



The secret of my success

- Grammar** Reporting verbs | Expressing purpose, reason & result
- Vocabulary** Success & failure | Idioms – Success & failure
- Challenge** Give a presentation about a hero
- Interaction** Discussing careers
- Writing** A poem

FOCUS



- 1 **Work in pairs. Read the quotation about success. How would you define success?**

'Success is getting up in the morning and going to bed at night, and in between, doing what you want to do.'

Bob Dylan, singer / songwriter

- 2 **Work in pairs. Look at the photos. Answer the questions.**

- What kind of success have these people experienced?
- What do you think contributed to their success?

- 3 **Read the extract from a book called *How to Get Rich* by Felix Dennis, a multimillionaire publisher and poet. Can you predict how Felix solved the problem?**

Years ago, in the early days of my company, four of my colleagues got together and had a long talk. One was a senior manager, one was a publisher, one was a designer and the other was an editor. Together, they hatched a small conspiracy. Knowing how important they were to my little company, they confronted me and demanded a share.

They were polite and civilized about it. They pointed out that I owned a hundred per cent of the company and could easily afford to share out, say, 20 per cent between them. It wouldn't cost me anything and it was only fair. Those were the words they used. They were working just as many hours (10–12 hours on a good day) as I was and they were committed to making the company a huge success. They were even willing to discuss a slight reduction in their salaries in return.

In addition, they went on, I should remember that such a 'dispersal' (I remember they actually used that word, too) would incentivize them mightily. Such a gesture would never be forgotten.

However, should I not 'disperse' these shares among them, they intended to leave. And leave immediately, virtually without notice. They would have no option but to do so, although they didn't want to.

- 4 **Now turn to page 149.**

- 5 **Read *Word Zone*. What do you think the other examples mean? Use a dictionary to help you.**

WORD ZONE

Verbs ending in -ize

Such a dispersal would incentivize them. Verbs ending in -ize add the meaning 'make' or 'provide' to the base word.

incentivize – to make someone feel an incentive; to provide an incentive

Other examples:

anglicize, centralize, commercialize, dramatize, economize, familiarize, publicize, trivialize

- 6 **Rewrite the parts of the sentences in bold using the verbs in *Word Zone* and any other words needed.**

- 1 Take a few minutes to **find out more about** our website.

Take a few minutes to familiarize yourself with our website.

- 2 We have to do more to **make people know about** the work we're doing.
- 3 Hotel owners seem to be **opening more and more shops** on the beachfront.
- 4 The college is going to **put** all their English classes **in one building**.
- 5 Global warming is important! I wish they would stop **making it seem so unimportant**.

VOCABULARY

Success & failure

- 1 Look at the words in the box. Which ones indicate success, which ones indicate failure and which ones indicate something in between?

booming disappointing flourishing hanging on
in decline in demand ineffective profitable
slipping struggling thriving triumphant


- 2 Complete the sentences with the words and expressions in exercise 1. There may be more than one possible answer.

- The manufacturing industry is ... in our region. Two more factories have closed recently.
- 'Our business is ...,' he announced with a smile. 'In fact, we're doing so well, we're going to open another branch next month.'
- The café near the school is The owner says she will have to close if business doesn't improve.
- Her parents think her exam results are They expected her to do better because she'd had extra tuition before the exams.
- The company is doing OK. Times are hard, but we're We just need to keep working hard.

CONNECTIONS

- 3 The adjectives in exercise 1 collocate frequently with particular nouns. Match the adjectives with the nouns to form correct collocations.

- | | |
|-----------------|------------------------|
| 1 thriving | A tourist destination |
| 2 profitable | B business |
| 3 slipping | C results |
| 4 ineffective | D advertizing campaign |
| 5 disappointing | E standards |

- 4 What other nouns do the adjectives in exercise 1 collocate with? Use a dictionary to help you.
- 5 Write three sentences using the collocations.
- 6  Work in pairs. Read your sentences to your partner, but do not say the adjective. Your partner guesses which adjective you have used.

My uncle has a ... ice cream business. He makes lots of money, especially in summer.

- 7 Look at the photos on page 8. Imagine the people had experienced a different outcome. Write a sentence to describe the situation.

Sam was voted off The X Factor after a disappointing semi-final performance.


Student numbers are in decline, following a steep rise in university fees.

- 8 Read your sentences to the class. Who wrote the most imaginative outcome?

IDIOMS Success & failure

- 1 Read the sentences. Decide if the idioms in *italics* indicate success or failure.

- The singer's performance *brought the house down*. She got a standing ovation and several encores.
- They were doing quite well, but then *the bottom fell out of the* online gaming market.
- He started selling clothes on a market stall and look at him now! It's a great example of a *rags-to-riches* story.
- The economic crisis hit my uncle's firm badly, but they managed to *weather the storm*.
- It's an incredible time for them! The band is definitely *on the crest of a wave*.
- There was a market for that kind of service a couple of years ago, but I think you may have *missed the boat*.
- That young entrepreneur *has the world at his feet*.

- 2  Work in pairs. Write definitions for the idioms in exercise 1. Check with a dictionary.

- 3 Choose the more appropriate response to each remark.

- Why did your brother's travel company go bankrupt?
 - Because the bottom fell out of the travel market.
 - Because it was a rags-to-riches story.
- The director of the Oscar-winning film has had a really successful year.
 - Yes, she's really on the crest of a wave.
 - Yes, she's brought the house down.
- It's a pity that you didn't try to exploit your dotcom idea earlier.
 - You're right, I seem to have missed the boat.
 - You're right, I really weathered the storm.
- How did you get on in your first acting performance?
 - It was OK, but we didn't bring the house down.
 - It was OK, but we didn't miss the boat.



Many reporting verbs can be followed by *that*.
admit advise agree apologize deny explain
insist point out promise recommend threaten
warn

They **pointed out that** I owned 100% of the company.

Many verbs can also be used with different structures.

Verb + (object) + *to* + infinitive: *offer, promise, threaten, advise* (someone), *warn* (someone)

She **offered to help** me with my English project.

Verb + gerund: *admit, deny*

I **denied speaking** to her.

Verb + (object) + preposition + gerund: *insist* (on), *apologize* (for), *accuse* (someone of)

The waiter **accused me of trying** to steal a spoon.

We can use perfect forms with *have* + past participle when a statement refers to something that happened earlier.

He **admitted having** seen the questions before the exam.

