

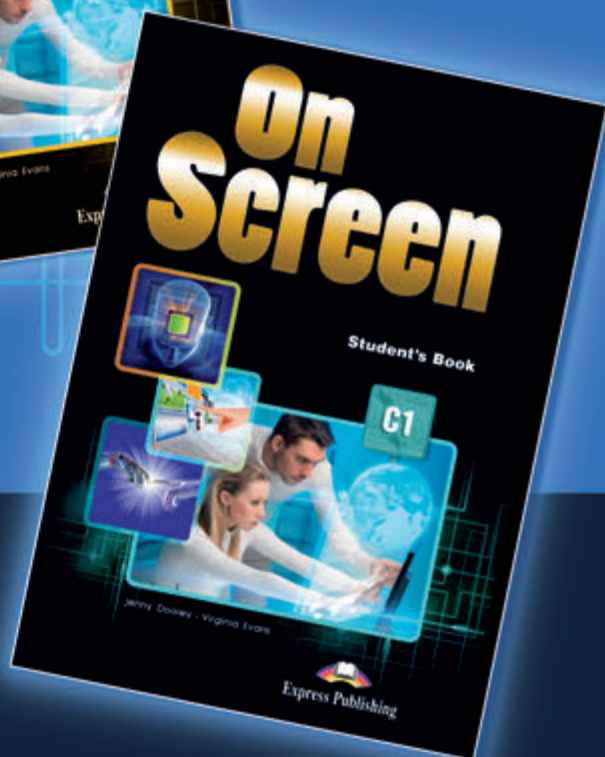
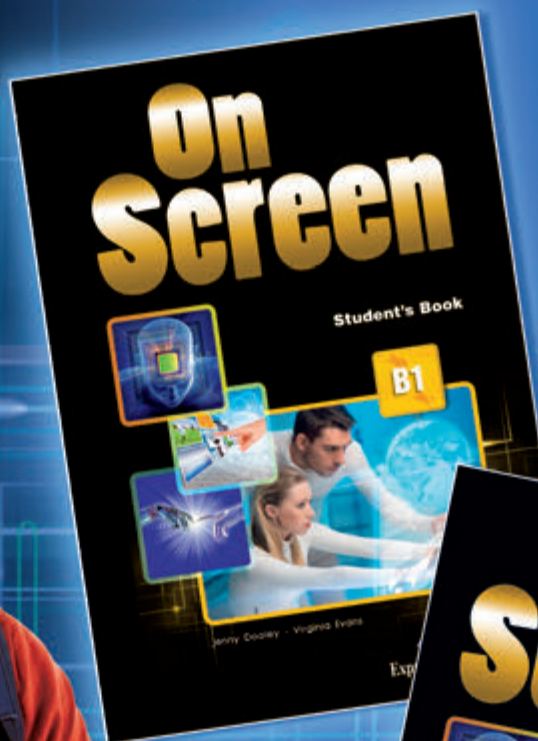
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On Screen



On Screen

Student's Book

B1



Jenny Dooley - Virginia Evans



Express Publishing

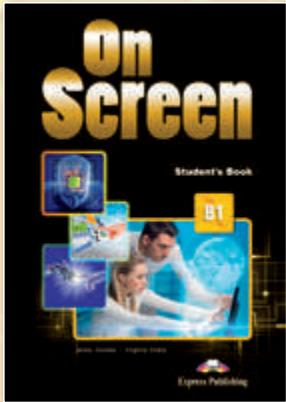
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Listening	Speaking	Writing	CLIL/Culture
<ul style="list-style-type: none"> • an advert (note taking) • intonation: stress-shift 	<ul style="list-style-type: none"> • ask for – give directions • describe a photo • present how lakes are formed 	<ul style="list-style-type: none"> • a poster advertising a place of natural beauty • an article about a tourist destination (Skills: techniques to start/end an article; using adjectives; recommending; brainstorming) 	<ul style="list-style-type: none"> • CLIL (Geography): <i>Fantastic Fjords!</i> (article) • Culture: <i>An Alaskan Cruise</i>
<ul style="list-style-type: none"> • an interview (multiple choice) • a dialogue (sequence of events) • intonation in exclamations 	<ul style="list-style-type: none"> • an interview • narrate an experience • express shock/sympathy • describe a photo • present a character in literature 	<ul style="list-style-type: none"> • a diary entry • a story (Skills: setting the scene; descriptive language) 	<ul style="list-style-type: none"> • CLIL (Literature): <i>The Sea-Wolf</i> (extract) • Culture spot: <i>Daniel Defoe</i>
<ul style="list-style-type: none"> • a conversation (T/F statements; multiple choice) • intonation: word junctures (vowel to vowel) 	<ul style="list-style-type: none"> • make predictions • make suggestions – accept/refuse • compare photos • present the history of space travel 	<ul style="list-style-type: none"> • predictions about technological developments • an informal email accepting/refusing an invitation (Skills: informal style; linkers; editing) 	<ul style="list-style-type: none"> • CLIL (History): <i>The Changing Face of Transportation</i> (informative text) • Culture: <i>The Tube</i>
<ul style="list-style-type: none"> • an interview (multiple choice) • intonation: interjections 	<ul style="list-style-type: none"> • design and present your own emojis • speaking on the phone • describe photos • present a museum 	<ul style="list-style-type: none"> • a paragraph expressing your opinion • a for-and-against essay (Skills: techniques to start/end; formal style; topic/supporting sentences; linkers) 	<ul style="list-style-type: none"> • CLIL (Science): <i>How Trees Talk</i> (article) • Culture: <i>The Science Museum, London</i>
<ul style="list-style-type: none"> • a conversation (multiple choice) • intonation in question tags 	<ul style="list-style-type: none"> • express preference giving reasons • present how glass is recycled • express opinion – agree/disagree • compare photos • present how you recycle household waste 	<ul style="list-style-type: none"> • an informal email about your last holiday • an opinion essay (Skills: techniques to start/end an informal email; linkers; express opinion) 	<ul style="list-style-type: none"> • CLIL (PSHE): <i>7 Steps to Save the Planet</i> (quiz) • Culture: <i>Recycling in the UK</i>
<ul style="list-style-type: none"> • dialogues (multiple choice based on visual prompts) • pronunciation: diphthongs /eɪ/, /aɪ/, /ɔɪ/ 	<ul style="list-style-type: none"> • present a market • design & present a market • buy/sell clothes & footwear • agree/disagree • present a voyage • present a traditional item of clothing 	<ul style="list-style-type: none"> • a travel blog • an email describing a market (Skills: adjectives; using the senses; brainstorming) 	<ul style="list-style-type: none"> • CLIL (History): <i>The Spice Route</i> (article) • Culture: <i>The Scottish kilt</i>
<ul style="list-style-type: none"> • dialogues (multiple choice) • intonation: direct/indirect questions 	<ul style="list-style-type: none"> • give a live video feed from space • talk about health – advise/sympathise • describe photos & discuss your eating habits • give a presentation on the importance of exercise • present a children’s charity 	<ul style="list-style-type: none"> • a blog entry • an email describing an annual event (Skills: sequence of tenses; error correction; recommending; brainstorming) • present a children’s charity 	<ul style="list-style-type: none"> • CLIL (PSHE): <i>Don’t give germs a helping hand</i> (informative article) • Culture: <i>Make-A-Wish</i>
<ul style="list-style-type: none"> • an interview (multiple choice) • intonation: follow-up questions 	<ul style="list-style-type: none"> • express lack of understanding • ask for clarification/clarify points • book tickets for a performance • make decisions • present a seaside resort • present an area in a capital city famous for entertainment 	<ul style="list-style-type: none"> • a quiz • an online application form • an informal email suggesting attending an event (Skills: making suggestions; error correction; brainstorming) 	<ul style="list-style-type: none"> • CLIL (History): <i>Leisure in Victorian times</i> (article) • Culture: <i>Broadway</i>

Components

For the Student



Student's Book



Workbook & Grammar Book



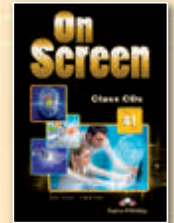
Public Speaking Skills



iBook



Test Booklet CD-ROM



Class Audio CDs

For the Teacher



Teacher's Book (interleaved)



Workbook & Grammar Book



Public Speaking Skills Teacher's book



IWB



Test Booklet CD-ROM



Class Audio CDs



MODULE OBJECTIVES

- ▶ **Vocabulary**
 - natural features
 - travel
 - weather
 - places
 - holidays
 - phrasal verbs: *GO*
 - word formation: (forming nouns)
- ▶ **Reading**
 - an article (T/F statements; answer questions)
- ▶ **Grammar**
 - present tenses
 - (to) infinitive/-ing form
 - adjectives/order of adjectives
- ▶ **Listening**
 - an announcement (gap fill)
 - intonation: stress-shift
- ▶ **Speaking**
 - asking for/giving directions
 - describing a photo
- ▶ **Writing**
 - an article about a tourist destination
- ▶ **CLIL (Geography):** *Fantastic Fjords! Culture: An Alaskan Cruise*
- ▶ **Progress Check**

Words of wisdom

"Wherever you go, go with all your heart."
(Confucius)

Discuss

Home
About Us
Special Offers
Destinations
Booking
FAQ
Contacts

Search

▶ Video

Extreme Travel Agency

Check out our new package holiday destinations!

£2,000



1 | The Maldives

Witness the '1) of stars' – an illuminated body of water which surrounds Vaadhoo Island!

£1,000



2 | Argentina

Visit Iguazu Falls – the largest 2) in the world!

£1,000



3 | Vietnam

Explore the underground world of Son Doong 3)

£2,000



4 | Philippines

Take a boat trip to Palawan – a(n) 4) with amazing natural beauty!

£1,500



5 | Kazakhstan

Visit 5) Kaindy – a body of water which covers a spruce 6)

£1,500




6 | Alaska

See amazing 7) along the state's coastline!

Natural features

1 Read the webpage and use the words in the list to complete the gaps.

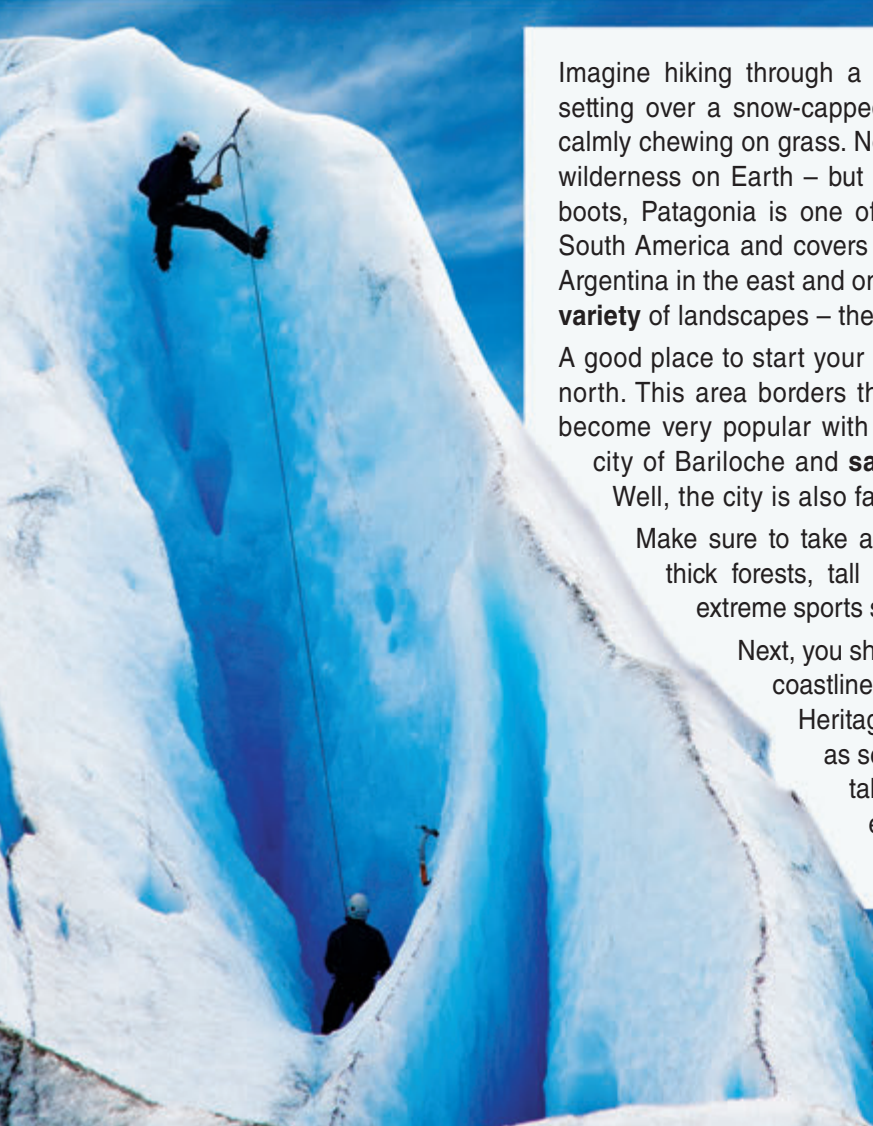
• sea • lake • forest • island • cave • waterfall • fjords

2  Which three places would you like to visit? Why? Tell the class. You can use the words in the list.

• amazing • fascinating • wonderful • interesting • exciting • memorable

I'd love to visit Alaska to see the fjords on its coastline. I think it would be an amazing experience!

Patagonia



Imagine hiking through a remote region in South America. The sun is setting over a snow-capped mountain and all around you guanacos are calmly chewing on grass. Nowadays, there are very few places of **unspoilt** wilderness on Earth – but with a thick coat and a **sturdy** pair of walking boots, Patagonia is one of them! This region is at the southern end of South America and covers around 400,000 square miles. Two thirds is in Argentina in the east and one third is in Chile in the west. It's an area with a **variety** of landscapes – the perfect destination for adventure seekers! 5

A good place to start your adventure is in Argentina's Lake District in the north. This area borders the Andes mountain range, and it has recently become very popular with foreign tourists. You can stay in the beautiful city of Bariloche and **sample** Patagonian cuisine. Got a sweet tooth? Well, the city is also famous for its chocolate shops! 10

Make sure to take a trip to Nahuel Huapi National Park to explore thick forests, tall waterfalls and extinct volcanoes. It's ideal for extreme sports such as mountain biking, kayaking and canoeing. 15

Next, you shouldn't miss the Valdes Peninsula on the Atlantic coastline in the east. This UNESCO Natural World Heritage Site hosts a wide variety of sea animals such as sea lions, elephant seals and orcas. You can even take a boat to go whale watching! It's an amazing experience to get up close to these gentle 20

Check these words

- remote • snow-capped • chew • wilderness
- sturdy • adventure seekers • border
- sample • sweet tooth • extinct volcano
- peninsula • host • descendant • settler
- glacier hike • untouched

1 Check these words/phrases in the Word List at the back of the book. Use them to complete the sentences.

- hike • teashop • wilderness • sea animals
- cuisine • extreme

- 1 Patagonia is one of the few places where you can find unspoilt
- 2 A good place to sample Patagonian is in Bariloche.

