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Part 1

Speaking & Pronunciation

Personal facts

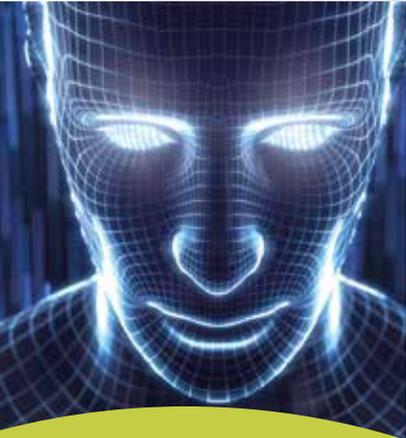
Reading

Six Wikipedia 'Facts'**Is Wikipedia part of a new 'global brain'?**

Extend your vocabulary

Collocations for going online

Writing

An online encyclopedia entry

Speaking and Pronunciation

1 Work in pairs. Tell each other three facts about yourself that you think they do not know or could not guess, and one fact that is false. Your partner should ask questions to find out which statements are facts, and which is false. Then swap over.

2 With your partner, decide which words carry the main stress in each sentence.

- I thought he was a student, but actually he's the teacher.
- She thought I was from Spain, but in fact I'm from Mexico.

3  1.01 Listen to check your answers. Then practise repeating the sentences with your partner.

4 Has anyone ever got a fact about you wrong? Have you got a fact wrong about someone else? Tell your partner.

5 Work with another pair. Introduce your partner. Include the true and the corrected facts from exercise 1. Use *in fact*, *actually*, or *in actual fact* to contradict the false information.

Reading

1 When you need information, do you normally use an encyclopedia or other reference book, or look online? Why?

2 Read *Six Wikipedia 'Facts'*. Five statements are true and one is false. Which one do you think is false? What made you think the others were true?

3 Read *Is Wikipedia part of a new 'global brain'?* on page 7. Which statement best reflects the writer's opinion? Find evidence for your view.

- Sites like Wikipedia have removed the need for expert knowledge nowadays.
- Professional experts still have a vital role to play in deciding about the accuracy and importance of facts.

4 Match the first lines below to paragraphs A–D in the text. Use the words in bold in the lines and in the text to help.

- But** is it really the case that we no longer need professional expertise?
- The internet** is often celebrated for giving a voice to anybody and everybody.
- Despite its weaknesses**, Wikipedia is still a great entry point for finding information and linking to other sites of interest.
- With **this proliferation of user-generated content** has come the notion of a collective intelligence, or what some have termed 'a global brain'.

5 Explain the following phrases, as used in the text.

- user-generated content (paragraph A)
- citizen journalists (paragraph A)
- peer review (paragraph B)
- collective intelligence (paragraph B)
- engineered content (paragraph B)
- professional amateurs (paragraph C)

6 Choose the alternative you agree with most. Then discuss your ideas in pairs.

- The idea of collective intelligence is *persuasive / intriguing / ridiculous*.
- User-generated content *will probably / may / will never* replace the contributions of experts.

Six Wikipedia 'Facts'

- The name *Wikipedia* derives from the Hawaiian word *wiki* meaning *quick* (the *Wiki Wiki Bus* in Hawaii is a fast airport shuttle bus). A *wiki* is a website that allows the easy creation and editing of web pages.
- The first web-based wiki was created by Ward Cunningham in 1995 to enable computer programmers to share ideas online.
- Wikipedia contains over 2.9 million English language articles, making it the largest encyclopedia ever assembled.
- Wikipedia articles are written and revised by hundreds of thousands of unpaid volunteers, who may be academics, researchers, students or simply interested amateurs.
- The website has an official non-bias policy, and articles must present a balanced view of a topic.
- Articles are vetted for accuracy and appropriateness by a panel of experts on the Wikipedia Editorial Board.

Is Wikipedia part of a new 'global brain'?

Extend your vocabulary – collocations for going online

Read the collocations below and answer the questions with a partner.

- visit a *website / web page / blog*
- post a *blog entry / comment / photo*
- *download / upload* a file / an image / a video / information
- *click on / follow* a link
- update your *software / status / profile / blog*

Do you regularly access the internet? Why / Why not?

Are there any of these actions that you have never done?

Which, if any, have you done recently, and why?

Writing

You are going to write the introduction to an entry on one of the following topics for an online encyclopedia website:

- your town or region
- a favourite band, singer, composer or type of music
- a famous person from your country

1 Read the instructions for writers from the Wikipedia website below.

- 1 Which two criteria for acceptable articles are mentioned?
- 2 Do you think there is such a thing as 'a neutral point of view' or 'verifiable accuracy'? How can it be presented?

