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Vocabulary	Speaking and Pronunciation	Listening and Reading
learning languages		R Great language learners L Language learning
knowledge	<b>How to...</b> say how much you know/don't know Word stress (1)	L Who did it first? L News headlines
achievement	<b>How to...</b> talk about an achievement	R Ambitious people L Challenging activities
<b>Reference</b> p 19, <b>Review and practice</b> p 20		
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synonyms	contractions (1)	R Hoaxes that fooled the world
books compound words	<b>How to...</b> describe people	L Favourite fictional characters R Book extracts
humour	speech units	R King of the jokers L A joke
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		R How to be a superhero L Interview with Stan Lee
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special abilities	word stress (2)	R How to make your child a genius L Gifted children
<b>Reference</b> p 61, <b>Review and practice</b> p 62		
business	emphasis (1)	R Starting up and starting over L Choosing a business partner
finance and philanthropy	contractions (2)	R Riches to rags
expressing quantity	<b>How to...</b> express priorities	R The 100 best companies to work for L Working conditions
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# Do you know ...?

- 1** Read the text and match the parts of speech (a–j) to each underlined word or phrase.

In 1967, Allen and Beatrice Gardner embarked on an (1) experiment to train a chimpanzee to talk. Realising that chimpanzees don't have the vocal apparatus to be able to speak like humans, but that (2) they can use gestures (3) easily, the Gardners decided to train (4) the animal in ASL, American Sign Language. Their subject was a chimpanzee called Washoe. The Gardners (5) brought up Washoe like a child, giving her regular meals and getting her to brush her teeth before sleep. At first Washoe made meaningless hand gestures, similar to the meaningless 'babbling' of baby children learning a language. But after four years Washoe had learned over 150 signs. She (6) could also combine the signs on some occasions, such as when she made the signs for 'water' and 'bird' on (7) seeing a swan on a lake. Linguists and scientists, (8) however, are (9) sceptical about the Gardners' (10) research, and question whether Washoe can really 'speak'. They say that her 'language use' is simply imitation.

- |                        |                |
|------------------------|----------------|
| a present participle   | f phrasal verb |
| b link word (contrast) | g adjective    |
| c uncountable noun     | h adverb       |
| d countable noun       | i pronoun      |
| e article              | j modal verb   |

- 2** Find the grammar mistake in each sentence.

- By this time tomorrow, we will have arrive in Peru.
- We were hot because we'd run.
- If I would have seen you, I would have stopped.
- It's time we go home.
- It mustn't have been John – John's tall and that man was short.
- We haven't been knowing her long.
- The conference will held in the theatre tomorrow.
- I had my purse stole yesterday.
- She persuaded me buying the car.
- He climbed up the Mount Everest.

- 3 a** Complete the word maps with words/phrases from the box below.

half-sister career path uncharted territory  
soulmate culture shock spending spree  
gamble be made redundant



- b** Underline the main stress in each word/phrase.

- c** Add three more words to each word map.

- 4 a** Look at the dictionary extract below from the *Longman Dictionary of Contemporary English*. What does it tell you about each of the following: grammar, pronunciation, use and meaning?

**dead-line** \ˈdedlaɪn\ n [C] a date or time by which you have to do or complete something: [+for] *The deadline for applications is May 27th.* | [+of] *It has to be in before the deadline of July 1st.* | **meet/miss a deadline** (=have or not have something finished on time) *working under pressure to meet a deadline.* | **set/impose a deadline** *They've set a deadline of Nov 5.* | **tight/strict deadline** (=a deadline that is difficult)

- b** Complete the dictionary extracts below by writing a definition for each one.

- 1 **over-priced** /ˌəʊvəˈpraɪst/ adj

\_\_\_\_\_ :  
*The food was overpriced.*

- 2 **wan-der** /ˈwɒndə/ v [+around] [I, T]

\_\_\_\_\_ :  
*We didn't know where to go, so we wandered around.*

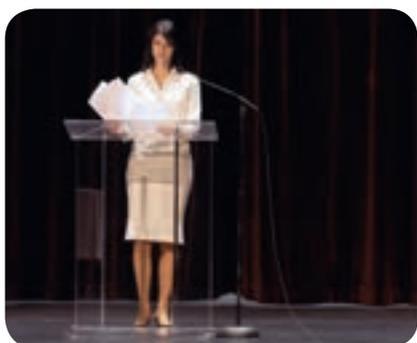
- 3 **ac-quaint-ance** /əˈkweɪntəns/ n [C]

\_\_\_\_\_ : *I don't know her well – she's just an acquaintance.*

- 4 **i-ni-tia-tive** /ɪˈnɪʃətɪv/ n [U]

\_\_\_\_\_ : *You need to have initiative to do this job.*

# Challenges



## Lead-in

**1** Look at the photos. Work in pairs and discuss the questions.

- 1 What types of challenge are shown?
- 2 Have you ever faced any challenges similar to these? What happened? How did you feel?

**2** Look at the sentence beginnings (1–8) and check you understand the underlined phrases. Match them with the endings (a–h).

- 1 I like to set achievable goals,
  - 2 It's important to face challenges, but
  - 3 She usually rises to the challenge, even if
  - 4 If I succeed, it will make my dream come true, because
  - 5 I couldn't have done it without help, so
  - 6 It was a burning ambition, which
  - 7 It's important to have the right attitude, because
  - 8 It's quite a daunting challenge, but hopefully
- a I'd like to thank my family and my sponsors.
  - b I can achieve it.
  - c so, before starting, I always think about my objectives.
  - d if you are a positive person, it will be easier.
  - e I've wanted to do this since I was a child.
  - f you mustn't be afraid of them.
  - g it's something very difficult.
  - h I finally managed to achieve.

**3** What are your goals (on this course, in your career or studies, or in your personal life)? What challenges do you think you will face?

