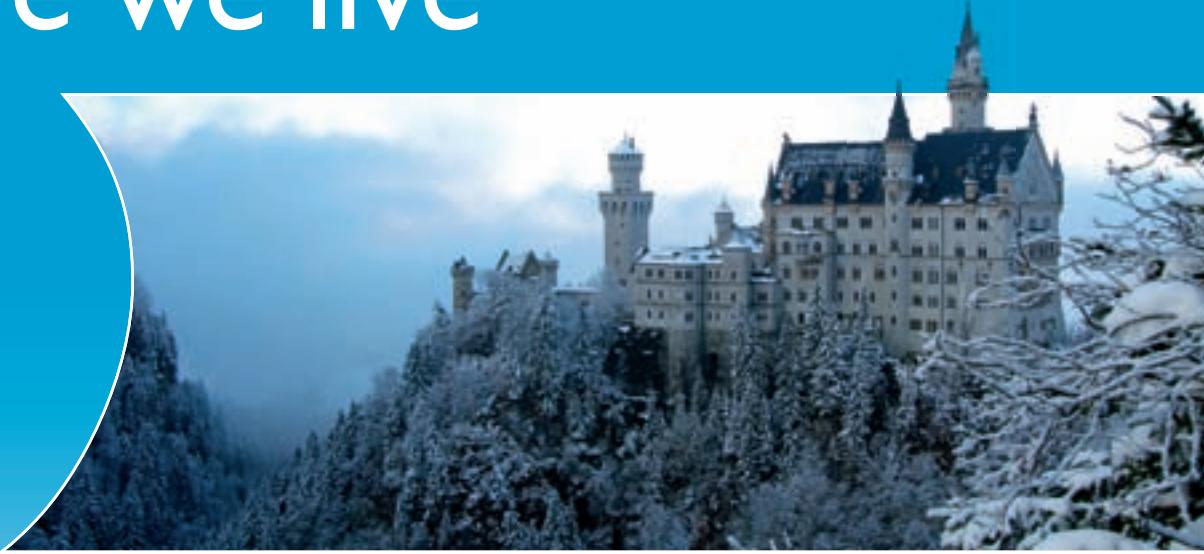


Where we live

1



Speaking

1 Discuss the questions.

- 1 What do you like most about the area where you grew up?
- 2 What are the advantages and disadvantages of living abroad for a short time?
- 3 If you could live in another country, where would you choose? Why?

Interview (Part 1)

talking about yourself

► EXAM FOCUS: p.204

- 2 **01** Listen to two candidates talking to an examiner. Which of the questions in Activity 1 does the examiner ask?
- 3 Which of the candidates, Karl or Elena, provides responses of an appropriate length?

EXAM TIP

Don't just give single-word answers to the examiner's questions. Try to use introductory phrases like *Well, ...*, *Actually, ...*, *Now I come to think of it, ...*

- 4 Look at responses to the questions Karl and Elena were asked. They are too short. Make the responses longer and more interesting.

- | | |
|------------------|----------------|
| 1 Spain. | 3 The weather. |
| 2 I'm a student. | 4 My friends. |

- 5 Work in pairs. Turn to page 152 and do the activities.

- 6 How would you evaluate your own performance? Use the General marking guidelines on page 207 to help you. Can you suggest any ways in which the other students you worked with could improve?

Multiple-choice cloze (Part 1)

► EXAM FOCUS: p.197

- 7** Look at the title of an article about children's dream homes. What other features do you think the children included in their dream homes?

A recent (0) ... *B. study*... of children aged between four and eleven years old has (1) that their notion of the ideal home presents major (2) to conventional wisdom. More than a quarter of the youngest group (3) a desire to live in a house made either entirely of sweets or of toys rather than more traditional (4) One in four boys and nearly half the girls would choose to live in a fairytale castle. Other specifications for the (5) dream house, unveiled by the research, include the fact that a third of children would like an indoor swimming pool and that more than a quarter of eleven-year-olds, given the choice, would (6) for water slides over stairs. Fifteen percent of boys also want a football pitch on the (7) Somewhat surprisingly, only one child in ten wants to live on a giant bouncy castle but almost a third say they would still choose their family home (8) all other options.

EXAM TIP

When you meet a new word, always record and learn it with its collocates (e.g. *dream + home*).

- 8** Read the article. Were your predictions correct? Which findings do you think are most and least surprising?

0	A research	B study	C enquiry	D inquest
1	A exposed	B revealed	C outlined	D uncovered
2	A questions	B issues	C challenges	D tests
3	A claimed	B expressed	C uttered	D announced
4	A substances	B components	C materials	D elements
5	A supreme	B ultimate	C great	D fundamental
6	A choose	B select	C decide	D opt
7	A zone	B area	C premises	D grounds
8	A over	B rather	C instead	D between

- 9** Read the first sentence of the article again and look at the example (0). The correct answer is B. Look at the reasons why the other alternatives are not possible and match them with the incorrect alternatives (A, C and D).

- 1 possible in the context but followed by the preposition *into*, not *of*
- 2 an uncountable noun, so cannot be used with the indefinite article
- 3 often collocates with the phrase '*into the death of*'

- 10** Read the article again. For questions 1–8, decide which answer (A, B, C or D) best fits each gap. Use the criteria you used in Activity 9 to help you.

- 11** How closely does the place you live now correspond to your ideal home?

Speaking

- 1** What are the advantages and disadvantages of living in a small town or village as opposed to a big city?

- 2**  02 Listen to a woman talking about moving to a remote village. Does she mention any of the things you talked about?



Perfect and continuous forms

► GRAMMAR REFERENCE p.181

- 3** Choose the correct verb form in each sentence. In which sentences are both forms possible? Then listen again. Which form does the speaker use in each case?

- 1 For years *I'd told/I'd been telling* all my friends that I wanted to get away from the hustle and bustle of London.
- 2 *I had, in fact, always been/I had, in fact, always been being* a real city person.
- 3 By the beginning of next month *I will have lived/will have been living* here for exactly a year.
- 4 *I've looked back, retraced my steps and come/I've been looking back, retracing my steps and coming* to understand just how great a change it has actually been.
- 5 *I've spent/I've been spending* hours exploring the glorious countryside by bicycle and on foot and *have discovered/been discovering* a taste for silence and solitude I didn't know I had.
- 6 By the time the first year comes to an end, almost all my London friends *will have been/will have been being* here to stay.

- 4** Work in pairs and discuss the difference in meaning between the pairs of sentences.

- 1 A We've been renovating all the bathrooms. It's taking ages!
B We've renovated all the bathrooms. It cost a fortune!
- 2 A I'll have walked more than 200 kilometres by the time I get to Santiago.
B I will have been walking twenty kilometres a day for nearly a month by then.
- 3 A When it struck midnight, Tim had written the essay.
B When it struck midnight, Tim had been writing the essay for more than twenty-four hours.

- 5** Divide the stative verbs in the box into five groups: emotions, knowledge, possession, communication, senses.

agree believe belong care deny hear
know like love own possess promise
smell taste understand

LANGUAGE TIP

Some verbs have both stative and dynamic meanings. They can only be used in continuous forms with a dynamic meaning.

I'm feeling unwell. (*feel* = experience a feeling or emotion)

Compare this with the stative meaning.

I feel we should give him a chance. (*feel* = have an opinion)

- 6** Complete the sentences with the correct form of the verb in brackets.

- 1 I(think) that living in a small village would be a bit boring.
- 2 I(think) of spending a week in Ireland in early June.
- 3 I(see) a friend of mine for dinner tomorrow night.
- 4 I(see) your point but I think cities can be very lonely places.
- 5 I(taste) the sauce to see if it needs more salt.
- 6 This sauce(taste) a bit strange.

- 7** Imagine you have won the lottery and have been living in your dream home for a year now. Tell the class what changes there have been in your life over the last year.

Reading

- 1** Work in pairs and discuss the questions. Which city noises do you find most irritating? Are there any big city noises you actually like?
- 2** Read the magazine article. How many of the noises you discussed are mentioned?

Sounds of the city

Cities are noisy places. The whine of scooters, the wail of ambulance sirens, the rumble of an underground train deep in the belly of the earth – all these are part of the city soundscape and contribute to our perception of cities as vibrant places to be.

Perhaps the most characteristic of city noises is the constant buzz of traffic. But that could be about to change. Newer electric and hybrid vehicles are actually completely silent and, as attractive as that may sound, it represents a safety problem

– they creep up on unsuspecting pedestrians and on one another, and that means accidents.

One way to prevent this happening is to give them a voice. And it seems we will be able to choose just what kind of voice that should be. Since city dwellers often miss the sound of the wind in the trees, the laughter of children or birdsong, these are all sounds that acoustic engineers are considering. Imagine a fleet of electric taxis chirping happily like sparrows, sighing like a summer breeze in long grass or giggling like toddlers. Sounds pretty good to me!

Figurative language

- 3** Complete the sentences with the correct form of the underlined words in the article in Activity 2.
 - 1 The teacher said it wasn't funny and she should stop
 - 2 The child kept that she had a smaller cake than her sister.
 - 3 He with sadness over all the old friends he had lost.
 - 4 When the little girl's ice cream dropped into the gutter, she started to in distress.
 - 5 I hadn't eaten anything all day and my stomach kept
 - 6 The fly against the window made it difficult to concentrate.

LANGUAGE TIP

We also use verbs that describe sounds animals make for human speech.

