

# face2face

**Advanced** Spanish Speakers Handbook with Audio CD

Chris Redston & Gillie Cunningham



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**Skills** Reading: a book extract; Listening: a discussion;  
 Speaking: cultural divisions;  
 Writing: an email to a newspaper  
**Accurate Speaking** sounding interested  
**Help with Pronunciation** stress in longer words

**1 a** Work in pairs. Look at the front cover of the book and the title. What do you think it's about?

**b** Read the extract and check your ideas.

For the teeth and glasses.

That was the reason so many coloured people were coming to this country, according to my next-door neighbour Mr Todd.

"That National Health Service – it's pulling them in, Mrs Bligh. Giving things away at our expense will keep them coming," he said. He might have a point except, according to him, they were all cross-eyed and goofy before they got here.

"I don't think so," I said.

"Oh, yes," he assured me. "But now, of course, they've got spectacles and perfect grins."

I knew he'd be round as soon as that woman, Gilbert's wife, left her trunk in the road for all to see. A woman. You don't see many coloured women. I'd seen old ones with backsides as big as buses, but never a young one with a trim waist. His head popped out of the door then darted back in again. Probably went to get his shoes.

I was right. Not five minutes after Gilbert had taken the trunk inside he was back on the doorstep. "Mr Todd," I said, "what can I do for you?"

Another darkie, that's what the look on his face said. The motley mixture of outrage, shock, fear even – nostrils flaring, mouth trying to smile, but only managing a sneer. "Yes, I just wanted a quick word with you, Mrs Bligh, about your paying guests."

I bet he did. He'd have told that horrible sister of his that more coloureds had turned up. How many is it now? They'd have said to each other. Fifty? Sixty? "You'll have to speak to her, Cyril", she'll have told him, before bemoaning how respectable this street was before they came. They'd have got all those words out – decent, proper, polished them up and made them shine, before blaming Mrs Queenie Bligh for single-handedly ruining the country. They were the same during the war, although even they couldn't blame me for that. Too many Poles. Overrun by Czechs. Couldn't move for Belgians. They were all right in their own country, Mr Todd reasoned, but he wanted none of them down our street.

Three times in one day he once asked me if there was any news of my husband Bernard. Tried to make out it was because they were such good chums. But I knew why he asked. He wanted my errant husband home to put an end to me taking all the flotsam and jetsam off the streets. Concern for me, he'd say – a woman on her own in this great big house. A nearly-not-quite widow. No man to protect me, guide me, show me the error of my ways. He looked out for me as neighbours should, Mr Todd said. Our own kind sticking together, just like during the war. Only that's not quite how I remember it, even then.

But I was grateful to him (and, I suppose, his nasty sister). He boarded up a hole in the roof. Got rid of the pigeons. Plastered the ceiling. Replaced the windowpanes.

Gilbert moving in had put an end to all that. Darkies! I'd taken in darkies next door to him. But not just me. There were others living around the square. A few more up the road a bit. His concern, he said, was that they would turn the area into a jungle.

Adapted from *Small Island* by Andrea Levy



**c** Read the extract again and choose the correct answers.

- 1 Why did Mr Todd believe immigrants were coming to Britain?
  - a They needed medical expertise unavailable in their own country.
  - b They were attracted by the possibility of free healthcare.
  - c They wanted jobs with the National Health Service.
- 2 What was Mrs Bligh's response to Mr Todd's opinion on why immigrants were coming?
  - a She thought he was exaggerating.
  - b She disagreed completely.
  - c She thought he should be more sympathetic.
- 3 Why did Mr Todd come to talk to Mrs Bligh?
  - a He hoped to meet the attractive newcomer.
  - b He wanted to complain about the new arrival.
  - c He was annoyed that there was luggage in the road.
- 4 What was Mr Todd's opinion of immigrants?
  - a They were all right if they weren't black.
  - b They were welcome in the country during the war.
  - c He didn't want them living near him.
- 5 Why did Mr Todd ask when Mrs Bligh's husband was returning home?
  - a He hoped this would stop her having paying guests.
  - b They were good friends and he missed him.
  - c He was worried about how she was managing on her own.

### CULTURE FACTS

The first wave of West Indian immigrants arrived in Britain in 1948. Many had fought with the Allies in the war and were attracted to the UK by adverts for work. This was to be the beginning of mass immigration to the UK of non-Europeans, although the 'mother country' turned out to be an austere and unwelcoming place with many houses having signs saying 'No blacks, no dogs, no Irish'.

### 2 Work in groups. Discuss these questions.

- 1 Apart from racism, what other prejudices are common throughout the world?
- 2 Have views on racism and other prejudices changed in the last 50 years in your country?
- 3 Do you think, worldwide, there are more or fewer prejudices in the 21<sup>st</sup> century?
- 4 What do you think could be done to help stop prejudice?

### 3 a 1.1 Listen to Gillie and John talking about the differences between the north and south of England. Tick the things they talk about.

- accent
- weather
- meal times
- wealth
- social class
- intelligence

### b Listen again. Choose the correct words/phrases in the summary.

John left his home town in Yorkshire to <sup>1</sup>study/get a job. He felt that southerners had a <sup>2</sup>good/bad impression of the north and he expected southerners to be <sup>3</sup>not at all/quite similar to northerners.

Gillie used to feel that the 'Queen's English' <sup>4</sup>showed you were more cultured/sounded much nicer and she was sent to classes to improve her <sup>5</sup>accent/grammar.

When he moved south, John <sup>6</sup>wanted/felt he needed to change his accent and has now lost <sup>7</sup>all/some of it.

When they moved south, both Gillie and John were <sup>8</sup>puzzled/amused by the different terminology for meals at first. Unlike in the north, <sup>9</sup>lunch/dinner is in the evening rather than at midday and <sup>10</sup>tea/supper can be a main meal rather than a snack.

### 4 Work in groups. Answer these questions about your country. Give examples.

- 1 Is there a 'North-South divide'?
- 2 Is there is a big difference in vocabulary, grammar and accent in different areas?
- 3 Are people in some areas warmer and more friendly than in other parts?
- 4 Do customs and cultural traditions vary much?

## Writing Extension

### 5 Write an email to a local newspaper complaining about how a particular group of people are treated in your community (e.g. older people, teenagers, children, the disabled, immigrants). Suggest what could be done to improve the situation.

## Accurate Speaking

LANGUAGE: sounding interested

PRONUNCIATION: stress in longer words

### 1 a Choose the correct response. Sometimes both answers are possible. AS1 p16.

- 1 A As a rule, my wife does all the shopping.  
B *Is it?/Does she?*
- 2 A There's been a huge increase in the number of immigrants living in my neighbourhood.  
B *Has there?/Is there?*
- 3 A I think, by and large, young people would rather confide in their friends than in their parents.  
B *Indeed./You're right.*
- 4 A I'm never going back to that restaurant!  
B *Really?/It's true?* But it got great reviews in the press.
- 5 A Did you know that violent crime has risen by 10%?  
B *Really?/Is that right?*

### b 1.2 Listen and write the responses to these sentences.

- 1 There does exist in Spain quite a racist culture.
- 2 Immigration is a big problem.
- 3 They are getting our jobs and ...

## HELP WITH PRONUNCIATION

### Stress in longer words

Some words in English can be similar to words in your own language, but may be stressed differently.

### 2 1.3 Listen and mark the stressed syllables.

- 1 prejudice
- 2 recognise
- 3 interesting

### 3 1.4 Listen to these sentences said twice. In which sentence is the underlined word said correctly, a or b?

- 1 The whole thing made him feel terribly uncomfortable. a b
- 2 I've never experienced any kind of prejudice. a b
- 3 I'm very sympathetic to the plight of immigrants. a b
- 4 I wouldn't categorise him as a racist. a b

### 4 1.5 Listen to Steven, Kate and Janita talking about racism. Answer the questions. Notice the language they use to sound interested.

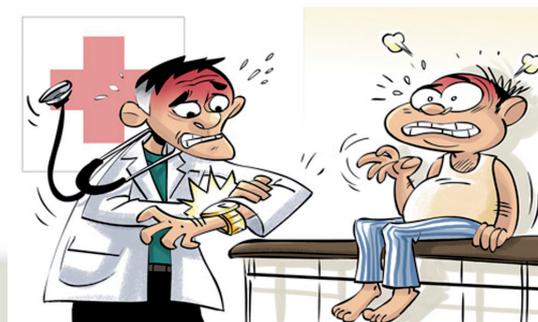
- 1 What does Janita say about racism in Spain?
- 2 What do Steven and Kate say about immigration in the UK?

### 5 Work in groups. Do you feel a stronger bond to your local community or your country? Use words/phrases to sound interested in what other people are saying.

1 Work in pairs. What is it about living in the 21<sup>st</sup> century that might cause these health problems? What other health problems are common these days?

- circulation problems
- vision problems
- hearing problems
- eating disorders
- allergic reactions
- anxiety disorders

2 a Read the article. Fill in gaps a–f with the health problems in 1.



## Six health problems for the modern age

a) \_\_\_\_\_

Occupational asthenopia is thought to affect 75% of the billions of people worldwide who spend the majority of their days in front of a screen. Focusing for a long period of time like this means that the normal blinking rate of 16–20 per minute is reduced to 6–8. The condition can manifest itself through symptoms such as fatigue, headaches, dry, red or burning eyes, blurred vision, trouble focussing, sensitivity to light and, in rare cases, pain in the neck or back. Optometrists recommend sitting at least two feet away from the monitor and focusing on something other than the screen every 20–30 minutes.

b) \_\_\_\_\_

The use of small internal headphones such as those included with iPods, is causing teenagers to develop auditory problems usually associated with the elderly. The problem is that, as the headphones do not cancel out background noise, users are required to turn up the sound to levels often approaching 110–120 decibels, which is a sound level equivalent to that made at rock concerts, enough to cause deafness after only one hour. Experts recommend using these devices for only about an hour a day and at levels below 60% of maximum volume. Another option is the use of noise-cancelling headphones, but since these are more visible than the tiny ear-buds, they may be a hard sell for image-conscious users.

c) \_\_\_\_\_

This is thought to be brought about by prolonged immobility in front of a screen. Sitting still for a long time causes blood clots in deep veins, such as those in the legs, which have the potential to travel up the lungs and cause a fatal pulmonary embolism. Related to the thrombosis you can develop on long-haul flights, e-thrombosis could become even more common, given the number of people worldwide who are regularly on-line for extended periods. Doctors now encourage office workers to move their feet around regularly under the terminal and stand up and walk around every hour.

d) \_\_\_\_\_

An excessive or unrealistic unease about life's problems, whether they be personal issues, terrorism or crime, causing symptoms which are not easy to spot such as restlessness, fatigue, irritability, headaches and shortness of breath. Some worry is of course normal in stressful situations, and bursts of adrenaline can even be helpful. However, this condition is diagnosed when it happens every day and persists long-term. It is believed that many cases are inherited, although it can also be brought on by a trauma. Often mild, it can also be disabling and is commonly treated with drugs and psychotherapy.

e) \_\_\_\_\_

Orthorexia nervosa was coined from the Greek *orthos*, 'correct' or 'right' and *orexis* for appetite. These sufferers often show symptoms similar to those with anorexia (meaning without appetite) – it's the causes that differ. For anorexia sufferers the goal is thinness, whereas orthorexia sufferers become obsessed with healthy food and construct restrictive diets which they religiously follow, wanting to feel pure, healthy and natural. Signs of the condition include spending more than three hours each day thinking about healthy food and planning meals, feeling socially isolated and taking pleasure in following a diet, but not from eating. This process can evolve into constant dieting and an eventual mistrust of food, leading to malnutrition and potential long-term harm.

f) \_\_\_\_\_

Sick building syndrome is caused by the current trend among businesses to cut energy costs by sealing off a building from the elements. Instead, many offices rely on electronic HVAC systems (heating, ventilating and air conditioning) to regulate office temperatures. It is classified as a situation in which the building's occupants can experience a combination of vague ailments such as headaches, dry coughs, nausea and skin irritation. It can be rectified with regular maintenance of HVAC systems or by reverting to opening windows to allow air to circulate.

Adapted from *The Observer book of the body*

b Read about health problems a–f again. Which ...

- 1 can be genetic? *d*
- 2 are caused by sitting at a computer for long periods?
- 3 are obsessions?
- 4 is the result of trying to save money?
- 5 can be avoided if you don't mind looking unfashionable?
- 6 can be avoided by moving about more?
- 7 is not one young people have had until recently?
- 8 is linked to a condition you can develop on plane journeys?
- 9 is similar to a more commonly-known psychological disorder?

- 3** Work in pairs. Discuss these questions.
- 1 What did you find interesting about the article?
  - 2 Are any of these conditions common in your country?

**CULTURE FACTS** The National Health Service in the UK is the largest health service in the world and the world's fourth largest employer. It is funded by taxation and people don't pay for treatment from doctors or in hospital except for some dental and optometric care. Private healthcare exists in parallel for some people, usually as a 'top-up'. This enables people to 'queue jump' for minor operations.

- 4 a** **3.1** Listen to an interview with Cathy, a British GP, talking about her job. Put these topics in the order that she talks about them.

- a The kind of people who usually come to her practice.
- b Common problems that doctors deal with nowadays.
- c What doctors can do to help common conditions.
- d Whether patients' problems are the same as they have always been.

- b** Listen again. Tick the true sentences. Correct the false ones.

- 1 Cathy's days are usually unpredictable. ✓
- 2 Cathy thinks that a person is often anxious about their health because of something that has happened before.
- 3 Many illnesses seem to be connected to money worries these days.
- 4 People can talk to their families more easily about their problems nowadays.
- 5 Cathy believes that drugs are not effective for psychological conditions.
- 6 She feels that doctors are the only people who can help with stress problems.
- 7 Some patients have already convinced themselves that they are ill.
- 8 People who are usually most worried about their health are poorer people.

- 5** Work in groups. Do you agree with these opinions? Give reasons.

- 1 The best way to pay for healthcare is for each person to take out their own private insurance. Why should we be taxed for a service we might not use?
- 2 In my country, the private sector has better doctors than the public sector and it is run more efficiently.

## Writing Extension

- 6 a** Make a list of five ways in which the health service in your country could be improved. Exchange your list with someone else and add any other suggestions.
- b** Write an article for a blog post describing how you would improve the health service.

## Accurate Speaking

LANGUAGE: signposting in an anecdote

PRONUNCIATION: chunking

- 1 a** Match functions a–c to signposting phrases 1–4. **AS2** p16.

- a Finishing an anecdote \_\_\_\_\_
  - b Signposting the following part \_\_\_\_\_
  - c Starting an anecdote \_\_\_\_\_
- 1 So the next thing is/was ...
  - 2 So then what happened is/was ...
  - 3 So anyway, in the end ...
  - 4 I remember (actually) once ...

- b** Fill in the gaps with the phrases from **1**.

- 1 \_\_\_\_\_ he came back and he was on crutches ...
- 2 \_\_\_\_\_, of course, the ambulance arrives ...
- 3 \_\_\_\_\_ he had to climb over the railings ...
- 4 \_\_\_\_\_ a friend of mine did, well not more or less the same, but ...

- c** **3.2** Listen and check. What do you think the anecdote is about?

### HELP WITH PRONUNCIATION

#### Chunking

In spoken English, we often separate language into small groups using pauses to make what we say easier for the listener to follow. There are no rules, but some words are more likely to be grouped together than others.

