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EV – Extend your vocabulary **P** – Pronunciation

Contents

5

Part 1

Speaking

Supporting opinions

Reading

How does your city make you feel alive?

Grammar

Auxiliary verbs

Pronunciation & Speaking
emphasising

Speaking

1 Look at the two opinions below. Which one do you agree with more? Think of two or three reasons or examples to support your position.

'You can only feel alive if you live in a big city.'

'You can only feel alive if you live away from a big city.'



2 Discuss with a partner. Explain your reasons.

Reading

1  **1.01–1.03** Read and listen to three people describing how their city makes them feel alive. Match the people to the correct headings.

- A collective meeting point
- An unusual climate
- Human contact

2 Read the texts again. Underline phrases or sentences in the texts that refer to these aspects in a city.

- transport
- sounds
- people
- weather
- city landmarks

3 Do the writers find the things in exercise 2 positive or negative? Discuss with a partner and support your ideas with references to the texts.

4 Answer the questions about verbs in the texts. Use the context to help you.

- If you *bustle* onto a bus, are you moving slowly or quickly?
- If a skyscraper *sparkles*, does it look bright or dull?
- If music *blares*, is it quiet or loud?
- If you *feel at one with* a city, do you feel at ease or not at ease there?
- If something *stimulates* you, does it make you feel sleepy or awake?

5 Have you ever fallen in love with a city you have visited? Which one and why? Tell a partner.

Grammar

1 Look at the examples and complete the rules below with an auxiliary verb.

How does your city make you feel alive?

You **don't** find a moment's peace.

Cars **are** beeping loudly.

It **has** invariably found its way back.

- use the auxiliary verb _____ with perfect tenses (present perfect, past perfect)
- use the auxiliary verb _____ with continuous tenses (present and past continuous) and to make the passive voice
- use the auxiliary verb _____ only with questions and negatives in the simple tenses (simple past and simple present)



How does your **city** make you feel **alive**?

2 Complete the questions with the missing auxiliary verb.

Where you born? You born in a big city?
Where were you born? Were you born in a big city?

- 1 You live in the capital of your country?
- 2 You ever been to a big city in a foreign country?
- 3 More people moving to the cities in your country now? Why?
- 4 Your parents live in the country or in the city when they were young? How it different?
- 5 How many different places you lived in?
- 6 Where you live when you were a child? Your family still live there now?

3 Choose three questions to ask and answer with a partner.

G **Grammar focus** – explanation & more practice of auxiliary verbs on page 134

Pronunciation and Speaking

1  **1.04** Read and listen to the following sentence. How is it different from the 'rules' in Grammar exercise 1?

Living in the city is often stressful, but it does make you feel alive.

Language note: to add emphasis to or to correct a statement, we can put stress on the auxiliary. If it is in the simple present or past, we add the auxiliary *do* or *did*.

2 Find another example of emphatic 'do' in the text about San Francisco.

3 Work in pairs. Say one of the sentences below. Your partner corrects you by saying the opposite and using emphatic stress. Swap over.

A: *You're not listening.*

B: *I am listening.*

- 1 You haven't lived in a city.
- 2 You weren't born here.
- 3 You didn't study English here last year.
- 4 You don't understand me.

Anna lives in San Francisco, US

Stepping out into the cool wet fog on a summer morning, I am reminded that this is July in San Francisco. People leave their houses for work, hustling onto buses, boarding street cars, evading the fog as it snatches at any bare skin. The fog does disappear ... usually ... by late morning when the skyscrapers downtown are sparkling against the sun again. But by late afternoon, it has invariably found its way back fingering its way through the Golden Gate Bridge, hovering over the bay near Alcatraz, ready to wrap around us again as we return home.

Sandhya lives in Delhi, India

In Delhi, you don't find a moment's peace: cars are beeping loudly, people on bikes are ringing their bells, market traders are selling their products and proclaiming this loudly, and music is blaring out of windows. Pleasant smells and not so pleasant smells surround you. Overcrowded streets and buses will force you to be in close touch with other bodies and you will always find something to talk about to that stranger near you. Here in this city, you feel at one with the world around you, here you understand that you are just a small part of it and here you feel alive.