Grammar reference page 113

1 Complete the story with verbs from the grammar box.



Angela was sitting at her desk when her boss asked her to come to his office. Angela replied that she was very busy, but her boss ¹ ... that she should come immediately. In the office there were two people: a man in a police uniform and a woman. The woman ² ... that she was a detective and they were investigating a possible terrorist offence. They needed to talk to Angela about a man called Terry Hall, who they believed had been in contact with her in the last 24 hours. Angela ³ ... that she knew Terry Hall, but ⁴ ... that she had seen or heard from him recently. The detective ⁵ ... that Hall had sent Angela a text message the previous day and ⁶ ... her that lying to police officers was a criminal offence. Angela ⁷ ... that she hadn't received any text messages from Terry Hall for more than a year. 'Let me see your phone,' said the detective. Angela took her phone out of the bag and handed it to her.

2 **Work in pairs. What do you think happened next? Tell the end of the story. Include reporting verbs with *that*.**

3 **Complete the questions with the correct form of the verbs in brackets. You might need to add prepositions. Then invent answers for them.**

- How can she deny ... (steal) the jewellery? There were witnesses!
- Why did he admit ... (eat) the last piece of birthday cake? No one saw him.
- Why do you think he insisted ... (pay) for the concert tickets?
- What did your grandparents promise ... (buy) you for your birthday?
- Why did the footballer apologize ... (swear) at the referee?
- Why did the security man warn us ... (take) photos?

4 **Look again at the questions in exercise 3. In which can we also use a perfect form? Rewrite them with a perfect form if possible.**

How can she deny having stolen the jewellery?

5 **Rewrite the sentences using reporting verbs.**

- 'I don't think you should buy that car,' my father told me.
My father advised me not to buy that car.
- 'If you don't tell me where your brother is, I will arrest you for perverting the course of justice,' said the police officer.
- 'I can't fix your computer now, but I'll be able to do it tomorrow,' said the woman in the computer shop.
- 'Can I help you carry your suitcase to the station?' the porter asked the singer.
- 'You threw a stone at my car!' the woman said to the boy.

6 **Work in pairs. Follow the instructions.**

- Choose one of the sentences in exercise 5. Imagine that it is the start of a conversation.
- Invent the rest of the conversation.
- Act out your conversation for the rest of the class.
- The rest of the class report what they heard.

You threw a stone at my car!

I didn't! It was someone else.

He accused her of throwing a stone at his car. But she insisted it wasn't her and told him it had been someone else.

LISTENING

Interpret information in a radio broadcast



1 Look at the photos. Graham Hughes achieved something unusual in 2012. What do you think he did?

- 1 He succeeded in visiting every country in the world, but was unable to visit certain disputed territories.
- 2 He visited every country in the world, including disputed territories, without getting on a plane.
- 3 He wanted to visit every country in the world, but was arrested and imprisoned in Africa.
- 4 He visited every country in the world without flying, and then flew back to the UK.

2 Listen to Part 1 of the radio broadcast. Check your answer to exercise 1.

3 Are the statements true or false? Give reasons.

- 1 His first destination was in Latin America and his last was in Africa.
- 2 The easiest countries to visit were Afghanistan and North Korea.
- 3 He was kidnapped by pirates during his journey.
- 4 He witnessed a historic event when he was in the USA.
- 5 He spent six days under arrest in the Cape Verde Islands.

4 Choose the sentence which better illustrates the meaning of each line from the radio broadcast.

- 1 Not only did he travel to all 193 member states of the United Nations, he also managed to visit disputed territories.
 - A He only visited United Nations member states.
 - B He visited United Nations member states *and* other territories.
- 2 He also witnessed the last space shuttle launch at Cape Canaveral.
 - A He watched the launch on TV.
 - B He was at Cape Canaveral for the launch.
- 3 It isn't actually that difficult to get into countries such as Afghanistan, North Korea and Iraq.
 - A It was very difficult to get into those countries.
 - B It was quite easy to get into those countries.
- 4 No sooner had he arrived than he was arrested by immigration officials.
 - A Hughes was arrested a few days after arriving.
 - B Hughes was arrested immediately.

5 Listen to Part 2 of the radio broadcast. Answer the questions.

- 1 What does the first caller think are the real reasons why Graham Hughes made the trip?
- 2 Does the second caller agree with the first? What is her opinion?

6 Listen to Part 2 again. Explain the remarks in your own words.

- 1 He'll sink without trace.
- 2 I take my hat off to him.
- 3 He raised awareness about the whole issue of water.
- 4 We take clean water for granted in this country.

7 Work in groups. Discuss the questions.

- Which of Graham Hughes' experiences do you think was the most exciting / scary / interesting / inspiring?
- How would you describe Hughes' achievement?

8 Look at the expressions in *Face 2 Face*.

- Have you heard them before?
- Can you remember the context from the broadcast?
- Can you guess their meaning?

FACE 2 FACE



- Don't make me laugh.
- What's the point?
- You mark my words.

9 Turn to page 146 and do the exercise.

YOUR TURN TO SPEAK

10 Work in pairs. Debate the statement. Follow the instructions.

Setting a world record is the best measure of success that life can offer.

Student A: Speak in favour of the statement.

Student B: Speak against the statement.

Both speakers can make two statements in order to respond to what the other has said.

Millionaires before the age of 20!

How did they do it?



Fraser Doherty

Scotland-born Fraser Doherty was taught how to make jam by his grandmother, using her secret recipe, when he

was 14 years old. At first he only sold the jam he produced to the people in his neighbourhood; then he left school at 16 in order to concentrate on jam production. Doherty's SuperJam Company now supplies all the major UK stores and had sales of over 1.2 million pounds in 2011. His company is currently worth two million pounds.

He also started a charity called SuperJam Tea Parties, so as to provide tea parties for lonely elderly people who live alone or in care homes. There were 120 such events in the first year, with the largest events attracting over 600 guests. The company also organizes 'knitathons', encouraging people to knit for good causes. Because of Fraser's initiative, several thousand knitted squares were made, sewn into blankets and sent to orphanages in India in the first 12 months.

Doherty was the 2007 Global Student Entrepreneur of the Year, an international award given to the top student entrepreneur worldwide. More than 750 students from around the world compete for the coveted prize each year.




