

НАЦІОНАЛЬНА АКАДЕМІЯ СЛУЖБИ БЕЗПЕКИ УКРАЇНИ

Кафедра романо-германських мов

у партнерстві з

НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ

“КИЄВО - МОГИЛЯНСЬКА АКАДЕМІЯ”

Кафедра англійської мови

**NAVIGATING
THROUGH
YOUR SPEAKING OUT**

КИЇВ 2023

Даний посібник призначений для розвитку та вдосконалення всіх типів мовленнєвих навичок у студентів вищих навчальних закладів України з різним рівнем підготовки у відповідності до їхніх освітніх потреб в процесі успішного опанування навчальних курсів в межах затверджених бакалаврських програм.

Велика кількість вправ на автентичному матеріалі дозволяє опанувати сучасну лексику, розвивати та вдосконалювати навички слухання та говоріння, вести дискусії, аргументувати та структурувати усні висловлювання на запропоновані тематики і практикувати відповідні граматичні структури.

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ПЕРЕДМОВА

Посібник “NAVIGATING THROUGH YOUR SPEAKING OUT” укладений для дисципліни “Англійська мова” для студентів вищих навчальних закладів України з різним рівнем підготовки у відповідності до їхніх освітніх потреб в процесі успішного опанування навчальних курсів в межах затверджених бакалаврських програм.

Посібник містить систематизований виклад навчального матеріалу з можливістю використання як складової частини програми навчальної дисципліни у відповідності до її базових вимог.

Посібник складається з десяти розділів, кожен з яких присвячений окремій лексичній та граматичній тематичній темі. Матеріали посібника націлені на поглиблення та удосконалення навичок аудіювання, говоріння, письма. Завдання в кожній частині сприяють формуванню комунікативної, лінгвістичної та соціокультурної компетенцій, що забезпечують уміння ефективно і гнучко використовувати англійську мову в різноманітних ситуаціях міжкультурної комунікації.

Посібник базується на сучасних матеріалах з використанням автентичних джерел.

Запропонований матеріал спрямований на розвиток у студентів навичок критичного мислення та читання, збагачення словникового запасу та вміння його використовувати на практиці, вільно вживати різноманітні граматичні структури, працювати як самостійно так і в групах.

◆ UNIT 1 IDENTITY

■ LANGUAGE-LEARNING

• READING

1. Read the article. Complete it with the missing sentences.

- A. He suggests they should make an effort to speak like everybody else to appear less arrogant and more open to doing business.
- B. It should not, he insists, be used as a vehicle of culture.
- C. In his books 'Don't speak English, Parlez Globish' and 'Decouvrez le Globish' Jean Paul Nerriere advocates the use of Globish as the mother tongue of international communication.
- D. Now his globalized version of English is so common, he Says, that Britons, Americans, and other English speakers should learn it too.
- E. Other features include short sentences, an absence of idiomatic expressions, and extensive hand gestures to get the point across.

Globish: the new international language?

French author and ex-vice president of IBM has *come up with* a new reduced form of English to help non-English speakers *get by* when they are abroad. (1)

Globish involves a vocabulary limited to 1,500 words. (2) It is not aimed at cultural eloquence, Mr Nerriere *points out*, but at 'linguistic efficiency, always, everywhere, with everyone'.

Mr Nerriere originally started his investigations into Globish in an effort to help other Frenchmen and women sitting in business meetings held in English. He advised them to content themselves with Globish instead of trying to master the intricacies of the Queen's English. (3)

Mr Nerriere says that Anglo Saxons tend to *stand out* as strange in international business meetings. This is due to their refusal to use the elementary English adopted by colleagues from other countries. (4) He warns that commercial ventures could depend upon the mastery of Globish: 'If you lose a contract to a rival because you're speaking an English that no one apart from another Anglophone understands, then you've got a problem.'

Quick to dispel fears that Globish will mean the end of other languages, Mr Nerriere recommends that it should only be used in international exchanges. (5) In other words, he believes we should *carry on* learning languages to read the great literary works of Moliere, Shakespeare and Cervantes. He claims, however, that the best language to talk about the price of steel in China is Globish.

2. Tick (✓) the true sentences about Globish.

- 1. It was invented by a Frenchman.
- 2. It has a large vocabulary.

3. The sentences are very short.
4. It uses a lot of idioms and phrasal verbs.
5. It relies heavily on body language.
6. It is useful for communication in business.
7. It is not intended for writing novels.
8. It should be used in the place of all other languages.

3. Look at the highlighted verbs and expressions. What do you think they mean? Check with your dictionary.

• VOCABULARY

1. Put each of the following words in the correct space.

<i>accent</i>	<i>dialect</i>	<i>pronunciation</i>	<i>sentence</i>	<i>tongue</i>
<i>antonym</i>	<i>idioms</i>	<i>proverb</i>	<i>slang</i>	<i>vocabulary</i>
<i>cliché</i>	<i>jargon</i>	<i>sarcasm</i>	<i>synonym</i>	

1. A variety of a language, spoken in one part of a country, different in some words or pronunciation from other forms of the same language
2. A language; “Spanish is her mother _.”
3. Telling someone who’s done something stupid that he’s “absolutely brilliant”
4. “Look before you leap.” or “A friend in need is a friend indeed.”
5. “Wealthy” is a _ of “rich”
6. An expression used so commonly that it has lost much of its expressive force
7. The accent of British English which has become the standard for teaching and learning is known as Received P _
8. “Pretty” is an _ of “ugly”
9. Informal language used among friends but not suitable for good writing or formal occasions
10. All the words known to a particular person
11. A particular way of speaking, usually connected with a country, area, or class
12. Language that is hard to understand, especially because it is full of special words known only to members of a certain group e.g. linguists or schoolboys
13. a group of words that form a statement, command, exclamation, or question, beginning with a capital letter and ending with one of the marks (!./?)
14. phrases which mean something different from the meanings of their separate words e.g. “make up my mind”

2. Indicate the right answer.

1. The new school claims to _ students all the English they need in a few months.
a) explain b) instruct c) learn d) teach
2. I never _ a chance of improving my English if I can help it.
a) avoid b) lose c) miss d) waste
3. Will you _ me how to make that sound?

- a) learn b) practice c) show d) train
4. Franek thought that the other students would think he was English, but his accent gave him _.
- a) away b) in c) out d) up
5. _ that he only started learning it one year ago, his English is excellent.
- a) Accounting b) Considering c) Imagining d) Wondering
6. We were the _ students in the class who could speak Ukrainian.
- a) alone b) one c) only d) single
7. Your pronunciation would improve if you _ with native speakers.
- a) exercised b) practised c) repeated d) trained
8. The students _ ever use the library.
- a) almost b) hardly c) nearly d) practically
9. Priscilla asked for _ lessons at home as she thought she would learn English more quickly that way.
- a) particular b) peculiar c) personal d) private
10. Learners of English as a foreign language often fail to _ between unfamiliar sounds in that language.
- a) differ b) distinguish c) separate d) solve
11. Jonathan was surprised that Sonia's English was so _ as she had never been to England.
- a) definite b) fluent c) liquid d) national
12. If you want to learn a new language you must _ classes regularly.
- a) assist b) attend c) follow d) present
13. Would you _ to me studying English privately?
- a) allow b) agree c) approve d) permit
14. Spanish is the _ language of most Spaniards.
- a) home b) mother c) native d) nature
15. They are learning English, but they haven't _ much progress.
- a) done b) got c) made d) performed
16. There has been a great _ in his English.
- a) escalation b) improvement c) increase d) rise
17. If you don't know what that word means, _ in the dictionary.
- a) give it up b) look it up c) make it up d) show it up
18. Some language students reach a high _ of competence in communication.
- a) degree b) grade b) level c) mark d) note
19. Don't _ to correct me if I make a mistake.
- a) hesitate b) mind c) pause d) stop
20. Please _ your hand if you want to ask a question.
- a) arouse b) put out c) raise d) rise
21. At the language school, each student is assigned to his or her own _.
- a) director b) professor c) staff d) tutor
22. A(n) _ mistake which many students make is to leave out the definite article.
- a) common b) just c) ordinary d) plain

3. Indicate the correct answer.

1. Mario has now _ to the point where his English is almost fluent.
a) advanced b) approached c) arrived d) reached
2. Pierre's _ of the basic structures is good but his vocabulary is limited.
a) grasp b) grip c) hold d) seizure
3. Some people think it is _ to use long and little-known words.
a) clever b) intentional c) sensitive d) skilled
4. There is a feature of dialect _ to Bristol by which an "I" is added to the ends of some words.
a) original b) particular. c) peculiar d) proper
5. A role-play session is particularly useful in bringing together different _ of teaching.
a) cords b) fibres c) strands d) threads
6. Cyril's understanding of the language is growing _.
a) by hook or by crook b) by leaps and bounds c) from time to time d) slow but sure
7. It's fifteen years since Timothy worked in Holland and his Dutch is pretty _ now.
a) rusty b) scratchy c) sloppy d) stale
8. The school's exam results _ the headmaster.
a) celebrated b) delighted c) enjoyed d) rejoiced
9. The Examination Commission was most impressed by the overseas student whose English was _.
a) impeccable b) infallible c) irreproachable d) spotless
10. It is _ that students will have doubled their vocabulary in three months.
a) anticipated b) foreseen c) hope d) worry

• READING AND SPEAKING

1. What do you know about lingua franca?
2. Do you think English could become lingua franca? Why?/Why not?
3. Skim the text. Has it changed you opinion?
4. Scan the text and do the exercises that follow.

MAKING ENGLISH AN OFFICIAL LANGUAGE

The sun set on the British Empire long ago, but the shadow of the English language lingers. In many a newly independent country that heritage ran into resistance; having command of English was seen as being under the sway of foreign influences. Now, though, the bane has turned into a gain, giving an edge to those able to use the language of global communication in computers, finance and tourism as well as academe.

In plain English, knowing English can be the key to top jobs and big money, not to mention foreign investment. Among educators and officials in some parts of the world, that renews a dilemma. Promoting English in schools, sometimes at the expense of local languages, confronts a host of cultural values.

Despite that, as one of the efforts to globalize this country, Korean officials recently decided to teach English in elementary school. People seem to think English training in elementary school is more effective. That might be true. But our children study English 3 to 10 years already. So an additional two or three years of English study wouldn't

make any difference. Our lagging behind in English comes from systematic problems. For example, our English curriculum focuses on grammar and reading comprehension. Many teachers are not qualified in English teaching. It is wiser to upgrade the current English teaching system by pouring more money into it. For example, we should develop more effective way of teaching, better textbooks and more scientific instruments. Ten years of English learning should be enough if children are taught scientifically.

What Does It Mean?

1. The sun set on the British Empire long ago, but the shadow of the English language lingers.
2. Promoting English in schools, sometimes at the expense of local languages, confronts a host of cultural values.

Comprehension Check-up

1. What happened to English of the newly independent countries?
2. Why are some educators and officials in a dilemma?

What Do You Think?

1. Do you think English is one of the key factors in our country's development?
2. What do you think are the reasons we Koreans are still lagging in English education?
3. What do you think about making English an official language in our country?
4. Ordinary Korean people are weak in both spoken and written English. Do you think it's a good idea to make these subjects compulsory in college entrance exams?
5. Do you agree with the government's plan to teach English in elementary school? Do you think it will bring the intended results or that it will backfire?

Opinion Samples

1. English is very important means of communication in international trade. According to the people engaged in the trade field, English skill is directly related to job performance. For example, they can sell more products to buyers by pitching in English skills and diminish the number of claims. Some people argue that English communication skill comes before product quality in determining success.
2. Korean English education, on the formal level, is too theoretical and not practical enough. It is based too much on grammatical construction rather than actual communication. It also attempts to force kids with little or no aptitude or interest to master a difficult skill, at the expense of those who are strongly motivated to learn. So the voluntary, elective nature of English studies should begin to take precedence over the arbitrary, mandatory requirements of some bureaucrat.
3. Ironically enough, what with the TV and radio access brought with the GIs, and with the periodicals very readily available, Koreans should have a unique opportunity to acquire English. Somehow, all these resources are not being adequately exploited.

■ RELATIONSHIPS

• VOCABULARY

1. Complete the sentences with the relationship words.

<i>classmates</i> <i>colleagues</i>	<i>cousins</i> <i>nephew</i>	<i>flatmates</i> <i>a married couple</i>	<i>neighbours</i> <i>penfriends</i>	<i>step-sisters</i> <i>sisters-in-law</i>
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1. Our mothers are sisters. We're
2. We share an office. We're
3. My parents are divorced. My dad has just married Claire's mum. Claire and I are
4. We had our wedding anniversary last week. We're
5. I'm married to Mary's brother. Mary and I are
6. We share a flat. We're
7. We sit next to each other at school. We're
8. We live next door to each other. We're
9. My sister has a son and a daughter' They're my _ and niece.
10. We write to each other but we've never met. We're

2. People who belong to the same family are relatives. Look at 1-10 above. Which of the people are related to each other?

Error Warning

When we talk about how we feel about other people we can say we have a good or bad relationship:

I have a good/bad relationship *with* my sister. NOT I have a good/bad relationship *to* my sister.

COMMON EXPRESSIONS

3. There are lots of fixed phrases with *get*. Three of them are in exercise 2. Write them here.

get _ touch / get _ together / get _ someone

4. *Get* sometimes has a similar meaning to *become*. Can you replace *become* with *get* in any of these sentences? Write the correct form of *get* in the sentences where it fits.

1. Jasmine and I became good friends.
2. That singer is becoming more and more popular.
3. The speaker became nervous when he realized he'd forgotten his notes.
4. I never expected to become a millionaire.

5. Choose the correct word for each gap in this essay called 'New friends'.

My family recently moved to a new town and it was the beginning of the summer holidays. My **(1 parents/relatives)** were both busy at work and I didn't know anyone. So I decided to join some dancing classes as I thought it might be a way to **(2 know/meet)** people. But when I got there I nearly went home again as there seemed to be lots of married **(3 couples/pairs)**. Then I realised that was the class for **(4 traditional/typical)** dances and I wanted to learn modern dance. When I found the correct room, some people came to talk to me and I soon **(5 got/made)** friends. After a few days I realised that I wasn't very good at dancing. But then I never expected to **(6 get/become)** a brilliant dancer. All I wanted was to **(7 get/learn)** to know some people. I found out one girl was a **(8 neighbour/colleague)** who lived in the next flat to ours and we had lots of things **(9 in/on)** common. She is now my **(10 top/best)** friend. We see **(11 the/each)** other every day. We get **(12 on/with)** well together and we never fall **(13 down/out)**. And one of my friends is now married **(14 with/to)** someone she met at that class.

• LISTENING

The Other Family

1. Listen to the story and decide if the statements are true or false.

1. Mother and daughter had moved from a warm country.
2. They had been living here for a long time already.
3. Mother had had a similar childhood as her daughter did.
4. The events took place on a cold winter morning.
5. The first emotion the mother felt was anger when looking at her daughter's painting.
6. The girl wanted to have a different family.
7. Mother got upset because her daughter did not identify herself with their nationality any longer.
8. The girl wanted to be similar to her classmates.

2. Listen again and answer the following questions.

1. Why was an evening an important part of the day for this family?
2. What was mother thinking about while watching the girl coming back home?
3. What kind of relationship did mother and daughter have?
4. What emotions did mother feel while looking at the drawing?
5. What did the drawing mean to the mother?
6. Why do you think the girl did not draw her own family?
7. Why do you think the teacher approved the girl's drawing not her own family?
8. What did the girl want to express with the final version of her drawing?
9. Can the mother do something so the girl will remember her national background?

3. Discuss the following in groups.

1. How do you personally understand 'self-identity'?
2. Is it easy or hard to forget your roots if moving to a different country?

3. Why is it important not to lose your national identity while living in a different country?
4. What can be done to preserve your native language, and culture being an immigrant?
5. Does assimilation into a different culture always imply losing one's own identity?

• **READING AND USE OF ENGLISH**

1. You are going to read an article about the relationship between a father and his son. For questions 1-10, choose the answer (A, B, C or D) which you think fits best according to the text.

Home Life

Mark Emblem is a painter and works as a home decorator. His son Max, 15, is at school. They live in south-east London.

Rules and the odd row are part of life in a tiny flat.

On the floor of the kitchen there is a vase of dying flowers; two cats on a chair; the table is a clutter of papers, magazines, a bottle of wine and one of Tango orange drink. Sitting across the table from Mark, Max considers life with Dad.

'I was splitting my week between Mum and Dad, but it seemed a good idea to be based in one place. I have a bigger room in Mark's flat, so that's why I chose to live with him... It's important, because I spend a lot of time in my room - hanging out with friends, listening to music.'

Mark is listening, amused: 'We split up early in Max's life. Sarah, his mum, also thought it might be good for him, coming into adolescence, to live with me. I looked after Max quite a lot when he was very small, but of course this is different. I'd lived on my own for years, so I had to adjust to Max being here all the time. Sometimes it's frustrating. It's a tiny flat and we're both very *territorial*, so we've got clear rules about our own space.'

Max breaks in: 'But Mark doesn't realise how nosey he is with me. He's always knocking on the door, wanting to know what I'm doing. I don't want him coming in when I've got friends here. I like being left on my own.' And he looks sideways at Mark, slightly anxious he may have said too much.

Mark is listening carefully, not annoyed but intrigued, he says, because he and Max are not great ones for talking out their feelings - although their affection for each other is evident. He says: 'There's 20-odd years between us, so it is interesting, watching Max's life... But it makes me feel an outsider, very aware of my age.'

Mark's parents both died when he was in his mid-teens and he is very aware that he has no model from his own family life of how parents and adolescents cope with each other. He says: 'I've had to think about what's important, and for me it's that we're friends and trust each other, and I do feel we have that. There are times when we get very angry with each other and we both take this terribly male stance. We don't fight physically, but there's a lot of aggression. I don't feel proud of it, but there's a curious release in it, so long as it doesn't happen too often.'

What sets them against each other? Max wonders whether Mark isn't tougher as a single parent than he would be if he were still married: 'He gets at me for not telling him when I'm coming in; not phoning, but he does the same thing to me. He doesn't come back on time, doesn't phone, then when he comes in and I'm cross, he makes a joke of it.'

Mark has just started a BA in Fine Art at Goldsmith's College and there's not much money about. This doesn't worry him, but he's aware that being well-off is something Max has in mind. His son nods emphatically: 'The way I feel at the moment I'd like to leave school quite soon and start working.' Meanwhile, he is supplementing his pocket money by redecorating the flat - a trade he learned from Mark, who does painting and decorating to fund his studies.

The close moments are going to Clapham to play football - although they don't go to matches together as Mark hoped they would: 'I had visions of father-son *bonding* as we shared excitement over a goal. But Max is very much his own person. It's been good for me to learn to let him be that. And I'm pleased with him. I won't say proud, because it's not my word, but definitely pleased.'

Max pulls a face then unexpectedly gives the sweetest smile, and, in answer to the question: 'Are you proud of your Dad?' nods emphatically.

1. For Max, the advantage of living with his father is that
 - A. He is free to do whatever he wants.
 - B. He finds it easier to be with friends.
 - C. The flat is bigger than where he used to live.
 - D. Music can be played anywhere in the flat.
2. When Max moved in, Mark
 - A. Was forced to change his habits.
 - B. Thought about life when he was young.
 - C. Found it easy to adapt.
 - D. Wished he would return to his mother.
3. 'Territorial' means
 - A. Wanting more space.
 - B. Defending the area that belongs to you.
 - C. Taking good care of what is yours.
 - D. Being happy in a small space.
4. Max thinks that his father
 - A. Is too curious about what he is doing.
 - B. Is aggressive in his behaviour.
 - C. Wants to share his social life.
 - D. Shows him little affection.
5. Mark had some difficulty in knowing how to treat his son because
 - A. They had not been in touch for many years.
 - B. Max was used to his mother's ways.
 - C. Mark had no experience of that type of relationship.
 - D. Max behaved in a way he hadn't expected.
6. Because his father is a single parent, Max thinks Mark is

- A. Better able to put up with difficulties.
 - B. More bitter about life.
 - C. Better able to resist pressure.
 - D. More likely to impose rules.
7. Where money is concerned,
- A. Max wants to start earning as soon as possible.
 - B. Father and son share the same attitude.
 - C. Mark worries about financing his studies.
 - D. Father and son do odd jobs to bring in money.
8. 'Bonding' means
- A. Preventing someone from moving.
 - B. Establishing a committed relationship.
 - C. Trying to stay close to someone.
 - D. Treating someone like a slave.
9. Father and son like to spend time together
- A. Decorating the flat.
 - B. Listening to music.
 - C. Entertaining friends.
 - D. Playing football.
10. Mark and Max consider that living together has
- A made them more critical of each other.
 - B brought neither of them benefits.
 - C helped their relationships with others.
 - D deepened their understanding of each other.

2. Read the text and look carefully at each line. Some of the lines are correct and some have a word which should not be there. Write the wrong word in the space provided and tick the correct lines.

A Family Reunion

1. I am writing to ask you if you wouldn't mind if I came and
2. stayed with you for a few days. I am really need to get
3. away for a while. You have perhaps remember that I
4. told you about my mother's idea of having a big family
5. reunion. Well, it has finally happened. Nearly all our own
6. relatives, not just from other parts of the United Kingdom
7. but also them from Canada and Australia, are staying at our
8. house which, as you know, it is quite big. Unfortunately, the
9. reunion has not been such a happy one and I am not enjoying
10. it. The house is become very crowded. Because people have
11. come the long distances, they are staying for several weeks not
12. just one or two days. There have been lots arguments nearly
13. every day. People who have not met all for years do not
14. want to speak to each other one ever again. Many 'skeletons
15. in cupboards' have come out. I really can't stand it any
16. longer. Can you phone to me soon, preferably early in the

17. morning before everybody starts making up long distance phone calls?

• READING

1. Read the text quickly and match the titles to the paragraphs.

- A. Can women read maps?
- B. Do men lack empathy?
- C. Can men multi-task?
- D. Do women gossip more than men?

The battle of the sexes

Two members of the public, Jenny Row (female) and Christopher Black (male) agreed to take part in four experiments for a radio programme to find out if the typical male and female stereotypes are actually true. Here's what happened.

[1]

THE TEST: Jenny and Christopher were given a number of tasks to do in a set time. They had to cook a steak, make a cup of coffee, put a list of ten words in alphabetical order, answer two phone calls, send a text, and do some mental arithmetic.

THE RESULT: Christopher was better because he did one thing at a time. Jenny tried to do everything at once and made a mistake with her maths.

[2]

THE TEST: Jenny and Christopher had to navigate from one place to another in a town they didn't know.

THE RESULT: Jenny took twice as long as Christopher to get there. Psychologists say that men and women navigate in different ways.

Men plan their route globally, whereas women navigate in relation to where they are at any one time. Jenny wasted a lot of time in the test consulting the map from different angles - turning it around so that it was in the same direction as she was.

[3]

THE TEST: Jenny and Christopher were recorded talking to a friend for fifteen minutes. Afterwards their conversations were analysed by a psychologist.

THE RESULT: While Jenny and her friend thought they had gossiped for about three minutes in total,

Christopher and his friend thought that they hadn't gossiped at all. The result, however, was a surprise. The psychologist worked out that they had both in fact spent about eight minutes gossiping - just over half of the phone conversation. They had also talked about very similar things.

[4]

THE TEST: Jenny and Christopher took it in turns to be in a moderately stressful situation while the other observed them to note any changes in their feelings. What they noticed about each other was then compared with what they said they were feeling during the test.

THE RESULT: The psychologist said the results were equal. Although traditionally women are thought to be more able to identify and talk about feelings men are becoming more understanding and this change will continue to happen.

2. Read the text again and mark the statements T (True), F (False) or DS (Doesn't say).

1. Christopher was able to do several things at once.
2. Jenny completed the first task successfully.
3. Christopher reached his destination in under an hour.
4. Jenny considered different routes for her trip across town.
5. Both Jenny and Christopher spent a lot of time gossiping.
6. Christopher never gossips.
7. They had plenty of time for the final task.

3. Underline five words you don't know. Use your dictionary to look up their meaning and pronunciation.

• **READING AND SPEAKING**

1. Make the list of possible family frustrations.
2. Skim the text and compare with your list.
3. Scan the text and do the exercises that follow.

FAMILY LIFE TURNS NASTY

Two mysteries haunt the relationship of men and women. First, there has been an inexorable change in their productive and reproductive roles. In both areas, men's place is declining; their share of income and wealth falls as women's rise and an increasing number of men are less involved with their mates and offspring.

The second mystery is why the number of single mothers and abortions has risen at the same time there are more and better contraceptives than ever in history. These two phenomena are linked, and the linkage helps explain the tension between the sexes.

The introduction of widespread contraception use in the 1960s caused this revolutionary break between men and women. It put biological disputes at the centre of our national life – women's rights, abortion, out-of-wedlock births. The 'pill' emancipated women and placed into question existing moral and religious systems that focused on controlling sexual behaviour. It allowed women to keep men in the dark as to whether sex could lead to pregnancy, and it reduced men's confidence that the children attributed to them were their own – the idea that biologists call 'paternity certainty'. After the pill, women could be sexually liberated and still remain in control while at the same time men had less and less control of the impact of their own sexuality.

The pill should have made abortion necessary. But many women continued to have uncontracepted sex and got pregnant, and the men in their lives fled from them, contrary to the past, when shotgun weddings sometimes resulted in half the marriages in some communities. Women had the children but didn't marry the fathers and the result was an explosion of out-of-wedlock births, which now account for between a quarter and two thirds of babies in industrial countries except Japan. Daughters are being raised to be able to take care of themselves. The divorce rate and the number of

people living alone make this a necessity. But the result of dual male and female economic autonomy is that interdependence is less necessary.

Anyway, it's not that easy being a guy these days. In the 1950s, family life reflected the reality that a man and woman would marry, have children and the man would support them for the rest of his days. (Of course, many women also worked in the economy and their work at home was invaluable.) In this era, family life is under siege: young men face a real uncertainty about being able to earn a living to support themselves, let alone their families and lots of women want to have their children alone. There are no real fathers for those kids. And the relationship between men and women who brought them into the world is going very poorly.

reproductive – connected with the process of producing young animals or plants
out-of-wedlock – the state of being not married

What Does It Mean?

1. paternity certainty
2. shotgun weddings

Comprehension Check-up

1. What are the major changes in male reproductive roles?
2. How has the “pill” affected families?
3. Why are daughters being raised to take care of themselves?

What Do You Think?

1. Why do people think an affair is wrong?
2. Do you think monogamy is always better than polygamy?
3. Why are many women giving up their role in marriage and seeking divorce?
4. Do you think the law should make divorces harder to get when children are involved?

Opinion Samples

1. A growing number of married women are seeking divorce. Thanks to their greater financial independence, women are running to their attorneys instead of home to their mothers.
2. What is the penalty for bigamy? Having two wives! Successful marriage to one person is difficult enough. Polygamy is fine for those who choose it, but I think they must have a hole in their heads.
3. Children are caught in the middle, no matter what. Parents who fight all the time fail to provide their kids with good role models. Parents who carefully try to hide familial problems end up teaching deceit and pretense to their offspring. Families that split up leave children feeling helpless and unwanted. Other than trying to guarantee material support, government can do very little in resolving serious problems within a family.

have a hole in their heads – be very stupid; be insane

■ LANGUAGE FUNCTIONS: INTERVIEWS FOR APPLICATIONS

• VOCABULARY

- Skills and qualifications • Education and training

1. Look up the words and expressions. Fill in the gaps (1-11) with the words from the list in an appropriate form.

<i>education (n)</i> <i>(a) graduate (n)</i> <i>graduate from (v)</i> <i>in-house training</i>	<i>management development</i> <i>management training</i> <i>qualification (n)</i> <i>qualify as (v)</i>	<i>train as (v)</i> <i>train for (v)</i> <i>work experience (n)</i>
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Margareta: The trouble with (1), people who've just left university, is that their paper (2) are good, but they have no (3). They just don't know how business works.

Nils: I disagree. (4) should teach people how to think, not prepare them for a particular job. One of last year's recruits had (5) Oxford in philosophy and she's doing very well!

Margareta: Philosophy's an interesting subject, but for our company, it's more useful if you (6) a scientist and (7) a biologist or chemist – (8) a specific job is better.

Nils: Yes, but we don't just need scientists. We also need good managers, which we can achieve through (9) courses within the company. You know we have put a lot of money into (10) and (11) because they are very important. You need to have some management experience for that. It's not the sort of thing you can learn when you're 20!

In AmE, you also say that someone graduates from high school (the school that people usually leave when they are 18).

2. Correct these sentences about Ravi, using words from the task above. One word is wrong in each item.

1. At 18, Ravi decided to stay in full-time **training** and went to Mumbai University.
2. Ravi **qualified** three years later with a degree in philosophy and politics.
3. He taught for a while but didn't like it. He decided to **educate** as an accountant at evening classes.
4. He qualified **for** an accountant and joined a big accountancy firm in its Mumbai office.
5. When he started, he needed to develop other skills, which would come through **experiments**.
6. He received **managers'** training to help him develop these skills.

• SPEAKING

1. What do you think makes an interview successful?

2. Draft your list, arrange the items in the order of importance, give your reasons.
3. Read the tips. In what way are they the same or different from your list?

- **Tips for a Successful Interview**

The impression you make on the interviewer often can outweigh your actual credentials. Your poise, attitude, basic social skills, and ability to communicate are evaluated along with your experience and education.

You and the interviewer must engage in a conversation - a mutual exchange of information and ideas. Only through such a dialogue can you both determine if you, the organization, and the job are well matched. Preparation is the key.

- **Be on time.**

This often means 10-15 minutes early. Interviewers often are ready before the appointment.

- **Know the interviewer's name, its spelling, and pronunciation.**

Use it during the interview. If you don't know the name, call beforehand and ask the secretary. Also, note the secretary's name in case you have to call back. Secretaries can influence the hiring decision!

- **Have some questions of your own prepared in advance.**

There is nothing wrong with having a short list of questions and thoughts - it shows you have done your research and want to know more about the organization and the position.

- **Bring several copies of your resume.**

Also, bring a copy of your transcript. Carry your papers in an organized manner.

- **Have a reliable pen and a small note pad with you.**

But do not take notes during the interview. However, immediately afterward, write down as much as you can remember, including your impression of how well you did.

- **Greet the interviewer with a handshake and a smile.**

Remember to maintain eye contact (which does not mean a stare down).

- **Expect to spend some time developing rapport.**

Don't jump right in and get down to business. Follow the interviewer's lead.

- **Don't be embarrassed if you are nervous.**

As you gain experience, you'll become more at ease with the interviewing process.

- **Focus.**

On your attributes, your transferable skills, and your willingness to learn; don't apologize for a lack of experience; describe your strengths in terms of what you can do for the organization.

- Tell the truth.

Lies and exaggeration will come back to haunt you.

- Listen carefully to the interviewer.

Be sure you understand the question; if not, ask for clarification, or restate it in your own words. Answer completely and concisely. Stick to the subject at hand.

- Never slight a teacher, friend, employer, or your university.

Loyalty ranks high on the employer's list.

- Watch your grammar.

Employers are interested in candidates who can express themselves properly. Even if you have to go slowly and correct yourself, accuracy is preferred over ungrammatical fluency.

- Be prepared for personal questions.

Some interviewers may not know what they can and cannot ask legally. Anticipate how you will handle such questions without losing your composure.

- Wait for the interviewer to mention salary and benefits.

To research pay scales, refer to salary surveys and information on the Career Services website on in the career library.

- Don't expect a job offer at the first interview.

Often you will be invited to a second or even third interview before an offer is made several weeks later.

- Close on a positive, enthusiastic note.

Ask what the next step will be. Thank the interviewer for his/her time and express your interest in the job. Leave quickly and courteously with a handshake and a smile.

- No interview is complete until you follow up with a thank-you note.

Express your appreciation for the interview and, if true, reaffirm your interest. This last step can make a difference. Don't forget it.

- Top Interview Tips: Common Questions, Body Language & More

1. Watch the video <https://www.youtube.com/watch?v=HG68Ymazo18>

2. Finalise your list of tips for a successful interview. Give your arguments.

OVER TO YOU

Does your educational institution prepare people for specific jobs?

■ WRITING

- Paragraph / Topic Sentence / Controlling Idea

What Is a Paragraph?

A paragraph is a group of sentences that develops one main idea. A paragraph may stand by itself as a complete piece of writing, or it may be a section of a longer piece of writing, such as an essay.

No single rule will tell you how long a paragraph should be, but if a paragraph is too short, the reader will feel that basic information is missing. If the paragraph is too long, the reader will be bored or confused. An effective paragraph is always long enough to develop the main idea that is being presented. A healthy paragraph usually consists of at least six sentences and no more than ten or twelve sentences. You have undoubtedly read paragraphs in newspapers that are only one sentence long, but in fully developed writing one sentence is usually not an acceptable paragraph.

What Does a Paragraph Look Like?

Some students come to college unaccustomed to using margins, indentation, and complete sentences, which are essential parts of paragraph form. Study the following paragraph from Elizabeth Pollet's "A Cold-Water Flat," to observe the standard form.

I got the job. I worked in the bank's city collection department. For weeks I was like a mouse in a maze: my feet scurried. Every seventh day I received thirteen-dollar bills. It wasn't much. But, standing beside the pneumatic tube, unloading the bundles of mail that pelted down and distributing them according to their texture, size, and color to my superiors at their desks, I felt humble and useful.

Notice how the first word is indented. A consistent margin is used on each side of the text (for a manuscript page, this margin should be one inch), and there is a blank space after the final word.

What Is a Topic Sentence?

A topic sentence is the sentence in a paragraph that states the main idea of that paragraph. It is the most general sentence of the paragraph. All the other sentences of the paragraph serve to explain, describe, extend, or support this main-idea sentence.

Most paragraphs you read will begin with the topic sentence. However, some topic sentences come in the middle of the paragraph; others come at the end. Some paragraphs have no stated topic sentence at all; in these cases, the main idea is implied. College students are usually advised to use topic sentences in all college work in order to be certain that the writing has a focus and develops a single idea at a time. Whether you are taking an essay exam in a history course, doing a research paper for a sociology course, or writing an essay in a composition course, thoughtful use of the

topic sentence will always bring better results. Good topic sentences help both the writer and the reader to think clearly about the main points.

Following are two paragraphs. Each paragraph makes a separate point, which is stated in its topic sentence. In the first paragraph, the topic sentence is first; in the second, last. Read the paragraphs and notice how the topic sentence is the most general sentence; it is the main idea of each paragraph. The other sentences explain, describe, extend, or support the topic sentence.

Model Paragraph 1

“Turn down the volume and turn down the danger.” That’s the theme of a campaign by the Canadian Hearing Society, warning that personal stereos can be harmful to your health. The non-profit group, which has distributed thousands of fact sheets to high school students, hopes to make them aware that permanent hearing loss can result from prolonged exposure to any intense noise — whether pleasant or unpleasant.

Model Paragraph 2

Mountains of disposable diapers are thrown into garbage cans every day. Tonnes of yogurt containers, pop cans, and plastic items are discarded without so much as a stomp to flatten them out. If the old Chevy is not worth fixing, tow it off to sit with thousands of others on acres of fenced-in junkyards. Radios, televisions, and toasters get the same treatment, because it is easier and often less expensive to buy a new product than to fix the old one. Who wants a comfortable old sweater if a new one can be bought on sale? No thought is given to the fact that the new one will look like the old one after two or three washings. We are the great "Let’s junk it” society!

EXERCISE 1 Finding the Topic Sentence of a Paragraph

The following paragraph contains a topic sentence that states the main idea of the paragraph. Find this sentence and underline it.

The air shaft was a horrible invention. Even with the windows tightly sealed, it served as a sounding box so you could hear everybody’s business. Rats scurried around the bottom. There was always the danger of fire. A match absently tossed into the air shaft by a drunk under the impression that it was falling into the yard or street would set the house afire in a moment. There were vile things cluttering up the bottom. Since this bottom couldn’t be reached (the windows being too small to admit the passage of a body), it served as a fearful repository for things that people wanted to put out of their lives. Rusted razor blades and bloody cloths were the most innocent items.

EXERCISE 2 Finding the Topic Sentence of a Paragraph

The following paragraph contains a topic sentence that states the main idea of the paragraph. Find this sentence and underline it. The topic sentence will not always be the first sentence of the paragraph.

When you remember something, your brain uses more than one method to store the information. You have short-term memory, which helps you recall recent events; you have long-term memory, which brings back items that are further in the past; and you

have deep retrieval, which gives you access to long-buried information that is sometimes difficult to recall. Whether these processes are chemical or electrical, we do not yet know, and much research remains to be done before we can say which with any certainty. The brain is one of the most remarkable organs, a part of the body that we have only begun to investigate. It will be years before we even begin to understand all its complex processes.

How Do You Find the Topic in a Topic Sentence?

To find the topic in a topic sentence, ask yourself this question: What is the topic the writer is going to discuss? Below are two topic sentences. The first topic is underlined. Underline the topic in the second example.

Backpacking in the mountains last year was an exciting experience.
College registration can be stressful.

EXERCISE 3 Finding the Topic in the Topic Sentence

Find the topic in each of the following topic sentences. For each example, ask yourself this question: What is the topic the writer is going to discuss? Then underline the topic.

1. Remodelling an old house can be frustrating.
2. College work demands more independence than high school work.
3. A well-made suit has three easily identified characteristics.
4. Growing up near a museum had a profound influence on my life.
5. My favourite room in the house would seem ugly to most people.
6. A student who goes to school full-time and also works part-time has to make careful use of every hour.
7. One of the disadvantages of skiing is the expense.

What Is a Controlling Idea?

Every topic sentence contains not only the topic but also a controlling idea.

This controlling Idea tells us the position the writer has taken on the topic.

For example, in the topic sentence “Backpacking in the mountains last year was an exciting experience,” the topic is “backpacking” and the controlling idea is that this backpacking trip was “exciting.” Another person on the same trip might have had another attitude toward the trip. The person might have found the trip exhausting or boring. A single topic can therefore have any number of possibilities for development since the writer can choose from a limitless number of controlling ideas, depending on his or her attitude.

How Do You Find the Controlling Idea of a Topic Sentence?

When you look for the controlling idea in a topic sentence, ask yourself this question: What is the writer’s attitude toward the topic?

In each of the following examples, the topic is underlined and the controlling idea is circled.

Sealfon's Department Store is my (favourite) store in town.

Sealfon's Department Store is (too expensive) for my budget.

EXERCISE 4 Finding the Controlling Idea

Below are ten topic sentences. For each sentence, underline the topic and circle the controlling idea.

1. Vigorous exercise is a good way to reduce the effect of stress on the body.
2. St. John's and Corner Brook differ in four major ways.
3. Television violence causes aggressive behaviour in children.
4. Athletic scholarships available to women are increasing.
5. Caffeine has several adverse effects on the body.
6. Madame Benoit, a famous gourmet cook, had an amusing personality.
7. Training a parakeet to talk takes great patience.

• Working with Supporting Details

What Is a Supporting Detail?

A supporting detail is a piece of evidence used by the writer to make the controlling idea of the topic sentence convincing to the reader.

Once you have constructed your topic sentence with its topic and controlling idea, you are ready to move on to supporting your idea with details. These details will convince your readers that what you are claiming in the topic sentence is believable or reasonable.

As you choose these supporting details, realize that readers do not necessarily have to agree with your point of view. However, your supporting details must be good enough to convince your readers at least to respect your attitude. Your goal is to educate your readers. Try to make them experts on the subject you are writing about. The quality and number of your supporting details will determine how well you do this. If you have enough details, and if your details are specific enough, your readers will feel they have learned something new about the subject. This is always a satisfying experience for writers and readers.

It is also true that specific details tend to stay in readers' minds much longer than general ideas. The statement that over 25 000 males died of cancer in Canada in 1995 is much more effective and memorable than a statement saying only that cancer killed many people.

Finally, specific details make a piece of writing more fun to read. When the reader has concrete objects, particular people, or recognizable places to hang on to, the contents of the writing become a pleasure to read. It is important to notice that longer paragraphs with complicated topics usually contain a large number of supporting details.

The following paragraph, taken from an essay about the richness of North American Native peoples' languages, contains a topic sentence with several good supporting details.

Languages are remarkably adaptable, easily borrowing or coining new words as circumstances change. The horse, unknown when the Spanish landed, soon took on a central role among Native tribes, and words for the horse and its many uses were introduced. One device was to borrow some form of the Spanish word *caballo*. Another was to invent a descriptive term. Native people of eastern New York State used a word meaning “one rides its hack”; in the western part of the state, the word for horse means “it hauls out logs.” Presumably these were the first uses of horses seen in the two areas. Among the Kwakiutl of British Columbia, a steamboat was “fire on its back moving in the water.” To the Tsimshian of the same area, the word for rice was “looking like maggots.”

Notice that the topic sentence gives us the topic (language) and the writer’s attitude toward the topic (remarkably adaptable). Each of the sentences that follow this topic sentence is a supporting detail that convinces us that the controlling idea is a reasonable attitude. The writer provides more than one example and chooses these examples from more than one group of Native people. This wide range makes the topic sentence more convincing and interesting.

Based on the sample paragraph above, the following example gives the exact topic sentence of the paragraph, then indicates, in the author’s words, the supporting details in this paragraph. Be prepared to discuss how each of the supporting sentences supports or explains the controlling idea contained in the topic sentence.

Topic sentence:

Languages are remarkably adaptable, easily borrowing or coining new words as circumstances change.

First supporting detail:

The word for “horse” was adapted to meet certain situations among Native tribes.

Second supporting detail:

Spanish was adapted.

Third supporting detail:

A descriptive term was used.

Fourth supporting detail:

The word “steamboat” was adapted by the Natives of British Columbia to serve a descriptive purpose.

Fifth supporting detail:

Another British Columbia tribe had a descriptive word for “rice.”

Using Examples as Supporting Details

An example is a very specific illustration or piece of evidence that supports a writer's point of view. Examples make general ideas more concrete and therefore easier to comprehend and remember.

When you use examples in your writing, you are convincing your reader that what you are saying is true and worthy of belief. Often, when you use examples to support your ideas, you will find yourself using further examples to help your reader see your first examples more clearly. If you are writing about cars, for instance, you may find yourself using Ford, Dodge, Buick, and Honda to illustrate your points. However, to

make your points even more clear, you could find yourself referring to a Ford Tempo, a Dodge Caravan, a Buick Skylark, and a Honda Accord. The more precise your examples, the more clearly your reader will be able to see what you mean, and therefore the more memorable your writing will be.

Examples may be given in more than one way. They may appear as lists of specific items to illustrate a particular point, or they may be written as extended examples.

Extended examples include lengthy descriptions or stories that can be an entire paragraph long.

A good piece of writing is filled with both kinds of examples that work together to create a well-developed, convincing whole. Read the following paragraph from Jesse Birnbaum's "The Perils of Being a Lefty" (Time, April 15, 1991). As you read, look for the different kinds of examples that show the extent to which being left-handed is less than desirable.

Left-handed people are such a sorry lot. Though they are a minority (perhaps 10% of the population) no antidiscrimination laws protect them. They bump elbows with their partners at the dinner table. They are clumsy with scissors and wrenches. In a world designed and dominated by righties, they are condemned to a lifetime of snubs, of fumbling with gadgets and switches and buttons. Possibly because of a stressful birth or because the left side of the brain doesn't know what the right side is doing, they suffer disproportionately from migraine headaches and stuttering. Since lefties also tend to be dyslexic, they are forever going right when they want to go left, transposing digits when they punch up phone numbers, and when writing words, getting their letters all mixed up.

Avoid Restating the Topic Sentence

One of your most important jobs as you write a paragraph is recognizing the difference between a genuine supporting detail and a simple restatement of the topic sentence.

This paragraph has good supporting details.

In the family album there is a photograph of my grandmother Lucy Debaury, which dates from the period when she and her family came to live in Paris in the dark and cluttered apartment two blocks from the Seine. She is dressed for a formal winter evening, a fox fur draped over her shoulders. Brussels lace on the bodice of her velvet gown, her hair swept back in a tight chignon, and a twelve-strand pearl choker around her stiffly upright neck. She is thin and pale, the cheekbones of her long angular face taking the light, the eyes deep-set and dark. Her expression is guarded, and she seems at odds with the occasion. She was a private soul: in the public glare, she shrank back. She hated Paris society: paying courtesy calls on the wives of Paul's superiors, making curtsies and small talk and all the while feeling she was up on a high wire one step from a fall.

EXERCISE Distinguishing a Supporting Detail from a Restatement of the Main Idea
Each of the following topic sentences is followed by four additional sentences. Three of these additional sentences contain acceptable supporting details, but one of the sentences is simply a restatement of the topic sentence. In the space provided, identify each sentence as SD for supporting detail or R for restatement.

1. I am surprised at myself when I think how neat I used to be before I started school full-time.
 - a. In my closet, I had my clothes arranged in matching outfits with shoes, hats, and even jewellery to go with them.
 - b. I always used to take great pride in having all my things in order.
 - c. If I opened my desk drawer, compartments of paper clips, erasers, staples, pens, pencils, stamps, and rulers greeted me without one lost penny or safety pin thrown in out of place.
 - d. On top of my chest of drawers sat a comb and brush, two oval frames with pictures of my best friends, and that was all.
2. Iceland has a very barren landscape.
 - a. One-tenth of the island is covered with ice.
 - b. Not one forest with magnificent trees is to be found.
 - c. Nature has not been kind to the people of Iceland.
 - d. Three-fourths of the island is uninhabitable.

How Do You Make Supporting Details Specific?

Students often write paragraphs that are made up of only general statements. When you read such paragraphs, you doubt the author's knowledge and you suspect that the point being made may have no basis in fact. Here is one such paragraph that never gets off the ground.

Doctors are terrible. They cause more problems than they solve. I don't believe most of their treatments are necessary. History is full of the mistakes doctors have made. We don't need all those operations. We should never ingest all those drugs doctors prescribe. We shouldn't allow them to give us all those unnecessary tests. I've heard plenty of stories that prove my point. Doctors' ideas can kill you.

Here is another paragraph on the same topic. This paragraph is much more interesting and convincing because the general statements throughout the essay have been changed to supporting details.

Evidence shows that "medical progress" has been the cause of tragic consequences and even death for thousands of people. X-ray therapy was thought to help patients with tonsillitis. Now many of these people are found to have developed cancer from these X-rays. Not so long ago, women were kept in bed for several weeks following childbirth. Unfortunately, this cost many women their lives, since they developed fatal blood clots from being kept in bed day after day. One recent study estimates that 30 000 people each year die from the side effects of drugs that were prescribed by doctors. Recently, the Center for Disease Control reported that 25 percent of the tests done by clinical laboratories were done poorly. All this is not to belittle the good done by the medical profession, but to impress on readers that it would be foolish to rely totally on the medical profession to solve all our health problems.

This second paragraph is much more likely to be of real interest. Even if you would like to disprove the author's point, it would be very hard to dismiss these supporting details, which are based on facts and information that can be researched. Because the author sounds reasonable, you can respect him or her even if you have a different position on the topic.

In writing effectively, the ability to go beyond the general statement and get to the accurate pieces of information is what counts. A writer tries to make his or her reader an expert on the subject. Readers should go away excited to share with the next person they meet the surprising information they have just learned. A writer who has a statistic, a quotation, an anecdote, a historical example, or a descriptive detail has the advantage over all other writers, no matter how impressive these writers' styles may be.

Good writing is filled with supporting details that are specific, correct, and appropriate for the subject. Poor writing is filled with generalizations, stereotypes, vagueness, untruths, and even sarcasm and insults.

• How to Write a Persuasive Paragraph

A persuasive paragraph can be a standalone assignment, or you might need to write several persuasive paragraphs as part of an essay. The basic format of a persuasive paragraph is the same either way, but there are some additional considerations if you need to write the paragraph as part of a larger essay. Start by planning out the content of the paragraph, then draft the paragraph and include additional details if needed.

Part 1 Getting Your Main Point Across

Choose a topic that has at least 2 opposing sides. A persuasive paragraph needs to convince your reader to agree with your position, so you need a topic that allows you to take a stance on an issue. Pick a topic that's debatable, meaning people can disagree about it.

For instance, topics like "should students be allowed to wear hats in schools," "is social media a bad influence on teens," and "is recycling the best way to help the environment" are all debatable topics that have more than 1 opposing side.

Take a stance on the topic so you can persuade your reader. Make a few notes about what your paragraph needs to cover. Your stance or position is what you will be trying to persuade readers about, and it needs to be focused. Don't try to express 2 separate opinions in a persuasive paragraph. Focus on a single idea. Think about what stance you will express in the paragraph and make a few notes about your position. If you are writing a paragraph for an assignment, make sure to follow the assignment's instructions carefully.

For example, if you need to write a paragraph about what you think is the best holiday, then make a list of your favorites to help you decide.

If the paragraph will be part of a larger essay, then identify 1 of the points you want to make with the paragraph. This point should support your essay's overall argument.

Support your stance with evidence. A persuasive paragraph provides a position in the first sentence, and then goes on to expand on the evidence to support that position. Take a moment to list all of the evidence that explains why you hold the opinion that you do.

For example, if you want to argue that Halloween is the best holiday of the year, then you might include reasons like getting to wear a costume, trick-or-treating, and eating candy.

If the paragraph is part of a larger essay, then make a list of the reasons that support your topic sentence. For example, if the essay is about the importance of recycling, then your reasons might include reducing waste, saving energy, and conserving resources.

Create a topic sentence using your subject and opinion. Writing a topic sentence is essential for letting your readers know what the paragraph is about. The topic sentence for a persuasive paragraph should express the subject of the paragraph and your stance on the subject.

For example, in a paragraph about your favorite holiday, you might simply start with, “Halloween is the best holiday because it is filled with fun activities.”

In a larger essay, identify what each paragraph will cover and write a separate topic sentence for each paragraph.

Part 2 Supporting Your Main Point

Include examples that strengthen the paragraph. If you need to use research for your persuasive paragraph or essay, find examples from secondary sources that will support your stance. You can use information from books, newspaper articles, government websites, and other trustworthy sources to provide examples and support for your argument.

For example, if you are arguing that Halloween is the best holiday, then you might cite candy sales statistics as good for the economy. You could also do a survey of your classmates to see how Halloween stacks up against other holidays in their opinions.

If you are including a persuasive paragraph as part of a larger essay, then you may want to visit your school’s library to conduct your research. Talk to the librarian if you need help navigating the library’s resources.

Tip: Keep in mind that research is usually not required for a standalone persuasive paragraph assignment, but you can always check with your teacher to be sure!

Outline the reasons you will include in the paragraph. The paragraph should also cover the reasons why you hold the opinion that you do. These reasons will come after the topic sentence. Try to stick to no more than 3 reasons for a paragraph. If you find it hard to do this, then you might need to narrow your subject for the paragraph.

For example, in a paragraph about why Halloween is the best holiday, you could include reasons like the costumes, trick-or-treating, and candy.

Use the same strategy for a larger essay. Build on your topic sentence with additional sentences that cover the reasons.

Tip: Don't worry if your paragraph seems short or a little disorganized at first. You can always read through it again and reorganize or add more detail as needed.

Incorporate details that will capture your reader's attention. A good persuasive paragraph should be interesting enough that people will want to read it. Think about what the most interesting aspects of your topic are and how you might sprinkle some of that information into each paragraph of an essay or into a single paragraph. For example, if you are writing about your favorite holiday, then you might talk a little about that holiday's history and how it has evolved over the years.

Part 3 Writing the Rest of Your Persuasive Essay

Place your thesis statement at the end of the introduction. If you are writing an introductory paragraph for a persuasive essay, then you will also need to include a thesis statement. A thesis expresses the main point of your entire essay in a single sentence. Include an explanation of the subject of your essay and your overall stance on the subject.

For example, in an essay about why local honey is beneficial for immune health, you might start with a thesis that reads, "Eating local honey is better than eating honey from other regions since local honey helps you stay healthier all year long."

Provide context for readers to help them understand your stance. In some cases, you may need to define special terms for your readers to help them understand the subject matter and see your side of things. The introductory paragraph of an essay will usually require some context to help orient readers to the topic, and you might also need to include a bit of context for individual paragraphs in an essay.

For example, in an essay about why people should vote in their countries' elections, you might include background information about how certain populations have been excluded from voting and had to fight for the right to so.

Try to address potential counter arguments in a rebuttal paragraph. Your argument will be stronger if you address and dismiss the opposing arguments. Make a list of the potential arguments that an opponent could make against your stance. Then, find evidence that refutes those arguments. Write a paragraph that acknowledges the opposing argument, then explains the evidence for why your stance is correct. If you're having trouble identifying an opposing argument, do some additional research to find different ideas about your topic.

For instance, let's say you're writing an essay arguing that students shouldn't wear hats in school because they're a distraction. Your topic sentence for your rebuttal paragraph might read like this: "Although hats allow students to express their personal style, they reduce student engagement by 25%."

Summarize the rest of the essay for an introduction or conclusion. When writing an introductory or concluding paragraph for a persuasive essay, it is often helpful to provide readers with a brief summary of the content of the rest of the essay. This can

help to orient readers to the topic in the introduction and remind them of the essay's main points in the conclusion.

For example, if you are writing about the beneficial properties of green tea, then you might open with a brief summary of how consuming green tea can help people. Then, you could conclude your essay by briefly recapping the main benefits of green tea.

Tip: Be careful not to repeat the points you make in an essay word-for-word if you use summaries. Write the summaries so that they use different language than other parts of your essay.

Tips

Don't forget to revise and proofread your paragraph when you are finished! To revise, read your paragraph to make sure that it is effective, complete, and easy to understand. To proofread, check for errors, such as typos, misspellings, and grammatical issues.

Sample Persuasive Paragraph

Read a persuasive paragraph example (where the student writer gives reasons for attending a school event).

Why Visit the Carnival

The Cass School summer carnival in January is a special event everyone should attend. First of all, there are activities for everyone. This year, one classroom had a fishpond for little kids. Another room painted a clown with a huge mouth on a board for a beanbag toss. Other rooms had shoe scrambles and relay races. Secondly, each room gives prizes like yo-yos, bug-eyed glasses, and light-up pens. Winning a prize always adds a little excitement to each activity. The best part is the clown contest. It is pretty funny to see how students become clowns using old clothes, face paint, wigs, big clunky shoes, and wild ties. Adults and kids laugh and laugh at the clowns. In conclusion, for a little summer fun in January, the Cass School carnival is worth a visit.

- WRITING: email

This is part of a letter you have received from your English pen friend, Kim.

Write a reply giving her the information she asks for. Write at least 150 words.

...and now I'm doing a project on family celebrations in different countries. Could you write and tell me about a family celebration you've been to recently? It could be about a wedding or a party. Tell me what happened and why. Thanks,
Kim

■ VIDEO

- A Class Divided

1. Watch the documentary <https://topdocumentaryfilms.com/a-class-divided/>

2. After having watched the documentary, write down most relevant notes and make a corresponding draft (design a topic sentence with a clear topic and controlling idea, 3-4 supporting ideas and details, use suitable linkers, and finish with an appropriate concluding sentence) for a persuasive paragraph on a given topic, within 20 min:

TEAM 1 • How can biases and prejudices be instilled in people's minds, leading to a GLOBAL manipulation of their perception of the world?

TEAM 2 • How can biases and prejudices be instilled in people's minds, leading to a NATIONAL manipulation of their perception of the world?

TEAM 3 • How can biases and prejudices be instilled in people's minds, leading to a manipulation within a specific COMMUNITY (municipality/institution/communal living etc)?

TEAM 4 • How can biases and prejudices instilled in the FAMILY affect one's perception of life and can be used to manipulate reality?

3. Assess in peers and get ready to present your critical remarks (whole class work)

■ FUNCTIONAL GRAMMAR SUPPLEMENT

• QUESTIONS AND ANSWERS

• Yes / No questions

1. Claude Jennings, the World Quiz Champion, is going to be on Guy's chat show. Guy is wondering what to ask Claude. Read what Guy is thinking and write down his questions.

1. (I expect Claude has won lots of prizes.)
2. (I wonder if he's a rich man.)
3. (Perhaps quizzes are his only hobby.)
4. (I expect he worked hard at school.)
5. (I wonder if he's got any other interests.)
6. (I wonder if it's an interesting life.)
7. (Perhaps his wife asks him quiz questions.)
8. (And maybe he answers questions in his dreams.)

2. What would you say in these situations?

1. You want to know if Mark has been to Los Angeles. Ask Sarah.
2. You aren't sure if Rachel and Vicky are going to America. Ask them.
3. You want to know if Laura plays tennis. Ask Trevor.
4. You are wondering if Claire enjoyed her holiday. Ask her.
5. You want to suggest to Rachel that you both go for a walk.
6. You need to know if David will be at the club tonight. Ask him.
7. You want to know if the train is on time. Ask Mark.
8. You are wondering if Mike and Harriet go camping. Ask David.
9. You want to ask Matthew if you can borrow his squash racket.

10. You want to know if Nick has got a motor bike. Ask him.

• Negative yes / no questions

3. What would you say in these situations? Use negative yes/no questions.

1. You are surprised to learn that Rita doesn't like football.
2. You find it surprising that Melanie can't drive.
3. It's a surprise that Rachel won't be at the disco.
4. You find out that surprisingly Nick hasn't got a television.

4. Complete the conversations using the words in the brackets.

1. Mike: I walked home from the town centre. (take / bus)
Harriet: You mean you walked all the way?
2. Vicky: I think I'd like to lie down for a while. (feel / well)
Rachel: Oh, dear.
3. Matthew: I'm looking forward to getting the photos you've sent. (arrive / yet)
Richard: I sent them a week ago
4. David: I saw Rita, but she walked straight past me. (say / hello)
Melanie: Without speaking to you?
4. Andrew: I never sit by the pool. I hate water. (swim)
Emma: Really?

• Wh-questions

5. What would you say in these situations? What do you ask?

1. You are talking to a man at a party. Ask him where he works.
2. You want to know what the date is today. Ask your friend.
3. You've forgotten when the course finishes. Ask your friend.
4. Your friend is having a party. You'd like to know who he has invited. Ask him.
5. Your favourite band are going to give a concert. Ask how you can get tickets.
6. You are in town with a friend, and you are wondering where the two of you are going to have lunch.

6. Guy is interviewing a guest on his chat show. It's the actress Melissa Livingstone, who is in the TV soap opera 'Round the Corner'. Put in Guy's questions.

1. Guy:
Melissa: Oh, we record it every day. It's a full-time job, you know.
2. Guy: And _ it?
Melissa: In Birmingham, at the BBC studios.
3. Guy:
Melissa: How many? Well, let me see, I think we've done a thousand programmes.
4. Guy:
Melissa: I'm not going to tell you. How much money I earn is my business.
5. Guy: OK, I'm sorry.

Melissa: Oh, a long time ago. I started acting when I was twelve.

6. Guy:

Melissa: My plans for the future? I just want to go on with 'Round the Corner'.

- Subject/Object questions • Who and what as subject and object

7. Read about the situations and answer each question in a single phrase.

1. The morning after his party, Tom was cleaning up. David came along and took away some empty bottles for him. Nick had just woken up after spending the night on Tom's sofa. He watched them for a while.

a) Who helped Tom? David b) Who did Nick help?

2. Nick wants to marry Rita. She's been out with him a few times, but really, she's in love with Tom.

Unfortunately, he isn't in love with her.

a) Who is Nick in love with? b) Who is in love with Tom?

3. Mark met Sarah at the airport. The plane was two hours late. On the way out they passed Mike

standing at a bus stop, but they didn't notice him.

a) Who met Sarah? b) What was Mike waiting for?

4. There was an accident at the crossroads. A lorry crashed into a van that was waiting at the lights. The

van slid forward and crashed into a car. The van driver had to go to hospital.

a) What hit the van? b) What did the van hit?

8. People aren't giving you enough information. Ask questions with *who* or *what*.

1. Something has happened. ~ Oh?

2. I've invited someone to tea. ~ Well?

3. Somebody is having a party. ~ Oh, really?

4. I was reading something. ~ Oh?

5. I've learnt something. ~ Go on, tell me.

6. We should do something. ~ Yes, I know, but

7. Someone is looking for you. ~ Oh?

8. I'm looking for someone. ~ Maybe I can help

9. Rachel is planning something. ~ Is she?

10. Somebody has moved in next door. ~ Oh, really?

11. Something is worrying me. ~ Well, tell me.

12. I want to meet someone. ~ What do you mean?

- What or which?

9. The questions you are asking have a number of possible answers. If the list of answers is incomplete, ask a question with *what*. If the list is complete, use *which*.

1. (Do you play the piano, or the violin, or the guitar, or _?)

2. (Did you go to the Little Theatre or the Theatre Royal?)

3. (Did you take the morning flight or the afternoon flight?)

4. (Did you stay at the Grand Hotel or the Bristol?)
5. (Do you like classical music, or jazz, or rock music, or _?)
6. (Did you buy 'Time' magazine, or 'Newsweek', or a computer magazine, or _?)
7. (Do you work for EuroChemicals, or ICM, or SenCo, or _?)
8. (Are you learning English, or Spanish, or Arabic, or Japanese, or _?)

• Prepositions in wh-questions

10. Put in the question. Use what and put the preposition in brackets at the end.

1. Melanie: Tom is smiling. He's pleased. (about) David: Yes, he is.
2. Laura: I'm busy today. I'm getting ready. (for) Trevor:
3. Jessica: I've done something awful. I'm ashamed. (of) Andrew:
4. Trevor: Haven't you heard of Kitty Beamish? She's famous. (for) Ilona: No, I haven't.
5. Sarah: Mark is annoyed. He's going to complain. (about) Claire:
6. Matthew: Emma's in a hurry. She's going to be late. (for) Daniel:
7. Vicky: I don't feel very relaxed. I feel nervous. (about) Rachel:

What ... for and what ... like

11. Trevor has just come home from work. Complete the conversation. Put in *for*, *how*, *like* or *what*.

Trevor: Hello, my love. (1) are you?

Laura: Hello. I'm all right, but I'm in a bit of a rush getting ready for the barbecue.

Trevor: Er, I forgot to tell you that I invited two more people.

Laura: (2) are you telling me now (3)? I've bought all the food. I just hope there's enough. Anyway, who are these people? (4) are they (5)?

Trevor: They're friends of Harriet's. They're very nice people. And after all, (6) are parties (7)? To meet new people.

Laura: It isn't a party, it's a barbecue. (8)'s the weather going to be (9)?

Trevor: The forecast said it's going to be perfect. Warm and dry.

Laura: Good. And (10) was your day?

Trevor: Oh, not too bad. Busy as usual.

• Question tags

12. Put a question tag at the end of each sentence. Sometimes more than one answer is possible.

<p>1. It's a good restaurant. 2. You don't like this music. 3. Robert isn't at work today. 4. I'm too late. 5. You haven't seen the newspaper. 6. Lynne speaks French and German. 7. They didn't go to the concert. 8. You'd like to have something to eat. 9. We're leaving tomorrow. 10. You couldn't do me a favour.</p>	<p>11. You don't know where Sarah is. 12. Switch on the light for me. 13. Don't forget to lock the door. 14. Nobody was watching the TV. 15. Everyone will be here soon. 16. Nothing terrible has happened. 17. There's plenty of time. 18. Pass me that magazine. 19. Let's have a cup of tea.</p>
--	---

- So and neither

13. Look at the table and complete the sentences.

	<i>Mark</i>	<i>Claire</i>	<i>Melanie</i>	<i>Emma</i>
<i>Music</i>	√	×	×	√
<i>Travel</i>	√	√	×	×
<i>Skiing</i>	×	√	√	×
<i>Cooking</i>	×	×	√	√

<p>1 Claire can ski, and _.</p> <p>2 Mark isn't keen on cooking, and _.</p> <p>3 Melanie doesn't like travelling much, and _.</p> <p>4 Mark has got lots of CDs, and _.</p>	<p>5 Emma can't ski, and _.</p> <p>6 Claire isn't a music lover, and _.</p> <p>7 Melanie cooks quite often, and _.</p> <p>8 Mark travels quite a lot, and _.</p>
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- I think so, etc

14. Complete these short conversations. Put in structures with *so* or *not* and use the words in brackets.

- Laura: Does the library open on Saturdays? (think)
Trevor: Yes, _ . But I'm not absolutely certain.
- Harriet: You can't go out for an evening meal wearing shorts. (guess)
Mike: _ . I'd better put some trousers on.
- Sarah: Will there be a lot of people at the concert tonight? (expect)
Mark: _ . There aren't usually very many.
- Daniel: Are you going to apply for the job? (suppose)
Vicky: _ . It's the only one available.
- David: Do you think it's going to rain? (hope)
Melanie: Well, _ . I'm just about to go out.
- Nick: Will the match take place in this weather? (think)
Tom: In fact, I'm sure it won't.
- Claire: Are my photos ready, please? (afraid)
Assistant: _ . We're having problems with the machine

- VERB TENSES

- Present continuous or simple?

15. At work Mark is talking to Alan in the corridor. Complete their conversation. Put in the present continuous or simple of the verbs.

Mark: (1 you / look) for someone?

Alan: Yes, I (2 need) to speak to Neil. He isn't in his office.

Mark: He (3 talk) to the boss at the moment. I (4 think) they (5 discuss) money.

Alan: Oh, right. And what about you? (6 you / look) for someone too?

Mark: Yes, Linda. (7 you / know) where she is?

Alan: Oh, she isn't here today. She only (8 work) four days a week. She (9 not / work) on Fridays. She'll be here on Monday.

Mark: Thank you. You (10 know) a lot about Linda.

Alan: Well, most days I (11 give) her a lift, or she (12 give) me one. She (13 live) quite close to me. It (14 save) petrol.

Mark: Yes, of course. Good idea. Yes, I (15 agree). Well, I (16 waste) my time here then. I'll get back to my computer.

16. Complete the sentences. Put in the present continuous or simple of the verbs.

1. I (write) to my parents. I (write) to them every weekend.

2. It (snow) outside. It (come) down quite hard, look.

3. Normally I (start) work at eight o'clock, but I (start) at seven this week. We're very busy at the moment.

4. I haven't got a car at the moment, so (I go) to work on the bus this week. Usually I (drive) to work.

5. The sun (rise) in the east, remember. It's behind us so we (travel) west.

6. I'm afraid I have no time to help just now I (write) a report. But I (promise) I'll give you some help later.

7. I (want) a new car I (save) up to buy one.

Always

17. Complete the sentences. Use *always* and the present continuous or simple.

1. Melanie: Tom talks too much, doesn't he? Rita: Yes, and _ about football.

2. Laura: You forget your keys every time. Trevor: I try to remember them, but _.

3. Claire: Sarah takes the train every day, doesn't she? Mark: Yes, _ the train.

4. Vicky: Rachel misses lectures much too often in my opinion. Emma: I agree _ lectures.

5. Mike: Every time I drive along here, I go the wrong way.

Harriet: But it's very simple, isn't it? Why _ the wrong way?

6. David: Trevor and Laura argue much too often, I think. Melanie: I know. _.

- State and Action verbs

States and actions

18. Tom is on the Internet. He's telling people about himself. Say which verbs express states and which express actions.

1. I surf the Net most evenings.
2. My flat is in the town centre.
3. I drive a taxi in the daytime.
4. I own two cars.
5. I go to lots of parties.
6. I love football.

I think/I'm thinking etc

19. Complete the conversation. Choose the correct form of the verb.

Emma: Hi, Matthew. What (1 do you look/are you looking) at?

Matthew: Oh, hi. These are photos of me when I was a child.

Emma: Oh, look at this one. (2 I think/I'm thinking) you look lovely, Matthew.

Matthew: (3 I have/I'm having) some more photos here.

Emma: Look at this. Why such a big coat?

Matthew: It was my brother's. That's why (4 it didn't fit/it wasn't fitting) properly.

Emma: Oh, (5 I see/I'm seeing). And (6 you have/you're having) your tea here. And in this one

(7 you think/you're thinking) about something very serious.

Matthew: This is a photo of the village (8 I come/I'm coming) from.

Emma: Oh, that's nice.

Matthew: And I caught this fish, look. It (9 weighed/was weighing) about half a kilo.

Emma: What a nice little boy! And what a sentimental old thing you are now!

The verb **be**

20. Put in the correct form of *be*.

1. Daniel is doing some of the work. He _ very helpful at the moment.
2. I _ tired. I want to go home.
3. The children _ very polite today. They don't usually behave so well.
4. I'm afraid Melanie can't come because she _ ill.
5. Of course you can understand it. You _ stupid, that's all.
6. We _ interested in doing a course here.
7. Vicky _ very lazy at the moment. She's done no work at all today.

I like/I'm liking etc

21. Write a sentence which follows on. Choose from these sentences.

1 I enjoy the game. 2 I'm enjoying the game. 3 The car costs a lot of money. 4 The car is costing a lot of money. 5 I'm liking my new job. 6 I like my job.	I think it's going to be perfect for me. And I've still got a chance to win. I've never wanted to change it. It uses so much petrol. It's too expensive to buy. I play it every weekend.
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- Past continuous or simple?

22. David is always having accidents. His girlfriend Melanie is talking about some of the accidents. Write her sentences from these notes. Each sentence has one verb in the past continuous and one in the past simple.

1. when / he / carry / a suitcase / he / drop / it / on his foot
2. he / break / his leg / when / he / ski
3. he / sit down / on a chair / while / I / paint / it
4. as / he / run / for a bus / he / collide / with a lamppost
5. his hair / catch / fire / when / he / cook / chips
6. when / he / hold / a beautiful vase / he / suddenly / drop / it
7. he / sit / in the garden / when / a wasp / sting / him / on the nose

23. Put in the correct form of the verb.

Rita: I hear the lights (1 go) out in your flats last night.

Emma: Yes, I (2 watch) a documentary on TV when suddenly we (3 lose) all the power. But it (4 come) on again after about ten minutes.

Vicky: Rachel (5 come) down the stairs when the lights (6 go) out. She almost (7 fall) over.

Daniel: Matthew and I (8 play) table tennis at the time.

Andrew: I (9 work) on the computer. I (10 lose) a whole hour's work. But this morning I (11 get) up early and (12 do) it again.

24. Find the second part of each sentence. Put each verb into the correct form.

1 Vicky (have) a beautiful dream 2 When Andrew (see) the question, 3 The train (wait) 4 I (read) a library book 5 Sarah (have) an electric shock 6 When the doors (open), 7 When the campers (wake),	when she (touch) the wire. when I (find) a £10 note in it. when the alarm clock (ring). the crowd (rush) in. he (know) the answer immediately. they (see) that the sun (shine). when we (arrive) at the station.
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◆ UNIT 2 TALES

■ MAKING A STORY

• LISTENING

Reflections to My Family Roots *by Lois Holland*

Before listening

1. Discuss the following in groups.

A. Do you remember any stories of your relatives telling about a period of considerable hardship and unhappiness?

B. How did they manage to overcome troubles and difficulties? Did they have pangs of remorse for their deeds?

2. Study the following vocabulary and try to guess at the ideas developed in the story.

- to meet ends – to be on the breadline
- relief – money, food or clothing that is provided for people who are very poor or hungry
- to be laid off – to be told by the employer to leave the job, usually because there is no more work for you to do
- endeavor – intention
- to be conscripted – to be officially forced to work for a country or a group of people
- to meet the physical requirements – to be healthy enough for something
- to take in boarders – to have lodgers
- to make decent living – to provide acceptable standard of living
- a notice – an official warning
- to drag somebody through the courts – to start legal cases against somebody, to sue somebody persistently.

After listening

3. Retell this story to a partner using the words from task 2.

1. How do the derivatives given below differ in meaning? description, prescription, inscription, conscription.

2. What do the words “to get a reward in Heaven” mean for you?

■ PARAGRAPH WRITING

- How to Write a Narrative Paragraph

What Is Narration?

Narration is the oldest and best-known form of verbal communication. It is, quite simply, the telling of a story.

Every culture in the world, past and present, has used narration to provide entertainment as well as information for the people of that culture. Since everyone likes a good story, the many forms of narration, such as novels, short stories, soap operas, and full-length movies, are always popular.

The following narrative paragraph, taken from an essay by Al Purdy titled “The Iron Road,” tells the story of Purdy’s trip westward in 1937, the height of the Great Depression, when he was looking for work. In this passage, Purdy had been caught illegally riding a freight train by the railway police, and he is imprisoned in a caboose.

When returned to my prison-on-wheels I felt panic-stricken. I was only seventeen, and this was the first time I’d ventured far away from home. I examined the caboose-prison closely, thinking: two years. Why, I’d be nineteen when I got out, an old man! And of course, it was hopeless to think of escape. Other prisoners had tried without success, and windows were broken where they’d tried to wrench out the bars. And the door: it was wood, locked on the outside with a padlock, opening inward. It was a very springy door, though. I could squeeze my fingertips between sill and door, one hand at the top and the other a foot below. That gave me hope, blessed hope, for the first time. My six-foot-three body was suspended in air by my hands, doubled up like a coiled spring, and I pulled. Lord, how I pulled! The door bent inward until I could see a couple of daylight inches between door and sill. Then snaps and screws fell out of the steel hasp outside. I fell flat on my back.

Working with Narration: Using Narration to Make a Point

At one time or another you have met a person who loves to talk on and on without making any real point. This person is likely to tell you everything that happened in one day, including every cough and sideways glance. Your reaction to the seemingly needless and endless supply of details is probably one of fatigue and hope for a quick getaway. This is not narration at its best! A good story is almost always told to make a point: it can make us laugh, it can make us understand, or it can change our attitudes.

When Al Purdy tells the story of his escape from the caboose, he is careful to use only those details that are relevant to his story. For example, the way the door is constructed is important. Had it not been made of wood and springy; he might never have been able to get his fingertips in and force an opening. He might have had to spend two years in prison. Then Purdy would have had a different story to tell.

What is Purdy’s point in this paragraph? The excerpt is part of an essay about Purdy’s experiences during the Depression, and specifically, in this part, about the dangers of travelling illegally by train during that time, which many thousands of people had to do, illegal and dangerous or not. On its surface, then, the story is merely about a trip, although an unusual one. Being imprisoned in the caboose, however, might be metaphorical: the caboose in which Purdy was imprisoned might represent the life of hopeless despair caused by unemployment that he and thousands of others were imprisoned in, and Purdy’s escape was the escape from despair toward the hope that a trip to the West could bring, with its opportunities for a better life.

Coherence in Narration: Placing Details in Order of Time Sequence

Ordering details in a paragraph of narration usually follows a time sequence. That is, you tell what happened first, then next, and next, until finally you get to the end of the story. An event could take place in a matter of minutes or over a period of many years. In the following paragraph, the story takes place in a single day. The six events that made the day a disaster are given in the order in which they happened. Although some stories flash back to the past or forward to the future, most use the natural chronological order of the events.

My day was a disaster. First, it had snowed during the night, which meant I had to shovel before I could leave for work. I was mad that I hadn't gotten up earlier. Then I had trouble starting my car, and to make matters worse, my daughter wasn't feeling well and said she didn't think she should go to school. When I eventually did arrive at school, I was twenty minutes late. Soon I found out the secretary had forgotten to type the exam I was supposed to give my class that day, I quickly had to make another plan. By three o'clock, I was looking forward to getting my paycheque. Foolish woman! When I went to pick it up, the woman in the office told me that something had gone wrong with the computers. I would not be able to get my cheque until Tuesday. Disappointed, I walked down the hill to the parking lot. There I met my final defeat. In my hurry to park the car in the morning, I had left my parking lights on. Now my battery was dead. Even an optimist like me had the right to be discouraged!

EXERCISE 1 Working for Coherence: Using Details in Order of Time Sequence

Each of the topics below is followed by six supporting details. These supporting details are not listed in any order. Order the events according to time sequence by placing the appropriate number in the space provided.

1. The driving test

(2) A _ She had her last lesson with Mr. Panakos on Saturday morning.

(5) B _ As she ate breakfast Monday morning, Daniela read the driver's manual one more time because she knew it was her last chance to review.

(1) C _ Daniela's driving test was scheduled for Monday morning.

(3) D _ On Sunday afternoon her father gave her some advice on what to be careful of when she took her road test.

(6) E _ As her mother drove her to the motor vehicle bureau, Daniela tried to relax and not think about the test.

(4) F _ The night before her test, Daniela had phone calls from two friends who wished her good luck.

2. Making up my mind

(5) A _ By the time I saw the dean for final approval of the change, I knew I had made the right decision.

(4) B _ When I registered for my new courses for the next semester, I knew that I was doing what I should have done all along.

(1) C _ I spent the summer of my second year thinking about the career I really wanted to follow.

- (6) D _ I suppose the experience taught me that you should always make a change in your life after you have thought it through completely.
- (2) E _ When I finally did decide to change majors, my friends acted as though I had decided to change my citizenship.
- (3) F _ When I told my favourite professor about my change of mind, he was very supportive, even though I had begun my major with him.

EXERCISE 2 Working for Coherence: Using Details in Order of Time Sequence

Each of the topics below is followed by supporting details. These supporting details are not listed in any order. Order the events according to time sequence by placing the appropriate number in the space provided.

1. From the life of Amelia Earhart, pioneer aviator and writer

- (1) A _ Amelia Earhart was born in Atchison, Kansas, in 1897.
- (3) B _ Toward the end of World War 1, she worked as a nurse's aide.
- (2) C _ When she was sixteen, her family moved to St. Paul, Minnesota.
- (5) D _ Four years after her history-making flight across the Atlantic, she made her solo flight across that same ocean.
- (4) E _ After learning to fly in the early 1920s, she became, in 1928, the first woman to cross the Atlantic in an airplane, although on that trip she was a passenger and not a pilot.
- (6) F _ Three years after her solo Atlantic flight, she became the first person to fly from Hawaii to California.
- (7) G _ On her last flight, in 1937, she was lost at sea; no trace of her was ever found.

2. From the life of Joseph-Henri-Maurice "Rocket" Richard, hockey player

- (1) A _ Maurice Richard, born in Montreal in 1921, became a legend in the National Hockey League.
- (3) B _ He collected 32 goals in his first full year of playing for the Montreal Canadiens.
- (2) C _ Injuries restricted his scoring in his last two years of amateur competition and his first year in the NHL.
- (7) D _ After retiring, Richard was seen occasionally on television endorsing commercial products.
- (4) E _ Richard was an outstanding playoff scorer, once scoring five goals in a playoff game against Toronto.
- (5) F _ In 1944-45, he scored 50 goals in 50 games, becoming the first hockey player to do so.
- (6) G _ His 544-goal total was a record in the NHL when he retired.

Transitions and Time Order

TIP Transitions that use time order help readers get from one part of the text to t' another.

Here is a passage from Frederick Philip Grove's "A Storm in July," which describes a violent summer storm on the prairies. The transitional words and phrases are printed in boldface.

The first day it had died down towards evening; and we had a quiet night; but the second morning it had sprung up again, bringing with it waves of vapor and a suggestion of smoke in the air which grew stronger as the day advanced; till at last towards noon the wind seemed to blow from a huge conflagration in the south. Down there the big marsh which stretches north of the open prairie was on fire as it often is. The speed of the wind was increasing, too, on this second day. The leaves strained at their stalks; the small aspens stood vibrating at an angle; the large black poplars huddled their tops together on the north side of their trunks, while the wind pulled and snatched at the edges of their green garments. A rag tied to a pole to mark off a neighbouring homestead claim cracked and crackled with the slight changes in the direction of the blast; and in the kitchen-garden behind the house the cucumber vines were lying helpless, belly up, with their foliage ragged and dusty and worn by the sand which even in this country of the northern bush began to blow.

Notice how the time transitions used in this paragraph make the order of events clear, “The first day it had died down towards evening” gives the reader the sense that the story of the storm is being told on a daily basis, and that the description actually begins late in the day when the worst of the storm was over for the day and there was a lull toward evening. “The second morning it had sprung up again” continues the action into the next day, but this time the wind carried a hint of smoke, which hadn’t been there before. The smoke “grew stronger as the day advanced,” then, “at last,” it was obvious that the big marsh in the south was on fire, “as it often is,” which adds to the awesome power of the natural elements, still being described by Grove in a sequential fashion. The storm is still building “on this second day,” “while” the remainder of the paragraph goes on to describe the effects of this storm on the second day to the Grove homestead.

Frederick Philip Grove has used time words and phrases to give us an idea of how long the storm lasted and what other elements in the prairie environment were at work. His use of transitions helps to make his meaning clear.

EXERCISE 3 Working with Transitions

Using the transitions given in the list below or using ones you think of yourself, fill in each of the blanks in the following student paragraph.

