OXFORD

English File

Advanced Plus

Student Book

fifth edition



OXFORD IMPACT EVALUATED

Christina Latham-Koenig Clive Oxenden
Kate Chomacki

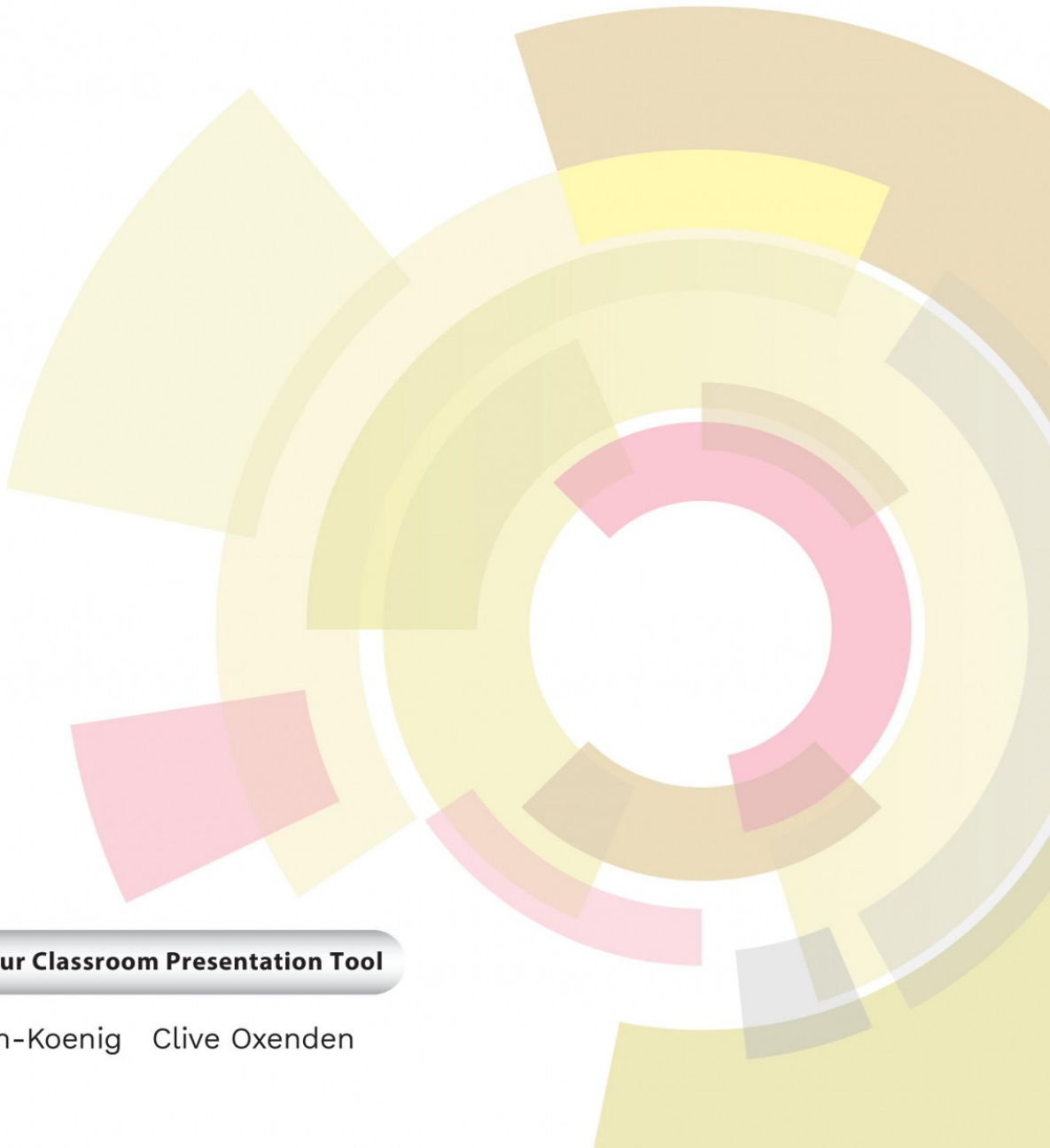
OXFORD
UNIVERSITY PRESS

English File

Advanced Plus

Student Book

fifth edition



How to use your Classroom Presentation Tool

Christina Latham-Koenig Clive Oxenden
Kate Chomacki

Contents

		GRAMMAR	VOCABULARY	PRONUNCIATION
1				
8	**A Inspirational advice**	modal verbs (1): *will*, *would*, *should*	vague language	contractions
12	**B The parent trap**	noun phrases	phrasal nouns	short and long vowels, sounds–spelling
2				
18	**A Overcoming adversity**	modal verbs (2): *can* / *could* / *be able to*, *may* / *might*	prefixes and suffixes	words that can be pronounced in two ways
22	**B An awfully big adventure**	participle clauses	ways of moving	consonant clusters with *s*
3				
28	**A Act your age**	determiners: articles and quantifiers	research language	verb / noun word stress, stressed and unstressed articles
32	**B Shakespeare or not?**	word order	idioms from Shakespeare	reading aloud
4				
38	**A No more boys and girls**	cause and effect	binomials	binomials
42	**B Live to work?**	aspect: perfect and continuous tenses	acronyms and initialisms	acronyms and initialisms

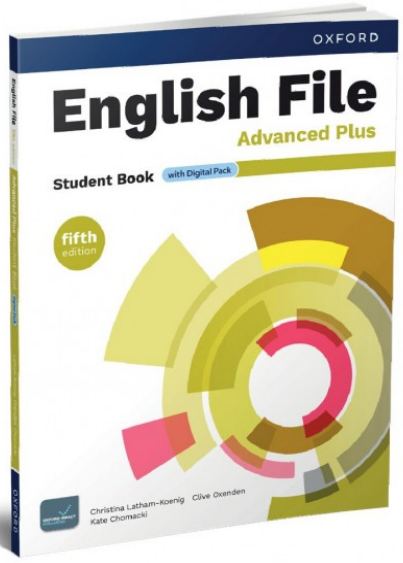
	READING & LISTENING	SPEAKING & WRITING	
			Revise and Check p.16
	Reading inferring personal qualities **Listening** understanding reasons and examples, decoding accents; understanding advice in an authentic podcast	**Speaking** using precise language to justify your opinion; giving a short, well-argued presentation; talking about being given advice using sophisticated language	Revise and Check 1
	Reading understanding implicit and explicit meaning **Listening** understanding research and assessing evidence; tuning in to a discussion	**Speaking** describing and comparing personal experiences; participating in an informal debate **Writing** a discursive essay	
			Revise and Check p.26
	Reading understanding metaphor in an autobiography **Listening** understanding finer details in an authentic broadcast interview	**Speaking** telling a well-structured anecdote	Revise and Check 2
	Reading making notes for retelling **Listening** building on prior information to confirm key details; understanding rationale and motivation; taking notes under headings	**Speaking** considering positive and negative aspects in a discussion; describing a personal experience and speculating **Writing** a formal email of complaint	
			Revise and Check p.36
	Reading scanning to confirm specific information **Listening** taking notes on details	**Speaking** giving a considered personal response to an article; researching and presenting a short profile of a person; restarting after an interruption	Revise and Check 3
	Reading understanding a key scene in a literary text **Listening** understanding a key scene in a period play following an extended interview on an abstract topic; identifying the main points in a discussion	**Speaking** speculating and checking hypotheses **Writing** a review	
			Revise and Check p.46
	Reading comparing and contrasting research **Listening** understanding and applying recommendations from a factual lecture	**Speaking** responding to research data and supporting your opinion; using facts to support your opinions in a discussion **Writing** an article	Revise and Check 4
	Reading understanding humour, implicit cultural references, and nuances of meaning **Listening** understanding responses to key research; following explanations for a life change	**Speaking** comparing experiences and opinions; starting and maintaining a conversation	

		GRAMMAR	VOCABULARY	PRONUNCIATION
5				
48	**A Share your feelings**	prepositions and sentence patterns	more sophisticated emotions	stress in multi-syllable adjectives
52	**B Crossing cultures**	advanced structures for comparing and contrasting	individuals and populations	contrastive stress
6				
58	**A Intelligent solutions?**	position of adverbs	common adverb collocations, verbs for making things	sentence intonation with adverbs
62	**B Strength in numbers**	singular and plural agreement	numbers and measurements	stress and intonation in long numbers
7				
68	**A Whodunnit?**	complex passive forms	law and order	understanding an accent
72	**B I want to be alone**	special uses of tenses	connotation	linking
8				
78	**A The business of food**	expressing conditionality	ways of eating and drinking, business phrases	vowel sounds and spelling
82	**B A different point of view**	adjective order	ways of seeing	stress and intonation

88 **Communication** 96 **Writing Bank** 112 **Listening**

READING & LISTENING	SPEAKING & WRITING	
		Revise and Check p.56
Reading understanding implicit attitudes and opinions **Listening** taking detailed and accurate notes during a talk	**Speaking** responding to an article; prioritizing and explaining choices **Writing** a proposal	Revise and Check 5
Reading recognizing attitudes in a factual report **Listening** understanding implicit attitudes of and relationships between speakers; understanding detailed referencing in a discussion	**Speaking** relaying the key information in a text, comparing experiences and opinions	
		Revise and Check p.66
Reading identifying the main focus in a paragraph; using contextual detail to understand a technical process **Listening** using contextual detail to understand a technical process	**Speaking** assessing pros and cons to inform your opinion; explaining how to carry out a task	Revise and Check 6
Reading understanding factual information in a specialized text **Listening** following a documentary; comparing and contrasting data	**Speaking** responding to a documentary; describing data **Writing** describing data	
		Revise and Check p.76
Reading deconstructing an in-depth article **Listening** tuning in to a variant of English, following the events of a life story in authentic broadcast material	**Speaking** participating in a formal debate; responding to a complex text **Writing** a report	Revise and Check 7
Reading understanding implicit attitudes and opinions **Listening** tuning in to accents, understanding personal preferences; understanding implicit cultural references and nuances of meaning; distinguishing between opinions in a discussion	**Speaking** expressing and justifying preferences	
		Revise and Check p.86
Reading using cohesion to complete a factual text **Listening** understanding the key points from authentic broadcast material	**Speaking** discussing attitudes and cultural differences; presenting a small business proposal **Writing** a formal email	Revise and Check 8
Reading identifying supporting detail **Listening** tuning in to finer details	**Speaking** using precise language fluently; giving an engaging presentation **Writing** a short text about an object	

Welcome to English File fifth edition



Student Book

All the language and skills you need to improve your English, with Grammar, Vocabulary, Pronunciation, and skills work in every File.



Bring language learning to life with new videos integrated into the lessons.

Look out for the Video icons in every File.



Workbook

Grammar, Vocabulary, and Pronunciation practice for every lesson.

Student Book and Workbook also available as an e-Book.

NEW EXAM CONFIDENCE

Develop your confidence in English with access to bite-size Reading, Listening, Speaking, and Writing practice that complements the course. Easily accessible from your mobile device, to use in your own time, at your own pace.

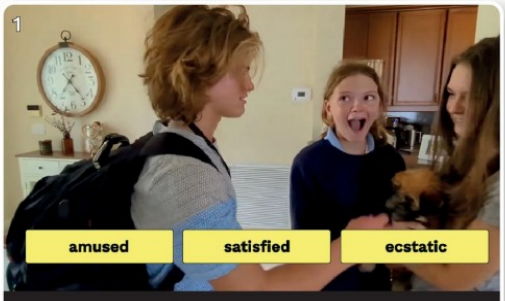
Access EXAM CONFIDENCE on Oxford English Hub.

NEW Video-enhanced lessons

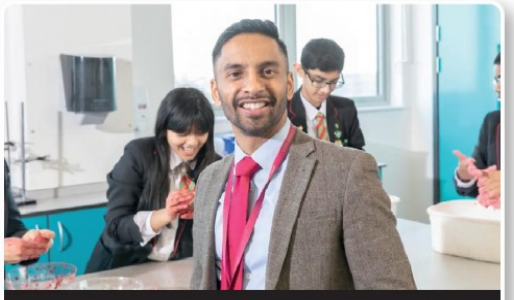
Documentaries, interviews, language practice, user-generated videos, and more add a new dynamic to language learning and skills development.



Inspiring young people



More sophisticated emotions


Learn to love maths with Bobby Seagull



Macbeth, Act 5, Scene 1



Ladies and gentlemen, your attention, please



A good role model

Oxford English Hub

Access all video and audio resources, and **EXAM CONFIDENCE** on Oxford English Hub.

Use the code in this book to get 2 years' access.



1A Inspirational advice

G modal verbs (1): *will, would, should*
V vague language
P contractions

'Motivation is the art of getting people to do what you want them to do because they want to do it.'
Dwight Eisenhower, former US president

1 READING & SPEAKING

a Look at pieces of advice A and B. With a partner, decide which one is more meaningful for you at this point in your life.

A 'The lowliest-looking person is filled with gifts and talents beyond your imagination. Love such people as yourself. Those living on the margins of society do not need to have their problems solved for them, they just need to be given the opportunity to solve them themselves. And in doing so, they will often solve the problems of others.'

B 'There will be moments in life when a light may go on, when you think to yourself, "I must do that," whatever it is. It could be rescuing donkeys or whatever, and it's not because someone says you should do it, but because you feel there would be something wrong in the world if you didn't. If you find that light, acknowledge it. Find other people who share that passion. Cultivate it. Find that deeper purpose in your life.'

b Now read the book extracts about the two people who gave the advice in **a** and match pieces of advice A and B to the correct person. Explain how their advice reflects their life experience.

'If I could tell you just one thing...'

Richard Reed, the co-founder of Innocent Drinks, has met many inspiring people during the course of his career. He asked each of them to share with him some of their hard-earned wisdom and insights into life, and give one important piece of advice, which he collected together into a book.



Annie Lennox,
singer and women's rights activist

Annie Lennox has two voices. Her first has sold more than 80 million albums and won her four Grammys and eight Brit awards. Her second voice is the one she has lent to women's rights and AIDS awareness.

It's a long way from the working-class tenement housing in Aberdeen where Annie was raised. Her family were poor but musical, and she chose the flute as her principal instrument. 'It was my passport out of there,' she has said. It led to Annie, aged 17, finding herself in London for the first time, beginning a degree at the Royal Academy of Music. In her first lesson, the teacher said she'd been taught incorrectly and would have to relearn the flute from scratch. 'I thought to myself, "No, I'm not going to do it, not after all that hard work," and I basically dropped out.'

Some tough years followed. 'I was lonely and poor. I lived in 21 or 22 different places all over London: hostels, bedsits, that kind of thing, doing whatever I could to make ends meet.' Her one constant through it all was singing. 'I would sing and sing and sing, walking down the street, in the shower, all the time, just by myself.' At the same time, she started composing her own songs. 'I'd sit in my bedsit with a harmonium and come up with my own stuff. I'd been writing poems since I was 12 and I had a lot to say.'

Luck came at Camden Market, where Annie had a stall. It was there she got to know a guy selling records who said, 'You should meet my mate Dave'. Within a few years, she and Dave Stewart were dominating the charts as Eurythmics. Her life story is of a woman following her passions, wherever they may take her, and her advice fits that story perfectly:

1 ☐



Alexander McLean,
founder of the African Prisons Project

Alexander first visited Africa as an 18-year-old, when he volunteered at a hospital. It was when working there he noticed that prisoners brought in were often left chained to the bed and not given treatment. He couldn't help think that if they were treated this badly in hospital, how much worse would it be in prison? So he talked his way into one and found out. Such were the appalling conditions, he found himself compelled to raise money to build a basic health centre and library. His work reduced the mortality rate from 144 to 12 in one year, and he's not stopped doing such work since.

Alexander points out that most people in these prisons are there for crimes of poverty: stealing food, not paying debts, being a vagabond (the Dickensian-sounding crime of being homeless). Most have not even been to trial. The result: prisons are hugely overcrowded with, more often than not, innocent people. It's a depressing situation. Alexander's work brings hope to such places. He, of course, makes no distinction between whether people are innocent or not. He starts from the position that they are all human beings and deserve to be able to live, and inevitably sometimes, die, with dignity. He is a truly remarkable man, shining light into some of the darkest places imaginable. His life is a manifestation of the advice he gives:

2 ☐

Abridged from If I Could Tell You Just One Thing *by Richard Reed*

c Read the extracts again. With a partner, decide which of the personal qualities from the list you think each person has. Give examples from the extracts to justify your choices.

altruism charisma creativity determination energy enthusiasm people skills

d Now read six more pieces of advice from Richard Reed's book, given by people in the public eye. Match them to summaries A–F.

A 'Do more than you thought was ever possible.'
B 'Don't see yourself through other people's eyes.'
C 'Don't be afraid of failure.'
D 'Don't diversify.'
E 'Don't become self-important.'
F 'Don't let other people be in control, and believe in yourself.'

1 **Olivia Colman,** actor



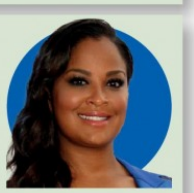
'If you're ever lucky enough to be successful in what you choose to do, don't ever believe your own hype, and remember it could all stop tomorrow. Do whatever you do to the best of your ability. Take the job seriously, but not yourself. And most of all, be nice to work with.'



2 **Jonathan Ive,** Apple designer

'Just do one thing. And aim to become best in the world at it.'

3 **Laila Ali,** boxer



'Trust yourself. Trust your intuition. Don't let someone else be in charge of your destiny. Don't not go after your passion because of fear. Look fear in the eye and say, "I am coming for you".'



4 **Nitin Sawhney,** musician

'Do not let others define you and your life. Do not be defined by other people's expectations of you.'

5 **Marina Abramović,** artist



'Today, 100% is not enough. Give 100% and then go over this border into what is more than you can do. You have to take the unknown journey to where nobody has ever been, because that is how civilization moves forwards.'



6 **Martha Lane Fox,** internet entrepreneur

'Be bold. If you're bold you might screw up, but you can also achieve much more, so be bold. You've only got your own reputation to lose and that's not important.'

e **Language in context** Look at the highlighted phrasal verbs and idioms in the book extracts. With a partner, say what you think they mean.

f Re-read all eight pieces of advice in this lesson. Which one says most to you personally?

2 VOCABULARY vague language

a Quickly scan the extracts about Annie Lennox and complete the phrases. Why do you think she chooses to use vague language?

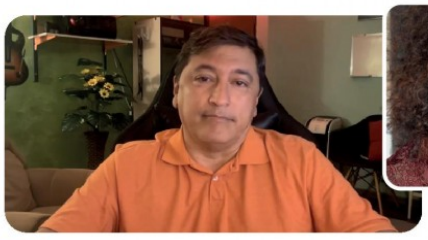
1 'I lived in 21 or 22 different places all over London: hostels, bedsits, that _____ _____ _____,...'

2 'I'd sit in my bedsit with a harmonium and come up with _____ _____ _____.'

b V **Vocabulary Bank** Vague language *p.148*

c C **Communication** Don't be vague! **A** *p.88* **B** *p.92* Use vague language to try to avoid giving your partner precise answers.

3 LISTENING & SPEAKING



a Video Watch *A good role model*. Had you heard of the people they mentioned? What, if anything, did you already know about them? Try to remember the phrases they used that appeared on the screen.

b Watch again. Then make notes for each person about why the speakers found them inspirational.

c Now think of someone (dead or alive) who you think is a good role model. Make detailed notes about the following:

- what you know about their background
- what they have achieved
- their personal qualities
- any difficulties they have overcome
- what makes them inspirational / a good role model

d In small groups, describe your person, and explain what you think makes them stand out.

4 GRAMMAR modal verbs (1): *will*, *would*, *should*



I don't think that 'Drink two litres of water a day' advice was aimed at us!

a Look at the groups of sentences with modal verbs *will*, *would*, and *should*. Circle one sentence in each group which is giving advice.

will

1 If you underline the main points while you read, you'll find it much easier to remember them.
2 They won't come to the meeting unless we make them a better offer.
3 My brother will keep using my laptop, even though I've asked him not to!
4 Do you want me to lay the table? It'll be the blue tablecloth, I assume?

would

1 When she was a student, she would sit in her room composing songs.
2 My ideal holiday would be on an island somewhere in the Caribbean.
3 If I were you, I'd find out how much it costs before ordering it.
4 James would say that, wouldn't he? So annoying.

should

1 It should be compulsory for cyclists to take some sort of test before riding their bikes in big cities.
2 There's no way you should respond to that tweet.
3 You shouldn't have spoken to him like that – that's why he's so annoyed.
4 If you should decide to cancel the policy, you must let us know at least a month in advance.

b With a partner, discuss what you think is the function of the highlighted phrases in the other sentences.

c **Grammar Bank** 1A exercises *p.140*

5 PRONUNCIATION contractions

a 1.6 Listen to the sentence below said in three different ways. Which words are contracted each time?

I would have liked to come, but it was impossible.

b 1.7 Now listen to six more sentences said with contractions. Write them using the full form.

c Practise saying the sentences from **b**, contracting the modal or auxiliary verb.

d Talk to a partner about some of the topics below. Use contractions when you introduce each topic.

- some advice you should have listened to
- something you would have liked to have done last weekend
- something you should have known was going to happen
- someone you would have liked to have met
- something you shouldn't have said to someone but did
- something you wouldn't have bought if you had known what it was really like

6 LISTENING



a How good do you think you are at giving advice? Do you often ask for advice? Why (not)?

b 1.8 You are going to listen to a podcast about advice. First, listen to some extracts. Use the context to help you to circle the correct meaning of words or phrases 1–7.

1 **wary** = *cautious / confident*
2 **looking out for you** = *watching you / wanting the best for you*
3 **don't want it on their conscience** = *don't want to be responsible for it / don't want to know about it*
4 **flip side** = *disadvantage / different aspect of an idea*
5 **flattering** = *making you feel pleased / making you feel depressed*
6 **lack** = *have / don't have*
7 **ingratiate yourself with someone** = *do things to make someone like you / do things to annoy someone*

c 1.9 Now listen to the podcast. Complete its overall message.

If you need to motivate others, it is better to... rather than...

d Listen again and choose a, b, or c.

1 When a friend gives you advice, she might be influenced by ___.
   a how she is feeling at that moment
   b what would suit her best
   c not wanting you to make her mistakes

2 According to research, people usually advise others to ___ they would.
   a behave more prudently than
   b take more risks than
   c do exactly as

3 The American study found that the schoolchildren were keener to do their homework after ___.
   a working with their classmates on the topic
   b being helped with the topic by their teachers
   c coaching more junior children about the topic

4 Asking people for advice makes them feel ___.
   a important
   b inferior
   c stressed

e 1.10 **Language in context** Look at some extracts from the podcast containing verb collocations with *advice*. Complete the missing verbs. Then listen and check.

1 ...be wary of anyone **o**_____ you solid gold pieces of **advice**.

2 ...middle-school pupils were much more enthusiastic about doing their homework after **d**_____ **advice** on the topic...

3 ...than after **r**_____ **advice** from teachers.

4 ...when you consider how flattering it feels to be invited to **g**_____ **advice**.

5 ...we tend to assume we need to **s**_____ **advice** in order to obtain more knowledge...

6 ...there are few bigger compliments you can pay another person than to **a**_____, preferably sincerely, **f**_____ their **advice**.

f Do you agree that people are often self-interested when they give advice? How do you feel when somebody asks you for advice?



g 1.11 Now listen to Kathy, Emma, and Cecile talking about some good advice they were given. Make notes in the chart for each person:

	1 what the circumstances were
K	
E	
C	
	2 where the person got the advice from and what it was
K	
E	
C	
	3 whether they followed the advice or not and why
K	
E	
C	

h Listen again and add to your notes. Do you agree with the advice each person was given?

7 SPEAKING

a Think about a time when someone gave you good or bad advice, and what you would say about points 1–3 in **6g**.

b In small groups, talk about your experiences of being given advice. What do you think of the advice other people were given? What would you have said to them if they had asked you?

Talking about advice you were given

Try to use some of these sophisticated expressions to talk about advice:

He convinced me that it was the right thing to do.
It turned out to be really sound / practical advice.
I've remembered that piece of advice all my life.
I got rather conflicting advice.
It wasn't great advice, and I really regret following it.

1B The parent trap

G noun phrases
V phrasal nouns
P short and long vowels, sounds–spelling

"Parents can only give good advice or put them on the right paths, but the final forming of a person's character lies in their own hands."

Anne Frank, German-born diarist

1 READING

a A UNICEF report listed the characteristics in countries with the happiest children. With a partner, look at the list and decide which three you think would make children happier in your country. Which one is most important for you?

- a non-competitive school culture
- having parents who don't work too hard
- reading a lot
- a strong sense of community
- gender equality
- the freedom to do what you want at a young age
- spending time outdoors
- not being a fussy eater
- being polite
- not being able to access social media

b The report showed that the top country for childhood happiness was the Netherlands. Read the title and first paragraph of an article about Dutch teenagers (*lines 0–14*). How are British and Dutch parents different in terms of their attitude to bringing up children?

c Now read what five Dutch teenagers say about their upbringing and education. Write **Moya**, **Zeb**, **Seegert**, **Emma**, or **Ben** next to a statement in each section. There is one statement in each section that you don't need.

Upbringing

1 _____ We use social media in a responsible way.
2 _____ We learn to keep things in perspective.
3 _____ We consider our parents to be our friends.
4 _____ We discuss the rules with our parents.
5 _____ We learn to look out for other people.
6 _____ We are allowed to make mistakes.

Education

7 _____ The school you go to is chosen randomly by the state.
8 _____ At my school you could work at your own speed, and children worked together.
9 _____ Our schools encourage us to take part in demonstrations.
10 _____ Girls and boys are always educated together.
11 _____ Different styles of education are all equally valuable.
12 _____ You are allowed to focus on what interests you.

Glossary
Montessori a method of education based on self-directed activity and collaborative play
stream a group of school students of the same age and level of ability

Why Dutch youngsters are the happiest in the world

British teenagers have never been so stressed, depressed, and anxious, while teens in the Netherlands score highest in the world for life satisfaction. What could we learn from the Dutch? Mark Smith finds out.

When I moved to Amsterdam ten years ago, I was astonished by the number of unaccompanied minors tearing about the place, mostly on bikes. Weren't parents worried that their kids would end up face-down in one of the many unfenced canals? In fact, the one thing Dutch parents really fear is the idea of raising a child who's fretful and dependent. On the contrary, they aspire to raise kids who are secure and socially confident.



Moya, 17 Having a lot of friends in England and Ireland, I do notice that the Netherlands is a much freer environment. Everyone is treated very equally; there isn't such an emphasis on social status. Dutch parents are relaxed, so my friends and I would play out on the street in the centre of Amsterdam at four years old. Everybody knows everybody else on our block, so we were safe, and there was a feeling that everyone was keeping an eye out for one another. There's not such a sense of minding your own business as elsewhere. A lot of schools are Montessori ones and it's a very laid-back system in which you are given opportunities to make discoveries at your own pace. It was collaborative rather than competitive. I enjoyed that. I cannot handle structure – I'm a chaotic person and if people start telling me to do stuff I get very stressed.

d Read what the teenagers say again and focus on extracts 1–8. Then, with a partner, explain in your own words what the people mean and give examples where appropriate.

1 there isn't such an emphasis on social status (*l.18*)
2 There's not such a sense of minding your own business as elsewhere. (*l.24*)
3 it's a very laid-back system (*l.26*)
4 prize freedom over money (*l.32*)
5 life isn't going to be very fulfilling (*l.38*)
6 There's no stigma attached to that (*l.58*)
7 We have a mentoring programme at school (*l.59*)
8 learning to take a balanced view (*l.66*)

e What features of Dutch upbringing and education are similar in your country? Are there any others that you admire, and think would improve life for young people?

Zeb, 17 I'd say we in the Netherlands prize freedom over money on the whole. I think having the freedom to do what you want plays a big part in how happy you are. At school, we're free to study pretty much anything that we find interesting – recent events in US politics made me want to know more about the history of America, so that's what I'm focusing on at the moment. But, of course, if you don't learn to do something constructive with your freedom, life isn't going to be very fulfilling. Sure, you can spend your whole time taking pictures of yourself for social media, but my friends and I just attended the massive climate march in The Hague and that was entirely driven by social media. Gathering thousands of people in support of a huge world problem warrants a day away from school.

Seegert, 14 There's nothing I've ever really wanted to do that I haven't been allowed to. It's kind of like a negotiation where everyone's point of view is considered. For example, my parents and I made a deal that if I don't take risks and behave sensibly until I'm 18, they'll pay for my driving licence. There is a lottery system in the Netherlands that decides which school you go to – you're given a number and it corresponds to a school. Some friends ended up going to a place that's 12 miles away, but I think it's a good system because your parents can't interfere in which school you go to.

Emma, 16 The Dutch approach is to trust kids with their own decision-making because the worst that can happen is they'll learn from their mistakes. The first time my friends and I had a party at the house, we rolled up the carpet and put away the valuables. Because we demonstrated that we were responsible that first time, it's been fine ever since. In our school system, if you're not very academic you can move into a different stream. There's no stigma attached to that – different people's brains work differently. We have a mentoring programme at school and you're encouraged to be totally honest about your life. Let's say you're having problems making friends – there are after-school classes that can help build your self-confidence.

Ben, 22 In Dutch, there is no phrase that means 'good boy' or 'good girl' – that's how you'd speak to a dog, not a child. I never felt pressure from my parents to be perfect. They were supportive and the education was tough sometimes, but that means learning to take a balanced view, which is something I think Dutch people are pretty good at. If ever I was stressed with school work, friends would encourage me to chill out or have fun. It wasn't remotely competitive. When I went to visit my cousins in Australia recently, they were attending girls' schools and boys' schools, and I find that unimaginable. I mainly had female friends at high school and I don't understand why you would separate one half of the human race from another.

Abridged from The Times

2 GRAMMAR noun phrases

a Look at six extracts from the article in **1**. In pairs, try to complete the missing words in each highlighted noun phrase from memory.

1 ...teens in the Netherlands score highest in the world for _____ satisfaction.
2 I think _____ the freedom to do what you want plays a big part in how happy you are.
3 _____ thousands of people in support of a huge world problem warrants a day away from school.
4 In our _____ system, if you're not very academic you can move into a different stream.
5 ...there are after-school classes that can help build your _____ -confidence.

b Check your answers in the article. Then answer the questions.

1 What is the most common way of making a verb act as a noun?
2 In a compound noun, which noun describes the other?

c **Grammar Bank** 1B exercises *p.140*

3 SPEAKING



a 1.12 Listen to Christina talking about her upbringing. Answer the questions.

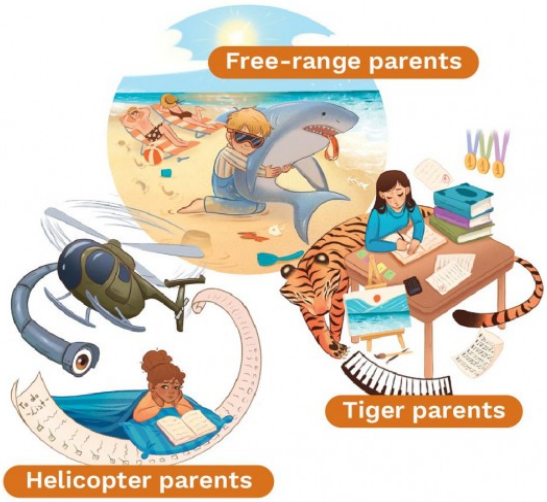
1 In what areas were her parents strict or liberal?
2 What difference was there between her parents? What specific examples does she give?

b Talk to a partner.

- How strict was your own upbringing in the following areas: studying and homework; free time; general behaviour?
- If you have siblings of the opposite sex, were there any differences in the way they were brought up?
- How would you compare your own upbringing to that of your parents? What factors do you think have influenced the changes? To what extent do you think your parents' upbringing influenced the way they brought you up?

4 LISTENING & SPEAKING

a Look at the pictures of three types of parent. In pairs, decide how you think each type would bring up their children.



b 1.13 Listen to the introduction to a radio programme and check your answers to **a**. Then choose the correct option to complete the summary of the book.

The authors of *Love, Money, and Parenting*, Matthias Doepke and Fabrizio Zilibotti,...

1 show that being a helicopter parent can have negative consequences.
2 argue that the children of helicopter parents do better in life.
3 say that the children of helicopter parents are better risk-takers.

c 1.14 Now listen to the first part of the interview and answer the questions.

1 According to the book, what is the main benefit of helicopter parenting?
2 What aspect of how helicopter parents behave makes the biggest difference?

d Listen again and complete the sentences.

1 Helicopter parents are a combination of _____ and _____.
2 This is very different from authoritarian parents – the so-called tiger parents – who put a big emphasis on _____.
3 Children of free-range parents get the _____-_____ results.
4 Reading with children, telling them stories, and, when they are older, _____ _____, these are all things which they say push up test scores significantly.
5 Encouraging a child to play the violin or piano...trains them to _____ _____ on a task.

e 1.15 Now listen to the rest of the interview. Mark the statements **T** (true) or **F** (false).

According to Doepke and Zilibotti,...

1 the research evidence suggests that free-range parenting produces more creative children.
2 good helicopter parenting pushes children to make the right choices by themselves.
3 the children of helicopter parents work hard and are able to deal with life's challenges.
4 helicopter parenting has always been the best way to bring up British children.
5 the authors themselves don't have a defined parenting style.
6 the right parenting style depends on the society where you live.
7 in some countries, for the children of many tiger parents, academic success comes at a cost.
8 children of free-range parents sometimes suffer from a lack of parental attention.

f Listen again. What does the parenting expert say to support the statements that are true, or negate the ones that are false?

g In small groups, have an informal debate about your attitudes to parenting. Before you start, think about...

- the advantages and disadvantages of the parenting styles.
- what type of parents your parents are / were.
- what type of parent you are / would be.

Think of reasons for your opinions. Now have your debate. Can you agree how to 'get the balance right'?

5 VOCABULARY phrasal nouns

a In pairs, read some provocative statements about parenting and complete the nouns in **bold** with *in*, *out*, or *up*. Then decide what they mean.

1 Parents with higher ___**comes** will always have happier children.
2 Mothers are always more engaged than fathers in their children's ___**bringing**.
3 Being too strict with a child inevitably has a negative ___**come**.

b How far do you agree with the statements in **a**? Give reasons.

c V **Vocabulary Bank** Phrasal nouns *p.149*

d Talk to a partner about the following:

- somebody you know who had a very strict **upbringing**
- a time when you got caught in a **downpour**
- something you don't like because it has a nasty **aftertaste**
- someone you know with a very pessimistic **outlook** on life
- a decision you made which had a really bad **outcome**
- something you bought or paid for that turned out to be a **rip-off**
- a **write-up** of a concert, hotel, etc. that you have posted online
- a shop or restaurant in your town that has recently had a **makeover**
- a couple you know who had an unfortunate **break-up**

6 PRONUNCIATION short and long vowels, sounds–spelling

Fine-tuning your pronunciation: short and long vowels

The pronunciation of short and long vowels is, according to global English pronunciation expert Jennifer Jenkins, one of the main things that interferes with mutual intelligibility, especially between non-native speakers of English. It is important to produce vowel sounds accurately if you want people to understand you easily.

Short vowels



Long vowels



a Video Read about short and long vowels. Then watch the video, which focuses on some of the most difficult vowel sound contrasts. Say the sound picture for the word you hear. Then practise saying all the words.

b 1.18 Listen and write some words from this lesson with short or long vowel sounds. In each group, the sound is spelled in different ways.

1 /ɪ/ _____ _____ _____
2 /ʊ/ _____ _____ _____
3 /ɒ/ _____ _____ _____
4 /e/ _____ _____ _____
5 /ʌ/ _____ _____ _____
6 /iː/ _____ _____ _____
7 /uː/ _____ _____ _____
8 /ɔː/ _____ _____ _____
9 /ɑː/ _____ _____ _____
10 /ɜː/ _____ _____ _____

c Compare your spellings with a partner, and circle the letters which make the sound. Are there any other possible spellings for the sounds? Why do you think the /æ/ sound wasn't included in **b**?

d C **Communication** Short and long vowels **A** *p.88* **B** *p.92* Dictate sentences, focusing on making the vowel sounds short or long.

7 WRITING a discursive essay

W **Writing Bank** 1 *p.96* Analyse an essay about the pros and cons of free-range parenting, and write an essay about gender-neutral parenting.

8 THE CONVERSATION



Do you agree that people's parenting styles are influenced by the way their parents brought them up?

a Video Watch the conversation. Who...?

1 completely agrees with the question _____
2 partly agrees, but thinks that changing environments also play a part _____
3 partly agrees, but thinks that people tend to have the same values as their parents _____

b Watch again. Answer the questions with a partner. Why...?

1 has Tim tried to be physically close to his own children
2 didn't he have a problem with screen time with his older children
3 does Syinat plan to have an equal relationship with her children
4 is Devika surprised that one of her cousins is bringing their children up in a very liberal way

c Video Look at some extracts and try to complete the highlighted modifying phrases with one word. Then watch and check.

1 ... um, I think to an _____ you are always going to be influenced by the way you were brought up yourself.
2 ...it's always a little _____ of a tussle, a fight with them, to get them off screens.
3 ...there were screens, but they weren't _____ interesting...
4 ...I _____ plan on doing that with my children as well.
5 ...even if that is _____ of a positive thing.
6 ...people of my generation were brought up in _____ strict households...
7 ...one of my cousins is bringing up their children in a _____ different way,...

d Now, in groups of three, have conversations.

1 Do you agree that people's parenting styles are influenced by the way their parents brought them up?
2 Do you think children are less independent now than they used to be?
3 Do you think parents nowadays bring up sons and daughters in the same way?

1 Revise and Check

USE OF ENGLISH

a Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 I wish I hadn't dropped out of school.
shouldn't
I shouldn't have dropped out of school.

2 Productivity has gone up dramatically.
increase
There _____ in productivity.

3 Do you want to go to university or get a job?
rather
_____ to university or get a job?

4 Passenger numbers have dropped significantly since 2024.
downturn
There _____ in passenger numbers since 2024.

5 We're worried that many jobs will be lost in the town.
losses
We're worried that _____ in the town.

6 I can't believe they didn't phone us yesterday.
should
They _____ us yesterday.

7 There were around 200 people at the conference.
so
There _____ people at the conference.

8 It looks as if it's going to rain next week.
outlook
The _____ is rain.

9 I don't want to get the train – I want to drive.
sooner
I _____ get the train.

10 I can't turn the printer on.
won't
The _____.

11 He's always phoning me at work – it drives me mad!
keep
He _____ at work – it drives me mad!

12 I'm not surprised he was tired when he got here – I imagine he was driving all night.
would
I'm not surprised he was tired when he got here – he _____ all night.

b Read the text below and think of the word which best fits each gap. Use only one word in each gap.

Are teenagers children or adults?

It [1]would appear that every parent and teenager goes through a period when the parent still treats the teenager like a child, but the teenager thinks they [2]_____ be treated as an adult. This can be problematic, since if there's one [3]_____ that teenagers hate, it's not [4]_____ allowed to do what they want.

So, what can you do? Teenagers [5]_____ usually respond well to being involved in decision-making. This will help to build their [6]_____-confidence, and make them feel that their opinion matters. And it will mean fewer [7]melt_____, which will make your household a more peaceful place. And [8]_____ you rather have peace and cooperation than unhappiness and conflict?

READING

You are going to read four descriptions by journalists of a teacher who inspired them. Match the questions (1–8) to the people (A–D).

Which person...?

1 ▬ had a teacher who could appear intimidating
2 ▬ implies that having a teacher with high expectations made them a better student
3 ▬ doesn't mention the teacher's character or behaviour
4 ▬ was inspired by the teacher to study a different subject
5 ▬ was encouraged by a teacher to think beyond just school work
6 ▬ learned techniques from a teacher that were very useful in their professional life
7 ▬ decided on further studies instead of doing a practical course as a result of a teacher
8 ▬ had a teacher who convinced them to be more relaxed about their studies

My most inspiring teacher

A Hadley Freeman

I met Charlie Ritchie when my mother and I travelled up to Cambridge together in 1998, looking for a boarding school for me. He was enthusiastic, laidback, inspiring, friendly, and, as a bonus, he had a Scottish accent that I thought exotic and my mother found impenetrable.

I was an obsessive student, channelling my anxieties into my studies. But whereas some teachers would encourage that, Charlie wasn't having any of it. He encouraged me to think of my studies as fun, a heretofore unconsidered concept. But more than that, he urged me to do more than just study. He would casually let me know when a movie or play he thought I'd like was on in town, and he suggested I start writing for myself, not just to do well in my A levels. In short, he told me to stop taking everything so seriously while also telling me to have more confidence in myself. 20 years on, I still remember his lessons. Only the best kind of teacher can get you to do that.

B Lola Okolosie

Most of us will remember one teacher in particular. We carry vivid images of their gait and can recall the way in which they held a room. At their very best, they can be the most captivating of professionals. For me, it was Mrs Jones, my English literature teacher, who had a huge impact on my school life.

I was all set for studying sociology, but Mrs Jones' lessons made me reconsider. There was her glamour and sense of style. With the red lipstick and chunky jewellery, she stood out, and made learning English cool. Mrs Jones inspired me because she resisted treating us like children. At times it felt a little bruising, but then the knowledge that she expected the absolute best from you made you believe you were, in some way, capable of it. By the time I began my undergraduate degree, it felt like an anti-climax, we seemed to be covering old ground. She collapsed the sense of distance that shrouds literary giants, such as Shakespeare and Keats, and made them seem as much ours as anyone else's.

C Decca Aitkenhead

Andy Pickering taught me a skill I would use every single day of my life – how to approach an essay not as an opportunity to demonstrate how many facts I'd managed to memorize, but as an exercise in presenting competing arguments. He also taught me to identify salient facts, and deploy them to maximum effect to justify an argument. It was a total revelation.

At university I discovered that this was a secret very few had been taught. When I landed an internship at my first newspaper, the editor asked me to create a new daily feature – The Big Debate – presenting two contradictory arguments about issues of the day, such as euthanasia or foxhunting and so on. 'But this is easy!' I remember thinking. 'It's just what Andy taught me!' It was on the strength of The Big Debate's success that my career in journalism began.

I have been a journalist for more than 20 years now, and can still detect Andy's teaching in every single column, feature, and interview I have ever written.

D Paula Cocozza

He would enter the room swinging a briefcase, which he often slammed on the desk with a moody thud. The class bristled with expectation and dread. You never knew what you were going to get with Mr Hartley. He demanded concentration. Once, he stood on his desk and watched us file in, remaining statuesque long after we took our seats. Another time, he sang Elvis.

In his classes we hovered on the edge of adulthood. One lesson was spent investigating how we knew we existed. The question seemed to us idiotic. But Mr Hartley rebuffed all our proofs and, when the bell rang, we trudged out wearily, as if we had fought for our lives. That was our introduction to Descartes.

Most of all, he gave me a love of books. I carried his reading list for years from the age of 12. I would stop at the library on my way home. I was spending more time alone with a book, but I felt so much less alone. My family had always veered towards work rather than education, and as my GCSEs approached I began to consider which apprenticeship to apply for. But books had taken hold and I enrolled instead for A levels at the local sixth form. Mr Hartley unlocked worlds for me. I sidestepped the future.

Adapted from The Guardian

2A Overcoming adversity

G modal verbs (2): *can / could / be able to, may / might*
V prefixes and suffixes
P words that can be pronounced in two ways

"Overcoming what frightens you the most strengthens you the most."
Matshona Dhliwayo, Canadian author

1 LISTENING

a Are there any smells that have powerful associations for you? What are they? Are they pleasant or unpleasant? What do they make you think of?

b Look at the photos and read about Jo Malone. Have you heard of her products? What do you think of the packaging? What do you think might make a perfume very successful?

Jo Malone set up the fragrance company bearing her name in 1983 and it became a global success. Her classic scent 'Lime Basil & Mandarin' is one of the most famous citrus fragrances in the perfume industry. In 1999, she sold the company to Estée Lauder, but remained the creative director.

c **2.1 From the BBC** Listen to Part 1 of an interview with Jo Malone on a popular chat show called *Saturday Live*. What adversities did she have to confront as a child, both at school and at home?

Glossary
Crayford, Dartford, Blackheath, Tunbridge Wells towns or areas in the UK, south-east of London
a two-up two-down a small terraced house with two rooms upstairs and two rooms downstairs

d Listen again and mark the statements **T** (true), **F** (false), or **DS** (doesn't say). Explain your answers.

1 Jo's teacher made her stand on a chair because she was bottom of the class.
2 She is still angry with her teacher for humiliating her at school.
3 She has always had confidence in her own abilities.
4 She started inventing perfumes at an early age.
5 She learned to be a good saleswoman by working in a market.
6 Jo's dad was a very talented artist.
7 Her family were very reliant on the money she earned.
8 She felt sorry for herself for being poor.



e 2.2 Now listen to Part 2. What was the most devastating thing that happened to Jo as a result of an illness? How did it affect her life?

Glossary
a curve ball something which is unexpected, surprising, or disrupting (from baseball, a ball that moves in a curve when thrown to the batsman)
Adriamycin, Cytoxan, Taxol, Taxotere trade names of medication

f Listen again. Explain what Jo is referring to when she mentions the following:

1 'I...didn't expect it, didn't deserve it'
2 'under a year'
3 'I was the little girl that stood on the chair and wouldn't take no for an answer'
4 'I was one of the first women'
5 'walking a tightrope without a net'
6 'metal'
7 'I didn't want to be the figurehead'
8 'I wanted to quit every single day'
9 'I made every mistake in the book'

g What particular part of Jo's story had the most impact on you? Can you think of any other people in the public eye who have overcome negative experiences to become stronger?

2 PRONUNCIATION words that can be pronounced in two ways

Fine-tuning your pronunciation: words with more than one pronunciation

Several common English words can be pronounced in two different ways, even though they have the same meaning. Both versions are correct. Knowing both possibilities will help you to understand these words, whichever pronunciation is used.

a 2.3 Listen to an extract from Jo Malone's interview in **1**. How does she pronounce *neither*? What other way can it be pronounced? What other word does this apply to?

b With a partner, look at some more words that can be pronounced in two ways, and decide what you think the two possibilities are.

1 controversy
2 garage
3 envelope
4 harassment
5 often
6 Friday
7 privacy
8 schedule
9 sandwich
10 room
11 kilometre
12 ate

c 2.4 Listen and check.

3 GRAMMAR modal verbs (2): *can / could / be able to, may / might*

a 2.5 Listen to another extract from the interview where Jo talks about different smells. Complete the gaps with three or four words.

And just as you mentioned at the beginning of the show, you know, it's – we all have stories, things, you know, your mum, the smell of cooking, it makes us feel safe and secure. And [1]_____ a pair of shoes that your dad wore and the smell of the leather, or [2]_____ the smell of your newborn child. [3]_____ the smell of my son when he was born. I've [4]_____ recreate it, but it's, it's the smell of new life for me. So, I think smell is a really powerful, memory-evoking – it's the nearest thing, sits by the brain near the memory, which is why my dyslexia and [5]_____ create fragrance is, what life took away with one hand, it gave me back with another because they sit side by side.

b Answer the questions with a partner.

1 Could Jo have used *may* instead of *might* in the extract?
2 Why does she use *be able to* rather than *can / could*?

c G **Grammar Bank** 2A exercises *p.141*

d Look at the list of sentences and choose two of them to complete the conversations below.

'We may as well give it a go.'
'You might at least have said sorry.'
'I suppose it could be true.'
'I couldn't possibly accept.'
'I'll never be able to live it down.'
'You might have told me earlier!'
'Long may it last!'

1
A Are you convinced by the theory that we're constantly being watched by giant tech companies?
B Well, _____ Personally, I think it's unlikely.

2
A How did your presentation go?
B It was a total disaster. It turned out I'd put all my slides in the wrong order. _____

e Work with a partner. For each of the remaining sentences in **d**, think of a circumstance in which you might say it, and write a two- or three-line conversation.

4 VOCABULARY prefixes and suffixes

a Look at some motivational quotes. Complete the words with a prefix or suffix.

Overcoming adversity



He who believes is strong; he who doubts is weak. Strong convictions [5]_____cede great actions.

You have to go through some [2]advers_____ to be successful.



Sometimes you don't realize your own strength until you come face to face with your greatest [6]weak_____.



Use what you've been through as fuel, believe in yourself, and be [3]_____stoppable.





A hero is an ordinary individual who finds the strength to persevere and endure in spite of [4]_____whelming obstacles.



Some people will just go with the flow of things in life, while others will fight against the currents and go [7]_____stream to reach their destiny.

b 2.6 Listen and check. Then, with a partner, try to think of another word with the same prefix or suffix as 1–7.

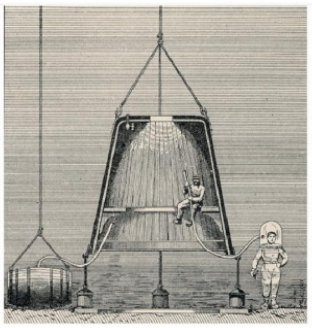
c If you had to pick one quote to stick on your wall, including the one at the beginning of the lesson, which one would you choose?

d **Vocabulary Bank** Prefixes and suffixes *p.151*

5 READING

a Read the glossary and then look at the still from a film based on a memoir by Jean-Dominique Bauby. What do you think might have happened to him? Why do you think he might have chosen the title?

Glossary
diving bell /ˈdaɪvɪŋ bel/ a container that has a supply of air and that is open at the bottom, in which a person can be carried down to the deep ocean



b Now read the prologue from the memoir and check your answers to **a**.



Prologue

Through the frayed curtain at my window, a wan glow announces the break of day. My heels hurt, my head weighs a ton, and something like a giant invisible diving bell holds my whole body prisoner. [1]_____ I linger over every item: photos of loved ones, my children's drawings, posters, the little tin cyclist sent by a friend the day before the Paris–Roubaix bike race, and the IV pole overhanging the bed where I have been confined these past six months, like a hermit crab dug into his rock.

No need to wonder where I am, or to recall that the life I once knew was snuffed out on Friday 8 December, last year. Up until then, I had never even heard of the brain-stem. I've since learned that it is an essential component of our internal computer, the inseparable link between the brain and the spinal cord. I was brutally introduced to this vital piece of anatomy when a cerebrovascular accident put my brain-stem out of action. In the past, it was known as a 'massive stroke', and you simply died. [2]_____ You survive, but you survive with

c Read the prologue again and complete it with sentences A–G.

A It is often enough to bring relief to a painful limb.
B The duty nurse interrupts the flow of my thoughts.
C But improved resuscitation techniques have now prolonged and refined the agony.
D My room emerges slowly from the gloom.
E Enough rambling.
F You can visit the woman you love, slide down beside her, and stroke her still-sleeping face.
G I did not fully awake until the end of January.

d **Language in context** Look at the highlighted phrases in the prologue. Underline the metaphorical word(s) in each phrase. What do they mean in this context? Do you know the literal meanings?

e Do you think books or films like this inspire other people to overcome adversity, or not? Can you think of any similar examples?

what is so aptly known as 'locked-in syndrome'. Paralysed from head to toe, the patient, his mind intact, is imprisoned inside his own body, unable to speak or move. In my case, blinking my left eyelid is my only means of communication.

Of course, the sufferer is the last to hear the good news. I myself had twenty days of deep coma and several weeks of grogginess and somnolence before I fully appreciated the extent of the damage. [3] When I finally surfaced, I was in Room 119 of the Naval Hospital at Berck-sur-Mer on the French Channel coast, the same Room 119 infused now with the first light of day.

An ordinary day. At seven, the chapel bells begin again to punctuate the passage of time, quarter-hour by quarter-hour. After their night's respite, my congested bronchial tubes once more begin their noisy rattle. My hands, lying curled on the yellow sheets, are hurting, although I can't tell if they are burning hot or ice cold. To fight off stiffness, I instinctively stretch, my arms and legs moving only a fraction of an inch. [4]

My cocoon becomes less oppressive, and my mind takes flight like a butterfly. There is so much to do. You can wander off in space or in time, set out for Tierra del Fuego or for King Midas's court. [5] You can build castles in Spain, steal the Golden Fleece, discover Atlantis, realize your childhood dreams and adult ambitions.

[6] My main task now is to compose the first of these bedridden travel notes, so that I shall be ready when my publisher's emissary arrives to take my dictation, letter by letter. In my head, I churn over every sentence ten times, delete a word, add an adjective, and learn my text by heart, paragraph by paragraph.

Seven thirty. [7] Following a well-established ritual, she draws the curtain, checks tracheostomy and drip-feed, and turns on the TV so I can watch the news. Right now, a cartoon celebrates the adventures of the fastest frog in the West. And what if I asked to be changed into a frog? What then?

Glossary
Midas in Greek mythology, a king who turned everything he touched into gold
the Golden Fleece in Greek mythology, the magical golden coat of a male sheep
Atlantis in Greek literature, a beautiful island that disappeared under the sea

Unabridged from The Diving Bell and the Butterfly *by Jean-Dominique Bauby*

6 SPEAKING

an accident or illness that you recovered from

something that you struggled to learn, but were finally able to master

a mistake you made which you learned a lot from

something you succeeded in doing that you had previously been very afraid of

something you thought you had lost forever that you recovered

a bad habit that you managed to give up

a Look at the topics above and choose two that you think you could tell an anecdote about, or choose an idea of your own. Plan in your head what you are going to say. Use the points below as a checklist.

- Is your anecdote interesting, amusing, inspiring, thought-provoking? Try to aim for at least one of these.
- Structure your anecdote; put your ideas into a logical order.
- Check you know all the vocabulary you are going to need.
- Remove any irrelevant details.
- Think of a good way to end the anecdote.

Ending an anecdote

We often end an anecdote on this kind of topic with a third conditional sentence, a general truth, or a connection to the present.

If I'd known *how hard it was going to be,* ***I might never have*** *started, but I'm glad I did.*

And it just shows you*, whatever people say, you can stop if you really want to.*

And to this day*, I never put my phone in my back pocket.*

b Work in small groups. Say which topic you are going to talk about. Then tell your anecdote.

2B An awfully big adventure

G participle clauses
V ways of moving
P consonant clusters with *s*

"You can't call it an adventure unless it's tinged with danger. The greatest danger in life, though, is not taking the adventure at all."