Nick D'Aloisio

Nick D'Aloisio is a computer programmer and internet entrepreneur from London. He is best known as the creator of Summly, an iPhone app which summarises news stories, and which was downloaded by nearly a million people when it was first released.

D'Aloisio got his first MacBook aged nine and used it to edit home videos. In 2008, when the Apple App Store was announced, D'Aloisio – then just 12 – went into an Apple store and asked one of the assistants how to make an app. They didn't know, so he had to wait another few months before the App Store was released publicly and, in the meantime, he taught himself basic programming. When he launched his first app – FingerMill, a treadmill for fingers! – in August 2008, it made £79 on the first day. He went on to make several more apps and gradually learned more and more.

In March 2013, Summly was sold to Yahoo for a reported \$30 million US dollars, making him one of the youngest self-made millionaires ever. He has been awarded "Innovator of the Year" by the Wall Street Journal, and was also included in TIME Magazine's 'Time 100' as one of the world's most influential teenagers.

1 Look at the photos of four people who became millionaires while they were still teenagers. How do you think they made their fortunes?

2  Read the magazine article. Were your ideas in exercise 1 correct?

3 Read the magazine article and find:

- a prize won by Fraser Doherty
- how much Nick D'Aloisio's first app made on its release day
- the inspiration for the name of Juliette Brindak's website
- the aim of the Farrah Gray foundation



Juliette Brindak

Juliette Brindak became a millionaire by launching the website Miss O & Friends, which first appeared when she was 10 years old. The site, which targets mostly teenage girls, is filled with gossip, games, quizzes and lots of articles about celebrities, fashion and issues of interest to young people. She has also launched a line of Miss O & Friends books and the site also gives girls the chance to get original stories published and sold in bookstores nationwide. Her sister's name Olivia inspired the name of the site.

According to their website, the Miss O & Friends brand is 'cool, age-appropriate and esteem-building. Tweens can socialize, play, create, learn, exchange ideas, get help, compare experiences, get published and much more, all within a safe, non-chat environment.'

Juliette Brindak is currently the CEO and editor of her site and is worth 15 million dollars.



Farrah Gray

Growing up in inner-city Chicago in the 1980s, Farrah Gray grew accustomed to days 'when the only thing in our refrigerator was the light that came on

when you opened the door.' At the age of six, he looked around the area where he lived in search of something that could be converted into a saleable product and settled on rocks he found in the street. He painted the rocks and shaped them to make them into bookends and doorstops. Realizing he had a knack for selling things, he went on to sell other products, including body lotions.

At the age of 13, Gray founded Farr-Out Food, which in a period of one year had sales of over 1.5 million dollars. He was worth a million dollars before he reached the age of 15. Now in his twenties, Gray is an entrepreneur, philanthropist, author, syndicated columnist and motivational speaker. He also launched the Farrah Gray Foundation, which promotes entrepreneurship among inner-city youth. The National Urban League, a civil rights organization based in New York City, has described Farrah Gray as one of the most influential black men in America.

4 Read the article again and choose the correct endings to the statements.

- Jam producer Fraser Doherty is also responsible for ...
 - setting up an orphanage in India.
 - organizing events where old people can get together.
 - helping older people find a place in a care home.
 - the Global Student Entrepreneur of the Year award.
- When Nick D'Aloisio was 12 ...
 - he taught the assistants at the Apple Store how to make an app.
 - he started editing home videos.
 - he began to study basic programming.
 - he became one of the youngest self-made millionaires ever.
- The Miss O & Friends website ...
 - only has news about celebrities.
 - offers opportunities for young people to get published.
 - allows teenagers to gossip online.
 - is a safe environment where you can chat.
- The first thing that Farrah Gray sold ...
 - was rocks that he painted and shaped.
 - included body lotions.
 - were things he found in his refrigerator.
 - were food items he found in the street.

5 Work in groups. Discuss the questions.

- What is the strongest message you get about the reasons why these young people are successful?
- Which of them do you think had the most interesting idea for a money-making scheme?
- Which of them do you think worked hardest to be a success?

SIMILAR WORDS

They think my father is French, but **actually** he's Spanish.

He is **currently** worth two million dollars.

She will talk about her new website **presently**.

The prime minister was **momentarily** rendered speechless.

NOTE: In American English, *momentarily* means 'in a short time from now' (i.e., the same as *presently* in British English).

Now turn to page 148 and do the exercise.

GRAMMAR

Expressing purpose & reason & result

Grammar presentation

Expressing purpose & reason & result

Expressing purpose

to, in order (not) to, so as (not) to + infinitive
*You should take an umbrella **so as not to** get wet.*
so that, in order that + clause
*She started the website **so that** she could provide opportunities for young people.*

Expressing reason

because of, owing to, on account of, as a result of, due to + noun phrase / gerund
*He put on a lot of weight **due to** eating too much after he lost his job **owing to** his illness.*

Grammar reference page 113

Expressing purpose & reason & result

Expressing result

result in, lead to, give rise to + noun phrase / gerund
*The change in the law **led to** a big increase in the number of homeless people.*
with the result that, meaning that, so + clause
*It was raining, **so** we decided not to go.*
so + adjective + that
such + noun phrase + that
*We were **so** tired **that** we had to stop walking.*
*It was **such** a tiring day **that** we had to stop walking.*

Grammar reference page 113

1 Complete the responses using an expression of purpose.

- Why did he start his own company?
... have to work for someone else all his life.
- Why did he sack half his employees?
... keep the company from going bankrupt.
- Why did your parents move to this town?
... they could find work.
- Why did the teacher ask her to stay after the class?
... criticize her in front of her classmates.
- Why did they close the factory early?
... the workers could get home before the tornado struck.

2 Rewrite the sentences starting with the expression of reason given.

- I won't be able to get to youth club this evening because the train I'm on has broken down.
Owing to ...
- I'm going to look for a part-time job because I want to go travelling over the summer.
In order to ...
- There was a traffic jam and I missed the ferry.
As a result of ...
- The service at the restaurant was so bad we decided to make a complaint.
Because of ...
- Natural honey has many healing properties and has been used medicinally for centuries.
On account of ...

3 Match the two parts of the sentences.

- She spoke so quickly that
- Brazil is such a big country that
- Hanif paints so well that
- Obesity in children has become such a problem that
- A I couldn't understand her.
- B schools have banned unhealthy snacks.
- C he's been offered a place at an art school in Paris.
- D it covers nearly half of the continent of South America.

