

Change

1.1 Up to speed?

GOALS ■ Make comparisons ■ Talk about time and speed

Grammar & Reading comparing

1 Work with a partner. Look at the photos. What links them?



2 Read the extract from a magazine article about modern life. According to the writer, what two things are different about modern life?

Get ready in five minutes

Nothing sums up modern life better than the name of a current Japanese TV game show: *Get up, have breakfast and get ready for work in five minutes*.

Does this sound like your life? Do you get the feeling that everything is accelerating? Not only are activities getting ¹significantly quicker, but our assumptions are changing, too.

Take exercise: we used to think that ²the longer we spent on, say, a pleasurable walk in the countryside, **the more good** it did us. Not any more. The new fad is for HIIT – short for High-Intensity Interval Training – whereby just twelve minutes of very intense activity is supposed to be ³every bit as beneficial as conventional exercise. Get on that rowing machine and keep it short and sharp! It's supposed to get you fitter in a considerably shorter period of time than conventional exercise routines. Advocates of HIIT training claim that it can burn fat up to ⁴50% more effectively than low-intensity exercise. They also maintain that it speeds up metabolism and so makes you burn more calories throughout the day. However, some recent research would appear to dispute these claims.

But have our personalities changed, too? Smartphones allow us to access information in no time at all. Research demonstrates that 80% of people will not wait more than thirty seconds for a video to load. A recent survey suggests we now walk 10% faster than we did ten years ago. It seems we even start to get annoyed after five seconds waiting for the car in front of us to start moving when the traffic light turns green. Over time, we have come to expect everything to be available ⁵infinitely more quickly than in the past. We have ⁶far less patience. We've forgotten how to slow down. Welcome to modern life.

- 3a Read the Grammar focus box and match phrases 1–6 in the article to the four types of comparing structures a–d.

GRAMMAR FOCUS comparing

Various words and structures can be used for comparing things.

a	(not) nearly/not/nowhere near/ almost/just/every bit/twice/ three times	+ as [adjective or adverb] as	_____
b	much/far/a lot/a great deal/ considerably/significantly/ 25%/a little/a bit/slightly/no	+ [adjective]er than/ more [adjective or adverb] than/ less [adjective or adverb] than	_____
c	much/many/far/a lot/a little/a bit	+ more/less/fewer + noun	_____
d	the [more/bigger/fewer ... the [more/smaller/less	+ adjective or adjective + er] + noun or adjective or adjective + er] ...	_____

→ Grammar Reference page 142

- b Answer the questions.

- In a, which phrases mean ...?
 - 'less than'
 - 'the same amount as'
 - 'more than'
- In b, which phrases mean ...?
 - 'a big difference'
 - 'a small difference'
- In a–d, which phrases are informal?

- 4a Work with a partner. Make sentences using the prompts.

- Fast food / every bit / nutritious / other / food.
- Life in the 21st century / infinitely / century ago.
- The more / organize / more / stressed / become.
- Students / complete / exercise / longer / five minutes.
- The service / restaurant / nowhere near / used / be.
- Considerably fewer / visited / website / month.

- b Compare your sentences with those from another pair.

PRONUNCIATION sentence stress

Longer sentences are often broken into chunks, and within these chunks, usually one or two words are stressed.

You must **complete** this **answer** || in **no longer** than **five** minutes.

- 5a 1.1))) Listen to four sentences and write what you hear.
- b Mark the main stress in each sentence. Try saying them in chunks.
- c 1.1))) Listen again and check. Repeat the sentences.

- 6 **TASK** Work in small groups. Compare today's lifestyles with those of the 1980s. Think about the differences in:

- working practices
- transport and travel
- the ability to be patient and wait for things to happen
- communications at home and at work
- subjects people can study at university.

Vocabulary & Speaking time and speed

- 7 Work with a partner. Do any of these statements apply to you? Give examples of how they do/don't.

- I tend to do things at the very last minute.
- Deadlines make me work more effectively.
- Effective time management is the key to a stress-free life.

- 8a **TASK** Complete the questions with some of the phrases in the box. Use the definitions in brackets to help.

behind the times short and sharp
the (very) last minute time and again
time flies time management
time really drags up to speed
with hindsight

- What sorts of things do you tend to leave to _____ (the latest possible time)? Do you think this is an effective thing to do? Why/Why not?
- In what ways do you feel you are really _____ (aware of the most recent developments) with all the new technology? Which areas do you feel you are a little _____ (old-fashioned) in?
- _____ (thinking now about the past), can you think of a decision you've made that you regret? What happened? What was the result?
- Can you think of a situation where _____ (time seems to pass very quickly)? What happens?

- b Discuss the questions in exercise 8a in small groups. Ask questions to find out more information. What's the most interesting thing you found out?

▶ VOX POPS VIDEO 1

1.2 Managing change

GOALS ■ Use continuous forms ■ Talk about change

Grammar & Reading continuous forms

1 With a partner, try to explain what is happening in the photo.

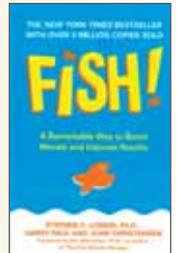


- 2 Read the book review. Then discuss the questions with a partner.
- 1 Describe the atmosphere at the fish market. How would you feel if you were a customer?
 - 2 What is the connection between management training and the Pike Place Fish Market?
 - 3 How do you feel about the four business principles?
- 3a Complete the text with appropriate forms of the verbs in brackets.
- b Compare your answers with a partner.