<i>at once</i>	<i>suddenly</i>	<i>finally</i>	<i>first, first of all</i>
<i>immediately</i>	<i>later, later on</i>	<i>in the next moment</i>	<i>then</i>
<i>soon afterward</i>	<i>now, by now</i>	<i>after a little while</i>	<i>next</i>

I arrived at Aunt Lorinda’s in the middle of a heat wave. It was 40°C in the shade and very humid. Aunt Lorinda as usual greeted me with the list of activities she had scheduled for the day. (1) we went to the attic to gather old clothes for the Salvation Army. I nearly passed out up in the attic. Sweat poured down my face. Aunt Lorinda, in her crisp cotton sundress, looked cool and was obviously enjoying herself. “If you see something you want, take it,” she said graciously. “It’s so nice of you to give me a hand today. You’re young and strong and have so much more energy than I.” (2) her

plans included the yard work. I took off my shirt and mowed the lawn while my 80-year-old aunt trimmed hedges and weeded the flower beds. (3) it was time to drive into the dusty town and do errands. Luckily, Auntie stayed behind to fix lunch and I was able to duck into an air-conditioned coffee shop for ten minutes' rest before I dropped off the old clothes at the Salvation Army. I wasn't anxious to find out what help I could be to my aunt in the afternoon. I hoped it wouldn't be something like last year when I had to put a new roof on the old shed in the backyard. I could feel the beginning of a painful sunburn.

Writing the Narrative Paragraph Step by Step

To learn a skill with some degree of ease, it is best to follow a step-by-step approach so that various skills can be worked on one at a time. This will ensure that you are not missing a crucial point or misunderstanding a part of the whole. There are other ways to go about writing an effective paragraph, but here is one logical method you can use to achieve results.

Steps for Writing the Narrative Paragraph

1. Study the given topic, and then plan your topic sentence with its controlling idea.
2. List the events that come to mind when you think about the topic you have chosen.
3. Choose the five or six most important events from your list.
4. Put your final list in order.
5. Write at least one complete sentence for each of the events you have chosen from your list.
6. Write a concluding statement that gives some point to the events of the story.
7. Finally, copy your sentences into standard paragraph form.

On Your Own: Writing Narrative Paragraphs from Model Paragraphs

The Story of How You Faced a New Challenge

ASSIGNMENT Write a paragraph telling the story of a day or part of a day in which you faced an important challenge of some kind. It could have been a challenge you faced in school, at home, or on the job. The following paragraph is an example of such an experience.

Model Paragraph

I hate to be late. So, when I began my new job, I was determined to be on time for my first day. I awoke early, had a leisurely breakfast, and gave myself lots of time to get through the traffic. I entered my new office building and sat down at my new desk a good fifteen minutes before starting time. My boss noticed me, smiled, and came over to my desk. "I'm glad you're early," she said. "In fact, you're a week early. You start next Monday."

• READING

1. You are going to read an article from a newspaper. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

The man who lived to tell tales

Ron Jones has reinvented himself. In the 1980s, he was a computer expert with a vast salary. Now he has become a househusband, staying at home to look after his baby son while his wife, Debbie, works. In between nappy changes and bottle feeds, he has produced the novel he has always wished to write. What is the reason for his transformation? On 12 December 1988, Ron Jones was aboard the 7.08 a.m. train from Southampton to London when it collided with another train at Clapham Junction, killing 36 passengers. He survived with minor injuries, but the emotional aftermath changed his life into a nightmare. Now he has awoken. At 47, he has become the author Alex Keegan: his first novel, *Cuckoo*, was published this month.

Born and brought up in South Wales, Keegan says he 'had the classic deprived childhood. There was my mother, father, two older sisters and me living in one room.' His parents split up and he spent almost two years in a children's home and was then sent to foster parents. He left school at fifteen, then joined the Royal Air Force. There was a short-lived marriage, with two children and numerous jobs. Keegan then went to Liverpool University to study psychology and had another brief marriage. By the mid-eighties he had set himself up in Southampton as a computer consultant, training staff for companies with his then girlfriend, Clare.

While commuting back and forth to London to work for a City firm, he came to know a few of the regulars on the 7.08 train. On the day of the accident he was late and could not get his usual seat in the buffet, so he sat in a carriage further towards the rear of the train. He was dozing as the train approached London. 'There was an almighty bang. At first I thought I'd been in a fight. The guy opposite had just been thrown into me. I looked up and saw that the roof of the carriage had split.' He escaped with cuts and bruises, but the emotional effects ran deeper. He had been in the fourth carriage back: he discovered that the commuters he usually sat with had been killed. 'People told me I was very lucky, but I just felt I was in the wrong place. One minute you think you're the centre of the universe, then something like that *makes* you realise you're not. Afterwards, I was just a mess. Back at work, I found I couldn't concentrate. I'd start a sentence and forget what I was talking about. It caused a lot of stress between me and my girlfriend. She was watching the business collapsing around our ears and I just didn't care. In that situation, the problem is that you look more or less the same. But your inner motivation, your drive and concentration are gone.'

His girlfriend left, and Jones hit rock bottom. 'I was on my own. I hadn't paid the mortgage for a year and I had no way of ever getting back.' Gradually he pulled himself out of it. He met his current wife in 1990. When she became pregnant, they agreed that he would stay at home and be house husband when the baby arrived. 'I was really frightened of trying to do another big-earning job,' he explains. 'I didn't believe I would be able to hold down a job again. It would have to be something else, but I had no idea what.' He turned his hand to writing, and with the birth of his son in October 1992, he set about completing his first novel. 'Alex would wake up. I'd feed him. In the

early days he'd be quite happy playing on the floor while I sat and wrote 500 words. It was great. Sometimes I would type with him sitting on my lap.'

Late last year Ron Jones metamorphosed fully into Alex Keegan. He signed a three-book deal and in February his agent sold the television rights to Cuckoo. While he admits that, financially, things are still difficult he has no regrets. 'What happened at Clapham changed my life. If I was going up and down to London, I might be on £80,000 a year, but I'd hardly see the children. Now I can take a two-minute break and have a cuddle. It's wonderful.'

1. What has Ron Jones now achieved?
 - A. He has become a father for the first time.
 - B. He has been able to give up a job he disliked.
 - C. He has developed a new way of living.
 - D. He has plenty of money to spend.
2. What does he think about his childhood?
 - A. It was difficult to get on with his parents.
 - B. It led to emotional problems.
 - C. It helped him to develop a positive outlook.
 - D. It was a hard way to begin life.
3. When the accident happened, he
 - A. was sitting in his usual place.
 - B. was not travelling on his usual train.
 - C. had changed places with someone else.
 - D. was in an unfamiliar part of the train.
4. How did he feel about the accident?
 - A. His physical injuries distressed him.
 - B. He was relieved not to be killed.
 - C. He was disturbed by his good fortune.
 - D. His worries were about his friends.
5. What effect did the accident have?
 - A. He began to criticise his girlfriend's work.
 - B. He could not concentrate on business.
 - C. He paid great attention to work.
 - D. He decided he wanted to change his job.
6. 'that' refers to the
 - A. centre of the universe
 - B. accident
 - C. wrong place
 - D. train
7. Alex agreed to be a househusband because he
 - A. wanted time to write.
 - B. was determined to get to know his son.
 - C. was frightened of the idea of travelling.
 - D. feared the demands a job would make.
8. Thinking about his life today, Alex

- A. believes more money would solve his problems.
- B. regrets the experience of Clapham.
- C. wishes he had moved to London.
- D. enjoys the life he leads.

2. Read the article about different writers and their writing styles. How many of them:

- A. write by hand? B. write only in the morning? C. write in bed?

How do writers write?

All writers have their own particular ways of getting words down - a favourite pen, a special place, even a certain time of day. Five famous writers reveal their secrets.

A Fay Weldon

BRITISH NOVELIST AND SHORT STORY WRITER

I try to set up early, at about half past six. If you can get two and a half hours work done before the proper day starts, then you are lucky. I wrote by pen until about four years ago when I realized that the rest of the world used computers. I have regretted the change, because I've noticed the muscles in my hand have changed. Although I have a brand-new laptop, I still prefer to use my old PC.

B Michael Morpurgo

BRITISH CHILDREN'S BOOK WRITER

I had problems some years ago sitting at a desk, because I got pains in my wrist and shoulder, so I decided to copy my writing hero Robert Louis Stevenson instead and found his way worked.

Now, when I have a story in my head I go to bed with a small notebook, like the one children are given in primary school and fill it up. I keep my manuscripts in the fridge just in case the house burns down.

C John Mortimer

BRITISH LAWYER, DRAMATIST AND NOVELIST

I live in the house my father built, and I write in a room that used to be the garage. Now it's converted and full of books and photographs I write with a rather soft red pen on the type of notebook lawyers use. Each page is almost exactly 300 words long. I get up at seven or eight and then I write until lunchtime. I don't write after lunch.

D Simon Armitage

BRITISH POET AND NOVELIST

I used to be more nocturnal, but since my daughter was born, I have been trying to keep more traditional hours. I have an office just outside the house above the garage where I keep my books and my treasures.

I listen to music when I'm writing prose or dialogue and I take my poems around with me. I have no affection whatsoever for my computer, although when it's working, we are great friends.

E Marina Lewycka

UKRAINIAN NOVELIST WHO GREW UP IN THE UK

I write in bed, partly because it's the most comfortable and private place and partly because I like to write either at the beginning or the end of the day. It's to do with the

business of being in a separate world; once you engage in the real world, everything in your head disappears. I drink an enormous amount of tea and I work on a laptop propped up on my knees.

3. Read the article again and match each writer (A-E) to a sentence.

Who...

1. Changed their writing habits to fit in with their family?
2. Changed their writing habits but has new problems as a result?
3. Worries about losing their work?
4. Finds they can concentrate better when they are in bed?
5. Writes more or less the same amount every day?

4. Find a word or phrase in each paragraph which means:

1. A portable computer (A)
2. The part of your body where your arm joins your hand (B)
3. Changed (into another thing) (C)
4. Active at night (D)
5. Take part in (E)

• Narratives - Stories

► A narrative can be written in the first or the third person and describes a series of events, either imaginary or based on your own experience. A good narrative should consist of:

A. an introduction in which you set the scene (people involved, time, place) in an interesting way to catch the reader's attention and make him/her want to continue reading your story;

B. a main body consisting of two or more paragraphs in which you develop your story; and

C. a conclusion in which you can refer to people's feelings, comments and reactions or consequences. The more unpredictable your conclusion is, the longer-lasting the impression it will make on the reader.

This type of writing can be found in novels, articles, witness statements, etc.

► Points to consider

- You should never start writing your story before you have decided on a plot.
- Sequence of events is very important. Use time words such as: at first, before, until, while, during, then, after, finally, etc.
- Use of various adjectives (disgusted, exhilarating, etc.) and adverbs (fearlessly, surprisingly, etc.) to describe feelings and actions, as well as use of direct speech and a variety of verbs, will make your story more exciting to read.
- Be careful with the tenses you choose. You can use Past Continuous to set the scene (e.g. It was raining hard and the wind was blowing as Jonathan drove towards the small cottage.), Past Simple to describe the main events of the story. (e.g. Jonathan opened the garden gate and went through the garden towards the front door. He

knocked on the door but there was no answer.) or Past Perfect to give the background of the story (e.g. Jonathan had been planning to visit the old cottage for months before he was able to do so). Present and past participles can also be used. e.g. Startled, he went round the house towards the back door.

- Descriptions of people, places, objects or events and descriptive techniques can be used in a narrative when you want to emphasise specific parts of your narration.

Introduction

.....

Paragraph 1

Set the scene (who — where — when — what)

Main Body

.....

Paragraphs 2 - 4

Development

(describe incidents leading up to the main event and the event itself in detail)

Conclusion

.....

Final Paragraph

End the story

(refer to moods, consequences, people's reactions, feelings, comments)

1. Read the model below, which begins with the words “Sleep tight, Scottie,”... and write down the topic of each paragraph. In which person is the story written? Underline the parts of the story where descriptive techniques are employed. Underline the time words, adjectives, adverbs and direct speech. Has the writer used a variety of adjectives and adverbs, or are the same words used several times?

"Sleep tight, Scottie," his mother said as she kissed him goodnight and turned off the light. As soon as she had closed the door behind her, Scott was fast asleep. He was completely exhausted after spending the whole afternoon assembling his new train set and then watching it go around the tracks and through the tunnels. Suddenly, a ball of brilliant yellow light shot past the window. Scott woke with a start when the ball entered his room. The light was so bright that he had to shut his eyes.

When he opened them, he saw a strange, little man, about a foot tall, with orange skin and huge blue eyes. Scott, not the least bit frightened, said in a friendly voice, "Hello, I'm Scott. Who are you?" The miniature man said nothing, but picked up a battery from the untidy heap of toys on the floor. He started running around the room, pointing urgently at the rest of Scott's toys. "What do you want?" asked Scott, who was puzzled.

The man began shaking the battery frantically, and Scott realised that that was what he wanted. Scott opened all his toys, took out the batteries and piled them on the floor. Immediately

gathering up all the batteries, the little man leapt onto the window sill, smiled warmly at Scott and disappeared.

When Scott woke up the next morning, he thought about his unusual dream. He stared at his train set before jumping out of bed and trying to switch it on. Nothing happened. Then Scott realised that it had no batteries ... and there were no batteries in any of his other toys, either

► Techniques to begin or end a story

A good beginning is as important as a good ending. A good beginning should make your reader want to go on with your story. A good ending will make your reader feel satisfied.

You can start your story by:

- a. describing weather, surroundings, people, etc. using the senses
- b. using direct speech
- c. asking a rhetorical question (a question which expects no answer)
- d. creating mystery or suspense
- e. referring to your feelings or moods
- f. addressing the reader directly

You can end your story by:

- a. using direct speech
- b. referring to your feelings or moods
- c. describing people's reactions to the events developed in the main body
- d. creating mystery or suspense
- e. asking a rhetorical question

Note that more than one technique can be used in the beginning or ending of your story.

2. Which of the following beginnings and endings are more interesting? Why?

BEGINNINGS...

A. I woke up and got out of bed. I had a shower ate breakfast and left.

B. Bright morning sunlight shone through my bedroom window when I woke. I lay there lazily for a few minutes, then jumped out of bed and stepped under the hot water of the shower. The smell of coffee drifted through from the kitchen.

...ENDINGS

A. Exhausted and soaked to the skin, I slammed the front door behind me. I threw myself onto my bed, stared into the darkness and thought bitterly, "Why me?"

B. At last I was home again, and soon went to bed. It had been a tiring day

3. Read the main body of the story below, as well as the different beginnings and endings. Refer back to the theory and decide which techniques have been used in each of the beginnings and endings.

BEGINNINGS...

1. Oh gosh, look at the time!" gasped my flatmate Caroline as she nudged me awake. We gathered up our books and sleepily made our way to the library car park.

2. It was a damp chilly night when Caroline and I eventually left the library. As soon as I stepped outside I shivered, feeling that something strange was about to happen.
3. You know those spring nights that are still really cold and damp? Well, I'll tell you what happened to my friend Caroline and me, on a night just like that.

We had been studying in the library for hours and we just wanted to get home and go to sleep. Normally, I would take the long way home, to avoid driving past the old Bradford estate. However, that night I was so exhausted that I forgot all about it. Before I knew it, we found ourselves driving down the long, winding road which goes past the estate. Since it was pitch dark and my headlights could barely cut through the thick fog, I was driving fairly slowly. The silence was broken as we heard a tapping sound coming from the darkness ahead.

Suddenly, an elderly man dressed in a black suit appeared at the side of the road, limping along with a wooden cane. He turned and faced us, and began to approach the car. His wrinkled face, piercing dark eyes and toothless grin gave him a horrifying appearance. We quickly locked all the doors and kept driving. The old man tried to block our path by stepping out in front of the car, but I swerved and sped off.

...ENDINGS

1. Safe at home we decided we had probably imagined the whole thing. The next morning, however, as we opened the front door to leave for the college, we both froze with shock. There, propped up against the wall, was a long wooden cane.
2. The next day in class, our professor showed us some slides of the town's early founders. He clicked his slide machine to the next picture - and guess whose face flashed onto the screen?
3. The next day I told my professor what had happened, and to my surprise his eyes filled with tears. "The man you've described was my father," he mumbled. "He died at that place twenty years ago."

4. Match the beginnings with the endings. Which techniques have been applied? Which pair is not very successful? Rewrite this pair, applying the techniques mentioned before.

BEGINNINGS...

1. It was very late. John couldn't see because it was dark. He was afraid.
2. The snow lay like frosty icing on a Christmas cake, its crisp, new whiteness covering the garden like a soft fluffy blanket. It was still snowing, frozen crystals falling gently from the heavy grey sky.
3. Why is it that the most important changes in our lives happen when we least expect them to? My life had settled into a comfortable satisfying routine when suddenly everything changed.

...ENDINGS

- A. Looking back at what happened I always feel a sense of wonder and awe. But then again life's like that, isn't it?
- B. John ran out of the house. There was a policeman outside. John felt safe.
- C. We all felt a deep sense of loss when the last traces of the snow had melted away, realising what a special gift we'd been given and how much fun and laughter it had

brought us. It had been such a fleeting visit, but one we weren't likely to forget for a very long time.

► Before you start writing your story, it is absolutely necessary to plan it. This means that you should decide on a plot line and then start developing it. You can link the events with time words such as: *first, until, when, before, after, eventually, at once, finally*, etc.

5. Read the following short texts and fill the gaps with linking words or phrases from the lists.

[A] *as soon as, at last, immediately, meanwhile, then, when, while*

The aeroplane had only been in the air for about twenty minutes (1) suddenly it began to dive towards the ground. (2) the passengers began to panic. (3) the flight attendants realised what was happening, they did their best to calm everyone down, (4) the plane continued to lose altitude.

(5), in the cockpit, the pilot was struggling to control the plane. (6) it righted itself and he sighed with relief. The flight (7) continued without any further problems.

[B] *after, before, finally, since, then, when*

There had never been a storm like it (1) - at least not (2) the great flood in 1962. Kevin was trying to steer his car through the pouring rain (3) all of a sudden his car stopped. The engine continued to run for a few seconds, (4) coughed twice and fell silent. Reluctantly, Kevin got out of his car and watched it sink slowly into the mud at the side of the road. (5) staring at his useless car for a few minutes,

Now number the events below in the order in which they happened.

<i>Plot line A</i>	<i>Plot line B</i>
The passengers panicked. The pilot managed to control the plane. The aeroplane started falling. The flight continued. The flight attendants calmed the passengers.	The car stopped. Kevin walked away. The car sank in the mud. Kevin got out of the car. Kevin was driving in the rain.

6. Decide on various plot lines for the following sentences which end stories.

- A. It was the worst flight I had ever experienced.
- B. I would never go back there again.
- C. "You're fired!" he shouted.

7. Read the beginning and ending of the following story, then decide on the events you will describe in the main body, listing them in chronological order. Then, using this list, write the missing main body.

James couldn't believe his eyes. He checked the figures again, hoping he had made a mistake. £20,000 in debt! What could he do?

.....
 Early one morning, three months later, out of work and bankrupt, Joe left his flat carrying a black case. He made his way to the local underground station, found a sheltered spot and laid a hat on the ground. He then took his shiny saxophone out of its case and began to play.

► Avoid using simplistic adjectives or adverbs (e.g. good, bad, nice, well, etc.) as these will make your composition sound uninteresting. Try to use more sophisticated adjectives or adverbs (e.g. luxurious, extravagant, threateningly, etc.) which will make your composition more exciting to read. A variety of verbs (e.g. murmur, whisper, mutter instead of "say") will make your story more lively.

e.g.

“Hide it,” he *murmured* and put a small box into my hand. (instead of ‘said’)
 She was *wandering* the streets aimlessly, trying to make a decision. (instead of ‘walking’)

8. The following adjectives or adverbs can be used instead of other simplistic ones. Put them into the correct group. Can you think of any more words?

absolutely, delightful, enormous, entirely, horrible, massive, miniature, microscopic, superb, terrific, thoroughly, horrifying, extremely, gigantic, tiny, nasty, disgusting, huge, terrible, wonderful, unpleasant, fabulous

BIG	SMALL	VERY	BAD	GOOD/NICE
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Now replace the words in brackets in the following paragraphs with suitable words above.

[A] The (1 big) old castle stood at the top of a(n) (2 big) mountain in the middle of a(n) (3 big) forest. I was (4 very) terrified as I approached and jumped with fright when I heard a(n) (5 bad) scream from the direction of the castle. My heart was in my mouth as I knocked on the (6 big) front door and the sound of (7 small) scurrying feet behind the door made me imagine (8 big) (9 bad) rats running away to hide. I wanted to run away too but I was (10 very) exhausted and had to find somewhere to sleep for the night.

[B] It was a(n) (1 nice) evening and after a(n) (2 nice) sunset the stars were a million (3 small) points of light in the sky. “An (4 nice) end to a(n) (5 very) (6 nice) day,” Brian thought to himself; and after the (7 bad) week which had just passed, he was (8 very) pleased to breathe a(n) (9 big) sigh of relief and put the (10 bad) memories behind him.

9. The adverbs below describe the way a person might speak or act. Explain what each adverb means, then choose suitable words from the list to complete the sentences.

sarcastically, angrily, threateningly, frantically, hurriedly, miserably, confidently, suddenly, urgently, nervously, patiently, calmly

1. The woman on the third-floor balcony of the burning building waved her arms _ to attract the fireman's attention.
2. "Get out of here!" Bill shouted _, his face turning red.
3. "My dog has run away!" the little girl sobbed _.
4. _, without any warning, her guide spun round and held a knife to her throat.
5. The detective looked at him in disbelief. "Oh, yes, of course a criminal like you wouldn't want £5 million," he said _.
6. She gathered her papers together _ and rushed off to the meeting, which had already begun.
7. "If you tell anyone, you'll be sorry," said the kidnapper _.
8. "Don't worry, I'll kill the dragon," the knight said _ to the king.

10. Put the following verbs into the correct groups. Try to think of further words to add.

gaze - dash - giggle - hiss - murmur - peer - stroll - wander - yell - sigh - chuckle - mutter - peep - moan - shriek - grin - whisper - exclaim - rush

WALK/RUN	SAY	LOOK	SMILE/LAUGH
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Vocabulary Note

- Tell or Say

WHAT COMES AFTER THE VERBS?

TELL	SOMEBODY	SOMETHING
SAY	SOMETHING	(TO SOMEBODY)
SAY	TO SOMEBODY	THAT...

11. Put in *tell* or *say*.

1. All the experts _ the earth is getting warmer.
2. Did you _ Mark and Sarah how to find our house?
3. The Sales Manager is going to _ everyone about the meeting.
4. Vicky, why don't you just _ what the matter is?
5. They _ they're going to build a new Disney World here.
6. What did Natasha _ about her holiday plans?
7. Could you _ me the way to the train station, please?
8. The company should _ its employees what's going on.
9. You shouldn't _ lies, you know, Matthew.
10. Did you _ anything to Melanie about the barbecue?

Now use suitable words from Ex.10 to complete the following sentences.

WALK/RUN

1. We _ lazily along the waterfront, enjoying the warm sunshine as we watched the fishermen mending their nets.
2. At the sound of the doorbell she _ eagerly to the front door, excited to be meeting him again after so many years.

SAY

3. “Stupid old fool!” he _ angrily to himself, pushing rudely past the elderly man limping down the steps.
4. “Oh, well,” Jill _, “perhaps it doesn’t really matter - but I wish you’d asked me first before telling everyone about it.”
5. “Don’t look round now, but I’m sure that man sitting behind us is the escaped prisoner I was reading about in the paper,” I _ nervously to John.
6. “Help!” Karen _ hysterically. “Somebody help me!”

LOOK

7. The couple _ lovingly into each other’s eyes, completely unaware of the people hurrying past.
8. Kevin _ through the windscreen, hardly able to see where he was going in the pouring rain.

SMILE/LAUGH

9. David _ cheerfully as he waved to the crowd, accepting their applause for the magnificent race he had run.
10. Sally and Lynne _ with embarrassment when the two boys crossed the room and asked them to dance.

12. Rewrite the short paragraphs replacing the words in bold using words from Ex. 11.

1. “Here he comes!” **said** Carla, **looking** anxiously through the sunlit blinds. “And he’s got a parcel!” The postman was **smiling** as he **walked** up the path.
2. “The plane is going to crash,” **said** Steve. Everyone in the air traffic control room **looked** at him. Steve **ran** back to his monitor and put on his headset. “Why on earth don’t they answer?” he **said**. “I’m afraid there’s nothing we can do to help them now,” he **said**.

► Use of the senses (sight, smell, touch, hearing, taste) to set the scene or describe people, places, events or objects involved in your story helps to increase the reader’s interest.

13. Indicate the words or phrases which are used to describe senses. What sense does each refer to?

1. Maitland staggered across the road, hardly aware of the hooting cars and foul-smelling exhaust fumes. The cut on his arm was burning, his head was throbbing with pain, and the salty taste of blood filled his mouth. A police car screeched around the corner, siren wailing and lights flashing, and Maitland dashed into a dark doorway.

2. It was a hot, lazy afternoon and, from where I sat on the shady verandah, I could see the purple mountains in the distance. The fragrant flowers around me blazed with colour as, sipping my sharply sweet lemonade, I listened to the gentle hum of crickets and twittering of birds. A soft, cool breeze brushed my skin while I enjoyed the smell of the rich earth. Suddenly, a familiar, annoying buzz sounded in my ear.

14. Read the story. The paragraphs are in the wrong order, and the story has no punctuation. Number the paragraphs in their correct order, and punctuate them, then underline the phrases which are used to describe the senses as well as the time words.

The most exciting experience of my life

[A] as soon as we had started the long walk back we heard a low growling sound coming from the trees in front of us we stood frozen with fear meanwhile the growls grew louder and then the leaves parted to reveal two very hungry looking lions the lions prepared to spring the moment they leapt into the air we threw ourselves to the ground the lions sailed over our heads and plunged into the narrow valley

[B] have you ever wished that your holidays were more exciting i certainly had until my experience on the first day of a photo safari holiday i took with my friend howard last june

[C] as we shakily made our way back to the camp we couldn't believe what a lucky escape we had had howard wiped the sweat from his forehead and said maybe its time to go back to good old fashioned beach holidays

[D] we had been walking through the undergrowth for some time when our guide suddenly stopped in his tracks directly in front of us was a narrow valley almost hidden by creepers and leaves phew that was close said howard i suppose we'll have to turn back now

[E] the morning sun was blazing as we set out on our first trip into the jungle a guide led howard and me into what we hoped would be a day of successful photography

Have you ever wished that your holidays were more exciting? I certainly had until my experience on the first day of a photo safari holiday I took with my friend Howard last June.

The morning sun was blazing as we set out on our first trip into the jungle. A guide led Howard and me into what we hoped would be a day of successful photography.

We had been walking through the undergrowth for some time when our guide suddenly stopped in his tracks. Directly in front of us was a narrow valley almost hidden by creepers and leaves. "Phew! That was close," said Howard. "I suppose we'll have to turn back now."

As soon as we had started the long walk back, we heard a low growling sound coming from the trees in front of us. We stood, frozen with fear. Meanwhile, the growls grew louder and then the leaves parted to reveal two very hungry-looking lions. The lions prepared to spring. The moment they leapt into the air we threw ourselves to the ground. The lions sailed over our heads and plunged into the narrow valley.

As we shakily made our way back to the camp, we couldn't believe what a lucky escape we had had. Howard wiped the sweat from his forehead and said, "Maybe it's time to go back to good old-fashioned beach holidays!"

► When writing a narrative, you can use flashback narration. This means you can start your story at a certain point in time (often a very exciting moment), then go back in time and describe events which happened before this time (usually in Past Perfect), lead the reader up to the specified time, then go on with your story and bring it to a conclusion.

15. Read the following story which begins with the words “Someone from the hospital called; it sounded urgent.” and correct the mistakes. Write S for spelling, WO for word order, WW for wrong word, G for grammar or P for punctuation.

“Someone from the hospital called; it sounded urgent. It’s your wife. Maybe you should ...” Paul didn’t waited (**G wait**) for the secretary to finish.

He turned pale and broke into a cold sweat, then did his way hurriedly back to the car park, jumped into his car and drove crazily through the slow traffic. He had noticed the honking of horns, the screeching of breaks or the other drivers yelling furiously at him.

“Please, please let her be all right,” he kept saying to himself.

Minutes later, the doors of the emergency department opened and he found her in the cold reception lounge. He pushed to the front of the queue and asked for his wife. The receptionist patiently scanned the computer screen and then directed him to Room 12. Without thanking her, he dashed for the lift. Heart pounding, Paul his eyes closed for a moment, praying. He dreaded what he was about to find.

The door opened onto a dimly lighted corridor. Paul walked towards Room 12 and nervously pushed the door open. She was lying in bed, exhausted. She sleepily opened her eyes and murmured, “hello, darling. Sorry I couldn’t wait. It’s a boy.”

16. Read the notes below for a story entitled “The Visitors”, put them into the correct chronological order, then tell the story. Now, change the order of the notes to make use of flashback narration. Which note will you start your story with? Write your story using flashback narration.

A. Doorbell rang - Ruth ... with 3 children and a dog!

B. Finally, 2 weeks later, Ruth said they were going.

C. First night, I slept on sofa; children played loud music on radio all night.

D. Phone call from friend, Ruth - wanted to stay with me “for a few days”.

E. Will never invite old friends to stay again - and don’t want to see Ruth again for another fifteen years.

F. Came home from work next day - garden destroyed, window broken, furniture covered in marmalade.

G. Waved goodbye, closed door behind me - relieved to be alone again.

H. Last time I saw Ruth was fifteen years ago; thought how nice it would be to spend a few days together.

REVISION

17. Mark the statements True or False justifying your answers.

1. A story cannot begin with direct speech.

2. Time words should be used in stories.

3. Stories should not combine description and narration.
4. Use of the senses to set the scene should be avoided.
5. Punctuation and paragraph planning are essential in stories.
6. Sequence of events is not important in stories.
7. You can narrate a story by moving back in time.
8. When writing a story, past tenses should be used.

18. Read the following topics, decide on the plot line, then write any of them.

1. You have decided to enter a short story competition. You should write a story ending with the words: *It was only then that I realised they had mistaken me for someone else.*
2. A magazine is running a competition for the best short story starting with the words: *'Who can this man be?' Sheila wondered as she looked at the stranger standing at the front door.*
3. A magazine is running a competition for the best short story entitled: *A Disastrous Evening.* Write your story.

• **READING**

1. Read the article quickly. Which of the misconceptions is partly true?

Medical myths

So you think you know a little bit about medicine? Unfortunately, you're probably wrong, according to Dr Keith Hopcroft. Here he explains a number of common misconceptions.

Put butter on a burn

(1) You should put your butter back in the fridge and turn on the cold water tap instead. After leaving the burn under the running water for at least ten minutes, you should cover it with a clean wet tea-towel to prevent infection and seek medical help.

Don't allow a child with a head injury to sleep

This implies that sleep is dangerous for a child who has knocked their head, which is simply not true. (2) The best thing to do in the case of a head injury is to allow the child to go to sleep, but to wake them from time to time to make sure that everything is in order.

You should avoid swimming after a meal

This belief probably exists because of the fear that some food might escape from your stomach if you have just eaten and choke you. (3) Whatever the reason, there is no medical evidence to suggest that people should not swim after eating.

It's dangerous to wake sleepwalkers

No, it isn't, although waking them may cause confusion and distress. The safest thing to do is to guide the person gently back to bed and keep an eye on them until they have gone back to sleep again. (4)

2. Read the article again. Complete it with the missing sentences. There is one sentence you don't need to use.

- A. Or perhaps people believe that blood will be diverted from the legs and arms towards the stomach, increasing the risk of cramp in the muscles.
- B. This is important because it is also not true that, they never injure themselves.
- C. This is a bad idea unless you're planning on changing traditional methods of cooking!
- D. However, if they are asleep, you are not able to watch out for serious and increasing tiredness which indicates a complication.
- E. If this happens, there is a very real danger that it might block the person's throat and cause death.

• **READING AND USE OF ENGLISH**

Read the text and look carefully at each line. Some of the lines are correct and some have a word which should not be there. Write the wrong word in the space provided and tick the correct lines.

Cheated

1. Maria and I were recently been cheated out of quite a large sum
2. of money. We wanted to go to a concert but we were told that
3. every ticket had already been sold out. When we left the ticket
4. office we met us a man in the street who offered to sell two tickets
5. that he no longer had needed. He wanted £40 each instead of
6. being £20 each, which is the official price, but we agreed to buy
7. them because of we really wanted to go to the concert. We gave
8. him two £50 notes and he gave us a £20 note as change. When we
9. went to the concert, last Saturday, we were not allowed to enter in.
10. The officials told us that our tickets were forgeries, not as genuine
11. tickets at all. We were very disappointed and to make the matters
12. worse, we also discovered that the £20 note was a forgery. A
13. shop assistant looked at it so closely and would not accept it. There
14. is nothing much what we can do about it. We reported everything
15. to the police but they will probably not be able to find the man who
16. tricked us out of our money. We must learn from an experience and
17. be a lot more careful about buying tickets for concerts in future times.

• **READING AND SPEAKING**

1. What makes people lie?
2. Can a lie be justified? Do you always call it a white lie?
3. Share your experience telling a lie. Did you have strong reasons for that?

TRUTH OR WHITE LIE

Do you believe that a child who is 6½ years old should be told the truth, regardless of what it is?

Here is the situation. Dad is in jail for one year. Please understand, my husband didn't steal anything, nor did he commit a violent crime. However, he was found guilty of

drunk driving – it was his third offense. If you think our son should be told the truth, how do you feel about my taking him to visit his father in jail? Or do you think it would be better to tell him that Daddy is away ‘on business’ and he may be gone for quite a long time?

I can’t describe the humiliation our family has endured. It was reported in the newspaper, but this is a large city and not everyone is aware of it.

What Does It Mean?

1. White lie
2. Violent crime
3. Daddy is away on business

Comprehension Check-Up

1. How long has Daddy been in jail?
2. Did he commit any violent crime?
3. How does he happen to be in jail?
4. Is it his first offense?
5. What is the excuse she thought of for daddy's being away?
6. Why isn't everyone aware of daddy's offense, even though his case was reported in the newspaper?

What Do You Think?

1. Do you think her son should be told the truth or should she make some excuse?
2. How would you handle the situation if your husband or your wife were found guilty of drunk driving and sent to jail?

Opinion Samples

(1) I think she should tell her son that Daddy did something wrong and is being locked up for a while, and tell him now, before someone else does. I also believe that she should take the boy to visit - for his sake as well as his father's - and say, "Dad will be back soon, and we will be a family again." These are troubled times for her family. But it is not the end of the world. And this too shall pass.

(2) What good would be accomplished about her son’s knowing about daddy’s criminal record? The truth is important, I know. But truth doesn’t mean everything. In this case lying is better than telling the truth. If the boy were told the truth, he would show a total disregard for his father. But if she lies about it, the child will grow up and eventually understand the situation and mom’s good will.

• News Reports

► A news report describes a particular event or topic which is of interest to the public. It is always written in a formal impersonal style and gives accurate facts only, not chatty descriptions. A good news report should consist of:

- a) a short eye-catching headline which introduces the subject of the report;

- b) an introduction which summarises the event giving information about the time, place and the people involved;
- c) a main body consisting of two or more paragraphs in which the event is developed in detail. Information about the cause(s) and result(s) of the incident should also be included; and
- d) a conclusion in which action to be taken or people's comments on the event are given.

Such pieces of writing can be found in newspapers, magazines and newsletters.

► Points to consider

- Give all necessary information accurately and in detail.
- Do not write about your feelings or your point of view concerning the incidents.
- Use passive voice and direct/reported speech to include people's comments and make the news report more interesting.

Introduction

.....

Paragraph 1

Summary of the event — time, place, people involved

Main Body

.....

Paragraphs 2, 3, 4

Description of the main events and people involved — give detailed facts

Conclusion

.....

Final Paragraph

Comments, reference to future developments

1. Read the news report below and write down the topic of each paragraph, then underline all the words related to a car crash.

Two seriously injured in car crash

Two people were seriously injured in a collision at the junction of Mill Road and Wrights Lane, Westbridge, early yesterday morning.

Jackie Hill, 22, was driving a yellow Nissan Cherry when she approached the junction and crashed into a delivery van coming out of Wrights Lane. A local resident who witnessed the accident said that it was obvious that Mrs Hill had not seen the stop sign at the junction as she had not even slowed down.

Mrs Hill was on her way home from her job as a night nurse when the accident happened. She is said to be in a serious but stable condition at St Michael's Hospital. The driver of the van, William Stephens, 27, is being treated for head and back injuries.

A neighbourhood association spokesman commented later: "This is the fourth accident to happen at the crossroads in the past month. We have been lobbying for a set of traffic lights there for months, but so far nothing has happened." According to city councillor David Wilkins, plans are being made to put up traffic lights at the junction in the near future.

► Headlines are an important feature of news reports. They should both catch the reader's attention and inform the reader about the subject of the report. Since headlines must be short, words such as articles, parts of tenses, etc. are omitted. For example, instead of writing SOME ILLEGAL WEAPONS WERE FOUND IN AN ABANDONED FACTORY, the headline would read: ILLEGAL WEAPONS FOUND IN ABANDONED FACTORY.

2. Write headlines for the following opening sentences of news reports. What do you think the reports go on to say?

1. A bridge collapsed last Monday as a result of an earthquake which hit Southern California.
2. Last night's blackout has been traced to a mistake made by an employee at Peterville's central power plant. Engineer Harold Petty, 27, admitted having pushed the wrong button on a control panel.
3. Medical researchers in Britain say they may have found a cure for the common cold. In a series of controlled tests a combination of certain vitamins has been found to reduce symptoms dramatically.
4. It was announced yesterday that the planned motorway extension outside Peterfield will go ahead despite protests from environmental groups.
5. Two brothers who had gone missing three days before were found last night by a farmer, David Jones. They had been hiding in an abandoned barn on his property.

► The style in which news reports are written differs in a number of ways from the style used in narratives (stories). A narrative is normally written in an informal, chatty style and calls for detailed descriptions, including the characters' feelings and sensations. Descriptive techniques can be employed to make the story more vivid. You can begin or end a narrative:

- a) by describing weather, surroundings, people, etc. using the senses;
- b) by using direct speech;
- c) by addressing the reader (usually asking a question);
- d) with a dramatic sentence creating mystery or suspense; or
- e) by referring to your feelings or moods.

A news report is normally written in a formal style and deals only with detailed accurate facts. The writer's feelings are not mentioned. A news report starts with a summary of the event which is then developed in detail. To end a news report, we can mention people's comments using direct speech.

3. Match the beginnings with the endings, then decide which belong to news reports and which to stories, justifying your answers.

BEGINNINGS...

1. A hurricane hit northern Scotland yesterday morning, causing thousands of pounds worth of damage to buildings and littering the area with debris.
2. Underground workers remained on strike yesterday as negotiations with transport bosses broke down for the third time in two months.
3. "I don't know what we're going to do!" Cathy cried as she watched their boat drift further and further away. "Do you think anyone will find us?"

...ENDINGS

- A. As they sat by the fire, shivering with fear, they suddenly heard the distant sound of a motor. Bob jumped up, took a lighted branch from the fire and ran towards the beach. Help had come at last!
- B. "This is one of the worst natural disasters to hit the area for a long time," said the mayor of Thurso, one of the worst hit towns. Clean-up operations are already under way in an attempt to reduce the disruption caused by the damage.
- C. Transport authorities announced that they would be providing alternative means of transport for commuters, but long delays are expected at peak hours today.

4. Rewrite the following sentences in the passive.

1. Police finally caught convicted arsonist Thomas Wells early last Sunday morning. Prison guards found that Wells had escaped ten days earlier. Investigators believe that he has set two warehouses on fire since his escape.
2. The Council is providing temporary housing for citizens of Newton after Tuesday's flood damaged hundreds of homes. The location of the shelters is the nearby town of Holbrook, and authorities will allow the residents to stay in them until the Council rebuilds their homes.
3. Late Monday morning the police arrested two men who were selling stolen car stereo systems to unsuspecting customers. They seized all the stolen goods and are holding the men in custody.

5. Read the following models, then decide which is a narrative and which is a news report justifying your answers. Who was each model written by? Which person is each model written in? Give the paragraph plan and suggest a headline/title for each model.

MODEL A

Disabled swimmer Peter Carlton raced ahead of his opponents to take the gold medal in an incredible moment at yesterday's World Championship Watersports in Sydney. Carlton, a paraplegic, established a firm lead at the start of the race, his powerful arms more than making up for his weak legs. His final time was an impressive 1 minute 53 seconds which gave him the gold.

Carlton, who was badly injured in a car crash in 1992, is a former world champion. The accident, however, left him in a wheelchair with almost no feeling or movement in either of his legs. Following three major operations, he was told by doctors that he would never swim competitively again.

Since that time Carlton has made amazing improvement under his trainer, Phil Stretton. His devotion to the sport made Carlton determined to prove the doctors wrong, and that determination has paid off.

“I’m ecstatic,” Carlton told reporters after the race. “But the real credit for winning has to go to Phil, for his patience and faith in my ability.”

MODEL B

I heard the roar of the crowd, saw the constant flashing and clicking of cameras, felt water dripping down my back, and then I was being turned around and pushed towards the podium. On this slow motion journey, I began thinking about how familiar, and at the same time strange, all this was.

This time the faces weren’t my manager’s or trainer’s - they were ambulancemen and nurses; the flashing wasn’t cameras but police car lights; the liquid dripping was not from the swimming pool but blood from my own legs, and I was being carried on a stretcher towards the waiting ambulance.

Strangely enough, the worst moment wasn’t the car accident itself, nor the pain, but when the doctor told me I wouldn’t be doing very much swimming in the future.

“What do you mean? What are you trying to tell me?” I yelled, knowing from his expression exactly what he meant. My resentment against that doctor - a man who didn’t have the courage to tell me clearly that I would never swim or walk again — was such that I was determined to prove him wrong. And so I spent the next five years struggling against the odds, learning how to swim again with just my arms, fighting with those who said I couldn’t and with myself when my body said I couldn’t.

And now I’d done it. I’d won the World Championship, and I’d broken my own record. When I received the medal, I heard a voice from behind saying,

“Congratulations! I suppose you don’t remember me. I was your doctor about five years ago.”

6. Put the words listed below under the appropriate headline. Can you think of other related words? Now write a short news report about each one of the events.
gun, security guard, flashing lights, country lane, silver spacecraft, hover above, cashier, staff, threaten to shoot, activate the alarm, strange whirring sound

[A] BANK ROBBED OF MILLIONS

[B] UFO SIGHTED

7. Choose any two of the topics below and write in the appropriate style.

1. You work for a newspaper as a reporter. Write a news report about a missing child who was safely returned home. Now write the same topic as a narrative.
2. You work for a shipping newspaper. Write a news report about a ship that sank recently.
3. You have been asked to write a report on a car crash which cost the driver his life.

■ VIDEO

- Alternative Mathematics

1. Watch the video

<https://www.youtube.com/watch?v=Zh3Yz3PiXZw&list=PLFaLh5-XLLdSV7gq71U5jNeJWyJbThLUe&index=4&t=0s>

2. Narrate the situation from the a) principal's, b) parents' and c) teacher's point of view following their styles.

■ FUNCTIONAL GRAMMAR SUPPLEMENT

- Present perfect or past simple? (1)

I have done or I did?

1. Put in the correct verb form.

1. I (do) all the housework. The flat is really clean now.
2. A young couple (buy) the house next door. But they didn't live there long.
3. Our visitors (arrive). They're sitting in the garden.
4. There's still a problem with the television. Someone (repair) it, but then it broke down again.
5. I (lose) my bank card. I can't find it anywhere.
6. The match (start). United are playing well.
7. My sister (run) away from home. But she came back two days later.
8. Daniel (earn) some money last week. But I'm afraid he's already spent it all.
9. We (plant) an apple tree in the garden. Unfortunately, it died.
10. Prices (go) up. Everything is more expensive this year.
11. Someone (turn) on the hi-fi. What's that song called?
12. I (phone) the office at eleven to speak to the manager, but he isn't there today.
13. I (make) a cake. Would you like a piece?
14. The runner Amos Temila (break) the world record for the 1500 metres in Frankfurt. Then two days later in Helsinki, Lee Williams ran it in an even faster time.

I've done it. I did it yesterday.

2. Things that have happened today are on the radio and TV news. Give the news using the present perfect and past simple.

1. the Prime Minister / visit Luton University / speak to students there / earlier today
2. the train drivers / go on strike / stop work / at twelve o'clock
3. the Queen / arrive in Toronto / fly there / in an RAF aircraft
4. two men / escape from Parkhurst Prison / get away / during the night
5. the actor Howard Bates / die in a car accident / his car / crash into a wall
6. Linda Jones / win the women's marathon / run it / in 2 hours 27 minutes

Structures with for, since and last

3. Complete the conversations.

1. Mike: This car is filthy. I haven't been to the car wash for about a year.
Tom: What! You mean it's twelve months _ to the car wash?
2. Laura: I haven't used my camera recently. June was the last time I took a photo.
Trevor: Really? I'm surprised you _ June.
3. Rachel: I haven't seen Andrew for weeks.
Daniel: Nor me. It's _ him.
4. Tom: What about a game of cards? We haven't played since your birthday.
David: Really? You mean my birthday _ cards?
5. Emma: I feel terrible. It's three days since I ate anything.
Vicky: What did you say? You _ three days?

Present perfect or past simple? (2)

I've been or I was?

4. Complete this letter to a newspaper. Put in the present perfect or past simple.

A few days ago, I (1 learn) that someone plans to knock down the White Horse Inn. This pub (2 be) the centre of village life for centuries. It (3 stand) at our crossroads for 500 years. It (4 be) famous in the old days, and Shakespeare once (5 stay) there, they say. I (6 live) in Brickfield all my life. The villagers (7 know) about the plans for less than a week and already there's a 'Save Our Pub' campaign. Last week we (8 be) happy, but this week we're angry. We will stop them, you'll see.

Have you (ever)...? and Did you (ever)...?

5. Look at each conversation and choose the best sentence, a) or b).

1. Have you heard about the woman walking across the US? ~ Yes, she's reached the Rockies.
a) The walk is continuing. b) The walk has finished.
2. Have you ever played beach volleyball? ~ Yes, we played it on holiday.
a) The holiday is still going on. b) The holiday is over.
3. Did you know old Mr Green? ~ No, I never met him.
a) Mr Green is probably alive. b) Mr Green is probably dead.
4. Wayne Johnson is a great footballer. ~ Yes, he's scored 200 goals for United.
a) Wayne Johnson still plays for United. b) Wayne Johnson has left United.

Today, this week, etc

6. Put in *this*, *last*, *today* or *yesterday*.

1. _ month prices went up, but _ month they have fallen a little.
2. It's been dry so far _ week, but _ week was very wet.
3. I went shopping earlier _ and spent all the money I earned _.
4. We didn't have many visitors _ year. We've had a lot more _ year.

5. I don't feel so tired now. We got up quite late _ morning. I felt really tired _ when we got up so early.

Present perfect or past simple?

7. Put in the verbs.

Tom: (1 you / hear) the news about David?

Harriet: No. (2 what / happen)?

Tom: He (3 have) an accident. He was walking down some steps. He (4 fall) and (5 break) his leg.

Harriet: Oh, how awful! When (6 it / happen)?

Tom: Yesterday afternoon. Melanie (7 tell) me about it last night.

Harriet: Last night! You (8 know) about it last night, and you (9 not / tell) me!

Tom: Well, I (10 not / see) you last night. And I (11 not / see) you today, until now.

Harriet: I hope he's all right. He (12 have) lots of accidents, you know. He (13 do) the same thing about two years ago.

• Time Linkers

For, since or ago?

8. Put in a phrase with *for*, *since* or *ago*.

1. I got here an hour ago. ~ What! You mean you've been waiting _?

2. The phone last rang at four o'clock. ~ So you've had no calls _?

3. I haven't been to the dentist for ten years. ~ You last went to the dentist _?

4. I last saw Rachel on Monday. ~ Haven't you seen her _?

5. We've had six weeks without rain. ~ Yes, it hasn't rained _.

6. It's three years since Laura got married. ~ Really? Has she been married _?

7. It's eight months since my brother had any work. ~ He lost his job _.

8. Mrs Miles was taken ill three weeks ago. ~ You mean she's been ill _, and nobody's told me!

Ago or before?

9. Put in *ago* or *before*.

1. This film looks familiar. Didn't we see it at the cinema about two years _?

2. The road was wet when the accident happened. It had stopped raining only half an hour _.

3. My telephone is working now. They repaired it a week _.

4. A young man threw himself off this bridge last year. His girlfriend had left him two days _.

During or while?

10. Put in *during* or *while*.

1. Did you take notes _ the lecture?
2. Shall we have a coffee _ we're waiting?
3. Try not to make any noise _ the baby is asleep.
4. The fire alarm rang _ yesterday's meeting.
5. Trevor tried to fix the shelves _ Laura was out shopping.

• PREPOSITIONS

• Prepositions of time

In time or on time?

11. Put in the right phrase: *in time* or *on time*.

1. If the plane is late, we won't get to Paris _ for our connecting flight.
2. We were up very early, _ to see the sun rise.
3. How can the buses possibly run _ with all these traffic jams?
4. The post goes at five. I'm hoping to get this letter written _.
5. The coach will be here at 12.13 if it's _.

In, on or at?

12. Complete the conversations using *in*, *on* or *at*.

1. Andrew: You only bought that book _ Saturday. Have you finished it already?
Jessica: I read it _ about three hours yesterday evening.
2. Vicky: Will the bank be open _ half past nine?
Daniel: Yes, it always opens absolutely _ time.
3. Sarah: We're leaving _ half past, and you haven't even changed.
Mark: It's OK. I can easily shower and change _ ten minutes.
4. Laura: Your mother's birthday is _ Monday, isn't it?
Trevor: Yes, I just hope this card gets there _ time.
5. Harriet: If we ever go camping again, it's going to be _ summer, not autumn.
Mike: Never mind. We'll be home _ two days, and then we'll be dry again.

• Prepositions of place

13. Put in the correct preposition.

1. Rachel was lying _ the grass reading a book.
2. It's my holiday next week. I'm going _ Spain.
3. There was a big crowd _ the shop waiting for it to open.
4. That man is an idiot. He pushed me _ the swimming-pool.
5. I went _ the chemist's just now, but I didn't notice if it was open.
6. David hurt himself. He fell _ his bike.
7. There's a café _ top of the mountain. You can have a coffee there before you go down.

8. The sheep got out _ a hole in the fence.
9. Pompeii is quite _ Sorrento. It's only a short train ride.
10. There's such a crowd. You won't find your friend _ all these people.

14. Complete each sentence. Use in or at and these words: *the petrol station, the restaurant, the stadium, the station, the theatre, the zoo.*

1. There's a huge crowd _ waiting for the Games to start.
2. Sarah's just rung. She's _ getting some petrol.
3. The children like wild animals. They'd love to spend an afternoon _.
4. It was so hot _ that I didn't really enjoy the play.
5. We're quite a large group. There may not be enough room _ for all of us to sit together.
6. I saw Daniel while I was _ waiting for a train.

15. Put in the preposition *in, on or at.*

1. We spent the whole holiday _ the beach.
2. I read about the pop festival _ a magazine.
3. My parents' flat is _ the twenty-first floor.
4. Melanie was holding a small bird _ her hands.
5. I'll meet you _ the airport.
6. Nancy now lives _ 32 The Avenue.
7. I was standing _ the counter in the baker's shop, waiting to be served.
8. London is _ the Thames.
9. There weren't many books _ the shelves.
10. The passengers had to stand _ a queue.
11. The woman sitting next to me left the train _ Chesterfield.

◆ UNIT 3 FUTURE

■ ARE YOU GOOD AT TIME MANAGEMENT?

• LISTENING

PROCRASTINATION

Before listening

1. Discuss the following in groups.

1. How do you define 'procrastination'?
2. Can we get some benefits from it?
3. What do you think are the reasons for procrastination?

While listening

2. Listen and decide whether the statements are true or false.

1. Procrastination arises positive feelings.
2. Procrastination is not a time-management problem.
3. When we procrastinate, in the end we feel better.
4. Procrastination is connected with our emotions.

3. Listen again and make notes of some ways to manage the feelings that typically trigger procrastination.

After listening

4. Think of some ideas that can help people to get rid of procrastination.

• VOCABULARY

A Timeframes and schedules

'**Time is money,**' says the famous phrase. The **timescale** or **timeframe** is the overall period during which something should happen or be completed.

The **lead time** is the period of time it takes to prepare and complete or deliver something.

The times or dates when things should happen is a **schedule** or **timetable**.

If work is completed at the planned time, it is on **schedule**; completion before the planned time is **ahead of schedule** and later is **behind schedule**. If it happens later than planned it is **delayed**; there is a **delay**. If you then try to go faster, you try to **make up time**. But things always **take longer than planned**.

A period when a machine or computer cannot be used because it is not working is **downtime**.

B Projects and project management

A **project** is a carefully planned piece of work to produce something new. Look at this Gantt chart for building a new supermarket.

	June	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Prepare site	×	×	×									
Build walls			×	×	×							
Build roof						×	×	×				
Fitting out								×	×	×	×	
Finish site									×	×	×	
Recruit employees									×	×	×	
Opening												

These stages **overlap**: the second one starts before the first finishes.

These stages are **simultaneous**; they run **in parallel**. They happen at the same time.

Project management is the managing of these stages. Big projects often include **bonus payments** for **completion** early or **on time** and **penalties** for late completion.

C. Time tips

Lucy Speed runs seminars on how to manage time:

Everyone complains that they never have enough time. Lots of employees do my time management courses, to learn how to organize their time. Here are some ideas:

- Use a **diary** (BrE) or **calendar** (AmE) to plan your day and week. **Personal organizers** (small pocket-size computers) are good for this.
- Plan your day **in advance**. Make a **realistic plan** (not just a list) of the things you have to do, in order of importance: **prioritize** them. Work on things that have the highest **priority** first.
- Avoid **interruptions** and **distractions**, which stop you doing what you had planned.
- Do jobs to a realistic level of quality in the time available, and to a level that is really necessary. Don't aim for **perfectionism** when there is no need for it. Try to balance **time, cost and quality**.

1. This is what actually happened in the building of the supermarket described in B. Use appropriate forms of expressions from A and b to complete the text.

	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O
--	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Prepare site	×	×	×	×	×	×	×										
Build walls								×	×	×							
Build roof											×	×					
Fitting out											×	×	×	×	×		
Finish site												×	×	×			
Recruit employees														×	×	×	
Opening																	×

The overall (1) was originally 12 months, but the project took 17 months. It started on (2) in June, but site preparation took (3) because of very bad weather in the autumn. Site preparation and building the walls should have (4), but the walls were started in January. We were able to (5) a bit of time on the roof: it took two months instead of three, but we were still behind (6). The next (7) was fitting out the supermarket, but there was an electricians' strike, so there were (8) here too. The store opened in October, but now there's a lot of (9), when the computers don't work.

2. Harry is a magazine journalist. Give him advice based on the ideas in C.

1. Harry started the day by making a list of all the things he had to do.
2. He started an article, but after five minutes a colleague asked him for help. Harry helped him for half an hour and then they chatted about last night's television.
3. He started on his article again, but he heard police cars outside and went to the window to look.
4. He wanted to make the article look good, so he spent a lot of time adjusting the spacing of the lines, changing the text, etc. even though an editor would do this later.
5. At 6 pm he realised he hadn't started on the other article he had to write, but he went home. On the train, he realized he had arranged to have lunch with an important contact but had forgotten.
6. Harry decided he needed some training to help him change his behaviour.

OVER TO YOU

Do projects usually finish on schedule in your country?

• READING AND VOCABULARY

Before you read

Do you manage your time well? What techniques do you use?

Reading

Read this extract and answer the questions.

Personal time management for busy managers

Personal time management is about controlling the use of your most valuable (and undervalued) resource. Consider these two questions: what would happen if you spent company money in the same way as you spend company time? When was the last time you reviewed the way you use your time?

Without personal time management there are last minute rushes to meet deadlines, meetings which achieve nothing, days which seem somehow 'to go by unproductively', crises which come unexpectedly from nowhere. This sort of environment leads to stress and poor performance: it must be stopped.

Poor time management is often a sign of over-confidence: techniques which used to work with small projects are simply reused with large ones. Working inefficiently was perhaps unimportant in the small role, but it becomes unacceptable in the large one. You cannot drive a motorbike like a bicycle, nor can you manage a supermarket chain like a market stall.

1. Number the paragraph summaries in the correct order. Two of the summaries are not used.

- a) Bad time management can be the result of too much confidence in your own abilities.
- b) Time can be wasted in supermarkets.
- c) Bad time management leads to a number of problems.
- d) Check your own time management.
- e) Use a motorbike to drive to work and save time.

2. Use the correct form of words from the article to complete the definitions.

- a) If something is not given enough importance, it is under_ . (paragraph 1)
- b) If days go by when no work is done, they pass un_ . (paragraph 2)
- c) When you feel too certain of your ability to do something, you are over-_ . (paragraph 3)
- d) If you do something in a way that wastes time, you do it in_ . (paragraph 3)
- e) If a situation cannot be accepted, it is un_ . (paragraph 3)

Over to you

How would you answer the two questions in the first paragraph?

3. Read these instructions, do your calculations on a separate piece of paper, then discuss your result with a colleague, fellow student or your boss!

- 1. Make a note of your annual salary after tax.
- 2. If relevant, add on any extra bonuses or commission which you regularly expect to receive.
- 3. Gross your salary up - i.e. add on tax, employer's contribution, etc.
- 4. Add on a rough estimate of the expenses your employer pays you, for example, trips abroad, annual cost of your company car, meals etc.

5. When you have a total, decide how many days a year you work, i.e. not 365. Take off holidays, weekends, public holidays. When you arrive at a number, divide your total costs by it.
6. If you normally work an 8-hour day, divide your daily cost by 8. Remember, if you work 9am to 5pm, that is a 7-hour day, because you have one hour off for lunch - and nobody gets paid or eating! Now you have your hourly rate.
7. When you have found your hourly rate, divide it by 60 and you will discover how much your employer pays you to do one minute's work. Are you shocked?

**4. Now look through the following article quickly and answer this question:
*Why should managers take time management more seriously?***

A recent seminar in Budapest on the management of time in business concluded that senior managers are not always using their working time efficiently. Managers know that they can replace old or obsolete equipment and that people who leave a company can be replaced. But lost time can never be replaced. So managers must learn to manage time - their own time and the time of other people in the company - more carefully.

One speaker at the three-day seminar. Dr Jaroslav Lentzer of the Prague-based International Management Forum claimed that some companies were spending over 40% of time on tasks which were unnecessary or which could be completed in less time. He gave the example of one company in the service sector where office staff spent over half the working day socialising with each other or at "meetings" which had no practical purpose.

"Time", said Dr Lentzer, "is one of the most important resources a manager has. Most companies know what time their workers arrive in the morning and go home at night. But very few companies know how much time their employees spend on useful work." He told delegates that effective time management must begin with a study of how a manager uses his or her time at the moment. He gave the example of a Canadian bank which issues each manager with a logbook where they record daily activities.

Managers are told to write down everything they do during the working day, including apparently trivial tasks like taking phone messages for colleagues. Managers do this for a four-week period. Then the completed logbook is sent to a time management consultant who carefully examines the information. This helps the bank to decide how effectively each manager is using his time.

Dr Lentzer thinks that if more companies use this approach, they will improve productivity and become more competitive. He says that each manager should answer the following four questions:

- * Am I spending enough time on essential tasks?
- * How much time do I waste each day on trivial or unnecessary work?
- * How much work can I delegate to other people in my department?
- * Do I give a specific amount of time to certain tasks - an hour for a meeting, for example - and stick to it?

The next stage is to draw up a "time-plan". Dr Lentzer says that managers should spend at least two weeks on the first stage of the plan. "Make sure your colleagues know about the changes," he says. "And more importantly, make sure they know why

the plan is necessary. Remember not to cut out minor but necessary tasks like looking through the business press or talking to colleagues."

Don't let the plan become too restrictive. It should still be flexible enough to allow you to make any changes necessary. Maybe you'll find you need more time to talk to customers or to deal with personnel problems.

5. Here is the final paragraph from the article. Complete the gaps:

<i>working day</i>	<i>on the phone</i>	<i>final week</i>	<i>reviewing</i>
<i>once or twice</i>	<i>useful advice</i>	<i>most efficient</i>	<i>spend</i>

The (1) of your time-plan, says Dr Lentzer, should be spent (2) the first three weeks and assessing how useful the changes have been. And he has some (3) to give to managers. Try to deal with important business at the beginning of your (4) and leave minor things until the end. Encourage colleagues to change their working habits to make the (5) use of their time. Cut down the amount of time you spend (6). Make a note of what you are going to say before you make your call. (7) some time (8) a month making sure that your time-plan is working.

6. Read the first half of the article again and find words with the following meanings:

1. decided	3. machinery	5. workforce
2. out of date	4. aim	6. unimportant

7. Find the words in the article to complete these partnerships:

1. senior _	6. working _
2. the three-day _	7. Prague _
3. office _	8. effective _ management
4. improve _	9. the first _ of the plan
5. the business _	10. _ with problems

8. Remember the old business saying, 'Time is Money'. Here are some verbs you can use both with TIME and MONEY.

spend / waste / save / have / make / invest

Use one of the verbs to complete the first gap in the sentence and TIME or MONEY to complete the second one:

1. I think you should _ your _ in the New York stock market. That's the way to get rich!
2. I usually get the train to work. It's a bit more expensive than the bus but it _ me a lot of _ every morning because I get to work much earlier.
3. There are too many meetings in our company. We _ a lot of _ talking about things. But nothing gets done.
4. I'd love to help you, but I just don't _ the _. I've got an urgent appointment at head office.

5. Executives at head office have been told to _ less _ on travel and entertainment. All departments have to make economies from the top down.
6. Teresa enjoys her new job, but she doesn't _ as much _ as she used to when she was on commission.

• READING AND SPEAKING

1. What is your vision of work balance?
2. Have you ever felt stressed out? If so, what did you do?
3. What is your perception of timing out?

TIME OUT

Plagued by stress, a growing number of people in modern society say they think time is becoming more precious than money and they're trying to slow down. People say they have become worn down. But the exhaustion represents a paradox. They are extraordinarily stressed out even though they make more money, have more leisure time and enjoy more time-saving and efficient technology than adults did a generation ago. The reasons underlying this paradox are varied. Many people, especially married women, are working longer at their jobs now than they were then – although they have cut back on the amount of work they do around home. The anxieties wrought by the increasingly competitive global economy also have put many on edge, not to mention the fact that work can intrude via fax, email or cellular phone anywhere, from the living room to the family minivan.

In addition, analysts have found that the proliferation of labour-saving devices in the home makes it easier for folks to fret more about how to spend their free time – an option they largely lacked as recently as 50 years ago. Moreover, some of the stress arises from a burgeoning consumerist sense of entitlement and expectation about what life ought to provide. Finally, there's the thesis of economist Stefan Linder, who argued in a book called *The Harried Leisure Class* that affluence itself engendered 'an increasing scarcity of time'. His argument: Productivity increases the "value" of time spent at work and folks who want to maximize their worth then feel they should work more.

Now, a growing number of citizens have begun to unplug their lives from a system that they feel leaves little or no time to recharge. They have begun to retreat into their private corners, demanding at least some quiet time.

paradox – a situation exhibiting an apparently contradictory nature

proliferation – excessive and rapid growth

burgeoning – sudden growth or development

engendered – caused or begot

What Does It Mean?

1. The anxieties wrought by the increasingly competitive global economy also have put many on edge

2. the proliferation of labor-saving devices in the home makes it easier for folks to fret more about how to spend their free time
2. Productivity increases the “value” of time

Comprehension Check-up

1. Why are people still stressed out even though their living standards are improving?
2. Why do time-saving machines make people fret more?
3. According to Stefan Linder, how does productivity affect people?

What Do You Think?

1. What are the important things in your life? (family, spiritual life, religion, good health, art, money, job, romantic life, love, leisure time, education, friends, children, hobbies, etc.)
2. Would you rather have more free time even if it meant less money, or earn more money even if it required working longer?
3. Do you want to live in the city or in the country?
4. What causes stress in your life?
5. What do you usually do when you are under stress?
6. What do you like to do when you have free time?
7. What kind of job do you want to have?
8. What kinds of jobs do you want your children to have?
9. Do you think you could be free from stress even if retired?
10. Who feels more stress, men or women?
11. What are the toughest jobs causing the most stress?

Opinion Samples

(1) No corner of society is safe because virtually everything can cause stress. Even knowledge can cause trouble. For example, 25 years ago doctors could do a fair amount of good and not much harm, but now they are well aware not only of potential lawsuits but of all the things within the health care system that can do potent harm. And that stress literally racks the body. As pressures mount - the knowledge of the harm modern medicine might do, long working hours, family needs or guilt over the death of a patient - the body and mind rise to meet the occasion. Energy burns at a higher rate.

Respiration and heart rates and blood pressure increase. Body temperature rises. Metabolism shoots up. The immune system braces for an onslaught.

(2) The stress toll on working women tends to eclipse that on men, partly because women still take more responsibility for life at home. Many women who are bringing home the bacon are still expected to fry and serve it, too. There really are relatively few homes where childcare and domestic work are truly shared. Even unemployed husbands are reluctant to do the housework. When women can't be perfect at both jobs, they often drive themselves off the edge.

Women seem to be good at guilty feeling, and guilt is exhausting. The extra pressure on women is also attributable to the fact that they tend to hold repetitive jobs with high stress and no glamour.

(3) Our society has become schizophrenic. We praise people who want balance in their lives, but reward those who work themselves to death. The pressures on the famous and on the anonymous are both real and increasing. Employers and politicians are not likely to solve these problems, so we ourselves have to learn to unplug the fax once in a while and ignore the click of call waiting.

racks – distresses or strains

metabolism – the chemical activity in your body that uses food to produce energy you need to work and grow

braces – prepares for something unpleasant that is going to happen

onslaught – a very strong attack against someone or something

eclipse – surpass or outshine

attributable – likely to be caused by something

schizophrenic – typical of schizophrenia, a serious mental illness in which thoughts and feelings become separated from what is really happening around the person afflicted

1. What is your attitude to family chores? Give extended answers.
2. How do you swap activities (mandatory to optional)?
3. What is your ‘pause button’? Give details.

STOP THE CLOCK

I’m a member of a generation that is very concerned with saving time but often unaware of why we’re doing it. Like many, I’m nervous and jittery without a wristwatch and a daily planner. I am one of a growing number of students who are completing college in three years instead of four – cramming credits in the summer. We’re living life on fast-forward without a pause button.

In my freshman year, my roommates and I survived on Chinese takeout, express pizzas and taco take-home dinners. We ate lunch while walking to class. Every day seemed an endless picnic as we ate with plastic utensils and paper plates. It was fast and easy – no washing up. My girlfriends and I talked about our mothers and grandmothers, models of domesticity and pitied them. We didn’t see the benefits of staying at home, ironing clothes and making spaghetti sauce when canned ones were almost as good and cleaning services were so convenient. A nearby store even sold throwaway underwear. ‘Save time,’ the package read. ‘No laundry.’

We baked brownies in 10 minutes in the microwave and ate the frosting from the can because we were too impatient to wait for the brownies to cool. For a while we thought about chipping in and buying a funky contraption that makes toast, coffee and eggs. All you had to do was put in the raw ingredients the night before and wake up to the smell of sizzling eggs, crispy toast and rich coffee.

It seems that all the kids I know are time-saving addicts. Everyone on campus prefers email to snail mail. The art of letter writing is long gone. More of us are listening to books instead of reading them. My roommates last year jogged while plugged in. My near-sighted friends opt for throwaway contacts and think the usual lenses are tedious. A roommate prefers a sleeping bag so she doesn’t have to make her bed.

Instead of going to the library to do research we cruise the Internet and log on to the Library of Congress.

It isn't as if we're using the time, we save for worthwhile pursuits like volunteering at a soup kitchen. Most of my friends spend the extra minutes watching TV, listening to stereo, shopping, hanging out, chatting on the phone or snoozing.

When I visited my aunt last summer, I saw how happy she was after baking bread or a cake, how proud she seemed whenever she made a salad with her home-grown tomatoes and cucumbers. Why bother, when there are ready-made salads, ready-peeled and -cut fruit and five-minute frosting?

Once, when I went shopping with her, she bought ingredients to make a birthday cake for her daughter. I pointed to a lavish-looking cake covered with pink roses. 'Why don't you just buy one?' I asked. 'A cake is more than a cake.' She replied. 'It's the giving of energy,' she thought behind it. 'You'll grow to understand.'

Slowly, I'm beginning to appreciate why my aunt takes pleasure in cooking for her family, why the old man next door spends so much time tending his garden. He offered me a bag of his fresh-grown tomatoes. 'They're good,' he said. 'Not like the ones at the supermarkets.' He was right.

My generation has all the technological advances at our fingertips. We're computer-savvy and we have more time. But what are we really saving it for? In the end, we may lose more than we're gained by forgetting the important things in life.

What Does It Mean?

1. Throwaway underwear
2. A cake is more than a cake.
3. My generation has all the technological advances at our fingertips.

Comprehension Check-up

1. How have lifestyles changed in recent decades?
2. What are the benefits of having modern time-saving technology at our disposal?
3. What seem to be the disadvantages?
4. Give a job description of the article's writer.
5. List at least five examples of questionable time-and-energy-saving habits from the essay.

What Do You Think?

1. Do you think it's a waste of time to wash the dishes, garden, and do other domestic chores?
2. Do you often eat instant food when you're busy?
3. Do you think it's OK to let your children eat instant food?
4. Would you hire a maid for household chores if you could afford it financially? Or would you do them by yourself?
5. When do you write letters?
6. What's the difference between writing letters, using email, and making phone calls?

Opinion Samples

- (1) I eat instant food even when I'm not busy. It is not only easy to prepare, but also consistently good tasting and carefully engineered to be healthful.
- (2) Even more than adults, children need to have their diets carefully controlled. It is essential that parents make sure their kids get three balanced meals every day that they avoid too many sweets and junk food. And certainly, instant food qualifies as "junk"!
- (3) I would always do the household chores myself that I am especially finicky about, such as food preparation. No one else can ever meet my high expectations in these matters. However, it seems to me that anyone can clean the toilet and wash the floors, anyone can put away the trash and dust the furniture, so why not hire someone else to do these unpleasant tasks?

How to be more productive at studying

5 study tips on how to improve your productivity and functionality

1. Comment on the following: 'be productive'.
2. How productive are you at studying?
3. Make a list of tips on how to improve functionality.
4. Read the text and compare your list with the tips suggested. Do you agree with the order of importance?

Luckily, there are ways you can make your life easier in terms of productivity and time management.

Here are five tips from professionals who've mastered their functionality, calendars and clocks.

Block time

Blocking out time can help you organize your tasks.

You can't manage time if you're monitoring it. Time blocking is a fantastic way to stick to a schedule and get tasks done in a timely manner. Having a designated amount of time in a calendar to accomplish a task helps with the overall focus instead of attempting a few tasks at once.

Challenge yourself

Working fast without compromising study quality is a challenging thing to do.

While it's important to not move through tasks so quickly that your quality of work goes down, spending a long time on a single task isn't always good either.

It is recommended to make a game out of "cumbersome tasks. Make it a race with yourself to see how fast you can move through a task. This works well for things like going through a stack of mail, cleaning out old files, and other routine but boring duties. You will also find that doing this entices you to throw away more useless items than second-guessing yourself and keeping them.

Start with harder tasks first

Getting hard work done first helps you free up time for easier tasks later in the day, according to some experts.

It might be tempting to knock out easy tasks right away and save hard work for later in the day.

When making your to-do list for the day, prioritize the most complex and time-consuming tasks.

This is so you can dedicate the start of your workday, when your mind is fresh and have the greatest energy, to accomplish the most challenging assignment.

Complex tasks that give students trouble should be broken down into smaller, more manageable goals.

Make it a habit to work in chunks rather than everything at once. This makes tasks easier to think about and prevents procrastination.

Multitasking doesn't always work

Multitasking can sometimes be distracting in studying.

In a busy world, multitasking is a skill that often gets praised. But this strategy doesn't always help when it comes down to functionality.

Multitasking might give a feeling that you're completing your task faster, but constantly switching between tasks can destroy your productivity at some point.

Instead of multitasking three to four things at one go, divide [your time] depending on when you want to do what task.

Dividing tasks into specified time slots allows a student to center their whole focus on that task itself.

Setting a proper time for tasks limits the constant need to go back and forth between assignments, which minimizes concentration disturbance.

When you constantly do one task, you tend to do it much faster and the result is what you wanted. Whereas when you focus on different tasks at one time, this gives you a feeling of overwhelmed.

Manage your calendar ahead of time

Keeping an updated calendar can help you figure out which assignments are coming up.

Knowing what you need to get done before your workday actually starts is always a plus.

If your task allows for it, scheduling your work calendar a week in advance, is a must. Make sure you are taking care of items that may have strict deadlines and leave small spaces open to fill in needs that may arise last minute.

Students should also make sure to carve out time to take care of their needs, including time out.

Leave at least one hour a day where you take no calls – usually at the beginning or end of the day – so you can finish items and not put them off. Take short breaks between tasks and reset your mind for the next upcoming activity.

■ TECHNOLOGY IN TIME

• READING

PRE-READING

Give the extended answer to the following questions.

1. Can you name the most recent innovation(s) appealing to you?
2. How often do you use technological devices?
3. Can you say you are technology dependent?

READING

Read the text. Which aspects do you agree or disagree with? In your answers, use the glossary from the text.

TECHNOLOGICAL TRANSFORMATION

- Since the dotcom bubble burst back in 2000, technology has radically transformed our societies and our daily lives.
- From smartphones to social media and healthcare, here's a brief history of the 21st century's technological revolution.

Technology has changed major sectors, including media, climate action and healthcare. The World Economic Forum's Technology Pioneers, which just celebrated its 20th anniversary, gives us insight how emerging tech leaders have influenced and responded to these changes.

Media and media consumption

The past 20 years have greatly shaped how and where we consume media. In the early 2000s, many tech firms were still focused on expanding communication for work through advanced bandwidth for video streaming and other media consumption that is common today.

Meanwhile others followed the path of expanding media options beyond traditional outlets. Early Tech Pioneers such as *PlanetOut* did this by providing an outlet and alternative media source for LGBTQIA communities as more people got online. Following on from these first new media options, new communities and alternative media came the massive growth of social media. In 2004, fewer than 1 million people were on Myspace; Facebook had not even launched. By 2018, Facebook had more 2.26 billion users with other sites also growing to hundreds of millions of users. While these new online communities and communication channels have offered great spaces for alternative voices, their increased use has also brought issues of increased disinformation and polarization.

Climate change and green tech

Many scientists today are looking to technology to lead us towards a carbon-neutral world, which is not new.

In the past two decades, tech start-ups have only expanded their climate focus. Many today are focuses on initiatives far beyond clean energy to slow the impact of climate change.

Another expanding area for young tech firms today is food systems innovation. Many firms, like Aleph Farms and Air Protein, are creating innovative meat and dairy alternatives that are much greener than their traditional counterparts.

Biotech and healthcare

The early 2000s also saw the culmination of a biotech boom that had started in the mid-1990s. Many firms focused on advancing biotechnologies through enhanced tech research and their focus was on precise disease and treatment research.

At the same time, many others have been focusing on healthcare delivery.

The past two decades have seen healthcare tech get much more personal and use tech for care delivery, not just advancing medical research.

Recently, we have also seen tech companies rise to the occasion of trying to combat issues which arose from the first group such as internet content moderation, expanding climate change solutions.

• LISTENING

Future technology: some ideas about to change our world

Before listening

1. Discuss the following in groups.

1. Have you ever heard about sand batteries?
2. What do you know about Xenotransplantation?
3. Do you eat dairy products? How are they produced?
4. What do you think of the idea of somebody reading your brain?

While listening

2. Listen to Part 1 and fill in the missing words.

1 Sand batteries

These engineers piled (1) of sand into a 4 x 7 metre steel container. All of this sand was then heated up using (2) and (3) energy. This heat can then be distributed by a local energy company to provide (4) to buildings in nearby areas. Energy can be stored this way for long periods of time. All of this occurs through a concept known as resistive heating. This is where a material is heated by the friction of electrical (5).

2 Xenotransplantation

Inserting the (6) of a pig into a human feels like a bad idea, and yet, this is one of the latest medical procedures that is seeing rapid progress. Xenotransplantation - the procedure of transplanting, (7) or infusing a human with cells, tissues or organs from an animal source - has the potential to revolutionise surgery. However, one of the patients was only alive for (8) months, and the second is still being observed. In these surgeries, the heart cannot be instantly put into a human, gene-editing needs to take place first. Certain (9) need to be knocked out of the heart and human genes need to be

added, mainly around immune acceptance and genes to prevent excessive growth of heart tissue.

3 Brain reading robots

Thanks to a (10), a robot arm and a brain-computer interface, these researchers have managed to create a means for tetraplegic patients (those who can't move their upper or lower body) to interact with the world. The algorithm would (11) signals from the brain using an EEG cap and automatically determine when the arm had made a move that the brain considered incorrect, for example moving too close to the obstacle or going too fast. Over time the algorithm can then adjust to the individuals' preferences and brain signals. In the future this could lead to (12) controlled by the brain or assistance machines for tetraplegic patients.

4 3D printed bones

3D printing is an industry promising everything from cheap house building through to (13) rugged armour, but one of the most interesting uses of the technology is the building of 3D printed bones. The company Ossiform specialises in medical 3D printing, creating (14) replacements of different bones from tricalcium phosphate – a material with similar properties to human bones. Using these 3D printed bones is surprisingly easy. A hospital can perform an MRI which is then sent to Ossiform who create a 3D model of the patient-specific (15) that is needed.

5 Clothes that can hear

(16) technology has come leaps and bounds over the years, adding new functionalities to the accessories and clothes we wear day to day. One promising avenue involves giving clothes ears, or at least the same capacity as an ear. Researchers at MIT have created a (17) that is able to detect a heartbeat, (18) or even very faint sounds.

6 Lab-made dairy products

The dairy industry is not (19) friendly, not even close. It's responsible for 4 per cent of the world's carbon emissions, more than air travel and shipping combined, and demand is growing for a greener splash to pour into our teacups and cereal bowls. Compared with meat, milk isn't actually that difficult to create in a lab. Rather than grow it from stem (20), most researchers attempt to produce it in a process of fermentation, looking to produce the milk proteins whey and casein.

3. Listen to Part 2 and make notes of the key words used to describe the following ideas.

1. Hydrogen planes -
2. Digital "twins" that track your health -
3. Artificial eyes -
4. Energy storing bricks -
5. Self-healing 'living concrete' -
6. Car batteries that charge in 10 minutes -

After listening

4. In groups discuss which of the ideas mentioned in the story are realistic, unrealistic, will bring benefit or useless. Give your arguments.

■ PARAGRAPH WRITING

- How to Write a Comparison or Contrast Paragraph

What Is Comparison or Contrast?

Comparison and contrast are two related methods of explaining subjects.

When we use comparison, we emphasize the similarities between two subjects. When we use contrast, we emphasize the differences between two subjects.

We sometimes use the word comparison to refer to both similarities and differences between people or things, but it is more exact to use comparison for similarities and contrast for differences. For example, if you were to write about twin sisters you know, and how close they are in appearance and personality, the similarities you would include would make up a comparison. On the other hand, if you wanted to emphasize some important differences between the two sisters, the result of your work would be a contrast.

We use comparison or contrast in a variety of ways every day. We put similar products side by side in the store before we decide to buy one of them; we listen to two politicians on television and think about the differences between their positions before we vote for one of them; and we read college catalogues and talk to our friends before we make a final choice as to which school we should attend.

When we compare two items, we are able to judge which is better. In addition, when we use comparison, we are able to see each individual item more clearly. For example, if you were trying to decide whether to buy a desktop computer or a laptop you would find someone who often uses both. This person could compare or contrast the two machines: show you the similarities or the differences. If you decide to buy one or the other, then the comparison or contrast process begins again: finding out the similarities or differences among the many different makes. One must consider price, capability, availability of service, compatibility with other equipment, and amount of memory. Even the wisest shopper would find such a purchase a complicated procedure.