Brian Blessed, British actor

1 READING & LISTENING

a Look at the map. How far do you think it is from London to Singapore? How long do you think it would take to do the journey by plane?

b Read the introduction to an article about a TV reality show called *Race Across the World*. Check your answers to **a**. What 'rules' did the pairs of competitors have to follow?

c **C Communication** Race Across the World **A** *p.89* Read about Josh and Felix. **B** *p.93* Read about Natalie and Shameema. Tell your partner about them.



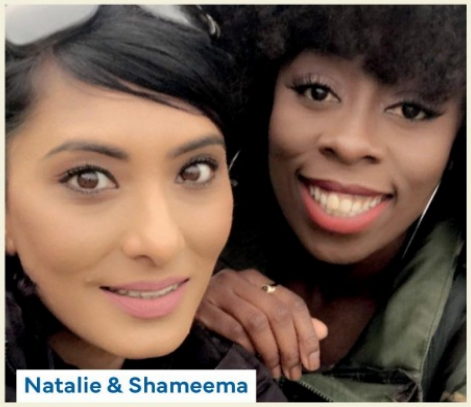
RACE ACROSS THE WORLD

Could you travel by land from the UK to Singapore – with just £25 a day?

You're standing on some dry grass by a dusty road under a harsh sun, somewhere in Greece. You urgently need to reach Athens, but it's hundreds of miles away and the bus isn't running – you've no idea why. Trying to hitch is useless – cars speed past, ignoring you. You don't have a phone, by the way, or any credit or debit cards, because neither of these is allowed. You're exhausted, hungry, and thirsty, and you don't speak the language. Well, what now? This is just one of many scrapes in which couples find themselves, as they battle to win the BBC series *Race Across the World*. The programme challenges five pairs of 'ordinary' people to cover the 12,000 miles from London to Singapore – crossing two continents, twenty-one countries, and four seas – in 50 days without boarding a plane (otherwise, a 12-hour trip). They're given a limited budget for the whole trip, which they have to keep within (this adds up to approximately £25 per day).

When you're used to booking online, calling ahead, and checking timetables and maps on your smartphone, and your comfortable hotel is booked and paid for, it's hard to imagine how tricky it is to travel – especially under pressure – when none of this is possible. Stripped of our pocket computers and credit cards, our modern helplessness swiftly becomes apparent. The race starts in Greenwich, in south-east London. Five pairs, including business partners Josh and Felix (both 32), and childhood friends Natalie and Shameema (both 38), are gravely handed their passports and informed that their first checkpoint is Delphi. Go!


Josh & Felix


Natalie & Shameema



Adapted from The Times

d 2.10 Listen to what happened in the end. Answer the questions.

1 How many couples finished the race? How did they travel, and what kind of things did they do?
2 How much was the prize money?
3 What positions in the race did Natalie and Shameema and Josh and Felix finish?
4 What did the contestants discover about people in general all over the world? What moments did they particularly remember?
5 What did Josh and Felix and Natalie and Shameema do when they got home?
6 What was the most compelling thing about the programme for the TV viewers, according to Josh?

e If you were going to take part in a race like this, who would you choose as your travelling companion? What qualities do they have that would make them the right person?

2 GRAMMAR participle clauses

a Look at sentences 1–4. In pairs, ~~cross out~~ some words in each highlighted clause in order to make it more concise. Check your answers in the article in **1**.

1 When we have been stripped of our pocket computers and credit cards, our modern helplessness swiftly becomes apparent. (Introduction)
2 ...while they were travelling through deprived areas, they felt guilt at their privilege... (Josh and Felix)
3 But because she was craving freedom, she left home to go to university... (Natalie and Shameema)
4 After she was diagnosed at two with sickle cell anaemia, Natalie had to cope with illness throughout her childhood... (Natalie and Shameema)

b Which two participle clauses in **a** are active and which two are passive?

c G **Grammar Bank** 2B exercises *p.141*



Marina Bay Sands Hotel, Singapore, where the race ended

d Read a news article about the winners of *Race Across the World*. What are they going to do with their prize money? Are they still in touch with the other couples?



Tony and Elaine Teasdale from Yorkshire, [1]who had recently retired as PE teachers, sailed past rivals Darron and Alex, Josh and Felix, and Natalie and Shameema to win the BBC series *Race Across the World*. Through tears, starvation, and sheer perseverance, every team came out a champion in their own right, but Tony and Elaine took home £20,000. The couple are going to share their winnings. [2]When he revealed their plans to Metro.co.uk, Tony said, 'We're going to split it five ways because we have three children and ourselves.' Although they were the oldest, at times Tony and Elaine were days ahead of their nearest competitor [3]and they won three of the six stages. [4]When they were going into the final stage, they even managed to spend one afternoon by the hotel pool. *Race Across the World* was just as much about the camaraderie between the teams and each other as it was about the end goal. [5]Four months after they returned to the UK, the entire cast are still always on the phone, and [6]if they are given the opportunity, they plan to go on new adventures together.

Adapted from Metro

e Rewrite the underlined phrases as participle clauses, to make the writing more concise.

3 SPEAKING & WRITING a formal email of complaint

a Work in small groups and explore the statement below. Consider how things like relationships, leisure, work, the environment, etc. are affected. Together, make a list of all the positive and all the negative aspects that you can think of.

Cheap flights have revolutionized travel in a good way by making it accessible to all.

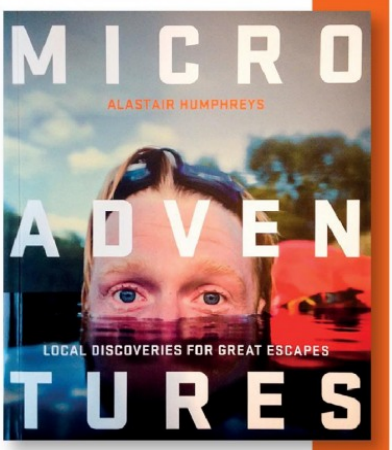
b Now take a vote. Does your group agree or disagree with the statement?

c W **Writing Bank** 2 *p.98* Analyse a formal email to a holiday company complaining about poor service, and write a formal email of complaint to an events company.

4 LISTENING & SPEAKING

a Look at the cover of a book by Alastair Humphreys and read an extract from his website. Who are microadventures for? Why does Alastair think they are important?

A **microadventure** is an adventure that is short, simple, local, cheap – yet still fun, exciting, challenging, refreshing, and rewarding. As the world's population becomes increasingly urbanized, busy, and stuck in front of a screen, microadventures offer a realistic escape to simplicity and the great outdoors, without the need to ski to the South Pole or go live in a cabin in Patagonia. The appeal of microadventures is that they make adventure accessible to people who may have very little outdoor experience. If you are too busy, too stressed, too broke, too tired, or too unfit for an adventure, then you definitely would benefit from a microadventure.



b 2.11 Listen to Alastair reading an extract from his book. Choose the correct option to summarize the points made.

1 In Alastair's experience, most people ___ having an adventure.
   a are afraid of
   b put off
   c are not keen on
   d look forward to

2 What people need to start having adventures is ___.
   a more time
   b more money
   c encouragement
   d a health reason

3 It's essential for the first experience to be something that ___.
   a you have always wanted to do
   b doesn't test you too much
   c you can do at the weekend
   d isn't an adventure at all

4 For a first microadventure, Alastair suggests beginning by ___ to somewhere 30 miles away from your home.
   a cycling
   b driving
   c taking a bus
   d taking your bike on a train

5 Alastair says that you should find your way home ___.
   a without any help at all
   b without using a map or satnav
   c with a map but without satnav
   d with a map or satnav only if you really want to

6 During your trip home, you ___ something to eat.
   a should enjoy having
   b shouldn't stop for
   c will probably not need
   d should make sure you have

Glossary
Crowsflight a GPS compass app that points in the correct direction, but doesn't give you a route to follow

c 2.12 Now listen to part of the extract again. Complete 1–7 with the key information needed to do this adventure (two to four words).

1 ...choose a station, _____, that's about 30 miles away from your home.
2 Buy _____.
3 If you're on foot, or if you _____, then do a shorter trip.
4 ...decisions that crop up along the way are therefore _____ and serendipity.
5 Don't let any of the ideas in this book put you off! Just _____ to what appeals to you.
6 If you travel slowly and with a _____, then you will meet different people,...
7 ...you will have had an unusual and rewarding day and...you will have realized that you are _____...

d What does the extract tell you about the kind of person Alastair is? Would you be prepared to try the microadventure that he describes?



e Read some of the other microadventures on Alastair's website. Answer the questions and explain your answers with reasons and examples.

1 Have you ever done any of these things? If yes, describe what happened. If not, why not?
2 Which three would you be prepared to try?
3 Are there any that you would never do?

- spend the night in your garden
- stay somewhere local, but new to you
- sleep outdoors without a tent
- sleep by the sea
- sleep under a full moon
- sleep out on a frosty night
- forage for your food and eat it for supper
- cook on a fire you built yourself
- swim wild, for example, in a river, lake, or sea
- paddle a river by canoe
- learn to identify birds or trees

5 VOCABULARY ways of moving

a Read the extract from a British travel article. What do 'bite-sized' and 'time-poor' mean? Which adventure would you choose?

5 bite-sized adventures for the time-poor

1 **Climb Mount Snowdon by night** Head off to the highest mountain in Wales. Hike up the valleys in the evening, reach the summit under the stars, and watch the sunrise from the slopes.

2 **Take a private tour of Stonehenge** Wander around the ancient stone circle on an early-morning guided tour, before the crowds arrive.

3 **Try a working weekend** Learn basic carpentry in the woods around a historic English country house. At the end of the day, trudge back, weary but happy, to the communal dormitory, which is often visited by deer.

4 **Tick off two continents** After a ferry ride across the Bosphorus to Istanbul, spend the afternoon at the Spice Bazaar, and stagger home late after sampling the street food stalls, the taverns, and the late-night burger vans of Taksim Square.

5 **Italian fizz** Spend a day in Italy's prosecco-producing region. After tasting the wines, take a tour of the vineyards, have a long lunch, and finally stroll through the scenic Alpine foothills.



Adapted from The Telegraph

b In pairs, find one verb in each adventure for different ways of walking. Which ones describe moving slowly? Which ones describe moving with difficulty?

c **Vocabulary Bank** Ways of moving *p.152*

d Video Watch the video. How are the actors moving? Choose one of the two verbs.

6 PRONUNCIATION consonant clusters with *s*

a 2.14 Listen and say the following verbs, paying attention to the clusters with *s*.

scamper skulk scramble speed sprint stagger stride stroll struggle strut swagger

b Say the following phrases, focusing on the accurate pronunciation of the consonant clusters in pink.

sprint across the street
struggle through the crowds
scramble up the rocks
stroll along the seafront
stride across the fields
skulk behind the bushes

7 LISTENING

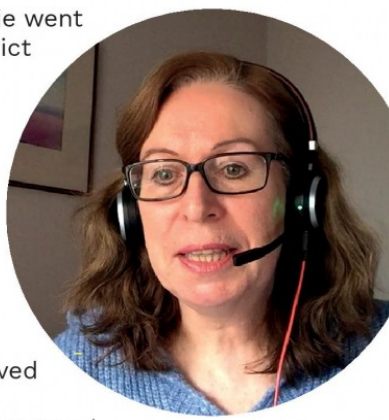


a Video Watch Part 1 of *Mountain rescue*. Then make notes under the following headings.

Why people go to the Lake District
Who the Mountain Rescue Team consists of
What they do
Why they do it
Tips they give hikers

b Watch again and add to your notes.

c Video Read an account of the rescue of Stephanie Coulshed. Then watch Part 2. In pairs, correct ten mistakes.



Last November, Stephanie went walking in the Lake District with her family. They walked from Borrowdale to the High Spy Ridge, but on the way down she slipped and fell on a patch of ice. She injured her right ankle and couldn't walk. Her daughter immediately phoned the Mountain Rescue Service, who arrived an hour later. The team treated her injuries and strapped her to a stretcher. They carried the stretcher for the first 100 metres or so, and eventually they were able to drag it down to the waiting ambulance at the bottom of the fell. Stephanie was taken to hospital and operated on the same day.

Glossary
fell hill (in northern England)
bog an area of soft, wet ground

d How 'adventure smart' are you?

2 Revise and Check

USE OF ENGLISH

a Read the text. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Travel is easy – why make it hard?

There is a type of TV adventurer who seems obsessed with [1] recreating CREATE
the hardship of travel in the 19th century. Not for them the convenience of modern [2] _____ travel. NATION
They prefer to make life hard for themselves, and positively enjoy the [3] _____ of travelling thousands ADVERSE
of miles by camel instead. But the [4] _____ of this approach is open WISE
to question, to say the least. Yes, some of the journeys they make are [5] _____, and some of the places REMARK
they go are undeniably [6] _____. PICTURE
But surely it is [7] _____ to PRODUCE
make life so difficult for themselves? What is the point of sailing a tiny boat across the ocean when there are [8] _____ flights crossing ATLANTIC
overhead? In 1911, the only way of getting to the South Pole was to walk there, an incredible [9] _____. ACHIEVE
Now there is a whole [10] _____ STRUCTURE
there, including airstrips and accommodation, and getting there is no longer the [11] _____ battle ORDINARY
that it used to be, so why suffer the [12] _____ of walking for weeks PLEASANT
through snow and ice?

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

1 It D be a cheap phone, but it does everything I need it to do.
A can B could C should D might

2 We ___ go away for the weekend or stay home – which do you fancy?
A might B could C may D are able to

3 I closed the door quietly and ___ up the stairs, trying not to wake anyone.
A ambled B tore C scrambled D tiptoed

4 Darwin wrote a detailed account of his journey, thus ___ us to read about it centuries later.
A allowing B allowed C he allowed D having allowed

5 There's nothing to do here, so you ___ as well go home.
A may B should C can D could

6 He ___ along so fast that we could hardly keep up.
A trudged B crept C stormed D skulked

7 The stew will taste even better if ___ the day before.
A making B being made C made D make

8 ___ off the light, he went to sleep.
A To turn B Having turned C Turned D He turned

READING

You are going to read guidelines about five ways to prevent mosquito bites. For questions 1–10, choose from the paragraphs A–E. The paragraphs may be chosen more than once.

Which paragraph includes the following information?

1 ☐ You should try to prevent mosquitoes from getting into your room.
2 ☐ The writers do not guarantee that these particular methods are effective.
3 ☐ You are less likely to be bitten in cooler conditions.
4 ☐ This product will not damage the objects that it is applied to.
5 ☐ This method can be harmful to you or your personal possessions if not properly applied.
6 ☐ Insecticide used in this way provides a maximum of 24 hours' protection.
7 ☐ The effectiveness of some products against malaria has been misrepresented.
8 ☐ Some of these products are effective for longer than others.
9 ☐ This method is used incorrectly in the vast majority of cases.
10 ☐ This product is only effective if it is undamaged and used correctly.

Measures to prevent mosquito bites

A As malaria prevention in travellers becomes reliant on bite avoidance, much greater attention to the correct use of insect repellents is required. It is concerning to note that in a study published online recently, only 2.5% of travellers applied the recommended dose of repellent.

DEET is a common insect repellent and is available in a variety of concentrations. A 50% concentration is the most effective. Lower concentrations are available, but they may not be as effective as 50%. A variety of studies has concluded that there is a low risk of adverse effects when DEET is applied according to product directions. DEET can damage some plastic watch straps, watches, and jewellery; these items should not be allowed to come into contact with DEET. The user should ensure that repellents are not ingested or inhaled and do not come into contact with their eyes or mouth.

B If sleeping outdoors or in unscreened accommodation, insecticide-treated mosquito nets should be used. Protective efficacy against malaria for travellers has been estimated at 50%. Mosquito bed nets must be free of holes and should be tucked in under the mattress. Insecticide-impregnated bed nets improve protection because they help to prevent (a) mosquitoes biting through the net on parts of the body touching the net, and (b) mosquitoes surviving long enough near a net to find any holes in the net which may exist. Most of the nets now available are long-lasting impregnated nets. In these products the insecticide is incorporated into the material of the net itself. They have an expected useful life of at least three years. If using standard (i.e. not long-lasting) nets, these will need to be re-impregnated every six to 12 months (depending on how frequently the net is washed) to remain effective. If a traveller purchases a standard impregnated net, the six months starts from the date when it starts to be used and washed, as washing and handling are the main factors removing the insecticide.

C Within the limits of practicality, cover up with loose-fitting clothing, long sleeves, long trousers, and socks if out of doors after sunset, to minimize accessibility to skin for biting mosquitoes. There is no evidence that the colour of clothing is relevant to mosquitoes. Clothing may be sprayed or impregnated with an insecticide, or purchased pre-treated to reduce biting through the clothing. As an alternative, cotton clothing (for example, socks) can be sprayed with DEET. DEET is useful as a clothing repellent. DEET preparations for use only on clothing are commercially available.

D Air conditioning reduces the likelihood of mosquito bites because of substantial reduction in night time temperature. Ceiling fans reduce mosquito nuisance. Doors, windows, and other possible mosquito entry routes to sleeping accommodation should be screened with fine mesh netting which must be close-fitting. The room should be sprayed before sunset with an insecticide to kill any mosquitoes which may have entered the accommodation during the day. During the night, where electricity is available, use an electrically heated device to vaporize a tablet containing an insecticide in the room. A new tablet is needed each night.

E We strongly advise against relying on any herbal remedies for the prevention of malaria. Herbal remedies have not been tested for their ability to prevent or treat malaria.

We also strongly advise against relying on any homeopathic remedies for the prevention of malaria. There is no scientific proof that homeopathic remedies are effective in either preventing or treating malaria. In addition, the Faculty of Homeopathy does not promote the use of homeopathic remedies for malaria prevention.

Electronic buzzers (emitting high frequency sound waves) are completely ineffective as mosquito repellents. Companies selling them have been prosecuted and fined under the UK Trades Descriptions Act and our advice is that they should not be used.

There is no evidence that vitamin B1 or vitamin B12 taken orally repel mosquitoes. There is also no evidence that garlic taken orally repels mosquitoes, nor that tea tree oil is an effective mosquito repellent.

Adapted from Public Health England

3A Act your age

- G determiners: articles and quantifiers
- V research language
- P verb / noun word stress, stressed and unstressed articles

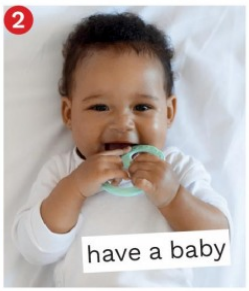
"Is someone different at age 18 or 60? I believe one stays the same."

Hayao Miyazaki, Japanese film-maker

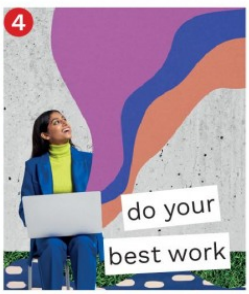
1 READING & SPEAKING

a Look at photos 1–6. In pairs, say what you think is generally the best age for each of these things, based on what you know or personal experience.

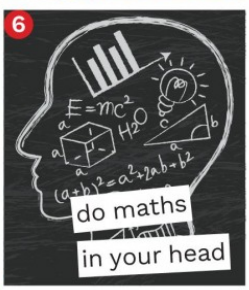












b According to recent research, the ages in the list below are best for the things in **a**. Try to match them to photos 1–6. Do any of them correspond to the ages you discussed?

17 28 31 40 50 69

c Now read the article and check your answers to **b**. Circle the ages in each paragraph.

Glossary
AA (Automobile Association) an organization which provides support and advice for motorists in the UK

The perfect age for everything

There are some things we may not be looking forward to as we get older, but research is increasingly showing that many of our mental and physical peaks occur well after our youth. There's a best age to do everything, from resolving conflicts to running marathons...

A Be happy Studies have proved happiness isn't necessarily for the young, and definitely not for the middle-aged, who always come out of the data the most miserable. A study at the London School of Economics using German data found that people aged 69 were at the peak of wellbeing, and there was also a smaller peak at 23. Those aged 45–54 were at the lowest point. 'We usually see happiness develop over life as a U-curve,' says Meik Wiking, the chief executive of the Happiness Research Institute. 'One theory is that we become better at prioritizing what matters most, choosing what will improve our happiness.'

B Have a baby Biologically speaking, our grandmothers were right: the time to have babies is from the late teens to early twenties. The decline in fertility starts from about 32, and this accelerates rapidly from 37. However, John Mirowsky, at the University of Texas, spent years studying the data, and found that women who felt fittest and most energetic in middle and old age had their first babies at 29 or 30, and those with the lowest rates of chronic disease and pain in later life had them at 34, as did those who lived the longest. That gives rise to a best age of 31, he concluded.

C Run a marathon You may expect it to be younger because aerobic fitness as measured by oxygen uptake peaks between 23 and 25. That's the best age range for shorter races, but marathon-running requires more skills. 'It's a combination of strength, speed, endurance, and the actual experience of running marathons,' says John Brewer, professor of applied sports science and veteran of 19 London marathons. 'You rarely run your best marathon first – there's a learning effect of running 26.2 miles – the build-up, diet, hydration, pacing, and mental attitude.' A Spanish study of New York marathon times shows that 18-year-olds take as long to finish as 55-year-olds, while the best times for men were achieved at 27, and for women, 29.

D Do your best work Einstein claimed that if you hadn't made a great contribution to science before 30, you never would, but research shows that 40 is now the age at which most Nobel prize-winning work is conducted. That also holds true for lesser mortals with more mundane jobs, concluded the authors at the US National Bureau of Economic Research. Another study seems to back that up: researchers in Canada conclude that the best-quality academic papers are written 12 years into a person's career, and after that, quality and quantity tended to decline.

E Learn to drive You're more likely to pass your test if you take it aged 17, according to government figures. That's when pass rates are the highest: 58 per cent for boys and 53 per cent for girls. Pass rates then fall steadily throughout life to about 35 per cent in your fifties. 'It's probably because 17-year-olds are used to learning and their brains are open to new skills – I've watched 26-year-olds learning and they definitely find it more difficult, possibly because they are more scared,' says Edmund King, the president of the AA. However, whether 17 is the safest age is another question. Young drivers (aged 17 to 24) make up 18 per cent of drivers involved in road accidents, despite doing only 5 per cent of miles.

F Do maths in your head You may expect younger brains, with their superior processing speeds, to be best at arithmetic, but a study of 48,000 people's cognitive powers across the ages revealed the peak for mental maths was actually 50. Why? Possibly because older adults have more experience, so they use a better mix of strategies to work out sums, to compensate for their slower speed. However, Professor Stuart-Hamilton, at the University of South Wales, suspects it might be a generational thing. 'I'm 58 and I was drilled in mental arithmetic at school, and I've had students look at me like I'm a master of the dark arts because I can multiply 56 by 24 in my head,' he says.

Abridged from The Times

d Scan the article and mark the statements **T** (true) or **F** (false).

1 Researchers in Canada found that older academics tend to produce fewer papers.
2 Meik Wiking thinks that older people rarely know what makes them happy.
3 Edmund King concludes that younger drivers are the safest drivers.
4 John Brewer believes that experienced runners are better at running marathons.
5 John Mirowsky suggests that women who live the longest tend to have had babies in their late 30s.
6 Many of Professor Stuart-Hamilton's students are less good than him at mental maths.

e Which decade of life do you think will probably be the perfect one for each of these things?

concentrating well resolving conflicts
getting married making friends

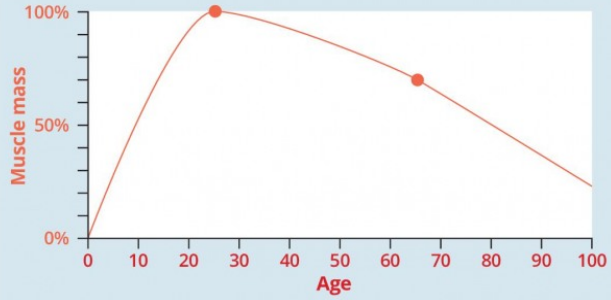
f **Communication** The perfect age **A** *p.90* **B** *p.94* Read and tell each other about your 'perfect ages'. Did you guess correctly in **e**?

g Are the 'best ages' typical of or different from your own experiences, or those of people you know?

2 VOCABULARY research language

a Look at the graph and complete the gaps with verbs from the list in the correct form.

analyse decline increase peak reveal



Build muscle **25** When we're living until 81, it seems unfair that muscle mass [1]_____ at 25 and then [2]_____ by 5 per cent each decade, with a noticeable downturn from 60. 'That doesn't mean at 26 you can sit and think you're over the hill,' says Professor Brewer. 'It's really a case of use it or lose it. Strengthening exercises can keep muscles working at a very high level.' After [3]_____ data from over 1,000 volunteers, one study [4]_____ that even those in their seventies, eighties, and nineties could [5]_____ their muscle mass by 100 per cent (i.e. double it) after ten weeks of resistance training.

b Look at the verbs related to research. With a partner, say what you think the difference in meaning is in each pair.

1	rise	peak	5	increase	accelerate
2	decline	decrease	6	conclude	prove
3	examine	analyse	7	prioritize	rank
4	show	reveal	8	claim	state

c Complete the sentences with a verb from **b** in the correct form. Sometimes more than one answer is possible.

1 I think we need to _____ discussing the budget, as it's currently more urgent.
2 To scientists' surprise, the 30-year study _____ no correlation between a vegan diet and good health.
3 The writer _____ to be the first to investigate this connection.
4 The popularity of live TV has significantly _____ over the last ten years, as people move to streaming services.
5 The study has _____ that a larger brain doesn't necessarily make an animal more intelligent.
6 After years of steady improvement, driving test pass rates _____ at 60%, and have been dropping over the past few years.
7 We're expecting house prices to _____ by approximately 7%, but then to fall again.
8 Before we publish the results in our paper, we will need to _____ our research in detail.

d **3.1** Listen and check. Then look at the verbs in **b** again and circle the ones that are nouns as well as verbs. What is the noun form of the other verbs?

3 PRONUNCIATION verb / noun word stress

a Look at the two sentences below. What difference is there in pronunciation between the two highlighted words?

1 It's predicted that the divorce rate will decrease over the next five years.
2 It's predicted that there will be a decrease in divorces over the next five years.

b **3.2** Listen and check.

c The two-syllable words in the list below are all stressed on the second syllable when they are verbs. Say each word in the noun form with *the* (e.g. *the decline*). Circle the ones where the stress doesn't change.

decline increase research survey produce
record conflict protest update contract
advance control address extract

d **3.3** Listen and check.



4 LISTENING & SPEAKING

a Look at the photos of young people who have done inspiring things. Have you heard of any of them?

b Video Watch *Inspiring young people*, a documentary about some of the young people in **a**. Then, for each, say...

- what issue inspired them.
- what they did about it.
- what they've done since then.

c Watch again and make notes about any other interesting details in the documentary.

d In pairs, compare your notes. Is there anything to add from your partner's notes?

e Choose one of the other young people in **a**. Research more information about them and organize your notes. Then work in groups. Present a short profile of the person you chose.

5 GRAMMAR
determiners: articles and quantifiers

a Check what you know about articles and quantifiers. Complete the information about three of the people in **4** with *a*, *the*, *some*, or – (no article).

Adut Akech was born in [1]_____ Sudan on [2]_____ Christmas Day. Her debut as [3]_____ model was in [4]_____ local fashion show. She appeared on [5]_____ cover of [6]_____ *British Vogue* for [7]_____ March 2024 issue, which celebrated 40 icons in [8]_____ fashion industry.

Paul Mescal is [9]_____ Irish actor. His mother was [10]_____ police officer and his father was [11]_____ schoolteacher.[12]_____ eldest of three children, he has [13]_____ brother and [14]_____ sister. He starred in [15]_____ *Gladiator II*, [16]_____ Ridley Scott's sequel to [17]_____ 2000 historical drama.

Billie Eilish and her older brother were homeschooled, [18]_____ decision their parents made to spend [19]_____ time with them and give them [20]_____ freedom to pursue their interests, including [21]_____ art, [22]_____ dancing, and [23]_____ acting. Eilish did [24]_____ acting auditions, but she disliked them and preferred to concentrate on [25]_____ music.

b 3.4 Listen and check.

c **Grammar Bank** 3A exercises *p.142*

6 PRONUNCIATION
stressed and unstressed articles

a 3.5 Listen to a short conversation. How are *a*, *the*, and *some* pronounced? Are they stressed or unstressed? What other way can *the* be pronounced?

A Are you having a holiday this summer?
B Yes, we've got some time off in July, so we're going to the Lake District.
A Don't you usually go abroad?
B Yes, but we've decided to stay in the UK and rent a cottage. We're trying to cut down on air travel, you know, to save the planet. We're big fans of Greta Thunberg...

b Listen again and underline any other words or syllables that contain the /ə/ sound.

c 3.6 Listen to two more conversations. Why are the highlighted articles stressed? How are they pronounced?

1
A Did you find the dress you wanted for the wedding?
B I found a dress, but not the style I really wanted.

2
A Did you meet anyone new last night?
B I met the guy.
A The guy?
B Yes, the one I've been waiting for all my life!

d 3.7 Listen to two more conversations. When does the speaker stress *the*? Why?

7 SPEAKING

a Look at the topics in *Just a Minute* and consider what you might say about them for a few minutes.

b Work in groups of three, **A**, **B**, and **C**. Read the rules for playing the game.

c Now play three (or more) rounds. At the end of each round, note how many times the speaker was stopped. Who was stopped the fewest times?

Language for restarting after an interruption
Where was I? Oh yes, I was talking about...
Anyway, as I was saying...

JUST A MINUTE

1 The best age to learn a sport
2 Something I feel passionate about
3 An inspirational teacher
4 A time when I got completely lost
5 One of the most beautiful places I've been to
6 What I was like as a child
7 The device I rely on the most
8 The subject I hate(d) most at school
9 How to spend a perfect weekend
10 Another language I would love to learn



RULES

Your challenge is to talk for one minute without making any mistakes.

ROUND 1

A You are the timekeeper. Choose which topic you would like **B** to talk about. Then tell **B** the number of the topic and start timing. Whenever **C** says *stop*, pause the timer, and discuss whatever mistake **C** thinks **B** has made. Continue until **B**'s minute is up.

B You are going to try to speak for one minute on whichever topic **A** gives you, as accurately and fluently as possible. If **C** thinks you have made a mistake, they will tell you to stop.

C You are going to listen to **B** talk for a minute about one of the topics. If you think **B** has made a mistake (grammar, vocabulary, or pronunciation), say *stop*, and between the three of you, agree how to correct it. Make a note of how many times **B** made a real mistake during their turn.

ROUND 2

B is now the timekeeper, **C** talks for a minute, and **A** listens for mistakes.

ROUND 3

C is now the timekeeper, **A** talks for a minute, and **B** listens for mistakes.

3B Shakespeare or not?

G word order
V idioms from Shakespeare
P reading aloud

"He was not of an age, but for all time!"

Ben Jonson, English playwright and poet

1 SPEAKING

a Do the quiz in threes. Speculate whether the statements are **T** (true) or **F** (false).

SHAKESPEARE TRUE OR FALSE?

HIS LIFE AND DEATH

1 Shakespeare's parents were illiterate.
2 Shakespeare wore a gold earring.
3 Shakespeare had just one son, who was called Hamlet after one of his most famous creations.

HIS WORK

4 Shakespeare isn't the author of some of the plays attributed to him.
5 Shakespeare never acted in his own plays.
6 All the female roles in Shakespeare's plays were performed by men.

HIS LEGACY

7 The original Globe Theatre in London, where many of Shakespeare's plays were first performed, is still in use today.
8 *The Lion King* (1994) and *West Side Story* (1961) are both based on Shakespeare plays.
9 According to the *Oxford English Dictionary*, around 2,000 words and phrases in common use in English were first recorded or written down by Shakespeare.

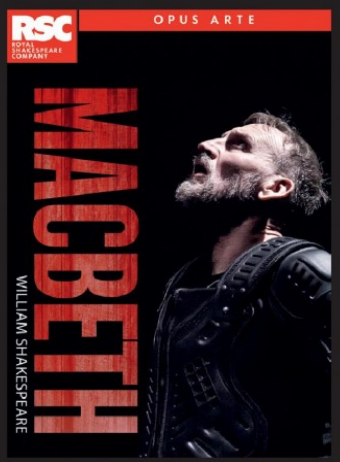
b C **Communication** Shakespeare – true or false? **A** *p.88* **B** *p.92* **C** *p.95* Check your answers to the quiz.

2 READING & LISTENING

a You are going to watch a scene from a modern staging of Shakespeare's *Macbeth* by the RSC (Royal Shakespeare Company). First, read the information about the play and answer the questions.

1 What is the theme of the play?
2 What does Lady Macbeth persuade her husband to do, and why?
3 In the scene you are going to watch, where is Lady Macbeth, and what is she doing?

MACBETH is a gripping story of political ambition, with witchcraft, murder, and madness thrown in, which has kept generations of audiences spellbound. Some actors believe that the play is cursed, and will not mention its title aloud, referring to it instead as 'The Scottish Play'.



In the play, Macbeth, a brave soldier, receives a prophecy from three witches that one day he will become King of Scotland. Urged on by his ambitious wife, Macbeth murders King Duncan, takes the Scottish throne for himself, and moves into Dunsinane Castle. However, Macbeth and Lady Macbeth are gradually driven mad by guilt, and Macbeth is forced to commit more murders to protect himself from suspicion. Finally, Lady Macbeth kills herself and Macbeth dies in battle.

In this scene, towards the end of the play, Lady Macbeth is alone in the castle while Macbeth goes out to battle. Consumed by guilt, she sleepwalks, betraying as she does the deadly secrets of the past.

ACT 5, Scene 1

A room in Dunsinane Castle.

Doctor When was it she last walked?

Gentlewoman For two nights together, I have seen her rise from her bed, throw her nightgown upon her, unlock her closet, [1]take forth paper, fold it, write upon it, read it, afterwards seal it, and again return to bed; yet all this while in a most fast sleep.

Doctor Besides her walking and other actual performances, what, at any time, have you heard her say?

Gentlewoman That, which I will not report after her.

Doctor You may to me and 'tis most meet you should.

Gentlewoman Neither to you, nor any one, having no witness to confirm my speech.

Lady Macbeth enters, with a light.

[2]Lo you, here she comes – this is her very [3]guise, and, upon my life, fast asleep. Observe her and stand close.

Doctor How came she by that light?

Gentlewoman She has light by her, continually, 'tis her command.

Doctor You see her eyes are open.

Gentlewoman Aye, but their sense is shut.

Doctor What is it she does now?

Gentlewoman It is an accustomed action with her.

Lady Macbeth Yet here's a spot. Out, damned spot – out, I say. One – two – why, then, 'tis time to do it – Hell is murky. Fie, my lord, fie, a soldier, and [4]afeard? What need we fear who knows this, when none can call our power to account? Yet who would have thought the old man to have had so much blood in him?

Doctor Do you mark that?

Lady Macbeth The Thane of Fife had a wife – where is she now? What, will these hands ne'er be clean? No more o' that, my lord, no more o' that – you mar all with this starting.

Doctor Go to, go to: you have known what you should not.

Gentleman She has spoke what she should not, I am sure of that.

Lady Macbeth Here's the smell of the blood still – all the perfumes of Arabia will not sweeten this little hand. Oh, oh, oh!

Doctor What a sigh is there. The heart is [5]sorely charged.

Gentlewoman I would not have such a heart in my [6]bosom, for the dignity of the whole body.

Doctor This disease is [7]beyond my practice; yet I have known those which have walked in their sleep, who have died holily in their beds.

Lady Macbeth Wash your hands, put on your nightgown, look not so pale: I tell you yet again, Banquo's buried; he cannot come out on's grave.

Doctor Even so?

Lady Macbeth To bed, to bed – there's knocking at the gate – come, come, come, come. Give me your hand. What's done cannot be undone. To bed, to bed, to bed!

Lady Macbeth leaves.

Doctor Foul whisperings are abroad. Unnatural deeds do breed unnatural troubles; infected minds to their deaf pillows will discharge their secrets. More needs she the divine than a physician – God, God forgive us all. Look after her, remove from her the means of all annoyance, and still keep eyes upon her. So, good night, my mind she has [8]mated, and amazed my sight. I think, but dare not speak.

Gentlewoman Good night, good doctor.

Unabridged from Macbeth

Glossary
Thane of Fife a title given to a local royal official in an area of medieval Scotland
Banquo Macbeth murders his friend Banquo; Banquo's ghost returns to haunt Macbeth



b Video **Watch the video with subtitles. Then number the events in the correct order, 1–7.**

A ☐ The gentlewoman explains to the doctor what Lady Macbeth has been doing when she is sleepwalking.
B ☐ Lady Macbeth talks to herself as she tries to wash away the imaginary blood on her hands.
C 1 The doctor asks about Lady Macbeth's strange behaviour.
D ☐ The gentlewoman and the doctor watch Lady Macbeth rubbing her hands.
E ☐ The doctor and the gentlewoman leave.
F ☐ They see Lady Macbeth appear, carrying a candle.
G ☐ The doctor realizes that Lady Macbeth has a terrible secret.

c 3.8 **Now read and listen to the scene. Which parts of the scene did you understand better after reading and listening?**

d **Language in context** **Look at the highlighted words and phrases in the scene. Match them to their modern equivalents from the list.**

☐ appearance ☐ chest ☐ afraid
☐ confused ☐ deeply troubled ☐ look
☐ outside my knowledge ☐ take out

dare

I think, but dare not speak.

dare not and *don't dare* are both correct in modern English. *Dare* is a semi-modal verb, which means it can be used either as a modal verb or as a main verb with the same meaning.

I ***daren't*** *go there by myself.* = modal verb
I ***don't dare*** *go there by myself.* = main verb

dare is followed by the infinitive without *to*, unless it is transitive, when it is followed by person + infinitive with *to*, e.g. *I dare you to jump off that wall.*

e **Now watch the video again without subtitles. Do you feel sorry for Lady Macbeth, or do you think she got what she deserved?**

3 VOCABULARY idioms from Shakespeare

a **Look at the idiom below, which is an expression we still use today. Complete the modern English meaning.**

Lady Macbeth What's done cannot be undone.

You cannot change _____.

b **Vocabulary Bank** Idioms from Shakespeare *p.154*

4 GRAMMAR word order

a Read some comments made by theatre critics about productions of Shakespeare's plays. Which ones are more positive and which are more negative?

1 **Rarely have I seen** Juliet played more sensitively.
2 **Try as I might**, I just couldn't make myself like such a modern production of *King Lear*.
3 **What sets this production of *The Tempest* apart is** the extraordinary costume design.
4 **Such is the complexity of the plot of *Cymbeline* that** it's impossible to remember who's doing what and why.
5 **It isn't until Act 2 of *Hamlet* that** the pace really begins to pick up.

b In pairs, discuss how you could change the word order in comments 1–5, starting with the words below, and changing the **bold** words if necessary. What difference does this make?

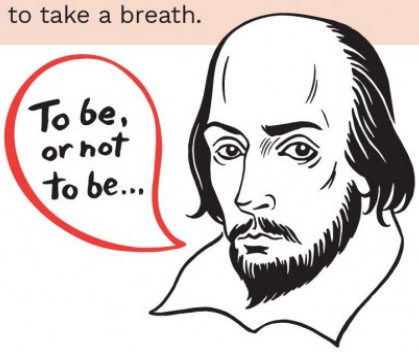
1 I have...
2 I just couldn't...although...
3 The extraordinary costume design is...
4 The plot of *Cymbeline* is so...
5 The pace doesn't...

c **Grammar Bank** 3B exercises *p.142*

5 PRONUNCIATION reading aloud

Tips for reading aloud

First, read the text through silently and try to understand the meaning. Next, read the text slowly and quietly to yourself, following the guidelines given by the punctuation to decide where to pause and which words to stress. Allow each word its space and use the natural pauses to take a breath.



a 3.12 Read and listen to a poem by contemporary English poet Wendy Cope. Complete the short summary of the poem. Check the meaning and pronunciation of any words in the poem you don't know.

The poet is imagining Shakespeare as a _____ at school, behaving _____ and annoying the _____.

SHAKESPEARE AT SCHOOL

WENDY COPE

Forty boys on benches with their quills,
Six days a week through almost all the year,
Long hours of Latin with relentless drills
And repetition, all enforced by fear.
I picture Shakespeare sitting near the back,
Indulging in a risky bit of fun
By exercising his prodigious knack
Of thinking up an idiotic pun,
And whispering his gem to other boys,
Some of whom could not suppress their mirth –
Behaviour that unfailingly annoys
Any teacher anywhere on earth.
The fun was over when the master spoke:
Will Shakespeare, come up here and share
the joke.

Glossary
quill an old-fashioned pen made from a feather
knack ability
pun a play on words
mirth laughter

b Check your answer to **a**. Read and listen again. Focus on the rhythm and intonation. Underline the stressed words and mark / where the speaker pauses.

c Now, in pairs, take turns to read the poem aloud.

6 LISTENING

a Look at the headline and photo and answer the questions.

1 Why do you think Helen Mirren is against reading Shakespeare at school?
2 What do you think is unusual about her role in *The Tempest*?

Bored by the Bard?

Helen Mirren says schools should stop making children read Shakespeare.


Helen Mirren as Prospera in *The Tempest*

b 3.13 Now listen to Part 1 of an interview with playwright Diane Samuels. Check your answer to question 1 in **a**. Is Diane positive or negative about a) studying Shakespeare when she was at school, b) teaching Shakespeare to secondary school students?



c In pairs, discuss what you know about the plot of Shakespeare's play *Othello*. Then go to **C Communication** *Othello* *p.91* and read a short summary of the play.

d Listen to Part 1 again. Mark the statements **T** (true) or **F** (false). Explain your answers.

1 Diane is particularly well qualified to comment on the issue of teaching drama in schools.
2 Recent research carried out in London secondary schools backs up Helen Mirren's opinion.
3 Diane performed in several Shakespeare plays at school.
4 She chose to teach Shakespeare to her students.
5 She got her students involved in *Othello* by setting a scene in the present.
6 Her students weren't very enthusiastic about the rest of the play.
7 She completely agrees with Helen Mirren that just reading Shakespeare in class is a waste of time.

e 3.14 Now listen to Part 2 of the interview. What aspect of theatre productions do they mainly discuss? What does Diane think is the best way to study her play *Kindertransport*?

Glossary
Glenda Jackson (1936–2023) a famous British actress
King Lear one of Shakespeare's tragedies
Poppy and George* and *Kindertransport plays by Diane Samuels

f Listen again. What is Diane referring to when she says...?

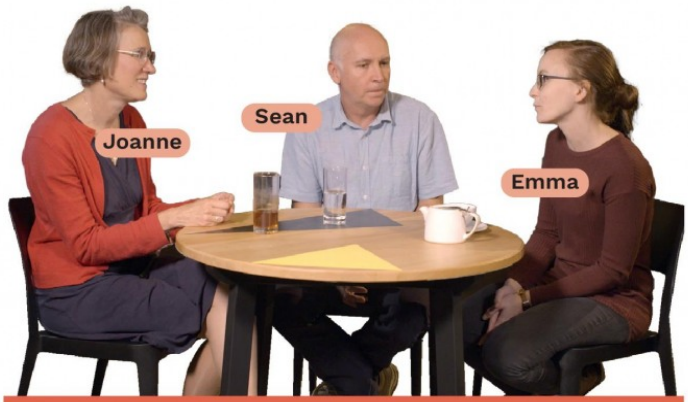
1 'gender-blind performing'
2 'because it's a gimmick'
3 'there is a slight political agenda there'
4 'a woman who lives her life as a man'
5 'an actor isn't right for the role'
6 'the most rewarding way to study the play'

g Talk to a partner. Have you seen any productions of Shakespeare? Which ones? Were they in English or in your language? Did you enjoy them? Why (not)?

7 WRITING a review

W Writing Bank 3 *p.100* Analyse a review of *Kindertransport*, and write a review of a play or film.

8 THE CONVERSATION



Do you think children should be made to study classic literature at school?

a Video Watch the conversation. Who made the following points?

1 Shakespeare isn't relevant to children today.
2 Studying Shakespeare could put children off reading completely.
3 If you don't study Shakespeare at school, you probably never will.

b Watch again. Did anyone make a point that you completely agreed with? Who? What was it?

c Video Look at some extracts and try to complete with one word the highlighted phrases where the speakers signal a point that they are going to make. Then watch and check.

1 I _____ of think it's been similar for a long time, hasn't it, the kind of texts that you have to study at school?
2 So _____ the more important thing is actually just to get children reading,...
3 Rather than what it is that they read. I mean, _____, if the child is given Shakespeare,...
4 I think that's the important thing; it's all _____ when it's introduced.
5 ...I remember a turning point at about 16, thinking, _____ on, this is actually quite interesting,...
6 ...that's the _____; if you don't do it at school, when will you see the classics? Yeah.
7 And I _____ it's how it's taught to you as well.

d Now, in groups of three, have conversations.

1 Do you think children should be made to study classic literature at school?
2 What do you think are the best ways of making a classical writer's work attractive to a modern audience? Can you give any examples?
3 Which modern films, books, or TV series do you think should become 'set texts' in schools in the future? Give reasons for your choices.

3 Revise and Check

USE OF ENGLISH

a Read the text below and think of the word which best fits each gap. Use only one word in each gap.

How to get published

When you sat down to start work on your first novel, [1] little did you know that writing it would be the easy part. But [2] _____ is the competition among first-time authors that it sometimes seems that there's absolutely [3] _____ chance your work will ever be published. So how can you maximize your chances?

First, show your writing to friends and family. [4] _____ as you may like it, if nobody else does, you'll never get it published. Second, get yourself online – write [5] _____ blog, or put some short stories on your website. Finally, it's better to be young – not [6] _____ do younger people tend to have a better-developed social media presence, [7] _____ there are also more prizes for writers under [8] _____ age of 40. Not [9] _____ you do all this will you have a chance of success.

And finally, [10] _____ no circumstances should you ever give up. You have to believe that one day your masterpiece will be published, [11] _____ what may. And if it isn't, don't despair – fame and fortune aren't the be-all and [12] _____-all of life!

b **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.**

1 The scientists only realized the scale of the challenge when they started work.
did
Only *when they started work did* the scientists realize the scale of the challenge.

2 Some people have said that memory can improve with age.
claimed
It _____ that memory can improve with age.

3 I can't find my car keys anywhere.
air
My car keys have _____.

4 Their funding was cut just as they'd started their research.
sooner
_____ their research than their funding was cut.

5 The climate has begun to change much faster in recent years.
accelerate
Changes to the climate _____ in recent years.

6 We keep arguing and now we're back where we started.
circle
We keep arguing and now we _____.

READING

You are going to read a report about the future of ageing in the UK. For questions 1–6, choose the answer (A, B, C, or D) which you think fits best according to the text.

1 What point is made in the first paragraph?
- A Working individuals will have to look after their children for longer.
- B People over 50 will contribute to 35% of the economy by 2050.
- C Extending the working life of individuals will reduce the strain on the country.
- D An increasing number of children will have to pay for their parents' retirement.

2 According to the second paragraph, which of these is not an obstacle to lifelong learning?
- A Some older people don't want to study.
- B The needs of different groups are very diverse.
- C Some people are unable to commit the necessary time.
- D Employers might not think it is important.

3 The third paragraph says that the priority for homes of the future is that they...
- A are more flexible.
- B incorporate the latest in new technology.
- C are closer to people's workplaces.
- D are more affordable.

4 The fourth paragraph suggests that in the future, older people...
- A will be less likely to have long-term health problems.
- B will be unable to pay for the care they require.
- C will have to work even if they suffer ill health.
- D are more likely to be looked after by their families.

5 According to the fifth paragraph, older people...
- A value transport services above technology.
- B sometimes think that technology isn't for them.
- C are using technology more in their working lives.
- D can use technology to interact with other age groups.

6 One message of the report is that...
- A the main challenge of dealing with an ageing population is the cost.
- B some problems associated with ageing will have to be ignored.
- C the ageing work population will bring more problems than benefits.
- D a key challenge is trying to change the way people think.

The Future of Ageing: Key Findings

Working lives

The proportion of the working population aged over 50 will increase to 35% in 2050. The productivity and economic success of the UK will therefore be increasingly tied to the productivity and success of its ageing workforce. Encouraging older people to remain in work will help society to support growing numbers of dependents, while providing individuals with the financial and mental resources needed for longer periods of retirement.

Priorities include:

- **Adaptations to the workplace.** These include addressing negative attitudes to older workers, improving workplace design, and encouraging access to new technologies.
- **Ensuring individuals re-skill throughout their lifetime.** As working lives lengthen, job-related training will become almost as important to people in mid-life as at the beginning of their career. This will require the UK to move towards a model where training and re-skilling opportunities are available throughout people's careers.

Lifelong learning

Lifelong learning has positive effects on both physical and mental health, improving wellbeing and reducing pressures on family and community resources and services. Despite this, 40% of 55- to 64-year-olds have undertaken no formal training or education since leaving school.

Priorities include:

- **Addressing falling participation in lifelong education and training.** Older workers are currently less likely than younger workers to receive workplace training or participate in learning, and there are differences in participation across different socio-economic groups, genders, and ethnicities.
- **Addressing barriers to later life learning.** There are significant benefits to moving away from a model where education only happens at the beginning of a person's lifetime. The principal challenge may be cost and who is responsible for paying. Others include attitudes (amongst learning providers, employers, and older people) and personal circumstances, such as lack of time, work, and family commitments.

Housing

Suitable housing can maximize the ageing population's positive contribution to the success and resilience of the UK, while unsuitable housing is the source of multiple problems and costs. Poor housing creates hazards that cost the National Health Service an estimated £2.5 billion per year. Future homes will have an even greater effect on health and wellbeing as technologies develop that mean they are increasingly used as places of work and care.

Priorities include:

- **Ensuring there is appropriate housing.** Demand for housing that meets the needs of older people will increase as the population ages. Ensuring new housing can adapt to people's changing needs as they age will also be important, reducing demand on health and care services and enabling people to work flexibly and for longer.
- **Thinking 'beyond the building' to include the neighbourhood and community.** Interventions that improve homes are likely to be less effective without similar improvements in the neighbourhood. The ability to socialize and to access services is particularly important.

Health

Ageing will increase the total amount of ill health and disability in the population. There will be an accompanying change in the nature of ill health, with a relative shift away from acute illness towards chronic long-term conditions. In parallel, families and communities will play an increasing role in providing care services.

Priorities include:

- **Adapting health and care systems to meet changing demand.** In particular, future health and care costs can be reduced and resources better used by interventions which prevent and manage chronic conditions, and provide individuals with the tools to take more responsibility for their health.
- **Supporting family and other unpaid carers.** By 2032, the number of people aged 65 and over who will require unpaid care is projected to grow by more than one million. Supporting these unpaid carers to balance other competing responsibilities, particularly work, will help meet the increasing demand for unpaid carers.

Connectivity

Connectivity – the ability to use technology, access services, travel easily, and socialize – will be particularly important as the population ages. Levels of connectivity can determine work, education, health, and care outcomes. Beyond the ability to physically travel, new technologies have an increasingly important effect on a person's ability to interact with the world around them.

Priorities include:

- **Responding to the transport needs of different age groups.** For the population as a whole, it is important to ensure that transport options are as appropriate as possible for their physical, cognitive, and financial needs. This is particularly the case for those older adults who are now extending their working lives.
- **Addressing barriers to technology use.** Technology can improve connectivity, address health, work, and care challenges, and help people unlock the potential benefits of living longer. Barriers include a lack of skills and access, cost, and older people's assumptions about technology's usefulness and affordability.

Abridged from a government report

4A No more boys and girls

G cause and effect
V binomials
P binomials

"No country in the world can yet say they have achieved gender equality."

Emma Watson, British actor

1 READING & SPEAKING

a Read an extract from a recent newspaper article. What is your immediate reaction to Dr Drydakis's conclusions?

Different kinds of brain?

Over the last twenty years, there have been several theories of brain development, according to which certain behaviours are 'typical of a male-type brain' or 'typical of a female-type brain'. In a recent study, Dr Nick Drydakis researched the theory originally put forward by Cambridge University psychologist Simon Baron-Cohen. He concluded that these differences existed and had an influence on the career paths people chose, although he makes clear that both men and women can have brains of either type. He gave 16,000 people a questionnaire, which he used to determine whether they had 'typically male or female brains'...



b With a partner, look at some statements which were used in the questionnaire. Decide whether you think Dr Drydakis attributed them to a male-type or female-type brain and write **M** or **F**.

- ☐ You find it easy to chat to someone you've just met.
- ☐ You like to make to-do lists.
- ☐ You answer honestly when someone asks you, 'Do I look OK in this?'
- ☐ You sense when you're intruding.
- ☐ You lack interest in the technical details of a new computer, camera, or other gadget.
- ☐ You prefer to read non-fiction.
- ☐ You focus on the content of a painting rather than on the artist's technique.
- ☐ You notice grammatical errors.
- ☐ You have little interest in the dates of key historical events.
- ☐ You find maps easy to read.

c 4.1 Listen and check. Do you agree with the categorization?

d You are now going to read an article about some more research into gender in society. First, read paragraph 1 and choose the best option to complete the heading of the article.

A how equality reinforces stereotypes
B exposing a myth
C understanding how it works

e Read the rest of the article. Choose the correct answer, a, b, or c.

1 The BBC TV series showed that seven-year-old girls and boys...
   a have biologically different brains.
   b behave differently due to societal influences.
   c can't change how they think.

2 Professor Gina Rippon believes that the theories of the gendered brain continue because...
   a the media are selective in what they report.
   b studies confirm the differences between male and female brains.
   c the media uses dramatic headlines.

3 Dr Drydakis's research is based on a theory by Simon Baron-Cohen which suggests that...
   a men have 'systemizing' brains, and women have 'empathizing' brains.
   b men and women have either a 'systemizing' brain or an 'empathizing' brain.
   c using labels causes dangerous stereotypes.

4 Professor Rippon's main argument against male / female brain theories is that the brain is 'plastic', which means...
   a we can measure brain changes more easily.
   b the brain changes over time depending on how we live our lives.
   c the brain is better at receiving messages.