Stuart comes from Sydney, Australia

Sydney is waterborne. Life is intricately entwined in the crevices and crags of its harbour. It is public art, transport hub and leisure centre rolled into one. The salt spray and sea breeze stimulate the senses, and take the sting out of the ever-lingering summer heat. We Sydneysiders are drawn to the harbour – its waterside parks, renovated wharves, beach bars and cliff walks. It can be glimpsed from any viewpoint – from the forecourt of the majestic opera house or from the tops of the skyscrapers. It is the unifying essence, the civic adhesive

Glossary

adhesive (noun) – a substance used to make things stick together, glue

crag (noun) – a steep part of a cliff or a rock face

crevice (noun) – a narrow opening in a rock or a wall

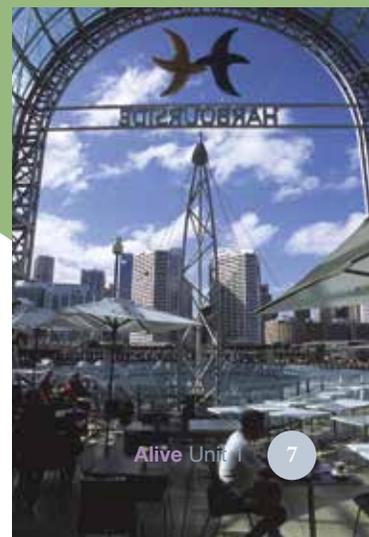
evade (verb) – to avoid being caught by something or someone

hover (verb) – to remain in the same place in the air

4 Make the verb phrases in bold more emphatic.

- 1 Well, **I've lived** in the capital, and I think that ...
- 2 I **love** the city, mainly because ...
- 3 I think the city **makes** you feel more dangerous. That's because ...
- 4 You only feel alive when **you've left** the city, because ...

5 Work in pairs. Read the sentences and try to keep talking for a minute longer.



Part 2

Vocabulary

Predicative adjectives

Listening

Genealogy

Grammar

Review 1: present tenses

Speaking

Questions about families

Vocabulary

1 Match the adjective to the definition.

- | | |
|----------|-------------------------------------|
| 1 alive | a not awake |
| 2 awake | b similar |
| 3 asleep | c not dead |
| 4 ill | d frightened |
| 5 alone | e not sleeping |
| 6 afraid | f not with other people |
| 7 glad | g not healthy |
| 8 aware | h happy and pleased |
| 9 alike | i knowing about a situation or fact |

2 Read the sentences below. Which sounds better? The adjective before the noun (a) or the adjective after the verb (b)?

- a My alive grandfather lives in Germany.

b My grandfather is alive and lives in Germany.
- a In this photo the children are asleep on the sofa.

b In this photo the asleep children are lying on the sofa.

3 Work in pairs. Think of a person in your family. Describe them, using as many adjectives as you can. Include at least one of the adjectives from exercise 1.

Listening

1 Read the definition and statements. Do you agree?

'The English word genealogy comes from two Greek words: *genea* for generation and *logos* for knowledge. It refers to the study of families and their history. More and more people are now researching their own genealogy. The desire to find out who we are and where we come from exists in all cultures. It is about keeping our family history alive.'

2  1.05 You are going to hear a talk on how to find out about your family tree. Listen to the first part of the talk and answer the questions.

- What is the problem according to the speaker?
- What does she suggest?

3  1.06 Work in pairs. Think of two ways you can start research into your family history. Tell a partner. Then listen to the next part of the talk. Did you think of the same ways?

4 Listen again to the second part of the talk. What do the words in bold refer to?
 ... Some of the stories **they** tell though can be a bit painful, so don't push **them** too hard ...
 ... records of people who arrived in **these countries** by boat in the 19th and 20th centuries ...
 This information is held at **their** national archive sites ...



Grammar

1 Look at the examples below. Underline the main verbs. Identify the tense: present simple, present continuous or present perfect.

