_\_\_: \_\_\_\_\_

**b Read extract B again.**

- 1 What mental picture do you get from the descriptions of the crowd?

\_\_\_\_\_

- 2 What does the use of the present progressive tense add to this opening?

\_\_\_\_\_

- 3 Why are these opening words important: *It is April 1959*?

\_\_\_\_\_

- 4 How does the narrator feel, do you think?

\_\_\_\_\_

- 5 What key words suggest the dramatic nature of events?

\_\_\_\_\_

- 6 The writer uses various devices to get the reader's attention. Add examples plus one other.

- repetition: \_\_\_\_\_
- contrasting adjectives: \_\_\_\_\_
- \_\_\_\_\_: \_\_\_\_\_

**8 Summarise the three main differences between the two sea journeys described.**

- 1 In A, \_\_\_\_\_

In B, \_\_\_\_\_

- 2 In A, \_\_\_\_\_

In B, \_\_\_\_\_

- 3 In A, \_\_\_\_\_

In B, \_\_\_\_\_

**9 What do both extracts have in common?**

\_\_\_\_\_

\_\_\_\_\_

**10 a Complete the gaps in this list of features that make a good opening.**

conjures up   attracts   arouses   establishes   stays   encourages

A good opening is one that:

- 1 \_\_\_\_\_ the reader's curiosity.

- 2 \_\_\_\_\_ a vivid atmosphere.

- 3 \_\_\_\_\_ our attention.

- 4 \_\_\_\_\_ the theme of the work.

- 5 \_\_\_\_\_ us to continue reading.

- 6 \_\_\_\_\_ in our memory.

**b Think about the features in 10a. Which of the two openings do you think is more successful?**



# Climate

## VOCABULARY

### Climate change

#### 1 Complete the words in this letter.

For something as potentially <sup>1</sup>c atastrophic as climate change, taking no action would be a serious risk.

- The planet is <sup>2</sup>w \_\_\_\_\_ due to increased concentrations of heat-trapping gases in our <sup>3</sup>a \_\_\_\_\_. Global <sup>4</sup>t \_\_\_\_\_ are rising, glaciers are melting – a snowy winter in New York does not alter this fact.
- The increase in the concentration of these <sup>5</sup>g \_\_\_\_\_ gases over the last century is due to human activity, especially the burning of <sup>6</sup>f \_\_\_\_\_ fuels, and accelerating <sup>7</sup>d \_\_\_\_\_.
- Natural causes always play a role in changing the Earth's climate, but these are now being overwhelmed by human-induced changes. This could explain why <sup>8</sup>i \_\_\_\_\_ sheets in Greenland are vanishing before our very eyes.
- Warming the planet will cause many other climatic patterns to change at speeds unprecedented in modern times, including rising <sup>9</sup>s \_\_\_\_\_ levels, and rising concentrations of <sup>10</sup>c \_\_\_\_\_ dioxide which make the oceans more acidic.
- The combination of these complex climate changes threatens coastal communities and cities. It triggers changes in our food and water <sup>11</sup>s \_\_\_\_\_. It creates problems for marine, freshwater, forest and high-mountain <sup>12</sup>e \_\_\_\_\_.

We urge our policy-makers and the public to move forward immediately to address the causes of climate change.

## VOCABULARY

### Processes

#### 2 a Complete these sentences with the correct form of a process verb in the box.

vanish flow erode accelerate melt burn rise warm ~~trigger~~ shed

- Experts know that certain foods can trigger allergies. ☐
- These trees will have \_\_\_\_\_ all those leaves by autumn. ☐
- Tickets are \_\_\_\_\_ fast – be quick if you want to go. ☐
- That decision really \_\_\_\_\_ my confidence in him. ☐
- Most people's voices \_\_\_\_\_ when they get angry. ☐
- Support for him completely \_\_\_\_\_ away after the scandal. ☐
- If you can scan your CV and send it on, it will \_\_\_\_\_ the process a bit. ☐
- Once I'd broken the ice, the conversation began to \_\_\_\_\_ a bit better. ☐
- She was \_\_\_\_\_ to tell him the news. ☐
- I can't say I \_\_\_\_\_ to him – he didn't seem very friendly. ☐

#### b Tick the five sentences in 2a which use the process verb figuratively.

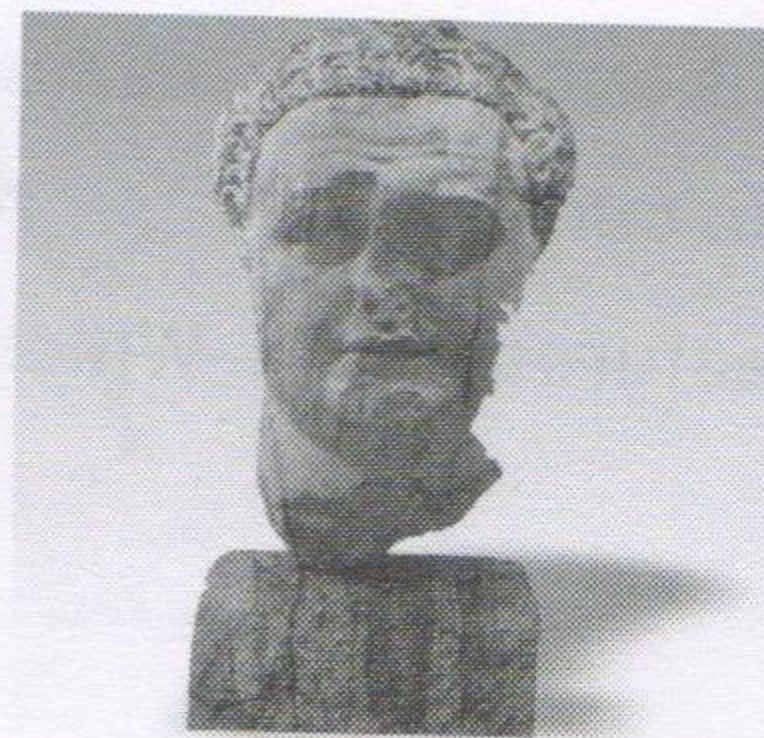
#### c Which verbs in 2a could describe the processes in these images?



