

# 4

## The new thing

Just because something doesn't do what you planned it to do doesn't mean it's useless.

Thomas Edison

### DOCUMENTARY VIDEO



HELPFUL HACKERS

4 Watch the documentary video. For the worksheet, go to page 115.

## VOCABULARY

4.1

Music industry • compounds • phrases to describe success and failure • forming nouns from adjectives

*I can talk about change in the music industry.*

### SHOW WHAT YOU KNOW

- 1 Match the words from boxes A and B to make as many collocations as you can in sixty seconds.

A { 1 attach 2 bookmark 3 download 4 log on to 5 post  
6 share 7 stream 8 update }

B { an app an attachment a clip a comment Facebook  
a file a homepage a link music a photo your profile  
your status a video a website a Wi-Fi network }

*attach a clip/a file/a photo/a video*

- 2 **SPEAKING** Write five questions with the collocations you made in Exercise 1. Then ask and answer them in pairs.

*What's the last clip you attached to an email?*

- 3 In groups, look at the ways of listening to music and try to order them according to when they became available. Read the text below to check your ideas.

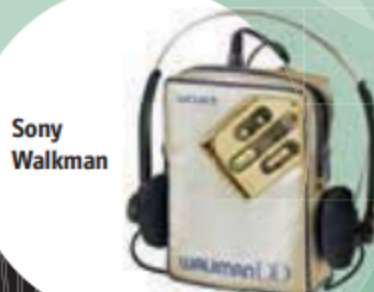
{ cassettes CDs MP3s phonographs streaming  
transistor (portable) radios vinyl records }



Portable gramophone



Transistor radio



Sony Walkman

# The History of Recorded Music from phonographs to Spotify®

## 1877

The phonograph was the **brainchild** of prolific American inventor, Thomas Edison. For the first time, people could listen to recorded music at home.

## 1890

The New York Phonograph Company (now known as Columbia Records) opened the first **purpose-built** recording studios. They looked very different then – entire orchestras would squeeze into a **soundproof** room and play into a large horn.

## 1930s and 40s

In the early 1930s, the first vinyl record and an early record player were launched but they were a **commercial flop**. Columbia Records continued the development of this technology and in 1948 brought out the first LP (Long Playing record), which was quickly adopted as the new industry standard.

## 1950s–70s

The vinyl record prevailed as a preferred listening format but in the late 1950s, with the growing popularity of rock and roll, the transistor radio also became a **mainstream** way to listen to music for free. Cassette tapes were launched in the 1960s and the first personal device for listening to music, the Sony Walkman, was launched in 1979.

## 1980s and 90s

Music videos came into prominence in the 1980s when MTV was launched. Around the same time, the first Compact Disc (CD) was pressed. The first CD player retailed at \$1,000! The portability of the Walkman helped the cassette tape outsell the vinyl record for the first time in 1988, but by the end of the 1990s, cassettes had fallen by the wayside and the CD was king.

## 2000s

The turn of the century heralded the arrival of the digital revolution! CD sales started to decline, giving way to the new digital format, the MP3.

## 2010s

The MP3 remains in the ascendancy for digital music and continues to be the predominant choice of legal music providers. But as long as there have been digital music files, there has been digital music piracy, which has hurt music sales over the last few decades. The increase in online music streaming through subscription-based organisations like Spotify has gone some way to raise awareness and address the piracy problem. Yet, as streaming services have continued to grow, there has also been something of a **backlash** against them from artists who blame them for the downturn in their royalties. But even as new technology has continued to push out the old, one of the oldest forms has enjoyed a resurgence. Vinyl records have developed a loyal **fan base** amongst a younger generation, and in the UK vinyl sales reached £20 million in 2014. Whether their popularity will continue into the future remains to be seen in the 2020s.

## WORD STORE 4A Compounds

- 4 2.1 Complete WORD STORE 4A with the compounds in red in the text. Then listen and check.
- 5 Complete the sentences with the compounds in WORD STORE 4A. Which of them are true?
- The phonograph was the \_\_\_\_\_ of Thomas Edison.
  - The first \_\_\_\_\_ recording studios were developed in 1980.
  - The first studios weren't \_\_\_\_\_. A lot of noise leaked in.
  - There was a \_\_\_\_\_ against cassettes in the 1980s and their sales declined.
  - Downloads became a \_\_\_\_\_ way of buying music in the 2000s.
  - Vinyl records will continue to have a devoted \_\_\_\_\_ among younger generations.

## WORD STORE 4B Success and failure

- 6 2.2 Complete WORD STORE 4B with the underlined phrases in the text. Then listen and check.
- 7 **SPEAKING** Choose the correct option. Then ask and answer the questions in pairs.
- Have any of your favourite bands split up and come into *prominence / fallen by the wayside*? Which ones?
  - Do you think music streaming will *remain in the ascendancy / herald the arrival*? Why?/Why not?
  - Will illegal download sites *give way to / enjoy* a resurgence of legal ones? How come?
  - Which songs, singers or bands have been a *commercial flop / a downturn*?

## WORD STORE 4C Nouns from adjectives

- 8 2.3 Complete WORD STORE 4C with the noun form of the adjectives in the box. Then listen and check.
- 9 **SPEAKING** Complete the sentences with appropriate nouns or adjectives in WORD STORE 4C. Do you agree with the statements? Why?/Why not?
- Streaming will become the \_\_\_\_\_ music format within five years.
  - Most teenagers show no \_\_\_\_\_ of the importance of music copyright.
  - It's unlikely that there will be a \_\_\_\_\_ in cassette sales.
  - These days, musicians don't need record companies to become \_\_\_\_\_.
  - \_\_\_\_\_ artists who work with charities are just interested in self-promotion.
  - The increased \_\_\_\_\_ of music means that people don't listen together any more.

## WORD STORE 4D EXTRA Nouns from adjectives

- 10 2.4 Complete WORD STORE 4D with the noun form of the adjectives in the box. Then listen and check. Write example sentences.



## Matching

*I can understand specific details in an article.*

1 **SPEAKING** Look at the photos of two tennis players on page 43. Discuss how sports gear has evolved over the last century.

2 **SPEAKING** Follow the instructions below.

- Look at the photos below and describe the sports gear using the words in the box.

(aerodynamic composite enlarged)  
(streamlined ultra-light)

- Look quickly through the four texts on page 43 to find one more piece of modern sports gear.
- Discuss other examples of technological innovation in sport.



3 Read texts A–D. In which text does the writer ...

- mention the limits to what the human body can do? ☐
- question the value of the sporting records of our times? ☐
- mention the link between sport, technology and danger? ☐
- discuss unfair non-financial advantages related to technology? ☐

## EXAM FOCUS Matching

4 Read the four texts again. Match texts A–D with questions 1–4. Some texts may have two matching questions.

Which writer:

- disagrees with writer D about the accessibility of new technology? ☐
- disagrees with writer B about the financial impact of technology on sport? ☐
- presents athletes' concerns regarding technology? ☐
- agrees with writer D about the future of technology in sport? ☐

5 Replace the underlined words and phrases below with the words and phrases in blue in the texts. Make any changes necessary.

- Great progress has been achieved in terms of increasing participant safety so athletes can have longer careers. *Huge strides have been made in terms of increasing participant safety so athletes can have longer careers.*
- The Olympic Games a century ago looked very different from the Games today.
- Most people agree that an athlete's skill in their field cannot be fully explained by the use of advanced equipment.
- There are no limits to people's resourcefulness when it comes to technological innovation in sport.
- Even equipment that is apparently very ordinary, such as shoes, has improved enormously.
- Today, a lot of money depends on how well an athlete performs.
- Another benefit of technological advances is that more people can get involved in sports that used to be exclusive.
- Modern athletes are very happy to take advantage of advances in sporting technology.
- This is because, over the past century, sporting technology has developed equipment that has been improving all the time.

6 Complete the table with the correct form of the underlined words in the texts.

NOUN	VERB	ADJECTIVE
<u>accomplishment</u>	<u>accomplish</u>	<u>accomplished</u>

## WORD STORE 4E Collocations

7 Complete WORD STORE 4E with the nouns in the box. Use the texts to help you if necessary.

8 **SPEAKING** Complete the questions with the correct forms of the collocations in WORD STORE 4E. Then ask and answer.

- Is sports technology limited to \_\_\_\_\_? If not, does it also extend into injury prevention or rehabilitation?
- Are we likely to reach the point where athletes will no longer be able to \_\_\_\_\_ because technology can't improve their performance any further?
- How will nutrition and training change? Will they continue to \_\_\_\_\_ in sport? Why?/Why not?
- When it comes to using technology in sport, where do we \_\_\_\_\_ between what is fair and unfair?
- How much longer can sports science \_\_\_\_\_ to find how far it can go?

# THE ROLE OF TECHNOLOGY IN SPORT



Suzanne Lenglen,  
French tennis player, 1920s

## Text A

If you've ever seen old images of a sporting event, for example a tennis match from the 1920s, you've probably noticed how different the game is from its **modern counterpart**: the gear and outfits look impossibly old-fashioned. Over the past century, technology has changed the entire face of sport, providing **ever-better** gear made with superior materials. As in other fields, the use of advanced technology in sport can be justified if it leads to improved performance. But it is important to distinguish between **legitimate** improvements and ones that significantly advantage some athletes over others. Every time the Summer Olympics comes around, so does the debate about where to draw the line. Nevertheless, we have to accept that the technology companies are part of the **manifestation** of **human ingenuity** in sport and that their importance will increase. Despite the ongoing debate, it is certain that athletes will continue to utilise advances in sports technology to enhance and better their performance.

## Text B

The use of technology in sport isn't new: there has been a steady evolution of even **seemingly mundane** sports equipment for decades. You need only look at the **huge strides made** in shoe technology, with better, lighter materials helping to improve performance. It can be argued that these advances have helped to justify the **expense** of time and money that we invest in sport. Improvements in safety standards have helped to prevent injuries among athletes and enabled them to compete to an older age. Advances in technology can enhance spectator interest and excitement as well as encouraging more people to participate in **formerly** exclusive sporting activities. In extreme cases, however, some players fear that introducing new technology might actually alter the ideal body type for a sport. We must understand how a particular technology affects performance. There's a fine balance between simply enhancing an athlete's fitness and technique and completely eliminating the human factor in competition.

## Text C

Technological innovation is now an integral part of sport at the highest level, and competition isn't just about who is fastest – but whose kit is smartest. Given how much money **rides on** success today, it's little wonder that athletes are keen to **capitalise on** technological advances to help them win. It seems that the old saying 'it's not whether you win or lose' has been replaced by 'winning isn't everything; it's the only thing.' But when people talk about the **pro prowess** of athletes in sports such as tennis, golf, track and field, it's impossible to **ignore** the part played by technology. Current-day records set with the benefit of these advances cannot be held in such esteem as those of the past. It's not surprising that poorer countries don't compete in sports involving a lot of technology: the investment required is phenomenal. Surely it's not acceptable that competition at the highest level is now only affordable to the elite due to the high cost of equipment.



Serena Williams,  
American tennis  
player, 2019

## Text D

Technological advances in sporting equipment and better information about nutrition, training and psychology have added significantly to athletic performance. Professional athletes now have access to far better equipment than ever before and this has undoubtedly played a role in the achievement of these athletes in their respective fields. Yet it doesn't negate or fully explain their **accomplishments**, even though composite tennis racquets, ultra-light running shoes and fibreglass poles have enabled them to perform better than ever before. No competitive professional would think of returning to the wooden tennis racquet or bamboo pole: today, the **alternatives** are just that much better. Sports, like all human enterprises, evolve over time. Technology will no doubt continue to fuel improvements that help push the limits of athletic ability still further. But records in future will be broken less frequently and incremental gains will be tiny, as technological innovation helps to **optimise** the performance of all and athletes begin to **approach** their physical limits.



- 1 **SPEAKING** Read the beginning of an article about the Tamagotchi Effect. Discuss what you think the positive and negative results of the effect are.

### THE TAMAGOTCHI EFFECT

Scientists have created the term the Tamagotchi Effect to refer to how people can become emotionally attached to inanimate objects, such as machines, robots or computer software.

- 2 Read the rest of the article and check your ideas.

The phenomenon dates back to 1996, when a Japanese company was **the first to market** a toy in which a newborn creature **is to be looked after** and brought to adulthood by its carer. **To keep your virtual friend alive** the user constantly needs to feed and play with it.

Researchers have studied the attraction and concluded that users become **determined to raise** their new buddy successfully as this fulfils the basic human **need to nurture** relationships. However, they warn, depending so much on these figures can potentially lead to isolation from the real world.

Although the trend for virtual friends **failed to take off** in Europe to the same extent that it did in the East, software companies, **not to be deterred** by the apparent risks to consumers, have continued to develop and modernise the concept, resulting in sales of over seventy-six million worldwide. **To be emotionally attached to gadgets** is perhaps not as uncommon as it would at first seem.

- 3 Read the GRAMMAR FOCUS and find an example of each infinitive structure in the text in Exercise 2.

#### GRAMMAR FOCUS

##### Infinitives

You can use the infinitive for a number of different reasons:

- after some verbs

**Note:** in some phrases after verbs, e.g. *to be* + *to do* sth the infinitive is used to talk about a rule or arrangements for the future

- after certain adjectives
- after certain nouns
- after a superlative or an ordinal number
- to indicate purpose – to avoid monotony in writing you can put the infinitive of purpose before the subject or directly after it.
- as the subject of a sentence

**Note:** Each of the infinitive structures can be:

- active or passive, e.g. *You need **to look after** it.*  
→ *It needs **to be looked after**.*
- simple, perfect or progressive, e.g. ***to play**, **to have played**, **to be playing**.*



- 4 Complete the sentences with the correct positive or negative infinitive form (active or passive) of the verbs in brackets.

- I've never had the opportunity **to play** (play) with a virtual pet.
- Robotics companies, \_\_\_\_\_ (leave out), are also keen on developing the idea of virtual friends.
- He simply refused \_\_\_\_\_ (interrupt) while playing with his new friend.
- I was surprised \_\_\_\_\_ (find out) that I couldn't stop playing.
- A cute baby dinosaur is probably the best creature \_\_\_\_\_ (look after) by a novice carer.
- \_\_\_\_\_ (have) a pet of any kind is to deprive a child of early emotional development.

- 5 **USE OF ENGLISH** Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and four words in each gap.

- Making the experience of owning virtual pets as realistic as possible is the goal of game designers. **TRIED**  
Game designers **have tried to make** the experience of owning virtual pets as realistic as possible.
- To have my own virtual friend would be thrilling. **THRILLED**  
I'd \_\_\_\_\_ my own virtual friend.
- Humans often become attached to things which do not have any emotions. **TEND**  
Humans \_\_\_\_\_ attached to things which do not have any emotions.
- I always get the latest gadgets before everybody else. **QUICKEST**  
I'm always \_\_\_\_\_ the latest gadgets.
- Companies will surely develop more emotionally sophisticated robots in the future. **SURE**  
Companies \_\_\_\_\_ more emotionally sophisticated robots in the future.

- 6 **SPEAKING** Look at the sentences in Exercise 5. Discuss to what extent you agree or disagree with each statement.

## 4.4

## USE OF ENGLISH

## Sentence modifiers

I can use modifiers to signal attitude, soften a statement or add emphasis.

1 **SPEAKING** Discuss the questions.

- 1 Do you ever use paper maps? If not, why?
- 2 Can you imagine a situation in which a mapping mobile app is not the best solution?

