

LIBRIS

We know
books

CUTTING EDGE

NEW EDITION

ADVANCED

STUDENTS' BOOK

WITH DVD-ROM

SARAH CUNNINGHAM PETER MOOR
JONATHAN BYGRAVE AND DAMIAN WILLIAMS

Unit	Language focus	Vocabulary	Skills
01 GLOBAL LIVING page 06	Continuous verb forms Introducing points in an argument	Globalisation Urbanisation	Reading: Urbanisation: is there a solution? Listening: English in a changing world
02 STRONG EMOTION page 16	Perfect verb forms Cleft sentences	Feelings Advertising and emotions Wordspot: Idioms with <i>laugh, cry</i> and <i>tears</i>	Reading: Expressing emotions across the world Listening: Advertising and emotions
03 IN THE MONEY page 26	Time and tense Inversion with negative adverbials	Money and enterprise Wordspot: <i>worth</i>	Reading: But are they worth it? Listening: The case of Stella Liebeck
04 SELF-HELP page 36	Patterns with comparatives and superlatives Adjectives	Self-improvement Fitness Wordspot: Body idioms	Listening: Fitness Reading: Dear Me ...
05 HOW YOU COME ACROSS page 46	Modals and related verbs Patterns with abstract nouns and relative clauses	Polite social behaviour Image Communication	Reading: Image Listening: Communication skills

Pronunciation	Task	World culture/ Language live	Language summary and practice
Varieties of English	Give tips on learning a language well Preparation: Listening and reading Task: Speaking	Language live Writing: A report Listening: Varieties of English	Language summary 01, page 112 Grammar practice 01, page 114 Vocabulary practice 01, page 152
Word stress	Describe a story that provokes strong emotions Preparation: Listening and speaking Task: Speaking Follow up: Writing	World culture: Luxury superbrands	Language summary 02, page 116 Grammar practice 02, page 119 Vocabulary practice 02, page 153
	Decide which project to back Preparation: Reading and vocabulary Task: Speaking Follow up: Writing	Language live Speaking: Describing quantities Writing: Summarising statistics	Language summary 03, page 120 Grammar practice 03, page 122 Vocabulary practice 03, page 154
Accuracy	Decide who wins the award Preparation: Listening Task: Speaking Follow up: Writing	World culture: Three minutes of exercise	Language summary 04, page 124 Grammar practice 04, page 126 Vocabulary practice 04, page 155
Intonation of phrases for getting people to do something	Deal with a problem tactfully Preparation: Reading and vocabulary Task: Speaking Follow up: Writing	Language live Writing: Asking people to do things by email Speaking: Getting people to do things	Language summary 05, page 128 Grammar practice 05, page 130 Vocabulary practice 05, page 156

