

2 Listen to the interviews from a radio programme. Were you right?

#### 3 Listen again and answer the following questions.

- What does the presenter say about the effect of globalisation on young people around the world?
   What two things does Chris say still influence young
- people's attitudes to dress and appearance?
- 3 What does Chris say that young people in the UK have traditionally been?
- 4 According to Chris, what type of cosmetic surgery has become more popular in Venezuela in recent years?
- 5 In Japanese working environments, what is expected of employers in terms of dress and appearance?

#### 4 — Work in pairs. Discuss the questions.

- How would you describe young people's attitudes to appearance, dress and cosmetic surgery in your country?
- How do you think your generation's attitudes are different from your parents' or your grandparents' attitudes?
- Would you ever have cosmetic surgery?

#### VOCABULARY

## People / Travel and adventure

#### 5 Match the words in the box with the definitions.

competitor economist employee employer lawyer trainer

- 1 a person who teaches others how to do something
- 2 a person or company who gives work to another person
- 3 someone who studies or works in finance
- 4 someone who studies or works in law
- 5 somebody who works for another person or company
- 6 somebody who takes part in a contest

#### 6 Complete words 1–6 then match them to pictures A–F.





#### 7 Complete the text with the words in the box.

challenge exhaustion experience goal journey jungle navigated

When a team of Swedish athletes took on the <sup>1</sup>... of the 430-mile Adventure Racing World Championship, they had no idea that they would finish the race with a fifth team member. Suffering from hunger and physical <sup>2</sup>..., the team sat down for a meal as they prepared to take on a 20-mile trek through the Amazon <sup>3</sup>... They noticed a stray dog nearby and gave him some food. As they stood up to continue their <sup>4</sup>..., the dog started to follow them. He was pulled through knee-deep mud during treks, and even swam alongside the team's kayak while they <sup>5</sup>... the Amazon river. After six days, the team completed the race and took the dog, who they had named Arthur, to see a vet. Mikael Lindnord, one of the athletes, realized that, after their <sup>6</sup>... together, he couldn't leave Arthur, so he adopted him and

took him back to Sweden. Lindord said that his original <sup>7</sup> ... had been to win the Championship. 'Instead,' he said, 'I got a new friend.'



#### GRAMMAR

<sup>present</sup> perfect simple and continuous



We use the present perfect simple for:
events or situations within an unfinished or unspecified time period.
Sales of big designer labels have risen dramatically.
Have you ever had cosmetic surgery?
recent events that have a present result.
She looks different because she's just had cosmetic surgery.
states that started in the past and are still true.
Young people have traditionally been very innovative and original when it comes to fashion.
We use the present perfect continuous for:
activities that started in the past and are still happening.
Operations have been increasing for quite a few years.
activities that were in progress recently and have a present result.
He's got a smart new jacket; he's been shopping again.

## 8 Complete the sentences with the correct form of the present perfect simple or continuous of the verb in brackets.

- 1 Young people ... (always, spend) more money on clothes than older people.
- 2 Teenagers in Britain ... (start) to dress more conservatively.
- 3 Many smaller shops in city centres have closed because they ... (be able to) compete with large out-of-town shopping centres.
- 4 Cosmetic surgery ... (become) more socially acceptable in the last twenty years.
- 5 Fashion designers ... (work) on less expensive designs since the start of the recession.
- 6 Have you ever ... (wear) anything that was really expensive?
- 9 Write sentences in the present perfect simple or continuous about trends in the following areas in your country.

exercise food going to the cinema shopping smartphones television

#### Young people have started watching more videos on the internet.

10 Work in pairs. Talk about the sentences you wrote in the previous activity. Do you agree with your partner's ideas?



#### READING

#### 1 work in pairs. Discuss the questions.

YHAT'S

Look at the picture. Where is this place? Why is it famous?
What do you think the origin of the name could be?

#### 2 Read the text about Hollywood. Answer the questions.

- 1 What were the possible origins of the name Hollywood?
- 2 Why did the film industry begin to develop in the area around Hollywood in the early 1900s?
- 3 Why was the Hollywood sign constructed?

n the 1870s, the area known as the Cahuengna Valley, south of the Santa Monica Mountains in California, was home to a thriving agricultural community. Fruit was cultivated and flocks and herds of animals were reared. Around that time, Harvey Henderson Wilcox and his wife Daeida bought a 160-acre piece of land in the area, with the aspiration of developing a new town.

On February 1, 1887, the Wilcox's determination paid off and they filed a map of the town at the Los Angeles County recorder's office. This was the first official document with the name "Hollywood" printed on it. There is some uncertainty over the origin of the name. One version claims that it was inspired by the neighbouring Holly Canyon, where English holly had once grown. Another version claims that Daeida had been travelling home by train one day when she came across a woman from Ohio who told her that her house was called Hollywood. Either way, this was the first record of the name which was to become internationally famous and synonymous with the American film industry.

By 1900, the number of residents in Hollywood was increasing significantly and through their enterprise and resourcefulness, the settlement now boasted a post office, a couple of markets and its own newspaper; there was also a single track tram line which ran to Los Angeles, 16 kilometres to the east. The tram line ran alongside Prospect Avenue, which later became Hollywood Boulevard. Two years later, construction began on the Hollywood Hotel and residents voted to annex Hollywood to nearby Los Angeles.

In the early 1900s, swarms of filmmakers who, until that time, had been based on the east coast of the United States began to head to the Los Angeles area, in order to escape strict new rules imposed on the industry by Thomas Edison. Southern California's warm, dry climate helped too, and so more and more movie folk headed west in the hope of re-establishing their businesses; and if they were pursued by Edison and his regulations, they had a fast escape route into Mexico!

But it was the Biograph Company's move to the area - unhindered by Edison - along with leading actors such as Mary Pickford and Lionel Barrymore, that confirmed Hollywood as a movie making town. Biograph's film *Old California* was the first to be made there and in 1911 the first film studio was set up by Al Christie on the corner of what are now Sunset Boulevard and Gower Street. Christie's subsequent success led to studios being built by Cecil B DeMille and Charlie Chaplin, and of course, the rest is history.

But one important part of that history which must be mentioned is the famous Hollywood sign, high on the hills behind the town. It was originally constructed to promote a new studio, Hollywoodland, in 1923, when the film industry was growing rapidly, but it quickly fell into disrepair. In 1943, the Hollywood Chamber of Commerce removed the last four letters and restored the rest of the sign. The Chamber of Commerce registered the sign as a trademark, and since then, any filmmaker who wants to film it, must get permission from the Chamber, who in turn, and much to their own satisfaction, receive very lucrative fees. 3 Scan the text to find out what happened in the years in the box.



- 4 Now read the whole text more carefully and answer the questions.
  - 1 Why did Harvey Henderson Wilcox and his wife Daeida buy land in the Cahuengna Valley?
  - 2 What was the original name of Hollywood Boulevard?
  - 3 What was the effect of the Biograph Company moving to the Hollywood area?
  - 4 Which two famous Hollywood figures built film studios shortly after Al Christie?
  - 5 How does the Hollywood Chamber of Commerce make money from the Hollywood sign?

#### GRAMMAR

#### Collective & partitive nouns / Abstract nouns & adjectives

5 Put the words in the box into the correct column according to which collective noun they go with. Some of the words can go in more than one column.

bread	cheese	choco	late	COWS	s elepł	nants	flowers	
grapes	land	music	seag	gulls	sheep	soap		

CONTRACTOR OF STREET,	herd of	flock of	bunch of	slice of	
1. N. W. W.	u Marana Marana Maran	an a	NOT SHE WAS DONNED	a de la companya de la c	The Blue Travership Ale

- 6 Add more nouns to each column.
- 7 Work in pairs. Look at the abstract nouns from the text in exercise 2. Practise saying the words and mark the stressed syllable. Listen and check.



- 8 Work in pairs. Tell each other about occasions when you have had to demonstrate any of the abstract nouns in exercise 7.
- 9 Write the adjective forms of the abstract nouns.