4 Complete the text with the expressions in the box. Sometimes more than one expression is possible.

due to in order that in order to meaning that
so so that to with the result that



WHAT IS SCHOOL FOR?

Some people say school began in Ancient Greece, but it was only available in cities,¹ ... if you lived in a village, you didn't get educated. There was also no education for slaves, manual labourers or women,² ... girls only got an education if their parents educated them at home. One exception was the city of Sparta, where women were educated³ ... be able to run the city while men were away

at war. Spartan women also received military training⁴ ... they could protect the city if it was attacked.

What is school for nowadays? Do we only go to school for academic reasons or⁵ ... we can become a good citizen, for example? Educational theorists agree that yes, school has a major part to play⁶ ... students become well-rounded citizens. But unfortunately, there simply isn't time to give students an all-round education these days⁷ ... the pressure to achieve good exam results.

PREPARATION

- 1** Listen to someone giving a short presentation about a person they think of as a hero. Answer the questions.

 - What is the presenter's relationship with his hero?
 - What does his hero do for a living? And what does he do in his spare time?
 - What challenge did his hero set himself and did he manage to achieve it?
 - Did his hero succeed on stage? And in his main aim?
- 2** Read the three short biographies. Discuss the questions in pairs.

 - Which of the three achievements do you find the most impressive?
 - Were the people doing something just for themselves or for other people, too?
 - What value do the achievements have for other people?



Fauja Singh holds the world record for a marathon by a 100-year-old. He was born in India in 1911 and started running marathons in the UK when he was 89.



Chesley 'Sully' Sullenberger safely landed a plane on New York's Hudson River after losing power in both engines following a suspected collision with a flock of birds.



Sophie Christiansen was born in 1987 with cerebral palsy and suffered from other health problems, including a heart attack and a collapsed lung. She has competed in equestrian events all over the world and she won a gold medal at the London 2012 Paralympics.

DO THE CHALLENGE

- 3** Work in pairs. Prepare a one-minute presentation on someone you think of as a hero. Follow the instructions.

 - Choose a hero. This person can be local, national or international.
 - Make a note of the most important, relevant points about this person's life and achievements. If possible, find a photo of the person.
 - Practise your one-minute presentation with your partner.
- 4** Work with another pair. Give your presentation to the other pair. Listen to their presentation. Ask and answer questions about the heroes.

Express yourself

Describing someone you admire

My all-time hero is ...
 I'd like to talk about someone who ...
 Someone I admire very much is ...

Explaining what people have done

X has raised (thousands of euros for charity).
 X managed to (win a competition).
 X has overcome incredible obstacles in order to (achieve what she did).

Describing obstacles people have overcome

In spite of the fact that (she has mobility problems), ...
 Even though (he can't walk), ...
 What makes her achievement even more extraordinary is the fact that ...

FOLLOW UP

- 5** Work in pairs. Discuss the questions.

 - Whose hero has / had the most interesting life?
 - Whose hero has achieved the most?
 - Was there any information you found surprising and / or extraordinary?
- 6** Write a report about one of the presentations you heard. Indicate in your report who gave the presentation and write complimentary remarks about them.

INTERACTION Discussing careers

Express yourself

Asking for information about something

What gave you the idea (to...)?
 What's the hardest thing about...?
 What's the secret of doing well (at an interview)?

Explaining how you started doing something

I was in the right place at the right time.
 I started at the bottom of the ladder and worked my way up.

Giving advice

Take my advice, ...
 It's really important to ...
 Avoid ...
 Make sure you ...

A SUCCESSFUL CAREER



1 You're going to hear three people answering questions about their careers. Before you listen, discuss the questions in pairs.

- Where would you look for help in choosing a career?
- What questions would you like to ask people who are successful in their careers?
- How do you think you can become successful in your chosen career?

2 Listen to Part 1 of the panel discussion. Describe in your own words what the three people on the panel do. Who do you think has the most interesting career? Why?

3 Listen to Part 2. Discuss the questions.

- What was Helen's reason for choosing her particular career? Do you think that kind of opportunity happens often?
- Is Martin doing something that he had always planned to do? What's the most important aspect of how he started doing the job?
- What have you learnt so far about Becky? What words would you use to describe her?

4 Listen to Part 3. Make notes on:

- the difficulties that Helen experienced when she started.
- the qualities that Martin thinks are important when managing people.
- the five things that Becky thinks are key aspects of a good interview.

VOCABULARY

5 Choose the correct interpretation of the expressions in *italics*.

- They were *let down* by their previous manager.
 - The previous manager didn't want to manage them anymore.
 - The previous manager criticized them.
 - The previous manager didn't do what they expected.
- When the job came up, I *jumped at the chance*.
 - I was a bit frightened about the idea.
 - I applied for it immediately.
 - I was very excited.
- It was *like banging my head against a brick wall*.
 - It was very frustrating.
 - It was very noisy.
 - It was accidental.
- Managing people is complicated – not everyone's *cut out for it*.
 - Most people should avoid doing this kind of work.
 - Not everyone has enough stamina to do it.
 - Not everyone is right for this kind of work.
- You should look smart and sound enthusiastic – that kind of *goes without saying*.
 - I shouldn't really say that.
 - It's always necessary to say that.
 - It shouldn't be necessary to say that.

YOUR TURN TO SPEAK

6 Work in groups of four. Prepare a panel discussion about successful careers. Follow the instructions.

- Student A, you are the panel presenter. You present the three panel members and say what they do.
- Students B, C and D, you are successful in a particular career. You are going to describe the work that you do, how you started and the reasons for your success.
- Choose three different areas of work to discuss. As a group, prepare your panel discussion.

7 Present your panel discussion to another group. Follow the instructions.

- Student A, present the three panel members. Invite your colleagues to say a few words about their work.
- Students B, C and D, give a brief overview of what you do.
- Student A, invite questions from the other group.
- Students B, C and D, answer questions about your work.

WRITING

A poem



- 1 Read the poem written by 19th century American poet Ralph Waldo Emerson. In pairs, discuss the questions.

- Is the poem easy to read? Why / Why not?
- Are there any lines you find hard to understand?
- Do you think it's easy to write a poem like this?

SUCCESS

RALPH WALDO EMERSON

What is success?