FISH! BOOK REVIEW

Lundin, Paul, Christensen

‘Was that a fish flying through the air? One of the workers picked up a large fish, ¹ _____ (throw) it six metres to the raised counter, and shouted, “One salmon flying away to Minnesota.” Then, all the workers repeated together, “One salmon flying away to Minnesota.” The guy behind the counter made an unbelievable one-handed catch, then nodded to the people applauding his skill. The energy ² _____ (be) remarkable.



Another worker ³ _____ (tease) a small boy by making a large fish move its mouth as if it were talking. Two old people ⁴ _____ (laugh) uncontrollably. “We ⁵ _____ (watch) them work all morning – it’s like watching a show!” one of them said.’

FISH! is a management training book with a difference. It ⁶ _____ (tell) the story of the Pike Place Fish Market in Seattle and how the workers revolutionized their business through four simple principles:

- **Choose your attitude** ‘We can bring a moody attitude and have a depressing day ... or we can bring a sunny, cheerful attitude and have a great day.’
- **Play** ‘... we discovered that we could be serious about business and still have fun.’
- **Make their day** ‘Focusing your attention on ways to make another person’s day provides a constant flow of positive feelings.’
- **Be present** ‘When you are present with people, you look right at them ... everything ⁷ _____ (go) on around you, but you ⁸ _____ (still take care) of just them.’

In FISH! a woman applied the Pike Place principles to her own workplace, which ⁹ _____ (struggle) with a negative work culture, and made a significant change to the motivation of her team.

■ **make someone’s day** make someone feel very happy on a particular occasion

- 4 Read the Grammar focus box and match examples 1–5 to forms a–e.

GRAMMAR FOCUS continuous forms

- We use continuous forms to talk about actions or situations (past, present or future) which are incomplete, temporary or in progress.

- Tomorrow afternoon, we'll be visiting an amazing fish market.*
- The workplace had been struggling with a very negative work culture.*
- Two old people were laughing uncontrollably.*
- Everything is going on round you.*
- We've been watching them work all morning.*

- to talk about actions/situations which continued up to, or stopped shortly before, the main past event ____
- to talk about something in progress around, or as background to, the main past event ____
- to talk about the length of time of an action/situation which started in the past and is still going on ____
- to talk about temporary actions that are in progress around now ____
- to talk about what will be in progress at a particular time in the future ____

- We do not usually use the continuous form when we talk about states with verbs like *like, know, seem*, etc.

I like your new office. NOT ~~*I'm liking your new office.*~~

I know a dozen ways to cook salmon.

NOT ~~*I'm knowing a dozen ways to cook salmon.*~~

→ Grammar Reference page 143

- 5a Choose the correct options to complete the questions.

- According to the review writer, what *makes / is making* FISH! a management training book with a difference?
- What *did the market workers do / are the market workers doing* to make their customers feel better?
- What effect *do the market workers want / are the market workers wanting* this way of working to have on their customers?
- In the final paragraph, why *did the businesswoman apply / had the businesswoman been applying* the Pike Place principles to her workplace? What *happened / was happening* after she did?
- Can you think of a situation where you *have seen / have been seeing* some of these ideas in practice? If not, can you think of a situation where they could make a difference?

- b Answer the questions in exercise 5a with a partner.

Vocabulary & Listening change

- 6 1.2))) Work with a partner. Listen to the introduction to a business seminar. Student A, why can change be a problem for workers? Student B, why can introducing changes be difficult for managers? Share your answers.
- 7a 1.3))) Listen to the next part of the seminar. Note down the three general factors which determine a culture's response to change.
- b 1.4))) Listen to the final part of the seminar. Match each cultural group 1–4 to what is important for them a–d.
- | | |
|-----------------------------------|--|
| 1 Anglo-Saxon cultures | a feeling their opinion is valued |
| 2 Scandinavia and the Netherlands | b respecting the professional expertise of the manager |
| 3 Mexico, Russia and India | c knowing how a change will improve their personal prospects |
| 4 Germany and Austria | d having confidence in those in authority and receiving formal communication |
- c Work with a partner. Are these sentences true (T) or false (F)?
- If change is not handled well, people always **resist** it.
 - According to Lewin, the first step in **bringing about** change is to explain the reasons.
 - Those wishing to **implement** a change in Anglo-Saxon countries need to highlight benefits to the team.
 - In Scandinavia, if change is **imposed on** people from above, they do not **adapt** well to it.
 - Consultation** in decision-making is important in India.
 - In Germany, change can be **facilitated** by formal written communication.
- d 1.3, 1.4))) Listen to both tracks. Correct the false sentences.
- 8 Match the words in bold in exercise 7c to meanings a–g. Make any necessary changes to the forms.
- change your behaviour in order to deal more successfully with a new situation
 - make an act or process possible or easier
 - force a new rule/system to be used
 - make something happen
 - make something that has been decided start to happen
 - refuse to accept something and try to stop it from happening
 - discussing something before making a decision
- 9 **TASK** Work in groups of three. You are going to give a mini-presentation. Student A, turn to page 126. Student B, turn to page 133. Student C, turn to page 139.

1.3 Vocabulary and skills development

GOALS ■ Predict content ■ Use a dictionary

Reading & Speaking predicting content



A high school student is transformed into a superhero after being bitten by a spider



An eighteen-year-old girl is transformed by a witch into a ninety-year-old woman

The power of transformation stories

I went to my local multiplex the other day, and of the eight films on offer, five featured some kind of transformation as the basis for the plot.