Working with Comparison or Contrast: Choosing the Two-Part Topic

The problem with writing a good comparison or contrast paragraph usually centres on the fact that you now have a two-part topic. This demands very careful attention to the topic sentence. While you must be careful to choose two subjects that have enough in common to make them comparable, you must also not choose two things having so much in common that you cannot possibly handle all the comparable points in one paragraph or even ten paragraphs. For example, a student trying to compare the French word *chaise* with the English word *chair* might be able to come up with only two sentences of material. With only a dictionary to consult, it is unlikely that the student

would find enough material for several points of comparison. On the other hand, contrasting Canada with Europe would present such an endless supply of points to compare that the tendency would be to give only general facts that your reader would already know. When the subject is too broad, the writing is often too general. A better two-part topic might be to compare travelling by train in Europe with travelling by train in Canada.

Once you have chosen a two-part topic that you feel is not too limiting and not too broad, you must remember that a good comparison or contrast paragraph should devote an equal or nearly equal amount of space to each of the two parts. If a writer is interested in only one of the topics, the danger is that the paragraph will end up being very one-sided.

Here's an example of a one-sided contrast:

While Canadian trains go to only a few towns, are infrequent, and are often shabby and uncomfortable, the European train is much nicer.

The following example is a better-written contrast that gives attention to both topics: While Canadian trains go to only a few large cities, run very infrequently, and are often shabby and uncomfortable, European trains go to virtually every small town, are always dependable, and are clean and attractive.

EXERCISE 1. Evaluating the Two-Part Topic

Study the following topics and decide whether each topic is too broad for a paragraph, or whether it is suitable as a topic for a paragraph of comparison or contrast. Mark your choice in the appropriate space to the right of each topic. The first two are done for you.

Topic	Too Broad	Suitable
1. Australia and England		
2. Indian elephants and African elephants		
3. Canadian wine and French wine		
4. Wooden furniture and plastic furniture		
5. Wood and plastic		
6. Photography and oil painting		

Coherence in Comparison or Contrast: Two Approaches to Ordering Material

The first method for ordering material in a paragraph or an essay of comparison or contrast is known as the point-by-point method. When you use this method, you compare a point of one topic with a point of the other topic. For example, here is a paragraph in which the writer uses the point-by-point method to compare the difficulties of being a freelance editor with those of working as an editor on staff at a magazine.

Now, of course, I knew that it was going to be as difficult making an income as a freelance editor as it was being an editor on staff at the magazine, if not more so. I would be at home

hustling editing contracts via telephone, while everyone else spent their mornings at the office gabbing over endless cups of coffee. I sometimes resented having to work so hard to make a living, while my old colleagues on staff sat in meetings, went to conferences, and attended company luncheons. But I never envied them on their way to work on cold, dark winter mornings. And I wondered how many of them would have gladly switched places with me as I worked outside on my patio in the summer, while they looked longingly out their office windows.

Notice how, after the opening topic sentence, the writer uses half of each sentence to describe a freelance editor's experience and the other half of the same sentence to describe the experience of an editor who works for a magazine. This technique is effective in such a paragraph, and it is most often used in longer pieces of writing in which many points of comparison are made. This method helps the reader keep the comparison or contrast carefully in mind at each point.

The second method for ordering material in a paragraph of comparison or contrast is known as the block method. When you use this approach, you present all of the facts and supporting details about your first and second topics. Here, for example, is another version of the paragraph you studied above, but this time it is written according to the block method.

Now, of course, I knew that it was going to be as difficult making an income as a freelance editor as it was being an editor on staff at the magazine, if not more so. I spent my mornings hustling editing contracts on the telephone and I sometimes resented having to work so hard to earn a living. On the other hand, I didn't envy my old colleagues on their way to work on cold, dark winter mornings. They could spend as much time as they wanted to gabbing over coffee and going to meetings, conferences, and company luncheons; but I wonder how many of them would have gladly switched places with me as I worked outside on my patio in the summer?

Notice how the first half of this version presents almost all of the details about the freelance editor, while the second part of the paragraph presents all of the information about the editor on staff. This method is often used in shorter pieces of writing because with a shorter piece it is possible for the reader to keep the blocks of information in mind.

Looking at the above two paragraphs in outline form will help you see the shape of their development.

Point-by-Point Method

Topic sentence: "Now, of course, I knew that it was going to be as difficult making an income as a freelance editor as it was being an editor on staff at the magazine, if not more so."

First point, first topic: "I would be at home hustling editing contracts via telephone ..."

First point, second topic: "...while everyone else spent their mornings at the office gabbing over endless cups of coffee."

Second point, first topic: "I sometimes resented having to work so hard to earn a living ..."

Second point, second topic: "...while my old colleagues on staff sat in meetings, went to conferences, and attended company luncheons."

Third point, first topic: "But I never envied them on their way to work on cold, dark winter mornings."

Third point, second topic: "And I wondered how many of them would have gladly switched places with me as I worked outside on my patio, while they looked longingly out their office windows."

Block Method

Topic sentence: Now, of course, I knew that it was going to be as difficult making an income as a freelance editor as it was being an editor on staff at the magazine, if not more so.

First topic, points one, two, and three:

"I spent my mornings hustling editing contracts on the telephone and I sometimes resented having to work so hard to earn a living. On the other hand, I didn't envy my old colleagues on their way to work on cold, dark, winter mornings."

Second topic, points one, two, and three:

"On the other hand, I didn't envy my old colleagues on their way to work on cold, dark winter mornings. They could spend as much time as they wanted to gabbing over coffee and going to meetings, conferences, and company luncheons; but I wonder how many of them would have gladly switched places with me as I worked outside on my patio in the summer?"

You will want to choose one of these methods before you write a comparison or contrast assignment. Although the block method is most often used in shorter writing assignments, such as a paragraph, you will have the chance to practise the point-by-point method as well.

EXERCISE 2. Working for Coherence: Recognizing the Two Approaches to Ordering Material

Each of the following passages is an example of comparison or contrast. Read each paragraph carefully and decide whether the writer has used the point-by-point method or the block method. Indicate your choice in the spaces provided after each example. Also indicate whether the piece emphasizes similarities or differences.

1. Female infants speak sooner, have larger vocabularies, and rarely demonstrate speech defects. (Stuttering, for instance, occurs almost exclusively among boys.) Girls exceed boys in language abilities, and this early linguistic bias often prevails throughout life. Girls read sooner, learn foreign languages more easily, and, as a result, are more likely to enter occupations involving language mastery. Boys, in contrast, show an early visual superiority. They are also clumsier, performing poorly at something like arranging a row of beads, but excel at other activities calling on total body co-ordination. Their attentional mechanisms are also different. A boy will react to an inanimate object as quickly as he will to a person. A male baby will often ignore the mother and babble to a blinking light, fixate on a geometric figure, and, at a later point, manipulate it and attempt to take it apart.

_ Point-by-point _ Similarities _ Block _ Differences

2. Canadians have always been great inventors, and while some of their inventions have contributed to civilization, others have faded into obscurity. On the one hand, Canadians have invented the chain saw, the paint roller, the power mower, Pabulum, the

zipper, the snowmobile, the Jody Jumper, and the pop-up carrying handle for beer cases. On the other hand, Canadians have also come up with such ingenious ideas as the cast-iron airship, the reverse cooking stove, a mechanical skirt lifter (to keep women's dresses clean while crossing muddy streets), and a medical patent designed to cure all common ailments with carrots. Whatever else, Canadians are creative!

_ Point-by-point _ Similarities _ Block _ Differences

Working for Coherence: Using Transitions

A number of words and phrases are useful to keep in mind when writing the comparison or contrast paragraph. Some of them are used in phrases, some in clauses.

Common Transitions

<i>Transitions for Comparison</i>	<i>Transitions for Contrast</i>
similar to similarly like likewise just like just as furthermore moreover equally again also too so	on the contrary on the other hand in contrast with in spite of despite instead of different from whereas while although even though though unlike nevertheless however but otherwise except for and yet still

Notice the different uses of 'like' and 'as':

Like is a preposition and is used in the prepositional phrase "like me".

My sister is just like me.

As is a subordinate conjunction and is used in the clause below with a subject and a verb.

My sister sews every evening, as does her oldest daughter.

Writing the Comparison or Contrast Paragraph Step by Step

To learn a skill with some degree of ease, it is best to follow a step-by-step approach so that various skills can be worked on one at a time. This will ensure that you are not missing a crucial point or misunderstanding a part of the whole. There are other ways to go about writing an effective paragraph, but here is one logical method you can use to achieve results.

Steps for Writing the Comparison or Contrast Paragraph

1. Study the given topic, and then plan your topic sentence, especially the dominant impression.
2. List all your ideas for points that could be compared or contrasted.
3. Choose the three or four most important points from your list and put them in order.
4. Decide whether you want to use the point-by-point method or the block method of organizing your paragraph.
5. Write at least one complete sentence for each of the points you have chosen from your list.
6. Write a concluding statement that summarizes the main points, makes a judgement, or emphasizes what you believe is the most important point.
7. Finally, copy your sentences into standard paragraph form.

On Your Own: Writing Comparison or Contrast Paragraphs from Model Paragraphs

Comparing or Contrasting Two Places

ASSIGNMENT 1: Write a paragraph in which you compare or contrast two places you know, either from personal experience or from your reading. The following paragraph contrasts the East Coast and a major urban centre as they appear to a person who has been to both places.

Model Paragraph

Since I travel East so often, I am usually asked to compare the lifestyles of the East Coast with those of the big city where I live. That's easy. Both places leave a distinct impression, and readers will have to decide for themselves which lifestyle is more desirable. When I was riding a bus between Louisbourg and Sydney, Nova Scotia, an old man waved the bus down, boarded, and handed the driver a large fish to pay for his fare. In the city, exact change is the rule on the bus, and that only in coin of the realm. In St. John's, Newfoundland, I found that some nightclubs and bars remained open until the last customer had left, and that the best time was had when patrons brought their own musical instruments and set up some Down East foot-stompin' music. Back home, you sit, behave yourself, and drink your beer, or out you go. Incidentally, the best pizza I ever had was from a small shop on the St. John's waterfront, with a Volcano pizza from Windsor, Ontario, a close second. The cardboard pizzas from the fast-food joints in Toronto and Montreal don't even rate. On the other hand, my favourite hamburger came

from Montreal, and nothing can beat Prince Edward Island for seafood. Do I sound biased toward the East? If you're not from the East, take your next vacation there. You'll see what I mean.

Comparing or Contrasting Two Cultures

ASSIGNMENT 2: Write a paragraph in which you compare or contrast two cultures, or an aspect of culture that may be observed in two societies. The following paragraph compares grandparents, the father's parents and the mother's parents, and their competition to win the affections of "the little people."

Model Paragraph

I became a grandfather for the first time recently. My daughter had twin girls, and my wife and I were thrilled. Of course, my son-in-law also has parents, and they were just as thrilled, or so they said, even though we felt that we were just a little bit more thrilled than they were. We bought baby gifts; they bought baby gifts; however, I think that we bought a few more baby gifts than they did. We bought a crib for the babies when they came to visit at our house, and they bought a crib for the same reason, although our crib was a teeny bit better than their crib. One of the babies takes after my son-in-law, while the other looks like my daughter, and I think that the one that looks like my daughter is just a bit cuter than the one that looks like my son-in-law. Whatever the case, when the girls grow up, they're going to know that they have grandparents who might fight for their affections, but whom the girls know as grandparents who love them dearly — both sets of grandparents.

Comparing or Contrasting a Place Then and Now

ASSIGNMENT 3: Write a paragraph in which you compare or contrast the appearance of a place you knew when you were growing up with the appearance of that same place now. The following paragraph compares a small city as it was some years ago with how it appeared to the writer on a recent visit.

Model Paragraph

As I drove up Swede Hill, I realized that the picture I had had in my mind all these years was largely a romantic one. It was here that my father had boarded, as a young man of eighteen, with a widow who rented rooms in her house. Now the large old wooden frame houses were mostly two-family homes; no single family could afford to heat them in the winter. The porches that had once been beautiful and where people had passed their summer evenings had peeling paint and were in poor condition. No one now stopped to talk; the only sounds to be heard were those of cars whizzing past. The immigrants who had come to this country, worked hard, and put their children through school were now elderly and mostly alone, since their educated children could find no jobs in the small upstate city. From the top of the hill, I looked down fondly upon the town built on the hills and noticed that a new and wider highway now went through the town. My father would have liked that; he would not have had to complain about Sunday drivers on Foote Avenue. In the distance I could see the large shopping mall that now had most of the business in the surrounding area and that had forced several local businesses to close. Now the centre of town no longer hummed with activity, as it once had. My town was not the same place I had known, and I could see that changes were taking place that would eventually transform the entire area.

■ VIDEO

- Planet City – a sci-fi vision of an astonishing regenerative future

1. How would you define globalisation? Give details.

2. What is your vision of urbanisation?

3. Watch TED TALKS.

https://www.ted.com/talks/liam_young_planet_city_a_sci_fi_vision_of_an_astonishing_regenerative_future

In what way is your vision similar or different?

4. Work out common aspects and using details from TED TALKS develop a contrast/comparison paragraph.

■ FUNCTIONAL GRAMMAR SUPPLEMENT

• PRESENT TENSES FOR THE FUTURE

1. Put the verbs into the present continuous or the present simple.

Emma: (1 you / do) anything tonight?

Matthew: Yes, I (2 go) to the station to meet my friend Richard. (3 he / stay) here for the weekend, remember? His train (4 get) in at eight fifteen.

Emma: Oh, of course. I'd forgotten about that.

Matthew: Maybe we'll see you later. What (5 you / do) tonight?

Emma: Oh, I (6 go) to the cinema with Vicky and Rachel and a couple of other people. The film (7 finish) quite early, so we (8 go) to a pizza place afterwards.

• WILL and BE GOING TO

2. Complete the conversations. Put in *will* or *be going to* with the verbs.

1. Vicky: Have you got a ticket for the play?

Daniel: Yes, I (see) it on Thursday.

2. Harriet: The alarm's going. It's making an awful noise.

Mike: OK, I (switch) it off.

3. Daniel: Did you buy this book?

Matthew: No, Emma did. She (read) it on holiday.

4. Laura: Would you like tea or coffee?

Sarah: Oh, I (have) coffee, please.

5. Trevor: I'm going to miss a good film on TV because I'll be out tonight.

Laura: I (video) it for you, if you like.

6. Rachel: I'm just going out to get a paper.

Emma: What newspaper (you / buy)?

3. What would you say? Use *will* or *be going to*.

1. You want to express your intention to look round the museum.

Your friend: Do you have any plans for this afternoon? You: Yes, _.

2. You hate dogs. Dogs always attack you if they get the chance.

Your friend: That dog doesn't look very friendly. You: It's coming towards us. _.

3. You predict the landing of aliens on the earth in the next ten years.

Your friend: All this talk about aliens is complete nonsense, isn't it? You: Is it? I think _.

4. You know that your friend's sister has decided to get married.

Your friend: Have you heard about my sister? You: Well, I heard that _.

5. You suddenly decide you want to invite Ilona for a meal.

Your friend: Did you know Ilona will be in town next weekend? You: No, I didn't. _.

4. Complete the news report about the village of Brickfield. Use *will* or *be going to*. Sometimes either is possible.

We have learned this week that the local council has plans for Westside Park in Brickfield.

The council (1 sell) the land to a builder, Forbes and Son. The plans are all ready.

'We (2 build) fifty houses,' said Mr Forbes. 'In two years' time everything (3 be) finished. I'm sure people (4 like) the houses. Most of them (5 be) for young families.

And we intend to take care

of the environment. We (6 not / cut) down all the trees, only a few of them.'

But people living near the park are angry. 'This is a terrible idea. We're all against it,' said Mrs Mary Brent.

'We (7 have) a protest march on Saturday. I expect everyone in Brickfield (8 be) there.

We've reached our decision. We (9 stop) this plan.'

◆ UNIT 4 JOBS

■ IS HAPPINESS IN MONEY?

• LISTENING

Dream Job

Before listening

1. What is your idea of a dream job? Share it with a partner.

2. Make sure you know the following words and definitions, work with a partner to discuss their meaning.

-to soar up a career ladder	-a no-brainer
-pastry	-confectionery
-hospitality industry	-to swap something for something
-a commis chef	-to pursue a career
-the tipping point	-omnipresent

3. Make sure you know the difference between the following.

a desert - a dessert

a chief - a chef

While listening

4. Listen to the story and answer the following questions.

1. How did Andrew's career develop?

2. When did he quit?

3. Andrew provides several reasons for stepping away. What are they?

4. What are the results of the poll from US freelance marketplace Fiverr?

5. According to the author, what are the common characteristics of creative jobs in the UK?

6. What advice does Tweddell (a psychologist) usually give to her clients?

After listening

5. Discuss in groups. What to choose: a stable well-paid job or a dream job?

• VOCABULARY

Work and jobs

A. What do you do?

To find out what someone's job is you say, **'What do you do?'** Here, Kerstin talks about her job:

'I **work for** a large European car maker. I **work on** car design. In fact, I **run** the design department and I **manage** a team of designers: 20 people **work under** me. It's very interesting.

One of my main **responsibilities** is to make sure that new model designs are finished on time. I'm also **in charge of** design budgets.

I **deal with** a lot of different people in the company. I'm **responsible for** co-ordination between design and production: I **work with** managers at our manufacturing plants.'

Note:

- in charge of / responsible for + noun / verb + -ing
- responsibility + infinitive or -ing

One of my responsibilities is to make sure. One of my responsibilities is making sure.
! You can't say – I'm a responsible.

B. Word combinations with 'work'

If you work or have work, you have a job. But you don't say that someone has a work. Work is also the place where you do your job.

Here are some phrases with 'work':

- Hi, I'm Frank. I work in a bank in New York City. I **leave for work** at 7.30 every morning.
- I **go to work** by train and subway.
- I **get to / arrive at work** at about nine.
- I'm usually **at work** till six.
- Luckily, I don't get ill very much so I'm not often **off work**.

! You don't say, for example, I'm at the work or I'm going to the work.

The economy is growing fast, and more people are **in work** than ever before. The percentage of people **out of work** has fallen to its lowest level for 30 years.

C. Types of job and types of work

A **full-time job** is for the whole of the normal working week; a **part-time job** is for less time than that.

You say that someone **works full-time** or **part-time**.

A **permanent job** does not finish after a fixed period; a **temporary job** finishes after a fixed period.

You talk about **temporary work** and **permanent work**.

1. Pierre is talking about his work. Correct what he says.

I work for a French supermarket company. (1) I work **about** the development of new supermarkets. (2) In fact, I **running** the development department and (3) I **am manage for** a team looking at the possibilities in different countries. It's very interesting. (4) One of my **main** is to make sure that new supermarkets open on time. (5) I'm also **charged with** financial reporting. (6) I deal **at** a lot of different organizations in my work. (7) I'm **responsible of** planning projects from start to finish. (8) I work closely **near** our foreign partners, and so I travel a lot.

2. Complete the text with one of the prepositions from B above.

Rebecca lives in London and works in public relations. She leaves home for work at 7.30 am. She drives (1) work. The traffic is often bad, and she worries about getting (2) work late, but she usually arrives (3) work at around nine. She finishes work quite late, at about eight. ‘Luckily, I’m never ill,’ she says. ‘I could never take the time (4) work.’ She loves what she does and is glad to be (5) work. Some of her friends are not so lucky: they are (6) work.

3. Write about each person using words from C opposite, and the words in brackets. The first one has been done for you.

1 I’m Alicia. I work in a public library in the afternoons from two until six. (I/job)
I have a part-time job.

2 My husband works in an office from 9 am to 5.30 pm. (he/job)

3 Our daughter works in a bank from eight till five every day. (she/work)

4 I’m David and I work in a cafe from 8 pm until midnight. (I/work)

5 My wife works in local government, and she can have this job for as long as she wants it. (she/job)

6 Our son is working on a farm for four weeks, (he/job)

7 Our daughter is working in an office for three weeks, (she/work)

4. If you are looking for a job, some websites may help you. Here is a list of job categories on one website. Which category would you click on if you were looking for the following jobs?

Construction	call centre manager
Customer service	electrician
Emergency services	kitchen assistant
Health	lab assistant
Hotel and catering	optician
Information technology	psychologist
Legal	solicitor
Leisure and sport	chef
Scientific	firefighter
	plumber
	lifeguard
	police officer
	software engineer

5. Here are some sentences. Put *work*, *job* or *career* in each gap.

I’m trying to change (1) and I’m looking for (2) as a teacher.

I’ve just applied for a (3) at the theatre.

I had a long (4) in the police force.

The journey takes an hour each way so I don’t have time to do much after (5).

I do four long days which is very hard (6).

I gave up my (7) as a chef a year ago and I'm still out of (8).
I'm going to do some unpaid (9) experience soon in an agency.
I was promoted last week so that's very good for my (10).

6. Now complete these summaries with *work, job and career*.

1 is a countable noun and is used to talk about something specific.

2 is a countable noun which is used to talk about what someone chooses to do over a lifetime.

3 is a verb or an uncountable noun which is used to talk generally about what someone does to earn money.

Vocabulary Note

It's a good job means 'it's lucky':

It's a good job we didn't go to the concert because it was cancelled.

To do a great job means to do something well:

You've done a great job tidying the flat.

To work can also mean to operate or function:

The computer isn't working. I can't send on email.

Error Warning

Occupation is formal and is usually only used on forms: I enjoy my job. NOT I enjoy my occupation.

Ways of working

A Old and new ways

• I'm an **office worker** in an insurance company. It's a **nine-to-five** job with regular **working hours**. The work isn't very interesting, but I like to be able to go home at a reasonable time.

We all have to **clock in** and **clock out** every day. In this company, even the managers have to, which is unusual!

Note: You also say **clock on** and **clock off**

• I'm in computer programming. There's a system of **flexitime** in my company, which means we can work when we want, within certain limits. We can start at any time before eleven, and finish as early as three, as long as we do enough hours each month. It's ideal for me as I have two young children.

BrE: flexitime

AmE: flexitime

• I work in a car plant. I work **in shifts**. I may be on the **day shift** one week and the **night shift** the next week. It's difficult changing from one shift to another. When I change shifts, I have problems changing to a new routine for sleeping and eating.

• I'm a commercial artist in an advertising agency. I work in a big city, but I prefer living in the country, so I **commute to** work every day, like thousands of other **commuters**. **Working from home** using a computer and the Internet is becoming more and more popular, and the agency is introducing this: it's called **teleworking** or **telecommuting**. But I like going into the office and working with other people around me.

B. Nice work if you can get it

All these words are used in front of 'job' and 'work':

■ **satisfying, stimulating, fascinating, exciting:** the work is interesting and gives you positive feelings.

■ **dull, boring, uninteresting, unstimulating:** the work is not interesting.

■ **repetitive, routine:** the work involves doing the same things again and again.

■ **tiring, tough, hard, demanding:** the work is difficult and makes you tired.

C. Nature of work

My work involves

+ noun: human contact / long hours / teamwork

+ -ing: solving problems / travelling a lot / dealing with customers

7. Which person (1-5) is most likely to do each of the five things (a-e)?

1. A software designer in an Internet company. Has to be in the office.

2. An office worker in a large, traditional manufacturing company.

3. A manager in a department store in a large city. Lives in the country.

4. A construction worker on a building site where work goes on 24 hours a day.

5. A technical writer for a city computer company. Lives in the country.

a work in shifts

b work under a flexitime system

c telecommute

d commute to work

e clock on and off at the same time every day

8. Look at the words and expressions in B and C above. Five people talk about their jobs. Match the jobs (1-5) to the people (a-e) and put the words in brackets into the correct grammatical forms.

1. Accountant

2. Postwoman

3. Flight attendant

4. Software developer

5. Teacher

- A. Obviously, my work involves (travel) a lot. It can be quite physically (tire), but I enjoy (deal) with customers, except when they become violent. Luckily this doesn't happen often.
- B. I like (work) with figures, but my job is much less (bore) and routine than people think. The work (involve) a lot of human contact and teamwork, working with other managers,
- C. Of course, it involves getting up quite early in the morning. But I like (be) out in the open air. And I get a lot of exercise!
- D. You've got to think in a very logical way. The work can be mentally (tire), but it's very satisfying to write a program that works.
- E. I love my job. It's very (stimulate) and not at all (repeat): no two days are the same. It's good to see the children learn and develop.

9. Below are some adverts for job vacancies. Which job is each one advertising? Choose from the list.

accountant / architect / builder / cleaner / mechanic / nursery assistant / receptionist / sales manager

A. You need to be efficient, well-organised and self-motivated and be able to work without supervision. You should also have good communication skills to deal with our customers. Salary is dependent on qualifications and experience. Some training is available.

If you would like a permanent job in a local hotel, then call 0987 864829 for an application form.

B. Temporary job available in a local store for a reliable and flexible person. Previous experience preferred but not essential as training can be given. You will be required to do shift work when the shop is closed (early mornings and evenings) and some overtime. Excellent wages for an honest hard-working person. Please contact James Havard to obtain an application form and a job description.

C. Enthusiastic person required to join our team. We are looking for a dynamic, creative person. A full training programme will be given to the successful candidate so no previous experience with young children is necessary. Good rate of pay and possible promotion in the future. Further details and an application form are available from office@mpr.co.uk.

10. Answer these questions by choosing job A, B or C and write the words from the adverts which give you the answers.

1. Which job is not forever? Word(s) in advert:
2. Which job is for a long time or forever? Word(s) in advert:
3. Which job suggests you may get a higher position? Word(s) in advert:
4. Which job has hours which change? Word(s) in advert:
5. Which jobs needs you to get on well with others? Word(s) in advert:
6. Which job may involve extra hours? Word(s) in advert:

11. Each advert mentions how the person will be paid. Put salary, rate of pay and wages into the definitions.

- an amount of money agreed for a year and paid every month.
- usually paid every week, often for work which does not require a lot of qualifications.
- how much someone will be paid per hour.

Skills and qualifications

A. Education and training

Margareta: The trouble with **graduates**, people who've just left university, is that their paper **qualifications** are good, but they have no **work experience**. They just don't know how business works.

Nils: I disagree. **Education** should teach people how to think, not prepare them for a particular job. One of last year's recruits had **graduated from** Oxford in philosophy and she's doing very well!

Margareta: Philosophy's an interesting subject, but for our company, it's more useful if you **train as** a scientist and **qualify as** a biologist or chemist – **training for** a specific job is better.

Nils: Yes, but we don't just need scientists. We also need good managers, which we can achieve through **in-house training** courses within the company. You know we have put a lot of money into **management development** and **management training** because they are very important. You need to have some management experience for that. It's not the sort of thing you can learn when you're 20!

In AmE, you also say that someone graduates from high school (the school that people usually leave when they are 18).

B. Skilled and unskilled

A **skill** is the ability to do something well, especially because you have learned how to do it and practised it.

Jobs, and the people who do them, can be described as:

highly skilled	skilled	semi-skilled	unskilled
(e.g. car designer)	(e.g. car production manager)	(e.g. taxi driver)	(e.g. car cleaner)

You can say that someone is skilled at/in ...

+ noun – customer care / electronics computer / software

+ -ing – communicating / using PCs / working with large groups

You can also say that someone is good with ... computers / figures / people

C. The right person

These words are often used in job advertisements. Companies look for people who are:

- **self-starters, proactive, self-motivated, or self-driven:** good at working on their own.
- **methodical, systematic and organized:** can work in a planned, orderly way.
- **computer-literate:** good with computers.
- **numerate:** good with numbers.
- **motivated:** very keen to do well in their job.
- **talented:** naturally very good at what they do.
- **team players:** people who work well with other people.

12. Correct these sentences about Ravi, using words from A above. One word is wrong in each item.

1. At 18, Ravi decided to stay in full-time **training** and went to Mumbai University.
2. Ravi **qualified** three years later with a degree in philosophy and politics.
3. He taught for a while but didn't like it. He decided to **educate** as an accountant at evening classes.
4. He qualified **for** an accountant and joined a big accountancy firm in its Mumbai office.
5. When he started, he needed to develop other skills, which would come through **experiments**.
6. He received **managers'** training to help him develop these skills.

13. Are these jobs generally considered to be highly skilled, skilled, semi-skilled, or unskilled? Each expression is used twice.

1. Teacher
2. Brain surgeon
3. Car worker on a production line
4. Airline pilot
5. Office cleaner
6. Labourer (someone doing basic work on a building site)
7. Bus driver
8. Office manager

14. Complete these extracts from job advertisements using words from C above.

1. You'll need to be __, as you'll be working on financial budgets.
2. As part of our sales team, you'll be working independently, so you have to be self-__ and self-__.
3. We're looking for someone who can work on ten projects at once. You must be __ and __.
4. We need __ journalists who are very good at their job and extremely __ to find out as much as they can.
5. You'll be researching developments on the Internet, so you have to be __-__. You must be __, able to work on your own initiative, and a __-__. But as part of a team of researchers, you need to be a good __-__ too.

15. Several things usually happen between seeing an advert and getting a job. Put these into the right order.

Phone or email for an application form

Accept the job offer

See an advert

Have an interview

Email or post the application form

Fill in the application form

Receive a job offer

Recruitment and selection

A. Recruitment

The process of finding people for particular jobs is **recruitment** or, especially in American English, **hiring**. Someone who has been recruited is a **recruit** or, in American English, a **hire**. The company **employs** or **hires** them; they **join** the company. A company may recruit employees directly or use outside **recruiters**, **recruitment agencies** or **employment agencies**. Outside specialists called **headhunters** may be called on to **headhunt** people for very important jobs, persuading them to leave the organizations they already work for. This process is called **headhunting**.

B. Applying for a job

- Fred is a van driver, but he was fed up with long trips. He looked in the **situations vacant** pages of his local newspaper, where a local supermarket was advertising for van drivers for a new delivery service. He **applied for** the job by completing an **application form** and sending it in.
- Harry is a building engineer. He saw a job in the **appointments** pages of one of the national papers. He made an application, sending in his **CV** (curriculum vitae - the 'story' of his working life) and a **covering letter** explaining why he wanted the job and why he was the right person for it.

Note: **Situation**, **post** and **position** are formal words often used in job advertisements and applications.

BrE: CV; AmE: resume

BrE: covering letter; AmE: cover letter

C. Selection procedures

Dagmar Schmidt is the head of recruitment at a German telecommunications company. She talks about the **selection process**, the methods that the company uses to recruit people:

'We advertise in national newspapers. We look at the **backgrounds** of **applicants**: their **experience** of different jobs and their educational **qualifications**. We don't ask

for handwritten **letters of application** as people usually apply by email; **handwriting analysis** belongs to the 19th century.

We invite the most interesting **candidates** to a **group discussion**. Then we have individual **interviews** with each candidate. We also ask the candidates to do written **psychometric tests** to assess their intelligence and personality.

After this, we **shortlist** three or four candidates. We check their **references** by writing to their **referees**: previous employers or teachers that candidates have named in their applications. If the references are OK, we ask the candidates to come back for more interviews. Finally, we **offer** the job to someone and if they **turn it down**, we have to think again. If they **accept** it, we hire them. We only **appoint** someone if we find the right person.'

16. Complete the sentences. Use appropriate forms of words from A, B and C above.

1. I phoned to check on my application, but they said they'd already _ someone. (9)
2. This job is so important; I think we need to _ someone. (8)
3. The selection process has lasted three months, but we're going to _ someone next week. (7)
4. I hope she _, because if she _ the job, we'll have to start looking again. (7; 5, 4)
5. That last applicant was very strong, but I understand he's had two other _ already. (6)
6. They've finally _ a new receptionist. (5)
7. Computer programmers wanted. Only those with UNIX experience should _ . (5)

17. Now divide the words in Ex.16 into two groups:

1. What a company personnel department does.
2. What a person looking for work does.

18. Replace the phrases in brackets with correct forms of words and expressions from A, B and C above.

Fred had already (1 refused) two job offers when he went for (2 a discussion to see if he was suitable) for the job. They looked at his driving licence and contacted (3 previous employers Fred had mentioned in his application). A few days later, the supermarket (4 asked him if he would like the job) and Fred (5 said yes).

Harry didn't hear anything for six weeks, so he phoned the company. They told him that they had received a lot of (6 requests for the job). After looking at the (7 life stories) of the (8 people asking for the job) and looking at (9 what exams they had passed during their education), the company (10 had chosen six people to interview, done tests on their personality and intelligence) and they had then given someone the job.

• **READING**

19. You are going to read a newspaper article in which three people talk about their jobs. For questions 1-10, choose from the people A-C. The people may be chosen more than once.

Which woman

1. Started a company with others?
2. Feels her private life might suffer from her commitment to her job?
3. Is likely to do very well in the future?
4. Feels that others don't always recognise her qualities?
5. Says she values the input of others?
6. Has had varied experiences in one organisation?
7. Has not yet achieved her main ambition?
8. Is not self-confident about her own abilities?
9. Had the opportunity to carry out some research?
10. Is hoping to improve the lives of others through her present job?

A. Carol Jackman, chef

Jackman joined the restaurant, Cranberry, eight years ago as a waitress. She soon became restaurant manager before making the big leap into the kitchen. After working under head chef and owner Peter Godden's guidance, she rose to become under-chef. She may be shy and modest (she says she still has a lot to learn), but with her fabulous technique, great organisational ability and impressive creative instincts, her boss says she should go far. During her time at Cranberry, she has also had two children and she feels they have benefited from seeing a mother getting pleasure from her work.

B. Sarah Brookes, architect

Smokes set up a business with two friends to design and build a community centre. They then won a competition run by the government to find out more about the effects of architecture on schooling. The firm is currently renovating a school in London. The design will allow flexible, adaptable classrooms and outdoor teaching. Brookes says they hope they will make a difference to the children's lives. Although there is no doubt about that, she worries that she doesn't always do so well fitting her work and her children into her day and that she often puts work first.

C. Monika Myles, TV Director

Myles worked as a TV director for four years, then went on to make some award-winning documentaries. She starts filming this week on a big-budget drama for TV but her eventual dream is to make a full-length feature film. She wants to make films that have a message at the end of them. Because she is small and young-looking, she says people initially are unsure about what she is capable of. But when she sees a script, she has a vision and is able to translate it into a moving image. She acknowledges the fact, however, that filmmaking is also about a team putting their heads together to create a piece of art.

• SPEAKING

OVER TO YOU

1. Have you applied for any jobs? Were you interviewed? How did it go? What's the usual process for getting your first job in your country?
2. Does your educational institution prepare people for specific jobs?
3. What sort of job would you like to do?
4. What routine would you like to have?
5. What sort of working hours would you like to have if you worked?
6. Would you like to work from home?

- Writing skills practice

Letters of Application

1. Read the dialogue and tick the correct information in the following table. Say what details the person applying for the job included in her letter of application.

A: Listen to this ad Laura — What do you think? "Full-time sales assistant required for high street department store."

B: That sounds good.

A: I think I'll apply. Pass me some paper, will you? Now, "Hello, I would like the job as..."

B: You don't start a letter of application like that. Let me show you. "Dear Sir/Madam, I am writing in response to your advertisement in today's "Manchester Guardian" for a full-time sales assistant."

A: Great, what shall I write next?

B: Well, you should tell them about any relevant qualifications and training that you have,

A: How about this, "I have two A levels in maths and geography. For the last six months I have worked as a Saturday sales assistant in my local corner shop."

B: Yes that's fine. Now, you should say something about your qualities and skills.

A: Hmm... How about "I am a very responsible and trustworthy employee as my present boss entrusts me with the task of closing the shop and depositing the day's money in the safe"?

B: Yes, that sounds really good! Now write a few things to end the letter.

A: Like this? "I have enclosed my CV which lists my educational background and work experience. I am available for an interview at your earliest convenience. Yours faithfully, Jane Burrows."

B: That's perfect, Jane!

A: Great. Thanks a lot, Laura. I'll go and type it up and get a copy of my CV to send them.

Job advertised	full-time sales assistant part-time sales assistant
Applicant's qualifications and training	two A levels in art and maths two A levels in maths and geography

Applicant's experience	six months/local corner shop six months/central coffee shop
Applicant's qualities and skills	responsible and trustworthy decisive and energetic
Applicant's additional information and reference	enclosed CV/available for interview enclosed a photo/available for interview

► A letter of application may be written when we apply for a permanent/temporary job or educational course. It is usually formal; therefore, the appropriate language and expressions should be used.

Introduction

.....

Paragraph 1
Reason for writing

Main Body

.....

Paragraphs 2, 3, 4
Qualifications/training — previous experience/qualities and skills

Conclusion

.....

Final Paragraph
Closing remarks
Full name

2. Read the following letter and correct the mistakes. Write S for spelling, G for grammar, P for punctuation, WO for word order or WW for wrong word. Read the letter again and write down the topic of each paragraph.

Dear Sir/Madam,

I am writting (S writing) to apply for the place of Physical Education teacher at the All Saints' Girls' school in Liverpool as advertising in *The Herald* of 24th May.

I am twenty-six year old and I obtained a degree in Sports Science at liverpool University at 1991. I am presently worked as a teaching assistant in the P.E. department at highfield Grammar School in Manchester where I was for the last four years. Prior to this, I wasted two years as a swimming coach in Middlesex at the Regent Leisure Centre.

I am interested extremely in the post available as I am eager to upgrade my present status from teaching assistant to fuly appointed P.E. teacher. I am patient and I believe in encouraging the all pupils to reach their full potential.

If you wish me to atend an interview, I shall be glad to do so.

I am looking forward to hear from you.

Yours faithfully,
Barbara Winters

► Useful Language for Letters of Application (for a Job)

Opening Remarks: I am writing with regard to your advertisement / I am writing to apply for the post / job / position of/which I saw advertised in etc.

Reference to experience: ... for the last/past year I have been working as ... since / for ... / I have had experience of ... / Two years ago I was employed as ... / I worked as ... before ..., etc.

Closing Remarks: I would appreciate a reply at your earliest convenience / Please contact me regarding any queries you may have / I enclose my CV and I would be glad to attend an interview at any time convenient to you / I look forward to hearing from you in due course, etc.

A CV

Learn how to write a curriculum vitae, often called a CV in the UK or résumé in American English, to practise and improve your writing skills.

Before reading

Do the preparation task first. Then read the text and tips and do the exercises.

Preparation task

3. Put the phrases in the correct groups.

Photography	Taekwondo	Class B driving licence
Business Development Manager	Professional blogger	Proficient knowledge of analytics software
Certificate in Presentation Skills	Research Assistant	Master's in Public Relations and Digital Marketing
Degree in Marketing	Sales Executive	Diploma in Innovation Design

<i>Work experience</i>	<i>Education</i>	<i>Skills and Interests</i>

Reading text

Maria Jones

Digital Marketing Specialist

Profile

I have five years' experience in various digital marketing roles. I have a proven ability to create successful marketing campaigns in line with brand identity and values. I am a strong collaborator with outstanding communication skills, and have comprehensive

experience of using my specialist knowledge and expertise in analytics for a wide variety of marketing initiatives.

Employment History

June 2017 – present

Digital Marketing Specialist for Zinco, a global insurance start-up

- My role involves working to tight deadlines to design, create and launch marketing campaigns via social media.
- I have developed advanced knowledge of a range of social media platforms and digital marketing tools.
- I specialise in driving successful campaigns and excel in analysing their impact.
- I have experience launching digital billboards in places such as train stations and shopping centres.

Sept 2016 – June 2017

Creative break from employment to travel and blog

- I travelled through 12 countries, met several professional bloggers and started my own travel blog.
- I built up a community of followers and started to monetise my blog through sponsored posts.

May 2014 – Aug 2016

Digital Marketing Assistant, Krunch Ltd

- Responsibility for overall social media strategy and regular posting on key channels.
- I played a key role in numerous campaigns to boost engagement with our brand.
- I also supported three product launches.

Education

2014 Diploma in Digital Marketing, Leeds Beckett University, UK

2012 A-levels (Psychology, English, Art & Design), Leeds City College, UK

Skills and Interests

Competent WordPress developer

Skilled in Adobe InDesign and Adobe Illustrator

Advanced Spanish (C1)

Intermediate German (B1)

Photography

Travel

References

Available on request

Tips

1. Start with a short profile to show who you are and what you offer.
2. List your employment history, starting with the present.
3. Explain any gaps, for example time spent travelling or having children.

4. Use bullet points for your main responsibilities and experience in each role. Choose the aspects of your previous jobs that are most relevant to the new job you are applying for.
5. Then give your educational background. List the relevant qualifications that you have, starting with the most recent. Include the title of your qualification, where you studied and the date you successfully completed it.
6. Consider putting Education above Employment if you don't have a lot of work experience yet.
7. List other experience or interests you may have if they are relevant to the job.
8. If you have someone who could support your application, add their contact details or say References available on request at the end.

4. Are the sentences true or false?

1. It is a good idea to start with a short summary about you.
2. You should write your work history in order, with your most recent job at the end.
3. You should list all your responsibilities in detail.
4. You should give the full title of your qualifications, with the date you passed each one and the organisations that awarded them to you.
5. It is a good idea to include hobbies if they are relevant to the job.
6. Include references to support your application if you can.

5. Put the words and phrases in order to make sentences.

1. roles. I have in various experience five years'
2. My involves working deadlines. role tight to
3. a create ability to I have successful campaigns. proven
4. digital in specialise I marketing.
5. in excel I impact analysis.
6. I of knowledge advanced statistics. have

6. Write the correct form of the word in brackets.

1. I have a proven (able) to deliver successful marketing campaigns.
2. I am a strong (collaborate).
3. I have specialist (know) of marketing.
4. I use my (expert) in analytics to assess the success of campaigns.
5. I was (responsibility) for the overall social media strategy.
6. I played a key role in (number) campaigns.
7. I started to (money) my blog through sponsored posts.
8. I worked on several initiatives to boost customer (engage).

Discussion

Have you got a CV? Do you have any tips to share?

7. Read the CV and the letter. Then, say which information given in the CV has not been included in the letter. Finally, suggest alternative beginnings and endings to this letter.

Name: Miranda Beeton (single)
Address: 15 Oak Tree Drive, Southampton
Date of Birth: 28 October 1974
Education:
2014-2020: Tolworth Secondary School
GCSE's: Maths, Geography, English, Computing, History, French, Spanish
A levels: French, Spanish, History
2011-2014: B.A., Tourism Studies - University of East London
Work Experience:
June - September 2020 - Travel Agent, Sky High Tourist Agency
October 2020 - Present - European Tour Guide, Sunshine Tours
Other Information:
Computer skills: Certificate of Proficiency in word-processing and graphics
Languages spoken: French, Spanish, some German
Interests: tennis, travelling , reading
Referees: J. G. Malcom (President), B. Needham (Manager)
Sky High Tourist Agency, Sunshine Tours
25, Midtown Street, Southampton, 1 Hortanza Calle, Madrid, Spain

Dear Sir/Madam,

I am writing to apply for the position of Senior Tour Guide which was advertised in Monday's edition of *The Evening News*.

I graduated from the University of East London in 2020 with a degree in Tourism Studies. I have been working as a European Tour Guide since 2020 for Sunshine Tours, which is based in Spain. Prior to this, I worked as a Travel Agent for Sky High Tourist Agency during the summer season. I hold certificates in computer graphics and word-processing. I speak fluent French and Spanish and some German.

I am friendly, organised and patient and I work well under pressure. As my references show, I have been very popular with many of the clients who specifically asked for me to be their tour guide on tours they went on.

I have enclosed a copy of my CV. I would be glad to attend an interview at any time convenient to you.

Yours faithfully,
Miranda Beeton

8. Match the qualities with the professions. Then make sentences as in the example.

WAITRESS / REPORTER / COMPUTER PROGRAMMER

patient, alert, skilful, open-minded, dedicated, organised, approachable, understanding, calm, imaginative, logical, creative, knowledgeable, kind, confident, able to cope in a crisis, good communication skills, able to work under pressure, sense of humour, polite, conscientious, tolerant

e.g. A teacher has to be patient because children need time to learn certain things.

► Useful Language for Letters of Application (for a Course)

Opening Remarks: I would like to apply for admission to the ... beginning / I would like to be considered for, etc.

Reference to experience: I hold a certificate/degree in / I am due to take examinations in / I have taken/passed the ... examination / I hold the following qualification / I have completed the following courses/degree course / My degree is in English, etc.

Closing Remarks: I would appreciate a reply at your earliest convenience / I look forward to meeting / hearing from you / Please contact me regarding any queries you may have / I enclose further details of my education and qualifications to date / I hope that you will consider me for entry / I look forward to receiving your response in the near future, etc.

Introduction

.....

Paragraph 1

Reason for writing

Main Body

.....

Paragraphs 2, 3

Qualifications/reasons for wanting to take the course

Conclusion

.....

Final Paragraph

Closing remarks

Full name

9. Read the letter and underline the formal expressions. Then replace them with similar expressions from the table above. Finally, give the topic of each paragraph.

Dear Sir/Madam,

I am writing to apply for a place on the Archaeology MA course which commences this September at Macbriney University.

I am 25 years old and I have completed a Bachelor's degree in Archaeology at Drakeham University, where I received first class honours. Prior to this I was a pupil at Berkeley Comprehensive, where I obtained 9 GCSEs and three A levels in History, Geography and Latin. Since the completion of my BA I have spent two years working as assistant archaeologist on a site in Egypt. During this expedition I have assisted in the discovery of several interesting artifacts. This work was extremely enjoyable and I am now anxious to specialise by gaining further qualifications before embarking on my chosen career in this field.

I enclose a detailed curriculum vitae in the hope that you will consider my application for entry.

I look forward to receiving your response in the near future.

Yours faithfully,
Jill Holland

10. Write the following letters in the appropriate style.

1. You want to go to Winston University to do a degree in History. Write a letter applying for a place on the course.
2. You have decided to spend some time working this summer. You have seen an advertisement in the paper for lifeguards to work for a month on one of the most popular beaches in Sussex. Write a letter asking to be considered for one of the positions.

A cover letter

Look at the cover letter and do the exercises to improve your writing skills.

Preparation

11. Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

1. an insight	a. connected with taking care of the health of animals
2. hands-on	b. a clear, deep understanding of a difficult problem or situation
3. a sanctuary	c. extremely useful
4. expertise	d. to make stronger
5. veterinary	e. practical, that involves doing rather than just reading or learning about something
6. to reinforce	f. not shared with anyone else
7. sole	g. high level of knowledge or skill
8. invaluable	h. a safe place where animals can be protected

Dear Sir or Madam,

I am writing to you to express interest in the voluntary work placement at your animal sanctuary which I saw advertised on your website.

I am eighteen years old and in my final year at secondary school, due to sit my A levels next summer. I am planning on taking a degree in veterinary science at university and have received two conditional offers. As you will see from my CV, I have always shown an interest in working with animals and have relevant experience from voluntary work which I carried out at a local dogs' home. In this position I had sole responsibility for taking care of some dogs' daily needs, such as feeding, cleaning and exercise. In addition to this, I regularly spend time on my uncle's farm throughout the year and usually help him take care of the animals. This hands-on experience has reinforced my decision to seek a career working with animals. Both the dogs' home and my uncle would be willing to provide references.

I am hard-working, punctual and willing to help out with any kind of job at the sanctuary. My decision to undertake a degree in veterinary science confirms my

interest in and commitment to the field. I am certain that experience working at your animal sanctuary will provide an invaluable insight into working with animals and a unique opportunity to acquire a range of skills and expertise.

I hope I have shown that I am an ideal candidate for this position and please find attached my CV.

I look forward to hearing from you.

Yours faithfully,

(signature)

Emily Jones

TOP TIPS for WRITING

1. Begin and end the letter appropriately.

• **Beginning:** *Dear Sir or Madam, with no name* – **Closing:** *Yours faithfully,*

• **Beginning:** *Dear Mr / Mrs / Ms + surname* – **Closing:** *Yours sincerely,*

2. Give a clear reason for writing.

• *I am writing with regard to... / to enquire about / to apply for / to express interest in*

...

3. Use linking words to join similar ideas into paragraphs.

4. Include a summary comment near the end of your letter.

• *I hope you will find this information useful.*

• *I would be very grateful for your assistance in this matter.*

5. Close your letter with a set phrase.

• *I look forward to hearing from you.*

Check your understanding: true, false or not given

12. Read the sentences and answer 'true' if the information can be found in the text, 'false' if the information says the opposite to the text or 'not given' if the information cannot be found in the text. (a. True b. False c. Not given)

1. Emily was told about the work placement by a friend.

2. Emily will study veterinary science at university if she passes all her A levels.

3. Emily has worked mainly with wild animals.

4. Emily has worked on her uncle's farm at different times of the year.

5. Students who apply to veterinary science at university are expected to do work experience before starting the course.

6. Emily is clear about the type of career she wants to have.

Check your understanding: gap fill

13. Complete the sentences with a preposition.

at (×2) for from in (×5) into of on to (×3) with

1. I am writing _ you with regard _ the voluntary work placement.
2. I am planning _ doing a degree _ veterinary science _ university.
3. As you will see _ my CV, I have always shown an interest _ working _ animals.
4. _ this position I was responsible _ taking care _ the dogs' daily needs.
5. Undertaking a degree _ veterinary science confirms my interest _ and commitment _ the field.
6. Working _ your animal sanctuary will provide an invaluable insight _ working with animals.

Check your understanding: gap fill

14. Complete the sentences with the correct form of the word in brackets.

1. There are several (advertise) online for a variety of work placements.
2. She's always known that she wants to work as a (science) after university.
3. He has an (condition) offer from medical school, which means he's definitely got a place, whatever his exam results.
4. Learning music is interesting, but it's (relevant) to what I want to do at university.
5. At the animal sanctuary I had sole (responsible) for looking after the birds.
6. She (regular) spends time helping out on her uncle's farm.
7. My time helping out at the animal sanctuary (reinforcement) my decision to become a vet.
8. Hands-on experience provides an (value) insight into any profession.
9. It was a unique opportunity to acquire new skills and (expert).
10. My previous employers would be willing to provide (refer) to support my application.

Check your understanding: multiple selection

15. Choose the six things you should include in a cover letter. Tick (✓) all the correct answers.

1. Which job you are applying for and how you found out about the vacancy
2. Brief biographical details
3. Your experience and personal qualities related to the job
4. Your negative personal qualities
5. Your motivation for applying
6. Why you left your previous job
7. Your salary expectations
8. A complete list of your exam results and qualifications
9. What you can offer the company if they give you the job
10. What other documents you are attaching or enclosing with the letter

Discussion

Do students at your school do work experience?

What company or organisation would you like to do work experience in?

What do you think are the main advantages of work experience?

Writing practice

16. You have seen this advertisement for a job in your local English language newspaper.

WEEKEND WORK IN OUR COMPUTER SHOP

We want an enthusiastic English-speaking person to work in our computer shop at weekends.

- Are you interested in all types of computer games?
- Do you have good computer skills?
- Do you enjoy dealing with people?

Write to Mr Pitt, Manager of Computer Games, explaining why you would be suitable for the job.

17. Look at the job advertisements on the website and choose one to apply for. Think about what experience and skills you have that you can highlight. Write your cover letter.

Volunteer needed – Hightown animal sanctuary

We need a volunteer to help us with a wide range of tasks at the sanctuary. We welcome applications from those who have experience taking care of pets or other animals.

Journalist intern needed – Hightown Daily News

This is a great opportunity for someone interested in a career in journalism. Experience writing various types of articles and essays is essential, as is the ability to meet deadlines.

Volunteer office assistant needed – Hightown Helping Hands

We are a charity working with various groups of people in Hightown. We need a volunteer to help us with various admin tasks in our main office. Punctuality and good computer skills are essential.

Teaching assistant needed – Hightown School

We are recruiting a teaching assistant to help our teachers and students in class. Experience teaching or looking after children is required. Foreign language skills are desirable.

• **READING AND SPEAKING**

Read the text and do the following tasks.

Downsizing

Dubbed “window-side employees” in Japan, a work-obsessed country, they are paradoxically being paid to do almost nothing at all. Japanese corporations have always had some of these people on staff, but, despite a weak economy, the ranks of the “in-house unemployed” are now estimated at 2 million and growing. The workers’ fate hinges on this broader question: Must Japan follow in America’s footsteps - by

among other things, unleashing deregulation, fostering intense competition and creating a more flexible labor market - or can it sustain a wholly different Asian model of capitalism with a more human face?

That's an issue that increasingly confronts Japan as the country digs out of a four-year recession. Battered by a strong yen, high production costs and weak domestic demand, Japanese firms have launched a fresh wave of restructuring. Companies like Nissan, the car maker, have adopted personnel practices aimed at trimming payrolls: hiring freezes, early-retirement incentives and efforts to shrink jobs via attrition. But so far, Japanese corporations have drawn the line at American-style job cuts in which thousands of jobs are eliminated wholesale. Japan is a country where workers often refer to their company as home. "Lifetime" employment at the same large firm has been a national ideal for a long time and a reality for about a fifth of the work force. Small wonder that corporations don't want to risk opprobrium by putting people out on the street.

So they deal with overstaffing in a peculiarly Japanese way: They move it to another location. Thousands of Japanese workers have been packed off to corporate subsidiaries and affiliates, where they stay on the job but seldom do much meaningful work. By internalizing unemployment within firms - and saddling companies, rather than the rest of society, with the associated costs - Japan has kept the official unemployment rate low. Keeping workers on the job may also have minimized the social impact of the recession, since workers who still have a job may retain self-esteem and a sense of structure in their lives.

There is one obvious problem: This seemingly humane treatment of workers costs a lot of money. And because some of these on-the-job 'vicious circle', one prominent executive complains. Not surprisingly, some Japanese businessmen now speak admiringly of US companies that have downsized and re-engineered their way to greater productivity in response to similar pressures.

hinges – is dependent

What Does It Mean?

1. window-side employees
2. America's footsteps
3. flexible labor market
4. Japanese corporations have drawn the line at American-style job cuts.
5. vicious circle

Comprehension Check-up

1. What determines the fate of window-side workers in Japan?
2. How does Nissan try to reduce its payrolls?
3. How has Japan kept the official unemployment rate low?
4. What are the problems in keeping unemployed workers in-house?
5. Why do many Japanese businessmen admire American companies' downsizing method?

What Do You Think?

1. Are you satisfied with your job?
2. Are you afraid of losing your job?
3. What are the most important qualities people should have in light of downsizing trends?
4. Which do you think is a better way to strengthen a country's economy - guaranteeing lifetime employment or giving corporations the power to downsize?
5. What do you think about introducing a lay-off system in our country?
6. Which is the most responsible for lay-offs? Corporate managers' greed, ordinary employees' laziness, or the economic cycle?
7. What are the common methods corporations use to adjust employment?

Opinion Samples

1. When companies downsize, performance isn't an issue. The fault lies in the wrong place, something totally out of your control. The skill set you have developed works great for one company, but it doesn't translate well for other jobs. And an advanced degree is becoming merely a ticket to enter the rat race rather than a head start toward winning it. Job hunting for years to come is expected to be unfriendly and competitive. Running your own business is the best option.
2. People in business and government should understand that symptomatic relief, easing the pain, is not sufficient for those who have lost their jobs. What's needed is an economy that recognizes employees as valuable assets and also as individuals who have to take home a living wage every day.
3. Downsizing is a necessary evil. Only a competitive company can serve the interests of its employees, stockholders and society at large; a noncompetitive firm can't. But staying competitive today is harder than it used to be. The big difference is the breadth, intensity and speed of change, which has meant lower prices and more choices for customers but has also brought fundamental risks to the way business is done. Another important lesson is that the best time to act is when a company is strong. Delay just jeopardizes the interests of all concerned.
4. My husband lost his job last year. Since then, despite sending out hundreds of resumes and making hundreds of phone calls, he has had no job offers. He has two master's degrees, a 16-year-old daughter and me, a wife. After being out of the work force for 20 years I'm working again, but earning only slightly above the minimum wage, and with no benefits. How can these merciless CEOs sleep at night? How do they spend their huge, unwarranted salaries?
5. Companies slashing their work force typically respond to criticism by saying that they're businesses, not social-welfare agencies. Perhaps it's time for consumers to make corporate social responsibility a relevant business issue. I've stopped purchasing products and services from a number of uncaring firms.
6. I'm sick of all this thumb-sucking and crying over lost jobs. The last thing we need is for some journalists to stroke the negative attitudes of these "victims" wallowing in self-pity. What we need to hear is how great we are and how great we can be. Self-reliance is the theme we're looking for.

Business exists for profit, not as some gigantic baby-sitting outfit. We need not fuss over how a layoff occurred; we need to deal with it and move on. The sooner we realize this, the sooner we can take control of our lives without depending on anyone else for our financial well-being.

7. Corporate managers bear solemn responsibilities to creditors, shareholders, customers and - last but not least employees. That our corporations are competitive, our economy vigorous and pension funds rich is compelling testimony that managers are doing their job. Because corporations are healthy, they spawn the creation of new businesses which, in turn, absorb displaced workers, keeping unemployment low. This is how the free-enterprise system is supposed to work. Without question the pressure of technological change and foreign competition is forcing corporations to make hard choices that impact some people severely, at least in the short term. Serious issues are involved that warrant informed public debate, but cheap name-calling serves no one.

8. Are big job cuts good news or bad news for the economy? In the long run, probably good news.

One of a free economy's strengths is that it shuffles labor from less productive to more productive places - away from firms that no longer have a competitive edge to those that do. If we tried to stop the process, economic growth would stagnate. Shuffling seems likely to accelerate as firms continue to encounter heightened domestic and global competition.

9. To get rid of staff, companies often take people out of manufacturing and put them into sales. If they can't sell, they face constant criticism, get an ulcer and quit. Another strategy is to announce a search for early-retirement candidates, and companies are often successful in persuading employees to go voluntarily. But they don't ask you to go; they make you go.

translate – apply

thumb-sucking – childish act

edge – advantage

Read the text and do the following tasks.

STOPPING WORK AT 60

Just 25 years ago in the industrialized nations, four out of five men between 60 and 65 would have had jobs. Today half the men in this age group are no longer counted as workers. In some European countries – Austria, Finland, the Netherlands – only about 20 percent of this group are still employed. In Britain, the US and Sweden, barely one man in three between 60 and 65 has a full-time paying job. In Germany it is 1 in 5. Why have so many older men been cut from the work force? One reason is that many countries encouraged early retirement: France went so far as to lower its mandatory retirement age to 60. The theory was that early retirements would free up more jobs for the young, thus reducing the level of unemployment, which has soared particularly in Europe. But this has turned out to be largely a myth: most of the jobs opened up by early retirement are simply lost. 'Restructuring is the order of the day in the industrialized world: work forces are being cut back both on the factory floor and in

the company office. Older male workers are often the first to be let go. They are seen as expensive because of their age and having old skills that are difficult to renew. Those assumptions should be rethought in the light of the newest labour research, many economists now argue. As the ILO said last week, ‘The early retirement trend has gone too far, and it will have serious long-term consequences if it is not reversed in the near future.’ Populations are already aging faster than they are growing in industrialized economies. With more retirees having to be supported by fewer workers, governments will have to spend more on pensions, social security and health care. In Europe, social-fare systems are already at breaking point and in the process of being cut.

Industrialized countries seem to have little choice but to find ways to stretch out working life. Generating more jobs is the simplest solution. The US is the best among developed countries at doing that, but even it cannot produce enough new jobs. The ILO suggests that firms stop automatically putting the oldest workers out the door first, and countries must establish a phased transition between work and retirement.

What Does It Mean?

1. Mandatory retirement age
2. Early retirements would free up more jobs for the young
3. Long-term consequences

Comprehension Check-up

1. Why have the old people’s payrolls shrunk in Europe?
2. Why is it in vogue to restructure by eliminating the jobs of old employees?
3. What are some side-effects of early retirement?
4. To reduce the side-effects of early retirement, what did the ILO suggest?

in vogue – popular

What Do You Think?

1. What do you think is the ideal retirement age?
2. Talk about the good things and bad things in lowering the retirement age.
3. Would you retire early if you made a lot of money? Or would you continue to work regardless of your financial status?
4. What would you do if you were forced by your company to retire early?

Opinion Samples

1. Lowering the retirement age allows people, after a lifetime of hard work, to enjoy some time of relaxation, travel, the fulfillment of dreams, before the infirmity of very old age makes this impossible.

It also opens up the workplace to younger people who otherwise would become a burden on society. On the other hand, it forces society to support an unproductive group for longer periods of time as life expectancy grows. Society already supports the unproductive young for twenty years or so; are we going to provide for the unproductive elderly for another twenty or more?

2. If I had a lot of money I would not need to retire since my job would already give me both the opportunity and means to do most of the things I wanted. It is only the wage slaves who struggle to work hard just to keep their nose above water and benefit from being paid not to work.

■ PARAGRAPH WRITING

- How to Write a Descriptive Paragraph

What Is Description?

Description is one of the basic building blocks of good writing. When you are able to write an effective description of a person, an object, a place, or even an idea, you are in control of your writing. Good description also makes you able to control what your reader sees and does not see.

The key to writing a good description is the choice of the specific details you will use. Specific details make your descriptions real and help your reader remember what you have written. A careful writer always pays special attention to specific details in any piece of writing.

A second important aspect of good description is the use of sensory images.

Sensory Images are details that relate to your sense of sight, smell, touch, taste, or hearing.

When you use at least some of these five senses in your descriptive writing, your reader will be able to relate directly to what you are saying. Sensory images also help your reader remember what you have written.

A third important aspect of good description is the order in which you place the details you have chosen. The combination of specific details, sensory images, and the order in which you present these details and impressions will help your reader form a dominant impression of what you are describing.

The following example of descriptive writing shows all of the elements of a good description. As you read this description of a typical neighbourhood delicatessen, note the specific details and the sensory images the writer uses. After you have read the description, ask yourself what dominant impression the writer wanted us to have of the place.

The delicatessen was a wide store with high ceilings that were a dark brown colour from many years of not being painted. The rough wooden shelves on both sides of the store were filled from floor to ceiling with cans of fruits and vegetables, jars of pickles and olives, and special imported canned fish. A large refrigerator case against one wall was always humming loudly from the effort of keeping milk, cream, and several cases of pop and juice cool at all times. At the end of the store was the main counter with its gleaming white metal scale on top and its cold cuts and freshly made salads inside. Stacked on top of the counter beside the scale today were baskets of fresh rolls and breads that gave off an aroma that contained a mixture of onion, caraway seed, and pumpernickel. Behind the scale was the friendly face of Mr. Rubino, who was in his store seven days a week, fourteen hours or more each day. He was always

ready with a smile or a friendly comment, or even a sample piece of cheese or smoked meat as a friendly gesture for his “growing customers,” as he referred to us kids in the neighbourhood.

Working with Description: Selecting the Dominant Impression

When you use a number of specific, sensory images as you write a description, you should do more than simply write a series of sentences that deal with a single topic. You should also create a dominant impression in your reader’s mind. Each individual sentence that you write is part of a picture that becomes clear when the reader finishes the paragraph.

For example, when you describe a place, the dominant impression you create might be of a place that is warm, friendly, or comfortable; or it could be a place that is formal, elegant, or artistic. When you write a description of a person, your reader could receive the dominant impression of a positive, efficient person who is outgoing and creative, or of a person who appears to be cold, distant, or hostile. All the sentences should support the dominant impression you have chosen.

Here is a list for you to use as a guide as you work through this chapter. Picking a dominant impression is essential in writing the descriptive college paragraph.

Possible Dominant Impressions for Descriptions of Places

crowded	dazzling	drab	tasteless	eerie
cosy	romantic	uncomfortable	unfriendly	depressing
inviting	restful	cluttered	gaudy	spacious
cheerful	dreary	ugly	stuffy	sunny

Possible Dominant Impressions for Descriptions of People

creative	angry	shy	witty	placid
tense	independent	aggressive	pessimistic	bumbling
silent	proud	generous	responsible	bitter
snobbish	withdrawn	sullen	efficient	easygoing

Revising Vague Dominant Impressions

Certain words in the English language have become so overused that they no longer have any specific meaning for a reader. Careful writers avoid these words because they are almost useless in descriptive writing.

Here is a list of the most common overused words:

good, bad, nice, fine, okay, normal, typical, interesting, beautiful

The following paragraph is an example of the kind of writing that results from the continued use of vague words.

I had a typical day. The weather was nice and my job was interesting. The food for lunch was okay; supper was really good. After supper I saw my girlfriend, who is really beautiful. That's when my day really became fun.

Notice that all of the details in the paragraph are vague. The writer has told us what happened, but we cannot really see any of the details that are mentioned. This is because the writer has made the mistake of using words that have lost much of their meaning. Replacing the vague words in the paragraph above will create an entirely different impression.

I had an event-filled day that was typical of the type of day I've been enjoying lately. The weather on this summer day was perfect for late June, and the challenge of my job in the health-care field made me feel that this warm and sunny day was made just for me, I had a delicious lunch in a tiny Italian restaurant, and a dinner to excite the taste buds at a cosy Greek restaurant that just oozed atmosphere. After dinner, I met my girlfriend, a person with a warm sense of humour who was a partner in a major law firm down the street from where I worked.

The next group of exercises will give you practice in recognizing and eliminating overused words.

Working with Description: Sensory Images

One of the basic ways all good writers communicate experiences to their readers is by using sensory impressions. We respond to writing that makes us see an object, hear a sound, touch a surface, smell an odour, or taste a flavour. When a writer uses one or more of these sensory images in a piece of writing, we tend to pay more attention to what he or she is saying, and we tend to remember the details of what we have read. For example, if you come across the word door in a sentence, you may or may not pay attention to it. However, if the writer tells you it was a brown wooden door that was rough to the touch and creaked loudly when it opened, you would hardly be able to forget it. The door would stay in your mind because the writer used sensory images to make you aware of it.

The following sentences are taken from the description of Mr. Rubino's delicatessen. Notice how in each sentence the writer uses at least one sensory image to make the details of that sentence remain in our minds. The physical sense the writer is appealing to by the use of one or more sensory images is indicated after the sentence.

1. A large refrigerator case against one wall was always humming loudly from the effort of keeping milk, cream, and several cases of pop and juice cool at all times.

Physical sense: hearing

2. Stacked on top of the counter . . . were baskets of fresh rolls and breads that gave off an aroma that contained a mixture of onion, caraway seed, and pumpernickel.

Physical sense: smell

3. He was always ready with ... a sample piece of cheese or smoked meat as a friendly gesture. . . .

Physical sense: taste

When you use sensory images in your own writing, you will stimulate your readers' interest, and these images created in their minds will be remembered.

EXERCISE 1. Recognizing Sensory Images

The following paragraph contains examples of sensory images. In the spaces following the paragraph, identify the sensory images used by the writer.

Hear it! The crunching smash of twenty-four bottles of beer, all splintering against each other as I misdeal on the packing machine. Smell the stink of warm beer pouring over my clothes, washing over the sour sweat of my body. I can feel the unheard curse as I toss the wet, mangled carton down the rollers for some poor bastard to sort out. And back to the mother-eating machine where the bottles are already starting to pile up on the conveyor belt. The ten-second delay bell starts ringing. The jangling vibrations echo in my skull, and the foreman comes running over, screaming incoherently. How the hell can I hear him over the roar of four acres of machinery, and the teeth-jarring rattle of 25 000 bottles, all clinking against each other as they ride down the hundred yards of clanking metal conveyor belts.

From Ian Adams, Living with Automation in Winnipeg

Sensory images –

Sight:

Sound:

Smelt:

EXERCISE 2. Recognizing Sensory Images

The following paragraph contains examples of sensory images. In the spaces following the paragraph, identify the sensory images used by the writer.

The temperature in Winkler at 7 p.m. on Thursday, January 20, 1972, is 35 below zero and dropping. The air is frozen into little slivers of glass which pierce the lungs. The light from the full moon reflected in the crystallized air makes the night fluorescent. People scurry through the neon streets beneath small white clouds of congealed breath like balloons in comic strips. Tears run down their cheeks. The cold freezes hands and feet to blocks of wood. It hurts to walk more than a few feet; even the cars scream and groan.

From Heather Robertson, Sale Night

Sensory Images –

Sight:

Sound:

Touch:

Coherence in Description: Putting Details in Space Order

In descriptive paragraphs, the writer often chooses to arrange supporting details according to space. With this method, you place yourself at the scene and then use a logical order such as moving from nearby to farther away, right to left, or top to

bottom. Often you move in such a way that you save the most important detail until last in order to achieve the greatest effect.

In the paragraph about the delicatessen, the writer first describes the ceilings and walls of the store, then proceeds to the shelves and large refrigerator, and ends by describing the main counter of the deli with its owner, Mr. Rubino, standing behind it. The ordering of details has been from the outer limits of the room to the inner area, which is central to the point of this paragraph. A description of a clothes closet might order the details differently. Perhaps the writer would begin with the shoes standing on the floor and finish with the hats and gloves arranged on the top shelf, an arrangement that goes from the ground up.

Here is a paragraph from Thierry Mallet's *Glimpses of the Barren Lands*, a description of his travels through the Canadian Arctic.

Our camp had been pitched at the foot of a great, bleak, ragged hill, a few feet from the swirling waters of the Kazan River. The two small green tents, pegged down tight with heavy rocks, shivered and rippled under the faint touch of the northern breeze. A thin wisp of smoke rose from the embers of the fire.

Notice that the writer begins with a description of the landscape, then gives a description of the camp, and ends with a picture of the small fire. We are able to follow the writer through the description because there is a logic or plan. No matter which method of space order you choose in organizing details in a descriptive paragraph, be sure the results allow your reader to see the scene in a logical order.

EXERCISE 3. Working for Coherence: Using Space Order

Each of the following topic sentences is followed by descriptive sentences that are out of order. Put these descriptive sentences in order by placing the appropriate number in the space provided. The first one is done for you.

1. The old wallet lay on the nightstand. (Order the material from the outside to the inside.)

_ A clear plastic insert held photos and necessary items such as a driver's licence and credit cards.

_ The secret compartment, which could hold extra money for emergencies, was visible when a small flap of leather was turned up.

_ Behind the photographs and other papers was a small pocket for postage stamps.

_ The rich brown leather of the wallet, worn smooth from years of hard use, faintly showed the owner's name stamped in gold.

_ The wallet seemed to double in size when it was opened, and the colour inside was a lighter brown.

2. The young woman was a teen of the eighties. (Order the material from top to bottom.)

_ She wore an oversized sweater that she had borrowed from her father.

_ Her shoes were white tennis sneakers.

_ Her dangling earrings, which were red and green, matched her outfit.

_ Her short blond hair was clean and feathered attractively.

- _ Her jeans, which were the latest style, had a faint paisley print.
- 3. My aunt's kitchen is a very orderly place. (Order the material from near too far.)
 - _ As usual, in the centre of the table sits a vase with a fresh daffodil.
 - _ Nearby on the refrigerator, a magnet holds the week's menu.
 - _ Sitting at the kitchen table, I am struck by the freshly pressed linen tablecloth.
 - _ Looking across the room through the stained-glass doors of her kitchen cupboards, I can see neat rows of dishes, exactly eight each, matching the colours of the tablecloth and wallpaper.

Writing the Descriptive Paragraph Step by Step

To learn a skill with some degree of ease, it is best to follow a step-by-step approach so that various skills can be worked on one at a time. This will ensure that you are not missing a crucial point or misunderstanding a part of the whole. There are other ways to go about writing an effective paragraph, but here is one logical method you can use to achieve results.

Steps for Writing the Descriptive Paragraph

1. Study the given topic, and then plan your topic sentence, especially the dominant Impression.
2. List at least ten details that come to mind when you think about the topic.
3. Choose the five or six most important details from your list. Be sure these details support the dominant impression.
4. Put your final list in order.
5. Write at least one complete sentence for each of the details you have chosen from your list.
6. Write a concluding statement that offers some reason for describing this topic.
7. Finally, copy your sentences into standard paragraph form.

On Your Own: Writing Descriptive Paragraphs from Model Paragraphs

A Description of a Person

ASSIGNMENT 1: Describe a person — preferably one you have observed more than once. If you saw this person only once, indicate the details that made him or her stay in your mind. If you choose to describe a person with whom you are familiar, select the most outstanding details that will help your reader have a single, dominant impression. In the model paragraph, from Alistair MacLeod's story "The Lost Salt Gift of Blood," the author describes his mother in Nova Scotia.

Model Paragraph

My mother ran her house as her brothers ran their boars. Everything was clean and spotless and in order. She was tall and dark and powerfully energetic. In later years, she reminded me of the women of Thomas Hardy, particularly Eustacia Vye, in a physical way. She fed and clothed a family of seven children, making all of the meals and most of the clothes. She grew miraculous

gardens and magnificent flowers and raised broods of hens and ducks. She would walk miles on berry-picking expeditions and hoist her skirts to dig for clams when the tide was low. She was fourteen years younger than my father, whom she had married when she was twenty-six, and had been a local beauty for a period of ten years. My mother was of the sea as were all of her people, and her horizons were the very literal ones she scanned with her dark and fearless eyes.

A Description of a Time of Day

ASSIGNMENT 2: Write a paragraph in which you describe the sights, sounds, and events of a particular time of day in a place you know well. In the model paragraph that follows, from John Riley's "Growing up in Cleveland," the writer has chosen to describe an especially busy time of day, namely, the morning hours, when activity can be frantic in a household.

Model Paragraph

I remember the turmoil of mornings in our house. My brothers and sisters rushed about upstairs and down trying to get ready for school. Mom would repeatedly tell them to hurry up. Molly would usually scream down from her bedroom, "What am I going to do? I don't have any clean underwear!" Amy, often in tears, sat at the kitchen table still in her pyjamas trying to do her math. Paul paced back and forth in front of the mirror angrily combing his unruly hair which stuck up in all directions while Roland threatened to punch him if he didn't find the pen he had borrowed the night before. Mother was stuffing sandwiches into bags while she sighed, "I'm afraid there isn't anything for dessert today." No one heard her. Then came the yelling up the stairs, "You should have left ten minutes ago." One by one, these unwilling victims were packed up and pushed out the door. Mother wasn't safe yet. Somebody always came back frantic and desperate. "My flute, Mom, where's my flute, quick? I'll get killed if I don't have it today." Every crisis apparently meant the difference between life and death. Morning at our house was like watching a troop preparing for battle. When they had finally gone, I was left in complete silence while my mother slumped on a chair at the kitchen table. She paid no attention to me.

Paragraph Practice: Description

The following example is from an essay, "Sunblock," written by a student, Ann Palantzas, Innis College, University of Toronto. In this essay a description is given of an outfit worn by a woman on vacation in Italy. Even though the paragraph begins as a narrative, the descriptive elements are dominant.

"We're leaving tomorrow so don't do anything stupid like fall in love with him," my sister screamed from the shower.

"I only said yes because he would make a great guide. He does live in Venice," I bellowed back as I finished dressing.

I looked in the mirror, I wore what I called the outfit for the modern explorer, suitable for all the adventures of a tourist: a cotton top and skirt and a pair of sneakers. The top had two wide straps, the ends of which scooped down to form an oval neckline. The skirt was gathered at the waist so that it flared, swirling just above my knees when I walked. Blotches of dirt marred my once-white sneakers. I always felt comfortable in this outfit, for it portrayed me exactly as I was a

young traveller able to go where I wanted (the worn sneakers did not give me blisters), see what I wanted (the skirt and a big shawl even allowed my entrance into a mosque), and flirt whenever I wanted (as the strap of the top sometimes fell off my shoulder). But today, before I left, I wore a T-shirt over my top, thinking that my shoulders, already rosy, would burn under the scorching Italian sun. Now I was ready to meet Franco. I stuffed my camera into my purse and yelled goodbye to Sophie.

What do you learn about this woman as she is described? From the details given in the paragraph, attempt to describe her more fully. Can you describe her facial features, her personality? What picture do you have in mind about this tourist?

Paragraph Opportunity: Description

Describe a fellow student as you have observed him or her reading, either in class, in the library, or in some other place. First, describe what the student was wearing, and then describe how he or she held the book or magazine that was being read. Be sure to use such details as the expression on the student's face and whether or not he or she was concentrating on what was being read. Did the student ignore distractions?

■ VIDEO

- Steve Jobs: Billion Dollar Hippy

1. Watch the documentary <https://topdocumentaryfilms.com/steve-jobs-billion-dollar-hippy/>

2. Develop a descriptive paragraph WHAT WAS STEVE JOBS LIKE?

■ FUNCTIONAL GRAMMAR SUPPLEMENT

- MUST / HAVE TO / SHOULD (obligation)

Have to

1. Complete the conversations. Use the words in brackets and a form of *have to*.

1. Melanie: David's broken his leg. He (has / go) to hospital.

Harriet: Oh no! How long (will / he / stay) there?

Melanie: I don't know.

2. Claire: I parked my car outside the hairdresser's and while I was in there, the police took the car away. I've got it back now. But I (pay) a lot of money.

Henry: How much (you / pay)?

Claire: Two hundred pounds!

3. Trevor: That door doesn't shut properly. You (slam) it every time.

Laura: (you / will / fix) it then, won't you?

4. Jessica: You're always taking exams. Why (you / take) so many?

Andrew: I (will / take) a lot more if I want a good job.

5. Mike: We're in a new house now we (move). The old place was too small.
 Nick: Did it take you long to find a house?
 Mike: No, we found one easily. We (not / look) very hard. But it was in bad condition.
 We've (do) a lot of work on it.
6. Nick: My brother (start) work at five o'clock in the morning.
 Melanie: That's pretty early. What time (he / get) up?
 Nick: Half past three.

Must and have to

2. Write a sentence with *must*, *have to* or *has to*.

1. The sign says: 'Passengers must show their tickets.' So _.
2. The children have to be in bed by nine. Their parents said:
3. Laura has to get to work on time. Her boss told her:
4. The police told Nick: 'You must keep your dog under control.' So Nick
5. The pupils have to listen carefully. The teacher says:
6. The new sign says: 'Visitors must report to the security officer.' So now

Must or have to?

3. Put in *must* or *have to/has to*. Choose which is best for the situation.

1. I _ go to the airport. I'm meeting someone.
2. You _ lock the door when you go out. There've been a lot of break-ins recently.
3. Daniel _ go to the bank. He hasn't got any money.
4. I _ work late tomorrow. We're very busy at the office.
5. You really _ make less noise. I'm trying to concentrate.
6. I think you _ pay to park here. I'll just go and read that notice.
7. You really _ hurry up, Vicky. We don't want to be late.
8. I _ put the heating on. I feel really cold.

Must, mustn't or needn't?

4. Put in *must*, *mustn't* or *needn't*.

1. Laura: You _ take an umbrella. It isn't going to rain.
 Trevor: Well, I don't know. It might do.
 Laura: Don't lose it then. You _ leave it on the bus.
2. Vicky: Come on. We _ hurry. We _ be late.
 Rachel: It's only ten past. We _ hurry. There's lots of time.
3. Claire: My sister and I are going a different way.
 Guide: Oh, you _ go off on your own. It isn't safe. We _ keep together in a group.
4. David: I'll put these cups in the dishwasher.
 Melanie: No, you _ put them in there. It might damage them. In fact, we _ wash them at all. We didn't use them.
5. Secretary: I _ forget to type this letter.

Mark: Yes, it _ go in the post today because it's quite urgent. But the report isn't so important. You _ type the report today.

Don't have to

5. An old woman is talking to a reporter from her local newspaper. She is comparing life today with life in the past. Complete her sentences using *don't have to*, *doesn't have to* or *didn't have to*.

1. We had to make our own fun in the old days. There wasn't any television then.

These days people

2. There's so much traffic now. You have to wait ages to cross the road. In those days you

3. I had to work long hours when I was young. But children today have it easy. They

4. My father had to work in a factory when he was twelve. Just imagine! Today a twelve-year-old child

5. There's so much crime today, isn't there? People have to lock their doors now. It was better in the old

days when people

6. We had to wash our clothes by hand. There weren't any washing machines, you know. Nowadays

people

Didn't need to do or needn't have done?

6. Write the sentences using *didn't need to do* or *needn't have done*.

1. The previous owners had already decorated the flat, so we (decorate / it / ourselves).

2. Luckily, we were able to sell our old flat before we bought the new one, so we (borrow/any money).

3. It was very hot yesterday, so I watered all the flowers. And now it's pouring with rain I (bother).

4. We've done the journey much more quickly than I expected. We (leave / so early).

5. A friend had already given me a free ticket to the exhibition, so I (pay / to go in).

6. Service was included in the bill, so you (tip / the waiter). It was a waste of money.

Should and ought to

7. Put in *should*, *shouldn't*, *ought* or *oughtn't*. (Look for the word *to*.)

Vicky: I can't come out tonight, Rachel. I (1) to do some more work. I'm behind with everything. I've got so much to do.

