Upstream

PROFICIENCY

Virginia Evans - Jenny Dooley

C2

Student's Book

Express Publishing

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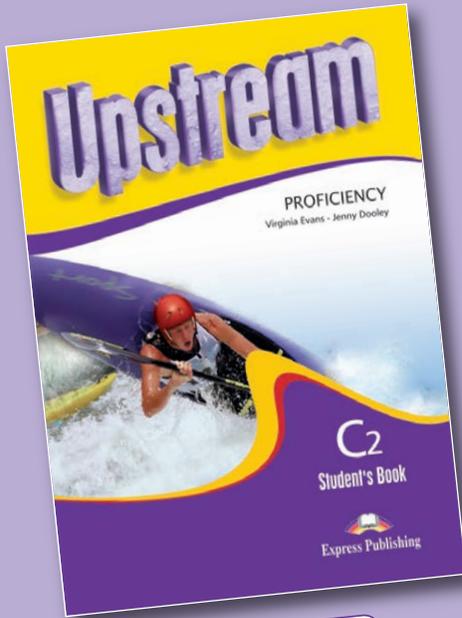
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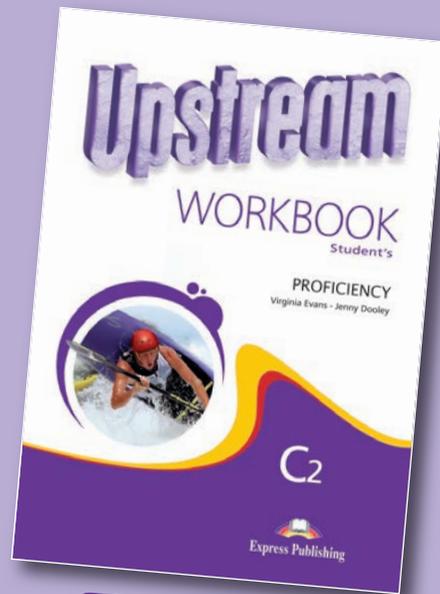
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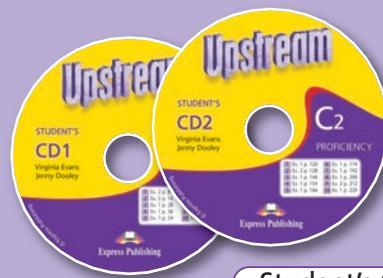
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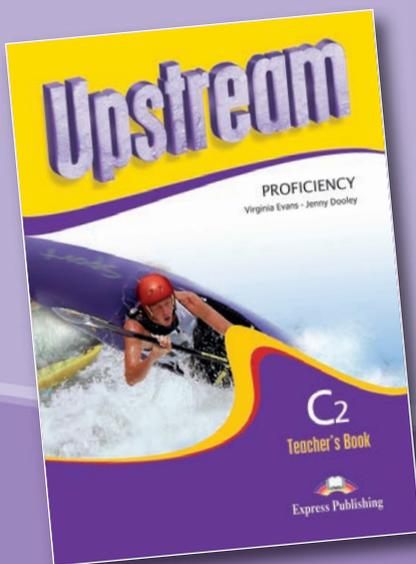
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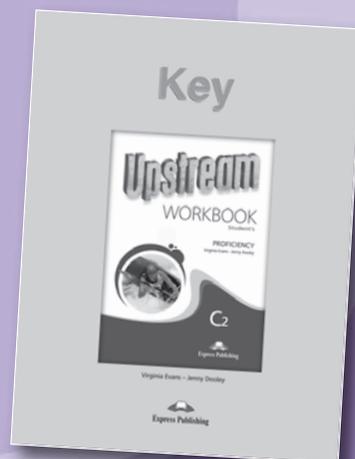
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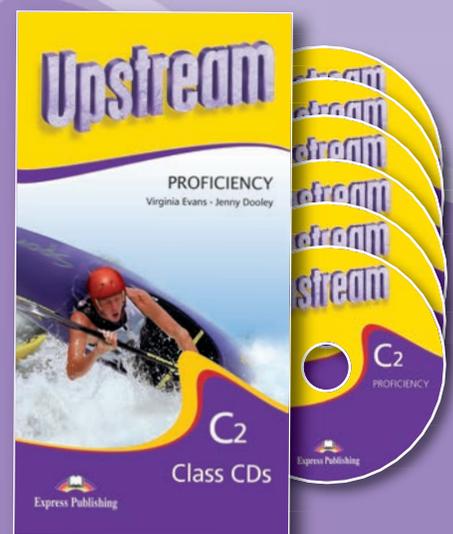
Class audio CDs

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Contents

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Listening	Speaking	Writing
multiple matching (listening for opinion, specific information); **sentence completion** (listening for specific information); **multiple choice questions** (listening for opinion, gist, detail, inference)	telephone conversations; asking for and promising discretion; introducing news; expressing surprise; speculating; evaluating; suggesting alternatives	• expressing opinions in essays, letters and articles
multiple matching (listening for opinion, specific information); **multiple choice questions** (listening for opinion, gist, detail, inference)	discussing opinions; making suggestions; making recommendations; debating; inviting somebody to give their opinion; interrupting; monologues	• making suggestions and recommendations in letters and essays
sentence completion (listening for specific information); **multiple choice questions** (listening for opinion, gist, detail, inference)	discussing TV programmes; making suggestions; asking for further information; accepting/rejecting suggestions; speculating; evaluating; suggesting alternatives	• letters to the press/authorities; balanced arguments
sentence completion (listening for specific information); **multiple choice questions** (listening for opinion, gist, detail, inference); **multiple matching** (listening for opinion, specific information)	giving advice; giving instructions; monologues	• descriptive and narrative articles
sentence completion (listening for specific information); **multiple choice questions** (listening for opinion, gist, detail, inference)	making decisions; expressing opinions; expressing agreement/disagreement; making, rearranging & cancelling appointments; comparing; evaluating; suggesting alternatives	• assessment reports • reports making suggestions
sentence completion (listening for specific information); **multiple choice questions** (listening for opinion, gist, detail, inference); **multiple matching** (listening for opinion, specific information)	talking about films & music; monologues; evaluating; making choices; making recommendations	• reviews (reviewing films, festivals, books, restaurants and products)
sentence completion (listening for specific information); **multiple choice questions** (listening for opinion, gist, detail, inference)	making decisions; exchanging opinions; making suggestions; making predictions; insisting on a point; speculating; evaluating; suggesting alternatives	• essays
multiple matching (listening for opinion, specific information); **sentence completion** (listening for specific information); **multiple choice questions** (listening for opinion, gist, detail, inference)	expressing agreement/disagreement; discussing pros & cons; expressing hesitation; expressing an alternative viewpoint; monologues	• discursive essays (developing an argument, balancing both sides, discussion clock)
multiple matching (listening for opinion, specific information); **multiple choice questions** (listening for opinion, gist, detail, inference)	expressing approval and disapproval; making assumptions; evaluating; speculating; suggesting alternatives;	• formal letters: letters of application, recommendation, complaint, apology
multiple matching (listening for opinion, specific information); **sentence completion** (listening for specific information)	sharing information; giving instructions; monologues	• review of writing tasks

Introduction

Upstream Proficiency C2 is a complete course for students preparing for the Cambridge Proficiency in English examination or other examinations of similar level. All four language skills are covered thoroughly and systematically through original, engaging material. Students acquire full familiarity with task formats thanks to clearly labelled exercises and sections; skills are further developed through guidelines found in "Strategy Point" boxes.

Unit Structure

Lead-in

In this section, students are introduced to the theme and ideas of each unit. Through the use of pictures, lexical prompts and specially designed listening activities, students are given the vocabulary and notions which help them discuss issues related to the theme before progressing to the rest of the unit. Lead-in sections end with well-known quotations which further encourage class discussion.

Reading

Every unit features two reading sections. Each one is designed to practise a different kind of reading comprehension task. With the help of pre-reading and post-reading activities, students master a large number of reading comprehension techniques. The reading passages are rich in valuable vocabulary, which is exploited in accompanying exercises. A great deal of attention has been paid to the themes and content of the passages, ensuring that they are interesting, informative and motivating.

Language Focus

This section familiarises students with topic-related vocabulary through a wide variety of exercises and tasks. The vocabulary is activated in accompanying speaking tasks, where students use the new language in specially structured activities.

Listening & Speaking

A variety of contextualised listening activities build up the students' listening skills in this section. At the same time, they are introduced to vocabulary and ideas which they need to use in the speaking task which follows each listening activity. Students are trained to comfortably sustain a monologue, as well as to interact with others in tasks involving making assumptions, evaluating, suggesting alternatives and so on.

English in Use

This section focuses on the use of lexico-grammatical patterns in standard written English. Key word transformation exercises, grammar activation tasks, cloze passages, as well as other activities allow students to practise structures in a thorough and systematic manner.

Writing

Each unit ends with a writing section dedicated to developing students' all-important writing skills. A wide range of writing tasks is covered (articles, essays, reports, reviews, proposals, letters). Before they write, students practise their writing techniques in specially designed exercises, focusing on rubric interpretation, planning, beginnings and endings, paragraph structure and content, recognising the target reader, style and achieving the appropriate level of formality. *Upstream Proficiency* therefore offers a complete writing course within a coursebook framework.

Easy to use

Upstream Proficiency C2 is a clearly structured book which is easily accessible for both students and teachers. The colour-coded sections and clearly labelled tasks make it easy for the teacher to focus on what he or she judges to be the needs of a particular group of students. Students find the book design and structure of the book facilitate homework and revision.

Covering everyone's learning needs

Prospective language examination takers are not the only ones who will benefit from using *Upstream Proficiency C2*. Language skills which are much sought-after by professionals, university students and non-native speakers living and working in English-speaking countries are also covered.

Stimulating and thought-provoking

The reading texts, listening passages, tasks and activities found in the book go well beyond teaching the language; discussion in the classroom is encouraged by the range of topics covered, which are there to involve the students and help them think, talk and use English creatively.

Getting the Message Across

Lead-in

1 What is 'good communication'? Rank the following according to how important you think they are. Compare your answers with a partner.

1 getting the message across quickly and efficiently ....
2 developing an interesting exchange of ideas ....
3 using language correctly ....
4 having time to think before you speak ....
5 being able to express your feelings ....

2 In what situations would you use the means of communication shown in the pictures?

I would write a letter if I wanted my message to be warm and personal.

3 Match the following to one or more of the photographs, then make sentences, as in the example.

1 intrusive/be disturbed when trying to relax   E
2 personal/take time to express yourself   ....
3 slow/take weeks to reach destination   ....
4 efficient/be reached wherever you are   ....
5 versatile/send sound or pictures   ....
6 impersonal/not communicate meaningfully   ....
7 artistic/use customised paper/handwriting personal   ....
8 limited/only send brief messages   ....

I believe mobile phones can be intrusive because you can be disturbed when you're trying to relax.

4 a. Read the following headlines and guess the content of each report.

1 **WEB EARTHQUAKE CHARITY RAISES £4M OVERNIGHT**

2 **INTERNET NOT SECURE ENOUGH, SAY BANKERS**

3 **150-YEAR-OLD TECHNOLOGY SAVES STRANDED FISHERMEN**

4 **E-MAILS TOO IMPERSONAL TO COMPETE WITH PHONES**

b. Now listen to four extracts from news programmes and complete each sentence with a short phrase.