2 **Read the article and answer the questions.**

- 1 Do we read more efficiently on screen or on paper? Why?
- 2 What has the digital age done to the length of reading texts?
- 3 What is the advantage of Google Maps over traditional paper ones?
- 4 How do we read digital texts? Why?

3 **SPEAKING** Do you agree with the article? Why?/Why not?4 **Look at the modifiers in blue in the article. Do they modify words or whole phrases?**5 **Read and complete the LANGUAGE FOCUS with the modifiers in blue in the text.**

## LANGUAGE FOCUS

## Sentence modifiers

## Indicating attitude

- to express surprise: <sup>1</sup> *strikingly*, *surprisingly*
- to indicate interest: <sup>2</sup> \_\_\_\_\_, *interestingly*
- to say sth is obvious: *of course*, <sup>3</sup> \_\_\_\_\_, <sup>4</sup> \_\_\_\_\_
- to show a positive attitude: *I'm happy to say*, *happily*
- to show a negative attitude: *sadly*, *regrettably*

## Softening a message

*probably*, *likely*, <sup>5</sup> \_\_\_\_\_, <sup>6</sup> \_\_\_\_\_, <sup>7</sup> \_\_\_\_\_, <sup>8</sup> \_\_\_\_\_

**Note:** In conversation, *sort of*, *in a way* and *maybe* are common.

## Adding emphasis

*surely*, *clearly*, <sup>9</sup> \_\_\_\_\_, <sup>10</sup> \_\_\_\_\_

**Note:** In conversation, *actually*, *definitely* and *as a matter of fact* are all common.

## READING ON SCREEN

Recent studies show that, *strikingly*, we read more slowly and comprehend less on screen than we do when we read on paper. *In fact*, digital reading material may prevent readers from appreciating long texts in a satisfying way. This, *presumably*, is also to do with the fact that so much information these days comes in tiny bite-size pieces.

The study shows that reading a physical book allows the reader to assimilate an extensive amount of information because you can go back and forth between pages easily. This may, *to some extent*, explain why people still print out documents when they could *potentially* just read it all on screen. *Obviously*, the results of the study don't apply to all digital text types – Google Maps, for example, allows you to zoom in and zoom out to get a bigger picture of where you are and is *arguably* easier to use than its paper equivalent.

*Curiously*, another difference lies in the direction in which we read. With digital texts, we often read in a non-linear fashion because we are led in different directions by links embedded within a text – *plainly* this makes us more easily distracted. *Indeed*, we may not finish what we intended to read but discover something totally unexpected instead.

6 **Choose the correct option based on the context of each sentence.**

- 1 *Curiously* / *Sadly*, co-founder of Microsoft Bill Gates' house was designed using an Apple computer.
- 2 After initial difficulties, *happily* / *regrettably* Anna was able to recover all her data from the faulty hard drive.
- 3 *Obviously* / *Surprisingly*, the latest model of the phone is twice as powerful but costs little more than the old version.
- 4 While Karen is not totally to blame, *to some extent* / *clearly* the fault is hers as she forgot to log out of the system.
- 5 *Of course* / *Potentially*, no one could have predicted just how damaging this computer virus would go on to be.
- 6 With so much competition in the market, *plainly* / *likely* not every fitness app can be a commercial success.

7 **SPEAKING** Discuss one of the statements below.

- 1 Despite the impact of communication technology, surely today's teenagers can't be that different from past generations, can they?
- 2 Though we can't be 100 percent sure, presumably e-readers will continue to get cheaper as competition between manufacturers increases.

Grammar pages 131–132





Multiple choice

*I can understand specific details and speakers' attitudes in informal conversations.*

- 1 **SPEAKING** Discuss how these devices and services make our lives easier.

- 2 **2.6** Listen to three dialogues about technology and answer the questions.

- Which of the devices or services in the photos are the people talking about?
- What is their general attitude towards them?
- In which conversation do the two people fundamentally disagree?

## EXAM FOCUS Multiple choice

- 3 **2.6** Listen again. For questions 1–6, choose the correct answer A, B or C.

## Dialogue 1

- How does the woman feel about contactless cards?
  - annoyed about the way people use them
  - concerned about some aspects of their use
  - surprised about how quickly they have been introduced
- What do they both think about the cards?
  - They are only useful in certain situations.
  - They are less safe than other payment methods.
  - They indicate an attitude that is common in modern society.

## Dialogue 2

- What does the woman dislike most about social media?
  - It encourages a superficial form of communication.
  - It's hard to erase personal details.
  - It's spoiling people's use of language.
- What is the man doing?
  - describing how he'd like to change people's approach to social media
  - complaining about a problem he encountered on a social network
  - explaining how to use some social media sites

## Dialogue 3

- What aspect of e-readers do the two speakers disagree about?
  - how convenient and practical they are
  - how difficult they are to share with others
  - how they affect the amount people read
- What does the woman dislike most about e-readers?
  - They're addictive.
  - They're heavy and impractical.
  - They're not as special as books.



wireless router

contactless debit card

social media profile

smart watch

e-reader

## WORD STORE 4F Verbs

- 2.7** Complete WORD STORE 4F with the verbs in the box. Then listen and check.
- Complete the sentences with the correct form of the verbs in WORD STORE 4F.
  - I think we should have to \_\_\_\_\_ our ID passes to get into school. It's much safer.
  - I spend a lot of time with books. I \_\_\_\_\_ every page.
  - I don't like reading on screens because they \_\_\_\_\_ with a harsh light.
  - I think social media really \_\_\_\_\_ communication – everything is so superficial.
  - I don't like shopping online – it \_\_\_\_\_ security for convenience.
  - I am always worried that someone might \_\_\_\_\_ my phone.
  - I like books because you can \_\_\_\_\_ them before you buy.
  - Social media has \_\_\_\_\_ my life. It helps me to easily keep in touch with my friends.
- SPEAKING** Discuss whether you agree with the statements in Exercise 5 and why.

## 4.6

## SPEAKING

Agreeing and disagreeing

*I can show degrees of agreement and disagreement using a range of language.*

**1 SPEAKING** Look at the photos on the radio website and answer the questions.

- How is technology being used in each image?
- Have you ever seen these uses of technology? If yes, where?
- 2.8** Listen to a radio programme about the technological solutions in the photos and answer the questions.
  - Do the speakers think they are a good idea?
  - What reasons do they give for their opinions?
- 2.8** Read the **SPEAKING FOCUS**. Then listen again and tick the phrases that you hear.
- Respond to the statements using phrases from the **SPEAKING FOCUS**. Give reasons for your responses.
  - I think touch screen menus are just a gimmick! (disagree politely)
  - I like the idea of virtual mirrors – I think they'd be fun. (agree enthusiastically)
  - Classrooms should have virtual books built into the desks! (agree enthusiastically)
  - I think people spend too much time hiding their faces in their screens! (agree in part)
  - I couldn't live without my phone. It's my most important possession. (disagree politely)
  - A lot of people are losing their jobs due to new technology. (agree in part)

## SPEAKING FOCUS

## Agreeing enthusiastically

Absolutely! I'm totally with you on that!

I've got to agree with you!

You can say that again!

You're definitely not wrong there!

You've got that right.

## Agreeing in part

You're right of course but ...

I know that's true but ...

You've got a point, though ...

I agree ... but ...

I guess you're right, though ...

## Disagreeing politely

Sorry, but I just don't think that's right.

I'm sorry, I really don't agree with you here.

I'm afraid I have to disagree with you on that.

Hmm, I'm afraid I'm not so sure.

**5 SPEAKING** Discuss the advantages and disadvantages of each of the technologies in the classroom. Then choose one you think your school should invest in.

- a Wi-Fi connection
- an interactive whiteboard
- a digital projector

**6 SPEAKING** With your partner, join another pair and try to convince them about your choice from Exercise 5. Use different ways of agreeing and disagreeing and the **SPEAKING FOCUS** to help you.

News

Weather

More



LISTEN LIVE

ON AIR NOW: **TechReport**  
12:00–12:10

NEXT: **Top 10 Singles**  
12:10–12:55







## WRITING

4.7

A review of a product

*I can write a review of a product describing its features, benefits and drawbacks.*

**1 SPEAKING** Look at the descriptions of five fitness gadgets and discuss the questions below.

- a pedometer app in your phone tracking the number of steps you take every day
- a fitness band measuring the distance you have walked/run and monitoring your heart rate
- an exercise bike telling you your average speed and how many calories you have lost
- an app enabling you to attend live fitness classes online
- an app helping you plan and track your workouts

- 1 Which of these gadgets do you use/would you be interested in trying out?
- 2 Can fitness gadgets or apps really motivate you to get active or improve your training regime? Why?/Why not?

**2 Read the task and answer the questions.**

- 1 What is it about?
- 2 What information do you need to include?

You have been asked to try out some exercise apps aimed at encouraging young people to be active, then decide which is the best and write a review of the app for your student magazine. Describe who it is for, what it does and why it is effective.

**3 Read the review and answer the questions.**

- 1 Does it contain the information asked for in the task?
- 2 Would this app be right for you?

# App Review: Get Running

**Want** to get fit but finding it hard to get off the couch and hit the streets? With the proliferation of running apps now available, it's never been easier. **Whether** you're training for your first five-kilometre (5k) run or your ninth marathon, there's an app to motivate you through every mile.

*Get Running* is **one of the best** apps to use the popular training programme *Couch to 5k*. The method is **designed to** start you from scratch as it alternates running and walking in order to build up your fitness. *Get Running* **not only** offers nine weeks of set routines so as to enable beginners to achieve a 5k run in just over two months, but also guides more advanced runners towards increasing their pace.

The app is **easy to use** and focuses on regular cues to motivate you, helped by an encouraging voice to talk you through things. **As well as** enabling you to listen to music while you run, the app **allows** you to pause a run so that you can get your breath back and start again when you're ready. These are all great features, but it's the **clear and concise** instructions that really **make all the difference**. That said, it would be a real **plus** if the app was available in a wider range of languages.

**While it won't** do the running for you, this technology can help you move from the couch to the finishing line. If you're a beginner in need of extra encouragement, this is **the perfect choice** for you.



- 4 Read the **WRITING FOCUS** and complete the gaps with the words in purple in the review.

## WRITING FOCUS

### A review of a product

#### Introduction

- Arouse the reader's interest in the product.  
Interested in ...? *Want to* ...? <sup>2</sup> \_\_\_\_\_ you're ... or ...

#### Main paragraphs

- Say what the product does and what it offers.  
It is <sup>3</sup> \_\_\_\_\_ ... It enables/<sup>4</sup> \_\_\_\_\_ (you) to ...  
It has/offers/boasts excellent features such as/like ...
- Explain any special benefits or features.  
An outstanding feature is ... This option is particularly useful ...  
It's the (instructions) that really stand out/<sup>5</sup> \_\_\_\_\_
- Use positive adjectives to describe features and benefits.  
It's <sup>6</sup> \_\_\_\_\_ /user-friendly. The <sup>7</sup> \_\_\_\_\_ (instructions)
- Use listing phrases to connect the information.  
It's <sup>8</sup> \_\_\_\_\_ ..., but also ... <sup>9</sup> \_\_\_\_\_ (enabling) you to ...  
Another advantage is ...
- Include a comparison with other similar products if appropriate.  
It's <sup>10</sup> \_\_\_\_\_ /most popular ... available  
Some may find ... but ...
- Mention any drawbacks or areas for improvement.  
The only real downside is ... It would be a real <sup>11</sup> \_\_\_\_\_ if ...

#### Conclusion

Summarise the benefits of the product.

This is a great product to ...

<sup>12</sup> \_\_\_\_\_ /might not ...,

This is <sup>13</sup> \_\_\_\_\_ for (novices)/the best value ...

- 5 Complete the sentences with the words and phrases from the **WRITING FOCUS**. Then put the sentences in a logical order. Which review sections do they belong to?

- The online platform \_\_\_\_\_ built-in rewards, \_\_\_\_\_ trophies for reaching certain milestones. ☐
- One of the latest is Xtra Mile, a GPS running aid that \_\_\_\_\_ runners to track important data in real time. ☐
- It \_\_\_\_\_ users to track time, distance and calories burned using the phone's GPS. ☐
- An \_\_\_\_\_ feature for serious runners is the heat map. ☐
- \_\_\_\_\_ you're out for a casual jog or training for a race, you can take advantage of one of many running apps available. ☒
- The app is \_\_\_\_\_ to motivate serious runners who are looking to improve their performance. ☐
- This map \_\_\_\_\_ tracks the route, but also plots how fast the user is running using a colour scale. ☐
- For serious joggers, Xtra Mile is the \_\_\_\_\_ to help train for an upcoming race and provide motivation at the same time. ☐
- Xtra Mile has many other \_\_\_\_\_ such as motivation through music and an online community. ☐
- A final note to developers: it would be a real \_\_\_\_\_ if the next version of the app allowed users to post to popular social networking sites as well as to the Xtra Mile online community. ☐

- 6 Read the **LANGUAGE FOCUS**. Which of the structures can you find in the review on page 48?

## LANGUAGE FOCUS

### Clauses of purpose

- to + infinitive + noun phrase**  
Want something *to spice up* your run? Use this app to log your activity.
- in order to/so as to + infinitive clause**  
Many people need encouragement (*in order*) to get off the couch. (*in order* is usually omitted in informal writing)  
This app offers built-in rewards *so as to* increase your motivation.  
**Note:** Use *in order not to/so as not to + infinitive clause* to express purpose in the negative.  
Keep your pedometer in a waist bag *in order not to/so as not to* lose it.
- so (that) + clause** (usually with a modal verb – can, will or may)  
Get Running offers routines to follow *so (that)* you can achieve a 5k run.
- for + noun/verb with -ing**  
We went *for a run*.  
This app works best *for walking*.

- 7 Complete the text with the words and phrases in the box. Use each of them once only.

for in order not to so so as to  
so as not to so that to

The *Miles in Your Shoes* pedometer offers users a variety of walking and running challenges set at various levels of difficulty. You can scroll through a user-friendly menu <sup>1</sup> *to* select a challenge that is suited to you. Some take all day while others require only moments <sup>2</sup> \_\_\_\_\_ you can even squeeze them into your lunch break. Small challenges encourage you to keep moving in manageable chunks <sup>3</sup> \_\_\_\_\_ lose motivation. Trophies and Awards appear frequently <sup>4</sup> \_\_\_\_\_ give you a sense of accomplishment. *Miles in Your Shoes* works best <sup>5</sup> \_\_\_\_\_ slow walking and won't register activities like biking. It can be kept in your pocket <sup>6</sup> \_\_\_\_\_ get in the way while running. It also connects with other fitness apps <sup>7</sup> \_\_\_\_\_ you can log other data like food consumption.

## SHOW WHAT YOU'VE LEARNT

- 8 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

**REVIEWS WANTED:** Ten best gadgets or apps! You have been asked to write a review of your favourite app or gadget for a student magazine. Describe what it does, what the benefits are and why it should be included in the top ten.



## VOCABULARY

- 1 Complete the sentences with the correct form of the words in the box.

(compromise counterpart downturn  
herald optimise savour)

- This new racquet is specially designed to \_\_\_\_\_ the strength of your shots.
- Because of Internet technology, there's been a huge \_\_\_\_\_ in newspaper sales.
- The agreement between the sports tech companies \_\_\_\_\_ a new era in sport technology development.
- We wouldn't want to do anything to \_\_\_\_\_ the results of the experiment.
- I like to go slowly and \_\_\_\_\_ what I read. I can't stand all this instant communication.
- In software development, I find it useful to talk regularly to my \_\_\_\_\_ in other parts of the world.