Rachel: You (2) worry so much, Vicky. Don't panic. You (3) to relax sometimes. You (4) take a break.

Vicky: I know I (5) panic, but I do. I can't help it.

Rachel: Anyway, you're doing OK, aren't you? Your results have been good. You (6) be pleased. You (7) to invent problems for yourself.

◆ UNIT 5 SOLUTIONS

■ IMPACT OF TECHNOLOGIES ON US

• LISTENING

How much power...

Before watching

1. Discuss the following in groups.

How much do you know about electricity? How much do we depend on electricity?

Can we live without electricity?

2. Discuss the meaning of the following words with the partner.

to flip a switch / a joule / a watt / a grid / breakthrough

While watching

2. Watch the video and decide whether the statements are true or false.

1. In everyday life we measure electricity in joules.
2. It takes a million watts to power a small town.
3. As of 2020, it takes three trillion watts to power the entire world.
4. Global electricity needs could double by 2050.
5. Today, half of the electricity we generate comes from clean sources.

After watching

3. Discuss with the partner.

1. What other ways of using electricity does the speaker suggest?
2. What is nuclear fusion?

• READING AND SPEAKING

1. Which gadgets do you use most frequently? Why?
2. Make a list of five beneficial and five harmful effects of the most frequently used gadgets for teenagers?
3. Read the text and compare the findings in the article with your lists.
4. Make up the glossary of the ten most essential words from the article.
5. In small groups, lead argumentative discussions on which ideas you agree or disagree with.
6. Summarise your findings.

Impact of technology on kids today and tomorrow.

The technological boom means that children are becoming computer experts at a very young age. As kids are learning from a very young age about technology, they're making huge strides as they grow in being prepared for schooling, future careers, innovation, and more.

However, with all this constant immersion in technology, there are some very real concerns about how this tech impacts childhood development. We are wandering into unknown territory as generations past have never had this same kind of constant technological immersion. But experts are starting to see what technology at this level can do to children and their future.

Children and technology: benefits and drawbacks.

Kids have access to screens all around them. Many homes have multiple television sets, computers, tablets, and phones for children to find and play with. Research shows that the average 8- to 10-year-old spends almost 8 hours a day with a variety of media, and older children and teenagers spend around 11 hours per day with media.

Children and teenagers aren't cutting down their media consumption either. And this has continued to get more intense over time, as more apps and options arise to distract kids.

While many people see the negative impact of such technology usage, there are also pros. The real question is what can parents and teachers do to harness technology in useful ways, without letting kids become slaves to it and the negative effects it can have on their lives.

Negative effects.

Learn about the negative effects of technology on young children and teenagers.

Lower attention span. Teachers, parents, and students themselves find that technology can have a direct impact on attention spans. The immediacy of technological interactions make waiting harder for children. With technology, they aren't forced to wait. They can have their TV show immediately, they don't get bored because they always have something to entertain them. Technology moves fast, instant responses and instant gratification are impacting attention spans for young children and teenagers alike.

Increased risk and lack of privacy. Teenagers and children have grown up in a technological world, and the idea of privacy is somewhat foreign to them. Cybersecurity is a huge element of tech today, but it isn't always perfect. Hackers and criminals can utilize technology to steal identities and harass children. Technology has created an increase of theft, privacy issues, harassment, and more. The IT industry is in need of cybersecurity professionals who can help make technology safer for children, so consider getting started on your degree today.

Risk of depression. Teenagers and children who report more time using media are more likely to also report mental health issues. Depression is a key issue that is correlated with more media use. This has increased suicide rates and has led to more youth needing mental health interventions like medicine and counseling. Experts believe time spent on social media or using technology can directly be tied to increased depression.

Obesity. Children who spend more time inside on their phones or tablets don't spend as much time running and playing outside. They establish habits of technology use that doesn't involve exercise. This can lead to increased obesity rates in children and young adults.

Falling grades. Many students today can see their grades take a hit when they spend more time with technology. Increasing technology usage means less time spent on homework, and the kind of developmental changes technology can bring can make students struggle with homework like reading and writing.

Bullying. As technology flourishes, so does bullying. Children and teens are using technology and social media to bully other kids, without having to face them. Often called cyberbullying, this trend is increasing and getting more popular with even younger students.

Social interaction issues. With more time spent on technology, younger children are having issues with face-to-face social interactions. Many seem to prefer to text or talk on social media as opposed to talking to each other in-person. Even when children spend time together, they may spend more time texting or on their phones than actually being together.

Positive impacts.

While there are many negative impacts that can be connected to technology use, there are many positive impacts as well.

Helping them learn. There are many educational elements of technology that can help children learn. From TV programming to apps on a smartphone or tablet, there are many things that children can be exposed to that can help develop their mind and teach them new things.

Classroom tool. Many teachers have started using technology in classrooms to help students learn. Technology helps teachers reach different kinds of learners, reinforce and expand on concepts, and motivate students in new ways. As more teachers embrace technology, new kinds of learning can take place in classrooms, and more students can be reached in ways that they relate with.

Preparing for future tech careers. As technology continues to grow and flourish, there will be more demand for professionals ready to take on technology careers. When children start getting excited about technology and the potential it offers them from a young age, they're more prepared for their future and the possibilities it offers. Children can start getting technological skills early that they'll need in the future. If you're a young student who has the technological background you need for an IT career, consider an IT degree to build your credentials and get you started on the path.

Improved multitasking. Studies show that using technology helps young children learn how to multitask more effectively. While multitasking never allows you to fully focus on one area, students can learn how to listen and type to take notes, or other multitasking activities that can help them succeed in their future.

Improved visual-spatial development. Spatial development can be greatly improved when technology like video games is used to help train young students and children. Practicing visual-spatial skills with video games can be a great way to improve abilities. Visual spatial skills are needed in a variety of things, like map reading, puzzles, and more.

Improved problem solving and decision making. Technology often presents children with problems, and helps them learn how to make decisions and solve those problems. Games and apps on tablets or smartphones can help give children the practice they need to find success down the road. When students wisely use technology they can reap huge rewards.

How adults can help.

Parents and adults can help children get the benefits of technology with less of the negative effects. Parents can start by ensuring children under two don't use screens. They can also play along with children to include face-to-face interactions with technology, and make sure that tech doesn't interfere for opportunities to play. Parents should also work to set appropriate boundaries including time limits, and model good smartphone use. Cybersecurity software and systems can help ensure that kids stay safe while using technology.

Parents and teachers can watch for quality apps that promote vocabulary, math, literacy, and science. Adults can help make sure kids learn about computer science and IT as part of technology use to give them opportunities for a bright tech future.

■ EVERYONE MAKES MISTAKES

• READING AND VOCABULARY

1. Read the text and number the paragraphs in the correct order.

Everyone makes mistakes

[A] He now lives in a one-bedroom flat just off Sloane Street in the very heart of London. He can step out of his door straight into the city. He still visits his house in France at weekends, but he is much happier in his new life. His London job is not as stressful as his Manhattan job was, but he describes it as 'fantastic fun'. He *sums up* his decision to go back to work in the following words: 'I just wanted the challenge again.'

[B] Secondly, he found it hard to get used to the pace of life. He had been used to life in the big city in a corporate environment with three or four things going on all the time. In France, with nothing to do in the evenings, he found himself going to bed at

9.00 p.m. every night which eventually became tedious. He started feeling that he might be *missing out on* something.

[C] At the age of 40, Clive Cooke decided to *give up* his high-pressure job in Manhattan and retire to the south of France. He sold his house for \$250,000, loaded all his furniture onto a ship and moved to a village between Cannes and Nice with his girlfriend at the time. Yet 18 months later he was back in the big city and working again, this time in London, *taking up* another management position. So, what went wrong? What made Clive *change his mind*?

[D] Finally, Clive *split up* with his girlfriend. They found that spending 24 hours together with nothing more to do than sunbathe at the side of the pool was very different from the stimulating life they had led in Manhattan. And being alone with no one to talk to in a beautiful house in the countryside was not the retirement Clive had planned. So when he received a call from a colleague offering him the job in London, he *jumped at the chance*.

[E] The first problem was a financial one. Clive could not believe how fast his money disappeared when he did not have a regular salary. In the end he *went through* about three times more than he had planned, and he realized he would have to sit down and budget his money better if he wanted it to last.

2. Read the text again and mark the sentences T (True), F (False), or DS (Doesn't say).

1. Clive spent a year and a half in the South of France.
2. Clive earned \$250,000 a year.
3. He didn't have enough money to stay in France.
4. He enjoyed the peace and quiet in France.
5. When he split up with his girlfriend, Clive started looking for a new job.
6. He didn't have to apply for his new job in London.
7. Clive bought his house in London.
8. He is very happy living and working in London.

3. Look at the highlighted phrasal verbs and verb phrases. What do you think they mean? Complete the sentences with the correct form of the words.

1. Do you think you and your boyfriend will _ if you go abroad and he stays here?
2. My brother _ all sport when he started getting back pains.
3. We _ the chance to see U2 in concert because we were away on holiday at the time.
4. My brother isn't very responsible with money. He often _ his monthly salary in just two weeks.
5. Jessica is _ the position of Human Resources manager next month.
6. When Emily's company asked for volunteers to open an office in Barcelona, she _.
7. I _ about my boss when he started listening to our complaints.
8. The chairperson always _ the decisions made in a meeting before it finishes.

4. Read the text quickly. What is Shyno?

Solutions for the shy romantic

So what do you do if you see the man or woman of your dreams in the street, on the beach, or in a disco, yet you're too shy to **approach** them? A 28-year-old Italian medical student, Simone Giancola, has **come up with** the perfect solution: the Shyno dating service.

Simone says he had his idea when he saw a beautiful woman on a sailing boat and felt frustrated that he couldn't contact her. 'I saw this **stunning** girl on a boat, quite the most beautiful girl I'd ever seen in my life. The boat had a number, and I thought, 'If only the number of that boat was a telephone number!''

This experience gave him the idea of using T-shirts with a code saved on a database so that people could contact the object of their desire. The Shyno data service works like this. First, you buy a T-shirt with a **nickname**, and number printed on it, which form, a code - for example Cayman 232 or Emily 14. The organizers issue you with a **membership card** bearing a secret password so that you can **register**, online with the website: www.shyno.com.

Then, when you see the man or woman of your dreams wearing a Shyno T-shirt you can make a note of the code and send an admiring text or video message to the website. Your message is passed on to him or her with your details and your own mobile phone number. If he or she gets in touch with you, then you can take it from them.

The scheme began after a **trial** in a night club, when 1,000 fine T-shirts were given out. Within a week they had generated 14,000 text messages.

More than 20,000 T-shirts have been sold since Shyno was started in Italy last year and the scheme is being advertised on Italian television. *La Stampa* newspaper called Shyno 'the future of the eternal game of seduction', Mr Giancola expects to have 200,000 customers by the end of this year and a million within three years.

So, what has happened to the stereotypical image of Italian men? Have they lost their macho instincts? Maura Falcinelli, the scheme's Rome representative, says that times have changed. 'Young women are **wary** of responding to approaches by strangers. Romance has become a risky business.'

Shyno is also considering extending the dating scheme to car number plates. 'Think how many times you pull up at traffic lights and exchange glances with an attractive person in the car next to you,' Mr Giancola said. 'We Italians sometimes throw across a folded piece of paper with our phone number on it. How much simpler to take a note of the number plate and see if the car is registered on the website'

5. Read the text again and mark the sentences T (True) or F (False).

1. Simone Giancola founded Shyno when he was at university.
2. He got the idea after talking to a beautiful girl on a boat.
3. You register your real name on the Shyno website.
4. You can send a text message directly to the person you like.
5. When they tried the idea in a night club, it was successful.
6. *La Stampa* is sure the website is a good idea.
7. Shyno is successful because Italian men have become less macho.
8. You can also register your car number plate on Shyno.

6. Look at the highlighted words. What do you think they mean?

7. Match the words to the correct definition.

1. An informal name used by your family or friends
2. The noun from the verb 'try'
3. Careful because you are uncertain or afraid
4. Go near to somebody
5. Put your name on an official list
6. Think of, invent
7. Very attractive, beautiful
8. A card which shows you belong to a club or organization

8. Complete the sentences with the words from 7.

1. If you want to vote in the elections, you have to _ at the Town Hall.
2. My real name is John, but everyone uses my _, which is 'Curly'.
3. I forgot my _ so they wouldn't let me use the gym.
4. Some people are _ of using their credit card to buy things on the Internet.
5. The police say that the escaped prisoner is dangerous, and nobody should _ him.
6. Scientists are trying to _ a cure for the common cold.
7. The view from the top of the mountain is _!
8. There's going to be a _ of the new system before it is used in all shops.

■ LANGUAGE FUNCTIONS

- Challenging someone's ideas

In this video, Vanya tells Paul and Emir about her latest idea. Listen to the language they use for challenging someone's ideas and practise saying the useful phrases.

Before watching

Do the preparation task first. Then watch the video and do the exercises.

Preparation task

1. Match the endings of the sentences (a–h) with the beginnings (1–8).

Beginning	Ending
1. I'm a bit lost. What	a. do you see this working?
2. Have you considered	b. are you talking about?
3. I take your	c. with you here.
4. I see where	d. point, but I'm not really sure.
5. I think I agree	e. both sides.
6. How exactly	f. the fact that Monday's a national holiday?
7. I'm very aware	g. you're coming from.
8. You have to look at it from	h. of the challenges here, but it's worth a try.

2. Are the sentences true or false?

1. Vanya is very excited about her new idea.
2. She wants to add a few cat videos to their social media account.
3. Paul loves the idea.
4. Emir isn't sure about the idea at first.
5. Vanya believes that sharing cat videos will increase their number of social media followers.
6. Emir wants to know more details about Vanya's plan.
7. Vanya already knows who's going to find the cat videos.
8. In the end, Emir thinks they should try a different idea.

3. Put the words in the correct order to make sentences.

1. talking about? lost. What are you bit I'm a
2. considered we're a branding agency, the fact that not a pet shop? Have you
3. your point, be imaginative. but I take
4. from. you're coming where I see
5. with agree Paul here. I think I
6. this working? do you How exactly see
7. but this will work. the challenges here, I'm very aware I'm convinced of
8. look from You have to both sides. at it

4. Complete the dialogue with the words.

about / both / challenges / coming / exactly / fact / lost / point

A: Food! Fridays!

B: I'm a bit (1). What are you talking (2)?

A: Food Fridays! Every Friday, someone brings in some food they've made for the office to share. Healthy, of course. I think it will really improve the mood in the office.

B: Oh. Have you considered the (3) that some people don't like cooking?

A: Yes, of course. People could buy something instead. And we'd make a list of what people can't eat and things like that too.

B: I see where you're (4) from, but how is this going to improve people's mood if they have to spend money?

A: I take your (5), but I'm sure we could make arrangements with the finance department so that people can get the money back.

B: Perhaps. So how (6) do you see this working?

A: Well, we set up a calendar and people write their name next to the Friday when they want to bring something.

B: But what if some people don't write their names? Or forget to bring the food?

A: I'm very aware of the (7) here, but I think enough people will love the idea, and we really need something positive right now!

B: OK, I guess you have to look at it from (8) sides. Once it starts, people who don't like the idea now might change their minds ... OK, let's try it!

Discussion

Have you ever tried any unusual ideas at work?

• Dealing with a problem

In this video, Vanya goes to Yuna with a problem. Listen to the language they use for dealing with a problem and practise saying the useful phrases.

Before watching

Do the preparation task first. Then watch the video and do the exercises.

Preparation task

5. Put the phrases (a–h) in the correct groups (1–2).

Groups	Phrases
1. Telling someone about a problem 2. Helping someone who has a problem	a. Don't worry, these things happen. b. I've made a mistake c. What's the matter? d. I've got a bit of a problem. e. I'm sure we can work it out. f. Thanks for letting me know. g. Oh, it was such a silly thing to do! h. I feel so much better now I've told you.

6. Write a number (1–6) to put the events from the story in order.

Vanya asks Yuna if they can talk.

Yuna tells Vanya not to worry and says there's a solution.

Yuna is shocked to hear how much Vanya spent.

Yuna wants to know what the mistake was.

Vanya tells Yuna there's a problem.

Vanya tells Yuna she used the company credit card by accident.

7. Complete the dialogue with the words.

<i>a bit of a in private</i>	<i>letting me know made</i>	<i>so much better things happen</i>	<i>what's the matter work it out</i>	<i>wrong worried</i>
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Vanya: Yuna!

Yuna: Oh, morning!

Vanya: I've got (1) problem.

Yuna: What's (2)?

Vanya: Can we talk (3)?

Yuna: Of course.

Yuna: Right, so, (4)?

Vanya: Well, I've (5) a mistake. A big mistake.

Yuna: OK. I'm sure we can (6).

Vanya: It was such a silly thing to do!

Yuna: I'm getting (7) now. What's going on here?

Vanya: OK. It was late last night and I was tired. I accidentally used my company credit card

instead of my own to buy something!

Yuna: Don't worry, there's (8). There's a procedure to deal with this.

Vanya: Ah! I feel (9) now I've told you.

Yuna: Thanks for (10).

8. Write one word to fill the gaps.

A: Are you OK? What's wrong?

B: I've got a (1) of a problem.

A: Oh. What's (2) matter?

B: Can we talk (3) private?

A: (4) course. Are you OK?

B: Well, I've (5) a mistake. A big mistake.

A: OK. I'm sure we can work it (6).

B: I emailed the financial report to Mark Banthorpe instead (7) Mark Babingall.

A: Don't worry, (8) things happen. It could be worse! Just recall the email.

B: Ah! Thanks. I feel so (9) better now I've told you.

A: Thanks for (10) me know.

Discussion

When was the last time you helped someone with a problem at work?

• Discussing advantages and disadvantages

In this video, Noelia and Yuna talk about how to encourage creativity in the office. Listen to the language they use to discuss advantages and disadvantages and practise saying the useful phrases.

Before watching

Do the preparation task first. Then watch the video and do the exercises.

Preparation task

9. Put the words in the correct order.

1. one the On hand ...

2. on the But other hand ...

3. what see mean. I you

4. just sure. not I'm

5. an issue There be that. could with

6. see I where coming you're from.

7. There advantages. are lots of
8. But the I can also disadvantages. see

10. Are the sentences true or false?

1. Noelia thinks it would be a good idea to have a trampoline in the office.
2. Yuna has her best ideas when she's at her desk.
3. Noelia has never been on a trampoline.
4. Yuna is worried about what the clients would think of a trampoline.
5. Noelia thinks that trampolining is good for your health.
6. Yuna says yes to Noelia's idea.

11. Complete the sentences with the words.

advantages / coming / disadvantages / hand / issue / mean / other / sure

1. On the one _ it's a lovely idea.
2. But on the _ hand it could be noisy.
3. I see what you _.
4. I'm just not _ if a trampoline is necessary.
5. There could be an _ with the clients seeing us jumping around.
6. I see where you're _ from, but I think our clients will love it!
7. There are lots of _ to trampolining. It's good for you.
8. I can also see the _. What if someone hurts themselves?

12. Write one word to fill the gaps.

A: Let's travel by train to the Glasgow conference next month.

B: I'm (1) sure. I think I'd prefer to fly.

A: Really? On the (2) hand flying is quicker, but on the (3) hand the train is more relaxing.

B: I see (4) you're coming from, but I still think the plane is the best option.

A: There are lots of advantages (5) the train. It's cheaper and more environmentally friendly.

B: Yes, but I can also (6) the disadvantages. It's a long journey and there are often delays.

A: I see (7) you mean, but we could work on the train and see the Scottish countryside.

B: OK. I'm not saying yes but I'll think (8) it!

Discussion

When and where do you have your best ideas?

• Giving advice

In this video, Paul and Bob try to help Noelia with a problem. Listen to the language they use for giving advice and practise saying the useful phrases.

Before watching

Do the preparation task first. Then watch the video and do the exercises.

Preparation task

13. Put the words in the correct order.

1. do What should I do? you think
2. I'd were If I talk to her. you,
3. a sure good idea. that's I'm not
4. try could you Perhaps phoning them.
5. resetting Why the password? you try don't
6. you I suggested. tried what

14. Are the sentences true or false?

1. Noelia is stressed because a client keeps emailing her about unimportant things.
2. Noelia thinks she should ask the client to stop sending emails.
3. Noelia likes Bob's suggestion at first.
4. Bob had a similar problem in a previous job.
5. Bob suggests that the scar on his neck is from a snake bite.
6. Noelia follows Bob's advice and it works.

15. Choose the more polite option.

1. Tell me what to say! What do you think I should say?
2. I'm not sure that's a good idea. That's a really bad idea.
3. Just call her office! Perhaps you could try calling her office.
4. Why don't you try doing nothing? You've done enough.
5. Check with Sam before you do anything. If I were you, I'd check with Sam first.
6. Fine. Good. Oh, that's very good news.

16. Complete the sentences with the words.

do / doing / should / suggested / sure / too / try / were

1. What do you think I _ do?
2. If I _ you, I'd ask her to stop.
3. I'm not _ that's a good idea.
4. Perhaps you could _ talking to Noelia about it.
5. Why don't you try _ nothing?
6. Perhaps you could just _ nothing.
7. I'm not _ sure about that.
8. So, I tried what you _.

Discussion

Who do you ask for advice and why?

- Persuading someone to do something

In this video, Noelia tries to convince Paul to DJ at the office party. Listen to the language Noelia uses for persuading Paul to do something and practise saying the useful phrases.

Before watching

Do the preparation task first. Then watch the video and do the exercises.

Preparation task

17. Decide which five sentences are asking or persuading someone to do something.

- A. I'd really appreciate your help with this.
- B. Why don't you give it a go?
- C. I'm not very good at that.
- D. You'd really be helping me out.
- E. I don't usually do that kind of thing.
- F. You'd be brilliant at it!
- G. Come on! There's nothing to lose!
- H. OK, I'll think about it.

18. Choose the best option to complete the sentences.

- 1. Noelia wants Paul to DJ at a party for
 - a. her friends. b. the people they work with. c. their customers.
- 2. Noelia says Paul would
 - a. be good at it. b. enjoy it. c. learn something new from it.
- 3. Paul thinks his music taste is
 - a. excellent. b. out of date. c. weird.
- 4. Noelia says their colleagues will dance to
 - a. any pop music. b. any type of music. c. anything from the 90s.
- 5. Paul is worried about
 - a. his DJ equipment.
 - b. missing the party while he's DJing.
 - c. what people will think of him.
- 6. In the end, Paul says
 - a. yes. b. no. c. maybe.

19. Put the words in the correct order.

- 1. got a ask you. small I've favour to
- 2. you feel would about DJing? How
- 3. brilliant at it. be You'd
- 4. DJ I know. I the only ask, wouldn't usually but you're
- 5. it give Why don't you a go?
- 6. to nothing There's lose.
- 7. You'd out. be helping me really
- 8. OK, it. think I'll about

20. Write one word to fill the gaps.

A: Hey, Sunil, have you got a minute? I've got a small (1) to ask you.

B: OK.

A: How would you (2) about presenting the marketing awards ceremony with me?

B: Presenting? I've never done anything like that before.

A: You're a great speaker! And funny. I think you'd (3) brilliant (4) it.

B: Oh, I don't know ...

A: Look, I wouldn't (5) ask, but you're the only person who could do it. Why don't you (6) it a go?

B: Urgh ... But what if I make a bad joke?

A: Come on! There's (7) to lose!

B: Mmm ...

A: Sunil, you'd really be helping me (8).

Discussion

Are you good at persuading people to do things?

■ WRITING

- How to Write a Cause or Effect Paragraph

What Is Cause and Effect?

People have always looked at the world and asked the questions, "Why did this happen?" or "What are the results of that event?" Ancient societies created beautiful myths and legends to explain the origin of the universe and our place in it, while modern civilization has emphasized scientific methods of observation to find the cause of a disease or to determine why the planet Mars appears to be covered by canals. When we examine the spiritual or physical mysteries of our world, we are trying to discover the connections or links between events. In this chapter, we will refer to connections between events as causal relationships.

Causal relationships are part of our daily lives and provide a way of understanding the cause, result, or consequence of a particular event. The search for cause or effect is a bit like detective work. Probing an event is a way of searching for clues to discover what caused an event or what result it will have in the future.

For example, we might ask the question, "Why did the car break down just after it came back from the garage?" as a way of searching for the cause of the car's new problem. Or we might ask, "What will be the side effects of a certain medicine?" in order to determine what effect a particular medicine will have on the body. This search for connections can be complex. Often the logical analysis of a problem reveals more than one possible explanation. Sometimes the best one can do is find possible causes or probable effects. In the exercises that follow, you will be asked to search for causes, effects, and connections that are causal relationships.

PRACTICE

Become familiar with the causal relationship by thinking through a few typical situations signalled by the following expressions:

If _ then _

1. If you _, then you will _.

The cause, reason _ the result, consequence, effect

2. Because I _, the result was that I _.

The problem _ the solution

3. _ could be solved by _.

EXERCISE 1 Finding Causes and Effects in Paragraphs

Below are two paragraphs about the same topic: headaches. One paragraph considers causes, and the other looks at some of the effects recurring headaches have on people's lives. In each case, list the causal relationships suggested in the paragraph.

1. Cause: Explaining WHY

Headaches can have several causes. Many people think that the major cause of headache is nervous tension, but there is strong evidence that suggests diet and environment as possible factors. Some people get headaches because they are dependent on caffeine. Other people may be allergic to salt, or they may have low blood sugar. Still other people are allergic to household chemicals including polishes, waxes, bug killers, and paint. If they can manage to avoid these substances, their headaches tend to go away. When a person has recurring headaches, it is worthwhile to look for the underlying cause, especially if the result of that search is freedom from pain.

What causes a headache?

1.

2. a. b. c.

3. a. b. c. d.

2. Effect: Understanding or predicting RESULTS, CONSEQUENCES, EFFECTS, SOLUTIONS

Recurring headaches can have several disruptive effects on a person's life. Severe headaches are more than temporary inconveniences. In many cases, these headaches make a person nauseous to the point that he or she must go to bed. Sleep is often interrupted because of the pain. This worsens the physical and emotional state of the sufferer. For those who try to maintain a normal lifestyle, drugs are often relied on to get through the day. Such drugs, of course, can have other negative side effects. Productivity on a job can certainly be reduced, even to the point of regular absences. Finally, perhaps the most distressing aspect of all this is the seemingly unpredictable occurrence of these headaches. The interruption to a person's family life is enormous: cancelling plans at the last minute and straining relationships with friends and family, it is no wonder that many of these people feel discouraged and even depressed.

What are some of the effects of headaches?

1. 2. 3. 4. 5. 6. 7.

Working with Cause and Effect: Recognizing Relationships and Connections between Events

Avoid These Common Errors in Logic

1. Do not confuse coincidence or chronological sequence with evidence.
2. Look for underlying causes beneath the obvious ones and for far-reaching effects beyond the ones that first come to mind. Often what appears to be a single cause or a single effect is a much more complex problem.

Here is an example of a possible error in logic:

Every time I try to write an essay in the evening, I have trouble getting to sleep. Therefore, writing must prevent me from sleeping.

In this case, writing may indeed be a stimulant that prevents the person from sleeping. However, if the person is serious about finding the cause of insomnia, he or she must observe whether any other factors may be to blame. For instance, if the person is drinking several cups of coffee while writing each evening, this could be a more likely cause of the person's wakefulness.

EXERCISE 2. Looking for the Causal Relationship

Study each of the following situations. In each case, if the sequence of events is merely coincidental or chronological, put a T for time in the space provided. If the relationship is most likely causal, put a C. Be prepared to explain your answers in class.

1. Every time I carry my umbrella, it doesn't rain. I am carrying my umbrella today; therefore, it won't rain.
2. We put the fertilizer on the grass. A week later the grass grew two inches and turned a deeper green.
3. On Tuesday morning, I walked under a ladder. On Wednesday morning, I walked into my office and was told I had lost my job.
4. The child was born with a serious kidney condition. Seven days later, the child died.
5. Tar and nicotine from cigarettes damage the lungs. People who smoke cigarettes increase their chances of dying from lung cancer.
6. A political scandal was exposed in the city on Friday. On Saturday night, only twenty-four hours later, a power blackout occurred in the city.
7. Very few tourists came to the island last year. The economy of the island declined last year.

Working for Coherence: Using Transitions

Several transitions and expressions are particularly useful when writing about causes or effects. You will need to feel comfortable using these words and expressions, and you will need to know what punctuation is required.

Common Transitions

<p>Common Transitions for Cause:</p> <p>because caused by results from the reason is that... + a complete sentence since</p>	<p>Common Transitions for Effect:</p> <p>accordingly as a result, resulted in consequently for this reason so, so that then, therefore, thus</p>
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Writing the Cause or Effect Paragraph Step by Step

To learn a skill that has so many different aspects, it is best to follow a step-by-step approach, so that one aspect can be worked on at a time. This will ensure that you are not missing a crucial point or misunderstanding a part of the whole. There are other ways to go about writing an effective paragraph, but here is one logical method you can use to achieve results.

Steps for Writing the Cause or Effect Paragraph

1. After you have chosen your topic, plan your topic sentence.
2. Brainstorm by jotting down all possible causes or effects. Ask others for their thoughts. Research if necessary. Consider long-range effects or underlying causes.
3. Choose the three or four best points from your list.
4. Decide on the best order for these points. (From least important to most important is one way to organize them.)
5. Write at least one complete sentence for each of the causes or effects you have chosen from your list.
6. Write a concluding statement.
7. Finally, copy your sentences into standard paragraph form.

On Your Own: Writing Cause and Effect Paragraphs from Model Paragraphs

The Causes of a Social Problem

ASSIGNMENT 1 Write a paragraph about the causes of a social problem that is of concern to you. The following paragraph looks at possible reasons for placing an elderly relative in a nursing home.

Model Paragraph

Industrialized societies have developed homes for the elderly who are unable to care for themselves. In spite of much criticism, these homes have a growing percentage of our nation's elderly. Why do some people feel forced into placing parents into a nursing home? The most immediate cause is that following some serious illness, there is often no place for the elderly person to go where he or she can be cared for. In the family of today, it is often the case that both partners work outside the home so no one is home during the day to care for the person. Hiring a nurse to be in the home every day is beyond the budget of nearly every family. Even when a family member can be home to care for the elderly person, the problems can be

overwhelming. The older person can be too heavy for one or even two to manage. Bathing, particularly, can be dangerous in these circumstances. In addition, many elderly people have to be watched very carefully because of their medical condition. Many families do not have the proper training to meet these needs. Finally, elderly people who may be senile and difficult can often intrude on a family's life to the point that a caregiver may never be able to leave the house or get a proper night's rest. Perhaps a better system of visiting nursing care could help some families keep their loved ones in their homes longer.

The Effects of a Substance or Activity on the Human Body

ASSIGNMENT 2. Write a paragraph about what happens to the human body when it uses a substance or engages in some activity. The following model paragraph is from Norman Taylor's *Plant Drugs That Changed the World*.

Model Paragraph

The ordinary cup of coffee, of the usual breakfast strength, contains about one and a half grains of caffeine (100 mg.). That "second cup of coffee" hence means just about three grains of caffeine at one sitting. Its effects upon the nervous system, the increased capacity for thinking, its stimulating effects on circulation and muscular activity, not to speak of its sparking greater fluency — these are attributes of the beverage that few will give up. If it has any dangers, most of us, in ordinary doses, are inclined to ignore them. But there is no doubt that excessive intake of caffeine at one time, say up to seven or eight grains (i.e., 5 or 6 cups), has harmful effects such as restlessness, nervous irritability, insomnia, and muscular tremor. The lethal dose in man is unknown, for there are no records of it. Experimental animals die in convulsions after overdoses and from such studies it is assumed that a fatal dose of caffeine in man may be about 150 grains (i.e., one-half ounce). That would mean about one hundred cups of coffee!

The Effects of a Community Disaster

ASSIGNMENT Select a community or area disaster that you have personally experienced or heard about. This could include a severe climatic condition or a man-made disaster. Describe the effects it had on you or the people involved. The following model paragraph looks at the causes for the loss of life in the sinking of a supposedly unsinkable ship on its maiden voyage over 80 years ago.

Model Paragraph

One of the most tragic events of the twentieth century was the sinking of the British ship Titanic in the Atlantic Ocean on April 15, 1912, with the loss of over 1500 lives. The immediate cause of this terrible loss of life was a large iceberg that tore a three-hundred-foot gash in the side of the ship, flooding five of its watertight compartments. Some believe that the tragedy took place because the crew members did not see the iceberg in time, but others see a chain of different events that contributed to the tragedy. First was the fact that the ship was not carrying enough lifeboats for all of its passengers: it had enough boats for only about half of the people on board. Furthermore, the ship's crew showed a clear lack of caring about the third class or "steerage" passengers, who were left in their cramped quarters below decks with little or no help as the ship went down. It has often been said that this social attitude of helping the wealthy and neglecting the poor was one of the real causes of the loss of life that night. Indeed, some of the lifeboats that were used were not filled to capacity when the rescue ships eventually found

them. Finally, the tragedy of the Titanic was magnified by the fact that some ships nearby did not have a radio crew on duty and therefore missed the distress signals sent by the Titanic. Out of all this, the need to reform safety regulations on passenger ships became obvious.

■ VIDEO

• Screen Generation

1. How much time do you spend on a screen? Which part of it is mandatory? How do you find the balance?
2. Make the list of five beneficial and five harmful effects of being on screen?
3. Watch the documentary <https://topdocumentaryfilms.com/screen-generation/>
4. Compare your list with the findings from the documentary.
5. Develop a cause / effect paragraph on the topic 'Screen Generation'.

■ FUNCTIONAL GRAMMAR SUPPLEMENT

• Comparative and superlative forms

The comparison of adjectives

1. Tom is a United fan. He never stops talking about them. Put in the superlative form of the adjectives.

1. Everyone's heard of United. They're the (famous) team in the world.
2. They've got a long history. They're the (old) club in England.
3. They've got lots of money. They're the (rich) club in the country.
4. Their stadium is new. It's the (modern) stadium in Europe.
5. United are wonderful. They're the (great) club in the world.
6. And what a team! It's the (exciting) team ever.
7. They've got lots of fans. They're the (popular) team in the country.
8. United have won everything. They're the (successful) team ever.
9. They're good to watch. They play the (attractive) football.
10. United fans are happy. We're the (happy) people in the world.

2. Complete the advertisements with the comparative form of the adjective.

1. Use Get-It-Clean and you'll get your floors _.
2. Elegant Wallpapers simply look _.
3. Watch a Happy Video and you'll feel _.
4. Wear a pair of Fast Shoes and you'll be a _ runner.
5. Helpful Cookbooks are a _ guide to cooking.
6. Wash your hair with Lovely Shampoo for _ hair.
7. Try a Big-Big Burger and you'll have a _ meal.
8. Restful Beds give you a _ night.
9. Wear Modern Fashions for a _ look.

The comparison of adverbs

3. Put in the comparative form of these adverbs: *carefully, early, easily, high, long, loud, often, smartly*.

1. I was too nervous to go _ than halfway up the tower.
2. We could have found the place _ with a map.
3. Do you have to wear those old jeans, Mike? Can't you dress _?
4. You needn't go yet. You can stay a bit _.
5. There are lots of break-ins. They happen _ nowadays.
6. If you do it again _, you won't make so many mistakes.
7. The film starts at eight, but we should get to the cinema a few minutes _.
8. We can't hear. Could you speak a bit _?

Irregular forms

4. Matthew and Emma are walking in the country. Put in *further, furthest, better, best, worse and worst*.

Emma: I'm not used to country walks. How much (1) is it?

Matthew: Not far. And it gets better. We've done the (2) part. Look, the path gets easier. It goes downhill from here. I hope you're feeling (3) now, Emma.

Emma: I feel dreadful, actually, (4) than before.

Matthew: Oh, dear. Do you want to have a rest?

Emma: No, the (5) thing would be to get home as soon as we can. I'm not very fit, you know. This is the (6) I've walked for a long time.

Comparing quantities

5. Put in *more, most, less (×2) and least*.

Laura: Our new car is smaller, so it uses (1) petrol. They tested some small cars, and this one costs the (2) to run of all the cars in the test. It's very economical, so Trevor likes it. He wants to spend (3) on motoring.

Harriet: Can you get three people in the back?

Laura: Not very easily. We had (4) room in our old car. (5) cars take five people, but not this one.

Comparative and superlative forms

6. Write the correct forms.

1. You're the luckiest person I know.
2. The situation is getting *difficulter*.
3. I was *happyer* in my old job.
4. I've got the *most small* office.
5. This photo is the *goodest*.
6. Last week's meeting was *more short*.
7. Money is the *importantest* thing.

8. Is Rachel elder than Vicky?
9. This game is excitiger than the last one.
10. Of all the students, Andrew does the more work.
11. This month has been weter than last month.
12. The prices are more low here.
13. I feel more bad than I did yesterday.

• Comparative and superlative patterns

The comparative and *than*

7. Comment on these situations. Write sentences with a comparative and *than*. Use these adjectives: *big, expensive, long, old, popular, strong, tall*.

1. The film lasts two and a half hours, but the videotape is only two hours long.
2. The water-colour is £85, and the oil-painting is £100.
3. The church was built in 1878 and the library in 1925.
4. Daniel can lift 90 kilos, but Matthew can lift 120 kilos.
5. Mike is 1.7 metres tall, but Harriet is 1.8 metres.
6. Andrew hasn't many friends. Claire has lots of friends.
7. Mark's car has room for five people, but Sarah's has room for only four.

The superlative

8. Write sentences from the notes. Use the superlative form of the adjective.

1. Melanie / kind person / I know
2. Friday / busy day / week _ of the week.
3. the Metropole / nice hotel / town
4. this watch / one / cheap / you can buy
5. this Beatles album / good / they ever made
6. Alan / successful salesman / company

As... as

9. Use the notes and add sentences with *isn't as ... as*.

1. a car / a motor bike / expensive Why don't you buy a motor bike?
2. metal / plastic / strong I don't like these plastic screws.
3. the armchair / the stool / comfortable Oh, don't sit there.
4. surfing / swimming / exciting I prefer surfing to swimming.
5. the post / e-mail / quick A letter will take two days.

Than me/than I am

10. Choose the correct pronoun.

Tom: Why is Luke in our basketball team and not me? Aren't I as good as (1 he/him)? Is he taller than (2 I/me)? Is he a better player than (3 I am/me am)?

Nick: I don't know. I can't understand why I'm in the team. You and Luke are both better than (4 I/me).

Tom: Carl's in the team too, but I've scored a lot more points than (5 he has/him has).

Less

11. Complete the sentences. Use *less* with these words: *attractive, busy, convenient, nervous, optimistic, painful, seriously*.

1. Laura once hated flying, but now she feels _ about it.
2. David says his leg really hurt at first, but now it's _.
3. Mark and Sarah normally have lots to do, but they're _ this week.
4. Rita's old flat was near the shops. Her new place is _ for shopping.
5. Claire used to think Henry was very handsome, but now she finds him _.
6. Matthew is always exercising. Maybe he should take his fitness _.
7. With United's best player injured, Tom feels _ about their chances.

Much faster

12. Decide what to say. Use a phrase like *a bit better* or *a lot colder*.

1. You were feeling unwell earlier. Say that you feel better now. A bit, anyway.
2. Mention that yesterday was colder than today. A lot colder, in fact.
3. Say that your coat is longer than is fashionable. A bit, anyway.
4. You left work earlier than usual this afternoon. Slightly, anyway. Tell your friend.
5. Say that the shop is more expensive than the supermarket. Much more.
6. Ask if the new machine is reliable - any more so than the old one.

Faster and faster

13. Vicky works very hard at her studies, but she's worried that she's making no progress. Complete her sentences.

1. This subject gets (hard) all the time.
2. I'm just getting (confused).
3. It's becoming (difficult) for me to keep up.
4. The textbook just gets (complicated).
5. I spend (more) time on my work.
6. My list of things to do gets (long).
7. My problems are just getting (bad).

The faster, the better

14. Complete each sentence using the information in brackets.

1. (The rent is high.) The bigger a flat is _.
2. (You learn quickly.) The younger you are _.
3. (The roads are quiet.) The earlier you leave _.
4. (The choice is wide.) The bigger a supermarket is _.

5. (I get confused.) The more I try to work this out _.
6. (You can speak fluently.) The more you practice _.
7. (The beaches get crowded.) The better the weather is _.

• QUESTION TAGS

15. Put a question tag at the end of the sentences.

1. You work here, _?
2. It was a super show, _?
3. It feels much colder, _?
4. These sweaters are lovely, _?
5. We've got time for a coffee, _?
6. The bus goes at ten past, _?
7. It was a super show, _?
8. It feels much colder, _?
9. These sweaters are lovely, _?
10. You're a clever girl, _?
11. You haven't got change for a fiver, _?
12. I'm late, _? Sorry.
13. You haven't seen my pen anywhere, _?
14. Give me a hand with this, _?
15. You couldn't lend me ten pounds till tomorrow, _?
16. You're angry with me, _?
17. You don't like beef burgers, _?
18. You're going to France, _?
19. We had a good time, _?
20. It's a hot today, _?
21. You can't use a word processor, _?
22. You won't tell anyone, _?
23. We don't have to go yet, _?
24. I'm so stupid, _?
25. You haven't met Jane, _?
26. They didn't like the film, _?

16. Write sentences with a question tag for the following situations. Use the verb in brackets.

1. You're in a restaurant. Your daughter is playing with her food. You can tell she isn't happy. (like)
2. You and your boyfriend are getting ready to go to a party. He doesn't usually like parties. He's looking pretty miserable. (want)
3. You went to the party. Your boyfriend had a lot to drink. The next day he doesn't feel very well. (had)
4. You're out shopping. You see a dress that is absolutely beautiful, so you try it on. What do you say to your friend? (is lovely)

5. You're in the cinema. Your friend isn't enjoying the film because it's very violent.
(enjoy)
6. You go to a concert. It's brilliant. What do you say to your friend as you're leaving?
(was superb)

17. Ask people to do things or ask for information with a sentence and a question tag.

1. It's raining, and you need to go to the station. Pete has a car. Perhaps he could give you a lift.
Pete, _?
2. You're broke. Maybe Larry could lend you five pounds.
Larry, _?
3. You've lost your car keys. Perhaps Kate knows where they are.
Kate, _?
4. You need a dictionary. Perhaps Tricia's got one.
Tricia, _?
5. You're looking for Bill. Maybe Sue has seen him.
Sue, _?
6. You need change for a five-pound note. Maybe the newspaper seller could change it for you.
Excuse me, you _?

18. Put in question tags where you think they are appropriate in the following dialogues.

1.	A I can't do this exercise. It's very difficult. B Don't worry. I'm here to help you. A I'll be able to do it if I practise. B Of course, it took me ages to learn.
2.	A The Browns have got loads of money. B I know. They're always going on holiday. A I don't know where they get it from. B Still, we're happy with what we've got.
3.	A You aren't going out dressed like that. B Why not? I can wear what I want. A That depends. You're wearing my jacket. B No, I'm not. I bought this yesterday.
4.	A Dave's new car is great. B Yes, it's lovely. But he drives much too fast. A Yes, it's true. B You wouldn't like one like that. A Yes, I would. I'd give anything to have a car like that.

◆ UNIT 6 EMOTION

■ HIGHS AND LOWS

• LISTENING

What Is Emotional Intelligence and Its Importance

Before listening

1. Discuss the following in groups.

1. How do you define the term 'emotional intelligence'?
2. What components does it consist of?
3. Is it an important skill? Why do you think so?

While listening

2. Listen and answer the questions.

1. According to the speaker, why is Emotional Intelligence important?
2. What is Emotional Intelligence?
3. Who created this term?
4. What are seven components of Emotional Intelligence?
5. What are the signs of emotional intelligence?

3. Listen to the last part and fill in the missing words.

Impact of Emotional Intelligence

● Thinking before (1)

It is essential to think before you react in certain situations. (2) reactions may be sometimes (3) and the words used may create a (4) impact on others' emotions. Hence, it is very important to think before reacting in any situation, and communicating softly and understandably will help to solve issues more easily and (5).

● Empathy for Others

(6) good social skills is another impact of Emotional Intelligence especially when others are mentally weak. Once you have emotional (7), you can effectively develop additional social/emotional skills that will improve the effectiveness, (8), and fulfillment of your relationships. In human relationships, conflict and disagreement are (9). Two people can never have the same needs, opinions, or expectations at the same time. Even though conflict is not that bad, healthy and (10) conflict resolution is necessary to build a relationship between two people. Conflict fosters freedom, creativity, and safety in relationships when it is not perceived as (11) or punishing.

After listening

4. Discuss with a partner.

1. Do you agree that Emotional Intelligence is an integral part of becoming successful in life?

2. What can a person do to develop this skill?

• READING AND SPEAKING

1. How emotional are you?
2. What emotions do you experience most frequently? What does it depend on?
3. Can name basic emotions?
4. Read the text. How different are the ideas in the text from your vision?

The 6 Types of Basic Emotions and Their Effect on Human Behavior

There are many different types of emotions that have an influence on how we live and interact with others. At times, it may seem like we are ruled by these emotions. The choices we make, the actions we take, and the perceptions we have are all influenced by the emotions we are experiencing at any given moment.

Basic Emotions

During the 1970s, six basic emotions were identified and recognized as universally experienced in all human cultures. They are happiness, sadness, disgust, fear, surprise, and anger.

Happiness

Of all the different types of emotions, happiness tends to be the one that people strive for the most. Happiness is often defined as a pleasant emotional state that is characterized by feelings of contentment, joy, gratification, satisfaction, and well-being. This type of emotion is sometimes expressed through:

- Facial expressions: such as smiling
- Body language: such as a relaxed stance
- Tone of voice: an upbeat, pleasant way of speaking

While happiness is considered one of the basic human emotions, the things we think will create happiness tend to be heavily influenced by culture. For example, pop culture influences tend to emphasize that attaining certain things such as buying a home or having a high-paying job will result in happiness.

Sadness

Sadness is another type of emotion often defined as a transient emotional state characterised by feelings of disappointment, grief, hopelessness, disinterest, and dampened mood. Sadness can be expressed in a number of ways including:

- Crying
- Dampened mood
- Lethargy
- Quietness
- Withdrawal from others

The type and severity of sadness can vary depending upon the root cause, and how people cope with such feelings can also differ.

Fear

Fear is a powerful emotion that can also play an important role in survival. When you face some sort of danger and experience fear, you trigger a certain response. This response helps ensure that you are prepared to effectively deal with threats in your environment. Expressions of this type of emotion can include:

- Facial expressions: such as widening the eyes and pulling back the chin
- Body language: attempts to hide or flee from the threat
- Physiological reactions: such as rapid breathing and heartbeat

Disgust

Disgust is another of the original six basic emotions. It can be displayed in a number of ways including:

- Body language: turning away from the object of disgust
- Physical reactions: such as vomiting or retching
- Facial expressions: such as wrinkling the nose and curling the upper lip

This sense of revulsion can originate from a number of things, including an unpleasant taste, sight, or smell. Researchers believe that this emotion evolved as a reaction to foods that might be harmful or fatal. When people smell or taste foods that have gone bad, for example, disgust is a typical reaction.

People can also experience moral disgust when they observe others engaging in behaviors that they find distasteful, immoral, or evil.

Anger

Anger can be a particularly powerful emotion characterized by feelings of hostility, agitation, frustration, and antagonism towards others. When a threat generates feelings of anger, you may be inclined to fend off the danger and protect yourself. Anger is often displayed through:

- Facial expressions: such as frowning or glaring
- Body language: such as taking a strong stance or turning away
- Tone of voice: such as speaking gruffly or yelling
- Physiological responses: such as sweating or turning red
- Aggressive behaviors: such as hitting, kicking, or throwing objects

While anger is often thought of as a negative emotion, it can sometimes be a good thing. It can be constructive in helping clarify your needs in a relationship, and it can also motivate you to take action and find solutions to things that are bothering you.

Surprise

Surprise is another one of the six basic types of human emotions. It is usually quite brief and is characterized by a physiological startle response following something unexpected.

This type of emotion can be positive, negative, or neutral. An unpleasant surprise, for example, might involve someone jumping out from behind a tree and scaring you as you walk to your car at night.

An example of a pleasant surprise would be arriving home to find that your closest friends have gathered to celebrate your birthday. Surprise is often characterized by:

- Facial expressions: such as raising the brows, widening the eyes, and opening the mouth
- Physical responses: such as jumping back
- Verbal reactions: such as yelling, screaming, or gasping

Surprise is another type of emotion that can trigger your response. Surprise can have important effects on human behavior. For example, people tend to disproportionately notice surprising events.

This is why surprising and unusual events in the news tend to stand out in memory more than others. Research has also found that people tend to be more swayed by surprising arguments and learn more from surprising information.

Other Types of Emotions

The six basic emotions are just a portion of the many different types of emotions that people are capable of experiencing. One of the theories suggests that these core emotions are universal throughout cultures all over the world.

However, other theories and new research continue to explore the many different types of emotions and how they are classified. Some of the emotions later identified included:

- Amusement
- Contempt
- Contentment
- Embarrassment
- Excitement
- Guilt
- Pride in achievement
- Relief
- Satisfaction
- Shame

In other words, emotions are not states that occur in isolation. Instead, the study suggests that there are gradients of emotion and that these different feelings are deeply interrelated.

Emotions play a critical role in how we live our lives, from influencing how we engage with others in our day to day lives to affecting the decisions we make. By understanding some of the different types of emotions, you can gain a deeper understanding of how these emotions are expressed and the impact they have on your behavior.

It is important to remember, however, that no emotion is an island. Instead, the many emotions you experience are nuanced and complex, working together to create the rich and varied fabric of your emotional life.

• USE OF ENGLISH

Feelings

1. Read about a boy called Nick talking about something that happened recently. Answer these questions.

I've played football since I was eight years old and I'm now fifteen. I play in one of the best football teams in my region. My brother who's fourteen is also on the team. My aim is to play in the national team - the under-sixteens of course. Last week we were told that a coach was coming from the national team to watch us play so that he could choose the three best players to play in a match against another country. The big moment arrived on Tuesday and we played our match. Just before the final whistle, I scored a goal and I knew we'd won the match. I looked over at the coach and he nodded to me. The whistle blew. I knew I'd played really well and I was sure I would be chosen.

I couldn't wait to hear my name called. I ran over to the other players but I was so excited I wasn't looking where I was going and bumped into someone. I fell badly and I broke my leg. I was taken to the hospital and I found out that the coach had chosen me but now I can't play and my brother will take my place. The match is on Saturday.

1. Who came to watch Nick's team play? Why?
2. What happened after the match?
3. Who was chosen?

2. Do you know the meaning of the adjectives below? Which are positive and which are negative?

ashamed confident disappointed embarrassed excited guilty jealous proud relaxed upset

3. How do you think Nick felt... 1. after he scored the goal? 2. at the end of the day?

4. Read the rest of Nick's story. Choose three adjectives from the list to describe how he felt at the end of Saturday.

On Saturday I went to watch the match in a wheelchair. My brother played well and our team won but I refused to clap and say well done to him. When we got home that evening, he gave me a big parcel. It was a football signed by some of our national players that he'd met after the match. He wanted me to have it. All I could think of was how badly I'd behaved.

5. Read the email. The underlined adjectives have similar meanings to those in the table. Write them in the correct column.

<i>amazed</i>	<i>annoyed</i>	<i>depressed</i>	<i>frightened</i>	<i>pleased</i>	<i>worried</i>
---------------	----------------	------------------	-------------------	----------------	----------------

Hi Helga

I want to tell you about last Saturday when I went to the seaside with my friends. I was really **glad** that they phoned me because I was feeling **fed up** so I was relieved to have something to do. But when we got to the seaside, I realised they wanted to spend their time at a theme park

and I'm **scared** of going on the big rides. I got **cross** with them because they hadn't told me. In the end they persuaded me to try. As I sat there waiting for the first ride to begin, I could feel my heart beating fast and I felt like screaming, but as soon as it started, I forgot to feel **anxious** about it because it was fun. When I got off, I was **surprised** to realise how much I'd enjoyed it and I went on all the other rides! Next time you must come too.

Love

Tina

6. These words also have similar meanings to the underlined words. Put them in the correct column. If you think there is a word in a column which is stronger than the others, underline it.

afraid astonished concerned delighted miserable furious terrified

Vocabulary note

We use **afraid** to make something negative sound more polite:

I'm afraid the train's already left.

7. Complete these phrases from Tina's email.

1 I was really glad _ me.	4 I got cross _ them.
2 I was relieved _ something to do.	5 I forgot to feel anxious _ it.
3 I'm scared _ the high rides.	6 I was surprised _ how much I'd enjoyed it.

Vocabulary note

If you are not sure if an adjective is followed by **with**, **about** or **of**, check in a dictionary and write down the whole phrase, not just the adjective.

Many feelings adjectives can also be followed by **(that) + subject + verb** or **the infinitive (to...)**:

Maria was sorry that she had missed the party.

Maria was pleased to get the invitation.

8. Think about something you did recently, e.g. a sports match you played in, a place you visited, a party you went to. Choose two of the adjective phrases and write a sentence with each one.

worried about / surprised that / afraid of / upset that / pleased to / annoyed with

Adverbs and adjectives

9. Tina said she was feeling miserable. We can change the meaning of *miserable* with an adverb,

e.g. I'm **very** / **quite** *miserable*. Some adverbs are stronger than others.

Add these adverbs to the table.

a bit extremely fairly quite really so terribly very

Strong	Less strong
---------------	--------------------

--	--

Error warning

Check your spelling of *quite*. Don't confuse it with *quiet*.

In spoken English, we often use *a bit* or *so*:
 I was so tired; I was a bit impatient.

IDIOMS

10. There are lots of different ways of saying we are *happy* or *sad* and many of them are idioms. Are these people happy or sad?

- 1 I'm *feeling on top of the world* after my holiday.
- 2 She waved goodbye and then she *burst into tears*.
- 3 I've got the job so I'm *thrilled to bits*!
- 4 My sister's *feeling sorry for* herself because she lost her phone and can't afford a new one.
- 5 She's been *walking on air* ever since she met Mark.
- 6 You're *full of the joys of spring* today. Has your team won the championship?

WORD BUILDING

11. Choose the correct adjective in each of these sentences and then finish the rules in 12.

- 1. I was really boring / bored on holiday. There was nothing to do.
- 2. Last night's show was really disappointing / disappointed - we wasted our money.
- 3. We were very surprising / surprised when we got to the hotel and it was closed.
- 4. Tom was so exciting / excited when he received your letter with the good news.
- 5. He hated talking in public so he felt very worrying / worried about giving a speech.
- 6. Sourav gave me a ride on his motorbike. It was absolutely terrifying / terrified.
- 7. I didn't find the holiday relaxing / relaxed because my friend wanted us to go out all the time.

12. Put *-ed* or *-ing* in the sentences.

Adjectives ending in _ describe a feeling.
 Adjectives ending in _ describe what caused the feeling.

13. Complete this table.

<i>Noun</i>	fear	amazement			annoyance	
<i>Verb</i>		amaze	embarrass	please		excite
<i>Adjective</i>	frightening frightened		embarrassing embarrassed	pleased pleasing		exciting excited

<i>Noun</i>	depression		pride	anxiety	misery	
<i>Adjective</i>		angry				jealous

LISTENING

14. [R 4c] Listen to the recordings and choose the best answer A, B or C.

1. You overhear a woman telling a friend about a conversation she had with her parents. How did her parents feel about her news?

A furious B astonished C pleased

2. You hear a man talking about an activity holiday he went on. How did he feel at the end of it?

A annoyed B relieved C upset

15. For questions 1-10, read the text. Use the word given in capitals to form a word that fits in the space.

Jealousy is a (1 CONFUSE) emotion and it can make people behave in totally (2 EXPECT) ways. It can of course have a nice (3 VARY) of causes and some people feel jealous more than others.

It could be that you are (4 DISAPPOINT) that your team didn't win the (5 CHAMPION) and you can't bear to watch the other team receive the win.

The acceptable response is to offer them your (6 CONGRATULATE) and not to show your jealous feelings.

Jealousy may also have its origins in other more (7 PERSON) circumstances such as a friend getting a job you wanted yourself.

You should not show your (8 ANNOY) as this can make you look (9 REAL) small-minded. If you do express your views, it will be (10 EMBARRASS) for the other person, who can't do anything about their success, and you may even lose a friend unless you (11 APOLOGY) immediately.

16. Read the text and think of the word which best fits each space. Use only one word in each space.

Regrets? I've had a few

What do people most regret about (1) lives? Is it the mistakes they made which they (2) they hadn't? Or is it the things they didn't (3) which cause the most regret? Recent research shows that people feel a much stronger (4) of regret about missed opportunities. They regret not training (5) a career, not learning a skill, not emigrating to (6) country and not developing personal relationships, even when they had the opportunity to do (7). People don't feel regret at situations (8) their control. It is situations in which they (9) have acted but failed to act that give rise to regret.

Obviously, people have more regrets (10) they get older. Interviews with middle-aged men and women indicate some differences (11) the sexes. Women tend to regret marrying too young and not taking advantage of educational opportunities. Men tend to regret not spending (12) time with their families when their children were small. Almost (13) expresses regret (14) not having the courage to take a risk. They regret (15) too careful and too cautious. What can young people learn from these

experiences? Undoubtedly, that the Latin saying *carpe diem* ('seize the day') is one to be (16) seriously.

17. Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete each sentence. You must use between two and five words. Do not change the word given.

1. Robin was surprised that he was unable to hit the target.

his

Robin was surprised _ to hit the target.

2. If you work for that company, you can gain a lot of experience.

opportunity

Working for that company will _ to gain a lot of experience.

3. We were all amazed when the manager suddenly left.

departure

The _ the manager amazed us all.

4. The baby weighed three kilos when it was born.

in

The baby was _ at birth.

5. It was obvious that the runners were exhausted by the end of the race.

was

By the end of the race, the _ obvious.

6. All the vegetables we eat come from our own garden.

grow

We _ vegetables in our garden.

7. Is Guy telling the truth?

says

Is _ true?

8. Despite many interruptions, the minister finished his speech.

times

Although _ the minister finished his speech.

9. We were all surprised when the train arrived ahead of schedule.

early

The _ the train surprised us all.

10. Don't let me forget this afternoon's appointment.

of

Be sure _ this afternoon's appointment.

18. Complete the sentences with a phrasal verb based on *break*.

EXAMPLE: Someone ***broke into*** the headquarters of the political party and stole some important documents.

1. Three prisoners _ of the prison yesterday and have still not been recaptured.

2. A dispute _ between the two sides as to what should happen.

3. Caroline and Martin have decided to _ their engagement.

4. My parents' marriage _ when I was four years old, and I went to live with my father.

5. There's a time in everyone's life when they need to _ from their parents.

6. When war __, many people tried to leave the country.
7. I took out insurance in case the car _ on the long journey to the coast.
8. The ship was blown onto the rocks and _ after three days in heavy seas.
9. The government threatened to _ relations with the country that they thought offered a refuge for terrorists.
10. They decided to _ tradition and got married on a beach.

► WRITING

• Asking for/Giving Advice

1.

A. Read the following questions and then read the dialogue so that you can answer them.

- a) Who did Pat send a letter to?
- b) Is the letter formal or informal?
- c) What is the reason for writing?
- d) What problems does she describe in the letter?
- e) How does Pat start and finish the letter?

A: Oh Jane, you wouldn't believe the problems I'm having with Sarah just now. Since she turned sixteen, all we do is argue.

B: Really? Well don't worry, Pat. It's just a stage she's going through.

A: Well, I even wrote to an agony aunt for advice. I didn't know what else to do.

B: Did you? What did you tell her?

A: Hold on, I've got a copy of the letter here. "Dear Auntie Barbara, Please help me. My sixteen- year-old daughter and I can't agree on anything. We argue about her friends, her clothes, her going out. Now she's refusing to speak to me. She goes to her father if she needs permission to do something and he usually says yes to anything she wants, which makes me look like the bad one. Now she's threatening to leave home. What can I do? Yours, Pat." That's it. I'm waiting for the reply now.

B: Well, I hope she can help you. I hate to see you all upset like this...

B. Read the letter. Then read the following questions and answer them.

Dear Pat,

I'm sorry to hear you're having problems but I'd like to reassure you by telling you that most parents I know go through what you're experiencing.

If I were you, I would find a way of relating to her. How about sharing some of your own teenage problems with her and letting her know that she's not alone in the way she feels right now?

Why don't you speak to your husband too, and explain to him that it's important he supports you in what you're trying to do?

I hope this letter will help you. The relationship between mother and daughter is very special, but it does need a lot of work on both sides.

Best of luck,

Auntie Barbara

- a) What is the reason for writing?
- b) What advice is given?
- c) How does the letter start and end?
- d) Is it an informal, formal or semi-formal letter?

2. Look at the two plans. Which plan was followed in each letter?

• **ASKING FOR ADVICE**

Introduction

.....

Paragraph 1
Reason for writing

Main Body

.....

Paragraphs 2, 3
Description of problem(s)

Conclusion

.....

Final Paragraph
Closing remarks
Full name

• **GIVING ADVICE**

Introduction

.....

Paragraph 1
Thanks for letter / express understanding of problem(s)

Main Body

.....

Paragraphs 2, 3
Suggestion(s) + reason(s)

Conclusion

.....

Final Paragraph
Closing remarks

Full name

► Letters asking for or giving advice can be formal, informal or semi-formal depending on the situation. A letter asking for advice can be sent to a friend, a consultant or an advice column in a magazine. Details of the problem should be mentioned. A letter giving advice should contain suggestions introduced with appropriate language.

Useful Language for Letters Asking for Advice

Opening Remarks: **(Formal)** I am writing to ask if you could help me with / I would appreciate it if you could give me some advice about / I am writing to ask for your advice / I would be grateful if you could offer your advice / Could you possibly offer your advice / I wonder if you could help me with a problem, etc. **(Informal)** I'm writing to ask for your advice / Can you give me your advice / I've got a problem and I need your advice, etc.

Closing Remarks: **(Formal)** I would appreciate it if you could give me your advice as soon as possible / I look forward to receiving your advice / It would be of great help if you could advise me, etc. **(Informal)** What do you think I should do? / Please let me know what you think I should do. / Please tell me what to do, etc.

Useful Language for Letters Giving Advice

Opening Remarks: **(Formal)** Thank you for your letter requesting / I am writing in reply to your letter asking for advice about / I hope the following advice will be of some help to you, etc. **(Informal)** I just got your letter and I think I can help you / I was sorry to hear about your problem. Here's what I think you should do, etc.

Suggestions can be introduced with expressions such as: **(Formal)** I strongly recommend that / I would suggest that / I believe the best course of action is / I would advise you to / You should / You ought to / If I were you I would **(Informal)** Why don't you / You should / You ought to / It would be a good idea to / What you should do is... / How about... / I think you should ... / The best advice I can give you is..., etc.

Closing Remarks: **(Formal)** I trust you will accept this advice / I hope this will be of help / I would very much like to know if this was helpful **(Informal)** Hope this has helped / Let me know what happens, etc.

3. Read the following letters and answer these questions. What kind of letters are they? Which letter is formal and which is informal? What is the topic of each paragraph in each letter? Now replace the underlined phrases with other similar expressions, keeping the appropriate style.

MODEL A

Dear Miss Pierson,

Thank you for your letter asking for my advice about what you should do now that you have finished school. I realise how difficult this stage must be for you, but there are a range of options for you to choose from.

If I were you, I would make a list of all the careers which may interest you and then decide which one you feel you are best suited to in terms of exam grades or subject interest. I would also suggest that you see a careers officer who would be able to give you professional advice.

Furthermore, it would be a good idea to write to some universities and ask them to send you a prospectus; you may find a course which really appeals to you.

I hope these suggestions will be of help to you. I wish you well in whatever course of action you decide upon. Do let me know what you decide to do; it is always good to hear from former pupils.

Yours sincerely,

Linda Steel

MODEL B

Dear Stephanie,

Thanks for your letter asking me for advice about how to lose weight. I was sorry to hear that you're feeling depressed. I'm sure your problem isn't as serious as you say it is. You always did exaggerate!

The best advice I can give you is to choose one diet and really stick to it for a couple of months; it's pointless trying lots of different ones which only last a few days, as you've discovered! If I were you, I would go on the same diet I went on: I've sent you the information booklet. The most important thing to remember is to eat plenty of fruit and vegetables and to exercise regularly.

Why don't you join the basketball team? I know how much you love basketball. Also, once you start losing weight, you should give yourself little rewards, like a visit to the hairdresser or a new dress. That way you'll probably find that you won't think about food so much.

If you follow my advice, I'm sure you'll be back in shape in no time. Anyway, let me know how it goes.

Lots of love,

Kate

4. Study the following situations and, using appropriate expressions, offer advice to each person.

1. Your friend wants some advice on what she should take with her on her first trip abroad.
2. Your boyfriend/girlfriend has asked you for advice on how to impress your parents the first time he/she meets them.
3. A colleague at work has asked you to advise him how to gain a promotion.
4. You are a doctor and a patient needs advice on how he can successfully lower his high cholesterol level.
5. Your brother would like some advice about what to look out for when buying a second-hand car.

5. Write the following letters in the appropriate style using at least 150 words.

1. Your parents will not let you go on holiday as they want you to study for your exams. Write a letter to a friend asking for his/her advice on this matter.
2. The extract below is part of a letter you received recently from a friend. Write a reply giving her some advice about what she should do.

“I failed all my A-level exams so now I can't get into university. I feel like such a failure; I'll never get a degree now.”

3. You feel that you and your mother cannot agree on anything. Write a letter to a problem page asking for advice.

• Paragraph Writing

Revise the narrative and descriptive paragraph writings and develop your paragraph on the news which made you fit to burst with excitement.

• READING AND SPEAKING

1. Suggest your ideas what skills are important for a successful career. Give details.
2. What do you know about EI? Do you think it is important to be more rewarding?
3. Read the text and highlight the main brought up aspects. Share your position on them.

Why personality and not skill makes you a great employee

A study has found that personality sets great employees apart, making them more successful at work.

A recent international study surveyed more than 500 business leaders and asked them what sets great employees apart. The researchers wanted to know why some people are more successful than others at work, and the answers were surprising; leaders chose “personality” as the leading reason.

Notably, 78% of leaders said personality sets great employees apart, more than cultural fit (53%) and even an employee’s skills (39%).

“We should take care not to make the intellect our God; it has, of course, powerful muscles, but no personality.” –Albert Einstein

The problem is, when leaders say ‘personality’ they don’t understand what they’re referring to. Personality consists of a stable set of preferences and tendencies through which we approach the world. Being introverted or extroverted is an example of an important personality trait.

Personality traits form at an early age and are fixed by early adulthood. Many important things about you change over the course of your lifetime, but your personality isn’t one of them.

Personality is distinct from intellect (or IQ). The two don’t occur together in any meaningful way. Personality is also distinct from emotional intelligence (or EQ), and this is where the study, and most leaders for that matter, have misinterpreted the term.

The qualities that leaders in the study called personality were actually emotional intelligence skills. And unlike your personality, which is set in stone, you can change and improve your EQ.

Exceptional employees don't possess God-given personality traits; they rely on simple, everyday EQ skills that anyone can incorporate into their repertoire.

Leaders don't need to go searching for these skills either (though it doesn't hurt when you find them); their duty is to help everyone on their team harness these skills to become exceptional.

Just consider some of the EQ skills that leaders and managers commonly mislabel as personality characteristics. These are the skills that set exceptional employees apart.

They're willing to delay gratification. One thing an exceptional employee never says is, "That's not in my job description." Exceptional employees work outside the boundaries of job descriptions. They're neither intimidated nor entitled; instead of expecting recognition or compensation to come first, they forge ahead in their work, confident that they'll be rewarded later but unconcerned if they're not.

They can tolerate conflict. While exceptional employees don't seek conflict, they don't run away from it either. They're able to maintain their composure while presenting their positions calmly and logically. They're able to withstand personal attacks in pursuit of the greater goal and never use that tactic themselves.

They focus. Student pilots are often told, "When things start going wrong, don't forget to fly the plane." Plane crashes have resulted from pilots concentrating so hard on identifying the problem that they flew the plane into the ground. Eastern Airlines Flight 401 is just one example: The flight crew was so concerned about the landing gear being down that they didn't realize they were losing altitude until it was too late, despite alarms going off in the cockpit. Exceptional employees understand the principle of "Just fly the plane." They don't get distracted by cranky customers, interoffice squabbles, or switch to a different brand of coffee. They can differentiate between real problems and background noise; therefore, they stay focused on what matters.

They're judiciously courageous. Exceptional employees are willing to speak up when others are not, whether it's to ask a difficult (or "embarrassingly" simple) question or to challenge an executive decision. However, that's balanced with common sense and timing. They think before they speak and wisely choose the best time and place to do so.

They're in control of their egos. Exceptional employees have egos. While that's part of what drives them, they never give their egos more weight than what is deserved. They're willing to admit when they're wrong and willing to do things someone else's

way, whether it's because the other way is better or it's important to maintain team harmony.

They're never satisfied. Exceptional employees have unparalleled convictions that things can always be better—and they're right. No one is ever done growing, and there is no such thing as “good enough” when it comes to personal improvement. No matter how well things are going, exceptional employees are driven to improve, without forgetting to give themselves a healthy pat on the back.

They recognize when things are broken and fix them. Whether it's a sticky desk drawer or an inefficient, wasteful process affecting the cash flow of the entire department, exceptional employees don't walk past problems. “Oh, it's been that way forever,” simply isn't in their vocabulary. They see problems as issues to be fixed immediately; it's that simple.

They're accountable. If you're a manager trying to decipher a bungled report, “It's not my fault” is the most irritating phrase in the English language. Exceptional employees are accountable. They own their work, their decisions, and all of their results—good or bad. They bring their mistakes to management's attention rather than hoping no one will find out. They understand that managers aren't out to assign blame; they're out to get things done.

They're marketable. “Marketable” can mean many things. Inside the organization, it means “likeable.” Exceptional employees are well liked by co-workers. They have integrity and leadership skills (even if they're not in an official leadership position) that people respond to. Externally, it means they can be trusted to represent the brand well. Managers know they can send these employees out to meet with clients and prospects without worrying about what they'll say or do.

They neutralize toxic people. Dealing with difficult people is frustrating and exhausting for most. Exceptional employees control their interactions with toxic people by keeping their feelings in check. When they need to confront a toxic person, they approach the situation rationally. They identify their own emotions and don't allow anger or frustration to fuel the chaos. They also consider the difficult person's standpoint and are able to find solutions and common ground. Even when things completely derail, emotionally intelligent people are able to take the toxic person with a grain of salt to avoid letting him or her bring them down.

■ VIDEO

• The Emotions of Others

1. Is it important to know how other people are feeling? Why?
2. How should we express our emotions: openly or hide them?
3. Can you read body language to recognise what a person is really feeling?

4. 'Expressions are unreliable, are they?'
5. What kinds of smile can you name?

1. Watch the documentary https://www.youtube.com/watch?v=V_b_jctSKZM
2. Write a persuasive paragraph on the topic: *Is a smile always content?*

■ FUNCTIONAL GRAMMAR SUPPLEMENT

- Interesting and interested

1. Complete the conversation. Write the complete word in each space.

Vicky: That was an (1 excit...) film, wasn't it?

Rachel: Oh, do you think so? I'm (2 surpris...) you liked it. I thought it was rather (3 disappoint...).

Vicky: Well, I was (4 puzzl...) once or twice. I didn't understand the whole story. It was (5 confus...) in places. But the end was good.

Rachel: I was (6 bor...) most of the time. I didn't find it very (7 interest...).

2. Complete the conversations using a word ending in *-ing* or *-ed*.

1. David: I'm surprised how warm it is for March.

Melanie: Yes, all this sunshine is quite _.

2. Vicky: I'm not very fit. I was pretty tired after climbing the mountain.

Nancy: Yes, I think everyone felt _.

3. Trevor: I think I need to relax.

Laura: Well, lying by the pool should be _.

4. Vicky: It was annoying to lose my ticket.

Emma: You looked really _ when you had to buy another one.

5. Sarah: The cabaret was amusing.

Mark: Claire was certainly _. She couldn't stop laughing.

6. Daniel: The museum was interesting, wasn't it?

Rachel: It was OK. I was quite _ in those old maps.

7. Matthew: I'm fascinated by these old photos.

Emma: I always find it _ to see what people looked like as children.

8. Rachel: Was it a big thrill meeting Tom Hanks?

Vicky: You bet. It was just about the most _ moment of my life.

9. Sarah: You look exhausted. You should go to bed.

Mark: Driving down from Scotland was pretty _.

- Conditionals (1)

1. Type 1

3. Read the conversation and then choose the correct forms.

Rachel: Have you heard about the pop festival?

Vicky: Yes, (1 it's/it'll be) good if Express are playing. They're a great band.
 Rachel: Will you be able to go, Nick?
 Nick: If (2 I ask/I'll ask) my boss, he'll give me some time off work, I expect.
 Vicky: How are we going to get there?
 Rachel: Well, if (3 there are/there'll be) enough people, we can hire a minibus.
 Vicky: I won't be going if (4 it's/it'll be) too expensive.
 Rachel: It (5 isn't costing/won't cost) much if we all (6 share/will share) the cost.
 Nick: If (7 I see/I'll see) the others later on tonight, (8 I ask/I'll ask) them if they want to go.

2 Type 1

4. Comment on the situations. Use *if* + *the present tense* + *will/can*.

1. It might rain. If it does, everyone can eat inside.
2. The children mustn't go near Nick's dog. It'll bite them.
3. Rachel might fail her driving test. But she can take it again.
4. United might lose. If they do, Tom will be upset.
5. The office may be closed. In that case Mark won't be able to get in.
6. Nick may arrive a bit early. If he does, he can help Tom to get things ready.
7. The party might go on all night. If it does, no one will want to do any work tomorrow.
8. Emma may miss the train. But she can get the next one.
9. Is Matthew going to enter the race? He'll probably win it.

3 Present simple in both clauses

5. Match the sentences and join them with *if*.

1 You lose your credit card.	I can't sleep.
2 You get promoted.	You get a warning letter.
3 I drink coffee late at night.	You have to ring the bank.
4 You don't pay the bill.	Your salary goes up.
5 I try to run fast.	The alarm goes off.
6 Someone enters the building.	I get out of breath.

• Conditionals (2)

1 Type 2

6. Comment on these situations. Use a type 2 conditional with *would* or *could*.

1. Andrew is such a boring person because he works all the time. You know,
2. You can't take a photo because you haven't got your camera. How annoying.
3. You can't look the word up because you haven't got a dictionary. I'm sorry
4. You don't write to your friends because you're so busy. I've got so much to do
5. You can't play tennis because your back is aching. It's a nuisance.

6. Claire won't marry Henry because she doesn't love him. Of course,
7. Nick can't find the way because he hasn't got a map. Nick's lost, but
8. David has so many accidents because he's so clumsy. You know,

2 Type 1 and type 2

7. Complete the conversation. Put in the correct form of the verb. You may need to use *will* or *would*.

Matthew: I haven't forgotten your birthday, you know. If you like, I (1 book) a table for Thursday at our favourite restaurant.

Emma: My birthday is on Wednesday, Matthew. You're playing basketball then, aren't you? If you cared for me, you (2 not / play) basketball on my birthday.

Matthew: What's the difference? If we (3 go) out on Thursday, it'll be just the same. If I (4 not / play), I'd be letting the team down.

Emma: Yes, I suppose it (5 be) a disaster if you missed one game. Well, if you (6 think) more of your friends than you do of me, you can forget the whole thing.

Matthew: I just don't understand you sometimes, Emma.

Emma: If you (7 think) about it, you'd understand. And I think it (8 be) better if we forgot all about my birthday.

Matthew: Don't be silly, Emma. If you get into one of your bad moods, it (9 not / do) any good.

Emma: If you were interested in my feelings, I (10 not / get) into a bad mood.

3 Type 1 and type 2

8. What does the if-clause mean? Write a sentence with *isn't* or *might*.

1. If this room was tidy, I could find things.
2. If we're late tonight, we can get a taxi.
3. If the phone was working, I could call you.
4. If it rains, can you bring the washing in?
5. If Mike was here, he'd know what to do.
6. If this spoon was silver, it would be worth a lot.
7. If Sarah calls, can you say I'll ring back?

◆ UNIT 7 SUCCESS

■ SECRETS OF SUCCESS

• LISTENING

SUCCESS AND HAPPINESS

Before listening

1. Match the people with the quotes they said.

Steve Jobs	“I don’t dream at night, I dream at day. I dream all day. I’m dreaming for a living.” “First, think. Second, dream. Third, believe. And finally, dare” “Don’t find fault, find a remedy. Anybody can complain.” “Rock bottom became the solid foundation on which I rebuilt my life.” “If you quit once, it becomes a habit. Never quit!” “Your time is limited. Don’t waste it living someone else’s life.” “Isn’t bravery always sort of beautiful?” “Many of life’s failures are people who did not realize how close they were to success when they gave up.”
J.K Rowling	
Michael Jordan	
Walt Disney	
Henry Ford	
Stephen King	
Thomas Edison	
Steven Spielberg	

While listening

2. Listen to the stories, write the name of the person to whose story the words below belong.

Steve Jobs J.K Rowling	Michael Jordan Walt Disney	Henry Ford Stephen King	Thomas Edison Steven Spielberg
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mentally unstable child was dropped out of school red-cross volunteer consecutive failures entrepreneurial community bad grades determined turning point renowned entrepreneur rejected revolutionized	a Bachelor of Arts degree anxiety short stories suspense turned into movies visionary genius to excel at launching his company legacy got fired	went bankrupt sketches set up a laboratory anxiety gained a reputation iconic quit perfection was rejected blockbusters daydreamer
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After listening

3. Try to remember in which context these words were used in the story.

• **READING AND SPEAKING**

1. Who can you call a successful person?
2. What do you think make people successful?
3. Who can you name a successful person? Give examples and name the qualities.
4. Read the article. Pick up and define the essential words and expressions to use them in your answers.
5. Share insights on the aspects presented.

10 Secrets of Successful People

Mandy has been working in the mental health field for more than eight years and has worked with a diverse group of clients. These range ...

1) Successful People Take risks

Successful people don't sit on the side lines day dreaming. They DO what they think about. They aren't afraid to get stuck in and take risks. Many ventures in life will never be 100% safe or guaranteed. Don't let risk stop you. Get out there and see what happens. What have you got to lose? More people look back over their lives and regret what they didn't do rather than what they did do.

2) Successful People Possess Unwavering Self Belief

Successful people do sometimes suffer from self-doubt but they are good at talking themselves out of it or not taking their thoughts too seriously. Instead of overanalysing all that could go wrong, they concentrate on their strengths. These strengths serve as the basic foundation from which they leap out into the wide world to show off their skills. Self-belief accounts for a large part of success. I have seen many people with lacklustre talent achieve great things due to their self-belief. I have also seen super talented people waste their potential completely due to their lack of self-belief. Self-belief is the 'springboard', talent influences how high you can go. Without self-belief – all talent is wasted.

3) They Don't Care What Others Think

Successful people care very much about their own opinions. Not in an arrogant, self-important way but in a faith-based way. They know what they are capable of and they have strong belief systems. The difference with their belief systems though compared to the 'average Joe' is that their belief systems work very much in their favour. They like themselves and they like what they stand for. They have strong ideals/values and live a life that is true to what is important to them. It's easy to be 'wishy washy' when you don't have clear values about life.

4) They Think Outside the Box

Successful people don't tend to just accept life as "the way it is". They constantly ask why and they constantly look for ways to improve the "way it is". They are leaders, not followers and aren't afraid to go against the grain. The more people tell them something can't be done, the more determined they become to give it a go.

5) They're Optimistic at Heart

At the thought of a new project, successful people are looking at possibilities instead of looking at all the possible problems. They allow the delicate creative process to develop before adding in rational and realistic forecasts. Nothing would ever be invented or achieved if we all started a project by looking at what could go wrong with it instead of focusing on what is possible. They look for the good in situations and this attitude creates a strong mental buffer that protects optimists against the ravages of the negative aspects in life.

6) They're Resilient/Not Afraid of Failure

Failure is seen as a clue to the puzzle. Instead of internalising failure, successful people see it as a necessary part of life. They do not see themselves as failures, rather they look at the task as not working out. There is a clear mental separation between the person and the action. Failure is only a big deal if you make it one.