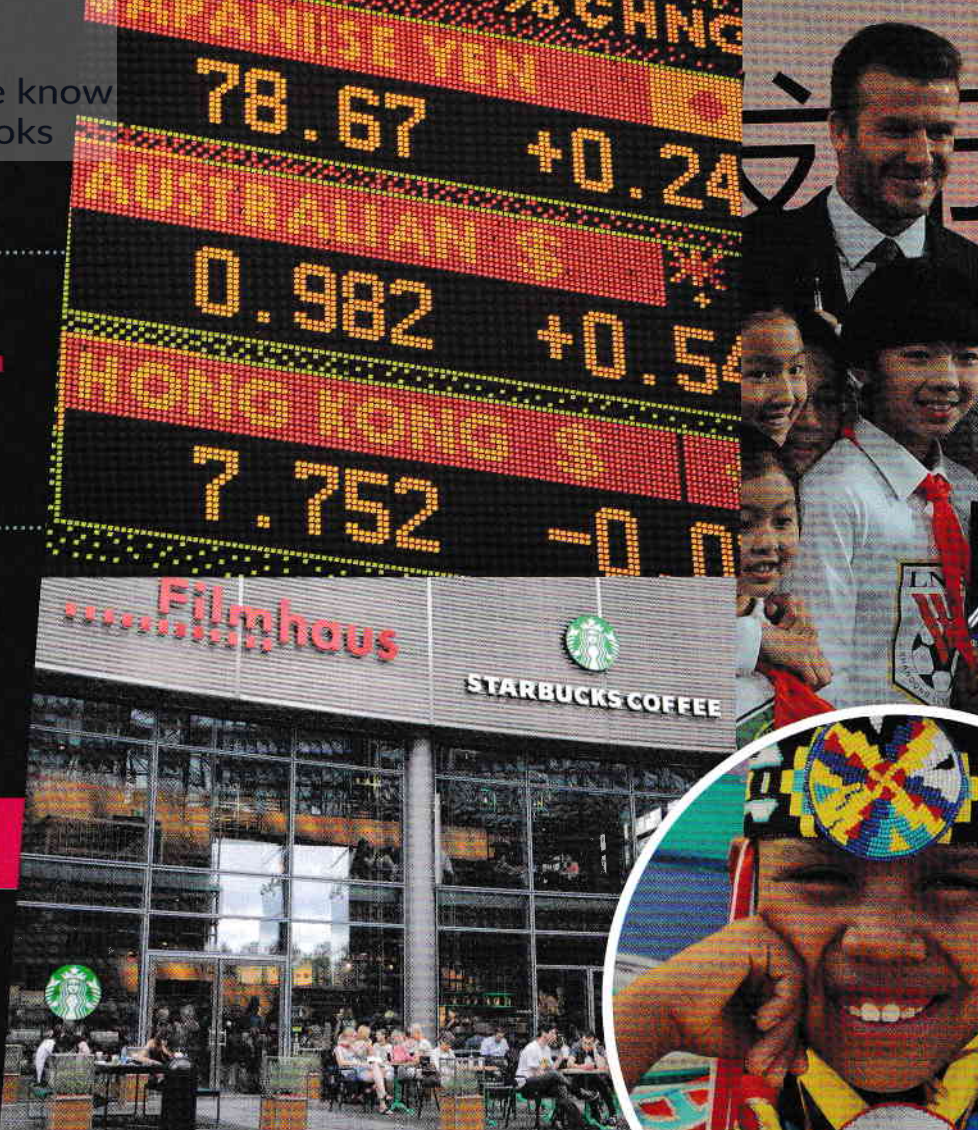
Unit	Language focus	Vocabulary	Skills
06 LIVE AND LEARN page 56	Use and non-use of the passive Particles which modify meaning	Education Learning	Reading: Learning: fact or myth? Listening: Schooldays
07 TASTE page 66	Adding emphasis with auxiliaries and inversion Adverbs	Descriptive adjectives Fashion Wordspot: <i>look, sound</i> and <i>feel</i>	Listening: Fashion extremes Reading: There's no accounting for taste – or is there?
08 LIVE AND LET LIVE page 76	Describing typical habits Infinitives and <i>-ing</i> forms Compound phrases	Characteristics and behaviour Wordspot: <i>just</i>	Listening: Leaving home Reading: A bluffer's guide to men and women
09 THINGS TO COME page 86	Future forms Describing current trends	Describing future developments Wordspot: <i>way</i>	Listening: Living by numbers Reading: From fantasy to reality: how science fiction has influenced technology
10 TRUTH AND LIES page 96	Phrases with <i>as ... as</i> + verb Ellipsis and substitution	Truth and lies Wordspot: <i>well</i>	Listening: Living a lie Reading: How do you know if someone is lying?

Pronunciation	Task	World culture/ Language live	Study, Practice & Remember
Stress on particles	Teach a practical skill Preparation: Vocabulary and listening Task: Speaking Follow up: Writing	World culture: Teaching happiness	Language summary 06, page 132 Grammar practice 06, page 134 Vocabulary practice 06, page 157
Emphasis with auxiliaries and inversion	Rant or rave Preparation: Listening Task: Speaking Follow up: Writing	Language live Writing: An online review Speaking: Comment adverbials	Language summary 07, page 136 Grammar practice 07, page 138 Vocabulary practice 07, page 158
Stress in compound phrases	Choose celebrities for a charity trek Preparation: Reading Task: Speaking Follow up: Writing	World culture: Running a large family	Language summary 08, page 140 Grammar practice 08, page 142 Vocabulary practice 08, page 159
	Present a fantasy invention Preparation: Listening and speaking Task: Speaking Follow up: Writing	Language live Speaking: Explaining technical problems Writing: Demanding urgent action	Language summary 09, page 144 Grammar practice 09, page 146 Vocabulary practice 09, page 160
	Detect the lies Preparation: Listening Task: Speaking	World culture: Cyber crime	Language summary 10, page 148 Grammar practice 10, page 150 Vocabulary practice 10, page 161

GLOBAL LIVING

IN THIS UNIT

- Grammar: Continuous verb forms; Introducing points in an argument
- Vocabulary: Globalisation; Urbanisation
- Task: Give tips on learning a language well
- Language live: Writing a report; Varieties of English



Vocabulary and speaking

Globalisation

- 1a** Work in pairs. Spend one minute thinking of five ways in which globalisation affects your everyday life.

