Speaking

10 Complete the How to… box with the words from the box.

> wary   were   out   found   value   sure   all

How to… give advice/make recommendations about places

Saying it's good	*It's a must/a must-see.*
	It's good (1) _____ *for money.*
Saying it's not so good	*It's a bit overrated/overpriced.*
	It's not (2) _____ *it's cracked up to be.*
	I (3) _____ *it a bit dull/touristy.*
Recommending	*If I* (4) _____ *you, I'd go to …*
	Make (5) _____ *you go to …*
	Don't miss …/You should try …
	I suggest going …/that you go there.
Warning	*Watch* (6) _____ *for …*
	One thing to be (7) _____ *of is …*

11 a Think of a place with a strong sense of community (customs, food, things to see, etc.). Make notes about what you would/wouldn't recommend about the place.

b Work in groups. Take turns to describe the places you chose. Try to use language from the How to… box.

Listening

12 Work in pairs and discuss the questions.

1 Have you (or do you know anyone who has) lived abroad?
2 What were your/their impressions of the place?
3 What problems might there be living in a foreign country?

13 a ⊕ 1.09 Listen to three people and make notes in the table.

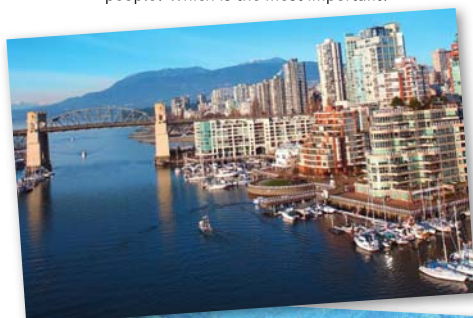|	speaker 1	speaker 2	speaker 3
Where did he/she live?			
What was he/she doing there?			
What did he/she like about the host country?			
Was there anything he/she didn't like, or that was difficult?			
What are his/her favourite memories of the country?			

b Match the speakers (1, 2 or 3) to the things they did (a–j).

a pretended something ☐
b got a few surprises ☐
c was there at the wrong time ☐
d is from a small town ☐
e would like to return ☐
f learned about the culture by talking to the local people ☐
g says the place was multicultural ☐
h has lived in many countries ☐
i doesn't mention the scenery ☐
j describes a special type of cooking ☐

c Listen again and check.

14 Work in pairs. Discuss the questions.

1 In which of the places from exercise 13a would you most like to live?
2 Would you like to live abroad?
3 Why do you think the speakers talk mainly about food, scenery and people? Which is the most important?

Grammar comparatives (review)

Can do distinguish between, and use, features of formal and informal language

Listening

1 Work in pairs and discuss the questions.

1 How often do you use the Internet? What do you use it for?
2 Are there any websites that you use frequently? What do you like about them?
3 Do you trust what you read on the Internet? Why/Why not?
4 Has the increased use of computers and the Internet been a good thing for you, and in general?

2 ⊕ 1.10 Listen to two people discussing some of the questions from exercise 1. Which do they discuss? Are their views similar to yours?

3 Listen again and tick (✓) the phrases you hear.

1 (*it's*) *miles easier*
2 (*it's*) *far easier*
3 (*it's*) *nowhere near as … as*
4 (*it's*) *nothing like as good as*
5 *the less we …, the less we …*
6 *the more we …, the more we …*
7 (*it's*) *not quite as … as …*
8 (*it's*) *definitely not as … as*
9 (*it's*) *considerably* + comparative (formal)
10 (*it's*) *marginally* + comparative (formal)
11 (*it's*) *much the same*
12 (*it's*) *much* + superlative

Grammar | comparatives (review)

4 a Read the rules and examples in the Active grammar box. Then write the phrases from exercise 3 in the table.

b Write the phrases below in the table in the Active grammar box.

> sightly   a tiny bit   far   decidedly

Active grammar

When using comparatives, if we want to be specific about the degree of difference between two people/things, we use modifiers, e.g. *far*, *nowhere near*, *slightly*.