'Get out of there!' he **roared**.

- 4** Decide which of the words in the box are associated with humans (H), animals (A) or both (B).

bark clap cough groan purr roar
shudder sigh stutter tremble

- 5** Complete the sentences with the literal meaning of the words in Activity 4. Change the form of the words if necessary.

- 1 Her hands as she handed him the letter.
- 2 Our cat only if you massage his ears.
- 3 He when he said words beginning with *l*.
- 4 Everyone when Dad told that terrible old joke again.
- 5 Only a few people in the audience at the end of the recital.
- 6 I had no idea a lion's could be so loud.
- 7 My neighbour's dog only ever at the postman.
- 8 I'm allergic to pollen – it makes me
- 9 Even the idea of eating liver makes me
- 10 He was safe! He breathed a of relief.

- 6** Choose the correct alternative in each of the sentences.

- 1 There was a sudden *clap/bark* of thunder and all the lights went out.
- 2 I couldn't hear a word he was saying over the *roar/purr* of the plane taking off.
- 3 The earth *groaned/coughed* and then began to *shudder/clapviol*ently.
- 4 The sergeant *barked/purred* a command and the troops sprang into action.
- 5 We were in the centre of the lake when the motor *coughed/groaned* and then *stuttered/sighed* a couple of times before cutting out altogether.
- 6 The leaves *trembled/shuddered* in the autumn breeze.

- 7** Work in pairs. Turn to page 161 and do the activity.

Speaking

1 Discuss the questions.

- 1 How well do you know your way round your town or city?
- 2 What do you do to help you navigate in a town or city you don't know well?
- 3 Have you ever got completely lost?

Multiple choice (Part 5)

► EXAM FOCUS p.199

2 Read the title and the first paragraph of the newspaper article and guess what it will be about. Then read the rest of the article to see if you were right.

EXAM TIP

Don't answer questions using your beliefs or experience. Always look for evidence in the text.

3 Read the article again. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 The writer suggests that it is difficult to find your way round London
 - A if you are from Manhattan.
 - B if you are used to cities that are laid out differently.
 - C if you don't have a good map or street directory.
 - D if you are not familiar with the one-way system.
- 2 The writer's view of people who pass The Knowledge is that they
 - A are very fortunate.
 - B are very studious.
 - C deserve the right to drive a taxi.
 - D should learn even more about their city.
- 3 What aspect of The Knowledge does the writer find most surprising?
 - A Candidates cannot use anything but their visual memory during the test.
 - B Candidates have to describe a number of different routes.
 - C The length of time it takes candidates to prepare for the test.
 - D The quaint name that has been given to the oral examination.

- 4 Why does the writer give three examples of groups of people whose brains have not changed?

A to show how surprised she is that a person's brain can change

B to highlight the results found in similar studies

C to show that cabbies have a very special ability

D to show that cabbies have superior intelligence

- 5 The writer suggests studies done on the Paris and Chicago cab driver are surprising because the researchers

A copied what Eleanor Maguire had done.

B chose to study two such different cities.

C didn't check to see if the cabbies had passed a test.

D didn't find what they had expected.

- 6 What is the writer's attitude to stories about taxi drivers around the world?

A She is appalled that such poor drivers could exist.

B She is uncertain how far the stories can be relied upon.

C She thinks these criticisms of drivers are without justification.

D She thinks potential passengers should take them as a warning.

7 Work in pairs and discuss the questions.

- 1 How well do taxi drivers know their way around the city or town where you live?

- 2 Have you ever encountered a taxi driver who actually got lost?

Vocabulary

working out meaning from context

5 Match the underlined words in the article with meanings 1–8.

1 a feeling of great respect

2 more than a little but not very much

3 a terrible or painful experience that continues for a period of time

4 confused

5 confusing

6 an impressive achievement

7 be successful

8 extremely worried and frightened

6 Write one sentence for each of the words in Activity 5. Compare your sentences with a partner.

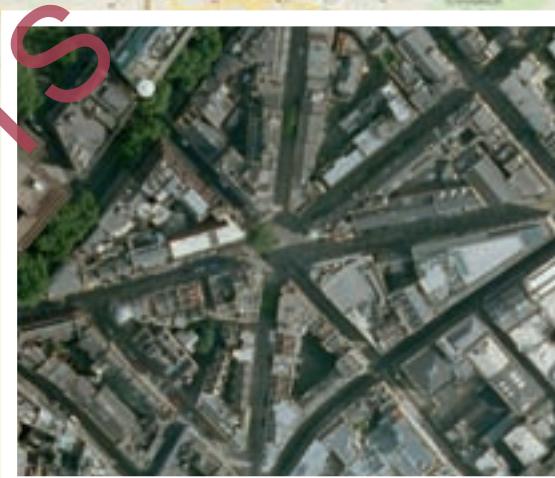
More than just STREETWISE

London is not a good place for fans of right angles. People who like the methodical grid system of Manhattan are baffled by the bewildering network of knotted streets. It's entirely possible to take two right turns and end up in the same place. Even with a map, some people manage to get lost. And yet there are thousands of Londoners who have committed the city's entire layout to memory – cab drivers. Piloting London's distinctive black cabs is no mean feat. To earn the privilege, drivers have to pass an intense intellectual ordeal, known charmingly as The Knowledge. Ever since 1865, they've had to memorise the location of every street within six miles of Charing Cross. Today this implies familiarity with all 25,000 of the capital's arteries, veins and capillaries. They also need to know the locations of 20,000 landmarks, museums, police stations, theatres, clubs and more – and 320 routes that connect everything up.

It can take two to four years to learn everything. To prove their skills, prospective drivers do oral examinations called 'appearances' at the licencing office, where they have to recite the best route between any two points. Incredible as it may seem, they have to do this without any reference to maps aside from the mental map they have in their head. They have to narrate the details of their journey, complete with passed landmarks, road names, junctions, turns and maybe even traffic lights. Only after successfully doing this several times over can they earn a cab driver's licence.

Given how hard it is, it shouldn't be surprising that The Knowledge changes the brains of those who acquire it. Eleanor Maguire from University College studied those changes and showed that the brains of London taxi drivers do indeed undergo a change which makes them very different from those of mere mortals like us. Doctors, for example, with their extensive knowledge of human anatomy and physiology, don't exhibit the change Maguire found. You don't see it in memory champions who have trained themselves to remember seemingly impossible lists and who go on to win quizzes and competitions. You don't see it in London's bus drivers who have similar driving skills but work along fixed routes. Among all of these groups, only the London cabbies, with their heightened spatial memories, have the change Maguire was looking for.

One reason this might be is that London, as a cluster of what were once villages, simply demands higher order skills. Cab drivers in Paris and Chicago face similar challenges when it comes to traffic and navigation and also have to get through a test that demands an in-depth knowledge of the city concerned. Strange as it may seem, though, when researchers looked at drivers in these cities in a bid to replicate Maguire's London study, they found none of the same changes in brain structure. Even among cabbies, the Londoners who pass The Knowledge are unique. But it's not just their skills and the ways in which these have changed their brains that set the London cabbies apart.



Their passengers generally trust them and can even be somewhat in awe of their navigation skills. Their colleagues elsewhere in the world do not fare so well when it comes to passenger attitudes. Rudeness, impatience and poor driving skills are among their many sins if the many customer complaints on the internet are to be believed.

Cabbies in other countries also find themselves accused of possessing too limited a knowledge – or no knowledge whatsoever – of the cities where they ply their trade. Stories abound of drivers making frantic appeals on their radios for guidance or relying too heavily on GPS. Believe these tales if you choose to but should you find yourself going round in circles in the labyrinth that is London for many a foreign visitor, don't hesitate to hail a cab. The cabbie may not ooze charm but will certainly know the quickest and most direct way of getting you where you want to go.



Speaking

1 Draw a floor plan of the flat or house where you live. Then work in pairs.

- 1 Explain your floor plan to your partner.
- 2 Explain how you use the space available to you.
- 3 Say whether you need more space than you currently have. Why/Why not?

Multiple matching (Part 4)

► EXAM FOCUS p.203

2 Look at the exam tasks. Tick (✓) the things that you like least about the place where you live. Then tick the advantages it has over other places you have lived in. Compare your answers with a partner.

Task 1

For questions 1–5, choose from the list (A–H) what each speaker likes least about the place where they live.

- A feeling unsafe
- B the absence of a garden
- C the smell of other people's cooking
- D the uninspiring view
- E the lack of space for preparing meals
- F being obliged to get rid of favourite possessions
- G the sense of claustrophobia
- H the noise from other people living in the building

- | | | |
|-----------|----------|--|
| Speaker 1 | 1 | |
| Speaker 2 | 2 | |
| Speaker 3 | 3 | |
| Speaker 4 | 4 | |
| Speaker 5 | 5 | |

Task 2

For questions 6–10, choose from the list (A–H) what each speaker sees as the main advantage of the place where they live.

- | | | |
|---|------------------------|--|
| A plenty of storage | Speaker 1
6 | |
| B entertainment facilities nearby | Speaker 2
7 | |
| C the freedom to furnish the home without limitations | Speaker 3
8 | |
| D spending less time on domestic chores | Speaker 4
9 | |
| E having a close friend next door | Speaker 5
10 | |
| F social contact with others living nearby | | |
| G being able to make good use of the entire space | | |
| H knowing you can always ask a neighbour to help | | |

EXAM TIP

Don't worry if you don't understand every word and expression the speakers use. As long as you understand the general message, you should be able to answer the questions.