- 2 Choose the correct answer, a, b or c.

- The problem with Grant is that he never knows where to \_\_\_\_\_ the line.  
a nick      b stream      c draw
- I don't read too much nowadays but I do like to \_\_\_\_\_ through video games magazines now and again.  
a flick      b swipe      c glare
- Approximately 5 percent of athletes use illegal stimulants to \_\_\_\_\_ their performance.  
a accomplish      b enhance      c legitimise
- Modern science has really made great \_\_\_\_\_ in almost every aspect of technology.  
a standards      b records      c strides
- If you don't keep up-to-date nowadays, you'll very quickly \_\_\_\_\_ by the wayside.  
a remain      b fall      c push
- I know there's a lot of money \_\_\_\_\_ on the success of drones but I'm dead against them!  
a capitalising      b optimising      c riding

- 3 Complete the sentences with words from the unit. The first letter of each word is given.

- I have an **a**\_\_\_\_\_ of ideas – and no money to do anything with them. (large amount of sth)
- Although there are clear signs of poverty, the **a**\_\_\_\_\_ in this city is equally visible. (lots of money; wealth)
- He destroyed his laptop through his own **c**\_\_\_\_\_. (not giving enough attention to sth)
- My old smartphone was easier to use because of the **s**\_\_\_\_\_ of the operating system. (not being complicated)
- The service guy wouldn't repair my computer because he doubted the **a**\_\_\_\_\_ of the software I use. (the state of being real or legal)
- Her **d**\_\_\_\_\_ is admirable – she does great work and never misses a deadline. (working hard and carefully)

## GRAMMAR

- 4 Write sentences from the prompts. Use the correct form of the infinitive.

- You should / not / choose / buy / the cheapest tablet.
- She / refuse / let / me work on my laptop during take-off.
- We / have / make / the decision / not / enter / the website design competition.
- It / extremely / important / protect / your log-in details.
- You / the second / person / tell / me it's broken this morning.
- Turn your computer off when not in use / ensure / it / not / overheat.

- 5 Complete the text with the correct infinitive form of the verbs in the box. You may need to use passive forms.

(buy complain convince find out ignore  
log out refund shop speak)

Last week I forgot <sup>1</sup> \_\_\_\_\_ from my favourite online shopping site and I was shocked <sup>2</sup> \_\_\_\_\_ later that day that my credit had been reduced to zero. I was convinced the website was safe. In fact, I had chosen <sup>3</sup> \_\_\_\_\_ on that site precisely because of their security record. I mean, for anybody wanting <sup>4</sup> \_\_\_\_\_ anything online nowadays you need <sup>5</sup> \_\_\_\_\_ that it's safe, right? Well, I contacted the company, and I was determined not <sup>6</sup> \_\_\_\_\_.

Of course, <sup>7</sup> \_\_\_\_\_ to anyone I had to go through a number of automated phone messages. Eventually I got through to find out I wasn't the first

<sup>8</sup> \_\_\_\_\_ as there'd been an issue with the company's banking services. All the missing money, they promised, was

<sup>9</sup> \_\_\_\_\_ within the hour.

## USE OF ENGLISH

- 6 Choose the correct option.

### E-reading and the Developing World



One of the prime factors in ensuring a country's growth and cultural development is education. <sup>1</sup> *Sadly / In fact*, the cost of buying and transporting books in parts of Africa is hindering learning and slowing development. Given the limited supply of physical books, e-reading could <sup>2</sup> *interestingly / potentially* open up new pathways to reading for kids who might otherwise lack basic textbooks.

<sup>3</sup> *Interestingly / Likely*, latest trends show that younger readers in developing countries are increasingly switching from using dedicated e-readers to reading on their mobile phones.

Mobile technology is <sup>4</sup> *sadly / undoubtedly* one of the most effective and efficient ways of giving marginalised groups all the benefits of access to books.

I have to say that <sup>5</sup> *personally / probably*, I couldn't live without my e-reader. <sup>6</sup> *In fact / Arguably*, it's so essential that it goes with me everywhere.

- 7 Complete the text with the correct form of the words in capitals.

### How the MP3 revolutionised music

The humble MP3 is one of the most significant inventions of modern history and heralded the <sup>1</sup> (ARRIVE) of both listening to and purchasing songs and albums over the Internet. This, in turn, made it possible to download music <sup>2</sup> (LEGAL) and effectively brought the global music industry to its knees in the mid 2000s. It took government-funded German engineers a decade of research to figure out that much of the information in recorded music is inaudible to the human ear and therefore does very little to <sup>3</sup> (RICH) the sound. Ultimately then, it was their <sup>4</sup> (INGENIOUS) which facilitated the <sup>5</sup> (PIRATE) revolution by releasing for free on the web the first ever MP3-encoding software. As Stephen Witt explains in his book *How Music Got Free*, it was not so much the ordinary people who were able to <sup>6</sup> (CAPITAL) on the new medium but rather an organised criminal conspiracy to steal music. Today, however, legal streaming services are in the <sup>7</sup> (ASCEND) for digital music and the <sup>8</sup> (POPULAR) of listening to digital music looks set to continue.



- 8 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Do not change the word in capitals.

- 1 Driverless cars will eventually replace traditional cars.  
Traditional cars will eventually \_\_\_\_\_ driverless cars.  
**WAY**
- 2 MP3 will probably remain the most popular audio format for years to come.  
MP3 will probably continue \_\_\_\_\_ for years to come. **INDUSTRY**
- 3 Despite the money being invested in smart watches, many believe they will not be commercially successful.  
Many believe smart watches \_\_\_\_\_ despite the investment being made in them. **FLOP**
- 4 They have tested the new drug in trials, I presume.  
The new drug \_\_\_\_\_ tested in trials.  
**PRESUMABLY**
- 5 If you constantly ride your motorbike so hard, you'll damage the engine.  
You'll damage your motorbike if you constantly \_\_\_\_\_ its engine.  
**PUSH**



## LISTENING

- 9 2.9 Listen to three dialogues. For questions 1–6, choose the correct answer A, B or C. You will hear the recording twice.

### Dialogue 1

- 1 What do the speakers agree on in relation to online flight check-in?  
A It is very time-consuming.  
B It is unnecessarily complicated.  
C It is a stressful experience.
- 2 What is the man's opinion of the other services advertised on the site?  
A They are just a way for the airlines to earn more money.  
B They are very useful for customers.  
C They can help ensure customer safety.

### Dialogue 2

- 3 What does the man like most about the website?  
A The amount of information available about bands.  
B The fact that it is very quick to download music.  
C The recommendations of new music available on the site.
- 4 What is the woman's opinion of buying music online?  
A Making a careful choice is easier on a website.  
B The pleasure of buying music is missing.  
C The websites are mostly operating illegally.

### Dialogue 3

- 5 What is the man doing during the conversation?  
A Admitting his own lack of skills.  
B Complaining about the lack of support.  
C Recommending his friend not to do the course.
- 6 How does the woman respond?  
A She doesn't think he should ask for help.  
B She suggests asking for a refund.  
C She advises him to give it more time.

## SPEAKING

- 10 Look at the photos and ask and answer the questions.

- 1 Why might people choose to use these devices and how might the users of these devices feel?
- 2 What might cause difficulties for the people and how might they deal with them?
- 3 Which device do you think might be more difficult to deal with? Why?





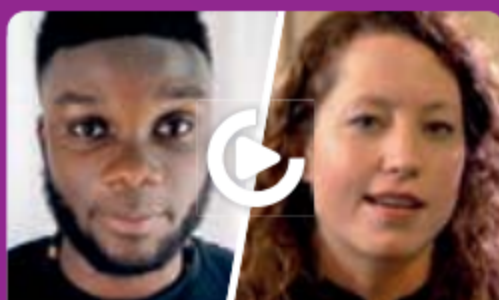
# 5

## All in a day's work


*Though I crave for work ...  
I do not ask for more than my  
proper share.*

Jerome K. Jerome, *Three Men in a Boat*

### DOCUMENTARY VIDEO



BIG IDEA, BIG BUSINESS

 Watch the documentary video.  
For the worksheet, go to page 116.

## VOCABULARY

5.1

Employment and career • phrasal verbs –  
work • colloquial phrases • collocations to  
describe work and money

*I can talk about work, careers and internships.*

### SHOW WHAT YOU KNOW

1 Complete the table with the noun form of the verbs in the box.

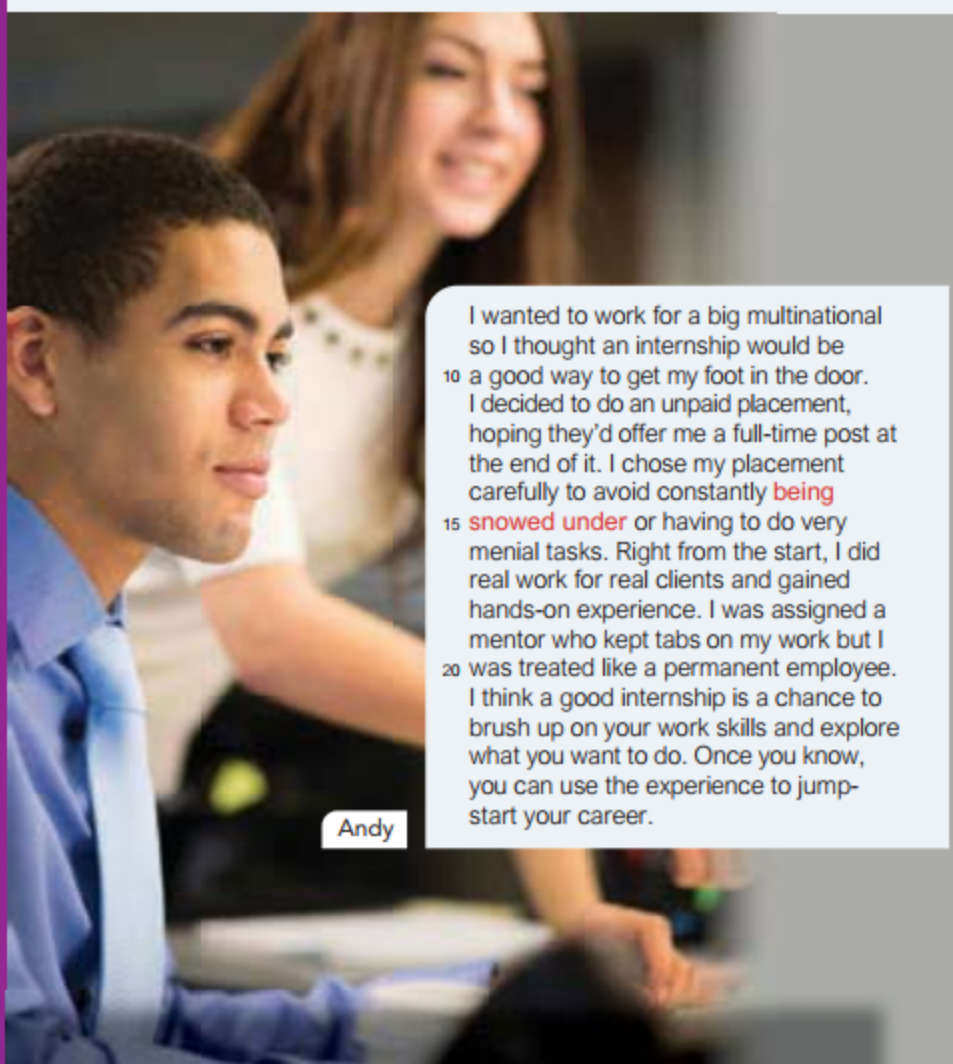
apply compete employ interview  
manage promote recruit train

VERB	NOUN (thing/concept)	NOUN (person)
apply	application	applicant

2 Think of an example sentence with one of the words from each group in Exercise 1. Compare with a partner.

## Working for Nothing

With so much unemployment, it's increasingly difficult for young people to **break into** the job market. One way to get on the first rung of the ladder is to do an internship: most big companies offer these short-term placements as a way to gain work experience with the chance of getting a full-time job at the end of it. Some places pay the minimum wage and some only cover expenses. Here, three graduates describe their internship experiences.



I wanted to work for a big multinational so I thought an internship would be a good way to get my foot in the door. I decided to do an unpaid placement, hoping they'd offer me a full-time post at the end of it. I chose my placement carefully to avoid constantly **being snowed under** or having to do very menial tasks. Right from the start, I did real work for real clients and gained hands-on experience. I was assigned a mentor who kept tabs on my work but I was treated like a permanent employee. I think a good internship is a chance to brush up on your work skills and explore what you want to do. Once you know, you can use the experience to jump-start your career.

Andy

## 3 Read the article and answer the questions.

- 1 Who was **taken on** by a start-up?
- 2 Who persevered despite having to do really boring things?
- 3 Who **slaved away** putting in extra hours?
- 4 Who felt disappointed as the company didn't keep their promise?
- 5 Whose really positive experience **made up for** the lack of pay?

25 During the summer of my first year at university, I interned for a magazine. It was unpaid but I was promised a bonus if I got more than ten Twitter followers a week. I increased Twitter followers from 700 to 7,000, but the incentives never materialised. I was constantly asked to do menial tasks like photocopying and fetching coffees. I put on a brave face but a low point was when the boss asked me to help his daughter with her schoolwork. I ended up with the boss's daughter **ordering me around**. I didn't have the guts to **stand up for** myself because I didn't want to scupper my chances.

Jan

45 I was taken on as an intern for a start-up. They used unpaid internships as entry-level jobs with the promise of a permanent contract at the end of it. I figured that it was a good thing to have on my CV and would show dedication to the industry that I wanted to work in. That was what interested me – showing that I could hit the ground running and make myself indispensable. It quickly became clear that I was expected to work overtime, but I didn't want to damage my chances of landing a permanent job so I **pressed on**. After three months, I was told that they had decided to freeze hiring that year and I would be let go.

Karen

## WORD STORE 5A Phrasal verbs – work

- 4 **2.10** Complete WORD STORE 5A with the phrasal verbs in red from Exercise 3 and the article. Then listen and check.
- 5 Replace the underlined words with the correct form of the phrasal verbs in WORD STORE 5A. Then finish the sentences so that they are true for you and compare with a partner.
  - 1 A company where I'd like to be employed is ...  
*A company where I'd like to be **taken on** is a charitable organisation.*
  - 2 I'd never dare tell my ... what to do.
  - 3 The last school project I really worked hard on was ...
  - 4 A belief I'd always defend is that ...
  - 5 When I have too much work, I feel ...
  - 6 A mistake I'd like to compensate for is ...

## WORD STORE 5B Colloquial phrases

- 6 **2.11** Complete WORD STORE 5B with the underlined phrases in the article. Then listen and check.
- 7 Correct the mistake in each sentence. Which sentences are true for you? Compare with a partner.
  - 1 My parents like to hold tabs on me. They know where I am at all times.
  - 2 I'm very slow in the mornings. I never strike the ground running.
  - 3 I've got a good voice but I don't own the guts to sing in public.
  - 4 I would like to do an internship so I can jump on the first rung of the ladder.
  - 5 I think appearance is very important in a job interview – the wrong one can scupper your luck.

## WORD STORE 5C Collocations – work

- 8 **2.12** Complete WORD STORE 5C with the correct words from the article to make collocations about work. Then listen and check. Write example sentences.
- 9 **SPEAKING** Do you agree with the statements in WORD STORE 5C? Why?/Why not?

## WORD STORE 5D EXTRA Collocations – money

- 10 **2.13** Complete WORD STORE 5D with the verbs in the box. Then listen and check.
- 11 **SPEAKING** Would you consider doing an internship? Why?/Why not?