*I'm **slightly** taller than my brother.*
*The green house is **nowhere near** as beautiful as the red one.*

We can use combined comparisons to describe how a change in one thing causes a change in another.
***The longer** you wait, **the worse** it will be.*

1 A big difference	
2 A little difference	
3 *the* + comparative + *the* + comparative	

see Reference page 33

5 Cross out the incorrect words in *italics*.

1 Buying things in shops is *not like/nowhere near/nothing like* as cheap as shopping online.
2 *It's decidedly easier/It's best/It's considerably easier* to write on a computer than doing it by hand.
3 The more you know about computers, *the easier/easier/the simpler* they become.
4 Buying things online is *marginally/extremely/slightly* more risky than face-to-face transactions.
5 It's *a mile/considerably/far* quicker to find information on the Internet than in books.
6 *The more we rely on/The more we use/As much as we use* computers, the more vulnerable we are to hackers and computer viruses.

Speaking

6 **a** Look again at the sentences from exercise 5. How far do you agree with each sentence?

b Work in groups and discuss your views.

Reading

7 Work in pairs. Do you use Wikipedia? If not, what do you think it is?

8 Read the article and match the paragraphs (1–7) to the headings (a–g).
a Why you can't trust Wikipedia
b Jimmy Wales
c The future of Wikipedia
d Editors who care
e The wiki
f Locking out the vandals
g First stop for fact-seekers

9 Answer the questions.
1 What expression in the article is used to describe groups combining their knowledge?
2 Why, according to the article, is Wikipedia generally reliable?
3 Who is Jimmy Wales and what is he like?
4 What technological innovation led to the popularity of Wikipedia?

10 **a** Read the article again quickly. Is it formal or informal in style?

b Complete the How to... box with headings from the box below.

Humour   Informal vocabulary   Style (spoken English)
Ellipsis (omitting words)

How to... recognise features of informal language

(1) _____	savvy (paragraph 4)
	guy (paragraph 5)
(2) _____	Join the gang. (paragraph 1)
	Short forms: It's a gang (paragraph 1), It'll surely need more (paragraph 7)
(3) _____	Want to know the capital of Turkmenistan? (paragraph 1). The full question = Do you want to know the capital of Turkmenistan?
	'And the future?' (paragraph 7)
(4) _____	One famously compared the site to a public toilet seat: you never know who's used it before you. (paragraph 2)

c Work in pairs and answer the questions.
1 What are the formal words for 'savvy' and 'guy'?
2 Are there other examples in the text of informal vocabulary, spoken English, or humour?
3 What is the full version of: 'And the future?'

The Internet's largest encyclopaedia

1 _____
Want to know the capital of Turkmenistan? Or how to make chicken fricassee? Or what goes in a Cuban cigar? The first place you probably turn to is Wikipedia. Join the gang. It's a gang that now has access to over 18 million entries in 279 languages. And the striking thing about Wikipedia is that it isn't high-flying professors who are providing the answers. It's amateurs. Wikipedia is a perfect example of 'crowd sourcing'. Anyone can add an entry. Anyone can edit it. No qualifications are necessary. In short, the site uses the masses to pool their information, and the result is the world's biggest encyclopedia.

2 _____
But is it the most reliable? Ask one of its founders, Larry Sanger – who went on to lecture at Ohio State University – and the answer is an unequivocal 'no'. Sanger doesn't let his students use Wikipedia for their research; he knows they can simply invent information, put it anonymously on Wikipedia, and claim it's accurate. Other academics also have their doubts. One famously compared the site to a public toilet seat: you never know who's used it before you. But they are now probably in the minority.

3 _____
If it's so easy to edit, how come, in several recent research studies, Wikipedia has been found to be as accurate as other encyclopedias including the *Encyclopedia Britannica*, which has existed for 250 years? How come, with all the potential 'vandals' keen to rewrite history according to their own ideologies, Wikipedia, it turns out, is generally trustworthy? The answer is that the editors of Wikipedia care more than the vandals. The Massachusetts Institute of Technology (MIT) did a study and found that obscene comments added on Wikipedia were, on average, removed within a hundred seconds. For the vandals, it's about as worthwhile as a graffiti artist using invisible ink.