*Interest **has grown** around the world.
More than 24 million people **have used**
websites to research their family history.
Countries **are putting** information online.
These days we **live** very busy lives.
He **works** on his family tree website twice
a week.*

2 Match the uses to the example sentences in exercise 1.

- 1 facts or things that are true
- 2 a changing situation
- 3 habits and routines
- 4 actions happening now
- 5 something that started in the past, but continues now

3 Identify which tense from exercise 1 often goes with each group of time expressions below. Then choose three time expressions and make a true sentence about your family for each one.

1 for generations
since I was very little
yet
already

2 at this moment
these days
right now
currently

3 every year
once a week
regularly
every other day

4 Complete the text with the verbs in brackets using one of the three present tenses.

My family origins (1) _____ (be) mixed. My ancestors (2) _____ (come) from Poland and England, but we (3) _____ (be) in the United States for 40 years. My parents (4) _____ (live) in Vermont, and I (5) _____ (be) in New York. I (6) _____ (live) in New York since last year. My wife (7) _____ (have) a three-year contract with a company here so we (8) _____ (stay) here until it finishes. I have a brother. Currently he (9) _____ (study) European history at the University of Warsaw. He (10) _____ (love) it, and he (11) _____ (already discover) lots about our family roots.



G Grammar focus – explanation & more practice of present tenses on page 134

Speaking

1 Choose **four** of these questions about your family that you would be comfortable answering. Mark them with an X.

Ten questions about ... **your family**

- Where does your family come from?
- How long have you lived in the home you live in now? Has your family moved around a lot?
- Do you have family reunions? How often? What is the largest family reunion you've been to?
- Is anyone in your family currently living in a different country? Who? Where?
- Are you interested in your family's history? Have you ever made a family tree?
- Do you take lots of photos of your family? Who is the 'family photographer'?
- Are your grandparents still alive? How old are they?
- How big is your family? Do you think it's better to come from a big family or a small family?
- Think of three members of your family. What are they doing right now?
- Are you and your mother alike? Or are you more similar to your father?

2 Work in pairs and show your questions. Ask and answer your partner's questions.

Part 3

Speaking

All's well that ends well

Reading

What are you optimistic about?

Listening

What are you optimistic about?

Grammar

Review 2: Future forms

Vocabulary & Writing

What are you optimistic about?



Speaking

Work in pairs. Read the fact box below and discuss the information.

According to the box, are most people optimists or pessimists?

Would you describe yourself as an optimist or a pessimist? Give examples.

All's well that ends well

Studies have shown that most human beings have a natural bias towards optimism: they tend to expect things will go well in the future, and that their future will be better than that of their fellow humans even when there is no evidence to support this. For example, 80% of motorists are convinced that they won't have an accident and almost all newlyweds expect that they will remain married forever.



What are you optimistic about?

Joichi Ito, internet entrepreneur

I am optimistic that open networks will continue to grow and become available to more and more people. I am optimistic that computers will continue to become cheaper and more available. I am optimistic that the hardware and software will become more open, transparent and free. I am optimistic that the ability for people to create, share and remix their works will provide a voice for the vast majority of people.

I believe that the internet, open source and a global culture of discourse and sharing will become the pillar of democracy for the 21st Century. [...] I am optimistic that the internet will enable the collective voice of the people and that voice will be a voice of reason and goodwill.

Reading

1 Work in pairs. You are going to read answers to the question *What are you optimistic about?*

A: read Joichi Ito's answer below. B: turn to page 128 and read another answer.

Tell your partner what the writer is optimistic about and say if you share this optimism.

2 What idea do both answers have in common?

Listening

1 1.07–1.11 Listen to five people answering the question *What are you optimistic about?* Tick (✓) the correct speaker or speakers for each question.

Speaker	1	2	3	4	5
sounds quite pessimistic					
is optimistic about their personal future					
is optimistic about a global issue					

2 Listen again. Are the statements true (T) or false (F)?

- Speaker 1 is going to retire next year.
 - Speaker 2 hopes that things won't get worse.
 - Speaker 3 is confident that blogs will further influence political affairs.
 - Speaker 4 thinks we will see a green future in her lifetime.
 - Speaker 5 is moving to a new company.
- 3** Are you optimistic about any of the things that the speakers mention? Discuss in pairs.

