

1

Communication

1.1 CONNECTIONS

IN THIS UNIT

GRAMMAR

- the continuous aspect
- the perfect aspect

VOCABULARY

- phrasal verbs
- scientific study
- idioms
- collocations

SCENARIO

- outlining problems, offering solutions, reacting to suggestions
- solving communication problems

STUDY SKILLS

- note-taking from listening to a talk

WRITING SKILLS

- writing and checking written communication



The more elaborate our means of communication, the less we communicate. J.B. Priestley, 1894–1984, British novelist

SPEAKING AND LISTENING

1 Discuss these questions in small groups.

- How do you communicate with the people below, and how often?
 - friends
 - neighbours
 - online/virtual friends
 - followers (on social media)
 - family members
 - colleagues
- When did you last ...
 - send an SMS/text message?
 - send an email?
 - write a letter (on paper)?
 - send a greeting card?
 - make a phone call?
 - use social media to contact someone?
 - speak to someone face to face?
 - make a presentation/speech?
- How do you prefer people to communicate with you?
- Which forms of communication do you use most often?
- Which forms of communication are most common in your country?

2a 1.1 Listen to five people talking about their communication habits and answer the questions.

Which person/people (1–5):

- 1 prefers conversations?
- 2 met someone by accident?
- 3 sometimes has technical problems with communication?
- 4 was suddenly contacted by someone?
- 5 thinks they are not up-to-date in their habits?
- 6 is interested in famous people?

2b Which forms of communication does each person mention?

3 Which person is most like you and least like you?

VOCABULARY

PHRASAL VERBS

4 Match the phrasal verbs from the listening with their meanings.

- | | |
|----------------------|--------------------------------|
| 1 get in touch with | a meet by accident |
| 2 track down | b maintain a relationship with |
| 3 bump into | c follow what is happening |
| 4 lose touch with | d find |
| 5 stay in touch with | e have no contact with |
| 6 keep track of | f exchange the latest news |
| 7 catch up with | g contact |

5 Complete these sentences to make them true for you. Compare your ideas with a partner.

- 1 The best way to track down a person who doesn't use social media is ...
- 2 I like to stay in touch with people who ...
- 3 If I bumped into an old friend after ten years, I'd ...
- 4 I like to keep track of what my friends are doing by ...
- 5 A person I have lost contact with who I wish I hadn't is ...
- 6 It is easier to get in touch with people when ...
- 7 The best time of day to catch up with people is ...

READING

6a Read the title of the article. What do you think it will be about? What do you think are the 'Six degrees of separation'?

6b Now read the article and check your predictions.

7 Complete the sentences with no more than three words and/or a number.

- 1 The majority of our communication is with _____ people.
- 2 The 'Six degrees of separation' idea dates from _____.
- 3 In the 1960s, an American sociologist attempted to _____.
- 4 The participants only had knowledge of the name, _____ location of the target.
- 5 The average number of steps to deliver the packets was between _____.
- 6 The results of the experiment appeared in _____.
- 7 A recreation of Milgram's experiment took place in _____.
- 8 The most recent experiment looked at the connections between _____ social-media users.

8 Find verbs and nouns in the article that are connected to scientific study.

9 **Reacting to the text** Discuss these questions in small groups.

- 1 What is your opinion of the ideas in the article about how closely people are connected?
- 2 How do you think the internet has improved communication?
- 3 What are the negative aspects of the internet in relation to communication?
- 4 Is any communication really 'private' these days?

SPEAKING AND WRITING

10a Work in small groups. Discuss these questions about non-verbal communication in your culture.

- **Greetings and saying goodbye** – What do people do (shake hands, kiss, bow, wave, etc.)? Does age or gender make a difference?
- **Personal space** – How near do people usually stand when talking? Do they ever touch?
- **Silence** – How important is this?
- **Body language** – Do people use a lot of gestures? Which gestures are common? Are there any gestures you should avoid?
- **Eye contact** – Is this important at all times?

10b How important are the above in more formal situations (giving a presentation/speech, taking part in a seminar/meeting, etc.)?

11 Write a list of the most important things to consider when communicating with people from your country.

'Think for a minute ... interesting ideas you need to know about'

HOW CLOSELY CONNECTED ARE WE? or 'SIX DEGREES OF SEPARATION'

Research shows we have regular communication with between seven and fifteen people, and that most of our communication is in fact with the closest five to ten people. However, perhaps we are closer to the rest of the world than we think. 'Six degrees of separation' is the theory that any person on Earth can be connected to any other person through a chain of not more than five other people.

The concept goes back to a 1929 book of short stories called *Everything is Different* by Hungarian author Frigyes Karinthy. He was very interested in friendship networks and his ideas influenced many of the early ideas about social networks.

In the 1950s, two scientists tried to prove the theory mathematically, but after twenty years, they still had not been successful. In 1967, an American sociologist called Stanley Milgram tried a new method to test the theory, which he called the 'Small-world problem'. He chose at random a sample of people in the middle of America and asked them to send packages to a stranger in the state of Massachusetts. The people sending the packages only knew the name, job and general location of the people. Milgram told them to send the package to a person they knew personally who they thought might know the target person. This person would then send the parcel onto a contact of theirs until the parcel could be personally delivered to the correct person. Amazingly, it took only between five and seven people to get the packets delivered, and the results were published in the magazine *Psychology Today*. It was this research that inspired the phrase 'Six degrees of separation'.

In the last few decades, the theory and the phrase has appeared again. It was first the title of a play and then a film. Then, in the mid-1990s, two college students invented the game 'Six degrees of Kevin Bacon'. They wondered how many movies the actor had been in, and how many actors he had worked with. The idea of the game is to link any actor to Kevin Bacon through no more than six links.

In 2003, Columbia University tried to recreate Milgram's experiment on the internet. This became known as the Columbia Small World project. The experiment involved 24,163 email chains with eighteen target people in thirteen different countries. The results confirmed that the average number of links in the chain was six.

Most recently, an experiment in 2011 at the University of Milan analysed the relationship between 721 million social media users and found that 92 percent were connected by only four stages, or five degrees of separation.

So, think about it for a minute. How might you be connected to a celebrity, politician or sports star?

READING

1a Work in groups and discuss how you feel when you have to do these things.

- give a presentation
- participate in a seminar or meeting
- meet new people

1b What advice would you give to people who are nervous about all the situations above?

2 Read the leaflet quickly. Are any of the points similar to your answers to Exercise 1b?

3 Read the leaflet again. Match these extracts from Anika Bhaskar's course handouts with the weeks in the leaflet.

A

Decide what you want to say before the seminar. Review it in your mind. Keep rehearsing it until you can say it confidently. There's truth in the old saying, 'Think before you speak'.

B

People from Britain and the USA often leave more space around them than other nationalities. They are more likely to move away when they feel that others are invading their space.

C

People judge you very quickly, so it is very important to make a good first impression. You look much more confident and capable when you have made an effort to smarten your appearance.

D

Your voice gives people a clear indication of how you are feeling. If we are stressed, our voices can crack under pressure and get louder – giving away our emotions.

E

Even when you are sitting still, your body is communicating with everyone in the audience. Aim to look confident. Remember, 'Actions speak louder than words'.

4 Are these sentences true, false or not given?

This course will:

- 1 help you if you have a speech impediment such as a stammer.
- 2 teach you how to walk properly.
- 3 teach you how to be assertive and aggressive.
- 4 teach you to understand and be aware of your listeners.
- 5 teach you how to interact successfully with other participants in a seminar.
- 6 not help you to prepare for a presentation.
- 7 help you to show your true nature.

5 Which communication skills mentioned in the leaflet are you good at? Which areas do you need to develop?

Do you want to communicate confidently?

The world of communication is changing rapidly.

The need for people to do public speaking in their work and studies is rising, be it face to face or via the web. Stress in the workplace is increasing dramatically – and one of the main reasons given by people is their lack of confidence in giving presentations.

More and more people are taking communication courses these days to help them in both work and home life.

If you find it difficult to speak up during seminars, or if you feel you can't get a word in edgewise when others are talking, then this small, friendly group will help you to manage these situations with more ease and confidence.

The course lasts for twelve weeks and aims to help you communicate more effectively.

Week	Aim
1	Remain in control of your emotions and your voice
2	Maintain good posture
3	Prepare what you want to say before the event
4	Use tone to engage people with interest and excitement
5	Dress smartly to make a good impression
6	Communicate in an assertive and not a passive or aggressive style
7	Stay calm and polite at all times
8	Participate actively in seminars
9	Consider your potential listeners
10	Be a good listener
11	Understand cultural differences
12	Be yourself

Facilitator: Anika Bhaskar

Anika is currently carrying out research for her doctorate on communication barriers. She became interested in communication skills while she was studying for her MBA at Edinburgh University.



VOCABULARY

IDIOMS

6a Match these idioms with their meanings.

- 1 actions speak louder than words
- 2 think before you speak
- 3 get a word in edgeways
- 4 hear it on the grapevine
- 5 be on the same wavelength
- 6 get straight to the point
- 7 have a quick word with someone
- a talk about the most important thing immediately
- b share similar ideas
- c hear about a rumour passed from one person to another
- d get a chance to say something
- e talk briefly to someone
- f what you do is more important than what you say
- g don't start talking until you have thought about what you want to say

6b Work with a partner and discuss the questions.

- 1 Does it irritate you when people do not get straight to the point?
- 2 When was the last time you felt you were really on the same wavelength as someone else?
- 3 Who was the last person to ask to have a quick word with you?
- 4 What have you heard on the grapevine recently?

GRAMMAR

THE CONTINUOUS ASPECT

7a Underline the seven continuous forms in the leaflet and course handouts.

The world of communication is changing rapidly.

7b Look again at the leaflet and answer these questions.

- 1 Is the amount of stress in the workplace changing?
- 2 Is the number of people taking communication courses staying the same?
- 3 Has Anika finished her research?
- 4 Is Anika's research for her doctorate temporary or permanent?
- 5 When did Anika become interested in communication skills?

8 Work with a partner and look at the verb forms in the sentences below. What is the difference in meaning between each sentence?

- 1 a I'm writing an email to my parents.
b I write a letter to my parents every week.
- 2 a I work in London.
b I'm working in London, but I'm looking for a job in Paris.
- 3 a When my colleague arrived, we were having dinner.
b When my colleague arrived, we had dinner.
- 4 a Everyone around me cried and screamed.
b Everyone around me was crying and screaming.
- 5 a I live in Istanbul.
b I am living with my parents at the moment.
- 6 a I walk to work every day.
b I am walking to work this week, as my car is broken.

→ Language reference and extra practice, pages 126–149

9a Read the beginning of the leaflet and answer these questions.

- 1 How is the world of communication changing?
- 2 How is stress in the workplace increasing?

GRAMMAR TIP

The present continuous is often used to talk about trends. Below are some of the most frequently used verbs, together with the adverbs they most commonly collocate with in academic texts.

change	constantly, dramatically, rapidly, frequently
increase	constantly, dramatically, rapidly
occur	frequently
expand	constantly, dramatically, rapidly
behave	differently

9b Think of as many sentences as possible about these topics using verbs and adverbs from the Grammar tip box.