3 03 Do the exam tasks in Activity 2. You will hear five short extracts in which people are talking about the places where they live. While you listen, you must complete both tasks.

4 What kind of person do you imagine each of the speakers is?

Vocabulary

expressions with *space* and *room*

5 Decide if it is possible to complete the sentences with *space*, *room* or both words.

- 1 That chest of drawers takes up too much We ought to get rid of it.
- 2 I don't think I've got enough in my suitcase for these boots.
- 3 Could you make for people to get past, please?
- 4 It was such a popular event that there was standing only by the time we got there.
- 5 There isn't really enough here to do aerobics.
- 6 I like cities with plenty of open
- 7 That was delicious but if I have any more, I won't have any for dessert.
- 8 The only explanation she gave for breaking up with him was that she needed more

6 Work in pairs. Turn to page 161 and do the activity.

Speaking

1 Work in pairs and discuss the questions.

- 1 What attracts visitors to your town or city?
- 2 Does it have any landmarks?
- 3 Are they well-known to people who have never been there?

2 Read the extract from an article about branding cities. Does your town or city have any of the characteristics mentioned in the extract?



City brands

Does your city have a famous landmark, a rich cultural tradition or is it home to a major industry, a world-renowned hotel or even a distinctive way of getting around like London's black cabs or Amsterdam's barges? Perhaps it's a mecca for theatre-goers, musicians or party animals. Or maybe it's just a nice place to be. Top brand cities seem to have it all. Not only can they boast lists as long as your arm of magnificent buildings, museums and galleries, they are also home to famous restaurants, glorious parks, iconic sports stadiums and all sorts of places to see and be seen.

For cities and towns less favourably endowed the first step in establishing a brand is to identify assets and find a way of communicating these, usually by means of a logo and slogan. But getting the logo and slogan right is no mean feat. Under no circumstances should visitors be led to believe a city can promise something it cannot deliver.

No one is impressed if a place calls itself the 'sunshine capital' but is in fact cold, wet and windy, or claims to 'never sleep' when by-laws oblige all bars and restaurants to close by midnight. ■

Emphasis with inversion

► GRAMMAR REFERENCE p.175

3 Look at the underlined sentences in the article. What do you notice about the verb forms? Rewrite the sentences so that they are less emphatic.

LANGUAGE TIP

You are more likely to find structures with subject-verb inversion in more formal or literary written contexts than you are in speech.

Hardly had he arrived when Jo rushed in.

4 Rewrite the sentences using inversion. Start with the word given.

- 1 This city has seldom been in greater need of energy-efficient public transport than it is today. *Seldom*
- 2 We had just ordered our meal when the waiter rudely asked us if we would mind paying the bill. *Scarcely*
- 3 I have rarely seen such a brilliant display of artistry and expertise. *Rarely*
- 4 You have failed to hand in your essay on time and you have also copied several paragraphs directly from the internet. *Not only*
- 5 You should not let people who don't respect the dress code into the club under any circumstances. *Under no circumstances*
- 6 She posted the letter and then began to regret what she had said. *No sooner*
- 7 My client has never revealed the contents of this document to the media. *At no time*
- 8 I had only just finished the assignment when my boss asked me to do something else for her. *Hardly*

5 Work in pairs. In which situations would you expect to hear or read the sentences in Activity 4?

6 Write sentences beginning with the words in *italics* in Activity 4. Compare your sentences with a partner.



Listening

- 1** **04** Work in pairs and listen to a podcast about a way to improve contact between neighbours. How would people react to a scheme like this where you live?

Essay (Part 1)

using the task input to help you plan

► WRITING REFERENCE p.186

- 2** Work in pairs and imagine that you have been asked to write an essay on promoting greater contact between neighbours.

- 1 Brainstorm ideas, including the ones in the podcast and your own ideas.
- 2 Think of points for and against your ideas.
- 3 Choose three ideas and include a supportive and a critical comment for each one.

- 3** Look at two plans for a similar essay and then turn to the checklist on page 185. Which plan do you think would produce the better essay?

A PLAN

Introduction: Say why the move to the suburbs has been such a big problem.

Solution 1: Invest in urban renewal schemes in the centre of the city.

- + It will attract businesses that had moved out to the shopping malls.
- Money should be spent on schools and hospitals, not prettying up the centre of town.

Solution 2: Offer incentives for moving back to the centre.

- + If there are financial and lifestyle benefits, people will come back.
- Unless life in the suburbs is made harder for them, no one will bother to make the move.

Conclusion: Say which solution I believe will be most effective.

PLAN

Introduction: Reasons we have to get people to move back to the city centre.

Paragraph 1: The government should invest more money.

Paragraph 2: People should realise that infrastructure for suburban living is too costly.

Conclusion: If all these things are done, people will move back.

- 4** Write a plan for the essay in Activity 2. Show it to other students. Can they suggest improvements to your plan?

- 5** Look at the task input and use it to help you write another plan.

- 1 Think of what specific ideas might be connected to each of the three headings (legislation, education and special taxes).
- 2 Use the opinions expressed to give you a clue.
- 3 For each opinion expressed, think of a supportive or critical comment to balance the opinion.

Your class has attended a panel discussion on what methods governments should use to discourage the use of private cars in the centre of the city. You have made the notes below.

Methods governments could use to discourage the use of private cars in the city centre

- investment
- education
- taxes

Some opinions expressed in the discussion

'Make businesses pay parking levies for their employees and they'll move out of the city centre.'

'Improve the public transport system, then people won't need their cars.'

'If people understood how much better pedestrianised city centres are, they wouldn't want to bring their cars in.'

Write an essay for your tutor, discussing **two** of the methods in your notes. You should **explain which method you think is more important** or governments to consider, **giving reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion but you should use your own words as far as possible. Write your essay in **220–260** words in an appropriate style.

EXAM TIP

Try to avoid copying phrases from the input in Part 1. Use your own words.

- 6** Write a draft of the essay in Activity 5. Show it to two other students and see if they can offer any advice on ways of improving your work.

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

- 1 I only managed to buy my own place after years of sharing with other people. **DID**
Only after years of sharing with other people my own place.
- 2 The neighbours are really noisy and they are not very friendly either. **ONLY**
Not really noisy, they are also not very friendly.
- 3 You shouldn't ever put your full address on a luggage label. **TIME**
At put your full address on a luggage label.
- 4 It will be six years since I moved here next Saturday. **FOR**
By next Saturday I will six years.
- 5 You shouldn't tell anyone about this under any circumstances. **NO**
Under tell anyone about this.
- 6 I closed the door and immediately realised I had left my keys inside the house. **SOONER**
No the door than I realised my keys were inside the house.

2 Complete the sentences with the present simple or continuous form of the verb in brackets.

- 1 I (*smell*) smoke. Is there something burning?
- 2 The soup is almost ready. Dad (*taste*) it to see if it's hot enough.
- 3 I (*see*) Josh on Friday evening but perhaps you and I could get together on Saturday.
- 4 Look at the cat! He (*smell*) the roses!
- 5 We (*think*) of renting a small plot of land to grow our own vegetables.
- 6 This tea (*taste*) of mangoes.

3 Read the article and decide which answer (A, B, C or D) best fits each gap.

- | | | | |
|--------------|-----------|-------------|--------------|
| 1 A draw | B create | C make | D come |
| 2 A reverse | B back | C rear | D underside |
| 3 A led | B brought | C produced | D saw |
| 4 A history | B past | C ages | D time |
| 5 A holding | B storing | C bearing | D exhibiting |
| 6 A seems | B looks | C resembles | D reminds |
| 7 A appealed | B charmed | C attracted | D enticed |
| 8 A get | B bring | C set | D put |

The logo that everyone loves

It was 1977 and the American graphic designer Milton Glaser had been asked to (1) up with a logo for New York State. He pulled a red crayon from his pocket and began to sketch on the (2) of an envelope: first an I, then the simple outline of a heart, followed by two letters, N and Y. Glaser's doodle (3) to the development of one of the most successful advertising campaigns of all (4) It was so successful, in fact, that the torn envelope (5) his original idea is now in a permanent collection in a museum. The upbeat message of Glaser's design, which (6) the kind of joyful graffiti that a young lover might carve into a tree, (7) to New Yorkers as well as tourists. Glaser himself acknowledges that it seems strange that a logo could have such an impact but it seems his design really did (8) about a change in people's attitudes at a time when the city had been going through difficult times.



Ages and stages

3



Speaking

- 1 Work in pairs and discuss why someone might have made each of the comments. Do you agree with them?

Youth is wasted on the young.
(George Bernard Shaw)

You can live to be a hundred only if you give up all the things that make you want to live to be a hundred.
(attributed to Woody Allen)

Vocabulary

stages of life

- 2 Look at the sentences and decide whether the underlined words have a positive or negative connotation.

- 1 Much as I like him, his rather juvenile sense of humour makes me question his suitability for a job that requires a degree of tact.
- 2 She has a childlike innocence about her that is rather surprising.
- 3 Like many actors of his generation, he has retained a youthful demeanour, despite his advancing years.
- 4 We are both mature enough to discuss this without getting emotional.
- 5 I think most practical jokes are humourless and puerile.
- 6 Some of these geriatric rock stars should really think twice before going on tour. It's just embarrassing!