Glossary

open source (noun) – the practice of writing computer programs that are based on a code that is available for anyone to use

Grammar

1 Look at the examples from the listening. Complete the rules with the form in brackets.

*I'm certainly **going to make** the most of this time. (going to)*

*I'll **give** you an honest answer. (will)*

*With the state of the economy, it's **going to be** difficult to find a new job. (going to)*

*I've just been promoted and my new job **starts** next month. (present simple)*

*I'm **going for** a job interview tomorrow. (present continuous)*

*I have serious doubts that this **will be** in my lifetime. (will)*

- use _____ to talk about schedules or timetables
- use _____ to talk about fixed arrangements in the future
- use _____ to talk about plans and intentions
- use _____ to express spontaneous decisions
- use _____ for future predictions; we usually use _____ when a prediction is based on strong evidence

2 Complete the dialogues with a future form.

- 1 A: Have you decided what you _____ (do) in order to try to save the business?
B: Yes, we _____ (increase) our online advertising. I think that _____ (do) the trick.
- 2 A: OK, I've got the tickets. We _____ (leave) at 8.15 and the train _____ (get) in at 12.32.
B: But the plane _____ (depart) at 13.45. We _____ (not make) it.
- 3 A: It looks as if talks with the unions _____ (break down).
B: Yes, I don't think we _____ (get) what we want this time.
- 4 A: I _____ (get) some lunch. Are you nearly finished?
B: Yes, _____ (be) there in a minute.

3 What are the speakers in exercise 2 talking about in each dialogue? Do you think speaker B is optimistic or pessimistic?

G Grammar focus – explanation & more practice of future forms on page 134

Vocabulary and Writing

1 Look at the examples from the listening. Which time phrase means 'soon'? Which means 'in the distant future'?

The days of unlimited renewable energy, for example, are **light years away**.

The days when blogs will determine elections are **just around the corner**.

2 Put the time phrases in bold into two lists: 'soon' or 'in the distant future'. Use a dictionary if necessary.

It'll happen **any day now**.
It'll happen **in the near future**.
It won't happen **in my lifetime**.
It's a **long way off**.
It'll happen **before long**.
Right now it's **just wishful thinking**.

3 Answer the question 'What are you optimistic about?' Choose a topic.

- your life (your career, your family, projects you are involved in)
- your city or local area (sports and leisure, transport, childcare, crime)
- the world (the environment, medicine, the economy, technology, conflict)

4 Write a paragraph. Explain why you are optimistic about this topic and state any reservations you might have. Finish your paragraph with one of the time phrases from exercise 1.

Part 4

Vocabulary

The suffix *-able*

Reading

Winning the battle against disease

Extend your vocabulary

Metaphors: illness

Grammar

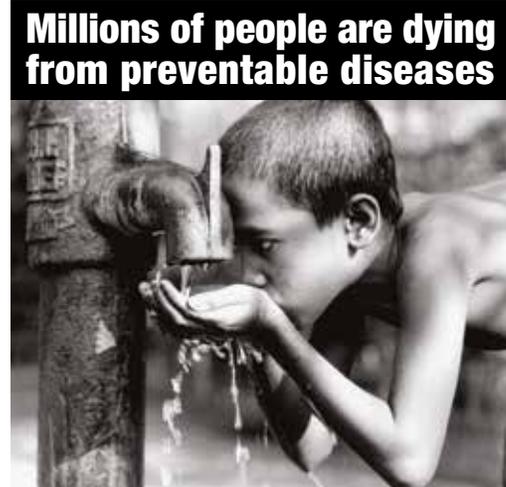
Future continuous & future perfect

Speaking

Your personal goals

Vocabulary

1 Read the headline. What do you think the keyword is and why?



2 Work in pairs. Match the adjectives with *-able* to a word in the box which the adjective can describe. Explain the meaning of the adjective. Swap over.

changeable	intolerable	respectable
drinkable	reliable	suitable
incurable	renewable	

disease	energy	organisation	present
situation	water	weather	witness

a suitable present

Reading

1 Look at the headings in *Winning the battle against disease* on page 13 and discuss your ideas in pairs.

What sort of text is it? Where might it come from?