In one, the hero is a nerdy office worker who turns into a spider at the first sign of danger; in another, the feisty heroine is a schoolgirl who becomes a zombie ... or was it the other way round? And in the third, the main character turns green and grows enormous muscles when he gets angry, which is roughly every five minutes.

But these transformations are not restricted to recent popular culture. Many prestigious works of art and literature have concerned heroes who changed (or were changed) into somebody or something else. One of the most famous transformation stories, *Dr Jekyll and Mr Hyde*, was published in 1886. Further back still, many fairy tales and children's stories, which involve witches becoming princesses, frogs becoming princes, and princes changing into beasts, depend on these

- 1 Look at the four film and book titles. What theme do they have in common?
- 2 Read the information in the Unlock the code box about predicting content.



UNLOCK THE CODE

predicting the content of a text

- Use the title, any visuals such as photos or graphs, sub-headings and the first sentence to anticipate the content of the text.
- Think about the vocabulary you might expect to find about the topic of the text.
- Try to predict how a particular type of text might be organized, for example, in an article, what do you expect to read in the first paragraph or the last?
- Read the first sentence of each paragraph – it often gives clues as to the content of the paragraph.
- Be prepared to change your mind as you read.

- 3a Answer the questions with a partner.

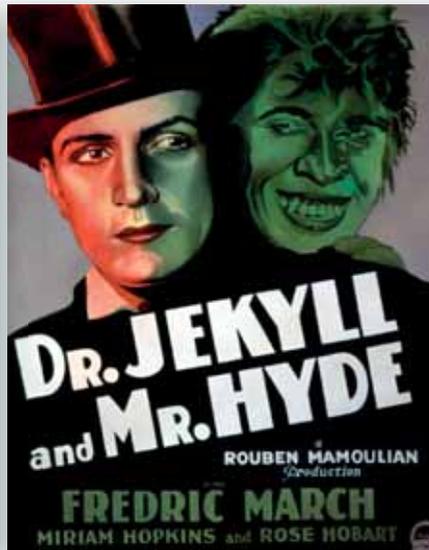
- 1 What can you predict about the content of the article from the title, visuals and first sentence?
- 2 Which of these words might you expect to find in the article?
boring castle cinema diary frog muscles
protagonist spider technology transformation
- 3 Can you predict what the writer's argument will be? What will the conclusion be?

- b Read the first sentence of each paragraph. Predict the content of each paragraph from the first sentence.

- 4 Read the article. How close were your predictions?
- 5 Can you think of any other books, films or stories where a key character is transformed in some way? Describe the story to a partner.



An ogre meets a beautiful princess who becomes an ogre at night



The story of a respectable doctor who is unable to stop himself changing into a monster

mutations. The film *Shrek* played with these ideas by turning the beautiful character into a monster at the end, rather than the other way round.

Various reasons have been given as to why the idea of metamorphosis is so powerful in art and culture. One is that it allows artists to explore and emphasize issues of identity. Another is simply to entertain. Nevertheless, it could be claimed that these tales are somehow symptomatic of our age. Maybe writers and film-makers have seen our worries about the rapid changes – in technology, in lifestyle, even in weather – overwhelming us and have created scenarios to match. Our culture's way of dealing with the permanent revolution of our daily lives is by transforming it into art.

■ **metamorphosis** a process in which somebody/something changes completely into something different

Vocabulary using a dictionary

6a Match the categories used in dictionary entries to the questions.

- | | |
|----------------------|---|
| 1 definition | a Is the word a noun, verb, etc.? |
| 2 pronunciation | b Is it a countable or uncountable noun? Is it followed by a preposition? |
| 3 word class | c Does the word have positive associations? |
| 4 style/register | d Is the word used in phrases with a non-literal meaning? |
| 5 idiom | e Is this American English? |
| 6 associated grammar | f Is there another word with a similar meaning? |
| 7 variety | g How do I say the word? |
| 8 connotation | h Do these words naturally go together? |
| 9 synonym | i Is the word used in formal or informal situations? |
| 10 collocation | j What does the word mean? |

b When you record a new word or phrase in your vocabulary notebook, which of the categories in exercise 6a do you usually include?

7 Read the Vocabulary focus box. Which aspects of these words from the article would you record?

allow fairy tale feisty multiplex
nerdy plot prestigious roughly

VOCABULARY FOCUS using a dictionary

When you note new vocabulary, you should decide which aspects of the item to record.

- Essential: spelling, definition/meaning, pronunciation, word class
- Useful: style/register, grammar, collocation, connotation, variety

All of these aspects can be found in a good dictionary, or by asking your teacher.

8 Use a dictionary to answer the questions.

- 1 What word class is the word *symptomatic*?
- 2 What is the definition of *mutation*?
- 3 Which preposition usually follows the verb *deal*?
- 4 Is *transformation* countable, uncountable or both?
- 5 Is *nerdy* formal or informal?
- 6 How do you pronounce *muscles*?
- 7 Which grammatical structure follows *feel like*?
- 8 Is *feisty* a word that suggests approval or disapproval?
- 9 Which verb goes with *a mess*, *a fuss*, *a profit*?

9a **TASK** Look up the words in bold in a dictionary. Apart from spelling, meaning, pronunciation and word class, what information from the dictionary entry would you record about the word?