To laugh often and much;

To win the respect of intelligent people

And the affection of children;

To earn the appreciation of honest critics

And endure the betrayal of false friends;

To appreciate beauty;

To find the best in others;

To leave the world a bit better, whether by a
healthy child, a garden patch

or a redeemed social condition;

To know even one life has breathed easier
because you have lived;

This is to have succeeded.

WRITING SKILL

Using imagery in a poem

- Imagery is the name given to the elements in a poem that spark off the senses.
- Images do not need to be only visual – any of the five senses can respond to what a poet writes. A poet may describe a drink as having 'the taste of air' and a poem about the sea may describe how the 'ocean sighs'.
- Rather than simply stating, 'I see a tree', a poet will use imagery to elicit something more specific: *a tree like a spiky rocket; a green cloud riding a pole; bare, black branches*. Each of these suggests a different kind of tree.

- 2 What imagery can you find in the poems in exercise 1 and below?

I wandered lonely as a cloud
That floats on high over vales and hills,
When all at once I saw a crowd,
A host of golden daffodils

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

- 3 You're going to write a poem about one of the topics below. Think of imagery you could use to describe the topic.

Success Failure Satisfaction
Fear Freedom Happiness

WRITE NOW

- 4 Write your poem.

- 1 Write a poem on the topic you chose in exercise 3.
- 2 You may choose to write in the same style as the poem in exercise 1 – every line should start with an infinitive.
Or
Write a poem in rhyming verse like the poem in exercise 2.

CHECK AND CORRECT

- 5 Check and correct your poem.

- 1 Check your poem for possible errors.
- 2 Read your poem to yourself quietly to check the rhythm.
- 3 Now read your poem aloud to a partner.
- 4 Comment on your partner's poem.

Reporting verbs

We use different reporting verbs in different constructions. They can often be used in more than one construction.

Many reporting verbs can be followed by *that* + clause. These include *accept, admit, advise, agree, announce, apologize, claim, deny, explain, insist, point out, promise, recommend, suggest, threaten* and *warn*.

She insisted that the company would weather the storm.

We can omit *that* after most of these constructions (but not after *advise* or *apologize*.)

He accepted the business wasn't profitable.

OR *He accepted that the business wasn't profitable.*

We often use this construction when the subject of the clause is different from the subject of the reporting verb. We can also use it when the subject is the same, but we still need to include a subject or subject pronoun in the clause.

He admitted the company was struggling. (Different subject)

He threatened that he would resign. (Same subject)

Most reporting verbs can also be used in other constructions.

Verb + (not) + *to* + infinitive: *agree, offer, promise, refuse, threaten*. In this construction, the reporting verb and the second verb have the same subject.

They promised to publicize our product. (They promised that they would do it.)

Verb + object + (not) + *to* + infinitive: *advise, beg, encourage, invite, persuade, remind, tell, warn*. In this construction, the reporting verb and the second verb have different subjects.

He warned me not to invest in the company. (He warned that I shouldn't invest.)

Verb + gerund: *admit, deny, recommend, suggest*. With some verbs, like *admit* and *deny*, the reporting verb and the second verb have the same subject. With others, like *recommend* and *suggest*, they have different subjects.

He denied owning shares. (He denied that he owned them.)

They suggested centralizing our customer service operations. (They suggested that we centralize them.)

Verb + (object) + preposition + gerund: *insist (on), apologize (for)*.

Verb + preposition + gerund: *accuse (of), blame (for), criticize (for), congratulate (on), discourage (from)*. If there is an object, the reporting verb and the second verb have different subjects.

They accused me of trivializing the issue.

We can use perfect forms with *have* + past participle when a statement refers to something that happened earlier.

He congratulated us on having created a thriving business.

Expressing purpose

We can use different expressions to introduce a purpose – someone's aim or goal in doing something.

We often simply use the infinitive with *to*. We can also use *in order (not) to* or *so as (not) to* + infinitive. We use these expressions when the two verbs in the sentence have the same subject.

We closed our Manchester office to reduce costs.

They pay their employees a sales commission in order to incentivize productivity.

You'll need to act quickly so as not to miss the boat.

We can express purpose using *so that* or *in order that* + clause.

We need to use these expressions when the two verbs in the sentence have different subjects. However, we can also use them when the subjects are the same.

You need to recognize employees' achievements so that / in order that they feel valued. (Different subject)

He's currently studying for an MBA so that / in order that he can apply for management positions. (Same subject)

Expressing reason

We can use different expressions to explain the reason for something. These include *because of, owing to, on account of, due to* and *as a result of*. We can use these expressions before a noun or a noun phrase.

Business is booming because of the warm weather.

The bottom fell out of the housing market owing to the economic crisis.

We can also use *owing to, due to, on account of* and *as a result of* before a gerund.

D'Aloisio became rich as a result of inventing an app.

We can use the perfect gerund: *having* + past participle, when we refer to the results of earlier events.

We missed our sales targets due to consumers having spent less money on the high street.

Expressing result

We can use different verb phrases to introduce the result of an action or event. These include *result in, lead to* and *give rise to*. We use these expressions before a noun, noun phrase or gerund.

The recession gave rise to mass unemployment.

The advent of the internet led to new jobs being created.

Before a clause, we can use the expressions *with the result that, meaning that* and *so*.

Our sales results are disappointing, meaning that there will be some redundancies.

We use *so* + adjective + *that* and *such* + (adjective) + noun phrase + *that* to emphasize the degree of something and express the result.

The talk was so inspiring that he brought the house down.

It was such an inspiring talk that he brought the house down.



LISTENING

Listening for gist, detail, opinion, attitude, agreement, purpose, etc.

1 Read *About the exam*. Then look at the *Task*. Read the instructions for each extract and the questions. In pairs, decide what questions 1–3 are testing. Choose from A–C.

- A agreement / disagreement
- B feelings / attitude / opinion
- C speaker purpose

NOW YOUR TURN

2 Read the *Tip*. Then do the *Task*.

3 In pairs, compare your answers. Then discuss these questions.

- Did the different accents cause you any problems?
- Was there any vocabulary you didn't know? Did it cause you any problems?
- Did you try to read the questions and options during the first listening? If yes, did this cause you any problems?

i ABOUT THE EXAM

In this part of the test, you listen to three unrelated short texts. These will always involve more than one speaker and come from a wide variety of contexts. There are two three-option multiple-choice questions on each text. The questions will test your ability to understand gist, detail, agreement, course of action, and also the feelings and opinions of the speakers. You will hear each text twice.