The web is changing our lives dramatically.

- 1 The web
- 2 The use of tablets
- 3 The universe
- 4 Hurricanes
- 5 Men/behaviour
- 6 The population
- 7 Identity fraud

SPEAKING

10a Work in groups and talk about current trends in communication. Think about the following topics.

- reading
- texting
- the internet
- tablets
- telephoning
- writing letters
- writing emails
- smartphones
- using Twitter

People are reading fewer novels these days because they're using computers more.

10b Considering consequences Choose the trend you think is most important, worrying or interesting, and explain why. Say how it affects different groups or parts of society (e.g. large families, business people, students, publishers, libraries, etc.).

People are texting more and more these days because they find it so convenient. I find this worrying because it affects family relationships. I have even seen people texting at the dinner table or when they are out for a meal together. Personally, I find it very rude.

LISTENING

1 Discuss this statement in small groups.

'Men don't know how to listen properly.'

2 **1.2** Listen to two extracts about men and women communicating. In each case say who the people are and what the situation is.**3** Listen again and answer these questions.

- What are the following books about?
 - Talking from 9 to 5*
 - You Just Don't Understand*
 - You Were Always Mom's Favorite!*
- What is the essay *Would You Please Let Me Finish* about?
- What are the different factors that can affect conversational style?
- What have recent surveys shown?
- How long has May been married?
- Why is May feeling sad?
- How does May get on with her mother-in-law?
- Does May interrupt her husband a lot?

GRAMMAR

THE PERFECT ASPECT

4a Look at this extract from the listening and answer the questions.

M: We've had so many arguments recently and he has moved out.

R: Oh, when did he leave?

M: This evening. He phoned me from a café at 5 p.m. and asked me to meet him there after work to talk about our problems. But by the time I arrived at the café, he had left.

- Is May's husband living in her house now?
- Did he live in her house at some time in the past?
- Who was at the café first, May or her husband?
- Were they at the café at the same time?
- What did the husband do before May arrived?

4b Look at the extract again. Which tense do we use when we want to suggest a connection between these things?

- a past event and the present
- an earlier and a later past event

4c Look at Audio script 1.3 on page 168 and underline examples of the present perfect simple, the past perfect simple and the past simple.

→ Language reference and extra practice, pages 126–149

5 Seven sentences contain a mistake. Find the mistakes and correct them.

- Tannen wrote many books.
- In 2009, Tannen has written *You Were Always Mom's Favorite!*
- Have you read any of Tannen's books?
- When has this book been published?
- I realised that we met before.
- Is this the first time she spoke in public?
- Last night there have been an all-women panel on the show.
- When I arrived at the conference, the main speaker already finished.

6 Work with a partner to ask and answer questions about the following topics. Try to develop the conversation. Use the words and phrases in the box.

Have you ever?	How long ago?	When?	Who?
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A: Have you ever sent an aggressive email?

B: Yes, I have.

A: When did you do that?

B: In my first year at university.

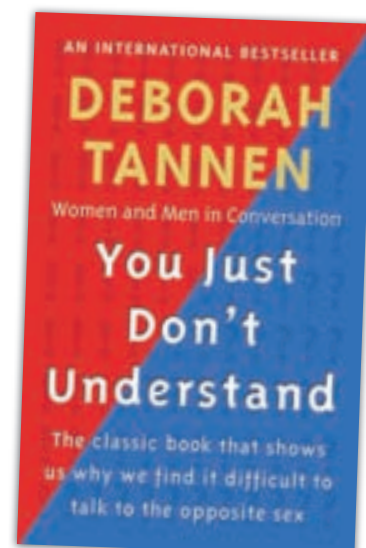
A: Who did you send it to?

- | | |
|-----------------------------------|----------------------------|
| 1 send an aggressive email | 5 have dream in which ... |
| 2 raise voice in a meeting | 6 tell lie |
| 3 interrupt | 7 write a difficult letter |
| 4 upset a friend when just joking | 8 use sign language |

READING

7a Do you agree with these statements?

- Women talk far more than men.
- Men talk about sport. Women talk about their feelings.
- Women and men communicate differently.

7b Read the two extracts from *You Just Don't Understand* by the academic Deborah Tannen. What does the author say (if anything) about the statements above?

Extract1

YOU JUST DON'T UNDERSTAND

'Put down that paper and talk to me!'

- I was sitting in a suburban living room, speaking to a women's group that had invited men to join them for the occasion of my talk about communication between women and men. During the discussion, one man was particularly talkative, full of lengthy
- 5 comments and explanations. When I made the observation that women often complain that their husbands don't talk to them enough, this man volunteered that he heartily agreed. He gestured toward his wife, who had sat silently beside him on the couch throughout the evening, and said, 'She's the talker in our family.'
- 10 Everyone in the room burst into laughter. The man looked puzzled and hurt. 'It's true,' he explained. 'When I come home from work, I usually have nothing to say, but she never runs out. If it weren't for her, we'd spend the whole evening in silence.' Another woman expressed a similar paradox about her husband:
- 15 'When we go out, he's the life of the party. If I happen to be in another room, I can always hear his voice above the others. But when we're home, he doesn't have that much to say. I do most of the talking.'
- Who talks more, women or men?
- 20 Women are believed to talk too much. Yet study after study finds that it is men who talk more – at meetings, in mixed-group discussions, and in classrooms where girls and young women sit next to boys or young men. For example, communication researchers Barbara and Gene Eakins recorded and studied seven university faculty meetings
- 25 They found that, with one exception, men spoke more often and, without exception, spoke for a longer period.

Extract2

YOU JUST DON'T UNDERSTAND

'Put down that paper and talk to me!'

- For most women, the language of conversation is primarily a language of rapport: a way of establishing connections and negotiating relationships. Emphasis is placed on displaying similarities and matching experiences. From childhood, girls
- 5 criticise peers who try to stand out or appear better than others. People feel their closest connections at home, or in settings where they feel at home – with one or a few people they feel close to and comfortable with – in other words, during private speaking. But even the most public situations
- 10 can be approached like private speaking.
- For most men, talk is primarily a means to preserve independence and negotiate and maintain status in a hierarchical social order. This is done by exhibiting knowledge and skill, and by holding centre stage through
- 15 verbal performance such as storytelling, joking or imparting information. From childhood, men learn to use talking as a way to get and keep attention. So they are more comfortable speaking in larger groups made up of people they know less well – in the broadest sense, 'public speaking'.
- 20 But even the most private situations can be approached like public speaking, more like giving a report than establishing rapport.

8a Read the two extracts again and complete these statements with M (men) or W (women).

- 1 _____ like to stand out.
- 2 _____ prefer private speaking.
- 3 _____ often speak for longer.
- 4 _____ are concerned about their rank and position in society.
- 5 _____ like to find things that are almost the same between people.
- 6 _____ often don't say much at home.

8b Underline the sections in the extracts that gave you this information.

9 Identifying stylistic devices Look at the two extracts again and underline examples of the following stylistic devices.

- anecdotes (short interesting stories about a person or event)
- using questions to raise interest
- using contrast
- direct speech

VOCABULARY

COLLOCATIONS

10a Underline the nouns in Extract 2 which collocate with verbs 1–6.

- | | |
|-----------------|------------|
| 1 establish(x2) | 4 maintain |
| 2 negotiate(x2) | 5 exhibit |
| 3 display | 6 impart |

10b Complete the sentences using the collocations in Exercise 10a.

- 1 Many businesses have _____ with local universities.
- 2 Psychology students need to _____ of the differences in gender communication.
- 3 This book looks at the difficulties young people can have when they _____ with friends and family.
- 4 The Nordic countries _____ as well as differences in terms of culture.
- 5 In sharp contrast to the communication style of men, which seeks to establish and _____ and dominance, women's communicating is more equal.
- 6 Communication is the art and technique of using words effectively to _____ or ideas.

SPEAKING

11a Work with a partner to think of three pieces of advice for men communicating with women, and women communicating with men. Use the information in this unit, and your own ideas.

11b Work with another pair to share your ideas. Choose the three best pieces of advice.

SITUATION

1 Look at the poster below and discuss the questions with a partner.

- 1 What services does the Advice Centre offer?
- 2 Have you ever used a service like this? Would you use it?
- 3 What kind of problems do you think the Advice Centre has to deal with?

2 **1.3** Two counsellors from the Advice Centre are discussing the financial problems of Marco, a student at the university. Listen and answer the questions.

- 1 What are the reasons why Marco cannot pay his rent?
- 2 Why is Marco in a 'difficult situation'?
- 3 What solutions does Carol propose to solve Marco's problems?

KEY LANGUAGE

OUTLINING PROBLEMS, OFFERING SOLUTIONS, REACTING TO SUGGESTIONS

3a Listen to the counsellors again and tick the expressions in the list that you hear.

- 1 The problem is, he's been spending too much money.
- 2 Well, the way to sort it out, surely, is to tell him to get a loan.
- 3 I'm not sure it's the right thing to do, Carol.
- 4 The trouble is, it's the third time he's run out of money.
- 5 He can't go on like that.
- 6 One way of dealing with this could be to look at his weekly expenses.
- 7 Mmm, great suggestion.
- 8 Well, there's an obvious solution.
- 9 We could talk to the owner of the flat.
- 10 That seems the best way to deal with it.

3b Match the expressions in Exercise 3a with these language functions.

- outlining problems
- offering solutions
- reacting to suggestions

3c Practise saying the expressions.

3d Match expressions a–g with the functions in Exercise 3b.

- a That seems to be the best way forward.
- b It's a tricky situation because ...
- c The best way to deal with it is to ...
- d It's a vicious circle.
- e That might well solve the problem.
- f The trouble is ...
- g That makes sense to me.

4 Work with a partner to discuss the situation below and suggest solutions. Try to use some of the expressions from the Key language.

Marco works every evening in a cafe to make more money. As a result, he often oversleeps and misses early-morning lectures.

Westfield University

Student Advice Centre

Got a problem? We're here to help.
Come and see us with any problem, big or small.

We deal with emotional matters, financial difficulties, problems with studies, problems between flatmates ... anything you want.

Just make an appointment

FLAT-SHARING

TASK

SOLVING COMMUNICATION PROBLEMS

5 Martin, Paul, Stewart and Carlos are students sharing a flat for a year. Read about them and discuss what problems could arise because of their different personalities.

6a The students are having problems living together. Work in groups of four. You are counsellors at the Advice Centre and are helping the students to sort out their problems. Each of you has met one of the flatmates. Read the notes of your conversation.

Counsellor A: look at page 155.

Counsellor B: look at page 157.

Counsellor C: look at page 161.

Counsellor D: look at page 163.

6b In your group, share information about the four students. Explain the point of view of the student you met.

6c Discuss the flatmates' problems and suggest solutions. Think about the questions below to help you.

- 1 Why are the students having so many problems?
- 2 Do they need more rules to improve relations in the flat?
- 3 Should they continue to live together?
- 4 Should they try to cancel their contract with the owner of the flat?
- 5 What is the best solution to their problems?

6d As a class, discuss the solutions you have thought of. What is the best solution?

