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1A I THOUGHT I COULD PICK UP ITALIAN BY EAR

1 GRAMMAR Adverbs and adverbial phrases

a Complete the text with the words in the box.

clearly apparently effectively widely
unfortunately ~~simply~~ extremely



Whether you are a student, a professional athlete, an engineer, or [1] simply a tourist, English has become a(n) [2]_____ important skill to acquire. English will soon be the language of choice in most major fields of study, if it isn't already. Therefore, students embarking on their studies [3]_____ need to decide: What language do I want to get my degree in? Degrees in medicine delivered in English at a university in Poland are [4]_____ very popular, but you need a reasonable level of English to start. If you need to study English before college, it's [5]_____ agreed that you learn the most [6]_____ in an English-speaking environment. [7]_____, not all students can afford the time and cost of studying abroad.

b Put the words in the correct order to make sentences.

1 that hard / people think / not / Russian is / to learn / difficult, but it's .
People think Russian is difficult, but it's not that hard to learn.
2 you listen / rapidly if / will improve / and watch movies / to music / your English .
3 England / language schools / opened / in the seventies in / a lot of .
4 presumably / you lived / so / speak / you / fluently / French / in Paris, .
5 hardest / for / adult learners, / listening is / the / usually / skill .
6 never / vocabulary / new / I / down / write / almost .

2 VOCABULARY Language learning

a Underline the correct words to complete the sentences.

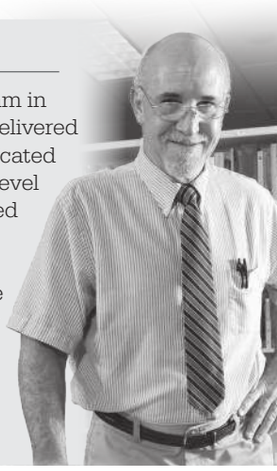
1 I studied German in college, but I'm going to Berlin next year to *pick* / *brush* / *take* up on it.
2 My brother speaks four languages – he really has an *ear* / *eye* / *mouth* for them.
3 I know Japanese is hard, but you have to keep *on* / *to* / *at* it if you want the job.
4 I'm French, but my son was born in Italy. From an early age, he *pulled* / *picked* / *took* up a lot of Italian expressions.
5 I studied in China, and I *fought* / *raced* / *struggled* with writing the characters for a long time.
6 It takes time to get *accustomed* / *ready* / *along* to a new teaching style.
7 My Spanish is a little *cracked* / *broken* / *rusty*. I haven't spoken it for a while.
8 My sister can hold a *chat* / *speech* / *conversation* in several European languages.

3 VOCABULARY Noun forms

a Read the text and complete the words in the sentences below.

PROGRAMS

We run a complete five-year degree program in medicine, with all lectures and seminars delivered in English by our very competent and dedicated staff. Participants must have an excellent level of English and above all be highly motivated to be capable future doctors. Our program is very interactive, and nearly all our candidates pass with good grades, despite living in Warsaw, where there are so many things to take your mind off studying. We have occasional misunderstandings when one language interferes with another, but generally the program runs well.



1 An advanced level of English is an absolute necessity in this program.
2 Our teachers show great d_____ to the program and the students.
3 M_____ is never a problem for our students, who all want to become doctors.
4 All our lectures have elements of i_____ to involve the students.
5 There are many d_____ in a city like Warsaw, so students have to stay focused.
6 Our students need both medical and linguistic c_____, which can be challenging.
7 Polish students may feel a r_____ to speak English if all their classmates speak Polish.
8 It is hard to avoid i_____ from the mother tongue, even if your English is excellent.

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1B LANGUAGE HAS BEEN CONSTANTLY EVOLVING

1 GRAMMAR The perfect aspect

a Underline the correct words to complete the sentences.

1 The team *had been training* / *has been training* for three months when the season started.
2 By September, I *will have been studying* / *will study* Arabic for three years.
3 I only joined the choir in college because I *haven't found* / *hadn't found* anything else to do.
4 This is the fourth time I *try* / *have tried* to learn to dance.
5 I *never have written* / *have never written* such a difficult essay as this one.
6 She *has been studying* / *had been studying* for this exam since early this morning.

b Complete the conversation using the correct form of the verb in parentheses.