- 2 a** Work in pairs. Look at the anecdote. Where do you think the speaker will pause?

I remember once // when my brother and I were kids we were going home one night. He was on a bike and I was walking and he said 'I'll give you a lift'. So I climbed up on the crossbar. We were kind of rolling down the hill and the heel of my shoe got caught in the spokes and the bike flipped over. We both went over the handlebars – I hit my head and my brother broke his elbow. That's all I remember because the next thing I knew I was lying in bed in the hospital.

- b** **3.3** Listen and check your ideas.

- 3** **3.4** Listen to Steven and Janita talking about accidents. Answer the questions. Notice the words/phrases they use to 'signpost' their anecdotes and how they 'chunk' what they say.

- 1 What happened to Janita's friend?
- 2 What were the consequences of the accident?
- 3 What does her friend tell people about his scar?

- 4** Work in groups. Tell each other about a scar you have and how you got it. Use signposting language in your anecdote.

**Skills Reading:** an article on a business website;  
**Listening:** interviews about making money; **Speaking:** work and culture; **Writing:** a letter of application  
**Accurate Speaking** introducing ideas and opinions  
**Help with Pronunciation** stress in compound adjectives

**CULTURE FACTS**

A poll commissioned by a national newspaper found that the majority of people in the UK embrace wealth creation and respect entrepreneurship, but are suspicious of large companies.

Almost 70,000 people in the UK make at least a quarter of their annual income by trading on eBay.

Working hours in the UK are the longest in Europe.

**1 a** Work in groups. Imagine you've been given £1,000. How would you use it to make more money?

**b** Tell the class. Whose ideas do you think would be the most successful?

**2 a**  Listen to David, Esmay and Alex talking about their ideas for making money. Fill in the gaps with their names.

- 1 \_\_\_\_\_ would buy and resell articles.
- 2 \_\_\_\_\_ would set up an animal-care business.
- 3 \_\_\_\_\_ would sell rejected articles.
- 4 \_\_\_\_\_ and \_\_\_\_\_ have already been involved in business.

**b** Listen again. Complete these summaries.

**David** has been very surprised by the things that 1 \_\_\_\_\_ leave behind when they leave 2 \_\_\_\_\_ at the end of term. He likes the idea of collecting things like abandoned bicycles, 3 \_\_\_\_\_, 4 \_\_\_\_\_, as well as books and equipment so that he could make a list of what is there and put it on a 5 \_\_\_\_\_ to be sold to other people.

**Esmay** looks for clothes in 6 \_\_\_\_\_ or second-hand shops. She once sold a 7 \_\_\_\_\_ on eBay for 8 \_\_\_\_\_ pounds. She looks for 9 \_\_\_\_\_ or vintage-y clothes to sell and thinks the key to success is to make the clothes look 10 \_\_\_\_\_ and sell them in the right way.

**Alex** became interested in business at 11 \_\_\_\_\_. In the summer he made money while looking after small pets such as 12 \_\_\_\_\_, guinea-pigs, 13 \_\_\_\_\_ and rats as a holiday job. He has come up with the idea of having a 14 \_\_\_\_\_ in his 15 \_\_\_\_\_ to make more money.

**c** Do you think these ideas would be successful in your country? Why?/Why not?

### Sir Alan Sugar to front Junior Apprentice

The BBC has confirmed that it is to launch a junior version of hit business reality show *The Apprentice*. The candidates – aged 16 and 17 – will have to undertake a variety of business tasks to test their entrepreneurial skills.

Sugar himself left school at 16 with no qualifications and started selling electrical goods out of a van he bought for £100. In 1968 he founded the electronics firm Amstrad and 40 years later he is a multimillionaire.

“It is my long-held belief that we should be doing more to promote enterprise among young people, as the future of our economy relies on them. I passionately believe that the key to business lies in hard work and common sense and that we should encourage them as much as possible.”

Adapted from the *Guardian* 21/05/09



**Who will be Sir Alan Sugar's Junior Apprentice?**

*Real Business asks entrepreneurs 'Is a TV show like this really the best way to get young people excited about enterprise?'*

“Absolutely,” says **Kate Craig-Wood**, MD of Memset “Kids thrive on competition, something that is being squeezed out of their schooling, due to pervasive ‘nannyism’. Exposing them to a harsh world in their young adulthood will be enough for them to see if they have the mettle. Most young people could do with a little taste of what hard work actually means, and the reality is that you don’t get anywhere by working 37.5 hours per week. You cannot teach entrepreneurship in school. It is something born of a combination of innate personality type, drive and parental upbringing. Showing them what it takes and the potential rewards, through a programme like this is perhaps just what is needed.”

**Guy Mucklow**, MD of Postcode Anywhere says: “The bottom line is these young people are only a couple of years from the workplace. We need to be nurturing entrepreneurial spirit from an early age. Just like their present-day counterparts, the future Richard Bransons and Sir Alans won’t wait until they’re 30 before dipping their toes into the world of business. I see no better way to stimulate debate on the issue than with a prime-time TV show. Let’s just hope the producers aren’t too tempted by sensationalist style over substance, because while it’s entertaining to see adults get it so horribly wrong time and time again, it’s not a good idea to poke fun at kids.”

**Brad Rosser**, erstwhile right-hand man to Sir Richard Branson, sounds a note of caution: “The life of an entrepreneur is hard, but rewarding and those with the appetite must be coached into the real world of an entrepreneur. For me this does not mean a lot of shouting and instant success. The Apprentice is great TV, but bears little resemblance to the real world of an entrepreneur. I would worry it would at best give the wrong impression and at worst put some promising entrepreneurs off.”

“Of course young people should experience the rough and tumble of business,” concludes **Stefan Lepkowski** of Karol marketing Group. “The sooner they learn that ‘the cotton box’ environment of university and living at home is a luxury, the better. The biggest inhibitor to young people’s success is that they are brought up to feel the world owes them a living. It doesn’t! If they are willing to put themselves forward as an apprentice good on them. If it’s a bit tough along the way, well, hopefully they’ll learn some life skills.”

Adapted from [www.realbusiness.co.uk](http://www.realbusiness.co.uk) 10/07/09

**3 a** Read the newspaper extract. Why is Sir Alan Sugar an obvious choice to front *Junior Apprentice*?

**b** Read the webpage article about *Junior Apprentice*. Which person doesn't think the programme is a good idea?

**c** Read the article again. Answer these questions.

- 1 Kate thinks something is missing from young people's education. What and why?
- 2 What does Kate think is essential to do if you want to be successful?
- 3 Why does Guy suggest other well-known entrepreneurs were successful?
- 4 What advice would Guy like to give to the producers of the programme?
- 5 In what way does Brad believe the programme misrepresents an entrepreneur's world?
- 6 In what way does Brad think the programme might have the opposite effect of the one intended?
- 7 What does Stefan think is the main reason why young people do not become successful?
- 8 What does Stefan think the young people will gain from the experience?

**4** Work in groups. Do you agree with these opinions? Give reasons.

- 1 You can't be taught entrepreneurship. It's a combination of your personality type and your upbringing.
- 2 Some cultures seem to produce more entrepreneurs than others.
- 3 Too many young people are protected from the real world for too long. They need to be encouraged to get part-time jobs while they're at school and leave home at 18 at the latest to look after themselves.
- 4 In everyday life, priority must be given to work over family, even if it means working long hours.

## Writing Extension

**5** Write a letter of application to appear on *The Apprentice*. Explain why you think you would be a good candidate for the show. Include information about your entrepreneurial qualities, any entrepreneurial experience you have and your ideas for making money from **1**.

## Accurate Speaking

LANGUAGE: introducing ideas and opinions

PRONUNCIATION: stress in compound adjectives

**1 a** Fill in the gaps with these words. **AS3** p17.

thing honest like always saying trying

- 1 Well, to be \_\_\_\_\_ ...
- 2 Of course there's \_\_\_\_\_ ...
- 3 What I'm \_\_\_\_\_ to say is ...
- 4 All I'm \_\_\_\_\_ is ...
- 5 The \_\_\_\_\_ is ...
- 6 It's \_\_\_\_\_ ...

**b** **5.2** Listen and fill in the gaps with phrases from **1a**.

- 1 But \_\_\_\_\_, Janita, that you have to be able to enjoy your life.
- 2 \_\_\_\_\_ if you lose your health, you suddenly understand what life is about.
- 3 But \_\_\_\_\_ that it makes me feel very self-confident ...

### HELP WITH PRONUNCIATION

Stress in compound adjectives

Many compound adjectives have the main stress on the second part: *long-térn*, *badly-páid*. However, the main stress can change when they come before a noun: *a lóng-term plan*, *a bádlly-paid job*.

**2** **5.3** Notice the main stress in these adjectives.

- 1 hard-wórking
- 2 well-páid
- 3 self-cóndfident

**3 a** Mark the main stress in the adjectives in **bold**.

- 1 He's got a very **high-profile** job. He's always in the public eye.
- 2 I consider myself fairly **easy-going**. I don't often get stressed.
- 3 When it's **fully-grown**, you can plant it in the garden.
- 4 She's on one of those **fat-free** diets at the moment.
- 5 Tom always gets **over-excited** at Christmas.

**b** **5.4** Listen and check.

**4** **5.5** Listen to Steven, Kate and Janita talking about success. Whose opinion does each sentence summarise? Janita starts. Notice the language they use for introducing ideas and opinions.

- 1 I feel I owe something to my parents.
- 2 You have to be able to enjoy the things you achieve.
- 3 Sometimes you need something bad to happen to realise what life is all about.

**5** Work in groups. Do you think parents put pressure on their children to be successful? Use language for introducing your ideas and opinions.

**Skills Reading:** a crime statistics webpage;  
**Listening:** people giving their opinion about crime;  
**Speaking:** crime in your country; **Writing:** a formal letter  
**Accurate Speaking** making your point in discussions  
**Help with Pronunciation** /aɪə/ and /aʊə/

- 1 a** Work in pairs. These countries are all in the top three in the UN official statistics of international crime. Decide which countries might have the highest statistics and complete the table.

Dominica (x 2) Colombia Australia  
 South Africa the UK New Zealand Jamaica  
 Denmark Canada Finland Germany

crime	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
murders			
burglaries			
drug crimes			
overall crime			

- b** Look at p35. Check your answers. Were you surprised by any of the statistics? Why? Did you expect any other countries to be there? Give reasons.

- 2 a** Read the article. Why are crime statistics generally thought not to be reliable, according to the article.

- b** Read the article again. Fill in gaps 1–5 with sentences a–e.

- a** They are beneficial for purposes such as evaluating the effectiveness of crime prevention measures or the relative safety of a particular city or neighbourhood
- b** Even though a member of the public may report a crime to a law enforcement officer, it will not necessarily be incorporated into the crime statistics
- c** There are as many versions of these variables as there are countries and it's easy to see how different the number of burglary and theft reports would look in comparison to the number of convictions
- d** It might be dependent on how onerous it will be to report to the authorities and whether it is worthwhile to do so
- e** For example, crimes in which the victim needs to make an insurance claim such as in a car theft, or seek medical assistance will increase the level of reporting

- c** Read the article again. Answer these questions.

- In what ways can crime statistics be of practical use to the authorities?
- Why might rich countries show a higher rate of burglary than poor ones?
- Why are car thefts and violent crime very likely to be reported?
- Why are domestic and sexual crimes less likely to be reported?
- Why are some reported crimes not included in the statistics count?
- Why do speeding offences caught on camera usually get counted?

The screenshot shows a browser window with the URL [http://en.wikipedia.org/wiki/crime\\_statistics](http://en.wikipedia.org/wiki/crime_statistics). The article title is "Reading crime data". The text discusses crime rates, reporting methods, and the reliability of statistics. It includes several numbered gaps (1-5) for a reading comprehension exercise.

**article** **discussion**

### Reading crime data

Crime rate is most commonly given as the number of murders (or rapes, thefts, etc.) per 100,000 persons per year within a city or country. Several methods exist for measuring crime, but typically official crime statistics are compilations by police and similar law enforcement agencies.<sup>1</sup> a .

However, since these statistics only reflect reported crimes, many officials believe that they are a better indicator of a willingness to report crime and confidence in the police and the legal system than of the prevalence of crimes. So whereas it is difficult not to report a murder, non-violent crimes such as property ones are amongst the least likely crimes to be recorded.<sup>2</sup> \_\_\_\_ . Consequently, a well-heeled country like Denmark, where burglaries are reported at 18.3 per thousand residents, might be showing a higher crime rate than the much poorer Zambia, at .88 per thousand, simply because Zambia can't afford as many police officers.

Recognising that crime statistics do not give a full picture, the US and the UK are amongst a growing number of nations who have taken to conducting some version of a victim survey. This determines how many crimes go unreported and gives insights as to why they aren't. It also allows varying degrees of confidence to be assigned to different crime statistics.<sup>3</sup> \_\_\_\_ . However, domestic violence, domestic child abuse and sexual offences are frequently significantly under-reported. This is because of the intimate relationships involved, embarrassment and other factors that make it difficult for the victim to make a report.

<sup>4</sup> \_\_\_\_ . Since many law enforcement officers have powers of discretion, recording practices vary, not only between countries and jurisdictions, but sometimes within jurisdictions. As a consequence, offending, particularly minor offending, may be significantly undercounted in situations where law enforcement officers are overloaded with work or do not perceive the offending as worth recording. And while almost all recorded traffic offending is reported either by law enforcement officers or by automatic road safety cameras, this is because there is normally a fine and (profitable) revenue collection process to go through. It is likely that very little traffic offending reported by the public will make its way into official statistics because of the difficulty in following up these stories.

In addition, the counting rules vary from country to country. Some places record and count an offence at the time it is reported. Others wait until someone is arrested or formally charged. And others will base their numbers on actual convictions.<sup>5</sup> \_\_\_\_ . There are few standards that permit international comparability.

Adapted from [Wikipedia.org](http://Wikipedia.org) and [NationMaster.com](http://NationMaster.com)

- 7** Some countries record offences as soon as someone reports them, others wait until a conviction is made. At what other stage are offences recorded?

**3 a**  Listen to Dean and Gillie talking about crime in their countries. Which of these crimes do they not mention?

- mugging
- kidnapping
- drug crime
- knife crime
- burglary
- car theft
- rape
- fraud
- murder

**b** Listen again to Dean and Gillie. What do they say about these things?

- 1 why Dean was a bit nervous at first about living in London
- 2 his personal experience of crime in London
- 3 the majority of everyday national news which is reported in Australia
- 4 the reason he thinks that it might be true about the amount of burglaries in Australia
- 5 the circumstances of people involved in gang-related crime, according to Gillie
- 6 why she thinks there has been a growth in violent crime
- 7 the reason why people are less likely to report property crime
- 8 what recent investigations into policing have discovered

**CULTURE FACTS**

*America's Most Wanted* is an

American TV show whose purpose is to profile and assist law enforcement in the apprehension of criminals wanted for various crimes. The show features interviews with friends and relatives of victims and reconstructions of crimes. Thousands of criminals have been captured thanks to the programme.

**4** Work in groups. Discuss these questions.

- 1 Which type of crime receives most coverage in the media in your country today? Has this changed over the years?
- 2 Which crimes do you think are the most common in **a** your neighbourhood? **b** your country?
- 3 Has anyone you know ever been a victim of crime? If so, what happened? Was the crime reported? Was it solved?
- 4 What measures do you think your government could take to reduce the amount of crime?