- 1 What is the best season to visit your hometown? Spring, summer, **fall** or winter?
- 2 Do you have any **nosy** neighbours? How do you feel about it?
- 3 At what age are you **eligible** to vote in your country?
- 4 What are the main causes of **obesity**?

b With a partner, compare what you chose to record. Give reasons for what information you chose to record and anything you chose not to.

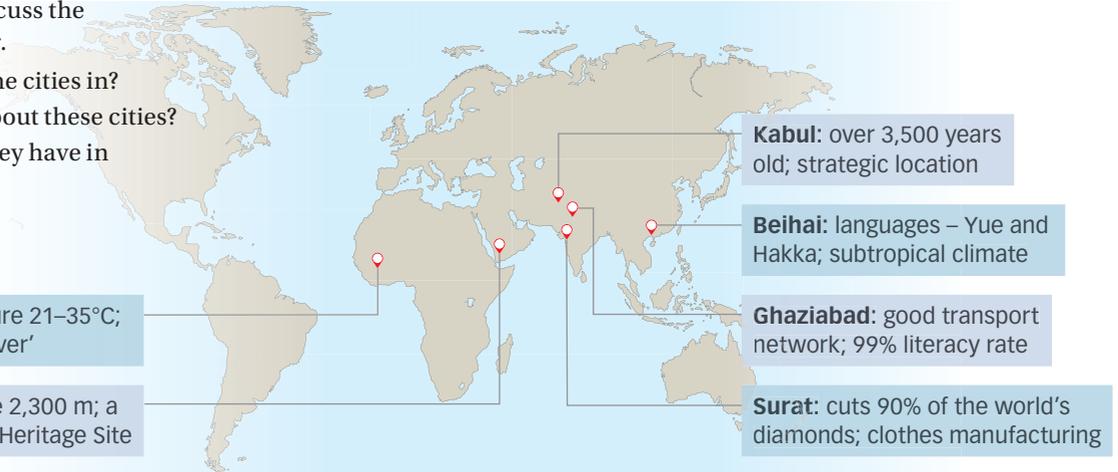
1.4 Writing and speaking

GOALS ■ Write a report based on a graph ■ Use vague language (1): approximation

Reading & Writing a report based on a graph

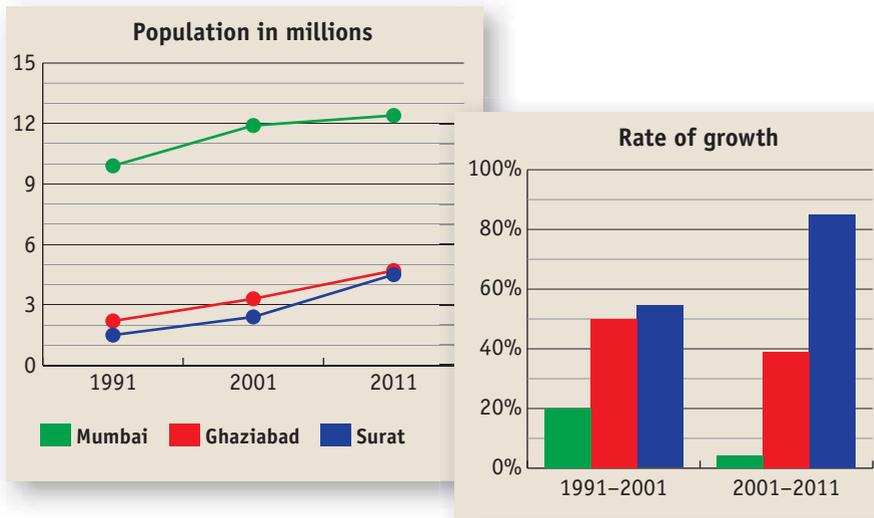
1 Look at the map and discuss the questions with a partner.

- 1 What countries are the cities in?
- 2 What do you know about these cities?
- 3 What do you think they have in common?



2 1.5))) Listen to some information about the map and check your ideas.

3a Look at the graphs. What do they show? What differences can you see between the cities?



b Read a formal report based on the graphs, prepared for an investment company.

- 1 What is the function of the opening sentence?
- 2 What is the purpose of each paragraph?
- 3 Underline the information in the text which is taken directly from the graphs.
- 4 What type of additional information does the text include?

REPORT While Beihai in China is the world's fastest-growing city, India is the country with the greatest number of cities in a state of rapid transformation. In a recent study of the top thirty cities in terms of growth, nine of those on the list were in India. However, many of these are not well known internationally, and big cities like Delhi and Mumbai are growing at a much slower rate.

According to www.citypopulation.de, Surat, a city in Gujarat famous for textiles and diamond polishing, grew by an incredible 55% between the 1991 and 2001 censuses and continued to grow by 82% in the ten years to 2011. The population of Ghaziabad, an industrial city twenty kilometres from Delhi, has more than doubled in the past twenty years – from 2.3 million in 1991 to 4.7 million in 2011. Predictions say that the population will continue to grow and that Ghaziabad could overtake Surat in terms of growth rate in the next ten years.

By contrast, Mumbai, though still India's largest city with a population of nearly 12.5 million in 2011, has grown at a much slower rate. From 1991 to 2001, its population grew by about 20%; but in the decade to 2011, population growth stood at just 4%.

- c Look at the Language for writing box. Find phrases in the report on page 12 to complete 1–5.

