

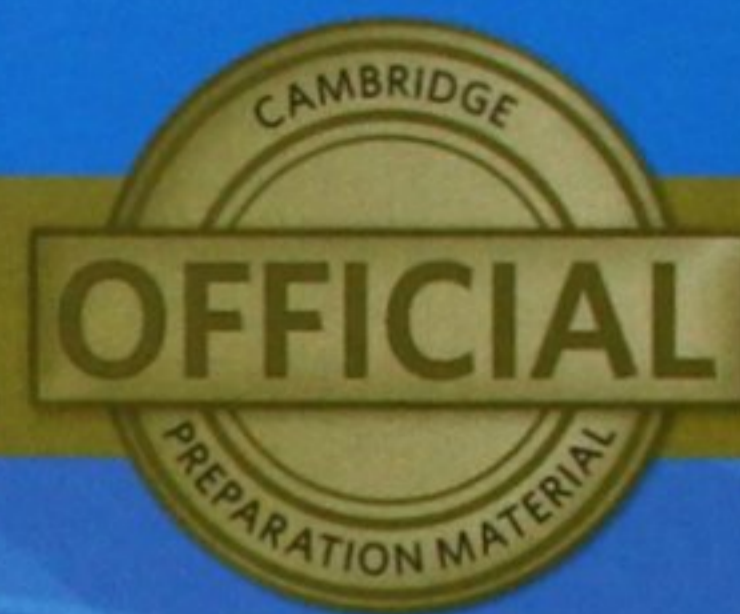


CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English

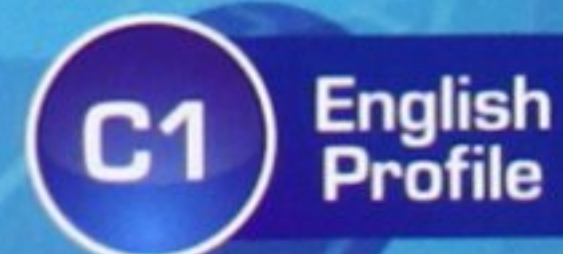


Objective Advanced

**Student's Book
with answers**

Student's Book Pack
(includes Student's Book
with answers with
CD-ROM and
Class Audio CDs (2))

For revised exam from 2015



Felicity O'Dell Annie Broadhead

Fourth Edition

Contents

Unit 1 Getting to know you	4	Unit 14 Evolving language	43
Unit 2 Keeping in touch	7	Unit 15 In my view ...	46
Unit 3 In the public eye	10	Unit 16 What if ... ?	49
Unit 4 Acting on advice	13	Unit 17 Rave reviews	52
Unit 5 Dear Sir or Madam	16	Unit 18 May I introduce ... ?	55
Unit 6 Connections	19	Unit 19 Do it for my sake	58
Unit 7 A successful business	22	Unit 20 Feeding the mind	61
Unit 8 Being inventive	25	Unit 21 Natural wonders	64
Unit 9 I have a dream	28	Unit 22 Under the weather	67
Unit 10 You live and learn	31	Unit 23 I really must insist	70
Unit 11 Fashion statements	34	Unit 24 News and views	73
Unit 12 Leaf through a leaflet	37	Unit 25 Intelligence	76
Unit 13 Fact or fantasy	40	Recording scripts	79
		Answer key	88

Getting to know you

Reading

1 Read about an unusual person and her passion. Choose which paragraphs (A-E) fit the gaps (1-5).

Getting to know ... bats!



Ginni Little loves bats so much that she happily keeps them in her home.

Judging by their loud purring, Natalie and Rupert are enjoying their evening. While Ginni Little sits propped up in bed watching TV, Natalie, a natterer's bat, and Rupert, a one-winged pipistrelle, are happily snuggled next to each other, occasionally looking up to receive a few loving words.

1

In her village, Mrs Little is known as 'Batwoman'. As a nature-loving five-year-old, she became fascinated by bats and their built-in radar systems, 'which I now know to be echo location.'

2

'That was Batty,' she says about her first patient. 'She was bald and covered in scabs. It took several months to help her get well,' she explains, telling me how she put blankets on the floor to protect Batty from her first crash landings.

3

They come from several sources - animal protection societies, wildlife organisations, local bat groups and members of the public.

4

The survival rate is impressive. Around half recover to be released back into the wild. Others, like Rupert and Natalie, whose wings are irreparably damaged, spend their days as treasured pets, 'hopping and gliding' among tropical plants in Mrs Little's spare bedrooms.

5

Caring for these sickest bats is an exhausting, full-time commitment. Because they are nocturnal creatures, Mrs Little can often be found in the early hours of the morning hand-feeding her patients with vitamins - bits of raw liver and water on the tip of a paintbrush. Others are fed live worms or the occasional cricket.

- A The majority of patients - there are 35 in the house at the moment - have been attacked by cats. Others have been injured by cars or poisoned by pesticides. Abandoned babies are also common.
- B Since Batty's arrival, Mrs Little has been foster-mother to hundreds of sick, injured and abandoned bats. Most of the tiny creatures which arrive at her Bat Hospital (set up in two spare bedrooms of her small home) are pipistrelles, a small and common type of bat.
- C 'Bats are such social creatures, they thrive on the warmth and companionship of humans,' says Mrs Little, 'the comfort of the heartbeat makes an ideal nesting place. I've also had bats which loved to nestle in my hair and others that would hang on to my earrings while I went about my work.'
- D The sickest patients live in small glass cages. The more robust hang from bamboo screens or behind pictures, an occasional scuffling sound being the only hint of their presence during daylight hours. At night, the flyers emerge to circle and swoop around the room, building up their strength before being released.
- E Eleven years ago, her love affair with bats began in earnest when she found a large family in an old building while on a camping holiday. On her return home, she contacted a local bat group and was given an abandoned baby bat to nurse back to health.

2 Find descriptive words and phrases from the article to write in the table. If you find collocations, write the whole phrase rather than just an individual word.

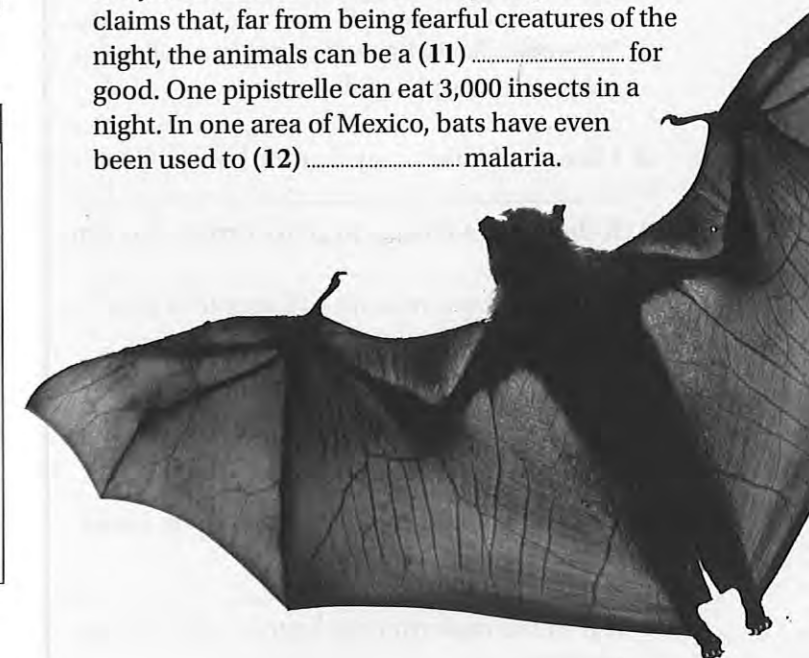
bats	comfort, care and attention
<i>loud purring</i>	<i>happily snuggled</i>

Vocabulary

1 Complete the collocations in the article below with words from the box.

regarded	sociable	warm	habitats
combat	primal	declined	force
species	threat	irrational	facing


Despite the fact that bats have been given protection status in many countries, many are still an endangered (1) Populations have (2) considerably in recent years because of the use of chemicals and pesticides. In addition, their natural (3) are under (4) as old barns are converted, forests cut down and mines closed. These gentle, (5) creatures are often (6) with hatred or suspicion. It seems that many people still have an (7) fear of them. 'I can understand people's prejudices,' says Mrs Little. 'It's probably a (8) fear. Bats are mysterious, suddenly swooping out of the dark and disappearing just as quickly. That can be scary.' Yet, Mrs Little believes it is a tragedy that the creatures remain misunderstood, and some species are (9) extinction. 'They are like us in many ways. They're (10) -blooded, make wonderful mothers, have one baby at a time and suckle their young.' She also claims that, far from being fearful creatures of the night, the animals can be a (11) for good. One pipistrelle can eat 3,000 insects in a night. In one area of Mexico, bats have even been used to (12) malaria.



Conditionals

1 Match the sentence beginnings (1–10) with the endings (a–j).

- 1 If you go to Sydney,
 - 2 If the red light is flashing on the camera,
 - 3 If you could change your career,
 - 4 If only you'd got here earlier,
 - 5 If I were you,
 - 6 If the red light had been flashing on my camera,
 - 7 Should these symptoms persist,
 - 8 Unless we get up at 5 am
 - 9 Let's take the underground,
 - 10 Provided you've got a map,
- a I would have changed the batteries.
 - b change the batteries.
 - c otherwise we'll get stuck in traffic.
 - d I'd buy the bigger suitcase.
 - e you would have seen the most amazing thing.
 - f we'll get stuck in traffic.
 - g you'll love the harbour and the Opera House.
 - h you shouldn't get lost.
 - i go and see your doctor.
 - j what would you do?

2  The Cambridge English Corpus shows that advanced learners often make mistakes with conditional structures. Correct these sentences written by exam candidates.

- 1 It would be better whether these are fully equipped tours.
.....
- 2 We would like to know if or not you will be ready on the wedding day.
.....
- 3 I also would like to say that the bus was late.
.....
- 4 It should be advisable to arrive earlier next time.
.....
- 5 I hope such errors never will appear in your newspaper again.
.....
- 6 I imagine she will be always successful in her career.
.....
- 7 It might be even possible to borrow the books from him.
.....
- 8 If it will to make you feel better, I will close the window.
.....

3 Write conditional sentences from the prompts. More than one answer may be possible.

not / for Jack's proposal / we not get / the contract.
If it wasn't for Jack's proposal, we wouldn't have got the contract.

If it hadn't been for Jack's proposal, we wouldn't have got the contract.

a you / require / any further information / please / hesitate / contact me
.....

b you / turn / page ten of the report / you / find / a summary of the proposal
.....

c / it / not / for the marketing manager / the company / in difficulties now
.....

d Open the window / if / it / make / you / feel / cooler.
.....

e I / see / Jane tonight / unless / she / busy.
.....

 Student's Book page 163

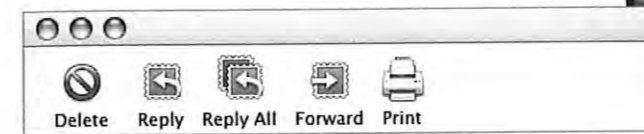
Writing

1 Write a description of yourself.

- a Think of something interesting or unusual that you would like to do. Think about how you would describe this, using conditional structures.
- b How can your description be divided into different vocabulary areas (think about Reading exercise 2)? Make two or three headings and write words or phrases to go under each heading.
- c Decide how many paragraphs you need for your description to be about 250 words long. What will you put in each paragraph? Make a plan.
- d Write your first draft.
- e Check it through or give it to someone else to check.
- f Write your final draft.

Writing

1 The underlined parts of this email are written in inappropriate language. Rewrite them using appropriate informal language.



(1) Dear Anna,

It was (2) a great pleasure to meet you while I was on holiday. It was lucky that we were staying in the same guesthouse in the same village. I (3) truly hope that the weather (4) continued to be fine after I left. I remember you had another week's holiday, didn't you? Did you manage to (5) purchase those books, (6) as was your intention?

Do you remember the day we rented a car and drove into the countryside? (7) It is my opinion that the further west you go, the more beautiful it is. Those small towns we saw were gorgeous. (8) Please find attached some of the photos we took. I hope you like them.

Now that I (9) have returned to my employment I am very busy and do not have a lot of free time. I try to study a little English every day and do some exercises but sometimes (10) I do not return from work until late.

I (11) would be delighted to hear from you. It would be lovely to keep in touch and who knows, perhaps we will meet again on another holiday.

I (12) look forward to your prompt reply.
Barbara.



- 1 Hi Anna,.....
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Listening

- 1 **1.01** Listen to two students discussing social-networking sites. Choose the best answer (A, B or C).
- Maria believes that, on social-networking sites, people spell words differently because ...
 - they want to sound as if they are speaking.
 - they are not sure how to spell correctly.
 - they want to type as quickly as possible.
 - What is Darius worried about?
 - having to write formal letters in his new job
 - getting into bad writing habits
 - his language skills being criticised
- 2 **1.02** Now listen to a man talking about changes in language. Choose the best answer (A, B or C).
- What has he just done?
 - completed a journalism course
 - written a language guide
 - found several grammatical errors in a book
 - How does he feel about the increased use of lower-case letters?
 - It is not a trend that he believes will last.
 - It makes text look unattractive and complex.
 - It can lead to misunderstandings when he reads.
- 3 Complete the sentences with these phrases from the recordings.

make out get your message across in mind
set of rules get into maintain standards

- He's worked hard to in the hospital, even though they were short of money.
- Since the teacher and his class agreed on a, discipline has been a lot better.
- I'd like to improve my German. With this, I've joined an online class.
- I tried talking with them using the webcam, but I couldn't what they were saying and I gave up. I need a better internet connection.
- Once you the habit of exercising every day, it becomes easier, and you really feel the benefits.
- It is important to clearly and politely when complaining.



Vocabulary

- 1 In the first listening extract, you heard the phrasal verb *look down on*. Match the verbs (1-7) to their meanings (a-g).
- look down on someone
 - look up to someone
 - get on with someone
 - fall out with someone
 - take to someone
 - get your own back on someone
 - stand up for someone
- get revenge on someone
 - defend someone
 - consider someone inferior
 - begin to like someone
 - admire someone
 - have a good relationship with someone
 - stop being friends with someone

Prepositions and phrasal verbs

- 1 In the recordings, you heard examples of words followed by prepositions (e.g. *depending on*). Complete these sentences with an appropriate preposition.
- The rumours of a takeover have given rise widespread discontent among the workers.
 - The contaminated meat has been declared unfit human consumption.
 - I am afraid I am not satisfied your service.
 - Members of the public were picked random in the street and asked their views on the matter.
 - The charity is making every effort to keep up the demand for food and shelter in the disaster area.
 - This equipment is particularly sensitive movement; it will pick up even the slightest movement.
 - It was deep regret that we left the village where we had lived all our lives.
 - terms of value for money, this is the best laptop you can get.
 - The other football team seemed to be resigned losing and did not make much effort in the second half.
 - fairness to the organisers, it wasn't their fault that the meeting was so poorly attended.
 - It's difficult to decide the best course of action in this situation.
 - Thank you for paying attention my email.
 - I am replying to your advert printed last week's magazine.
 - The flight might be cancelled - it depends the weather.
 - You are responsible solving this problem.
- 2 **🎧** The Cambridge English Corpus shows that advanced learners often use the wrong prepositions. Correct the prepositions in **bold** in these sentences written by exam candidates.
- In** that day, no one works and everyone goes to the country with his family or friends.
 - The majority of people who come **in** Greece for holidays come in order to party.
 - It would be best **of** our company if we can rectify those mistakes as soon as possible.
 - Finally, the water **of** the pool should be cleaned frequently, as sometimes it is dirty.
 - You would be surprised **of** how many people are nervous before the test.
 - It held great fascination **to** me, so I decided to take this trip.
 - Please send us proof that you have had no car accidents **for** the last two years.
 - There wasn't a social programme, so I had to spend a lot of time **by** my own.
- 3 **🎧** Advanced learners also miss out prepositions. Add one preposition to each of these sentences written by exam candidates.
- I am writing to inform you about some problems your service.
 - There are many people who take part sports.
 - We stayed in the hotel five days.
 - Apart from that, we had to pay breakfast, lunch and other costs.
 - They have a good variety of food as well good quality.
 - Therefore, I would like to ask a refund from your company.
 - I would like to draw your attention the areas which need to be improved.
 - The reason this meeting is to collect money for poor children.

Reading

1 You are going to read about Maria, a trainee solicitor. Read her replies and write the interviewer's questions (1-6).

Working lives

1 ?
I have wanted to be a lawyer for a long, long time, but I didn't always think I would want to be a solicitor. Until my first year in university, I wanted to be a barrister, but even then I could see it is a very financially insecure occupation. As a solicitor, you are more stable because you're someone's employee.

2 ?
I get in at about 9.15 in the morning, but there isn't really a typical pattern after that. I work in employment law. I can never plan or structure my day because I'm at the beck and call of people in the department.

3 ?
I do enjoy my job. It changes every day and there is a great deal of interaction with the rest of the team – which is another good reason not to be a barrister. When our work involves employees who are subject to disciplinary action because of their conduct, things can get quite high profile too.

4 ?
As a trainee, you don't have complete control over specific cases and files. I have lots of responsibility, though – drafting letters and amending contracts. There's a lot of attending meetings, too. As a trainee you don't contribute all that much at these but you do take word-for-word attendance notes, which can be a bit boring and is a nightmare because you can never get everything down.

5 ?
The money is enough to live on. I'm lucky, mind you, because I live at home and so I don't have to pay rent. I have one major holiday a year and a few weekends away as well.

6 ?
I enjoy working in London – I think you get high-quality clients and I like the after-work socialising mentality, which I don't think exists everywhere – but I'm pretty sure it would be a struggle to afford to do the things I want to do if I had to pay for my own place to live here.

Vocabulary

1 Choose the correct word in *italics*.

- 1 a *A job / Work* is someone that someone does regularly to earn money.
- b *A job / Work* is an activity someone does, usually (but not always) for money.
- 2 a *A team / group* is a number of people who work together.
- b *A team / group* is a number of people who are put together as one unit.
- 3 a *An employee / A trainee* is someone who is paid to work for someone else.
- b *An employee / A trainee* is someone who is learning the skills of a job.
- 4 a *A profession / A career* is a series of jobs you do during your working life.
- b *A profession / A career* is something which needs special training or skills, often involving a high level of education.
- 5 a *A client / An employer* is a person or organisation that employs people.
- b *A client / An employer* is a customer who receives services.

2 Maria says *I'm at the beck and call of people in the department*. There are many phrases with the pattern *to be at the ... of*. Match the phrases (1-6) to the definitions (a-f).

- 1 to be at the beck and call of someone
- 2 to be at the mercy of someone
- 3 to be at the discretion of someone
- 4 to be at the peak of something
- 5 to be at the forefront of something
- 6 to be at the crossroads of something
- a someone has complete power over you
- b to be at an important and uncertain stage
- c to be in a prominent or leading position
- d always available to do whatever someone asks
- e it depends on someone else's decision
- f in the highest, strongest or best position

3 In the interview, you saw the words *trainee* and *employee*.

- a What does the suffix *-ee* usually mean?
.....
- b Write more examples of words ending with *-ee*.
.....
.....

Wishes and regrets



1 Read what Giacomo says about his work as a nurse. Rewrite each sentence.

- 'Most people don't have a healthy diet.'
- a I wish
-
- 'I wish I didn't have to work shifts.'
- b I'd prefer
-
- 'It's a busy day.'
- c If only
-
- 'I should have studied to be a doctor.'
- d If only
-
- 'I'd like to do some specialist training so that I can earn more money.'
- e It's time
-
- 'My superiors don't support me.'
- f I wish
-
- 'It'll be good if my kids find a less stressful job.'
- g I hope
-
- 'I have too many patients to look after.'
- h If only
-
- 'I should have moved to a smaller town last year. It's a pity I didn't.'
- i I wish
-
- 'I think it's better to go to work by bus because it's less stressful than driving.'
- j I'd rather
-

Listening

- 1 Read Alejandro's replies to his teacher's questions. Write the questions you think the teacher asks.
- 2 **1.03** Listen and check your answers.



a ?

I'm from Barcelona in Spain. I was born and brought up there.

b ?

Well, we live right in the centre so what I really like about living there is the fact that everything is right on my doorstep. If I want to go to a film, meet friends in a café or whatever, it's easy to get there. Of course, it's busy, a bit noisy at times, but I like that. I think Barcelona has a very special atmosphere. Some people say it's the architecture, all those Gaudí buildings, and others say it's the people.

c ?

I've got a younger brother who's still at secondary school. Then there's my mum – she's a nurse but she only works part time, and my dad works as a lawyer in a big law firm. Everyone in my family is always really busy but I think that's good. When we do get together, we have lots to talk about because we've all been doing very different and interesting things.

d ?

I graduated from university just a few months ago. I was studying Business Administration. So then I decided to do an English course and to enter for the Advanced exam because I think it'll be really helpful to have an English-language qualification when I'm job hunting.

e ?

What I'd really like to do is get a job in an international company. I speak French as well as English and of course Spanish, so my ideal job would be one where I can use all those languages. I don't want them to go rusty.

f ?

In my spare time I do as much sport as possible. It's really important to me that I keep fit. I found, when I was studying a lot, that it was really relaxing to go out and play tennis or go swimming for an hour or so. After that, it sort of cleared my mind and I was refreshed, ready to start revising again for my exams.


Use of English

Part 1

- 1 Read this article, which gives instructions on how to buy a hi-fi. For questions 1–12, decide which word best fits each gap.

STOP, LOOK, LISTEN

before you buy ...



essential pre-purchase reading

- The best judge of your ideal hi-fi is you yourself. Trust your ears.
- Independent hi-fi shops tend to have knowledgeable staff who are willing to spend time helping you choose. Make the most of them. Ask them to demonstrate the equipment before you buy.
- Don't ignore retailers that lack demonstration rooms, but check whether there's another (1) that has them. Or can you try equipment at home? Multiple chains can offer good prices and some have reasonable demonstration (2)
- Unauthorised dealers are best (3) – they may be getting the products from a (4) party, which can cause problems later for servicing. Check ads for 'Authorised Dealers', or contact the manufacturer/distributor to check. Shops advertising membership of an Audio Dealers' Association (5) to certain standards of conduct.
- Extended warranties can make (6) but are sometimes a complete waste of money. Check carefully that the (7), conditions and price are realistic.
- 'Ex-demo' models can save money if the unit is merely (8) or has only briefly been used in-store, but beware of retailers using the term to try and sell returned or (9) kit.
- When a product is at a ridiculously low price, check that it's covered by a manufacturer's full warranty. Grey imports (imported through unofficial channels) can appear good value, but have (10) with warranties, voltages and servicing. They can also sound different.
- Pay by credit card, particularly for (11) orders – you'll get automatic insurance for goods over a certain price.
- Always check out so-called (12) on online auction sites. They might turn out to be rubbish.

- | | | | |
|---------------|----------------|-----------------|-------------|
| 1 A branch | B offshoot | C section | D chain |
| 2 A abilities | B faculties | C facilities | D aptitudes |
| 3 A eluded | B avoided | C evaded | D dodged |
| 4 A remote | B third | C neutral | D second |
| 5 A stay | B hold | C attach | D adhere |
| 6 A meaning | B significance | C sense | D reason |
| 7 A terms | B concessions | C points | D clauses |
| 8 A grazed | B scraped | C defaced | D scratched |
| 9 A waste | B substandard | C inappropriate | D failed |
| 10 A traps | B fears | C pitfalls | D snares |
| 11 A online | B internet | C electronic | D email |
| 12 A scoops | B occasions | C snips | D bargains |

Listening

- 1 **1.04** You can find podcasts of recipes online, so that you can listen and cook at the same time. Listen to the podcast and number pictures A-I in the order you hear the instructions.

Roasted tomato soup with basil and olive croutons

Serves 2-4

Ingredients

- 700g ripe tomatoes
- olive oil
- 1 clove of garlic, chopped
- basil leaves
- 100g potatoes
- 423ml boiling water
- 1 teaspoon balsamic vinegar
- salt and pepper
- 50g ciabatta bread
- 1 dessertspoon olive paste

Equipment

A shallow roasting tray (about 33cm x 33cm); a food processor; a mortar and pestle
Pre-heat the oven to 190°C



Vocabulary

- 1 **1.04** Listen again and write words in the table.

verbs connected with preparing food	things used when preparing food
skin	roasting tray

- 2 In the recipe, there was an example of the prefix **over-** in **overnight**. What do the words in bold mean?
- Don't be tempted to study **overnight** before the exam. *all night*
 - My father works **overseas**.
 - The sky looks **overcast**.
 - You'll find the summary **overleaf** on page 12.
 - You shouldn't **overeat**.
 - You can read an **overview** of the situation on our website.
 - Sorry, I completely forgot about it. It was an **oversight**.

- 3 In the recipe you heard the suffix **-en** in **blacken**. It means 'become more'. Use verbs with **-en** to complete these sentences.

- They are going to the road as it has become too narrow for the volume of traffic which uses it.
- She's decided to ask the dentist to her teeth but I don't think they look discoloured.
- We're all going to have to our belts until the economic situation improves.
- I'll have to this skirt - it's too short to wear to work.
- You can the sauce by adding some flour.
- The rise in interest rates has caused the dollar to
- They say that travel the mind.
- She stood up and her crumpled clothes.

- 4 In the recipe, you heard an irregular plural: **halves**. What is the plural of these words?

- leaf
- fish
- series
- passer-by
- analysis
- criterion
- stimulus

- 2 Complete these sentences with the correct form of **can, could or might**.

- Carol eat the meal I'd cooked because she's allergic to seafood.
- you use tinned tomatoes for this recipe?
- He gone on holiday; I've just seen him in the city centre.
- you help me with these boxes, please?
- That woman be his wife but as I've never seen her, I'm not sure.
- My sister be able to make it to the party but we're not sure.
- We've been waiting for an hour - you let us know you'd be late.
- It be a genuine diamond but it's highly unlikely.

- 3 Complete the sentences using the correct form of the words in brackets.

- I find any fresh figs in the shop so I used dried ones instead (be able to)
- How many words write for the assignment? (have to)
- He two photos for his passport application. (need)
- We got off the bus at the wrong stop and walk for miles. (have to)
- I'm sorry I'm busy right now but I help you in about 10 minutes. (should)
- You bought any more apples. There are plenty in the fruit bowl. (need)

Modals and semi-modals (1)

- 1 Match each modal verb to these uses.

permission order ability request
theoretical possibility negative certainty

- I can speak four languages.
- That can't be his brother. He looks nothing like him!
- You can sit here if you want.
- You made the mess, so you can clear it up.
- Could you pass me the dictionary?
- Can this software be installed on any computer?

▶ G Student's Book page 164

Relative clauses

- You saw this advertisement, and you are interested in replying to it. You have written some notes in preparation for your letter of application. Rewrite the notes into longer sentences using relative clauses.

HOME ADMISSIONS VISITORS INTERNATIONAL ABOUT THE UNIVERSITY

An MBA whenever you want, wherever you are

You can start our Distance Learning MBA programme at any time, wherever you are based. If you're ready for a world-class management degree, you could start as early as next week.

We are one of the country's leading business schools, providing one of the most effective routes to an MBA, with more than 2,000 successful graduates from over 80 countries.

One of the reasons for our popularity is that we offer flexibility and an affordable fee structure. Our challenging courses are not easy and you will need to hold a good degree in a relevant subject area. However, no prior knowledge of business administration is required. During the course, you will be working at your own pace.

Our high standards are maintained by the expertise of our teaching faculty and a first-class reputation stemming from our truly international perspective.

Click [here](#) for further information or an application form.

1 I am writing - MBA. I understand it starts any time.

2 I would like to start September. I return from annual holiday.

3 I would like to take course in my home country. I will have access to internet and good libraries.

4 I graduated from ... two years ago. Studied Politics and Economics. BSc Honours degree.

5 I am employed by plastics, Wisbro. Sales and Marketing department.

6 You can obtain reference from Sven Larsson. Marketing manager. Worked closely with him for two years.

- The Cambridge English Corpus shows that advanced learners often make mistakes with relative clauses. Correct these sentences written by exam candidates.

1 There were about 15 students who was selected to participate in this programme.

2 I couldn't meet my friend Ann, who live in St Andrews.

3 I hope that everyone who want to take the test will pass it.

4 The opening hours are 8 am to 10 pm, what is perfect for all the students.

5 More ingredients from different seasons are used together, what provides more variety.

6 I do not know where have you found the information.

7 You can also go to the Tourist Board to see what are the places to visit.

8 I would be very pleased if I could receive a written notification about what is the company going to do.

9 Many people can't imagine what would life be like without their car.

10 Don't you remember what was Denise's wedding like?

11 The book explains to us what are the challenges for the next century.

12 Of course, there are still women which stop working at the time they marry.

Vocabulary

- Advertisements always present a product in a good light in an attempt to sell it. Look at the advertisement for the MBA again and underline any positive words and expressions.
- When we want to sound more positive or tactful, we often avoid negative adjectives (e.g. using *challenging* instead of *difficult*). We can also use a negative verb with a more positive adjective (e.g. *They aren't easy*). Rewrite these sentences to sound less negative.
 - The course dates are too rigid.
 - The pace of the course is too slow.
 - The standard is too low.
 - The choice of subjects is too narrow.
 - The course is too expensive.

Writing

- Read this email from a hotel which has been receiving some negative feedback recently. Find eight mistakes and correct them.

Delete Reply Reply All Forward Print

Dear Guest,

It was a great plesure to have you stay at the Palace Hotel and we thank you very much for take the time to complete our Guest Feedback forms.

It is really very important to have your feedback, so we always aim in giving our guests the best possible service. We value your comments, specially about our service. Much to our regret, we realise that you were not satisfied to our service. We would like to inform you that we are planning to renovate our hotel and we will soon be able to offer a greatly improved guest experience.

Of course, we take full responsibility about your comfort and happiness, but unfortunately, we are unable to offer any refunds at this time.

We look forward to welcome you again as our guest in a near future.

Yours sincerely,
Vernes Hajnal, Manager.