10 Write five sentences of your own using the nouns or adjectives in exercise 9.

#### GRAMMAR

Narrative tenses

Narrative tenses

Grammar

presentation

We use the past simple to talk about finished actions and situations in the past.

In the 1870s, they bought a 160 acre plot of land in the area.

We use the past continuous to talk about activities in progress in the past.

*By 1900, the number of residents in Hollywood was increasing significantly.* 

We use the past perfect when we talk about two things that happened at different times in the past. Before they started to move to Hollywood, filmmakers had been based on the east coast of the United States.

We use the past perfect continuous to talk about actions or situations that were in progress before another action or situation.

Daeida had been travelling home by train one day when she came across a woman from Ohio who told her that her house was called Hollywood

We also use it to talk about the duration of a past action up to a certain point in the past.

I had been watching the programme every week, but I missed the last episode.

- 11 Put the verbs in brackets into the past simple, past continuous, past perfect or past perfect continuous.
  - 1 Until the introduction of films with recorded sound in the 1920s, silent films ... (be) the norm.
  - 2 Frank Sinatra ... (work) in the entertainment industry for almost 60 years when he died in 1998.
  - 3 In the early part of the 20th century, the film industry ... (develop) in Europe as well as America.
  - 4 Louis Le Prince ... (make) the first British film in Leeds in 1888.
  - 5 The Hollywood Roosevelt Hotel ... (serve) as the venue for the first Oscar ceremony in 1929.
  - 6 Until the early 1970s, Japanese cinema ... (be) one of the most important in Asia.
- 12 Work in pairs. Take turns to retell the Hollywood story in your own words. Remember to use appropriate narrative tenses.
- 13 Write a short narrative of the growth and development of the town or city where you live. Mention important events and anything it might be famous for. Remember to use narrative tenses.



1 Work in pairs. Read the quotation about success. How would you define success?

'Success is getting up in the morning and going to bed at night, and in between, doing what you want to do.'

Bob Dylan, singer / songwriter

- 2 Work in pairs. Look at the photos. Answer the questions.
  - What kind of success have these people experienced?
  - What do you think contributed to their success?
- 3 Read the extract from a book called *How to Get Rich* by Felix Dennis, a multimillionaire publisher and poet. Can you predict how Felix solved the problem?

Years ago, in the early days of my company, four of my colleagues got together and had a long talk. One was a senior manager, one was a publisher, one was a designer and the other was an editor. Together, they hatched a small conspiracy. Knowing how important they were to my little company, they confronted me and demanded a share.

They were polite and civilized about it. They pointed out that I owned a hundred per cent of the company and could easily afford to share out, say, 20 per cent between them. It wouldn't cost me anything and it was only fair. Those were the words they used. They were working just as many hours (10–12 hours on a good day) as I was and they were committed to making the company a huge success. They were even willing to discuss a slight reduction in their salaries in return.

In addition, they went on, I should remember that such a 'dispersal' (I remember they actually used that word, too) would incentivize them mightily. Such a gesture would never be forgotten.

However, should I not 'disperse' these shares among them, they intended to leave. And leave immediately, virtually without notice. They would have no option but to do so, although they didn't want to. 4 Now turn to page 149.

WO

ZON

5 Read *Word Zone*. What do you think the other examples mean? Use a dictionary to help you.

	Verbs ending in <i>-ize</i>
2D E	Such a dispersal would incentivize them. Verbs ending in -ize add the meaning 'make' or 'provide' to the base word.
	incentivize – to make someone feel an incentive; to provide an incentive
	Other examples: anglicize, centralize, commercialize, dramatize, economize, familiarize, publicize, trivialize

- 6 Rewrite the parts of the sentences in **bold** using the verbs in *Word Zone* and any other words needed.
  - 1 Take a few minutes to **find out more about** our website.

Take a few minutes to familiarize yourself with our website.

- 2 We have to do more to **make people know about** the work we're doing.
- 3 Hotel owners seem to be **opening more and more shops** on the beachfront.
- 4 The college is going to **put** all their English classes **in one building**.
- 5 Global warming is important! I wish they would stop making it seem so unimportant.

#### VOCABULARY Success & failure



1 Look at the words in the box. Which ones indicate success, which ones indicate failure and which ones indicate something in between?

> booming disappointing flourishing hanging on in decline in demand ineffective profitable slipping struggling thriving triumphant

2 Complete the sentences with the words and expressions in exercise 1. There may be more than one possible answer.

- 1 The manufacturing industry is ... in our region. Two more factories have closed recently.
- 2 'Our business is ...,' he announced with a smile. 'In fact, we're doing so well, we're going to open another branch next month.'
- 3 The café near the school is ... . The owner says she will have to close if business doesn't improve.
- 4 Her parents think her exam results are ... . They expected her to do better because she'd had extra tuition before the exams
- 5 The company is doing OK. Times are hard, but we're .... We just need to keep working hard.

#### **CONNECTIONS**

3 The adjectives in exercise 1 collocate frequently with particular nouns. Match the adjectives with the nouns to form correct collocations.

**C** results

A tourist destination

- 1 thriving
- **B** business
- 2 profitable 3 slipping
- 4 ineffective
- D advertizing campaign 5 disappointing E standards
- 4 What other nouns do the adjectives in exercise 1 collocate with? Use a dictionary to help you.
- 5 Write three sentences using the collocations.
- Work in pairs. Read your sentences to your partner, 6 but do not say the adjective. Your partner guesses which adjective you have used.

My uncle has a ... ice cream business. He makes lots of money, especially in summer.

7 Look at the photos on page 8. Imagine the people had experienced a different outcome. Write a sentence to describe the situation.

Sam was voted off The X Factor after a disappointing semi-final performance.

Student numbers are in decline, following a steep rise in university fees.

8 Read your sentences to the class. Who wrote the most imaginative outcome?

## DOMS Success & failure

- Read the sentences. Decide if the idioms in *italics* indicate success or failure.
  - 1 The singer's performance brought the house down. She got a standing ovation and several encores.
  - 2 They were doing quite well, but then *the bottom fell* out of the online gaming market.
  - 3 He started selling clothes on a market stall and look at him now! It's a great example of a *rags-to-riches* story.
  - 4 The economic crisis hit my uncle's firm badly, but they managed to weather the storm.
  - 5 It's an incredible time for them! The band is definitely on the crest of a wave.
  - 6 There was a market for that kind of service a couple of years ago, but I think you may have missed the boat.
  - 7 That young entrepreneur has the world at his feet.
- 2 Work in pairs. Write definitions for the idioms in exercise 1. Check with a dictionary.
- 3 Choose the more appropriate response to each remark.
  - 1 Why did your brother's travel company go bankrupt? A Because the bottom fell out of the travel market. B Because it was a rags-to-riches story.
  - 2 The director of the Oscar-winning film has had a really successful year.
    - A Yes, she's really on the crest of a wave.
    - B Yes, she's brought the house down.
  - 3 It's a pity that you didn't try to exploit your dotcom idea earlier.
    - A You're right, I seem to have missed the boat.
    - B You're right, I really weathered the storm.
  - 4 How did you get on in your first acting performance? A It was OK, but we didn't bring the house down.
    - B It was OK. but we didn't miss the boat.





Reporting verbs





Grammar presentation

admit advise agree apologize deny explain insist pointout promise recommend threaten warn

They **pointed out that** I owned 100% of the company.

Many verbs can also be used with different structures.

Verb + (object) + to + infinitive: offer, promise, threaten, advise (someone), warn (someone) She **offered to help** me with my English project.

Verb + gerund: *admit*, *deny* 

I **denied speaking** to her.

Verb + (object) + preposition + gerund: *insist* (on), *apologize* (for), *accuse* (someone of)

The waiter **accused me of trying** to steal a spoon.

We can use perfect forms with *have* + past participle when a statement refers to something that happened earlier.