What do you know about the three diseases described in the text?

2 Now read the text. Check your ideas in exercise 1 and find out which disease (or diseases) ...

- has more or less disappeared.
- is not caused by a virus.
- is still present in Europe.
- relies on people to help each other in a community to stop it spreading.
- can kill.
- can lead to people not being able to support their families.

3 Find words in the text with these meanings:

- can spread from one person to another (Introduction)
- get rid of something completely (Introduction)
- a substance that protects against a disease (Polio)
- polluted with infection (Guinea worm disease)
- get better after an illness (Measles)
- weakness or illness because of lack of food or the right foods (Measles)

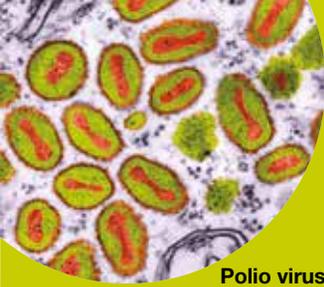
4 Work in pairs. Choose one of the statements. Pick the option you agree with and explain your reasons.

- Keeping a dangerous virus alive for research purposes is *sensible / irresponsible*.
- Eradicating disease is a question of *spending money / educating people*.

Extend your vocabulary – metaphors: illness

Dealing with illness is like fighting a war.
 The virus **attacks** the nervous system.
 He **fought** bravely against the disease.
 Yesterday she **lost the battle** against cancer.
 Her **defences** are very low.
 More and more people are **falling victim to AIDS**.

Are there similar metaphors in your language?



Polio virus

Winning the **battle** against **disease**

Smallpox is the only infectious disease which has been eradicated: in 1980 it was announced that the virus had been globally eliminated. Today it only exists as a research specimen in two locked vaults in Russia and the US. After the success of the smallpox eradication programme, the World Health Organisation and its partner organisations started programmes to eradicate other preventable diseases. Hopes are high that the following three diseases will have disappeared by 2020 at the latest.

Polio

Description: A virus that attacks the nervous system and can cause paralysis and even death. It mainly attacks children under five years old.

Where: In 1988 polio was found in 125 countries. At the time of writing, it is only found in four countries (Pakistan, Afghanistan, India and Nigeria). By the time you read this, it's possible that polio will have disappeared.

Cure and prevention: Polio is incurable, but it can be prevented by vaccine. From now on health workers will be targeting the four remaining countries and vaccinating all children under five.

Any cases of polio re-imported from other countries will be monitored.

Guinea worm disease

Description: A parasitic infection caused by drinking contaminated water. Water larvae grow into worms in the body. The disease doesn't kill, but the worms can cause intolerable pain. Sufferers are often unable to work in the fields and therefore can't provide food for their families.

Where: In the 1980s 3.5 million people were infected in Africa and Asia. To date only four African countries are still reporting cases.

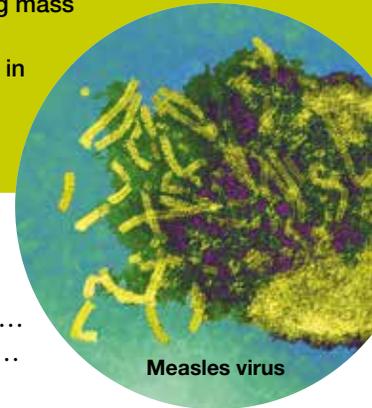
Cure and prevention: The disease can be prevented by installing new clean water supplies and filtering water. A programme of volunteers means that in future villagers will be checking their fellow villagers for disease to stop re-infection.

Measles

Description: A viral disease which mainly affects children. It spreads through coughing and sneezing. The main symptoms are fever and a bad rash.

Where: Measles is a leading cause of death among young children in developing countries. Because of some children not being vaccinated, measles has also been reintroduced in certain European countries.