## Writing Extension

**5** Write a letter to your local government representative suggesting measures which could be taken in your community to reduce the amount of crime (e.g. car theft, traffic offences, graffiti, muggings).

## Accurate Speaking

LANGUAGE: making your point in discussions

PRONUNCIATION: /aɪə/ and /aʊə/

**1 a** Match functions a–f to phrases 1–6. **AS4** p17.

- a reinforcing what you're saying \_\_\_\_\_
- b explaining what you mean \_\_\_\_\_
- c agreeing \_\_\_\_\_
- d a filler – referring to the listener \_\_\_\_\_
- e saying why you don't think something is a consequence of another thing \_\_\_\_\_
- f introducing your opinion \_\_\_\_\_

- 1 I mean
- 2 you know
- 3 just because ... doesn't mean
- 4 that's my point
- 5 I reckon
- 6 you're quite right

**b** Fill in the gaps with phrases from **1**.

- 1 \_\_\_\_\_ she was done for what? ... she was five miles over the speeding limit ...
- 2 \_\_\_\_\_ you're a politician \_\_\_\_\_ (that you can be) you have to be 'holier than thou' ...
- 3 So she should be treated like everybody else, \_\_\_\_\_ .
- 4 \_\_\_\_\_ that it is the fact that they are able to get lawyers.

**c**  Listen and check.

### HELP WITH PRONUNCIATION

/aɪə/ and /aʊə/

Some combinations of vowel sounds can be difficult to pronounce. It's helpful to identify and practise them in isolation.

**2**  Listen to these words. Notice the vowel sounds.

- 1 tired
- 2 liar
- 3 flier
- 4 hour
- 5 power
- 6 flour

**3**  Listen to these words. Which vowel sound is different?

- 1 sour flower tour tower
- 2 higher buyer drier pier
- 3 shower lower cower devour
- 4 bitter iron entire friar

**4**  Listen to Steven, Kate and Janita talking about breaking the law. Answer the questions. Kate starts. Notice the language they use for making a point.

- 1 Who is sympathetic towards the politician?
- 2 What punishment does Steven think the politician should receive?
- 3 Whose opinion do you agree with?

**5** Work in groups. Decide how serious these offences are. Use language for making your point.

- 1 Cheating in an exam to get into a good university.
- 2 Illegally downloading films/music from the Internet.
- 3 Causing damage to someone's car and driving away.

**CULTURE FACTS**

Raising money for charitable causes is almost a national pastime in Britain. People across the country regularly take part in money-raising events such as non-uniform days at school, car washing, jumble sales and sponsored fun runs. There are also televised appeals such as *Comic Relief* and *Children in Need* which encourage people to raise and donate money through such activities to help people both in the UK and abroad.

1 a Work in pairs. Look at these charities. Which causes do they support?

- Age Concern    UNICEF    Greenpeace
- Citizens Advice    Amnesty International
- WWF    Shelter    Oxfam

b Which three causes do you think are the most important in your country and worldwide?



2 a Read the article about fundraising. Highlight the main information in each paragraph.

b Read the article again. Complete these notes.

http://www.doitforcharity.com

## Fundraising advice

The majority of people who embark on fundraising events don't have any experience of raising funds and therefore we've taken the opportunity to go through some ideas and tips in this section to help you.

Your fundraising event is obviously very important to you so shout about it as much as you can and get everyone around you as excited about the event as you are. One way to start is to sit down and make a list of all the people you know. Work out how they could help you, whether they are family, friends or colleagues.

All of these people will be able to help you raise money! If you are going to do a sponsored walk, swim, climb, etc., give them all sponsor forms. They can then collect donations from their own friends, family and work colleagues to support you. Why not hold a meeting so that you can give them ideas for raising money? For example, you could encourage them to sell some of their clothes to a 'nearly new' shop or sell any other stuff they don't use on eBay, clean people's cars or make cookies to sell. If they own a suitable venue, maybe they will lend it to you so that you can organise fundraising events such as discos, quiz nights or curry evenings. And if anyone has got a particular talent for singing, dancing or music, they can support you by performing in a talent contest.

Your local school, nursery or college may also be able to help by holding non-uniform days (on which pupils are allowed to come to school in their own clothes in return for a donation) or on certain days such as the school concert they could have collections in aid of your charity. It's a very good idea to offer to go into the school to give talks about the event you are holding and the charity you are supporting; not only does this raise more awareness, but it may inspire them to give more generously.

Although you will have more contacts within your own company, it might also be an idea to approach other companies you have links with, for example the companies your family and friends work for. Use the annual staff party to promote your event, even if it's just by putting collection tins on the table. Another idea is to buy snacks in bulk from the local discount store to sell at work, and contribute the profits to charity.

Most companies will have an intranet site that you can utilise for advertising. Hand out fliers of any events you are organising and your contact details so that your colleagues know how to support you. Your company may be able to give financial support or alternatively donate a prize for a raffle or auction.

Whatever you do, keep smiling and keep fundraising – with a bit of invention and energy you can easily reach your fundraising target. Thousands of others have done it so you can too!

*People you know  
what you can do*

- give out <sup>1</sup> \_\_\_\_\_
- hold a <sup>2</sup> \_\_\_\_\_
- organise <sup>3</sup> \_\_\_\_\_

*what they can do*

- raise <sup>4</sup> \_\_\_\_\_
- lend you a <sup>5</sup> \_\_\_\_\_
- perform in a <sup>6</sup> \_\_\_\_\_

*Local schools/nurseries/colleges  
what you can do*

- give <sup>7</sup> \_\_\_\_\_

*what they can do*

- hold <sup>8</sup> \_\_\_\_\_
- have <sup>9</sup> \_\_\_\_\_

*At work  
what you can do*

- promote <sup>10</sup> \_\_\_\_\_
- sell <sup>11</sup> \_\_\_\_\_
- hand out <sup>12</sup> \_\_\_\_\_

*what companies can do*

- give <sup>13</sup> \_\_\_\_\_
- donate a <sup>14</sup> \_\_\_\_\_

- 3 a**  Listen to Amy talking about her experiences of raising money for charity. Match the causes/charities she mentions to photos A–C.



**b** Listen again. Answer these questions.

- 1 What type of institution did Amy's school have contact with?
- 2 Give three examples of ways in which they raised money for Uganda.
- 3 Who did Amy ask for money from for the *Save the Children* festival?
- 4 What did Amy ask the man in the pub to contribute?
- 5 Where did Amy hold her fund-raising event for *Médecins Sans Frontières*?
- 6 What did they sell to make money?
- 7 How many people came to the event?

**c** Which of the events that Amy organised do you think would be the most successful in your community? Why?

- 4** Work in groups and decide on a particular charity you want to raise money for. Prepare a short persuasive argument explaining why your cause is so important to you. Present your argument to the class. Vote on the best one.

## Writing Extension

- 5** Write a leaflet to be given to a school or company. Stress the importance of your charity and what you would like them to do to help.

## Accurate Speaking

LANGUAGE: fillers when telling anecdotes

PRONUNCIATION: long vowels

- 1 a** Work in pairs. Look at these sentences. What do you think the missing words are?  p17.

It took us <sup>1</sup>\_\_\_\_\_ three weeks to organise this.

So <sup>2</sup>\_\_\_\_\_ anyway we had to make sure that she didn't go home early.

And I was <sup>3</sup>\_\_\_\_\_. 'What? Course you can have something to eat!'

- b**  Listen to the first part of an anecdote about a surprise party and check your ideas in **1**. What is the function of the missing words, do you think?

### HELP WITH PRONUNCIATION

Long vowels

In English, it's important to distinguish clearly between short and long vowel sounds. When long vowels are pronounced incorrectly they can be confused with similar words which contain shorter vowel sounds.

- 2 a** Work in pairs. Underline the long vowels in these words.

- 1 deeply
- 2 improvements
- 3 install
- 4 charming
- 5 determined

- b**  Listen and check.

- 3 a**  Listen to these sentences. Replace the words that are different.

- 1 He took her hat and she never got over it.
- 2 Have a sit down there and rest a while.
- 3 That's a very big bed. Do you have room in your house?
- 4 It was a beautiful pot. I was really impressed by it.
- 5 The sign said 'pull', but we just ignored it.

- b**  Listen again and practise.

- 4**  Listen to the whole anecdote in **1b**. Put the events in the order that they happened. Notice the fillers the speakers use. Check in  p17.

- a Her friend got very emotional.
- b Her friend saw the name of someone she knew in the reservations book at the restaurant.
- c Janita thought her friend knew about the surprise.
- d Janita suggested they go for one last glass of champagne.

- 5** Work in pairs. Talk about an event you have organised. Use fillers in your anecdote.

# Accurate Speaking

## AS1 Sounding interested

We use:

- **really?** and **is that right?** to sound interested in what someone is saying:  
A *I heard Maureen and Phil broke up.*  
B **Really?/Is that right?** not *True?*
- **indeed** to agree with someone's opinion:  
A *I've never understood why the government won't do more to fight crime.*  
B **Indeed.** not *It's true.*

Note that we can also use *indeed* in spoken English in more informal contexts to emphasise a point. We usually put it at the end of a sentence: *It's a very difficult question indeed.*

- **You're right** to agree with someone's opinion:  
A *You should make more of an effort to make new friends.*  
B **You're right.**
- **Of course** to show strong agreement with someone:  
A *I find it very difficult to forgive his betrayal.*  
B **Of course.**

We often use *of course* with **well** and an auxiliary or modal verb to add emphasis:

- A *I don't like going to the dentist's.*
- B **Well of course you don't!**

- **echo questions** to express interest in or surprise at what someone has just said. We use the auxiliary verb *do* with affirmative sentences:  
A *I love snails.*  
B **Do you?**

We usually repeat the same auxiliary or modal verb in other sentences:

- 1 A *I've been to Spain many times.*  
B **Have you?**
- 2 A *We were thinking of going to that Chinese place.*  
B **Were you?**
- 3 A *She can play very well.*  
B **Can she?**

If the sentence is negative, the echo question is also negative:

- 1 A *She hasn't called me yet.*  
B **Hasn't she?**
- 2 A *They didn't know where she was.*  
B **Didn't they?**

**TIPS** ● When we express interest or surprise in echo questions, we put the main stress on the auxiliary or modal verb.

- We often use a rising tone when expressing interest or surprise:  
A *I've never been in love.*  
B **Haven't you?**

p7

## AS2 Signposting in an anecdote

When we tell a story or anecdote we use signposting expressions, just like in writing, to structure our story. This can help the listener to follow what we are saying more easily.

We use:

- **I remember once (when)** to start the story or anecdote:  
**I remember once** years ago **(when)** we were in Brighton on holiday and we were playing near the pool in the hotel ...
- **So then what happened next is/was** to continue the story or anecdote. This expression can indicate something surprising or unexpected:  
**So (then) what happened next was** (that) my brother fell into the water. We couldn't believe it!
- **So the next thing is/was** as another way of continuing the story or anecdote. This can be used to introduce a funny incident:  
**So the next thing is** (that) my dad falls in the pool as well!
- **Anyway, in the end** to finish the story or anecdote. We sometimes use it after we have left the main point of the story, for example to give an opinion, and we want to get back to it: *We were all a bit shocked and I really couldn't believe my eyes. **Anyway, in the end** they were fine and we all had a good laugh about it afterwards.*

**TIPS** ● We often use the Present Simple in the main body of the story or anecdote rather than the past for better effect: *So we all **run** over and **try** to pull him out of the pool. My father **grabs** his hand and the next thing is he **falls** into the water as well!* However, we usually use the past at the beginning and the end of the story or anecdote.

- When we tell jokes, it is very common to tell the whole joke in the present:  
*This man **walks** into a bar and the barman **says** ...*

p9

### AS3 Introducing ideas and opinions

We use:

- **(Well), to be honest** to introduce an opinion, admission or confession: **Well, to be honest**, I wasn't really that interested in school. **To be honest**, I don't really like her new boyfriend. Note that we can also use *to be honest* at the end of a sentence: *I haven't a clue what the answer is, to be honest.*
- **The thing is** to introduce an idea or opinion, or to indicate a problem: **The thing is**, we live in an age where everything happens very fast. In informal contexts, we sometimes omit *the*: **Thing is**, I haven't got any money.
- **It's like** in informal contexts to introduce an opinion: **It's like**, I can't say to my boss that I don't want to work late. We can also use this expression to introduce an example: **It's like** when you start a new job – you don't know how some things work. Be careful not to overuse this expression.
- **All I'm saying is** and **All I'm trying to say is** to soften a message or make an opinion sound less critical: **All I'm saying is** (that) you have to look after yourself. **All I'm trying to say is** (that) you're capable of doing better.
- **What I'm trying to say is** to restate or clarify an opinion or point of view: **What I'm trying to say is** it's better to be safe than sorry.
- **Of course there's always** to introduce an idea or make a suggestion: **Of course there's always** your health to think about. **Of course there's always** that Italian place around the corner if you like. We sometimes use a question tag with this expression: **Of course there's always** the question of money, **isn't there?**

p11

### AS4 Making your point in discussions

We use:

- **I mean** to explain or expand on what we are trying to say: **I mean** it's no use talking to him. He never listens.
- **I reckon** in informal contexts to introduce an opinion: **I reckon** it must be very difficult to readjust to society after being in prison.
- **That's my point** to summarise and reinforce an opinion or statement: *I just think that you're working too hard – that's my point.* It can also be used to agree with someone else:  
A *So we haven't got enough money to go on holidays.*  
B Yes, **that's my point!**
- **You know** to establish a degree of complicity with the listener: *It's always the same story, you know. Well, you know, there's never enough money at the end of the month.* We often use it at the end of a sentence: *I was really surprised by her reaction, you know.* Be careful not to overuse this expression – notice how Janita uses it a little too often in an informal way with her friend in 9.5.

9.5

- **Just because ... doesn't mean** to say that we don't think something is necessarily a consequence of something else: **Just because** he's small **doesn't mean** he can't be a good basketball player. We can also use this expression in the past: **Just because** I didn't feel comfortable **didn't mean** I wanted to leave.
- **You're quite right** to express total agreement with someone. We often use it with *of course*: **She was quite right, of course**, but there was nothing I could do.

p13

### AS5 Fillers when telling anecdotes

We use certain words and phrases in informal situations to gain time.

We use:

- **like** in very informal contexts to break up a sentence: *There must have been, like, 50 people at the house.* We can also use **be like** to mean *say*: *And he was like "I don't care".* We also use *like* in the expression **so like anyway** to continue a story or return to the main point: **So like anyway**, as I was saying before ... . Note *like* is very common in modern spoken American English, especially in younger native speakers. Be careful not to overuse it – notice how Janita uses it a little too often in an informal way with her friend in 9.5.
- **well** to indicate that we are thinking about what we are going to say or the answer to a question: **Well**, I'm not sure, but I think he's a dentist.
- **you know** to give ourselves thinking time before we speak and to direct our point to the person or people we are talking to: *Well, you know, I'm really sorry about what I did.* We often use it at the end of a sentence: *It was a very touching gesture, you know.* Be careful not to overuse this expression – notice how Janita uses it a little too often in an informal way with her friend in 9.5.
- **kind of** in informal contexts to indicate a degree of uncertainty or vagueness: *Well, he was kind of tall and he had a kind of linen suit on. It was kind of late afternoon, early evening.* Be careful not to overuse this expression.

p15



### Confusing words: *over-*

- TIP** • We can use the prefix **over-** + verb to mean too much or extra: **oversleep**, **overcharge**; or to say someone or something has got more power or is superior: **overrule**, **overpower**.

