

mm publications

Student's book

$$E = mc^2$$

$$E = \frac{1}{2} \hbar \sqrt{k/m}$$

$$E = \frac{\hbar^2 k^2}{2m}$$

$$f_0 = \frac{1}{2\pi} \sqrt{\frac{k}{m}}$$

$$R = R_0 \left(\frac{T}{T_0} \right)^3$$

$$F_n = S \rho g$$

$$F = \frac{3kT N_A}{M_m}$$

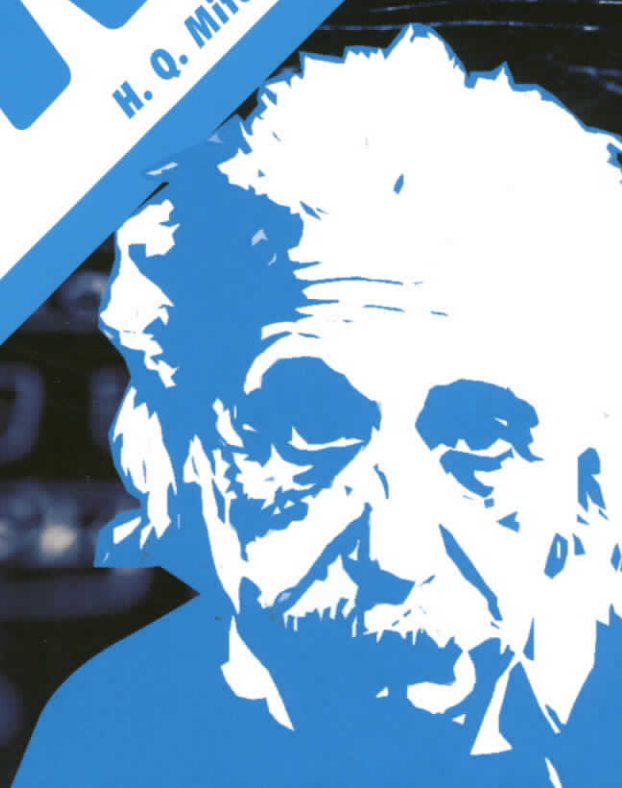
$$\vec{S} = \frac{1}{\mu_0} (\vec{E} \times \vec{B})$$

$$\vec{S} = \frac{1}{\mu_0} (\vec{E} \times \vec{B})$$

level C/CI+

PIONEER

H. Q. Mitchell – Marileni Malkogianni



PIONEER LEVEL C1/C1+ CONTENTS

	Vocabulary	Grammar	Reading
1 p.7 Sky's the limit	<ul style="list-style-type: none"> • Words easily confused • Lexical set: positive and negative character traits • Word building: word webs • Phrasal verbs • Collocations related to education • Idioms related to learning • Words with multiple meanings 	<ul style="list-style-type: none"> • Present Simple - Present Progressive - Present Perfect Simple - Present Perfect Progressive • Stative verbs • Future forms • Expressions with future meaning 	<p><i>A book review: What Color Is Your Parachute?</i></p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Answering multiple-choice questions: Ruling out incorrect options / Checking an option against the evidence in the text • Guessing the meaning of unknown words
2 p.25 Animal planet	<ul style="list-style-type: none"> • Topic-related vocabulary • Verbs with prepositions • Phrasal verbs with 'down' • Verbs used in a figurative sense • Words that describe groups of animals, people and things • Idioms with animals • Collocations 	<ul style="list-style-type: none"> • Articles - Nouns • Determiners - Pronouns 	<p><i>A magazine article: Staging Reality in Wildlife Documentaries</i></p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Reconstructing a gapped text: Identifying reference items <p><i>A short text: Elephants and Memory</i></p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Answering multiple-choice questions
3 p.43 Tempt your palate	<ul style="list-style-type: none"> • Adjectives related to food and eating • Metaphors • Prepositional phrases • Colloquial expressions • Vocabulary related to food, eating and health issues • Idioms related to food and eating • Noun collocations 	<ul style="list-style-type: none"> • Past tenses • used to - would - was/were going to • Passive Voice 	<p><i>A short text: Coffee anyone?</i></p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Answering multiple-choice questions: Focusing on global understanding / Finding evidence to support answers
4 p.61 Being human	<ul style="list-style-type: none"> • Word building: negative prefixes • Compound adjectives • Adverb-adjective collocations • Idioms with body parts • Words easily confused • Verbs describing movement and sight • Adjectives expressing emotions 	<ul style="list-style-type: none"> • Adjectives - Adverbs • Gradability • Comparisons 	<p><i>A magazine article: The Poison of Envy</i></p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Multiple matching: Analysing the aspects of a question that must be answered <p><i>Personality Quiz: A Walk Through the Forest</i></p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Answering questions: Focusing on specific information / Making assumptions
5 p.79 Experience life	<ul style="list-style-type: none"> • Words easily confused • Word building: verb suffixes (-en, -ise) • Phrases and collocations related to sound and silence • Conversational phrases • Phrases expressing success and failure • Compound nouns • Expressions with 'take' • Nouns and adjectives referring to human qualities • Idioms 	<ul style="list-style-type: none"> • Relative clauses • Participle clauses 	<p><i>A travel experience: Arctic Boot Camp</i></p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Answering multiple-choice questions: Determining the purpose of a text / Focusing on inferring underlying meaning

Listening	Speaking	Writing
<p>Three short extracts</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Answering multiple-choice questions: Identifying the focus of a question <p>A segment from a radio show discussing games in education</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Answering multiple-choice questions: Developing note-taking skills 	<p>A short interview presenting oneself: Giving personal information and opinion on a variety of topics</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Taking a short turn • Identifying features that contribute to the appropriacy of a response • Using words/phrases to express opinion and possibility; to add points; to give reasons, explanations and examples; to sound natural; to ask for clarification and repetition; to gain time to think 	<p>A covering letter</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language, content, structure, style and register • Developing proofreading and editing skills
<p>Five short extracts in which people are talking about a conservation project they are currently involved in</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Multiple matching: Working on the transcript to justify answers and to determine possible distractors / Identifying purpose and opinion 	<p>Expounding on the topic of animals using prompt cards</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Structuring a long turn • Using linking words/phrases to address the topic; to sequence points; to add more points 	<p>An essay based on prompts</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language and content • Using linking words/phrases to list/sequence points; to add more points; to express contrast, result/consequence; to make statements; to give examples and opinion; to sum up
<p>Three short dialogues in which people are ordering coffee</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Identifying specific information <p>A talk about the use of salt in cooking</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Sentence completion: Identifying what parts of speech the missing words might be / Working on the transcript to justify answers <p>Eight short conversations</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Choosing an option that reflects the meaning of a conversation: Distinguishing between homophones / Focusing on features that help make spoken language sound natural (connected speech, reduced forms) / Focusing on colloquial expressions <p>Ten brief exchanges</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Choosing the appropriate response to a question/statement: Identifying the actual question enclosed in a longer question/statement 	<p>Speculating on pictures: Discussing food and eating related to different social contexts / Discussing activities related to health issues</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Managing turn-taking • Using words/phrases to interrupt politely; to continue what you were going to say; to invite the other speaker to speak; to show you are actively listening 	<p>A review</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language, content and style • Brainstorming using a diagram
<p>A radio programme about the phenomenon of synaesthesia</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Answering multiple-choice questions: Determining why the incorrect options are unsuitable / Working on the transcript to justify answers and to determine possible distractors 	<p>Comparing, contrasting and speculating on pictures depicting situations related to human nature</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on emotions and reactions • Using set phrases to compare, contrast and speculate 	<p>An essay summarising two texts</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language, content and text organisation • Summarising information • Using paraphrasing techniques
<p>A monologue by a scuba diving instructor</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Sentence completion: Identifying specific information and stated opinion <p>Five short extracts in which people are talking about an experience they had</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Multiple matching: Identifying reason and main point 	<p>Speculating on pictures and reaching a decision: Discussing life and travel experiences</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Exchanging ideas, agreeing/disagreeing and reaching a decision through negotiation • Using phrases to initiate a discussion; to show total or partial agreement; to disagree; to conclude 	<p>An article including a personal account</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language, register and style • Using techniques to attract the reader's attention • Brainstorming using a cube