Use of English

Part 1

1 For questions 1–12, read the biography and then decide which word best fits each gap.

Banderas, Antonio

With just a couple of movies under his (0) *B*, Antonio Banderas was on his way to becoming America's next Latin idol. His (1) physical attractiveness and European flair soon made this Spanish actor a fully fledged Hollywood film star.

Banderas was born on August 10, 1960, in Málaga, Spain. After seeing a performance of *Hair* at the age of 15, he said of acting, 'I want to be part of this ritual. I want to do this forever.' In 1981 he (2) on a five-year acting stint with the Spanish national theatre in Madrid. There he was (3) by movie director Pedro Almodóvar, who offered him roles in films. Under Almodóvar's direction the young actor was able to (4) his talent fully through unconventional roles such as a mental patient and a kidnapper.

This experience (5) valuable for Banderas after he moved to Hollywood in 1989. There in 1992 he landed a role in *The Mambo Kings*, playing a young Cuban musician living in New York City. Although he spoke almost no English, Banderas was able to learn his (6) phonetically and later took intensive English courses, which helped him land a role in the box-office (7) *Philadelphia* in 1993. Wanting to take the US by (8), Banderas then enjoyed a whirlwind acting spree. His movies include *The House of the Spirits* (1993), *Interview with the Vampire* (1994), *Desperado* (1995), *The Mask of Zorro* (1998), *Once Upon a Time in Mexico* (2003) and *Shrek Forever After* (2010). Banderas conceded to being ambitious but said that in Spain, actors prove their success by making one film after another.

Success for Banderas came at a (9) His personal life became public when he fell in love with co-star Melanie Griffith from the film *Two Much*. Gossip (10) across the country were filled with news about the (11) of his eight-year marriage to a Spanish actress. Banderas insisted that his marriage had been (12) for some time and said of Griffith, 'I love this woman, and I want to make her happy – that is my only purpose.'

- | | | | |
|------------------|---------------|--------------|----------------|
| 0 A feet | B belt | C table | D sleeve |
| 1 A unhesitating | B undoubting | C undeniable | D unanswerable |
| 2 A embarked | B diverged | C undertook | D propelled |
| 3 A discovered | B founded | C initiated | D starred |
| 4 A voice | B provide | C exhibit | D express |
| 5 A realised | B proved | C made | D came |
| 6 A quotes | B sentences | C lines | D parts |
| 7 A premiere | B masterpiece | C smash | D hit |
| 8 A chance | B surprise | C storm | D attack |
| 9 A cost | B penalty | C fee | D price |
| 10 A columns | B articles | C features | D editorials |
| 11 A breakaway | B break off | C breakup | D break out |
| 12 A shaken | B unfaithful | C weak | D unstable |

6

Connections

Listening

1 Listen to the talk about text messaging and complete the notes.



Some people (1) at the non-standard language used in texts.

The message the speaker says you might send from a bus is (2)

Text messages use abbreviations partly because they were limited to (3) characters.

By 2008 more than (4) text messages had been sent.

Text messaging became available to the public in (5)

The speaker gives examples of text messaging being used by religious leaders, (6) and shops.

People wanting to start a relationship feel that a text message is not as (7) as a phone call.

It has been observed that the literacy of (8) is not as good as it used to be.

One person believes that the language of text messages helps the language to (9) rather than destroying it.

IMO stands for (10)

An abbreviation that must have caused problems is (11)

Text messages could be said to have replaced (12) as the way that lovers communicate.

2 Match the verbs from the box with words a–h to make phrases from the listening.

make (x3) have (x3) catch (x2)

- a the point that
- b slow to on
- c to someone off guard
- d an impact on something
- e an argument
- f contact
- g an effect on something
- h the effort

3 Complete these sentences with the correct form of phrases from exercise 2.

- a My uncle isn't very technically minded, but even he has now to learn how to send emails.
- b The professor has long that watching too much television might a negative children's literacy skills.
- c Kate hates any kind of conflict and would do anything to avoid
- d It must have been very romantic when he with her by sending those flowers.
- e Watching TV online was but now everyone seems to do it.
- f Tamara had no idea Sam liked her, so she was completely when he asked her out.



Phrasal verbs (1)

1 Add one word to each gap.

- a Sorry, I'm calling from the station and it's very noisy here. Can you speak
- b I was just about to apologise for forgetting to meet her after work when she hung on me.
- c Just a minute, we're going into a tunnel. I'm breaking I'll call you later.
- d I'll have to go. My battery's running I'll phone you later.
- e It was lovely to talk to you. Hang a moment. I'll just pass you to your dad. He'd like a word with you.
- f I've been trying to ring my uncle but I can't get to him.
- g You'd like to speak to the Managing Director? One moment, sir. I'll put you

2 Complete the conversations with the correct form of verbs from the boxes.

give in hand in look up pad out

- Alexa:** Have you finished your project work?
Nick: Not quite. I still need to (1) a few references in the library. I'm planning to (2) it on Monday. Is yours finished?
Alexa: Well, I finished mine last night. But when I (3) it this morning, I realised it's a bit short and I need to (4) it a bit. So, I'll probably mine (5) on Monday too.

book into get in see off stop over touch down

- Paulo:** We (6) my sister at the airport yesterday. She's gone on holiday for a couple of weeks.
Rosa: Lucky her! Did she go on a direct flight?
Paulo: No, she (7) on the way there. In fact her plane should (8) by now, if it was on time.
Rosa: Well, I've flown several times and we always (9) on time. Has she got friends to stay with?
Paulo: No, she (10) a nice hotel.

set up hand in take on close down

- Sam:** How's work these days?
Didier: Well, I'm snowed under, but I suppose that's better than having nothing to do. What about you?
Sam: Well, the company I've been working for (11) next month and I've got to find something else to do.
Didier: Oh dear.
Sam: Well, I was thinking of (12) my notice anyway. I'm thinking of (13) my own business.
Didier: That's a great idea. If you ever need to (14) extra staff, let me know!

Student's Book page 166



Vocabulary

1 Choose one word from A and one from B to complete each sentence. Change the form of the verb if you need to.

A	B
do	chance housework favour
have	complaint best seriously
make	mistake time photos
take	nap responsibility effort

- a It doesn't matter whether you win the competition or not. The important thing is to your
- b Anna some wonderful on holiday in Scotland last year.
- c I always the on Saturday mornings so I can have the rest of the weekend free.
- d I thought that was Jo I saw over there, but I must have a She's in France at the moment.
- e You'll never manage to learn this vocabulary unless you really an
- f The state of this bathroom is disgusting. I would like to an official to the hotel manager.
- g I think everyone a great at the party last night.
- h When she was in Ireland last year, Giovanna made sure she every she could to speak English.
- i Could you possibly me a and get me some books from the library while you're there?
- j My grandpa usually a in the afternoon.
- k Piotr lied about his age because he thought that no one would him if they knew how young he really was.
- l Now that you are 18, it is really time that you a bit more for your own finances.

2 The Cambridge English Corpus shows that advanced learners often use a wrong verb instead of *do*, *have*, *make* and *take*. Correct these sentences written by exam candidates.

- 1 We simply want to spend a nice time together.
- 2 I passed such a good time in Chile.
- 3 If you got any problems, call me at the hotel.
- 4 We do not have time to take a full meal during the lunch break.
- 5 Why don't we make a barbecue?
- 6 Mobile phones have made a great impact on our lives.
- 7 There was no social programme at the summer school, but I found very good friends.
- 8 I think that some changes should be done to improve the museum.
- 9 With no great effort really some improvements can be done.
- 10 I would also like to express a few suggestions about some different activities.
- 11 They are feeling unhealthy because they don't practise enough sport.
- 12 He had no possibility of entering the exam this year.

3 Choose the correct word in these sentences.

- 1 Please write to me soon, otherwise I will *make* / *take* further steps.
- 2 If you don't pass the exam, you won't *take* / *get* a certificate.
- 3 A friend of mine who *did* / *made* the same course was very happy with it.
- 4 You may have another chance in the future to *have* / *take* the same course.
- 5 I *conducted* / *made* a survey among the club members.
- 6 It's very important to *take* / *attract* young people's attention.
- 7 You can *go* / *do* shopping in your spare time.
- 8 First of all, I *found* / *had* some difficulties in reaching the hotel.

Reading

- 1 Read the book review and think about this question:
Why do you think *Managing the Human Animal* was chosen as the title for the book?

Zoo management

Dylan Evans finds business to be a jungle in *Managing the Human Animal* by Nigel Nicholson

In the past few years, evolutionary psychology (or EP as it is known) hasn't had much impact in the world of business. However, that may be about to change. A new book by Nigel Nicholson, professor of organisational behaviour at the London Business School, promises to transform EP from a debating topic into a practical tool for management.

According to Nicholson, executives have been misled by decades of utopian management education. They have been encouraged to believe that they can re-engineer their companies in any way they want, eliminating turf wars and sexism along the way. Such fantasies, however, take no account of the enduring features of human nature, which stubbornly resists the new visions imposed upon it. No wonder so many great new management ideas fail as soon as they move from the business school to the boardroom.

The solution, argues Nicholson, is to construct a new approach to management, based on EP. As the first truly scientific account of human nature, EP can teach managers how to work with the grain rather than against it.

Take emotions, for example. A lot of previous management thinking downplayed the role of emotions in decision-making. In line with Plato and a whole host of Western thinkers since, emotions were seen as at best harmless luxuries, and at worst, outright obstacles to rational action. Only recently have managers begun to realise that emotional intelligence is vital to business success. EP provides a firm scientific basis for this new trend in management thinking, seeing emotions as complex mechanisms that can enhance rationality in the right circumstances. As Nicholson explains in a fascinating chapter on 'playing the rationality game', managers who view emotions – in themselves or in their workforce – as mere obstacles are wasting one of their greatest potential resources.

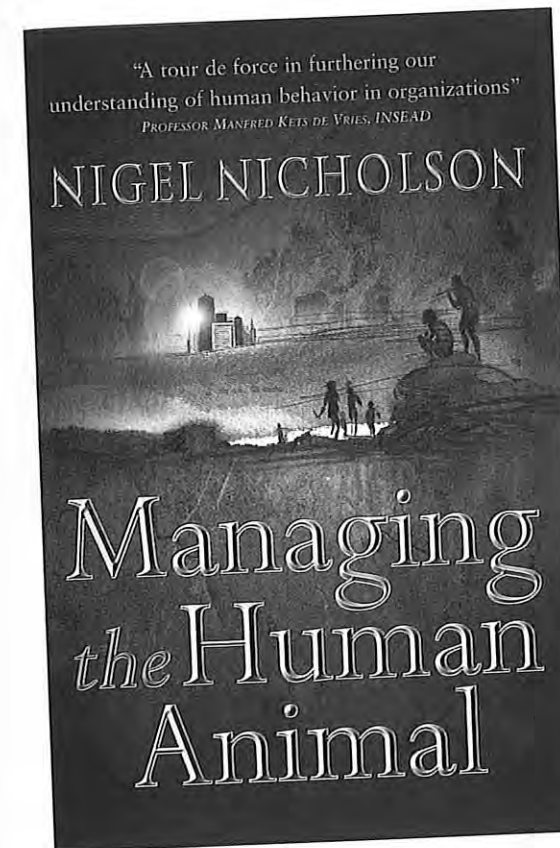
Nicholson's prose is pacy and down-to-earth, and he illustrates the main ideas of EP and their relevance to

the business world with well-chosen examples, such as risk-taking and the context of biology. As Nicholson notes, zoologists have often observed that the closer an animal gets to the survival boundary, the more chances it will take to secure vital resources.

Such comparisons with animal behaviour will no doubt enrage those who think that all scientific claims should be hedged with multiple caveats and disclaimers. On the other hand, for those who are fed up with repeated calls for 'safe science' and other forms of political correctness, Nicholson's pragmatic view is refreshing. He takes a theory that has been neither effectively established nor conclusively refuted, and advises managers to try it out. A theory may sometimes be tested more decisively in the crucible of business than in the science laboratory.

EP may not get tested at all any more, unless it is used to shape policy and corporate strategy. There is currently a small but vociferous group of academics who proclaim that EP is so fundamentally flawed that further testing is superfluous. It can, moreover, lead you to become a genetic determinist and, even worse, a reductionist. The very possibility of such a terrible fate is enough to strike fear into the minds of many liberal intellectuals, and dissuade them from putting EP to further scientific tests. Thankfully, however, these philosophical worries are not usually uppermost in the average manager's mind. Executives are more often worried about more mundane matters, such as the figures on the bottom line. And so, even if EP is denied a fair hearing in the dining rooms of the intelligentsia, it may get a better chance in the boardroom.

It would be premature, then, and most unscientific, to pre-judge Nicholson's hypothesis. Whether he is right, or whether his own brand of management thinking will go the same way as those he decries, only time will tell. If the managers who take on board the ideas of EP perform better than those who don't, Nicholson's gambit will have paid off.



- 2 Read these statements. According to the review, are they true (T), false (F) or the article doesn't say (DS)?

- 1 EP has not yet changed the business world.
- 2 Management education theory traditionally fails to take account of human nature.
- 3 The reviewer believes that ideas which sound great in a lecture room never work in reality.
- 4 EP is concerned with manipulating people's emotions.
- 5 Plato thought that emotions should be kept under control.
- 6 Nicholson believes that it can be useful for managers to exploit their own and others' emotions.
- 7 Nicholson argues that human behaviour can be compared to animal behaviour.
- 8 Nicholson believes his theory has to be tested out before it can be proved.
- 9 The theories of EP are universally supported by academics.
- 10 The writer of the article is convinced that Nicholson's theory is correct.

Reason, result and purpose

- 1 Rewrite each sentence using the word in brackets.
- a The business is experiencing some problems because oil prices have recently risen. (result)
.....
 - b The company's difficulties have come about thanks to some poor decisions made last year. (stem)
.....
 - c Owing to the delays to the CEO's flight, the meeting began much later than expected. (consequence)
.....
 - d Installing a new software system has caused some initial problems for staff. (resulted)
.....
 - e I hope my absence next week won't create any difficulties for the company. (rise)
.....
 - f As we were slow to take advantage of new technologies, we've fallen behind our competitors. (due)
.....
 - g Jason has a great deal of experience in exports and so the company was keen to recruit him. (as)
.....
 - h The factory had to close down last year. There were financial problems. (because of)
.....
 - i Your hotel services were not appropriate. I would like a refund. (because)
.....

Student's Book page 166

- 2 Choose one of these topics. Write 150 words describing recent changes and future possibilities, using the language of reason, result and purpose.
- a current issue in your country
 - working conditions / education in your country
 - your field of study or work

Use of English

Part 1

- 1 For questions 1–12, read the text and then decide which word best fits each gap.

Improving the business process

Improving business is the holy grail of any company's operations. Improvements translate directly to better (0) *B* by reducing expenditure and increasing competitiveness at the same time. In many (1), this has an accelerated cumulative effect on the company's bottom (2), . If an insurance company can underwrite policies or (3) claims faster, they can provide better service, compete better with nimbler, smaller online competitors, and (4) costs, which again help them compete better!

Unfortunately, any company has a (5) amount of money to spend on business process improvement, and those in charge of budgets have to (6) carefully. If the IT department (7) the choice, they would put in new hardware, software, applications, etc. The HR department would hire better qualified people, (8) them with more training, and have a better working (9) However, practical considerations always force companies to (10) and choose the best things to spend money on. But how do you know that a training course on people skills will actually (11) a difference to customer satisfaction? How do you know which one to do first? This is where our system of process modelling with cause-and-effect analysis (12) in. We can help any company make the best decisions possible.



- | | | | |
|----------------|--------------|-------------|---------------|
| 0 A premises | B profits | C firms | D overheads |
| 1 A places | B parts | C cases | D ways |
| 2 A line | B side | C figure | D total |
| 3 A end | B cope | C settle | D deal |
| 4 A cut | B break | C lessen | D decline |
| 5 A short | B controlled | C minor | D limited |
| 6 A prioritise | B guess | C control | D list |
| 7 A wanted | B had | C kept | D set |
| 8 A provide | B offer | C introduce | D enhance |
| 9 A condition | B place | C venue | D environment |
| 10 A take | B pick | C decide | D select |
| 11 A do | B work | C make | D see |
| 12 A walks | B goes | C comes | D gets |

8

Being inventive

Use of English

Part 2

- 1 The following article makes the point that people are becoming too materialistic and want everything done for them. Complete the article using only one word in each gap.

Mind ^{over} matter

You're in a yoga class, lying on your mat.

(1) is the last ten minutes of class – meditation time.

'Imagine you're a fluffy white cloud,' says the teacher.

Your stomach rumbles – dinner soon, what

(2) you have?

'The sky is clear and blue ...'

Pasta? Chips? Chips.

'You're passing over a lake ...'

My stomach rumbles again. How can I concentrate

(3) yoga when I'm hungry?

Some people say that yoga in the West is like an aeroplane (4) the wings – exercise but no spiritual dimension. In fact, it's worse

(5) that because in the East, the sole purpose of yoga is as preparation for meditation.

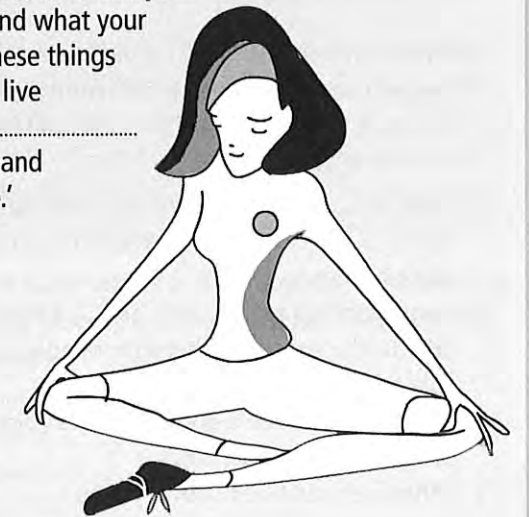
Over here, if you manage to find a type of yoga class that includes meditation, (6) as hatha yoga, and a teacher who is capable of leading you properly, you probably still won't be (7) to do it. You'll get distracted or fall asleep.

I used to think my failure to meditate

(8) because I had an over-active brain, but apparently that's just part of the Western psyche.

'There's something about the way we think' says Nikki Holm, who teaches meditation especially adapted for Western mindsets. 'We want instant gratification and if we don't get it, (9) drift off.'

We're conditioned to control rather than accept, to think rather than to feel. (10), the process of letting go and experiencing the moment, which is central to meditation, is hard for us. Having said that, meditation is particularly beneficial. At its simplest, meditation is about relaxation, which provides endless health benefits, but it has deeper rewards as (11) Advocates talk about knowing themselves better, of (12) more in touch with their instincts and intuitions, and more at peace. Clear away some of the detritus, and answers come more easily. 'We live inside our heads, (13) means we live by other people's expectations,' says Nikki. 'Meditation helps you access who you are, (14) you really want and what your values are. These things can help you live (15) more honest and satisfying life.'



Modals and semi-modals (2)

1 Look at the photo of the man and his grandchildren.

1 Imagine he is reminiscing about what he used to do when he was their age. Write three sentences that he might say using *used to* and *would*.

.....

2 Imagine he is regretting some things that he did not do. Write two sentences using *should have*.

.....

3 Imagine he is giving his grandchildren some advice. Write three pieces of advice using *should* and *ought to*.

.....

4 Imagine that the grandfather is requesting two things of the children. Write two sentences using *will* or *would*.

.....

2 The Cambridge English Corpus shows that advanced learners often use the wrong modal verb. Add *should*, *would*, or *could* to these sentences written by exam candidates.

- 1 First, it be better to avoid busy periods.
- 2 Also, you pay us a little more if we work harder.
- 3 Large parking areas be provided next to the subway, otherwise people won't be able to park.
- 4 It be a good idea to avoid mentioning the bad news.
- 5 When you visit our country, you visit the lakes and go swimming any time.

Student's Book page 167



Reading

1 Read articles A–F and answer the questions.

- 1 Which articles relate to health issues?
.....,
- 2 Which article is about education?
- 3 Which article is about the US?
- 4 Which article is about sailing?
- 5 Which article focuses on a positive change?
- 6 Which article focuses on a negative trend?
- 7 Which articles have a clear political focus?
.....,
- 8 Which articles are concerned with prizes?
.....,

A Making progress for the future

There will be few in the corporate world who don't realise that marketing and innovation are key factors behind successful business. However, decision-makers in the European Union are only just becoming aware of this fact, according to one senior management expert.

B A matter of time

Whether people are learning online or in classrooms, one thing is for sure – IT skills are more desirable than ever. Yet in the busy workplace, employees are finding they have less time than ever, especially when it comes to training themselves in new technologies.

C 'Northern Innovation' in front position

The Oceans Race, the non-stop competition to be fastest to circumnavigate the globe, has upped its pace after a slow start to the contest last week. In first place yesterday was the 100-foot yacht, Northern Innovation, piloted by Rachel Jackson, and Steven Barnstaple. Having covered 1,200 kilometres in a no-holds-barred five days at sea, she has now reached the port of Dubai.

D The new national website from the National Childbirth Trust has proved so innovative, it is winning awards. The website allows parents to gain information about childbirth, as well as to get support and access to expert counsellors quickly and efficiently. Up-to-date links allow parents to find their nearest local expert.

E Ancient Greece would not have been the best place to get sick. Standards of public sanitation might have been world-beating at the time, and scientific understanding unrivalled – but nowhere near the standards of even the most dilapidated public hospitals you can find today.

F Stalking the corridors of power

Washington swarms with a thousand industrial lobbyists. They lurk around the extravagant restaurants and offices which stretch from the White House to the Capitol building – a two-mile axis along which money and power are constantly traded.

2 Read the articles again. Find words or phrases that have a positive or a negative connotation.

positive	negative
brand new	old hat

Listening

1 Listen to a talk about innovation in education. Complete the gaps with one or two words.

Online courses are sometimes considered attractive because they are thought to be (1) and (2)
 The speaker is sceptical about these ideas because of her years of experience as an online (3)
 The speaker recommends students go through a (4) in using the software before starting to prepare an online course.
 Students should put a (5) in a prominent position. Students should check their course space online (6)
 Research has highlighted how important (7) is for online students.
 The speaker recommends introducing yourself to classmates online in order to make some (8) '.....'.
 The speaker says that introducing yourself to your tutor may make him or her feel that you have good (9)
 The speaker says that some online students get into problems because of (10)
 John's behaviour upset both his (11) and his (12)

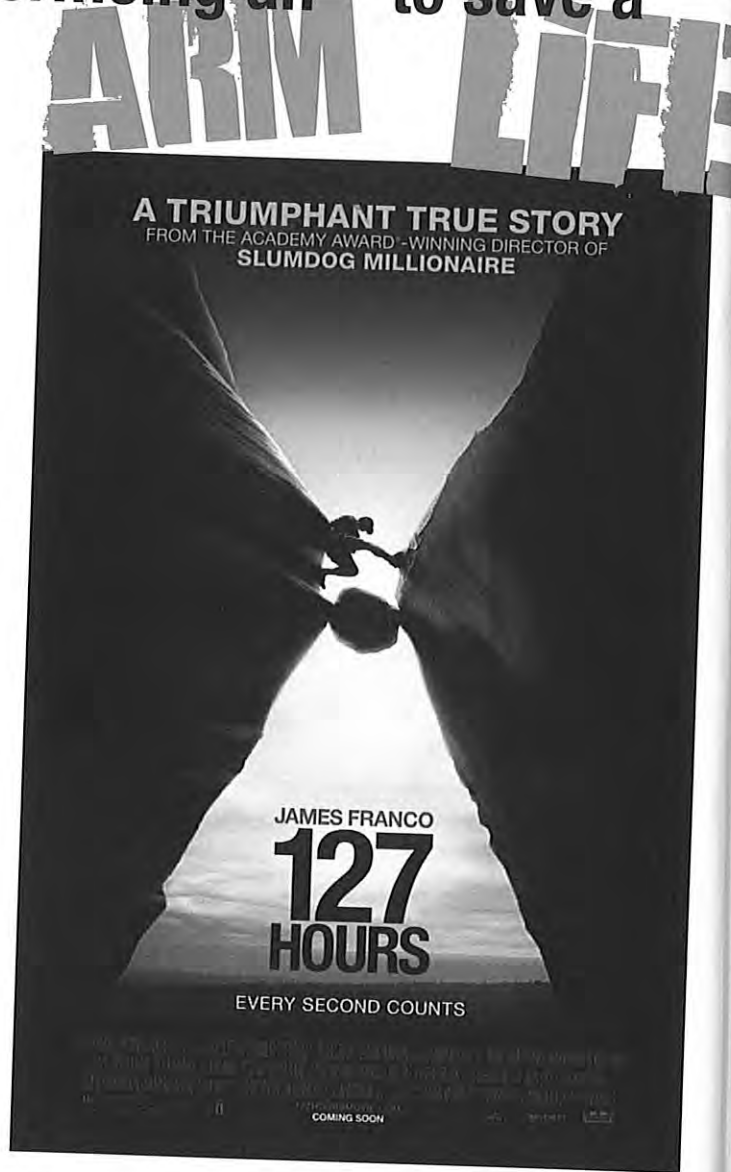
2 Here are some words and phrases from the talk. Are they used here with a positive (P) or a negative (N) connotation?

- a money-saving
- b succinct
- c considerate
- d eager
- e lengthy
- f consumed

Listening

- 1 Listen to an account of inspirational speaker Aron Ralston and choose the best option for questions 1–6.
- The first section emphasises that
 - Ralston's penknife carried out the amputation surprisingly easily.
 - Ralston's ordeal lasted for a long time both before and after the amputation.
 - Ralston never lost hope throughout his long ordeal.
 - Ralston would never have survived had he not been an experienced climber.
 - Ralston's former classmates express little surprise that he
 - had got himself into such a shocking situation.
 - had become such an adventurous person.
 - had coped with the situation so well.
 - had had the right equipment with him.
 - Ralston's friends were pleased to learn he was eating well because
 - it showed he was back to his old self.
 - he had lost a lot of weight since he was a student.
 - he had never had a very good appetite.
 - it would give him a better chance of recovery.
 - Why did Ralston go back to Colorado?
 - to get a better job
 - to practise a new sport
 - to be closer to his family
 - to spend more time outdoors
 - What did the story in the *Denver Post* illustrate?
 - Ralston was not as good at skiing as mountaineering.
 - Ralston is capable of behaving irresponsibly.
 - Ralston loves a variety of challenges.
 - Ralston often worries his parents.
 - What does the last paragraph tell us about Ralston?
 - He intends to keep up with all the sports he previously enjoyed.
 - He plans to replace mountain climbing with adventure racing.
 - He hopes, one day, to inspire others with his attitude to the amputation.
 - He won't let the loss of his arm stop him from living life to the full.

Sacrificing an arm to save a life



- 2 Match the verbs in the box with phrases 1–7 to make collocations from the recording. Sometimes there may be more than one possible answer.

go catch achieve know
keep find out reach

- someone's attention
- online
- what happened
- something in perspective
- a goal
- an aim
- what to do

Grammar

Future forms

- Read the horoscopes below. Underline all the different ways in which the writer refers to the future.
- Answer these questions about the way future concepts are expressed in English, based on the examples you underlined in exercise 1.
 - Which future form is more common in the horoscopes: *will* or *going to*? Why is this form more common in this context?
.....
 - What modal forms are used in the horoscopes to express a future idea?
.....

Vocabulary

- 1 Match phrases 1–12 with an idiom from the horoscopes.

- be overworked snowed under
- a wonderful chance
- be alert
- be cheerful
- depress you
- focus on
- it's likely
- go badly wrong
- more positive
- restore a good relationship
- avoid
- will arrive soon



AQUARIUS
(Jan. 21 – Feb. 19)

Your guardian angel will keep you from making mistakes at work this month, but this does not seem to protect you from trouble at home! Don't let it get you down too much, in time you will laugh about it all!



PISCES
(Feb. 20 – March 20)

Being a good friend will be one of the best things you have done in quite a while. Make sure you protect your nearest and dearest from making the mistakes that you have made yourself in the past.



ARIES
(March 21 – April 20)

It is likely to be a very good month to patch up differences with friends and loved ones. A very good financial opportunity is coming your way but it won't be obvious. You will have to stay on the ball or it will pass you by.



TAURUS
(April 21 – May 21)

Dreams this month are going to put the spotlight more on the problems of your day-to-day life than on anything else. Some flashes of insight will be gained from analysing them.



GEMINI
(May 22 – June 21)

Do not put off that special project, even though you are snowed under with work. You will save yourself a lot of trouble in the long run by just doing it now. Your romantic situation is not looking great. Take time this month to try to brighten things up.



CANCER
(June 22 – July 22)

The person you have a soft spot for is interested in you as well, but if you back away from contact because you are shy, you will miss out on a golden opportunity. This would be sad because this could turn out to be a key relationship in your life.



LEO
(July 23 – Aug. 22)

Being a good friend, you are on the point of offering your help to someone who is in trouble. Be careful doing this, it may land you in trouble too. A fellow employee is going to try to steal an idea from you, so be on your guard.



VIRGO
(Aug. 23 – Sept. 23)

It does not look as if it is going to be a good month for you to be spending a lot of time away from home. Try to steer clear of strange people. Also, it might be a good idea to arm yourself against colds and flu.



LIBRA
(Sept. 24 – Oct. 23)

It's on the cards that you may start a new project that has the potential to make you quite a bit of money. If this is what you want to do, then take the plunge. Your love life is looking much rosier this month.



SCORPIO
(Oct. 24 – Nov. 22)

Are you interested in buying exercise equipment? Don't rush into this decision. The odds are it will fall into disuse. Your love life could go off the rails if you let yourself get carried away by your instincts.



SAGITTARIUS
(Nov. 23 – Dec. 21)

The weather tends to give you the blues more than normal this month. But keep your chin up, things will get better and you'll manage to get outside and get that important project behind you.



CAPRICORN
(Dec. 22 – Jan. 20)

A colleague is going to do something that will put them in a sticky position. You should try to give them a hand even though you do not particularly care for that person. Sometime in the future when they return the kindness, you will be glad you did.