- 3 Which of the words in the box could you use to replace the underlined words in Activity 2? Which one has a different connotation?

adolescent adult aging boyish childish infantile

- 4 Work in pairs. Think of other near synonyms for the words in Activities 2 and 3. Do they have positive, negative or neutral connotations?

Speaking

- 5 What books or TV series were you interested in when you were younger? Are you still interested in them now?
- 6 Read the article about the teenage obsession with vampires. Do you agree with the writer?

Sunday Review

Lust for blood:

Why are teenagers obsessed with vampires?

~~SAMPLE~~

The recent teenage obsession with vampires is nothing new. They have long been a source of fascination. One of the first vampire stories in English was written 200 years ago by John Polidori, barely out of his teens himself at the time. Vampires appealed to teenagers as much then as they do now but why should this be so? One theory connects their attraction to the myth of eternal youth. The character Polidori described in his *The Vampyre* has a lot in common with those we find in today's hugely popular books, films and TV series. He embodied all that we might consider cool, had a great sense of style and was also deeply mysterious. He always knew what to say and when to say it and had, of course, complete freedom to roam the city by night. These are all qualities that many teenagers lack. They often feel tongue-tied and awkward, frequently have little self-confidence and their movements, especially after dark, are subject to their parents' will. So the vampire is, in a sense, everything the teenager would like to be but is not. At the same time, the vampire's sense of alienation from 'normal' or adult society is something many teenagers share. There is risk and danger involved in being a vampire or a vampire's girlfriend or boyfriend, though that too has its appeal – they've often waited more than 100 years to be with the one they love.

Countable and uncountable nouns

► GRAMMAR REFERENCE p.174

- 7 Read the article again and put the underlined nouns into the correct category.
 - 1 nouns that are always uncountable
 - 2 nouns that are uncountable when they are used in this way
 - 8 Decide if one or both alternatives are possible in each sentence. If both are possible, is there a difference in meaning?
- 1 I suggest we stop for coffee/a coffee in half an hour if that's alright with you.
 - 2 He published his research/researches into the origin of the vampire myth.
 - 3 The classrooms all have excellent audio-visual equipment/equipments.
 - 4 I must remember to buy some paper/a paper.
 - 5 Spain is famous for its wine/wines.
 - 6 It was actually just luck/a luck that decided the match.

LANGUAGE TIP

Some uncountable nouns that refer to emotions and mental activity can be used with the indefinite article (*a/an*) when their meaning is limited in some way.

She has a pathological fear of spiders.

- 9 Insert an indefinite article in the sentences if necessary.

- 1 Some teenagers have profound mistrust of adults.
- 2 The first candidate demonstrated good knowledge of grammar and vocabulary.
- 3 My grandfather still enjoys very good health.
- 4 He speaks perfect Italian.
- 5 My friends really wanted their daughter to have good education.
- 6 She has good understanding of all the issues.
- 7 I hope you have good weather in Venice.
- 8 She did excellent work in the final year of her Art degree.

- 10 Work in pairs. Turn to page 165 and do the activity.



Speaking

1 Answer the questions. Then compare your answers with other students.

- 1 Do you keep a diary or have a blog? Why/Why not?
- 2 What are the main differences between blogs and diaries?
- 3 What are the potential risks of keeping a diary?

Cross-text multiple matching (Part 6)

► EXAM FOCUS p.200

- 2 Read extracts A–D from articles about keeping a diary. Which extracts provide answers to question 3 in Activity 1?**
- 3 Read questions 1–4 and underline the main ideas. Which questions ask you to find extracts with the same opinions? Which questions ask you to find extracts with different opinions?**

Which columnist

shares a similar opinion to columnist A about the risks of keeping a diary?

1

regards diaries as superior to social networking sites for a different reason to columnist D?

2

has a similar view to columnist B about teenagers' contradictory behaviour?

3

has a different attitude to columnist D about the reaction older people have to reading teenage diaries?

4

- 4 Read the extracts again. Which texts mention issues 1–4 in the table?**

Issue	Texts
1 diary keeping is risky	<i>A</i> ,
2 diaries are superior to social networking sites, <i>D</i>
3 teenagers' behaviour can seem contradictory,
4 reactions of older people when rereading their teenage diaries,

- 5 For questions 1–4, choose from the extracts (A–D). The extracts may be chosen more than once.**

- 6 Complete the sentences with the correct form of the underlined words and phrases in the extracts.**

- 1 Tony is always of his younger brother. I don't know why he puts up with it.
- 2 Every time I hear my voice on a recording, it makes me – I can't stand it!
- 3 Ironing has to be one of the most tasks there is.
- 4 The weather was absolutely when we were on holiday. It didn't stop raining once.
- 5 There is a very real that our team won't qualify for the World Cup.
- 6 In the interview she did her utmost to her role in the disastrous election result.

- 7 Which of the opinions about diary writing do you agree with? Work in pairs and discuss your answers.**

A

Dairies are embarrassing. Even as adults, though we might pretend to feel nothing more than mild amusement on rereading our teenage dairies, more often than not we secretly cringe with embarrassment over their raw emotion and trivial content. Why, I wonder, when they are nothing more than records of the childish hopes and ambitions we've now outgrown? But keeping a diary has advantages over other modes of expression. For one thing, a conventional diary is wonderfully impermanent. It can be quickly and completely destroyed if the writer so chooses, something that does not hold true for digital media. Dairies are also intended to be confidential, though younger siblings can, and do, often find them a huge temptation. If found, a diary will be read and its contents certainly made fun of and possibly shared with the very people one would least like to know about them.

B

Though they're perfectly happy to post all sorts of details about their personal lives on Facebook, the prospect of somebody finding and reading a secret diary is enough to put many teenagers off the idea of keeping one. While those fears might be well-founded, discovery is not the main threat diaries pose. They might actually induce writers to tell themselves something they didn't want to know. It might be an admission of jealousy, a confession of a secret infatuation or even an outpouring of pent up resentment and rage. Threatening as this might be, there is real power in writing these sorts of things down. We can't begin to change the things we find most irksome about ourselves without first accepting them, and writing openly and honestly is the first step. We might ultimately burn the pages but we should use them first to confront the things that trouble us.

C

Teenage writers may come to regard their diary as a shoulder to cry on or even as a rather poor substitute for a boyfriend or girlfriend. That's fine, of course, as long as the diarist really doesn't secretly hope that any boyfriend or girlfriend will ever read the diary. They may believe they would actually like this to happen but they would be horrified if it really did. But even just fantasising that someone else will read a diary can distort the whole process. Writers who imagine an audience try to impress, to persuade or perhaps to protect their own and others' feelings. They exaggerate the positive and downplay the negative. In short, they lie. As I see it, once a diary is anything but completely honest, the whole activity is rendered pointless. If you intend to address your friends and acquaintances directly, keep a blog or write your autobiography. A diary should be written, without reticence, for your eyes only.

D

Dairies with locks and keys have retained their popularity among teenage girls, despite the fact that they happily keep what amounts to digital diaries through posts on Facebook, Twitter or Tumblr. Posts on such sites are effectively publications intended to produce a reaction and a response even if it is just approval or disapproval. Attracting disapproval in the extreme form of cyber bullying stops many teenagers expressing their feelings on such sites. They are not safe places for baring one's soul. The diary, for all its old-fashioned sentimentality, can, and should, be a place for such honesty. People who reread their teenage diaries are understandably appalled to discover how little space they gave to what really matters and how much time they dedicated to the boy or girl on the bus who might or might not have fancied them. But at least diaries are truly private places where such things can be expressed.

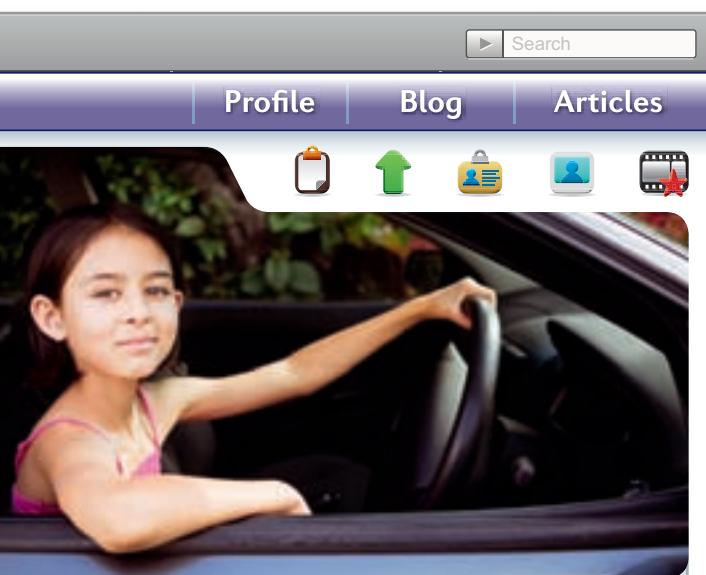
**What diaries
can and can't do for you**

Four columnists comment on the benefits and dangers of diary writing

SAMPLE

Reading

- 1** Work in small groups. Make a list of five things you think all adults should be able to do.
- 2** Look at a similar list from a blog. Tick (✓) the things that you can do. Add two more items from your list in Activity 1.