I eat a lot of food from American chains.

b Compare your answers with the class.
- 2** Work in groups. Which of the things below have you experienced personally? Describe what happened and what you found interesting about the experience.

 - visiting another country to go shopping, for a sporting event, to visit a theme park, etc.
 - making **online contact** with someone from another country
 - using English as a **lingua franca** to communicate with other non-native speakers
 - working/studying with someone from another country
 - travelling abroad to work or study
 - following an international celebrity on Twitter, etc.
 - participating in **international conference calls, webinars**, etc.



4 Add the words/phrases in bold from exercises 2 and 3 to the word web below. Some can go in more than one category.



3 Work in groups. In your opinion, which of the following have happened in your country as a result of globalisation? Compare your ideas and give reasons.

- There's more **immigration/emigration**.
- There is greater tolerance of **cultural and religious diversity**.
- People mix more with people of other **races** and cultures.
- Our **way of life** has changed considerably.
- There is a **clash of cultures** within our society.
- We have become a **multi-ethnic society**.
- Our culture has become very **Americanised**.
- There's more freedom and choice.
- There are more **multinational corporations** and fewer local businesses.
- **Mass tourism** from abroad has really changed some parts of the country.
- People eat more **imported** food rather than **local produce**.
- People have a **higher standard of living**.
- There has been a '**brain drain**' of talented people going to work abroad.
- Many of the goods we buy are made in **sweatshops** in other parts of the world.
- We are more vulnerable to **global financial crises**.
- People have become obsessed with **global brands**.

5 List five advantages and five disadvantages of globalisation. Use vocabulary from exercise 3 and your own ideas. Then work in pairs and compare your answers.

6a 1.1 Listen to six people talking about globalisation and make notes on the questions below.

- 1 What aspect of globalisation do they discuss and what examples/pros and cons do they mention?
- 2 Are they for or against globalisation? Or do they have mixed opinions?

b Work in pairs and compare notes. Listen again if necessary to complete your answers. Do you agree with the speakers? Why?/Why not?

c Look at audio script 1.1 on page 162. Add any useful words and phrases to the word web in exercise 4b.

7 Work in pairs and take turns to describe the difference between each pair of words/phrases.

- 1 emigration, immigration
- 2 multinational, multi-ethnic
- 3 cultural diversity, a clash of cultures
- 4 a business, a corporation
- 5 your standard of living, your way of life

Urbanisation

1 Work in pairs and discuss. How has your town or local area changed since you were born? What problems, if any, have the changes caused?

2a Look at the words/phrases in the box. Tick the ones you know, write a question mark next to the ones you can guess, and cross the ones you need to check.

- | | |
|--------------------------|-----------------------------|
| reclaimed land | availability of housing |
| green-belt land | infrastructure |
| overcrowding | demolition of old buildings |
| residential areas | high-rise buildings |
| shanty towns | no-go areas |
| sky-high property prices | slums |
| urban sprawl | congestion |
| squalor | |

b Work in pairs and compare your answers. Check the meaning of any words/phrases you don't know. How many can you use to describe your town/city or a place you know well?

The capital of my country doesn't have the infrastructure to support the millions of people who live there.

3a You are going to read an article about urbanisation which mentions the cities of Washington DC, Dhaka, Songdo and Medellin. Which countries are these cities in?

b Read the article and answer the questions.

- 1 What has recently changed about humans?
- 2 Why is there so much slum housing in the world?
- 3 What was Le Corbusier's solution to the problems of urbanisation in Paris?

URBANISATION: is there a solution?



Humans are good at building cities – after all we've been doing it for nine millennia – but a few years ago, for the first time in history, we officially became an urban species. More of us now live in cities than in the countryside. That's over three and a half billion people and this global trend is heading ever upwards. Experts believe that by 2050, seven billion of us will be living in an urban environment, and the numbers just keep rising. The speed and scale of this change is unprecedented; just to keep up with demand, we are currently building a new city the size of Washington DC every three days. Building more of the same, however, is just a temporary solution, as fast-growing cities bring with them numerous issues such as overcrowding, slum housing, congestion, crime, pollution and more.