## Matching

*I can understand specific details in an article.*

## 1 Read UK TODAY and answer the questions.

## UK TODAY

In order to recognise entrepreneurship and nurture talent among young people in the UK, many universities and institutions offer awards for innovation in business to graduates and undergraduates. **The Enterprise Awards** are one such scheme set up in association with a well-known bank and a newspaper. They celebrate the achievements of young business people across the UK and winners enjoy not only recognition for their products and services, but also benefits such as help with funding and free legal and business advice.

- Who are the Enterprise Awards aimed at?
- What are the benefits for winners?
- What do you think the judges take into consideration when choosing a winner?
- Do you think such award schemes are a good idea? Why?/Why not?

## 2 In groups of three, read one section each of the article about the recent winners of the Enterprise Awards. Make notes under the headings below and report back to your group.

- Beginnings of business
- Challenges & milestones
- Advice to potential entrepreneurs

## EXAM FOCUS Matching

## 3 Read the article again. Match texts A–C with questions 1–8. The texts may be chosen more than once.

In which text does the young entrepreneur mention:

- that having another source of income is highly desirable? ☐
- an area where their age proved a disadvantage? ☐
- a view that regular income is not guaranteed? ☐
- an opinion that it is worthwhile to wait for the results of your work? ☐
- their efforts to remain optimistic against the odds? ☐
- an outcome that was unexpectedly successful? ☐
- a criticism of trying to work alone? ☐
- an opinion about what is most important in an employee? ☐

## WORD STORE 5E Collocations

- Complete WORD STORE 5E with the verbs in the box. Use the article to help you if necessary.
- Write five questions you would like to ask one of the Enterprise Awards winners using the collocations in WORD STORE 5E.
- SPEAKING** Discuss how you think your chosen winner(s) might answer the questions you wrote in Exercise 5.
- Complete the sentences with the correct form of the collocations in blue in the article.
  - Before launching our product globally we used social media to gauge consumer opinion here in the UK.
  - I didn't \_\_\_\_\_ of Twitter as a marketing tool until I read an article in a business magazine.
  - Most investors expect to \_\_\_\_\_ on their money within a couple of years of buying shares.
  - Although there are seasonal \_\_\_\_\_ generated by the hotel, the business remains profitable.
  - Simon still has a lot to learn as a salesman but he certainly \_\_\_\_\_ customers.
  - Joanne is not a very experienced businesswoman. She \_\_\_\_\_ college.
  - The course was extremely practical and what I learnt on it gave me \_\_\_\_\_ to my career.
- Complete the table with the correct form of the underlined words in the article.

ADJECTIVE	NOUN
<u>restless</u>	<u>restlessness</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

9 **SPEAKING** List the qualities from Exercise 8 that you possess. Discuss how these qualities prove useful at school or in social life.

*You could say that I'm tenacious: I've got a lot of determination and even when things are difficult at school, I just keep trying.*

Meet some of the winners of the Enterprise Awards, a scheme developed to recognise the entrepreneurial talent emerging from universities across the UK.

A

## Ross Kemp: Asap Water Crafts

The hardest bit was starting, honestly. My product was something that began as a project at university. Once I started, each step led to the next, with difficult decisions to make at each one. My biggest mistakes always came when I tried to do everything myself. I soon realised that I couldn't do everything without sustaining financial losses – and very often other people can do bits better than me!

A challenge is knowing who to trust and where to gain feedback. I talk through decisions with lots of different people to **gauge their opinions**, but in the end, big choices (like whether to give away fifty percent of my business) come down to following my heart and gut instinct.

I've got a poster above my desk which says 'work hard and be nice to people' – I try to live by this. My success has been simply through taking opportunities when they came my way, being **tenacious** and saying 'yes'. I try to look for positives in everything, even when things are really tough.

However, I would urge entrepreneurs to hold on to their day jobs as long as possible while building a new business. If you can continue your day job until the business you have founded generates enough cash to pay your wage, this is the best scenario!



B

## Rowena Simmons: Black & White Boutique

I studied Art Textiles at secondary school. After I finished, I had an assortment of embroidery threads, charms and other arts and crafts supplies left over. I enjoyed playing around with them and was **curious** to know if they could be made into something saleable. I decided to try my luck and posted images of my handcrafted bracelets on Facebook. Much to my surprise, my schoolmates enthused about them immediately and started asking where they could buy them.

Having **realised the potential** of homemade items, my boyfriend and I set out to establish an online store. My intention wasn't to build a brand, nor was it to become as **prosperous** as we have. In fact, it was simply a passion I had for creating things, which ended up giving me a **flying start** to a career as an entrepreneur.

Our initial investment amounted to £200, which went on purchasing fifteen different products to sell on our website. The other jewellery we offered was all my handiwork. I remember receiving our first order for £21 from a customer in Spain shortly after our opening promotion, which made the whole thing thrilling. All of a sudden, I realised how straightforward it was to access international markets through the Internet.

I reckon patience is definitely the key. It is, however, worth noting that while there are many positives to owning and managing your own business, it isn't child's play and it doesn't come without its **restless** nights and pressured days. You must be eager to develop your products and prepared for **fluctuations in the revenue** you receive. With a lot of effort and **perseverance** and a dose of good luck, you will eventually **see a return**, though.

C

## Ry Morgan: Pleasecycle Exercise App

I guess recruitment has been one of our biggest challenges. I **was fresh out of** university and still had a babyface and had only had experience as an intern when we started. I think trying to recruit exceptional talent in what is already a **hyper-competitive** space, in terms of the tech industry, has proven interesting and probably one of the bigger difficulties.

Trying to bring in experienced individuals who are maybe a decade older than I was at the time has been quite a tricky task. It's one that's got better over time, but having never run a business before, it's been hard doing the interview process, and actually sitting down and quizzing people to recruit really good talent.

And it's about getting not just the right professional match but the right personal match, so linking them in with your culture is sometimes more important than their **competence**. If there's a guy that's a little bit better in terms of his CV versus the girl that you **have a great rapport with** and who matches the company culture, I'd say go for the girl over the guy because, in the long term, rapport and fitting in with the culture are more important.





# 5.3

## GRAMMAR

-ing forms

I can use various structures with -ing forms.

- 1 **SPEAKING** Look at the jobs in the box. Discuss which of them you would like to apply for and why.

( barista landscaper pet groomer  
shelf stacker usher )

- 2 **SPEAKING** Discuss the pros and cons of having a part-time job. Then read the text below and check your ideas.

### Is working part-time BAD for your grades?

Saturday jobs for teens have long been seen as a good way to earn both a little money and some independence. However, part-time jobs are now being viewed somewhat sceptically as recent research shows **working while studying** may be detrimental to high school grades.

Tales of teens **succeeding in saving** hard-earned cash and studying at the same time are not uncommon. But, **with more and more young people not doing well** at school, the results of the research are possibly a cause for concern. **On seeing** the results of the research parents may be worried that their children are jeopardising their education by taking on such extracurricular activities.

**Having worked** throughout both my school and university, however, I for one took advantage of the opportunity for greater self-development. And like many parents, mine also **appreciated my getting** a good education for life. **Being motivated** equally by a desire to learn and to earn, I was able to have the best of both worlds.

- 3 Read the GRAMMAR FOCUS and find an example of each structure in the text in Exercise 2.

#### GRAMMAR FOCUS

##### -ing forms

You use -ing forms for a number of different reasons:

- as the subject of a sentence
- after certain verbs
- after all prepositions, e.g. after on at the beginning of a sentence to mean as soon as
- in complex sentences where the subject is the same in both clauses, to express cause and effect or to express the sequence of events
- in complex sentences after with + subject when the subject is not the same in both clauses.

**Note:** You use possessive adjectives (*my, his, etc.*) or object pronouns (*me, him, etc.*) if the subject of the -ing forms is different from the subject of the sentence, e.g. **They** are worried about **him** flunking his exams.



- 4 Complete the sentences with the correct form of the verbs in brackets. Add extra words where necessary.

- I can't help **being considered** (consider) irreplaceable. Even if I'm not.
- She supported \_\_\_\_\_ (I/sack) – which really upset me.
- \_\_\_\_\_ (not/receive) good results, I stand little chance of getting into uni.
- \_\_\_\_\_ (give) the job, I now regret applying.
- He was in the middle of \_\_\_\_\_ (tell off) when I walked into the room.
- \_\_\_\_\_ (not/have) a reliable source of income can be a strain on any family.

- 5 **USE OF ENGLISH** Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between two and five words in each gap.

- You develop a better sense of responsibility when you earn your own money. **DEVELOPS**  
**Earning your own money develops** a better sense of responsibility.
- I really don't like to be told what to do. **DESPISE**  
I \_\_\_\_\_ what to do.
- The concern my parents have is that I work too hard. **ABOUT**  
My parents \_\_\_\_\_ working too hard.
- To be successful in life you are required to work hard. **BEING**  
\_\_\_\_\_ you to work hard.
- I tell my parents as soon as I receive any exam results. **ON**  
\_\_\_\_\_ exam results, I immediately tell my parents.
- The job market has got increasingly competitive so it's essential to have good qualifications. **WITH**  
\_\_\_\_\_ increasingly competitive, good qualifications are essential.

- 6 **SPEAKING** Choose three of the sentences in Exercise 5 that you agree with and discuss.

- 7 Make a short list of part-time jobs you would refuse to do. Compare your lists in pairs.

Grammar pages 133–134

# 5.4

## USE OF ENGLISH

### Prepositional phrases

I can use various prepositional phrases with **by**, **at**, **to** and **in**.

- SPEAKING** Read the cartoon captions. Discuss which of them you find more amusing and why.
- Read the **LANGUAGE FOCUS** and look up the meaning of the prepositional phrases.

### LANGUAGE FOCUS

#### Prepositional phrases

BY	accident all means chance means of virtue of	AT	a loss fault sea sb's disposal the end of the day
	a certain degree date my mind no avail some extent		advance any case the long run the wrong vain
TO		IN	

- Look at the phrases in the box and find their synonyms in the **LANGUAGE FOCUS**. Then write example sentences with three of the phrases and ask your partner to transform them using the synonymous phrase.

by accident in vain in the wrong  
by means of at a loss to some extent

by accident = by chance

- Choose the correct option.

- A: You've been trying <sup>1</sup> *in vain / in the long run / by all means* to find a better job for ages.

B: Yes, I know. And it's all <sup>2</sup> *at sea / to no avail / in any case*. I guess I'm here for life.
- A: Oh no. I've broken the printer again. It was <sup>3</sup> *by accident / at fault / by all means* – I promise.

B: I'm <sup>4</sup> *in any case / in the wrong / at a loss* to explain how you do it. That's the third time this month.
- A: I've managed to save some money <sup>5</sup> *by means of / by accident / to some extent* working overtime.

B: Well, <sup>6</sup> *in the long run / to some extent / to date* I'm jealous. I don't want the extra work but I could save some money!
- A: I love my new job. <sup>7</sup> *In the long run / At the end of the day / To date* I hope to be the boss one day.

B: I'd hate to be a boss. You have to be <sup>8</sup> *at fault / by virtue of / at everybody's disposal* the whole time.
- A: I appreciate the money's not very good but <sup>9</sup> *to my mind / by means of / to no avail* gaining experience is the most important thing.

B: I agree <sup>10</sup> *in advance / to my mind / to a certain degree* but money's good to have!

1



I'm all at sea when it comes to working the new washing machine.

2



To my mind, you should change your hairstyle.

- Complete the text with appropriate prepositional phrases from the **LANGUAGE FOCUS**. Sometimes more than one answer is possible.

Well, I agree with my boss <sup>1</sup> \_\_\_\_\_ but I can't say she's one hundred percent right. I mean, <sup>2</sup> \_\_\_\_\_ it's her decision and I have to do what she tells me to do – and I'm in no position to tell her that she's <sup>3</sup> \_\_\_\_\_. I will admit, however, that she's been very helpful <sup>4</sup> \_\_\_\_\_ and she's always been <sup>5</sup> \_\_\_\_\_ whenever I've needed some help. For example, when I was trying <sup>6</sup> \_\_\_\_\_ to come up with an idea for the new marketing campaign and not getting anywhere. She could clearly see that I was <sup>7</sup> \_\_\_\_\_ for inspiration and gave me a few ideas to work with.

<sup>8</sup> \_\_\_\_\_ that's more important than agreeing with everything she says – after all, I am here to learn <sup>9</sup> \_\_\_\_\_ gaining experience.

- SPEAKING** Discuss the questions.

- When was the last time you tried something in vain? What was it? How did it end?
- Do you have trouble admitting when you are in the wrong? Why?
- Can you name a few things you prefer to do in advance?
- When were you last at a loss for words?
- At the end of the day, what are your language learning objectives?



Multiple choice

*I can understand specific details in a radio programme.*

- 1 **SPEAKING** Look at the photo of two people waiting for a job interview. Discuss how they feel and what is going through their minds.
- 2 **SPEAKING** Discuss the questions.
- 1 Have you ever been interviewed? For what?
  - 2 Was it a relaxing or a stressful experience? Why?
  - 3 What advice would you give someone attending a job interview?
  - 4 What common mistakes do people make in interviews?
- 3 **2.15** Listen to a radio programme about interview techniques and answer the questions.
- 1 Do you agree with the advice given?
  - 2 Would you change any of your suggestions in Exercise 2? Why?/Why not?

**EXAM FOCUS** Multiple choice

- 4 **2.15** Listen again. For questions 1–6, choose the correct answer A–D.
- 1 What does Jonathan recommend as effective preparation for a job interview?
    - A documenting your complete range of skills
    - B developing the right mental attitude
    - C researching the company and their target market
    - D predicting the questions the interviewer might ask
  - 2 What does Carole say is most important when she meets a prospective employee?
    - A a positive outlook
    - B a polite and civilised manner
    - C the candidate's body language
    - D a candidate's general appearance
  - 3 Jonathan and Carole both say that
    - A candidates should avoid errors if possible.
    - B having the ability to learn from your mistakes is crucial.
    - C an unwillingness to admit errors is undesirable in a candidate.
    - D the occasional mistake won't negatively affect your chances.
  - 4 What does Jonathan say about being mentally prepared for an interview?
    - A Treat each interview as seriously as possible.
    - B Strive to be completely calm on the day.
    - C Don't exaggerate the importance of the interview.
    - D Be realistic about your chances.
  - 5 How does Carole feel about the interview she did?
    - A It is an amusing story that reveals a serious point.
    - B It demonstrates that all interview strategies are to be avoided.
    - C It shows why it is beneficial to take a risk and try something new.
    - D It highlights how embarrassing a candidate's performance can be.
  - 6 What do Jonathan and Carole both think is essential for success in an interview?
    - A weighing your words
    - B persevering when things are going badly
    - C being prepared but not overly prepared
    - D trusting your instincts and being honest

**WORD STORE 5F** Word building

- 5 **2.16** Complete WORD STORE 5F with noun forms of the adjectives in the table. Then listen and check.
- 6 Complete the sentences with the nouns in WORD STORE 5F.
- 1 He didn't give up when he failed and expressed a \_\_\_\_\_ to take the test again.
  - 2 He showed great \_\_\_\_\_ and found out almost everything about the job.
  - 3 Everyone appreciated her \_\_\_\_\_. She never came across as fake or phony.
  - 4 Her boss liked her \_\_\_\_\_ – how she could work in many different fields.
  - 5 She showed real \_\_\_\_\_ and after seemingly endless interviews, finally got the job she wanted.
  - 6 Having \_\_\_\_\_ and believing that you can succeed is important in work.
  - 7 She is incapable of admitting she is wrong – she has a complete lack of \_\_\_\_\_.
  - 8 It's always better to say what you feel – \_\_\_\_\_ is the greatest of virtues.
  - 9 My teacher told me he liked the enthusiasm and \_\_\_\_\_ to learn.
- 7 **SPEAKING** Discuss the questions.
- 1 Which qualities from Exercise 5 do you think would help you most in an interview?
  - 2 How about in a career you would like to have? Why?