1 The Internet community showed great .... when asked to help the earthquake victims.
2 Financial transactions which are .... can go wrong because of network failures.
3 The fishermen used a morse radio to send out a ....
4 Research showed that people value the .... speech provides.

5 **THINK!** Discuss the following quotations.

"The more elaborate our means of communication, the less we communicate."
Joseph Priestley *(British political theorist)*

"Good communication is as stimulating as black coffee and just as hard to sleep after."
Anne Morrow Lindbergh *(US author)*

• Write a paraphrase of each quotation.
• Say whether you agree or not, and why.
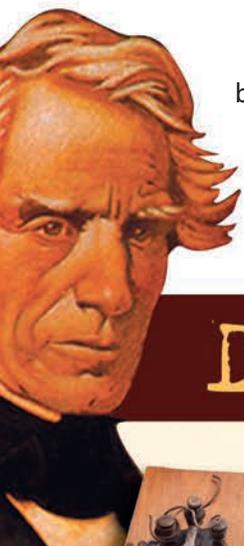
6   a. You are going to read a passage about Morse telegraphy. Before you read, look at the following words and phrases which have been taken from the passage. In what context might they be mentioned?

• back-up plan   • short and long tones   • tedious procedure   • dying art   • distress calls   • military services

    b. Think of three things you would like to know about Morse telegraphy.

7   Skim the article to see if your questions were answered. What is the topic of each paragraph?

8   Read the passage and answer the questions that follow (1-6), choose the answer (A, B, C or D) which you think fits best according to the text.

Dots and Dashes Still Alive

In orbit high above Earth, a multi-billion-dollar formation of communications satellites stands ready to instantly connect pilots, seamen and all kinds of navigators to every available aid when they find themselves in an emergency. But what if the communication computers on board these ships and aircraft started acting up or even broke down? The world could go silent, and leave travellers groping around for directions. Not to worry. There is a backup plan, using technology that was invented in 1835. It's Morse code, the language of dots and dashes that has survived the assault of higher technology for a century and a half.

Named after its inventor, Samuel F B Morse, the code is a series of combinations of short and long tones (dots and dashes) representing letters of the alphabet that can be transmitted manually by a key operator. A telegrapher combines the dots and dashes to form letters and words. It is a seemingly tedious procedure, but skilled operators can transmit and receive faster than most secretaries can type. The fastest Morse transmission ever recorded is an amazing 84 words per minute, sent by an operator named T L McElroy in 1951.

Morse telegraphy may seem like a **quaint anachronism**, with its brass sounder and key operated by the world's most basic tool, the human finger. However, it is sometimes vital to worldwide communications. When the Mexico City earthquake occurred in 1985 and all the power went off, calls for help were transmitted in Morse by an amateur radio operator. "We see the Morse code as a dying art, but we refuse to let it die completely," says Major General Leo M Childs, the US Army's Chief Signal Officer. "Newer isn't always better. Even though it is old and slow, Morse is still the most reliable in difficult conditions."

Every merchant vessel bearing the US flag must carry a radio officer who can both transmit and receive Morse code. Under US law, the officer must spend eight hours every day at sea monitoring the radio for Morse distress signals. Should you ever find yourself adrift at sea in a lifeboat launched from a sinking passenger cruise ship, it will be equipped with a single communications device: a Morse transmitter that automatically signals a distress call, but is also equipped with a keyboard in case you happen to know Morse code. Perhaps the best-known bit of Morse code is the call for help – SOS. In the code, these letters form a distinctive pattern (dot dot dot, dash dash dash, dot dot dot) easily recognised in an emergency.

The enduring use of Morse telegraphy is the **legacy** of a burst of industrialisation in 19th-Century America, when the railway and telegraph developed side by side. Most of those railway telegraph lines were used well into the mid-20th century, well after radio, television and computers became commonplace. Until 1985, the Milwaukee Road had a Morse telegraph line between Milwaukee and La Crosse that was used routinely to **relay** orders to train crews. This Milwaukee operation was shut down quietly in the late Eighties. In many other countries, however, railway Morse is still used.

The military services continue to be the most serious users of Morse telegraphy. While billion-dollar satellites and sophisticated ground networks are good in theory, such communication systems can break down on the battlefield. As a matter of **prudence**, the Army keeps a functional Morse capability. Morse code signals require much less broadcasting power to transmit than voice messages. In addition, even an unclear Morse signal can be interpreted, whereas a **distorted** voice transmission is virtually useless. The Army annually trains about 2,800 men and women in Morse code for a variety of signal jobs in infantry, artillery, intelligence and even Special Forces. A Morse transmission will get through when all else fails, and especially in military conflicts, "he who communicates first, no matter how primitively, will **come out on top**," says Major General Childs.

In that case, retired railway telegraph operators will probably take over the world. Each evening, the amateur radio waves come alive with the Morse transmissions of the retired operators known among themselves as 'old heads'. "I get on the air and use the code every night to chat to other old heads," says Craig Becker, the retired Milwaukee telegraph operator who received the railway's final telegraph message in 1985. "There are a lot of telegraphers around. Every night you hear them pecking." Experienced Morse operators say the code is not so much **a clatter of sounds** as a language, because operators don't hear dots and dashes. "You can sit back and hear a conversation," says Becker.

When Morse inaugurated the telegraph service in 1844, he wired from Baltimore to Washington the now-famed message: "What hath God wrought!" Ever since, the death of Morse code has been predicted regularly. However, although the telegraph has **receded from public view**, experts say that they cannot envision an end to its use any time soon. "I can carry a very small Morse key in my pocket and transmit around the world," says Burke Stinson, a public relations man for American Telephone & Telegraph Co. "I don't think you will ever see Morse code die. It is going to be difficult to find another method that is as flexible and reliable."

1 **The reason the writer mentions the possibility of satellite-based communication systems failing is to**
A underline the importance of a reliable alternative.
B suggest that satellite communications are unreliable.
C emphasise the drawbacks of satellite communications.
D compare Morse to communication satellites.

2 **The process of communicating using Morse code**
A involves more than transmitting tones.
B is tedious even for experienced users.
C is not as laborious as people think.
D is simple enough for anyone who can type.

3 **In the third paragraph, the writer implies that the use of Morse code is**
A old-fashioned, but attracts many enthusiasts.
B only useful to the armed forces and some hobbyists.
C being revived by amateur radio operators.
D often the only way to communicate during a crisis.

4 **In the fifth paragraph, the writer**
A implies that Morse telegraphy developed faster than the railway.
B implies that Morse has survived for so long because of the railway.
C suggests that the railway developed because of Morse telegraphy.
D explains why Morse telegraphy eventually became redundant.

5 **The American military**
A needs simple communication methods.
B has recently neglected its Morse capability.
C allows its forces some Morse equipment.
D offers training for recognising distorted Morse.

6 **The first message to be transmitted in Morse code**
A symbolised the code's flexibility.
B was used for commercial purposes.
C took a long time to reach its destination.
D was sent by Samuel Morse himself.

Follow-up

9 a. Read the text again and underline any words associated with *communication.* Make sentences using the ***verbs.***

b. Explain the words/phrases in bold from the text, then use them in sentences. Use a dictionary if you wish. Suggest synonyms for the highlighted words.

10 Underline the word or phrase which best completes each of the sentences below.

1 The old man **groped around/searched about** the dimly-lit room for his slippers.
2 I wanted to get up and leave because the speech was so **tedious/strenuous**.
3 Good letter writing is fast becoming a **rare thing/ dying art**.
4 The sailor was **adrift at/out to** sea for four days before he was rescued.
5 The sinking ship sent out a distress **message/ call**.
6 The secretary busily **pressed/pecked** away at the keyboard of her word processor.

11 Read the table and answer the following questions.

1 What does the writer mean by saying that Morse code "has survived the assault of higher technology for a century and a half"(lines 14-15)?
2 What does the word 'it' refer to in the phrase "It is a seemingly tedious procedure" (lines 21-22)?
3 What does the writer mean by saying that the military are "the most serious users of Morse telegraphy" (lines 59-60)?
4 What are the two major advantages of Morse transmissions over voice transmissions, as discussed in paragraph 6?

Language Focus

➡ Facial Expressions

12 The following verbs are used to describe facial expressions. Match them to the pictures. Why do you think the people in the pictures feel the way they do?

• beam   • glare   • smirk   • frown   • wince   • grimace

The man in photograph A is glaring. He may be having an argument with someone.

➡ Styles of Communicating

13 a. Match verbs from list A to adverbs from list B to make collocations. There may be several possible combinations.

A: pause   retort   cheer   smile

instruct (sb)   comfort sb   shrug

B: angrily   gently   abruptly   firmly

diplomatically   indifferently   enthusiastically

pause – abruptly / diplomatically / angrily

b. *Chain story.* Take it in turns to continue the story below using verb-adverb combinations from Ex. 13a.

*Paul Smith had been briefing his colleagues for about five minutes when he **paused abruptly**.*

➡ Collocations

14 a. Fill in : *information, language, report, discussion, conversation, speech, words*

    a dead, colloquial ....
    b damaging, informative ....
    c animated, heated ....
    d kind, profound ....
    e political, rousing ....
    f confidential, pertinent ....
    g informal, intellectual ....

b. Use one adjective from each pair to complete each of the sentences.
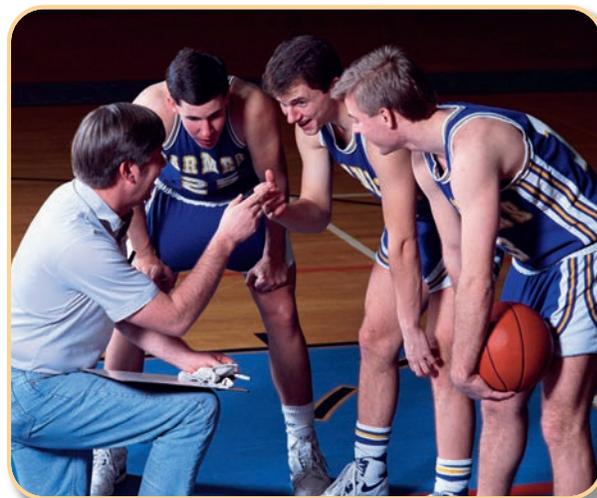
1 The coach gave a .... speech to his team as they prepared for the game.
2 The students had a(n) .... discussion on text messaging, which is one of their favourite pastimes.
3 Despite his lack of formal education, he was perfectly capable of engaging in .... conversation.
4 You must avoid using .... language when writing a university essay.
5 Thank you for your .... words, but I really feel that Ian also deserves some praise.
6 The factory was closed down after the publication of the .... report.
7 I'm sorry, but I am really not at liberty to reveal such .... information.

➡ Cloze texts

15 Read the extracts and choose the most suitable word to fill in each gap. Consult a dictionary if you wish. What is each text about? Where could you read it?