# 1

# 1.1 Polyglots

Grammar verbs/adjectives/nouns with prepositions

Can do discuss your language-learning experiences

## Reading

**1** Work in pairs and discuss the questions.

- 1 How many languages do you speak? Why and how did you learn them?
- 2 Why might the people in the photos need to know different languages? What jobs require several languages?
- 3 Do you think it is easier to learn a new language when you already know other languages? Why/Why not?
- 4 Do you know any polyglots (people who speak many languages)?

**2 a** Read the article and answer the questions.

- 1 How did Francis Sommer learn his European languages?
- 2 What advantage did Stephen Wurm have as a learner of languages?
- 3 According to Kenneth Hale, what type of talent do polyglots have?
- 4 How is learning new languages sometimes 'easy', according to David Perlmutter?
- 5 What do polyglots sometimes worry about?
- 6 What bonuses and problems has Ziad Fazah experienced because of his linguistic abilities?

**b** Work in pairs and discuss your answers.

**3** Work in pairs and discuss the questions.

- 1 What are the benefits of being a polyglot? Are there any drawbacks?
- 2 In your opinion, what personal qualities are necessary to become a polyglot?



## Great language learners

According to legend, Cardinal Giuseppe Mezzofanti (1774–1849), who spoke 72 languages, once learned a language overnight in order to hear the confession of two condemned prisoners the following morning. While this story sounds too amazing to be true, there are polyglots who have achieved quite staggering feats of language learning.

Arguably the greatest of all was Francis Sommer. Brought up in Germany, Sommer was still a schoolboy when he succeeded in learning Swedish, Sanskrit and Persian. On a trip to Russia, he mingled with the international community and, so the story goes, learned a dozen European languages. He later moved to the United States, where he worked as a research librarian, and by the 1920s, had mastered 94 languages.

Another great linguist is Stephen Wurm, Professor of Linguistics at the Australian National University at Canberra. Wurm benefited from the fact that he came from a multilingual family. His father, also a linguist, asked everyone in the family to speak to the child in their own language. This meant that his mother addressed him in Hungarian, his father in English, his grandfather in Norwegian, and his grandmother in Mongolian. Because of Wurm's father's work, the family also lived for periods in Germany, Russia, China, Argentina and Turkey. As a result, Wurm spoke ten languages by the time he was six.

To most of us, the achievements of polyglots seem superhuman, but the polyglots themselves don't see it that way. Kenneth Hale, a linguistics professor who speaks around 50 languages, believes his talent bears similarity to that of

## Vocabulary | learning languages

**4** Match the words/expressions (1–8) from the article to the definitions (a–h).

- 1 master (v) (line 25)
  - 2 let (sth) slide (phrase) (line 58)
  - 3 pick up (phrasal verb) (line 70)
  - 4 garble (v) (line 74)
  - 5 information overload (n) (line 88)
  - 6 babble (v) (line 103)
  - 7 unintelligibly (adv) (line 103)
  - 8 dialect (n) (line 107)
- a in a way that is impossible to understand
  - b to neglect something or allow it to get worse
  - c a form of a language which is spoken in only one area, with its own words/grammar
  - d to speak quickly in a way that is difficult to understand
  - e to learn something so well that you have no difficulty with it
  - f too much to remember
  - g to learn without consciously studying
  - h to mix up or confuse words

**5 a** Complete the sentences using words/expressions from exercise 4.

- 1 It's easy to \_\_\_\_\_ foreign languages \_\_\_\_\_ if you don't use them regularly.
- 2 In many countries, people can understand the standard form of their language and also a local \_\_\_\_\_.
- 3 The best way to \_\_\_\_\_ new vocabulary is by reading a lot.
- 4 It may be impossible to \_\_\_\_\_ a foreign language completely.
- 5 For most students, more than ten new words per lesson equals \_\_\_\_\_.
- 6 Many language learners find that native speakers speak \_\_\_\_\_ – they use lots of idioms and colloquial expressions.
- 7 When babies \_\_\_\_\_, they are imitating adult language.
- 8 If you know three or more languages, you're more likely to \_\_\_\_\_ your words.

**b** Work in pairs. Discuss which sentences you agree with.

a musician's. And while talent is one factor, a love of languages is essential. Hale recalls the time when he was learning Navajo:

55 "I used to go out every day and sit on a rock and talk Navajo to myself." Languages became an obsession. "I let everything else slide," he says.

60 David Perlmutter, Professor of Linguistics at the University of California, likens the process of language learning to a puzzle. Mastery, he believes, stems from the joy of solving the puzzle. "If you know English and German," he says, "it's easy to learn Dutch." Therefore, once you know Spanish and another Romance language, 65 you can pick up Portuguese quickly.

But is there any chance that these super-polyglots might get confused? Do they ever get nervous about garbling their languages?

75 According to Kenneth Hale, it does happen. Occasionally, he begins speaking in one language and, without knowing it, finds

that he has drifted into another. It happens especially when it's difficult to distinguish between related languages. "Unless I'm attentive ... I can mix up languages like Miskitu and Sumu, both of which 85 are spoken in Central America and are very similar." Francis Sommer felt the same. Fearing information overload, he gave up learning new languages in later life.

90 Of today's polyglots, Ziad Fazah, a Lebanese living in Brazil, is probably number one. A speaker of around 60 languages, Fazah, unlike many great polyglots, was not 95 born into multilingualism. Besides his native Arabic, he learned only French and English at school, and taught himself the other languages. His astonishing abilities have had 100 some interesting consequences. On one occasion, the Brazilian police stopped an undocumented alien who was babbling unintelligibly. They asked Fazah for help. Fazah 105 realised immediately that the man was from Afghanistan and speaking

a dialect called Hazaras. On another occasion, the US Consulate grew suspicious of Fazah's ability 110 to speak Chinese and Russian. Suspecting that he was a terrorist, they brought him in for questioning. After two hours, however, he was released.

115 Fazah is not widely known, though that may change. In recent years, he has appeared on TV programmes in Greece and Spain, where he was quizzed in multiple 120 languages including Hungarian, Korean, Japanese and Chinese. He passed with flying colours. While this earned him a reputation as a phenomenon, he is still a few 125 languages behind the legendary Cardinal Mezzofanti. Unlike Mezzofanti, Fazah cannot claim to learn languages overnight, but he can apparently learn a thousand 130 words a month – a gift that language students around the world would envy and admire!