ROBERT Thank you for coming, Lisa
LISA My pleasure. Thank you for the opportunity.
ROBERT So how long [1] *have you been living* (live) in Miami?
LISA By December, I [2]_____ (be) here for a year.
ROBERT [3]_____ (you/ever/have) a job in the hotel industry before?
LISA Yes, I have. I worked in a hotel in Mexico City for two years before I [4]_____ (move) here.
ROBERT So why did you apply for this particular position?
LISA As soon as I [5]_____ (see) it, I knew it was the right job for me.
ROBERT What do you like about it?
LISA I [6]_____ (always/enjoy) working with people and helping them, so this position seems ideal.
ROBERT This isn't your first application, is it?
LISA No, this is the second time I [7]_____ (apply). The first time my English wasn't good enough.
ROBERT It sounds good now.
LISA It [8]_____ (get) a lot better. I [9]_____ (just/arrive) in Miami the last time I applied.
ROBERT Do you have any questions?
LISA When will I know if I [10]_____ (get) the job?
ROBERT We [11]_____ (make) our decision by the end of next week. Ten days at the most.
LISA That sounds great. I look forward to hearing from you.

c 01.01 Listen and check.

2 VOCABULARY Describing changes

a Complete the text with the words in the box.

rapid changes substantially ~~noticeable~~ way barely shift rise subtle ongoing

Changes to the English language may not always be immediately [1] *noticeable*, but because over 500 million people now use it as their first language, it is constantly evolving.

Some [2]_____ changes, often made in an attempt to simplify the language, are [3]_____ noticeable. However, over time we notice that people are not using "ought to" as much anymore and "right?" is being used instead of question tags, which seem to be on the [4]_____ out.

The use of Americanisms by British youth is clearly on the [5]_____, with expressions such as "Can I get a coffee to go?" becoming very common. Interest in American TV shows and music has grown [6]_____ over the last 20 years, leading to this [7]_____ increase in American usage.

Linguists and lexicographers spot the most [8]_____ changes in the language and make decisions as to whether a steady [9]_____ over time is enough to justify a new dictionary entry or even a change to a grammar rule.

The most lasting [10]_____ to the language come as the result of major innovations in lifestyle. The digital revolution, just like the automobile revolution a hundred years before, has introduced a large number of new expressions and usages, from "selfie" to "tweet" to "microblogging."

3 PRONUNCIATION Sentence stress

a 01.02 Listen and underline the stressed words in **bold**.

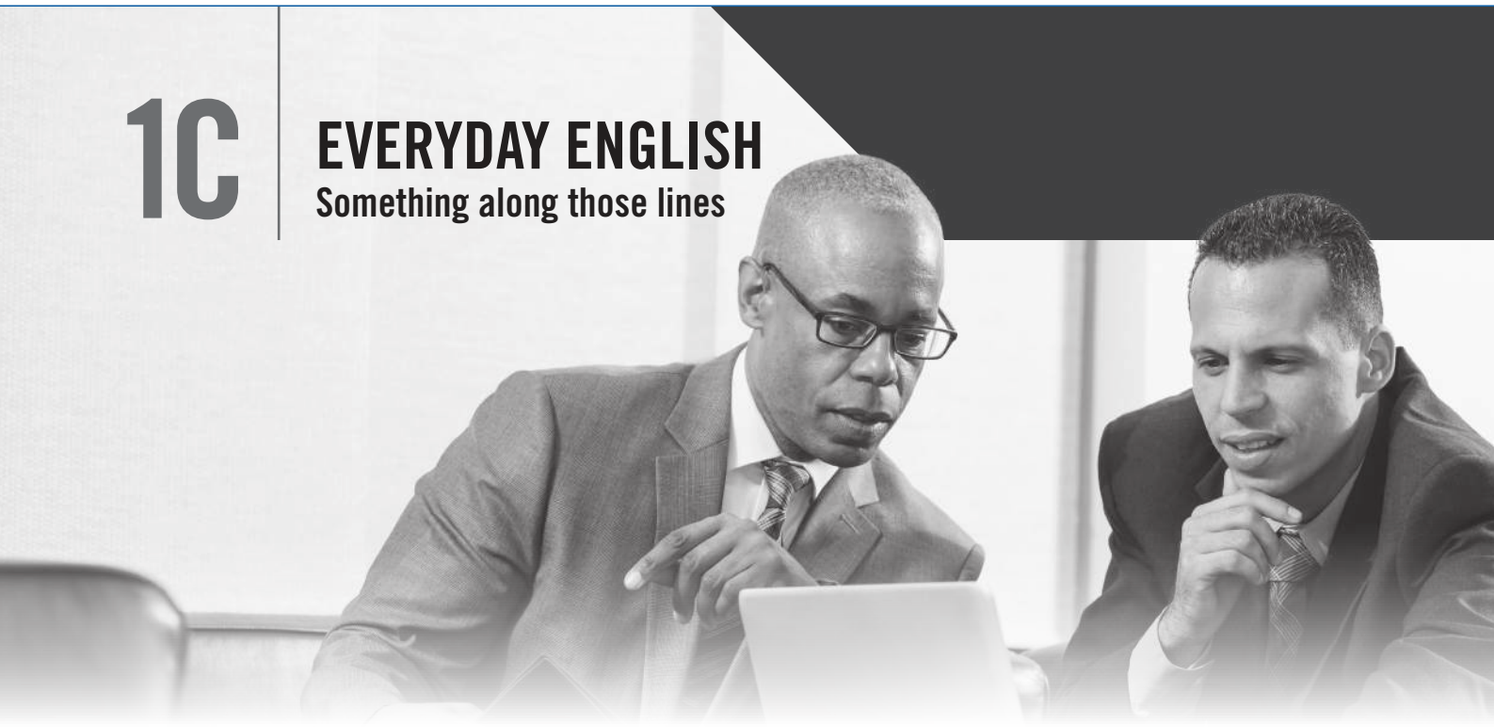
1 The team **had** already **been training** for three months when the season started.
2 By September, I **will have been studying** Arabic for three years.
3 This is the fourth time I **have tried** to learn ballroom dancing.
4 They **have been practicing** this piece on the piano for about three months now.
5 By the time I got to rehearsal, the actors **had been working** for about an hour.
6 She **has been planning** his birthday party for months.