	Vocabulary	Grammar	Reading
6 p.97 Trends	<ul style="list-style-type: none"> • Viewpoint/Commenting adverbs • Word building: noun suffixes • Collocations with 'make', 'get' and 'put' • Words easily confused • Vocabulary related to fashion • Vocabulary used to describe and interpret charts and graphs 	<ul style="list-style-type: none"> • Conditional sentences • Inversion in conditionals • Mixed conditionals • Other phrases with <i>if</i> • Alternatives to <i>if</i> 	A magazine article: <i>The Attention Filter</i> Developing skills: <ul style="list-style-type: none"> • Reconstructing a gapped text: Focusing on text structure and logical development of the topic Four short extracts: <i>The Transformation of UK Leisure Time</i> Developing skills: <ul style="list-style-type: none"> • Cross-text multiple matching: Focusing on main points and attitude
7 p.115 Think green	<ul style="list-style-type: none"> • Word building: adjective suffixes • Words and collocations related to the environment • Collocations with 'have' and 'give' • Phrases used in research studies • Words with multiple meanings depending on the part of speech • Three-part phrasal verbs • Words used in a figurative sense 	<ul style="list-style-type: none"> • Infinitives and <i>-ing</i> form • Reported Speech • Special introductory verbs 	A magazine article: <i>Drowning in Plastic</i> Developing skills: <ul style="list-style-type: none"> • Multiple matching: Matching abstract nouns to specific information in a text
8 p.133 Explore and discover	<ul style="list-style-type: none"> • Word building: prefixes • Collocations with 'keep' • Phrases denoting time • Words easily confused • Words related to archaeology and discovery • Prepositional phrases • Phrasal nouns • Idioms 	<ul style="list-style-type: none"> • Modal verbs • Alternative phrases to modal verbs • Emphatic forms 	An article: <i>The Search for the Titanic</i> Developing skills: <ul style="list-style-type: none"> • Answering multiple-choice questions A short text: <i>Uncovering Lost Civilisations</i> Developing skills: <ul style="list-style-type: none"> • Answering multiple-choice questions
9 p.151 The power of design	<ul style="list-style-type: none"> • Word building: verb suffixes (<i>-fy/-ify, -ate</i>) • Derivatives • Collocations with 'hold', 'turn', 'go' and 'catch' • Vocabulary describing shapes, art and buildings • Colloquial expressions • Lexical set: hobbies • Word building: noun suffixes referring to people • Idioms • Word pairs 	<ul style="list-style-type: none"> • Unreal Past • Causative form 	A magazine article: <i>Harnessing the Power of Fear</i> Developing skills: <ul style="list-style-type: none"> • Answering multiple-choice questions
10 p.169 Life matters	<ul style="list-style-type: none"> • Collocations with 'meet' and 'set' • Prepositional phrases • Portmanteau words • Phrases expressing cause-effect and comparison • Word building: verb prefixes (<i>en-, in-, em-, im-</i>) • Words easily confused • Words related to money 	<ul style="list-style-type: none"> • Clauses of reason, purpose, result and concession • Inversion 	A newspaper article: <i>The Happiness of Nations</i> Developing skills: <ul style="list-style-type: none"> • Reconstructing a gapped text An interview: <i>'Consumer mentality is changing'</i> Developing skills: <ul style="list-style-type: none"> • Answering multiple-choice questions

Listening	Speaking	Writing
<p>Three short extracts about fashion</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Answering multiple-choice questions 	<p>Working with data on information sheets: Discussing forms of exercise and leisure time activities</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Summarising and paraphrasing, assessing pros and cons, expressing opinion, justifying, negotiating and reaching a decision • Using phrases to acknowledge the other speaker's view; to present counter-arguments; to make recommendations; to reach a consensus 	<p>An opinion essay</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language and text organisation • Using topic sentences • Using words/phrases to present arguments; to express transition, cause/reason; to generalise; to emphasise • Generating ideas through a debate
<p>Three short extracts about the environment</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Answering multiple-choice questions <p>A segment from a radio show about light bulbs</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Answering multiple-choice questions: Focusing on language used in studies 	<p>Using a mind map to depict ideas linked to one another as well as their consequences in order to promote discussion</p> <p>Speculating on pictures and reaching a decision: Discussing issues related to the environment</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Exchanging ideas, agreeing/disagreeing and reaching a decision through negotiation 	<p>A letter (to the editor) expressing an opinion</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on content and language (using synonyms, set phrases, rhetorical questions) • Using techniques to achieve cohesion and coherence • Generating ideas by analysing an issue
<p>A presentation of a trip by a photographer</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Sentence completion 	<p>Expounding on the topic of exploring using prompt cards</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Structuring a long turn • Using examples to illustrate a point • Developing an idea and avoiding repetition of vocabulary 	<p>An essay summarising two texts</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language, content and text organisation • Summarising information • Using paraphrasing techniques
<p>Ten short conversations</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Choosing an option that reflects the meaning of a conversation: Focusing on colloquial expressions <p>Ten brief exchanges</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Choosing the appropriate response to a question/statement <p>Five short extracts in which people are talking about a course they recently enrolled on</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Multiple matching 	<p>Working with data on information sheets: Discussing city construction projects</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Collaborating and planning a short presentation in order to convince a superior • Presenting, justifying and defending a decision • Using phrases to present reasons; to justify and defend 	<p>A report</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Using headlines to indicate the focus of a paragraph • Focusing on appropriate register and content • Using phrases to state the purpose; to make recommendations/suggestions; to make concluding comments • Focusing on the introduction and conclusion • Brainstorming using a mind map
<p>A radio programme about centenarians and longevity</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Answering multiple-choice questions 	<p>A short interview</p> <p>Speculating on pictures and reaching a decision: Discussing issues related to money and happiness</p> <p>Expounding on the topics of money, saving and charity using prompt cards</p> <p>A general discussion</p>	<p>An essay summarising two texts</p> <p>Developing skills:</p> <ul style="list-style-type: none"> • Focusing on language, content and text organisation • Summarising information • Using paraphrasing techniques • Using examples to support an argument and expand on a point made



Have a map in the search for...
Read the full story...

Discuss:

- What are the cartoons trying to say about contemporary life?
- What are the current trends in fashion, technology, entertainment?
- Which current trends do you like/dislike? Why?
- Which age groups follow trends? Which ones create trends?
- What role does the media play in creating or continuing trends?



In this module you will...

- discuss issues related to trends in technology, fashion, entertainment, exercise and lifestyle
- learn how to express hypotheses about what is likely to happen
- learn how to refer to something imaginary, unreal or unlikely to happen in the present/future
- learn to refer to untrue situations and events in the past
- expand your vocabulary by learning noun suffixes; viewpoint/commenting adverbs; collocations with 'make', 'get' and 'put'; vocabulary related to fashion
- expand your vocabulary by distinguishing between words easily confused
- learn vocabulary used to describe and interpret charts and graphs
- learn how to write an opinion essay
- acquire skills and strategies that will help you in exams



Reading 1

A. Discuss.

- What do you use the Internet for? Do you often upload photos or post information?
- When you browse the Internet, how do you decide what to read and what to ignore?

B. Below is a magazine article about information and the attention filter. Seven paragraphs have been removed from the extract. Without paying attention to the missing paragraphs, read the text quickly and answer the following questions.

- When is 'information overload' experienced?
- What kind of problems can be caused by multitasking?



The attention filter

It doesn't take a genius to see that we are surrounded by more data than we can handle. The digital revolution has released a storm of emails, messages, tweets, updates, social feeds, news articles and opinion blogs, creating a **cacophony** of information that clamours incessantly for our attention.

1

There's a limit to just how much of this information the brain can handle. Exposure to data in such large quantities is known as 'information overload' - and it's a very real problem in today's world. To make matters worse, the endless stream of digital **prods** from friends, companies, newspapers and other groups doesn't only ask that we consume data. It also requires input, acknowledgement, feedback - the creation of new data in response.

2

To cope with these demands on our time, many of us have become experts at multitasking. We have taken on all the roles that in the pre-digital era were delegated to others. We read (and even write our own) product reviews instead of turning to salespeople, and we seek out our own travel deals rather than call a travel agent. We also find ourselves fending off constant phone calls, text messages and personal emails that would once have been left to a secretary or at least confined to a voicemail machine until a convenient time of the day. Technology has enabled information to pursue us 24/7, and our brains are working in multitask overdrive.

3

As you might expect, such mental gymnastics come at a price. Multitasking causes levels of the stress hormone cortisol to rise in the brain. This response increases mental stimulation in the short term, but can lead to mental exhaustion when prolonged. It also boosts levels of the feel-good hormone dopamine, which explains why all those unread emails are so hard to ignore. Quite simply, the compulsion you feel to check your phone every time you hear a notification comes from your brain craving the hormone rush of being distracted.