A

Supraphonic
CORDLESS PHONE

First locate the grey twin cable and **1)** .... it into your wall mounted telephone **2)** .... Next, insert the auto-rechargeable battery into the **3)** .... in the back of the telephone. Place the **4)** .... on the telephone base and look at the electronic **5)** .... at the top right. It should read 'ready to connect'. **6)** .... '000' using the telephone **7)** .... After a few seconds, you should see the message 'ready' on the telephone. Your cordless phone is operated in the same way as a **8)** .... phone.
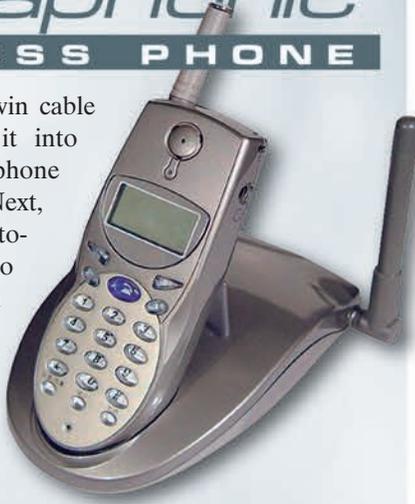
1	**A** thrust	**B** plug	**C** check	**D** push
2	**A** catch	**B** section	**C** nook	**D** jack
3	**A** niche	**B** gap	**C** void	**D** compartment
4	**A** receiver	**B** headset	**C** handle	**D** recipient
5	**A** screen	**B** reel	**C** display	**D** picture
6	**A** Phone	**B** Call	**C** Form	**D** Dial
7	**A** controls	**B** keypad	**C** dialler	**D** switchboard
8	**A** usual	**B** common	**C** conventional	**D** typical

B

MR MOORE

What made Sandra fear Mr Moore the most was neither his **1)** .... appearance nor his **2)** .... manners. Rather, she was terrified by the way he would suddenly materialise out of nowhere. He'd suddenly be standing there, often **3)** .... at her with what could equally well be silent contempt or hatred. He would **4)** .... an instruction and, after **5)** .... at her menacingly for a few seconds that always seemed like eternity, he would disappear into his office again.

1	**A** stern	**B** severe	**C** firm	**D** fixed
2	**A** rash	**B** careless	**C** abrupt	**D** sharp
3	**A** scowling	**B** jeering	**C** simpering	**D** growling
4	**A** munch	**B** mumble	**C** muddle	**D** muster
5	**A** gaping	**B** ogling	**C** glancing	**D** staring

Commonly Confused Words

16 Circle the *two* suitable words in bold which best complete each sentence correctly.

1 When she saw the spider, she let out a piercing **scream / yelp / shout / shriek**.

2 When reading, you have more time to appreciate the **shadows / subtleties / nuances / tones** of meaning than when you're listening.

3 It is sometimes difficult to **absorb / interest / capture / comprehend** all the necessary information if someone is talking too fast.

4 Some people like the **straightforward / shortcut / modest / minimalist** style of Internet conversations.

5 Her novel wasn't bad but her **verbose / long-winded / elongated / stretched-out** style bored me at times.

6 She **mumbled / muttered / stuttered / spluttered** something under her breath about being bored and walked out of the lecture hall.

7 His **tendency / pitch / expression / tone** was sarcastic; he obviously thought very little of his colleagues.

8 I have read through his work and I haven't found any **clear / clean / hard / striking** examples of a text which is hard to understand.

Prepositions *(Appendix 1)*

17 a. Fill in *on* or *about*, then make sentences.

1 argue .... sth; 2 be intent .... sth; 3 boast .... sth; 4 lecture .... politics; 5 lecture sb .... his bad habits; 6 act .... sth; 7 experiment .... sth; 8 insist .... sth; 9 be excited .... sth; 10 comment .... sth

b. Fill in *for* or *from*, then make sentences.

1 .... fear of sth; 2 .... sb's sake; 3 .... time to time; 4 .... the time being; 5 .... memory; 6 take .... granted; 7 .... now on; 8 .... sure

c. Fill in *on* or *in*, then make sentences.

1 .... the premises; 2 .... duty; 3 .... an island; 4 .... recession; 5 .... the name of; 6 .... leave (=not at work); 7 .... jest; 8 .... strike

Language Focus

➜ Idioms

18 Match A to B to make idiomatic phrases. Then use the phrases to complete the sentences that follow.

A	B
mince my	of mouth
a man of	in on a secret
paint a	words
by word	small talk
speak your	few words
let you	of the town
making	cheap
hold my	pretty picture
the talk	mind
talk is	tongue

1 He tries to *paint a pretty picture* of being an actor, but he's been unemployed for six months.
2 If you can promise to be discreet, I'll ....
3 I'm not going to .... – I think your behaviour was absolutely disgraceful.
4 Let me show you how the fax machine works rather than talk about it. After all, ...
5 I was very angry with him, but I decided to .... because he's very old.
6 The local boy who won the National Lottery is ....
7 On the rare occasions Arnold speaks, he never says much; he is ....
8 We spent most of our date talking about the weather, and generally ....
9 Feel free to .... about the proposal; I value your opinion, even if you disagree.
10 This restaurant doesn't advertise; its reputation has grown .... alone.

19 a. Choose a word to complete the following sentences and explain the idiomatic phrases in bold.

1 The letter doesn't mention Bob's name, but when you **(look/read) between the lines** you can tell it's about him.
2 It's been such a long time since I saw Jo; I'm dying to **(catch/reach) up with her news**.
3 I've really enjoyed my visit. If you ever come to New York, **(send/drop) me a line** so I can return the hospitality.
4 She had that man's name **on the tip of her (mouth/tongue)**, but she couldn't remember it.
5 Everyone in the office knew about her illness; **bad news (spreads/travels) fast**.

b. Choose five idioms from Exs 18 & 19 and write sentences of your own.

He's not a man to mince his words; he'll tell you if he thinks the idea's no good.

➜ Phrasal Verbs *(Appendix 2)*

20 Fill in the gaps with an appropriate particle, then explain the meaning of the completed phrasal verbs.

1 My computer has been **acting** .... lately. It keeps crashing.
2 The signal started to **break** .... and then the radio went dead.
3 Negotiations between the two organisations appear to have **broken** ....
4 Communication often involves performance: that is, the **acting** .... of the roles of transmitter and receiver.
5 A computer at the main telephone exchange has **broken** .... , causing a lot of problems.
6 The operator **broke** .... our conversation to tell me I had an emergency call.
7 She **broke** .... in mid-sentence when she heard someone enter the room.
8 Several leading members **broke** .... from the party and set up an independent parliamentary bloc.
9 The flu epidemic which has **broken** .... in Asia and Europe is caused by a new type of virus.

➜ Fixed Phrases

21 Rewrite the following sentences using a fixed phrase containing the verbs *act* or *break*. Use the words in brackets.

1 Mary told her brother to stop behaving so childishly. **(age)**
....
....
2 Her sister took her aside to tell her what had happened. **(news)**
....
....
3 If you want to convince them you really are a tough businessman, you'll have to behave like one. **(part)**
....
....
4 Although it is not yet making a profit, the company does not owe any money. **(even)**
....
....
5 We were told not to communicate by radio except in an emergency. **(silence)**
....
....

Telephone Conversations

22 **a.** Listen to five extracts from telephone conversations and match them to the situations.

Call 1	leaving a message
Call 2	making a booking
Call 3	returning a call
Call 4	taking a message
Call 5	cancelling an arrangement

b. Match the sentences to the phone calls (1-5).

- What can I do for you? .....
- I'm afraid I can't make it. .....
- I'll be at work for another couple of hours. .....
- Sorry I couldn't talk earlier. .....
- I'll be with you in a moment. .....
- That's a pity. .....
- He should be back any minute now.
- I'll pass that on for you. .....
- Give me a ring when you get a chance. .....
- How may I help you? .....

c. Act out the following telephone conversations, using some of the phrases above.

- make an appointment with your doctor
- return a telephone call from your boss
- cancel a lunch date with a friend
- leave a message on your home answering machine

A: Stairhill Medical Centre – how may I help you?
B: Hello. I would like ...

Gossip

23 Below are boxes which contain useful language for giving and reacting to surprising news.

Introducing a Piece of News

- You'll never believe this …
- Did you hear about …?
- You'll never guess who …
- Have you heard that/about …?

Expressing Surprise

- Are you serious?
- You're joking!
- Are you having me on?
- You've got to be kidding!

Encouraging Somebody to Continue

- Go on ...
- I'm all ears ...
- Okay, tell me more!
- And then what?

In pairs, use language from the boxes and follow this outline to act out dialogues about the situations described below.

Speaker A — **Speaker B**

- Greet Speaker B –
  - – Return greeting, introduce news
- Encourage B to continue –
  - – Give more information
- Express surprise –
  - – Finish the news
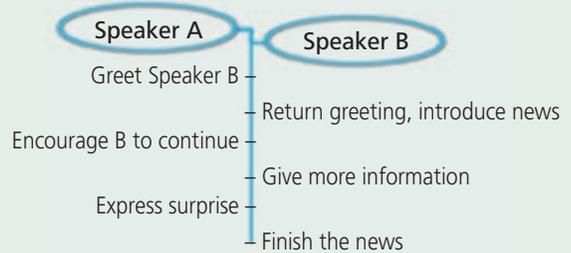
- A mutual acquaintance of yours is getting married to a famous pop star.
- A boy you haven't seen since primary school has announced that he is going to run for Parliament.

A: Hi, Jenny.
B: Oh, hi, Bob. Listen, you'll never guess who Susan's getting married to!
B: Okay – tell me more!
A: Well, Helen tells me that she's getting married to ...
B: Are you serious? ...
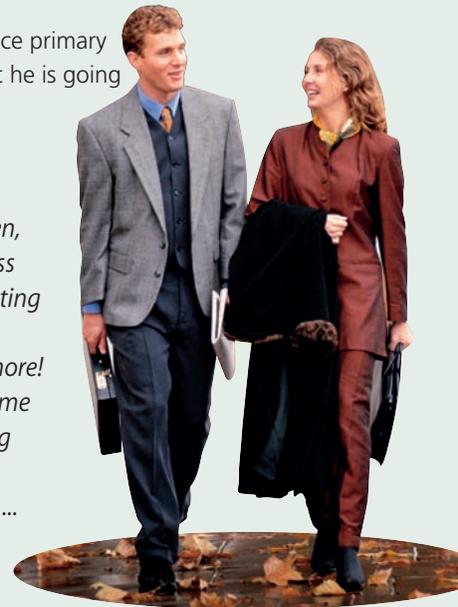
Asking for / Promising Discretion

24 With a partner, act out dialogues based on the following situations. Use phrases from the boxes in Ex. 23, as well as from the boxes below to ask for and promise discretion.

Asking for Discretion

- Can you keep a secret?
- Keep it under your hat.
- Let's keep this between ourselves.
- Mum's the word.

Promising Discretion

- We never had this conversation.
- I won't tell a soul.
- My lips are sealed.
- I won't breathe a word.

- Your supervisor has inherited a million pounds. He has asked you not to tell anyone, but you just have to share it with your closest colleague.
- You overheard a conversation at school about your teacher retiring. Tell your best friend, but make sure he keeps it a secret.
- A person you both know is going to marry someone without his/her parents knowing. Discuss it with your neighbour, but make sure the news doesn't spread.
- A neighbour has been arrested for tax evasion. Tell your friend in strictest confidence.

25 a. You are applying for the post of Executive Assistant in a large organisation. Which of the following would you choose to wear? Why?

- scruffy jeans • lounge suit • tie-dye T-shirt
- pin-striped suit • trench coat • bomber jacket
- baggy cords • tuxedo jacket • fashionable tie
- sandals • matching skirt and jacket • low-cut dress • well-polished shoes

Obviously, if I were applying for such an important position I wouldn't wear a bomber jacket as I would give the interviewer the impression that I was not taking the interview seriously.

b. You will hear five short extracts in which different people are talking about job interviews they have attended.

Task One

For questions 1-5, choose from the list (A-H) what each speaker did at their job interview.