7) Successful People Possess a "Can Do" Attitude

Enthusiastic and always ready for a challenge, successful people look at finding solutions. They are fixers in life. They're not obsessed about fixing things that can't be fixed though and know when to back off and let something go. People with low self-esteem tend to be the ones that find it hard to let go as they associate themselves and the task as one and see themselves as failures if they are unable to fix the issue. Successful people can maintain perspective and not get carried away with their enthusiasm. They recognise when effort outweighs the benefits.

8) They Take Responsibility for Their Own Lives

This is a biggie. Successful people know that they are in their current position in life due to their own choices. People that don't take responsibility for their choices in life tend to repeat the same old lines:

"It's my parent's fault that I am the way I am". Parents do indeed influence us to a point but instead of blame, successful people accept their misfortune and almost use their rough start in life to fuel them further. They want to achieve despite what happened to them.

"I hit you because you provoke me. You make me do it." Really? I don't buy it. Unless there is a gun to your head, you still choose how to react. You can't control others and their wayward thoughts but you most certainly choose what you do about it.

"I had an affair because you don't pay me enough attention." Another 'cop out'. Have an affair if you need to (who am I to judge) but don't blame someone else. That's just ridiculous and shows denial at its best. Even if a relationship is awful, you are still choosing to stay in it and therefore cannot blame your partner for the misery you feel.

They definitely contribute to your misery but it's not all their fault. Personal responsibility would lead to happier lives for many people playing the 'victim game'.

9) They Are Self-Aware – Know Their Strengths/Weaknesses

Successful people have a healthy respect for themselves and they know what they're good at. They also know what they aren't that good at. They have no issues in admitting to their weaknesses either but they are good at capitalising on their good bits. Successful people may sound super human but they aren't at all. They just use their thinking to the best of their abilities and choose the thoughts that work for them.

10) They Give Back

Truly successful people aren't completely out for themselves. They see the bigger picture and they give back to others. They have a set of healthy beliefs about others – that people are generally good and not “out to get them”. People from unhappy and unsettled childhoods tend to grow up seeing the world as a mean, unkind place and they are more likely to incorporate negative beliefs about the world. As an adult, it is important to question these negative beliefs and find out that they don't apply anymore in many respects. As adults we have more choice in life and it's up to us to make the most of our lives. With a more balanced view of the world, we are far more likely to want to give back. If we are angry and feel hard-done-by, we are far less likely to want to contribute positively to the world around us. We believe that we are owed something and victim mode sets in again.

We can't change what has happened in the past. It's always very sad for me to witness people stuck in the past. They have negative memories and play them in their heads regularly as if they happened yesterday. All this does though is reinforce the negative emotions. Being mindful means telling yourself, “I am okay, right here, right now”. Living in the past gives those that wronged you power over you again and again make a choice, right now, to stop allowing them the power to upset you. If you do not feel mentally strong enough to do this – get the help of a counsellor. It is possible. Being successful is far easier when we feel empowered and believe it or not, we are all capable of feeling empowered without help from anyone else.

■ VIDEO

• How to Achieve Your Most Ambitious Goals

1. Watch the video <https://www.youtube.com/watch?v=TQMbvJNRpLE>
2. Develop a persuasive paragraph: *How to achieve the most ambitious goals.*

■ EXTRAORDINARY HUMAN ABILITIES

• READING AND SPEAKING

1. Can you think and name any extraordinary human ability/abilities? Make up your list.
2. Read the text and compare the facts with your list. Which ability/abilities impress you the most?

Extraordinary Human Abilities

This list of extraordinary human abilities was inspired The Top 10 Tips to Improve Your Memory when I began thinking about how some people are blessed (or cursed, depending on your point of view) with the ability to recall a scene as if they were looking at a photograph. And how other people can recreate music from memory, such as Mozart's famed reproduction of Gregorio Allegri's Miserere after one hearing. What other extraordinary abilities might humans have? I've listed nine of the most well understood (i.e. not paranormal or 'fringe science') and interesting abilities rated from most common to most interesting and rare. Bear in mind that most of these unusual abilities are genetic and cannot be controlled by the person affected but are an inherent quality of their physical self. Read more here about human senses.

• Supertasters

People who experience taste with greater intensity than the rest of the population are called supertasters. Having extra fungiform papillae (the mushroom shaped bumps on the tongue that are covered in taste buds) is thought to be the reason why these people have a stronger response to the sensation of taste. Of the five types of taste, sweet, salty, bitter, sour, and umami, a supertaster generally finds bitterness to be the most perceptible.

Approximately 25% of the wider population are supertasters. They will often dislike certain foods, particularly bitter ones, such as brussel sprouts, cabbage, coffee, and grapefruit juice. Women, Asians, and Africans are most likely to have the increased number of fungiform papillae that make them supertasters.

• Absolute pitch

People with absolute pitch are capable of identifying and reproducing a tone without needing a known reference. It is not simply a better ability to hear but the ability to mentally class sounds into remembered categories. Examples of this include identifying the pitch of everyday noises (e.g. horns, sirens, and engines), being able to sing a named note without hearing a reference, naming the tones of a chord, or naming the key signature of a song.

Estimates of the portion of the population having absolute pitch range from 3% of the general population in the US and Europe to 8% of those (from the same areas) who are semi-professional or professional musicians. In music conservatories in Japan however, about 70% of musicians have absolute pitch. Part of the reason for this significantly larger percentage may be because absolute pitch is more common among people who grew up in a tonal (Mandarin, Cantonese, and Vietnamese) or pitch accent (Japanese) language environment. Absolute pitch is also more common in those who are blind from birth, have William's Syndrome, or have an autism spectrum disorder.

• **Echolocation**

Echolocation is how bats fly around in dark forests – they emit a sound, wait for the echo to return, and use that sound of the echo in each ear plus the return time to work out where an object is and how far away. Surprisingly (well, maybe not on this list!), humans are also capable of using echolocation. Use of echolocation is probably restricted to blind people because it takes a long time to master and heightened sensitivity to reflected sound. To navigate via echolocation a person actively creates a noise (e.g. tapping a cane or clicking the tongue) and determines from the echoes where objects are located around them. People skilled at this can often tell where an object is, what size it is, and its density. Because humans cannot make or hear the higher pitched frequencies that bats and dolphins use they can only picture objects that are comparatively larger than those ‘seen’ by echolocating animals.

• **Synesthesia**

Synesthesia Imagine consistently associating numbers or letters with certain colours, or hearing a specific word which triggers a particular sensation of taste on your tongue. These are two forms of a neurological condition called synesthesia. Synesthesia is when stimulation of a particular sensory or cognitive pathway leads to an involuntary (i.e. synesthesia is not learnt) response in other sensory or cognitive pathways. Synesthesia is most often genetic and the grapheme (letters, numbers, or other symbols) to colour form of synesthesia is the commonest. Other synesthetes can experience special-sequence synesthesia (e.g. where dates have a precise location in space), ordinal linguistic personification (when numbers have personalities), or sound to colour synesthesia (where tones are perceived as colours). Although synesthesia is a neurological condition it shouldn’t be thought of as a disorder, because generally it does not interfere with a person’s ability to function. Most people are not even aware that their experiences of life elicit more sensory responses than other peoples might and the ones that are rarely consider synesthesia to have a negative impact on their lives.

• **Mental calculators**

The most extraordinary group of people adept at performing complex mental calculations is those who are also autistic savants. While there are many trained people who can work out multiplications of large numbers (among other calculations) in their head extremely fast – mostly mathematicians, writers, and linguists – the untrained ability of autistic savants is the most interesting. The majority of these people are born with savant syndrome (only an estimated 50% of people with savantism are also autistic), which is still poorly understood, few develop it later in life, usually due to a head injury.

• **Eidetic memory**

When a person has photographic memory or total recall this is called eidetic memory. It is the ability to recall sounds, images, or objects from one’s memory with extreme accuracy. Examples of eidetic memory include the effort of Akira Haraguchi who

recited from memory the first 100,000 decimal places of pi and the drawings of Stephen Wiltshire (who is also an autistic savant) – his recreation of Rome is shown in the video above. Whether true photographic memory exists in adults is still a controversial issue, but it is accepted that eidetic abilities are distributed evenly between men and women. One also cannot become an eidetiker through practice.

■ VIDEO

• Superhuman Geniuses

1. Watch the video <https://www.youtube.com/watch?v=xvDuqW9SFT8>
2. Develop a narrative-descriptive paragraph on an extraordinary person or ability.

■ WRITING

• Summary

Learning Objectives

- Identify the main idea and relevant details in summarizing another's writing.
- Indicate your own point of view while fairly representing your source's ideas.
- Accurately summarize while selecting details relevant to your argument.
- Write an interesting first sentence of your summary.
- Make a strong counterargument and refute it.

Summary often seems like a low-level skill, hardly worth practising. After all, we've been doing it our whole lives. "That book looks interesting. What's it about?" Simply answering such a question, however casually, requires us to accurately summarize the plot, characters, and narrative in a sentence or two so our questioner gets a sense of the book's flavour.

Summary, however, is also the underpinning of academic writing. That's because, before you can engage with the work of others—the knowledge that came before—you have to represent it to your reader, who likely hasn't done the research you have and is thus relying on you to bring them up to speed.

📌 Writing a Summary: I

Making a summary is an excellent way to improve your writing and reading skills. To summarize a selection, you must first read it carefully. Only after you understand fully and clearly what is being said can you reduce a selection to a few sentences. For this assignment, you will be asked to read a selection titled "**Students' Defense Mechanisms**" and condense it to 100 to 125 words. Here are the reading and writing steps you should take to do an effective summary.

Steps to Follow in Summarizing

1. Take a few minutes to preview the work. You can preview an article by taking a quick look at the following:

A. Title:

The title often summarizes what the article is about. Think about the title and how it may condense the meaning of an article

B. Subtitle:

A subtitle or caption, if given, consists of words in special print appearing under or next to the title. Such words often summarize the article or provide a quick insight into its meaning.

C. First and last paragraphs:

In the first paragraphs, the author may introduce you to the subject and state the purpose of the article. In the last paragraphs, the author may present conclusions or a summary. These previews or summaries can give you a quick overview of what the entire article is about.

2. Read the article for all you can understand the first time through. Don't slow down or turn back. Look for general statements and for details or examples that support those statements. Mark off what appear to be the main points and key supporting details.

3. Go back and reread more carefully the areas you have identified as most important. Also, focus on other key points you may have missed in your first reading.

4. Take notes on the material. After you have formulated what you think is the main idea of the selection, ask yourself the question, "Does all or most of the material in the article support the idea in this statement?" If it does, you have probably identified the main idea. Write it out in a sentence. Then write down the main supporting details for that idea.

5. Keep the following points in mind when working on the drafts of your summary:

① Express the main idea and supporting ideas in your own words. Do not imitate or stay too close to the style of the original work.

① Don't write an overly detailed summary. Your goal is a single paragraph not less than 100 words and not more than 125 words in length.

① Preserve the balance and proportion of the original work. If the original devoted 70 percent of its space to one idea and only 30 percent to another, your summary should reflect that emphasis.

① Use the checklist on the inside back cover to proofread your summary for sentence-skills mistakes, including spelling.

Students' Defense Mechanisms

Michael, a college sophomore, has spent an entire afternoon perfecting his basketball game in the university gym. Karen, a junior, has volunteered to put in overtime at her off-campus job as a store cashier. Gary, a freshman, has been sitting at the desk in his bedroom for hours, but not one page of his textbook has been turned. Looking at these students, a casual observer would be surprised to learn that there are only three weeks left in the semester and that all three students have not even begun to prepare for the numerous papers and exams facing them. But actually, Michael, Karen, and Gary are typical of many college students. Rather than focus on their studies, they have found

ways to escape work that – for whatever reason – they don't want to do. To ignore the fact that deadlines are quickly approaching, each student is using *defense mechanisms* – unconscious mental techniques that help people avoid unpleasant truths. Although defense mechanisms are very human, understandable reactions to anxiety, they can get out of hand and be detrimental to school success.

One of the most common defense mechanisms is *repression*, a tendency to "forget" unpleasant realities. People who repress threatening thoughts deny that those problems exist; they subconsciously tell themselves that nothing is wrong. Indeed, many students use repression around mid-semester. Feeling overwhelmed by quickly approaching paper deadlines and final exams, they put their assignments out of mind. Then, having successfully forgotten their responsibilities, they spend their time watching TV, socializing, or just hanging out – doing anything but completing the work that, as far as they are concerned, "doesn't exist." If a teacher or friend reminds such a student of impending tests, a light of recognition may flicker in his or her eyes for a moment, but then quickly dies out. Students who repress the truth pay an unpleasant price for their procrastination. During the last week of the semester, they find themselves writing, typing, and studying frantically through long, sleepless nights. Moreover, as they can't do their best work under such physical strain and time pressures, their grades suffer.

Students who use the defense mechanism of *rationalization* know that there is work to be done, but they offer plenty of reasons for not doing it. People who rationalize make excuses; they create "logical" explanations for unacceptable behaviours and motivations. For instance, a student who neglects doing an intimidating sociology report will not admit – to herself or to other people – that she fears she will fail at it. Instead, she will say, "I'm not going to spend much time on that report because sociology is irrelevant to my career goals in business management." Similarly, a student who would rather spend time with his girlfriend than prepare for exams might say, "Developing relationships is just as important as succeeding in school." And a student who is too lazy to do his schoolwork will say "I can't do it" when he really means "I don't want to try". Another typical rationalization for not doing work is "I'm bored with the subject." If a course is not interesting for students, they should be all the more motivated to do the work so they can leave it behind once and for all. Finally, some students will rationalize by saying, "I'm too busy." Some students make themselves too busy, working more than they need to or getting overly involved in social activities on or off campus.

People rationalize not only to justify their behaviour, but also to minimize their shortcomings and disappointments. They try to convince themselves that a failure doesn't matter ("Things always work out for the best") or that an unreachd goal was not important or worthwhile after all (remember Aesop's fox, who couldn't reach the vine and concluded that the grapes were probably sour anyway?). A student who receives a poor grade might rationalize that "grades don't matter as much as practical experience in the job market" or that "grades signify little more than one's ability to tell teachers what they want to hear." Students who rationalize eventually believe their own lies about their goals and responsibilities. This cannot help but work against their productivity and performance.

Through another defense mechanism, *compensation*, people make up for their inadequacies by doing well in other areas. A student might compensate for a poor academic performance by excelling at a part-time job, or by heading some intramural sports teams, or by becoming involved in campus government. Perhaps more than any other defense mechanism, compensation can yield positive results: rather than being defeated by a weakness, a student can be uplifted by achieving something.

Nonetheless, compensation can get out of hand; students who make their diversions a priority may leave little time for much-needed studying.

Some people deal with threatening problems simply by *withdrawal*. This defense mechanism is most apparent in students with the "sleepiness syndrome." As soon as it's time to write a paper or study a book or go to class, these students claim they are "too tired." Likewise, they imagine they need naps during the day and ten hours or more of sleep at night. Needless to say, their weariness clears up in time for meals and favourite TV shows. Another form of withdrawal is fantasizing in order to avoid undesirable tasks. The unsuccessful student may waste valuable study time daydreaming, picturing herself as an accomplished physician or a powerful corporate executive. Everyone daydreams to an extent, and psychologists agree that occasional fantasies can be a harmless escape from the everyday demands of life. The problem develops when fantasy is used to excess; in such cases, it becomes an unhealthy substitute for activity.

All these defense mechanisms bring only temporary relief. Although they may protect a student from anxieties and feelings of inadequacy, they solve no problems, and they don't help the student get work done. In fact, defense mechanisms usually aggravate problems. They lead students to do sloppy, last minute work. They also erode self-confidence, making students feel – if only subconsciously – that they have little control over their lives. As a result, students may become even less capable of performing well in the future.

Fortunately, a person can defeat defense mechanisms before they trigger a vicious cycle of low self-esteem and failure. The key to overcoming these mental obstacles is to be aware of them. If you find yourself avoiding your schoolwork – by making excuses, by finding time for less significant activities, by devoting time to other "priorities," or by daydreaming – you should admit to yourself that you are using defense mechanisms. More important, you must then identify your problem. Why don't you want to do the work? Do you fear failure? Are you feeling lazy? Do you have doubts about being in school? It may be difficult to answer such questions honestly, but self-understanding is the first step to success. You must then come to terms with the fact that the work will not go away you simply have to get it done, despite any feelings of insecurity or lack of desire. (You may even want to repeat to yourself aloud. "The work will not go away. I have to do the work.") Having truly accepted this, you must develop a strategy for ending your escape tactics and forcing yourself to do the work you should. This means creating an organized study schedule which gives you plenty of time to complete papers and study for tests. At first, it may be quite difficult to turn off the TV or resist the urge to daydream. You will have to develop a new habit – of doing work on a regular basis as it needs to be done. The payoff is that

steady work habits will lay the foundation for future success. By proving to yourself that "you can do it", you'll be less likely to resort to defense mechanisms in the future.

🌀 Writing a Summary: II

Obtain a copy of *Time* or *Newsweek* that is no more than three months old. Write a summary of a cover story in either magazine. Follow the guidelines given in the previous assignment'. Attach a copy of the article to the summary before turning it in to your instructor.

■ FUNCTIONAL GRAMMAR SUPPLEMENT

Present perfect continuous or simple? • I have been doing or I have done?

1. Look at these conversations and put in the correct form of the verb. Use the present perfect continuous or simple.

1. Sarah: I feel really tired.

Mark: It's because you (do) too much.

Sarah: Well, at least I (finish) that report now, and I can relax.

2. David: Someone (leave) the ladder outside, look.

Harriet: I expect that's Mike. He (clean) the windows. I don't think he (finish) yet.

3. Laura: You've got mud on your shoes.

Trevor: It's all right, I'll take them off. I (work) in the garden.

Laura: Yes, it looks a lot tidier. Well done. You (do) a good job.

4. Tom: I (hear) that you and Harriet are building a garage. How long (you / do) that?

Mike: Oh, for about a month now. We (do) about half of it.

2. What would you ask in these situations? Use the present perfect continuous or simple.

1. Your friend is wearing glasses. You've never seen him with glasses on before. Ask him how long...

2. Nick is playing computer games. Ask him how many...

3. You meet a group of people walking across country. Ask them how many miles...

4. Some workmen are digging up the road outside Sarah's house. Ask her how long...

5. Laura is taking lots of photos of you and your friends. Ask her how many...

6. You have just woken up from an afternoon sleep and seen that it is raining. Ask your friend how long...

3. Complete the conversation. Put the verbs in the present perfect continuous or simple.

Laura: What are you doing, Trevor? You (1 be) in here for ages. You're making an awful mess.

Trevor: I (2 clear) out this cupboard most of the afternoon. There's a lot of old stuff in here. I / (3 find) these, look.

Laura: You (4 sit) there staring at those old boots for the last five minutes. I (5 watch) you. You (6 be) in a dream.

Trevor: They're football boots. I (7 have) them since I was about sixteen. They (8 be) in here for years.

Laura: Well, throw them away. And what about that tennis racket? Is that yours?

Trevor: No, it must be yours. I (9 never / have) a tennis racket.

Ability: can, could and be able to

Can and be able to

4. Harriet is visiting David, who hurt himself when he fell off a ladder. Complete the conversation using *can* or a form of *be able to*. Sometimes there is more than one possible answer.

Harriet: Hello, David. I'm sorry I haven't (1 come) and see you before. I've been really busy lately. How are you? David: I'm OK, thanks. I (2 walk) around now. The doctor says I (3 go) back to work soon. It'll be nice (4 get) out again. I hate being stuck here like this. I haven't (5 do) anything interesting.

Could and was/were able to

5.

1. Which is closer to the meaning of the sentence 'Years ago I could run a marathon'?
a) I ran a marathon at one particular time in the past. b) I was once fit enough to run a very long way.

2. Which of these sentences is correct? I was ill, so I couldn't go to the party. I was ill, so I wasn't able to go to the party.

a) Only the first one. b) Only the second one. c) Both of them.

3. Which is closer to the meaning of the sentence 'Sarah was able to leave work early yesterday'?

a) Sarah left work early yesterday.

b) Sarah had the opportunity to leave work early yesterday, but we don't know if she took it.

6. Put in *could* or *was/were able to*. Sometimes either is possible. Use a negative if necessary.

1. Suddenly all the lights went out. We _ see a thing.

2. The computer went wrong, but luckily Emma _ put it right again.

3. There was a big party last night. You _ hear the music half a mile away.

4. I learnt to read music as a child. I _ read it when I was five.

5. People heard warnings about the flood, and they _ move out in time.

6. The train was full. I _ find a seat anywhere.

◆ UNIT 8 COMMUNITIES

• LISTENING

Weird Neighbours

Before listening

1. Discuss with a partner. What does a weird neighbour mean to you? Can a neighbour be a nuisance? In what situations?

While listening

2. Listen to different stories and match the stories to their descriptions.

Story 1	a neighbour who likes music
Story 2	a neighbour who had a crush on one of the neighbours
Story 3	neighbours who don't like music at night
Story 4	a neighbour who is obsessed with cleanness
Story 5	who got confused with the number of neighbours
Story 6	a neighbour who enjoyed the mental activity

After listening

3. What would you do in the situations described by the speakers?

■ LIVING ENVIRONMENT

• READING AND SPEAKING

1. Do you live in an older neighbourhood, a new neighbourhood, a suburb or a townhouse?
2. How would you define a community? Are your neighbours a part of your community? What assets do you share with them?
3. What makes your neighbourhood community healthy?
4. Read the text and discuss the issues given.

Building Neighbourhood Communities - An Introduction to Successful Neighbouring

Why is Being a Good Neighbour Important?

Where neighbours share a sense of community, residents are more likely to feel safe and secure and have a lower fear of crime than where there is no sense of community. People living in connected neighbourhoods feel healthier and are happier about their lives and are more likely to vote and recycle and to help others by volunteering and donating blood. For these reasons and many more, being a good neighbour and connecting with others on your block not only makes the neighbourhood better but also helps you personally.

Neighbourliness is not a special talent - it is a decision! Anyone can be a good neighbour - it just takes a little initiative, and the rewards make it worthwhile. Neighbourhoods with a higher sense of community enjoy a higher quality of life. So do it for yourself and your family.

Wouldn't it be great if you knew all, or even some, of your neighbours a little better?

Getting to Know Your Neighbours

Finding the courage to make new connections is not easy for everyone. But you and your neighbours will discover that it becomes easier after the first step.

Try the following:

- Find an excuse to walk around the block with your pet or children to make yourself visible.
- Say hello to everyone you meet on your block.
- Give your neighbours a compliment: "Your lawn/garden looks nice."
- Take your backyard project to the front yard. Work on your bike or lawnmower on your porch or sidewalk. That way you can say "hi" to neighbours.
- If you've lived on your block for some time, take the first step toward newcomers. Take new neighbours a plant or small gift, bake them some cookies or help them unload their car, and welcome them to the neighbourhood.

Building Trust through Group Activities

So, you have just made a connection with your neighbours. That's a good first step. Now you can strengthen your relationships and build trust with your neighbours through group activities. You don't have to become friends overnight, but through activities together, you can learn to trust each other. Over time you might become friends or just stay friendly neighbours, but either way you can feel better knowing who is living around you.

Try some of the following ideas:

- Put up a neighbourhood bulletin board or an electronic one on the Internet.
- Organize a welcome wagon for new neighbours.
- Have a neighbourhood yard sale. Your neighbours are sure to come, and you might even sell a few things.
- Organize a block party.
- Research the history of the neighbourhood.
- Create a neighbourhood map and share it with the rest of your block.
- Do face painting for the kids.
- Help a neighbour prepare for severe weather or a blackout.
- Get a few neighbours together to plant flowers in a median or clean up a park.

Tips for Connecting with Children and Elderly Neighbours

If some of your neighbours are children or elderly persons, it is important for them to feel involved in the neighbourhood as well. They benefit greatly from feeling safe, secure and connected to those around them.

Keep these ideas in mind when you are thinking about your neighbourhood:

- During hot or cold spells, check in on community elders to make sure they are safe and comfortable. Sadly, a few elderly people die every year during heat or cold waves because no one bothered to check on them
- Mow the yard, rake the leaves or clean the gutters of an elderly neighbour. Many of them are unable to do it themselves and can't afford to pay someone to do it for them. Besides, it will make the neighbourhood nicer for you, too.
- Plant a small garden for an elderly neighbour or even just a potted tomato plant. Have neighbourhood children help you.
- Help neighbourhood children create a lemonade stand
- If you have a neighbourhood newsletter, let children be summer reporters on fun things happening from their point of view. They can draw pictures or take photographs, too.

Neighbourhood Clean-up

If a block or corner looks clean, safe and well cared for, it sends a message of unity to strangers and among neighbours. It can reduce crime, help children feel safe and secure, and improve neighbourhood appeal and housing values.

Getting your neighbours together for clean-up day moves you and them beyond personal boundaries to work together for the betterment of what you share.

Try these ideas:

- Ask a neighbour to get together to discuss a clean-up project on your block. Ask him/her to bring another neighbour. Now you have a team!
- Empty lots attract crime and pests. Get a team to clean up litter and mow the weeds
- Rake the extra leaves in untended areas and remove stray litter
- Get neighbourhood kids to help you clean up a park. Provide them with gloves and garbage bags and watch them go to work
- Contact the city to discuss graffiti removal, abandoned cars, tree trimming or other tough jobs

Build community pride by cleaning up as a team.

Neighbourhood Beautification

Now that your block is clean, why not make it beautiful? There are many small things you can do to improve your house and yard. IF all of your neighbours do a few small things, the results will be huge.

Planting flowers and gardens, repairing porches and repainting window frames can make a big difference in how you and others view your neighbourhood.

In the summer months, gardens flourish. Many urban gardeners trade tools, ideas, plants or seeds. You probably know someone who has extra tomatoes, beans or flowers from their garden every year. Sharing the bounty is fun for all ages.

You could:

- Have a block flower-planting day. Put flowers in porch planters at every house, plant flowers in medians or vacant areas.
- You could even select a shrub or flower for all the houses on the block as a show of unity. Or celebrate special occasions such as the Fourth of July with red, white and blue potted flowers.

- Share extra paint with neighbours and help them repaint the trim on the front side of their houses.

The Neighbourhood Map

A neighbourhood phone list is a great thing to have on hand. A neighbourhood map takes this idea a step further. This important tool is a simple sketch of your neighbours and their children, phone numbers and other important information to be used in emergencies or for planning neighbourhood events.

There are many ways to create a neighbourhood map. You can start by simply drawing your block with houses as squares along the line of the street.

Use the ideas and create your own neighbourhood map:

- Names of neighbours and their children and pets
- Addresses and day and evening phone numbers
- Note neighbours who work at home or stay at home during the day

If You Have Children

Children can draw these maps for fun, to help them better understand whom they can contact in an emergency, or just to get a better sense of community and place.

Let them be creative in using colours and symbols for the things they see around your block.

Your Neighbourhood Association

Your neighbourhood may already have a neighbourhood association. You can check with your local neighbourhood council. If it's active, join it. If not, think about creating one. You can start with just a few people and grow from there. The resources on the back cover of this booklet can give you more information about working with existing neighbourhood associations or about starting a new one in your neighbourhood.

Neighbourhood associations are powerful tools for dealing with your local government on matters of safety, zoning and local regulations. In addition, a neighbourhood association can help you plan group activities such as community picnics or block parties.

Here are some ideas that neighbourhood associations have used to build community:

- Organize a neighbourhood clean-up. Contact the city for information about a special trash pickup
- Plan a community picnic or potluck to which every family brings a dish. You could even have a chili cook-off or pie contest
- Have games, raffles and music that everyone can enjoy
- Start a neighbourhood newsletter

Neighbourhood Watch

All across the country, Neighbourhood Watch organizations help people work together to lower crime in their neighbourhoods.

A Neighbourhood Watch can also get involved in community clean-up and beautification projects.

Start by contacting your police or sheriff's office and the National Crime Prevention Council. They can provide information on crime patterns, safety tips and crime prevention techniques, as well as Neighbourhood Watch signs and window decals. When neighbours are away, be sure to keep an eye on their house and help keep it safe by making it look lived in.

- Make sure footpaths look used
- Ask neighbours going on vacation if you can collect their mail and newspapers, and make sure fliers are out of sight
- Put stray lids back on garbage cans and put them away after trash day
- Leave your porch light on at night for the benefit of all your neighbours

Small Acts that Go a Long Way

Here are a few enjoyable things you can do to make your neighbourhood friendly and cheerful. Be creative, and enjoy life!

- Leave a holiday treat as a surprise to brighten a neighbour's day
- Leave cut flowers in a jar on the sidewalk with a "take one" sign
- Visit a farmer's market and bring fresh produce to a homebound neighbour
- Ask a long-time resident to share some stories of your block
- Invite an elderly neighbour to an event he/she would enjoy
- Hire a neighbourhood teen to help you with some yard work or to clean an elderly neighbour's windows
- Invite a neighbour to your front porch for some iced tea
- Give your neighbourhood newsletter editor a tip for the next issue, or write an article yourself

Just get involved with your neighbours and your neighbourhood and see how quickly others join. Everyone wants a better neighbourhood. And it's easy. Just take it one step at a time.

• READING AND SPEAKING

Read the text and do the exercises that follow.

MEGACITIES

Everyone knows what a megacity looks like. Rio. Mexico City. Calcutta. The pictures are all too familiar: row upon row of cardboard and corrugated metal shacks propped in the shadow of gleaming skyscrapers. Bony children playing half-naked in the mud beneath a haze of smog. Laundry fluttering overhead like faded flags. In the city centre, a mere quarter mile away, businesspeople close deals over four-course lunches and make tennis dates on their cellular phones. Well-heeled shoppers browsing in pricey boutiques sidestep beggars with outstretched hands. Limos with tinted windows vie with rickshaws for position on teeming streets. This is the scene that urban planners and environmentalists, often speaking in apocalyptic overtones, have warned for decades would overtake us.

Well, that future is coming to pass, at long last. And the surprising news is that it may not be so bad after all. So says a growing body of urban experts and officials. The world megacities (places that are home to more than 10 million people) are expected to more than double in number in the next few years, from 12 to 25 by the turn of the century. This will mark the first time in history that a clear majority of the earth's inhabitants will live in urban areas. (Although, by some expert reckonings, 55 percent of the globe already does so.) More important, the quality of life in such megapolises is proving better than was once predicted. Life expectancy is generally longer in the big cities than in smaller ones or in the countryside. Urban dwellers are far more likely to have good sewage disposal and running water than are their rural compatriots. And cities tend to offer superior medical care, greater educational opportunities and more jobs.

That has led to a dramatic reversal in the way policy makers are addressing the problems of rapid urbanization. It used to be that they sought to limit mass migration by merely urging folks to stay on the farm. (Authoritarian regimes like Cuba's and China's tried evicting millions from the cities, while others, like Indonesia's, simply outlawed new arrivals from the countryside.) Now policy makers will concentrate on making those cities better places to live rather than focus their efforts on stemming the tide of rural poor to the cities.

The new philosophy holds that big cities are a natural consequence of modern development and that it's inevitable for people to want to live in them. People move to cities for rational reasons and it's completely crazy to erect barriers to stop them from going there.

well-heeled – rich and usually of a high social class

What Does It Mean?

1. Speaking in apocalyptic overtones
2. By some expert reckonings
3. That has led to a dramatic reversal in the way policy makers are addressing the problems of rapid urbanization.

Comprehension Check-up

1. What is the popular view of how megacities look?
2. How many megacities will exist by 2040?
3. Who enjoys a better quality of life, urbanites or bucolics?
4. What has caused policy makers to change their principles concerning megacities?
5. Is it OK to block people from coming into the cities?

What Do You Think?

1. What do you think are the reasons cities continue to expand?
2. What are the criteria that determine quality of life?
3. Do Koreans have better living conditions in the city or in the country?
4. Would you like to live in a city or in the country? Why?

5. Talk about how to solve megacity problems such as traffic and environmental pollution.
6. What do you think about moving our capital somewhere else to slow the expansion of Seoul?

Opinion Samples

1. Most people are coming to the cities because no matter how grim life there may be, it is generally better than the rural one they are leaving behind. Cities are able to provide better services to people, alleviate poverty, improve life expectancy and more wisely manage our planet's massive population growth.

2. The people who migrated to the cities are there to give their children a better life than they had. They are dedicated to working hard, getting the kids through school, improving their lives.

3. As megacities explode, the notion of building sister cities is becoming an increasingly popular idea as a way to combat overcrowding. Korea built a couple of satellite cities during the late 1980s and early 1990s.

It was partly successful in scattering people to places other than Seoul. But people living there complain about the lack of facilities such as hospitals, schools, shopping centers and cultural organizations. More important, the satellite cities need more job opportunities because most of the people still work in Seoul.

4. Environmentally concentrating the population in such urban areas is actually preferable. Already there are so many people on the planet that if every household in the world had a tract house and a small plot of earth, there would be no land left for farming - let alone for parks. Cities have always been seen as environmentally damaging, but now there's a sense that people have to live somewhere, and better density than endless sprawl. Sprawl is a much less efficient way to use the planet's resources - and it ultimately worsens urban problems because so much energy is required to move people around.

• READING AND VOCABULARY

1. Read the article and write two words for each category that have recently come into the language.

1 Internet criminals	2 blogging	3 health	4 the environment
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How words change with the times

Every year that passes throws up new ideas, experiences and inventions for which no name has previously existed. However, the gap is soon filled, and a name is allocated to the new concept. Words are a language's response to circumstances and nowhere can this be seen more clearly than in the field of technology.

First, we had 'Internet', then we had words like 'download' and 'online'. Now, however, an increasing amount of 'e-fraud' is committed over the Internet and a number of words have been coined. Apart from the 'cybercops' out looking for 'cybercriminals' a number of more specific terms are used to define the bad guys. 'Crackers' (a cross between

'computers' and 'hackers') are people who break into a computer system for illegal purposes, whereas 'scammers' try to trick people into disclosing their bank details (a 'scam' means a trick.). These are just a few of the multitude of new words in the world of e-crime.

Continuing on the theme of computing, the success of the 'blog' has meant that a number of blog-related terms have entered the language. First of all, there's 'blogfade' to illustrate how people may lose interest in their blog so it disappears. At some point bloggers will have to change and update the style of their blog in the form of a 'blogover'. 'Blogover' comes from the word 'makeover' which means to update your image.

But it is not only in the world of Information Technology (IT) that new words are being coined. In the current debate on healthy eating and body weight, one of the chief concerns is obviously the illness, anorexia. The suffix -rexia has given rise to a number of new concepts related to appearance and the desire to be slim. The term 'tanorexia' is used for an obsession with maintaining a suntan all year round, usually by using a sunbed, while 'yogarexia' is an obsession with practising yoga in order to stay fit. Another area of strong debate is that of the future of the planet. One of the most serious effects of climate change is the number of species becoming extinct. A 'baiji' is a Chinese freshwater dolphin which has now died out and, because of the publicity surrounding this word, has recently entered the English language, though five years ago nobody would have known what it was. And finally, something whose poor state of health is an indicator of imminent eco-disaster, for example glaciers or a species, has become known as a 'climate canary'. This is because in the past canaries were used in mines to detect the presence of dangerous gases.

2. Read the article again and complete the definitions with a word from 1.

1. A _ shows that there is going to be an ecological disaster.
2. Someone does a _ to make their blog look more modern and attractive.
3. You must be careful never to disclose your bank details to _.
4. A person who is obsessed with having a suntan all year round suffers from _.
5. A _ is an extinct Chinese dolphin.
6. A person who is obsessed with practising yoga to stay fit suffers from _.
7. If you suspect a group of _ has accessed your computer, call the cybercops.
8. He wrote a blog for two months or so, but then he got _ and gave up.

3. Underline five words you don't know. Use your dictionary to look up their meaning and pronunciation.

■ ONLINE ENVIRONMENT

• READING AND SPEAKING

1. What is your perception of an online community? Give extended answers.
2. What do you know about branded online communities? In what way are they different from Facebook or LinkedIn groups?

3. What is your list of characteristics to make an online community great?
4. Read the text and compare with your answers.

What is an Online Community? The Basics & Benefits

Online communities are all around us, connecting families, friends, neighborhoods, and finally, businesses: Branded online communities help organizations with everything from being more transparent to deflecting support cases.

Communities are all around us. We're part of many communities, whether they're communities made up of family, friends, or shared interests. Online communities take similar principles from in-person communities and make them virtual.

WHAT IS AN ONLINE COMMUNITY?

You're probably part of an online community or two, whether it's NextDoor for neighborhoods or a Facebook or LinkedIn group around a common interest or shared value. You might think of a sub-Reddit around a certain topic as a community.

However, sometimes the concepts behind what an online community is can feel a bit abstract.

Aren't communities built in person? How can an army of strangers online make a customer feel seen? Before you go look for concrete examples of online communities, take a look at this definition:

At its root, an online community or internet community is a group of people with a shared interest or purpose who use the internet to communicate with each other. Online communities have their own set of guidelines and needs, like online community engagement, moderation, and management.

But the type of community we'll focus on today is a big one: Branded online communities or communities run by organizations.

What is a Branded Online Community?

A branded online community is a professional network to bring people together around a centralized, shared organization-based experience or purpose for expansive online collaboration and growth.

The type of community we're talking about here is one that your organization would build online to connect your members, customers, employees, partners – whoever the community's members might be.

These communities play a huge part in customer or member experience. They break down the traditional one-way exchange of information & open up communication to deliver increased value.

How Online Community Platforms Differ from Facebook or LinkedIn Groups

For people who don't work directly with online community platforms and strategies every day, a term like "online community" can often become blended among a myriad of buzzwords surrounding social networks, platforms, and strategies.

One of the greatest areas of confusion for people who are new to the online community software industry is the differences between large public social media networks, like Facebook or LinkedIn groups and branded online communities.

Think about the approach this way: while an average user might casually “spend time” on a public or personal social network, members of private online communities are often intent on investing time with a purposeful mindset, seizing the opportunity to engage with a specific organization’s community for personal growth or professional growth.

While these platforms share similarities, like the ultimate purpose of connecting people online, there are vast differences in their functionality and behavior when it comes to strategizing and targeting your audience.

For real, community engagement to happen, users need to feel a high degree of comfort about their privacy, asking questions, and belonging to the space. Sharing and showcasing their expertise often gets diffused on social media platforms or open source solutions. We recommend using a proprietary community platform, for several reasons:

More control: If you create your community on social media or open source solution, you’re subject to any and all of their changes, with no say, effectively building your house on rented land.

More security: Community vendors place privacy as top priority – it’s their job. With a Facebook or LinkedIn Group, you have a limited ability to protect your members’ privacy and your own information.

More data: On a social media platform, they gain invaluable data that your community will inevitably generate about your members and customers – you do not. If you create your own online community, you’ll have access to all that data, helping you understand your users and creating a curated experience for your users.

More community management tools: With a community platform like Higher Logic’s, engagement tools are built in, specifically designed to help you create an engaging experience.

Branded Online Communities in Practice

Once community members log in for the first time (you can make a branded community easily accessible from a website), they can participate in a variety of ways, like:

- Ask another member a question about how they did something
- Read top discussion posts from the week
- Suggest an improvement to something you offer
- Sign up to become a speaker at one of your events

But an online community is not just another piece of software that an organization buys — an online community is about creating a destination for real people. Your community can serve as the virtual town hall for your organization, or provide recognition, support, and connection when your customers or members need it the most.

“Community engagement supports every member’s success by giving them access to the knowledge and value of the entire community. By supporting them in their work, it

inspires their loyalty. It exposes people to new ideas, prompts product and service use, and rapidly surfaces shifting needs.” – The 2020 State of Community Management Report

Online communities take several forms:

- Private communities gated by a login or are invite-only
- Public communities that are easily searchable
- Hybrid communities that have some public elements but require a login for full use

After you get to know the seven types of branded online communities, learn more about what distinguishes your average online community from a great one.

4 CHARACTERISTICS OF GREAT ONLINE COMMUNITIES

1. Great Online Communities are Built for Engagement & Empowered Communal Support

Not all communities look and feel the same – they take many shapes and forms to fit the needs of their unique members and organization.

In order to bring everyone to your online destination, you need to think broadly about everyone involved – how will they benefit from the community, and how inclusive is the space?

To answer that, back up: What’s your online community for? The answer will influence your tactics and strategies to achieve high engagement.

Think of your community as being for a specific group with a specific purpose. If it’s a community for people who use a specific tool or product, the purpose would be to learn, educate, and network with similar people. Or, if the community you build online is for a local cycling group, the purpose might be to connect, plan biking events and advocate for bike safety. No matter the community, it functions best when interactions are easy, secure, and intuitive.

2. Great Online Communities are Vibrant & Multi-Dimensional

A great community is multi-dimensional, diverse, and vibrant. And it thrives because of the people who are part of it. People are unpredictable, creative, and diverse, and bringing them together in a place where they can interact and engage can seem overwhelming. But it doesn’t have to be – and this gathering of unique people usually advances your organization.

By breaking down the traditional one-way exchange of information and opening up your communication, your community will deliver value far beyond expectations.

When you can tap into people’s unique perspectives and invite them to share their expertise and knowledge with others, you inspire engagement and connections that are relevant and meaningful.

In the end, you’ll probably discover that people who feel like a critical part of the community because of their distinctive contributions are also those people who remain most loyal and lasting. This cycle of distinctiveness – tapping into the unique qualities of people and allowing them to influence others – is just one way a community can enhance an organization’s ability to communicate, grow and remain relevant.

3. Great Online Communities Grow from Shared Purpose

After looking at all these examples, we can look back at our original question: what makes a community a community? Shared purpose, or people coming together to achieve a goal or solve a problem. Golf players want to know which clubs to buy. Sephora consumers want the latest beauty tips. Marketers want inspiration for new campaigns.

Your organization may have a larger goal for your community, like ticket deflection, member retention, or increased revenue, but we always have to come back to the basics. We create communities for people, people who want to connect and learn about something together.

How can you get back to or discover a shared purpose this year?

4. Great Online Communities are Thoughtfully Moderated

Making sure your online platforms feel safe and enjoyable for all your participants is essential for the long-term health of your community.

That's where community moderation becomes so important. And it's another reason why having dedicated community management is so important. A large part of becoming a good online community moderator is knowing how to strike the balance between controlling conversations to maintain order, contributing to keep conversations fresh, and giving members, employees or customers enough freedom to feel like they can express themselves. You don't want mayhem, but you don't want to discourage discussions before they even get going.

Members should genuinely feel like the online community is a place where they can express their knowledge and opinions without being stifled, but having guidelines helps protect you and the community.

• READING AND SPEAKING

1. Read the blog.

2. In small groups discuss:

- a) how you would define types of online communities and compare with the suggested
- b) which online community/communities you belong to
- c) whether you have community mates in your group
- d) the influence of online community on its members (good and bad sides)

3. Make a short presentation on online communities.

The Six Types of Online Communities (with Examples of Each)

An online community brings together people who wouldn't normally connect with each other in the real world. Businesses, creators, and brands alike are all realizing the power of creating community in the digital landscape. While it's tempting to think communities are alike, not all look the same. There are a few different types of online community to keep in mind when you're looking to build one.

They are:

Brand Communities Support Communities	Learning Communities Networking Communities	Social Communities Fan Communities
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Communities Don't Fit in a Box

That's right. Just like people, communities don't fit nicely into categories. While we're going to make some broad categorizations of types of communities in this article, it's important to remember that each community is different because the people that make it up are unique. A community may fit into the brand category, but also be a support community because the needs of its members call for it. These kinds of crossover or hybrid communities are common. Just remember -- the needs of your community define its structure and approach.

Groups tend to form around leisure activities, building relationships, fixing something, self-improvement, or some mix of these. From these high-level archetypes, we've defined six main types of communities to help you decide which path to take in your community building adventure.

Brand Communities

Brand communities are, you guessed it, associated with brands. It's not just about a place for people to talk about your company or thing, however. Your brand community is a group of people who have an emotional connection to what you do as a company. They love your work. Typically, brand communities form to bring like-minded people together around a defined brand identity.

If you've ever heard Kevin Kelly's idea of 1,000 true fans, brand communities draw these true fans together and help those on the path to becoming one. It's no secret why customer advocacy efforts go hand-in-hand with building a community of this nature.

Support Communities

Searchable public information is often a key factor for buyers making a purchase decision. 53% of shoppers research what they want to buy to make sure they're making the best choice. Many of these types of discussions take place on social networks. Instead of leaving this job to Reddit or Quora, why not host where these discussions happen yourself? You know your product best, which means your company is the most helpful resource for your customers.

A support community is where people go to seek advice on purchasing decisions or to get support for what they've already purchased. From questions about which tier to buy, making feature suggestions, and wondering how to fix certain problems, a support community offers a thoughtful public space for your customers to get the help they need.

A major benefit of a group like this is they're indexed by search engines. Once a member answers a question, the solution is available for anyone else to see by typing a few words in on Google. This scales more easily compared to traditional support processes because your team doesn't have to answer the same question over and over. Instead, your support staff can point to existing discussions, or, if the customer has done some research on their own, they might not even need to ask because they found

the answer already. If you're interested in learning more, we've written up a guide on how to handle search engine optimization for your community.

Learning Communities

People who are looking to learn often want to do so with others. There's no better way to learn by asking questions, sharing ideas, and getting feedback than in a community. This is where learning communities come in.

A learning community is a group of students, teachers, and staff who come together sharing similar goals for the growth of knowledge. This may look like a college course where students are learning at the same time in the community, or it may be self-paced where the community is where students come to discuss what they learn after the fact. Codecademy is a premier example of what a learning community can be in an online space. Students take courses at their own pace, but along the way they can join the community, ask questions, and get help with the shared goal of becoming better software developers.

Networking Communities

Networks are all about connection. In an online space, sometimes people like to come together to connect with others who are like them. This is where a networking community, also called a community of practice, comes in. A networking community is focused on connecting one person to another for a specific purpose.

Business networking is one type of networking community, where members look to connect with other like-minded people in their industry or profession. Communities of support are also a type of networking community, as individuals seek connection with others affected by the same circumstances such as a chronic illness or condition.

Social Communities

When I think of an online community, I often think of the forums of the late 90s/early 2000s. Before social networks, these were the social gathering points on the web where discussions took place about politics, video gaming, music, and the little parts of life. This, in essence, is what a social community is. The members of these communities come together to discuss whatever they want to socialize. Think of this as a sort of cocktail party or in-person meet-up.

Fan Communities

Fan communities, including fandom, have exploded in recent years. These types of communities usually form around favorite books, movies, and other media. They can also form around a favorite creator, such as a musician, artist, YouTuber, or streamer. While fan communities can be public and open to anyone participating, increasingly creators are making private communities for those who support their work through channels like Patreon.

What Are You Building?

While communities are like people in that they don't fit perfectly in a box, you can use these types as a framework for thinking about how to best help your community

members. Your group may strictly be for fans, or it might be a hybrid brand/support community. What's most important is to find a model that works for those you seek to serve.

■ WRITING

- Paragraph Writing

Narrate and describe the best / worst city you have ever visited.

■ FUNCTIONAL GRAMMAR SUPPLEMENT

- ARTICLES and QUANTIFIERS

- Countable and uncountable nouns

What is the difference?

1. Look at the underlined nouns. Are they countable or uncountable?

1 There was a car behind us.	6 Love makes the world go round.
2 I never eat meat.	7 Good luck in your new job.
3 Do you play golf?	8 Power stations produce energy.
4 I had to wait ten minutes.	9 I'm taking a photo.
5 Just tell me one thing.	10 Would you like an apple?

- Nouns that can be countable or uncountable

A potato or potatoes? A sport or sports?

2. Complete the conversations. Choose the correct form.

1. Can I pick an apple/some apple from your tree? ~ Yes, of course.
2. I think sport/a sport is boring. ~ Me too. I hate it.
3. We ought to buy some potato/some potatoes. ~ OK, I'll get them.
4. I think painting/a painting is a fascinating hobby. ~ Well, you're certainly very good at it.
5. Did you hear noise/a noise in the middle of the night? ~ No, I don't think so.
6. Is there cheese/a cheese in this soup? ~ Yes, a little.
7. I had conversation/a conversation with Vicky last night. ~ Oh? What about?
8. Shall I put a chicken/some chicken in your sandwiches? ~ Yes, please.
9. Are you a pacifist? ~ Well, I don't believe in war/a war, so I suppose I am.
10. It isn't fair. ~ No, life/a life just isn't fair, I'm afraid.
11. What's the matter? ~ You've got some egg/some eggs on your shirt.

A paper or papers?

3. Complete the conversations. Put in these nouns: *business* (×2), *experience* (×2), *glass*, *iron*, *light*, *paper*, *space*, *time*. Put *a/an* or *some* before each noun.

1. Harriet: Did you manage to park in town?

Mike: It took me ages to find __. And all I wanted was to buy __ to wrap this present in.

2. Sarah: Are you busy tomorrow?

Mark: I'm meeting someone in the office. We've got __ to discuss.

3. Trevor: Do you think I need to take __ with me for my shirts?

Laura: Oh, surely the hotel will have one.

4. Vicky: I was going to have some juice, but I can't find

Rachel: If you turned __ on, you might be able to see properly.

5. Claire: I've never met your brother.

Mark: Oh, he's usually very busy because he runs __. But he's been ill recently.

The doctor has ordered him to spend __ resting.

6. Daniel: How did your interview go?

Emma: Well, I didn't get the job. I think they really wanted someone with __ of the work, and that's what I haven't got. So it was a bit of a waste of time. And the train coming back was two hours late. That's __ I don't want to repeat.

• Agreement

Subject and verb

4. Mark and Sarah are in an antique shop. Complete the conversation by choosing the correct form of the verb.

Sarah: This table (1) is/are lovely.

Mark: Yes, the wood (2) is/are beautiful, isn't it?

Sarah: The style and the colour (3) is/are both perfect for what we want.

Mark: These chairs (4) looks/look very stylish, too, but they (5) is/are rather expensive.

Sarah: Can you see if the table (6) has/have got a price on?

Mark: Yes, it has. It says it (7) costs/cost £2,000. That's ridiculous.

Sarah: Don't you think prices (8) has/have gone up recently? Those tables we saw last month (9) wasn't/weren't so expensive.

5. The BBC is making a documentary about police work. A policeman is talking about his job. Choose the correct form.

1. Every policeman is/are given special training for the job.

2. No two days are the same. Each day is/are different.

3. But the job isn't/aren't as exciting or glamorous as some people think.

4. Not all policemen is/are allowed to carry guns.

5. A number of police officers here works/work with dogs.

6. An officer and his dog has/have to work closely together.

7. One of our jobs is/are to prevent crime happening in the first place.

8. A lot of crime is/are caused by people being careless.

9. Sorry, I have to go now. Someone has/have just reported a robbery.

An amount + a singular verb

6. Combine the questions and answers about travel and holidays into one sentence using *is* or *are*.

1. Do you know the price of a room? ~ Fifty pounds.
2. How many public holidays are there? ~ Ten days in the year.
3. Are you going on a long walk? ~ Fifteen miles.
4. Who's travelling on the bus? ~ Eight students.
5. Was someone waiting for the museum to open? ~ Yes, three people.
6. Do you know the baggage allowance? ~ Twenty kilos.

• Singular or plural?

Clothes, etc

7. Put in the nouns and add *s* if necessary.

1. Claire had to take her luggage through (custom).
2. Please accept this gift as an expression of our (thank).
3. The woman is demanding (damage) for her injuries.
4. The (pain) was so bad I called the doctor.
5. The old man carried his few (belonging) in a plastic bag.
6. If we pay in cash, we make a (saving) of ten per cent.
7. More (good) should be transported by rail instead of by road.
8. The gas explosion caused some (damage) to the flats.
9. We're going to spend all our (saving) on a new car.
10. The company always takes (pain) to protect its image.

News, etc

8. Look at each group of words and say what they are part of. Start your answers like this: *ath..., eco..., geo..., his..., mat..., phy...* .

1 atoms, energy, heat, light	4 the high jump, the long jump, running, throwing
2 algebra, numbers, shapes, sums	5 industry, money, prices, work
3 dates, nations, past times, wars	6 the climate, the earth, mountains, rivers

Clothes, news, etc

9. Choose the correct verb form.

1. The television news is/are at ten o'clock.
2. These clothes is/are the latest fashion.
3. Maths is/are Emma's favourite subject.
4. The troops was/were involved in a training exercise.

5. The contents of the briefcase seems/seem to have disappeared.
6. Darts is/are often played in pubs in England.
7. The athletics we watched was/were quite exciting.
8. The remains of the meal was/were thrown in the bin.

• A/an and the

The use of a/an and the

10. Complete this true story. Put in *a/an* or *the*.

(1) man decided to rob (2) bank in the town where he lived. He walked into (3) bank and handed (4) note to one of (5) cashiers. (6) cashier read (7) note, which told her to give (8) man some money. Afraid that he might have (9) gun, she did as she was told. (10) man then walked out of (11) building, leaving (12) note behind. However, he had no time to spend (13) money because he was arrested (14) same day. He had made (15) mistake. He had written (16) note on (17) back of (18) envelope. And on (19) other side of (20) envelope was his name and address. This clue was quite enough for (21) detectives on the case.

A man/he and the man/someone

11. Replace the sentences which contain an underlined word. Use *a/an* or *the* with the word in brackets.

1. We didn't have much time for lunch. David made something for us. (omelette)
2. They ran the race before they held the long jump. Matthew won it easily. (race)
3. The driver turned left. Suddenly someone ran into the road. (child)
4. Vicky was lying on the sofa. She was watching something on television. (film)
5. I had to take a train and then a bus. It was half an hour late. (bus)
6. A shoplifter tried to steal some clothes. The camera videoed her. (thief)

The use of a/an and the

12. Complete the conversations. Put in *a/an* or *the*.

1. Laura: Look outside. _ sky is getting very dark.
Trevor: I hope there isn't going to be a storm.
2. Mike: I'm going out for _ walk. Have you seen my shoes?
Harriet: Yes, they're on _ floor in _ kitchen.
3. Melanie: Would you like _ tomato? There's one in _ fridge.
David: Oh, yes, please. I'll make myself _ cheese and tomato sandwich.
4. Sarah: If you're going into _ city centre, can you post these letters for me?
Mark: Yes, I'll take them to _ main post office.
5. Rita: I've got _ problem with my phone bill. Can I see someone about it?
Receptionist: Yes, go to _ fifth floor _ lift is along the corridor.
6. Tom: I didn't know Melanie had _ dog.
David: It isn't hers. She's just taking it for a walk while _ owner is away.

7. Vicky: I've got _ headache. I've had it all day.

Rachel: Why don't you go to _ health centre? It's open until six.

8. Andrew: Guess what. I found _ £50 note on the pavement this morning.

Jessica: You really ought to take it to _ police station, you know.

The sun, etc

13. Complete these sentences about pollution and the environment. Put in *a/an* or *the*.

1. There was _ programme on television about dangers to _ environment.

2. There was also _ article about pollution in _ paper.

3. _ ozone layer will continue to disappear if we don't find way _ to stop it.

4. _ world's weather is changing. Pollution is having _ effect on our climate.

5. Last week _ oil tanker spilled oil into _ sea, damaging wildlife.

6. Some professors have signed _ letter of protest and have sent it to _ government.

7. If _ earth was _ human being, it would be in hospital.

The use of *a/an* and *the*

14. Complete the conversations. Put in *a/an* or *the*.

1. Daniel: How was your trip to _ coast?

Trevor: Wonderful. _ sun shone all day. We had _ great time.

2. Henry: Would you like _ cigarette?

Nick: No, thanks. I've given up smoking. It's _ bad habit.

3. Sarah: What's your brother doing now? Has he got

Laura: Yes, he's _ soldier. He's in _ army. He loves it. It's _ great life, he says.

4. Rita: I went to see Doctor Pascoe yesterday. She's _ best doctor I've ever had.

Harriet: She's very nice, isn't she? You couldn't meet _ nicer person.

5. Rachel: You were _ long time at _ supermarket.

Vicky: Yes, I know. There was _ enormous queue. I was thinking of complaining to _ manager.

6. Mark: Why were you late for your meeting?

Sarah: Well, first I had to go to _ hotel I'd booked into. I took _ taxi from _ airport, and _ driver got completely lost. It was _ terrible nuisance. _ man was _ complete idiot.

7. Matthew: Is this _ book you were telling me about?

Emma: Yes, it's _ really interesting story.

Matthew: What did you say it's about?

Emma: I knew you weren't listening to me. It's _ science fiction story. It's about _ beginning of _ universe.

A or an?

15. Put in the abbreviations with *a* or *an*.

1 a Personal Assistant 2 a National Broadcasting Company reporter 3 a Disc Jockey 4 a Very Important Person 5 an Irish Republican Army member	6 a Personal Computer 7 a Los Angeles suburb 8 an Unidentified Flying Object 9 an Annual General Meeting 10 a Member of Parliament
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- A/an, one and some

A/an and one

16. Put in *a/an* or *one*.

1. Have you only got _ bedroom? I thought you had two.
2. Melanie wanted something to drink. She was looking for _ cafe.
3. It was Sunday _ shop was open, but all the others were closed.
4. _ of these photos is of you. Would you like it?
5. Shall I take _ photo of you two together?

A dog = all dogs

17. Match each word with the right explanation and write sentences with *a/an*.

- | | |
|-----------|--------------------|
| 1. Carrot | line of people |
| 2. Violin | book of maps |
| 3. Queue | vegetable |
| 4. Atlas | tool for digging |
| 5. Spade | musical instrument |

Some

18. What would you say in these situations? Use a noun and decide if you need *some* or *not*.

1. You and your friend would like a game of cards, but neither of you has a pack.
We need _.
2. You are describing Rachel to someone. Rachel's hair is dark.
Rachel has _.
3. You are eating nuts. Offer them to your friend.
Would you like _?
4. You want a drink of mineral water. There's a jug on the table, but you don't know what's in it.
Is there _ in this jug?
5. You've come home from a shopping trip with a few clothes. Tell your friend.
I've bought _.
6. You are eating some bread that Melanie baked. It's lovely.
Melanie, this is _.

7. The two women who live next door to you are both studying at the university. Tell your visitor. The women next door are _.

• **RELATIVE CLAUSES**

- Relative clauses with *who*, *which* and *that*

Identifying

19. Look at the information and identify which one is meant. Use the shortest way of identifying where possible.

1 the boy (he is tall)	7 the girl (she has green eyes)
2 the man (he has a beard)	8 the young woman (she is in the office)
3 the woman (she plays golf)	9 the man (he drives a taxi)
4 the young man (he is at the door)	10 the young man (he is smart)
5 the man (he plays his stereo at night)	11 the student (she failed all her exams)
6 the woman (she is very thin)	

20. Combine the information to make news items. Make the sentence in brackets into a relative clause with *who* or *which*. Start each sentence with *The*.

1. A man has gone to prison. (He shot two policemen.)
2. A bomb caused a lot of damage. (It went off this morning.)
3. A scientist has won the Nobel Prize. (He discovered a new planet.)
4. A footballer has been banned from playing again. (He took drugs.)
5. A little girl has been found safe and well. (She had been missing since Tuesday.)
6. A company has laid off thousands of workers. (It owns Greenway Supermarkets.)
7. An old lady now wants to swim the English Channel. (She did a parachute jump.)

- The relative pronoun as object

Subject and object

21. Comment on the conversations. Add a sentence with *who* or *that* as the subject.

1. She's Tom's new girlfriend. ~ Who is? ~ That girl. She just said hello. That's right.
The
2. The dog has been rescued. ~ What dog? ~ It fell down a hole. Haven't you heard?
The
3. The story was untrue. ~ What story? ~ You know. It upset everyone. Yes, the
4. He's a film producer. ~ Who is? ~ That man. He interviewed Natasha. That's what I heard. The

Now comment on these conversations. Add a sentence with *who* or *that* as the object.

5. The accident wasn't very serious. ~ What accident? ~ Oh, Daniel saw it. Yes, the

6. He's a millionaire. ~ Who is? ~ That man. Claire knows him. It's true. The
7. The vase was extremely valuable. ~ What vase? ~ You know. David broke it. That's right. The
8. It's really nice. ~ What is? ~ The jacket. Melanie wore it at the party. Yes, it is. The

Leaving out the relative pronoun

22. Complete the script for these TV advertisements. Use a relative clause without a pronoun.

1. Fresho soap. Beautiful people use it.
2. An Everyman car. You can afford it.
3. 'Hijack'. People want to see this film.
4. Greenway Supermarket. You can trust it.
5. 'Cool' magazine. Young people read it.
6. Jupiter chocolates. You'll love them.

Leaving out the relative pronoun

23. Look carefully at these sentences. Are they correct without a relative pronoun? Where you see *, you may need to put in *who*, *which* or *that*. Write the sentences and put in a pronoun only if you have to.

1. The man * paid for the meal was a friend of Tom's.
2. The meeting * Mark had to attend went on for three hours.
3. Somewhere I've got a photo of the mountain * we climbed.
4. The man * repaired my car is a real expert.
5. The detective lost sight of the man * he was following.
6. I thought I recognized the assistant * served us.
7. I'm afraid the numbers * I chose didn't win a prize.

• Prepositions in relative clauses

A preposition at the end

24. What are they saying? Put in sentences with a preposition at the end.

1. (Mark has been looking for this letter.)
2. (Rachel was talking about that film.)
3. (Laura has decided on this wallpaper.)
4. (Matthew played tennis with that man.)
5. (David fell down those steps.)

A preposition at the end

25. Match the phrases and write the definitions. Put the preposition at the end of the relative clause.

1. a kitchen a cupboard you hit nails with it

2. a hammer the person you keep valuable things in it
3. your destination a piece of furniture you cook in it
4. a safe the place you can either sit or sleep on it
5. your opponent a room you're going to it
6. a sofa bed a tool you're playing against them

A preposition at the beginning

26. It's election time. All the politicians are arguing. Rewrite the first sentence using a preposition at the beginning of a relative clause.

1. I cannot agree with that statement. I hope I've made that clear.
2. Our party believes in that idea. I say this from the bottom of my heart.
3. I am strongly opposed to that policy. And I am not afraid to say so.
4. No one cares about these people. They are the forgotten people.
5. Your party should be ashamed of those mistakes. And everyone knows that.
6. The government is now dealing with that problem. How many times do I have to tell you?

- Relative structures with whose, what and it

Who or whose?

27. You are reading a crime story. One of these people has murdered the industrialist, Colin Howard. Look at the detective's notes and write a sentence about each person. Use a relative clause with *who* or *whose*.

1. George Paxton, company director - he had an argument with Colin
2. Vera Stokes, politician - her sister once worked for Colin
3. Felix Reeves, journalist - his tape recorder was stolen
4. Graham Wilshaw, architect - he knew Colin at school
5. Rex Carter, farmer - Colin bought his land
6. Norman Bridge, lawyer - he looked after Colin's interests
7. Sonia Goldman, house guest - her fingerprints were on the door handle

What

28. Zedco Chief Executive Barry Douglas is telling a group of managers how to run a business successfully. He emphasizes the underlined words using *what*.

1. You must pay attention to the details.
2. You have to think about your profit.
3. You must know the needs of your customers.
4. You should work towards a realistic target.
5. You need to plan ahead.

29. Quiz champion Claude Jennings is answering some questions. Look at each question and answer and write a sentence with *it + be + a relative clause*.

1. Who invented the radio? ~ Marconi. It was Marconi who
2. When did Columbus sail to America? ~ In 1492. It was in 1492 that
3. What does Tiger Woods play? ~ Golf. It's
4. Where did the Olympic Games first take place? ~ In Greece.
5. Which is nearest the sun, Venus or Mercury? ~ Mercury.

- The use of relative clauses

Adding clauses

30. Match the parts and write sentences with an adding clause. Use *who* or *which*.

1 The Grand Canyon	4 The Titanic	7 The Berlin Wall
2 Nelson Mandela	5 Queen Victoria	
3 John Lennon	6 Mars	

He was in prison for 27 years. He was killed in 1980. It is 140 million miles away. It is over 200 miles long. It sank in 1912. It was built in 1961. She came to the throne in 1837.	He was one of the Beatles. He became President of South Africa. It is one of the wonders of the world. It is known as the red planet. It stood for 28 years. It was supposed to be unsinkable. She ruled over the British Empire.
---	---

Commas in relative clauses

31. Put in the relative clauses. You may also need to put in one or two commas.

1. (that Claire drives) This car is a lot cheaper than the one _.
2. (who has twins) Olivia, _ often needs a babysitter.
3. (who took Rita to the party) The person _ was Tom.
4. (who has a bad temper) Henry _ shouted at the waiter.
5. (which Tom supports) The team _ is United.
6. (who is afraid of heights) We all climbed up except Vicky _.
7. (which is on the tenth floor) My new flat _ has a terrific view.
8. (she bought the sofa from) Sarah can't remember the name of the shop _.

- Relative pronouns and relative adverbs

Identifying clauses and adding clauses

32. Put in the relative clauses. Sometimes there is more than one possible answer.

1. Someone knows all about it - the secretary.
The person _ it is the secretary.
2. Zedco has 10,000 employees. It's an international company.

Zedco, __, is an international company.

3. Vicky's name was missed off the list, so she wasn't very pleased.

Vicky, __, wasn't very pleased.

4. Laura painted a picture, and it's being shown in an exhibition.

The picture __ is being shown in an exhibition.

5. We're all looking forward to a concert. It's next Saturday.

The concert __ is next Saturday.

6. One week Mike and Harriet went camping. It was the wettest of the year.

The week __ was the wettest of the year.

7. Aunt Joan is a bit deaf, so she didn't hear the phone.

Aunt Joan, __, didn't hear the phone.

8. You'll meet Henry tomorrow. He's also a member of the board.

Henry, __, is also a member of the board.

9. I'll see you near the post office. We met there the other day.

I'll see you near the post office, __.

A special use of *which*

33. Match the sentence pairs and join them with *which*.

1 My phone is out of order.	It means he can't get about very easily.
2 Rachel's mother paid for the meal.	It's made her very depressed.
3 My brother is disabled.	That was rather careless of you.
4 You left the keys in the car.	That caused a traffic jam.
5 Vicky didn't get the job.	It's a real nuisance.
6 The police blocked off the road.	That was very kind of her.

◆ UNIT 9 HISTORY

■ LOOKING BACK

• LISTENING

Before watching

1. Discuss with a partner?

1. How good are you at history?
2. Is it important to know the development of the civilization or not? Give your reasons

While watching

https://www.youtube.com/watch?v=_BaaMfiD0Q

2. Watch the video and answer the following questions.

1. What is the starting point of the chart described?
2. What are the 6 main time periods mentioned?
3. What is the origin of the name 'Bronze Age'?
4. In what areas of the world did it occur?
5. What are the characteristics of these three civilizations?
6. What things had been developed before / during this age?
7. What was the fourth civilization striving at this period?
8. What were its characteristics?
9. What event indicates the beginning of the Bronze Age?
10. What happened to Egypt and Sumerian civilizations during this period?
11. In what parts of the world did the civilizations appear?
12. What event occurred around 12 hundred BCE?
13. What are the characteristics of the Greek Dark Ages?
14. What route was set up during the Classical Antiquity period? What parts of the world did it connect?
15. What is Classical Antiquity famous for?
16. Is the Middle Ages Period the same as the Dark Ages Period?
17. What happened in Africa and the Americas during the Middle Ages?
18. What led to a technological revolution during the Modern Age?

• VOCABULARY

1. Choose the correct answer.

1. The cathedral was very carefully _ last century.
a) mended b) redone c) replaced d) restored
2. That vase is very old and valuable; please _ it carefully.
a) drop b) handle c) place d) treat
3. We managed to catch a _ of the Queen as the procession passed.
a) glance b) glimpse c) sight d) view

4. This coin was _ to celebrate the victory at Trafalgar.
a) forged b) minted c) moulded d) spent
5. Legend _ it that Robin Hood fired an arrow from his deathbed and was buried where the arrow landed.
a) does b) has c) says d) tells
6. The Wawel museum has a collection of magnificent tapestries _ in the 16th century.
a) knitted b) sewn c) threaded d) woven
7. Sir Winston Churchill was a _ of my uncle's when they both studied at the Royal Military College at Sandhurst.
a) colleague b) confederate c) fellow d) partner
8. Many Indians in North America live in tribal _.
a) compounds b) enclosures c) reservations d) reserves
9. Many of the earliest _ to North America established large plantations.
a) emigrants b) entrants c) exiles d) immigrants
10. Kosciuszko used to live in that house. A _ on the wall commemorates this.
a) badge b) medal c) plaque d) shield
11. War destroys everything and should be _ at all costs.
a) avoided b) conquered c) defeated d) ignored
12. The Sussex downs are part of the English national _.
a) ancestry b) heritage c) inheritance d) tradition
13. Papermaking began in China and from there it _ to North Africa and Europe.
a) flew b) flowed c) sprang d) spread
14. I have been tracing my family history and I have discovered that one of my _ fought on the Polish side in the Battle of Tannenberg in 1410.
a) ancestors b) descendants c) forerunners d) predecessors
15. This kind of pottery is _ to certain tribes in the Pacific islands.
a) characteristic b) distinctive c) peculiar d) uncommon
16. This book gives a brief _ of the history of the castle and gives details of the art collection in the main hall.
a) article b) outline c) reference d) research
17. The first English dictionary was _ by Dr Johnson.
a) collected b) compiled c) composed d) constructed
18. No one was able to explain the _ of the old custom.
a) beginning b) origin c) reason d) starting point
19. The first American _ were frequently attacked by Indians.
a) colonizers b) discoverers c) pioneers d) settlers
20. The ink on the old manuscript had faded with time and so parts of the text were _.
a) illegible b) illegitimate c) illiterate d) inedible
21. According to Darwin, man is _ from the apes.
a) descended b) elevated c) originated d) spread
22. The conspirators were planning the _ of the Government.
a) demolition b) disaster c) overthrow d) withdrawal
23. The King was obliged to_, and a republic was proclaimed.
a) abdicate b) die c) renounce d) vacate
24. Old sailing ships usually had a _ of a woman on the prow.

- a) face-lift b) feature c) figurehead d) frontispiece

2. Fill in the blanks using the words from the list.

<i>ancestors</i>	<i>civilizations</i>	<i>historic</i>	<i>manuscripts</i>	<i>posterity</i>	<i>sceptre</i>
<i>anthem</i>	<i>curator</i>	<i>historical</i>	<i>orb</i>	<i>prehistoric</i>	<i>treasure</i>
<i>chronicles</i>	<i>excavating</i>	<i>invention</i>	<i>origin</i>	<i>remains</i>	

1. Archeologists are _ a tomb in Central Asia which is said to be over 20,000 years old.
2. Prior to the _ of the steam engine, most forms of transport were horse-drawn.
3. The ancient _ of Greece and Rome still have a lot to teach us today.
4. The ancient regalia of our state, namely the crown, the _ and the _ are kept in National Museum.
5. Any event that is recorded by history is an _ event.
6. The standing stones at Stonehenge date back to _ times.
7. Many details of life in the past are recorded in _ and hand-written _ never as yet published.
8. Both sides in the war claimed they had right on their side – _ will decide who was right.
9. One of my _, who lived in the 17th century, was related by marriage to the Scottish kings.
10. Archeologists are examining the _ of a Roman temple near our town.
11. An important event, such as the outbreak of WW II, is a _ event.
12. What do you know about the _ of the Polish national _ “Mazurek Dabrowskiego”? Do you know who composed it and when?
13. Sometimes gold coins and other _ can be found in wrecked ships.
14. The museum wishes to appoint an assistant _ for its Renaissance collection.

3. Choose the correct answer.

1. During Queen Elizabeth I’s _, England’s role in the world changed dramatically.
a) coronation b) monarchy c) reign d) ruling
2. I can’t quite make out the _ at the bottom of the manuscript.
a) subscription b) signal c) signature d) signing
3. There is a memorial _ in the church commemorating the soldiers who fell in the last war.
a) block b) grave c) stone d) tile
4. The Second World War _ in 1939.
a) broke off b) broke out c) broke open d) broke up
5. You need a special _ to go into this part of the castle.
a) agreement b) allowance c) permission d) permit
6. The vase is definitely not _; just a very good imitation.
a) factual b) genuine c) real d) true
7. The prince _ power on the death of his father.
a) assumed b) consumed c) presumed d) resumed
8. The king had no _ on any disloyal subject.

- a) allowance b) forgiveness c) mercy d) sympathy
9. The curator of the archives was most _ and actually let me examine the ancient manuscript.
- a) favourable b) gratifying c) obliging d) promising
10. The culture of _ minorities living in any society must be respected.
- a) national b) native c) racial d) tribal
11. After the news of the victory, the people lit _ in the streets and danced round them all night.
- a) beacons b) bonfires c) furnaces d) illuminations
12. Queen Elizabeth II _ her father as reigning monarch in 1952.
- a) acceded b) assumed c) succeeded d) superseded
13. There are some very beautiful _ glass windows in Canterbury Cathedral.
- a) designed b) drawn c) marked d) stained
14. The statue in the city square _ the soldiers who lost their lives in WW II.
- a) celebrates b) commemorates c) remembers d) reminds
15. Hamlet thought he saw his father's _.
- a) ghost b) illusion c) soul d) vision
16. Lovers have _ their names on this old statue for hundreds of years.
- a) carved b) chopped c) outlined d) printed
17. Prof. Ancient is an authority on _ architecture.
- a) antiquarian b) archaic c) mediaeval d) middle-aged
18. Claudius remained in _ until the year 54 A.D.
- a) energy b) force c) power d) strength
19. Ms Curious is doing _ into the spread of Mesopotamian culture.
- a) an examination b) a poll c) research d) a survey
20. The _ of the "Anna Maria" is only a few yards from the beach, and we swam out to it yesterday.
- a) remains b) rest c) ruin d) wreck
21. The ambassador presented his _ to the Queen.
- a) credentials b) depositions c) documentations d) references
22. The Union Jack is the national _ of Great Britain.
- a) emblem b) flag c) motto d) standard
23. Archeologists are going to _ that site in the hope of finding Roman remains.
- a) examine b) excavate c) exhume d) explore
24. In a multi-racial society, it is important to preserve the _ culture of its members.
- a) biological b) ethnic c) national d) tribal

4. Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the capitalized word or phrase.

1. At the battle of Waterloo, Napoleon's forces RETREATED.
- a) attacked b) intercepted c) pursued d) withdrew
2. Defined most BROADLY, folklore includes all the customs, beliefs and traditions that people have handed down from generation to generation.
- a) dryly b) fancifully c) liberally d) quaintly

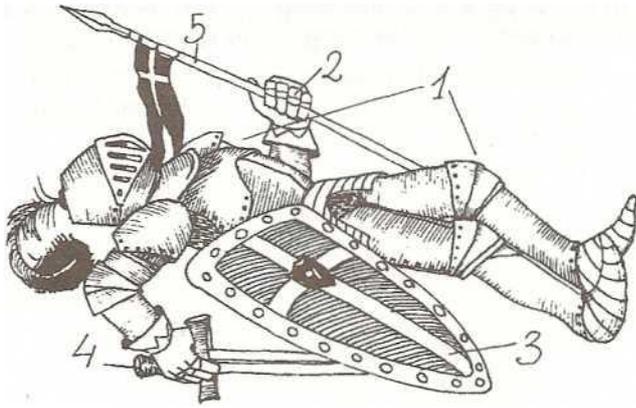
3. Embroidery **DEPICTING** scenic views became popular especially towards the end of the 18th century.
 a) commemorating b) distorting c) emphasizing d) portraying
4. Salt has been a respected **COMMODITY** for much of recorded time.
 a) article of trade b) flavouring c) preservative d) remedy for illness
5. During her husband's presidency, Jacqueline Kennedy **UNDERTOOK** the coordination of the White House restoration.
 a) took down b) took on c) underestimated d) underplayed
6. **MOUNTING** evidence indicates that acid rain is damaging historic sites in Cracow.
 a) Increasing b) Irrefutable c) Hanging d) Tentative
7. Most people know that Copernicus was an acclaimed astronomer, but how many realise that he also **WON** recognition for his talent as a politician?
 a) achieved b) anticipated c) deserved d) sought
8. Grunwald was the **SCENE** of one of the most famous victories of the Polish army.
 a) adventure b) event c) landscape d) location
9. The attack on Port Sumter near Charleston **PROVOKED** a sharp response from the North, which led to the American Civil War.
 a) defied b) demanded c) elicited d) expedited
10. Bread has been a **STAPLE** of the human diet since prehistoric times.
 a) basic part b) fastener c) great delicacy d) highlight
11. As early as the eleventh century large groups of people **DWELT IN** the vicinity of our lake.
 a) longed for b) planned for c) resided in d) worshipped in
12. The president requested from the parliament an **APPROPRIATION** to build a spacecraft.
 a) funding b) guidance c) power d) property

5. Divide the vocabulary listed into the following five groups.

1 ROYAL FAMILY 2 ROYAL HOUSEHOLD	3 PEERAGE 4 KNIGHT (EQUIPMENT)	5 CASTLE
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<i>armour</i>	<i>courtyard</i>	<i>gauntlet</i>	<i>marquis</i>	<i>queen</i>
<i>banqueting-hall</i>	<i>drawbridge</i>	<i>herald</i>	<i>minstrel</i>	<i>shied</i>
<i>baron</i>	<i>duke</i>	<i>jester</i>	<i>moat</i>	<i>sword</i>
<i>battlement</i>	<i>dungeon</i>	<i>king</i>	<i>page</i>	<i>tower</i>
<i>bedchamber</i>	<i>earl</i>	<i>lady-in-waiting</i>	<i>prince</i>	<i>turret</i>
<i>consort</i>	<i>fortress</i>	<i>lance</i>	<i>princess</i>	

6. Match the elements of the knight's equipment listed above with the right numbers in the drawing.



7. Choose the correct answer.

1. With an eighty-hour week and little chance or time for enjoyment, life must have been very _ for the nineteenth-century factory worker.
a) anxious b) dark c) hard d) pessimistic
2. A scholarship has been endowed to _ the memory of Sister Mary's work among the blind.
a) encourage b) foster c) perpetuate d) prolong
3. These tribes still _ the years of colonial domination bitterly.
a) disregard b) grudge c) object d) resent
4. Those columns have no practical purpose. They are purely _.
a) conspicuous b) decorative c) gaudy d) outstanding
5. This castle has not been lived in for years and the rooms smell very _.
a) dirty b) greasy c) grimy d) musty
6. Through the centuries of burning heat, the old castle walls had gradually _ and little was left of them now.
a) crumbled b) crumpled c) powdered d) shattered
7. There could have been a war over the disputed area but in the end reason _.
a) counted b) induced c) prevailed d) survived
8. The stone for building the cathedral was obtained from local _.
a) excavations b) mines c) pits d) quarries
9. Medieval travellers' tales of fantastic creatures were often fascinating but not always _.
a) conceivable b) credible c) credulous d) imaginable
10. The _ of the town-name is unknown, but it is certainly not from any Latin-based language.
a) descent b) derivation c) extract d) genesis
11. The castle was surrounded by a _, which nowadays contains only occasional rainwater.
a) dyke b) fence c) hedge d) moat
12. The Duke had to sell the castle because he could no longer afford its _.
a) outlay b) subscription c) sustenance d) upkeep

• **READING**

Before reading

1. Name 10 events that have changed the world since 1900. Put them in order of importance starting with the most influential.
2. What impact did they have?

After reading

3. Does your list of events coincide with the list of events presented in the text?
4. If you could use time machine, which event would you have changed? Can you imagine the way the world would have developed then?

Events that changed the world

These are some events from the twentieth and twenty-first centuries that changed the world in a very significant way. It includes the sparks which started major wars and revolutions – affecting the lives of millions of people across the globe.

The assassination of Archduke F. Ferdinand and Outbreak of World War I – June 28, 1914

In 1914, Europe was a tinderbox of tension and military rivalry. The spark for war could have been many incidents; but, as it happened, the assassination of an Austrian Archduke – Franz Ferdinand by a Serb provoked widespread declarations of war and the fulfilment of treaties which led to the horrendous conflict of the First World War. The war was to last four years and cost the lives of millions of men and women from all corners of the world. The First World War also led to profound social change. After the First World War, there was increased recognition for the role of women in society, with many countries giving women the vote. There was also greater emphasis placed on the role of the working class, who had fought and died in the war, and now wanted a better peace. In 1918/19 there was global flu pandemic which killed nearly 50 million people (many young adults) but such was the carnage of the First World War, it had only a limited effect on changing the world as many governments downplayed its impact.