7 Discuss which student you would most like to share a flat with, and give reasons. Which one would you least like to live with?



Stewart (English), aged 20, is the youngest flatmate. He is studying Modern Languages. Shy and lacking confidence, he is a typical introvert. He loves travelling and spends his vacations going all over Asia, alone. He is continually saving money for these trips and eats little food. An unemployed friend of Stewart, Tom, has been staying in the flat for over two weeks. Stewart does not like face-to-face communication or telephoning.



Carlos (Brazilian), aged 21, is studying Media. Easy-going, confident, he is always happy and relaxed. He spends a lot of time late at night telephoning his family in Rio de Janeiro, Brazil. He loves talking and chatting to friends. An untidy person, his favourite pastime is playing Brazilian music as loudly as possible.



Martin (English), aged 21, is studying Engineering. A strong personality, he is extrovert and sociable. He can often upset people because he usually speaks his mind. He likes to organise things and plans his life carefully. A tidy person, he has already put up several notices reminding his flatmates to keep the flat clean.



Paul (American), aged 26, is a postgraduate student. He comes from a very wealthy family – both his parents are top lawyers in the United States. Encouraged by his parents, he is also studying Law. Ambitious and very hard-working, he spends most of the day and night reading law books and writing assignments. He likes to communicate by email and often sends messages to his flatmates.

STUDY SKILLS

NOTE-TAKING FROM LISTENING TO A TALK

1 You are going to watch someone giving a lecture about public speaking. Discuss these questions in small groups.

- 1 Have you ever made a speech? How did you feel?
- 2 What tips do you think will be given?
- 3 What would you like to know about?

2a Structure of talks Formal talks, such as lectures, are usually structured in a very clear way, with 'signposts' to help listeners. Match headings 1–5 with examples a–e.

- 1 Introducing what is to come
- 2 Sequencing
- 3 Signalling the main point
- 4 Rephrasing
- 5 Exemplifying

- a For instance, ...
- b I intend to discuss ...
- c In other words, ...
- d The most important thing ...
- e Firstly, I want to ...

2b What other phrases do you know for each heading?

3 **▶ 1.1 Note-taking** Watch the first part of the lecture by James Hammond and make notes of the main points.

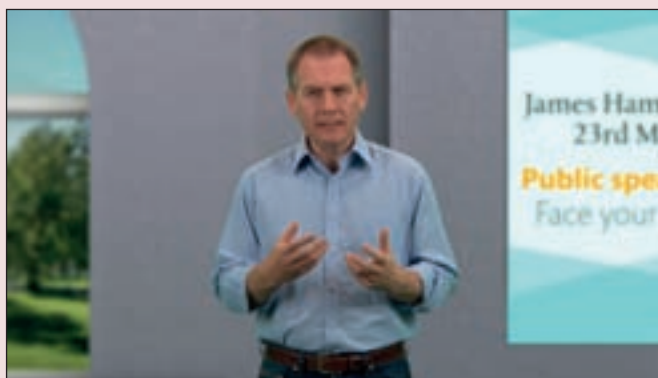
4a Compare your notes with a partner and discuss the questions.

- 1 Did you note the same information?
- 2 Did you make notes in the same way?
- 3 Which of the phrases from Exercise 2 did you hear? Which did you find most useful for your notes?

4b Which of these techniques did you use in your note-taking?

- arrows
- using headings/colours
- using a lot of space
- underlining key words
- using capital letters for very important ideas and points
- your own system of abbreviations and short forms (e.g. using one letter to mean a word or topic, S = speech, C = communication)

5 **▶ 1.2** Watch the second part of the talk and make notes of the main points. Use techniques from Exercise 4 which you think might be useful.



6 Compare your notes with the notes you made in Exercise 3. Is the second set of notes better or clearer?

7 Work in small groups and reconstruct what you heard using your notes. Look at the Video script on page 168 and check your ideas.

8 Discuss these questions.

- 1 Do you agree or disagree with any of the advice given by James?
- 2 Can you add anything else?
- 3 What is your opinion of the communication style of James?

WRITING SKILLS

WRITING AND CHECKING WRITTEN COMMUNICATION

9 Work with a partner to discuss these questions.

- 1 How often do you write emails?
- 2 How often do you send letters (either on paper or attached to emails)?
- 3 Do you write more emails for formal or informal situations?
- 4 Can you remember the last three emails you wrote? Who were they to? What was their purpose?

10 Register Read the two emails sent to the lecturer James Hammond. In each case, what is the relationship between the writer and James? How do you know this?

Dear Mr Hammond,

I attended your lecture on public speaking at the Communication Skills conference in London last week and I was very impressed. I am involved in organising something similar and I would like to invite you to speak at our conference in Milan, Italy, on 15 May. The talk would need to last for 60 minutes (45 minutes for the talk and 15 minutes for questions).

Please find attached a document giving full details of the programme.

Should you have any further questions, please do not hesitate to contact me.

I look forward to hearing from you.

Yours sincerely,

Elena Conti

Conference Organiser

Hi James,

Great talk last week on public speaking. I really enjoyed it. Do you want to give a talk at an industry thing I'm getting together in Italy in May?

The session needs to be an hour (45 mins for the talk and 15 mins questions).

See attached for the full prog.

Any problems or queries, just let me know.

Hope to hear from you soon.

Best,

Lisa

11 Complete the table with expressions from the emails.

	Formal/Neutral	Informal
Greeting		
Request		
Mention of attachment		
Additional information		
Future contact		
Ending		

12 The replies to the two emails are below, but they are jumbled. Decide which sentences go with which email and put them in the correct order.

	1	2	3	4	5	6	7
Email 1 (formal)	a						g
Email 2 (informal)	h						n

- a Dear Ms Conti,
 b Sorry, but I won't be able to make it this year as I've already got something on.
 c Once again I would like to apologise for not attending this year and for any inconvenience caused.
 d I am afraid that I will be unable to attend the conference this year due to a prior engagement.
 e If you want, I can see if I can find someone to step in.
 f Anyway, sorry again for not coming and I hope it doesn't put you out too much.
 g Yours sincerely, James Hammond
 h Hi Lisa,
 i Thank you for your email of 5 February inviting me to speak at the conference in Milan, Italy.
 j Please let me know about any other stuff you are doing in the future.
 k If you wish, I could recommend one of my colleagues to speak in my place.
 l Thanks for the invite to talk at the conference in Italy.
 m Please do not hesitate to contact me should you organise another conference in the future.
 n Best, James

13 Complete the table with expressions from the two replies in Exercise 12.

	Formal/Neutral	Informal
Thanking		
Giving bad news		
Offering help		
Apologising		
Future contact		

14 From your analysis of the four emails, list the general features of formal and informal language.

In informal language: missing out words, ...

15a Work with a partner. Choose one situation each and write an email.

- 1 Your college or workplace is opening a new building. Last week, you saw a television news item about the project. There was an interview with a former employee who worked in the old building for fifty years. Write an email inviting him/her to make a speech as part of the opening ceremony.
 2 A friend is returning soon from a study trip abroad. Write an email inviting him/her to give a talk to a group who will go on the same study trip this year. The talk should be about his/her experiences, and give some 'survival' tips.

15b Peer-checking Exchange your email with your partner. Check your partner's email for mistakes, using the system below.

Unlike notes which are only for you to understand, writing needs to be accurate to communicate effectively. People will also judge you on the accuracy of your writing, whereas they may judge speaking on communicative ability alone. Readers need to GRASP your message:

G – Grammar: check it!

R – Register: is the level of formality correct and consistent?

A – Appropriacy of vocabulary: is it the right meaning and register?

S – Spelling

P – Punctuation (commas, full stops, capital letters, etc.)

15c Write a suitable reply to your partner's email.

3

Sport

3.1 FAIR PLAY

IN THIS UNIT

GRAMMAR

- quantifiers
- definite and zero articles

VOCABULARY

- idioms
- self- abstract nouns

SCENARIO

- using emphasis and comparison
- giving a presentation

STUDY SKILLS

- understanding essay questions

WRITING SKILLS

- a for and against essay



Serious sport has nothing to do with fair play. George Orwell, 1903–1950, British author

SPEAKING

1a Work with a partner. You have three minutes to think of a different sport for each of these categories.

Name a sport where:

- 1 people often get injured
- 2 people wear special clothes
- 3 people have physical contact
- 4 you can only do it indoors
- 5 you can only do it outdoors
- 6 you usually compete as an individual
- 7 you are part of a team
- 8 you compete against the clock
- 9 animals are involved
- 10 men and women compete together

1b Work with a different partner to compare your ideas.

2 Discuss the questions about the sports you listed in Exercise 1a. Give reasons for your answers.

- 1 Which sport is the most competitive?
- 2 Which is the most dangerous?
- 3 Which has the most complicated rules?
- 4 Which is the most difficult to be good at?
- 5 Which is the most exciting to watch?
- 6 Which would you like to take up?

READING

3 Read the article about football quickly and match headings a–h with paragraphs 1–6. There are two extra headings.

- a More than a player
- b Breaking the rules
- c Taking football further
- d A football education
- e A final honour
- f The world's favourite sport
- g The best player in the world
- h Only for pleasure

4 Read the article again. Are these statements true, false or not given?

- 1 Miller played football professionally.
- 2 Miller was educated in England.
- 3 Miller scored a lot of goals.
- 4 Brazil first played against England in 1914.
- 5 Miller played for several teams in England.
- 6 Brazil has won the World Cup four times.
- 7 Miller has a football move named after him.
- 8 Miller started a football club in Brazil.

5 Underline all the words in the article which refer to people in sport. Match the words with these people.

Someone who:

- 1 watches sport
- 2 loves sport
- 3 teaches sport
- 4 makes sure rules are followed
- 5 plays a sport without being paid

6 Justifying opinions Work with a partner to discuss these questions.

- 1 Do you think football is 'the beautiful game'? Why?/Why not?
- 2 Which other sports do you think are beautiful? Why?
- 3 Miller felt football is about participation and doing your best, not money. Do you think this is still true today?

VOCABULARY

IDIOMS

7a Many idioms are based on sport, and on football in particular. Complete the idioms with the words in the box.

ball eye field game goal goalposts

- | | |
|--------------------------------|---------------------------|
| 1 be on the _____ | 5 a whole new ball _____ |
| 2 move the _____ | 6 score an own _____ |
| 3 take your _____ off the ball | 7 start the _____ rolling |
| 4 a level playing _____ | |

7b Match the idioms with their meanings.

- | | |
|---|---|
| a | a completely new or different situation |
| b | able to think or react very quickly |
| c | start something happening |
| d | change the rules/limits, making something more difficult |
| e | lose concentration |
| f | do or say something which has the opposite result to your intention |
| g | a fair situation |

8 Work in groups of three. Pick two or three idioms from Exercise 7 to talk about experiences you have had.

I remember a time when someone moved the goalposts on me. A lecturer gave me an essay title and I did a lot of work on it. Then two weeks later he completely changed the title!

Charles Miller Father of the beautiful game



1 _____
Football is the most popular spectator sport in the world – possibly the only global sport – and Brazil is arguably the greatest footballing nation in the world, having won the World Cup more times than any other country. Even people who are not keen on football have heard of Pelé, often considered the world's greatest player. However, how many football fans are familiar with the name of Charles Miller and his contribution to what Pelé called 'the beautiful game'?