4

The challenge we face is keeping our attention filters updated and sharp. This is nothing new - although the cloud of available data is undoubtedly growing, humankind has been facing the issue of information increase since long before the Internet added a new layer of complexity. No doubt, humanity faced the same problems when printed books were made available for the first time. Potential informational distractions have always been present; the modern digital world has merely **exacerbated** the problem.

5

Yet even technological filters are not 100% dependable. They make assumptions based on the information available to them, which, as a quick glance at my own social media feed makes abundantly clear, may be a disproportionate representation. We are encouraged to make connections with people who may be practically strangers, which means my list of 'friends' is peppered with old schoolmates I haven't seen since childhood, and distant relatives I've never spoken to. These brief and trivial connections are understood as links of culture or taste; they may barely exist, but they are still reflected in the data I consume.

6

So Internet filters have their flaws, as do humans. But the question is whether a fully personalised Internet experience would be truly desirable. The Internet of the early days was **acclaimed** as a forum for free information, away from the influence of mass media corporations and editorial teams. Filters are designed to make our Internet experience more relevant, but would their improvement enhance user experience or would it limit it?

7

Clearly we need to find the fine line between filter bubble and filter failure, where the freedom and diversity of the Internet is preserved, but our brains are able to handle this without giving in to information overload.

C. Below are two paragraphs, one of which fits **gap 1** of the text. Read them and answer the questions that follow.

a Be it good or bad, this information abundance has a significant impact on people's lives. A recent survey suggests that the majority of users feel the Internet has positively affected their lives, helping them stay better informed and connected to the world. Being bombarded with information can be seen as a benefit rather than a burden, since it makes accessing knowledge all the easier.

b Most of this digital data is created by individuals like you and me. It's been estimated that every two days we create around five exabytes of data. To put this in perspective: it's been proposed that if one could gather up all information created from the beginning of time until the year 2003, it would constitute the same amount.

1. What is the main point of each paragraph?
2. Which paragraph do you think better fits the gap?
3. Which words link the information in the paragraph you have chosen to the adjoining paragraphs of the text? Underline them.
4. What do you notice about the other paragraph? Does it have words that could link it to the paragraphs before and after gap 1 of the text? Why is it an incorrect choice?

D. Choose from paragraphs A-G below the one which fits each **gap 2-7** of the text. There is one extra paragraph which you do not need to use. (See **TIP 3** in the Reading Reference)

A Multitasking, the experts would tell us, is not merely a bad habit. It's a delusion. 'When you think you're doing two or more things simultaneously,' stated one professor of neuroscience during a recent discussion, 'what you're really doing is flicking your attention rapidly back and forth between those activities. You can't actually focus on more than one at a time.'

B These have all been created in an attempt to make our lives easier and less complicated, but it's not unusual to hear the complaint that technology is running, rather than facilitating, our lives. The availability of information, far from freeing up the mind for more important tasks, can actually lead to stress, as individuals feel pressured to consume all the information that popular culture tells them they should.

C Despite what many people would say, however, humanity is not simply suffering from a global technology addiction. Instead, several theories have diagnosed us with a severe case of 'filter failure'. This refers to the idea that we have all developed 'attention filters' to help us decide where we distribute our attention. We know, for example, to avoid wasting time or brain power on the caller who tells us that our bank needs to confirm our details, and to toss the envelope claiming we've won £1,000,000 straight in the bin. When these filters fail we become susceptible to demands on our time that we would otherwise have ignored.

D Thus, each piece of information gives rise to more user-generated content. In the same way that we once felt socially obliged to reply to personal letters, we now feel the **onus** to respond to open-ended social media posts. We are bombarded with updates on our close and not-so-

close acquaintances, and we feel we have no alternative but to acknowledge them in some way - if only because we ourselves know the sorrow of a special event passing without a comment or a photo going un-liked.

E It's these kinds of assumed associations which **spawn** spam advertisements for a product we have no interest in, simply because one of our online connections has purchased one. If you speak to your best friend every week in person but rarely communicate through social media, the site has no knowledge of your relationship and is more likely to prioritise trivial updates from acquaintances over your friend's important news.

F To offset this, however, technology has also evolved to aid our efforts at filtering them. Social media sites allow us to choose which friends we want to follow closely; search engines present us with 'suggested' results of items we are more likely to be interested in - based on what we've viewed in the past - and filter out those we are not. Similarly, news feeds prioritise articles for us based on what is perceived to be our tastes.

G The answer you get depends on who you ask, but some people argue that tailoring information to an individual's already established opinions and interests creates a bubble of artificial isolation around each of us. By personalising our experience, data filters are ensuring that we only encounter information which reinforces our views, not information which challenges them. The personalised Internet does away with diversity and is transformed into a reflection of each user's personality.

E. Look at the highlighted words in the text and in paragraphs A-G and match them with their meanings.

- | | | |
|---------------|--------------------------|--|
| 1. cacophony | <input type="checkbox"/> | a. responsibility or duty |
| 2. prod | <input type="checkbox"/> | b. to produce |
| 3. exacerbate | <input type="checkbox"/> | c. a mixture of unpleasant, loud sounds |
| 4. acclaim | <input type="checkbox"/> | d. to express approval of sb/sth |
| 5. onus | <input type="checkbox"/> | e. to make worse |
| 6. spawn | <input type="checkbox"/> | f. an encouragement to do sth |

F. Discuss.

- Do you find it stressful when emails or social media notifications intrude on your time? How do you deal with this?
- How much spam do you receive? How do you deal with it?

Vocabulary

A. Look at the sentences below taken from the text on page 98. Which of the viewpoint/commenting adverbs in the box could we use to replace the adverbs in bold without a change in meaning?

surprisingly undeniably probably
obviously frankly

... although the cloud of available data is **undoubtedly** growing, humankind has been facing the issue of information increase...

Clearly we need to find the fine line between filter bubble and filter failure...

B. Read the sentences and circle the correct adverb in each.

- You aren't **seriously** / **definitely** / **frankly** thinking of moving to Iceland, are you?
- We didn't expect the app to become so popular, but **clearly** / **astonishingly** / **naturally** it was downloaded more than a million times in the first month of its release.
- Generally** / **Wisely** / **Interestingly** speaking, young people enjoy reading adventure fiction, so it would be in our best interests to invest in writers of that genre.
- I'm aware that it's a system employees don't know how to use, and that **wrongly** / **personally** / **obviously** it will take them a while to get used to, but in the long term it will save us a lot of time.
- The two of them work part-time, so **apparently** / **presumably** / **rightly** they won't want to stay at a really expensive hotel, unless of course their parents are paying.
- We had heard that the new manager was going to be in his early twenties, but **apparently** / **generally** / **simply** he's in his late thirties.
- It was **theoretically** / **oddly** / **obviously** painful for him to get up and walk by himself on a broken leg, but I didn't have a key to let myself in.
- Seriously** / **Technically** / **Surprisingly**, we were supposed to hand in our exam papers by eleven o'clock, but they gave us another five minutes to finish up.
- She had always wanted to go on a balloon ride, so when we asked her to join us, **naturally** / **honestly** / **certainly** she said 'yes'.
- This program has been **astonishingly** / **luckily** / **interestingly** successful in helping the visually impaired write text more quickly.
- The event has **confidentially** / **truly** / **apparently** been cancelled, otherwise we wouldn't be the only people waiting here.
- It was **unbelievably** / **generally** / **truthfully** believed at the time that the Earth was flat.

C. Add suffixes to the words below to form nouns. Make any necessary changes. Can you think of any more examples for each suffix?

Many nouns are formed by adding a suffix to a verb, adjective or another noun. The most common noun suffixes are: **-ness, -ment, -ion/-tion/-sion/-ation, -ity, -ing, -ance/-ence, -hood, -ship, -dom, -y/-ty, -ure, -ism, -al, -cy.**

possess → _____

introduce → _____

inspire → _____

include → _____

define → _____

permit → _____

identify → _____

ignore → _____

reluctant → _____

prefer → _____

convenient → _____

popular → _____

generous → _____

vulnerable → _____

necessary → _____

injure → _____

loyal → _____

wise → _____

likely → _____

leader → _____

gather → _____

adjust → _____

fail → _____

approve → _____

conscious → _____

sceptic → _____

private → _____

D. Read the note and complete the sentences with the correct form of the words in capitals. Use a dictionary if you need to.

