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INTO ENGLISH

COURSEBOOK

4

Nur zu Prüfzwecken –
Eigentum des Helbling Verlags

Mit Bescheid vom 28. Februar 2014, GZ: BMUKK-5.028/0008-B/8/2013, hat das Bundesministerium für Unterricht, Kunst und Kultur das Unterrichtsmittel „Into English 4 - Coursebook“ von Puchta u.a. antragsgemäß in der vorliegenden Fassung gemäß §14 Abs. 2 und 5 des Schulunterrichtsgesetzes, BGBl. Nr. 472/86 und gemäß den derzeit geltenden Lehrplänen als für den Unterrichtsgebrauch für die 8. Klasse an allgemein bildenden höheren Schulen - Oberstufe im Unterrichtsgegenstand Englisch (1. lebende Fremdsprache) geeignet erklärt.

Kompetenzorientierung gemäß Reifeprüfung NEU

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Zeichenerklärung:



Dazu gibt es eine Tonaufnahme auf CD
(Obere Zahl: Tonspur / Untere Zahl: CD Nummer)



Dazu gibt es einen Film auf DVD



Dazu gibt es eine Hausübung im Internet



Diese Übung bietet eine spezielle Vorbereitung auf die Reifeprüfung NEU

INTO ENGLISH 4 Coursebook

by Herbert Puchta, Christian Holzmann, Jeff Stranks, Peter Lewis-Jones

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* in Erprobung (Stand Februar 2014)

1

Work

Why do you want this job?

Read

1 a Read the definitions of three generations. Match each of the events below with the generation it had the biggest influence on.

- a Baby boomers – born between 1946 and 1964
- b GenX – born between 1965 and 1981
- c GenMe – born between 1982 and 1999

- 1 the Vietnam War
- 2 the AIDS epidemic
- 3 the collapse of ENRON and other businesses
- 4 the assassination of JFK
- 5 the fall of the USSR

b Read the article quickly and check your answers.

Different generations' attitudes to work

Experiences help to shape life, so it's reasonable to think someone who grew up when John F. Kennedy was shot might have a different worldview than a person who witnessed ENRON collapse and has been "wired" since they were just a tot*.



Glossary: *tot = small child

M

c Read the article about how different age groups feel about work. First decide whether the statements (1–9) are true (T) or false (F). Put a cross in the correct box. Then identify the sentence in the text which supports your decision. Write the first four words of that sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.

	Statements	T	F	First four words
0	GenMe workers will have to reconsider their expectations about high salaries.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Of course, the generation
Q1	There is a lot of statistical evidence about the differences between the generations.	<input type="checkbox"/>	<input type="checkbox"/>	
Q2	A lot of data on work attitudes comes from more than 50 years of study.	<input type="checkbox"/>	<input type="checkbox"/>	
Q3	GenX parents lost their jobs because they valued their free time more than their work.	<input type="checkbox"/>	<input type="checkbox"/>	
Q4	GenMe-ers believe that leisure time and vacation are essential for their well-being.	<input type="checkbox"/>	<input type="checkbox"/>	
Q5	GenMe-ers rate helping others significantly higher than generations before them.	<input type="checkbox"/>	<input type="checkbox"/>	
Q6	GenMe-ers are not overly interested in making a lot of money.	<input type="checkbox"/>	<input type="checkbox"/>	
Q7	GenMe-ers tend to ignore reality when it comes to their expectations.	<input type="checkbox"/>	<input type="checkbox"/>	
Q8	GenMe-ers often have unusual first names.	<input type="checkbox"/>	<input type="checkbox"/>	
Q9	To attract GenMe-ers, companies need to reconsider what the workplace should be like.	<input type="checkbox"/>	<input type="checkbox"/>	

Useful words

hold down a job • career • appointment • CV • work-life balance • internship • placement • traineeship
 second job • moonlighting • maternity leave • leave entitlement • flexitime • teleworking • job-sharing
 low-paying job • white-collar worker • blue-collar worker • pursue a trade

New survey research announced today suggests indeed that is the case: large generational gaps exist, particularly when it comes to work attitudes. The findings reveal young people just entering the workforce, often called GenMe or Millennials, are more likely than their elders to value leisure time over work and to place a premium* on rewards such as higher salaries and status. "Our results show that the desire for leisure and a better work-life balance starts long before young workers have families, so companies will have to consider new policies for younger people who want leisure time to travel or spend with friends," said Jean Twenge of San Diego State University. "Of course, the generation itself may have to adapt their expectations if they want both higher salaries and more time off." The findings have implications for managers wanting to attract and retain GenMe-ers, while also adding real data to back up – or in some cases, counter – claims made about how GenX differs from the Baby boomers who differ from the Millennials. "There have been lots of books and articles on how the generations differ, but up to this point there's been little data," Twenge told *LiveScience*. "Up to this point it's been mostly speculation."

Who's who

Twenge and her colleagues analysed data from a larger study called *Monitoring the Future*, which has surveyed a nationally representative sample of high-school seniors every year since 1976. The new research involved more than 16,500 students who had answered questions about work attitudes during the years 1976 (Boomers), 1991 (GenX) and 2006 (GenMe). Here's a breakdown of each generational group:

- Baby boomers – born between 1946 and 1964; affected by the civil rights and women's movements, the Vietnam War, the assassinations of John F. Kennedy and Martin Luther King Jr., and Watergate

- GenX – born between 1965 and 1981; experienced the AIDS epidemic, economic uncertainty, and the fall of the Soviet Union. They were much more likely to witness their parents get a divorce or lose a job due to downsizing than any prior generation, the researchers say.
- GenMe – born between 1982 and 1999; watched several iconic companies, such as ENRON, TYCO, Arthur Andersen, collapse due to unethical leadership.

Generation personalities

Results of the new research suggested vacation and other leisure time have increasingly become more important over time, with GenMe placing significantly greater emphasis on it relative to the other two generational groups. Nearly twice as many people in the GenMe group rated having a job with more than two weeks of vacation "very important" than Boomers did. Just 23 percent of Boomers agreed that "work is just making a living" compared with 34 percent of GenMe respondents*. Three-fourths of Boomers said they expected work to be a central part of their lives, compared with 63 percent of GenMe respondents. Contrary to the idea that Millennials want to find meaning in their work, results showed few generational differences in so-called intrinsic work values, such as having an interesting, results-oriented job, or social values such as making a difference. When asked how important it is to have a job where you have the chance to be creative, 41 percent of GenMe students said that was "very important", compared with 36 percent and 38 percent of Boomers and GenX-ers who said the same, respectively. The youngest age group was also no more likely to want to help others and society through their work than other generations. The assumption that GenMe employees care about volunteerism* and social issues has spurred many companies to let workers volunteer on company time as a way to attract this generation, the researchers said.

44 percent of GenMe students said it is "very important" to have a job that provides an opportunity to help others, while 46 percent of GenX and 50 percent of Baby boomers reported the same.

A bunch of narcissists?

In some respects, GenMe seems to want to have their cake and eat it too. That is, they want high pay and status, but are not as interested in "burning the midnight oil." "Given that GenMe values extrinsic rewards more than Boomers did, the combination of not wanting to work hard, but still wanting more money and status, might give the sense of entitlement many have identified among GenMe," the researchers write in an article published online this month by the *Journal of Management*. The fact that GenMe individuals tend to dislike working overtime while also expecting higher status and compensation* at work shows a disconnect* between their expectations and reality, one that indicates a sense of overconfidence and even narcissism, said Twenge, who is also an author of *The Narcissism Epidemic: Living in the Age of Entitlement* (Free Press, 2009) and *Generation Me: Why Today's Young Americans Are More Confident, Assertive, Entitled – and More Miserable Than Ever Before* (Free Press, 2007). Twenge's past research showed parents are choosing less common baby names, another sign of a need for individualism and possibly narcissism. For companies wanting to attract the vibrant Millennials, Twenge suggests making creative workplace adjustments such as colourful offices, flexible hours and other perks like those touted* by some companies already (dog-friendly offices, an on-site* doctor and free use of laundry machines*, for example).

Glossary: *premium = great value; *respondent = person who answers; *results-oriented = ergebnisorientiert; *volunteerism = being willing to do work without any reward; *compensation = reward; *disconnect = Trennung; *tout = übermäßig anpreisen; *on-site = im Hause; *laundry machine = Wäscheautomat

Discussion box

- 1 What significant world events have you seen during your lifetime?
- 2 What expectations do you have from your working life?

Match the underlined words 1–10 in the text with the definitions below.

- a being an extremely important and basic characteristic of a person or thing
- b a holiday
- c extra attractive things that a job offers (beyond a good salary)
- d to work late into the night
- e to keep or continue to have

- f to see something happen
- g very representative of something
- h energetic and exciting
- i the group of people who work in a company or industry
- j something that you accept as true without question or proof

Vocabulary

Employment



3 a Match words and definitions.

- | | | |
|------------------------|--------------------------|---|
| 1 economic crisis | <input type="checkbox"/> | a people who are trying to find a job |
| 2 market | <input type="checkbox"/> | b to reduce the number of people working for a company |
| 3 contract | <input type="checkbox"/> | c formal agreement between two people |
| 4 jobseekers | <input type="checkbox"/> | d a period of great financial difficulty for society as a whole |
| 5 on the dole | <input type="checkbox"/> | e an organisation that protects the rights of workers |
| 6 to be made redundant | <input type="checkbox"/> | f to lose your job because your employer no longer needs you |
| 7 trade union | <input type="checkbox"/> | g unemployed and receiving money from the government |
| 8 to downsize | <input type="checkbox"/> | h a place where something is sold |

b Fill in the words and expressions from 3a. Change the form if necessary.

Unfortunately, my dad was ¹..... last month and has been ²..... since then. This means we have to cut back on expenses while he joins the long queue of ³..... The company he worked for shifted part of their business to Korea and considerably ⁴..... in European workforce. My dad has been a member of the ⁵..... ever since he started working and they told him that they would contest the termination of his ⁶..... but that could take ages. Unfortunately, the aftermath of the ⁷..... makes it very difficult to find a new job quickly in the area we are living in, so we are considering moving to another city or another country. In the meantime, Dad is taking a language course to learn Russian since quite a few companies are moving into the Russian ⁸..... right now.

Listen

4 a Work in pairs. Write down four questions you might expect in a job interview.

b Listen to Sophie and Mark talking about tough job interview questions. Do they mention any of yours?

c Listen to Sophie and Mark. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1–7) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

0	What has Mark's brother got the next day?	an interview
Q1	How many different types of questions does Sophie mention?	
Q2	What did the interviewer NOT want to find out when he asked "How many ways can you get a needle out of a haystack?"	
Q3	What did the candidate's answer to the question about the giraffe demonstrate?	
Q4	What is one thing to avoid with tough questions?	
Q5	How should you react to personal questions or questions about moral dilemmas?	
Q6	What do you have to do in a lose-lose situation?	
Q7	What is Sophie's final advice?	

Grammar for communication

Cleft sentences with *it* and *what*

5 a Look at this sentence from the audio in 4b. Say the same thing in a different way without using *it*.

It's the surprise questions he's worried about.

b Underline the information that is the main focus of the sentence in 5a.

c Complete the rule.

Rule:

Cleft sentences with *it* shift the focus of attention to the information at the of the sentence. (These sentences are often used to correct information that was wrong.)

d Correct the information in the sentences. Use an *it* cleft sentence and the information in brackets.

- Mark was going to have an interview the following day. (Mark's brother)
No, it was Mark's brother who was going to have an interview the following day.
- A correct response matters with tough questions. (quick and original)
.....
- GenX watched several iconic companies collapse. (GenMe)
.....
- 50 percent of the GenMe-ers interviewed said it was important to help others with their jobs. (Baby boomers)
.....
- Baby boomers value their leisure time more than other generations. (GenMe-ers)
.....

e Look at this sentence. Say the same thing in a different way without using *what*.

What got her the job was her ability to answer a variety of different questions.

f Underline the information in 5e that is the main focus of the sentence.

g Complete the rule.

Rule:

Cleft sentences with *what* shift the focus of attention to the information at the of the sentence.

h Look at these sentences. Write the second sentence so that it has a similar meaning to the first sentence. Use the word given and do not change it.

- He was worried about surprise questions.
WHAT
What he was worried about was surprise questions.
- GenMe-ers are very keen on long vacations.
WHAT
.....
- The woman with the quick responses got the job.
WHAT
.....
- You are not expected to reply in a monosyllabic way.
WHAT
.....
- Tough questions can trip you up in an interview.
IT
.....
- Twenge analysed data from a large study.
WHAT
.....
- Many GenX-ers lost their jobs due to downsizing.
IT
.....

Speak

6 a In pairs, think of four "surprise" questions to ask in an interview.

b Work with someone from another pair. Ask and answer questions.



The Devil Wears Prada (2003) was **Lauren Weisberger's** first novel and was on the *New York Times* bestseller list for half a year. The book tells of a young woman's (Andrea Sachs) internship at a fashion magazine and is partly based on Weisberger's experience at *Vogue*. Andrea's boss, Miranda Priestley, is said to have been modelled on English editor-in-chief* of American *Vogue*, Anna Wintour. The book, which is considered to be one of the best chick-lit novels ever written, was made into a film in 2006, starring Anne Hathaway and Meryl Streep.

Glossary: *editor-in-chief – Chefredakteur/in



The Devil Wears Prada

by Lauren Weisberger (a novel)

- 1 **a** Work in groups. Discuss why you (never) read fashion magazines. Where do you get your fashion ideas from?
- b** Read the text quickly. Why do you think Andrea gets the job?

The protagonists of **chick lit** are typically women who worry about issues of love, gender, courtship* and finding one's place in the world. The term was coined in the 1990s, and the first examples of chick lit were story collections such as Melissa Bank's *The Girls' Guide to Hunting and Fishing* (1999), Candace Bushnell's *Sex and the City* (1997) and novels such as Helen Fielding's *Bridget Jones's Diary* (1996). Its counterpart, **lad lit**, turns to authors such as Nick Hornby and Mike Gayle.

Glossary: *courtship – romantic relationship before marriage



"What brings you to *Runway*, Ann-dre-ah?" she [Miranda] asked in her upper-crust* British accent, never taking her eyes away from mine.

"Well, I interviewed with She... and she told me that you're looking for an assistant," I started, my voice a little shaky. When she nodded, my confidence increased slightly. "And now, after meeting with Emily, Allison, and Cheryl, I feel like I have a clear understanding of the kind of person you're looking for, and I'm confident I'd be perfect for the job," I said, remembering Cheryl's words. She looked amused for a moment but seemed unfazed*.

It was at this point that I began to want the job most desperately, in the way people yearn for things they consider unattainable*. It might not be akin* to getting into law school or having an essay published in a famous journal, but it was, in my starved-for-success mind, a real challenge – a challenge because it was an imposter*, and not a very good one at that. I had known the minute I stepped on the *Runway* floor that I didn't belong. My clothes and hair were wrong for sure, but more glaringly out of place* was my attitude. I didn't know anything about fashion

and I didn't care. At all. And therefore, I had to have it. Besides, a million girls would die for this job.

I continued to answer her questions about myself with a forthrightness* and confidence that surprised me. There wasn't time to be intimidated. After all, she seemed pleasant enough and I, amazingly, knew nothing to the contrary. We stumbled a bit when she inquired about any foreign languages I spoke. When I told her I knew Hebrew*, she paused, pushed her palms flat on her desk and said icily, "Hebrew? I was hoping for French, or at least something more useful." I almost apologised, but stopped myself.

"Unfortunately, I don't speak a word of French, but I'm confident it won't be a problem." She clasped her hands back together.

"It says here that you studied at Brown?"

"Yes, I, uh, I was an English major, concentrating on creative writing. Writing has always been a passion." *So cheesy*!* I reprimanded myself. *Did I really have to use the word "passion"?*

"So, does your affinity for writing mean that you're not particularly interested in fashion?" She took a sip of sparkling liquid from a glass and set it down quietly. One quick glance at the glass showed that she was the kind of woman who could drink

Glossary: *upper-crust – schrecklich vornehm; *unfazed = unaffected, undisturbed; *unattainable = impossible to achieve; *akin to = similar to; *imposter – Betrüger/in; *glaringly out of place – völlig deplatziert; *forthrightness = openness, honesty; *Hebrew – Hebräisch; *cheesy = cheap and tasteless

C Read the text again, then choose the correct option (A, B, C or D) for sentences 1–4. Put a cross in the correct box. The first one (0) has been done for you.

- 0 At the very beginning of the interview, Andrea
A is a little nervous.
 B feels quite confident.
 C is not sure how to answer the question.
 D says she would be perfect for the job.
- Q1 Andrea begins to really want the job because
 A she wants to learn more about fashion.
 B she is really interested in fashion.
 C she thinks working for the magazine would be fun.
 D she thinks she hasn't got a chance of getting it.
- Q2 Miranda was a little disappointed that Andrea's second language was Hebrew because
 A she doesn't speak it.
 B she thinks it is a cold language.
 C she wanted to do some of the interview in French.
 D it's not really a language associated with the fashion business.
- Q3 What was Andrea's opinion of her performance in the interview?
 A She thought she did well but could have done better.
 B She was disappointed in herself.
 C She was surprised at how confident she was.
 D She had always known she'd do well in it.
- Q4 Andrea answered Miranda's last question
 A after having given her a lot of thought.
 B with a lie.
 C spontaneously and truthfully.
 D without trying to protect herself.

without leaving one of those disgusting lipstick marks. She would always have perfectly lined and filled-in lips regardless of the hour.

"Oh no, of course not. I adore* fashion," I lied rather smoothly. "I'm looking forward to learning even more about it, since I think it would be wonderful to work about fashion one day." Where the hell had I come up with that one? This was becoming an out-of-body experience*.

Things progressed with the same relative ease until she asked her final question: Which magazines did I read regularly? I leaned forward eagerly and began to speak: "Well, I don't subscribe to *The New Yorker* and *Newsweek*, but I regularly read *The Buzz*. Sometimes *Time*, but it's dry, and *U.S. News* is way too sensitive. Of course, as a guilty pleasure*, I'll skim *Chic* and since I just returned from travelling, I read all of the travel magazines and ..."

"And do you read *Runway*, Ahn-dre-ah?" she interrupted, leaning over the desk and peering at me even more intently than before.

It had come so quickly, so unexpectedly, that for the first time that day I was caught off-guard. I didn't lie, and I didn't elaborate or even attempt to explain.

"No."

After perhaps ten seconds of stony silence, she beckoned for Emily to escort me out. I knew I had the job.

Glossary: *adore = love very much; *out-of-body experience – außerkörperliche Erfahrung; *guilty pleasure – heimliches Vergnügen

Speak

2 In groups of four, discuss the concepts of designer clothes and prêt-à-porter fashion. Consider:

- how important it is to you to wear chic* labels
- how important it is to you to develop your own style
- your views on fashion blogs (some say they contribute to the democratisation of fashion because people can exchange ideas and actually team up to design clothes themselves)

Glossary: *chic – schick

Write

3 Get together with a partner. Write out parts of the interview as a silent dialogue.

Start like this:

Partner **A** writes on a piece of paper: *So which school did you go to, Ahn-dre-ah?*

Then **A** passes the piece of paper to **B** who writes a reply and passes it back to **A** and so on.

INTO Music

Get a Job • Gossip

1 a Match the jobs and the photos.

- masseur / masseuse
- pet groomer
- handyman
- second-hand car salesperson



DVD b Watch the video. What other jobs does it feature?

DVD c Listen again. Write in the missing words.

c Discuss.

- 1 How old is the girl with no job?
- 2 How does the singer know this girl?
- 3 What does she think of her?
- 4 Who do you sympathise with, the singer or the girl with no job? Why?



I'd love to stay and party, but I gotta go to work.
 I'd love to stay and party, but I gotta go to work.
 I'd love to stay and party, but I gotta go to work.
 Work, work, work, work, work, work, work, work ...

I hear you ¹....., but I don't think it's
².....
 What good can happen ³..... other people's

 But, you better get a job.

It was ⁵..... when you were in your 20's.
 Not so ⁶..... any more, now that you're pushing 30.
 You better get a job.

Chorus
 But you never know, how it's gonna go,
 how it's all gonna end up tomorrow.
 You gotta try, try, try.
 I know it's hard, but
 you never know how it's gonna go, end up tomorrow.
 You gotta try, try, try.

Bridge
 Girl, you better get a job.
 Oh girl, you need to work real hard.



Just had your 7 done,
 but when I ask you for the
 8 ,
 Poor little 9 girl, you
 don't know where the
 10 went.
 You need to get a job.

What kind of life is it, when every
 day's a weekend?
 How quickly we forget when I'm at
 work you're sleeping in.
 You need to get a job.

Repeat chorus and bridge
Repeat first verse

Who's gonna hire you with your lack
 of experience?
 Who's gonna give you the last of
 your inheritance?

Repeat bridge
Repeat chorus

Speak

2 You and your partner are talking about what to consider when thinking about a job. Discuss the points below and agree on the three most important ones.

- money
- respect
- working hours
- doing something to make the world a better place
- the workplace

M

Write

3 You see the following job advert in the paper and apply for it.

WANTED

**Are you a cheerful person
 who has a good way
 with people?**

We are looking for a waiter/waitress to help in our small but busy restaurant during the summer months.

•

No experience required and training will be given.

•

Good pay and free meals.

•

Some anti-social hours.

Write an email with your letter of application. You should:

- say why you want that particular job
- explain why you think you'll be good at it
- state what you believe you can learn from doing this job

Write around 250 words.

Developing speaking skills

Summarising

Conversational strategy:

- Holding the floor

a Work with a partner. **A** gives a two-minute monologue on the task below. **B** takes notes on their performance. Then swap roles.

- Summarise in your own words the text "Different generations' attitudes to work" on pages 6/7.

b Discuss what you thought about your performances. How well did you do?



c Listen to a student doing the same task. What's your impression?



d Look at the language in the box below. Complete the text with the missing words. Then listen again and check.

Tip

Holding the floor

When you are giving a speech of some kind, it can be very important to make sure your audience lets you finish before you take questions or give them a chance to say what they think. This requires a balance of making clear that you need to finish first while at the same time explaining your point. Use these phrases to help you:

Just a moment, please. What I was going to say

was ...

Please, let me finish first.

I haven't quite finished yet. Can I just continue with what I was going to say?

Useful phrases

Summarising

The article ¹ work and how people from different generations see it.

The author ² people have always thought that generations are different, but nobody really knew what those differences were.

The ³ of the article then ⁴ what those differences between three generations are.

The first group, ⁵ Baby boomers, ...

The ⁶ , or GenX, ⁶ the rise of the AIDS epidemic.

Last ⁷ the study talks about the so-called ...

So what are ⁸ differences ⁹ to the study
..... in the text?

¹¹ picture, there is one big difference, though and that is ...

e **PRACTICE TASK** Choose one of the following.

- Choose a text from the Unit and summarise it in no more than two minutes.
- Summarise in no more than two minutes an article that you have read somewhere else.

Wordwise

Expressions related to work



a Match the sentences.

- 1 How could she afford that new car? She's just a sales assistant!
- 2 Do you think you can do this for me?
- 3 Have you finished that report?
- 4 He's a really, really unpleasant man. I don't trust him at all.
- 5 I don't know how you can look at all that blood.
- 6 I don't want to go out with Jim any more. Can you tell him, please?
- 7 I hear your boss won an award.
- 8 So, they won 5-0, I see.
- 9 We have to finish this by lunchtime.

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- a I agree. He's **a nasty piece of work**.
- b Yes, they really **made light work of** the game.
- c Well, I'm a nurse, so **it's all in a day's work** for me.
- d Tell him yourself! I'm not going to **do your dirty work!**
- e She **worked her fingers to the bone** in two jobs for years, that's how.
- f Not quite, but I'm **hard at work** on it right now.
- g Sorry, no chance. I'm **overworked** already – I can't take any more on.
- h OK, so let's **get to work** on it right away.
- i That's right. I do the **donkeywork**, but he gets the glory!



b Listen and check.

c Write the highlighted expressions from a after the definitions.

- 1 with too much work to do
=
- 2 to begin a job
=
- 3 a person with an unpleasant personality
=
- 4 to do something easily, or make something appear easy
=
- 5 to work extremely hard (usually for a long period of time)
=
- 6 to do something unpleasant for another person, because they don't want to do it
=
- 7 the hard and unpleasant part of a job
=
- 8 busy trying to do or finish something
=
- 9 something difficult or unpleasant, but that is part of one's usual job
=

d Complete the mini-dialogues using some of the expressions from a.

- 1 **A** Why did you work so late last night?
B Well, it's because I'm a bit
at the moment.
- 2 **A** It didn't take you long to paint the house.
B No, we
it, really.
- 3 **A** The boss wants me to fire two people.
B I'm not surprised. He always gets other people to
- 4 **A** I've got a lot of things to do today.
B OK, so finish your breakfast and then you can
- 5 **A** What do you think of the new boss?
B I don't like her at all. She's

2

Education

Widening your horizons

Read

- 1 a** How important are the following for you in a school building? Write 1 (not important) to 6 (very important). Then compare your findings with a partner.

- natural or good artificial light
- complex design
- airy classrooms
- proximity* of classroom to café and library
- colourful design
- wide and uncluttered* corridors

Glossary: *proximity = distance between; *uncluttered = tidy, clean

- b** Read the article quickly. It is about a study carried out by Salford University on the relationship between school architecture and how well students learn. What is the basic message of the study?



The design of schools and whether it impacts learning

In 2012, a debate arose about the future of school design within the UK. Teachers disagreed with the education secretary at the time about this issue.

[...] The education secretary, Michael Gove, is facing a growing rebellion from teachers and architects over plans to simplify new school buildings after a study claimed well-designed classrooms could improve pupils' progress in lessons by as much as 25%.

Lord Keir, the architect of buildings ranging from the Pompidou Centre in Paris to Moshoua Academy in Hackney, East London, has urged the government to ¹rethink its policy for the procurement of £2.5bn worth of new schools and "for the sake of the next generation" he'd evidence that school environments ²affect pupil performance.

Deborah Saunt, an award-winning school designer, has also announced that her firm is boycotting the government's plan to build 261 replacement primary and secondary schools, describing simplified design guidelines as the architectural ³equivalent of feeding children McDonald's every day.

¹⁰ *procurement* – Beschaffung

M

- c** Read the text again, then answer the questions (1–5) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.

0	What does Deborah Saunt think of the government's plans to build new schools based on simplified design guidelines?	they are too simple
Q1	What does the education secretary call the use of curves in educational architecture?	
Q2	What effect might the government's decisions have on the cost of building schools?	
Q3	What should the results of the study carried out in Blackpool primary schools be important for?	
Q4	What qualities, according to the ministry*, should teachers have in order to raise school standards?	
Q5	According to the study, how complex should a school design be?	

Glossary: *ministry – Ministerium

Useful words

discipline • instruct • lecture • lecturer • lecture theatre • orientation course
 syllabus • faculty • residential course • scholarship • tertiary education • well-educated
 well-qualified • workshop • seminar • fee • mark a test • campus • thesis • tutor

This autumn, Gove ordered a ban on curves in a new generation of no-frills* school buildings, in response to what he calls a decade of wasteful extravagance in educational architecture.

The first contracts will be awarded in April in a programme of new schools that will be 15% smaller than those built under the previous government's 4over-budgeted and delayed *Building Schools for the Future* programme. Gove's decision to squeeze space for corridors, assembly halls and canteens means building costs could be 5slashed by 30%, saving up to £6m a school. [...]

However, the initial findings of a study by academics at Salford University showed a strong correlation between the built environment where teaching takes place and test results in Reading, Writing and Maths. Lighting, circulation*, acoustics, individuality and colour were revealed to affect pupils' progress in the year-long study of achievement by 751 children in seven primary schools in Blackpool. It found eight out of ten environmental factors 6displayed significant correlations with the pupils' performance. The report's authors concluded: "This clear 7evidence of the significant impact of the built environment on pupils' learning progression highlights the importance of this aspect for policymakers*, designers, and users."

Gove has dismissed the significance of the findings. A spokesman for the Department for Education said: "There is no convincing

evidence that spending enormous sums of money on school buildings leads to increased attainment. An excellent curriculum, great leadership and inspirational teaching are the keys to driving up standards."

"This study confirms what our practice has long believed," Rogers said. "Good design has the potential to have a truly positive effect on the way children learn. [...]"

The Royal Institute of British Architects has said it is seriously concerned the government's proposed flat-pack approach* "will place a straitjacket* on future generations of teaching professionals and quickly 8render these schools redundant." It added: "The designs for secondary schools include narrow corridors and concealed stairs that are difficult to supervise. In many schools this is likely to result in the need for additional staff supervision to 9maintain good behaviour and avoid bullying."

The Salford academics 10hypothesise that three principles of environmental design would most affect brain function among pupils: how "natural" it felt to be in the room, the extent to which the room felt individual to its occupants*, and whether it stimulated them.

Testing the theory against academic results, they found the most significant design factor needed to be how well the schools allowed pupils to flow through them and design of "connections" – wide and uncluttered corridors with easy orientation and landmarks,

rooms that are quickly accessible from the main entrance, and proximity of classrooms to places such as the library, music room and café – accounted for a quarter of the positive impact on learning progression that the built environment can have.

Colour was the next most important factor, followed by complexity of design, where less was more, and flexibility, where more was better. Light levels and the degree to which a classroom and its furniture was designed to foster a sense of "this is our classroom, ownership and familiarity* in the pupils were the fifth and sixth most effective factors affecting educational performance. The desire for natural light was correlated with a dislike of artificial light.

Among the other positive factors were even underfloor* heating and windows and doors that opened wide to allow the build-up of soporific carbon dioxide to escape.

The results were not always as expected. The results of S.A.T. tests suggested less rather than more colour and complexity in classroom design was better for pupil performance. "Young children may like exciting spaces, but to learn, it would seem they need relatively ordered spaces, but with a reasonable degree of interest," the authors said. [...]

Glossary: *no-frills = simple, uncomplicated; *circulation = Luftverteilung; *policymakers = the people making the important decisions; *flat-pack approach = einfache Bauweise; *straitjacket = Zügelstrafe; *occupants = the people inside; *familiarity = feeling at home; *underfloor = Fußboden; *soporific = making you fall asleep.

d Match the underlined words and phrases 1–10 in the text with the definitions below.

- a show important relationships between two things
- b to have an influence on students' learning
- c to cause someone or something to be in a particular state
- d too expensive
- e proof
- f to consider again a plan that has been agreed on in a certain situation
- g to continue to have; to keep in existence, or not allow to become less
- h having the same amount, value, purpose, qualities, etc.
- i to give a possible but not yet proved explanation for something
- j heavily reduced



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Discussion box

Work in pairs or small groups. Discuss these questions together.

- 1 Which of the findings of the study mentioned in the text do you agree or disagree with? Why?
- 2 What comments can you make about the schools you know after reading this text? Elaborate.

Vocabulary

Education

- 2** Read the text. Replace the collocations and underlined words with the phrases below.

My brother ¹got expelled from secondary school twice, and he had to sit his final exam three times before he finally passed it. Then he ²took a year off, and when he announced he wanted to try and get a place at university, everyone thought he was joking. But guess what? He decided he wanted to ³do economics and surprised us all by passing the ⁴entrance exam. I guess I don't need to stress that nobody believed he would ever ⁵graduate. To be honest, we all expected he would ⁶drop out of university within a few months. Well, he didn't. He passed all his exams ⁷with flying colours, and got a BA in the shortest time possible. Then he ⁸enrolled on a ⁹postgraduate course to ¹⁰do a PhD. In fact, he is about to start writing his dissertation. Will he ever finish that? Well, I won't make any predictions – I've been wrong too often when it came to judging my brother's academic career!

- a stopped work at school for a year
- b test for being accepted into a school
- c study the way in which business and money works
- d put his name on an official list so as to take a course
- e get a first university degree
- f study in order to get the highest degree
- g course done after a first degree
- h was forced to leave
- i with the best possible results
- j leave in the middle

Listen

- 3 a** Work with a partner. Talk to each other about examples of cyber-crime you have heard or read about.

M

5+6
CD 1

- b** You are going to listen to a radio feature about cyber-bullying. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–9) with the sentence endings (A–L). There are two sentence endings that you should not use. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

0	The radio report is about ...
Q1	Teachers who get harassed on cyber-bullying ...
Q2	A music teacher first thought that it ...
Q3	His colleagues decided ...
Q4	The students responsible thought they ...
Q5	The students responsible realised they had ...
Q6	A teacher from Kent said she managed to ...
Q7	She said that the experience ...
Q8	It takes some time for offensive content ...
Q9	There is no doubt that cyber-bullying is not ...

A	... would just have a bit of fun.
B	... forgotten to delete the password.
C	... suffer psychologically and physically.
D	... would be best to take decisive action.
E	... to be ignored.
F	... the cyber-bullying of teachers.
G	... to be taken off rating websites.
H	... would be best not to react to the harassment.
I	... gone too far only when they were expelled.
J	... to be reported to the police.
K	... had seriously damaged her health.
L	... get offensive content removed from a site.

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
F									

Discussion box

Work in pairs or small groups. Discuss these questions together.

- 1 To what extent is cyber-bullying a problem you or people you know have suffered from? Give examples.
- 2 Some people say that the best strategy to combat cyber-bullying would be to make it impossible to post anything on the web anonymously. What's your opinion? Give reasons.

Grammar for communication

Future in the past

4 a Look at the examples from the audio in 3b, then complete the rule.

- 1 A teacher said that at first he thought he **was going to ignore** the nasty messages.
- 2 They came to the conclusion that they **were going to take** firm action against the abusers.
- 3 At first the two students thought they **would have** a bit of fun.

Rule:

When we talk about the future, we can use *am / is / are going to* (for plans, intention and processes) or *will* (for predictions).
When we want to talk about the future as seen from a time in the past we can use *was / were going to* / *would have* going to or *would have*.

b Complete the following sentences with the correct form of the future in the past: **was / were going to or would**. Sometimes there is more than one answer.

- 1 The computer company announced that they I decided I
..... (release) the new software in the first half of (become) a
next year. doctor when I was five.
- 2 Phil and Paul knew the job 5 He probably thought there
(not / be easy), but they didn't expect it to be this hard.
.....
- 3 The local people thought it (be) less risk of upsetting me if he
(be) a shame not to build the bridge across the river. sent me an email.

c Read the sentences. In most of them there is an unnecessary word. Cross out the unnecessary word and write it in the space provided after the sentence. Some are correct. Indicate these sentences with a tick (✓).

- 1 When I woke up this morning, I thought I was ~~were~~ going to study for my exams. were.....
- 2 She hoped she would to win a million when she bought the ticket.
- 3 As soon as he arrived on the scene, we sensed he was going to create trouble.
- 4 There was a problem with my laptop, so I decided I was to going to buy a new one.
- 5 Clare and Sally said they were going to stay away for three weeks.
- 6 Our teacher told us she were would give us less homework over the weekend.

d We often use **was / were going to ...** to say that the planned future action didn't happen. Use the words below to write similar sentences.

- 1 I / phone you / watch a film I was going to phone you, but I watched a film instead.
- 2 She / call her friend / have no credit on her mobile
- 3 We / go for a picnic / rain
- 4 He / do exam / change his mind
- 5 I / get hair cut / hairdresser day off
- 6 They / take yoga lessons / class full



Willy Russell was born in Liverpool in 1947, and after a series of odd jobs (among them running a hairdresser's salon) he eventually became one of the most successful playwrights of his generation. In addition, Willy is a songwriter and a novelist. His most famous plays are *Educating Rita* (1980), *Shirley Valentine* (1986) and the musical *Blood Brothers* (1983).



Educating Rita (1980) is a comedy set entirely in Frank's office. Frank is a lecturer at the Open University*, running courses so he can pay for his excessive* drinking. He tries to teach Rita, a working-class hairdresser, the finer points of literature. Both are immediately fascinated by each other: Frank with Rita because she likes her enthusiasm, and opens up to Rita with Frank because she believes he can teach her to leave her social class behind. Comedy, disillusionment* and a hope for change make this a great play, which was made into a film in 1983 and starred Michael Caine and Julie Walters.

Glossary: *Open University – britische Universität der Fernstudien; *excessive – exzessiv, zu viel; *disillusionment = realising that something you believed is not true

Educating Rita

by Willy Russell (a play)

1 a In groups of four, discuss which “must-see” novels or plays you have read or seen performed in a theatre. How much did you enjoy them? Why?

b Quickly read the text and find out what the difference between *tragedy* and *tragic* is.

SCENE 6

[...]

Rita bursts through the door out of breath

FRANK What are you doing here? (He looks at his watch.)

It's Thursday, you ...

RITA (moving over to the desk, quickly) I know I shouldn't be here. It's me dinner hour, but listen. I've got to tell someone. Have you got a few minutes? Can I spare ... ?

FRANK (alarmed) My God, what is it?

RITA I had to come and tell y', Frank. Last night, I went to the theatre! A proper one, a professional theatre.

Frank gets up and switches off the radio and then returns to the swivel chair

FRANK (sighing) For God's sake*, you had me worried. I thought it was something serious.

RITA No, listen, it was – I went out an' got me ticket. It was Shakespeare. I thought it was gonna be dead borin'.

FRANK When, when did you go in the first place?

RITA I wanted to find out. But listen, it wasn't borin'. It was bleedin' great, honest. Ogh, it done me in. It was fantastic. I'm gonna do an essay on it.

FRANK (smiling) Come on, which one was it?

Rita moves up right centre

RITA " ... Out, out, brief candle!

Life's but a walking shadow, a poor player

That shuts and frets* his hour upon the stage and then is heard no more. It is a tale told by an idiot, full of sound and fury Signifying nothing."

FRANK (deliberately) Ah, *Romeo and Juliet*.

RITA (moving towards Frank) Tch. Frank! Be serious. I learnt that today from the book. (She produces a copy of "Macbeth") Look, I went out an' bought the book. Isn't it great? What I couldn't get over is how excitin' it was.

Frank puts his feet up on the desk

Wasn't his wife a cow, eh? An' that fantastic bit where he meets Macduff an' he thinks he's all invincible*. I was on the edge of me seat at that bit. I wanted to shout out an' tell Macbeth, warn him.

FRANK You didn't, did you?

RITA Nah. Y' can't do that in a theatre, can y'? It was dead good. It was like a thriller.

FRANK Yes. You'll have to go and see more.

RITA I'm goin' to. *Macbeth's* a tragedy, isn't it?

Frank nods

Right.

Rita smiles at Frank and he smiles back at her

Well, I just – I just had to tell someone who'd understand.

FRANK I'm honoured that you chose me.

Glossary: *swivel chair – Drehstuhl; *for God's sake – um Gottes willen; *do someone in – jemanden fertig machen; *fret – sich ärgern; *invincible = can't be beaten

RITA (*moving towards the door*) Well, I better get back. I've left a customer with a perm* lotion. If I don't get a move on, there'll be another tragedy.

FRANK No. There won't be a tragedy.

RITA There will, y' know. I know this woman, she's dead fussy*. If her perm doesn't come out right, there'll be blood an' guts* everywhere.

FRANK Which might be quite tragic ...
He throws her the apple from his desk which she catches
... but it won't be a tragedy.

RITA What?

FRANK Well, ... erm ... look, the tragedy of the drama has nothing to do with the sort of tragic event you're talking about. Macbeth is flawed* by his ambition – yes?

RITA (*going and sitting in the chair by the desk*) Yeh. Go on. (*She starts to eat the apple*)

FRANK Erm ... it's that flaw which forces him to take the inevitable steps towards his own doom. You see?
Rita offers him the can of soft drink. He takes it and looks at it
(*Putting the can down on the desk*) No thanks. Whereas, Rita, a woman's hair being reduced to an inch of stubble*, or ... or the sort of thing you read in the paper that's reported as being tragic, "Man Killed By Falling Tree", is not a tragedy.

RITA It is for the poor sod* under the tree.

FRANK Yes, it's tragic, absolutely tragic. But it's not tragedy in the way that *Macbeth* is a tragedy. Tragedy in dramatic terms is inevitable, preordained*. Look, now, even without ever

having heard the story of *Macbeth* you wanted to shout out, to warn him and prevent him going on, didn't you? But you wouldn't have been able to stop him would you?

RITA No.

FRANK Why?

RITA They would have thrown me out the theatre.

FRANK But what I mean is that your warning would have been ignored. He's warned in the play. But he can't go back. He still treads* the path to doom. But the poor old fellow under the tree hasn't arrived there by following any inevitable steps has he?

RITA No.

FRANK There's no particular flaw in his character that has dictated his end. If he'd been warned of the consequences of standing beneath that particular tree, he wouldn't have done it, would he? Understan'?

RITA So ... Macbeth brings it on himself?

FRANK Yes. You see, he goes blindly on and on, and with every step he's spinning one more piece of thread which will eventually make up the network of his own tragedy. Do you see?

RITA I think so. I'm not used to thinkin' like this.

FRANK It's quite easy, Rita.

RITA It is for you. I just thought it was a dead excitin' story. But the way you tell it, you make me see all sort of things in it. (*After a pause*) It's fun, isn't it? (*She goes over to the window*) All them out there, they know all about that sort of thing don't they?

Glossary: *perm – Dauerwelle; *fussy – difficult to please; *blood and guts – Mord und Totschlag; *flawed – having a weakness or fault; *stubble – Stoppeln; *poor sod – arme Sau; *preordained – vorherbestimmt; *tread – walk on

C Read the text again, then complete the sentences (1–7) using a maximum of four words.

- Rita was so taken with the play that she had to tell someone
- Frank deliberately says the wrong title of the play to
- Rita thinks that the play was like
- Rita thinks that if she doesn't get back to the perm salon, there'll be
- He explains that a flaw in Macbeth's character makes him take
- The man killed by the tree would have heeded
- After the talk Rita understands that *Macbeth* is more than

Speak

2 Get together in groups and discuss the following points. One of you should take notes and report back to the class after the discussion.

- Rita is a hairdresser. Should places of tertiary education be open to her (even though a literary education may be useless in her job)?
- Frank is slightly condescending* when talking to Rita. How difficult is it for people from different educational backgrounds to talk to each other?
- How do you judge Frank's explanation of the difference between *tragic* and *tragedy*? How well does he do it? Do you see him as a good teacher? Why is being good at explaining things an essential quality in a teacher? What else is?
- How much do your origins and social background determine your future? What part does education play in the process?