Part of the problem is that despite the number of people they house, cities only occupy three percent of the earth's land surface. That's an awful lot of people to fit into such a small space and most cities just weren't designed to cope. São Paulo, for example, suffers traffic jams of up to 180 kilometres on a bad day and everywhere from Abu Dhabi to Zurich, limited availability and unlimited demand are driving property prices sky-high. In turn, this is leading to a massive global growth in slum housing. In Dhaka, for example, the capital of Bangladesh and a city which will soon be bigger than Beijing or Mexico City, 60 percent of residents live in shanty towns. So what, if anything, can be done about urbanisation?

Perhaps the solution is to knock down our old cities and start again. City planners are always coming up with hare-brained schemes like this, and the famous French architect and designer Le Corbusier was no exception. He devised a plan in the 1920s to demolish the centre of Paris to make space for a series of high-rise buildings. To Le Corbusier, this was just a sensible solution to the dirt and squalor of Paris at the time, but had he succeeded, it is doubtful that Paris would be attracting nearly 30 million tourists a year, as it is today.

Demolishing and rebuilding cities to meet modern needs is clearly impractical, so what are the alternatives? The brand new city of Songdo in South Korea and the more historic city of Medellin in Colombia offer two exciting but contrasting visions of how to cope with the problems of urbanisation.

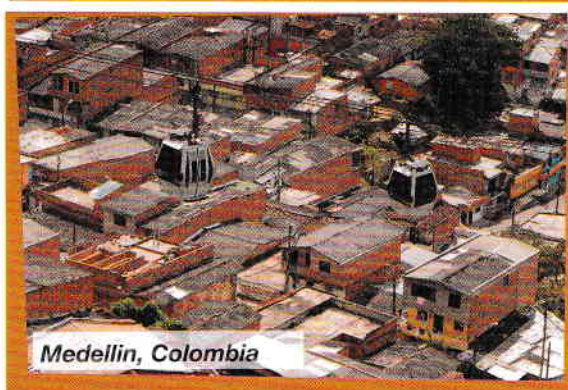
URDIS

We know books

4 Find phrases in the article that mean the following.

- 1 Across the world, urbanisation is happening faster and faster.
- 2 Urbanisation of this size and speed has never happened before.
- 3 Cities that grow quickly have a lot of problems.
- 4 Cities weren't planned to house so many people.
- 5 Too many people chasing too few homes is causing very high house prices.
- 6 What can we do about people moving to the cities?
- 7 Le Corbusier suggested doing this.
- 8 He made a plan to knock down the centre of Paris.
- 9 Knocking down and rebuilding cities is not going to work.

5 Work in pairs. Student A: Turn to page 106 and read about Songdo. Student B: Turn to page 109 and read about Medellin.



6a Take turns to tell your partner about the city you have read about. Your partner listens and asks questions to find out more information.

b Work in pairs and discuss the questions.

- Which city, Songdo or Medellin, do you find most impressive? Why?
- Which model offers the best hope for the future?
- What solutions can you think of for the problems of the major cities in your country?

Grammar review

Continuous verb forms

1a Read the sentences. In which sentence is the writer more interested in the action in progress? In the result?

- 1 Since 2004, the city has invested over \$600 million in cable cars.
- 2 Since 2004, the city has been investing money in cable cars.

b Does the writer use a simple or a continuous form when the focus is on the action?

2 Look at the verbs in bold in the sentences and find examples of the verb forms in the box.

a simple form	the Present continuous (x2)
the Future continuous	the Present perfect continuous
a continuous passive	

- 1 Humans **have been building** cities for nine millennia.
- 2 Experts **believe** that by 2050, seven billion of us **will be living** in an urban environment.
- 3 ... we **are** currently **building** a new city the size of Washington DC every three days.
- 4 This global trend **is heading** ever upwards.
- 5 ... plans **are** in the process of **being drawn up** for 20 more cities like Songdo.

3a The continuous aspect is commonly used to express the ideas below. Which sentence(s) in exercise 2 reflect each idea?

- a to show that a situation is temporary
3: *we are currently building a new city ...*
 - b to show an action happening around a point of time
 - c to describe changes and developments
 - d to show duration
 - e to show that an action is incomplete
- b Why can't *believe* in exercise 2, sentence 2 be used in the continuous form? Do you know any other verbs like this?

