

Unit 1 Colour



Two girls at a family event in Brunei
Photograph by Adam Hanif

FEATURES

10 Life in colour

An article on how we use colour in our lives

12 Culture and colour

Do two quizzes about colour

14 In sport, red is for winners

A report on colour in sport


18 Peruvian weavers

A video about how women in the Andes are helping to preserve a way of life

1 Work in pairs. Look at the photo and discuss the questions.

- 1 Who are the girls?
- 2 What are they doing?
- 3 Where are they?

2  **1.1** Listen to two people discussing the photo. Check your ideas from Exercise 1.

3  **1.1** Listen to the conversation again. Which of these things (a–c) interests the speakers most about the photo?

- a the colours
- b the girls
- c the place

4 Discuss these questions with your partner. Are your answers similar or different?

- 1 What colour is your house / your kitchen / your car / your mobile phone?
- 2 What is your favourite colour? Why?
- 3 Which colours do you normally wear? Why?

1a Life in colour

Reading

- 1 Read the article *Life in colour*. Find how colour is important to the people in the photos.
- 2 Read the article again and find the following information.
 - 1 three ways we use colour
 - 2 one example of each way we use colour
- 3 Work in pairs. Compare your answers from Exercise 2. Then think of examples for the three uses of colour from your own culture.

Grammar present simple and present continuous

- 4 Underline the present simple and circle the present continuous forms in the article. Which verb form do we use for these things?
 - 1 things which are always or generally true
 - 2 things which are in progress at the time of speaking
 - 3 things which are regular actions

▶ PRESENT SIMPLE and PRESENT CONTINUOUS

Present simple

The 'in' colour changes every season.

Present continuous

This autumn women are wearing shades of purple and lilac.

For further information and practice, see page 156.



Life in colour

We live our lives in colour from our earliest days – in Western cultures ‘pink for a girl’ or ‘blue for a boy’. Colour plays a big part in everything we do. We use it both as a badge of identity and a way of expressing our individuality through decoration. And we use different colours to send out very different messages.

IDENTITY People need a sense of group identity. Look at the schoolboy in the photo. From his colourful traditional dress, other people in Peru know he comes from the Quechua community. We wear uniforms at school and work, and we dress in our favourite sports team colours to say the same thing – we belong to this group.

DECORATION The Huli villager in the photo is getting ready for a local festival. He’s applying the traditional colours of red, black and white in his own personal pattern. Face-painting is an important part of the celebrations, and these days people are starting to experiment with brightly coloured synthetic paints as well as traditional hues. In fashion-conscious Europe, the ‘in’ colour changes every season. This autumn, for example, women are wearing shades of purple and lilac.

MESSAGES Marketing experts understand the power of colour very well. Packaging and labels in eye-catching colours stand out on the supermarket shelf. And companies always select the colour of their brand very carefully – a calm blue for a bank you can trust, dark green says quality and sophistication, or brown and green means eco-friendliness.

hue (n) /hjuː/ a shade of a colour

packaging (n) /'pækɪdʒɪŋ/ a container for a product

5 Complete the comments with the present simple and present continuous forms of the verbs.

Jenni, IT student

We ¹ (dress) casually at my college. But today my tutor ² (wear) bright blue cycling shorts! I know everyone ³ (say) IT people are 'different', but I think that's a bit much!

Leo, finance assistant

'My boss often ⁴ (get) crazy ideas. At the moment, we ⁵ (try) out a new colour coding system for the files – different shades of pink!

Josie, sales assistant

'I usually ⁶ (buy) a takeaway for lunch. I ⁷ (not /eat) inside because the bright yellow and red tables are horrible!

▶ **STATIC VERBS**

We use stative verbs to talk about states. These verbs are not normally used in the continuous form. Some verbs, for example *be*, can have both stative and dynamic meanings.

Jenni is a student.

Jenni is being silly.

For further information and practice, see page 156.

6 Complete the table with these stative verbs. Can you add more verbs to the table?

belong contain know love mean
need sound suppose taste understand

Categories	Stative verbs
thoughts / mental processes	believe,,,,
the senses	hear,,,
emotions	want,,,
possession	have,,,

7 Complete the pairs of sentences with the present simple and present continuous forms of the verbs. Do the verbs have stative or dynamic meanings?

- a I (think) this colour is OK for my living room.

b We (think) about redecorating the offices.
- a The Quechua people (come) from South America.

b A lot of people (come) to the city to live these days.
- a I (love) purple. It's my favourite colour.

b My sister is on holiday in Peru. She (love) it!

Vocabulary time expressions

8 Find these time expressions in the article and in the comments in Exercise 4. Complete the table with the expressions. Then add more expressions.

always at the moment often this autumn
today usually

Present simple	Present continuous
at weekends	right now
every day	this month
never	this week
.....
.....
.....

9 Write questions with these verbs. Use the present simple or present continuous and time expressions. Then work in pairs. Ask and answer your questions.

buy dress eat try out wear work

Do you usually dress differently at weekends?

Not really, no.

Speaking

10 Put the activities into two groups: *routine activities* and *leisure activities*.

cook a meal
decorate your house
do DIY
do housework
dress up
go online
go out with friends
go shopping
go to evening classes
go to an exercise class
learn a new skill
make something with your hands
read a new book
spend time with your family

11 Work in pairs. Answer the questions about the activities in Exercise 9. Find three things you have in common.

How often do you cook a meal?

Are you cooking a meal at the moment?

When do you usually cook meals?

What are you cooking these days?

1b Culture and colour

Vocabulary feelings and personal states

- 1 Work in pairs. Which colours do you associate with the words *love* and *anger*?
- 2 Choose the correct word for each definition. Check that you understand the meaning of the other words. Use a dictionary if necessary.
 - 1 *passion / prosperity* financial success
 - 2 *love / luck* when things go well without planning them
 - 3 *courage / anger* the ability to face dangerous situations without being afraid
 - 4 *happiness / wisdom* the ability to make good decisions based on experience
 - 5 *knowledge / sorrow* information and facts that a person has
 - 6 *power / sadness* a feeling of being unhappy
 - 7 *joy / mourning* a feeling of great sadness when someone dies
 - 8 *pride / envy* a feeling of wanting what someone else has

Listening

- 3 1.2 Work in pairs. Do the quiz *Colours and their meaning*. Then listen and check how many answers you got right.
- 4 1.2 Listen again and complete the notes.

Colour	Place	Meaning
red	Western cultures	love, passion, 1
	Eastern cultures	luck, prosperity, courage
yellow	China India	power wisdom, 2
orange	Japan	happiness, 3
blue	Western cultures	4
	Mexico	mourning
5	international Western cultures	environmentalism envy

- 5 Do these colours mean the same in your culture?

Colours and their meaning

- 1 Look at the photo. Where are the women going?
 - a to a birthday party
 - b to a wedding
- 2 Does red have different meanings in Eastern and Western cultures?
 - a yes
 - b no
- 3 Where does yellow symbolise wisdom?
 - a China
 - b India
- 4 Which colour means 'happiness' in Japan?
 - a orange
 - b pink
- 5 Can you say 'I feel blue' in English?
 - a yes
 - b no
- 6 When do people wear blue in Mexico?
 - a at Easter
 - b at funerals
- 7 Who uses green as their symbol?
 - a the environmentalist movement
 - b the scout movement





The colour blue

6 Pronunciation questions

a 1.3 Listen to these questions. Notice how the speaker's voice rises at the end of questions which begin with verbs, and rises then falls for questions that begin with *Wh-* words.

- 1 Do you want to do this quiz?
- 2 Where are the women going?

b 1.4 Listen and repeat these questions.

- 1 Where does yellow symbolise wisdom?
- 2 Is it China?
- 3 What's the next question?
- 4 When do people wear blue in Mexico?
- 5 Are there any more questions?
- 6 Do you want to have a go?

- 1 Where the Tuareg – or Blue people – originally come from?
- 2 lives in the Blue House in South Korea?
- 3 What the name of the country where the Blue Nile begins?
- 4 Which part of the USA famous for Blues music?

Grammar question forms

7 Look at the questions in the quiz *Colours and their meaning*. Match the questions (1–7) with these statements (a–c).

- a We use *do* and *does* to make questions in the present simple.
- b When we make questions with *be* or modal verbs (e.g. *can*), we invert the subject and the verb.
- c When the question word is the subject of the question, we don't invert the subject and the verb.



The colour yellow

- 1 Which fruit the Californian Yellow Fruit Festival celebrate?
- 2 sport gives a yellow jersey to the winner?
- 3 Where yellow taxi cabs come from originally?
- 4 Where you see the house that inspired Van Gogh's 'Yellow House' painting?

QUESTION FORMS				
(why / where / how etc.)	are	you		happy?
	can	you	say	this word?
	does	it	mean?	
	is	she	doing?	
		who / what	uses	this colour?

For further information and practice, see page 156.

Writing and speaking

8 Look at the grammar box. Complete the *blue* and *yellow* quiz questions with verbs or question words.

9 Work in two pairs within a group of four.

Pair A: Turn to page 153 and follow the instructions.

Pair B: Turn to page 154 and follow the instructions.

10 You are going to introduce yourself to people in your class and find out as much as you can about them. First, prepare some questions. Match questions 1–4 with the follow-up questions (a–d). Then write four more follow-up questions of your own for questions 5–8.

- 1 What do you do?
 - 2 Do you live near here?
 - 3 Are you from a large family?
 - 4 How many languages do you speak?
 - 5 Why are you learning English?
 - 6 What do you think of the course?
 - 7 Are you doing any other courses at the moment?
 - 8 Have you got any hobbies?
- a How well do you speak ?
 - b How many have you got?
 - c Can you walk there from here?
 - d Do you enjoy your job?

11 Work as a class. Introduce yourself to three or four students. Then work in pairs. Tell your partner about some of your classmates you spoke to.

Manuela and Adela are from Lisbon.

1c Red is for winners

Reading

- 1 How many sports teams can you write down in one minute? What are their team colours? Which are the most successful teams of those on your list?
- 2 Work in pairs. Read the article headline on page 15 and discuss what you think it means. Choose one of these options (a–c).
 - a Traditional gold medals are now red.
 - b Teams with the word 'red' in their name win more often.
 - c Red sports clothes lead to more success.
- 3 Read the article quickly. Check your idea from Exercise 2.
- 4 Find information about these people in the article and correct the factual mistakes in these sentences.
 - 1 Russell Hill and Robert Barton are British athletes.
 - 2 Joanna Setchell does research into African birds.
 - 3 Jonathan Blount is an anthropologist at the University of Glasgow.
- 5 Match the research topics (1–4) with the scientists' conclusions (a–d).
 - 1 Results at the Olympic Games
 - 2 African mandrills' success with the opposite sex
 - 3 Male and female zebra finches
 - 4 The colour of birds' beaks
 - a The colour red gives some male monkeys an advantage.
 - b The colour red makes some male birds more successful.
 - c Brightly coloured beaks are indicators of healthier birds.
 - d The colour red can give some athletes an advantage.



Critical thinking conclusions

- 6 Read Hill and Barton's conclusion carefully. Which statement (a–c) means the same thing?

When competitors in sport are equally matched, the team dressed in red is more likely to win, according to a new study.

- a The colour red can make a weak athlete successful against a strong athlete.
 - b The colour red is only an important factor when there is very little difference between the skill of the athletes.
 - c The colour red does not affect results when there is very little difference between the skill of the athletes.
- 7 Which piece of evidence in the text doesn't support this conclusion?

Vocabulary and speaking the roles we play

- 8 Look at the list of roles people can have. Which roles are mentioned in the text?

anthropologist athlete biologist colleague
 competitor contestant friend manager
 mentor opponent parent primatologist
 researcher scientist teacher

▶ WORDBUILDING noun and verb → noun

We can change the ending of some nouns to make words that describe what people do.
anthropology → *anthropologist*
win → *winner*

For further information and practice, see Workbook page 11.

- 9 Work in pairs. Take turns to choose one of the words and describe what a person in this role does. Your partner will guess the word.

This person helps you at work, but it's not your boss. *colleague*
- 10 How many different roles do you play in your life? Compare with your partner.

Well, at the moment I'm taking part in a photography competition, so I suppose I'm a competitor.

RED IS FOR WINNERS

When competitors in sport are equally matched, the team dressed in red is more likely to win, according to a new study

That is the conclusion of British anthropologists Russell Hill and Robert Barton of the University of Durham, after studying the results of one-on-one boxing, tae kwon do, Greco-Roman wrestling and freestyle wrestling matches at the Olympic Games. Their study shows that when a

competitor is equally matched with an opponent in fitness and skill, the athlete wearing red is more likely to win.

Hill and Barton report that when one contestant is much better than the other, colour has no effect on the result. However, when there is only a small difference between them, the effect of colour is sufficient to tip the balance. The anthropologists say that the number of times red wins is not simply by chance, but that these results are statistically significant.

Joanna Setchell, a primate researcher at the University of Cambridge, has found similar results in nature. She studies the large African monkeys known as mandrills. Mandrills have bright red noses that stand out against their white faces. Setchell's work shows that the dominant males – the ones who are more successful with females – have a brighter red nose than other males.

Setchell says that the finding that red also has an advantage in human sporting events does not surprise her and she adds that 'the idea of the study is very clever.'

Hill and Barton got the idea for their research because of the role that the colour red plays in the animal world. 'Red seems to be the colour, across species, that signals male dominance,' Barton says. They thought that 'there might be a similar effect in humans.' Setchell, the primatologist, agrees: 'As Hill and Barton say, humans redden when we are angry and go pale when we're scared. These are very important signals to other individuals.'

Red seems to be the colour ... that signals male dominance

As well as the studies on primates by Setchell, another study demonstrates the effect of red among birds. In an experiment, scientists put red plastic rings on the legs of male zebra finches and this increased the birds' success with female zebra finches. Zebra finches already have bright red beaks, so this study suggests that, as with Olympic athletes, an extra flash of red is significant. In fact, researchers from the University of Glasgow say that the birds' brightly coloured beaks are an indicator of health. Jonathan Blount, a biologist, says that females of many species choose to mate with the flashiest males. Now, Blount and his colleagues think they have found proof that bright red or orange beaks attract females because they mean that

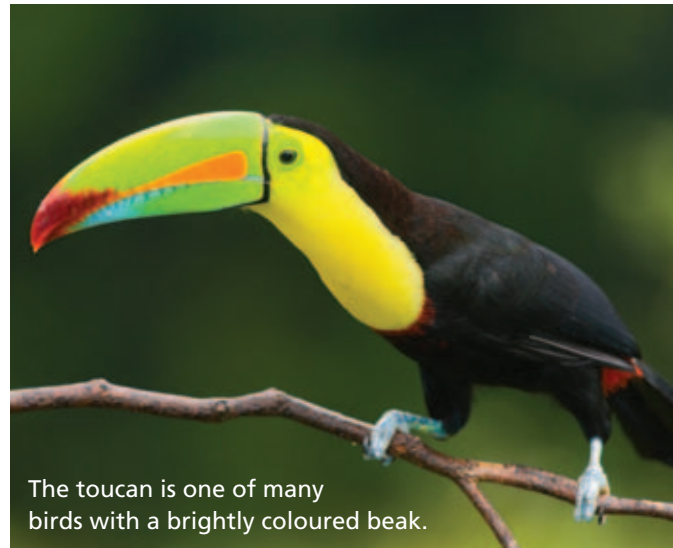
... bright red or orange beaks attract females because they mean that the males are healthier

the males are healthier. Nothing in nature is simple, however, because in species such as the blue footed booby, a completely different colour seems to give the male birds the same advantage with females.

Meanwhile, what about those athletes who win in their events while wearing red? Do their clothes give them an unintentional advantage? Robert Barton accepts that 'that is the implication' of their findings. Is it time for sports authorities to consider new regulations on sports clothing?



Team colour: red



The toucan is one of many birds with a brightly coloured beak.



The blue footed booby's feet are the main attraction.

fitness (n) /'fɪtnəs/ health and strength
flash (n) /flæʃ/ light or bright colour on a dark background
indicator (n) /'ɪndɪkeɪtə/ sign
regulations (n) /,regjʊ'leɪʃənz/ rules
significant (adj) /sɪg'nɪfɪkənt/ 1 not by chance
 2 with an important meaning
unintentional (adj) /,ʌnɪn'tenʃənəl/ not planned

1d First impressions

Real life opening and closing conversations

You never get a second chance to make a good first impression.

- Dress appropriately. A dark blue suit is great for a business meeting, a red tie or scarf suggests power and energy. But what if you work in the arts?
- Be punctual, courteous and positive.
- Make sure you know the other person's name. Use it!
- Make the other person the focus of your attention. Sound interested! Ask questions!
- Know what you want to say and say it effectively!
- Don't forget to follow up on your meeting with a phone call or an email.



1 Work in groups. Discuss the seminar handout.

- 1 Do the colours and clothes mean the same thing in your country?
- 2 What does 'punctual' mean in your country?
- 3 Do you use first names or surnames in your country?
- 4 Which advice is appropriate in your country?
- 5 Which advice is not appropriate in your country?

2 1.5 Listen to four participants at a business skills seminar in the UK. They are role-playing 'first meetings'. Tick the points on the handout the speakers follow.

3 1.5 Look at the expressions for opening and closing conversations. Listen again and tick the expressions Paula, Colin, Lucy and Yuvraj use. Which pair of participants do you think gave the best performance?

▶ OPENING AND CLOSING CONVERSATIONS

Opening a conversation

May I introduce myself?
 Allow me to introduce myself.
 How do you do? My name's ...
 Hello, how are you? I'm ...
 It's a pleasure to meet you.
 I'm very pleased to meet you.

Closing a conversation and moving on

Thanks for your time.
 It's been good talking to you.
 Let me give you my card.
 Let's stay in touch.
 Why don't I give you my card?
 How about meeting again?