5 Professor Rippon says that the fundamental cause of the difference in behaviour between males and females is that...
   a people don't read enough.
   b social media comments encourage gender stereotypes.
   c our social structure creates differences based on gender.

f Now, in pairs, take turns to explain the main points made in the article.

The gendered brain:



1 The notion of a divergence in the nature of the brain between sexes has been around since the 19th century, and psychology professor Gina Rippon's book *The Gendered Brain* is one of many works that aim to debunk the hypothesis. For Rippon, gender stereotypes are neither innate nor inevitable, and reports of biological sex differences in the brain are not to be relied on. Rippon was the expert on a BBC TV series called *No More Boys and Girls*, which showed that, by the age of seven, girls hugely underestimate their own abilities, and boys often don't have the words to describe their feelings, but she argues that these characteristics can be reversed by removing the gender influences that surround children.

2 So why do these theories of male and female brains persist? One problem, Rippon says, is that studies that find no evidence of difference go unreported. Another is that the mainstream media tend to focus on the few studies that *do* identify differences, and not always accurately; hence 'pink brain / blue brain' theories are reinforced, even after they have been discredited. One University College London study found that 'research was being applied out of context to create dramatic headlines'.

3 One example Rippon refers to is the 2003 work of Simon Baron-Cohen of Cambridge University, which formed the basis of Dr Drydakis's research. Baron-Cohen identifies two types of brain: systemizing v empathizing. The first type of brain he calls 'male', the second, 'female', although he points out that 'your sex does not dictate your brain type...not all men have the male brain, and not all women have the female brain'. 'In that case,' Rippon asks, 'why use the words "male" and "female" at all? Describing a brain as "male" means, for many people, that it is the brain of a man.' What incenses Rippon even more is that Baron-Cohen goes on to recommend that 'people with the "female" brain make the most wonderful counsellors, primary school teachers, nurses, carers, therapists, social workers, and personnel staff', while those with a 'male brain' are better 'scientists, engineers, mechanics, bankers, toolmakers, programmers, or even lawyers'.

4 The key evidence, argues Rippon, is that we now know how 'plastic' the brain is. We can measure brain changes in adults who play video games or learn origami or the violin, whilst babies and children are 'tiny sponges' whose environments and experiences clearly alter the way their brains develop. New techniques that allow us to examine the brains of newborns as they perform tasks show that no sex differences are found. Therefore, the subtle messages that children receive – Lego or dolls; sport or chatting – can change the way their brains form.

5 *The Gendered Brain* is one of those books that should be essential reading before anyone is allowed to be a teacher, or buy a child a present, or comment on anything on social media, ever again. 'The message at the heart of this book is that a gendered world is what produces a gendered brain,' Rippon states – which is important, 'not just for women and girls, but for men and boys, parents and teachers, businesses and universities, and for society as a whole'.

Adapted from The Guardian

g **Language in context** In pairs, look at the highlighted words in paragraphs 1 and 2, which are examples of language typically used in reporting research. Think of an alternative standard word or phrase for each one.

h Has your reaction to Dr Drydakis's conclusions in **a** changed? Which of the scientists mentioned has the most convincing theory? Give reasons to support your answers.

2 GRAMMAR cause and effect

...the mainstream media tend to focus on the few studies that *do* identify differences, and not always accurately; **hence** 'pink brain / blue brain' theories are reinforced, even after they have been discredited.

a Look at an extract from *The gendered brain*. Answer the questions in pairs.

1 Decide which part of the sentence describes a cause and which part describes the effect.

2 What is the function of the word in **bold**?

b Now read some comments responding to the articles in **1**. Do the **bold** words and phrases introduce a cause or an effect?

1 'Women are less motivated than men by money and status, and **for this reason** they may choose different kinds of career paths.'

2 'In our so-called progressive society, we do not have real gender equality, **given that** the only way for a woman to be "equal" is to be like a man.'

3 'Women are the ones who have children. **Consequently**, they are more likely to be more interested in the caring professions.'

4 'Boys and girls only behave in a stereotypical way **as a result of** the influence of gendered toys and clothing.'

c Do you strongly agree or disagree with any of the comments in **b**?

d **Grammar Bank** 4A exercises *p.143*

3 WRITING an article

Writing Bank 4 *p.102* Analyse an article about why women are still a minority in certain professions, and write an article for a magazine.

4 LISTENING & SPEAKING

a Read the explanation of 'gendered language'. Then look at statements 1–6 below. With a partner, underline an example of gendered language in each one. Decide how you think you could make the statements gender-neutral.

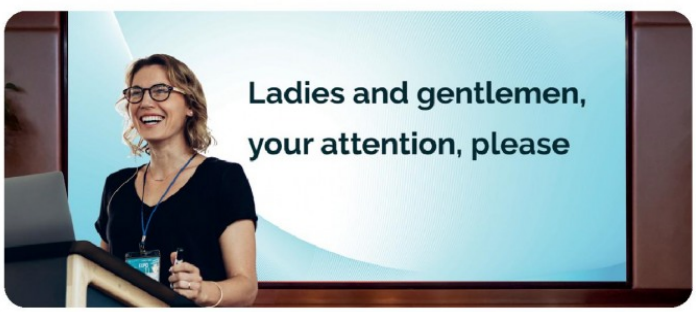
Gendered language

English does not really have a grammatical gender as many other languages do. It doesn't have a masculine or a feminine form for nouns, unless they refer to biological sex (e.g. *woman*, *boy*, *Ms*, etc.).

Gendered language is commonly understood as language that has a bias towards a particular sex or social gender. This includes using gender-specific terms referring to professions or people, such as *businessman* or *waitress*, or using the masculine pronouns (*he*, *him*, *his*) to refer to people in general, such as 'a doctor should know how to communicate with his patients'. This type of language is no longer considered acceptable in many sectors of society, so it is useful to learn how to avoid it.

Adapted from The British Council

1 a A council spokesman said that 150 affordable homes would be built next year.
  b The dustmen come at 6 a.m., so please put your bins out the night before.
2 Vegan actress Natalie Portman is well known for her environmental campaigning.
3 The charity helpline is manned by trained volunteers.
4 I like that new weather girl on *Breakfast TV*.
5 If your child is interested in going to university, he can get good advice online.
6 All boys and girls are welcome to join the under 11s football team.



b Video Watch *Ladies and gentlemen, your attention, please*. Then, with a partner, complete the five ways the lecturer mentions to make your language gender-neutral.

1 Use the _____ _____.
2 Avoid the _____ _____.
3 Don't say _____ when you mean _____.
4 Use _____ not _____.
5 Beware of _____.

c Now, with your partner, look back at your answers to **a**. Did your answers match what the speakers suggested?

d Watch the video again. Then answer the questions.

1 What are the gender-neutral terms for these jobs?

a chairman a policewoman
a fireman an air hostess

2 What are the gender-neutral terms for these jobs?

actress manageress waitress

3 What gender-neutral words or phrases could you use instead of the following?

mankind manpower man-made
the man in the street

4 Why is *weather girl* a pejorative expression? What should you say instead?
5 What is the best order if you want to talk about men and women, or brothers and sisters?

e Think about the points made in the lecture. Are any similar changes happening in your country?

f Read the comments below. Then discuss in small groups.

We shouldn't accept the older generation using gender-biased language without thinking. We should make them aware of the impact of their language. **Noah**

Isn't it worse to use 'actor' for both men and women? Why choose the male form rather than the female form? Maybe 'actress' should be the gender-neutral version? **Alice**

If we don't eradicate gender-biased language, we will never be able to get rid of stereotypical opinions and behaviours. **Andrew**

When I go out with female friends, I often say, 'I'm going out with the girls tonight.' I think that's fine. But my daughter tells me it's 'perpetuating stereotypes' and she doesn't want my granddaughter to think it's fine. **Barbara**

Using 'their' instead of 'his' and 'the human race' instead of 'mankind' is great, but it isn't going to secure real equality for women, like equal pay, for example. **Emma**

Is this gender-neutral language thing actually important? I'm not sure most people really care one way or the other. **Neil**

5 VOCABULARY & PRONUNCIATION binomials

a What phrase with *and* has always been a typical way of beginning a formal speech to a mixed audience? Do you think it is appropriate in today's world? If not, what would be a good replacement?

Binomials

Binomial phrases are extremely common in English ('binomial' means 'having two parts'). They consist of a pair of words joined by a conjunction (usually *and*, *or*) or a preposition (*to*, *in*, *by*, etc.). The word pairs often have a similar or supporting sense, e.g. ***loud and clear***, or an opposite meaning, e.g. ***more or less***. Apart from gender-related binomials, e.g. ***men and women***, ***boys and girls***, which are now flexible, word order in these phrases is fixed. Binomials are pronounced with the three words linked together, so they often sound like one word.



b 4.2 Listen and complete the six short exchanges with a common binomial.

1
A Have you done all your Christmas shopping?
B Pretty much, apart from a few _____.

2
A So do you consider the project to have been a success?
B _____. I think we achieved almost everything we set out to do.

3
A You looked really fed up after the meeting.
B Yes, I'm _____ of being put down every time I make a suggestion.

4
A How often do you visit your parents?
B I see them _____, but not as much as I should.

5
A Are you feeling better now?
B Yes, thanks, I've been _____ for a couple of days.

6
A Did you catch the 6.15 train?
B Yes, but it was _____. We didn't get to the station till ten past and had to run to the platform.

c Listen again and check. Then answer the questions with a partner. Practise saying the binomials, linking the words together.

1 What do the binomials mean?
2 How is *and* pronounced?

d V **Vocabulary Bank** Binomials *p.156*

e 4.6 Listen to six short exchanges which contain more binomials. Look at the phonetics below and write the binomials for each conversation.

1 /ˌbækən'fɔːθ/ _____ _____ _____
2 /ˌhəʊmən'draɪ/ _____ _____ _____
3 /ˌɪvən'lɜːn/ _____ _____ _____
4 /ˌpɪkən'tʃuːz/ _____ _____ _____
5 /ˌɪnzən'aʊts/ _____ _____ _____
6 /ˌtɒstən'tɜːnd/ _____ _____ _____



And don't bother your father. He tossed and turned all winter.

4B Live to work?

G aspect: perfect and continuous tenses
V acronyms and initialisms
P acronyms and initialisms

"Never get so busy making a living that you forget to make a life."

Dolly Parton, US singer

1 LISTENING & SPEAKING

a Read the beginning of three recent news articles. Do you think what they are saying applies in your country?



Ten reasons we work too many hours

Britons work an average of 38 days over and above their paid contract every year, according to a new study.

Researchers found a typical member of staff puts in an extra 305 hours and 30 minutes each year – often unpaid and unappreciated. The study of 2,000 working adults shows on average people start work at least 17 minutes before they're officially meant to. They only take 31 minutes of their hour lunch break and leave the building 16 minutes later than they should...

Abridged from The News

There's an optimal way to structure your day – and it's not the eight-hour workday

The eight-hour workday is an outdated and ineffective approach to work. If you want to be as productive as possible, you need to let go of this relic and find a new approach.

The eight-hour workday was created during the industrial revolution as an effort to cut down on the number of hours of manual labour that workers were forced to endure on the factory floor. This breakthrough was a more humane approach to work two hundred years ago, yet it possesses little relevance for us today. A study recently stumbled upon a fascinating finding: the length of the workday doesn't matter much; what matters is how people structure their day.

Abridged from Quartz

String of British firms switch over to four-day working week

A series of small British firms have switched their workers over to a four-day week, *The Guardian* can reveal, amid mounting political interest in the idea, that working less could deliver higher productivity and a better balance between life and work...

b 4.7 Now listen to the first part of a radio programme about recent trends in work habits. Answer the questions.

1 Why might employers and employees object to reducing their hours?
2 According to a recent study, what kind of people were the most productive?
3 In any 70-minute period, what is the best split between work and rest? How have these figures been rounded up?
4 How should people change the way they plan their work?
5 What might prevent this strategy from working?

c 4.8 **Language in context** Listen to some extracts from the programme and complete the gaps. With a partner, say what the expressions mean.

1 ..._____ that many employees may not want a drop in salary...
2 In particular, people who were _____ taking short breaks...
3 They discovered that the ideal _____-_____-_____ was...
4 ...simplifies daunting tasks by breaking them into _____.
5 If you want to follow the research recommendations _____,...

d 4.9 Now listen to the second part of the programme, where HR manager Martha comments on the research. Circle the correct option.

1 Martha says that the 52:18 ratio *could never work / is already common / is being trialled* in the office environment.
2 She thinks people who work from home *frequently choose to / nowadays usually / may prefer not to* work like that.
3 Martha *completely agrees / partially agrees / disagrees* with the presenter that working a four-day week can present issues for employers and employees.
4 Martha thinks that for university students, these ideas are *not realistic / something they already do / not an efficient way of working.*

e Talk to a partner.

- How long do you normally tend to study or work without taking a break? Do you think the suggested ratio would improve your productivity?
- Do you know any people who are either very happy or very unhappy with their working hours? What is it that makes them feel like this?
- How do you think working conditions have changed since your parents or grandparents were working?

2 GRAMMAR aspect: perfect and continuous tenses

a Complete the sentences with a perfect, continuous, or perfect continuous form of the verb *work* (e.g. *have worked*, *be working*, *have been working*, etc.). Use contractions where possible.

1 I feel as though I've been with this company forever; in fact, by 2035, I _____ here for 25 years.
2 I never knew he _____ as a teacher when he was younger. I thought he'd always been in the music business.
3 I _____ as a waiter in a cocktail bar when I met my partner.
4 Both my kids _____ this summer because they want to earn some money to go travelling in September.
5 _____ you really _____ in the garden all morning? It doesn't look as though you've done very much!
6 Ann is a world-class make-up artist and _____ with over 200 Hollywood stars.
7 Most of the Ford employees _____ on the new model for over six months when the news of the factory closure was announced.
8 _____ you _____ from home at all next week, or will you be in the office every day?

b 4.10 Listen and check. If you had a different form, do you think yours is also possible?

c **Grammar Bank** 4B exercises *p.143*

3 SPEAKING

Making conversation

Being able to make conversation is an important skill in both work and social situations, for example, if you need to entertain colleagues at a lunch or dinner. If you take every opportunity to make conversation in English, you will improve your fluency. Once a conversation is in progress, two useful tips for keeping it going are:

- reacting to what the other person is saying.
- asking good follow-up questions.

a Work in pairs. **A** choose one of the sentences below to start a conversation with. **B** respond with a question. Try to carry on each conversation for at least a minute. Then swap roles.

I'm really worried I'm turning into a workaholic.

I'm forever forgetting where I've put my phone.

This time next week, I'll be lying on the beach.

I've never ever travelled abroad.

I've been doing yoga for four years now.

When I started at this school, I'd already been learning English for five years.

I've seen my favourite film at least ten times.

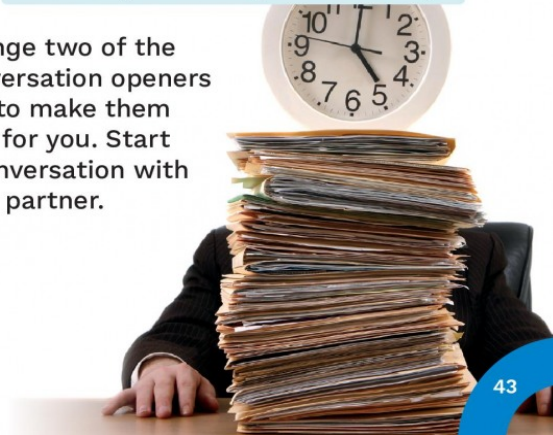
I've been wanting to go to Iceland for years.

I really wasn't expecting to enjoy the match so much.

I'm really worried I'm turning into a workaholic.

What do you mean, a workaholic? How many hours do you work a day?

b Change two of the conversation openers in **a** to make them true for you. Start a conversation with your partner.



4 READING

a Look at the examples from a book by a senior Google manager of things people say in meetings. In pairs, match them to what they really mean.

1	'Definitely!'	a	I have no idea what you're saying.
2	'Sounds good to me.'	b	I was looking at Facebook.
3	'Can you repeat that?'	c	Don't ever bring this up again.
4	'Happy to discuss further.'	d	Probably not!

b Now read an extract from the book and complete the subheadings with one word. How would you describe the tone?

Can't talk now, I'm in a meeting

How to appear smart

Meetings generally fall into one of three categories: painful, useless, or soul-destroying. But no matter which of these types of meetings you find yourself in, you can be sure that one of these tricks will make you appear smart.

Translate percentages into [1]fr_____.
If someone says, 'About 25 per cent of all users click on this button,' jump in with, 'So about a quarter,' and make a note of it. Everyone will nod, secretly impressed by your quick maths skills.

[2]A_____ the presenter to go back a slide.
'Sorry, could you go back a slide?' They're the seven words no presenter wants to hear. It doesn't matter where in the presentation you shout this out; it'll immediately make you look like you're paying closer attention than everyone else is. Don't have anything to point out? Just stare silently for several seconds, then say, 'OK, let's move on.'

Make an analogy that's so simple, it sounds [3]d_____.
When everyone is trying to define the problem, make an analogy about baking a cake, or something just as completely unrelated. Talking completely over their heads will make you seem exceptionally profound and intimidatingly creative, even though the truth is, you really just like cake.

If someone comes up with a good idea, say you had that [4]s_____ idea years ago.
If someone puts forward an idea that everyone seems to like, say you had the idea before. This way, you've aligned yourself with the good idea by indirectly taking credit for it.

Diagrams you can draw

It can be incredibly intimidating to go up to the whiteboard and draw something during a meeting, and that's precisely why it's one of the easiest things you can do to appear smart.

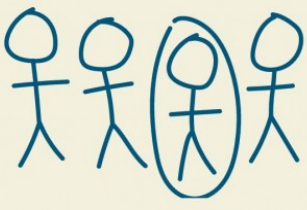
Draw a pizza with a [5]qu_____ mark inside it.
Say each project has different pieces, and we need to find out which are the big pieces and which are the small pieces.



Write words, such as 'strategy', '[6]g_____', or 'action plan' in capital letters.
Underline the word twice. Then just sit down.



Draw a few stick [7]f_____.
Then say, 'We need to talk about our customers.' Circle one of them and say, 'This is Lucy. Lucy's a mum. What does Lucy want?'



Presentations

How to give a brilliant presentation without actually saying very much.

Start with a shocking [8]f_____.
Begin your presentation with something strong and memorable, such as a personal story you stole, or a startling fact that no one is quite sure is true. This will get everyone's attention for a minute or two and then be stuck in their heads so they don't listen to anything else you say.

Put one [9]l_____ word on each slide.
When designing your slides, simply put one word in the centre of every slide. This word can be in white text over a dark background, in black text over a light background, or in white text over a half-opaque field over a photo you stole from Google images. It should also be as big as possible. Read the word aloud, then look at the audience and say, 'I'm just going to let that sink in.' If they aren't completely overwhelmed by your intelligence, they'll at least be wondering why they aren't.

Ask someone else to [10]c_____ the slides.
Asking someone else to run the slides for you immediately puts you in a position of power, where you can say things like, 'Next slide, please,' 'Just go back a few slides,' and 'Please try to keep up with me.'

Abridged from 100 Tricks to Appear Smart in Meetings: How to Get By Without Even Trying *by Sarah Cooper*

c Look at the highlighted phrasal verbs and idioms in the extract. With a partner, say what you think they mean.

d Look again at the ten 'tricks' in the extract. Have you ever done anything like this in your work or study environment? Do you know anyone who has? Do you think any of the tricks would actually work?

5 VOCABULARY & PRONUNCIATION
acronyms and initialisms

a Look at some acronyms and initialisms commonly used to refer to jobs, positions, or departments. With a partner, decide whether you think they are pronounced as one word (an acronym) or as individual letters (an initialism). What do you think they stand for?

CEO HR POTUS PA PR TED

b **Vocabulary Bank** Acronyms and initialisms *p.157*

c 4.15 Listen to five short extracts. For each one, write the acronym(s) or initialism(s) you hear.

d Talk to a partner.

- Do you use many acronyms or initialisms in your language, either in speaking or writing? Which ones?
- Are any acronyms or initialisms in your language the same as English ones? If they are different, can you say why?



I'll have a BLT. *ASAP or PDQ?*

6 LISTENING



a Video Watch *A balancing act* Part 1, about work-life balance. Do you think the statistics would be similar in your country?

b Video Now watch Part 2. Then choose a, b, c, or d.

1 Amy's office job was stressful because...
   a she didn't enjoy working in teams.
   b she had to travel a lot.
   c she couldn't get everything done during her official work hours.
   d the company asked her to work unreasonable hours.

2 Symptoms of Amy's deteriorating mental health included...
   a doing much less physical activity.
   b a general lack of energy.
   c working late into the night.
   d comfort eating.

3 The catalyst for change was when Amy realized that she...
   a couldn't do her job as well as she wanted to.
   b was being underpaid for the work she was doing.
   c preferred spending time with her children.
   d didn't really enjoy the work she was doing.

4 Amy's work-life balance has improved now because...
   a she's not as busy as she was in her office job.
   b she only works from nine to five.
   c she's flexible about when she works.
   d she never has to work in the evening.

5 Amy recommends that people whose work-life balance is unsatisfactory should...
   a study mindfulness techniques and ideally join a group.
   b make sure they make time for more physical activity.
   c accept that they probably need to make a radical change in their lives.
   d take time off to reflect on how to improve their lives.

c Why do you think Amy's company is called *No More Shoulds*? Do you know anyone like Amy who has changed their life completely to improve their work-life balance? Can you think of one change which would really improve your own work-life balance?

4 Revise and Check

USE OF ENGLISH

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

Inequality in the kitchen?

Although women have played a prominent role in the hospitality industry for many years, only 17% of professional chefs in the UK are women. [1]C__ that discrimination on the [2]___ of gender is illegal, there must be another reason for this.

Explanations in the past have included the fact that working in a restaurant kitchen goes [3]___ in hand with long hours, and that a highly pressurized, even aggressive, environment can be part and [4]___ of the job, but neither reason stands up to close examination in today's world.

One interesting theory is based on the fact that historically women did almost all domestic cooking. As a [5]___, when women's roles in the jobs market expanded in the 1960s, they may have wanted to escape from the home, and first and [6]___ from the kitchen – [7]___ the lack of female chefs in the last 50 years.

But now, little [8]___ little, the balance is being redressed, and every year more and more women are establishing themselves as professional chefs.

1 A Taken B Made C Given D Done
2 A grounds B causes C motives D results
3 A head B hand C together D also
4 A piece B pack C parcel D portion
5 A result B outcome C product D conclusion
6 A most B fastest C forward D foremost
7 A therefore B hence C accordingly D why
8 A for B to C by D and

b Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 Female employees have gone on strike because they want equal pay.
grounds
Female employees have gone on strike *on the grounds that* they want equal pay.

2 He feels that he should have a pay rise because of his increased workload.
light
He feels, _____ his increased workload, that he should have a pay rise.

3 I start at 8.00, so I should be able to leave at 4.00.
seeing
I should be able to leave at 4.00, _____ at 8.00.

4 We started work here four years ago.
working
Next year, _____ for five years.

5 The company is struggling because of strong competition.
result
_____, the company is struggling.

6 We're going to replace all the computers by the end of the year.
been
All the computers _____ by the end of the year.

READING

You are going to read an article about unequal pay for men and women. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap. There is one extra paragraph which you do not need to use.

Historical reasons for the gender pay gap

We never hear politicians or economists arguing that men should be paid more than women. Yet this reality is fundamental to the organization of our society. The gender pay gap for full-time work runs at 14.1%, rising to 18.4% if part-time work is included. And these pay gaps are just one aspect of the unequal division of work and wealth between the sexes.

1

A historical perspective offers valuable insights into why unequal pay persists today. And it's a custom that goes back a long way. Setting women's work at a lower value than men's is not simply a characteristic of our own society. It has occurred in all human societies for which records exist.

2

When we look at how men's and women's labour has been rewarded in the past, we are forced to admit that that assumption is not true. For hundreds of years, virtually all work has been segregated by gender, and men have always been paid more, though it is true that occasionally men did physically difficult work which might command a wage premium.

3

In truth, there was rarely anything about the work itself that made some jobs male and others female – it was custom and tradition that determined who did what. Men's jobs were paid at a higher rate because men did them and men were responsible for maintaining their families, not because the job in question was inherently more valuable. Meanwhile, low female pay made it very difficult for a woman to live on her own. It forced her to depend on, first, her father and, later, her husband.

4

Yet the perception that women's work was less valuable than men's was carried forward into this new world. Indeed, it was given a new lease of life. According to the Victorians, women were 'naturally' inclined towards motherhood and home, while men were 'naturally' destined to govern, conquer, and work. And low female wages were not simply an expression of this worldview, they were also essential in maintaining it.

5

The burden of housework has eased over the past century, with ever smaller families and modern appliances. But all homes – and particularly those with children – still require some domestic labour. We can pay for childminders and cleaners to do this labour; or we can do it ourselves for free. But it does need to be done. And even today, higher male wages and lower female wages mean that female labour is more available for cooking, childcare, and cleaning. Today's gender pay gap plays an important role in maintaining the status quo.

6

A This lack of independence was consolidated in the 19th century with the Industrial Revolution. Whereas most work in pre-industrial England was carried on inside the home, the mechanization of work involved the construction of large, expensive machinery, and mills and factories to house it. As a result, paid work started to move outside the home, and this created much sharper divisions between 'housework' and work – in other words, between unpaid domestic work by women, and paid employment undertaken by men outside the home.

B On the other hand, it can sometimes be difficult to appreciate why women would have been willing to work for lower wages than men, but we need to understand the very difficult conditions in which families used to live. Given how hard it was to make ends meet, any contribution to the household budget was better than none, so there was great competition even for low-paid jobs, especially in towns and cities where employment opportunities were limited.

C It is little surprise, then, that in the 21st century men and women still earn unequal pay. A historical perspective allows us to see that pay is connected to much deeper questions about paid and unpaid work. It is only by grasping the true extent and deep historical roots of unequal pay that we might take meaningful steps to address it.

D Further evidence of this inequality is that women in Britain continue to undertake a greater share of unpaid work within families, and are therefore more likely to work part-time or to not work at all. For these reasons, women's share of the nation's wage bill is even less than is implied by the pay gap. If we do not acknowledge the fact that men and women are not financially equal, we cannot hope to change it.

E But usually their jobs did not call for special skills or strength. If men are better suited to heavy work, why was laundry work always women's work, given its physical demands? Why was driving a tram or a train a man's job, when it requires no great strength? In 1914, when the tram drivers left to fight in the First World War, it quickly became apparent there was nothing in the work that women could not do.

F A striking example of this is that high wages in the factories had initially caused women to abandon the home in order to go to work. So wages were made lower to ensure that more women remained in the home, performing the necessary tasks of the household – fetching water, making fires, shopping, cooking, child-rearing, and cleaning. Low pay was not simply a convenience for employers; it also played a critical role in ensuring men's continued dominance over women in all areas of life.

G We encounter many different explanations why this state of affairs still continues today: women work part-time; they take career breaks for family reasons; their work is low skilled; they work in the caring professions; they are under-represented in science and engineering. But these common explanations assume that there is a direct and logical relationship between pay and the value of the work done.

Adapted from The Guardian

5A Share your feelings

G prepositions and sentence patterns
V more sophisticated emotions
P stress in multi-syllable adjectives

"One can be the master of what one does, but never of what one feels."

Gustave Flaubert, French writer









1 VOCABULARY more sophisticated emotions

a Look at four photos showing emotions. With a partner, decide how you think the people are feeling and what might have made them feel this way.

b V **Vocabulary Bank** More sophisticated emotions *p.158*

c Video Watch the video. Choose the best adjective to describe how the people are feeling, and guess why. Then check if you were right.

2 PRONUNCIATION stress in multi-syllable adjectives

a Look at the list of three-syllable adjectives. Say them aloud and underline the main stressed syllable. Then answer the questions.

con|ten|ted de|jec|ted dis|cou|raged ec|sta|tic
e|la|ted fru|stra|ted in|dig|nant mis|era|ble o|ffen|ded
o|ver|joyed pe|tri|fied re|sent|ful sa|tis|fied

1 Which is the most common stress pattern?
2 Which four adjectives have different stress patterns? What are they?

b 5.3 Listen and check. Practise saying the adjectives.

c Now, in pairs, divide each of the four- or five-syllable adjectives from the list into the correct number of syllables. Then underline the main stressed syllable.

apprehensive devastated disconcerted dispirited
exasperated exhilarated inconsolable panic-stricken

d 5.4 Listen and check. Practise saying the adjectives.

e Talk to your partner. Can you think of...?

a time when you felt...

- resentful because you weren't being treated fairly
- indignant because of something happening in the news
- apprehensive about a trip
- elated by something you'd achieved

a time when you were...

- overjoyed by some good news
- exasperated with a member of your family
- petrified by an animal or insect
- dispirited because things kept going wrong

3 LISTENING

a You are going to listen to a talk by psychologist Dr Tim Lomas about negative emotions. With a partner, discuss which of the emotions from the list might complete headings 1–6 in the notes on p.49. Don't write them yet.

loneliness envy anger
guilt sadness boredom



Why anger can be good for us and so can sadness

1 _____ **can be a force for good**

- often confused with...
- can be used to do good when relates to...
- important to teach children difference between...

2 _____ **unlocks creativity**

- allows us to...
- famous example =...
- neuroscientists believe...

3 _____ **motivates us**

- can become better people and learn from it if...
- don't punish yourself about...
- instead...

4 _____ **helps us achieve our goals**

- two types...
- two ways we can use good type to motivate ourselves...
- best to envy people who...

5 _____ **needn't be painful**

- sometimes makes us...
- better to think of it as...

6 _____ **gives us space**

- doctors nowadays often...
- this 'normal' feeling protects us because...

b 5.5 Now listen to the talk and complete headings 1–6. Did you predict the correct emotions in **a**?

c Listen again and complete the notes for each section of the talk.

d **Language in context** Look at some extracts from the talk which include words and phrases used metaphorically. Try to work out from the context what the highlighted words and phrases mean. In what context do you use them with their literal meanings?

1 ...creates a burden of expectation...
2 Much of what we label 'anger'...
3 ...it can be harnessed for good,...
4 It's very important to tease those two apart.
5 ...that clicks into gear when we are not focused,...
6 ...pause to unpick exactly why we are feeling guilty...
7 Don't beat yourself up about a past action,...
8 There are two types of envy: the hostile and corrosive kind...
9 Sometimes, loneliness acts as a prompt to reach out...
10 ...the circumstances that brought us to this low ebb.

e Work with a partner and use your notes. To what extent do you agree with Dr Lomas's ideas? Can you think of a time when a negative emotion resulted in a positive outcome for you, or someone you know?



4 READING & SPEAKING



a You are going to read an article about how people in different jobs deal with feelings of stress. Look at the photos. Then...

1 discuss what aspects of their jobs probably lead to stress.

2 decide who you think would say:

A ___ 'I've learned to stop and take five minutes.'

B ___ '...I take the time to go boxing, do strength training, or just grab my trainers for a run.'

C ___ '..writing – in particular, keeping a daily diary – can be very therapeutic.'

D ___ 'I use carefully chosen playlists to regulate my mood...'

b Read the article and check your answers to **a**.

c Read the article again. Who mentions the following things? Write **CA**, **JH**, **HM**, or **AH**.

1 ___ accepting stress as a part of doing a job they love

2 ___ displaying physical symptoms if they haven't done enough preparation work

3 ___ putting themselves in somebody else's shoes

4 ___ recognizing that a bad period at work will only be short-term

5 ___ imagining what's going to happen in order to reduce anxiety

6 ___ sharing and discussing things in order to cope better

7 ___ understanding that it's better to focus only on problems that you can do something about

8 ___ the importance of giving some of the responsibility to people you work with

d Look at the highlighted phrases in the article related to stress. With a partner, try to paraphrase what they mean.

e Whose advice do you think is the most helpful?

How people cope in high-pressure jobs...

Clara Amfo

I loathe feeling unprepared. I like to research things meticulously, so if someone is coming on my radio show, or I'm hosting something on TV, I need to have all the material as soon as possible. If I don't, I feel very anxious. When I'm stressed for longer periods, I stutter a lot, my skin goes to hell, and my short-term memory becomes laughable.

When it comes to countering stress, I've realized the necessity of physical activity. I really feel the difference in my mood when I take the time to go boxing, do strength training, or just grab my trainers for a run. I started running in 2015 because I had FOMO from my mates who were in a running club. I hated it at first, then after training for my first half-marathon, I began depending on it as my stress relief. I've also become much stricter with my bedtime. Getting eight hours definitely makes me less anxious throughout the day. Corny as it sounds, the best advice I'd give is the same advice friends have given to me – 'this too shall pass'. Feeling over-anxious can be frustrating and crippling, but it can't last for ever.

Henry Marsh

As a neurosurgeon, I was in a state of mild chronic anxiety all the time. Surgery puts you under a huge amount of pressure – not so much the actual operating as having to deal with patients and their families afterwards, when things have gone badly. I never resented the anxiety, as I never doubted the value and importance of my work, and it seemed (and still seems) an appropriate price to pay for the privilege of being a surgeon.

It helped to remind myself that I had been through similar crises before and survived, even if the poor patient hadn't. Physical exercise has always been extremely important for me; there are few problems that are not helped by a long walk or run, and I still try to run every day. I also find that writing – in particular, keeping a daily diary – can be very therapeutic.

Talking to colleagues can be helpful as well; only they can properly understand what it feels like when a patient comes to harm. Over time, I got better at being open about my problems. It is only human to make mistakes. My advice? Ask for help. Have good colleagues. Be a good colleague in return.

Adapted from The Guardian

James Haskell

I try to manage pre-match performance anxiety with visualizations. If I'm worried about a specific tackle, I imagine it going amazingly, and really feel every sensation of that great tackle. It makes a big difference.

I've learned through working with a sports psychologist that music is also a really powerful tool. I use carefully chosen playlists to regulate my mood – whether that's to try and pump myself up and feel like a million dollars before a match, or to try and wind down when I'm experiencing stress relating to injury. Being injured is a very specific kind of stress. One of the most anxious periods of my career was in 2017, when I had toe surgery and wasn't sure I'd ever be able to play rugby again.

I run a couple of businesses outside of rugby, and time management can be another source of stress. When I have a million things going through my head, writing notes of the most important things can help stop my mind from racing. An important lesson has been remembering to only worry about what you can control. You can't control other people, or situations that are out of your hands; you can only control your response.

Angela Hartnett

When I'm feeling stressed in the kitchen, I can get quite quiet and irritable. If food isn't going out quickly enough, or something goes wrong, I've learned to stop and take five minutes. It's important to address smaller issues as they arise; dealing with the situation as calmly as possible means that it doesn't spiral out of control.

When it comes to bigger problems, you shouldn't jump in straight away. If the situation allows, then sleep on it, or think about what's bothering you. Things can look easier the next day. Emails really up my anxiety levels, so I always pick up the phone or speak to someone face to face if I can.

Years ago, when I was at the Connaught and quite new to being a head chef, Richard Corrigan told me one of the most important things is to get to know your team. They might travel for two hours each day, or have other things going on outside of work, and as an employer, being approachable and understanding the team is key. At the same time, I've learned to try and guide people, but also to let them deal with things themselves – I don't want to be like a kindergarten teacher. That balance is important.

Glossary
the Connaught a famous London hotel
Richard Corrigan a well-known Irish chef

5 GRAMMAR prepositions and sentence patterns

a Without looking back at the article in **4**, complete some extracts with prepositions. Then scan the article to check.

I hated it [1]_____ first, then [2]_____ training [3]_____ my first half-marathon, I began depending [4]_____ it as my stress relief.

Over time, I got better [5]_____ being open [6]_____ my problems.

When I have a million things going [7]_____ my head, writing notes [8]_____ the most important things can help stop my mind [9]_____ racing.

When it comes [10]_____ bigger problems, you shouldn't jump [11]_____ straight away. If the situation allows, then sleep [12]_____ it, or think [13]_____ what's bothering you.

b **Grammar Bank** 5A exercises *p.144*

6 SPEAKING

a Look at some things that often make people feel stressed or anxious. Mark each one from **1** to **5** (**1** = it doesn't stress me out at all, **5** = it stresses me out a lot).

It's the little things...

It's not only major life events, like losing your job or getting divorced, that can disrupt your emotional equilibrium. How well do **you** deal with the little things?

having to meet a ridiculous work or study deadline ☐
not being able to find something ☐
other people sharing their stress ☐
phoning customer service and getting an automated reply ☐
scrolling through social media ☐
trying to multitask ☐
being stuck in traffic ☐
builders, neighbours, or family making too much noise ☐
being surrounded by mess at home or in your workplace ☐
being late for something, or other people being late ☐
the internet or digital devices not working ☐
watching your favourite team play ☐
being bombarded with non-stop group chats ☐



b Compare your marks with a partner and focus on any to which you have given **4** or **5**. Explain how they make you feel, and why. What do you do to manage how you're feeling? What other things 'disrupt your emotional equilibrium'?

7 WRITING a proposal

Writing Bank 5 *p.104* Analyse a proposal to address work-related stress, and write a proposal to improve staff motivation in a university department.

5B Crossing cultures

- G advanced structures for comparing and contrasting
- V individuals and populations
- P contrastive stress

"The joy of tasting different cultures is it gives you a broad perspective, and you don't judge people from stereotypical characters you see in films."

Henry Golding, Malaysian-British actor

1 READING & SPEAKING

a What do you think it means when someone 'invades your personal space'? Give an example.

b Read the introduction to an article about cultural differences. What is the writer saying about personal space in the two highlighted sentences?

c You're going to read the rest of the article, where two international journalists describe attitudes to personal space in Cairo and São Paulo. Look at the photos. With a partner, compare what you think you already know about these two cities. Then decide which five statements you think describe each city. Write **C** or **SP**.

1 ☐ The streets are very narrow and crowded.
2 ☐ Young boys jump onto the back of buses to get a free ride.
3 ☐ It can take inhabitants three hours to get to work.
4 ☐ Nobody minds couples being affectionate in public.
5 ☐ People park anywhere they like, even in the middle of the street.
6 ☐ People talk to each other on the metro.
7 ☐ It's typical to have street food for breakfast.
8 ☐ People look out for each other and help strangers.
9 ☐ People tend to have small families.
10 ☐ In shops and government offices, there are special queues for old people and mothers with children.

d C **Communication** Two cities **A** *p.90* **B** *p.94* Read and tell each other what the two journalists noticed.

e Now check your answers to **c**. If you had to choose, which city would you rather live in?

How different cultures handle personal space



Our perspectives on personal space – the distance we keep between the person in front of us at an ATM, the way we subdivide the area of an elevator – are often heavily influenced by the norms of the places we inhabit...

Of course, invasions of personal space aren't always merely awkward. If you need a primer on the cultural sensitivities the topic can provoke, take a journey through the results of this Google search for 'don't touch my hair'.

'Cultural space tells us a lot,' says Kathryn Sorrells, a professor at California State University-Northridge, whose scholarly interests include perceptions of personal space across cultures. 'It tells us a lot about the nature of a relationship, and people are constantly reading those things even if they are not aware of it. So if someone comes more into your personal space than you are used to, you can often feel like, "What's happening here?" And it's easy to misread what someone is actually communicating if you only come from your cultural perspective.'



Abridged from NPR

f **Language in context** Look at some sentences from the article and match the highlighted idioms and phrasal verbs to their meaning.

We're [1]squished in the back next to two other women, and 12 more people are [2]piled in.

Just now as I was talking, a man [3]brushed up right against me – didn't even notice, didn't even apologize, because that's normal here.

The country is just a lot more [4]touchy-feely, she says.

...they've got their headphones on and they're [5]in their own little world.

Because of the high cost of living, they tend to be small, but families here are [6]close-knit.

A ___ expressing emotions openly, for example, through physical contact

B ___ having strong relationships with each other

C ___ loaded with things or people

D ___ pressed together

E ___ so concerned with their own thoughts that they don't notice what is happening around them

F ___ touch sth / sb lightly while moving close to it / them

g Talk to a partner.

- Do any of the aspects of Cairo and São Paulo apply to your town or city?
- How would you describe the general attitude to personal space in your culture? Has this changed through the generations?
- In what situations would you feel that someone was invading your personal space?

2 GRAMMAR advanced structures for comparing and contrasting

a Complete some more sentences about Cairo and São Paulo with a word or phrase from the list.

almost twice far and away the fourth
the more significantly unlike whereas

1 São Paulo is currently _____ biggest city in the world in terms of population.

2 The further south you travel from São Paulo, _____ you notice the German influence in Brazil.

3 There is a popular cliché that São Paulo is Brazil's New York, _____ Rio de Janeiro is Los Angeles.

4 The cost of living in São Paulo is _____ as high as that of Cairo.

5 _____ some capital cities, Cairo has an extremely efficient metro system.

6 Alexandria, Egypt's second city, is _____ smaller than Cairo.

7 Cairo is _____ the most popular tourist destination in Egypt.

b 5.6 Listen and check.

c **Grammar Bank** 5B exercises *p.144*

d Make similar sentences to those in **a** about cities in your country.

3 PRONUNCIATION contrastive stress

Contrastive stress

There is a typical pattern for sentence stress in English where main content words, e.g. nouns, adjectives, etc., are stressed and others, like articles, prepositions, pronouns, are not. However, the stress can be shifted from this normal place to another position in the sentence. This shifting always slightly changes the meaning or emphasis of the phrase.

a 5.7 Listen to sentences 1–5 and match them to continuations A–E.

1 ___ I don't think she's Australian.

2 ___ I **don't** think she's Australian.

3 ___ I don't **think** she's Australian.

4 ___ I don't think **she's** Australian.

5 ___ I don't think she's **Australian**.

A But I think her husband is.

B But I know a lot of you do.

C But she might be.

D I know you think I do, but it's not true.

E I think she's a New Zealander.

b 5.8 Listen and check.

c 5.9 Listen to the exchange below. Which word is stressed in the answer? Why?

A So you're going to Amsterdam next week?

B No, I'm going the week after.

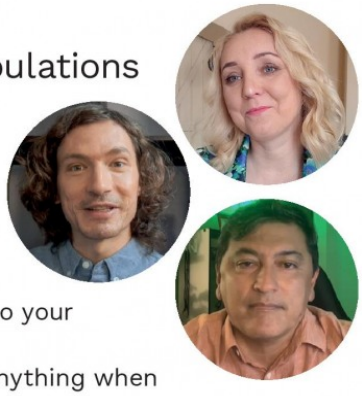
d 5.10 Listen to five questions and answers. Write down the stressed word in the answer, and the word or phrase it is contrasting with in the question.

e Work in pairs. Both write down five sentences about cities or countries, each of which includes one piece of false information. Take turns to read your sentences to one another. Your partner must use contrastive stress to emphasize the correct information.

I think the capital of Australia is Melbourne.

*No, **Canberra** is the capital.*

4 VOCABULARY
individuals and populations



a Video Watch three people answering questions about cultural differences. How did each person answer the questions?

1 What surprises visitors to your country?
2 Were you surprised by anything when you visited another country?

b Talk to a partner and answer the questions in **a**. Try to use some of the phrases that appeared on screen.

c Answer the questions. What's the word for...?

1 the population of Norway
2 a person from Belgium
3 a person from Pakistan
4 the population of Vietnam
5 a person from Afghanistan
6 the adjective from Lebanon
7 the population of Peru
8 the adjective from Wales
9 the population of Iraq
10 the country where they speak Dutch

d Look at the chart, which explains exceptions to the rules. In these cases, there is often a different word for a person / the population. In pairs, complete the missing words.

country / adj	person	population
Spain / Spanish	a _____	the _____
Denmark / Danish	a _____	the _____
Finland / Finnish	a _____	the _____
Scotland / Scottish	a _____	the _____
Sweden / Swedish	a _____	the _____
Britain / British	a _____	the _____

Nationalities

With England, France, Ireland, Wales, and the Netherlands, we use *~man / ~woman* to talk about an individual from that country, e.g. *a Dutchman, an Irishwoman.*

We informally refer to a British person as *a Brit*, and the population as *the Brits.*

It can be useful to be able to refer to a whole population in a factual context, e.g. *The Finns live in a land of lakes and mountains.* However, it is best to avoid using '*the* + population word' to refer to characteristics of a nationality or population.

e Communication Nationalities quiz **A** *p.91* **B** *p.95*
Ask and answer questions about the nationalities in **c** and **d**.

5 LISTENING



a Look at the photos and the family tree, and read the information about the history of this family. Then, with a partner, say as much as you can about the people in the photos.

b 5.11 Listen to Steve and Bridget talking about how their mother's Burmese and their father's Welsh heritage has shaped their identity. Number the questions 1–6 in the order they answer them.

A ☐ Did you feel more Burmese or more British as a child?
B ☐ What were the pros and cons of growing up in a multicultural family?
C ☐ Can you describe your parents?
D ☐ To what extent has being half English, half Burmese impacted on what you do today?
E ☐ Were you very aware of your parents being from two different cultures?
F ☐ Were there any aspects of your life that were totally different from the lives of kids in Wales where you grew up?

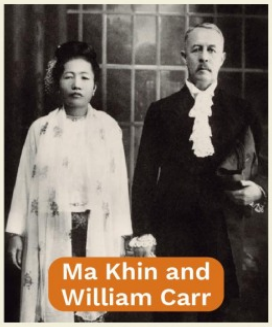
c Listen again. Answer the questions with **S** (Steve), **Br** (Bridget), or **B** (both of them).
Who...?

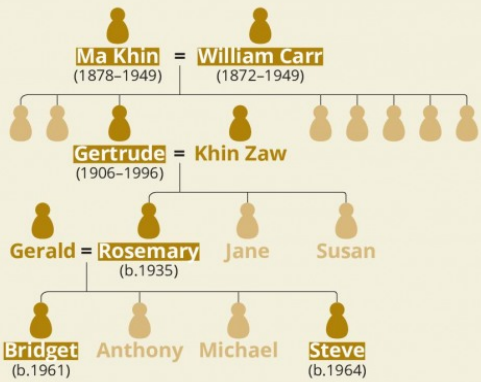
1 ☐ describes what their grandparents did
2 ☐ describes how their parents met
3 ☐ talks about their parents' different interests
4 ☐ mentions who they look like
5 ☐ wouldn't describe their family as multicultural
6 ☐ talks about racism in the 1970s
7 ☐ felt more British than Burmese
8 ☐ felt neither British nor Burmese
9 ☐ describes the food they ate
10 ☐ talks about being inspired by family members
11 ☐ feels very influenced by their background in what they do today

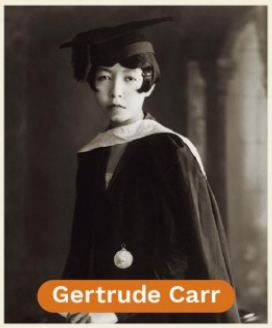
d With a partner, say what you can remember about the details Steve and Bridget mentioned in **c**.

e To what extent do you feel influenced by your parents' background?

ROUTES TO ANOTHER WORLD


Ma Khin and William Carr




Gertrude Carr


Rosemary and Gerald Anderson

In 1906, William Carr, a high-ranking British civil servant in Burma (now Myanmar) married Ma Khin, a young Burmese woman who sold cheroots in a local bazaar. It was an unconventional match because of the attitudes of the time. William's career suffered because of his marriage to a Burmese woman, and Ma Khin's experience was perhaps even worse, shunned by her family and her community on the one hand, and looked down on by the British on the other. Their eight children grew up experiencing aspects of both their parents' cultures. They had a very easy and close relationship with Ma Khin and her big extended family, with whom they spoke Burmese – Ma Khin spoke no English. William, on the other hand, with his formal, very English manners, was more distant. He spoke Burmese rather haltingly, preferred to eat English food, and when the children were young, only saw them for a goodnight kiss after dinner, though as they grew older and the children's English improved, they grew closer.

After graduating from Rangoon (now Yangon) University in 1930, one of their daughters, Gertrude, married a Burmese university librarian known as 'K' (Khin Zaw), who later became director of the Burmese Broadcasting Service. However, they separated and she moved to the UK in 1947 with their three children and settled in London. Gertrude's eldest daughter, Rosemary, married a Welshman, Gerald Anderson, and they had four children: Bridget, Anthony, Michael, and Steve. The younger generations of the family were always aware of their heritage, and learned a great deal more about their family background when their grandmother, Gertrude, was encouraged to record her memories of her upbringing in Burma. Bridget, now an academic, and Steve, a chef and restaurateur, have written a book, *Burma: Food, Family & Conflict*, based on their grandmother's memories, original historical research, and delicious and accessible regional recipes.

Glossary
cheroot a type of cigar

6 THE CONVERSATION



What do you think are the benefits of living in a multicultural society?

a Video **Watch the conversation. Which two people give examples from personal experience? Who contributes a more general point?**

b **Watch again. What are the speakers referring to when they say these things?**

1 **Ida** ...we were always part of a very international community,...
2 **Ben** ...one of the things that was important to me...
3 **Ben** ...they really, they really celebrate that,...
4 **Ida** That reminds me of an experience I had...
5 **Tim** ...I think it's, sort of, almost a, a natural human tendency...
6 **Tim** ...to be empathetic towards that.

c Video **Look at some extracts in which the speakers give examples from their own experience. Complete the highlighted expressions with one or two words. Then watch and check.**

1 And for me, _____, I, I grew up sort of all over the world,...
2 Yeah, yeah, no, I agree. I mean, _____ _____, I've got, I've got a young son who's about to start school,...
3 And then there was one school _____ _____ that really stood out...
4 _____ _____ me of an experience I had in school in first grade...
5 ...when I am in a place that is...not that, and it _____ _____ slightly uncomfortable sort of, I don't know...

d **Now, in groups of three, have conversations.**

1 What do you think are the benefits of living in a multicultural society?
2 Think of people you know from other cultures. What have you learned from their cultures that you would like to integrate into your own?
3 If you had to go and live in another country, which one would you choose? What attracts you about the culture?

5 Revise and Check

USE OF ENGLISH

a Read the text. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

The limitations of emojis

According to recent US research, emojis are popular because they can express people's [1] *emotional* state — EMOTION
more quickly and easily than words. This may be true up to a point, but it is also [2] _____ true that emojis — ARGUE
can lead to an [3] _____ to express feelings accurately. If you add a smiley face to your message, does that mean that you're [4] _____ or merely — ABLE / JOY
[5] _____? If a friend can't meet up with you when you're feeling down, does a sad face in reply mean that you're [6] _____, or might you — CONTENT / HAPPY
actually be [7] _____, or even in the [8] _____ of despair? Is an angry face a signifier of mild irritation, or are you in fact [9] _____? If you agree that emojis are an impediment to clear communication, and fail to express the fine [10] _____ of emotions that can make our everyday interactions more [11] _____, don't be [12] _____ – fight back, and use words instead. — MISERY / DEEP / RAGE / DISTINCT / MEAN / COURAGE



b Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 They lived in Rome for a month because they were thinking of moving there permanently.
view
They lived in Rome for a month, *with a view to moving* there permanently.

2 I just think he can't help offending people.
incapable
I just think _____ offending people.

3 Oh dear, I'm afraid this party isn't going to be a success.
sinking
Oh dear, _____ this party isn't going to be a success.

4 The coffee in Kenya is far better than in Uganda.
nowhere
The coffee in Uganda _____ in Kenya.

5 His driving completely terrifies me.
daylights
His driving _____ out of me.

6 Her accent is no better than yours.
just
Your accent is _____.

READING

You are going to read five synopses of psychology and self-help books. For questions 1–10, choose from the paragraphs A–E. The paragraphs may be chosen more than once.

Which synopsis makes the following statements?

1 ☐ The book deals with a subject that has been little understood until now.
2 ☐ The author was one of the first to write this genre of book.
3 ☐ The author encourages the reader to completely reassess how we think about certain roles.
4 ☐ This book gives lifestyle advice based on the findings of scientific research.
5 ☐ The techniques in this book are still relevant today.
6 ☐ The topic of this book is closely linked to physical and mental health.
7 ☐ The subject of this book has been a lifelong interest of the author.
8 ☐ This book was inspired by a specific experience the author had.
9 ☐ This book claims to be able to help with almost any problem in your life.
10 ☐ This book will help you to understand a wider range of people.

A *The Descent of Man*, Grayson Perry

Grayson Perry has been thinking about masculinity – what it is, how it operates, why little boys are thought to be made of slugs and snails – since he was a boy. Now, in this funny and necessary book, he turns round to look at men with a clear eye and ask, what sort of men would make the world a better place, for everyone?

What would happen if we rethought the old, macho, outdated version of manhood, and embraced a different idea of what makes a man? Apart from giving up the coronary-inducing stress of always being 'right' and the vast new wardrobe options, the real benefit might be that a newly fitted masculinity will allow men to have better relationships – and that's happiness, right?

Grayson Perry admits he's not immune from the stereotypes himself...and his thoughts on everything from power to physical appearance, from emotions to a brand new Manifesto for Men, are shot through with honesty, tenderness, and the belief that, for everyone to benefit, upgrading masculinity has to be something men decide to do themselves. They have nothing to lose but their hang-ups.

B *How to Win Friends and Influence People*, Dale Carnegie

The most famous confidence-boosting book ever published; with sales of over 16 million copies worldwide. ...In *How to Win Friends and Influence People* Carnegie offers practical advice and techniques, in his exuberant and conversational style, for how to get out of a mental rut and make life more rewarding. His advice has stood the test of time and will teach you how to: make friends quickly and easily; increase your popularity; win people to your way of thinking; enable you to win new clients and customers; become a better speaker and a more entertaining conversationalist; arouse enthusiasm among your colleagues. This book will turn your relationships around and improve your dealings with all the people in your life. Dale Carnegie, known as 'the arch-priest of the art of making friends', pioneered the development of personal business skills, self-confidence, and motivational techniques. His books...have sold tens of millions worldwide and, even in today's changing climate, they remain as popular as ever.