## 5.6

## SPEAKING

## Buying time

*I can use stock phrases to gain and keep the turn when responding to questions.*

- 1 **SPEAKING** Look at the photo of a student in an interview with a job counsellor, then discuss the questions.

- 1 What is the difference between this kind of interview and a job interview?
- 2 What kinds of questions do you think the counsellor is asking the student?
- 3 How could the interviewer put the student at ease during such an interview?

- 2 **2.17** Listen to an interview between the student and the counsellor and answer the questions.

- 1 Which of the counsellor's words put the student at ease?
- 2 What jobs are mentioned?
- 3 What two kinds of jobs are referred to? What is the difference between them?
- 4 If Monica didn't know the answer to the question right away, how did she give herself time to think?
- 5 In what other situations might you need to give yourself time to think?

- 3 **2.17** Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

**depends interesting know**  
**see thought tough truth**

## SPEAKING FOCUS

When you respond to questions, you can use phrases which give you time to think about your answers.

## Buying time

(Hmm,) let me <sup>1</sup> see / think about it ...

(In actual fact,) I've never really <sup>2</sup> \_\_\_\_\_ about it / considered it / been asked that before ...

(Wow,) that requires a moment's thought ...

My mind has gone blank. Can you give me a second?

(I mean,) to be honest with you ... / to be frank ... / to tell you the <sup>3</sup> \_\_\_\_\_ ...

(Actually,) it's kind of a <sup>4</sup> \_\_\_\_\_ / a tricky one ...

(Well,) all I can say / all I <sup>5</sup> \_\_\_\_\_ is that ...

(Come to think of it,) that's an <sup>6</sup> \_\_\_\_\_ / a difficult question ...

(I suppose) it <sup>7</sup> \_\_\_\_\_ on what you mean / you're referring to ...



Counsellor

Monica

- 4 Complete the dialogue between Dylan and his teacher with the words in the box.

(blank honest requires tough truth)

T: Dylan, did you finish reading Chapter 3 for homework?

D: Chapter 3? Oh er ... yes, sir.

T: Good. And tell me, what did you think about the unexpected death of the main character?

D: Death? Oh that's a <sup>1</sup> tough one. Let me see. Tragic; I thought it was really tragic and so unexpected, sir.

T: I see. And how do you think the story will unfold now the main character is dead?

D: Wow. That <sup>2</sup> \_\_\_\_\_ a moment's thought.

T: Take your time.

D: Actually, sir, my mind has gone <sup>3</sup> \_\_\_\_\_. Can you give me a second?

T: Of course.

D: Well, to be <sup>4</sup> \_\_\_\_\_ with you, I'm not really sure.

T: Dylan, the main character doesn't die in Chapter 3. There are still another twenty-seven chapters to go. You didn't do your homework, did you?

D: Er, to tell you the <sup>5</sup> \_\_\_\_\_, sir, I meant to but then it was suddenly really late and I must've fallen asleep.

T: And what song are you going to sing for the class, Dylan?

D: Song, sir?

T: You know the rules, Dylan. Those who arrive late or 'forget' to do their homework have to sing a song for the class. Whenever you're ready ...

- 5 **SPEAKING** Choose one of the situations below and prepare a short dialogue which includes some of the phrases from the SPEAKING FOCUS.

- 1 You have done something wrong at school and have to explain your actions to the head teacher.
- 2 You meet your new friend's parents for the first time.
- 3 You are interviewed in a shopping centre by a team from the local TV news.

- 6 Act your dialogue out for the class. Can they guess the situation? Did everybody choose the same phrases?



*I can write a structured essay supporting my arguments with reasons and examples and using a range of cohesive devices.*

### 1 SPEAKING Discuss the questions.

- 1 Do you know what you want to do when you leave school or university?
- 2 If not, how will you decide?
- 3 If you do know, what helped you make a decision?

### 2 Read UK TODAY and answer the questions.

## UK TODAY

**Portfolio working** is when an individual has multiple strands to their career rather than just one. This trend has been growing for some time in the UK, where, fuelled by desire and also economic necessity, younger people are actively seeking more variety in their employment than older generations did. Portfolio working acknowledges that people are not one-dimensional but have different skills and interests and can successfully fulfil more than one professional role.

- 1 What advantages and disadvantages to portfolio working can you think of?
- 2 Do you think portfolio working would suit you personally? Why?/Why not?
- 3 Given the choice, which two or three careers would you like to combine?

### 3 Read the task and answer the questions.

Portfolio working is a modern alternative to the traditional 'job for life'. Write an essay of 300–350 words in which you present your opinion on the topic. In your essay discuss the following aspects:

- developing a variety of skills and knowledge,
- potential risks,
- career building.

- 1 What could be the advantages of developing a variety of skills and knowledge through portfolio working?
- 2 Describe your idea of an average working week for someone engaged in portfolio working.
- 3 Which career path appeals to you more: one offered by a single employer or one working independently for a variety of employers?
- 4 What are the potential risks of working in two or three different fields at the same time?
- 5 What is your overall opinion on 'portfolio working'?

### 4 Read the essay. How does the author answer the questions in Exercise 3?

# Portfolio Working



It is often said that the traditional 'job for life' is on the way out and is being replaced by portfolio working, or in other words, holding a variety of jobs at the same time. If this is true, **what is most important to consider** when deciding if portfolio working is suitable for you?

**To begin with**, few of us have just one ability and in fact, most of us possess a range of skills and are able to fulfil a variety of different professional roles. This is where portfolio working comes in since it provides the opportunity for individuals to work in many different fields. **What this means is** that someone with computer skills, **for instance**, could be employed two days a week by a software company. In addition to this job, if he or she also has good writing skills they might find employment as a journalist for a further two days, then spend another day volunteering. Working in this way allows the use of different talents rather than only one. However, **this is not to say that** there are no drawbacks. It is, for example, not easy to manage a variety of working environments and this can cause considerable anxiety for those engaged in portfolio working.

**Perhaps a more important aspect to consider, however**, is choice. Portfolio working allows people to choose how they will develop their own careers, rather than following a set career path laid out by a company. **There is also** the potential advantage of being able to fit work around home life and interests, thus maintaining a more favourable work/life balance. **It can be argued**, though, **that** the financial uncertainty which goes hand in hand with this freedom makes portfolio working too risky for some people.

**On balance**, it would seem that what is most important to bear in mind about portfolio working is the variety it offers by taking advantage of different skills and interests. **Nevertheless, we should remember that** it may not be suitable for everyone, particularly those uncomfortable with risk or uncertainty.

- 5 Read the **WRITING FOCUS** and make a list of phrases in purple in the essay for the points below.

## WRITING FOCUS

### An essay

#### Introduction

- Give a general introduction to the topic.

*This is a controversial topic ...*

*It is generally maintained that ...*

- Lead into the discussion.

*However, there are different views*

*What can be done?*

#### Main paragraphs

- Introduce each main point in a new paragraph beginning with a topic sentence.

*In the first place, ...*

*The main thing to remember is that ...*

- Follow this with examples to support and/or clarify your point.

*For example, / A case in point is ...*

*This is illustrated/shown by ... (supporting)*

*In other words ... / That is to say ... (clarifying)*

- Introduce an opposing point to show you take a balanced view.

*Despite this, ...*

*A possible criticism is that ...*

#### Conclusion

- Indicate the end of the essay with a summary statement.

*In conclusion, ...*

*On the whole, ...*

*Taking everything into account, ...*

- Give your point of view.

*In my view ...*

*It is clear that ...*

*There is no doubt that ...*

- 6 Complete the sentences with appropriate phrases from the **WRITING FOCUS** and the word in capitals.

1 \_\_\_\_\_ an internship offers students valuable experience.

**MAINTAINED**

2 \_\_\_\_\_ it provides a chance to interact with experienced professionals. **REMEMBER**

3 \_\_\_\_\_, it enables students to learn how to work in a professional environment.

**OTHER**

4 \_\_\_\_\_, it is argued that internships frequently exploit free labour. **DESPITE**

5 \_\_\_\_\_, internships are beneficial as they expose students to the working world. **ACCOUNT**

- 7 Read the **LANGUAGE FOCUS**. Then find examples for the points below in the essay on page 60.

## LANGUAGE FOCUS

### Writing cohesive texts

You can connect the ideas in the text by:

- synonyms** or words from the same family.  
*Finding a **job** is not easy, and while the **work** available may not appeal to you, being **employed** is better than being **unemployed**.*
- substitution**: one/ones instead of a word already mentioned.  
*Finding a **job** is not always easy and while the **ones** you first see may not appeal to you, the **one** you want may be just round the corner!*
- reference**: this/that/it/they instead of a phrase or section of text.  
*Careers advice centres are useful places. **They** offer a valuable service and **this** is foolish to ignore.*
- linkers**: conjunctions and adverbs.  
***While** the first job you take may not appeal to you, it is always beneficial to have a source of income. **Consequently**, you should consider every offer.*

- 8 Complete the text with the words in the box.

amount ~~back~~ backer enterprise  
however investment one this

Starting your own business is not easy. What is required most of all is money. And that is where finding someone to <sup>1</sup>~~back~~ you comes in. Whoever it is, perhaps a family member or friend, a <sup>2</sup> \_\_\_\_\_ will supply you with the necessary cash to begin. Remember, <sup>3</sup> \_\_\_\_\_, that any serious investor will want a return on his/her <sup>4</sup> \_\_\_\_\_. <sup>5</sup> \_\_\_\_\_ may be a share of your <sup>6</sup> \_\_\_\_\_ or interest on the original <sup>7</sup> \_\_\_\_\_ given to you. Think carefully about which <sup>8</sup> \_\_\_\_\_ will suit you before you agree to terms.

- 9 Find examples of synonyms, word families, substitution, reference and linkers in the completed text in Exercise 8.

Synonyms:

Word families:

Substitution:

Reference:

Linkers:

## SHOW WHAT YOU'VE LEARNT

- 10 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

Young people often consider setting up their own business rather than looking for a permanent position. Write an essay in which you present your opinion on the topic. In your essay discuss the following aspects:

- initial investment,
- competition,
- personality.



## VOCABULARY

### 1 Complete the sentences with the words in the box.

foot hit incentives jump-start  
slaving tabs take

- Many larger companies offer \_\_\_\_\_ to attract and retain staff.
- In order to get a \_\_\_\_\_ in the door, it can be a good idea to take a lower position than you really want.
- Multinational organisations regularly \_\_\_\_\_ on new employees because of high staff turnover.
- There is nothing worse than having a boss who keeps \_\_\_\_\_ on everything you do.
- Experience will help you \_\_\_\_\_ the ground running if you set up your own business.
- Getting some basic training can be a good way to \_\_\_\_\_ a new career.
- In smaller companies you can find yourself \_\_\_\_\_ away for a pittance and struggling to save.

### 2 Choose the correct option.

It can be hard at first to stand <sup>1</sup> *up / down / out* for yourself when you're the newest member of staff – and if you are fresh <sup>2</sup> *through / out of / in to* university with no experience, it can be even harder to assert yourself. If you find yourself working for a boss who likes to order people <sup>3</sup> *out / off / around*, you really have little choice other than to put <sup>4</sup> *by / out / on* a brave face and do what you're told. This may mean taking on too much in which case you will quickly find yourself snowed <sup>5</sup> *in / under / out* with work. Once again, you just need to press <sup>6</sup> *on / out / through* and do the best that you can. But don't worry. Work's not all bad. Just think of the money! That, if nothing else, will make <sup>7</sup> *out of / off with / up for* it.

### 3 Complete the sentences with the correct forms of the words in capitals.

- This \_\_\_\_\_ seems perfect for the job. **APPLY**
- Did you hear that Ali's leaving? He's got a job with our main \_\_\_\_\_. **COMPETE**
- The government are tackling \_\_\_\_\_ by offering retraining to thousands of jobless people. **EMPLOY**
- The company has been losing money for years. You can only put it down to bad \_\_\_\_\_. **MANAGE**
- I've decided I need some \_\_\_\_\_. I'm off to speak to the head of HR. **TRAIN**
- AKP Chemicals are in the process of a big \_\_\_\_\_ programme. Why don't you apply? **RECRUIT**
- We've got only one more \_\_\_\_\_ to speak to and then we need to make our decision. **INTERVIEW**

## GRAMMAR

### 4 Write sentences from the prompts. Add extra words where necessary.

- I / clear / remember / him / mention / salary increase.
- the author / article / about / interns / object / their / not be / pay.
- at first, / my parents / not approve / my / choose / journalism / as a career.
- be / an entrepreneur / mean / be / ready / to take risks.
- not let / this bad experience / discourage / you / follow / your / chosen career.
- when / start / your own / business, / you / should / focus / get / results.

### 5 Complete the sentences with the correct -ing form of the verbs in the box. Where necessary, add the correct forms of the words in brackets.

accept have learn retire  
sack see take tell

- I was anticipating \_\_\_\_\_. So you can imagine my relief when I was given a promotion instead.
- \_\_\_\_\_ photos during the show is strictly prohibited.
- (He) \_\_\_\_\_ me the bad results of the interview nearly broke my heart.
- On \_\_\_\_\_ about Gerald's resignation I immediately applied for his job.
- Janet was angry about \_\_\_\_\_ to work another evening shift last night.
- \_\_\_\_\_, James finally moved to the country.
- (They) \_\_\_\_\_ on the training course is great news! Lucky them!
- I can't bear \_\_\_\_\_ her so unhappy. Can't she find another job?

## USE OF ENGLISH

### 6 Complete the sentences with at, in, by or to.

- I know she's right \_\_\_\_\_ some extent but I still think her decision to sack him was harsh.
- Just ask if you need any help. I'm completely \_\_\_\_\_ your disposal.
- Older workers are, \_\_\_\_\_ virtue of their life situation, considerably more reliable.
- I'm \_\_\_\_\_ a loss to explain where the money is.
- Barbara's been trying to contact him all day – and \_\_\_\_\_ absolutely no avail.
- Personally, I'd say she's one of the best managers we've had here \_\_\_\_\_ date.
- \_\_\_\_\_ all means, take the rest of the day off.
- He's a good worker but \_\_\_\_\_ the end of the day it has to be last in, first out.
- I hear Rob's been trying \_\_\_\_\_ vain for years to get a management post.

7 Complete the text with one word in each gap.

## Business is a joking matter



Fledgling business people may be better off practising stand-up comedy rather than signing up for academic courses or <sup>1</sup> an internship. One young entrepreneur has decided that the risk of humiliation one faces while trying to make people laugh is far better preparation for <sup>2</sup> the dream of running your own company than studying for three years. The resulting self-confidence it builds will also help you <sup>3</sup> far greater insight into risk-taking than any amount of theoretical knowledge. In stand-up comedy you either fail completely or you carry it off. Similarly, in the world of business there is always a danger that a start-up may fail, sustain huge financial <sup>4</sup> and result in bankruptcy. So, despite the need to make <sup>5</sup> meet, for the time being put off the idea of <sup>6</sup> your own company and get practising your comedy routine!