5 Pronunciation short questions

a 1.6 Listen to these exchanges. Notice how the speakers use short questions to show interest.

- 1 C: I mostly work on web adverts.
P: Do you?
- 2 P: I'm in sales.
C: Oh, are you?
- 3 L: Oh yes, my brother goes to *Get fit*.
Y: Does he?

b Work in pairs. Practise the exchanges.

6 Look at the audioscript on page 173. Practise the conversations with your partner.

7 Imagine you are a participant at the business skills seminar. Complete the profile information card. Then do the seminar task. Use the expressions for opening and closing conversations to help you.

Name
Company
Position
Responsibilities
Current projects you are involved in

First Impressions Task: You are at a networking event. Introduce yourself to as many people as you can and arrange to follow up useful contacts. You only have two minutes with each person.

networking [n] /'net,wɜ:(r)kɪŋ/

4 Look at the expressions for opening and closing conversations again. Which expressions are the most formal?

8 Work in pairs. Compare the information you found out about different people in Exercise 7.

UNIT 1 REVIEW

Grammar

- 1** Work in pairs. Discuss the questions.
- 1 What do you think the life of an Olympic athlete is like?
 - 2 How do athletes prepare for top-level sports competitions?
 - 3 How do you think it feels to compete in major competitions?



- 2** Rebecca Adlington is a gold-medal winning swimmer for Great Britain. Complete the interview that she gave just before a major competition.

- 1 Q: What (this championship / mean) to you?
A: Actually, I (not / think) too much about it. I (concentrate) on what I (do) now and the process of building up to it.
- 2 Q: (what / influence) you during a race?
A: When you (hear) people cheering your name, it (make) it more exciting.
- 3 Q: (you / train) every day?
A: At the moment, I (do) a bit more than usual. I (get) Sundays off and I (have) gym work as well.
- 4 Q: How (an important competition / affect) your training routine?
A: The routine (not / change) before a major championships. But this time, we (try) different stuff in the sessions.

- 3** Work in pairs. Compare your answers from Exercise 2. Then act out the interview.

I CAN

ask and answer questions about things which are always and generally true, and routines (present simple)	<input type="checkbox"/>
ask and answer questions about things happening now (present continuous)	<input type="checkbox"/>
talk about possessions and states: thoughts, etc. (stative verbs)	<input type="checkbox"/>

Vocabulary

- 4** Tell your partner about something you do or are doing at these times. Then choose one activity of your partner's that you don't know very much about and ask follow-up questions.

always	at weekends	every day	never
often	right now	this month	this week
today	usually		

- 5** Rewrite the words for people with the missing vowels. Race your partner to see who can finish first. Do you know people who have these roles? Tell your partner about these people.

thlt	frnd	prnt
blgst	mngr	rsrchr
cllg	mnttr	scntst
cmpttr	ppnt	tchr
cntstnt		

I CAN

talk about feelings and personal states	<input type="checkbox"/>
use time expressions with the present simple and present continuous	<input type="checkbox"/>
talk about the roles people have	<input type="checkbox"/>

Real life

- 6** Work in small groups. You are at a reception for a local sports charity. Choose one of the roles from Exercise 5. Then act out conversations with different partners using these pairs of expressions to begin and end the conversation.

- 1 'May I introduce myself?'
'Let's stay in touch.'
- 2 'How do you do? My name's ...'
'Let me give you my card.'
- 3 'Hello, how are you? I'm ...'
'How about meeting again?'

I CAN

introduce myself in formal and informal situations	<input type="checkbox"/>
open and close a conversation, etc.	<input type="checkbox"/>
ask for and give personal information	<input type="checkbox"/>

Speaking

- 7** Choose a role: a successful sports person, entertainer, politician, etc. Then work in pairs. Tell your partner who you are.
- 8** Work on your own. Prepare questions to interview your partner about their success in their career. Use the ideas from Exercise 2.
- 9** Work with your partner. Take turns to ask and answer your questions.

Part 1

Speaking

Ghostwriting

Listening

An interview with a ghostwriter

Grammar

Past simple & past continuous

Vocabulary & Pronunciation

-ing and -ed adjectives, word stress

Writing

Ghostwriting a partner's experience

Speaking

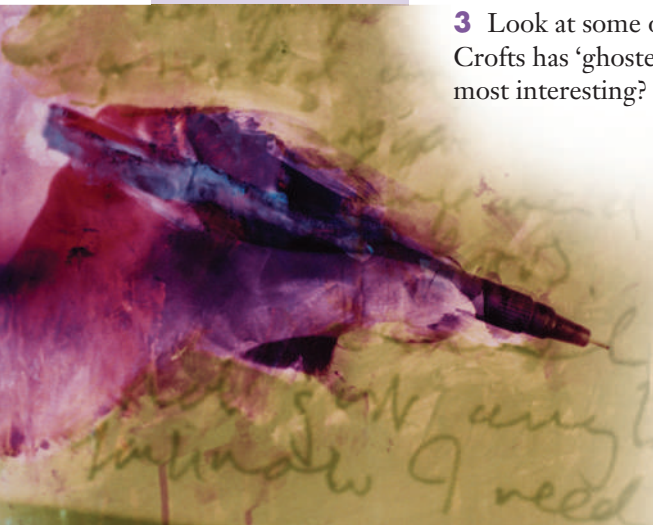
1 **1.12** What do you think a ghostwriter is? Choose a definition. Then listen to the first part of an interview with Andrew Crofts, a ghostwriter, and check your answer.

- 1 Someone who writes novels under a 'pen name' instead of their real name.
- 2 Someone who writes frightening stories.
- 3 Someone who writes a story for someone else in the other person's voice.

2 Work in pairs and discuss the questions.

- 1 What sorts of people use a ghostwriter? Why?
- 2 What do you think the advantages and disadvantages are of being a ghostwriter, compared to being an author of novels or a journalist?

3 Look at some of the books that Andrew Crofts has 'ghosted'. Which one looks the most interesting?



I wanted to find out about lives that I knew nothing about.

Andrew Crofts

Listening

1 **1.13** Listen to how Andrew Crofts became a ghostwriter. Choose the correct explanation.

- 1 An important businessman needed to write some books but his English wasn't very good, so he asked Andrew to help him.
- 2 An important businessman needed to write some books but he was too busy, so he asked Andrew to write the books.

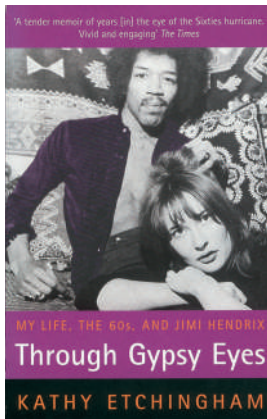
2 You are going to listen to the rest of the interview with Andrew Crofts. First check the meaning of the words and phrases in the box in a dictionary.

be a sucker for something journalism
resist skin

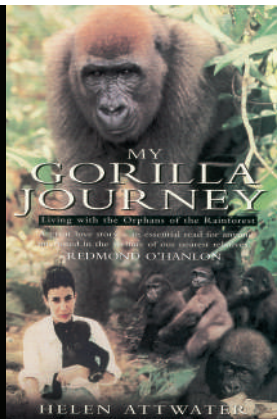
3 **1.14** Listen to the rest of the interview. Tick the reasons why Andrew enjoys being a ghostwriter.

- He finds other people's lives and stories interesting.
- He gets out of the house and meets lots of different people.
- He likes writing about film stars.
- He likes living somebody else's life for a few months.

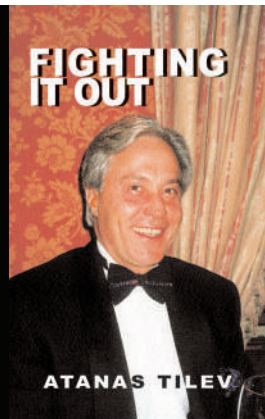
4 Work in pairs. Do you think being a ghostwriter is an interesting job? Why / Why not?



Jimi Hendrix was just starting to become famous when Kathy Etchingham became his girlfriend. This is Kathy's fascinating story of life with Hendrix in the rock 'n' roll sixties.



Helen and Mark Attwater experienced war and disease while they were looking after baby gorillas in the Congo. This is their inspiring story.



This is the amazing story of Atanas Tilev, a Bulgarian businessman. He discovered a group of people were planning to steal all the money in his country's banks – and decided to stop them.

Grammar

1 Look at the sentences. Mark completed actions in the past with ● and actions in progress in the past with →. Then complete the rules.

*Jimi Hendrix was just **→ starting** to become famous when Kathy Etchingham became his girlfriend.*

*He **● discovered** a group of people were **→ planning** to steal all the money in his country's banks.*

What were you doing before you became a ghostwriter?

- we use the past simple for _____ in the past
- we use the past continuous for _____ in the past

2 Complete this summary of *Nowhere to Hide*, another book ghosted by Andrew Crofts. Use the past simple or the past continuous form of the verbs in brackets.

Susan Francis _____ (study) to be a nurse in England when she _____ (meet) and _____ (marry) a young Iraqi civil engineer. She _____ (return) with him to Iraq. While they _____ (live) in Baghdad, the Gulf War _____ (start). This is Susan's story of what she and her family _____ (experience) while American and British forces _____ (attack) Baghdad.

3 Work in pairs and complete these sentences. Imagine they are the opening lines of a book and make them as interesting as you can. Then think of two more sentences.

- 1 She was sleeping peacefully in her bed when suddenly ...
- 2 We were watching a rather boring film at the cinema when ...
- 3 They were sitting on the plane on their way to Tokyo when ...

G Grammar focus – explanation & more practice of past simple & past continuous on page 134

Vocabulary and Pronunciation

1 Write the missing adjectives.

People and things **Feelings**
fascinating _____


_____ confused

inspiring _____

_____ shocked

embarrassing _____

_____ disappointed

2  1.15 Listen to the words. Underline the stressed syllable in each pair. Then listen again and repeat.

3 Write six sentences about your life using the adjectives in exercise 1.

I had an extremely embarrassing experience when I started my first job.

Writing

1 Work in pairs with a partner you don't know very well. A: Tell your partner more about an experience you wrote about in Vocabulary exercise 3. It doesn't all have to be true! B: take notes. Then swap roles.

2 'Ghost' your partner's experience using your notes. Write a paragraph that starts with *I was ... when ...*

I was talking to a friend at a party when ...

3 Read your partner's paragraph. Are all the facts correct? Is it easy and interesting to read?



UNIT 2 Lives & Legends

Part 2

Vocabulary

Relationships

Reading

White Teeth

Grammar

Past perfect & past simple

Pronunciation

Weak forms



Vocabulary

1 Work in pairs. Explain the difference between ...

- a grandfather and a great-grandfather.
- a friend and an acquaintance.
- a colleague and a boss.
- a fiancée and an ex-wife.
- a stepbrother and a half-brother.

2 Match the sentence beginnings 1–6 to the endings a–f.

- | | |
|---|---|
| 1 My brother and I <i>have a lot</i> | — |
| 2 We sometimes argue, but we usually <i>get on</i> | — |
| 3 He <i>puts</i> | — |
| 4 We've argued but we've never really <i>fallen</i> | — |
| 5 We live in different cities but we <i>keep</i> | — |
| 6 I hope I don't <i>lose</i> | — |
- a *in touch* by email.
 b *out with* each other.
 c *quite well*.
 d *touch with* him.
 e *in common*.
 f *up with* my bad temper.


3 Use the phrases in exercise 2 to make sentences about a person in your family or a person you know well.

I have a lot in common with my mother.
I can't put up with my flatmate's mess.

4 Work in pairs and compare your sentences.

Reading

1 What are some common reasons for family disputes? Think of one or two and tell a partner.

2  **1.16–1.17** Read and listen to the summary and extract from *White Teeth*. Summarise what the extract is about in one sentence. Compare your sentence with other students.

3 Read the texts again and decide if the sentences are true (T), false (F), or if the text doesn't say (D).

- 1 Alsana wants her son to stay in England.
- 2 Samad wants his son to have a Bangladeshi education.
- 3 The son doesn't want to go to Bangladesh.
- 4 Alsana doesn't speak to her husband for eight years.
- 5 Alsana's punishment has no effect on Samad.

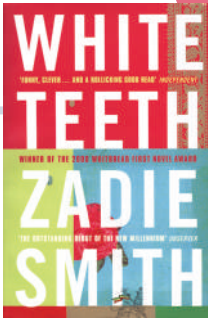
4 Work in pairs. Choose **one** of the tasks below.

A Read the questions and answers between Samad and Alsana in the extract. Then invent three other questions that Samad asks Alsana and write her answers.

B What do you imagine Samad and Alsana are like? Write a description. Include physical characteristics and personality.

C Was Samad wrong to send his son to Bangladesh? Was Alsana right to punish her husband? Think of reasons for and against each decision.





White Teeth

White Teeth is the story of two wartime friends - the Bangladeshi Samad Iqbal and the Englishman Archie Jones, and their families in London. One day Samad decides that his son must go back to Bangladesh for his education. Alsana, the boy's mother, doesn't agree. Samad sends his son back to Bangladesh, but doesn't tell his wife until after his son has gone. She decides to punish him.

Alsana had decided to stop speaking directly to her husband. Through the next eight years she would determine never to say yes to him, never to say *no* to him. That was her promise, that was her curse upon Samad, and it was exquisite revenge.

■■■

It got to the point where if somebody said 'yes' or 'no' to Samad in the street or in the restaurant, he hardly knew how to respond, he had come to forget what those two elegant little signifiers meant. He never heard them from Alsana's lips. Whatever the question in

the Iqbal house, there would never again be a straight answer.

'Alsana, have you seen my slippers?'

'Possibly, Samad Miah.'

'What time is it?'

'It could be three, Samad Miah, but Allah knows it could also be four.'

'Alsana, where have you put the remote control?'

'It is as likely to be in the drawer, Samad Miah, as it is behind the sofa.'

And so it went.

Grammar

1 Look at the sentences about *White Teeth*. In each sentence underline the event in bold which happened first.

- Samad **put** his son on a plane to India and then **told** his wife.
- Alsana **didn't answer** her husband. She **had decided** to punish him.
- When the son **came back** home, he **had changed** and Samad was disappointed with him.

2 Complete the rules.

Alsana **had decided** to stop speaking directly to her husband.

- we form the past perfect with *has/had* and a past participle
- we use the past perfect to talk about an event in the past that happened *before/after* another event or a specific time in the past

3 Read these sentences about other family situations. Write what you think happened before. Think of reasons. Use the past perfect.

- The husband moved out of the family house.
- The daughter stopped keeping in touch with her mother.
- The two brothers fell out.
- The grandmother refused to babysit for the grandchildren.
- The son's girlfriend didn't answer his calls anymore.

G Grammar focus - explanation & more practice of past simple & past perfect on page 134

Pronunciation

1 How are the underlined verbs pronounced?

- She had stopped speaking to her husband.
- He hadn't seen his son for eight years.
- She can talk to her son on the phone.
- She's very angry with him. They can't be in the same room together.

2 1.18 Listen and check your answers. Then complete the rules with the words in the box.

affirmative sentences negative sentences
questions short answers

- We usually use the weak form of an auxiliary verb (or *be*) in _____.
- We usually use the strong form of an auxiliary verb (or *be*) in _____, _____ and _____.

3 1.19 Listen and repeat the quotes about family life. Pay attention to the weak forms.

- You can choose your friends but you can't choose your family.
- Blood is thicker than water.
- A son is a son until he takes a wife, a daughter is a daughter all her life.
- Absence makes the heart grow fonder.
- Out of sight, out of mind.
- Like father, like son.

4 Work in pairs. Do you agree with the quotes? Are there similar quotes in your country? Can you explain them in English?

Glossary

curse (*noun*) - an unpleasant situation or influence that continues for a long time

slipper (*noun*) - a soft comfortable shoe you wear in the house

straight answer (*noun*) - a direct answer



Zadie Smith is an award-winning British novelist. *White Teeth* (2000) was her first novel which she wrote when she was 25 years old. It won many awards.

Part 3

Speaking & Listening

A fairy tale

Grammar

Modifiers

Vocabulary & Pronunciation

Extreme adjectives, word stress

Reading & Speaking

Grimms' fairy tales



A fairy tale is a traditional, fictional story. Fairy tales have a long history and exist in all cultures. Early fairy tales were stories for both adults and children.

Speaking and Listening

1 Look at the picture on the left from the fairy tale *Hansel and Gretel*. Do you know this story?

2 Work in pairs. Describe the picture.

- Who can you see?
- Where are they?
- What is happening?

Useful phrases

- There's a forest / cottage / witch.
- The picture shows ...
- In the foreground / background ...
- It/He/She looks ...

3 Read the questions. Do you know the correct answers?

- 1 Why were the children alone in the forest?
 - a Their parents took them into the forest and left them there.
 - b They went for a walk and got lost.
- 2 What happened at the witch's cottage?
 - a The witch killed Hansel but Gretel escaped.
 - b Gretel killed the witch.

4 1.20 Listen to the story of *Hansel and Gretel* and check your answers to exercise 3.

5 Listen again. Think of at least one adjective to describe each of the characters in the box. Then work in pairs and compare your answers.

Gretel Hansel the stepmother
the witch the woodcutter

Grammar

*The children were **quite** tired.*
*The woodcutter was **terribly** sad.*
*They lived **very** happily together.*

- use words like *quite*, *very* and *terribly* to make adjectives and adverbs stronger or weaker
- the modifiers *a bit* and *really* are mostly used in spoken language

1 Put the modifiers in the box into the correct column.

a bit extremely fairly quite rather
really terribly very

to make words stronger (+)	to make words weaker (-)
	a bit

2 Complete the fairy tale. Use modifiers to make the words stronger (+) or weaker (-). Then work in pairs and read your stories to each other.