## Listening



- 6 a** 1.02 Listen to Mark Spina talking about language learning. Make notes on the questions.

- 1 How many languages does he speak?
- 2 Where/how did he learn them?
- 3 What special techniques does he use?
- 4 How does he feel about language?
- 5 What problems does he have?

**b** Work in pairs and compare your answers. Then listen again to check.

- 7** Do you have similar experiences of language learning? Discuss with other students.

## Grammar | verbs/adjectives/nouns with prepositions

- 8 a** Look at examples 1–5 in the Active grammar box and underline the prepositions. What type of word does each preposition follow?

**b** Answer the questions for rules A and B in the Active grammar box.

### Active grammar

- 1 *Sommer was still a schoolboy, when he succeeded in learning Swedish, Sanskrit and Persian.*
- 2 *Mastery, he believes, stems from the joy of solving the puzzle.*
- 3 *Wurm benefited from the fact that he came from a multilingual family.*
- 4 *Do they ever get nervous about garbling their various languages?*
- 5 *This can happen, especially when it is difficult to distinguish between related languages.*

**A** Prepositions after verbs, nouns and adjectives always have an object. What is the object in each sentence above?

**B** When the preposition is followed by a verb, the verb is usually in the *-ing* form. Which of the sentences above use this structure?

- 9 a** Complete the sentences with prepositions from the box. Check any new expressions in your dictionary.

from (x3) to in (x2) about (x2) for with

- 1 Do you think you'll succeed \_\_\_\_\_ passing your next exam?
- 2 If you could improve your English by watching DVDs, by living in an English-speaking country or by studying from books, which would you opt \_\_\_\_\_?
- 3 Do your problems in English stem \_\_\_\_\_ poor grammar, or are there other problems?
- 4 Do you feel you are lacking \_\_\_\_\_ vocabulary?
- 5 Even at advanced level, some students' spoken English is riddled \_\_\_\_\_ errors. Does this matter or is fluency more important?
- 6 What distinguishes your first language \_\_\_\_\_ English?
- 7 What types of classroom exercises appeal \_\_\_\_\_ you?
- 8 Is pronunciation worth bothering \_\_\_\_\_ or are you happy to keep your accent?
- 9 Are you nervous \_\_\_\_\_ giving presentations in English?
- 10 How can your vocabulary benefit \_\_\_\_\_ using the media?

**b** Match the questions (1–10) in exercise 9a to the possible answers (a–j).

- a Some of the vocabulary is similar but the grammar is completely different.
- b I always make an effort with the sounds of English, but I know I'll never sound like a native speaker.
- c Yes, I think so. I've been studying hard and I really hope I achieve my goal!
- d I like class discussions best of all, and also role plays.
- e I think accuracy is important, too. It's difficult to listen to someone whose speech is full of mistakes, and it distracts you from the content of what they're saying.
- f I'd choose to immerse myself in the language and culture by living in Canada or Australia.
- g Listening regularly to the news or looking at websites is good for learning new words.
- h Yes. I don't know many idioms, phrasal verbs and informal expressions.
- i A lot of the difficulties come from the fact that I can't understand native speakers when they speak fast, but I also need to work on my grammar!
- j Speaking in public worries me a little bit, but I think it's a good thing to do in class.

## Speaking

- 10 a** Work with a partner. Discuss questions 1–10 from exercise 9a. Are the suggested answers from exercise 9b true for you? If not, why not?

**b** Tell the class what you found out about your partner.

see Reference page 19

# 1.2 Famous firsts

## Vocabulary | knowledge

- 1** Choose the correct words in *italics*.
- ‘Who won the first Oscar?’  
‘I haven’t *an idea/a clue*.’
  - ‘What was the first book ever published?’  
‘I don’t know off the top of my *head/hand*.’
  - ‘What date did Man first go to the moon?’  
‘I *don’t know/I’m sure* offhand, but I can look it up.’
  - ‘Where did Elisha Gray come from?’  
‘Who? I’ve never *heard/known* of him.’
  - ‘Do you know Paris?’  
‘Yes. I lived there for years so I *know it like the back of my head/hand*.’
  - ‘Which state has the smallest population?’  
‘I’m pretty *sure/positive* it’s the Vatican.’
  - ‘Do you know Eliot’s poem about cats?’  
‘I *know it by/at* heart. I learned it at school.’
  - ‘What do you know about company law?’  
‘I *know it inside in/out*. I have a PhD in it.’
  - ‘What do you know about Belgian politics?’  
‘I *know close/next* to nothing about it.’
  - ‘Which country has the biggest population?’  
‘I haven’t the *faintest idea/clue*.’
  - ‘Are you sure Russia is the biggest country in the world?’  
‘I’m fairly *certain/positive* it is, but it might be China.’
  - ‘Are you sure the Nile is the longest river in the world?’  
‘Yes. I’m *positive/fairly positive* it is.’

- 2 a** Complete the How to... box with the underlined expressions from exercise 1.
- b** How are the expressions different? Which are strongest? Which mean the same?