LANGUAGE FOR WRITING describing a graph

Giving the source of information

A recent study showed that ...

In a report published this week ...

1 _____

Describing the subject under consideration

(The top city) as far as growth is concerned ...

2 _____

Describing change and pace

↗	→	↘
increased/went up/ rose/soared doubled/trebled/ at a higher rate	stabilized levelled off bottomed out	halved/decreased dipped/fell/dropped/ plummeted has dropped by nearly a third/more than 20% at a lower rate

slightly/steadily/gradually
sharply/dramatically/rapidly

Describing time periods

between 2005 and 2008

from 2000 to 2010

4 _____ ten _____

3 _____ 2011

by the year 2015

Connecting information

Comparing ... to ...

5 _____

- 4 **TASK** Work with a partner. Turn to page 126.

Listening & Speaking vague language (1): approximation

- 5 Look at the photos and discuss the questions with a partner.
- Which city do you think this is?
 - How many years do you think separate the two photos?
 - What are the most important differences?
- 6 1.6))) Listen to a student from this city talking about how it has changed. Make notes on what she says about ...
- 1 what changes have taken place
 - 2 what's happening now
 - 3 the pros and cons of the changes
 - 4 what may happen in the future.



- 7a 1.6))) The speaker is often vague about statistical information. Listen again and choose the correct options to complete the sentences.
- 1 Shanghai has changed enormously *in the last thirty years or so* / *in the last forty years or thereabouts*.
 - 2 There are now *just under* / *just over* twenty-four million people living here ...
 - 3 They've built *60-odd skyscrapers* / *an incredible number of skyscrapers*, and the skyline has changed beyond recognition.
 - 4 There are *loads of* / *quite a few* shops, museums and restaurants ...
 - 5 I think they're building or planning to build *somewhere in the region of* / *approximately* seven more – that's a big improvement.
 - 6 They've established a green belt and there are *upwards of thirty parks* / *dozens of parks* now.
- b Put the six correct options from exercise 7a into the correct category in the Language for speaking box.

LANGUAGE FOR SPEAKING vague language (1): approximation

We use approximation when we are not sure of the precise facts or wish to indicate numbers, times, ages, etc. in a general way. Vague language is generally informal.

less than

up to 100/nearly 50/

1 _____

approximately

about/approximately/

around/roughly 50/

2 _____ /

30 years or thereabouts/

40ish/60-odd/

12 or something like that/

3 _____ /

something like 50

more than

upwards of/over 50/

50 something

vague quantifiers

not many/a few/quite a few/

a large number of/

4 _____ /

5 _____

numerical groupings

6 _____ /

hundreds of/thousands of/

millions of

- 8 **TASK** Prepare to talk about changes in a town or city you know, or Austin, Texas. For information turn to page 127.
- 9 Work in groups. Tell your group about the city you chose. Decide which city you would like to visit most.

1.5 Video

Pike Place Fish Market

- Match captions a-c to the three photos of Seattle.
a innovation and excellence in small business practice
b a long-standing tradition of commerce
c a business hub for the modern multinational
- Based on the photos, or other things you know about Seattle, complete the sentence below. Compare your ideas with a partner.

I think / don't think Seattle would / wouldn't be an interesting place to visit / work because ...

- ▶ Watch the video about Seattle and the Pike Place Fish Market. Complete the summary.

Seattle is located in the ¹_____ of the USA. Its traditional industries included logging and ²_____ but it is now home to multinational ³_____.

The Pike Place Fish Market was initially very ⁴_____ but by the late 1980s it was in ⁵_____ trouble. Its owner decided to make a radical ⁶_____ to his management style and encourage workers to have more ⁷_____. It was a great ⁸_____ and the business did very ⁹_____. The fish market has since become an ¹⁰_____ of good business practice.

- ▶ Watch the video again and note what each of the numbers refer to.

a 6 billion c 10,000 e 1998
b 1930 d 1965 f 2001

- 5a TASK** A company wants to improve staff motivation. Look at the list of options it is considering and decide which four you think would be the most effective and why.

- pay more
- have more opportunities for staff training
- provide other perks (e.g. free parking, canteen, gym)
- give people more responsibility and autonomy
- have a staff party or other social event
- praise people's work and give more recognition
- allow workers to do job swaps with other departments
- start a 'Worker of the Month' competition
- introduce a bonus scheme

- b** Tell a partner which four options you chose and why. Try to agree on the two most effective choices.

- c** Join with another pair. Present your decision and the reasons for your choice.



Review

- 1 Use comparative structures to complete sentences 1–5 with information from the box and the words in brackets.



- **Number of out-of-town stores:** up from 1,900 in 1970 to 5,700 now
- **Car ownership:** hugely increased since 1980 → easier to get to out-of-town supermarkets
- **Customer perception:** food in supermarkets very fresh
- **Number of visits to independent stores:** down from 25,000 per week in 2001 to 18,000 now
- **Over last three years:** supermarkets' share of the market down from 73% to 71%

- 1 There are _____ forty-five years ago. (three times)
- 2 _____ at enormous out-of-town supermarkets. (the more/the more)
- 3 Customers believe that _____ in smaller stores. (every bit)
- 4 People _____ in the past. (considerably/often)
- 5 The market share _____ than three years ago. (slightly)

- 2 Complete the text from a business magazine with the correct continuous form of the verbs in brackets.