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1C EVERYDAY ENGLISH
Something along those lines



1 USEFUL LANGUAGE
Expressing yourself in an inexact way

a 01.03 Complete the conversation with the expressions in the box.

tons of	give or take	something to do with
words to that effect	~~stuff like that~~	
whatshisname	somewhere in the region of	

ENRIQUE Thanks for helping me with this, Jack. I really appreciate it.
JACK No problem, Enrique.
ENRIQUE This is my first report, and I get nervous with reports and spreadsheets and [1]*stuff like that*. I want to get it right.
JACK Of course. I still remember my first one.
ENRIQUE You've written [2]_____ them since then, I guess. How long have you been here?
JACK Twenty years. [3]_____ a couple.
ENRIQUE So you've written a lot of reports?
JACK Quite a few.
ENRIQUE Hundreds, I suspect. So who should I send my report to?
JACK [4]_____ in finance and probably that other guy.
ENRIQUE Who?
JACK The tall guy. He has [5]_____ sales. It'll come back to me. Next question?
ENRIQUE How long should the report be?
JACK Not too long.
ENRIQUE So, pretty short then? Good.
JACK But not too short. [6]_____ three or four pages.
ENRIQUE That's not too hard. Three to four pages. Plus a cover page. What should I call it?
JACK "The Future of the Company." Or [7]_____.
ENRIQUE Great idea. Final question. Can I buy you lunch?
JACK Of course you can. How much time do we have?
ENRIQUE About 40 minutes. Will that be enough?
JACK I suppose it will have to be. Let's go.

b Match questions 1–6 with responses a–f.

1 [e] Who lent you this book?
2 [ ] Can I borrow one of these pencils?
3 [ ] Did he say I wasn't invited to the wedding?
4 [ ] What was that phone call about?
5 [ ] What's quinoa?
6 [ ] How much are the flights?

a Something to do with our Internet connection.
b Well, words to that effect.
c They're somewhere in the region of $500 per person.
d Sure! I have tons of them!
e Oh, whatshername, the girl with the red hair.
f It's a kind of cereal. It's a little like rice.

2 PRONUNCIATION
Sound and spelling: *ea*, *ee*, and *ie*

a 01.04 Listen. How are the letters in **bold** pronounced in each word? Complete the chart.

1 I prefer the gr**ee**n one.
2 Let's have fruit inst**ea**d.
3 People don't **ear**n much here.
4 Should we take a br**ea**k?
5 I don't bel**ie**ve it.
6 What did you l**ear**n?
7 He's a gr**ea**t player.
8 Br**ea**d, anyone?

1 /i/ (e.g., *be*)	2 /e/ (e.g., *ten*)	3 /eɪ/ (e.g., *take*)	4 /ɜr/ (e.g., *serve*)

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1D SKILLS FOR WRITING

You're absolutely right!



1 READING

a Read the blog. Are the sentences true or false?

1 Takahiro likes Edinburgh.
2 Takahiro thinks the food is a little hot.
3 Takahiro is the last person to come home every day.
4 Takahiro has the same classes five days a week.
5 Takahiro has an active social life.
6 Takahiro is thinking a lot about the weather in Japan.

b Takahiro's blog started a heated discussion on the value of studying English abroad. Read some opinions (1–8) that were expressed in the comments. Are the opinions direct or softened? Check (✓) the correct box.

		Direct	Softened
1	How can you possibly think that?	✓	
2	That doesn't make sense, if you ask me.		
3	I don't get what all the fuss is about.		
4	I have to say, I'm of two minds about this.		
5	It seems to me you are missing the point.		
6	No way!		
7	That's garbage.		
8	I'm sorry, but that simply isn't true.		

2 WRITING SKILLS Expressing opinions

a Correct the words that are wrong.