C *Surrounded by Idiots: The Four Types of Human Behaviour*, Thomas Erikson

Do you ever think you're the only one making any sense? Or tried to reason with your partner with disastrous results? Do long, rambling answers drive you crazy? Or does your colleague's abrasive manner get your back up? You are not alone. After a disastrous meeting with a highly successful entrepreneur who was genuinely convinced he was 'surrounded by idiots', communication expert and bestselling author Thomas Erikson dedicated himself to understanding how people function and why we often struggle to connect with certain types of people. ...Erikson's *Surrounded by Idiots* is already an international phenomenon.... It offers a simple, yet ground-breaking method for assessing the personalities of people we communicate with.... Erikson will help you hone...communication and social skills, handle conflict with confidence, improve dynamics with your boss and team, and get the best out of the people you deal with and manage. He also shares simple tricks on body language, improving written communication, and advice on when to back away or when to push on, and when to speak up or, indeed, shut up. ... *Surrounded by Idiots* will help you understand and influence those around you, even people you currently think are beyond all comprehension.

D *The Power of Habit: Why We Do What We Do, and How to Change*, Charles Duhigg

...Why do we develop habits? And how can we change them? ...In *The Power of Habit*, award-winning *New York Times* business reporter Charles Duhigg translates cutting-edge behavioural science into practical self-improvement action, distilling advanced neuroscience into fascinating narratives of transformation. Why can some people and companies change overnight, and some stay stuck in their old ruts? The answer lies deep in the human brain, and *The Power of Habit* reveals the secret pressure points that can change a life. From Olympic swimmer Michael Phelps to Martin Luther King Jr., from the CEO of Starbucks to the locker rooms of the NFL, Duhigg explores the incredible results of keystone habits, and how they can make all the difference between billions and millions, failure and success – or even life and death. *The Power of Habit* makes an exhilarating case: the key to almost any door in life is instilling the right habit. From exercise to weight loss, child-rearing to productivity, market disruption to social revolution, and above all success, the right habits can change everything. Habits aren't destiny. They're science, one which can transform our businesses, our communities, and our lives.

E *Why We Sleep: The New Science of Sleep and Dreams*, Matthew Walker

Sleep is one of the most important aspects of our life, health, and longevity and yet it is increasingly neglected in 21st-century society, with devastating consequences: every major disease in the developed world – Alzheimer's, cancer, obesity, diabetes – has very strong causal links to deficient sleep.

Until very recently, science had no answer to the question of why we sleep, or what good it served, or why its absence is so damaging to our health. Compared to the other basic drives in life – eating, drinking, and reproducing – the purpose of sleep remained elusive.

Now, in this book, the first of its kind written by a scientific expert, Professor Matthew Walker explores 20 years of cutting-edge research to solve the mystery of why sleep matters. Looking at creatures from across the animal kingdom as well as major human studies, *Why We Sleep* delves into everything from what really happens during REM sleep to how caffeine and alcohol affect sleep and why our sleep patterns change across a lifetime, transforming our appreciation of the extraordinary phenomenon that safeguards our existence.

Adapted from Penguin Random House UK

6A Intelligent solutions?

G position of adverbs
V common adverb collocations, verbs for making things
P sentence intonation with adverbs

"Technology is a useful servant but a dangerous master."

Christian Lous Lange, Norwegian historian and teacher

1 READING

a Look at some acronyms and initialisms from computing and technology. Do you know what they are and what they stand for?

AI CAPTCHA JPEG OTP
PDF SMS USB-C

b 6.1 Listen and check your answers to **a**.

c Read the title of an article from a science blog. Can you answer the question? Then read the first two paragraphs of the article and check your ideas.

d Now read the whole article. Then match topic sentences A–E to paragraphs 1–4. There is one sentence you don't need.

A It's impossible to predict what the future holds.
B It's worth taking a moment to define what these two terms mean.
C Experts suggest there are many dangers associated with the use of AI.
D November 30th 2022 is a date permanently etched into the history books.
E So what are the key distinctions between regular computing and AI?

e **Language in context** Match the adjectives in the list to the nouns they collocate with in the article. Then scan and check. With a partner, explain what they mean in simple language or by giving examples.

appropriate cognitive increasing inherent lightning public routine specific

1 _____ consciousness
2 _____ steps
3 _____ problems
4 _____ capacity
5 _____ abilities
6 _____ speed
7 _____ role
8 _____ tasks



What's the difference between AI and regular computing?

1 For those unaware of its significance, this was when OpenAI released to the public their free-to-use chatbot, ChatGPT. By January 2023, it had over 100 million users, making it the fastest-growing consumer software application in history. The release of ChatGPT, combined with the speed at which it was adopted across the globe, was a transformative milestone within the long history of AI – the moment AI went mainstream. No longer the preserve of researchers and technology industries, AI became a tool and technology that permeated both global culture and public consciousness overnight. People were wowed by its ease of use, quality of results, and the potential of its future usage. So how does artificial intelligence differ from what we consider to be regular computing, and what are the important ethical considerations?

2 Simply put, regular computing relies on a set of predefined instructions which produce the desired outcomes. To use a cooking analogy, you can ask the computer to bake a cake, but it will only be able to complete the task if you have given the computer the recipe to follow. Artificial intelligence systems, on the other hand, learn, adapt, and make decisions based on data without explicit programming. Using our cake analogy once more, rather than pre-programming a specific cake recipe, you'd feed your AI programme with multiple different cake recipes (this being the raw data). In response to the task 'bake a cake', the AI would generate what it thought to be the most appropriate steps to follow based on the recipes in the input data set.

3 **Problem-solving:** Traditional computing systems are proficient at solving specific problems for which they are programmed, but remain confined to predefined tasks. AI systems are able to generalize knowledge, which allows them to outperform traditional computing in complex, ambiguous scenarios.

Decision-making: Decisions in traditional computing follow predefined rules without the inherent capacity for nuance or context awareness. Because AI systems evaluate probabilities based on patterns in data, they have a nuanced approach to decision-making that can be more akin to human cognition.

Human-like capabilities: Traditional systems lack the capacity for human-like reasoning, learning, or understanding. AI systems aim to replicate and augment human cognitive abilities.

4 Developments in both regular computing and AI are happening at lightning speed. However, it feels as though they will converge. We are already seeing this, with the incorporation of auto-complete features in most Office applications and AI assistants playing an increasing role in most software. Traditional computing remains indispensable in our daily lives, providing the backbone for routine tasks. However, the transformative capabilities of AI open new frontiers, enabling machines to not just process information but to comprehend, learn, and make decisions.

Abridged from The Royal Institution

f Read the article again and think about the main points. Then try to answer the questions for each paragraph without looking back at the article.

Para 1 Why was the launch of ChatGPT a significant moment?

Para 2 What is the difference between AI and regular computing?

Para 3 Why do AI systems outperform regular computing in terms of problem-solving, decision-making, and human-like capabilities?

Para 4 What does the future hold?

g After reading the article, how positive or negative do you feel about the future of AI? What ethical issues / considerations do you think are arising due to the integration of AI in our lives?

2 SPEAKING

a If you had a problem you wanted to talk about, who do you think would be better, an AI therapist or a human therapist? Why?

b Read some comments from an article. Which ones are positive about chatbot therapists? Does anything change your opinion in **a**?

1	A chatbot therapist is free or cheap, and convenient. You can do it in your own time, from the comfort of your own home.
2	Therapy is more effective if you bond with your therapist. Chatbot therapists' personalities can be easily tailored to suit the patient's preferences, for example, optimistic, motivating, or intelligent.
3	A therapist, as a fellow human, has been through some of the same life experiences a patient has. Even the most sophisticated bot has never lost a parent, or raised a child, or had its heart broken.
4	Some patients are more comfortable opening up to a chatbot than they are confiding in a human being.
5	You can save transcripts of particularly helpful conversations with chatbots.
6	A chatbot won't get annoyed if you're late or you cancel an appointment, and you can switch it off whenever you like.
7	Even the most devoted therapist has to eat, sleep, and see other patients, but a chatbot is always available.
8	Chatbots can occasionally dispense highly inappropriate or even dangerous advice.

Abridged from The Guardian



c Having considered the points in **b**, how would you feel about using a chatbot for the following services?

doctor financial advisor IT support
language teacher personal shopper

3 VOCABULARY
common adverb collocations

a Look at three extracts from the comments in **2**. In pairs, try to remember the missing adverbs.

1 Chatbot therapists' personalities can be **e**_____ **tailored** to suit the patient's preferences...

2 You can save transcripts of **p**_____ **helpful** conversations...

3 Chatbots can occasionally dispense **h**_____ **inappropriate** or even dangerous advice.

b **Vocabulary Bank** Common adverb collocations *p.160*

4 GRAMMAR & PRONUNCIATION
position of adverbs; sentence intonation with adverbs

a Look at sentence pairs 1–5. In pairs, decide if there is any difference in meaning, emphasis, or register between options a and b.

1 a *I even* understand what AI is now.
  b *Even I* understand what AI is now.

2 a I *deny categorically* stealing any money from the company.
  b I *categorically deny* stealing any money from the company.

3 a James *is really clever.*
  b James *really is clever.*

4 a *Frankly,* I think you're wrong.
  b I think you're wrong, *frankly.*

5 a I *like* your new bag *very much.*
  b I *very much like* your new bag.

b **Grammar Bank** 6A exercises *p.145*

c **6.5** Listen to ten sentences and write the adverbs.

d Listen again and write the whole sentences.

e Now listen again and focus on the intonation. Does the adverb have a) normal stress, or b) extra stress? What kind of adverb is it?

5 READING & LISTENING

a Look at three photos of simple inventions. What do you think they are?



b 6.6 Listen and find out.

c 6.7 Read about William Kamkwamba. Then listen to Part 1 of the audiobook telling his story. What happens...?

1 at the beginning of the story
2 at school on 1st February
3 when William speaks to his father
4 when William goes to the library

Glossary
kwacha the currency in Malawi

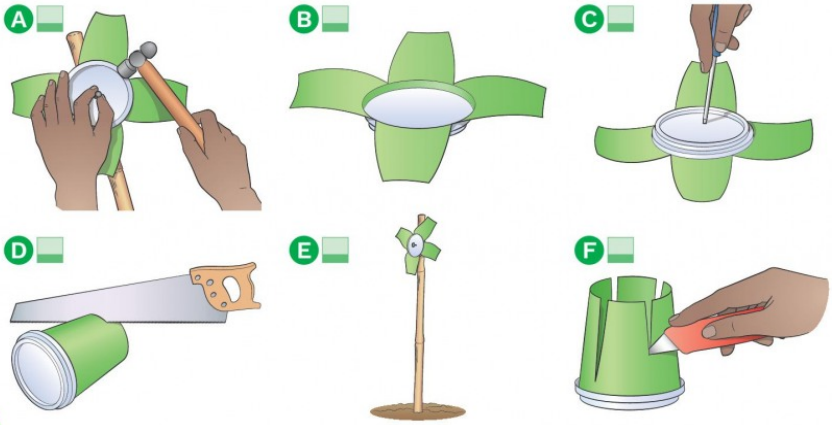


Aïssa Maïga, Lily Banda, Maxwell Simba (who plays William Kamkwamba), and Chiwetel Ejiofor in the film version of *The Boy Who Harnessed the Wind*

The Boy Who Harnessed the Wind

William Kamkwamba is a schoolboy from a village in Malawi. When the country is devastated by a drought and the crops fail, people have to sell their possessions to survive and many try to leave the village. William realizes that one of the main problems in the village is the lack of electricity, without which people can neither power their homes nor pump water to grow their crops. So he comes up with a plan to use simple technology to bring electricity to the village. *The Boy Who Harnessed the Wind* tells his story.

d In pairs, look at the diagrams. Put them in the correct order, 1–6, to make a prototype windmill. Do you think this model would work?



e 6.8 Now read and listen to Part 2 and answer the questions.

Paragraph 1 Check your answers to **d**. What is the problem?

Paragraphs 2 and 3 How does William try to solve the problem? What tools and materials does he use?

PART 2

I could picture the windmill I wanted to build, but before I attempted something that big, I wanted to experiment with a small model first. I found an empty plastic jar... Leaving the lid intact, I sawed off the bottom of the jar, then cut the sides into four large strips, then fanned them out into blades. I poked a hole through the centre of the lid and nailed it to one of the bamboo poles my father was saving...I planted the pole in the ground behind the kitchen. But the wind hardly moved this contraption at all. The blades were too short. I needed extensions.

The floors in our bathhouses often fill with water so we install PVC pipes to serve as a drain. Several years earlier, a bathhouse... collapsed, and they simply built another one beside it. I knew there was a piece of pipe still buried under the bricks, and after 20 minutes of digging around, I pulled it free. I sawed off a long section, then cut it down the middle from top to bottom.

I stoked the fire in my mother's kitchen, then held the pipe over the coals. Soon it began to warp and blacken, becoming soft and easy to bend, like wet banana leaves. Before the plastic could cool, I placed it on the ground and pressed it flat with a piece of iron sheet. I then carved four blades with a saw, each one maybe 20 cm long. I didn't have a drill, so I had to make my own. First I heated a long nail in the fire, then drove it through half a maize cob, creating a handle. I placed the nail back on the coals until it became red hot, then used it to bore holes into both sets of plastic blades. I then wired them together. I didn't have any pliers, so I used two bicycle spokes to bend and tighten the wires on the blades. That's when my mother arrived.

'What are you doing messing in my kitchen?' she said. 'Get these toys out of here.' I tried to explain about windmills and my plan to generate power, but all she saw were some pieces of plastic stuck to a bamboo stick. 'Go help your father in the fields,' she said. ...It was pointless to explain. What I needed now was a bicycle dynamo or some kind of generator, and I had no idea where I was going to find such a thing.

f 6.9 Listen to Part 3 and answer the questions.

1 Which of the following things did William use to make a) his prototype windmill, b) the bigger windmill?

a dynamo part of an old cassette player
old cars and abandoned farm machinery
a radio wires

2 How did he know that the prototype was working?

3 How did he manage to get hold of the dynamo?

4 After making the main part of the bigger windmill, what was the next stage of William's plan?

g Read Part 4. Complete the text with verbs from the list.

banged dropped fastened grabbed hooked
poured pulled remained weighed wobbled

PART 4

The windmill's frame [1]_____ about 90 lb, and I knew the only way we would get it to the top of the tower we'd built was to use a rope and pulley. I used my mother's thick clothesline wire instead. We [2]_____ it to the windmill's bamboo handle. Taking the other end, I climbed the tower and [3]_____ the wire over the top rung, then [4]_____ it down to Gilbert. Geoffrey stood below on the middle rungs to guide the machine as it went up. Standing there, I could see over the acacia tree to where the fields joined the highlands. 'OK, Gilbert,' I yelled. 'Bring it up!' Carefully, he [5]_____ the wire. First, the windmill's handle lifted, then the frame rose and [6]_____. Little by little, the windmill made its way up the tower. With each pull, it swung and [7]_____ its cumbersome blades against the tower's wood frame. When the handle came within reach, I [8]_____ hold and screamed, 'Tie it down!'...Once the windmill was fastened, we looked at each other and smiled. It felt sturdy and very strong. Sweat [9]_____ down my face. I could hardly wait to watch the blades spin. While Geoffrey made his way down the tower, I [10]_____ atop my perch. To the north, I could see the iron-sheet roofs of the trading centre and the brown row of huts that sat behind the main road. Then something strange began to happen...



Abridged *from* The Boy Who Harnessed the Wind *by William Kamkwamba*

h 6.10 Listen and check. What do you think is the 'strange' thing that is going to happen?

i 6.11 Listen to Part 5 and answer the questions.

1 What do the spectators think at first? How do they react in the end?

2 How does William feel about his 'electric wind'? What does he do today?

6 VOCABULARY & SPEAKING
verbs for making things

a How handy are you at making or repairing things? Do you know anyone who is really good at this kind of thing?

b Look at some words related to making things. Are they nouns, verbs, or both? Write **N**, **V**, or **B**.

1 bend
2 clip
3 fan
4 hole
5 loosen
6 nail
7 saw
8 tighten
9 unscrew
10 wire

c In pairs, prepare a short WikiHow-type presentation.

1 Decide on one task from the list (or another similar task) you could explain how to do. Share your knowledge about the best way to do the task.
   - putting up a shelf
   - unblocking a sink
   - putting a new SIM card in a phone
   - replacing the bulb in a spotlight
   - changing a tyre
   - jump-starting a car
   - sewing on a button
   - fixing a puncture on a bike
   - moving a very heavy piece of furniture
   - bleeding a radiator
   - setting up a barbecue
   - hanging a picture

2 Decide what tools and equipment you need.

3 List the stages of the task and make notes about what you need to do at each stage.

4 Think of things you need to be careful about.

d Now present your explanation to another pair. How confident do they now feel that they could attempt the task?

6B Strength in numbers

- G singular and plural agreement
- V numbers and measurements
- P stress and intonation in long numbers

"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."

Shakuntala Devi, Indian mathematician and writer

1 LISTENING & SPEAKING



a Video Watch some extracts from a documentary called *Learn to love maths with Bobby Seagull*. What do you think about his approach to teaching?

b Video Now watch the whole documentary. Then choose a, b, c, or d.

1 After first doing a maths degree, Bobby continued with his studies at...
   a Oxford University.
   b Cambridge University.
   c London University.
   d Southampton University.

2 He became famous after...
   a writing puzzles for BBC Radio 4.
   b publishing articles for the *Financial Times*.
   c appearing on the quiz show *University Challenge*.
   d writing a book about maths anxiety.

3 Bobby first discovered he was good at maths as a...
   a toddler.
   b young child.
   c pre-teen.
   d teenager.

4 He got hooked on maths as a result of...
   a a wonderful teacher.
   b a football match.
   c a difference of opinion with a friend.
   d a book he read.

5 One of the areas Bobby mentions to show how maths is useful is...
   a ensuring you're paying the best price for your car.
   b comparing house prices.
   c calculating the total cost of shopping.
   d measuring distance.

6 Bobby thinks that some children have problems with maths because...
   a their parents don't consider maths to be important.
   b they were born that way.
   c they have never had their mistakes corrected.
   d their experience of maths has made them afraid of it.

c Do you agree with Bobby that there is no such thing as a 'maths brain'? Do you think anything that you learned in maths at school is useful to you now in your daily life?

2 VOCABULARY numbers and measurements

a Check your basic maths knowledge. Say the following sums aloud. How do you say the highlighted symbols? What verbs do you use for +, –, x, and ÷?

1 4 + 7 = 11
2 8 – 3 = 5
3 9 x 4 = 36
4 15 ÷ 5 = 3

b V **Vocabulary Bank** Numbers and measurements *p.162*

c 6.16 Listen and answer the questions.

d Now look at eight quiz questions from the National Numeracy Challenge, an online project to improve people's maths skills and which Bobby Seagull promotes. In pairs, decide which answers you would click on.

1 A pizza contains 18% of the Recommended Daily Amount of fat. If you eat 2/3 of the pizza, what percentage of the Daily Recommended Amount is that?



12%
16%
14%
67%
I don't know

2 A circular flower bed has a diameter of 3.9 m. What is its area?



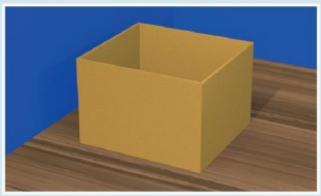
15.2 m²
52.3 m²
11.9 m²
48.7 m²
I don't know

3 Which of these measurements uses imperial units?



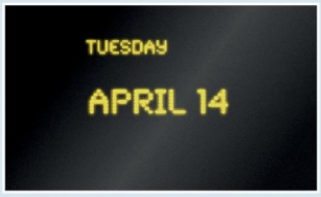
5.2 cm
3.5 inches
25 mm
95 grams
I don't know

4 A rectangular box has dimensions 3 cm, 5 cm, and 8 cm. What is its volume?



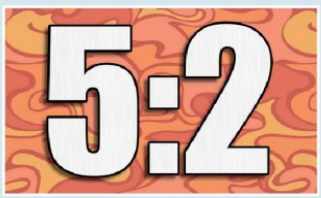
- 32 cm³
- 120 cm³
- 64 cm³
- None of these
- I don't know

5 If today is Tuesday 14th April, what is the date of the last Thursday in April?



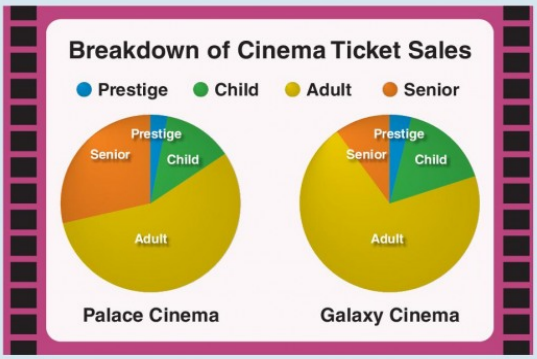
- 28th April
- 29th April
- 24th April
- None of these
- I don't know

6 The ratio of flour to sugar in a recipe is 5:2. If you use 200 g of flour, how much sugar will you need?



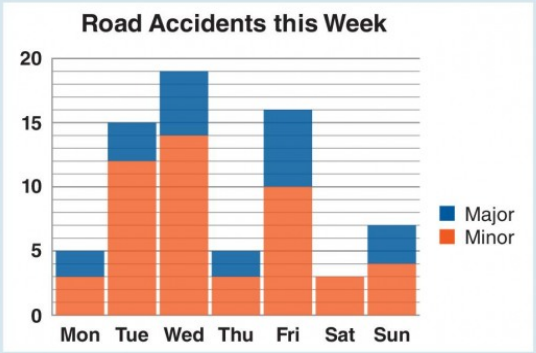
- 80 g
- 40 g
- 500 g
- 100 g
- I don't know

7 The pie charts show last week's sales of different types of tickets at two cinemas. The manager of the Galaxy Cinema says, 'We sold more Child tickets than the Palace did.' How would you rate this claim?



- Definitely true
- Probably true
- Definitely false
- Can't tell
- I don't know

8 The bar chart shows the number of minor and major road accidents reported to the police in a town in one week. What percentage of the week's accidents were major?



- 21%
- 28%
- 25%
- 30%
- I don't know

e 6.17 Listen to the answers, and the explanation of how to do them. How many did you get right? Did you use the same method?

f How did you feel about doing the challenge?

3 PRONUNCIATION stress and intonation in long numbers

a 6.18 With a partner, decide how to say the number below. Then listen and check.

1,234,567,890

b 6.19 Listen and write three more long numbers. Then add them together without a calculator. Say the answer to a partner. Did you get the same number?

c 6.20 Listen to three people, A, B, and C, saying the digits below. Answer the questions.

44771061864 7

1 Which person is...?
- reading out a list of numbers
- saying a phone number
- saying part of a credit card number

2 What rules can you work out for how to say these number types?

3 What different ways are there of saying repeated digits and the number '0'?

d Write the following and then dictate them to a partner.

1 two high numbers
2 a phone number
3 a credit card number
4 a list of numbers

4 READING

a Read the definition of the idiom and look at the heading of the book being reviewed. What do you think the missing word is in the book title?

> **eat humble pie** IDM
> to admit that you were wrong

b Now read the book review. What examples does Matt Parker give of where professionals have got their maths wrong?

c Read the review again and complete it with noun phrases A–G. There is one phrase you don't need.

A 1,234,567,890 seconds having passed
B a resonant frequency of the building
C units of measurement
D a general fuzziness about maths
E shutting the computers down
F making mistakes in calculations
G the mathematically correct shape

d **Language in context** Look at the highlighted words related to maths and computers. With a partner, try to explain them in your own words.

e Does the review make you want to read the book? Why (not)?

Humble ____ – A Comedy Of Maths Errors by Matt Parker

Impossible footballs, skyscrapers that shake, the next Millennium-style bug – what happens when maths goes wrong.



Most of us have [1] ____. 'For example,' says Matt Parker, 'we are not good at judging the size of large numbers.' A million seconds, he points out, is less than two weeks, but a billion seconds is 31 years. And even the mathematics of professionals can fail in critical situations, if our models of how things behave are incomplete. No one imagined that a single exercise class on one floor could make a whole skyscraper shake, as one did in South Korea in 2011. (The song playing, Snap!'s *The Power*, encouraged people to jump up and down at a tempo that matched [2] ____.) There may well remain other principles yet to be discovered, as we make everything bigger and longer.

In the meantime, engineers continue to make mistakes as elementary as confusing [3] ____. Parker tells the alarming story, for instance, of a passenger jet on which both engines failed mid-flight because the fuel had been weighed in pounds rather than kilograms. (Luckily, the pilot was able to fly the plane down like a glider and land safely.) Famously, too, a Martian probe burned up in the atmosphere because one piece of software was using imperial units while the rest of the software was programmed to expect metric.

While such examples come with serious lessons about ways to make systems more tolerant of user failure (because users will always fail), Parker is consistently very funny. His chapter on geometrical errors reports with pride that he started a petition for the UK government to replace all football signs – which show an impossible football made entirely out of hexagons – with [4] ____, comprising 20 hexagons and 12 pentagons. There are, too, highly entertaining discussions about probability, randomness, and other concepts we commonly get wrong unless we think really hard.

Fair warning is here given, too, of another bug like the famous Millennium (or Y2K) bug, that is due to hit in 2038. To keep time, computer clocks are all silently counting the seconds since 1970: Parker is the sort of person, he happily tells us, who went out on a boozy night with his mates in 2009 'to celebrate [5] ____'. Unfortunately, the computers were only given a 32-digit binary address to keep the total number in, and it will run out of space in 2038, which will result in [6] ____, unless the problem is fixed. Parker is, of course, the kind of person who knows that the original Millennium bug really was a huge danger. 'Through a massive effort, almost everything was updated. But a disaster averted does not mean it was never a threat in the first place.'

Abridged from The Guardian

5 GRAMMAR
singular and plural agreement

a 6.21 Listen and write the words you hear.

b Complete the chart by adding the words from **a** to the correct column. (There are four more words in each.)

Plural nouns with no singular	Irregular plural nouns	Uncountable nouns that end in s	Collective nouns
earnings	*ratios*	*mathematics*	*team*

c 6.22 Compare with a partner and try to agree on any differences. Then listen and check.

Glossary
Millennium bug a computer problem that was expected to happen in the year 2000
Y2K the year 2000

d Use your instinct to circle the correct option. Tick (✓) if both are possible.

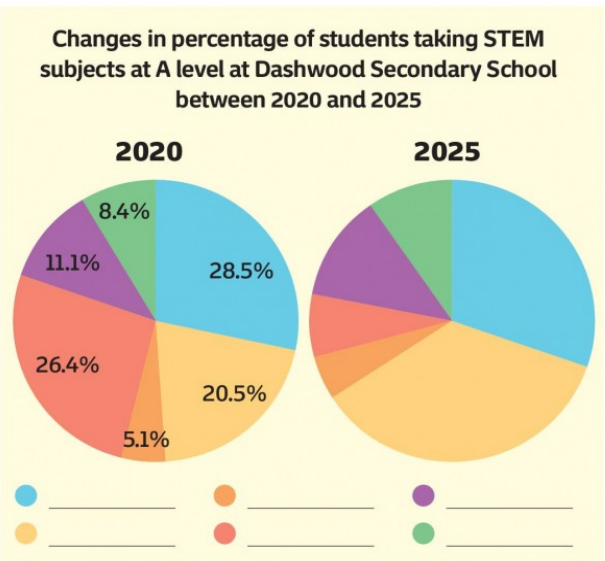
1 Neither of us *has* / *have* ever been any good at maths.
2 At least two thirds of the class *tend* / *tends* to arrive late on Fridays.
3 I don't know about you, but for me, a hundred pounds *is* / *are* a lot of money.
4 A large majority of people in this country *believe* / *believes* that the prime minister should resign.
5 The orchestra *is* / *are* playing well.
6 My new pair of jeans *is* / *are* a bit too tight.
7 Many young people today *think* / *thinks* that politics *do* / *does* not relate to them in any way.
8 My family *has* / *have* been spending the summer holidays in Cornwall since the 1990s.

e **Grammar Bank** 6B exercises *p.145*

6 LISTENING & SPEAKING

a **6.23** Look at the pie charts below and listen to a presentation of the information they show. Answer the questions.

1 What are STEM subjects?
2 In which subjects have student numbers a) increased, b) dropped?



b Listen again. Complete the subjects that each colour represents, and the percentages for 2025.

c Work in pairs. You're going to describe how two universities spent their money over a five-year period and draw a pie chart. Student **A** look at the information below. Student **B** go to **Communication** Describing data *p.91*.

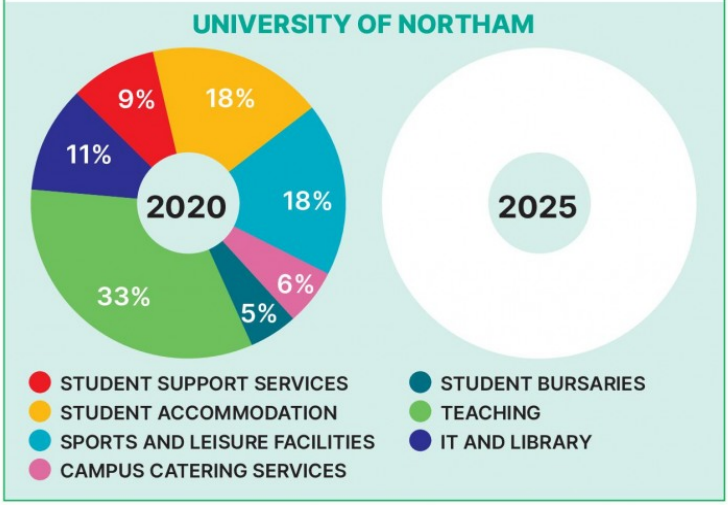
DESCRIBING DATA Student A

a Look at the table of data for the University of Wessex, which gives information about how the university has changed how it spends its money on facilities and services over a five-year period. Tell **B** about the changes in each area. Start like this:

In 2020, the University of Wessex spent 45% of its money on teaching. By 2025, this had decreased by 10%, to 35%. In terms of IT and library costs, in 2020,...

The University of Wessex		
Costs	**2020**	**2025**
teaching	45%	35%
IT and library	18%	10%
student support services	11%	8%
student accommodation	15%	22%
sports and leisure facilities	6%	14%
campus catering services	3%	3%
student bursaries	2%	8%

b Now listen to **B** talking about how the University of Northam has changed how it spends its money on facilities and services over a five-year period. Draw the pie chart for 2025.



d Compare the pie charts for the two universities. Which one do you think you would prefer to have been studying at in 2025? If you had to prioritize the seven areas, what order would you rank them in?

7 WRITING describing data

Writing Bank 6 *p.106* Analyse a description of information shown in the charts and describe some data.

6 Revise and Check

USE OF ENGLISH

a **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.**

1 Handmade furniture can cost far too much for most people.
prohibitively
Handmade furniture *can be prohibitively expensive* for most people.

2 Quite a few of my friends have said that's a brilliant book.
highly
Quite a few of my friends have _____.

3 It's unusual that he didn't come to work yesterday.
normally
He _____ to work yesterday.

4 There's no way I'll want to go for a walk if it's raining.
definitely
I _____ for a walk if it's raining.

5 The living room is three metres by four.
square
The living room is _____.

6 He'll always do his best to make sure you get what you want.
mile
He'll always _____ to make sure you get what you want.

7 Draw two lines at 90 degrees to each other.
right
Draw two lines _____ to each other.

8 The Prime Minister is completely untrustworthy.
inch
I wouldn't _____.

9 He helped a lot with designing the new computer system.
actively
He was _____ designing the new computer system.

10 Only one person I know doesn't have a smartphone.
vast
The _____ I know have a smartphone.

11 It's easy to buy nails and screws online.
readily
Nails and screws _____ online.

12 I think he only pretended to enjoy the film.
actually
I don't think _____ the film.

b **Read the text below and think of the word which best fits each gap. Use only one word in each gap.**

The joy of primes

Mathematics [1] *is* my passion (and my job). And within the field of maths, I love prime numbers [2] _____ particular. A prime number is one that can only be divided [3] _____ itself or 1, for example, 7 or 19. I spend all day at work exploring the world of prime numbers, and often the evenings, too – my family all [4] _____ I'm mad, and in a way, I quite [5] _____ with them! I freely [6] _____ it's not an area that interests many people. But the applications are wide-ranging, including credit card security and computer coding. A significant number of artists and writers [7] _____ also been influenced by prime numbers, including Messiaen and Carl Sagan. I'm confident that the full potential of primes hasn't been discovered [8] _____.

READING

You are going to read four people's opinions of London's tallest skyscraper, the Shard. Match the opinions (1–7) to the people (A–D).

Which person...?

1 ▬ believes the Shard is a symbol of greed and extravagance
2 ▬ thinks the Shard has design flaws
3 ▬ believes the Shard will benefit the local community
4 ▬ thinks the design was ambitious
5 ▬ has mixed feelings about the Shard
6 ▬ thinks the Shard would have been better in a different location
7 ▬ was disappointed with the final size of the Shard

Opinions on Renzo Piano's Shard, London

A AMANDA LEVETE, ARCHITECT

In many ways the Shard is a one-liner - but what a line! Its height and relationship to the city is daring and awe-inspiring, respectful of both historical neighbours and contemporaries without yielding its confidence and command of the cityscape. One of my favourite views is from the top of Parliament Hill, where the Shard stands like a proud grandfather overlooking an infant St Paul's Cathedral nestling below.

In what other city, with a history dating back to Roman times, could one of the world's most advanced skyscrapers be built on top of one of the world's oldest railway stations? It's this juxtaposition and tension between tradition and progress that gives London its edge and life. The prowess and technical feats of Victorian infrastructure and super-modern tower are beautifully expressed side by side.

It would have been more perfect if the planners had not reduced the height by 300 feet. Having bravely agreed to a tower so high, why take off the top? Whose views would have been compromised 1,300 feet up in the air? London has never really been comfortable with tall buildings, but hopefully acclaim for the Shard will change that.

B SIMON JENKINS, WRITER AND JOURNALIST

This tower is anarchy. It conforms to no planning policy. It marks no architectural focus. It offers no civic forum or function, just luxury flats and hotels. It stands apart from the City cluster and pays no heed to its surrounding context in scale, materials, or ground presence.

The Shard was furiously opposed by local people, by Southwark council, and by historic buildings and conservation authorities, but it was pushed as a symbol of Britain's love affair with financial bling at the turn of the 21st century.

There is no case for buildings like this on grounds of urban density. Their space ratios make them costly and inefficient to service. Any Londoner knows there are thousands of acres of unused and underused land within the M25 awaiting the high-density, low-rise building preferred by the property market.

Some people find the Shard beautiful. I am sure I would in the Gulf, as I admire the Burj Khalifa. But London is not Dubai. Nor is this just a matter of one person's opinion against another's. It is the destruction of one for the other's gain. There are plenty of places for architects to play their games. Why must they tip paint over my Canaletto?

C CHARLES JENCKS, ARCHITECTURAL HISTORIAN

Renzo Piano says he was inspired by 'London spires', but this is a reminder that, as built, the Shard is a very secular structure, and as for his 'sailing masts', they also underline the missing reality, further boat imagery, and curves of the first design. The 'shards' are neither the potsherds of the name, nor the slivers of ice, stone, and glass of the main metaphor. Instead they are large, flat, industrial window-walls that taper - long, thin 'sky-wedges of see-through rectangles' - that may create a pleasing silhouette, depending on the view, and weather. The 'pyramid and obelisk', also invoked by critics, are traditionally backed up by solar symbolism at a smaller scale - also missing. And the six-degree slope does not quite 'reflect the sky' on most days, because the glass is so transparent. Indeed, if visual metaphors are the issue, then the major architectural fault is not only their lack of resolution in details, but the repetition of an inadvertent meaning.

The result is the typical Late-Modern Malapropism - 'Monothematatis'. As if to confirm this interpretation, the social and cultural differentiation of a vertical town of 10,000 people is given no articulation, no symbolic expression.

But still I like the Shard and am glad to see it built, especially when contemplating what commercial architects might have done. As for positive visual metaphors, the Shard provides a 'navigation point' for lost Londoners, popping helpfully into view at many points, yet disappearing into clouds when they are low. Indeed, as a naturalistic and cosmic metaphor it is something of the ultimate 'cloudscraper'. I can even like the building for its non-precious detailing, the way its remorseless windows disappear into nothingness. But maybe I'm not the only person conflicted between opposite tastes and thoughts. Europe's biggest building demands to be judged at the highest level.

D RICHARD ROGERS, ARCHITECT

The Shard is the most beautiful addition to the London skyline. Its beauty is in part due to the ever-changing play of light across the facades of the building. Even when the sky is dark it captures the light around it and stands like a blade cutting through the clouds.

The Shard represents the ideals behind the 'vertical village', with live-work and leisure facilities stacked one on top of another. It is also located in absolutely the right place, standing above one of the most important transport hubs in Europe, limiting the need to use a car. It is, after all, more sustainable to take a lift than drive a car. The Shard anchors the best piece of urban regeneration in the world - the walk from Westminster Bridge to Tower Bridge and beyond - and will help regenerate Southwark: one of the most run-down areas of London. It is a welcome London landmark.

Abridged from architectural-review.com

7A Whodunnit?

G complex passive forms
V law and order
P understanding an accent

"Punishment is not for revenge, but to lessen crime and reform the criminal."

Elizabeth Fry, British prison reformer

1 LISTENING & PRONUNCIATION
understanding an accent

a Read about Anthony Ray Hinton. Do you know of any cases, in your country or worldwide, of miscarriages of justice? What were the people accused of? What happened to them?

Anthony Ray Hinton is an American activist, writer, and author who, mainly due to the racism of the time, was wrongly convicted of a crime in Alabama, USA. Shortly after his arrest, Detective Doug Acker told Hinton, 'I don't care whether you did or didn't do it. In fact, [if] you didn't do it, one of your brothers did.'



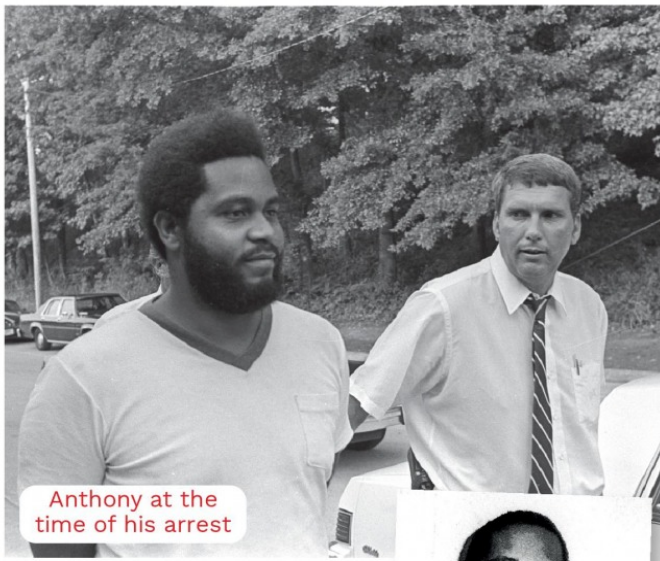
b 7.1 **From the BBC** You are going to listen to part of an interview with Anthony Ray Hinton from a BBC Radio 5 Live series called *Eye of the Storm*. Listen to Emma Barnett introducing the interview. What was Anthony accused of, and what was he sentenced to? Why was it clearly a miscarriage of justice?

Tuning in to an accent or dialect

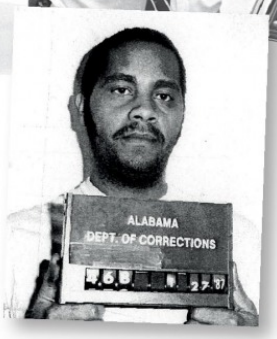
There are many variants of English all over the world, e.g. Indian English, Jamaican English, American English, etc. As a result, many native speakers of English may find unfamiliar accents or dialects difficult to understand. It helps to tune in to the voice first, before trying to understand the meaning of what is being said.

c 7.2 Anthony Ray Hinton is from the state of Alabama in the south of the USA. Listen to and read five extracts from the interview, and try to tune in to how Anthony speaks.

1 I goes out and I fire up the old lawnmower, and about 25 minutes into cutting the grass I just happen to look up, and there stood two white gentlemen that I'd never seen before.
2 I said, 'Well, you got the wrong guy. I ain't done none of that.'
3 I kept wondering how a innocent man that was out cutting grass, how do he go from cutting grass to all of a sudden his whole world is turned upside down, and now the judge is saying, 'I sentence you to death'?
4 And they told me how proud they was that I was going home, and even some gave me advice, and: 'Pop, it's a different world out there than what you was used to.'
5 I don't care when it raining, I walks in the rain because for 30 years rain was not allowed to fall on my body, and every time it rain I walks in the rain, it feel, like, so cool and so refreshing.



Anthony at the time of his arrest



d 7.3 Now listen to Part 1. Answer the questions.

1 Who were the two 'white gentlemen' who appeared in Anthony's garden? What document did they have with them?
2 What did Anthony keep asking the two men? What three crimes was he being charged with?
3 How did Anthony react when he was convicted and the judge passed the death sentence?
4 How did Anthony behave during his first three years in prison? What was his overriding feeling?
5 After three years, what changed Anthony's attitude? Whose advice did he remember and how did he respond to the prisoner?
6 Who is Lester Bailey? How long have he and Anthony known each other? How often did Lester visit Anthony in prison?

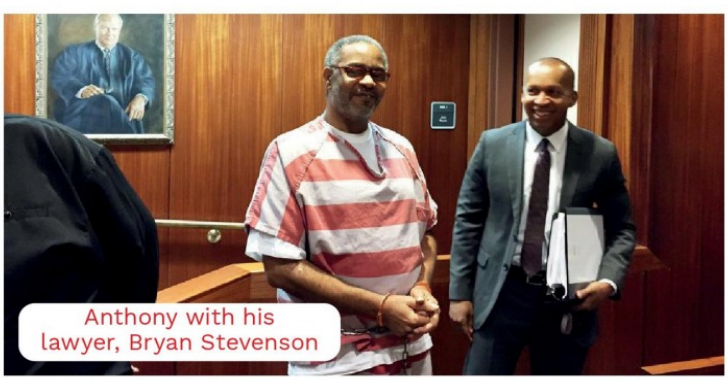
Glossary
Birmingham a city in Alabama, USA
warrant a legal document that is signed by a judge and gives the police authority to do something
first degree the most serious level of crime, e.g. *first-degree murder*, *robbery*
a five-by-seven a prison cell (5 feet by 7 feet)



Anthony with Lester Bailey

e 7.4 Now listen to Part 2 and complete the information with a word or short phrase.

1 The Equal Justice Initiative is a group that fights _____.
2 Anthony believed that Bryan Stevenson would help him to _____ because Bryan was also an African-American.
3 The lawyers at EJI took 16 years to win Anthony's _____.
4 When he first heard that he was going to be released, Anthony cried _____.
5 The young prisoners thought that Anthony had had some _____.
6 Anthony's first experience of _____ was when he got into Lester's car.
7 Anthony felt _____ when he heard the voice of the GPS in the car.
8 Since being released, Anthony recognizes that he had previously taken his freedom _____.
9 Anthony says his time in prison has taught him that freedom is the most beautiful thing for any _____.


Anthony with his lawyer, Bryan Stevenson

f What is the most impressive thing for you about Anthony's story? What do you think it is about his personality that made him able to come through the experience? What other things in the modern world might surprise someone leaving prison after 30 years?

2 VOCABULARY law and order

a Look at the stages Anthony Ray Hinton went through between 1985 and 2015. Put them in the correct order, 1–7, according to his story.

- [ ] He had his conviction quashed.
- [1] He was arrested.
- [ ] He was convicted.
- [ ] He was sentenced to death.
- [ ] He was released.
- [ ] His lawyers fought to prove his innocence.
- [ ] He was charged with murder.

b Ⓥ **Vocabulary Bank** Law and order *p.164*

3 SPEAKING

For young people, a prison sentence is not an effective deterrent.

We believe that the main purpose of prison is punishment, not rehabilitation.

If you are sentenced to 20 years in prison, you should go to prison for 20 years.

a Work in groups of four, **A**, **B**, **C**, and **D**. You are going to debate one of the motions above. **A** and **B** will be 'for' the motion, **C** and **D** will be 'against'.

- First, in your groups, agree on one motion. Then, in pairs, prepare your arguments. Think of at least four points you want to make, two for each person to speak about, and make notes. Think of at least one reason and one example for each point. You can use the information in the **Vocabulary Bank**, as well as your own ideas.
- Now work in your groups. Take turns to speak 'for' and 'against'. **A** starts. While you are listening, make notes about the arguments, reasons, and examples.
- Now, in your groups, take turns to ask questions about what each person has said.

b When you have finished your debate, take a short time to think about your own opinion. Are you 'for' or 'against' the motion?

c Have a class vote on each motion. What does the class believe?

4 WRITING a report

Ⓦ **Writing Bank** 7 *p.108* Analyse a report about education in prisons, and write a report for the local council.

5 READING & SPEAKING



a How much do you know about crime fiction? Look at images A–G. In pairs, try to match investigators A–G to the stories they appear in 1–7.

1 **1868** *The Moonstone*, Wilkie Collins
2 **1887** *A Study in Scarlet*, Arthur Conan Doyle
3 **1934** *Murder on the Orient Express*, Agatha Christie
4 **1942** *The Body in the Library*, Agatha Christie
5 **1971** *Columbo*, Richard Levinson and William Link
6 **2007** *The Killing*, Søren Sveistrup
7 **2011** *The Bridge*, Hans Rosenfeldt

b Have you read any books or seen any films or TV series featuring these detectives? Did you enjoy them?

c Now read an article by Dr Erica Wickerson from the University of Cambridge, which contrasts different styles of crime fiction. What is it that makes *The Moonstone* and *The Bridge* different from typical crime fiction?

d Read the article again and match last sentences A–G to gaps 1–7.

A As Gabriel Betteredge says, we are left burning 'with detective fever', on the edge of our seats about what could happen next.
B But both *The Moonstone* and *The Bridge* play with time in a particular way that enhances the suspense already provided by the question: whodunnit?
C Each time there is a major breakthrough with the case, it increases the sense of threat about what will happen next.
D And the movement back and forwards continues.
E However, we are intermittently dragged backwards to past events as well.
F One strand moves backwards in time while the other moves forwards, creating a constant tension.
G With the suspense plot we wonder: what has happened and what is about to happen?

Why do we care WHODUNNIT?



From Sherlock Holmes to Hercule Poirot, Miss Marple to Columbo, Sarah Lund to Saga Norén, we have long been gripped by detective fiction. An opium addiction, elaborate moustaches, a knitting habit, a shabby overcoat, lovely Nordic jumpers, and a green Porsche: the only thing these idiosyncratic and frequently frustrating sleuths seem to have in common is their ability to solve crimes. So what is it that makes the whodunnit such compelling entertainment? A crime is committed, the detective arrives; we watch in suspense as he or she tries to piece together the clues to apprehend the baddie in time. A killer is on the loose, and they need to be caught. But this misses the complexity of detective fiction. The trick in fact lies in its manipulation of time. Tzvetan Todorov, the Bulgarian-French critic, said that there were three types of narrative drive in crime fiction: the drive of the whodunnit, that of the thriller, and that of the suspense plot. The whodunnit effectively moves backwards to piece together past events (à la Poirot); the thriller moves forwards in step with the characters (à la James Bond); the suspense plot combines both (à la Hitchcock). The whodunnit poses the question: what happened? The thriller makes us ask: what will happen next? [1]

This formula has had us riveted for at least 300 years. Crime writing was popular in the 18th century, with the added tension of the death penalty imposed even for minor misdemeanours. It was, however, only really in the 19th century that the idea of the whodunnit was born. The poet TS Eliot believed that Wilkie Collins's *The Moonstone* (1868) invented the genre. The great crime writer Dorothy L Sayers called it the finest example ever written, and its tale of theft, murder, and intrigue continues to grip 21st-century readers. The final season of the Nordic noir series *The Bridge* garnered huge contemporary audiences at home and abroad. *The Moonstone* is set in an upper-class English country home in 1848. *The Bridge* takes place between Sweden and Denmark in 2018. *The Moonstone* follows the disappearance of a priceless diamond stolen by the British from India. *The Bridge* investigates the gruesome murder of a civil servant. At first glance, these two works seem totally different. [2]

Most classic detective stories start with a crime, and then pit an ordinary policeman against the brilliant mind of the private detective or amateur sleuth. There is one plot, and the

whole story is told in retrospect by one narrator, typically by a loyal companion (e.g. Dr Watson for Sherlock Holmes), who replicates the experience of the reader, witnessing events and desperately trying to keep up. *The Moonstone* and *The Bridge*, on the other hand, contain not one but two interwoven plots. [3]

Wilkie Collins structures *The Moonstone* in a highly innovative way, using multiple narrators. The story oscillates between the drive backwards on the quest for knowledge, and the drive forwards as a kind of thriller. Rachel Verinder, a young heiress, is bequeathed the priceless but cursed moonstone. On the night of her 18th birthday, the jewel goes missing. The investigation into the crime by Sergeant Cuff dominates the beginning of the story. The first narrator is the head servant, Gabriel Betteredge, who writes down not only what he remembers of the theft, but also of the original tragic history of the moonstone, moving us backwards in time. But at the same time, the investigation moves forward; we focus on relationships in the present, while the puzzle of the past lingers in the background. [4]



The Bridge plays with perspective and time in a similar way to *The Moonstone*. Season four starts with one murder which is quickly followed by two more bodies. When detective Saga Norén discerns a pattern in the murders – execution methods used to carry out death sentences – suspense about the future rises. We discover that there are seven methods of execution used in the world today, so four more to come. Who will the victims be? And when? [5]

But also, by season four, the audience already knows some of the characters' histories. Now, we find Saga in prison, falsely convicted of murdering her mother, and conducting an unofficial investigation into the historical disappearance of her colleague Henrik's children. We continually look back to the characters' pasts – Saga's childhood and Henrik's hallucinations of his daughters – alongside the forward-moving investigation into serial killings in the present. As with *The Moonstone*, the development of personal relationships and the investigation provide forward momentum. [6]

The puzzle of detective fiction is enthralling. The characters may know something that we desperately want to discover, or we may have witnessed something and worry that the detectives won't catch up in time. This timing of knowledge is crucial to the creation of suspense. But the really thrilling stuff combines multiple plots and multiple time perspectives. In expert hands, this combination creates constant momentum. It is not simply the concealing of the significance of certain clues or emphasizing red herrings, but a careful oscillation between piecing together past events and foreshadowing future ones. [7]

Adapted from The Independent

e Make notes on what the article says about points 1–5 below. Then compare with a partner.

1 the difference between a whodunnit, a thriller, and a suspense plot
2 the basic plot of a typical detective story
3 where and when *The Moonstone* and *The Bridge* are set
4 examples of the plot moving forwards and backwards in *The Moonstone*
5 examples of the plot moving forwards and backwards in *The Bridge*

f **Language in context** Look at the highlighted words and phrases connected to crime. With a partner, say what you think they mean.

g If you haven't already done so, would you like to read *The Moonstone* or watch *The Bridge*? Do you generally 'care whodunnit'?

6 GRAMMAR complex passive forms

a Rewrite two sentences about the plot of *The Moonstone* in two different ways.

1 Her uncle leaves Rachel a priceless moonstone.
   a Rachel...
   b A priceless moonstone...
2 There is a rumour that someone had stolen the moonstone from an Indian temple.
   a The moonstone is rumoured...
   b It is rumoured...

b **Grammar Bank** 7A exercises *p.146*

c Work in small groups. Look at the prompts and try to come up with something or someone for each one. Give more details.

Can you think of a book or a film / TV series where...?

- someone is falsely accused of a crime
- a prisoner escapes after having been locked up for several years
- the person responsible for a murder is never caught
- someone is suspected of having committed a crime but is never convicted

Can you think of a news story where someone...?

- is or was suspected of being involved in spying
- has or had been imprisoned without trial for political reasons
- was given points on their driving licence
- had something valuable stolen or was burgled

d Compare with another group. Did you come up with any of the same answers?

So, a film where someone is falsely accused of a crime is The Shawshank Redemption...

7B I want to be alone

G special uses of tenses
V connotation
P linking

"Sitting on a bedroom floor crying is something that makes you feel really alone. If someone's singing about that feeling, you feel bonded to that person."

Taylor Swift, US singer

1 READING

a Can you think of any jobs which involve spending a lot of time on your own? Do you know anyone who does a job like this? Do they enjoy it?

b Read the introduction to the article. What does Sara Maitland say is 'the difference between solitude and loneliness'? Why does she think people confuse the two terms?

c Now read about three people who don't mind being alone and answer the questions.

1 What exactly does each person's job involve?

2 What strategies do they have for dealing with solitude?

How to be alone

Does the idea of being alone fill you with dread, or seem a luxury?

What's the difference between solitude and loneliness? We may confuse the two because we've been trained since we were young to think about them as the same state. By sending children to their rooms as punishment, we teach them the idea that aloneness is a privation. 'It should be a reward,' says Sara Maitland, author of *How to Be Alone*. 'It should be: "You've been so good that now you can go to your room to be by yourself and do anything you like!"'

Loneliness is simply being alone and not liking it, says Maitland. And while over nine million adults in Britain say they are often or always lonely, she doesn't believe we have a loneliness epidemic. Rather, Maitland believes we are 'underskilled' when it comes to being by ourselves, and that we were deprived of those skills as children. 'We put enormous amounts of effort into training our children to be sociable. We tell them, "Don't fight, say thank you, share your toys...," we send them to playgroup. We're depriving them of the skills for being alone.'

So what's the art of being alone? I asked three people whose jobs involve spending a long time without the company of others.

Abridged from The Guardian



Sarah Drummond, fire tower officer, 48, Western Australia

Every weekday morning, I climb Mount Frankland, up to a tower at the granite peak. There are windows all around and I can see miles and miles of forested hills. I use binoculars, or just my eyes, to spot fires during the bushfire season. When I see smoke, I plot it on the map and radio in the coordinates to the office. They then send out a spotter plane or a truck to check it out. If it's serious, they'll call out the water bombers.

'I enjoy having the freedom to dream.'