2 _____
Known as the father of Brazilian football, Charles William Miller was born on 24 November 1874 in São Paulo to a Scottish father and Brazilian mother. In 1884, young Charles was sent to school in England, where he learned to play both football and cricket. Miller became skilled in running with the ball, heading and taking free kicks.

3 _____
In 1894, Miller returned to Brazil with two footballs and a copy of the rules of football. The São Paulo Athletic Club (SPAC) had been formed in 1888 by a group of British men who played mainly cricket. Miller persuaded them to take up football. He was also instrumental in setting up the Liga Paulista, the first football league in Brazil. Over the first twenty years of the next century, state championships were formed throughout Brazil and in 1914 the first national side played against Argentina.

4 _____
Miller was not only a great player, but also an excellent coach and administrator. In Brazil, he spent a lot of time and effort teaching and coaching Brazilians. After retiring as a player, he continued to be a referee until the age of fifty.

5 _____
When football became professional in Brazil in 1933, Miller was disappointed and decided to have no more contact with the game. He felt that sportspeople should be amateurs – he didn't like the introduction of money and business into sport. For Miller, football was a game, and about participation and doing your best, not money.

6 _____
Charles Miller's memory lives on in the skilful individual game which is Brazilian football. It is also kept alive in another way. When the São Paulo sports writers association brought out a dictionary of football terms in Portuguese, only one word survived from the vocabulary of the past: the charles or chaleira. Named after Charles Miller, it is a clever pass with the heel of the foot. The exciting ball skills of all the great Brazilian players, including Pelé, owe something to the pioneering spirit of Charles Miller and his passion for the game of football.





LISTENING

1 Work with a partner to tell each other about any martial arts you know. Think of five reasons for doing martial arts.

2 **3.1** Listen to Kevin Coles talking about his experiences. What is his connection to martial arts?

3 Listen to Kevin Coles again and put the topics in order.

- a when he got his black belt
- b how often he trains
- c how long he has been doing karate
- d how children react to getting a belt
- e his oldest student
- f different belts
- g having an impact on people
- h how adults react to getting a belt

4 **3.2** Now listen to the second part of the interview. Answer the questions.

- 1 Is karate a hobby or a way of life for most people?
- 2 Give at least two reasons why people start karate.

5 **Reacting to the topic** Work with a partner to discuss the questions.

- 1 After listening to this interview, are you motivated to take up a martial art? Why?/Why not?
- 2 How inspirational do you find Kevin Coles as a teacher?

READING

6 Read the leaflet quickly. What is its purpose?

University Shotokan Karate Club

Learn karate – the ultimate in self-defence and fitness

The university karate club was founded in 1962 and several members of our club have gone on to compete at national level.

- 5 All grades from beginners to advanced are welcome. The classes are suitable for both men and women.

TUESDAYS AND THURSDAYS | 6–8 p.m.

WEAVER HOUSE GYM

FIRST LESSON FREE

- 10 Unfortunately, over the last few years, assaults on innocent people have increased. Each of us has some ability to defend ourselves, but by learning a form of self-defence, we are not only increasing that ability, but also doing something to build our own sense of self-respect. Karate will show you a lot of simple and effective techniques
- 15 to protect yourself, giving you increased self-confidence.

Far too many people think martial arts are about violence. Martial-arts training is based on a lot of respect, self-discipline, self-control and non violence. We learn basic etiquette, courtesy and tolerance. Good manners and consideration for others are expected at all times.

- 20 Karate is the practice of blocking and striking techniques for the purpose of self-defence, health and self-development. Karate exercises the entire body. Techniques are practised on both sides of the body, therefore muscle imbalances do not occur and the strength, coordination, flexibility and agility of both sides of the
- 25 body are improved. Regular training in karate improves the body's physical stamina and suppleness. It also helps concentration and produces the mental calm and assurance that come from knowing we can defend ourselves.

Karate has many benefits, but they do not come easily or overnight.

- 30 Training requires ongoing commitment and hard work. Some of you will give up, but a few of you will get your black belt!



7 Read the leaflet again. Are these statements true, false or not given? Correct the false statements.

- Benefits from karate come very quickly.
- It is important to train on both sides of the body.
- There has been an increase in violence recently.
- The founder of karate was Gichin Funakoshi.
- There is a free introductory lesson.
- There is a karate championship every year.
- The word *karate* means 'empty hand'.
- Self-defence classes increase our ability to defend ourselves and build self-respect.

8 Read the leaflet again and cross out the options below that are *not* correct. (You can cross out one, two or three options.)

- Classes are suitable for
a beginners.
b intermediate students.
c women.
d children.
- Martial arts are based on
a violence.
b self-defence.
c respect.
d self-discipline.
- Which of the following does karate improve?
a stamina
b concentration
c politeness
d aggression
- Which of the following relate to the physical aspects of karate?
a flexibility
b agility
c courtesy
d suppleness

VOCABULARY

SELF-, ABSTRACT NOUNS

9a Find all the words beginning with *self-* in the leaflet and match them with these meanings.

- being happy about your character and abilities
- the certainty that you can do something successfully
- behaving calmly and sensibly even when you are angry, excited or upset
- the use of force to protect yourself when you are attacked
- making yourself do the things you should do
- becoming better at something

9b Underline the most appropriate combination with *self-* in each sentence.

- He shot her in *self-defence* / *self-respect*.
- He lost his *self-control* / *self-development* and screamed.
- It is difficult to keep your *self-respect* / *self-control* when you have been unemployed for a long time.
- He can only develop *self-defence* / *self-confidence* if he is told he is good and clever.
- The children are so badly behaved. They have no *self-confidence* / *self-discipline*.

10a Find the abstract nouns in the leaflet related to the following adjectives.

agile	calm	coordinated	courteous
flexible	tolerant		

10b Which three of the words in Exercise 10a are related to the body? Which two of the words are related to polite behaviour?

GRAMMAR

QUANTIFIERS

11a Look at the quantifiers in the box. Then find and underline the quantifiers in the leaflet.

almost no	almost none	far too much	hardly any
(a) little	much	none	

11b Divide the quantifiers into three groups: those used with plural countable nouns, those with uncountable nouns and those used with both.

GRAMMAR TIP

All of the quantifiers can be used with *of + the/my/these, etc. + noun/pronoun*.
Hardly any of my friends are taking exams this year.

→ Language reference and extra practice, pages 126–149

12 In which sentences does the phrase in bold mean 'not many/much'? In which does it mean 'some'?

- I'm pleased to say that **a few** of you will get your black belt next year.
- Unfortunately, **few** of you are likely to pass the exam.
- There's **little** time to practise for the grading next week.
- We've got **a little** time left. What shall we practise?

13 Correct the mistakes in the sentences.

- Several my friends have taken up volleyball recently.
- Far too much children lack discipline these days.
- Could you give me little help?
- A little of the parents take up martial arts with their children.
- Hardly any the spectators left before the end of the game.
- It's great that we managed to get few tickets.
- This sport is so new that we have a little information about it.

14 Make sentences from the prompts that are true for your country by adding a quantifier. Compare your answers with a partner.

- people do karate
- women play football
- people spend money watching sport in stadiums
- children do regular exercise
- children eat healthily
- children spend time doing sport

*Children spend a lot of time doing sport in my country.
Not many people in my country do karate.*

READING

1 Work with a partner to discuss the questions.

- 1 Which sportswoman/women do you most admire? Why?
- 2 How do you think they got to the top of their sport?

2 Read the article quickly and answer the questions.

- 1 What is it about?
- 2 What is the main point?
- 3 Is it from an encyclopaedia entry, an academic book or a blog?
- 4 Who do you think the writer is?

3a Read the article again and match questions a–d with gaps 1–4 in the article.

- a Why am I doing this?
- b Why do Olympic athletes push themselves to the limit?
- c Can this become obsessive?
- d Don't they know what it takes to get there?

3b The writer uses nine questions in the article. Why do you think she does this? What is the effect?

4 **Inferring** Based on the article, which sentences are true about the writer in real life, do you think? Why?

- 1 She is a professional triathlete.
- 2 Her first sport was rugby.
- 3 She started competing for the British and Scottish triathlon team at the age of fourteen.
- 4 She once said, 'Anyone that knows me knows I train all hours of the day.'
- 5 She usually trains four to six hours a week.
- 6 She has retired from triathlons and now plays for the Scottish Women's rugby team.

5 Work with a partner and answer the questions.

- 1 Do you admire the writer, or do you think her obsessiveness is unhealthy? Why?
- 2 Have you ever made sacrifices in order to achieve something? If so, what?

SPORT

GETTING TO THE TOP



¹ _____ We miss birthday parties, ruin family holidays and skip nights out, but there is a very good reason for making such sacrifices. 'We're worried about you,' said my friend from across the table. He was worried that I had no longer become fun to train with and that I was in danger of being left with only a world championship jersey and no one to share it with.

I could have become angry or defensive. Don't they know how hard it is to be at the top in sport? ² _____ However, deep down I knew elements of what he was saying were right. I was always tired and every workout had a mental intensity that seemed too much for most to handle. I was pushing the limits and extremes beyond what most thought were healthy.

These are the demons I face as a professional athlete on a day-to-day basis. Who am I doing this for? How much is too much?

³ _____ How can I be so selfish? What are the sacrifices for?

I think of countless birthday parties I have missed or nights out I have sidestepped, ruining a family holiday in France because of the endless search for a swimming pool to train in, almost missing my brother's wedding because I was too busy hiring a car in downtown Johannesburg and driving through the 'no-go' areas in order to do a group ride with the local triathletes. The list is endless.

It boils down to this: I was born with an inordinate amount of drive and determination. From a small girl, I would stay in at lunchtime just to get ahead on class work rather than go out and play; I would get the bus on my own at ten years old and go to swim 100 lengths of the pool while other kids played on floats; I was the only girl in a rugby club of 250 boys. I have always lived my life to extremes. Call it unhealthy if you want, but that is the way I roll, no matter what it is I'm applying myself to.

Being a professional athlete is no different. If you want to be an Olympic champion, it's all about that little extra thing you have done in your preparation that will set you apart from your competitors.

⁴ _____ Absolutely. But if your dream is to be the best and reach the podium, you had better be obsessive about your sport. In the words of the British triathlete Alistair Brownlee even if it means getting injured, 'I'd prefer to have three or four cracking years of winning stuff than having ten years of being average.'

6a Find words or phrases in the article with these meanings.

- 1 when you give up something important in order to get something more important
- 2 strength
- 3 something that is much greater than usual
- 4 the refusal to let anything prevent you from doing what you have decided to do
- 5 to make someone different from or better than other people
- 6 thinking about something all the time

6b Complete the sentences using words or phrases from Exercise 6a.

- 1 Esther Vergeer was so dominant in her sport due to her _____ and mental toughness.
- 2 Her parents _____ a lot of _____ to give her a good education.
- 3 Serena Williams says she is a perfectionist and _____ about tennis.
- 4 Usain Bolt's speed _____ him _____ from other competitors.
- 5 The reporter was surprised by the _____ of Mike Tyson's emotions.
- 6 Some athletes cannot deal with the _____ of sporting success and failure.