Cure and prevention: There is no specific treatment and healthy children usually recover in 2-3 weeks. However, measles can have serious consequences for children or people with low natural defences – for example, because of malnutrition. Health workers will be implementing mass vaccination programmes in the next few years.



Measles virus

Grammar

1 Look at the examples in the grammar box. Which sentence talks about ...

- an action in progress at a certain time in the future? (future continuous)
- an action completed by a certain time in the future? (future perfect)

2 Now complete the rules.

*Hopes are high that the diseases **will have disappeared** by 2020 at the latest.*
*From now on health workers **will be targeting** the four remaining countries ...*

- future continuous: _____ + _____ + verb + *-ing*
- future perfect: *will* + _____ + _____

3 Read the five *VISION 2020* goals. Write what they will be doing over the next few years and what they will have achieved by 2020.

By 2020 they will ...

Between 2010 and 2020 they will ...

G Grammar focus – explanation & more practice of future continuous & future perfect on page 134

Speaking

1 Complete these sentences about your own personal goals (your health, your job, your family).

- By the end of the year ...
- In five years' time ...
- By this time next year ...
- In ten years' time ...

2 Explain your sentences to a partner.

VISION 2020

By 2020

- prevent the projected doubling of avoidable blindness
- eliminate the main causes of avoidable blindness

Between 2010 and 2020

- integrate an eye-care system into every national health system
- increase awareness of the problem
- secure the resources to increase prevention and treatment activities

VISION 2020: The Right to Sight, Today...

By 2020, 10 million people are projected to be blind or visually impaired. 80% of this blindness is avoidable.

WORKING TOGETHER TO ELIMINATE AVOIDABLE BLINDNESS

Working together to eliminate avoidable blindness. www.VISION2020.org



Warm up

1 Complete the sentence below in any way you choose, and think of three examples you could use to support it.

Modern life is ... than in the past.

2 Now think of one exception to what you've just written. Tell a partner your sentence, examples and exception.

Listening

1 1.12–1.14 Listen to three people completing the sentence in the Warm up. Does anybody complete the sentence in the same way as you or mention the things you talked about?

2 Listen again and decide if the statements are true (*T*), false (*F*) or the listening doesn't say (*DS*).

Speaker 1:

uses a mobile phone at work
has to do many things more quickly
has more time to think

Speaker 2's parents:

lived through a war
went to visit family in America and Asia
are still alive today

Speaker 3:

smokes
thinks food is healthier
thinks people are living longer

Language focus: making generalisations

1 Look at the following sentences from the listening. Underline the words which are used to talk about making generalisations.

- It typically took longer to get to places.
- In my parents' time products were mostly better quality.
- Modern life is, generally, healthier than in the past.
- But people, ordinarily, are living longer and better than two or three generations ago.

2 Insert the missing word in each sentence. Choose from the words in the box.

in and as most

- general, modern life is more stressful than it was in the past.
- but a rule I would say the stress caused is a more overwhelming factor.
- but by large, things have just become a lot easier and better.
- food is also better, more varied, fresher and, in cases, healthier.

3 Look at this list of phrases. Which two phrases **can't** be used to voice an exception?

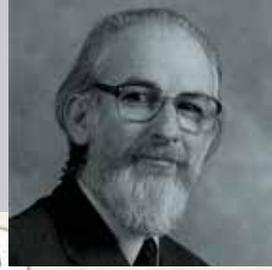
Not counting ...	Apart from	Except for
An exception is ...	Personally ...	Especially, ...
This doesn't include ...		

Speaking

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

A Look at the sentences in Language focus exercise 1. Discuss how much you agree with them. Try to bring in other general examples to support your point. Your partner should think of exceptions.

B Look at the photos at the top of the page. Using your own ideas, make generalisations about each of these things. Then listen to your partner's ideas and think of one exception.



We often talk about languages as if they were alive. We say that English is a 'living language' and Latin is a 'dead language'. But this is slightly misleading. Languages don't have a life of their own. It's people who live and die.

A language is alive and well if it has people who speak it daily. And it dies when the last person to speak it dies – though some say that a language dies when the *second-last* person who speaks it dies, for then the last speaker has nobody to talk to.