- 3 Nahuel Huapi National Park is a good place to try sports.
- 4 On the Valdes Peninsula you can see a wide range of
- 5 In the area around the Valdes Peninsula you can relax in a Welsh
- 6 At Los Glaciares National Park, you can go on a glacier



giants! Also, around this area, you might hear many locals speaking Welsh! These are the **descendants** of Welsh settlers, and many own Welsh teashops in the area where you can have a relaxing cup of tea. 25

As you continue south, the weather becomes much colder. After all, the southern tip of the continent is not far from Antarctica! The best place to experience this extreme climate is in Los Glaciares National Park. Here, you can go on a glacier hike on Perito Moreno! It's a once-in-a-lifetime experience to step onto the blue ice of this **massive** glacier which has been slowly moving through the area for thousands of years! 30 35

Patagonia is a wild land with breathtaking scenery and amazing wildlife! Home to the world's seventh largest desert, amazing ice fields and beautiful rainforests, it is one of the untouched lands of our planet that makes you feel like you are at the ends of the earth! 40



2 Where is Patagonia? What can tourists do there? Read through to find out.

STUDY SKILLS

True/False statements

First, read the statements and underline the key words. Try to think of synonymous words/phrases that could appear in the text. Read the text carefully with these synonymous words/phrases in mind and mark the statements accordingly. Remember that the order of the statements is the same as the order in which the information is presented in the text.

3 Read the text and decide if each sentence is **T (true) or F (false)**. Give reasons.

- 1 The writer suggests wearing warm clothes when visiting Patagonia.
- 2 Most of Patagonia is within Argentina.
- 3 The Argentinian Lake District doesn't get a lot of visitors.
- 4 Chocolate is popular in Bariloche.
- 5 It's forbidden to do extreme sports in Nahuel Huapi National Park.
- 6 The Valdes Peninsula is on the coast of the Atlantic Ocean.
- 7 The Valdes Peninsula is a protected area.
- 8 There is a Welsh-speaking community in Patagonia.
- 9 The warmest areas of Patagonia are in the south.
- 10 Perito Moreno is a glacier which is no longer moving.

4 Answer the questions.

- 1 Where is Patagonia located?
- 2 Why should tourists visit Nahuel Huapi National Park?
- 3 Why is Welsh spoken in Patagonia?
- 4 Why does Patagonia make you feel "like you are at the ends of the earth"?

5 Match the words in bold to their synonyms. What part of speech are they?

- unharmed • future generation • range • taste
- huge • durable

Listening & Speaking



Listen to and read the text again. Tell the class four reasons why someone should visit Patagonia.

Writing

ICT In groups, collect information about a place of natural beauty in your country. Create a poster advertising it. Write: *where it is, what visitors can see and do there*. Display it to the class.

Vocabulary

Vocabulary from the text

1 Choose the correct word.

- Patagonia has a range of **landscapes/scenes** from mountains to ice fields.
- You should take a(n) **trip/adventure** to a national park in Patagonia.
- Going on a glacier hike is a once-in-a-**world/lifetime** experience!
- The Andes is the biggest mountain **border/range** in South America.
- Patagonia is the perfect **coastline/destination** for thrill seekers!

2 Complete the advert. Use: *extreme, unspoilt, sturdy, wide, massive.*

Visit Patagonia

7-day all-inclusive package holiday!

- Visit one of the last **1)** regions on Earth!
- Try **2)** sports in Nahuel Huapi National Park!
- See a(n) **3)** variety of sea animals in the Valdes Peninsula!
- Go hiking on a(n) **4)** glacier in Los Glaciares National Park.
- There's lots of hiking, so bring **5)** boots and a thick coat!

3 Fill in: *on, in, with or to.*

- The town is the east coast of the island.
- I think Patagonia is the most beautiful place Earth.
- Bariloche is a lively town the north.
- Patagonia is popular nature lovers.
- Keith prefers beach holidays adventure holidays.

Topic vocabulary Travel

4 Complete with: *nightlife, accommodation, destination, attractions, scenery, entertainment, facilities, sightseeing.*

Travel Guide

Dublin

- Dublin is Ireland's top tourist **1)** with up to 7 million visitors per year!
- The **2)** is expensive, so book your hotel room early for a better deal. Most hotels have **3)** such as restaurants and gyms.
- Dublin is a great city for **4)** There are lots of **5)** to visit including museums and historic buildings.
- Dublin has a really exciting **6)** ! In Temple Bar, you can enjoy live **7)** such as concerts or dance performances.
- In Wicklow, just south of the city, you can see some beautiful mountain **8)**

Weather

5 Read the text and choose the correct word. Check in the Word List.

Unlike its name, Iceland isn't really that **1) warm/icy** at all. Average winter **2) temperatures/storms** don't go much below zero. Of course, you do get some **3) rain/snowfall** in winter so people can go skiing! Iceland can have very changeable weather in just 24 hours. One minute there is bright **4) sunshine/fog** and the next minute it's **5) freezing/humid** cold. There isn't really a rainy season, but Iceland does get quite a bit of **6) mild/wet** weather between October and February. That means the skies are usually **7) sunny/cloudy** and visibility is poor if you want to see the famous Northern Lights.

6 Compare the weather in your country to the weather in Iceland.

*In my country, it's hotter and more humid than in Iceland.
Winter temperatures can be as high as 20°C.*

Places

7 a) Label the pictures.

Use: *bay, rainforest, desert, valley, river, cliff.*



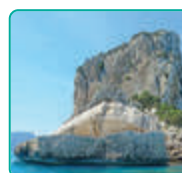
1



2



3



4



5



6

b) Which of the places in Ex. 7a are there in your country? Which are popular with tourists? Tell the class.

Holidays

8 **COLLOCATIONS** Which of the adjectives in bold does not fit the sentence? Check in your dictionaries.

- 1 They are staying at a **cheap/comfortable/deep** hostel in the city centre.
- 2 There are lots of cafés around the **central/main/regular** square.
- 3 Helen enjoys walking through the **colourful/convenient/crowded** market.
- 4 Every evening, they explore the **expensive/narrow/quiet** streets of the city.
- 5 In the morning, they usually take a swim in the **clear/warm/pure** sea.
- 6 Their hotel is quite near a **peaceful/dirty/warm** beach.
- 7 They booked a room in a(n) **historic/expensive/fresh** hotel by the sea.
- 8 Most tourists agree that the locals are very **friendly/warm/sandy**.

9 Fill in: *hire, bargain, give, backpack, make, take, afford, explore, rent, book*.

- 1 Keith likes to with the stallholders to get good deals.
- 2 Why not a walk around the town in the evening?
- 3 Don't forget to a reservation at the restaurant.
- 4 The Smiths a cottage on the coast for a month each summer.
- 5 Greg plans to around Europe this summer.
- 6 The staff at this hotel always us a warm welcome.
- 7 Ted wants to a car while in Rome.
- 8 You can a room at this hotel over the Internet.
- 9 They're staying in a hostel because they can't a hotel.
- 10 Paul wants to the city on foot instead of going on a sightseeing bus.

10 **WORDS OFTEN CONFUSED** *Travel or trip:* mark the sentences correct (✓) or incorrect (x).

- 1 We are going on a trip to the beach.
- 2 He wants to travel abroad.
- 3 She travels to Spain once a year.
- 4 They are planning a travel to Italy.

Phrasal Verbs: GO

11 Fill in the correct particle: *off, on, out*. Check in Appendix I.

- 1 The fireworks will go in an hour.
- 2 Are Paul and Sarah still going or are they no longer a couple?
- 3 Are you going this evening or staying at home?
- 4 After Dublin, Dave is going to Berlin.
- 5 Lights usually go during a storm.

Word Formation (*forming nouns*)

12 Read the theory. Then complete the gaps with the correct noun derived from the words in bold.

We use these suffixes to form:
nouns from verbs: -ment (*arrange – arrangement*); -tion/-sion (*relate – relation, decide – decision*)
nouns from adjectives: -ance/-ence (*important – importance, silent – silence*); -ness (*happy – happiness*); -ity (*possible – possibility*);
nouns from nouns: -hood (*child – childhood*); -ship (*friend – friendship*)

- 1 The tourist resort is increasing in every year. (**POPULAR**)
- 2 Locals don't support the of tourism in the area. (**DEVELOP**)
- 3 I like the feeling of you get on a backpacking holiday. (**INDEPENDENT**)
- 4 This book is an of the different cultures in the country. (**EXPLORE**)
- 5 Jane was shocked by the waiter's (**RUDE**)
- 6 Tom plans to revisit the old holiday cottage from his (**BOY**)

Prepositions

13 Complete with: *at, on, in (x2), by, to*. Check in Appendix II.

- 1 The hotel is close a train station.
- 2 You should book your hotel room advance.
- 3 The plane cannot take off until all late passengers are safely board.
- 4 Henry's flight to Chile departs the same time as mine to Argentina.
- 5 I hope Ann is time for her flight to Buenos Aires.
- 6 She wants to travel to Patagonia car from Santiago.


Present tenses – (to) infinitive/-ing form

Hi Wendy,

1) **I'm having** a great time here in Malaysia! My family 2) **goes** abroad on holiday every summer, so 3) **I've visited** lots of amazing places, but nothing compares to this country! I'm so glad we decided to come here! For the past week, 4) **we've been sightseeing** around the country. We would like to visit the traditional villages of Sarawak but it might not be possible.

Right now, 5) **I'm writing** this email in our hotel room. I feel exhausted, because 6) **we've just returned** from Kuala Lumpur's Central Market. It's located in a beautiful building in the centre. A lot of craftsmen 7) **work** there making wonderful handmade souvenirs. It's the perfect place to go shopping! The only problem is that it's very crowded and people 8) **are always bumping** into you!

Anyway, our day hasn't finished yet! Later, 9) **we're attending** a shadow puppet play! The performance 10) **starts** at 7 pm, so I should get ready! My dad always makes us leave early for these things. By the way, thanks for lending me your camera! I look forward to showing you my photos when I get back!

Talk to you soon,
Sandra



- | | |
|----------------------------|---|
| <input type="checkbox"/> A | a habit/routine |
| <input type="checkbox"/> B | a permanent state |
| <input type="checkbox"/> C | a timetable |
| <input type="checkbox"/> D | a fixed future arrangement |
| <input type="checkbox"/> E | a temporary situation |
| <input type="checkbox"/> F | a recently completed action |
| <input type="checkbox"/> G | a complaint |
| <input type="checkbox"/> H | an action happening now |
| <input type="checkbox"/> I | an emphasis on the duration of an action that started in the past and continues up to the present |
| <input type="checkbox"/> J | an action that happened at an unstated time in the past |

▶ see pp. GR1-GR4

1 Read the email. Match the verbs in bold to their uses.

2 Put the verbs in brackets into the *present simple* or the *present continuous*. Give reasons.

- The flight to Astana (**depart**) in 20 minutes.
- They (**not/shop**) in the market right now.
- (**the Smiths/go**) on holiday next week?
- Lisa (**stay**) in a hotel until the builders finish working on her flat.
- (**you/meet**) John at the festival later today?
- Steve rarely (**travel**) abroad on holiday.
- The village (**not/attract**) many visitors in winter.
- (**Jim/work**) as a cook in the restaurant?
- We (**relax**) on the beach at the moment.
- Stan (**constantly/complain**) about our hotel room.

3 Choose the correct tense.

- The roses **smell/are smelling** nice.
- The manager **fits/is fitting** a new air-conditioner in our room.
- I **don't think/'m not thinking** this resort is suitable for kids.
- You **look/are looking** tired today.
- They **appear/are appearing** to be upset about something.

4 What do you *always, usually, often, sometimes, rarely/seldom, never do while on holiday? Use the phrases to tell your partner.*

go: *sightseeing, canoeing, sailing, skiing, swimming, fishing, hiking, cycling, camping, on a picnic, shopping, out with friends, etc.*

play: *board games, football, tennis, etc.*

do: *a puzzle, a crossword, judo, sports*

I always go sightseeing when I am on holiday. I usually... I sometimes... etc.

5 Choose the correct tense. Give reasons.

- 1 They've **come/ve been coming** here for years.
- 2 **Have you heard/Have you been hearing** from Helen since she arrived in India?
- 3 Benny **hasn't received/hasn't been receiving** confirmation of his holiday booking yet.
- 4 Your skin looks very red. **Have you been sunbathing/Have you sunbathed** today?
- 5 We've **been looking've looked** around the museum all morning.

6 In pairs, use the prompts to discuss.

- 1 **excited** – get ready for holiday/pack bags (✓), find passport (✓), call for a taxi (X)
A: *You look excited. What have you been doing?*
B: *I've been getting ready for my holiday.*
A: *What have you done so far?*
B: *I've packed my bags and I've found my passport, but I haven't called for a taxi yet.*
- 2 **tired** – shop for souvenirs/buy T-shirt for my brother (✓), pick up scarf for my sister (✓), find anything for my parents (X)
- 3 **happy** – try out local sports facilities/go horse riding (✓), play golf (✓), do archery (X)
- 4 **exhausted** – walk around the city/visit museum (✓), see City Hall (✓), eat local food (X)

(to) infinitive/-ing forms

7 Look at the underlined words in the text. When do we use: *to- infinitive, infinitive without 'to' or -ing form*?

8 Put the verbs in brackets into the correct infinitive or -ing form. Give reasons.

- 1 A: Do you want (**travel**) abroad on holiday this year?
B: I'd prefer (**stay**) in England.
- 2 A: How about (**visit**) the museum?
B: I don't fancy (**do**) any sightseeing.
- 3 A: I'm looking forward to (**try**) the local cuisine in Madrid!
B: Me, too, I love (**eat out**).
- 4 A: We've decided (**book**) flights to Lisbon next week!
B: That's great! Lisbon must (**be**) beautiful at this time of the year.
- 5 A: I enjoy (**sail**) when I go on a beach holiday.
B: I'm too lazy (**do**) water sports!

