

CONTENTS

Unit	Reading	Grammar	Vocabulary
1 Look ahead, look back page 7	topic: memory and recall skill: using content clues to establish coherence task: gapped text	review of past tenses (p10) participle adjectives and dependent prepositions (p13)	memory: verbs and collocations (p11) affixation (p14)
2 Winners and losers page 21	topic: head-to-head contests skill: identifying paraphrasing and synonyms task: multiple matching	verb patterns: <i>-ing</i> forms and infinitives (p24) determiners and pronouns (p27)	adjective + noun collocations (p25) Idioms (p25) adverbs and adjectives (p28)
3 Choices and changes page 35	topic: homelessness in cities skill: finding inferred meaning in a text task: multiple choice	comparative structures <i>as</i> and <i>like</i> (p38) causative verbs (p41)	verbs with similar meanings (p39) verb + noun collocations (p39) adjective suffixes (p42)
4 Same or different? page 49	topic: subcultures skill: identifying contrasting opinions task: cross-text multiple matching	present tenses (p52) substitution and omission (p55)	clothing adjectives (p53) similarities and differences (p53) three-part phrasal verbs (p56)
5 All or nothing? page 63	topic: future of advertising skill: identifying expansion or exemplification of points task: gapped text	ways of talking about the future (p66) verb phrases and prepositions (p69)	buying and selling (p67) nouns from phrasal verbs (p70)

Listening	Use of English	Speaking	Writing	Switch on
<p>topic: using social media</p> <p>skill: understanding the main points</p> <p>task: multiple matching</p>	<p>open cloze (p13)</p> <p>word formation (p14)</p>	<p>topic: learning about the past</p> <p>skill: collaborating in discussion</p> <p>task: collaborative task</p>	<p>topic: biopics</p> <p>skill: writing persuasively</p> <p>task: review</p>	<p>video: life through film</p> <p>project: recording your life</p>
<p>topic: factors contributing to success in sports</p> <p>skill: understanding attitude and detailed information</p> <p>task: sentence completion</p>	<p>open cloze (p27)</p> <p>multiple-choice cloze (p28)</p>	<p>topic: disagreements</p> <p>skill: comparing visuals</p> <p>task: long turn</p>	<p>topic: sports competitions and young people</p> <p>skill: using opinions and examples to support an argument; hedging</p> <p>task: essay</p>	<p>video: trying to impress</p> <p>project: coming back from failure</p>
<p>topic: guerrilla gardening</p> <p>skill: using key words to follow complex arguments</p> <p>task: multiple choice: longer text</p>	<p>key word transformation (p41)</p> <p>word formation (p42)</p>	<p>topic: choices</p> <p>skill: justifying choices and decisions</p> <p>task: collaborative task: decision question</p>	<p>topic: the contribution of young people</p> <p>skill: arguing a case</p> <p>task: letter</p>	<p>video: A Street Cat Named Bob</p> <p>project: biographical scriptwriting</p>
<p>topic: identity</p> <p>skill: understanding attitude and feeling</p> <p>task: multiple choice: short texts</p>	<p>open cloze (p55)</p> <p>multiple-choice cloze (p56)</p>	<p>topic: overcoming challenges</p> <p>skill: discussion</p> <p>task: collaborative task; discussion</p>	<p>topic: multiculturalism</p> <p>skill: using synonyms</p> <p>task: essay</p>	<p>video: Nollywood film-makers</p> <p>project: advertising films</p>
<p>topic: business start-ups</p> <p>skill: understanding points of view</p> <p>task: multiple matching</p>	<p>open cloze (p69)</p> <p>word formation (p70)</p>	<p>topic: gender pay gap</p> <p>skill: speculating</p> <p>task: long turn</p>	<p>topic: a charity event</p> <p>skill: writing topic sentences</p> <p>task: report</p>	<p>video: the scenic route</p> <p>project: trip around the world</p>

CONTENTS

Unit	Reading	Grammar	Vocabulary
6 Image and reality page 77	topic: method acting skill: dealing with unfamiliar vocabulary task: multiple choice	conditionals (p80) linking expressions (p83)	words with similar meanings (p81) Phrasal verbs (p81) collocations: truth and lies (p81) words with similar meanings (p84)
7 Be seen, be heard page 91	topic: the arts and social issues skill: identifying and avoiding distraction task: multiple matching	past modals (p94) reported speech (p97)	recording head words (p95) noun endings (p98)
8 Healthy body, healthy mind page 105	topic: health campaigns skill: differentiating between similar opinions task: cross-text multiple matching	the passive (p108) being concise (p111)	expressing emotions (p109) adjective + noun collocations (p112)
9 Leaders and followers page 119	topic: teenage leaders skill: differentiating between similar comments task: multiple matching	emphatic structures (p122) Academic and formal language (p125)	managing and teamwork (p123) verb prefixes and suffixes (p126)
10 Moving on page 133	topic: value of homework task: cross-text multiple matching		