Little Red Riding Hood

One day Little Red Riding Hood went to visit her grandmother who was _____ (+) ill. In the forest she met a wolf who asked her where she was going. Red Riding Hood was _____ (-) frightened but she told him. The wolf ran to the grandmother's house, ate her and put on her clothes. When Red Riding Hood arrived she thought her grandmother looked _____ (-) different. 'What _____ (+) big ears you have, Grandmother,' Red Riding Hood said. 'What _____ (+) big eyes you have, Grandmother ... and what _____ (+) big teeth you have ...'. Suddenly the wolf ate Red Riding Hood. Then he felt _____ (-) tired and fell asleep. After a while a woodcutter came by and cut open the wolf, and out came Red Riding Hood and her grandmother.

Grammar focus – explanation & more practice of modifiers on page 134



If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales.
Albert Einstein

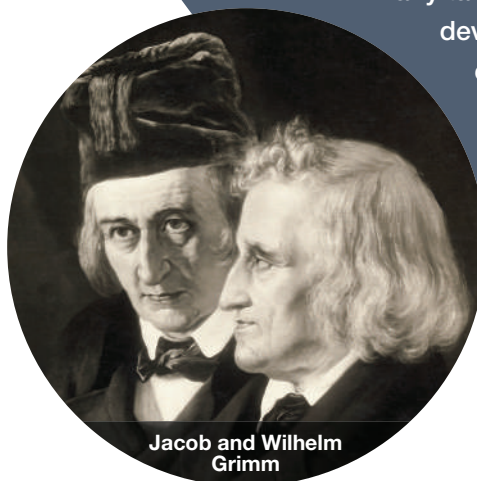
Grimms' fairy tales

Hansel and Gretel and **Little Red Riding Hood** are two examples of ancient stories which were collected by Jacob and Wilhelm Grimm. The first edition of their collection of stories *Children's and Household Tales* appeared in 1812 in Germany but many of the stories come from other parts of Europe, the Middle East or Asia. *Children's and Household Tales* has been translated into more than 160 languages. The Grimm tales usually have a social or a moral message. The message of *Hansel and Gretel* and *Little Red Riding Hood*, for example, is 'Don't trust strangers'.

The original Grimm tales were extremely violent and frightening. The Grimms themselves, as well as other storytellers and publishers, changed many of the stories over the years, so that the tales have become less scary. But are fairy tales really too frightening for children?

The psychologist Bruno Bettelheim argued that fairy tales are important for child

development; reading fairy tales can help children learn about life, deal with their fears and achieve their dreams. In many fairy tales a young person experiences terrible problems with an adult – but the young person wins. There is often a happy ending.



Jacob and Wilhelm Grimm

Vocabulary and Pronunciation

1 Look at the sentences from the Listening. Complete the meanings of the words in bold.

- The forest was **enormous** (very _____) and they couldn't find the way home.
- Their father was **delighted** (very _____) to see them.
- He had been **miserable** (very _____) since he had left the children in the forest.

2 Match adjectives 1–6 to definitions a–f.

- | | |
|--------------|------------------|
| 1 ancient | a very angry |
| 2 filthy | b very bad |
| 3 astonished | c very old |
| 4 exhausted | d very surprised |
| 5 furious | e very dirty |
| 6 terrible | f very tired |

3 1.21 Listen and repeat the sentences. Which words are stressed?

- His house wasn't just big, it was enormous.
- I wasn't just pleased, I was delighted.
- She wasn't just sad, she was miserable.

4 Work in pairs. Make similar sentences using the words in exercise 2. Practise saying them, paying attention to your intonation.

5 Complete the sentences so they are true for you.

- I get furious when ...
- I'm always astonished when I ...
- I get exhausted when ...
- I'm always delighted when ...
- I sometimes feel miserable when ...

6 Work in pairs. Read three of your sentences from exercise 4 to each other. Tell your partner if you feel the same.

A: *I get furious when people eat on the bus or train. It's bad manners!*

B: *Me too. I hate that. / Really? That doesn't bother me.*

Reading and Speaking

1 What problems do children have to deal with today? Do you think fairy tales can help children to deal with real-life situations?

2 1.22 Read and listen to the text. Choose the best subtitle.

- Escape from reality
- Learning for life
- For adults only

3 Work in pairs and discuss the questions.

- Are fairy tales frightening?
- Are children too protected today?
- Do fairy tales still have an important place in your culture?



UNIT 2 Lives & Legends

Part 4

Vocabulary

Prepositions

Reading

Legendary places

Grammar

used to & would

Writing

A mini saga

Vocabulary

1 Look at the picture and complete the description with the prepositions in the box.

above against beside around
beneath beyond within

There is a tall, dark tower. In front of the tower is a horse. _____ the horse there is a man. There is a princess _____ the tower. _____ the tower there is a secret tunnel. _____ the tower wall there is a ladder. _____ the tower there is a circle of trees. _____ the trees there are some mountains. _____ the tower there is a dragon.

Language note: the prepositions *beneath* and *within* are more common in literary or formal texts

2  1.23 Listen and check your answers.

3 Choose the correct word to complete the sentences.

- The secret garden was deep *within* / *above* the forest.
- We couldn't see the tower, it was *behind* / *in front of* the mountains.
- At the top of the hill, far *above* / *within* the village, there was a single house.
- The travellers saw a group of trees and *beyond* / *beneath* them, some red hills.
- The legendary city of Atlantis was *beneath* / *around* the sea.

Reading

1 Look at the names of three legendary places in the box. What do you know about these places?

Atlantis El Dorado Shangri-La

2 Work in three groups.

Group A: read about Shangri-La on page 25.
Group B: read about Atlantis on page 126.
Group C: read about El Dorado on page 128.

Answer the questions for your text.

- Where is the place?
 - Where does the legend come from?
 - What does the legend mean today?
- 3 Work in groups of three, with one student from group A, B and C. Tell your group about your place.

4 Work with your group and answer the questions.

Which place ...

- suffered a natural disaster?
- was written about first in a book?
- represents a place where you can get rich?
- is a place of great natural beauty?
- was based on the story of a king?
- was ruled by dishonest people?

Extend your vocabulary – ways of talking about meaning

When you want to talk about meaning, you can use the following verbs.

mean: It means 'Golden One' in Spanish.

represent: This colour represents good things, happiness.

symbolise: The marks on the wall symbolise protection.

Do these things mean anything special in your culture? Use the verbs above to talk about their meaning.

- the colour green
- the number 13
- a red rose
- a snake



Legendary places

– modern meanings

Grammar

Conway **used to** be a British diplomat.
The Ancient Greeks **used to** talk about Atlantis.
The king **would** cover his body in gold.

- use *used to* to talk about habitual states or actions in the past
- use *would* to talk about habitual actions in the past. We don't use *would* to talk about states
- the negative of *used to* is *didn't use to*
- the question form of *used to* is *Did ... use to?* We don't usually use *would* in questions about the past

1 Complete the sentences with *used to* or *would*. Sometimes more than one answer is possible.

- 1 One of the most famous legendary places in Britain is Camelot. According to the legend, King Arthur _____ live there.
- 2 He _____ meet his knights at the Round Table.
- 3 They _____ sit around the table and share stories.
- 4 Historians _____ believe that the Round Table really existed, but they now say it is probably just a legend.

2 Choose three topics and write down the information.

- a place you used to live in / work at
- a place you would visit with family when you were younger
- an activity you would do when you were younger
- an activity you didn't use to do, but you do now
- a person you used to be afraid of
- something you used to believe was true, but you don't now

3 Work in pairs. Tell each other about the things you wrote in exercise 2. Ask your partner questions.

G Grammar focus – explanation & more practice of *used to* & *would* on page 134

The mountain paradise **Shangri-La** is an imaginary valley deep within the Himalayas. It was described in the 1933 novel *Lost Horizon* by British author James Hilton. The main character of *Lost Horizon* is a European called Hugh Conway. Conway used to be a British diplomat but disappeared after a mysterious plane crash over the mountains of Tibet. After the crash Conway, another diplomat, Mallinson, and two other companions discover the inspiring and mystical world of Shangri-La. Mallinson feels it is a prison but Conway sees it as a paradise.

The legend of Shangri-La has different meanings. It represents a perfect place that is hidden from modern society. It also symbolises a person's life-long quest for happiness and love.

Glossary

- paradise** (noun) – a perfect place
quest (noun) – a long difficult search

A mini saga is a story in exactly 50 words.
The idea was popularised by a competition in the British newspaper *The Daily Telegraph*. It is now possible to find many mini sagas on the internet.

Writing

1 Read the definition of a mini saga.

2 You are going to write a mini saga about a legendary place. You can write about a place you know, or you can invent one. Make notes for your story. Use the ideas in the table to help you.

Places	People	Phrases
a tower	a very poor woman and her father	Once upon a time ...
a mysterious city	a cruel king	There used to be ...
a cemetery	a lonely millionaire	People used to say ...
a castle	two twin brothers	Nobody knew where ...
an old house	a lonely actor	It was a mystery / a legend ...

3 Write your mini saga. Then work in groups. Read out your sagas and decide which is the best.



a



b

Warm up

1 Work in pairs. Look at the pictures and compare and contrast them.

- Who are the people in the photos? Describe them.
- Where are they? What do you think they are listening to?
- How would you describe their mood?

2 Write down what you think one of the people in each picture is thinking. Then work in pairs and compare what you wrote.

Listening

1 1.24 Listen. What is the situation? Who is speaking?

2 What is the speaker talking about? Choose one of the topics in the box.

company news economics maths philosophy
sales techniques time management

3 Listen again. Are the sentences true (T) or false (F)?

- 1 Confucius thought duties were very important.
- 2 Most of Confucius's followers were educated men.
- 3 His followers had no problems living the way Confucius expected.
- 4 He expected his followers to be unselfish.
- 5 His favourite student was the son of a rich man.

Language focus

1 Match the general statements 1–3 from the listening to the examples a–c. Then listen again and check.

- 1 Generally speaking he believed that people have obligations rather than rights,
 - 2 On the whole, Confucius's students were young men from good families,
 - 3 Most of the time, however, these students found it difficult to live in the way that Confucius expected;
- a such as the sons of bankers or officials.
b for instance, Confucius thought people should always think of the interests of other people.
c for example to one's family and one's elders.

2 Underline the phrases used to make general statements and the phrases used to give examples in the sentences in exercise 1.

Speaking

1 Work in pairs. Choose **one** of the tasks below. Use the new expressions you have learnt.

A Tell your partner about ...


- something you generally like and give examples.
- something you don't generally enjoy and give examples.

B Tell your partner about a member of your family or a friend. Make three general statements and give specific examples.

Warm up

- 1 Work in pairs and discuss these questions.
 - How much influence do parents and older family members have in your culture?
 - Are famous people important role models in your country? Do you think they influence people's lives?

Listening

1  1.25–1.28 Listen to four people talk about people who have had an important influence on their lives. Who influenced them?



- 1 Martin, Czech Republic _____
- 2 Eva Maria, Switzerland _____
- 3 Abdul, Saudi Arabia _____
- 4 Erica, Italy _____

2 Listen again. How did these people influence the speakers? Read the sentences and correct the two that are false.

- 1 Martin: They encouraged him and helped him in his career.
- 2 Eva Maria: She talked to her about art.
- 3 Abdul: He encouraged him to learn more about the theoretical side of computer science.
- 4 Erica: She taught her how to study at university.

Language focus: *stuff*

1 Look at the word *stuff* in these sentences from the listening. Then work in pairs and answer the questions.

- My parents really influenced me a lot in my career, in my goals for all this *stuff*.
- They helped me if I had some problems or *stuff*.
- We spent a lot of time together, just going out and see exhibitions and just *stuff* like that.

- 1 What does *stuff* mean?
- 2 Is it a formal or informal word?
- 3 Do you think it's a countable or uncountable noun?

2 Rewrite these sentences using the word *stuff*.

- 1 Put all your bags and coats in the back of the car.
- 2 Most people have too many belongings.
- 3 Our supermarket sells all sorts of products.
- 4 I gave all my baby equipment to my sister.
- 5 Who put all these things on my desk?
- 6 There are a lot of good articles and tips on her website.

Speaking

1 Think about someone who has had an important influence on your life. Think about these questions and make some notes.

- What are they like?
- How did you meet them?
- How have they influenced you?

2 Work in pairs. Tell your partner about the person. Use your notes and the useful phrases to help you.

Useful phrases

- He/She has a very ... personality.
- He/She has always encouraged me to ...
- He/She was a big influence on my life because ...
- He/She taught me lots of stuff about ...
- He/She helped me with ...
- We used to ... and stuff like that.

Reading

1 Read Jiwon's version of a traditional Korean folk tale. Choose the best title.

- The injured bird
- A tale of two brothers
- The magic gourd

Long ago, there was a rich man who had two sons. The older brother, who was called Nolbu, was greedy and lazy. By contrast, his younger brother Hungbu was hard-working and kind-hearted. When their father died, Nolbu inherited his house and land, but Hungbu received nothing.

One day when Hungbu was working in the fields, he found a bird which had broken its leg. He took the bird home and looked after it carefully. The bird gradually became stronger, and when summer came, it flew away to a warm place. A year later the bird flew back and gave Hungbu a seed. Hungbu sowed the seed and it soon grew into a plant which produced many gourds. When Hungbu opened one of the gourds, he was amazed to see that it was full of treasure. The next day he bought an enormous house and moved there with his family.

When he heard about his brother's good luck, Nolbu was extremely jealous and decided to do the same as his brother. He also found a bird, but he broke its leg and looked after it until it became strong. The bird also gave him a seed, which produced several gourds. However, when Nolbu opened one of the gourds, goblins immediately came out of it and stole all his money. After that Nolbu felt ashamed so he went to his brother to ask for help. Hungbu was sorry for him and so he invited him to share his house. Both brothers and their families lived happily ever after.

2 Read the story again. Are these sentences true for Hungbu (H), Nolbu (N), or both?

- He became rich.
- He did not work hard.
- He found an injured bird.
- He broke a bird's leg.
- He received a seed from a bird.
- He found treasure inside a gourd.
- All his money was stolen.
- He felt sorry because he had behaved badly.
- He was kind to his brother.

3 Do you think the story teaches a lesson? If so, what is it?

Writing skills: complex sentences

A clause is a sentence which has a subject and a verb.

Their father died. Nolbu inherited his house and land.

Use *and*, *but*, *so* and *when* to join clauses together to make a complex sentence. With *but*, *so* and *when*, we often use commas to separate the clauses.

When *their father died*, Nolbu inherited his house and land, **but** Hungbu received nothing.

After *and*, it is not necessary to repeat the subject if it is the same in each clause.

He took the bird home **and** *looked after it carefully*.

1 Underline other places in the story where Jiwon has used *and*, *but*, *so* and *when* to join clauses.

2 Join the clauses with the words in brackets to make complex sentences.

- Hungbu sold the treasure. He bought an enormous house. (*and*)
- Hungbu opened the door. The bird flew away. (*when*)
- Hungbu found the bird. He felt sorry for it. He took it home. (*when, so*)
- Hungbu worked hard. He gave money to his family. His brother was lazy. He never gave money to anyone. (*and, but, and*)

Preparing to write

Think of a traditional folk tale from your country or story you knew when you were a child. Make notes about the story. Then work in pairs and tell your partner the story.

Storytelling expressions

- Long ago ...
- Once upon a time ...
- They lived happily ever after.

Writing

Write your story. Use your notes and the useful phrases to help you. Use complex sentences and time expressions.

Grammar

1 Delete the verb forms which are not possible. Sometimes more than one verb form is correct.

As a child, I (1) *used to love / would love / loved* fairy tales, and my mother (2) *often told / would often tell / often used to tell* me the story of Jack and the Beanstalk. Jack and his mother (3) *were / would be / used to be* very poor.

One day, Jack (4) *used to exchange / exchanged / was exchanging* the family cow for a magic bean. That night, he (5) *planted / had planted / was planting* the bean and the next morning he was astonished to see that it (6) *grew / had grown / used to grow* into an enormous beanstalk as high as the sky. Immediately, Jack (7) *was climbing / climbed / had climbed* up the beanstalk, and soon he (8) *came / was coming / had come* to a giant's house. While the giant (9) *would sleep / was sleeping / had slept*, Jack (10) *stole / was stealing / had stolen* the giant's treasure. But suddenly the giant (11) *woke up / was waking up / had woken up*. He (12) *used to be / had been / was* furious that his treasure (13) *disappeared / had disappeared / would disappear*. But while the giant (14) *followed / was following / had followed* Jack down the beanstalk, Jack (15) *had cut / cut / would cut* it down.

The giant (16) *died / had died / was dying* and Jack and his mother (17) *lived / were living / had lived* happily for the rest of their lives.

2 Complete the modifiers.

Strong: e_____ly, r_____ly, t_____ly, v_____y
Weak: qu_____e, f_____ly, r_____r, a b_____

Vocabulary

Which word or phrase is different in each group? Why?

- colleague acquaintance fiancée great-grandfather
- ancient furious dirty astonished
- inspiring disappointing shocking embarrassing
- while within against beyond
- disappointed confused exhausted shocking
- mean protect symbolise represent
- fall out have a lot in common get on keep in touch
- grandfather fiancée stepbrother ex-wife

Speaking and Writing

1 Write four sentences about when you were a child, using *used to* or *would*. Write one false sentence.

2 Work in small groups and read your sentences. Your group ask questions about the sentences and guess which sentence is false.

Improving your reading skills

1 Work in pairs and discuss these questions.

- Do you enjoy reading? What have you read recently in your own language?
- Which of these have you read in English? Give details.

newspapers	magazines
websites	novels or graded readers
letters	instruction manuals
emails	internet chat sites
brochures	blogs
text messages	menus

There are different ways of reading a text:

- * **Intensive reading:** reading a text carefully in order to understand everything in detail
- * **Skimming:** reading a text quite quickly to understand the main ideas
- * **Scanning:** looking through a text in order to find a particular piece of information

2 Match the types of text with a way of reading. What would the way of reading depend on? Then work in pairs and compare your ideas.