Since many words have more than one noun derivative, make sure you clearly understand the context of a sentence so that you choose the right one. Look at the following examples:

- assist → assistance/assistant
- stable → stability/stabilisation/stabiliser

- The _____ at the charity event was high despite the bad weather. **ATTEN**
- The opening of the new mall is going to affect the _____ of the owners of all the smaller neighbouring shops. **LIVE**
- His _____ to help us with our project left us speechless. **REFUS**
- We thought Justin wouldn't recognise us, but when he saw us, he nodded in _____. **ACKNOWLEDGE**
- The new intern impressed everyone with her abilities and _____. **RESOURCEFUL**
- George had already been living in New York for 15 years when he applied for American _____. **CITIZEN**
- When a fire breaks out, it is important that everybody acts with the utmost _____. **URGENT**

8. Parents should place _____ on the amount of money their teenage children are allowed to spend. **RESTRICT**
9. The actor quickly rose to _____ after winning an award for his stunt skills in a blockbuster. **STAR**
10. Her restaurant's _____ is fish that is brought fresh every morning from the island she comes from. **SPECIAL**

E. Complete each group of sentences with the verb *make, get or put*. Each sentence may need a different form of the verb.

1. • We didn't _____ so much time and effort into this for you to come along and start criticising every little detail!
- I don't think I'll have enough time to _____ all my affairs in order if they make me move to Brussels within the next month.
- When we were kids, our parents always _____ a limit on how much time we spent glued to a screen.

2. • Don't _____ excuses for what happened - take responsibility for your actions and admit you handled it wrongly.
- Amelia _____ a living by blogging about her travels around East Asia.
- Jack got very upset when I tried to _____ light of the fact that he had broken his tablet; I was only trying to cheer him up so he wouldn't focus on how much it would cost him to get a new one.

3. • Have you seen the time? We'd better _____ going if we want to arrive on time.
- Josh pretended to clear his throat to _____ Jane's attention, but she was too preoccupied to notice him.
- Everyone else laughed, but I don't think those two _____ the joke.

4. • I don't usually accept work handed in after the deadline, but I'll _____ an exception just this once.
- Changing a gadget every time a newer version is promoted is a costly practice, but manufacturers would have you believe it _____ absolute sense.
- I tried to help my niece with some arts and crafts, but after _____ a complete mess of things, I had my mum help her.

5. • How much longer are you going to let your sister dictate how you live your life before you _____ a stop to her bullying?
- I know you're overwhelmed by all this information, but try to _____ things into perspective and it'll be easier for you to see what the right thing to do is.
- You shouldn't just _____ your trust in a bank to protect you from someone hacking your accounts - behave smartly when online.

F. Complete the sentences with the correct form of the verbs in the boxes. All the verbs describe types of change.

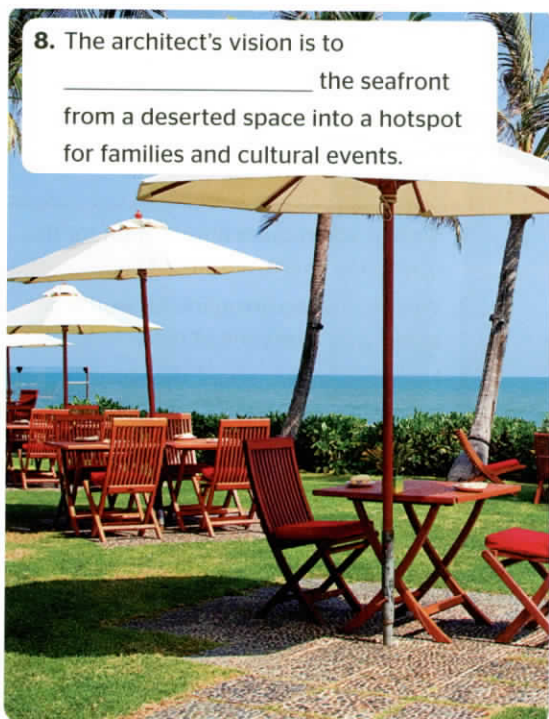
convert adapt evolve alter

1. Keith's new trousers are too long, so I'll need to get them _____.
2. The English language is _____ faster than ever, in part because it borrows words from other languages.
3. We were thinking of _____ the office space we rent out in town into a small gallery for local artists.
4. It may surprise you that more and more people over 70 are _____ to the times and becoming active online.

transform reform adjust modify

5. The education system needs to be drastically _____ if we want to produce citizens capable of critical thinking.
6. I loved the recipe but _____ it by using coconut flour instead of wheat flour because my husband is intolerant to wheat.
7. I was told to _____ the height of my office chair because the setting it was on would eventually create problems for my legs.

8. The architect's vision is to _____ the seafront from a deserted space into a hotspot for families and cultural events.



Grammar Conditional sentences, Inversion in conditionals

A. Read the examples and match them with the functions a-g.

1. You wouldn't have missed your science class if you had woken up earlier.
2. If I were you, I would start looking for another job.
3. If you happen to drive by a supermarket, could you get some orange juice?
4. I'd eat sushi every day if I lived in Japan.
5. If I hadn't been away on a business trip, I would have gone to Jake's wedding.
6. Leslie won't come to work tomorrow if she's still ill.
7. You get green when you mix yellow and blue.

- a. to describe an imaginary situation in the present
- b. to describe a general truth
- c. to describe a real or probable situation in the present or future
- d. to express opinion/advice
- e. to express regret
- f. to express chance/possibility
- g. to express criticism

B. What type (0, 1, 2 or 3) are the examples 1-7 above?

C. Read the examples below. How can they be said using **if**? How are they formed?

1. Should you require information for the upcoming event, ask Miss Miles.
2. Were he not so arrogant, he would get along with everyone at the office.
3. Had they known about the storm earlier, they wouldn't have gone camping.

D. Rewrite the sentences starting with the words given.

1. Don't stay up all night surfing the Internet or you will be sleepy tomorrow.
If _____
2. Cindy didn't come on the fishing trip with us because she'd made plans to visit her brother in Lyon.
Cindy would _____
3. I don't think it's a good idea to keep that kind of information from your wife.
If I were you, _____
4. There's a slight possibility you'll find a yellow notebook in your car. Please give me a call if you do, because I seem to have misplaced it.
If you happen _____
5. We only met Mary and Lisa because we went on that trip to Iceland.
If we _____
6. He doesn't work in retail anymore so he doesn't get a discount on designer brands.
If he were _____
7. If you signed up for the course now, you would get a 30% discount.
Were you _____
8. If we hadn't seen the sign, we would have got lost.
Had we _____

E. Answer the questions below in pairs or small groups.

If you had to live in another country, which country would it be?

What would you have done on your last holiday if money had not been an issue?

What will you do if you wake up late tomorrow?

If you could spend €2,000 in 24 hours, what would you spend it on?

What will you do if you don't have class tomorrow?

Had you not begun learning English, which language would you have chosen to learn?

If you could travel back in time, which time in history would you want to visit?



Listening

A. Discuss. Use some of the words/phrases in the box.

• Read the quotes. What are they trying to say about fashion?

❦ *I don't like trends. They tend to make everybody look the same.* ❧

❦ *Fashion is a form of ugliness so intolerable that we have to alter it every six months.* ❧

❦ *True beauty comes from within.* ❧

- How fashion-conscious are you? Do you consider yourself to be fashionable?
- What's the difference between style and fashion?
- What's the difference between a fashion icon and a fashion victim?
- Which fashion trends from the past would you like to see make a comeback?

express one's individuality
conform
fashions come and go
date
out-of-date
short-lived trend
timeless
a passing fad
a fashion/trend/craze/fad catches on
to be on trend
be in / out of fashion
be all the rage
be in vogue
be the height of fashion
be ahead of your time
a slave of/to fashion
be indifferent to fashion
set a new trend
trendsetter
make a fashion statement
to dress for the occasion
take a lot of pride in one's appearance
glamour and beauty
have a sense of style
mix and match

B. You will hear three different extracts. For questions 1-6, choose the answer (a, b or c) which fits best according to what you hear. There are two questions for each extract. (See TIP 1 in the Listening Reference)

Extract 1

You will hear a fashion designer talking about the cyclical nature of fashion trends.

1. According to the designer, what determines whether a past fashion trend makes a comeback?
 - a. the ease with which it can be modernised
 - b. its popularity the first time round
 - c. its uniqueness as a style
2. Why does the designer refer to 1920s fashion?
 - a. to provide examples of trends that have made a comeback
 - b. to highlight the way it influences him
 - c. to illustrate how it has changed over the years

Extract 2

You will hear two people discussing a new fashion trend.

3. The man thinks that fashion designers should mainly focus on
 - a. creating visually pleasing designs.
 - b. coming up with original concepts.
 - c. producing functional items.
4. How does the man say he feels about most of his responsibilities in life?
 - a. dissatisfied
 - b. contented
 - c. anxious

Extract 3

You will hear two friends, Alan and Tracy, talking about the customisation of clothing.