Glossary: *condescending – herablassend

INTO Film



Freedom Writers (2007)

Assigned the thankless task of teaching freshman* English at a gang-infested* Long Beach, CA high school, a 23-year-old teacher resorts to* unconventional means of breaking through to her hardened students in director Richard LaGravenese's adaptation of Erin Gruwell's best-seller *The Freedom Writers Diaries: How a Teacher and 150 Teens Used Writing to Change Themselves and the World Around Them*. Her students had been written off*, and her chances of succeeding scoffed at*, but Erin Gruwell (Hilary Swank) wasn't about to go down without a fight.

Glossary: *freshman = first beginners; *gang-infested – mit Banden verseucht; *resort to – zu etwas greifen; *written off = abgeschrieben; *scoffed at – verspottet



Dangerous Minds (1995)

Based on the autobiography of LouAnne Johnson (Michelle Pfeiffer), an ex-Marine turned inspirational inner-city high school English teacher. Having recently separated from her husband, Johnson's friend (also a teacher in the school) gets her a temporary job in a tough school in the poor part of town. After a terrible reception from the students, she tries unconventional methods of teaching (using Kate Bob Dylan lyrics etc.) to gain the trust of the students.

1 Imagine you have to present yourself as the new teacher to a class of 14-year-olds. How would you go about it? Act out how you would present yourself to the class.

DVD **2 a** Watch the first encounter between the teacher and pupils in both movies and then answer the following questions in pairs.

- 1 What is the situation in the classroom like?
- 2 How do the pupils react to the new teachers?
- 3 How do the new teachers react?
- 4 Which teacher is more successful and why?
- 5 After watching both first encounters, how would you characterise a) the teachers and b) the classes?

b Watch another clip from each movie and then answer the following questions in pairs.

Freedom Writers

- 1 How does Gruwell get the students' attention?
- 2 What do you think of her playing to the kids' interest (music, film)? Would that work in real life?
- 3 Focus on a couple of students and check out their reaction to the Line Game. What do you think of their reactions?
- 4 How does Gruwell break up the very personal moment at the end of the Line Game? What do you think of her idea?
- 5 What do you think of her "journal offer"? Why could it work?

Dangerous Minds

- 6 How does Johnson maintain discipline?
- 7 How does her class behave?
- 8 How does she keep the attention of her pupils?
- 9 What do you think of her choice of poetry?
- 10 How does she generally treat her students?



Speak

3 Get together in groups of 3–4 and discuss the following:

- How realistic are the film clips? Do they compare to classroom situations in Austria?
- Do you think these teachers are inspiring and motivating? Why? / Why not?
- What are the qualities you look for in a teacher?
- Think of a situation in which you learned a lot. What was it like? Why did you learn a lot?

M

Write

4 The editors of an international school journal have asked you to write an article in which you discuss your country's school system. Make sure you write the article in such a way that someone who is not familiar with the school system in your country can understand it. In your article, you should:

- outline what you think two positive points about the school system are
- point out two areas that you think need immediate change
- make suggestions how the media could support these changes in a positive way

Write around 250 words and give your article a title.

FILM WORK

Comparing films

Here is a passage from a comparative review of *The Great Gatsby*.

Carey Mulligan's sad, weak, characterless Daisy is also fairly successful, more affecting I think (and with a subtle touch of the south) than Mia Farrow in Luchino Visconti's otherwise better-acted 1974 Gatsby.

But if Visconti's film was a little too restrained and sensitive, it is the sheer size, overstatement and noise, both visually and aurally, that sinks Luhrmann's picture.*

When it comes to comparing, you can compare films from the same genre, but you can also compare two or more versions of the same film. You might also want to compare a film with a novel.

When comparing two films, you have to be very familiar not only with the films, but also the approach of each director, the context of their work, the choice of actors / actresses, the film scores and many other issues. In some respects, the Internet makes it easier to compare because you can find comparable scenes fairly easily, or the comparison has been prepared for you with the help of GIF (Graphics Interchange Format) comparisons which give you the scenes you want to compare on one screen.

To practise comparison you could do the following:

- Take two small scenes from two different film versions and concentrate on certain details, e.g. take two versions of *The Great Gatsby* and compare how people are dressed.
- Take two film openings (e.g. of horror films or westerns) and compare how the directors set the scene, create a certain atmosphere, introduce their characters.

Glossary: *sheer – schier, rein

Developing speaking skills



Narrating

Conversational strategy:

- Getting back to the original task

a Work with a partner. **A** gives a two-minute monologue on the task below. **B** takes notes on their performance. Then swap roles.

- Tell an anecdote about something that happened at school. (It should be a story or an anecdote your partner doesn't know yet.)

b Discuss what you thought about your performances. How well did you do?



c Listen to a student doing the same task. What's your impression?



d Look at the language in the box. Complete the missing words. Then listen again and check.

Useful phrases

Getting back to the original task

When you talk for longer, you may occasionally lose your train of thought a bit. Then it's good to communicate to your listener(s) that you are going back to where you were before you got side-tracked. You can do this by saying, for example:

1 was I? Ah, yes, I was

2 about ...

Anyway, to 3 my story ...

As I was 4 before ...

Tip

Narrating

Before you tell an anecdote, quickly think of the answers to these questions:

- Where and when did it happen and who were the main people involved?
- What is the main reason for telling the story?

When you tell an anecdote or a story, you will mostly use past tenses, and occasionally maybe *used to*. Good speakers sometimes use the "historical present" when they recall the most important or dramatic part of an episode.

The historical present is also used in writing sometimes. Look at this example from Charles Dickens' *David Copperfield*:

"If the funeral had been yesterday, I could not recollect it better. The very air of the best parlour, when I went in at the door, the bright condition of the fire, the faint sweet smell of cake, the odour* of Miss Murdstone's dress, and our black clothes. Mr Chillip is in the room, and comes to speak to me.*

'And how is Master David?' he says, kindly."

Glossary: *parlour = living room; *odour = smell

e PRACTICE TASK Choose one of the following to tell an anecdote or story.

- My first day at school
- One of my best days ever at school

Wordwise

Expressions related to learning



a Match the sentences.

- 1 He really wants to be an actor.
- 2 I've got a part in a play. I'm going to play Hamlet.
- 3 I hear you're going to Paris next week.
- 4 I hurt myself when I fell off my bike.
- 5 Those kids have very good manners.
- 6 Do you want me to show you how to use the computer?
- 7 The History exam's tomorrow. Are you worried?
- 8 Jim's new here and doesn't know how things work.

- a Well that should **teach you a lesson** – be more careful!
- b I know, but he's not very good – I don't think he'll **make the grade**.
- c Don't worry. I'll **show him the ropes**.
- d That's right, so I'm trying to **brush up on** my French.
- e No thanks, I'm sure I can **pick it up** as I go along.
- f That's a big part! It's a lot to **learn by heart**.
- g Yes, I am. So I'm going to spend all tonight **ramming for** it.
- h That's because their parents **drummed it into** them.



b Listen and check.

c Write the highlighted expressions from a after the definitions.

- 1 to try to learn a lot of things before an examination
=
- 2 to teach something to someone by repeating it a lot
=
- 3 to learn something so that you can repeat it from memory
=
- 4 to improve your knowledge of something that you have learned but can't forget
=
- 5 to learn informally, by doing something rather than by being taught
=
- 6 to be good enough to succeed in something (e.g. a job)
=
- 7 to improve future behaviour by thinking about bad experiences
=
- 8 to teach someone how to do a job or activity
=

d Complete the mini-dialogues using some of the expressions from a.

- 1 A So, your car was stolen?
B Yes. And it has
I'll always lock my car in the future!
- 2 A You're going to Brazil? Great! Are you going to have Portuguese lessons?
B No, I'm sure I can
when I'm there.
- 3 A Didn't she want to be a doctor?
B Yes, she went to medical school*
but unfortunately she didn't
.....
- 4 A I've never been sailing before. I don't know what to do!
B Don't worry. Mary's an experienced sailor. She can
- 5 A Why are you taking Maths lessons? You did Maths at school.
B Yes but that was years ago. Now I want to

Glossary: *medical school – medizinische Hochschule

3

Science and technology

It's not rocket science

Read

- 1 **a** Think of examples of things that people used to believe, but that science has disproved.

People used to think the Earth was flat but now we know ...

- b** Read the text quickly. Find examples of what the speaker calls "bad science".



This is a transcript of part of a talk given by Doctor Ben Goldacre in July 2011.*

[...] we need proper science, proper evidence. So, "Red wine can help prevent breast cancer*." This is a headline from the *Daily Telegraph* in the UK. "A glass of red wine a day could help prevent breast cancer." So you go and find this paper, and you find it is a real piece of science. It is a description of the changes in one enzyme when you drip a chemical extracted from some red grape skin onto some cancer cells in a dish on a bench in a laboratory somewhere. (0)... But on the question of your own personal risk of getting breast cancer if you drink red wine, it tells you absolutely bugger all. [...]

And here's another example. This is the UK's leading nutritionist* in the *Daily Mirror*, which is our second biggest selling newspaper. "An Australian study in 2001 found that olive oil in combination with fruits, vegetables and pulses* offers measurable protection against skin wrinkling." And then they give you advice: "If you eat olive oil and vegetables, you'll have fewer skin wrinkles." (Q1)... So you go and find the paper, and what you find is an observational study. Obviously nobody has been able to go back to 1930, get all the people born in one maternity unit, and half of them eat lots of fruit

and veg* and olive oil, and then half of them eat McDonald's, and then we see how many wrinkles you've got later. (Q2)... And what you find is of course, people who eat veg and olive oil have fewer skin wrinkles. But that's because people who eat fruit and veg and olive oil, they're not poor [...]. They are posh, they're wealthy, they're less likely to have outdoor jobs, they're less likely to do manual labour, they have better social support, they're less likely to smoke – so for a whole host of social, interlocking social, political and cultural reasons, they are less likely to have skin wrinkles. That doesn't mean that it's the vegetables or the olive oil.

So ideally what you want to do is a trial. [...] It's very straightforward: you take a bunch of people, you split them in half; you treat one group one way; you treat the other group the other way – and a little while later, you follow them up* and see what happened to each of them. So I'm going to tell you about [...] probably the most well-reported trial in the UK news media over the past decade. (Q3)... And the claim was: fish oil pills improve school performance and behaviour in mainstream children. And they said, "We've done a trial. All the previous

trials were positive, and we know this one's gonna be too." That should always ring alarm bells. (Q4)... Either you've rigged it by design, or you've got enough data so there's no need to randomise people any more.

So this is what they were going to do in their trial. They were taking 3,000 children. They were going to give them all these huge fish oil pills, six of them a day, and then a year later, they were going to measure their school exam performance and compare their school exam performance against what they predicted their exam performance would have been if they hadn't had the pills. Now can anybody spot a flaw in this design? So there's no control; there's no control group. But [...] that's a technical term. The kids got the pills, and then their performance improved. (Q5)... Yes, they got older. We all develop over time.

And of course, also there's the placebo effect. The placebo effect is one of the most fascinating things in the whole of medicine. It's not just about taking a pill and your performance and your pain getting better. It's about our beliefs and expectations. [...] And this has been demonstrated in a whole raft of fascinating studies

Glossary: *transcript = written version; *breast cancer = Brustkrebs; *bugger all = rein gar nichts; *nutritionist = expert on healthy food; *pulses = Hülsenfrüchte; *veg = short for vegetables; *follow someone up = contact someone again

Useful words

investigate • advanced • scientific • innovative • explore • invention • discovery
 research • laboratory • cutting-edge • prove • disprove • create • knowledge
 technology • methods • curiosity • revolutionise • measure • pioneer

comparing one kind of ⁸placebo against another. So we know, for example, that two sugar pills a day are a more effective treatment 120 for getting rid of gastric ulcers* than one sugar pill. Two sugar pills a day beats one sugar pill a day. (Q6)... We know from three different studies on three different 125 types of pain that a saltwater injection is a more effective treatment for pain than taking a sugar pill, taking a ⁹dummy pill that has no medicine in it – not because the injection or the pills do anything physically to the 130 body, but because an injection feels like a much more dramatic intervention*. (Q7)... This is why 135 we do trials where we control against a placebo – where one half of the people get the real treatment and the other half get placebo. 140

[...] What I've just shown you are examples of the very simple and straightforward ways that journalists and food supplement* 145 pill ¹⁰peddlers and naturopaths* can distort evidence for their own purposes. What I find really fascinating is that the pharmaceutical industry uses exactly the same kinds of tricks 150 and devices, but slightly more sophisticated versions of them in order to distort the evidence that they give to doctors and patients, and which we use to make vitally 155 important decisions.

Glossary: *gastric ulcer – Magengeschwür
 *intervention – Eingriff; *food supplement – Nahrungsergänzungsmittel; *naturopath – Naturheilkundler/in



M

C Read the text again. Some sentences are missing. Choose from the list (A–J) the correct sentence for each gap (1–7) in the text. There are two extra sentences that you should not use. The first one (0) has been done for you.

- A Because if you already know the answer to your trial, you shouldn't be doing one.
- B And that's an outrageous and ridiculous finding, but it's true.
- C You have to take a snapshot of how people are now.
- D There are always some risks involved.
- E So we know that our beliefs and expectations can be manipulated.
- F** And that's a really useful thing to describe in a scientific paper.
- G What else could it possibly be if it wasn't the pills?
- H And this is the kind of fish oil pills.
- I All over the world people see the same thing.
- J And that's very helpful, tell you how to go and find the paper.

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7
F							

Discussion box

- 1 Do you think it is possible to fool people with scientific evidence?
- 2 What are the possible reasons why some people would "distort evidence"?

2 Match the underlined words and phrases 1–10 in the text with the definitions below.

- a lines on the face or hands (usually because of age)
- b not real
- c make you start to worry
- d a very large number
- e people who sell (usually illegal) things
- f not complicated
- g things that look like medicine, but only have sugar in them
- h a mistake or weakness
- i arranged in advance in a dishonest way
- j normal; not especially different

Vocabulary

Science

3 a Complete the text with the correct words from the box.

analysed conducted do formed gathered **made** published reached test

The scientist ¹..... **made**..... some observations about a particular event and she ²..... a hypothesis to try to explain it. She wanted to ³..... her theory so she ⁴..... a series of experiments. She ⁵..... the data and then ⁶..... the results. She ⁷..... some conclusions and then ⁸..... a paper to announce her findings. Other people read her paper and started to ⁹..... some research of their own.



b Find nouns in the text in 3a that mean:

- 1 information, especially facts or numbers, collected to be examined **data**.....
- 2 results that you come to by thinking and reasoning
- 3 an idea or explanation for something, that is based on facts, but hasn't been proved yet
- 4 a number of similar or related events or things, one following another
- 5 pieces of information discovered through an examination of a problem, or through experiments
- 6 acts of watching something (or someone) carefully

c In pairs or small groups, discuss any scientific experiments or discoveries that you know about. Use some of the words in 3a and 3b.

Listen

10
CD 1

4 a Listen to a radio programme about science. Answer these questions.

- 1 What is the most important factor for whether or not you can make snowballs?
- 2 What does C.A.T. stand for?

Glossary *down draught – Abwind



M

9+10
CD 1

b Listen to the radio programme. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–6) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

0	Janice was on holiday last winter in ...	the Italian Alps
Q1	It's quite easy to make snowballs when the air temperature is ...	
Q2	It's very hard to make snowballs with snow that is ...	
Q3	When Mark's plane hit turbulence, the flight attendants ...	
Q4	In 1966 a plane was brought down by C.A.T. when it flew too ...	
Q5	The possibility of C.A.T. is why passengers on a plane should keep ...	
Q6	For a plane to be badly damaged, the C.A.T. has to ...	

Grammar for communication

Modal verbs of deduction and probability

5 a Read the four sentences from the audio in 4a. Match them to the explanations.

- 1 You **can't have been** on holiday in the UK.
- 2 There **must be** an optimum range of temperatures for making snowballs.
- 3 It **may have been** what's called "clear air turbulence".
- 4 That **will be** good news for anyone who's going to be flying soon.

- a I think it is possible that this was the case.
- b I believe that this is very possibly true.
- c I feel sure (from the evidence) that this was not the case.
- d I feel sure (from the evidence) that this is the case.

b Discuss the differences between these pairs of sentences.

- 1 a There's someone at the door. It must be James.
b There's someone at the door. It might be James.
- 2 a Ask Monica where her brother is – she'll know.
b Ask Monica where her brother is – she must know.
- 3 a It's seven o'clock now. My sister will have arrived in New York.
b It's seven o'clock now. My sister must have arrived in New York.
- 4 a He failed – he can't have studied enough.
b He failed – he might not have studied enough.

c Rewrite the sentences. Use the words in brackets.

- 1 I think it is possible that your sister is in the garden. (*may*)
Your sister may be in the garden.
- 2 I don't think it is probable that he is British. (*can't*)
.....
- 3 I think it is very possible that Fred knows how to do the homework. (*will*)
.....
- 4 I think it is probable that there is a problem. (*must*)
.....
- 5 I think it is possible that she was ill. (*might*)
.....
- 6 I think it is probable that they knew what was happening. (*must*)
.....
- 7 I don't think it is probable that he took the medicine. (*can't*)
.....
- 8 I think it is very possible that he has gone to bed by now. (*will*)
.....

Speak

5 b Work in small groups. Read the four quotations about science. Decide whether you agree or disagree with each one.

1 Science never solves a problem without creating ten more.
George Bernard Shaw

2 We live in a society exquisitely* dependent on science and technology, in which hardly anyone knows anything about science and technology.
Carl Sagan

3 Science and technology revolutionise our lives, but memory, tradition and myth frame our response.
Arthur M. Schlesinger

4 There is one thing even more vital to science than intelligent methods; and that is the sincere desire to find out the truth, whatever it may be.
Charles Pierce

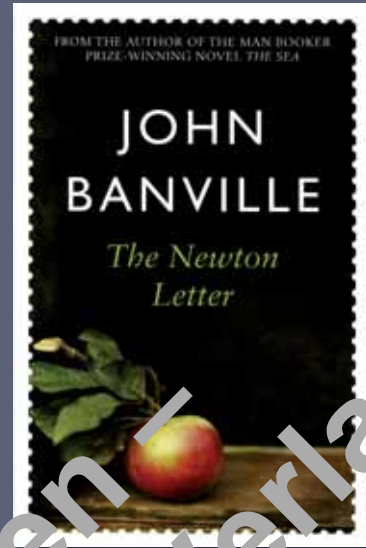
Glossary: **exquisitely* = extremely

b Choose one of the quotations. Make notes about why you agree / disagree with it.

c Tell the other groups about your views on the quotation you have chosen.

John Banville is an Irish novelist, born 1945 in Wexford. He is considered one of the greatest stylists writing in English today, and many of his books have won awards (e.g. *The Sea* was awarded the Booker Prize in 2005). For his novel *Ancient Light* (2012) he won the Irish Book Award and in 2013 he received the Austrian State Prize for European Literature. Under his pen name*, Benjamin Black, he has also written several crime mysteries.

Glossary: *pen name = pseudonym



The Newton Letter (1982) is the final part of *The Revolutions Trilogy* (*Doctor Copernicus* (1976) and *Kessler* (1981) being the first two parts). It is about a man who is trying to finish a book about Newton. For that purpose he retires to a place near Dublin called Fern House. However, he soon becomes obsessed not only with Newton's two letters to John Locke, but also with the inhabitants of the house. Like Newton, he finally suffers a breakdown, because he realises (again like Newton) that he cannot explain the world.

The Newton Letter

by John Banville (a novel)

- 1 **a** Get together with a partner and discuss what you know about Sir Isaac Newton.
- b** Quickly read the text and say what is meant by "the crisis of 1693".
- c** Read the text again and answer the questions (1–9) using a maximum of four words.

- 1 What were "scientific concepts of the world before Newton invented science"?
- 2 Metaphorically speaking, what was Newton standing on that allowed him to see so far?
- 3 How did Newton "sweep away the world of giants and hobgoblins"?
- 4 How would the narrator initially have presented Newton in his book? In the anecdote about Newton of the summer of 1693, what did the fire reportedly destroy?
- 6 According to the anecdote, what did the loss of papers lead to?
- 7 According to legend, what did Newton say was lost in the fire?
- 8 What did Newton replace science with?
- 9 If Newton could live his life again, he insisted, what would not be part of his life any longer?

.....

.....

.....

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.....

.....

.....



Newton was the greatest genius that science has produced. Well, who would deny it? He was still in his twenties when he cracked the code of the world's working. Single-handed he invented science: before him it had all been wizardry and sweaty dreams and brilliant blundering*. 5 You may say, as Newton himself said, that he saw so far because he had the shoulders of giants to stand on: but you might as well say that without his mother and father he would not have been born, which is true all right, but what does it signify? Anyway, when he defined the 10 gravity laws, he swept away that whole world of giants and other hobgoblins*.

Oh yes, you can see, can't you, the outline of what my book would have been, a celebration of action, of the scientist as hero, a gleeful acceptance of Pandora's fearful 15 disclosures, wishy-washy medievalism kicked out and the age of reason restored. But would you believe that all this, this Popovian Newton-as-the-greatest-scientist-the-world-has-known, now makes me feel slightly sick? Not that I think any of it untrue, in the sense that it is fact. 20 It's just that another kind of truth has come to seem to me more urgent, although, for the mind, it is nothing compared to the lofty* verities* of science.

Newton himself, I believe, saw something of that matter in that strange summer of 1693. You know the story of how his little dog, Diamond, overturned a candle in the 25 rooms at Cambridge one early morning, and started a fire which destroyed a bundle of his papers and how the loss deranged his mind. All rubbish, of course, even the dog is a fiction, yet I find myself imagining him, a 30 fifty-year-old public man, standing aghast* in the midst of the smoke and the flying smuts* with the singed pug* pressed in his arms.

Glossary: *blundering = making mistakes; *hobgoblin = böse Geist; *lofty = of high moral quality; *verities = true facts; *aghost = totally shocked; *smut = piece of dirt or soot; *singed pug = angesengter Mops; *shirt-tails = Hemdzipfel; *stump = walk with heavy steps; *peg-leg = someone with an artificial (wooden) leg; *unshod = without a shoe; *velvet blackness = samtige Dunkelheit; *decipher = entschlüsseln; *dabble in = to try something out without being serious about it; *conflagration = a very large fire; *reverberate = nachhallen; *brood = grübeln

The joke is, it's not the loss of the precious 35 papers that will drive him temporarily crazy, but the simple fact that it doesn't matter. It might be his life's work gone [...] and still it wouldn't mean a 40 thing. Tears spring from his eyes, the dog licks them off his chin. A colleague comes running, shirt-tails* out. The great man is pulled into the corridor, white with shock and stumping* like a peg-leg*. Someone beats out the flames. Someone else asks what has been 45 lost. Newton's mouth opens and a word like *Nothing* falls out: *Nothing*. He notices details, early morning light through a window, his rescuer's one unsold* foot and yellow toenails, the velvet blackness* of burn paper. He smiles. His fellows look at one another 50

It had needed no candle flame, was already ashes. Why else had he turned to deciphering* Genesis and dabbled* in alchemy? Why else did he insist again and again that science had cost him too dearly, that, given 55 his life to live over, he would have nothing to do with physics? It wasn't modesty. No one could accuse him of that. The fire, or whatever the real conflagration* was, had shown him something terrible and lovely, like flame itself. *Nothing*. The word reverberates*. He broods* 60 on it as on some magic emblem whose other face is not to be seen and yet is emphatically there. For the nothing automatically signifies the everything. He does not know what to do, what to think. He no longer knows how to live.

Speak

- 2** In pairs or groups, discuss the statement below, which reportedly comes from Sir Isaac Newton. Is this a sentiment to be shared? Do clever or extraordinary people normally show modesty, or are they vain and self-centred? Try to find examples.

I do not know what I may appear to the world, but to myself I seem to have been only like a boy playing on the seashore, and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me.*

Glossary: *pebble – Kieselstein

- 3** In groups, research theories why possibly the greatest scientist ever spent so much time on occultism rather than on science. Read more on this below.

Newton himself seems to have been more interested in alchemy than in science. Several documents found in the 20th century indicate Newton's interest in the procurement or development of the Philosopher's Stone*. He also showed interest in speculations about the end of world (not before 2060 according to Newton), the Rosicrucians* and other secret societies, and the mythical land of Atlantis.

Glossary: *Philosopher's Stone – Stein der Weisen; *Rosicrucians – Rosenkreuzer (Mitglieder verschiedener Geheimbünde)

History of Everything Barenaked Ladies



1

a Watch the video for *History of Everything*. In what order do you see these things?

- the studio audience* clapping and cheering
- the band arriving at the studio
- 4 the cast having their make-up done
- the cast being introduced to the audience
- the singer using chopsticks*
- the drummer taking a phone call
- the band playing table tennis
- the cast taking photos

Glossary: *studio audience – Publikum im Studio;
*chopsticks – Essstäbchen

b Match the “science” words with the definitions.

- | | | | |
|---------------|--------------------------|----------------|--------------------------|
| 1 dawn of man | <input type="checkbox"/> | 5 bipeds | <input type="checkbox"/> |
| 2 Pangea | <input type="checkbox"/> | 6 expansion | <input type="checkbox"/> |
| 3 astronomy | <input type="checkbox"/> | 7 astrology | <input type="checkbox"/> |
| 4 autotrophs | <input type="checkbox"/> | 8 Neanderthals | <input type="checkbox"/> |

- a** an ancient continent more than 300 million years old
- b** simple organisms capable of producing energy from sunlight
- c** any creature that has two feet
- d** the act of getting bigger
- e** the time when humans first started walking on the Earth
- f** the study of the relationship between the stars and how they impact us
- g** an ancient type of human being
- h** the study of space



c Listen and write the missing words in the spaces.

d Discuss.

- 1 Why would Australopithecus “really have been sick of us”?
- 2 What other notable human achievements might they have put in the song?

Our whole universe was in a hot dense state, then nearly fourteen billion years ago
1..... started, wait ...

The Earth began to cool,
the 2..... began to drool*,
3..... developed tools,
we built a wall (we built the pyramids).
Math, Science, History, unravelling* the mysteries,
that all started with the big bang!

“Since the 4.....” is really not that long,
as every galaxy was formed in less time than it takes to sing this song.
A fraction of a second and the elements were made.
The 5..... stood up straight,
the dinosaurs ate their fate,
they tried to run but they were late
and they all died (they froze their asses off).
The ocean and 6.....
sewa wouldn’t wanna play
set in motion by the same big bang!

It all started with the big BANG!

It’s expanding ever outward, but one day
it will cause then start to go the other way,
collapsing ever inward. We won’t be here,
it won’t be heard.

Our best and brightest figure that it’ll make
an even bigger bang!

Australopithecus would really have been sick of us,
debating how we’re here. They’re catching deer
(we’re catching viruses).

Religion or 7.....
(Descartes or Deuteronomy),
it all started with the big bang!

Music and mythology, Einstein and
8.....,
it all started with the big bang!
It all started with the big BANG!

Glossary: *drool – in Verzückung geraten; *unravel = solve

- 3 Does the song take a religious or a scientific viewpoint about how the universe began?
- 4 What do you think the real message of the song is? Why?



Speak

- 2** You and your friend have been asked to write a piece for the school magazine about important developments in science and technology. Choose three of the topics and talk about what you are going to write about each one.

- the theory of evolution
- the discovery of DNA
- the invention of the Internet
- the invention of the wheel
- the equation $E=mc^2$

Write

- 3** **a** While browsing the Internet, you can find the following blog post. Read the post and answer the questions in pairs.

- 1 Who does the writer nominate and why?
- 2 What do you think of his nomination?

M

- b** You have decided to comment on this blog post. In your blog post you should:

- say what you enjoyed about this post
- put forward your nomination
- say why you have chosen this person

Write your blog post in around 250 words.

BLOG Science Matters

Who is the greatest scientist of all time?

That's a tough one – there are so many names to choose from. I mean there are the classic ones, Darwin, Einstein and Newton. Then there's Crick and Watson and Stephen Hawking if we want someone a bit more modern. In fact, it is so difficult to choose between them that I'm going to cheat and choose Mr Davis, my school chemistry teacher. He didn't really make much difference to mankind, but he did inspire me to take up a life in science and for that I thank him. Anyway, enough about me. What about you? Who would you put forward and why? Come on! What are you waiting for?

Developing speaking skills

Explaining

Conversational strategy:

- Clarifying something

a Work with a partner. **A** chooses an app on their mobile phone then does a two-minute monologue to explain to **B** how it works. **B** takes notes on their performance. They swap roles.

b Discuss what you thought about your performances. How well did you do?

11
CD 1 **c** Listen to a student doing the same task. What's your impression?

11
CD 1 **d** Look at the language in the box. Complete the missing words. Then listen again and check.

Useful phrases

Explaining

Let me this cool app.

It's called ...

You can ² to ...

³, there are

various options.

Let me show you ⁴

Tip

Clarifying something

When you explain something to another person, it's important not to "lose" your listener. In order to make sure your listener is still "with you", eye contact can be very helpful. It usually helps you to notice immediately when the other person is not following you.

When you feel you need to clarify something, the following phrases can be helpful:

..., by which I mean, ...

..., in other words, ...

Let me say that again, ...

Let me put that differently, ...

To be more precise, ...

e PRACTICE TASK Choose one of the following.

- Explain to a partner how to encrypt* a file
- Explain to someone how a cloud service works
- Explain a piece of software of your choice
- Explain how to play your favourite online game

Glossary: *encrypt – verschlüsseln

Wordwise

Expressions related to science and technology



a Match the sentences.

- | | | |
|--|--------------------------|---|
| 1 OK, so let's just use the same procedure that we've always used. | <input type="checkbox"/> | a Oh, Alex. It's easy. Just press "Command" and it's not rocket science . |
| 2 Our new product looks great and works brilliantly. But it's a bit expensive. | <input type="checkbox"/> | b Please stop trying to blind me with science! |
| 3 Did you enjoy your date with her? Are you going out again? | <input type="checkbox"/> | c That's right. So, will people buy it? That's the acid test . |
| 4 She's a really good singer, I think. | <input type="checkbox"/> | d Yes, alright. There's no need to reinvent the wheel , is there? |
| 5 I don't know how to print these with your computer. | <input type="checkbox"/> | e No, probably not. She was nice, but we just weren't on the same wavelength , you know? |
| 6 Wow. Those roadies set up the band's equipment so quickly! | <input type="checkbox"/> | f Yes, she is. She's light years ahead of all the others. |
| 7 You see, the difference is that "f" is a fricative sound and "p" is a plosive sound. | <input type="checkbox"/> | g Because, on my last job, no one recognised my ability. I felt like I was just a cog in the machine . |
| 8 Why did you decide to start your own business? | <input type="checkbox"/> | h Yes, he has it down to a science . |
| 9 He seems to know exactly how to get that dog to do anything he wants. | <input type="checkbox"/> | i That's right, they're a well-oiled machine these days. |

12
CD 1

b Listen and check.

c Write the highlighted expressions from a after the definitions.

- much, much better (than) =
- a system that works very efficiently and well =
- an important member of a team who feels unimportant =
- not very difficult to do or understand =
- thinking in a similar way to another person =
- the way to really find out if something is good or not =
- to be able to manage all the details of doing something very well =
- to waste time trying to create something that already exists =
- to confuse someone by using difficult or technical language =

d Complete the mini-dialogues using some of the expressions from a.

- A** Is your new tablet good?

B Absolutely! It's ¹..... the old one. But I'm not really sure how to transfer all the music.

A Oh, come on! No problem! It's ²..... Just establish a Bluetooth connection between the two and do a file transfer*.

B No, sorry, I don't understand that. Are you trying to ³.....?
- A** I'm not sure about our relationship. We don't seem to think the same way.

B I know. Sometimes I think we aren't ⁴..... at all.

A That's right. And let's face it – good communication is ⁵..... of a relationship.

Glossary: *file transfer – Dateübertragung

4

Food Taste matters

Read

1 a What food can you think of that is ...

red:
 green:
 white:
 blue:

b Read the article quickly. What word does it associate each of the food colour groups with?

M

c Read the article about food and colour, then complete the sentences (1–8) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.

0	Some people think there may be a connection between ... and hyperactive children.	artificial food colouring
Q1	The FDA doesn't think that ... is needed for food with artificial colouring.	
Q2	Artificial colouring doesn't add ... to the food.	
Q3	In tests, people ... orange juice when it was more orange.	
Q4	When it comes to taste, our eyes can often fool ...	
Q5	Subjects in another test complained of feeling sick when they found out they were eating ...	
Q6	Our ancient ancestors used colour to help them decide if ... or not.	
Q7	Wild salmon are only naturally ... eat krill.	
Q8	Meat producers use ... to keep meat looking pink.	

Why does food taste better in

If your macaroni and cheese isn't cheesy enough, add more orange. 'Border' colours make our food taste more flavourful. It's just the way our brains work, according to countless focus groups⁵ and food psychology experiments. But new concerns from the FDA have us wondering whether our brains need some de-programming.



Discussion box

- 1 Think about the food you really like. What do you think is your favourite food colour?
- 2 Are you bothered by artificial food colouring? Why? / Why not?

Useful words

diet • lose weight • flavour • ingredients • fattening • nutritious
fresh • stale • rotten • off • slim down • sell-by-date • put on weight
wholesome • fat-free • feast • obese • appetite • fatty • pastry

technicolor?

After the Center for Science in the Public Interest requested a ban on artificial colouring, noting that some colouring may be linked to childhood hyperactivity, the FDA re-examined the ³side effects of food dyes. This week they concluded there's not enough proof of danger to ⁴warrant a warning on foods with ⁵artificial colouring. Still it has us wondering why we consume so much dyed food when we can't even taste it. There's already a load of artificial ingredients in *M&Ms*, *Fruit Loops*, *Jello* and *Cheese Doodles* – do we really need another?

Survey says: yes, please, and make it a double. Taste testers who ate *Cheetos* without FD&C Yellow No. 6, the dye that colours the tips of your fingers for days, found the product ⁶bland. Another study found that orange juice tasted better to subjects when injected with a darker, more richly coloured orange dye. "Colour can actually override the other parts of the eating experience," Kantha Shelke, a food chemist and spokeswoman for the Institute of Food Technologists tells the *New York Times*.

It's been proven in multiple studies that the richer the colour of food, the more flavourful it tastes. Hue* also dictates the type of taste we can expect. One study mixed up colours with the flavours of ⁷beverage, so for instance a grape juice* would be coloured green. Not surprisingly, participants were more likely to think the beverage was lime-flavoured* when it actually was made of grapes. That suggests our eyes can override our taste buds when colours are particularly pronounced.

"We associate certain colours with taste: red and orange are sweet, green and yellow are sour, white is salty," writes Martin Lindstrom, in his book *Brand Sense: Sensory Secrets Behind the Stuff We Buy*. "The use of taste to support products is by its nature very limited."

Glossary: **richly* = gutt; **hue* = colour; **grape juice* = Traubensaft; **lime-flavoured* = mit Limettengeschmack; **by its nature* = naturgemäß; **diner* = Guest in a restaurant; **carry over* = übertragen; **krill* = Krill (Krebstierchen)

Orange, yellow, red and even brown are the most popular dyes used to make food look more delicious. But not all colouring hits the sweet spot. One famous experiment in the 1970s had diners* ⁸nomming on steak in the dark. When the lights went up, they were surprised to discover their steak was blue, and later complained of nausea. Bottom line: we don't like it when our food is blue, unless it's an *M&M*, a *Skittle* or maybe, a blueberry.

There may be a survivalist reason we react so strongly to colour in our food: back when we were hunter-gatherers we used to rely on colour to indicate whether food was fresh. It's ⁹heritage we've carried over* from our ancestors, but it's not helping us much, good or bad. These days, a growing number of products are being ¹⁰enhanced with artificial colour; even certain meats and fish are treated to look brighter and as a result fresher. Some farmed salmon is dyed pink, a colour only wild salmon develops from eating krill*. Meat manufacturers are also known to inject beef and pork with carbon monoxide to preserve a pinkish hue, that doesn't accurately reflect the freshness of the product.

"Colour may not directly affect how a food tastes, but it definitely affects how we perceive the taste," writes food blogger Allison Ford. "When a manufacturer is trying to subtly encourage a specific flavour, the easiest way to do that is to give the food a particular colour."

Essentially, we're just fooling ourselves. That doesn't mean we have to stop, we just have to fool ourselves more naturally. If you're worried about eating too many dyed products, consider a few alternatives to your favourite colourful foods.

2 Match the underlined words and phrases 1–10 in the text with the definitions below.

- | | | | |
|---|--------------------------|---|--------------------------|
| a deserve | <input type="checkbox"/> | f stronger | <input type="checkbox"/> |
| b characteristic | <input type="checkbox"/> | g the sound of someone eating | <input type="checkbox"/> |
| c other (usually unwanted) results of taking a medicine | <input type="checkbox"/> | h a group of people used in market research | <input type="checkbox"/> |
| d without much taste | <input type="checkbox"/> | i something you drink | <input type="checkbox"/> |
| e made better | <input type="checkbox"/> | j not natural | <input type="checkbox"/> |

Vocabulary

Eating and drinking habits

3 a Match the sentences to complete the mini-dialogues.

- | | | |
|---|--------------------------|---|
| 1 He's a very <i>fussy</i> eater, isn't he? | <input type="checkbox"/> | a That's true. She always <i>goes for seconds</i> . |
| 2 Sandra's got a very <i>healthy appetite</i> . | <input type="checkbox"/> | b Yes, it's the only way I can be sure it's got no <i>additives</i> . |
| 3 Would you like a beer? | <input type="checkbox"/> | c Yes, he has. He should <i>watch what he eats</i> . |
| 4 Do you only eat <i>organic</i> food? | <input type="checkbox"/> | d I'm not really very hungry. I just want to <i>nibble</i> . |
| 5 Terry's <i>put on weight</i> recently. | <input type="checkbox"/> | e Yes, he won't eat any vegetables and hardly any fruit. He's very <i>picky</i> . |
| 6 Why don't you have a proper meal and stop <i>snacking</i> ? | <input type="checkbox"/> | f No thanks. I'm <i>teetotal</i> . |

b In pairs, think of definitions for the words in italics.

c Discuss. How would you describe your eating habits? Use as many of the words in italics in 3a as you can.

Listen

4 a You are going to listen to an interview with a diet historian. Which of these things do you think people have used in diets in the past?



b Listen and check your answers.

M **c** Listen to the interview. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for questions 1–4. Put a cross **X** in the correct box. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

- 0** The 5:2 diet
- | | |
|--|-------------------------------------|
| A lets you eat whatever you like at the weekend. | <input type="checkbox"/> |
| B was invented by Julian Lawrence. | <input type="checkbox"/> |
| C is the latest example of a fad diet. | <input checked="" type="checkbox"/> |
| D involves watching what you eat for five days a week. | <input type="checkbox"/> |
- Q1** Diets became really popular
- | | |
|---|--------------------------|
| A midway through the 20 th century. | <input type="checkbox"/> |
| B with the ancient Greeks. | <input type="checkbox"/> |
| C when people had more money to spend on food. | <input type="checkbox"/> |
| D when people saw the financial gains that could be made from it. | <input type="checkbox"/> |
- Q2** The chew-and-spit diet
- | | |
|--|--------------------------|
| A was criticised by Horace Fletcher. | <input type="checkbox"/> |
| B was popular with the actors and actresses at the time. | <input type="checkbox"/> |
| C was something people only did at home. | <input type="checkbox"/> |
| D had strict rules. | <input type="checkbox"/> |
- Q3** Tapeworms
- | | |
|---|--------------------------|
| A were eaten by Victorians as part of their daily diet. | <input type="checkbox"/> |
| B can stop you from putting on weight. | <input type="checkbox"/> |
| C can kill you. | <input type="checkbox"/> |
| D usually spend a short time in our stomachs. | <input type="checkbox"/> |
- Q4** Drug manufacturers used arsenic in dieting products
- | | |
|---|--------------------------|
| A to kill tapeworms. | <input type="checkbox"/> |
| B because they knew it was safe. | <input type="checkbox"/> |
| C because it made you eat less. | <input type="checkbox"/> |
| D often without telling people that it was in the medicine. | <input type="checkbox"/> |

Grammar for communication

Negative inversions

5 a Complete the sentences from the audio in 4b with the words from the box.

than can no does not

- sooner one diet go out of fashion someone comes up with a new one.
- only a tapeworm grow to nine metres in length, they can also cause some pretty unpleasant illnesses such as meningitis, epilepsy and dementia*.

Glossary: *dementia – Demenz

Rule:

We can bring negative adverbs and adverbial phrases to the beginning of a sentence to make it more emphatic. If we do this, then the rest of the sentence follows the pattern of a question. This is more commonly found in written language. Some of the adverbs and adverbial phrases commonly used include: *never, rarely, not only ... but also, under no circumstances, on no account, no sooner ... than.*

b Change the sentences by using the word in brackets at the end of the sentence.

- Just as I left the house it started raining. (*No sooner ... than*)
No sooner had I left the house than it started raining.
- You should not touch that under any circumstances. (*Under no circumstances*)
.....
- I have never read such rubbish before. (*Never*)
.....
- Superman can see through walls and he can fly. (*Not only ... but also*)
.....
- You will rarely see such great special effects as in the new Bond film. (*Rarely*)
.....
- You must not say a word to anyone. (*On no account*)
.....
- My friend was late for the film and he had also forgotten his wallet. (*Not only ... but also*)
.....
- I'd just sat down to watch the film when the phone rang. (*No sooner ... than*)
.....

c Write the correct words from the box in each sentence. There are two extra words that you shouldn't use.

will I should you have I you should you will sooner had not is have just is not I will

- I¹ been to the new Italian restaurant in Brooke Street. On no account
I² visit this restaurant. I³ rarely eat such disappointing
food. No⁴ we sat down than the waiter was rude to us.
Never⁵ been so insulted by anyone. The food⁶ only
bad but it's also really expensive. Under no circumstances⁷ go there again.
And⁸ never consider going there.

Speak

6 a Work in pairs. Create a new diet. It can be as serious or as crazy as you like. Think about:

- how your diet works
- your target audience
- what makes your diet better than the others

b Present your diet to the class. Then vote on the best diet.