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



## GRAMMAR

Present  
progressive  
active and  
passive

## OVER TO YOU

## VOCABULARY

Saying if things  
are justified

## VOCABULARY

Adverb / adjective  
collocations

## Over to you

Complete these  
sentences.

- I was deeply disappointed ...
- I'm reasonably happy to ...
- I'd be highly embarrassed if ...

## 3 Choose the best option.

- 1 The environmental White Paper is now being drawn up / drawn up and ready to be published.
- 2 Different animal species are becoming extinct / become extinct all the time – we have to do something about it.
- 3 Climate change is a subject that is being debated / debated by European leaders as we speak.
- 4 Rainforest destruction is never reported / being reported accurately by the press.
- 5 The number of climate change sceptics is growing / grows all the time – every day there is a news item about it.

## 4 Look at the options in 3 you didn't choose. Rewrite the sentences using those options, in any way that feels appropriate.

*The environmental White Paper is now being drawn up as part of the government's green manifesto.*

## 5 Replace the expressions in bold with a word from the box. Make any other necessary changes.

worthwhile inevitable justified crucial feasible beneficial pointless

- 1 It's more than **a good idea** to take care of the planet – it's our future!  
*It's more than worthwhile to take care of the planet – it's our future!*
- 2 That accident, **I could see it coming** – why wasn't he wearing a helmet?
- 3 I think the scheme **could work**, within reason, but we need everyone's support.
- 4 Publishing that story **serves no purpose** – we'll never convince them.
- 5 It's **very important** we help the environment, regardless of what the sceptics say.
- 6 It seems his suspicions were **well-founded** – she did steal the money.
- 7 The coalition could be **good news** for all the political parties.

## 6 a Which adverb most naturally fits these adjectives?

highly breathtakingly deeply perfectly reassuringly critically

- |                                |                  |
|--------------------------------|------------------|
| 1 <u>highly</u> competitive    | 4 _____ familiar |
| 2 _____ personal, disappointed | 5 _____ ill      |
| 3 _____ beautiful              | 6 _____ normal   |

## b Complete these sentences with an adverb / adjective collocation from 6a.

- 1 You'll get a good place to stay – prices are highly competitive out of season.
- 2 The streets where I spent my youth are \_\_\_\_\_ to me now.
- 3 With \_\_\_\_\_ scenery, Brazil is a stunning country.
- 4 The correspondence was \_\_\_\_\_ in places – they clearly meant a lot to each other.
- 5 The symptoms are \_\_\_\_\_, there's nothing to worry about.
- 6 I imagine he was \_\_\_\_\_ to hear he'd failed again.



## VOCABULARY

Describing similarities and differences

7 Look at the pairs of images. Describe them using expressions in the box.

like unlike similar to as opposed to in the same way as  
identical to equivalent to in contrast to whereas



A

*Like tea, coffee gives you energy.*

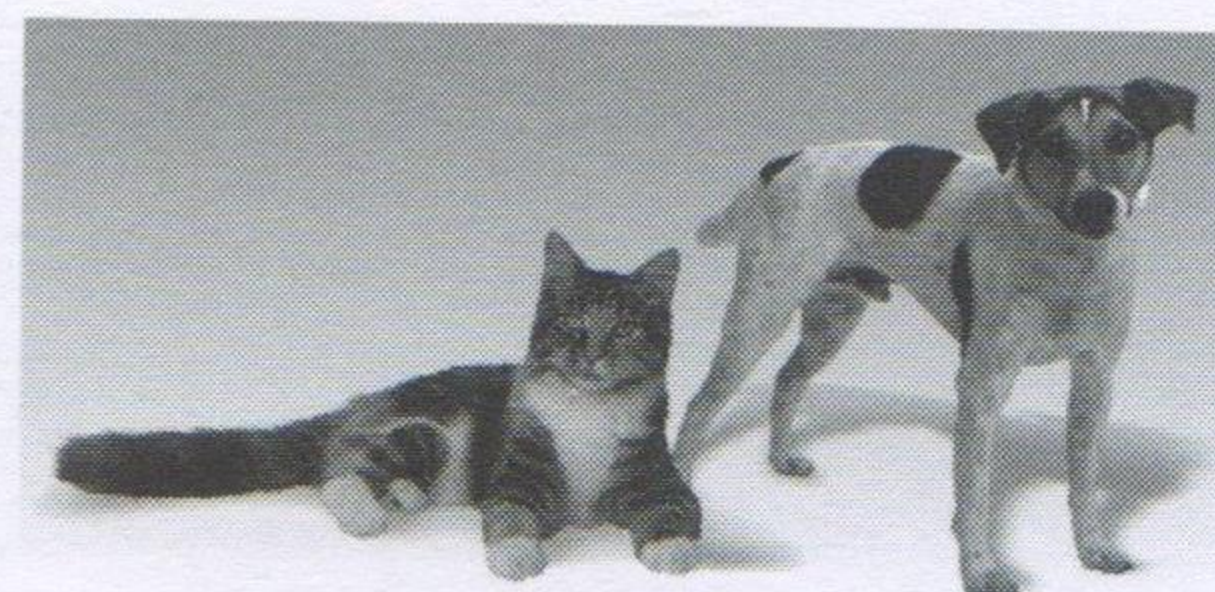
*Unlike coffee, tea can be drunk with lemon.*

B



C

D



E

F



## GRAMMAR

Cleft sentences

8 Transform these sentences in two different ways.

1 I really hate the type of person who thinks one thing but then says another to your face.

• What I really hate is the type of person who thinks one thing but then says another to your face.