Use of English

Part 2

1 Complete each gap in the blog with one word.

Technology can aid conference speaking, but it's still all in the delivery
Posted May 19th at 2.30pm

I am at a conference for around 100 people from companies and organisations from all round the world. (0) *Every* seat has a power outlet, microphone for questions and voting buttons for group participation. I can see 62 netbook computers scattered (1) the room, with only a minority of people using paper and pens. As (2) as I can tell, (3) least 20 people in the audience are busy checking their emails, about ten are writing documents, a couple are doing complex graphics and the rest seem to be surfing (4) web. The current presenter is using all the latest audio-visual technology to give an overview of yet (5) new business model. But this model is not novel and his delivery is monotonic and deadly boring, so I have decided to walk to the back of the room for a cup of coffee along with several other people. Previously, this speaker (6) be wasting his time and the time of (7) else in the room. Here, however, people are vaguely listening with one ear, while getting (8) with productive activities. At (9), the speaker gets to the punch line, receives a round of applause, no questions from the audience, unplugs and retires, having missed a golden opportunity. I walk back to my seat and start writing these words as (10) next speaker sets up. I relax in the knowledge that I can continue working and thinking, irrespective (11) the quality of the remaining presenters. As it (12) out, the next presenters in the series are younger, more energetic, with more interesting things (13) say. All the laptop screens are still up, but there is less keyboard and mouse activity. It looks as (14) more people are actually listening to the speaker. Along with the rest of the audience, I keep listening and working. The availability on the net of some of the material from the speeches gives the audience another advantage of (15) able to record the content to a hard drive in semi-real time. This conference venue and this way of working are almost unique on the planet, and, for me, it is (16) of the most productive formats. It is the most efficient with the delegates' time, and technology being used to enhance the experience. What further innovation (17) I like to see? Well, a direct projector link to my laptop would be my ideal so I could capture the pictures and films from those speakers (like me) (18) never seem to supply their material in advance. And if I were the speaker? I think a boredom measure based (19) keyboard and mouse activity, and applications open and activated, would (20) really useful, if not a bit depressing.



Reading

1 Read the magazine article and choose the best answer for questions 1–5.

It's true what they say – 'you live and learn'.

Once upon a time, my dream for the future was a fast car and no cooking or cleaning. Having a husband certainly wasn't part of it. But then ... I decided to ask my husband to marry me. Let me try to explain what happened.

I never wanted to get married. I really didn't. So the fact that last year I actually proposed to my boyfriend is possibly the most inconsistent thing I have ever done. It is such a U-turn, in fact, that I would not be surprised now if I started voting for a completely different political party, tucking into large steaks or wearing furs and strings of pearls (though I'd like to hope that someone would have the heart to restrain me). But there it is. I did it, unromantically, one drizzly Monday night outside the pub at closing time. I hadn't planned it. It just sort of came out. It's strange how simple it was to say, though it took me days to get over the shock of having done it. For my voting preferences, vegetarianism and dislike of killing animals for our own vanity are relatively new aspects of me, compared with my antipathy to marriage which dates back almost as far as the cradle, way before the bubbling up of any feminist consciousness. In the early days, it was quite simple: like many sensible five-year-old girls, I hated boys. They were rough, uncivilised creatures and, frankly, they smelled. My favourite childhood game was pretending to be a witch. In that world, boys got turned into frogs. Later, things got more complicated. As a young teenager, from my limited perspective, I saw two types of women: those who'd stayed at home and raised kids, and those who'd invested in a business suit. I'm afraid to say I most certainly wanted to be in the second camp, at least partly because my mother was a member of the first and, in my straightforward, unpleasant teenage way, I was truly horrified by almost everything my parents did. In those days, I envisioned a future in which I did no housework (with which my mother seemed to be ceaselessly occupied).

• Having a husband to iron shirts for certainly wasn't a part of the plan. Men held you back. (I'm afraid that to this day I can't bear cleaning.)
• By the time I was at university I was even more sure that I would never get married. At the place where I studied, for every one woman student there were three men. I was taught by men. I was taught about prime ministers and kings and great thinkers, and they were all men. It seemed absolutely clear to me that life was going to be a fight against the dark forces of patriarchy and marriage was an outmoded institution which, as we learned from speakers at our women's lunches in the dismal college bar, bred domestic violence and fostered organised slavery.
• Furthermore, I asked, just what exactly was the point? What was the point of dressing up in a white bridal dress (particularly when white can be so unflattering to someone with hips the size of mine) and walking down the aisle on the arm of your father to be presented like a sacrificial lamb at the altar? What was the point of all that consumption and crippling excess and top-hats-and-tails and patronising best men's speeches when the whole enterprise would, in an alarming number of cases, end in tears, disaster and divorce a few years down the line? What was the point when the best relationship I know, (that of my brother and his partner of now nearly 20 years) was happy without the institution of marriage to bind it?
• So what happened?



- Which of these is *not* true about the writer?
 - She is a vegetarian.
 - She does not like wearing animal furs.
 - She went to university.
 - She doesn't support a political party.
- How did the author previously feel about marriage?
 - She always wanted to get married.
 - She hated the idea of getting married.
 - She wanted to marry a man like her brother.
 - She wanted to marry late in life.
- Why did she feel as she did about marriage? Which reason is *not* mentioned?
 - the example of her parents and other married couples
 - reading romantic novels
 - wedding traditions
 - her university experience
- What did the writer want when she was a teenager?
 - to be like her mother
 - to avoid camping
 - to be a single career woman
 - to combine a career with marriage
- Which of these statements do you think the writer's female university friends would have most agreed with?
 - A woman's place is in the home.
 - Women are oppressed by men.
 - Women have more influence than men.
 - Women have more choices than men do.

Listening

- 1.08 What happened next? Listen and choose the best option for questions 1–4.
 - Who first suggested marriage?
 - the writer
 - her parents
 - her boyfriend
 - her brother
 - Why did she change her mind?
 - She was persuaded to by other people.
 - She accepted that marriage was her destiny.
 - She realised she could make her own decisions.
 - She began to see the advantages of being married.

- Why are the speaker and her boyfriend getting married in a church?
 - They want to please their family and friends.
 - The church is convenient for her home.
 - They have decided they want to do things 'properly'.
 - They like the feeling of historical continuity.
- Which of these, according to the text, is normally part of a traditional wedding?
 - wearing a veil
 - a Citroën
 - a green dress
 - music from a favourite composer

Vocabulary

- Find words and expressions from the article which match these meanings.
 - total change in attitude
 - rainy
 - awakening
 - uncomplicated
 - gloomy
 - encouraged
 - behaving towards someone as if they are stupid
 - eventually

- Here are some words and expressions from the recording. Listen again. What do the words mean?

unromantic force made holy
 annoying self-satisfaction understanding
 desire get married showing off enter

- impose
- cold light of day
- urge
- hallowed
- darken the doors of
- go up the aisle
- smugness
- grasping
- pomposity

- Complete the table based on words from the reading and listening texts.

Verb	Noun	Adjective
propose	proposal, proposer	proposed
restrain		
		(ir)rational
		simple
invest		
		ceaseless
	slavery	
		sacrificial
suspect		
fail		
-	disaster	
	invention / inventor	
darken		
		formal

- Complete each sentence with a word from exercise 3.
 - I that we wait until the announcement has been made before making a decision.
 - He would like to in the property market.
 - Unfortunately, the meeting was a complete We didn't agree on anything.
 - The instructions were after people complained they were too complicated.
 - I saw a-looking man standing on the street outside our house.
 - This decision had a impact on our country's economy. Everything started to go wrong.
 - She is the most person in our team, always thinking up new ideas.

Participle clauses

- Rewrite these sentences using participle clauses.
 - I did it, unromantically, one drizzly Monday night outside the pub at closing time. I hadn't planned it.

 - In that world, I was a witch, and boys got turned into frogs.

 - Our commitment is already made. In a sense, there is no reason to get married at all.

 - But then I began to think about it and to take on board his arguments. I re-examined my objections.

 - Once I began to think of marriage as a possible choice out of many possible choices, and not a destiny imposed on me, it didn't seem quite so awful after all.

 - Once I had got rid of the objections, I started to be able to see certain advantages.

 - I'm not going for white, but green. I have not darkened the door of a single store's bridal department.

Student's Book page 168

Writing

- In the article on page 31, the writer's ideas about marriage were affected both by her university years and her childhood experiences. Write a short report on the most important things you have learnt over the last year. Conclude by commenting on the ways in which these things might help you in the future. Write 220–260 words.

Reading

- 1 You are going to read an article about trends in computer game use. Complete the article by putting sentences A–G into gaps 1–6. There is one extra sentence which does not fit any of the gaps.

Fighting the trend

1 _____
Computer games range from the highly educational and creative, to games of skill, to ones with violent-sounding titles such as *World of Warcraft*, artfully designed to lure teenagers and alarm parents. It always amazes me to hear the parents of a nine or ten-year-old saying 'He's up playing computer games' And when you ask which games he likes, they do not know. Would these people, if asked who was babysitting, say 'Oh, some guy from the park'?

2 _____
Walk past, discuss what the game is about while you get on with making dinner. Encourage sharing with other children. Any game using two controllers is better than a lonely one.

3 _____
Give warning – let a level be finished – but enforce it.

4 _____
If you have a teenager who spends a lot of time online, you probably need software that records every site visited, and time spent; you may want one of the 'filter' programmes that cuts out dodgy sites.

5 _____
This, during teenage years, can be a problem but it is always worth persevering. If a parent or relative is around for long enough, slow to leap to judgement or hysteria, and willing to listen (leaning on the kitchen worktop while one of you has a late-night pizza, in the car, wherever) then important issues will eventually come up.

6 _____
So is an alternative, sociable, physical pastime. We all know that a healthy, small child gets more fun out of a sociable kitchen than out of a toy, and relishes a rough-and-tumble game with dad more than a television programme. We need to extend that common sense into older ages too.

- A Probably the best guarantee against damage or confusion is the normal communication you have with your child.
- B Enforce screen breaks for the sake of the eyes and nerves.
- C When children get to the age for games consoles, try to know what they are playing.
- D Indeed, personal happiness and reasonable self-esteem are the best weapons against any kind of computer brain invasion.
- E As a parent, ensure that your children only use the computer for educational purposes.
- F As with televisions, keep the computer gaming area in one of the shared parts of the house.
- G It is self-evident that parental responsibility has to be applied to the Internet, just as it must for every other kind of encounter.

Vocabulary

- 1 Match words in the article with these definitions.
- a in a skilful and cunning way (aimed at getting exactly what you want)
 - b deliberately attract someone, making them do something they would not normally do
 - c cause (a rule, law, etc.) to be obeyed, especially when people are unwilling to accept it
 - d risky or dishonest
 - e continuing to do something in a determined way, despite difficulties
 - f belief and confidence in your own ability and value
 - g not very serious fighting
- 2 Complete these sentences with words from exercise 1.
- a It isn't always easy for the police to speed limits.
 - b In an attempt to back travellers, the airline began a major advertising campaign in the American papers.
 - c 'I've just been offered some half-price tickets.' 'That sounds
 - d The compliments she received after the presentation boosted her
 - e The education director is in his attempt to obtain additional funding for the school.

Reported speech

- 1 In writing, we can use a variety of reporting verbs to introduce reported speech instead of just *say* or *tell*. Choose the correct verb in these sentences. Sometimes both may be possible.
- a He *promised/suggested* to phone me at 9 o'clock.
 - b Jane *warned/threatened* me not to touch her computer.
 - c I *regretted/insisted* that I should do it myself.
 - d She *invited/recommended* them to eat at the Japanese restaurant.
 - e He *denied/offered* to sell them to her for a lower price.
 - f We *agreed/asked* to see the manager before the end of the month.
 - g She *advised/recommended* using the new software.
 - h I *told/suggested* her to take an earlier train.

- 2 Rewrite these statements as reported speech.

- But John, I don't think you should let them use the Internet so much. It's not healthy.
- a She advised so much.
- I wish we hadn't bought so many computer games.
- b He regretted so many computer games.
- Listen Sara, I'll take your laptop away if you leave it switched on it all night.
- c He threatened if she left it switched on all night.
- I didn't leave the laptop switched on all night!
- d Sara denied all night.
- Yes, it's bad – my children play computer games for at least five hours a day.
- e He complained computer games too much.
- If you teach children through physical activities, they can learn a lot.
- f He suggested through physical activities.
- Michael, don't stare at the screen for so long – it'll hurt your eyes.
- g Michael's mother warned for such a long time.

➔ Student's Book page 168

Use of English

Part 3

- 1 For questions 1–10, read the text below. Use the words given at the end of the lines to form a word that fits in the gap in the same line.

The shape of fins to come

There's something fishy going on in fashion. You could soon be stepping out decked in salmon and cod ...

Snakeskin might be all the rage in designer

(0) *collections* this spring, but it could be

(1) by something even more scaly.

Several Scandinavian designers have just announced a new luxury fabric to rival the finest leathers, silks and furs. No (2) will snakeskin, lizard and crocodile be the (3)

hides of exotic materials, because there's a new kid on the block: fish skin.

A fish leather tannery in Sweden is now up and running, (4) its unique products to the world's top fashion houses in the hope that they will scale the (5) of chic.

Turning old fish into (6) dress material is not easy. It takes three days, starting with a wash to (7) most of the fat and dirt. The scales are lifted and then the skin is pickled. 'The way we get rid of any (8) smell is a secret,' says Bergholz, joint owner of Sea Skin Scandinavia. Yvonne Eriksson, of the Finnish design company Fero,

(9), has been making shirts and jackets from fish leather, mostly from turbot and Nile perch caught in Lake Victoria, Africa. 'It's a great (10) to more traditional exotic skins,' she says. 'Fish leather gives a more elegant impression than traditional leather and it's at least as strong.'

COLLECT
PLACE

LONG
PREFER

OFFER

HIGH
DESIRE

MOVE

OFFEND

WHILE

ALTER

-ing forms

- 1 Complete this information leaflet about becoming a tour guide using the verbs from the box.

interested in can't help enjoy get used to give up
imagine looking forward to miss resent waste time

Interested in becoming a tour guide?

Anna tells her story.

To be a tour guide, you have to be the sort of person who likes other people and you have to be an extrovert. I can't (1) having any other sort of job now; I just love it.

It's true that sometimes you have to get up really early to go to the airport to meet holidaymakers. But the only time I (2) getting up early is when I get to the airport only to discover that the plane is two hours late!

I (3) seeing the holidaymakers having a good time in the sun. Most of them really let their hair down. When they get to the resort they don't (4) unpacking or checking things out - it's straight to the beach for most of them. They're not (5) hearing about additional tours they can do - not until the end of the first week, when they start getting a bit bored. I (6) envying them sometimes, when I know I've got to go to the office to catch up on work.

I'm (7) going to Switzerland to the head office at the end of the season. I'm going to do a management course there for a month - then I'll see what happens. The trouble is, I want to get on in the company but I don't want to (8) working directly with the public. I'd (9) chatting to them. I wouldn't like to be stuck inside an office all day long. Still, I suppose I'd soon (10) earning a lot more money!



- 2 Some verbs can be followed by the *-ing* form or by the infinitive. Complete these sentences with the correct form of the verb in brackets.
- The tour of the city was so hurried, we didn't even stop (look) at the famous gardens.
 - I'll never forget (take) a group of tourists round the National Gallery – I lost half of them!
 - Try (eat) the local cheese when you're there – it's delicious.
 - Did you remember (complete) the questionnaire? You have to send it back before tomorrow.
 - I regret (turn down) that job. It would have been fun.

3 The Cambridge English Corpus shows that advanced learners often make mistakes with prepositions and *-ing* forms. Correct the prepositions in bold in these sentences written by exam candidates.

- This website is aimed **to** helping people find a job.
 - The course has been very useful **to** improving my business English.
 - If you are afraid **to** missing the train, arrive early at the station.
 - I am capable **to** translating all the necessary details.
 - You cancelled it **not** giving us a reasonable explanation.
- 4 Choose the correct option in these sentences written by exam candidates.
- Everything you need is in the house, so there is no need *in getting / to get* confused.
 - Think twice before *printing / to print* this email.
 - I was really happy to hear about your decision of *spending / to spend* a few days in my country.
 - I am very happy *of hearing / to hear* from you.
 - Finally, I'd like to ask you *for considering / to consider* giving me a higher salary.
 - I would strongly recommend *using / to use* our booking system.
 - I suggest *booking / to book* better seats.
 - Don't worry about *writing / to write* to me if you have any questions.

Student's Book page 169

Listening

1 Listen to five short extracts in which tour guides talk about their jobs. Choose from the list (A–H) the difficulty each speaker experienced at first.

- | | | |
|-----------|--------------------------|-------------------------------|
| Speaker 1 | <input type="checkbox"/> | A learning a new language |
| Speaker 2 | <input type="checkbox"/> | B the weather |
| Speaker 3 | <input type="checkbox"/> | C the lack of privacy |
| Speaker 4 | <input type="checkbox"/> | D organising transport |
| Speaker 5 | <input type="checkbox"/> | E the unsociable hours |
| | | F the demands of the tourists |
| | | G perceived lack of security |
| | | H changing diet |

2 Listen again. Choose from the list (A–H) what each speaker appreciates most.

- | | | |
|-----------|--------------------------|-----------------------------------|
| Speaker 1 | <input type="checkbox"/> | A doing a range of tasks |
| Speaker 2 | <input type="checkbox"/> | B being treated as a local |
| Speaker 3 | <input type="checkbox"/> | C having unexpected experiences |
| Speaker 4 | <input type="checkbox"/> | D the uniqueness of the landscape |
| Speaker 5 | <input type="checkbox"/> | E discovering information |
| | | F being part of a team |
| | | G going to rarely seen places |
| | | H overcoming obstacles |

Vocabulary

1 Complete these sentences with one of the words or phrases from the box.

all-inclusive holiday	hordes	package holiday
peak season	tourist attractions	
economy class	local tourist information office	
tourist destination	beaten track	tourist trap

- Seats in are a lot cheaper.
- Disneyworld is one of Florida's major
- The will provide a free map.
- It used to be a pretty little village, but now it's become a real
- of tourists flock to the Mediterranean each year.
- We stayed in a small hotel, well off the
- Paris is a popular
- The great thing about our was once we got there, we didn't spend a lot.
- We booked a really cheap to Spain. The flight was good and we stayed in a big hotel by the sea.
- I'd suggest not going in the it'll be more expensive and crowded.

Reading

1 Read this leaflet and answer the questions.

a What is the main purpose of the leaflet?

b What style is the leaflet written in?

2 Match phrases 1–7 from the leaflet to their more formal versions a–g.

- churn out
- come in
- take part in
- look after
- sort out
- it's up to (us)
- do (our) bit

- care for
- participate
- produce
- become involved
- make an effort
- it is (our) responsibility
- arrange/order

3 Why did the writer choose **not** to use the more formal phrases? What effect would that have had?

4 Underline examples of the imperative in the leaflet. What effect does this have?

5 Write a friendly but informative leaflet text to your neighbours, in 150 words. Focus on one of these subjects:

- keeping the noise down after 10 pm
- keeping the streets clean
- driving safely when children are around



Don't waste it, recycle it! BAG IT AND BIN IT!

Dear neighbour,
Every year we churn out tons of rubbish. It's not environmentally friendly and it's not cost-effective – buried in landfill sites or underground.

We want to recycle more, and that's where you come in. By taking part in the Bag it and Bin it scheme, you can help look after our local environment and make our neighbourhood a better, cleaner place.

Not only that, but for every ton of recycled rubbish we collect, we'll donate £1 to local charities.

It takes just a small amount of time to sort out your rubbish, but we can all make a huge difference!

It's up to us all to do our bit.

BAG IT!

Put all your rubbish in different, clearly labelled bags.

- paper
- glass
- aluminium
- food
- textiles

BIN IT!

- Put your different rubbish out only on selected days (see our recycling calendar).
- Make sure your rubbish is clearly visible.
- Make sure the bags are completely sealed.

Thank you!

Use of English

Part 2

1 For questions 1–15, complete the text by writing the missing words in the gaps. Use only one word for each gap.

What is a short story?

That might seem to (0) be a silly question. We all know (1) a short story is. It's a – well, it's a short story! A story that is, say, up (2) 5,000 words long, perhaps, (3) more likely in today's markets to be rather less. It tells you about something happening to people. But it's not quite as easy (4) that. Recognising a short story when you read it is (5) thing; recognising it before you actually write it is quite another. There are certain fundamental differences (6) a short story and a novel. I have read short stories that were more (7) articles, stories that (8) to have been novels, stories that didn't seem to be (9) anything at all. A short story is (10) merely a smaller version of a novel. The theme for a novel will not fit (11) the framework for a short story; it is like trying to cram a whole mural into the frame (12) a miniature painting. And, as in a miniature painting, details (13) to be sharp. The short story is an illustration of one facet of human nature. It is often the moment when a character alters in some way, experiences a great adventure (14) faces a problem. (15) a short story is to be successful, it must say something but it is not an attempt to explain the entire meaning of life.



Vocabulary

1 Replace the underlined adjectives in each story extract with a more evocative adjective from the box.

deafening excruciating exquisite hilarious famished furious spotless terrified vibrant

- a The sweat went down his neck. He was obviously afraid.
- b The potter took out her creation from the kiln. When she finished the vase, she knew it would be good – the best thing she had ever made.
- c He gasped as we tried to take him to the bed. Any movement was bad for him.
- d The party was in full swing. Henry was telling funny jokes and I could hear dance music coming from the other room.
- e As we descended into the valley, the storm raged and the thunder was loud.
- f We were hungry, so we searched the hedges for wild berries.
- g One glance at her told me she was angry and that I'd better just leave.
- h The nice colours in the painting attracted me instantly.
- i The kitchen was clean and reminded me of my grandmother's country cottage.

Reading

1 Read the short story extracts and match them to the genres.

crime science fiction fairy tale romance thriller

A

Once upon a time, upon a lily pad in the middle of a sparkling pond, there lived a large green frog.

B

A cold chill ran down his spine as he heard a muffled sound in the undergrowth.

C

Suddenly there was a brilliant burst of light. He could see almost nothing as he was brought into the craft.

D

There was an indiscernible something in the air, which suggested to him that the killer had returned to the scene of the murder.

E

To distract her from the conversation, as she reached for more dishes from the dining room table, I kissed her hand.

2 This is a very short story. The paragraphs are in the wrong order. Number them in the correct order.

A

Resting his hands near the crystal, he shrugged, but nodded.

B

My wife re-entered abruptly. To distract her from our conversation, as she reached for more dishes from the dining room table, I kissed her hand. She smiled, and when she was gone, I continued, 'Before I ask, Dad, you have to promise to tell me.'

C

"I've been wondering for a while ..." I wiped my mouth. "Dad," I sighed. "Are you proud of me?"

D

"Dad, I have a question," I asked as my wife departed, clearing the dinner she'd prepared. Chicken cacciatore, his and my favourite, a meal which was a sort of breaking-in of her new kitchen.

E

I shook my head. "Just promise. OK. Promise to tell me."

F

"Shoot," Dad prompted, sipping his wine.

G

"Tell you? What d'you mean?"



Past tenses and the present perfect

- Complete the sentences with an appropriate form of the verbs in brackets. There is sometimes more than one possible answer.
 - As the clouds (float) across the sky, I (realise) for the first time what it (feel) like to be truly alone.
 - Gail shivered. Ever since she (live) in the cottage she (had) a strange feeling of fear.
 - When they (get) back to the spacecraft, the captain (lie) on the floor with a green liquid coming from his nostrils.
 - As we (never encounter) such terrain before, it (be) difficult to know how best to proceed.
 - It (be) the first time I (eat) eel and it was delicious.
 - At the top we (be) exhausted as we (climb) the rocky ascent for hours.
 - I couldn't remember when I (see) him before but his face (seem) familiar.
 - When (you last hear) from Dr Jones?
 - Is this the first time you (visit) Rome?
 - The photos (upload) yet.
 - I (not see) Jane for ages and then I (bump) into her twice last week.
 - He (follow) the path for at least half an hour before he sensed he (go) in the wrong direction.
 - I'm starving. I (not have) anything to eat since dinner last night.
 - I (drive) to work, Inspector, when the robbery (take) place.
 - Things (be) so much better since we (move) to a larger house.
 - (anybody see) my keys anywhere?
 - I (read) a ghost story when the storm (begin).

- The mist (lift) just as we (reach) the peak.
 - The house was deserted; nothing (repair) for years and the roof (fall) in.
 - We (live) a lie for so many years it (be) almost impossible to act like a normal person again.
- 2** The Cambridge English Corpus shows that advanced learners often make mistakes with the present perfect or the past simple. Choose the correct option in these sentences written by exam candidates.

 - He *became* / *has become* rather stubborn and difficult to deal with when he got older.
 - We have polluted the air and water to such an extent that life *became* / *has become* less healthy.
 - The diet of young children *becomes* / *has become* worse and unbalanced.
 - Our modern way of working *has changed* / *changed* our habit of eating together with the whole family.
 - My speaking skills *are improved* / *have improved* a lot thanks to your special courses.
 - Mobile phones and technology in general *increased* / *have increased* the gaps between today's families.
 - I *have been* / *am* roller-blading since I was ten.
 - Who *had* / *has never* arrived home after an exhausting journey, sat down and said 'home sweet home'?
 - At the end of the course everyone *has been* / *was given* a questionnaire to complete.
 - All of us *has been* / *were* delighted.

3 Advanced learners also often make mistakes with the present continuous and the present perfect continuous. Correct these sentences.

 - For five years Kathy, is learning English at a private language school.
 - Lately, the business is looking up.
 - I know that she is dreaming about Australia for over 10 years.
 - This show is on our screens every day of the week since 2000.
 - For some years, a revolution is taking place regarding the role women play in society.

Vocabulary

- Match these words and phrases using *talk* to their definitions.
 - I'm not good at making small talk, especially at parties.
 - She's very talkative, so I don't think there will be any awkward silences.
 - She can talk the hind legs off a donkey.
 - They're at a party. Why do they have to talk shop!
 - Did you hear what happened to Anna yesterday? Oh, talk of the devil, here she is.
 - The new statue in the park is the talk of the town.
 - Today's talking point is: are women treated unfairly in the workplace?
 - talk a lot (but not too much)
 - talk about work
 - talk about unimportant things, usually to people you don't know well
 - talk too much
 - something which encourages discussion
 - said when a person appears, just after being talked about
 - what everyone is talking about



- Complete these phrasal verbs with *talk* with words from the box.

out round down into over

- I wish politicians wouldn't talk to us as if we were idiots.
 - After a very long conversation, he managed to talk me of leaving my job.
 - It's a good idea, but I'd like to talk it with my wife first.
 - She's not keen on the idea but we think we can talk her
 - I think I can talk him picking us up from the station.
- Look again at the phrasal verbs in exercise 2 and answer these questions.
 - Which phrasal verbs mean *to persuade someone*?
.....,,
 - Which means *to discuss something*?
.....
 - Which means *to talk to someone as if they are stupid*?
.....



The passive

- 1 Complete this text about how to give a good lecture with the correct form of the verbs in brackets.



The following tips (1) (adapt) from a book called *100 Tips for Lecturers*. They (2) (aim) at people who have little or no experience of lecturing. It is the responsibility of all lecturers to ensure that no student (3) (disadvantage) because of the poor quality of the lecturer's performance. A great deal (4) (write) on this subject. However, the essentials can (5) (summarise) as follows.

The first point of course is: know your subject. Make sure all possible research (6) (do).


Secondly, prepare your lecture thoroughly. Badly structured lectures are difficult to follow. Any handouts should (7) (write) clearly. Make sure there are enough copies.

Thirdly, think about your style of presentation. A lecture can (8) (ruin) by the lecturer standing in front of the screen so nothing can (9) (read). It may sound obvious, but it is easy to forget these things when you are concentrating on so many things at once.

Finally, make sure the audience (10) (give) tasks to do or questions to answer, so that they do not get bored.


- 2 Complete these sentences using an appropriate form of *have/get + object / object pronoun + a verb from the box*.

look at check copy cut dry clean
enlarge test redecorate

- a My car's making a terrible noise. I'll have to get it looked at
- b I can't read small print any more. I
- c This photo is so good I
- d Our kitchen was looking really tatty and old-fashioned, so we
- e We can't copy the document here because our photocopier has broken down, so the secretary somewhere else.
- f I think gas is leaking from your cooker – you should
- g The trouble is I can't wash this dress – I
- h My hairdresser has gone out of business, so I'm going to
- 3  The *Cambridge English Corpus* shows that advanced learners often make mistakes with the passive. Correct these sentences written by exam candidates.
- 1 I can promise you that nobody is harmed so far by a member of the medical service.
- 2 I been invited to take part again as interpreter.
- 3 This new satellite TV series is being shown in our country for the last couple of weeks.
- 4 Along a path, which has be built for visitors, you will get to a row of farmers' houses.
- 5 Some of the classes on your course could be prepared better.
- 6 For example, this book is written with children in mind.

 Student's Book page 171

Listening

- 1  Listen to the start of a lecture entitled 'Sense and Sensitivity'. Choose the best answer (A, B, C or D) according to the lecture.

- 1 The lecturer explains that the 'hidden body senses' are important because
- A they alert us to potentially dangerous situations.
B our bodies would become poisoned without them.
C our bodies work to their full potential, thanks to them.
D they only detect changes within our bodies.
- 2 In this part of the lecture she is aiming to
- A explain the limitations of the five senses.
B describe the complexity of the body.
C highlight the importance of the heart.
D recommend a particular book.

- 2 How accurately did you listen? Complete these sentences, then listen again to check.

- a Cells can the temperature within and outside our bodies.
- b The heart must pump blood around the body to essential oxygen and nutrients to all the cells and tissues in the body.
- c The heart can to training, stress and long-term needs.
- d Millions of pieces of information from throughout the body are relayed, and integrated, often within the brain.
- e The next task is the appropriate responses – sometimes in less than a second.

Writing

- 1 Write a review of the lecture that you listened to.
- Summarise the main points of the lecture.
 - Give your own opinion of the points made.
 - Give your opinion of the lecture and lecturer.
 - Write 220–260 words.



Reading

- 1 Read this article about the effects of low light on people in the far north. For questions 1–6, choose from the paragraphs (A–G) the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

EXPRESSING YOURSELF IN A COLD CLIMATE

Ever wondered why artists produce their best work in freezing garrets? Contrary to long-held views, rather than slowing down in the long dark days of winter, people are brighter and quicker. So can we cheer up now?