Monica Ali was born in Bangladesh in 1967 and moved to England when she was three. She shot to fame with her novel *Brick Lane* (2003), which is about the life of a young Bangladeshi woman, Nazneen, who lives with her much older husband in Brick Lane and who tries to escape her fate as mother and housewife. The book was made into a film in 2007.

Ali's third novel, *In the Kitchen* (2009), is about the life of chef Gabriel Lightfoot, who is under constant pressure in his job and who would like to open a restaurant of his own. Gradually his life is coming apart, especially after he starts an affair with a Ukrainian girl working at the hotel. The first scene depicts his daily routine in the kitchen, the second is about a customer's complaint he has to deal with.



In the Kitchen

by Monica Ali (a novel)

- 1 **a** Get together with a partner and try to remember an incident in which you (or someone you knew) complained about food or service at a restaurant. What was the situation like?
- b** Quickly read the text and see how many food words you can remember.

Gabe went back to his office and pulled out the banquetting file*. He shuffled the papers and found the sheet he wanted. Sirovsky Product Luncheon. Under the Menu heading, Mona had written *Canapes: spring rolls, smoked salmon, quiche squares, tapac mole, vol-au-vents (prawn), mini choc mousers*. Her handwriting was maddeningly childish. To look at it made you think of her sucking the end of her pencil. He put a thick black line through the list. He checked the per-head budget, staff resources and comments sections. "Let's put out all the flags* on this one." Mr Maddox was taking a special interest. "Put out all the flags." What did that mean? Caviar and truffle oil? Stuff the profit and loss? Gabe sighed. Whatever it meant, it wasn't quick to square* and prawn vol-au-vents.

The office was a white stud-walled* cubicle* in the corner of the kitchen, with a surfeit* of air-conditioning ducts* and a window over the battlefield. Apart from Gabe's desk and chair, the filing cabinet* and a stand for the printer, there was room for one other plastic

seat, squeezed in between desk and door. Sometimes, if he was busy completing order forms or logging timesheets*, Gabe let his phone ring until it beeped and played the message. *You have reached the office of Gabriel Lightfoot, executive chef of the Imperial Hotel, London. Please leave your name and number after the tone and he will call you back as soon as possible.* To listen to it you'd think the office was something else, that he was someone else altogether.

Looking up, he saw Suleiman working steadily at his mise-en-place, chopping shallots* and, with a clean sweep of the broad knife blade, loading them into a plastic box. Victor came round from the larder* section carrying a baguette. He stood behind Suleiman, clamped the bread between his thighs and, holding on to Suleiman's shoulders, aimed the baguette at his buttocks*. In every kitchen there had to be one. There had to be a clown. Suleiman put down his knife. He grabbed the baguette and tried to stuff it down Victor's throat.

Glossary: **banquetting file* = list of orders for festivities; **put out all the flags* – alle Register ziehen; **stud-walled* – mit Ständerwänden gebaut; **cubicle* – Kabine; **surfeit* = something that is more than necessary; **duct* – Schacht; **filing cabinet* – Aktenschrank; **log timesheets* – Arbeitszeitlisten speichern; **shallot* – Schalotte; **larder* – Vorratskammer; **buttocks* – Gesäßbacken

A waitress came to say that a customer had a complaint and wanted to see the chef.

"About the food?" said Gabriel.

The waitress didn't know. She led him to the table and turned on her heel.

"Hello," said Gabriel. "How can I help you?"

"I've got a complaint," said the man, "I'm sorry to say."

He looked alright, shirt and chinos uniform, probably a corporate lawyer on a dress-down Friday, but not too full of himself.

"Sorry to hear it," said Gabe. "How I can put things right?"

"Take a look at my plate," said the customer.

"You don't like the steak? Is it overcooked?"

"Steak's fine. But the plate. Look at it!"

The man's girlfriend pressed her fingers to her lips.

Gabriel leaned down and examined the plate. "You'd like a different one?"

"See that," said the man, pointing with his fork at a trace of something on the rim*, "that's not been washed properly. That's a bit of old cack* on there."

The girlfriend smiled beneath her fingers. It seemed to egg him on.

"When you're paying well over ten quid* for a main you might expect a garnish*, but you don't expect it to be made of old cack."

The girlfriend sniggered*. The man leaned back swelling* his chest, splaying* his legs as if his balls had suddenly grown. "I'll change your plate for you, sir," said Gabriel. "I'll get you a fresh steak as well."

"I mean," said the man, enjoying himself too much to stop.

"You're serving this lovely meal, and it's decorated with sick up*. Could you have a word with whoever's responsible?"

"OK, David," said the girlfriend, her back stiffening*, her eye on Gabriel.

But the man was dining out now on the sound of his own voice. "Is it too much to ask for a clean

plate for a bit of spit and polish? Is it? I mean, come on."

"Certainly," said Gabriel.

"I'll do it myself, right

away."

With a flourish he

removed the man's

plate and raised it

close to his mouth.

He spat on the rim.

"There, sir, that's

the spit. Now for the

polish." He gave it a

vigorous* wipe with

his sleeve.

He returned the plate

to the table and bowed.

"Enjoy your meal. *Bon*

appétit."



Glossary: *rim = edge; *cack = dirt; *quid = slang for a pound; *garnish – Garnierung; *snigger – verlegen kichern; *swell – aufblähen; *splay – spreizen; *sickup – Erbrochenes; *stiffen – sich versteifen; *vigorous – kräftig, energisch

C Read the text again and put the events in the correct order.

- a The man kept complaining to impress his girlfriend.
- b The customer complained about a bit of dirt on his plate.
- c Then he left.
- d Suleiman was chopping shallots.
- e Gabe was studying his office.
- f Victor played a joke on Suleiman with a baguette.
- 1 g Gabe checked Oona's suggestions for the menu.
- h Gabe offered to get him a new plate and a new steak.
- i He removed the plate, spat on it and polished it with his sleeve.
- j Gabe was getting angry.
- k The waitress told Gabe a customer wanted to see him.

Speak

- 2** You and your partner have been asked to come up with a menu for a restaurant. Decide on what type of restaurant it is and then find at least four dishes for each of the following: Starters, Main courses, Desserts. Present your menu to another pair and let them choose from it.

M

Write

- 3** You and two friends have been to a favourite restaurant of yours but you were pretty disappointed with both the quality of the food, and the service. You have decided to write an email to the owner in which you complain about your experience. In your email, you should:

- explain who you are and how you feel about the restaurant in general
- compare the recent experience with previous visits
- suggest what the owners could do to remedy the situation

Write around 250 words.

Ratatouille (2007)

A rat named Remy dreams of becoming a great French chef despite his family's protests and the obvious problem of being a rat in a decidedly rodent-phobic* profession. When fate places Remy in the sewers* of Paris, he finds himself ideally situated beneath a restaurant made famous by his culinary hero, Auguste Gusteau. Despite the apparent dangers of being an unlikely – and certainly unwanted – visitor in the kitchen of a fine French restaurant, Remy's passion for cooking soon sets into motion a hilarious and exciting rat race that turns the culinary world of Paris upside down.

Glossary: *rodent-phobic = that hates rats and mice; *sewer – Abwasserkanal



1 a Get together with a partner and imagine you are having a special guest for dinner at your home. Decide now who the guest will be and then discuss the meal you will serve.

DVD b Watch the scene in which a ratatouille is prepared for the food critic Ego and answer the following questions:

- 1 Why is the young woman, Colette, surprised that Remy wants to prepare ratatouille?
- 2 What is Ego's reaction to the first bite?
- 3 What are the next two incidents that confirm Ego's initial reaction?
- 4 How does Ego pass his time while waiting for the chef?
- 5 What is the basic idea of Ego's review?

Speak

2 Get together in groups of 3–4 and discuss the following:

- What do you think are the characteristics of good food?
- How can one learn (and teach) the appreciation of good food?
- Why do people often have such fond memories of childhood food?
- "Today convenience food (= ready meals) dominates every diet." Why is this true and what are other options?
- Ego says: "We (= the food critics) thrive on negative criticism." Can you think of an example that proves him wrong?

Write

3 You have been asked to write a food review for a journal. In your review you should:

- describe the type of restaurant and the ambiance
- justify your opinion of the food
- explain how the restaurant could improve

Write around 200 words.

4 **a** In groups, make a list of your top animated movies. Then check a few websites on top animated films and see how they compare to your list.

DVD **b** One of the twelve basic principles of animation is exaggeration, sometimes defined as caricature of facial features, expressions, poses, attitudes and actions. Watch the clip again and say whether this is true of the characters and actions in *Ratatouille*.

FILM WORK

Animated films

The earliest forms of animation can be found in Palaeolithic cave paintings, where animals are depicted as if they were in motion. In the years before film there were several devices and gadgets* that simulated movement (e.g. the Magic Lantern). Early animations in film, which started appearing before 1910, consisted of simple drawings photographed one at a time. It was extremely labour-intensive as there were literally hundreds of drawings per minute of film. The development of celluloid around 1913, however, made animation easier to manage. Early pioneers of animation were Winsor McKay and George Méliès.

It was, however, the Golden Age of Animation (1930s to 1950s) that made animated films and cartoons popular. While Warner Brothers Cartoons focused on short films (e.g. Tex Avery's films), it was Walt Disney who took animation to a new level, since he added sound to his movie cartoons (*Steamboat Willie*, 1928, being the first). And even though there were a handful of animated feature films before, Disney is credited with the first full-length feature film, *Snow White and the Seven Dwarfs* (1937), which is still popular today. For a long time Disney was associated with the animation business and seemed to overshadow all other companies.

In 1971, however, Graphics Group of Lucasfilm was founded. In 1986 the group became Pixar. Pixar specialised in producing CG-animated (= Computer Generated Imagery) feature films, the first being John Lasseter's *Toy Story* in 1995. Nearly all their films were a huge success. However, in 2006 The Walt Disney Company bought Pixar at a valuation* of \$7.4 billion, making Walt Disney, once again, the name behind animation.

Glossary: *gadget – Gerät; *valuation = estimated value



Developing speaking skills

Discussing and pointing out

Conversational strategy:

- Speaking emphatically

a Work with a partner. **A** gives a two-minute monologue on the task below. **B** take notes on their performance. Then swap roles.

- Discuss the importance of a well-balanced diet and point out the possible dangers of not following one.

b Discuss what you thought about your performances. How well did you do?

c Listen to a student doing the same task. What's your impression?

d Look at the language in the box. Complete the missing words. Then listen again and check.

Useful phrases

Pointing out an important issue

In order to specifically point something out to your listener(s) certain phrases can help you "announce" to them that what comes next is very important.

What you need to consider is ...

You ... forget that ...

An important point you need to take into

... is ...

Another point I'd like to ... your attention to is ...

Tip

Speaking emphatically

When you are passionate about a subject, and you want to stress that what you are saying is important, you may want to emphasise what you are saying in one of the following ways.

- 1 Use certain adverbs.

*I **honestly** believe ...*

*I'd like to **strongly** recommend ...*

*I **really, really** want to stress ...*

*It's **absolutely** essential that you understand ...*

- 2 Use **do** and stress it as indicated here.

*You **do** need to consider ...*

***Do** stop eating too much sugar.*

***Do** try to eat more fresh vegetables.*

e PRACTICE TASK Give a two-minute monologue to discuss one of the following quotes and point out why you agree or disagree with its main message.

- *Seize the moment. Remember all those women on the "Titanic" who waved away* the dessert cart*.* (Erma Bombeck)
- *He who takes medicine and neglects to diet wastes the skill of his doctors.* (Chinese proverb)

Glossary: *wave away – abwinken;

*dessert cart – Servierwagen mit der Nachspeise

Wordwise

Expressions related to food



a Match the sentences.

- | | |
|--|--|
| <p>1 So next year I'm going to do guitar lessons, and French lessons, and swimming lessons, and ... <input type="checkbox"/></p> <p>2 Someone told me you've got a job teaching English in the evenings. <input type="checkbox"/></p> <p>3 So, did you and your friends go out anywhere last night? <input type="checkbox"/></p> <p>4 My teacher says I should study law, but I think she's crazy. <input type="checkbox"/></p> <p>5 How did your parents react when you told them you failed the exam? <input type="checkbox"/></p> <p>6 He says he wants to spend a month in New York next year. <input type="checkbox"/></p> <p>7 Were the questions difficult? <input type="checkbox"/></p> <p>8 Have you bought a present for your mother yet? <input type="checkbox"/></p> <p>9 Oh no! Maths homework! I've got Maths homework to do! <input type="checkbox"/></p> | <p>a Well, it's food for thought. I mean, law's a good career.</p> <p>b No, we stayed at home. We just sat and chewed the fat for a couple of hours.</p> <p>c Not for me. I finished in twenty minutes. It was a piece of cake.</p> <p>d Well, he hasn't got enough money to do that. It's a really half-baked idea, if you ask me.</p> <p>e Careful! You might bite off more than you can chew.</p> <p>f But it's only five questions. Don't make a meal out of it!</p> <p>g Yes, but don't spill the beans. I want it to be a surprise for her!</p> <p>h Yes, but only once a week. My office job is still my bread and butter.</p> <p>i My mum was OK – but my father went bananas! He spent an hour shouting at me.</p> |
|--|--|

16
CD 1

b Listen and check.

c Write the highlighted expressions from a after the definitions.

- 1 to make something seem more difficult (or worse) than it really is
=
- 2 to pass secret information to other people
=
- 3 to try to do more things than you can actually manage
=
- 4 to become very angry or excited
=
- 5 not fully or properly thought through
=
- 6 to talk in an informal way about ordinary things
=
- 7 work that gives you your regular money to live on
=
- 8 an idea that could be seriously thought about
=
- 9 very, very easy
=

d Give an example of:

- 1 something that is (or was) a piece of cake for you
- 2 a half-baked idea that you or someone you know once had
- 3 a time when you (or someone you know) bit off more than you (they) could chew
- 4 someone you like to chew the fat with
- 5 a time when someone you know went bananas
- 6 a time when someone spilled the beans and made you unhappy
- 7 a time when you made a meal out of something
- 8 the work that someone you know does, that is their bread and butter
- 9 someone who once gave you food for thought, and why

5

Personal future / plans

Future me

Read

1 a Get together with a partner and discuss. At what time in your life do you believe your personality changed the most? Do you expect any further personality changes?

b Quickly read the text about personality changes and find out what the “end of history” illusion is and which two factors it is driven by.

M

c Read the text again. Some parts of the text are missing. Choose from the list (A–M) the correct part for each gap (1–10) in the text. There are two extra parts that you should not use. Write your answers in the boxes provided. The first one (0) has been done for you.

- A the researchers analysed the actual personality change
- B we can take great care when we make
- C more than 19,000 people participated
- D demonstrated some of these consequences
- E although it was only published this
- F that development is a process
- G The older ages always reported a changing
- H In a new study published this
- I The other is that it is simply harder to imagine the future
- J values and even personality have varied
- K many people think it is difficult
- L but when 30-year-olds look forward
- M to see their favourite band of ten years ago

0	Q1	Q2	Q3	Q4	Q5
J					

Q6	Q7	Q8	Q9	Q10

You may not recognise the future

You think you'll be the same person in ten years that you are today? Think again. Most people realise they've changed in the past, but few expect to change in the future, a new study finds.

Instead, when acknowledging that their tastes, (0)... over the past decade, people tend to imagine the person they are today is the person they will be in ten years – a belief belied* by the evidence, a new study researchers found. Gilbert, a psychologist at Harvard University. “It’s not that we don’t realise change happens, because we all admit at every age that a lot of change has happened to us in the last ten years,” Gilbert told *LiveScience*. “All of us seem to have this sense (Q1)... that has delivered us to this point and now we’re done.”

Permanent personality

(Q2)... week (Jan. 4) in the journal *Science*, Gilbert and his colleagues dub this mistaken belief the “end of history” illusion. No matter what age, Gilbert said, people act as if history shaped them and ended, leaving them in their final form. The illusion is emerged when the researchers recruited participants online to fill out various personality, preference and value surveys as themselves ten years prior and as themselves ten years in the future. Over the series of studies, (Q3)... In each case, the researchers compared the look-ahead answers of 18-year-olds with the look-back answers of 28-year-olds, and so forth (comparing 19-year-olds with 29-year-olds, and 20-year-olds with 30-year-olds) all the way up to age 68. (Q4)... in the past decade, but the younger ages did not expect to change nearly as much in the future as their elders’ experiences suggested they would. (Q5)... “When a 40-year-old looks backward, they say, ‘I’ve changed a lot in terms of my personality, in terms of my values, in terms of my preferences,’” Gilbert said. “(Q5)... , they say, ‘I don’t expect to change a lot on any of those dimensions’.”

To make sure the results weren’t a consequence of people ²overestimating their past change rather than underestimating their future change, (Q6)... of 3,808 people who filled out personality questionnaires in 1995–96 and then again in 2004–05. Sure enough, the measures of actual change in this group were nearly identical to the reports of change among the current study participants. (Q7)... In other words, people are good at ³gauging how much they’ve changed in the past. It’s the future that gives them trouble.

Glossary: *belied = proven wrong

Useful words

according to plan • career move • lifestyle • outlook • prospect • settled • enterprising • (un)stable • worries
premeditated • schedule • intend • foretaste • anticipate • make arrangements • design • put something off
count your chickens before they hatch • willing to take risks • have something in mind



The “end of history” illusion may be driven by two factors, Gilbert said. One is that people find it comforting to believe that they know themselves and that the future is predictable. Thus, people are motivated to see the present as permanent.

(Q7)... than to remember the past. People may struggle to imagine how they might change and mistakenly conclude that since they can't figure it out, they won't change at all, Gilbert said.

Consequences of changing

This misjudgement can have real-world consequences, Gilbert said. For one thing, people make a number of life choices, from marriage to careers, assuming that decades from now they'll like the same people and activities they do today. The researchers even (Q8)... by asking 170 people, ranging in age from 18 to 64, how much they'd pay today to see their favourite band perform in ten years. They also asked how much the people would be willing to pay (Q9) to perform this week. People were willing to shell out* \$130 to see their current favourite band in a decade. But they wanted to part with only \$80 to see their former favourite band play now. The gap suggests people are overestimating how similar their future preferences will be to their current ones, Gilbert said. Psychologists don't know quite a bit about how personality and values change over a lifetime, Gilbert added. For example, people tend to become less open to new experiences over time, but more conscientious, he said. And the older you are, the more you're likely to change in the future – though you'll still probably change more than you expect, this study suggests.

“If we know that our preferences are likely to be less stable than they feel, (Q10)... decisions. We can build in a margin for escape – so, for example, if I am going to buy a ticket to see a concert in ten years, I ought to buy a refundable ticket,” Gilbert said.

But before you write a ten-year opt-out clause into your wedding vows*, take heed. Gilbert's other research has found that when people feel they have the ability to change their minds, they're less happy with the choices they've made. People who make irrevocable choices tend to be happier with them than those who can flip-flop* later, Gilbert said.

“The best of all possible worlds would be a world in which you're allowed to change your mind, but you don't know it,” he said.

Glossary: *shell out = pay; *wedding vows – Eheversprechen;
*flip-flop = change your mind frequently

Discussion box

Get together in groups of four and discuss possible changes in your life. Talk about obvious changes (body, career, status) and about less obvious changes (e.g. belief systems).

Do you think your political outlook will change?

Your ideas of good and evil?

Your ideas about relationships?

Your ideas about what really matters in life?

Your tastes in music / literature / arts?

6 Match the underlined words 1–10 in the text with the definitions below.

- a making you feel less sad or worried
- b putting a lot of effort into your work
- c to appear by coming out of something or out from behind something
- d to calculate an amount
- e impossible to change
- f an alternative option if you change your mind
- g a part of an agreement that allows someone to avoid doing something
- h to think that something is or will be greater, more extreme, or more important than it really is
- i the money you have paid will be given back to you
- j to pay attention to something, especially advice or a warning

Vocabulary

Thinking about the future

- 2 a** Choose the correct phrase to fill each space in the text. Write the letters in the boxes.

- A** expect
B making plans
C look ahead
D have every intention of
E take each day as it comes
F cross that bridge when I come to it
G foresee
H mapped out
I plan on
J looking forward

Some people like to ¹ **E**, but I'm not one of them! I like ² for the future – whether the future is tomorrow or ten years ahead. I really believe you have to ³ and think about things before they actually happen.

I'm really ⁴ to the day when I'm independent and I've already ⁵ my future life in my head. I ⁶ being successful in my future life. I don't ⁷ any financial problems as long as I get a decent job and I'm careful about what I spend.

I ⁸ living abroad for a few years. Then I ⁹ I'll get married and have kids. What will I do about becoming a good parent? I don't know yet. I'll ¹⁰ !

- b** Say how the pairs of sentences are different from each other.

- 1 a** I don't foresee any problems with my next examination.
b I don't want any problems with my next examination.
- 2 a** I hope to live a long time.
b I expect to live a long time.
- 3 a** I'm looking forward to the party.
b I'm looking ahead to the party.

Listen

17
CD 1

- 3 a** Four teenagers – Hassan, Marie, Jenny and Andy – are talking about their future lives. Listen. Which two of them have got definite plans?



17
CD 1

- b** Listen to Andy, Marie, Jenny and Hassan again. Answer each of the questions in no more than four words.

- 1** What will Hassan do when he leaves his parents' house?
find a flat
- 2** When would Hassan like to have kids?

- 3** What's the most important thing for Hassan?

- 4** What does Marie not want to be?

- 5** What does Marie not want to make?

- 6** What is Jenny going to do when she leaves school?

- 7** What will Jenny do when her future children leave home?

- 8** Why didn't Andy join the army?

- 9** What's Andy going to start now?

- 10** Why does Andy think he can't make plans?

Grammar for communication

Past tenses with hypothetical meaning

4 a Look at these sentences from the audio in 3a, and then answer the questions.

- a *It's about time someone else **did** the talking.*
- b *I **couldn't** get into the army.*
- c *If only it **was** that easy!*
- d *I'd rather someone else **made** plans for me.*
- e *I really wish I **had** that kind of certainty.*

- 1 Which one refers to a past event?
- 2 What time do the others refer to?

b The past tense can be used with different expressions to talk about hypothetical present situations. These expressions include: *wish, if only, it's time* and *would rather / sooner*.

Complete the rule with words from the box.

annoyance emphasise change
preference desire

Rule:

- *Wish / If only* + past tense are used to express a ¹..... or regret about a present action or situation.

*If only my exam results **were** better.*

They are used with *could* to talk about (lack of) ability / permission.

*He **wishes** he **could** see into the future.*

They are often used with *would* to express ²..... at the situation.

*I wish you **wouldn't** talk to me like that.*

- *It's time* + subject + past tense is used to suggest that someone should take action to ³..... a present situation.

*It's time I **had** another plan for my life.*

We can ⁴..... this expression by using *about* or *high*.

*It's **high** / **about time** you **thought** about what you're going to do.*

- *Would rather / sooner* + subject + past simple is used to express a ⁵..... for a hypothetical situation or event over a real one.

*I'd **rather** / **sooner** you **made** the decision for me.*

c Rewrite the sentences using the words in brackets.

- 1 Your jacket is really old. (*time*)
It's time you bought a new jacket.
- 2 Don't interrupt me while I'm speaking. (*rather*)
.....
- 3 Why don't you ever listen to what I say! (*wish*)
.....
- 4 It's a pity that we don't know his name. (*only*)
.....
- 5 Come on. We've got to make a decision. (*about time*)
.....
- 6 I never seem to have enough time. (*wish*)
.....
- 7 Please don't drive so fast. (*rather*)
.....
- 8 Why can't I make her understand? (*only*)
.....

Speak

5 a Talk about your future. On your own, complete each sentence so that it's true for you.

- 1 *In the next few years, I hope to ...*
- 2 *By the time I'm thirty, I expect to ...*
- 3 *My future would be easier to predict if ...*
- 4 *I think it's about time I ...*

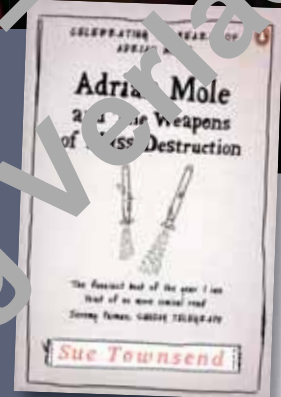
b Compare your sentences with some other students in your class.

c Think of three questions to ask others in the class about their futures.

Sue Townsend was born in Leicester in 1946 and is the author of the extremely successful *Adrian Mole* series that started with *The Secret Diary of Adrian Mole, Aged 13¾* (1982); eight more volumes followed up to 2009. She is also the author of other famous novels, e.g. *The Queen and I* (1992). Townsend sadly died at her home in Leicester in April 2014.



The *Adrian Mole* series became hugely successful because of its humour (including references to the time they were written) and the unreliability of the narrator, Adrian. Even as a schoolboy he believed himself to be an intellectual, and in this diary novel he is a staunch* and unrelenting* supporter of the then Prime Minister, Tony Blair. Adrian, who is 33¾ years of age in this novel, has never achieved much in his life, but is always ready to criticise and belittle* everybody else.



Glossary: *staunch* = strong and faithful; *unrelenting* = that never gives up; *belittle* = abwerten

Adrian Mole and the Weapons of Mass Destruction

by Sue Townsend (a novel)

- 1 **a** Get together with a partner and discuss what you would do if you owed someone €1,000.
- b** Quickly read the text and identify the basic problem Adrian has got.

Monday, February 17th

My financial situation is now desperate. The bank wrote to me today to inform me that my "credit zone**" had expired. As a consequence, I am overdrawn* to the extent of £5,624.33. They have asked me to rectify* this oversight and have charged me £25 for their letter. I rang Parvez tonight and asked him to draft a letter on my behalf to the bank. He told me if I was a small business, I would be declared bankrupt*. He demanded a meeting with me before any decisions were taken. He ordered me to destroy all my credit and store cards before I left the house in the morning. He said, "You can't be trusted, Moley."

Tuesday, February 18th

Salvation*! My application to the Bank of Scotland for a MasterCard with a £10,000 limit was successful. Until now, my credit and store cards are still intact. Parvez is such a drama queen. I now have a MasterCard to put next to my Visa card. They look good together in my wallet. They have

also sent me, by separate post, four cheques made out* to Adrian Mole. Each cheque is worth £2,500. All I have to do is sign them and pay them into my bank and the money will be available immediately. At lunchtime I paid three into my bank to clear my overdraft*. The fourth I folded and put into my wallet for emergencies.

Wednesday, February 19th

Met Parvez at lunchtime in the wine bar opposite the shop. He asked me if I had cut up my credit and store cards. I said, "No, I couldn't find the scissors." I told him not to bother writing to the bank, because sufficient funds had already been paid into my account. He lectured me about my lifestyle and warned me that I was heading for trouble if I continued spending at my current rate. I told him that I was re-engaged to Marigold because she was expecting my baby in September. Parvez said, "I'm glad you're doing the right thing. A kid needs a father, innit*?"

Glossary: *credit zone – Kreditlimit; *overdrawn – überzogen; *rectify = put right; *bankrupt – pleite; *salvation – Rettung; *made out to = payable to; *overdraft – Kontoüberziehung; *innit = (isn't it) doesn't he

M

C Read the text again, then choose the correct answer (A, B, C or D) for questions 1–6. Put a cross in the correct box. The first one (0) has been done for you.

0 The bank wrote to Adrian

- A threatening him with repossession of his flat.
- B asking him to correct the mistake he probably made.
- C asking him to renegotiate his credit zone.
- D declaring him bankrupt.

Q1 Parvez' (the accountant's) advice to Adrian was

- A to declare he was running a small business.
- B to give back his credit and store cards.
- C to demand a meeting.
- D to destroy his credit and store cards.

Q2 Adrian used the £10,000 from MasterCard to

- A put it all in his bank account.
- B invest in his small business.
- C clear his debts with the larger part of it.
- D be prepared for further emergencies.

Q3 Parvez lectured Adrian about

- A the way he organised his finances.
- B the way he spent his money on Marigold.
- C the way he amassed credit and store cards.
- D the way he dealt with the bank.

Q4 The fact that Adrian and Marigold were about to have a baby

- A pleased Mr Parvez.
- B didn't worry his parents.
- C had made Adrian get re-engaged to Marigold.
- D made him look forward to being a father.

Q5 Adrian's mother is obviously

- A very pleased to be a grandmother soon.
- B in agreement with the view of Adrian's friends.
- C surprised to learn that Marigold is a hysteric.
- D very displeased by Adrian's re-engagement.

Q6 Adrian has no intention of

- A criticising his mother.
- B ignoring his mother's advice.
- C marrying Marigold.
- D meeting with his friends.

My mother rang and said that she and my father had been talking about my engagement to Marigold (not so) for the past three days. She said, "We need to talk to you urgently, Adrian. Can we call round* to Rat Wharf some time soon?"

Thursday, February 20th

45

I never wanted to speak to either of my parents again. How dare they tell me how to live my life, who to marry and who to impregnate*? I am thirty-four years old. [...]

Friday, February 21st

My mother left a message on my voicemail, saying that she was sorry about her behaviour yesterday. She said, "I shouldn't have said that Marigold is a manipulative hysteric who has worse dress sense than Princess Anne. If you want to go ahead and ruin your life, that's fine by me." She ended by saying, "None of your family and friends can understand it, Adrian. They think you must have gone off your head."

I wanted to tell my mother the truth – that I am not going to marry Marigold – but I did not want her to think that she can boss me about* like she did when I was a little kid.

Glossary: *call round – vorbeikommen; *impregnate = make someone pregnant; *dress sense = taste in clothes; *boss someone about = order someone around

Speak

2 a Get together in groups of 3–4 and discuss the things it is worth running up debts for. How far would you go (and for which items)? Give examples of purchases and acquisitions you would have to run up debts for.

b Discuss the following scenario: you have the opportunity to attend university in England; however, you have to take out a student loan of £20,000. Would you do it or not? Why?

c What do you think of Adrian's strategy? Is there any advice you could give him?

The Future's so Bright, I Gotta Wear Shades • Timbuk 3

1 a Find pairs of words that rhyme. What six words are you left with?

great waiting wise alright year eyes glasses grades teacher
bright shades techie* classes graduation beer better

Glossary: *techie – Technikfreak

b Look at the song lyrics. Where do you think the words from 1a go? Some words go in more than one space. Write in the words.

I study nuclear science, I love my ¹.....

I got a crazy ²....., he wears dark ³.....

Things are going ⁴....., and they're only getting ⁵.....

I'm doing ⁶....., getting good ⁷.....

The future's so ⁸....., I gotta wear ⁹.....

I've got a job ¹⁰..... for my ¹¹.....

Fifty thou a ¹²..... – boys a lot of ¹³.....

Things are going ¹⁴....., and they're only getting ¹⁵.....

I'm doing ¹⁶....., getting good ¹⁷.....

The future's so ¹⁸....., I gotta wear ¹⁹.....

Well, I'm heavenly blessed and worldly ²⁰.....

I'm a peeping-tom* ²¹..... with X-ray ²².....

Things are going ²³....., and they're only getting ²⁴.....

I'm doing ²⁵....., getting good ²⁶.....

The future's so ²⁷....., I gotta wear ²⁸.....

Repeat this verse

Glossary: *peeping-tom – Spanner/in

26
CD 1 **c** Listen to the song and check.

d Work in pairs. Imagine you are going to make a video for the song. Think about what imagery you are going to use. Present your ideas to the rest of the class.

DVD **e** Watch the video and discuss.

- 1 What images does the video use?
- 2 How did the video compare to your ideas?
- 3 Do you think the video is effective?

Speak

2 You and your partner are talking about your concerns for the future. Put the five items below in the order of which worries you the most. Discuss exactly what it is that worries you most about each one.

- the climate
- being able to find a good job
- wars and conflicts
- overcrowding
- bringing up children



M

Write

3 You are organising a campaign called **Protect Our Future**. You have decided to design a leaflet to help promote the cause. You want to use the following pictures.

In your text for the leaflet you should:

- describe the biggest worries you have for the future
- evaluate potential solutions
- suggest ways people can help

Divide your leaflet into sections and give them headings. Write around 250 words.



Developing speaking skills

Comparing, contrasting and discussing

Conversational strategy:

- Expressing annoyance

a Work with a partner. **A** gives a two-minute monologue on the task below. **B** takes notes. Then swap roles.

- Compare and contrast the pictures and discuss the future of the kids in the pictures.

b Discuss what you thought about your performances. How well did you do?

18
CD 1

c Listen to a student doing the same task. What's your impression?

18
CD 1

d Look at the language in the box. Complete the missing words. Then listen again and check.



Tip

Expressing annoyance

It really annoys me to think how unfair ...
I get terribly upset when I think ...
It's not right that ...

e PRACTICE TASK

Give a two-minute monologue comparing and contrasting the pictures and discussing the future of the people in the pictures.



Useful phrases

Comparing, contrasting and discussing

There are more ¹
 between these two pictures than
 things that ²

In fact the only thing they do
 is ...

It's not clear ..., ⁴
 is absolutely clear ...

Let's just compare ...

Another striking contrast is ...

The ⁵ I'm getting
 is that these children are scared.



Wordwise

Expressions related to future plans and outcomes



a Match the sentences.

- | | | |
|--|-------------------------------------|---|
| 1 Have you decided yet what job you're going to do? | <input type="checkbox"/> | a I'm not sure. Can we pencil it in ? If I find out I can't make it, I'll let you know. |
| 2 What will happen if you don't get the job? | <input type="checkbox"/> | b Fine, but you need to practise a lot. Getting good at something doesn't happen overnight . |
| 3 I hear she's published another book. | <input type="checkbox"/> | c Yes. I'm going to take the plunge and become a policeman. |
| 4 Can we have a meeting next Thursday morning? | <input type="checkbox"/> | d That's right. And she's got another novel in the pipeline . |
| 5 I'm sure she doesn't want to go out with you. | <input type="checkbox"/> | e Well, I do hope so, but only time will tell . |
| 6 Do you think you're going to be successful in your career? | <input type="checkbox"/> | f OK but he's very slow with these things. So don't hold your breath . |
| 7 I really want to be a good guitarist. | <input type="checkbox"/> | g Don't worry. I've got something up my sleeve – two more in my files! |
| 8 I'm hoping he'll write to me soon. | <input checked="" type="checkbox"/> | h Well, maybe not. But I'm going to ask her. So watch this space . |

19
CD 1

b Listen and check.

c Write the highlighted expressions from a and b in the definitions.

- being planned
=
- to make a temporary arrangement that may not actually happen
=
- to make a big decision, especially after thinking for a long time
=
- to occur quickly
=
- to have other (possibly secret) plans or ideas
=
- when you say "you can expect some exciting news soon"
=
- when you say "the result will only be known in the future"
=
- when you say "don't expect it to happen soon – or at all"
=

d Complete by writing one word in each space.

Jim and I have been going out for years. Now we've taken the ¹..... and we're going to get married next year. We don't know where we're going to live, but I think Jim has something up his ²..... because he always smiles when I ask him. I'm a bit worried about money – I haven't found a job yet, although I have a couple of things in the ³..... Maybe I'll get one of them. So – watch this ⁴..... ! We'd like to get married in the summer, so we're going to ⁵..... in a date in July and then see if we can find somewhere that can hold the wedding. But it's a very busy time of year. Anyway, we know that happiness doesn't happen ⁶..... so we're keeping our feet on the ground. Will we be happy? Will we have kids? Only time will ⁷..... ! But we're keeping our fingers crossed.

Read

1 a Get together with a partner and make a list of three lies you remember in politics. Share them with another pair and decide which one is the most outrageous.

b Quickly read the text and find two reasons why politicians think they can get away with lying.



POLITICIANS AND LIES

(0)...

With the presidential and congressional campaigns in the home stretch*, the quadrennial* contest for deception, misdirection, fact-bending*, half-truths, and downright lies – in other words, the challenge to win the heart and minds of voters, is in full swing. In writing this post, I'm trying to maintain a neutral stance on which party and which candidates are the most ¹disingenuous and dishonest, but I will say that lying seems to be reaching its ²apogee with less than two months until the election, though I'm sure there will be new heights (depths, depending on how you look at it) to be reached between now and November.

I'm constantly amazed by how often politicians lie and then, of course, their unwillingness to admit that they lied. The ³euphemisms that politicians use for what are, in many cases, bald-faced* lies are legendary. Politicians misspoke. The ⁴bias doesn't really misinterpreted what they meant. Politicians' words were distorted, misrepresented, twisted, exaggerated, or taken out of context. They overstated, understated, or misstated. But, of course, politicians never lie – at least that's what they say. Yet, the ⁵unvarnished truth is

that politicians do lie about things ⁶substantive, for example Anthony Wiener's denials of his physical self-adoring tweets, and trivial, such as Paul Ryan's physically self-adoring claims of having run a sub-three-hour marathon. The \$64,000 question that's constantly asked is: Why do politicians believe they can lie and not get caught? Particularly in this age of the Internet and its army of professional and amateur* fact-checkers, the chances of ⁷standing up under the glare of the inevitable cyber-scrutiny are slim to none. Of course, some politicians don't even try to adhere to "honesty is always the best policy" (thanks George Washington), and Romney ⁷pollster Neil Newhouse now famously stated, "We're not going to let our campaign be dictated by fact-checkers."

So, why do politicians believe they can lie when their untruths are so easily discovered? Here are six reasons.

(Q1)...

Many politicians are narcissists. Though research on politicians is limited, it isn't difficult to see the connection. Narcissists are arrogant, self-important, see themselves as special, require excessive admiration, have a sense of ⁸entitlement, and are exploitative*. If it looks like a duck and sounds like a duck, it's probably a duck. This constellation of narcissistic attributes causes them to believe that they are right and, even if they are not, they're too smart to be caught or suffer the consequences. In other words, they believe their own BS*. Case in point: as John Edwards, the former senator

and vice-presidential nominee, noted, "[My experiences] fed a self-focus, an egotism, a narcissism that leads you to believe you can do whatever you want."
(Q2)...

Politicians know their followers will believe them, even in the face of ⁹irrefutable evidence to the contrary. Politicians and their adherents* live in an echo chamber* in which everyone watches the same news channel, listens to the same radio programmes, reads the same newspapers and websites, and hangs out with the same like-minded people. There exists an ¹⁰impermeable membrane that prevents conflicting information from entering. The content of the lies is also usually red meat* for the politicians' ravenous* base who are only too happy to chew on it for days on end.

(Q3)...

People don't want to hear the truth. Truth, as the saying goes, hurts and no one wants to hear things that threaten their existence, their beliefs, or that will make them uncomfortable. It is decidedly better for politicians to tell people what makes them feel comfortable. Why should politicians be the ¹¹purveyors of bad news (and decrease the likelihood of getting people's votes) when they can tell fairy tales with happy endings (which, of course, everyone wants) and come out the victor?

Glossary: *home stretch – Zielgerade; *quadrennial = that takes place every four years; *fact-bending = manipulating information; *bald-faced – unverschämte; *amateur – hier: ehrenamtlich; *cyber-scrutiny = examination via computer; *adhere to = behave according to the rule; *exploitative – ausbeuterisch; *BS = short for "bullshit"; *adherents = followers; *echo chamber – Hallraum; *red meat – hier: Nahrungsmittel; *ravenous = extremely hungry

Useful words

commitment • incumbent • opinion poll • party platform • entitled to vote • eligible to vote
 PM electorate • constituency • contender • runner-up • party leader • chancellor • MP • party whip
 above party lines • hardliner • apolitical • non-political • disenchanted with politics • electoral setback

(Q4)...

The Internet never forgets. One of the unintended consequences of the Internet is that information, true or not, lives on forever and it is likely to continue to be believed even in the face of contradictory evidence. Research has shown, for example, that people are more likely to believe unsubstantiated* rumours about a political candidate they oppose when read in emails.

(Q5)...

Daniel Kahneman and others have demonstrated that the human mind engages in many cognitive tricks to help people be more efficient, reduce confusion and anxiety, and keep life simple and coherent. Examples include the confirmation bias* which involves the inclination* to seek out information that supports our own preconceived notions; the Semmelweis reflex which is the predisposition to deny new information that challenges our established views; and the overconfidence effect which involves unwarranted* confidence in one's own knowledge – just to name a few.

(Q6)...

If a lie is told enough times, people will assume it is true. It is not a stretch to understand why people would believe something if they hear it often enough. People expect that lies will be improved and fade away. So if the lies continue to be heard, people assume then they must be true. [...]

(Q7)...

Ultimately, politicians lie because, due to the six reasons above, the cost/benefit ratio for lying is in their favour. Politicians run this calculation when they create or shift a damaging narrative, attack an opponent, or respond to indefensible* claims against them. I'm going to assume that most politicians know when they are lying (if not, we not only have a bunch of narcissists in government, but also a whole lot of sociopaths). So, politicians lie when they believe that dishonesty is the best policy for getting elected.

Glossary: *unsubstantiated – unbegründet;
 *confirmation bias = tendency to want to justify beliefs and decisions; *inclination = tendency, desire;
 *unwarranted – unbegründet; *indefensible = that cannot be justified

M

C Read the text again, then choose the correct heading (A–J) for each paragraph (1–7). There are two extra headings that you should not use. Write your answers in the boxes provided. The first one (0) has been done for you.

- A Telling people what they want to hear
- B Confirmation through repetition and change
- C The Internet has a long memory
- D Lies & Videotapes
- E Living in a safety bubble
- F Keeping it simple
- G Honestly dishonest
- H The invention of lying
- I Why do they do it?
- J I'm the centre of the universe

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7
I							

Discussion box

- 1 Do you believe it is possible to be totally honest? Why? / Why not?
- 2 Think of examples where it pays off to be (dis)honest.
- 3 If you were a politician, would you lie? Why? / Why not?

2 Match the underlined words 1–12 in the text with the definitions below.

- a peak / highest point
- b showing an unreasonable like or dislike for a person based on personal opinions
- c slightly dishonest; not speaking the complete truth
- d something that you have a right to do or have
- e a word or phrase used to avoid saying an unpleasant or offensive word
- f not allowing anything to go through
- g impossible to prove wrong
- h a person who does opinion polls
- i the state of being likely to behave in a particular way
- j a person who spreads a particular idea
- k important, serious, or related to real facts
- l expressed in a plain and honest way

Vocabulary

Politics

3 a Read the verb phrases. Write the appropriate noun on each line.

an election a candidate president a political party an issue a law

- 1 to impeach a / to elect a / to run for / to resign as
- 2 to join / to form / to vote in / to leave
- 3 to debate / to discuss / to raise / to vote on
- 4 to hold / to win / to rig / to call
- 5 to pass / to repeal / to propose / to enact
- 6 to nominate / to stand as / to elect / to put yourself forward as

b Use a verb-noun collocation from 3a to complete the sentences.