Hours can pass without seeing anyone. I live alone, and when I'm not on lookout, I spend my time writing or reading. I enjoy having the freedom to dream. I like to listen to classical music: it's thinking music. Occasionally, friends or family will visit me, but unfortunately, after that climb, they don't often come back. It's only about 700 metres, but up steps and ladders most of the way – people are usually gasping by the time they get to the top. I would like a boyfriend, but this lifestyle doesn't seem conducive to meeting someone special. There are tourists, but they don't stay longer than 20 minutes. Sometimes I'll have a chat, but if I'm feeling as if I'm a photo opportunity, I'll hide.



Jordan Farmery, lorry driver, 32, South Ayrshire, Scotland

I spend most of my days driving across Europe by myself in my lorry. I do 11 days away in a row, and then three days at home. When I'm driving, I think about family and what I'm planning for my days off, but I mostly think about the job; where I'm going next. Your concentration's taken up by driving; you can't let it slip. On my breaks, I park up at a truck stop or services somewhere, go for a meal at a hotel or a pub, and watch sport. I try to keep fit by getting a walk in every night because you don't get a lot of exercise otherwise.

'My wife doesn't seem to mind my work.'

I spend my three free days with my kids: three boys who are ten, eight, and four. My wife doesn't seem to mind my work; she's got used to it. I do at least a phone call a day. I miss my children when I'm away, especially after I've been home. The first two nights away are particularly hard.

But I do enjoy my work life. I'd probably prefer to have a driving job that got me home at night, but then the money isn't as good. There are maybe two or three days throughout the fortnight when I just don't speak to anybody face to face. I don't mind that.

d What positives and negatives of the job does each person mention? Reading between the lines, who do you think is most comfortable being on their own?

e Would you be able to cope with any of these jobs? Which one would you least like to do?

2 VOCABULARY connotation

a The three adjectives below all mean 'on your own'. Which one a) is the most neutral, b) means 'unhappy because you have no friends or people to talk to', c) can imply that being by yourself is a choice or that you enjoy it?

lonely alone solitary



Alexander Kumar, expedition doctor, 34, London and all over the world

It's very isolating to be an expedition doctor. I spent 11 months in the Antarctic, working towards understanding the psychology and physiology of sending humans to and from Mars – we were using the Arctic and Antarctic in winter as a space analogue environment. It was -80°F sometimes, and we had three months of darkness. You watch the human mind unzip at the seams. One in ten people who are in Antarctica over winter have a psychiatric illness.

'You need to have some creativity to keep your mind going.'

Keeping busy was really important. You need to have some creativity to keep your mind going. I used to wander around outside at 1.00 a.m. taking photographs; honestly, I've never been more alone. But I enjoy solitude. I think I'm so happy in my own company because I was the youngest sibling by four years and I was often left to my own devices.

The key to being alone is having things to do: a sense of a quest and a purpose. Being alone in your flat with nothing to do is probably more isolating than being in the Antarctic with nobody around for miles.

Connotation

In addition to its main meaning, a word may often have a connotation, i.e. an emotional association which may have the effect of making it more positive or more negative. To use a word correctly, it's important to be aware of any connotation it may carry, e.g. the adjective *interested* is a generally neutral word, while *curious* tends to have a more positive connotation (being strongly interested to know something), and *nosy* has a negative connotation (being too interested in things that don't concern you).

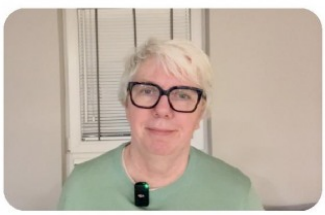
b Read the information about connotation. Then look at the pairs of adjectives. With a partner, decide on the precise connotation of each word. Try to think of a more neutral word for as many of the pairs as possible.

1 second-hand, vintage
2 youthful, childish
3 original, weird
4 thrifty, stingy
5 affordable, cheap
6 smarmy, charming
7 determined, stubborn
8 aggressive, assertive

c 7.9 Listen to gapped sentences 1–8. For each sentence, circle the best option in **b** for the missing word.

d 7.10 Listen and check.

3 LISTENING & SPEAKING



a Video Watch *Things I like to do alone*. What activities do the four people mention, and what reasons do they give?

b Watch again and check. Do you agree with any of them? Try to remember the phrases they used that appeared on screen.

c Work in pairs. To what extent do you enjoy your own company? Have you ever done any of the activities below on your own? If yes, did you enjoy the experience? If no, would you be prepared to, or would you rather have the company of other people?

- explored a new town or city
- driven a long distance
- visited a museum or an art gallery
- gone to a concert or festival
- had a spa day or gym session
- done a jigsaw, crossword, sudoku, or other puzzle
- gone on a shopping spree
- decorated a room or flat
- gone for a leisurely stroll
- cooked a complicated recipe

4 LISTENING

a Have you ever been on holiday on your own? Did you enjoy it? Who do you usually go on holiday with?

b Read the introduction to a podcast by a journalist about holidays with friends. With a partner, brainstorm all the possible reasons why going on holiday with friends might be a bad idea.

FRIENDS – ALL YOU NEED TO KNOW

Want to lose friends quickly? Go on holiday with them...

When you're having a drink together on a lazy Sunday afternoon, it seems like such a good idea. You're the best of friends, you get on well, what could be better than going on holiday together? Well, before you get carried away and log on to Tripadvisor, let me give you one word of advice. Don't.

EPISODE 3 • WANT TO LOSE FRIENDS QUICKLY? • 08 March • 32 MIN

PLAY



c **7.11** Listen to the podcast and check whether your ideas from **b** were mentioned. How would you describe the tone? What does the journalist say was the main problem with...?

1 the motorhome holiday in Canada
2 the villa holiday in Spain
3 the holiday in France

Glossary
Joanna Trollope a British novelist
the Waldorf a chain of luxury hotels
Supernanny a TV show where a trained nanny helps parents to deal with problem children, often by being stricter with them than their parents are

d Listen again. Then, with a partner, complete the sentences.

1 The journalist thinks you won't find out that you don't actually get on with a good friend until...
2 She thinks one of the biggest problems is that people...
3 She expected to enjoy the camping holiday in Canada because...
4 Her friends were not happy when she suggested...
5 The thing most likely to cause holiday arguments is travelling with...
6 Her friends Amanda and Simon didn't like the fact that her husband...
7 Her friends in France weren't very pleased when she and her husband didn't want to...
8 She thinks the reason she still keeps agreeing to go on group holidays is...



e **7.12 Language in context** Listen to some extracts from the podcast. With a partner, explain in your own words what the highlighted phrases mean.

1 Believe me, I know. I've been there.
2 Which is all fine if they don't mind going it alone,...
3 ...North American campsites are known for all their mod cons,...
4 ...when theirs are still bouncing off the ceiling at midnight, hyped up on fizzy drinks and video games.
5 And they were most put out that we couldn't drop everything and hit the town at night, like in the old days.

f Look at some online comments in response to the podcast. With a partner, discuss whether you agree with them and why (not).



I always enjoyed holidays with friends, really. Probably because my friends have a similar attitude of mind and we also have the same ideas about how a vacation should be. Going on holidays with certain relatives can be much worse, trust me.



I went on holiday with my then best friend. We still speak, of course, just not to each other.



Ridiculous – of course it can work, you just don't want to be together 24/7. The best holidays my husband and I have had have been when we've been with friends. Separate accommodation helps, and just meet up at night – if you want to. Always worked for us!

g Have you, or has anyone you know, been on a disastrous holiday with friends? What happened?

5 PRONUNCIATION linking

a 7.13 **Listen to three phrases from the podcast in 4. Why are the marked words linked?**

1 a hypochondriac‿control freak
2 the difference‿in‿expectations
3 You're looking forward‿to relaxing on the beach

b 7.14 **Listen to two more phrases. What consonant sound disappears when the two words are linked?**

1 Joanna Trollope's latest must‿read
2 Amanda and‿her husband

c 7.15 **Now listen to some individual words, and then the words together in phrases.**

A the ultimate the‿ultimate get-away-from-it-all
B your own your‿own can be bad enough
C no amount no‿amount of spectacular scenery

In which pair of linked words is...?

1 ▬ a /j/ sound added
2 ▬ a /w/ sound added
3 ▬ a /r/ sound added

d 7.16 **Listen and write five sentences. Then practise saying them, linking the words where appropriate.**

6 GRAMMAR special uses of tenses

a 7.17 **Imagine that you are A, and you are on holiday with friends B, C, and D. Read and listen to three conversations. Which situation would you find the most annoying?**

1
A I was wondering if you were thinking of helping with dinner tonight?
B Me? Terribly sorry, I've promised to have a game of tennis with Adam.

2
C So, I'm sitting at this café and a really good-looking waiter asks me what I want to drink, and...
A Sorry, but isn't that your daughter crying?
C ...and he says you look as if you need company...

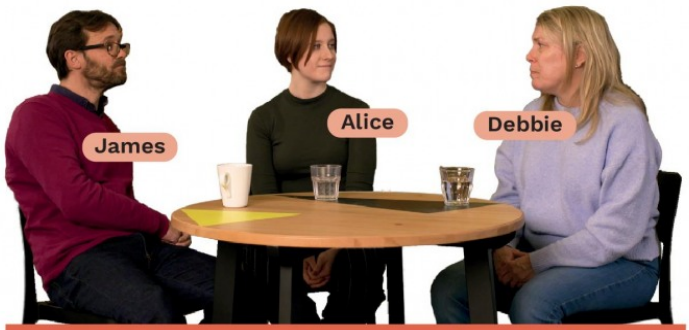
3
A OK, kids, it's time you went to bed. Put away the toys and off you go.
D Actually, if you don't mind, I'd rather you didn't speak to Alfie like that. We think he needs to make his own decisions.

b Look at the highlighted verbs. Which tense is being used...?

1 to be more dramatic
2 to be more polite
3 to express a hypothetical future action

c **Grammar Bank** 7B exercises *p.146*

7 THE CONVERSATION



Is family always more important than friends?

a Video **Watch the conversation. What do the speakers think the answer to the question depends on? Write J, A, or D next to the correct statement.**

It depends on...

1 ▬ the sort of support you need at different times.
2 ▬ the kind of family you have.
3 ▬ the point in your life that you're at.

b **Watch again. Who...?**

1 currently considers their family more important than their friends
2 currently considers their friends more important than their family
3 doesn't mention their own situation
4 mentions friends who no longer have a relationship with their family
5 split up from their partner not long ago
6 was closer to their friends when they were younger

c Video **Watch some extracts and complete the idioms and phrasal verbs.**

1 ...I also think we can't deny the fact that families come in all shapes and _____.
2 And as I've got older, and had, you know, kids and a family, that's kind of taken centre _____.
3 ...once my children _____ along, that was my main focus...
4 Everything that I had was _____ in them,...
5 ...I have now discovered that as much as my family have _____ there for me,...
6 ...my two sons have been my _____, and they really have been amazing,...
7 ...my friends are the ones that have got me _____ everything,...

d **Now, in groups of three, have conversations.**

1 Is family always more important than friends?
2 Can parents ever really be friends with their children? Should they?
3 What kind of things can you only talk about to friends and not to family?

7 Revise and Check

USE OF ENGLISH

a Read the text below and think of the word which best fits each gap. Use only one word in each gap.

Spend some time behind bars!

For a truly unusual family day out, why not visit Shrewsbury Prison? Built in 1793, it was one of the most feared prisons in the country. Experience the terrors of capital [1] *punishment*, and see where those unfortunate inmates sentenced to death [2] _____ have been executed. See the tiny windowless cells where prisoners were [3] _____ up for 24 hours a day, and spend an hour in [4] _____ confinement, just as if you [5] _____ a real prisoner (don't worry, every 15 minutes you'll be checked up [6] _____!). Learn what it was like to serve a life [7] _____, and experience the desperation of those who were wrongly [8] _____ and [9] _____ their freedom taken from them despite having [10] _____ no crime.

So come and visit – it's time you [11] _____ a day behind bars! And you'll look forward to [12] _____ released at the end of your sentence...

b Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 Some people say the painting has been stolen by a criminal gang.
rumoured
The painting *is rumoured to have been stolen* by a criminal gang.

2 They watched the suspects 24 hours a day.
surveillance
The suspects _____ 24 hours a day.

3 We need to do more to combat cybercrime.
needs
More _____ cybercrime.

4 Somebody should tell me whenever a customer complains.
supposed
I'm _____ whenever a customer complains.

5 Not all convicted criminals should be sent to prison.
deprived
Not all convicted criminals _____ their freedom.

6 The police still aren't investigating these allegations, and they should do so immediately.
high
It's _____ these allegations.

READING

You are going to read an article about a Norwegian prison. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap. There is one extra paragraph which you do not need to use.

The prison where inmates are treated like people

On Bastoy prison island in Norway, the prisoners live in conditions that critics brand 'cushy' and 'luxurious'. Yet it has by far the lowest reoffending rate in Europe.

1 _____

Before he transferred to Bastoy, Petter was in a high-security prison for nearly eight years. 'Here, they give us trust and responsibility,' he says. 'They treat us like grown-ups.' I haven't come here particularly to draw comparisons, but it's impossible not to consider how politicians and the popular media would react to a similar scenario in Britain.

2 _____

Four years ago, I was invited into Skien maximum security prison, 20 miles north of Oslo. I had heard stories about Norway's liberal attitude. In fact, Skien is a concrete fortress as daunting as any prison I have ever experienced and houses some of the most serious law-breakers in the country.

3 _____

I wasn't sure what to expect on Bastoy. A number of wide-eyed commentators before me have variously described conditions under which the island's 115 prisoners live as 'cushy', 'luxurious', and, the old chestnut, 'like a holiday camp'. I'm sceptical of such media reports.

4

I can see why some people might think such conditions controversial. The common understanding of prison is that it is a place of deprivation and penance rather than domestic comfort. Prisoners in Norway can apply for a transfer to Bastoy when they have up to five years left of their sentence to serve. Every type of offender may be accepted, so long as they fit the criteria, the main one being a determination to live a crime-free life on release.

5

Other jobs are available in the laundry; in the stables looking after the horses that pull the island's cart transport; in the bicycle repair shop (many of the prisoners have their own bikes, bought with their own money). The working day begins at 8.30 a.m. We walk past a group of red phone boxes from where prisoners can call family and friends. A large building to our left is where weekly visits take place, in private family rooms.

6

Through the office window I can see the church, the school, and the library. Life for the prisoners is as normal as it is possible to be in a prison. It feels rather like a religious commune; there is a sense of peace about the place, although the absence of women (apart from some uniformed guards) and children is noticeable. Nilsen has coined a phrase for his prison: 'an arena of developing responsibility'. He pours me a cup of tea. 'In closed prisons we keep them locked up for some years and then let them back out, not having had any real responsibility for working or cooking. In the law, being sent to prison is nothing to do with putting you in a terrible prison to make you suffer. The punishment is that you lose your freedom. If we treat people like animals when they are in prison, they are likely to behave like animals. Here we pay attention to you as human beings.'

The reoffending rate for those released from Bastoy speaks for itself. At just 16%, it is the lowest in Europe.



Abridged from The Guardian

A Thorbjorn, a 58-year-old guard who has worked on Bastoy for 17 years, gives me a warm welcome as I step on to dry land. As we walk along the icy, snowbound track that leads to the admin block, he tells me how the prison operates. There are 70 members of staff on the 2.6 sq km island during the day, 35 of whom are uniformed guards. Their main job is to count the prisoners. Only four guards remain on the island after 4 p.m. Thorbjorn points out the small, brightly painted wooden bungalows dotted around the wintry landscape. 'These are the houses for the prisoners,' he says. Every man has his own room and they share kitchen and other facilities. 'The idea is they get used to living as they will live when they are released.'

B Slight and fair-haired, he says he has been in and out of penal institutions since he was 15. Drugs have blighted his life and driven his criminality. There are three golden rules on Bastoy: no violence, no alcohol, and no drugs. Here, he works in the stables tending the horses and has nearly four years left to serve. How does he see the future? 'Now I have no desire for drugs. When I get out, I want to live and have a family. Here I am learning to be able to do that.'

C Despite the seriousness of their crimes, however, I found that the loss of liberty was all the punishment they suffered. Cells had televisions, computers, integral showers, and sanitation. Some prisoners were segregated for various reasons, but the majority were offered education, training, and skill-building programmes. The teacher explained that all prisons in Norway worked on the same principle, which he believed was the reason the country had, at less than 30%, the lowest reoffending figures in Europe and less than half the rate in the UK.

D After the security officer signs me in and takes my mobile, Thorbjorn delivers me to Governor Arne Nilsen's office. 'Let me tell you something,' Thorbjorn says before leaving me. 'You know, on this island I feel safer than when I walk on the streets in Oslo.'

E The first clue that things are done very differently on Bastoy prison island, which lies a couple of miles off the coast, 46 miles south-east of Norway's capital, comes shortly after I board the prison ferry. I'm taken aback slightly when the ferry operative who welcomed me aboard just minutes earlier, and with whom I'm exchanging small talk about the weather, suddenly reveals he is a serving prisoner. He notes my surprise, smiles, and takes off a thick glove before offering me his hand. 'I'm Petter,' he says.

F I ask Thorbjorn what work the prisoners do on the island. He tells me about the farm where prisoners tend sheep, cows, and chickens, or grow fruit and vegetables. 'They grow much of their own food,' he says.

G There are big differences between the two countries, of course. Norway has a population of slightly less than five million, a 12th of the UK's. It has fewer than 4,000 prisoners; there are around 84,000 in the UK. But what really sets us apart is the Norwegian attitude towards prisoners.

8A The business of food

G expressing conditionality
V ways of eating and drinking, business phrases
P vowel sounds and spelling

"People who love to eat are always the best people."

Julia Child, American chef and author

1 LISTENING & SPEAKING

a **8.1 From the BBC** Read about the programme *The Food Chain* and look at the photos of two couples. Then listen to two short extracts from the interviews. Summarize the issues the two couples have.

1 Sheryl likes..., but Dharmesh prefers...
2 Rebecca is..., but Saj's favourite...

The Food Chain

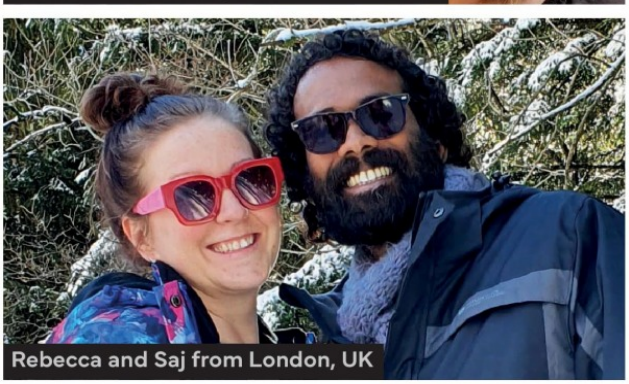
Love you, hate your food

PLAY

The Food Chain is a BBC World Service podcast series which focuses on the business, science, and cultural significance of food in our lives. This episode, *Love you, hate your food,* focuses on two couples with very different tastes in food, and the effect it has had on their lives and relationships.



Dharmesh and Sheryl from Atlanta, USA



Rebecca and Saj from London, UK

b **8.2** You are going to listen to the interview with Sheryl and Dharmesh. First, in pairs, complete the glossary with words from the list. Then listen and check the pronunciation.

fettuccine alfredo Gujarat masala pot roast roti Tennessee

Glossary

1 _____ a southern American state
2 _____ a state in western India
3 _____ a mixture of ground spices used in Indian cooking
4 _____ an Indian flatbread
5 _____ a pasta dish with butter and Parmesan cheese
6 _____ a piece of meat cooked on the stove with vegetables

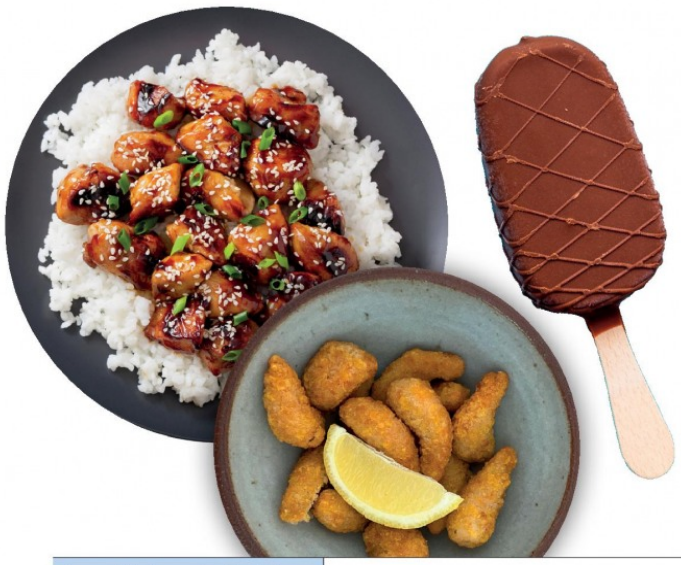
c **8.3** Now listen to the interview. Which of them do you think has had to adapt the most, and why? Have they managed to resolve their differences?

d Listen again and choose the correct option.

1 Sheryl found it hard that Dharmesh ___.
   a never helped with the cooking
   b didn't want to eat meat or chicken
   c didn't seem to enjoy her food
   d always criticized her cooking
2 As a result of the 'tug of war' between Dharmesh's mother and Sheryl, ___.
   a he decided to ban his mother from the house
   b he asked Sheryl to cook less often
   c he tried to learn to like Sheryl's food
   d he ate too much because he was trying to please them both
3 Sheryl's problem with Indian food stemmed from the fact that ___.
   a Dharmesh's family were never prepared to try her kind of food
   b she was forced to learn to cook it
   c it took a long time before she felt accepted by Dharmesh's family
   d she found it very hard to get the seasoning right with Indian food
4 One way they have managed to resolve their differences is by ___.
   a asking his mother to only bring food once a week
   b always eating separately
   c adding different things to their dishes
   d Dharmesh doing more of the cooking

e 8.4 Now listen to the interview with Rebecca and Saj. Which of them do you think has had to adapt the most, and why? Have they managed to resolve their differences?

f Listen again. Why do they mention the following foods? Make notes in the chart.



1 chicken teriyaki	
2 milk chocolate desserts	
3 vegan scampi	
4 sausages	
5 a little bit of fish and chicken	
6 a lot of meat and dairy	
7 Chinese pork dumplings	



g Talk to a partner.

- Of the four people you heard, whose food habits would you find most difficult to live with?
- Do you think different cultures always have a different attitude to food?
- Do you think that having different attitudes to food can cause serious family problems?
- Do the roles of Sheryl and her mother-in-law as the ones who cook in their household reflect what happens in your culture, or do men and women now have similar roles in the kitchen?
- In what way do you think different generations in your culture have different attitudes to food and cooking?

2 VOCABULARY
ways of eating and drinking

a Look at the photos of food in **1f**. Which ones might you...?

1 chew 2 slurp 3 lick

b **Vocabulary Bank** Ways of eating and drinking *p.166*

3 PRONUNCIATION
vowel sounds and spelling

a In pairs, read aloud the following words. How do you pronounce the vowels in **pink**? What do all the words have in common?

1 guzzle buttered smuggle
2 spill nibble sipped
3 scoff chopped lolly
4 nutshell Rebecca pressure
5 attitude happen marriage

b 8.8 Listen and check. What is the pronunciation rule?

c How do you spell the *-ing* form of *dig* and the comparative form of *hot*? Why?

d Look at the words in the list. What sound does the *a* make after /w/ and before a double consonant?

swallow quarrel swapped
squabble quarry waddle

e 8.9 Listen and check.

f 8.10 Listen and write 16 food words. Try to judge from the sound whether the word is spelled with a double consonant.

g Compare your words with a partner and check the spelling and meaning with a dictionary if necessary.

4 READING

a Look at the photos in the article of five successful food products that started out as a 'home businesses'. Do you think the products would be successful in your country? Why (not)?

b Read the introduction to the article, which is from a business website. What is the key thing you need for your business to be a success?

Why start a food business from home?

Your house always smells amazing and your neighbours, family, and friends all love tasting your latest creations. Everyone constantly tells you that if you set up a business, you could profit from your efforts. Perhaps your heritage gives your recipes an edge, or you are reinventing recipes your great-granny used to make, but now with a twist. Whatever it is, you are now thinking about the possibility of starting your own food business from home.

Starting a business from home can be daunting, but there are numerous positive aspects to getting going. You don't need to have any work experience or a background in retail or manufacturing products. The number one ingredient you must have is a passion for your product. We've compiled a list of reasons why a 'food from home' business can be an attractive option.

It's cheap

Most people develop food businesses at home because they are already creating their product there. This means that when they want to get started with their business, they generally already have most of the equipment and the knowledge they need.



Spice Kitchen was set up in 2012 by a mother and son team. They wanted to be able to gift masala spices in beautiful packaging to people who loved cooking Indian food.[1] When starting up, all you really need is the capital to cover immediate key expenses, such as ingredients, equipment, packaging, labelling, and potentially distribution.

It allows you to be creative

What you produce is entirely up to you and your passion. You can make whatever you want and market it in any style you wish to, provided you research your intended audience, so that you know it will be well received.



Higgidy Pies were deliberately marketed to women. The first flavours they developed, such as their Beef, Stilton, and Ale pie, had great feedback.[2] In response, Higgidy developed a range of vegetarian quiches and tarts. These are now a huge part of the business.

You can choose your own working schedule

There's no doubt that starting a business from scratch requires huge effort, and you will likely want to be working seven days a week, every hour of the day.[3]



From Dorset With Love began in 2010. Chrissy Regler started it as a hobby while she was on maternity leave. She went back to work when her maternity leave ended, but her passion for preserving never wavered. Inspired to continue by the success of her products, both chutneys and jams, Chrissy now works full-time on the business, with her husband Karl, their two sons, and a family friend helping with design and production.

You can create healthy products with minimal ingredients

Many people start creating food at home to satisfy a need they have, be it honest food without preservatives and ingredients you can't pronounce, or an allergy that has you reaching for free-from recipes.[4]



Proper Nutty was started by Stuart and Kathryn Franklin when they returned from living abroad in 2012. They realized they couldn't get hold of any good-quality peanut butter that wasn't full of additives, so they started to make their own. Quickly they moved from their kitchen table to a small factory in Dewsbury, installed a roaster and grinder imported from Italy, and began producing on a big scale. They only have two products: 'Nowt but Nuts', which is 100% peanuts, and 'Slightly Salted', which only contains peanuts and 0.5% natural sea salt, and that's it. Now, they supply shops around the country, including big supermarkets.

You can diversify once the business takes off

Your business could have unlimited potential, depending on which route you want to take.[5]

Yorkshire Provender was originally founded as *The Yorkshire Party Company*, which catered mainly private summer events. In order to develop a year-round income, in 2004 Belinda Williams began experimenting with homemade soups, and Yorkshire Provender was born. Recognizing that the soups had more potential allowed her to grow and develop the range. *Yorkshire Provender* is now available in several large supermarkets and other independent shops.



Adapted from highspeedtraining.co.uk

c Now read the whole article and complete it with sentences A–G. There are two sentences you don't need.

A But that will be your choice, there is no one to tell you when you should work.

B However, it can make the start of your home business difficult to manage, especially when there are boxes and products all over the house!

C However, there were many comments asking for smaller and lighter dishes.

D It seemed like a logical step to take.

E It was begun without any investment or loans, and has never sought any since.

F Knowing what is in the food you eat is a real concern to consumers, so you may have discovered a niche in which you can satisfy a growing demand.

G You have the freedom to choose your own path.

d **Language in context** Look at the highlighted phrases in the article related to business. With a partner, explain in your own words what they mean.

e Which of the five products do you find most appealing?

5 GRAMMAR expressing conditionality

a Look at two sentences from the article in **4**. Which phrases, a–d, could you use instead of the highlighted phrase?

1 Everyone constantly tells you that if you set up a business, you could profit from your efforts.

a were you to set up a business
b if only you set up a business
c unless you set up a business
d should you set up a business

2 You can make whatever you want and market it in any style you wish to, provided you research your intended audience, so that you know it will be well received.

a as long as you research your intended audience
b even if you research your intended audience
c assuming that you research your intended audience
d providing that you research your intended audience

b **Grammar Bank** 8A exercises *p.147*

c In pairs, look at sentences 1–8. Are they true for you? If not, change them to make them true.

1 I enjoy spicy food, as long as it's not too hot.
2 I'd eat something somebody had cooked for me, even if I didn't really like it (always assuming I wasn't allergic to it).
3 If I were to fall in love with a vegan, I'd have a bit of a problem.
4 I rarely eat red meat, unless it's a special occasion.
5 But for my busy lifestyle, I'd spend more time cooking.
6 If someone criticizes my cooking, I immediately feel offended.
7 My parents really object if we don't have one family meal together every day.
8 I think children should be forced to eat a wide variety of vegetables even if they don't like them.

6 SPEAKING

a Work in small groups. You are going to set up a food business run from one of your homes. Discuss what expertise you or someone in one of your families might already have, and decide what the business is going to be.

b Now look at some more information from the website in **4**. Discuss each point and make notes.

Planning your business

There are a number of things to consider when planning your business, so we've asked the key questions below to get you thinking:

- Who is your target market?
- Do you have a unique selling point?
- Where do you want to sell your food (in shops, in farmers' markets, etc.)?
- Are you planning to sell your food online?
- Will you be delivering items yourself, posting them, or using a courier?
- Will you make the food to order?
- How are you going to know if your product is liked?
- How much start-up capital do you need?

c Choose a spokesperson to present your idea to the class. The others in your group will answer any questions in a Q&A session at the end of the presentation. Take turns to present your ideas, listen to the other proposals, and ask questions.

d Have a class vote to see which proposal people think has the best chance of succeeding.

7 WRITING a formal email

Writing Bank 8 *p.110* Analyse a formal email to a catering company, and write a formal email to a tutor.



8B A different point of view

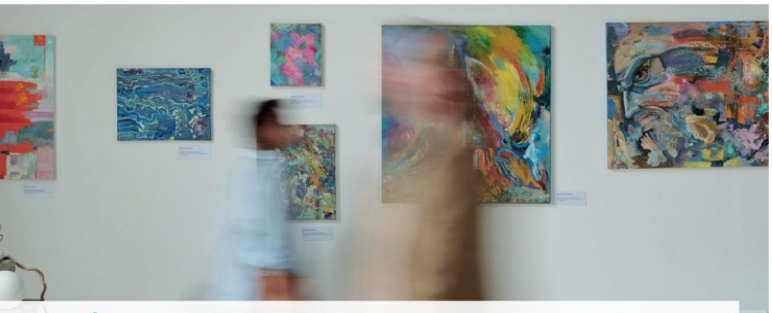
G adjective order
V ways of seeing
P stress and intonation

"People discuss my art and pretend to understand, as if it were necessary to understand, when it's simply necessary to love."

Claude Monet, French painter

1 READING

a Read what James Pawelski from the University of Pennsylvania says about how most people look at art. How long do you think the average visitor spends in front of a work of art?



"According to research, the average visitor spends _____ seconds in front of a work of art. When you go to the library, you don't walk along the shelves looking at the spines of the books and on your way out tweet to your friends, 'I read 100 books today!' Yet that's essentially how many people experience a gallery. They see as much of art as you see spines on books. You can't really see a painting as you're walking by it." James Pawelski

b Now read an article about different ways of looking at art. Do you already do any of these things? Is there anything here that you would never do?

c Read the article again. Match the extra information the experts give to explain their tips to gaps 1–5. There is one sentence you don't need.

A This is particularly true of a painting or drawing, because your first encounter is with the whole of it in one go; it's a lot to take in, but you get an impression.

B Yet what goes on behind the canvas can be as interesting as what is painted on the front.

C I still use this process myself, although discreetly, because a constant opening and closing of eyes in a public place can give the idea that you're in some sort of distress.

D It might come across as an all-over painting, but look with half-closed eyes and you see that forms start to appear and you can pick out the structures of the composition.

E When a picture has taken hold of my senses, transported my mind, I find that having maximum contact with the ground is a much-needed source of strength and comfort.

F All sorts of ideas start rolling about, and later in the day, I might use them in my own work.

How the experts look at art

There's never been a better time to see art in Britain. Across the UK there are more than a thousand places where you can stroll in and stop in front of an artwork. Yet galleries can be crowded, confusing, alienating. Which is the best way to look? Should you see everything or one thing; mug up on the back story or approach it fresh; find a sequestered spot or fling yourself into the throng? Should you look at the label first, hold up a magnifying glass, pull out your sketchbook, stand on your head? We asked some people from the art world to offer their personal tips.

CLOSE YOUR EYES – Tim Marlow, Royal Academy of Art

I remember doing a teaching session with a group of ten-year-olds and hitting on the idea that the children should look at a work, then close their eyes, remember what they had seen and then look again. [1] I find the notion of seeing and remembering both fascinating and, with age, problematic; somehow this helps me to focus. The other issue I have – along with many others in my profession – is the volume of artworks we need to look at. When visiting a new exhibition or museum I try to scope the range and extent of what I'm going to see – a walk-through and then starting again – which gives me a better chance of being able to focus on what really interests me or needs to be seen properly.

GET UP CLOSE – Francis Outred, Christie's auction house

I went to Chelsea art school, so I have always been very focused on the way things are made. I like to get very close, to see the brush strokes, layering, and texture, which for me is as integral as the image. I was taught that it helped to half-close your eyes, and I often do this. It cleans the way that you look, helps you to pick out the colours more sharply, to notice the contrasts and the way that a composition is constructed. Think of a Jackson Pollock abstract, for instance. [2] So to get the best out of a painting, I will first confront it head-on with eyes wide open, then take a few steps forward and squint, before going close up and peering right in.

GO TO BED – Marc Quinn, sculptor

For me, the best place to look at art is in bed, first thing in the morning or last thing at night. Art is similar, after all, to a waking dream. You look at something and, although you are physically present, your mind and emotions start wandering. I have a place in front of my bed where I put work, so that I can see it as soon as I wake. It's the purest moment of the day, especially if I've just been dreaming. At the moment, I'm looking at a 6th-century BC helmet. It's amazing to see it as soon as I open my eyes: first as an abstract form, then, as my mind starts to move, to think about its history, to consider it as a work of art. [3] So, beds in galleries! That's my campaign. The British Museum organizes sleepovers for kids. The Tate or National Gallery should start organizing them for adults, too.

d Which suggestion from the article do you think would be most useful for someone who's not used to going to art galleries? Have you got any other suggestions?



GIVE IT TIME – Barnaby Wright, Courtauld Gallery

I have a five-minute rule. If a work that is new to me attracts my attention in a gallery, I like to give it five solid minutes – it feels longer than it sounds. It helps me to know whether, eventually, I will go on to establish a long-term connection with it. I guess it's a bit like speed dating, except unlike dating, I am hoping to make several new relationships. And, crucially, I want these to be relationships that can last a lifetime. The American artist Barnett Newman compared an encounter with a painting to an encounter with a person. [4] If you make a bond, then with time, you start noticing more, discovering more of its character, its history and the smaller details, and finding yourself surprised at what you hadn't seen or felt before. What we are always trying to do at the Courtauld Gallery is to encourage visitors to spend longer with each work. I think it's a small triumph if I see someone stand for five minutes in front of a picture.

GO BAREFOOT – Emily Patrick, painter

Since being a teenager, while visiting European art galleries – in Italy, Spain, and the National Gallery in London – I have been incessantly scolded by security guards telling me to put my shoes back on. Walking in clean socks is something they find wrong. In Japan, it is obligatory to remove your shoes in most buildings. For me, removing my shoes is a part of preparing my mind to be open to what I am about to see. Looking at pictures is an exhausting process. [5] I do wear my shoes when painting. Then I need to feel alert and critical. It's like sitting up straight and being dressed for work. Maybe towards the end of a picture the shoes will be off and I will be in total disarray.

Abridged from The Times

2 VOCABULARY & SPEAKING ways of seeing

a Look again at some of Francis Outred's advice from the article in **1**. Can you remember the missing words? Demonstrate the actions.

I was taught that it helped to [1] _____-close your eyes, and I often do this. It cleans the way that you [2] _____, helps you to pick out the colours more sharply, to [3] _____ the contrasts and the way that a composition is constructed…I will first confront it head-on with eyes [4] _____ open, then take a few steps forward and [5] _____, before going close up and [6] _____ right in.

b Read the definitions in brackets, and complete the sentences with a verb from the list in the correct form.

gawp gaze glance glare glimpse
observe peek peer spot stare

1 I _____ at the driver who stole my parking space, but she just ignored me. (= look angrily)
2 We waited for ages, but we only _____ the princess as the cars drove past. (= see very briefly)
3 When I found Tom's diary, I couldn't resist _____ inside. (= look quickly and secretively)
4 Those guys over there have been _____ at us for ages – do you know them? (= look fixedly at sb / sth)
5 Steph _____ quickly at her notes before starting her presentation. (= have a quick short look)
6 I _____ through the window, but I couldn't see anything in the darkness. (= look carefully or with difficulty)
7 The lovers _____ into each other's eyes, and time stood still. (= look steadily at sth for a long time because you are very interested / surprised)
8 Everyone stood around _____ at the statue of a naked man. (= look at sth in a rude or stupid way)
9 After _____ the participants for ten days, psychologists noticed several changes in their behaviour. (= look carefully to learn sth)
10 I couldn't see her at first, but then I _____ her in the crowd by the fountain. (= see or notice suddenly)

c 8.11 Listen and check. Which verbs from **b** can also be used as nouns in phrases 1–4?

1 take a _____ (at sth)
2 catch a _____ (of sth)
3 exchange _____
4 give sb a blank _____

d 8.12 Listen and match speakers 1–5 to situations A–E.

A ☐ a problem on a train _____ _____ _____
B ☐ a case of mistaken identity _____ _____
C ☐ an incident on the motorway _____ _____
D ☐ a problem with a regular journey _____ _____
E ☐ spotting a celebrity _____ _____

e Listen again and write the verbs and phrases for seeing that they use.

f **Verb challenge** Think about the incidents in **d**. Have you ever been in any similar situations? Tell a partner. Use as many different ways of seeing as you can.

3 LISTENING

a Look at some objects from the Pitt Rivers Museum in Oxford. What do you think they are?

b Video Watch some extracts from *Lessons from the past*, a documentary about the Pitt Rivers Museum, and check your ideas in **a**. What other information can you remember about these objects?

c Video Now watch the whole documentary. Then circle the right information.

1 Visitor numbers to the Pitt Rivers Museum have *grown* / *dropped* over the last few years.

2 In 1884, the British Empire was at its peak and included much of Africa and *Oceania* / *Asia*.

3 Some early European travellers not only photographed, but also *filmed* / *painted* the people and places they saw.

4 They brought back many exotic *objects* / *animals*, which in some cases they had simply taken.

5 The Pitt Rivers is now trying to *reassess* / *rewrite* its own history, by talking to people from places where its exhibits originated.

6 Objects from the Haida people have been in the collection for more than *100* / *200* years.

7 The huge Haida totem pole, covered in carvings of animals and *insects* / *birds*, is now a symbol of the museum.

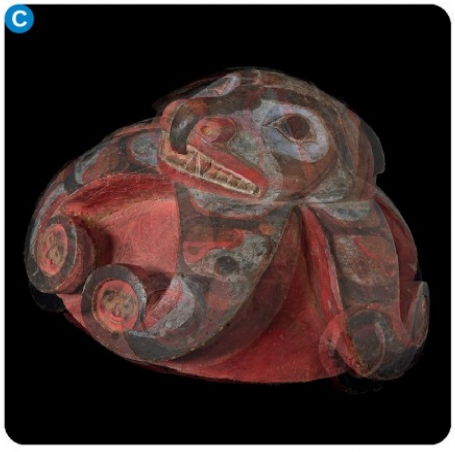
8 Gwaii and Jaalen, two Haida artists, learned the skills of their ancestors by carving a *replica of* / *replacement for* The Great Box.

9 The Pitt Rivers Museum is working hard to *right* / *erase* the wrongs of the past, and to show that the past belongs to everyone.

d What criticisms of the museum's past does the narrator make? What examples does he give of how the museum is 'looking to the future'?













4 PRONUNCIATION stress and intonation

Keeping the listener interested

When we are giving interesting information, for example, in a presentation, or when we are describing something unusual or exciting, we use stress and intonation patterns which help to 'tell the story' and engage the listener. We use pauses to break up the information into chunks and extra stress to indicate which words we feel are most interesting and important.

a Read an extract from the video in **3** where some of the punctuation has been removed. Think about where to pause and which words you would choose to give extra stress to. Don't mark anything yet.

For over a century Haida artefacts have formed an important part of the Pitt Rivers collection. This includes this Haida war helmet with its carved and painted octopus which the Haida believe was worn by prominent chiefs during battle or ceremonial war dances. And of course there's the Haida totem pole which has become a symbol of the museum. It's over 11 metres tall the largest object in the collection and shows seated figures and animals such as a bear a frog and a raven. These totems serve many purposes such as commemorating important events or telling the stories of the local people.

b Now, with a partner, take turns to read the extract aloud. Notice where your partner pauses and stresses words.

c 8.13 Now listen to the extract. Mark / where the speaker pauses and underline the stressed words. What do you notice about the intonation before the pauses? How similar were they to how you read them aloud in **b**?

d Read the extract aloud again and copy the speaker's stress and intonation.

5 GRAMMAR adjective order

a Look at four more objects from the Pitt Rivers Museum. In pairs, agree the best order for the adjectives in brackets to complete the descriptions.



1 a _____ _____ _____ _____ plate, decorated with the face of a mermaid (brass, Nigerian, 19th-century, stunning)

2 a _____ _____ _____ _____ pot (cooking, green, Italian, stone)

3 a _____ _____ _____ bead from Cyprus, used as a luck charm (glass, prehistoric, tiny)

4 a _____ _____ _____ _____ shoe typically worn by brides (leather, Swedish, late 18th-century, woman's)

b G **Grammar Bank** 8B exercises *p.147*

6 SPEAKING & WRITING

a In pairs, choose a 21st-century object which you think has shaped the world we live in now. Prepare a short presentation. Make notes on the following:

1 What kind of object is it?
2 When was it made? Where is it from?
3 What does it look like? What is it made of?
4 Why did you choose it? Why is it significant in world history?

b Give your presentation to the class. Try to keep your listeners interested. Did anyone choose the same objects?

c Use your presentation notes to write a short text to describe your object.

8 Revise and Check

USE OF ENGLISH

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

Why English food is (sometimes) the best

Say that English food is the best in the world, and people will [1] B at you as if you're insane. But it sometimes is. On a cold winter's morning, you don't want to be [2]___ a croissant delicately, you want to be tucking [3]___ a full English breakfast. And nothing stirs the taste buds like the [4]___ of frying bacon. If you're having a bad day at work, choose your favourite biscuits and [5]___ an entire pack. [6]___ with overpriced delicacies in a fancy bistro holds none of the appeal of polishing [7]___ a big bag of fish and chips from the local chippy. And an infallible way to rescue a wet day at the seaside is to buy an ice cream, huddle under an umbrella, and [8]___ it slowly while the rain lashes down.

1 A gawp B stare C glare D gaze
2 A tasting B guzzling C dribbling D nibbling
3 A into B onto C off D out of
4 A sniff B whiff C nose D aroma
5 A scoff B chew C pick at D dig in
6 A Wolfing B Toying C Tucking D Picking
7 A off B on C down D in
8 A slurp B suck C lick D devour

b **Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.**

1 If you bought two paintings, I could offer you a discount.
were
If *you were to buy* two paintings, I could offer you a discount.

2 If there's a fire, please leave the building immediately.
event
_____, please leave the building immediately.

3 If I'd known you were paying, I'd have ordered some champagne!
had
_____, I'd have ordered some champagne!

4 I'll drive there if you drive back.
long
I'll drive there _____ drive back.

5 We only saw the eclipse very briefly before the clouds came over.
caught
We only _____ of the eclipse before the clouds came over.

6 Three thousand years old, this magnificent sculpture is from Egypt.
Egyptian
It's a _____ sculpture.

READING

You are going to read a short story. For questions 1–6, choose the answer (A, B, C, or D) which you think fits best according to the text.

1 What does the writer tell us about his grandmother's perfume?
A It could have a bad effect on the wearer.
B It contained dangerous ingredients.
C It had an extremely unpleasant smell.
D It had an extremely strong smell.

2 The writer chose what to have for lunch...
A because the name made it sound exciting.
B because he was proud that he knew exactly what it was.
C because it was one of his favourite dishes.
D because he loved the garnishes that came with it.

3 His grandmother wanted him to eat the peas...
A because she knew it would annoy her daughter.
B because she knew they were good for him.
C because they would have to be paid for.
D to prove that she could make him eat them.

4 The writer carried on eating the peas...
A because he wanted to please his grandmother.
B so as to make his mother happy.
C in spite of the tense atmosphere.
D because they didn't taste as bad as he'd thought.

5 The next time the writer was offered peas, his mother made him feel...
A remorseful.
B unnerved.
C wistful.
D resentful.

6 When he eats peas now, his mother reminds him of the incident...
A if he shows his dislike for them.
B every time she serves them.
C if he doesn't finish his serving.
D if he refuses to eat them.

A PLATE OF PEAS

My grandfather died when I was a small boy, and my grandmother started staying with us for about six months out of every year. She lived in a room that doubled as my father's office, and which we invariably referred to as 'the back room'. She carried with her a powerful aroma. I don't know what kind of perfume she used, but it was the double-barrel, 90 proof, knock down, render the victim unconscious, moose-killing variety.

She kept it in a huge atomizer and applied it frequently and liberally. It was almost impossible to go into her room and remain breathing for any length of time. When she would leave the house to go spend six months with my Aunt Lillian, my mother and sisters would throw open all the windows, strip the bedding and the curtains and the rugs, and spend several days washing and airing things out, trying frantically to make the pungent odor go away.

This, then, was my grandmother at the time of the pea incident.

It took place at the Biltmore Hotel, which to my eight-year-old mind was just about the fanciest place to eat in all of Providence. My grandmother, my mother, and I were having lunch after a morning spent shopping. I grandly ordered a Salisbury steak, confident in the knowledge that beneath that fancy name was a good old hamburger with gravy. When brought to the table it was accompanied by a plate of peas.

I do not like peas now. I did not like peas then. I have always hated peas. It is a complete mystery to me why anyone would voluntarily eat peas. I did not eat them at home. I did not eat them at restaurants. And I certainly was not about to eat them now.

'Eat your peas,' my grandmother said.

'Mother,' said my mom in her warning voice. 'He doesn't like peas. Leave him alone.'

My grandmother did not reply, but she got that certain glint to her eye and grim set to her jaw that signaled she was not going to be thwarted. She leaned in my direction, caught my eye, and uttered the fateful words that changed my life.

'I'll pay you five dollars if you eat those peas.'

I had absolutely no idea of the impending doom that was headed my way like a giant wrecking ball. I only knew that five dollars was an ENORMOUS, nearly UNIMAGINABLE amount of money, and as awful as peas were, only one plate of them stood between me and the possession of that five dollars. I began to force the wretched things down my throat.

My mother was livid. My grandmother had that self-satisfied look of someone who has thrown down an unbeatable trump card. 'I can do what I want, Ellen, and you can't stop me.' My mother glared at her mother. She glared at me. No one can glare like my mother. If there were a glaring Olympics, she would undoubtedly win the gold medal.

I, of course, kept shoving peas down my throat. The glares made me nervous, and every single pea made me want to throw up, but the magical image of that five dollars floated before me, and I finally gagged down the very last of them. My grandmother handed me the five dollars with a flourish. My mother continued to glare in silence. And the episode ended. Or so I thought.

My grandmother left for Aunt Lillian's a few weeks later. That night, at dinner, my mother served two of my all-time favourite foods, meatloaf and mashed potatoes. Along with them came a big, steaming bowl of peas. She offered me some peas, and I, in the very last moments of my innocent youth, declined. My mother fixed me with a cold eye as she heaped a huge pile of peas on my plate. Then came the words that were to haunt me for years.

'You ate them for money,' she said. 'You can eat them for love.'

Oh, despair! Oh, devastation. Now, too late, came the dawning realization that I had unwittingly damned myself in a hell from which there was no escape.

'You ate them for money. You can eat them for love.'

What possible argument could I muster against that? There was none. Did I eat the peas? You bet I did. I ate them that day, and every time they were served thereafter. The five dollars was quickly spent. My grandmother herself passed away a few years later. But the legacy of the peas lived on, as it lives to this day. If I so much as curl my lip when they are served (because after all, I still hate the horrid little things), my mother repeats the dreaded words one more time.

'You ate them for money,' she says. 'You can eat them for love.'

Unabridged from A Plate of Peas *by Rick Beyer*

Communication

1A DON'T BE VAGUE! Student A

a Ask **B** your first question. They will answer with vague language. Ask lots of questions to try to get **B** to give as much detail as possible.

1 What do you want to do tonight?
2 What would you like me to get you for your birthday?
3 What have you packed for your weekend in Paris?
4 How many people do you want to invite to the party?

What do you want to do tonight?

Whatever you like. I don't mind.

But there must be something you'd rather do.

No, really. Anything is fine.

How about going to the cinema? *OK.*

So maybe a comedy or an action movie?

Whichever you prefer...

b Now answer **B**'s first question with vague language. Try to carry on being vague until **B** forces you to answer more precisely.

c Continue with your second question.

d Do either of you know anyone who often behaves like this? How do you feel about it?

1B SHORT AND LONG VOWELS Student A

a Dictate the five sentences below to **B**. Focus on making the vowel sounds short or long.

1 Fifty quid for a silk slip is a rip-off.
2 These three children need to be in a different stream.
3 I'm looking for a good cookery book.
4 The school rules about food are too confusing.
5 The Foreign Office wants to stop travel to Australia.

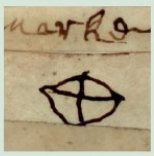
b Write the five sentences that **B** dictates to you.

c Compare sentences to check you got the correct spelling of the short and long vowels.

3B SHAKESPEARE – TRUE OR FALSE? Student A

a Read the answers to three of the quiz questions. Then take turns. Tell **B** and **C** whether they were true or false. Explain why. You start.

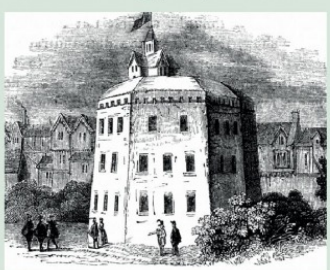
1 **Shakespeare's parents were illiterate.**



Probably true. Despite Shakespeare's eloquence and flair for the English language, it is believed that his parents were illiterate – as were many people in those days. His father, who was a glove maker, signed his name with a mark. However, it is suggested that Shakespeare's daughter, Susanna, was educated and literate as she is thought to have written the memorial epitaph to her mother.

4 **Shakespeare isn't the author of some of the plays attributed to him.**
Probably false. Shakespeare's authorship was first questioned in the middle of the 19th century, and more than 80 alternative authors have been put forward. Supporters of alternative candidates argue that theirs is the more plausible author, and that William Shakespeare lacked the education, aristocratic sensibility, or familiarity with the royal court that they say is apparent in the works. However, no direct evidence, such as title pages or testimony by other contemporaries, exists for any other candidate, and the vast majority of scholars support Shakespeare as having written all the plays.

7 **The original Globe Theatre in London, where many of Shakespeare's plays were first performed, is still in use today.**
Definitely false. The original Globe Theatre was built in 1599, but in June 1613, it went up in flames when a cannon misfired and hit the roof during a performance of *Henry VIII*. It was rebuilt the following year, but then pulled down again in 1644–5. A modern reconstruction of the theatre, called Shakespeare's Globe, opened in 1997. It is based on the original design and is located 230 metres from the site of the original theatre.



b Did you already know any of the facts about Shakespeare? Do you know anything else about him or his plays, or any other films or books based on his work?

2B RACE ACROSS THE WORLD Student A

a Read about contestants Josh and Felix. Use the glossary to help you. Make notes about these things.

- how long they've known each other
- what they do for a living
- the reason they wanted to take part
- their family background
- any highs or lows from the journey
- things they learned along the way

b Tell **B** about Josh and Felix. Use your notes to help you, and explain any words or phrases that were in the glossary.

c Now listen to **B** tell you about Natalie and Shameema. Listen for the information in **a**.

d From what you have read and heard about their personalities, which couple do you think is likely to be more successful in the race? Why? If you had to do the race with one of these four people, who would you choose?

RACE ACROSS THE WORLD

Josh and Felix

Josh and Felix, both 32 and friends for ten years, met while they were working at an inner-city arts centre. They then launched a successful theatre company, but recently they discovered they would have to move premises. They were drawn to the challenge because of the opportunity to work out 'what to do with our lives'. Also, Josh says, 'We enjoy being outside our comfort zone.'

Josh grew up in a small seaside town. He was an only child, but his parents always encouraged him to go and make friends. 'I love people,' he says. He spent a carefree childhood in woods and at the beach, and only left his home town when he went to university. Meanwhile, Felix, from London, was a wild-haired eccentric at his inner-city comp. A lover of books and known to correct teachers in assembly, he says, 'I was someone the school embraced as being quite strange.'

They are well travelled (every year they plan an adventure, such as cycling through Albania), but their initial efforts in the race are, Josh admits, 'bumbling'. They blow £140 on day one. After getting to France via ferry, they find some of the other couples have got accommodation for free. 'I think we've been too ready to pay for things,' Felix says gloomily. When they reach Munich, they cheerfully work in a stable for a day to earn cash.

The toughest thing was the tiredness because they slept on buses to avoid the expense of hotels. But Felix says that the miserable risks of running a business and facing debt when a project has failed, put the frustrations of being tired, hungry, and stuck somewhere in Greece into perspective. 'Out of nowhere,' Josh says, 'we end up talking to some people



who take us to their beautiful hotel, give us the most beautiful breakfast, then this guy drives us three and a half hours to the port. 'At my lowest moments,' he marvels, 'there are human beings who can lift me up again.'

'Most of us don't go anywhere without a plan,' says Josh, so accepting that not every decision would be right was an important learning curve. At first, while travelling through deprived areas, seeking help from people with very little, they felt guilt at their privilege, but later they realized that there was value in simply connecting. Felix says, 'They felt part of our adventure, giving us food, shelter, directions. They wanted to help us. You realize that everyone all over the world is just a human. That was a comfort.'