Since the recession started, many companies ¹ _____ (find) it increasingly difficult to survive; and although we ² _____ (start) to climb out of the economic crisis, over the coming months many other companies ³ _____ (watch) the future anxiously. I ⁴ _____ (work) at an American bank when the recession started, and the effect on the workers there was interesting. Many of the staff who ⁵ _____ (work) for the bank for a long time were worried and stressed, but the younger ones saw it as the opportunity they ⁶ _____ (wait) for. Why? Because in business the keenest ⁷ _____ (always look) for a chance to make money ... and a recession, ironically, offers them that chance.

- 3a 1.7))) Listen to the sentences. Underline the word(s) which are stressed in each chunk.

- 1 We're living in a period || of great transformation.
- 2 The internet has brought great benefits, || but also many problems.
- 3 Change in modern life || is being accompanied more and more || by a sense of nostalgia.
- 4 Future generations will look back on the present day || as one of enormous technological advances.

- b Work with a partner. Discuss whether you agree with the sentences in exercise 3a and why/why not.

- 4 Complete each sentence with a single word. The first letter is given.

- 1 Your old-fashioned ideas are s_____ of a way of thinking that is b_____ the times.
- 2 You're always doing things at the v_____ last minute! Your time m_____ is terrible!
- 3 The new manager talks about i_____ this or that new idea, and then, in no t_____ at all, he's changed his mind.
- 4 A Can you tell me if I'm e_____ to work in this country?
B Sorry, I'm not up to s_____ with all the new regulations.

- 5a Write the underlined phrases in the correct categories in the table.

- My aunt's been living here for twenty-odd years, and she's made loads of friends.
- There were upwards of 500,000 demonstrators being filmed by dozens of TV crews from around the world.
- In any old house, there might be anything up to 1,000 small animals living inside.
- The university was founded in 1187 or thereabouts, and now has just under 40,000 students.

approximately	
less/few	
more/many	
numerical	

- b Replace each underlined phrase in exercise 5a with a phrase of the same or similar meaning.

Communication

1.2 Student A Exercise 9

You work for a company that is becoming global. The company wants to expand into several markets. Your team has been tasked with finding out some important business information about the three countries where there is a possibility of building important markets.

- 1 Look at the information about your country.
- 2 Decide what you are going to tell the other members of your team. Be prepared to talk for at least a minute, and to answer questions.
- 3 When you have finished, listen to the two other presentations. Ask at least one question to get more detailed information.
- 4 Decide which country you think your company should go to first. Give reasons.



JAPAN

- Building relationships is essential – if the relationship isn't good, you won't get the business.
- Show respect for age and expertise – in fact, you may find that a team with older people in it is more successful.
- Be polite and respectful at ALL times – never show annoyance or impatience. Never be arrogant or overly self-confident.
- Decisions are not made quickly – there must be a lot of discussion and consensus.
- Make sure you have translators with you – misunderstanding occurs easily.
- In general, Japanese people do not like to say 'no', so it is sometimes hard to understand which decision has been taken.

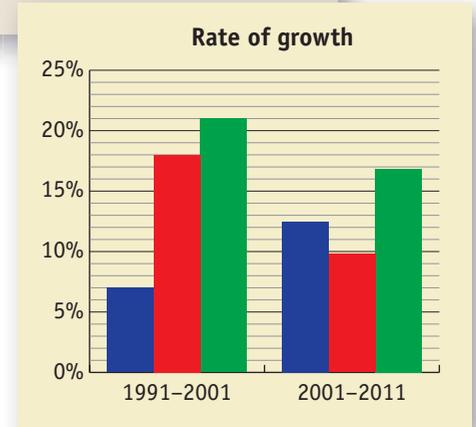
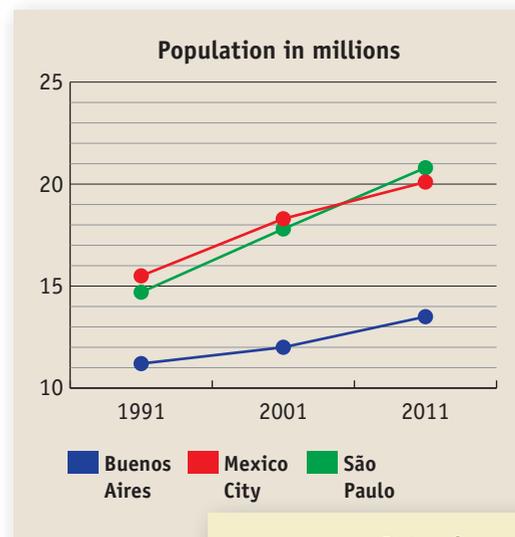


1.4 All students Exercise 4

- a Look at the information about population change in three megacities in Latin America. Summarize the information with a partner.

■ **megacity** noun /'megə,sɪti/: a very large city, typically one with a population of over ten million people

In 2013, there were 24 megacities in the world including four in Latin America.



- b You are going to write a report about the information. What information will go in each of these sections?
- Introduction
 - Body of the report
 - Conclusion
- c Write the report.

1.4 All students Exercise 8

- a** Consider which of the following to include:
- population and size of the city/town
 - transport infrastructure
 - housing
 - work, shopping, entertainment and sporting facilities
 - green spaces
 - way of life.
- b** Make notes on each of the points in exercise 6 on page 13.
- c** Select some approximating expressions from the Language for speaking box to include.
- d** Think how to make your talk interesting, for example by giving specific examples, etc.