Bidge Hanson and his neighbours, in the world's most northerly university town, spent yesterday pretty much in the dark, again. In Tromsø, 200 or so miles north of the Arctic Circle, it was yet another day when the sun failed to put in an appearance. Between 21 November and 21 January, the Norwegian town and its 60,000 people live life in a permanent night, and in the summer they switch to spending months in perpetual daylight.

1
For more than a year, doctors tracked volunteers, measuring their cognitive performances in tests in both winter and summer, fully expecting the results to support the view that in winter people are prone to suffer a range of negative symptoms, in addition to the depression associated with seasonal affective disorder (SAD).

2
'We tested 1,000 people on a battery of cognitive tests, including memory, attention, recognition time, memory recall and confusability. We didn't look at depression, we were only interested in cognitive performance. We tested them in summer and in winter, and we were sure that we would be able to pick up the winter deficit that is so often talked about,' he says.

3
Even on the simplest of the tests – measuring the reaction times to a circle being flashed on a computer screen – the winter performances were better. The reaction times of the volunteers were, on average, 11 milliseconds quicker in the winter tests. The problem that Dr Brennen and his colleagues now have is explaining what kind of body mechanism could possibly be at work to produce the unexpected phenomenon of superior thinking in winter. It is at odds with many assumptions about health and the winter. A National Institute of Mental Health survey

of 1,500 SAD patients in the US found that more than 90% reported decreased activity in winter, as well as difficulties with work. They also reported extreme fatigue and lack of energy, and an increased need for sleep.

4
Some suspect that a change in the environment, especially the arrival of long dark nights, affects personality – that when it gets cold and dark, man becomes more introverted and more focused on the task in hand.

5
'One possible explanation is that we are less distracted by other things in winter. There is not so much to look at and therefore a greater opportunity for you to attend to your tasks,' she says.

6
But just how light works is not clear. 'Although the cause of SAD is not known, research so far suggests that it is triggered by a seasonal disruption in the cycling of the hormone melatonin, which throws the circadian rhythms off balance,' says Professor William Regelson of Virginia University and author of *The Melatonin Miracle*.



A 'It is a quite surprising and counter-intuitive finding that requires a lot of thought,' says Professor Anne Farmer of the Institute of Psychiatry in London, who specialises in treating affective disorders, including SAD.

B 'If you read a lot of the literature on SAD, the biological psychiatrists expect concentration to be worse in winter, that speed of thought and memory will be poor, and that people will feel sluggish. But we found no trace of that. Clearly the belief that people get groggy and more forgetful in the winter months is unfounded. The findings contradict some of the claims found in the literature on SAD.'

C And they may be implicated in the mechanism behind the Tromsø results for cognitive performance, because a similar finding of depression and improved or unaffected mental performance is found in one other body cycle.

D For psychologists, the extremes in this Arctic Circle environment made it the perfect place to study the effects of the seasons on the mind and on performance, and to investigate whether there is any foundation for long-held views that in winter, human thinking, memory recall and performance slow down. If the theory was right, any effect would, they figured, be magnified at a latitude of 69 degrees north.

E For the treatment of the depression associated with SAD, Professor Farmer and an increasing number of doctors are advising using light boxes. It's been found that exposure to bright artificial light can substantially reduce the symptoms of depression by as much as 80% in some patients. Research on people with SAD has also found that their symptoms improve the nearer they live to the equator.

F SAD, which affects between 1% and 25% of people, depending upon which study is looked at, is accepted as a condition where depression is linked to the arrival of the winter months. But depression and improved cognitive performance are strange bedfellows, so the hunt is now on to find out what could be happening in the brain to produce such a paradox. Investigators are looking at whether light or temperature, or even some other trigger, may be at work.

G But when measured by cognitive performance, it was found that the people of Tromsø were brighter and quicker in the winter months, a result that put a large spanner in the works of those that hold that man is mentally duller and slower in the winter. For Dr Tim Brennen, who led the research and briefly escaped the winter blackness of Tromsø University this week to present his findings at the London conference of the British Psychological Society, the results were a big surprise.

Vocabulary

- 1 Match these expressions from the article with their definitions.

- 1 prone to
- 2 to put a spanner in the works
- 3 at odds with
- 4 strange bedfellows
- 5 the task in hand

- a very different from
- b very different people who are connected in a way you would not expect
- c likely to suffer from (an illness) or having a tendency towards (something bad)
- d the job which is important at the present moment
- e to upset people's activities or plans

- 2 Now match these adjectives from the article with their definitions.

- 1 dull
- 2 sluggish
- 3 groggy
- 4 unfounded
- 5 counter-intuitive

- a acting more slowly and with less energy or power than usual
- b not based on fact; untrue
- c something does not happen in the way you expect it to
- d not very intelligent or interesting
- e weak and unable to think clearly or walk correctly, usually because of tiredness or illness

- 3 Match these nouns from the article with their definitions.

- 1 findings
- 2 battery
- 3 trace
- 4 fatigue
- 5 trigger

- a a sign that something has happened or existed
- b something which causes (something bad) to happen
- c large number of things of a similar type
- d official discovery
- e tiredness

The infinitive

1 Complete these sentences with an appropriate form of the verbs from the box. Sometimes there may be more than one possible answer.


afford arrange fail intend invite manage pretend suppose tend want gain

- a The police officer to notice the scrap of paper tucked in the back of the diary.
- b In order entry to the house, the man to be conducting a survey for the government.
- c Cats to be more independent than dogs.
- d I to look for a new job once I've finished my training here.
- e We to pull the child to safety from the river.
- f I to see that new film that's on in town - it's to be really good.
- g We to meet at 4 o'clock, so I don't know why he isn't here.
- h We can't to go on holiday this year, so we'll some friends to come and stay with us.


2 Complete the sentences with the correct form of the verbs in brackets. More than one correct answer may be possible.

- a It's nice (sit) here with you.
- b I meant (phone) you earlier but it completely slipped my mind.
- c I would have liked (take part) in the debate on television. It would have given me great pleasure (sit) there when he said we could have more funding.
- d There is a wide range of topics (cover) in this term's programme.
- e She ought (ask) her opinion at least, before we decide.
- f Try (not be) too nervous at the interview.
- g I would rather (invite) Maria than Paula.
- h He made us (work) until 8 o'clock.

- i She lets her children (watch) whatever they like on TV.
- j (include) Sarah would have been a big mistake.
- k Why (go) to the library when you can look it up on the Internet?
- l All I did was (ask) if she was all right!
- m (retire) at 30 would be perfect.
- n For him (win) the match would be a dream come true.
- o Would it be easier for me (talk) to you about it later?
- p The plan is for us (take) the tents and to sleep in the forest.
- q I need you (help) me.
- r There's nothing for the children (eat).
- s There isn't enough time (explain) everything now.
- t It's important for there (be) plenty of time left for discussion at the end of the talk.

3  The Cambridge English Corpus shows that advanced learners often make mistakes with the infinitive. Choose the correct option in these sentences, written by exam candidates.

- 1 I recommend *getting / to get* further information.
- 2 In addition I had the opportunity *to meet / meet* very interesting people.
- 3 I suggest *to interview / interviewing* Mr Brown.
- 4 I don't have any difficulty *managing / to manage* a basic conversation in those languages.
- 5 If you have any problems *to get / getting* to my place, just give me a ring.
- 6 If I had the chance *of living / to live* in Istanbul, then I would.
- 7 You have little chance *of winning / to win* the lottery.

 G Student's Book page 171

Hypothesising

1 Fill in the missing words in these sentences. The first letter is given.

- a Interviewers often like to present a h..... case and ask interviewees how they would deal with such a situation.
- b Just i..... if she was offered the job in Paris!
- c Let us a..... that everyone applying for the job will speak fluent French.
- d W..... they to offer her the position in the Rio branch, do you think she'd accept it?
- e On the a..... that she would, do you think we'd be able to visit her there?
- f A..... for the fact that she hasn't got all that much experience, I think she's very likely to be offered something.
- g P..... it isn't necessary to have a driving licence, she's in with a good chance.
- h S..... for a moment, I think that she might be asked at the interview for her views on the current political situation.
- i I w..... whether Jane will get an interview for the job she's applied for.
- j Let us s..... that she accepts the job - how would you then feel about her moving abroad?

2 Choose the correct words. Sometimes both answers may be possible.

- 1 I don't think you've accounted *from / for* the fact that July is a very busy time of the year.
- 2 Imagine *whether / if* I got accepted on the course ... Wouldn't it be fantastic?
- 3 I wonder *whether / if* James is coming tonight.
- 4 Were he *to be / be* offered the job, I'm not sure he would accept.
- 5 Suppose I *offered / to offered* to lend you the money. What would you say?

3 Rewrite these sentences using the words in brackets. The sentences should retain the same meaning.

- a Providing she gets the questions she's prepared for, she should do very well in the exam. (long)

.....
- b In your shoes, I'd resign on the spot. (you)

.....
- c He's only agreed to help finance the project because he assumes that she is also going to put in an equal amount. (assumption)

.....
- d Had we anticipated what problems might arise, we would never have embarked on such a complex venture. (if)

.....
- e I wonder whether Laura still thinks about me. (love)

.....
- f Suppose we make no changes at all for the time being? (what)

.....
- g Let's imagine a situation where a single mother is bringing up two children. (case)

.....
- h I wish I knew how she felt about things. (if)

.....
- i Do you think that they will win the World Cup? (wonder)

.....
- j What if I ask her out on a date and she says 'no'? (suppose)

.....

 G student's book page 172



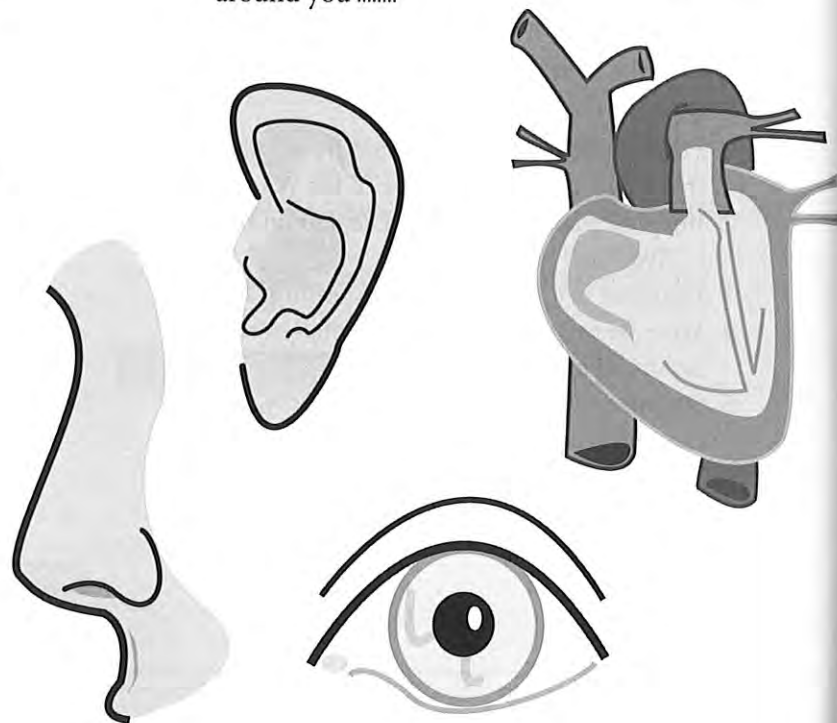
2 Now match the idioms from exercise 1 with the definitions.

- 1 not quite be able to remember something *1a*
- 2 be ironic
- 3 speak to someone angrily
- 4 tell someone firmly that they must do something
- 5 behave perfectly
- 6 decide how to deal with a situation as it develops
- 7 make someone very unhappy
- 8 do something as much as you want to
- 9 feel despairing
- 10 get out of control
- 11 pretend not to hear
- 12 have a quick look at something
- 13 have just enough money to live on
- 14 have the same opinion
- 15 continue working very hard without stopping
- 16 be noticed by someone
- 17 practise a skill so that you do not lose it
- 18 help someone
- 19 keep trying to achieve or communicate something, but with no success
- 20 keep silent
- 21 reject something because you don't feel it's good enough for you
- 22 say something tactless
- 23 spend far too much on something
- 24 watch and listen carefully to what is happening around you

Vocabulary

1 Complete each set of idioms (1-8) with a part of the body. Each set matches with one of the body parts illustrated.

- 1 a be on the tip of your
- b bite your
- c say something-in-cheek
- 2 a bite someone's off
- b keep your above water
- c bang your against a brick wall
- 3 a put your down
- b put your in it
- c not put a wrong
- 4 a break someone's
- b do something to your 's content
- c feel your sink
- 5 a turn a deaf
- b play something by
- c keep your to the ground
- 6 a keep your to the grindstone
- b pay through the
- c turn your up at something
- 7 a catch someone's
- b see to
- c cast your over something
- 8 a keep your in something
- b give someone a
- c get out of



Use of English

Part 2

1 Complete the following article by writing the missing words in the gaps. Use only one word for each gap.

Maybe you have (0) *never* heard of a mini-saga before, even (1) this is the third volume of selections since we ran our first competition 15 years (2) But I can assure you that the mini-saga is here (3) stay and is all set to join the limerick and the haiku (4) one of those short, apparently easy (5) actually pretty tricky literary forms that catches everyone's imagination.

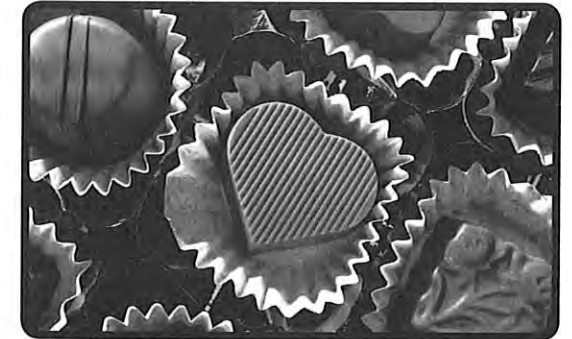
When we announced this current contest, of sagas, I suggested that (6) should not be called mini-sagas (7) all but 'Brians'. That is (8) the whole idea is the brainchild of Brian Aldiss, the distinguished writer, best (9) for his science fiction.

He invented the genre and it should at the very least be named (10) him. At the time, he was working on a long book – (11) long that it turned into three books – and suddenly thought it might be fun to tell (12) whole story in just 50 words, as a complete contrast. He rang us (13) sent in samples to show (14) he meant. Not long afterwards, the first competition was launched.

Anyone (15) write a 50-word story. That's the joy of it. But the good ones, as you will find, transcend their brevity and linger in the reader's mind (16) a quite eerie manner. I know – I have had to read a (17) many of them as (18) of the judges of this mini-saga marathon. The judging was difficult and extremely enjoyable, with a lot (19) argument, since many of the entries could (20) interpreted in several different ways.

Listening

1 These photos are connected to two different mini sagas. What do you think happens in the sagas?



2 Listen to two mini sagas and check your ideas. As you listen, complete the notes.

The title of the first mini saga is 'Charles in the (1)'. At the beginning of the story Charles felt (2) and he wanted to go (3) When his boss asked him to do more work, Charles felt (4), as well as (5) Charles decided to fill the boxes with (6) (instead of (7)). Then his boss told him that the boxes were to be given to (8)

The title of the second mini saga is 'Love (9)'. John and Sally met when they were travelling by (10) They were in the city of (11) They felt very (12) after talking for half an hour. They gave each other their (13) The next day John (14) Sally. Someone said '(15)' to him.

Reading

- 1 Look at the photos, which accompany four magazine reviews, and think about what the four reviews might be about.
- 2 Read these reviews and answer these questions for each.
 - 1 What is being reviewed?
 - 2 Which words and phrases helped you to determine what was being reviewed?
 - 3 Which words or phrases serve to convey opinion as opposed to facts?

A

The combination of a long wheelbase and a high roofline creates plenty of space inside the Picasso. Its gear stick is mounted on the dashboard, not between the Picasso's two front seats, leaving a large amount of wasted space on the floor. The centre rear seat folds to make a table between the other two. Much creative thinking has gone into this table so that it can double as a desktop for work purposes (complete with document clip to stop papers sliding around) and as a picnic table with cupholders. Equal ingenuity has been applied to finding space for the 30 pockets and compartments that are dotted around the Picasso's cabin. Some are better than others. The pocket under the dashboard on the driver's side is too shallow to hold a mobile phone securely and if a pocket won't even hold a mobile, what's the use of it?



- 1
- 2
- 3

B

So one of my dining companions discovered to her cost that mistakes are possible, even with the more conventional dishes on the menu. Yet another found that there is even more potential for disaster if you follow their suggestion of mixing and matching. In theory (strange but true!) you can mingle roast duckling with a sweet pineapple and vanilla sauce. One of us decided not to leave it as theory, but to try it out in practice. The duck was adequate, the sauce turned out to be sickly sweet.



- 1
- 2
- 3

C

This is a chocolate box of a movie: sweet and gooeey and enjoyably bad for you. It transports the always watchable James Lowe to a seaside setting, where he meets the beautiful daughter of a kind boat owner. You can probably join the dots from there. It's silly, but beautifully executed silliness, and a haven for those seeking refuge from the pressures of work.



- 1
- 2
- 3

D

Over the first two or three tracks, there is nothing that lifts the music out of the ordinary, but then there is a subtle change. Suddenly, the man who wrote one of the great songs about unrequited love, 'I Can't Stand Still,' is back ... telling us how it is. Just because you are rich and appear to be living a charmed life, it doesn't mean you don't feel bitterly disappointed with things from time to time.



- 1
- 2
- 3

2 In the reviews, what collocates with each of these words?

- a for work
- b strange but
- c sickly
- d join
- e seek
- f unrequited
- g bitterly

Writing

- 1 Write a review (200–250 words) of a film or book of your choice for a college magazine. Try to make a point of using some of the new words and expressions you have learnt recently.

Use of English

Part 4

- 1 Complete each set of sentences with the same word.
 - 1 The play received reviews from all the critics.
I wish my father wouldn't rant and so much about the kinds of music I like to play.
My daughters about the time they spent in Paris with you.
 - 2 The writer's diaries him to have been a very complex person.
Karl has always found it hard to his true feelings.
Could you the visitors where to go, please?
 - 3 When I was injured, I lost all of hearing for a few moments.
When you spoke to Meryl did you how she was feeling?
I hope you had the to bring your driving licence with you today.
 - 4 The film has a 1940s
There's no need to adjust the of your camera each time you take a picture.
He bought her a diamond ring in a simple gold
 - 5 We the work in the house between us and the kids.
If you 12 by three, you get four.
The between rich and poor is getting wider.
 - 6 the fish into batter, then drop it into the hot oil.
John often has a quick in the sea before breakfast.
Everyone was taken by surprise by the sudden in temperature last night.

Articles


- 1 Add articles *a, an or the* to each sentence.
- Information you find on internet is not always reliable.
 - Her boyfriend is solicitor.
 - He is solicitor you were reading about in newspaper week ago.
 - I earn about £8,000 year from setting and marking exams.
 - Smith family have gardener who comes in from time to time, who they pay by hour.
 - We should have dinner together at Holiday Inn in New Square some time in next few weeks.
 - We spent week on holiday in Seychelles but I spent most of week in bed as I caught nasty cold.
 - Someone once said that poor will always be with us.
 - Family are all in different places this week – Joan has gone to US and Monty is in India, while Sue has gone by car to north of Scotland and Bob has taken train to France.

- 2 Complete these sentences with the correct form of phrases from the box. They all contain singular nouns used without an article.

by word of mouth to be lying face down
to be out of pocket to catch fire
to make way for to set sail to sigh with relief
to talk sense

- Paul is rather impractical with some of his suggestions but Maria always
- We'll pay you back for what you bought for the picnic. We don't want you
- Emma when she saw the children getting safely off the plane.
- The ship at midday tomorrow. Let's go down to wave it off.
- The man by the side of the road. I presumed he had been knocked off his bike.
- They suspect that the trees because someone failed to put a cigarette out properly.
- The best way to get business is
- Please the food trolley.

- 3 Complete these sentences in any way appropriate.
- The older you get,
 -, the less I liked him.
 - The sooner you make up your minds,
 -, the happier I am.
 - The more energy you put into something,
- 4 Rewrite these sentences using the words in brackets so that they have the same meaning.
- I'm afraid I don't have much money. (only; little)
 - I've got about half a dozen euros. (few)
 - All the girls in the class have their own email address. (each)
 - Not many people pass their driving test the first time. (few)
 - He doesn't have much experience of hard manual work. (little)

- 5  The Cambridge English Corpus shows that advanced learners often make mistakes with articles. Correct these sentences.

- You may have to queue for couple of hours.
- I have been in London for few years.
- We have a plenty of different programmes on TV.
- We are having an athletic competition the next month.
- We believe that opening the centre to public would be a good solution.
- The speech was cancelled at last minute.
- I'm sure she will invite you to have the breakfast with her.
- We should use the public transport more often and not depend on cars.

 G Student's Book page 172

Listening

- 1 Look at the painting. Think of ways to complete these sentences.


What I like/don't like about this picture is ...

What is most striking about this picture is ...

It is the girl in the foreground who ...

What the artist conveys is ...

What struck me first about this painting was ...

- 2  Listen to two people talking about the painting.

- What does the young man say that the painting shows?
 - British life in the early 20th century
 - late 19th-century café society
 - how rich people used to entertain themselves
 - the contrasts between rich and poor
- What does the young man say characterises the artist's style?
 - his precision
 - his colour contrasts
 - his impressionistic approach
 - his use of light and shade
- How does the woman feel about the young man?
 - impressed by his originality
 - interested in his attention to detail
 - amused by his attempts to impress her
 - surprised by his lack of knowledge
- What does the woman say is unusual about the painting?
 - its impressionistic use of light and colour
 - its depiction of people from ordinary backgrounds
 - its choice of subject-matter for a painting of this size
 - its affectionate portrayal of a Parisian café



Le Moulin de la Galette (Pierre August Renoir, Paris 1876)

Emphasis

- 1 Rewrite these sentences.

- I find it hard making small talk when I meet someone new.
What I
- Parents usually enjoy talking about their children.
What parents
- You can be thought of as a good conversationalist if you just ask someone about themselves and then sit back and listen to the answer.
All you need to do
- When you're making small talk, it's probably better not to talk about very serious topics.
The sensible thing to do
- She is very good at making small talk.
What immediately struck me

 G Student's Book page 173

Reading

- 1 Choose which of the paragraphs (A–H) fit into the gaps in this article. There is one extra paragraph which does not fit into any of the gaps.

Small talk at the First Tuesday Club

In retrospect, wearing the red sticker was a mistake. As a journalist, I technically had no right to it – red stickers were supposed to be for bankers – but, once I'd put it on, people seemed to want to talk to me. They came in pairs. Keen young business people with the next Big Idea. Online petfood? Two-hour shirt delivery? They pinned me to the wall, slipped their business cards into my pocket and pushed business plans into my hand. With a red sticker, I was their man, their ticket to a fortune, and all they needed was a quick hit. Say 10 million or so.

1

A matchmaking club of more than 40,000 members, First Tuesday takes wannabe entrepreneurs and, with a little luck and hard work, aims to make them millionaires. Upon arrival, entrepreneurs are given green stickers, the bankers with funds to hand out red stickers and everyone else – lawyers, salesmen, consultants and journalists – yellow stickers.

2

The fashion for meetings like these grew from the spirit of entrepreneurship that blossomed around the Internet in the late 1990s. The computer network that for 30 years had been the exclusive club of a few physicists suddenly became available to the rest of us when a young Englishman named Tim Berners-Lee invented a way to share documents and pictures between users. In a move never properly acknowledged, Berners-Lee did something special: he gave the technology away for free and the World Wide Web was born.

3

The theory is enticing: anyone with anything to sell, from carpet weavers in Peru to English steelworks, can reach the whole world with just a simple website. Outsource – in other words, get someone else to worry about – your delivery problems and a multi-million pound business can be run from your bedroom.

4

Indeed, size would be a disadvantage in the new economy. Why incur the cost of building a network of stores when a website, a warehouse and a way to

deliver are sufficient? The problem was that anyone with an interest in the Internet was unlikely to know anything about venture capital and, even if they did, the venture capitalists were more likely to call security than write a cheque, should a technobabble-speaking geek manage to get into their offices.

5

So, in October ten years or so ago, a collection of internet entrepreneurs held a cocktail party for 40 people in the basement of London's Alphabet Bar. They realised that putting people with ideas in the same room as people with money, shutting the doors and adding free drinks could be the recipe for something special.

6

Within months, attendance in London was in the hundreds and First Tuesday events were appearing everywhere from Rotterdam to Prague, Tel Aviv to Cardiff. Now First Tuesday is the traditional rite of passage for anyone with an internet idea. The pioneers of the first meeting are long since up and running: today's attendees are the rest of us.

7

Then the lucky ones will be emailed back with details of the next get-together and their invite to untold riches.



A Then, as now, the bankers didn't quite understand these people. They'd help them, but they didn't want them in the house. What was needed was neutral territory – somewhere for the two camps to meet, where neither would feel overwhelmed.

B Put them all in the same room, dim the lighting, add canapés and cocktails, and a few inspirational speeches to set the mood, then sit back and let nature take its course.

C The popularity of the evenings and the number of people with business plans is such that the green-stickered hopefuls forever outnumber the red-stickered bankers. Sticker hunting is the new blood sport and many red stickers try to hide their true identity.

D No need for expensive shops, no need for hundreds of employees, no need for middlemen to eat into your profits. With everyone's shopfront restricted to the size of the PC screen, there is no advantage in being a global giant.

E Anyone can apply – the student with his loan cheque for capital; the pensioner with a clever idea; the mad, the bad and the just plain hopeful – all they have to do is log on to First Tuesday's website, register their interest and wait.

F She was a precocious child. From a handful of particle physics notes in December 1990, the Web grew to more than a billion pages in less than a decade. As with all things human, it wasn't long before people began to see that the Web offered more than a vast global library: maybe you could make money too. E-commerce was about to begin.

G It was the first Tuesday of last month when, like every month, thousands of hopeful people converged, clutching business plans in sweat-stained folders, on venues in more than 50 cities around the world. They were there to get rich. They were there for First Tuesday.

H It was an instant success. The casual atmosphere took away the pressure from both sides and now anyone with an idea, no matter how crazy, could meet as many bankers as they could handle in an evening.

Vocabulary

- 1 Here are some chunks from the article. Match the first parts of the chunks (1–12) with their endings (a–l).

- 1 are long since up
- 2 as many ... as
- 3 don't want someone
- 4 it was a mistake
- 5 it wasn't long
- 6 let nature
- 7 take away
- 8 they pinned me
- 9 thousands of people
- 10 to eat
- 11 to reach
- 12 to set

- a the whole world
- b anyone could have made
- c they can handle
- d the pressure
- e into your profits
- f and running
- g the mood
- h in the house
- i take its course
- j against the wall
- k before people began
- l converged


- 2 Use a good learner's dictionary to find more chunks based on each of these words.

- a nature
- b let
- c course
- d set
- e mood

Use of English

Part 2

1 Complete this article using one word in each gap.



departures ▼

You're in a crowd of people who are all asking for the same thing. (1) do you make your voice heard above the rest? Be different. Don't shout. Lisa, 25, was waiting to board a plane flying to Austria, when the flight (2) cancelled.

'There were about a hundred of us stranded,' she says. '(3) else was yelling at the airport staff. But I didn't join in. I walked up to the man behind the ticket desk very quietly and said, "This (4) be so awful for you! I don't know how you deal with these situations – it's not even your fault. I could never handle it as well (5) you are." Without my even asking, he found me a seat on another airline with an upgrade to first class. He was happy to do a favour for someone who was appreciative (6) of hostile.'

Flattery is an essential element of the sweet-talk strategy. 'It's human psychology that stroking a person's ego with a (7) well-directed compliments makes them want to prove you right,' says a psychologist. 'Tell someone they're pretty and they'll instantly fix (8) hair; praise their sense of humour and they'll tell you a joke. So, if you give someone the opportunity to be your hero, they'll rise to the role.'

You need help and there's absolutely (9) reason the person will want to lend a hand. Allison, 26, a solicitor, realised she'd (10) a huge mistake on a batch of documents she needed for a client meeting that began (11) two hours. "The only way I could fix the problem was to enlist the aid of a colleague who I knew didn't like me," she says.

Blatant bribery is difficult to offer – slipping someone cash (12) trying to strike a bargain will usually backfire, but you can usually gain back some power if you subtly offer a little payback. Allison went to the woman's office, wearing a panicked expression and explained her dilemma. Then she offered the oh-so-subtle bribe. 'I said, "As I was saying to the boss the (13) day, you're the only person who would know how to handle a situation (14) this. What would you suggest I do?" Feeling confident, she set about helping me and we finished the job on time. The trick was acknowledging (15) as the pro – then she was happy to help.'

Part 4

2 Complete each set of sentences with the same word.

1 She bought a lovely white in the sales. It looks great with her new shorts. I'll have to check. I can't give you the answer off the of my head.

I can't get the off this jar. Have you got a strong wrist?

2 I thought I might be late but I arrived at three o'clock on the Looking out of the plane window, she could just make out the farm, a little black between two enormous golden fields.

University email addresses in Britain end ac uk.

3 The teacher told Harry to behind after the lesson. We're planning to overnight at my uncle's on our way to the airport. away from the end of the cliff, please.

4 It's not fair. You always take dad's ! Joe stood on the of the swimming pool, poising himself for a dive. Would you like a salad with your steak, madam?

5 Tina across the room as soon as she heard the doorbell. I particularly enjoyed the film because it was in the town where I grew up. The footballer from a difficult angle but managed to score a goal.

6 There is often disagreement as to who is the guilty in a road accident. Jack is taking a school round the museum at the moment. We're planning to have a next year to celebrate our fifth wedding anniversary .

7 This picture would be right for our bedroom. Could you move over there for a few moments, please? Don't expect Dan to give you much help – he's still a child.

8 You can large animals by following their footprints. We walked along a muddy at the side of the forest. I love the first on the album but the others aren't so good.