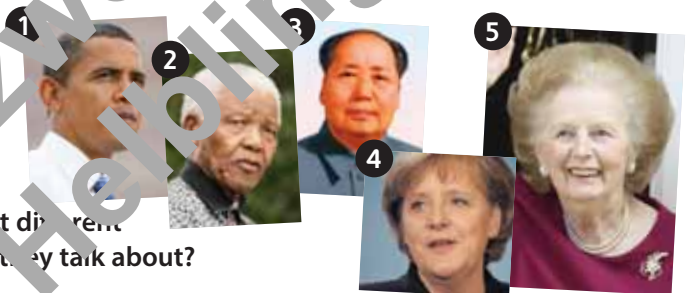
- 1 After the latest scandal involving him, there is a huge campaign to impeach the president.
- 2 Many people believe the was and that the result should not be valid.
- 3 I'd love to, but I don't think anyone would vote for me.
- 4 The MPs, but only by a few votes.
- 5 He was so disillusioned with the political situation that he his own
- 6 A local politician of anti-social behaviour in Parliament last week.

Listen

4 a How many of these leaders can you name? What kind of leaders are / were they?

21
CD 1

b You are going to hear someone talking about different styles of leadership. What four different styles do they talk about?



M

20+21
CD 1

c Listen to the text about styles of leadership. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for questions 1–4. Put a cross in the correct box. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

- | | |
|---|---|
| <p>0 The topic of the talk is</p> <p>A how to be a good leader <input type="checkbox"/></p> <p>B different ways of leading <input checked="" type="checkbox"/></p> <p>C what a leader wants <input type="checkbox"/></p> <p>D achieving goals <input type="checkbox"/></p> <p>Q1 The democratic leader</p> <p>A is very popular in some countries. <input type="checkbox"/></p> <p>B promotes disagreement within his team. <input type="checkbox"/></p> <p>C has faith in the members of his team. <input type="checkbox"/></p> <p>D encourages his team members to have unpopular opinions. <input type="checkbox"/></p> <p>Q2 Commanding leaders</p> <p>A are happy to discuss decisions with team members. <input type="checkbox"/></p> <p>B make unilateral* decisions. <input type="checkbox"/></p> <p>C are generally quite popular. <input type="checkbox"/></p> <p>D like to go to war. <input type="checkbox"/></p> | <p>Q3 A coaching leader</p> <p>A doesn't care about his team members. <input type="checkbox"/></p> <p>B expects team members to work on their own. <input type="checkbox"/></p> <p>C is ideal for confident people. <input type="checkbox"/></p> <p>D likes to help his team members do their best. <input type="checkbox"/></p> <p>Q4 The visionary leader</p> <p>A learns lessons from the past. <input type="checkbox"/></p> <p>B isn't scared to take a risk. <input type="checkbox"/></p> <p>C likes to work on his own. <input type="checkbox"/></p> <p>D works with others to set up goals. <input type="checkbox"/></p> |
|---|---|

Glossary: *unilateral – einseitig

Grammar for communication

Substitution and ellipsis

5 a Look at the sentences from the audio in 4b. What do the words in bold refer to?

- 1 The very best type of leader is **the one** who can adapt his own particular style when necessary.
- 2 Leaders are there to guide us towards achieving a goal, **that** of realising the best for the group.
- 3 So is one type of leadership any better than the other? I don't think **so**.

b Look at these two sentences from the audio. What words are missing?

- 1 Not easy, of course. 2 Want to be a leader?

c Read these definitions and decide which set of sentences, 5a or 5b above, are examples of ellipsis and which are examples of substitution.

Rule:

- **Ellipsis** is when we leave out words, usually in spoken English.
- **Substitution** is when we use words to replace other words or ideas.

d Rephrase the underlined parts of these sentences. Sometimes there is more than one possibility.

- 1 The technology they use is very different from the technology used in the past.
The technology they use is very different from that / the one used in the past.
- 2 I don't think the museums in London are as interesting as the museums in Rome.
- 3 The museum's collection of medals isn't as good as the collection of coins.
- 4 I want to go there and no one is going to prevent me from going there.
- 5 I had always wanted to visit the Science Museum, and last week I visited the Science Museum.
- 6 "Will James come with us?" – "No, I don't think James will come with us."

e In pairs, look at these dialogues. How elliptical do you think you can make them?

- 1 A Do you want to go out tonight?
B Yes, I'd love to go out tonight.
A Want to go out tonight?
B Love to.
- 2 A Do you think John has arrived?
B I'm not sure, but he might have arrived.
A
B
- 3 A I don't want to go to the party.
B Why don't you want to go?
A Sally might be there.
B I don't think she will be there.
A
B
A
B

f Complete the sentences with one word.

- 1 We asked you to email us and 1,000 of you did
- 2 He performs a very important role in the company: of making me coffee.
- 3 I have four bosses, but Harry is the only I listen to.
- 4 Will I get the promotion? I certainly hope
- 5 Are bosses of today really any different from of the past?
- 6 Are we a good company to work for? We think

Speak

6 a Work in pairs. What makes a good leader? Think about:

- the qualities a leader needs
- examples of leaders you admire and why
- examples of bad leaders

b Nominate your candidates for best and worst leaders to the rest of the class and explain the reasons behind your choices.

c Take a class vote on who is the best and worst leader.



Robert Harris

(b. 1957), former journalist and best-selling English novelist, shot to fame with *Fatherland* (1992), a detective story set in an alternative history in which Nazi Germany won World War II. Further novels include *Enigma* (1995), *Pompeii* (2003) and the *Cicero Trilogy* (2006, 2009, 2015).



The Ghost (2007) is a political thriller in which a ghostwriter tries to write the life of former Prime Minister, Adam Lang. A lot of political play* is involved and soon the action heats up; the ghost has to fear for his life. The book (a so-called *roman à clef*) was heavily criticised because Lang is only a thinly disguised version of the former Prime Minister, Tony Blair, Lang's wife Ruth (the counterpart of Cherie Blair) is depicted as a sinister* manipulator. The book was made into a film by Roman Polanski in 2010.

Glossary: *political play = Verbrechen, Mord; *sinister = evil



The Ghost

by Robert Harris (a novel)

- a** Get together with a partner and discuss what might tempt you into going into politics.
- b** Quickly read the text and say why Lang got into politics.

"The first thing that strikes me," I said, bringing a chair round from behind the desk so that I could sit facing him, "is that you aren't really a politician at all, in the conventional sense, even though you've been so amazingly successful." This was the sort of tough questioning I specialised in, I mean, when you were growing up no one would have expected you to become a politician, would they?"

"Jesus, no," said Lang. "Not at all. I had absolutely no interest in politics, either as a child or as a teenager. I thought people who were obsessed by politics were weird. I still do, as a matter of fact. I liked playing football. I liked theatre and the movies. A bit later on I liked going out with girls. I never dreamed I might become a politician. Most student politicians struck me as complete nerds."

"Ping!" he thought. We'd only been working two minutes and already we had a potential opening for the book right there:

When I was growing up I had no interest in politics. In fact I thought people who were obsessed by politics were weird. I still do ...

"So what changed? What turned you on to politics?"

"Turned on is about right," said Lang, with a laugh.

"I'd left Cambridge and drifted for a year, really, 25

hoping that a play I'd been involved in might get taken up by a theatre in London. But it didn't happen and so I ended up working in a bank, living in this grotty basement flat in Lambeth, feeling very sorry for myself, because all my friends from Cambridge were working in the BBC, or getting paid a fortune to do voice-overs on adverts, or what have you. And I remember it was a Sunday afternoon – raining. I was still in bed – and someone starts knocking on the door ..."

It was a story he must have told a thousand times, but you wouldn't have guessed it, watching him that morning. He was sitting back in his chair, smiling at the memory, going over the same old words, using the same rehearsed gestures – he was miming knocking on a door – and I thought what an old trouper* he was: the sort of pro who'd always make an effort to put on a good show, whether he had an audience of one or one million.

"... and this person just wouldn't go away. Knock, knock, knock. And, you know, I'd had a bit to drink the night before and what have you, and I'm moaning and groaning. I've got the pillow over my head. But it starts up again: knock, knock, knock. So eventually – and by now I'm swearing quite a bit, I can tell you – I

Glossary: *old trouper = someone with a lot of experience in the entertainment business

M

get out of bed, I pull on a dressing gown*, and I open the door. And there's this girl – this gorgeous girl. She's wringing wet* from the rain, but she completely ignores that, and launches into this speech about the local elections. Bizarre. I have to say I didn't even know there were any local elections, but at least I have the sense to pretend that I'm very interested, and so I invite her in, and make her a cup of tea, and she dries off. And that's it – I'm in love. And it quickly becomes clear that the best way of getting to see her again is to take one of her leaflets and turn up the next Tuesday evening, or whenever it is, and join the local party. Which I do."

"And this is Ruth?"

"This is Ruth."

"And if she'd been a member of a different political party?"

"I'd have gone along and joined it just the same. I wouldn't have *stayed* in it," he added quickly. "I mean, obviously this was the start of a long political awakening for me – bringing out values and beliefs that were already present, but were simply dormant* at that time. No, I couldn't have stayed in just *any* party. But everything would have been different if Ruth hadn't knocked on that door that afternoon, and kept knocking."

"And if it hadn't been raining?"

"If it hadn't been raining, I would have found some other excuse to invite her in," said Lang with a grin. "I mean, come on, man – I wasn't *completely* hopeless." I grinned back, shook my head, and jotted* "Opening??" in my notebook.

Glossary: **dressing gown* = Morgenmantel;
**wringing wet* = nass; **dormant* = asleep;
**jot* = write something quickly

C Read the text again, then choose the correct answer (A, B, C or D) for sentences 1–6. Put a cross in the correct box. The first one (0) has been done for you.

0 Lang had no interest in politics

- A** when he was young.
- B** when he was forty.
- C** but could understand his fellow students who had.
- D** and no interest in football.

Q1 The narrator

- A** chooses the sentence "No interest in politics" as the title of the book.
- B** is glad he so quickly got a potential opening for the book.
- C** sees himself writing a novel about Lang's human-interest attitude.
- D** is taken back by what he hears.

Q2 After leaving Cambridge, Lang

- A** found himself in a pretty unsatisfying situation.
- B** joined a theatre company.
- C** worked for the BBC.
- D** stopped feeling sorry for himself and became a bank manager.

Q3 The narrator was impressed by Lang's

- A** determination to work.
- B** great memory.
- C** sharp wit.
- D** natural talent to put on a show.

Q4 Lang tells the story of how

- A** he enjoyed sleeping late.
- B** he was convinced by leaflets to enter politics.
- C** he met his future wife.
- D** he invited people to his flat to discuss politics.

Q5 Lang says that for Ruth

- A** he would have stayed in any political party.
- B** he would have joined any party – for some time.
- C** he would have never joined a political party.
- D** he would have distributed leaflets himself.

Q6 If it hadn't been raining, Lang

- A** wouldn't have been in bed.
- B** wouldn't have had some tea.
- C** would've invited Ruth in for another reason.
- D** would've never seen Ruth at all.

Discussion box

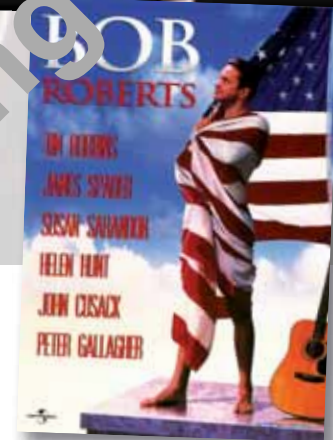
- 1 Can such "minor" incidents change your life? Would you join your boyfriend / girlfriend / a cause / an enterprise / a hobby just because you love him / her?
- 2 Discuss reasons for going into politics. Should young people be represented more in Parliament, political parties, political interest groups?
- 3 List five basic political beliefs that would make you join / found a party. Compare your results in groups.

INTO Film

Bob Roberts (1992)

Bob Roberts (1992) is a satirical comedy about one man's campaign to become a senator in Pennsylvania. And Bob Roberts (Tim Robbins) seems like the perfect Republican candidate: a family-orientated man with a good sense of American pride, and with the personal connections to make his campaign successful.

Unusually, the film is made in the style of a documentary and the more the filmmaker Brian Murray reveals about Roberts' life, the more we see the cracks beneath his smooth exterior. When the underdog journalist Giancarlo Esposito starts reporting on the politician's not so positive characteristics, his seat in the senate suddenly doesn't look so safe...



1 a In class, make a list of films that deal with politics. What issues in particular do they deal with?

b Watch the opening scene. In pairs or groups discuss the following:

- 1 At the very beginning we only hear clapping and shouting. What kind of events could be introduced like this? What kind of film do you expect?
- 2 When do we first learn that the film is (also) about a political campaign?
- 3 The film calls itself a documentary. How do we know it is not for real?
- 4 How is the character Bob Roberts introduced? What do we learn about him from his actions, his lyrics, the footage presented?
- 5 We see Bob getting off the campaign bus in small-town America. What is the significance of this?
- 6 The song Bob sings at playschool* is based on a famous song by Tom Paxton. Check out the song and discuss the differences between Paxton's song and Roberts' version.

Glossary: *in US school – Kindergarten

Speak

2 Get together in groups of 3–4 and discuss the following:

- What are the characteristics that make Bob a successful politician for a certain group of people?
- What do you think are the characteristics of a successful politician?
- Bob names "enemies" (e.g. those who complain). Make a list of his "enemies" and compare it to who your local politicians think are their "enemies".

Write

- 3** An English student newspaper is organising an essay writing competition on young people and politics. You have decided to take part in the competition.

Just because you do not take an interest in politics doesn't mean politics won't take an interest in you.
(Pericles, Ancient Greek politician)

In your essay argue for or against the opinion expressed in the quotation above. You should:

- discuss why young people should (not) commit themselves to political causes
- present pressing political causes in your country that should be dealt with
- explain why party politics might (not) be attractive to many young people

Give your essay a title. Write around 400 words.



- 4 a** First watch the confrontation between Bob Roberts and the incumbent* Democrat Senator Brickley Paiste in class. What are the different political positions presented?

Glossary: **incumbent* – amtierend

- b** Get together in groups of 3-4 and discuss the following:

- Senator Paiste says politics is about “reality, not image”. What exactly does he mean by this? What do you think politics is all about?
- At the end of the film, one of Roberts’ fans says about him: “He believes in America, believes in making money, being rich.” Would that make you a fan of a politician in Austria?

- c** Here are the 15 top political films from Time Entertainment. Check out the films and select five that you would like to show at a film night on political films at school for a “Would like to watch”-list.

<i>All the President's Men</i> (1976)	<input type="checkbox"/>	<i>Z</i> (1969)	<input type="checkbox"/>
<i>Election</i> (1999)	<input type="checkbox"/>	<i>The Great Dictator</i> (1940)	<input type="checkbox"/>
<i>The Candidate</i> (1972)	<input type="checkbox"/>	<i>Seven Days in May</i> (1964)	<input type="checkbox"/>
<i>Wag the Dog</i> (1997)	<input type="checkbox"/>	<i>Frost/Nixon</i> (2008)	<input type="checkbox"/>
<i>The Parallax View</i> (1974)	<input type="checkbox"/>	<i>The Best Man</i> (1964)	<input type="checkbox"/>
<i>Shake Hands With the Devil</i> (1959)	<input type="checkbox"/>	<i>Mr Smith Goes to Washington</i> (1939)	<input type="checkbox"/>
<i>Downfall</i> (2004)	<input type="checkbox"/>	<i>The Manchurian Candidate</i> (1962)	<input type="checkbox"/>
<i>Bulworth</i> (1998)	<input type="checkbox"/>		

FILM WORK

Mockumentaries

A mockumentary is a type of film or television show in which fictional events are presented in documentary style, very often with the purpose of creating a parody.

Mockumentaries are often presented as historical documentaries, with footage and talking heads*, with short clips and interviews. The term “mockumentary” is thought to have been popularised in the mid-1980s when *This Spinal Tap* director Rob Reiner used it in interviews to describe his film depicting a fictitious heavy metal group. Early mockumentaries include *A Hard Day's Night* (1964) about the Beatles, and Woody Allen's *Take the Money and Run* (1969), an account of the life of small-time* criminal Virgil Starkwell, and Allen's later *Zelig* (1983) which chronicles* the life of Zelig, who can transform himself so he can fit in with any crowd.

The format of mockumentaries really took off with *Spinal Tap* and since then there have been many fine examples of the genre. In 1995 Peter Jackson (of *Lord of the Rings* fame) confused the critics with his mockumentary *Forgotten Silver* (about the life of “forgotten” New Zealand filmmaker Colin McKenzie) because they took it for real. A more recent successful mockumentary is *Borat: Cultural Learnings of America For Make Benefit Glorious Nation of Kazakhstan* (2006), which has a fictitious Kazakh journalist travelling through the United States recording real-life interactions with Americans. The format is also popular with TV. Television mockumentaries include such series as *The Office* and *Modern Family*.



Glossary: **talking head* – TV Sprecher/in;
**small-time* = not very successful; **chronicle* – aufzeichnen

Developing speaking skills

Presenting an idea

Conversational strategy:

- Expressing urgency

a Work with a partner. **A** gives a two-minute monologue on the task below. **B** takes notes. Then swap roles.

- Present your idea of a law you would like to see introduced.

b Discuss what you thought about your performances. How well did you do?

22
CD 1 **c** Listen to a student doing the same task. What's your impression?

Glossary: *no tip service – Lippenbekenntnis, ablegen

22
CD 1 **d** Look at the language in the box. Complete with the missing words. Then listen again and check.

Useful phrases

Expressing urgency

I think it's high time a law ¹..... to ...
 We can't ²..... to wait any longer.
 We really ³..... to do something
 about this now. It's well ⁴.....
 It's a matter of ⁵..... urgency that ...
 The time to ⁶..... is now.



Tip

Presenting an idea

When I think of ... , what comes to mind immediately is ...

Compared to the ... (she earns significantly less).

What's more is that ...

... so it is safe to say that ...

e PRACTICE TASK

Give a two-minute monologue presenting your idea on a political issue you would like to see resolved. Alternatively, choose one of the options below.

- world hunger
- child labour
- violence

Wordwise

Expressions related to politics



a Match the sentences.

- 1 He's very passionate about politics, and he often
- 2 They're talking about closing the hospital in our town, and
- 3 She got 25,000 votes, and the other candidate only got 2,700, so
- 4 There were five people on the committee. Two voted Yes and two voted No,
- 5 The plan to build a road through the forest was strongly opposed,
- 6 She's always nice to the boss, but she really wants to get a pay rise,
- 7 He'd been out of politics for years, but he decided
- 8 Only one candidate had any experience and a lot of support in the town, so
- 9 They increased the price of cinema tickets, and people

- a so the chairperson had **the casting vote**
- b so I think she's just **playing politics**
- c **voted with their feet** and stopped going
- d in the end the local people **voted it down**
- e **to throw his hat into the ring** again for the next election.
- f **gets on his soapbox** to tell us what he thinks about the government.
- g the election was really a **one-horse race**.
- h it was **a landslide**.
- i it's **a political hot potato** because most people think it should stay open.

23
CD 1

b Listen and check.

c Write the highlighted expressions from a after the definitions.

- 1 a victory by a big margin
=
- 2 the vote that decides the matter
=
- 3 to express your opinions about something strongly (and frequently)
=
- 4 an issue that is difficult and that strongly divides opinion
=
- 5 to use a situation or the relationships between people for your own advantage
=
- 6 to decide to become a candidate (in an election or competition)
=
- 7 to show that you don't like something by leaving or not going or doing something different
=
- 8 to defeat an idea by voting against it
=
- 9 a competition or election that only one person is likely to win
=

d Answer the questions.

- 1 Do you know anyone who often gets on their soapbox? What about?
- 2 Can you think of an example in sport of a one-horse race?
- 3 Give an example of something in your country, or another country, that was voted down.
- 4 Have you ever thrown your hat into the ring for anything? If so, what?
- 5 What are the political hot potatoes in your country (or town / city)?
- 6 Give an example of a landslide in an election.
- 7 When would you (or did you) vote with your feet?
- 8 In your group of friends, does anyone usually have the casting vote about things (e.g. what to do, where to go)?
- 9 Do you know anyone who plays politics?

Short answers: answering questions using a maximum of 4 words

Example 1

Read the extract from a fictional work by Alan Bennett about the Queen and her Prime Minister. Answer the questions (1–9) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.

The uncommon reader



EVERY TUESDAY evening the Queen saw her prime minister, who briefed her on what he felt she ought to know. The press were fond of picturing these meetings as those of a wise and experienced monarch guiding her first minister 5 past possible pitfalls and drawing on her unique repository of political experience accumulated over the fifty-odd years she had been on the throne in order to give him advice. This was a myth, though one in which the palace itself 10 collaborated, the truth being the longer they were in office the less the prime ministers listened and the more they talked, the Queen nodding assent though not always agreement.

To begin with, prime ministers wanted the 15 Queen to hold their hand, and when they came to see her it was to be stroked and given an approving pat in the spirit of a child wanting to show its mother what it has done. And, as

so often with her, it was really a show that 20 was required, a show of interest, a show of concern. Men (and this included Mrs Thatcher) wanted show. At this stage, though, they still listened and even took her advice, but a time passed, all her prime ministers commulated with 25 disturbing familiarity into lecturing mode, when they ceased to require engagement from the Queen but treated her like an audience, listening to her no longer on the agenda. It was not only Goldstone who addressed the Queen as if she 30 was a public meeting.

The audience this particular Tuesday had followed the usual pattern, and it was only when it was drawing to a close that the Queen 35 managed to get a word in and talk about a subject that actually interested her. "About my Christmas broadcast."

"Yes, ma'am?" said the Prime Minister.

"I thought this year one might do something different." 40

"Different, ma'am?"

"Yes. If one were to be sitting on a sofa reading or, even more informally, be discovered by the camera curled up with a book, the camera could creep in – is that the expression? – until I'm in 45 mid-shot, when I could look up and say, 'I've been reading this book about such and such,' and then go on from there."

"And what would the book be, ma'am?" The Prime Minister looked unhappy. 50

"That one would have to think about."

"Something about the state of the world perhaps?" He brightened.

"Possibly, though they get quite enough of that from newspapers. No. I was actually thinking of 55 poetry."

"Poetry, ma'am?" He smiled thinly.

"Thomas Hardy, for instance. I read an awfully good poem of his the other day about how the *Titanic* and the iceberg that was to sink her came together. It's called *The Convergence of the Twain*. Do you know it?"

"I don't, ma'am. But how would it help?"

"Help whom?"

"Well," – and the Prime Minister seemed a trifle embarrassed actually to have to say it – "the people."

"Oh, surely," said the Queen, "it would show, wouldn't it, that fate is something to which we are all subject."

She gazed at the Prime Minister, smiling helpfully.

He looked down at his hands.

"I'm not sure that is a message the government would feel able to endorse."

The public must not be allowed to think the world could not be managed. That way lay chaos. Or defeat at the polls, which was the same thing.

"I'm told," – and now it was his turn to smile helpfully – "that there is some excellent footage of Your Majesty's visit to South Africa."

The Queen sighed and pressed the bell. "We will think about it."

0	When did the Queen meet with her Prime Minister?	every Tuesday evening
Q1	How long had she been having these meetings?	
Q2	How did prime ministers change their behaviour in these meetings the more they had them?	
Q3	What relationship does the writer use to compare that of a new prime minister and the Queen?	
Q4	How many prime ministers does the passage name?	
Q5	In the meeting described, what did the Queen want to talk about?	
Q6	What did the Queen suggest she could use as a prompt to start her Christmas speech?	
Q7	What poem does the Queen suggest reading from?	
Q8	How does the Prime Minister feel about the Queen's message being all about fate?	
Q9	How does the Queen end the meeting?	

Example 2

Read the text about scientific research and the human heart. Answer the questions (1–9) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.

Artificial jellyfish created from heart cells

Scientists in the US have created a free swimming artificial jellyfish. The team members built the replica using silicone as a base on which to grow heart muscle cells that were harvested from rats. They used an electric current to shock the Medusoid into swimming with synchronised contractions that mimic those of real jellyfish. The finding serves as a proof of concept for reverse engineering a variety of muscular organs and simple life forms.

Because jellyfish use a muscle to pump their way through the water, the way they function – on a very basic level – is similar to that of a human heart.

“I started looking at marine organisms that pump to survive,” said Kevin Kit Parker, a professor of bio-engineering and applied physics at Harvard. “Then I saw a jellyfish at the New England Aquarium, and I immediately noted both similarities and differences between how the jellyfish pumps and the human heart. The similarities help reveal what you need to design a bio-inspired pump.”

The work also points to a broader definition of “synthetic life” in an emerging field of science. Professor Parker said he wanted to challenge the traditional view of synthetic biology which is “focused on genetic manipulations of cells”. Instead of building just a cell, he sought to “build a beast”.

The two groups at Caltech (California Institute of Technology) and Harvard worked for years to understand the key factors that contribute to jellyfish propulsion, including the arrangement of their muscles, how their bodies contract and recoil, and how fluid dynamics helps or hinders their movements.

Once their function was well understood, the researchers began to reverse engineer them. They used silicone to fashion a jellyfish-shaped body with eight arm-like appendages. Next, they printed a pattern made of protein onto the “body” that resembled the muscle architecture of the real animal.

They grew the heart muscle cells on top, with the protein pattern serving as a road map for the growth and organisation of the rat tissue. This allowed them to turn the cells into a coherent swimming muscle.

When the researchers set the Medusoid free in a container of electrically conducting fluid, they shocked the Medusoid into swimming with synchronised contractions. The muscle cells even started to contract a bit on their own before the electrical current was applied.

“I was surprised that with relatively few components – a silicone base and cells that we arranged – we were able to reproduce some pretty complex swimming and feeding behaviours that you see in biological jellyfish,” said John Dabiri, professor of aeronautics and bio-engineering at Caltech.

"I'm pleasantly surprised at how close we are getting to matching the natural biological performance, but also that we're seeing ways in which we can probably improve on that natural performance. The process of evolution missed a lot of good solutions."

Lead-author Janna Nawroth from the California Institute of Technology in Pasadena commented that the field of tissue engineering was "still a very qualitative art". She said researchers tried to copy a tissue or organ "based on what they think is important or what they see as the major

components without necessarily understanding if those components are relevant to the desired function or without analysing first how different materials could be used".

The team aims to carry out further work on the artificial jellyfish. They want to make adjustments that will allow it to turn and move in a particular direction. They also plan to incorporate a simple "brain" so it can respond to its environment and replicate more advanced behaviours like moving towards a light source and seeking energy or food.

0	What animals were used to help create the jellyfish?	Rats
Q1	What animal might you find in the Medusoid family?	
Q2	What do jellyfish use to move through water?	
Q3	What have the jellyfish muscle and the human heart got in common?	
Q4	Until now, what has synthetic biology concentrated on?	
Q5	What did the teams spend a long time studying before they did the experiments?	
Q6	What did the artificial jellyfish swim in?	
Q7	What were the main components of the artificial jellyfish?	
Q8	What do the teams hope the adjustments they plan for the jellyfish will enable it to do?	
Q9	What else do they plan to add to the model?	

Short answers: completing sentences using a maximum of 4 words

Example 1

Read the text about the price of chickens in Iran. Complete the sentences (1–8) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.

Chickens facing censorship in Iran

The rising cost of chicken in Iran has prompted the country's police chief to urge broadcasters to censor it from television screens in the interests of social harmony. Rising chicken prices have come to symbolise the privations being endured by ordinary Iranians.



curbing Iran's nuclear programme, which the West suspects is intended to produce an atom 25 bomb, despite Tehran's denial.

The country's already ailing economy suffered a further blow this month when an EU boycott of Iranian oil sales took effect, at the same time as a fresh US embargo penalising countries that 30 continued to buy Iran's crude. Oil revenues, on which the economy heavily depends, have been badly hit as a result.

Against a backdrop of lengthening food queues, Esmail Ahmadi-Moghadam, the head of Iran's law enforcement forces, has warned that films depicting scenes of chicken dinners could provoke the underprivileged classes to attack the rich. "They show chicken being eaten in movies 10 while many people might not be able to buy it," Mr Ahmadi-Moghaddam, brother-in-law of Iran's president, Mahmoud Ahmadinejad, told a law-enforcement-officers' conference in Tehran. "Films are now the windows of society and 15 some people observing this class gap might say that we will take knives and take our rights from the rich." [Iran's state broadcaster] should not be the shop window for showing all which is not accessible." 20

Rising chicken prices have come to symbolise the privations being endured by ordinary 35 Iranians amid this increasingly grim landscape. In recent weeks, shoppers have had to fork out 70,000 rials (£3.67) for a kilogram of chicken, around three times last year's price.

Farmers and retailers have blamed a shortfall 40 of imported livestock feed – partly caused by sanctions – leading in turn to a drastic rise in the price of domestically-produced feed. Similar increases have been witnessed in the costs of red meat, fruit and vegetables. 45

With chicken forming a core part of the meat-rich national diet, long queues have been reported at state food distribution centres, where it has been sold in rationed quantities at lower, government-fixed, prices. 50

The warning is the latest sign of official alarm over the strains being caused by rampant inflation and international sanctions aimed at

Perhaps with a view to stemming negative reporting, the Caspian Sea province of Gilan even took the novel step of offering discounted chicken to accredited journalists.

Last week, Iran's culture and Islamic guidance minister, Mohammad Hosseini, warned the country's media against reporting the economic impact of sanctions. "The situation regarding sanctions and other pressures, especially in the economy ... requires more co-operation by the media so the country is not hurt," he said in remarks published on the Iranian government website.

That has not stopped caricaturists satirising the situation in government-approved media. One widely-distributed cartoon at the weekend showed an airborne chicken with a 100,000 rial note attached to each wing.

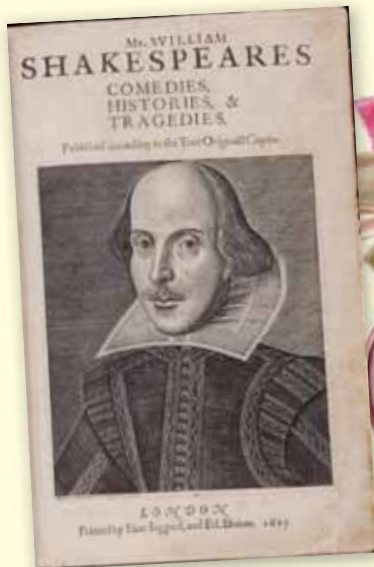
Despite censorship efforts, some officials have felt compelled to speak frankly. Last week, Yadollah Javani, the chief adviser to the representative of Iran's supreme leader, Ayatollah Ali Khamenei, in the Revolutionary Guards, warned that inflation could rise by 50 to 70 percent over the next six months. He called on Mr Ahmadinejad to address the situation urgently.

0	Iran's police chief doesn't want to see people on TV...	eating chicken
Q1	He is worried there might be trouble between the ...	
Q2	International sanctions are being used to try and stop Iran's ...	
Q3	Iranian officials say they don't want to make ...	
Q4	Compared to a year ago the price of chicken is ...	
Q5	In the traditional Iranian diet there's a lot of ...	
Q6	You can buy cheaper chicken from food centres but to get it you need to ...	
Q7	The Iranian government want the media to keep quiet about the ...	
Q8	Yadollah Javani predicts that inflation may rise over the next six months by ...	

Example 2

Read the text about a unique type of museum in Britain. Complete the sentences (1–9) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.

The People's Museum



Far too many people view museums as grey and gloomy palaces of the past, full of objects that no one has any real interest in any more, whereas in fact they are places where we can contrast the artefacts of the past with those we see and use today. Of the hundreds of museums in the country, each has its own hidden treasure. Unfortunately, all too often these remain unappreciated, gathering dust, unnoticed by the wider public. That is, until now.

A unique television experiment, *The People's Museum*, has gathered together many of these historical gems and given them new and everlasting life in the virtual world that is the Internet. Led by Paul Martin, a team of reporters uncovered hundreds of extraordinary items representing fascinating local and national history, as well as unique personal stories. Each week, they presented those that they had found

somewhere and felt were worthy of a place in the virtual online museum. Viewers were asked to vote for their favourites, and each week thousands did so. The result: a democratically chosen interactive museum with worldwide access for anyone, at anytime of the day. Furthermore, admission charges

Almost 300 items were selected from more than seventy museums. Although big-name museums were visited, such as the Science Museum and the Imperial War Museum, the majority of artefacts were chosen from small, regional museums, since that is where much of the UK's regional identity can be found.

Many of the nominations were objects with an undeniable place in our history. For example, the first ever lifeboat, from Redcar Museum, is a reminder of a service that has saved countless lives at sea over the decades. Likewise, a medal given to one of the Suffragettes takes us back to a time when women didn't have the vote and had to fight for their rights. Other objects put forward were from a less distant past. The original Bagpuss toy from the 1970s TV show was suggested by some viewer with an obvious nostalgia for a misspent childhood in front of the television.

Artefacts from the famous also proved popular. As the father of modern psychiatry, it was perhaps no surprise that Sigmund Freud's sofa was proposed – the original shrink's couch. Likewise, perhaps last century's biggest brain was celebrated when one viewer nominated Albert Einstein's blackboard. Who knows, was this where that legendary equation $E=mc^2$ was first ever written down?

Objects of unquestionable quality also won their place in the museum. For example, when it comes to making violins, one name stands head and shoulders above the rest, Stradivarius, and in the museum you'll find an example of his fine craftsmanship. And of course, no British museum would be complete without the work of this country's greatest ever writer, William Shakespeare. A museum in Leeds supplied an edition of his first folio for online reading.

The eventual winner, though, was something much more quintessentially British: the Supermarine Spitfire from the Think Tank Museum in Birmingham. This tiny fighting aircraft might not look much compared to today's stealth fighters, but to many it symbolises the spirit that helped bring WWII to an end. As one of the programme's presenters commented: "My colleagues did not really expect the plane to win, and frankly neither

did I. However, it's clearly a very special item and reflects a part of our history that those who were there have never forgotten, and which arguably should never be forgotten by any of us."

The success of the programme was a pleasant surprise to all involved and there are rumours of a part two. A representative of the company that produced the programme was asked if another series would be made in the future. "I certainly hope so," he said. "It's my own belief that programmes such as *The People's Museum* perform an invaluable function that of convincing people of the importance of safeguarding our past in order to better understand who we are and where we are now.

But will it be enough to convince people to re-examine their opinions of real museums? Let's hope so.

0	<i>The People's Museum</i> has helped to ... of museums.	change people's opinion
Q1	... is the home of <i>The People's Museum</i> .	
Q2	The possible objects were chosen by ...	
Q3	The TV programme allowed viewers to vote for the objects ...	
Q4	The Suffragettes were women who ... to vote.	
Q5	... was a character from children's TV.	
Q6	A ... are examples of objects in the museum from famous people.	
Q7	The Stradivarius violin is in the museum because it is ...	
Q8	The winner was a ... called the Spitfire.	
Q9	No one was ... the show to be such a success.	

Matching headings to paragraphs

Example 1

Read the text about a virtual world called *Entropia*. Choose the correct heading (A–K) for each paragraph (1–8). There are two extra headings that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

Explaining the modern world – *The Entropia Universe*



Now, \$10,000 might seem quite a sum of money, especially when it's not even real. But that's the price that John "Neverdie" Jacobs has recently paid for the Unique Green Astro Queen Egg, a virtual asset dreamed up by the creators of *The Entropia Universe*. It was Jacobs who made the headlines in October 2005 when he paid around \$100,000 for an asteroid space resort in the virtual universe, with plans to turn it into the world's first virtual nightclub, *Neverdie*. Jacobs also sees his recent purchase as a future investment and claims that whatever hatches out of the egg, people will be happy to pay good money to enter his club and see it. Whether he took out a loan in the real world to be able to make this investment is not known.

So, what do you need to know about *The Entropia Universe*?

(0)...

The Entropia Universe is a virtual world unlike any other; a world of science fiction set in a distant future and based on a planet called Calypso. Players from the "real" world visit this Internet playground to live out their alternative lives as they help colonise the dangerous wilderness that surrounds them.

(Q1)...

Entropia was the brainchild of a group of Swedish computer boffins who, in 1995, decided to see if they could manage to create a three-dimensional virtual world that could be placed on the Internet. They did manage, but they had no money to make it happen. But four years later their project got the green light when they received the financial backing they needed.

(Q2)...

Although there are various activities to keep you busy on Calypso, what most inhabitants do first is to find themselves a profession. Then they can think about buying their virtual house or paying a visit to a virtual beauty salon or a virtual nightclub or doing any of the other activities that make life bearable out there.

(Q3)...

Hunting the ferocious wild animals and mining the precious minerals found on the planet are two of the most popular professions on Calypso. Other ways of earning a living include making tools, manufacturing clothing and hairdressing.

(Q4)...

Entropia has its very own economy and its own currency, the PED (*The Entropia Universe Currency*). This is the currency that all deals are done in. Players transfer real world money into PED, which they then use to pay for their life on Calypso, using a PED cash card. However, the virtual items inside *Entropia* do have a real value in the outside world, and careful business deals mean that players can actually make real money there. PED can be converted into dollars any time at a rate of 10PED to 1US\$.

(Q5)...

You can actually take part in *The Entropia Universe* with no money at all, although it is by spending cash that you really expand your options. Most people who do not open their own account in Entropia treat the service as little more than a fancy 3D virtual chat room. You are free to explore the universe but you'll have to wear the bright orange jumpsuit, given to all new players wherever you go.

(Q6)...

As soon as you become an inhabitant of planet Calypso, you'll need to choose your avatar – that is, your online image. There are a number of facets to your avatar that you can change,

from skin and eye colour to body fitness and body piercing as well as an infinite number of hairstyles. The more money you are willing to spend, the fancier you can look.

(Q7)...

Not at all. What's so impressive about *The Entropia Universe* is the number of participants; currently more than 400,000 representing over 220 countries from planet Earth. Many real-life friendships have been formed, as well as several marriages.

(Q8)...

Now that's quite a good question. A number of players insist that it's a good way to make money. However, the reality of Entropia's economic system is that most people end up paying more than they earn and it's not uncommon to find participants who are paying up to \$200 a month into their PED account. This might not be the most economical way of spending one's free time. However, some people claim that for them the fact that they can escape the realities of their earth-bound life and become a different person with a completely different life for a few hours every week is worth the investment, even if they don't get any interest rates on it.

- A Why is it proving so popular?
- B How do I represent myself there?
- C What kinds of jobs do people do on Calypso?
- D So what's the future for *The Entropia Universe*?
- E How old do I need to be to enter Entropia?
- F What do people do in a virtual world?

G What is it?

- H How do you pay for it all?
- I What can I do if I've got no or little money?
- J How did it all start?
- K Will I get lonely there?

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
G								

Example 2

Read the text about the social networking site Facebook. Choose the correct heading (A–L) for each paragraph (1–9). There are two extra headings that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.



The 10 most annoying types of Facebookers

Facebook, for better or worse, is like being at a big party with all your friends, family, acquaintances and co-workers.

There are lots of fun, interesting people you're happy to talk to when they stroll up. Then there are the other people, the ones who make you cringe when you see them coming. This article is about those people.

Sure, Facebook can be a great tool for keeping up with folks who are important to you. Take the status update, the 100-character message that users post in response to the question, "What's on your mind?". An artful, witty or newsy status update is a pleasure – a real-time, tiny window into a friend's life.

But far more posts read like navel-gazing copy entries, or worse, spam. A recent study categorised 40 percent of Twitter tweets as "pointless babble", and it wouldn't be surprising if updates on Facebook, still a fast-growing

social network, break down in a similar way. Combine dull status updates with shameless self-promoters, "friend-padders" and that friend of a friend who sends you quizzes every day, and Facebook becomes a daily reminder of why some people can get on your nerves.

Here are ten of the most annoying types of Facebook users:

(0)... 30

"I'm waking up." "I had Wheaties for breakfast." "I'm bored at work." "I'm stuck in traffic." You're kidding! How fascinating! No moment is too mundane for some people to broadcast updates to the world. Just because you have 400 Facebook friends doesn't mean we all want to know when you're waiting for the bus.

(Q1)... 35

OK, now we've probably all posted at least once about some achievement. And sure, maybe your friends really do want to read the fascinating article you wrote about beet farming. But when almost EVERY update is a link to your blog, your poetry reading, your 10k results or your art show, you sound like a bragger or a self-centred careerist.

(Q2)... 40

The average Facebook user has 120 friends on the site. Schmoozers and social butterflies – you know, the ones who make lifelong pals on the subway – might reasonably have 300 or 400. But 1,000 "friends"? Unless you're George Clooney or just won the lottery, no one has that many. That's just showing off.

(Q3)... 45

"Michael Jackson is dead!!!" You heard it from me first! Me, and the 213,000 other people who all saw it on TMZ. These Matt Drudge wannabes are the reason many of us learn of breaking news not from TV or news sites but from online

social networks. In their rush to trumpet the news, these people also spread rumours, half-truths and innuendo. No, Jeff Goldblum did not plunge to his death from a New Zealand cliff.

(Q4)...

"So sad about Fara Fauset but Im so gladd its friday yippe". Yes, I know the punctuation rules are different in the digital world. And, no, no one likes a spelling-Nazi schoolmarm. But you sound like a moron.

(Q5)...

"Barbara is feeling sad today." "Man, am I glad that's over." "Jim could really use some good news about now." Like anglers hunting for fish, these sad sacks cast out their hooks – baited with vague tales of woe – in the hopes of landing concerned responses. Genuine bad news is one thing, but these manipulative posts are just pleas for attention.

(Q6)...

The Peeping-Toms of Facebook. These voyeurs are too cautious, or maybe too lazy, to update their status or write on your wall. But once in a while, you'll be talking to them and they'll mention something you posted, so you know they're on your page, hiding in the shadows. It's just a little creepy.