Adapted from The Times

Glossary
inner-city comp a state secondary school in a big city ('comp' = comprehensive, a type of secondary school)
bumbling careless, making mistakes
blow (£140) spend or waste a lot of money on sth

3A THE PERFECT AGE Student A

a Read your two paragraphs. Underline the reason why the age is perfect, and what research was done and by whom. Think about how you could communicate this information in your own words.

Concentrate well [43]

More than 10,000 people aged 10 to 70 were asked to do a four-minute computer test where they had to hit the spacebar if they saw a picture of a city scene, and not press it when they saw a mountain scene. Researchers found 43 was the age when people had the perfect combination of decent accuracy rates (which increased from age 17 to 43) and reaction times (which slowed after 44). 'While young adults may surpass others in the speed and flexibility of information processing, and older adults may possess the most stored knowledge, we find that middle-aged adults have the greatest capacity to remain attentive,' says Joe DeGutis, a research scientist at the Boston Attention and Learning Laboratory.

Resolve conflicts [65]

It's not just a cliché: older adults really do possess the most wisdom, according to a study analysing which age group was the most successful at resolving conflict. It was the oldest group, aged 60 to 90, who were most able to analyse the conflict, see different points of view and come up with solutions, said the researchers. Wisdom appeared to peak at 65, they concluded.

b Now, in your own words, tell **B** about your perfect ages, then listen to their information. Did you guess the decades of life correctly?

5B CAIRO Student A

a Read what Leila Fadel says about life in Cairo. Underline any information you think is interesting, particularly regarding people's attitude to personal space.

Cairo



Leila Fadel is a Lebanese-American journalist, who was based in Cairo when she wrote this article.

Where people live This is a noisy city, a crowded city of some 16 million people. In the summer, it feels like everyone is sitting on top of you in the smog and heat. On my balcony, I can see the lady across the alley ironing her clothes. Last week, I was watching television and someone yelled from the building next door to turn it down.

Public transport My producer, Dina Saleh, and I spent one day on a microbus, a type of minivan Egyptians use to get around the city for the equivalent of about 25 cents. We're squished in the back next to two other women, and 12 more people are piled in. But it's a national holiday, and Dina says this is nothing compared to a work day. Young boys with no cash jump on the back for a free ride.

Being a pedestrian Walking around the city is like dealing with an obstacle course. The narrow streets are made more narrow by cars haphazardly parked on the sidewalks, sometimes even in the middle of the street. Standing in one of the most crowded parts of Cairo, Giza Square, there's really no sense of personal space. There are just too many people to have that. There's no legal time to cross the street, you just cross when you can. Just now, as I was talking, a man brushed up right against me – didn't even notice, didn't even apologize, because that's normal here.

Street food In the morning, Egyptians crowd around breakfast stands throughout the capital. Men serve up hot fava bean mash, with veggies and bread. People eat at the stand as others flash money above their heads to get service, bodies pressed up against each other...

Living in an apartment building Without space, there is no privacy. In every Cairo apartment building is the *bawab*, the building guard. He knows the comings and goings of every resident on the street. And to this day, when a young woman is getting married, families of the groom will interrogate the *bawab* about the potential bride. *Do men come and go from the apartment? Does she come home late at night?*

The positive side But the closeness is also comforting. It is a fundamentally kind city. If you fall, a slew of people will rush to your aid. No one will walk by thinking, *Not my problem.* It is loud, crowded, and claustrophobic, and it is maddening and wonderful at the same time.



Abridged from NPR

b Tell **B** what Leila noticed about life in Cairo. Use the headings to help you.

c Now listen to **B** tell you what Lourdes Garcia-Navarro says about life in São Paulo.

3B OTHELLO Students A+B

Read the summary of the play and check your answer to **c** on p.35.



Othello is one of Shakespeare's greatest tragedies. Othello, a general, has been tricked by his treacherous right-hand man, Iago, into believing that his wife Desdemona is having an affair with a man named Cassio. In the scene Diane mentions, Desdemona has lost the handkerchief her husband gave her as a love token, and she is afraid he will be very angry. Othello becomes increasingly suspicious of Desdemona, and finally, he kills her in a fit of jealous rage.

5B NATIONALITIES QUIZ Student A

Take turns to ask each other questions. The answers are in brackets.

1 Which famous Dane wrote children's stories including *The Little Mermaid* and *The Snow Queen*? (Hans Christian Andersen)

2 What's the difference between *Scottish* and *Scotch*? (Scottish is the nationality, Scotch is the whisky)

3 Are Björn Ulvaeus and Benny Andersson Danes, Finns, or Swedes?

(Swedes – the ABBA men)

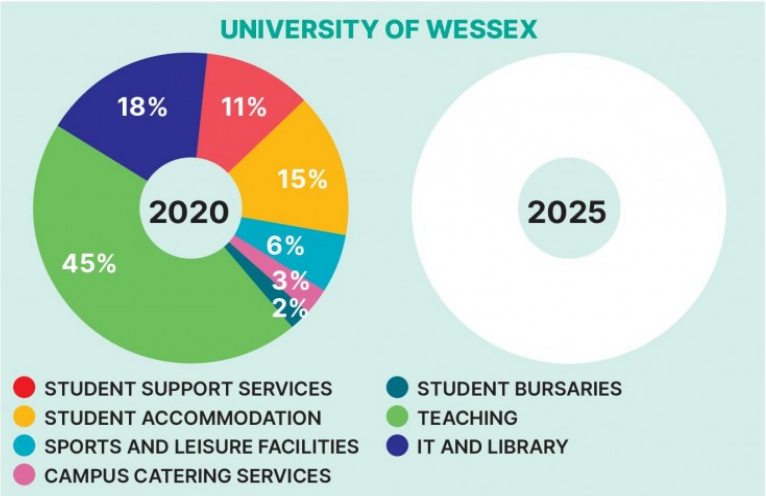
4 Who wrote an opera called *The Flying Dutchman*? (Richard Wagner)

5 Which Welshman has played the roles of Richard Nixon, Pablo Picasso, and Hannibal Lecter? (Anthony Hopkins)



6B DESCRIBING DATA Student B

a Listen to **A** talking about how the University of Wessex has changed how it spends its money on facilities and services over a five-year period. Draw the pie chart for 2025.



b Now look at the table of data for the University of Northam, which gives information about how the university has changed how it spends its money on facilities and services over a five-year period. Tell **A** about the changes in each area. Start like this.

In 2020, the University of Northam spent around one third of its money, 33%, on teaching. By 2025, this had increased by 15%, to 48%. Regarding IT and library costs, in 2020,...

The University of Northam		
Costs	**2020**	**2025**
teaching	33%	48%
IT and library	11%	21%
student support services	9%	10%
student accommodation	18%	8%
sports and leisure facilities	18%	6%
campus catering services	6%	3%
student bursaries	5%	4%

1A DON'T BE VAGUE! Student B

a Answer **A**'s first question with vague language. Try to carry on being vague until **A** forces you to answer more precisely.

b Ask **A** your first question. They will answer with vague language. Ask lots of questions to try to get **A** to give as much detail as possible.

1 Where shall we go on holiday this year?
2 What shall we have for dinner tonight?
3 I can't close the cupboard door in your room. What on earth have you got in it?
4 What shall we watch on TV tonight?

Where shall we go on holiday this year?

Wherever you like. You decide.

But there must be somewhere you'd like to go.

No, really. Anywhere is fine.

How about going on a beach holiday? *OK.*

Maybe Greece or Italy? *Whichever you prefer...*

c Continue with **A**'s second question.

d Do either of you know anyone who often behaves like this? How do you feel about it?

1B SHORT AND LONG VOWELS Student B

a Write the five sentences that **A** dictates to you.

b Dictate the five sentences below to **A**. Focus on making the vowel sounds short or long.

1 My daughter was born on the 4th of August.
2 There's a demand for more car parks in Cardiff.
3 Dutch youngsters are encouraged to have fun.
4 I've never ever sent a text message.
5 Our journey to Birmingham was the worst.

c Compare sentences to check you got the correct spelling of the short and long vowels.

3B SHAKESPEARE – TRUE OR FALSE? Student B

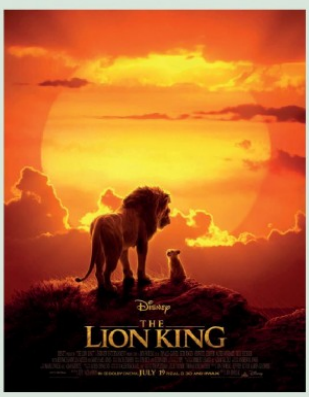
a Read the answers to three of the quiz questions. Then take turns. Tell **A** and **C** whether they were true or false. Explain why. **A** will start.

2 **Shakespeare wore a gold earring.**
Probably true. The Chandos portrait, a portrait of Shakespeare believed to have been painted during his lifetime, is by the artist John Taylor. It hangs in the National Portrait Gallery in London, and is thought to show Shakespeare wearing a gold hoop earring in his left ear. This was a creative, fashionable look in the 16th and 17th centuries.



5 **Shakespeare never acted in his own plays.**
Definitely false. Apart from writing his numerous plays and poems, Shakespeare was also an actor. From 1594, he belonged to a company of actors who performed many of his own plays, as well as those of other playwrights. There is evidence that he played the ghost in *Hamlet* and Adam in *As You Like It*.

8 ***The Lion King* (1994) and *West Side Story* (1961) are both based on Shakespeare plays.**
Definitely true. If you loved *The Lion King* growing up, you probably learned most of the story of Shakespeare's *Hamlet*. In both, a good king is murdered by his brother, who soon becomes king in his place. The wicked queen in Disney's *Snow White and the Seven Dwarfs* was also based on a character from Shakespeare, Lady Macbeth. The musical *West Side Story* is based on *Romeo and Juliet*, and the two ill-fated lovers, rather than being from rival Italian noble families, belong to families from opposing gangs in 1950s New York.



b Did you already know any of the facts about Shakespeare? Do you know anything else about him or his plays, or any other films or books based on his work?

2B RACE ACROSS THE WORLD Student B

a Read about contestants Natalie and Shameema. Use the glossary to help you. Make notes about these things.

- how long they've known each other
- what they do for a living
- the reason they wanted to take part
- their family background
- any highs or lows from the journey
- things they learned along the way

b Listen to **A** tell you about Josh and Felix. Listen for the information in **a**.

c Now tell **A** about Natalie and Shameema. Use your notes to help you, and explain any words or phrases that were in the glossary.

d From what you have read and heard about their personalities, which couple do you think is likely to be more successful in the race? Why? If you had to do the race with one of these four people, who would you choose?

RACE ACROSS THE WORLD

Natalie and Shameema

Natalie is an artist's agent, and Shameema is a cognitive behavioural psychotherapist. Both 38, and having met at school, they have been friends for 30 years. On day one, they schmooze their way from London to France (they are briefly stuck on the A2, but such is their charm that a woman at a petrol station buys them tickets to Dover). In Lille, they stay in a Travelodge for free. 'We're relying on the kindness and goodwill of strangers,' Natalie says. Neither Natalie nor Shameema took part in the race in order to escape. You sense it was more about understanding themselves when life hasn't been straightforward.

Shameema's parents came from Bangladesh, and her older sister had an arranged marriage, which was expected for Shameema, too. 'My life was already decided for me,' she recalls. But, craving freedom, she left home to go to university, where she met and married a man of her choosing. After 19 years, the pair recently separated and Shameema felt her parents' disapproval again. The BBC's call to adventure came when she was attracted by the idea of doing something a bit irresponsible. She says, 'I work, and I have children.' (Her daughters are 15 and 17.) 'I live around my ex-husband's family and we all have great relationships, but I've felt like I've needed some time to take a step back from life.'

Unlike Shameema, who didn't own a backpack and was stunned to discover that in hostels you share a room with other people, Natalie had travelled widely, but had had a very hard early life. Her father died when she was



seven, and her mother when she was 19. Diagnosed at two with sickle cell anaemia, Natalie had to cope with illness throughout her childhood, and had to spend six months in hospital at the age of 14. Despite all these painful childhood memories, she laughs a lot, is serene yet exuberant, and people respond to her. Also, from Türkiye onwards, 'No one had ever seen a black person.' People kept taking photos of her. 'It was intense: picture, videos, picture, picture. We walked into the grand bazaar to a round of applause...because I had massive hair.' *Race Across the World*, she says, was unique. 'Nobody knows you. You can be whoever you want to be. You can be who you actually are.'

Adapted from The Times

Glossary
schmooze to talk in an informal and friendly way with sb, especially in order to gain an advantage by persuading people to like you and do what you want
A2 a main road from London to the south-east coast
Travelodge a chain of cheap hotels
sickle cell anaemia an inherited blood disorder

3A THE PERFECT AGE Student B

a Read your two paragraphs. Underline the reason why the age is perfect, and what research was done and by whom. Think about how you could communicate this information in your own words.

Get married [30]

To give yourself the best chance of avoiding divorce, it makes sense to get married between 28 and 32, according to a recent study of divorce rates. Before 32, each additional year of age at marriage reduces the odds of divorce by 11 per cent. After that, the odds of divorce increase by 5 per cent a year – possibly because leaving marriage till later means that you're more set in your ways, says Nicholas Wolfinger at the University of Utah, who led the study. When it comes to finding the right partner, 26 is your magic number, according to Professor Tom Griffiths, a cognitive scientist. He created the 37 per cent rule algorithm for human decisions, which suggests that people make their best decisions after screening 37 per cent of the options: enough to have a choice, but not so much that they're weighed down by indecision. From this rule, he concluded that 26 is the best age for picking a partner.

Make friends [25]

This is the age of 'peak friendship', according to analysis of the phone records of 3.2 million people by scientists at Oxford University and Aalto University in Finland in 2016. That's especially true for men, who have more friends at 25 than women, but men's and women's social circles contract after 25, with men experiencing a steeper fall-off in friends through their twenties and thirties. At 45, our social circle stabilizes, then decreases further from 55 as we become even less sociable.

b Listen to **A** tell you about their perfect ages, and then, in your own words, tell **A** about yours. Did you guess the decades of life correctly?

5B SÃO PAULO Student B

a Read what Lourdes Garcia-Navarro says about life in São Paulo. Underline any information you think is interesting, particularly regarding people's attitude to personal space.

São Paulo



Lourdes Garcia-Navarro is an American of Cuban / Panamanian heritage, who was based in Brazil when she wrote this article.

Public transport I'm in São Paulo's metro system. This is a city of 20 million people – one of the largest cities in the world. Some people take three hours every day just to get to work, going from one side of the city to another. One thing you will notice when you ride the public transport system here is that it does feel very, very different than it does in the United States. Very Brazilian...

Public displays of affection Paula Moura works with NPR in Brazil. The country is just a lot more touchy-feely, she says. 'I've been to other countries and nobody touches each other. It seems there is space for everybody. Personal space is bigger in other countries. Here it's not.' PDAs aren't a problem either. 'I can see people are kissing each other and they don't worry about other people seeing them,' Moura says. In most countries in the world, people are on the metro staring at their feet, or they've got their headphones on and they're in their own little world. But here people are very engaged, talking to one another, interacting. It's a much livelier scene than in many other cities.

Attitudes to family and older people Another surprising aspect to life here: there is a lot of respect for the elderly and mothers with children. At the supermarket, at the cinema, at government offices, they have special lines that give these individuals priority. Family is important here. Because of the high cost of living, they tend to be small, but families here are close-knit. Everyone gathers on a Sunday for lunch, but they often visit during the week as well. And that sense of caring translates into how people treat others in public spaces. As I'm standing on the metro, I see a young woman offer her seat to an older one with a smile. Railda is a retiree and is now comfortably sitting down. She says she often gets offered a seat. Still, she tells me,...she's often nervous when out in the city.

A surprising fact And that's what makes all this all the more surprising. People say that crime is one of their main concerns when they go on public transport, but that doesn't stop them from this important human-to-human contact.



Glossary
NPR National Public Radio, and American broadcasting organization
PDA Public Display of Affection

Abridged from NPR

b Listen to **A** tell you what Leila Fadel says about life in Cairo.

c Now tell **A** what Lourdes noticed about life in São Paulo. Use the headings to help you.

5B NATIONALITIES QUIZ Student B

Take turns to ask each other questions. The answers are in brackets.



1 Ole Kirk Christiansen was the founder of Lego. What nationality was he? (Danish)

2 Which people in the United Kingdom celebrate St David's Day as their national day? (the Welsh)

3 Which Spaniard won the French Open tennis tournament a record number of times? (Rafael Nadal)

4 Which famous Swede created a set of prizes which are still awarded every year? (Alfred Nobel)

5 Which Scandinavian people speak a language which is related to Estonian and Hungarian? (the Finns)

3B SHAKESPEARE – TRUE OR FALSE? Student C

a Read the answers to three of the quiz questions. Then take turns. Tell **A** and **B** whether they were true or false. Explain why. **A** will start.

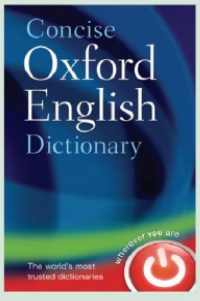
3 **Shakespeare had just one son, who was called Hamlet after one of his most famous creations.**
Definitely false. Shakespeare and his wife Anne Hathaway had three children: a daughter, Susanna, and twins, Judith, a girl, and a boy called Hamnet, who were born in 1585, at least 15 years before Shakespeare wrote *Hamlet*. Hamnet died aged 11, and it is suggested that this tragedy affected Shakespeare deeply. Although his two daughters both married, none of Shakespeare's grandchildren survived, so he has no direct descendants today.

6 **All the female roles in Shakespeare's plays were performed by men.**



Definitely true. It was illegal for women and girls to perform in the theatre in Shakespeare's lifetime, although women did attend the theatre in significant numbers. All his female parts were written for boys, and this is referred to in the text of some plays like *Hamlet* and *Antony and Cleopatra*. The first woman only appeared on the English stage more than 40 years after Shakespeare's death.

9 **According to the *Oxford English Dictionary*, around 2,000 words and phrases in common use in English were first recorded or written down by Shakespeare.**



Probably true. Among Shakespeare's greatest contributions to the English language must be the introduction of new vocabulary and phrases which have enriched the language, making it more colourful and expressive. Some estimates of the number of words coined by Shakespeare amount to several thousand. The *Oxford English Dictionary* records around 2,000 as having been first recorded or written down by Shakespeare. However, an article by a historian in *National Geographic* points out that the Victorian scholars who read texts for the first edition of the *OED* paid special attention to Shakespeare, so he is often credited with the first use of words which can, in fact, be found in other writers' work.

b Did you already know any of the facts about Shakespeare? Do you know anything else about him or his plays, or any other films or books based on his work?

Writing Bank

1 A discursive essay

KEY SUCCESS FACTORS

- presenting clear and thoughtful arguments, backed up with examples
- signposting your ideas clearly within paragraphs
- checking your writing for inaccuracies

Analysing a model text

a Which of the activities below were you allowed to do without adult supervision as a child? What are the pros and cons of letting children do them? Discuss your ideas with a partner.

- walking or cycling to school or the local shops
- travelling on public transport
- playing in the street / a playground / a park / woods or fields

b Read an essay about the pros and cons of free-range parenting (FRP) and focus on the content. Do the writer's arguments include any of your ideas from **a**?

c Make notes to complete the plan for the essay in **b**.

Paragraph 1 **Introduction**

- Introductory statement – child-rearing a conundrum for parents
- Definition of FRP –
- Development of definition –
- Examples –

Paragraph 2 **Advantages of FRP**

- Point 1 – develop problem-solving skills
- Point 2 –
- Point 3 –
- Point 4 –

Paragraph 3 **Disadvantages of FRP**

- Point 1 – may be accused of neglect, risk prosecution
- Point 2 –
- Point 3 –

Paragraph 4 **Conclusion**

- Personal opinion – dangers are overexaggerated
- Point 1 – culture too risk-averse
- Point 2 –
- Final statement –



The pros and cons of free-range parenting

1 The question of how to raise a [1]well adjusted child is a conundrum facing every parent. 'Free-range parenting' is an approach to child-rearing which emphasizes children's need to experience the outside world alone, without having their parents constantly hovering around. This approach has developed as a backlash against over-protective parenting; it involves allowing [2]kids to engage [3]on a range of unsupervised activities, from walking to the local shops to playing outdoors or taking public transport.

2 Clearly, [4]there is several advantages to allowing children more autonomy. Advocates of this approach argue that if children have to confront unexpected obstacles or make their own decisions, they develop problem-solving skills and become more adaptable, resourceful, and resilient. They also gain [5]bigger awareness of danger and how to stay safe, which in turn builds confidence and enthusiasm for exploring the world.

3 Arguments against free-range parenting mostly centre around legal issues. Parents may confront [6]acusations of neglect or even face prosecution if they inadvertently break [7]salvaguarding laws. A further potential problem is that if children are not ready to deal with problems, they may lose self-confidence. But perhaps the most compelling argument against [8]the free-range parenting is that it may place children in actual danger from traffic, gangs, or criminals.

4 My own view is that the dangers of free-range parenting are over-exaggerated. Arguably, our culture is too risk-averse, and moreover, statistics show that the world [9]becomes a safer place. In conclusion, as long as children are not exposed to too much danger, free-range parenting lets them [10]to develop tools to navigate the world, and provide valuable preparation [11]thus for adulthood.

d Read the essay again and focus on the language. Look at highlighted errors 1–11. Correct them, and then match them to the categories below.

- article
- gerund / infinitive
- incorrect word
- preposition
- punctuation
- register
- singular / plural agreement
- spelling
- tense
- word order
- wrong collocation

e Based on your answers in **d**, which aspects of accuracy do you think you have most problems with? Compare with a partner.

Proofreading your work

Avoiding obvious mistakes will really improve the reader's response to your work.

- First, read your essay for sense. Think about whether your arguments are logically organized. You may find it useful to translate back into your language.
- Pay attention to your first and last sentences; these make the most impression on the reader.
- Be aware of your own typical mistakes, for example, subject–verb agreement, collocations, use of the correct preposition after a verb, use of apostrophes, etc.
- Read your work slowly several times, looking for one type of mistake at a time, i.e. first grammar, then spelling, then punctuation, and so on. Remember that spellcheckers won't pick up words that are spelled correctly but used wrongly.
- Exchange your work with another student and ask them to underline any errors they spot.

USEFUL LANGUAGE

f Underline words or phrases used in the essay to introduce some of the points in the plan in **c**.

g ~~Cross out~~ the incorrect alternative in 1–10. With a partner, decide if there is any difference between the correct alternatives.

Introducing a topic

1 The question *as to / about / of* how to bring up a child is becoming increasingly controversial.

2 Parenting is a topic that can provoke *lively / heated / excited* debate.

Introducing advantages or disadvantages

3 Clearly, there are several *advantages to / pluses of / arguments in favour of* free-range parenting.

4 Arguments against free-range parenting mostly *centre around / focus on / put emphasis on* the child's self-confidence.

5 Perhaps the most *deep-seated / persuasive / compelling* argument against is...

6 *Advocates / Believers / Opponents* of free-range parenting argue that...

Presenting facts

7 It is certainly *true / the case / factual* that...

8 *Experts have investigated / Statistics show / All the evidence suggests* that...

Giving a personal opinion

9 My *own view / particular belief / personal opinion* is that...

10 *It seems to me that / According to me, / I personally believe that* the advantages outweigh the disadvantages.

Planning what to write

All children should be parented in a gender-neutral way for the first two years of life.

a Read the essay title above. With a partner, think about the topic.

- Clarify what issue the essay title is raising, i.e. here, what does parenting 'in a gender-neutral way' actually mean?
- Why is it important, relevant, or controversial?
- Have people's opinions or actions been changing recently, and if so, why?
- Think of examples of how the topic affects you, your community, or the world.
- Consider different points of view, e.g. the child's, the parent's, friends and relatives, etc.

b Brainstorm the pros and cons. Then decide on three main arguments on each side that are relevant to the title, and organize them into an essay plan.

c In your pairs, **A** write a paragraph outlining the arguments in favour of gender-neutral parenting, and **B** write about the arguments against.

d Read each other's paragraph and discuss which side you agree with most, and why.

TIPS for writing a discursive essay:

- In the introduction, explain the relevance of the topic; define it and / or illustrate its scope.
- Decide on two to four advantages and disadvantages that you consider to be interesting or important.
- Decide whether you think the advantages outweigh the disadvantages or vice versa.
- Present a balanced argument. Outline the advantages first, then the disadvantages. Back up your opinion with reasons and examples.
- Give your personal opinion in a conclusion.
- Write in a formal or neutral style, using synonyms to avoid repetition and replacing simple words with more interesting ones.
- Use discourse markers to signal the introduction of new points.

Writing

Write an essay of between 240 and 280 words.

DRAFT your essay, based on your plan. Write four paragraphs, using the model essay as a guide, your notes from the planning stage, and the TIPS above.

EDIT the essay, making sure you have covered the main points, cutting any irrelevant information, and checking it is the correct length.

CHECK the essay for mistakes in grammar, vocabulary, spelling, punctuation, and register.

p.15

2 A formal email of complaint

KEY SUCCESS FACTORS

- making the tone formal, polite, persuasive, and firm
- outlining each issue with clear examples
- stating what you expect to happen as a result of your complaint

Analysing a model text

a Have you ever booked a holiday through a travel company? Were you 100% satisfied? If not, why not? What did you do?

b Read the advert for a luxury tour of Peru. Would you use this company? Why (not)?

Adventure TOURS



Luxury holidays in Peru

Peru is one of our most popular destinations, combining history, culture, and exceptional natural beauty.

- hand-picked luxury accommodation
- excellent local food
- smooth transfers between destinations
- expert local guides
- exclusive private excursions



Our promise: Customer satisfaction guaranteed. We're on your side. **ATOL-protected.**

c Read an email from an Adventure Tours customer. What aspects of their holiday did not live up to the advert in **b**?

Subject: Jewels of Peru Tour x Inbox

AL **From: Anaïs Laurent**
To: Adventure Tours

Dear Sir or Madam,

1 My partner and I have just returned from the Jewels of Peru tour (ref. JPT658, travel dates 14th to 30th September inclusive) and I am writing to express our dissatisfaction with the service provided by Adventure Tours. We wanted a luxury holiday to celebrate a special anniversary and your company was highly recommended to us. According to your website, you provide 5-star accommodation, expert tour guides, and a choice of private excursions at each stage. Unfortunately for us, this description did not wholly match our experience.

2 It is worth saying that the first two hotels we stayed at were comfortable and well appointed. However, our three nights near Lake Titicaca were hugely disappointing. Although clean, the accommodation was verging on the basic, and the food was very much not up to standard. In addition, the arrangements for the optional excursions were chaotic – our pre-booked private trip around the lake was not, in fact, available and no suitable alternatives were on offer.

3 Following this disappointment, on the visit to Machu Picchu, our tour guide turned up almost an hour late. As a result, by the time we eventually arrived at the ruins, we were informed that our pre-purchased permits for a hike through the upper terraces were no longer valid, as we should have been at the entrance an hour earlier, and we therefore had to purchase new ones. This meant that the day turned out to be both stressful and upsetting.

4 A company that offers a 'luxury' experience, with a price tag to match, has a responsibility to deliver on its promises, and our holiday fell far short of the standard we could have expected. You should be ensuring that all your accommodation is of a consistently high quality, and that advertised excursion options or suitable alternatives are actually available. Finally, it is completely unacceptable that a day that should have been the highlight of our holiday was ruined by the lack of punctuality of one of your 'expert' tour guides.

5 Clearly, we are owed some form of compensation. At the very least, we expect to be reimbursed for the non-existent Lake Titicaca tour and the cost of our Machu Picchu permits, and we feel that a substantial further goodwill payment is in order, given that our enjoyment of this very expensive holiday was significantly compromised. No doubt you would prefer us not to leave a negative review, and will be keen to address our concerns in a satisfactory way.

I look forward to a prompt resolution of this matter.

Yours faithfully,

Anaïs Laurent

d Read the email again. In which paragraph 1–5 does the customer...?

A ___ explain what they expect to happen next
B ___ describe the first complaint
C ___ state the reason for writing and identify what was promised
D ___ describe the second complaint
E ___ summarize their feelings about the whole experience

e Read the information box. Then complete the examples of phrases from the model email which convey a polite but firm tone.

Getting the tone right

Using an appropriate tone for an email of complaint is more likely to get a positive response.

Firstly, try to get the recipient on your side:

- **Get sympathy**: *to* [1]_____ *a special anniversary*
- **Mention reputation**: *your company was* [2]_____ *recommended, No doubt you will be keen to...*
- **Express disappointment**: *Unfortunately for us, ...did not* [3]_____ *match our experience.*
- **Recognize what was OK**: *It is* [4]_____ *saying that...*

Secondly, make it clear that you are expecting to be compensated:

- **Describe negative impacts** using emotive language: *hugely* [5]_____, *chaotic, stressful, upsetting*
- **Refer to what had been promised**: [6]_____ *to your website..., You should be ensuring that...*
- **Be firm**: *A company...has a responsibility to..., it is completely* [7]_____ *that..., Clearly, we are owed..., At the very least, we expect...*

USEFUL LANGUAGE

f Match the highlighted more formal phrases in the model email to definitions 1–10 below.

1 _____ with everything we expected for our comfort
2 _____ say that we are not pleased
3 _____ not good enough
4 _____ failed to reach by a long way
5 _____ not officially acceptable any more
6 _____ badly affected
7 _____ very close to unacceptably simple
8 _____ quick settlement
9 _____ lateness
10 _____ fulfil its commitments

Planning what to write

You recently hired an events company to organize and cater for your partner's 30th birthday party. During the event, you encountered a number of problems with, e.g. food, decorations, entertainment, and communication. Write to the manager of the company describing the problems you experienced and outlining how you expect them to resolve the issues.

a Read the exam task above. With a partner, brainstorm a list of specific issues that might have occurred during the event.

b On your own, choose two of the issues you discussed and make notes about exactly what happened. Think about the service the events company advertised and the action you expect the manager of the company to take.

c Compare your ideas with your partner and add suggestions to your partner's ideas.

d Organize your notes into a plan.

TIPS for writing a formal email / letter of complaint:

- Use appropriate expressions for opening and closing the email. If you are writing to a named person, e.g. the manager of the company, it's fine to use their name in the opening and sign off with *Yours sincerely.*
- State the purpose of the email and give brief background information about why you are complaining.
- Describe the issues that prompted your complaint. Start a new paragraph for each section of the email. Don't include irrelevant information.
- Conclude by making it clear what information or action you require.
- Use a polite and firm tone to get the company on your side, but to make clear that action is required.
- Use a formal style, avoiding contractions, abbreviations, slang, etc.

Writing

Write a formal email of complaint of between 280 and 320 words.

DRAFT your email, based on your plan. Write five paragraphs, using the model email as a guide, your notes from the planning stage, and the TIPS above.

EDIT the email, making sure you have covered the main points, cutting any irrelevant information, and checking it is the correct length.

CHECK the email for mistakes in grammar, vocabulary, spelling, punctuation, and register.

p.23

3 A review

KEY SUCCESS FACTORS

- commenting on the play / film, etc. from a range of different viewpoints, balancing objective description with personal reaction and interpretation
- justifying your comments by giving precise details

Analysing a model text

a **With a partner, look at the list of aspects of a play or film. Which three are the most important for a really memorable performance, in your view? Are there any other areas to consider? Discuss and give reasons for your ideas.**

acting cast themes plot script direction screenplay cinematography costumes set sound lighting special effects emotional impact

b **Read a review of the play *Kindertransport* and focus on the content. Answer the questions.**

1 Which of the aspects in **a** does the reviewer mention? In which paragraph(s) is each mentioned?

2 What background information or objective facts about the play does the reviewer give?

3 What details does the reviewer include to justify the following evaluations?

- The play is timely.
- Eva's evolving identity crisis is emotional.
- The set echoes the theme of fractured identity.
- There is a weakness in the production.
- The performances are assured and convincing.
- The play raises important questions.

4 How many stars out of five do you think the reviewer gives? Give reasons for your answer.

5 Does the play appeal to you? Why (not)?

c **Read the review again and focus on the language. Answer the questions.**

1 Which tenses are mainly used to describe the play?

2 Look at the highlighted words / phrases in the review. Which ones are for generalizing and which are for emphasis?

Discourse markers

Generalizing: *By and large*, *Generally speaking*, *On the whole*, *For the most part*, *In the main*

Emphasizing: *Basically*, *Essentially*, *In essence*, *Most of all*



Kindertransport

1 The 'Kindertransport' was an organized initiative to evacuate predominantly Jewish children from Nazi-occupied Europe just before the outbreak of World War Two. Diane Samuels's haunting play *Kindertransport*, which is currently showing at Nottingham Playhouse, is a nuanced and deeply moving exploration of loss, survival, and gratitude. Directed with insight and sensitivity by Fiona Buffini, it is particularly timely in the context of today's refugee crisis, which sees anguished parents again sending their children out to face unknown futures.

2 The play tells the story of Eva, a German refugee child who is placed with a foster family in England. As the action unfolds, we are drawn into the raw emotions of Eva's evolving identity crisis, which plays out in her adoption of the English name Evelyn, and above all in her heartbreaking rejection of her birth mother, who has come to take her home.

3 The versatile set design, with its mountain of jumble that evokes abandoned possessions, echoes the theme of fractured identity. The enigmatic music in turn adds much poignancy to the drama.

4 If there is a weakness in the production, it is that the acting occasionally descends into a shouting match. But overall, the performances are assured and convincing; Jenny Walser brings vulnerability to the role of young Eva, while Denise Black gives a rounded performance as Eva's down-to-earth foster mother, Lil. Cate Hamer in particular is compelling as the older Evelyn.

5 *Kindertransport* raises important questions, such as *How can I come to terms with my past? Who am I? Who can I be?* Ultimately, though, the triumph of this powerful and involving production is its warmth and humanity. Catch it if you can.

USEFUL LANGUAGE

d Match the underlined words and phrases in 1–12 to the more expressive alternatives A–L.

1 The play, which is set in England during World War Two, is about the difficulties faced by immigrants.
2 It is a(n) emotional production which builds to a climax in the confrontation between a mother and her daughter.
3 It is particularly important in the context of today's refugee crisis.
4 Some of the plot twists are not believable.
5 The scene when Eva left her parents made me sad.
6 The ending makes you feel better.
7 Cate Hamer delivers a(n) very good performance as Evelyn.
8 The brilliant performances of the lead actors make up for the largely poor performances of the supporting cast.
9 As the story unfolds, the audience is very interested in Eva's evolving identity crisis.
10 The versatile set design makes you think of the poignancy of abandoned possessions.
11 The best thing about this production is its warmth and humanity.
12 Diane Samuels's complex play shies away from clichés and avoids simplistic conclusions.

A ☐ triumph of, stand-out aspect of, highlight of, most impressive feature of
B ☐ nuanced, subtle, multi-faceted, ingenious
C ☐ is uplifting, provides a catharsis, is heart-warming, dispels the gloom
D ☐ haunting, powerful, deeply moving, involving
E ☐ brought tears to my eyes, brought a lump to my throat, was heartbreaking, was unbearably poignant
F ☐ two-dimensional, uneven, clichéd, melodramatic
G ☐ drawn into, gripped by, engrossed in, mesmerized by
H ☐ is especially timely, could not be more relevant, has particular relevance, is particularly pertinent
I ☐ tells the story of, traces the development of, focuses on, depicts
J ☐ far-fetched, contrived, implausible, unconvincing
K ☐ evokes, is evocative of, echoes, recalls
L ☐ assured, rounded, compelling, electrifying

e Choose five of the more expressive words and phrases from **d** and use them to write sentences describing plays or films you have seen. Read your sentences in small groups.

Planning what to write

a Think of a play or film you have seen recently that has made an impression on you. Make notes on the background information and plot, e.g.:

Who wrote / directed it?
Where / When is it set?
Where is it currently showing?
What happens in it?
Is it based on true events?
Who is in it?

b Now make notes on your personal views and reactions, e.g.:

What do you consider to be the main themes?
Does the play or film have a particular relevance to today's world?
How would you evaluate the acting, direction, set design, special effects, etc.?
What are the most impressive features? Are there any weaknesses?
What emotional impact did it have on you?
What questions does it raise?

c Work with a partner. Based on your notes, describe the play or film you have chosen.

d Now listen to your partner's description of a play or film. If you have seen it, do you agree? If not, are you inspired to see it as a result? Why (not)?

TIPS for writing a review of a play or film:

- Introduce the review with background information. Include factual details, such as the people involved, where and when the play / film is showing, etc., and summarize the themes.
- Give basic details of the plot, so that the story makes sense to someone who doesn't know it.
- Comment on and evaluate the play / film from a range of aspects (acting, set, direction, etc.). Include details to justify your opinions.
- Conclude the review by describing the impact the play / film has had on you / the audience, including emotions it evokes and questions it raises.
- Make a recommendation about whether or not to see the play / film.
- Use a range of precise and expressive language, including appropriate tenses and discourse markers.

Writing

Write a review of between 280 and 320 words.

DRAFT your review. Write five paragraphs, using the model review as a guide, your notes from the planning stage, and the TIPS above.

EDIT the review, making sure you have covered the main points, cutting any irrelevant information, and checking it is the correct length.

CHECK the review for mistakes in grammar, vocabulary, spelling, punctuation, and register.

p.35

4 An article

KEY SUCCESS FACTORS

- having a clear aim, e.g. entertaining, persuading, or inspiring
- selecting the appropriate register and content for the target reader
- using a range of strategies to engage the reader's attention

Analysing a model text

a **Statistics show that STEM (science, technology, engineering, and maths) occupations are still male-dominated globally. Why do you think this could be? With a partner, make notes on possible causes.**

b **Read an article about gender and employment and focus on the content. Answer the questions.**

1 Choose the best title.
   a A passion for science
   b Jobs for the boys?
   c The changing face of engineering

2 Match the headings to paragraphs 1–4. Find evidence for your choices.
   a ___ Challenging the stereotypes
   b ___ An unconventional choice
   c ___ The gender gap in STEM
   d ___ Obstacles to success

3 Where do you think you might read the article?
   a in a science journal
   b in a general interest magazine
   c in a school magazine

4 Which of these aims do you think the writer had in mind? If more than one applies, what is the main aim, in your view?

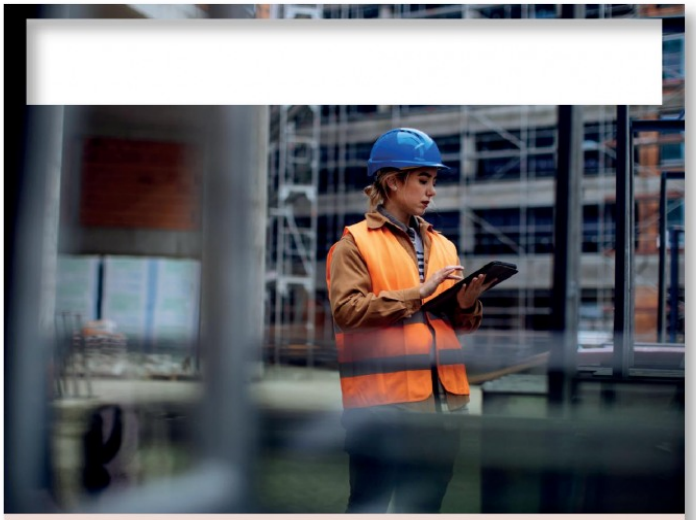
to convince to encourage action to entertain
to inform to inspire to raise questions

c **Read the article again and focus on the language. Answer the questions.**

1 How would you describe the style of the article? Give reasons for your choice.
   a impersonal and academic
   b informal and chatty
   c emotive and dramatic
   d light-hearted and humorous

2 Find examples of the following in the article:
   a addressing the reader
   b describing a personal experience or ambition
   c asking other questions

3 Look at the information box. Then find two more expressions for giving examples in the article.



1

Did you ever dream of being an engineer when you were at school? My best friend Hannah has just finished an engineering degree in the UK, and is looking forward to a lucrative, high-powered, and socially useful career. But Hannah is in a minority: in her class of 130 at uni, only 25 were girls – and there were virtually no female lecturers in her department.

2

Even today – in a so-called age of gender equality – men far outnumber women in STEM (science, technology, engineering, and maths) occupations. To take just one example, in the UK, around a third of graduates in STEM subjects are female; of these, incredibly, only 14% go on to work in STEM careers. As for research and development, barely a third of scientists working in the field worldwide are women.

3

So what's going wrong? Girls do just as well as boys in science exams at school, so it can't be down to an innate lack of talent. Is it simply a case of gender stereotyping, with parents and teachers failing to encourage girls to believe in their abilities? Or perhaps it's the working conditions in these male-dominated professions that put girls off, not to mention the distinct lack of female role models (after Marie Curie and Ada Lovelace, how many pioneering female scientists can you name?).

4

Organizations promoting gender diversity in STEM are working hard to challenge preconceived notions: by creating awards for women in science; by organizing special conferences, workshops, and research projects for girls; and most of all, by introducing girls to real-life role models in STEM careers. But we can all play our part in inspiring the next generation of girls to see that science is not just a boys-only zone.

Discourse markers: giving examples

For example, for instance, say, by way of illustration, to say nothing of..., Take the case of..., A case in point is..., ...to name but a few, ...among others

USEFUL LANGUAGE

Punctuation: a review

Correct punctuation is important in creating an appropriate tone and style in your writing.

Commas are used:

1 after an adverb or adverbial phrase at the start of a sentence or clause.
At present, few women are studying STEM subjects.

2 to separate clauses.
If you study engineering, you'll get a well-paid job.

3 before and after words and phrases that interrupt the sentence structure.
There aren't enough teachers, particularly in STEM subjects, to teach children in the UK.

4 to separate items in a series or list.
We did exams in biology, physics, maths, and chemistry.

Semicolons are used:

5 to combine sentences that are related in meaning, especially if they are quite short.

6 to separate longer groups of words in a list, especially if these contain commas.

Colons are used:

7 to add an explanation to a statement.

8 to introduce a list of items, points, or examples.

Brackets are used within a sentence:

9 to include information that is not essential to the main point.

10 to explain a word, phrase, abbreviation, or acronym.

Dashes can be used:

11 instead of a colon or semicolon in more informal writing.

12 to replace brackets.

d Read the information box about punctuation and find an example of uses 1–12 in the article.

e Add punctuation to the following sentences.

1 According to new research on dream jobs gender lines are blurring nowadays.

2 A survey published last month has shed an interesting light on children's career aspirations today compared with what their parents wanted to do a generation ago.

3 The findings show that if you are a female over 30 the chances are you saw yourself as say a teacher ballerina singer or nurse not a mechanic research scientist or astronaut.

4 Today by contrast girls crave careers focused on science technology engineering and maths STEM with vet scientist doctor and nurse all appearing in the top ten dream jobs and teacher taking the top spot.

5 For the first time a career in science traditionally considered a male domain has entered the top ten dream careers for girls.

6 Meanwhile boys are more focused on the spotlight dreaming of becoming footballers policemen and vloggers video bloggers. Vlogger was the third top career choice for boys perhaps inspired by the popularity of YouTube becoming an influencer on YouTube is a dream for many.

7 One thing has not changed however girls are still more likely than boys to aspire to caregiving roles.

Planning what to write

An English language magazine is running a series of articles on how people's school experiences have shaped their views on the best way to educate children. Write an article on one of the topics below, describing your own experience, putting it in a broader context, and outlining your views.

- co-educational or single-sex education
- being educated at a private or state school
- school rules and punishments

a Read the exam task above. With a partner, choose one of the topics and decide on the main aim of your article. Then brainstorm:

- specific memories from your schooldays.
- the experience of other people in your community or country.
- what you think now about the topic.

b Organize your ideas into a plan.

c Think of a possible title for your article that will attract people to read it.

TIPS for writing an article:

- Decide on the aim(s) of the article and think of ways to achieve these.
- Choose an attention-grabbing title and a concise subheading for each paragraph.
- Write an introduction that engages the reader's interest, e.g. with an impactful first sentence, a question, and / or personal experience.
- Explore the topic with background information and opinions, including personal experiences.
- Maintain the reader's attention by addressing them directly, and including thought-provoking questions, anecdotes, and humour, if appropriate.
- Write a conclusion which refers back to the idea(s) in the introduction, and ends with a punchy statement or question.

Writing

Write an article of between 280 and 320 words.

DRAFT your article based on your plan. Write four paragraphs, using the model article as a guide, your notes from the planning stage, and the TIPS above.

EDIT the article, making sure you have covered the main points and included a title and subheadings, cutting any irrelevant information, and checking it is the correct length.

CHECK the article for mistakes in grammar, vocabulary, spelling, punctuation, and register.

p.39

5 A proposal

KEY SUCCESS FACTORS

- using headings to structure and focus your proposal
- identifying clear causes and impacts and linking recommendations to these
- describing evidence using statistics and reporting verbs
- maintaining a formal and confident style

Analysing a model text

a What kinds of things might cause stress to people working in an office environment? In pairs, brainstorm at least six ideas.

b Read about WeInsure. Then read the proposal and complete the main headings from the list below.

CAUSES CONTEXT IMPACTS
PROCESS RECOMMENDATIONS

WeInsure

The insurance company **WeInsure** was taken over by new management two years ago and some changes were made to working practices. However, as a result of some negative feedback related to workplace stress during exit interviews, all Heads of Department have been asked to carry out an assessment of the situation and write a proposal for addressing any problems identified.



c Read the proposal again and answer the questions.

1 What research was carried out to inform the recommendations?
2 What changes have the new management introduced?
3 What negative effects have these changes had on staff?
4 How would the proposed changes benefit the staff and the company?

Addressing the issue of work-related stress at WeInsure

Proposal by: Anneka Johansson, Head of Department, Customer Services

1 _____

This proposal identifies some key causes of workplace stress on staff in my department, outlines its extent and impacts, and puts forward some recommendations for consideration.

2 _____

The assessment consisted of a survey in the form of an anonymized questionnaire to all staff, five small focus groups, and 20 individual interviews with randomly selected participants. HR data and research into best-practice management of workplace wellbeing also inform the recommendations.

3 _____

Working hours

Twelve months ago, the new management introduced fixed office hours (9 to 5, five days a week). Prior to this, staff had been used to a flexible start–finish time and the option of working from home on request. This flexibility is considered as valuable as the level of pay, in particular for staff with young children or elderly parents who need to dovetail home and work responsibilities. Now, however, most staff are obliged to commute during the rush hour.

Out-of-hours communication

Although staff are not officially available out of hours, many now feel that, under the new management, there is an expectation that they can be contacted in the evening or at weekends to deal with matters arising. This interferes with their ability to disconnect from work.

Health and wellbeing support

The questionnaire reveals a perceived lack of empathy from the company, together with a general reduction in the level of both health advice and skills training on offer.

4 _____

Increased sickness absence

Research findings indicate that around 45% of staff in my department have experienced high levels of stress at work and, anecdotally, employees expressed a range of concerns about other colleagues' wellbeing. Supporting data from HR shows that a greater than average number of staff are off sick more than three times a month, and almost 10% are on long-term sick leave as a result of burnout.

Reduced efficiency

Our survey also showed significantly decreased motivation, difficulty concentrating, erratic time-keeping, and poor communication with colleagues. These behaviours are wholly consistent with the results of research into workplace stress in other industries.

Staff retention issues

HR reports that employee turnover has increased from an average of 15% two years ago to a more worrying 28% now. As a result of this, we are facing significant cost increases in terms of recruiting and training new people.

5 _____

I would therefore like to propose the following ideas for consideration.

- A return to more flexible office hours. Contact with colleagues in the office environment is valued, but were employees able to choose their hours, as well as work remotely on certain days, motivation would improve.
- The establishment of clear boundaries between work and personal time. Staff should be given formal permission not to answer emails outside working hours.
- The provision of a free counselling service. This would not only help staff resolve specific issues with stress, but also prove the company's commitment to staff wellbeing.

I firmly believe that these changes would substantially improve both staff motivation and retention.

Describing evidence in a proposal

The purpose of a proposal is to convince the reader to adopt a particular course of action in response to a certain situation.

- Refer to evidence from research, e.g. *the results of a survey*, *answers given in interviews*, *information from other sources*, to make a proposal convincing.
- Use statistics to support your evidence, e.g. *approximately half of the people interviewed...*, *over two thirds said...*, *85% of employees completed the questionnaire.*
- Include reporting verbs such as *identify*, *indicate*, *reveal*, *show*, *report* to underline that evidence is reliable.
- Express certainty and show confidence in the findings with emphatic language, e.g.
  *The results are **wholly** consistent with...*
  *A new system would **substantially** increase...*
  *This would make a **significant** difference to...*

d Read the information box. Then find examples of each point in the proposal.

USEFUL LANGUAGE

e Complete the formal noun collocations used in the proposal. How would you say these expressions in your language?

1	key _____	6	staff _____
2	matters _____	7	employee _____
3	research _____	8	office _____
4	supporting _____	9	clear _____
5	erratic _____	10	specific _____

Planning what to write

You work in the administration department at a large university. Your manager has identified some issues with staff motivation in your department and is open to making some changes to improve the situation. Write a proposal with recommendations. Explain how you carried out your assessment and describe the impact and extent of the problem.

a Read the task above. Then, with a partner, look at some of the causes of reduced motivation that staff have mentioned and add any ideas of your own.

- Tight deadlines
- Not enough staff to cover the workload
- Old laptops often malfunction and work is lost
- Poor IT support
- Only half an hour for lunch
- Noisy open-plan office space
- Being asked to come in at the weekend at short notice
- Lack of respect shown by some students towards admin staff
- Very little training and development

b Together, choose three causes of reduced motivation from the list in **a**. Discuss what the related impacts and recommendations could be. Then make notes under the headings about the points you want to include.

Improving staff motivation in the administration department of the University of Wessex

Causes

Impacts

Recommendations

c Decide on the research process that was used to assess the current situation and imagine it was recently carried out. Invent some statistics you could include to provide supporting evidence about the impacts.

d Organize your notes into a plan.

TIPS for writing a proposal:

- Plan the main sections of the proposal in a logical order and use subheadings.
- Start by concisely stating the aims of the proposal.
- Make clear recommendations linked to the causes and impacts you have identified. Avoid personal opinions.
- Refer to evidence from your research to make it convincing. Use statistics and reporting verbs to describe your findings.
- Include emphatic language to underline the most important points.
- Write a concluding sentence summarizing the benefits of the recommendations you have made.
- Use formal language throughout, e.g. noun phrases, impersonal passive constructions, and cohesive devices.

Writing

Write a proposal of between 280 and 320 words.

DRAFT your proposal based on your plan. Use the sections in the model proposal, your notes from the planning stage, and the TIPS above.

EDIT the proposal, making sure you have covered the main points, cutting any irrelevant information, and checking it is the correct length.

CHECK the proposal for mistakes in grammar, vocabulary, spelling, punctuation, and register.

p.51

6 Describing data

KEY SUCCESS FACTORS

- identifying the key points in the data and making generalizations
- organizing your description in a clear and logical way
- making relevant comparisons and mentioning exceptions
- using precise and accurate language

Analysing a model text

University income sources



How student tuition fees are spent



The charts firstly illustrate the sources of income of two British universities, and secondly present a breakdown of how student tuition fees are spent at each institution.

At both universities, tuition fees provide [1]the largest proportion of income; at Mercia, these [2]account for just under half of the total income, at 47%, whereas at Wessex, the proportion is significantly higher, at 66%. The [3]second largest source of income is government grants, accounting for approximately one third of Mercia's income and about a quarter of the total for Wessex. [4]Further funding comes from other research grants, with a small amount received from other sources.

In terms of [5]expenditure, there are fewer differences between the two universities. Both Mercia and Wessex [6]devote by far the largest proportion of their budget to teaching and research, at 43% and 46% [7]respectively. The [8]remainder of the budget is spread out fairly equally on study resources, buildings, student welfare, and administration; the proportions are roughly similar, [9]with the exception of student welfare, on which Mercia spends twice as much as Wessex (14% compared with 7%). The smallest amount at both institutions is allocated to scholarships and grants.

Overall, the charts [10]indicate that, while the sources of income and areas of expenditure at both universities are [11]broadly similar, there are some small [12]variations in the amounts received and spent by each institution.

a Look at two pairs of charts related to university finance and read a description of the data shown in them. In pairs, focus on the content and answer the questions.

Charts A and B

1 What is the main source of funding?
2 What are the next most important sources?
3 How important are 'other sources'?
4 Are there any significant differences between the universities?

Charts C and D

5 What is the key spending priority for the universities?
6 What general point could you make about the other spending areas?
7 What is the least important area of funding?
8 Are there any significant differences between the universities?

b Read the description again and focus on the language. Match the less formal words and phrases from the list to their highlighted equivalents.

apart from | at Mercia and at Wessex | differences | form | generally | give | more | the most | next biggest | rest | show | spending

Discourse markers: inclusions and exceptions

including, inclusive of
together with, along with
except (for), apart from, not including, excluding, other than, bar(ring), save for

USEFUL LANGUAGE

c Complete the information with prepositions.

Research income grew steadily [1]_____ the last decade, with significant increases [2]_____ research income [3]_____ 2015 and 2025. European sources were the fourth largest source of research income, accounting [4]_____ 15.4% of the total research income.

Campuses have become more international, [5]_____ the proportion of non-EU students increasing [6]_____ around 9% [7]_____ 13.8%. The number of UK domiciled students has decreased [8]_____ 0.9%.

Graduates are less likely to be unemployed when compared [9]_____ non-graduates, even in a recession. Non-graduates from all age groups had an unemployment rate [10]_____ 6.4%, while this stood [11]_____ 3.1% [12]_____ graduates of all age groups and 2.3% for postgraduates.

d Circle the option that best matches the phrase in **bold**.