3 Find one word in the article which matches each set of definitions. Tick the meaning which matches the article.

- a get on a plane or ship
group of top managers in a company
flat piece of wood
.....
- b a long strong stick
people who work for an organisation to provide a workforce
.....
- c cope with
share out playing cards
do business with
.....
- d do something quickly, hoping not to be noticed
slide without intending to
get into a worse state
.....
- e group of words
look on a person's face
saying what you think or feel
.....
- f a group of students in a school or university
the level of service on a plane, train or hotel
being stylish or fashionable
.....
- g part of a door or bag, for holding or moving the object
pick up something and move it with your hands
deal with something
.....



Part 5

- 4 Complete the second sentence so it has a similar meaning to the first, using the word given. Do not change the word given. You must use between three and five words, including the word given.
- 1 I'd like you to write me a report briefly portraying each member of the team.
BRIEF
I'd like you to write me a report which contains
each member of the team.
- 2 I want your report to investigate how each member of the team differs from the others.
GO
Your report should
the members of the team.
- 3 Please could you examine the values and beliefs influencing their working relationships?
HAVE
Please could you examine the values and beliefs
their working relationships.
- 4 The report should consider how teams can function differently.
WAYS
I'd like your report
which teams can function.
- 5 I'd like you to conclude your report by explaining why the team is currently behaving as it is.
REASON
Please conclude your report by
the team's current behaviour.

Language of persuasion

- 1 Read the dialogues and answer these questions.
- a Who do you think is speaking in each case? In other words, is the conversation more formal or more informal?
b Rewrite each dialogue in an opposite style (i.e. if it is formal, write it in a more informal style).
- 1 **A:** Couldn't you be persuaded to give it a try?
B: Well, if you were to show me once again, I suppose I might consider attempting it myself.
.....
.....
- 2 **A:** What would you recommend as our best course of action?
B: I would suggest that the most sensible approach might be to continue along the same lines as at present.
.....
.....
- 3 **A:** Where's the station?
B: I'll drop you off there on my way to work if you like.
.....
.....
- 4 **A:** Did you like the film?
B: No, it was awful!
.....
.....
- 5 **A:** Would you mind telling me what I should do next?
B: Certainly, sir. If you just complete this form, then you should hand it in at the desk over there.
.....
.....

Student's Book page 173

Listening

- 1 You are going to listen to a lecture about a survey. Here are some words which are often used when reporting on a survey. Match them to their meanings (1-11).
- | | |
|---------------------|--|
| a indicate | 1 part of a group compared to the whole |
| b respondent | 2 how often something occurs |
| c claim | 3 be a factor in |
| d mean | 4 suggest |
| e frequency | 5 larger part of something |
| f proportion | 6 increasing by one addition after another |
| g prevalent | 7 person questioned in a survey |
| h majority | 8 be interested in |
| i cumulative | 9 state that something is true with |
| j contribute to | 10 happening very often |
| k be concerned with | 11 average |
- 2 **1B** Listen to the sociology lecture and answer the questions, choosing A, B, C or D.
- 1 What interests sociologists about the topic of eating out?
A the types of places that people choose to eat out in
B the changes over time in patterns of eating out
C the characteristics of people who choose to eat out
D the frequency with which people eat out with friends
- 2 Which of these statements is true, according to the extract?
A People eat out more frequently at someone else's home than in a restaurant.
B People eat out less frequently at someone else's home than in a restaurant.
C People are more likely to eat out at a friend's house than at the home of another family member.
D People are more likely to eat out at the home of another family member than at a friend's house.

- 3 The study found that people who eat out in restaurants
A also eat out at friends' houses.
B also go on holiday more.
C have a higher income than others.
D are not so close to their families.
- 4 According to the extract, why do people eat out?
A because they do not have enough time to cook
B because they want to meet attractive people
C because it is exciting
D because it enhances their social status
- 5 What do you think the extract will consider next?
A the reasons for the popularity of particular restaurants
B the relationship between class and type of restaurant preferred
C the relationship between cost and restaurant popularity
D how tastes in restaurants differ over time
- 3 Look again at each of the incorrect options in exercise 2. Why is each wrong?
a It's only part of the answer.
b It's not mentioned in the text.
c It may be true but it's not what you were asked for.
d It seems to be deliberately trying to mislead.
e It's not true according to the text.

Vocabulary

1 Complete this table based on words from the extract.

Noun	Verb	Adjective	Adverb
		<i>different</i>	<i>differently</i>
		<i>financial</i>	
			<i>systematically</i>
<i>respondent</i>			
	<i>exclude</i>		
		<i>(in)frequent</i>	
		<i>prevalent</i>	-
	<i>attribute</i>		-
<i>refinement</i>			-
<i>superiority</i>	-		-
<i>distinction</i>			

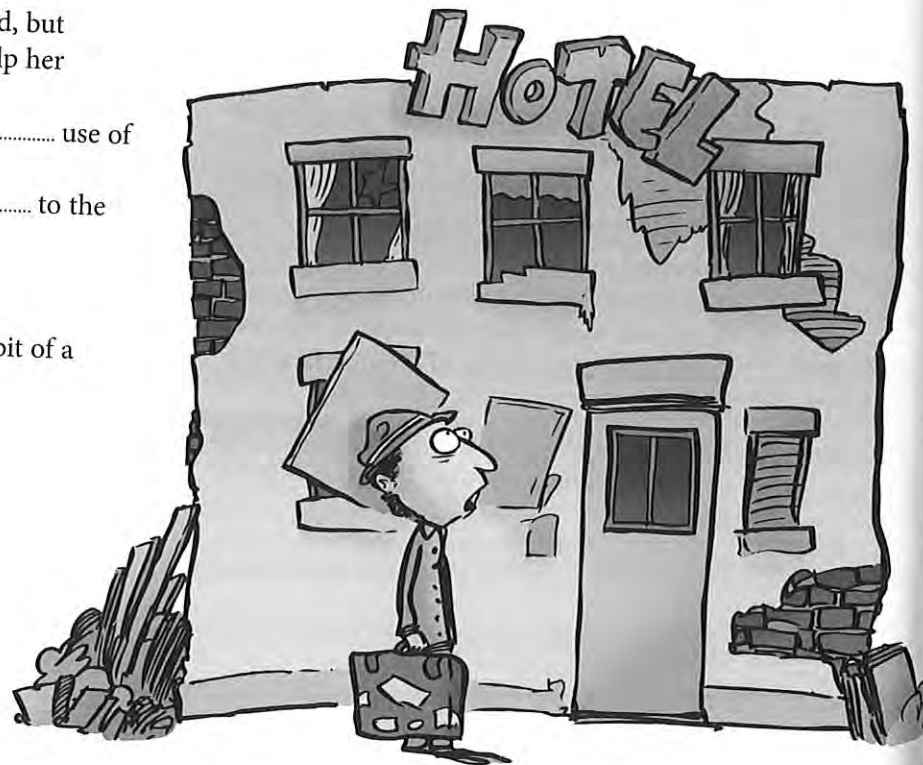
2 Complete these sentences with the correct form of words from the table.

- There was a smell of cigarette smoke in my hotel room.
- With modern computer technology, linguists have far more reliable information about word than used to be possible.
- Trees are dying in areas where acid rain is most
- Some scholars have these poems to Francis Bacon rather than Shakespeare.
- Her business idea seems very sound, but now she has to find someone to help her it.
- This room is for the use of guests.
- How many people to the job advert in the newspaper?
- Engineers spent many months the software.
- Unfortunately, Peter suffers from a bit of a complex.

Inversion

1 Rewrite these sentences to be emphatic, starting with the words given. They all involve inversion.

- We are in no way responsible for what happened.
In no way
- He puts in an appearance himself only on very rare occasions.
Only on very rare occasions
- You shouldn't on any account just do what they say without thinking it through yourself.
On no account
- John had no sooner sold his house than the one he was hoping to buy fell through.
No sooner
- I little imagined that I would ever meet a famous Hollywood film star.
Little
- You mustn't at any time let anyone know what you are really doing here.
At no time
- I've never stayed in a such a bad hotel before.
Never



2 The Cambridge English Corpus shows that advanced learners often make mistakes with inversion and word order. Correct these sentences, written by exam candidates.

- Not only the food was dull, but also the service was not what you stated in the brochure.
.....
- I would be pleased to try this job for one week. Only then I will be sure if I like it.
.....
- Not only it was wrong, but there were not enough minibuses to transport us.
.....
- Not only there was no choice for vegetarians, but also the food was inedible.
.....
- Some food companies believe that only in this way people can be interested in buying their product.
.....
- Perhaps could we do the test again?
.....
- Your hotel was not cheap. Nor I can accept that you offer high standards of service or food.
.....
- If I could choose any time or place, then definitely would I choose the US in the 1960s.
.....
- Anyway, you asked me what should you wear.
.....
- Not until you have passed your driving test you should drive a car alone.
.....

3 Complete these sentences with your own words. They all involve inversion.

- Seldom
- Not until
- Little
- Under no circumstances
- Only

Student's Book page 174

4 Make these sentences more emphatic by adding an -ly adverb to strengthen the adjective.

- They were astounded to learn that they had won first prize.
- We've been busy all month.
- It was cold on deck.
- They were happy together for many years.
- I was impressed by the concert.
- We were sad to hear the news.
- Sally's parents are rich.



Writing


1 Write an article (220–260 words) for an international student magazine on how to make a meal for friends on a special occasion. Think about the following questions and make notes of your ideas before you start writing.

- Are you going to focus on eating in a restaurant or preparing a meal at home?
- What food would you choose and what location?
- Would there be music or other entertainment?
- Who are you writing for and how does this affect the way that you write?
- How could you demonstrate a range of vocabulary and structures (e.g. language of emphasis)?
- How can you begin and end your article in an interesting way?
- How many paragraphs will you write?
- What will the topic of each paragraph be?
- Can you think of a title for your article?

Listening

1 Look at photos 1–3 on this page. Which information do you think matches with each photo?

- a long ocean bay
- b 9.4 kilometres in circumference
- c tidal power
- d stretches over 12,000 square kilometres
- e east coast
- f 318 metres high
- g steeped in history
- h spiritual significance
- i smoking volcano
- j plateau
- k geysers
- l a habitat for 12 species of whale
- m vibrant in colour
- n steep climb
- o salt lake

2  Listen to three people describing a place they would like to nominate as one of the 'Seven Wonders of Nature'. Check your answer to exercise 1.

3 Listen again. Match these statements to the people.

- a uses a lot of descriptive language
- b mentions something that will attract lovers of fine dining
- c gives information about the elimination process in the campaign to become one of the 'Seven Wonders of Nature'
- d recommends visiting the place in order to appreciate it fully
- e mentions the alternative energy benefits of the place
- f describes something that is poisonous to wildlife
- g describes a place that has an alternative name



Range of grammatical structures

1 You are going to read an article about a young person who wants to conquer Mount Everest. Read the first two paragraphs and underline the different verb forms. The first one has been done as an example.

13-year old's plans to stand on the top of the world!

Jordan Romero, a 13 year-old American, has his sights on one of the Wonders of the World, not for his geography homework, but for his own very real goal – climbing it. He wants to reach the summit of Mount Everest, in an attempt to become the youngest person who has conquered the mountain.

Jordan, along with his parents, will attempt the climb. Mt Everest is part of Jordan's ambition to bag the tallest peaks on each of the seven continents. He told his dad about what he would like to do. His dad didn't try to talk him out of it. He just explained the difficulties and what he would have to do and they started training right away.

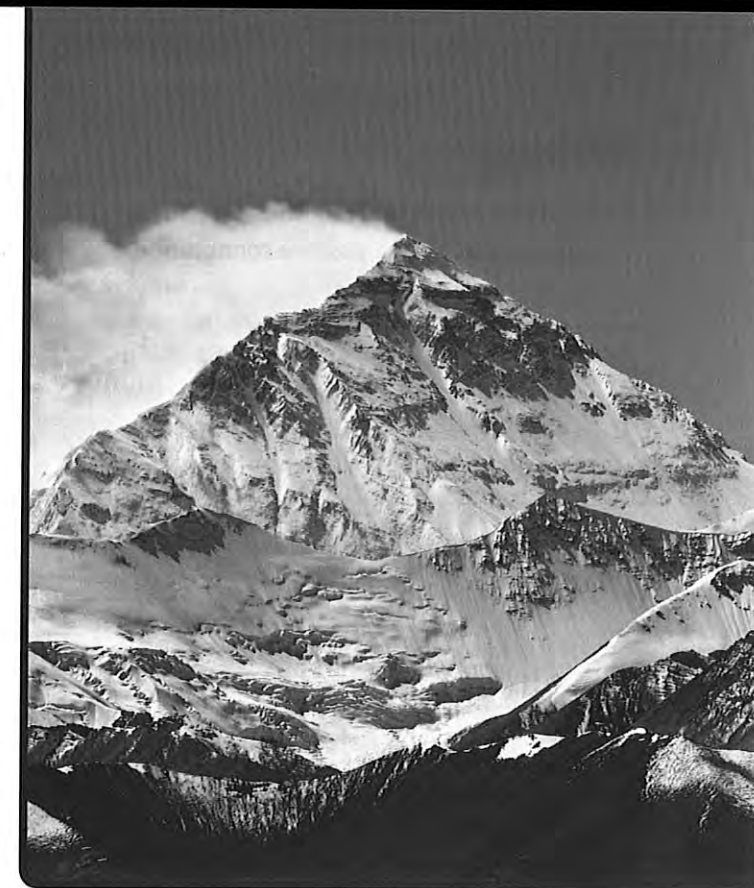
2 Now complete the second paragraph with an appropriate form of the verbs in brackets.

His parents are no ordinary parents; they (0) *are* pro-adventure racers; that's an endurance sport that (1) (combine) paddling, climbing, and biking races in wilderness areas across the globe. So you see, the whole family has the bug; they see this natural wonder and want to conquer it!

Jordan (2) (inspire) by a school mural which depicted the seven highest summits in the world. He distinctly remembers (3) (see) it at the age of nine, and this is what got him (4) (start) on his mountaineering quest. He was the youngest American, aged 10, (5) (climb) the highest summit, the 19,340-foot Mount Kilimanjaro, in Africa. When he was 11 he (6) (add) 7,310-foot Mount Kosciusko in Australia and Europe's 18,510-foot Mount Elbrus to his accomplishments. And next on his list is Mount Everest.

However, there are those within the mountaineering community (7) (express) concerns about the short-term and long-term effects of high altitude on a still-developing young body.

Extreme conditions such as cold, avalanches and falls have (8) (face) on Everest. Temperatures near the summit (9) (know) to plummet 100 degrees below zero and gale-force winds blow throughout the year. There is no room for error. Mistakes often (10) (result) from exhaustion and even the most experienced climbers can make them.



3 Complete the gaps in the final paragraph with one word only.

Jessica Milton, a climbing historian, (1) not favour age limits on climbs, (2) she sees the trend of younger and younger climbers attempting the big mountains (3) a growing concern. She explains that teenage physiques are still developing, and equally (4) not more importantly, their reflexes based on experience have not (5) time to be well developed. She believes that (6) are good reasons (7) many countries have age limits for people wanting to tackle these highest summits. She gives the example of (8) 14-year-old who had to get a court order in Argentina (9) he could climb their highest peak, Aconcagua.

Adding to the challenge is the fact that Jordan's team (10) be attempting the summit (11) the help of a professional guide service, (12) would double expedition costs. They plan to take three sherpas for the summit attempt, as well as food and oxygen.

The team is aware of the controversy this decision (13) created within the climbing community. Nevertheless, they defend (14) , saying that what Jordan and the whole team learn and gain (15) the experience outweighs that.

Writing

- 1 Read this holiday advert. Underline any adjectives or phrases that have a positive connotation.

Spend a fortnight cruising down this famous and spectacular river on a luxury ship, eating delicious and varied meals in our two first-class restaurants.

Sleep in spacious and well-designed cabins, each with its own large port-hole so that you can enjoy the amazing views of the river bank from the comfort of your own space. We will have frequent stops so that you can explore the many fascinating towns along the river. Whenever we stop you will be able to go on an excursion. Most of these involve no additional costs but, where there is an extra cost, rest assured that it will be extremely cheap. We guarantee that your river cruise with us will be the holiday of a lifetime that you have always dreamed of!



- 2 Match words from the article (1-8) with their opposites (a-h).

- | | |
|---------------|----------------|
| 1 luxury | a bland |
| 2 delicious | b cramped |
| 3 varied | c unaffordable |
| 4 spacious | d dull |
| 5 large | e tiny |
| 6 frequent | f budget |
| 7 fascinating | g monotonous |
| 8 cheap | h irregular |

- 3 Read this letter to a friend, describing how the holiday really was. Rewrite the underlined parts so they are correct or more appropriate for an informal letter.

Hi Tanya,

I've just got back from my so-called luxury cruise. OK, the river was really gorgeous with beautiful forests and castles on its banks, but as for the rest of the trip ... well! In two weeks I've lost about 5 kilos (1) due to the food was far from being 'delicious'. It wasn't served in 'first-class' restaurants – more like budget class. The brochure also said that the food would be varied, but we basically had salad and pasta every day! It was so bland and monotonous.

The (2) accomodation was no better. Before we went we'd been told that the rooms were 'spacious' with a large porthole. Well, (3) if you would have seen mine, you'd realise that 'cramped' might have been a better description. (4) With regards to the porthole, it was tiny.

I'd been (5) looking forward to get off the ship but there weren't as many stops as I'd been (6) led believe and the places where we did stop were some of the less interesting places. It was a bit dull, to be honest. Again, (7) we had been promised visiting many fascinating towns. And what's even worse, the brochure said that most of the excursions would be 'extremely cheap', but it (8) turned into that we (9) must pay for most of them and they were completely unaffordable.

The brochure said it would be a holiday of a lifetime – well, at least that's true in the sense it was the worse holiday I've even been on! (10) I wish that I never have another holiday like this one!

Anyway, hope things have been better for you!

Katy

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



Listening

- 1 Listen to five people talking about climate change. Choose the point of view which each person expresses. There is one you do not need.
- a The implications of climate change are not always what you might expect.
 - b Climate change may bring some advantages with it.
 - c International organisations are not doing enough to combat climate change.
 - d Each individual should do all they can to reduce their carbon footprint.
 - e The younger generation has a more responsible attitude to climate change than their parents.
 - f Claims about climate change have been exaggerated.
- 2 Complete the table based on words from the recording.

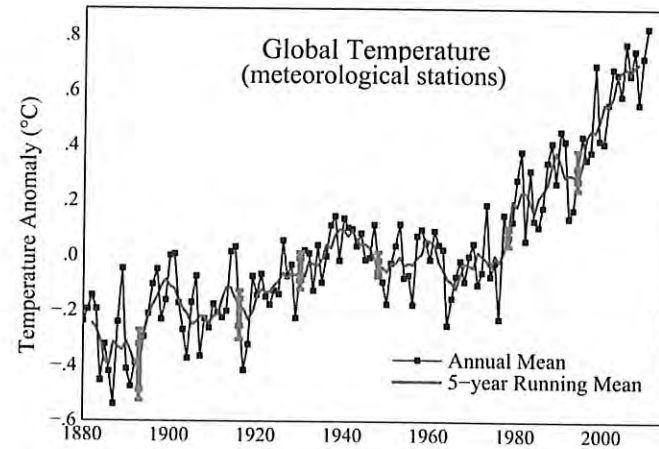
Noun	Verb	Adjective
	fluctuate	
cycle		
	reduce	
implication		
	minimise	
	cooperate	
	improve	
		significant
	exaggerate	
	intend	
	consider	
	inherit	

Vocabulary

- 1 Choose the most appropriate word in each sentence.
- 1 The *cooperative / cumulative* effect of decades of industrial development has resulted in global warming.
 - 2 It's likely to flood if there is *enormous / torrential* rain.
 - 3 According to the forecast, there will be a *heat / warm* wave next week.
 - 4 It doesn't usually get *under / below* freezing around here.
 - 5 If we want to combat climate change, then there has to be political *commitment / consideration*.
 - 6 Flying less will help reduce your carbon *footprint / footstep*.
 - 7 The ice caps are *melting / warming* at an increasing rate.
 - 8 *Drought / Dry* is common in hot countries with no rain.
- 2 Complete these sentences with words from Listening exercise 2.
- 1 Temperatures in this country according to the season.
 - 2 We are doing everything we can to the impact of the oil spill.
 - 3 According to some climate change sceptics, the threat of global warming has been greatly
 - 4 I'm trying to my carbon footprint by using the car less.
 - 5 Whatever happens, our grandchildren will the world we live in.
 - 6 There has been very little between the two countries to reduce carbon emissions.
 - 7 There has been a increase in temperatures over the last few decades.
 - 8 I've no of changing just because some people believe in climate change.
 - 9 The whole matter needs to be given careful
 - 10 Banning cars from the city centre would probably be an as far as air quality is concerned.

Interpreting and comparing

- 1 Look at this chart, which shows changes in average global temperatures over a period of about 130 years. The zero on this figure is the mean temperature from 1961–1990. Tick the connecting words which could be appropriate to use when comparing things such as the temperatures in this graph.



so whereas thereby in addition
on the other hand while to sum up
in contrast consequently however
further although moreover

- 2 Choose the correct options.
- A gradual / rapid decline is a quick change.
 - A minimal / marked rise is a significant change.
 - A steep / slight drop is a noticeable change.
 - Fluctuations are rises / falls / falls and rises.
 - A steady / sudden reduction is a gradual change.
- 3 Write a 150–200 word report describing the information shown in the graph. Try to use some of the words from the boxes and connecting words from exercise 1.

minimal slight small gradual steady
marked significant steep sharp rapid
sudden

increase rise fluctuation decrease decline
fall drop reduce reduction

- 4 The Cambridge English Corpus shows that advanced learners often make mistakes with these words: *and, or, but*. Correct these sentences, written by exam candidates.

- You will find public telephones both in the airport and in the station but also in the streets.
- There was no special service or the food was not especially great.
- We can stay at home without seeing anybody and speaking to a 'real' person for ages.
- If someone does not feel good mentally, feels lonely, he will not work well.
- I hope you will find the programme very lively, sociable.
- I'd like to find work in an insurance company and a bank.

- 5 Correct these sentences, using connecting words. Sometimes there is more than one possible answer.

- Even he doesn't like the course, he is studying because he has to.
- The first evening should be guided therefore the tourists need a tour around a strange city.
- However the itinerary was well planned, everything was ruined by that coach, which stopped working on Wednesday.
- During travelling from the airport to the train station, I lost my baggage.
- Day two was supposed to be at a typical English restaurant, while it was really at a hamburger restaurant.
- You will be provided with exercise books. Although, sometimes you will need to buy extra ones.

Student's Book page 174

Use of English

Part 4

- 1 Complete each set with the same word. All the words can be found in the listening.



- If the ice caps _____, then sea levels will rise.
It was so hot, the butter started to _____.
Her anger began to _____ away as she read the letter.
- She said that combating climate change should be our _____ objective.
A _____ number cannot be divided by any other number except itself and one.
I'm not old – I'm in the _____ of life!
- The river can _____ over in the winter, if it gets very cold.
Why does my computer _____ whenever I install new software?
'_____!' shouted the policeman to the burglar.
- Every decision has to be passed by the _____ of directors.
There was a 'For Sale' _____ outside the house.
As soon as I was on _____ the plane, I began to feel nervous.
- The Earth goes _____ the sun.
He had a _____ face and short, black hair.
China and Japan will hold another _____ of talks next month.
- If you _____ your mind about the job offer, just let me know.
Have you got _____ for a £20 note?
Climate _____ affects the whole planet.

Part 5

- 2 Complete the second sentence so it has a similar meaning to the first, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 I think it will be unlikely that there will be any improvement in the situation.

LIKELIHOOD

I think _____ any improvement in the situation.

- 2 With a subject as complex as climate change, we have to consider many factors before arriving at a conclusion.

ACCOUNT

With a subject as complex as climate change, we have _____ before arriving at a conclusion.

- 3 The number of cars on the road has increased a lot in the last few decades.

SIGNIFICANT

There has been _____ number of cars on the road in the last few decades.

- 4 According to the chart, there was a sharp rise in temperatures after 1980.

ROSE

The chart shows that _____ after 1980.

- 5 It's not easy to significantly reduce your carbon footprint.

REDUCTION

_____ your carbon footprint isn't easy.



Reading

- 1 Complete this letter of complaint with one word in each gap.



Dear Sir or Madam,

I am writing to express my deep (1) with my return journey from Costa Rica on flight 4508 from San José.

I have no doubt that by now you will be (2) of a problem with the flights on the 19th, 20th and 21st of January. I will, however, add my own comments.

Having already travelled for five hours, we were disappointed to find on (3) at the airport that the plane was not ready in San José and that there would be a four-hour delay, but we accepted this as a fact of travelling life. Your representative was (4) to give us vouchers for food and drink while we waited, but did not. The news (5) our flight then changed and we were told that we would be taking off 'in an hour or so' on a different plane. We went through to the departure lounge and waited to be told what was happening. We continued waiting for hours, but no information was given.

By the time we had (6) long queues to check in, the shops were closed and, at 9 o'clock, the cafeteria had closed too, leaving many of us without any form of (7) For those who had had lunch at the normal time, over eight hours had now (8) As we were expecting to be able to eat at the airport (or on the plane), the short time we had 'free' in the terminal had not been used to feed ourselves. Indeed, most of our time there was spent queuing and shuffling around as the plans changed. Until people started complaining very loudly, no attempt was made to (9) us with food and drink of any kind during our (10) delay.

I understand that things can and do go wrong, but it seems that the passengers were being kept deliberately in the (11)

Although some of these factors might have been out of your (12), it is still your responsibility to (13) passenger comfort and this has to include information updates throughout the journey, particularly where you choose not to have a direct flight.

I look forward to your prompt (14) with a full account of what went wrong, and what action you (15) to take.

Yours faithfully,

Mrs A. Daniels

Vocabulary

- 1 The letter of complaint included the collocation *deep dissatisfaction*. Match each word in 1–10 with a word in a–j to make a common collocation.

- | | |
|------------------|------------------|
| 1 inadequately | a true |
| 2 greatly | b delayed |
| 3 excruciatingly | c inaccurate |
| 4 promptly | d informed |
| 5 inexcusably | e dull |
| 6 awfully | f investigated |
| 7 unavoidably | g inconvenienced |
| 8 fully | h sorry |
| 9 undeniably | i resolved |
| 10 wildly | j rude |

- 2 Complete these formal phrases which can be found in letters of complaint.

- a It is with great that I find myself having to write to you concerning the amount of noise.
- b Would you be so as to send me an invoice ...
- c I shall have no but to contact the manager.
- d I look forward to your reply.
- e I would very much it if you could check my order.
- f I would be if you could ...
- g I am writing in to your article in ...
- h If you require further information, please do not to contact me.
- i With reference to your letter 19 November, ...
- j I you will find my comments helpful.



Writing

- 1 Write a reply to Mrs Daniels (in 220–260 words) on behalf of the airline company. You should:

- acknowledge receipt of her letter
- apologise for the inconvenience she experienced
- explain that local conditions are often outside the control of the airline and that your airline has a good reputation for passenger service
- offer financial compensation
- express your hope that Mrs Daniels will travel with your airline again.

Phrasal verbs (2)

- 1 Decide which answer (A, B or C) fits the gap in each sentence.

- 1 The airline won't pay any compensation, so I'm just going to have to experience!
- A put it down to
B put down to
C put down to
- 2 We couldn't get our deposit back from the tour operator, so we will unfortunately have to £400.
- A write it off
B write off it
C write off
- 3 Don't writing your letter of complaint. The longer you leave it, the less likely it is that you will send it.
- A put it off
B put on
C put off
- 4 It was like talking to a brick wall. I just couldn't the hotel manager that we simply wouldn't accept a room in a state like that.
- A get across
B get across it
C get across to
- 5 I wonder how he's his new job.
- A getting on
B getting on with
C getting with

Use of English

Part 2

- 1 For questions 1–15, complete the article by writing the missing words in the gaps. Use only one word for each gap.

Twitter is first with the news

The first news of a plane which made an emergency landing in New York's Hudson River came (0) *not* from a reporter on a TV bulletin, but from Twitter, the social-networking site. A passenger on a ferry (1) the time, using his mobile phone, took a photo and uploaded it to the Internet. Accompanying it was the simple message: 'There's a plane in the Hudson. I'm on the ferry going to pick (2) the people. Crazy.'





The US Airways plane found itself in trouble less (3) a minute after taking off at 3.26 p.m. The photo appeared on the Internet a mere 10 minutes (4) , at 3.36 pm. The professional news outlets were slower. The *New York Times* managed to get the story onto (5) website by 3.48 p.m.


The role of social media – created by ordinary people, not by professional journalists – is becoming increasingly important when it comes to news stories (6) as the Hudson plane crash, and its growing use (7) politicians to reach the public. Barack Obama became the first US president to have (8) own Facebook page, not to mention a YouTube channel.

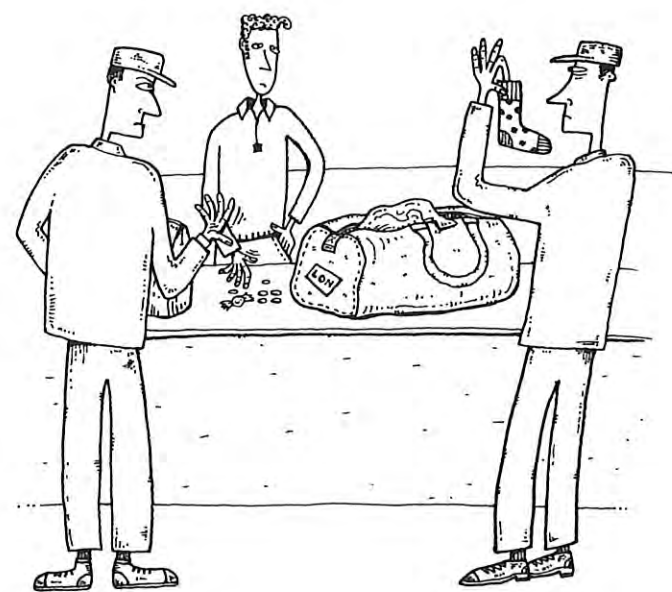
What this shows is that there is a general trend that established figures and institutions are embracing change, willingly (9) otherwise, and realising that sites (10) Twitter are becoming normalised into today's world. Journalists are making the attempt to use social-networking sites (11) their own advantage, with direct links and reporting on what's 'trending' in the blogosphere. However, it seems that as far as traditional news outlets are concerned, Twitter has already got a head start, and (12) seems they may have to try (13) little harder.