Wikipedia has a neutral point of view. We strive for articles that advocate no single point of view. Sometimes this requires representing multiple points of view, presenting each point of view accurately and in context, and not presenting any point of view as 'the truth' or 'the best view'. All articles must strive for verifiable accuracy: unreferenced material may be removed, so please provide references. That means citing verifiable, authoritative sources, especially on controversial topics and when the subject is a living person.

- 2 Write your introduction. Then show it to a partner. Your partner should check that it meets the criteria, and ask questions to find out more information.

A _____ User-generated content on **sites** such as Wikipedia, YouTube® and MySpace, as well as **web tools** such as discussion groups, blogs, wikis and podcasts, have brought about an elevation of **the role of amateurs**. News organisations are crying out for 'citizen journalists', asking the public to help 'make the news' and offering money for eye-witness accounts and mobile-phone video clips, while TV companies trawl the internet looking for entertaining clips to televise.

B _____ **Such collective intelligence** is supposedly made up of an international community of ordinary people who contribute and peer review content to ensure that the highest level of knowledge on a particular subject is attained. The idea behind collective intelligence is that anyone can contribute to the knowledge pool on any chosen subject. And increasingly, collective intelligence is seen as preferable to professional expertise. Indeed, many in the blogosphere seem fundamentally suspicious of funded or 'engineered' content – that is, researched, credible, verified and edited content.

C _____ **And** are all opinions equally valid – or are some opinions simply more valid than others? Who acts as the filter? Surely the only way of achieving a coherent overview is to invite experts to sift through the content and judge what is quality and what is not? It is true that a small proportion of bloggers are authorities in their field or are 'professional amateurs', but this does not mean that we are witnessing the rise of a collective intelligence that will develop and disseminate ideas across the globe.

D _____ **There is undoubtedly a role** for user-generated content today. However, the new web world can surely only fulfil its true potential through more rigorous standards and filters on the quality of the content generated. Such content should not be elevated to the grandiose status of an emergent 'collective intelligence' – especially if that is at the expense of expert knowledge, which remains invaluable today.

Part 2

Reading & Speaking

The world's most adventurous museums

Listening

Interview about museums

Grammar

Present simple and continuous for facts and trends

Reading and Speaking

1 Work in pairs to discuss the questions.

adventure a fun day out
boring information experimental projects
hands-on exhibits historical artefacts
specimens temporary exhibitions

- Which of the ideas in the box do you associate with museums? Why?
 - When did you last go to a museum?
 - Which of the items above did you experience?
- 2 You are going to learn about some of the world's most adventurous museums and art galleries. Work in groups of four. Student A: turn to page 126. B: turn to page 129. C: turn to page 127. D: turn to page 131.

- 3 Tell the rest of the group about your museum. Then discuss these questions together.
- Which museum would you most, and least, like to visit, and why?
 - Do you think museums like these can enrich our knowledge of the world? Why / Why not?

Listening

1 Work in pairs. Discuss whether you think these statements are true (T) or false (F).

- Attendance at museums has declined recently.
- Children are the largest growing age group for museum visitors.
- Museums originated in the Renaissance.
- Museums helped establish a scientific way of looking at the world.
- Early museums all had similar exhibits.
- The function of museums is changing in the digital age.
- Museums should aim to engage people emotionally.
- Museums will probably have disappeared in 100 years' time.

2  1.02 Listen to an interview with Professor Ken Arnold, Head of Public Programmes at the Wellcome Trust Museum, in which he discusses museums. Check your ideas for exercise 1. Does anything surprise you? If so, why?

3 Listen to the interview again and complete the gaps.

- Yes, _____ more than ever _____, so more people are going to public cultural institutions these days than are going to sporting venues, and in recent years attendance at many museums has _____ risen steadily.
- It can be hard to tell _____, but I think museums are increasingly appealing to young adult audiences.
- _____ is this idea of facts that were publicly visible, that were verifiable by anyone who wanted to question them.
- _____, museums can still effectively perform the same sort of function, but now not just for a few people.

4 Which of the expressions in the gaps are used ...

- to start an answer to a question?
- to give an opinion?
- to add emphasis?

5 Choose two questions to discuss in pairs.

- Think of a museum you know. What does it do to attract more visitors?
- Describe an interesting or unusual exhibit or temporary exhibition you have seen in a museum.
- If you could design a temporary exhibition, what would you choose to focus on?
- What do you think a museum might look like in 100 years' time?