1 **Something like half** of English 17- to 30-year-olds participated in higher education last year.
a 44% b 50.2% c 60%

2 The largest proportion of foreign students at British universities came from China, with **as many as 151,690** enrolments last year.
a 151,690 b 151,000 c 152,690

3 **Well over 40,000** students in higher education are over 30 years old.
a 40,200 b 43,495 c 78,000

4 **Some 57%** of all students in higher education were female.
a 50% b 50–60% c 56–58%

5 Business and administrative studies attracted the highest number of students, with **upwards of one million** enrolments.
a 1,000,000 b 1,080,590 c 2,000,000

6 Veterinary science attracted the lowest number of students, with enrolments **somewhere in the region of 7,500**.
a of 7,460 b of 7,500 c of 7,800

7 **Up to 79%** of undergraduates worry about making ends meet.
a less than 79% b approximately 79% c no more than 79%

8 **Roughly 1 in 6** students had never budgeted before going to university.
a 6% b 10% c 16%

Planning what to write

The four charts show ratings for four different universities. Write a description of the data. Summarize the information by selecting and reporting the main features, and making comparisons where relevant.

a Read the task above and look at charts A–D. Write a sentence summarizing what the charts show. Then compare your sentences with a partner.

b Discuss the questions with a partner.

1 What is the key feature of each chart? Is there a general pattern? Are there any notable exceptions? What are the similarities and differences, and how significant are they?

2 Study the charts in relation to individual universities. Which university has the best rating overall? Which has the worst? Are there any notable exceptions in the individual profiles? Are the differences between the universities significant?

3 Decide what information you will include in your description, and what you will omit. What would be the best approach to describing this to emphasize the key points? Organize your ideas into a plan.

c Write sentences with your answers to each point in **b**. Then compare with a partner.

TIPS for writing a description of data:

- Study the data carefully, making sure you understand it.
- Start your introduction with a sentence summarizing what the data shows overall. Ask yourself *who*, *what*, *where*, *when*, *how much* / *many*...?, and include all the relevant information.
- Make notes on how you are going to present the information – organize it logically in different sections.
- Make generalizations about the key points. You can follow this with significant examples and / or exceptions, and comparisons where appropriate. Summarize the information – do not simply reproduce it. Don't include minor details or irrelevant information.
- Make sure your descriptions of the data are accurate. Don't interpret the data or give your own opinion.
- Conclude by summarizing the key point(s) shown by the data.
- Write in an impersonal and reasonably formal style, using a range of relevant expressions, and linking your ideas with conjunctions and discourse markers.

Writing

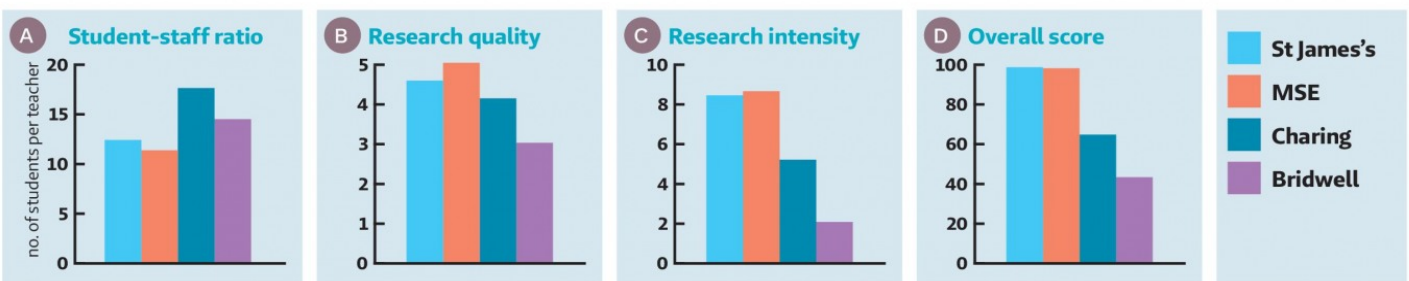
Write a description of between 280 and 320 words.

DRAFT your description, based on your plan. Write four paragraphs, using the model description as a guide, your notes from the planning stage, and the TIPS above.

EDIT the description, making sure you have covered the main points, cutting any irrelevant information, and checking it is the correct length.

CHECK the description for mistakes in grammar, vocabulary, spelling, punctuation, and register.

p.65



7 A report

KEY SUCCESS FACTORS

- presenting factual evidence for the target reader
- organizing your report with subheadings and recommendations
- writing in a formal, impersonal style, using cohesive devices

Analysing a model text

A report on educational opportunities at Fernhill Prison

Introduction



This report presents the findings of visits to Fernhill Prison with the purpose of investigating the provision of education and training in the prison. [1]The institution holds just over 200 men, the majority of whom are serving long sentences. Evidence comes from observations, scrutiny of records and data, and informal contact with prisoners and staff.

Basic skills and vocational training

There is a strong focus on improving basic numeracy and literacy. [2]This is a welcome emphasis, given that there is a lack of [3]these elementary skills amongst the prison population; almost half reported having been permanently excluded from school, and one third self-identified as having a learning difficulty and / or disability. The amount of vocational training and provision of apprenticeship schemes is adequate.

Secondary and higher education provision

While there are some opportunities for inmates to study for secondary and degree-level qualifications, three-fifths fail to [4]do so. It would appear that the primary reason for [5]this is staff shortages, not helped by recent cuts in the prison budget. Clearly, the provision of classes is insufficient to meet the demand.

Conclusion and recommendations

Studies consistently show that education is a crucial factor in reducing reoffending rates. On the evidence from this investigation, Fernhill is providing useful basic and vocational training that can assist in offenders' rehabilitation after discharge. However, we would make [6]the following recommendations:

- We strongly recommend allocating more of the budget to educational provision.
- More hours should be devoted to higher-level education.
- The prison might consider providing more training for teachers.

a What facilities / services are you aware of that are designed to help prisoners reintegrate into society after release? Discuss with a partner.

b Read part of a report on education provision in a prison and focus on the content. Discuss the questions in pairs.

1 Who do you think the report was written for?
   a governors of local prisons
   b an education committee
   c interested general readers

2 Which sections of the report focus on...?
   a the aim of the report
   b background information
   c how the information was gathered
   d findings
   e a summary
   f action points

3 What are the strengths of the prison? What recommendations are made?

c Now read three more paragraphs from the report and, with your partner, write some recommendations for each one.

- Regarding the quality of teaching, it is suggested that...Teachers might consider...
- Attendance could be improved by...
- In terms of the library, we strongly recommend...

Quality of teaching

Most of the prisoners expressed satisfaction with the enthusiasm and dedication of the teaching staff. However, the level of challenge is low, compared with [7]that in other educational institutions. In addition, teachers fail to set achievable targets for their students or monitor their progress.

Attendance

There is no doubt that some prisoners engage well with the education provided. However, there is evidence that classes are regularly cancelled at short notice, and attendance is poor. [8]This reluctance to attend may be due to past educational failures.

Library

This is an accessible and well-used [9]facility. The range of books is extensive, though there is a shortage of computers and digital resources. There is an active Prison Reading Group and a volunteer scheme aimed at helping the men to record stories for their children. [10]The latter initiative in particular is invaluable in engaging prisoners in collaborative projects.

d Read the whole report again and focus on the language. What idea or information in the report do the highlighted words and phrases refer to?

Cohesion

Cohesion refers to the way we use grammar and vocabulary to link sentences together to form a coherent text rather than just a collection of sentences. The main cohesive devices are:

1 using discourse markers, e.g. *Firstly*, *As a result*.
2 repeating ideas using synonyms, e.g. *business / organization*.
3 substitution: *so / not* (*Yesterday, it was cold, but today it is more / less so.*); *that / those of* (*similar to that / those of prisons in Sweden*).
4 referencing backwards or forwards in the text, using reference words such as *the*, *this*, *these*, *such* (*a / an*), *the former / the latter*, *the above / the following*.
5 using summarizing nouns / noun phrases, e.g. *the situation*, *this issue*, *these features*, *such an increase*, *such evidence*, *such objections*, *many such schemes*.

e Look at the expressions in the information box below about expressing degrees of certainty. Find four more similar phrases in the report and add them to the box.

Expressing degrees of certainty

It may / could be (the case) that
It seems that / _____
The findings suggest / indicate that
_____ _____ _____

USEFUL LANGUAGE

f Complete the second phrase or sentence to express the first in a more formal way. Then check your answers in the report.

1 ...so we could find out what education and training was like.
...with the pu_____ of investigating the pr_____ of education and training...
2 They said they'd been thrown out of school.
They re_____ having been permanently ex_____ from school.
3 That's mainly because there aren't enough teachers.
The pr_____ reason for this is st_____ sh_____.
4 There obviously aren't enough classes.
Clearly, the provision of classes is in_____ to me_____ the demand.
5 Studying is the best way to avoid getting into trouble again.
...education is a cr_____ fa_____ in reducing re_____ ra_____.
6 The training can help prisoners settle into life after prison.
...the training can as_____ in offenders' re _____ after di_____.
7 They said they were really pleased with the teachers.
They ex_____ sa_____ with the te_____ st_____.
8 Teachers don't give them realistic things to aim for.
...teachers fa_____ to set ac_____ ta_____.

Planning what to write

There has been a rise in juvenile delinquency in your town. In order to address the problem, the local council has commissioned a report into a) local sports and leisure activities, and b) employment opportunities. Write a report on **one** of these areas.

a Read the exam task above. Then, with a partner, choose one area to write about.

b First, on your own, make notes on sections you might include, and the possible issues involved.

- *local sports and leisure activities*
- *location & accessibility*
  - *all facilities quite far out of town, local bus services infrequent*
- ...

c Now compare your ideas with those of your partner, and add suggestions to your partner's ideas.

d Organize your notes into a plan.

TIPS for writing a report:

- Think about your target reader and give the report an informative title.
- Plan the sections of the report in a logical order, and write clear subheadings.
- In the introduction, explain the aim of the report, and give brief background information, including sources of evidence if appropriate.
- Summarize the findings in different areas of the investigation, without giving too much detailed information. Avoid personal opinions.
- Conclude by commenting on strengths and making recommendations based on the findings. Use bullet points or lists as necessary.
- Use formal language, e.g. impersonal passive constructions, noun phrases, cohesive devices, and expressions describing degrees of certainty.

Writing

Write a report of between 280 and 320 words.

DRAFT your report, based on your plan. Write your report, using the model report as a guide, your notes from the planning stage, and the TIPS above.

EDIT the report, making sure you have covered the main points and included a title and subheadings, cutting any irrelevant information, and checking it is the correct length.

CHECK the report for mistakes in grammar, vocabulary, spelling, punctuation, and register.

p.69

8 A formal email

KEY SUCCESS FACTORS

- clearly stating your aims and the information or action you are asking for
- including only relevant information
- using polite and formal language, and a range of fixed expressions

Analysing a model text

a Have you ever had to organize a big party or family event? What aspects did you have to arrange? How did the party go? Compare experiences with a partner.

b Read some information about a family event and answer the questions.

1 What kinds of text are A, B, and C?

2 Why do you think Kim has chosen to contact this catering company?

3 What kinds of things does she need to think about when planning the event?

c Now read the email that Kim has written to Cornell Catering and focus on the content. Underline the key information that the catering company need in order to plan the event.

d Look at the example in Kim's email, then ~~cross out~~ four more sentences that are irrelevant or inappropriate.

A

Welcome to Cornell Catering. We are a friendly and professional family-run events caterer with over 18 years' experience in the events industry. Working from our 5-star-rated kitchens, we create delicious bespoke menus and serve outstanding food for any event, whether it be a canapé reception for 20, a buffet for a family party for 50, a wedding reception for 100, or a corporate summer barbecue for 350. Our aim is to offer enthusiasm and experience from start to finish, serving fantastic food with a smile. **Contact us on 07700 000241 for a quote.**

B

Hi all,

Just a quick one about the anniversary party in June. I'm trying to make arrangements with the catering company about the buffet – can you get back to me ASAP on your food requirements, allergies, etc.?

Many thanks,
Kim

Hi Kim,

We're all veggie – no allergies (as far as we're aware!). Looking forward to it!

Best wishes,
Clare

Hello Kim,

I'm on a gluten-free diet and Mandy has a nut allergy. Oh, and I'm not that keen on broccoli or mushrooms either.

Tony

Hi Kim,

Would appreciate some vegan alternatives.

Many thanks,
Freya xx



C

21st June
Summerton Church Hall, Ainsdale Rd

Booked 12.00–6.00

35–50 guests (including kids)

Hot and cold buffet – menu?

Wine, soft drinks, tea, and coffee

No paper plates or plastic cups!

Can they do a cake?

Cost?

Dear Sir / Madam,

1 I found your website on the internet and am writing to enquire whether you might be able to provide catering for a 50th wedding anniversary party on Saturday June 21st. ~~My grandparents Terry and Sue have been happily married for that length of time, and I feel that they deserve a wonderful celebration~~. I have booked Summerton Church Hall on Ainsdale Rd from 12.00 noon until 6.00 p.m. We have arranged for a pianist to play their favourite tunes, and of course there will be speeches and tributes to my grandparents. At present, I am anticipating that there might be between 35 and 50 guests, including some young children.

2 In terms of food, I would ideally like to offer a hot and cold buffet that would include some vegan and vegetarian options. I have also been advised that there is one guest with a nut allergy and another who is gluten-free, so I would need specially prepared dishes for them (preferably without broccoli or mushrooms). I apologize in advance for making so many demands. As for drinks, I would like to offer soft drinks in addition to red and white wine, with tea and coffee served after lunch and later in the afternoon.

3 I also have two specific requests:

- Would it be possible for you to provide a cake for the occasion? I am sure that all guests would appreciate this. It doesn't need to be vegan or gluten-free.
- With regard to the tableware, I wonder if you are able to supply glasses and china plates and cups rather than paper or plastic?

4 I would be grateful if you could let me know if you would be able to cater for this function, and if so, what the cost would be. My parents have kindly offered to pay for the party as an anniversary present. It would also be very helpful to have details of the menu you could provide.

I look forward to hearing from you.

Yours faithfully,

Kim Ryan (Ms)

e Match paragraphs 1–4 to the purposes below.

- ☐ Food and drink requirements
- ☐ Request for responses
- ☐ Additional questions
- ☐ General enquiry and background information

f Read the email again and focus on the language. Find more formal equivalents for these words and phrases.

ask at the moment expecting party (x2)
plates, cups, and glasses told

g Look at the expressions in the information box. Find three more similar phrases in the email and add them to the box.

Discourse markers: introducing topics

_____..., *As regards...*,
_____... , _____...,
When it comes to... (more informal)
In this regard / respect,... (referring back to a topic)

USEFUL LANGUAGE

h Complete the sentences.

Polite requests

1 I would be gr_____ if you co_____ arrange for a plumber to come and visit as soon as possible.
2 Wo_____ / Mi_____ it be (at all) possible to change the dates of my reservation?
3 Would you be ab_____ to supply a reference?
4 I would ap_____ it if you could look into the matter at your earliest convenience.
5 I wo_____ if you could po_____ send me a replacement certificate?
6 Do you think you might co_____ allowing children to visit on this occasion?
7 I would id_____ like to offer a hot and cold buffet (pr_____ without broccoli or mushrooms).

Enquiries

8 Could you send me de_____ of your summer courses?
9 It would be very he_____ to have further information about the conference venue.
10 Could you let me kn_____ wh_____ you have any vacancies for English language tutors?
11 I would like to know wh_____ your rates are.
12 I would be gl_____ if you could answer the fo_____ questions...

Planning what to write

a Read an extract from a teacher's school report, an advert offering tuition, and informal notes that someone has written in preparation for contacting a tutor for their daughter.

A

Progress report: English Language

I have a number of concerns about Amelia's lack of progress in this subject. In terms of her language skills, she is still making basic errors in spelling and punctuation, and finds it difficult to construct a coherent argument in her essays. As for her participation in class, she is easily distracted and appears to lack motivation. As a result, she has fallen well behind the standard anticipated at this stage of her schooling.

B

ENGLISH AND MATHS TUTOR

Qualified, patient, and friendly tutor offers remedial tuition in English and maths. Experience with all ages: 6–18. Preparation for SATs tests, GCSEs, A levels, and International Baccalaureate.

Hours by negotiation.

Email:
mikegrenvillezyx@oup.com

C

Tutor for Amelia

- Start immediately
- Twice a week after school (or weekends?)
- Find out why she's having problems
- Need to liaise with teacher re course materials
- Lessons must be fun!
- Experience / Qualifications?
- References?
- Rates?

b With a partner, <u>underline</u> points in the report that would be relevant for a potential tutor to know.

c Using the information in A, B, and C, plan an email to Mike Grenville.

TIPS for writing a formal email:

- Explain the purpose of the email and give brief background information.
- Explain your main requirements. Start a new paragraph for each section of the email, e.g. to change topic, or to make any extra requests or points. Don't include irrelevant details.
- Conclude by making it clear what information or action you require.
- If you are sending an attachment, write *Please find attached...*, or *Attached is...*
- Use formal language, i.e. avoid contractions, abbreviations, very informal words, and slang. Where possible, find alternatives to phrasal verbs and *get*.

Writing

Write a formal email of between 280 and 320 words.

DRAFT your email. Write four paragraphs, using the model email as a guide, your notes from the planning stage, and the TIPS above.

EDIT the email, making sure you have covered all the relevant points from the texts, cutting any irrelevant information, and checking it is the correct length.

CHECK the email for mistakes in grammar, vocabulary, spelling, punctuation, and register.

p.81

Listening

1.9

Here's a solid gold piece of advice: be wary of anyone offering you solid gold pieces of advice. The friend who advises you to, say, stay in your relationship or leave your job may well be looking out for you, but she's inescapably looking out for herself, too, whether she realizes it or not. Maybe she thinks her own marriage is not perfect, and that you, too, should accept a similar situation. Maybe she adores your company so much she could never recommend a career step that might involve your leaving town.

Moreover, research suggests that people will generally advise you to act more cautiously than they would act themselves in a similar situation – perhaps because they don't want it on their conscience if you take a daring leap and fall flat on your face.

There's a happy flip side to this, though, for parents, teachers, managers, and anyone else who finds themselves in the position of needing to motivate others: far better than giving them advice is to give them the opportunity to give advice. That's the conclusion of a new study by psychologists at the universities of Chicago and Pennsylvania, who found that American middle-school pupils were much more enthusiastic about doing their homework after dispensing advice on the topic to younger children than after receiving advice from teachers. This motivational effect lasted weeks and was also observed among adults who were attempting to lose weight, save money, control their temper, or find a job. Teach a man to fish and he'll know how to fish – but get him to teach others how to fish, and he might actually do some fishing.

This result isn't all that surprising, I suppose, when you consider how flattering it feels to be invited to give advice. Faced with a challenge, we tend to assume we need to seek advice in order to obtain more knowledge about how to proceed; yet the truth, very often, is that we know exactly what we need to do – we just lack the confidence to do it. The act of giving advice reacquaints us with the knowledge we already possess, which instils confidence, which motivates action.

In fact, there are few bigger compliments you can pay another person than to ask, preferably sincerely, for their advice. As Benjamin Franklin, politician and founding father of the USA, famously observed, to ingratiate yourself with someone, it's better to ask for a favour than to perform one: the favour-doer will come to think of you as the decent and likeable sort for whom they do favours. The same surely applies to advice: rather than giving it, ask for it.

1.11

Kathy

So, the best advice I've ever been given... Well, er, in my early career I remember I'd been having, I'd been having trouble with a more junior colleague in our department, and I wasn't particularly senior – important – at that time where I was working, but I did need to get him to do something that he really didn't want to do and he kept avoiding it. And, erm, I didn't want to upset him by insisting on it, and I really just couldn't get anywhere with it, and now I think my boss could see what was going on. She was quite a...quite a perceptive person. Anyway, she said one evening she could give me a lift home, and she just asked me point blank what the matter was, and I was so stressed by that point that I just told her the problem I was having with this colleague, and she said: 'Well, if you're sure you're right about this, and I think you are, then go ahead.' And I said I was just really worried that we wouldn't be able to get on – me and this colleague – any more. And she said, 'Well, I think you're right about that, but the best advice I can give you is: he's your colleague, and not your friend, and, er, just remember that it's not important that everybody likes you.'

I was quite shocked, but in fact it was really good advice and, in difficult situations through my working life, I've remembered and, and followed that advice.

Emma

In terms of the best piece of advice I've ever been given, it's not something that was given to me personally, but I've been listening to a lot of podcasts recently, about body positivity, and confidence, and being healthy, and all that kind of stuff, and I'm not sure who it was but one of the podcasters basically said, you know, no one's actually looking at you – everyone's very self-conscious. When you put on swimwear, when you're in your summer clothes, you think that you're going to walk out onto a beach and everyone's just going to turn around and stare at you, but the reality is, everyone's just far more concerned about themselves than they are about you. Erm, I think that's quite a good thing to live by, and I do try to think like that.

Cecile

The only thing I can think of off the top of my head is when I was with my sister shopping and we went into a department store. I think we were looking for a present for someone, and I fell in love with some really expensive shoes, and they weren't even dressy shoes, they were just trainers – very nice ones, I just loved them – and my sister said to me, 'I think you should get them. They're so "you" and you'll wear them loads.' Anyway, she convinced me, and I've been wearing them for the last three years, day in, day out. If you use that system of dividing the price of something by how often you wear it, they sort of worked out cheap, I think.

1.12

I'd say my parents were pretty strict. I mean, they were...they were very strict about some things in particular; um, not so much about, um I don't know, playing outside, or things like that. In fact, I remember we used to go off and play all day and they wouldn't know where we were or care what time we came back, so long as we didn't miss a meal or something like that. But they were very strict about studying.

They were very demanding: erm, they wanted us to always be top of the class; they'd be very upset if we didn't do well. Erm, on the other hand, they didn't use to control how much homework we were doing. They never helped us with our homework, they just assumed we would be getting on with it, and they were very angry if we didn't get – well, when I say 'they', my father much more than my mother – erm, would be very angry if we didn't do well in exams. My mother would be disappointed, but my father would be angry, and I remember with my A levels I got two As and a B, and he didn't say, 'Well done', he just said, 'Why did you get that B?' And, er...so, my dad was controlling. I mean, he was pretty authoritarian and he controlled our tastes – well, he tried to control our tastes – in all sorts of things, erm, in the sense that he thought we should agree with everything he liked. So, he didn't approve of football, but he liked tennis, so watching tennis was fine, but watching football wasn't. And he adored classical music, but loathed pop music, and I remember that, erm, if he came in and my sister and I were watching a programme like *Top of the Pops* on television, he would immediately switch it off, and I think he actually broke some records that we'd bought of Beatles songs or something like that.

1.13

Presenter Good afternoon, and welcome to the programme.
Now, we all know that parents take different approaches to bringing up their kids, and, thinking of our own upbringing and people we know, we all probably have an idea about which styles of parenting we approve of. We've been hearing a lot in the media recently about different parenting styles – for example, 'free-range' parenting, where children have lots of freedom with not much supervision, or 'tiger' parenting, where parents are very demanding and put a lot of pressure on children to achieve. In particular, there's been a lot of attention given recently to the phenomenon of so-called 'helicopter parents' – the ones who hover over their children and control their every waking moment – and this is generally regarded as a negative thing. Joining us today is an expert on the psychology of parenting, who's going to discuss a new book called *Love, Money, and Parenting*, written by economists Matthias Doepke and Fabrizio Zilibotti. It argues, controversially, that, in fact, in the UK and the USA, the children of helicopter parents do better at school, are more focused and conscientious, and are less likely to take risks with drink and drugs. Hello Janice, and thank you for coming on the programme.

Janice Hello.

1.14

Presenter So, Janice, what's your take on the book?

Janice Thanks, Sam. Well, this is a very interesting book. According to the authors, helicopter parents are a combination of strict and supportive. They have high expectations about what their children should achieve, both academically and in their general lives, but they are also available to talk to them and give them help when they need it. This is very different from authoritarian parents – the so-called 'tiger parents' – who put a big emphasis on obedience.

Presenter And what do the authors say is the main benefit of helicopter parenting?

Janice Well, the main benefit of this type of parenting is in academic achievement. There are several studies that prove that children of helicopter parents get the highest exam results – regardless of background, they achieve higher scores in maths, reading, and science – and these children are also very likely to go on to university.

Presenter So, how does this compare with other types of parenting? How do their children do?

Janice Well, apparently, children of free-range parents get the second-highest results, followed by children of tiger parents.

Presenter Which is interesting, because people normally think that children of tiger parents get the top results! So, what kinds of things do helicopter parents do with their children that make such a difference to academic performance?

Janice Well, reading with children, telling them stories, and, when they are older, discussing politics: these are all things which they say push up test scores significantly, and, apparently, doing all three regularly can account for a huge increase in test scores. But, in fact, they do say that it's not so much the specific activity that makes a difference, it's more that these parents are closely engaged with their children. They give them lots of attention – the right sort of attention.

Presenter And they're also very keen on extracurricular activities: the music lessons, the sports, and so on. Do they make a difference, too?

Janice Yes. Well, helicopter parents commonly insist that their children learn an instrument or a foreign language, or do a sport. This is significant, the authors say, because certain types of extracurricular activities have an important influence on a child's development. For example, encouraging a child to play the violin or piano is not just for the pleasure of music: it also trains them to focus better on a task.

1.15

Presenter Presumably, not everyone is convinced by this research?

Janice No. The book hasn't been well received by the free-range parent community, who argue that any kind of intensive parenting ruins family life. They say it harms children's happiness and doesn't produce particularly successful or creative offspring.

Presenter Yes, they tend to think children are hugely over-supervised these days, that they don't have time to think for themselves and just expect to be entertained...

Janice Yes, but the authors of the book say that the evidence doesn't really support that. They argue that it's about finding a balance. The really clever part about helicopter parenting, when it's done well, is that these parents use what social scientists call 'soft power'. They are aiming to shape children's values and preferences so that the children appear to be making those choices of their own accord. So, their children tend to acquire a good work ethic and resilience when they are faced with challenges – and these are valuable personal characteristics that will have an effect on their future success. There's also a Swedish study which says that these children are less susceptible to depression, better at concentrating, and generally more self-confident.

Presenter Does the book imply, then, that this is the best parenting system regardless of what country you're from or what the education system is?

Janice No, and this is, in a way, the most interesting argument. The authors don't say that there is only one possible parenting style. What they explain is that parenting styles are a reflection of the economic situation in a particular country at a certain time. So, in countries where there is considerable economic inequality, such as the UK or the US at the moment, there are more parents who push their children to succeed from a young age, because there's so much to be gained by doing well in life. However, in the UK in the 1970s, when there was less difference between the lives of the most and least successful, parenting styles were generally more relaxed, which was appropriate at that time. And, today, if you look at countries where the average income is higher and they have less economic inequality, such as Sweden and Finland, again, parenting can still be more relaxed because there's not so much to lose by not being a high achiever. And, typically, children in Scandinavia and the Netherlands tend to be far less competitive, and qualities such as creativity and independence are more highly prized, because that's what they need to succeed.

Presenter So, what kind of parents are the authors? Do they say in the book?

Janice Both authors say they're almost certainly helicopter parents, but, as I was saying, they don't think that this is the only 'right' parenting style.

Presenter Just that it produces the best outcomes in unequal societies?

Janice Yes, that's right. And they highlight the importance of having the right parenting style for your circumstances. For example, being an over-controlling parent – a tiger parent – may produce great exam grades, but these children, often those from countries where there is a huge focus on academic achievement, have the most mental health problems, along with low levels of creativity. These children never have the opportunity to develop their natural talents, and it can make them stressed and unhappy in the short term. And, with free-range parenting, children may develop their creative side and learn to make their own decisions, but they may also make the wrong decisions, or miss opportunities because their parents aren't involved enough.

Presenter Well, how fascinating, and how difficult to get that balance right. If you want to read more, the book we've been discussing today is *Love, Money, and Parenting: How Economics Explains the Way We Raise Our Kids*, by Matthias Doepke and Fabrizio Zilibotti, published by Princeton University Press. Thank

you very much, Janice, for talking to us today...So, what kind of parent are you? I have to say I'm totally free-range...

2.1

Part 1

Rev. Richard Coles ...her story is one of determination and hard graft, which took her from leaving school at 15 with nothing to the icon of elegant living she is today. But, Jo, what went wrong with your schooling?

Jo Malone Um, I was dyslexic – I am dyslexic, horribly – and it, but it wasn't... it wasn't discovered until I'd left school. So, I can remember at the age of 11 cheating in an exam because I was so fed up being the bottom in the class, and so I looked at a multiple choice, and I could copy the multiple choice. And I was caught, rightly so, and made to stand on my chair, and the teacher turned round and said to me, 'You are lazy and stupid, and you'll never make anything of your life.' I don't blame her, you know, what she was – she was dealing with a situation at the time – but I knew I was neither. I was smart, I was clever, I was hard-working, I just learned in a very different fashion.

Rev. Richard Coles Because that can go either way, can't it? You can either, sort of, take that on board and feel crushed by it, or you can think, 'Actually, I'm not accepting that.'

Jo Malone I think I've lived my life not being defined by other people's opinions of me. Everyone's always got an opinion of you, haven't they? They...and you can either allow yourself to be defined by that, or you move on. And I knew – I knew I was always two steps ahead, so, I could make face creams, I could do all sorts of different things, so, I could do things that other children couldn't do.

Rev. Richard Coles Great knowledge to have for an entrepreneur, isn't it? And you did start out very early; I mean, you were on market stalls selling your dad's paintings and stuff, and learning the rudiments of, um, how to encourage people to buy.

Jo Malone Yeah, I loved that, absolutely. So, I had three jobs when I was little – one was the market stall. So, I would go from the age of seven. I'd go with my dad to Crayford, Dartford, Blackheath, Tunbridge Wells, and he was a painter, and we came from a very poor background, so we lived in a two-up, two-down, and as I would walk through the door on a Saturday morning to go to the market my mum would say, 'There's no food in the fridge, Jo. If you don't sell a painting, there is nothing to eat.' So, I knew my job...

Rev. Richard Coles No pressure!

Jo Malone Well...But, you know something? When you grow up like that, it feels like the most natural thing for you. You don't feel like, you know, 'poor'. I didn't ever feel 'poor me', by the way, ever. So, I knew I would always have to sell the first painting very quickly, and I did, and I'd pocket the money, knowing that we had enough to pay the rent, or, you know, certainly put a couple of meals in the fridge.

2.2

Part 2

Rev. Richard Coles Erm, and then, of course, as you say, life is full of stories, life is full of adventures and misadventures, light and shade, and then you had this devastating diagnosis of cancer, um, and that, for a moment, put you completely out of the game.

Jo Malone I'd – yes, it did. I was 38 years old, my son was just two, um, I'd sold my business to Estée Lauder, I was having the time of my life, and a curve ball...it came from nowhere, I didn't anticipate it, didn't expect it, didn't deserve it, but no one does. And I was, um, I'd found a lump in my breast, went to have it checked, thought it was a cyst and it wasn't, it was a very, very aggressive form of breast cancer, and I was given a pretty grim diagnosis of under a year. And I remember sitting there and putting that same head on as [when] I was the little girl that stood on the chair and wouldn't take no for an answer, and I thought, 'No one's going to tell me when I'm going to die, I'm going to fight this and – and try and survive.' So, I went to New York City. I was one of the first women to take chemotherapy in a very different way, in much longer periods but shorter spaces of time, and I spent a year, surgery after surgery, lost my hair, lost half my body, and then found a way of putting my life back together again. Came through all of that, and, er, was given...you're not given the all-clear straightaway, but I was...I was told, you know, 'It's time to go back and live your life.' And it's like walking a tightrope without a net, it's a really scary moment. And then I realized I couldn't smell: that chemotherapy had taken away my sense of smell.

Rev. Richard Coles How did that – how did you discover that?

Jo Malone Because I couldn't...All I could smell was this...I mean, I had been on Adriamycin, Cytoxan, Taxol, Taxotere – you name it, they'd thrown it. And let me tell you, I'm all clear still. It worked.

Rev. Richard Coles Great, yeah.

Jo Malone So, you have to balance life. But, all I could smell was metal, and all I could taste was metal, so I couldn't create fragrance, and it was the most devastating thing for me, because that's who I am.

Rev. Richard Coles It's your creativity.

Jo Malone It's – it's how I interpret life, it's...And so, I was left by this person, and that was why I decided to – to walk away and leave...um, I couldn't bear to be around something I couldn't be creative with, and I didn't want to be the figurehead. And so, um I made the decision to leave the business that I'd founded.

Narrator Miraculously, five years later, Jo had regained her sense of smell and set up a new fragrance company.

Jo Malone Well, 2011 I launched, er, Jo Loves, and, um, so, she's seven years old now, and is now flying. But it – I promise you, it was a very tough journey getting there, and the first two years I wanted to quit every single day. It was just excruciatingly difficult.

Rev. Richard Coles Harder the second time around...?

Jo Malone Much harder.

Rev. Richard Coles Why?

Jo Malone Um, I made every mistake in the book, the second time round. I got the packaging wrong, I got the distribution wrong...I know, I know.

Guest But, why?

Jo Malone I don't know, I don't know. We're people, we're human beings, we make mistakes. And when...

Guest Yeah...You don't expect that of someone who's been so successful, though.

Jo Malone Well, that's what the world thinks, but actually, in reality...But if I hadn't done it, I hadn't made those mistakes – I am living the most amazing adventure of life right at this moment. I wouldn't be here. So, you learn from those mistakes, don't you?

Guest You learn from your mistakes, exactly...

2.10

Five couples left London at the start of the race, and one was eliminated during the journey, leaving four to cross the finish line in Singapore. The couples had travelled by train, bus, boat, and taxi, through mountains, deserts, and tropical islands. They had worked in farms, flower shops, hostels, and animal sanctuaries on their journeys, exploring different cultures, taking risks, and confronting their fears.

The eventual winners were 61-year-old retired teachers Tony and Elaine, who claimed the £20,000 prize money. Natalie and Shameema finished third overall and Josh and Felix last – they didn't have enough money to reach the final checkpoint, but were given the money by Natalie and Shameema so that they could complete the race.

The contestants remember relying on people's help, laughing, connecting without a common language, feeling exhausted, despondent, and jubilant, finding their courage, and discovering that if you show respect, kindness is universal. The 'loveliest moments', they all say, were chatting with people on trains – tales of hair-plaiting,

exchanging chocolate for chicken, sharing photos, the gesture of a hand on heart. The teams returned home in December. Before jumping back into work, Josh and Felix took a holiday with their girlfriends. Natalie went on a month's silent meditation. Shameema enrolled in a boxing class and won a match in front of 1,000 people (including her daughters and Natalie). Josh recalls that at first the production crew tried to 'gee up' the competitive side of the race, but soon, he says, 'They realized it was about the human stories. It's always about the human stories.'

2.11

'One day I'd like to do a big adventure.' I hear this all the time, at parties, at events I speak at, by email from strangers. 'But I don't have the time / money / fitness / shiny kit.' The excuses vary occasionally, but the essence remains the same: 'One day I want adventure in my life, but, unfortunately, it can't be right now'. Waiting for all your stars to align is a guaranteed way to ensure that the adventure you crave will never happen. Waiting until you somehow, suddenly and simultaneously, have both loads of money and plenty of time is daft (if you'll excuse me being a bit direct before we have got to know one another properly).

One day! What rubbish!

If this applies to you, listen! You do not need a winning lottery ticket to have an adventure. What you need is a polite kick up the backside! A push. I want this book to give you the tiny bit of momentum needed to get started. This is a book for people who want adventure in their life, but find that real life has got in the way. 'One day' is just an excuse. It's lazy, self-deluding, and – worst of all – completely unnecessary. So if you are procrastinating and dithering about committing to adventure, why don't you begin with a one-day adventure, something so tiny that it can barely be called an adventure? Let's call it a 'microadventure'. Now go and do it as soon as you can, not 'one day'...Tomorrow would be a good time to start. Or this weekend at the very latest. Start small. But do start.

The concept is simple: pick up your wallet. You're ready. Open the door, step out...and begin. (This sentence, by the way, is the hardest thing you will read in this entire book.) Then jump on a train. I'd suggest doing this microadventure by bike, because you can explore so much more new ground that way, but going by foot is a simple alternative. Hell, take a canoe if you like. Anyway, choose a station, almost at random, that's about 30 miles away from your home. Buy a one-way ticket. I say 30 miles because it's a distance long enough to be challenging on a bike, but achievable in one day, even if you are pretty unfit. If you're on foot or if you can't manage 30 miles, then do a shorter trip. But don't just duck out and do no trip! This approach applies throughout this book: if something I suggest is too difficult, do an easier version. If something is too easy, make it harder. Mould it and adapt it to your own situation. Just make sure you do something.

When you arrive at your destination, hop on your bike and cycle home. Travelling 30 miles away from your home should guarantee that you'll begin the adventure in lovely countryside. I suggest you navigate homewards using a compass, or the Crowsflight app on your smartphone, rather than a map. A compass (or the app) won't tell you what route to take, it will only point you in the right direction. The twists and turns and decisions that crop up along the way are therefore down to your instinct and serendipity. It becomes far more of a journey into the unknown than merely following the clearly prescribed route back home that a map would give you. If that feels a bit daunting, by all means use a map or even a satnav. Don't let any of the ideas in this book put you off! Just modify them to what appeals to you.

I once spent four years cycling back home. Within the single day ahead of you will lie most of the challenges, hurdles, and rewards, of a multi-year ride – although maybe fewer bears. But I mean this seriously. You will have to navigate your way, you'll become wildly hungry and relish the joy of stopping at a café and eating cake, guilt free. You will see things you have never seen before. If you travel slowly and with a smile on your face, then you will meet different people, have interesting conversations, and learn something new about the world and about yourself.

When you eventually make it back to your front door, you'll be tired, aching, and hungry. But you will have had an unusual and rewarding day and – I sincerely hope – you will have realized that you are capable of more and are thus eager for more.

You have opened the door to adventure.

3.4

Adut Akech was born in Sudan on Christmas Day. Her debut as a model was in a local fashion show. She appeared on the cover of British *Vogue* for the March 2024 issue, which celebrated 40 icons in the fashion industry.

Paul Mescal is an Irish actor. His mother was a police officer and his father was a schoolteacher. The eldest of three children, he has a brother and a sister. He starred in *Gladiator II*, Ridley Scott's sequel to the 2000 historical drama.

Billie Eilish and her older brother were homeschooled, a decision their parents made to spend time with them and give them the freedom to pursue their interests, including art, dancing, and acting. Eilish did some acting auditions, but she disliked them and preferred to concentrate on music.

3.13

Part 1

Interviewer Today, I'm talking to acclaimed playwright Diane Samuels, whose play, *Kindertransport*, is widely considered a modern classic and is now a set exam text for secondary school students.

Diane Hello.

Interviewer Diane, you were formerly a drama teacher, is that right?

Diane Yes, that's right.

Interviewer Earlier this week, you may have heard one of our most respected Shakespearean actresses, Dame Helen Mirren, announce somewhat controversially in a TV interview that it's a waste of time for children to read Shakespeare plays at school, that Shakespeare must be brought alive through watching plays or films. At the same time, some recently published research carried out in four large London secondary schools tells a different story. It concludes that, even though, inevitably, some students think Shakespeare is boring and irrelevant, many others say that they really enjoy reading and studying Shakespeare – and these students don't see the complexity of his language as a barrier, more as an interesting challenge.

Diane, can I ask you, first of all, did you study Shakespeare at school? Did you have a good or bad experience?

Diane I remember studying *Macbeth* when I was about 15, and I studied *Hamlet* for A level, and *King Lear*. It was in the 1970s, so – in a Jewish comprehensive school in Liverpool, and we would read the play aloud and talk about it a bit. We didn't act any of it out really, but I just...I did enjoy reading it aloud together in class. It's a very simple thing to do, but you know that feeling of just reading something and airing it together? I mean, there's always the issue, isn't there, of who gets which roles to read, some people were more confident readers than others. Um so, it was enjoyable, and um I also...one of the other things that I remember was, for exams, you obviously needed to remember the play, and I did enjoy – er maybe I enjoyed this more than anything – learning soliloquies or learning quotes and kind of walking around my bedroom or walking to school saying them over to myself.

Interviewer And did you teach Shakespeare when you were a drama teacher?

Diane Um when I was a drama teacher, er I wasn't required to teach Shakespeare at all. I taught in inner London secondary schools in the 1980s and Shakespeare wasn't on the GCSE syllabus, as it was just coming in in those days. So, you weren't required to teach Shakespeare at all in drama.

Interviewer Incredible.

Diane But I did...I wanted to bring it to the students. I taught for three years in

a school called Hackney Downs, which was a boys' school in Hackney – it doesn't exist any more – and er...I'm always exploring the dynamics of it. I like choosing a very particular scenario and then letting the whole play come alive through that scenario. So, what I did was, I went into role as Desdemona, and I didn't tell them anything about *Othello*, about the play, and I just sat in front of these 15-year-old boys and I put them in role and I said, 'Um I want you to come to...to give advice. I want you to be like counsellors or advisers for this young woman who's got a problem.' And I didn't tell them any more than that, and then I told them about how my handkerchief had gone missing, and what would I do if my husband had given it to me, and we just got into the play by this very little thing.

Interviewer How did your students respond?

Diane They just came to all these conclusions, and they ended up actually voicing the things *Othello* voiced, like, 'Well, are you having an affair with Cassio?' And they became really suspicious, um, and I didn't do anything but ask their advice about the handkerchief, and it was very interesting, the way the dynamic of the play, just through this one character with this problem, um, sort of came alive in the role-play, and I really enjoyed doing that. And they then wanted to know a lot more about the play, but they were not coming at it as a text. They were coming at it as a kind of living thing that was about people with struggles, and it was very enjoyable and they really completely got it, it was brilliant on an emotional level. So they went at it, if you like, emotionally and physically, rather than intellectually.

Interviewer Absolutely. So what do you think about Helen Mirren's opinion, that reading Shakespeare in the classroom is a waste of time?

Diane I'm always cautious, er in terms of learning, to say anything is a waste of time, 'cos it depends how you do it. I'm sure Helen Mirren, coming at it as an actress, is in a way not saying it's a waste of time, but there's better things you could be doing with your time. And I have to say, in teaching Shakespeare, I do think what you want to do is get to the drama. Yeah, it is live theatre and I would always um err on the side of going for it on the floor, if you like, first, and I tend to start a session, personally, working with Shakespeare, um, getting people standing up in a space. But then, I was trained as a drama teacher, and I make theatre, and I, in my writing workshops that I run for all ages, I, I tend to get people playing and moving around, or if they're sitting around I get them into active-mode writing. So, um yeah, I think bringing it alive, getting into...the characters are great, you know...getting into the language as it lives is probably more exciting and multidimensional than reading it off the page. But then there's moments when just sitting quietly and sitting with the language and looking at it can be fruitful, too, so I think there's probably a place for everything. Um, I wouldn't write it off completely.

3.14

Part 2

Interviewer When was the last time you saw a production of a Shakespeare play yourself?

Diane I have to confess that I haven't been to see, um, a Shakespeare play recently, actually. Well, the most recent one was – I went to see some students at Central School for Speech and Drama, actually, so I did go and see *Macbeth* recently. So, really, you know, they were really into it and really relishing it...they did a bit of gender-blind performing, where, um, they had a lot of the women playing male roles; they actually didn't have any of the men playing female roles, which I thought was an interesting choice, that that was weighted in one direction.

Interviewer What do you think in general about the trend in modern productions for male roles to be played by women, for example, Glenda Jackson as *King Lear*?

Diane I think, you know, theatre needs to be kept alive and fresh, you need to keep experimenting.

Um, the thing that concerns me is if you're doing it a) because it's a gimmick, or b) because it's kind of trendy. At the same time, I sympathize with, you know, strong, experienced women actors, because they don't have the choice of powerful roles that men do if you're playing according to gender, so I think it's great to give women actors the opportunity to play these hefty roles that Shakespeare – that are written for male characters in Shakespeare.

Interviewer What about male actors playing female roles?

Diane I think it's all about the actor, isn't it, and whether the role suits them, so...You know, there is a slight political agenda there, of, well, why have men taken even more roles away from women – question mark – when women are struggling enough?

Interviewer How would you feel about a male actor playing a female role in one of your plays, or vice versa?

Diane I have no problem with um men playing women or women playing men in any of my plays. One of my plays, *Poppy and George*, is all about a woman who lives her life as a man because she feels too limited to live her life, if you like, in women's clothes in the world in 1919 just after the First World War. So, in a way it's a theme of my work that, you know, the theme of the roles we play in the world, and do they restrict us or do they liberate us? In terms of, er yeah, theatre, I mean, the things that um I've found difficult when I've seen productions are usually around feeling that an actor isn't right for the role. That isn't about... you know, you can have a person of the gender the character is, um, or what the character is, and they – um and yet, they're just not the right person. So, I think what makes a person be able to bring a role alive fully is about, I suppose, their empathy, their connection with the character, and the themes of the play, and their skill probably, if we're talking about professional work. So, it's those things that matter most, I reckon.

Interviewer Your play *Kindertransport* is a set text in schools. Do you think students can enjoy it just from reading it, or do they need to see a performance?

Diane I have talked to many students and visited many schools who study *Kindertransport* and the thing I find I do when I go in that often teachers aren't doing – if it's in an English literature context, this is, 'cos it's also studied in a drama context, where of course their approach to it is to perform it. So, there's loads of students who study *Kindertransport* to actually mount a production of it, or to mount a, you know, a series of performances of extracts. So, in a sense, that feels to me to be the most rewarding way to study the play. It isn't – *Kindertransport* isn't, um, really, in itself, if you like, um, a work of literature. So, you only touch the tip of the iceberg, just reading it, and I guess that's true of Shakespeare, you know, in answer to the earlier questions. You're not getting everything out of the play, which is maybe what Helen Mirren means.

Interviewer Diane Samuels, thank you very much, it's been a pleasure.

4.7

Presenter Hello, and welcome to *The world of work*. Today, it's all about working hours and productivity.

There've been a lot of articles in the British press recently telling us that we're working too many extra hours, that we should only work a four-day week, not a five-day week, that we shouldn't be doing eight-hour days from nine to five and so on, and, indeed, suggesting that if we had shorter working hours, we might actually be more productive. But how realistic is it really to suggest that people work fewer hours? A lot of offices have fixed hours when they need to have people there, and having fewer people in the office may simply not be an option, not to mention that many employees may not want a drop in salary in exchange for a shorter working week. However, what a lot of experts appear to be suggesting is not so much working fewer hours, but organizing your day better.

A recent study used a computer application to track employees' work habits. Specifically, the application measured how much time people spent on various tasks, and compared this to their productivity levels. In the process of measuring people's activity, they were surprised to discover that what was important was not how many hours people worked, but rather, how they organized their working day. In particular, people who were religious about taking short breaks were far more productive than those who worked longer hours. They discovered that the ideal work-to-break ratio was 52 minutes of work, followed by 18 minutes of rest. People who maintained this schedule had a unique level of focus in their work.

So basically, what the study is proposing is that the most productive way of working an eight-hour day, if we round up the figures from the research, is for people to break their day into hourly intervals, followed by 15–20 minutes of rest each time. We naturally plan what we need to accomplish by the end of the day, the week, or the month, but we're far more effective when we focus on what we can accomplish in an hour.

Apart from getting you into the right rhythm, planning your day around hour-long intervals simplifies daunting tasks by breaking them into manageable chunks. If you want to follow the research recommendations to the letter, you can plan your day around 52-minute intervals if you like, but an hour works just as well.

However, this strategy only works if you follow certain rules. For example, you have to respect the hour of work – you should absolutely not be, let's say, checking social media, or making yourself a coffee during this hour.

Then, equally, you need to respect the break time, and ideally do something completely different, like taking a short walk, chatting to colleagues, or reading – something that takes you away from your work.

So now we're going to talk to Martha, who works in the Human Resources department of a large publishing company...

Martha Hello.

4.9

Presenter So now we're going to talk to Martha, who works in the Human Resources department of a large publishing company...

Martha Hello.

Presenter Martha, do you think this idea of one hour of work and 20 minutes of rest would work in a big company? I mean, if you think about it, in an eight-hour day, and taking lunch into account, people would actually only be working for about six hours. Do you think that's feasible?

Martha Well, first I'd say that in fact, in an office environment, that is what actually happens a lot of the time. I mean, people aren't tied to their desks for eight hours a day, they spend a lot of time having conversations with colleagues. I'm not sure that the office environment really allows you to concentrate for a full hour without interruption, unless people are really disciplined. But, as a concept, I think it's probably a good idea, and might make people more productive. Where I'm not sure that it works like that is for people who are working from home, because they may not want to take those 20-minute breaks; they may prefer to work non-stop for a few very intensive hours, much fewer than eight, and then stop altogether. And they can do this because they have fewer distractions – they can switch off emails and things. But, actually, they might have achieved the same in three or four intensive hours as someone in an office does in an eight-hour day.

Presenter What about the four-day week, something that has also been suggested? Can't this sometimes cause a problem for employers and, indeed, employees?

Martha Both of the large organizations I've worked for have been supportive of flexible working, and quite a few people do work a four-day week now. The issue is that some people who do this – who work, say, 32 hours a week very productively, instead of the full 40 – they do get paid less. But they think that they achieve as much as someone doing five days' work because they work more efficiently, and it's not fair that they only get paid for four days. On the other hand, so the argument goes, they do get the flexibility to have a longer weekend, which may suit their lifestyle better. But of course, it does depend on the job; obviously, if an employer needs staff to be in the office every day for some reason, then that's going to be less feasible. I know for employees nearing retirement age, at my company, we're very open to considering that option for them if that's what they want, and I do think that this four-day-week pattern is going to become more common in the future.

Presenter Do you think either of these ideas would work for students, i.e. they should take a 15-minute break for every hour of work, or only work four days a week?

Martha Well, most university students could easily work that way if they wanted to, and maybe it would be more productive. But somehow, in practice, a lot of students I know seem to do very little academic work for a period of time; they leave things till the last minute and then suddenly work all night when they've got an exam coming up! I'm pretty sure that that's not the best way or the most productive way to work, though.

5.5

The perception that being happy is all about thinking positively creates a burden of expectation on people. It can mean that negative emotions such as anger, sadness, envy, and guilt are seen as not just undesirable, but unhealthy. In my book *The Positive Power of Negative Emotions*, I argue that these emotions are not only normal, but they may also be pathways to deeper and richer forms of wellbeing, if we can only harness them.

Firstly, anger can be a force for good. Much of what we label 'anger' is actually frustration that life isn't going our way – our irritation at a traffic jam or an uncooperative laptop. We can learn from it: our annoyance at the traffic may lead to the realization that we are over-stressed and prompt us to make changes. When anger is truly about a sense of moral injustice, it can be harnessed for good, as the history of civil rights and feminism shows. There's a distinction between feeling angry and being angry, and this is important to teach our children. If you feel angry, step back and examine why, then act to solve the problem. But being angry is almost always unhelpful and destructive. It's very important to tease those two apart.

Next, it's important to realize that boredom unlocks creativity. Being bored clears space for reflection. Sitting on a train staring out of the window lets you reflect: How am I? Am I living the life I wanted? The theory of relativity came to Einstein while he was daydreaming.

Until recently it was thought that the brain winds down when not engaged in a task, but neuroscientists now believe that there is a type of interconnected brain activity that clicks into gear when we are not focused, and which is important for creativity and innovation.

The third thing to remember is that guilt motivates us. Guilt can serve as a moral emotion, a motivating force that helps us to become better people. We can turn it into a learning experience if we pause to unpick exactly why we are feeling guilty: Where did we go wrong? Why did we behave the way we did? It's only when we reflect on our errors that we develop and grow as people. Don't beat yourself up about a past action, but take future opportunities to do better.

Fourthly, envy helps us achieve our goals. There are two types of envy: the hostile and corrosive kind that social media often induces, and the envy which is similar to admiration and inspires us to lift ourselves up to that level. Sometimes, it's only by envying someone else that you clarify your own values and goals. There are two ways to make our envy a useful motivational

force. The first is to focus on ourselves rather than the target: How can we attain what they have? The second is to realize when the goal is unattainable and turn the envy towards an achievable outcome. Envying someone's material possessions is understandable, but studies show that greater wealth does not generally lead to happiness. It is better to envy those with greater 'social capital' – large friendship networks and a sense of community.
Next, loneliness needn't be painful. Sometimes, loneliness acts as a prompt to reach out and connect with more people. At other times, it's a matter of reframing loneliness as solitude, which is something quite different. This involves learning to appreciate the value and beauty of 'aloneness', rather than trying to 'solve' it through a continual search for company.
Finally, sadness gives us space. There's an increasing tendency among doctors to view sadness as a disorder and medicalize it as mild depression. However, the 'regular' levels of sadness most of us feel at some point can serve valuable functions. The pain of sadness has a protective role. We withdraw; we signal our sadness to loved ones so they care for us. Then, we begin to recuperate by re-evaluating the circumstances that brought us to this low ebb. Sadness can create the time and space for this essential process of questioning, which is why we tend to experience epiphanies at low points.

5.11

1 **Steve** Mum and Dad came from very different families. Dad's father was a garage mechanic, and his mother was a waitress. They were Welsh Catholics, very traditional. Mum's parents, on the other hand, were, er, very well-educated. Her father was Burmese, he was an expert in Burmese music, and her mother was half Burmese and half English, and she'd been very active politically in the independence movement in Burma. So, with these two very different sets of parents, my mum and dad were quite different people, and I think they still are.

Bridget So, my parents are both doctors. In fact, the family mythology is that they met because they were both dissecting the same dead body. Mum had come to London in her early teens. She'd left Burma during the war and spent, er, several years in India before coming to the UK with her mother and her two sisters.

2 **Steve** I was actually a bit embarrassed about Mum's culture, because it was so different from everybody else at school. So, the idea of having this, kind of, Burmese family – not that anybody really at school knew where Burma was – um, it was quite different.

Bridget I wasn't so much aware of Mum and Dad coming from different cultures as I was aware of the fact that Mum wasn't white, and so she didn't fit in, and, in that regard, neither did we. I think, in terms of culture, what I was more conscious of was, um, the fact that they came from very different educational and class backgrounds. So, my mum was really interested in literature, she loved music, and she used to listen to the cricket, and she wasn't a Catholic. My dad didn't have much time for literature, or music, or cricket. He was interested in rugby, um, pot boilers and spy stories, er, and history.

3 **Steve** As a child, I felt there were not many positive things about growing up in a multicultural family. We grew up in the 1970s, and it was a time when, I think, racism was not challenged in schools, and so we were quite often the victims of bullying because of the fact that we looked different, because our mum was from Burma and physically we all take after our mum much more than our dad.