GRAMMAR

DEFINITE AND ZERO ARTICLES

7a Find the phrases from the box in the article.

the table the sacrifices push the limits the best
drive Johannesburg the only girl birthday parties

7b Complete the rules about the definite and zero articles using the phrases in Exercise 7a.

We use the definite article *the*:

- when we mention a noun a second time (e.g. *the pool*). *The* may be used on a first mention if it is when we refer to something unique (e.g. ¹ _____).
- for superlatives (e.g. ² _____).
- with known things that are local and very familiar to most people in the context and do not need to be introduced or explained (e.g. ³ _____).
- with certain idioms (e.g. ⁴ _____).
- with countries which include Republic, Union, Kingdom, States, Emirates (e.g. *the United Arab Emirates*) and plural names (e.g. *the Philippines*).

We use the zero article:

- with proper nouns, i.e. the names of people and places (e.g. ⁵ _____).
- with plural countable nouns referring to things in general (e.g. ⁶ _____).
- with uncountable nouns referring to something in general (e.g. ⁷ _____).

→ Language reference and extra practice, pages 126–149

8 Edit the text about Esther Vergeer. Find and correct seventeen mistakes in the use of articles.

According to Richard Krajicek, Esther Vergeer is, 'maybe most successful athlete of all the time'. The wheelchair tennis champion from Netherlands retired in 2013 after going over ten years unbeaten, ending one of most amazing careers in any sport.

Last time she lost was on 30 January 2003 in the Sydney. She went on to win her next 470 matches.

She took number one spot in her sport in 1999 and won first of her four gold Olympic medals in Sydney in 2000. She won her last Olympic gold beating Aniek van Koot in Paralympics final in the London in 2012. She will not now surpass longest run of wins in sport – 555 by the Pakistani squash legend, Jahangir Khan.

Vergeer started playing the wheelchair tennis at age of eight after losing the use of her legs following the spinal surgery.

She is an ambassador of the Laureus foundation for the children with disabilities. The children are encouraged to develop and express themselves.

Roger Federer praised her, 'She is an astonishing athlete, a huge personality, and she has achieved one of most amazing feats in our sport.'



PRONUNCIATION

9 3.3 Weak forms of *the* Listen carefully to five sentences. Is there a definite article before these nouns in the sentences? Use the context to help you.

- | | |
|-----------------|----------------------------------|
| 1 university | 4 tennis players, wrist injuries |
| 2 university | 5 tennis players, courts |
| 3 game, captain | |

SPEAKING

10a Work with a partner. Choose the four most important things you need to get to the top in sport. Then rank them 1 (most important) to 4.

aggression intelligence stamina patience
mentaltoughness strength positivity humility
concentration self-discipline

10b Work with another pair to explain your choices.



MEET THE EXPERT

Watch an interview with Dr Elizabeth Pummell, a sports psychologist, about the science of sports psychology. Turn to page 150 for video activities.

SITUATION

1a Work with a partner. Write the names of two famous sportspeople for the sports in the box.

athletics baseball basketball boxing football
golf ice hockey motor racing swimming tennis

1b Work with another pair to compare your choices.

2 Read the situation and answer the questions.

- 1 Why has the sports channel decided to have a competition?
- 2 What does the channel mean when it says 'modern sportsperson'?
- 3 How will the winner be chosen?

A new television channel, Global Sports, has just started broadcasting. To attract viewers' interest, it has announced a competition to decide the greatest modern sportsperson, male or female. The channel has invited viewers to email the sportsperson they consider to be the greatest in the last ten years. They have to make a case for their chosen sportsperson. The writers of the most interesting emails will be invited to the studio to take part in a debate. They will present their case and attempt to persuade the audience that their sportsperson should win the competition. Finally, a vote will be taken and the winner announced.

3a Work in small groups. What should be used as the criteria for choosing the greatest modern sportsperson? Choose the six things which you consider to be most important.

- age
- nationality
- achievements
- exceptional qualities
- strengths compared to the competition
- charisma
- status as a role model
- fame
- ability to overcome difficulties
- contribution to their sport

3b As a class, agree on six criteria to be used in the competition. Then transfer your criteria to the scorecard in Exercise 8b.

4 **3.4** Listen to a short talk about Yuna Kim, the Korean ice skater. Listen and answer the questions.



- 1 Why did Yuna have problems practising her skating when she was young?
- 2 How successful were her skating programmes in the 2010 Olympic Games?
- 3 Besides skating, what other talents does Yuna have?



Pelé



Carl Lewis

WHO IS THE GREATEST?

KEY LANGUAGE

USING EMPHASIS AND COMPARISON

5a Listen again. Note the words and phrases that the presenter uses to emphasise her points. Think about the language below.

- adjectives – *an outstanding achievement*
- adverbs – *a truly remarkable sportswoman*
- expressions – *Above all*

5b Check your answers in Audio script 3.4 on page 171. The emphatic words/phrases are in bold.

5c Look at Audio script 3.4 again and underline words or phrases which are used to make comparisons.

the greatest

6 Put the sentences in order.

- 1 Pelé / Brazilian / was / footballer / a / fantastic / truly
- 2 incredibly / Jessica Ennis / sportswoman / is / talented / an / versatile / and
- 3 considered / female / best / player / soccer / history / in / is / the / Mia Hamm / to / be
- 4 What's / Serena Williams / about / is / determination / her / extraordinary
- 5 Usain Bolt / perhaps / greatest / the / is / modern / athlete / times / in
- 6 Compared / Federer / tennis players / are / not / versatile / to / other / most / as
- 7 Lionel Messi / skilful / than / most / footballers / more / is / far / other
- 8 Li Na / unbelievable / to / win / the / US Open Championship / tennis / played
- 9 Yuna Kim's / performance / was / about / What / its / elegance / remarkable / was
- 10 is / so / Yi Shewen / about / her / amazing / What / youth / is
- 11 Babe Ruth / all / was / baseball / arguably / the / player / greatest / of / time
- 12 In / Ayrton Senna / a / far / driver / Michael Schumacher / was / than / better / opinion / my

TASK

GIVING A PRESENTATION

7a You are attending a television debate on the greatest modern sportsperson. You are going to give a short talk (two to three minutes) on your outstanding modern sportsperson. Choose one of the options below.

- 1 Choose one of the personalities on page 164.
- 2 Choose a sportsperson you know well. (Someone active in the sport within the last ten years.)

7b Prepare your talk by making notes. Organise your talk so that you cover as many of the criteria as possible.

8a Work in groups of four and make your case for your sportsperson. When you listen to the other presentations, ask questions at the end of each one. Then fill in the score card for each sportsperson (see below). Do not put a score for your own choice.

8b After the presentations, add up the scores and decide on the winner.

Criteria	Sportsperson's name		
1			
2			
3			
4			
5			
6			
TOTAL			

Marking code: 4–5 = outstanding, 2–3 = good, 0–1 not good

If you have no information about a sportsperson for one of the criteria, give a score of 3.

Martina Navratilova

Mohammed Ali

Babe Ruth

STUDY SKILLS

UNDERSTANDING ESSAY QUESTIONS

1 What makes a good essay? Make a list.

It should have a clear structure ...

2a Understanding key words Work with a partner. Look at the essay questions and discuss what you think each question is asking. Underline the key words.

- 1 Analyse the reasons why the bad behaviour of spectators at sports events has increased in recent years.
- 2 Compare and contrast the achievements of two sports stars.
- 3 To what extent is winning the most important aspect of sport?
- 4 Account for the success of Association Football around the world.
- 5 Outline the benefits of children doing sport at school.
- 6 Top sportsmen and women are paid too much. Discuss.
- 7 Describe the role of a captain in team sports.

2b Match words and expressions from the essay questions in Exercise 2a with meanings a–g.

- a give reasons for, explain
- b give a description of the main features or characteristics of something
- c look at in detail
- d talk about how far something is true or not
- e give both sides of an argument (e.g. for and against)
- f briefly give (the positive aspects)
- g show how two or more things are similar or different

3a 3.5 Essay writing Listen to a lecturer who has just finished a study skills workshop and is answering questions. What questions do the students ask?

3b Listen again and complete the notes about essay writing using one word for each gap.

Notes

Preparing to write

- 1 _____ the title – 2 _____ the key words.
- 3 _____ what kind of structure the title indicates.
- 4 _____ some notes.
- 5 _____ your ideas.
- 6 _____ yourself questions.
- 7 _____ your notes.

Writing

- Use the beginning, 8 _____ and 9 _____ approach.
 In the first paragraph you should 10 _____ the question in your own words and 11 _____ the topic.
 In the final paragraph you should 12 _____ back to the question and 13 _____ your own opinion (if needed).

Language

- Academic writing tends to be 14 _____ in tone.
 Try to leave 15 _____ out of your writing.
 16 _____ structures are common.
 Avoid 17 _____ and contractions.

Top sportsmen and women are paid too much. Discuss.

- 1 In recent years, the amount of money earned by top sportsmen and women has risen and attracted a lot of media attention. Stars of high-profile sports such as football, golf, tennis, boxing and motor racing often feature in lists of the world's richest people. The objective of this essay is to decide if these sportspeople should receive such large amounts of money.
- 2 It is true that not all sports stars are very well paid, but certain individuals do earn an enormous amount. The earnings of these sports stars come from a number of sources. Firstly, there are the huge salaries for some stars, for instance footballers. Secondly, there is the prize money available for winning major sporting competitions and trophies. Finally, and perhaps most lucrative for many top sports stars, are sponsorship deals and advertising contracts.
- 3 Many people argue that these stars deserve their earnings for a number of important reasons. Sports players provide entertainment, like any well-known actor or pop star. They are professional people at the top of their chosen career. In simple terms, they are the best at what they do, and should be paid accordingly. They have put in years of training to be as good as they can be at their sport.



4 Work with a partner. Choose one of the essay titles from Exercise 2a, analyse it and discuss what you would include in it.



It can also be argued that most sports stars have a relatively short career, and so need to earn a lot of money in a short time to support them when they retire. In some sports, there is a risk of serious injury and death. Sportsmen and women should be compensated for this risk.

- 4 In contrast, some people argue that it is wrong to pay sports stars these huge amounts of money when there is so much poverty in the world. Sports stars do not save lives or really contribute much to society, apart from providing entertainment, which can be seen as unnecessary. It is also clear that these sports stars often have extravagant lifestyles, appearing in celebrity magazines and generally not using their wealth in a positive way. Some, even though they are role models for young people, actually behave very badly.
- 5 In conclusion, it is obvious that there are differences not only between sports, but also between individuals in the same sports. On balance it can be said that sports stars are worth the money they earn, as they have the ability to enhance people's lives by their achievements. They manage to unite whole countries during significant competitions, which is something even politicians are rarely able to do.

WRITING SKILLS

A FOR AND AGAINST ESSAY

5 Work with a partner. How do you feel about the amount of money top sportspeople earn?

6 Read the essay and answer the questions.

- 1 Which sports are mentioned?
- 2 What sources of income are mentioned?
- 3 What is the writer's opinion?