The blog interface includes tabs for Profile, Blog, and Articles, and features a search bar at the top. Below the header is a large image of a young woman driving a car. The main content area is titled "Things every adult should be able to do" and lists six items:

- 1 Perform CPR and the Heimlich Manoeuvre**
One day it may be your partner or child who needs your help.
- 2 Do basic cooking**
I find it appalling that so many young people live on pot noodles and toast. Learn to cook – you might even enjoy it.
- 3 Speed read**
The average person reads a couple of thousand words a day and the average student reads a lot more. Sometimes you need to get the gist superfast. Speed reading can take the pressure off.
- 4 Use tools like hammers, screwdrivers and saws**
Learn basic carpentry and it could end up saving you money. Why buy bookshelves if you can build them yourself?
- 5 Make a simple budget**
It's no fun being in debt. A simple budget is the key.
- 6 Look good in front of a camera**
It's amazing how many people don't know how to find their most beguiling smile.

Introductory *it*

► GRAMMAR REFERENCE p.176

- 3** Look at the four uses of the introductory *it* and find more examples of each one in the list in Activity 2.

- 1 to avoid beginning a sentence with an infinitive or gerund
It's always good to have a chance to catch up with old friends.
- 2 to emphasise a relative clause (cleft sentence)
It was James who left the lights turned on in the building, not me.
- 3 when the subject of a clause is another clause
It's shocking how many people don't bother to recycle their rubbish.
- 4 in the structure: subject + verb + *it* + adjective + infinitive/clause
I found it embarrassing to have to tell her how I felt.

LANGUAGE TIP

We do not normally use subject + verb + *it* + adjective + infinitive/clause if there is no adjective.

*I cannot bear **it** to hear a baby crying.*

We can use introductory *it* with *like*, *love*, *hate*, etc. in sentences like:

*I hate **it** when you keep changing the channel like that.*

- 4 Rewrite the sentences using the introductory *it*.**

- 1 That we have become so disconnected from the natural environment is sad.
- 2 To learn basic first aid skills is vital for school children.
- 3 How dependent people have become on mobile phones worries me.
- 4 That you were bitten by an insect of some kind is likely.
- 5 To make new friends was difficult for me.
- 6 For people to contact a member of staff first is vital.
- 7 Not to throw away letters with your name and address on them makes good sense.
- 8 That you should never tell anyone your password is common knowledge.

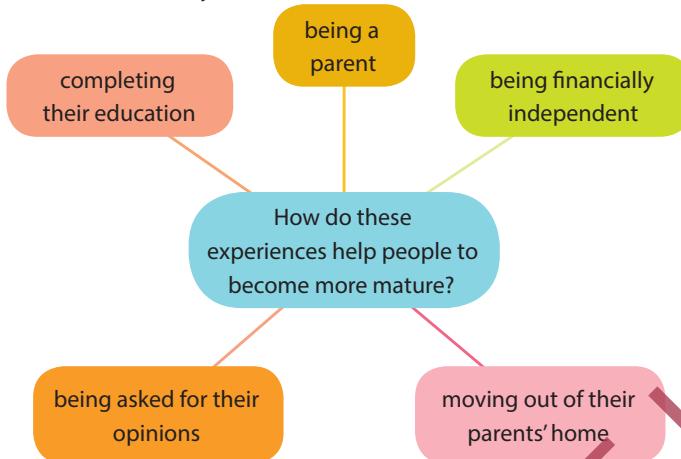
- 5 Look at the list you wrote in Activity 1 and choose four items that you consider important or would like to learn. Rewrite the items using the introductory *it*. Compare your choices with a partner.**

Collaborative task and discussion (Parts 3 and 4)

responding to and expanding on your partner's ideas

► EXAM FOCUS p.205

- 1** **09** Listen to two candidates, Daniela and Martin, doing both parts of the Part 3 task. Which candidate responds to and expands on what the other candidate says?



EXAM TIP

In Parts 3 and 4 your ability to interact with the other candidate is assessed. Express your opinion and make sure you pick up on what the other candidate says.

- 2** Listen again and look at some of the exchanges between the two students. Underline the phrases that Daniela (D) uses to respond to what Martin (M) says. Then underline the phrases she uses to expand on what Martin says.

- M:** If you are still reliant on your parents for money, you are never entirely free to make your own decisions, so, in some senses, you remain in the position that you were in when you were a child.
D: You mean, because you're having to ask your parents for money and possibly also having to justify what you spend it on?
M: Yes.
D: There's a lot to be said for that argument. In many cases, I think it does make people less able to take responsibility for their own decisions and it often creates tensions in a family.
- M:** Apart from earning your own living, I think the thing that really gives you adult status is having your own family. With children of your own, you grow up fast.
D: Yes, you're forced to mature by having to make sacrifices and by being responsible for other people, aren't you?

- 3** Look at some of Daniela's ideas. Use the suggestions in brackets to respond to and expand on them. Then act out the conversation with another student.

1

It's more and more common for people to return to study throughout their lives.

(Agree and give an example of someone who has returned to study.)

2

I don't think moving into your own flat or house necessarily makes you an adult, either. A lot of people move out when they start university – I did – but, although I probably thought of myself as very grown up, I wasn't, really.

(Express interest in Daniela's comment about not being grown up and then comment on your own experience.)

3

That's why the real transition from childhood to adulthood is being treated as an adult. Do you see what I mean?

(Say that you do and give an example of being treated like an adult to check that this is what Daniela means.)

- 4** **10** Listen to the candidates doing the Part 4 task and answer the questions.

- Which of them has ideas that are closest to your point of view?
- How would you respond to and expand on these ideas?
- Is there anything either of the students says that you disagree with?

- 5** Work in groups of three. Turn to page 156 and do the activity.

Blue Zones



Although the aging process isn't fully understood, scientists do know that health and longevity is a complex interplay of genetics and environment. Researcher Dan Buettner has spent years visiting areas of the world where people tend to live longer, healthier lives in an attempt to find out what these environmental factors might be. He identified areas he calls 'Blue Zones', where people live particularly long and happy lives. Sardinia, for example, has the highest percentage of male centenarians in the world, Okinawa the longest disability-free life and Costa Rica's Nicoya Peninsula middle-aged residents who are four times more likely to reach their ninetieth birthday than their counterparts in the United States. As diverse as the people in the Blue Zones may be, they share a number of characteristics. Their homes encourage physical activity, they avoid overeating, have purposeful lives and are surrounded by others who value and appreciate them. As Buettner observes, these patterns not only contribute to longer lives but to well-led lives.

Multiple choice cloze (Part I)

► EXAM FOCUS p.197

1 Work in pairs. What's the average life expectancy for people in your country? What environmental factors do you think contribute to longevity?

2 Read the article about parts of the world where longevity is particularly common. Are any of the places or factors you talked about mentioned?

- | | | | |
|------------------|--------------|-----------------|--------------|
| 0 A appreciated | B understood | C known | D identified |
| 1 A involve | B demand | C beg | D need |
| 2 A sort | B conclude | C settle | D determine |
| 3 A amount | B instance | C concentration | D figure |
| 4 A anticipation | B hope | C probability | D expectancy |
| 5 A reach | B arrive | C achieve | D complete |
| 6 A equals | B peers | C colleagues | D partners |
| 7 A promote | B drive | C insist | D push |
| 8 A result | B produce | C lead | D make |

3 Which option would you choose to complete these two sentences? Compare your answers with a partner.

- 1 A large of the students felt their needs would be better served by an on-campus health centre.
 A quantity B proportion C amount D figure
- 2 He had withdrawn a large of money earlier that morning.
 A number B proportion C amount D figure

4 Work in pairs and look at the questions in Activity 2. Which one depends on whether the noun that follows is countable or uncountable?

5 Read the article again. For questions 1–8, decide which answer (A, B, C or D) best fits each gap.

EXAM TIP

Sometimes the choice between the options depends on whether the noun that follows is countable or uncountable.

Speaking

6 Answer the questions. Then compare your answers with other students.

- What do the three places mentioned in the article have in common?
- If you could live anywhere when you retire, would you choose one of these places or somewhere else? Why?
- If it became possible to live to be 150, would you want to?

Speaking

1 Work in pairs. Do you agree with these statements? Explain your answers.

- 1 If your parents live to be over eighty-five, you probably will too.
- 2 People in past centuries seldom lived beyond early middle age.
- 3 Having a stressful job reduces your life expectancy.
- 4 Married people are more likely to live longer lives than single people.

Multiple choice (Part 3)

► EXAM FOCUS p.203

2  11 You will hear an interview with Angus Johnson, who does research into longevity. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.

EXAM TIP

Many of the questions in Part 3 are concerned with the speaker's opinions. Listen out for phrases that indicate the speaker is about to express an opinion (e.g. *It strikes me that ...*, *As I see it, ...*, *In my view, ...*).

- 1 What does Dr Johnson think about people who attribute longevity to genetic factors?
 - A They are deliberately ignoring the evidence.
 - B They are unwilling to face reality.
 - C It may lead them to take silly risks.
 - D They lack confidence in this belief.
- 2 How does Dr Johnson respond when people say most people died young in the past?
 - A He explains that this was due to the prevalence of untreatable illnesses.
 - B He agrees on the basis that so many people died in their infancy.
 - C He says that people should look at examples from the past.
 - D He explains that people aged much more quickly in the past.
- 3 When, according to Dr Johnson, can a job shorten life expectancy?
 - A When it is so disagreeable that people are really unhappy at work.
 - B When the burden of responsibility is too great.
 - C When there is a demand to meet unrealistic deadlines.
 - D When workers are paid in accordance with how much they produce.