He admitted having seen the questions before the exam.

Grammar reference page 113

#### 1 Complete the story with verbs from the grammar box.



Angela was sitting at her desk when her boss asked her to come to his office. Angela replied that she was very busy, but her boss<sup>1</sup>... that she should come immediately. In the office there were two people: a man in a police uniform and a woman. The woman<sup>2</sup>... that she was a detective and they were investigating a possible terrorist offence. They needed to talk to Angela about a man called Terry Hall, who they believed had been in contact with her in the last 24 hours. Angela<sup>3</sup> ... that she knew Terry Hall, but <sup>4</sup> ... that she had seen or heard from him recently. The detective <sup>5</sup> ... that Hall had sent Angela a text message the previous day and <sup>6</sup> ... her that lying to police officers was a criminal offence. Angela <sup>7</sup> ... that she hadn't received any text messages from Terry Hall for more than a year. 'Let me see your phone,' said the detective. Angela took her phone out of the bag and handed it to her.

- 2 Work in pairs. What do you think happened next? Tell the end of the story. Include reporting verbs with that.
- 3 Complete the questions with the correct form of the verbs in brackets. You might need to add prepositions. Then invent answers for them.
  - 1 How can she deny ... (steal) the jewellery? There were witnesses!
  - 2 Why did he admit ... (eat) the last piece of birthday cake? No one saw him.
  - 3 Why do you think he insisted ... (pay) for the concert tickets?
  - 4 What did your grandparents promise ... (buy) you for your birthday?
  - 5 Why did the footballer apologize ... (swear) at the referee?
  - 6 Why did the security man warn us ... (take) photos?
- 4 Look again at the questions in exercise 3. In which can we also use a perfect form? Rewrite them with a perfect form if possible.

How can she deny having stolen the jewellery?

#### 5 Rewrite the sentences using reporting verbs.

- 1 'I don't think you should buy that car,' my father told me. *My father advised me not to buy that car.*
- 2 'If you don't tell me where your brother is, I will arrest you for perverting the course of justice,' said the police officer.
- 3 'I can't fix your computer now, but I'll be able to do it tomorrow,' said the woman in the computer shop.
- 4 'Can I help you carry your suitcase to the station?' the porter asked the singer.
- 5 'You threw a stone at my car!' the woman said to the boy.

6 Work in pairs. Follow the instructions.

- Choose one of the sentences in exercise 5. Imagine that it is the start of a conversation.
- Invent the rest of the conversation.
- Act out your conversation for the rest of the class.
- The rest of the class report what they heard.

You threw a stone at my car!

I didn't! It was someone else.

He accused her of throwing a stone at his car. But she insisted it wasn't her and told him it had been someone else.

10

#### LISTENING Interpret information in a radio broadcast



#### 1 Look at the photos. Graham Hughes achieved something unusual in 2012. What do you think he did?

- 1 He succeeded in visiting every country in the world, but was unable to visit certain disputed territories.
- 2 He visited every country in the world, including disputed territories, without getting on a plane.
- 3 He wanted to visit every country in the world, but was arrested and imprisoned in Africa.
- 4 He visited every country in the world without flying, and then flew back to the UK.

#### 2 🕞 Listen to Part 1 of the radio broadcast. Check your answer to exercise 1.

#### 3 Are the statements true or false? Give reasons.

- 1 His first destination was in Latin America and his last was in Africa.
- 2 The easiest countries to visit were Afghanistan and North Korea.
- 3 He was kidnapped by pirates during his journey.
- 4 He witnessed a historic event when he was in the USA.
- 5 He spent six days under arrest in the Cape Verde Islands.

#### 4 Choose the sentence which better illustrates the meaning of each line from the radio broadcast.

- 1 Not only did he travel to all 193 member states of the United Nations, he also managed to visit disputed territories.
  - A He only visited United Nations member states.
  - B He visited United Nations member states and other territories.
- 2 He also witnessed the last space shuttle launch at Cape Canaveral.
  - A He watched the launch on TV.
  - B He was at Cape Canaveral for the launch.
- 3 It isn't actually that difficult to get into countries such as Afghanistan, North Korea and Iraq.
  - A It was very difficult to get into those countries.
  - B It was quite easy to get into those countries.
- 4 No sooner had he arrived than he was arrested by immigration officials.
  - A Hughes was arrested a few days after arriving.
  - B Hughes was arrested immediately.

- 5 🕞 Listen to Part 2 of the radio broadcast. Answer the questions.
  - 1 What does the first caller think are the real reasons why Graham Hughes made the trip?
  - 2 Does the second caller agree with the first? What is her opinion?
- 6 Listen to Part 2 again. Explain the remarks in your own words.
  - 1 He'll sink without trace.
  - 2 I take my hat off to him.
  - 3 He raised awareness about the whole issue of water.
  - 4 We take clean water for granted in this country.

#### 7 Work in groups. Discuss the questions.

- Which of Graham Hughes' experiences do you think was the most exciting / scary / interesting / inspiring?
- How would you describe Hughes' achievement?

#### 8 Look at the expressions in Face 2 Face.

- Have you heard them before?
- Can you remember the context from the broadcast?
- Can you guess their meaning?

#### FACE



#### You mark my words.

#### Turn to page 146 and do the exercise.

#### **YOUR TURN TO SPEAK**

10 e Work in pairs. Debate the statement. Follow the instructions.

Student A: Speak in favour of the statement. Student B: Speak against the statement. Both speakers can make two statements in order to respond to what the other has said.



## Millionaires How did before the age of 20! How do it?



#### Fraser Doherty

Scotland-born Fraser Doherty was taught how to make jam by his grandmother, using her secret recipe, when he

was 14 years old. At first he only sold the jam he produced to the people in his neighbourhood; then he left school at 16 in order to concentrate on jam production. Doherty's SuperJam Company now supplies all the major UK stores and had sales of over 1.2 million pounds in 2011. His company is currently worth two million pounds.

He also started a charity called SuperJam Tea Parties, so as to provide tea parties for lonely elderly people who live alone or in care homes. There were 120 such events in the first year, with the largest events attracting over 600 guests. The company also organizes 'knitathons', encouraging people to knit for good causes. Because of Fraser's initiative, several thousand knitted squares were made, sewn into blankets and sent to orphanages in India in the first 12 months.

Doherty was the 2007 Global Student Entrepreneur of the Year, an international award given to the top student entrepreneur worldwide. More than 750 students from around the world compete for the coveted prize each year.



Nick D'Aloisio is a computer programmer and internet entrepreneur from London. He is best known as the creator of Summly, an iPhone app which summarises news stories, and which was downloaded by nearly a million people when it was first released.

D'Aloisio got his first MacBook aged nine and used it to edit home videos. In 2008, when the Apple App Store was announced, D'Aloisio – then just 12 – went into an Apple store and asked one of the assistants how to make an app. They didn't know, so he had to wait another few months before the App Store was released publicly and, in the meantime, he taught himself basic programming. When he launched his first app – FingerMill, a treadmill for fingers! – in August 2008, it made £79 on the first day. He went on to make several more apps and gradually

In March 2013, Summly was sold to Yahoo for a reported \$30 million US dollars, making him one of the youngest self-made millionaires ever. He has been awarded "Innovator of the Year" by the Wall Street Journal, and was also included in TIME Magazine's 'Time 100' as one of the world's most influential teenagers.

- Look at the photos of four people who became millionaires while they were still teenagers. How do you think they made their fortunes?
- 2 Read the magazine article. Were your ideas in exercise 1 correct?
- **3** Read the magazine article and find:
  - a prize won by Fraser Doherty

learned more and more.

- how much Nick D'Aloisio's first app made on its release day
- the inspiration for the name of Juliette Brindak's website
- the aim of the Farrah Gray foundation





Juliette Brindak became a millionaire by launching the website Miss O & Friends, which first appeared when she was 10 years old. The site, which targets mostly teenage girls, is filled with gossip, games, quizzes and lots of articles about celebrities, fashion and issues of interest to young people. She has also launched a line of Miss O & Friends books and the site also gives girls the chance to get original stories published and sold in bookstores nationwide. Her sister's name Olivia inspired the name of the site.