A confronted the interviewer
B steered the interview
C tried to make the interviewer laugh
D stuck to classic interview guidelines
E had a frank discussion
F hid their emotions
G became tongue tied
H used bad language.

Speaker 1 [1]
Speaker 2 [2]
Speaker 3 [3]
Speaker 4 [4]
Speaker 5 [5]

Task Two

For questions 6-10, choose from the list (A-H) how each speaker felt about the interview.

A extremely uncomfortable and awkward.
B surprised at the negative impression they gave
C disappointed that it ended too soon
D laid back and self assured
E justified in being angry
F ashamed of themselves
G quietly determined
H tearful and upset

Speaker 1 [6]
Speaker 2 [7]
Speaker 3 [8]
Speaker 4 [9]
Speaker 5 [10]

c. What would be the accepted norm regarding dress in your country in the following situations?

- attending an interview for a job as a Personal Assistant (PA)
- attending an official ceremony
- going to the college disco
- visiting relatives
- socialising with friends

26 a. What impression do you get from someone during a conversation if they are:

- leaning forward towards you?
- leaning away from you?
- staring at the ceiling?

b. Complete the phrases (1-4) about yourself. Use the words/phrases below if you wish.

- gaze upward • wide-eyed • point accusingly
- frown • touch chin with hand • scratch head

1 When I'm feeling anxious, I ...
2 On the rare occasions that I lose my temper, I ...
3 When I'm confused by something, I ...
4 Whenever I'm deep in thought, I tend to ...

27 You will hear a psychologist talking about 'Impression Management'. For questions 1-9 complete the sentences with a short word or phrase.

Impression management is the science of
[1] _____ appropriately to another person's body language.
An open posture involves a speaker standing
[2] _____ his audience.
An open posture projects [3] _____ to listeners.
Crossed legs and [4] _____ arms are characteristics of a closed posture.
A closed posture suggests that the person is afraid of
[5] _____ .
[6] _____ when listening indicates that the person is accepting what you are saying, and that he is ready to [7] _____ affirmatively.
When someone stares at the ceiling, it may be a good idea to
[8] _____ for a little or end the discussion.
Observations of people under [9] _____ have shown that most of us do not understand the basics of impression management.

28 a. Read the following sentences and say how they are related. Then try to explain the underlined phrases.

Growing up in a <u>multi-lingual</u> society must be interesting.
Latin and Ancient Greek are considered to be <u>dead languages</u>.
Esperanto is a <u>constructed/planned language</u>.
English has become the <u>lingua franca</u> of the modern world.
As a <u>native speaker</u> of French, she has an advantage over <u>non-native speakers</u>.

STRATEGY POINT

Read through the question stems and underline the key words before you start listening. Listen to the piece once and make your choices. Listen again to check your answers.

---

b. You will hear a discussion with a linguist about a language called *Esperanto*. For questions 1-5 choose the answer (A, B, C or D) which fits best according to what you hear.

1 Zamenhof invented his language because he felt
   A there was too much linguistic rivalry.
   B familiar languages had been rejected.
   C it would promote world understanding.
   D so many languages were dying out.

2 The first book written on Esperanto
   A was of an academic nature.
   B was written very quickly.
   C was published by a student.
   D concerned medical matters.

3 The name of the language, Esperanto,
   A can be translated as 'inspiration'.
   B was originally a book title.
   C was Zamenhof's pen name.
   D changed several times.

4 Bahasa Indonesian
   A is widely spoken in Holland.
   B was created by a language specialist.
   C has been used in films.
   D was intended to be an international language.

5 Compared with other planned languages, Esperanto is
   A more effective.
   B inferior.
   C better known.
   D more personal.

Speculating   `Part 1`

29 a. With a partner, look at pictures A and D. How do the people in the pictures feel, and what might have made them feel this way?

Useful language: Speculating
- I can't say for certain, but I believe ….
- It's difficult to say for sure, but it looks as though …
- I can't be positive, but he might have ….
- It's hard to tell from the picture, but they could be …

Evaluating   `Part 2`

b. Now look at all the pictures. Imagine they come from a photographic exhibition entitled 'Talk is Good for the Soul'. Together, decide on the *two* pictures which best exemplify the importance of being able to talk to loved ones. Say why the other pictures are not so successful.

Useful language: Evaluating
- I fail to see the point of picture …
- Picture … does not show … quite as clearly as …
- Picture … is by far the best to show …
- All the pictures are interesting, but … gives a stronger idea of …

Suggesting Alternatives

c. Suggest two other photographs which you would like to have seen in the exhibition. What would their themes be, and what would they have added to the exhibition as a whole?

Useful language: Suggesting Alternatives
- Perhaps if there were a picture showing …
- A picture showing … would illustrate the aspect of …
- I'm surprised there's no picture showing …
- A picture of … would get the message across more efficiently.

d. Listen to two students doing the speaking tasks above. How similar were their ideas to yours?

30 What does the title of the article refer to? How do you think the Internet evolved? Read the article to check. Seven paragraphs have been removed from the article. Choose, from paragraphs A-H on the opposite page, the one which fits each gap (1-7). The first one has been done for you. There is one paragraph which you do not need to use.

How the Internet Became a Big Boy
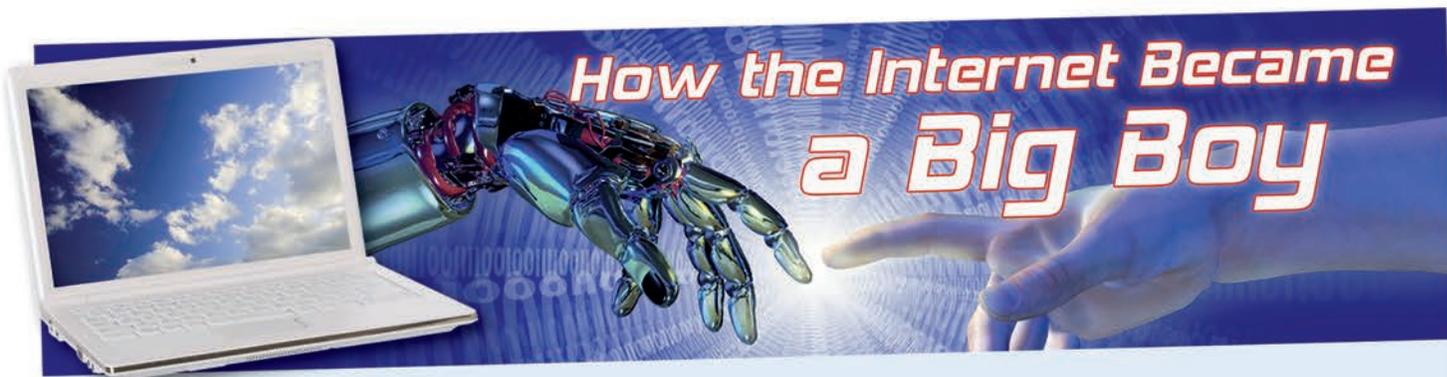
In the summer of 1968, experts at the RAND Corporation, America's foremost Cold War think tank, were considering a strange strategic problem. How could the US authorities successfully communicate after a nuclear war? No matter how thoroughly a network was armoured or protected, its switches and wiring would always be vulnerable to bombs. An attack could reduce any conceivable network to tatters.

1 | *D*

The principles were simple. All the nodes in the network would be equal in status, each with its own authority to originate, pass and receive messages. The messages themselves would be divided into packets. Each packet would begin at some specified source node, and end at some other specified destination node. It would wind its way through the network on an individual basis.

2

This excited and intrigued many, because it did sound like a theory for an indestructible network. In the autumn of 1969, the first node was installed in UCLA. By December 1969, there were four nodes on the infant network, which was named ARPANET, after its Pentagon sponsor (the Advanced Research Projects Agency). An added bonus was that scientists and researchers could share one another's computer facilities from a great distance away. This was a very handy service, for computer time was precious in the early '70s. In 1971 there were fifteen nodes in ARPANET; by 1972, thirty-seven nodes. And it was good.

3

The invention of the mailing list followed naturally. This was an ARPANET broadcasting technique in which an identical message could be sent automatically to large numbers of network subscribers. Interestingly, one of the first really big mailing lists was "SF-LOVERS," for science fiction fans. Discussing science fiction on the network was not work-related and was frowned upon by many ARPANET computer administrators, but this didn't stop it from happening.

4

As early as 1977, TCP/IP was being used by other networks to link to ARPANET. ARPANET itself remained fairly tightly controlled, at least until 1983, when its military segment broke off and became MILNET. But TCP/IP linked everyone to everyone else. And ARPANET itself, though it was growing, became a smaller and smaller neighbourhood amid the vastly growing constellation of other linked machines.

5

In 1984 the National Science Foundation got into the act. The new NSFNET set a blistering pace for technical advancement, linking newer, faster, shinier supercomputers, through thicker, faster links, upgraded and expanded, again and again, in 1986, 1988 and 1990. And other government agencies leapt in: NASA, the National Institutes of Health, the Department of Energy, each of them maintaining their own digital kingdom in the Internet confederation. A mere twenty years had passed since the invention of the ARPANET, but few people remembered it now.

6

The Internet's pace of growth in the early 1990s was spectacularly ferocious, at some point achieving a monthly growth of 20%. The number of 'host' machines with direct connection to TCP/IP doubled every year from 1988 to 1997. The Internet moved out of its original base in military and research institutions, into elementary and high schools, as well as into public libraries and the commercial sector and, of course, into millions of homes.

7

And so the story goes. The real Internet of the future may bear very little resemblance to today's, or even today's predictions. Predictions have never seemed to have much to do with the seething, fungal development of the Internet. After all, today's Internet bears little resemblance to those original grim plans for RAND's post-holocaust command grid. It's a fine and happy irony.

A By the second year of operation, however, an odd fact became clear. ARPANET's users had warped the computer-sharing network into a dedicated, high-speed, federally subsidised electronic postal service. The main traffic was not long-distance computing, but news and personal messages.

B All these sources of conflict remain in a stumbling balance today, and the Internet, so far, remains in a thrivingly anarchical condition. Once upon a time, the NSFNET's high-speed, high-capacity lines were known as the 'Internet Backbone', and their owners could rather lord it over the rest of the Internet; but today there are 'backbones' in Canada, Japan, and Europe.

C As the '70s and '80s advanced, other entire networks fell into the digital embrace of this ever-growing web of computers. Since TCP/IP was public domain, and the basic technology was decentralised and rather anarchic by its very nature, it was difficult to stop people from barging in and linking up. In fact, nobody really wanted to stop them from joining this branching complex of networks, which came to be known as 'the Internet'.

D And how would the network itself be commanded and controlled? Any central authority would be an obvious and immediate target for an enemy missile. RAND mulled over this grim puzzle in deep military secrecy, and arrived at a daring solution. In the first place, they would design a network with no central authority. Furthermore, they would design it to operate while in tatters.

E The ARPA's original software for communication was known as NCP, 'Network Control Protocol', but as time passed and the technique advanced, NCP was superceded by a higher-level, more sophisticated standard known as TCP/IP. This software converted messages into streams of packets at the source, then reassembled them back into messages at the destination.

F Why did so many people want to be on the Internet? One of the main reasons was simply freedom. The Internet is a rare example of a truly, modern, functional anarchy. There is no 'Internet Inc.' There are no official censors, no bosses, no board of directors, no stockholders. This virtual freedom, many hold, was the major reason why this form of communication attracted so many users so quickly.