• One thing \_\_\_\_\_

2 We always end up arguing about the environment.

• What we \_\_\_\_\_

• What happens \_\_\_\_\_

3 My trip to Nigeria changed my whole way of thinking about travelling.

• It was \_\_\_\_\_

• What \_\_\_\_\_

4 When does the party start? That's what I'd really like to know.

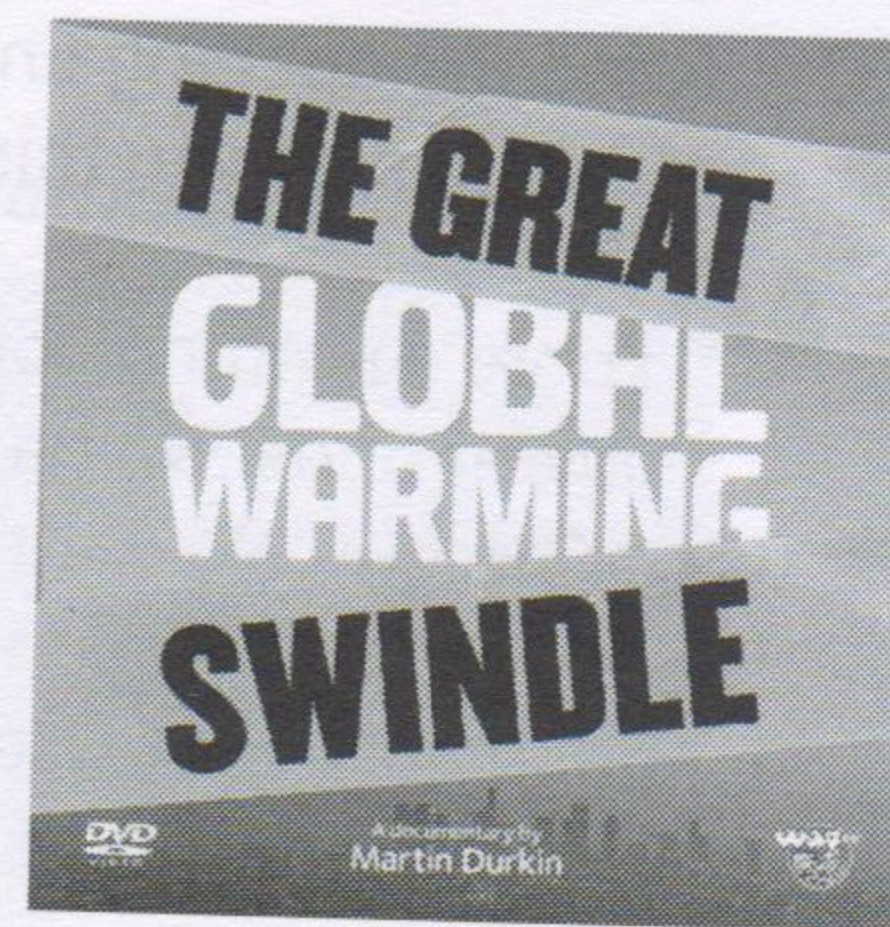
• One thing \_\_\_\_\_

• What I'd \_\_\_\_\_



- 9 a Read about the documentary film, *The Great Global Warming Swindle*, which is sceptical of climate change. Decide which issues you agree or disagree with, and which you would challenge.

- 1 To begin with, the film argues that climate change is the product of "a multibillion-dollar worldwide industry" created by anti-industrial environmentalists, and supported by scientists. These scientists promote scare stories to get funding for their experiments. In turn, they are supported by complicit politicians and the media.
- 2 What's more, the film claims that those who support the theory that global warming is man-made do so because it supports their emotional and ideological beliefs against capitalism, economic development, globalisation, industrialisation, and the United States.
- 3 The film's main scientific evidence suggests there is no direct relationship between atmospheric CO<sub>2</sub> levels and temperature change. In addition to this, it asserts that the current episode of global warming is nothing unusual – temperatures were even more extreme during the Medieval Warm Period, a time of great prosperity in Western Europe. Of course, temperatures are currently rising, but this has happened before. Why should we be so worried now? This seems to be the sceptics' argument, in a nutshell.
- 4 Besides this, the film goes on to attack Western environmentalists who promote expensive solar and wind power over cheap fossil fuels in developing countries resulting, they say, in such countries being held back from industrialisation. Yet surely, there are more immediate problems to worry about, such as starvation, infectious disease, water quality and deforestation, than installing solar panels everywhere?
- 5 To sum up, the film supports the layperson's view, who naturally questions scientific evidence: "The weather doesn't seem to be getting any warmer where I am, so what's all this talk about global warming, then?" This is a commonly held opinion heard everywhere, the filmmakers say. However, it's one the media, the politicians and scientists don't want to hear.



- b Underline extracts where the film's, or sceptic's viewpoint is being referred to.