- 1** Fill in the gaps with the correct form of the words in the box.

~~overcrowd~~    overtake    overlook    overhear  
overcome    oversee    overwhelm

- This bar has become so popular that now it's so overcrowded you can hardly move.
- The minister \_\_\_\_\_ how the money is spent.
- I'm going to be a dad. It's all a bit \_\_\_\_\_ !
- They were so impressed by him in the interview that they \_\_\_\_\_ his lack of experience and offered him the job.
- Alonso \_\_\_\_\_ Hamilton on the last bend.
- I \_\_\_\_\_ Jay telling Hilary all about Pete's argument with the boss.
- He was so happy to see her after all these years that he was \_\_\_\_\_ with emotion.

### Prepositions and phrases

- 2** Are sentences 1–6 correct? Change the incorrect sentences.

- It seems like a lot of effort, but I'm sure it's the best solution ~~on~~ <sup>in</sup> the long run.
- We weren't sure where to go, but in the end we decided on Menorca.
- He did that with purpose. He really meant to hurt you.
- Have you seen Jim for any chance?
- Out of curiosity, what's your favourite book?
- For average, a baseball game lasts around 2 hours, 50 minutes.

### Present Perfect Simple and Present Perfect Continuous

- TIP** • Remember we usually use the Present Perfect Simple to focus on the results of a recent past action.
- We usually use the Present Perfect Continuous to focus on a long or repeated action or situation (not necessarily finished) which started in the past.

- 3** Fill in the gaps with the correct form of the verbs in brackets.

- They 've become (become) such good friends. They've got so much in common.
- She \_\_\_\_\_ (lie) all these years and we believed her.
- I \_\_\_\_\_ (write) this report all morning and I \_\_\_\_\_ (do) half of it.
- You look great. \_\_\_\_\_ (go) to the gym?
- I \_\_\_\_\_ (have) this car for two weeks now. I love it.
- I \_\_\_\_\_ (not feel) very well recently.

### Talking about age

- TIP** • Remember we say: *He's 33.* or *He's 33 years old.* not *He's 33 years.*
- We use *be* + number + *year old* as a noun: *He's very responsible for a five year old.* not *He's very responsible for a five years old.*
- We use *be* + number + *years old* without a noun: *He's three years old.* not *He's three year old.*
- We use hyphens to make an adjective: *It's a ten-year-old Rioja.*

- 4** Read the article. Choose the correct words/phrases.

Here we look at your child's language development from birth until he/she is <sup>1</sup>five years (five).

<sup>2</sup>With/At six months, your child will respond to their name and recognise friendly and angry tones. A <sup>3</sup>one-year-old/one years old child is normally able to produce one or two words.

<sup>4</sup>At/On 18 months, your baby has got a vocabulary of 5 to 20 words and can follow simple commands. By the time your child turns two, he/she can connect two or three words together.

As a <sup>5</sup>three-year-old/three years old, your child will be able to communicate effectively and understand many complex sentences. It won't be until he/she <sup>6</sup>has/is five that speech will be largely intelligible.

Prepositions: *be* + preposition

**TIP** • The verb *be* can be used with different prepositions in many common, informal phrases: *I'm off to work.* (= I'm going to work.) *What are you up to tomorrow?* (= What are you doing tomorrow?).

**1** Complete the conversations with the prepositions in the boxes.

~~up to~~ about on off out for

TERRY What are you <sup>1</sup>*up to* this weekend?

VICKY Nothing much. I'm open to offers.

TERRY Great. We're <sup>2</sup>\_\_\_\_\_ to the cinema tonight if you want to come.

VICKY What's <sup>3</sup>\_\_\_\_\_?

TERRY The new Clint Eastwood film.

VICKY What's it <sup>4</sup>\_\_\_\_\_?

TERRY Typical Clint. He's a man whose family is murdered and he's <sup>5</sup>\_\_\_\_\_ revenge.

up up to off (x 2) in

ANDY Digital Services, can I help you?

NICK Hi, Andy. It's Nick.

ANDY Nick, how are you?

NICK Terrible. I'm not <sup>6</sup>\_\_\_\_\_ coming in today.

ANDY Oh, what's <sup>7</sup>\_\_\_\_\_?

NICK I've got food poisoning. Something I ate last night was <sup>8</sup>\_\_\_\_\_.

ANDY Oh dear.

NICK I won't be <sup>9</sup>\_\_\_\_\_ today and I might be <sup>10</sup>\_\_\_\_\_ for the rest of the week.

## Confusing words: character adjectives

**2** Complete the sentences with the correct words.

**1** sympathetic / friendly

**a** When she heard the terrible news, she was very sympathetic.

**b** She's so \_\_\_\_\_. She always smiles and says hello to everyone.

**2** confident / trusting

**a** You shouldn't be so \_\_\_\_\_. People will take advantage of you.

**b** She's very \_\_\_\_\_. She never doubts her own ability.

**3** polite / well-educated

**a** It's important to say 'please' and 'thank you' and to be \_\_\_\_\_.

**b** My son is going to a very good school. I think it's important that he is \_\_\_\_\_.

**4** sensible / sensitive

**a** She always thinks about other people's feelings. She's such a \_\_\_\_\_ girl for her age.

**b** She always makes sure she's got time to study for exams. She's such a \_\_\_\_\_ girl.

**5** funny / fun

**a** They take you to lots of interesting places – they're really good \_\_\_\_\_.

**b** He's really \_\_\_\_\_ – I didn't stop laughing all night.

## Being polite and tactful: indirect questions

**TIP** • In English we can use indirect questions or requests to sound more polite. We usually use an indirect question opening + a question word, or *if/whether* + subject + verb:  
*Would you mind telling me what I have to do?* not  
*Would you mind telling me what do I have to do?*

**3** Complete the questions and requests for these situations.

**1** You're waiting at the train station. You want to know about the next train. Ask someone.

"Could you tell me what time the next train is?"

**2** You need someone to do you a favour.

"I was wondering \_\_\_\_\_."

**3** You want to know what a word means. Ask a classmate.

"Do you know \_\_\_\_\_?"

**4** The remote control is broken. You think your flatmate might have done it.

"Do you happen to know \_\_\_\_\_?"

**5** Your friend Mike is missing. Ask a friend about him.

"Have you got any idea \_\_\_\_\_?"

Confusing words: *under-*

## TIP

- We sometimes use **under-** to mean below or not enough: **underfoot**, **underpaid**.
- However, there are some words that start with **under-** which don't have this meaning: **understand**, **undertake**.

- 1 Replace the underlined words in sentences 1–8 with these words.

underground underage underlying understanding  
undertake underestimated underhand underwent

*an underground*

- 1 He parked his car in a subterranean car park.
- 2 This is all beyond my comprehension.
- 3 He had a life-saving operation.
- 4 The fundamental reasons for his success are his ability to work hard and his ambition.
- 5 You can't borrow that DVD because you're a minor.
- 6 I misjudged how good she was at cards.
- 7 I don't like the devious way he did it.
- 8 Will you do the task?

## Reflexive pronouns

- 2 Put the words in brackets in the correct places.

- 1 It's important that young celebrities have time to enjoy themselves when they're young. (themselves)
- 2 To be a successful athlete, you have to dedicate to your sport. (yourself)
- 3 Accuracy is vital in her job and she prides on her attention to detail. (herself)
- 4 She had to get the celebrities drinks whilst they talked amongst. (themselves)
- 5 I managed to entertain the clients. (myself)
- 6 Everybody can help to drinks! (themselves)
- 7 I feel satisfied with because of what I've achieved. (myself)
- 8 He taught Japanese. (himself)

Verb patterns: verb + infinitive with *to* or verb + *-ing*

## TIP

- Remember some verbs have a different meaning depending on the form of the verb that follows them: *I didn't mean **to knock** the cup **over**.* (= It was an accident). *If you take this job, it means **making** difficult decisions.* (= It requires/involves making difficult decisions).
- *I regret **to tell** you that you failed the audition.* (= I'm sorry to tell you). *I regret **telling** him that secret now.* (= I shouldn't have told him).

- 3 Choose the correct verb forms.

- 1 If you want to be a success in this company, it means to work (working) long hours.
- 2 Did you remember to tell/telling Chris he's working with Lisa tomorrow?
- 3 I regret to say/saying we're going to have to make redundancies.
- 4 He didn't even stop to ask/asking for my opinion.
- 5 She tried to wear/wearing contact lenses, but she didn't like them.
- 6 He went on to become/becoming a high-powered executive.
- 7 They'll never forget to go/going to London. They had such a great time.

## Prepositions

- 4 Fill in the gaps with the correct prepositions.

- 1 Nobody knew about his plans except for me.
- 2 I needed to arrive \_\_\_\_\_ the meeting on time.
- 3 As part of my job, I had to organise a tour \_\_\_\_\_ Hollywood.
- 4 After the accident, I was \_\_\_\_\_ a state of shock.
- 5 My boss wants to impose his ideas \_\_\_\_\_ the project I'm managing.
- 6 You need to be connected \_\_\_\_\_ the right people.
- 7 Try not to stare \_\_\_\_\_ the celebrities you meet.
- 8 The final answer had to be good \_\_\_\_\_ all of us.



### Confusing words: *bring, take, fetch*

**TIP**

- We use **bring** when we take or carry someone or something to a place or a person, usually in the direction of the person speaking: *Can you **bring** some wine to the party?*
- We often use **take** when we move someone or something from one place to another, often away from where the speaker is: *If you're going to Amy's, can you **take** this CD for me?*
- We use **fetch** when we go to another place to get something and then bring it back: *Philip's gone to the shop to **fetch** some more wine.*

- 1** Fill in the gaps with **bring, take** or **fetch**. Use the correct form of the verb.

- 1 Fetch a pint of milk if you're going to the shop.
- 2 My au pair \_\_\_\_\_ the children to school every day.
- 3 I'd like to thank you for \_\_\_\_\_ the girls to the theatre last night.
- 4 I've \_\_\_\_\_ my laptop with me.
- 5 He's gone to \_\_\_\_\_ the report you wanted to see. He'll be back soon.
- 6 The police have \_\_\_\_\_ him to a different prison.
- 7 I didn't \_\_\_\_\_ a pen with me. Can you lend me one?
- 8 Could you \_\_\_\_\_ my glasses for me from the other room?
- 9 It's going to rain so \_\_\_\_\_ an umbrella.
- 10 **A** I can't open this jar.  
**B** \_\_\_\_\_ it here – I'll do it.

### Conditionals: *would* and *had*

- 2** Are the letters in **bold** contractions of **would** or **had**?

- 1 If he wasn't so charming, nobody'**d** forgive him. would
- 2 If l'**d** left earlier, l'**d** be arriving in Helsinki now.  
\_\_\_\_\_ ; \_\_\_\_\_
- 3 If it's possible, l'**d** like to talk to Mr Jones. \_\_\_\_\_
- 4 If only he'**d** asked me, I might have been able to help.  
\_\_\_\_\_
- 5 If you weren't always playing on the computer, you'**d** have noticed that she likes you. \_\_\_\_\_
- 6 Supposing he'**d** asked you, would you have helped him?  
\_\_\_\_\_

- 7 If l'**d** studied harder, I might have found a better job.  
\_\_\_\_\_

- 8 l'**d** do a really good job if you'**d** give me a chance.  
\_\_\_\_\_ ; \_\_\_\_\_

### Reporting verbs

- 3** Choose the correct sentences, a or b.

- 1 (a) He threatened to jump if they came closer.  
b He threatened that he jump if they came closer.
- 2 a He warned us to don't leave our bags unattended.  
b He warned us not to leave our bags unattended.
- 3 a He promised me to tell the truth.  
b He promised to tell me the truth.
- 4 a He advised them to be careful in the centre.  
b He counselled them to be careful in the centre.
- 5 a He suggested me to go early.  
b He suggested going early.

### Prepositions

- 4** Read the newspaper article. Replace **with** with the correct prepositions.

*between*

#### Link <sup>1</sup>~~with~~ drugs and homelessness

Local residents are increasingly worried <sup>2</sup>*with* the rise in homelessness and problems related <sup>3</sup>*with* it. One major concern is the number of homeless people who are drunk or <sup>4</sup>*with* drugs.

The council are planning to introduce new measures to help those who have a drink or drug problem. The opposition, however, are not convinced <sup>5</sup>*with* the new plans. They do not agree that the situation will be solved <sup>6</sup>*with* these new schemes. They claim that the council has acted <sup>7</sup>*with* a hurry.



## Review: infinitive forms

## TIP

- We use the continuous infinitive (*be + -ing*) to talk about an activity in progress: *He might **be waiting** for us to call him.*
- We use the perfect infinitive (*have + past participle*) to talk about an activity or state in the past: *He might **have seen** Monica.*
- We use the perfect continuous infinitive (*have + been + -ing*) to talk about an activity in progress in the past or an unfinished activity: *You must **have been talking** on the phone when I rang. He seems **to have been talking** for hours!*
- We use the passive infinitive in the present (*be + past participle*) or the past (*have + been + past participle*) to focus on the event rather than who/what does the action: *He needs **to be told**. That could **have been caused** by not reading the instructions.*

**1** Complete sentence b so it has a similar meaning to sentence a. Use the words in brackets.

- a It's important that we make a decision soon.

b A decision should be made soon. (should)
- a I thought you were looking after them.

b You \_\_\_\_\_ them. (suppose)
- a It can't be his first visit here.

b He \_\_\_\_\_ here before. (must)
- a It's possible she's been sitting there for hours.

b She \_\_\_\_\_ there for hours. (might)
- a It appeared Tom had been drinking all night.

b Tom \_\_\_\_\_ all night. (seem)
- a Perhaps someone saw him do it.

b He \_\_\_\_\_ doing it. (might)

Questions with *How*

## TIP

- We often use *how + adjective or adverb* to ask about the quality or quantity of something: ***How tall** is he?* not ***What does he measure?***

**2** Fill in the gaps with the correct adjective or adverb. Then choose the correct answer, a, b or c.

- How \_\_\_\_\_ is Mount Teide?
 

a 3,285 m    b 3,718 m    c 4,575 m

- How \_\_\_\_\_ is the pilgrimage from Roncesvalles to Santiago de Compostela?
 

a 750 km    b 850 km    c 1,000 km
- How \_\_\_\_\_ was Felipe González when he became President of Spain?
 

a 40    b 42    c 44
- How \_\_\_\_\_ are the Canyons of the River Sil?
 

a up to 300 m    b up to 400 m    c up to 500 m
- How \_\_\_\_\_ can the AVE train travel?
 

a 275 km/h    b 300 km/h    c 325 km/h

## Confusing words: money

**3** Complete the sentences with the correct words. Change the form if necessary.

- gain / earn
 

a He earned a lot of money in his last job.

b He's \_\_\_\_\_ a lot of admirers for the work he's done.
- profit / benefit
 

a The company's \_\_\_\_\_ have risen.

b The money is to be used for the \_\_\_\_\_ of everybody.
- invest / invert
 

a In English, you form a question by \_\_\_\_\_ the subject and the verb.

b I'd recommend being careful if you want to \_\_\_\_\_ your money in a pension plan.
- win / beat
 

a We \_\_\_\_\_ the contract despite a lot of competition.

b We \_\_\_\_\_ a lot of leading companies to get the contract.