Of the 6,000 or so languages in the world, about half are now so seriously endangered that they are likely to die out this century. Globalisation has made it difficult for minority languages to survive. People see the internationally used languages as a route to a better quality of life, and they allow their ancestral languages to decline as a consequence. It doesn't have to be that way. Millions around the world have developed a healthy bilingualism, maintaining their old language alongside the new.

Speaking is not the only criterion, of course. Languages can exist in a written form too. So if people continue to read and write a language, we might say that it is alive and well, even if it is never spoken. On that basis, Latin is certainly alive, for many people regularly read and enjoy the works of Latin writers, and the language continues to live on as an official language of the Roman Catholic Church. But to be 'fully alive', a language needs to be spoken as well as written, and to be used in everyday settings, not just in church.

Languages have always died out, throughout history, as the cultures and communities who spoke them disappeared. No language has ever lasted longer than a few thousand years. So, if history is a guide, English won't be with us forever. But, *is* history a guide? In a world where communication has been revolutionised by the internet, and where huge electronic databases store so much of what we say and write, the future of languages may be different from everything we have seen in the past.



Warm up

In your own words, explain what you think is the difference between 'a living language' and 'a dead language'. Can you name examples of each?

Reading

1 Read *Languages alive and dead*. Put the following points the author makes in order.

- a ___ English may die in a few thousand years.
- b ___ Languages don't die, people do.
- c ___ Latin is not really dead, but it is not completely alive.
- d ___ People don't have to lose their own language when they learn an international language.
- e ___ Technology might keep English alive.

2 Read the text again. How does the author answer these questions about language?

- 1 What makes a language truly alive?
- 2 When does a language die?
- 3 Why are so many languages in danger of dying out now?
- 4 Is it inevitable for minority languages to die? Why not?
- 5 Is Latin a dead language? Give one reason why it is and one reason why it isn't.
- 6 Will English survive another thousand years? Give one reason why it will and one reason why it won't.

3 Find words and phrases in the text with the following meanings.

- 1 not really correct (2 words, paragraph 1)
- 2 next to (1 word, paragraph 3)
- 3 belonging to your relatives in the past (1 word, paragraph 3)
- 4 something that helps you to make a judgement about something (1 word, paragraph 4)

Speaking

1 How much do you agree with the following statements? Mark them from 1 (agree completely) to 4 (disagree completely). Think of reasons why you agree or disagree.

- The life and death of a language is normal, we should not interfere. 1 2 3 4
- Learning English is a route to a better life. 1 2 3 4
- English should not be allowed to threaten other languages in my country. 1 2 3 4
- Children should learn more than two languages at school. 1 2 3 4
- Technology cannot keep all languages alive. 1 2 3 4

2 Work in pairs. Compare your statements. Which ones do you agree on? Discuss your reasons.

Writing a report (1)

Reading

1 Read Jiwon's report on changes in family life in South Korea. Which of the following topics does she mention?

arranged marriages **future trends**
cohabitation **polygamy**
divorce **single-parent families**
the extended family **wedding customs**
family size **work patterns**

- a As a result of globalisation, there has been a huge amount of cultural exchange between different societies. In post-war Korea in particular, we have been influenced by western thought and have accepted it into many areas of our lives. This is especially true in our concept of the family.
- b One of the most noticeable changes has been in our marriage customs. A hundred years ago, marriages were arranged by a matchmaker and a couple's parents, and often the first meeting between a bride and groom took place on their wedding day. Moreover, it was not uncommon for a man to have more than one wife, if he had enough money. Today, however, 'love marriages' have become much more common, and polygamy is no longer practised.
- c Divorce is viewed very differently nowadays. In the past, divorce and remarriage were very rare, and even if a couple divorced, the woman was usually blamed, even by her own parents. By contrast, divorce is no longer considered taboo by most people. The divorce rate is increasing, and more and more people are remarrying in later life.
- d To conclude, family life is continuing to evolve in South Korea. Although our society is still quite conservative, it is possible that we will see new types of marriage and families in the near future. However, I am optimistic that the family will continue to exist as a strong institution in our country.