- | | | | |
|------------|-----|-----------------------|-----|
| • a poem | ___ | • a newspaper article | ___ |
| • a recipe | ___ | • a grammar page | ___ |
| • a bill | ___ | • a holiday brochure | ___ |
| • a blog | ___ | • a love letter | ___ |

- Read it intensively, perhaps more than once.
- Skim it then read it intensively.
- Skim it then move on.
- Scan it then read part of it intensively.
- Scan it then move on.
- Read it aloud.

3 Work in pairs and discuss these questions about the ways of reading in exercise 2.

- For which way(s) of reading do you need to understand every word?
- In which way(s) of reading do you look for key words (the most important words, often repeated)?
- How do you use a dictionary for each way of reading?
- In which ways did you read the texts in this unit?

4 How can you improve your reading skills in the future? Try to think of two ideas. Then work in pairs and compare.

I'm going to ...

Part 1

Speaking

19th Century Cree
Indian quotation

Reading

The Sacred Balance

Extend your vocabulary

land & country

Vocabulary & Speaking

Collocations for the
natural world

Speaking

1 Look at the 19th century Cree Indian quotation below. How do you think it finishes? Work in pairs and brainstorm two different endings.

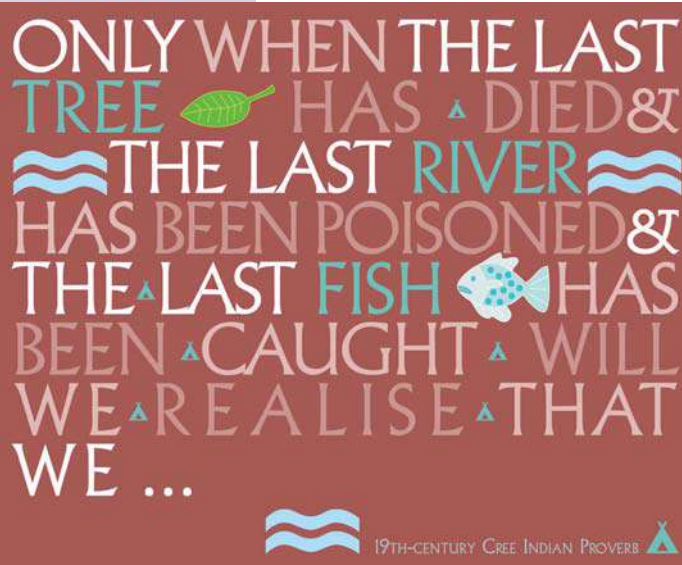
2 Compare your answers with another pair. Which do you think is the more interesting answer? Now check the original completed quotation on page 131.

3 Find the parts in the text where the author expresses the following ideas and discuss how he uses language to emphasise his opinions. Do you think this kind of language makes his argument more or less effective?

- 1 We believe we can control our surroundings and that nature can't control us.
- 2 Our food is not natural and we don't know where it comes from.
- 3 We don't know where our water comes from.
- 4 We are not prepared to change our way of life.
- 5 In the future, policy decisions will increasingly have little connection with reality.
- 6 We are very responsive to phones and computers.

4 Work in pairs. Discuss the questions.

- This book was written in 1997. Do you think the author's argument is more or less valid now?
- Do you feel that people are disconnected from the land? Do you feel like that?



Reading

1 You are going to read an extract from *The Sacred Balance*. Which of the arguments below do you think the author is making?

- 1 We have become disconnected from nature.
- 2 We are more connected with nature now than before.
- 3 It is impossible for humans to be connected to nature.

2 Read the extract to check your answer. Find at least three reasons that the author gives to support his argument.

Extend your vocabulary –
land and country

Country is the usual word for talking about a large area of land with recognised political borders.

Brazil is a big country.

Land can mean the same as *country*, but it is often a literary word. People call a place a *land* when they want to be mysterious or to sound emotional or old-fashioned.

In a land far, far away ...

Complete the sentences with *land* or *country*.

- 1 I'm quite proud of my _____; I think we have done many good things.
- 2 The old sailors say that there is a _____ across the sea where strange and wonderful things happen.
- 3 The _____ in the far north of Canada is largely uninhabited.
- 4 Malta, with its mixture of cultures, is a very interesting _____ to visit.



The sacred balance

In a human-made environment, surrounded by animals and plants of our choice, we feel ourselves to have escaped the limits of nature. Weather and climate impinge on our lives with far less immediacy. Food is often highly processed and comes in packages, revealing little of its origins in the soil. (...) We forget the source of our water and energy, the destination of our garbage and our sewage. We forget that as biological beings we are as dependent on clean air and water, uncontaminated soil and biodiversity as any other creature. Cut off from the sources of our food and water and the consequences of our way of life, we imagine a world under our control and will risk or sacrifice almost anything to make sure our way of life continues.

As cities continue to increase around the world, policy decisions will more and more reflect the illusory bubble we have come to believe as reality.

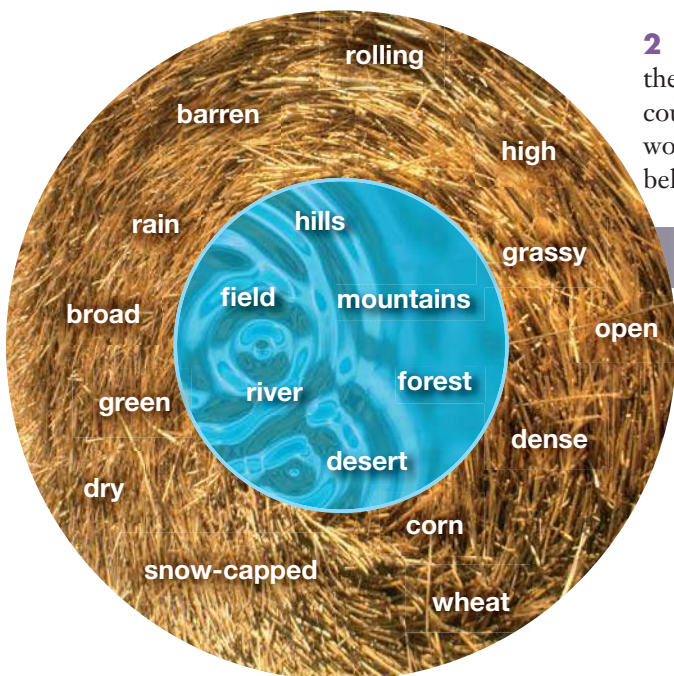
As we distance ourselves further from the natural world, we are increasingly surrounded by and dependent on our own inventions. We become enslaved by the constant demands of technology created to serve us. Consider our response to the insistence of a ringing telephone or our behavioural conformity to the commands of computers. Divorced from the sources of our own existence, from the skills of survival and from the realities of those who still live in rural areas, we have become dulled, impervious, slow.

Through our loss of a worldview, our devotion to consumerism and our move into the cities and away from nature, we have lost our connection to the rest of the living planet. (...) We must find a new story, a narrative that includes us in the continuum of Earth's time and space, reminding us of the destiny we share with all the planet's life, restoring purpose and meaning to human existence.

The Sacred Balance was written by David Suzuki, Japanese-Canadian academic, science broadcaster and environmental activist

Vocabulary and Speaking

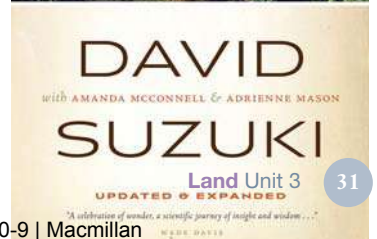
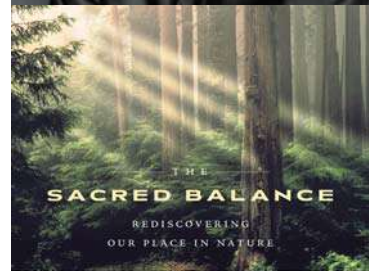
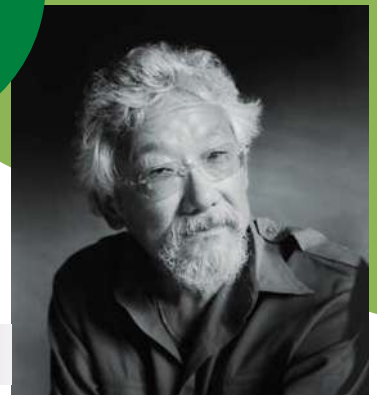
1 Match the words in the outer circle with the words in the inner circle to describe features of the natural world.



2 Prepare a short talk describing the natural features of your country, or a country you know well. Use some of the words from exercise 1 and the expressions below to help you.

Useful phrases

- In the north / south / east / west of the country there are ...
- The capital is in the ... part of the country, and it's surrounded by ...
- There's a famous ...
- People love to go and see the ...



Part 2

Speaking & Writing

A news story

Listening

A news story

Pronunciation

Contractions

Vocabulary

land



Speaking and Writing

1 Work in pairs. Read the questions. Then think of two more questions you could ask a partner.

- Do you read a newspaper? Which one?
- Do you ever get news from the internet? Which site?
- How often do you get the news? Every week? Every day? More than once a day?
- Do you know anyone who works in the news? What do they do?
- Do you think there is too much bad news these days?
- What is the latest interesting news story you remember?

2 Work in pairs. Choose four questions to ask and answer. Include your own questions.


3 You are going to write a short news story. Look at the words in the box. Follow the rules below.

- the news story must contain all these words
- you can add any other words you like
- you can change the form of the words
- the words can appear in any order
- you can repeat the same word

airport flock of birds hit
land pilot plane river survive

4 Work in small groups. Read and compare your news stories. Then choose the most interesting one to read to the class.

Listening

1  **1.44** You are going to hear a true news story which contains all the words from Speaking and Writing exercise 3. Listen to the story. How similar is the story to yours?

2 Listen again. Put the words from Speaking and Writing exercise 3 in the correct order.

3 Work with a partner. Retell the story that you just heard, using the words from exercise 2 to help you.

4 Discuss the following questions:

- Had you heard this story before?
- How would you describe the pilot?
- This is an example of what news broadcasters call a 'feelgood story'. Why do you think that is?
- Can you think of any other feelgood stories in the news recently?

5 Look at some examples of the characteristics of news stories. Then turn to the audioscript on page 151 and find other examples.

- 1 An example of direct speech: *'filled with big, brown birds'*
- 2 Very specific details about the event or characters: *... flew into a flock of birds at 1,000 metres*
- 3 Adjective phrases to give more detail: *a split-second decision*
- 4 Time phrases: *At the moment of impact ...*



Pronunciation


1 Read the sentence from the pilot's transcript:

'We're gonna be in the Hudson.'

What does 'gonna' mean?

2 What do you think these reduced forms mean?

didja doncha dunno gimmie
gotta kinda

3  1.45 Listen to the sentences and write what you hear. Then check your answers to exercise 2 above.

Language note: these forms are characteristic of spoken English. They are considered very informal and incorrect in formal writing. 'Doncha' /dəntʃə/ and 'didja' /dɪdʒə/ are very rarely written even in informal English.



Vocabulary

1 Look at the summary of the dictionary entry for the different meanings of the verb *land*. Match each meaning to a sentence a to e.

land /lənd/ (verb) ***






- arrive / bring
 - come down to ground
 - get something you wanted
 - be in a bad situation
 - catch fish
- a At the age of 19 she **landed** a small part in a musical play.
b ... they managed to **land** quite a good catch of tuna despite the weather conditions.
c Thousands of letters **land** on her desk every morning.
d I think my plane **lands** a little after midnight.
e She **landed** up in hospital with a broken leg.

2 Choose two categories from the *Happy Landings!* questionnaire. Complete with your ideas. Then compare with a partner.



HAPPY LANDINGS!

Think of three ...

-  things that, if they landed on your desk, would make you very happy.
-  things that could land you in serious trouble with the police, especially in your country.
-  places you might have landed up if your life had been different.
-  people who, if they landed on your doorstep, you wouldn't be happy to see.
-  jobs you would love to land, if you had the chance.

Part 3

Vocabulary & Speaking

The sea


Reading

Amazing Ocean Facts

Grammar

Present perfect
simple & continuous,
past simple

Vocabulary and Speaking

1  **1.46** Close your books. Listen to the sounds on the recording and write all the words that they make you think of. Compare with a partner.

2 Put the words below into different groups and give each group a heading. Use a dictionary to help you. Were any of these words on your list from exercise 1?

current dive jellyfish sand seagull
seashells seaweed shellfish ship
snorkel tanker tide waterskiing
wave yacht







3 Work in pairs. A: draw a picture of one of the words but don't say what it is. B: say the word. Swap roles and repeat.

Reading

1 Read *Amazing Ocean Facts* on page 35. What do you think? Give each fact a rank from 1 to 3.

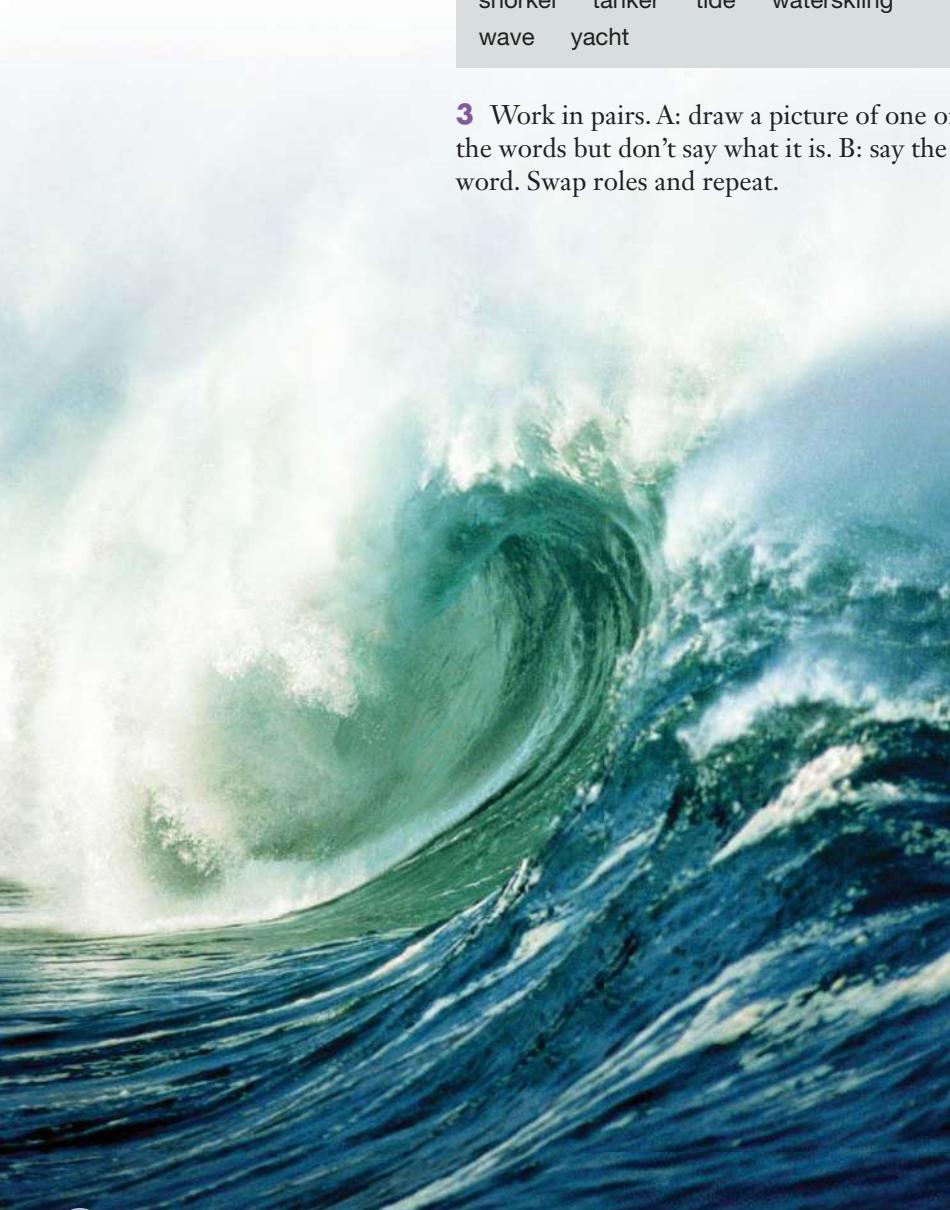
- 1** = yes, this is an amazing fact
2 = this is interesting, but not amazing
3 = this is not really an amazing fact

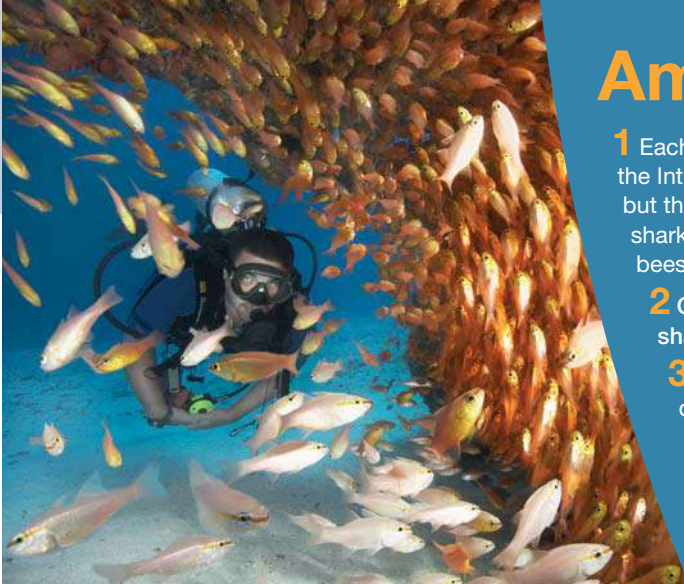
2 Look at the sentences below. Find them in the text. What words has the author written / changed to make the sentences sound more 'amazing'?