AUSTIN, TEXAS



Capital of Texas, USA. One of America's fastest-growing cities.

Population in 1960: 186,545

Population in 2013: 885,400

University: Opened in 1883. **Enrolments in 1970:** 39,000;
Enrolments in 2014: 51,313

Public transport: 88 bus routes. 2010 – new commuter rail network opened. 51 km of new rail lines.

Cycling: 130 km of bike lanes; 2% of commuters cycle to work

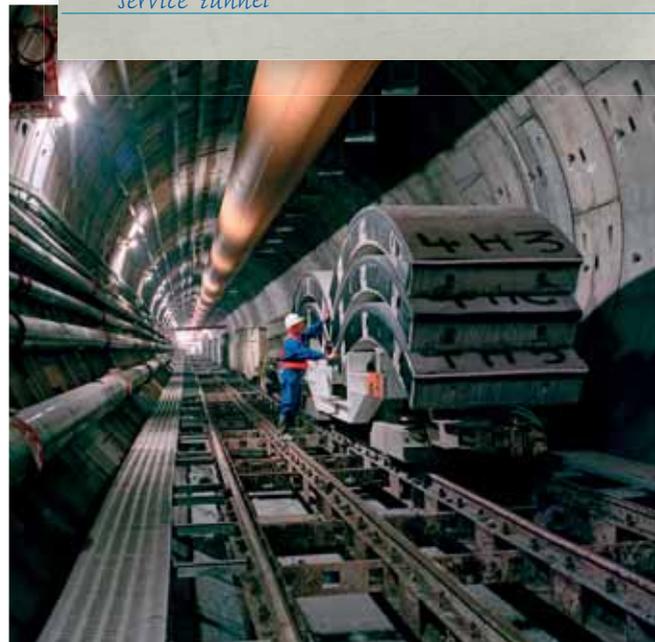
Green spaces: 15% of city is green space – 206 parks, 26 green belts.

2.2 Student A Exercise 8

- a** Read the information on the Channel Tunnel. Prepare to tell your partner about the tunnel, covering:
- the type of construction
 - its location and why it was built
 - any problems experienced
 - its importance and how people feel about it now.
- b** Tell each other about your constructions. Try to find two things they have in common and two differences.

The Channel Tunnel

- an under-sea tunnel connecting France and England; previously people could only travel by plane or ferry
- Construction started: late 1970s
- Tunnel opened: 1994
- Length: 50 km
- Cost: £4.65 billion
- Problems during construction: financial difficulties; working in two languages; two different sets of laws; ensuring the two tunnels (from England and France) would meet in the middle
- Problems since construction: fire, extreme weather conditions (the tunnel had to be closed for a while)
- Journey time: 26 minutes in the tunnel; 35 minutes from terminal to terminal
- People's reaction: it's now considered a convenient way to travel quickly from England to France
- Number of tunnels: three – two rail tunnels and one service tunnel



Grammar reference

1.1 Comparing

GR1.1)))

- 1 The USA is **almost as big as** Canada.
- 2 The SR4 model is **slightly less expensive** than the SF4.
- 3 I haven't got nearly **as many friends as** I used to have.
- 4 **The more** you practise, **the easier** it gets.

We can use various words and structures to express the degree of difference between things we are comparing. Some of the most common and useful words and structures include:

- *nowhere near/nothing like/(not) nearly/not/not quite/almost/just/every bit/twice/three times + as* (adjective/adverb) as
*Life is **nothing like as simple as** it used to be.*
*He's **every bit as argumentative as** he always was.*
- *much/far/a lot/a great deal/considerably/significantly/10%/five hours/a little/a (little) bit/slightly/no + comparative adjective or comparative adverb*
*The internet is **a great deal faster** than it was a few years ago.*
*This engine runs **30% more efficiently**.*
- *much/many/far/a great deal/a lot/a little/a bit + more/fewer/less + noun*
*You've got **far more Facebook friends** than me.*
*I have **a lot less free time** than I used to.*
- *as much/many + noun as*
*There isn't **as much pollution as** there used to be in city centres.*
- *the more ... the more ...*

We can use this structure when one situation automatically results in another situation. We use *the ... the* with the comparative forms of adjectives/adverbs, verb clauses and nouns.

*With most computers, **the bigger** the memory, **the more expensive** it is.*

***The longer** you work, **the more money** you earn.*

Remember that we use *fewer* and *many* with countable nouns and *less* and *much* with uncountable nouns. We use *more* with both countable and uncountable nouns.

*There are **many fewer cars**. There is **much less traffic**.*
*There are **many more cars**. There is **much more traffic**.*

We can use *more and more*, *fewer and fewer*, *less and less*, + noun and *bigger and bigger*, *longer and longer*, etc. to give emphasis and to show the difference is increasing.

***More and more people** are working for **less and less money** these days.*

*Computer memories are getting **bigger and bigger** all the time.*

- 1 Complete sentences 1–8 with the words in the box.

an hour far fewer less no nothing like quicker the

- 1 Her second book is _____ as good as the first one. The first one is brilliant, but the follow-up is far weaker.
- 2 This hotel is _____ nicer than the one we stayed in last year. There's no comparison.
- 3 Far _____ people have a landline than, say, ten years ago. Most people just use mobiles these days.
- 4 I'm spending a lot _____ money these days and trying to save as much as I can.
- 5 Broadband speeds are getting quicker and _____ all the time.
- 6 This one is _____ bigger than that one. In fact, they're exactly the same size.
- 7 The more you put into something, _____ more you get out of it.
- 8 It takes _____ longer to go by bus than by train.