Grammar file

page 142

Writing file

page 165

Extend vocabulary

page 160

Speaking tasks

page 170

Speaking file

page 161

Audioscripts

page 175

Listening	Use of English	Speaking	Writing	Switch on
<p>topic: tricks and illusions</p> <p>skill: using key words to locate answers</p> <p>task: multiple choice: longer text</p>	<p>open cloze (p83)</p> <p>multiple-choice cloze (p84)</p>	<p>topic: the importance of honesty</p> <p>skill: giving reasons and examples</p> <p>task: discussion</p>	<p>topic: the arts in education</p> <p>skill: linking ideas</p> <p>task: essay</p>	<p>video: medical miracles</p> <p>project: persuasive advert</p>
<p>topic: how ideas spread</p> <p>skill: making predictions</p> <p>task: multiple choice: short texts</p>	<p>key word transformation (p97)</p> <p>word formation (p98)</p>	<p>topic: getting the news</p> <p>skill: constructing an argument</p> <p>task: long turn</p>	<p>topic: student consultation</p> <p>skill: using appropriate language</p> <p>task: proposal</p>	<p>video: in the streets</p> <p>project: comedy sketch</p>
<p>topic: food and culture</p> <p>skill: understanding paraphrases</p> <p>task: sentence completion</p>	<p>open cloze (p111)</p> <p>multiple-choice cloze (p112)</p>	<p>topic: health</p> <p>skill: interrupting, asking for clarification</p> <p>task: collaborative task</p>	<p>topic: health education</p> <p>skill: cohesion</p> <p>task: essay</p>	<p>video: frozen lands</p> <p>project: cultural study</p>
<p>topic: working creatively</p> <p>skill: understanding implied meanings</p> <p>task: multiple matching</p>	<p>key word transformation (p125)</p> <p>word formation (p126)</p>	<p>topic: work environments</p> <p>skill: answering the listening student's question</p> <p>task: long turn</p>	<p>topic: a recruitment fair</p> <p>skill: connecting facts and opinions</p> <p>task: report</p>	<p>video: careers advice</p> <p>project: a video CV</p>
<p>topics: university and employment; travelling</p> <p>tasks: multiple choice: short texts; sentence completion</p>	<p>open cloze; key word transformation;</p> <p>word formation;</p> <p>multiple-choice cloze</p>	<p>topics: important moments in life; ambitions</p> <p>tasks: interview; long turn; collaborative task; discussion</p>	<p>topics: a college newsletter; a TV channel; a charity project; tourism tasks: Part 2 choices</p>	

“
My phone
is the **save**
button for
my **memories.**
”

Look at the picture and discuss the questions.

- 1 What kinds of things do you regularly photograph or video?
- 2 Do you share the photos or videos you take? How?
- 3 Do you think some people overshare their photos and videos? Why/Why not?

Look ahead, look back

READING

topic: memory and recall
skill: using content clues to establish coherence
task: gapped text

GRAMMAR

review of past tenses
participle adjectives and dependent prepositions

VOCABULARY

memory: verbs and collocations
affixation

LISTENING

topic: using social media
skill: understanding the main points
task: multiple matching

USE OF ENGLISH

open cloze
word formation

SPEAKING

topic: learning about the past
skill: collaborating in discussion
task: collaborative task

WRITING

topic: biopics
skill: writing persuasively
task: review

SWITCH ON

video: life through film
project: recording your life

1 Look ahead, look back

READING

Power up

1 Work in pairs and discuss the questions.

- 1 Think of the memories you have. Which is the:
A earliest? **B** happiest? **C** scariest? **D** most exciting?
- 2 What kinds of things do you find:
A easy to remember? **B** difficult to remember?

2 Read the quote. What do you think it means?

“Forgetting is one of the most important things our brains do.”

Read on

3 Read the article. Why is the documentary called *Memory Hackers*?

exam tip: gapped text

There will be content clues in the paragraph before and/or in the paragraph after the gap to help you.

Look at the highlighted sections in the paragraph i of the article on page 9 and the highlighted sections in paragraph G. What are the content clues?

4 **e** Read the article again and choose from the paragraphs (A–G) the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

5 Match the words and phrases in bold in the article with the meanings (1–8).

- | | |
|---------------------------|-------------------------------|
| 1 a special area or field | 5 arrival |
| 2 of today/the present | 6 making something easier |
| 3 imperfect | 7 opening opportunities for |
| 4 changing slightly | 8 highly advanced, the latest |

Sum up

6 Work in pairs. Read the article again and give a short summary of what it says about these topics.

- | | |
|--|------------------------------------|
| 1 the way memory and recall used to be perceived | 2 the way they are perceived today |
| 3 the role of forgetting | |

Speak up

7 Read the posts about the article. Do you agree with either of them? Why/Why not? How do you feel about the points raised in the article?

BaileyBoy Wow, mind-blowing stuff! Incredible they can do these things – loads of memories I'd really like to erase! And how this can help people with problems – really, really good use of scientific progress.

Pushko3 Don't know if anyone else agrees, but this scares me silly. Once they start, isn't it a slippery slope to mind control?

A This understanding has been crucial in enabling scientists to start manipulating memory in quite spectacular ways, yet none of this would be possible without enormous advances in technological equipment. In *Memory Hackers* we are shown how the **advent** of imaging tools – PET scans, TMS, fMRIs – and psychopharmacology are **facilitating** new ways to chart memory. On a positive note, this is **paving the way for** radical treatments of disorders such as addiction, phobias and PTSD.

B What is perhaps more unnerving is London South Bank professor Julia Shaw's study into false memories, in which she managed to convince her subjects to remember doing things they hadn't actually done in incidents that had never occurred. Quite amazingly, she persuaded them that they had committed crimes in the past that required police intervention.

C Three people who feature in it are Jake Hausler, Merel Kindt and Julia Shaw. Jake, at eleven years old, has near total recall of every day of his life since he was eight. In tests, Jake could recall what he had been doing at particular moments three years previously.

D It has always been thought that memory is a recording device, its purpose being to file away and later allow us to recall everything that happens in our lives, rather like a library. When we recall a memory, we go into the brain library, take out a file, look at it and then put it back in the same place. The files may get a little dusty over the years, but they are permanent and fixed.

E As a result, it was discovered that the same area of the brain is used to remember the past and imagine the future, and scientists think that there is now biological proof that we use past experience to inform our future decisions. The following section of the documentary explains how.

F In one of the most fascinating moments of the documentary, a mouse is put into a totally new, barren environment where it is worried and refuses to move. A switch on a laser machine introduces a previously happy memory to the mouse and it scampers around contented, showing relaxed, normal behaviour. Science fiction? No, not at all. It's happening here and now, as *Memory Hackers* shows.