- 10 a Complete these other ways of indicating a viewpoint.

argued / claimed simply doubt argument  
evidence supposedly hard / difficult

- 1 It is often argued / claimed that climate change is more a political issue than an environmental one.
- 2 All the \_\_\_\_\_ suggests that man is contributing to global warming.
- 3 It is \_\_\_\_\_ to argue against the scientific data.
- 4 Climate change is \_\_\_\_\_ a question for scientists alone.
- 5 One common \_\_\_\_\_ that the sceptics use is that this whole issue is a conspiracy ...
- 6 It is \_\_\_\_\_ not the case that the weather is getting warmer.
- 7 There can be no \_\_\_\_\_ that global warming is a serious cause for concern.

- b Which expressions in 10a are used to talk about a:

- a commonly held belief? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- b strong argument? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

- 11 Read the text again. Circle expressions which:

give the text a coherent structure.	to begin with ...
are used to add information.	in addition to ...
are used to contrast information.	however ...

- 12 Match the paragraphs with their different functions.

Paragraph 1	a Presenting a further counter-argument
Paragraph 2	b Conclusion / Supporting statement
Paragraph 3	c Introductory statement
Paragraph 4	d Defending an argument / presenting a counter-argument
Paragraph 5	e Main argument

- 13 Write your own essay on the topic: 'Climate change: conspiracy or catastrophe?'

- Read the text again and the letter on p54.
- Decide your opinion on the matter and outline arguments to defend that view. Remember to support your opinion with clear reasons, and to deal with counter-arguments.
- Make a plan for the essay following the structure in 12. Think about linking words in 11.
- Write your essay in approximately 350 words. Make your arguments as convincing as possible.



## 1 a Before you watch, think about these questions.

- 1 What do the photos have in common?
- 2 What do you think is the link between the images and the title of the video?
- 3 Read the opening lines from the video. What kind of images do you think will accompany them?

“There's nothing coming into this house. No power lines. No gas lines. No sewage lines going out. No water lines coming in. No energy being used ... We're sitting on 6,000 gallons of water, food growing, sewage internalised, 70-degree space year round.”

## b Watch the first minute and check your answers.

## 2 How would you describe Mike's attitude?

- 1 proud of his achievements, but humble ☐
- 2 arrogant and self-satisfied ☐
- 3 eager to change people's minds ☐

## 3 Watch the whole video. Look at the language in this quote and tick the best options for questions 1–3.

I'm only just starting to scratch the surface of this goldmine that we are starting to penetrate.

- 1 What does Mike mean by 'to scratch the surface'?
  - a to begin to work in this area ☐
  - b to understand the potential of this kind of work ☐
- 2 What do you think he refers to by 'goldmine'?
  - a the money that can be made from this work ☐
  - b the richness that these resources have ☐
- 3 What would you say is his 'new direction for humanity'?
  - a learning to live self-sufficiently ☐
  - b to live at one without any material needs ☐