1 Sorry, but that's the load of garbage.
Sorry, but that's a load of garbage.
2 I disagree. You have the point about the price of transportation, by the way.
3 I'm of two heads about this. I'm not sure if you are right or not.
4 I don't really guess what the fuss is about. In my opinion, Edinburgh is cheap.
5 You're right absolutely. Listening is really tricky. Keep practicing.
6 I agree with the others to a point, but I think speaking is harder. Good luck!
7 You are all missing the points. Learning English just takes time.
8 I had go along with that. Good discussion, by the way.

First Impressions – Takahiro Yoshida

I've already been here for one week, and I must say my first impressions of Edinburgh are very positive. All the international students are staying with families for the first two weeks, and then we move into our own accommodations for two more months.

I think I have been very lucky – my room is nice and large, just a little dark, and the food is excellent, although sometimes it is a little spicy. The family, especially the children, are very friendly and patient with my English. The father works until very late, but the mother and children always have dinner with me.

The city seems less busy than Kyoto, and the bus system seems to be very efficient, even if it's a little expensive. We have English classes every morning, and we have afternoon lectures three times a week. The lecturers speak really fast – I hope my listening improves soon. We have a lot of homework every night, and there is always one exercise I have to discuss with my family, which gives us an opportunity to talk.

I have visited the castle and one of the museums this week, and I went with my friends to a concert. It was very busy and noisy. Overall, I am very happy here and am looking forward to the next two months. The only thing I miss is rice and miso soup!

3 WRITING

a Read the comment on a discussion board. Write a comment of five or six sentences giving your point of view. Remember to express your opinions clearly and support your ideas.

IN THE FUTURE, WE WON'T NEED TEACHERS

Over the last 20 years, the Internet has developed to such a degree that soon most subjects we want to study will be available to us online. We can already attend MOOCs and watch videos of lectures taking place at some of the most prestigious universities in the world. We can do the follow-up reading and listen to the lecture as many times as we want. All of this is available 24 hours a day, and it's free of charge.

We can also access micro-teaching, where short clips and texts are posted online. These small chunks of information allow us to learn at our own pace at a rate we can cope with. Most Internet pages are also translated these days, so if we want to compare a text in two languages, we can. Likewise, if we want a video to be subtitled, that is often possible, too.

With all this information continuously available free of charge, it will be easier for all of us to learn online. This is particularly useful for people in remote regions who cannot attend schools or colleges or for people who for other reasons cannot travel for their education.

The idea of lifelong learning is that we never stop developing and learning new content and skills. Thanks to the Internet, we can still grow and learn without a formal classroom.

Like • Comment • Share 27 9

COMMENTS

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UNIT 1
Reading and listening extension

1 READING

a Read the article. Match paragraphs 1–6 with summaries a–f.

a ☐ Challenges for language teachers
b ☐ Ways of making CLIL successful
c [1] Introducing the subject
d ☐ Challenges for subject teachers
e ☐ Whether or not CLIL works
f ☐ A reason for CLIL

b Underline the best words to complete the sentences.

1 The idea of studying subjects and languages together can make both students and teachers *enthusiastic* / *anxious* / *excited*.
2 The European Union wants its citizens to *speak several languages* / *improve their English* / *become more efficient*.
3 CLIL classes *are based on* / *try to follow* / *do not follow* the traditional structure of language classes.
4 In CLIL, grammatical structures *are more important than* / *come out of* / *are learned separately from* the subject information being taught.
5 The idea behind CLIL has existed for *a short time* / *over 100 years* / *a number of years*.

c According to the article, are the sentences true, false, or is there not enough information to be sure?

1 The CLIL method is used in many places.
2 Using CLIL means that schools save class time.
3 CLIL materials are designed to present language structures in a logical order.
4 Students learn grammar better in CLIL classes.
5 Subject teachers usually have language classes before teaching CLIL.
6 When content and language teachers teach CLIL, they both have to change their style.
7 CLIL only works with highly able students.
8 CLIL students end up with better language skills than students taught traditionally.

d Write a short essay giving your reactions to the idea of CLIL. Include answers to these questions:

- Do you have CLIL lessons or do you think you would enjoy them?
- What are the advantages?
- What are the disadvantages?
- What are the practical implications for teachers and students?
- Do you think CLIL should be introduced in elementary schools? High schools? Give your reasons.

Could You Learn Physics in Japanese?

1 Learning a language is hard enough, as is learning a subject like math or physics. But doing both things simultaneously in the same class? It may sound daunting, but that's precisely the approach taken in the now-widespread methodology known as CLIL (Content and Language Integrated Learning).

2 CLIL was introduced in Europe in the 1990s, primarily to meet the European Union goals of producing multilingual populations. One of its main justifications was efficiency; if languages could be picked up through exposure to other subjects, pressure on packed schedules would be reduced.