5. By making reference to digital technology, Tracy reveals
 - a. her eagerness to buy something.
 - b. her understanding of why the trend has caught on.
 - c. her confidence that the trend will soon be outdated.
6. What do the two speakers agree on?
 - a. It is a novel experience for customers.
 - b. It gives the customer more control.
 - c. It strengthens customer loyalty.



Reading 2

A. Discuss.

- What do you like doing in your free time?
- Do you consider your free time to be enough? Why? / Why not?
- What kind of things do you think you waste time on?
- How do you think free time should be spent?

B. Quickly read the four extracts taken from different online articles about leisure time in the UK. What is the main point of each extract?

THE TRANSFORMATION OF UK LEISURE TIME

Four authors comment on how leisure time has recently changed in the UK

A Nowadays, there is a huge emphasis placed on taking part in leisure-time activities that result in self-improvement, with many people preferring hobbies that offer an opportunity to learn new skills **deemed** useful in the context of work or education (e.g. learning a language or taking an IT course). For these individuals, a hobby should not be a meaningless experience, but rather, a purposeful and constructive one that enables them to improve their credentials and, in turn, their employability. However, in placing personal development at the core of our leisure time there has been a move away from its true function and, as a consequence, our well-being is compromised. Leisure time should afford people the opportunity for relaxation, a chance to clear one's mind of all the stresses of the day. People of today, it seems, are increasingly prepared to put their working lives above everything else.

B Time is often perceived as precious, and for good reason; it is the one thing that we are unable to generate more of. Using it effectively is therefore important, and this is something that is being reflected in how we are choosing to spend our leisure time. Today's generation has a tendency to engage in multiple hobbies, whereas in the past, people often had just one. The combining of two leisure-time activities is also popular, where, for instance, shopping trips are combined with lunch dates with friends. While the aim is to maximise our leisure-time experiences, spreading ourselves so thinly across multiple activities only serves to **dilute** the quality of these experiences. At the same time, people are less inclined to venture out in pursuit of entertainment, largely due to the rapid development of technology, which has given rise to a range of virtual activities and state-of-the-art, home-based entertainment equipment, such as the home movie theatre.

C For a large segment of the working population, interrupted leisure time has become the norm, and with the Internet here to stay, many people have simply resigned themselves to a personal life **encroached** upon by work commitments. In being contactable around the clock, the result is the same wherever we happen to be; a more stressful free-time experience that **runs counter to** the objective of leisure time, which is of course, time spent away from work. Given this, it has never been more important to take part in hobbies that allow us to relax and unwind outside of working hours - which are frequently cited as the main reasons why people take up a hobby in the first place. Importantly, today's workforce is no longer prepared to **fritter away** their free time on meaningless activities, as their time is scarce and work demands high; far more thought is given to how to spend this cherished time more wisely.

D As a result of the recession we have seen low-budget, home-based activities **soar** in popularity in the UK. Low income has prompted many people to eat in rather than eat out and to watch sporting events on TV rather than go to the stadium. Despite the view that this has resulted in people having fewer enriching leisure-time experiences, nothing could be further from the truth. Prior to the economic downturn, leisure time was synonymous with consumerism, with free-time activities **revolving around** what to buy as opposed to what people actually did or whom they did it with. The recession reversed that. For a long time we have placed too much importance on spending as something that has the power to increase our happiness. People have once again realised the value of simple activities, such as enjoying a family meal together at home. What is more, people have considerably more free time today compared to past generations, despite the perception that they have less.

C. Read TIP 6 in the Reading Reference which provides information about cross-text multiple-matching tasks. Then read the four questions below. What do they focus on?

Which author

1. has a different view from author C on what motivates people to take part in a hobby?
2. has a similar view to author B on the general attitude people have regarding the prioritisation of time?
3. expresses a different opinion from author D on the reasons why people resort to home-based recreational activities?
4. has a different opinion from the others on the quality of some people's leisure time in the UK?

D. Choose from the extracts A-D the one that best answers **question 1** above. Follow the steps below.

- Read extract C again and underline the information that shows what motivates people to take part in a hobby.
- Go through the other three extracts and find/underline opinions mentioning motivation and hobbies.
- Which extract answers the question?

Now choose from the extracts A-D the one that best answers each of the **questions 2-4**. Locate and underline the part of the extract where the answer can be found.

E. Match the highlighted words/phrases in the extracts with their meanings.

1. deem
2. dilute
3. encroach
4. run counter to
5. fritter away
6. soar
7. revolve around

- a. to have sth as the main focus
- b. to be the opposite of
- c. to rise quickly
- d. to waste
- e. to spread and take over
- f. to make sth weaker
- g. to consider

F. Discuss.

- How do you feel about the opinions in the extracts?
- Do you think people your age make the most of their free time?



Vocabulary

A. When describing trends and changes, we often need to know how to refer to information and statistics presented in charts and graphs. Read the words/phrases in the box and write them in the correct box to show whether they signify something that is increasing, decreasing, remaining stable or constantly rising and falling.

- | | | | | |
|----------------|-----------------|--------------|---------------|--------|
| climb | dip | dive | fluctuate | growth |
| remain steady | jump | level out | plummet | |
| downward trend | unchanged | drop | | |
| reach a high | reach a plateau | decline | | |
| vary | reach a peak | sink | stay constant | |
| reach a low | soar | upward trend | skyrocket | |

↗

↘

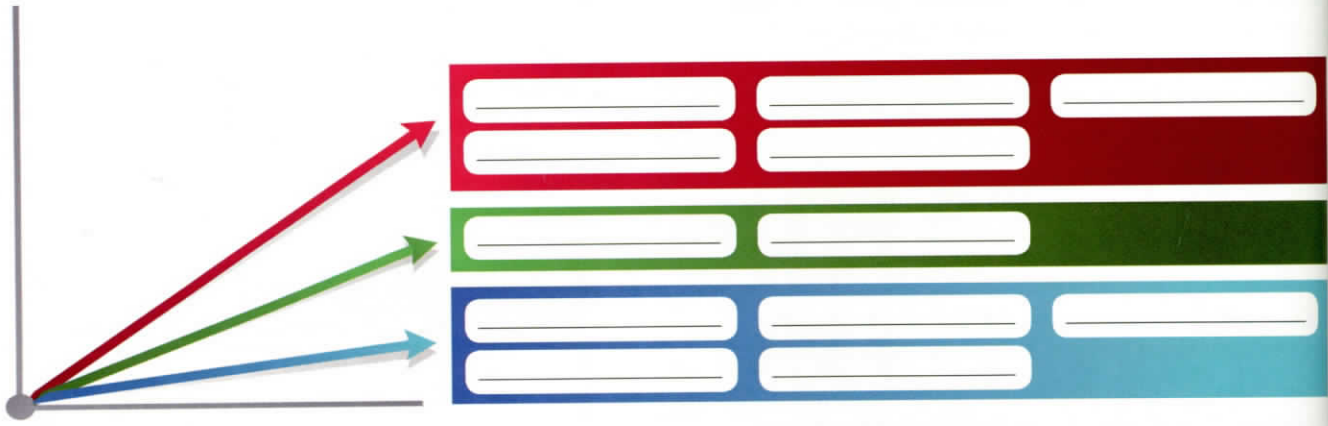
→

⚡

Vocabulary

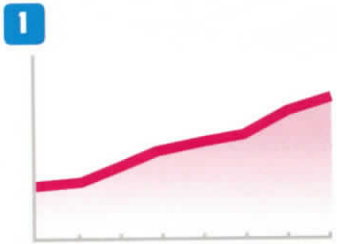
B. When we describe trends, we also specify the degree and speed of change. Write the adjectives given below in the coloured boxes according to the lines in the graph to indicate the degree and speed of change.

gentle dramatic steady marked small sharp moderate
 slow rapid minimal sudden slight



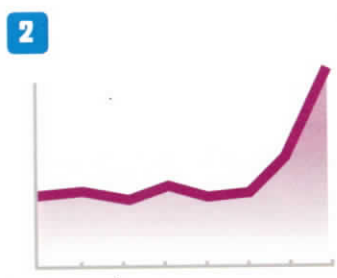
C. For each graph, complete sentence **a** with the correct form of one of the phrases in the box. Then rewrite sentence **a** into sentence **b** by changing the combination **verb + adverb** to **adjective + noun**, or vice versa.

decline/gradual
 increase/steady rise/sharp



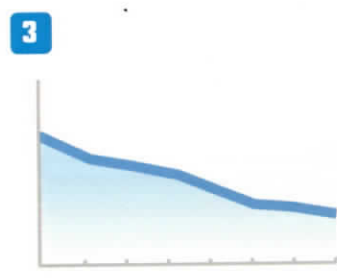
a. The number of Master's degrees has been _____.

b. There has been _____.



a. Recently, there has been _____ in the percentage of Britons visiting Croatia.

b. Recently, the percentage _____.