### How to... say how much you know/don't know

I know : *I'm pretty sure*

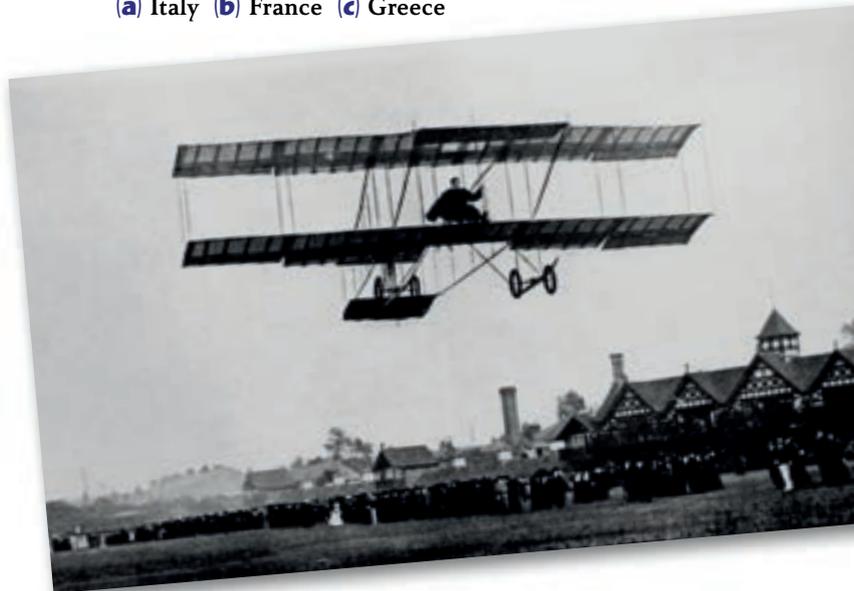
I don't know : *I haven't a clue.*

## Speaking

- 3** Work in pairs and do the quiz. Try to use expressions from the How to... box.

## WHO DID IT FIRST?

- Who was the first to fly a plane?  
(a) Alberto Santos Dumont  
(b) the Wright brothers  
(c) Ferdinand von Zeppelin
- Who invented the telephone?  
(a) Thomas Edison  
(b) Alexander Graham Bell  
(c) Antonio Meucci
- Who first reached the North Pole?  
(a) Robert Peary  
(b) Frederick Cook  
(c) Roald Amundsen
- Who invented the light bulb?  
(a) Thomas Edison (b) Alexander Graham Bell  
(c) Leonardo da Vinci
- Which country won the first football World Cup (and hosted it)?  
(a) Brazil (b) Uruguay (c) Germany
- Which country first allowed women to vote?  
(a) Switzerland (b) New Zealand (c) the United States
- Who was the first woman to sail solo around the world via Cape Horn?  
(a) Ellen MacArthur (b) Amelia Earhart (c) Naomi James
- Which country first held the Olympic Games?  
(a) Italy (b) France (c) Greece



1



3



2



4



## Listening

4 a  1.03 Listen to a radio programme and check your answers to the quiz.

b Work in pairs. Listen again and discuss the questions.

- Which 'famous firsts' do photos 1–4 refer to? What can you remember about them?
- Did you find anything surprising in the radio programme? What extra information did you learn?

## Grammar | passives: distancing

5 a Look at examples 1–6 in the Active grammar box and underline the passives.

b Read rules A–C in the Active grammar box and write true (T) or false (F).

c Why do you think passives are used in these sentences?

### Active grammar

- Santos Dumont was widely believed to have flown the first plane.*
- He's said to be the first person to have owned a flying machine.*
- It's commonly assumed that Bell invented the telephone.*
- In 2003, files were discovered which suggest that Philipp Reis had invented the phone.*
- The cheering of the crowd is said to have been the loudest noise ever heard in Uruguay.*
- It is often thought that rugby and sheep are the main claims to fame for New Zealand.*

A We can use the passive to show that a statement is not our own opinion.

B We often use the passive to show that a statement is a personal opinion.

C If we aren't sure that the information is 100% correct, we can use the passive to put 'distance' between ourselves and the statement.

Other verbs for 'distancing' include *It appears/seems that* and *It seems as if/though*.

We can use *appears/seems to have* + past participle to describe a past event.

see Reference page 19

**6** Write sentences using structures for distancing with the verb in brackets.

People say that Edison invented more machines than anyone else in history. (say)

*Edison is said to have invented more machines than anyone else in history.*

- But the evidence suggests that Edison didn't invent as much as we thought. (seems)  
But it \_\_\_\_\_ though Edison invented fewer things than we thought.
- People believe that da Vinci invented the helicopter. (think)  
Da Vinci \_\_\_\_\_ invented the helicopter.
- North American historians assert that the Wright brothers flew first. (assert)  
It \_\_\_\_\_ by North American historians that the Wright brothers flew first.
- At that time, everybody in the US thought that the Wright brothers were the first to fly. (assume)  
It \_\_\_\_\_ that the Wright brothers were the first to fly.
- A number of journalists in the late 19th century said that William Dickson had 'invented' the movie. (claim)  
It \_\_\_\_\_ that William Dickson had 'invented' the movie.
- We think Dutchman Joop Sinjou and Japanese Toshi Tada Doi invented the CD player at the same time. (believe)  
Sinjou and Tada Doi \_\_\_\_\_ invented the CD player simultaneously.
- Newspapers of the time reported that Felix Hoffman had invented aspirin. (report)  
It \_\_\_\_\_ that Felix Hoffman had invented aspirin.
- We now think that aspirin was first used by Egyptians. (believe)  
It \_\_\_\_\_ that aspirin was first used by Egyptians.

## Listening

- 7** **a**  1.04 Listen to some news headlines. What achievements do they talk about?
- b**  1.05 Listen only to the headlines and write down exactly what you hear.
- c** Now look at the headlines in **bold** in audioscript 1.04 on page 88. What problems did you have?

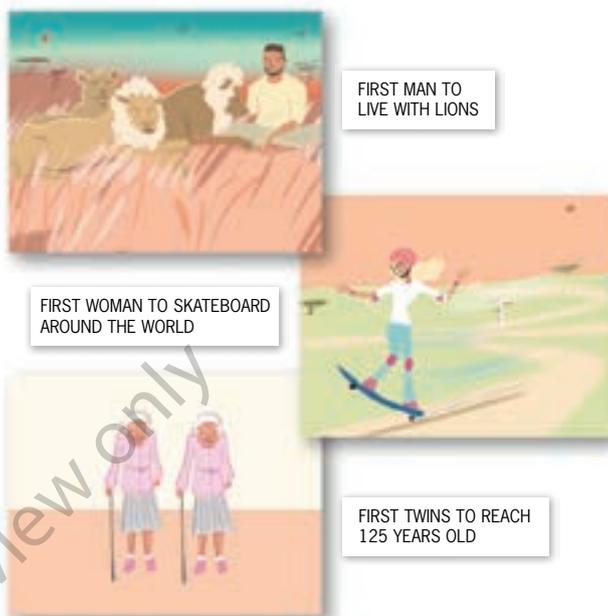
## Pronunciation | word stress (1)

- 8** **a** Look at the headlines from exercise 7c. Which are the content words (nouns, verbs, etc.)? Which are the function words (prepositions, auxiliary verbs, etc.)?
- b**  1.05 Listen to the headlines again and underline the stressed words.
- c** Repeat the sentences, stressing the underlined words.