Having said that, (14) is also an issue with social-networking sites when it comes to non-biased and impartial reporting, (15) , whereas most professional news sources aim to provide carefully checked and balanced coverage of events, social-networking sites have no such concerns.

- 6 The fire in the basement, so everyone was able to evacuate the building safely.
A broke itself out
B broke it out
C broke out
- 7 It looks like our holiday plans will if Andrea can't get time off work.
A fall through
B fall them through
C fall through them
- 8 Crises seem to either the best or the worst in people.
A bring off
B bring out
C bring in
- 9 I couldn't believe it when the manager of the hotel with a big bouquet of flowers and said how sorry he was that we had had so much trouble.
A turned himself up
B turned up
C turned them up
- 10 It was awful at customs. I felt like a criminal being like that from the whole group and asked to empty out all my bags and pockets too!
A singled off
B singled away
C singled out

- 2 Match these definitions to the phrasal verbs in exercise 1.
a make someone understand
b fail to happen
c arrive
d think that a problem is caused by a particular thing
e choose one thing for special attention
f postpone
g accept that money has been lost
h make progress
i something dangerous starts suddenly
j emphasise a feature
- 3  The *Cambridge English Corpus* shows that advanced learners often make mistakes with phrasal verbs. Replace the verbs in bold with a correct phrasal verb.
1 I phoned a taxi company to **know** the average rate from the airport to the station.
2 The problems started from the same moment I **went into** the coach.
3 You take the number one bus and you **go down** at the 11th stop.
4 You might be able to **take part at** our next event next July.
5 The construction of the new blocks of flats could be **paid** by the grant the city has got.
6 You should organise parties for everyone to **know** his or her colleagues.
7 A new, good bus is indispensable if we **go to** a day-trip to Stratford-upon-Avon.
- 4  The *Cambridge English Corpus* shows that advanced learners often make mistakes with phrasal verbs such as *get on*, *get off* and *find out*. Choose the correct options.
1 You must go to the information desk to *find out* / *know* where to pick up your luggage.
2 You can buy tickets as soon as you *get in* / *get on* the bus.
3 Take this bus and only *get off* / *go down* when it arrives at its final stop.
4 When you *go out of* / *get off* the bus, you will be on the left.
5 Young people come from different countries and try to *get to know* / *find out* each other.
6 On this course, you can *find out* / *learn* colloquial expressions and informal language.

 Student's Book page 175



Listening

- 1 Listen to a talk about citizen journalists. Complete the notes with one word in each gap.

Citizen journalism = ordinary people involved in collecting, (1), reporting and (2) news and information.

(3) people are using modern technology to create media. For instance, taking a photo and putting it (4) in seconds.

(5) journalism is not being pushed aside. People still want news from (6) sources.

Professional news (7) collect public (8), which are often a valuable and insightful (9) to standard news coverage.

Most examples of citizen journalism are read on a professional news website, already edited, (10) and checked by professional journalists.



Vocabulary

- 1 Match these words from the article and the recording to their definitions.

non-biased coverage insightful complement
reporter journalist bulletin feature

- a a short news programme on TV or radio
.....
b not showing any like or dislike based on personal opinions
c an article in a newspaper or magazine, based on a particular subject
d the reporting of an important event
.....
e having a clear understanding of a complicated problem or situation
f a person whose job it is to discover information about news events and describe them for a newspaper, etc.
g a person who writes news stories or articles
.....
h a thing which enhances or adds to something else

- 2 Match the verbs in the box with phrases a–g to make collocations from the recording. Sometimes there may be more than one possible answer.

lose give put play take collect find out

- a an overview
b information
c a video
d something online
e a job
f what's happening
g an active role
- 3 The Cambridge English Corpus shows that advanced learners often make mistakes with collocations. Choose the correct options.
- 1 I had to *join / attend* several meetings today.
2 I am very glad that we could *achieve / reach* our aims.
3 I have recently *made / conducted* a survey about the services you offer.
4 The course *suits / meets* the needs of our company.
5 I would like to *draw / put* your attention to the high number of accidents recently.
6 It should not be difficult to *do / take* the first steps.

Use of English

Part 3

- 1 Read the advert. Complete the gaps with the correct form of the words in capitals.

School of Journalism Studies

We are offering an exciting and (1) new course for students interested in careers in the news business.

This career-focused course is one of the best in the country and will give successful students both the (2) and the (3) of skills that working in news demands.

It is an (4) course and students have to be prepared to work (5) hard, but graduates can expect to emerge well (6) for work in any aspect of the news business.

If you decide to do the course and are successful in your application, you will learn about the (7) and (8) of news stories.

For further details of the (9) of the course and for full information about entry (10) check out our website.

INNOVATE

BROAD
DEEP

INTENSE
EXTREME
QUALIFY

INVESTIGATE
REPORT

CONTAIN
REQUIRE

Connecting words

- 1 Choose the correct connecting words.

- a News stories are, as the term suggests, stories *what's more / as well as / and even* news.
b *Because of / Owing to / In spite of* the increase in the number of TV stations, the number of female newsreaders does not seem to be increasing proportionally.
c Intelligent *so / though / if* he is, I'm not sure he'll make a good journalist.
d The programme is interesting *or / wherever / but* it seems to lack the visual quality we are looking for.
e Tim was a good cameraman. *Despite / However, / Moreover,* he never made it to the top of his profession.
f *Whereas / As / Unless* we hadn't managed to get to the scene in time, we missed getting the first footage of the event.
g *Owing to / As / Since* the fog we were unable to film for two days.
h She was *so / very / such* a photogenic little girl, the programme couldn't fail to affect its viewers' feelings.

- i It all happened *too fast to / so fast that / as fast as* we didn't have time to get our equipment in place.
j *Because / Thanks to / In spite of* the programme, the public has donated several thousand pounds to the charity.
k As a TV interviewer, you always need some extra questions up your sleeve *or else / in case / however* the interviewee dries up.
l *No matter / However, / Although* how often we plead with her to give us an interview, she always declines.
m He resigned from the station *but / although / as* he couldn't accept their way of doing things.
n I'm not sure I'll find the talk that interesting but I'll come *anyway / even / still*.
o *Whenever / Whatever / However* hard we tried, we couldn't get the programme shown at prime time.

Student's Book page 176

Reading

- 1 Read two extracts from an article about intelligence. For questions 1 and 2, choose the answer (A, B, C or D) which you think fits best according to the text.

Two identical twins were separated at birth. They were born in the same town, were adopted by completely different families, and they never met. Being twins, they shared the same genes, and they both grew up to be fit, strong teenagers. They both spent their free time playing football. Being fit and strong, they were rather good at this sport. This was pleasurable, so they played more and got better still. Both went on to play for their school teams, put in a great deal more practice, received coaching, and went on to play for the college team too.

Both of these boys started with the same slight genetic advantage. But simply being fit and strong doesn't turn someone into a great football player. You won't be much good unless you make the right choices, practise hard, and seek out good training. In the case of the twins, it was also their intelligent ability to make the most of their environment that explained how they would eventually become so successful. It's likely that the shared genes that provided them with their physical fitness and strength also provided them with their mental advantages.



Humans have changed the way they think and share knowledge. Before the 21st century, only the privileged had easy access to information. Now, when one person thinks something is interesting, or comes up with something new, we can share it immediately, and learn from it. One person's thoughts can offer changes for all of us.

Just look at the way popular culture has changed as people have got better at using their brains.




Computer games reward players who can think quickly and logically. Social-networking sites allow us to instantly share ideas and interests and learn what other people are doing and thinking. TV shows combine complex multiple characters and storylines over several weeks or months, without being incoherent. And as we enjoy these pursuits, whole societies can get better at thinking. It's for this reason – that our intellectual environment is changing – that we are becoming more intelligent than our parents.

- 1 Why does the writer quote the story about the football-playing twins?
- A to prove that genes influence our lives more than environment
 - B to show the importance of taking advantage of our surroundings
 - C to question the role of the family as an influence on our behaviour
 - D to explain the difference between IQ and physical ability
- 2 What does the writer say about the 20th century?
- A More people had the opportunity to develop their thinking.
 - B Popular entertainment hindered people's intelligence.
 - C New technology made people less sociable.
 - D Only the rich had access to education.

- 2 Match words in the article extracts to these definitions.

- a two babies who were born at the same time and look very similar
- b part of the DNA which controls physical development, behaviour, etc.
- c advantaged
- d not being clear and connected in a logical way
- e activities that you spend time doing, usually when not working

- 3  The *Cambridge English Corpus* shows that advanced learners often make spelling mistakes with words like *environment*, *intellectual* and *available*. Tick the correct words and rewrite the mistakes.

- 1 appropriate
- 2 definately
- 3 begining
- 4 convenient
- 5 business
- 6 accomodation
- 7 negotiate
- 8 succesful
- 9 carreer
- 10 always
- 11 forward
- 12 healty
- 13 dissapointed
- 14 committee

Complex sentences and adverbial clauses

- 1 Correct these sentences if necessary.

- a He'll show the new office junior how to do.
- b What he told you was in strict confidence.
- c Is that the man you investigated?
- d This is the marketing manager, who's office is just down the corridor.
- e Who I can't stand are people which complain about everything.
- f I think I've found a time where we can both meet.
- g They'll deliver it anywhere you want.
- h That's the page whose content we'll have to change.
- i Have you interviewed the woman who's published a book about the prince?
- j That's the man who he will appear in court tomorrow.

- 2 Match the beginnings of these sentences, 1–6, with the endings, a–f.

- 1 I had been on holiday to the village
 - 2 They became good friends
 - 3 We couldn't go out at night
 - 4 Although my sister lives in the US,
 - 5 I always have the duck
 - 6 Chris managed to open my car door
- a unless my brother came with us.
 - b by forcing the window down and then reaching the latch from the inside.
 - c I phone her at least once a week.
 - d where my husband was born.
 - e whenever I go to that restaurant.
 - f because they shared many interests.

3 Combine the sentences to make one new sentence, including a relative clause.

a Advertising is an industry. It wields considerable power within Western societies.

b This article is by Kathy Myers. She is the editor of one of the top women's magazines.

c The final chapter of the book will be expanded. It deals with the change in attitudes to opera.


d That's Mr Williams. I was talking to him just yesterday.

e Some people still speak the local dialect. A few of them live in the villages in the foothills.

f Our research into language has produced some interesting results. The most interesting ones show that as many new words are coming into the language as old ones that are dying out.

g We listened to recordings of several dialects. I'd never heard many of them before.

h There were two fantastic photos for the book. One was chosen as the front cover.

4  The Cambridge English Corpus shows that advanced learners often make mistakes with sentences using words like *who*, *what* and *which*. Correct these sentences written by exam candidates.

1 One member has also complained about your booking system, that should be improved urgently.

2 The aim of this report is to suggest a magazine for students who they would like to study Greek.

3 I want to give you information about my neighbour which I have known for a long time.

4 The opening hours are from eight o'clock, what are perfect for us.

5 The exchange students, that will be visiting you from July, do not require special food.

 Student's Book page 176

Use of English

Part 5

1 Complete the second sentence so it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 The article says that intelligence stems not only from your genes, but also from the intellectual environment in which you live.

ORIGINS

According to the article, intelligence not only in your genes, but in the intellectual environment in which you live.

2 The girl said she regretted paying so little attention in class.

WISHED

The girl said she attention in class.

3 The teacher said that no one could justify behaving so badly.

NO

The teacher said there for such bad behaviour.

4 Every time I take an IQ test or something similar, I panic and can't think.

WHENEVER

I panic and become unable an IQ test or something similar.

5 Just because he's intelligent, it doesn't mean he never does anything stupid.

EVEN

..... intelligent, it doesn't mean he never does anything stupid.

Unit 2

Track 1

Darius: What are you doing?

Maria: Look at this. My grandad just joined Facebook.

Daria: Your grandad?

Maria: Yeah. He sent me a message. Look.

Daria: 'Hey Maria. What's up? I'm on Facebook now. LOL!' That's your grandad? How old is he?

Maria: It's just wrong! My grandad shouldn't write 'What's up!' He definitely shouldn't write 'LOL!'

Darius: Why not? He just wants to get his message across. It's only chat. That's what people do, isn't it? It would be more weird if he wrote, erm 'Dear Maria, I hope this email finds you well ...'

Maria: I guess so. That's the point, it's an alternative to face-to-face talking. So it doesn't have to be so formal.

Darius: Yeah – it's the style. I mean in work, if I have to write something formally or just write properly, I will.

Maria: Yeah, I guess people have got into the habit of just typing like they're speaking.

Darius: Nothing wrong with that. Trouble is, some people might look down on you and think your English isn't good if you always write like that.

Maria: Yeah – you've got to adapt your style to the situation, depending on what you're doing.

Darius: Well, if your grandad can do it ... Send him a reply. Teach him some more phrases!

Track 2

Man: I know some people say that language is a living thing and that it's always changing, but in at least some areas of life, I believe that standards should be maintained. Every time I read the newspaper, or start reading an article, even ones written by so-called respected journalists, my blood boils. They have to write properly, using proper, well-formed sentences. Not to write as if they are having a friendly chat with the reader. Don't these people understand that grammar is a set of rules followed by the users of a language? And with this in mind, I've compiled a list of the most important grammar rules – proper sentences, semi-colons, everything – and I plan to put it online in the hope that people will finally learn how to write properly. And another thing I've noticed is the trend for using lower-case letters on signs, websites, adverts – everything! I suppose this is fashionable and that it looks more friendly. But what happened to the rules of punctuation? In my opinion, it all looks the same – childish. And for that reason, I can't see it surviving.

Unit 3

Track 3

Ben: Well, first of all Alejandro, thanks for coming. How is everything?

Alejandro: Things are fine, thanks for asking.

Ben: OK, so just a few questions. Can you tell me first, where you are from?

Alejandro: Yes, I'm from Barcelona in Spain. I was born and brought up there. It's a beautiful city.

Ben: Yes, I know. I lived there for a year, teaching English. It's an amazing place. What do you like about living there?

Alejandro: Well, we live right in the centre, so what I really like about living there is the fact that everything is right on my doorstep. If I want to go to a film, meet friends in a café or whatever, it's easy to get there. Of course, it's busy, a bit noisy at times, but I like that.

I think Barcelona has a very special atmosphere. Some people say it's the architecture, all those Gaudi buildings, and others say it's the people.

Ben: I agree. I made a lot of friends there myself. I'd love to go back. But could you tell me something about your family? What do they do?

Alejandro: I've got a younger brother who's still at secondary school. Then there's my mum – she's a nurse but she only works part time, and my dad works as a lawyer in a big law firm. Everyone in my family is always really busy but I think that's good. When we do get together, we have lots to talk about because we've all been doing very different and interesting things.

Ben: And how do you keep in touch?

Alejandro: Through the internet. It's very easy.

Ben: Yes, everything has changed. When I lived in Barcelona, there were no emails or anything like that. It was all very different. Anyway, can you tell me, why you're learning English?

Alejandro: Well, I graduated from university just a few months ago. I was studying Business Administration. So then I decided to do an English course and to enter for the Advanced exam because I think it'll be really helpful to have an English-language qualification when I'm job hunting.

Ben: Uhuh. And, what are your plans for the future?

Alejandro: Well, what I'd really like to do is get a job in an international company. I speak French as well as English and of course Spanish, so my ideal job would be one where I can use all those languages. I don't want them to go rusty.

Ben: That's a really good idea. I'm sure that speaking three languages will be a huge advantage. Just one more question – what do you do in your spare time?

Alejandro: In my spare time I do as much sport as possible. It's really important to me that I keep fit. I found, when I was studying a lot, that it was really relaxing to go out and play tennis or go swimming for an hour or so. After that, it sort of cleared my mind and I was refreshed, ready to start revising again for my exams.

Ben: OK. Thanks a lot, Alejandro.

Unit 4

Track 4

Welcome to All Cooking.com, your online source for great recipes. On this week's podcast, roasted tomato soup with basil and olive croutons.

First of all, skin the tomatoes by pouring boiling water over them, then leave them for exactly one minute before draining them and taking the skins off (protect your hands with a cloth if they are too hot). Now slice each tomato in half and arrange the halves on the roasting tray, cut side uppermost, then season with salt and pepper, sprinkle a few drops of olive oil on each one, followed by the chopped garlic, then finally top each one with some basil (dipping the basil in oil first to get a good coating).

Now put the whole lot into the oven and roast the tomatoes for 50 or 60 minutes or until the edges of the tomatoes are slightly blackened (what happens in this process is that the liquid in the tomatoes evaporates and concentrates their flavour).

While the tomatoes are roasting, prepare the croutons by cutting the bread into small cubes, then place them in a bowl with the olive oil and olive paste, and toss them to get a good coating of both.

About 20 minutes before the end of the roasting time, peel and chop the potato, place it in a saucepan with some salt, 425ml boiling water, then simmer for 20 minutes.

When the tomatoes are ready, remove them from the oven but leave it switched on. Now scrape the tomatoes and all their juices and crusty bits into a food processor (a spatula is best for this), then add the contents of the saucepan and mix everything to a thick purée, not too smooth. If you want to, you can sieve the pips out, but I prefer to leave them in because I like the texture.

The soup is now ready for reheating very gently on the top of the stove, but first, while the oven is on, arrange

the croutons on a small baking tray and put them in the oven to bake for 8–10 minutes – use the timer for this, as ten minutes passes very quickly and croutons have a nasty habit of burning.

Just before serving the soup, make the basil purée by putting the leaves into a mortar, sprinkling with teaspoon of salt, then bashing the leaves down with the pestle. It takes a minute or two for it to become a purée. Then add the two tablespoons of olive oil and the balsamic vinegar and stir well. If you make this well in advance, you can keep it in the fridge overnight.

To serve the soup, pour it into warmed serving bowls and drizzle the basil purée on the surface to give it a marbled effect, and finally, sprinkle on the croutons.

Unit 6

Track 5

In today's edition of *Language Today*, we look at how text messaging has created a new language, bypassing conventional spelling and grammar rules to the despair of some traditionalists.

Text messaging is amazingly convenient. Imagine this: you're sitting on a bus rushing to meet a friend. You're late. So you get out your phone and, to avoid having an argument, or an irritating 'I'M ON THE BUS' conversation, you tap in the letters I-L space B space L followed by the number 8. Then press send.

Why don't we make the effort to spell out the words in full? Well, text messages, also known as SMS (short message service), were originally restricted to 160 characters.

The rather tedious method of typing in letters using the phone keypad also means the shorter the words, the less frustrating they are to type.

There's also the not insignificant point, of course, that making contact via a text message is a lot cheaper than making a voice call.

Text messaging is not a minority activity – it's estimated that by 2008 over 4.1 trillion SMS were sent. Mobile phone companies seemed to have been caught completely off guard. So if anybody tells you that they predicted the success of text messaging, don't believe them. The first text message was sent in 1992, and the service became commercially available in 1993. It was initially slow to catch on.

Today, religious leaders are texting to call their congregations to prayer; doctors text advice to their patients; and shops text special offers on cut-price jeans. The trend has also helped thousands of relationships

in their early stages, as text messaging is so much less embarrassing than an awkward telephone call. There are no rules to text messaging. It is a vital, evolving language full of phonetic abbreviations. The short, informal style of an email is cut down even further by the mini-missives in a text message. We are opening up a new channel of playful, frank, 24-hour communication and this is having a huge impact on our language.

Behind this electronic shorthand, a cultural revolution is brewing. In this language soup, what is happening to good old-fashioned English?

One linguistics expert has commented that text messaging is fun but there seem to be worries about the effects it might be having on children's literacy. He has noticed a sharp decline in the writing that his university students produce.

If future generations prefer to text message rather than learn to read and write, things won't improve. In the future, it might be that writing changes into something completely different, just as it has done over the past 50 years with the growth of telephones and the internet.

However, not everyone shares this nervousness about text messaging and its detrimental influence on children.

One professor of language and communication has made the point that playing with language is entirely natural. She says that every time a new medium comes along, it has an effect on language. Over the past few decades, language has changed quickly because of the way people use new technologies. She believes this doesn't destroy the existing language. On the contrary, it helps language evolve.

In text messages, many words come from shorthand created in email, such as FYI (for your information) and IMO (in my opinion). Most of these are original, although there is sometimes an initial clash of meanings. For example, 'LOL' can mean both 'Laughing Out Loud' and 'Lots Of Love'. Who knows what embarrassing misunderstandings this might have created.

One of the most ubiquitous uses of text messages is to assist in the process of new relationships. When falling in love, the mobile phone becomes a valuable friend. Unlike Shakespeare, who crafted poetry using a quill and paper, today lovers are more likely to send a text. So what do you think? Text us your ideas on ...

Unit 8

Track 6

Although online courses aren't the perfect learning situation for everyone, the number of such classes seems to be increasing every year. Unfortunately, this is not always because of positive reasons. Many institutions of higher learning see distance courses as money-saving and many students often think distance learning will be easier.

But colleges and students are mistaken if they think these ideas are true. Online courses don't require actual classrooms, but they do need extensive software and training systems. As someone with many years of experience as an online course developer, I can state with absolute certainty that distance education is at least as hard work as face-to-face learning.

So what should you do if you're preparing to do an online course and want to make the most of it? Well, the first thing is that there is always a tutorial on the software used by the institution. Students need to take advantage of this and familiarise themselves with the software they're going to be using. If a book about studying online is recommended, make sure you get a copy. What you learn will save you time in the long run. Speaking of time, managing it is the number-one issue that online students must tackle. If a student's the type who waits until the last minute to prepare assignments or read textbooks for class, he or she may very likely be in trouble in an online environment. The best action to take if you are enrolled in an online class is to create a timetable for yourself and put it somewhere you will see it (like your bedroom door, if necessary). Check the online class web page every day, if possible, to keep up with discussions and any other messages. Just because you're taking a class online doesn't mean it's only 'you and your computer'. There are other students in a class and you will probably be frustrated if you don't have any contact with them. Research has been conducted indicating that social interaction is very important to online students. Therefore, if the instructor doesn't suggest that you introduce yourself at the beginning of the class (he or she should), do so anyway by sharing a few personal details about yourself, including why you're taking the class and what you hope to get out of it. Other students will likely respond to you and you may have some 'study friends' for the future, even if communication is through email.

It's also a good idea to introduce yourself to the instructor. This can just be a succinct email message.

A considerate note such as this can make you stand out and impress him or her with your social skills. Most students say little or nothing to a teacher until it's the end of a course and they're in trouble. At the beginning of this talk, I mentioned students who forget to come to class when they take a distance course. There are some students who do the opposite, suffering from 'over-attending'. Enthusiastic about making contributions and keen to receive responses to their comments, these students can't stay away from an online discussion board. An example was an eager student from one of my graduate classes – I'll call him John – who found himself checking the course area about six times a day. John also got involved in lengthy email exchanges with several of his classmates. That was fine except that John nearly forgot about the rest of his life (yes, this actually happened!) and started suffering headaches from staring at a computer screen for hours and hours. John's boss was not pleased when she found him working on responses for the class discussion board when he was at work, and John's wife was furious that he got so consumed by his computer course that he stayed up half the night. Online learning is still relatively new to the scene of higher education and is still being developed. If you find that you are going to be a virtual student (or are helping a virtual student), try to learn as much as you realistically can about the online environment and take precautions, especially figuring out how to manage your time.

Unit 9

Track 7

In today's programme, we're talking about the inspirational speaker, Aron Ralston, who turned a potentially life-threatening accident into a positive experience – a man who would not let tragedy stop him from reaching his goals. So much so, that a major Hollywood film has been based around the event which changed his life.

An accomplished climber, Aron Ralston was hiking alone down Utah's Bluejohn Canyon. As he climbed over a boulder, it shifted, pinning his right arm against the canyon wall. Five days later, after having tried to budge the huge rock, he suddenly knew what to do. He broke the bones in his forearm and managed to amputate his arm below the elbow with a basic pocket knife he had been carrying with him. This took about an hour. Once free, after 127 hours trapped, he

managed to get himself down a 60-foot cliff and walk five miles before finding help.

News of this caught the attention of Ralston's former classmates, who immediately went online to find out what had happened. Ralston's bravery under dire circumstances didn't shock those who were close to him in school.

According to one friend, Ralston's story is amazing, but not surprising. If anyone could do what he did and handle it as gracefully, it would be Ralston, he said. Less than 48 hours after Ralston was transferred to hospital, his former roommate wrote in an email that Ralston was eating as much as the hospital staff would let him. Classmates who had been with the climber on countless late-night runs to burger bars and cafés near the university breathed a sigh of relief.

Ralston's love of the outdoors led him to leave his job as a mechanical engineer and return to his home state of Colorado to do more hiking and climbing. 'That's Ralston,' one friend said. 'Whenever you think about him, you just have to smile or laugh. He does the things that you wish you could do someday, but he didn't just think it. He did it. He's 100% energy.'

Before his fateful trip to Utah, Ralston had reached the summits of 111 of the 119 tallest peaks in Colorado, many of them by himself, and in winter, according to his website. Along with Ralston's sense of adventure came recklessness. A story appeared in the *Denver Post* two days after Ralston went missing, describing how he and two skiing companions had escaped death earlier that year when they were caught in an avalanche. Ralston has apologised for not telling anyone he had gone canyoneering in Utah, a mistake that caused his parents and friends a lot of worry. A search for him began after he failed to show up for work at an outdoor gear shop in Aspen.

Ralston is keeping everything in perspective. A hand and forearm are not the same as losing a life. He has already returned to mountain climbing and one day, he is sure he will achieve his aim of climbing Mount Everest. He has written a bestselling autobiography, and his story is known all over the world. As an inspirational speaker, his speeches now motivate audiences to believe in the human capacity to do extraordinary things, and never to give up hope.

Unit 10

Track 8

It goes without saying that Charlie and I love each other and want to grow old together. Our commitment is already made. In a sense, there is no reason to get married at all. Which meant that I was taken aback when he first suggested it to me. In fact, I rejected the idea. But then I began to think about it and to take on board his arguments. I re-examined my objections. I began to suspect that by getting married, I wouldn't actually, really, be supporting (still less exposing myself to) female servitude. Once I began to think of marriage as a possible choice out of many possible choices, and not something imposed on me, it didn't seem quite so awful after all. Plus, even if cold-light-of-day statistics said that we had as much chance of failing as making it work till death us do part, so what? Why bother at all, if you refuse to try things you might fail at?

Once I had got rid of the objections, I started to be able to see certain advantages. That a wedding really could be a celebration of partnership, friendship and family ties. (Admittedly putting two sets of families and a bunch of our friends in the same room could be a huge disaster.) That we actually do, really do, have a strange urge to tell everybody that we love each other and it might be nice to give our family and friends a good party while we're at it. It surprises me to say this, but we actually do want to do the ritual thing. We want to do as our forefathers did before us, in a place hallowed by time. As you will by now be grasping, I also started to think how immensely romantic it would be to get married. And I know that romance is a literary invention, but well, I really don't mind any more. So we're getting married in a church near my parents' home and doing everything 'properly'. Well, mostly everything. I'm not going for white, but a simple green dress. I have not darkened the door of a single store's bridal department (in fact the word 'bridal' still makes me shudder). I'm not wearing a veil or having bridesmaids, but I shall be making a speech. There won't be any wedding cake, or morning suits, or formal photographs, or a Rolls-Royce (my eldest brother is polishing up his 50s Citroën DX).

I shan't be going up the aisle to the traditional music, but to something postmodern by my oldest friend, a composer. I certainly hope there won't be any pomposity or smugness. It's not exactly revolutionary, but it's a way of making it ours. Which is kind of what we're hoping for in our marriage, too.

Unit 12

Track 9

Speaker 1: I've been living and working here for about three years now and love it. I think it's a real privilege to be working as a tour guide – you get to meet a lot of new people all the time of course, but what I love is the fact that we have to explore the region, you know, get right off the beaten track and look for new experiences for the tourists. I can't believe, looking back on it now, that I complained about trivial things when I came out here, and was worried about lots of things. Although cooked breakfasts did take some getting used to, it all seems perfectly natural now!

Speaker 2: I work with people who book package tours, and they really make me work for my money! You can't believe the things they ask me! They think I'm a walking encyclopedia! Actually, it's the best part of the job, though, finding out new facts. I take them round all the main attractions, meet up with them back at the hotel. I never get a minute to myself and that was really hard for the first couple of months. For tomorrow, I've organised a trip where we have to take a bus and then a boat, then horses until we get to the picnic spot in the forest.

Speaker 3: There's never a dull moment. Some people think you're only busy in the summer, that that's the peak season, but in fact, most tourist destinations are busy all year round now. Now that I can speak Portuguese almost fluently, things are great. It was a nightmare, when I first came here – it was hard to make myself understood. But now I spend all my free time with people who live in the town, and that's what makes it for me. I feel part of this community.

Speaker 4: When I found out that I was being posted here, I wasn't exactly over the moon. It's got a reputation as a tourist trap and because of that, people said there was a lot of pick-pocketing and things. So I was really scared at first. But I soon discovered it wasn't even true. I've been here for a year now and I've learnt the language and I've learnt to drive. If you can't do that, it's hard to get around. I love meeting these challenges. Next I'm going to try to persuade a local restaurant to give us special rates!

Speaker 5: Well, I certainly didn't expect to be living on this island for two years, but it's so wonderful, I extended my contract. Hordes of tourists flock here every summer in search of sun, sand and fun. And I'm not surprised – it's amazing. There are the usual attractions, plus a lot more if you go into the hills. Partly

because the island's volcanic, the hills and beaches have a special quality which you can't find elsewhere. It does get really hot in summer and that seemed unbearable at first but I've acclimatised and make sure I don't do anything too energetic around midday.