G The idea of scientists being able **to erase and replace memories at will** used to be considered an impossibility, exclusively **in the realm of science fiction**. However, sweeping advances in technology, neurochemistry and cognitive science are redefining what memory is as well as how memories can be altered. The impossible is fast becoming possible.

‘Implanting false memories is clearly now possible’

Memory Hackers



ⁱ Remember sci-fi films like *Total Recall*, *Inception* and *Eternal Sunshine of the Spotless Mind*, where memory can be manipulated at the touch of a switch? Perhaps you wondered how soon the events portrayed might ever really happen. Incredibly, according to recent research, the era of memory manipulation is not very far off at all.

1

ⁱⁱ An amazing new documentary, *Memory Hackers*, takes us through the scientific breakthroughs over the last seventy years that have led to our **current** understanding of what memory is – where and how long-term memories are formed, stored and recalled. And it’s really quite scary.

2

ⁱⁱⁱ However, new research shows that this notion of memory is **flawed**. To start with, there is no central memory bank; elements of memories are stored separately from each other so that everything associated with a particular memory – the smells, sounds, emotions, physical touch, pictures, etc. – are held in different areas of the brain, and it is only in the act of recalling that they are all brought together. It now appears that every time we recall a memory, aspects of that memory can change slightly. Memories are flexible. The parallel would be more like bringing up a file on the computer, **modifying** it slightly and then saving it to the hard drive.

3

^{iv} Progress driven by such advanced and specialised devices is also helping us to glimpse the future with **cutting-edge** research such as optogenetics, which allows researchers to trace specific memories in rodents that have been genetically modified for this purpose, and manipulate them with lasers.

4

^v The biggest challenge to the producers was to build a narrative, and not simply present interesting facts about memory. They found the best way into the project was to focus on the people behind some of the most provocative discoveries, both researchers and subjects, and this gives the documentary a very human touch and feel.

5

^{vi} Merel, a professor from the University of Amsterdam, succeeded in erasing spider phobias in patients by manipulating the fear memory the subject had associated with spiders. Since childhood, every time the man saw a spider, he would freeze and his heart would race. Within a very short time he was actually touching and stroking a tarantula. That fear had gone.

6

^{vii} Implanting false memories is clearly now possible and results like these will have a wide-ranging ripple effect, from causing police to question the reliability of eyewitness testimony to opening up discussions on the ethics of memory manipulation. However, the documentary concludes that the role of forgetting is still vital to our survival. We need to be able to forget the unpleasant events in our lives in order to move forward – unlike Jake who remembers everything – from the happiest times to the worst times, the memories are all equally vivid.

GRAMMAR

1 Read the grammar box. Why are the past forms in bold different in each pair of sentences?

explore grammar → p142

review of past tenses

- A** The film **took** a year to complete. Within a short time he **was touching** a tarantula.
- B** They remembered doing things they **hadn't actually done**. He could recall what he **had been doing** at particular moments, ... six years previously.
- C** It **used to be** considered purely the realm of science fiction. Every time he saw a spider, he **would freeze**.

creating distance

Past forms are used to create distance from the present. They can be used to create another type of distance: of politeness or tentativeness.

Could you let me know the link?

Did you **want** to work on this task together?

I **thought/was thinking** we might share our ideas on this.

I **was hoping** you **could** help me.

2 Rewrite the sentences using past forms to show more politeness or tentativeness. Sometimes more than one answer is possible.

- 1 Can you help me with this homework?
- 2 Do you want to tell me what's wrong?
- 3 Do you have enough time to come shopping?
- 4 My idea is that we can we put our heads together to brainstorm some ideas.
- 5 Can I borrow ten pounds from you?

3  **1.1 Listen to an interview and answer the questions.**

- 1 How does the woman compare her memory for faces and names now and when she was a child?
- 2 What does she say happened after meeting someone for a very short time?
- 3 Why did a teacher accuse her of cheating in a school test?



4 Choose the correct forms to complete the interview. Sometimes both options are possible.

Q: Do you have any memories that you now know are false?

A: Oh yes, there's one really weird one. When I was a child I ¹would / used to love watching nature documentaries. I ²would / used to never miss one. That November I ³'d followed / 'd been following a series of programmes about animals on TV and I ⁴watched / was watching the final one – about hippopotamuses. It ⁵poured / had been pouring with rain for days and water suddenly ⁶started / was starting to gush under the front door. Dad ⁷ordered / was ordering us all out. Later I ⁸found / had found out that when our house was flooded I ⁹actually stayed / was actually staying with my cousins!

5 Complete the text with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

Ethan loved dreaming. Last thing at night he ¹..... (check) that his notebook was there on his bedside table, ready for him to record the latest dream in minute detail in the morning, before it ²..... (fade). That was before the nightmares ³..... (start) – after that he never ⁴..... (record) a dream again. Prior to that night he ⁵..... (never / experience) a full-on bad dream. And there was no real explanation as to why they suddenly ⁶..... (begin). He ⁷..... (not watch) some terrifying movie on TV and he ⁸..... (not drink) any strong coffee just before bedtime as his mother ⁹..... (warn) him not to. The dream ¹⁰..... (arrive) out of nowhere and haunted him throughout the following day. He couldn't flush away the unwanted memory of it. It always ¹¹..... (start) in the same way. In his dream, he ¹²..... (lie) in bed and he ¹³..... (wake up) because some noise ¹⁴..... (disturb) him. Then ...

6 Work in pairs. Imagine a continuation of Ethan's dream and write a short paragraph. Use each narrative tense at least once.

Speak up

7 Work in pairs. Tell your partner about:

- 1 a very good or very bad dream you once had.
- 2 a time when your memory really helped you or let you down.