Grammar

1 Match the grammar rules below with a phrase from the box.

a temporary situation a habit or routine
a trend or new development
an established fact

- use the present simple tense to describe ...
 - _____, eg *Most museums do not charge an entrance fee.*
 - _____, eg *I quite often go to exhibitions.*
- use the present continuous tense to describe ...
 - _____, eg *Today, more and more young people are visiting museums.*
 - _____, eg *The exhibits are currently being stored in the cellar while the museum is being renovated.*

Note the following uses of the present continuous:

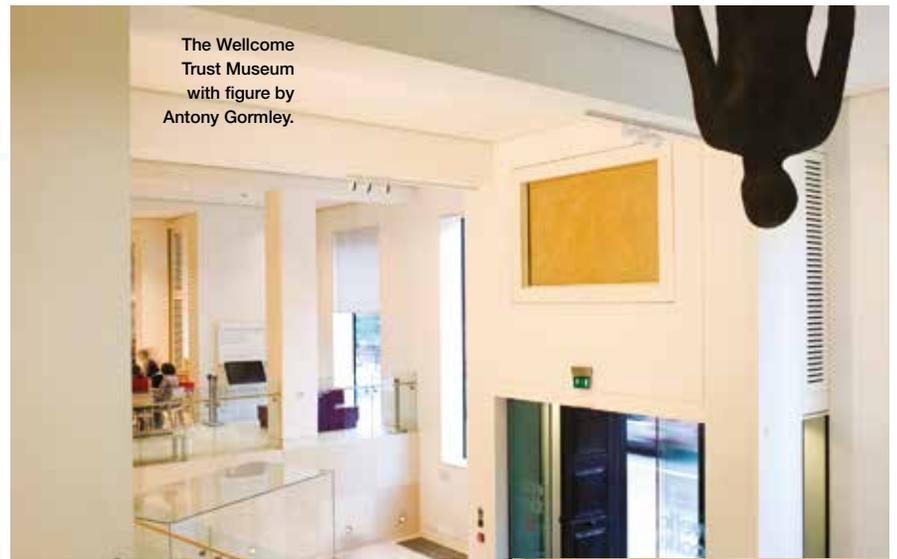
- with *always* or *forever* to emphasise an emotional reaction to a regular activity
*He's **always** coming late. They're **forever** putting on new exhibitions.*
- with certain state verbs which also have a dynamic, progressive meaning
*Museums are **increasingly** appealing to a younger audience.
I'm **loving** having more free time these days.*

2 Match each group of adverbials with one of the rules a–d.

- nowadays, increasingly, these days, today
- in general, normally, generally speaking
- rarely, from time to time, every other week
- at the moment, at present, currently

3 For each of the sentences, decide whether one or both alternatives are possible, and why.

- Museum entrance fees *become / are becoming* more and more expensive.
- I *work / am working* as assistant curator in the local museum.



- Museums *provide / are providing* unique access to priceless treasures.
- The local art gallery *tries / is trying* to raise funds to buy a new exhibit.
- Public funding for museums and the arts is *reduced / being reduced* nowadays.
- My friend *is always trying / always tries* to persuade me to go to exhibitions, but I'm afraid I *don't have / am not having* enough time.
- The idea of visiting that exhibition *sounds / is sounding* less and less attractive.

4 Choose a suitable adverb to complete the sentences.

- _____, we have a female prime minister in my country.
- I _____ watch TV in the evenings.
- I am _____ spending my weekends studying.
- _____ people in my country speak good English.
- It is becoming _____ difficult for young people to find a job in my country.

5 Write true sentences describing facts or trends connected with four of the following topics.

air travel cost of living holidays learning English
leisure activities spending patterns tourism

Holidays: Most people in my country spend their holidays at home, but more and more people are going abroad for their holidays.

6 Read your sentences in small groups. What evidence do you have for your statements?

G Grammar focus – explanation & more practice of present simple and continuous for facts and trends on page 132



Part 3

Speaking

Fiction and stories

Listening

the *Arabian Nights*

Vocabulary & Pronunciation

Emotional reactions

Writing

A story



A good story...

has an intriguing plot

grabs your attention from the start

has a happy ending

is short and simple

has characters you can empathise with

teaches you something about life

has vivid descriptions

can be summarised in a single sentence

is like real life

is entertaining

has a powerful message

ends with a bang

Speaking

fiction /'fɪkʃ(ə)n/ noun **

1 [U] books and stories about imaginary events and people. Books that give facts about real events, things or people are called non-fiction.

1 Work in pairs. Look at the definition of fiction and make a list of different types of books that could be classified as fiction or non-fiction. Which types of book do you generally prefer to read, and why? If you do not normally read, why is that?

2 Read *A good story*.

- 1 Choose six features you think are the most important.
- 2 Compare your ideas with a partner. Are there any ingredients in the list that you feel are not necessary?
- 3 Think of a well-known story or folk tale from your country, or one you remember from your childhood. Can you summarise the story in a single sentence?

Listening

1 Read about the frame story technique below. What exactly is meant by 'a story within a story'? Do you know the story of the *Arabian Nights*, or any of the tales within it?

2 **1.03** Listen to the first part of the frame story of the *Arabian Nights*. How are these characters connected in the story?