## 4 How did Mike's 'seashell house' come about?

---



---

## 5 Why is he particularly impressed by the use of the glass bottles? How does he describe the transformation?

---

## 6 a What three things does Mike say that his dad used to save?

- 1 

---
- 2 

---
- 3 

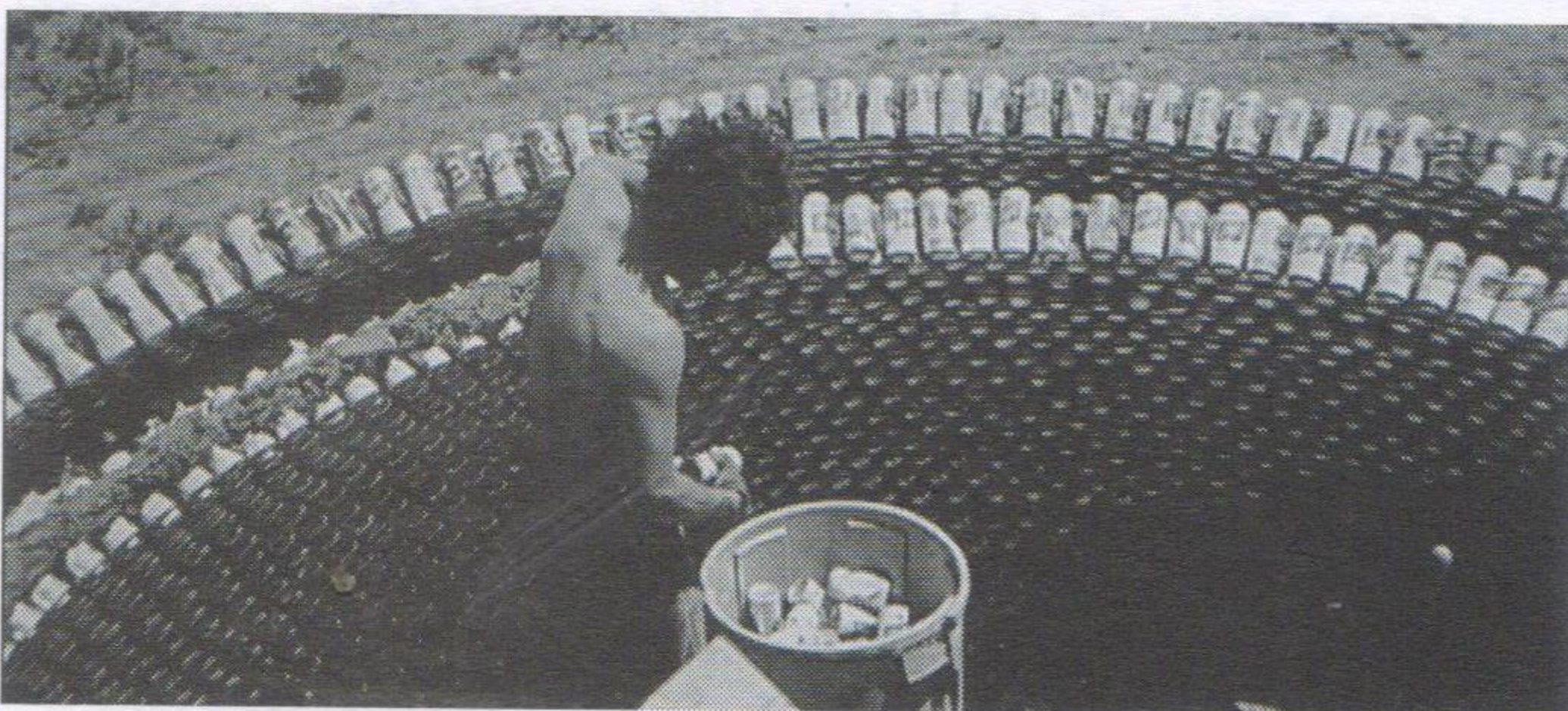
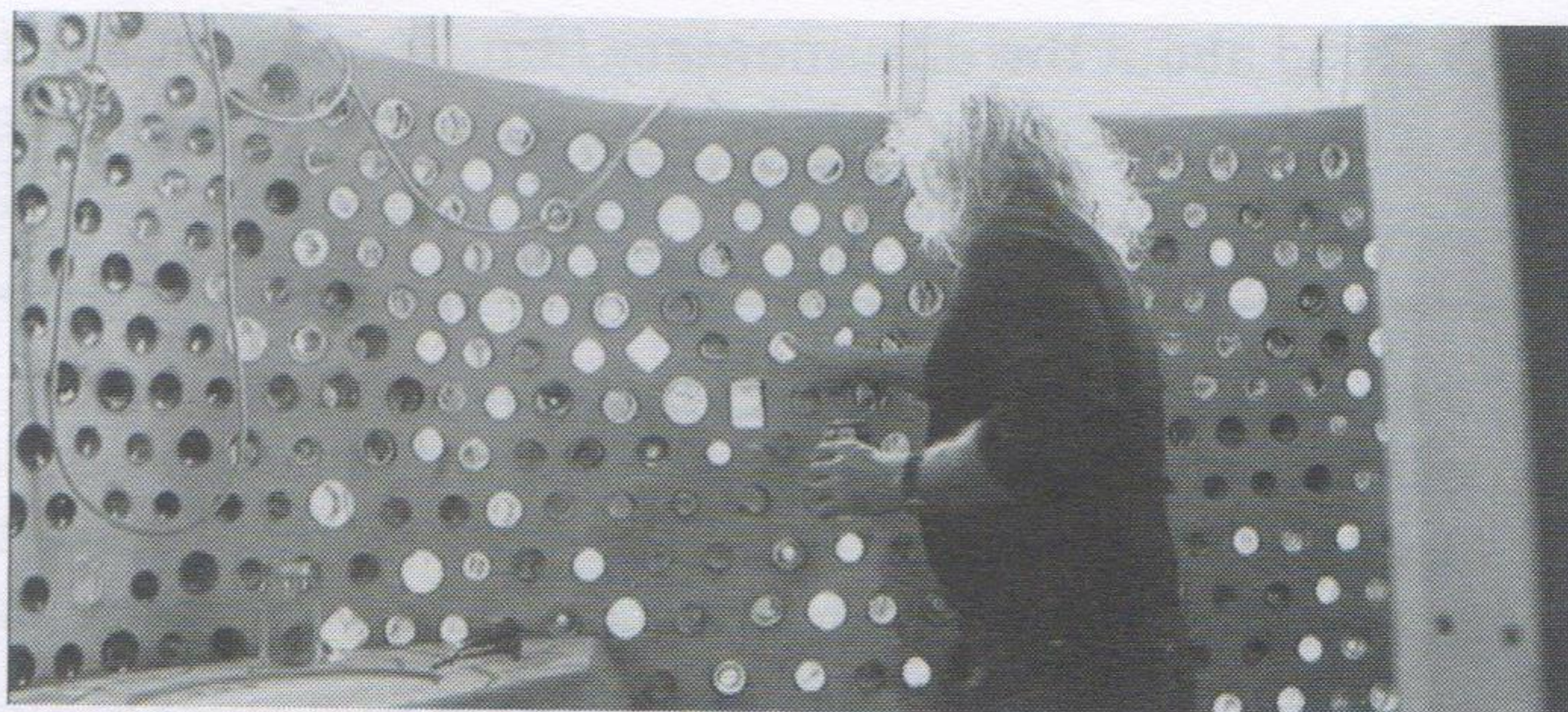
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## b Where did he save them?

---

## c Why did he save them?

---



## 7 a Put these images in the order they appeared.

- a brick made of cans ☐
- bottles embedded into a wall ☐
- a phoenix ☐
- Mike preparing breakfast ☐
- a solar-powered radio station ☐
- a banana plant ☐
- a bird wheeling around in a clear sky ☐
- a thumb ☐
- a man sawing a piece of wood ☐
- a river ☐

## b Watch again to check.

## 8 What is the principal focus of the video?

- 1 A portrait of Mike Reynolds – the man and his mission. ☐
- 2 Easy steps to building a self-sufficient lifestyle. ☐
- 3 The architecture of off-grid houses in New Mexico. ☐

## 9 Which quote would you choose to sum up the video's message? Why?

A “I take my dreams to him and they make my dreams happen. And then it becomes their dreams too.”

B “What these kinds of houses are doing is taking every aspect of your life and putting it into your own hands.”

C “This is garbage and it comes out like stained-glass jewels.”



# 12 Knowledge and technology

## VOCABULARY

Knowledge and information

1 a Complete these sentences with a verb in the box and *information* or *facts*.