## Prepositions

**4** Replace *for* with the correct prepositions.

- "This is a great day", I thought ~~for~~ myself. *to*
- For* my experience, learning a language is hard.
- I got this job completely *for* chance.
- You did that *for* accident.

# Exam focus 1

## Knowing the exam

### TIP

- It is important to know as much as possible about the exam you are going to take in order to prepare properly.
- Try to identify which areas and skills you need to improve.

### 1 Answer these questions about the exam you are planning to take.

#### General

- 1 How many papers are there? What are they?
- 2 What are the marks for each paper?
- 3 What grade is required to pass the whole exam?
- 4 How much time do you have for each paper?
- 5 Can you use a dictionary in the exam?
- 6 Where do you write the answers? On the exam paper? On a separate answer sheet? Both?

#### Reading

- 7 How many texts do you have to read?
- 8 What types of tasks are there? (multiple-choice questions, etc.)

#### Listening

- 9 How many texts do you have to listen to?
- 10 What types of tasks are there? (multiple-choice questions, etc.)
- 11 How many times do you listen to each text?

#### Writing

- 12 How many texts do you have to write?
- 13 What types of texts are you expected to write? (reports, letters, etc.)

#### Speaking

- 14 How many tasks do you have to perform?
- 15 What types of tasks are there?
- 16 How long do you have to talk for in each task?

#### Grammar

- 17 Is there a separate grammar paper?
- 18 How many parts are there?
- 19 What types of tasks are there? (multiple-choice, gapped text, etc.)

### 2 Put the exam advice in order from the most useful (1) to the least useful (3 or 4) for you.

#### General

- get used to reading the instructions for activities very carefully before starting an exercise
- keep an organised vocabulary notebook where I record different meanings and different uses of new words

learn to plan my time carefully so as to not spend too much time on one part of the exam

do several practice exams during the year and keep track of my progress

#### Reading

read short stories and novels at home

read newspapers and magazines online

practise reading without using a dictionary

practise reading texts quickly for gist and overall impression

#### Writing

practise writing about topics that I'm interested in or have experience of

train myself to check my writing carefully before handing in a final version

practise writing within the word limit set by the exam so that I know when I've written enough

practise writing different types of texts – stories, articles, reports, letters, etc.

#### Listening

get used to reading questions in listening activities before I listen

listen to a lot of different types of texts in class and at home or on the Internet

learn to listen for opinion, gist, attitude, etc. and for specific information

#### Speaking

practise describing and giving opinions about photos and pictures

practise using language for giving opinion, negotiating, etc.

practise responding extensively to questions about myself.

## Exam Progress Portfolio

### How ready are you to take the exam?

I am familiar with the basic structure of the exam.

I can identify which areas of the exam I need to practise.

## Exam focus 2

### Key words in questions

**TIP**

- Think about key words when answering multiple-choice questions. These are often synonyms or paraphrases of words or ideas that can be found in the text and they will help you find the answer. A useful strategy is:
  - 1 read the text all the way through first.
  - 2 read the question stems and underline any key words.
  - 3 think about the answer before you read the four options.
  - 4 look for the answer in the text and match it to one of the four options.
- Be careful not to just match words in the questions to words in the text: these may be there to trick you.

- 1** Read the newspaper extract about parenting and choose the correct answers for questions 1–4. Use the strategies in the Tip.

### Our cotton-wool kids

Parents, of course, have rightly fretted about protecting their children since time began. What is new and perhaps a little weird is that the more that medicine and child supervision, and road, car and playground safety improve, the more our anxiety seems to grow. Study after study indicates that mothers and fathers are palpably more fearful for their children than they were 30 and 40 years ago. We see dangers lurking on every corner that would scarcely have occurred to our parents and grandparents.

Most parents over forty will remember the great summer of 1976: Elton John and Kiki Dee were at the top of the charts, the weather was so hot that the Government appointed a Minister for Drought and most kids had a Chopper bike. And in that year a total of 668 children (0 to 15 year-olds) were killed in traffic accidents in England and Wales.

Now let's compare that with today. In 2004 the number of 0 to 15 year-olds killed was 166 – a reduction of 75 per cent. Fatalities and serious injuries have been falling consistently since the 1970s, thanks largely to better car safety features, child seats and road design. Nevertheless, many parents believe that the roads are more hazardous than in their day because there is “more traffic” and “people drive faster”.

The fear of someone attacking or killing children has increased dramatically. Thirty years ago around half of parents would cite stranger danger as a serious fear: now it is more than 90 per cent.

The media may be partly responsible for this. High-profile paedophile cases and instances of children being groomed by sexual predators over the Internet are scorched on our consciousness and may account for parents seeing their children as more vulnerable to strangers than they were at their age.

Adapted from *The Times* 19/07/06

- 1 The writer says the concerns that parents have for their children today compared to 30 or 40 years ago are strange because ...
  - A parents never used to worry about their children.
  - B children's awareness of danger has improved.
  - C parents have less reason to be concerned now because their children are safer.
  - D children play and travel differently now than in the past.
- 2 What was exceptional about the summer of 1976?
  - A Elton John was number 1 in the charts.
  - B The number of children who died in road accidents was high.
  - C The weather was unusually hot.
  - D Chopper bikes were very popular.
- 3 What do we learn from the data presented about road deaths?
  - A The number of children who died in road accidents in 2004 was particularly low.
  - B Our roads are safer as a result of better driving conditions.
  - C Despite the statistics, car safety features are better.
  - D Parents don't trust the statistics.
- 4 As a result of media attention to paedophile cases, ...
  - A parents may overestimate the dangers their children face.
  - B the Internet has become a more dangerous place for children to be.
  - C parents are well-informed as to the dangers posed by the Internet.
  - D children are in greater danger from possible paedophiles than they were before.

### Exam Progress Portfolio

How ready are you to take the exam?

- I understand the importance of key words in questions.
- I can adopt strategies for answering multiple-choice questions.

# Exam focus 3

## Knowing a word

### TIP

- It is important to consider what it means to 'know' a word. In an exam you are not just expected to know what a word means, but also how it is used and what words it commonly goes with. You are also expected to know different meanings of the same word (polysemy).
- When you record words in your vocabulary notebook, try to make a note of any:
  - fixed expressions
  - idioms
  - phrasal verbs
  - collocations

1 Look at the extract from *Cambridge Advanced Learner's Dictionary*. Match A–H to information 1–8.

**A** → **call** [NAME] /kɔ:l/ (USA) /kɑ:l/ verb [T + OBJECT + NOUN] to give someone or something a name, or to know or address someone by a particular name: *They've called the twins Katherine and Thomas.* ○ *What's that actor called that we saw in the film last night?* → **C**

**B** → **call** [TELEPHONE] /kɔ:l/ (USA) /kɑ:l/ verb [T OR T] to telephone someone: *He called (you) last night when you were out.* ○ *She called (me) this morning at the office and we had a brief chat.*

**D** → **call** [CONSIDER] /kɔ:l/ (USA) /kɑ:l/ verb [T + OBJECT + NOUN] to consider someone or something to be: *He knows a lot of people, but only one or two that he'd call close friends.* ○ *One sandwich and a lettuce leaf – I don't call that a meal!* ○ *I'm not calling you a liar – I'm just suggesting that you misunderstood the facts of the situation.* → **E**

**E** → **call** [DECISION] /kɔ:l/ (USA) /kɑ:l/ verb [T] to decide officially to have a particular event or take particular action: *The managing director has called a meeting to discuss pay levels.* ○ *The papers are predicting that the Prime Minister will call an election in the spring.* ○ *It's reckoned that the unions will call a strike if management will not agree to their demands.* → **F**

**F** → **call sb's bluff** to make someone prove that what they are saying is true, or to make someone prove that they will really do what they say they will do, because you do not believe them → **G**

**G** → **call by** to visit somewhere for a short while on your way to somewhere else: *I just thought I'd call by on my way into town.*

Taken from *Cambridge Advanced Learner's Dictionary*

- |  |  |
|--|--|
| 1 <input type="checkbox"/> definition            | 5 <input type="checkbox"/> part of speech      |
| 2 <input type="checkbox"/> pronunciation         | 6 <input type="checkbox"/> common collocations |
| 3 <input type="checkbox"/> example               | 7 <input type="checkbox"/> different meanings  |
| 4 <input type="checkbox"/> grammatical structure | 8 <input type="checkbox"/> idiom/phrasal verb  |

2 Read the article. Choose the correct words, A, B, C or D to fill in the gaps.

## What the future looks like

It would be foolish to try to **(0)** ..... technological predictions for 2050, even more so to predict social and geopolitical changes. The most important advances, the qualitative leaps, are the least predictable. Not **(1)** ..... the best scientists predicted the impact of nuclear physics, and everyday consumer items such as the iPhone would have seemed like magic back in the 1950s.

But there are some **(2)** ..... that we can predict with confidence. There will certainly be **(3)** ..... more people on Earth than today, if a global catastrophe doesn't **(4)** ..... us all out before then. Fifty years ago the world population was below three billion. It has more than doubled since then, to 6.7 billion. The percentage growth rate has slowed, but it is projected to **(5)** ..... nine billion by 2050. The excess will almost all be in the developing world where the young hugely outnumber the old.

The world will be warmer than today in 2050; the patterns of rainfall and drought across the world will be different. If we pursue "business as **(6)** .....", CO<sub>2</sub> concentration levels will reach twice the pre-industrial level by around 2050. The higher its concentration, the greater the warming and, more important still, the greater the chance of triggering something grave and irreversible: rising sea levels due to the **(7)** ..... of Greenland's icecap, for example.

Adapted from the *Guardian* 26/05/09

- |             |             |            |                |
|-------------|-------------|------------|----------------|
| 0 A do      | B give      | C make     | D have         |
| 1 A just    | B even      | C only     | D ever         |
| 2 A trends  | B drifts    | C fads     | D inclinations |
| 3 A much    | B very      | C long     | D far          |
| 4 A clear   | B wash      | C wipe     | D rub          |
| 5 A attain  | B reach     | C access   | D touch        |
| 6 A usual   | B ever      | C normal   | D always       |
| 7 A melting | B softening | C freezing | D vanishing    |

## Exam Progress Portfolio

How ready are you to take the exam?

- I can use a dictionary to find out about different meanings, uses and functions of words.

## Exam focus 4

### What the listener brings to listening

- TIP**
- When preparing to listen in an exam situation remember to:
    - take time to read through the questions or any information carefully and think about the topic before you listen.
    - use your own knowledge and any personal experience to make predictions about what you are going to hear.
    - think about how the answers will be expressed.
  - In this task type it can be useful to listen for the answers for both tasks in Task One.

- 1** Look at the listening task. Can you predict which opinions in Task Two might apply to which jobs in Task One?

You will hear four short extracts in which people are talking about their jobs.

#### TASK ONE

For questions 1–4, choose from the list A–H each speaker's occupation.

- |                           |           |                          |          |
|---------------------------|-----------|--------------------------|----------|
| A librarian               | Speaker 1 | <input type="checkbox"/> | <b>1</b> |
| B author of travel guides | Speaker 2 | <input type="checkbox"/> | <b>2</b> |
| C kindergarten teacher    | Speaker 3 | <input type="checkbox"/> | <b>3</b> |
| D weather forecaster      | Speaker 4 | <input type="checkbox"/> | <b>4</b> |
| E concert crew member     |           |                          |          |
| F IT consultant           |           |                          |          |
| G theatre actor           |           |                          |          |
| H paparazzi               |           |                          |          |

#### TASK TWO

For questions 5–8, choose from the list A–H each speaker's opinion of their job.

- |                                    |           |                          |          |
|------------------------------------|-----------|--------------------------|----------|
| A it's not very satisfying         | Speaker 1 | <input type="checkbox"/> | <b>5</b> |
| B it's surprisingly busy           | Speaker 2 | <input type="checkbox"/> | <b>6</b> |
| C it's very frustrating            | Speaker 3 | <input type="checkbox"/> | <b>7</b> |
| D it's usually very enjoyable      | Speaker 4 | <input type="checkbox"/> | <b>8</b> |
| E it's well-paid                   |           |                          |          |
| F it's often quite dangerous       |           |                          |          |
| G it can be difficult to get right |           |                          |          |
| H it can be boring                 |           |                          |          |

- 2 a** Now read the transcripts and answer questions 1–8. Were any of your ideas from **1** correct?

#### Speaker 1:

I get really fed-up sometimes of having to lug heavy boxes around. We mostly work in the middle of the night, too. We wrap up in one city and two days later we're in another city setting up for the next show. There's a team of about fifty people building the stage, setting up the sound system and putting up the lights. It's really hard work, but they pay a fortune – that's the only reason I do it.

#### Speaker 2:

Is my job demanding? Yes, absolutely. It's also very tedious sometimes. Especially when you have to stand around in the cold for hours waiting for people to come out of hotels, or wherever, and get into their cars. Then it becomes really stressful. You have to be quite tough, have the camera ready and try to get as many shots as you can. Still you get to rub shoulders with famous people sometimes.

#### Speaker 3:

I've always had a passion for books, ever since I was a child. This is such a fabulous place to work – it's one of the best libraries in the world and it's right in the centre of London, near St Pancras. People often say that it must be really boring, but it's not – we get lots of school visits and there are workshops to prepare. In fact, I never thought I'd have to work so hard – I'm always up to my eyes!

#### Speaker 4:

Well, our forecasts aren't always accurate, of course. But it's incredibly complicated – all the computer models, incredibly complicated software, satellite systems and then it starts to rain twenty-four hours before we said it would! Then there's an avalanche of emails and letters from viewers. It's funny because nobody cares when you get it right and it's nice and sunny. But as soon as we get it wrong and it rains on everyone's barbecues, people are furious!

- b** Underline the answers in the text. Notice how they are expressed.

### Exam Progress Portfolio

How ready are you to take the exam?

- I can use my knowledge and personal experience when approaching listening tasks.

# Exam focus 5

## Preparing to speak (1)

- TIP**
- A speaking exam is an opportunity for you to demonstrate what you know and how well you can communicate in English. In the exam you will be required to:
    - 1 give personal information
    - 2 speculate
    - 3 interrupt politely
    - 4 express and justify your opinion
    - 5 agree and disagree
    - 6 negotiate and summarise
    - 7 compare and contrast
  - Before you take the exam, you should know exactly how it is structured and what the different parts are.

### 1 Match functions 1–7 in the Tip to sentences a–g.

- "I think you're right about those kinds of jobs, but I believe ..."
- "I think it's important because English is the language of almost all business communication – I'm trying to get a promotion so I ..."
- "The woman in the picture looks a bit upset – perhaps she's ..."
- "I'm actually from a small town near Valencia called Cullera. It's lovely ..."
- "So, in general we agree that sports are good for children, but there's some difference in opinion about the competitive side of it all ..."
- "Well, if I could just say something here ... I've always thought there's too much ..."
- "In picture A there's ... while in picture B there's ..."

- TIP**
- In speaking exams there is usually a part where you are asked to talk briefly about yourself.
    - Try to give full answers to the examiner's questions, rather than just saying 'yes' or 'no'.
    - Give examples to explain what you mean.
    - Try to relax and be positive!

### 2 Think about how you would answer these questions.

- 1 Tell me about your home town.
- 2 Why are you studying English?
- 3 Tell me about your hobbies and interests.
- 4 Tell me about your plans for the future.