G For it had become a happy victim of its own overwhelming success. Its users scarcely noticed, for ARPANET's functions not only continued but steadily improved. The use of TCP/IP standards for computer networking is now global. In 1971, there were only a handful of nodes in the ARPANET network. Today there are hundreds of thousands of nodes, scattered over virtually every country in the world. Five hundred million people use this gigantic mother of all computer networks.

H The route that the packet took would be unimportant. Only reaching its final destination would count. Basically, the packet would be tossed like a hot potato from node to node to node, until it ended up in the proper place. If big pieces of the network had been blown away, that simply wouldn't matter.

Follow-up

Answer the following questions.

1 Which parts of the text helped you insert the missing paragraphs? Underline them and compare answers with a classmate.

2 What is meant by the phrase "reduce any conceivable network to tatters" (paragraph 1)?

3 What does "got into the act" mean (in the first line of the paragraph after gap 5)?

4 In your own words, explain why the writer calls the Internet a "functional anarchy" (paragraph F).

5 According to the last paragraph, what can we expect from the Internet of tomorrow?

6 **THINK!** Imagine a day in your life without Internet. What would it be like? In five minutes write a few sentences. Tell your partner.

Modal Verbs

Grammar Reference

31 Fill in the gaps with suitable modal verbs.

1 Mary has trained as a private pilot therefore she *can* fly small planes. **(ability)**
2 It looks like it .... / .... / .... rain. We'd better take our umbrellas. **(possibility)**
3 When I was little, I .... stand on my head. **(ability in the past)**
4 .... / .... / .... I borrow some sugar? **(asking permission)**
5 You .... pay the rent on the first working day of each month. **(obligation)**
6 You .... / .... see a doctor about those headaches. **(advice)**
7 You .... / .... / .... eat or drink in this room. **(prohibition)**
8 She .... be only 15 – she's a university student. **(impossibility)**
9 We .... have started earlier – we're running very late. **(criticism for past actions)**
10 I .... / .... give you a lift, if you want. **(offer)**

➔ Key Word Transformations

32 For questions 1-10 complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do no change the word given. You must use between three and eight words including the word given.

1 Becoming a member of the library requires you to fill in this form.
   must You .... a member of the library.
2 It was his duty to tell us about her resignation.
   ought He .... about her resignation.
3 We must reduce the company's outgoings.
   choice Our .... reduce the company's outgoings.
4 Anyone can attend the conference.
   open The conference .... anyone.
5 We must start spending more on advertising.
   alternative We .... more on advertising.
6 Alan was unfit, and that's why he didn't finish the run.
   couldn't Alan .... not fit enough.
7 They would have been unable to succeed without Mark's help.
   been If it .... not have succeeded.
8 Will Barry be able to play tonight even though he has a cold?
   ability Will Barry's cold affect .... play tonight?
9 I found it impossible to accept that Janice and Graham had broken up.
   couldn't Janice and Graham's .... terms with.
10 You don't need to water the plants today.
   necessary It .... water the plants today.

33 Look at the pictures and make as many logical assumptions about each one as possible. Use *could, can't, might, may* and *must*.

The man in picture A must have ...

➔ Word Formation

34 Form adjectives from the following verbs using *-able*, *-ing* or *-ive*. You may have to change the form of some words.

• desire • relax • cleanse • respond • die • intrigue
• invade • strike • conclude • dismiss • commend
• avoid • support • assert • electrify • please

35 Form adjectives from the following nouns using *-al*, *-ic* or *-ous*. You may have to change the form of some of the words.

• finance • problem • torture • drama • trauma
• critic • religion • art • poison • adventure
• surgery • system • dogma • mischief • liberty
• diplomacy • advantage • margin • monster
• coast

36 Fill in the gaps with words derived from the ones in capitals.

HOME PHONES STILL GOING STRONG

Both scientific and sociological research **0)** *clearly* indicate that, although the Internet has **1)** .... the way people work, at a more personal level the more old-fashioned ways of communication are not being **2)** .... by the new technologies.

3) .... to statistics, a person who uses the Net at home to send and receive e-mails talks on the phone for 19 minutes on a Sunday – a mere one and a half minutes less than someone who does not use the Internet **4)** ....

Keele University's Psychology Professor Tim Baxter says it's all to do with how **5)** .... the Internet is, as opposed to the much greater **6)** .... of the human voice to convey a person's emotions. "Only the greatest writers can actually put their feelings on paper," he says, "and when people talk to friends or **7)** .... they want them to know how they feel."

Things are very different at the workplace. It is estimated that corporate telephone usage in the UK has fallen dramatically (by more than 40%) since 1995, indicating that the Internet is seen as a more **8)** .... way to communicate with colleagues.

CLEAR
FORM
THREAT
ACCORD
DOMESTIC
PERSON
ABLE
RELATE
RELY

➡ Open Cloze

37 For questions 1-8 read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning.

STRATEGY POINT

- The title is there to give you a general idea of the passage. Read for gist first, ignoring the gaps.
- Both grammatical and lexical items are tested in this part. Grammatical items tested include auxiliary verbs, modals, standard parts of easily recognisable structures (such as *if* in conditional sentences), etc. Lexical items tested include parts of fixed phrases (e.g. *once in a while*), parallel structures (e.g. o*n the one hand ... but on the other*), etc.
- Don't look for difficult words; vocabulary is not tested here.
- Trying to understand what part of speech a missing word is can sometimes help.
- When finished, read the passage again to check your answers.

How Mobile Phones Turn us into Fugitives

I remember it well. **0)** *There* was a time in the past when I **1)** .... go to lunch without having to answer calls from my boss, my wife, my children and my bank manager. There **2)** .... to be a time when notions such as 'peace' and 'privacy' actually had a literal meaning. And when there was someone that you didn't want to speak to, never mind the reasons, you had the freedom not to **3)** .... Excuses were easy: I was out, I was sleeping, the phone was off the hook, and so on.

It's all changed now. None of those old defences work. The callers simply come back at you with something like "but didn't you see my unanswered call on your mobile?" **4)** .... about the very phrase for a moment: to see one's unanswered call.

I'm not a technophobe, I'm really not. It's just that I've **5)** .... shown to be tragically wrong about this one. I once said "It's just a fad – it'll go away." That was more than ten years ago, and the people that walked around the streets talking away on those clumsy-looking devices were few and far **6)** .... and they looked ridiculous to everyone else. Now it's the other way around. **7)** .... you don't have a mobile phone, you're the **8)** .... one out, and others look at you as though you're walking around without any trousers.

38 a. For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning.

b. For questions 1-8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning.

The revolution over the past few years in communication has been twofold. The first development has been in **0)** *B* of hardware and the rise of hand held devices with **1)** .... functions. Phones are also MP3 players, cameras and even email devices and tablet PCs are also becoming increasingly popular. The other development is to do with the different ways people now have of **2)** .... and maintaining contact with others. Social networking sites have exploded over the Internet and there are few people who do not use them in one **3)** .... or another. The most popular of these is undoubtedly Facebook, which allows friends to **4)** .... to date with each others' lives via messages and the use of photographs or video. Another site that has made its **5)** .... on the world of digital communication is Twitter. Twitter is known as a microblogging site where users 'tweet' short messages of 140 **6)** .... for their 'followers' to read. Twitter is often described as nothing more than a site for the most inane of Internet users to **7)** .... the banalities of their life. But there's more to it than that. Basically, it depends on what you want. You can follow celebrities and learn what they had for lunch or follow journalists who are tweeting live from war **8)** ....

0	A order	B terms	C light	D view
1	A abundant	B profuse	C untold	D multiple
2	A establishing	B founding	C setting	D fashioning
3	A magnitude	B volume	C capacity	D dimension
4	A carry on	B keep up	C last for	D stand in
5	A mark	B sign	C stain	D blot
6	A symbols	B figures	C digits	D characters
7	A tape	B enter	C record	D account
8	A sections	B zones	C belts	D realms

When the ancient treasures of Egypt began to be **0)** *discovered* in the 19th century one great mystery was the meaning of the ancient Egyptian language that was written in hieroglyphs. The key to **1)** .... these ancient symbols was the discovery of a granite tablet covered in **2)** .... in three different languages. As each bit of text was basically the same in all the languages **3)** .... experts were able to eventually work out what the hieroglyphs meant. The Rosetta Stone, with its **4)** .... bits of text, was key to the understanding of all ancient Egyptian history and culture. Without it, we may never have been able to comprehend the **5)** .... of ancient Egyptian life, or it would have taken us **6)** .... longer to do so. The stone is now in the British museum where it is the most visited object of all the displays on permanent **7)** .... at the museum. The term Rosetta Stone is now also used to describe anything that is **8)** .... as an essential clue in the discovery of a new field of knowledge.
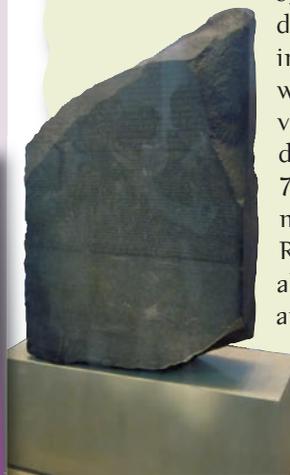
COVER

CODE

SCRIPT

LINGUIST

FRAGMENT

INTRICATE

COMPARE

EXHIBIT

DESIGN

39 Complete the gaps in the sentences with the correct form of the idioms below.

• speak volumes • have words with sb • go back on one's word • talk the hind legs off a donkey • have the gift of the gab
• put words in one's mouth • bite your tongue • straight from the horse's mouth • have a frog in one's throat
• go without saying

1 John heard about his promotion .... when he met with his boss this morning. **(from the most direct source)**

2 I didn't say he needed to lose weight, you .... **(claim that sb has said sth that they haven't actually said)**

3 The turnout at his retirement dinner .... about how well respected he was. **(be strong evidence of sb's feelings, merits, etc)**

4 I had to .... when he was talking about how intelligent he is. **(avoid talking)**

5 Robert's manager .... over his use of the company phone. **(have an argument)**

6 Susan can .... if she gets onto the subject of online shopping. **(talk for a long time, uninterrupted)**

7 I'm sorry, I'll repeat that as I didn't say it very clearly. I .... **(speaking with a croaky voice because of a dry throat or a cough)**

8 Edward certainly ...., he could sell honey to bees. **(be able to talk well, persuasively)**

9 It .... that the Internet is an important tool for businesses these days. **(be a foregone conclusion)**

10 If you said you would help with the project, you can't .... now. **(not fulfil a promise)**

40 You are going to read short texts on the subject of communication. For questions 1-10, choose from the sections (A-D). The sections may be chosen more than once.

In which SECTION are the following mentioned?

a unique feature of a particular payment method.	1		a language yet to be understood.	7
an item that works from vocal commands.	2		the societal significance of communication systems.	8
a prediction for a technological development.	3		a device that communicates via visual projection.	9
the collapse of a civilisation.	4	5	facts about a longstanding service.	10
items saved by contact with fire.	6			

A

Linear B was an early form of Greek writing of the era of the Mycenean civilisation that preceded the introduction of the Greek alphabet. Examples of this script were found in Knossos, Thebes, Pylos and Mycenae and leading theories suggest that the script was used by professional scribes associated with the various Mycenaean palaces for administrative purposes. Once the palaces had been destroyed there was no further use for the language and it fell into disuse. The succeeding centuries, known as the Greek dark ages, from 1200 to 800 BC, provide no evidence for any form of written language. The linear B script has survived in many thousands of fragments found in the palace rooms where they were stored. Many survived due to the conflagrations which destroyed the palaces firing the clay tablets and thus preserving them. The Linear B scripts were finally deciphered in the early 1950s. The earlier Linear A script, which was a Minoan language has, by contrast, never been successfully interpreted and remains a mystery.