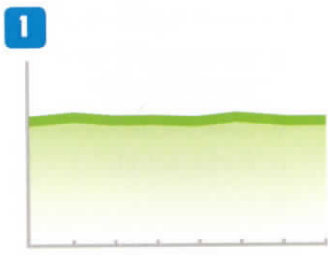


a. Cocoa bean prices have been _____.

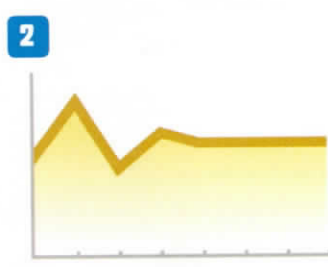
b. There has been _____.

D. Complete the description for each graph with the correct forms of **two alternatives** from the words/phrases in the box. There are **2 extra** words/phrases which you will not need to use.

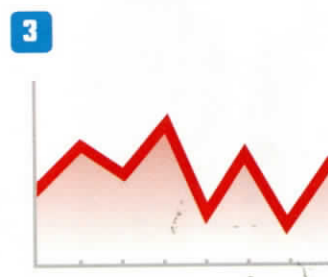
fluctuate go down level out reach a peak
 remain steady stabilise stay constant vary



The number of new students per year _____ / _____ at approximately 200.



The price of the company's shares changed weekly, until the end of November when it _____ / _____.



The sales of trainers _____ / _____ wildly throughout the year.

Grammar Mixed conditionals, Other phrases with *if*, Alternatives to *if*

A. Read the sentences below and answer the questions that follow.

- a. If I were a few centimetres taller, the coach would have chosen me to play in the basketball team.
 b. If we hadn't missed the flight, we would be lying on a beach in the Caribbean now.

- In which sentence does the **if-clause** refer to the past and in which does it refer to an unreal present?
- In which sentence does the **main clause** refer to the past and in which does it refer to an unreal present?
- Which two different types of conditional sentences were combined to create these mixed conditionals?

C. Match. Which words have been omitted from the phrases in bold?

- The device is easy to set up. **If in doubt**,
- If given** the opportunity,
- There's little money, **if any**,
- The restaurant is easy to find; **if necessary**,
- Jenny said she might prepare dinner for us; **if so**,

B. Choose the mixed conditional sentence which has the same meaning as the given sentence.

- Greg didn't pass his driving test, so he can't borrow his dad's car yet.
 - If Greg passed his driving test, he would have been able to borrow his dad's car.
 - If Greg had passed his driving test, he would be able to borrow his dad's car.
- Tina is generally absent-minded; yesterday she left her mobile in a clothes shop.
 - If Tina weren't so absent-minded, she wouldn't have left her mobile in a clothes shop.
 - If Tina hadn't been so absent-minded, she wouldn't leave her mobile in a clothes shop.

- read the manual.
- I'll draw you a map.
- there will be no need to order out.
- would you travel around Africa?
- left in his bank account, from what I know.

D. Complete the sentences with the words/phrases in the box.

in case of unless but for given that
 so long as otherwise suppose

- _____ you lost all your computer files, what would you do?
- You can come to the fashion show with me, _____ you don't embarrass me in front of all the famous designers!
- _____ the money he lent me, I wouldn't have been able to pay my rent last month.
- I won't believe him _____ he shows me evidence of some sort.
- Call the police _____ trouble.
- _____ tablets have many educational benefits, our school gives one to each student at the beginning of the year.
- I hope it stops raining. _____, the festival will be cancelled.

E. Rewrite each sentence beginning with the words given.

- In the event that you were offered the management position, would you take it?
 Assuming _____
- If it hadn't been for the rescue team, we would still be lost in the jungle.
 But _____
- Imagine going there and not finding a place to stay, what would you do?
 Supposing _____
- It doesn't concern me if she comes with us or if she doesn't.
 Whether she _____
- John and Lewis can go skateboarding in the park only if they have finished doing their homework.
 Provided that _____



Speaking

A. Discuss.

- Which forms of exercise do you enjoy doing and which do you dislike? Why?
- Do you enjoy exercising alone or with other people?
- If you were to take up one of the following forms of exercise, which would you choose? Why?

swimming in a pool

basketball

going to the gym

hiking

B. In pairs, read the task and the information sheets below. Then do the activities that follow.

Selecting an activity for a sports centre

- You work at a sports centre that is planning to add a new activity to the existing selection of activities on offer.
- You are on the selection committee to decide on a new activity.
- Four activities have made it to the final selection process.
- Each of you will be given descriptions of two of the four activities.
- You will need to describe the two activities on your information sheet to each other, so that you both know the four activities.

INFORMATION SHEET 1

AQUA CYCLING The following list provides some relevant information about aqua cycling:

- participants per session: 10 max.
- \$1,000 for 10 hydro bikes
- helps rehabilitate those with leg injuries
- water-based; no chance of injury or sore muscles
- not available at other gyms in the area
- use of outdoor pool; weather dependent

WALL CLIMBING The following list provides some relevant information about wall climbing:

- participants per session: 20 max.
- \$15,000 for climbing wall and equipment
- will attract children
- develops trust between climbing partners
- can organise climbs with local rock-climbing club
- not recommended for individuals with a fear of heights

INFORMATION SHEET 2

TRAMPOLINE WORKOUT The following list provides some relevant information about the trampoline workout:

- participants per session: 15 max.
- \$1,100 for 15 trampolines
- popular with teenagers and young adults
- element of fun
- no extra cost for gym members
- limited number of movements

AERIAL YOGA The following list provides some relevant information about aerial yoga:

- participants per session: 20 max.
- \$2,600 for 20 hammocks
- will attract new members
- relaxes the mind and combats stress
- opportunity to be featured in the local *Aerial Arts* magazine
- not suitable for those suffering from vertigo, heart disease and high or low blood pressure

1. Listen to a man who is presenting aqua cycling by summarising the list of points given on information sheet. Answer the questions below.

- In which order does he refer to the points? Write 1-6 on the information sheet.
- Which of the points does the speaker group together? Why do you think this is done?

2. Listen to the same man presenting wall climbing and complete the phrases he uses. How does he paraphrase the six points?

- ... it has the disadvantage of being _____ for those who are _____ of heights.
- ... this activity will _____ huge crowds of children.
- ... with 20 _____ at a time.
- ... here, too, you form a team with your climbing partner, so you end up building a _____ relationship with that person.
- ... climbs can _____ in collaboration with the rock-climbing club that's in the area.
- ... _____ the climbing wall and equipment should come to around 15,000 dollars.



3. Read TIP 6 in the Speaking Reference about summarising and paraphrasing. Take turns to present the two activities on information sheet 2 by summarising the list of points given.

C. Listen to a dialogue between the man who presented the activities on information sheet 1 and a woman who has information sheet 2, and do the activities that follow.

1. Which activity do they each support?
2. Which activity do they choose in the end?
3. Read the tables below showing different expressions. Then listen again and tick the ones the two speakers use.

Acknowledging another speaker's view and presenting counter-arguments

- I can't disagree with you on that; however...
- Although that could work, don't you think it would be better if we...?
- You've made some very good points, but...
- Choosing X might give us..., but Y could...
- That would be a good idea if we had/wanted/needed..., but I think Y works better in this case because...
- While what you're saying seems reasonable, let's look at another aspect as well...
- Normally, I would pick X too, but in this case...
- Undoubtedly, X appears to have many advantages, but Y has the added benefit of...
- While it might be true that X is more..., still all in all...
- X seems like the obvious choice, but when you look at the facts...

Making recommendations and reaching a consensus

- Y sounds like the best option between the two.
- I consider X preferable to Y in this case. Don't you agree?
- To me, it makes more sense to choose X.
- I say we go with Y. What do you think?
- It looks like Y would be preferable under the circumstances, wouldn't you say?
- What do you say we stick with X?
- Out of the two, I'd say Y is the most satisfactory.
- I agree with you. Although X has..., it still makes for the best choice.
- I still have some doubts about X, but let's go for it anyway.

D. Read the note and the arguments in the white speech bubbles below supporting the trampoline workout. Imagine you are supporting aqua cycling. Offer counter-arguments, as in the example.

