

## GRAMMAR

### Present simple and present continuous

**A** Underline the correct options to complete the sentences.

- How many languages *do you speak / are you speaking?*
- I *take / am taking* the Number 36 bus to work every morning.
- Misha *learns / is learning* Spanish at the moment.
- Ahmed *seems / is seeming* to like living abroad for now.
- I *look / am looking* for my tablet. Have you seen it anywhere?
- They *become / are becoming* increasingly depressed with the wet British weather.
- Don't worry – the film *doesn't contain / isn't containing* anything unsuitable for children.
- My husband *thinks / is thinking* of buying a smartphone.

**B** Complete the table with the verbs in the box.

believe belong bring complain cost get include  
know mean need own prefer relax  
seem show take understand want watch write

Stative	Dynamic

**C** Complete the blog post with the present simple or present continuous form of the verbs in brackets.

## My Travel Adventures

Blog post

2/23/2018 | 12:26pm | 3 comments

What a week we had! I <sup>1</sup> \_\_\_\_\_ (relax) at home now because I <sup>2</sup> \_\_\_\_\_ (need) a good rest. I <sup>3</sup> \_\_\_\_\_ (have) a very busy life but I <sup>4</sup> \_\_\_\_\_ (not think) it's something to complain about. I <sup>5</sup> \_\_\_\_\_ (travel) all over the world for work and I <sup>6</sup> \_\_\_\_\_ (love) that aspect of my job. Last week, we were in Russia. That's me in the picture, in St Petersburg. I <sup>7</sup> \_\_\_\_\_ (smile) because it was a lovely sunny day. It usually <sup>8</sup> \_\_\_\_\_ (snow) in February!

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## VOCABULARY

## Seeing and hearing

**A** Complete the sentences with the correct form of the verbs in the box. You will need to use some of the verbs more than once.

hear listen look see sound watch

- 1 Ava \_\_\_\_\_ like she's been quite ill.
- 2 Do you want to \_\_\_\_\_ to the podcast about rock climbing?
- 3 Can you \_\_\_\_\_ that strange noise coming from the computer?
- 4 Ute didn't \_\_\_\_\_ the step in the hallway and tripped over it.
- 5 I can't talk now because I \_\_\_\_\_ my favourite comedy series.
- 6 In today's lesson, we \_\_\_\_\_ at the use of technology for language learning.
- 7 That song \_\_\_\_\_ a lot like an old folk song my father used to sing.
- 8 Does this dress \_\_\_\_\_ good on me?

**B** Read each sentence. Circle the correct answer, a, b or c.

- 1 With her bright pink hair you can always \_\_\_ Sandra in a crowd.
  - a observe
  - b spot
  - c stare
- 2 Part of his job is to \_\_\_ people's behaviour in group situations.
  - a spot
  - b recognise
  - c observe
- 3 He edits his selfies so much that sometimes I don't \_\_\_ him!
  - a recognise
  - b observe
  - c spot
- 4 It's very rude to \_\_\_ at other people like that!
  - a notice
  - b stare
  - c observe
- 5 Luckily, my teacher didn't \_\_\_ when I arrived five minutes late for class.
  - a recognise
  - b spot
  - c notice



**C** Complete the following sentences so that they are true for you.

- 1 I enjoy watching \_\_\_\_\_ (type of sport/film/TV programme).
- 2 I've been told I look quite like \_\_\_\_\_ (family member or celebrity).
- 3 I really hate/love the sound of \_\_\_\_\_ (noise).
- 4 I've been listening to \_\_\_\_\_ (music or podcast) a lot lately.
- 5 I'm good at noticing when \_\_\_\_\_ (thing or action).

## PRONUNCIATION

## Schwa /ə/

**A** Underline three schwas in each sentence.

- 1 We speak a lot of English at home.
- 2 The Spanish exam was difficult, but I think I passed it.
- 3 I don't often listen to podcasts.
- 4 A photo doesn't always show the real you.
- 5 I met up with an old friend at the weekend.
- 6 That's me in the picture with my brother.