VOCABULARY

memory: verbs and collocations

1 How good is your visual memory? Look at the picture below for eight seconds and then cover it. How many people can you remember?

2 Work in pairs and discuss the questions.

- 1 What do you remember about people when you first meet them?
- 2 What do people remember about you?

3  **1.2** Listen to a talk about 'super recognisers' and answer the questions.

- 1 What is a 'super recogniser'?
- 2 What work can they do for the police?

4 Work in pairs. Find these verbs in the audioscript. Discuss what differences there are in meaning and use.

memorise realise recall recognise remember remind

explore language

recording verbs and collocations

Remember that some verbs have more than one pattern.

The lecturer **reminded us to** hand in our assignments by the end of the day.

The music **reminded me of** an amazing holiday in Greece.

Collocations are two or more words that usually go together (e.g. *trigger a memory*). Record collocations in context and group them. Always record the full information (e.g. *something triggers a memory, someone jogs your memory*).

5 Match the phrases in bold (1–6) with their meanings (A–F).

- 1 Some people can **remember** conversations **word for word**.
- 2 People need to **jog my memory** about things like that.
- 3 I tend to **block out memories** of things that upset me.
- 4 I don't **commit** faces **to memory**.
- 5 My sister said I had a **selective memory**.
- 6 A pair of eyes can **trigger a memory** of someone I've seen before.

- | | |
|-------------------------------|--|
| A consciously memorise | D stop myself remembering |
| B cause me to recall | E help me remember |
| C remember exactly | F remembered only the things I want |

6 Complete the collocations in the sentences with words or phrases from Ex 5 in the correct form.

- 1 In spy films they usually have to information **to memory** having read or heard it once.
- 2 My brother was in a car accident and **out the memory** of it for a whole year.
- 3 I know I'm going to forget to phone Tina – can you **my memory** nearer the time, please?
- 4 I can't **remember** the instructions, but I've got the gist.
- 5 Don't play that song again! It really bad **memories** from my last holiday!
- 6 Jacky really **has a(n)** **memory** – she's remembered the cake, biscuits and chocolate but not the cauliflower, carrots or cabbage!

7 Complete the blog with words from this page in the correct form. Sometimes more than one answer is possible.

POSTS

ABOUT ME

NOTEBOOK

CONTACT

My family have very different types of memories. My brother has a very ¹..... memory. He ²..... things like when he's out partying or times of sports events on TV, but cannot for the life of him ³..... my birthday (my mum always has to ⁴..... him) or where he put the DVD I lent him yesterday. My dad has a really sharp memory – particularly about when my homework's due! He can remember conversations we've had ⁵....., so there's no way I can ever pretend I've said stuff that I haven't. My grandfather is amazing. A photograph or a song will immediately ⁶..... memories from forty years ago and he comes out with wonderful stories! How about your family?

Speak up

8 Work in pairs. Tell your partner about people you know who have a good/poor/selective memory.



1 Look ahead, look back

LISTENING

Power up

- 1** Work in groups. Think about different ways of recording memories and discuss the questions.
- 1 What different features might each type of record offer the user?
Think about:
 - getting likes or comments from other users.
 - temporary/permanent records.
 - 2 What kind of audience might look at or read each type of record?
- 2** You are going to hear five people talking about recording memories. Work in pairs. Look at Tasks 1 and 2 in Ex 4 and discuss the questions.
- 1 What are you listening for in each task: a reason, a description, a benefit or a challenge?
 - 2 How many extra options are in each list? How might this affect your listening?
 - 3 How can identifying key words help you predict what you will hear? Identify the key words in each list (A–H).
- 3**  **1.3** Listen and make notes of things that may help you with the answer. Compare your notes with a partner.

exam tip: multiple matching

Each speaker mentions several of the options in the tasks. Make sure you use the task instructions to help you. In Task 1, listen carefully for why the speaker says they use a certain type of media. The speaker may mention several reasons, but only one will be true for their choice.

What different features of Snapchat does Speaker 2 mention? Which one is his main reason for using it?

- 4**   **1.4** Listen again and complete both tasks.

Task 1

Choose from the list (A–H) the reason each speaker gives for using their chosen media.

- A to build better relationships
- B to create something unique
- C to replicate face-to-face communication
- D to compare experiences
- E to make funny stories
- F to engage a wide audience
- G to remember special moments
- H to be the same as friends

- | | | |
|-----------|---|--------------------------|
| Speaker 1 | 1 | <input type="checkbox"/> |
| Speaker 2 | 2 | <input type="checkbox"/> |
| Speaker 3 | 3 | <input type="checkbox"/> |
| Speaker 4 | 4 | <input type="checkbox"/> |
| Speaker 5 | 5 | <input type="checkbox"/> |

Task 2

Choose from the list (A–H) the problem each speaker experienced when using their chosen media.

- A keeping information private
- B understanding software
- C technical challenges
- D lack of exposure
- E criticism from others
- F inappropriate postings
- G missing real life
- H losing data

- | | | |
|-----------|----|--------------------------|
| Speaker 1 | 6 | <input type="checkbox"/> |
| Speaker 2 | 7 | <input type="checkbox"/> |
| Speaker 3 | 8 | <input type="checkbox"/> |
| Speaker 4 | 9 | <input type="checkbox"/> |
| Speaker 5 | 10 | <input type="checkbox"/> |

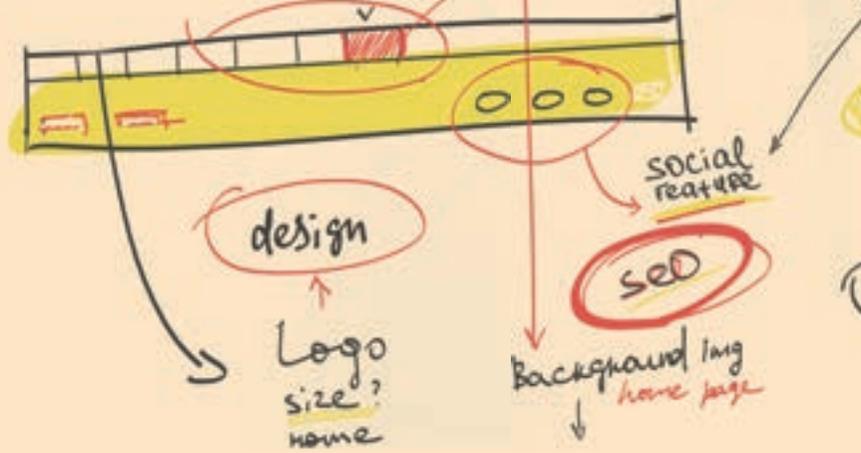


- 5**  **1.5** Listen again and check your answers.