- TIP**
- In most speaking exams you are expected to talk for a length of time without interruption about a set of pictures or photos you are given. You are asked to speculate about them and discuss questions connected to the topic. Your partner will then be asked to comment briefly.
    - Try to find similarities between the photos.
    - Use language of speculation, especially modal verbs like *could*, *may*, *might*, etc.
    - Practise timing yourself speaking for a minute – it's longer than it seems!

### 3 a Look at the three photos. How are they related, do you think?



- b** Compare the different settings, situations and people. In what ways do you think age affects people's ability to learn?

## Exam Progress Portfolio

How ready are you to take the exam?

- I can respond effectively to questions about myself.
- I understand what is involved in an extended speaking exam task.

# Exam focus 6

## Writing – three basic questions

- TIP** • When approaching the tasks in a writing paper, ask yourself these three basic questions:
- 1 Who are you writing to/for? (target reader)
  - 2 Why are you writing? (purpose)
  - 3 What are you writing about? (content)

### 1 Read writing exam tasks a–c. Answer the questions.

- 1 Who is the target reader in each task?  
a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_
- 2 Which writing task would be:  
informal? \_\_\_\_ formal? \_\_\_\_ very formal? \_\_\_\_

(a) You are studying at an international college in Ireland. The Director of the college has asked you to write a proposal for which sports should be included in the college's new sports programme. Write your **proposal**.

(b) You read the following extract in a broadsheet newspaper. The editor invites readers to contribute to an article entitled: 'TV and advertising – with or without?' Write an article giving your own views and commenting on the questions posed by the editor.

We receive a lot of letters from our readers about the amount and quality of advertising on TV. Is there too much? Is it appropriate? Does it take away from the enjoyment of watching TV or does it inform viewers? Write and tell us what you think!

Write your **article**.

(c) An American friend is doing research for a guide book for teenagers about food and, in particular, about local dishes in different countries. Write a contribution for your friend's book explaining:

- what the dishes are and how they are made
- when or on what special occasions they are eaten
- why these dishes are so popular

Write your **contribution**.

2 What are the main functions of each writing task?  
*advising, explaining ...*

3 Think of ten words or phrases for writing tasks a–c.  
a sports      b media/advertising      c food/dishes

### 4 a Match evaluation criteria 1–6 to comments a–f.

- 1 Content b
  - 2 Organisation and cohesion \_\_\_\_\_
  - 3 Range \_\_\_\_\_
  - 4 Accuracy \_\_\_\_\_
  - 5 Target reader \_\_\_\_\_
  - 6 Mark awarded \_\_\_\_\_
- a Expansive use of grammar and vocabulary.  
b All points are covered with suitable expansion.  
c Would be fully informed.  
d Band 4.  
e A small number of errors that do not impede comprehension.  
f Well organised in clearly connected paragraphs.

b Read an extract of an answer to writing task c in 1. Do you think it received high marks in the evaluation criteria in 4a? Why?/Why not?

*In Spain we have a lot of different dishes which is famous all around the world, like the paella and the tortilla. If you come to Spain you will certainly eat a lot of really good food. Some famous Spanish dishes are paella, tortilla, Iberican ham and Gallegan octopus. I'm going to tell you a little bit Paella is about how they make them. Paella is eaten in every parts of Spain, but it is really from Valencia. It makes with rice, meat and seafood. You make it in a especially pan called a 'paellera'. The tortilla is an omelette made with potatoes and onion and eggs. It seems like very easy to make it but it's difficult to make it good. Iberican ham is very delicious and I think you like it very much. It is the leg of a pig with lots of salt and a long time hanged to cure. Mext thing is Gallegan octopus, is from Galicia. You boil the octopus when it is living and you have to serve it with pimenton and potatoes. We eat these dishes all the time in Spain. There is no especial occasion for them.*

5 Write a response to writing task a or b in 1. Think about the evaluation criteria in 4a.

## Exam Progress Portfolio

How ready are you to take the exam?

- I can identify who the reader is and the purpose of the text.
- I understand the criteria used to assess writing tasks.

# Exam focus 7

## Reading for specific information

### TIP

Some reading exam task types test your ability to find specific information from a variety of short texts. The texts may express opinions and ideas using different language than in the questions or statements. As the questions or statements precede the text in this exam task it can be a good idea to:

- study them before you read the text.
- paraphrase them in your mind and imagine how the answers might be expressed in the text.

- 1 You are going to read an article about board games. For questions 1–12, choose from the reviews (A–G). Use the strategies in the Tip.

### About which board game is the following stated?

- Children can play it on their own.
- It keeps the players in suspense.
- It looks more complicated than it actually is.
- The players move forwards and backwards.
- It requires the players to adopt a hostile state of mind.
- You can't cheat in this game.
- It requires the players to use a computer.
- It uses general knowledge.
- It's very tactical.
- It teaches very basic concepts to children.
- It takes time to set up.
- It has been released recently.

- A The joy of *Othello* is that the rules and aims are so simple that a seven-year-old can play, but the tricks are in the strategies employed to out-think your opponent. Basically, the objective of this classic strategy game is to finish the game with the highest number of white or black discs. You never know who's going to win until the very end.
- B *Pictureka! Family Game* is another deceptively simple game that's great for all the family. It's a game of visual hide and seek – the aim is to find the object on the card on a big board full of other objects. It's surprisingly hard to spot the picture on the card and, no, you can't memorise the boards because the game allows for them to be swapped around and turned over at regular intervals.

- C *Snakes and Ladders* is a classic children's game, but it's also one of the relatively few board games that the little ones can play. All you need are some counters and a dice. The idea is to start at the bottom of the grid and work your way up to the top – to the final square – climbing up the ladders and sliding down the snakes. It's also delightfully cheap!
- D *Make Your Own Opoly* allows you to make a custom-made Monopoly board. The latest edition of the old favourite comes with blank paper, cards and a CD-ROM and, with the aid of a colour printer, you simply invent your own board to suit your family. This edition also has play money which you can put your own face on if you have a digital camera.
- E *STRATEGY War on Terror* is a game with attitude. The basic idea is world domination by invading more countries than your enemies. Everyone starts with great intentions until you realise that your neighbour has more oil than you. The game spinner is, of course, the Axis of Evil, and it's full of war, suicide bombers and kidnapping. Will you fund or fight terrorism?
- F New out this year, *The Logo Game* taps into the fact that we are surrounded by stuff and it's all branded. The game asks us to recognise what's what. It taps into the knowledge we've piled up over the years and adds a few astonishing facts to surprise and entertain all the family. You will definitely learn something new from this game.
- G *Snail's Pace Race* is a perfect first board game for the youngest members of the family. Children can even play this without the help of adults. It consists simply of six wooden snails and a track and players have to bet which two will win and lose. Helps with colours, counting and taking turns.

Adapted from the *Independent* 07/11/09

## Exam Progress Portfolio

How ready are you to take the exam?

- I can use strategies for multiple matching reading activities.

## Exam focus 8

### Coherence within a text

**TIP**

- Writers connect ideas and organise a text using a variety of tools. These include:
  - expressing an abstract idea with a literal/concrete example.
  - comparing and contrasting arguments and ideas.
  - words and phrases indicating time, cause and effect.
  - paraphrasing (restating or summarising an argument or idea).
  - use of pronouns and verb tenses.
- Comprehension questions in the reading paper often test your understanding of these things.

- 1** Read the text and choose the correct answers for questions 1–8.

#### Can't get it out of my head

- 1** Do you remember the films *Mission: Impossible*? According to James Kellaris, marketing professor at the University of Cincinnati, the 'MI' theme is currently ranked sixth on the Top 10 Earworm
- 5** List. His research found that at one time or another nearly 99% of people have had earworms – those sticky tunes that people can't get out of their heads. The musical earworm works like a virus, attaching itself to a host and keeping itself alive by feeding
- 10** off the host's memory. This doesn't occur in the ear, however, as researchers at Dartmouth College in New Hampshire demonstrated. The Dartmouth researchers discovered that the earworm works in the auditory cortex, which perceives and stores
- 15** our auditory memories, like 'the brain's iPod', and that's why earworms chose it as the centre of their activity.
- "We found," says David Kraemer, the lead researcher on the Dartmouth study, "that the auditory cortex
- 20** that is active when you're actually listening to a song was reactivated when you just imagine hearing the song."
- At first, the researchers asked 15 students to identify which songs were familiar or unfamiliar
- 25** to them, thus developing an individualised playlist for each subject. "When the subjects were in the MRI scanner, which we used to look at the brain activity, we played them parts of a song and then hit a mute button for three to five seconds without
- 30** telling the subject what we were doing," says Kraemer. "For songs people were familiar with, they automatically put in the missing part."

The auditory cortex continued 'singing'. When listening to an unfamiliar song, the subjects didn't

**35** hear anything after the sound stopped. "They didn't try to continue the song," says Kraemer.

Adapted from the *Guardian* 22/06/06

- 1** The author begins by talking about the theme music to *Mission: Impossible* ...
  - a** to express the main idea of the text.
  - b** to give a concrete example of the main idea of the text.
- 2** The author uses 'have had' in line 6 to express ...
  - a** that this has happened to all of us recently.
  - b** that it is part of everyone's experience.
- 3** 'This' in line 10 refers to ...
  - a** the earworm attaching itself to a host and feeding off its memory.
  - b** the earworm.
- 4** The author uses 'however' in line 11 ...
  - a** to link the findings of James Kellaris with the research done at Dartmouth College.
  - b** to indicate that, despite the name, the earworm is not actually in a person's ear.
- 5** The author uses the phrase 'like the brain's iPod' ...
  - a** to illustrate that the auditory cortex is the part of the brain that stores auditory memories like the iPod stores songs and music.
  - b** to compare the auditory cortex with the iPod because it stores music and plays it back to us whenever we want.
- 6** 'that's why' in line 16 introduces ...
  - a** a clause to explain the effect.
  - b** a clause to explain the cause.
- 7** The linking word 'thus' in line 25 illustrates ...
  - a** how the researchers found songs and tunes that all 15 students knew.
  - b** how the researchers made a list of songs and tunes for each of the 15 students.
- 8** Underline the two words/phrases that paraphrase 'put in the missing part' in line 32.

### Exam Progress Portfolio

How ready are you to take the exam?

I can use knowledge of cohesive devices to extract meaning from a text.

# Exam focus 9

## Creating a good impression

### TIP

- In the writing paper, you should always leave time at the end to check what you have written for any mistakes. Errors are accepted by examiners, but when your errors make what you have written difficult to understand you will lose points. Always check the following:
  - use of verb forms
  - spelling
  - punctuation
- Remember in most exams both British and American English are accepted, but be consistent.

### 1 Correct the underlined verb forms.

*have known*

I know Maria for ten years. She is a wonderful and creative person. If you will ask me to highlight one characteristic of Maria's, I would say it is that she is reliable. Everyone have always remarked on her sense of responsibility. Maria has spent the summer working at a camp for children in Leeds in the UK. Everyone thought that it will be a very daunting task for her, but not at all. She enjoyed the experience a lot. I'm sure she will had learned a lot of English so there's no problem in that respect. I have no hesitation in recommending Maria for the job.

### 2 Choose the correct spelling.

- |                                 |  |
|---------------------------------|--|
| 1 <i>successfull/successful</i> | 5 <i>wold/would</i>                    |
| 2 <i>knowlege/knowledge</i>     | 6 <i>summarised/sumarised</i>          |
| 3 <i>which/wich</i>             | 7 <i>responsability/responsibility</i> |
| 4 <i>recieve/receive</i>        | 8 <i>comfortable/confortable</i>       |

### TIP

- We use a comma to show pauses in a sentence:
  - in a list, e.g. *Lucy's got 3 rabbits, 2 hamsters, 2 parrots and a dog.*
  - to add extra information in relative clauses, e.g. *The man, who I'd only met ten minutes before, asked me to dinner.*
  - between adjectives, e.g. *It's a boring, meticulous process.*
- We can use a full stop to reduce the length of sentences and make them easier to read:  
*She likes the French restaurant on the corner. I don't like it because it's expensive.* not *She likes the French restaurant on the corner I don't like it because it's expensive.*
- We can also use a conjunction to connect sentences: *She likes the French restaurant on the corner, but I don't like it because it's expensive.*

### 3 Rewrite this writing task in your notebook using shorter sentences. Change the text where appropriate.

*First, there could be a meeting about the advantages of a healthy lifestyle explaining which foods are healthier for us after that we can hand out leaflets to the students with the main ideas of the talk and then we can organise a 'healthy food tasting evening' and a 'healthy cooking workshop' where the students can learn new recipes and tricks to try out at home.*

*Apart from that, I would recommend getting the coffee bar menu checked monthly by a nutritionist who could label the food giving information about its nutritional content, and who could also suggest new healthy dishes putting the stress especially on variety and taste since I think this would make it more attractive to students.*

### 4 Are these words British (Br) or American (Am)?

color *Am* dustbin *Br* sidewalk mobile phone  
elevator car park movie holidaymaker  
petrol gas station gotten loo mom  
maths center postbox drugstore

### 5 You heard a discussion on the radio about sport on TV. Listeners to the programme were invited to send in their opinions. You decide to write in responding to these opinions and giving your own.

I think there's far too much sport on TV, especially football.

I'd like to see a greater variety of sports on TV and minority sports from other countries.

People have the choice to watch sports on TV or not. If you don't like it, watch something else.

### 6 Correct your first draft using the ideas in the Tip as a checklist. Give your writing to your teacher in your next class.

## Exam Progress Portfolio

How ready are you to take the exam?

I can check my written work for typical mistakes.

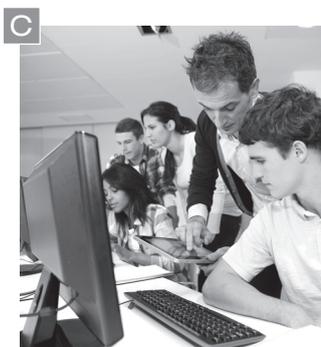
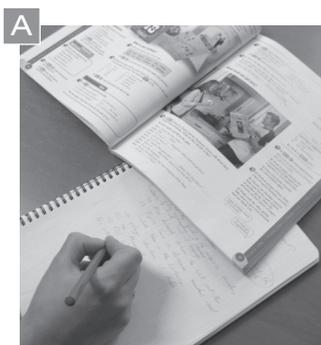
# Exam focus 10

## Preparing to speak (2)

- TIP**
- In a collaborative speaking task, you are required to engage in a discussion with your partner and reach a negotiated conclusion based on a set of pictures or photos.
  - Talk about each of the visuals you are given in turn.
  - Listen carefully and react to what your partner says.
  - Summarise what you talked about at the end and explain your conclusions.

- 1** Read the task and look at photos A–D. Think about how you might approach the task.

You have been asked by a friend who is just beginning to learn English to give some advice on the best ways to practise the language. Here are some ways. First, talk to each other about how effective each way is. Then decide which would be the most successful for learning English.



- 2** Look at opinions 1–3. Write possible responses to them using the expressions in the box and the language from **1** on page 27.

- That's an interesting point. I also think ...
- I was interested in what you said about ...
- So, when you say ... , do you mean ... ?
- Yes, I see what you mean, but ...
- Could you explain what you mean by ... ?
- I'm not sure I agree with that ...
- Yes, that's a good point, but ...

- 1** "Well, I think it's important to use a textbook for studying English – it explains the grammar and there are lots of exercises for you to do. Although not all books are very interesting."

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- 2** "I think that one of the best ways to practise your English is by talking to other people like in this photo. The only way to learn is by speaking the language and making mistakes and trying to correct them."