B

The Royal Mail delivers millions of letters and parcels to households and businesses all over Britain every day. It is an institution with a very long history and can be traced back to King Henry the 8th establishing a 'Master of Posts' in the 16th century. Over subsequent centuries the postal service began to evolve and in 1840 Britain became the first country in the world to issue a postage stamp as a means of paying for delivery. The first stamp was known as the Penny Black. As Britain was, at the time, the only country that issued prepaid postage stamps they are the only stamps in the world that do not bear the country of issue on them to this day. The 19th century was the golden era of the postal service as it was the only available method of long distance communication. In London, there were up to twelve deliveries a day allowing correspondents to exchange multiple letters within just one day.

C

Mobile communication technology has moved so fast in the past few years that it is becoming increasingly difficult to imagine just what the next development may be. It only seems a few years ago that the idea of touch screens was far-fetched. But now many of us have forgotten how to use manual buttons on our phone's so quickly have we become accustomed to the touch screen. So what is the next likely idea that will take hold? We're accustomed to seeing people with a Blue Tooth ear piece so what about Google goggles? This is the latest idea to come from the tech giant whereby messages and information are projected before your eyes, in effect, layering the information over your real world vision. The glasses, which are voice activated, allow you to instantly see messages as you receive them and information such as street directions to literally point you in the right direction. Could these glasses become the next fashion accessory and tech gadget must-have? Though, it may be a little early to tell, it appears that there really are no limits to what people are prepared to use in order to always be wired into the network.

D

It's often asked if we've become too reliant on technology in the modern world, that machines have taken too central a role in every aspect of life and that our society would now simply collapse if, for some unforeseen reason, we suddenly lost the ability to use them. There's no doubt that many of the most significant systems of our society would cease to exist without computers. It would be the end of banking. No more worldwide communication. It is almost inconceivable to imagine a world without these machines. But I'm not sure that it really is such a bad thing that machines have become central to our lives. Without them life would perhaps seem rather dull and slow. The fact is that we thrive on the vast array of instant communication networks that we have set up. There simply is no turning back and I doubt many would, in truth, actually want to.

OPINION-BASED WRITING

Many writing tasks ask you to express your opinion on one or more issues. In particular, opinion-based writing can be found in **articles**, **reviews**, **essays** and **letters to the press/authorities**. When writing, the following factors should be remembered:

- **Relevance** – it is essential that you address **all** the main points in the rubric.
- **Target reader and style** – the style of writing used should always be appropriate to the reader(s).
- **Organisation** – usually you start a new paragraph with each new opinion. Each opinion should be stated clearly using a topic sentence. Supporting sentences should then be added to explain and/or give examples.
  I believe that mobile phones are a tremendously useful invention. [Topic sentence]
  Not only do they enable you to stay in touch wherever you are, but they are also indispensable in emergencies. [Explanation]
  If, for example, your car breaks down in a remote place, you could use your mobile to call for help. [Example]
- **Linking** – you should make use of linking words and phrases, such as *furthermore, however, in contrast, in this way,* etc, in order to connect your ideas.

➡ Understanding the Rubric

41 Read the rubric below, paying careful attention to the underlined words and phrases. Then answer the questions that follow.

> A magazine for students of English has invited readers to send in articles for a feature entitled 'Are e-mails and text messages destroying the language?' Write your article for the feature, giving your opinion. Your article should make reference to the effect that e-mails and text messages have on such things as spelling and grammar.

a. What do you have to write?

b. What kind of publication are you writing for? Who are the target readers? What style is appropriate?

c. Tick the boxes below to show which of the points are relevant to the question. Try to suggest other points of your own.

☐ When sending text messages and e-mails, people do not always use correct grammar.

☐ Writing correctly is not as important as getting the message across.

☐ Text messages and e-mails are more fun than letters.

➡ Analysing the Model
Linking Words & Phrases

42 a. Read the model and fill in the gaps with the appropriate linking word or phrase. Then suggest your own alternatives.

- for instance • first of all • finally • to sum up
- secondly • particularly • by this I mean

ARE E-MAILS AND TEXT MESSAGES DESTROYING THE LANGUAGE?

Technology has undoubtedly brought about a revolution in communication. Most people would agree that this has been a positive development. Recently, however, there has been concern over the negative effect that modern methods of communication are having on the English language.

1) .... , the increasing use of e-mails and text messages is changing the way we use grammar. **2)** .... that certain words are dropped in order to keep messages short. *In my view,* this cannot be avoided. In a text message, **3)** .... , there is neither the time nor the space to write complete sentences. The same applies to e-mails, which are supposed to be a shorter, more direct form of communication. In both cases, the need to be brief often means that the grammar is changed in some way.

4) .... , it is fashionable nowadays to shorten the spelling of words, **5)** .... in text messages. One example of this is when people write 'CU l8r' instead of 'See you later'. To purists or to people who are not used to such abbreviations, this might be seen as a threat to the language. *To my mind,* it simply shows that the language is changing in much the same way as it has done for centuries.

6) .... , *in my opinion,* writing English correctly is not as important as getting the message across. If, for example, you send someone an e-mail or a text message telling them to meet you in a specified place at a certain time, making yourself understood is much more important than your grammar and spelling. *As far as I am concerned,* we should allow a certain amount of flexibility. Not everyone has a perfect command of the language but that should not stop them from being able to communicate.

7) .... , the effect that e-mails and text messages are having on written English is a significant one. This may, in the future, result in major changes to the language. However, we should not let rules get in the way of communication. After all, isn't that the reason language was developed in the first place – so that we could communicate?

b. The expressions in italics in the text have been used to introduce the writer's opinion. Look again at these expressions and suggest suitable alternatives.

Paragraph Planning

c. Put the points from the model into the appropriate boxes.

A summarised opinion
B opinion concerning spelling
C background information
D opinion about communication
E opinion concerning grammar

Introduction → Paragraph 2 → Paragraph 3 →
....

Paragraph 4 → Conclusion →
....
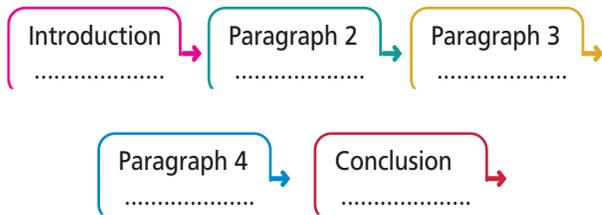
d. Look at the main body of the model again and find examples of:

• Topic sentences • Explanations • Examples

Topic & Supporting Sentences

43 Read the following paragraphs and say whether they contain explanations, examples or both. Then think of an appropriate topic sentence for each one. The first one has been done for you.

A First of all, I totally disagree with the plans to build the mobile phone aerial. Not only is there the threat of radiation to local residents, but it will also destroy their views of open countryside and reduce the value of their properties.[Explanation] This will be disastrous for residents of places such as Harlesden and Pemble Waters.[Example]

B ....
....
....
....
This appears to be the only sensible solution. After all, many children today know how to use a computer but may not be able to afford one at home. Providing them in schools will ensure that no one is deprived of this valuable learning aid.

C ....
....
....
There is no need for this at all. School is a place of learning, and talking to their friends or sending text messages is something that students should do in their own time. Furthermore, they cannot use the excuse that they need them for emergencies, since in a real emergency, they can use the school phone.

D ....
....
....
In other words, there is no way that we can be sure that mobile phones are safe. Even if we take all the precautions available today, we do not know what to expect in the future. What will happen if, for example, they discover a link between mobile phones and cancer? If we wait until then, the damage will have been done and it will be too late to act.

44 Read the following topic sentences and complete the supporting sentences.

a) I believe that, thanks to technology, people are able to communicate far more easily than ever before. For example, we only have to look at the Internet to see that ....
....
....
In addition, ...
....

b) As far as I am concerned, mobile phones are the worst invention of the twentieth century. By this I mean that ....
....
What is more, ...
....

c) In my opinion, it is far nicer to receive a hand-written letter than an email. One of the disadvantages of emails is that they are ....
....
It is much more pleasant ....
....

23
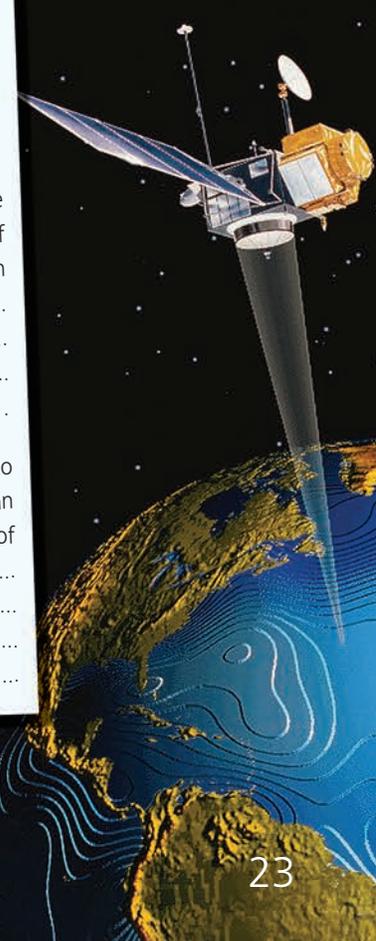
Expressing Your Opinions

45 a. Read the sentences below and choose appropriate words/phrases to give your opinion, as in the example.

> I think/feel/believe (that) ...,
> I strongly believe (that) ...,
> In my opinion/view ...,
> The way I see it ...,
> It seems/appears to me that ...,
> To my mind ...,
> I (do not) agree with/that ...,
> As far as I am concerned ...,
> I completely/fully agree with/that ...,
> I am totally against/I strongly disapprove of/
> I completely disagree with (the idea/suggestion/statement that) ...,
> I fully support ...,
> I am entirely in favour of ...

1 Knowing how to use the Internet is a tremendous advantage nowadays.
   I fully agree that knowing how to use the Internet is a tremendous advantage nowadays.
2 Children should be allowed to take their mobile phones to school with them.
3 All schools should give basic training in writing emails.
4 You should not judge people by the clothes they wear.
5 Life would be far better if we did not have telephones.
6 True communication involves the ability to listen as well as speak.

b. Now say how you would support these statements.

1 *I fully agree that knowing how to use the Internet is a tremendous advantage nowadays. The Net is an incredible source of knowledge and information, both at work and in the home. In addition, it provides us with a quick and easy means of communication in the form of emails.*

Relevance / Brainstorming

46 a. Read the rubric and underline the key words.

- You have read the extract below as part of a newspaper article about modern communications. You decide to write a letter responding to the points raised and expressing your own views.

> "The invention of the telephone, rather than being a great benefit to society, is responsible for a breakdown in communication. Because of the telephone, we have fax machines, the Internet, mobile phones and the death of letter-writing – all of the things which have led to the poor communication which exists between people today."

b. In pairs, correct the following points.