**B** Listen. Check your answers to Exercise A.



**C** Listen again and repeat each sentence.

1.1

## GRAMMAR

## Subject and object questions

## A Correct the mistakes in each question.

- 1 What do you guys go out the other night?  
\_\_\_\_\_
- 2 Which do you want, an ice cream?  
\_\_\_\_\_
- 3 What Jack want to do for his birthday next week?  
\_\_\_\_\_
- 4 How much did she have to wait at the bank?  
\_\_\_\_\_
- 5 Who shoes are these?  
\_\_\_\_\_
- 6 How doesn't Laura come to the party with us?  
\_\_\_\_\_

## B Rewrite these sentences as questions. The underlined words are the answer to each question.

- 1 Kyoko speaks English with a strong Japanese accent.  
*Who speaks English with a strong Japanese accent?*
- 2 Danny learnt Spanish at a school in Madrid.  
\_\_\_\_\_
- 3 The language lab is open from 10 am to 9 pm.  
\_\_\_\_\_
- 4 You can improve your English by watching English films.  
\_\_\_\_\_
- 5 Yes, we should ask the teacher what this word means.  
\_\_\_\_\_
- 6 Shakespeare is considered the greatest writer of modern English.  
\_\_\_\_\_
- 7 I'm studying modern American literature this term.  
\_\_\_\_\_
- 8 We speak Jamaican English at home.  
\_\_\_\_\_

## C Complete the conversation with one to four words in each space.

**Charley:** Simone, <sup>1</sup>*how many languages* are spoken in South Africa?

**Simone:** Well, officially there are 11 languages.

**Charley:** Wow, that's a lot. <sup>2</sup>\_\_\_\_\_ all of them?

**Simone:** Yes, I can. Well, ... a little bit of all of them, and one or two completely.

**Charley:** <sup>3</sup>\_\_\_\_\_ language is your native language?

**Simone:** I speak Southern Sesotho, which is also called *Sotho*. This language is also commonly spoken in Lesotho.

**Charley:** Ah, interesting. <sup>4</sup>\_\_\_\_\_ for English speakers to learn?

**Simone:** Yes, it's difficult to learn, unfortunately. It's very different from English.

**Charley:** Oh, <sup>5</sup>\_\_\_\_\_ different?

**Simone:** Well, there are 9 vowels and 35 consonants, and 3 of the consonants are clicks, written as *x*, *c* and *q*.

**Charley:** Oh, I've heard about that. <sup>6</sup>\_\_\_\_\_ that sound?

**Simone:** You make it by clicking your tongue against your mouth. It takes some practice to get used to it, but anyone can learn!

**Charley:** Cool! I'd like to try that. <sup>7</sup>\_\_\_\_\_ me how to do it sometime?

**Simone:** Of course I'll teach you! But <sup>8</sup>\_\_\_\_\_ so interested in languages?

**Charley:** I suppose because I enjoy communicating in very different ways.



## VOCABULARY

## Languages

A Match the words (1–7) with the definitions (a–g).

- |               |  |
|---------------|--|
| 1 phrase      | a the way someone pronounces words   |
| 2 bilingual   | b able to speak only one language  |
| 3 fluently    | c (speaking) correctly, without making mistakes  |
| 4 accent      | d able to speak two languages  |
| 5 accurately  | e any small group of words that form a single meaning  |
| 6 monolingual | f a group of words which, when used together, have a different meaning to the individual words |
| 7 idiom       | g (speaking) easily, without difficulty  |

B Complete the sentences with the words from Exercise A.

- When teachers want you to use a dictionary to find out the meaning of a word, they often use the \_\_\_\_\_ *Look it up!*
- His tongue wasn't literally tied; to 'have your tongue tied' is a(n) \_\_\_\_\_ meaning that you have nothing to say.
- I can't speak Russian \_\_\_\_\_, but I can understand it when I hear it.
- Many English speakers are \_\_\_\_\_ because they don't have a major need to learn another language.
- I can tell by her \_\_\_\_\_ that she's from Argentina.
- If you don't spell the words \_\_\_\_\_, you will lose marks.
- Canadians living in Quebec are often \_\_\_\_\_; they can speak both French and English.

## PRONUNCIATION

## Pronouncing questions



A Listen to the speakers and underline which question you hear.