Treaty of Versailles 1919

After the First World War, American President Woodrow Wilson promoted an idealistic 14 points and creation of a new “League of Nations” to help prevent war. However, the American Senate voted against joining the League of Nations and France and Britain sought ‘reparations’ from Germany and the defeated powers. Germany was occupied by French troops until the mid-1920s and the German army severely limited. These restrictions were considered ‘humiliating’ by many German army officers and this sense of ‘betrayal’ would be exploited by Hitler in the coming years. French general Ferdinand Foch stated. “This is not peace. It is an armistice for twenty years.” The Treaty of Versailles and other similar treaties arbitrarily re-drew the map of the world – creating new countries, such as Czechoslovakia, Finland, Poland, Latvia, and Yugoslavia out of ethnically mixed populations, which would prove problematic many years later.

Just 20 years later, Hitler would plunge the continent into conflict for a second time in an effort to restore lost pride.

Stock Market Crash 1929

October 1929, after the long economic and stock market boom of the 1920s, in October 1929, shares on Wall Street dropped sharply. This led to a prolonged fall in share and precipitated the global great depression. Unemployment rose to 25% in US with output and trade falling around the world. The widespread poverty and sense of alienation led to the growth of political extremes across the world. Japan and Germany both turned to far-right nationalist movements, which led to military expansionism and the Second World War. In America, the Great Depression led to the election of FDR and a great expansion in the size of the Federal government as people wanted the government to intervene in dealing with the depression.

German Invasion of Poland – 1939 • 1st September 1939

On 1st September 1939, Hitler's Nazi Germany invaded Poland, ostensibly for 'lebensraum' and to redress the imbalances of the Treaty of Versailles. The invasion of a sovereign nation finally convinced the allies – Great Britain and France of Hitler's wider intentions for the occupation of Europe. After appeasing Hitler over Austria and Czechoslovakia, Poland proved the final straw and on September 3rd, 1939, Great Britain declared war on Nazi Germany. The Second World War was to last until May 1945, costing the lives of approximately 50 million people. Less well known is that under a secret Nazi-Soviet pact the Soviet Union also occupied parts of Poland at the same time as Germany's invasion.

Battle of Britain – June-September 1940

In 1941, Hitler's German army seemed unstoppable having conquered all of western Europe. A key moment in world history was in May 1940, when there was a debate in the British government whether to seek a deal with Hitler or continue to fight. Winston Churchill was adamant Britain should never surrender and refused to consider signing a deal. From June 1940, the German airforce attacked British airbases as a prelude to invasion. Although the number of combatants was small, the German airforce suffered sufficient losses to discourage the invasion plan and Hitler withdrew from imminent invasion.

Operation Barbarossa – 1941

Wehrmacht-1941 On 22 June 1941, Nazi Germany launched a blistering attack on the Soviet Union. Stalin was shocked as the Soviet Union and Nazi Germany had signed a non-aggression pact in 1939. The invasion was initially successfully coming close to Moscow at the end of 1941. The invasion brought the Soviet Union into the global conflict and was a turning point in the fortunes of Germany as they struggled to fight on two fronts. Millions died both armed forces and civilians in the bitterest fighting of the Second World War. The invasion changed the Soviet Union, turning it into a major power and giving it a reason to 'liberate' Eastern Europe before Stalin decided to install Communist regimes in Eastern Europe at the end of the war.

Pearl Harbour 1941 • December 7, 1941

“A day that will live in infamy” – President Franklin D. Roosevelt

In 1941, the axis powers held a supremacy over Europe and parts of Asia. Great Britain stood undefeated, but, without the strength to win against an overpowering enemy. The bombing of Pearl Harbour led to the escalation of the world war into the Pacific arena and also brought American into war with both Japan and Germany. Three years later, it was American troops who provided the majority of the manpower in the liberation of occupied Europe.

Atomic Bomb Hiroshima • August 6, 1945

The US atomic bombs of 1945, devastated the cities of Hiroshima and Nagasaki. The devastation finally brought the Japanese to surrender, bringing to an end a fierce and costly Pacific war. The surrender of Japan had at one time seen unthinkable. But, the atomic bomb hastened the Japanese surrender. The atomic bomb had implications beyond just the end of the Second World War. It showed the world the potential devastation a third world war could cause. Even now the legacy of Hiroshima and the threat of nuclear war hangs over the world.

Foundation of United Nations – 1945

On 24 October 1945, the United Nations officially began. Its aim was to prevent war and co-ordinate humanitarian efforts to reduce poverty, uphold international law and protect the environment. Although the UN has often lacked the power to stop aggression, it is still an important international forum with the charter of the United Nations upholding basic universal rights and freedoms without distinction or discrimination. It also established the first international Court of Justice at the Hague. The UN has played a role in global humanitarian efforts and UN bodies such as the Global smallpox eradication programme.

Indian Independence 1947 • 15 August 1947

India had stood as the crowning jewel in the crown of the British Empire. It was the second-most populous nation in the world. After many years denying Indian calls for independence, Britain finally agreed to full Indian independence in 1947. Indian independence was accompanied by a painful separation and the birth of a new nation – Pakistan. The separation led to painful incidences of sectarian violence and killing; it led to the migration of many millions of people who found themselves on the wrong side of the border. The independence of India also created a newly independent nation which claimed allegiance to neither the US or the Soviet Union – but a third way as Nehru called it. With economic development, India has the potential to become a new superpower in the coming century.

The Establishment of Maoist China • October 1, 1949

In the aftermath of the Second World War, China was involved in a bitter civil war between the Communists led by Mao Tse Tung, and the Nationalists by Chiang Kai-shek. On October 1st, 1949, the triumphant Communist Party established the People’s Republic of China. This created another powerful Communist State in the most populated country in the world. The Communist hold on power profoundly influenced

the lives of the Chinese who suffered under the great famine of the 1960s and Cultural Revolution of the 60s and 70s. Even now, the Chinese Communist Party retains strong political power – even if it has adapted its economic policies.

Assassination of John F Kennedy • November 22, 1963

One of the most shocking and unexpected moments of world history. John F Kennedy had been President since his election in 1960. He was young, liberal and Catholic and had inspired many with his positive vision of the world.

“My fellow Americans, ask not what your country can do for you — ask what you can do for your country.” (JFK from Inauguration speech Jan 1961)

After his assassination, Lyndon Johnson became President and American involvement in Vietnam grew, leading to a bitter conflict that came to divide America. Although Lee Harvey Oswald was arrested for the assassination, evidence points to a wider conspiracy and the involvement of more than one lone gunman.

Fall of the Berlin Wall • November 9, 1989

For decades, the Berlin wall had stood as a symbol of the ‘Iron Curtain’ splitting West and Eastern Europe. On the one side Communist authoritarian states, on the other side liberal democracies. The wall had been built to prevent East Germans escaping into West Germany, and indeed many had been shot trying to escape. But, more than anything else its presence was symbolic. The fall of the Berlin wall was an iconic moment when the Soviet Union gave up its grip on Eastern Europe. In the 50s and 60s, the Soviet Union had sent tanks to quell independence movements in Hungary and then Czechoslovakia. But, this time, Mikhail Gorbachev, the proponent of Perestroika and Glasnost approved the request for freedom.

9/11 Terrorist attacks • 11th September 2001

The US had experienced sporadic terrorist attacks before. But, the sheer audacity and scale of these terrorist attacks shocked the US and the world. The loss of life was estimated at just under 3,000. The event changed American foreign policy. It was a motivating factor behind the controversial invasion of Iraq and led to a ‘war on terror’ symbolised by Guantanamo Bay and a debate over the justification of torture.

Covid-19 Pandemic 2020

In late 2019/early 2020, China experienced an outbreak of a new virus, Covid-19. The virus had a fatality rate of between 1-4% but spread with alarming speed. In March 2020 Italy became the first country in the western world to implement a lockdown to try and stop the rapid escalation of the virus. There soon followed widespread global ‘lockdowns’ with people confined to their homes and business shut down.

Despite travel bans, the virus spread to all countries around the world. This lockdown had a profound adverse effect on the global economy with a sharp rise in unemployment and a fall in output. It also challenged long-held view of invulnerability amongst western developed countries. The long-term impact of the pandemic is uncertain, but it will lead to structural changes in the economy and the balance of the world. China is both seen as the source of the virus, but also – as the world’s dominant

manufacturer – is a key player in the efforts to manufacture equipment to deal with the crisis.

Other major events which changed the world

Dunkirk and the escape of the British army (1940)

Partition Plan for Palestine and creation of State of Israel (1947)

Iranian Revolution (1979) replacement of the US supporting Shah and replaced with Ayatollah Khomeini – an authoritarian Islamist with anti-western theocracy

Ending of apartheid in South Africa. Freedom of Nelson Mandela from jail in South Africa (1990)

Citation: Pettinger, Tejvan “Events that Changed the World”, Oxford, www.biographyonline.net. Published 11th April 2012. Updated 6 April 2020

• VOCABULARY

The past

1. When did these events happen? Match each event (1-8) with an appropriate time expression (A-H).

1 The Beatles pop group played together	A millions of years ago.
2 Vaccinations were not invented	B in the 1940s.
3 Humans started painting pictures in caves	C from 1960 to 1970.
4 Dinosaurs lived on earth	D in 1961.
5 The first helicopter was flown	E about 30,000 years ago.
6 The Great Wall of China was built	F until the eighteenth century.
7 Nelson Mandela became president of South Africa	G more than 2000 years ago.
8 The first man went into space	H towards the end of the 20 th century.

2. Listen to the student talking about these questions and note his answers.

1. What is the oldest thing you can see in your country?
2. When was it made?

3. Read this text and choose the correct words to complete it.

Prehistoric Britain

We have archaeological (1 evidence/facts) of people living in Britain dating back to about 10,500 years ago.

This period is known as prehistory, and there are no written (2 catalogues/records) which go back this far.

The (3 population/community) of Britain must have been very small in prehistoric times. Historians have no precise (4 scores/figures), but they think that there were no more than a million (5 residents/inhabitants). These prehistoric Britons belonged to different (6 tribes/dynasties) and spoke a number of different languages. All of them are the (7 ancestors/descendants) of modern British people.

They survived by (8 hunting chasing) animals and gathering berries and fruit in the wild. About 2,750 years ago people in Britain began to lead a more (9 settled/seated) life and farming techniques improved. People began to grow crops and keep animals to provide them with the (10 goods/produce) they required such as meat, wool and milk. They also made (11 tools/machines) out of iron, and this period is known as the Iron Age. The people of this time-built huts to live in and had quite sophisticated (12 beliefs/opinions). We know that they had a strong tradition of telling (13 histories/stories) orally, but they left no trace of a written language behind. It was only when the Romans (14 invaded/attacked) Britain just over two thousand years ago that the written word arrived.

Error Warning

History means all the events that happened in the past:

She's studying for a degree in ancient history because she's fascinated by it.

A **story** is a description of real or imagined events, often told to entertain people:

The story is about three boys who explore an old castle.

WORD BUILDING

4. Complete the different parts of speech. (Sometimes there are two nouns.)

Noun	history	prehistory	archeology	evidence
Noun (person)				
Adjective				

Verb	populate	civilise	invade	reside	inhabit	descend	believe	survive
Noun								
Noun (person)								

Noun	discovery	abolition	cause	invention	colonisation	introduction
Verb						

Error Warning

Historic means important (or likely to be important) in the past: a historic building, a historic event/day.

Historical means connected with the study or representation of things in the past: a historical novel, historical documents

Time

5. Choose the correct answer.

1. Several years have *spent* / *passed* since I saw Jenna.
2. School music lessons usually *last* / *pass* an hour.
3. If I travel during the rush hour, it *lasts* / *takes* me an hour to get to work.
4. The talks *went on for* / *spent* three days, but no decisions were reached.
5. I *spent* / *lasted* three hours writing the report for today's meeting.

Vocabulary Note

We use *last* to say how long something goes on for: The film lasts on hour.

If you *spend* time doing something, you do it from the beginning to the end of the time: He spent all day planning the trip.

The verb *pass* means that time has gone by: Several weeks have passed since I saw my sister.

If something *takes* time, you need that amount of time to do it: It may take us several weeks to get back.

6. Answer these questions by writing a sentence about yourself in your notebook.

1. How long does it take you to fly from your country to London?
2. How long does summer last in your country?
3. How many years have passed since you left primary school?
4. How long have you spent studying English today?
5. How long does it take you to get from home to work / college every day?
6. What's the longest film you've ever seen? How long did it go on for?

COMMON EXPRESSIONS

7. What is the difference between the expressions in A and B?

1	A The party started at eight, and we arrived <i>on time</i> . B We arrived at the party <i>in time</i> to see Diana cut her birthday cake.
2	A I <i>have a lot of time for</i> Anna because she's always so pleasant and helpful. B I <i>have no time for</i> Lisa - she's always rude and negative about everything.
3	A I spent three hours walking around the gallery and <i>the time flew!</i> B I spent several hours at the airport <i>just killing time</i> .

8. Choose the correct answer to each question.

1 Do you usually arrive on time for lessons?	A After I missed my train home. B People who are always grumpy.
2 Do you get home in time to eat with your family?	C Of course I do! D My sister - she's important to me.
3 Who do you have a lot of time for?	E Yes, we always have a meal together.
4 Who do you have no time for?	F Always, I don't know where it goes.
5 Does time fly when you read a book?	
6 When did you last have to kill time?	

9. Now answer each question for yourself.

• USE OF ENGLISH

10. For questions 1-12 read the text and decide which answer (A, B, C or D) best fits each space.

THE FIRST PEOPLE

From the arrival of the first modern humans to the beginning of recorded history is a (1) of about 100 centuries, or 100 generations. We know very little about what (2) at this time because these (3) people left no written records of themselves. What we know about them comes from the (4) archaeologists have found at different (5).

We know that throughout prehistoric times there were many small-scale societies, and a lot of different (6) living in the British islands. These groups were often in (7) with their neighbours and frequently attacked each other. They also had contact with peoples in other parts of Europe and (8) trade with them. The many objects found in tombs and burial chambers (9) this.

The first written accounts of Britain (10) from the time when Julius Caesar invaded Britain just over two thousand years (11). The Romans did not colonise the islands of Britain to any significant extent. To a population of about three million, Caesar's army and administration (12) only a few percent. The towns and villas of the new Roman province were nearly all built by wealthy people from the British islands who later became Roman (13).

1 A spell B term C period D stretch	7 A contest B fight C battle D conflict
2 A went on B passed out C went through D passed by	8 A did B had C made D kept
3 A elderly B ancient C antique D old	9 A try B prove C test D check
4 A marks B proof C evidence D signs	10 A belong B exist C begin D date
5 A sites B positions C settings D grounds	11 A ago B previously C since D earlier
6 A families B dynasties C tribes D classes	12 A grew B increased C added D raised
	13 A residents B citizens C inhabitants D tenants

■ VIDEO

• Rise and Fall of Contemporary Monarchies

Before watching

1. What do you know about past and present monarchies in Europe?
2. What are the monarchs like? What is their role in society?
3. What is their trace in history?
4. Give detailed examples of outstanding monarchs.
5. Have a look at the pictures below. Try and guess their roles in a society.



6. After revising the material on describing a person, choose one of the pictures and develop a wordy portrait.

While watching

7. Watch the documentary about Queen Elizabeth the II

https://topdocumentaryfilms.com/queen-elizabeth-britains-leaders/?utm_source=newsletter&utm_medium=email&utm_campaign=rss

After watching

8. Answer the questions above again.

9. Would you have answered your questions differently?

10. Using descriptive techniques depict Queen Elizabeth the II.

■ FUNCTIONAL GRAMMAR SUPPLEMENT

• Conditionals (3)

1. Type 3

1. Complete the conversation. Put in the correct form of the verb. Use the past perfect or *would have*.

Nick: United didn't play very well today.

Tom: We were awful. But if Hacker (1 take) that easy chance, we (2 win).

Nick: We didn't deserve to win. It (3 be) pretty unfair if Rangers (4 lose).

Tom: Hacker was dreadful. My grandmother (5 score) if she (6 be) in that position.

Nick: And if Burley (7 not / be) asleep, he (8 not / give) a goal away.

Tom: If Johnson (9 not / be) injured when we needed him most, it (10 be) different.

Nick: Yes, we (11 beat) them if he (12 be) fit.

2. Type 3

2. Comment on each situation using a type 3 conditional with *if*. Use *would have*, *could have* or *might have*.

1. In a bookshop yesterday Daniel saw a book he really wanted. The only problem was that he didn't have any money.
2. Rita often goes to concerts at the town hall, although not to every one. There was one on Saturday, but she didn't know about it.
3. On Sunday the guests had to have their lunch inside. Unfortunately, it wasn't warm enough to have it outside.
4. There was a bomb scare last Tuesday. Sarah wanted to fly to Rome, but she wasn't able to. The airport was closed.
5. Laura has only met Nick once, and it's possible she wouldn't recognize him. He passed her yesterday, but he had a crash-helmet on.
6. Sarah has been quite busy, and she hasn't watered her plants for some time. As a result, they've died.
7. Nick likes ice hockey, but he didn't have a ticket to the game last week, so unfortunately, he wasn't able to get in.

• Passive verb forms

Passive verb tenses

3. Complete the information about Barford Hall. Put in the correct form of these verbs.

1 own (present simple)	3 do (present perfect)	5 buy (past simple)	7 not look (past perfect)
2 use (present simple)	4 build (past simple)	6 use (past continuous)	

The building at the end of the High Street is Barford Hall, which (1) in 1827. Today the Hall (2) by Bardale Council. It (3) as a warehouse when it (4) by the Council in 1952, and it (5) after very well. Since then, a lot of work (6) on it, and these days the Hall (7) as an arts centre.

The future and modal verbs in the passive

4. A press conference is being held. Put in the correct form of the verbs.

1. Reporter: Can this new drug prolong human life?
Professor: Yes, we believe that human life _ by the drug.
2. Reporter: Are you going to do any more tests on the drug?
Professor: Yes, further tests _ soon.
3. Reporter: What _ the drug _?
Professor: It will be called Bio-Meg.
4. Reporter: Can people buy the drug now?
Professor: No, it _ by the public yet.
5. Reporter: Do you think the company should sell this drug?
Professor: Yes, I think Bio-Meg _ to anyone who wants it.

The passive with get

5. Put in *get* or *got* and the passive participle of these verbs: *break, change, divorce, hurt, lose*.

1. If we're going out to the theatre, I'd better _.
2. Daniel _ when he tried to break up a fight.
3. I know the way. We won't _.
4. You'd better wrap up the glasses, so they don't _.
5. They were only married a year before they _.

Active and passive (1)

1. Active or passive verb?

6. Choose the correct verb forms in this news report about a storm.

Millions of pounds' worth of damage (1 has caused/has been caused) by a storm which (2 swept/was swept) across the north of England last night. The River Ribble (3 burst/was burst) its banks after heavy rain. Many people (4 rescued/were rescued) from the floods by fire-fighters, who (5 received/were received) hundreds of calls for help. Wind speeds (6 reached/were reached) ninety miles an hour in some places. Roads (7 blocked/were blocked) by fallen trees, and electricity lines (8 brought/were brought) down, leaving thousands of homes without electricity. 'Everything possible (9 is doing/is being done) to get things back to normal,' a spokesman (10 said/was said).

2. By the police, etc

7. In each of these sentences underline *who* or *what* is doing the action (the agent).

1. The traffic was all heading out of town.
2. The photo was taken by my brother.
3. The water was pouring out of the hole.
4. A policeman has been murdered by terrorists.
5. We were woken by the alarm.
6. The guide led a group of tourists around the castle.
7. The dog has bitten several people.

3. Active and passive

8. You are telling a friend some news. Use the notes and complete the second sentence. Sometimes you need to use the active and sometimes the passive.

1. (Past simple: Claire / go / to Florida / last month) You remember Claire? She
2. (Present perfect: send / our luggage / to Australia) Bad news about our luggage. It's
3. (Past simple: Claude Jennings / win / the quiz competition) Did you hear about the quiz competition? It

4. (Past simple: Mrs Miles / do / a parachute jump / last week) You know Mrs Miles?
She
5. (Present perfect: a bull / attack / David) Have you heard about David? He's
6. (Present continuous: build / the house) Trevor and Laura have bought a house. It's still
7. (Present simple: Andrew / like / Jessica) Did I tell you about Andrew? He
8. (Present perfect: throw away / your stamp collection) Bad news about your stamp collection. It's
9. (Present perfect: Martians / kidnap / my neighbours) Did I mention my neighbours?
They've
10. (Past simple: five people / see / the ghost) Did you hear about the ghost? It

Active and passive (2)

1. The passive and the agent

9. Laura is writing to a friend. This is part of her letter. Complete the passive sentences in this conversation. Use a phrase with *by* only if it adds information.

Someone broke into our house at the weekend. The burglar took some jewellery. But luckily, he didn't do any damage. A very nice young police officer interviewed me. Detectives found some fingerprints, and the police computer identified the burglar. Police have arrested a man and are questioning him. But they haven't found the jewellery.

Laura: Our house (1).

Melanie: Oh no!

Laura: Some jewellery (2). But luckily no damage (3).

Melanie: Did the police come and see you?

Laura: Yes, they did. I (4).

Melanie: I don't suppose they know who did it.

Laura: Well, amazingly they do. Some (5) and the (6). A man (7) and (8).

Melanie: Wonderful.

Laura: There's only one problem. The (9).

2. Active or passive sentence?

10. Write a paragraph from the notes about the first motor car. Some sentences are active and some are passive. Use a phrase with *by* only if it adds information.

<p>1 a Belgian called Etienne Lenoir / make / the first motor car</p> <p>2 but / Lenoir / not produce / many cars / for sale</p> <p>3 a German called Karl Benz / start / commercial production</p> <p>4 people / now / see / Benz / as the father / of the motor car</p>	<p>The first</p> <p>But Lenoir</p> <p>Commercial</p> <p>Benz</p>
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3. Empty subjects

11. Reply to what people say. Use the subject in brackets.

1. Daniel: The bus fares have been increased. (they)

Vicky: What? You mean _ again!

2. Melanie: Bicycles should be used for short journeys. (people)

David: Yes, I agree

3. Emma: A new source of energy has been discovered. (someone)

Daniel: What? Did you say that

4. Rachel: This building is going to be knocked down. (they)

Vicky: Well, no one told me that

5. David: Eggs shouldn't be kept in a freezer. (you)

Tom: Really? I didn't know

6. Vicky: Why isn't litter put in the bin? (people)

Emma: Exactly. Why don't

◆ UNIT 10 WORLD

■ THE ENVIRONMENT WE LIVE IN

• LISTENING

Before watching

1. Look at a list of videos a friend recommended to you. Complete the gaps with the words to create the video titles.

committed / foliage / laying / purify / uncover / embrace / retain

1. Green cities _ the importance of urban trees.
2. Learn to meditate and _ your sanity in an ever-changing world.
3. Home schooling: _ the foundations for your child's future
4. _ the environmental benefits of a vegan diet.
5. How trees _ the air.
6. Politicians who stay _ to saving wildlife
7. How green _ influences our mental health.

While watching

<https://youtu.be/zarll9bx6FI>

2. You are going to watch a video about the importance of trees in cities. Look at the questions and discuss possible answers. Then, watch the video and check.

A. What did two ancient cities, Uruk and Anuradhapura, have in common?

- 1) The population of both cities grew until the inhabitants couldn't feed themselves.
- 2) Both relied heavily on irrigation systems.
- 3) Their irrigation systems turned out to be a failure.

B. Which of the following statements about trees is NOT correct?

- 1) They keep cities clean by retaining toxins.
- 2) They protect from mudslides and floods.
- 3) They purify the air.

C. What happened in Manhattan in the 1870s?

- 1) There were hardly any trees on the island and people started suffering from serious lung diseases.
- 2) Intense sunlight damaged buildings and caused sanitation standards to drop.
- 3) High temperatures combined with poor sanitation standards caused dangerous bacteria to breed.

D. How does green foliage influence our mental health?

- 1) Patients recover more quickly if hospitals are surrounded by trees.
- 2) It increases the quality of the air we breathe.

3) It helps us concentrate better.

E. What are Supertrees?

- 1) 50-metre tall vertical gardens
- 2) 50-metre tall trees
- 3) green areas in some megacities

3. Match the sentence halves. Then, watch the video again and decide what the sentences refer to.

a) It worked in concert	1) with solar energy and collected rainwater.
b) They absorbed	2) to pollution and natural disasters.
c) They contribute	3) natural biodiversity.
d) It increased the resilience	4) with the surrounding forest.
e) It preserves	5) to the city's poor air quality.
f) They sustain themselves	6) too much solar radiation.

4. Discuss the following questions with a partner.

- A. Which part of the video surprised you the most?
- B. Which three facts from the video would you use to convince people that more trees should be planted in cities?
- C. Do you think that there are enough trees in your city or the area where you live? Is planting trees on the list of priorities for your local government?
- D. Could too many trees in cities be dangerous? In what way?
- E. Have you ever planted a tree? If so, tell the story, providing some detail.

5. Look at the list of ideas for keeping cities green and choose the correct word in each sentence.

- A. Green areas which already exist in cities should be __.
1) executed 2) incorporated 3) preserved 4) purified
- B. The local government should __ tree planting into urban development plans.
1) associate 2) contribute 3) incorporate 4) ensure
- C. Schools should be committed __ educating children about the importance of keeping urban areas green.
1) to 2) on 3) for 4) towards
- D. Cities should sustain themselves __ renewable energy.
1) by 2) of 3) on 4) with
- E. Citizens should __ the importance of using public transport.
1) designate 2) recognise 3) ensure 4) sustain
- F. The local government should help people __ the benefits of urban green areas, e.g. by organising community events in parks.
1) accumulate 2) enforce 3) sustain 4) uncover
- G. The local government should work __ concert with the national authorities.
1) at 2) from 3) in 4) on

6. Read the sentences in exercise above again and put the ideas in order of importance. Justify your ranking.

• VOCABULARY

COMMON EXPRESSIONS

1. There are currently many problems with the environment. Match the two halves of the sentences.

1. Global warming means that
2. Heavy traffic and exhaust fumes
3. The emissions produced by factories
4. The pesticides used on crops in the countryside
5. Heavy rain and rising water levels in rivers
6. Most households produce large amounts of waste

- A. pollute the air in most cities.
- B. which is taken to landfill sites.
- C. have caused serious flooding.
- D. create acid rain which destroys crops.
- E. the weather is becoming hotter and drier.
- F. are dangerous to birds and other wildlife.

2. Put a tick against the problems which exist in your country.

3. Schools are teaching their pupils about pollution and the need to live in sustainable buildings which cause no damage to the environment. Read the newspaper article and answer the questions.

THE SUSTAINABLE SCHOOL

Within 30 years, most scientists expect us to be living in a much harsher world where droughts, storms and floods are stronger and more frequent, where extremes of heat and cold are greater, and where oil and coal are nearly used up. It is therefore vitally important that schools teach their pupils this and are located in buildings which are environmentally sustainable.

Cassop village primary school near Durham is one such school. It has a wind turbine and solar panels. It got rid of its oil-fired boiler years ago. It can generate all of its own electricity, so its running costs are low.

Contrast this with a certain city school where the head teacher knows only too well that he is throwing away a furnace in summer and an icebox in money and resources trying to heat, winter. As he says, 'It was built in the light and ventilate a building that is 1970s and it should be pulled down'.

In the article, find words for

1. Three types of extreme weather

2. Two resources that may be in short supply in 30 years' time
3. Two alternative forms of energy
4. Three ways that power is used to make a building more comfortable
5. Three phrasal verbs

4. Look at these expressions. Which would you use to describe the two schools above?

wasteful / environmentally friendly / expensive to maintain / efficient / cheap to run

Village school:

City school:

5. How would you describe your school, university or place of work? Is it environmentally friendly? Write two or three sentences about it in your notebook.

6. We can all do something to help the environment. Mark the sentences true (T) or false (F) for you.

How Green Are You?

1. I recycle as much of my rubbish as I can.
2. I switch off electrical equipment once I've used it to avoid wasting power.
3. I never sleep with the air conditioning on.
4. I buy organic food which is produced in my local area.
5. I put an extra sweater on rather than turn up the heating.
6. I walk or use public transport rather than drive.

Which of the things in 1-6 is easiest for you personally to do? Which do you think has the most benefit for the environment?

7. Read the speech from a local council meeting about pollution and choose the correct answer: A, B, C or D.

It is now widely accepted that pollution (1) humans, the environment, and buildings. Some pollution spreads across local and national boundaries and lasts for many generations. Many chemicals do not biodegrade and gradually (2) in the food chain. So, if the crops in our fields are sprayed carelessly, the pesticide has an immediate effect on local wildlife and can ultimately (3) in our food.

Burning fossil fuels - oil, gas and coal - also (4) pollution, in particular carbon dioxide, which is a major contributor to global (5). In our region eight out of the ten hottest years on (6) have occurred during the last decade. We should therefore (7) the use of renewable energy resources such as wind and solar energy, because these do not (8) carbon dioxide.

However, the biggest single cause of pollution in our city is traffic. Poorly maintained, older vehicles and bad driving techniques (9) the problem worse, and this pollution has been directly (10) to the rising number of asthma sufferers in our region. We should be aiming to gradually (11) vehicle use in the city on high pollution days and educate the public on the importance of purchasing (12) friendly vehicles and maintaining them to a high (13).

1. A injures B hurts C wounds D harms
2. A build up B get on C grow up D break through
3. A turn out B end up C put across D keep back
4. A gives B leads C begins D causes
5. A heating B melting C warming D thawing
6. A account B record C document D report
7. A encourage B advance C help D forward
8. A bring B design C create D grow
9. A increase B make C do D linked
10. A joined B combined C associated
11. A keep out B put by C cut down D drop out
12. A universally B atmospherically C globally D environmentally
13. A degree B grade C mark D standard

• USE OF ENGLISH

8. Read the text. Use the word in capitals to form a word that fits in each space.

CENTRE FOR ALTERNATIVE TECHNOLOGY (CAT)

We offer practical (1 SOLVE) to some of the most serious challenges facing the human race, such as climate change, (1 POLLUTE) and the waste of resources. Living by example, we aim to show that living more (2 SUSTAIN) is easy and can provide a better quality of life. We have a particular interest in renewable energy, energy (3 EFFICIENT) and growing fruit and vegetables (4 ORGANIC). We promote our ideas in a (5 VARY) of ways. Our Visitor Centre, which has interactive displays showing (6 GLOBE) issues, is open seven days a week. CAT also provides a free (7 INFORM) service, answering inquiries on a (8 MASS) range of topics.

We also run a range of (9 RESIDENT) courses, lasting from a weekend to a year and can offer six-month (10 PLACE) for people willing to work as volunteers at our centre.

• LISTENING

9. You will hear an interview with an Australian sheep farmer called Gina Ellis, who is talking about her work and plans for the future. Choose the best answer (A, B or C).

1. What does Gina say about sheep farming in Australia?
 - A. It is the main source of employment.
 - B. It takes place all over the country.
 - C. It is restricted to cooler areas.
2. What is the main challenge facing farmers who produce wool?
 - A. competition from manmade products
 - B. falling production levels
 - C. increasingly dry weather
3. Gina says that in future, wool will have most potential in
 - A. manufacturing carpets.
 - B. insulating houses.
 - C. making clothes.
4. What alternative form of energy is Gina investigating?
 - A. solar power
 - B. tidal power
 - C. wind power

5. What made Gina become interested in a new source of energy?
 - A. It will make her farm self-sufficient.
 - B It fits in with her 'green' view of life.
 - C. She'll be able to earn money from it.
6. What does Gina say about the advice she has received in England?
 - A. It has encouraged her to lead a more sustainable lifestyle.
 - B. It has taught her to analyse financial issues.
 - C. It has convinced her that she has to give up farming.
7. How does Gina feel about her project?
 - A. She's worried about high costs.
 - B. She's aware that her plans need adapting.
 - C. She's confident that she can succeed.

• **READING AND SPEAKING**

1. Read the text and do the exercises that follow.

SCIENTISTS DISOBEDIENT TO MOTHER NATURE

A while back researchers in the labs were working overtime on ways to extend life expectancy well past 100. If they were successful, it would not be considered unusual for a person to reach his or her 170th birthday. When I read that, all I could think of was buying Christmas gifts for children, grandchildren, great-grandchildren, great-great-grandchildren and great-great-great-grandchildren. Have mercy!

And now I read about yet another remarkable effort. Scientists have now made it possible for women who have gone through menopause to become pregnant through the implantation of donated eggs. According to the New England Journal of Medicine, four out of seven post-menopausal women who use this method become pregnant and give birth to healthy babies.

Cut it out, your folks in the nation's research centres. There is still a long list of diseases that we have no cure for. Please work on these and don't 'help' women in their late 40s and 50s have babies. The best break Mother Nature gives us is menopause and the freedom from pregnancy. Please, geniuses, keep your cotton-picking hands off this God-given blessing.

What Does It Mean?

1. Life expectancy
2. Have mercy.
3. Cut it out
4. Keep your cotton-picking hands off this God-given blessing

Comprehension Check-Up

1. What did the writer think when she read the story of scientific efforts to prolong life expectancy?
2. How have scientists allowed women in menopause to become pregnant?
3. What are the chances of menopausal women becoming pregnant through this scientific miracle?

4. Does the writer think it's good to go ahead with medical research into prolonging the child-bearing ability?
5. What does the writer think is more important than this medical research?
6. What does the writer think about menopause?

What Do You Think?

1. Do you think this scientific research - extending life expectancy - is worth continuing?
2. Do you think the research of prolonging child-bearing age is against God's will?
3. What do you think are the most important areas of research in modern medicine?
4. Talk about some diseases medicine has no cure for.

Opinion Samples

1. I can appreciate a scientific breakthrough as much as the next person, but enough is enough! I'm not sure all women share my views, but I'll bet if we took a poll my team would win by a landslide.
2. What is the strongest desire among human beings? Long life, without exception. So what's wrong with research which extends life expectancy? How do we know it is against God's will? If we think it is against God's will, then why do we save people with serious diseases? isn't that against God's will too? If so, we would have to give up all medical progress in the name of God.
And the second strongest desire is to want a baby. I think if we are able to help sterile women have babies, medical progress must be God's will too.

breakthrough – important development or discovery, esp. in scientific knowledge
enough is enough – that's enough, let's not have any more
a landslide – overwhelming majority of votes for one side in an election

2. Read the text and do the exercises that follow.

ENVIRONMENTAL HOLOCAUST

The alarming rate of ozone destruction presents a manmade environmental holocaust. Within a short time span industrialized societies have rapidly progressed with a reckless disregard for the damage they have caused to the vulnerable ecosystem. Just as history will remember the folly of our generation for spending massive amounts out of limited resources to stockpile weapons of destruction instead of solving problems such as poverty, hunger and homelessness, so will this generation be remembered for leaving a huge hole at each end of the globe as its legacy to future generations. What angers me is the nonchalant attitude among the leading industrialized governments instead of taking draconian measures to halt ozone destruction. Do we have to wait for the holes to be so large that the leaders can see them from their homes? It is only natural for developed nations to pursue material comfort, but the price of an elevated standard of living is the sacrifice of a clean and habitable environment. Industrialization has turned us into careless children. We fill our air and water with poison. We destroy our forests and oceans and instead of saving our valuable resources

for future generations we scatter them to the winds. Many birds and animals are threatened with extinction because of pollution and residual pesticide contamination. It is impossible to overemphasize how important the environment is to our existence. The only choice is to lower our living standard and recover the clean environment that we used to enjoy.

With overpopulation off the agenda, the Earth Summit was a hollow shell. The meddling of conservative religious factions in this matter is a travesty. Five hundred million women in the developing world want access to family planning but are denied this basic human right. There are other forces opposing population stabilization – corporations and developers who encourage rampant growth and leaders who wish to obtain short-term gains from unsustainable growth.

What Does It Mean?

1. Within a short time span
2. Reckless disregard for the damage
3. Vulnerable ecosystem
4. Legacy
5. Nonchalant attitude
6. Draconian measures
7. Extinction
8. Residual pesticide contamination
9. With overpopulation off the agenda, the Earth Summit was a hollow shell.
10. The meddling of conservative religious factions in this matter is a travesty.
11. Five hundred million women in the developing world want access to family planning but are denied this basic human right.

Comprehension Check-Up

1. On what has mankind spent massive resources?
2. Are industrialized nations interested in halting ozone depletion?
3. What is the price of the material comforts that developed nations have pursued?
4. What is pushing birds and animals toward extinction?
5. What is the only choice to make our environment clean enough to enjoy?
6. Was the overpopulation issue included in the Earth Summit?
7. What are two problems in curbing overpopulation?

What Do You Think?

1. Would you accept a tax increase to clean up the earth?
2. What do you think is the first step toward a clean environment?
3. Talk about some ways to reduce pollution.
4. Would you accept lowering your living standard in return for a clean environment?
5. Talk about ways to control overpopulation.
6. Why are corporations and political leaders opposed to population stabilization?

1. Overpopulation is the ultimate source of all pollution. Pollution begins with the struggle for existence or a better life. If we reduce overall population, we can limit the

activities which naturally lead to pollution. Therefore, we should legalize abortion for the welfare of mothers as well as children. If unwanted babies are born, they will share the filthy environment equally with the rest of us.

2. We pollute the air and the water to make a few dollars' profit. In figuring manufacturing costs, we tend not to consider the expenses caused by pollution clean-up. If we made the genuine long-term-effect calculations on pollution-causing products, the current production cost formula would be rewritten.

3. I worry about the way we are killing our planet and destroying the environment. What is going to save us?

The answer is clear: We must change a great many things about our everyday lives in order to save ourselves.

Do you know that disposable diapers contribute heavily to our country's landfills? Disposable diapers containing polypropylene and wood pulp fiber can take as long as 500 years to decompose.

My family and I are committed to change. We take every aluminum can and glass bottle in sight and all newspapers and cardboard to our neighborhood recycling center. I let the car sit in the garage and take public transportation to work at least twice a week. We will have two children and no more, although we always wanted a large family. I know if enough people care we can save our planet.

disposable – designed to be thrown away after a single use

■ GLOBETROTTER

• VOCABULARY

Transport

1. The vocabulary below is from the text. Is the text about a journey by train, car, plane, bus or underground? Read the text and complete it with the correct words from the list.

<i>seat</i>	<i>pass</i>	<i>departure</i>	<i>passport</i>	<i>check-in</i>	<i>gate</i>	<i>refreshments</i>
<i>headset</i>	<i>crew</i>	<i>control</i>	<i>board</i>	<i>conveyor</i>	<i>belt</i>	<i>security</i>

First of all, don't forget to pack your ticket and your (1) in your hand luggage. When you arrive at the (2) desk, your bags will be weighed and put on a (3) belt. You will be given a boarding (4) allocated a seat and told to go to the (5) lounge. To get there, you will pass through passport (6) and a (7) check. Look at the departure (8) in the lounge so you know which (9) number you must go to when it's time to board.

The cabin (10) will direct you to your (11) when you board, and you have to fasten your seat (12) before take-off. You will be served (13) and most companies provide an entertainment system with a (14).

2. Choose the best word to complete the title for the text.

Making your first journey/crossing/flight/trip

3. Listen and check you have filled in the gaps correctly.

4. [R 11b] Listen to a short description of four other journeys. What type of travel is each person describing? Then put all the words related to each kind of travel in the correct column. Highlight any words which appear in more than one column.

<i>TRAIN</i>	<i>BUS</i>	<i>UNDERGROUND</i>	<i>TAXI</i>
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Travel

5. Use the words to complete the sentences.

<i>travel</i>	<i>camera</i>	<i>luggage</i>	<i>accommodation</i>
<i>hotel</i>	<i>weather</i>	<i>suitcase</i>	<i>information</i>
<i>equipment</i>	<i>car</i>	<i>money</i>	<i>journey</i>
<i>storm</i>	<i>transport</i>	<i>guidebook</i>	<i>coin</i>

- There's no need to take a lot of _ when you travel - you should be able to pack all your clothes into one _.
- We searched for _ on the internet and eventually found a really nice _ in the centre.
- The _ was very changeable while we were on holiday, and at the end of the week we had a big _.
- You don't have to take much _ on a walking holiday apart from waterproof boots and clothing, but it's a good idea to take a digital _ if you want to take pictures.
- You don't need to have a lot of _ with you when you travel, but make sure you've got a _ for the trolley at the airport.
- I'd always enjoyed all kinds of _, but by the time I'd finished a long motorway _ to Scotland in thick snow and icy winds, I'd changed my mind!
- I wanted some _ about the city, so I went into a bookshop and bought a _.
- I found that public _ in Barcelona was excellent, so I never used my _ to get around.

6. Check your answers and then decide whether the words are countable or uncountable. Put a C or U next to them.

Holidays

7. Answer the questions in the questionnaire.

Reader survey • It's holiday time ...

- How do you usually travel when you go on holiday?
A by car B by train C by plane
- Where do you usually go for a holiday?
A to visit friends and family
B to a city or resort in your own country

C to a city or resort abroad

3. What kind of holiday do you usually take?

A an activity holiday B a beach holiday C a sightseeing holiday

4. What do you like doing on holiday?

A visiting galleries, museums and archaeological sites

B getting fit and doing some exercise

C just relaxing and taking it easy

5. Where do you stay on holiday?

A in a hotel or guesthouse B at a relative or friend's home C on a campsite

6. What is the best thing about having a holiday?

A getting away from routine

B getting to know new places

C getting together with friends

8. [R 11c] Listen to a man and a woman talking about the kind of holidays they like. Write the answers they would give to the questionnaire above.

9. What do you think? Complete the answers to the questions.

1. Is it better to book a holiday at the last minute or well in advance?

I think it's better to _ because _.

2. Would you prefer to go on a package tour or travel independently?

I'd always prefer to _ because _.

3. Would you rather stay in a small guesthouse or a luxurious five-star hotel?

I'd rather _ because _.

10. Complete the sentences using *travel*, *journey* or *trip*.

1. In August, I'm going on a _ to Mexico City with my wife.

2. They set off on the difficult _ before dawn, and they didn't arrive until after dark.

3. Drive carefully and have a safe _ home!

4. He's away on a business _ all next week, but I'll give him the message when he returns.

5. I know rail _ takes longer than going by plane, but I really enjoy it.

6. I'm really looking forward to my _ to New Zealand. I'll have lots to talk about when I get back.

7. My parents have always said that _ makes you more independent.

8. How long is your _ to college each morning?

Vocabulary Note

Travel can be a verb or a noun. When it is a noun, it is uncountable and describes the activity of travelling.

Air travel is becoming increasingly popular.

We use *journey* to describe going from one place to another. It is a countable noun.

The journey from home to work takes two hours.

We use *trip* to describe a short journey somewhere when you go for a short time and then come home. It is a countable noun.

My friend and I went on a weekend trip to Amsterdam.

PHRASAL VERBS

11. Some phrasal verbs have more than one meaning. Look at how *set out* is used in these sentences. Match each sentence 1-4 with one of the meanings A-D.

1. He set out to find the cave he'd seen marked on an old map.
2. He set the main points of his report out clearly, so we could all understand it.
3. Alison set the chairs out so that everyone could see the speaker.
4. We set out for the airport before it got light.

- A. arrange something neatly
- B. do something with a clear aim or intention
- C. give well organised written information
- D. begin a journey

12. Look at these other phrasal verbs with *set*. Match each sentence 1-4 with one of the meanings A-D.

1. The stormy weather set in on Monday, and it was still raining four days later.
2. When we opened the boot, it set off the car alarm.
3. He set up a help group called Night Watch for people who had problems sleeping.
4. I took my bike to the shop because I've got no idea how to set about repairing a puncture.

- A. an action caused something to happen
- B. something unpleasant started which continued for a long time
- C. something was established
- D. to start to do something

USE OF ENGLISH

13. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. There are a few details in the report that need explaining.

INFORMATION

There _ in the report that needs explaining.

2. We travelled from Edinburgh to London by car.

JOURNEY

We _ from Edinburgh to London by car.

3. My friend and I took a short break in Copenhagen last week.

TRIP

My friend and I went _ Copenhagen last week.

4. I'd like to fix the washing machine, but I don't know where to begin.

SET

I've got no idea how _ the washing machine.

5. Have you succeeded in booking a room in London yet?

ACCOMMODATION

Have you managed _ in London yet?

• READING

1. Read the text quickly. What two problems does Linate airport have?

Hares cause airport chaos

A plague of hares has been causing such chaos at Milan's city airport that authorities have decided to take *drastic measures* to try and catch them. Linate airport will close for three hours on Sunday while 200 wildlife experts go out on the runways to *capture* about 80 hares.

Hares have been invading the runways for months, confusing the ground radar and *endangering* aircraft landing and taking off, say officials. 'In the last two weeks hares have ended up beneath the wheels of two tourist charter planes,' said Alberto Grancini, the Milan province official in charge of hunting and wildlife, 'They could have caused serious accidents.'

The Milan airports authority said that the hare population at Linate had *inexplicably* increased this year leading to several *attempts* to drive them away from the airport. Unfortunately, the hares have refused to leave, so the decision has been made to close the airport altogether to try to capture them.

The operation begins on Saturday, when an area of 4 square kilometres will be fenced off including the runways, hangars and aircraft parking areas. The hare hunters will move in *at dawn* on Sunday, chasing hares until 8.00 a.m. when Linate will reopen. Twelve flights will have to *be rescheduled* for later in the day. The hares will be taken to protected nature reserves in the Milan area and will *be released*, in the hope that they do not find their way back to the airport.

Linate, which is only 7 km from the centre of Milan, was built in the 1930s and served as the city's main airport until the modernization of Malpensa, 50 km up the road. Linate is used by charters and low-cost airlines such as EasyJet, as well as by national carriers such as Alitalia and British Airways. It is plagued not only by hares but also by frequent fog.

2. Read the text again and mark the sentences T (True) or F (False).

1. Wildlife experts are going to try to catch the hares next Sunday.
2. Hares recently caused two accidents involving tourist charter planes.
3. Nobody knows why the hare population has suddenly increased in the area.
4. Linate will close at 8 o'clock on Sunday morning.
5. The hunters will take the hares to the country and set them free.
6. Linate is Milan's main airport.
7. Only low-cost airlines use Linate airport.
8. The hares are not the only problem Linate airport suffers.

3. Look at the highlighted words and phrases in the text. What do you think they mean? Check with your dictionary, then use them to complete the sentences.

1. Due to a technical fault, our flight is going to _ for this afternoon.
2. The police are trying to _ a bank robber who is hiding somewhere in the building.
3. We set off on our journey _, when the sun was just rising.
4. The plane _ crashed one minute after taking off. It's a complete mystery.
5. The government needs to take _ to reduce gun crime in big cities.
6. Firefighters made several _ to enter the building, but the fire was too strong.
7. The man will _ from prison after serving only ten years of his sentence.
8. People who drink and drive are _ the lives of other drivers.

■ WRITING

A restaurant review

Learn how to write a restaurant review.

Before reading

Do the preparation task first. Then read the text and tips and do the exercises.

Preparation task

1. Which words would you see in a restaurant review? Choose the six correct answers.

mains	receptionist	tip	reservation
side order	service	check out	order

Vega, New York

Reviewed yesterday

★ ★ ★ ☆ ☆

Great mains, pity about the chips

Came for lunch with my sister. We loved our Thai-style mains which were amazing with lots of flavour, very impressive for a vegetarian restaurant.

But the service was below average, and the chips were too terrible to finish.

When we arrived at 1.40, we had to wait 20 minutes while they got our table ready.

OK, so we didn't have a reservation, but the restaurant was only half full. There was no reason to make us wait at all.

We ordered the chips as a side dish and they looked delicious. But, when we tasted them, they were overcooked and swimming in oil so we left most of them. We expected a lot more for \$10!

When the waiter asked if everything was OK, we said we really didn't like the chips and he said 'That's funny, I love them' and that was it. He didn't offer us anything else or take them off our bill. Also, when we didn't leave a tip, he looked annoyed.

I was really excited about visiting Vega, and the mains were just fantastic, but the rest of the experience was really disappointing.

Tips

1. Use an informal or semi-formal style.
2. In the title, give the main idea or opinion.
3. Write about the important parts of the experience, not every detail.
4. Organise your ideas into paragraphs.
5. Write about the good and the bad.

2. Choose the correct answer.

1. The review overall is ...
 - a. very positive. b. partly positive, partly negative. c. very negative.
2. When they arrived at the restaurant, the problem was ...
 - a. they had to wait. b. they didn't have a reservation. c. the restaurant was already full.
3. The best thing was ...
 - a. the service. b. the side dish. c. the mains.
4. The chips were ...
 - a. delicious. b. overcooked and oily. c. more than \$10.
5. They didn't leave a tip because the waiter was ...
 - a. annoying. b. slow. c. unhelpful.

3. Put the words in the correct group.

amazing / overcooked / below / average / fantastic / impressive / disappointing / terrible / delicious

<i>Positive</i>	<i>Negative</i>

4. Complete the review.

arrived / service / menu / try / bill / delicious / ordered / dishes

Sandy's café: a good option for a quick lunch

My colleague and I decided to try out this café near our office.

The staff gave us a warm welcome. We asked about the ingredients of the (1), because my colleague can't have anything with nuts in, and they were helpful.

He (2) a vegetable curry and I went for a toasted sandwich. Unfortunately, that was off the (3), so I had a four-cheese pizza instead. The food (4) fast! The pizza was (5). My colleague liked his curry too but it was quite spicy for him. The (6) for both of us came to £20 including the (7) charge, which we thought was reasonable. I'll be back to (8) that toasted sandwich some time.

Discussion

Have you ever had a bad meal in a restaurant?

■ VIDEO

- At the Airport

Before watching

1. Find someone who has an experience in air travelling and those who have never travelled by air.

What things are important to know for this type of travelling?

While watching

2. Watch the video

https://www.google.de/search?q=airport+guide+for+beginners&client=safari&hl=en-de&biw=390&bih=664&tbm=vid&sxsrf=AJOqlzWVTPpYkDiCXm0slEwkLBDXCLpUEw%3A1674477522297&ei=0n_OY5jcEbCX9u8PptWToAs&oq=airport+guid&gs_lcp=ChBtb2JpbGUtZ3dzLXZpZGVvEAEYATIKCAAQgAQQFBCHAJIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIYDMgUIABCGAzIFCAAQhgM6BAgjECc6CAgAEIAEEMsBUJIaWMmsAWCaxAFoAXAAeACAAAY4BiAGOBZIBAzUuMpgBAKABAaoBEG1vYmlsZS1nd3MtdmlkZW_AAQE&sclient=mobile-gws-video#fpstate=ive&vld=cid:2c2b5bc5,vid:3BrPg4fVnOg

After watching

3. What is your list of the things to remember while travelling by air?

■ FUNCTIONAL GRAMMAR SUPPLEMENT

- Direct speech and reported speech

Reported speech

1. Who said what? Match the words to the people and report what they said.

1 Mrs Thatcher	a) 'All the world's a stage.'
2 Stokeley Carmichael	b) 'Black is beautiful.'
3 Galileo	c) 'Big Brother is watching you.'
4 Shakespeare	d) 'There is no such thing as society.'
5 George Orwell	e) 'The earth moves round the sun.'

Changes in reported speech

2. Read what each person says and then complete the sentences.

1. Vicky: Daniel told me on Friday that he'd had a job interview the previous day. Daniel had a job interview on _.

2. Trevor: Laura tells me I need a haircut. _ needs a haircut.

3. Claire: My brother told me in 1997 that he expected to become Manager the following year.

Claire's brother expected that he would become Manager in _.

4. Alice: I wanted to see Mark in April, but he said he was very busy that month. Mark was very busy in _.

5. Harriet: I saw Nick last week. He said he'd given up smoking the week before. Nick gave up smoking _ ago.

Changes of place and time

3. Put in *here, that day, the day before, the next day, the week before.*

1. Rachel (a week ago): I'm taking my driving test tomorrow.

You (today): When I saw Rachel, she said she was taking her driving test _.

2. Emma (two days ago): I've only had this new computer since yesterday.

You (today): Emma said she'd only had the new computer since _.

3. Matthew (a week ago): I'm meeting a friend at the station later today.

You (today): Matthew said he was meeting a friend at the station later _.

4. Mark (in the street): I'll see you in the office.

You (in the office): Mark said he would see me _.

5. Sarah (a month ago): The conference was last week.

You (today): Sarah told me the conference had taken place _.

When do we change the tense?

4. Put in *is* or *was*. Sometimes both are possible.

1. I heard today that the house _ for sale. I wonder who will buy it.

2. I saw David yesterday. He said he _ on his way to visit his sister.

3. This wallet is made of plastic not leather. Why did you tell me it _ leather?

4. We had to hurry yesterday morning. Just as we arrived at the station, we heard an announcement that the train _ about to leave.

5. I saw Emma just now. She said her tooth _ still aching.

6. I'm surprised Matthew lost. I thought he _ much better at tennis than Daniel.

7. When he spoke to reporters yesterday, Mr Douglas said that Zedco _ now in a much better financial position.

The tense change

5. Complete the replies. The second speaker is surprised at what he or she hears.

1. Matthew: Emma and I are getting married. Rachel: Really? But you said last week _.

2. Rita: I like pop music more than classical music. Laura: I'm sure you told me _.

3. Vicky: I haven't finished my project. Emma: Haven't you? I thought you said _.

4. Rachel: I'm on a diet. Natasha: But you told me _.

5. Andrew: I enjoy parties. Daniel: Surely, I remember you saying _.

6. Matthew: I'm applying for the job. Rachel: I thought you told me _.

6. A comedy show called 'Don't Look Now!' has just closed after five years in London's West End. Here's what the critics said when it opened five years ago. Report what the critics said.

1. 'It's a marvellous show.' The Daily Mail
2. 'You'll love it.' The Guardian
3. 'The production is brilliant.' The Sunday Times
4. 'I can't remember a funnier show.' Edward Devine
5. 'It made me laugh.' Robert Walsh
6. 'You must see it.' The Evening Standard
7. 'It will be a great success.' The Telegraph
8. 'You might die laughing.' The Express
9. 'It's the funniest show I've ever seen.' Susan Proctor
10. 'You shouldn't miss it.' Time Out

• Reported questions

Asking for information

7. You need information. Ask for it using *Could you tell me _?* or *Do you know _?*

1. Where are the toilets? (tell)
2. Can I park here? (know)
3. How long does the film last? (tell)
4. How often do the buses run? (know)
5. Are we allowed to smoke? (know)
6. What time is the flight? (tell)
7. How much does a ticket cost? (tell)

The tense change

8. Barry Douglas, Zedco Chief Executive, is talking to a reporter about his business career. He can still remember his first job interview after leaving school.

<i>Interviewer:</i>	<i>Barry:</i>
1 'Where do you live?'	The interviewer asked me _.
2 'Have you worked before?'	She asked me _.
3 'Why do you want the job?'	She wanted to know _.
4 'How did you hear about it?'	I remember she asked _.
5 'Are you fit?'	She wondered _.
6 'Can you work on Saturdays?'	Then she asked me _.
7 'How will you travel to work?'	She wanted to know _.
8 'Have you got a bicycle?'	And she asked me _.
9 'How much do you hope to earn?'	She also asked _.
10 'When can you start?'	And finally she asked _.

Reported requests, offers, etc

Tell/ask someone to do something

9. Trevor isn't feeling very happy. Everyone has been telling him what to do. Report the orders and requests.

1. His mother: Can you dig my garden, please, Trevor?
2. The doctor: You must take more exercise.
3. His boss: Would you mind not playing computer games in the office?
4. A traffic warden: You can't park your car in the High Street.
5. Laura: Could you put some shelves up, please, Trevor?

Reported offers, suggestions, etc

10. Complete the sentences. Report what was said.

Would you like to stay for lunch, Claire?	1 Sarah invited
All right, I won't talk about football.	2 Tom agreed
You ought to take a break, Andrew.	3 Matthew advised
I'm sorry, I forgot the shopping.	4 Mike apologized
Why don't we sing a few songs?	5 Tom suggested
You're going to post the letter, don't forget, Vicky.	6 Rachel reminded
Yes, I made a mistake.	7 Mr Atkins admitted
Laura! Don't touch the electric wires!	8 Trevor warned

Admit that, insist that, etc

11. Combine each pair of sentences using *that*.

1. The roads were dangerous. The police warned us.
2. Everything will be ready on time. The builders have promised.
3. We have to check the figures carefully. The boss insists.
4. Tom's story wasn't completely true. He's admitted it.
5. Emma's train was about to leave. Matthew reminded her

• Verb + to-infinitive

1. Verb + to-infinitive

12. Say what each speaker did. Use these verbs before a to-infinitive: *decide, demand, offer, promise, threaten*.

1. Henry: I really must speak to the manager.
2. Trevor: I'll put the shelves up soon, I promise.
3. Claire: OK, I'll buy both the dresses.
4. Melanie: I'll cook the meal if you like.
5. Tom: If you don't control that dog, Nick, I'll shoot it.

2 Seem

13. Complete the answers using seem and a to-infinitive. (Some of the to-infinitives may be continuous or perfect.)

1. Vicky: Have Matthew and Emma got over their quarrel? Daniel: I think so. _ over it.
2. Rita: Is Claire in love with Henry? Sarah: Probably not. _ in love with him.
3. Tom: Do Mike and Harriet really believe there's life on Mars? David: Well, yes _ there is.
4. Victor: Has Ilona's English improved? Emma: Yes, _ quite a lot.
5. David: Does Rita like football? Tom: I don't think so _ it much.
6. Sophie: Is Daniel working hard, do you think? Rachel: Yes, I think so _ hard.
- 7 Sarah: Has Trevor made a good job of those shelves? Laura: Not really. _ a very good job of them.

3. Verb + to-infinitive

14. Put in the to-infinitive form. (Some may be continuous or perfect.) Use these verbs: *come, find, hang, have, invite, leave, take.*

Harriet: Hello, Nick. You managed (1) your way then?

Nick: Yes, in the end. It's a bit complicated, isn't it?

Harriet: Well you're here now. Do you want (2) your coat up?

Mick: Thank you.

Harriet: I'm glad you decided (3) to our party. Everyone seems (4) a good time. We tend (5) lots of people to our parties.

Nick: Is Tom here?

Harriet: No, he couldn't come. He'd already made an arrangement (6) somebody somewhere in his taxi.

Nick: And Rita?

Harriet: Er, she was here, but she appears (7) early. I don't know where she's gone. She was with someone.

• Verb + ing-form

1. Verb + ing-form

15. Answer the questions using the notes in brackets.

1. Mike: Is your car working now? (they / not / finish / repair / it) You: No, _ yet.

2. Laura: Have you done the crossword? (I / give up / try) You: No,

3. Daniel: There's a story here in the paper about a 110-year-old man. (1 / can / not / imagine / be)

You: Good Lord. _ so old.

4. Tom: Do you like football? (I / enjoy / watch / it / on TV) You: Well,

5. Rachel: Whose idea was it to invite all these people? (suggest / have / a party)

You: I'm not sure. Someone

2. Verbs with can't

16. Use three words from the table to complete each sentence.

1	2	3
can't couldn't	face help resist stand	doing feeling having lying noticing

1. Rita said she was OK, but I _ how upset she looked.
2. I hate holidays by the sea. I _ on a beach all day.
3. I feel really full. I'm afraid I _ a pudding with my lunch.
4. I was so tired yesterday I just _ any housework.
5. Tom's car was stolen, but, as he left it unlocked, I _ it's his own fault.

3 Verb + ing-form

17. Some friends have had a meal together in a restaurant. Put in the ing-forms. Use these verbs: *change, discuss, eat, get, miss, ring, try, wait, walk*.

Vicky: Shall we go then?

Rachel: Daniel hasn't finished (1) yet.

Daniel: It's OK. It's just a piece of chocolate.

Matthew: Chocolate? After that enormous meal?

Daniel: I know. I've eaten too much. When I find something new on the menu, I just can't resist (2) it.

Rachel: How are we getting home?

Vicky: I don't mind (3) I feel like some fresh air.

Rachel: You're crazy. It's miles. And we've just eaten.

Matthew: I suggest (4) for a taxi. It'll save (5) around for a bus.

Emma: Good idea. I couldn't face (6) cold again after being in the warm all evening.

Rachel: Yes, the bus journey is too complicated. It involves (7) buses in the centre. We don't want to risk (8) a bus and having to wait half an hour.

Daniel: Or we could take a taxi to the bus station and then get a bus from there.

Matthew: Well, you can carry on (9) the problem, but I'm going to ring for a taxi.

• The infinitive with and without to

1. The to-infinitive

18. Comment on these situations. Join each pair of sentences using a to-infinitive.

1. Mike will give you a lift. He promised. You: Mike
2. You want to eat. You must have something. You: I must
3. You are having a rest. It's nice. You: It's
4. Will Rita speak to Nick? He wants her to. Nick
5. Daniel can't repair the video. He doesn't know how to.
6. Claire and her sister are going to Bali. They have decided.
7. Melanie is visiting David. She has gone to the hospital.

8. Vicky is doing some studying. Unfortunately, she has to.
9. Sarah must ring the office. It's important.

2. The infinitive without to

19. Put in the missing verbs. Usually more than one answer is correct.

1. I've been repairing the car. I really must _ my hands.
2. What's in the letter? Why won't you let me _ it?
3. Did you see that lovely old car _ past a moment ago?
4. It was a terribly sad story. It made me _.
5. I don't want to do anything energetic. I'd rather _ on the beach.
6. It's very cold. I think it might _ for the first time this winter.
7. I keep getting this pain in my leg. I think I'd better _ a doctor.

3 The infinitive with and without to

20. Matthew and Emma are at the railway station. Emma is going away for the weekend. Put in the infinitive of the verbs. You have to decide whether or not you need *to*.

Matthew: Are you sure you'll (1 be) all right?

Emma: Yes, of course. I'm not a child. I can manage (2 look) after myself.

Matthew: OK, sorry.

Emma: Some friends have invited me (3 visit) them. I'm not going to the North Pole.

Matthew: It'll be nice for you (4 see) your old friends again. I just know you're going (5 have) lots of fun. Let me (6 buy) you a magazine (7 read) on the train.

Emma: I can't (8 read) when I'm travelling. It makes me (9 feel) sick, even in a train. I'd rather just (10 look) out of the window.

Matthew: OK. Well, you'd better (11 get) in. I think it's about (12 leave). Oh, did I remind you (13 change) at York?

Emma: Yes, Matthew, you did. Don't worry, I won't (14 forget). I know perfectly well how (15 get) there.

- Used to do and be used to doing

Used to do

21. Mrs Bell is a hundred years old. She's the oldest person in the village. A radio reporter is interviewing her. Put in used to with the verb.

Mrs Bell: I've always lived in the village, but not always in this house.

Reporter: Where (1 you / live)?

Mrs Bell: When I was a girl, we lived at Apple Tree Farm. We (2 like) it there.

Reporter: But life was hard, wasn't it?

Mrs Bell: Oh, yes. Things (3 be) different from the way they are now. In those days we (4 not / have) electricity.

Reporter: And (5 you / help) with the farm work?

Mrs Bell: Yes, I (6 look) after the hens.

Used to do and be used to doing

22. Put in a to-infinitive or to + ing-form. Use the verbs in brackets.

1. When I was a child, I used (dream) of being an astronaut.
2. I'm terribly nervous. I'm not used (speak) to a large audience.
3. It took us ages to get used (live) in a block of flats.
4. Lots of trains used (stop) here, but not many do now.
5. Didn't Nick use (work) on a building site?
6. There didn't use (be) so many soap operas on television.
7. I'll have an orange juice, please. I'm not used (drink) alcohol.
8. David doesn't seem to mind being in hospital. I suppose he's got used (be) there.
9. When Laura was at college, she used (have) a picture of Elvis Presley on her bedroom wall.

ANSWERS

◆ UNIT 1 IDENTITY

■ LANGUAGE-LEARNING

• READING

1. Read the article. Complete it with the missing sentences.

1 C 2 E 3 D 4 A 5 B

2. Tick (✓) the true sentences about Globish.

1, 3, 5, 6, 7

• VOCABULARY

1. Put each of the following words in the correct space.

1 dialect	4 proverb	7 pronunciation	10 vocabulary	13 sentence
2 tongue	5 synonym	8 antonym	11 accent	14 idioms
3 sarcasm	6 cliché	9 slang	12 jargon	

2. Indicate the right answer.

1 D	3 C	5 B	7 B	9 D	11 B	13 B	15 C	17 B	19 A	21 D
2 C	4 A	6 C	8 B	10 B	12 B	14 C	16 B	18 A	20 C	22 A

3. Indicate the correct answer.

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

■ RELATIONSHIPS

• VOCABULARY

1. Complete the sentences with the relationship words.

1 cousins	3 step-sisters	5 sisters-in-law	7 classmates	9 nephew
2 colleagues	4 a married couple	6 flatmates	8 neighbours	10 penfriends

2. People who belong to the same family are relatives. Look at 1-10 above. Which of the people are related to each other?

The people in 1, 3, 4, 5 and 9 are related.

3. There are lots of fixed phrases with *get*. Three of them are in exercise 2. Write them here.

get in touch / get on well together / get to know someone

4. *Get* sometimes has a similar meaning to *become*. Can you replace *become* with *get* in any of these sentences? Write the correct form of *get* in the sentences where it fits.

1 × 2 is getting 3 got 4 ×

5. Choose the correct word for each gap in this essay called ‘New friends’.

1 parents 2 meet 3 couples 4 traditional 5 made 6 become 7 get 8 neighbour 9 in 10 best 11 each 12 on 13 out 14 to

• LISTENING

The Other Family

1. Listen to the story and decide if the statements are true or false.

1 T	2 F	3 F	4 F	5 T	6 F	7 T	8 T
-----	-----	-----	-----	-----	-----	-----	-----

Script

The Other Family

When the little girl came home it was already getting dark. The winter twilight had transformed the sheer blue sky of the day into the colour of steel, on which were etched a few stars, the bare winter trees and the dark wedges of the house tops. A few lit windows cast a faint glow on the snow outside. The mother stood at her window and watched the little hooded figure walking toward the house. The child looked like a shadow; her blue coat blended into the shadows of the evening. This child, her own, how small and insubstantial she seemed, and how alone, walking home through a pavement covered with ice and snow! It felt unreal. So different was this childhood from her own, so far away from the sun, the trees and the peopled streets of her own country! What did I do, she thought, I took her away from her own people and her own language, and now here she comes walking alone, through an alien street in a country named Canada.

As she contemplated the solitary, moving figure, her own solitude rushed over her like a tide. She had drifted away from a world that she had lived in and understood, and now she stood here at the same distance from her home as from the homes which she glimpsed while walking past the sparkling clean windows of the sandblasted houses.

And now the doorbell rang, and here was her daughter scraping the snow off her boots on the door mat.

Dinner time was a good time. A time of warmth, of putting hot, steaming food onto the table. A time to chat about the important things of the day, a time to show each other what they had acquired. Sometimes, however, her mother would be absent-minded, worried perhaps about work, unsettled perhaps by letters that had arrived from home, scraping her feelings into a state of rawness.

This was such an evening. She had served herself and her child, started a conversation about their two cats and fallen into a silence after a few minutes.

“You aren’t listening to me, Mother.”

The complaining voice got through to her, and she looked at the indignant face demanding attention from the other side of the table. She gathered herself together.

“So, what did he do, when you gave him dried food?”

“Oh, I don’t quite remember, I think he scratched the ground near his bowl and left.”

The child laughed.

“That was smart of him! So why don’t we buy tinned food for them?”

“Maybe we should,” she said, and tried to change the topic.

“So, what did you do in your school today?”

“Oh, we drew pictures like we do every day. We never study anything — not like you said you did in your school. We drew a family — our family. Want to see it?”

“Sure, and let’s go to the living room, OK? This is messy.” Scraping of chairs and the lighting of the lamps in the other room. They both made a rush for the most comfortable chair, both reached it at the same time and made a compromise.

“How about you sit in my lap? No? OK, sit next to me then and we will squeeze in somehow.”

There was a remarkable resemblance between the two faces, except that the face of the child had a greater intensity, given by the wide-open eyes. She was fine boned and had black hair framing her face. Right now, she was struggling with the contents of her satchel, apparently trying to feel her way to the paintings.

“Here it is,” she said, producing a piece of paper. “Here’s the family!”

The mother looked at the picture for a long time. She was very still. Her face had set into an expression of anger and sadness. She was trying very hard not to cry. She didn’t want to frighten the child, and yet what she saw made her feel distant from her daughter, as though she was looking at her through the reverse end of a telescope. She couldn’t speak at all. The little girl too sat very still, a little recoiled from the body of her mother, as though expecting a blow. Her hands were clenched into fists, but finally it was she who broke the silence.

“What happened?” she said. “Don’t you like it?”

“Listen,” said the mother, “this is not your family. I, you and your father are dark-skinned, dark-haired. I don’t have a blond wig hidden in my closet, my eyes are black, not blue, and your father’s beard is black, not red, and you, do you have a white skin, a button nose with freckles, blue eyes and blond hair tied into a ponytail? You said you drew our family. This is not it, is it?”

The child was now feeling distinctly cornered. At first, she was startled and frightened by her mother's response, but now she was prepared to be defiant. She had the greatest authority behind her, and she now summoned it to her help.

"I drew it from a book," she said, "all our books have this same picture of the family. You can go and see it for yourself. And everyone else drew it too. You can ask our teacher tomorrow. She liked it, so there!"

The little girl was clutching at her last straw.

"But you? Where are you in this picture?" demanded her mother, by now thoroughly aroused. "Where are we? Is this the family you would like to have? Don't you want us anymore? You want to be a memsahib, a white girl?"

But even as she lashed out these questions the mother regretted them. She could see that she made no sense to the child. She could feel the unfairness of it all. She was sorry that she was putting such a heavy burden on such young shoulders.

"First I bring her here," she thought, "and then I try to make her feel guilty for wanting to be the same as the others." But something had taken hold of her this evening. Panic at the thought of losing her child, despair and guilt galvanized her into speech she regretted, and she looked with anger at her only child, who it seemed wanted to be white, who had rejected her dark mother. Someday this child would be ashamed of her, she thought, someday would move out into the world of those others. Someday they would be enemies. Confusing thoughts ran through her head like images on an uncontrollable television screen, in the chaos of which she heard her ultimate justification flung at her by her daughter — they wanted me to draw the family, didn't they? "They" wanted "her" to draw "the family". The way her daughter pronounced the words "they" or "the family" indicated that she knew what she was talking about. The simple pronoun "they" definitely stood for authority, for that uncontrollable yet organized world immediately outside, of which the school was the ultimate expression. It surrounded their own private space. "They" had power, "they" could crush little people like her anytime "they" wanted to, and in "their" world that was the picture of the family. Whether her mother liked it or not, whether she looked like the little girl in it or not, made not one jot of difference. That was, yes, that was the right picture. As these thoughts passed through her mind, her anger ebbed away. Abandoning her fury and distance, the mother bowed her head at the image of this family and burst into sobs.

"What will happen to you?" she said. "What did I do to you?"

She cried a great deal and said many incoherent things. The little girl was patient, quietly absorbing her mother's change of mood. She had a thoughtful look on her face and bit her nails from time to time. She did not protest any more, but nor did she cry. After a while her mother took her to bed and tucked her in and sat in the kitchen with the fearful vision of her daughter always outside of the window of the blond family, never the centre of her own life, always rejecting herself, and her life transformed into a gigantic peep show. She wept very bitterly because she had caused this destruction, and because she had hated her child in her own fear of rejection, and because she had sowed guilt into her mind.

When her mother went to bed and closed the door, the child, who had been waiting for long, left the bed. She crossed the corridor on her tiptoes, past the row of shoes, the

silent gathering of the overcoats and the mirror with the wavy surface and went into the washroom. Behind the door was another mirror, of full length, and clear. Deliberately and slowly the child took off the top of her pyjamas and surveyed herself with grave scrutiny. She saw the brownness of her skin, the wide, staring, dark eyes, the black hair now tousled from the pillows, the scar on her nose and the brownish pink of her mouth. She stood a while lost in this act of contemplation, until the sound of soft padded feet neared the door, and a whiskered face peeped in. She stooped and picked up the cat and walked back to her own room.

It was snowing again, and little elves with bright coloured coats and snow in their boots had reappeared in the classroom. When finally, the coats were hung under pegs with names and boots neatly stowed away, the little girl approached her teacher. She had her painting from the day before in her hand.

“I have brought it back,” she said.

“Why?” asked her teacher, “don’t you like it any more?”

The little girl was looking around very intently.

“It’s not finished yet,” she said. “The books I looked at didn’t have something. Can I finish it now?”

“Go ahead,” said the teacher, moving on to get the colours from the cupboard.

The little girl was looking at the classroom. It was full of children of all colours, of all kinds of shapes of noses and of different colours of hair. She sat on the floor, placed the incomplete picture on a big piece of newspaper and started to paint. She worked long at it — and with great concentration. Finally, it was finished. She went back to her teacher.

“It’s finished now,” she said, “I drew the rest.”

The teacher reached out for the picture and spread it neatly on a desk. Then they were, the blond family arranged in a semicircle with a dip in the middle, but next to them, arranged alike, stood another group — a man, a woman, and a child, but they were dark-skinned, dark-haired, the woman wore clothes from her own country, and the little girl in the middle had a scar on her nose.

“Do you like it?”

“Who are they?” asked the teacher, though she should have known. But the little girl didn’t mind answering this question one bit.

“It’s the other family,” she said.

• READING AND USE OF ENGLISH

1. You are going to read an article about the relationship between a father and his son. For questions 1-10, choose the answer (A, B, C or D) which you think fits best according to the text.

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

2. Read the text and look carefully at each line. Some of the lines are correct and some have a word which should not be there. Write the wrong word in the space provided and tick the correct lines.

1 ✓	4 ✓	7 them	10 become	13 all	16 to
2 am	5 own	8 it	11 the	14 one	17 up
3 have	6 ✓	9 ✓	12 lots	15 ✓	

• READING

1. Read the text quickly and match the titles to the paragraphs.

1 C 2 A 3 D 4 B

2. Read the text again and mark the statements T (True), F (False) or DS (Doesn't say).

1 F 2 F 3 DS 4 DS 5 T 6 F 7 DS

■ LANGUAGE FUNCTIONS: INTERVIEWS FOR APPLICATIONS

• VOCABULARY

• Skills and qualifications • Education and training

1. Look up the words and expressions. Fill in the gaps (1-11) with the words from the list in an appropriate form.

Margareta: The trouble with (1 **graduates**), people who've just left university, is that their paper (2 **qualifications**) are good, but they have no (3 **work experience**). They just don't know how business works.

Nils: I disagree. (4 **Education**) should teach people how to think, not prepare them for a particular job. One of last year's recruits had (5 **graduated from**) Oxford in philosophy and she's doing very well!

Margareta: Philosophy's an interesting subject, but for our company, it's more useful if you (6 **train as**) a scientist and (7 **qualify as**) a biologist or chemist – (8 **training for**) a specific job is better.

Nils: Yes, but we don't just need scientists. We also need good managers, which we can achieve through (9 **in-house training**) courses within the company. You know we have put a lot of money into (10 **management development**) and (11 **management training**) because they are very important. You need to have some management experience for that. It's not the sort of thing you can learn when you're 20!

2. Correct these sentences about Ravi, using words from the task above. One word is wrong in each item.

1 At 18, Ravi decided to stay in **full-time education** and went to Mumbai University.

2 Ravi **graduated** three years later with a degree in philosophy and politics.

3 He taught for a while but didn't like it. He decided to **train** as an accountant at evening classes.

4 He qualified **as** an accountant and joined a big accountancy firm in its Mumbai office.

5 When he started, he needed to develop other skills, which would come through **experience**.

6 He received **management** training to help him develop these skills.

■ WRITING

- Paragraph / Topic Sentence / Controlling Idea

EXERCISE 1 Finding the Topic Sentence of a Paragraph

1 The air shaft was a horrible invention.

EXERCISE 2 Finding the Topic Sentence of a Paragraph

The brain is one of the most remarkable organs, a part of the body that we have only begun to investigate.

EXERCISE 3 Finding the Topic in the Topic Sentence

1. Remodelling an old house	5. My favourite room in the house
2. College work	6. A student who goes to school full-time and also works part-time
3. A well-made suit	7. One of the disadvantages of skiing
4. Growing up near a museum	

EXERCISE 4 Finding the Controlling Idea

1. T: vigorous exercise CI: reduces stress
2. T: St. John's and Corner Brook CI: differ
3. T: television violence CI: causes aggressive behaviour in children
4. T: athletic scholarships available to women CI: increasing
5. T: caffeine CI: adverse effects
6. T: Madame Benoit CI: amusing personality
7. T: training a parakeet to talk CI: takes great patience

- Working with Supporting Details

EXERCISE Distinguishing a Supporting Detail from a Restatement of the Main Idea

1. a. SD b. R c. SD d. SD
2. a. SD b. SD c. R d. SD

• **WRITING: email**

Model answer

Dear Andrew,

I'm going to tell you about a big family party we had for my uncle, aunt and cousins who were on holiday here. They live in Canada now, so we don't see them very often. In fact, I'd only met my cousins once before at a wedding when I was very small. We decided to have a party for them and invite the whole family. There were about 65 people altogether and we had the party outside in the garden. We put lights in the trees, and we had a live band so people could dance. We invited my uncle, aunt and cousins for a meal, but they didn't know there was a party. We told them to put their best clothes on because everyone wanted to dress smartly. We made a traditional meal as they live abroad now. When they arrived they couldn't believe it. There was lots of food for everyone and a big cake with icing. The party lasted nearly all night.

Hope to hear from you soon.

Best wishes,

Alexander

[175 words]

■ **FUNCTIONAL GRAMMAR SUPPLEMENT**

• **QUESTIONS AND ANSWERS**

• **Yes / No questions**

1. Claude Jennings, the World Quiz Champion, is going to be on Guy's chat show. Guy is wondering what to ask Claude. Read what Guy is thinking and write down his questions.

1 Have you won lots of prizes?	5 Have you got/Do you have any other interests?
2 Are you a rich man?	6 Is it an interesting life?
3 Are quizzes your only hobby?	7 Does your wife ask you quiz questions?
4 Did you work hard at school?	8 Do you answer questions in your dreams?

2. What would you say in these situations?

1 Has Mark been to Los Angeles?	6 Will you be at the club tonight?
2 Are you going to America?	7 Is the train on time?
3 Does Laura play tennis?	8 Do Mike and Harriet go camping?

4 Did you enjoy your holiday? 5 Shall we (both) go for a walk?	9 Could/Can/May I borrow your squash racket? 10 Have you got/Do you have a motor bike?
---	---

- Negative yes / no questions

3. What would you say in these situations? Use negative yes/no questions.

1 Don't you like football, Rita? 2 Can't you drive, Melanie?	3 Won't you be at the disco, Rachel? 4 Haven't you got/Don't you have a television, Nick?
---	--

4. Complete the conversations using the words in the brackets.

1 Didn't you take a bus? 2 Don't you feel well?/Aren't you feeling well? 3 Haven't they arrived yet?	4 Didn't she say hello? 5 Can't you swim?
--	--

- Wh-questions

5. What would you say in these situations? What do you ask?

1 Where do you work? 2 What's/What is the date (today)? 3 When does the course finish?	4 Who have you invited (to your party)? 5 How can I/we get tickets (to the concert)? 6 Where are we going to have/shall we have lunch?
--	--

6. Guy is interviewing a guest on his chat show. It's the actress Melissa Livingstone, who is in the TV soap opera 'Round the Corner'. Put in Guy's questions.

1 How often do you record 'Round the Corner'? 2 where do you record 3 How many programmes have you done?	4 How much money do you earn? 5 When did you start acting? 6 What are your plans for the future?
--	--

- Subject/Object questions • Who and what as subject and object

7. Read about the situations and answer each question in a single phrase.

1 no one 2 a) Rita b) Rita 3 a) Mark b) a bus 4 a) a/the lorry b) a/the car

8. People aren't giving you enough information. Ask questions with *who* or *what*.

1 What has happened?	7 Who is/Who's looking for me?
2 Who have you invited?	8 Who are you looking for?
3 Who is/Who's having a party?	9 What is she planning?
4 What were you reading?	10 Who has/Who's moved in next door?
5 What have you learnt?	11 What is/What's worrying you?
6 What should we do?	12 Who do you want to meet?

• What or which?

9. The questions you are asking have a number of possible answers. If the list of answers is incomplete, ask a question with *what*. If the list is complete, use *which*.