- 2 Read the blog comparing life in the 1970s with life now. Choose the correct alternative.

Looking back to when I was a child in the 1970s, I seem to remember that life was ¹ fewer / less / much hectic and kids were ² a lot / many / more happier to make their own amusement and didn't need to always be looking at a screen of some description. There were generally ³ fewer / much less / nothing like distractions in those days. And the less we had, ⁴ we more / the more we / more we entertained ourselves. I think it made us ⁵ much / more / considerably independent and creative than a lot of kids today.

It seemed a ⁶ just / much / lot safer environment for kids. We could play outside all day without anyone worrying about where or how safe we were. There was ⁷ less and less / much less / nowhere near traffic on the roads and we often used to play in the streets.

I think food was ⁸ every bit / quite a bit / quite healthier in some ways. It wasn't ⁹ quite / as much / as varied as it is today but at the same time there wasn't ¹⁰ as many / as much / less junk food or pre-prepared convenience foods. To be honest, I think in many ways we were ¹¹ a lot / a lot more / more and more healthier.

At school, we didn't learn ¹² as many / a great deal / nothing like as many subjects as there seem to be today, but we did learn the basics very well. I think my generation's English, for example, is ¹³ far more / every bit / a lot better than a lot of kids today.

1.2 continuous forms

GR1.2)))

- The internet **isn't working**.
- Were** you still **living** in London in 2012?
- We've **been waiting** for ages.
- How **are** you **liking** your new job?

We generally use the continuous form of a verb to talk about temporary actions, events or situations which are in progress and incomplete at a specific time. This could be:

- in progress now or around now.

*I'm reading a great book at the moment.
Is it still raining?*

- in progress at a time in the past or at the time of a past event.

I saw you the other day. You were driving along James Street.

- in progress at a particular time in the future.

This time tomorrow, we'll be flying over the Atlantic.

To express that an action, event or situation started before a particular time and continues up to that time, we use a perfect tense. The action, event or situation either stops at that time, or just before it, or continues after it.

- in progress up to now.

It's been raining all morning.

- in progress up to a time or up to an event in the past.

We'd been driving around for about half an hour before we found the building.

- in progress up to a time or up to an event in the future.

By the time I retire, I'll have been working here for 35 years.

Note that we can sometimes choose between the simple and the continuous form. The continuous form tends to emphasize and focus on the activity in progress and the simple tends to emphasize and focus on the complete event or situation as a whole.

Another worker was teasing a small boy.

Another worker teased a small boy.

We'd been driving around for about half an hour before we found the building.

We'd driven around for about half an hour before we found the building.

We also tend to use the simple form to express things which we see as permanent or a fact rather than temporary. Compare:

I work in the city centre.

I'm working in Bristol this week.

We do not usually use the continuous form when we talk about states with verbs such as *like, know, think, seem*, etc.

I really like your website.

Do you know anyone who lives in Edinburgh?

However, for some verbs (e.g. *like, be, hope, think*), we can sometimes use the continuous form to express or emphasize that the state, feeling or attitude is at a particular time and possibly temporary.

I'm thinking it's not such a good idea.

- Complete the conversations with the correct continuous form of the verb.

1 A _____ (you / wait) long?

B Just five minutes. There should be a taxi soon.

2 A _____ (it / still / snow)?

B It stopped a few minutes ago.

3 A I'll call you around 7.00 or 8.00.

B We _____ (have) dinner then. Can you call a bit earlier, say sixish?

4 A How _____ (your new job / go)?

B It _____ (go) fine, thanks. But so far, I _____ (just / met) people and _____ (get) to know everyone.

5 A I saw you earlier. You _____ (come) out of Kiara's house.

B Oh yes, I _____ (help) her with some work. Her company _____ (look) into upgrading their computers and I _____ (help) her get up to speed with the latest models.

- Choose the correct options to complete the text.

Learning and teaching approaches in higher education ¹ *constantly evolve / are constantly evolving*. In recent years, many academics ² *have increasingly used / have increasingly been using* web and online technology to experiment with new approaches to teaching. A recent study ³ *has revealed / has been revealing* that such technology ⁴ *has completely changed / has been completely changing* the way that some academic staff teach. The study ⁵ *shows / is showing* that a large percentage of lecturing staff ⁶ *more and more turn to / are more and more turning to* technologies such as Wikis, blogs, podcasts and Twitter to supplement traditional face-to-face methods on a day-to-day basis.

Many scientists ⁷ *believe / are believing* that within fifty years humans ⁸ *will have colonized / will have been colonizing* Mars and that a whole community ⁹ *will live / will be living* there. Plans for a one-way manned mission to Mars ¹⁰ *are currently developed / are currently being developed* and it is predicted that by the end of the century, humans ¹¹ *may travel / may be travelling* between Earth and Mars on a regular basis.

A study ¹² *has indicated / has been indicating* a recent increase in the biological signals of global warming across a range of environments. Scientists ¹³ *have known / have been knowing* for some time that species which are adapted to warmer habitats ¹⁴ *have increased / have been increasing* in numbers, but they now appear ¹⁵ *to increase / to be increasing* at a significantly quicker rate than previously recorded.