1 you have to write a newspaper article
   you have to write a letter based on a newspaper article
2 the telephone has greatly benefited society
3 the telephone has directly brought about a wide variety of problems
4 the writer of the extract thinks fax machines, the Internet and mobile phones are great inventions
5 mobile phones caused the death of letter-writing
6 there is excellent communication between people today

c. Which of the points made in the extract do you agree with? Which do you disagree with? Make brief notes below.

Agree	Disagree
....	....
....	....
....	....
....	....

d. For each of the points above, say how you would support your opinion.

I completely disagree with the statement that the telephone has led to poor communication. First of all ...

BEGINNINGS AND ENDINGS

The purpose of the **beginning** is to make sure that the target reader knows what to expect in the main body of the writing.

The **ending** must conclude the writing in a way that will satisfy the target reader.

When expressing your opinion, the way you begin and end depends on what you are writing (letter, essay, article, etc). You can make your writing more interesting by the inclusion of various techniques.

Techniques for beginnings include:
– addressing the reader directly
  If you were to be offered a free mobile phone, you would probably gratefully accept it. You probably wouldn't stop to think about ...
– mentioning background information
  Over the last fifty years, businesses have become increasingly dependent on the use of telecommunications ...
– asking a rhetorical question
  Just how useful are all these developments?
– stating the reason for writing (for letters)
  I am writing in response to the announcement that ...

Techniques for endings include:
– making a thought-provoking statement
  Perhaps the Internet was not such a good idea after all.
– making a prediction for the future
  Maybe one day we will no longer need telephones at all.
– summarising the main opinion
  On the whole, it would seem that there are a number of disadvantages to the Internet.
– asking a rhetorical question
  Who knows what the future has in store for us?
– making reference to further action (for letters)
  I strongly urge the council to reconsider its decision.

47 a. **Read the following beginnings and endings and identify the techniques which have been used.**

1   Throughout the twentieth century, technology played an increasingly important part in the development of the telephone. Now, in the early years of the new millennium, we are about to see even greater changes in the way we communicate. Let's have a look at some of those changes.

2   I am writing to express my support for the opinions raised by your columnist in last week's *Advertiser*. Not only do I fully agree that the telephone is a marvellous invention, but I also feel strongly that the latest developments in mobile phone technology will make life considerably easier for all of us.

3   A considerable number of people are against mobile phones. These people claim that these phones are an invasion of privacy, and that their users are inconsiderate. It is also often said that mobile phones are dangerous. But how many of these people have stopped to think of the benefits that mobile phones have brought us?

4   So, what with all these changes coming our way, the future looks interesting. Perhaps we can all look forward to the day when we can do our jobs from the comfort of our own homes!

5   Once again, congratulations on printing such an enlightening article. It is encouraging to find such well-researched and informative journalism in a weekly newspaper. I look forward to reading more in future issues.

6   All in all, it would seem that there is a lot to be said in defence of mobile phones. They are indispensable in business and great fun for young people. What is more, they are invaluable in an emergency. I think they will be with us for a long time to come.

b. **Using some of the techniques above, write a suitable beginning and ending for the rubric in Ex. 46a.**

STYLE

The style you use in your writing depends on the target reader and the type of writing. For example, a business letter written to your bank manager requires a more formal style than a light-hearted article written for teenagers.

Formal style includes:
– sophisticated vocabulary
– more frequent use of the passive voice
– complex grammatical constructions

Informal style includes:
– colloquial (spoken) and idiomatic English
– less frequent use of the passive voice
– less complex grammatical constructions

48 a. Read the following paragraph and make it more formal by replacing the words/phrases in bold with suitable ones from the list.

- furthermore • played a major role in • after all
- rather than • such as • an invaluable aid
- particularly suitable for • by this I mean
- I have little doubt that • had it not been for

I'm pretty sure that the telephone was a big help with the changes that took place in the last century. What I'm trying to say is that, without the telephone, we would never have had other developments, like faxes, mobiles or the Internet. Apart from that, the telephone is really important for businesses and the best way of keeping in touch with friends. Let's face it, most people prefer to pick up the phone instead of writing a letter.

b. Now rewrite the underlined sections of the following paragraph to make it more formal.

The way I see it, instead of getting closer together, we're moving further apart. What I'm trying to say is that communications don't really help us understand each other, especially in areas like politics. And something else – computers aren't really the best way of doing one's work. Let's not forget, human contact is very important too.

Discuss & Write

49 Read the following rubrics and underline the key information. Then, for each one, answer the questions that follow.

A Your school/college magazine is running a competition to find the best article on the subject *'Staying in Touch'*. Write your article for the magazine, giving your opinion on the best ways of corresponding with friends and relatives.

B You have read the extract below as part of a newspaper article on ways of communicating. Write a letter responding to the points raised and expressing your own views.

"Sometimes I wonder how teenagers communicate. They seem to spend all their time on the Internet or on their mobiles but I have no idea what they are doing. There are other things as well, such as the language that they use when they speak to each other. I mean, is this really communicating?"

C You recently attended a lecture entitled *'The Role of Communications in the Modern World'*. Now your tutor has asked you to write an essay examining this issue and giving your own opinions.

1 What type of writing is this?
2 Who are the target readers?
3 What style is appropriate?
4 What are your views?
5 What linking words and phrases can you use?
6 Which techniques will you use in your beginning and ending?

→ Planning & Organisation

50 Choose one of the rubrics above and, in the main body paragraph plan below, make notes about what you will include.

Paragraph 2
Topic Sentence ....
....
Example(s)/Explanation(s) ....
....

Paragraph 3
Topic Sentence ....
....
Example(s)/Explanation(s) ....
....

Paragraph 4
Topic Sentence ....
....
Example(s)/Explanation(s) ....
....

51 Using what you have learned in this unit, write the task you discussed in Ex. 49. Write between 280 and 320 words.

12 Read the text below and decide which answer (A, B, C or D) best fits each gap.

Do women really talk more than men?

In a word, No. So how did the rumour get started?

In 2006, a popular science book called *The Female Brain* claimed that, on average, women **0)** utter around 20,000 words a day, and men 7,000. The figures were reported in newspapers around the world and quickly entered the **1)** .... mainstream. They were perfect material for sound bite science, substantiating as they did the popular stereotype that women are talkative and men are **2)** ....

One person who found the claim impossible to believe was Mark Liberman, a professor of linguistics at the University of Pennsylvania. His scepticism prompted him to **3)** .... into the footnotes of *The Female Brain* to find out exactly where the author had got her figures. What he found was not an academic **4)** ...., but a reference to a self-help book. Following the trail into the thickets of popular literature, Liberman came across wildly varying figures. Different authors (and sometimes even the same author in different books) gave average female daily word counts ranging from 4,000 to 25,000 words. As far as Liberman could tell, all the numbers were simply **5)** .... thin air. In no case did anyone cite any actual research to back them up. He concluded that the claims were variable because they were actually **6)** .... guesswork.

After Liberman pointed this out in a newspaper article, the author of *The Female Brain* **7)** .... that her claim was not supported by evidence and said she would delete it in future editions. But the damage was done. The much-publicised sound bite that women talk three times as much as men will now **8)** .... in people's memories and get recycled in their conversations. The little-publicised retraction will make no such impression. This, quite simply, is how myths can acquire the status of facts.

	A	B	C	D
0	A pronounce	B utter	C express	D voice
1	A cultural	B social	C communal	D collective
2	A sustained	B reticent	C contained	D restricted
3	A probe	B index	C rummage	D delve
4	A allusion	B testimonial	C citation	D tribute
5	A plucked from	B taken in	C given by	D drawn on
6	A open	B pure	C rightful	D valid
7	A reconciled	B granted	C conceded	D compromised
8	A linger	B hover	C hang	D hold

13 Fill in the gaps using derivatives of the words in capitals.

Text Message Marketing:
Cost effective advertising with impact

Text messaging is one of the most **0)** effective ways for a brand to communicate with a consumer. Research shows that 95% of SMS's are read within three minutes of receipt, with 99% of all messages being eventually read, making text message marketing one of the most **1)** ...., powerful, and cost effective consumer marketing and advertising tools available to businesses today. **EFFECT / RESPOND**

For retailers especially, text messaging provides a(n) **2)** .... opportunity to establish a connection with customers. Today, more and more retailers in the UK are turning to this marketing medium to **3)** .... information to customers in order to drive traffic to their stores. British retail giant, Marks & Spencer (M&S), for example, currently has an opt-in **4)** .... of around 800,000 people to whom it regularly sends updates about its above-the-line offers, such as its 3-for-2 meal deal offers. Since its mobile marketing campaigns began, M&S has seen a significant increase in customer traffic, basket sizes, and profit. **COMPARE / CIRCLE / DATA**

The power of text message marketing is that one's audience is permanently switched-on, **5)** ...., and ready to act. Research conducted in the UK in 2010 found that 41% of consumers who received a specific mobile advert went on to visit that retailer's store, with 53% saying it was the advert that prompted them to do so. **IMPULSE**

According to the UK Internet Advertising Bureau, mobile advertising was worth £83m in the UK in 2010, up from £37.6m the previous year – a 116% like-for-like increase. This rate of growth is astounding given that it occurred amidst the backdrop of a global **6)** .... Industry experts predict that growth will only accelerate as handsets equipped with new technology, including mobile broadband, become universal. Indeed, the pace of change in the industry is so rapid today that it is hard to believe many companies greeted the predicted **7)** .... growth of mobile advertising with barely disguised **8)** .... merely a decade ago. **RECEDE / STOP / SCEPTIC**

1

→ Reading

14 You are going to read three short articles on various aspects of verbal and non-verbal communication. Before you read, discuss the following questions.

1 You might have heard it said that over 80% of communication between individuals is nonverbal, not verbal. Do you think this is true? How significant do you think non-verbal communication typically is in getting your message across to someone?

2 When someone's words don't match their non-verbal behaviour (e.g they say they are happy while frowning and staring at the ground), do you tend to ignore what has been said and focus instead on unspoken expressions? Why/Why not?

3 Do you think there are telltale signs that people exhibit when they lie? Do you think you are good at realising when someone is fibbing to you? Why/Why not?

15 Now, read the articles. For questions 1-10, choose from the sections (A-C). The sections may be chosen more than once.

In which section is the following mentioned?

a claim about the contribution of various modes of communication (in particular body language, vocal pitch and words) to the content of a message? `1 ☐`

how people help falsehoods become conventional wisdom? `2 ☐`

the failure, as yet, to resolve an outstanding question? `3 ☐`

how verbal speech may be aided by non-verbal speech? `4 ☐`

how something is second nature to all of us? `5 ☐`

the press's preoccupation with a subject? `6 ☐`

a blatant distortion of a study's findings? `7 ☐`

people's inability to do something with any success? `8 ☐`

how the telltale signs of something are not what most people believe? `9 ☐`

how reinforcement of a verbal utterance is a sign of candour? `10 ☐`

16 Look at the words and phrases in bold in the text. From the context in which they appear, come up with a synonym or definition for them.