TIP

You will be given some time at the beginning to read through the questions, so make sure you do this carefully. Use all the information in the instructions and questions to build a picture of who is speaking and what the topic is. Don't pick an answer too quickly – you may need to listen to the end of the text to get the correct answer. Most questions will be about the opinions, feelings and ideas behind what the speakers say, so read the options very carefully and think about the meaning before choosing an answer. Don't pick an answer just because you hear something about that option in the text.

TASK

You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two people discussing a TV show about genealogy and ancestry.

- 1 What does the man feel about the style of the programme?
 - A It doesn't reflect the true experience of genealogical research.
 - B It allows viewers time to absorb the details of the stories.
 - C It suits the subject matter covered in the shows.
- 2 What do the two speakers disagree about?
 - A the type of people that researchers should talk to
 - B how far back in time the programme should go
 - C whether some discoveries should be dealt with lightly

Extract Two

You hear two people talking about a job interview.

- 3 What is the woman doing in the conversation?
 - A complaining about how long the interview lasted
 - B expressing unease about the outcome of the interview
 - C boasting about how well she did in the interview
- 4 How does the man respond to what she says?
 - A He warns against over-confidence.
 - B He offers some reassurance.
 - C He suggests an alternative approach.

Extract Three

You hear part of a radio programme in which two famous people talk about their friendship.

- 5 When talking about their first meeting, both speakers talk about
 - A their initial impressions of each other's personalities.
 - B the gap between their expectations and reality.
 - C the differing requirements of their professions.
- 6 The writer complements the actor on
 - A the way he portrays various roles.
 - B his perfect manners in the restaurant.
 - C the fact that he hasn't become like other celebrities.

LISTENING

Conversation and Lecture

- 1 Read *About the test* and the *Tip*. Then listen to an extract from a conversation and answer the question.

Why does the student mention being “on the right track”?

- A She doesn't want to get lost.
- B She's on her way to work.
- C She wants to check that she's doing the right thing.
- D She's eager to get advice.

- 2 In pairs, check your answers to exercise 1. Explain why the other options are wrong.

NOW YOUR TURN

- 3 Do the *Task*.

TASK

Listen to part of a lecture from a career adviser.
Take notes.

Now get ready to answer the questions. You may use your notes.

- 1 **What is the lecture mainly about?**
 A how to behave at interviews
 B what to write in your résumé
 C useful advice for people new to the job market
 D information about careers
- 2 **There are two answers for the next question. Choose two answers.**
 Which personal qualities do you need when applying for jobs?
 A sense of fashion
 B staying power
 C determination
 D balance
- 3 **According to the career adviser, what might employers do?**
 A have a funny email address
 B look for information online about you
 C check your spelling
 D post photos of you online

i ABOUT THE TEST

In the Listening section, you will hear conversations and lectures. You will then answer questions about the main idea and supporting details. During the actual test, you will be able to take notes while you listen and use your notes to help you answer the questions.



TIP

You may be asked the meaning of a specific part of the conversation or lecture, e.g., “What does the speaker mean when she says X?” For this question type, you will usually hear a short extract again. You may need to tell the difference between literal and figurative (metaphorical) language.



- 4 **Listen again to part of the lecture. Then answer the question.**

What does the man mean when he says: “get your foot in the door”?

- A to complete the first step towards a goal
- B to hold open the door for someone
- C to get stuck so badly you can't move
- D to put one foot in front of the other

- 5 **What does the career adviser imply when he says this: “First, make sure you have something suitable to wear. If this is your first job, you may need to buy something new, so you look the part.”**

- A All students have stylish clothes.
- B This person might not have suitable clothes.
- C This person has probably had lots of jobs before.
- D This student loves dressing up.

- 6 **What does the career adviser say about answering interview questions?**

- A Try to complete your homework in five minutes.
- B Try to keep saying yes or no.
- C Try to avoid answering in too much detail.
- D Try to answer questions about the company.

Like chalk and cheese

Millie Corbett was the youngest of three sisters. Her older sisters, Ella and Skye, took after their mother; they were tall, fair and outgoing. But Millie was more like her father, much shorter and with dark curly hair and huge brown eyes and, like her dad, she was shy, quiet and reserved. Like many younger siblings Millie lived in the shadow of her gregarious sisters.

Ella and Skye loved sports, and Ella was the captain of her university's girls' rugby team. They were glamorous and loved going to parties and meeting new people. They were sociable and had lots of friends. Millie, on the other hand, was much more introverted and preferred to spend her time quietly; she enjoyed solitary pursuits such as reading and painting. She dreamed of following in her father's footsteps and becoming a pilot. Millie loved music too, although she didn't play an instrument. She loved listening to music of all genres, from classical and world music to soul and indie pop. Millie would spend hours at the computer, downloading tracks and compiling playlists for her iPod and her smartphone. Wherever Millie went, music went with her and, what's more, Millie was famous for her music; her sisters would ask her to download tracks for their parties, and other family members would ask her to make playlists for birthdays, weddings and anniversaries. However, what nobody knew about Millie was that not only did she love to listen to music, she loved to sing. She had a wonderful voice: it was dark and rich – almost a contralto – but beautifully melodious, and it was powerful! Millie sang whenever she could, but only when she was sure that no one would hear her. She was so shy she would wait until she was alone in the house, or until she found herself alone in a quiet, isolated spot on one of her long country walks. She sang everything, just as she listened to everything: but soul and blues were her favourites. And she always kept her voice to herself.

As usual, Ella asked Millie to organize the music at her birthday party, which was to be held in a bar called *The Purple Hat* in the centre of town. It was a bar that Ella and Skye often frequented with their university friends. Of course Millie had never been there, although she'd been invited many times, but the important thing was that she knew her sister's taste in music to a tee, and like her own, it was mostly blues and soul. Choosing the songs wouldn't be difficult; the big problem was going to be something else.

A week or so before the party, Millie told Ella that she was planning a surprise for her birthday and that she wouldn't just hand her iPod over to Ella, as she usually did on these occasions. She explained she would have to talk to the bar owners about some special equipment she would need.



What Millie was referring to by 'special equipment' was not clear to Ella, but she felt pleased that her sister was planning something for her and that, for once, she was getting involved with something away from her usual introspective pastimes.

For her part, Millie was nervous too because she was going to do something that she had never ever done before. She chose the songs carefully, bearing in mind her sister's taste, the occasion and the venue and, as always, she carefully downloaded each one onto the special playlist she'd created for the event. Apart from six very special songs which she had selected for a very special reason: they would not be on the playlist.