Unit 14

Track 10

Lecturer: We can hear, see, smell, taste and touch the world around us. These five senses often provide the alarm to signal a possible danger. If we touch something painful, see or hear something frightening, smell or taste something unpleasant, evasive action is advised!

However, most of the changes or threats around us are not so obvious. These five senses can't detect everything that happens within our bodies, or all the many important changes in the environment. For that, there are hundreds of 'hidden body senses' that can operate even when we are asleep and we aren't even aware of them. Cells can detect the temperature within and outside our bodies with reasonable accuracy – they can determine the levels of oxygen and carbon dioxide in the air, in our lungs, blood and tissues, or the acidity of our bodies, and the amount of 'fuel' in the form of food stores available.

One of the responses that we're all aware of is changes in our heart rate. The heart must pump blood around the body to deliver essential oxygen and nutrients to all the cells and tissues in the body, and remove potentially harmful waste products. It must beat continuously. The heart can respond, within a second, to a potential danger or a need within the body. When we are about to run it starts beating faster even before we begin to use our muscles, and it can adapt to training, stress and long-term needs.

Humans and animals are like sophisticated computers. Millions of pieces of information from sensors throughout the body are relayed, processed and integrated, often within the brain. The next task is activating the appropriate responses – sometimes in less than a second. All of these complicated activities are essential to keep the internal environment of the body at the optimal level state for life. Our bodies need to maintain this constant interior in order to function and survive. How we do this is a fascinating story with many chapters.

Unit 16

Track 11

1 Charles in the Chocolate Factory

Charles was tired and ready to go home. His boss called and asked him to fill two large orders. Unhappy and angry, Charles stuffed some paper in two large boxes and gift-wrapped them. Just then, his boss came by and said, 'Charlie, these are my gifts for your family. Enjoy!'

2 Love at First Sight

John was a regular on that train. Today seemed different, probably because of Sally who was in New York for work. They started the conversation casually but both became very close in less than 30 minutes. They exchanged phone numbers, of course. John promptly called a day later – 'Wrong number!'

Unit 18

Track 12

Man: This is a wonderful exhibition, isn't it?

Woman: Yes, it certainly is.

Man: Do you come to this gallery often?

Woman: Well, I haven't been here for a while.

Man: I particularly like this painting, don't you? It's wonderful, the way it depicts life in London in 1910 or so ... So different from how things were in the 19th century, when rich and poor people would never come together in the way they do here.

Woman: Well, yes, but ...

Man: And the artist is such a master. I find his use of blue, green and black very impressive, quite different from other artists of his period. They were much more focused on conveying light and shade effectively – a technique called *chiaroscuro*, you know. But I would hate to bore you with terminology.

Woman: Well, you certainly have an original take on the painting! But I'm afraid you're not quite right in some of the details. I'm actually amazed you didn't recognise this as an *Impressionist* painting! They're generally so well known.

Man: What do you mean exactly?

Woman: Actually, I studied art in Paris and wrote a dissertation on the artist who did this painting. His name's Renoir and he took great pleasure in the city of Paris where he lived. This picture shows the *Moulin de la Galette* which was a popular place for young working-class people to go to for a Sunday afternoon dance. You can see there the courtyard, shaded by acacia trees. The effect of the light is a typical feature

used by painters in the *Impressionist* school but Renoir seems to exploit it to particular effect, wouldn't you agree? What is particularly striking about this painting is that no one before Renoir had thought of capturing aspects of daily life on such a large canvas.

Man: Oh, I see. Yes. Well, nice to have met you.

Woman: Bye!

Unit 20

Track 13

There are many different types of places to eat. One important question is who uses different places and how often they go. As sociologists, we are initially very interested in the social and cultural characteristics of people who behave differently. Such characteristics indicate the financial, social, practical and cultural forces systematically distributed across the population, which constrain or encourage people to engage in particular ways of eating out.

We asked respondents how often they ate out under different circumstances. Excluding holidays and eating at work, on average, respondents ate a main meal out about once every three weeks; 21% ate out at least once a week, a further 44% at least monthly and only 7% claimed never to eat out. The mean frequency of eating at someone else's home was about the same, but a much larger proportion (20%) never did so. Another 20% of respondents claimed never to eat in the home of other family members, and about one third never at the home of friends. Very regular eating out with either family or friends was not very prevalent, but being a guest at a main meal in someone else's home was part of the life experience of a large majority of the population. There is a strong positive association between being a guest of friends, a guest of family and eating out in restaurants. Opportunities to eat out are cumulative, particularly eating out commercially and with friends.

To be seen in the right places and in attractive company, or at least to let others know that we are familiar with the most exciting or rewarding of experiences, is part of a process of display and performance which contributes to reputation. Early sociologists examining consumption were particularly interested in the claiming and attributing of status through exhibitions of a prestigious lifestyle. They were particularly concerned with the ways in which individuals established reputations for refinement, superiority and distinction. Consumption patterns reflected social standing, and particularly class position. Eating out is a potential means for such display through the use or avoidance of different venues.

Unit 21

Track 14

Speaker 1: The 'Seven Wonders of Nature' campaign is a global search to recognise the seven most spectacular natural sites in the world as voted for by the public.

In the first stage, the public was asked to nominate the seven natural wonders of their choice. In Australia, 13 sites were listed. Two of these sites, Uluru (also commonly known as Ayers Rock) and the Great Barrier Reef, have received enough support to take them through to stage two of the campaign.

These two sites successfully fought off competition from 259 other spectacular natural icons. My vote went to Uluru in Australia's Red Centre. My reasons are simple. In a nutshell, it's vibrant in colour, rich in texture and steeped in history. Uluru is the world's largest monolith, and has rightly become an icon of Australia. The rock is over 318 metres high, 9.4 kilometres in circumference and extends six kilometres below the ground's surface. Designated a UNESCO World Heritage site since 1987, Uluru is also remarkable for its religious and spiritual significance. But these are just facts; you have to go there and see it with your own eyes to even begin to understand why I think it should be included as one of the Seven Wonders of Nature.

Speaker 2: I'm nominating Canada's Bay of Fundy for one of the 'Seven Wonders of Nature'. The Bay of Fundy is a long ocean bay that stretches between the provinces of New Brunswick and Nova Scotia on the country's east coast. Here's why I think the Bay of Fundy should be on the list.

The Fundy region has so many geology firsts it's almost embarrassing: the world's best fossil forest; Canada's oldest dinosaurs; the world's smallest dinosaurs; evidence of the 'missing link' between the Jurassic and Triassic periods of geological history; it's the best place in the world to see rock types from three different geological time periods: igneous, sedimentary and metamorphic.

It's the best site in the world for tidal power potential. The tides here, at 15 metres, are the highest on the planet.

Then, in summer, it's the habitat and feeding ground for 12 species of whales, including the endangered North Atlantic right whale. Fundy's low-tide mud flats are a critical feeding ground for 95% of the world's sandpipers on their annual migration from the Arctic to the west coast of Africa, then South America.

Last but not least, it boasts some of the best seafood in North America: lobster, salmon, mussels, sole, edible seaweed, and so much more!

Speaker 3: The place I nominate as one of the Seven Wonders of Nature is somewhere I visited as a student, some years ago. I'd flown to Santiago, where I met my guide and we travelled up into the mountains. I tried to acclimatise gradually to the altitude, on the Chilean side of the Andes. Then the day came when my guide and I left town. We negotiated the steep climb to the famous Tatio geysers. Then we went through a desert of gravel and rock, the landscape changing at every bend, and the smoking volcano, Volcán Machuca, the only constant in our sights. At 4,300 metres, we reached a plateau of some 40 geysers. Boiling underground streams met the cold morning air, sending up hissing plumes of sulphurous steam.

It was amazing to be at the salt lake, Salar de Atacama, at dusk. Its surface was jagged and dusted with sand. This salt lake harbours almost half the world's lithium – used for batteries.

Another guide arrived to take me to Bolivia. 'It'll be different,' he claimed. And he was right. It was literally breathtaking. It was not just that beautiful Red Lagoon, where flamingos join the llamas. There is also the Green Lagoon – a milky, viscous jade so rich in lead and arsenic that no sensible creature would approach. That evening, we checked into the Luna Salada, a hotel sculpted entirely of salt, overlooking the world's largest and highest salt lake: the Salar de Uyuni. It stretches flat over 12,000 square kilometres and is snow-blindingly white.

Unit 22

Track 15

Speaker 1: Well, the weather's certainly changed a lot since I was a boy. We used to have much colder winters then – I can remember skating on the river here and it never freezes over enough to do that now – so in some ways I can relate to what they say about global warming. But actually I think the papers make far too much of it. There are always changes and fluctuations in temperature. I remember my granddad saying that summers were much warmer when he was young. So I think it's just that things go round in cycles and I don't think we need to be all that concerned about reducing our carbon footprint and all that sort of thing.

Speaker 2: My parents go on at great length about the implications of climate change and what individuals should be doing to minimise its impact. But in fact I don't think that the average person in the street can do all that much on his or her own. Governments need to work together if we're going to see any substantial improvements and they're just not cooperating as much as they should. It's really very short-sighted, because I just don't believe it's possible to exaggerate the risks that climate change will involve. It may seem stupid to some people, but it's an issue that actually sometimes keeps me awake at night.

Speaker 3: I did a research project at college into climate change and found it very interesting – my prime objective was to see how it's affecting different countries and what various international organisations are doing to try to improve the situation. What struck me was the fact that we talk a lot about global warming. But in fact the result might be that some countries actually get colder. For example, it seems that the North Atlantic Drift, the current that keeps the waters round Britain relatively warm, may change direction and start flowing from the Arctic to the Caribbean rather than the other way round.

Speaker 4: No one can argue with the fact that the weather is changing. Some people try to say that it's all being exaggerated but that's clearly not the case. Haven't you seen all that stuff about the melting of the polar ice caps? I wonder if there'll be any ice left there by the time my kids are grown up. I just wonder, though, whether it might in fact be quite nice for some people. We normally have cold winters and not very warm summers. I'd be quite happy if we had hot summers and if I didn't have to spend so much on heating in the winter.

Speaker 5: Some people try to say that it's governments and international organisations that need to act to have any positive impact on the problem of climate change. But I think that's a bit defeatist. We shouldn't just sit back and imagine that it's up to other people – we each have to really take the situation on board and do everything we possibly can. I walk or ride my bike everywhere and if I do need to go far, then I take a bus or train. I've no intention of ever buying a car – it's a selfish thing to think only about what's of advantage to you personally, rather than considering future generations and the world they're going to inherit.

Unit 24

Track 16

The phenomenon of citizen journalism is quite a recent one, but one that I'm sure you're all familiar with. I'll attempt to give a brief overview here of what it is, and how it came about. Essentially, it's where you get members of the public playing an active role in the process of collecting, analysing, reporting and disseminating news and information. This is quite different from 'traditional' methods of professional journalism.

One of the basic ideas behind citizen journalism is that ordinary people, people with no professional training in journalism, can use the tools of modern technology and the internet to create, change or fact-check media on their own or in collaboration with others. For instance, you might write about a city council meeting on, let's say, your blog. Or you could 'argue' with a newspaper feature in its comment section, or on a social networking site. Or you might take a photo or video of something happening right in front of you and put it online within seconds.

I often get asked what I think about this. Is serious journalism being pushed aside? Are professional journalists, photographers, reporters going to lose their jobs?

Well, to put it simply, no. Of course, these concerns are valid, but when people want news, real news, and to find out what's really happening in the world, they almost always seek out one or two trusted sources. And what's happening more and more is that trusted, professional news providers are collecting the huge mass of public-generated photos, videos and opinions, editing them, and displaying them alongside proper journalistic items. Public contributions are becoming a valuable, and sometimes very insightful, complement to standard news coverage. And in fact, most examples of citizen journalism that you read aren't on some private blog, or social-networking site – you read them on a trusted news website, already edited, proofread and checked by professional journalists.

Unit 1

Reading

1 1 C 2 E 3 B 4 A 5 D

2 (suggested answers)

bats: one-winged; built-in radar system; bald; covered in scabs; nocturnal; sick; injured; abandoned; tiny creatures; small; common; social creatures; robust; scuffling sound; circle around; swoop around
comfort, care and attention: loving words; help her get well; protect; recover; treasured pets; full-time commitment; hand-feeding; patients; thrive; warmth and companionship; comfort; nesting place; nestle; building up their strength; love affair; nurse back to health

Vocabulary

1 1 species 2 declined 3 habitats
 4 threat 5 sociable 6 regarded
 7 irrational 8 primal 9 facing
 10 warm 11 force 12 combat

Conditionals

1 1 g 2 b 3 j 4 e 5 d 6 a 7 i 8 f
 9 c 10 h

- 2 1 It would be better **whether** if these are fully equipped tours.
 2 We would like to know **if whether** or not you will be ready on the wedding day. / We would like to know if you will be ready on the wedding day or not.
 3 I would also like to say that the bus was late.
 4 It **should would** be advisable to arrive earlier next time.
 5 I hope such errors will never appear in your newspaper again.
 6 I imagine she will always be successful in her career.
 7 It might even be possible to borrow the books from him.
 8 If it will **to** make you feel better, I will close the window.

3 (suggested answers)

- a If you require any further information, please do not hesitate to contact me. /
 Should you require any further information, please do not hesitate to contact me. (*more formal*)
 b If you turn to page ten of the report, you will find a summary of the proposal. /
 If you would turn to page ten of the report, you will find a summary of the proposal. (*more formal*)
 c If it wasn't for the marketing manager, the company would be in difficulties now. /
 Had it not been for the marketing manager, the company would be in difficulties now. (*more formal*).
 d Open the window if it makes you feel cooler.
 e I'll see Jane tonight, unless she's busy. /
 I'll be seeing Jane tonight, unless she's busy. (*more formal*).

Unit 2

Reading

1 (suggested answers)

- 1 Hi Anna,
 2 great / lovely
 3 really
 4 stayed fine
 5 buy
 6 like you planned / as you planned
 7 I think
 8 I'm attaching / I'm sending
 9 am back at work / have gone back to work
 10 I don't get back
 11 'd love
 12 hope I hear from you soon / 'm looking forward to hearing from you soon

Listening

- 1 1 A 2 C
 2 1 B 2 A
 3 a maintain standards
 b set of rules
 c in mind
 d make out
 e get into
 f get your message across

Vocabulary

1 1 c 2 e 3 f 4 g 5 d 6 a 7 b

Prepositions and phrasal verbs

- 1 a to b for c with d at e with f to
 g with h In i to j In k on l to m in
 n on o for
 2 1 On 2 to 3 for 4 in 5 at 6 for 7 in
 8 on
 3 1 I am writing to inform you about some problems **with** your service.
 2 There are many people who take part **in** sports.
 3 We stayed in the hotel **for** five days.
 4 Apart from that, we had to pay **for** breakfast, lunch and other costs.
 5 They have a good variety of food as well as good quality.
 6 Therefore, I would like to ask **for** a refund from your company.
 7 I would like to draw your attention **to** the areas which need to be improved.
 8 The reason **for** this meeting is to collect money for poor children.

Unit 3

Reading

1 (suggested answers)

- 1 Have you always wanted to be a solicitor?
 2 What's a typical working day like?
 3 Do you enjoy your job?
 4 What does your job involve?
 5 Are you happy with your salary?
 6 How do you feel about working in London?

Vocabulary

- 1 1 a A job b Work
 2 a team b group
 3 a employee b trainee
 4 a career b profession
 5 a employer b client
 2 1 d 2 a 3 e 4 f 5 c 6 b
 3 a It usually describes a person who is the object of an action. For example, a *trainee* is a person who is being trained. An *employee* is a person who is being employed.
 b (possible answers) interviewee; detainee; devotee; addressee; payee

Wishes and regrets

1 (suggested answers)

- a I wish most people had a healthy diet.
 b I'd prefer not to work shifts.
 c If only if wasn't (such) a busy day.
 d If only I'd studied to be a doctor.
 e It's time I did some specialist training so that I can earn more money.
 f I wish my superiors supported me
 g I hope my kids find a less stressful job.
 h If only I had fewer patients to look after.
 i I wish I'd moved to a smaller town last year.
 j I'd rather go to work by bus ...

Listening

- 2 a Can you tell me first, where are you from?
 b What do you like about living there?
 c Could you tell me something about your family?
 d Can you tell me why you're learning English?
 e What are your plans for the future?
 f What do you do in your spare time?

Unit 4

Use of English

1 1 A 2 C 3 B 4 B 5 D 6 C 7 A 8 D
 9 B 10 C 11 A 12 D

Listening

1 1 C 2 G 3 E 4 H 5 A
 6 F 7 I 8 B 9 D

Vocabulary

1 (suggested answers)

- verbs connected with preparing food:** skin; pour; drain; slice; arrange; cut; season; sprinkle; top; roast; blacken; evaporate; concentrate; prepare; place; toss; peel; chop; simmer; scrape; mix; sieve; reheat; bake; serve; make; add; stir; drizzle
things used when preparing food: cloth; roasting tray; oven; bowl; saucepan; food processor; spatula; stove; baking tray; timer; mortar; pestle; teaspoon; tablespoon; fridge
 2 (suggested answers)
 b in countries which are across the sea
 c covered with clouds, not sunny
 d on the other side of the page
 e eat too much
 f summary
 g a failure to notice something (often because you were concentrating on something else)

- 3 a widen b whiten c tighten
 d lengthen e thicken f strengthen
 g broadens h straightened
 4 a leaves b fish c series
 d passers-by e analyses f criteria
 g stimuli

Modals and semi-modals (1)

- 1 a ability
 b negative certainty
 c permission
 d order
 e request
 f theoretical possibility
 2 a couldn't
 b Can / Could
 c can't have
 d Can / Could
 e might / could
 f might
 g could have / might have
 h might / could
 3 a wasn't able to
 b do I have to
 c needed / needs
 d had to
 e should be able to
 f needn't have

Unit 5

Relative clauses

- 1 (suggested answers)
 1 I am writing with reference to the MBA course which I understand starts at any time.
 2 If possible, I would like to start in September, when I return from my annual holiday.
 3 I would like to take the course in my home country, where I will have access to the Internet and good libraries.
 4 I graduated from (...) two years ago, where I studied Politics and Economics and gained a BSc Honours degree.
 5 I am currently employed by the plastics company Wisbro, where I work in the Sales and Marketing department.
 6 You can obtain a reference from Sven Larsson, the Marketing manager with whom I have worked closely for two years.

- 2 1 There were about 15 students who **was were** selected to participate in this programme.
 2 I couldn't meet my friend Ann, who **live lives** in St Andrews.
 3 I hope that everyone who **want wants** to take the test will pass it.
 4 The opening hours are 8 am to 10 pm, **what which** is perfect for all the students.
 5 More ingredients from different seasons are used together, **what which** provides more variety.
 6 I do not know where **you have** found the information.
 7 You can also go to the Tourist Board to see what **are** the places to visit **are**.
 8 I would be very pleased if I could receive a written notification about what **is** the company **is** going to do.
 9 Many people can't imagine what **life would** be like without their car.
 10 Don't you remember what **was** Denise's wedding **was** like?
 11 The book explains to us what **are** the challenges **are** for the next century.
 12 Of course, there are still women **which who** stop working at the time they marry.

Vocabulary

- 1 world-class; leading; most effective; successful graduates; popularity; flexibility; affordable; challenging; high standards; expertise; first-class reputation; truly international
 2 (suggested answers)
 a The course dates aren't very flexible.
 b The pace of the course isn't very fast.
 c The standard isn't very high.
 d The choice of subjects isn't very wide.
 e The course isn't very cheap.

Writing

- 1 a great ~~pleasure~~ → **pleasure**
 2 for ~~take~~ the time to → **taking**
 3 we always aim ~~in giving~~ our guests → **to give**
 4 ~~speacialy~~ about our service → **especially**
 5 you were not satisfied ~~to~~ our service → **with**
 6 full responsibility ~~about~~ → **for**
 7 We look forward to ~~welcome~~ you → **welcoming**
 8 in a near future → **the**

Use of English

- 1 1 C 2 A 3 A 4 D 5 B 6 C 7 D 8 C
 9 D 10 A 11 C 12 D

Unit 6

Listening

- 1 1 despair 2 IL B L8 3 160 4 4.1 trillion
 5 1993 6 doctors 7 embarrassing
 8 university students 9 evolve
 10 in my opinion 11 LOL 12 poetry
 2 a make b catch c catch d have
 e have f make g have h make
 3 a made the effort
 b made the point; have; effect / impact on
 c having an argument
 d made contact
 e slow to catch on
 f caught off guard

Phrasal verbs (1)

- 1 a up
 b up
 c up; back
 d out; back
 e on; over/on;
 f through
 g through
 2 1 look up
 2 give / hand; in
 3 read; through
 4 pad; out
 5 give / hand; in
 6 saw; off
 7 stopped over
 8 have touched down
 9 got in
 10 booked into
 11 closes down / will close down / is going to close down / is closing down
 12 handing; in
 13 setting up
 14 take on

Vocabulary

- 1 a do; best
 b took; photos
 c do; housework
 d made; mistake
 e make; effort
 f make; complaint
 g had; time
 h took; chance
 i do; favour

- j takes; nap
 k take; seriously
 l took; responsibility

- 2 1 We simply want to **spend have** a nice time ...
 2 I **passed had** such a good time in Chile.
 3 If you **got have** any problems, call me at the hotel.
 4 We do not have time to **take have** a full meal ...
 5 Why don't we **make have** a barbecue?
 6 Mobile phones have **made had** a great impact ...
 7 There was no social programme at the summer school, but I **found made** very good friends.
 8 I think that some changes should be **done made** to improve the museum.
 9 With no great effort really some improvements can be **done made**.
 10 I would also like to **express make** a few ...
 11 They are feeling unhealthy because they don't **practise do** enough sport.
 12 He had no possibility of **entering taking** the exam this year.
 3 1 take 2 get 3 did 4 take 5 conducted
 6 attract 7 go 8 had

Unit 7

Reading

- 1 *Managing* is appropriate because the book is about business management and *the human animal* is appropriate because the book is drawing some comparisons between human and animal behaviour.
 2 1 T
 2 T
 3 F (*so many ideas fail* – but not all of them)
 4 F (it helps managers *work with* emotions)
 5 DS
 6 T
 7 T
 8 T
 9 F (some think it is *fundamentally flawed*)
 10 F (*only time will tell*)

Reason, result and purpose

- 1 (possible answers)
 a The business is experiencing some problems as a result of the recent rise in oil prices.
 b The company's difficulties stem from poor decisions made last year.
 c As a consequence of delays to the CEO's flight, the meeting began much later than expected.

- d Installing a new software system has resulted in some initial problems for staff.
- e I hope my absence next week won't give rise to any difficulties for the company.
- f Due to the fact that we were slow to take advantage of new technologies, we've fallen behind our competitors.
- g As Jason has a great deal of experience in exports, the company was keen to recruit him.
- h The factory had to close down last year because of financial problems.
- i Because your hotel services were not appropriate, I would like a refund.

Use of English

- 1 1 C 2 A 3 C 4 A 5 D 6 A 7 B 8 A
9 D 10 B 11 C 12 C

Unit 8

Use of English

- 1 1 It 2 will 3 on 4 without 5 than
6 such 7 able 8 was 9 we 10 Therefore
11 well 12 being 13 which 14 what 15 a

Modals and semi-modals (2)

1 (sample answers)

- 1 We used to go to the beach every summer. We would go there in July with all the family.
 - 2 I should have written down all the things my grandfather told me about life when he was a child.
 - 3 You ought to travel as much as you can while you are still young. You should always plan for the future.
 - 4 Would you mind opening the door for me? Will you say 'hello' to your mother for me?
- 2 1 would 2 should 3 should 4 would
5 could

Vocabulary

- 1 1 D, E 2 B 3 F 4 C 5 D 6 B 7 A, F
8 C, D

2 (suggested answers)

positive: key; successful; desirable; holds the advantage; non-stop; no-holds-barred; innovative; quickly; efficiently; up-to-date; world-beating; unrivalled
negative: slow start; dilapidated; stalking; swarming; lurk; extravagant

Listening

- 1 1 cheaper / easier
2 money-saving / easier
3 course developer
4 tutorial
5 timetable
6 every day
7 social interaction
8 study friends
9 social skills
10 over-attending
11 boss
12 wife

- 2 a P b P c P d P e N f N

Unit 9

Listening

- 1 1 B 2 C 3 A 4 D 5 B 6 D
1 1 catch 2 go 3 find out 4 keep
5 reach / achieve 6 achieve 7 know

Future forms

1 (suggested answers)

- Aquarius:** will keep; does not seem to protect; Don't let; will laugh
Pisces: will be; Make sure you protect
Aries: It is likely to; is coming; it won't be; you will have to stay; it will pass you by
Taurus: are going to put; will be gained
Gemini: Do not put off; will save yourself; Take time
Cancer: back away; will miss out; would be; could turn out to be
Leo: are on the point of; Be careful; may land; is going to try; be
Virgo: It does not look as if it is going to be; to be spending; Try to steer clear; it might be a good idea
Libra: It's on the cards that you may start; has the potential; take the plunge; is looking
Scorpio: Don't rush into; The odds are it will fall; could go; let yourself get carried away
Sagittarius: tends to give you; keep; will get better; you'll manage
Capricorn: is going to do; will put; should try; Sometime in the future; they return; will be glad
- 2 a will is more common. will is used more to make a confident prediction about the future; going to is used more for plans or intentions.
b will; may; could; should

Vocabulary

- 1 1 snowed under
2 golden opportunity
3 stay on the ball
4 keep your chin up
5 get you down
6 put the spotlight on
7 on the cards / the odds are
8 go off the rails
9 rosier
10 patch up differences
11 steer clear of
12 is coming your way

Use of English

- 1 1 around 2 far 3 at 4 the 5 another
6 would 7 everyone / everybody 8 on 9 last
10 the 11 of 12 turns 13 to 14 if / though
15 being 16 one 17 would 18 who 19 on
20 be

Unit 10

Reading

- 1 1 D 2 B 3 B 4 C 5 B

Listening

- 1 1 C 2 C 3 D 4 A

Vocabulary

- 1 a U-turn
b drizzly
c bubbling up
d straightforward
e dismal
f fostered
g patronising
h a few years down the line
- 2 a force b unromantic c desire d make holy
e enter f get married g annoying self-satisfaction
h understanding i showing off

Verb	Noun	Adjective
restrain	restraint	restrained
rationalise	(ir)rationality	(ir)rational
simplify	simplicity	simple
invest	investment / investor	invested
cease	cessation	ceaseless
enslave	slavery	slavish
sacrifice	sacrifice	sacrificial
suspect	suspect / suspicion	suspicious
fail	failure	failed / failing
-	disaster	disastrous
invent	invention / inventor	invented / inventive
darken	darkness / the dark	dark
formalise	formality	formal

- 4 1 propose 2 invest 3 disaster 4 simplified
5 suspicious 6 disastrous 7 inventive

Participle clauses

1 (suggested answers)

- a Not having planned it, I did it unromantically one drizzly Monday night outside the pub at closing time.
- b In that world, I was a witch, turning boys into frogs.
- c Our commitment having already been made, there is, in a sense, no reason to get married at all.
- d But then, beginning to think about it and to take on board his arguments, I re-examined my objections.
- e Having begun to think of marriage as a possible choice out of many possible choices, and not a destiny imposed upon me, I found that it didn't seem quite so awful after all.
- f Having got rid of the objections, I started to be able to see certain advantages.
- g Not having darkened the door of a single store's bridal department, I'm not going for white, but green.

Unit 11

Reading

1 1 C 2 F 3 B 4 G 5 A 6 D

Vocabulary

- 1 a artful
b lure
c enforce
d dodgy
e persevering
f self-esteem
g rough and tumble
- 2 a enforce
b lure
c dodgy
d self-esteem
e persevering

Reported speech

- 1 1 promised
2 warned
3 insisted
4 invited
5 offered
6 agreed / asked
7 advised / recommended
8 told
- 2 a John not to let them use the Internet
b having bought / buying
c to take Sara's laptop away
d leaving the laptop switched on
e about his children playing / that his children played
f teaching children
g him not to stare at the screen / him against staring at the screen

Use of English

- 1 1 replaced
2 longer
3 preferred
4 offering
5 heights
6 desirable
7 remove
8 offensive / offending
9 meanwhile
10 alternative

Unit 12

-ing forms

- 1 1 imagine 2 resent 3 enjoy 4 waste time
5 interested in 6 can't help
7 looking forward to 8 give up 9 miss
10 get used to
- 2 a to look b taking c eating d to complete
e turning down
- 3 1 This website is aimed **to at** helping people find a job.
2 The course has been very useful **to in** improving my business English.
3 If you are afraid **to of** missing the train, arrive early at the station.
4 I am capable **to of** translating all the necessary details.
5 You cancelled it **not without** giving us a reasonable explanation.
- 4 1 to get 2 printing 3 to spend
4 to hear 5 to consider 6 using 7 booking
8 writing

Listening

1 1 H 2 C 3 A 4 G 5 B
2 1 G 2 E 3 B 4 H 5 D

Vocabulary

- 1 a economy class
b tourist attractions
c local tourist information office
d tourist trap
e Hordes
f beaten track
g tourist destination
h all-inclusive holiday
i package holiday
j peak season

Reading

- 1 (suggested answers)
a The main purpose of the leaflet is to inform (or remind) the local community about recycling.
b The leaflet is written in a friendly but firm way. It uses simple, informal language and uses *we* and *I* to create a collaborative feeling.
- 2 1 c 2 d 3 b 4 a 5 g 6 f 7 e
- 3 (suggested answer)
Sometimes, formal language can create a distance between the speaker/writer and the listener/reader. Here, the writer probably wanted to appear 'close' and approachable.

- 4 The use of the imperative gives the leaflet a firm feeling. It is not advising, it is instructing. Don't waste it, recycle it!; BAG IT AND BIN IT! Put all your rubbish in different, clearly labelled bags.; Put your different rubbish out only on selected days.; Make sure your rubbish is clearly visible.; Make sure the bags are completely sealed.