## Writing and speaking

**9** Work in pairs. Look at the cartoons and answer the questions.

- Which story is the most interesting?
- Which is the most likely/unlikely?
- What preparation or lifestyle would be required to do these things?



**10** **a** Write a news bulletin based on one of the cartoons (about 100–150 words). Use at least two passive constructions for distancing.

**b** Work in pairs. Practise reading your news bulletins. Concentrate on putting stress on the most important words.

**c** Read your bulletins to the class.

**11** Read the Lifelong learning box. Work in pairs and discuss the questions.

### Use the news

 Listening to radio news or watching English-language news is a great way to improve your listening and vocabulary. Sometimes it helps to hear the news in your own language before listening to the same stories in English.

- When and how can you access news programmes in English? Are there any programmes you've seen/heard that you particularly like or recommend?
- What current news stories would you like to listen to in English?

# 1.3 Burning ambitions

Grammar perfect aspect

Can do talk about your achievements

## Reading

**1** Work in pairs. Look at the activities in the box and discuss the questions.

- 1 Who generally does each activity better: women, men or neither? Why?
- 2 Are there any other activities which you think men or women do better?

driving cooking gardening  
doing jobs around the house  
expressing emotions  
looking after children being alone  
teaching ballet tolerating pain  
listening to other people

**2** Work in pairs. Read about an ambitious person and make notes on questions 1–5 below.

**Student A:** read about Bia Figueiredo on page 15.

**Student B:** read about Carlos Acosta on page 77.

- 1 What is/was their ambition?
- 2 To what extent have they achieved it?
- 3 What challenges have they faced?
- 4 Who has helped them achieve their ambitions? How?
- 5 Any other information?

**3** Tell your partner about the person you read about. As you listen, make notes. What similarities are there between the two stories?

**4** Work in pairs and discuss the questions.

- 1 Do you think that women have limited opportunities in the world of sport? Is this changing?
- 2 '... there is a prejudice that ballet is not for boys.' Do you agree? Is it the same in all countries?
- 3 Do you think sport or dance can help reduce levels of delinquency in teenagers and young people?
- 4 What do you think of the fathers' behaviour in these two cases? Would you have reacted similarly? Do you believe that parents should influence the ambitions of their children?



## Vocabulary | achievement

**5 a** Work in pairs. Find the words/expressions (1–8) in the articles and try to work out the meaning.

- 1 head (straight for the top)
- 2 pursue (a dream)
- 3 deal with (chauvinism)
- 4 face (barriers)
- 5 believe in (what you can achieve)
- 6 have the potential (to do something)
- 7 persevere (with something)
- 8 keep pushing someone (to do something)

**b** Complete the sentences using words/expressions from exercise 5a.

- 1 It was obvious that Venus Williams had the \_\_\_\_\_ to become a tennis champion when she was very young.
- 2 Ralf Schumacher had to \_\_\_\_\_ with criticism from his colleagues.
- 3 Ellen MacArthur \_\_\_\_\_ her dream of sailing solo around the world.
- 4 McManus is \_\_\_\_\_ the biggest challenge of his career.
- 5 If you \_\_\_\_\_ yourself, you can achieve almost anything.
- 6 Woods found the course tricky at first, but \_\_\_\_\_ and came through to the final.
- 7 If you win this championship, nothing will stop you from \_\_\_\_\_ straight for the top.
- 8 Encourage your kids to try new things, but don't \_\_\_\_\_ them too hard.



# Fast female heads for Formula 1

Is Formula 1 ready for its first female star? Matt Rendell travelled to São Paulo to meet Bia, who is tipped to join the ranks of her country's greats – Senna, Piquet, Barrichello. She has already beaten the boys from Brazil at their own game. Now she's ready to take on the world.

As the swarm of go-karts completes its final warm-up lap and hurtles across the starting line, the race is on. Thirty minutes later, when the winner's helmet is removed, a wave of dense dark hair flows freely. For the champion is a girl, Ana Beatriz Figueiredo – Bia, for short – and she is heading straight for the top.

I first met Bia Figueiredo in May 2001. She was 16 and her rivals on São Paulo's kart scene – all male – had been suffering the obvious taunt for eight years: 'Beaten by a girl ... again?'

Now she is in her 20s and still winning. One day soon, the image of her long hair spilling out of her helmet could open motor sport to new audiences, sponsors and perhaps a whole new lease of life. For in Brazil, she is being spoken of as the possible future of Formula 1, the woman to transform an increasingly predictable sport.

The Ayrton Senna Kartodrome in Brazil is a theatre of dreams, and Bia Figueiredo is pursuing hers in the Brazilian Formula Renault Championship. 'The first time I went to the kartodrome,' she tells me, 'I was five or six. I begged my father to take me and fell in love with the noise and the crashes. He told me I had to be seven before I could learn to drive. Somehow, I managed to wait.'

Money pressures are inherent in motor racing, even for a family that is well-off, by most standards. Compared with other drivers at this level, Bia is disadvantaged. Bia's father, Jorge, says that Bia was already dreaming of Formula 1 at the age of six. And having encouraged his daughter's passion, he has accepted the financial burden with good humour. 'I once heard a Formula 1 team boss say it costs \$10 million to become a Formula 1 driver. I said to myself, 'OK. I'm only \$9,990,000 short!'