When supporting an idea/opinion/issue, present reasonable arguments and try to elaborate on them by providing details or examples. However, it is wise to look at both sides of an idea/opinion/issue and offer **counter-arguments** - that is, arguments that address the views of those who disagree with you. This gives you the chance to respond to objections and in the end make your arguments even stronger.

example

In terms of cost, the trampoline workout seems like the obvious choice, but when you look at the facts you'll realise that it's not. You are very limited with what you can do on a trampoline. On the other hand, aqua cycling has so many benefits considering it's a water-based activity.

It would be best to invest in the trampoline workout, as it comes out cheaper. We can buy more trampolines for about the same amount of money.

I think it's really important for people to exercise and have fun at the same time. That's why a trampoline workout is better.

It's an activity that adolescents and young adults will find very appealing.



E. In pairs, read the task below and TIPS 6 and 7 in the Speaking Reference. Then go to the Speaking activities section and do the activity. Remember to use expressions to present counter-arguments as well as to make recommendations and finally reach a consensus.

Selecting a student club

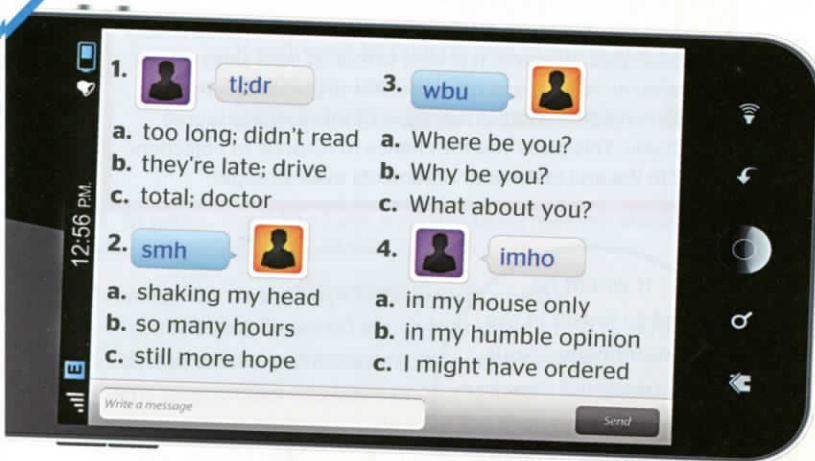
- You are members of a college committee responsible for the approval of student clubs.
- You are on the selection committee to decide on a club.
- Four clubs have made it to the final selection process.
- Each of you will be given descriptions of two of the four clubs.
- You will need to describe the two clubs on your information sheet to each other, so that you both know the four clubs.



Writing An opinion essay

R. Discuss.

- How well do you know 'textspeak'? Do you know what the following mean?



- Why do people use the abbreviated forms of words and replace words with numbers when texting?
- Do you think that using these abbreviated forms has negative long-term effects on one's ability to read, spell and write? Why? / Why not?

C. Read the essay written in response to the writing task. The first sentence (topic sentence) of each paragraph is missing. Look at the sentences a-f and match them with the appropriate paragraph of the essay. There are two sentences that you do not need to use. What do you notice about these two sentences?

- 1** **Opponents claim** it is ruining the English language and harming young people's literacy skills. On the other hand, **supporters argue** that electronic messaging has enhanced our communicative ability by transforming the English language and benefiting young people's ability to read and write. I personally support the latter point of view.
- 2** As texts require clear and concise writing, 'textspeak', which is the abbreviated language we use when texting, should be considered a language development. It makes it possible for us to express ideas as well as emotions in a limited amount of time and space. **In fact**, it bridges the gap between the spoken and written word **since** it combines features of both. 'Textspeak' is used in specific situations, usually in informal communication among friends and peers, so it should by no means be seen as a threat to the English language.
- 3** This is **because** it has made the written word an important means of communication for them. Being exposed to texts when reading and writing 'textspeak' as a part of their daily communication is beneficial for young people. Firstly, they need to know how to spell and use grammar in order to communicate effectively. Secondly, it sharpens their understanding of the English language and how they can use it creatively. Some supporters might even claim that learning to write and decode text messages is **in many ways** similar to learning a foreign language because new language rules apply.
- 4** Not only has it led to the creation of a new kind of language that makes communication fast and easy, but it has also increased young people's exposure to the written word. This, in turn, has helped raise their awareness of the English language and how it is used in different contexts. It is **clearly** evident that a new era of communication is shaping the English language to suit our evolving needs.

B. Read the writing task below and answer the questions that follow.

Some people believe that communicating through the use of texts, such as SMS, MMS and instant messages, is having a negative impact on the English language and on young people's ability to read and write. Others argue that texting is reinventing the way we use language to communicate. How do you feel? Write an essay, giving reasons to support your opinion.

1. Can you identify the key words in the writing task? Underline them.
2. What is the topic of discussion?
3. What does the writing task require you to do?



- a. **Concerning** the effect that electronic messaging is having on the English language, far from destroying it, it is adapting the language to fit modern communication needs.
- b. **Turning to** the effect that texting is having on young people's language skills, opponents argue that the use of abbreviated language is having a negative impact on children's ability to write and spell.
- c. All things considered, I am convinced that electronic messaging has added an interesting new dimension to the English language.
- d. **Regarding** literacy skills, contrary to what opponents may think, texting has helped to enhance young people's ability to read and write.
- e. The widespread use of electronic messaging among young people today has created a great deal of controversy.
- f. **As for** the effects that sending messages has on the English language, it cannot be doubted that it is making the language poorer by gradually destroying well-established writing conventions.



D. Answer the following questions concerning the essay.

1. What purpose does the first sentence (topic sentence) in each paragraph serve?
2. How does using sentences such as these make writing and reading the essay easier?
3. How do these sentences differ from the ones that follow in the paragraph?

When formulating a **topic sentence** make sure that it

- states the idea clearly so that the reader knows what the focus of that particular paragraph is.
- is not too general or broad as this will make it difficult for you to develop the idea adequately.
- is not too limited or narrow in scope as this will make it difficult for you to find something to say about it.

E. Read the sample essay again and complete the tasks below.

1 Read the points below. Then put them in the correct order to form the layout of the essay. Write a-g in the yellow box.

The writer:

- a. paraphrases the information provided in the writing task.
- b. briefly summarises the main points raised in the essay.
- c. deals with the second aspect of the issue mentioned in the writing task by taking a particular stand on the issue and providing justification for it.
- d. gives an indication of his/her opinion without analysing it.
- e. makes a general statement to introduce the topic to be discussed.
- f. states his/her personal point of view and justifies it.
- g. deals with the first aspect of the issue mentioned in the writing task by taking a particular stand on the issue and providing justification for it.

Introduction

-
-
-

Main Part

-
-

Conclusion

-
-

2 Look at the highlighted words/phrases both in the essay and in sentences a-f and put them in the correct category in the table below.

presenting arguments	<p>PEOPLE FOR THE TOPIC those in favour of (topic)</p> <p>1. _____ defenders of (topic)</p> <p>PEOPLE AGAINST THE TOPIC those against (topic)</p> <p>2. _____ critics of (topic) objectors to (topic)</p> <p>PEOPLE IN GENERAL some people adults/adolescents a large/small minority (of) a large/small majority (of) educationalists/sociologists/linguists/ environmentalists/experts</p>	<p>3. _____ that</p> <p>4. _____ that</p> <p>mention that state that point out that highlight that affirm that insist that (strongly) object to (topic) oppose (topic) are opposed to (topic) are of the opinion that feel that (firmly) believe that are (strongly) in favour of (topic)</p>
expressing transition (indicating the topic being discussed)	<p>5. _____, 6. _____, 7. _____,</p> <p>8. _____, with respect/regard/reference to, as regards, with/in regard to, as to, about, relating to, as far as sth is concerned</p>	
expressing cause/reason	<p>9. _____, 10. _____ (of), as, due to (the fact), owing to</p>	
generalising	<p>11. _____, to a large extent, to some extent, generally speaking, in general, on the whole, as a rule, in most/many cases, basically, for the most part</p>	
emphasising	<p>12. _____, 13. _____,</p> <p>as a matter of fact, even more, more importantly, above all, indeed, undoubtedly, particularly, in particular, obviously, especially, evidently, beyond a doubt, undeniably, unquestionably</p>	

Writing

F. Read the sentences and circle the **two words** that correctly complete the phrase in blue.

1. It is **not a(n) issue / question / opinion of** forbidding children from using the Internet but rather of raising their awareness about the possible dangers.
2. **A great deal of subject / controversy / discussion** surrounds the use of social media and the impact that it is having on children's social development.
3. Supporters of social networking have **put forward very convincing views / remarks / arguments** in favour of this trend.
4. **The question under thought / debate / discussion** is whether selfie-posting is a sign of narcissism.
5. Schools and parents need to work together to **address the point / subject / issue of** the rising incidence of cyberbullying.
6. Linguists **raise objections to / views about / doubts about** the use of textspeak as they feel it is having a negative effect on children's ability to spell.
7. The social impact of homeschooling has been **the subject of considerable debate / controversy / opinion** for many years.