1.2

- What do you learn in class?
  - What did you learn in class?
- What do you want for lunch?
  - What did you want for lunch?
- How do you like your lesson?
  - How did you like your lesson?
- How do you know Marcus?
  - How did you know Marcus?
- Do you want to use my phone?
  - Did you want to use my phone?

B Practise saying the questions in Exercise A.



C Listen again and check your pronunciation.

1.2





## READING

**A PREDICT** What are some possible answers to these questions?

- 1 Are there countries where more than ten languages are spoken?
- 2 How many languages do you think it's possible for one person to learn?
- 3 Does learning a new language make us more intelligent?

**B READ FOR GIST** Read *Secrets of the super language learners* quickly to check your predictions.

**C READ FOR DETAIL** Match the rhetorical questions with paragraphs 1–3 of the article. There are two rhetorical questions you do not need to use.

- a What are the benefits of speaking other languages?
- b Do monolinguals have better memories?
- c How many languages is it possible for one person to learn?
- d Are hyperglots cleverer than the rest of us?
- e What's the record number of languages spoken?

## Secrets of the super language learners

- 1 \_\_\_ Some European citizens may use two or three languages regularly, but the number of languages spoken in some African countries is incredible. Cameroon in Central Africa has an amazing 250! People who have learnt several languages through hearing them on a daily basis are known as *multilinguals*. A different type of learner altogether is the *hyperglot* – a person who has spent their entire life learning and perfecting dozens of different languages.
- 2 \_\_\_ This question is difficult to answer as some of the world's most famous hyperglots lived many years ago. Emil Krebs, who was born in 1867, spoke and wrote 68 languages fluently and also studied another 120 languages. In more recent times, Kenneth Hale, an American university teacher, probably holds the modern-day record with 50 languages spoken. What's more, he could pick up a new language with incredible speed and was able to have a basic conversation after just 15 minutes of listening to a native speaker.
- 3 \_\_\_ Studies have shown that the brain activity of both multilinguals and hyperglots is very different from that of people who speak only one language. The act of learning a new language, like any cognitive process, builds new neural pathways and actually increases the size of the brain. Other benefits include improved ability to focus and better memory.

### Glossary

**cognitive (adj)** related to mental processes such as memory, reasoning, etc

**neural pathway (n)** nerve cells that receive messages from your brain

**pick up (phr v)** to learn a new language without effort or study

**D REFLECT** Think about the answers to these questions.

- 1 Do you think learning many languages is a good idea?
- 2 Which new language(s) would you like to learn? Why?



**5.15 pm: In today's *TechHub*, presenter John Grimes examines the selfie phenomenon.**

## LISTENING

**1.3** **A PREDICT** Look at the pictures and the magazine listing and circle the best answer. Listen to the introduction and check your answers.

- I'm going to hear *an advertisement for a selfie camera / part of a radio programme.*
- The recording will be about *selfie addiction / a new selfie app.*

**1.4** **B LISTEN FOR GIST** Listen to the full interview and answer the questions.

- The purpose of *meitu* is to
  - share your personal information.
  - create the perfect selfie.
- Meitu* is
  - the same as other similar apps.
  - better and more advanced than other similar apps.

### Glossary

**facial recognition technology (n)** computer technology used to scan and recognise human faces

**launch (v)** to start selling a new product or service

**retouch (v)** to make small changes to a photo or picture

**1.4** **C LISTEN FOR DETAIL** Are the sentences true (T) or false (F)? Correct the false sentences. Then listen again and check your answers.

- Meitu* is a new app.
- It is only available in Asia.
- Meitu* is for people who want to look perfect.
- The user ends up looking like a different person.
- The app is now being used by airport security companies.
- Meitu* is different because it has access to all your personal information.

**D REFLECT** Think about the answers to these questions.

- How important is it to look good in selfies?
- Are you worried about phone apps accessing your personal information? Why/Why not?