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- 3** "What about this one ... in my opinion practising on a computer is just boring. You don't learn anything because you're not communicating."

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- TIP**
- An important part of most speaking exams is a discussion with a partner which expands on the topics or issues from the collaborative task.
  - Remember it's not only about your ideas or opinions, it's also important how you express them.

- 3** Look at these questions. Think about how you would respond.

- 1 What impact do you think technology is having on the role of the teacher?
- 2 People say that in the future, students probably won't use textbooks. What's your opinion?
- 3 Some people say that the only way to learn a language is by spending time in a country where the language is spoken. What do you think?

## Exam Progress Portfolio

How ready are you to take the exam?

- I understand what is involved in a collaborative task.
- I understand what is involved in a discussion task.

# Student's Book Recording Scripts

## 1.1

- GILLIE John, you were brought up in the north of England too, weren't you?
- JOHN Indeed, yes, in the rather grim industrial part of er, of the West Riding of Yorkshire – I was there for, for all of my early life until I went away to university and came down to Cambridge at the age, age of 18.
- G And did you have any idea that people had a perception of what northerners were like?
- J Erm, yes, I think they looked upon us as the er, very much the working class of the, of the country and that it was industrial and I think I said before that it was grim up there. Er, whereas my perception of the south was that they were very, very different from us – they obviously spoke differently and it was almost as though they were, they were in a another country.
- G Well, I think I definitely felt there was a prejudice against a northern accent and I think it was because the news on the radio and television was always presented in, in received pronunciation, or the 'Queen's English' as they used to call it. And I always felt that that was the, um, the accent of the educated and that the northern accent was the working class – as you said, that was the attitude towards it. My mother actually sent me to elocution lessons to try and get rid of it, it was quite interesting and it finally penetrated, though initially it didn't 'cos I'd still come out of the elocution lessons going "Ere what time's next bus?" instead of "What time's the next bus?", and things like that. But eventually it did penetrate because I lost my northern accent. But, when you came down to Cambridge did you – did you alter your accent in any way?
- J Well, yes, I actually felt that I had to. And it was just a practical thing of making myself understood. So I think I've gone, I've gone part of the way – I've lost a lot of the accent, but I think most people would say there's still a good trace of the, of the accent there.
- G And did you find, John, that, like when I came down to London, it was all the description of the meals were completely different. Did you have that same thing, you know?
- j Well, yes. We'd, we'd never, we'd never heard of lunch – we had, we had, we had dinner in the middle of the day and that all changed to be very different down at Cambridge university where we had a very formal dinner at 7.30 in the evening, so formal that we had to wear gowns for it.
- G Right. I remember tea for example in the north, teatime was when you had your main meal – or your, the evening meal was teatime, and of course in the south that meant a cup of tea and a cake, but to us it was the 5 o'clock meal was teatime and then what they referred to as 'supper' – the evening meal – was for us was a bowl of cereal or, you know, a piece of cheese and crackers before you went to bed. So I found that really confusing.
- J Well, yes. We had, we had the tea in late afternoon, probably when we came back from school, but then of course the other northern tradition was that late in the evening we'd have fish and chips with mushy peas.

## 1.2

ANSWERS 1 Really? 2 Of course (yeah) 3 Indeed

## 1.3

1 p̄rejudice 2 r̄cognise 3 īnteresting

## 1.4

ANSWERS 1b 2b 3a 4b

## 1.5

- JANITA Well, I don't know about you, but in erm ... there does exist in, in Spain quite a, a racist, racist erm culture.
- KATE Really?
- J Yeah ... [Yeah.]
- STEVEN I've heard that.
- J ... I feel a little bit uncomfortable talking about it because it's erm, it's quite taboo, you know erm. [Uh-huh] There is so much unemployment in, in Spain at the moment [Yes.] that, erm, there's 4 million people unemployed you know and it's big, immigration is a big problem ...
- K Of course, yeah.
- J ... and in where I come from, from Tenerife which is er, not in the mainland, but it is, you know, it is Spain, [Yeah.] there are lots of people coming in so we feel very, what's the word ... like, erm
- K Separate?
- J Yeah, like we, we are ...
- S Under siege.
- J We are sympathetic to it, [Hmm] but erm, there is an element of prejudice, [Uh-huh, right.] because they are getting our jobs and [Indeed.] we're having problems so I don't know what is, like here, the same ...
- S Now, now all the borders are open, you know, we, we have this here in ...
- K We certainly have, yes ...
- S ... you know, we had a lot of immigration from all over Europe and southern Europe [Yes.] and from Africa and ...
- K Where parties like the BNP do very well, don't they?
- S They do.
- K In areas where there's low employment because, or arguably, because of immigration ... [Hmm]
- J But there is a lot of opportunities that are given to the minority, let's say the minorities in this country. [Hmm] They tend to give more opportunity to, er, to the minority which [Yes.] are those that are coming into the country [so] and so that is I think, for us, the same problem, you know, that er, we are sympathetic that people are moving in they want to have the same opportunities.
- K Yes, you're right. It's um ...
- J It's interesting the argument, I think.
- K It's quite erm, prevalent. It, it, I think it always has been hasn't it?

3.1

BRUCE So, Cathy what are the typical everyday ailments that patients bring to you in the surgery these days?

CATHY That's one of the beauties of general practice in that a, a great variety of conditions can, can present to me on a typical morning's surgery. It can be anything from various physical concerns and symptoms to more psychologically based ones and often you discover that the, the physical symptoms are often, er, symptomatic of an underlying concern – perhaps something they've experienced before in the past or they've had worries about with family and friends.

B Has this changed much over the last er, 10, 20 years?

C Yes, I think it has. I think a lot more psychological conditions now present in, in the surgery. Er, I think this may be as a result of changing socio-economic circumstances for families – financial stresses particularly, difficulties with housing and also the change in the family set-up from that of the extended family perhaps 30 or 40 years ago when people could share their problems with older, perhaps more experienced relatives to that of families being fairly isolated now in our society. There's also been quite a change in family set-ups. Perhaps 30 or 40 years ago a family would easily consisted of a, a husband, a wife and perhaps 2 children, whereas now there are a great many single mothers, families struggling with both parents working. There's also a lot more financial hardship with higher expectations for standards of, of living also.

B Can you do anything for these stress-related illnesses or is it a question of people sorting out their own lives?

C I think it's a shared help that we tend to, to give. Certainly medication can help with a small number of psychological symptoms and certainly medication does help severe depression, but generally in general practice you tend to get to know your families very well and develop a relationship with them. I also often involve a number of other professional people with, with helping somebody – you may involve a practice nurse or a psychologist, perhaps a community nurse or indeed sometimes psychiatrists. CBT – cognitive behavioural therapy – is a very popular treatment at the moment which is a way of helping people to understand their symptoms and find ways of helping themselves rather than relying on medication.

B I suppose you get an awful lot of people who are perfectly healthy, but have read something to make them anxious and you know they're not really ill at all?

C Yes, I think that often happens er, particularly in areas such as the one that, that I work in here which is a fairly affluent area. There's a great many educated people – people who use the Internet and read very widely and then become concerned about symptoms which may or may not be significant for them. Often people come into the surgery with preconceived ideas about diagnosis and treatment and you have to talk through the likelihood of them having this condition or not openly with them and hopefully reassure the vast majority of people here. I think that people often from more deprived areas of our country have other pressing needs particularly with regarding to things like feeding their families. Unfortunately the people that tend to come to see us in conditions such as this are often those who really don't need to see us and the people

who are at higher need of medical care are the ones that don't tend to come and certainly don't present early with their illnesses.

3.2

- 1 So anyway, in the end he came back and he was on crutches ...
- 2 So the next thing is, of course, the the ambulance arrives ...
- 3 So then what happened is he had to climb over the railings ...
- 4 I remember (actually) once a friend of mine did, well not more or less the same, but ...

3.3

I remember once // when my brother and I were kids // we were going home one night. // He was on a bike // and I was walking and he said // "I'll give you a lift". // So I climbed up on the crossbar. // We were kind of rolling down the hill // and the heel of my shoe got caught in the spokes // and the bike flipped over. // We both went over the handlebars – // I hit my head and my brother broke his elbow. // That's all I remember because // the next thing I knew // I was lying in bed in the hospital.

3.4

JANITA Whereabouts in the game where you when ... ?

STEVEN It was right at the end of the game ... [Right.]

yeah, yeah ... no they came er, yeah, er it was er, it came out of the clear blue sky – ball came in, flew across to the left. Just knocked it out of the top left-hand corner and at the same time, you know, this went straight into the side bar and, oh ... nasty.

J I remember actually once a friend of mine did, well not more or less the same, but he was playing football. [Yeah.] We were in the playground and he kicked the ball over some railings. [Oh yeah.] Yeah. So, erm, so then what happened is he had to climb over the railings, [Right.] but they were very sharp and so he actually erm, caught his calf or his leg like the bottom part of his leg ...

S His calf, yes.

J Yes, his calf, yeah? [Yeah.] Erm, and it went into his calf. [Ohh!] It was awful. It was like a scene from [Ohh!] Freddy Kruger. You know, [Oh no!] like, it was bad. [Yeah.] And so he was waiting there like people were like "Oh, ambulance." you know. He must have ... we must have been about I would say like 10, 11. So anyway, so the next thing is, of course, the, the, the ambulance arrives. It's all like a big drama and we think "My god he's going to die!" blah, blah, blah, blah, blah. Erm, but then it took him like a month – he was out of school forever [Right.] like, for like three weeks, a month or something [Yeah.] which I think in our, erm, you know when you're that old it's, it's quite a big deal, you know.

S Absolutely, yeah.

J We had to send him a card to the hospital and all of that. [Uh-huh] So anyway, in the end he erm, came back er, and he was on crutches – all a big drama, you know. [Hmm] But the thing was is that now because we have kept in contact, [Yeah.] we're still in good friends, [Yes.] his calf looks like erm, like he's had a bite out of ... like somebody has bitten out of it because it was really stuck in, you know, [Right.] it's like deformed. Erm, and he says to people that er, he's been bitten by a shark, you know 'cos

it's quite like ... he's like showing off. So even to this day he's getting erm, sympathy from, from people, you know. It's quite funny. I think that's quite ... quite a good story.

5.1

DAVID Living where I do close to Cambridge I'm always amazed at the end of term the amount of stuff – the clutter that students leave behind – they just can't be bothered it seems to sort of take it back home with them. And I thought a great idea for a new business if I had a little bit of money to invest would be to go round to the various universities and pick up all of this, ranging from bicycles right the way through to furniture, to bedding through to actual exercise books and equipment. Over the summer I'd sort it out, catalogue it and actually make it into a website so that in the new year – in the September – students could come along and if they need bicycles and equipment, instead of having to buy it all new and fresh, they can go on to this website and buy it second-hand. And the great thing about a website is that you can link it right the way into all of the students' union sites and all the relevant sort of selling sites as well, and I think that could work.

ESMAY Well, an idea that I had about making money was to buy second-hand clothes from charity shops, second-hand shops erm, and sell them on eBay. And I have actually done this before erm, and made a little bit of money, but obviously with more money I could obviously buy more things and sell them on eBay and make more money. Erm, I bought a ski jacket for £5 from a second-hand shop and I sold it for about £45 after just making it look presentable in the photographs and describing it well. So I know the system works. Erm, it does depend on where I go 'cos in nicer areas of London which are a bit more trendy, there's more, erm people are obviously willing to give up things, particularly clothes, that are more designer or vintage-y. And it's just about following trends and, and knowing what's going to sell. Erm, but yeah, for example, another, another time, a really beautiful bridesmaid's dress was 99p, and erm yeah, it sold for, for quite a bit more, so I know there's potential there to make a bit of money. It's just about making it look presentable and selling it in the right way.

ALEX I've always been an admirer of entrepreneurs such as Sir Alan Sugar on *The Apprentice* and during Year 11 at school we were involved in a Young Enterprise course. This was where we had to invent a product and then manufacture it and sell it and we had the idea of selling hoodies to Year 11s, which was our final year of school, and that was a very good experience. And this summer I've been involved in a lot of pet-care activities such as looking after rabbits, guinea pigs, hamsters and rats from relatives and friends. Given some money I would probably build a hut in the garden and they could bring round their pets, pay me some money and I'd look after them. I think this would be a very easily achievable feat and would make quite a lot of money.

5.2

- 1 But **the thing is**, Janita, that you have to be able to enjoy your life.
- 2 It's like if you lose your health, you suddenly understand what life is about.
- 3 But **the thing is** (is) that it makes me feel very self-confident ...

5.4

- 1 high-profile
- 2 easy-going
- 3 fully-grown
- 4 fat-free
- 5 over-excited

5.5

KATE ... I'm trying to say is you have to change your perspective on your life, really 'cos they're not going to do it so it has to come from you.

JANITA But I can't say for instance if, you know, er, I want to be successful this is what I want to do. You know my, my parents worked very, *very* hard, er to give me a very good education and all of that [Yes.] and I feel that I want to achieve big things, you know. I want to have the house, I want my children to have the same opportunities and I cannot just say, Kate, it's not easy [No.] to just say "I'm sorry I can't, I'm not going to turn up at ten o' clock".

STEVEN But the thing is, Janita, that you have to be able to enjoy your life as well as achieving things. If you can't, erm get any pleasure out of [Yeah.] achieving things then what are you achieving things for? I mean you must enjoy

...  
K Yeah, of course, there is always the necessity to earn enough money for the mortgage.

S Yes.

K That goes without saying.

S Yes, of course, but you've got to be able to relax, otherwise you ... if you can't enjoy your success, what are you being successful for?

J But the thing is is that for instance if this was us ten years ago [Yes?] and you when you had your business because I remember [Yes, I was always ...] you were like, crazy. Erm it's very easy now for you to say "Now I think of my tomato plants" because you have done all of that, but I am, I suppose later on and I expect it still in that vein you know you are now not doing ...

K But you need a shock really in your life, erm well I'm hoping you don't if you listen, but it, it, it's like if, if you lose your health you suddenly understand what, what life is about. And, er, then you start thinking differently about the things that matter in your life. [Hmm] And it isn't, you know, taking conference calls at eight o' clock at night for the company you work for.

J But the thing is is that it makes me feel very self-confident very erm, you know ... I feel successful – that is very important for me as a person to feel that and so if I have to make sacrifices for my family, for my friends, it is going to be short-term ...

7.1

GILLIE Before you came to London, Dean, from Australia, did you have any preconceived ideas of what crime was like in the UK and in London in particular?

DEAN Yeah, I guess lots of Australians sort of think that there's tons of people getting stabbed and mugged on every street corner and, and I was quite worried. I was asking people who'd been here for a couple of years, "Oh, have you ever been mugged and have you ever seen someone get stabbed?" And they said "No." So erm, yeah, I've never actually come across it in person yet, but definitely you think there's lots of that sort of stuff on the street and maybe even some guns.

G What kind of crimes do you hear on the news in Australia?

D Erm, I dunno, it's a bit different to here. It's not the ... I mean drink-driving sort of thing, like a celebrity might be drink-driving or, or if, you know, a backpacker gets kidnapped and things like that that make international news they kinda have to report it, but it's, it's all ... most of it's a lot of sort of rubbish reporting about the granny that got locked out of her flat.

G And this is on national news?

D Yeah, yeah, it's just all that sort of stuff. Nonsense news.

G OK, so would it surprise you if I told you that on statistics, world statistics, that apparently Australia comes quite high in terms of burglary? Would that surprise you?