According to their website, the Miss O & Friends brand is 'cool, age-appropriate and esteem-building. Tweens can socialize, play, create, learn, exchange ideas, get help, compare experiences, get published and much more, all within a safe, non-chat environment.'

Juliette Brindak is currently the CEO and editor of her site and is worth 15 million dollars.

#### Farran Gray

Growing up in inner-city Chicago in the 1980s, Farrah Gray grew accustomed to days 'when the only thing in our refrigerator was the light that came on

when you opened the door.' At the age of six, he looked around the area where he lived in search of something that could be converted into a saleable product and settled on rocks he found in the street. He painted the rocks and shaped them to make them into bookends and doorstops. Realizing he had a knack for selling things, he went on to sell other products, including body lotions.

At the age of 13, Gray founded Farr-Out Food, which in a period of one year had sales of over 1.5 million dollars. He was worth a million dollars before he reached the age of 15. Now in his twenties, Gray is an entrepreneur, philanthropist, author, syndicated columnist and motivational speaker. He also launched the Farrah Gray Foundation, which promotes entrepreneurship among inner-city youth. The National Urban League, a civil rights organization based in New York City, has described Farrah Gray as one of the most influential black men in America.

### 4 Read the article again and choose the correct endings to the statements.

- 1 Jam producer Fraser Doherty is also responsible for ...
  - A setting up an orphanage in India.
  - B organizing events where old people can get together.
  - C helping older people find a place in a care home.
  - D the Global Student Entrepreneur of the Year award.
- 2 When Nick D'Aloisio was 12 ...
  - A he taught the assistants at the Apple Store how to make an app.
  - B he started editing home videos.
  - C he began to study basic programming.
  - D he became one of the youngest self-made millionaires ever.
- 3 The Miss O & Friends website ...
  - A only has news about celebrities.
  - B offers opportunities for young people to get published.
  - C allows teenagers to gossip online.
  - D is a safe environment where you can chat.
- 4 The first thing that Farrah Gray sold ...
  - A was rocks that he painted and shaped.
  - B included body lotions.
  - C were things he found in his refrigerator.
  - D were food items he found in the street.

#### 5 — Work in groups. Discuss the questions.

- What is the strongest message you get about the reasons why these young people are successful?
- Which of them do you think had the most interesting idea for a money-making scheme?
- Which of them do you think worked hardest to be a success?

## SIMILARWORDS

They think my father is French, but **actually** he's Spanish. He is **currently** worth two million dollars.

She will talk about her new website presently.

The prime minister was **momentarily** rendered speechless. NOTE: In American English, *momentarily* means 'in a short time from now' (i.e., the same as *presently* in British English).

#### Now turn to page 148 and do the exercise.

#### Expressing purpose & reason & result



# Expressing purpose & reason & result

GRAMMAR

Expressing purpose

to, in order (not) to, so as (not) to + infinitive You should take an umbrella **so as not to** get wet. so that, in order that + clause

She started the website **so that** she could provide opportunities for young people.

#### Expressing reason

because of, owing to, on account of, as a result of, due to + noun phrase / gerund

He put on a lot of weight **due to** eating too much after he lost his job **owing to** his illness.

Grammar reference page 113

#### 1 Complete the responses using an expression of purpose.

- 1 Why did he start his own company? ... have to work for someone else all his life.
- 2 Why did he sack half his employees? ... keep the company from going bankrupt.
- 3 Why did your parents move to this town? ... they could find work.
- 4 Why did the teacher ask her to stay after the class? ... criticize her in front of her classmates.
- 5 Why did they close the factory early? ... the workers could get home before the tornado struck.

## 2 Rewrite the sentences starting with the expression of reason given.

- 1 I won't be able to get to youth club this evening because the train I'm on has broken down. Owing to ... .
- 2 I'm going to look for a part-time job because I want to go travelling over the summer. In order to ....
- 3 There was a traffic jam and I missed the ferry. As a result of ... .
- 4 The service at the restaurant was so bad we decided to make a complaint. Because of ... .
- 5 Natural honey has many healing properties and has been used medicinally for centuries. On account of ... .

### WHAT IS SCHOOL FOR?

Some people say school began in Ancient Greece, but it was only available in cities, <sup>1</sup> ... if you lived in a village, you didn't get educated. There was also no education for slaves, manual labourers or women, <sup>2</sup> ... girls only got an education if their parents educated them at home. One exception was the city of Sparta, where women were educated <sup>3</sup> ... be able to run the city while men were away

#### Expressing result

tt ⊗	<i>result in, lead to, give rise to</i> + noun phrase / gerund
urpose 1 & resu	The change in the law <b>led to</b> a big increase in the number of homeless people.
<u></u> р р	with the result that, meaning that, so + clause It was raining, <b>so</b> we decided not to go.
pressing reas	so + adjective + that such + noun phrase + that
Ext	We were <b>so</b> tired <b>that</b> we had to stop walking.
	It was <b>such</b> a tiring day <b>that</b> we had to stop walking.

Grammar reference page

#### 3 Match the two parts of the sentences.

- 1 She spoke so quickly that
- 2 Brazil is such a big country that
- 3 Hanif paints so well that
- 4 Obesity in children has become such a problem that
- A I couldn't understand her.
- B schools have banned unhealthy snacks.
- C he's been offered a place at an art school in Paris.
- D it covers nearly half of the continent of South America.

#### 4 Complete the text with the expressions in the box. Sometimes more than one expression is possible.

due to in order that in order to meaning that so so that to with the result that



at war. Spartan women also received military training <sup>4</sup> ... they could protect the city if it was attacked. What is school for nowadays? Do we only go to school for academic reasons or <sup>5</sup> ... we can become a good citizen, for example? Educational theorists agree that yes, school has a major part to play <sup>6</sup> ... students become wellrounded citizens. But unfortunately, there simply isn't time to give students an all-round education these days <sup>7</sup> ... the pressure to achieve good exam results.

### 14

## CHALLENGE Give a presentation about a hero



#### 1 Listen to someone giving a short presentation about a person they think of as a hero. Answer the questions.

- 1 What is the presenter's relationship with his hero?
- 2 What does his hero do for a living? And what does he do in his spare time?
- 3 What challenge did his hero set himself and did he manage to achieve it?
- 4 Did his hero succeed on stage? And in his main aim?
- 2 Read the three short biographies. Discuss the questions in pairs.
  - Which of the three achievements do you find the most impressive?
  - Were the people doing something just for themselves or for other people, too?
  - What value do the achievements have for other people?



Fauja Singh holds the world record for a marathon by a 100-yearold. He was born in India in 1911 and started running marathons in the UK when he was 89.

#### **Chesley 'Sully'**

Sullenberger safely landed a plane on New York's Hudson River after losing power in both engines following a suspected collision with a flock of birds.



#### **Sophie Christiansen**

was born in 1987 with cerebral palsy and suffered from other health problems, including a heart attack and a collapsed lung. She has competed in equestrian events all over the world and she won a gold medal at the London 2012 Paralympics.

#### DO THE CHALLENGE

- 3 Work in pairs. Prepare a one-minute presentation on someone you think of as a hero. Follow the instructions.
  - Choose a hero. This person can be local, national or international.
  - Make a note of the most important, relevant points about this person's life and achievements. If possible, find a photo of the person.
  - Practise your one-minute presentation with your partner.
- 4 Work with another pair. Give your presentation to the other pair. Listen to their presentation. Ask and answer questions about the heroes.

• Express yourself

**Describing someone you admire** My all-time hero is ... . I'd like to talk about someone who ... . Someone I admire very much is ... .

**Explaining what people have done** X has raised (thousands of euros for charity). X managed to (win a competition). X has overcome incredible obstacles in order to (achieve what she did).