Speak up

- 6** Work in groups. Discuss why we like to record aspects of our lives and share the information with others. Present your ideas to the class.

9:00 Team meeting



USE OF ENGLISH 1

1 Work in pairs and read the sentences. What is the main focus: an action/event or how someone is affected by an action/event?

- I was upset by having no record of a school trip.
- I was angry about one of my friends reading my diary.
- I used to get very frustrated with how to draw properly.

2 Read the language box. Find the participle adjectives in Ex 1 (1-3) and match them with the explanations (A-C).

explore language

→ p142

participle adjectives and dependent prepositions

Participles + prepositional phrases can show how we feel about actions or events.

A Participles usually pair with specific prepositions.

embarrassed by scared of

B Some can take more than one preposition with different meanings.

They were separated by the referee. (agent)

He was separated from his mother. (not known who by or how)

C Participle + dependent prepositions can be followed by:

1 a noun phrase. 2 an -ing clause. 3 a wh-clause.

3 Add four more participle adjectives to each list. Use a dictionary to help you. Some adjectives can be used with more than one preposition.

- | | | |
|--------------------|-------------------|-------------------|
| 1 about: concerned | 3 from: protected | 5 with: concerned |
| 2 by: embarrassed | 4 to: addicted | 6 at: talented |

4 Complete the sentences to make them true for you. Use a preposition after each adjective and the ideas in brackets to help you.

- I used to be accomplished at playing the piano (a hobby or talent)
- We need to be protected (something negative)
- I was undecided (a choice)
- I have been pleased (an organisation or club)
- I was embarrassed (somebody's action)
- I was encouraged (somebody's action)

5 Look at the picture. What do you think visual note-taking is?

exam tip: open cloze

Read the text quickly to understand the overall meaning. Then go back and look at the gaps. How does understanding the overall order of meaning of the text help you with gap 5?

6 e Read the text and complete the gaps with one word only.

Visual note-taking

Taking notes is ⁰..... a..... key skill in our education and working life, yet most people are not very accomplished ¹..... this. They either write too little and so cannot remember what was said or they write too much. Often they are so busy writing that they are not engaged ²..... what the speaker is saying and, later, they cannot identify the key points. Research showed that note-takers who focused ³..... the main points over details ⁴..... better at recalling ideas. Shortly ⁵..... this research was published, a new approach to note-taking was developed. It is based on the idea that we recall visuals better than words. Visual note-taking is a mix composed ⁶..... handwriting, drawing, letters and shapes. Each entry is organised to capture the flow of information and support understanding and recall. Anyone interested ⁷..... improving can learn this style of note-taking and, once you are accustomed ⁸..... it, you can take notes quickly and even enjoy the process.

Speak up

7 Work in pairs and discuss the questions.

1 Which methods do you use to record information you need? What are the advantages/disadvantages?

- | | | |
|-------------|-------------|-----------|
| • lists | • photos | • doodles |
| • notes | • bulleting | • notes |
| • on an app | • memory | • other? |

WEBSITE

USE OF ENGLISH 2

1 What part of speech are these words? How many words can you make from each one?

memory recollection repeatedly substantial
temporary transfer

explore language

affixation

A A group of letters added to the beginning of a word is called a *prefix*.

in- + expensive = **inexpensive**

B A group of letters added to the end of a word is called a *suffix*.

part + -ial = **partial**

C We can add both a prefix and a suffix to a root word.

im- + part + -ial = **impartial**

D Affixation may/may not change the word class.

partial → **partially** (adj → adv)

kind → **unkind** (adj → negative adj)

2 Look at the website logo. What do you think the website does? Read the text to check.

3 Look at the words in bold. Write the verb, noun, adjective and adverb forms of the words.

futureme

Memories are less accurate than emails. This is one of the principles behind the **increasingly** popular website FutureMe.org. It operates as a simple email service, but there is a **difference**. This site allows you to send emails to yourself at a designated time in the future. You can send words to **inspire** your future self, give **advice** or simply give a detailed **description** of what life was like for you at that particular time. Your future self will find them humorous, **reassuring** or just plain fascinating!

4 Complete the sentences with the correct form of the word from Ex 3. There is one word you will not need to use.

- 1 There has been a marked in people using the website recently.
- 2 Some memory champions are really and encourage us to use our memories well.
- 3 I hope that a FutureMe will be approaching life a little to the way I approach it now!
- 4 A conversation with a friend offered me the that I was doing the right thing.
- 5 It isn't really to believe everything you read about scientific progress.

5 e Read the email and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

To: Me From: Me

Dear FutureMe,

Just wanted to send you a ⁰ **description** of a very special moment today. Walked across Waterloo Bridge as the sun was rising and it was so ¹ with the sun bouncing off the water. I'm not sure whether you remember how much ² we got from walking across London in the early hours or if indeed you still do – always an ³ ! Maybe you're higher up the career ladder now, earning ⁴ more than I am, and don't have time for stuff like that, so this is just a ⁵ I hope you do and I also hope that you've completely got over the big ⁶ we had last year. Perhaps now you're much more ⁷ and have developed a better taste in friends and music!