G. Complete the verb-noun collocations below using the words in the box. There are **two correct** answers for each.

controversy a view the question a/the subject
an opinion debate

1. bring up / discuss / introduce / raise / address / touch on _____ **OR** _____
2. have / express / hold / present / put forward / voice _____ **OR** _____
3. arouse / cause / create / provoke _____ **OR** _____



H. Read the writing task below and underline the key words/phrases. Then do the tasks that follow to help you generate ideas.

Some people believe that selfie-posting is an essential means of self-expression and communication. Others believe that it indicates that our society is becoming increasingly self-obsessed and narcissistic. How do you feel? Write an essay, giving reasons to support your opinion.

1. Look at the points in the box below and determine whether you consider them to be positive or negative. Write P or N next to each point.

- effective means of communication - a picture is worth a thousand words
- preoccupied with how other people see us
- an excessive need for approval and admiration
- capture and preserve memorable moments which you can share with others
- have a tendency to show off
- comparison with others can damage self-esteem
- pictures may give a bad/wrong impression
- may regret posting picture
- helps to boost self-confidence
- concerned about how many likes a picture receives
- way of connecting with other people
- a form of entertainment

2. Work in two groups. Group A should be in favour of taking selfies while Group B should be against. Discuss the arguments in the box with your group and also add your own ideas. Make sure you think of persuasive reasons to support your arguments and elaborate on them. Also, come up with counter-arguments which will help you support your point of view. Make any necessary notes.

3. Hold a debate. Present your arguments and try to win the other group over to your point of view.

I. Before you write the essay set in activity H, decide on the following:

- What position do you wish to take on the issue? Do you wish to take a specific stand and argue in favour of or against selfie-posting, or do you prefer to remain neutral?
- Which ideas from activity H are you thinking of using?

Now refer to the Writing Reference (plan and TIP) and write your essay (250-300 words).

Video games testing

Video games have always attracted young kids and adolescents but recent developments in mobile technology have helped the sector 1 ___ into a multibillion-dollar industry by widening its appeal. The boom in mobile technology has 2 ___ new generations of gamers while 3 ___ creating new job opportunities such as that of video games tester.

Some might think that the job of a video games tester is a breeze, but nothing could be 4 ___ from the truth. As opposed to spending all day enjoying their favourite video games, testers are 5 ___ to focus on a particular part or level of a game in order to identify and highlight any 6 ___, which should then be compiled in a report.

Candidates for the position of games tester needn't possess any academic 7 ___ but should be familiar with games and gameplay, and have an eye for detail. Also, since they work in 8 ___ with others, communication skills are a necessity. College students typically work as games testers to help pay for their studies, and following graduation it is not uncommon for them to return to the same company to take up a better position with a much-improved salary.



- | | | | |
|-------------------|-------------------|------------------|---------------|
| 1. a. stabilise | b. venture | c. soar | d. evolve |
| 2. a. spawned | b. bombarded | c. aided | d. reinforced |
| 3. a. merely | b. simultaneously | c. theoretically | d. personally |
| 4. a. longer | b. further | c. stranger | d. funnier |
| 5. a. contented | b. confined | c. susceptible | d. obliged |
| 6. a. flaws | b. drawbacks | c. failures | d. exceptions |
| 7. a. performance | b. excellence | c. credentials | d. courses |
| 8. a. turn | b. regard | c. collaboration | d. commitment |

Choose a, b, c or d.

- She had put a lot of ___ into the project, so she appreciated the acknowledgement of her peers.

a. effort	c. emphasis
b. perspective	d. reflection
- I looked around and saw someone waving at me, obviously trying to ___ my attention.

a. give	c. get
b. keep	d. hold
- Despite everyone else saying his jacket was outdated, Kevin was truly convinced it was the ___ of fashion.

a. price	c. icon
b. rage	d. height
- A: We were all really astonished at how the young boy spoke to his parents.
B: Quite ___, I think it's wrong of them not to do anything about his behaviour.

a. clearly	c. frankly
b. naturally	d. seriously
- Charlie was responsible for coordinating the groups and allocating tasks, but he made ___ of things.

a. an excuse	c. an exception
b. a mess	d. a living
- After rapid fluctuations in the morning, share prices began ___ out towards midday.

a. levelling	c. filtering
b. backing	d. reaching
- The anti-bullying organisation called on parents and schools to take ___ cyber-bullying among adolescents.

a. part in	c. a stand on
b. pride in	d. credit for
- The soil in the region is ___ in minerals, making it ideal for planting several kinds of trees.

a. constant	c. utmost
b. abundant	d. satisfactory
- The police officer raised ___ to treating the incident as just another random theft.

a. restrictions	c. issues
b. objections	d. doubts
- We talked on the phone for a good ten minutes, but ___ enough, she didn't mention her niece's wedding.

a. unbelievably	c. undeniably
b. honestly	d. oddly

L. Complete the gaps in the text with **one** word only.

Strengthening the body

Chances are that sometime in your life you have wanted to lose weight, build your muscles or increase your stamina. If 1 _____, you will have probably used state-of-the-art equipment in a gym or perhaps purchased a set of hand weights for use at home. Given 2 _____ working out is often associated with the modern obsession with image, it 3 _____ surprise you to learn that using equipment to increase physical strength has been 4 _____ vogue since ancient times.

5 _____ you lived in ancient Greece, for instance, you would probably have trained by climbing ropes or by using weights made of stone. Moving on to the Middle Ages, if people wanted to build strength, the exercises they undertook 6 _____ most likely be related to combat. For example, 7 _____ the Mamluk period in the Middle East, soldiers would repeatedly thrust their swords into wet clay - the material 8 _____ which pottery is made - to strengthen their arms. And, supposing you had been born in 19th century England, you might have exercised with a set of Indian clubs, large wooden objects which had already been used for hundreds of years in Asia.

D. Choose a, b, c or d.

- If you've already frittered away all this month's money, you _____ yourself to a more moderate lifestyle for a while.
 - resigned
 - would resign
 - must resign
 - resign
- _____ asking personal questions, you can fend them off politely with compliments.
 - Should guests start
 - If guests had started
 - Guests should have started
 - Had guests started
- Were the economic downturn to be reversed, the burden on taxpayers _____.
 - lightened
 - if lightened
 - would have been lightened
 - might be lightened
- _____ her knowledge on the subject, I would have never finished the essay on time.
 - But for
 - Otherwise
 - Even if
 - Assuming that
- _____ his eagerness for conversation, would you have discussed such a controversial topic?
 - As long as
 - In case
 - If it hadn't been for
 - Otherwise
- We should be able to get front-row seats to the show _____ we get there at least three hours earlier.
 - provided
 - unless
 - so long
 - if only
- _____ the weather is pleasant tomorrow, would you come with us to the beach?
 - Unless
 - Assuming that
 - But for
 - Whether
- _____ modernised, we wouldn't have been able to comfortably accommodate the new teachers.
 - If the staff room has been
 - Had the staff room not been
 - The staff room has not been
 - Had not been the staff room
- _____ anywhere in the world, where would you go?
 - In case you had travelled
 - Unless you travel
 - If you had travelled
 - If you were to travel
- I'm not going anywhere _____ me what happened.
 - if so, tell
 - when you had told
 - unless you tell
 - in case you told

Self-assessment

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

now I can...

- | | | | |
|---|--------------------------|--|--------------------------|
| <input type="checkbox"/> discuss issues related to trends in technology, fashion, entertainment, exercise and lifestyle | <input type="checkbox"/> | <input type="checkbox"/> use noun suffixes; viewpoint/commenting adverbs; collocations with 'make', 'get' and 'put'; vocabulary related to fashion | <input type="checkbox"/> |
| <input type="checkbox"/> express hypotheses about what is likely to happen | <input type="checkbox"/> | <input type="checkbox"/> use vocabulary to describe and interpret charts and graphs | <input type="checkbox"/> |
| <input type="checkbox"/> refer to something imaginary, unreal or unlikely to happen in the present/future | <input type="checkbox"/> | <input type="checkbox"/> write an opinion essay | <input type="checkbox"/> |
| <input type="checkbox"/> refer to untrue situations and events in the past | <input type="checkbox"/> | | |