9 Put the verbs in brackets into the *to-infinitive* or the *-ing* form. Explain the difference in meaning.

- 1 If you can't find cheap plane tickets at the travel agent's, try (**look**) online.
- 2 I've tried (**persuade**) Tom to join us on holiday, but he isn't interested.
- 3 Let's stop (**have**) a snack at the next petrol station.
- 4 Stop (**take**) photos inside the museum. It's not allowed.
- 5 Remember (**give**) our room key to the receptionist.
- 6 I remember (**fly**) in an aeroplane for the first time.

Sentence Transformations

10 Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Bill can't wait until he goes on holiday.
He is looking forward on holiday.
- 2 The last time he travelled abroad was five years ago.
He abroad for five years.
- 3 This year, he's thinking of staying in a hotel.
This year, he wants in a hotel.
- 4 He's having difficulty finding tickets.
It's difficult for him tickets.
- 5 He is looking for a hotel room.
He booked a hotel room yet.

11 **SPEAKING** Your English-speaking penfriend wants to visit your country for their summer holidays. Use the prompts in the list to make sentences, as in the example.

- You should definitely ...
- It's a good idea to go ... at ...
- If you fancy ..., then go to ...
- Don't miss ...
- You should avoid ... because ...
- You shouldn't leave without ...

You should definitely visit Buckingham Palace. It's where the Royal Family lives.

Listening skills

Note taking

Preparing for the task

- 1** a) Read the questions and predict the type of word that is missing.

Name of travel agency:

1) Global (adverb/noun)

Type of holiday:

2) holiday (adjective/verb)

Total price:

3) £ per person (number/word)

- b) Now read a radio advertisement about a holiday and complete the gaps. Were your predictions correct?

Now, a short message from our sponsors, Global Travel, the number one travel agency in Hereford. They're offering a new package holiday to Peru! The price is just £1,500 per person. When you consider that the flights alone cost £900, I'm sure you'll agree this is a great deal! Contact them today!



STUDY SKILLS

Identifying information

First, read through the notes to get an idea of what you will listen to. Before you listen to the recording, predict what is missing from each gap (a noun, adjective, verb, number, etc). This will help you complete the task.

- 2** You are going to listen to an announcement about a holiday destination. Before you listen, check these words/phrases in the Word List.

- wrap up • warm climate • turquoise waters • crystal clear
- palm trees • impressive architecture • beach resorts

- 3** a) Look at the advert. What type of word does each gap ask for: *noun? adjective? number? etc*

A WINTER SUN DESTINATION

Destination:	1), the Caribbean
The dry season:	November – 2)
What it has to offer:	beautiful beaches, crystal clear waters, 3) local food
Where you can stay:	small, cheap 4) five-star 5) beach resorts
Prices from:	6) £ per person

- b) Listen to the recording. For each gap, fill in the missing information.

- 4** Tell your partner three reasons why someone should visit Cuba.

Intonation: Stress-shift

Some words have same noun and verb forms. The nouns have strong first syllables while the verbs have strong second syllables.

- 5** Identify the forms in bold in the sentences.

Listen and repeat.

- 1 a I'd like a **refund** please.
b They guarantee to **refund** our money.
- 2 a The Sahara is a **desert**.
b You shouldn't **desert** your post.
- 3 a Never **insult** others.
b This is an **insult**.

- 6** Make sentences using these words as nouns and verbs. Read your sentences aloud.

- contrast • present • update

Speaking skills

1e

Asking for/Giving directions

1 Lisa is talking to the concierge at the reception of the hotel where she is staying. Where does she want to go?

Listen and read to find out.

A: Excuse me, can you please tell me what the best way to get to the museum is?

B: Of course, madam. When you leave the hotel, go along Cherry Street and turn right into Main Street.

A: Right. And after that?

B: Take the first turning on the right into Orange Street. The museum is on your right opposite an aquarium.

A: Is it far?

B: No, it isn't. It's just about 5 minutes on foot.

A: OK, I think I've got that. Thanks a lot.

B: My pleasure. Have an enjoyable day.



2 Read the dialogue and find the route on the map.

3 Take roles and read the dialogue aloud.

Asking for directions

- Excuse me, can/could you please tell me how I get to ...?
- Excuse me, is there a (*shopping mall*) near here?
- Excuse me, are there any (*Chinese restaurants*) in this street?
- What's the best way to ...?
- Could you please tell me where the (*nearest bank*) is?
- OK, and then what?
- How far is (*the train station*) from here?
- Is it far (from here)?

Giving directions

- Go straight on (until you come to ...).
- Turn left/right (into ... Street).
- Go along ... • Cross ...
- Take the first/second turning on the left/right.
- It's on the/your left/right.
- It's next to/between/opposite/ behind/in front of the (*bank*).
- It's on the corner of ... Street and ... Street.
- It's at the end of ... Street.
- No, it isn't far. It's ...
- It's about 10 minutes on foot.
- It's 15 minutes by car.

4 Work in pairs. Take the roles of a concierge and a hotel guest. Use the map and phrases in the box to act out a dialogue similar to the one in Ex. 1.

Student A: You want to go to the supermarket and then afterwards you want to go to a café.

Student B: Give directions to these places.

Describing a photo

STUDY SKILLS

Look at the photo carefully. Think about what you can see, the location, what the weather is like, what is happening, what the people are wearing, how they are feeling, etc. Try to use descriptive language with a variety of adjectives.

5 Look at the photo. Use the words in the list to complete the gaps.

- cheerful • chilly • map • suitcases • jacket
- jumper • scarves • couple • steps • hotel

In this photo, I can see a young

1) sitting on some
2) Perhaps they are outside a train station, because they have two
3) with them. The weather seems to be
4) – they are both wearing **5**) The woman is also wearing a pair of blue trousers and a black leather
6), while the man is wearing a grey
7) and brown trousers. Both of them are looking at a **8**) , so maybe they're trying to find their
9) They both seem to be **10**)



6 Cover the text and describe the photo. Make three mistakes. Your partner corrects you.

Rubric analysis

STUDY SKILLS

Always read the task carefully. This will help you decide on what type of writing you are going to do, who it is for, and what exactly you will write about.

- 1** Read the rubric. Use the underlined words to answer the questions.

Your school magazine has asked readers to write an article describing a popular holiday destination in their country. Write an article describing the place (120-150 words).

- 1 What are you going to write?
- 2 Who is going to read it?
- 3 What is it going to be about?
- 4 How many words should you write?

- 2** Read the model. Match the paragraphs to the headings.

- A** what to see
B comments/recommendation
C name, location, population
D what to do



Lose Yourself in Ljubljana

1 Does strolling along cobbled streets in one of the greenest cities in Europe sound attractive? Then you should go to Ljubljana, the capital city of Slovenia. With a population of just over 250,000, it's a city full of history and culture.

2 There are a lot of things to see in Ljubljana. Take a funicular to the top of Ljubljana Castle and enjoy amazing views. Visit the City Museum of Ljubljana and learn about Ljubljana's history.

3 You can't be bored in this lively city. If shopping is your thing, head for Cop Street, a pedestrian street with designer label shops and trendy cafés. Don't miss a visit to Tivoli Park, a colourful park that contains a zoo.

4 Ljubljana is the hidden gem of Europe. With its marvellous architecture and relaxing greenery, you'll feel like you're stepping into a fairy tale!



Techniques to start/end

To make our article more interesting to the reader, we can use the following techniques:

- address the reader directly e.g. *Do you ever think about getting away from it all?*
- ask a rhetorical question e.g. *What's the secret to the perfect holiday?*
- use a quotation e.g. *As Hans Christian Andersen said, "To travel is to live."*

- 3** What techniques has the writer used to start/end the article in Ex. 2?

STUDY SKILLS

Making descriptions interesting

Use a variety of adjectives to make your description more interesting to the reader.

- 4** Find the adjectives the writer has used in the model in Ex. 2 to describe: *streets, cities, views, city, street, cafés, park, gem, architecture.*

- 5** Replace the adjectives in bold with adjectives from the list.

- reasonable • energetic • memorable
- beautiful • crowded • busy

Tourists should definitely visit the **1) nice** market in the city. It's a **2) nice** experience to walk along the **3) nice** streets and hear the **4) nice** stallholders shouting out their offers. There are lots of stalls for visitors to pick up **5) nice** items at **6) good** prices.

Adjectives/Order of adjectives

Adjectives describe nouns.

Opinion adjectives show what someone thinks of someone or something (*boring, interesting, etc.*)

Fact adjectives give us factual information about someone or something (*expensive, quiet, etc.*)

When there are two or more adjectives in a sentence, they usually go in the following order:

opinion	size	age	shape	colour
<i>nice</i>	<i>small</i>	<i>old</i>	<i>round</i>	<i>brown</i>
origin	material	used for/be about	noun	
<i>Chinese</i>	<i>wooden</i>	<i>coffee</i>	<i>table</i>	

▶ see pp. GR4-GR5

6 Read the theory. Then, put the adjectives in the correct order. Give reasons.

- Buy a rug in a local shop.
(multi-coloured, large, beautiful)
- Take a walk through the streets of the city.
(narrow, charming, cobbled)
- Have a meal in a(n) restaurant in the city centre.
(pleasant, Italian, traditional)
- Stay in a hotel.
(modern, comfortable, small)
- Pick up some souvenirs.
(popular, wooden, traditional)

Recommending a place

7 Use the words in the list to complete the gaps.

- offer • feast • visit • experience • bound • choice
- The architecture in Vienna is a(n) for the eyes.
 - It is a unique to see Gdansk in the winter.
 - London is a city which is definitely worth a(n)
 - Brussels is the ideal for a city break.
 - You're to have a great holiday in Rome.
 - Hamburg has something to every type of tourist.

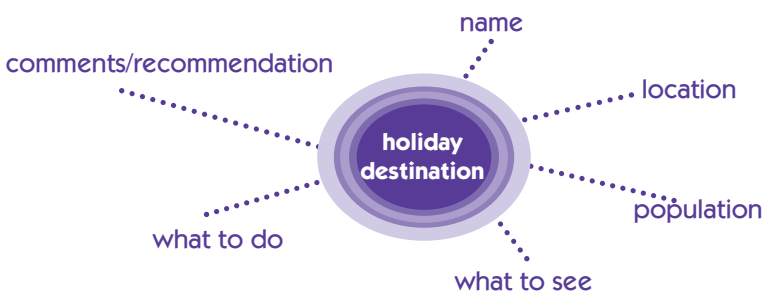
Writing

STUDY SKILLS

Brainstorming

Before you start writing, brainstorm for ideas. This will help you do the writing task.

8 **BRAINSTORMING** Read the rubric in Ex. 1. Think of a place in your country. Copy the spidergram into your notebook and make notes under the headings.



9 Use your notes to write your article. Use appropriate techniques to start/end your article.

Useful Language

Name/Location/Population

- ... in the centre/middle/heart of ...
- ... in the north/south/east/west of ...
- ... on the south/east, etc coast of ...
- ... has a population of (over/around) ... thousand/million.

What to see

- For those who love sightseeing, ... is ... / For ... fans/lovers, there is/are ... /If you like ..., the place to head for is ...
- You (really) should/ought to visit ...
- Don't miss the (open-air market/theatre, etc.) • The most famous attraction/ highlight is ...

What to do

- You can't be bored in ...
- You (can sit in/try, etc) ... • ... has (parks, squares, etc) where you can ...
- ... is a city/ town, etc that is full of (cafés, museums, etc) where you can ...
- The nightlife is ...

Recommendation

- If you like/love ..., then ... is the place for you.
- ... is the perfect/ideal choice for ...
- Visiting ... is a unique/unforgettable experience that will stay with you forever.
- ... has something for every type of tourist.
- You won't be disappointed!

Plan

Introduction

(Para 1) name, location, population

Main Body

(Para 2) what to see

(Para 3) what to do

Conclusion

(Para 4) comments/recommendation



Checklist

When you finish writing your article, check for the following:

- an interesting introduction/conclusion
- a variety of adjectives
- the appropriate number of paragraphs
- the correct word length
- an appropriate recommendation
- correct punctuation, spelling and grammar

Geography



1 What do you know about fjords? How are they formed? Read to find out.

2 Read the text and match the paragraphs (A-C) to the headings (1-4). One heading is extra.

- 1 How are they formed?
- 2 What dangers do they face?
- 3 What are they?
- 4 Where can you find them?

3 Listen and read the text. In pairs, ask and answer questions based on the text.

A: What are fjords?

B: They are long narrow inlets of water.

4 **ICT PRESENTATION SKILLS**
In groups, collect information about how lakes are formed. Prepare and give a presentation. Videotape your presentation.

Check these words

- narrow • stretch • inland
- inlet • steep cliff • glacier
- mass • frozen • melt



Fantastic Fjords!

A

Fjords are long narrow stretches of water that reach far inland from the sea. These inlets are very deep and usually have steep cliffs or mountains along their sides. The waters in fjords are so deep that they are home to fascinating cold-water coral reefs.

B

Fjords were made by glaciers. Glaciers are huge masses of ice that form during an ice age. These heavy frozen rivers of very slow-moving ice make deep U-shaped valleys in the land as they flow out to the sea and melt. The sea water then fills the valleys to make fjords, which are much deeper than the sea outside.

C

Norway is famous for fjords, with around 1,200 of them. In fact, the word 'fjord' is a Norwegian word which basically means a place on the water where you can cross over to the other side. However, you can find fjords all over the world, including New Zealand, Greenland, Canada, Alaska and Chile.



Culture Spot



1 What can passengers see and do on an Alaskan cruise? Listen and read to find out.

2 **ICT PRESENTATION SKILLS**
In what ways can tourists experience the natural features of your country? Collect information and prepare and give a presentation. Compare it to an Alaskan cruise.

An Alaskan Cruise

Most people like to go on cruises in warmer regions such as around the Caribbean or Mediterranean Seas, but one of the most popular cruise destinations in the world is in freezing Alaska! Around a million people take an Alaskan cruise each year! Alaskan cruises allow passengers to see spectacular scenery! Most cruises

travel along the Inside Passage – a 15,000-mile route which passes countless islands, bays and fjords. Passengers can see amazing wildlife from the grizzly bear to the moose, and they can also learn about the indigenous people who live here. It's an unforgettable experience!