-  Although deaths from shark attacks get a lot of attention, more people are killed each year by elephants, bees, crocodiles, lightning or many other natural dangers.
-  Up to 80% of all life on earth is found under the ocean surface.
-  This wave occurred in the Gulf of Alaska in 1899.
-  If all the world's ice melted, scientists estimate that the oceans would rise by 66 metres, causing great damage to human life.
-  Even in this day of modern technology, the seas are still used for a lot of human activity.
-  Life on land has existed for 400 million years, which is just a short time, geologically speaking.

3 Work in pairs. Choose three questions from the list below and discuss.

- How far do you live from the sea? Would you like to live closer?
- What role does the sea play in your country's economy?
- Would you ever live on a boat if you had the chance? Why or why not?
- Do you know any other interesting facts about the sea?
- Are there any sea expressions or proverbs in your language? What are they in English?





Amazing Ocean Facts

- 1 Each year there are 50–75 shark attacks resulting in 3–10 human fatalities, according to the International Shark Attack File. The number of reported shark attacks has been rising, but this is perhaps because of an increase in media coverage. Although deaths from shark attacks get a lot of attention, far more people are killed each year by elephants, bees, crocodiles, lightning or many other natural dangers. **1 2 3**
- 2 On the other hand, there are anywhere between 20 to 100 million shark deaths each year resulting from human fishing activity. **1 2 3**
- 3 Over half of all life forms on the planet, and perhaps even up to a staggering 80% of all life on earth is found under the ocean surface. Around 99% of the living space on the planet is under the sea. Human beings have explored less than ten per cent of the oceans, especially the dark, cold environment called the deep sea. **1 2 3**
- 4 Although volcanoes are thought of as something happening on land, around 80% of volcanic activity occurs in the oceans. Undersea earthquakes and volcanoes can cause *tsunamis*. *Tsunami* is a Japanese word which means ‘harbour wave’. The height of the largest recorded *tsunami* caused by an earthquake was 60 metres. This gigantic wave occurred in the Gulf of Alaska in 1899. **1 2 3**

Grammar

*Shark attacks **have been rising**, ...*
*Human beings **have explored** less than ten per cent of the oceans, ...*

- use the present perfect simple and the present perfect continuous in very similar ways
- use the continuous form when we emphasise the duration of the action
- use the simple form when we emphasise the result of the action, about single completed actions or with state verbs
- use past simple to talk about finished actions in the past and when we specify the time of an action

1 Look at the examples above from the text of the present perfect and the present perfect continuous. Now find other examples of the tenses in the text.

2 Read the rules on when to use present perfect simple and continuous. Decide why the author chose each tense in the examples you found in the text.

3 Look at the words in the box. Which are usually used with present perfect (simple or continuous) and which words are used with past simple? Which can be used with both?

a few years ago already for years in
 last year never since I was a child
 yesterday yet

- 5 The seas have been rising steadily. Over the past 100 years sea levels across the world have risen between 10 and 25 centimetres; scientists expect this rate to increase. The rise in sea level is usually attributed to climate change, and sea levels will continue rising even if the climate has stabilised, because the ocean reacts slowly to changes. **1 2 3**
- 6 If all the world’s ice melted, scientists estimate that the oceans would rise by 66 metres, causing catastrophic damage to all human life everywhere. **1 2 3**
- 7 Even in this day of modern technology, the seas are still used for vast amounts of human activity. More than 50% of communications between nations is transported by underwater cables. **1 2 3**
- 8 Life in the oceans has existed for over 3 billion years. Life on land has existed a mere 400 million years, which is just a short time, geologically speaking. **1 2 3**

4 Complete the sentences with the present perfect or present perfect continuous. If both are possible, use the continuous form.

- 1 Sea levels _____ (*rise*) over the past 100 years.
- 2 The sea level _____ (*rise*) by 2 centimetres in this part of the world.
- 3 _____ you ever _____ (*live*) on the coast?
- 4 How long _____ you _____ (*live*) on the coast?
- 5 I _____ (*be*) afraid of water since I was a child.
- 6 I _____ (*take*) diving lessons over the past three weeks.

5 Make as many true sentences about yourself and the sea as you can. Use the time words above and the phrases below or other ideas. Discuss your experiences with a partner.

be on a boat be afraid of water
 go fishing at sea go to the beach
 live on the coast sleep on the beach
 swim in the sea

G Grammar focus – explanation & more practice of present perfect simple & continuous on page 138

Part 4

Speaking

Maps

Listening

The Carta Marina

Grammar

Adjective order

Pronunciation

Sea Fever poem



Speaking

1 Work in pairs. Choose three of the questions below and ask and answer.

- Do you like maps?
- Are you good at reading maps?
- Do you have a map in your home? What is it? Where is it?
- Have you ever used a 'satnav' (a satellite navigation system)? Do you prefer using it to a map?
- Could you draw a reasonably accurate map of your country?

2 Look at the *Carta Marina* map below. What does it show? How old do you think it is?

Listening

1 **1.47** Turn to page 132 and listen to a description of a section of the *Carta Marina*. Point to the items in the order that you hear them.

2 Listen again and answer the questions.

- 1 When and where was the *Carta Marina* drawn? How big is it?
- 2 What weren't ancient mariners worried about, according to the speaker?
- 3 What is interesting about the monster?
- 4 What is a Leviathan?

3 Here are descriptions of common sea monsters that appear in legends of many different cultures. Do you recognise any of them? Do you know of any other ones?

- An enormous squid or octopus that pulls boats down to the bottom of the sea.
- A giant white shark that eats people and terrorises beaches.
- A huge sea serpent that lives in very deep lakes.
- A creature with the head and body of a woman, and the tail of a fish.
- A giant sea monster with several heads.



Grammar

1 Look at the examples and complete the rules with the words in the box.

after before colour size

a fantastic ancient map
a strange giant serpent
a wonderful old story

- put adjectives of description _____
 adjectives of opinion

an old Swedish priest
a huge green head
large wooden blocks

- with adjectives of description we use this order: _____ / age / _____ / origin / material. All other adjectives of description come immediately _____ the noun

2 Try to rearrange the words into the correct order. Check your answers with the audioscript on page 152. Were you correct?

- detail small painstaking
- modern belief popular
- colourful monsters sea fantastic
- intricate tiny details
- right corner upper
- sailing English an ship
- head large green
- moon a small crescent

3 Look at the map again. Think of as many adjectives as you can to describe it, or parts of it. Take turns making sentences to build up a description of the map.

In the top left corner, you can see a huge brown bird.


G **Grammar focus** – explanation & more practice of adjective order on page 138


Pronunciation

1 Find six pairs of words with the same sound in the box. Then match each pair to the sounds below.

break clear cloud down dream
 sky steer whale wheel white

/i:/ /aʊ/ /aɪ/ /eɪ/ /ɪə/

2  **1.48** Listen and check your answers. What are the common spellings for these sounds? Can you think of other words or spellings for these sounds?

3  **1.49** Read and listen to a famous poem about the sea. Then work in pairs. Read each line one at a time. Pay attention to the sounds in exercise 1.



John Masefield (1878–1967) was an English novelist and poet famous for the novels and poems he wrote for children. He was poet laureate for Great Britain for over thirty years.

Sea Fever

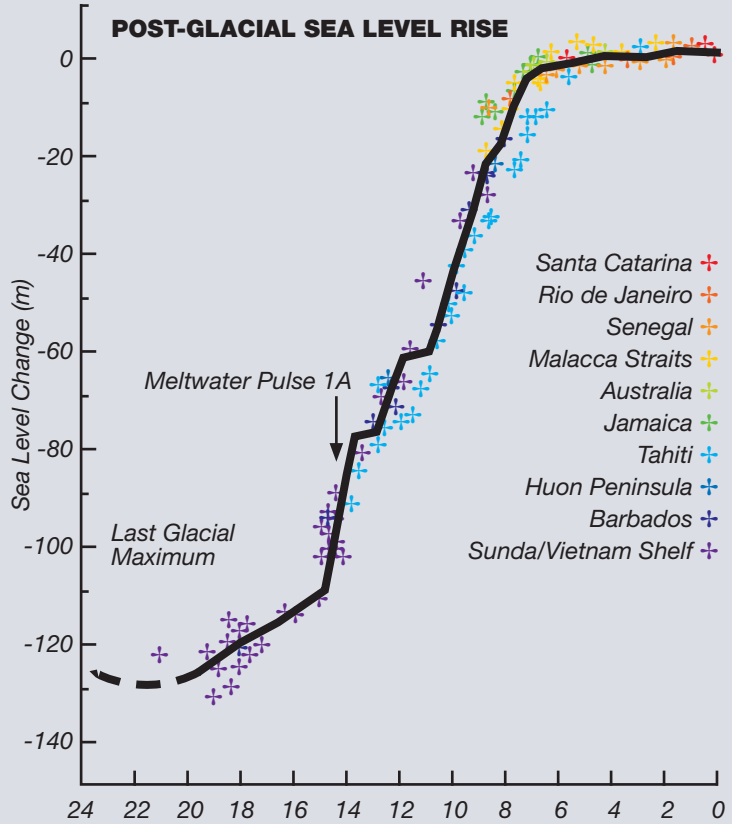
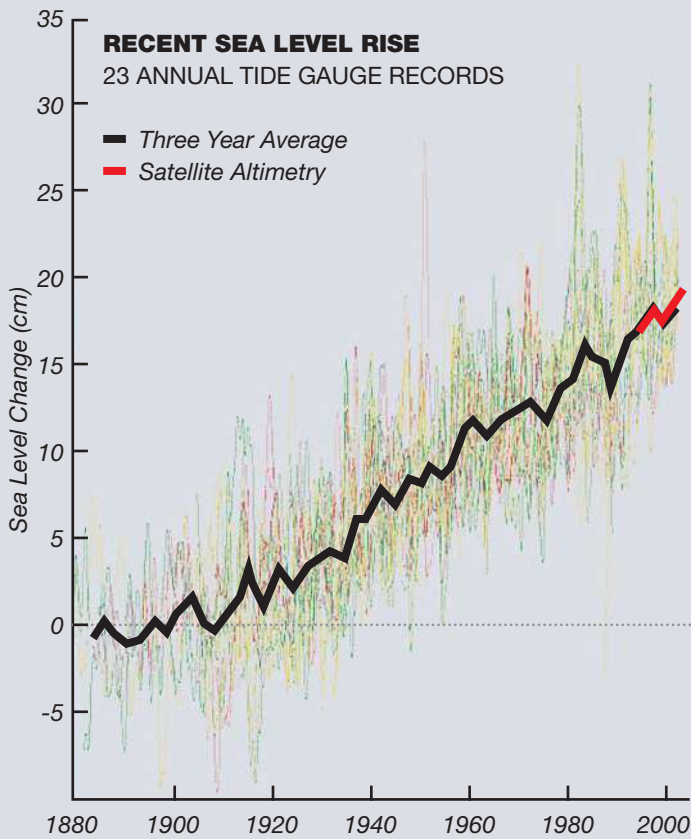
I must go down to the seas again, to the lonely sea and the sky,
 And all I ask is a tall ship and a star to steer her by,
 And the wheel's kick and the wind's song and the white sail's shaking,
 And a grey mist on the sea's face, and a grey dawn breaking.

I must go down to the seas again, for the call of the running tide
 Is a wild call and a clear call that may not be denied;
 And all I ask is a windy day with the white clouds flying,
 And the flung spray and the blown spume, and the sea-gulls crying.

I must go down to the seas again, to the vagrant gypsy life,
 To the gull's way and the whale's way, where the wind's like a whetted knife;
 And all I ask is a merry yarn from a laughing fellow-rover,
 And quiet sleep and a sweet dream when the long trick's over.

Sea Fever comes from a collection of poems called *Salt Water Ballads*, published in 1902.





Warm up

Work in pairs. Look at the two graphs and take turns comparing and contrasting the data shown.

Listening

1 Listen to someone describing the two graphs above. What is his conclusion?

2 Listen again. What do the following numbers refer to?

- 120 1.8 3 6,000

Language focus: interpreting data

1 Put the elements in order to make sentences.

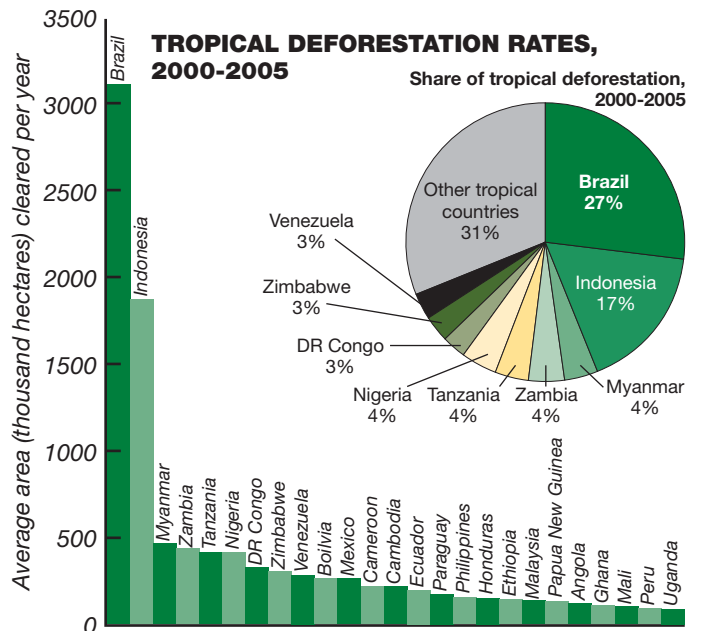
- for thousands of years / sea levels / in effect / have been rising
- a case of / this / is / global warming
- this points to / human activity / a recent increase in
- the seas / the data / are rising / suggests / more rapidly
- that / this / could indicate / a normal phenomenon / it is
- to worry about / there is / could mean / nothing / this

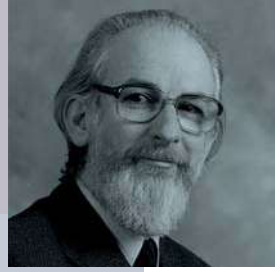
2 Listen to check your answers. Then underline the phrases which are used to interpret data.

Speaking

1 Look at the graph below and make some notes about how you could describe it – include your own interpretation, using the phrases you have learned.

2 Work in pairs. Describe the graph and your interpretation.





How long does it take for a new global variety of English to evolve? Not very long at all.

In 1607, after a long and eventful sea voyage from England, Captain John Smith arrived in America, and soon after became president of the council of Jamestown in Virginia. A highly controversial figure, he explored the new territory at length, and wrote about his encounters with the native American tribes. He became well-known because of the story that he was saved from execution by Pocohontas, the daughter of an Indian chief – though whether this actually happened in the way he described has been greatly debated.

Smith sent his account of the new colony back to Britain, where it was published. English people would never have seen such place names as *Rappahannock* and *Nandtanghtacund* before. The fauna and flora of the new country introduced them to *racoons* and *skunks*. Other accounts talked of *moccasins*, *wigwams*, and *squaws*. These words were being read in Britain within a few years of the colonists' arrival – the first signs of a future American English.

We see the same kind of process happening all over the world, as English has travelled to new shores. Within a very short time of settlers arriving, we find them using a local vocabulary and writing home about it. After only a few years, these new words can number several hundred. The manner of speech alters too, so that a distinctive accent is one of the earliest signs of a new variety of English.

Probably the most dramatic linguistic result of world exploration is the invention of a *pidgin* or *trade language*. What happens when sailors and the local people meet and have no language in common? They do their best to communicate. Everyone instinctively talks in a simpler way, making sentences shorter, repeating words, and avoiding difficult sounds and grammar. After a while, a pidgin language can become quite sophisticated, and be used as an everyday means of communication. It can even end up as a national language, as has happened to *Tok Pisin* in Papua New Guinea – one of most impressive linguistic consequences of sea travel ever.



Glossary

controversial (adjective) – likely to lead to public disagreement

Warm up

1 Read the following phrases out loud. What do you think they mean?

Gutbai. Plis, Tenkyu. Wan, tu, tri ... Mi sori.

2 These are all examples of Tok Pisin, a national language in Papua New Guinea. Tok Pisin started out as a trade language, or pidgin. How do you think it was invented?

Reading

1 Read *Trade language* and check your answer to Warm up exercise 2.

2 Read the text again and choose the correct answer.

- The English Captain John Smith was saved from execution by Pocohontas.
 - This is probably true.
 - This is probably untrue.
 - People are not sure if this is true or not.
- The beginnings of American English came from ...
 - the names of local animals and plants.
 - Captain John Smith's Virginia accent.
 - the books and history of American tribes.

- Pidgins and trade languages ...
 - start with a more simple structure.
 - can be quite sophisticated.
 - both a and b.

3 Complete the sentences with the correct form of the word in bold. All the words are in the text.

- We had an _____ journey to the airport and almost missed our plane. **EVENT**
- This island was occupied by English _____ for two hundred years. **COLONY**
- Oh, you can't miss her. She wears very _____ clothes. **DISTINCT**
- It was rather a boring film, but it had a very _____ ending. **DRAMA**
- When I saw the ball coming towards me I _____ covered my head. **INSTINCT**

Speaking

Work in pairs. Read the situation below and discuss the question.

Some people argue that what the world needs is a simplified form of English.

Do you think a trade language for English is a good idea? List the possible advantages and disadvantages of such a system.

Reading

1 Read Daniel's email to Emily and answer the questions.

- 1 Where has he been recently?
- 2 What recommendations does he make?

Hi Emily,

How are you? It's ages since we had that brilliant meal at your house (I'm attaching some photos!). What have you been doing? How was your holiday? Did you get a chance to go to the seaside in the end? Or did you have too much work?