Ella's birthday finally arrived and began with a celebratory family breakfast of fresh strawberries, croissants and orange juice at home with her parents and her sisters. She received presents of course – driving lessons from mum and dad and a smart, trendy jacket from Skye, which she planned to wear for the party that evening. Millie gave her a tiny painting of sunflowers which she'd completed just the day before, but promised that she would give Ella her real present later that evening, at the bar. She said she would meet Ella and Skye that evening at *The Purple Hat*.

When Ella arrived with Skye at around 9pm, her friends were starting to arrive too, but there was no sign of Millie. Music was playing and Ella could see that one of the bartenders, Louis, seemed to be in charge of what looked like Millie's iPod, plugged into the sound system. After a couple of songs Ella and Skye both recognised that this was unmistakably one of Millie's selections. They asked Louis what was happening. 'Millie asked me to look after the music', he replied with a roguish twinkle in his eye. 'She said she'll be along later.' Ella and Skye looked at each other dubiously; this was all rather strange.

As the night moved on, more friends arrived, more presents were given and everyone was enjoying themselves but there was still no sign of Millie.



Ella felt really disappointed. She'd genuinely believed that for once, her younger sister was going to join in the fun. At that moment, Louis, the bartender appeared on the raised platform at the back of the bar which served as a stage when the bar had live entertainment. He moved a microphone and some speakers into position. What was going on? Louis winked mischievously in Ella's direction across the crowded, dimly lit bar. Ella and Skye looked at each other and shrugged; they were completely baffled.

'Ladies and Gentlemen, can I have your attention please,' boomed Louis through the microphone to the noisy crowd. 'We've come to a very special moment in this evening's proceedings so, without further ado, please give a very warm welcome to Ms Millie Corbett.'

Millie stepped out onto the stage from behind a dark red curtain, she looked quite beautiful in a simple black dress, as she smiled towards Ella, who couldn't quite believe what was going on. 'Happy Birthday!' she whispered, before launching into one of Ella's favourite songs. The music was from a backing track, but there was no doubt that the voice was live and real; and that it was Millie's. Nobody had heard Millie sing before and her sisters and their friends were stunned. Her voice was superb. She moved from one classic soul track to another and she exuded a self-assurance that no one who knew her had ever seen before. Her performance was short, just the six special songs she'd kept back from the iPod selection, but it brought the house down. And when she finished a tearful Ella climbed up onto the stage to hug her sister. It was the best birthday present she'd ever had.

What had changed? Even Millie herself wasn't sure. She was still basically the same timid girl, but she'd felt a sudden urge to share her voice and not just her playlists. After all it was a gift, or so she thought, and gifts are for sharing, especially on birthdays.

Nigel Barnsley

1 Work in pairs. Look at the pictures and the title of the story and discuss the questions.

- 1 The title *Like Chalk and Cheese* is a common expression. What do you think it means?
- 2 The girl in the pictures is the main character. What do the pictures suggest about her personality?

2 Check that you understand the meaning of the following words.

baffle boom contralto gig melodious proceedings
roughish sixth form shrug twinkle urge venue

3 Now read the story quickly and answer the questions.

- 1 What is the special occasion that features in the story?
- 2 Why are Millie's sisters surprised by what she does at the bar?

4 Read the story more carefully and decide if the following sentences are true or false. Correct the false sentences.

- 1 The sisters' parents are quite different physically.
- 2 Millie doesn't like physical exercise.
- 3 Millie has limited taste in music.
- 4 Ella spends the whole day with her family on her birthday.
- 5 Ella and Skye arrive at *The Purple Hat* with their friends.

5 Find the following expressions in the story. In pairs, discuss what you think they mean. Are there any similar expressions in your language?

- 1 brought the house down
- 2 live in the shadow of ...
- 3 without further ado
- 4 following in (her father's) footsteps
- 5 to a tee



FACE 2 FACE

- Complete 1–3 with the expressions in the *Face 2 Face* panels.
- Listen and check.
- Then complete new contexts 4–6 with the expressions in the *Face 2 Face* panels.
- Listen and check.

UNIT 1 Page 11

- Presenter:** That's very cynical, Tony.
Caller: It may be cynical, but it's true. ... – he'll have a book out in about three months, then he'll sink without trace.
- Presenter:** Well, he did it to raise money for charity. He raised a lot of money for Water Aid.
Caller: ... He could have raised just as much money if he'd taken planes. He did it because he wants to be famous.
- Caller:** It was a complete waste of time.
Presenter: Really? Are you serious?
Caller: Yes, a total waste of time. I mean, ... of travelling all over the world without flying?
- A:** ... of getting to the venue at five if the show doesn't start until nine?
B: Because there'll be loads of other acts on stage before the main show!
- A:** D'you think they'll let us go home early today given that we've finished our project?
B: ... They never let us leave early!
- That girl will go far. ... She'll be President one day!

UNIT 2 Page 21

- I did struggle a lot in my early teens. ... not speaking English.
- I felt like an outsider and classmates used to ... and call me 'Le Rosbif' (roast beef). I hated it.
- Bilingual teens are believed to be better at taking the perspective of others. Having different cultural 'identities' strengthens their ability to ...
- It really ... when you make fun of my accent.
- Try to ... for a change and stop being so selfish
- In my early twenties ... only wearing black.

UNIT 3 Page 31

- Some people are extremely modest about themselves, while others like to ...
- Are all teachers, or taxi drivers, ... ? Probably not.
- I think I'm more confident and amusing when I'm chatting with someone online. I'm ... in a face-to-face encounter.
- Father and son are ... and even sound alike on the phone!

- A:** It's such a shame that restaurant had to close.
B: Apparently the chef was very creative, but he was ... at managing a business.
- Anyone will tell you Sofia is one of the best soloists on the school choir, but she'd never ...

UNIT 4 Page 43

- Mr Moses never imagined his invention would have such an impact, but said it ... if he thinks about [it].
- There was a man who saved enough to pay for the essential things for his child. ...
- The mechanic ... the idea for his 'Moses light' during one of the frequent blackouts in Brazil in 2002.
- Super Typhoon Haiyan was probably the strongest tropical cyclone to hit land anywhere in the world with winds of 315 kph. ...
- That song ... me ... every time I hear it. It's so emotional.
- We need to ... a new plan for the weekend. The weather's going to be awful so we can't have a picnic!