Welcome to Middle-earth



1

Progress Check

What comes to mind when you think of New Zealand? Maybe you think of the kiwi – New Zealand's famous flightless bird – or perhaps the country's successful rugby team – the All Blacks! Well, something else that people associate with New Zealand is 'Middle-earth'! This is the fantasy world that J.R.R. Tolkien created in his novels – and which Peter Jackson created in both 'The Lord of the Rings' and 'The Hobbit' film series! Jackson is a film director who comes from New Zealand and he decided to make all six 'Middle-earth' films in his home country!

The films were a huge success and won countless awards – and they also made New Zealand into the world's leading destination for film tourism! The stunning shots of mountains, volcanoes and waterfalls inspired millions to visit the country, and now around 8 per cent of tourists say that Jackson's films were the main reason why they chose New Zealand!

Jackson used over 150 locations in New Zealand for the films, so there are many places for visitors to see! For example, many tourists visit the snowy mountain peaks in the Queenstown region in the South Island. Another attraction is an area of rolling green hills just outside Matamata in the North Island. It used to be just farmland, but now it's Hobbiton – the village where the Hobbits live in the films! Each day, around 2,000 visitors visit Hobbiton to walk around the fantasy village.

Of course, New Zealand isn't just one large film set! It's also a great place for outdoor activities and extreme sports, plus the locals are very hospitable. But for fans of the films, it's a unique experience to step into Middle-earth. Afterwards you even have proof of your visit! Nowadays, whenever anyone arrives in New Zealand from abroad, they get a 'Welcome to Middle-earth' stamp in their passports!



Listening

2 Listen to the recording. For each gap, fill in the missing information.

Special Winter Deal - Bruges

Travel agency:	1)
Length of holiday:	2) days
Weather:	3)
Activities:	see view from Belfry Tower; visit 4) shops in Market Square
Price:	5) £ per person
Book at:	21 George Street – beside the 6)

(6x2=12)

Everyday English Giving directions

3 Complete the dialogue with: *is there a post office near here, and then what, how far is it, what's the best way to get there.*

A: Excuse me, **1)**?
 B: Yes, there's one in Henry Street.
 A: Great. **2)**?
 B: Go straight until you come to a baker's.
 A: OK, **3)**?
 B: Then, turn left into Henry Street. The post office is opposite a bank.
 A: Thanks a lot. **4)**?
 B: It's about 10 minutes on foot.

(4x3=12)

Reading

1 Read the text and decide if each sentence is **T (true)** or **F (false)**.

- The nickname for New Zealand's rugby team is the 'kiwis'.
- J.R.R. Tolkien first came up with the idea for 'Middle-earth'.
- Peter Jackson directed six films based on Tolkien's books.
- The films didn't receive many prizes.
- Jackson's films caused visitors to New Zealand to rise by 8 per cent.
- It took Jackson 150 days to make all six of the films.
- Jackson used locations on both the North and South Islands in the films.
- The location for Hobbiton in the film is now a farm.
- According to the writer, New Zealanders are very welcoming.
- Officials mark foreigners' passports in a special way.

(10x1=10)

Vocabulary

- 4** Choose the correct word.
- 1 They always **bargain/rent/hire** a cottage by the sea.
 - 2 He enjoys live **entertainment/wilderness/accommodation**.
 - 3 Average winter **temperatures/snowfalls/storms** don't go below zero.
 - 4 The locals are very **warm/convenient/deep**.
 - 5 London is a top tourist **landscape/destination/facility**.

(5x2=10)

- 5** Choose the correct item.
- 1 The ferry to Malta departs **at/on** 5 pm.
 - 2 They are travelling to Florida **by/in** car.
 - 3 This hotel is very popular **with/for** students.
 - 4 I love watching fireworks go **off/on**.
 - 5 Book your hotel room **in/by** advance.

(5x2=10)

Grammar

- 6** Put the verbs in brackets into the *present simple, present continuous, present perfect or present perfect continuous tense*.
- 1 This soup (**smell**) delicious!
 - 2 She (**look**) for a café all morning.
 - 3 The plane (**arrive**) at noon.
 - 4 Kate (**always/complain**) about the weather.
 - 5 (**they/book**) their flight yet?
 - 6 I (**think**) of going to the beach.
 - 7 Paul (**just/arrive**).
 - 8 They (**not/live**) in Paris.
 - 9 We (**meet**) Ann later.
 - 10 Jane (**appear**) to be sad.

(10x1=10)

- 7** Choose the correct item.
- 1 I'd love **visit/to visit** China one day.
 - 2 Imagine **to see/seeing** the Eiffel Tower at night.
 - 3 Why don't we go **sailing/sail** this afternoon?
 - 4 We don't have enough money **buying/to buy** this souvenir.
 - 5 I don't remember **to see/seeing** him before.

(5x3=15)

Writing

- 8** Read the rubric and write your article.

Your school magazine has asked readers to write an **article** describing a popular winter destination in their country. Write an **article** describing the place (120-150 words).

(21 marks)

(Total: 100)

Grammar in Focus

(Unit 1)

Complete the text with the correct form of the words in brackets or choose the correct word/phrase.

Hi Bill! We 1) (**just/arrive**) in Dubrovnik in Croatia! Right now, we 2) (**wait**) for the bus to our hotel. Dubrovnik 3) (**seem**) like a really beautiful city, so I'm really looking forward to 4) **see/seeing** the sights! We 5) (**travel**) for the last eight hours, so I'm exhausted! We 6) **stay/are staying** here for one week, then, we 7) **get/are getting** a bus to Zagreb on Monday. I 8) (**already/buy**) the tickets.
Talk soon!
Steve

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Now I can ...

Lexical Competence

- talk about natural features
- talk about travel and places
- talk about the weather & holidays

Reading Competence

- identify T/F statements
- answer questions

Listening Competence

- listen for specific information (note taking)

Speaking Competence

- ask for/give directions
- describe a photo

Presentation Skills

- present: how lakes are formed

Writing Competence

- write an article about a tourist destination

On Screen

Student's Book

C1



Jenny Dooley - Virginia Evans



Express Publishing

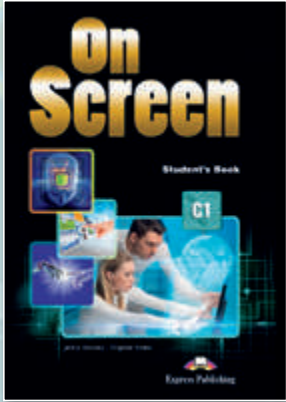
Contents

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Module 2 Pushing boundaries (pp. 23-35) <hr/> Language Knowledge 2 (pp. 36-37) Language Focus 2 (p. 38) Progress Check 2 (pp. 39-40)	<ul style="list-style-type: none"> technological developments/ advancements robotics everyday computing & gadgets idioms/prepositions/ phrasal verbs/word formation 	<i>How to Build a Bionic Man</i> (multiple choice; answer questions – read for specific information)
Module 3 Widen your horizons (pp. 41-53) <hr/> Language Knowledge 3 (pp. 54-55) Language Focus 3 (p. 56) Progress Check 3 (pp. 57-58)	<ul style="list-style-type: none"> jobs & job qualities working life office personalities vocational training idioms/prepositions/phrasal verbs/word formation 	<i>Young Entrepreneurs Making Their Mark</i> (multiple matching; answer questions – read for specific information)
Module 4 Health Matters (pp. 59-71) <hr/> Language Knowledge 4 (pp. 72-73) Language Focus 4 (p. 74) Progress Check 4 (pp. 75-76)	<ul style="list-style-type: none"> wellbeing health problems & injuries food & nutrition fitness & sports idioms/prepositions/phrasal verbs/word formation 	<i>What's in a Smile?</i> (T/F statements, multiple choice, synonyms/antonyms, read for specific information)
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Module 6 Material World (pp. 95-107) <hr/> Language Knowledge 6 (pp. 108-109) Language Focus 6 (p. 110) Progress Check 6 (pp. 111-112)	<ul style="list-style-type: none"> shopping & services money & spending advertising & marketing idioms/prepositions/phrasal verbs/word formation 	<i>The Story of Stuff</i> (cross text multiple matching; answering questions – read for opinion/attitude)
Module 7 Back to Nature (pp. 113-125) <hr/> Language Knowledge 7 (pp. 126-127) Language Focus 7 (p. 128) Progress Check 7 (pp. 129-130)	<ul style="list-style-type: none"> outdoor environments & activities landscapes & geographical features extreme weather & natural phenomena sounds in nature idioms/prepositions/phrasal verbs/word formation 	<i>Ice Breakers</i> (gapped text; answering questions – read for cohesion)
Module 8 The Art of Entertainment (pp. 131-143) <hr/> Language Knowledge 8 (pp. 144-145) Language Focus 8 (p. 146) Progress Check 8 (pp. 147-148)	<ul style="list-style-type: none"> performers radio, TV, film & the stage books/literature music idioms/prepositions/phrasal verbs/word formation 	<i>Risking Life and Limb</i> (multiple choice; answering questions – read for specific information)
CLIL/Culture (pp. 149-152) Grammar Reference (pp. GR1-GR25)	Word List (pp. WL1-WL20) Appendix I & II (p. APP1)	Pronunciation (p. PR1)

Grammar	Listening	Speaking	Writing
<ul style="list-style-type: none"> present & past tenses stative verbs <i>used to – would – be/get used to</i> comparisons 	<ul style="list-style-type: none"> monologues (multiple matching) 	<ul style="list-style-type: none"> asking about/giving personal details answering questions about yourself 	<ul style="list-style-type: none"> informal letters/emails (informal style)
<ul style="list-style-type: none"> future tenses degrees of certainty <i>it – there</i> 	<ul style="list-style-type: none"> dialogues (multiple choice – short extracts) 	<ul style="list-style-type: none"> making/responding to suggestions comparing & speculating on pictures 	<ul style="list-style-type: none"> proposals (formal style; linkers; future & hypothetical constructions)
<ul style="list-style-type: none"> infinitive/-ing forms intensifiers 	<ul style="list-style-type: none"> interview (multiple choice) 	<ul style="list-style-type: none"> giving/responding to advice negotiating/reaching an agreement 	<ul style="list-style-type: none"> semi-formal/formal letters/emails (semi-formal & formal style)
<ul style="list-style-type: none"> modals (past & present) deductions phrases expressing modality 	<ul style="list-style-type: none"> monologue (sentence completion) dialogues (multiple choice – short extracts) 	<ul style="list-style-type: none"> giving/replying to an opinion answering a question based on a picture 	<ul style="list-style-type: none"> an essay based on prompts (linking words & phrases; paraphrasing)
<ul style="list-style-type: none"> passive voice causative personal-impersonal structures substitution & ellipsis 	<ul style="list-style-type: none"> interview (multiple choice) monologues (multiple matching) 	<ul style="list-style-type: none"> discussing causes & results of an issue & offering solutions interactive discussion 	<ul style="list-style-type: none"> reports (register – formal language; linking structures)
<ul style="list-style-type: none"> conditionals/mixed conditionals wishes/unreal past phrases with hypothetical meaning 	<ul style="list-style-type: none"> interviews (multiple choice) 	<ul style="list-style-type: none"> making and answering a complaint arguing a case 	<ul style="list-style-type: none"> for & against essays (cohesion; punctuation)
<ul style="list-style-type: none"> reported speech reporting verbs articles & determiners inversion 	<ul style="list-style-type: none"> monologue (multiple choice) monologue (sentence completion) 	<ul style="list-style-type: none"> narrating an experience & showing interest discussing suggested points 	<ul style="list-style-type: none"> a narrative (descriptive techniques – adjectives/adverbs; feelings; beginnings and endings)
<ul style="list-style-type: none"> relative clauses participle clauses clauses cleft sentences 	<ul style="list-style-type: none"> dialogues (multiple choice – short extracts) monologue (multiple choice) 	<ul style="list-style-type: none"> making suggestions/ responding & interrupting answering a question based on a picture 	<ul style="list-style-type: none"> a review (adjectives/adverbs; recommending; beginnings and endings; style)

Components

For the Student



Student's Book



Workbook & Grammar Book



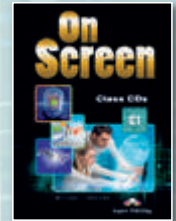
Public Speaking Skills



iBook



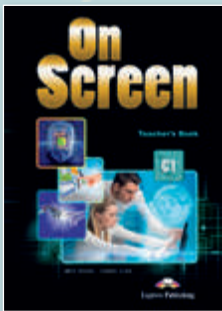
Test Booklet CD-ROM



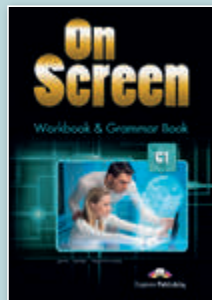
Class Audio CDs



For the Teacher



Teacher's Book (interleaved)



Workbook & Grammar Book



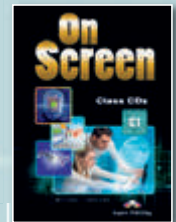
Public Speaking Skills Teacher's book



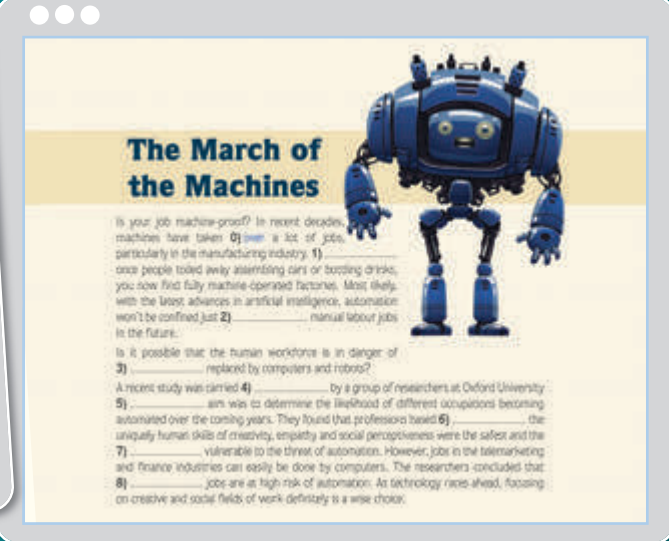
IWB



Test Booklet CD-ROM



Class Audio CDs



Pushing boundaries

Module 2

MODULE OBJECTIVES

- ▶ **Vocabulary**
 - technological developments/advances
 - robotics
 - everyday computing & gadgets
 - idioms (technology)
 - phrasal verbs (*fall, turn*)
 - prepositions (technology)
 - word formation
- ▶ **Reading**
 - an article about a bionic man (multiple choice/comprehension)
- ▶ **Grammar**
 - future tenses
 - degrees of certainty
 - *it/there*
- ▶ **Listening**
 - short dialogues (multiple choice)
- ▶ **Speaking**
 - making/responding to suggestions
 - comparing and speculating on pictures
- ▶ **Writing**
 - a proposal
- ▶ **Language Focus**
 - words often confused
 - collocations
 - grammar in focus
- ▶ **Progress Check**

Words of wisdom

"One machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man."
(Elbert Hubbard)

Discuss

A Look into the Future

- 1 Read the texts and choose the correct word. How do you think these technological developments are pushing boundaries?