DESCRIBE

GLORY

PLEASE

INSPIRE

SUBSTANCE

REMIND

**APPOINT
SENSE**

Remember that weekend in Paris? Don't forget it – ever! And if you are in a high-level job, my ⁸ is to remember to get plenty of *me* time, OK?

ADVISE

I'll write again soon.

exam tip: word formation

Read the whole of the sentence with the gap to decide what type of word you need. For example, you may need to make a word negative or plural.

Speak up

6 Work in pairs. What sorts of things would you write to a future you?

SPEAKING

Power up

- 1** Work in pairs. Read the posts in response to a blog about a student's dislike of history. Which post(s) do you agree with? Why?

B33NO Add message | Report

Totally agree! My least favourite subject. SO boring! What's the point? Apart from passing exams?

SuzieT Add message | Report

Rubbish! Love history. Had charismatic teacher who just brought the past alive for us. (Well, not literally, of course!)

TopDog4 Add message | Report

OK, let's be sensible here. Sometimes we get so caught up in the past that we don't look forward. That, in my opinion, is much more important. Forwards, not backwards. After all, the past is dead and gone.

JayMe Add message | Report

You *are* joking, TopDog4! The past plays a vital role in the present and how we approach the future.

Speak up

- 2** Are textbooks the best way to learn about history?
- 3**  1.6 Listen to two pairs of students. Which pair do you think performs best? Why?

exam tip: collaborative task 163

Do not give alternating long turns to answer the question. Examiners are looking at how you interact. Remember to ask for your partner's opinion, listen to what they say and relate your comments back to theirs.

- 4** Read the useful language and find one more phrase for each section in the audioscript.

useful language:

asking for an opinion

How do you feel about that? Don't you agree?

showing agreement

That's exactly how I feel, too. I couldn't agree more.
That's an excellent way of putting it!

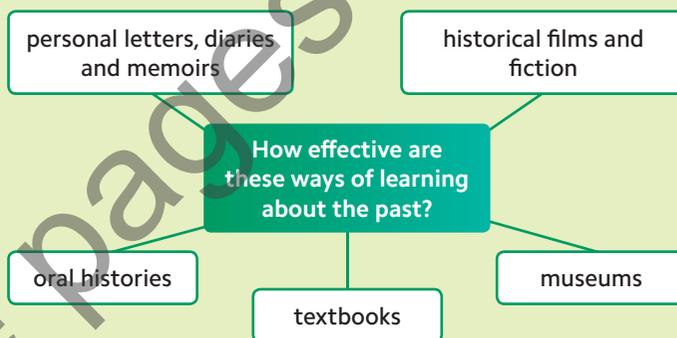
partially agreeing/disagreeing

You could be right, but ... I'm not too sure about that.
That's true, but on the other hand, ...

- 5** Work in pairs. Discuss the statements using these phrases.

Don't you agree? My thinking exactly.
That's an excellent way of putting it!
That's true, but on the other hand, ...

- 1** Studying history should be compulsory for all students up to the age of eighteen.
- 2** Historical buildings in a town or city should never be knocked down.
- 6** Practise saying the phrases in Ex 5. Pay attention to word stress and intonation so that you emphasise the right words.
- 7 e** Read the task below and make notes on how effective these ways are for learning about the past. Then work in pairs and complete the task.



Speaking extra

- 8** Work in pairs and discuss the questions.
- 1** Which historical period interests you most? Why?
- 2** Would you rather travel in time forward into the future or back into the past? Why?
- 3** What events or trends from today will interest people in the future? Why?



WRITING

Power up

- 1 Work in pairs and discuss the questions.
 - 1 Do you ever read a review before choosing a film/TV programme/book/game? Why/Why not?
 - 2 What is the purpose of a review?
 - 3 Whose reviews do you trust most: from friends, review websites or experts? Why?

Plan on

- 2 Work in small groups and follow the instructions.
 - 1 Choose one of these forms of entertainment.
 - a film
 - a TV programme or series
 - a book
 - a performance in the theatre
 - a video game
 - 2 Make a list of the different features that are typically mentioned in a review (e.g. plot, design, performances).
 - 3 Share your ideas with another group.
- 3 Read the announcement from a college website. Who is the audience for the review? What does the audience need to know?

RECORDING LIVES

Have you recently seen a film or TV series, read a book or played a game which is about a real person – living or dead? Write a review of it for our college website. Briefly describe which real person is represented, say which aspects of their life or character were featured and how authentic you believe this to be, and explain whether or not it helped you understand the person better.

We will publish the reviews on our website.

- 4 Read the review on page 17 and answer the questions.
 - 1 Does the review address all the points in the announcement in Ex 3?
 - 2 How many of the main points you noted in Ex 2 for a film does the review include?
 - 3 Is the review written in formal or informal language? Why?
 - 4 Which of these does the review mention?
 - a comparison with another film
 - a previous performance by an actor
 - a new approach or way of doing something
 - how quickly or slowly the film moved
 - 5 Which of the features in question 4 help(s) persuade you to see the film? Why?

Steve Jobs:

A BIOPIC OF THE TECHNO PIONEER



exam tip: review

↪ p169

Make your review more persuasive by:

- creating a strong introduction.
- supporting your opinion with details, examples and comparisons.
- making logical connections to show cause and effect (e.g. *this shows ... , so we can see ...*).

Look at the review again. How many people does the writer mention as examples?