7 Read the essay again and match ideas a–e with paragraphs 1–5.

- a arguments against the proposition
- b conclusion and opinion
- c introduction and restatement of question
- d arguments for the proposition
- e background information

8a **Introductions** Which of the following might you find in the opening paragraph of this type of essay?

- 1 your opinion
- 2 a context for the question, or background information
- 3 your aim/target (i.e. what you are going to argue in the essay)
- 4 a restatement of the question
- 5 arguments and examples
- 6 a recommendation

8b Look at the introduction of the essay and check your answer.

9a Two common ways of starting an introduction are to talk about changes over time or to generalise about the current situation.

What do opening expressions 1–7 do? Which tenses are used with each?

- 1 Over the last twenty years, ...
- 2 Many people nowadays, ...
- 3 In the past decade, ...
- 4 Since the late 1990s, ...
- 5 These days, ...
- 6 For centuries, ...
- 7 At the present time, ...

9b Look again at the essay questions in Exercise 2a and write some opening sentences using phrases from Exercise 9a.

10 **Formal expressions** Match formal expressions in the essay with meanings 1–8.

- 1 My aim here is to look at ... (paragraph 1)
- 2 like (paragraph 2)
- 3 A lot of people feel ... (paragraph 3)
- 4 In other words, ... (paragraph 3)
- 5 On the other hand, ... (paragraph 4)
- 6 It also seems to me that ... (paragraph 4)
- 7 To sum up, ... (paragraph 5)
- 8 Overall, ... (paragraph 5)

11a Work with a partner to discuss the essay questions.

- 1 There is too much emphasis on winning in sports today. Discuss.
- 2 Sports involving animals should be banned. Discuss.
- 3 Men are more interested in sport than women. Discuss.

11b Choose one essay to plan together. Then write your essays individually, using the notes you made in Exercise 3b, the structure in Exercise 7 and expressions from Exercise 10.

5

Transport

5.1 GETTING FROM A TO B

IN THIS UNIT

GRAMMAR

- modal verbs and ways of expressing ability, possibility and obligation (future and past)

VOCABULARY

- transport
- safety features
- collocations
- words from the text

SCENARIO

- the language of meetings – summarising
- evaluating proposals

STUDY SKILLS

- using graphs, charts and tables

WRITING SKILLS

- describing information in a table



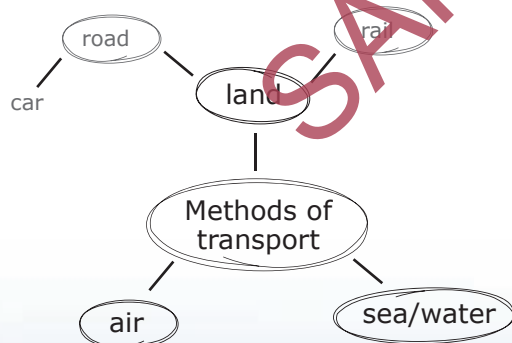
Everywhere is walking distance if you have the time. Steven Wright, 1955–, US comedian

LISTENING AND VOCABULARY

TRANSPORT

1 What methods of transport do you use most often?

2a Work with a partner. Add some of your own ideas to the word web.



2b What are the advantages and disadvantages of the different methods of transport?

3 **5.1** Listen to four people talking about transport and answer the questions.

- Which method of transport is each person talking about? Which words helped you decide?
- How do they feel about the method of transport in general?

4a Match the words and phrases in the box with the methods of transport mentioned in the listening.

fogbound runway	lane closure	low tide
platform alteration	engineering work	lost baggage
delayed sailing	rough weather	signalling problems
long tailback	turbulence	congestion charge

4b Listen again and check your answers.

5 What is your own experience of the transport mentioned in Exercise 3, both in general and the last time you used these methods? (Think about punctuality, convenience, comfort, cost, speed and efficiency.)



READING

6 Work in small groups and discuss the questions.

- 1 Do you drive? Do you enjoy it? Why?/Why not?
- 2 If you don't drive, would you like to? Why?/Why not?
- 3 How do you feel about the quality of driving in your country? What about other countries you have visited?

7a Which of the following do you think are the most important as causes of crashes on the road today? Choose your top three. Then, explain your choices and reasons to a partner.

- | | |
|----------------------------------|-----------------------------|
| 1 the age of drivers | 5 mechanical problems |
| 2 speed | 6 the sex of drivers |
| 3 the number of cars on the road | 7 the psychology of drivers |
| 4 the weather | 8 the quality of roads |

7b Read the article below quickly and decide which the writer feels is the most important cause.**8** Read the article again. Which methods below of making roads safer are mentioned? Support your choices with examples.

- 1 restricting the speed at which people can drive
- 2 introducing technological innovations to make people slow down
- 3 educating drivers
- 4 improving safety features in cars
- 5 having tough penalties for drivers who break the law
- 6 introducing an upper age limit for drivers
- 7 assessing drivers' abilities and issuing of documents
- 8 introducing street lighting to improve visibility

9 **Analysing arguments** Read the article again and answer the questions. Then compare your answers with a partner.

- 1 What are the main points made by the writer?
- 2 How well do you think the writer supports these points?
- 3 Which arguments in the text do you find convincing/unconvincing. Why?

The dangers of safety

Travelling by road is widely accepted as being the most dangerous way to travel, with far more deaths per kilometre than rail, sea or air. In fact, while road traffic injuries represent about 25 percent of worldwide injury-related deaths, fatalities on the road in the UK have been decreasing for some time, with the most recent figure standing at 1,901. We take a look at why the number is decreasing, but why it seems impossible to eradicate fatalities completely.

Over the years, different methods of reducing the number of crashes have been tried. The Locomotive and Highways Act of 1865 introduced the idea of speed limits to the motoring world. Since then, more and more ways of controlling the behaviour of drivers have been introduced, such as one-way streets and traffic signals, as well as compulsory driver testing and licensing. These days, there are many more methods of enforcement, including speed cameras and fines for breaking motoring laws.

Another solution has been to make cars themselves safer in case of an accident. This has resulted in a focus on passive safety or crash survival rather than active safety or avoiding crashes. There are many innovations by motor manufacturers which have made cars safer, such as seat belts, traction control, anti-lock brakes and airbags. At the same time, a lot of attention has also been paid to car interiors. This means cars have got quieter, more comfortable and more luxurious. Taken together, these improvements have tended to make the driver feel more in control and insulated him/her from the fast-moving and dangerous environment outside the car. Given that cars are now safer as these improvements have been made, it is surprising that the number of pile-ups is not decreasing.

Actually, it is wrong to talk about safe and dangerous cars in this way. The key to this problem is not actually the car, but the driver. In fact, making drivers feel safer is not the solution to the problem, it is the cause of the problem. As drivers feel safer, it encourages them to drive aggressively and to ignore other road users and therefore increases the number of crashes. The problem of car safety is not an engineering problem but a psychological one. Ironically, if we want the roads and driving to be safer, we need to make cars more dangerous!

VOCABULARY

SAFETY FEATURES

10a Without looking back at the article, complete these safety features.

- | | |
|-----------------|-------------------|
| 1 speed _____ | 5 seat _____ |
| 2 one-way _____ | 6 traction _____ |
| 3 traffic _____ | 7 anti-lock _____ |
| 4 _____ cameras | 8 air _____ |

10b Discuss the questions with a partner.

- 1 Which three of the safety features do you think are the most important, and why?
- 2 Which do you think are the least popular with drivers in your country?
- 3 Is there another safety feature you would like to see made compulsory in all cars, e.g. on-board cameras?

SPEAKING AND WRITING

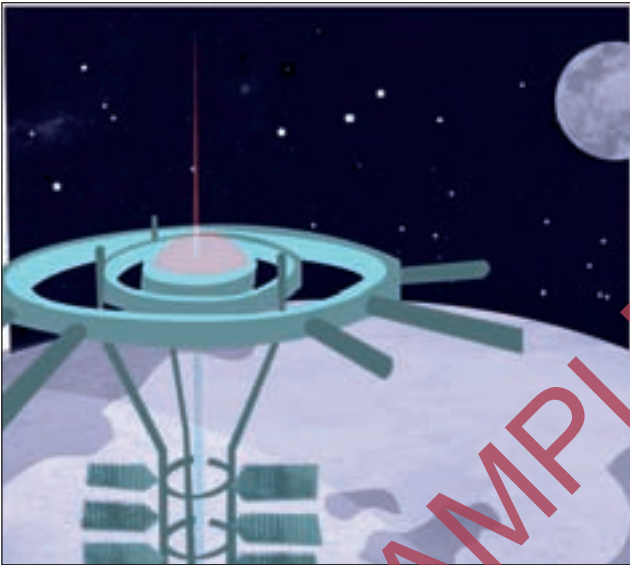
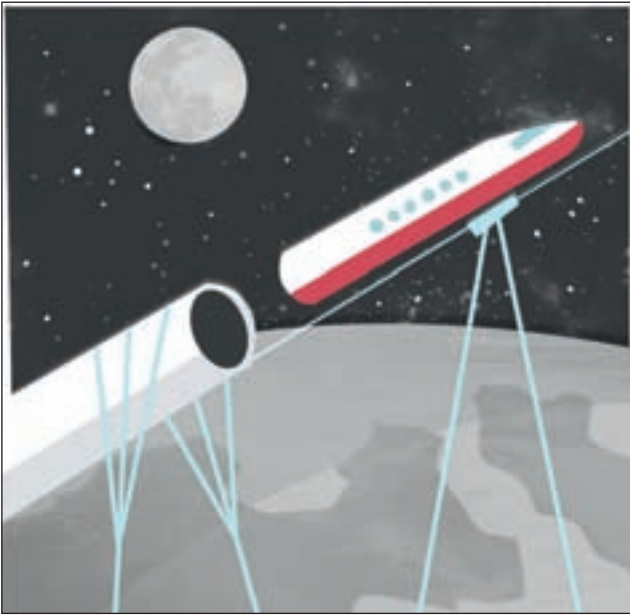
11a Work in groups of three. You are going to have a discussion about the best ways of making the roads safer.

Student A: look at page 155.

Student B: look at page 157.

Student C: look at page 161.

11b Discuss the ways of improving road safety. Decide together which method you think would be the most effective.**11c** Report your decisions to the class.**11d** As a class, reach a decision as to the best course of action on this issue.**12** Write your recommendations for a report on road safety.



LISTENING

1a You are going to hear a news report. Look at the two pictures. What do you think the report will be about?

1b **5.2** Listen and check your predictions.

2 Listen again. Are these statements true, false or not given?

- 1 The two new ideas involve conventional rocket ships.
- 2 The space train involves a train carriage in a vacuum tube.
- 3 One of the inventors of the space train also invented superconducting Maglev.
- 4 Estimates suggest that building an Orbital Maglev space train that could carry passengers would take 20 years.
- 5 The space-elevator base station would be located near the equator.
- 6 A Tokyo-based construction company hopes to have a space elevator operational by 2030.
- 7 Both ideas would be cheaper than using conventional rocket ships.