4 Complete the sentences to make them true for you. Use an appropriate continuous form. Then work in pairs and compare your answers.

- 1 People from my country are currently ...
- 2 In 2020, I hope I ...
- 3 I've ... for ages.
- 4 Recently, I've been ...
- 5 At the moment, I ...
- 6 This time tomorrow, I ...

English around the globe: the facts

We know
books

1.4 bn
non-native speakers

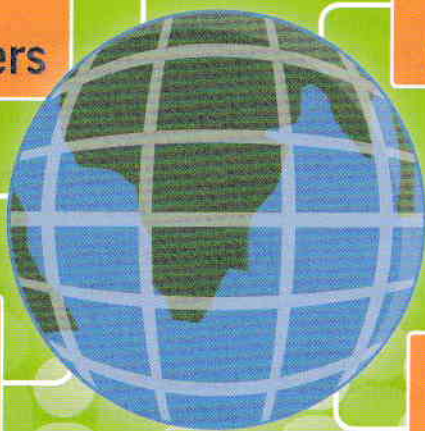
over 175 dialects

375 m
native speakers

over 1 m words

official language in
55 countries

125 m
speakers in India



Did you know?

- ▶ There are far more non-native speakers of English in the world than native speakers. It's hard to calculate, but it is believed that there are around 375 million native speakers and over 1.125 billion non-native speakers – a total of about 1.5 billion.
- ▶ English is an official language in 55 countries. The USA has the largest number of English speakers (250 million), followed in second place by India (125 million), then Pakistan (89 million), Nigeria (79 million) and the UK (59 million).
- ▶ Most linguists agree that English has the largest vocabulary of any language in the world. It is almost impossible to say how many words there are, but some people say there are over a million. It is said that a new word enters the language every 98 minutes, on average.
- ▶ More English words begin with 't' than any other letter – about 25 percent of all words.
- ▶ There are estimated to be about 175 dialects of English around the world.
- ▶ Special, simplified versions of English exist to help various professionals to communicate internationally, for example, 'air-speak' for pilots and air-traffic controllers, 'police-speak' to help deal with international crime and 'doctor-speak' to simplify communication between doctors.
- ▶ Modern British people probably wouldn't have been able to understand the English spoken in Shakespeare's time. Pronunciation and grammar were different and many words had different meanings. For example, 'nice' meant 'foolish' in the 16th century.
- ▶ The relationship between spelling and pronunciation in English is notoriously irregular: the combination 'ough' can be pronounced in nine different ways! The following sentence contains them all: *A rough-coated, dough-faced, thoughtful ploughman strode through the streets of Scarborough; after falling into a slough, he coughed and hiccoughed.* Turn to page 106 to see how this is pronounced.

Listening and speaking

English in a changing world

- 1 Work in groups and discuss. In what circumstances and with whom do you think you will use English in the future? Think about work, travel, social situations, the internet, etc.
- 2a Read the facts above about the English language. Then work in pairs and guess which two pieces of information are false. Turn to page 106 to check your answers.
 - b Work in pairs and discuss. Do any of the facts surprise you? Why?
- 3 Read the statements below. Tick the ones you agree with and cross the ones you disagree with. Then work in groups to compare your answers.
 - 1 I am more likely to use English to speak to native speakers (e.g. British or Australian people) than I am to use it to speak to non-native speakers.
 - 2 Learners of English should try to pronounce the language as closely as possible to the way that native speakers do.
 - 3 It is very important for learners of English to have a good command of British and American idioms.
 - 4 People can't understand you when you speak a foreign language unless you use grammar correctly.
 - 5 English doesn't just belong to native speakers; it belongs to everyone in the world who uses it.
 - 6 When I speak English, I don't want to imitate a British or American person. I want to keep my own identity.

4  1.2 Listen to Doctor Jennifer Jenkins talking about English as an international language. Which ideas from exercise 3 does she agree/disagree with? Why?

5a Doctor Jenkins mentions the following language areas in relation to international English. Have you had problems with any of them?

- the pronunciation of *th*-
- British and American idioms
- uncountable nouns like *information*
- the third-person -s in the Present simple


b Listen again. What does Doctor Jenkins think may happen to the language areas in exercise 5a as international English develops?