~~acquire~~ know commit click on face find out

- 1 These days, too many people acquire general knowledge from the Internet.
- 2 Take your mouse and \_\_\_\_\_ the \_\_\_\_\_ that you require and you'll see a drop-down menu.
- 3 You'll have to \_\_\_\_\_ those \_\_\_\_\_ to memory, because they are bound to come up in the exam.
- 4 You need to \_\_\_\_\_ the \_\_\_\_\_ of the matter, and not base your decision on conjecture.
- 5 You can't always teach your kids the \_\_\_\_\_ of life, sometimes they just \_\_\_\_\_ for themselves.
- 6 We have to \_\_\_\_\_ the \_\_\_\_\_. We're never going to arrive on time.

b Replace the words in **bold** with a collocation from the box.

background information common knowledge confidential information  
prior information facts and figures

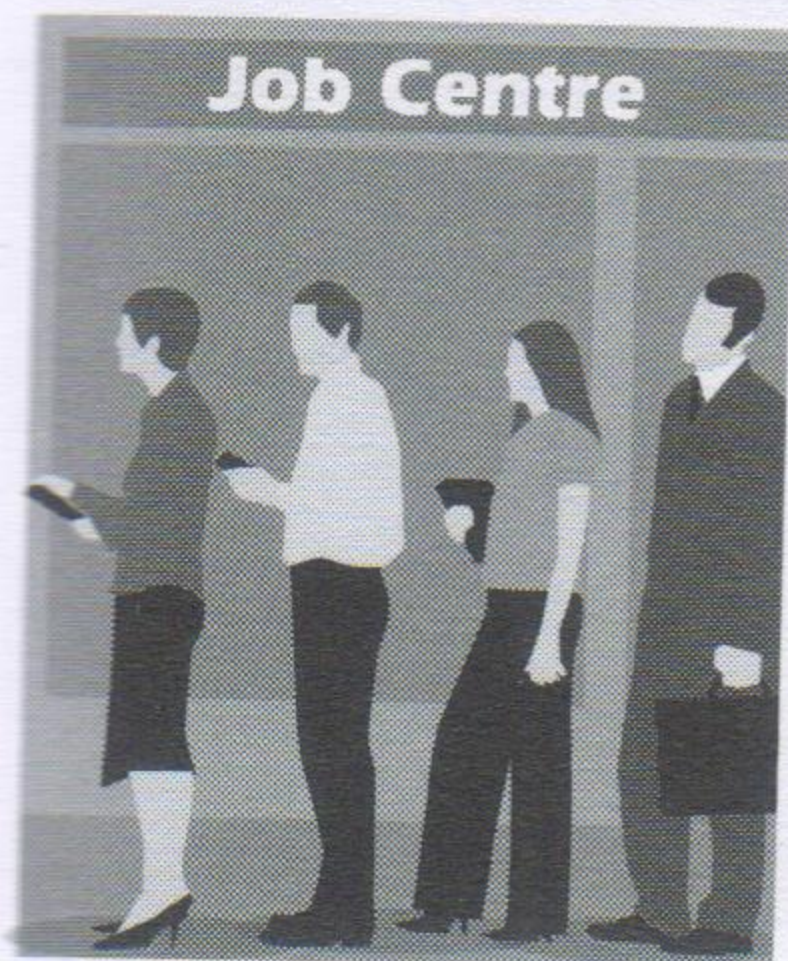
- 1 You'll find a reading list to provide you with **general data** about the course.
- 2 It's **known by everyone** that too much sun exposure can be dangerous.
- 3 The police had no **previous data** on the case, which is why the investigation has taken so long.
- 4 The email contains certain things which are **classified as 'top secret'**.
- 5 For additional **details** about the company, please email us.

## VOCABULARY

Developments and advances

2 a Look at the images and write a caption for each using the notes.

- 1 unemployment – soar \_\_\_\_\_
- 2 phones – catch – world \_\_\_\_\_
- 3 ash cloud – spread – countries \_\_\_\_\_
- 4 longer – enhance – looks \_\_\_\_\_
- 5 demand – games consoles – boom \_\_\_\_\_





## OVER TO YOU

**b** Which situations in 2a refer to something which is

- a increasing? \_\_\_\_\_, \_\_\_\_\_
- b improving? \_\_\_\_\_
- c becoming popular? \_\_\_\_\_, \_\_\_\_\_

**3** Think of something that has increased, improved or become popular. Write about it using these prompts.

- ... is thriving at the moment.
- The fashion for ... is catching on ...
- My town has ...

## VOCABULARY

sure, certain

**4 a** Add *surely* or *certainly* to these sentences.

*surely*

- 1 You can't be serious, / you're pulling my leg?
- 2 Slowly but we learned to be friends again.
- 3 I hope you're right about that.
- 4 **A** Would you like to come to the party tonight?  
**B** I would, thanks for the invite.
- 5 There wasn't any reason to take such drastic action.
- 6 There must be something she can do in her spare time?
- 7 **A** Did I tell you they've gone bankrupt?  
**B** Not! How on earth did that happen?