**Describing obstacles people have overcome** In spite of the fact that (she has mobility problems), ... . Even though (he can't walk), ... . What makes her achievement even more extraordinary is the fact that ... .

#### FOLLOW UP

- 5 work in pairs. Discuss the questions.
  - Whose hero has / had the most interesting life?
  - Whose hero has achieved the most?
  - Was there any information you found surprising and / or extraordinary?
- 6 Write a report about one of the presentations you heard. Indicate in your report who gave the presentation and write complimentary remarks about them.



#### • Express yourself

Asking for information about something What gave you the idea (to ...)? What's the hardest thing about ... ? What's the secret of doing well (at an interview)?

### Explaining how you started doing something

I was in the right place at the right time. I started at the bottom of the ladder and worked my way up.

#### **Giving advice** Take my advice, ... . It's really important to ... . Avoid ... . Make sure you ... .

#### A SUCCESSFUL CAREER



## 1 • You're going to hear three people answering questions about their careers. Before you listen, discuss the questions in pairs.

- Where would you look for help in choosing a career?
- What questions would you like to ask people who are successful in their careers?
- How do you think you can become successful in your chosen career?
- 2 Listen to Part 1 of the panel discussion. Describe in your own words what the three people on the panel do. Who do you think has the most interesting career? Why?

#### 3 🕞 Listen to Part 2. Discuss the questions.

- 1 What was Helen's reason for choosing her particular career? Do you think that kind of opportunity happens often?
- 2 Is Martin doing something that he had always planned to do? What's the most important aspect of how he started doing the job?
- 3 What have you learnt so far about Becky? What words would you use to describe her?

#### 4 🕞 Listen to Part 3. Make notes on:

- the difficulties that Helen experienced when she started.
- the qualities that Martin thinks are important when managing people.
- the five things that Becky thinks are key aspects of a good interview.

#### VOCABULARY

#### 5 Choose the correct interpretation of the expressions in *italics*.

- 1 They were let down by their previous manager.
  - A  $\,$  The previous manager didn't want to manage them anymore.
  - ${\bf B}~$  The previous manager criticized them.
  - C The previous manager didn't do what they expected.
- 2 When the job came up, I jumped at the chance.
  - A I was a bit frightened about the idea.
  - B I applied for it immediately.
  - C I was very excited.
- 3 It was like banging my head against a brick wall.
  - A It was very frustrating.
  - B It was very noisy.
  - C It was accidental.
- 4 Managing people is complicated not everyone's cut out for it.
  - A Most people should avoid doing this kind of work.
  - B Not everyone has enough stamina to do it.
  - C Not everyone is right for this kind of work.
- 5 You should look smart and sound enthusiastic that kind of goes without saying.
  - A I shouldn't really say that.
  - B It's always necessary to say that.
  - C It shouldn't be necessary to say that.

#### YOUR TURN TO SPEAK

- 6 Work in groups of four. Prepare a panel discussion about successful careers. Follow the instructions.
  - Student A, you are the panel presenter. You present the three panel members and say what they do.
  - Students B, C and D, you are successful in a particular career. You are going to describe the work that you do, how you started and the reasons for your success.
  - Choose three different areas of work to discuss. As a group, prepare your panel discussion.

### 7 Present your panel discussion to another group. Follow the instructions.

- Student A, present the three panel members. Invite your colleagues to say a few words about their work.
- Students B, C and D, give a brief overview of what you do.
- Student A, invite questions from the other group.
- Students B, C and D, answer questions about your work.



#### 🌙 A poem

WRITING



1 Read the poem written by 19th century American poet Ralph Waldo Emerson. In pairs, discuss the questions.

- Is the poem easy to read? Why / Why not?
- Are there any lines you find hard to understand?
- Do you think it's easy to write a poem like this?

## SUCCESS

RALPH WALDO EMERSON

What is success?

To laugh often and much;

To win the respect of intelligent people

And the affection of children;

To earn the appreciation of honest critics

And endure the betrayal of false friends;

To appreciate beauty;

To find the best in others;

To leave the world a bit better, whether by a healthy child, a garden patch

or a redeemed social condition;

To know even one life has breathed easier because you have lived;

This is to have succeeded.

### WRITING

#### Using imagery in a poem

- Imagery is the name given to the elements in a poem that spark off the senses.
- Images do not need to be only visual any of the five senses can respond to what a poet writes. A poet may describe a drink as having 'the taste of air' and a poem about the sea may describe how the 'ocean sighs'.
- Rather than simply stating, 'I see a tree', a poet will use imagery to elicit something more specific: a tree like a spiky rocket; a green cloud riding a pole; bare, black branches. Each of these suggests a different kind of tree.
- 2 What imagery can you find in the poems in exercise 1 and below?

I wandered lonely as a cloud That floats on high over vales and hills, When all at once I saw a crowd, A host of golden daffodils

#### YOUR TURN TO WRITE

#### PLAN BEFORE YOU WRITE

3 You're going to write a poem about one of the topics below. Think of imagery you could use to describe the topic.

Success Failure Satisfaction Fear Freedom Happiness

#### WRITE NOW

#### 4 Write your poem.

- 1 Write a poem on the topic you chose in exercise 3.
- 2 You may choose to write in the same style as the poem in exercise 1 – every line should start with an infinitive. Or

Write a poem in rhyming verse like the poem in exercise 2.

#### CHECK AND CORRECT

#### 5 Check and correct your poem.

- 1 Check your poem for possible errors.
- 2 Read your poem to yourself quietly to check the rhythm.
- 3 Now read your poem aloud to a partner.
- 4 Comment on your partner's poem.



- 1 Look at the pictures. What kind of influence do you think the things in the pictures have on the development of language?
- 2 Read the questionnaire and find the answers in the box.

75 25 98 17,000 1,000 1,700

- 25 7,000 6 171,476
  - 1 How many English words were created by Shakespeare?
  - 2 How many words are there in the Oxford English Dictionary?
  - 3 How many words does the average educated native speaker of English know?
  - 4 How many new words enter the Oxford English Dictionary each year?
  - 5 According to the Global Language Monitor, a new word is created every ... minutes.
  - 6 In how many countries does English have an official or special status?
  - Approximately what percentage of the world's population is believed to speak English to some degree?
  - 8 Approximately how many languages are spoken around the world?
  - 9 How many languages are thought to die out every year?
  - 10 How many languages are used by the UN to conduct business?

Work in pairs. You're going to read further information about some of the facts in exercise 2.

Student A: Turn to page 149. Student B: Turn to page 152.

4 Read the new words in *Word Zone*. Are you familiar with them? What do you think they mean?

#### New words

affluenza de/unfriend lol me time selfie street food

- 5 Match the words in *Word Zone* with the definitions.
  - 1 remove someone from your list of friends on a social networking site
  - 2 the bad effects of living in a society where many people are too rich, such as always wanting new, expensive things or having to work too hard
  - 3 an abbreviation for laughing out loud used in emails and text messages, when you think something is very funny
  - 4 a photograph that you take of yourself, typically with a smartphone, and upload to a social media website
  - 5 a meal that is prepared by a vendor in a public place and is for immediate consumption
  - 6 time when you can do what you want to do
- 6 work in pairs. Discuss the questions.
  - Where do you think new words come from? Who or what has an influence on the creation of new words?
  - Can you think of any new words in your language? What do they mean? Where do they come from?

#### **VOCABULARY Blend words**

Affluenza is a blend word made from joining two words together. affluence + influenza = affluenza Blending is a way of creating new words in English.