## FUNCTIONAL LANGUAGE

### Asking for, offering and responding to help

**A** Complete the conversation with one or two words in each space.

**Jess:** Would you <sup>1</sup>\_\_\_\_\_ me a hand with something?

**Matt:** I'd be happy <sup>2</sup>\_\_\_\_\_. What's the problem?

**Jess:** I'm trying to download *meitu* onto my phone. It's a Chinese photo-editing app.

**Matt:** First go to your settings and click on *clear cache*.

**Jess:** OK. I've done that.

**Matt:** Now you need to restart your phone. Do you want me <sup>3</sup>\_\_\_\_\_ that?

**Jess:** That <sup>4</sup>\_\_\_\_\_ great. If <sup>5</sup>\_\_\_\_\_ mind.

**Matt:** No problem. There you <sup>6</sup>\_\_\_\_\_.

**Jess:** Thank you so much.

**B** Circle the correct words to complete the conversation.

**Milo:** Do you want a <sup>1</sup>*hand / help* with your project?

**Fiona:** Hi, Milo. Yes, I could use your <sup>2</sup>*hand / help*. I have to Photoshop this picture I drew in art.

**Milo:** Hmm. That isn't going to be <sup>3</sup>*nice / easy* because your computer is slow. Why don't you use my laptop?

**Fiona:** Thanks, Milo. You're a <sup>4</sup>*myth / legend*! I owe you one!

**Milo:** Actually, I need a <sup>5</sup>*help / favour*, too. My drawing is terrible. Can you help me to do it again?

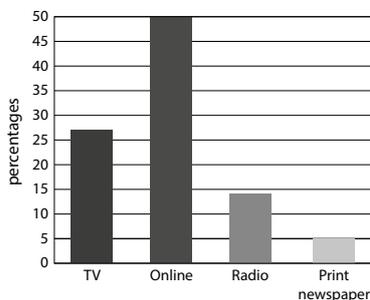
**Fiona:** Of course I can.



## WRITING

**A** Look at the results of a college survey and answer the questions.

### Where do you get your news?



- Are these results surprising? Why/Why not?
- Where do you and your friends usually get your news?

**B ORGANISATION** Match the sections (a–g) from a report about trends in news media with the paragraphs in which you think they will appear. Then read the report to check your ideas.

- Where you got your information.
- A summary of the situation.
- The purpose of your report.
- Information about TV news.
- Information about radio news.
- Information about print newspapers.
- Information about online news.

Introduction: \_\_, \_\_

Paragraph 1: \_\_

Paragraph 2: \_\_

Paragraph 3: \_\_, \_\_

Conclusion: \_\_

**C** Match the headings (a–f) to the paragraphs (1–3) in the report. There are three headings you do not need to use.

- Nobody watches TV these days.
- Digital is more popular than print.
- Where most students get the news.
- Newspapers are boring.
- Why television scores low.
- Online news tops the charts.

## Report about trends in news media

Statistics suggest that young people today are not particularly interested in *hard news*. We <sup>1</sup>*conducted / did* a survey to see how true this is. While our results might seem to confirm the statistics, they do not give the whole picture.

**1** \_\_\_\_  
Half of those surveyed got their news online. <sup>2</sup>*Lots of them said / Many claimed* that they did not have time to keep up with all the news and preferred to read brief summaries. If there was a big news story, they followed it in greater detail.

**2** \_\_\_\_  
The surprisingly low figure for television news is partly explained by the fact that few of them have televisions. This does not suggest <sup>3</sup>*they don't like / a lack of interest in* the news.

**3** \_\_\_\_  
The very low percentage of print newspaper readers is <sup>4</sup>*due to the fact that / because* most newspapers have an online version. Those that got their news from the radio said that it was because they had the radio on most of the time anyway.

### Conclusion

While it is true that few young people read print newspapers or watch television news, this is a sign of the times. <sup>5</sup>*I know that / It seems that* they get the news they want online and are as well-informed as any previous generation.

**D USING FORMAL LANGUAGE** Circle the more formal phrases to complete the report.

## WRITING PRACTICE

**A PREPARE** You are going to write a report about trends in the use of technology for education.

- Choose two or three points to include in your report. These will be your main paragraphs.

**B WRITE** Write your report in 150–200 words. Remember:

- to start with an introduction, stating the purpose of your report and where you got your information.
- to provide suitable headings for each paragraph.
- to use formal language.
- to end with a conclusion.