A We all know about smartphones, but what about smart bandages? These mini devices are 1) **equipped/implemented** with tiny electronic sensors. The bandage communicates through Wi-Fi with health professionals and can even release medicine. Researchers expect the bandages will 2) **modernise/revolutionise** healthcare within the next few years.



▶ Video



B What if we could use our devices without even touching them? Motion sensor technology allows users to 3) **interact/interrelate** with the virtual world by just moving their hands. Developers predict that soon most users will be 4) **integrating/interfaces** with their devices in a way that is entirely touch-free. Personal computing will never be the same again!

C The smart home of the future will be a learning ecosystem 5) **aware/acquainted** of its inhabitants. Residents' wearable devices will send information such as body temperature to a control computer. The home can then 6) **determine/designate** when they are cold and react accordingly. Such 7) **compliant/adaptable** environments will literally care for their occupants.



D Nanotechnology is the latest buzzword in research and 8) **development/advancement**. Scientists are building nanobots that manipulate matter at the molecular level. These micro-robots will destroy harmful 9) **condiments/contaminants** in polluted water, turning it into safe drinking water. It seems that environmental problems of pollution may 10) **cease/terminate** to exist with nanobots.

- 2 **THINK!** What are some other technological developments you expect to happen in the areas of: *personal computing – medicine – the environment – robots – travel – home living* in your lifetime? How will they impact the world?



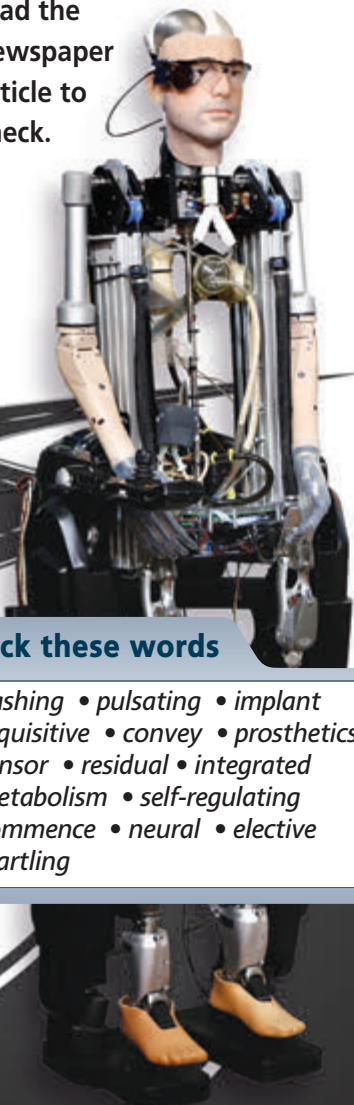
How to build a BIONIC MAN

Rex the bionic man shows how close technology is to catching up with – and exceeding – the abilities of the human body.

- 1** The pictures show Rex, the bionic man. Complete the sentences. Use: *pulsating, implants, prosthetic, self-regulating, artificial.*

- Rex has advanced limbs.
- Rex's heart pumps blood throughout his body.
- Rex has cochlear in his head, which allow him to 'hear' sounds.
- Rex has a(n) pancreas, so his blood sugar levels do not require monitoring.
- Rex's blood circulates through a network of arteries, which pump the blood around.

- 2** Which of the sentences in Ex. 1 do you think are true about Rex? Decide in pairs. Then read the newspaper article to check.



Check these words

- *dashing* • *pulsating* • *implant*
- *inquisitive* • *convey* • *prosthetics*
- *sensor* • *residual* • *integrated*
- *metabolism* • *self-regulating*
- *commence* • *neural* • *elective*
- *startling*

He cuts a dashing figure, this gentleman: nearly seven feet tall and possessed of a pair of striking brown eyes. With a **fondness** for Ralph Lauren clothing, rap music and dining out with friends, Rex is, in many ways, an unexceptional chap. Except that he is, in fact, a real-world bionic man. Housed within a frame of state-of-the-art prosthetic limbs is a **functioning** heart-lung system, complete with artificial blood pumping through a network of pulsating arteries. He has a bionic spleen to clean the blood, and an artificial pancreas to keep his blood sugar at the right level. Behind deep brown irises are a pair of retinal implants allowing him to view the inquisitive humans who meet his gaze. He even has a degree of artificial intelligence: talk to him, and he'll listen (through his cochlear implants), before using a speech generator to respond – although, like us, he sometimes stumbles over his words.

Created by a TV company, DSP, with the help of robotics experts, the bionic man was **conceived** as a response to the question: how close is bionic technology to **catching up with**, and even **exceeding**, the capabilities of the human body? DSP got in touch with Dr Bertolt Meyer, a charismatic young Swiss researcher, himself the user of an advanced prosthetic hand, and invited him to create a bionic man from scratch. It's not the sort of invitation a chap gets every day, so what made Bertolt agree to it? 'My aim was to demonstrate that prosthetics can, instead of conveying a sense of loss, pity and awkwardness, convey a sense of "wow" and amazement – a positive reaction, if you will,' he tells me.

The engineering behind modern prosthetics is certainly **mind-boggling**. They function by placing electrical sensors directly in contact with the skin. These sensors pick up the signals generated by muscular movements in the residual limb - signals that are then translated by software into natural, **intuitive** movement in the prosthetic limb. We all know about prosthetic limbs, even if many of us are not aware of just how **sophisticated** they now are. Less familiar, though, is the idea of bionic

organs. These new fully integrated artificial body parts are designed to plug directly into our own metabolism. In effect, they are not within us, they become us. Take Rex's pancreas, invented by Prof. Joan Taylor. Like a natural pancreas, this device requires no conscious monitoring – it is implanted permanently within the body, potentially **liberating** us from the chore of blood sugar monitoring. It is, Prof. Taylor hopes, only a few years from general use. Rex's kidney is, likewise, a self-regulating artificial organ. It requires only the power of the body's own blood pressure and performs all the functions of a biological kidney. Clinical trials are due to commence very soon.

In this future world, will we blur the boundaries of artificial and natural to an extent that we have to recalibrate our definition of self and non-self? That's especially pertinent when we consider the reality of neural prosthetics, such as the memory chips developed by Dr Theodore Berger. Many of us are uncomfortable with the idea of brain implants, but should we be? And will broadening our definition of 'self' reduce this discomfort? Bertolt is pleased with the increasing normalisation, and even 'coolness', of prosthetics. But he expresses caution about the potential for elective use of such technology. It's one thing to use a bionic organ to replace lost function but would we ever choose to remove healthy tissue to replace it with a stronger, better prosthetic? Elective use would, Bertolt fears, result in market forces becoming more important than medical need. In essence, those who can afford it could build up super-bodies, with the risk that manufacturers would then focus on fulfilling those demands, rather than on less **profitable** medical need. What's certain, though, is that artificial body parts can already restore independence in a way never previously possible.

Rex is a real world example of how much of our bodies could soon be replaceable. As an engineering project, he is **unparalleled**, and as a symbol of future humanity, he is startling.



STUDY SKILLS

Multiple choice

Quickly read through the text and the question stems only (not the possible answers). Read the text again carefully and underline the parts which answer the questions. Now look at the four options and decide which one best answers the question. Make sure your choice is supported in the text and it is not just generally true. Remember, the correct answer will be phrased differently than in the text.

3 Read again and, for questions 1-6, choose the correct answer (A, B, C or D). Give reasons.

- The writer refers to Rex as 'an unexceptional chap' in line 6 in order to emphasise
 - his abilities.
 - his humanity.
 - his intelligence.
 - his appearance.
- Why did Bertolt accept the challenge to build Rex?
 - He was keen to design an advanced prosthetic hand.
 - He felt it would encourage those who've lost limbs.
 - He was keen to see how people would react.
 - He wanted to change people's perceptions.
- The writer mentions Rex's pancreas and kidney in order to illustrate
 - how new technology will benefit those who need prostheses.

- how straightforward the technology behind bionic organs is.
 - how bionic organs differ from advanced prostheses.
 - how difficult it is to integrate bionic organs into the human body.
- What does the writer imply about brain implants?
 - They challenge us to re-evaluate who we are.
 - We are right to be uncomfortable with the idea.
 - The idea is slowly becoming more acceptable.
 - Scientists hold wildly different views on them.
 - Bertolt is worried that bionic organ manufacturers will
 - not be able to gain the trust of the general public.
 - choose financial gain over helping those truly in need.
 - struggle to get the finances to further develop their technology.
 - never fully overcome the extreme challenges they face.
 - In the final paragraph, the writer implies that the main purpose of the bionic man is
 - to showcase the work of different robotics companies.
 - to prove that technology has exceeded the human body's abilities.
 - to make people less fearful about artificial body parts.
 - to demonstrate to people what could soon be achieved.

Vocabulary Focus

4 a) Explain the words in bold. Use your dictionaries.

b) In pairs, explain the meanings of the underlined phrases/parts of sentences in the text.

Text Analysis

5 Answer the questions. Use your own words.

- To what extent is Rex like a real human?
- How could the technology used to build Rex be a cause for concern?
- How would you suggest prosthetic technology and bionic organs be used?

Listening & Speaking

Listen and read the text. In groups of 4, hold a debate about whether bionic limbs and organs should be used and if the practice should be elective. Support your viewpoints with reasons/examples.

Writing

Do you think artificial body parts should be transplanted into the human body and should such procedures be elective? Post your comments to the newspaper article.

Vocabulary



Vocabulary from the text

1 Choose the correct word. Make a sentence with the other word.

- 1 Bionic organs and limbs can now be fully **generated/ integrated** into our own bodies.
- 2 The trials of the artificial organs will **commence/restore** next year.
- 3 Scientists expect that bionic organs will **broaden/exceed** the capabilities of natural ones.
- 4 It is hoped that bionic organs will **liberate/remove** diabetics from constant blood sugar monitoring.
- 5 Many find the idea of **replacing/ recalibrating** human organs with artificial ones startling.
- 6 The idea of building the bionic man was **conveyed/conceived** by a TV company.

2 Fill in: *mind-boggling, intuitive, pertinent, self-regulating, elective, conscious.*

- 1 The cost of surgeries are not covered by most insurance companies as they are considered unnecessary.
- 2 Advances in science have produced organs that use the body's own blood pressure to work.
- 3 I don't see how this research is to the idea of artificial organ transplants.
- 4 Modern bionic limbs move in a natural, way.
- 5 The speed of advances in Artificial Intelligence in recent years is just
- 6 The creators of Rex made a(n) effort to make him as human-like as possible.

Topic vocabulary Research & Technology

3 a) Underline the correct word.

- 1 No technology has been able to match radar in its ability to **allocate/detect/conceive/uncover** aircraft.
- 2 The company charges a small fee for the **navigation/ innovation/demonstration/installation** of a new telephone line.
- 3 This setting will automatically **retain/renew/refresh/resolve** your screen at set intervals.
- 4 The research team are trying to develop quieter wind turbines whose noise isn't a **drawback/detriment/denial/distractor** to local communities.

b) Match the sentences (1-4) from Ex. 3a to the industry they are related to.

Energy Transportation IT Communication

4 Read the sentences and choose the word in bold that does not mean the same as the others. Use the chosen word in another sentence.

- 1 Scientists have **predicted/indicated/hypothesised/ conjectured** that we will all be using self-driving cars in the near future.
.....
- 2 It's important to adhere to strict guidelines when **overseeing/ conducting/carrying out/undertaking** research to ensure the validity of the results.
.....
- 3 Doctors are trying to establish what **facilitated/triggered/ prompted/initiated** the patient's severe headaches.
.....
- 4 Many scientists have **disputed/contested/refuted/ contradicted** the results of his research but not his methods.
.....

5 a) Listen to four people talking about new technologies. Match the speakers (1-4) with the problems (A-D) they believe technology can help solve.

- A illiteracy C hunger
B disease D air pollution

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	

b) Using the ideas from Ex. 5a, discuss with your partner how technology will be used in the future to solve the problems of *illiteracy, air pollution, disease and hunger.*

Everyday computing & Gadgets

6 Complete the sentences with the verbs in the list in the correct form. What do the words mean in everyday context? Make sentences to show their alternative usage.

• browse • freeze • drag • crash • load

- 1 You can use the mouse to the file and move it into a new folder.
- 2 My computer just and I lost all my work.
- 3 The screen and the cursor won't move.
- 4 It takes ages to programs on my computer because it's so slow.
- 5 Jason the Web for hours looking for a present for his sister and he still hasn't found one.

7 a) **COLLOCATIONS** Fill in the correct word.

• video • computer

- 1) chat; 2) interface;
- 3) buff; 4) call;
- 5) conferencing; 6) literate

• download • access

- 7) a file; 8) your profile;
- 9) an application; 10) the Internet; 11) an attachment;
- 12) a podcast

b) Answer the questions in pairs.

- 1 What gadgets do you use on a daily basis? What for?
- 2 How often do you surf the Internet? Why?
- 3 Do you know how to: *download a file/program?* *use a scanner?* *edit a photo?* *bookmark a web page?* Choose one and describe the procedure to the class.

Idioms (related to technology)

8 Fill in: *light years*, *rocket science*, *plug*, *wires crossed*, *wavelength*. Explain the meaning of the idioms.

- 1 Bob and Hilary **got their** and showed up at different times!
- 2 The design for the self-driving car **is** **ahead** of its time.
- 3 I don't know why Sally is finding it so hard to print that document; it's **not**
- 4 Jill and Tony make a good team in Science class because they are **on the same**
- 5 I'm afraid our funding has been cut and they're **pulling the** on the research project.

Prepositions

9 Fill in: *for*, *to*, *with* (x2), *from*. Check in Appendix I.

- 1 Have you been in contact the client today about the software upgrade?
- 2 I'm not familiar this program.
- 3 I think everyone will benefit the development of automated cars.
- 4 This new program scans your PC viruses.
- 5 Having WiFi means you don't have to use cables to connect your computer the Internet.