8 Complete each set of three sentences with the same word in each gap.

- 1 a Water levels were rising and beginning to \_\_\_\_\_ the fields.  
b I was really surprised by parts of the exam. I'm sure we didn't \_\_\_\_\_ some of the topics.  
c I'm being sent to Prague for the week and the company is going to \_\_\_\_\_ all my expenses.
- 2 a Most new businesses don't see a decent \_\_\_\_\_ for a couple of years.  
b I can't wait for Matthew's \_\_\_\_\_. I haven't seen him since 2015.  
c Train travel is much cheaper if you buy a day \_\_\_\_\_.
- 3 a I know it might rain but let's take a \_\_\_\_\_ on it. It's been ages since we've had a picnic.  
b You stand little \_\_\_\_\_ of gaining employment with no experience.  
c I met her completely by \_\_\_\_\_. I never even knew she was back in the country.
- 4 a I'm completely at a \_\_\_\_\_ to explain how it happened. I've no idea at all.  
b After the \_\_\_\_\_ of his father, he became head of the company.  
c Many new ventures make a \_\_\_\_\_ in the first year.

## LISTENING

9 2.18 Listen to two colleagues discussing the results of a personality test. For questions 1–6, choose the correct answer A–D. You will hear the recording twice.

- 1 Which of these qualities is NOT listed in the test as a feature of being a thinker?  
A Being introverted.  
B Listening rather than contributing.  
C Preferring to reflect rather than take action.  
D Tending not to compete for attention.
- 2 According to the next part of the test, what qualities do Marcia and Rob share?  
A They are able to think creatively.  
B They are resourceful.  
C They look for realistic solutions.  
D They like to see the whole picture.
- 3 Why does Rob bring up the Higgins case?  
A To justify a decision he made.  
B To provide evidence of one of Marcia's skills.  
C To disprove the results of the test.  
D To support the results of the test.
- 4 What do the two speakers agree on in regard to Rodgers?  
A He wasted a lot of the company's money.  
B He was rightly released by the company.  
C He made no contribution to the company.  
D He showed no interest in developing himself.
- 5 Which of the following does NOT describe Marcia?  
A She tends to be very detail oriented.  
B She thinks you can never be too well-prepared.  
C She is reliable and always on time.  
D She needs deadlines to help her perform.
- 6 Which statement is true?  
A Both speakers find tests like these generally very accurate.  
B Managers rarely find such tests a valuable corporate tool.  
C Rob is unconvinced by the usefulness of such tests.  
D Marcia is sceptical about the validity of such tests.

## WRITING

10 Read the writing task and write an essay.

You have had a class discussion on different ways to obtain advice about how to choose a career path. Write an essay in which you present your opinion on the topic. In your essay discuss the following aspects:

- consulting the school careers adviser/counsellor,
- interviewing someone inside the industry,
- talking to friends and relatives.



# 6

## Journeys

*To travel hopefully is better than to have arrived.*

Robert Louis Stevenson

### DOCUMENTARY VIDEO



ZIFERBLAT – A CAFÉ WITH A DIFFERENCE

Watch the documentary video. For the worksheet, go to page 117.

## VOCABULARY

6.1

Travel and sightseeing • phrasal verbs • suffixes – forming adjectives • colloquial phrases

*I can talk about various ways and aspects of travelling.*

### SHOW WHAT YOU KNOW

- 1 Match the nouns in the box with the forms of transport they are usually associated with.

aisle boot buffet car bypass cruise embarkation  
express gate gear stick jet lag overhead locker pier  
platform quayside roundabout sleeper

1 boat/ship 2 car 3 plane aisle 4 train/underground

- 2 **SPEAKING** Take turns to tell each other about the last long journey you or someone you know went on. Use as many words from Exercise 1 as possible.

## Travelling for the first time

by Eleanor Aldridge

Travelling for the first time can be daunting. Do you go alone? What do you pack? Will you meet people along the way? And, most importantly, where should you go?

Here's the advice we at Rough Guides wish we'd been given back when we embarked on our first big trip.



Ian Blenkinsop, Editor

Take earplugs anywhere you go! Tents, cabins, hostel dorms, people's sofas, plane/bus seats, even nice hotels ... There are noises in all of them to ruin a good night's sleep! Snoring dorm companions, flappy tents, honking trucks and wildlife: it's a jungle out there!

ECUADOR

Monica Woods, Managing Editor

Don't be nervous and don't plan too much – just see what happens! And more specifically, learning at least how to count to ten in the local language stands you in good stead for haggling.

THAILAND AND LAOS

Are you about to **head off** travelling for the first time? Or do you have any

- 3 Imagine your friend is about to take their first trip abroad. What advice would you give him/her? Say **Do or Don't**.
- \_\_\_\_\_ take earplugs.
  - \_\_\_\_\_ spend too much time online.
  - \_\_\_\_\_ relax and **fit in with** the local environment.
  - \_\_\_\_\_ plan lots of activities.
  - \_\_\_\_\_ **check on** the climate conditions.
  - \_\_\_\_\_ **bank on** being able to buy daily necessities.
- 4 Read the text. Check your ideas in Exercise 3 and find at least four more pieces of advice.



## ITALY & FRANCE

Lucy Kane, Editor

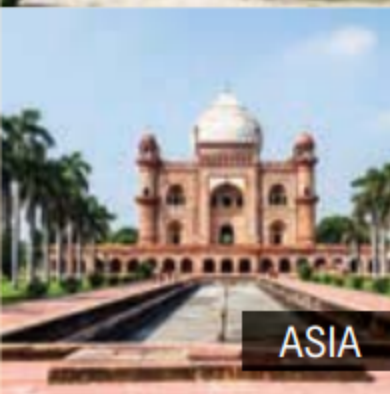
Enjoy the places for what they are, rather than as a tick-box exercise. I became obsessed with seeing everything recommended in my guidebook, rather than going with the flow and soaking up the local atmosphere. Now I use my guidebook as just that: a guide.



## AROUND THE WORLD

Andy Turner, Senior Editor

Be mindful of mosquito coils (almost **burned down** my Thai beach hut). Spend the least amount of time online – checking Premiership scores in a sweaty Internet café is not 'travel'. Remember that time is relative. Yes, the bus probably should have left three hours ago but do you see anyone else complaining?



## ASIA

Ed Aves, Senior Editor

Don't go to the north of India in May/June as it can be ferociously hot. I basically spent five weeks in a sauna. Chill out more, worry less about being **ripped off** and engage more with local culture. Looking back through the pictures, what **passes for** backpacking fashion is far from respectable, even when across the other side of the world.



## SOUTH AMERICA

Olivia Rawes, Editorial Assistant

Pack only what you can comfortably carry; you really can buy everything you need when you are out there. That said, it's always handy to keep a spare set of clothes in your day bag – it makes losing your luggage a bit more bearable!

## WORD STORE 6A Phrasal verbs

- 5 **2.19** Complete WORD STORE 6A with the phrasal verbs in red from Exercise 3 and the text. Then listen and check.
- 6 **SPEAKING** Complete the questions with the correct form of the phrasal verbs in WORD STORE 6A. Then ask and answer.
- Can you be \_\_\_\_\_ to help your fellow travellers?
  - Do you prefer to \_\_\_\_\_ other people's plans or do your own thing?
  - If you could \_\_\_\_\_ one piece of advice to your younger self, what would it be?
  - Have you ever been \_\_\_\_\_ when shopping? What did you do?
  - If you could \_\_\_\_\_ and never come back, where would you go?
  - Are you the kind of person who likes to \_\_\_\_\_ all the details before you go somewhere?

## WORD STORE 6B Suffixes – forming adjectives

- 7 **2.20** Complete WORD STORE 6B with adjectives formed from the words in the box and suffixes. Then listen and check. Sometimes more than one answer is possible.
- 8 Complete the text with the adjectives in WORD STORE 6B.

The thought of travelling alone was a <sup>1</sup> \_\_\_\_\_ prospect, so I signed up for an organised tour of the Amazon rainforest. I was apprehensive about the wildlife, but I assumed that the climate would be <sup>2</sup> \_\_\_\_\_. What I wasn't prepared for, however, was the <sup>3</sup> \_\_\_\_\_ humidity. The entire time I was there it was well over eighty percent and I was constantly uncomfortable and <sup>4</sup> \_\_\_\_\_. It would have been <sup>5</sup> \_\_\_\_\_ to check on the humidity beforehand.

## WORD STORE 6C EXTRA Suffixes – forming adjectives

- 9 **2.21** Complete WORD STORE 6C with adjectives formed from the words in the box and suffixes. Then listen and check. Sometimes more than one answer is possible.

## WORD STORE 6D Colloquial phrases

- 10 **2.22** Complete WORD STORE 6D with the underlined phrases in the text. Then listen and check.
- 11 Complete the sentences with the phrases in WORD STORE 6D. Do you agree with the statements?
- It's best to have no plans and just \_\_\_\_\_.
  - Travelling shouldn't just be a \_\_\_\_\_.
  - It's more important to experience the local culture and simply \_\_\_\_\_ than see all the sights.
  - Be prepared for the unexpected – \_\_\_\_\_!
  - Travelling when you're young will \_\_\_\_\_ for later life.
  - 'It is better to travel well than to arrive' are \_\_\_\_\_ everyone should agree with.



## Gapped text

*I can understand the structure of an article using contextual, grammatical and lexical clues.*

**1 SPEAKING** Read the quotation about travel and discuss the questions.

- 1 What might people learn about themselves and others while travelling?
- 2 Do you agree with the suggestion that travel can make you a 'better' person? Why?/Why not?
- 3 Would you be willing to sleep on floors if it made travel affordable?

*'If you're twenty-two, physically fit, hungry to learn and be better, I urge you to travel as far and as widely as possible. Sleep on floors if you have to, find out how other people live and eat and cook. Learn from them wherever you go.'*

Anthony Bourdain

**2** Read the main article about Gavin Bell's journey. Put the events in the correct order and compare with a partner.

- a Gavin admires a view.
- b German soldiers build a railway across the desert.
- c Gavin gets a good night's sleep.
- d San hunter-gatherers travel through the desert.
- e The train approaches Swakopmund.
- f Animals are visible from the train.
- g Gavin catches the overnight express.

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**3** Read the first two paragraphs of the main article and paragraph D in Exercise 4. Then answer the questions.

- 1 Where is the author?
- 2 What time of day might it be?
- 3 Who is Cedric?
- 4 What is Cedric doing?
- 5 Where did the train journey start?
- 6 What does the train make stops for?

# Namibia's Desert Express

Gavin Bell crosses Namibia on the Desert Express 2.23

Waking up on my second day on the overnight Desert Express train from Windhoek, I see what at first I think is a mirage. A lone figure, shimmering in the heat, loping through the emptiness of the Namib Desert. In the distance, it is a dark spectre, diminishing as it jogs towards a towering sand dune. I rub my eyes. Is it an illusion, a trick of heat and dust or the spirit of a long-dead San Bushman returned to his hunting grounds?



**1** Like most sightseeing trains, it is not actually an express service. On weekends, it tundles between the Namibian capital of Windhoek and its final destination, the old German colonial seaside resort of Swakopmund on the Atlantic Ocean, passing through the Namib, and stopping along the way for game drives, dune excursions and lion-feeding. On the face of it, the Namib is not the most inviting place to build a railway. The San hunter-gatherers who once roamed its bone-dry gravel plains and shifting sands called it 'the land God made in anger'. Then along came German soldiers and settlers, who decided in 1897 it would be a good idea to lay a railway across it.

**2** An hour into the journey, we spot a troop of baboons preening each other on a hillock. Then we see a flock of vultures, wheeling in the sky like scraps of burned paper above a carcass in the bush. Next there are springbok and kudu, then wildebeest and zebra, grazing in a private game reserve. The highlight is a giraffe, barely twenty yards from the

train, regarding us with polite interest. But we're hoping to get a closer look at the animals soon.

**3** Back on the train after our road trip, we tuck into freshly prepared game of the kind we have been admiring and then, full of food, stagger off to our beds. Sleeping on a moving train can be tricky, but in a quiet siding outside a desert town it isn't. When I wake, we appear to have passed through a space-time continuum and landed on Mars. The hills, the savannah, the camel thorns are gone.

**4** This is the land the Nama people call Namib, meaning 'plain without end'. It stretches for more than 800 kilometres from north to south, and 120 kilometres from the Skeleton Coast to the grasslands of the Kalahari. There is no shade because there are no trees, and no rivers because there is no rain to speak of. Giant dunes driven by wind march across the desert, swallowing settlements that become ghost towns choked to death by sand. It is a strangely disturbing landscape to wake up to.

**5** This strange place is now a tourist playground. Led by the train staff, we climb a massive dune. From the crest, there is a view to the ocean, three miles distant, shrouded in fog created by the convergence of desert heat and the icy Benguela Current. In days gone by, this was a place of death for mariners, their ships impaled on reefs. Now close to shore, a vessel hovers in the gloom like a ghost ship suspended in midair. Behind us lies a panorama of haunting beauty as we look back from the top of the dune over the Namib Desert.

**6** The excitement of running down a vast mountain of sand over, we approach the end of our journey and discover that the yellow lights we saw in the distance at dawn were the outskirts of Swakopmund. The ghosts of Schutztruppe cavalry who trotted through its streets are long gone but happily the railway they left behind survives in the land God made in anger.

4 Read the whole article. Complete gaps 1–6 in the text with paragraphs A–G. There is one extra paragraph.

- A The desert is two billion years old and its stillness exerts an almost spiritual influence on travellers who take the time to stand and stare. This is nature in all its primeval magnificence, where troubles of the modern world become utterly insignificant. It is also a place of fun. Running down a dune is easier than trekking up it, especially when you bound in great leaps and fly through the air.
- B Okahandja, a country town of dusty roads and weather-beaten stores, appears suddenly and is quickly left behind. The hills recede into the distance and now we are in vast grasslands dotted with termite mounds, skyscraper sandcastles of the insect world.
- C In fact, they had little choice. At the time, there were no roads worthy of the name and the only way of travelling through it was by ox wagon. The railway station in Windhoek, where we start our journey, is in fact a survivor from these past days. With thirty-five passengers on this trip, the public coaches are never crowded and a troop of high-spirited but well-behaved Afrikaner children adds to the sense of fun. There is a bell that clangs to announce our departure, and soon, we are out of Windhoek and chugging through low green hills. As if glad to be free of the city, the train slackens speed and proceeds at a pace an arthritic giraffe could match. A yellow butterfly flutters by, faster than us.
- D Neither: it's Cedric, a steward on the train and a keen footballer, who is running up the dune to make sure it is safe for passengers to trek up after him and view the Atlantic Ocean from its summit. Journeys on the Desert Express tend to be a bit out of the ordinary and this one is no exception, starting with the train's wildly inaccurate name.
- E Still half awake, I look out at the dunes. Beside the train, the monotony is broken by two lines of wooden telegraph poles, marching into infinity, that deepen a sense of loneliness. But this is where we stop for breakfast and the dune sprinter appears, ready to guide us to the top.
- F And sure enough, later on that first day the train halts in the middle of nowhere. Beside the tracks there are two safari trucks waiting. We all pile in and bounce along dirt roads for a couple of hours. This is a disappointment. Supposedly there are white rhino and giraffe in the bush, but all we see are a few buck, two ostrich and a family of donkeys. The latter serve as guards against leopards – apparently their braying scares the daylighters out of the big cats and keeps them from preying on game on the reserve.
- G In their place is an endless flat nothingness of sand and rock, and in the grey half-light of dawn, it has a reddish tinge. The sense of an extraterrestrial experience is heightened by a line of yellow lights twinkling on the horizon, like a lone settlement on a hostile planet.