## UNIT 1

### Lesson 1.4, Listening, Exercise A

1.3 J = John K = Karen

- J: Coming up on today's show, a discussion on selfie addiction and an interview with an expert on the history of selfies. But first of all, we're going to talk to Karen Harris about the Chinese phenomenon of *meitu*. Karen, what exactly is *meitu*?
- K: Well, John, it's a new Chinese photo-editing and sharing app. I say it's new, but in fact, it was launched in 2014 and is super-popular in China and throughout Asia.

### Lesson 1.4, Listening, Exercise B

1.4 J = John K = Karen

- J: Coming up on today's show, a discussion on selfie addiction and an interview with an expert on the history of selfies. But first of all, we're going to talk to Karen Harris about the Chinese phenomenon of *meitu*. Karen, what exactly is *meitu*?
- K: Well, John, it's a new Chinese photo-editing and sharing app. I say it's new, but in fact, it was launched in 2014 and is super-popular in China and throughout Asia. It was only recently launched here in the UK though. Just to give you an idea of its popularity ... the app has been installed more than a billion times and has more than 450 million unique users throughout the world.
- J: That's incredible! OK. So tell us a bit more about it, Karen.
- K: Well, *meitu* means *beautiful picture* in Chinese and it's an app available on iOS and Android platforms which helps you to look more beautiful in selfies. For example, you can retouch your skin to make it appear smoother and younger, or remove spots or dark circles from under your eyes. You end up with an idealised version of yourself.
- J: But don't most photo apps allow you to do that kind of thing anyway?
- K: Yes, they do, but *meitu* goes much further. After you've chosen one of seven filters ...
- J: What kind of filters?
- K: Well, they've got names like *Angelica*, *Blossoms*, *Mermaid* ... so you can probably imagine the style. It creates a soft focus for your picture and makes you look kind of dreamy as well as giving you the option of adding effects like stars, flowers and tears.
- J: And then?
- K: And then ... well, the best bit ... the most unusual aspect of this app is that it has an incredible hand-drawn mode that allows you to change your eye colour, whiten your teeth, make your nose smaller, change the shape of your face ...
- J: Umm ... a bit like plastic surgery without the surgery!
- K: Yes, exactly!

- J: So how does it work?
- K: *Meitu* uses facial recognition technology – you know – the kind of thing they use at airport security – to map your face using 171 different points. Then it puts make-up, effects and so on over the top of the image.
- J: So have you tried it yourself, Karen?
- K: Yes, I have. It took me about forty minutes to create the perfect me. The problem is ...
- J: Yes, ...?
- K: Well, some tech experts have warned that the app is collecting people's personal information. Every time you use it to create the perfect selfie, it accesses your phone's location, your app history, your photos, wi-fi connection information ...
- J: OK ... that's a bit scary.
- K: Well, it is, but so many phone apps do that these days. I think the threat has been exaggerated a bit.
- J: Thanks, Karen, for sharing all that with us. Now, moving on to other aspects of selfies ...

## UNIT 2

### Lesson 2.4, Listening, Exercise B

2.3 M = Megan G = Gareth

- M: One difficult aspect of growing up is decision-making. You learn, as you get older, that there are tough choices to be made – life-changing decisions. Now, Gareth, you're a guidance counsellor – what kind of support can you offer young people?
- G: Well, it's important to note that there are a range of problems affecting young adults today – family troubles for one thing, exam stress, career choices. And, as you say, they need to make tough choices. And that can be hard. To give you an example – a lot of young people who come to see me have just left school and they don't know how to go on from there. They ask me things like, *Should I go to college, or should I get a job?* or they tell me that they're worried about living on their own for the first time in their lives.
- M: So how do you help the young people who come to you?
- G: The first thing we do in a counselling session is a classic technique. *Write it down*, is what I tell them. I get them to write a list of advantages and disadvantages. This seems like an obvious thing to do, but a lot of people don't actually think of it, and it's amazing how just seeing something written down in black and white can help to clear your thoughts.
- M: Can't family members help with difficult decisions like these, Gareth? Why do young people feel they need to talk to a stranger – to you?
- G: Family can be an issue. Even if the young person's problem isn't related to their family specifically, their families don't always support them in the way that, perhaps, they would like. There's often a lot of pressure.