(Q7)...

Ever visit your Facebook page and discover that someone's posted a photo of you from last weekend's party – a photo you didn't authorise and haven't even seen? You'd really rather not have to explain to your mum why you were leering like a drunken hyena and French-kissing a bottle of Jägermeister.

(Q8)...

"If not now then when?" "You'll see..." "Grist for the mill." "John is, small world." "Dave thought he was immune, but no. No, he isn't." [Actual status updates, all.] sorry, but you're not being mysterious – just nonsensical.

(Q9)...

"Support my cause." "Sign my petition." "Play Mafia Wars with me." "Which Star Trek character are you?" "Here are the Top 5 cars I have personally owned." "Here are 25 Things About Me." "Here's a drink." "What drink are you?" "We're related!" "I took the What President Are You? quiz and found out I'm Millard Fillmore! What president are you?" "You probably mean well, but stop. Just stop. I don't care what president I am – can't we simply be friends? Now excuse me while I go post the link to this story on my Facebook page."

- A The Newscaster
- B The Sympathy Seeker
- C The Gossiper
- D The Let-You-Know-Every-Detail-of-My-Day Bore**
- E The "What-On-Earth-Are-They-Talking-About?"
- F The Paparazzo
- G The Makes-Friends-With-Anyone
- H The Trouble Maker
- I The Silent One
- J The Self-Promoter
- K The Chronic Inviter
- L The Bad Grammarian

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
D									

Matching: putting sentences back into a text

Example 1

Read the text about changes to the primary school curriculum in the UK. Some sentences are missing. Choose the correct sentence (A–K) for each gap (1–8). There are two extra sentences that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

Foreign languages to be taught at school from age seven

All children are to be taught a foreign language – which could include Mandarin, Latin or Greek – from the age of seven under reforms to the national curriculum being unveiled by the education secretary. In other reforms, children will be encouraged to learn science by studying nature. (0)...



The introduction of compulsory language teaching in primary schools is intended to reverse the dramatic decline in take-up at GCSE. Pupils will need to be able to speak in sentences with the appropriate pronunciation, and express simple ideas clearly in another language. They will be expected to develop an understanding of the basic grammar of the language, and be acquainted with songs and poetry. (Q1)...

The science curriculum is expected to emphasise – using the natural habitat around schools – learning biology by studying the growth and development of trees, for example. (Q2)... Instead, children will be taught to observe their surroundings and learn how scientists have classified the natural world. One source with knowledge of the curriculum review said: "The idea of science being based around a careful observation of the world is a very important place to begin. (Q3)... In the past we put too

much emphasis on how scientists found stuff out, not enough on what they have found out."

The curriculum reforms will result in more demanding lessons, and represent a return to the basics of each subject. In maths, the teaching of statistics at primary school will be slimmed down to make way for more mental arithmetic. (Q4)... Pupils in the final year of primary school will be introduced to algebra.

In English, the curriculum will emphasise the importance of grammar. For the first time, the government will set a list of words that all children must learn how to spell. (Q5)... Pupils will be expected to learn poems by heart and recite them in public. They will also be taught how to debate. The new English curriculum will say that by the end of year four, children should be listening to and discussing a wide range of fiction and non-fiction. There is also greater stress on learning to read through phonics.

Russell Hobby, General Secretary of the National Association of Head Teachers, said: "(Q6)... It is appropriate to express high expectations in a statement of curriculum aims, but schools will need time and support to develop their teaching to reach those aims." The former Shadow Education Secretary, Stephen Twigg, said the government was "absolutely right" to make the learning of foreign languages compulsory from the age of seven.

On BBC1's *Sunday Politics* programme, he urged ministers to go further. "Children will get a love of learning languages if they get the chance to learn them younger. (Q7)... I would encourage schools to start teaching languages younger than seven," he said.

The number of primary schools teaching languages has been increasing in response to a target set by the previous government, though school inspectors say headteachers' monitoring of language provision can be weak. (Q8)... Languages have collapsed at GCSE since they were made optional at the age of 14. In 2010, just 43% of GCSE candidates were entered for a language, down from 75% in 2002.

- A Children will be expected to do multiplication and division with large numbers without the use of pen and paper.
- B The government's talking about seven.
- C There is no doubt these programmes are more demanding.
- D Schools will be expected to place less emphasis on teaching scientific methods.**
- E The science curriculum in Japan has it more the love of nature.
- F These will be the words that are found in poems.
- G This is often because primary heads feel they lack competence to judge language provision.
- H There will be less of a focus on doing experiments.
- I Ministers say that teaching should focus on making "substantial progress" in one language.
- J These will include *curse, destroy, ridiculous* and *tyrant*.
- K Holidays abroad are another good way of becoming fluent.

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
D							

Example 2

Read the text about mirror neurons in our brains. Some sentences are missing. Choose the correct sentence (A–J) for each gap (1–7). There are two extra sentences that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

Mirror neurons

You know how it is when you see someone yawn and you start yawning too? Or how hard it is to be amongst people laughing and not laugh yourself (even if you don't find something funny)? (0)... Well, apparently it is because we have "mirror neurons" in our brains.



Some years ago, three scientists at a university in Italy were studying monkeys – more specifically, they were looking at what happens in a monkey's brain when it performs certain actions. They attached electrodes to a monkey's head, and watched what happened when it did things like pick up a raisin and eat it. (Q1)... One day, during a break, one of the scientists himself picked up a raisin and ate it, and as the monkey watched him do so, the neurons in its brain fired in exactly the same way as they had done when the monkey actually ate a raisin. Stunned by what they had observed, the three men replicated the experiment many times, always with the same result. (Q2)... They published a series of papers in which they called the neurons they had studied "mirror neurons", and this has unquestionably been one of the most important steps forward in recent neuroscience.

Put simply, the existence of mirror neurons suggests that every time we see someone else do something – smile, smell a flower, yawn, or whatever – our brains imitate it, whether or not we actually perform the same action. (Q3)... But the idea goes further. Mirror neurons not only appear to explain physical actions, they also tell us that there is a biological basis for the way we understand other people and empathise with them – and why, perhaps, we sometimes don't.

Mirror neurons can undoubtedly be found all over our brains, but especially in the areas which relate to our ability to use language, to understand how other people feel, and to understand other people's intentions. (Q4)... When we are babies, they help us learn how to smile, how to walk and so on, and when we're older, how to give facial expression to subtle emotions or how to learn complex dance movements. Most remarkably, perhaps, researchers have found that mirror neurons relate strongly to language – a group of researchers discovered that if they gave people sentences to listen to (for example: "The hand took hold of the ball"), the same mirror neurons were triggered as when the action was actually performed (in this example, actually taking hold of a ball).

As we might expect – since mirror neurons are so basic to our understanding, learning and development – any problems with mirror neurons

may well result in problems with behaviour. Considerable research has been carried out on people with social and behavioural problems. (Q5)... The result is an ability to understand what others mean through their expressions and gestures, but not to empathise with the emotions behind them. However, it is not yet known exactly how these discoveries might lead to treatments for social disorders.

It is thought that mirror neurons can also explain a great deal about the development in humans of what we term "culture". For about 200,000 years, the human brain seems not to have changed in size – but it is now believed that about 50,000 years ago, the human brain began to change genetically to incorporate our present mirroring ability, and that this was

what allowed us to move forward so quickly in communication and learning. (Q6)... Some research suggests that key neurons are involved in an association of pleasure and success with hurting other people – for example, in many video games. If this is correct, then what is termed "imitative violence" may be almost beyond the control of some people, leading to a driving force that no society would want to encourage.

Nevertheless, research into mirror neurons seems to provide us with ever more information concerning how humans behave and interact. (Q7)... And the next time you feel the urge to cough in the cinema when someone else does – well, perhaps you'll understand why.

- A They knew that they had stumbled across something quite revolutionary.
- B But naturally, mirror neurons sometimes produce unwanted behaviours.
- C Unfortunately, the monkeys didn't like raisins.
- D But what the scientists discovered was quite different from what they had expected.
- E Indeed, it may turn out to be the equivalent for neuroscience of what Einstein's theory of relativity was for physics.
- F Perhaps you've wondered why that is.
- G We appear to use mirror neurons to learn just about everything we do.
- H This explains a great deal about how we learn to smile, talk, walk, dance or play sports.
- I Mirror neurons are the key to success.
- J It suggests they have mirror neurons which are not fully functioning.

0	1	Q2	Q3	Q4	Q5	Q6	Q7
<input checked="" type="checkbox"/> F							

Matching: putting parts of sentences back into a text

Example 1

Read the text about urban legends. Some parts are missing. Choose the correct part (A–I) for each gap (1–6). There are two extra parts that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

The rise of urban legends

"So there's this woman who spent lots of money on a special hairdo and then refused to wash it for months because she didn't want to lose the style. After a while, her head started to itch, so she went back to get it done again. When the hairdresser let her hair down, they found a nest of ants living in it.

You don't believe it? OK, try this one. A friend of a friend of mine, at university, bought an essay on the Internet. Unfortunately for her, it had been written 15 years earlier by the person who was now her tutor. The tutor recognised it, but gave her an A anyway and told her that his teacher at the time had failed it, but he'd always thought it was worth an A."



You could have heard one, if not both, of these stories before. They are both classic examples of urban legends, and stories like these have become such an integral part of modern life that (0)... . But just in case you have somehow managed to miss them, let me quickly fill you in on urban legends. 20

Urban legends, or urban myths as they're commonly known in the UK, are stories that are quickly passed on by word of mouth or by email. They can be about anything and everything, although certain topics will often crop up: 25 some favourites are crime and horror, schools and universities, food contaminations and the Internet. These stories, often incredible, horrific or funny, are always told as if they are true and usually happened to "a friend of a friend". 30 However, although occasionally they may really

have happened, they will usually have been entirely made up. Perhaps the best definition of an urban legend is that (Q1)... .

People started using the term "urban legend" 35 more than seventy years ago, but it was only in the 1990s that (Q2)... . Many experts point to the "organ donor" story as the grandfather of the modern legends. You must have come across the story of a stranger in town who wakes up 40 to find himself in a bath of ice with one of his kidneys removed. It can be traced back to Los Angeles sometime in 1994, when it spread panic throughout the area and even led to the local police issuing warnings to people visiting the 45 town. Of course, a real case like this has never been recorded.

These days, the spread of the Internet has given urban legend tellers an immediate audience

of millions, and (Q3)... . There are now even 50
 websites dedicated to investigating the truth
 behind the thousands of urban legends
 circulating in cyberspace. Is it true that a
 university library is sinking because the architect
 forgot to calculate the weight of the books into 55
 his design? Do American university students
 really get an automatic A+ in their final exams if
 their roommate commits suicide? You can find
 the answer to these and others on the web.

These stories have become such a part of our 60
 everyday life that (Q4)... . Ever since it was
 founded at the University of Sheffield in 1982,
 The International Society for Contemporary
 Legend Research has held an annual conference
 in North America or Europe to discuss the latest 65
 stories and their significance. Over the years,
 these meetings have looked at a wide range
 of issues – from mankind’s compulsion for
 storytelling to the cautionary nature of many
 of the legends; from why it is that we get so
 much pleasure from passing on such stories
 to a comparison between urban legends and
 traditional fairy tales.

Recently, many academics have shown more
 interest in what current urban legends tell us 75
 about modern society and particularly how they
 reflect the climate of fear in which many of us
 live. Experts argue that whether or not the stories
 are true is largely irrelevant. What is interesting
 is that (Q5)... and, in some cases, we will change 80
 our behaviour because of it. As an example, the
 following legend is often quoted: an initiation
 ceremony for many American gangs involves
 driving your car at night with no lights on, and
 when you come across a car that flashes you to 85
 advise you of your mistake, you must turn your
 car around and chase the other car (Q6)... . Now,
 although not one single case of this has ever
 been reported, a lot of people who won’t flash
 their lights at other cars through fear that this 90
 could happen to them.

- A it’s a story that’s too good to be true
- B academics now discuss the wide implications of these contemporary legends
- C we are so ready to believe that a story might be true
- D they have never been more popular
- E you can always tell whether a story is true or not
- F there can be anyone left who doesn’t know what they are**
- G most of them are true
- H the term really came into use
- I until you force it to crash

0	Q1	Q2	Q3	Q4	Q5	Q6
F						

Example 2

Read the text below about an American musician who found fame in South Africa. Some parts are missing. Choose the correct part (A–J) for each gap (1–7). There are two extra parts that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

US music flop emerges as anti-apartheid anthem

Forty years ago, an American singer-songwriter whose music never found an audience at home became a star in South Africa, but he didn't know it until decades later. A new documentary by a Swedish filmmaker tells the remarkable story of *Searching For Sugar Man*.



"It's still a bit of a mystery how the first copy of *Cold Fact* actually came to South Africa (Q1)... says Capetown record store owner Stephen Segerman. "To many of us South Africans, he was the soul track to our lives."

Segerman is talking about Rodriguez, a folk-rock 10 troubadour from the American midwest city of Detroit who cut a couple of albums in the 1970s. But they flopped and he went on with his life.

As Stockholm-based filmmaker Malik Bendjelloul discovered, (Q1)... on the other side 15 of the world.

"In 2006, I was travelling around Africa and Latin America for six months looking for stories, and in Cape Town I met Stephen "Sugar" Segerman, the detective in the story, (Q2)... and 20

I thought this is the best story I ever heard in my life," says Bendjelloul. "It's about a man who didn't know he was famous."

In the film, Segerman explains (Q3)... who began to stand up against apartheid. 25

"In the 1970s, if you walked into a random white liberal, middle-class household that had a turntable and a pile of pop records ... you would always see *Abbey Road* by the Beatles, *Bridge Over Troubled Water* by Simon and Garfunkel and 30 *Cold Fact* by Rodriguez," he says. "To us it was one of the most famous records of all time. The message it had was 'be anti-establishment'. One song is called *The Anti-Establishment Blues*. We didn't know what the word was (Q4)... , and 35 then we found it's OK to protest against your society, to be angry with your society."

But Rodriguez remained a mystery, and rumours even spread that he had committed suicide during a performance. 40

Segerman and a South African journalist friend set out to discover the true story. That quest led them to a run-down Detroit neighbourhood (Q5)... , very much alive, but totally unaware of his fame and the impact of his music. 45

Rodriguez is grateful his message found an audience.

"In the film it points out how (Q6)... and if they don't want you to listen to it and don't want you to talk about it, they really don't want you to think about it either," he says. "I think people need to express themselves."

Searching For Sugar Man includes scenes from the 1998 Cape Town concert which marked Rodriguez's first visit to South Africa. Since then, he's been back several times. He's recording new music (Q7)... The documentary won a special grand jury prize at the 2012 Sundance Festival.

- A one of the most famous musicians of his time
- B until it cropped up on a Rodriguez song
- C he had never even visited the country
- D but it spread very quickly**
- E it was banned from certain radio play
- F where they found their hero
- G how Rodriguez's songs, including *Sugar Man* and *I Wonder*, became anthems for the country's white youth
- H and he told me how this all came about
- I and is still commenting on social issues
- J the music took on a life of its own

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7
D							

Multiple choice

Example 1

Read the text about superheroes, then choose the correct answer (A, B, C or D) for questions 1–6. Put a cross in the correct box. The first one (0) has been done for you.

Superheroes – Have you got what it takes?

Not only are they forced to live their lives in solitude, but they also have to change their clothes in dirty old phone booths. Then they have to keep their true identities a secret and therefore find it difficult to hang on to any meaningful relationship. They face life-threatening situations on a daily basis and are then often criticised for their heroics by an unappreciative world. So who on earth would want to be a superhero anyway?

Everyone, so it would seem according to the creators of *Who wants to be a superhero?*, a TV reality show that started a few years ago in the US and proved to be an instant hit with television audiences. And who was one of those creators? None other than Stan Lee – yes, the very same Mr Lee who created Spiderman and The Incredible Hulk all those years ago. If anyone knows anything about superheroes, then Stan Lee would be that man.

The show featured eleven ordinary contestants who thought they had what it takes to become a superhero. Each contestant had to come up with an original idea for a superhero, complete with a name, a self-made costume and their best superhero attitude. Each week the contestants were tested on a variety of superhero qualities, and each week, two contestants got eliminated for various reasons – one, memorably, for failing her task because of a headache (Cell Phone Guy) and others (e.g. Iron Enforcer) for just not being “superhero material”. But there had to be a twist somewhere and in this case, it was the obvious need for an evil foe. After all, no superhero would be complete without an arch-enemy, so it was up to Mr Lee to convert one of the hero hopefuls over to the Dark Side.

Sound silly? Of course. Grown-ups running around in tights and a cape could be nothing else, but that’s exactly what made it so much fun. Deep down inside each of us, they say, is the desire to be a superhero.



But just what exactly are the qualities you would need to be one?

Well, hardly do you find a superhero without some kind of supernatural ability. Being able to see through walls (Superman) or spin webs out of your fingers (Spiderman) are quite useful, after all. Phenomenal strength comes in handy too – though in the case of The Incredible Hulk, it was a bit of a problem since he only acquired the strength when he was really angry, which led to a tendency to smash things up a bit (not to mention the need for a new set of clothes every time he went back to normal). Speed’s good too – Superman had this, of course (well, what was just a bit boring about him was that he had all the abilities, really – the same goes for Wonderwoman) – and flying is high on the list as well: Superman, Spiderman, the Incredibles, and many others too. As for the X-Men: between them, they had all the supernatural abilities you could wish for.

But to qualify as a superhero, you need other, more *human* qualities too. The desire to do good is probably number one on the list. Saving people from burning buildings; stopping powerful bank robbers or international masterminds; generally, helping honest, ordinary people against whatever evils happen to be around. Courage is important, too – the courage to do what’s right even if it means you are putting yourself in great danger, makes a fairly frequent appearance in superhero stories.

Strange though it might sound, another typical human quality of superheroes is weakness – a touch of frailty, of human weakness, is 70 essential, crucial even. You see, a superhero must present to the reader or viewer an image with which he or she can associate. That's why they have always been constructed so as to be recognisable as human beings. Superheroes 75 have a home, or at least a setting and other people that they are attached to: colleagues, friends, a parental influence that makes them more understandable and sympathetic to readers. 80

This explains why most superheroes have been given a double identity. Because since the hero in uniform becomes too perfect to have any human frailties (and therefore becomes a bit remote from us mortals), he or she has another side, a much more 85 human and understandable one, so that the readers can know him or her better. In uniform, Superman is far too perfect for anyone to associate with him directly. But as Clark Kent, a short-sighted, shy, nervous guy who can't even find a way to invite 90 Lois Lane out on a date, the readers or viewers can see themselves, and enjoy a little daily make-believe that they, too, are really a superhero.

- Q0** Which of these points does the author not raise about the life of a superhero in the introduction?
- A They find it difficult to make good friends.
B No matter how hard they work, their job is never done.
 C They're sometimes misunderstood by the general public.
 D They have to lead double lives.
- Q1** Why was it good to have Stan Lee involved in *Who wants to be a superhero*?
- A Because he's an expert on superheroes.
 B Because he's a huge fan of the superhero genre.
 C Because he played the Incredible Hulk on TV.
 D Because his involvement would guarantee a big TV audience.
- Q2** Which of the following points is not mentioned about the TV show *Who wants to be a superhero*?
- A A lot of people liked the programme.
 B Two of the contestants were thrown off the show each week.
 C Each programme was introduced by Stan Lee.
 D One of the contestants joined the Dark Side.
- Q3** What was the surprise of the show?
- A Stan Lee made an appearance as a member of the Dark Side.
 B The Iron Enforcer wasn't eliminated soon enough.
 C Cell Phone Girl didn't win.
 D One of the superheroes became a villain.
- Q4** Which of these typical physical abilities of a superhero is not mentioned?
- A being able to jump great distances
 B having X-ray vision
 C being incredibly strong
 D being fast
- Q5** According to the text, what is the most important human quality a superhero should have?
- A They should always want to make the world a better place.
 B They should be brave.
 C They should be honest.
 D They should have the ability to question their decisions.
- Q6** Why is it so important that superheroes should have a weakness?
- A to make the stories more interesting
 B so they can lead double lives
 C so that it's easier to identify with them
 D to make them less perfect

0 A B C D

Q1 A B C D

Q2 A B C D

Q3 A B C D

Q4 A B C D

Q5 A B C D

Q6 A B C D

Example 2

Read the text about clichés, then choose the correct answer (A, B, C or D) for questions 1–6. Put a cross in the correct box. The first one (0) has been done for you.

Breeding contempt

Wherein the author relies too much on clichés:

She gave him a deep, melting kiss before falling into his strong arms, swept away by her feelings. Her mind was a whirlwind of conflicting thoughts and emotions. The square-jawed he-man crushed her in a powerful embrace. "My darling, I'll never let you go," he swore. Her knees were weak. The hot-blooded Spaniard had broken through all her defences. He was all she'd ever dreamed of.

The sound of distant gunfire shattered the silence.

Only yesterday, she would have been scared out of her skin. But she had come to see that life was cheap in this banana republic. In the back of her mind, Melinda knew she would never be at home here, but she would stay by the side of his Latin love, who had stolen her heart.

Clichés become clichés for a reason. At some point in time, every cliché was a fresh or surprising turn of phrase, and it expressed something so well that it entered the language as a unit of meaning, in many cases operating like a single word. Often, one of the boilerplate phrases is perfectly acceptable. To say that somebody is "top-dead or gone" conveys an idea without distracting attention from the general thrust of the narrative.

There is a critical point, however, at which the constant use of off-the-shelf phrases saps the life from your writing. Because they are so familiar, these phrases are drained of even the meaning of the individual words that make them up. We skip over the phrase "pretty as a picture" without picturing anything; at best, it means no more than the word "pretty" alone, and at worst, nothing at all.

Clichés and common expressions also offer the potential danger of being too close to the thing to which they refer. They can create a momentary, or even permanent, confusion in the reader's mind as to whether he should take

something literally or metaphorically. If your character has a gimlet eye, we recommend that she drink some other cocktail than a gimlet.

The explorer knew that his trek would be filled with pitfalls.

On the day of the marathon, Joe got out of bed and hit the ground running.

Finally, because of the lowest-common-denominator selection process by which clichés spread, they generally convey only the most ham-fisted ideas and are inappropriate for writing that requires precision or nuance. Clichéd expressions should particularly be avoided when trying to describe key emotions, important actions – anything the reader will want to experience in detail. Clichés paint with broad strokes and are best reserved for the familiar and unsurprising. If that describes the key emotions and important actions in your book – oops!

And in your heart of hearts, you know this is true.



0 Why does the author use the passage of fiction to introduce his article?

- A To show how clichés can bring writing alive.
- B To give the reader plenty of examples of what clichés are.
- C To show the effects of overusing clichés.
- D To make the reader laugh.

Q1 What does the author say about the origins of all clichés?

- A They were invented by people who were bored with existing language.
- B They often had the ability to shock people.
- C They were original and well-written.
- D They were often just single words.

Q2 When is it OK to use a cliché?

- A When it is original.
- B When it's used to describe someone beautiful.
- C When it can be used without really being noticed.
- D If it's intended to make people laugh.

Q3 What happens to clichés over time?

- A They run the risk of losing any real meaning.
- B They become over-used and boring.
- C They become so well-known they are used by everyone.
- D They become forgotten.

Q4 What does the writer suggest about the phrase "pretty as a picture"?

- A It makes us pay attention.
- B No one uses it any more.
- C It has a strong emotional impact.
- D You might as well just say "pretty".

Q5 From the text, what do we learn about the word "gimlet"?

- A It's a cliché.
- B That it's something you wear on your eye.
- C It can be taken both literally or metaphorically.
- D It is a non-alcoholic drink.

Q6 What does the author suggest about using clichés in a novel?

- A They should be avoided at all cost.
- B They can be good for bringing excitement to action scenes.
- C They can help describe important emotional reactions when used carefully.
- D They can be used when you are not trying to do too much with your writing.

	A	B	C	D
Q1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Q2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

True / False / Justification

Example 1

Read the text about what happens to your online presence after your death. First decide whether the statements (1–7) are true (T) or false (F) and put a cross in the correct box. Then identify the sentence in the text which supports your decision. Write the first 4 words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.

In death, who owns your online afterlife?

Along with the explosive growth of email, social media and other online accounts opened around the world in recent years, is a trove of personal digital data most Internet users find easier to leave dangling in cyberspace than to manage carefully and securely.

But what happens to our digital data – and who controls our personal online legacies – when we die? It's a question that raises both legal and ethical concerns, which can leave families and friends frustrated when trying to control a loved one's online afterlife.

Facebook owns all contents

When he took his own life in 2010, Benjamin Stassen, 21, seemed like a carefree, well-adjusted Wisconsin college student. Since his death, his parents have searched, mostly in vain, for clues to help them understand his desperate act. "We've had such an overwhelming experience with Benjamin's death," says Alice Stassen, his mother. "That's why we've tried to pursue some of these social media or email accounts, to try to come to some understanding of what might be happening," says his father, Jay Stassen.

The Stassens were especially keen to access their son's Facebook account, which likely contains many of his private messages. However,

according to the lengthy user agreement Benjamin signed – which, like most people, he probably never bothered to read – the company owns the contents of his accounts.

His father says it was a challenge even to get in touch with the company, much less obtain the access he sought as a bereaved parent. "If you search on the home page of Facebook for an email address, a mailing address, a phone number, a contact person – assist in a situation like we've been in, you will find a dearth of information," Jay says. "And it seems, at this point, that that's by design." The couple got a court order requiring Facebook to grant access, but the company, which declined to be interviewed for this story, has yet to comply.

Online legacy

When Mac Tonnies, 34, died unexpectedly in his sleep in 2009, he left behind many online friends and admirers of his futuristic blog, "Post-Human Blues".

Reading it was both a comfort and a revelation for his mother who, until then, had stayed clear of his online world. "It's very much him. It's his voice," Dana Tonnies says. "He was very opinionated and that all came out in his blog and we have read it from the start. And some of it was a little surprising."

The family says it has been unable to gain control of the website from Google, the blog host. Consequently, the maintenance, which Mac had always done, has stopped and the comment section has filled up with unwelcome advertising. Google did not respond to an interview request.

Tonnies' friend, computer artist Dia Sobin, is angry no one can even step in to clean up the site. "It's really like a desecration to find spam

in the comment section in that blog, which almost has become like a virtual burial plot," Sobin says. "It's like finding dog excrement or a beer can. That kind of tells you about virtual society, too."

Grey area

Attorney John Boucher keeps up to date on digital rights and the law. He is embarrassed to admit that he and his wife have signed many online user agreements without reading them first, and he wouldn't know how to access her accounts. "I have no clue. So there is a dual problem here," he says. "One is people don't think about it. And two, even if they do, they might find they are legally barred from doing it. I personally think there are going to be model laws drafted to deal with all these circumstances. But there's going to be a grey area for the foreseeable future."

Some entrepreneurs have stepped into that grey area, promising consumers a way to take back some control over their digital legacies. One way to do this is by uploading their online accounts and passwords to a digital vault. Companies are

given instructions about which files to destroy and which to pass on to a designated executor when the customer dies.

Taking control

Others, like web developer Mark Plattner, another of Mac Tonnie's friends, take a more independent, technical approach. He recently used a program called "Sitesucker" to download all the contents of Mac's blog. He then uploaded a replica of the blog to a new site under his control. "I am really happy with how it turned out because we have kept his presence online something he was really interested in, a digital legacy ... for people to stumble across and learn about who Mac was and as an artifact of late 20th century, early 21st century thought," Plattner says.

He advises that, whatever one's position on the online rights of individuals versus corporations, planning one's digital legacy is a good idea for everyone in our increasingly wired age. Don't be passive," he says, "and get to work on your online after-life now."

	Statements	T	F	First four words
0	Most people are quite careful with the security of their personal information online.		X	Along with the explosive
Q1	Benjamin Sassen died accidentally.			
Q2	Benjamin's father found it difficult to get in touch with Facebook after his son's death.			
Q3	Mac Tonnie's mother never read her son's blog until he died.			
Q4	Nothing has been added to Mac's blog since he died.			
Q5	John Boucher always read the small print carefully before signing up to things online.			
Q6	Digital vaults allow people to say what is to happen to their online sites after death.			
Q7	"Sitesucker" can be used to make a copy of another website.			

Example 2

Read the text about the night sky and light pollution. First decide whether the statements (1–7) are true (T) or false (F) and put a cross in the correct box. Then identify the sentence in the text which supports your decision. Write the first 4 words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.

City lights outshine stars, obscure night sky

The starry nighttime sky our ancestors knew is disappearing from view for most of the planet's population. Rampant artificial light in many parts of the world has become another urban pollutant, blinding our view of the night sky, blinding ground-based telescopes and threatening the health of humans and the planetary ecosystem. 5

The vanishing night sky is the subject of *The City Dark*, a documentary written and directed by Ian Cheney. "The film begins with a very simple question," Cheney says. "What do we lose when we lose the night and the darkness and the night sky?" That's both a personal and a global question for Cheney, who spent his childhood stargazing on his family's farm in the rural northeastern state of Maine, and came to miss the night sky after moving to New York City as a young man.

"Most kids in the world are now growing up without being able to see the Milky Way galaxy, this band of light that represents the hundreds of millions to billions of stars in our home galaxy that our sun is one of," Cheney says. "And we will see, as our people evolve, what that means, whether that means we have fewer scientists, or fewer poets or fewer philosophers. But I certainly think there is no end to the inspiration you can gain from a beautiful view of the night sky."

Along with inspiration, there is scientific knowledge to be gleaned, as astronomers look to space for clues about the origins of the universe. But direct observation has become nearly impossible in big cities as their light bounces off the dust in the atmosphere and creates a diffuse pinkish glow that can drown out all but a dozen or so of the brightest stars.



"We're limited to how far deep in space we can go," College of Staten Island astronomy professor Irving Robbins says in the documentary. "When you look at the sky, it's like I have a beautiful painting, very nice. But now I come along and erase all of it. I just leave a few spots. That's what light pollution does."

It's easy to understand humanity's love affair with artificial light. For hundreds of thousands of years, all we had was fire and torchlight to help us move about and feel secure at night. In the early 1800s, gaslight was developed to brighten city streets and deter crime. Incandescent light followed late in the century, helping to create an almost perpetually-illuminated urban world.

"If a light isn't lighting anything useful, but instead it's shining into your bedroom window at night or spilling up into the sky, that represents a tremendous waste of energy," Cheney says. "We are burning fossil fuels to create all of this electricity that then is just wasted." Cheney believes shielding outdoor lights so they illuminate only the street below is less intrusive and more efficient.

And while city lights help us see where we're going at night, they actually cause many non-human species to lose their way. For example, migrating birds seem to have a star map encoded in their brains that helps them navigate as they fly north in the spring and south in the fall. When birds fly over cities, they often confuse the artificial lights below with the stars above.

"Since the lights they are looking at are behind glass, they end up, in many cases, running into the glass and they die from a major concussion," says David Willard, a zoologist at the Field Museum of Chicago. "There are estimates out there that go up to a billion birds a year actually running into windows and dying from those collisions."

Too much light also interferes with human circadian rhythms, which depend on 24-hour cycles of darkness and light. Epidemiologist Richard Stevens at the University of Connecticut Health Center says there is evidence linking rising rates of breast cancer in the industrialising world with the growing number of women working night shifts – under artificial light.

"And in fact the International Agency for Research on Cancer, which is part of the World Health Organization, just a couple years ago has now classified shift work as what they call a probable human carcinogen."

Lighting manufacturers are responding to growing demand for bulbs that mimic natural light, and efforts are under way around the world to establish "dark sky preserves", where light pollution is at a minimum.

The City Dark filmmaker Cheney is hopeful the night sky can be saved. "There is something comforting and aesthetically pleasing about our city lights," he says, "we just have to find a way to have them, and our stars, too."

	Statements	T	F	First four words
0	<i>The City Dark</i> is an action film set at night.		X	The vanishing night sky
Q1	As a child, Cheney spent many evenings watching the night sky.			
Q2	Cheney is sure there will be fewer scientists and philosophers in the future.			
Q3	In many large modern cities it is impossible to see any stars at night.			
Q4	Light makes us feel safe in the dark.			
Q5	Cheney would like to see a change in how we use lighting at night.			
Q6	Many birds confuse streetlights with the stars.			
Q7	Cheney fears we will soon lose our night sky forever.			

Sequencing events

Example 1

Read the text about a professional musician trying to get into an orchestra. Put the following events (A–J) into the order in which they took place. There are two extra events that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

Getting recognition

At the beginning of her career as a professional musician, Abbie Conant was in Italy, playing trombone for the Royal Opera of Turin. That was in 1980. That summer, she applied for eleven openings in orchestras throughout Europe. She got one response: The Munich Philharmonic Orchestra. "Dear Mr Abbie Conant," the letter began. In retrospect, that mistake should have set off every alarm bell in Conant's mind.



The audition was held in a museum in Munich, since the orchestra's cultural centre was still under construction. There were thirty-three candidates and each one played behind a screen, making them invisible to the selection committee. Conant was number sixteen. She played Ferdinand David's *Konzertino for Trombone*, which is the standard audition piece in Germany, and missed one note. She thought she wasn't going to pass the audition so went backstage and started packing up her belongings to go home. But the committee thought otherwise. They were floored. Auditions are classic thin-slicing moments. Trained classical musicians say that they can tell whether a

player is good or not almost instantly, and with Conant they knew. After she left the audition room, the Philharmonic's music director, Sergiu Celibidache, cried out, "That's who we want!". The remaining seventeen players were sent home. Somebody went backstage to find Conant. When she stepped out from behind the screen, there was great surprise. They were sure they were going to meet Mr Conant, but instead they walked Ms Conant.

It was an awkward situation, to say the least. Celibidache was an old-fashioned conductor, with very definite and traditional ideas about how music should be played – and about who should play it. To Celibidache, a woman could not play the trombone. The trombone is masculine, the instrument that men played in military marching bands.

There were two more rounds of auditions. Conant passed both with flying colours. Once the rest of the committee saw her in the flesh, all those long-held prejudices began to compete with the winning first impression they had of her performance. She joined the orchestra,

and Celibidache stewed with rage. A year passed. In May of 1981, Conant was called to a meeting. She was going to be demoted to second trombone, she was told. "You know the problem," Celibidache told her. "We need a 50 man for the solo trombone."

Conant had no choice but to take the case to court. The orchestra argued, "The plaintiff does not possess the necessary physical strength to be a leader of the trombone section." Conant was 55 sent to the Gautinger Lung Clinic for extensive testing. She scored well above average. The case dragged on for eight years until finally she was reinstated as first trombone.

But then another round of battles began because 60 the orchestra refused to pay her on the same scale as her male colleagues. She went to court again, this time knowing she would win. And she did. She won on every charge because she could make an argument that the orchestra 65 could not prove wrong. Sergiu Celibidache, the man complaining about her ability, had listened to her play under perfect objectivity, and in that unbiased moment, he had said, "That's who we want!". Abbie Conant was saved by the screen

- A Abbie proved her lungs are as good as any man's.
- B She was invited to one audition.
- C Abbie entered another fight over her salary.
- D Abbie lost her job as lead trombonist.
- E She started legal proceedings against the orchestra.
- F Abbie performed badly in two further tests.
- G Abbie started to get ready to leave the audition.
- H She got a job with a different orchestra.
- I Abbie was called to meet the committee.

J Abbie Conant looked for a job with a new orchestra.

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7
J							

Example 2

Read the text about a woman who had a terrible accident. Put the following events (A–K) into the order in which they took place. There are two extra events that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

I walked back to happiness

by Dawn Flood



The whole thing started simply enough. Steve and I had so much in common: love of music, going out and, most of all, motorbikes. So when we decided to get married, I asked a friend who had a motorised trike to take me to church. It was November 2002. The day came, the house was full of bridesmaids and friends. The trike arrived and I was on Peter and I set off.

We were round the corner from the church when my backside started slipping from the seat. The harder I tried to push myself back, the farther I went. My long white wedding dress had been dragged into the mechanism, taking my legs with it. I hadn't felt a thing. I must have passed out, as the next thing I remember is a bunch of people around me and a far-away feeling. I knew something wasn't right, but I didn't know what.

Peter rang for an ambulance. Sean, my best friend who'd been in a taxi ahead of us, tied a scarf round one of my legs to slow the blood loss. Laura, my other bridesmaid, went to the church to fetch Steve. From where I lay, so much seemed to be happening. There were police cars, ambulances, fire engines. There were things going in my arms and on my face. It started to rain and I was so cold. I remember asking Steve if we were still getting married. He said we were, that the church had delayed it for 15 minutes. Some 15 minutes.

When the surgeon arrived, he decided to amputate both legs where I lay. They were still stuck in the tricycle. Even though I remember hearing a strange noise like a saw, I had no idea they were cutting off my legs. My strongest memory is of a solitary seagull overhead. It wasn't until I came round, in hospital, that the surgeon told me what they'd done.

I was put on morphine, was catheterised and had drips and oxygen. Steve, still in his wedding suit, never left my side. I don't think I realised what had happened, definitely not that I no longer had legs. My neck had gone into spasm; my head leaned to the right. I drifted everywhere. My left hand had turned into a fist and I dropped everything.

After two weeks and three days, I was allowed home. Our lounge became the bedroom, the dining room the living room; for six months we lived in darkness to stop the press taking photos; their cameras were up against the windows. We didn't have a private life any more, yet neither of us knew what was going to happen – if we would stay together, even.

I started drinking more – and more. A litre of vodka a day. Anything to block the pain. While it worked at the time, I became bad-tempered and violent. I'd ram my wheelchair into ³⁵ doors, try to run over Steve's legs. I was angry, more with myself than anything. Steve told me to choose between him and the drink.

So we moved to a lovely bungalow, two minutes from the sea, which our dogs love. We'd go there late at night and sit watching the stars and listening to the sea. We never seemed to talk about the accident. It was easier like that. But I knew I wanted to marry Steve and walk ⁴⁰ down the aisle.

I cried plenty along the way, mostly out of anger that I couldn't make my body do what I wanted. At night, I had to hold on to Steve just to turn over. If he touched my stumps in his sleep, I screamed. Still do sometimes.

At the hospital, when the physiotherapist brought in my artificial legs she left us alone and ⁴⁵ we sat there and cried. They looked like something out of a sci-fi movie. But I felt so tall after three months in a chair, and the thought of walking again didn't seem so impossible. A few months on, I progressed to new legs, with feet and toenails, and then a "floppy" knee, so I look more ladylike when I walk.

We decided we'd come through the worst and set a date. On July 30 this year, I woke up so ⁵⁰ calm. I had make-up and hair done, then lay on the bed to wiggle into the "legs".

When we arrived at the church, by car, I knew I was safe. It was about 20 steps from the chair to where I'd see Steve. From the moment I turned down the aisle, I didn't take my eyes off him: I knew I couldn't have made it without him. The phones and TV people were there, ⁵⁵ but it was as if there was just the two of us.

People think I've walked, that's it. I'll be moving about normally. But you can't do it. I still get frustrated, and haven't fully accepted what happened to me. But I don't think our story is unique: if you love someone that much, nothing else matters.

- A Even years later, Dawn finds it difficult to accept what has happened to her.
- B She finds her life being invaded by the media.
- C Dawn loses control of parts of her body.
- D Dawn's legs had to be amputated.
- E She has an argument with her parents.
- F Dawn gets married.
- G Dawn awakes on the road to find herself surrounded by people.
- H Dawn sets off for the church with her son.
- I She watches a bird flying above her.
- J One of Dawn's wedding party tries to help with the injury.
- K Dawn is interviewed by journalists.

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
H								

Short answers: answering questions using a maximum of 4 words



Example 1

You are going to listen to a recording about messages in bottles. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1–9) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.



A MESSAGE IN A BOTTLE

0	Who was Theophrastus?	an ancient Greek philosopher
Q1	Where was Christopher Columbus returning from when his ship ran into problems?	
Q2	What was the message that he threw into the sea?	
Q3	What could happen to people who uncorked bottles without permission in 16 th century England?	
Q4	What happened to the eighty-eight people off the coast of Costa Rica?	
Q5	Where did the fishermen find the message in the bottle?	
Q6	How do balloon messages travel?	
Q7	Name one of the reasons why balloon messages are better than messages in bottles.	
Q8	Why were the original messages in bottles?	
Q9	What does the Voyager Golden Record have on it?	



Example 2

You are going to listen to a recording about teenagers and music. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1–10) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.



WHAT MUSIC DO YOU LISTEN TO?

0	According to a recent study, which age group buys the most music?	people over twenty
Q1	What does Dan read music magazines for?	
Q2	Where does Dan check out the music from groups he thinks sound interesting?	
Q3	What does Dan do if he really likes a group's music?	
Q4	How often does Dan go and see live music?	
Q5	What does Paul listen to the most?	
Q6	Who does he sometimes borrow music from?	
Q7	What does he prefer to music?	
Q8	Where does Jade get her musical influence from?	
Q9	When does Jade listen to music?	
Q10	How does her friends' musical taste differ from hers?	

Short answers: completing sentences using a maximum of 4 words



Example 1

You are going to listen to a recording of a radio show called *A Likely Story*. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–8) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.



FACT OR FICTION?

0	The weather in Huddersfield is a ... this morning.	It was wet and cold.
Q1	The story starts with ... at different hospitals.	
Q2	The symptoms of their disease included rashes, a high ...	
Q3	What the women had in common is that they had all been ...	
Q4	A health visitor found ... underneath a toilet seat.	
Q5	Its poison can take up to ... it stops working.	
Q6	A man was also taken to hospital with a ... at the top of his leg.	
Q7	Since the mystery was solved ... have been found on flights from South America.	
Q8	People are being warned to ... before they use them.	



Example 2

You are going to listen to a recording about teenagers and being on your own. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–8) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.



DO YOU LIKE BEING ON YOUR OWN?

0	Friends are ... teenagers than they are to adults	more important to
Q1	Alex doesn't like being on his own for ...	
Q2	When he is on his own, Alex fills the time with things like ... and going for walks.	
Q3	Alex thinks that being on your own can help you to make ...	
Q4	Liz really ... on her own.	
Q5	She couldn't live without ...	
Q6	She would use time alone to ... and think about her future.	
Q7	Harry's favourite thing to do when he is by himself is ...	
Q8	Harry wouldn't like to watch ... on his own.	