1 What musical instrument do you play?	5 What music do you like?
2 Which theatre did you go to?	6 What magazine did you buy?
3 Which flight did you take?	7 What company do you work for?
4 Which hotel did you stay at?	8 What language are you learning?

• Prepositions in wh-questions

10. Put in the question. Use *what* and put the preposition in brackets at the end.

1 What is he pleased about?	5 What is he going to complain about?
2 What are you getting ready for?	6 What is she going to be late for?
3 What are you ashamed of?	7 What do you feel nervous about?
4 What is she famous for?	

What ... for and what ... like

11. Trevor has just come home from work. Complete the conversation. Put in *for*, *how*, *like* or *what*.

1 How	3 for	5 like	7 for	9 like
2 What	4 What	6 what	8 What	10 how

• Question tags

12. Put a question tag at the end of each sentence. Sometimes more than one answer is possible.

1 isn't it?	5 have you?	9 aren't we?	13 will you?	17 isn't there?
2 do you?	6 doesn't she?	10 could you?	14 were they?	18 will/would/can/could you?
3 is he?	7 did they?	11 do you?	15 won't	19 shall we?
	8 wouldn't you?	12 will/would/can/could you?		

4 aren't I?			they? 16 has it?	
-------------	--	--	---------------------	--

- So and neither

13. Look at the table and complete the sentences.

1 so can Melanie 2 neither is Claire	3 neither does Emma 4 so has Emma	5 neither can Mark 6 neither is Melanie	7 so does Emma 8 so does Claire
---	--------------------------------------	--	------------------------------------

- I think so, etc

14. Complete these short conversations. Put in structures with *so* or *not* and use the words in brackets.

1 I think so 2 I guess not	3 I don't expect so 4 I suppose so	5 I hope not 6 I don't think so	7 I'm afraid not
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- VERB TENSES

- Present continuous or simple?

15. At work Mark is talking to Alan in the corridor. Complete their conversation. Put in the present continuous or simple of the verbs.

1 Are you looking 2 need 3 is talking 4 think	5 are discussing 6 Are you looking 7 Do you know 8 works	9 doesn't work 10 know 11 give 12 gives	13 lives 14 saves 15 agree 16 am wasting
--	---	--	---

16. Complete the sentences. Put in the present continuous or simple of the verbs.

1 I'm writing, write 2 It's/It is snowing, It's/It is coming 3 I start, I'm/I am starting 4 I'm/I am going, I drive	5 rises, we're/we are travelling 6 I'm/I am writing, I promise 7 I want, I'm/I am saving
--	--

Always

17. Complete the sentences. Use *always* and the present continuous or simple.

1 he's always talking 2 I always forget 3 she always takes	4 She's/She is always missing 5 do you always go 6 They're/They are always arguing
--	--

- State and Action verbs

States and actions

18. Tom is on the Internet. He's telling people about himself. Say which verbs express states and which express actions.

1 action	2 state	3 action	4 state	5 action	6 state
----------	---------	----------	---------	----------	---------

I think/I'm thinking etc

19. Complete the conversation. Choose the correct form of the verb.

1 are you looking	4 it didn't fit	7 you're thinking
2 I think	5 I see	8 I come
3 I have	6 you're having	9 weighed

The verb **be**

20. Put in the correct form of *be*.

1 is being	3 are being	5 are being	7 is being
2 am	4 is	6 are	

I like/I'm liking etc

21. Write a sentence which follows on. Choose from these sentences.

1 I play it every weekend.	4 It uses so much petrol.
2 And I've still got a chance to win.	5 I think it's going to be perfect for me.
3 It's too expensive to buy.	6 I've never wanted to change it.

• Past continuous or simple?

22. David is always having accidents. His girlfriend Melanie is talking about some of the accidents. Write her sentences from these notes. Each sentence has one verb in the past continuous and one in the past simple.

- 1 When he was carrying a suitcase, he dropped it on his foot.
- 2 He broke his leg when he was skiing.
- 3 He sat down on a chair while I was painting it.
- 4 As he was running for a bus, he collided with a lamppost.
- 5 His hair caught fire when he was cooking chips.
- 6 When he was holding a beautiful vase, he suddenly dropped it.
- 7 He was sitting in the garden when a wasp stung him on the nose.

23. Put in the correct form of the verb.

1 went	4 came	7 fell	10 lost
--------	--------	--------	---------

2 was watching	5 was coming	8 were playing	11 got
3 lost	6 went	9 was working	12 did

24. Find the second part of each sentence. Put each verb into the correct form.

- 1 Vicky was having a beautiful dream when the alarm clock rang.
- 2 When Andrew saw the question, he knew the answer immediately.
- 3 The train was waiting when we arrived at the station.
- 4 I was reading a library book when I found a £10 note in it.
- 5 Sarah had an electric shock when she touched the wire.
- 6 When the doors opened, the crowd rushed in.
- 7 When the campers woke, they saw that the sun was shining.

◆ UNIT 2 TALES

■ MAKING A STORY

• LISTENING

Reflections to My Family Roots *by Lois Holland*

Script

Reflections to My Family Roots *by Lois Holland*

As a child, I knew that we were poor. I've heard people say they never knew they were poor, but I did. My parents moved to Edmonton when I was two. They had farmed at Busby, but ends didn't meet. My father, who had a team of horses, got a job delivering for Edmonton Express. When I was ten, he was laid off, and our family was forced to go on Relief.

On Relief, the government supplied our clothes, our shoes, and our textbooks. Schoolbooks were stamped with big letters: "Property of Edmond Relief". Clothes were given out twice a year. I remember racks and racks of clothes and shoeboxes piled high, everything identical, in a large warehouse. It wasn't hard to figure out that we were poor. Oh, there may have been a slight difference amongst us as our Relief children asked us not to pick the same colors as they had.

I don't know how she did it, but mother managed to get piano, dance and elocution lessons for all of us: my brothers Lee and Glen and my sister Doreen and me. She made donuts that we sold door-to-door. She made all our clothes on an old Singer treadle machine, and she also sewed costumes to pay for dancing lessons. Riverdale community celebrated May Day every year, and I remember holding beautifully colored ribbons and dancing in circles around the maypole. Mother made the costumes. She also persuaded someone to rent her a piano for five dollars a month. If we practiced the piano, we didn't have to do dishes. Lee and Glen became accomplished musicians, and Doreen and I were good at dishes. My father always had

a big garden and worked around the house, but he didn't support mother in these artistic endeavors.

Edmontonians will likely remember Mike's Newsstand on Jasper Avenue. At one time they had a Newsboys Band, but their instruments and uniforms had been warehoused for some time. A teacher by the name of Vernon Newlove scrounged this equipment and started a Schoolboys Band. My mother took apart the old uniforms and re-made them to fit the band members. My brother Lee got an oboe - which, if you've heard, sounds like a really sick cow when someone is learning it. Lee loved that instrument and played it for hours in the basement, even when all the lights were turned out. When conscription for World War II was declared, Lee was in the military band. Following his discharge, he studied at the Toronto Conservatory and, after further studies, obtained his Doctorate in Music. Glen couldn't meet the physical requirements and wasn't conscripted. However, he got himself a marvelous theater organ that he played beautifully.

After studying in Toronto and New York, Lee returned to Edmonton where he started an orchestra playing "light pops" at the Sportex. When the Jubilee Auditorium was built, he became the first conductor of the Edmonton Symphony Orchestra.

Meanwhile, my mother was taking in boarders in order to make a decent living.

Then she received a notice from the City stating that she had to meet certain requirements or else! Her reply? You might have guessed: "How dare you! Socializing with my son, wining and dining him, and at the same time dragging his mother through the courts!" The matter was taken care of, and nothing further was heard.

In 1972, I submitted my mother's name to the city of Edmonton for the Citizen-of-the-Year award. They replied that she was not eligible because the people she helped so much were really boarders. I doubt if there was any landlady in the city who did all the extras Lucy did for her boarders, some of whom were physically or mentally handicapped. I firmly believe that she will get her reward in Heaven.

■ PARAGRAPH WRITING

- How to Write a Narrative Paragraph

EXERCISE 1 Working for Coherence: Using Details in Order of Time Sequence

1 – 2, 5, 1, 3, 6, 4	2 – 5, 4, 1, 6, 2, 3
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EXERCISE 2 Working for Coherence: Using Details in Order of Time Sequence

1 – 1, 3, 2, 5, 4, 6, 7	2 – 1, 3, 2, 7, 4, 5, 6
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- READING

1. You are going to read an article from a newspaper. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

1 C	2 D	3 D	4 C	5 B	6 B	7 D	8 D
-----	-----	-----	-----	-----	-----	-----	-----

2. Read the article about different writers and their writing styles. How many of them:

a write by band? b mite only in the morning? c write in bed?

a 2 b 3 c 2

3. Read the article again and match each writer (A-E) to a sentence.

1 D 2 A 3 B 4 E 5 C

4. Find a word or phrase in each paragraph which means:

1 laptop	2 wrist	3 converted	4 nocturnal	5 engage
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• Narratives - Stories

1. Read the model below, which begins with the words "Sleep tight, Scottie,"... and write down the topic of each paragraph. In which person is the story written? Underline the parts of the story where descriptive techniques are employed. Underline the time words, adjectives, adverbs and direct speech. Has the writer used a variety of adjectives and adverbs, or are the same words used several times?

1st Paragraph - set the scene (Scottie in bed – ball of light enters his room)

2nd Paragraph - development (little man gestures with battery, puzzling Scott)

3rd Paragraph - development (Scott understands and gives batteries, little man leaves)

4th Paragraph - conclusion (Scott's "dream" turns out to be true)

- The story is written in the 3rd person.
- Descriptive techniques - "ball of brilliant yellow light," "Strange little man ... with orange skin", etc.
- Time words: as. As soon as. after, then, Suddenly, When, Immediately, When, before, Then
- Adjectives: asleep, exhausted, whole, new, brilliant, yellow, bright, strange, little, tall, orange, huge, blue, frightened, friendly, miniature, untidy, puzzled, little, unusual
- Adverbs: tight, fast, completely, Suddenly, so, urgently, frantically, Immediately, warmly
- Direct Speech: "Sleep tight, Scottie", "Hello, I'm Scott. Who are you? ", "What do you want?"
- The model uses a variety of adjectives and adverbs to keep the reader's interest.

2. Which of the following beginnings and endings are more interesting? Why?

Beginnings - B (sets the scene describing weather, use of descriptive adjectives and senses)

Endings - A (ends the story referring to feelings, use of descriptive adjectives, use of direct speech)

3. Read the main body of the story below, as well as the different beginnings and endings. Refer back to the theory and decide which techniques have been used in each of the beginnings and endings.

Beginnings – 2. a, d, e 3. a, c, f	Endings – 1. c, d 2. d, e 3. a, b, c
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4. Match the beginnings with the endings. Which techniques have been applied? Which pair is not very successful? Rewrite this pair, applying the techniques mentioned before.

1. B - not very successful (weather/surroundings, feelings/moods)
 2. C - describing weather, referring to feelings
 3. A - rhetorical question/referring to feelings, rhetorical question
- (Suggested answer for rewrite)

- It was such a dark night that John could hardly see his hand in front of his face. He looked at his watch "12.45". He suddenly shivered with fear.
- John eventually found the front door. He heard footsteps behind him, pulled the door open and dashed outside. What a relief it was to see a policeman standing there!

5. Read the following short texts and fill the gaps with linking words or phrases from the lists.

A

1 when 2 Immediately 3 As soon as 4 while 5 Meanwhile 6 At last 7 then

B

1 before 2 since 3 when 4 then 5 After 6 finally

Now number the events below in the order in which they happened.

<i>Plot line A</i>	<i>Plot line B</i>
2 The passengers panicked.	2 The car stopped.
4 The pilot managed to control the plane.	5 Kevin walked away.
1 The aeroplane started falling.	4 The car sank in the mud.
5 The flight continued.	3 Kevin got out of the car.
3 The flight attendants calmed the passengers.	1 Kevin was driving in the rain.

6. Decide on various plot lines for the following sentences which end stories.

a	b	c
---	---	---

<ul style="list-style-type: none"> • leaving on plane for a holiday • sudden storm/hijacking attempt • forced landing • long delay before rescue • ending 	<ul style="list-style-type: none"> • visit to a castle • strange incidents happen • writer feels scared and leaves the castle • ending 	<ul style="list-style-type: none"> • new job • boss gives difficult assignment • writer (employee) misunderstands/makes big mistake • ending
--	--	--

7. Read the beginning and ending of the following story, then decide on the events you will describe in the main body, listing them in chronological order. Then, using this list, write the missing main body.

- takes all his money to casino
- begins winning
- continues gambling
- loses all his money
- gets sacked

8. The following adjectives or adverbs can be used instead of other simplistic ones. Put them into the correct group. Can you think of any more words?

BIG: enormous, massive, gigantic, huge (large, vast, etc.)

SMALL: miniature, microscopic, tiny (minute, petite, etc.)

VERY: absolutely, entirely, thoroughly, extremely (completely, totally, etc.)

BAD: horrible, horrifying, nasty, disgusting, terrible unpleasant (revolting, terrifying, awful, etc.)

GOOD/NICE: delightful, superb, terrific, wonderful, fabulous (excellent, fantastic, etc.)

Now replace the words in brackets in the following paragraphs with suitable words above.

A

1. massive	3. enormous	5. horrible	7. tiny	9. disgusting
2. gigantic	4. thoroughly	6. huge	8. huge	10. absolutely

B

1. delightful	3. tiny	5. absolutely	7. horrible	9. huge
2. superb	4. terrific	6. wonderful	8. extremely	10. terrible

9. The adverbs below describe the way a person might speak or act. Explain what each adverb means, then choose suitable words from the list to complete the sentences.

1. frantically/urgently	5. sarcastically
2. angrily/threateningly/suddenly	6. frantically/hurriedly/urgently/nervously
3. miserably	7. angrily/threateningly

4. Suddenly	8. confidently/patiently/calmly
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10. Put the following verbs into the correct groups. Try to think of further words to add.

WALK/RUN - dash, stroll, wander, rush (limp, race, march)

LOOK - gaze, peer, peep (stare, watch)

SAY - hiss, murmur, yell, sigh, mutter, moan, shriek, whisper, exclaim (shout, mumble, scream, groan, gasp)

SMILE/LAUGH - giggle, chuckle, grin (smirk, sneer)

11. Put in *tell* or *say*.

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

Now use suitable words from Ex.10 to complete the following sentences.

1. strolled	3. muttered	5.	7. gazed	9. grinned
2. dashed/rushed	4. sighed	whispered/hissed	8. peered	10. giggled/grinned
		6. shrieked		

12. Rewrite the short paragraphs replacing the words in bold using words from Ex. 11.

Suggested answers

1. shrieked, peering, grinning, strolled	2. yelled, stared, rushed, muttered, sighed
--	---

13. Indicate the words or phrases which are used to describe senses. What sense does each refer to?

1.

hooting cars - hearing foul-smelling exhaust fumes - smell (cut) burning - touch	(head) throbbing with pain - touch salty taste of blood - taste police car screeched - hearing	siren wailing - hearing lights flashing - sight dark doorway - sight
--	--	--

2.

hot - touch shady verandah - sight purple mountains - sight fragrant flowers - smell	blazed with colour - sight sharply sweet lemonade - taste gentle hum of crickets - hearing twittering of birds - hearing	soft; cool breeze brushed my skin - touch smell of the rich earth - smell annoying buzz - hearing
---	---	---

14. Read the story. The paragraphs are in the wrong order, and the story has no punctuation. Number the paragraphs in their correct order, and punctuate them, then underline the phrases which are used to describe the senses as well as the time words.

1. B 2. E 3. D 4. A 5. C

Have you ever wished that your holidays were more exciting? I certainly had until my experience on the first day of a photo safari holiday I took with my friend Howard last June.

The morning sun was blazing as we set out on our first trip into the jungle. A guide led Howard and me into what we hoped would be a day of successful photography.

We had been walking through the undergrowth for some time when our guide suddenly stopped in his tracks. Directly in front of us was a narrow valley almost hidden by creepers and leaves. "Phew! That was close," said Howard. "I suppose we'll have to turn back now."

As soon as we had started the long walk back, we heard a low growling sound coming from the trees in front of us. We stood, frozen with fear. Meanwhile, the growls grew louder and then the leaves parted to reveal two very hungry-looking lions. The lions prepared to spring. The moment they leapt into the air we threw ourselves to the ground. The lions sailed over our heads and plunged into the narrow valley.

As we shakily made our way back to the camp, we couldn't believe what a lucky escape we had had. Howard wiped the sweat from his forehead and said, "Maybe it's time to go back to good old-fashioned beach holidays!"

15. Read the following story which begins with the words "Someone from the hospital called; it sounded urgent." and correct the mistakes. Write S for spelling, WO for word order, WW for wrong word, G for grammar or P for punctuation.

did WW (made)	the P (The)	laying WW (lying)
drived G (drove)	to G (to omitted)	exhausting G/WW (exhausted)
hard G/WW (hardly)	his eyes closed WO (closed his eyes)	hello P (Hello)
breaks WW (brakes)	lighted S (lit)	Sory S (Sorry)
him WW (himself)	nervous G/WW (nervously)	Its G/P (It's)

16. Read the notes below for a story entitled "The Visitors", put them into the correct chronological order, then tell the story. Now, change the order of the notes to make use of flashback narration. Which note will you start your story with? Write your story using flashback narration.

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

Start flashback narration with A or G

17. Mark the statements True or False justifying your answers.

1. F (Direct speech can be used to begin a story, thus making the story more exciting.)
2. T
3. F (A combination of narrative and descriptive techniques makes the story more interesting.)
4. F (Use of the senses while setting the scene arouses the readers' interest.)
5. T
6. F (Events should be in chronological order - unless using flashback narration- or else the story can't be followed by the reader.)
7. T
8. T

18. Read the following topics, decide on the plot line, then write any of them.

1. apply for a job – get an appointment – go to the company premises – receptionist greets me warmly when I introduce myself – I am led to the manager's office – manager is also very friendly – secretary enters manager's office and, rather puzzled, announces another person who has got the same name as me,
2. stranger had followed Sheila to her home from her office – Sheila tried to lose him – gets back home and thinks she has lost him – doorbell rings – man at the door – introduces himself as one of her schoolmates (creating suspense and use of flashback narration are important elements in this story)
3. Ann waits for Peter – Peter comes – Ann suggests they have a drink before going out – as she brings the drinks, she trips over the cat and spills the drinks onto Peter's trousers – Ann offers to dry trousers
– accidentally leaves iron on them and they are burnt – Ann apologises – they stay in and have dinner there – she orders Chinese – as she eats the food she spills sauce on Peter's shirt – she brings a clean cloth and a bowl of water to wash the stain away – spills water onto Peter's head – Peter gets fed up and leaves

• **READING**

1. Read the article quickly. Which of the misconceptions is partly true?

Don't allow a child with a head injury to sleep

2. Read the article again. Complete it with the missing sentences. There is one sentence you don't need to use.

1 C	2 D	3 A	4 B
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• **READING AND USE OF ENGLISH**

Read the text and look carefully at each line. Some of the lines are correct and some have a word which should not be there. Write the wrong word in the space provided and tick the correct lines.

1 been	4 us	7 of	10 as	13 so	16 an
2 ✓	5 had	8 ✓	11 the	14 what	17 times
3 out	6 being	9 in	12 ✓	15 ✓	

• News Reports

1. Read the news report below and write down the topic of each paragraph, then underline all the words related to a car crash.

Paragraph 1: time (early yesterday morning), place (Junction of Mill Road and Wrights Lane, Westbridge), people involved (two), what (collision)

Paragraphs 2, 3: description of events (Jackie Hill, driving a yellow Nissan Cherry crashed into delivery van; Mrs Hill failed to notice stop sign; Mrs Hill is in a serious but stable condition; van driver treated for head and back injuries.

Final paragraph: comments, future developments (fourth accident at the crossroads, traffic lights to be installed)

Words related to the car crash: collision, junction, crash into, witnessed, accident, stop sign, slow down, serious/stable condition, treated for injuries, crossroads, traffic lights (Ss can now close their books and say as many words as possible related to the theme)

2. Write headlines for the following opening sentences of news reports. What do you think the reports go on to say?

1. EARTHQUAKE DESTROYS BRIDGE [details of earthquake (time, strength, etc.), other damage caused, future developments (repairs, etc.)]

2. MISTAKE LEAVES CITY IN DARK [details of blackout (when, where, who caused that, what happened), Petty's statement, future developments]

3. END OF THE COMMON COLD? [details of vitamins, tests, results, future developments]

4. MOTORWAY GO-AHEAD [details of motorway plans, protests, town councillor's statement, protesters' statement, future developments (dates, etc.)]

5. MISSING BOYS FOUND [ages/description of boys, their family, reason for disappearance, details of search, discovery, boys' statement]

3. Match the beginnings with the endings, then decide which belong to news reports and which to stories, justifying your answers.

1. B (news report: facts, formal style)

2. C (news report: facts, formal style)

3. A (story: direct speech, feelings, suspense)

4. Rewrite the following sentences in the passive.

1. Convicted arsonist Thomas Wells was finally caught early last Sunday morning. Wells was found to have escaped ten days earlier (by prison guards). It is believed that he / He is believed to have set two warehouses on fire since his escape,
2. Temporary housing is being provided to citizens of Newton by the Council after hundreds of homes were damaged by Tuesday's flood. The shelters are located in the nearby town of Holbrook, and residents will be allowed to stay in them until their homes are rebuilt (by the Council).
3. Two men who were selling stolen car stereo systems to unsuspecting customers were arrested late Monday morning. All the stolen goods were seized and the men are being held in custody.

5. Read the following models, then decide which is a narrative and which is a news report justifying your answers. Who was each model written by? Which person is each model written in? Give the paragraph plan and suggest a headline/title for each model.

Model A - news report: written by a journalist

Paragraph Plan

Paragraph 1: introduction - summary of event

Paragraph 2: background (accident)

Paragraph 3: development (retraining)

Paragraph 4: comments (I'm ecstatic, etc.)

• DISABLED SWIMMER WINS GOLD

Model B - narrative; written by the subject himself (Peter Carlton)

Paragraph Plan

Paragraph 1: set the scene (atmosphere/feelings at event)

Paragraphs 2, 3: development (accident, struggle to swim again)

Paragraph 4: conclusion (award - meeting doctor again)

• BELIEVE IN YOURSELF

6. Put the words listed below under the appropriate headline. Can you think of other related words? Now write a short news report about each one of the events.

A. gun, security guard, cashier, staff, threaten to shoot, activate the alarm

B. flashing lights, country lane, silver spacecraft, hover above, strange whirring sound

• Suggested Paragraph plans

A.

Paragraph 1: summary of event (last Monday, 10 o'clock, Northwest Bank, armed man attempted to rob the bank)

Paragraphs 2, 3, 4: description of event (lots of people, man entered the bank, held a gun, threatened to shoot if not given money, security guard managed to activate the alarm, man tried to escape, police arrested him)

Paragraph 5: comments by people (I was so scared; I thought I'd die)

B.

Paragraph 1: summary of event (last Tuesday, midnight, Cornwall, man saw UFO)

Paragraphs 2, 3, 4: description of event (man was going home, walked along country lane, flashing lights, saw silver spacecraft hover above, it made strange whirring sound, it disappeared, man reported incident to the police)

Paragraph 5: comments (no explanation can be given - scientists investigate)

7. Choose any two of the topics below and write in the appropriate style.

(T elicits plan and ideas/vocabulary concerning each topic from Ss, then Ss write their news reports.)

Suggested words to be used in each topic

1. missing, ransom, threatening call, masked man, etc.

2. ran ashore, be caught in bad weather, hit rocks, crew, passengers, captain, etc.

3. T-junction, fail to notice red traffic light, crash, collision, ambulance, etc.

• Suggested Paragraph plans

1. Paragraph 1: summary of event (yesterday, boy returned safely home)

Paragraphs 2, 3, 4: description (boy kidnapped three days ago, threatening calls, kidnappers asked for ransom, police traced them, boy was found and returned home, kidnappers were arrested)

Paragraph 5: comments (boy's comments: I was scared, thanks to the police I'm safe now, etc.)

(Note: When writing the same topic as a story, Ss should be reminded of techniques to include in it, e.g. use of the senses, ways to begin/end, etc. as explained in Unit 6 in the Student's Book.)

2. Paragraph 1: summary of event (last Monday, *Anais* sunk, east coast of Scotland, two missing, rest rescued)

Paragraphs 2, 3, 4: description (ship was caught in bad weather, hit rocks, sent SOS, passengers got on lifeboats, helicopters tried to locate them, other ships helped collect passengers/crew, two members of crew missing, passengers and rest of crew taken to hospital)

Paragraph 5: comments (we're continuing the search for the two missing crew members)

3. Paragraph 1: summary of event (yesterday morning, collision, junction of Hill Street and Park Lane Aberdeen - one driver dead - other in critical condition)

Paragraphs 2, 3, 4: description (driver of a blue Ford Escort, speeding, approached the junction, failed to notice a yellow Aston Martin, crashed into it - driver of Ford Escort dead - other driver taken to hospital)

Paragraph 5: comments (people living in the area: it's the third accident to happen at the crossroads this month - need to put up traffic lights)

■ FUNCTIONAL GRAMMAR SUPPLEMENT

- Present perfect or past simple? (1)

I have done or I did?

1. Put in the correct verb form.

1 have done	4 repaired	7 ran	10 have gone	13 have made
2 bought	5 have lost	8 earned	11 has turned	14 broke
3 have arrived	6 has started	9 planted	12 phoned	

I've done it. I did it yesterday.

2. Things that have happened today are on the radio and TV news. Give the news using the present perfect and past simple.

- 1 The Prime Minister has visited Luton University. He spoke to students there earlier today.
- 2 The train drivers have gone on strike. They stopped work(ing) at twelve o'clock.
- 3 The Queen has arrived in Toronto. She flew there in an RAF aircraft.
- 4 Two men have escaped from Parkhurst Prison. They got away during the night.
- 5 The actor Howard Bates has died in a car accident. His car crashed into a wall.
- 5 Linda Jones has won the women's marathon. She ran it in 2 hours 27 minutes.

Structures with for, since and last

3. Complete the conversations.

1 since you last went	4 was the last time we played
2 haven't taken a photo since	5 haven't eaten anything for
3 weeks since I last saw	

Present perfect or past simple? (2)

I've been or I was?

4. Complete this letter to a newspaper. Put in the present perfect or past simple.

1 learned	3 has stood	5 stayed	7 have known
2 has been	4 was	6 have lived	8 were

Have you (ever)...? and Did you (ever)...?

5. Look at each conversation and choose the best sentence, a) or b).

1 a) 2 b) 3 b) 4 a)

Today, this week, etc

6. Put in *this*, *last*, *today* or *yesterday*.

1 Last, this	2 this, last	3 today, yesterday	4 last, this	5 this, yesterday
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Present perfect or past simple?

7. Put in the verbs.

1 Have you heard	6 did it happen	11 haven't seen
2 What has happened	7 told	12 has had
3 has had	8 knew	13 did
4 fell	9 didn't tell	
5 broke	10 didn't see	

• Time Linkers

For, since or ago?

8. Put in a phrase with *for*, *since* or *ago*.

1 for an hour	3 ten years ago	5 for six weeks	7 eight months ago since
2 since four o'clock	4 since Monday	6 for three years	then
			8 for three weeks

Ago or before?

9. Put in *ago* or *before*.

1 ago 2 before 3 ago 4 before

During or while?

10. Put in *during* or *while*.

1 during 2 while 3 while 4 during 5 while

• PREPOSITIONS

• Prepositions of time

In time or on time?

11. Put in the right phrase: *in time* or *on time*.

1 in time 2 in time 3 on time 4 in time 5 on time

In, on or at?

12. Complete the conversations using *in*, *on* or *at*.

1 on, in 2 at, on 3 at, in 4 on, in 5 in, in

• Prepositions of place

13. Put in the correct preposition.

1 on	3 outside	5 past/by	7 on	9 near
2 to	4 in/into	6 off	8 through	10 among

14. Complete each sentence. Use in or at and these words: *the petrol station, the restaurant, the stadium, the station, the theatre, the zoo.*

1 in the stadium	3 at the zoo	5 in the restaurant
2 at the petrol station	4 in the theatre	6 at the station

15. Put in the preposition *in, on or at.*

1 on 2 in 3 on 4 in 5 at 6 at 7 at 8 on 9 on 10 in 11 at

◆ UNIT 3 FUTURE

■ ARE YOU GOOD AT TIME MANAGEMENT?

• LISTENING

PROCRASTINATION

While listening

2. Listen and decide whether the statements are true or false.

- 1 Procrastination arises positive feelings. (F)
- 2 Procrastination is not a time-management problem. (T)
- 3 When we procrastinate, in the end we feel better. (F)
- 4 Procrastination is connected with our emotions. (T)

Script

PROCRASTINATION

If you've ever put off an important task by, say, alphabetizing your spice drawer, you know it wouldn't be fair to describe yourself as lazy. After all, alphabetizing requires focus and effort — and hey, maybe you even went the extra mile to wipe down each bottle before putting it back. And it's not like you're hanging out with friends or watching Netflix. You're cleaning — something your parents would be proud of! This isn't laziness or bad time management. This is procrastination.

If procrastination isn't about laziness, then what is it about?

Etymologically, "procrastination" is derived from the Latin verb *procrastinare* — to put off until tomorrow. But it's more than just voluntarily delaying. Procrastination is

also derived from the ancient Greek word *akrasia* — doing something against our better judgment.

“It’s self-harm,” said Dr. Piers Steel, a professor of motivational psychology at the University of Calgary and the author of “The Procrastination Equation: How to Stop Putting Things Off and Start Getting Stuff Done.”

That self-awareness is a key part of why procrastinating makes us feel so rotten. When we procrastinate, we’re not only aware that we’re avoiding the task in question, but also that doing so is probably a bad idea. And yet, we do it anyway.

“This is why we say that procrastination is essentially irrational,” said Dr. Fuschia Sirois, professor of psychology at the University of Sheffield. “It doesn’t make sense to do something you know is going to have negative consequences. She added: “People engage in this irrational cycle of chronic procrastination because of an inability to manage negative moods around a task.”

Wait. We procrastinate because of bad moods? In short: yes.

Procrastination isn’t a unique character flaw or a mysterious curse on your ability to manage time, but a way of coping with challenging emotions and negative moods induced by certain tasks — boredom, anxiety, insecurity, frustration, resentment, self-doubt and beyond.

“Procrastination is an emotion regulation problem, not a time management problem,” said Dr. Tim Pynchyl, professor of psychology and member of the Procrastination Research Group at Carleton University in Ottawa.

But I thought we procrastinate to feel better?

If it seems ironic that we procrastinate to avoid negative feelings, but end up feeling even worse, that’s because it is. And once again, we have evolution to thank.

Unfortunately, we can’t just tell ourselves to stop procrastinating. And despite the prevalence of “productivity hacks,” focusing on the question of how to get more work done doesn’t address the root cause of procrastination.

O.K. How do we get to the root cause of procrastination?

We must realize that, at its core, procrastination is about emotions, not productivity. The solution doesn’t involve downloading a time management app or learning new strategies for self-control. It has to do with managing our emotions in a new way.

“Our brains are always looking for relative rewards. If we have a habit loop around procrastination but we haven’t found a better reward, our brain is just going to keep doing it over and over until we give it something better to do,” said psychiatrist and neuroscientist Dr. Judson Brewer, Director of Research and Innovation at Brown University’s Mindfulness Center. To rewire any habit, we have to give our brains what Dr. Brewer called the “Bigger Better Offer” or “B.B.O.”

In the case of procrastination, we have to find a better reward than avoidance — one that can relieve our challenging feelings in the present moment without causing harm to our future selves. The difficulty with breaking the addiction to procrastination in particular is that there is an infinite number of potential substitute actions that would still be forms of procrastination, Dr. Brewer said. That’s why the solution must therefore be internal, and not dependent on anything but ourselves.

One option is to forgive yourself in the moments you procrastinate. In a 2010 study, researchers found that students who were able to forgive themselves for procrastinating when studying for a first exam ended up procrastinating less when studying for their next exam. They concluded that self-forgiveness supported productivity by allowing “the individual to move past their maladaptive behavior and focus on the upcoming examination without the burden of past acts.”

Another tactic is the related practice of self-compassion, which is treating ourselves with kindness and understanding in the face of our mistakes and failures. In a 2012 study examining the relationship between stress, self-compassion and procrastination, Dr. Sirosis found that procrastinators tend to have high stress and low self-compassion, suggesting that self-compassion provides “a buffer against negative reactions to self-relevant events.”

In fact, several studies show that self-compassion supports motivation and personal growth. Not only does it decrease psychological distress, which we now know is a primary culprit for procrastination, it also actively boosts motivation, enhances feelings of self-worth and fosters positive emotions like optimism, wisdom, curiosity and personal initiative. Best of all, self-compassion doesn’t require anything external — just a commitment to meeting your challenges with greater acceptance and kindness rather than rumination and regret.

That may be easier said than done but try to reframe the task by considering a positive aspect of it. Perhaps you remind yourself of a time you did something similar and it turned out O.K. Or maybe you think about the beneficial outcome of completing the task. What might your boss or partner say when you show them your finished work? How will you feel about yourself?

What are some other, healthier ways to manage the feelings that typically trigger procrastination?

Cultivate curiosity: If you’re feeling tempted to procrastinate, bring your attention to the sensations arising in your mind and body. What feelings are eliciting your temptation? Where do you feel them in your body? What do they remind you of? What happens to the thought of procrastinating as you observe it? Does it intensify?

Dissipate? Cause other emotions to arise? How are the sensations in your body shifting as you continue to rest your awareness on them?

Consider the next action: This is different than the age-old advice to break up a task you’re tempted to avoid into bite-sized chunks. According to Dr. Pychyl, focusing only on the “next action” helps calm our nerves, and it allows for what Dr. Pychyl called “a layer of self-deception.” At the start of a given task, you can consider the next action as a mere possibility, as if you were method acting: “What’s the next action I’d take on this if I were going to do it, even though I’m not?” Maybe you would open your email. Or perhaps you would put the date at the top of your document. Don’t wait to be in the mood to do a certain task. “Motivation follows action. Get started, and you’ll find your motivation follows,” Dr. Pychyl said.

Make your temptations more inconvenient: It’s still easier to change our circumstances than ourselves, said Gretchen Rubin, author of “Better than Before: What I Learned about Making and Breaking Habits.” According to Ms. Rubin, we can take what we know about procrastination and “use it to our advantage” by placing obstacles between

ourselves and our temptations to induce a certain degree of frustration or anxiety. If you compulsively check social media, delete those apps from your phone or “give yourself a really complicated password with not just five digits, but 12,” Ms. Rubin said. By doing this, you’re adding friction to the procrastination cycle and making the reward value of your temptation less immediate.

On the other side of the coin, Ms. Rubin also suggested that we make the things we want to do as easy as possible for ourselves. If you want to go to the gym before work but you’re not a morning person, sleep in your exercise clothes. “Try to remove every, every, every roadblock,” Ms. Rubin said.

Still, procrastination is deeply existential, as it raises questions about individual agency and how we want to spend our time as opposed to how we actually do. But it’s also a reminder of our commonality — we’re all vulnerable to painful feelings, and most of us just want to be happy with the choices we make.

Now go finish up alphabetizing that spice drawer before it becomes your next procrastination albatross.

• VOCABULARY

1. This is what actually happened in the building of the supermarket described in B. Use appropriate forms of expressions from A and b to complete the text.

1 lead time	4 overlapped	7 stage/phase/step/task
2 time	5 make up	8 delays
3 longer than planned	6 schedule	9 downtime

2. Harry is a magazine journalist. Give him advice based on the ideas in C.

- 1 You should make a realistic plan and prioritize the things you have to do, not just make a list.
- 2 You should avoid interruptions.
- 3 You should avoid distractions.
- 4 You shouldn’t aim for perfectionism when it’s not necessary.
- 5 You should plan your day in advance.
- 6 You should go on a time management course.

• READING AND VOCABULARY

1. Number the paragraph summaries in the correct order. Two of the summaries are not used.

- a) Bad time management can be the result of too much confidence in your own abilities.

1 D	2 C	3 A
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2. Use the correct form of words from the article to complete the definitions.

a) undervalued	b) unproductively	c) over-confident	d) inefficiently	e) unacceptable
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4. Now look through the following article quickly and answer this question:
Why should managers take time management more seriously?

Time management should be taken more seriously as a more effective use of time will make employees more efficient and will lead to less time being wasted.

5. Here is the final paragraph from the article. Complete the gaps:

1 final week	3 useful advice	5 most efficient	7 Spend
2 reviewing	4 working day	6 on the phone	8 once or twice

6. Read the first half of the article again and find words with the following meanings:

1 concluded	3 equipment	5 staff
2 obsolete	4 purpose	6 trivial

7. Find the words in the article to complete these partnerships:

1 managers	3 staff	5 press	7 -based	9 stage
2 seminar	4 productivity	6 day	8 time	10 deal

8. Remember the old business saying, 'Time is Money'. Here are some verbs you can use both with TIME and MONEY.

1 invest, money	3 waste, time	5 spend, money
2 saves, time	4 have, time	6 make, money

■ TECHNOLOGY IN TIME

• LISTENING

Future technology: some ideas about to change our world

Script

Future technology: some ideas about to change our world

PART 1

The future is coming, and sooner than you think. These emerging technologies will change the way we live, how we look after our bodies and help us avert a climate

disaster. There are innovations happening right now that are ripped straight from the pages of science-fiction. Whether that is robots that can read minds, AI that can create images on their own, holograms, bionic eyes, or other mind-blowing technology, there is a lot to expect from the world of future technology. Below we've picked out some of the biggest and most interesting ideas.

1 Sand batteries

Not every technology bettering our future has to be complicated, some are simple, yet extremely effective. One of these kinds of technologies has come from some Finnish engineers who have found a way to turn sand into a giant battery. These engineers piled 100 tons of sand into a 4 x 7 metre steel container. All of this sand was then heated up using wind and solar energy. This heat can then be distributed by a local energy company to provide warmth to buildings in nearby areas. Energy can be stored this way for long periods of time. All of this occurs through a concept known as resistive heating. This is where a material is heated by the friction of electrical currents. Sand and any other non-super conductor are warmed by the electricity passing through them generated heat than can be used for energy.

2 Xenotransplantation

Inserting the heart of a pig into a human feels like a bad idea, and yet, this is one of the latest medical procedures that is seeing rapid progress. Xenotransplantation - the procedure of transplanting, implementing or infusing a human with cells, tissues or organs from an animal source - has the potential to revolutionise surgery. One of the most common procedures performed so far is the insertion of a pig's heart into a human. This has now successfully happened twice. However, one of the patients was only alive for a few months, and the second is still being observed. In these surgeries, the heart cannot be instantly put into a human, gene-editing needs to take place first. Certain genes need to be knocked out of the heart and human genes need to be added, mainly around immune acceptance and genes to prevent excessive growth of heart tissue. Right now, these surgeries are risky and there is no certainty around success. However, in the near future, we could see xenotransplants happening on a regular basis, providing hearts or tissues from animals to humans in need of it.

3 Brain reading robots

No longer a science fiction trope, the use of brain reading technology has improved hugely in recent years. One of the most interesting and practical uses we've seen tested so far comes from researchers at the Swiss Federal Institute of Technology Lausanne (EPFL). Thanks to a machine-learning algorithm, a robot arm and a brain-computer interface, these researchers have managed to create a means for tetraplegic patients (those who can't move their upper or lower body) to interact with the world. In tests, the robot arm would perform simple tasks like moving around an obstacle. The algorithm would then interpret signals from the brain using an EEG cap and automatically determine when the arm had made a move that the brain considered incorrect, for example moving too close to the obstacle or going too fast. Over time the algorithm can then adjust to the individuals' preferences and brain signals. In the

future this could lead to wheelchairs controlled by the brain or assistance machines for tetraplegic patients.

4 3D printed bones

3D printing is an industry promising everything from cheap house building through to affordable rugged armour, but one of the most interesting uses of the technology is the building of 3D printed bones. The company Ossiform specialises in medical 3D printing, creating patient-specific replacements of different bones from tricalcium phosphate – a material with similar properties to human bones. Using these 3D printed bones is surprisingly easy. A hospital can perform an MRI which is then sent to Ossiform who create a 3D model of the patient-specific implant that is needed. The surgeon accepts the design and then once it is printed, it can be used in surgery. What is special about these 3D printed bones is that because of the use of tricalcium phosphate, the body will remodel the implants into vascularised bone. That means they will enable the full restoration of function that the bone it is replacing had. To achieve the best integration possible, the implants are of a porous structure and feature large pores and canals for cells to attach to and reform bone.

5 Clothes that can hear

Wearable technology has come leaps and bounds over the years, adding new functionalities to the accessories and clothes we wear day to day. One promising avenue involves giving clothes ears, or at least the same capacity as an ear. Researchers at MIT have created a fabric that is able to detect a heartbeat, handclaps or even very faint sounds. The team suggested that this could be used wearable tech for the blind, used in buildings to detect cracks or strains, or even woven into fishnets to detect the sound of fish. For now, the material used is thick and a work in progress but they hope to roll it out for consumer use over the next few years.

6 Lab-made dairy products

You've heard of cultured "meat" and Wagyu steaks grown cell by cell in a laboratory, but what about other animal-based foodstuffs? A growing number of biotech companies around the world are investigating lab-made dairy, including milk, ice-cream, cheese and eggs. And more than one think they've cracked it. The dairy industry is not environmentally friendly, not even close. It's responsible for 4 per cent of the world's carbon emissions, more than air travel and shipping combined, and demand is growing for a greener splash to pour into our teacups and cereal bowls. Compared with meat, milk isn't actually that difficult to create in a lab. Rather than grow it from stem cells, most researchers attempt to produce it in a process of fermentation, looking to produce the milk proteins whey and casein. Some products are already at market in the US, from companies such as Perfect Day, with ongoing work focused on reproducing the mouthfeel and nutritional benefits of regular cow's milk. Beyond that, researchers are working on lab-produced mozzarella that melts perfectly on top of a pizza, as well other cheeses and ice-cream.

PART 2

7 Hydrogen planes

Carbon emissions are a huge concern when it comes to commercial flights, but there is a potential solution and it has received a lot of funding. A £15 million UK project has unveiled plans for a hydrogen-powered plane. This project is known as Fly Zero and is being led by the Aerospace Technology Institute in conjunction with the UK government. The project has come up with a concept for a mid-size plane powered completely by liquid hydrogen. It would have the capacity to fly roughly 279 passengers halfway around the world without stopping. If this technology could be actualised, it could mean a zero-carbon flight with no stops between London and Western America or London to New Zealand with a single stop.

8 Digital "twins" that track your health

In Star Trek, where many of our ideas of future technology germinated, human beings can walk into the medbay and have their entire body digitally scanned for signs of illness and injury. Doing that in real life would, say the makers of Q Bio, improve health outcomes and alleviate the load on doctors at the same time. The US company has built a scanner that will measure hundreds of biomarkers in around an hour, from hormone levels to the fat building up in your liver to the markers of inflammation or any number of cancers. It intends to use this data to produce a 3D digital avatar of a patient's body – known as a digital twin – that can be tracked over time and updated with each new scan. Q Bio CEO Jeff Kaditz hopes it will lead to a new era of preventative, personalised medicine in which the vast amounts of data collected not only help doctors prioritise which patients need to be seen most urgently, but also to develop more sophisticated ways of diagnosing illness. Read an interview with him [here](#).

9 Artificial eyes

Bionic eyes have been a mainstay of science fiction for decades, but now real-world research is beginning to catch up with far-sighted storytellers. A raft of technologies is coming to market that restore sight to people with different kinds of vision impairment. In January 2021, Israeli surgeons implanted the world's first artificial cornea into a bilaterally blind, 78-year-old man. When his bandages were removed, the patient could read and recognise family members immediately. The implant also fuses naturally to human tissue without the recipient's body rejecting it. Likewise in 2020, Belgian scientists developed an artificial iris fitted to smart contact lenses that correct a number of vision disorders. And scientists are even working on wireless brain implants that bypass the eyes altogether. Researchers at Monash University in Australia are working on trials for a system whereby users wear a pair of glasses fitted with a camera. This sends data directly to the implant, which sits on the surface of the brain and gives the user a rudimentary sense of sight.

10 Energy storing bricks

Scientists have found a way to store energy in the red bricks that are used to build houses. Researchers led by Washington University in St Louis, in Missouri, US, have

developed a method that can turn the cheap and widely available building material into “smart bricks” that can store energy like a battery. Although the research is still in the proof-of-concept stage, the scientists claim that walls made of these bricks “could store a substantial amount of energy” and can “be recharged hundreds of thousands of times within an hour”. Red brick device developed by chemists at Washington University in St. Louis lights up a green light-emitting diode © D'Arcy laboratory/ Washington University in St. Louis The researchers developed a method to convert red bricks into a type of energy storage device called a supercapacitor. This involved putting a conducting coating, known as Pedot, onto brick samples, which then seeped through the fired bricks’ porous structure, converting them into “energy storing electrodes”. Iron oxide, which is the red pigment in the bricks, helped with the process, the researchers said.

11 Self-healing 'living concrete'

Scientists have developed what they call living concrete by using sand, gel and bacteria. Researchers said this building material has structural load-bearing function, is capable of self-healing and is more environmentally friendly than concrete – which is the second most-consumed material on Earth after water. The team from the University of Colorado Boulder believe their work paves the way for future building structures that could “heal their own cracks, suck up dangerous toxins from the air or even glow on command”.

12 Car batteries that charge in 10 minutes

Chao-Yang Wang Group. Fast-charging of electric vehicles is seen as key to their take-up, so motorists can stop at a service station and fully charge their car in the time it takes to get a coffee and use the toilet – taking no longer than a conventional break. But rapid charging of lithium-ion batteries can degrade the batteries, researchers at Penn State University in the US say. This is because the flow of lithium particles known as ions from one electrode to another to charge the unit and hold the energy ready for use does not happen smoothly with rapid charging at lower temperatures. However, they have now found that if the batteries could heat to 60°C for just 10 minutes and then rapidly cool again to ambient temperatures, lithium spikes would not form and heat damage would be avoided. The battery design they have come up with is self-heating, using a thin nickel foil which creates an electrical circuit that heats in less than 30 seconds to warm the inside of the battery. The rapid cooling that would be needed after the battery is charged would be done using the cooling system designed into the car. Their study, published in the journal *Joule*, showed they could fully charge an electrical vehicle in 10 minutes.

■ PARAGRAPH WRITING

- How to Write a Comparison or Contrast Paragraph

EXERCISE 1 Evaluating the Two-Part Topic

Answers could vary depending on the purpose of the paragraph.

1. too broad 2. suitable 3. suitable 4. suitable 5. too broad 6. too broad?

EXERCISE 2 Working for Coherence: Recognizing the Two Approaches to Ordering Material

1. block; differences 2. block; differences

■ FUNCTIONAL GRAMMAR SUPPLEMENT

• PRESENT TENSES FOR THE FUTURE

1. Put the verbs into the present continuous or the present simple.

1 Are you doing	3 He is staying	5 are you doing	7 finishes
2 am going	4 gets	6 am going	8 are going

• WILL and BE GOING TO

2. Complete the conversations. Put in *will* or *be going to* with the verbs.

1 am going to see	3 is going to read	5 will video
2 will switch	4 will have	6 are you going to buy

3. What would you say? Use *will* or *be going to*.

1 I'm going to look round the museum	4 she's going to get married
2 It's going to attack us/me	5 I'll invite her for a meal
3 aliens will land on the earth in the next ten years	

4. Complete the news report about the village of Brickfield. Use *will* or *be going to*. Sometimes either is possible.

1 is going to sell	4 will like/are going to like	7 are going to have
2 are going to build	5 will be/are going to be	8 will be/is going to be
3 will be/is going to be	6 aren't going to cut/won't cut	9 are going to stop/will stop

◆ UNIT 4 JOBS

■ IS HAPPINESS IN MONEY?

• LISTENING

Dream Job

Scripts

Dream Job

It's great to have a job you're passionate about. But some workers are walking away from dream roles, in search of stability and security.

At 25, Andrew was soaring up the culinary career ladder as a pastry chef at a Michelin-starred restaurant in Scotland. Every delicious dessert and finely-sculpted pastry in the kitchen was his creation. He was in a role that he had worked towards – and wanted – for years.

Andrew had reached these heights after just 5 years in the hospitality industry; he'd started at 19 as a kitchen porter in a local hotel in his hometown in west Scotland, and was quickly promoted to junior chef. By 21, he was a commis chef at an award-winning hotel in the Lake District, England, avidly studying patisserie and confectionary in his spare time. He was prepared to commit his life to perfecting his skills, saying: "That was all I cared about."

Instead, at the height of his career, working in his dream job, he quit. At 26, he was a student, this time on a four-year software-development degree. He'd walked away, not just from the job he'd worked so hard for, but from the whole hospitality industry.

For Andrew, the tipping point came when, having finally got the glossy position he'd been aiming for, he realised none of the exhausting work required was worth it. "From 19 to 25, that whole period of my life, I just sort of sacrificed," he says. "Everyone else was out having a great time and I was basically a slave in the kitchen."

Throughout his career, he realised, he had felt overworked, underappreciated and underpaid. "I was doing between 65 and 70 hours a week and getting paid £20,000 (\$22,290) a year," he says. "I was running the pastry section. I was creating the majority of the desserts... for £5.95 an hour. For that little money, you just think, what am I doing with my life? Like, am I crazy?"

For the most part, workers have always hoped for roles that coincide with their interests and passions; swapping the office grind for that longed-for sourdough bakery, or fun role at a videogame company sounds like a no-brainer. Yet this 'do what you love' narrative comes with drawbacks. Many people find that their dream jobs require more work, under worse conditions. Others discover that the industries they idolise trade on workers' passions to keep pay low. In the face of these pressures, some workers find themselves asking whether the dream job is really worth it after all.

Passion versus pay

These days, more than ever, the idea that happiness and success are linked to working in a 'cool' job – a role you're passionate about in an interesting, envy-inducing workplace – is omnipresent.

According to a recent poll from US freelance-marketplace Fiverr, 59% of the 2,000 Americans surveyed believed the Covid-19 pandemic had encouraged people to pursue their dream jobs. Most of the respondents, 71%, saw themselves going after their dream job one day, and 45% thought it was possible to do so full-time. But career

redirections to get a dream job may not always work out as people hope, particularly if employers take advantage of their workers' passions.

This practice of passion-exploitation is particularly prominent in creative industries; a recent survey showed most creative jobs in the UK – such as journalist, fashion stylist, musician and game designer – fell below the annual average salary. Unpaid labour is common: according to one survey of UK creative workers, 47% of under-30s said they had done an unpaid internship to secure their dream job. In the same study, 60% of under-30s said they hadn't been paid for all the hours they'd worked in the past month. One study goes some way to explaining why this happens; the research found that people viewed treating workers poorly – such as asking employees to perform additional tasks or work more hours without pay – as more legitimate when workers were presumed to be passionate about their work.

Andrew says he recognised this phenomenon from the start in the hospitality sector. "They're basically building their whole businesses on the back of exploitation of other people," he says. Despite this early realisation, the passion he had for his craft kept him from walking away for years. "When I started back in the pub, my ambition was to get to that Michelin-starred level," he says. "So, I decided that the money didn't matter, which obviously it does."

This initial disregard for financial security is something Tweddell sees often among her clients who are looking for a more fulfilling career. It's often an attitude she has to coach them out of. "We do actually work for money," she says. "There's no shame in that. Most of us work because we need the money."

So, instead of encouraging her clients into a risky career detour to become a sourdough baker, Tweddell asks them what they really want, not from their job, but from their lives. "A lot of people say, 'I wanted freedom, freedom away from the nine-to-five.' So, they got the cool job and they realised, 'Oh my God, there's no freedom here. I've got to work even harder to earn as much as I did before.'"

• VOCABULARY

Work and jobs

1. Pierre is talking about his work. Correct what he says.

I work for a French supermarket company. I work **on** the development of new supermarkets. In fact, I **run** the development department and I **manage** a team looking at the possibilities in different countries. It's very interesting. One of my main **responsibilities** is to make sure that new supermarkets open on time. I'm also **in charge of** financial reporting. I deal **with** a lot of different organizations in my work. I'm **responsible for** planning projects from start to finish. I work closely **with** our foreign partners, so I travel a lot.

2. Complete the text with one of the prepositions from B above.

1 to	2 to	3 at	4 off	5 in	6 out of
------	------	------	-------	------	----------

3. Write about each person using words from C opposite, and the words in brackets. The first one has been done for you.

2 He has a full-time job.	4 I work part-time.	6 He has a temporary job.
3 She works full-time.	5 She has a permanent job.	7 She has temporary work.

4. If you are looking for a job, some websites may help you. Here is a list of job categories on one website. Which category would you click on if you were looking for the following jobs?

Construction - electrician, plumber Customer service - call centre manager Emergency services - firefighter, police officer Health - optician, psychologist Hotel and catering - chef, kitchen assistant	Information technology - software engineer Legal - solicitor Leisure and sport - lifeguard Scientific - lab assistant
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5. Here are some sentences. Put *work, job* or *career* in each gap.

1 career 2 work 3 job 4 career 5 work 6 work 7 job 8 work 9 work 10 career

6. Now complete these summaries with *work, job* and *career*.

1 job 2 career 3 work

Ways of working

7. Which person (1-5) is most likely to do each of the five things (a-e)?

1 b	2 e	3 d	4 a	5 c
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8. Look at the words and expressions in B and C above. Five people talk about their jobs. Match the jobs (1-5) to the people (a-e) and put the words in brackets into the correct grammatical forms.

- 1 b – working, boring, involves
- 2 c – being/to be
- 3 a – travelling, tiring, dealing
- 4 d – tiring
- 5 e – stimulating, repetitive

9. Below are some adverts for job vacancies. Which job is each one advertising? Choose from the list.

A receptionist B cleaner C nursery assistant

10. Answer these questions by choosing job A, B or C and write the words from the adverts which give you the answers.

1 B – temporary 2 A – permanent 3 C – possible promotion 4 B – shift work 5 A – good communication skills 6 B – overtime

11. Each advert mentions how the person will be paid. Put *salary, rate of pay and wages* into the definitions.

1 a salary 2 wages 3 a rate of pay

Skills and qualifications

12. Correct these sentences about Ravi, using words from A above. One word is wrong in each item.

1 At 18, Ravi decided to stay in **full-time education** and went to Mumbai University.

2 Ravi **graduated** three years later with a degree in philosophy and politics.

3 He taught for a while but didn't like it. He decided to **train** as an accountant at evening classes.

4 He qualified **as** an accountant and joined a big accountancy firm in its Mumbai office.

5 When he started, he needed to develop other skills, which would come through **experience**.

6 He received **management** training to help him develop these skills.

13. Are these jobs generally considered to be highly skilled, skilled, semi-skilled, or unskilled? Each expression is used twice.

1 skilled	3 semi-skilled	5 unskilled	7 semi-skilled
2 highly skilled	4 highly skilled	6 unskilled	8 skilled

14. Complete these extracts from job advertisements using words from C above.

1 numerate

2 motivated, driven

3 organized, methodical, systematic

4 talented, motivated

5 computer-literate, proactive, self-starter, team-player

Employment and unemployment

15. Several things usually happen between seeing an advert and getting a job. Put these into the right order.

- 1 See an advert
- 2 Phone or email for an application form
- 3 Fill in the application form
- 4 Email or post the application form
- 5 Have an interview
- 6 Receive a job offer
- 7 Accept the job offer

Recruitment and selection

16. Complete the sentences. Use appropriate forms of words from A, B and C above.

1 recruited 2 headhunt	3 appoint 4 accepts, turns down	5 offers 6 hired	7 apply
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17. Now divide the words in Ex.16 into two groups:

- 1 recruit, headhunt, appoint, offer, hire
- 2 accept, turn down, apply

18. Replace the phrases in brackets with correct forms of words and expressions from A, B and C above.

- 1 turned down
- 2 an interview
- 3 his referees
- 4 offered him the job
- 5 accepted
- 6 applications
- 7 CVs
- 8 applicants
- 9 their qualifications
- 10 had shortlisted six people and given them psychometric tests

• READING

19. You are going to read a newspaper article in which three people talk about their jobs. For questions 1-10, choose from the people A-C. The people may be chosen more than once.

1 B	2 B	3 A	4 C	5 C	6 A	7 C	8 A	9 B	10 B
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- Writing skills practice

Letters of Application

1. Read the dialogue and tick the correct information in the following table. Say what details the person applying for the job included in her letter of application.

Job advertised	full-time sales assistant √ part-time sales assistant
Applicant's qualifications and training	two A levels in art and maths two A levels in maths and geography √
Applicant's experience	six months/local corner shop √ six months/central coffee shop
Applicant's qualities and skills	responsible and trustworthy √ decisive and energetic
Applicant's additional information and reference	enclosed CV/available for interview √ enclosed a photo/available for interview

(Suggested answer)

The girl applying for the job has included details about her qualifications, saying that she has two A levels in maths and geography and also about her previous experience - six months as a Saturday sales assistant in her local corner shop. She is also responsible and trustworthy as she was entrusted with closing the shop and depositing the money in the safe. She has enclosed her CV with the letter and said that she is available if they wish to interview her. The letter is formal.

2. Read the following letter and correct the mistakes. Write S for spelling, G for grammar, P for punctuation, WO for word order or WW for wrong word. Read the letter again and write down the topic of each paragraph.

place WW (position/post) advertising G (advertised) year G (years) liverpool P (Liverpool) at G (in) worked WW (employed / G (working)) highfield P (Highfield)	was G (have been) wasted WW (spent) interested extremely WO (extremely interested) fuly S (fully) the all WO (all the) atend S (attend) hear G (hearing)
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Paragraph plan

paragraph 1: reason for writing (applying for a teaching post)
 paragraph 2: qualifications (degree in Sports Science/ teaching assistant in a PE department/two years as a swimming coach)
 paragraph 3: qualities and skills (patient/encouraging)
 paragraph 4: closing remarks (available for an interview)

A CV

3. Put the phrases in the correct groups.

<i>Work experience</i>	<i>Education</i>	<i>Skills and Interests</i>
Business Development Manager Sales Executive Professional blogger Research Assistant	Certificate in Presentation Skills Degree in Marketing Diploma in Innovation Design Master's in Public Relations and Digital Marketing	Proficient knowledge of analytics software Class B driving licence Photography Taekwondo

4. Are the sentences true or false?

1. True	2. False	3. False	4. True	5. True	6. True
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5. Put the words and phrases in order to make sentences.

- I have five years' experience in various roles.
- My role involves working to tight deadlines.
- I have a proven ability to create successful campaigns.
- I specialise in digital marketing.
- I excel in impact analysis.
- I have advanced knowledge of statistics.

6. Write the correct form of the word in brackets.

1. ability	3. knowledge	5. responsible	7. monetise / monetize
2. collaborator	4. expertise	6. numerous	8. engagement

7. Read the CV and the letter. Then, say which information given in the CV has not been included in the letter. Finally, suggest alternative beginnings and endings to this letter.

Information in CV that has not been included in the letter: Date of Birth, education from 1985-1992, GCSE qualifications, interests and references

Opening remarks: I am writing with regard to your advertisement for ...

Closing remarks: I would appreciate a reply at your earliest convenience.

8. Match the qualities with the professions. Then make sentences as in the example.

• (Suggested answers)

Waitress: patient, alert, organised, approachable, calm, kind, able to cope in a crisis, good communication skills, able to work under pressure, sense of humour, conscientious

Reporter: patient, alert, open-minded, approachable, calm, imaginative, knowledgeable, confident, able to cope in a crisis, good communication skills, able to work under pressure

Computer programmer: patient, skilful, organised, logical, knowledgeable, able to work under pressure, conscientious

• (Suggested answers)

Waitress:

A waitress should be polite because customers expect to be treated well.

A waitress has to be alert in order to notice and satisfy her customer's needs.

Reporter:

A reporter has to be confident in order to appear calm in front of the cameras.

Reporters must have good communication skills in order to get their ideas across.

A reporter should be able to work under pressure as events have to be reported very quickly.

Computer programmer:

A computer programmer should be skilful because he has to work with complex programmes. Computer programmers must be logical because they deal with facts and figures.

9. Read the letter and underline the formal expressions. Then replace them with similar expressions from the table above. Finally, give the topic of each paragraph.

Useful expressions: I am writing to apply for - I would like to be considered for, I have completed a Bachelor's degree - I hold a degree in, I look forward to receiving your response in the near future - I would appreciate a reply at your earliest convenience

paragraph 1: reason for writing (apply for a place on the Archaeology MA course)

paragraph 2: qualifications (BA in Archaeology at Drakeham University, pupil at Berkeley Comprehensive, 9 GCSEs, 3 A levels)

paragraph 3: work experience and reason for applying for the course (2 years working as assistant archaeologist)

paragraph 4: closing remarks (enclose CV, ask for a reply)

• The letter is an application to an educational course. It is formal in style.

10. Write the following letters in the appropriate style.

1. Paragraph plan

paragraph 1: reason for writing (apply for the history degree course)

paragraphs 2, 3: qualifications, reasons for wanting to take the course (City University, degree in Combined Sciences, experience: have worked in a lab)

final paragraph: closing remarks (do not hesitate to contact me, etc.)

2. Paragraph plan

paragraph 1: reason for writing (applying for position of lifeguard)

paragraph 2: qualifications, experience (studied sports science, have worked as a lifeguard and swimming instructor)

paragraph 3: qualities/skills (calm, orderly, hold medals)

final paragraph: closing remarks (look forward to hearing from you)

A cover letter

11. Match the vocabulary with the correct definition and write a–h next to the numbers 1–8.

1. b	2. e	3. h	4. g	5. a	6. d	7. f	8. c
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Check your understanding: true, false or not given

12. Read the sentences and answer 'true' if the information can be found in the text, 'false' if the information says the opposite to the text or 'not given' if the information cannot be found in the

1. False	2. Not given	3. False	4. True	5. Not given	6. True
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Check your understanding: gap fill

13. Complete the sentences with a preposition.

1. to, to	2. on, in, at	3. from, in, with	4. In, for, of	5. in, in, to	6. at, into
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Check your understanding: gap fill

14. Complete the sentences with the correct form of the word in brackets.

1. advertisements	3. unconditional	5. responsibility	7. reinforced	9. expertise
2. scientist	4. irrelevant	6. regularly	8. invaluable	10. references

Check your understanding: multiple selection

15. Choose the six things you should include in a cover letter. Tick (✓) all the correct answers.

1 ✓	2 ✓	3 ✓	4	5 ✓	6	7	8	9 ✓	10 ✓
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16. You have seen this advertisement for a job in your local English language newspaper.

Sample answer

Dear Mr Pitt

I saw your advertisement in the local newspaper last week and I would like to apply for the job in your computer shop. At present I'm working in a sports shop where I enjoy helping people to find what they want. I have also worked as a waiter in hotels and restaurants so I am used to dealing with people.

My hobby is playing computer games. I have more than 200 games and I read computer magazines so I know all the latest developments.

I have completed several computer courses and do all the ordering in my present job. I am at present doing a training course in accounting.

I have good communication skills. I am reliable and happy to be flexible if I am required to work extra hours.

I look forward to hearing from you.

Yours sincerely

Ghang Lee

■ PARAGRAPH WRITING

• How to Write a Descriptive Paragraph

EXERCISE 1 Recognizing Sensory Images

Sight: bottles of beer splintering against each other; wet, mangled cartons, bottles piling up on the conveyor; foreman running; four acres of machinery; conveyor belts

Sound: crunching smash, bell ringing, jangling vibrations, teeth-jarring rattle

Smelt: stink of warm beer, sour sweat of my body

EXERCISE 2 Recognizing Sensory Images

Sight: air frozen into little slivers of glass, light from the full moon reflected in the crystallized air, people scurrying, white clouds of breath, congealed breath like balloons in comic strips, tears running down cheeks

Sound: cars scream and groan

Touch: the cold freezes hands and feet to blocks of wood, it hurts to walk more than a few feet

EXERCISE 3 Working for Coherence: Using Space Order

1. 3, 5, 4, 1, 2	2. 3, 5, 2, 1, 4	3. 2, 3, 1, 4
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■ **FUNCTIONAL GRAMMAR SUPPLEMENT**

- **MUST / HAVE TO / SHOULD** (obligation)

Have to

1. Complete the conversations. Use the words in brackets and a form of *have to*.

1 has had to go 2 will he have to stay 3 had to pay, did you have to pay 4 have to slam, will have to fix	5 do you have to take, will have to take 6 had to move, didn't have to look, have had to do 7 has to start, does he have to get
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Must and have to

2. Write a sentence with *must*, *have to* or *has to*.

1 passengers have to show their tickets 2 'You must be in bed by nine.' 3 You must get to work on time.	4 has to keep his dog under control. 5 You must listen carefully. 6 visitors have to report to the security officer.
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Must or have to?

3. Put in *must* or *have to/has to*. Choose which is best for the situation.

1 have to	2 must	3 has to	4 have to	5 must	6 have to	7 must	8 must
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Must, mustn't or needn't?

4. Put in *must*, *mustn't* or *needn't*.

1 needn't, mustn't 2 must, mustn't, needn't	3 mustn't, must 4 mustn't, needn't	5 mustn't, must, needn't
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Don't have to

5. An old woman is talking to a reporter from her local newspaper. She is comparing life today with life in the past. Complete her sentences using *don't have to*, *doesn't have to* or *didn't have to*.

1 don't have to make their own fun 2 didn't have to wait ages to cross the road. 3 don't have to work long hours.	4 doesn't have to work in a factory. 5 didn't have to lock their doors. 6 don't have to wash their clothes by hand.
---	---

Didn't need to do or needn't have done?

6. Write the sentences using *didn't need to do* or *needn't have done*.

- 1 we didn't need to decorate it ourselves
- 2 we didn't need to borrow any money.
- 3 I needn't have bothered.
- 4 We *needn't have left/didn't need to leave* so early.
- 5 I didn't need to pay to go in.
- 6 you needn't have tipped/you didn't need to tip the waiter.

Should and ought to

7. Put in *should, shouldn't, ought* or *oughtn't*. (Look for the word *to*.)

1 ought	2 shouldn't	3 ought	4 should	5 shouldn't	6 should	7 oughtn't
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◆ UNIT 5 SOLUTIONS

■ IMPACT OF TECHNOLOGIES ON US

• LISTENING

How much power...

While watching

2. Watch the video and decide whether the statements are true or false.

1. F – in watts	2. T	3. T	4. F – double	5. F – one third
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Script

You flip a switch. Coal burns in a furnace, which turns water into steam. That steam spins a turbine, which activates a generator, which pushes electrons through the wire. This current propagates through hundreds of miles of electric cables and arrives at your home.

All around the world, countless people are doing this every second— flipping a switch, plugging in, pressing an “on” button. So how much electricity does humanity need?

The amount we collectively use is changing fast, so to answer this question, we need to know not just how much the world uses today, but how much we’ll use in the future.

The first step is understanding how we measure electricity. It’s a little bit tricky. A joule is a unit of energy, but we usually don't measure electricity in just joules. Instead, we measure it in watts. Watts tell us how much energy, per second, it takes to power something. One joule per second equals one watt. It takes about 0.1 watts to power a smart phone, a thousand to power your house, a million for a small town, and a billion for a mid-size city.

As of 2020, it takes 3 trillion watts to power the entire world. But almost a billion people don’t have access to reliable electricity. As countries become more

industrialized and more people join the grid, electricity demand is expected to increase about 80% by 2050.

That number isn't the complete picture. We'll also have to use electricity in completely new ways. Right now, we power a lot of things by burning fossil fuels, emitting an unsustainable amount of greenhouse gases that contribute to global warming. We'll have to eliminate these emissions entirely to ensure a sustainable future for humanity. The first step to doing so, for many industries, is to switch from fossil fuels to electric power. We'll need to electrify cars, switch buildings heated by natural gas furnaces to electric heat pumps, and electrify the huge amount of heat used in industrial processes. So all told, global electricity needs could triple by 2050.

We'll also need all that electricity to come from clean energy sources if it's going to solve the problems caused by fossil fuels. Today, only one third of the electricity we generate comes from clean sources. Fossil fuels are cheap and convenient, easy to ship, and easy to turn into electricity on demand. So how can we close the gap?

Wind and solar power work great for places with lots of wind and sunshine, but we can't store and ship sunlight or wind the way we can transport oil. To make full use of energy from these sources at other times or in other places, we'd have to store it in batteries and improve our power grid infrastructure to transport it long distances.

Meanwhile, nuclear power plants use nuclear fission to generate carbon-free electricity. Though still more expensive than plants that burn fossil fuels, they can be built anywhere and don't depend on intermittent energy sources like the sun or wind. Researchers are currently working to improve nuclear waste disposal and the safety of nuclear plants.

There's another possibility we've been trying to crack since the 1940s: nuclear fusion. It involves smashing light atoms together, so they fuse, and harnessing the energy this releases. Accidents aren't a concern with nuclear fusion, and it doesn't produce the long-lived radioactive waste fission does. It also doesn't have the transport concerns associated with wind, solar, and other renewable energy sources. A major breakthrough here could revolutionize clean energy.

The same is true of nuclear fission, solar, and wind. Breakthroughs in any of these technologies, and especially in all of them together, can change the world: not only helping us triple our electricity supply, but enabling us to sustain it.

■ EVERYONE MAKES MISTAKES

• READING AND VOCABULARY

1. Read the text and number the paragraphs in the correct order.

1 C 2 E 3 B 4 D 5 A

2. Read the text again and mark the sentences T (True), F (False), or DS (Doesn't say).

1 T 2 DS 3 DS 4 F 5 F 6 T 7 DS 8 T

3. Look at the highlighted phrasal verbs and verb phrases. What do you think they mean? Complete the sentences with the correct form of the words.

1 split up 2 gave up	3 missed out on 4 goes through	5 taking up 6 jumped at the chance	7 changed my mind 8 sums up
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4. Read the text quickly. What is Shyno?

a dating service

5. Read the text again and mark the sentences T (True) or F (False).

1 T	2 F	3 F	4 F	5 T	6 T	7 F	8 F
-----	-----	-----	-----	-----	-----	-----	-----

7. Match the words to the correct definition.

1 nickname 2 trial	3 wary 4 approach	5 register 6 come up with	7 stunning 8 membership card
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8. Complete the sentences with the words from 7.

1 register 2 nickname	3 membership card 4 wary	5 approach 6 come up with	7 stunning 8 trial
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■ LANGUAGE FUNCTIONS

- Challenging someone's ideas

Preparation task

1. Match the endings of the sentences (a–h) with the beginnings (1–8).

1. b	2. f	3. d	4. g	5. c	6. a	7. h	8. e
------	------	------	------	------	------	------	------

2. Are the sentences true or false?

1. True	2. False	3. False	4. True	5. True	6. True	7. False	8. False
---------	----------	----------	---------	---------	---------	----------	----------

3. Put the words in the correct order to make sentences.

1. I'm a bit lost. What are you talking about?
2. Have you considered the fact that we're a branding agency, not a pet shop?
3. I take your point, but be imaginative.

4. I see where you're coming from.
5. I think I agree with Paul here.
6. How exactly do you see this working?
7. I'm very aware of the challenges here, but I'm convinced this will work.
8. You have to look at it from both sides.

4. Complete the dialogue with the words.

9. lost	11. fact	13. point	15. challenges
10. about	12. coming	14. exactly	16. both

Discussion

Have you ever tried any unusual ideas at work?

Transcript

Ana: Hi! I'm Ana. Welcome to What to Say!

Do you know what to say when you want to challenge someone's ideas? Listen out for useful language for challenging someone's ideas. Then, we'll practise saying the new phrases – after this.

Vanya: Guys! I've got it! I've figured it out!

Emir: Figured what out?

Paul: That it's polite to knock on the door before coming in?

Vanya: This idea is just too good, Paul! It's too good!

Paul: Go on, then.

Vanya: So! Cats!

Emir: I'm a bit lost. What are you talking about?

Vanya: Videos. Cat videos! For our social media account. Hundreds of them. Everyone loves cats!

Paul: I hate cats.

Vanya: Everyone except you, Paul.

Paul: Have you considered the fact that we're a branding agency, not a pet shop?

Vanya: I take your point, Paul, but, come on, be imaginative! Cat videos are some of the most searched videos on the internet.

Emir: I see where you're coming from, Vanya, but I think I agree with Paul here. How is this relevant for a branding agency?

Vanya: Look. Social media, it's a numbers game. If we share dozens of cat videos each day, then we get more followers.

Emir: That's true. So how exactly do you see this working? I mean, who's going to find all these videos?

Vanya: Erm, OK, I'm very aware of the challenges here, but I'm convinced this is going to work.

Paul: I'm not so sure.

Emir: Well, I guess you have to look at it from both sides. Why don't we try it for a couple of weeks and see if there's any impact?

Vanya: Great! We are going to get so many more followers. I'm absolutely positive!

Paul: Good luck with that! I hope it doesn't turn out to be a catastrophe ... What? ... It's a good joke.

Ana: Hello again! Well, I thought that was a good joke! So, did you notice the useful phrases used for challenging someone's ideas? Listen to me and then repeat.

I'm a bit lost. What are you talking about?

Have you considered the fact that we're a branding agency, not a pet shop?

I take your point, but be imaginative.

I see where you're coming from.

I think I agree with Paul here.

How exactly do you see this working?

I'm very aware of the challenges here, but I'm convinced this will work.

You have to look at it from both sides.

Ana: Try and use some of these phrases the next time you want to challenge someone's ideas in English. Bye for now!

• Dealing with a problem

Preparation task

5. Put the phrases (a–h) in the correct groups (1–2).

1. b, d, g, h	2. a, c, e, f
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6. Write a number (1–6) to put the events from the story in order.

2 Vanya asks Yuna if they can talk.

5 Yuna tells Vanya not to worry and says there's a solution.

6 Yuna is shocked to hear how much Vanya spent.

3 Yuna wants to know what the mistake was.

1 Vanya tells Yuna there's a problem.

4 Vanya tells Yuna she used the company credit card by accident.

7. Complete the dialogue with the words.

1. a bit of a	3. in private	5. made	7. worried	9. so much
2. wrong	4. what's the matter	6. work it out	8. things happen	better
				10. letting me know

8. Write one word to fill the gaps.

1. bit	3. in	5. made	7. of	9. much
2. the	4. Of	6. out	8. these	10. letting

Transcript

Ana: Hi! I'm Ana. Welcome to What to Say!

Do you know what to say when you need to deal with a problem? Listen out for useful language for dealing with a problem. Then, we'll practise saying the new phrases – after this.

Vanya: Yuna!

Yuna: Oh, morning!

Vanya: I've got a bit of a problem.

Yuna: What's wrong?

Vanya: Can we talk in private?

Yuna: Of course.

Yuna: Right, so, what's the matter?

Vanya: Well, I've made a mistake. A big mistake.

Yuna: OK. I'm sure we can work it out.

Vanya: It was such a silly thing to do!

Yuna: I'm getting worried now. What's going on here?

Vanya: OK. It was late last night and I was tired. I wasn't concentrating and I accidentally used my company credit card instead of my own to buy something!

Yuna: Don't worry, these things happen. There's a procedure to deal with this. How much did you spend?

Vanya: It was quite expensive.

Yuna: How expensive?

Vanya: It was very expensive.

Yuna: Vanya, how expensive?

Vanya: £3,782 ... and 56 pence.

Yuna: What? You spent £3,782?!

Vanya: ... and 56 pence.

Yuna: What was it? Vanya?

Vanya: Just a weekend break! I just like a really nice hotel!

Yuna: OK, I see. Thanks for letting me know.

Vanya: Ah! I feel so much better now I've told you. Please don't tell Noelia.

Yuna: Oh, I'm definitely going to tell her!

Noelia: Hi!

Vanya: Hi!

Ana: Hello again! Wow, that's a lot of money for a weekend break. So, did you notice the useful phrases used for dealing with a problem? Listen to me and then repeat.

What's wrong?

I've got a bit of a problem.

Could we talk in private?

What's the matter?

I've made a mistake.

I'm sure we can work it out.

Don't worry, these things happen.

Thanks for letting me know.

I feel so much better now I've told you.

Ana: Try and use some of these phrases the next time you need to deal with a problem in English. Bye for now!

- Discussing advantages and disadvantages

Preparation task

9. Put the words in the correct order.

1. On the one hand ...	5. There could be an issue with that.
2. But on the other hand ...	6. I see where you're coming from.
3. I see what you mean.	7. There are lots of advantages.
4. I'm just not sure.	8. But I can also see the disadvantages.

10. Are the sentences true or false?

1. True	2. False	3. False	4. True	5. True	6. False
---------	----------	----------	---------	---------	----------

11. Complete the sentences with the words.

1. hand	3. mean	5. issue	7. advantages
2. other	4. sure	6. coming	8. disadvantages

12. Write one word to fill the gaps.

1. not	3. other	5. to with of	7. what
2. one	4. where	6. see understand	8. about on

Transcript

Ana: Hi! I'm Ana. Welcome to What to Say!

Do you know what to say when you discuss advantages and disadvantages? Listen out for useful language for discussing advantages and disadvantages. Then, we'll practise saying the new phrases – after this.

Noelia: So, table tennis, bean bags, board games, video games! Hey, how about a trampoline?

Yuna: Stop right there. I love your ideas, Noelia, but a trampoline? Really?

Noelia: Absolutely. When do you have your best ideas?

Yuna: I don't know. Usually when I'm cooking, I suppose.

Noelia: Exactly. We often have our best ideas when we are away from our desks. The other day I was on a trampoline and the vision for the creativity room came to me.

Yuna: Why were you on a trampo...? Never mind. Look, on the one hand it's a lovely idea and it fits with our brand, but on the other hand it could be noisy and chaotic and maybe too much fun!

Noelia: But having fun helps you be creative, and being creative is vital to our business!

Yuna: I see what you mean, but I'm just not sure if a trampoline is necessary. Also, there could be an issue with the clients arriving at the office and seeing us all jumping around.

Noelia: I see where you're coming from, but I think our clients will love it! And there are lots of advantages to trampolining. It's good for the body and the mind.

Yuna: Maybe, but I can also see the disadvantages. What if someone hurts themselves?

Noelia: But we're all adults. And we can get extra insurance. Come on! It's a great idea!

Yuna: OK, I'll think about it.

Noelia: Perfect. I'll email you some links!

Yuna: I haven't said yes! Oh, Noelia!

Ana: Hello again! A trampoline in the office? Well, there's an idea! So, did you notice the useful phrases used for discussing advantages and disadvantages? Listen to me and then repeat.

On the one hand ..., but on the other hand ...

I see what you mean, but I'm just not sure.

There could be an issue with that.

I see where you're coming from, but I think they'll love it.

There are lots of advantages.

Maybe, but I can also see the disadvantages.

Ana: Try and use some of these phrases the next time you discuss advantages and disadvantages in English. Bye for now!

• Giving advice

Preparation task

13. Put the words in the correct order.

1. What do you think I should do?	4. Perhaps you could try phoning them.
2. If I were you, I'd talk to her.	5. Why don't you try resetting the password?
3. I'm not sure that's a good idea.	6. I tried what you suggested.

14. Are the sentences true or false?

1. True	2. False	3. False	4. True	5. True	6. True
---------	----------	----------	---------	---------	---------

15. Choose the more polite option.

1. What do you think I should say?	4. Why don't you try doing nothing?
2. I'm not sure that's a good idea.	5. If I were you, I'd check with Sam first.
3. Perhaps you could try calling her office.	6. Oh, that's very good news.

16. Complete the sentences with the words.

1. should	3. sure	5. doing	7. too
2. were	4. try	6. do	8. suggested

Transcript

Ana: Hi! I'm Ana. Welcome to What to Say!

Do you know what to say when you give advice? Listen out for useful language for giving advice. Then, we'll practise saying the new phrases – after this.

Noelia: Argh, this is just ridiculous!

Paul: Susan again?

Noelia: Yeah, Susan. She just keeps emailing me about things that have nothing to do with work and nothing to do with me. What do you think I should do?

Paul: Well, if I were you, I'd email and ask her to stop sending them.

Noelia: I'm not sure that's a good idea. I have to be careful what I say as she's quite an important client.

Paul: Erm, I'm not sure then. Perhaps you could try talking to Yuna about it?

Bob: Er ... why don't you try doing nothing?

Noelia: Sorry?

Bob: Perhaps you could just ... do nothing?