- 4 How does Dr Johnson explain the role of conscientiousness in longevity?
 - A It makes people feel anxious about their health.
 - B It forces people to change the way they live.
 - C It makes people consider simplifying their lives.
 - D It ensures that people take good care of themselves.
- 5 Dr Johnson says that marriage contributes to women's longevity
 - A if they are content with the relationship.
 - B if their partner is happy about their being together.
 - C if they get married when they're young.
 - D if their partner also lives for a long time.
- 6 What is Dr Johnson's attitude to the theory about the longevity of widows?
 - A He is not fully convinced but hopes it is valid.
 - B He believes future research will prove it to be false.
 - C He acknowledges the possible existence of alternative theories.
 - D He dismisses it as mere speculation that requires proper study.

3 Work in pairs. What surprises you most about the longevity factors mentioned in the interview? Would you describe yourself as conscientious? Why/Why not?

Vocabulary

working out meaning from context

4 Work in pairs. Look at the sentences from the interview and discuss the meaning of the underlined words and phrases.

- 1 Putting so much emphasis on genetics is just wishful thinking.
- 2 ... a completely foolhardy attitude, as far as I'm concerned.
- 3 Granted, a miserable job you dislike causes the wrong kind of stress.
- 4 But doesn't that contradict the idea that laid-back people live longer?
- 5 They'll also be more inclined to avoid very fattening foods but they won't veer to the other extreme of starving themselves.
- 6 Sadly, when the boot is on the other foot – that is, if a woman is happily married and her partner is not ...



3 Look at three more plans for the task and answer the questions.

- 1 Which is most similar to the plan you made?
- 2 Which two plans are missing an important element in the task? Which element is it?

A

- 1 questions I asked
- 2 descriptions of people I asked
- 3 problems with survey
- 4 analysis of survey results

C

- 1 introduction
- 2 attitudes to older people
- 3 attitudes to growing old
- 4 recommendations

B

- 1 description of problem
- 2 survey results
- 3 reasons why young people feel positive towards older people
- 4 reasons why young people are not looking forward to growing old themselves

Speaking

1 Work in pairs and discuss the questions.

- 1 How much contact do you have with people of different generations in your family or neighbourhood?
- 2 What might younger people enjoy or find difficult about talking to older people?
- 3 What might older people enjoy or find difficult about talking to younger people?

Report (Part 2)

dos and don'ts

► WRITING REFERENCE p.192

2 Look at the exam task and write a plan for your answer.

An international development agency has been looking into attitudes to aging around the world. The research director has asked you to conduct a survey and write a report. Your report should discuss how young people where you live feel about older people in the community and the prospect of growing old themselves. You have also been asked to make recommendations about how attitudes could be changed.

Write your **report** in 220–260 words in an appropriate style.

4 Look at the advice for writing reports. Which piece of advice should start with *Don't*?

- 1 Begin by stating the purpose of your report.
- 2 Use invented statistics to provide a succinct summary of your results.
- 3 Use lists of points where appropriate.
- 4 Divide your report into sections according to the input.
- 5 Develop the ideas in the task input.
- 6 Use a clear layout with headings.
- 7 Make your report look the same as an essay.
- 8 Use an impersonal, formal style.

5 Look at the model report on page 192 and check your answers in Activity 4. Which of the plans in Activity 3 is most similar to the structure of the model report?

6 Look at the useful language for report writing on page 193. Choose expressions to use for the task in Activity 2.

7 Write a draft of your report and show it to another student. Then work in pairs and use the advice in Activity 4 to check each other's work. Can you make any suggestions about how your reports could be improved?

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

- 1 We really must learn to use less water.
VITAL

It is to use less water.

- 2 Elderly people sometimes deeply mistrust technology.
HAVE

Elderly people sometimes technology.

- 3 The council are the ones that should do something about graffiti.
THAT

It's something about graffiti.

- 4 Very few people make an effort to recycle their rubbish, which I find astonishing.
HOW

It's make an effort to recycle their rubbish.

- 5 Adults behaving like teenagers really embarrass me.
FIND

I when adults behave like teenagers.

- 6 He knows a lot of colloquial English.
EXCELLENT

He of colloquial English.

2 Choose the correct option to complete the sentences.

- 1 Her behaviour caused a lot of problems in the group.

A mature B infantile C geriatric D childlike

- 2 His good looks and great singing voice made him an immediate hit with teenagers.

A childish B immature C boyish D adolescent

- 3 Europe's population presents considerable problems for governments trying to find a way of cutting spending on healthcare and pensions.

A aging B mature C adult D grown-up

- 4 They say that being happy is one of the keys to looking , even in late middle age.

A adolescent B teenage C puerile D youthful

- 5 I am really tired of your jokes. Grow up!

A childlike B youthful C puerile D boyish

- 6 I think the really way of going about this would be to sit down and discuss it calmly.

A adult B aging C elderly D older

3 Read the article and decide which answer (A, B, C or D) best fits each gap.

News10

Who invented teenagers?



There is some debate about who coined the (1) or when it was first used but teenagers have, of course, always (2) Even so, until the 1930s no one paid them much (3) It was then that we began to see teenage actors, many of whom were (4) child stars, on cinema screens. Initially the films were comedies, but later teenage actors starred in dramas depicting the conflicts (5) from the so-called 'generation gap'. The clothing and food industries quickly jumped on the bandwagon and began to produce goods (6) this newly-discovered social group. These same fashions and foods still (7) their own today. How many people, after all, can claim they have never owned a pair of jeans or eaten a hamburger, both of which were originally products (8) at the teenage market? Teenagers rule but it seems strange to think that their reign began less than a century ago.

- | | | | | |
|---|-----------|-------------|-------------|-------------|
| 1 | A name | B idea | C term | D idiom |
| 2 | A been | B existed | C subsisted | D endured |
| 3 | A notice | B thought | C mind | D attention |
| 4 | A former | B earlier | C prior | D past |
| 5 | A causing | B happening | C arising | D occurring |
| 6 | A aiming | B seeking | C focussing | D targeting |
| 7 | A hold | B maintain | C stand | D occupy |
| 8 | A offered | B pitched | C delivered | D proposed |

The feel-good factor

5



Open cloze (Part 2)

► EXAM FOCUS p.198

1 Work in pairs and discuss the questions.

- 1 Is there a particular activity that makes you feel happy?
- 2 What one change to your current lifestyle would make you happier?
- 3 What has been the happiest period of your life so far?

2 Read an article about a new way to investigate happiness. How does the writer feel about using technology in this way?

A smartphone screen showing a news article. The top navigation bar includes icons for signal strength, battery level (49%), and time (10:36). The main menu bar features 'Front page', 'National', 'International', 'Financial', 'Saturday 27', 'Issues', 'Sections', and 'Settings'. The main headline reads 'The happiness app'. The article text is as follows:

Until recently, if psychologists wanted to know in (0) *what* way an experience or activity affected us, they had to put their trust (1) our ability to remember. With the advent of smartphone apps, that has changed. Researchers at Harvard University have persuaded thousands of people to take (2) in studies in which an app downloaded to their phones periodically asks (3) they happen to be in their city or town, what they're doing, what they're thinking and how happy they feel. I'm one of (4)

It's been an irritating but enlightening experience. More often (5) not, I've found myself muttering 'Leave me alone!' when my phone beeped at some inopportune moment but it's also made me aware of how frequently I'm distracted and how, when distracted, I feel a lot (6) contented than I want to be. It seems I'm not the (7) one. The researchers have found that whatever we're doing, if we're thinking about something (8), we just don't feel as happy as we might. So focus – it will do you good!



- 3** Read the article again. For questions 1–8, think of the word which best fits each gap. Use only one word for each gap.

EXAM TIP

Try reading the text ‘aloud’ in your head. That may help you to work out what some of the missing words are.

EXAM TIP

Don’t worry if there are things in the pictures that you cannot identify or explain. The Speaking exam is not intended to test your general knowledge. You are supposed to speculate about things like where the people are or what they are doing.

Long turn (Part 2)

speculating (1)

► EXAM FOCUS p.204

- 4** Work in pairs and look at the pictures. Discuss the questions using the expressions in the box.

I can't be completely sure
I don't know why
I may be wrong about this
I suppose it/he/she/they could
One possible explanation might be
This is just a guess, but

- 1 What do they have in common?
- 2 In what ways are they different from one another?
- 3 Is there anything in the pictures that is difficult for you to identify or explain?

- 5** **16** Listen to the instructions an examiner gives a candidate. Which things does he *not* ask them to do?

- 1 talk about all three pictures
- 2 choose two of the pictures
- 3 describe each of the pictures
- 4 compare the pictures
- 5 decide where the pictures were taken
- 6 generalise about people in situations similar to those in the pictures

- 6** **Work in pairs.**

Student A: compare two of the pictures according to the examiner’s instructions.

Student B: listen and make a note of the phrases Student A uses to speculate.

- 7** **17** Listen to the next part of the examiner’s instructions. What does the other candidate have to do? Discuss the question with a partner.

- 8** **Work in pairs.** Turn to page 153 and do Task 1. Then turn to page 158 and do Task 2.

Multiple choice (Part 3)

► EXAM FOCUS p.203

- 1** Work in pairs and order the professions in the box according to how interesting you think they are (1 = very interesting, 7 = boring). Which career would be most satisfying?

banking health care hospitality
law marketing media teaching

- 2** You will hear a radio interview with Diana McLeod, a careers advisor at a university. Look at question 1 in Activity 4 and underline the key words in the question and options.