UNIT 5 Page 53

- Interviewer:** Why do people become cyberhackers?
Martin: Well, ..., it was the challenge. I suppose I spent too much time alone in front of a computer when I was a teenager.
- Interviewer:** Why are people like you called white-hat hackers?
Martin: I suppose it goes back to old-fashioned western movies, where the good guys always wore white hats and the bad guys always wore black hats. So, criminal hackers are referred to as black-hat hackers. ..., as a former criminal hacker, I should be referred to as a grey-hat hacker.
- Interviewer:** What sort of people do you talk to?
Martin: I mainly talk to teenagers in schools. ..., they're pretty savvy about cybercrime and some of them are probably doing a bit of harmless hacking already.
- A:** You're a scuba diver. What's the best thing about scuba diving?
B: Well, I don't know about other people, but, ..., I just love seeing all the marine life.
- A:** Is she your cousin?
B: Well, I call her my cousin, but, ..., she's my second cousin. She's the daughter of my mum's first cousin.
- ..., men are taller than women.

SIMILAR WORDS

UNIT 1 Page 13

actually currently momentarily presently

- 1 Please switch your mobile phones to silent mode as the talk will begin ...
- 2 There are ... more than two million British people living in Spain – a lot more than five years ago.
- 3 She appeared to have ... lost control of the vehicle and it collided with the car in front.

UNIT 2 Page 23

apathetic bored disinterested indifferent

- 1 A judge has to remain ... throughout a trial.
- 2 Can we play something else? I'm ... with this game.
- 3 Why didn't you vote in the last election? How can you be so ... to what's happening?

UNIT 3 Page 33

avert avoid escape evade

- 1 I crossed the road to ... having to talk to my brother's boring friend.
- 2 Most people feel that the minister is ... his responsibilities by not talking to the protesters.
- 3 His apology has definitely ... a huge family disagreement.

UNIT 4 Page 45

crest peak summit tip

- 1 There's a drop of paint on the ... of your nose.
- 2 We saw the athletes at the ... of their physical fitness and strength.
- 3 On this day in 1786, Dr Michel Paccard and Jacques Balmat reached the ... of Mont Blanc.

UNIT 5 Page 55

decrease diminish lower reduce

- 1 They say the rate of inflation has ... but I'm not so sure.
- 2 I think we should ... our voices in the library.
- 3 His reputation as an actor will have been ... by that dreadful performance.

- Complete the sentences with three of the words in the box.
- Write a sentence using the word in the box you didn't use.

UNIT 6 Page 65

ambiguous confusing inconclusive vague

- 1 I just don't understand this grammar point. It's so ...!
- 2 A three-hour ... meeting. What a waste of time!
- 3 The evidence was ... and the jury were unable to reach a unanimous verdict.

UNIT 7 Page 77

gaze glance glare glimpse

- 1 The other passengers ... at me when I walked to the check-in desk.
- 2 I ... at my watch as I listened to him, which clearly made him annoyed.
- 3 I must have been ... at the painting for hours before I realized what time it was.

UNIT 8 Page 87

eccentric foreigner outsider stranger

- 1 I've lived in this village for 20 years and am married to a local, but I'm still considered a complete ... by a lot of people
- 2 He is a bit weird, but he's just a harmless ... really.
- 3 As a ..., I need a special visa to be able to stay and work here.

UNIT 9 Page 97

decline deny refuse reject

- 1 Why did you ... their offer of a place on the adventure holiday?
- 2 Why did you ... to answer their questions about your friend?
- 3 Why did they ... your application to join their summer school?

Communication

UNIT 1 Page 8 exercise 4

Read the extract. How did Felix Dennis solve the problem? Was your prediction correct? Do you agree with his decision?

I fired them on the spot. Or they walked away. I can't remember which – it didn't matter then and it doesn't matter now. What mattered is that I held on to every single share in my company. I would run the entire company myself, write the articles, design the pages, answer the phone and sell the ads if I had to. But I would not part with a single, solitary share. Not for love. Nor for fairness. Not for loyalty. Not for anything. And certainly not for moral blackmail.

UNIT 2 Page 18 exercise 3

STUDENT A

- 1 Match the extra information A–D to the facts in exercise 2 on page 18. Check your answers with your partner.
- 2 Read the extra information to your partner. Only one of you has the correct information. Work out which information is correct. Then turn to page 151 for the answers.
- 3 Which facts did you find most interesting / surprising? Which would you like to know more about?

- A** Interpreters must have a perfect command of three of the official languages. English, French, Russian or Spanish interpreters must also possess excellent oral comprehension of at least one other official language. Arabic or Chinese interpreters must also possess excellent command of English or Spanish.
- B** There are 20 volumes in total, it weighs approximately 68 kilos and costs around £750.
- C** *Hippy, madness* and *pen* are a few examples of these.
- D** Approximately 2,200 of the world's languages can be found in Asia, while Europe has a mere 260.

UNIT 2 Page 19 exercise 5

STUDENT A

- 1 Read the definitions of the blend words to Student B. They will try to guess the words.
 - 1 a holiday spent in your home country rather than abroad, or one spent at home and involving day trips to local attractions
 - 2 an estimate based on a mixture of guesswork and calculation
 - 3 rules about the proper and polite way to communicate with other people when you are using the internet
- 2 Now listen to the definitions of three more blend words. Try to guess what the blend words are by combining two words from the grid.

camping	screen	relax
glamorous	chill out	teenager

UNIT 2 Page 20 exercise 4

If the consensus seems to be that France is in a bad mood these days, one thing might cheer the country's citizens up: despite reports to the contrary, their language is alive and well. A recent study by French investment bank Natixis suggests that French could be the most-spoken language – ahead of even English and Mandarin – within 40 years. It is estimated that there will be 750 million French speakers by 2050. This is based on the fact that the language is spoken in the fastest-growing areas of the world, particularly sub-Saharan Africa. The methodology of the study has been disputed, however, since it counts all inhabitants of countries in which French is an official language as Francophone. Still, the report comes as good news for defenders of the French tongue, which remains an official language of major international bodies like the UN, EU and Olympics Committee. The Natixis report comes on the heels of a *New York Times* article about a French-language renaissance in New York – at least in public schools, where bilingual French-English curriculums appear to be increasingly popular.