Example 3

You are going to listen to a recording of a radio show called *Our Heritage*. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–8) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.



OUR HERITAGE – WHAT WILL YOU CHOOSE?

0	The <i>Our Heritage</i> project is ... that tell us about our everyday life.	a collection of items
Q1	Belinda's suggestion is a ... <i>Titanic</i> .	
Q2	She feels video is important as it allows people to ...	
Q3	She also wants to include <i>Titanic</i> for ... reasons.	
Q4	Mike wanted to suggest ... but decided upon ... instead.	
Q5	He claims that ... important thing we have.	
Q6	Mike thinks that there will be big changes in ... in the near future.	
Q7	The presenter suggests ... on the tin of tomatoes.	
Q8	To get more information about the show, you can ...	

Matching sentence halves



Example 1

You are going to listen to a recording about Roger Daltrey from the rock band The Who. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–8) with the sentence endings (A–K). There are two sentence endings that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.



THE STORY OF ROGER DALTREY

0	Roger Daltrey started his first band when he was ...
Q1	For a while he was in a band and he ...
Q2	Daltrey has never really believed he ...
Q3	His big break came when ...
Q4	Daltrey was famous for ...
Q5	After Daltrey starred in <i>Tommy</i> , he ...
Q6	Daltrey has had a career ...
Q7	In 1983 The Who finally ...
Q8	In 1994 Daltrey ...

A	... worked in a factory.
B	... realised he could do more than just sing.
C	... decided to split up.
D	... for being difficult to work with.
E	... celebrated his birthday with a reunion gig in the USA.
F	... playing around with his microphone on stage.
G	... The Who became The Who.
H	... had a number one record.
I	... in both music and on screen.
J	... would make a living as a successful musician.
K	... at school with Pete Townshend.

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
K								



Example 2

You are going to listen to a recording about multi-sensory holidays. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–8) with the sentence endings (A–K). There are two sentence endings that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.



A NEW KIND OF HOLIDAY EXPERIENCE

0	The new invention will be of interest to people who want ...
Q1	The multi-sensory holiday simulator allows the customer ...
Q2	The system uses 3D and aroma technologies ...
Q3	Currently customers are only able ...
Q4	A company called Dale Air was asked ...
Q5	If you want to try the simulator you need ...
Q6	By the beginning of next year, Thompson's plan ...
Q7	The new machines are being used ...
Q8	Thompsons hope other tour boards will be encouraged ...

A	... to travel to Leeds.
B	... to book thousands of holidays.
C	... to create a taste of other countries.
D	... to create the smells of Egypt.
E	... to advertise holidays around the world.
F	... to travel but can't afford it.
G	... to visit Egypt via the headset.
H	... to use the machine if they pay.
I	... to experience the sights and smells of other countries.
J	... to work with them.
K	... to have machines in lots of branches.

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
F								

Multiple choice



Example 1

You are going to listen to a recording about a book called *Blink* by the author Malcolm Gladwell. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for questions 1–7. Put a cross in the correct box. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.



IN THE BLINK OF AN EYE

0 Rapid cognition is about

- A measuring fast eye movements.
- B how the brain works when we think quickly.
- C making instant decisions.
- D how to make good decisions.

Q1 Looking at a house you might buy and meeting a new person are similar activities because

- A the first two seconds are less important than you might think.
- B they both involve a lot of thought.
- C the first few seconds can make a big impression on you.
- D you need to be careful not to make bad decisions in the first few seconds.

Q2 In *Blink*, Gladwell

- A studies what happens in our brain when we make snap decisions.
- B encourages us to spend more time making decisions.
- C studies our brains and looks at how we make decisions.
- D doesn't study our brains or look at how we make effective decisions.

Q3 Before she read the book, Annie

- A avoided making decisions.
- B thought the book sounded really interesting.
- C never thought carefully about the decisions she made.
- D thought that you could only make a good decision by taking your time.

Q4 If doctors in Cook County Hospital in Chicago suspect a heart attack, one of the first things they will do is

- A measure your blood pressure.
- B find out how old you are.
- C have a good look at your medical history.
- D weigh you.

Q5 Many of us think that tall people

- A are good at making decisions.
- B are good readers.
- C are good at business.
- D are bad motivators.

Q6 Annie thinks that *Blink*

- A covers too many different points.
- B was really interesting throughout.
- C was too long.
- D was too similar to Gladwell's other books.

Q7 Jon liked *Blink* because

- A it made him think a lot.
- B it is well-written.
- C it was very scientific.
- D it made him feel intelligent.

0 A B C D

Q1 A B C D

Q2 A B C D

Q3 A B C D

Q4 A B C D

Q5 A B C D

Q6 A B C D

Q7 A B C D



Example 2

You are going to listen to a recording about biogerontology. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for questions 1–7. Put a cross in the correct box. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.



HOW TO LIVE FOREVER

0 Biogerontology is concerned with

- A seeing how long human beings can live for.
- B increasing happiness in our daily lives.
- C making life fairer for people all over the world.
- D how humans can live better for longer.**

Q1 The main obstacle that biogerontology faces is

- A money.
- B whether or not it is ethical.
- C a lack of scientific ability.
- D religious support.

Q2 The professor is

- A a cautious supporter of biogenetics.
- B against biogerontology.
- C a supporter of biogerontology.
- D a leading researcher into the area of biogenetics.

Q3 The professor imagines a scenario which involves

- A a woman and her grandson.
- B five generations of the same family meeting up for a wedding.
- C a boy with his great-great-grandmother.
- D two members of the same family with an age difference of about 40 years.

Q4 The main difference between the boy and the woman in the professor's example is

- A their age.
- B their physical fitness.
- C their mental fitness.
- D the ageing process of their bodies.

Q5 The professor expects the necessary science to be ready sometime

- A in the very near future.
- B in the next decade.
- C in the next twenty years.
- D early in the next century.

Q6 Food will play an important part because it will

- A give us the extra energy we will need.
- B help heal our bodies.
- C not give us extra energy and heal our bodies.
- D stop us from getting older.

Q7 Diseases in the future will be fewer because

- A medicines will be much better.
- B people will look after themselves much better.
- C gene transplants will be a reality.
- D we will be able to stop them before they start.

0 A B C D

Q1 A B C D

Q2 A B C D

Q3 A B C D

Q4 A B C D

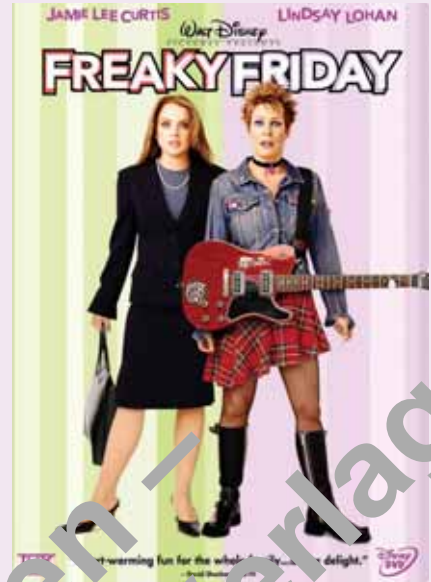
Q5 A B C D

Q6 A B C D

Q7 A B C D

Example 3

You are going to listen to a film review of *Freaky Friday*. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for questions 1–7. Put a cross in the correct box. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.



PLAYING MOM FOR A DAY

0 Before he saw the film, the reviewer

- A had a prejudice against it.
- B was really looking forward to it.
- C knew very little about it.
- D was worried that he'd be too old for it.

Q1 When it comes to remakes, the reviewer

- A usually prefers the new version.
- B always enjoys seeing how they differ to the original.
- C doesn't seem to like them.
- D thinks they should be better than the new version.

Q2 The reviewer changed his attitude towards the film because

- A of a TV interview that he saw.
- B he's a fan of the lead actress.
- C he read a really good review of it.
- D his teenage daughter was really keen to see it.

Q3 The reviewer found the film

- A as interesting as Jamie Lee Curtis had promised it would be.
- B as bad as he feared.
- C didn't live up to its marketing.
- D a lot funnier than he thought it would be.

Q4 With regard to Jamie Lee Curtis, the reviewer

- A has never known exactly what to think of her.
- B has always thought she should just do horror films.
- C really liked her performance in *True Lies*.
- D has always been a fan of the actress.

5 In the film, Curtis plays a mother

- A who stays at home to look after her children.
- B who finds it difficult to move on after the death of her husband.
- C who stays at home and finds it difficult to move on after her husband's death.
- D who neither stays at home nor finds it difficult to move on after the death of her husband.

Q6 As a teenage girl, the mother in the film

- A finds out how nice her daughter's boyfriend is.
- B continues speaking like an adult.
- C experiences how difficult school life can be.
- D writes a book about the experience.

Q7 The only thing the reviewer wasn't too keen on was

- A the length of the film.
- B Lindsay Lohan's performance.
- C some of the dialogue.
- D how the film finished.

0 A B C D

Q1 A B C D

Q2 A B C D

Q3 A B C D

Q4 A B C D

Q5 A B C D

Q6 A B C D

Q7 A B C D

Banked gap fill

Example 1

Read the text about animal experimentation. Some parts of the text are missing. Choose the correct part (A–O) for each gap (1–12). There are two extra parts that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

ANIMAL EXPERIMENTATION: GOOD OR BAD?

Imagine the following (0)... You are, and have been for many years now, a staunch defender of animal rights. Clearly you are firmly against any kind of animal experimentation (Q1)... Then one day your doctor tells you that unless you undergo an immediate heart transplant, you will die. They perform a successful operation and you are given (Q2)... years of healthy living. How do you feel knowing that you are only alive because of a technology that was developed through the (Q3)... animal experimentation?

This, (Q4)..., is perhaps the most convincing argument in defence of the use of animals in scientific research and it is, clearly, a hard one to refute. Even if we are (Q5)... unlucky as to need such major surgery, we all reap the benefits of medical advances. Most of these would take you a longer (Q6)... at all, it was not for animal testing. It is very easy to stand up and criticise the scientists for conducting their tests on monkeys (Q7)... without really taking into consideration how (Q8)... their work does to improve the qualities of our lives.

On the other hand, animals are living creatures and undeniably have their own rights to life. They are, unfortunately, (Q9)... used in research that is completely unnecessary and does nothing for the general good of mankind. I include in this category cosmetic products and cigarettes. I believe it is becoming (Q10)... difficult to defend this practice. However, there are still plenty of people who would like to see a veto on all animal cruelty.

There is no doubt that this is a complex issue and it has divided both scientific and public opinion (Q11)... Indeed, it is probably one of the most controversial issues of our time. Perhaps because there are so many convincing arguments on both sides, I find it hard to know (Q12)... my own feelings lie. Although I could clearly support a stop to pointless testing, I am not sure I could go along with a total ban.



- A and rats
- B extensive use of
- C far too often
- D for many years now
- E for scientific research
- F in the long run
- G more and more
- H much
- I not so
- J of course
- K or even never happen
- L plenty more
- M probably the most
- ~~N~~ scenario
- O where

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
N												

Example 2

Read the text about a TV documentary series called *30 Days*. Some parts of the text are missing. Choose the correct part (A–O) for each gap (1–12). There are two extra parts that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

IN SOMEONE ELSE'S SHOES

Morgan Spurlock made a splash with his documentary film about (0)... industry: *Super Size Me*. His new effort is a six-part TV series called *30 Days* which is more ambitious, (Q1)... and very engaging. The show demonstrates Spurlock's interest in how the other half lives. Here, (Q2)... defined along a half-dozen broad lines dividing America, e.g. poor vs. rich, black vs. white.



Spurlock hosts the series and is the lab rat in the first experiment – living on the minimum wage for (Q3)...

The other instalments feature ordinary citizens willingly plucked out of their usual existence to plunge for one month into another lifestyle.

While TV (Q4)... the walk-in-my-shoes card before, the executive producers of *30 Days* aim for a meatier presentation. Each episode is full of facts and figures. Still, the whole effort might have proved gimmicky and over-sentimental, beginning with the first show: A rich filmmaker living on minimum wage for 30 days? That sounds really boring.

(Q5)... and we see, Spurlock and his fiancée, Alexandria Jamieson, go to live in Columbus, Ohio and to survive on the current national minimum wage (Q6)... We see Spurlock and Jamieson find a grotty apartment with insufficient heat, then negotiate with the manager to organise (Q7)... their security deposit. They get jobs (as kitchen worker and cleaner / general helper), share a bus pass and just survive. The precariousness of their existence hits when Jamieson gets a stomach infection, Spurlock's arm swells up from the landscape work (Q8)... , and both have to visit the emergency room because the free clinic is so overcrowded.

The beauty of *30 Days* lies in the detail. You can feel the freezing Ohio winter pressing in as Spurlock and Jamieson (Q9)... that take forever to come. There's the humiliation of becoming financially suspect: suddenly, everyone wants security deposits. (Q10)... , the show is never boring. Spurlock is quietly appalled rather than preachy. (Q11)... the most affecting moments actually stem from small kindnesses, like the free store where Jamieson and Spurlock finally get some furniture.

Like most documentary efforts, *30 Days* tries to make a case rather than be impartial. But there's an important goal here: it is to open our minds (Q12)... to the world beyond our living room walls.

- | | | | | | | | |
|---|-----------------|---|-------------------|---|-------------------|---|-------------------|
| A | but it works | E | is watched by | I | on the other hand | M | the other half is |
| B | has played | F | just a bit | J | payments of | N | thirty days |
| C | he's been doing | G | less exaggerated | K | some of | O | wait for buses |
| D | however | H | of \$5.15 an hour | L | the fast food | | |

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
L												

Example 3

Read the text about rock opera. Some parts of the text are missing. Choose the correct part (A–O) for each gap (1–12). There are two extra parts that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

THE BEGINNING OF ROCK OPERA

During the 1960s, The Who developed a huge fanbase by playing fast-moving rock and roll numbers like *My Generation* and *Magic Bus*. But their main songwriter, guitarist Pete Townshend, had bigger ideas than (0)... singles. In an interview with *Rolling Stone* magazine, he let slip that he was working on a (Q1)... rock opera. This was *Tommy* (1969), the first commercially successful rock opera and a major landmark (Q2)...



Tommy told (Q3)... of a young man who is deaf, dumb and blind, but has an amazing ability to play pinball – one of the songs (Q4)..., *Pinball Wizard*, was a considerable hit. This was one of the first times that a rock album had been based on telling a story – like opera does – rather than (Q5)... individual, stand-alone songs. *Tommy* was a commercial success and went on stage in Broadway before being (Q6)... a film starring The Who's lead singer, Roger Daltrey, and singer-songwriter Elton John. Townshend followed this up (Q7)... with his second rock opera entitled *Quadrophenia*, also made into a film, but perhaps not getting quite as much acclaim (Q8)...

Ten years later, Pink Floyd enjoyed huge success with the rock opera *The Wall*, written primarily by Roger Waters, which became the third best-selling album (Q9)... with *Tommy*, *The Wall* has been staged both by Pink Floyd (1980–81) and Waters (1990) as an incredibly elaborate concert, with Waters' version (Q10)... at the Berlin Wall.

Anyone interested in (Q11)... rock music needs to have heard these albums, since they were hugely influential on bands (Q12)..., such as Green Day and their 2004 release, *American Idiot*.

- A a set of
- B as his first effort
- C because of the
- D full-length
- E in modern music
- F in 1973
- G just making
- H made into
- I of all time
- J on the album
- K taking place
- L that came after
- M the development of
- N the story
- O which meant that

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
G												

Example 4

Read the text about jealousy. Some parts of the text are missing. Choose the correct part (A–O) for each gap (1–12). There are two extra parts that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

HOW TO BEAT THE GREEN-EYED MONSTER

First of all, jealousy isn't necessarily a sign you have the self-esteem (0)... or that you're insanely insecure; scientists believe we developed jealousy as an evolutionary defence. Without jealousy and (Q1)... possessiveness, we wouldn't care enough to protect our family from invading tribes. Some psychologists even speculate that jealousy is (Q2)... a sign of high self-esteem, and the fact that you demand a lot from your relationships. Whatever (Q3)..., the truth is that jealousy only becomes an issue when it causes you to act in ways that damage your relationship. (Q4)... when you're in the middle of the green mist, you can't tell that you're being destructive. Here are a couple of points to help you.

Confess your jealousy – to yourself

(Q5)... jealousy often feels like something else. You might tell yourself you're "justifiably angry" that your partner is staying for after-work drinks again, or laughing too much (Q6)..., or spending too much time at the gym. You might start picking apart the relationship, looking for reasons to leave. Stop! The first step to overcoming jealousy is to admit (Q7)... . Feel the fear, look at yourself in the mirror and say, "Wow. I feel really butt-kick jealous right now." Acknowledging (Q8)... is a good way of isolating them. Just sit with the feeling and don't act on it.

Consider why you feel jealous

Do you have (Q9)... reasons to mistrust your partner's fidelity, or are you just being down on yourself? Are you usually prone to feeling this way, or just with this person? Do you somehow feel they're out of your league, and will leave (Q10)..., or do you believe you have nothing to offer anyone? If you always feel jealous, (Q11)... seek counselling. But if it's just this once, then ask yourself why you've put this particular partner on a pedestal. Are you feeling down about yourself (Q12)...? Are you unhappy with your career, appearance, social life? Take positive, practical steps to improve how you see yourself.



- | | | | |
|-----------------------------------|-----------------------|---------------------------|------------------------|
| A a certain amount of | E before doing | I most difficult | M you believe |
| B actually | F but often | J of a dustbin | N you feel it |
| C an attack of | G genuine | K right now | O your emotions |
| D at the first opportunity | H it's time to | L with that blonde | |

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
J												

Open gap fill

Example 1

Read a text about *The Guinness Book of World Records*. Some words are missing. Write the missing word that fits each gap (1–9) in the spaces provided. Use only one word per gap. The first one (0) has been done for you.

The Guinness Book of World Records

In 1954, Sir Hugh Beaver, the managing director (0)... Guinness Breweries, was on a hunting trip and became fixated with establishing which was the fastest game bird in Europe. This argument led to the realisation (Q1)... there was no entity that collected this kind of information – so he created it (Q2)... . With the help of two fact-finding twins, Norris and Ross McWhirter, he published 1,000 copies of the record book and gave them (Q3)... at bars across the UK. (Q4)... the end of the year, the demand for the book was so great that it was reprinted and sold to the public. It was the best-selling book of the year. Although it started with a commonplace question about the fastest

bird, *The Guinness Book of World Records* is now known for collecting the world's (Q5)... unimportant and bizarre records. But, at (Q6)... your average Joe now has a chance to have his name printed in the best-selling copyrighted book series of (Q7)... time – if he's willing to be on hold for a couple hours (which is hard if you're the World's Most Impatient Man) and slow through the paperwork (which is hard if you have the World's Longest Fingernails). (Q8)... it's hard to stand out amongst so many records, people continue to go (Q9)... a lot of trouble to become footnotes to footnotes in the annals of history.

0	of
Q1	
Q2	
Q3	
Q4	
Q5	
Q6	
Q7	
Q8	
Q9	

Example 2

Read the text about the 2014 FIFA World Cup in Brazil. Some words are missing. Write the missing word that fits each gap (1–9) in the spaces provided. Use only one word per gap. The first one (0) has been done for you.

July 8, 2014

It's unlikely that any team has played a World Cup under more pressure (0)... Brazil this summer. But for sure, no team ever fell apart more quickly or completely than Brazil, who were blown away in a 7-1 semi-final loss to Germany. The Germans now advance to a World Cup final for the second (Q1)... in four tournaments. On Sunday, they will play the winner of the second semi-final (Q2)... Argentina and the Netherlands. Brazil, meanwhile, will play the loser of that game in the third-place match on Saturday. It will take every (Q3)... of courage and resolve for Brazil to show up for that game, given (Q4)... it has dealt with over the last month.

With the government (Q5)... spent a record \$11.5 billion to put on this tournament, Brazil's national team (Q6)... expected to win the title to justify the cost. But that proved to be too (Q7)... a burden for this young team to carry. Twice, coach Scottar had to call in a psychologist to counsel his players, many of whom cried openly on the field during Brazil's tense penalty shootout with Chile.

When they were forced to play Germany (Q8)... their most dangerous striker, Neymar, and Thiago Silva, their captain, the players finally cracked, conceding (Q9)... goals in the first 29 minutes than they had allowed in the five games leading up to the semi-final.

0	than
Q1	
Q2	
Q3	
Q4	
Q5	
Q6	
Q7	
Q8	
Q9	

Example 3

Read the text by Canadian Bob Kull, who spent one year living on his own on a remote island off the coast of Chile. Some words are missing. Write the missing word (1–9) in the spaces provided. Use only one word per gap. The first one (0) has been done for you.

I have been here for four and a half months now, and (0)... a couple of days ago the solitude was complete. I often think I hear human sounds, but it is always the wind in the trees or the sea crashing among the rocks. I also frequently think I hear the sound of a motor, but it turns (Q1)... to be the kettle boiling, or the wind generator humming, or the roar of a distant waterfall. But a (Q2)... of days ago the sound I heard really was a motor. The man from the National Park Service, who is in (Q3)... of this whole huge area came by. He lives in the neighbouring park. There are four employees for this area of islands and peninsulas and fjords. Other than myself, there is simply no one (Q4)... here. But it feels so natural to be here that I don't often think about the solitude unless I stop to remember and reflect on how truly fortunate I am to be (Q5)... to be here like this. If I had never come here, I (Q6)... know how valuable solitude is. So I had company for a while. The ranger and his three assistants dropped by to see my set-up. They liked what I've built and said they (Q7)... it will still be here after I've left them, a dilemma. It would be much easier for me to leave it, and after all the work building it, I sort of hate to tear it back down. But, I (Q8)... like to leave the area as much like I found it as possible when I go. When my visitors were ready to leave, I was ready too. I was, surprisingly, happy enough to have the company for a while, and was also happy to be (Q9)... my own again once they had gone.

0	until
Q1	
Q2	
Q3	
Q4	
Q5	
Q6	
Q7	
Q8	
Q9	

Example 4

Read the text about musical tastes. Some words are missing. Write the missing word that fits each gap (1–9) in the spaces provided. Use only one word per gap. The first one (0) has been done for you.

Virtual Lab throws Light on Musical Mystery

Why is it that a song such as *It's Chico Time* can make it all the way to the (0)... of the charts, while a critically acclaimed album by a member of the Beatles can (Q1)... almost unnoticed? What are the most influential factors in people's choice of music? Does quality in music matter?

In an (Q2)... to find out the answer to these questions, researchers have created a virtual music market where participants are invited to listen to, rate and download

music. So (Q3)... more than 14,000 people have signed into Columbia University's music lab to consider songs from (Q4)... unknown artists as Miss October, Sum Rana and Silverfox. Each person is unknowingly placed in an "independent" or a "social influence" group. Those in the independent group (Q5)... simply shown a list of artists and songs. They then choose from the list and they give each one a rating from one (I hate it) to five (I love it). These results are (Q6)... to establish a quality control. In the "social influence" group, participants are shown exactly the same list of artists and songs, but

they are also given information on how many times each song has (Q7)... downloaded – in other words, its popularity.

And the results? Well, researchers found that in the "social influence" group, songs that had high download figures continued to prove the (Q8)... popular. Those with few downloads remained at the bottom of the pile. This is proof that most of us base our own musical choices on (Q9)... we believe is popular with others. And this, of course, explains why someone like Chico can find himself riding high in the nation's charts.

0	top
Q1	
Q2	
Q3	
Q4	
Q5	
Q6	
Q7	
Q8	
Q9	

Editing

Example 1

Read the text about "Invisibles". In most lines there is one word that should not be there. Write that word in the space provided at the end of each line. 3–5 lines are correct. Indicate these lines with a tick (✓). There are two examples (0, 00) at the beginning.

<p>Invisibles</p> <p>I read a fascinating article about Invisibles the other day, They are those people who do the work behind of the scenes. If they do their jobs well, you won't never notice that they are even there. If they get it wrong, the results can to be disastrous. They are the anaesthetists in the doctors' surgery, the sound engineers at the concerts, and while it is the doctors and the rock stars who get all the adulation, they couldn't do their jobs without of the help of the Invisibles.</p> <p>In an age in which self-promotion has been become everything, it might seem difficult to understand why anyone would want to do such a low-profile work but while the rest of the world are singing their own praises on Twitter and Facebook, the Invisibles are more happy to go along unnoticed, almost oblivious to the opportunities the social media offer to further their cause. After all that, it's not everyone who wants to be the centre of attention, which is just about as well for the rest of us.</p>	<p>✓ 0</p> <p>of 00</p> <p>..... Q1</p> <p>..... Q2</p> <p>..... Q3</p> <p>..... Q4</p> <p>..... Q5</p> <p>..... Q6</p> <p>..... Q7</p> <p>..... Q8</p> <p>..... Q9</p> <p>..... Q10</p> <p>..... Q11</p> <p>..... Q12</p>
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Example 2

Read the text about plastic surgery. In most lines there is one word that should not be there. Write that word in the space provided at the end of each line. 3–5 lines are correct. Indicate these lines with a tick (✓). There are two examples (0, 00) at the beginning.

<p>Plastic surgery</p> <p>A friend of mine's mother had a facelift a few years ago and at the time, I have to admit to she looked a lot better. She had quite a lot of wrinkles for her age and the surgery definitely made her look more younger. In fact, I even joked with my mum about her doing the same thing. But then my friend's mum started having done silicone injections every month in her cheeks to make her cheekbones look higher. These injections affect on people in different ways. Immediately following the injections, her face would be swell, but the silicone would always go down the next day and she still looked OK. However, over a time the shape of her face started being changing and it didn't look good. She started to look like someone who'd had understood bad cosmetic surgery. We all wish she would stop, but she still does it, even though she looks awful. I think the most problem is that she's addicted and can't see what it's doing to her. I'm glad my mum didn't take my advice and have the same treatment herself.</p>	<p>✓ 0</p> <p>to 00</p> <p>..... Q1</p> <p>..... Q2</p> <p>..... Q3</p> <p>..... Q4</p> <p>..... Q5</p> <p>..... Q6</p> <p>..... Q7</p> <p>..... Q8</p> <p>..... Q9</p> <p>..... Q10</p> <p>..... Q11</p> <p>..... Q12</p>
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Example 3

Read the review from a TV guide. In most lines of the text there is one word that should not be there. Write that word in the space provided at the end of each line. 3–5 lines are correct. Indicate these lines with a tick (✓). There are two examples (0, 00) at the beginning.

TV Cops – The real heroes	
<i>TV Cops</i> is back for a second season, which is not surprising as the first series was an instant hit. For anyone who hasn't been seen it, the show follows teams from the LAPD as they face life-threatening situations on a daily basis. Of course, it's not all just even wild car chases and looters smashing shop windows. Occasionally there's a more gentler side to police work and it's good to see by that the Force still comes in handy when it comes to things like giving directions or helping up with lost dogs and cats. At a time when TV is flooded with reality shows, you may ask if we really need another one. Generally speaking, I'd say no. But I'll make an exception for <i>TV Cops</i> . Clearing up the streets of LA of drug dealers, vandals, armed robbers and other such foes makes for very exciting television indeed. Many of reality shows depend on sudden twists to keep their audiences interested. Not <i>TV Cops</i> . There is no any make-believe here. This is real. What you see is what you will get. I know, I should be spending my time doing more useful things, but I'm addicted.	✓..... 0 been..... 00 01 02 03 04 05 06 07 08 09 10 11 12

Example 4

Read the text about the British Lawn Mower Museum. In most lines of the text there is one word that should not be there. Write that word in the space provided at the end of each line. 3–5 lines are correct. Indicate these lines with a tick (✓). There are two examples (0, 00) at the beginning.

British lawn mowers	
In 1820, Edwin Beard Budding, who was working in a cotton mill in Stroud Gloucestershire, invented a machine for to cut cloth. He then had the idea to use it for cutting grass. People thought he was mad so far he tested the machine at night so no one could see him. Nearly after 200 years later, his invention, the lawn mower, is the subject of its very own museum. Started by ex-racing champion Lester Radam, the British Lawn Mower Museum attracts the visitors from all over the world and offers a fascinating introduction into the history of every gardener's best friend. From the mowers of the rich and famous for (Prince Charles and Diana, Princess of Wales, both included here) to a selection of some of the most expensive grass-cutting machines that ever built, the museum houses probably the most largest collection of lawn mowers in the world. The museum also boasts some of the world's fastest machines which have been the feature of a television programme. The museum which also has its own repair shop where you can get your own mower fixed by.	✓..... 0 for..... 00 01 02 03 04 05 06 07 08 09 10 11 12

Multiple choice

Example 1

Read the text about Bob Kane and Bill Finger, the creators of Batman. Some words are missing. Choose the correct answer (A, B, C or D) for each gap (1–8). Write your answers in the spaces provided. The first one (0) has been done for you.

A SHOE SALESMAN MADE BATMAN WHO HE IS TODAY

Superman beat Batman. (0)... specifically, it was the huge success of the comic books featuring the mighty visitor from a distant planet (Q1)... got editors at National Publications looking for a superhero (Q2)... their own. In 1939, artist Bob Kane came up with "the Bat-Man", a crime fighter that drew upon influences as varied as Douglas Fairbanks (the swashbuckler) and Leonardo Da Vinci (the inventor). Kane's original conception (Q3)... the character wearing a small pair of wings and a "domino mask" like that worn by the Lone Ranger.

It was Kane's writing partner, an ex-shoe salesman named Bill Finger, who suggested the (Q4)... we now associate with Batman: the cowl mask and scalloped cape. More significantly, it was also Finger who came up with the notion that Batman should be a hero who (Q5)... by on his wits and intelligence. "I made Batman a superhero-vigilante when I first created him," Kane later said. "Bill turned him into a scientific detective."

Batman, of course, went (Q6)... to become a huge success and a fixture on our pop culture landscape. Kane, who signed away ownership, eventually got his recognition – all Batman stories now (Q7)... the words "Created by Bob Kane". Sadly, Finger's rather significant contributions are mostly unnoticed – his contract did not give him any on-page credits. Even Kane minimised his collaborator's efforts, though he expressed sincere (Q8)... years after Finger's death in 1974.

- 0 **A** More B Talking C Being D Most
- Q1 A who B where C what D the
- Q2 A of B on C for D by
- Q3 A had B drew C made D was
- Q4 A model B look C idea D view
- Q5 A survived B won C got D lived
- Q6 A forward B over C on D through
- Q7 A write B carry C print D say
- Q8 A thanks B sorry C upset D regret

0	A	<input checked="" type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q1	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q2	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q3	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q4	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q5	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q6	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q7	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q8	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>

Example 2

Read the text about a sinking ship. Some words are missing. Choose the correct answer (A, B, C or D) for each gap (1–8). Write your answers in the spaces provided. The first one (0) has been done for you.

POLICE WARN AGAINST SHIP THEFT

Hundreds of people are continuing to (0)... the beaches of Branscombe for cargo from the sinking ship MSC Napoli (Q1)... being told by police that their actions could lead to arrest. Over the last two days people have (Q2)... descending on the north Devon beach and helping themselves to goods from the containers that have been washed ashore. So (Q3)... , the finds have included (Q4)... from disposable nappies to barrels of wine and even BMW motorbikes. Now police have closed (Q5)... the beaches to try and prevent any more items being taken and allow contractors to start cleaning up the beach. They have also (Q6)... that anyone found taking goods from the beach could face legal action. The local coastguards have been quick to (Q7)... the looters and have described their actions as "sheer greed", a view shared by one Swedish woman who watched in (Q8)... as people walked off with clothes and family heirlooms from a container transporting her personal belongings to her new home in South Africa.

- 0 A investigate B look C hunt D search
Q1 A despite B although C whereas D however
Q2 A to be B being C be D been
Q3 A long B far C much D many
Q4 A anything B something C all D nothing
Q5 A down B up C over D out
Q6 A told B persuaded C warned D recommended
Q7 A condemn B condone C confuse D congratulate
Q8 A terror B admiration C upset D horror

0	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input checked="" type="checkbox"/>
Q1	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q2	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q3	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q4	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q5	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q6	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q7	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q8	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>

Example 3

Read the text from a novel called *The Sense of an Ending* by Julian Barnes. Some words are missing. Choose the correct answer (A, B, C or D) for each gap (1–8). Write your answers in the spaces provided. The first one (0) has been done for you.

THE SENSE OF AN ENDING

When we're young, everyone over the age of thirty looks middle-aged, everyone over fifty antique. And time, as it (0)... by, confirms that we weren't that wrong. Those little age differentials, (Q1)... crucial and so gross when we are young, erode. We end up all belonging to the same category, that of the non-young. I've (Q2)... much minded this myself. But there are (Q3)... to the rule. For some people, the time differentials established in youth never really disappear: the elder remains the elder, even when both are dribbling greybeards. For some people, a (Q4)... of, say, five months means that one will perversely always think of himself as herself – (Q5)... wiser and more knowledgeable than the other, (Q6)... the evidence to the contrary. Or perhaps I should say because of the evidence to the contrary. Because it is perfectly clear to (Q7)... objective observer that the balance has shifted to the marginally younger person, the other one maintains the assumption of superiority all the (Q8)... rigorously.

- 0 A comes B walks C goes D leaves
 Q1 A so B as C very D such
 Q2 A always B never C sometimes D often
 Q3 A others B breaks C differences D exceptions
 Q4 A hole B gap C opening D break
 Q5 A be B so C as D for
 Q6 A however B whatever C although D in spite
 Q7 A any B some C few D all
 Q8 A most B many C much D more

0	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input checked="" type="checkbox"/>	D	<input type="checkbox"/>
Q1	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q2	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q3	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q4	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q5	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q6	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q7	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q8	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>

Example 4

Read the text about an enormous phone bill. Some words are missing. Choose the correct answer (A, B, C or D) for each gap (1–8). Write your answers in the spaces provided. The first one (0) has been done for you.

A TRILLION EURO PHONE BILL

A Frenchwoman (0)... received a telephone bill for an amount equivalent to nearly 6,000 (Q1)... the country's annual economic output has had the real amount she owed waived – after finally convincing the company they (Q2)... have made a mistake.

Solenne San Jose, from Pessac in the Bordeaux region of southwestern France, could not believe her (Q3)... when she opened the bill to discover she was being asked to pay 11,721,000,000,000,000 euros to (Q4)... her account.

"There were so many zeroes I couldn't even work (Q5)... how much it was," she said.

San Jose's alarm mounted when operators at Bouygues Telecom told her they could not amend the computer-generated statement or stop the balance from being (Q6)... from her bank account. Only after a series of frantic calls (Q7)... the company finally admit the bill should have been for 117.21 euros.

Bouygues Telecom told AFP the mix-up had been (Q8)... to a printing error and a subsequent misunderstanding between the client and the staff at their call centre.

- 0 A which **B who** C whose D when
- Q1 A larger B bigger C times D more
- Q2 A must B can C can't D mustn't
- Q3 A luck B sight C brain D eyes
- Q4 A open B end C finish D close
- Q5 A out B up C on D in
- Q6 A debited B stolen C credited D confiscated
- Q7 A do B had C did D was
- Q8 A because B due C expected D since

0	A	<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q1	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q2	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q3	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q4	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q5	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q6	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q7	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>
Q8	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D	<input type="checkbox"/>

Word formation

Example 1

Read the text about why Coca-Cola should be banned. Some words are missing. Use the word in brackets to form the missing word for each gap (1–8). Write your answers in the spaces provided. The first one (0) has been done for you.

IF I WERE KING FOR A DAY, I WOULD BAN COCA-COLA

The absolute power to do anything, but for one day only? Hmm. Not enough time to eradicate (0)... (**poor**), find a cure for cancer or ensure parity of esteem between academic and (Q1)... (**vocation**) education. (I could turn my football team into premiership champions, but it's important not to stray into fantasy).

One thing: a single proclamation that required no pandering to public opinion or (Q2)... (**consult**) with focus group. It's simple. I'd ban Coca-Cola and all its offshoots, lookalikes and (Q3)... (**vary**).

I considered restricting my banning order to (Q4)... (**consume**) by the under-25s. Sloshing this sugary chemical into the throats of children has no (Q5)... (**benefit**) effect whatsoever. It neither quenches thirst nor increases energy. It's responsible for damaged teeth, thicker waistlines and lighter purses.

Its eradication would have a positive effect on (Q6)... (**educate**) attainment and improve (Q7)... (**behave**) in the classroom. Ideally, the ban would be accompanied by the introduction of free healthy meals in every primary school.

But why restrict these benefits to children? My power allows me to save those who are adults, too; to push them towards healthier beverages such as rooibos tea and mango juices (or good old Adam's Ale, that marvellous, refreshing drink that's free at the tap and expensive at the supermarket). As king of the world I would make this ban international. The (Q8)... (**excess**) global power of a huge corporation would be removed at a stroke.

0	poverty
Q1	
Q2	
Q3	
Q4	
Q5	
Q6	
Q7	
Q8	

Example 2

Read the text about phishing emails. Some words are missing. Use the word in brackets to form the missing word for each gap (1–8). Write your answers in the spaces provided. The first one (0) has been done for you.

WHY DO WE FALL FOR TERRIBLE EMAIL SCAMS?

A team of (0)... (**science**) recruited a group of 150 students and surveyed them about their online activity. Six weeks later, each received a Facebook friend request from a stranger. Those who accepted – and this was most of them – were then sent a message that was an (Q1)... (**imitate**) of a phishing attack, grammatical errors and all.

It read:

"I got internship from my friend and she's looking for more people urgently!! If you are interested to intern and would like more details, please reply with you Student ID No., UB Email ID, Name, Date of Birth (dd/mm/yy) within the next three days."

The team found that the the students who used Facebook regularly were more likely to fall for the scam and give away their personal information, thanks to a (Q2)... (**flaw**) of complacency and a desire to please.

"Perhaps being connected to a large number of people make it difficult to discern a friend from someone completely (Q3)... (**know**) to you; or frequently interacting with the platform makes individuals more likely to overlook the nuances in the message that might reveal (Q4)... (**betray**)," the authors write.

"Hence, habitual Facebook users appear significantly more likely to be (Q5)... (**attention**) and automatically provide the information requested."

But why are so many phishing emails so deeply unbelievable? Surely (Q6)... (**suspect**) would be aroused when the chairperson of the US Federal Reserve Bank writes: "I have your file and it says that you are yet to receive your \$850,000".

The answer is that the (Q7)... (**implausible**) is a useful tool for the scammers. An entirely believable email would get millions of people falling for the bait – but they would catch on later when the scammers started requesting private banking details. This way, the fraudsters can avoid wasting their time on no-hopers, knowing that any replies they do receive are (Q8)... (**doubt**) from people who are naive.

0	scientists
Q1	
Q2	
Q3	
Q4	
Q5	
Q6	
Q7	
Q8	

Example 3

Read the text about the film *Saving Mr. Banks*. Some words are missing. Use the word in brackets to form the missing word for each gap (1–8). Write your answers in the spaces provided. The first one (0) has been done for you.

SAVING MR. BANKS

In this review, I won't say much about the story of *Saving Mr. Banks*, because that would be (0)... **(consider)**. The film is a portrait of the author of the book *Mary Poppins* and of the (Q1)... **(create)** team at Walt Disney who brought the story to the screen, back in 1964.

This movie has interesting things to say, one of which is to cast an entirely different light on a classic about (Q2)... **(child)**. It's also a powerful (Q3)... **(demonstrate)** of how our early years influence us as adults, sometimes in ways that are (Q4)... **(comprehend)** until we look back on them later.

I found the film very (Q5)... **(enjoy)**. I'm no big fan of Tom Hanks, but he is (Q6)... **(usual)** good in his role as Walt Disney. Emma Thompson as the writer gives, as always, a (Q7)... **(breath)** performance. But the film is (Q8)... **(main)** going to attract a 50+ audience – I don't think teenagers will get out much. But maybe I'm wrong?

0	inconsiderate
Q1	
Q2	
Q3	
Q4	
Q5	
Q6	
Q7	
Q8	

Example 4

Read the text about a possible job interview. Some words are missing. Use the word in brackets to form the missing word for each gap (1–8). Write your answers in the spaces provided. The first one (0) has been done for you.

Dear Ms James,

This letter is an (0)... **(invite)** to you to come for an interview here at Star Management Services on Tuesday, 16 May at 11.00 a.m., to further your (Q1)... **(apply)** to join us as a trainee. We would be grateful if you could let us have (Q2)... **(confirm)** that you are willing to attend. However, should you be (Q3)... **(able)** to come on that day, please do let us know and we will endeavour to find an (Q4)... **(alternate)** date and time.

The purpose of the interview is, of course, to determine your (Q5)... **(suitable)** to join our company. The interview is expected to last around 45 minutes, and you will have the opportunity afterwards to ask any questions you might have. We enclose a brochure about the company which we hope you will find (Q6)... **(inform)**.

As you will appreciate, Star Management is concerned with (Q7)... **(secure)** and therefore we ask you to bring some form of (Q8)... **(identify)** when you come for your interview.

We look forward to meeting you.

Yours faithfully,

Andrew Moore

0	invitation
Q1	
Q2	
Q3	
Q4	
Q5	
Q6	
Q7	
Q8	

Article

Example 1

Young people and politics

An English teen magazine is doing a series on politics and is looking for articles on what teenagers think about politics. The best articles will be published in the magazine. You decide to write an article. You should:

- describe your attitude to politics
- explain where you get your information on politics from
- make suggestions on how politicians can get young people more interested in politics.

Write around 250 words and give your article a title.

Are you interested in politics?

- Do you follow what's happening in the government?
- Do you vote?
- Many politicians feel they are losing the interest of teenagers. Is this true?

We want to know what YOU think. Send us an article and let us know.

Example 2

Cyber-bullying

Your school is promoting a campaign against cyber-bullying and is asking students to write articles on the subject. You decide to write an article. You should:

- describe a case of cyber-bullying you have heard about
- explain why cyber-bullying is such a problem
- suggest how your school can help stop cyber-bullying

Write around 250 words and give your article a title.

Don't let a cyber-bully push your buttons.



Cyber delete Bully.

Talk to us directly.
Speak to a teacher you're comfortable with.

Talk confidentially.
Visit your guidance counselor's office.