Phrasal verbs

10 Complete the gaps with *fall* or *turn* in the correct form so they match the synonym in brackets. Check in Appendix II.

- 1 Simon down the job offer at the software company. (**refused**)
- 2 I can't find my smartphone; it must have out of my pocket! (**dropped from**)
- 3 Frank on his Bluetooth to connect his wireless headphones to his tablet. (**activated**)
- 4 Brian knew he could back on his Biology degree if he needed to. (**rely on**)
- 5 Technology is being developed that will any surface into a touchscreen! (**transform into**)

Word formation

11 Read the text. Use the words in capitals to form a word that fits the gaps (1-8).

Do you want a Robot?

Then get a library card!

It's a common belief these days that public libraries are on the verge of extinction with most books now

1) online. This, however, is not the case in the city of Chicago. The city has reinvented its libraries as high-tech hubs with the 2) of cutting-edge technology such as 3D printers and laser cutters. The constant 3) of workshops on the various technologies 4) visitors to learn to use them. Also, in 5) with a search engine company in Chicago, the public library lends out Finch Robots. These 6) gadgets, which are shaped like cute cartoon stingrays, are 7) easy to operate and teach their users about basic computer coding. In this way, the library hopes to bring 8) technology into the hands of the public.

ACCESS

INSTALL

AVAILABLE
ABLE
PARTNER

RESIST
RELATE

ACT

Future tenses ▶ see pp. GR4-GR5

1 a) Read the text and choose the correct options.



The Final Frontier

There's one TV programme that has captured the imagination of audiences for generations. The futuristic technology on the show has inspired scientists for decades and even seems to have predicted new inventions. This programme is *Star Trek*.

Some imaginary gadgets featured on the show that once seemed utterly impossible now exist. One example is Doctor McCoy's hi-tech hypospray, which he used to give injections without needles. Scientists have taken this idea a step further by developing a device which they hope **1) is going to inject/will inject/will have injected** liquids at the speed of sound, completely painlessly.

It's incredible to think that in the not-too-distant future, we **2) will be using/will have been using/are using** many of the fantastic medical gadgets shown in *Star Trek*. However, this isn't the only industry that's reaching for the stars.

Star Trek has also inspired space travel. Large amounts of time, talent and money have been invested in our dream of following in the footsteps of Captain Kirk and his crew. Now, all that is paying off and NASA expects that humans **3) are going to have visited/will have visited/will have been visiting** other planets by the time we reach the end of the century.

The 100-Year Starship project also shows how sci-fi can guide reality. It brings scientists from diverse fields together with science-fiction writers in order to solve the problems that prevent intergalactic space travel. By the end of next year, this project **4) will have been running/will have run/will be running** for four years, and it's already changing the way we think about space travel.

So it seems that *Star Trek*, with so many groundbreaking ideas, **5) is certainly going to inspire/will have certainly inspired/will certainly inspire** scientists for many more years to come.

b) Identify all the tenses in bold in Ex. 1a. Explain how we use each.

c) What tense do we use after time words (*when, by the time, until, before, after, etc*) to refer to the future? Find an example in the text, then write two more examples of your own.

2 Put the verbs in brackets in the correct future tense. Justify your answers.

- A: Look at the time, Sam! We **(be)** late!
B: Sorry, I **(grab)** my coat.
- A: I can't believe we've finished the research!
B: I know. This time next week, we **(present)** our findings to the board.
- A: **(Tracey/come)** to the Science Museum tomorrow like we planned?
B: I don't know. I **(call)** her as soon as I **(finish)** work.
- A: Do you think humans **(live)** on another planet in a hundred years?
B: I'm not sure, but I think we **(discover)** life on other earth-like planets by then.
- A: Could you help me with my Science project please, Peter?
B: Well, I'm busy this evening, but I **(give)** you a hand tomorrow.
- A: **(Ted/get)** a job in robotics after his degree?
B: Oh, he's already got one! By the end of the year, he **(work)** for six months already.

Other future forms ▶ see p. GR5

3 a) Read the sentences in the box. Which phrases are used to imply the future? What do they mean in your language?

- | | |
|--|---|
| 1 Scientists are on the verge of manufacturing living tissues using 3D printing. | 3 The professor is due to give a presentation on robot nurses in a few minutes. |
| 2 Holly has been studying very hard, so she is bound to do well in her exams. | 4 When your visitors arrive, they are to sign in at reception. |

b) Rewrite the notices/headlines below using the expressions in Ex. 3a, as in the example.

Dr Robinson is to speak on robot intelligence at 9 pm in the main auditorium.

<p>1</p> <div style="background-color: yellow; padding: 5px; border: 1px solid black;"> <p>Dr Robinson speaking on Robot Intelligence 9 pm, Main Auditorium</p> </div>	<p>2</p> <div style="background-color: blue; color: white; padding: 5px; border: 1px solid black;"> <p>ROADWORKS START 3RD MARCH DELAYS EXPECTED</p> </div>
<p>3</p> <div style="background-color: yellow; padding: 5px; border: 1px solid black;"> <p>next tour of science museum begins in: 5 minutes</p> </div>	<p>4</p> <div style="background-color: blue; color: white; padding: 5px; border: 1px solid black;"> <p>TRIALS OF NEW CANCER DRUG IMMINENT, LEADING DRUG COMPANY ANNOUNCES</p> </div>
<p>5</p> <div style="background-color: #f0f0f0; padding: 5px; border: 1px solid black;"> <p>TOP SCIENTISTS TO MEET IN ROME THIS WEEKEND</p> </div>	

Degrees of certainty


- 4** a) Look at the phrases (A-J) and put them in order of certainty from the most to the least likely.

A	I'm positive it will	<input type="checkbox"/>
B	There's no way we will	<input type="checkbox"/>
C	I'm almost certain	<input type="checkbox"/>
D	It's unlikely that we will	<input type="checkbox"/>
E	I'm fairly sure	<input type="checkbox"/>
F	I suppose we	<input type="checkbox"/>
G	I doubt if	<input type="checkbox"/>
H	It's possible that	<input type="checkbox"/>
I	There's not much chance	<input type="checkbox"/>
J	I wouldn't be surprised if we had	<input type="checkbox"/>

- b) Replace the words in bold in the sentences about the future with synonymous phrases from the box in Ex. 4a.

In fifty years' time:

- maybe** people will have bionic bodies.
- we probably won't** have transporter technology.
- I'm nearly sure** people will live longer.
- I'm certain we won't** all be flying spaceships.
- I **don't think** we will move to another planet.
- I'm pretty sure** doctors will have cured many diseases.
- there's a chance that we** might be exploring other planets.
- it's definitely going to** get hotter.
- we might have** our own robots.
- I **don't believe** that aliens will be living on Earth.

- c)  **SPEAKING** Make predictions about your future. Use the phrases in Ex. 4a to tell the class.

it – there

- 5** Find examples of *it/there* in the text in Ex. 1. How do we use these structures?

- 6** a) Insert *it* or *there* in the correct place.

- Mark made clear that he didn't want anyone to touch his smartphone.
- Is any reason we won't explore the galaxy in the future?
- I find exciting that science may give humans bionic body parts in the future!
- If is life on other planets, I think we should look for.
- I don't know if is a chance that we will all have self-driving cars in the near future.
- I like when the whole family watches a film together.

- b) Rewrite the sentences to make them sound more natural by using *it* or *there*, as in the example.

- To go to the lecture about nanotechnology would be interesting.
It would be interesting to go to the lecture about nanotechnology.
- Experts now think that water exists on Mars.
- To buy an SLR camera if you don't know how to use one is a bad idea.
- Does this café offer free Internet access?
- Robots totally replacing humans seems unlikely.
- A few similarities between sci-fi films and real life now exist.

Key word transformations

- 7** Complete the second sentence so that it means the same as the first, using the word in capitals. Use between three and six words.

- Daniel hates being interrupted by the telephone while he's studying. **WHEN**
Daniel him while he's studying.
- There's no way we will be visiting virtual doctors in the next five years. **CERTAIN**
In the next five years, I'm virtual doctors.
- I'm certain Andy will win the Young Inventors' competition. **BOUND**
Andy the Young Inventors' competition.
- Next month, the company will be celebrating ten years in the field of robotics. **WORKING**
By this time next month, the company in the field of robotics for ten years.
- I doubt that Robyn can't send an email. **HARD**
I find that Robyn can't send an email.

- 8** **ICT** **SPEAKING** Research online about gadgets of the future. Choose one and say what it would be used for. Present it to the class.

2d Listening skills

Multiple choice – short extracts

Preparing for the task

STUDY SKILLS

Read each rubric to get an idea of what you are going to hear. Then, read the questions and answers, and think about what you will listen for *e.g. specific information, the speaker's purpose, feelings, attitudes & opinions, etc.* Remember, information may come from anywhere in the extract and be paraphrased. Listen carefully to the entire dialogue before choosing your answers.

- 1** a) Read the rubric and questions 1 and 2. Underline the key words. What is each question asking about?

You hear two people talking about young children and technology.

- 1** Both speakers feel that young children
A cannot handle responsibility.
B are well situated to absorb information.
C should be exposed to technology.
- 2** What do the speakers disagree on?
A Children are too young to learn about technology.
B Children find it difficult to understand things.
C Children should not be given so much freedom.

- b) Read questions 1 and 2 in Ex. 1a again. Then read the extract to find what the speakers agree/disagree on. Now answer the questions.

Woman: I find it quite disturbing that there are smartphones on the market aimed at primary school children. I don't think it's good for them to have access to that kind of smart technology at such a young age.

Man: Oh, I don't know about that. Technology is such a big part of our lives these days. I think it's important for them to learn about it when they're young, when they find it easier to take in what they're exposed to.

Woman: I'll go along with that. Young people are more adept at learning things, but I don't believe the freedom and responsibility that goes with having a mobile is something they should be entrusted with until they are old enough to understand it.

- 2** Look at the underlined phrases in the extract in Ex. 1b. Which expresses agreement/disagreement? Replace them with sentences from the Useful Language box.

Agreeing/Disagreeing with an opinion

Agreeing	Disagreeing
<ul style="list-style-type: none"> You're absolutely right. I think so too. That's all too true. I don't think so either. 	<ul style="list-style-type: none"> That's not entirely true/right. I'm afraid I must take issue with you on that. On the contrary, ... I'm not so sure about that.

- 3** Listen and for questions 1-6, choose the answer (A, B or C) which fits best.

Extract one

You hear two teachers talking about a learning resource.

- 1** What does the woman suggest is a drawback of interactive whiteboards?
A They can cause some students to feel isolated.
B They take a little more work to get right.
C They are a major distraction for students.
- 2** Why does the woman mention the use of calculators?
A to show that the situation is unlike anything else
B to emphasise the need for change
C to demonstrate her knowledge of the subject

Extract two


You overhear two friends talking about some new technology in their old school.

- 3** How does the woman feel about the introduction of the new technology?
A She never thought it would happen.
B She doesn't believe there's a budget for it.
C She thought it should have been done sooner.
- 4** What does the man think is the main advantage?
A making the school day easier
B increasing motivation
C improving essential skills

Extract three


You hear part of a radio discussion about young people and the study of science.

- 5** Both speakers feel that many young people lose interest in science because
A they don't find their lessons exciting enough.
B it seems irrelevant to their professional lives.
C they aren't receiving adequate careers advice.
- 6** What does the woman feel would best promote the further study of science?
A visits to schools from science experts
B work experience in science professions
C students working together in classes

- 4**  What could schools do to make science more interesting? Discuss in groups.

Speaking skills **2e**

Making/Responding to suggestions

- 1 Read the first exchange. What is the dialogue about?
- 2 Complete the gaps (1-6) with the phrases: *It might be a good idea to, What are your thoughts, Have you considered, We could I suppose, I couldn't agree with you more, I see what you mean but.*
 Listen and check.

Angie: Tony, Director Collins has asked for suggestions on how to raise the profile of the college using the Internet. **1)**

Tony: Well, I think the existing website needs updating. **2)** improve the web design and include interviews with current students.

Angie: **3)** The website definitely needs a makeover. Including interviews with students would show why they enjoy studying at the college. What about promoting the college on social networks?

Tony: **4)** young people use social media more for socialising with friends and I'm not that sure they would pay attention to a college advert.

5) creating a video channel on a video sharing website?

Angie: Hmm. **6)** How does that work?

Tony: Well, we would upload eye-catching videos about the college and potential students could follow the channel to see more videos.

Angie: I see. Let's write down our ideas and present them to Director Collins.

- 3 In pairs act out a similar dialogue using phrases from the Useful Language box and the ideas below.

- hold an open day • update prospectus
- run a stall at college fair

Making a suggestion	Inviting a response
<ul style="list-style-type: none"> • It might be a good idea to ... • Have you considered ... (-ing) • Why don't ... 	<ul style="list-style-type: none"> • What are your thoughts? • What's your feeling/view about this? • Any ideas?
Accepting a suggestion/idea	
<ul style="list-style-type: none"> • Great, I hadn't thought of that. • I couldn't agree with you more. • Yes, we could, I guess. 	
Rejecting a suggestion/idea	
<ul style="list-style-type: none"> • I see what you mean, but ... • That's a fair point, but ... 	

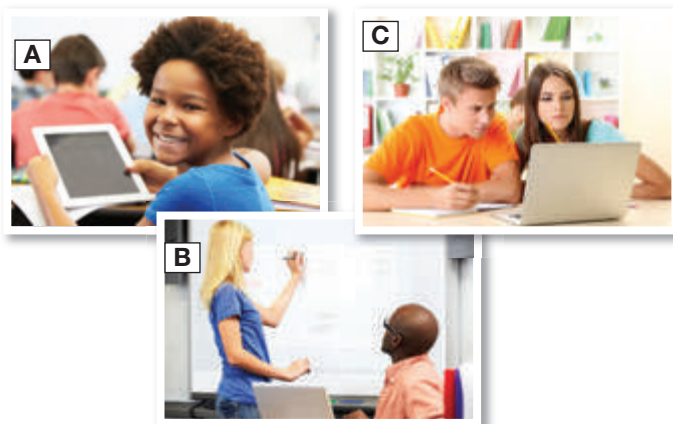
Comparing & Speculating on pictures

STUDY SKILLS

Comparing pictures

When you are asked to compare two pictures from a choice of three, decide on the two pictures you want to talk about. Make a general comment about the photos being mainly similar or different. Then compare/contrast the main points (places, people, feelings) in detail and speculate about the situations in the pictures.

- 4 The pictures (A-C) show different ways of learning. What can you see in each picture?