17 Make sentences of your own with five of the words or phrases from Ex 16.

8

The Art of Communication

A

Busting the myth: 93% of communication is not nonverbal

Nonverbal behaviour is an area of psychology that receives **stacks of** media attention. The idea that the vast majority of communication occurs nonverbally is quoted everywhere from self-help literature to popular psychology articles. The figures which are regularly **bandied about** are: we get 55% of the content of a message from the visual component (i.e. body language), 38% from the auditory component (i.e. tone of voice) and just 7% from the actual words used. Sounds implausible? That's because it is. The original experiments which gave rise to these figures only applied to the communication of emotions - specifically, feelings of like or dislike. The author of the study, himself, stressed that to apply his findings to communication in general would be a **gross misrepresentation** of his research. That didn't stop this from happening though. Let's think about it for a minute. How can you possibly get 93% of communication without the words? If you watch a foreign-language film, and observe the body language and listen to the vocal tones - can you really understand 93% of the plot? Of course not. In 2009, BBC's Radio 4 interviewed the man whose research has been misrepresented in so many ways, Albert Mehrabian. During the radio interview, Mehrabian **blew a hole in** the interpretation by explaining that if he were asked where a pencil was, he would struggle to communicate that is was in the third drawer down of the left hand side of the desk in the spare bedroom without using words. Nevertheless, those who teach communication skills to business executives, salesmen, politicians and others, continue to **perpetuate** the myth, mindlessly **regurgitating** it without bothering to check if it is true. Communication is terrifically and beautifully complex. Non-verbal aspects of communication obviously contribute to message content, but the idea they deliver 93% of the entire message is entirely false.

B

When do gestures communicate?

Do the hand gestures we produce while talking significantly benefit listeners' comprehension of our message, as most people believe? This question has been the topic of numerous research studies over the past few decades, but there has been little consensus. Some have argued that hand gestures communicate vital aspects of meaning, while others have argued that they actually play a role in word retrieval. Those who claim the latter say that while it would be foolish to argue gestures have no communicative function whatsoever, the case has been vastly overstated. Perhaps gestures do aid communication, but they do so by helping us form our own speech, rather than with the communicative properties they have in themselves. This theory has the great advantage of being relatively easy to test. Simply tie someone's hands behind their back then see how it affects their speech. This has been done in experimentally-controlled conditions and the evidence suggests that people's speech does indeed become less fluent when they're not allowed to gesture. In addition, studies on the 'tip of the tongue' phenomenon have shown that people unable to gesture find it harder to retrieve the right word. Whether the primary function of gesturing is to help speakers think (by facilitating word recall and helping reduce cognitive effort) or help listeners understand (by allowing access to the unspoken thoughts of the speaker) will require more research to answer. Either way, however, it's clear gestures are not simply useless by-products of some other process. Gestures provide vital support for our communicative abilities.

C

Are you lying to me?

How do you spot a liar? Some **tales are so tall** that they trip over their own improbable **feats**. You could be sleep-deprived for three days and still not have the faintest chance of falling for them. But then there are the lies that are trickier to detect. The truth is, it's virtually impossible – even for experts – to catch a good liar out. This is because, contrary to popular belief, liars do not give themselves away through their facial expressions and body language. Indeed, study after study has shown that **cues to deception** are not found in a deceiver's non-verbal behaviour. Yet, the average person on the street still believes that actions such as fidgeting, breaking eye contact and blinking are the types of ways liars betray themselves. Given this mistaken assumption, it's hardly surprising, then, that most people are **notoriously** bad at detecting other people's lies. "People typically believe they are poor liars and good lie detectors," says psychologist A. Vrij, from Portsmouth University, UK. "In fact, it's the other way around". In part, detecting deception is difficult because lying is so easy to do. Children learn to lie at an early age and they are very good at it. Our skills only increase as we get older. By the time we're adults, we lie so frequently that most of the time we're barely aware we're even doing it. Luckily, poor lie detection doesn't matter most of the time as the majority of the lies we're told lies are small and **inconsequential** (false compliments, **face savers** and the like). But occasionally, the **stakes** are higher. So how can you avoid being **duped** by a liar? According to UCLA professor of psychology, R. Edward Geiselman, verbal cues, not non-verbal behaviour, are the best way to detect deception. Geiselman points to the following:

- when questioned, deceptive people say as little as possible
- though they say little, they tend to spontaneously give a justification for what they are saying, usually without being prompted
- they tend to speak in sentence fragments
- when pressed, liars will generally not provide more details, while truthful people will deny they are lying and provide more and more details of events to **buttress their explanation**

So next time you suspect someone isn't telling you the entire truth, don't focus on what they are doing; focus on what they are saying.

1

→ Listening & Speaking

18 You are going to listen to a radio interview about long-distance communication from antiquity to the early twentieth century.

   a. Before you listen, look at the following statements and say whether you think they are true (T) or false (F).

   1 The Egyptians used carrier pigeons to communicate as far back as 3000 BC. ......

   2 The development of international commerce led to more advanced postal systems. ......

   3 The telegraph rendered several forms of long-distance communication obsolete. ......

   b. Now listen to the recording and fill the gaps with a word or short phrase.

> What particularly impresses Judith about many forms of 1 ☐ communication is the degree of ingenuity shown by the people who devised them.
>
> Ancient civilisations were not ignorant of the fact that an effective communication network was a fundamental part of 2 ☐ a vast empire.
>
> The Roman 3 ☐ was the most advanced of its time.
>
> The Romans relied upon a 4 ☐ of messengers for speed of delivery.
>
> A boom in international trade in the Middle Ages brought about an increase in 5 ☐ leading to a reformation of existing postal services.
>
> These reforms were later improved upon as a result of the invention of the 6 ☐ .
>
> The failure of the Pony Express is attributed to the invention of the 7 ☐
>
> The fact that pigeons are well-suited for 8 ☐ was well-known by the ancient Egyptians.
>
> More recently, carrier pigeons proved themselves to be invaluable as 9 ☐ .

   c. Were your answers in *a* correct?

19 In pairs, do the following speaking tasks.

   a. Student A, talk about the following question for about two minutes.

   In what ways has technology changed the way people communicate with each another?

   • mobile phones
   • e-mail
   • Internet chat rooms

   b. Student B, say if you agree or disagree with what Student A said. Is there anything you would like to add?

   c. Discuss the following question together.

   To what extent do you rely on technology to communicate with others?

   d. Listen to two students doing the speaking task above and compare their performance to that of your classmates. Assess your classmates in terms of:

   • grammatical resource
   • lexical resource
   • discourse management
   • pronunciation
   • interactive communication

   e. Student B, talk about the following question for about two minutes.

   Discuss the factors that influence people's clothing choices

   • work
   • social status
   • mood

   f. Student A, say if you agree or disagree with what Student B said. Is there anything you would like to add?

   g. Discuss the following question together.

   Do you agree that attractive people are more successful in life?

   h. Listen to two students doing the task above and assess your classmates as you did in *d*.

   i. Discuss the following questions together.

   • How important is it to 'dress for the occasion'?
   • Do you agree it is necessary to learn other languages?
   • Gestures and expressions differ from one culture to another – how might this cause problems?
   • In what ways might our command of language suffer as a result of communication technology?

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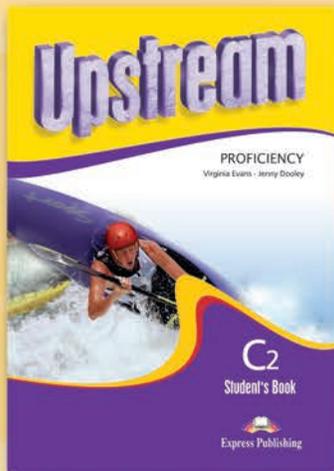
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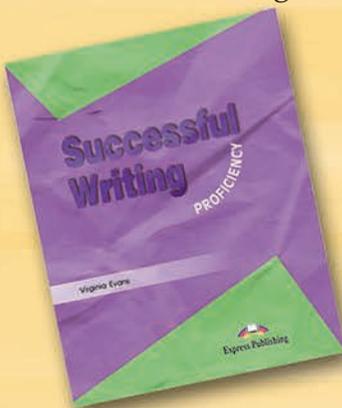
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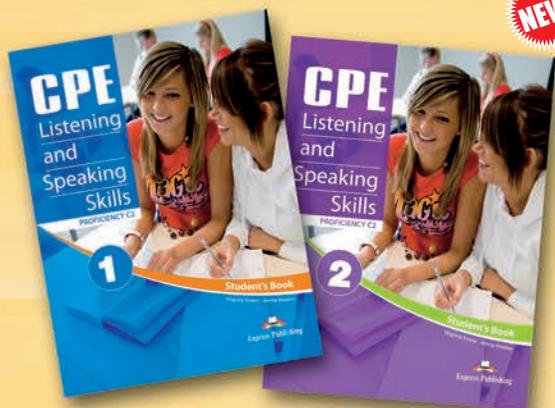
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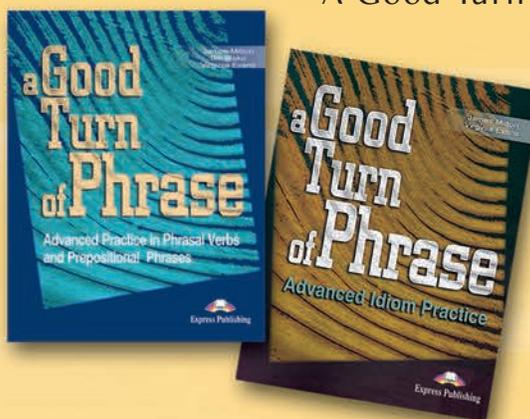
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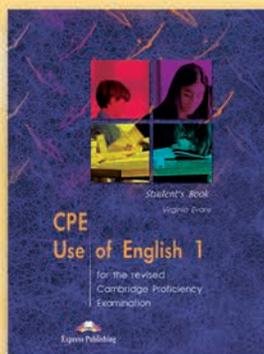
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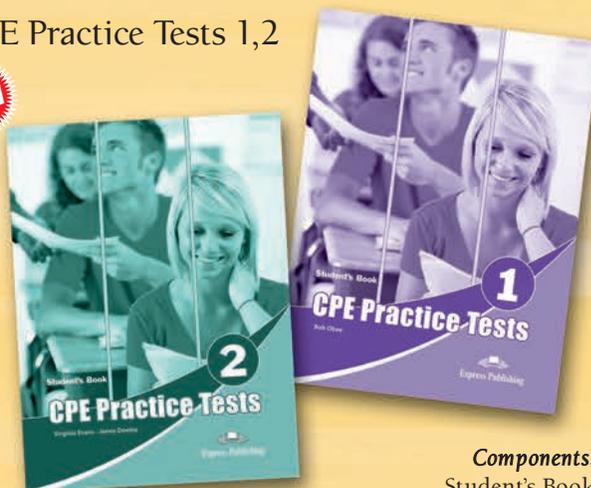
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Upstream C2

PROFICIENCY

Upstream Proficiency is a modular secondary-level course for learners of the English language at CEF C2 level. The series combines active English learning with a variety of lively topics presented in themed units.

Key Features

- theme-based units from a wide variety of authentic sources in five modules

- a variety of cross-cultural topics

- systematic development of all four language skills through realistic challenging tasks which encourage the learner's personal engagement

- lexical exercises practising and activating all essential vocabulary including collocations, idioms, phrasal verbs, fixed phrases and word formation

- a varied range of reading texts from authentic contemporary sources, with exercises which encourage learners to read extensively as well as intensively

- stimulating reading and listening tasks

- a wide range of speaking activities

- writing analysis and practice on all types of writing with full models as well as systematic practice of summary writing skills

- exam and study skills tips

- Self-Assessment sections at the end of each module

- practice in exam-style exercises for all five papers in the Proficiency exam

- grammar sections covering all major grammatical areas and more advanced grammar points plus a Grammar Reference Section

- a complete practice test

Components

Student's Book
Teacher's Book
Workbook (Student's)
Workbook (Key)
Class Audio CDs
Test Booklet

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