3 What other transport developments do you think will take place in the next 50 years? Why will these happen?

READING

4 Read this introduction to an article quickly. Find six reasons why transport will change over the next fifty years. Are they the same as your reasons in Exercise 3?

During the next fifty years, there will be great changes in our means of transport. Some of the new developments will come from our need to depend less on fossil fuels as a source of power. Other developments are likely to respond to the ever-faster pace of society by aiming to increase the speed of different means of transport, and others may pander to the thrill-seeking sections of society by introducing newer and more exciting methods of transport. Looking specifically at traffic on our roads, some developments will reflect our need to reduce traffic congestion. Others will focus on our need to reduce traffic accidents. Finally, some developments will focus on saving wasted commute time.

5 Work with a partner. Read your part of the article. Which two of the reasons given in Exercise 4 does your text describe?

Student A: read Text A. Student B: read Text B on page 158.

A A Chinese company has made a significant contribution to reducing traffic congestion, while making use of existing infrastructure. Cars will be able to drive underneath a giant bus which runs on wheeled 'legs'. The enormous bus is as wide as two road lanes and carries more than 300 passengers per bus. Preliminary findings suggest the bus network could carry as many as 1,400 passengers at once. The bus will travel at a speed of up to 60 km per hour. Passengers will get on and off at elevated stops and in the event of emergencies, passengers would escape from the bus using an inflatable slide, like on a passenger aircraft. The bus will need to have the roads it runs on redesigned with rails for the bus to run on, or white lines that an automated system can use as guides.

In the future, we will all have to travel in a more carbon-efficient way and it is hoped that each bus could reduce fuel use by 860 tonnes per year, bringing carbon emissions down by 2,640 tonnes. Its designers say it might reduce traffic congestion in China's crowded cities by as much as 30 percent. Traffic jams in rush hour may soon be a thing of the past.



6a Read your text again and make notes on the main points. Include the following.

- what your project is
- which country your project originates in
- what the advantages of your project are

6b Tell your partner about the main points in thirty seconds, using your notes. Do not look back at your text.

7 Evaluating projects Work in small groups and discuss the questions.

- 1 Which of the four projects (two in the listening, two in the reading) do you find the most convincing?
- 2 Which would you most like to invest in?
- 3 Which has the most advantages and solves the most problems?
- 4 Which has the most potential problems?
- 5 Which would be most suitable for your country?

VOCABULARY

COLLOCATIONS

8a What word often comes before these nouns?

- | | |
|----------------|------------|
| 1 contribution | 6 hour |
| 2 congestion | 7 advances |
| 3 findings | 8 future |
| 4 system | 9 impact |
| 5 emissions | 10 error |

8b Look at the texts again and check your answers.

8c Complete the text with collocations from Exercise 8a.

¹ _____ of a study currently being carried out by the Departments of Transport and Health have shown that reducing transport activity by 30 percent will reduce ² _____ and will have a ³ _____ on health conditions in the not too ⁴ _____. Reducing ⁵ _____, especially at peak times like ⁶ _____, will improve traffic flow. This will also reduce stress. ⁷ _____ in the use of sensors in driverless cars may eliminate ⁸ _____ and reduce traffic accidents.

GRAMMAR

MODAL VERBS: ABILITY, POSSIBILITY AND OBLIGATION (FUTURE)

9 Work with a partner. Look at the texts and find ways of expressing future ability, possibility and obligation. Complete the table.

	Ability	Possibility	Obligation
TextA			
TextB			

→ Language reference and extra practice, pages 126–149

10 Work with a partner. There are grammatical errors in six of these sentences. Correct the errors and discuss what is wrong in each case.

- 1 Security will must improve in airports in the next twenty years.
- 2 Astronauts will never be able to travel to the sun.
- 3 We might work faster than that if we want to meet the deadline.
- 4 In fifty years' time, we will all have to travel in space because space travel will become much cheaper.
- 5 In twenty years' time, many of us can travel on magnetic trains.
- 6 He's had an accident so I'll be able to drive him to hospital.
- 7 We will need find feasible renewable energy sources in the near future.
- 8 We will have to apply for our travel visas before the end of the month.

11 Complete the sentences and discuss them with a partner.

- 1 In five years' time, I'll be able to / I'll have to / I might ...
- 2 In ten years' time, I'll be able to / I'll need to ...
- 3 In twenty years' time, I won't be able to / I won't have to / I might not ...

SPEAKING

12 Work with a partner and make predictions about the future to complete the sentences.

- 1 Governments _____ within the next 20 years.
- 2 Airline companies _____ in the near future.
- 3 City councils _____ in the next ten years.
- 4 Space travel companies _____ in the next 30 years.
- 5 Flying cars _____ in the near future.



READING AND VOCABULARY

WORDS FROM THE TEXT

1a Look at the photos and guess where these rail journeys are.

1b Read the article quickly and check your predictions.

2 Scan the article and find the following.

- 1 eight countries
- 2 two authors
- 3 a Russian ruler
- 4 the largest freshwater lake in the world
- 5 the most luxurious railway in the world
- 6 the longest railway (and its length)
- 7 the highest railway (and its height)
- 8 the highest tunnel (and its height)

3 Read the article again and answer the questions.

- 1 Why was the toilet water heated on the Qinghai–Tibet line?
- 2 What did the writer like looking at most on the Qinghai–Tibet line and on the Trans-Siberian?
- 3 What sort of people travelled on the Orient Express?
- 4 What does the article say about the luxury of the Orient Express?

4 Find the words in the box in the article. Then complete the sentences.

era nostalgia gruelling altitude icon
impeccable nomads opulence

- 1 She was tired after the long and _____ journey.
- 2 We were impressed by the _____ manners of the smartly dressed porters.
- 3 The age of the railway brought an _____ of prosperity.
- 4 He was struck by the _____ of the Blue Train, with its elaborate furnishings and en-suite bathrooms.
- 5 Breathing becomes more difficult at high _____.
- 6 The _____ travelled far looking for grass for their animals.
- 7 The historic _____, Mallard, is the holder of the world speed record for steam locomotives.
- 8 He had always felt a certain amount of _____ for his life on the railways.

5 Identifying attitude What is the writer's attitude to these journeys? Underline words and phrases which convey his attitude.

6 Which of the railway journeys in the article would you most like to go on? Why?



The golden era of the great express trains conjures up feelings of nostalgia, romance and beautiful views. Last year, my publishers sent me and a photographer on ten amazing journeys as research for a *Great Railways* travel guide. Here are my top three.

In the past, if you wanted to go from Beijing (the capital of China) to Lhasa, the journey was long and difficult, including a gruelling 48-hour bus journey. Now, you can travel from Beijing to Lhasa on the Qinghai–Tibet line, as we did. It still isn't easy, however, and we couldn't get tickets at first because of the bureaucracy – we had to get a special permit to travel through Tibet. The line includes the Tangula Pass – at 5,072 metres above sea level, it's the world's highest rail track. It also includes the 1,338-metre-long Fenghuosha Tunnel, which, at 4,905 metres above sea level, is the highest rail tunnel in the world. On our journey, extra oxygen was pumped into our carriages to counter the high altitude. Even the water in the toilets had to be heated to prevent freezing. The views of the Himalayas were absolutely breathtaking and this is a journey that will live long in my memory.

All train enthusiasts want to travel on the longest and most famous railway of all – the Trans-Siberian Express. It runs from Russia's capital, Moscow, to Vladivostok, on the western shore of the Sea of Japan. It is 9,198 kilometres long, spans eight time zones, and it takes about seven days to complete its journey. We took a more leisurely 14-day journey that included several stops. We succeeded in getting first-class tickets: our sleeping carriages were stylish and luxurious and we had impeccable service and cuisine.

For me, the highlight was skirting the scenic Lake Baikal, the largest freshwater lake in the world. We then travelled via Ulaanbaatar, the capital of Mongolia, and were able to eat in a yurt, the round felt-covered tent traditionally used by Mongolian nomads. It is amazing to think that in 1891, Tsar Alexander III had said, 'Let the railway be built.' And here I was on it. My memories of frosted plains and snowy steppes will always stay with me, but our best memory was making good friends with a wonderful Russian couple, and although they didn't speak much English and we certainly didn't speak any Russian, we managed to communicate very well.

In the past, only the wealthiest could afford the level of luxury offered by the Orient Express. The Express attracted the rich and the famous, including royalty, and was made a household name by writers such as Agatha Christie and Graham Greene. Our journey to London – via Italy, Austria, Switzerland and France – on the Orient Express, with its unmatched comfort, was 31 hours of railway heaven. We boarded in Venice and immediately entered a world of stylish travel. Stepping up on the brass plates to board felt like we were being transported back to the 1920s. We made our way past the restaurant and saloon cars with ladies' drawing rooms, to our cabin in carriage H and enjoyed some of Europe's finest window seats. Everything was done for us – we didn't need to lift a finger. It is an icon of passenger rail. Extravagantly elegant, it has everything – opulence, romance, and the food we were served was out of this world.



GRAMMAR

ABILITY, POSSIBILITY AND OBLIGATION (PAST)

7a Look at the article and underline different ways of talking about ability, possibility and obligation in the past.

We were able to eat in a yurt.

7b Which of the verbs in Exercise 7a are full modals? (Full modals do not change in the third person and are followed by the infinitive.)

7c Choose the correct verb forms.

- 1 We use *can* / *was able to* / *could* to talk about general abilities in the past.
- 2 We use *must* / *had to* to talk about obligation in the past.
- 3 We use *managed to* / *could* to suggest that we had difficulty in achieving the action.
- 4 The verb *manage to* is similar to *must* / *succeed in*.
- 5 We use the *-ing* form of the verb after *manage to* / *succeed in*.

GRAMMAR TIP

We do not use *could* to talk about a single action that we did in the past. Instead we use *was able to* or *managed to*.

~~*I could get my visa for the States yesterday.*~~
I was able to / managed to get my visa for the States yesterday.

→ Language reference and extra practice, pages 126–149

8 Choose the most appropriate alternative in the text. Sometimes both alternatives are correct.

When we read a fantastic review about the Qinghai–Tibet line, we knew we ¹*weren't able to* / *had to* go on it. We were so busy before we left London that we didn't ²*manage to* / *succeed in* organise the train journey. Once we were in China, we didn't have much access to the internet and ³*weren't able to* / *didn't have to* get much information. Still, we found a good travel agency and ⁴*could* / *managed to* get tickets. We travelled first to Golmud and stopped there for only one day, but we ⁵*managed to* / *were able to* pack a lot into it.

The train journey from Golmud to Lhasa takes a day. Although most of it is really high, we didn't have any altitude problems and we ⁶*were able to* / *had to* enjoy the fabulous scenery. It's so high, they have to heat the water in the toilets to stop it from freezing, but we ⁷*didn't need to* / *had to* use them anyway. Our train attendant was very helpful. Her English was not great, but she still ⁸*had to* / *succeeded in* getting her message across and pointing out interesting sights to us, such as herds of wild Tibetan antelopes.

In the past, you ⁹*could* / *were able to* travel to Lhasa from Golmud, but you ¹⁰*couldn't* / *didn't have to* get there in comfort – you ¹¹*could* / *had to* take a slow, uncomfortable bus.