3 Of course, CLIL brings many challenges, especially for teachers who are required to make radical adjustments to the way they teach. For language teachers, there is a near-complete reversal of what they are accustomed to: whereas in a traditional language class, texts are constructed primarily as a vehicle for the language points they want to teach, in CLIL the language emerges somewhat randomly from the subject content. With grammar, for example, there is much less opportunity to focus on specific points, but the theory is that students learn appropriate use through the context in which they come across the language.

4 Conversely, subject teachers can no longer talk about their subjects to their students and assume they will understand everything. They will almost certainly need to adopt some different approaches, such as greater levels of practical demonstration or experimentation, rather than relying so heavily on language to convey information. There is also a good deal of fear to overcome. Subject teachers may have attained only low levels of language skills and therefore lack confidence in teaching in a foreign language, while a language teacher's initial reaction to the idea of teaching math will often be one of horror!

5 Solutions to these problems will vary according to the setting in which teachers work. Good CLIL teaching materials are increasingly available, while many schools practice a collaborative approach, with language and subject teachers negotiating both the balance between language and content and the ways in which their different teaching styles can be brought together for a successful class.

6 So does CLIL work? Well, as with many so-called innovations, the basic theory of CLIL has been around for centuries, with even upper-middle class Ancient Romans preferring their offspring to be educated in Greek. Ideas don't tend to persist if they have no value, and now that many schools have been implementing CLIL for a number of years, research seems to indicate that it has been producing good results, with mixed-ability classes as well as elite students. It could be that the concentration required to understand the language means that the subject information is correspondingly well absorbed.

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2 LISTENING

a 01.05 Listen to the conversation between David and Julia. Check (✓) the best summary.

1 ☐ David and Julia talk about changes to the grammar and vocabulary of the English language. Julia gives David some examples of new words, and David is very surprised.
2 ☐ David and Julia discuss words that have recently come into English. David doesn't think that any new words should be put into the dictionary.
3 ☐ David and Julia talk about new words. Julia explains where some new words come from. David has strong opinions about some of them.

b 01.05 Listen again. Who expresses opinions 1–10: David, Julia, or neither of them?

1 It is surprising to hear that we need new dictionaries.
2 New dictionaries are needed to record language change.
3 Every dictionary should have at least 200 words added every year.
4 Words like "selfie stick" shouldn't be in dictionaries.
5 Lexicographers leave out words they consider too informal.
6 Some words are popular for a short time and then die out.
7 Technology words come and go because technology itself changes quickly.
8 Many new words come from other languages.
9 Portmanteau words are common in fashion.
10 The subject of food produces more words than any other.

c Write a conversation between two friends about changes to your first language. Think about these questions or use ideas of your own:

- Has your language changed much recently?
- Can you think of any new words in your language, and if so, what subject areas do they come from?
- Is there a national organization in your country that "protects" your language?
- Have words from other languages come into your language?
- Do you approve or disapprove of changes to your language?

Review and extension

1 GRAMMAR AND VOCABULARY

Correct the errors in the underlined words.

1 I watch the news and I like especially movies.
I watch the news and I especially like movies.
2 They were hoping really to stay with us, but nobody told us.
3 She speaks fluent French, and she knows also Italian.
4 You can find easily a store that sells fruit and vegetables.
5 I saw the teacher recently who taught me history in school.
6 As the restaurant grew in popularity, we felt the necessary to take on more staff.
7 We concluded that the program had some serious limitation.
8 The improvement in performance was most noticable in the second half of the year.
9 The number of days off taken by employees increased steady through November and December.
10 We received a substancial increase in funding from one of our benefactors.

2 WORDPOWER Idioms: body parts

Rewrite the sentences. Replace the underlined words with the words in the box. Make any changes needed.

fight tooth and nail	~~head and shoulders above~~
a good pair of hands	bite one's tongue
have a nose for	

1 Our local beach volleyball team is excellent – so much better than the other teams in the area.
Our local beach volleyball team is excellent – head and shoulders above the other teams in the area.
2 She can be very rude – I have to stop myself from saying something to her to avoid an argument.
3 When I was a child, my mother tried very hard to get me the best education possible, and she succeeded!
4 I love going shopping with my friend Sandra – she's really good at finding bargains!
5 I recently employed an accountant to manage my money. I'm so glad I did – he's doing a great job.