**b** In which sentence could you use *both*, but with a change in meaning?

**5** Reorder the extracts.

- 1 every / There's / it / chance / rise / will / next / again / month. I'm not sure we're going to be able to keep up payments.  
\_\_\_\_\_
- 2 It's / certain / to / called / rain / almost / be / off / of / because / the. Then they'll have to refund our money, for sure.  
\_\_\_\_\_
- 3 no / There's / under / I / can / it / in / chance / do / an / hour, but I'll try!  
\_\_\_\_\_
- 4 foregone / a / It's / conclusion / going / to / who's / it / win. All the polls point to the same thing.  
\_\_\_\_\_

## VOCABULARY

Sounding confident

**6** Make these statements more confident using the words in brackets.

- 1 I think our negotiations have managed to prevent a strike. (doubt)  
*I have no doubt that our negotiations have managed to prevent a strike.*  
\_\_\_\_\_
- 2 It's quite an original product, and should do well this season. (unique)  
\_\_\_\_\_
- 3 We now expect that flights will run on schedule today. (confidence)  
\_\_\_\_\_
- 4 We are starting to have some presence in different markets. (break ground)  
\_\_\_\_\_
- 5 I feel that we can start the next economic year on a more positive note. (absolutely)  
\_\_\_\_\_



GRAMMAR

Participle clauses

7 Five of these sentences contain mistakes. Tick the correct ones and correct the errors.

- 1 Having known a lot about art, I can tell whether the painting's a fake or not. ☐
- 2 Never having been a victim of identity theft, I don't think of it as much of a risk. ☐
- 3 The actor decided to have plastic surgery, after waited several years. ☐
- 4 Looking at this with a magnifying glass, you can see that the image has been altered. ☐
- 5 Having reading the article, I don't think piracy can be justified on any account. ☐
- 6 Making a fortune from his writing already, it's understandable that Coelho allows his books to be shared online. ☐
- 7 Feeling very scared about Internet security, I decided to invest in some new anti-virus software. ☐
- 8 After being reading about participles in this unit, I understand them a lot more. ☐

8 a Match subordinate clauses 1-10 with main clauses a-j.

- |  |  |
|--|--|
| 1 Being in conflict situations like this,      | a the finale was a complete disappointment.        |
| 2 Having lapped all his other rivals,          | b it really is the perfect balance for a writer.   |
| 3 Having played for over three hours,          | c the defendant pleaded innocent.                  |
| 4 Experienced in executive management,         | d tourists are often an easy target for muggers.   |
| 5 Convinced he had done nothing wrong,         | e Brazil has become a successful economy recently. |
| 6 Fearing for her safety,                      | f it was inevitable that the race would be his.    |
| 7 Living in the city and the country,          | g she clearly was the best candidate for the job.  |
| 8 Having started promisingly,                  | h there was still time for an encore.              |
| 9 Resisting the general trend,                 | i it's sometimes better to not get involved.       |
| 10 Finding themselves lost in the old quarter, | j she emigrated to the USA to start a new life.    |

Over to you

Complete these sentences in any way you think appropriate.

- Having studied English for ...
- Thinking about landmark moments in my life, I'd say ...
- Having decided to ... I think ...

b Add the correct preposition / conjunction in these sentences.

~~when~~ while despite before on once far from if

- 1 When asked who his accomplice was, he refused to say anything.
- 2 \_\_\_\_\_ arriving at the hotel, we found a complimentary bottle of wine waiting.
- 3 \_\_\_\_\_ having lost all his money, he's still a very generous person.
- 4 \_\_\_\_\_ installed in your computer, the software is easy to use.
- 5 \_\_\_\_\_ travelling in that area, you might like to take a detour to visit the gardens.
- 6 \_\_\_\_\_ forgetting my birthday, she had bought a surprise present for me.
- 7 \_\_\_\_\_ leaving the plane, make sure you take all your hand luggage with you.
- 8 \_\_\_\_\_ questioned about that, just pretend not to know anything.



9 Look at the cartoon. What points is it making about email?

10 Look at these email etiquette tips. Rank them from 1–10 (1 = least important).

- Always use your spell-check ☐
- Use correct grammar and punctuation ☐
- Read through your email before sending it ☐
- Always start your email with a greeting and end it with a farewell ☐
- Don't write in capital letters, it looks like you are SHOUTING ☐
- Don't use too many exclamation marks!!! ☐
- Don't leave the subject field blank ☐
- Keep emails as short as you can ☐
- Keep to the subject (it may be better to write separate emails to discuss different topics) ☐
- Don't send automated responses ☐

11 Look at the six emails on p63, representing three different exchanges.

1 Why is the register so formal in email A?

\_\_\_\_\_

2 Underline examples of formal style in email A.

• What is the effect of using modal verbs here?

\_\_\_\_\_

• What does the email resemble?

\_\_\_\_\_

• What is the exception to this formal style?

\_\_\_\_\_

3 Find four features of informal style in email B.

\_\_\_\_\_

4 Which of the ten rules in 10 are broken by email C?

\_\_\_\_\_

5 What informal elements are there in email D?

\_\_\_\_\_

6 Look at emails E and F in comparison with the others. What form of communication do they resemble?

\_\_\_\_\_

12 a Which phrases from the emails are commonly used in business messages? How many of these could you also use in conventional letters?

\_\_\_\_\_

\_\_\_\_\_



"The article you sent me on how technology causes stress crashed my computer."

b Look at examples of common email language 1–5. Match them with definitions a–e.

- |   |  |                          |
|---|--|--------------------------|
| 1 | see my answers after each of your queries      | <input type="checkbox"/> |
| 2 | just copying you in to this                    | <input type="checkbox"/> |
| 3 | forgot to attach, sorry                        | <input type="checkbox"/> |
| 4 | can't open it! can you send in another format? | <input type="checkbox"/> |
| 5 | hope this finds you well                       | <input type="checkbox"/> |

- |   |   |
|---|---|
| a | standard way to open a work email   |
| b | you're writing to someone but sending the message to someone else   |
| c | rather than write out a new email, the person has written the responses within the sender's original mail, to save time and organise the email better |
| d | you sent a message with a file but didn't include it in the email   |
| e | you've received an email with a file, but it's a version you can't open   |

13 a Which of these things do you think would not be necessary after exchanging a few friendly emails with a work contact?