Because of the expense, Bia could only do two 50-minute tests before each race, when other drivers did four. She went to one of the best schools in São Paulo, which meant she was doing school work



when other drivers were on the track. 'Given these constraints, she has done very well,' her father says. 'She was born with a forceful personality and, today, she's still forceful and has a caustic sense of humour. I feel a little sorry for anyone in her way!'

Motor racing would not be every father's chosen career for his daughter. 'Yes, it can be dangerous,' Jorge concedes. 'But the element of risk can be controlled. I'm much more afraid of Bia not doing what she loves. By pursuing what they enjoy, I think people have more chance of being happy.'

Yet Bia will have to deal with chauvinism. Not the least of the barriers facing her is whether motor sport is prepared to accept a genuine female contender. 'A beautiful woman is always welcome,' Alex Dias Ribeiro says, smiling and then adds: 'But she will have to be quick and mentally tough, because Formula 1 is a pressure cooker'.

One man who believes in Bia's potential is her mechanic and mentor of nine years, Naylor Borigis de Campos. He has worked closely with most of Brazil's best drivers. He compares Bia favourably with the best of his protégés. 'She's as cool, aware and determined as Rubens Barrichello and as any other driver I've ever worked with.'

As for Bia herself, she believes in the future and in what she can achieve: 'I have a lot to learn, but my temperament is right: I've got plenty of animal instinct. I believe I have the potential to reach Formula 1, and perhaps one day be a great driver.'

## Listening

- 6** Work in pairs and discuss the questions.
- How difficult do you think it is to do the activities below?
  - What do you think is the best way to prepare for each one?
    - run a marathon
    - work abroad
    - start your own business
- 7**  1.06 Listen and answer the questions.
- Which activity from exercise 6 has each speaker achieved?
  - What did each person say about their experience?
  - What challenges did they face?

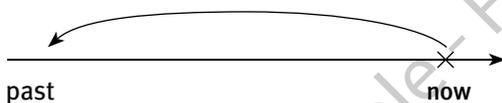
## Grammar | perfect aspect

- 8** Read the Active grammar box. Underline the perfect tense in each sentence (1–3) and complete the name of each tense (*Past Perfect*, *Future Perfect* or *Present Perfect*).

### Active grammar

Verbs used in their perfect forms link two times. The perfect aspect is used to refer back from one point to a point in time before that.

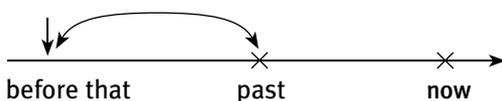
- 1 *I've always run, but just for myself.*  
(tense: \_\_\_\_\_)



- 2 *Next week I'll have been here for three months.*  
(tense: \_\_\_\_\_)



- 3 *I'd always thought it would be great to cycle across a whole country.*  
(tense: \_\_\_\_\_)



Perfect tenses can be used in the simple or continuous forms. Perfect continuous tenses, like other continuous tenses, focus on an event which continues, or is temporary.

*Next March I'll have been playing with the team for five years.*

*I've been doing voluntary work all my adult life.*

- 9 a** Correct the mistakes.
- Jake, this is my friend Amy, who I've been knowing for absolutely ages.
  - I asked what had been happened, but nobody could tell me.
  - I chose this school because I'd hear it was the best.
  - He should have finish by the time we get back.
  - Before I came to the US, I never been abroad.
  - I'm so exhausted. I'd been working really hard.
  - By the time she retires, she'll have be working there for more than 50 years.
  - I'll phone you as soon as we will have arrived.

- b**  1.07 Listen and check your answers.

## Speaking

- 10** Complete the How to... box.

expect    decided    expectations  
challenge

### How to... talk about an achievement

Background : *I've always ...*

information : *I'd never done ...*

Details : *We set up ...*

*We (1) \_\_\_\_\_ to  
organise ...*

Problems : *I didn't know what to  
(2) \_\_\_\_\_ .*

*The whole thing was  
quite a (3) \_\_\_\_\_ .  
It was very tough.*

How it felt : *It exceeded my (4) \_\_\_\_\_ .*

*We felt we'd  
accomplished  
something.  
It was a fantastic  
learning experience.*

Results/  
follow up : *I've learnt a lot.*

*I'm planning to ...*

- 11 a** Prepare to talk about something you have achieved. Make notes using the headings in the How to... box.
- b** Tell the class about your achievement.

see Reference page 19

# 1 Vocabulary | Prefixes

**1 a** Read the story below and underline 12 prefixes.

On Saturday Mick Johnson, the multi-talented Londoner – previously a semi-professional basketball player – rescued a sub-standard performance by the unimpressive league leaders. With a superhuman effort, Johnson scored two goals in two minutes against arch-rivals Blackbridge Rovers. Trailing by one goal until the 68th minute, Johnson’s overcautious team had looked tired and under-prepared. Johnson, probably the best footballer ever to play for Sidcup United, single-handedly brought his side back from the brink of disaster. Johnson’s manager, Paul Deacon, said, ‘They outplayed us. I don’t know why we misfired so badly, but it’s irrelevant. We got the goals and we took home the points.’



**b** Read the story again and answer the questions.

- Which prefixes suggest a large/exceptional degree, or amount?
- Which suggest ‘not enough’?
- Which prefix means ‘not wholly’ or ‘half’?
- Which can have a negative meaning?

**c** Work in pairs. What do the underlined prefixes in sentences 1–4 below mean?

- Johnson had an early chance to score, but was indecisive with his shot.
- ‘Winning the league isn’t impossible for us,’ said Deacon.
- ‘Yeah, we won,’ said the monosyllabic Johnson.
- The team looked demotivated.