Noelia: Really? I'm not too sure about that.

Bob: Well, I remember this guy I used to work with, Mark, and he kept emailing again and again and again, about all sorts, mostly unrelated to work. Well, I kept responding politely and he kept sending them. In the end, I stopped replying to his emails unless they were only about work.

Paul: And what happened?

Bob: He stopped sending them. It's a bit like being faced with a dangerous snake. If you move quickly, it'll bite you, but if you keep very still and do nothing, eventually it'll move away and leave you alone. I had to learn the hard way.

Noelia: Hey, Bob. Have you got a minute?

Bob: Yeah.

Noelia: So, I tried what you suggested and I only responded to Susan's emails about work for a few days. Then guess what?

Bob: The irrelevant emails stopped.

Noelia: Yes! Now she only sends me work-related ones.

Bob: Well, that's very good news.

Noelia: All thanks to you, Bob.

Bob: Any time, Noelia, any time! All in a day's work. Ahh!

Ana: Hello again! It looks like Bob is in Noelia's good books. So, did you notice the useful phrases used for giving advice? Listen to me and then repeat.

What do you think I should do?

If I were you, I'd ask her.

I'm not sure that's a good idea.

Perhaps you could try talking to Yuna.

Why don't you try doing nothing?

I'm not too sure about that.

I tried what you suggested.

Ana: Try and use some of these phrases the next time you give advice in English. Bye for now!

- Persuading someone to do something

Preparation task

17. Decide which five sentences are asking or persuading someone to do something.

a, b, d, f, g

18. Choose the best option to complete the sentences.

1. b	2. a	3. c	4. b	5. c	6. c
------	------	------	------	------	------

19. Put the words in the correct order.

1. I've got a small favour to ask you. 2. How would you feel about DJing? 3. You'd be brilliant at it. 4. I wouldn't usually ask, but you're the only DJ I know.	5. Why don't you give it a go? 6. There's nothing to lose. 7. You'd really be helping me out. 8. OK, I'll think about it.
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20. Write one word to fill the gaps.

1. favour favor thing 2. feel	3. be 4. at	5. usually normally 6. give	7. nothing 8. out
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Transcript

Ana: Hi! I'm Ana. Welcome to What to Say!

Do you know what to say when you want to persuade someone to do something?

Listen out for useful language for persuading someone to do something. Then, we'll practise saying the new phrases – after this.

Paul: OK. Yeah, all right. I'll send them over tomorrow. OK, yep, bye. People are always asking for favours. Paul, can you do this? Paul, can you do that?

Noelia: Hey, Paul, have you got a minute?

Paul: Go on, then.

Noelia: I've got a small favour to ask you.

Paul: Right.

Noelia: So ... how would you feel about DJing at the office party next week?

Paul: Office party? I don't usually do work parties.

Noelia: Oh, right. So where do you usually DJ then?

Paul: No, I mean I don't usually go to work parties, let alone DJ at them.

Noelia: Come on, I think you'd be brilliant at it!

Paul: Oh, I don't know ...

Noelia: Look, I wouldn't usually ask, but you are the only DJ I know.

Paul: I'm not a very good one though. My music taste is ... quite strange. Everyone will probably hate it.

Noelia: Come on! These guys will dance to anything when they are at a party! Why don't you give it a go? You'll be great!

Paul: Urgh ... I think I'm probably busy that day anyway.

Noelia: Come on! There's nothing to lose!

Paul: Except my reputation and credibility ...

Noelia: Paul, you'd really be helping me out.

Paul: OK, I'll think about it.

Noelia: Great! Thanks, Paul!

Ana: Hello again! It's very difficult to say no to Noelia! So, did you notice the useful phrases used for persuading someone to do something? Listen to me and then repeat. I've got a small favour to ask you.

How would you feel about DJing?

You'd be brilliant at it.

I wouldn't usually ask, but you're the only DJ I know.

Why don't you give it a go?

There's nothing to lose.

You'd really be helping me out.

OK, I'll think about it.

Ana: Try and use some of these phrases the next time you want to persuade someone to do something in English. Bye for now!

■ WRITING

• How to Write a Cause or Effect Paragraph

EXERCISE 1 Finding Causes and Effects in Paragraphs

Cause:	Effect:
1. nervous tension	1. cause nausea
1. diet	2. interrupt sleep
a. dependency on caffeine	3. adversely affect physical and emotional state
b. allergy to salt	4. taking drugs could have negative side effects
c. low blood sugar	5. can reduce productivity at work, to the point of regular absences
1. environment (allergy to household chemicals)	6. interrupt family life
a. polishes	7. make people discouraged and even depressed
b. waxes	
c. bug killers	
d. paint	

EXERCISE 2 Looking for the Causal Relationship

1. T 2. C 3. T 4. C 5. C 6. T 7. C

■ FUNCTIONAL GRAMMAR SUPPLEMENT

- Comparative and superlative forms

The comparison of adjectives

1. Tom is a United fan. He never stops talking about them. Put in the superlative form of the adjectives.

1 most famous 2 oldest	3 richest 4 most modern	5 greatest 6 most exciting	7 most popular 8 most successful	9 most attractive 10 happiest
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2. Complete the advertisements with the comparative form of the adjective.

1 cleaner 2 more elegant 3 happier	4 faster 5 more helpful 6 lovelier	7 bigger 8 more restful 9 more modern
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The comparison of adverbs

3. Put in the comparative form of these adverbs: *carefully, early, easily, high, long, loud, often, smartly.*

1 higher 2 more easily	3 more smartly 4 longer	5 more often 6 more carefully	7 earlier 8 louder/more loudly
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Irregular forms

4. Matthew and Emma are walking in the country. Put in *further, furthest, better, best, worse and worst.*

1 further	2 worst	3 better	4 worse	5 best	6 furthest
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Comparing quantities

5. Put in *more, most, less* (×2) and *least.*

1 less 2 least 3 less 4 more 5 Most

Comparative and superlative forms

6. Write the correct forms.

1 luckiest	4 smallest	7 most	10 most	13 worse
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2 more difficult 3 happier	5 best 6 shorter	important 8 older 9 more exciting	11 wetter 12 lower	
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• Comparative and superlative patterns

The comparative and *than*

7. Comment on these situations. Write sentences with a comparative and *than*. Use these adjectives: *big, expensive, long, old, popular, strong, tall*.

- 1 The film is longer than the videotape.
- 2 The oil-painting is more expensive than the water-colour.
- 3 The church is older than the library.
- 4 Matthew is stronger than Daniel.
- 5 Harriet is taller than Mike.
- 6 Claire is more popular than Andrew.
- 7 Mark's car is bigger than Sarah's.

The superlative

8. Write sentences from the notes. Use the superlative form of the adjective.

- 1 Melanie is the kindest person I know.
- 2 Friday is the busiest day
- 3 The Metropole is the nicest hotel in (the) town.
- 4 This watch is one of the cheapest (watches) you can buy.
- 5 This Beatles album is the best (one) they ever made.
- 6 Alan is the most successful salesman in the company.

As... as

9. Use the notes and add sentences with *isn't as ... as*.

1 A motor bike isn't as expensive as a car. 2 Plastic isn't as strong as metal. 3 The stool isn't as comfortable as the armchair.	4 Swimming isn't as exciting as surfing. 5 The post isn't as quick as e-mail.
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Than me/than I am

10. Choose the correct pronoun.

- 1 him 2 me 3 I am 4 me 5 he has

Less

11. Complete the sentences. Use *less* with these words: *attractive, busy, convenient, nervous, optimistic, painful, seriously*.

1 less nervous 2 less painful	3 less busy 4 less convenient	5 less attractive 6 less seriously	7 less optimistic
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Much faster

12. Decide what to say. Use a phrase like *a bit better* or *a lot colder*.

- 1 I feel a bit better now.
- 2 Yesterday was a lot colder than today.
- 3 My coat is a bit longer than is fashionable.
- 4 I left work slightly earlier than usual this afternoon.
- 5 The shop is much more expensive than the supermarket.
- 6 Is the new machine any more reliable than the old one?

Faster and faster

13. Vicky works very hard at her studies, but she's worried that she's making no progress. Complete her sentences.

1 harder and harder 2 more and more confused 3 more and more difficult 4 more and more complicated	5 more and more 6 longer and longer 7 worse and worse
---	---

The faster, the better

14. Complete each sentence using the information in brackets.

1 the higher the rent is 2 the more quickly you learn 3 the quieter the roads (are). 4 the wider the choice (is).	5 the more confused I get. 6 the more fluently you can speak. 7 the more crowded the beaches get.
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• QUESTION TAGS

15. Put a question tag at the end of the sentences.

1 don't you 2 wasn't it 3 doesn't it 4 aren't they 5 haven't we 6 doesn't it 7 wasn't it	8 doesn't it 9 aren't they 10 aren't you 11 have you 12 aren't I 13 have you 14 will you	15 could you 16 aren't you 17 do you 18 aren't you 19 didn't we 20 isn't it 21 can you	22 will you 23 do we 24 aren't I 25 have you 26 did they
--	--	--	--

16. Write sentences with a question tag for the following situations. Use the verb in brackets.

1 You don't like your food, do you?	4 That dress is lovely, isn't it?
2 You don't want to go, do you?	5 You aren't enjoying this, are you?
3 You had too much to drink, didn't you?	6 That was superb, wasn't it?

17. Ask people to do things or ask for information with a sentence and a question tag.

- 1 Pete, you couldn't give me a lift to the station, could you?
- 2 Larry, you couldn't lend me five pounds, could you?
- 3 Kate, you don't know where my car keys are, do you?
- 4 Tricia, you haven't got a Russian dictionary, have you?
- 5 Sue, you haven't seen Bill, have you?
- 6 Excuse me, you couldn't change a five-pound note, could you?

18. Put in question tags where you think they are appropriate in the following dialogues.

1	A I can't do this exercise. It's very difficult, isn't it ? B Don't worry. I'm here to help you. A I'll be able to do it if I practise, won't I ? B Of course, it took me ages to learn.
2	A The Browns have got loads of money, haven't they ? B I know. They're always going on holiday. A I don't know where they get it from. B Still, we're happy with what we've got, aren't we ?
3	A You aren't going out dressed like that, are you ? B Why not? I can wear what I want, can't I ? A That depends. You're wearing my jacket, aren't you ? B No, I'm not, I bought this yesterday.
4	A Dave's new car is great, isn't it ? B Yes, it's lovely. But he drives much too fast, doesn't he ? A Yes, it's true. B You wouldn't like one like that, would you ? A Yes, I would. I'd give anything to have a car like that.

◆ UNIT 6 EMOTION

■ HIGHS AND LOWS

• LISTENING

What Is Emotional Intelligence and Its Importance

Script

Emotional intelligence is our ability to recognize emotions in ourselves and others, to understand their effects, and to use that knowledge to guide our thoughts and behaviours. Because emotionally intelligent people tend to get along better with others and be more empathetic and compassionate, they are likely to be more successful compared to their counterparts. And that makes emotional intelligence something worth learning more about.

Why is Emotional Intelligence Important?

Emotional intelligence can assist you in building stronger relationships, achieving success at school and work, and achieving your career and personal goals. Also, it can help you connect with your feelings, act on your intentions, and make informed decisions regarding your personal goals.

These days, we are allowing emotions at work and recognizing the benefits of doing so. And emotional intelligence matters more than it used to because the workplace has changed. Today we work largely in teams, not isolation, for one thing, and savvy companies are realizing that recognizing emotions can exist lead to healthier environments. This doesn't mean it's an emotional free-for-all by any means, but it does mean people are more likely to be aware of their own and others' emotions and act accordingly. People with higher emotional intelligence are also more adaptable to change—a must in our fast-changing digital age.

In addition, leaders with higher emotional intelligence tend to have happier employees who then stay longer, reducing the costs of attrition, and try harder, increasing productivity.

What is Emotional Intelligence?

Emotional intelligence is the ability to understand, use, and manage your feelings for the purpose of reducing stress, communicating effectively with others, empathizing with them, and overcoming challenges. We tend to think of our emotions and our intelligence as two separate things.

History of Emotional Intelligence

In 1930, Edward Thorndike, a famous Psychologist defined “Social Intelligence” as the ability to get along with others healthily and positively. Later in 1940, Psychologist David Wechsler described that different effective elements of intelligence can determine how successful a person can be.

1950's witnessed the growth of a school of thinkers and great thinkers including Abraham Maslow focussed on different strategies to boost the emotional strength of people. A notion of Multiple Intelligence was put forward in 1970 by Howard Gardner which introduced the idea that intelligence was more just than a single, general ability. Emergence of Emotional Intelligence - The term “Emotional Intelligence” was first used by Wayne Payne in a Doctoral Dissertation. In 1990, Psychologist Peter Salovey and John Mayer published an influential article in the journal “Imagination, Cognition, and Personality”.

Seven Components of Emotional Intelligence

- Self-awareness

When we're self-aware, we know our strengths and weaknesses, as well as how we react to situations and people. This information can help us to set boundaries and manage our interactions with others in a way that is authentic to us. Additionally, when we know ourselves well, we can be more effective communicators since we are able to better understand the other person and what they might be looking for in a conversation. Finally, by being self-aware, we can work on improving ourselves and our lives in ways that are meaningful to us.

- **Self-management**

Self-management is the process of taking charge of one's life and making decisions that affect oneself. It is about being proactive and responsible for one's own well-being. Self-management involves setting goals, taking action to achieve those goals, and monitoring progress along the way. It also means being flexible and adaptable, adjusting plans as needed to reach one's goals.

- **Self-regulation**

Because they are self-aware, emotionally intelligent people can regulate their emotions and keep them in check as necessary.

- **Motivation**

People with high emotional intelligence tend to be highly motivated as well, which makes them more resilient and optimistic. They find ways to enjoy life even during difficult times, and they're always looking for ways to improve themselves. This makes them more successful in all areas of their lives.

- **Empathy**

People with empathy and compassion are simply better at connecting with other people. They have the ability to see things from other people's perspectives, and this enables them to build relationships that are based on mutual understanding and respect. People with empathy and compassion can also easily relate to other people's emotions, which makes them better at providing support and comfort. Lastly, people with empathy and compassion tend to be more altruistic, and they are more likely to go out of their way to help others. All of these qualities make people with empathy and compassion some of the most valuable members of any community.

- **Social Skills**

The social skills of emotionally intelligent people show they genuinely care for and respect others and they get along well with them.

- **Relationship Management**

Relationship management is the process of building and maintaining positive relationships with customers, clients, partners, and others who can help the organization achieve its goals. Effective relationship management can result in increased sales, improved customer loyalty, and higher levels of customer satisfaction.

Signs of Emotional Intelligence

Here we are listing a few signs that indicate you are Emotionally Intelligent:

- You seem to have high Emotional Intelligence if you can empathize with others, collaborate with others, and read and regulate emotions.
- If you have Emotional Intelligence, you can address conflict, concerns, and needs in a much calmer, straightforward manner, which will improve your communication and relationships with others, whether professional or personal.

- Being able to recognize that someone is struggling, excited, angry, or going through any emotions, and supporting them and trying to give them what they need, demonstrates that you are very Emotionally Intelligent.
- Closed-ended questions can be answered in a single word, whereas open-ended questions must be highlighted. Asking open-ended questions can indicate that you have higher Emotional Intelligence as it indicates that you are eager to learn.
- Having good social skills and setting boundaries when communicating assertively shows you are Emotionally Intelligent.

Impact of Emotional Intelligence

- Thinking Before Reacting

It is essential to think before you react in certain situations. Instant reactions may be sometimes rigorous and the words used may create a long-lasting impact on others' emotions. Hence, it is very important to think before reacting in any situation, and communicating softly and understandably will help to solve issues more easily and wisely.

- Empathy for Others

Maintaining good social skills is another impact of Emotional Intelligence especially when others are mentally weak. Once you have emotional awareness, you can effectively develop additional social/emotional skills that will improve the effectiveness, fruitfulness, and fulfillment of your relationships. In human relationships, conflict and disagreement are unavoidable. Two people can never have the same needs, opinions, or expectations at the same time. Even though conflict is not that bad, healthy and constructive conflict resolution is necessary to build a relationship between two people. Conflict fosters freedom, creativity, and safety in relationships when it is not perceived as threatening or punishing.

• USE OF ENGLISH

Feelings

1. Read about a boy called Nick talking about something that happened recently. Answer these questions.

1 A coach from the national team to choose the three best players. 2 He broke his leg. 3 His brother.

2. Do you know the meaning of the adjectives below? Which are positive and which are negative?

positive: confident, excited, proud, relaxed

negative: ashamed, disappointed, embarrassed, guilty, jealous, upset

3. How do you think Nick felt... 1 after he scored the goal? 2 at the end of the day?

1 excited, confident, proud 2 disappointed, upset, jealous

4. Read the rest of Nick's story. Choose three adjectives from the list to describe how he felt at the end of Saturday.

ashamed, embarrassed, guilty

5. Read the email. The underlined adjectives have similar meanings to those in the table. Write them in the correct column.

6. These words also have similar meanings to the underlined words. Put them in the correct column. If you think there is a word in a column which is stronger than the others, underline it.

<i>amazed</i>	<i>annoyed</i>	<i>depressed</i>	<i>frightened</i>	<i>pleased</i>	<i>worried</i>
surprised astonished	cross furious	fed up miserable	scared afraid terrified	glad delighted	anxious concerned

7. Complete these phrases from Tina's email.

1 that they phoned 2 to have 3 of going on 4 with 5 about 6 to realise

Adverbs and adjectives

9. Tina said she was feeling miserable. We can change the meaning of *miserable* with an adverb,

e.g. I'm *very / quite miserable*. Some adverbs are stronger than others.

<i>Strong</i>	<i>Less strong</i>
very extremely really terribly so	quite fairly a bit

Note: Quite sometimes has a different, stronger meaning when used with words like impossible. It can mean 'completely': The crossword was quite impossible.

IDIOMS

10. There are lots of different ways of saying we are *happy* or *sad* and many of them are idioms. Are these people happy or sad?

1 happy	2 sad	3 happy	4 sad	5 happy	6 happy
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WORD BUILDING

11. Choose the correct adjective in each of these sentences and then finish the rules in 12.

1 bored 2 disappointing 3 surprised 4 excited 5 worried 6 terrifying 7 relaxing

12. Put -ed or -ing in the sentences.

Adjectives ending in -ed describe a feeling. Adjectives ending in -ing describe what caused the feeling.

13. Complete this table.

<i>Noun</i>	fear	amazement	embarrassment	pleasure	annoyance	excitement
<i>Verb</i>	frighten	amaze	embarrass	please	annoy	excite
<i>Adjective</i>	frightening frightened	amazing amazed	embarrassing embarrassed	pleased pleasing	annoying annoyed	exciting excited

<i>Noun</i>	depression	anger	pride	anxiety	misery	jealousy
<i>Adjective</i>	depressing depressed	angry	proud	anxious	miserable	jealous

LISTENING

14. [R 4c] Listen to the recordings and choose the best answer A, B or C.

1 C 2 B

Recording 4c

1 Examiner: Listen to the recordings and choose the best answer: a, b or c.

You overhear a woman telling a friend about a conversation she had with her parents. How did her parents feel about her news, a furious b astonished c pleased?

Man: So what happened when you told your parents about Mark and you getting married?

Woman: Well, I was a bit nervous about it because I haven't known him that long. They've met him a few times but they didn't seem to get on all that well because Mark is really shy so he didn't say much. But I was surprised at their reaction. They said they were delighted and it was what they'd expected after they saw us together. In fact, I'd expected them to be really angry.

Man: Why?

Woman: Because we've decided to go and live in Canada and it means I won't be able to finish the course I'm doing.

2 Examiner: You hear a man talking about an activity holiday he went on. How did he feel at the end of it, a annoyed b relieved c upset?

Man: I've just got back from an activity holiday that my daughter persuaded me to go on. She'd been on one and she was convinced I'd really enjoy it. Well, I didn't have very high expectations as it's not really my kind of thing but I did enjoy some of it. I wasn't very good at most of the activities and I was just glad when it finished that I'd survived without having broken an arm or a leg. I think my daughter was a bit annoyed when I told her that as she'd really thought it was the perfect holiday for me.

Examiner: Now listen again.

15. For questions 1-10, read the text. Use the word given in capitals to form a word that fits in the space.

1 confusing	3 variety	5	7 personal	9 really	11
2	4	championship	8	10	apologise
unexpected	disappointed	6	annoyance	embarrassing	
		congratulations			

16. Read the text and think of the word which best fits each space. Use only one word in each space.

1 their	5 for	9 could	13 everybody,
2 wish	6 another	10 as/when	everyone
3 do	7 so	11 between	14 at
4 sense	8 beyond/outside	12 enough	15 being
			16 taken

17. Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete each sentence. You must use between two and five words. Do not change the word given.

1 at his inability/failure	6 grow all our own
2 will give you the/an opportunity	7 what Guy says
3 sudden departure of	8 he was interrupted many times
4 three kilos in weight	9 early arrival of
5 exhaustion of the runners/runners' exhaustion was	10 to remind me of

18. Complete the sentences with a phrasal verb based on *break*.

EXAMPLE: Someone *broke into* the headquarters of the political party and stole some important documents.

1 broke out	3 break off	5 break away	7 broke down	9 break off
2 broke out	4 broke up	6 broke out	8 broke up	10 break with

► WRITING

• Asking for/Giving Advice

1.

A. Read the following questions and then read the dialogue so that you can answer them.

- a. Auntie Barbara, an agony aunt.
- b. It is informal.
- c. To ask for advice.
- d. Pat argues with her daughter about her friends, clothes and her going out. They can't agree on anything and now she's planning to leave home.
- e. Pat begins the letter with: "Dear Auntie Barbara, Please help me." and ends with "What can I do? Yours, Pat".

A: Oh Jane, you wouldn't believe the problems I'm having with Sarah just now. Since she turned sixteen, all we do is argue.

B: Really? Well don't worry, Pat. It's just a stage she's going through.

A: Well, I even wrote to an agony aunt for advice. I didn't know what else to do.

B: Did you? What did you tell her?

A: Hold on, I've got a copy of the letter here. "Dear Auntie Barbara, Please help me. My sixteen- year-old daughter and I can't agree on anything. We argue about her friends, her clothes, her going out. Now she's refusing to speak to me. She goes to her father if she needs permission to do something and he usually says yes to anything she wants, which makes me look like the bad one. Now she's threatening to leave home. What can I do? Yours, Pat." That's it. I'm waiting for the reply now.

B: Well, I hope she can help you. I hate to see you all upset like this...

B. Read the letter. Then read the following questions and answer them.

- a. To give advice.
- b. To talk to her daughter about her own teenage years and to explain to her husband that it is important for him to support her.
- c. The letter begins "Dear Pat, I'm sorry to hear..." and ends "I hope this letter will help you ... Best of luck, Auntie Barbara".
- d. It is informal.

2. Look at the two plans. Which plan was followed in each letter?

The first plan (asking for advice) was used for the first letter (Pat's letter) whereas the second plan (giving advice) was used for the second letter (Auntie Barbara's letter)

3. Read the following letters and answer these questions. What kind of letters are they? Which letter is formal and which is informal? What is the topic of each paragraph in each letter? Now replace the underlined phrases with other similar expressions, keeping the appropriate style.

- Model A is a formal letter giving advice and Model B is an informal letter giving advice.

Model A

paragraph 1: thanking for letter/expressing under-standing

paragraph 2: suggestions and reasons (list of careers, see a careers officer, write to universities asking for prospectuses) paragraph 3: closing remarks

Model B

paragraph 1: thanks for letter - express understanding

paragraph 2: suggestions and reasons (choose diet and stick to it - eat plenty of fruit and vegetables - exercise)

paragraph 3: suggestions and reasons (join basketball team - give yourself little rewards)

paragraph 4: closing remarks

• (Suggested answers)

Model A

Many thanks for your letter requesting ...

I believe the best course of action would be to ...

I would also strongly recommend that you ...

I would advise you to ...

I hope this will be of help.

Model B

I just got your letter and I think I can give you some advice ...

Here's what I think you should do ...

Why don't you ...

You should ...

How about joining ...

Let me know what happens.

4. Study the following situations and, using appropriate expressions, offer advice to each person.

1. You should buy traveller's cheques instead of taking cash. Also, make sure someone knows where you're planning to be so they can get in touch with you, etc.

2. You should be very polite, because people with good manners always impress my parents. Also, it would be a good idea to dress smartly, etc.

3. I would suggest that you make sure the boss knows when you've done a good job on something. You ought to start putting in a few extra hours to show that you are willing to work hard, etc.

4. I strongly recommend that you reduce your consumption of meat, because it is high in cholesterol. You ought to start eating more fresh vegetables, etc.

5. If I were you, I'd get the car checked out by a mechanic before buying it, to make sure that the engine is OK. Also, you should ask to take a test drive to see what it's like to drive, etc.

5. Write the following letters in the appropriate style using at least 150 words.

1. Paragraph plan

paragraph 1: reason for writing (ask advice)

paragraph 2: description of problem (want to go on a holiday but your parents won't let you go)

final paragraph: closing remarks (write back soon with advice)

2. Paragraph plan

paragraph 1: express sympathy (sorry you failed your A-levels)

paragraph 2: suggestion and reason (get some qualifications, find a better job in future)

paragraph 3: suggestion and reason (see a careers advisor to help you choose a course)

final paragraph: closing remarks (will do everything to help)

3. Paragraph plan

paragraph 1: reason for writing (asking for advice)

paragraph 2: description of problem (mum treats me like a young child - complains about not spending time at home - not interested in my life - criticises my clothes)

paragraph 3: closing remarks (how can I be friends with my mother)

■ FUNCTIONAL GRAMMAR SUPPLEMENT

- Interesting and interested

1. Complete the conversation. Write the complete word in each space.

1 exciting	3 disappointing	5 confusing	7 interesting
2 surprised	4 puzzled	6 bored	

2. Complete the conversations using a word ending in *-ing* or *-ed*.

1 surprising	4 annoyed	7 fascinating
2 tired	5 amused	8 thrilling
3 relaxing	6 interested	9 exhausting

- Conditionals (1)

1 Type 1

3. Read the conversation and then choose the correct forms.

1 it'll	3 there are	5 won't cost	7 I see
2 I ask	4 it's	6 share	8 I'll ask

2 Type 1

4. Comment on the situations. Use *if + the present tense + will/can*.

1 If it rains, everyone can eat inside.

2 If the children go near Nick's dog, it'll bite them.

3 If Rachel fails her driving test, she can take it again.

4 If United lose, Tom will be upset.

- 5 If the office is closed, Mark won't be able to get in.
- 6 If Nick arrives a bit early, he can help Tom to get things ready.
- 7 If the party goes on all night, no one will want to do any work tomorrow.
- 8 If Emma misses the train, she can get the next one.
- 9 If Matthew enters the race, he'll probably win it.

3 Present simple in both clauses

5. Match the sentences and join them with *if*.

1 If you lose your credit card, you have to ring the bank.	4 If you don't pay the bill, you get a warning letter.
2 If you get promoted, your salary goes up.	5 If I try to run fast, I get out of breath.
3 If I drink coffee late at night, I can't sleep.	6 If someone enters the building, the alarm goes off.

• Conditionals (2)

1 Type 2

6. Comment on these situations. Use a type 2 conditional with *would* or *could*.

- 1 if Andrew didn't work all the time, he wouldn't be such a boring person.
- 2 If I had my camera, I could take a photo.
- 3 If I had a dictionary, I could look the word up.
- 4 If I wasn't so busy, I'd/I would write to my friends.
- 5 If my back wasn't aching, I could play tennis.
- 6 if Claire loved Henry, she'd/she would marry him.
- 7 if he had a map, he could find the way.
- 8 if he/David wasn't so clumsy, he wouldn't have so many accidents.

2 Type 1 and type 2

7. Complete the conversation. Put in the correct form of the verb. You may need to use *will* or *would*.

1 'll book	3 go	5 would be	7 thought	9 won't do
2 wouldn't play	4 didn't play	6 think	8 would be	10 wouldn't get

3 Type 1 and type 2

8. What does the if-clause mean? Write a sentence with *isn't* or *might*.

1 The room isn't tidy.	4 It might rain.	7 Sarah might call.
2 We might be late tonight.	5 Mike isn't here.	
3 The phone isn't working.	6 The/This spoon isn't silver.	

◆ UNIT 7 SUCCESS

■ SECRETS OF SUCCESS

• LISTENING

SUCCESS AND HAPPINESS

Before listening

1. Match the people with the quotes they said.

Steve Jobs – “Your time is limited. Don’t waste it living someone else’s life.”

J.K Rowling – “Rock bottom became the solid foundation on which I rebuilt my life.”

Michael Jordan – “If you quit once, it becomes a habit. Never quit!”

Walt Disney – “First, think. Second, dream. Third, believe. And finally, dare”

Henry Ford – “Don’t find fault, find a remedy. Anybody can complain.”

Stephen King – “Isn’t bravery always sort of beautiful?”

Thomas Edison – “Many of life’s failures are people who did not realize how close they were to success when they gave up.”

Steven Spielberg – “I don’t dream at night, I dream at day. I dream all day. I’m dreaming for a living.”

While listening

2. Listen to the stories, write the name of the person to whose story the words below belong.

Steve Jobs - entrepreneurial community, a visionary, genius, quit, a legacy

J.K Rowling - iconic, renowned, a turning point, anxiety

Michael Jordan - rejected, determined, to excel at, perfection, gained a reputation

Walt Disney - a daydreamer, sketches, a red cross volunteer, went bankrupt, got fired

Henry Ford - entrepreneur, revolutionized, launching his company, consecutive failures

Stephen King - suspense, a Bachelor of Arts degree, short stories, turned into movies

Thomas Edison - mentally unstable child, was dropped out of school, set up a laboratory

Steven Spielberg - was rejected, bad grades, blockbusters

Script

“Your success and happiness lie in you”- Helen Keller. This quote says a lot about the way we live our life. Everyone looks towards the external sources for success without knowing the key to success is in their own selves. It is really important to know that success takes years of hard work and failure. Focusing on positivity sure is important but so is looking at the things that made that happen. In this blog, we have curated a

list of inspiring success stories and covered both the successes as well as failures in journeys.

1. Steve Jobs	3. Michael Jordan	5. Henry Ford	7. Thomas Edison
2. J.K Rowling	4. Walt Disney	6. Stephen King	8. Steven Spielberg

Steve Jobs

“Your time is limited. Don’t waste it living someone else’s life.”

Steve Jobs is one of the most famous names in the entrepreneurial community. His story is one of the most inspiring success stories in the world. Today, everyone knows about his company Apple but no one actually believed such a technology could be created at that time. Steve Jobs was a visionary who believed in himself and decided to give everything towards building his company. He was adopted by a working-class couple at the time of his birth. Steve, being a born genius, developed a taste for machines and computers very early in his life. However, if we look at Steve Jobs’ education, formal education soon started to bore him. Although, he went off to college but quit only after the first semester. He then took up a job at Atari from where he saved up some money and traveled to India. He stayed there for spiritual purposes and returned home after 7 months as a Buddhist and led a simple life. However, soon after that, he started working on a computer project with Steve Wozniak and they created their first apple product in a garage. This is how the largest IT company in the world was built. Steve Jobs has created a legacy today.

J.K Rowling

“Rock bottom became the solid foundation on which I rebuilt my life.”

We now move on to J.K Rowling whose story is the most notable inspiring success story ever. The person is responsible for the creation of Harry Potter, who is the most iconic and inspiring fictional character of all time. J.K Rowling is one of the most renowned authors of our time. Everyone knows the fantastic world of Harry Potter today but not everyone knows about the person who brought that world into life. After the death of her mother, she moved to Portugal in order to teach English. She married a man there and had a daughter with him. However, after some time both of them parted ways and filed for a divorce. This was a turning point in her life as she moved to a different city with her daughter and three chapters of Harry Potter that she wrote before. J.K Rowling even suffered depression, anxiety during this time. After about two years she finally completed Harry Potter which was rejected by 12 publications. Soon after, the book was accepted and published and the rest is history. Her story teaches her that no matter what life throws at us, the solution is always inside us.

Michael Jordan

“If you quit once, it becomes a habit. Never quit!”

From being rejected for the basketball team to becoming a basketball legend, MJ has seen it all making his story on our list of inspiring success stories. Michael Jordan was rejected from the basketball team in his high school due to his height. However, his liking for the sport made him even more determined to excel at the sport. He used to go reach the gym before anyone else and practice shots. Soon after the opening of a

spot on the basketball team, he was selected. However, he still did lack the skills but he carried on anyway and worked every day towards perfection. He gained a reputation as a valuable player of the basketball team which eventually led him to the NBA and become the basketball legend that we know him to be.

Walt Disney

“First think. Second, dream. Third, believe. And finally, dare”

Next on our list of inspiring success stories is the story of Walter Elias Disney known as the world’s greatest animator didn’t have it so easy from the start. He used to be a daydreamer back in his school days and used to draw random sketches. After serving as a red-cross volunteer in World War 1, he decided to make cartoon motion pictures and started a cartoon company at the age of 19. He failed miserably and went bankrupt at the age of 22 and also got fired from his newspaper agency for lacking imagination. After that, he went bankrupt several times and the company was completely shattered in 1928. That’s when he created his most famous cartoon character Mickey mouse. Everyone knows what happened next.

Henry Ford

“Don’t find fault, find a remedy. Anybody can complain.”

Henry Ford is the most noted entrepreneur in the automobile industry. He completely revolutionized the automobile industry and made sure his story is one of the most inspiring success stories in the world. After launching his company, he went for funding from a businessman who later dissolved the company leaving him with nothing. However, he was determined to what he had started and aimed for perfection. He went back to the same investor again and requested him to give another chance but he failed again. Even after these consecutive failures he didn’t give up and finally introduced the Model A in 1904 and then he never looked back.

Stephen King

“Isn’t bravery always sort of beautiful?”

Stephen King is one of the most famous writers in the world and has one of the most inspiring success stories ever. The author is best known for writing in the genre of science fiction, horror, and suspense. Stephen had a knack for writing since his childhood and was seen contributing articles for his school magazine. He graduated with a Bachelor of Arts degree and started working as a teacher alongside selling his short stories to different magazines. He was working on completing his novel ‘Carrie’, but he left it in between due to depression and anxiety. However, his wife’s encouragement played an important part in his life which made him several successful books, some of which even turned into movies. He is the writer of the greatest movie of all time, ‘The Shawshank Redemption.’ Despite his failures and struggles he believed in his skills as a writer and continued on the path towards greatness.

Thomas Edison

“Many of life’s failures are people who did not realize how close they were to success when they gave up.”

There's no need to introduce who Thomas Edison is. He was the greatest scientist of his time and also the inventor of the bulb. If we were to look at the education of Thomas Elva Edison, he was a mentally unstable child and was dropped out of school because of this. However, he was a hard worker and never gave up on his dreams and made sure that his hard work made his story one of the most inspiring success stories in the world. His mother was also a true warrior, who showed her full confidence in Thomas and never let him down. He used to sell fruits and newspapers at the age of 12. He continued to work on different inventions, and after inventing the telegraph, he set up a laboratory in New York. Before inventing Bulb, he failed thousands of times but continued and finally made the bulb's invention.

Steven Spielberg

"I don't dream at night, I dream at day. I dream all day. I'm dreaming for a living."

Last but not least we have the story of Steven Spielberg on our list of inspiring success stories. He was a filmmaker who was rejected from the USC School of Theater, Film, and Television three times due to bad grades in his school. However, this did not stop him from carrying on with his dream of becoming a filmmaker. He went on delivering great movies and even won Oscar Awards three times consecutively. Even after facing so many failures in life, he delivered some of the best films to the film industry. He is known for blockbusters like Jaws, Jurassic Park, The Color Purple, etc. after being rejected from USC, today he is one of the school's board of directors.

■ FUNCTIONAL GRAMMAR SUPPLEMENT

Present perfect continuous or simple? • I have been doing or I have done?

1. Look at these conversations and put in the correct form of the verb. Use the present perfect continuous or simple.

1 have been doing, have finished	3 have been working, have done
2 has left, has been cleaning, has finished	4 have heard, have you been doing, have done

2. What would you ask in these situations? Use the present perfect continuous or simple.

- 1 How long have you been wearing glasses?
- 2 How many computer games have you played?
- 3 How many miles have you walked?
- 4 How long have they/the workmen been digging up the road?
- 5 How many photos have you taken?
- 6 How long has it been raining?

3. Complete the conversation. Put the verbs in the present perfect continuous or simple.

1 have been 2 have been clearing 3 have found	4 have been sitting 5 have been watching 6 have been	7 have had 8 have been 9 have never had
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Ability: can, could and be able to

Can and be able to

4. Harriet is visiting David, who hurt himself when he fell off a ladder. Complete the conversation using *can* or a form of *be able to*. Sometimes there is more than one possible answer.

1 been able to come 2 can walk/am able to walk	3 can go/I'll be able to go 4 to be able to get	5 been able to do
---	--	-------------------

Could and was/were able to

5.

1 b) 2 c) 3 a)

6. Put in *could* or *was/were able to*. Sometimes either is possible. Use a negative if necessary.

1 couldn't 2 was able to	3 could 4 could/was able to	5 were able to 6 couldn't/wasn't able to
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◆ UNIT 8 COMMUNITIES

• LISTENING

Weird Neighbours

While listening

2. Listen to different stories and match the stories to their descriptions.

- Story 1 a neighbour who is obsessed with cleanness
- Story 2 who got confused with the number of neighbours
- Story 3 a neighbour who enjoyed the mental activity
- Story 4 a neighbour who had a crush on one of the neighbours
- Story 5 neighbours who don't like music at night
- Story 6 a neighbour who likes music

Script

Story 1 Molly

My neighbour secretly does my yard work. He's a very reserved man in his fifties, and my fiancé and I are in our mid/late twenties. Our neighbour never talks to us, and will frantically avoid conversation with other people. He blows the leaves in his yard every single day, even during summer. He also waxes his car once a week. If there's a storm, the next day he'll walk around his yard picking up twigs that have broken off the trees until his yard is perfectly clear of twigs. I should mention we live in a forest and both of our yards are at least an acre or with dozens of trees.

The yard obsession doesn't end with his property line though. At least once a month he'll come home and our yard is magically groomed: the leaves have been blown (even if we just blew the leaves a few days before), our gravel path is sprayed for weeds, our tiny section of grass has been mowed, etc. We take care of our yard, I have flower beds I maintain, and we do a big 'yard maintenance day' once a month, but it doesn't come close to our neighbour's yard maintenance. I've even caught him in our yard a couple of times and he just hustles out without saying a word. We have a fence around our acre lot, so it makes him silently leaving our yard just a little awkward since he has to walk the way up to the gate.

I've tried to thank him multiple times, but the last time I brought him cookies as a thank you for blowing our leaves he would only open the door a crack, took the cookie tin, dumped the cookies into his hand, handed me back the tin, and quickly shut the door. Now I just leave thank you cards in his mailbox. I'm guessing he's either bored, has an obsession with yard maintenance, or is just trying to be nice to the young couple next door but really hates social interaction.

Story 2. Amy

I had a neighbour who thought there were two women living in my house. I had dyed my hair blonde from brunette. He continually asked where the brunette was and how she was doing. I finally just said she was fine.

Story 3. Eva

So I had a neighbour (80yo or more) widowed guy. Every time I get the newspaper delivered to my mailbox, when I open it I find crosswords done. A day I decided to try to catch who's doing my crosswords, day 1- 8 am, they were already done. Day 2 -7.30 am already done. Day 3-7 am I decided to give up.

One day, 4 am, I was getting back home from a night out, while I was passing by the mailbox, nothing yet delivered, so I placed my GoPro inside and went sleeping. The next day I finally got it! It was my neighbour, he had done the crosswords right up on my mailbox, for like 10 min staring at my door from time to time and scratching his head. It was so cute. The next day I took him a 1000 crosswords book, dropped it by his door, rang the bell and ran into my car. He took some time to open the door, then found it. I swear it was the happiest person like a kid that got a puppy. He stayed in his porch and passed like 2 hours doing crosswords and then fell asleep.

The next day I was getting back home from work, he came to apologize and brought me some cookies. We stayed talking about his WW2 service and how the world changed. I frequently bought him crossword books until he passed a year ago....

Story 4. Bob

My parents have a neighbour who is obsessed with my mum. It was innocent enough at first, he was nice and they had small conversations. They became friendly and we would invite him over to barbeques. Then he started to get creepy. Every single time my mum would take a dog for a walk he would appear outside and talk to her. He would find an excuse to come to us every single day. He got the same haircut and would start to dress like my dad. Then he bought the same motorbike as my dad and started bringing flowers to my mom. That's when my dad had to confront him. Since then he stayed away.

Story 5. Philip

My neighbours sometimes bang on the wall in the middle of the night. Luckily it doesn't tend to bother me too much because I'm generally awake playing the drums.

Story 6. Kate

I have a neighbour in my apartment block who sings opera. Not poorly singing over a recording, but singing well on his own. I live next to a school known for its music program, and he's clearly an upper-level opera student. It's never loud enough or late enough to bother me, and he's quite good at it. A few times he's had a woman over and they've practised together. He's my weirdest neighbour but also one of my favourites.

• READING AND VOCABULARY

1. Read the article and write two words for each category that have recently come into the language.

1 crackers, scammers	2 blogfade, blogover	3 tanorexia, yogarexia	4 baiji, climate canary
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2. Read the article again and complete the definitions with a word from 1.

1 climate canary	3 scammers	5 baiji	7 crackers
2 blogover	4 tanorexia	6 yogarexia	8 blogfade

■ FUNCTIONAL GRAMMAR SUPPLEMENT

- ARTICLES and QUANTIFIERS
- Countable and uncountable nouns

What is the difference?

1. Look at the underlined nouns. Are they countable or uncountable?

1 countable	3 uncountable	5 countable	7 uncountable	9 countable
2 uncountable	4 countable	6 uncountable	8 uncountable	10 countable

- Nouns that can be countable or uncountable

A potato or potatoes? A sport or sports?

2. Complete the conversations. Choose the correct form.

1 an apple	4 painting	7 a conversation	10 life
2 sport	5 a noise	8 some chicken	11 some egg
3 some potatoes	6 cheese	9 war	

A paper or papers?

3. Complete the conversations. Put in these nouns: *business* (×2), *experience* (×2), *glass*, *iron*, *light*, *paper*, *space*, *time*. Put *a/an* or *some* before each noun.

1 a space, some paper	3 an iron	5 a business, some time
2 some business	4 a glass, a light	6 some experience, an experience

- Agreement

Subject and verb

4. Mark and Sarah are in an antique shop. Complete the conversation by choosing the correct form of the verb.

1 is 2 is 3 are 4 look 5 are 6 has 7 costs 8 have 9 weren't

5. The BBC is making a documentary about police work. A policeman is talking about his job. Choose the correct form.

1 is 2 is 3 isn't 4 are 5 work 6 have 7 is 8 is 9 has

An amount + a singular verb

6. Combine the questions and answers about travel and holidays into one sentence using *is* or *are*.

1 Fifty pounds is the price of a room.	4 Eight students are travelling on the bus.
2 Ten days in the year are public holidays.	5 Three people were waiting for the museum to open.
3 Fifteen miles is a long walk.	6 Twenty kilos is the baggage allowance.

- Singular or plural?

Clothes, etc

7. Put in the nouns and add s if necessary.

1 customs	3 damages	5 belongings	7 goods	9 savings
2 thanks	4 pain	6 saving	8 damage	10 pains

News, etc

8. Look at each group of words and say what they are part of. Start your answers like this: *ath...*, *eco...*, *geo...*, *his...*, *mat...*, *phy...* .

1 physics	3 history	5 economics
2 mathematics/maths	4 athletics	6 geography

Clothes, news, etc

9. Choose the correct verb form.

1 is 2 are 3 is 4 were 5 seem 6 is 7 was 8 were

- A/an and the

The use of a/an and the

10. Complete this true story. Put in *a/an* or *the*.

1 A	4 a	7 the	10 The	13 the	16 the	19 the
2 a	5 the	8 the	11 the	14 the	17 the	20 the
3 the	6 The	9 a	12 the	15 a	18 an	21 the

A man/he and the man/someone

11. Replace the sentences which contain an underlined word. Use *a/an* or *the* with the word in brackets.

1 David made an omelette for us.	4 She was watching a film on television.
2 Matthew won the race easily.	5 The bus was half an hour late.
3 Suddenly a child ran into the road.	6 The camera videoed the thief.

The use of a/an and the

12. Complete the conversations. Put in *a/an* or *the*.

1 The	3 a, the, a	5 a, the, The	7 a, the
2 a, the, the	4 the, the	6 a, the	8 a, the

The sun, etc

13. Complete these sentences about pollution and the environment. Put in *a/an* or *the*.

1 a, the 2 an, the 3 The, a 4 The, an 5 an, the 6 a, the 7 the, a

The use of a/an and the

14. Complete the conversations. Put in *a/an* or *the*.

1 the, The, a 2 a, a 3 a, a, the, a 4 the, a 5 a, the, an, the 6 the, a, the, the, a, The, a 7 the, a, a, the, the

A or an?

15. Put in the abbreviations with *a* or *an*.

1 a PA 2 an NBC reporter 3 a DJ 4 a VIP 5 an IRA member 6 a PC 7 an LA suburb 8 a UFO 9 an AGM 10 an MP

• A/an, one and some

A/an and one

16. Put in *a/an* or *one*.

1 one 2 a 3 One 4 One 5 a

A dog = all dogs

17. Match each word with the right explanation and write sentences with *a/an*.

- 1 A carrot is a vegetable.
- 2 A violin is a musical instrument.
- 3 A queue is a line of people.
- 4 An atlas is a book of maps.
- 5 A spade is a tool for digging.

Some

18. What would you say in these situations? Use a noun and decide if you need *some* or *not*.

1 some cards 2 dark hair 3 some nuts 4 mineral water 5 some clothes 6 lovely bread 7 (university) students

• RELATIVE CLAUSES

• Relative clauses with *who*, *which* and *that*

Identifying

19. Look at the information and identify which one is meant. Use the shortest way of identifying where possible.

1 the tall boy 2 not the boy who is tall 3 the woman who plays golf 4 the young man at the door 5 the man who plays his stereo at night 6 the very thin woman	7 the girl with green eyes/the green-eyed girl 8 the young woman in the office 9 the man who drives a taxi 10 the smart young man 11 the student who failed all her exams
--	---

20. Combine the information to make news items. Make the sentence in brackets into a relative clause with *who* or *which*. Start each sentence with *The*.

- 1 The man who shot two policemen has gone to prison.
- 2 The bomb which went off this morning caused a lot of damage.
- 3 The scientist who discovered a new planet has won the Nobel Prize.
- 4 The footballer who took drugs has been banned from playing again.
- 5 The little girl who had been missing since Thursday has been found safe and well.
- 6 The company which owns Greenway Supermarkets has laid off thousands of workers.
- 7 The old lady who did a parachute jump now wants to swim the English Channel.

- The relative pronoun as object

Subject and object

21. Comment on the conversations. Add a sentence with *who* or *that* as the subject.

1 girl who just said hello is Tom's new girlfriend. 2 dog that fell down a hole has been rescued. 3 story that upset everyone was untrue. 4 man who interviewed Natasha is a film producer.	5 accident that Daniel saw wasn't very serious. 6 man who/that Claire knows is a millionaire. 7 vase that David broke was extremely valuable. 8 jacket Melanie wore at the party is really nice.
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Leaving out the relative pronoun

22. Complete the script for these TV advertisements. Use a relative clause without a pronoun.

1 It's the soap beautiful people use. 2 It's/It is the car you can afford. 3 It's/It is the film people want to see.	4 It's/It is the supermarket you can trust. 5 It's/It is the magazine young people read. 6 They're/They are the chocolates you'll love.
--	---

Leaving out the relative pronoun

23. Look carefully at these sentences. Are they correct without a relative pronoun? Where you see *, you may need to put in *who*, *which* or *that*. Write the sentences and put in a pronoun only if you have to.

- 1 The man who paid for the meal was a friend of Tom's.
- 2 The meeting Mark had to attend went on for three hours.
- 3 Somewhere I've got a photo of the mountain we climbed.
- 4 The man who/that repaired my car is a real expert.
- 5 The detective lost sight of the man he was following.
- 6 I thought I recognized the assistant who/that served us.
- 7 I'm afraid the numbers I chose didn't win a prize

• Prepositions in relative clauses

A preposition at the end

24. What are they saying? Put in sentences with a preposition at the end.

- 1 This is the letter I've been looking for.
- 2 That's the film (that/which) I was talking about.
- 3 This is the wallpaper (that/which) I've decided on.
- 4 That's the man (who/that) I played tennis with.
- 5 Those are the steps (that/which) I fell down.

A preposition at the end

25. Match the phrases and write the definitions. Put the preposition at the end of the relative clause.

- 1 A kitchen is a room you cook in.
- 2 A hammer is a tool (that/which) you hit nails with.
- 3 Your destination is the place (that/which) you're going to.
- 4 A safe is a cupboard (that/which) you keep valuable things in.
- 5 Your opponent is the person (who/that) you're playing against.
- 6 A sofa bed is a piece of furniture you can either sit or sleep on.

A preposition at the beginning

26. It's election time. All the politicians are arguing. Rewrite the first sentence using a preposition at the beginning of a relative clause.

- 1 That is a statement with which I cannot agree.
- 2 That is an idea in which our party believes.
- 3 That is a policy to which I am strongly opposed.
- 4 These are people about whom no one cares.
- 5 Those are mistakes of which your party should be ashamed.
- 6 That is a problem with which the government is now dealing.

- Relative structures with whose, what and it

Who or whose?

27. You are reading a crime story. One of these people has murdered the industrialist, Colin Howard. Look at the detective's notes and write a sentence about each person. Use a relative clause with *who* or *whose*.

- 1 George is the company director who had an argument with Colin.
- 2 Vera is the politician whose sister once worked for Colin.
- 3 Felix Reeves is the journalist whose tape recorder was stolen.
- 4 Graham Wilshaw is the architect who knew Colin at school.
- 5 Rex Carter is the farmer whose land Colin bought.
- 6 Norman Bridge is the lawyer who looked after Colin's interests.
- 7 Sonia Goldman is the house guest whose fingerprints were on the door handle.

What

28. Zedco Chief Executive Barry Douglas is telling a group of managers how to run a business successfully. He emphasizes the underlined words using *what*.

- 1 What you must pay attention to are the details.
- 2 What you have to think about is your profit.
- 3 What you must know are the needs of your customers.
- 4 What you should work towards is a realistic target.
- 5 What you need to do is (to) plan ahead.

It

29. Quiz champion Claude Jennings is answering some questions. Look at each question and answer and write a sentence with *it + be + a relative clause*.

- 1 It invented the radio.
- 2 It Columbus sailed to America.
- 3 It golf that Tiger Woods plays.
- 4 It was in Greece that the Olympic Games first took place.
- 5 It's/It is Mercury that is nearest the sun

- The use of relative clauses

Adding clauses

30. Match the parts and write sentences with an adding clause. Use *who* or *which*.

- 1 The Grand Canyon, which is over 200 miles long, is one of the wonders of the world.
- 2 Nelson Mandela, who was in prison for 27 years, became President of South Africa.
- 3 John Lennon, who was killed in 1980, was one of the Beatles.
- 4 The Titanic, which sank in 1912, was supposed to be unsinkable.

- 5 Queen Victoria, who came to the throne in 1837, ruled over the British Empire.
- 6 Mars, which is 140 million miles away, is known as the red planet.
- 7 The Berlin Wall, which was built in 1961, stood for 28 years.

Commas in relative clauses

31. Put in the relative clauses. You may also need to put in one or two commas.

1 that Claire drives	5 which Tom supports
2 who has twins,	6 , who is afraid of heights.
3 who took Rita to the party	7 , which is on the tenth floor,
4 , who has a bad temper,	8 she bought the sofa from

- Relative pronouns and relative adverbs

Identifying clauses and adding clauses

32. Put in the relative clauses. Sometimes there is more than one possible answer.

- 1 who knows all about
- 2 which has ten thousand employees
- 3 whose name was missed off the list
- 4 (that/which) Laura painted
- 5 (that/which) we're/we are all looking forward to/to which we're/we are all looking forward
- 6 (that/when) Mike and Harriet went camping
- 7 who is a bit deaf
- 8 whom/who you'll meet tomorrow
- 9 where we met the other day

A special use of *which*

33. Match the sentence pairs and join them with *which*.

- 1 My phone is out of order, which is a real nuisance.
- 2 Rachel's mother paid for the meal, which was very kind of her.
- 3 My brother is disabled, which means he can't get about very easily.
- 4 You left the keys in the car, which was rather careless of you.
- 5 Vicky didn't get the job, which has made her very depressed.
- 6 The police blocked off the road, which caused a traffic jam.

◆ UNIT 9 HISTORY

■ LOOKING BACK

- LISTENING and WATCHING

2. Watch the video and answer the following questions.

1 Starting of the written records

2

Early Bronze Age Bronze Age	Iron Age Classical Antiquity	The Middle Ages The Modern Period
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3 People started making things out of bronze.

4 Egypt, Sumer, Indus Valley

5 They developed writing, trade, size, technology.

6 Before: the wheel, the plough, the sail / During: astronomy

7 Peru

8 Stone structures but no writing or poetry

9 4.2 kiloyear event

10 Egypt was revived as the Middle and New Kingdoms and Sumerian into Babylon

11 China, Sub-Sahara Africa, North America, the Minoans in Europe, Mycenaean Greeks

12 Bronze Age collapse

13 Many famous legendary tales were created, the first use of iron)

14 Silk Road; the Western parts of Eurasia with the Eastern parts of Eurasia

15 Moral and philosophical foundations were laid, Greek philosophy, Bible, Hindu scriptures, first experiments with democracy and scientific thinking

16 No

17 Several empires were established.

18 Advances in science which led to industrial revolution and then to the technological revolution

• VOCABULARY

1. Choose the correct answer.

1 D	3 B	5 B	7 A	9 D	11 A	13 D	15 C	17 B	19 D	21 A	23 A
2 B	4 B	6 D	8 C	10 C	12 B	14 A	16 B	18 B	20 A	22 C	24 C

2. Fill in the blanks using the words from the list.

1 excavating	6 prehistoric	11 historic
2 invention	7 manuscripts, chronicles	12 origin, anthem
3 civilisations	8 posterity	13 treasures
4 orb/sceptre, OR	9 ancestors	14 curator
5 historical/historic	10 remains	

3. Choose the correct answer.

1 C	3 C	5 D	7 A	9 C	11 B	13 D	15 A	17 C	19 C	21 A	23 B
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2 C	4 B	6 B	8 C	10A/C	12 C	14 B	16 A	18 C	20 D	22 B	24 B
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4. Choose the one word or phrase that best keeps the meaning of the original sentence if it is substituted for the capitalized word or phrase.

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

5. Divide the vocabulary listed into the following five groups.

1 consort, king, prince, princess, queen

2 herald, jester, minstrel, lady-in-waiting, page

3 baron, duke, earl, marquis

4 armour, gauntlet, lance, shield, sword

5 banqueting-hall, battlement, bedchamber, courtyard, drawbridge, dungeon, fortress, moat, tower, turret

6. Match the elements of the knight's equipment listed above with the right numbers in the drawing.

1 armour	2 gauntlet	3 shield	4 sword	5 lance
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7. Choose the correct answer.

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

• VOCABULARY

The past

1. When did these events happen? Match each event (1-8) with an appropriate time expression (A-H).

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

2. [R 5b] Listen to the student talking about these questions and note his answers.

The Great Pyramid of Ghiza

About four and a half thousand years ago.

Recording 5b

Interlocutor: What is the oldest thing you can see in your country? What is it and when was it made?

Student: One of the oldest things you can see in my country, Egypt, is the Great Pyramid of Ghiza. People come from all over the world to see it. It was built about

four and a half thousand years ago, for a king called Khufu. It's absolutely enormous, and for centuries it was the tallest building in the world. There are lots of ancient things in my country and many pyramids, but because of its size, this one is very famous.

3. Read this text and choose the correct words to complete it.

1 evidence 2 records 3 population 4 figures 5 inhabitants 6 tribes 7 ancestors
8 hunting 9 settled 10 produce 11 tools 12 beliefs 13 stories 14 invaded

WORD BUILDING

4. Complete the different parts of speech. (Sometimes there are two nouns.)

<i>Noun</i>	history	prehistory	archeology	evidence
<i>Noun (person)</i>	historian	—	archeologist	—
<i>Adjective</i>	historic/historical	prehistoric	archeological	evident

<i>Verb</i>	populate	civilise	invade	reside	inhabit	descend	believe	survive
<i>Noun</i>	population	civilisation	invasion	residence	—	descent	belief	survival
<i>Noun (person)</i>	—	civilian	invader	resident	inhabitant	descendant	believer	survivor

<i>Noun</i>	discovery	abolition	cause	invention	colonisation	introduction
<i>Verb</i>	discover	abolish	cause	invent	colonise	introduce

Time

5. Choose the correct answer.

1 passed 2 last 3 takes 4 went on for 5 spent

6. Answer these questions by writing a sentence about yourself in your notebook.

- 1 It takes (me) two hours to fly from Spain to London.
- 2 In my country, summer lasts about 4 months.
- 3 Several years have passed since I left primary school.
- 4 I've spent 30 minutes studying English today.
- 5 It takes me 20 minutes to walk from home to college.
- 6 The longest film I've ever seen was Gladiator. It went on for three hours.

COMMON EXPRESSIONS

7. What is the difference between the expressions in A and B?

- 1 A on time = to be punctual B in time = early enough
- 2 A have a lot of time for = have a lot of patience with her B have no time for = have no patience with her
- 3 A time flew = time went quickly B kill time = deliberately waste time

8. Choose the correct answer to each question.

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

• USE OF ENGLISH

10. For questions 1-12 read the text and decide which answer (A, B, C or D) best fits each space.

1 C	2 A	3 B	4 C	5 A	6 C	7 D	8 A	9 B	10 D	11 A	12 C	13 B
-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------	------

■ **FUNCTIONAL GRAMMAR SUPPLEMENT**

• Conditionals (3)

1. Type 3

1. Complete the conversation. Put in the correct form of the verb. Use the past perfect or *would have*.

1 had taken	4 had lost	7 hadn't been	10 would have been
2 would have won	5 would have scored	8 wouldn't have given	11 would have beaten
3 would have been	6 had been	9 hadn't been	12 had been

2 Type 3

2. Comment on each situation using a type 3 conditional with *if*. Use *would have*, *could have* or *might have*.

- 1 Daniel would have bought the book if he had had any money.
- 2 Rita might have gone to the concert if she had known about it.
- 3 The guests could/would have had their lunch outside if it had been warm enough/if it hadn't been so cold.
- 4 Sarah could/would have flown to Rome if the airport hadn't been closed/had been open.
- 5 Laura might have recognized Nick if he hadn't had a crash-helmet on.
- 6 Sarah's plants wouldn't have died/might not have died if she'd/she had watered them.
- 7 Nick could/would have got in (to the ice hockey game) if he'd/he had had a ticket.

- Passive verb forms

Passive verb tenses

3. Complete the information about Barford Hall. Put in the correct form of these verbs.

1 was built 2 is owned	3 was being used 4 was bought	5 hadn't been looked 6 has been done	7 is used
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The future and modal verbs in the passive

4. A press conference is being held. Put in the correct form of the verbs.

1 can be prolonged 2 will be/are going to be done	3 will ... be called 4 can't be bought	5 should be sold
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The passive with get

5. Put in *get* or *got* and the passive participle of these verbs: *break, change, divorce, hurt, lose*.

1 get changed	2 got hurt	3 get lost	4 get broken	5 got divorced
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Active and passive (1)

1 Active or passive verb?

6. Choose the correct verb forms in this news report about a storm.

1 has been caused 2 swept	3 burst 4 were rescued	5 received 6 reached	7 were blocked 8 were brought	9 is being done 10 said
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2 By the police, etc

7. In each of these sentences underline *who* or *what* is doing the action (the agent).

1 The traffic	2 my brother	3 The water	4 terrorists	5 the alarm	6 The guide	7 The dog
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3 Active and passive

8. You are telling a friend some news. Use the notes and complete the second sentence. Sometimes you need to use the active and sometimes the passive.

1 went to Florida last month.	6 being built.
-------------------------------	----------------

2 been sent to Australia.	7 likes Jessica.
3 was won by Claude Jennings.	8 been thrown away.
4 did a parachute jump last week.	9 been kidnapped by Martians.
5 been attacked by a bull.	10 was seen by five people.

Active and passive (2)

1 The passive and the agent

9. Laura is writing to a friend. This is part of her letter. Complete the passive sentences in this conversation. Use a phrase with *by* only if it adds information.

1 was broken into at the weekend	6 burglar was identified (by the police computer)
2 was taken	7 has been arrested
3 was done	8 (he) is being questioned
4 was interviewed by a very nice young police officer	9 jewellery hasn't been found
5 fingerprints were found (by detectives)	

2 Active or passive sentence?

10. Write a paragraph from the notes about the first motor car. Some sentences are active and some are passive. Use a phrase with *by* only if it adds information.

- 1 motor car was made by a Belgian called Etienne Lenoir.
- 2 didn't produce many cars for sale.
- 3 production was started by a German called Karl Benz.
- 4 is now seen as the father of the motor car.

3 Empty subjects

11. Reply to what people say. Use the subject in brackets.

- 1 they've increased the bus fares
- 2 People should use them/bicycles for short journeys.
- 3 someone has discovered a new source of energy?
- 4 they're/they are going to knock it down/knock down this building.
- 5 you shouldn't keep them/eggs in a freezer.
- 6 people put it/litter in the bin?

◆ UNIT 10 WORLD

■ THE ENVIRONMENT WE LIVE IN

• LISTENING and WATCHING

Before watching

1. Look at a list of videos a friend recommended to you. Complete the gaps with the words to create the video titles.

1 embrace	2 retain	3 laying	4 Uncover	5 purify	6 committed	7 foliage
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2. You are going to watch a video about the importance of trees in cities. Look at the questions and discuss possible answers. Then, watch the video and check.

A 2	B 1	C 3	D 3	E 1
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3. Match the sentence halves. Then, watch the video again and decide what the sentences refer to.

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

- a) The design of Anuradhapura's irrigation system. [01:22]
- b) Buildings in Manhattan not covered by shade. [02:36]
- c) Tall skyscrapers and underground infrastructure in Hong Kong. [02:53]
- d) Copenhagen layout (new development was directed along five arteries, each sandwiched between a park). [03:48]
- e) Portland's Forest Park. [04:03]
- f) Vertical gardens called Supertrees. [04:20]

5. Look at the list of ideas for keeping cities green and choose the correct word in each sentence.

A 3	B 3	C 1	D 4	E 2	F 4	G 3
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• VOCABULARY

COMMON EXPRESSIONS

1. There are currently many problems with the environment. Match the two halves of the sentences.

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

3. Schools are teaching their pupils about pollution and the need to live in sustainable buildings which cause no damage to the environment. Read the newspaper article and answer the questions.

1 droughts, storms, floods 2 oil, coal 3 wind turbines, solar panels 4 heat, light, ventilate 5 use up, throw away, pull down (get rid of is a useful expression meaning throw away, but not a phrasal verb)

4. Look at these expressions. Which would you use to describe the two schools above?

Village school: environmentally friendly, efficient, cheap to run

City school: wasteful, expensive to maintain

5. How would you describe your school, university or place of work? Is it environmentally friendly? Write two or three sentences about it in your notebook.

The place where I work has air conditioning and heating, but it's still always too hot or too cold and it's not well ventilated. I think it's probably quite expensive to maintain as well. It's being refurbished at the moment, so I think things may improve.

7. Read the speech from a local council meeting about pollution and choose the correct answer: A, B, C or D.

1 D 2 A 3 B 4 D 5 C 6 B 7 A 8 C 9 B 10 D 11 C 12 D 13 D

• USE OF ENGLISH

8. Read the text. Use the word in capitals to form a word that fits in each space.

1 solutions 2 pollution 3 sustainably 4 efficiency 5 organically 6 variety 7 global 8 information 9 massive 10 residential 11 placements

• LISTENING

9. [R 19] You will hear an interview with an Australian sheep farmer called Gina Ellis, who is talking about her work and plans for the future. Choose the best answer (A, B or C).

1 B 2 C 3 B 4 C 5 C 6 A 7 C

Recording 19

Examiner: You will hear an interview with an Australian sheep farmer called Gina Ellis, who is talking about her work and plans for the future. Listen and choose the best answer for each question: a, b or c.

Interviewer: And on today's Green Magazine programme, we have Gina Ellis, an Australian sheep farmer. Welcome, Gina.

Gina: Thank you.

Interviewer: So Gina, tell our listeners something about sheep farming in your country.

Gina: Well, I'm from New South Wales, where over 30% of sheep farming takes place. But in fact, although it's concentrated in one area, there are large sheep farms right across the country, and it doesn't only go on in the coolest places.

Interviewer: I see. And I believe sheep farmers are experiencing problems at the moment?

Gina: Yeah, that's right. There are two, one to do with markets and the other environmental. There's a good market for meat, but the wool industry is struggling. Although Australia still produces about 10% of the world's wool, including nearly half of the top-quality merino wool, demand is falling - consumers often prefer synthetic clothing, like fleeces, which are cheaper than woollen jumpers and equally warm. But the biggest issue for all us farmers is climate change - drought is causing major water shortages in farming areas, so it's becoming harder to find enough for our animals and crops.

Interviewer: Let's talk about the market problems a bit more. Are you looking for new uses for your wool?

Gina: Well, yes. It is very versatile and has been put to so many uses over the centuries. Of course, carpet manufacture still absorbs a high percentage of our product as it always has, and now we're looking for other domestic uses. The most promising seems to be the idea of using it in buildings as a form of insulation. Companies developing it have found it very effective. And there's also interest in eco-clothing, you know, clothing made from all natural products, and produced organically. But it's a specialised market and may turn out to be uneconomic in the end....

Interviewer: So why are you over here in the UK at the moment? Are you looking for solutions to your business problems?

Gina: Well, yes. I'm working in co-operation with ten other large farms to see if we could develop an alternative energy system producing enough electricity to sell as well as meeting our own needs. Clearly hydroelectricity isn't for us, and, er, tidal power is out, so I've been looking into ideas for harnessing wind power, using large turbines. Britain has a lot of expertise in that area, so that's why I'm here. Of course, we have potential for solar power, but I don't think we could produce a surplus with that.

Interviewer: That's interesting. What made you consider these options?

Gina: Well, if the predictions about global warming are correct, farmers in Australia will have to diversify, and look for other sources of income. That's my reason for looking into wind power. Of course, since then I've begun to realise that being self-sufficient and not having to rely entirely on other power sources is attractive and I'm starting to think in a greener way.

Interviewer: I see. And what do you feel about the advice you've been given?

Gina: Well, it's given me a lot of food for thought and, er, taught me the advantages of a more ecologically aware approach to life and work. And now that I have the information, I've worked out that the investment involved is manageable. We should be able to scale down on the amount of animals we raise and still make a living.

Interviewer: Great, so how would you sum up your feelings about your project?

Gina: Well to my delight our basic plans are viable and we can press on very optimistically, without making any major alterations. And the costs involved do seem to be lower than we'd feared...

Interviewer: Gina, we wish you luck, and thanks for coming in today.

Gina: Thank you....

Examiner: Now listen again.

■ GLOBETROTTER

• VOCABULARY

Transport

1. The vocabulary below is from the text. Is the text about a journey by train, car, plane, bus or underground? Read the text and complete it with the correct words from the list.

1 passport 2 check in 3 conveyor 4 pass 5 departure 6 control 7 security 8 board 9 gate
10 crew
11 seat 12 belt 13 refreshments 14 headset

3. [R 11a] Listen and check you have filled in the gaps correctly.

Recording 11a

Making your first *flight*

First of all, don't forget to pack your ticket and your passport in your hand luggage. When you arrive at the check-in desk, your bags will be weighed and put on a conveyor belt. You will be given a boarding pass, allocated a seat and told to go to the departure lounge. To get there, you will pass through passport control and a security check.

Look at the departure board in the lounge so you know which gate number you must go to when it's time to board.

The cabin crew will direct you to your seat when you board, and you have to fasten your seat belt before take-off. You will be served refreshments and most companies provide an entertainment system with a headset.

4. [R 11b] Listen to a short description of four other journeys. What type of travel is each person describing? Then put all the words related to each kind of travel in the correct column. Highlight any words which appear in more than one column.

Recording 11b

Speaker 1: Well, I commute to London every day and unfortunately, I travel in the rush hour. It all goes okay if everything's running on time! But it's cold waiting on the platform and sometimes the carriages are very crowded and there aren't enough seats. The fares are expensive too, but my company pays for a season ticket, so that really helps.

Speaker 2: The service in my area is quite good. There are always lots of people at the stop waiting to go into town and I see the same driver most mornings. You pay your

fare when you get on and if you don't know where you're going, he'll call out when you reach your destination. We only get single-deckers around our way, no big double-deckers like you get in London.

Speaker 3: It's always packed in the morning and you have to go down several escalators to get to it. If the platform's empty when you get there, you know you've just missed your train. Once you're on, you have to hang on to the rail if you haven't got a seat. Oh, and you have to be careful not to stand too near the sliding doors!

Speaker 4: Well, there's a rank right outside the station that I use quite often. Of course, it's quite pricey because you have to pay your fare and give the driver a tip, but there's a meter in every cab, so you know you're being charged the right amount. And if you share with other people, it can actually be quite an inexpensive way of travelling.

1 train 2 bus 3 underground 4 taxi

<i>TRAIN</i>	<i>BUS</i>	<i>UNDERGROUND</i>	<i>TAXI</i>
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Train – commute / rush-hour / platform / carriage / seat / fare / season ticket

Bus – driver / fare / destination / single-decker / double-decker

Underground – escalator / platform / train / rail / seat / sliding doors

Taxi – rank / fare / tip / driver / meter cab

Travel

5. Use the words to complete the sentences.

1 luggage/suitcase 2 accommodation/hotel 3 weather/storm 4 equipment/camera 5 money/coin

6 travel/journey 7 information/guidebook 8 transport/car

6. Check your answers and then decide whether the words are countable or uncountable. Put a C or U next to them.

Countable – hotel storm camera car suitcase journey guidebook coin

Uncountable – travel weather equipment information transport money accommodation luggage

Holidays

8. [R 11c] Listen to a man and a woman talking about the kind of holidays they like. Write the answers they would give to the questionnaire above.

Recording 11c

Man: Well, we're not very organised and we usually make all the arrangements at the last minute. My wife hates flying, so that means we don't go anywhere by plane. Our

favourite destination is France and we usually go by train. We take the Eurostar which goes under the Channel - it's an excellent service, fast and comfortable. Then we just travel around various cities looking at places of interest.

We really enjoy cultural activities, so we'll go to art exhibitions, stroll around historic buildings, that sort of thing. We usually stay in small family-run hotels, nothing big and luxurious. What do I like best about holidays? Well, seeing places I've never been to before and really having time to explore them I suppose. I just love it! I really look forward to it.

Woman: Well, I like to do things the easy way now I'm working! My sister and I usually go away with a couple of friends. We haven't got a lot of money, but if you book well in advance, you can get some very cheap flights. We often go to Italy - we love the seaside places and the beaches. And we often stay on a campsite - there are some you can go to where the tents are put up for you. There are proper beds and even a fridge - it's really luxurious! We don't do very much - I just like being out of the office and in the fresh air, swimming and sunbathing.

Man – 1 B 2 C 3 C 4 A 5 A 6 B

Woman – 1 C 2 C 3 B 4 C 5 C 6 A

9. What do you think? Complete the answers to the questions.

1 I think it's better to book a holiday well in advance because then you can look forward to it.

2 I'd always prefer to travel independently because then you can see what you want when you want.

3 I'd rather stay in a five-star hotel because I love comfort.

10. Complete the sentences using *travel*, *journey* or *trip*.

1 trip 2 journey 3 journey 4 trip 5 travel 6 trip 7 travel 8 journey

PHRASAL VERBS

11. Some phrasal verbs have more than one meaning. Look at how *set out* is used in these sentences. Match each sentence 1-4 with one of the meanings A-D.

1 B 2 C 3 A 4 D

12. Look at these other phrasal verbs with *set*. Match each sentence 1-4 with one of the meanings A-D.

1 B 2 A 3 C 4 D

USE OF ENGLISH

13. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1 is some information 2 did/made the journey 3 on a short trip to 4 to set about fixing 5 to book (some/any) accommodation

• **READING**

1. Read the text quickly. What two problems does Linate airport have?

hazes and fog

2. Read the text again and mark the sentences T (True) or F (False).

1 T 2 F 3 T 4 F 5 T 6 F 7 F 8 T

3. Look at the highlighted words and phrases in the text. What do you think they mean? Check with your dictionary, then use them to complete the sentences.

1 be rescheduled	3 at dawn	5 drastic measures	7 be released
2 capture	4 inexplicably	6 attempts	8 endangering

■ **WRITING**

A restaurant review

Preparation task

1. Which words would you see in a restaurant review? Choose the six correct answers.

1 mains	3 service	5 reservation
2 side order	4 tip	6 order

2. Choose the correct answer.

1. b	2. a	3. c	4. b	5. c
------	------	------	------	------

3. Put the words in the correct group.

Positive	Negative
amazing, delicious, fantastic, impressive	below average, disappointing, overcooked, terrible

4. Complete the review.

1. dishes	3. menu	5. delicious	7. service
2. ordered	4. arrived	6. bill	8. try

■ FUNCTIONAL GRAMMAR SUPPLEMENT

- Direct speech and reported speech

Reported speech

1. Who said what? Match the words to the people and report what they said.

- 1 Mrs Thatcher said that there is no such thing as society. D
 2 Stokeley Carmichael said (that) black is beautiful. B
 3 Galileo said (that) the earth moves round the sun. E
 4 Shakespeare said (that) all the world's a stage. A
 5 George Orwell said (that) Big Brother is watching you. C

Changes in reported speech

2. Read what each person says and then complete the sentences.

1 Thursday	2 Trevor	3 1998	4 April	5 (about) two weeks
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Changes of place and time

3. Put in *here, that day, the day before, the next day, the week before.*

1 the next day	4 here
2 the day before/the previous day	5 the week before/the previous week
3 that day	

When do we change the tense?

4. Put in *is* or *was*. Sometimes both are possible.

1 is	2 was	3 was	4 was	5 is/was	6 was	7 was/is
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The tense change

5. Complete the replies. The second speaker is surprised at what he or she hears.

1 you weren't getting married	4 you weren't on a diet
2 you liked classical music best	5 you didn't enjoy them/parties
3 you had finished it/your project	6 you weren't applying for it/the job

6. A comedy show called 'Don't Look Now!' has just closed after five years in London's West End.

Here's what the critics said when it opened five years ago. Report what the critics said.

- 1 The Daily Mail said it was a marvellous show.
- 2 The Guardian said people would love it.
- 3 The Sunday Times said the production was brilliant.
- 4 Edward Devine said he couldn't remember a funnier show.
- 5 Robert Walsh said it (had) made him laugh.
- 6 The Evening Standard said you/people had to/must see it.
- 7 The Telegraph said it would be a great success.
- 8 The Express said you/people might die laughing.
- 9 Susan Proctor said it was the funniest show she had ever seen.
- 10 Time Out said you/people shouldn't miss it.

• Reported questions

Asking for information

7. You need information. Ask for it using *Could you tell me _?* or *Do you know _?*

1 Could you tell me where the toilets are?	5 Do you know if we are/we're allowed to smoke?
2 Do you know if I can park here?	6 Could you tell me what time the flight is?
3 Could you tell me how long the film lasts?	7 Could you tell me how much a ticket costs?
4 Do you know how often the buses run?	

The tense change

8. Barry Douglas, Zedco Chief Executive, is talking to a reporter about his business career. He can still remember his first job interview after leaving school.

1 where I lived	6 if/whether I could work on Saturdays
2 if I had worked before	7 how I would/I'd travel to work
3 why I wanted the job	8 if/whether I had (got) a bicycle
4 how I (had) heard about it	9 how much I hoped to earn
5 if/whether I was fit	10 when I could start

Reported requests, offers, etc

Tell/ask someone to do something

9. Trevor isn't feeling very happy. Everyone has been telling him what to do. Report the orders and requests.

- 1 His mother asked him to dig her garden.
- 2 The doctor told him to take more exercise.
- 3 His boss asked/told him not to play computer games in the office.
- 4 A traffic warden told him not to park his car in the High Street.
- 5 Laura asked him to put some shelves up.

Reported offers, suggestions, etc

10. Complete the sentences. Report what was said.

1 Claire to stay for lunch.	5 singing a few songs.
2 not to talk about football.	6 Vicky to post a/the letter.
3 Andrew to take a break.	7 making a mistake.
4 for forgetting the shopping.	8 Laura not to touch the electric wires.

Admit that, insist that, etc

11. Combine each pair of sentences using *that*.

- 1 The police warned us that the roads were dangerous.
- 2 The builders have promised that everything will be ready on time.
- 3 The boss insists that we (have to) check the figures carefully.
- 4 Tom has admitted that his story wasn't completely true.
- 5 Matthew reminded Emma that her train was about to leave.

• Verb + to-infinitive

1 Verb + to-infinitive

12. Say what each speaker did. Use these verbs before a to-infinitive: *decide, demand, offer, promise, threaten*.

- 1 Henry demanded to speak to the manager.
- 2 Trevor promised to put up the shelves/to put the shelves up (soon).
- 3 Claire decided to buy both the dresses.
- 4 Melanie offered to cook the meal.
- 5 Tom threatened to shoot Nick's/the dog.

2 Seem

13. Complete the answers using seem and a to-infinitive. (Some of the to-infinitives may be continuous or perfect.)

1 They seem to have got	5 She doesn't seem to like
2 She doesn't seem to be	6 He seems to be working
3 They seem to believe	7 He doesn't seem/seems not to have made
4 it seems to have improved	

3 Verb + to-infinitive

14. Put in the to-infinitive form. (Some may be continuous or perfect.) Use these verbs: *come, find, hang, have, invite, leave, take.*

1 to find	3 to come	5 to invite	7 to have left
2 to hang	4 to be having	6 to take	

• Verb + ing-form

1 Verb + ing-form

15. Answer the questions using the notes in brackets.

1 they haven't finished repairing it 2 I have given/gave up trying. 3 I can't imagine being	4 I enjoy watching it on TV. 5 suggested having a party.
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2 Verbs with can't

16. Use three words from the table to complete each sentence.

1 couldn't help noticing 2 can't stand lying	3 couldn't/can't resist having 4 couldn't face doing	5 can't help feeling
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3 Verb + ing-form

17. Some friends have had a meal together in a restaurant. Put in the ing-forms.

Use these verbs: *change, discuss, eat, get, miss, ring, try, wait, walk.*

1 eating 2 trying 3 walking	4 ringing 5 waiting 6 getting	7 changing 8 missing 9 discussing
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• The infinitive with and without to

1 The to-infinitive

18. Comment on these situations. Join each pair of sentences using a to-infinitive.

1 promised to give me a lift. 2 have something to eat. 3 nice to have a rest. 4 wants Rita to speak to him. 5 Daniel doesn't know how to repair the video.	6 Claire and her sister have decided to go to Bali. 7 Melanie has gone to the hospital to visit David. 8 (Unfortunately) Vicky has to do some studying. 9 It's important for Sarah to ring the office.
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2 The infinitive without to

19. Put in the missing verbs. Usually more than one answer is correct.

1 wash	2 see/read	3 drive/go	4 cry/weep	5 lie/sit/stay	6 snow	7 see/visit
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3 The infinitive with and without to

20. Matthew and Emma are at the railway station. Emma is going away for the weekend. Put in the infinitive of the verbs. You have to decide whether or not you need *to*.

1 be	4 to see	7 to read	10 look	13 to change
2 to look	5 to have	8 read	11 get	14 forget
3 to visit	6 buy	9 feel	12 to leave	15 to get

• Used to do and be used to doing

Used to do

21. Mrs Bell is a hundred years old. She's the oldest person in the village. A radio reporter is interviewing her. Put in used to with the verb.

1 did you use to live	3 used to be	5 did you use to help
2 used to like	4 didn't use to have	6 used to look

Used to do and be used to doing

22. Put in a to-infinitive or to + ing-form. Use the verbs in brackets.

1 to dream	4 to stop	7 to drinking
2 to speaking	5 to work	8 to being
3 to living	6 to be	9 to have

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