- 5 Compare two of the pictures and say:

- How are these technologies used for learning?
- What are the benefits of these ways of learning?


Use the phrases in the Useful Language box below.

Comparing

- Both pictures are similar as they show ...
- In the first picture ..., whereas in the second one ...
- The most striking difference/similarity between the two pictures is ...
- In a similar way ...

Speculating

- I suppose/imagine/assume that ...
- I'm convinced that ...
- I can't be sure/certain, but ...

- 6  Listen to Bob doing the task. Compare his performance to that of your partner. Assess your partner in terms of: *grammar and vocabulary – discourse management – pronunciation.*



Which way of learning in Ex. 4 is the most effective? Tell your partner, giving reasons.

General introduction

A **proposal** is a formal, informative piece of writing which outlines plans and/or suggestions for a future course of action, and is submitted for approval to a superior at work, a local council, a college headmaster, a peer group such as colleagues or club members, etc.

General outline for proposals

Beginning ▶ state who the proposal is to and from, the subject and the date

Introduction

Para 1 ▶ state purpose & content of proposal

Main body

Paras 2-4 ▶ present each aspect under separate subheadings

Conclusion

Para 5 ▶ summarise the points made in the main body and if necessary express your own opinion

Formal style characteristics

- **complex sentence structure**, (e.g. *Presently, the computer system and most of the other equipment are incredibly outdated, which is a cause of frustration for many members of staff.*)
- **advanced vocabulary** (e.g. *It is everyone's responsibility to protect school property.*)
- **advanced phrasal verbs** (e.g. *It is essential we find ways to bring about improvements.*)
- **full verb forms** (e.g. *It is my firm belief that we should employ a technician to help oversee the installation of new equipment.*)
- **formal linking words/phrases** (e.g. *What is more, some students have expressed concern about the lack of school facilities.*)
- **impersonal tone** (e.g. *It would be a good idea to upgrade the computer system in the office.*)
- **frequent use of passive forms** (e.g. *Some available funds could be used to improve the office environment.*)

Understanding the rubric

1 Read the rubric and answer the questions.

The director of the school where you are studying English, Mr Fraser, has received funding to improve technology facilities at the school and has invited students to send him a proposal suggesting how the money should be spent. In your proposal you must evaluate the school's existing facilities, suggest what improvements could be made and outline the likely benefits for students. Write your **proposal** in 220-260 words.

- 1 Who are you and who are you writing to?
- 2 What is the purpose of your piece of writing?
- 3 What style should you write in?

2 Read the model and fill in the missing words/phrases in the list.

- as to how • As requested • **Finally**
- **Consequently** • I propose • In summary
- **In addition** • it would be beneficial
- **To begin with**

To: Mr Fraser, Director

From: Maria Angelo

Subject: Funding to improve technology

Date: 22nd March

A Introduction

1) , I am submitting this proposal to make suggestions 2) funds for improving technology facilities should be used for maximum benefit to students.

B Classrooms

3), the school is lacking up-to-date technologies in classrooms. Students are unable to access the latest programs **because of** the extremely old machines on site. I believe that 4) to update all classrooms with tablets and interactive whiteboards. **This way**, students will be able to take notes and do online research and teachers will be able to use the whiteboards to make the lessons more interactive and interesting.

C Library

5), although the school library has a number of computers, most of them are outdated. **Therefore**, I would strongly recommend the school replace the existing computers and install a multi-media room in the library. It can be equipped with new computers, a projector and a large screen. 6), students will be able to collaborate on shared projects and make audio-visual presentations there.

D Online platform

7), other than a school website, students do not have additional academic support outside of school hours. Therefore, 8) the school creates an online platform where both teachers and students can share information about lessons. Teachers, **for instance**, can post homework assignments and extra study materials for students to access. **As a result**, students can share notes and collaborate on group projects online.

E Conclusion

9) , I suggest that the funding should be used mainly to update technologies in school classrooms and install a multi-media room in the library as well as create an online platform accessible by teachers and students. I expect that this will help maintain students' interest levels and enhance learning during their lessons and study time.

3 In pairs, find examples of formal language in the proposal. Then think of an alternative heading for each paragraph.

Useful Expressions/Linkers for Main Body Paragraphs

To list points: • Firstly/ First of all/ To begin with
• Secondly • Thirdly • Lastly/Finally

To add more points: • In addition/Additionally
• What is more • Furthermore • Also • as well
• too

To provide reason and cause: • because (of)
• as • since • due to • owing to • on account of

To introduce examples/details: • For example/
for instance • In particular/Particularly • such as/
including/namely

To contrast: • however • although • whereas/on
the other hand

To introduce effect/result: • Consequently/
As a result • In this way • This way • In doing so
• Therefore • Thus • For this reason

4 Read the table above. Replace the linkers in bold in the model in Ex. 2 with other appropriate ones from the box.

5 Choose the correct linker. What is each used for?

- 1 **In this way/What is more**, some employees are concerned about the lack of equipment in the office.
- 2 **In particular/Although**, work is done more efficiently as users can share applications and data quickly and easily.
- 3 **Since/To begin with**, it is necessary to discuss how computers have become essential in classrooms as a learning resource.
- 4 **Therefore/Whereas**, students can achieve instant communication with other class members with just a click of a mouse.
- 5 **Whereas/As a result**, students can experience a wealth of new learning material online.
- 6 Productivity in the office is low, **owing to/namely** the fact that the company computers are slow and outdated.
- 7 **Since/In doing so**, students will be able to use the latest technology such as webcams to interact with students abroad.
- 8 **Although/As** the costs for upgrading the office equipment are fairly high, the future financial benefits will be considerable.

6 a) Read the beginnings (1-2). What do you think the purpose of each proposal is?

1

To: Mrs Harper, Headteacher

From: Gina Stewart

Subject: Careers fair

Date: 15th January

Introduction

As requested, I am writing this proposal to make suggestions as to what should be included in a career fair at the school and how these things will benefit students.

2

To: Mr Rogers, School Director

From: Kevin Brown, student

Subject: Proposed Lab Improvements

Date: 4th February

Purpose

This is a report compiled in order to evaluate the school's existing science laboratory and make suggestions for improvements in order to provide maximum benefits to students.

b) Match the beginnings (1-2) to the endings (A-B). Discuss in pairs what you might expect to find in the main bodies of each proposal. What possible headings might be included?

A Conclusion

To conclude, it is my firm belief that while the existing laboratory is on the whole in satisfactory condition, we can further upgrade it by obtaining the latest high quality supplies and equipment to make science lessons more interesting and effective for students.

B Recommendations

In summary, by planning well, inviting effective guest speakers and setting up stands to introduce students to potential employers, I feel certain that the fair will be extremely beneficial to the students' career preparation.

Future & Hypothetical constructions

Proposals always refer to events that should, might or will happen. We mostly use future and hypothetical constructions:

- **future simple** tense e.g. *By upgrading the computer system in the office, we **will increase** overall efficiency.*
- **future continuous** tense e.g. *As a result of online advertising, the company **will be reaching** customers all over the world.*
- **future perfect** tense e.g. *By creating an online shop, the company **will have increased** its profits by 30% by the end of the year.*
- **modals** e.g. *This **should/could/might** result in fewer software bugs.*

Certain verbs such as *propose, intend, expect, hope, predict, forecast, look forward to* and *anticipate* are also commonly used to suggest the future.

Adjectives are used to make collocations with a future meaning e.g. *the **proposed** improvements, the **potential** hazards, the **future** plans, any **foreseeable** problems, in the **coming** days/weeks, etc*

7 Choose the correct words/phrases.

- 1 The office **should/would** install an online network to back up documents. As a result, we **anticipate/intend** fewer documents will be lost.
- 2 I expect the **potential/proposed** improvements to the computer room **will be completed/will have been completed** by the end of the summer. This way any **unforeseen/coming** problems will be avoided at the beginning of the school year.
- 3 By creating a website for the shop, we can **look forward to/propose** increased sales in the **future/coming** year.
- 4 I **suggest/predict** the company should create an online help desk for clients. Consequently, clients **will receive/will be receiving** faster service in the future.

STUDY SKILLS

Style in writing proposals

Always keep in mind who the target reader is. This will influence the style your proposal will be written in. Avoid using jargon or unnecessarily complex language.

8 a) Read the two extracts. Which is written in the correct style? Why?

Technology in schools

A

Presently, some schools have brought in compulsory tablets for children. I suggest that all students should be encouraged to use tablets in the classroom. This way, students not only become computer literate but also acquire skills needed to enter the workforce.

B

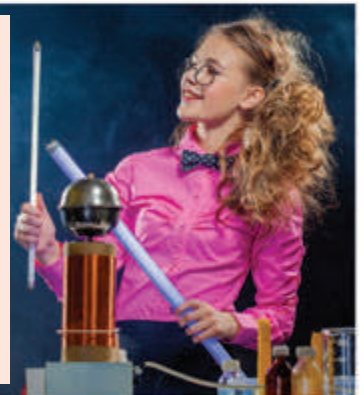
In addition, in order to remedy the information imbalance in textbooks, I propose they should be replaced with tablets altogether. This will bring many benefits as students can use the cloud and will not be obliged to carry textbooks. Thus, they will become computer savvy technistas who can use mobile operating systems such as iOS. As a result, students' interest levels and learning experiences will be boosted.

b) Read the section of a proposal and replace the underlined words/phrases with the more advanced/formal language from the list.

- enable them to grasp the benefits of following a scientific career
- could also entice them to
- An effective method of heightening students' interest
- As a result, they would gain insight into
- dynamic science professionals
- placements

Motivating students

1) One great way to get students more interested in science and technology would be to offer them work experience 2) jobs with science professionals. 3) This would give them the chance to see the essential role of scientists in society and 4) help them realise why it would be good to become a scientist. Inviting 5) lively and interesting workers into schools to speak to students 6) would also maybe make them like science or technology.



9 a) Read the rubric and answer the questions.

You are studying in an exchange programme at a college in the UK. The college is planning a Science and Technology week and the head teacher, Mr Albertson, has asked for proposals suggesting what kinds of activities should be planned and how they would benefit the students. Write your **proposal** in 220-260 words.

- 1 What is the purpose of your proposal?
- 2 Who is the target reader?
- 3 What style should you write in?
- 4 What information should you include in your proposal?

b) Look at the two plans below. Which plan do you think is best for the rubric in Ex. 9a? Why?

Plan A

- (Para 1) State why you are writing the proposal.
- (Paras 2-4) Suggest activities under separate subheadings indicating how they would benefit the students.
- (Para 5) Summarise your ideas.

Plan B

- (Para 1) State the problem.
- (Paras 2-4) Give examples of past school activities and say how they affected students.
- (Para 5) Suggest a few activities explaining how they could benefit the students.



10 a) Read the headings 1-4. Match them to the details (a-d).

- 1 Class trips to science museum
- 2 Science competitions
- 3 Presentations from professionals
- 4 Visits to science workplaces

- a could invite into classrooms to put subjects in context – perform ‘shows’ or experiments – highlight fun side of science
- b has four floors of interactive exhibits & excellent reviews
- c could work in groups to carry out experiments/invent something, etc
- d shadow a professional for a day – question them about their job

b) Listen to two people discussing the topic in Ex. 9a. Which of the points in Ex. 10a do they mention?

11 Listen again. What benefits have they mentioned? Make notes in your notebook.

12 Use the ideas in Exs. 10a & 11, phrases from the Useful Language box and appropriate linkers to write your proposal. Follow the correct plan from Ex. 9b.

Useful Language

Introduction

- The purpose/aim/intention of this proposal is to evaluate/outline/suggest/present/discuss the future plans/the intended course of action...
- This proposal is submitted in support of our request for approval of .../for permission to ...
- This is a proposal compiled in order to suggest/present/access/evaluate ...
- As requested, I am submitting/writing this proposal in order to ...

To make suggestions/recommendations

- I (would) (strongly) suggest/recommend that ...
- I believe that it would be very beneficial/helpful/worthwhile to (students) to ...
- Another/A further suggestion/possibility would be to ...
- It is my (strong) belief that ... would ...

Conclusion

- To conclude/To sum up/In summary/All in all/In conclusion, our intention is to ...
- The advantage(s) of the approach proposed would be that ...
- I feel certain/believe that the course of action proposed above will achieve .../answer the needs of the ...
- I hope/trust that the plan/scheme outlined/presented in this proposal meets with your approval.

Checklist

When you finish your piece of writing, check that:

- the beginning states who it is to and from and contains the subject and date
- the proposal presents a clear outline
- appropriate introductory and concluding paragraphs are used
- the writing is well-organised and coherent (paragraphs under headings)
- the content is relevant to the task
- all points asked for in the rubric are included
- the appropriate register & style is used (advanced/formal)
- there is a range of persuasive language
- grammar and spelling are used accurately (future and hypothetical constructions)
- there is a range of rich vocabulary
- the target reader is fully informed

Open cloze text

Preparing for the task

STUDY SKILLS

The missing words in open cloze tasks are commonly pronouns (it, she, etc.), relative pronouns (that, which, etc.), articles/determiners (a, much, all, enough, etc.), modal/auxiliary verbs (must, can, be, etc.), verb tenses/forms & conjunctions (however, yet), prepositions (including those in phrasal verbs) or set phrases (keep an eye on, etc.). Pay attention not only to words before and after the gap, but also the meaning of the entire sentence and paragraph. After you have completed the task, read the text again to check that it is grammatically and logically correct.

- 1 a) Read the sentences. Underline what types of words are missing in each sentence.
- The factory has changed dramatically with the advances _____ technology. (determiner/preposition)
 - There are a variety of machines at the factory; several of _____ are solely computer-operated. (pronoun/modal)
 - The factory doesn't have many employees, just a select _____, who oversee the computers. (pronoun/quantifier)
- b) Now write the correct word in each gap. Compare your answers with a partner.

- 2 For questions 1-8, read the text below and think of the word which best fits each gap. There is an example at the beginning.

The March of the Machines



Is your job machine-proof? In recent decades, machines have taken **0)** over a lot of jobs, particularly in the manufacturing industry. **1)** _____ once people toiled away assembling cars or bottling drinks, you now find fully machine-operated factories. Most likely, with the latest advances in artificial intelligence, automation won't be confined just **2)** _____ manual jobs in the future.