4 _____
Those who run Wikipedia are also savvy enough to know when a bout of vandalism is going to occur. During the 2004 Bush–Kerry US election, realising that the supporters of each candidate would attempt to smear the opponent on Wikipedia, the company locked the entries on George Bush and John Kerry.

5 _____
So, in this utopia of crowd sourcing, who exactly is making the decisions? The boss is founder Jimmy Wales. In 2000, Wales was a regular guy looking to combine his two hobbies: nosing through the *Encyclopedia Britannica* and surfing the Internet. Online he found himself discussing all sorts of topics and meeting all sorts of people on obscure mailing lists. He decided he wanted to set up something longer-lasting and fun. 'Fun' is a big word for Jimmy Wales. One of the world's great optimists, Wales has breezed through life enjoying pretty much everything he's turned his hand to, including trading options and futures and founding nupedia, Wikipedia's forerunner.

6 _____
Nupedia didn't have a massive impact. It used 'the old model' of experts writing entries, but then Wales and his co-founder, Larry Sanger, decided to experiment with a relatively new technology: a wiki. The wiki got its name because the inventor had his honeymoon in Hawaii, where you catch the 'wiki wiki' (quick) bus from the airport. The idea of a wiki is that anyone can contribute to a website; it's a pooling of knowledge. With this technology in place, Wikipedia exploded in popularity. Within its first year contributors wrote 20,000 entries in 18 languages.

7 _____
And the future? For most of its short history, Wikipedia has been staffed by a group of volunteers, with only a handful actually getting paid. By 2011 the company's paid employees had grown to over 50. It'll surely need more in the future, as the company tries to expand its popularity in Asia, South America and the Middle East. It's also trying to improve the quality of entries by teaming up with universities to get some expert input and working with museums to supply better images. As the world shrinks and people's thirst for information grows, it's likely that Wikipedia will keep growing, too. As for the capital of Turkmenistan, it's Ashgabat. And if you need proof, you know where to look.

11 Look at techniques 1–4. Are they generally used in formal or informal texts?
1 full verb forms
2 lots of phrasal verbs
3 sentences beginning with *and* or *but*
4 repeated use of the passive

12 Read the two formal emails below. Some language is too informal. Replace it with more appropriate language from the box.

Regards   attend   don't hesitate to   concerning   following
requested   will be very happy to attend   will be unable to attend
a previous arrangement   we would be grateful if you could
queries   could you please confirm your attendance

1
Dear Mr Fry,

After our telephone conversation, I would like to invite you to the meeting of the Online Encyclopaedia Anglia Group on 15 November at 7.00 p.m. at 24 Bland Street. We will be discussing how to take forward the proposals for a new interactive website. I have attached a preliminary agenda for the meeting, and also a map showing how to get to Bland Street. There will also be a dinner in the evening, to which you are invited.

Let us know if you're coming by 4 November. Bring copies of the sample contract. Feel free to get in touch if you have any questions.

Best wishes,

Mary Johnson

2
Dear Ms Johnson,

Thank you very much for the invitation to come to the meeting on 15 November, about the plan to start a new website. Thanks for the agenda. I can come to the meeting.

As asked, I will bring copies of the sample contract. Unfortunately, I won't be able to come to the dinner because of something I've already organised.

I look forward to seeing you there.

Yours sincerely,

Peter Fry

13 Work in pairs and read the Lifelong learning box. Compare the emails and article on this page and discuss questions 1–6.

Keeping your reader in mind

! When you are planning a piece of writing, think about who your readers are and consider the following points.

1 Why are they reading your piece?
2 How much information do they already know?
3 How much do they need to know?
4 What are their expectations?
5 How formal and what length do they expect the piece to be?
6 What is the relationship between writer and reader?

This information will help you to choose the best tone for your piece (formal, informal, academic, etc.), to organise your ideas, and to think about what to include or omit.

Lifelong learning