#### 1 Work in pairs. Underline the blend words in the sentences.

- 1 Digital camera makers have been working hard to pack more pixels into smaller and smaller packages.
- 2 Why have you put smiley emoticons all over your essay? It looks ridiculous.
- 3 The police breathalyzed him at the scene and he was three times over the legal drink driving limit.
- 4 My drama club rehearses once a fortnight.
- 5 My mum's a real workaholic, unfortunately. We never really get to spend any time together.
- 2 Which two words have been blended together to form the words in exercise 1? What do they mean?
- **3** Complete the sentences with blend words. Match and combine one word from each box to make the blend words.

breakfast electricity motor situation smoke

comedy execute fog hotel lunch

- 1 You're hilarious! You should have your own sitcom!
- 2 I'm afraid I'm hopeless at DIY. I worry I'm going to ... myself while trying to change a plug!
- 3 Hybrid cars can reduce ... by up to 90% and can get much better fuel economy then a normal engine.
- 4 I had a huge cheeseburger for lunch even though I'd had ... at about eleven o'clock!
- 5 We'd been driving all day, so found a ... for the night.

#### CONNECTIONS

4 Word blending is often used creatively. Look at the photos. Can you identify what the word blend is?











#### Brangelina

spork

Frankenfood chugger

#### 5 Work in pairs. You're going to guess the meanings of blend words.

Student A: Turn to page 149 and follow the instructions. Student B: Turn to page 152 and follow the instructions.

#### 6 Work in pairs. Discuss the questions.

- Which were the easiest / most difficult words to guess?
- Which ones do you like the most / least? Why?
- Are any of the blend words used in your language?
- How common are blend words in your language? Can you think of any examples?
- 7 Work in pairs. Create your own blend words. Follow the rules.

The blend words should ...

- be recognizable and obvious out of context.
- fit neatly / smoothly together.
- be easily pronounceable.
- be fun and creative.
- 8 Share your blend words with the class. Vote on the best ones.
  - I DI OM

#### Language & communication

#### 1 Underline the idioms in the dialogues.

1 A: I've never known anyone to chatter as much as Jamie does!

B: I know! It's impossible to get a word in edgeways!

- 2 A: You don't work in sales by any chance, do you? B: Yes! How did you know?
  - A: Well, you've certainly got the gift of the gab!
- 3 A: I had a horrible argument with my sister this morning.
  - B: Oh no! What happened?
  - A: Oh, it was just something stupid, but I had to really bite my tongue; otherwise I would have said something awful to her.
- 4 A: Can you understand the instructions? B: No, they appear to be written in double Dutch!
- 2 Try to work out the meanings from the context. Check your answers with a dictionary.
- Do you have any similar expressions in your 3 language?

FAST FINISHERS Describe someone you know who has the gift of the gab. Describe a situation where you had to bite your tongue.

banoffee pie





Distancing



Grammar presentation

'Cheerfulness, **it would appear**, is a matter which depends fully as much on the state of things within, as on the state of things without and around us.' Charlotte Brontë, novelist

If we are not sure if something is definitely true or we want to avoid giving an opinion, we can distance ourselves from the facts and opinions stated.

appear / seem

It appears (that) you don't really like me.

It **would appear (that)** you haven't been listening to a word I've said.

The signature seems to be forged.

Passive structures

It's **considered that** Russian is one of the most difficult languages to learn.

Subject + *be considered / said / thought / believed* + to + infinitive

How many languages **are thought to die** out every year?

Modal verbs such as may, might, could (+ well) There **could well** be many more undiscovered languages out there.

#### Other expressions

**According to** the Global Language Monitor, a new word is created every 98 minutes.

Scandinavians tend to speak excellent English.

Apparently, she speaks more than eight languages.

Grammar reference page 114

1 Work in pairs. Discuss the question.

• What language do you think will be the most-spoken in the future? Why?



- 2 Listen to a report. Does it mention the language you thought of in exercise 1?
- 3 Listen again. Write down any distancing phrases that you hear in the report.

- 4 Turn to page 149 and read the transcript. Check your answers to exercise 3.
- 5 One word is missing from each sentence. Complete the sentences with the words in the box.

apparently tend thought to would

- 1 It seem that you haven't learnt much in this lesson.
- 2 She seems have had little interest in her friends' opinions.
- 3 It is that there are as many as 2,000 dialects spoken in India.
- 4 it's going to rain today.
- 5 Multilingual children to start speaking later than their peers.
- 6 Complete the second sentence so that it has a similar meaning to the first sentence, using the words given.
  - 1 People think she is the daughter of the former Prime Minister. It is ... .
  - 2 Apparently, eating lemons is not good for your teeth. It would ... .
  - 3 The radio news stated that our school is closed today because of the snow. According to ... .
  - 4 It's possible that Cleopatra spoke at least nine languages including English.
  - 5 Cleopatra may....
  - 6 We are hopeful that the local government will not close the youth centre. There is ... .
- 7 work in small groups. Follow the instructions.
  - Read the opinions.
  - Rewrite them using distancing language.
  - Discuss whether you agree or disagree with the statements and why.



More practice

#### LISTENING

## Interpret information in a radio interview

- 1 Read the quotes about speaking a foreign language. Try to guess the missing words.
- 2 Complete the quotes with the words in the box.

corridor door head heart new own soul

- 3 Which is your favourite / least favourite quote? Why?
- - What are the advantages of speaking more than one language? Are there any disadvantages?
  - Do you think it could be difficult being a bilingual teenager? Why? What are the potential problems?
- 5 Listen to the interview. Are their ideas similar to your answers in exercise 4?

## 6 Listen to the interview again. Choose the correct answers to the questions.

- 1 How well did Jack's parents speak French? A They were both fluent.
  - B His mother was fluent, but his father didn't speak French.
  - C They spoke a little french.
- 2 How does Jack describe the benefits of being bilingual?
  - A He is more open-minded.
  - B He has different personalities.
  - C He enjoys learning new languages.
- 3 What has been the most difficult part for him?
  - A Finding the right words to express his feelings and ideas.
  - B Being bullied and feeling different to his peers.
  - C Finding his own identity.
- 4 Why do bilingual children often do better at school?
  - A They are able to see the world through the eyes of other people.
  - B The parts of the brain used in a classroom situation are more efficient in bilingual people.
  - C Their capacity for memory doesn't decrease after they are four years old.
- 5 Why was Jack's early adolescence difficult for his family?A He spent too much time on the internet.
  - B He often refused to speak to his parents in French.
  - C He had a period of refusing to speak in English.
- 6 How did his parents encourage him to keep his English alive?
  - A By taking him travelling and watching films in English.
  - B By sending him to stay with his family in England.
  - C By putting him in touch with other English-speaking teens and emphasizing the benefits of being bilingual.

Those who know nothing of foreign languages, know nothing of their ...

To have another anguage is to possess a second <sup>2</sup>....

Speak a new language so that the world will be a <sup>3</sup>... world.

If you talk to someone in a language he or she understands, that goes to the person's .... If you talk to somebody in his or her language, that goes to the

One language sets you in a <sup>6</sup>... for life. Two languages open every <sup>7</sup>... along the

#### 7 Look at the expressions in Face 2 Face.

- Have you heard them before?
- Can you remember the context from the interview?
- Can you guess their meaning?

#### FACE 2 FACE



- I went through a phase of ...
- wind (someone) up
  - put yourself in someone else's shoes
- 8 🕞 Turn to page 146 and do the exercises.

#### YOUR TURN TO SPEAK

#### 9 — Work in groups of three. Follow the instructions.

**Student A:** You are a teenage son / daughter. Your parents have decided to move your family abroad. You do not want to emigrate. Write down your reasons against the move. Explain to your parents why you don't want to move.

**Students B and C:** You are the parents. You want to emigrate with your family. Write down your reasons for the move. Explain why you want to move and try to convince your son / daughter that it is a good idea. Prepare and perform your role-play.



#### 1 — Work in small groups. Discuss the questions.

- Do you regularly use emoticons? If so, when?
- Do you think there are any negative consequences of using emoticons?
- Look at the examples of emoticons. What do you think they mean?