- | | |
|-------------|---------------------|
| 1 Shahrazad | 3 The King's Vizier |
| 2 The King | 4 Dunyazad |

3 With a partner, try to put the events below in order 1–7. Can you remember any reasons given for the events?

- | | |
|--|---|
| a Shahrazad vowed to marry the king. | — |
| b The king met Shahrazad. | — |
| c Shahrazad told the king a story. | — |
| d The vizier became sad. | — |
| e Shahrazad's sister came to meet her. | — |
| f There were no young women in the kingdom. | — |
| g The king decided to meet Shahrazad the next night. | — |

4 Listen again to check your answers.

5 In your opinion, which of the following does the story mainly illustrate, and why?

The power of:

- intelligence
- rulers
- love
- fiction

6 Shahrazad is said to have collected thousands of stories, having 'read books and histories, accounts of past kings and stories of earlier peoples'. If you had to tell a favourite story to save your life, which one would you tell, and why?

The Frame Story

One of the earliest techniques in fiction is the frame story. A frame story is a narrative in which a main story is told in order to set the stage for a series of other shorter stories, each of which is a story within a story. The technique goes back thousands of years and can be found in stories from all over the world. One of the most famous frame stories in world literature is the *Arabian Nights* (also known as the *Thousand and One Nights*).

Vocabulary and Pronunciation

1 Read two sentences about the story. Which of the underlined adjectives is gradable?

The king was somewhat surprised when Dunyazad arrived to see her sister.

When Shahrazad offered to see the king, her father was absolutely astonished.

2 Complete the rules using the groups of words in the box.

- a rather, somewhat, a little, a bit, slightly
- b very, quite, pretty, fairly
- c absolutely, utterly, completely, totally

1 Gradable adjectives (eg *good*, *big*, *surprised*) can be qualified by adverbs such as _____.

2 Gradable adjectives with a negative meaning (eg *difficult*, *expensive*) can also be qualified by _____.

3 Ungradable adjectives (eg *wonderful*, *enormous*, *astonished*) can be qualified by adverbs such as _____.

3 Read more sentences about the story, and delete the gradable alternative.

1 The king was absolutely *furiously* / *enraged* / *angry* / *incensed* to learn of his wife's betrayal.

2 He was completely *heartbroken* / *upset* / *distraught* / *devastated* so he ordered her execution.

3 The citizens were utterly *horrified* / *shocked* / *appalled* / *speechless* at the king's brutality.

4 Shahrazad's decision to see the king left her father feeling totally *mystified* / *puzzled* / *bewildered* / *baffled*.

5 The vizier was absolutely *pleased* / *overjoyed* / *delighted* / *euphoric* when Shahrazad's life was spared.

4 Find adjectives from exercise 3 with the following stress patterns.

- 1 O 3 Oo 5 ooO 7 Oooo
- 2 oO 4 oOo 6 Ooo

5  1.04 Listen to check your answers. With a partner, take it in turns to read out the sentences in exercise 3, choosing one of the alternatives.

6 Look at the example of another way to describe emotional reactions in a story. Write some more sentences about the story using the ideas in exercise 3, and one of the words below.

The vizier learnt to his utter amazement that Shahrazad had not been killed.

- amusement annoyance astonishment
- bemusement delight dismay fury
- horror relief sorrow

Writing

1 Work in pairs. You should each choose one of the opening lines from a tale from the *Arabian Nights*. Take it in turns to write sentences to develop the stories. Include descriptions of emotional reactions.

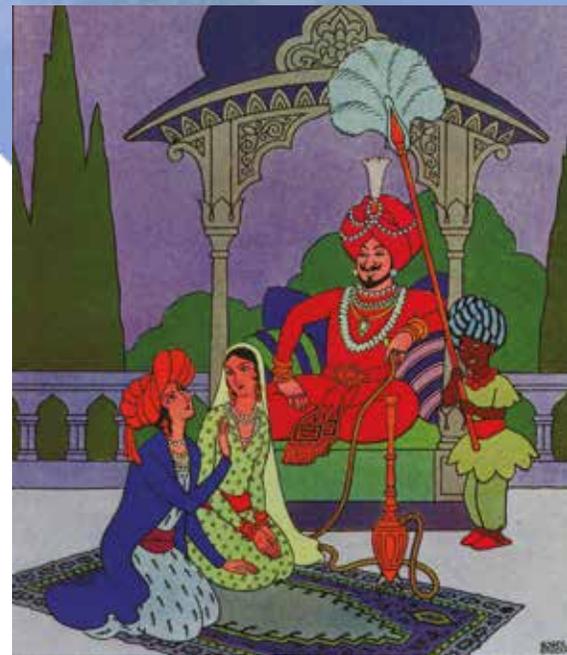
1 There was once a poor, elderly fisherman with a wife and three children, who was in the habit of casting his net exactly four times each day.