5 Replace the words underlined below with the correct form of the verbs in blue in the article. How many of these verbs could describe how you move? When?

- The moths flew quickly and lightly around the lights. fluttered
- The wheels turned and the old train moved slowly and heavily out of the station. (x2)
- I watched the birds flying round and round in the sky.
- I had eaten too much and I walked unsteadily out of the restaurant.
- The horses moved with quick, short steps through the streets.
- Nomads have wandered through the desert for centuries.
- I took a running jump from the top of the dune and landed in the sand.

6 Complete the text with the correct form of the words and phrases underlined in the article.

## Beautiful Mexico

Mexico's aptly named landscapes (the Copper Canyon really has a copper <sup>1</sup>tinge) are incredibly diverse, from the <sup>2</sup>\_\_\_\_\_ of the coastline of Baja California with its picturesque <sup>3</sup>\_\_\_\_\_ and the bone-dry and <sup>4</sup>\_\_\_\_\_ desert towns of the north, to the ancient Mayan <sup>5</sup>\_\_\_\_\_ and gorgeous, cosmopolitan tourist playgrounds of the south. You can walk through <sup>6</sup>\_\_\_\_\_ rainforests, climb volcanoes, watch whales in a <sup>7</sup>\_\_\_\_\_ ocean, scuba dive on <sup>8</sup>\_\_\_\_\_ teeming with marine life or visit nature reserves to view protected animal species.

## WORD STORE 6E Descriptive verbs/adjectives

- 7 Complete WORD STORE 6E with the highlighted words in the article.
- 8 **SPEAKING** Discuss what your country has to offer to the following types of visitors. Use the words and phrases in Exercise 5, 6 and WORD STORE 6E to help you.
- Those on a tight budget.
  - Those looking for a bit of luxury.
  - Those hungry for adventure.



Advanced comparative structures

*I can use various structures to make complex comparisons.*

**1 SPEAKING** Look at the two photos and discuss the questions.

- Where do you think the places are?
- Why might somebody choose to go there?

Djoser pyramid



Moray terraces



- 2** **2.24** Listen to an extract from a radio programme and check if your ideas are mentioned.
- 3** **2.24** Listen again. Match the extracts from the recording with the things they refer to.
- not as uncomfortable **a** journey **as** I thought ☐
  - less and less awe-inspiring the closer I got ☐
  - more disappointed **than** impressed ☐
  - such a** magnificent sight ☐
  - awe-struck **rather than** merely impressed ☐
  - the** more remote the place, **the** greater the impression ☐
  - more agricultural than residential ☐
  - such a dark night ☐
  - not so much excited **as** impatient ☐
- the function of Moray
  - the evening of their arrival
  - Djoser pyramid
  - general feelings about less touristy places
  - Giza pyramid
  - the journey by taxi from Cairo to Djoser
  - Patrick's feelings on approaching Giza
  - Patrick's feelings on seeing Djoser
  - Patrick's feelings about having to wait

**4** Read the GRAMMAR FOCUS and find an example of each comparative structure in Exercise 3.

GRAMMAR FOCUS

Advanced comparative structures

Combined comparison with **the**:

- the + comparative adjective ..., the + comparative adjective ... **6**

Progressive comparison:

- comparative adjective + and + comparative adjective **2**

as and such:

- as + adjective + a + noun + as ... **1**
- such a + adjective + noun + as/that clause **4**

Contrasting two connected qualities:

- more + adjective + than + adjective **3**
- not so much + adjective + as + adjective **9**
- adjective + rather than + adjective **5**

**5 USE OF ENGLISH** Complete the sentences with the words in brackets. Do not change the order of the words given but add extra words where necessary.

- I wasn't so much disappointed in Paris as underwhelmed. (disappointed/Paris)
- Personally, I'd say Rome is \_\_\_\_\_. (bohemian/rather/conservative)
- Truly unspoilt land is \_\_\_\_\_ common. (become/less/less)
- It was \_\_\_\_\_ I couldn't get any sleep. (such/noisy/hostel)
- Prague wasn't as \_\_\_\_\_ I was expecting. (romantic/place)
- Poland is still \_\_\_\_\_ urban. (more/agricultural)
- The more you travel, \_\_\_\_\_ become. (more/cultured)
- Berlin wasn't \_\_\_\_\_ I thought it would be. (such/expensive/city)

**6 USE OF ENGLISH** Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap.

- Vienna is the most delightful city I've ever visited. **AS**  
I've never visited as delightful a city as Vienna.
- It's getting increasingly hard to find a cheap B & B. **AND**  
It's getting \_\_\_\_\_ to find a cheap B & B.
- People suffer greater homesickness the further away they travel from home. **MORE**  
The further away you travel from home, \_\_\_\_\_ you get.
- She described the landscape as being more surreal than picturesque. **RATHER**  
She described the landscape as being \_\_\_\_\_ picturesque.
- We decided not to stay in the hotel because it was so expensive. **SUCH**  
It was \_\_\_\_\_ we decided not to stay there.
- The itinerary was less daunting than it looked at first. **NOT**  
It \_\_\_\_\_ itinerary as it looked at first.
- The water was so cold it was unbearable. **THAT**  
It was \_\_\_\_\_ it was unbearable.
- If you ask me, I'd say the sea is green not blue.  
In my opinion, the sea \_\_\_\_\_. **THAN**

**7 SPEAKING** Discuss the following. Which do you prefer? Why?

- going on organised trips and backpacking
- self-catering and all-inclusive

## 6.4

## USE OF ENGLISH

Words and phrases with *ever**I can use compound adverbials and phrases with 'ever'.*

- 1 **SPEAKING** Read the quote and discuss what it means to you.

*'When you leave a beautiful place,  
you carry it with you wherever you go.'*

Alexandra Stoddard, Author

- 2 **2.25** Listen and complete the dialogues with the words in the box.

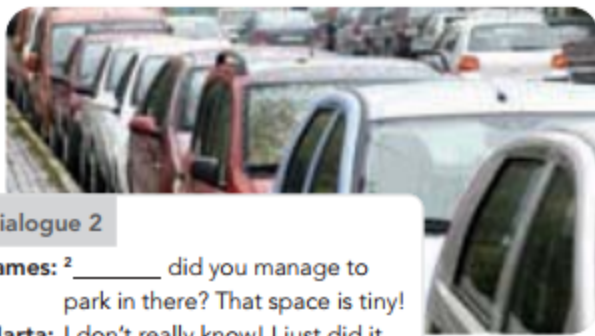
(however    whatever (x 2)    whichever)



## Dialogue 1

**Janet:** Which seat do you want – the window or the aisle?

**Ben:** <sup>1</sup> \_\_\_\_\_, I don't mind. You choose.



## Dialogue 2

**James:** <sup>2</sup> \_\_\_\_\_ did you manage to park in there? That space is tiny!

**Marta:** I don't really know! I just did it.



## Dialogue 3

**Sandy:** It's such a long journey. Is it really worth it, do you think? I mean <sup>3</sup> \_\_\_\_\_ form of transport we choose, it's gonna take us at least ten hours. And it's so expensive!

**Paula:** No, it isn't actually, not at the moment. Look, there's a great offer for this weekend! Come on, you know it's worth it!

**Sandy:** OK, <sup>4</sup> \_\_\_\_\_ – book the flights then!

- 3 Read LANGUAGE FOCUS I. Match the uses of *-ever* with items 1–4 in Exercise 2.

## LANGUAGE FOCUS I

Words with *-ever*

You can form words by adding *-ever* to *who*, *what*, *which*, *how*, *where* and *when*. These can be used in a number of different ways:

- in questions to give emphasis,
- to emphasise that the specific time, person, etc. doesn't matter,
- in short answers,
- as an informal and often disrespectful response to say you won't try to change someone's mind (only *whatever*).

- 4 Replace the underlined words with words with *-ever*. Then match them with the uses in LANGUAGE FOCUS I.

1 A: What film would you like to see?

B: I don't care which, I am good with anything. *Whichever*

2 In what kind of shop did you find that bike?!

3 A: You're not going out tonight. B: I don't care!

4 The person who did this is going to have to pay for the damage.

- 5 Read the sentences and think of contexts where each could be used.

1 Whenever are you going to find the time to do all that?!

2 Whoever did this, I'm going to find them and make them pay for it!

3 Whatever! It won't change a thing!

4 Don't worry. We'll replace it, whatever the cost.

5 However did you get up there? Can you get back down?

- 6 Read LANGUAGE FOCUS II and statements 1–7. Complete the statements with *ever* in the correct place.

1 There are increasing opportunities to travel. And this is set to continue in the future.

2 The world is getting smaller. This has many positives and negatives.

3 Speaking even a little of the local language is so useful.

4 Travelling is the best experience.

5 There are more opportunities than to learn from other cultures.

6 As , travelling to some parts of the world will always be restricted.

7 Exploring your own country is such an educational experience.

## LANGUAGE FOCUS II

Phrases with *ever*

- *ever* meaning *all the time* in compound expressions: *ever-increasing*, *ever-present*, *ever-larger*, etc.
- *ever so*, *ever such* meaning *very* in informal English: *She's ever so nice. She's ever such a nice girl.*
- *as ever* meaning *as always* happens: *As ever, Jack was late.*
- *ever* used for emphasis in comparisons: *the best ever*, *wider than ever*, etc.

- 7 **SPEAKING** In groups, discuss the statements in Exercise 6.



## Matching

*I can recognise speakers' feelings, points of view and opinions in monologues.*

1 **SPEAKING** Look at the photos and discuss the questions.

- 1 What kind of holiday is illustrated by each photo?
- 2 What kind of problems or challenges could each holiday entail?
- 3 Which of the holidays would suit you most/least? Why?



A Patagonia



B Iceland



C Australia

2 **2.26** Listen to five people talking about holidays. In your opinion, which speaker enjoyed their holiday the least?

**EXAM FOCUS** Matching

3 **2.26** Listen again. Match speakers 1–5 with reasons A–H for choosing a particular trip. There are three extra reasons.

- |           |                          |                                       |
|-----------|--------------------------|---------------------------------------|
| Speaker 1 | <input type="checkbox"/> | A the varied itinerary                |
| Speaker 2 | <input type="checkbox"/> | B the recommendation of others        |
| Speaker 3 | <input type="checkbox"/> | C the way the trip was financed       |
| Speaker 4 | <input type="checkbox"/> | D the opportunity to make new friends |
| Speaker 5 | <input type="checkbox"/> | E the need to please different people |
|           |                          | F the extras offered in the itinerary |
|           |                          | G the freedom the trip allowed        |
|           |                          | H the unusual destination             |

Listen again. Match speakers 1–5 with opinions A–H about their trip. There are three extra opinions.

- |           |                          |  |
|-----------|--------------------------|--|
| Speaker 1 | <input type="checkbox"/> | A It had unforeseen drawbacks.                       |
| Speaker 2 | <input type="checkbox"/> | B It was an exhilarating experience.                 |
| Speaker 3 | <input type="checkbox"/> | C It allowed me to visit as many places as possible. |
| Speaker 4 | <input type="checkbox"/> | D It felt worryingly dangerous at times.             |
| Speaker 5 | <input type="checkbox"/> | E It was unexpectedly enjoyable.                     |
|           |                          | F It was a good way of relieving stress.             |
|           |                          | G It was worth the effort involved.                  |
|           |                          | H It was too varied and disorganised.                |

4 Has your opinion changed about which holiday would suit you most/least? Why?/Why not?

**WORD STORE 6F** Phrases

5 **2.27** Complete WORD STORE 6F. Match the phrases from the recording with their definitions. Then listen and check.

6 Complete the sentences with the correct form of the phrases in WORD STORE 6F.

- 1 I don't like to \_\_\_\_\_. I like to have a plan.
- 2 The most important thing on holiday is to \_\_\_\_\_ and forget about life at home.
- 3 When I'm on holiday, I love \_\_\_\_\_ first thing in the morning.
- 4 I saw some wonderful things on my trip. I had to \_\_\_\_\_ to make sure they were true.
- 5 I don't like visiting tourist attractions. I like to \_\_\_\_\_ and discover new things.
- 6 I am very bad at \_\_\_\_\_. I never leave the hotel before noon.
- 7 I never have a real summer vacation – I just \_\_\_\_\_ at my friends' houses.
- 8 I don't have a lot of money so I always have to \_\_\_\_\_.

7 **2.28** Replace the underlined words with the correct form of the phrases in the box. Then listen and check.

bottom line   give it a go   hard going  
keep an eye on   swing it for

- 1 Bungee jumping is perfectly safe. Would you like to try it? *give it a go*
- 2 Have you ever looked after anyone's pet while they were away on holiday?
- 3 Last time you were shopping and had to choose between two brands, what was it that persuaded you?
- 4 If you were choosing holiday accommodation for your family, what would be the priority for you?
- 5 Would you find trekking difficult?

8 **SPEAKING** Discuss the questions in Exercise 7.

## 6.6

## SPEAKING

Comparing photos

*I can compare photos highlighting similarities and differences.*

- 1 **SPEAKING** Describe the holidays shown in photos A–C. Use the words in the box to help you.

budget freedom pace physical  
preparation specialised spontaneous  
tranquillity varied wilderness

- 2 **2.29** Listen to two people comparing the photos. What do they say about these holidays with regard to:
- cost? • pace? • spontaneity? • freedom?
- 3 **2.29** Read the **SPEAKING FOCUS** and complete the sentences. Then listen again and check.

- I can see a number of \_\_\_\_\_ in photos B and C. They're \_\_\_\_\_ holidays you can do quite cheaply.
- These two photos are also \_\_\_\_\_ because these are holidays that young people with limited funds might like.
- On the other \_\_\_\_\_, photo A \_\_\_\_\_ from the others in some key ways.
- The mountaineering holiday is also \_\_\_\_\_ in that it probably requires a great deal of preparation and a predetermined schedule.
- On the sightseeing holiday, you'd be surrounded by people, \_\_\_\_\_ on the camping holiday ...
- Another \_\_\_\_\_ difference is that this is a holiday about being at one with nature.

## SPEAKING FOCUS

## Highlighting similarities

These photos have various things in common, like/such as ...

I can see a number of similarities between photos A and B.

They're both .../They each have ...

The photos are also alike because ...

These photos resemble each other in that ...

The images are related/are not dissimilar in that ...

Not unlike photo A, this photo ...

## Highlighting differences

On the other hand, photo A differs from the other photos in ...

There are other notable differences too/as well ...

Another crucial difference is that ...

It's also dissimilar in that ...

In contrast, in this photo ...

In this photo ..., whereas in this photo ...

This photo ..., as compared to this photo ...

Unlike the first image, the second image ...



- 4 Make statements comparing holidays and photos using the words in capitals and phrases from the **SPEAKING FOCUS**.

- staying in hostels / camping / cheap to do **RESEMBLE**
- the resort photo / adventure one / most people are just sitting / on beach **DIFFER**
- photo of cruise / photo of resort / show people relaxing **BOTH**
- biking and trekking holidays / get exercise and be outside **COMMON**
- people / who hate camping / I find / really comfortable **UNLIKE**

- 5 **SPEAKING** Follow the instructions below. Use the **SPEAKING FOCUS** to help you.

## Task 1

**Student A:** Compare photos D and E and say why the people might be travelling in this way and how enjoyable their experience might be.