- 2 Read the article in which four experts discuss the use of emoticons. Whose opinion do you agree with most?
- 3 Read the article again and answer the questions. Choose from the experts Dr Owen Churches, Sarah Jane Young, Dr Chris Fulwood and Professor Scott Fahlman. There may be more than one answer.
  - 1 Who expresses concern that we are losing the ability to show compassion to others?
  - 2 Who suggests reasons why skilled writers may feel the need to use emoticons these days?
  - 3 Who agrees that emoticons enhance online communication by providing alternative stimuli?
  - 4 Who points out the use of emoticons, abbreviations and acronyms suggests a greater knowledge of and ability to manipulate language ?
  - 5 Who largely disapproves of the use of emoticons?
  - 6 Who seems troubled by the idea that our societies may become homogenized?
  - 7 Who says we are not born with the ability to recognize emoticons as faces?
  - 8 Who was motivated to investigate the effect of emoticons by their own disapproval?



The world's first emoticon is believed to have been used by computer scientist Professor Scott Fahlman in 1982 after finding that colleagues using online messaging often misunderstood posts and failed to recognize jokes. The solution came in the form of the 'smiley' . Now, emoticons can express everything from surprise to indifference.

We've asked four experts in communication to give their opinion on this means of online communication.

#### DR OWEN CHURCHES, PSYCHOLOGIST

Amazingly, emoticons are having an impact on our brains. Recent research suggests that the human brain has adapted to react to emoticons in the same way it reacts to human faces.

In an experiment led by Dr Churches, subjects looked at images of faces and emoticons while their brain activity was examined. Churches discovered that similar face-specific brain activity was triggered by both.

According to the professor, there is no innate neural response to emoticons.

'Before 1982, there was no reason that ":-)" would activate face sensitive areas of the brain. Now it does because we've learnt that this represents a face. The research was driven partly by my dislike of emoticons,' says Dr Church. 'They are a lazy means of communicating. To really convey emotion, we'd need to write more than three punctuation marks.'

Despite his negative opinion, Dr Churches admits they are a new form of language.

'To decode that language we've produced a new pattern of brain activity. This is an entirely culturally created neural response. It's really quite amazing.'

#### 🕨 SARAH JANE YOUNG, JOURNALIST 🦳

Journalist Sarah Jane Young thinks we should be concerned about the growing use of emoticons. 'On the one hand,' she says, 'an emoticon clarifies tone and makes up for our lack of face-to-face contact. But what might this mean for the written word? We thought we were losing the battle with

## **THE FUTURE OF LANGUAGE ?**

"txt spk" – now the very letters themselves are threatened. Where is the appreciation for the nuances and subtlety of language? What might Shakespeare have shared with the world if emoticons were at his fingertips? Who needs to be a literary genius when you can appeal to the masses with a winking yellow face?'

But who cares? you might say. Why not have a universal language? Young, however, believes we should care. 'Research indicates a growing lack of empathy in the younger generation and some blame a lack of reading, during which the ability to understand emotions develops. The worry is we may end up a bunch of bleeping, emoticoning robots with few means to differentiate ourselves or our cultures. Long live the written word to prevent such a calamity.'

#### DR CHRIS FULWOOD, CYBER PSYCHOLOGIST

We are limited in the range of messages that can be communicated through emoticons, but Dr Chris Fulwood believes they do serve an important purpose.



#### Work in pairs. Discuss the questions.

- Do you agree that emoticons and 'text speak' are a new form of language? Why / Why not?
- What do you think about the idea that our cultures and languages are becoming more and more similar because of online communication?
- What do you imagine communication in the future will be like?

'Individuals can actively shape technology to suit their needs. One of the appeals of emoticons is that they help us to compensate for the lack of non-verbal cues in many online environments. They act as substitutes for traditional facial expressions.'

Dr Fulwood said there was no evidence that text-speak is dumbing down the younger generation.

'Research shows that children who use this language tend to have better literacy. Text-speak can be a creative form of communication and in order to break grammatical rules, we need to understand them in the first place.'

#### PROFESSOR FAHLMAN, COMPUTER SCIENTIST AND 'INVENTOR' OF THE EMOTICON

Professor Fahlman realizes that it's the very idea of the emoticon which most people object to, saying good writers should have no need to explicitly label their comments. Shakespeare, for example, managed fine without them.

To a large degree, Fahlman agrees with these critics. He says, 'Perhaps the smiley face has done more to degrade communication than to improve it.' However, he goes on to defend the idea of the emoticon by pointing out that 'we're talking about casual writing online, not great literature printed in one-way media and relatively inaccessible to the public.'

He goes on to say that 'the great authors published their words in a different medium. If 100,000 copies of a novel were distributed in printed form, and 1% of the readers didn't get the joke and were outraged at what they read, there was nothing these readers could do to spoil the enjoyment of the other 99%. But if it were possible for each of the 1,000 clueless readers to write a criticism of the novel and publish it in the same distribution channels as the original work, imagine the problems this would cause. If the use of emoticons and, in particular, a smiley face , reduces this problem, maybe they're not a bad idea after all.'

## SIMILARWORDS

He found it very hard to teach a class full of **indifferent** teenagers.

This has got nothing to do with me, so let me give you a piece of **disinterested** advice.

Don't be so **apathetic**! How are you going to get a job if you don't start looking?

It was a cold, wet day and the children were getting **bored**.

Now turn to page 148 and do the exercise.





In a cleft sentence, we divide a simpler sentence into two parts in order to emphasize certain information.

**It's** the very idea of emoticons that many people object to.

#### Cleft sentences with It

Joanna broke Simon's phone yesterday.

It was Joanna who broke Simon's phone yesterday.

**It was** Simon's phone that Joanna broke yesterday.

It was yesterday that Joanna broke Simon's phone.

Cleft sentences with What / The thing (that) ... I love Jemima's accent.

= What I love about Jemima is her accent.

= **The thing** I love about Jemima is her accent.

I added a bit of honey to the recipe.

= What I did was (to) add a bit of honey to the recipe.

Grammar reference page 114

#### 1 Complete the sentences with one word.

- 1 What I loved about that coffee shop ... that they gave free refills!
- 2 What she ... was to delete his number from her phone.
- 3 ... I said was that I didn't like the way he'd cooked the rice.
- 4 ... was then that she really lost her temper.
- 5 What really annoys me ... that he's always right.
- 6 What you should never ... is to stroke a strange dog.
- 7 It ... your grammar that's the problem; it's your pronunciation.

### 2 Match sentences 1–8 with the more emphatic alternatives A–H.

- 1 She was so impolite that she upset a lot of people.
- 2 I didn't cry.
- 3 You didn't see me on Monday.
- 4 Why don't you write to the head teacher and tell her what you think?
- 5 I only asked if she was OK!
- 6 He just talked about football constantly.
- 7 I'm angry because you're not listening to me!
- 8 I'll always remember the first time we met.
- A It wasn't me who burst into tears.
- B The reason I'm annoyed is that you keep interrupting me!
- C What you should do is write a letter of complaint.
- D Something I'll never forget is seeing you for the first time.
- E It was her rudeness that offended most people.
- F The only thing he was interested in was sport.
- G It can't have been me you saw the other day.
- H All I did was ask her how she was.

- Work in pairs. Read sentences 1–8 in exercise 2 again. Cover sentences A–H and try to remember the emphatic alternatives.
- 4 Rewrite the sentences using cleft sentences.
  - 1 I'm not laughing at you. It isn't you I'm laughing at.
  - 2 It's not a good idea to look up every new word in the dictionary.
  - 3 I really enjoy trying new food when I go on holiday.
  - 4 I loved the soundtrack of that film.
  - 5 I really didn't like the way she looked at me.
- 5 Choose prompts from the boxes. Write three sentences which are true for you.

#### The thing I appreciate about public transport is that it gives you time to read or listen to music.

The this ether	2	h a man filma
The thing that	?	horror films
What		museums
) It		English
		dogs
		social media
		public transport
		doing exams
		my brother / sister / mum, etc.