2 Once in the land of Egypt there was a woman who loved money so much that she could not find a husband rich enough to satisfy her.

3 In a certain town of Persia there lived two brothers, one of whom was named Kassim and the other Ali Baba. Their father at his death left them a very moderate fortune, which they divided equally.

4 Once upon a time there was a wealthy merchant who possessed many animals, as well as the gift of understanding the language of birds and beasts.

2 When you have finished, read your stories to another pair. Which do you prefer, and why?



Part 4

Reading

Just science fiction?

Extend your vocabulary

Prefixes

Listening

Reacting to a question

Grammar

Ellipsis



Reading

1 What do you think of when you hear the phrase ‘science fiction’? Then tell the class. Do you enjoy science fiction books and films? Are they more ‘fiction’ than science?

2 Look at the interactive quiz below by NASA, The American Space Agency. Do you think the sentences are just science fiction? Tick (✓) the ones you think are based on scientific truth.

A We now have evidence that some form of life exists beyond Earth, at least in primitive form. _____

B Our solar system is not the only one: we know there are many other suns with planets orbiting them. _____

C We currently have the technology necessary to send astronauts to another star system within a reasonable timespan. The only problem is that such a mission would be overwhelmingly expensive. _____

D There is no gravity in deep space. _____

E Some organisms can survive in space without any kind of protective covering. _____

3 Read *Just science fiction?* and match paragraphs 1–5 on page 13 to sentences A–E in exercise 2. Underline the information or phrases that helped you match them.

4 Check your answers to exercise 2. Which of the science facts did you find the most surprising?

5 Discuss these ideas with a partner.

- What would it mean for mankind if other star systems could provide potential new living spaces?
- Why do so many people insist that we are not alone in the universe?
- Given the rapid pace of change today, what will science fiction have to come up with to keep ahead of actual science research?

Extend your vocabulary – prefixes

1 Look at the words from the text. What do they mean? Match the prefixes in bold to the correct meanings:

- 1 **telescope** 3 **extraterrestrial**
2 **ultraviolet** 4 **interstellar**

between beyond
extremely over a distance

2 Combine these words with one of the prefixes above. Explain the words to a partner.

active changeable judicial modern
ordinary shopping sonic

3 Find out the meaning of these other prefixes. Use a dictionary and find an example word for each one.

anti hyper multi post sub

Listening

1 **1.05–1.09** Listen to five opinions and dialogues. Which one of these three questions are all five speakers reacting to?

- 1 Is there life on other planets?
- 2 Is space exploration a waste of money?
- 3 Would you like to go into space?

2 Listen again. Which speakers are in favour and which against?

For each speaker or pair of speakers (1–5) note down their reaction and reasons.

3 What’s your answer to the question they are discussing?

JUST SCIENCE FICTION ?

1 _____

SCIENCE FACT

Improved telescopes and detectors have led to the detection of dozens of new planetary systems within the past decade, including several systems containing multiple planets.

2 _____

SCIENCE FACT

In a European Space Agency experiment conducted in 2005, two species of lichen were carried aboard a Russian Soyuz rocket and exposed to the space environment for nearly 15 days. They were then resealed in a capsule and returned to Earth, where they were found in exactly the same shape as before the flight.

The lichen survived exposure to the vacuum of space as well as the glaring ultraviolet radiation of the Sun.

3 _____

SCIENCE FICTION

While many scientists speculate that extraterrestrial life exists, so far there is no conclusive evidence to prove it. Future missions to Mars, Jupiter's moon Europa and future space telescopes such as the Terrestrial Planet Finder will search for definitive answers to this ageless question.

4 _____

SCIENCE FICTION

Even the unmanned Voyager spacecraft, which left our solar system years ago at a breathtaking 37,000 miles per hour, would take 76,000 years to reach the nearest star. Because the distances involved are so vast, interstellar travel to another star within a practical timescale would require, among other things, the ability to move a vehicle at or near the speed of light. This is beyond the reach of today's spacecraft – regardless of funding.

5 _____

SCIENCE FICTION

If this were true, the Moon would float away from the Earth, and our entire solar system would drift apart. While it's true that gravity gets weaker with distance, it can never be escaped completely, no matter how far you travel in space. Astronauts appear to experience 'zero-gravity' because they are in continuous free-fall around the Earth.

Grammar

1 Match the examples a–f to the correct rules. Which words have been left out? Which sentences sound informal?

- a *We have some sort of duty to find out if we are alone in the universe. Or at least **try to**.*
- b *'I'd go into space, you know, if I got the chance.' – 'I think I **would** too.'*
- c ***Know** what I mean?*
- d ***Don't know** really. Haven't really thought about it.*
- e ***You know** what?*
- f *'The government could have used that money to help people in need instead.' – 'Yeah, they **could have** ...'*

We often leave out words in order to avoid repetition. This is natural in everyday spoken and written English.