Is it possible that the entire human workforce is in danger of **3)** _____ replaced by computers and robots? A recent study was carried **4)** _____ by a group of researchers at Oxford University. **5)** _____ aim was to determine the likelihood of different occupations becoming automated over the coming years. They found that professions based **6)** _____ uniquely human skills of creativity, empathy and social perceptiveness were the safest and **7)** _____ vulnerable to the threat of automation. However, jobs in the telemarketing and finance industries can easily be done by computers. The researchers concluded that **8)** _____ jobs are at high risk of automation. As technology races ahead, focus on creative and social fields of work definitely is a wise choice.

Key word transformations

- 3 For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between three and six words including the word given.
- Mike wondered if Kevin could download the software on his own. **KNEW**
Mike wondered if Kevin knew how to download the software on his own.
 - Students spending too much time online at school has led to the imposition of Internet restrictions. **IMPOSED**
Internet restrictions at school _____ result of students spending too much time online.
 - Although there is little evidence that this computer is good, many people have started to buy it. **LACK**
Many people have started to buy this computer in _____ that it is good.
 - Only when Marvin looked up from his laptop did he notice his fight had left. **REALISE**
Marvin _____ his fight until he looked up from his laptop.
 - Attending the lecture gave me _____ reprogramming a robot.

Technology

- 1 Fill in the correct form of the words.
- conveyed • conceived • compiled • conducted
- The debuggers _____ a list of problems they encountered using the software.
 - The researchers were surprised at how well the robot _____ its programmed feelings.
 - The company _____ the idea for the new program in response to the growing demand for more interactive software.
 - The marketing department _____ research to determine the best way to advertise the new application.
- artificial • fake • false • counterfeit
- The robot has a(n) _____ heart that pumps blood.
 - The computer programmer made _____ accusations against the software company.
 - Be careful to check the packaging to avoid purchasing _____ software.
 - He used a(n) _____ ID to gain access to the company's mainframe computer.

- 2 COLLOCATIONS Fill in: make, do, have or be, then choose five phrases to make sentences of your own.

- _____ a long-term impact on us;
- _____ advances in the field of medicine;
- _____ a breakthrough;
- _____ ground-breaking research;
- _____ an experiment;
- _____ far-reaching consequences;
- _____ an operation;
- _____ well worth studying/visiting, etc.;
- _____ a great effect/influence on our lives;
- _____ computer literate.

Prefix out-

- 3 a) Fill in with the noun that best completes each sentence.
- out look come rage break
- Advanced screening technology can detect the _____ of disease.
 - Thanks to advances in medicine, the _____ for the future is promising.
 - There is _____ in the medical community about the rising cost of healthcare.
 - A variable such as the temperature can influence the _____ of an experiment.

- b) Fill in with the verb that best completes each sentence.

out do number line weigh source

- We used to do all the coding for our website ourselves, but now we _____ it.
- Men _____ women by far for enrolment in computer science and engineering courses.
- Many teachers believe the benefits of having digital technology in the classroom far _____ the disadvantages.
- In the introduction of their paper, the researchers _____ the experiments they conducted.
- The standard in the competition was high, but Phil managed to _____ everyone with his amazing invention.

Grammar in Focus

Fill in the gaps with the correct word. Then put the words in brackets into the correct form.

- _____ (ever/dream) of being a superhero? Ever wished you could have a superpower? What superpower would you wish for? X-ray vision, the ability **2)** _____ (become) invisible or the power to transport yourself to any place you wanted in the blink of an eye? Well, believe **3)** _____ or not, scientists are working on these very issues. Airport scanners can already see far **4)** _____ detail of what lies beneath people's clothing than ever before and it is hoped that a device which **5)** _____ (use) Wi-Fi signals to track people through walls **6)** _____ (prove) useful for finding people trapped in rubble. It has also recently been reported that scientists **7)** _____ (invent) a basic invisibility cloak which works **8)** _____ bending light around objects. They have also produced a teleporter of sorts that sends a scanned object to a receiving 3D printer that reconstructs it. It's not **9)** _____ as the teleporter from sci-fi films but it is a step in the right direction. Scientists also believe that time travel is possible. They estimate that in the next twenty years we **10)** _____ (gain) a definitive understanding of the topic. So, what do you think? **11)** _____ (we/soon/travel) through time and space or leaping tall buildings in a single bound? A lot of people wouldn't be surprised **12)** _____ we were.





▶ Video

If Gadgets Could Measure Our Emotions ...

▶ On a recent family outing, my mother and sister got into a shouting match. But they weren't mad at each other - they were yelling at the iPhone's navigation system. I interrupted to say that the phone didn't understand, or care, that they were upset. 'Honey, we know,' my mum replied. 'But it should!'

▶ She had a point. After all, computers and technology are only becoming smarter, faster and more intuitive. Devices and apps can anticipate what we need, sometimes even before we realise it ourselves. So why shouldn't we expect them to understand our feelings? What is more, emotional reactors could be valuable data points for better design and development. And we could have a lot of fun with this technology, too.

▶ Newly developed sensors that use infrared technology to track a heartbeat could eventually allow the gaming industry to create games that can detect when a player's pulse is racing with excitement. The possibilities this raises for more immersive, interactive play are mind-boggling. Games could soon adapt in real time to players' physical responses, ramping up the action if they aren't stimulated enough, or tamping it down if it's too scary. 'We are trying to open up the mind of the players for our designers,' says the senior director of product planning at one of the top gaming companies.

▶ Eventually, similar technology is likely to be used for a broader range of applications. Shoppers' reactions could be tracked while they are looking at ads or shopping online, in the hope of understanding what is or isn't capturing their interest. But the possibilities go far beyond even this. Tracking our emotional responses could allow us to tailor our lives to what's happening in our bodies throughout the day. It could allow doctors to monitor their patients in real time and provide more efficient medical treatments.

▶ Emotionally intelligent artificial intelligence is clearly on its way. But should it be? Of course, concerns surrounding ethics and privacy are enormous. 'We are talking about massive archives of personal data that are really revealing,' the author Clive Thompson says. An insurance company, for example, might want to know its customers' moods - so it can raise their fees if they show signs of depression or illness. But perhaps we would all become better at masking our emotions if we knew that we were being watched and analysed.

▶ Once a phone really does understand our emotions, the possibilities, good and bad, seem to spiral without limit. There is no end to the myriad applications of such technology. We're not there yet, but the future starts now.

2 Progress Check

Reading

- 1 Read the text and, for questions 1-4, choose the correct answer (A, B, C or D).
- What does the writer imply about his mother's attitude to her gadgets?
 - A She is frustrated by their complexity.
 - B She expects a lot from them.
 - C She has a tendency to argue with people because of them.
 - D She believes they can already read her emotions.
 - In the third paragraph, the writer is expressing
 - A regret about unimportant technological advances.
 - B concern about emotional manipulation.
 - C curiosity about technology that reads emotions.
 - D enthusiasm for potential gaming innovations.
 - Clive Thompson suggests that emotion recognition may cause us to become
 - A deceitful. C mistrustful.
 - B moody. D dependent.
 - When the writer says that the possibilities of this technology 'spiral without limit' (line 41) he means
 - A our understanding of it is inadequate.
 - B its impact is unmeasurable.
 - C the disadvantages are numerous.
 - D it will become too complicated to use.

(4x5=20)

Vocabulary

- 2 Fill in: *state-of-the-art, artificial, drawback, demonstration, elective, wavelength, contest, conduct.*
- There is a trend towards _____ use of prosthetics rather than out of _____.
 - The _____ of the new product was a _____.

Progress Check 2

Listening

- 3 You will hear two different extracts. For questions 1-4, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract one
You will hear two colleagues talking about technology.

- In the woman's opinion, new technology
 - A is confusing for people to use.
 - B is worth investing your money in.
 - C becomes obsolete almost immediately.
- What do the speakers disagree on?
 - A that children are suffering because of technological advancements
 - B that the breadth of social media has got out of control
 - C that children are worse off socially than their parents

Extract two
You will hear two colleagues talking about a new advertising strategy.

- The man suggests that students help by
 - A interviewing new applicants.
 - B answering questions about student life.
 - C providing detailed information for the website.
- In the woman's opinion, a refreshed website
 - A would not be enough of a change to bring success.
 - B isn't as important as their social networking presence.
 - C could be used in a marketing campaign.

(4x5=20)

Grammar

- 4 Choose the correct items.
- Kate is **due to/bound to/sworn to** pass her exam this time; she's been studying so hard!
 - Bey hopes she **is lecturing/is going to lecture/is lecturing** in a year's time.
 - It **seems that/There seems that/It seems to** there's a new person working with James.
 - Give me a call around 6; I **will finish/I'll have finished/I'll be finishing** work by then.

- It appears as/it says about/it looks like it's going to rain today.
- That programme about robots is **to/is about to/has to** come on, Shane; it **will start/starts/will be starting** at 7.
- Tom is going to buy/buys/will have bought a new laptop on Saturday.
- By the end of this term, Michael **will study/will have been studying/is studying** Molecular Biology for two years. (8x7=8)

Speaking

- 5 Choose the correct response.
- A: What's the matter?
B: a I can't sign in. Any ideas?
b I can't sign in. What's your view?
 - A: I think tablets are good for learning.
B: a We could, I suppose.
b I see what you mean.
 - A: It might be an idea to switch your computer off and then on again.
B: a I couldn't agree more.
b I could, I guess.
 - A: My screen keeps freezing. It's so annoying!
B: a Have you tried checking for viruses?
b OK, I hadn't thought of that.
 - A: Why don't you check the paper hasn't run out?
B: a I'll have a look at it for you.
b That's an idea. (5x4=20)

Writing

6 Read the rubric and do the writing task.

You are working at a college in England and the director, Mr Harper, wants to raise the college's profile to attract prospective students. He has asked for proposals recommending the best ways to achieve this using computers and the Internet. In your **proposal**, indicate what information and advice you would include and explain how this might attract prospective students (220-260 words).

(24 marks)
(Total = 100)

Competences

GOOD ✓ ✓ ✓ ✓ ✓
VERY GOOD ✓ ✓ ✓ ✓ ✓ ✓
EXCELLENT ✓ ✓ ✓ ✓ ✓ ✓ ✓

Now I can ...

Lexical Competence

- use vocabulary about technological developments, robotics, computing and gadgets

Reading Competence

- read an article
- complete multiple choice & comprehension exercises

Grammar Competence

- use the future tenses

Listening Competence

- listen to short dialogues and complete 3-option multiple choice exercises

Speaking Competence

- make and respond to suggestions
- compare and speculate on pictures

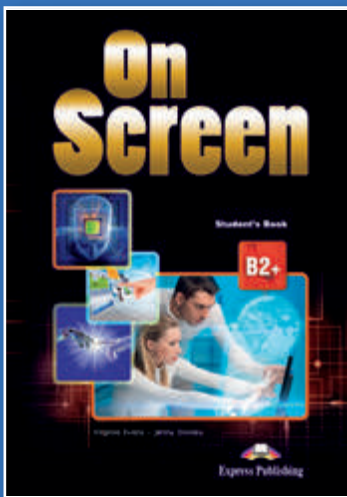
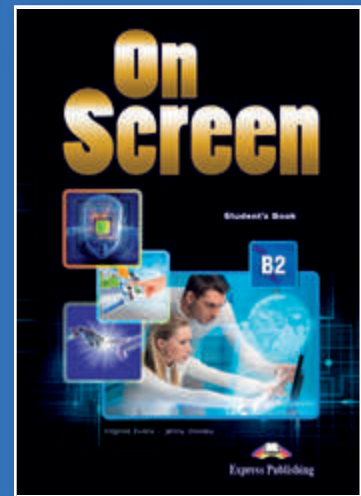
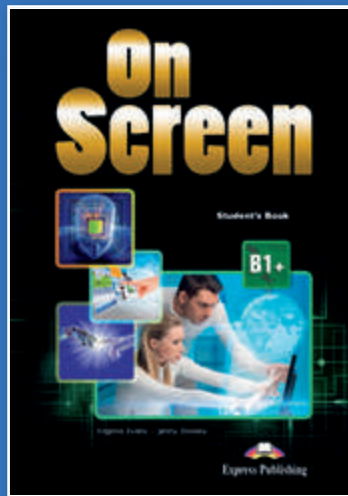
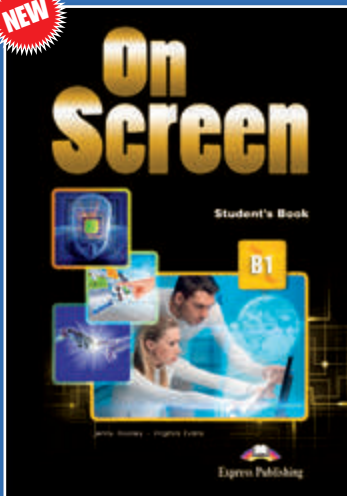
Writing Competence

- write a proposal

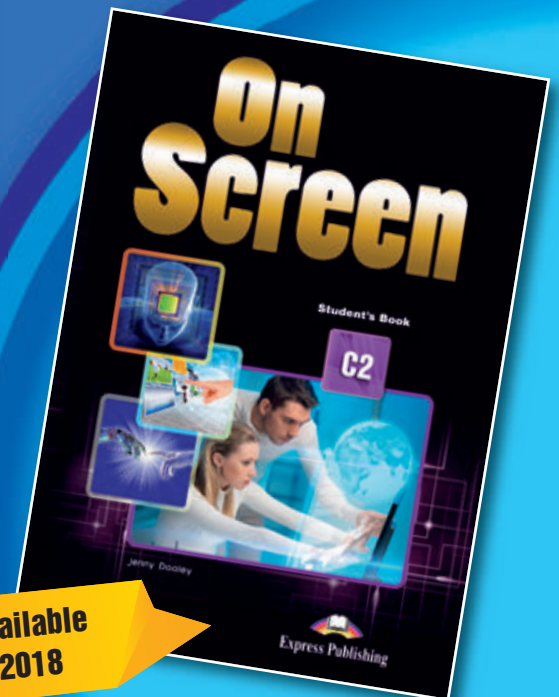
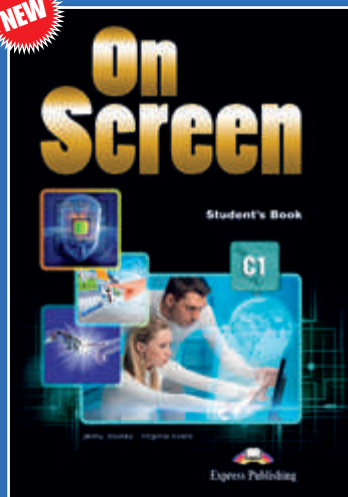
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