- 3** **18** Listen to the first part of the interview and look at question 1 in Activity 4. Answer the questions.

- 1 Which key words or words with a similar meaning did you hear?
- 2 Which option is correct?

- 4** **19** Read through questions 2–6 and underline the key words. Then listen to the interview and choose the answer (A, B, C or D) which fits best according to what you hear.

- 1 What does Diana say the results of the survey show about teaching as a career?
A Teachers find their work makes them happy.
B People working in the media are a lot less happy than teachers.
C Teaching doesn't offer opportunities for creativity.
D Teachers find their work stimulating.
- 2 According to Diana, which cause of unhappiness at work is rising?
A fear of being sacked
B not having many friends at work
C having to move to an unfamiliar place
D being obliged to do overtime
- 3 Diana says job satisfaction is better in small and medium-sized businesses because
A employers are much stricter about bullying.
B employers treat staff as individuals.
C employers don't demand as much from staff.
D employers run lots of staff training programmes.

- 4 Diana says people who are thinking of becoming self-employed should
 - make sure they've got enough money first.
 - learn to take responsibility for their own decisions.
 - try to keep at least one day a week free.
 - be prepared to work longer hours.
- 5 Diana says bonus payments sometimes fail to give workers a sense of satisfaction because
 - they only provide for the bare essentials.
 - they are not always seen as a reward for good work.
 - there is no element of surprise.
 - employers use them to make people work harder.
- 6 Diana thinks the secret to success at work is
 - making sure that your work is noticed.
 - getting into a position of authority.
 - benefitting others through your work.
 - doing work that is creative.

EXAM TIP

The interviewer's questions will help you to follow the discussion so you know which question you should be listening for.

- 5** Answer the questions. Then tell a partner about your answers.

- 1 What might make you stay in a dead-end job?
- 2 Do you find it difficult to keep your nose to the grindstone?
- 3 Have you ever worked for a real slave driver?
- 4 If you are up to your ears in work, what do you generally do about it?
- 5 Would a carrot and stick approach make you work harder?
- 6 Do you think taking an unpaid internship is a good way of getting a foot in the door?

- 6** Work in pairs. Turn to page 165 and do the activity.



Speaking

1 Work in pairs and discuss which three things would most affect your levels of job satisfaction.

- working long hours
- a long commute
- being in control of your own destiny
- lack of job security
- having to move away from home to get a job
- feeling that you are making a contribution

Hypothetical meaning

► GRAMMAR REFERENCE p.175

2 Choose the correct alternative in each sentence.

- 1 I wish my boss *wouldn't/couldn't* keep criticising me.
- 2 I wish I *could stop/stopped* sleeping through my alarm!
- 3 If only I *could/would* find a better work-life balance.
- 4 I'd rather he *doesn't/didn't* always make the decisions.
- 5 I wish I *had chosen/chose* to study something scientific or technical.
- 6 If only they *would give/give* me a chance to show them what I can do.
- 7 It's high time the government *do/did* something to prevent further job losses.
- 8 *Would/Had* you rather we finished the report next week?

3 Complete the sentences about hypothetical meaning with the terms in the box.

past simple (x2) past perfect if only
rather would + infinitive could + infinitive

- 1 We use *wish +* to express a wish that is not true in the present. We also use it to express something that might come true in the future.
- 2 We use *wish +* to talk about other people's irritating habits. This form is only rarely used with *I* or *we*.
- 3 We use with the same verb forms as *wish* but to express stronger feelings.
- 4 We use *wish +* to refer to things we are sorry about in the past or to express regret.
- 5 We use *wish +* to talk about an ability we would like to have.
- 6 We use *it's (high/about) time +* to talk about the present or the future. We mean that the action should have been done before.
- 7 We use *would* + past simple to talk about our preferences for the present or the future.

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

- 1 I regret having quit my job.

WISH

I quit my job.

- 2 It really gets on my nerves when my colleague borrows my stapler.

STOP

I wish my colleague my stapler.

- 3 I don't want to hear every single thing that happened in the meeting.

YOU

I'd rather me every single thing that happened in the meeting.

- 4 Things would be so much better if people learnt to be a bit kinder.

ONLY

If to be a bit kinder, things would be so much better.

- 5 I have to spend so long answering emails and I hate it!

WISH

I to spend so long answering emails.

- 6 I should have written long before this and told you about my new job.

HIGH

It's and told you about my new job.

LANGUAGE TIP

When we use *wish + be* to say how we would change a present or future situation, we often use *were* instead of *was*, especially in more formal styles.

I wish / were a bit taller.

5 Complete the sentences so they are true for you. Then tell a partner your answers and answer any questions they may have.

- 1 I know my friend wishes that
- 2 If I had the choice, I'd rather that my life
- 3 I really wish I wasn't
- 4 It's high time people in my country
- 5 I sometimes wish I hadn't
- 6 I wish I could

Multiple matching (Part 8)

► EXAM FOCUS p.201

1 Work in pairs and discuss the questions.

- 1 How much does an average person in your country need to earn in order to live comfortably?
- 2 If someone has more money than that, what do you think they should do with it?

2 You are going to read an article about the relationship between money and happiness. Read the headings and the article quickly. In which section does the writer talk about

- 1 students and the relationship between money and happiness?
- 2 a clever new way of finding out exactly how money contributes to happiness?
- 3 why money sometimes fails to make people happy?
- 4 two different categories of spending money and their impact on happiness?
- 5 how a change in financial circumstances affected people's happiness?

3 Look at question 1 in the exam task. The correct answer is D. Find words or phrases in section D that correspond to the underlined words in question 1.

In which section of the article does the writer describe a study in which subjects were given a strict time limit?

praise the researchers for something they did?

describe precisely how the researchers chose the subjects of one of their studies?

give details about the way the subjects were divided into groups?

regret a missed opportunity in the research?

state what Dunn, Aknin and Norton originally wanted to establish?

report results of a study of people from the same social group?

describe a study where subjects received money from people other than the researchers?

point out the negative consequences of spending patterns for spenders and for others?

state that more should be done to help people learn to use their money wisely?

- 4 Read the article again. For questions 2–10, choose from the sections (A–E). The sections may be chosen more than once.**

EXAM TIP

If a question uses the verb *state*, you should look for a sentence in the text that says the same thing in different words.

Vocabulary

working out meaning from context

5 Find words and phrases in the article that match meanings 1–8.

- 1 have just enough money to buy the things you need (Section A)
- 2 interesting but strange and surprising (Section A)
- 3 carelessly waste (Section A)
- 4 without any definite plan (Section B)
- 5 think of an idea (Section C)
- 6 easy to be certain about (Section C)
- 7 in two ways (Section E)
- 8 demand (Section E)

6 Use forms of the words and phrases in Activity 5 to complete these sentences.

- 1 A lot of travel agencies in town have closed because there isn't as much for them as there used to be.
- 2 I was rather by what you said the other day about your ancestors. Were they all from Ireland?
- 3 The difference between being happy and contented is not always
- 4 He inherited a lot of money from his great aunt but he it all on cars and holidays in the Caribbean.
- 5 As far as the police could tell, the burglars were not targeting particular houses or flats but just choosing them
- 6 I've been trying to think of a really original present for Greta but I haven't managed to anything yet.
- 7 A lot of my friends have ended up having to take two or even three jobs to be able to
- 8 I understand what you're saying, but I disagree with you Firstly, I don't think she meant what she said and secondly, I know it isn't true.

7 Work in pairs and discuss the questions.

- 1 Which of the studies in the article do you find the most convincing? Why?
- 2 If someone gave you \$20, what would you spend it on?
- 3 Describe the happiest person you know.

The price of happiness

A When does money buy happiness? Can money buy happiness? Yes, but only to a very limited extent unless you learn how to put it to good use. A large body of research shows that if your income meets your basic needs, this will make you relatively happy. Curiously, though, if you have more than you need to to make ends meet, you won't necessarily be any happier, even if you have a lot more than is necessary.

One of the most intriguing explanations for this paradox is that people often squander their wealth on the very things that are least likely to make them feel good, namely, consumer goods. Furthermore, the more they indulge in consumer goods, the more likely they are to obsess about money and the less inclined they will be to use that money to help others. And it is doing just that – using money to help others – that three Canadian researchers, Elizabeth Dunn, Lara Aknin and Michael Norton set out to prove was the key to happiness.

B Personal versus social spending The researchers started out by randomly selecting a group of just over 600 people from the local telephone directory. They asked them four questions: *How much do you earn? How happy are you? How much of your income is devoted to personal spending on bills and expenses or gifts for yourself? And how much goes on social spending, that is, gifts for others and donations to charity?* They then looked at the relationship between income, happiness and the two types of spending. Unfortunately, the researchers couldn't claim that it was the type of spending that made people happy or not, though their study did show that spending seems to have more to do with happiness than income alone.

C The effects of bonuses and spending

But Dunn, Aknin and Norton needed to come up with another kind of test which would show a change in happiness levels over time. To do this, they chose sixteen people and asked them how happy they were before and after receiving a bonus at work. The bonuses varied in amount and, once again, after some time had passed, the researchers asked their informants how they had spent the money. Thanks to the care the researchers took, this time the relationship between social spending and happiness was much more clear-cut, so much so, in fact, that they could state definitively that the way people spent the bonus played more of a role in their happiness than the size of the bonus itself. But there was still work to be done.