- the main verb and its object can be left out after an auxiliary verb _____
 - an infinitive clause can be reduced to the word *to* _____
- In spoken English, where the context is clear, unnecessary words can also be left out. This makes the sentence sound much more informal.
- at the beginning of a sentence, subject pronouns can be left out before all verbs _____
 - in questions, the auxiliary verb can be left out (except before *I* and *it*) _____
 - in questions where the subject is clear, the subject pronoun can also be left out _____

2 In these sentences words have been added to replace another phrase. What has been replaced?

Is space exploration a waste of money?

*I don't think **so**. I hope **not**.*

3 Look at the dialogues. Put brackets round what can be left out, or cross out and replace with *so* or *not*. Sometimes there is more than one correct answer.

- 1 A: Is that a shooting star?
B: It might be a shooting star. Hmm, but then again it might not be a shooting star.
- 2 A: Is he going to go on about scientific progress again?
B: I hope he isn't going to go on about that again.
- 3 A: Do you believe in extraterrestrials?
B: Yes, I think I do believe in extraterrestrials. You can't believe everything scientists tell you.
- 4 A: Do you fancy going to see the new sci-fi film?
I think it's still on.
B: Yes, I'd love to see the new sci-fi film.

4 Work in pairs. Student A: turn to page 126. Student B: turn to page 129. Ask and answer your questions.

G Grammar focus – explanation & more practice of ellipsis on page 132

Glossary

lichen (*noun*) – a small soft plant that grows on surfaces such as trees and walls



Warm up

Work in pairs. Discuss the following for your town or area:

- a good meeting point in the town centre
- a good place to meet up for lunch or coffee
- a good place for a night out with friends
- three interesting things to do with a friend at the weekend

Listening

1 **1.10–1.12** Listen to three conversations in which people are making arrangements to meet. For each conversation, note down ...

- 1 the relationship between the two speakers.
- 2 what they are arranging to do.
- 3 where and when they arrange to meet.

2 Listen to the conversations again and answer the questions.

Conversation 1

- 1 Why is the woman *tied up this Sunday*?
- 2 Why is it *a shame*?

Conversation 2

- 1 What time does Clare's coach get in?
- 2 Why might Rob arrive a little later?

Conversation 3

- 1 What plans does the man mention for before and after lunch?

3 **1.13–1.14** Now listen to two conversations where people are describing plans for the weekend. Make notes on what each person is going to do.

Language focus

Read sentences from the conversations. Underline the expressions used to describe plans and arrangements. Then match each sentence to one of the categories.

- | | |
|----------------------|----------------------------|
| A Clear intentions | C Formal timetabled events |
| B Fixed arrangements | D Possible plans |

- 1 I've arranged to meet Sarah. _____
- 2 I'm helping her move house next Sunday. _____
- 3 My coach gets in at 4.30. _____
- 4 I'll be there as soon as I can. _____
- 5 I'm going to be working. _____
- 6 I'm due in court at half past two. _____
- 7 I might take some of my friends along. _____
- 8 We're going to have a lovely meal. _____
- 9 We'll probably go to the nursery. _____
- 10 I'm planning to go to London. _____
- 11 I'm thinking of visiting my mother-in-law. _____
- 12 Maybe I'll do some gardening. _____

Grammar focus – explanation & more practice of future forms on page 132

Pronunciation

1 Look at the questions. Do you think the speaker's voice goes up or down at the end of each sentence?

- 1 Are you doing anything on Sunday?
- 2 Is tomorrow any good for you?
- 3 What are your plans for the weekend?
- 4 What are you up to this evening?
- 5 Would you like to meet up for coffee?
- 6 Do you fancy coming round for supper?

2 **1.15** Listen to check your ideas. What is the rule? Listen again and repeat.

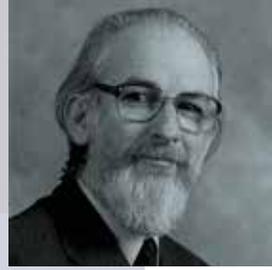
Speaking

Work in pairs. Ask and answer about your partner's plans at different times in the coming week.

- Invite him/her to do some of the activities you discussed in the Warm up and make firm arrangements to meet.
- Swap roles and have similar conversations.

Useful phrases

- That sounds great! I'd love to.
- I'd love to, but I'm afraid ...
- I can't do 1.00 – can we make it a bit later?



People often conclude the point they're making with the words '... and that's a fact!' It's a fact that the Earth is round and that Aleksandr Solzhenitsyn won the Nobel Prize for Literature in 1970. Facts are demonstrable, verifiable, unarguable. But with language, there are remarkably few of them!