SPEAKING

9a Think of a memorable journey you have been on. Make notes on how you prepared and planned it, and any difficulties you had during the journey.

9b Work with a partner. Tell your partner about the journey.



MEET THE EXPERT

Watch an interview with Monisha Rajesh, a travel writer, about her Indian train journey.

Turn to page 151 for video activities.

SITUATION

1 What kind of transport problems are there in your town/city? What about other major cities in your country?

2 Read the information about Beauciel and look at the map. What kind of transport problems might the city have?

Beauciel, a city in the south of France, is experiencing severe transport problems which are affecting all sections of the community. If the city council can solve the problems, it will improve the lives of everyone who lives and works there. Members of the Planning Department of the city council are studying the problems and looking for ways to provide a better transport system.

3 **5.3** Listen to an English-language broadcast for tourists travelling in Europe. Tick the problems that the newsreader refers to. Then write the percentage of residents who mentioned each problem.

Problems relating to transport in Beauciel

- | | |
|---------------------|---------------------------|
| • traffic jams | • too many cars |
| • open-air markets | • not enough car parks |
| • air pollution | • too much noise |
| • on-street parking | • unreliable bus services |

4 Work with a partner to discuss the questions.

- How does your city, or a city you know well, deal with the problems in Exercise 3?
- What solutions can you think of for three of the above problems? Note down your ideas so that you can talk about them at a forthcoming council meeting.



KEY LANGUAGE

THE LANGUAGE OF MEETINGS – SUMMARISING

5 5.4 Listen to three international consultants, Françoise, Daniel and Kirsten. They are talking about one of the transport problems which particularly worries them. Answer the questions.

- 1 What is the problem that concerns them most?
- 2 What solutions do they discuss?
- 3 What do they finally decide to do?

6a Listen to the conversation again. Tick the phrases for summarising that Françoise uses.

- 1 OK, let me summarise our discussion.
- 2 Let me recap, please.
- 3 So, just to confirm.
- 4 Right, what have we covered so far?
- 5 OK, do we essentially have agreement?
- 6 Right, I'll now sum up.
- 7 Everyone happy with my summary?

6b Check your answers by looking at Audio script 5.4 on page 174.

TASK

EVALUATING PROPOSALS

7a Work in small groups. You are members of the Planning Department of the city council. Read the proposals below for solving the problems and add any ideas from Exercise 4.

7b Discuss the advantages and disadvantages of each proposal. Choose five of the best ideas for further study and decide whether they can be achieved in the short, medium or long term.

7c Consider the cost of the five proposals you have chosen. How might the city raise the money to pay for them?

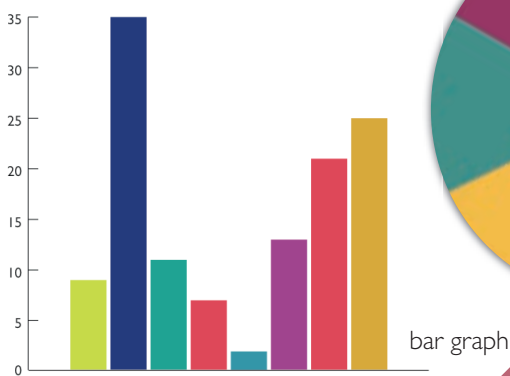
7d Join other groups. Discuss and comment on each other's ideas for solving the city's transport problems.

Proposals for solving the traffic problems

- 1 Introduce a 'congestion charge'. Drivers coming into the city during the day would pay a certain amount of money to the city council each time (e.g. 15 euros for each visit).
- 2 Increase parking fines by 50 percent – use the money to finance wider roads.
- 3 Build a new subway system in the city or a ring road round the city.
- 4 Rebuild the old tram system, using old lines as far as possible.
- 5 Have free bus transport in the city, with more bus lanes. Introduce big fines for drivers of private cars who use the bus lanes.
- 6 Put a 'park and ride' scheme into place: drivers leave their cars in car parks outside the city centre, then they catch a special bus into the centre.
- 7 Build a huge underground car park under the city centre.
- 8 Increase the road tax on motorcycles by 50 percent to reduce noise.
- 9 Create more cycle lanes.
- 10 Have exclusive lanes on busy bus routes for taxis.

STUDY SKILLS

USING GRAPHS, CHARTS AND TABLES



Euro NCAP ratings for medium family cars			
Vehicle	Adult(%)	Child(%)	Pedestrian (%)
VolvoV40	98	75	88
AudiA3	95	87	74
SeatLeon	94	92	70
Volkswagen Golf	94	89	65
Honda Civic	94	83	69
SeatToledo	94	80	69
Skoda Rapid	94	80	69

table

1 Graphs, charts and tables are ways of presenting information in a form that is easy to understand. Match each type shown above with one of the descriptions.

- A _____ shows the different parts of a total amount. For example, it could show the percentage of money that a student spends on entertainment, study materials, clothes, accommodation and food.
- A _____ is useful for comparing things and showing amounts or quantities at specific times. For example, the percentage of people who own certain products (cars, televisions, etc.) in three different periods.
- A _____ contains a list of numbers or facts arranged in rows and columns. It could, for example, be a list of results for football league tables.
- A _____ is useful for showing how things change over time, and for showing two or more sets of measurements which are related to each other. For example, it might show how the number of passengers of an airline has changed from month to month.

2 What would you use to illustrate this information? Give reasons.

- the amount of rainfall falling in an area each month during a 12-month period
- the results of a survey of 100 students giving information about the subject they chose to study in their first year
- the increase in the sales of iPads compared with two other similar tablet computers not made by Apple
- a comparison of the changes in population in four world regions (Africa, Europe, South America and North America) during three periods: 1900, 1950, 2000

3a Read this internal report for the staff at FlyAway Travel Agency. Create a table to illustrate the information.

NEWSLETTER • SUMMER

Last year, Spain and Italy were the most popular destinations for our customers: 44 percent (Spain 20 percent, Italy 24 percent) chose those countries for their holiday. This compares with 35 percent (Spain 17 percent, Italy 18 percent) the previous year. Similarly, the United States was an extremely popular destination: approximately 22 percent chose to go there whereas only 11 percent of our customers visited the US the previous year. Fewer people, just 12 percent, chose North Africa this year. The figure last year was 15 percent.

Germany and France showed little change over the period. Germany attracted 4 percent of our customers last year compared to 5 percent the year before. However, the number of customers visiting France rose from 5 to 7 percent.

On the other hand, results were very disappointing in the Netherlands, which was visited by only 2 percent of our customers, in contrast to 9 percent the previous year. Although our performance in the Netherlands was below expectations, this was offset by an increase in the number of customers visiting Denmark and Sweden. Six percent chose this destination, which was significantly more than 2 percent the previous year. We see considerable potential in these countries for increasing sales, so we will be spending more on advertising in the area in the future.

Other destinations accounted for only 5 percent of our customers last year, while the figure for the previous year was 16 percent.

3b Now draw a pie chart to show last year's figures only.

3c Compare your table and chart with a partner.

WRITING SKILLS

DESCRIBING INFORMATION IN A TABLE

4a Underline the words/phrases used in the text in Exercise 3a to express comparison and contrast.

4b **Comparison and contrast** Complete the sentences with appropriate words or phrases from the box. Sometimes more than one answer is possible.

in comparison (to/with) on the other hand however
while whereas in contrast (to) by (way of) contrast
far more/fewer significantly more/fewer slightly more/less

- Twenty-four percent of our customers visited Italy, _____ only four percent visited Germany.
- _____ the United States, our performance in the Netherlands was disappointing.
- Sales in Denmark and Sweden were _____ than in the previous year.
- _____ people visited Spain and Italy this year.
- France was not a good market for us last year. _____, the United States was an excellent one.
- _____ customers went to Spain and Italy than to France and Germany.

4c Write four more sentences comparing the holiday destinations, using words and phrases from the box.

5 Look at the table below, which shows some of the world's busiest airports by passenger traffic.

Which airport(s):

- increased the total number of passengers the most?
- increased the total number of passengers the least?
- was the highest-ranking European airport?
- fell to a lower place in the ranking?
- was the third biggest in handling passengers?
- had the second highest increase in passengers?

6 Read the summary of the 2012 statistics for passenger traffic. Compare it with the information in the table. Correct the six mistakes in the summary.

The 2012 statistics for passenger traffic at international airports make interesting reading.

Hartsfield-Jackson Atlanta International Airport maintained its ranking between 2011 and 2012. Based in Jackson, USA, it transported just over 95 million passengers, an increase of 3.3 percent compared with the previous year. Beijing Capital International Airport also maintained its ranking in second place. However, the percentage change in the number of its passengers was slightly less than Hartsfield-Jackson Atlanta Airport.

Dubai International Airport had a significant increase in the number of its passengers – 13.2 percent was an impressive performance. Its ranking also rose by three places. Frankfurt had a similar boost in passengers, but its ranking fell by two places.

Hong Kong Airport fell two places in the ranking. On the other hand, it increased its passengers by slightly more than 5 percent. This was a good performance in view of the difficult economic conditions worldwide.

One of the fastest-rising airports was Atatürk International Airport, based in Ismir, Turkey. Its ranking rose by 10 places and the number of passenger by a remarkable 20.6 percent. It handled almost 45 million passengers. Likewise, Shanghai Pudong International Airport increased its ranking and the total number of its passengers.

Overall, the changes in ranking and total passengers were less than in previous years. What is most significant in the 2012 statistics is the increasing passenger traffic at Dubai International Airport, Suvarnabhumi Airport (Thailand) and especially at Atatürk International Airport in Turkey. The Turkish airport has also increased its ranking significantly compared to the other airports in the list.

7 The table on page 135 contains selected rankings of the world's busiest airports by cargo traffic. Write a short description summarising the information in the table. Try to use some expressions of comparison and contrast.

Passenger Traffic at International Airports 2012: 50 airports are included in the ranking.

Rank	Airport	Location	Total passengers	Rank change	% change
1	Hartsfield-Jackson Atlanta International	Atlanta, Georgia, USA	95,462,867	–	▲ 3.3%
2	Beijing Capital International	Chaoyang, Beijing, China	81,929,359	–	▲ 4.1%
3	London Heathrow	Hillingdon, London, UK	70,037,417	–	▲ 0.9%
4	Tokyo International	Ōta, Tokyo, Japan	66,795,178	▲ 1	▲ 6.7%
10	Dubai International	Garhoud, Dubai, UAE	57,684,550	▲ 3	▲ 13.2%
11	Frankfurt	Frankfurt, Hesse, Germany	57,520,001	▼ 2	▲ 1.9%
12	Hong Kong International	Chek Lap Kok, Hong Kong, China	56,057,751	▼ 2	▲ 5.1%
14	Suvarnabhumi	Bang Phli, Samut Prakan, Thailand	53,002,328	▲ 2	▲ 10%
20	Atatürk International	Istanbul, Turkey	45,124,831	▲ 10	▲ 20.6%
21	Shanghai Pudong International	Pudong, Shanghai, China	44,880,164	–	▲ 8.3%