Unit 13

Use of English

- 1 1 what 2 to 3 but 4 as 5 one 6 between
7 like 8 ought 9 about 10 not 11 into
12 of 13 tend 14 or 15 If

Vocabulary

- 1 a terrified b exquisite c excruciating
d hilarious e deafening f famished g furious
h vibrant i spotless

Reading

- 1 A fairy tale B thriller C science fiction
D crime E romance
- 2 1 D 2 F 3 B 4 G 5 E 6 A 7 C

Past tenses and the present perfect

- 1 a were floating / floated; realised; felt
b had lived / had been living; had had
c got; was lying
d had never encountered; was
e was; had eaten
f were; had been climbing
g had seen; seemed
h did you last hear
i have visited
j haven't been uploaded
k hadn't seen; bumped
l had been following / had followed; was going
m haven't had
n was driving; was taking / took place
o have been; moved
p Has anybody seen
q was reading; began
r lifted / was lifting; reached / were reaching
s had been repaired; had fallen / was falling
t had been living; was
- 2 1 became
2 has become
3 has become
4 has changed

- 5 have improved
6 have increased
7 have been
8 has never
9 was given
10 were
- 3 1 For five years Kathy **has been learning** English at a private language school.
2 Lately, the business **has been looking up**.
3 I know that she **has been dreaming** about Australia for over 10 years.
4 This show **has been on** our screens every day of the week since 2000.
5 For some years, a revolution **has been taking** place regarding the role women play in society.

Unit 14

Vocabulary

- 1 a 3 b 1 c 4 d 2 e 6 f 5 g 5
2 a down b out c over d round e into
3 1 talk into; talk out of; talk round
2 talk over
3 talk down to

The passive

- 1 1 have been adapted 2 are aimed
3 is disadvantaged 4 has been written / is written
5 be summarised 6 has been done 7 be written
8 be ruined 9 be read 10 is given
- 2 (suggested answers)
b will have to get/have my eyes tested
c am going to get/have it made into a poster
d had it redecorated
e will have to get/have it copied
f get/have it checked
g will have to get/have it dry cleaned
h get/have my hair cut at *Hairtique*
- 3 1 I can promise you that nobody **has been harmed** so far by a member of the medical service.
2 I **have been invited** to take part again as interpreter.
3 This new satellite TV series **has been shown** in our country for the last couple of weeks.
4 Along a path, which **has been built** for visitors, you will get to a row of farmer's houses.
5 Some of the classes on your course **could have been prepared** better.
6 For example, this book **was written / has been written** with children in mind.

Listening

- 1 1 A 2 B
2 a detect b deliver c respond
d sensors; processed e activating

Unit 15

Reading

- 1 1 D 2 G 3 B 4 F 5 A 6 E

Vocabulary

- 1 1 c 2 e 3 a 4 b 5 d
2 1 d 2 a 3 e 4 b 5 c
3 1 d 2 c 3 a 4 e 5 b

The infinitive

- 1 a failed
b to gain; pretended
c tend / are supposed
d intend / want
e managed / failed
f want; supposed
g arranged / were supposed
h afford; invite
2 a to be sitting / to sit
b to phone / to have phoned
c to take part / to have taken part; to sit / to be sitting / to have been sitting
d to be covered e to be asked f not to be
g invite h work i watch
j To include / To have included
k go l ask / to ask m To retire n to win
o to talk p to take q to help r to eat
s to explain t to be
3 1 getting 2 to meet 3 interviewing
4 managing 5 getting 6 to live 7 of winning

Unit 16

Hypothesising

- 1 a hypothetical b imagine c assume d Were
e assumption f Allowing g Provided / Providing
h Speculating i wonder j suppose
2 1 for 2 if 3 whether / if 4 to be 5 offered
3 (suggested answers)
a As long as she gets the questions she's prepared for, she should do very well in the exam.
b If I were you, I'd resign on the spot.

- c He's only agreed to help finance the project on the assumption that she is also going to put in an equal amount.
d If we had anticipated what problems might arise, we would never have embarked on such a complex venture.
e I'd love to know whether Laura still thinks about me.
f What if we make no changes at all for the time being?
g Let's take the hypothetical case of a single mother bringing up two children.
h If only I knew how she felt about things.
i I wonder if they will win the World Cup.
j Suppose I ask her out on a date and she says 'no?'

Vocabulary

- 1 1 tongue 2 head 3 foot 4 heart 5 ear
6 nose 7 eye 8 hand
2 1 1a 2 1c 3 2a 4 3a 5 3c
6 5b 7 4a 8 4b 9 4c 10 8c
11 5a 12 7c 13 12b 14 7b 15 6a
16 7a 17 8a 18 8b 19 2c 20 1b
21 6c 22 3b 23 6b 24 5c

Use of English

- 1 1 though 2 ago 3 to 4 as 5 but 6 they
7 at 8 because 9 known 10 after 11 so
12 the 13 and 14 what 15 can 16 in
17 great 18 one 19 of 20 be

Listening

- 1 1 Chocolate Factory 2 tired 3 home
4 unhappy 5 angry 6 paper 7 chocolates
8 his family 9 at First Sight 10 train
11 New York 12 close 13 phone numbers
14 called / phoned / rang 15 Wrong number

Unit 17

Reading

- 2 (suggested answers)
A 1 a car
2 wheelbase; roofline; gear stick; dashboard; seats
3 waste of space; creative thinking; Equal ingenuity; Some are better than others; what's the use of it?
B 1 a restaurant
2 dining; dishes; menu; roast duckling; sweet pineapple and vanilla sauce

- 3 mistakes; potential for disaster; strange but true; adequate; sickly sweet
C 1 a film
2 movie; watchable; setting
3 chocolate box; sweet and gooey and enjoyably bad; always watchable; beautiful; kind; silly; beautifully executed; a haven
D 1 an album or CD
2 tracks; music; songs
3 nothing ... out of the ordinary; subtle change; one of the great songs
2 a purposes b true c sweet d the dots
e refuge f love g disappointed

Use of English

- 1 1 rave 2 show 3 sense 4 setting 5 divide
6 dip

Articles

- 1 a The information you find on the Internet ...
b Her boyfriend is a solicitor.
c He is the solicitor you were reading about in the newspaper a week ago.
d I earn about £8,000 a year from setting and marking exams.
e The Smith family have a gardener who comes in from time to time, who they pay by the hour.
f We should have dinner together at the Holiday Inn in New Square some time in the next few weeks.
g We spent a week on holiday in the Seychelles but I spent most of the week in bed as I caught a nasty cold.
h Someone once said that the poor will always be with us.
i The family are all in different places this week – Joan has gone to the US and Monty is in India, while Sue has gone by car to the north of Scotland and Bob has taken the / a train to France.
2 a talks sense
b to be out of pocket
c sighed with relief
d sets sail
e was lying face down
f caught fire
g by word of mouth
h make way for
3 (possible answers)
a the more forgetful you become
b The more I listened to him

- c the quicker we can get started on the work
d The less I work
e the better the outcome
4 a I'm afraid I only have a little money.
b I've got a few euros.
c Each girl in the class has her own email address.
d Few people pass their driving test the first time.
e He has little experience of hard manual work.
5 1 You may have to queue for a couple of hours.
2 I have been in London for a few years.
3 We have a plenty of different programmes on TV.
4 We are having an athletic competition the next month.
5 We believe that opening the centre to the public would be a good solution.
6 The speech was cancelled at the last minute.
7 I'm sure she will invite you to have the breakfast with her.
8 We should use the public transport more often and not depend on cars.

Unit 18

Listening

- 1 (sample answers)
What I like about this picture is the feeling of a relaxed summer atmosphere which it conveys
What is most striking about this picture is the way the artist presents so many different little scenes in the one painting.
It is the girl in the foreground who I find most interesting.
What the artist conveys is a summer afternoon, full of both light and shade, and of both movement and stillness.
What struck me first about this painting was the intense look on the face of the woman in the foreground with her arm around the girl's shoulders.
2 1 A 2 B 3 D 4 C

Emphasis

- 1 a What I find hard when I meet someone new is making small talk.
b What parents usually enjoy talking about is their children.
c All you need to do to be thought of as a good conversationalist is to ask someone about themselves and then sit back and listen to the answer.

- d The sensible thing to do when you're making small talk is not to talk about serious topics.
 e What immediately struck me about her was her ability to make small talk.

Reading

1 1 G 2 B 3 F 4 D 5 A 6 H 7 E

Vocabulary

- 1 1 f 2 c 3 h 4 b 5 k 6 i 7 d 8 j 9 l 10 e 11 a 12 g
 2 (suggested answers)
 a it's human nature; it's second nature; it's not in his nature
 b let something go; let someone down; don't let it get you down
 c in the course of time; be on a collision course; par for the course
 d be set in your ways; set your heart on something; set the record straight
 e be in the mood for something; be in a good mood; not be in the mood to do something

Unit 19

Use of English

- 1 1 How 2 was 3 Everyone / Everybody 4 must 5 as 6 instead 7 few 8 their 9 no 10 made 11 in 12 when 13 other 14 like 15 her
 2 1 top 2 dot 3 stay 4 side 5 shot 6 party 7 just 8 track
 3 a board (get on a plane or a ship)
 b staff (people who work for an organisation)
 c deal (cope with)
 d slip (do something quickly hoping not to be noticed)
 e expression (look on a person's face)
 f class (the level of service)
 g handle (deal with)
 4 1 a brief portrait of
 2 go over the differences between
 3 which have an influence on / over
 4 to consider different ways in
 5 explaining the reason for

Language of persuasion

- 1 (suggested answers)
 1 formal, younger instructor with older learner
 A: Come on. Have a go!
 B: Just show me again and I'll have a go.

- 2 formal, manager and business consultant
 A: What do you think we should do?
 B: Just keep on like you are now, I guess.
 3 informal, old friends
 A: Could you tell me where the station is, please?
 B: Certainly. I could drive you there myself on the way to the office, if you like.
 4 informal, mother and child
 A: What did you think of the film?
 B: I'm afraid I didn't like it very much.
 5 formal, sales assistant and customer
 A: What on Earth do I do now?
 B: Just fill in the form and then give it to the girl over there.

Unit 20

Listening

- 1 a 4 b 7 c 9 d 11 e 2 f 1 g 10 h 5
 i 6 j 3 k 8
 2 1 C 2 D 3 A 4 D 5 B
 3 1 Aa Bb Da
 2 Ae Be Ce
 3 Bc Cc Db
 4 Ab Bd Cd
 5 Ab Ca Db
 6 Ba Cb Db

Vocabulary

Noun	Verb	Adjective	Adverb
difference	differ / differentiate	different	differently
finance	finance	financial	financially
system	systematise	(un) systematic	(un) systematically
respondent	respond	(un) responsive	responsively
exclusion	exclude	exclusive	exclusively
frequency	frequent	(in) frequent	(in) frequently
prevalence	prevail	prevalent	-
attribute / attribution	attribute	attributive / attributed	-
refinement	refine	(un) refined	-
superiority	-	superior	-
distinction	distinguish	(in) distinct / distinctive / distinguished	(in) distinctly

- 2 a distinct b frequency c prevalent
 d attributed e finance f exclusive
 g responded h refining i superiority

Inversion

- 1 (suggested answers)
 a In no way are we responsible for what happened.
 b Only on very rare occasions does he put in an appearance.
 c On no account should you just do what they say without thinking it through yourself.
 d No sooner had John sold his house than the one he was hoping to buy fell through.
 e Little did I imagine that I would ever meet a famous Hollywood film star.
 f At no time should you let anyone know what you are really doing here.
 g Never before have I stayed in such a bad hotel.
 2 1 Not only **was the food** dull, but also the service was not what you stated in the brochure.
 2 I would be pleased to try this job for one week. Only then **will I** be sure if I like it.
 3 Not **was it** wrong, but there were not enough minibuses to transport us.
 4 Not only **was there** no choice for vegetarians, but also the food was inedible.
 5 Some food companies believe that only in this way **can people** be interested in buying their product.
 6 Perhaps **we could** do the test again?
 7 Your hotel was not cheap. Nor **can I** accept that you offer high standards of service or food.
 8 If I could choose any time or place, then **I would definitely** choose the US in the 1960s.
 9 Anyway, you asked me what **you should** wear.
 10 Not until you have passed your driving test **should you** drive a car alone.
 3 (possible answers)
 a Seldom have I ever been more embarrassed.
 b Not until she was 20 years old did she find out what she wanted to do in life.
 c Little did I think that I would ever get married.
 d Under no circumstances would I ever lie to someone.
 e Only on weekends do I sleep late.
 4 (possible answers)
 a absolutely b incredibly c bitterly
 d blissfully e hugely f desperately
 g seriously

Unit 21

Listening

2 a 2 b 1 c 2 d 3 e 2 f 1 g 1 h 1
 i 3 j 3 k 3 l 2 m 1 n 3 o 3
 3 a 3 b 2 c 1 d 1 e 2 f 3 g 1

Range of grammatical structures

- 1 Jordan Romero, a 13-year-old American, has his sights on one of the Wonders of the World, not for his geography homework, but for his own very real goal – climbing it. He wants to reach the summit of Mount Everest, in an attempt to become the youngest person who has conquered the mountain. Jordan, along with his parents, will attempt the climb. Mt. Everest is part of Jordans's ambition to bag the tallest peaks on each of the seven continents. He told his dad about what he would like to do. His dad didn't try to talk him out of it. He just explained the difficulties and what he would have to do, and they started training right away.
 2 1 combines 2 was inspired 3 seeing
 4 started 5 to climb 6 added
 7 expressing/who expresses 8 to be faced
 9 have been known 10 result
 3 1 does 2 but 3 as 4 if 5 had 6 there
 7 why 8 a 9 before 10 will 11 without
 12 which 13 has 14 it 15 from

Writing

- 1 (suggested answers)
 famous; spectacular; luxury; delicious; varied; first-class; spacious; well-designed; amazing; comfort; frequent; many fascinating; no additional costs; rest assured; extremely cheap; holiday of a lifetime; you have always dreamed of
 2 1 f 2 a 3 g 4 b 5 e 6 h 7 d 8 c
 3 (suggested answers)
 1 because
 2 accommodation
 3 if you had seen
 4 Speaking of
 5 looking forward to getting
 6 led to
 7 we had been promised that we would visit
 8 turned out
 9 had to
 10 I hope

Unit 22

Listening

1 a 3 b 4 c 2 d 5 f 1

Noun	Verb	Adjective
fluctuation	fluctuate	fluctuating
cycle	cycle	cyclical
reduction	reduce	reduced
implication	imply	implied
minimum	minimise	minimal
cooperation	cooperate	cooperative
improvement	improve	improved / improving
significance	signify	significant
exaggeration	exaggerate	exaggerated
intention	intend	intended
consideration	consider	considered
inheritance	inherit	inherited

Vocabulary

- 1 1 cumulative 2 torrential 3 heat 4 below
5 commitment 6 footprint 7 melting
8 Drought
- 2 1 fluctuate 2 minimise 3 exaggerated
4 reduce 5 inherit 6 cooperation
7 significant 8 intention 9 consideration
10 improvement

Interpreting and comparing

- 1 whereas, on the other hand, while, in contrast, however, although
- 2 a rapid b marked c steep d falls and rises e steady

3 (sample answer)

The line graph shows changes in average global temperatures between 1880 and 2010. From the years 1880 to around 1890, there was no significant rise in temperatures. However, in the following decade, there was a slight increase, with temperatures rising around two degrees. From then, while there was some fluctuation in temperatures, there was a small, gradual rise until 1970. At that time, temperatures had risen approximately four degrees on the 1880 average. After this date, there was a significant change in the pattern. Moreover, a sharp, sudden increase could be seen, with temperatures rising around one degree

every ten years. This steep rise in temperatures has continued until the present day. In addition, it can be said that since the 1970s, there has been no significant drop in temperatures.

To sum up, it can be seen that there was no significant change in global temperatures until the 1970s, after which, there began a marked rise which shows no sign of changing.

- 4 1 You will find public telephones both in the airport and in the station **but and** also in the streets.
2 There was no special service **or and** the food was not especially great.
3 We can stay at home without seeing anybody **and or** speaking to a 'real' person for ages.
4 If someone does not feel good mentally **or** feels lonely, he will not work well.
5 I hope you will find the programme very lively **and** sociable.
6 I'd like to find work in an insurance company **and or** a bank.
- 5 1 Even **though** he doesn't like the course, he is studying because he has to.
2 The first evening should be guided **therefore since / because / as** the tourists need a tour around a strange city.
3 **However Although / Even though** the itinerary was well planned, everything was ruined by that coach, which stopped working on Wednesday.
4 **During While** travelling from the airport to the train station, I lost my baggage.
5 Day two was supposed to be at a typical English restaurant, **while whereas** it was really at a hamburger restaurant.
6 You will be provided with exercise books. **Although, However**, sometimes you will need to buy extra ones.

Use of English

- 1 1 melt 2 prime 3 freeze 4 board
5 round 6 change
- 2 1 there is little / no likelihood of
2 to take many factors into account / to take account of many factors
3 a significant increase in the
4 temperatures rose sharply
5 Making a significant reduction in

Unit 23

Reading

- 1 1 dissatisfaction 2 aware 3 arrival
4 supposed 5 regarding / concerning
6 endured 7 refreshment(s) 8 passed
9 supply / provide 10 long / lengthy
11 dark 12 hands 13 ensure 14 reply
15 intend / propose / plan

Vocabulary

- 1 1 d 2 g 3 e 4 i 5 j 6 h 7 b 8 f
9 a 10 c
- 2 a regret b kind c choice d prompt
e appreciate f grateful g response / reply
h hesitate i of / dated j hope

Writing

1 (sample answer)

Dear Mrs Daniels,
Thank you very much for your email. Our customers are important to us and it is very useful to hear your views.

On behalf of the company, please accept our sincere apologies for the inconvenience you may have experienced in respect to your journey on flight 4508.

We take great pride in ensuring the satisfaction of all our customers. However, local conditions are often outside our control. On this occasion, we have narrowed the cause of the problem to technical difficulties and staff problems at San Jose airport. Weather conditions were responsible for the delay to your flight. A number of key staff changes at the airport meant that, unfortunately, you were not given the level of customer care which we would consider to be normal.

We are committed to customer care and we regularly take steps to provide company training sessions for all our staff, to ensure that experiences such as yours never happen again. Because of the inconvenience caused, we will provide you with a 50% refund of the cost of your ticket.

We very much value your custom and are committed to providing you with the highest possible level of customer care. We hope that you will continue flying with us and will continue to enjoy our service.

Yours sincerely,
R. Evans, Customer Service Manager

Phrasal verbs (2)

- 1 1 A 2 C 3 C 4 C 5 B 6 C 7 A 8 B
9 B 10 C
- 2 a get across b fall through c turn up
d put (something) down to (something else)
e single out f put off g write off
h get on with i break out j bring out
- 3 1 I phoned a taxi company to **know find out** the average rate from the airport to the station.
2 The problems started from the same moment I **went into got on** the coach.
3 You take the number one bus and you **go down get off** at the 11th stop.
4 You might be able to **take part at in** our next event next July.
5 The construction of the new blocks of flats could be **paid for** by the grant the city has got.
6 You should organise parties for everyone to **get to know** his or her colleagues.
7 A new, good bus is indispensable if we **go to on** a day trip to Stratford-upon-Avon.
- 4 1 find out 2 get on 3 get off 4 get off
5 get to know 6 learn

Unit 24

Use of English

- 1 1 at 2 up 3 than 4 later 5 its 6 such
7 by 8 his 9 or 10 like 11 to 12 it
13 a 14 there 15 because / as

Listening

- 1 1 analysing 2 disseminating 3 Ordinary
4 online 5 Serious 6 trusted 7 providers
8 contributions 9 complement 10 proofread

Vocabulary

- 1 a bulletin b non-biased c feature d coverage
e insightful f reporter g journalist
h complement
- 2 a give an overview
b collect / give / find out information
c take / play a video
d put something online
e lose a job
f find out what's happening
g play an active role
- 3 1 attend 2 achieve 3 conducted 4 meets
5 draw 6 take

Acknowledgements

Use of English

- 1 1 innovative 2 breadth 3 depth 4 intensive
5 extremely 6 qualified
7 investigation / investigating 8 reporting
9 contents 10 requirements

Connecting words

- 1 a as well as b In spite of c though d but
e However, f As g Owing to h such
i so fast that j Thanks to k in case
l No matter m as n anyway o However

Unit 25

Reading

- 1 1 B 2 A
2 a identical twins b genes c privileged
d incoherent e pursuits
3 1 appropriate 2 definitely 3 beginning
4 ✓ 5 ✓ 6 accommodation 7 ✓
8 successful 9 career 10 ✓ 11 ✓
12 healthy 13 disappointed 14 ✓

Complex sentences and adverbials

- 1 a He'll show the new office junior **how what** to do.
b ✓
c ✓
d This is the marketing manager, **who's whose** office is just down the corridor.
e **Who What** I can't stand are people **which who** complain about everything.
f I think I've found a time **when where** we can both meet.
g ✓
h ✓
i ✓
j That's the man who **he** will appear in court tomorrow.
2 1 d 2 f 3 a 4 c 5 e 6 b
3 a Advertising is an industry which / that wields considerable power within Western societies.
b This article is by Kathy Myers, who is the editor of one of the top women's magazines.
c The final chapter of the book, which deals with the change in attitudes to opera, will be expanded.
d That's Mr Williams who I was talking to just yesterday. / That's Mr Williams to whom I was just talking yesterday.

- e Some people, a few of whom live in the villages in the foothills, still speak the local dialect.
f Our research into language has produced some interesting results which show that as many new words are coming into the language as old ones that are dying out.
g We listened to recordings of several dialects, many of which I had never heard before.
h There were two fantastic photos for the book, one of which was chosen as the front cover.
4 1 One member has also complained about your booking system, **that which** should be improved urgently.
2 The aim of this report is to suggest a magazine for students who **they** would like to study Greek.
3 I want to give you information about my neighbour, **which who** I have known for a long time.
4 The opening hours are from eight o'clock, **what which** are perfect for us.
5 The exchange students, **that who** will be visiting you from July, do not require special food.

Use of English

- 1 1 has its origins 2 wished she had paid more
3 was no justification for such
4 to think whenever I take
5 Even if/though he's

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

NI Syndication for the text and photograph on pp. 4-5 adapted from 'A great place to go batty' by Gill Todd, *The Times Weekend*, 29.8.98, p. 34 adapted from 'Fighting the computer invasion', *The Times*, 3.1.00, p. 36 adapted from 'A shape of fins to come' by Max Glaskin, *Sunday Times Style Magazine*, 6.2.00. Copyright © NI Syndication. Reprinted with permission; Guardian News & Media Ltd for the text on p. 10 adapted from 'Stuck in the middle with you' *The Guardian*, 10.5.00, p. 22 adapted from 'Zoo Management' by Nigel Nicholson, *The Guardian*, 10.2.01, p. 31 adapted from 'Will you marry me?' by Charlotte Higgins, *The Guardian*, 29.2.00. Copyright © Guardian News & Media Ltd; Haymarket Group for the text on p. 13 adapted from 'Stop, look, listen. Before you Buy', from *What Hi Fi?*, January 1999. Reprinted with permission; Random House Group UK Limited for the Recipe and the listening exercise on p. 14 from Roasted Tomato Soup with a Puree of Basil and Olive Croutons from *Delia Smith's Summer Collection*. BBC Books 1992. Reprinted with permission; Telegraph Media Group Limited for the text and listening exercise on p. 19 from 'Virtually flirting with love's new language' by David Cohen, *The Telegraph*, 1.2.00, p. 30 adapted from 'Hard drive: Making a Speech' by Peter Cochrane, *The Telegraph*, 4.1.01, p. 52(a) adapted from 'Motoring' by Neil Lyndon, *The Sunday Telegraph*, 18.6.00, p. 52(b) adapted from 'Restaurants' by Matthew Norman, *The Sunday Telegraph*, 18.6.00. Copyright © Telegraph Media Group Limited; SourceMedia Inc for the text on p. 24 adapted from 'Business Process Improvement using Cause-and-Effect Analysis and Design of Experiments' by Nari Kanna, *InfoManagement Direct*, July 2005. Reprinted with permission; Text and listening exercise on p. 27 adapted from 'Guidelines for being a good online student', www.learningassistance.com/2005/august/onlineguidelines.htm by Linda Sweeny; Carnegie Mellon University for the adapted text and listening exercise on p. 28 'Aron Ralston Sacrifices his Right Arm to Save His life'. This story originally appeared in *Carnegie Mellon Magazine*, the collegiate magazine of Carnegie Mellon University. Reprinted with permission; Horoscopes on p. 29 adapted from <http://www.astrology-online.com>; Allison and Busby Ltd for the text on p. 40 adapted from *How to Write Short Stories* by Donna Baker. Reproduced with kind permission of the author and the publishers, Allison and Busby Ltd. Copyright © Donna Baker 1986; Text on p. 41 from *Promise to tell me*. Copyright © 1999 M Stanley Bubien. All Rights Reserved; The Royal Institution for the text and listening exercise on p. 45 adapted from *Staying Alive: The Body in Balance*. Lecture 1 - *Sense and Sensitivity* by Professor Nancy Rothwell, 8.12.98. Copyright © The Royal Institution 1998. Reprinted with permission; The Independent for the text on pp. 46-47 adapted from 'Clarity in a Cold Climate' by Roger Dobson, *The Independent*, 23.12.99. Copyright © The Independent; David Higham Associates for the text on p. 51 from the Preface in *Mini Sagas* by Victoria Glendinning, published by The History Press, 1997. Reprinted with permission; Rajesh Setty for the text and listening exercise on p. 51 from *Mini Sagas*, *Charlie and the Chocolate Factory* and *Love at first sight*. www.rajeshsetty.com. Reprinted with permission; Extract on p. 52(c) adapted from Preview, a guide to the week's television and radio. *A Walk in the Clouds* (1995) by Andy Medhurst, *The Sunday Telegraph Magazine*, 18.6.00. Copyright © Telegraph Media Group Limited; Extract on p. 53(d) adapted from a review of Don Henley album - *Inside Job*, *Country Music International*, July 2000; *Cosmopolitan* for the text on p. 58 adapted from 'How to sweet talk anyone' by Celeste Perron, *Cosmopolitan*, June 2000. Copyright © National Magazine Company. Reprinted with permission; Cambridge University Press for the text and listening exercise on p. 61 adapted from *Eating Out: Social Differentiation, Consumption and Pleasure*. Copyright ©

Alan Warde and Lydia Martens, 2000, published by Cambridge University Press, reproduced with permission; Digital Journal Inc for the text on p. 65 adapted from 'Mount Everest ascent planned by 13 year old' www.digitaljournal.com/article/290148. Published with permission of Digital Journal.com; World Association of Newspapers, France for the text on p. 73 adapted from 'Twitter first off the mark with Hudson plane crash coverage' from http://www.editorsweblog.org/multimedia/2009/01/twitter_first_off_the_mark_with_hudson_p.php by Helena Deards. Reprinted with permission;

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

The publisher has used its best endeavours to ensure that the URLs for external websites referred to in this book are correct and active at the time of going to press. However, the publisher has no responsibility for the websites and can make no guarantee that a site will remain live or that the content is or will remain appropriate.

Photo acknowledgements:

p. 5: Thinkstock/iStockphoto; p. 7: Catchlight Visual Services/Hermien Lam/Alamy; p. 8: Helene Rogers/Art Directors & TRIP; p. 10: Shutterstock/Kurhan; p. 11: Thinkstock/Creatas; p. 12: Phillip Lee Harvey/Getty Images; p. 13: Paul Fleet/Alamy; p. 16: Thinkstock/Todd Warnock; p. 18: Michael Buckner/Getty Images; p. 19: Ton Koene/Alamy; p. 20 (TL): Thinkstock; p. 20 (BR): Shutterstock/Anton Gvozdkov; p. 23: Published by Texere Publishing Ltd, © 2000, Nigel Nicholson. Cover illustration used with permission of David Holmes; p. 24: OJO Images/Rex Features; p. 26: Yellow Dog Productions/Getty Images; p. 28: © FoxSearch/Everett/Rex Features; p. 30: Thinkstock/iStockphoto; p. 34: Picture Partners/Alamy; p. 36: Rex Features; p. 37: Pegaz/Alamy; p. 40: Photolibrary.com; p. 41: Paul Vidler/Alamy; p. 43 (T): iStockphoto/Steve Debenport; p. 43 (B): iStockphoto/Jacob Wackerhausen; p. 44: iStockphoto/mbbirdy; p. 45 (T): Thinkstock/Christopher Robbins; p. 45 (B): Thinkstock/Bananastock; p. 46: Jeemarch/fotolia; p. 51 (T): iStockphoto / imagedepotpro; p. 51 (B): Tim Pannell/Corbis; p. 52 (BL): izmostock.com; pp. 52 (TR, BR): Thinkstock/Hemera; p. 53: Friday #7688587/fotolia; p. 55: Ball at the Moulin de la Galette 1876 (oil on canvas) by Pierre Auguste Renoir, Musee d'Orsay, Paris, France/ The Bridgeman Art Library; p. 59: Imagebroker/FLPA - Images of Nature; p. 61 (T): Thinkstock/Digital Vision; p. 61 (B): iStockphoto/Blend Images; p. 64 (A): Robin Smith/Art Directors & TRIP; p. 64 (B): iStockphoto/Cindy Creighton; p. 64 (C): Jochem Wijinands/Alamy; p. 65: Shutterstock/ Ignacio Salaverria; p. 66: Pictor Uniphoto/Imagestate; p. 67: iStockphoto/ Josef Friedhuber; p. 68: NASA/Goddard Space Flight Center; p. 69 (TL): Thinkstock/Jupiterimages; p. 69 (BR): Thinkstock/Hemera; p. 70: Rex Features; p. 73: Sipa Press/Rex Features; p. 74: Jonathan Hordle/Ray Tang/Rex Features; p. 76 (T): age fotostock/Superstock; p. 76: (B) David J. Green /Alamy.

Illustrators:

Mark Duffin p. 14; Nicky Duffy pp. 63, 72; Rory Walker pp. 62, 71

We are unable to trace the copyright holders for the illustrations that appear on pages 50, 56 and 58 we would appreciate any help which would enable us to do so.