**Student B:** Respond to A's comments. Who looks like they are enjoying themselves the most? Why?

## Task 2

**Student B:** What kind of holiday are the people having in photos D and E? Where do you think they are going? Why?

**Student A:** Respond to B's comments. Offer a different interpretation if possible. Remember to justify your answers.





A report

*I can write a linguistically complex and logically structured report and recommend action.*

**1 SPEAKING** Look at the photos and discuss the questions.

- 1 What would attract you about each of the places? Why?
- 2 What would deter you from visiting them? Why?

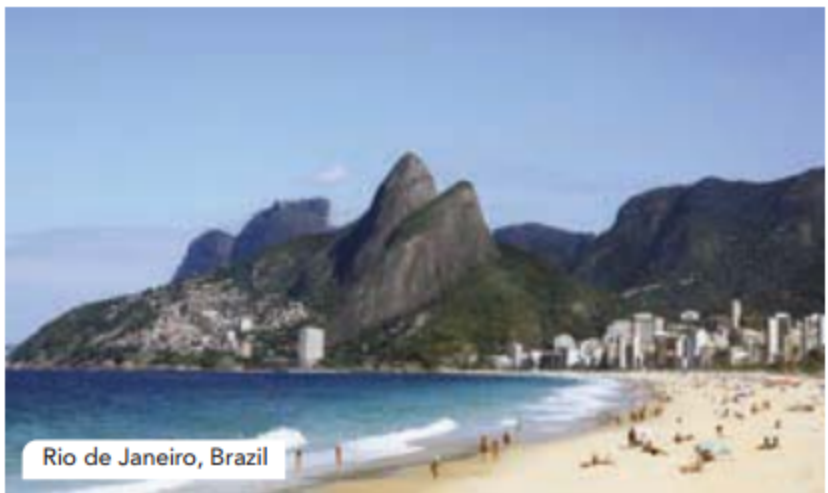
**2** Read the task. List the information it asks you to include.

A student website is compiling a series of reports on countries for students to visit during their gap year between school and university. You decide to send in a report on a country you have visited. In your report, you should give an overview of your visit showing why this country is a suitable destination and describing any potential problems other students should be aware of. You should also include some recommendations.

**3 SPEAKING** Read the report. Does it contain the information asked for in the task? Discuss with a partner.



Shanghai, China



Rio de Janeiro, Brazil



Taebaek Mountains, South Korea

## Visiting South Korea: A Student's View

### Introduction

**The aim of this report** is to provide an overview of the visit I paid to South Korea with a student group during our gap year, and to identify factors which may make it a suitable student destination, as well as to point out potentially problematic areas. In the final section, there are recommendations for the prospective student visitor.

### Visit overview

**We spent three months in** South Korea, visiting the main cities and some rural areas. We did not travel to the more remote places.

### Suitability as a student destination

**All of us visited** the capital, Seoul, which we found to be a cosmopolitan city with a wide variety of entertainment options. **The majority of us** also ventured further afield into the countryside, where we were very impressed by the hospitality of the local people. In addition, the spectacular scenery was another feature that made the trip worthwhile.

### Potential problems

**Since our visit took place** during the winter, the cold weather conditions presented problems we had not fully prepared for. Furthermore, having no knowledge of the language made communication difficult outside the major cities.

### Recommendations

**It is clear that visitors need to be aware of** the climatic conditions they may encounter and be appropriately equipped. **I would also recommend** taking some basic language classes before leaving in order to more fully appreciate the country's culture and people.

### Conclusion

**Given these preconditions,** I would have no hesitation in suggesting that students visit this fascinating country.

- 4 Read the **WRITING FOCUS** and make a list of phrases in purple in the report for the points below.

## WRITING FOCUS

### A report

#### Introduction

- Summarise the aim of the report in your own words.  
*This report sets out to/presents ...*

#### First heading

- Give any information needed to set the context.  
*I was assigned ...*  
*During this project, I took part in ...*

#### Second heading

- Introduce the first information you wish to present. (Add supporting details if necessary.)  
*All of those interviewed ...*  
*Only some of those taking part ...*

#### Third heading

- State and support your second point. (You might present some negative aspects here.)  
*As few people were able to ...*  
*However, according to ...*

#### Recommendations

- Give one or two recommendations (based on the evidence you have presented).  
*I would suggest that ...*  
*I would definitely advocate ... because ...*

#### Conclusion

- Use an appropriate concluding sentence.  
*In the light of ..., I ...*  
*In short, I ...*

- 5 Put the notes for a report on Shanghai into logical order. Then use them to write full sentences. Use the **WRITING FOCUS** to help you.

- I was assigned to / canvass opinions / students who / visit / the city ☐
- However, according to / some / those interviewed / number of people / can make / difficult / to get around ☐
- This report sets out to / give information / Shanghai / as part / Cities of the World Project ☐
- I would suggest / prospective visitors / research / best time of year / to visit / avoid crowds ☐
- The majority of these / spent time / city / during / gap year travels / although / some / there / part / exchange programme ☐
- All those interviewed agreed / vibrant / exciting / place / to visit ☐
- Given the above, / this fascinating city / high on list of cities to visit / both / because / history / and / current position / centre for international trade ☐
- Some cited / combination / old and new / major draws ☐

- 6 Read the **LANGUAGE FOCUS**. Then find more examples of sentences with some of the nouns, verbs and adjectives in the report on page 72.

## LANGUAGE FOCUS

### Vocabulary used in reports

#### Nouns

- aim/purpose – *The aim/purpose of the report ...*
- division – *There was a division between ...*
- factor – *One of the factors ...*
- the former ... the latter – *The former were in favour of ..., while the latter were not.*
- overview – *An overview of ...*

#### Verbs

- address – *One issue that should be addressed ...*
- assign – *I was assigned to ...*
- cite ... as – *One person cited the cost as an issue ...*
- conduct – *The survey was conducted ...*
- deter – *This deters people from ...*
- identify – *Two problems were identified ...*

#### Adjectives

- clear/obvious – *It was clear/obvious that ...*
- current – *The current situation ...*
- major – *A major issue was ...*
- positive – *A positive step would be ...*
- principal – *The principal purpose of ...*

- 7 Rewrite the sentences replacing the underlined words with words from the **LANGUAGE FOCUS** and making any changes necessary.

- The main aim of this report is to describe the event.
- It will also give a summary of people's reactions to it.
- We held the interviews in the school hall.
- Unfortunately, the heavy traffic stopped some people from attending.
- This was an important issue for many people.
- However, only two people said the venue itself was a problem.
- The first issue was therefore considered the main problem while the second was not relevant.
- As a result, we recognised poor scheduling as the biggest issue for most people.

## SHOW WHAT YOU'VE LEARNT

- 8 Complete the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

You have seen this advertisement on a student website:  
*We're collecting information about student-friendly cities around the world for our student travel website. Send us a report on your city or any other city that you know.*  
Your class has decided to send in a report. Your report should include an overview of the city and your connection to it and alert students to anything they need to consider before visiting. You should suggest what makes this an interesting place for students to visit and give recommendations for their time there.



## VOCABULARY

### 1 Choose the correct option.

- Don't spoil your trip by wondering whether you're being *ripped off* / *headed off* every time you buy something.
- I like to get *off the beaten track* / *away from it all* and see the things no one else wants to see.
- As we sailed into the harbour, we could see flags *fluttering* / *trotting* from the castle walls.
- There's nothing I like more than *soaking up the atmosphere* / *playing it by ear* whilst strolling through the city streets and markets.
- Have you ever seen an antelope *bounding* / *staggering* gracefully?
- Choosing the best holiday from the vast array presented in the media is a *daunting* / *dwindling* task.
- It was the offer of self-catering that really *stood me in good stead* / *swung it for me*. I hate the idea of having to cook when I'm on holiday.
- The best thing is not to plan too much – just *go with the flow* / *travel on a shoestring* to wherever your fancy takes you at the time.

### 2 Complete the sentences with the correct form of the words in capitals.

- A good tourist is always \_\_\_\_\_ of the local culture and customs. **MIND**
- There's nothing more \_\_\_\_\_ than a good guidebook when you're on a city trip. **HAND**
- I never travel with a backpack. I hate getting all \_\_\_\_\_ on the back. **SWEAT**
- This heat is \_\_\_\_\_. Can't we please find a café or something with some air conditioning? **BEAR**
- The next group ready for the tour is not \_\_\_\_\_ by five. So I'll take a bigger group. **DIVIDE**
- As eco-tourism becomes more popular, prices are getting more \_\_\_\_\_. **COMPETE**

### 3 Complete the sentences with appropriate prepositions.

- I just need to check \_\_\_\_\_ something at work before we set off, okay?
- You'd better take some more colourful clothes if you want to fit \_\_\_\_\_ with the locals.
- That's a real shame! I was banking \_\_\_\_\_ her coming to help with the language.
- Keep an eye \_\_\_\_\_ my things for me while I take a quick dip in the sea.
- The history of the castle is shrouded \_\_\_\_\_ mystery.
- Oksana's timing is perfect again! Just as we're about to leave she rolls \_\_\_\_\_ and insists on joining us.
- The Czechs and the Poles have a lot \_\_\_\_\_ common despite greatly differing views on some matters.

## GRAMMAR

### 4 Correct the grammar mistake in each sentence.

- The longer the journey, the most satisfying your arrival.
- The trip was as wonderful an experience I could have imagined.
- The train ride was more tiring that dull.
- It was so an exciting adventure that I couldn't calm down for days.
- I'd say the water was fresh rather as cold.
- The hotel was not so much posh than extravagant.

### 5 Complete the text with the correct form of the adjectives in brackets. Add extra words where necessary.

#### BELGRADE:

#### WHY HAVEN'T YOU BEEN YET?

Although Belgrade hasn't always been a tourist destination, it is just <sup>1</sup> \_\_\_\_\_ (fascinating) city as any of the other more popular European capitals, and it's much cheaper too. There is <sup>2</sup> \_\_\_\_\_ (positive) energy in the city that it's no wonder more and more people are visiting. In fact, it's not so <sup>3</sup> \_\_\_\_\_ (surprising) as astonishing that more people haven't discovered this remarkable destination.

For the budget-minded, there is plenty of accommodation which can be described as adequate rather

<sup>4</sup> \_\_\_\_\_ (comfortable), but with so much to see and do you won't be spending much time in your room anyhow. There are so many restaurants, live music clubs, art exhibits and shopping venues to visit, my advice is:

<sup>5</sup> \_\_\_\_\_ (early) you start out each day, the more you'll be able to experience. So if you want to visit a city which, at least for the moment, is <sup>6</sup> \_\_\_\_\_ (fresh) rather than clichéd, do yourself a favour and go to Belgrade before everyone else finds out what they're missing!

## USE OF ENGLISH

### 6 Replace the underlined words with words containing -ever and make any changes necessary.

#### Why I love Sri Lanka

Sri Lanka has become my favourite holiday destination and I go there <sup>1</sup>every time I can. The country offers great value for money <sup>2</sup>even if your budget is limited and you can count on good weather <sup>3</sup>any time of year – summer or winter. <sup>4</sup>Any place you go in Sri Lanka the people are friendly and welcoming. <sup>5</sup>It doesn't matter what your interests are, you will find there is something for everyone; and <sup>6</sup>it doesn't matter who thinks Sri Lanka lacks cultural depth – they are wrong: it actually has as many as eight World Heritage Sites. There's more to do here than in Thailand or Cambodia or <sup>7</sup>any other place. Once you get there, you will ask yourself why on earth you didn't go before.

## THE SILK ROAD

The term Silk Road evokes an era with caravans of heavily-laden camels, <sup>1</sup> \_\_\_\_\_ through weather-beaten lands transporting everything from jade and gunpowder to rhubarb and, of course, silk between China and the Levant. There was never actually a single 'silk road', however, but a vast network of routes <sup>2</sup> \_\_\_\_\_ the edge of Europe with the eastern fringes of Asia and the Pacific Ocean. Despite being incredibly <sup>3</sup> \_\_\_\_\_ going, the route operated for at least fifteen centuries, only <sup>4</sup> \_\_\_\_\_ in use due to geopolitical changes, the rise of shipping and the Black Death. To the east lie Mongolia and China's less-explored desert fringes and to the west, Azerbaijan and the Caucasus. <sup>5</sup> \_\_\_\_\_ of the curious recent history of the Silk Road countries, the juxtapositions will startle most visitors. You will see not only Lada cars <sup>6</sup> \_\_\_\_\_ along the road and surviving Soviet monuments but also bling and all-out consumerism. The bottom <sup>7</sup> \_\_\_\_\_ is that this is a vast, largely underdeveloped region which is in many ways as <sup>8</sup> \_\_\_\_\_ as it is impressive. Should you choose to visit the area, aim for either a lot of travel and window-gazing or a more focused trip to a couple of key cities. <sup>9</sup> \_\_\_\_\_ you choose, you will meet a rich mix of people along the way. And if you do decide to come, a hat, light clothes and sunblock will <sup>10</sup> \_\_\_\_\_ you in very good stead.

- |                |                |              |              |
|----------------|----------------|--------------|--------------|
| 1 A trundling  | B bounding     | C grazing    | D shimmering |
| 2 A relating   | B neighbouring | C connecting | D bypassing  |
| 3 A difficult  | B risky        | C trick      | D hard       |
| 4 A slackening | B dwindling    | C receding   | D dipping    |
| 5 A Because    | B Despite      | C In spite   | D Instead    |
| 6 A chugging   | B flapping     | C wheeling   | D trotting   |
| 7 A point      | B line         | C end        | D fact       |
| 8 A daunting   | B delighting   | C dividing   | D varying    |
| 9 A Wherever   | B Whenever     | C However    | D Whichever  |
| 10 A stay      | B put          | C stand      | D get        |

- 8 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use between three and five words in each gap, but do not change the word in capitals.

1 The facilities are better in a more expensive hotel.

The more \_\_\_\_\_ the facilities.

**BETTER**

2 In some countries certain behaviour is mistaken for bad manners.

Certain behaviour may mistakenly \_\_\_\_\_ in some countries. **PASS**

3 Nowadays I'm always travelling to new places and I like to buy souvenirs there.

I buy souvenirs \_\_\_\_\_ places – which is quite often nowadays. **WHENEVER**

4 Although we often felt exhausted at the end of the day, we always had a cooked family meal.

We always had a cooked family meal \_\_\_\_\_ at the end of the day. **HOWEVER**

5 Only a few children decided not to take the boat trip.

The \_\_\_\_\_ decided to take the boat trip. **OF**

## LISTENING

- 9 2.30 Listen to five extracts in which people are talking about a journey. Match speakers 1–5 with reasons A–H for taking the journey. There are three extra reasons.

Speaker 1 ☐

Speaker 2 ☐

Speaker 3 ☐

Speaker 4 ☐

Speaker 5 ☐

- A It was a business trip.  
B It was in connection with a hobby.  
C It was a sightseeing trip.  
D It was to celebrate a family occasion.  
E It was a social visit.  
F It was to attend an arts event.  
G It was to attend a training course.  
H It was part of a special offer.

Listen again. Match speakers 1–5 with problems A–H. There are three extra problems.

Speaker 1 ☐

Speaker 2 ☐

Speaker 3 ☐

Speaker 4 ☐

Speaker 5 ☐

- A There was a mistake with a booking.  
B There was a flight cancellation.  
C There was a missed connection.  
D There were problems with jet lag.  
E There was a problem at border control.  
F There was a problem with the means of transport.  
G There was a late change in accommodation plans.  
H There was a lack of business.

## SPEAKING

- 10 Look at the diagram. It shows different types of holiday. In pairs, follow these steps.

- Talk together about why these types of holiday might be popular among young people.
- Now decide which two might be most popular in the long term, as people get older.