Example 3

Binge drinking

The police are running a campaign to warn teenagers about the dangers of binge drinking. They are running a writing competition. You decide to enter the competition and write an article. You should:

- analyse why some teenagers are attracted to binge drinking
- outline the (negative) effects of binge drinking on teenagers
- suggest ways to help reduce this problem

Write around 250 words and give your article a title.

What is binge drinking?

Statistics tell us that there are many dangers of binge drinking. Binge drinking is defined as drinking several drinks in close succession, generally five drinks for men and four drinks for women. Binge drinkers may not drink every day. They may drink weekly or less often, although studies show most drink about twice a week. They may or may not be addicted to alcohol. Binge drinking statistics tell us that binge drinking peaks between the ages of 18 and 22. Many of these drinkers are college students. However, high school students binge drink as well. Statistics indicate that binge drinking often begins as young as 13 years of age.

Example 4

Pets and teenagers

Pet World, an English magazine, is running a writing competition about teenagers and their pets. There is a £10 prize for each article published in the magazine. You decide to enter. Write an article. You should:

- describe which pets are most popular with teens
- analyse how teenagers can benefit from pets
- comment on your own situation

Write around 250 words and give your article a title.



Benefits of pets for teenagers

Thousands of teenagers across the country are pet owners and many regard their loyal cat or dog as a trusted friend. Why are young people so fond of their pets?

Blog

Example 1

The best film ever made

While browsing the Internet, you came across the following blog post.

Tim's Top Tens by Tim Peterson, November 15



This week's top ten is a big one. I want your nominations for the best film ever made. It can be anything from a huge blockbuster like *Aviator* or *Titanic* to a smaller independent production like *Lost in Translation* or *The Life Aquatic*. You could go horror (*Saw*, *Texas Chain Saw Massacre*) or comedy (*When Harry met Sally*, *The Hangover*). What about a classic like *Casablanca* or something more modern – *Iron Man IV* anyone? Any film you like – I will consider them all. But only the ones supported by the best arguments will make it onto my ultimate top ten film list.

You have decided to comment on this blog post. In your blog post, you should:

- explain why you are a movie expert
- present your nomination
- suggest criteria for selecting the best films

Write your blog post in around 250 words.

Example 2

Saving energy

While doing some research for a school project on energy, you have come across the following blog post.

Saving Our World – One step at a time

OK, so here are a few practical tips for living a greener life:

- * Don't ask your mum and dad for lifts everywhere you go. Walk or cycle. You'll save energy and get fit doing it.
- * I don't want to sound like your dad but – TURN OFF THE LIGHT. He might be thinking about his electricity bill, I'm more concerned about the world's limited resources.
- * Feel free to post any other tips you have for helping our environment!

by Ev Cottins, February 20

You have decided to comment on this blog post. In your blog post you should:

- give your opinion on the suggestions made in the post
- add suggestions of your own
- explain why this is an important issue

Write your blog post in around 250 words.

Example 3

Studying English in the UK

You are thinking of doing a summer course in the UK. You come across this blog on the Internet.

What to do on your holiday

by Olivia Mellows, April 9

Doing a language course in the UK is a great way to spend the summer months. You'll get to know another country and culture, make lots of new friends and, of course, get to improve your English.

But good preparation is essential. The first thing you need to think about is where you want to stay. Most large cities have at least one school offering courses, but you can also find courses in the middle of the countryside. What do you want to do when you're not studying? Is the city or the countryside best for you? Research the local area so you'll know all the attractions it has to offer.

Do you want to stay with a host family or in student accommodation? A host family is a great way to practise your English outside of lessons, but student accommodation means you'll never be short of friends around you.

You have decided to comment on this blog post. In your blog post you should:

- give reasons why you want to go on a language holiday
- explain why you find the post useful
- suggest other aspects that might be useful to keep in mind

Write your blog post in around 250 words.

Example 4

Technology

While browsing the Internet, you come across the following blog post.

FAMILIES I COULDN'T LIVE WITHOUT

The Internet

by David Hunter, January 22

OK, I know my parents and my grandparents managed to live without it, but could any of you seriously imagine life with no Internet? How would I know what was going on if I couldn't connect to Facebook and find out who's having a party next weekend? How would I keep in touch with my friends who live in other parts of the country (and the rest of the world)? How would I discover new music and download it onto my MP3 player? How would I be able to watch any film or TV programme whenever I wanted? How would I know when my football team scored a goal the moment the ball entered the back of the net? How would I be able to go my weekly message across to all of you in my blogosphere?

I've no idea and the idea of having no Internet is leaving me feeling quite ill. I think I need to go and lie down.

You have decided to comment on this blog post. In your blog post you should:

- give your opinion on the blog post
- describe how you use the Internet
- suggest another item you could not live without


Write your blog post in around 250 words.

Email

Example 1

Holiday work

You see this job advert in a newspaper.



Eco-Vienna

We are looking for young people to help out at an International conference from August 7th – 13th.

Candidates will be expected to meet and greet participants and help with any problems they may have. A keen interest in the environment would be an advantage. A good command of English is essential. Accommodation and meals will be provided as well as a daily wage. Label your application as "conference assistant".

You decide to apply for the job. Write an email. You should:


- introduce yourself
- explain why you are a good candidate for the job
- outline how you feel the experience will help you in the future

Write around 250 words.

Example 2

A complaint

You bought a second-hand book from an internet auction site. When it arrived you weren't 100% satisfied.



Books


Search

All listings

Auction

Buy it now

4,120,873 results for books



Price – **£13**

Condition – Excellent

Delivery – within two days of payment

Write an email to the seller. You should:

- explain why you are writing
- give the reasons why you are not happy with the purchase
- suggest how the situation can be solved

Write around 250 words.

Example 3

A day out

You recently spent a day at Castle Winsford. You enjoyed much of your time there, but some things weren't as good as you'd hoped for. You decide to give the company some feedback.

Write an email to the company. You should:

- say what you enjoyed about the day
- explain what was not so good
- suggest improvements for the adventure park.

Write around 250 words.

Castle Winsford

The UK's newest day out

- Europe's biggest roller coaster
- A tropical swimming paradise
- Mini zoo
- Friendly and helpful staff
- A great selection of restaurants
- Loads of extra activities for the children

Everything for the perfect family day - and more!

Example 4

A TV show

You see this advert in a magazine you're reading.

EIGHTFOUR PRODUCTIONS

Bring TV into the future

Here at Eightfour productions we are always looking for great ideas for new TV shows. If you've got that idea, we'd love to hear it.

Send us a brief description of your show and tell us why you think you're on to a winner. If we like what we read, we'll be in touch.

You have an idea for a TV show. Write an email to a TV production company. You should:

- outline the idea for your TV show
- give reasons why you think the show would be popular
- explain whom the show is for

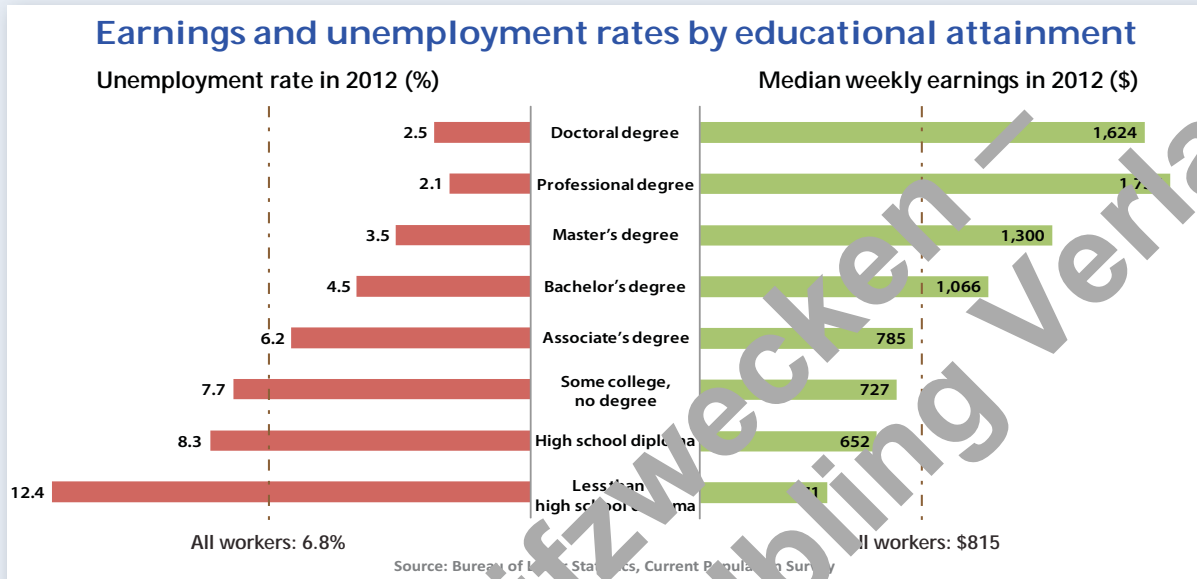
Write around 250 words.

Report

Example 1

Education

As part of a school project on education, your teacher has asked you to write a report about the long-term effects of education. On the Internet, you find the following graph on the link between education and success in later life in the US. You decide to use it as the basis for your report.



In the report you should:

- analyse the results of the graph
- discuss the reasons behind the findings
- suggest how this information could be used to motivate students at your school

Write around 250 words. Divide the report into sections and give them headings.

Example 2

A holiday resort

You are spending your summer holidays working in a large, internationally-owned hotel. As part of your job, the manager has asked you to write a report based on customer feedback about the hotel.

	excellent	good	satisfactory	poor
staff	42%	22%	16%	20%
food	10%	23%	27%	40%
rooms	67%	15%	12%	6%
facilities	23%	27%	24%	26%

Use the information to write a report. In the report you should:

- outline the results
- suggest reasons why some areas are better than others
- explain how the hotel could improve

Write around 250 words. Divide the report into sections and give them headings.

Example 3

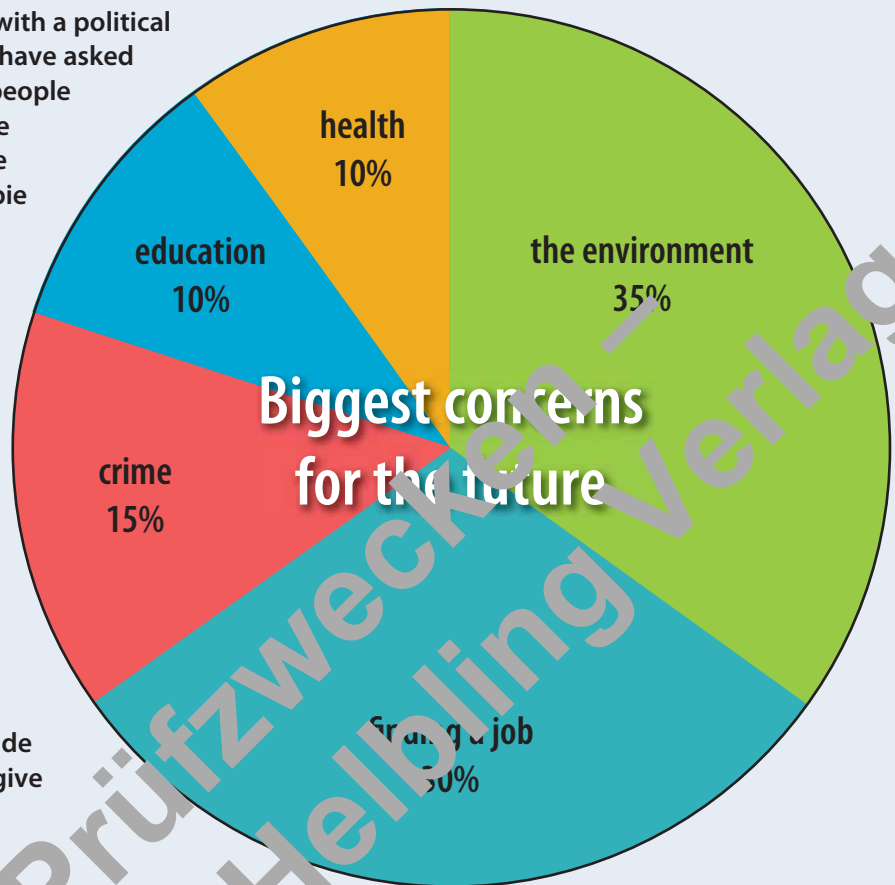
The future

You are doing an internship with a political organisation in the UK. They have asked you to find out what young people are most worried about in the future. You interviewed some teenagers and have made a pie chart showing your findings. Use the pie chart as the basis of your report for the organisation.

In the report you should:

- present the findings of the interviews
- discuss the reasons behind the findings
- suggest how this information can be used in the campaign

Write around 250 words. Divide the report into sections and give them headings.



Example 4

Lunch boxes

As part of a European school project, your teacher has asked you to do some research on what food students at your school bring in their lunch boxes. Here are your findings.

sandwich	90% (cheese 30%, ham 40%, jam 20%, chocolate spread 10%)
salad	40%
crisps	87%
sweets	56%
fruit	17%
chocolate bar	12%

Use the information to write a report. In the report you should:

- outline the result
- evaluate the nutritional values of the lunch boxes
- suggest ways your school could promote healthy lunch boxes.

Write around 250 words. Divide the report into sections and give them headings.

Essay

Example 1

Street entertainers

Your favourite English paper has printed the following two letters. They have asked their readers to send in essays on the topic of street entertainment.

I'm getting tired of the number of street entertainers I see each time I go into the city centre at the weekend. Most of them have absolutely no talent at all. They might as well be begging for money. They take up space on the pavements and when I try to get by them they look annoyed because I haven't given them any money. I want to do my shopping in peace!

Musicians, jugglers, magicians, living statues – our city centre has them all. I love the variety of street entertainment I see when I go shopping. They help create a fun party atmosphere in the heart of our town. It's a great way for young people to find themselves an audience. They hurt no one and if you don't like what they're doing, you don't have to give them any money.

You have decided to send in an essay. In your essay argue for or against allowing street performances.

You should:

- outline the situation in your area
- discuss the effects street performances have in town centres
- give your personal opinion on street entertainers

Write around 400 words and give your essay a title.

Example 2

Sport and money

Sportscene is a magazine for young sports fans. It is running a competition for readers to say what they feel about the amount of money earned by top sports stars. The winner will receive tickets to the Wimbledon tennis finals.

You decide to take part in the competition. In your essay say whether you are for or against such large salaries for the best sportsmen and women.

You should:

- give reasons why the top stars earn so much
- evaluate what top stars bring to their sports
- analyse the effect of top stars on future generations

Write around 400 words and give your essay a title.

Beckham in £11.6 million deal with PSG

£1.1 million for Federer's Wimbledon day out

Hamilton to join Mercedes in \$100 million move

Example 3

Advertising

You see an advert for a writing competition in a magazine.

You have decided to take part in the competition. Write an essay saying whether you think advertising is a good or bad thing.

You should:

- describe a memorable advertising campaign in your country
- evaluate the effect of advertising on both children and adults
- discuss what things should definitely not be allowed to be advertised on TV

Write around 400 words and give your essay a title.

Competition

ADVERTISING – a force for good or something we could all live without?

“Advertising is the art of convincing people to spend money they don’t have for something they don’t need.” Will Rodgers

“The business that considers itself immune to the necessity for advertising sooner or later finds itself immune to business.” Derby Brown

We want to know YOUR opinion. Write and tell us.

PS: The winner gets a new tablet!

Example 4

Fast food

You read the following facts on an American website which is calling for a ban on fast food.

The website is asking international readers to send in essays about fast food in their country.

You should:

- give reasons for the popularity of fast food in your country
- suggest how fast food could be (made) healthier
- discuss the economic consequences of a ban on fast food

Write around 400 words and give your essay a title.

Home

About

Facts

Contacts

Fast food THE FACTS

- Every month, approximately nine out of ten American children visit a McDonald’s restaurant.
- In 1970, Americans spent about \$6 billion on fast food. In 2006, the spending rose to nearly \$142 billion.
- At some fast food chains, both in the US and in other countries, managers are rewarded with bonuses when they reduce employee wages to save money.
- When McDonald’s opened an outlet in Kuwait shortly after the end of the Gulf War, the line of cars waiting to eat there was seven miles long.
- Eating fast food can result in high levels of insulin, which has been linked to rising incidences of type 2 diabetes. In fact, more than 600,000 new cases of diabetes are diagnosed each year.

Leaflet

Example 1

Job interviews

You have been asked to prepare a leaflet to help teenagers from abroad prepare for job interviews in Austria. You have to use the following pictures:



In your text for the leaflet you should:

- explain how to prepare for a job interview
- suggest a dresscode for job interviews
- describe how to behave in a job interview

Divide your leaflet into sections and give them headings. Write around 250 words.

Example 2

Your school

You have decided to take part in a competition to design a leaflet about your school to help attract international students to come and study there. You have to use the following pictures:



In your text for the leaflet you should:

- describe the academic life of the school
- suggest ways international students can contribute to the social life of the school
- explain how the school's facilities help your education

Divide your leaflet into sections and give them headings. Write around 250 words.

Example 3

Join the gym

The hotel where you work wants to encourage more international guests to use the on-site gym. You have been asked to design a leaflet which will be put in guests' rooms. They have given you three pictures to use:



In your text for the leaflet you should:

- outline the benefits of doing some sport (while staying in the hotel)
- describe activities the gym offers
- suggest other ways to be active in the area

Divide your leaflet into sections and give them headings. Write around 250 words.

Example 4

The music festival

You are involved in putting on a music festival to attract international tourists to your town. Your job is to design a leaflet to advertise it. You have chosen these three photos to use:



In your text for the leaflet you should:

- explain what makes this music festival different to other festivals
- comment on the types of music there will be
- describe other activities people can enjoy there

Divide your leaflet into sections and give them headings. Write around 250 words.

Proposal

Example 1

A happier school

You are spending a year at a school in London as part of a European exchange programme. Your head teacher is looking for ways to make school life happier for all students.

A happy school is a successful school

We try our hardest to create a happy working environment at our school but we're sure we could do better!

Present us with a proposal on what we can do and we'll try and make life happier for everyone.

We want to hear your ideas.

You have decided to write a proposal to present to him/her. You should:

- explain why you want to be part of the project
- outline the current situation
- explain what could be done to make the school a happier place

Divide your proposal into sections and give them headings. Write around 250 words.

Example 2

Clean air

A friend of yours who lives in England has asked you for your help. The town council is asking people to think of ways to reduce the traffic in the city and help make the air in the town cleaner. You have decided to help your friend put together a proposal.

IT'S TIME TO CLEAN UP OUR AIR

Too much traffic on our street means too much pollution in our air.

What can we do to persuade people to leave their cars at home?

Present your project at our next town council meeting.

Remember: A green city is a clean city.

Before the next council meeting you have to send in your ideas.

You should:

- explain why so many people use their cars
- outline the effect this has on the city
- make recommendations on how to get people to use their cars less

Divide your proposal into sections and give them headings. Write around 250 words.



Example 3

A school radio station

The English department at your school is looking for ideas on how to spend some money. They have asked their students to come up with ideas. You think an English-language radio station would be a great idea.

School Notice: Money to Spend

We have received £3,000 to spend on a new facility for our English department and we want to know what you think we should spend it on.

More books for the library? More trips abroad? A school radio station?

Or maybe you have other ideas. Let us know!

All proposals to be handed in to Miss Heaton by Thursday 18th.

You decide to write a proposal. You should:

- explain why a school radio station is a good idea
- outline what kind of programmes the radio station will have
- suggest how teachers and students could benefit from it

Divide your proposal into sections and give them headings. Write around 250 words.

Example 4

Help for the elderly

You are studying in England. The local government is looking for ideas on how to help the elderly living in your area. The best idea will get £10,000 to help make it happen.

Help the elderly – Can you help?

There are more and more elderly people living in our communities.

We want to help make their lives easier and make them feel that they are an important part of our society and we are looking for ideas on how to achieve this.

Can you help us?



Your teacher wants you to come up with a proposal and present your ideas. You should:

- outline the situation where you live
- describe some of the difficulties old people face
- suggest ways to help elderly people

Divide your proposal into sections and give them headings. Write around 250 words.

Tourism



1 Individual long turn (5 minutes)

- Compare and contrast the two pictures.
- Evaluate various forms of travel.
- Explain what kind of holiday you personally prefer and why you prefer it.



2 Paired activity

Several travel agents offer holidays for young Austrians to relax after the *Matura*. Discuss with your partner which aspects would have to be included in these kinds of holidays in order to make them attractive to many of your peers. Agree on three aspects.

- free drinks
- good accommodation
- interesting sights
- adventure sports
- variety of food

Relationships



1 Individual long turn (5 minutes)

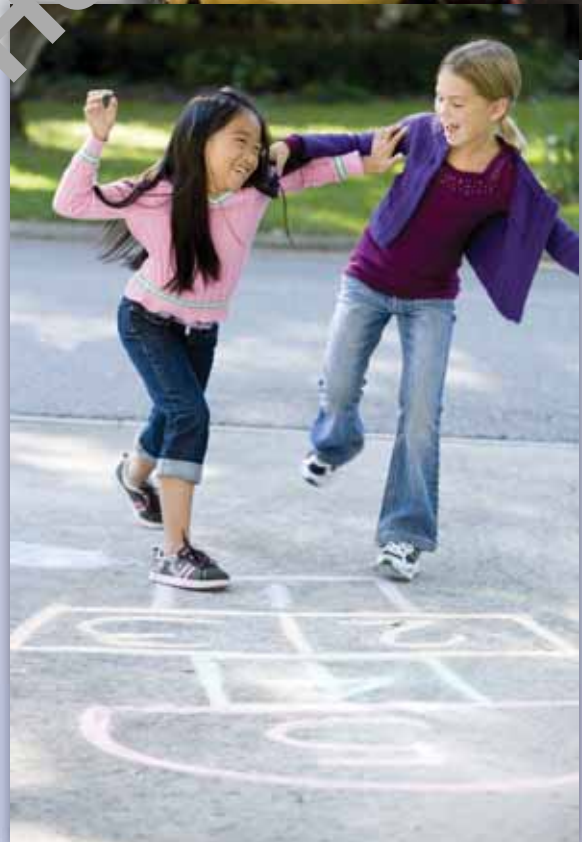
- Compare and contrast the two pictures.
- Outline typical features of friendship.
- Discuss various forms of friendship.

2 Paired activity

The UN is planning an international youth conference on what kinds of relationships matter most in different countries. You and your partner have been chosen to represent your country.

Discuss the five relationships below and choose three you would use for a short presentation at the conference. Justify your choice.

- husband – wife
- siblings
- mother – child
- friends
- father – child



Media / Communication / Technology



1 Individual long task (5 minutes)

- Compare and contrast the cartoon and the scene from a weight loss reality show.
- Comment on the appeal of reality shows.
- Outline your own viewing habits when it comes to reality TV.



2 Paired activity

You and your partner have been asked to submit a presentation that is strongly in favour of communication by technological means. Decide which of these are most important and argue in which cases they are most suitable. Include possible counter-arguments.

- smartphones
- videoconferencing
- E-learning, moodle platforms, etc.
- social networks
- Skyping

Nature / Environment



1 Individual long turn (5 minutes)

- Compare and contrast the two pictures of the same road.
- Discuss whether the idea that sometimes drastic changes have to be made for "the common good" can be justified.
- Illustrate by way of one or two examples how it is still possible to preserve nature.

2 Pair activity

You and your partner have been chosen to represent the average Austrian student's opinion on how to be more environmentally friendly. Discuss the following possibilities with your partner and agree on three.

- going to school / work by bike
- not going on holiday by plane
- planning not to buy a car but to join a car-sharing group or to use public transport
- eating less meat and buying only locally produced or organic food
- planning to donate a percentage of your income to environmental groups



Society



1 Individual long turn (5 minutes)

- Compare and contrast the pictures of families.
- Consider what growing up in each of the two families means to the children growing up in them.
- Discuss your attitude towards the traditional family concept.



2 Paired activity

You and your partner have decided to raise funds for a private kindergarten in your area that is very important to the community, but can no longer cover its daily running costs. Agree on a plan to help the kindergarten and consider the following aspects:

- how exactly you will go about the fundraising
- who could support you
- what exactly should be done with the funds raised
- how much time / work will be needed to raise enough funds
- a perspective for the future

Education



1 Individual long turn (5 minutes)

- Compare and contrast the two pictures.
- Discuss whether there should (not) be fees in education.
- Illustrate from your own personal experience the importance of group size and individualised assistance.



2 Paired activity

You and your partner have been asked to prepare for a panel discussion at school about “the school of the future”. You are representing the students’ point of view. Rank-order the five issues below and decide which three are most important and why.

- traditional and new subjects
- teacher-student ratio
- funding
- educational aims
- learning environment

Work



1 Individual long turn (5 minutes)

- Compare and contrast the two pictures.
- Discuss if differences in payment for different forms of work within society are fair.
- Comment upon the idea that everyone is entitled to a job and unemployment should be reduced to virtually nil.



2 Paired activity

You and your partner are taking part in a discussion on jobs in the Youth Parliament. Discuss the five items below, rank-order them and justify your choice.

- job security
- personal satisfaction
- income
- new forms of work (teleworking, flexi-time, virtual teams, ...)
- flexibility as to jobs / workplaces

Food and Nutrition



1 Individual long turn (5 minutes)

- Compare and contrast the two pictures.
- Describe different attitudes toward food.
- Discuss the statement "only the wealthy can afford to eat healthy".

2 Paired activity

You and your partner were greatly impressed by Jamie Oliver's campaign for healthy school food. You have been asked to come up with a proposition for your school cafeteria. Discuss the concept of a balanced diet offered at the cafeteria. Consider the points below and decide how and in which order you would present them to the school community.

- types of food / drink on offer
- financial aspects
- decision-making committee
- nutrition counselling
- general aspects of a healthy lifestyle



Multiculturalism



1 Individual long turn (5 minutes)

- Compare and contrast the pictures.
- Discuss the advantages and disadvantages of multicultural classrooms.
- Listen and comment upon nationalistic and racist beliefs.



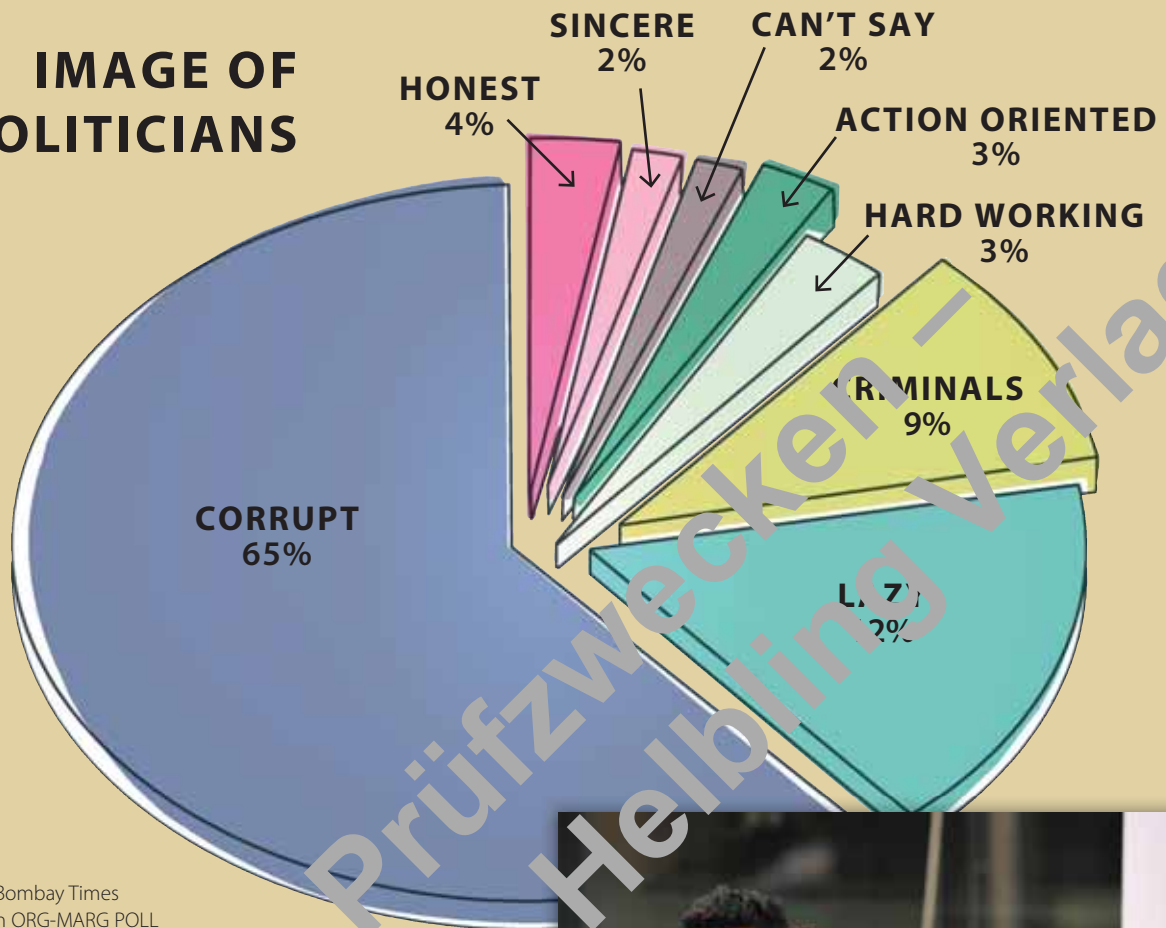
2 Paired activity

You and your partner have been asked to devise a programme to deal with multicultural schools. Consider some of the points below and discuss how you would go about implementing your programme.

- multiculturalism in the school curriculum
- dress codes in schools
- involvement of young people from various backgrounds
- funding of ethnic organisations to support cultural activities
- funding of bilingual and mother-tongue instruction

Politics

IMAGE OF POLITICIANS



Source: Bombay Times
A Nielsen ORG-MARG POLL

1 Individual long turn (5 minutes)

- Compare and contrast the pictures (the second picture is of members of a youth party).
- Discuss whether young people would make better politicians or not.
- Outline why you would (not) be prepared to commit yourself to a party / a political cause.



2 Paired activity

It is said that young people these days drift to extreme political positions – in particular, young, naive and uneducated people favour right-wing parties and populists. With your partner, devise a campaign that a) makes young people interested in political issues and b) gives them a political bias you can both defend. Consider the points below and decide on how to go about the campaign.

- your basic ideas and your political bias
- your strategies to make people listen
- your actual activities
- possible funding for your campaign
- your possible adversaries and difficulties

Globalisation



1 Individual long turn (5 minutes)

- Compare and contrast the pictures.
- Discuss how far globalisation depends on exploitation.
- Comment upon the possibilities and the limits of globalisation.



2 Paired activity

For a presentation at school, you and your partner have been asked to talk about globalisation (= global connectivity, integration and interdependence). Discuss the spheres of globalisation below and decide on the three that you think influence your personal life most.

- economic
- technological
- political
- ecological
- social & cultural

Leisure



1 Individual long turn (5 minutes)

- Compare and contrast the pictures.
- Outline principal approaches to leisure time and give examples.
- Discuss the concept of "leisure stress" and speculate on why people have to pack as many activities as possible into their leisure time.

2 Paired activity

Your school is trying to organise after-school clubs to offer young people a lot of leisure time activities. With your partner, discuss possible options and decide what you have to do to make them happen. Consider the following:

- sports facilities
- social activities (drama club, etc.)
- campaigning for your idea
- activities for the "brainy"
- organisational aspects



Wordlist

Key: IL = Into Literature, IM = Into Music, IF = Into Film, SS = Developing speaking skills, WW = Wordwise
 Words and phrases in **bold print** are commonly used and provide a reliable source for expanding your vocabulary.

Unit 1

01a	assassination	Attentat	<i>There are many conspiracy theories surrounding the assassination of JFK in November 1963.</i>
	epidemic	Epidemie, Seuche	<i>The 1990s saw a real AIDS epidemic in Western countries.</i>
01b	(un)ethical	(un)ethisch	<i>Politicians should be punished for unethical behaviour.</i>
	burn the midnight oil	bis spät in die Nacht hinein arbeiten	<i>The members of the conference burnt the midnight oil in order to discuss all the issues at hand.</i>
	downsizing	Verkleinerung, Stellenabbau	<i>One of the main problems we faced was the downsizing of our company.</i>
	entitlement	Anspruch	<i>The customer's entitlement to compensation for any damage expires one year after purchase of the product.</i>
	extrinsic	äußerlich	<i>Extrinsic factors like bonus payments and holidays can help to make a job more attractive.</i>
	iconic	kultig	<i>The Who's rock opera "Tommy" is absolutely iconic.</i>
	in some respects	in mancher Hinsicht	<i>In some respects, the internet makes research easier, but be sure to double-check the information you find.</i>
	individualism	Individualismus, Eigenwilligkeit	<i>Individualism is one of the main freedoms of capitalist society.</i>
	intrinsic	innewohnend, wesentlich	<i>There is no intrinsic value in the work we do – it's just to earn money!</i>
	leadership	Führung	<i>A successful manager usually has exceptional leadership skills.</i>
	narcissism ['nɑ:sisɪzəm]	Narzissmus, Selbstverliebtheit	<i>It's no wonder he has no real friends – his narcissism won't allow him to appreciate other people's feelings.</i>
	narcissist ['nɑ:sisɪst]	Narzisst/in	<i>The narcissist only has the reality: the world of their own thoughts, feelings, and needs.</i>
	overconfidence	übertriebenes Selbstbewusstsein	<i>When you go for your interview, play it cool – overconfidence can be a bad thing.</i>
	perk	Anreiz, Sonderzulage	<i>Newly employed staff starting out nowadays shouldn't expect to get perks from the very first day on.</i>
	respectively	jeweils	<i>Amanda's and Tim's exam results were 80 and 75 percent, respectively.</i>
	significant	bedeutend	<i>Some significant discoveries were made at that university.</i>
	speculation	Vermutung	<i>If it hasn't been proven as a fact, it's just speculation.</i>
	spur	anspornen	<i>The success of the "Harry Potter" series spurred publishing companies to further develop their children's book markets.</i>
	vacation (AE)	Ferien, Urlaub	<i>I'm so tired of studying – I really need a vacation!</i>
	verify	überprüfen, bestätigen	<i>Have those statistics been verified? We need to make sure they're correct.</i>
	want to have one's cake and eat it too	alles auf einmal haben wollen	<i>My boss wants to have her cake and eat it too – she keeps hiring cheap, inexperienced employees, but expects them to bring the same profits as experienced colleagues.</i>
	witness	miterleben	<i>The journalist interviewed a woman who had witnessed the attack.</i>
	workforce	Arbeitskräfte, Belegschaft	<i>Women now make up almost half of the firm's total workforce.</i>
	work-life balance	ausgewogenes Verhältnis zwischen Berufs- und Privatleben	<i>Achieving a healthy work-life balance has become very important in our busy society.</i>
	workplace	Arbeitsplatz	<i>Discrimination in the workplace is still a big issue in many companies.</i>
	worldview	Weltanschauung	<i>Do you have a different worldview to your parents?</i>
01c	reconsider	überdenken	<i>I think you should reconsider your decision.</i>
	salary	Gehalt	<i>The working hours are good, but they pay low salaries.</i>
03a	economic crisis	Wirtschaftskrise	<i>In times of economic crisis, it's important to make efficient decisions as a company.</i>
	jobseeker	Arbeitssuchende/r	<i>The number of jobseekers has gone down a few percent since last month.</i>
	on the dole	arbeitslos sein, stempeln gehen (ugs.)	<i>My dad was fired last month, so he's on the dole now.</i>

03a	trade union	Gewerkschaft	<i>If you're a member of a trade union, you can get help if you feel you're being treated unfairly.</i>
03b	aftermath	Folge, Nachwirkung	<i>The aftermath of the earthquake brought disease to the local villages.</i>
	cut back on	abbauen, reduzieren	<i>They've managed to cut back on their energy use and are saving quite a bit of money.</i>
	expenses	Ausgaben	<i>The company usually pays for my travel costs and other expenses.</i>
	termination	Kündigung, Beendigung	<i>The termination of their contract was a severe blow to the band.</i>
04b	be up for (an interview)	bereit sein für; hier: (zum Interview) eingeladen sein	<i>My sister's up for an interview with a big company in Berlin – we're all very excited!</i>
	brief someone	jemanden einweisen	<i>Be sure to brief Tammy on the project before the meeting.</i>
	daft	albern, doof (ugs.)	<i>Don't be daft – she'll never ask you out!</i>
	haystack	Heuhaufen	<i>Finding him on the beach with all these tourists will be like looking for a needle in a haystack.</i>
	monosyllabic [ˈmɒnəsɪˈlæbɪk]	einsilbig	<i>During the interview he didn't really respond to the questions and just gave monosyllabic answers every time.</i>
	05h	trip somebody up	jemandem ein Bein stellen
IL	chick lit	(anspruchslöse) Frauenliteratur	<i>Since the success of "Sex and the City," chick lit has become quite popular.</i>
	counterpart	Gegenstück	<i>The UK sales manager had a meeting with his American counterpart.</i>
	internship	Praktikum	<i>Thomas has an internship at the local newspaper this summer.</i>
	lad lit	(anspruchslöse) Männerliteratur	<i>My brother is a big fan of lad lit.</i>
IL 01b	affinity	Neigung, Verbundenheit	<i>She has a natural affinity for music, and is quite successful as a local DJ.</i>
	beckon	(herbei)winken, signalisieren	<i>He beckoned me to come on over to where he was standing.</i>
	clasp together	zusammenfalten	<i>She clasped her hands together and looked at me very carefully.</i>
	escort	geleiten	<i>He escorted me to the door and we shook hands.</i>
	foreign language	Fremdsprache	<i>Patty speaks three foreign languages.</i>
	icily	eisig	<i>She stared icily at me – I felt like I had done something wrong.</i>
	intently	hier: genau, intensiv	<i>He looked at me even more intently than before.</i>
	intimidated	eingeschüchtert	<i>Paul was intimidated by his boss the first time he met her.</i>
	law school	Rechtswissenschaftliche Fakultät	<i>I plan on going to law school after graduating. My dream is to become a judge.</i>
	lean over	sich vorbeugen	<i>During the test, Sarah leaned over and passed me a note.</i>
	off-guard	unvorbereitet	<i>I was caught off-guard when they phoned back after my first job interview. I was lost for words!</i>
	peer	hier: prüfend blicken, beäugeln	<i>My teacher peered at me over her glasses.</i>
	reprimand	jemanden rügen	<i>He was reprimanded by the headmaster for having cheated in the test.</i>
	shaky	zitterig	<i>My favourite scene in "Bambi" is when he gets up on his shaky legs and tries to walk for the first time.</i>
	stony	steinern, kalt	<i>His speech was met with a stony silence.</i>
	subscribe	abonnieren	<i>Thousands of people subscribe to computer magazines.</i>
yearn	sehnen	<i>Many actors yearn for critical approval and aren't satisfied with financial success.</i>	
IL 02	team up	sich zusammenschließen	<i>The two bands teamed up for a charity concert.</i>
IM 01a	handyman / handyman	Handwerker/in	<i>Jane's husband is a real handyman – he can repair anything!</i>
	masseuse / masseur	Masseurin / Masseur	<i>My older sister is training to become a masseuse, so she can give massage treatments to patients at the local hospital.</i>
	pet groomer	Haustierfrisör/in	<i>Lots of people take their pet dogs to a pet groomer to get them cleaned and brushed.</i>
IM 02	working hours	Arbeitszeit	<i>I really need the money, so the long working hours don't bother me.</i>
IM 03	anti-social	asozial	<i>Smoking is now regarded as an anti-social habit.</i>
SS	hold the floor	das Wort haben	<i>His speech was magnificent and he was able to hold the floor for over half an hour.</i>
SS 02c	turn of the century	Jahrhundertwende	<i>That chair is one of my favourite pieces of furniture – it's from the turn of the 20th century and is still in great condition.</i>
WW a	do somebody's dirty work	die Drecksarbeit für jemanden erledigen	<i>Starting out in a job can be tough – sometimes you have to do your boss's dirty work.</i>
	donkeywork	Schuferei	<i>I'm sick and tired of doing the donkeywork when we do group projects, David. It's about time you did something!</i>

WW a	get to work	sich an die Arbeit machen	<i>We have quite a long to-do list. Let's get to work!</i>
	hard at work on	fleißig sein	<i>What is Vince doing? – He's hard at work on his Science project.</i>
	it's all in a day's work	das ist nichts Besonderes	<i>Dealing with complaints? That's nothing special – it's all in a day's work for me.</i>
	make light work of	sich leichtes Spiel machen	<i>Martin won the marathon easily, didn't he? – Yeah, he really made light work of it.</i>
	overworked	überarbeitet	<i>Business has been very good these last few months – but now everyone is complaining about being overworked.</i>
	work one's fingers to the bone	sich die Finger wund arbeiten	<i>Sandra was able to afford the round-the-world trip because she worked her fingers to the bone for a year.</i>