6a Work in pairs and discuss. Do you agree with Doctor Jenkins? Why?/Why not? Has she made you change your mind about any of your answers in exercise 3?

b Work in groups and interview your teacher about this issue. First think of at least three questions to find out what he/she thinks. Then take turns to ask your questions.

PATTERNS TO NOTICE

Introducing points in an argument

1  1.3 Listen to the way points are introduced in the interview and complete the sentences. How do the introductory phrases help the listener?

- Well, _____ they're intelligible to each other.
- _____ nobody owns English any more.
- _____ learners have less to do.

2 Here are some similar ways of introducing points. Decide which are useful for introducing points for and against an argument. Which could be either?

One (important)	point to consider	is that ...
Another (strong)	reason (for) ...	would be that ...
The most (obvious)	drawback/advantage (of) ...	might be that ...
The second	problem/concern/issue (with) ...	
A further	consideration ...	
The main	explanation ...	

One important issue is that *many people use English online.*

Another problem is that *there are so many varieties of English.*

7 Put the words in brackets in the correct order to introduce the rest of the sentence.

- (point / the / that / main / consider / be / would / to) it's important to give learners a choice.
- (Global English / advantage / a / of / that / is / further) it makes using the internet easier.
- (problem / one / possible / be / British English or American English / that / with / might) it isn't what learners need.
- (reason / pronunciation problems / most / the / for / that / is / obvious) learners don't have the sound in their first language.

8 Decide whether the points below are for or against globalisation, or neutral. Then introduce each one using an appropriate phrase.

- _____ people are more aware of other cultures and ways of life.
- _____ a lot of small local businesses cannot compete with big multinationals.
- _____ there is a lot more choice available in shops than there used to be.
- _____ there are a lot more opportunities for people to travel and work abroad.
- _____ big multinational companies have a lot of power.
- _____ a lot of local skills and customs are disappearing.
- _____ we all recognise the same music, celebrities and brands.


9a You are going to answer one of the questions below. You will have 30 seconds to give your answer. Spend a few minutes preparing what to say. Use introductory phrases to make your points.

- Will English remain the global language of the future? Why?/Why not?
- Should each country or region try to preserve its customs and identity? How?
- Should people be free to live in whichever country they like or do we need immigration controls?
- What are the advantages and disadvantages of increasing urbanisation?
- How do you see your city/country changing in the future? What would you like to happen?
- Is a more globalised world a good thing? Why?/Why not?
- Is it a good thing to have so many large, multinational corporations in the world?
- Should richer countries do more to help poorer countries? If so, what?

b Work in groups. Take turns to give your answer and respond to other students' questions.

Give tips on learning a language well

Preparation **Listening and reading**

1  1.4 Listen to seven high-level language speakers talking about learning strategies that helped them or someone they know. Make notes about the questions below for speakers.

- Which languages were being learnt?
- What strategy does he/she describe?
- In what ways did it help?

2 Read the profiles. Then work in pairs and summarise the needs of each language learner. Which, if any, of the strategies in exercise 1 are relevant to each person?

Task **Speaking**

1 Work in groups. Think of your own useful tips or suggestions for the five language learners in the pictures. Ask your teacher for any words/phrases you need.

> Useful language a

2 Compare your answers with the class and compile a list of useful tips for more advanced language learners.


3a Work in pairs and discuss the questions below.

- Which learner(s) in the profiles do you have most in common with? Think about:
 - your motivation.
 - your job/study needs.
 - the skills you want to develop most.
 - your strengths and weaknesses.
- Which tips and suggestions that you have discussed might help you?
- Do you have any other plans for improving your English?

> Useful language b

b Choose two tips from your list to actively follow. After a few weeks, report back to the class on how you are progressing.

Language around



Adriana from Buenos Aires studied English for nine years at school, but has never had the opportunity to use the language in real life. She has just been offered a job with an international company and has been told that she will be using English on a daily basis; to answer the phone, to communicate with English-speaking colleagues and to attend meetings in English. She is very anxious as she doesn't feel that the English she learnt at school prepared her for this aspect of her new job. She has two months before the new job starts and plenty of time, but not much money!



David is 26 years old and qualified a chef, but cannot find a job in his own country. His girlfriend has found a job in Germany. David has joined her there and they are staying with some cousins for a few months while he finds a job. He learnt German for several years at school, but has forgotten a lot of it and needs to improve his communication skills quickly before he can get the kind of job he would like. He does not have much money to spend on language lessons.