REVIEW YOUR PROGRESS

Look again at Review Your Progress on p. 18 of the Student's Book. How well can you do these things now?
3 = very well 2 = well 1 = not so well

I CAN ...	
talk about learning a second language	☐
describe languages and how they change	☐
express myself in an inexact way	☐
write a web forum post.	☐

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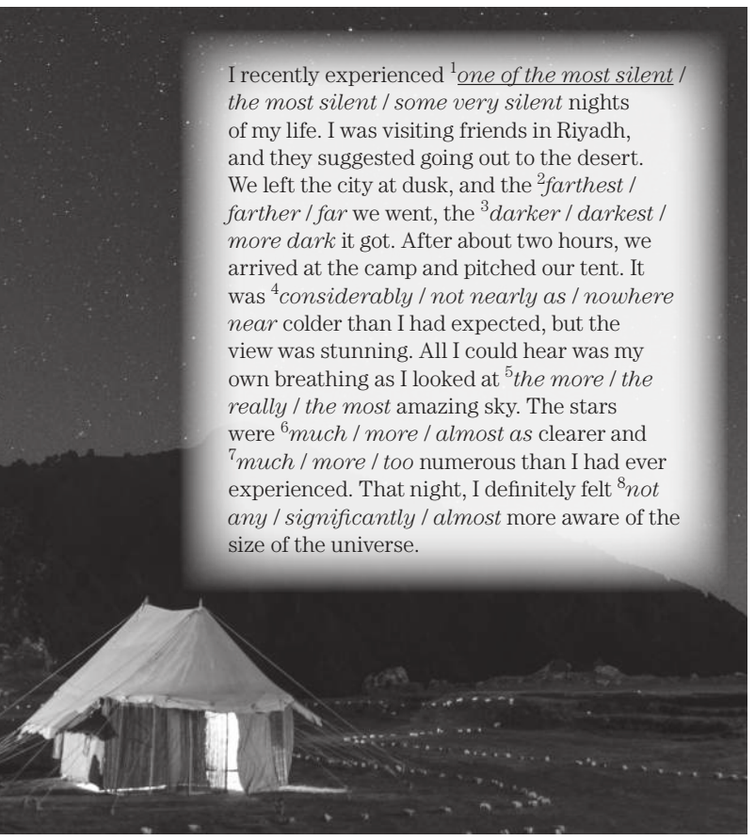
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2A I WOULD HAPPILY HAVE STAYED LONGER

1 GRAMMAR Comparison

a Underline the correct words to complete the text.



I recently experienced [1]*one of the most silent* / *the most silent* / *some very silent* nights of my life. I was visiting friends in Riyadh, and they suggested going out to the desert. We left the city at dusk, and the [2]*farthest* / *farther* / *far* we went, the [3]*darker* / *darkest* / *more dark* it got. After about two hours, we arrived at the camp and pitched our tent. It was [4]*considerably* / *not nearly as* / *nowhere near* colder than I had expected, but the view was stunning. All I could hear was my own breathing as I looked at [5]*the more* / *the really* / *the most* amazing sky. The stars were [6]*much* / *more* / *almost as* clearer and [7]*much* / *more* / *too* numerous than I had ever experienced. That night, I definitely felt [8]*not any* / *significantly* / *almost* more aware of the size of the universe.

b 02.01 Listen and check.

2 VOCABULARY Multi-word verbs: social interaction

a Match the expressions in **bold** in 1–8 with the definitions a–h.

1 [c] She doesn't **come across** very **well**.
2 [ ] She **complains about** her ex-boss.
3 [ ] She **cuts herself off** from some of us.
4 [ ] She's always **putting down** her coworkers.
5 [ ] She **bombards** her team **with questions**.
6 [ ] She **doesn't really fit in** here.
7 [ ] She never **holds back** in meetings.
8 [ ] She **brings out the worst** in me.

a stop oneself from saying something
b ask too many questions
c make a good impression
d ignore completely
e be different from everyone else
f be very critical
g make other people act badly
h say something or someone is wrong or not good enough



b Underline the correct words to complete the conversation.

A So, tell me everything. How was the big meeting?
B It was a little more relaxed than I'd expected.
A So did you manage to [1]*bring* / *fit* / *get* in with all those important people?
B I guess so. I hope I [2]*went* / *brought* / *came* across well – there were a number of people I could [3]*like* / *relate* / *take* to.
A How was the big corporate boss?
B He was OK. When I first got there, he [4]*asked* / *discussed* / *bombarded* me with questions about our current project. Overall, I think I did pretty well, actually, but my thoughts on the manager nearly [5]*left* / *brought* / *slipped* out.
A I hope you [6]*held* / *got* / *saw* yourself back.
B Of course I did. Some of the discussions [7]*took* / *showed* / *brought* out the worst in some of the participants. One man [8]*said* / *complained* / *told* about the budget. It was as if he was the only one affected. Anyway, the whole thing was fine. It was a great day, and I learned a lot.
A That's great! You obviously handled the whole thing very professionally.

c 02.02 Listen and check.

3 PRONUNCIATION Consonant-vowel linking

a 02.03 Listen to the sentences and mark the consonant–vowel linking with the symbol ‿.