- use some abbreviations ☐
- write as concisely as possible ☐
- answer all points raised in previous emails ☐
- stay on topic ☐
- always include greetings and endings ☐

b Look back at the tips in 10. Would you rank them differently now?

14 What conclusions can you draw about emails, in general? Tick the statements that you most agree with.

- formality is negotiated between participants over time ☐
- work emails often resemble conventional letters at the beginning ☐
- there are few clear-cut rules for writing emails ☐
- similar rules apply to writing emails in different cultures / languages ☐
- many email conventions are abandoned once the people 'know' each other ☐
- writing emails is largely intuitive ☐
- emails are becoming like text or instant messages, a form of communication in which accuracy is not considered as important as communicating your message quickly and efficiently ☐



**A**

Dear Ms Badu,

I am writing from the local office in Istanbul. I would be grateful if you could provide me with a topic for your presentation on May 21st in Antalya. Please see the attached Word document and the email below (concerning a previous event) for more information. Please complete all the information in the form and return it to me asap.

Your flights will also need to be booked. You'd need to arrive in Antalya on May 20th and leave on the 22nd but you'd be more than welcome to come out on the 19th and be around for the first day of the conference if you wish to. Please let me know what you would like to do and we will make arrangements accordingly.

Best wishes,  
Keith Sibley

**B**

Dear Keith,

Thanks for your email and information about the conference in Antalya. I have a number of talks which you can check out on my website. Please select the one that you feel is the most appropriate.

Thanks for your offer. I'd be happy to attend the rest of the conference, arriving on the 19th.

Look forward to working with you soon.

All the best  
Laura

**C**

Hi Laura,

Thanks for getting back to me so quickly

I think we'd like 'The power of advertising' talk.

It will be great to see you here !!!!

hoping you have a good time in Harrogate (I saw your name in the program),

Best,  
Keith

**D**

Hi Keith,

Thanks for that. Done a bit of research re: the flights.

There's a direct flight from Munich to Antalya on those days (with return in the morning). There may be other flights to other cities too??

It would be just better for me if it were two plane journeys, rather than three.

Thanks!  
Laura

**E**

Laura,

You'll be picked up at Antalya airport at 19.00 on Wednesday and taken to hotel.

Conference program is attached.

Looking forward to seeing you on Wednesday,

K

**F**

Great. Look forward to seeing you soon, then.



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Ben Goldstein & Maggie Baigent

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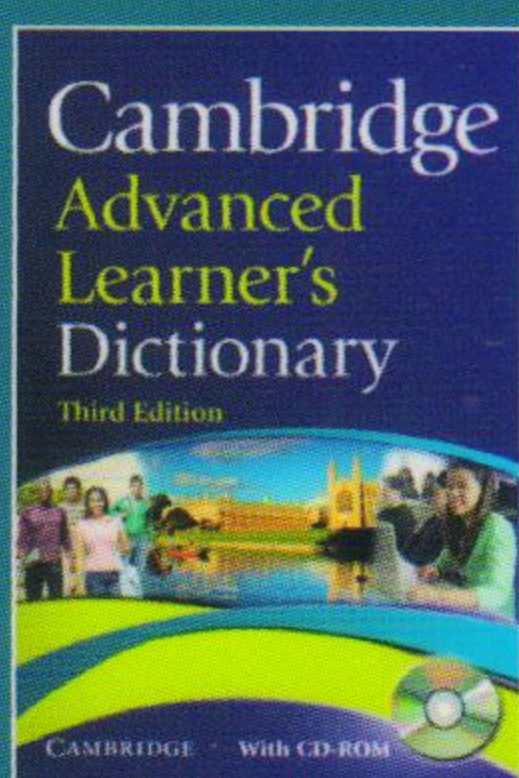
**B2 Upper Intermediate**



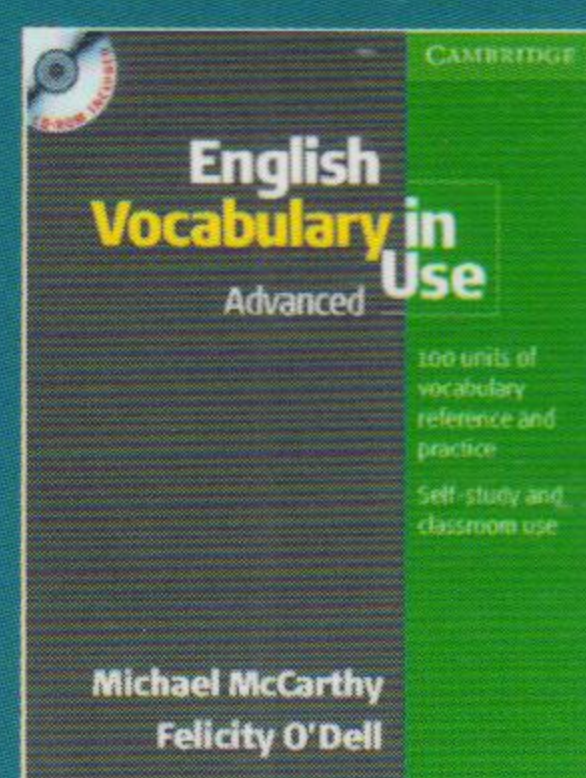
**C1 Advanced**

#### System requirements

- Windows XP, Vista or Windows 7 (1 GHz processor or better)
- Mac OSX 10.4, 10.5 or 10.6 (1 GHz G4 processor or better for PowerPC, 1.83 GHz processor or better for Intel)
- minimum 512 MB RAM (1 GB recommended)



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