**2** Complete the sentences with the correct form of the words in brackets. Use prefixes.

A: *He’s a little bit rude!*

B: *Pardon?*

A: *He’s rather impolite. (polite)*

- A: Our interpretation of the instructions was completely wrong.  
B: Pardon?  
A: We completely \_\_\_\_\_ the instructions. (understand)
- A: I didn’t know that you were a vegetarian.  
B: Sorry?  
A: I was \_\_\_\_\_ that you were a vegetarian. (aware)
- A: I’m 70 years old. I quit my main job but I still work part-time.  
B: Pardon?  
A: I’m \_\_\_\_\_. (retire)
- A: We lost the match because they had more players! There were ten of them, and only six of us.  
B: Really? So the numbers weren’t equal?  
A: That’s right. We were completely \_\_\_\_\_. (number)
- A: I must go on a diet. I weigh too much.  
B: What?  
A: I’m \_\_\_\_\_. (weight)
- A: My estimate was wrong. I thought there would be ten people here, not 50.  
B: Really?  
A: Yes, I \_\_\_\_\_ the numbers. (estimate)

**3 a** Work in pairs. Look at the opposites below. Where do you fit on a scale of 1–5? Tick a box on each line.

1 2 3 4 5



- |   |             |                          |                          |                          |                          |                          |               |
|---|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------|
| 1 | super-fit   | <input type="checkbox"/> | totally unfit |
| 2 | talented    | <input type="checkbox"/> | untalented    |
| 3 | imaginative | <input type="checkbox"/> | unimaginative |
| 4 | overpaid    | <input type="checkbox"/> | underpaid     |
| 5 | political   | <input type="checkbox"/> | apolitical    |

**b** Compare your position with other students.

# 1 Communication

Can do respond in detail to a questionnaire

**1 a** Read the questionnaire and choose a, b or c for each situation.

**b**  1.08 Listen to someone describing what the answers say about your personality.

**c** Work in pairs. Discuss your answers and explain why you chose them. Do you agree with the ideas you heard about? Why/Why not?

**2** Work with another pair and discuss the questions.

- 1 Which would be the most difficult/the easiest challenge for you? Why?
- 2 What preparation would you need for each challenge?
- 3 Do you think challenge involves being in extreme situations? Or are there more challenges in day-to-day life?
- 4 Which do you think are tougher: mental or physical challenges? What examples can you think of?



## DO YOU LIKE A CHALLENGE?

- 1 You are climbing a mountain with some friends. It is cold and wet and you are halfway up. You
  - a feel like turning round and going home to a hot bath.
  - b keep going. Nothing will stop you once you've started.
  - c see what your friends want to do. It doesn't really matter if you reach the top.
- 2 You get an offer to work abroad for a year. But it means you have to learn a difficult new language and live in an isolated place with no cinemas, cafés or nightlife. You
  - a refuse politely. Only a madman would live in the middle of nowhere.
  - b accept. Who needs nightclubs and cappuccino? And you may love it.
  - c ask all your colleagues, friends and family what they think.
- 3 You are asked to perform in a local play. You will have to learn some lines and act in front of a large audience. You
  - a say no. You aren't going to make a fool of yourself in public.
  - b jump up on stage and start singing. This is your chance of fame and fortune.
  - c find out exactly what you'll have to do, then say you'll think about it.
- 4 Your friends decide to do a parachute jump for charity. They want you to join them. You
  - a refuse, saying you're too young to die.
  - b immediately book lessons. What fun! And what a great view you'll have too!
  - c find some statistics on the mortality rate of parachutists before committing yourself.
- 5 You are asked to cook for 15 people. You
  - a immediately find out the name of a good takeaway food restaurant, and make sure they'll be able to take your order on the night.
  - b start dreaming of the delicious feast you will prepare. It could be a great night.
  - c consult your parents' cookery books and work out how much it'll cost.
- 6 You are offered a place on a sailing boat that will go around the world. You
  - a say no. You can't take the time off work and all that sea gets annoying after a while.
  - b buy some large rubber boots and a sailing hat immediately. Nothing will stop you!
  - c ask about the exact schedule and if there's Internet access on board and what the food will be like.
- 7 You are asked to be the babysitter for six young children for one evening. You
  - a quickly think of a brilliant excuse – for example, you have tickets for a game or you need to wash your hair that evening, so you won't be available.
  - b buy a large bag of balloons, chocolate cake and lots of children's games – it's going to be the party of the century!
  - c ask for details of the children's behaviour, exact ages, and dietary requirements, then think about it.
- 8 A magazine wants you to write a piece about your hobby. You
  - a explain that you're far too busy doing it, so you don't have time to write about it.
  - b jump up and down with excitement, write three different drafts and offer them all to the editor the next day.
  - c read previous issues of the magazine to see if you like it, then arrange a meeting with the editor to discuss the piece.

# 1 Reference

## Verbs/adjectives/nouns with prepositions

There are many fixed phrases which use prepositions.

Verb + preposition:

*opt for, distinguish from, succeed in, stem from, appeal to, bother about, rely on, benefit from*

Adjective + preposition:

*short of, riddled with, lacking in, nervous about*

Noun + preposition:

*to the delight of, a new form of*

## Passives: distancing

Passives can be used for 'distancing'. This means that the speaker/writer doesn't want the whole responsibility for the ideas they express. The passive is often used to make a statement less personal and slightly more polite:

*We don't allow that. → That isn't allowed.*

(It isn't the speaker's decision; it is an impersonal rule.)

*You must hand in the essay by Friday.*

*→ The essay must be handed in by Friday.*

in formal writing, when the focus is on achievements and events rather than the people responsible:

*The vaccine was discovered by chance.*

Here are some common passive expressions to show that we are not certain of a statement:

*It is believed that the thief was an ex-employee.*

*It is said that he was able to speak more than 20 languages, but there is no proof.*

*It was claimed that the president had not seen the documents before the scandal broke out.*

*She was thought to have come from Germany originally, but there was little evidence.*

*He was reported to have been living in Brazil, but there was only one sighting of him.*

## Perfect aspect

We use the perfect aspect to refer from one point in time to another point in time before that. It shows that the speaker sees one event as: (1) linked to a later event; (2) finished by a certain time.