How many people speak English around the world? Estimates vary enormously: some say around 1,500 million; some say 2,000 million or more. The uncertainty partly results from the lack of information about language use in many countries. Census forms rarely distinguish different functions – listening, speaking, reading, writing – or ask about a person's ability in each. But the uncertainty also reflects a question of definition: how fluent do you have to be to count as a speaker of English? At what point in a learning curve does someone dare to say: 'Yes, I speak English'? There can never be facts about global totals, only guesstimates.

How many varieties of English are there around the world? We talk happily about British English, American English, Caribbean English, and so on, and note the sounds, grammar, vocabulary, and discourse patterns which we find distinctive in each area. But there is never uniformity. Caribbean English, for example, breaks down into different varieties, such as Jamaican English and Trinidadian English. Then we find there are several differences in the way people speak English in Jamaica, depending on their location and

their social status. Some of the differences are very marked; some are very slight. We find people disagreeing about whether two ways of talking are the same dialect or not. So, how many varieties are there worldwide? There are no facts here either; only opinions.

How many words are there in English? Nobody knows, because not even the largest dictionaries have tabulated all the technical terms that are found in such domains as botany and zoology, and many English-speaking areas of the world haven't had their local vocabulary surveyed. In 2009 there was a claim that on a particular day that year, the number of words in English would exceed a million. That was pure fiction; English reached one million words years ago.

New words are coming into English all the time, especially on the internet (*blog, twitter, unfriend*). Old words are falling out of use, especially as technology becomes outdated (*tranny, betamax, sputnik*). We can be sure about one point: whatever the total was yesterday, it will be different today. And that's a fact.



Warm up

Work in pairs. Read the questions, then discuss why it might be difficult to determine the answers.

- How many words are there in English?
- How many English speakers are there in the world?

Reading

1 Read *English: just the facts?* How does the author answer the two questions from the Warm up?

2 Read the text again. Which statements can you infer from the text? Mark them with a tick (✓).

- 1 You cannot dispute a fact such as 'the Earth is round'.
- 2 Every country in the world does a census to find out about language use.
- 3 Trinidadian English is a variety of Caribbean English.
- 4 The author believes that people don't know there are different varieties of English.
- 5 The author believes we should have a dictionary that collects all the words in English.
- 6 *Tranny* and *betamax* are words connected to technology.

3 Complete the sentences with the correct form of the word in brackets. All the words are in the text.

- 1 The class has made _____ (*demonstrate*) progress since term began.
- 2 The two politicians are bitter enemies, but in fact are _____ (*remark*) similar.
- 3 The _____ (*uniform*) of computer operating systems in the company makes transfer of data easier.
- 4 Her English showed a _____ (*mark*) difference after spending two weeks abroad.
- 5 We are going to _____ (*table*) the information so that we analyse the data more easily.

Speaking

Look at the following new words in English that are connected to technology. Which words or phrases do you know? Which ones do you think will become obsolete in 30 years? Discuss with a partner.

app blog hot spot LOL to google to unfriend
twitter

UNIT 1 Writing a job application

Dear Mr Spencer

- a** I am writing to apply for the position of Team Manager to support people with a disability, as advertised on your website. I believe I possess the necessary skills and personal qualities to do the job successfully, and I can bring to the post a proven track record in successful team management.
- b** As you will see from the enclosed CV, I hold a master's degree in The Mediation of Social and Intercultural Conflicts from the University of Florence. Since then I have undertaken further practical training in conflict mediation, followed by a theoretical exam to register at the Dutch Mediation Institute.
- c** In addition to my skills as a mediator, I have extensive experience of team management. From 2007 to 2010 I was employed as a project manager and programme leader at the Office of Discrimination Affairs, a non-profit organisation based in The Hague. This work entailed coordinating different projects in the field of discrimination prevention. I was in charge of financing and overseeing the final outcomes of the projects; and I was also the first point of contact for private donors and organisations involved in funding the organisation.
- d** Prior to my work at the Office of Discrimination Affairs, I worked as a volunteer guide on holidays for people with a disability, which taught me how to take the initiative, and take the lead in a crisis. Moreover, I am creative and able to inspire others with innovative ideas. In my free time, I enjoy studying philosophy and travelling (I have lived in both Italy and the UK as well as my native country, the Netherlands.). I am a native speaker of Dutch and I am fluent in Italian as well as English. This has not only broadened my outlook, but also enabled me to adapt easily to new environments.

I am available for interview at any time in the next two weeks. I look forward to hearing from you.

Yours sincerely
Hilde Faber



- 3** Do you think Hilde is suitable for the job? Why / Why not?

Writing skills: formal letter conventions

Say if the statements are true (*T*) or false (*F*) for a formal letter. Correct the false statements.