6 Now work in small groups. Take turns to read your sentences to your group. Do they agree or disagree with you? Why?



7 Work in pairs. Do you agree or disagree with the statements?

- 1 What is most important when speaking a foreign language is correct grammar.
- 2 One thing I find easy about learning English is the pronunciation.
- 3 Something I didn't realize about the English language is that a lot of its vocabulary was invented by Shakespeare.
- 4 What you must never do is disagree with a teacher.

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# CHALLENGE Do a presentation

## SAVE OUR LANGUA

Northwest Pacific Plate

Oklahoma-South

-

Central South America

Threat level

EXTREME

SEVERE

HIGH

Northern South Ameri

29 language fami

- Approximately how many languages are spoken on Earth? A 1,700 B 7,000 C 17,000
- What percentage of these languages is used by less than 100,000 people? A 19% B 69% C 90%
- How many of these languages have only one single speaker? A 46 B 106 C 400
- At what rate do languages become extinct?
  - A One language dies every two days.
  - B One language dies every two weeks.
  - C One language dies every two months.
- How many languages are currently considered to be at risk of extinction according to UNESCO?
  - A 25 B 250 C 2,500



ntral Sih

Eastern India / Malavsia

orn Africo

nstern Siberic

Taiwan / Northern Philipines

Jage fam Eastern Melanesia 48 language familie

24 language families

rn Melan

100 language families

#### PREPARATION

- Choose the correct option to complete the quiz 1 about endangered languages.
- 2 Work in pairs. Discuss the questions.
  - Did any of the statistics above surprise you? Why?
  - What do you think causes languages to die out?
  - Why do you think it is important to protect the world's vulnerable languages?

#### **DO THE CHALLENGE**

3 Work in small groups. Imagine that you are a 'Language Protection Committee'. Your language is under threat and it is your responsibility to protect it. Prepare a presentation on why your language should be saved.

Think about:

- the history of your language and its connections with your country
- literature, traditional stories and legends
- pronunciation, the way it sounds, songs and music
- the rich vocabulary. Are there words that can't really be translated?

#### • Express yourself

**Emphasizing important points** It is vitally important that .... It is of the upmost importance that .... One of the ... features of the language is .... We are particularly concerned about / that .... It's important to note / point out / highlight ....

- 4 Design a leaflet listing your main arguments.
- 5 Practise your presentation. Does anything need improving?
- 6 Perform your presentation for the rest of the class. Answer questions from the rest of the class at the end of the presentation.

#### **FOLLOW UP**

7 Vote on which group delivered the most persuasive presentation. Did you learn anything new about your own language / another language? What did you learn?

#### Asking for clarification



Asking for clarification

**INTERACTION** 

Sorry, I didn't quite catch that. Would you mind slowing down a bit? Could you possibly repeat that? I'm not following you. / I don't quite follow you. Sorry, what was that again? If I understood / understand you correctly, ... .

#### Clarifying

What I'm trying to say is / What I mean is ... . Is that clear ... ? Did you get that ... ? Stop me if I'm going too quickly. Please just ask if there's anything you don't understand. Are you following me / with me?

#### EXCUSE ME ... ?

- You're going to listen to Oliver, a student on a language exchange programme, who is having difficulty understanding his host family. Discuss the questions.
  - When might you have difficulty understanding somebody?
  - What are the best things to do when you don't understand? What do you usually do?

#### 2 Listen to Part 1. Answer the questions.

- 1 What is Oliver's host father telling him?
- 2 How does Oliver deal with the fact that he doesn't understand?
- 3 Why does he deal with the situation in this way?
- 3 Listen to Part 2 the same situation with a different outcome. Answer the questions.
  - 1 How does Oliver deal with the situation this time?
  - 2 How does his host father react?
  - 3 Which new phrase does Oliver learn?

#### VOCABULARY

4 Complete the table by matching the informal / slang words in the box with their more standard alternatives.

bloke buddy chow grub guy lad mate nibbles pal

friend	man	food
		n Al Marine - Sanata Sanata Sanata Sanata



5 Use a dictionary to find out whether there are any differences in meaning between the informal words.

#### YOUR TURN TO SPEAK

- 6 work in pairs. Discuss the questions.
  - Have you ever been in a situation where you struggled to understand someone's accent?
  - Which areas of your country have the strongest / most distinctive accents?
  - Which do you find easier to understand, British English or US English? Native speakers of English or non-native speakers? Why?
- 7 Work in pairs. Act out one of the situations. Imagine you have difficulty understanding the person you're talking to.
  - You go into a tourist information office to ask for directions.
  - You ask a hotel receptionist to recommend a good local restaurant for this evening.
  - You are in a shop and would like to try on some clothes and shoes.
- 8 Swap roles. Act out another situation. Who dealt with the situation most effectively?



### WRITING A proposal

#### 1 Work in pairs. Discuss the questions.

- Have you ever been on a language exchange or would you like to go on a language exchange?
- If you were asked to organize a farewell party for exchange students, what kind of party would it be?

#### To: Mr Watkins

From: Melody Pierce

Subject: Language exchange farewell party proposal Date: 28th June

#### INTRODUCTION

As requested, I am handing in the following proposal on ideas for a farewell party for students on the Year 11 language exchange programme.

#### IDEAS

#### Date and Venue

- The exchange students return to Italy on Sunday 16 July. Therefore, I propose that we hold the party on 13 or 14 July. This will ensure that the celebration takes place at the end of their visit, but leaves time to pack and also fit in another trip or activity before they leave.
- I strongly recommend using our schools facilities rather than hiring an outside venue to save on costs. We could use the school gym. This would give us loads of space and also allow us to use the outdoor area if the weather is good. We could spend some of our budget on erecting a small marquee to put the food and drinks in.

#### Theme

• I suggest that we use the colours of our countries' flags for the theme. The party guests could dress in red, white and blue, or green, white and red. This would be an easy theme for everyone to follow and would also represent our experience.

#### Refreshments

 If each student brought a dish, this would provide plenty of food for everyone and again keep our costs down. Hiring outside catering would be very expensive. We could coordinate carefully and make sure we have starters, main courses and desserts. We could also request that students bring something to drink, and then use the budget to provide plates, glasses and cutlery.

#### Entertainment

- Because we are able to make it cheaper in other areas, I
  propose we spend most of our budget on entertainment. We
  have had an excellent six-week exchange programme and it
  would be wonderful to be able to provide quality entertainment
  to end it.
- I suggest we hire a DJ for most of the evening. This will cost approximately £400. A group of guys who are in a band have offered their services free of charge. I suggest they play for an hour at the beginning of the party.
- It would be nice for students involved in the programme to provide some of the entertainment too if possible.

#### CONCLUSION

Taking all these suggestions into consideration, I strongly believe we can organize a brilliant farewell party while still keeping costs low.

2 Read the proposal for a farewell party. Does the writer mention any of your ideas in exercise 1?

#### WRITING SKILL FO

#### Formal register

3 Find the less formal equivalents of the phrases in the box in the proposal. Replace them with the more formal register.

in which to put the refreshments memorable minimize the budget students submitting more than sufficient

#### YOUR TURN TO WRITE

#### PLAN BEFORE YOU WRITE

- 4 You're going to write a proposal for an international food festival. Think about:
  - time and date
  - venue
  - organization who will set up, clear up, decorate the venue, etc?
  - special guests to give a presentation, etc

#### WRITE NOW

- 5 Write a proposal for the international food festival.
  - 1 Use the farewell party proposal as a model.
  - 2 Use your notes in exercise 4 and the plan below. Paragraph 1 – Introduce the topic of the proposal. Paragraphs 2/3/4 – Describe your ideas for the festival. Use headings and bullet points where necessary.

Paragraph 5 – Conclude and summarize your ideas.

3 Remember to use formal register.

#### CHECK AND CORRECT

#### 6 Check and correct your proposal.

- 1 Check that you've included all the important points.
- 2 Check that you've used the appropriate layout and formal language.
- 3 In pairs, swap your proposals and check each other's work.