*She'd lost her ticket so she missed the show.*

*By 6.00 I will have finished work.*

We use the Present Perfect to describe something that happened during a period that includes past and present:

*We've been here since Friday.*

in the past but when the exact time isn't relevant to this discussion or isn't known:

*She's lived in over 20 countries.*

in the past, but has a result or effect in the present:

*Oh no! I've lost my passport.*

in the very recent past (especially with *just*):

*I've just heard the news.*

We use the Past Perfect to talk about completed actions that happened before another in the past:

*He wanted to go to Rome, but I'd already been there.*

We use the Future Perfect with time phrases with *by* (*by this time next week, by the end of the day, etc.*):

*By June we will have finished the project.*

We often use the perfect aspect with *for, since* and *just*:

*By January, I will have been here for a year.*

*I've just been speaking to Mickey.*

Perfect continuous tenses focus on an event which continues or is temporary:

*She's been working as a nurse since 2001.*

*We'd been playing football when it started to rain.*

### Key vocabulary

#### Challenges

set achievable goals   face challenges  
rise to the challenge   make my dream come true  
couldn't have done it without   burning ambition  
have the right attitude   daunting challenge

#### Learning languages

pick up   let (something) slide   master   garble  
information overload   babble   unintelligibly   dialect

#### Knowledge

I haven't a clue   I don't know off the top of my head  
I'm pretty sure   I've never heard of him  
I know it by heart   I know it like the back of my hand  
I know it inside out   I don't know offhand  
I know next to nothing about   I'm fairly positive  
I haven't the faintest idea

#### Achievement

head (straight for the top)   pursue (a dream)  
deal with (chauvinism)   face (barriers)  
believe in (what you can achieve)  
have the potential (to do something)  
persevere (with something)  
keep pushing someone (to do something)

#### Prefixes

super-fit   unfit   multi-talented   impossible  
unimpressive   underpaid   overpaid   apolitical  
monosyllabic   demotivated   arch-rival   indecisive  
single-handedly   outplayed   semi-professional  
sub-standard   misfired   irrelevant   superhuman  
overcautious   underprepared



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 81

# 1 Review and practice

- 1** Complete the text with the correct words/expressions (a, b or c).

The language Hawaiian Creole was invented through necessity. In 1880, thousands of immigrants from Europe and Asia went to work for the English-speaking owners of sugar plantations in Hawaii. Among all the other challenges these immigrants (1) \_\_\_\_\_, the most (2) \_\_\_\_\_ was to understand each other, their bosses, and to understand the Hawaiian people. To these immigrants, other ethnic groups must have sounded as if they were (3) \_\_\_\_\_. After a short time, they were able to (4) \_\_\_\_\_ some English, but barely enough to communicate. Instead, they (5) \_\_\_\_\_ body language and a simple code of sounds.

However, things changed fast, and by 1910 a new language had emerged: Hawaiian Creole. This included words and sounds from other languages, but could be (6) \_\_\_\_\_ all of them by its different grammar. Hawaiian Creole, a simple dialect, is (7) \_\_\_\_\_ complex structures. With this new easily understood language, everybody (8) \_\_\_\_\_ increased communication.

Many years later, Derek Bickerton studied the origins of Hawaiian Creole. He was amazed that within a generation, the immigrants had (9) \_\_\_\_\_ creating a language that was (10) \_\_\_\_\_ to all. In fact, in his book *Roots of Language*, he says that the children invented the language while playing together.

- |                    |                      |                |
|--------------------|----------------------|----------------|
| 1 a made           | b knew               | c faced        |
| 2 a daunting       | b definite           | c harsh        |
| 3 a babbling       | b garbling           | c cramming     |
| 4 a discuss        | b pick up            | c pick out     |
| 5 a persisted in   | b appealed to        | c relied on    |
| 6 a riddled with   | b distinguished from | c defined by   |
| 7 a reminds you of | b stemming from      | c lacking in   |
| 8 a benefited from | b benefited          | c mastered     |
| 9 a opted for      | b succeeded to       | c succeeded in |
| 10 a intelligible  | b unintelligible     | c intelligibly |

- 2** Find the mistake in each sentence and correct it.

- 1 Giant multinational research centre Sci-Corps seems to abandoned its research into cloning after pressure from the government.
- 2 Ex-President Michael Nkrumah is said be recovering well from the stroke he suffered last Thursday.
- 3 Michaela Kritzkoff, the explorer who disappeared for a month while canoeing along the Amazon, has been found in a village in Brazil. It believed that she had drowned during a storm.
- 4 British Commonwealth boxing champion Roderick Bland appears to finally retired, at the age of 46.
- 5 And finally, it seems if summer really is coming. Sarah Smith reports on tomorrow's weather.

- 3** Find the mistakes in nine of the sentences and correct them.

I've never seen the man before yesterday, when he knocked on my door.

*I'd never seen the man before yesterday, when he knocked on my door.*

- 1 By the time she finishes her degree, she will be at the university ten years.
- 2 He was delighted when they told him he had got the job.
- 3 I feel healthier now that I took up kickboxing.
- 4 Where were you? I've been waited here for at least an hour!
- 5 It was a shock when I saw him. I would expected to see a big man, but he was tiny.
- 6 When she got to work, she found out she was fired. Her desk was empty, everything gone.
- 7 Hi, John! We've just talked about you!
- 8 It's 9 o'clock. Mandy will land at the airport by now.
- 9 I've been running for years before I entered my first competition.
- 10 We'll have use up all the world's oil long before 2100.

- 4** Write B's replies in the correct order.

A: What is Pelé's real first name?

B: pretty / I'm / Edison / it's / sure / .

*I'm pretty sure it's Edison.*

- 1 A: Have you ever been to Prague?  
B: Yes, / I / of / the / hand / like / my / back / it / know / .
- 2 A: How many women have succeeded in Formula 1 racing?  
B: I / many / know / not / but / don't / offhand / .
- 3 A: Can you help me? I need some information about space travel.  
B: know / nothing / it / to / next / about / I / .
- 4 A: When's the best time to go there?  
B: far / as / concerned / As / never / I'm / .
- 5 A: Who's Michael Vaughan?  
B: never / him / heard / I've / of / .
- 6 A: Who's the President of Colombia?  
B: head / I / top / tell / off / the / can't / of / my / you / .