2 Complete the chart with facts from Jiwon's report.

	In the past	Nowadays
Choosing a partner		
Polygamy		
Attitudes to divorce		
Divorce and remarriage		

3 Are any of the changes that Jiwon mentions true of your society?

Writing skills: paragraphs

A Paragraphs

Before you start writing, make a plan and organise your ideas in **paragraphs**. A paragraph can be defined as a group of sentences about a single idea or topic.

Choose the best topic for each of the paragraphs (a–d) in Jiwon's report.

- a globalisation / changing cultural attitudes / western thought
 b arranged marriages / polygamy / marriage customs
 c the divorce rate / attitudes to divorce / remarriage
 d ongoing changes in family life / new types of family / conservative attitudes

B Topic sentences

Writers often state the main idea of the paragraph in the first sentence. This is known as the **topic sentence** and it helps the reader follow the structure of the writing.

1 Underline the topic sentences in Jiwon's report. How well do they summarise the idea of the paragraphs?

2 Now choose the best topic sentence for this paragraph.

Finally, _____. Until recently, couples wanted to have several children because this meant prosperity for the family. For example, my father had six siblings, whereas I have only one brother. Currently, the average family size in my country is fewer than two children per couple.

- 1 my father's family was very different from mine.
 2 the size of the average family in South Korea has decreased considerably.
 3 siblings used to be much more important in the past.



3 Where would you place the paragraph in exercise 2 in the report? Why?

C Supporting sentences

The sentences after the topic sentence are called **supporting sentences**. They provide details, examples, a definition or an explanation of the topic sentence, and should follow a logical order.

Put the sentences below in a logical order to form a paragraph.

- a This means a family that is composed of a parent or parents, and their child or children.
- b In the past, parents and children used to live with their grandparents and great-grandparents.
- c Nowadays, however, most people live in a nuclear family.
- d Another area of change is in the extended family.
- e For example, when my mother was young, she used to live with her grandparents and aunts.

Preparing to write

Choose **three** or **four** of the topics in Reading exercise 1, and discuss with a partner how these have changed in your society.

Writing a report

- There have been *huge / noticeable* changes in ...
- The birth rate has *increased / decreased considerably / slightly*
- In the past, ... / A hundred years ago, ... / Until recently, ...
- Nowadays, however, ... / Today, by contrast, ...
- One of the most important changes has been in ... / Another significant change has been in ...

Writing

Write a report on family life in your country based on your discussion with your partner. Write four or five paragraphs, including an introduction and conclusion. Include topic sentences and arrange your supporting sentences in a logical order.

Exploring your dictionary

1 Which of these types of English dictionary do you use? How and when do you use them? What are the advantages and disadvantages?

- a bilingual dictionary
- a monolingual learner's dictionary
- a dictionary of collocations
- a specialist dictionary (eg law)
- an electronic / online dictionary
- a thesaurus

Discuss your answers with a partner.

2 Study the dictionary extracts from the *Macmillan English Dictionary*.

hopeful¹ /həʊpfl/ *adj* *

1 believing that something will happen the way you want it to: *We resumed negotiations, but we're not very hopeful.*

◆ + **that** *In spite of our differences, we remain hopeful that a solution can be found* ◆ + **of**

The board is quite hopeful of securing further investment.

2 expressing the feeling that something you wish for will happen or be true = OPTIMISTIC: *She gave us a bright-eyed, hopeful look.*

- hopefulness noun [U]

hopefully /həʊpfl/ *adv* **

1 *mainly spoken* used for saying that you hope something will happen: *Hopefully, we'll get more news next week.*

2 feeling or showing hope: *He looked at her hopefully.*

Find information about the following:

- grammatical usage
- frequency
- meaning
- pronunciation
- related words
- style

3 With a partner, look through a learner's dictionary. What other learning features or sections are included?

- * If you do not already have a monolingual learner's dictionary, plan to buy one.
- * If you have one, study the introduction.
- * Use your dictionary to extend and deepen your vocabulary.