Please forgive me for not emailing you for so long. A lot of things have happened actually, which have stopped me from contacting you ...

I'm now back at work and I've been really busy, catching up with emails and other things.

Remember you told me about the National Centre for Traditional Arts in *Yi-Lan*, that you've been dreaming of visiting? Well, I went there with some friends last weekend! We had an amazing time!! It's a huge place, and you really need more than one day to see it properly. There are loads of old buildings, restaurants and shops where you can buy traditional handicrafts like ceramics, toys and clothes and calligraphy. We also watched some fascinating performances of traditional dance, as well as demonstrations of traditional crafts. And we ate loads of delicious Taiwanese snacks!

For me the most interesting part was a beautiful old town inside the centre which is basically a reconstruction of a traditional Taiwanese town. The whole town is built and decorated in an authentic style, so that when you go inside you feel as if you're walking into Taiwan of the 19th century. It has a really peaceful, nostalgic atmosphere. I took loads of pictures – I can't wait to show you them! Anyway, you really have to go and check it out for yourself – as you said, seeing is believing, isn't it?!

All for now – keep in touch, and email me soon to let me know how you're getting on.

Best wishes

Daniel

2 What do you learn about the following?

- 1 The last time Daniel saw Emily.
- 2 Emily's summer plans.
- 3 Daniel's recent activities.
- 4 Things to buy at the Centre.
- 5 What Daniel saw and did at the Centre.
- 6 The most interesting part of the Centre.
- 7 The appearance of the town.
- 8 The atmosphere of the town.

Writing skills: an email to a friend

A General advice

1 Read the advice on writing an email or a letter to a friend.

- 1 Use informal salutations
e.g. Hello Gina, Hi Jon.
- 2 Use informal punctuation
e.g. ! () – ...
- 3 Use contractions *e.g. I've, it's, hasn't.*
- 4 Ask questions about your friend.
- 5 Mention things that you both know about.
- 6 Use informal endings
e.g. Cheers, Take care, All for now, Love, All the best, Best wishes.

2 Underline examples of the advice in exercise 1 in Daniel's email.



B Informal language

Use informal language in an email or letter to a friend.

Complete the sentences below from the email.

Informal words and expressions:

- 1 It's ages since we had that _____ meal at your house.
- 2 We had an _____ time!!
- 3 We took _____ pictures.
- 4 You really have to go and _____ it _____ for yourself.

Informal discourse markers:

- 5 A lot of things have happened _____.
- 6 _____, I went there with some friends last weekend!
- 7 _____, you really have to go.

Starting sentences with a conjunction (*and, but, so, or*):

- 8 _____ did you have too much work?
- 9 _____ we ate loads of delicious Taiwanese snacks!

Preparing to write

Think of an interesting place you have visited recently. Ask and answer questions with a partner.

- Where and when did you go?
- What was it like?
- What did you see and do?
- What was the most interesting part?
- Is it worth visiting? Why / Why not?

Email expressions

- Thanks for the *mail / email*
- Hope *you're OK / all is well with you*
- *Please forgive me / Sorry for not emailing / getting in touch* for so long
- I'm *glad / sorry* to hear that ...
- *Keep in touch / Email me soon* and let me know how you're getting on
- Hope to hear from you soon

Writing

Write an email to a friend describing your visit. Use informal language and follow the advice in Writing skills.

Communication strategies

1 Do the quiz and then compare your answers in pairs.

What do you do in these situations?

- 1 You can't think of a word or expression when you are speaking.
 - a Do you pause and feel embarrassed?
 - b Do you avoid the topic?
 - c Do you find another way to express your ideas?
- 2 You don't understand something that another person says.
 - a Do you smile and pretend to understand?
 - b Do you finish the conversation?
 - c Do you ask for clarification?
- 3 You think that someone doesn't understand you.
 - a Do you just carry on speaking?
 - b Do you give up and change the topic?
 - c Do you ask what isn't clear or rephrase your ideas?

If you answered c to all the questions, you have good communication strategies. If you answered a or b, consider using some of the strategies below.

2 Match the strategies (1–9) to the examples (a–i).

- 1 Ask for clarification.
 - 2 Check that other people understand.
 - 3 Give yourself time to think.
 - 4 Ask for help.
 - 5 Use a general word.
 - 6 Explain or define the word.
 - 7 Use translation.
 - 8 Invent a word in English.
 - 9 Use mime or gesture or facial expression.
- a Are you with me?
 - b If you ride a motorcycle, you have to wear a hat.
 - c It went like this (hands demonstrate explode).
 - d We eat, how do you call it, those plants that grow under the sea.
 - e Sorry, I'm not clear what you mean. Could you repeat that please?
 - f For my birthday she made me a *gateau*.
 - g Just a minute, let me think how to say this.
 - h What's the word in English?
 - i He is very 'compromised' with his political party – can you say that in English?

- * Learn some of the phrases from exercise 2.
- * Plan to try out a new strategy every week.

4

Medicine

4.1 MEDICAL BREAKTHROUGHS

IN THIS UNIT

GRAMMAR

- future continuous, *going to*, present continuous
- future perfect simple, future simple

VOCABULARY

- personality adjectives
- medical terms
- illness and medicine
- dependent prepositions

SCENARIO

- discussing implications
- making difficult decisions

STUDY SKILLS

- evaluating resources on the internet

WRITING SKILLS

- a short report



Always laugh when you can. It is cheap medicine. Lord Byron, 1788–1824, English poet

SPEAKING AND LISTENING

1 What do you think are the most important personal qualities for someone who works in the medical profession? Choose your top three from the box. Can you add any others?

authoritative calm efficient knowledgeable
objective open-minded patient reassuring
sensitive sociable sympathetic

2 **4.1** Listen to an interview with a doctor. Tick the points that he mentions.

A good doctor:

- 1 knows the names of all his/her patients.
- 2 uses everyday language rather than medical terms in discussions with patients.
- 3 considers using alternative treatments such as hypnosis, acupuncture and aromatherapy.
- 4 tells people how to live a healthy life.
- 5 listens with sympathy to people who are not really ill.
- 6 usually prescribes medication (e.g. anti-depressant tablets).
- 7 thinks carefully about the cost of any treatments.

3 Work with a partner to discuss the statements. Which do you agree with? Give reasons.

VOCABULARY

MEDICAL TERMS

4a Look at the words in the box and find the following.

- 1 six people who work in medicine
- 2 six treatments or types of drug
- 3 six medical conditions

Alzheimer's anaesthetist antibiotic arthritis
cancer chest infection diabetes heart disease
injection midwife morphine painkiller
pharmacist physiotherapy psychiatrist
radiologist surgeon transplant

4b Complete the sentences with words in the box.

- 1 A doctor writes a prescription, but you need to take it to a _____ to get the medicine.
- 2 After my operation, I had _____ twice a week for three months until I could walk again.
- 3 They found an organ donor in time, so it looks like the _____ will go ahead as planned.
- 4 People who suffer from _____ need to take insulin or regulate their diets.
- 5 People with eating disorders, like anorexia and bulimia, are usually treated by a _____.
- 6 Some drugs are best given to patients by _____.
- 7 Often caused by poor diet, _____ is the biggest killer in the western world.

PRONUNCIATION

5 **4.2** **Stressed syllables** Mark the stressed syllable on the words in Exercise 4a and decide what the stressed vowel sound is. Listen and check your answers.

READING

6 You are going to read about some important medical advances: X-rays, penicillin, aspirin, anaesthesia. Work with a partner. What do you know about these medical breakthroughs (e.g. what they are and when they were discovered)? Share your ideas.

7a Work with a partner. You will each read two texts. Make notes about the medical advances, using the questions below. You may not find answers to all the questions.

- what?
- where?
- who?
- when?
- how?
- results/benefits?
- problems?

Student A: look at the texts on this page.

Student B: look at page 165.

7b Using your notes, tell your partner about the two breakthroughs.

8a **Ranking by importance** Work with a partner. Agree on a ranking of the four medical advances in the texts (put the most important first).

8b Now think of two more medical inventions that you think are very important (e.g. the thermometer, the scalpel).

8c Join another pair and justify your choices.

SPEAKING

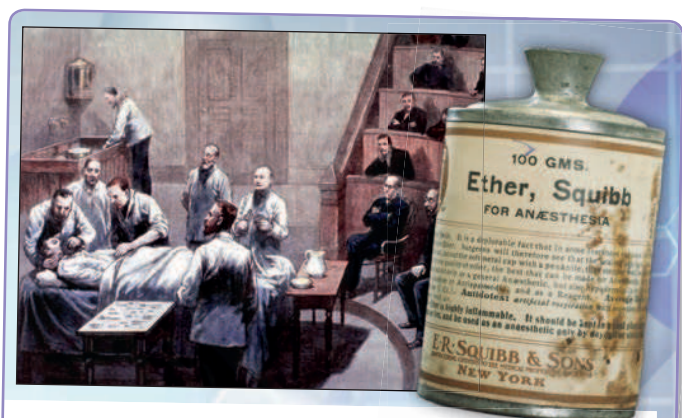
9 Work in small groups and discuss the questions about medicine and the medical profession.

- 1 Should people have to pay for healthcare?
- 2 Do you think nurses and midwives are paid enough in your country? Why?/Why not?
- 3 Soon, medical advances will allow people to live to a very old age. Is this desirable? Why?/Why not?
- 4 Should new drugs be tested on both animals and humans before being prescribed by doctors?



ASPIRIN

Aspirin is one of the most effective painkillers in the world. Hippocrates, a Greek physician, wrote in the 5th century about a powder made from the willow tree, which could help aches and pains and reduce fever. However, it was not until 1897 that Felix Hoffmann, a German chemist, synthesised the ingredient acetylsalicylic acid to treat his father's arthritis. This was the first synthetic drug, which means it was a copy of something already existing in nature. Aspirin was patented on 6 March 1899. It was marketed alongside another of Hoffmann's products, a synthetic of morphine, called heroin, which he invented eleven days after aspirin. To start with, heroin was the more successful of the two painkillers and was thought to be healthier than aspirin. However, aspirin took over and has become the world's best-selling drug. In 1969, it even went to the Moon with Neil Armstrong. Today, it is still one of the most effective painkillers, despite having a number of side effects. Aspirin is also effective against many serious diseases such as heart disease, diabetes and arthritis.



ANAESTHESIA

Anaesthesia is a way of preventing patients from feeling pain during surgery. Crawford Williamson Long was the first person to use ether as an anaesthetic during operations in 1842. Then on 30 September 1846, in Boston, Massachusetts, William Morton, an American dentist, performed a painless tooth extraction after giving ether to a patient. He also gave the first public demonstration of the use of ether to anaesthetise a patient on 16 October 1846. Following the demonstration, Morton tried to hide the identity of the substance as he planned to patent it and profit from its use. However, it was quickly shown to be ether, and it was soon being used in both the USA and Europe. It was then discovered that ether could catch fire easily, so in England it was replaced with chloroform. Nevertheless, Morton's achievement was the key factor in the development of modern surgery.

LISTENING

1 Which illnesses are the biggest killers in your country, and in the world? Do you know what scientists are doing to try to prevent these illnesses?

2 **4.3** Listen to a talk by Professor John Dodge, honorary Professor of Child Health at the University of Wales, Swansea. Which of these does he mention?

- **Diseases:** high blood pressure, asthma, polio, diabetes, dengue fever, malaria
- **People who pay for drugs:** insurance companies, major hospitals, state health services
- **International agencies:** the World Health Organisation, the World Bank, the United Nations, the European Union

3a Listen again and take notes.

3b Work with a partner. Take turns to summarise the main points in thirty seconds.

4 **Reacting to the topic** Work in small groups and discuss the questions.

- 1 Who should pay for medicines in poor countries?
- 2 Which disease/diseases do you think deserves the most research money spent on it? Why?

READING

5 Is malaria a problem in your country? What do you know about malaria and ways of fighting it?

6 Scan the texts to find the following.

- 1 two universities
- 2 two famous people who were killed by malaria
- 3 three continents where malaria is common
- 4 the leader of the study in the journal
- 5 the name of the parasite that spreads malaria
- 6 the name of a scientific journal
- 7 the date of Africa Malaria Day
- 8 the language that the word *malaria* originates from

7 Read the texts again. Are these statements true, false or not given?

- 1 It is not possible to recover from malaria.
- 2 Genetically modified mosquitoes could reduce mosquitoes which spread wild dengue fever.
- 3 Many scientists are trying to modify bacteria that live in mosquitoes.
- 4 Currently malaria is prevented by bed nets.
- 5 Professor Crisanti thinks it would be possible to introduce genes which will make mosquitoes target animals rather than humans.
- 6 The number of deaths from malaria is rising.
- 7 The study has had success in getting the genetic modification to spread effectively in large mosquito populations.

8 Work with a partner to discuss the questions.

- 1 Which do you think are the three most interesting facts about malaria, and why?
- 2 Are there any ethical issues around using genetically modified technology?

Facts about malaria

- The word *malaria* comes from the Latin for 'bad air'.
- Malaria is spread by the single-celled parasite plasmodium and it is endemic in parts of Asia, Africa and Central and South America.
- Symptoms of malaria include neck stiffness, fits, abnormal breathing and fever.
- Malaria kills over 600,000 people a year – more people than any infection apart from HIV/Aids.
- Pregnant women and children are at high risk of dying from the complications of severe malaria.
- 90 percent of malaria deaths occur among young children in sub-Saharan Africa.
- Every minute a child dies from malaria.
- Alexander the Great, Oliver Cromwell, Dante, Tutankhamen and Genghis Khan died of malaria.
- John F. Kennedy, Mother Theresa, Dr David Livingstone, Abraham Lincoln and Mahatma Gandhi contracted malaria but recovered.
- Celebrities who have had malaria include Didier Drogba, Cheryl Cole, Michael Caine and George Clooney.
- Malaria killed more people in Italy during World War II than bombs and bullets put together.
- There is currently no effective vaccine against malaria.
- Malaria mortality rates have fallen by more than 25 percent globally since 2000.
- Early diagnosis and prompt treatment of malaria helps prevent death.
- Sleeping under insecticide-treated nets protects against malaria.
- Africa Malaria Day takes place on 25 April every year.

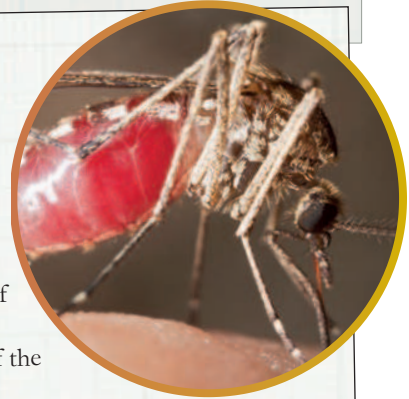
Genetically Modified Mosquitoes Could Dramatically Reduce Spread Of Malaria

Scientists working on malaria have found a way of genetically manipulating large populations of mosquitoes that could eventually dramatically reduce the spread of the deadly disease.

In a study in the journal *Nature*, researchers from Imperial College London and the University of Washington, Seattle, found that after making specific genetic changes to a few mosquitoes and then allowing them to breed on, genetic alterations could be spread through large mosquito populations in a few generations.

This is the first successful proof-of-principle experiment of its kind, they said, and suggests the method may in future be used to spread genetic changes in wild mosquito populations to make them less able to transmit malaria.

'This is an exciting technological development, one which I hope will pave the way for solutions to many global health problems,' said Andrea Crisanti of Imperial's Life Sciences department, who led the study. But the success of a genetic approach depends on getting the genetic modification to spread effectively in large mosquito populations.



VOCABULARY

ILLNESS AND MEDICINE

9 Match words in Facts about malaria to their meanings 1–8.

- 1 a disease in part of your body caused by bacteria or a virus
- 2 a plant or animal that lives on or in another plant or animal and gets food from it
- 3 something that shows you have an illness
- 4 a symptom of illness in which you have a very high body temperature
- 5 to get a serious illness
- 6 a substance used to protect people against a disease, which contains a weak form of the virus that causes the disease
- 7 when a doctor says what illness someone has
- 8 another illness that happens when someone is already ill

GRAMMAR

FUTURE CONTINUOUS, GOING TO, PRESENT CONTINUOUS

10a 4.4 Listen to three people talking about a project to raise money using celebrities. The project plans to deliver mosquito nets to Western Uganda to help prevent malaria. Complete the extracts with the appropriate future form of the verbs in the box.

distribute film fly (x2) meet raise
 spend wait work

- 1 All the support team ¹ _____ out to Kampala at 5 p.m. on Friday. We ² _____ from Heathrow. We ³ _____ all ⁴ _____ at check-in at 3 p.m. Everyone has been emailed and all the arrangements have been made.
- 2 The Ugandan team ⁵ _____ for the celebrities in the hotel reception on Monday morning at 9 a.m. when the celebrity bus arrives.
- 3 Then we ⁶ _____ the celebrity interviews for the fundraising appeal all Monday morning and then we ⁷ _____ the first batch of mosquito nets with the celebrities on Monday afternoon. Tom and I ⁸ _____ in Uganda all next month.
- 4 Some of the celebrities ⁹ _____ a few days sightseeing, but no arrangements have been made yet.
- 5 Well, everything's looking good ... and based on the money we've raised so far and the support we've had, I think we ¹⁰ _____ a lot more money than last year.

10b Which future form is used in the extracts in Exercise 10a?

- a Extract 1
- b Extracts 2 and 3
- c Extracts 4 and 5

10c Match the future forms in Exercise 10b with meanings 1–5.