- 1 Put your name and address in the top right-hand corner.
- 2 Put the title, name and address of the recipient in the top left-hand corner.
- 3 To state the subject, write **Re: noun (eg job application)** before the salutation.
- 4 Write *Yours sincerely* with *Dear Sir / Madam* and *Yours faithfully* with *Dear Mr / Ms Bragg*.
- 5 If you are writing an open letter to unknown recipients, start *To whom it may concern*.
- 6 Start *My name is ...*, and *I am writing to ... / in connection with ... / in response to ...*
- 7 Do not use contractions (eg *don't*, *he's*).
- 8 Put your signature below your name.

Linking ideas: addition

1 Look at these extracts from the letter which each link two ideas. Without looking at the letter, decide which word is missing from or would improve them. Then read the text again to check your ideas.

- 1 *In addition my skills as a mediator, I have extensive experience of team management.*
- 2 *I have lived in Italy and the UK.*
- 3 *I am fluent in Italian as well English.*
- 4 *I take the lead in a crisis. I am creative.*
- 5 *This has not only broadened my outlook also enabled me to adapt easily to new environments.*

Reading

1 Read Hilde's letter. Match each paragraph to one of the headings.

- 1 Skills, personal qualities and interests
- 2 Qualifications
- 3 Reasons for applying for the job
- 4 Work experience

2 Find in the letter more formal ways of saying the words and phrases in italics.

- 1 the *job* of Team Manager
- 2 I *think I have* the necessary skills
- 3 I *have a master's degree*
- 4 I've *done more* training
- 5 I have *a lot of* experience of team management
- 6 *Before* my work at the Office of Discrimination Affairs
- 7 This has *taught me new things*.
- 8 *hope to hear from you soon*

2 Add *not only* and *also* to the sentences below, making any other necessary changes. What is the rule for the position of *not only* and *also*?

- 1 I am a native speaker of Swedish and I am fluent in Norwegian.
- 2 I can work under pressure and I enjoy challenges.
- 3 I hold a degree in languages and a diploma in translation.
- 4 I have qualified as a nurse and have undertaken further training in midwifery.

3 Rewrite each sentence in two different ways using the words and phrases in brackets.

- 1 As well as playing golf, I am a coach for the local boys' football team. (*moreover, not only*)
- 2 I am a good team player. Furthermore, I am a good listener. (*in addition to, both*)
- 3 Besides playing the flute, I sing in the choir. (*in addition, not only*)

Preparing to write

1 Complete some of the expressions below to make them true for you.

2 Read your sentences to a partner. Ask and answer questions to get further information.

Giving personal information

- I have a *diploma / professional qualification / degree / master's degree / doctorate* in ...
- I have *trained as ... / undertaken training in ...*
- I have *extensive experience / a proven track record of ...*
- Since ..., I have *worked as ... / been employed as ... / studied ...*
- Prior to that, I *worked / studied ...*
- I am able to *take the initiative / motivate others / handle pressure*.
- I possess good *time management / IT / communication / interpersonal skills*.
- I am *flexible / tactful / enthusiastic / a good team member / well-organised / a good listener*.
- I am *a native speaker of / am fluent in / have a (good) working knowledge of ...*
- In my free time I enjoy ...

Writing

Write a letter to apply for a job you would like. Follow the same structure as Hilde's letter.

Setting goals

1 Complete the sentences below.

I am learning English because _____.

I am learning English in order to _____.

2 Compare what you have written with a partner. Then discuss these questions.

- In what situations do you use, or will you use, English outside the classroom?
- What skills or abilities do you need in these situations?
- What do you enjoy about learning English, and what do you find difficult?

3 Read some characteristics of an advanced user of English and rate each one.

1 = I can do this confidently

2 = I need more work on this

3 = I need a lot more work on this

An advanced user of English ...

- can speak confidently about complex subjects.
- can express him/herself appropriately in social or professional contexts.
- can use the right level of formality or informality.
- pronounces English clearly and intelligibly.
- can understand the gist of written texts quickly.
- can understand detail and implicit meaning in texts.
- can understand most of what he/she hears in most situations, even when it's not well structured.
- can use English grammatical structures accurately.
- can express his/her ideas using a wide range of vocabulary and expressions.
- can write clearly, accurately and appropriately in a range of genres.

4 Work in pairs. Tell your partner about two areas that you are pleased with and two you would like to improve. Discuss how you could work on weaker areas.

5 Complete the sentences below to set realistic priorities for your study time.

1 I can dedicate ...

- _____ *minutes / hours per day / week* on reviewing work done in class.
- _____ *minutes / hours per day / week* to improve my _____.

To do this, I will _____.

2 I will evaluate my progress and review my goals every *week / two weeks / month*.