Unit 2

	horizon [hə'raɪzən]	Horizont	<i>What I like most about the beach is looking out over the sea to the far horizon.</i>
01b	attainment	Erreichung	<i>The company's staff worked hard for the attainment of the company's goals.</i>
	ban	Verbot	<i>The government is planning a total ban on smoking in public places.</i>
	boycott	boycottieren	<i>Many consumers decided to boycott the company after their racist comments at the press conference.</i>
	bullying	Mobbing, Tyrannisieren	<i>We need to do more to stop bullying – not just in schools, but also on the web, too.</i>
	complexity	Vielschichtigkeit	<i>I'm not sure you grasp the complexity of the issue.</i>
	concealed	verborgen	<i>At the airport, security officers check whether you carry a concealed weapon.</i>
	education secretary	Bildungsminister/in	<i>The education secretary plans to finance the rebuilding of hundreds of schools in the next decade.</i>
	equivalent [ɪ'kwɪvələnt]	Entsprechung	<i>What is the equivalent of 100 euros in your country?</i>
	extravagance	Aufwand, Verschwendung	<i>I had never used to his extravagance – he always insisted on buying dinner for his friends.</i>
	glare	blendendes Licht	<i>The computer screen's glare hurts my eyes when I work at night.</i>
	heed	beachten	<i>You really should heed my advice – if you don't, you'll be sorry.</i>
	hypothesise [haɪ'pɒθəsaɪz]	eine Hypothese aufstellen	<i>Lots of people are hypothesising about how the accident happened, but no one knows for sure.</i>
	orientation	Orientierung	<i>Orientation in the building is easy thanks to the clear layout and signpost system.</i>
	over-budgeted	über dem Budget liegend	<i>The project fell through because it was over-budgeted.</i>
	ownership	Eigentum	<i>Can you show me any proof of ownership for this motorcycle?</i>
	render	erblassen, machen	<i>The factory's move from the city to the country rendered many jobs obsolete.</i>
	supervision	Aufsicht	<i>Tests are always taken under supervision.</i>
	urge	drängen, anspornen	<i>Sandra urged me to apply for the job, as she thought I'd be good at it.</i>
	wasteful	verschwendend	<i>I don't approve of the wasteful use of natural resources in the modern world.</i>
02	do economics	Wirtschaftswissenschaften studieren	<i>My brother decided to do economics in Vienna.</i>
	enroll	einzeichnen	<i>My aunt enrolled on an art course after she retired, and she's now able to sell her art!</i>
	entrance exam	Aufnahmeprüfung	<i>Mum urged me to take the entrance exam, as she was sure I'd get accepted – and she was right!</i>
	get expelled	verwiesen werden	<i>Timothy smashed three windows in a rage and got expelled for it.</i>
	do a PhD	promovieren	<i>I might go on to do a PhD after my studies.</i>
	postgraduate course	Aufbaustudium	<i>They're now offering a postgraduate course in Film Editing – I think I'll apply.</i>
	with flying colours	mit Bravour	<i>Matthew passed his driving test with flying colours.</i>
03b	abuser	Missbrauchstäter/in	<i>He's been a persistent abuser of his privileges as city mayor for years.</i>
	contravene	verletzen, brechen (Regeln)	<i>The new bill passed yesterday contravenes the constitution.</i>
	convict	jemanden für schuldig erklären	<i>The man was convicted of murder yesterday, have you heard?</i>
	cyberspace	Cyberspace, virtueller Raum	<i>Nowadays, many people spend hours a day in cyberspace, rather than in the "real world".</i>
	diminish	sich verringern	<i>The number of successful companies is diminishing due to the economic crisis.</i>
	gatekeeping	Schutz für Webseiten	<i>You know, Simon, you really should invest in some gatekeeping software to secure your files.</i>

03b	harass	belästigen	<i>Martha got two more emails from John today – he really is harassing her, don't you think?</i>
	harassment [ˈhærəsmənt]	Belästigung	<i>There are laws that provide protection against harassment and other threatening behaviour.</i>
	head teacher	Schulleiter/in, Direktor/in	<i>Peter's father is now the head teacher of our school.</i>
	intensify	verstärken	<i>The conflicts intensified after the results of the vote were announced.</i>
	malicious	bösartig	<i>Breaking the windows of all the houses in the street was an act of malicious vandalism.</i>
	perpetrator	Täter/in	<i>The perpetrator was carrying a concealed weapon and was wrestled to the ground by the officers.</i>
	social networking site	soziales Netzwerk	<i>Facebook is one of the most successful social networking sites.</i>
	sole	einzig, alleinig	<i>The sole reason I'm still talking to you is that you are my sister.</i>
	take action against	gegen jemanden vorgehen	<i>It's about time we took action against the people who don't live here but park their cars in our street.</i>
	terms and conditions	Geschäftsbedingungen	<i>Reading the terms and conditions has become increasingly important.</i>
	trace	nachspüren, verfolgen	<i>They were able to trace his phone after it had been stolen.</i>
	vulgar	ordinär, vulgär	<i>I really can't stand it when people use vulgar language.</i>
	withdraw	zurückziehen	<i>Mark withdrew his application after he found out he would have to go to Sweden for the job.</i>
04c	on the scene	vor Ort	<i>When the police arrived on the scene, the driver of the car had disappeared.</i>
04d	day off	arbeitsfreier Tag	<i>I'm sorry, no, I can't help you – it's my day off.</i>
	hair cut	Haarschnitt	<i>It was about time Tabitha went to get a hair cut. Her hair was so long you could barely see her eyes!</i>
IL	openness	Offenheit	<i>What I knew about Mark is his openness – he's not prejudiced or narrow-minded about anything.</i>
	social class	Gesellschaftsschicht	<i>Some experts believe there is a relationship between social class and test scores.</i>
IL 01b	dictate	hier: vorschreiben	<i>Often it is only a matter of luck or circumstances that dictates our successes or failures.</i>
	have nothing to do with	nichts zu tun haben mit	<i>The artist's work has nothing to do with reality.</i>
	honoured	geehrt	<i>You want me to give a speech? I'd be honoured!</i>
	signify	bedeuten	<i>The fact that she left without saying goodbye doesn't signify anything unusual.</i>
IL 01c	taken with something	angenehm sein von	<i>Trevor was really taken with the new computer-animated fantasy film.</i>
IL 02a	tertiary	hochschul-	<i>The tertiary education system really needs more funding.</i>
IF	break through to	zu jemandem durchdringen	<i>How can I break through to her when it's obvious she doesn't believe a word I say?</i>
	comparable	vergleichbar	<i>There's nothing comparable to having a good time with friends.</i>
	hardened	abgehärtet	<i>People say the boss had become hardened by her experience in the world of business. She has to be to survive.</i>
	not only ... but also	nicht nur ... sondern auch	<i>Not only is this the longest book I've ever read, but also the most difficult.</i>
	overstatement	Übertreibung	<i>Saying he's stupid is quite an overstatement. He's just a slow learner.</i>
	restrained	zurückhaltend	<i>I thought Paul might be furious, but he was restrained and didn't show any signs of anger.</i>
	separate (from)	hier: sich trennen (von der / dem Partner/in)	<i>Eliza's parents are separated and now live apart.</i>
	thankless	undankbar	<i>He has the thankless job of keeping the rooms in the guesthouse clean.</i>
IF 02b	play to somebody's interest	auf die Interessen von jemandem eingehen	<i>Teachers should play to their students' interest in order to get them involved in class.</i>
IF	inspiring	anregend, inspirierend	<i>Watching movies about people achieving their dreams against all odds is inspiring.</i>
SS	recollect	sich erinnern	<i>As far as I can recollect, the man was wearing a trench coat.</i>
SS c	in principle	an sich, grundsätzlich	<i>In principle, what you're saying is correct. Nevertheless, I have to disagree.</i>
	where was I ...	wo war ich stehen geblieben ...	<i>Where was I? Oh yes, I was talking about the need for a soda machine at school.</i>
	with hindsight	im Nachhinein	<i>With hindsight, going to Asia on my own was the best thing I could have done at the time.</i>
SSd	get sidetracked	abgelenkt werden	<i>Whenever I want to tell her a story, I get sidetracked because she starts talking about what happened to her.</i>

SSd	lose one's thread	den Faden verlieren	<i>Martin tends to lose his thread when he tells stories. He always forgets where he started.</i>
WW a	brush up on	etwas auffrischen	<i>I'm going to Italy next weekend. I want to brush up on my Italian.</i>
	cram for	büffeln, pauken	<i>She'll do very well in the test. She's been cramming for it since last week.</i>
	drum something into someone	jemandem etwas einpauken	<i>In Victorian times, the importance of good manners was really drummed into people.</i>
	learn by heart	auswendig lernen	<i>Do you remember anything you learned at school? – Not much, I learned a lot of the test material by heart.</i>
	make the grade	den Anforderungen gerecht werden	<i>We're down to two contestants after Monica and Stan failed to make the grade last week.</i>
	pick something up	sich etwas aneignen, lernen	<i>You're going to Japan and haven't learnt a word of Japanese? – Yes, but I'm sure I'll pick it up when I'm there.</i>
	show somebody the ropes	jemandem mit allem vertraut machen	<i>I'm grateful to Christina for showing me the ropes around here. It's making the first days at my new job much easier.</i>
	teach somebody a lesson	jemandem eine Lektion erteilen	<i>He cheated on Penelope! Guys, we really need to teach him a lesson!</i>

Unit 3

	not rocket science	nicht so kompliziert	<i>Come on, Tom, it's not rocket science. Just delete the file and you're good.</i>
01b	a whole host of	jede Menge	<i>There are a whole host of reasons why the idea won't work.</i>
	battle	bekämpfen	<i>The medication battles a range of symptoms, but it doesn't take care of the problem.</i>
	by design	absichtlich	<i>I definitely got the easiest questions – I won the quiz by luck rather than by design.</i>
	distort	verdrehen, verzerren	<i>Drinking too much alcohol can distort your sense of reality.</i>
	drip	tropfen	<i>It was so hot, his sweat was dripping off his face.</i>
	fool someone	jemandem zum Narren halten	<i>She thinks she can fool me, but I know she went out last night.</i>
	interlocking	ineinandergreifend	<i>This puzzle has interlocking pieces as well, except for this one that doesn't seem to fit.</i>
	labour	Arbeit	<i>Do you know anyone personally who does manual labour? – Yes, my uncle, he's a carpenter.</i>
	maternity unit	Entbindungsstation	<i>My mum and Sarah's mum were born in the same maternity unit – what a coincidence!</i>
	observational study	Beobachtungsstudie	<i>David's taking part in an observational study. All he has to do is report back to the doctor every two months.</i>
	pharmaceutical industry [ˌfɑːmə'suːtɪkəl 'ɪndəstri]	Pharmabranche	<i>Some people say the pharmaceutical industry is interested in getting us to take as much medicine as possible in order to make a large profit.</i>
	pill peddler	Medikamentenhändler	<i>He bought the fitness pills illegally from a pill peddler.</i>
a raft of	eine Flut von	<i>The government promised a raft of reforms during the election.</i>	
randomise ['rændəmaɪz]	regellos anordnen	<i>Alex randomised the songs on the CD in his car and now he's complaining about not being able to find the song he wants to listen to.</i>	
rig	manipulieren	<i>They found out the election had been rigged.</i>	
ring alarm bells	Alarmglocken schrillen lassen	<i>Hearing that Steve is involved should ring all the alarm bells in your head.</i>	
there's no need to	Du brauchst / Sie brauchen nicht zu ...	<i>I can hear you – there's no need to yell.</i>	
vitaly	hier: äußerst	<i>It's vitally important we get this cat to a vet.</i>	
01c	manipulate	manipulieren	<i>Amanda trusts everyone. She's so easy to manipulate.</i>
	snapshot	Schnappschuss	<i>Look, there's Parker, taking a snapshot of that group of girls. Typical!</i>
04a	fall to pieces	auseinanderfallen	<i>This sweatshirt is so old, I feel like it might fall to pieces at any minute.</i>
	flake	Flocke	<i>She stuck out her tongue to catch some of the flakes falling from the winter sky.</i>
	generated by	erzeugt von	<i>Energy generated by solar cells is environmentally friendly.</i>
	overhead compartment	Gepäckfach (im Flugzeug)	<i>The man in front of me stuffed his backpack into the overhead compartment, making my bag fall out.</i>
04a	bring down (a plane)	ein Flugzeug herunterholen	<i>They fired a rocket and brought down the plane.</i>
	phone in	sich telefonisch melden	<i>They had a quiz on the radio yesterday. I phoned in with the correct answer and won a trip to Berlin!</i>
	seat belt	Sicherheitsgurt	<i>I don't like it when taxi drivers don't put on their seat belts. It makes me feel unsafe.</i>
	turbulence	Turbulenzen	<i>We hit some turbulence while flying over the mountains, but it didn't last long.</i>
	vertically	senkrecht	<i>The shuttle lifted off and flew vertically into the sky.</i>

06a	revolutionise	revolutionieren	<i>The invention of email revolutionised the way we communicate with other people.</i>
	sincere	aufrichtig, ehrlich	<i>When she congratulates me, it never feels like she's being sincere.</i>
IL 01b	Age of Reason	Aufklärung	<i>What I liked most was learning about the Age of Reason and the cultural change that came with it.</i>
	ashes	Asche	<i>They burned the old building to ashes.</i>
	beat out (flames)	Flammen töten	<i>His uniform caught fire in the riot, but the policeman was able to beat out the flames himself.</i>
	bundle	Bündel, Paket	<i>John came home carrying a bundle under his arm.</i>
	crack a code	einen Code knacken	<i>He was able to crack the code and steal the jewels from the safe.</i>
	disclosure [di'skləʊʒə]	Enthüllung	<i>The whistleblower got in trouble for the disclosure of confidential information.</i>
	fearful	ängstlich	<i>Hearing all this stuff about an "economic crisis" makes me fearful.</i>
	gleeful	fröhlich, vergnügt	<i>They greeted his victory with a gleeful cheer.</i>
	gravity	Schwerkraft	<i>Astronauts have to train in order to get used to the lack of gravity in space.</i>
	kick out	hinauswerfen	<i>If you smoke in here, you'll be kicked out.</i>
	modesty	Bescheidenheit	<i>Modesty is a virtue that not many people these days seem to have.</i>
	overturn	umwerfen	<i>He tripped over the carpet and overturned the table as he fell.</i>
	spring from	herstammen von	<i>His ideology springs from experiences he had in his childhood.</i>
	wishy-washy	lasch, unentschlossen	<i>Wishy-washy theories aren't good enough for science. They need to be solid.</i>
	wizardry	Zauberei	<i>Some conservative parents didn't like the wizardry in the "Harry Potter" stories.</i>
IL 02	divert	ablenken	<i>She tried to divert my attention, but I kept looking straight ahead.</i>
	sentiments	Empfindung	<i>What are your sentiments on animal cruelty?</i>
	seashore	Küste	<i>I simply love walking on the beach or being on the seashore in general.</i>
	self-centred	egozentrisch	<i>My sister is so self-centred, all she ever talks about is herself.</i>
IM 01a	fraction	Bruchteil	<i>For a fraction of a second, I thought I might die.</i>
	freeze one's ass off	sich den Arsch abfrieren (ugs.)	<i>It was so cold in the mountain lodge, we froze our asses off even though there was a fire in the fireplace.</i>
	leap	springen	<i>They managed to leap on to the train at the very last minute.</i>
	meet one's fate	sich sein Schicksal fügen	<i>As a mountaineer, he's sure to meet his fate one day and crash.</i>
	set in motion	in Gang setzen	<i>They agreed on the plan and set it in motion the next day.</i>
IM 01d	notable	bemerkenswert	<i>She has a notable collection of expensive works of art.</i>
IM 02	equation [i'kwɛɪʃən]	Gleichung	<i>These equations are quite complex. Do you think you could help me solve them, Dad?</i>
IM 03a	browse	surfen, durchsuchen	<i>I found the funniest animal video while browsing the Internet the other day.</i>
SS	by which I mean	womit ich sagen will	<i>I disagree with their programme. By which I mean, I cannot support their party.</i>
	let me put that differently	lass es mich anders ausdrücken	<i>Let me put that differently – I don't just disagree, I think they're wrong.</i>
	let me say that again	lass mich das wiederholen	<i>Let me say that again – I think what they're doing is wrong.</i>
	to be more precise	um genauer zu sein	<i>He's leaving. To be more precise, he's moving to London.</i>
SS c	boarding pass	Bordkarte	<i>Nowadays, you can access your boarding pass electronically.</i>
	in mid air	knicken in der Luft	<i>It was a terrible accident. The two planes collided in mid air.</i>
WW a	blind somebody (with science)	jemanden (mit Naturwissenschaften) verblenden	<i>Can't you explain it to me with words I understand, or are you trying to blind me with science?</i>
	cog in the machine	ein Rädchen im Getriebe sein	<i>Even though she manages the project, she feels like a cog in the machine. That's why she's quitting.</i>
	have it down to a science	etwas im Griff haben	<i>My grandmother didn't know how to use a tablet a few weeks ago, but now she has it down to a science.</i>
	light years ahead of	Lichtjahre voraus sein, viel besser sein als	<i>Some inventors seem to be light years ahead of their time, so no one really understands their inventions.</i>
	on the same wavelength	auf der gleichen Wellenlänge liegen	<i>My boss and I are on the same wavelength. That makes working together quite pleasant.</i>
	the acid test	die Feuerprobe	<i>I hope he's fit enough now after his injury. The race tomorrow is the acid test.</i>
	well-oiled machine	eingespieltes Team, es läuft wie geschmiert	<i>Team USA is a well-oiled machine in these races.</i>
	reinvent the wheel	das Rad neu erfinden	<i>Why are you programming a weather app? There's no need to reinvent the wheel. There are so many out there already!</i>

Unit 4

01b	bland	fade, langweilig	<i>This soup is rather bland. It needs some salt and pepper.</i>
	bold	mutig	<i>It was a very bold move for him to take the lead so early in the race.</i>
	bottom line	Endeffekt	<i>The bottom line is nobody should ever drink and drive. It's too dangerous.</i>
	colouring	Färbung	<i>The bright colouring of the male peacock's feathers helps it to attract a female.</i>
	do somebody good	jemandem gut tun	<i>That hot drink did me good. It's really cold outside.</i>
	dye	färben; Farbstoff	<i>The food is dyed pink. The dye they use is not harmful, though.</i>
	enhanced	verbessert	<i>Their three victories this month have enhanced the team's reputation.</i>
	flavourful	schmackhaft	<i>That was a great meal. The lasagne was very flavourful.</i>
	freshness	Frische	<i>The most important thing about fruit and vegetables is their freshness.</i>
	horrified	entsetzt, erschrocken	<i>She was horrified by that terrible accident last week.</i>
	nausea ['nɔ:ziə]	Übelkeit	<i>I don't feel well at all. I have a headache and nausea.</i>
	nom on	mampfen (ugs.)	<i>Peter and Jean didn't speak – they were too busy nomming on their hamburgers.</i>
	override	außer Kraft setzen	<i>These new developments mean I have to override my earlier decision.</i>
	participant	Teilnehmer/in	<i>There were over two hundred participants at the conference.</i>
	perceive [pə'si:v]	wahrnehmen, erkennen	<i>We now perceive that the world's climate is changing.</i>
	re-examine	nachprüfen	<i>I am not convinced. I think we need to re-examine the facts.</i>
	side effects	Nebenwirkungen	<i>All medicines can sometimes have unwanted side effects.</i>
	taste buds	Geschmacksknospen	<i>That curry was so hot it's destroyed my taste buds!</i>
	technologist	Verfahrenstechniker/in	<i>As a technologist, he needs to know about all the latest scientific developments.</i>
	warrant	rechtfertigen	<i>These discoveries warrant an immediate re-evaluation into climate change.</i>
03	eating habits	Essgewohnheiten	<i>Their eating habits are not very healthy, if they have a big meal late every evening.</i>
03a	additive	Zusatzstoff	<i>Lots of different kinds of food have additives to make them last longer.</i>
	fussy	wählerisch	<i>I like all kinds of food. I'm not at all fussy.</i>
	go for seconds	sich (einen) Nachschlag holen	<i>In the canteen he always goes for seconds at lunchtime.</i>
	nibble	knabbern, nagen	<i>He nibbled at the biscuit for five minutes before eating it.</i>
	organic	biologisch	<i>The supermarket has a special section for organic food.</i>
	picky	pingelig, wählerisch	<i>There's no need to be so picky about your clothes. You look fine!</i>
	put on weight	zunehmen	<i>If you eat too much, you'll put on weight.</i>
	snacking	Snackerei	<i>If you want to lose weight, you have to stop with all the snacking.</i>
	teetotal	abstinente, enthaltsam	<i>He never drinks alcohol. He's teetotal.</i>
	watch what one eats	auf die Linie achten	<i>John was very ill last year and has to be careful and watch what he eats.</i>
04a	arsenic ['ɑ:sɛnɪk]	Arsen	<i>Some people think Napoleon was poisoned with arsenic.</i>
	tapeworm	Bandwurm	<i>Isn't it crazy that some people used to eat tapeworms in order to stay slim?</i>
04b	all in the name of	im Namen	<i>Thirty people lost their jobs – all in the name of efficiency!</i>
	by no means	auf keinen Fall	<i>This is by no means the last time we'll have to face the problem.</i>
	cynic ['sɪnɪk]	Zyniker/in	<i>Don't be such a cynic. Think positive!</i>
	devise	entwickeln	<i>We'll have to devise a new method of dealing with the problem.</i>
	eject	auswerfen, ausstoßen; hier: ausspucken	<i>Some insects eject a poison when they are attacked.</i>
	goodness	Nährgehalt	<i>There's lots of goodness in eggs.</i>
	ingest [ɪn'dʒɛst]	einnehmen, herunterschlucken	<i>Medicines in tablet form need to be ingested.</i>
	kill off	vernichten	<i>Unfortunately, many useful insects have been killed off through the use of pesticides.</i>
	lethal	tödlich	<i>The sting of the box jellyfish is usually lethal.</i>
	meningitis [,menɪm'dʒaɪtɪs]	Hirnhautentzündung	<i>Meningitis is a very serious illness that affects the brain.</i>
	metabolism	Stoffwechsel	<i>Your metabolism is the chemical process in your body that turns food into energy.</i>
	no sooner ... than	gerade als	<i>No sooner had I put the phone down than it began to ring again.</i>
	slim down	abnehmen	<i>He's much too fat. He needs to slim down urgently.</i>

05a	on no account under no circumstances	keinesfalls keinesfalls, unter keinen Umständen	<i>On no account should you eat mushrooms if you are allergic to them.</i> <i>Under no circumstances will I agree to lending you my car!</i>
IL	come apart shoot to fame	auseinanderfallen über Nacht berühmt werden	<i>We all thought it was a great plan at first – that was before things started to come apart.</i> <i>British cyclist Bradley Wiggins shot to fame by winning the Tour de France in 2012.</i>
IL 01b	chop clamp corporate dining out dress down egg somebody on flourish full of oneself put things right suck turn on one's heel well over	hacken klemmen Unternehmens- auswärts essen sich leger kleiden jemanden anstacheln überschwängliche Geste aufgeblasen sein die Sache ins Lot bringen lutschen auf dem Absatz kehrtmachen weit über	<i>First chop the onions and fry them in a little oil. Then add the meat ...</i> <i>He clamped the two pieces of wood together until the glue was dry.</i> <i>The extravagant architecture of their office building is part of their corporate identity.</i> <i>We're dining out on Saturday – at that new restaurant in the High Street.</i> <i>This is an informal event. You can dress down.</i> <i>His friends egged him on to jump in the river.</i> <i>He raised his hat with a flourish and waved to the crowd.</i> <i>He's very full of himself today. Has he just won something?</i> <i>I'm sorry about what I said yesterday. I'd like to put things right again, but not with us.</i> <i>Children often suck their thumb.</i> <i>When she saw him, she turned on her heel and left the building.</i> <i>My aunt and uncle paid well over the asking price for their house – they wanted it so much.</i>
IF	culinary decidedly full-length golden age hilarious rat race specialise in	kulinarisch, Koch- zweifelsohne in voller Spielfilmlänge Blütezeit umwerfend komisch Gehetze, Hamsterrad sich auf etwas spezialisieren	<i>The chef's culinary skills have made that new restaurant extremely popular.</i> <i>Her parents were decidedly unhappy to hear she had quit her job.</i> <i>"Braveheart" and "Skyfall" are both full-length feature films.</i> <i>Many people think the Victorian era was the golden age of British industry.</i> <i>The clowns were absolutely hilarious.</i> <i>He just wanted to get out of the rat race and live quietly in the country.</i> <i>She's a doctor and specialises in internal medicine.</i>
IF 01b	pass one's time	sich die Zeit vertreiben	<i>She passes her time painting pictures and working in the garden.</i>
IF 02	convenience food prove somebody wrong ready meal	Fertignahrung jemandem das Gegenteil beweisen Fertiggericht	<i>She thinks convenience food is only for people too lazy to cook!</i> <i>I don't believe it until you can prove me wrong.</i> <i>He bought two ready meals and just warmed them up in the microwave oven.</i>
IF 04b	facial	Gesichts-	<i>After the car accident, she had to have facial surgery.</i>
SS c	you mustn't forget	beachte, beachte	<i>You mustn't forget to turn off the lights when you leave.</i>
SS e	he who neglect proverb [proun 3:b]	derjenige hier: versäumen Sprichwort	<i>He who fights and runs away may live to fight another day.</i> <i>I neglected to tell you before: you should phone home immediately!</i> <i>"Look before you leap" is a well-known proverb.</i>
WW a	bite more than you can chew bread and butter chew the fat food for thought go bananas half-baked spill the beans	den Mund zu voll nehmen Brotverdienst, Lebensunterhalt ein Schwätzchen halten Denkanstoß ausflippen, überschnappen (ugs.) unausgegoren alles ausplaudern	<i>They'll never finish the job in time. They've bitten off more than they can chew.</i> <i>Writing textbooks is her bread and butter.</i> <i>Come on, you two. Stop chewing the fat. We have work to do!</i> <i>I like that suggestion. It's definitely food for thought.</i> <i>When the band came on stage, the crowd went bananas.</i> <i>Of all the half-baked ideas! Ridiculous! Forget it. It'll never work.</i> <i>We're planning a surprise birthday party for John, so please don't spill the beans when you see him.</i>

Unit 5

01b	and so forth comforting conscientious [ˌkɒnʃiˈenʃəs] driven by gauge irrevocable [ɪˈrevəkəbl,] margin misjudgement mistaken opt-out clause outlook overestimate refundable [ˌriːˈfʌndəbl,] stable sure enough	und so weiter tröstlich gewissenhaft getrieben werden von abschätzen unwiderruflich Spanne, Spielraum Fehlurteil irrtümlich Rücktrittsklausel Anschauung überschätzen rückzahlbar stabil gewiss	<i>We checked everything – documents, letters, emails, notes and so forth.</i> <i>It's comforting to know you all arrived safely.</i> <i>She's a very conscientious worker and makes very few mistakes.</i> <i>He was always driven by his ambition to be a great footballer.</i> <i>It's difficult to gauge how long the trip will take by car.</i> <i>I'm sorry, but my decision is final and irrevocable.</i> <i>There's no margin for errors here. We have to get it right the first time.</i> <i>You should never have let him borrow the car. That was a huge misjudgement on your part.</i> <i>The mistaken belief the earth is flat existed for many years.</i> <i>There is no opt-out clause in this contract. You'll have to pay in full!</i> <i>His outlook on events in the world is quite pessimistic.</i> <i>Be careful not to overestimate our chances of winning. Something could go seriously wrong.</i> <i>The money is refundable if you are not satisfied with the goods.</i> <i>They have been in a stable relationship for over a year now.</i> <i>I thought she would win, and sure enough – she did.</i>
02a	foresee have every intention of I'll cross that bridge when I come to it. look ahead make plans map out plan on take each day as it comes	vorhersehen die Absicht haben, etwas zu tun Kommt Zeit, kommt Rat. an die Zukunft denken Pläne schmieden ausarbeiten mit etwas rechnen in den Tag hineinleben	<i>It should be easy. I don't foresee any difficulties at all.</i> <i>We have every intention of becoming the best team in the league this season.</i> <i>I don't know at the moment what I'm going to do next year. I'll have to cross that bridge when I come to it.</i> <i>Despite the problems, we are all looking ahead to a brighter future.</i> <i>We're making plans to visit relatives in Australia next year.</i> <i>They've mapped out very carefully what they need to do to make things work.</i> <i>We're not planning on going to Scotland again this summer.</i> <i>We've no great plans. We just take each day as it comes and enjoy what we can.</i>
03a	cop feel up to geeky get the ball rolling I wouldn't bet on it. it's about time ... keep something going soccer moms	Bulle (unveraltet) sich etwas zu wachsen fühlen dämlich den Stein ins Rollen bringen Ich würde nicht darauf betten. es ist an der Zeit, dass ... etwas am Laufen halten Bezeichnung für Vorortmütter, die hauptsächlich ihre Kinder zu Sport- und anderen außerschulischen Aktivitäten fahren	<i>The TV series "Blue Bloods" is about cops in New York City.</i> <i>Do you mind if we stay in tonight? I don't feel up to going to that party.</i> <i>He's just a geeky computer freak with no friends.</i> <i>Who would like to get the ball rolling and ask the first question?</i> <i>The forecast said it wouldn't rain tomorrow, but I wouldn't bet on it.</i> <i>It's about time someone complained about the trains always being late.</i> <i>They're planning to keep the show going until after Christmas despite the negative reviews.</i> <i>All the soccer moms pick up their kids after the game.</i>
04b	I'd sooner ... it's high time ... see into the future	Eher würde ich ... es ist höchste Zeit, dass ... in die Zukunft sehen	<i>I'd sooner take my dog for a walk than watch that film!</i> <i>It's high time someone did something about the traffic problem in town.</i> <i>I really don't know what will happen. I can't see into the future.</i>
IL	believe oneself to be unreliability weapons of mass destruction	sich halten für Unzuverlässigkeit Massenvernichtungswaffen	<i>Harry believes himself to be the world's greatest driver.</i> <i>The worst thing about that car is its unreliability. It's always breaking down.</i> <i>When we refer to weapons of mass destruction, we usually mean nuclear bombs.</i>
IL 01b	engagement expire oversight re-engaged small business	Verlobung ablaufen Versehen wieder verlobt Kleinunternehmen	<i>They announced their engagement last week and intend to get married next year.</i> <i>Helen's passport expires next month. She needs to get a new one.</i> <i>It was an unfortunate oversight on our part and we apologise.</i> <i>Sally and Mike separated for a while, but last week they got re-engaged.</i> <i>His father runs a small business selling second-hand books.</i>

IL 01b	store card voicemail	Kreditkarte eines Kaufhauses Sprachbox	<i>She uses her store card to do her shopping and pays at the end of the month.</i> <i>When we got back from holiday, there were dozens of messages on our voicemail.</i>
IL 01c	amass clear one's debt displeased in agreement with pleased to be renegotiate repossession	anhäufen Schulden tilgen verärgert übereinstimmen erfreut sein neu aushandeln Wiederinbesitznahme	<i>He amassed a huge amount of debt in a short amount of time.</i> <i>He had to sell his car in order to clear his debts at the bank.</i> <i>She was not too displeased to see him leave.</i> <i>We can't start work until everyone is in agreement with the new plans.</i> <i>We are very pleased to be here with you all this evening.</i> <i>There have been some new developments. We need to renegotiate our deal.</i> <i>He couldn't pay for his new car, so the bank had to take repossession of it.</i>
IL 02a	acquisition	Erwerb, Anschaffung	<i>His latest acquisition is a beautiful house by the sea.</i>
IM 01a	graduation	Abschluss	<i>Graduation takes place after the final exams.</i>
IM 01b	blessed	gesegnet	<i>She's a fantastic singer and blessed with great musical talent.</i>
IM 01d	imagery	Bilder, bildliche Darstellung	<i>The imagery in the film was absolutely breathtaking.</i>
IM 02	overcrowding	Überfüllung	<i>If the population of the world continues to grow so rapidly, we'll have a real problem with overcrowding.</i>
SS c	fighter plane	Kampfflugzeug	<i>Alan is a pilot in the airforce. He flies fighter planes.</i>
WW a	don't hold your breath happen overnight have something up one's sleeve in the pipeline only time will tell pencil it in take the plunge watch this space	das kann dauern über Nacht geschehen einen Trick auf Lager haben in Vorbereitung die Zeit wird es zeigen vorläufig vormerken den Sprung wagen Warte mal ab. Es tut sich was	<i>I'll need at least a week to finish this job, so don't hold your breath!</i> <i>You need time to learn a new language. It can't happen overnight.</i> <i>Don't worry. He's not going to win. I still have a few tricks up my sleeve.</i> <i>We have several exciting projects in the pipeline for next year.</i> <i>We don't really know if the plan will work. Only time will tell.</i> <i>"I'll pencil the meeting in for Friday morning. Let me know if you can't make it.</i> <i>Petra finally took the plunge and started her own business last year.</i> <i>Don't worry! I'll let you know the results as soon as possible. Watch this space.</i>
WW d	keep one's fingers crossed	die Daumen drücken	<i>I have my driving test tomorrow. Keep your fingers crossed for me!</i>

Unit 6

01b	as the saying goes case in point conflicting congressional contradictory [ˌkɒntrə'dɪktəri] cost / benefit ratio denial disingenuous downright egotism euphemism [ju'femɪnɪzəm] evidence to the contrary Honesty is the best policy. impermeable [ɪm'pɜ:miəbəl] in full swing in one's favour in the face of	wie man so schön sagt Paradebeispiel widersprüchlich Kongress- widersprüchlich Preis-Leistungs-Verhältnis Verneinung unaufrichtig hier: ausgesprochen, glatt Egoismus Umschreibung, Euphemismus Gegenbeweis Ehrlich währt am längsten. undurchdringlich in vollem Gange zugunsten von angesichts	<i>Be careful. Look before you leap, as the saying goes.</i> <i>Things are getting more and more expensive. The cost of electricity is a case in point.</i> <i>We have conflicting ideas on the subject of climate change.</i> <i>She's become a congressional candidate and hopes to get elected to Congress next year.</i> <i>Those two statements are contradictory. They can't both be correct.</i> <i>It's not worth taking on the business. The cost / benefit ratio is far too low.</i> <i>He published a strong denial of his responsibility for the accident in the local newspaper.</i> <i>It would be most disingenuous of me not to admit I damaged your car.</i> <i>It was downright dishonest of you to take the money and not tell anyone.</i> <i>He thinks he's more important than other people. It's pure egotism on his part.</i> <i>"To pass away" is a common euphemism for "to die".</i> <i>Global warming is definitely taking place. We have no evidence to the contrary.</i> <i>He wouldn't have lost his job if he had told the truth from the beginning. Honesty is the best policy.</i> <i>This jacket is made from an impermeable material. I never get wet when it rains.</i> <i>When we arrived, the party was already in full swing.</i> <i>It wasn't until the third set that he was able to decide the match in his favour.</i> <i>In the face of terrible danger from the flames, he rushed into the building to save the children.</i>
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01b	irrefutable	unwiderlegbar	<i>The evidence is irrefutable. Temperatures are rising all over the world.</i>
	lead somebody to believe	jemandem vorgaukeln, dass	<i>Robert led me to believe he was the head of the company, but he's only an employee.</i>
	likelihood	Wahrscheinlichkeit	<i>In all likelihood, we should make it to the concert by six p.m.</i>
	like-minded	gleichgesinnt	<i>It's great to have an intelligent conversation with a like-minded person.</i>
	misdirection	Irreführung, Fehlleitung	<i>The project is in danger of failing due to misdirection by the planning committee.</i>
	misstate	falsch angeben	<i>Their last report misstated the facts. Now we need to know the truth.</i>
	narrative	Schilderung, Geschichte	<i>At one point in his narrative, the author describes his early childhood.</i>
	notion	Vorstellung, Idee	<i>I'm afraid I have no notion of what they are planning for the party next weekend.</i>
	overstate	übertreiben	<i>In his interview for the job, he may have overstated his knowledge of computers.</i>
	pollster	Meinungsforscher/in	<i>The pollsters report that the majority of people think this a good move by the government.</i>
	preconceived	vorgefasst	<i>Be careful of preconceived ideas. Wait until you have the true facts.</i>
	predisposition	Veranlagung	<i>There is evidence that a predisposition to breast cancer runs in families.</i>
	purveyor [pə'veɪə]	Lieferant/in	<i>Mr Johnson has a small shop on the corner and is a purveyor of gourmet food.</i>
	reach its apogee [ri:t] its æpədʒi:	den Gipfel erreichen	<i>The company reached its apogee ten years ago. Since then, profits have been falling steadily.</i>
	self-important	aufgeblasen	<i>He's so self-important that he cares about no one but himself.</i>
	slim to none	so gut wie keine/n, gering	<i>The chances of our winning the match on Saturday are slim to none.</i>
	stance	Standpunkt	<i>What's your stance on the use of nuclear power to produce our energy?</i>
	substantive	bedeutend, schwerwiegend	<i>The protesters had substantive concerns about the building of the new motorway.</i>
	ultimately	letztlich	<i>Ultimately, what worries me are the consequences of global warming.</i>
	understate	untertreiben	<i>The report understated the real cost of the scheme.</i>
	untruth	Unwahrheit	<i>So many untruths have been written about the candidates, it's difficult to know who to vote for.</i>
	unvarnished	ungeschminkt	<i>She told him the plain, unvarnished truth about her family background.</i>
	unwillingness	Widerwille	<i>He showed a certain unwillingness to invite any more guests to the party.</i>
	victor	Sieger/in	<i>After five long days, she finally emerged the victor.</i>
01c	keep it simple	mache es nicht zu kompliziert	<i>Keep it simple, otherwise people won't want to listen to you for long.</i>
	safety bubble	(sichere) Selbstblase	<i>You can't live in a safety bubble all your life. Risks are there to be taken.</i>
02	opinion poll	Meinungsumfrage	<i>Opinion polls show that the government is not very popular at the moment.</i>
03a	impeach	gegen Amtsvergehen anklagen	<i>Richard Nixon resigned as US President in 1974 when Congress voted to impeach him.</i>
	put oneself forward as	sich für etwas empfehlen	<i>John put himself forward as a candidate for the next election.</i>
	repeal	widerrufen, aufheben	<i>This law is unfair and unjust and should be repealed immediately.</i>
	run for	kandidieren für	<i>She decided to run for Parliament at the next election.</i>
03b	disillusioned	desillusioniert, ernüchtert	<i>After two years in power, lots of people are disillusioned with the government's promises.</i>
04b	bring out the best	das Beste zum Vorschein bringen	<i>A crisis often tends to bring out the best in people.</i>
	CEO (Chief Executive Officer)	Geschäftsführer/in, Vorstandsvorsitzende/r	<i>Anthony was given the job of CEO in one of Europe's leading software manufacturing companies.</i>
	commanding leader	autoritäre Führungspersönlichkeit	<i>Napoleon was an example of a typical commanding leader.</i>
	course of action	Vorgehen	<i>We can't just sit here and do nothing. We must decide on a course of action.</i>
	decision-making process	Entscheidungsprozess	<i>To find the right solution we first have to go through the proper decision-making process.</i>
	ineffective	unwirksam	<i>I'm afraid all our efforts to save the company have proven ineffective.</i>
	managing director	Geschäftsleiter/in	<i>Brian is the managing director of a big firm in Manchester.</i>
	over the course of	im Laufe	<i>Over the course of the last twelve months we have seen a substantial increase in the cost of fuel.</i>
	participation	Teilnahme	<i>She injured her ankle yesterday, so her participation in the race on Saturday is not certain.</i>
	reassurance	Beruhigung, Zusicherung	<i>They gave us reassurance that the problem would be dealt with immediately.</i>
	subject to	gemäß	<i>Subject to final approval by the council, work will go ahead next week.</i>
	time and time again	immer wieder	<i>I've told you time and time again: don't call me so early in the morning!</i>

IL	disguised manipulator	verkleidet, verhüllt Manipulant/in	<i>The story was a thinly disguised account of what had actually happened.</i> <i>He's a very clever manipulator and gets other people to do what he wants.</i>
IL 01b	awakening	Erwachen	<i>If you don't practise hard this week, you're in for a rude awakening in the match on Saturday.</i>
	drift	sich planlos treiben lassen	<i>I drifted around the world for a year or two before coming home and getting a job.</i>
	gesture	Geste	<i>She raised her hands in a gesture of despair.</i>
	be taken up by	angenommen werden von	<i>His new novel was quickly taken up by a publisher in London.</i>
	groan	stöhnen	<i>The kids all groaned when I switched off the TV.</i>
	launch into	ansetzen zu etwas	<i>He immediately launched into an attack on his political opponent.</i>
	moan	jammern, klagen	<i>Stop moaning and get on with your report!</i>
	or what have you	oder sonst was	<i>I have no idea where she is. She could be asleep, on her way to work, shopping in town or what have you.</i>
	rehearsed	einstudiert	<i>All the moves have to be rehearsed and work perfectly before we go on stage.</i>
	strike somebody	jemandem auffallen	<i>What strikes me is that they don't seem to care about their future.</i>
IL 01c	human interest	humanistisch, menschlich	<i>The main attraction of the film was its human-interest storyline.</i>
	sleep late	ausschlafen	<i>I don't have to go to work tomorrow, so I can sleep late for once.</i>
	wit	Verstand, Schlagfertigkeit, Witz	<i>Oscar Wilde was famous for his wit.</i>
IF	fictitious	unecht, erdichtet	<i>James Bond is a fictional character in the books by Ian Fleming.</i>
	footage	Filmmaterial	<i>The reporters returned from the war zone with lots of footage to document events.</i>
	mockumentary	fiktionaler Dokumentarfilm	<i>A mockumentary disguises itself as a documentary, but really only imitates real-life situations.</i>
	popularise	bekannt machen	<i>Bob Dylan popularised reggae music in the 1970s.</i>
SS	safe to say	man kann mit Sicherheit sagen dass	<i>It's safe to say that she will pass the exam tomorrow.</i>
SS c	gender equality	Gleichberechtigung	<i>Gender equality in the workplace still hasn't been fully achieved.</i>
	suffice	ausreichen	<i>We're not giving him a present for his birthday – a card will have to suffice.</i>
SS e	child labour	Kinderarbeit	<i>In the 19th century, child labour was widespread in Europe.</i>
	resolve	lösen, klären	<i>We have to resolve this problem as soon as possible.</i>
WW a	casting vote	ausschlaggebende Stimme	<i>The chairperson of the committee always has the casting vote.</i>
	get on one's soapbox	ein Volksrede halten	<i>OK, I believe you. No need to get up on your soapbox.</i>
	landslide	Erdrutschsieg	<i>His victory at the last election was an unexpected landslide.</i>
	one-horse race	eine/n sichere/n Sieg/n haben	<i>Brian won easily. It was a one-horse race from start to finish.</i>
	pay rise	Gehaltserhöhung	<i>All we got this year was a pay rise of two percent – that's not enough, is it?</i>
	play politics	politisieren	<i>I certainly do not think we should play politics with such an important issue.</i>
	political hot potato	politisch heißes Eisen	<i>No one wants to get involved in the deal. It's a political hot potato.</i>
	throw one's hat into the ring	kandidieren, hier: kandidieren	<i>It was a big surprise when Brian threw his hat into the ring by saying he was willing to stand for election.</i>
	vote down something	über-, niederstimmen	<i>The project was voted down by a majority of ten to three.</i>
	vote with one's feet	mit den Füßen abstimmen	<i>No one in the audience agreed, so they voted with their feet and left the meeting.</i>

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