- 5 Read the review again and find:

- 1 words/phrases which connect ideas.
- 2 examples of positive, emotive language.

useful language: emphatic adjectives

awful game breathtaking scenery brilliant script
dazzling special effects dreadful plot
electrifying performance exceptional talent
fast-moving plot hilarious script impressive performance
inspirational story magnificent costumes
outstanding performance shocking ending stunning sets
superb CGI terrifying special effects thrilling experience

It is always hard to make a film about a real person, especially one who is in living memory. Danny Boyle's film *Steve Jobs* is a fantastic character study which both dispels and reinforces some of the myths that have built up around someone who many consider to be a genius.

The film offers a new narrative framework – it has three separate sequences, each of which captures Jobs at public points in his career just before a product launch, with a few brief flashbacks to earlier episodes in this life. Michael Fassbender gives a towering performance as this difficult man who famously betrayed his friends, alienated his allies and mistreated his loved ones. The scriptwriter has worked on real-life characters before, notably in *The Social Network*, and just like that film, *Steve Jobs* doesn't pull any punches.

Winslet and Rogen provide a superb supporting cast as Job's right-hand woman and his more tedious co-founder Wozniak respectively. In fact, it may be Winslet's best performance to date. But how the events unfold is not necessarily representative of real life as the writer takes liberties with both facts and characters in order to create a movie that hurtles along at breathtaking speed. Having said that, film bios were never intended to be documentaries; they are allegories that illustrate meanings and morals we can apply to our everyday lives.

The film is also driven by the director's kinetic pace, making it fresh and absorbing. For all the darker side we see of his personality, ultimately, the film showcases the sheer brilliance of the man at the heart of the film.

6 Think about a type of entertainment you have experienced recently. You can use your choice from Ex 2. Write a sentence:

- 1 comparing your choice to something similar in the genre.
This game is thrilling and significantly faster than its main competitor.
- 2 comparing your choice with something previous (e.g. the actor, the lead character, an earlier game in the series).
- 3 saying what was new or unique about your choice.
- 4 describing your feelings about your choice.

7 Work in pairs. Show your sentences to your partner. How far have you persuaded them to see, read or play your choice?

8 Look at the words in bold and answer the questions.

- 1 What genre of films might include a **character study**?
- 2 What is the best paraphrase for the word **sequences** as it is used in the review?
A order of events **B** result of events
- 3 How do **flashbacks** help the audience understand events in a book or film? Can you think of any examples?
- 4 What is another word we can use for **episode**?
- 5 What do you do when you **take liberties with** the facts?
- 6 If you **showcase** something, do you:
A exhibit or display (someone's abilities)?
B make a special structure where someone can be seen?

Write on

9 Read the announcement in Ex 3 again and decide which film, series, book or game you want to write about.

10 Follow these steps to plan your review.

- 1 Identify the key points you have to write about. Who is your audience? What do they need to know?
- 2 Make notes of your ideas on the main features. Use Ex 2 to help you.
- 3 Organise the information into paragraphs. Use Ex 4 to help you. Think carefully about the balance of information.
- 4 Think about examples and language you can use to persuade your reader. Use the useful language box and Exercises 5 and 6 to help you.
- 5 Work in pairs and check your ideas.

11 **e** Write your review in 220–260 words.

12 Check your review. Look carefully at the content and check your spelling.

Improve it

13 Work in pairs. Read each other's review and make notes on these assessment points. Then discuss how you could improve your reviews.

Communicative achievement

- Conventions of the genre: does the review include the type of information that you expect?
- Target audience: is there anything else you want to know as a reader?
- Does the review give a clear idea of the writer's point of view?



INDEPENDENT LEARNING

Self-assessment

1 Answer the questions.

- 1 Why do you think self-assessment can be valuable? How can it help your learning?
- 2 What is the focus of self-assessment? You can tick more than one option.

- reviewing what I have done well
- reviewing what I need to check again
- thinking about how I compare to my classmates

2 Work in pairs. Compare your answers and discuss these questions.

- 1 Which aspects of skills or language can you assess by yourself?
- 2 What should you do after assessing your learning?
- 3 What advice would you give to others about how to approach self-assessment?

3 Complete the sentences.

- 1 Self-assessment is important to me because
.....
.....
.....
.....
- 2 I think it would be useful for me to self-assess
.....
.....
.....
- 3 I can work on improving my skills regularly by
.....
.....
.....

SWITCH ON

Life through film

1 Work in groups and discuss the questions.

- 1 What are some of your favourite memories from childhood?
- 2 How would you feel if these moments were broadcast on television as you were growing up?
- 3 Is it ethical for this to be done without your consent?

2 Watch the clip. What was the aim of the TV show?

3 Watch again and make notes. What do Nick and Suzy say about the scenes that have been chosen to represent their lives?

4 Work in groups and discuss the questions.

- 1 How might Nick and Suzy have edited the programme differently themselves?
- 2 How do you and your friends edit, post and share your lives online? Why do you do it in this way?
- 3 Would you want to be part of a similar television series?

Project

5 Work in pairs. Plan a way to record your own life.

- 1 Research different ways people have done this (e.g. a photo each day/year, written journals, blogs, vlogs, posting on social media).
- 2 Choose one of these methods or create a new way of recording your life.
- 3 Plan your work, e.g. What aspect of your life would you record? How you would record it? How often? How you would present it? Who would your audience be, and why?

6 Make your first entry and add others if you have time. Present your idea and include how you see your work growing over time.