1 It was‿a little more relaxed than‿I'd‿expected.
2 So did you manage to fit in with all those important people?
3 Overall, I think I did pretty well, actually.
4 It was as if he was the only one affected.
5 It was a great day, and I learned a lot.

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2B I'LL BE JUMPING FROM 900 METERS

1 GRAMMAR
Intentions and arrangements

a Complete the email using the phrases in the box.

is due to ~~are leaving~~ hoping to arrive on
about to won't see plan to take her will be
will be going might be

Dear Mario,

Just a quick email to tell you about our trip to the U.S. We [1] *are leaving* this Friday, initially for Portland, because Sarah is graduating. We [2]_____ Saturday at eleven, and the ceremony is that afternoon at three!

She's [3]_____ stay in Portland and get her Master's degree, so it [4]_____ good to see her for a few days. She [5]_____ find out next week, so she will know soon enough if she's staying in Portland. If she gets accepted, we [6]_____ on a short trip because we [7]_____ her again for at least six months.

After that, we fly to California, so it would be great to meet up. I'm not sure if you [8]_____ to the NCON conference in San Diego. We'll be there on the 22nd and 23rd. I'm giving a presentation on the 23rd. We [9]_____ seeing Antonia on the evening of the 22nd — she is supposed to confirm by Friday. Anyway, if you are going to be there, let's meet up. We're not going to visit Texas this time.

That's all for now, I have a call that is [10]_____ start.

Regards,

Tom

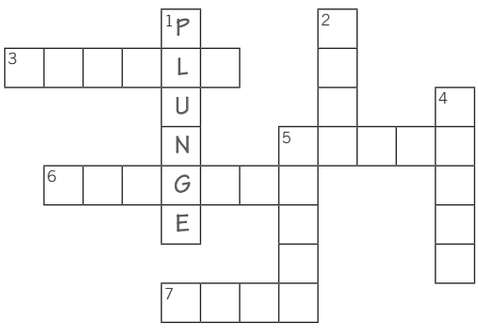
b Read the email again. Complete the chart with the events in the box.

~~Tom's trip to U.S.~~ Tom's presentation
meeting with Mario trip to Texas trip with Sarah
Mario attending conference Sarah's graduation
dinner with Antonia Tom's call

Definite	Definitely not	Possible
Tom's trip to U.S.		

2 VOCABULARY Verbs of movement

a Complete the crossword puzzle.



→ Across
3 move very quickly, especially in a way that seems dangerous
5 move slowly, often on hands and knees
6 walk unsteadily as if about to fall
7 walk slowly and with difficulty because of an injured or painful leg or foot

↓ Down
1 move suddenly forward or downward
2 rise into the air very quickly
4 move easily over a wet or slippery surface
5 walk very quietly to avoid being seen or heard

b Complete the sentences with the words in the box.

drifting strolling marched
rushed ~~hurtling~~ zoomed



1 I love the feeling of *hurtling* downhill on my skis.
2 The protestors _____ toward the headquarters, gathering support as they went.
3 I was driving home today when suddenly a motorcycle _____ past me at about 150 kph.
4 With the anchor raised, the boat started _____ slowly downstream.
5 Having overslept, he _____ out of the house so he wouldn't miss the train.
6 You can't beat the feeling of _____ in the sunshine without a care in the world.

3 PRONUNCIATION
Word groups and main stress

a 02.04 Listen and underline the two words that have the main stress in each sentence.

1 As part of the training, the soldiers learned to march.
2 After the injury, he limped off the field.
3 He didn't just walk – he strolled.
4 Suddenly the boat started drifting.
5 I was in a hurry, so I rushed.
6 The car zoomed past at great speed.

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2C EVERYDAY ENGLISH
Don't get so worked up about it



1 USEFUL LANGUAGE Giving advice

a Complete the conversation with appropriate words.

MARCO What's the matter, Luisa?
LUISA Nothing major. Well, actually … Don't you dare tell anyone, but I'm thinking of leaving.
MARCO You? Quitting? Why?
LUISA My job is really dull, and my boss doesn't seem to realize or care that I'm bored.
MARCO Have you told him?
LUISA Indirectly. I've dropped a lot of hints.
MARCO Yes, but there's a lot to be [1] said for being upfront. You need to tell him directly.
LUISA He won't listen.
MARCO Isn't it [2]_____ time you figured something out? It might even be in your [3]_____ to go above your boss and talk to his manager.
LUISA I don't think I could do that, Marco. That's not really my style. I just need a new challenge, and I don't think I'm going to get it here, and that's that.
MARCO Don't [4]_____ so defensive about it. Why don't you speak to HR?
LUISA There's no point.
MARCO I disagree. You might [5]_____ to try this. Have you thought about the [6]_____ of asking for a transfer or even a sabbatical?
LUISA A sabbatical? That's not a bad idea. OK, I'll give it some thought.

b 02.05 Listen and check.

c Match sentences 1–5 with responses a–e.