D A novel experiment that ties it all together

Once the research group had both the results of a large survey and a study of how levels of happiness changed, they went on to design a novel experiment. This time they chose forty-six people whom they asked to rate their happiness first thing in the morning. Each of them was then given either \$5 or \$20 and told they had to spend it by five in the afternoon of the same day. Half the people were told to spend the money on themselves and the other half were told they should buy a gift for someone else or donate the money to a charity. The participants were called after 5 p.m. that day and asked to rate their happiness again. This time around, the statistics proved Dunn, Aknin and Norton's hypothesis even more clearly. It didn't matter how much the participants had been given; if they had spent it on someone else, they tended to feel happier.

E A role for education

Even though it is so easy to observe the positive effects of social spending, most people just don't know they are there. The researchers asked over 100 university students which of the four conditions from the final experiment would make them happiest. Most were wrong on two counts. They believed they would be happiest with \$20 and happiest spending it on themselves. There is clearly a call for teaching people the facts of money and happiness. Dunn, Aknin and Norton's research would make an excellent starting point.

Reading

- 1** Read an extract from a book review. What is the reviewer's overall impression of the book?

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HEALTHY YOU

Naturally High

A friend had been telling me to read Jean Rossner's *Naturally High* but it took me ages to actually get round to doing (1) it and (2) ↑ even longer to try to put some of the book's excellent advice into practice.

Despite my inherent cynicism, I found *Naturally High* extraordinarily helpful in many ways – so many (3) ↑, in fact, that I'm emulating my friend and (4) ↑ recommending (5) it to almost everyone I meet.

All the usual suggestions are there; you know the (6) ones I mean: meditation, eating foods that boost the feel-good hormone serotonin and training for the marathon to get those endorphins pumping.

But if you're not much of an athlete, you might prefer to just get your taste buds used to really hot chillies. Rossner explains that we get a similar endorphin boost after the agony of eating (7) them fades. (8) ↑ Misgivings about eating chillies? Try chocolate instead. It will do the endorphin trick too and (9) ↑ painlessly into the bargain.

For those (10) ↑ who live in colder parts of the world, Rossner explains how to banish 'Seasonal affective disorder' or SAD. Giving yourself a blast with a special sunlamp first thing on those dark winter mornings apparently turns SAD into happy. Even hardened misanthropes need the occasional natural high.

If you're one of (11) them, then why not try curling up on the sofa with a pet dog or cat? Rossner tells us that pet patting reduces stress and (12) ↑ will make both pet and person purr with contentment. Well, maybe (13) not if it's a dog but (14) they keep you warm too!



- 2** Would you be interested in reading this book? Why/Why not?

Substitution and ellipsis

- GRAMMAR REFERENCE p.180

- 3** Look at the underlined words and phrases in the review. What do they refer to?

- 4** Look at the review again. Where you see the symbol ↑, decide which word or words have been left out by the writer.

LANGUAGE TIP

Ellipsis is used a lot in informal spoken English. For example, we often omit the auxiliary verb and even the subject pronoun in questions about future plans and our responses.

A: (Are you) Going on holiday this year?

B: (I'm) Not sure – (it) depends how much money I save.

- 5** Work in pairs. Read the sentence aloud and discuss how to replace the underlined words.

My friend Susan wanted me to buy my friend Susana book for my friend Susan's birthday but I couldn't find the book that my friend Susan wanted in our local bookshop, so I got my friend Susan another book that I found in our local bookshop instead of the book my friend Susan had asked for.

- 6** Complete the sentences with the words in the box.

do either it not one so
that there

- A** Are you and Janna going to come to that meditation course with us?
B I'm not sure. We might
- A** We'll probably have something quick to eat in that new café on the corner.
B Great! I'll meet you
- A** Will someone meet you at the airport in Zurich?
B I hope I've never been there before.
- I'm not sure whether to get a black jacket or a red
- I finally read the book last month. was far better than I had expected.
- She wanted to know whether we were coming to the party or
- Simon and Clare say they can't manage next weekend and I can't
- He won quite a big prize in the lottery. meant he could finally give up work and write a novel.

Prefix *mis-* and false opposites

1 What does the prefix *mis-* mean? Complete the sentences with the correct form of the word in brackets. Use the prefix *mis-*.

- 1 I think there must have been some kind of (*understand*). That's not what I meant.
- 2 Some of their decisions have been (*guide*), to say the least.
- 3 There are some important (*concept*) about what counts as a natural high.
- 4 Some of the evidence about the effects of herbs is particularly (*lead*).
- 5 I had serious (*give*) about going to the meditation course but I really enjoyed it in the end.
- 6 The predictions were based on a serious (*interpret*) of the results of the survey.
- 7 My only other criticism of the book is that there is at least one (*print*) in every chapter.
- 8 Some people are very (*trust*) of conventional medicine but are happy to try the strangest natural remedies.

LANGUAGE TIP

Not all negative prefixes added to words make them the opposite of a base word. In some cases they mean something quite different, e.g. *dissease*. In others, no base form exists, e.g. *misanthrope*.



2 Work in pairs. Look at the underlined words in the sentences and discuss their meaning.

- 1 He's quite unassuming and never seems to want any credit for all the wonderful work he does.
- 2 I inadvertently picked up someone else's suitcase in baggage reclaim and I don't have any of my own clothes.
- 3 I've never really liked watermelon juice – it's rather insipid if you ask me.
- 4 He was such a nondescript little man that no one would ever have imagined him capable of painting surrealist masterpieces.
- 5 'Does Joe have a girlfriend?' she asked, trying to look as nonchalant as she could.
- 6 A group of disgruntled students had occupied the main administration block.

3 Match the underlined words in Activity 2 with meanings A–F.

- A without realising what you are doing
- B without much taste
- C behaving calmly and not seeming interested in anything or worried about anything
- D annoyed or disappointed, especially because things have not happened in the way that you wanted
- E very ordinary and not interesting or unusual
- F showing no desire to be noticed or given special treatment

4 Answer the questions. Then tell a partner about your answers.

- 1 Have you ever felt disgruntled about conditions at your school or college or in your workplace?
- 2 What would you do if you inadvertently took something that belonged to someone else?
- 3 Are there any foods or drinks that you find insipid?
- 4 Can you think of any famous people who are actually rather nondescript?
- 5 Have you ever tried to appear nonchalant even though you were actually very curious about something?
- 6 Do you know anyone that you would describe as unassuming?
- 7 Have you ever misunderstood something someone said to you? What happened?
- 8 Would you agree that there is a lot of misleading information about health care on the internet? Can you think of any specific examples?



Vocabulary

sentence adverbs

1 Work in pairs and discuss the questions.

- 1 Do you normally read film reviews before you see a film? Do you ever read them afterwards?
- 2 Have you ever seen a film that the critics hated but you really loved or vice versa?
- 3 What information do you look for in a film review?

2 Cross out the adverb that does *not* make sense in each review extract.

- 1 Sadly/Hopefully/Ironically, this was to be the last time the two friends would meet.
- 2 Understandably/Oddly enough/Surprisingly, in the foreword, the authors are praised for their extensive referencing but there were only a couple of mentions of other people's work.
- 3 Oddly enough/Curiously/Sadly, the lead, Tyler Swan, is from the south of the United States, though I for one could not detect any trace of an accent.
- 4 Thankfully/Happily/Naturally, they were able to replace him with the absolutely stunning new talent, Kieran O'Halloran.
- 5 Hopefully/Thankfully/Ironically, the next time she directs, she will not have to deal with the bunch of miscast has-beens she was stuck with in this case.
- 6 Unfortunately/Thankfully/Sadly, the script writer has not been able to reflect the detailed information about the invasion of Singapore we find in the novel.
- 7 Thankfully/Understandably/Happily, the disastrous performance finally came to an end and we were all able to head for nearby restaurants.
- 8 Understandably/Naturally/Oddly enough, a director of his calibre wanted to work with a much more experienced cast.

Review (Part 2)

covering key features

► WRITING REFERENCE p.194

3 Match extracts 1–8 in Activity 2 with key features of reviews A–D.

- A information about the writer, actors, director, etc.
- B comments on the plot or contents
- C critical comment on what the reviewer liked or disliked
- D final evaluation

4 Work in pairs. Look at the exam task and discuss which two films you would review.

You see this announcement in an international magazine called *Cinefilia*.

The most uplifting and the biggest downer

It's sometimes hard to choose a film that fits your mood purely on the basis of the poster or the description on the cover of the DVD. That's why we want to publish reviews of the most uplifting and the most depressing films our readers have seen, so that others know what to watch and what to avoid.

Send in a review which describes the most uplifting film you've ever seen and the one you found the biggest downer. Make sure you give reasons for your choices.

Write your **review** in 220–260 words in an appropriate style.

EXAM TIP

When you plan your review, think about what you are trying to achieve. You need to inform your readers so they can decide whether to see the film, read the book, etc. Don't tell them the whole plot.

5 Make notes about each of the films you chose using the features in Activity 3.

6 Write a draft of your review. Use sentence adverbs, substitution and ellipsis.

7 Show your draft to a partner to see what they like most about your reviews. Suggest any improvements, particularly to sentences where it would be better to use sentence adverbs, substitution and ellipsis.