- 1 to talk about a planned action in progress over a certain period of time in the future
- 2 to talk about intentions
- 3 to talk about a longer action in the future that will be interrupted by a shorter action in the future
- 4 to refer to the future when arrangements have been made (e.g. tickets bought, bookings made) and someone is expecting us to do something or be somewhere at a particular time
- 5 to make a prediction based on present or past evidence

↪ **Language reference and extra practice, pages 126–149**

11 Choose the correct form. (In some cases, both are possible.)

- 1 *I'm going to study / I'm studying* medicine, but I don't know where yet.
- 2 *Will you be passing / Are you passing* the doctor's when you're out? I need my prescription.
- 3 I can't see you next Monday as *I'm going to start / I'll be starting* my new job that day.
- 4 *I'm seeing / I'm going to see* the doctor next week.
- 5 Don't contact me between 2 and 3 p.m. as *I'll be operating / I'm going to operate* on a patient then.
- 6 We can't deliver the nets because I think *it's going to rain / it'll be raining*.
- 7 In a few minutes, *we are landing / we will be landing* in Lusaka.
- 8 I'm having an operation on Monday. *I'll be recovering / I'm recovering* next week and will miss the monthly meeting.
- 9 *We will be waiting / We are waiting* in the café opposite the station when the train arrives.

SPEAKING

12a Work in small groups. You are going to plan a fundraising day at your college/place of work to help support a malaria charity. Plan the day using the prompts below and your own ideas.

- how you are going to raise money
- how much money you will charge for tickets (adults, students, small children)
- sponsorship
- which celebrities to invite
- how to advertise the day and what publicity you want
- what events and activities you will have on the day (e.g. sports, music, dance, choirs, bands)
- the timetable for the day
- food and drinks

12b Form a new group with people from other groups and summarise your plan.

LISTENING

1 What medical developments do you think will happen in the next 100 years?

2 **4.5** Listen to six doctors and medical researchers predicting what medical developments will take place. Tick the topics which are mentioned.

- | | |
|-----------------|-------------|
| 1 radiation | 4 blindness |
| 2 heart attacks | 5 obesity |
| 3 knee injuries | 6 cancer |

3 Listen again. Match statements a–i with extracts 1–6. There are three extra statements.

- a People will wear airbag suits to avoid injury to their knees.
- b Cancer is probably not going to be a problem.
- c We will have developed the ability to diagnose at birth all known genetic diseases.
- d Scientists will have created miniature robots capable of performing microsurgery.
- e X-rays and radiation will still be around.
- f We probably won't be able to grow a baby completely outside a woman's body.
- g We will probably find a genetic way to cure the main cause of blindness.
- h Most medical education will be done at a distance.
- i We will be able to help people exposed to radiation through research in space.

4 Work with a partner. Which of the developments do you think will be the most useful?

VOCABULARY

DEPENDENT PREPOSITIONS

5a Write the prepositions that follow these verbs. Then look at Audio script 4.5 on page 172 to check. Look at Extracts 1, 3, 4 and 6.

- | | |
|-----------|-----------|
| 1 focus | 5 worry |
| 2 succeed | 6 agree |
| 3 suffer | 7 protect |
| 4 recover | 8 care |

5b Complete the sentences with verbs and prepositions from Exercise 5a.

- 1 Has he _____ his illness yet?
- 2 I feel very lonely and I _____ depression.
- 3 He spent five years _____ his aged mother.
- 4 This net should _____ you _____ mosquitoes.
- 5 Parents are often anxious and _____ their children.
- 6 The doctor _____ me that while she's sick, she needs a little extra care.
- 7 You need to concentrate and _____ your exams.
- 8 You have to work hard if you want to do well and _____ medicine.

6a Complete the questions with the prepositions in the box.

about for in on with

- 1 What do you complain _____ the most?
- 2 Who is the most difficult person you have to deal _____?
- 3 What courses have you applied _____ recently?
- 4 What subject have you / would you like to specialise _____?
- 5 Who can you rely _____ the most?

6b Work with a partner and ask and answer the questions.

GRAMMAR

FUTURE PERFECT SIMPLE, FUTURE SIMPLE

7a Look at these examples of the future perfect simple and choose the correct alternative in the explanation.

- 1 By 2120, engineers **will have developed** a 'smart suit'.
- 2 In 100 years **we will have developed** a way to protect astronauts from radiation.

GRAMMAR TIP

We use the future perfect simple for an action completed before a point in time in the future / in progress at a time in the future.

7b Now complete this rule for the formation of the future perfect simple.

The future perfect simple = _____ / won't + _____ + past participle (e.g. *developed*)

↪ Language reference and extra practice, pages 126–149

8 Look at Audio script 4.5 on page 172 and underline examples of the following. Do the adverbs come before or after *will* and *won't*?

- 1 the future perfect simple
- 2 the future simple
- 3 adverbs of certainty (e.g. *certainly, possibly*)

9 Complete this company announcement using the correct form of the verbs in brackets.

Anderson Bio-Sciences announces its takeover next week of the Essex-based company HGP. Together, ABS and HGP ¹_____ (form) the largest genetic engineering company in the UK, and by 2025, we ²_____ (expand) to employ over 1,000 people. In addition, by 2025, the company ³_____ (become) the largest employer of medical researchers in the country. HGP has made exciting discoveries about the human chromosome set and we ⁴_____ (publish) that knowledge on the internet. This ⁵_____ (revolutionise) biology and medicine and ⁶_____ (give) researchers huge potential to develop new drugs. In 2025, medical records ⁷_____ (include) people's complete genomes and this ⁸_____ (permit) doctors to treat people as genetic individuals. By 2025, the company ⁹_____ (make) substantial progress towards true 'cloning' of certain organs.

10 Write five sentences about yourself using the future simple or the future perfect simple. Use time references as well.

READING

11 Work in small groups to discuss the questions.

- 1 What do you think are the most exciting recent or current medical breakthroughs?
- 2 What would you most like to see, smell, taste, hear or touch, if you could only have that sense for one more day?
- 3 Which of the following do you think are the most important: bionic eyes, bionic arms, bionic hands, bionic legs, bionic nose, bionic tongue?
- 4 How do some animals sense the world differently to humans?

12 Read the online article about a current medical breakthrough quickly and note down who or what the following are.

- 1 Dianne Ashworth
- 2 The Royal Victorian
- 3 Bionic Vision Australia
- 4 Penny Allen

13 Read the article again and decide which three of the following could be subheadings (to attract online readers to read the article).

- 1 Australian woman was first to receive radical implant.
- 2 Scientists make blind mice see with radical new implant.
- 3 Dianne Ashworth has spoken for first time of the 'little flash' that signalled the return of her vision.
- 4 Breakthrough is one of several projects around the world that could restore vision for millions.
- 5 Researchers hope blind people will be able to move independently.

14a Make notes on the key points in the article. Make sure you cover the following main topics.

- what has just happened
- what the bionic eye is, how it works, who designed it
- future developments and hopes

14b Retelling a story Work with a partner and retell the story in your own words.

SPEAKING

15 Work in groups. What do you hope for your country, in terms of health and society? Discuss your hopes for the next fifty years.

I hope my country will have eradicated polio in the next few years and I also hope my country will have improved opportunities for women.



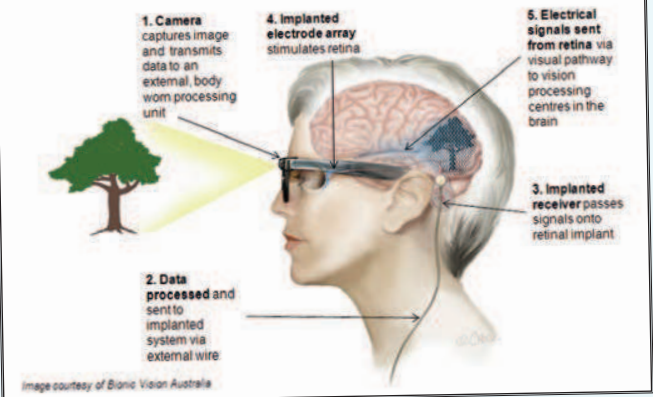
MEET THE EXPERT

Watch an interview with Dr Tina Chowdhury, a lecturer in Musculoskeletal Science, about medical bionics.

Turn to page 151 for video activities.

The bionic eye - how it works

First prototype: Wide-view neurostimulator



Vision of the future: The bionic eye that could help millions of blind to see again after woman had some sight restored in pioneering tests

Scientists have taken an important step towards helping visually impaired people lead independent lives after a bionic eye gave a blind Australian woman some sight.

Dianne Ashworth, who has severe vision loss due to the inherited condition retinitis pigmentosa, was fitted with a prototype bionic eye in May at the Royal Victorian Eye and Ear Hospital. It was switched on a month later, and today researchers revealed the results.

'It was really funny when it switched on. I was waiting, waiting,' she said. 'I had these goggles on and I didn't know what to expect, and I don't know if anyone did know what I was going to see. Then, all of a sudden, I went "yep" – I could see a little flash and it was like a little, I suppose, a splinter. There were different shapes and dark black, lines of dark black and white lines together. Then that turned into splotches of black with white around them and cloud-like images. I can remember when the first bigger image came I just went "Wow", because I just didn't expect it at all, but it was amazing.'

The bionic eye, designed, built and tested by Bionic Vision Australia, a group of researchers supported by the Australian government, is equipped with twenty-four electrodes with a small wire that extends from the back of the eye to a receptor attached behind the ear. It is inserted into the space next to the retina within the eye.

'The device electrically stimulates the retina,' said Dr Penny Allen, a specialist surgeon who implanted the prototype. Electrical impulses are passed through the device, which then stimulate the retina. Those impulses then pass back to the brain, creating the image. The device restores mild vision, where patients are able to pick up major differences and edges, such as light and dark objects. Researchers hope to develop it so blind patients can walk independently.

'Di is the first patient of three with this prototype device, the next step is analysing the visual information that we are getting from the stimulation,' Allen said.

The operation itself was made simple so it can be readily taught to eye surgeons worldwide. 'We didn't want to have a device that was too complex in a surgical approach that was very difficult to learn,' said Allen.

According to the World Health Organization, 39 million people around the world are blind and 246 million have low vision. ■



SITUATION

1a Work with a partner. Read about the pharmaceutical company RXZ and discuss the questions.

- 1 In your opinion, was the doctor's mistake very serious, quite serious, or not very serious? Give reasons.
- 2 What do you think is the best way for RXZ to deal with the problem?

RXZ is an international company with its Head Office in a European country. Like all pharmaceutical firms, it has to deal with problems concerning confidential medical data about the drugs it is developing, and also with ethical issues that arise from time to time. The Human Resources Department (HRD) is currently dealing with the following problem.

The company often asks doctors to trial new drugs. One of the doctors who frequently does this kind of work for the company didn't tell his patient that he was trialling a new drug. He was doing research for RXZ, but without the permission of the patient. The patient has found out what the doctor was doing and is now threatening to take legal action against RXZ.

1b Work with other pairs and compare your answers.

KEY LANGUAGE

DISCUSSING IMPLICATIONS

2 **4.6** Two members of the HRD, Sandra and Hans, are talking about the problem. Which possible solutions do they mention?

- 1 Emphasise the good qualities of the doctor to gain the patient's cooperation.
- 2 Advise the patient to continue using the drug and persuade her to take no further action.
- 3 Offer her money to stop her taking legal action against the company.
- 4 Explain that the doctor was trying to give the patient the best treatment currently available.
- 5 Say that there is an effective alternative drug that can replace the drug she is taking.



3a Listen again. The implications of the possible actions are jumbled. Number them in the order you hear them.

- a If we support him too strongly, the press may get hold of the story.
- b It would have a huge impact on our profits.
- c We need to look at the implications of doing it.
- d It could be really bad for our reputation.
- e But it's a risky option.
- f It would also result in other patients coming forward with complaints.
- g That could be a big problem for us.
- h One consequence could be that she'll start negotiating with us.
- i It has a serious disadvantage.

3b Work with a partner. You are senior managers at a hospital. Read the situation, decide what action to take and consider its implications.

A young, inexperienced nurse at your hospital has given the wrong dose of a drug to a patient. Her mistake could have resulted in the patient's death.

TASK

MAKING DIFFICULT DECISIONS

4a Work in small groups. You are members of the Human Resources Department at RXZ. Each person chooses a different problem or issue on page 165. Make notes about the problem/issue so that you can summarise it for the other members of your group.

4b Summarise your problem or issue for your group. Then discuss how to solve or deal with it. Consider the implications of each option that you discuss.

4c Discuss the questions with the class.

- 1 Which was the most interesting problem/issue?
- 2 Which decisions from the other groups do you agree or disagree with?
- 3 Which decision was the most difficult to make?



STUDY SKILLS

EVALUATING RESOURCES ON THE INTERNET

1 Work in small groups. People use the internet for different purposes. Discuss the questions about how you use the internet.

- 1 What was the most recent thing you looked up on the internet for your studies or work?
- 2 How many clicks did you take before you found the information you were looking for?
- 3 For what purposes do you use the internet in your studies or work?
- 4 How do you use the internet to make new contacts in your field of studies or work?
- 5 Do you use social networks in your studies or work? If so, how do you use them?
- 6 Which blogs or forums do you read, follow or contribute to?

2 **4.7** Listen to Jeffrey Davis, a business consultant, talking about how he uses the internet for his work. What three uses of the internet does he mention?

3a Listen again and make notes about these topics.

- 1 how he deals with the great amount of material on the internet
- 2 how he finds out about new articles or publications
- 3 the kind of networking he does
- 4 the difficulty of keeping up to date with trends and business issues
- 5 how to make a lot of money in the future from the internet

3b With a partner, compare the way Jeffrey uses the internet with your own use of internet resources. In what ways is your use similar or different? Do you have the same problems he mentions?

3c What did you find most interesting about his talk?

4 When evaluating websites for research purposes, useful information can be found by looking at the domain suffix at the end of the website address. Complete the sentences with the domain suffixes in the box.

.ac .co .com .edu .gov .net .org

- 1 The domain suffix for companies and businesses is either _____ or _____.
- 2 Another popular website suffix is _____. It is used by non profit-making organisations.
- 3 Internet-based companies, such as network providers, frequently use the _____ suffix but it is also used by all kinds of businesses.
- 4 Educational organisations, such as schools and universities, usually use either the _____ suffix, or the _____ one.
- 5 The _____ suffix indicates that it is a government website.

5 Work in small teams. You are going to have a competition to test your knowledge of country domain suffixes (e.g. .uk at the end of a website means that it is a United Kingdom-based website). In your teams, try to identify as many of the country websites below in two minutes.

.ru .de .tr .us .cz .fr .ch .cn .dk .uz
.in .jp .ar .br .ua .sg .th .vn .it .hu

6a Work in small groups. Read the suggestions for evaluating websites used for research and choose the six suggestions that you consider to be most useful.

- 1 You should always find out who runs the website.
- 2 You need to consider the purpose of the website.
- 3 It is important to know how old the website is.
- 4 It is not possible to know in which country a website is based.
- 5 Websites run by governments are usually fairly reliable.
- 6 Commercial websites give reliable, accurate information.
- 7 Professional associations (e.g. scientific societies) are probably a good source of information.
- 8 A reputable website will not give you links to other websites.
- 9 A website will be a useful source of information only if it is updated regularly.
- 10 A website is usually reliable if it contains facts and opinions, and the names of experts.
- 11 Social networks are the best source for finding new contacts in your field.
- 12 A good website will often invite responses.
- 13 Reliable websites will usually give you links to other websites.
- 14 You need to consider if the writer of the website is objective or biased.
- 15 It is helpful if the website invites responses and you can see who to respond to.

6b Join another group and compare your choices. Try to agree on the top six choices.

7 **4.8** Listen to a lecturer giving a presentation on evaluating internet resources. Note down her six key points. Then compare her tips with the ones you chose in Exercise 6b. Are they the same or different?

8 Imagine you are going to write a report on hypnotherapy for a serious magazine called *Science Today*. Look up the topic online and choose the three best websites to get information for your article. Compare your choice with other students.

WRITING SKILLS

A SHORT REPORT

9 The government's Health Department plans to provide information about alternative therapies on its internet site. It has asked a consumer research agency, GRS, to write a report on a very popular alternative therapy, homeopathy. Read the report. Are these statements true, false or not given?

- 1 Mr J. Simmons, Health Department, is the writer of the report.
- 2 The purpose of the report is to highlight the dangers of homeopathy.
- 3 Homeopathy was invented by a German scientist.
- 4 Homeopathy products do not use large amounts of natural materials.
- 5 Medical experts believe that homeopathy products are effective in treating illnesses.
- 6 The writer believes that all homeopaths should be registered.
- 7 The writer advises people not to buy homeopathic products on the internet.

10 Read the report again. Put the topics in order.

- a the writer's advice to readers of the report
- b what the writer discovered in her investigation
- c the subject of the report
- d the person who asked for the report
- e the writer's opinion of the facts

11 **Making recommendations** Report recommendations are usually written in an impersonal style to make it clear that they are based on fact, not just the opinion of the writer. They are often written using a structure which makes the information clear and gives it impact. What impersonal phrase is used to introduce each recommendation?

12 Rewrite five recommendations using the alternative grammatical structures below.

- *must* + active or passive verb
- *It is advisable to ...*
- *It is vital that ...*
- *should/might/could* + active/passive verb
- *It is a good idea to ...*

Patients must understand that symptoms can get worse before they get better.

13 Choose one of the following tasks. (You work for GRS and both reports have been requested by Mr J. Simmons, Health Department.)

- 1 Write a report on herbal remedies (i.e. plant-based treatments to improve health). Use the notes on page 166.
- 2 Write a report on hypnotherapy, using your research from Exercise 8.

14 Work with a partner. Look at each other's reports and try to improve them.



report on homeopathy



Introduction

This report was requested by Mr J. Simmons, Health Department. It investigates homeopathy and considers whether the therapy is effective and safe. The report was to be submitted by 10 May.