D Yes, very much so. That's, nothing ever is reported in the news. Erm, there's an awful lot of cash converters in Australia, though, so ...

G What's that? Cash converters ... ?

D Cash converter, it's the second-hand shop. So, you know, obviously if burglary is that high, that there's loads of these second-hand shops around that have ... and they're massive shops there not just like a little corner store, they're huge, big as three houses, with heaps and heaps of things from bikes and power drills and electrical equipment. [So possibly ...] So it makes sense.

G So possibly that's ... they've come from burglaries?

D Yeah, I guess. I dunno, but yeah definitely never, you never hear about that in the news.

GILLIE Pauline, would you say that the crime rate in New Zealand is quite high?

PAULINE Erm, depends on where you're talking about. In the bigger cities like Auckland and Wellington there, there's a little bit more crime. But generally in the smaller towns, um it's pretty safe and people just go about their business, really.

G And what kind of crimes are more common?

P Unfortunately, violent crime and drug-related crime has increased a great deal and there's a lot of burglary and car theft, and so on. Erm yeah, that kind of stuff. And sometimes in the very, very small communities where there's a lot of unemployment, there is some gang-related crime.

G Hmm, and you think this has increased quite a lot over the years?

P Yes, I think society's changed a great deal. When I was young you would know about one murder a year and everybody would talk about it. Now, there's a lot more violent crime and yeah, and a lot more to do with the differences in society.

G And do you think that most people report crime?

P Erm, I think they probably report violent crime, but I'm not so sure people are confident about reporting property crime. Erm, it's maybe to do with feeling that it might not all be solved.

G And do you think, in general, people have confidence in the police?

P I think they do. Unfortunately, recently they had some investigations into policing in the 70s and they uncovered a fair bit of unfair policing so I guess, the fact that this investigation's taking place just shows that people have lost confidence in some ways, but perhaps the police force now are much better.

### 7.2

- 1 **I mean** she was done for what? ... she was five miles over the speeding limit ...
- 2 **Just because** you're a politician **doesn't mean** (that you can be) you have to be 'holier than thou' ...
- 3 So she should be treated like everybody else, **that's my point**.
- 4 **I reckon** that it is the fact that they are able to get lawyers.

### 7.4

ANSWERS 1 tour 2 pier 3 lower 4 bitter

### 7.5

- KATE Well, I don't know that, I mean she, she was done for what? ... she was five miles over the speeding limit?
- STEVEN Yeah so? [Well ...] She was still over.
- K Yeah, but it's not such a terrible offence, is it speeding ... ?
- S But she's a politician! You know, I mean, these are the people who make the rules ...
- JANITA I'm sorry I don't remember who we were ...
- K She's in the Labour party and she got done [That ... minister.]. Yeah, but um, she shouldn't lose her job or ... some of the papers were suggesting that she should be fired. I'm tired of that kind of attitude because I just don't, you know, just because you're a politician doesn't mean that you can be, you have to be 'holier than thou'.
- J But the rules are there for a reason.
- S The rules are there for a reason and these are the people who make the rules.
- K So she should be treated like everybody else, [Yes!] that's my point. Not worse. She should not be made an example of or sent to jail or something just because she's ...
- S Some people do get fired for, for, for doing that kind of thing for being ...
- K Well for drink-driving, yeah. I think that's much more serious.
- J I'm just tired of people in the public eye who think they can get away [Hmm] with their rules ...
- K Yes, yes that's quite different ...
- J ... so they're drink-driving, they're speeding, all of these things ...
- S Yeah. No, it's the same thing ...
- J ... just because they are celebrities ...
- S Or politicians or you know er ... er whatever you know, I mean just that whole attitude of thinking that you know ...
- K That they're exempt.
- S They're exempt, you know, they're above the law, they, they don't have to erm, answer to anybody that's just not on ...
- J I, I reckon that it is the, the fact that they are able to get erm lawyers, you know. [Hmm, yes, yeah.] They're able to get people like erm ... with money, everything is possible.
- S Yeah, Yeah. Which is true.
- K You're right. I know it's cynical, but you're, you're quite right.

9.1

PAULINE So how did you get interested in raising money for charity?

AMY Well, my first experience of fundraising was erm, in school. We had a link with a primary school in Uganda, just outside Kampala, which is the capital. Erm, and we raised enough money for a well to be built [How did you do that?] near their school.

A Little things, really simple little things, er car washing, er cake stalls, raffles, um just kind of little things like that, which you think don't make much money, but you'd actually be surprised, car boot sales, everything like that, you know, getting in touch with people, asking everyone you know if there's anything that they want to get rid of, I'll take it off their hands. They're happy, you're happy, you make some money for a, for a well to be built. [Good on you.] It turns out, it turns into clean water for, for children. It's amazing. [That's marvellous.]

P Great. And have you done anything else?

A Yeah, well, that kind of led on, led on to my kind of enthusiasm for organising events for and raising money for different charities. Erm I, so far, I've organised two events. Erm, the first charity I, I was very interested in was Save the Children. [Oh I like them too.] I think that kind of led, led from my work and you know, going to Uganda [Yeah.] and seeing the people there. And I just think it's a fantastic charity.

P Yeah. Absolutely.

A Erm, and I organised a sort of a mini festival, mini music and dance and creative festival. We had face painters, we got, we approached er, local bands, up and coming bands that were just happy for their music to be heard so they, they were performing for, for nothing, which is amazing. Erm, I contacted local businesses, caterers, bars ... if they could contribute some of their takings from, from, the festival. So they weren't ...

P This sounds quite a big undertaking. [Yeah.] Did you find that, or was it easy?

A Yeah, no it was quite a big job, it wasn't just me, there was quite a big team of us working on it together, but you know, it's amazing how many people just, just kind of chip in, like how, how giving people are. I mean the guy that lent us the land was, was just a local landowner and I just sort of, I'd met him a couple of times in the pub, and I just said, "Oh John, you know, would it be all right, I'm thinking of organising this event, can you lend us a field for a day?" And he was more than happy. So you know, in the end you know, we made, we made amazing profits and a really good sum of money for Save the Children. Another event that I had a hand in organising was for the charity the Médecins Sans Frontières.

P Oh yeah, I know, I've heard of them. Yeah.

A They, they go into war zones and disaster zones and offer medical relief. For that I organised a Grease-themed ... you know, Grease the musical [Yeah.] and the film, a Grease-themed night in a, in a local village hall, which is really quite cheesy. I know it sounds really cheesy, but it was good, good fun. Erm, it was fancy dress, everyone had to come in fancy dress so everyone had their frilly, you know they either did the kind of frilly jackets or frilly shirts. We also organised a, a dance competition there, and we got erm, through my, through my dance teacher from when I was about five in fact, I got back in contact with, she

knew a couple that do kind of rock 'n' roll style dancing. Amazing, they were really good, just throwing each other around all over the place. [Yeah.] And they judged the dance competition that was filmed and we sold the DVDs to everyone that was there.

P That's a really new idea.

A There was a good, you know, there was a good kind of like 150 people there. It was it was a good event. And again we raised a lot of money for the charity.

9.2

STEVEN So, how did it go? I'm really sorry I couldn't make it, but it sounds from what I hear like it was quite an event.

JANITA It was so incredible let me tell you. She had no idea, no idea this was going on so, but you missed a great night. [Oh no.] Really, really great evening.

S I'm sorry, I just, I just had things at home I just couldn't ...

J I know, I know, but you know it ... I mean it was about it took us er, like three weeks to, to [Hmm] organise this, you know and er, we had always the day to spend together, no? But erm, so like anyway we, we, we had to make sure that she didn't go home early erm, and we were having coffee and she wanted to have like a class of champagne at like six o' clock you know and it's like "No!" You know, but because there were four of us yeah, and so she wanted to ... because the babysitter was at home and she was like "Look I have to go". Erm so, anyway my friend was ... made me laugh so much because we went to have a coffee like at about er, about 5.30, yeah? [Uh-huh] and so she says "I want to have something to eat". And I looked at my friend and my friend looked at me and my friend's like "No, no, no you don't have to ..." And I was like "What? Of course you can have something to eat!" You know and so ... there was erm, well, there was one, at one time ...

9.3

ANSWERS 1 deely 2 improvements 3 install  
4 charming 5 determined

9.4

- 1 He took her heart and she never got over it.
- 2 Have a seat down there and rest a while.
- 3 That's a very big bird. Do you have room in your house?
- 4 It was a beautiful port. I was really impressed by it.
- 5 The sign said 'pool', but we just ignored it.

9.5

JANITA ... anyway my friend was ... made me laugh so much because we went to have a coffee like at about er, about 5.30, yeah? [Uh-huh] and so she says "I want to have something to eat". And I looked at my friend and my friend looked at me and my friend's like "No, no, no you don't have to ..." And I was like "What? Of course you can have something to eat!" You know and so ... there was erm, well, there was one, at one time I thought she was going to find out you know [Really?] that there was a surprise, that there was something going on because she was like "Why are you laughing? What's the matter?" you know and I was like "No, it's fine, you know, I have to go, I have a dinner". And my friend's like "I have to go, my boyfriend is cooking me a meal" or something.

Erm and so, I'll tell you who was there who you know is er Justin was there with his wife. [Oh really?] So they say hello to you, yeah? [Ah, OK.] But anyway and so of course it was like seven o'clock er, [Yeah.] kind of erm ... I think it was about that time. Anyway, and I said "OK lets go to, to this bar to have like one last glass of champagne before we all go and separate" [Yes.] you know? [Yes.] And I said you know "You have to call the babysitter" and all of this. And so we go in and the people, the waiter we were like "Don't tell her that ..." you know. And she looked at the book, you know when you sign in a book ... ?

STEVEN Yes.

J Sometimes when you go [Yeah, yeah.] to a restaurant, you know. And she saw a name of a friend of ours, of Angela [Oh] who had written her name and she was like "Angela is here!" and I was like "Er really? What?" you know like "I didn't know. What a surprise!" you know. And so I said to Shera "She's going to know" you know 'cos she never sees Angela, Angela never goes out, you know.

S Right, right.

J And anyway, so she went in and, and we, and we, we got to the room and everyone stood up. Her sister was there and her brother was [Oh] there. Well, you know, it was, it was so touching for me I think. She was so erm, she was really very tearful, you know. [Really?] It was really charming the evening you know because [That's, that's wonderful.] because she has been working so hard and er, she was pretty determined you know to [Yeah, yeah.] to make the last couple of years successful for her ... for her family. And anyway and so it was a great night, it really was.

S I'm so glad.

J It was great. She was very happy.

## Answer Key

### 7D 1 a p12

crime	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
murders	Colombia	South Africa	Jamaica
burglaries	Australia	Dominica	Denmark
drug crimes	Germany	the UK	Canada
overall crime	Dominica	New Zealand	Finland

# Workbook Answer Key

## 1D Get it right!

- 2 oversees 3 overwhelming  
4 overlooked  
5 overtook 6 overheard 7 overcome
- 2 ✓ 3 on 4 by 5 ✓ 6 On
- 2 's been lying 3 've been writing;  
've done 4 Have you been going  
5 've had 6 haven't been feeling
- 2 At 3 one-year-old 4 At  
5 three-year-old 6 is

## Exam focus 2

- 1C 2C 3B 4A

## 3D Get it right!

- 2 off 3 on 4 about 5 out for 6 up to  
7 up 8 off 9 in 10 off
- 1b friendly 2a trusting b confident  
3a polite b well-educated  
4a sensitive b sensible 5a fun b funny
- 2 ... if you could do me a favour  
3 ... what this word means  
4 ... who broke the remote control  
5 ... where Mike is

## Exam focus 3

- 1 1E 2A 3G 4B 5C 6F 7D 8H
- 2 0C 1B 2A 3D 4C 5B 6A 7A

## Exam focus 4

- 1 1E 2H 3A 4D 5E 6H 7B 8G

## 5D Get it right!

- 2 understanding 3 underwent  
4 underlying 5 underage  
6 underestimated 7 underhand  
8 undertake
- 2 ... you have to dedicate yourself to  
your sport. 3 ... she prides herself on  
her attention to detail. 4 ... whilst they  
talked amongst themselves.  
5 I managed to entertain the clients  
myself. 6 Everybody can help  
themselves to drinks! 7 I feel satisfied  
with myself because ... 8 He taught  
himself Japanese.
- 2 to tell 3 to say 4 to ask 5 wearing  
6 to become 7 going
- 2 at 3 of/around 4 in 5 on 6 to 7 at  
8 for

## Exam focus 5

- 1 a5 b4 c2 d1 e6 f3 g7
- 3a They're all related to learning.

## Exam focus 6

- a a college Director; formal  
b broadsheet newspaper readers; very  
formal c teenagers; informal
  - a advising, explaining, suggesting,  
persuading, recommending, justifying,  
evaluating, comparing b explaining,  
hypothesising, persuading, justifying,  
evaluating c explaining, evaluating,  
recommending, advising
- 4a 2f 3a 4e 5c 6d
- b Content points in rubric only partially  
covered with no expansion of topic to  
include when dishes are eaten and why  
they are popular; **Organisation and  
cohesion** no real use of paragraphs,  
some basic cohesive devices; **Range**  
very limited with use of first language  
vocabulary in some instances; **Accuracy**  
some spelling, vocabulary, and  
grammatical mistakes which impede  
fluidity; **Target reader** would be only  
partially informed; **Mark awarded**  
Band 2

## 7D Get it right!

- 2 takes 3 taking 4 brought 5 fetch  
6 taken 7 bring 8 fetch 9 take  
10 bring
- 2 had; would 3 would 4 had 5 would  
6 had 7 had 8 would; would
- 2b 3b 4a 5b
- 2 about 3 to 4 on 5 by 6 by 7 in

## Exam focus 7

- 1 1G 2A 3B 4C 5E 6B 7D 8F 9A 10G  
11D 12F

## Exam focus 8

- 1b 2b 3a 4b 5a 6a 7b  
8 'singing'; "They didn't try to continue  
the song"

## 9D Get it right!

- 2 You were supposed to be looking  
after them. 3 He must have been here  
before. 4 She might have been sitting  
there for hours. 5 Tom seemed to have  
been drinking all night. 6 He might  
have been seen doing it.
- 1 tall; b 2 far; a 3 old; a 4 deep; c  
5 fast; b
- 1b gained 2a profits b benefit  
3a inverting b invest 4a won  
b beat
- 2 In 3 by 4 by

## Exam focus 9

- 2 asked 3 has 4 would be  
5 will have/has
- 1 successful 2 knowledge 3 which  
4 receive 5 would 6 summarised  
7 responsibility 8 comfortable
- First, there could be a meeting about  
the advantages of a healthy lifestyle  
explaining which foods are healthier  
for us. After that, we can hand out  
leaflets to the students with the main  
ideas of the talk. Then we can organise  
a 'healthy food tasting evening' and  
a 'healthy cooking workshop' where  
the students can learn new recipes and  
tricks to try out at home. Apart from  
that, I would recommend getting the  
coffee bar menu checked monthly by a  
nutritionist who could label the food  
giving information about its nutritional  
content. He or she could also suggest  
new healthy dishes putting the stress  
especially on variety and taste. I think  
this would make it more attractive to  
students.
- Br: mobile phone, car park,  
holidaymaker, petrol, loo, maths,  
postbox Am: sidewalk, elevator,  
movie, gas station, gotten, mom, center,  
drugstore

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