1 [a] Why don't you come with me?
2 [ ] There's a lot to be said for riding your bike to work.
3 [ ] You might want to read this.
4 [ ] Isn't it about time you went home?
5 [ ] It might be in your best interest to cancel the meeting.

a I'm sure you'll be fine on your own.
b Why? How many can't come?
c I will as soon as I finish this.
d Really? What's it about?
e I agree. It's cheaper and healthier.

d 02.06 Listen and check.

2 PRONUNCIATION Emphatic stress

a 02.07 Listen and underline the stressed word in the responses.

1 **A** Did the manager email the supplier last week?
B No, she called them last week.
2 **A** Did the manager email the supplier last week?
B No, she emailed them last month.
3 **A** Did all the participants speak English in the meeting?
B No, everyone spoke Spanish in the meeting.
4 **A** Did all the participants speak English in the meeting?
B No, but the presenters spoke English.
5 **A** Will you be going to Italy on vacation again this year?
B No, but I'll be going there for work.
6 **A** Will you be going to Italy on vacation again this year?
B No, I think we'll be going to Greece.
7 **A** Are you flying to the meeting in Boston next week?
B No, I think I'll be driving there.
8 **A** So you're doing a presentation in Quito?
B No, I'm doing a workshop in Quito.

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2D SKILLS FOR WRITING

Less adventurous students could try paintball

1 READING

a Read the report. Check (✓) the questions that are answered in the text.

1 ☑ How long was the program?
2 ☐ Where did the students study?
3 ☐ Did they take a direct flight?
4 ☐ What was the weather like the first week?
5 ☐ Why did the students like the excursions?
6 ☐ How many teachers accompanied the group?

b Read the report again. Check (✓) the correct words and phrases to complete the sentences.

1 The report is based on feedback from _____ sources.
a ☐ one b ☐ two c ☑ four

2 It includes ideas to make the program _____ next year.
a ☐ longer b ☐ better c ☐ cheaper

3 The writer thinks it is worth paying for _____ next time.
a ☐ direct flights
b ☐ single rooms
c ☐ better food

4 The classes had _____.
a ☐ a mix of teachers
b ☐ two teachers
c ☐ one teacher

5 Of the activities mentioned, only the _____ did not take place.
a ☐ excursions
b ☐ tango dancing lessons
c ☐ boat trip

6 The writer is eager to take the trip again _____.
a ☐ only if there are two teachers
b ☐ even if there is only one teacher
c ☐ provided all the changes are made

Document1

Report by teacher following study abroad program

The purpose of this report is to review the study abroad program this year. It is based on feedback from the travel agency, the teachers, the students themselves, and my personal observations throughout the two-week period. Overall, I feel the program was a success, but I would like to make a number of suggestions so that future trips are even more beneficial to the students.

In terms of the travel, the students were happy and well-behaved, although I would recommend a direct flight next time, even if it proves more expensive. Five hours at the São Paulo airport is a long time to wait, particularly on the return trip. As far as the accommodations are concerned, students were generally positive, despite the fact that some of them were sleeping four to a room. On the other hand, everyone was unanimous in their praise of the food.

Generally, the lessons were viewed as challenging and varied. However, a number of students in the advanced class thought the teacher was not very dynamic, and I think this should be noted for next year. One suggestion was for all the groups to have a mix of teachers. Alternatively, teachers could switch the second week.

Despite the bad weather the second week, the recreational activities received great praise, in particular the two trips to Iguazu Falls and the tango dancing lessons. The only negative point was the cancellation of the boat trip.

In conclusion, I would say that the trip was a great success and for next year, we should make the changes suggested above to make it an even greater experience. I would also add that it would have been easier for me if the budget had allowed for a second teacher to accompany the group. Nevertheless, I would be delighted to be considered for next year's program. I have attached some excerpts from the survey I gave to the students to get their comments.

2 WRITING SKILLS Reports; Linking: contrast and concession

a Complete the comments with the words in the box.

on the other hand	even though	unlike
alternatively	by comparison	~~despite~~

1 I thoroughly enjoyed the trip, ___despite___ the fact that there were four people in our room!
2 _____ I felt very shy at first, I still managed to make friends.
3 I didn't really enjoy Jack's classes. _____, I did learn a lot.
4 Our room was very small, _____ some of the girls' bedrooms.
5 Winters at home are cold but, _____, winter in Canada is freezing!
6 We should change teachers after the morning break or, _____, after lunch.

3 WRITING

a Write a short report (200 words) on the topic "Something in your area that you feel could be improved." Remember to use linking words to connect your ideas. Use these notes to help you:

- Introduce the problem. Where? What? Why?
- Describe your possible improvements. What? Why? How?
- What are the advantages and disadvantages of your suggestions?

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