UNIT CHECK

Wordlist

Memory

block out a memory (*phr*)
commit sth to memory (*phr*)
have a selective memory (*phr*)
jog someone's memory (*phr*)
memorise (*v*)
realise (*v*)
recall (*v*)
recognise (*v*)
remember (*v*)
remind (*v*)
trigger a memory (*phr*)
word for word (*phr*)

Affixation

designated (*adj*)
fundamental (*adj*)
impartial (*adj*)
inspirational (*adj*)
partial (*adj*)
partially (*adv*)
reassuring (*adj*)
substantial (*adj*)

Film reviews

character study (*n*)
episode (*n*)
flashback (*n*)
sequence (*n*)
showcase (*v*)
take liberties with (*phr*)

Other words and phrases

accomplished (at) (*adj*)
advent (*n*)
allegory (*n*)
as far as sth goes (*phr*)
banter (*n*)
build followers (*phr*)
caught up in the past (*phr*)
charismatic (*adj*)
chart (*v*)
conceptual (*adj*)
current (*adj*)
cutting-edge (*adj*)
doodle (*n*)
engaged (with) (*adj*)

erase (*v*)
exclusively (*adv*)
facilitate (*v*)
flawed (*adj*)
flush (sth away) (*v*)
freak (sb) out (*phr v*)
full-on (*adj*)
get into sth (*phr v*)
gush (*v*)
hang around with (*phr v*)
infuriated (*adj*)
make stuff up (*phr*)
manipulate (*v*)
marked improvement (*phr*)
mind-blowing (*adj*)
modify (*v*)
mundane (*adj*)
on a positive note (*phr*)
operate (as) (*v*)
overall (*adj*)
pave the way (for sth) (*phr*)
play a vital role (in sth) (*phr*)

provocative (*adj*)
pure invention (*phr*)
quit (*v*)
raise awareness (*phr*)
read up on (sth) (*phr v*)
realm (*n*)
ripple effect (*n*)
run into trouble (*phr*)
scamper (*v*)
scrapbook (*n*)
slippery path (*phr*)
stick to sth (*phr v*)
therapeutic (*adj*)
unnerving (*adj*)
witty (*adj*)

Practice

1  **1.7** Complete the text with words from the wordlist in the correct form. Then listen and check your answers.

I ¹ when I first started learning German at primary school it really wasn't that interesting. The teacher was ² and everyone loved him, but he wasn't, I think on reflection, a particularly good teacher. We had to ³ long lists of words to memory every week and endure regular tests. I didn't ⁴ to German for long and gave it up as soon as possible. Today I still ⁵ some of the words from those lists, but I certainly don't remember their meanings!

However, when I started Italian at secondary school, we had a(n) ⁶ teacher who made us really want to learn. She was always ⁷ when we made mistakes and the results of every student in her class showed a(n) ⁸ improvement at the end of the school year. We never had to ⁹ vocabulary out of context and that learning experience ¹⁰ the way for my future career.

2 Choose six words or phrases from the wordlist and write six gap-fill sentences. The sentences must show the meaning of the missing word/phrase. Then work in pairs and complete each other's sentences.

3 Complete the sentences with words from the wordlist in the correct form. The first letter of each word is given.

- 1 It's always r..... to get positive feedback on the work you do.
- 2 Kim still gets f..... of the accident even though it happened a long time ago.
- 3 The short story is an a..... of the value of perseverance.
- 4 We need to raise a..... about the problem of air pollution.
- 5 I know it's m....., but please don't forget to check the arrangements for the meeting.

4 Work in pairs. Choose a film that you have both seen recently but have different opinions about. Discuss the film using words from the *Film reviews* section of the wordlist and phrases from the useful language box on page 15.

UNIT CHECK

Review

1  **1.8 Listen to a girl talking about a history project.**
Number the events she describes in the correct order (1–8).
Which two events happened at the same time?

- A sister talked to gran
- B sister left phone with gran
- C sister collected phone
- D sister prepared questions
- E gran did recordings
- F sister did some research
- G gran went about her usual day
- H sister prepared material for presentation

2 Complete the conversation using polite expressions. Use the correct form of the verbs in brackets.

- A:** Aunt Jane, I really want to record some memories of when we used to go to the beach as children.
I ¹ (wonder / mind) helping me?
- B:** Sure, but I'm really busy over the next few days.
- A:** Well, I ² (think / could) do it in stages – just five minutes every day maybe?
- B:** Oh, OK. When did you want to start?
- A:** ³ (would / be) OK to start tomorrow? I've got some questions to ask you.
- B:** Yes. As long as it's short, that's fine.
- A:** Er ... and I ⁴ (hope / have) some photos you could dig out for me as well?
- B:** I'm afraid that will have to wait until next month!

3 Complete the sentences with the correct past form of the verbs in brackets.

- 1 I was so tired when you called. I (study) for over three hours.
- 2 When I lost my phone, I lost all my photos. Unfortunately, I (delete) them from my laptop.
- 3 When you used those settings, did you realise you (give) everyone access to your account?
- 4 When my sister closed her Facebook account, she (already / be) on it for three years and she said it was getting boring.
- 5 I was late for the video session. Actually, when I got there, they (film) for over two hours and I felt very guilty.
- 6 No one even saw my post – they (all / play) some massive online game!

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between three and six words.

1 None of the tickets were left when we got to the cinema.
TIME
All the tickets we got to the cinema.

2 Immediately after Sam posted the Snapchat story, he got over 100 likes.

SOONER
Sam found that the Snapchat story than he got 100 likes.

3 It was only after telling everyone he'd made a vlog that Mike got lots of views.

HAVING
Mike only got lots of views everyone he'd made a vlog.

4 My account was hacked and then I became quite worried.

REALISED
When I , I became quite worried.

5 I took the only option open to me and closed my account.

DID
What I , which was the only option open to me.

6 I don't think my blog is going to be very successful, which is worrying.

ABOUT
I my blog not being very successful.

5 Complete the sentences with prepositions. Use two different prepositions for each pair.

1 A He was annoyed her response to his video.

B I was annoyed him for not calling me.

2 A Her parents were prepared the news.

B His performance had been prepared the help of his tutor.

3 A They said they had always been frightened spiders.

B I was frightened my life!

4 A His video was removed the website.

B The post can be removed the permission of the administrator.

6 Your friend posts a vlog about a TV programme she watched. Write a comment saying what you think of her review and making one suggestion on how she can improve it.