Facts and findings

- 1 Homeopathy was developed in Germany in the late 1700s. Illnesses are treated with very small samples of natural materials such as plants, minerals and some animal products.
- 2 Homeopathic prescriptions are tailored to each patient. Two patients may have the same symptoms, but be given different remedies.
- 3 Homeopathy is considered safe by most users and experts because the ingredients are used in small quantities and are diluted.
- 4 Some leading medical journals say that the therapy does not have any real benefits. However, some studies have found that homeopathic remedies are 'equivalent to conventional medicines' in treating certain illnesses.

Conclusion

Scientific experts and users of the therapy are divided about its benefits. However, homeopathy is considered to be safe.

Recommendations

It is recommended that patients:

- consult their doctor before using homeopathic remedies.
- get advice from a registered homeopath before taking a remedy.
- understand that symptoms can get worse before they get better.
- read the instructions on homeopathic products carefully before using them.
- buy products from an established outlet, for example a reputable healthcare store.
- think carefully before using products advertised on the internet as they may not be of good quality.

Aileen McGuire
Director, GPS

UNIT 1 Getting started in research

- Planning a career in science
- Applying for research funding
- Writing up a résumé or CV
- Preparing for an interview



Planning a career in science

1 a In pairs, discuss the following questions.

- 1 Why did you choose a career in science?
- 2 What field of science are you currently working or studying in?
- 3 What would you like to do next in your work or studies?

b Many scientists continue their education in other countries. The table below summarises higher education for science in the US. Make a similar table for your country and then answer the following questions.

- 1 Is science education in the US similar to science education in your country?
- 2 If you decided to study in the US, which qualification would be best for you?

Higher education for science in the US

Qualification (lowest to highest)	Category	Duration (full-time)	Place of study
Associate of Science degree (AS)	undergraduate	2 years	community college or junior college
Bachelor of Science degree (BS)	undergraduate	2 or 4 years*	college or university
Master of Science degree (MS)	graduate (postgraduate)	2 years	university or graduate school
Doctoral degree (PhD)	graduate (postgraduate)	3 to 8 years	university or graduate school

* Students who have already completed an Associate (AS) degree can become a Bachelor of Science if they study for two more years.

2 a ▶ 1.1 Eriko is from Japan and will soon complete a PhD in biotechnology in London. She is discussing the next stage in her career with her supervisor, Susana. Listen to part of their conversation and tick the options which interest her and put a cross next to the options which do not.

- teaching (undergraduate) students
- doing post-doctoral research
- supervising a research team
- finding a permanent position at a university
- discussing theory
- doing practical fieldwork
- staying in London
- finding a well-paid job

b ▶ 1.2 You will hear eight sentences from Eriko and Susana’s conversation. Listen and complete the first row of the table by writing the number of each sentence (1–8) in the correct column.

Talking about ...			
likes or dislikes	past experiences	future (more certain)	future (possible)

c Look at the underlined phrases in Audioscript 1.2 on page 91. Put the underlined phrases into the correct part of the second row of the table in Exercise 2b.

3 a Think about your career in science and make notes on:

- what you enjoy most about working in your scientific field
- what you would like to do (and not like to do) next in your career
- which of your past and present experiences are most relevant to your future in science

b In pairs, take turns to interview your partner about his/her career path in science. Use the phrases from Exercise 2c to help you.



Applying for research funding

- 4 a Read the following extract from a website and then, in pairs, answer the questions below.
- 1 Can an organisation apply for this scholarship?
 - 2 Would you be interested in applying for SARF? Why / why not?
 - 3 What information might you need to include on your application form?
 - 4 What are the advantages of attracting scientists 'with future potential for leadership in their field' to a country?
- b Eriko has decided to apply to SARF and has downloaded an application form. Look at the list of sections on the form (1–10) and match each one to Eriko's notes on the information she needs to provide (a–j).

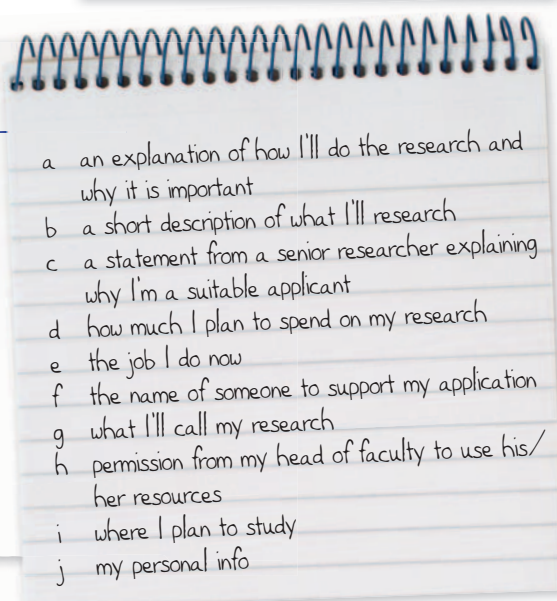
About

The [Sheridan Australian Research Fellowship \(SARF\)](#) aims to develop science in Australia by attracting outstanding scientists in their field to continue their research in an Australian university or research institution. [SARF](#) fellowships are awarded to individual scientists with future potential for leadership in their field. Successful applicants receive a 5-year grant covering salary, travel and relocation costs.

Sheridan Australian Research Fellowship SARF

APPLICATION FORM

- 1 APPLICANT
- 2 CURRENT APPOINTMENT AND ADDRESS
- 3 LOCATION OF PROPOSED STUDY
- 4 SPONSOR'S RECOMMENDATION
- 5 DEPARTMENTAL SUPPORT
- 6 PROJECT TITLE
- 7 PROJECT SUMMARY
- 8 DETAILS OF PROPOSED RESEARCH
- 9 BUDGET
- 10 NOMINATED REFEREE WITH PERSONAL KNOWLEDGE OF APPLICANT

- 
- a an explanation of how I'll do the research and why it is important
 - b a short description of what I'll research
 - c a statement from a senior researcher explaining why I'm a suitable applicant
 - d how much I plan to spend on my research
 - e the job I do now
 - f the name of someone to support my application
 - g what I'll call my research
 - h permission from my head of faculty to use his/her resources
 - i where I plan to study
 - j my personal info

- 5 a Section 7 of the form asks applicants to write a project summary of their research proposal. Think about a research project in your area. In pairs, take turns to summarise the project following the instructions (1–6) below.
- 1 State the aims of your research
 - 2 Define what the problem is
 - 3 Explain why your topic is worth researching
 - 4 Say what the expected outcomes of the research are
 - 5 Outline the procedures you will follow
 - 6 Outline how you will limit your investigation
- b Read Eriko's completed project summary on page 9. Then say what you think the commercial applications of Eriko's research might be.



7 PROJECT SUMMARY

Provide a brief summary of aims, significance and expected outcomes of the research plan

A 3-D odour-compass for odour-detecting robots

Odour-sensing robots offer many benefits over the current use of animals in similar roles, including safety, efficiency and durability. [A] However, the robots which have been developed to date are limited by the fact that they can only accurately detect and navigate towards odour plumes if they are within direct 'sight' of the chemical source. Clearly, in real world situations, obstacles may well impede the robot's detection ability, and at present, odour-sensing robots are therefore only of limited use. [B] The proposed research will concentrate on developing a robot which is able to gather readings in three dimensions and therefore overcome the limitations of current models in odour-detection. [C] This technology will make robots a more effective substitute for animals.

[D] This research aims to develop existing robotic technology to create a three-dimensional (3-D) odour compass to be used as a navigation tool in searching for an odour source. [E] This will then be tested experimentally in simulated environments where wind direction is not stable or where obstacles interfere with odour distribution. A second stage in the research will be to develop the robot's environmental sensors, thus allowing it to safely negotiate the terrain to reach the source of the odour. [F] This should produce a robot which is able to both detect and move to the source of an odour, even on difficult terrain.

c Match each highlighted section in the summary (A–F) to the correct function (1–6) from the list in Exercise 5a.

d Look at the highlighted sections A–F again. Underline the words that you could use in your own project summary. Make notes like the following example.

However, to date and limited to define the problem (A).

6 a Complete the project summary by another researcher below using the correct word or phrase from the box.

aims to however the initial phase the proposed research the study will indicate

Consumer interest in wines produced in organic vineyards has increased significantly in the last few years. (1) _____, to date it is unclear whether these production methods actually improve soil or grape quality. (2) _____ will be the first phase of a long-term study on a New Zealand vineyard. These results (3) _____ whether methods of viticulture improve grape quality.

The research (4) _____ investigate the effects of organic agriculture on soil and grape quality. (5) _____ will consist of two treatments, organic and conventional (the control), each replicated four times in a randomised, complete block design. All organic practices will follow the standards set out by the Food Standards Australia New Zealand (FSANZ).

(6) _____ will assess soil quality using physical, chemical and biological indicators over six years. The next phase will then assess the physiology of the vines.

b Write a short project summary of about 150 words for the research you discussed in Exercise 5a above. Use the phrases you noted in Exercises 5d and 6a.

Writing up a résumé or CV

7 a In pairs, discuss the following questions.

- 1 Have you ever applied for a job in science? If not, what kind of job would you like to apply for in the future?
- 2 Which of the following documents are job applicants usually asked for in your country?
 - application form
 - biodata
 - cover letter (covering letter)
 - résumé or CV (curriculum vitae)
- 3 Have you ever written one of these documents in English?
- 4 Do you think that the information you include and the way you organise a résumé or CV in English will be the same as a résumé or CV in your own language?

b Section 1 of the SARF application form asks applicants to include a copy of their CV. In pairs, look at the list of possible headings for a CV (a–l) and then answer the following questions.

- 1 Would you use all the headings (a–l) on your CV? Why / why not?
- 2 How would you organise the information in your CV? Put the list of headings (a–l) in the best order.
- 3 What kind of information would you include under each heading? Make suggestions for each heading.

a <input type="checkbox"/> computer skills	g <input type="checkbox"/> publications
b <input type="checkbox"/> dissertations	h <input type="checkbox"/> research experience
c <input type="checkbox"/> education	i <input type="checkbox"/> study abroad
d <input type="checkbox"/> grants and awards	j <input type="checkbox"/> teaching experience
e <input type="checkbox"/> personal information	k <input type="checkbox"/> technical skills
f <input type="checkbox"/> presentations	l <input type="checkbox"/> travel

8 a ► 1.3 Eriko is getting advice from Susana about writing her CV. Use the list in Exercise 7b to complete the headings Eriko will use.

- Personal Information
- (1) _____
- Research Experience
- Technical Skills
- (2) _____
- Publications
- (3) _____ and (4) _____
- Presentations

b Look at Eriko's list in Exercise 8a and compare it with your ideas from Exercise 7b. Did you choose the same headings and put them in the same order as Eriko? If not, what is different?

c ► 1.3 Listen to the conversation again. What TWO things does Susana say about how a CV should be organised?

9 a In pairs, look at an extract from the CV of a student, Carlos, on page 86. According to Susana's advice in Exercise 8c, does Carlos need to make any changes to what he has written?

- b** When adding details to your CV, it is a good idea to use bullet points rather than full sentences. Look at the following revisions to another part of Carlos's CV and then answer the questions below.

~~One of my research focuses was to examine the relationship between vegetation and the hydroperiod by producing detailed graphical profiles.~~

- * produced detailed graphical profiles to examine the relationship between vegetation and the hydroperiod

~~The research for my PhD focused on the analysis of the intra- and inter-annual variability of perilagoonal vegetation.~~

- * analysed the intra- and inter-annual variability of perilagoonal vegetation

- 1 What kind of word comes first in each bullet point? How is this word formed?
- 2 Why does he move *to examine the relationship between vegetation and the hydroperiod* to the end of the first sentence?

- c** Rewrite the following sentences as bullet points.

- 1 My main research focus was to generate specific carbohydrate oligomers by using pure cloned enzymes.
- 2 During my project, I focused on the creation of a new CD4 positive HeLa cell clone.
- 3 As part of the Cell Wall Genomics team, I have developed sensitive methods to determine the fine structure of pectins in maize.
- 4 I have been involved in investigating the way the myocardium adapts following exercise, particularly the adaptation that takes place at the sub-cellular level.

- 10 a** Your CV should always include any publications you have worked on in their correct citation form. In pairs, answer the following questions.

- 1 What is the correct order of information in a citation? Number the items in the box below in order from 1 to 6.

page numbers journal volume and/or issue number
 title of article year journal name author's name

- 2 If the paper has not yet been published, what do you write instead of the *volume* and *page*?
- 3 If the paper has been submitted (given) to a journal but not yet accepted, what do you write instead of the *journal name*, *volume* and *page*?

- b** Write out the information for three different publications Carlos has worked on (1–3) in the correct citation form.

- 1 *Submitted manuscript.* / (2011) / Hernandez Sanchez, R. and Alvarez, C.M. / 'Salinity and intra-annual variability of perilagoonal vegetation'
- 2 Environmental Management Review / (2011) / 'Declining peri-dunal variability in Doñana' / *In press.* / Hernandez Sanchez, R., Gomez Herrera, S.A. / and Alvarez, C.M.
- 3 pp167–184 / 'Hydroperiod effects on peri-dunal vegetation' / Vol 2. / Spanish Hydrology Journal / (2010) / Hernandez Sanchez, R. and Alvarez, C.M.

- 11** Think about a job or a scholarship you would like to apply for and then write a first draft of your CV. Use the advice in Exercises 7 to 9 to help you.

Preparing for an interview

12

Read the extract of an email to Eriko from Dr Caroline Hansford of SARF and then answer the following questions.

- 1 How will Eriko be interviewed?
- 2 What does she have to do before the interview?
- 3 Why might this interview be particularly difficult?

13

a Eriko has decided to write her presentation and then to memorise it. In pairs, make a note of the advantages and disadvantages of:

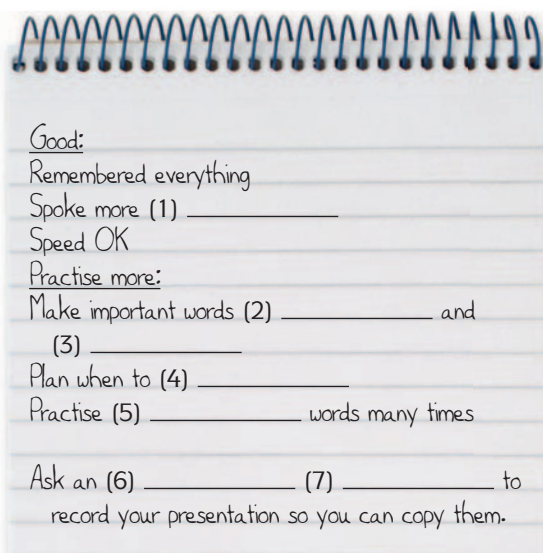
- reading your presentation from a script
- memorising the script of your presentation
- not using a script (using notes only)

b ▶ 1.4 Eriko has asked Carlos to comment on her presentation. Listen to Eriko's first two attempts and answer the following questions.

- 1 How do you think Eriko feels?
- 2 What comment does Carlos make on her first attempt?

c What advice do you think Carlos might give to Eriko on her second attempt?

d ▶ 1.5 Listen to Carlos's feedback. Complete the notes below.



Good:
 Remembered everything
 Spoke more (1) _____
 Speed OK
 Practise more:
 Make important words (2) _____ and
 (3) _____
 Plan when to (4) _____
 Practise (5) _____ words many times
 Ask an (6) _____ (7) _____ to
 record your presentation so you can copy them.



and we plan to hold interviews in the final week of July. Your interview has been scheduled for Thursday 28 July at 0900GMT. As you are currently based in the UK, we will be interviewing you by conference call. Please write back to us to confirm your availability for this date and time. We will be asking all interviewees to deliver a short presentation of their research proposal at interview. In your case, we would like to ask you to upload a video of yourself giving such a presentation no later than Wednesday 20 July.

e ▶ 1.6 Listen to Eriko practising the introduction to her presentation again.

- 1 Has she followed all of Carlos's advice?
- 2 Does the presentation sound better now?

f ▶ 1.7 Listen to the following extracts from the presentation and mark the stressed words with a (•) as in the example.

- 1 Hello. My name is ... and I'm currently ...
- 2 My research focuses on ...
- 3 This is useful because ...
- 4 For example, ...
- 5 However, there are a number of problems with ...

g Complete the phrases in Exercise 13f with information that is true for you. Then practise saying the sentences, paying attention to stress and intonation.

h Imagine you are giving a short presentation like Eriko. *Either*: Choose a topic in your own research area and plan a short presentation (about 70 words). Plan where you will pause and which words you will stress, as in Exercise 13f. Then memorise the text. *Or*: Using the audioscript, memorise the beginning of Eriko's presentation. Then take turns to deliver your presentation to a partner. Give feedback on each other's presentations.

14 a Phone and video conferencing are both common for interviews and meetings nowadays. Complete the advice for interviews by conference call using the words and phrases in the box below.

application form comfortable position facing late
 phone number questions see shuffle thank tone of voice

..... CONFERENCE CALL INTERVIEWS

Before your interview	During your interview
<ul style="list-style-type: none"> Find out exactly who you will be talking to Check whether they will be able to (1) _____ you or just hear you Check the date, time, the (2) _____ to dial in on, and the right code to access the conference call Read your CV and (3) _____ again Practise answering questions you might be asked Prepare (4) _____ to ask the interviewer 	<ul style="list-style-type: none"> Don't be (5) _____ ! Use your (6) _____ to sound confident and enthusiastic Do not (7) _____ papers (this will make a noise) Sit in a (8) _____ - do not move about too much Speak very clearly, (9) _____ the microphone When the interview is over, (10) _____ the interviewer(s) and end positively

b Look at the completed advice in Exercise 14a. Which do you think are the three best pieces of advice? Why?

15 Imagine you are being interviewed for a job or a fellowship. In pairs, make a list of questions which you might be asked. Then take turns to interview each other.