Bridget I wouldn't really say – I wouldn't really describe our family as a multicultural family, largely because there was no Burmese spoken. My mother had forgotten her Burmese when she went to India. Um, I would rather describe our family as a mixed-race family. And, to be frank, that was quite tough. It was quite tough being in the 1970s, er, growing up in south Wales, which was a very white region of the country, um, and, you know, quite frankly, enduring a lot of, um, very explicit racism. Um so, that was quite a big downside. The upside, I think...well, the food. Um, but also, I think, that um we grew up appreciative of other points of view. I think that we are all, in our different ways, sensitive to when people don't fit in and want to, kind of, help people through that and, um, yeah, and I actually think that that is a social benefit.

4 **Steve** In spite of feeling very different when we were at school, our upbringing was, I think, very typical middle-class British family. Um, we watched television programmes, did the sorts of things that white middle-class British people do. Um, so there wasn't much about the daily life that was very different from what other kids at school were doing.

Bridget I think that, um, my sense of identity as a child was very much shaped by the fact that we were brought up in south Wales. So, there was very definitely an identity of, um, Welshness among our peers, um, as opposed to Englishness. And there is no question that Welshness at that time was really associated with being born in Wales and also, crudely, being white. So, we didn't really have the option of being Welsh, um, or of being English, and I didn't feel Burmese because of not speaking Burmese. Um so, I remember talking to my grandmother about it, and – and um whether she felt British or English – and she said, 'I just feel me'. And, I guess, that's the same as I've felt and feel. I just feel 'me'.

5 **Steve** Of course, where there was a difference with the other kids at school was in the food that we ate, because Mum loved to cook and she would make all sorts of interesting dishes with, er, spices. And, of course, even though it was all delicious, again we felt a little bit embarrassed going to school the next day if our clothes smelled of spices, or if our breath smelled of garlic. And when we took friends home from school, I was quite keen for Mum to make fish fingers and chips, and not delicious homemade curry because I didn't want people, kind of, making fun of me because we were eating 'funny food'.

Bridget I think one aspect of my life that was different um was that I was really surrounded in the family by very high-achieving women. Which isn't to say that I felt pressure from that, um, it was just normal for, um, women to go to work as professionals and, um – and to be a mum. And, I just took that for granted and now, looking back, I realize that, actually, that was quite unusual.

6 **Steve** I think that my English and Burmese, er, heritage has influenced what I do today, very much. My restaurant, Ma Khin Café, er, has Burmese food, um, very real Burmese food, um, lots of dishes that you would actually eat if you went to Burma today, and also, er, food from the countries that are around Burma, and that have influenced Burmese cuisine, because, like all cuisines, Burma's, er, food culture has developed through the influence of the countries that surround it, the people that have travelled to live there, the people that have invaded it, the people that have occupied it.

Bridget Being half Burmese and half British – um, I wouldn't say English – um, has definitely influenced what I do today. In fact, I think, really, in some ways you could say I've built my whole life around it. Er so, I'm now an academic at the University of Bristol and I'm a professor of migration and citizenship, so my research is all around questions of migration, race, and belonging, so you could say it's my life work. And, of course, it's deeply influenced the book that I've put together with my brother, Steve. Nobody else could have written that

book, that book came from, yeah, growing up as mixed-race children in south Wales. In that respect it's as much about our history as it is about our grandmother and Burmese history.

6.6

1 A wind-up torch. This torch works using a dynamo. The battery is recharged by winding the handle. It's perfect for emergencies, or in places where there is no electricity.

2 A shoe that grows. In many places, parents can't afford to buy new shoes when their children's feet grow. This comfortable, long-lasting shoe is completely adjustable and can expand up to five sizes.

3 A solar hearing aid. Over 600 million people need hearing aids, but at least half can't afford to buy them or to replace the batteries. This cost-effective, eco-friendly device has a rechargeable battery which lasts for two to three years.

6.7

The Boy Who Harnessed the Wind

Part 1

William ...Standing on the porch one morning during a heavy rain, I watched a line of people walking slowly past like a great army of ants. They were our neighbours and farmers from other villages. The women carried basins on their heads containing all their pots and pans, water buckets, even bundles of clothing. They stopped to rest every few metres, exhausted from hunger, before hoisting their heavy loads and continuing on...

On the first day of February, the head teacher made this announcement at assembly: 'We're all aware of the problems across the country, which we also face,' he said. 'But many of you still haven't paid your school fees for this term. Starting tomorrow, the grace period is over.' My hungry stomach tied itself into another knot because I knew my father hadn't paid my fees – 1,200 kwacha, collected three times a year. When I got home, I found my father in the fields.

'They're saying I should bring my fees tomorrow, 1,200 kwacha,' I said. 'So we should pay them. They aren't joking.' My father gave me the look I'd grown to fear.

'You know our problems here, son,' he said. 'We have nothing.'

I missed school terribly. I remembered that the previous year a group called the Malawi Teacher Training Activity had opened a small library...that was stocked with books donated by the American government. Perhaps reading could keep my brain from getting soft while being a dropout. One day, I noticed a book pushed into the shelf and slightly concealed. It was an American textbook called *Using Energy*. The cover featured a long row of windmills – though at the time I had no idea what a windmill was...

Presenter William was fascinated by the giant machines that towered into the sky, and when he discovered they could make electricity from the wind, he decided to try to build one.

6.9

Part 3

Presenter William didn't have any money to buy a dynamo, but he still continued to work on his prototype windmill with his friends Geoffrey and Gilbert. He found a motor from an old cassette player which he fitted to his bamboo pole with plastic blades. Then he connected the whole contraption with wires to a radio belonging to Geoffrey.

William ...'What do we do now?' Geoffrey asked.

'Now, we wait for the wind.' Then, the wind began to blow. My blades started to spin and the wheel began to turn. The radio began to pop and whistle, and suddenly there was music! 'You hear that, man?' I screamed. 'We did it!'

I started planning for an even bigger windmill. In a local scrapyard, I found... tractor rims half the size of my body,... pipes and ploughs. The stripped chassis of several cars lay bleached by the sun... Over the next few weeks, my scrap pieces kept revealing themselves like a magic puzzle. But still I had no generator. My family had no money. Every time I'd see a dynamo on someone's bike – usually broken – I'd think, what a waste. I woke up each morning and looked at the pile of metal in the corner of my room, then went to help my father clear the fields.

...Then one day, my friend Gilbert and I spotted a man with a dynamo on his bike. I bent down and gave the pedal a spin. The headlamp – an old car bulb – flickered on. 'It's perfect.'

Gilbert turned to the guy. 'How much to buy the dynamo?' he said. The guy refused at first, but no one was fool enough to refuse money at this time. 'Two hundred kwacha,' he said, 'with the bulb.' Gilbert's father had given away all their food during the famine, and he wasn't farming as much because of his health. I was sure their money was low. Still, Gilbert...reached into his pocket and pulled out 200 more kwacha – two red paper notes – and handed them over.

The next day I began putting everything together. I took the fan, blades, bolts, and the dynamo outside behind our kitchen and arranged them in a neat row along the hard, barren dirt. The process of heating, melting, and reheating took nearly three hours.

...Once assembled, the wingspan of the blade system was more than 8 ft across...Now the challenge was to attach the bike to the blades.

...My plan was to build a tall wooden tower and put the machine on top of it. For two days, the windmill remained hidden behind the house. In the meantime, Geoffrey, Gilbert, and I set out to build my tower.

6.11

Part 5

William A line of people began trickling through the alleys from the shops and heading in my direction. They'd seen the tower from the market and were walking towards my house. I recognized a few of the traders...One asked, 'What is this thing?...What does it do?'

'Generates electricity from the wind. I'll show you.' 'That's impossible,' he said... 'Stand back and watch.'...More and more people arrived...

Looking out, I saw my parents and sisters at the back of the crowd. 'Let's see how crazy this boy really is,' said someone in the crowd.

A steady wind whipped through the rungs of the tower. *Here it goes*, I thought. I grabbed the bicycle spoke and jerked it loose. The blades began to turn.

...The tyre spun slowly, creaking at first. Everything was happening in slow motion. I needed it to go faster.

Come on, I begged. *Don't embarrass me now.* Slowly, the blades picked up speed. *Come on, come on.* Just then a gust of wind slammed against my body, and the blades kicked up like mad. The tower rocked once, knocking me off balance. I wrapped my elbow around the wooden rung as the blades spun like furious propellers behind my head. I held the bulb before me, waiting for my miracle. It flickered once.

Just a flash at first, then a surge of bright, magnificent light. My heart nearly burst. 'Look,' someone said. 'He's made light!'...It was glorious light, and it was absolutely mine! I threw my hands in the air and screamed with joy.

...Dangling now by one arm with the bulb burning bright in my hand, I looked down at the eyes below, now wide in disbelief.

'Electric wind!' I shouted. 'I told you I wasn't mad!'

Presenter William Kamkwamba first used his windmill to provide power for his home, but it was later used to pump water from the village well and enable the farmers to irrigate their crops. Since his windmill became a global news story, William has graduated from college and given acclaimed TED talks. Now 37, he designs instruction manuals to create low-cost, high-impact, easy-to-assemble projects in communities around the world. The film *The Boy Who Harnessed the Wind* is available to stream on Netflix.

6.23

Schools all over the country are encouraging students to study STEM

subjects – that is, science, technology, engineering, and mathematics – as these are what businesses consider to be the most important areas of study for our workforces of the future. The pie charts you can see here show the changes in the percentage of students taking A levels in STEM subjects at Dashwood Secondary School over a five-year period, from 2020 to 2025.

The most popular subject in 2020 was economics, which was studied by 28.5% of students. In 2025, the percentage increased slightly, by 2%, to 30.5%. By the end of the period, however, economics was replaced as the most popular subject by computer science, where the percentage rose from 20.5 to 35.6% over the five years. The least popular subject in 2020 was physics, at just 5.1%. By 2025, its popularity decreased even further, by 0.3%, to 4.8%. Physics was one of the two STEM subjects where numbers actually dropped. The other was maths, which was studied by 26.4% of students in 2020, but only 7.4% in 2025, a decrease of nearly three quarters. As regards the other two STEM subjects, in 2020, chemistry was more popular than physics, at 11.1%, rising slightly to 12.2% in 2025. Biology also rose in popularity, from 8.4 to 9.5%.

Overall, the results are encouraging. The government is monitoring the changes and hoping that the overall take-up of all STEM subjects will gradually increase.

7.1

Emma Barnett Now, let's meet and hear from Anthony Ray Hinton. He spent 28 years on death row for a double murder he didn't commit.

Anthony had an alibi, but that didn't matter because he was Black in Alabama. The police officers that arrested him were white, and the prosecutor who tried him was white, the jury that convicted him were white, and the judge who sentenced him was white. Ray got out of jail in 2015 when his conviction was quashed, and he is an extraordinary man – I spoke to him last week – warm, funny, and kind, not angry or bitter, as you might expect.

7.3

Part 1

Emma Barnett If we just go back to the start, it all began when you were in your house, with your mum, in 1985.

Anthony Ray Hinton Well, um, that particular morning, like any other morning, I woke up and had breakfast and went outside and laid on up and the – the day, it got hotter and hotter in Alabama – and it was in July and...I goes out and I fire up the old lawnmower, and about 25 minutes into cutting the grass I just happen to look up, and there stood two white gentlemen that I'd never seen before. I cut the lawnmower off and I said, 'Can I help you?' and one of 'em replied, 'Yes, we're looking for Anthony Ray Hinton.' I said, 'That would be me. Again, how can I help you?' and he said, 'We are detectives from the Birmingham Police Department. We have a warrant for your arrest.'

And I kept asking the detective, 'Why am I being arrested?' They never would reply, and I said, 'Detective, why are y'all arresting me?' and he finally turned around and he said, 'We gonna charge you with first-degree robbery, first-degree kidnapping, first-degree attempted murder.' I said, 'Well, you got the wrong guy. I ain't done none of that.' He said, 'Let me tell you something, right now, I don't care whether you did it or didn't do it, but I want you to know that you gonna be convicted of it.' He said, 'I'm gonna make sure of it.'

And I got convicted. The judge proudly stood up that day and said, 'Anthony Ray Hinton, you have been found guilty by a jury of your peers, and it's the order of this court that I sentence you to death, and may God have mercy on your soul.'

I had no feelings, I, I just felt numb, I felt alive but yet dead at the same time. I kept wondering how a innocent man that was out cutting grass, how do he go from cutting grass to all of a sudden his whole world is turned upside down, and now the judge is saying, 'I sentence you to death.' And I kept saying, 'How did I get here? How am I gonna be killed for something that I didn't do? What did I do so bad in this world that I deserve this?'

Emma Barnett I was gonna say, how long were you angry for in those first years of prison, then?

Anthony Ray Hinton Three long years. I didn't speak to another human being for three years. Every time one of the guards would ask me anything, I'd just get a pencil out, or a pen, or whatever I had, and write my response. I didn't wanna talk to nobody. I was just sitting there feeding off hate.

Emma Barnett What happened after three years?

Anthony Ray Hinton Well, after those three years...I woke up to the sound of a grown man crying and weeping. This is a man that I had lived by for three years and never asked him his name or where he was from. But, my mother had taught me compassion at a very early age and she told me that no matter what one does in life, he or she deserved compassion. And so, that compassion made me, for the first time, er, holler out, and I said, 'Hey, over there!' I said, 'Is something wrong?' And it took this man a while to reply and finally he replied and he said, 'Well, I just got word my mother passed.' And I told him how sorry I was to hear that. And I told him that if I could do anything, let me know. I sit back on that little small bed and that's when I thanked God that my mother was still alive, and I think that was the beginning of me coming back to – to human form, to realize that, although I was in a five-by-seven, I had something to be thankful for...

Emma Barnett You did have a friend, as I understand it, who came to see you throughout this time.

Anthony Ray Hinton Oh, you talking 'bout Lester!

Emma Barnett Yes.

Anthony Ray Hinton Oh yes, I smile every time I see Lester today. I talk to Lester every day. Lester came to see me 30 straight years. Er, Lester came a total of 10,999 visits. Er, rain, sleet, snow, whatever, Lester always came...Lester was four and I was six at the time we met each other. Two little kids that just – our mothers told us to go out and play, and our friendship have lasted for 59 years, and Lester and I don't agree on everything, but Lester and I have a bond that is unbreakable.

7.4

Part 2

Emma Barnett You're listening to the story of Anthony Ray Hinton. He spent three decades in prison for a crime he didn't commit, but he didn't give up, and eventually his case was taken up by the Equal Justice Initiative, a group in Alabama that fights racism in the US justice system.

Anthony Ray Hinton What gave me hope, more than anything, was when I met Bryan Stevenson from the Equal Justice Initiative, and I saw that his skin was the same colour as my skin, and I felt for the first time that he being an African-American, he would do everything in his earthly power to try and prove my innocence. And I was right about that. He, along with the lawyers and the EJI staff, they worked for sixteen long years to win my freedom. Sixteen long years that they had to fight back and forth in the courts, arguing that this was wrong, and finally we won our – my – freedom, April the 3rd, 2015.

Emma Barnett What was that moment like?

Anthony Ray Hinton Well, I never will forget...I got up and I called Bryan Stevenson and he told me, he said, 'Ray, you going home.' And I hadn't heard that word, 'home', in 30 years. And I sat on the floor and I cried like a baby.

And all the young men that was around me saw that I was crying, and they, probably, at the moment, they probably thought that I had got some bad news. And I'll never forget, one of the young guys, he came up, he said, 'Pop, something wrong?' And I looked up at him and I said, er, 'I'm going home.' And they told me how proud they was that I was going home, and even some gave me advice, and: 'Pop, it's a different world

out there than what you was used to.' Me being locked up 30 years, and the world had passed me by, and I got my very first taste of modern technology when I got in my best friend's car – Lester. He asked me, when they released me, 'Where do you wanna go first?' and I said, 'I want you to take me where they laid my mother's body.'

Emma Barnett Because your mother died while you were in prison?

Anthony Ray Hinton Yes. And he said, 'OK.' And I see him fidgeting with – what I thought he was trying to find – a radio station so I could hear some good music. And as we got on the road, I hear this white lady voice. She said, 'In one tenth of a mile, turn right.' And it frightened me! I said, 'What the hell?' And I looks over at him, he's laughing and he's looking at how hysterical I must have been looking and I was too afraid to look back. He veer off to the right and he said, 'That's no white lady back there,' he said. 'This is GPS, I told you everything have changed,' he said: 'She gonna tell me exactly how to get to the cemetery.' He said, 'This is modern technology.' I said, 'You telling me that we don't have to stop at the filling station and ask for directions no more?' He said, 'Yes, I told you that you gonna have to learn everything over again.'

Emma Barnett Do you feel pleasure? Are you able to enjoy your life? Do you believe in your freedom?

Anthony Ray Hinton I believe in my freedom, I enjoy life every day. I enjoy life more than anything. I realize that I took my life and my freedom for granted, and it wasn't until I got locked up, and I realized that there is nothing in this world more important than your freedom...and I promised myself that I would enjoy my freedom until the day I die, after spending 30 years of pure hell in a cage. I don't care when it raining, I walks in the rain because for 30 years rain was not allowed to fall on my body, and every time it rain I walks in the rain, it feel, like, so cool and so refreshing. Freedom is the most beautiful thing any man or woman can have.

7.11

When you're having a drink together on a lazy Sunday afternoon, it seems like such a good idea. You're the best of friends, you get on well, what could be better than going on holiday together? Well, before you get carried away and log on to Tripadvisor, let me give you one word of advice.

Don't.

Holidays together are never a good idea. Believe me, I know. I've been there. And I have a trail of broken friendships to prove it. Because, no matter how well you think you know your friends, you don't really know them until you've lived under the same roof for a week. That's roughly how long it takes to discover that your caring friend is really a hypochondriac control freak.

One of the biggest problems with going on holiday with friends is the difference in expectations. You're looking forward to relaxing on the beach with Joanna Trollope's latest must-read novel, while their mission is to visit every ancient ruin within a 50-mile radius. Which is all fine if they don't mind going it alone, but when they try to make you feel guilty for lying on your lounger, it's a different story.

A few years ago, we hired a motorhome on the west coast of Canada with another couple. Now, I'm not really a camping kind of girl, but since this motorhome was like the Waldorf on wheels, and North American campsites are known for all their mod cons, I thought that I'd be pretty safe. Unfortunately, what we didn't realize is that our friends had decided this would be the ideal opportunity to get back to nature. They had booked the ultimate get-away-from-it-all campsite, high in the mountains. Not only were we getting away from civilization, we were also getting away from electricity, running water, and anything else that made life tolerable. Our friends sulked when I suggested that maybe we could compromise and move on to a different campsite for the second half of the holiday. 'So, you want to give up all this fantastic scenery for a proper toilet?' they sneered. Well, yes, that's exactly what I wanted. Because, I have to tell you, no amount of spectacular scenery makes up for a smelly hole in the ground next to a sign saying 'Beware of the Bears'.

But if there's one thing guaranteed to bring on a major holiday fall-out, it's children. Your own can be bad enough, but a week with someone else's hyperactive toddler is enough to turn even the most mild-mannered of us into Supernanny. And you try packing your own children off to bed at a reasonable hour when theirs are still bouncing off the ceiling at midnight, hyped up on fizzy drinks and video games! We knew our friends Amanda and Simon took a relaxed attitude towards parenting, but we didn't realize just how relaxed until we shared a villa in Spain with them and their ten-year-old son. 'Freddie has never heard the word "No" – it stifles his creativity,' they boasted to us proudly, as he hurled himself fully clothed into the swimming pool, five minutes before we were due to go out to dinner.

He certainly heard it that holiday, bellowed by my husband after Freddie tried to fire a catapult into our daughter's face at point-blank range. He heard a few other choice words, too. Ten years on, I think Amanda and her husband still blame us for the fact that Freddie isn't a concert pianist. It's even worse when one of you has children and the other doesn't. I once spent a week in France, breastfeeding my newborn daughter in a wardrobe because our child-free friends hadn't allowed for the vast amount of baggage a baby comes with and had allocated us the smallest room. And they were most put out that we couldn't drop everything and hit the town at night, like in the old days. But how things change! A few years later, we went on holiday with the same friends, now proud parents themselves, and we weren't allowed to speak above a whisper for ten days.

So, if it's such a bad idea, why do I keep going back for more? It may be because holidays with friends are like childbirth: after a while, you forget the pain and it seems like a good idea to have another go. Which reminds me, my sister and her husband have just invited us to join them on a mini-break to Barcelona. Now, honestly, what could be nicer than a family get-together?

7.12

1 Holidays together are never a good idea. Believe me, I know. I've been there. And I have a trail of broken friendships to prove it.
2 You're looking forward to relaxing on the beach with Joanna Trollope's latest must-read novel, while their mission is to visit every ancient ruin within a 50-mile radius. Which is all fine if they don't mind going it alone, but when they try to make you feel guilty for lying on your lounger, it's a different story.
3 Now, I'm not really a camping kind of girl, but since this motorhome was like the Waldorf on wheels, and North American campsites are known for all their mod cons, I thought that I'd be pretty safe.
4 ...a week with someone else's hyperactive toddler is enough to turn even the most mild-mannered of us into Supernanny. And you try packing your own children off to bed at a reasonable hour when theirs are still bouncing off the ceiling at midnight, hyped up on fizzy drinks and video games.
5 I once spent a week in France, breastfeeding my newborn daughter in a wardrobe because our child-free friends hadn't allowed for the vast amount of baggage a baby comes with and had allocated us the smallest room. And they were most put out that we couldn't drop everything and hit the town at night, like in the old days.

8.1

1 Sheryl and Dharmesh

Emily But soon after the couple got married in 1992, they began to realize their food differences were too big to be fixed by a spoon. Dharmesh was training to be a dentist whilst Sheryl stayed at home, so she did all the cooking.

Sheryl My simple, you know, chicken and potatoes, basic foods and – that was interesting, because he would put masala and anything hot and spicy

on top of it that he could find. I felt a little bit insulted, like, you know, you can understand cultural differences in your head, but in your heart it's, it's hard to accept. I felt, like, 'Wow, he doesn't like my cooking!'

Emily And, Dharmesh, what were you thinking at the time? Were you enjoying this food that Sheryl was making? Be honest.

Dharmesh Er, it was very bland, honestly.

2 Rebecca and Saj

Rebecca When I see anyone eat meat, but in particular Saj, it's a thing that's quite hard to describe to people who aren't vegan. It's not just nauseating and kind of a little bit gross, it's also something, kind of, profoundly hurtful, so it's even worse watching someone that you love doing that and I think that's where the tolerance has to come from.

Saj My favourite meaty meal is a chicken teriyaki. Like, that's the thing that I really hanker for. So, if I'm finishing work, I walk past this Japanese restaurant and they've got just this most amazing chicken teriyaki.

Emily Do you tell Rebecca about it when you get home?

Saj Um, no I – I usually don't. Just depends on how brave I'm feeling.

8.3

Continuity announcer *The Food Chain* is a BBC World Service podcast series which focuses on the business, science, and cultural significance of food in our lives. This episode, *Love you, hate your food*, focuses on two couples with very different tastes in food, and the effect it has had on their lives and relationships.

Presenter Meals were a battlefield for Sheryl and Dharmesh. She grew up on southern American food in Tennessee, but he preferred the typical Indian cooking in his family. Rebecca and Saj are a London couple dealing with a major split over food – she's a vegan, he eats meat. Both couples talk to Emily Thomas.

Emily Sheryl and Dharmesh Pabu are in their late forties and live in Atlanta, Georgia, in the US. His family is originally from Gujarat in western India. She was raised in Tennessee.

Sheryl I'm a very Southern girl, so the kinds of things that I loved to eat were fried chicken, pot roasts with potatoes, you know, seasoned with salt and pepper, nothing spicy. I ate a lot of hamburgers and hotdogs, sort of the all-American type of food.

Dharmesh We were raised vegetarian, so lots of rice and vegetables, and carbs, and lots of spices.

Emily And Sheryl, when did you first realize that you had such different attitudes to food?

Sheryl It was when his mother first had me over for dinner to their house and fixed a vegetable biriyani with this yogurt motald sauce that goes on it. There was no meat and it was very spicy.

Emily Dharmesh was training to be a dentist whilst Sheryl stayed at home, so she did all the cooking.

Sheryl My simple, you know, chicken and potatoes, basic foods, and – that was interesting, because he would put masala and anything hot and spicy on top of it that he could find. I felt a little bit insulted, like, you know, you can understand cultural differences in your head, but in your heart it's, it's hard to accept. I felt, like, 'Wow, he doesn't like my cooking!'

Emily And, Dharmesh, what were you thinking at the time? Were you enjoying this food that Sheryl was making? Be honest.

Dharmesh Er, it was very bland, honestly.

Emily But Dharmesh's mum lived nearby and she'd regularly turn up at the house with meals.

Dharmesh She brought food any time she could, and sometimes it was a bit of a tug of war with Mom and Sheryl because they'd both have food in front of me and watch which one I'm gonna eat first, so...

Emily I mean, that must have been quite difficult for you because you wouldn't want to offend either.

Dharmesh Yes, so I overate a lot.

Emily Dharmesh, thinking back to those early years of marriage with your mum bringing all this food around, what do you think was going on for her? Why do you think she felt she needed to come over and feed you?

Dharmesh I think that's just the way Mom shows her love. She cooks endless amounts of food for everybody.

Emily Do you think that your conflicts over food were about the food itself, or was it about what the food represented?

Sheryl Oh, definitely about what the food represented, 100 per cent, because over the years I have grown to love Indian food, but it definitely was a symbol of, you know, the relationship that I had maybe with his mother and, sort of, Indian culture as a whole, because I wasn't really accepted for so many years. When we would get together with family – you know, extended family – for dinners, the women would be in the kitchen cooking and the men would be sitting, you know, in front of the TV. And I didn't want to be in the kitchen in that role because I didn't want anyone to pressure me to fix a certain type of food, because I am a meat and potatoes kind of girl, and that's OK, too. When we eat together now, he'll eat something different, I'll eat something different. Or I'll make a dish – like, we had fettuccine alfredo last night, and I had mine with some Parmesan cheese and he had his with some masala, and I just say 'Whatever'.

Dharmesh I think we have more of a blended menu now, just happy to be in a kitchen together, cooking together, and having family time.

Emily And does your mum, Dharmesh, still bring you food?

Dharmesh Yes, absolutely.

Emily How often does she bring you food?

Dharmesh She'd bring it daily if I allowed it, but we set some boundaries and, you know...maybe a few times a week.

8.4

Emily Saj and Rebecca are both doctors and they've been together for nine years. She's a vegan, he's not.

Rebecca When I see anyone eat meat, but in particular Saj, it's a thing that's quite hard to describe to people who aren't vegan. It's not just nauseating and kind of a little bit gross, it's also something, kind of, profoundly hurtful, um, so it's even worse watching someone that you love doing that and I think that's where the tolerance has to come from.

Saj My favourite meaty meal is a chicken teriyaki. Like, that's the thing that I really hanker for. So, if I'm finishing work, I walk past this Japanese restaurant and they've got just this most amazing chicken teriyaki.

Emily Do you tell Rebecca about it when you get home?

Saj Um, no I – I usually don't. Just depends on how brave I'm feeling.

Emily I went to meet Saj and Rebecca at their flat in south-east London. Occasionally, Saj smuggles in some milk chocolate desserts, but, other than that, this is a meat- and dairy-free zone.

Rebecca Tonight is, well, it's Friday, so it's fish and chip night. So, we're having a vegan version with some vegan scampi.

Emily And can I see this fake scampi that you're going to cook? So, rehydrated textured soy and wheat protein. Saj, when you look at this, does your heart fill with joy? Would you prefer real scampi bites?

Saj Yeah, I really like scampi, but my heart doesn't go, 'Oh God, give me the real stuff!' I'll just be like, right, let's try it, bring it on.

Emily Come on, would you not prefer some sausages?

Saj Um, ooh, yeah, if they're going. But if I'm eating with Beck I always think that... it's, like, one of my rules that we should eat together and we should always have the same meal.

Emily At first, Rebecca would eat a little bit of fish and chicken when she was with Saj, even occasionally cooking him sausages. But she never felt entirely comfortable with it and eventually stopped eating meat altogether. Then, two and a half years ago, she became vegan, motivated by her strong

feelings about animal welfare and the environment. She says over time it's become increasingly hard to watch Saj eat meat.

Rebecca I know that he eats meat, but because he doesn't do it very often in front of me I don't have to deal with it, so I can kind of just pretend it's not happening.

Emily Some people listening might be thinking, 'How can you actually be in a relationship with someone when you find a part of their life morally repugnant?'

Rebecca Hmm, I think because we've been together so long, and Saj is the most important person in my life and he's made huge efforts to not eat a lot of meat and dairy and he is, kind of, shifting more towards my way of thinking, it makes it a little bit more tolerable.

Emily When did you last see Saj eat meat?

Rebecca The weekend before last.

Emily And where were you?

Rebecca Er, we went to visit my parents. And it's like the worst situation that he could have done it in as well, 'cos I've been telling my mum, who's also vegan, 'Oh, Saj is great, he's eating hardly any meat these days.' And then we went out for Chinese and he ordered pork dumplings and I just didn't make eye contact with my mum.

Emily And, Rebecca, when you watched Saj eat the pork, how did that feel?

Rebecca Hmm, I guess it's a mix of annoyance, 'cos I really wish he didn't eat it, and sadness, 'cos I thought that you weren't eating pork much any more and I, like, love pigs.

Emily Now, apparently, they didn't row about it on the way home. For these two, it's love before lamb chops, tenderness before teriyaki. But, if Rebecca had been a vegan when they first met, would this relationship have ever got off the ground?

Rebecca I think my militance would get on your nerves and your meat eating would be intolerable for me.

8.12

Speaker 1 ...the house where we are now, I drive east into the sun in the morning to get to work and west into the sun in the evening to get home. So, today, like every sunny day now, I have to half-close my eyes to drive, I'm squinting all the way there for 40 minutes, and the same on the way home...

Speaker 2 ...so as soon as I realized it actually was him, I immediately turned away, and then I glanced at him again just to make completely sure, and took another peek to see who he was with. I think it was his wife and maybe his agent or something. I texted my brother who's a real fan, and he wanted me to go up and say hello, but I wouldn't have dreamed of doing that...

Speaker 3 ...I mean, you would think nowadays everybody knows how rude it is to talk loudly on your phone on public transport. So, I stared hard at him to see if he'd get the message, but he didn't. Then, a few minutes later, he caught my eye and I just glared, and though he didn't hang up, at least he started speaking a bit more quietly...

Speaker 4 ...and after crawling along in the traffic for a bit, we noticed that there was a car on fire by the side of the road, and, would you believe it, instead of just driving past, everyone was slowing down and gawping at the fire engine and the ambulance and everything...

Speaker 5 ...so I was pretty late anyway, but er she wasn't there when I got there, so I looked around and I caught a glimpse of her red coat. She was walking away down the road, so I ran after her, shouting 'Gill! Gill!', and got right up behind her and she turned around, and it wasn't her! She just gave me a blank stare. So embarrassing.

modal verbs (1): *will*, *would*, *should*

uses of *will*

1 **I'll** often **do** my homework in front of the television.
Children who receive encouragement **will** usually **respond** well.
He **will keep** interrupting – it's so annoying!
2 That**'ll be** Aimee – she said she was going to phone at six.
You'd better go – she**'ll be waiting** for you.
You**'ll have met** Sam, I suppose?
3 I**'ll accept** her apology, but I **won't sit** next to her.
The car **won't start** – can you give me a hand?
4 **Will** all passengers please **remain** in their seats until the plane has finally stopped.
A **Won't** you **come in**?
B No, actually I can't stop. I've got an appointment.
5 Many animal species **will mate** for life.

1 We can use *will / won't* with dynamic verbs to describe habits and typical behaviour, often with a frequency adverb (e.g. *occasionally*, *normally*).
- In spoken English, if we stress *will*, it expresses annoyance.
- If the typical / annoying behaviour was in the past, we use *would*, e.g. *You would say that, wouldn't you?*

2 We can use *will / won't* to indicate that we believe something is or was true, often because it is expected or typical.

3 We can use *will / won't* to express a degree of willingness, e.g. a promise, offer, threat, or refusal to do something.
- We often use (*not*) *be going to* + infinitive as an alternative to *will / won't*, e.g. *I'll accept her apology, but I'm not going to sit next to her.*
- We sometimes use *won't* (= refuses to) with objects to express annoyance, when we first discover things aren't functioning correctly.

4 We can use *will* as a formal way of requesting people to do something.
- We also use *won't* to invite people to do something, often when they appear reluctant or in a hurry.

5 We can use *will* to talk about the natural behaviour or properties of things.

will or *shall*?

We can use *I / We shall / shan't*:
– for suggestions or offers.
– with a future meaning, e.g. *I shan't say a word* (rather formal).
– as the question tag for *Let's*, e.g. *Let's go for a drink, shall we?*

uses of *would*

1 My ideal home **would be** a top-floor flat with a huge terrace.
2 As a child, I**'d** often **walk** to school to save on bus fares.
3 No wonder she was tired; she **would have been working** for ten hours.
4 It **would appear** that we don't see eye to eye on this.
I don't know for sure, but I**'d imagine** she's not coming tonight.
5 **Would** you **rather eat** out or stay in?
I**'d** much **sooner stay** at home.
I**'d have thought** it would take an hour to get there by bus.

1 We can use *would* to express a hypothetical present or future situation.

2 We can use *would* with dynamic verbs to describe past habits and typical behaviour, often with a frequency adverb. This has a similar meaning to *used to* + infinitive; however, unlike with *used to*, we only use *would* when it has already been established that the time frame is in the past. We don't use *would* with stative verbs, e.g. *love*, *understand*.

3 We can use *would have* + past participle (as an alternative to *must have*) to make an assumption about the past.

4 We can use *would* to be more tentative, tactful, or polite.

5 We use *would* in a number of fixed expressions, e.g. *would rather*, *would sooner / would just as soon* + infinitive, to express hypothetical or future preferences.
- We use *I'd have thought / said* to express that we believe or calculate that something is true.

uses of *should*

1 I don't think schools **should force** pupils to do sports.
Children **should look after** their parents when they are older.
I don't think you **should mention** it to her until she comes back from her holidays.
You **shouldn't have cooked** the chicken for so long; that's why it's so dry.
2 She **should pass** the exam – she's spent ages revising.
They **should have arrived**, unless the train was delayed.
3 It is vital that you **should choose** your subjects carefully.
I find it strange that he **should have said** that.
He suggested I **should see** a careers counsellor.

1 We can use *should* to say that we think something is desirable or a moral duty, or to give advice.
- We also use *should / shouldn't have* to express regret or criticism, or to say that somebody didn't do the right thing.

2 We can use *should* to express a feeling that something is probably true. This is similar to use 2 of *will*, but is more based on reasonable expectation.

3 We use *should* in certain more formal structures, such as expressing importance (e.g. *It is important / vital / necessary that* + clause), emotional reactions (e.g. *It is surprising / shocking / sad that* + clause), or suggestions (e.g. *I suggest / propose that* + clause).

structures after modal verbs

1 My ideal holiday **would be** a city break in Budapest.
2 You **shouldn't have said** that.
3 This time next week, I**'ll be moving** house.
4 They**'ll have been travelling** for three days.
5 The form **should be signed** by a referee.
The building work **won't have been completed** yet.

- Modal verbs are always followed by an infinitive (without *to* except for *ought*).

1 a simple infinitive: *go*
2 a perfect infinitive: *have gone*
3 a continuous infinitive: *be going*
4 a perfect continuous infinitive: *have been travelling*
5 a passive infinitive: *be built, have been built*

p.10

noun phrases

Students will receive **a new edition of the book**.

Noun phrases consist of a single noun (*students*), or a group of words where a main noun (*edition*) is qualified by words before it (*a new*) or after it (*of the book*).

compound nouns

1 When teenagers get good **exam results**, it improves their **self-confidence**.
Many modern **classrooms** now have a **smart board** instead of a normal **whiteboard**.
We need to invest in **job creation** to tackle **youth unemployment**.
Good **time management** is an essential skill for **university students**.
2 **Air pollution** is a major cause of respiratory illness.
The use of corporal punishment has declined in recent decades.

1 Two nouns together are called compound nouns. They are **either** written as separate words (e.g. *exam results*) or a single word (e.g. *classroom*). Sometimes the nouns are hyphenated (e.g. *self-confidence*). Note that the first noun is singular. **NOT** ~~*exams results*~~.

- The second noun is the main noun, and the first noun describes it. The first noun functions like an adjective.

2 Compound nouns express a single, well-established idea (e.g. *air pollution*, *climate change*, *tax increases*). If the idea is new, specific, or less well known, we usually express this with a longer phrase (e.g. *the use of corporal punishment* **NOT** ~~*the corporal punishment use*~~).

using gerunds and infinitives

1 **Not being able to play the piano** is a source of great regret to me.
Having studied English is a great advantage when it comes to job-seeking.
2 A lot of people commented on **you** / **your missing** the meeting.
Would you mind **me** / **my interrupting** you for a moment?
Emma / **Emma's not knowing** anyone made her feel uncomfortable.
3 **Smoking e-cigarettes** is now banned in all public places.
The smoking of e-cigarettes is not permitted on public transport.
4 **To listen** is better than **to speak**.
Not to have responded would have been seen as impolite.

1 Gerunds often act as nouns as the subject of a sentence. To make the negative form, put *not* before the gerund.

2 We can use pronouns or nouns (e.g. *you*, *me*, *him*, *Emma*) if we need to make it clear who or what is the subject of the gerund. We can also use possessive forms (e.g. *your*, *my*, *Emma's*), but this is more formal.

3 If the gerund has an object, it can either come directly after the gerund, or, in more formal English, in a phrase with *the* + gerund + *of* + noun.

4 Infinitives with *to* can also act as nouns as the subject of a sentence. They are less common, and more formal and abstract, than gerunds in this use. To make the negative form, put *not* before the infinitive.

using a noun phrase instead of a verb phrase

1 **Automation** has resulted in **job losses**.
There has been **a decrease in** meat consumption.
2 **Failure to** arrive on time will mean disqualification from the examination.
A lack of money discourages many young people from applying to university.
3 **The introduction of** modern farming methods has led to **a change in** land use.
The purchase of new equipment has led to an increase in productivity.

1 In more formal and academic English, it is common to use a noun phrase instead of a verb phrase (*Because employers have introduced more machines, many workers have lost their jobs. People are eating less meat.*). A noun phrase sounds more impersonal, and sometimes more authoritative, often because the subject of the verb is lost.

2 We can express some negative ideas with *failure to* + infinitive, or *lack / shortage of* + noun, e.g. *he didn't notice the time – his failure to notice the time*; *not enough time – a shortage of time*.

3 When making a noun phrase, we often use the corresponding noun from the verb, e.g. *introduce – introduction*, *change – change*. In other cases, we use another noun, e.g. *buy – purchase*, *like – fondness*.

- If no corresponding noun exists, we use a gerund instead, e.g. *The reading of print newspapers has declined in recent years. We thought the acting in the play was brilliant.*

Nouns followed by different prepositions

+ of: *closure*, *construction*, *consumption*, *destruction*, *disappearance*, *discovery*, *introduction*, *knowledge*, *prevention*, *production*, *reduction*

+ in: *change*, *decrease*, *delay*, *fall*, *growth*, *improvement*, *increase*, *investment*, *reduction*, *rise*

+ for: *admiration*, *affection*, *appreciation*, *demand*, *desire*, *fondness*, *need*, *preference*, *respect*

p.13

modal verbs (2): *can / could / be able to, may / might*

can / could / be able to

1 She **can** / **is able to speak** ten languages fluently.
She **couldn't** / **was unable to speak** until she was three years old.
A **Have** you **been able to get** tickets for the concert?
B No, but we **should be able to buy** them at the door.
2 We ran out of milk, but luckily, **I was able to find** a supermarket that was open.
We **couldn't find** / **weren't able to find** / **were unable to find** a supermarket.
3 It **can rain** here at any time of the year.
We didn't have central heating in those days, so it **could get** very cold.
There's someone at the door. It **could be** my Amazon delivery.
4 It **could rain** tomorrow.
We **could go** for a walk, or we **could watch** TV. What would you prefer?
5 The person you saw **can't be** / **couldn't have been** Peter, because he's in Canada.
He's very late. I suppose he **could have missed** the bus.

1 We use a form of *can / could / be able to / unable to* to describe ability, possibility, and permission. *be able to / unable to* are more formal than *can / could*.

2 We use *was / were able to* (= managed to) **NOT** ~~*could*~~ in a positive sentence to describe something that was possible on a specific occasion in the past. In a negative sentence, we normally use *couldn't. wasn't / weren't able to* or *was / were unable to* are also possible, but more formal.

3 We use *can* or *could* to describe general possibilities or characteristic occurrences. However, we use *could* (not *can*) to describe a specific possibility. **NOT** ~~*It can be my Amazon delivery.*~~ We can also use *may / might* in this context, but it is more formal.

4 We use *could* (not *can*) to make a positive prediction about a possible future event. **NOT** ~~*It can rain tomorrow.*~~ For negative predictions, we use *might / may not*. We also normally use *could* rather than *can* for suggestions.

5 We use *can't / couldn't have* + past participle when we want to express certainty (based on evidence) that something is or was untrue. We use *could have* + past participle to say that something was possibly true.

may / might

1 We **may not have** time to visit you next week.
That **might well be** possible, but I'll just have to check.
2 It **may be** an old car, **but** the engine is still in top form.
He **may have burned** the dinner, **but** at least he tried.
3 It's obvious he isn't coming, so we **may as well go** home.
You **might as well take** the job – I don't think you'll get a better offer.
4 **A** What wonderful weather!
B Yes, **long may it last**!
May all your dreams **come** true!
5 You **might have warned** me you'd be late!

1 We can use both positive and negative forms of *may* and *might* to express uncertainty about the past, present, or future. There is no real difference of meaning between the two forms. We can add *well* to increase the possibility, e.g. *It may / might well rain tomorrow.*

- We don't usually contract the negative form of *may* or *might*. **NOT** ~~*We mayn't / mightn't have time.*~~
- We can also use *could well* with the same meaning, e.g. *It could well rain tomorrow.*

2 We can use *may* before a clause with *but* to describe a strong contrast in a real situation. *It may be an old car* = Even though (I admit) it is an old car,... *He may have burned the dinner* = Although he (in fact) burned the dinner,... (It is possible to use *might* in a similar way, but *may* is more natural.)

3 We use *may / might as well* + infinitive to make an unenthusiastic suggestion, e.g. when it is the easiest or most logical course of action, or there are no good reasons not to do it, or there is no better option.

4 *may* is sometimes used rather formally and in fixed expressions to express a strong wish for something to happen.

5 We can use *might have* + past participle (with stress on *might*) to criticize a person's behaviour. It is similar in meaning to *should have*.

- The phrase *I might have known...* often expresses disapproval. We use it to say that we are not surprised at a situation or someone's behaviour, because we expected it, e.g. *I might have known they'd be late – they always are.*

Register of *can / could / may / might*

In requests, *can* is a little more direct than *could*, e.g. *Can / Could you answer the phone?*

To ask for permission, going from least to most formal, we use *can*, *could*, *may*, or *might*, e.g. *Can / Could / May / Might I borrow your pen?* (*might* is a virtually archaic form.)

When we give permission, *may* is more formal, e.g. *Guests can / may use the washing machine.* (In negative sentences, we tend to use *may not / must not* or *are not allowed to*, e.g. *Guests may not / are not allowed to dry washing in the bedrooms.*)

p.19

participle clauses

Participle clauses give more information about the subject of the main clause. We can use the following forms:

Present participle
Stepping onto the train, I scanned the carriage for an empty seat.

Perfect participle (active)
Having missed the train, we decided to call a taxi.

Perfect participle (passive)
Having been warned of the danger, they stayed at home.

Past participle (passive)
Hidden in the bushes, the fox glanced hungrily at the chicken.

We mainly use participle clauses in writing, to make the style more concise.

Use *not* or *never* before the participle to make it negative: *Not having caught the train,...*

The participle clause often comes before the main clause, but can come after it: *We decided to call a taxi,* ***having missed*** *the train.*

The subject of the participle clause must be the same as that in the main clause. **NOT** ~~*Having missed the train, Jack gave us a lift.*~~

uses of participle clauses

time

1 **Travelling** to the station, we heard the news about the Prime Minister's resignation.
Smiling shyly, she handed me a bunch of roses.
2 **Picking up** her briefcase, she left the room.
3 **Not having heard** the bell, the children continued playing.

1 We can use a present participle to describe two actions happening at the same time, similar to the use of a clause with the past continuous, e.g. *While we were travelling to the station, we heard the news about the Prime Minister's resignation.*
2 A present participle can also describe two actions happening close together in time.
3 To stress that one action was finished before another one, we use a perfect participle.

cause

Not knowing anyone at the party, I didn't stay very long.
Being a child at the time, I didn't understand what was going on.
Not having brought a map, we got completely lost.
Having been offered two jobs, I am unsure which one to take.

We can use participle clauses to describe the reason for the event in the main clause, e.g. *As I didn't know anyone, I didn't stay very long at the party.*

result

The fire spread to the second floor of the building, **causing widespread damage**.
Grants are offered on the basis of family income, **thus making it possible for poorer students to afford a university education**.
A current is sent through the material, **thereby polarizing the electrons**.

We can use a present participle clause to explain the result of an action or situation in the main clause. The result clause comes after the main clause. This is common in formal or academic writing, and is often introduced with *thus* or *thereby*.

after conjunctions

1 **While sorting through my drawer**, I came across this newspaper cutting.
Once planted, the tree should be watered regularly.
If disturbed, this animal can bite.
2 (If) **Served with ice**, it is a refreshing drink in hot weather.
(If) **Given the chance**, I would love to go pony-trekking.

1 We can use participle clauses with certain conjunctions (e.g. *if*, *unless*, *when*, *while*, *after*, *before*, *once*, *although*).
2 *If* can be omitted in participle clauses, as a past participle on its own often has a (passive) conditional meaning: *Served with ice,...* = If it is served with ice,...

reduced relative clauses

1 **The woman sitting next to me** had never flown before.
I'll have a word with **the people working in the shop**.
The languages spoken in Switzerland are French, German, Italian, and Romansh.
The route chosen for the race went alongside the river.
2 I love to feel the sun **shining on my face**.
I heard people **shouting and laughing in the distance**.

1 Relative clauses containing participles are often shortened, especially in spoken or more informal style. Present participles have an active meaning: *the woman sitting next to me* = the woman who was sitting next to me; *the people working in the shop* = the people who work in the shop. Past participles have a passive meaning: *the languages spoken* = the languages that / which are spoken; *the route chosen* = the route which / that had been chosen.
2 After verbs of the senses, e.g. *see*, *hear*, *feel*, we can use present participles to describe continuous actions. However, we use an infinitive to describe a completed action: *I watched her cross the road.*

p.23

determiners: articles and quantifiers

Determiners come before nouns, or at the beginning of noun phrases before any adjectives, and show how a noun is being used. There are two main groups of determiners:

1 **articles** (*a / an*, *the*), **possessives** (*my / yours*, etc.), and **demonstratives** (*this / that*, etc.) help to show 'which ones' we are talking about.

2 **quantifiers** (*all*, *some*, *most*, etc.) show 'how much / many' we are talking about.

The focus of this Grammar Bank is on articles and quantifiers (possessives and demonstratives have been covered thoroughly elsewhere).

articles: making a generalization

1 **Aerobic fitness** is less important than a combination of **strength and experience**.
Adults are better at mental maths than **young people**.
2 **The cow** is sacred in many parts of India.
The brain is a complicated organ.
3 **A car** is **a necessity** if you live in **a remote rural area**.
A drink of honey and lemon can relieve the symptoms of **a cold**.

1 To make a generalization about an uncountable noun or a plural noun, we don't use an article.

2 We can make a generalization about a whole group using *the* + a singular noun. This is more formal and abstract than using a plural noun (*Cows are...*). This type of generalization is common with inventions (*the bicycle / the electric light bulb*), parts of the body (*the heart / the stomach*), animals (*the tiger / the bee*), and musical instruments (*the violin / the piano*).

3 We can also use *a / an* to make a generalization about a group by focusing on one example. We can't use this structure to talk about all members of a group together. **NOT** ~~*A cow is sacred in many parts of India.*~~

articles: other uses

1 There's **a screwdriver** on **the shelf** behind **the door**.
He left **university** after getting into trouble, and now unfortunately he's in **prison**.
2 Humans first reached **the moon** in **the 1960s**.
The press are rarely unbiased these days.
3 She was refused a visa because she had been **a communist** in her youth.
4 **A** There's **a Brad Pitt** to see you.
B Not **the Brad Pitt**?

1 A singular noun must normally be preceded by an article or another determiner. **NOT** ~~*There's screwdriver on shelf.*~~ Exceptions are meals when there is no adjective (*have dinner* BUT *have a nice dinner with friends*), transport (*go by car / on foot*), and certain places after a verb used in a non-specific sense (*start school / university / college*, *go to court / hospital / prison / bed*).

2 We normally use *the* with decades and centuries (*the 19th century*, *the 1980s*), global features (*the sun / earth / sky / countryside / sea / beach / mountains*), national or global institutions (*the press / media / government / army*), and unique phenomena (*the weather / climate / internet / economy*).

- We also use articles with named mountain ranges, rivers, seas, canals, deserts, and island groups, but not with streets, parks, and individual mountains or lakes.

3 We use *a / an* with religious or political affiliations.

4 We use *a / an* + name to mean 'someone called...'. We use *the* /ðiː/ + name to clarify whether it is someone special or famous.

quantifiers

1 You'll find **some bananas** and **some bread** in the fridge, but there is**n't any butter**.
They've just opened **a** new **bakery** near me which makes fantastic **bread**.
2 It's scary. There are **no street lights**, and I have**n't** got **a torch**.
There are **no** good **films** on at the moment, and there are**n't any** good **series** on TV either.
3 You can return the items at **any branch** of the store.
A Who's she meeting?
B Oh, **some guy** she met on holiday.
4 I've got **lots of things** to tell you.
We have**n't** got **much** on this week.
There has been **much** / **a great deal of debate** about this topic.
5 I'm here for **three more days** / **another three days**.
The cinema shows **many more films every other Saturday**.
The boss was watching **my every move**.

1 We use *some* and *any* before plural and uncountable nouns when we are talking about a limited number or quantity. When there is no limit, we often use no article.

2 We use *no*, or *not* + *a / an*, before a singular noun and *no*, or *not any*, before an uncountable or plural noun. We commonly use *no* to say that something doesn't exist or is not present, especially after *there is / are* or *have*.

3 *any* before a singular noun means 'it doesn't matter which one'. *some* before a singular noun often indicates a lack of interest or low opinion.

4 In informal English, we tend to use *a lot of / lots of* instead of *much* or *many* in positive statements. In more formal or academic positive statements, and in questions or negative statements, we often use *much* and *many*. We can also use *a* (*large / small / growing*, etc.) *number of* + plural noun and *a great deal of / a* (*large / small*, etc.) *amount of* + uncountable noun.

5 We can sometimes use double determiners before a noun. Common combinations are: *another* + number / *few*, number + *more*; *every* + *little / few / other*; *the* + *many / few / little*; *many / several / lots* + *other / more*; possessive adjective + *every / many*.

p.30

word order

We can focus attention on one part of a sentence by changing the normal position of the words we want to emphasize, often to the beginning of the sentence. This frequently changes the grammar of the sentence.

inversion

1 **Never have I felt** so disappointed with a production.
2 **Under no circumstances should you leave** the door unlocked.
3 **Only in the last few years have** such high temperatures been recorded.
Only with sustained practice will you master a musical instrument.
4 **So loud were the trumpets that** they drowned out the rest of the orchestra.
Such is the demand that we have issued new tickets.
5 **No sooner had I sat down** to eat **than** there was a knock at the door.
6 **Not only did she win** the race, **but** she **also** set a new record.
7 **Little did we know** that this would be our last evening together.
8 **Only when** / **Not until** the baby had gone to sleep **could she work** on her novel.

- When we start a sentence with certain words or phrases for emphasis, we need to invert the verb and the subject, adding an auxiliary verb where necessary (i.e. as when making a question). This use is formal and literary, and mainly occurs in written language. Common sentence openers that require inversion are:

1 negative frequency expressions: *never / rarely / seldom / hardly ever.*

2 other negative expressions, e.g. *under no circumstances, by no means, in no way, at no time, nowhere.*

3 *Only* followed by adverbs or adverbial / prepositional phrases, e.g. *Only in Africa..., Only after the exam..., Only by studying..., Only recently...*

4 *So* + adjective / adverb or *Such* + *be* (in different tenses) + noun...*that* + clause.

5 *No sooner...than...*, and *Hardly...when...*, to describe two actions happening close together.

6 *Not only..., but also...* to emphasize that there are two important points.

7 *Little...* + *think / know / realize*, etc. *Little does he realize* = he certainly does not realize.

8 in sentences beginning *Not until* or *Only if / when / after* + clause, the inversion is in the second clause.

cleft sentences

1 **What** / **All I wanted** was a quiet place to stay for a while.
What Susan suggested was that we look for a hotel.
2 **What happened was that** all the hotels were closed for the season.
3 **It was then that** we came across an advertisement in a shop window.
It was Susan who spotted it first.

1 We can make some sentences more emphatic by beginning with *What / All* + clause + *be* and then the part of the sentence we want to emphasize.

2 To emphasize an event or sequence of events, we can begin with *What happens is* (*that*)... or *What happened was* (*that*)...

3 We can also use *It is / was* + the emphasized part of the sentence + a relative clause.

fronting

1 **Happy though I am** to see you, I wish you'd let me know you were coming.
Much as I like music, I object to my neighbour playing the drums after midnight.
2 **Sitting** outside the café was her old friend Jemima.
Attached to this email is an application form.
3 We opened the cage and **out flew the parrot** / **out it flew**.
At the top of the hill stood a big castle. **In it lived** an evil giant.

- Fronting means moving certain words from their normal position to the beginning of a sentence for emphasis. This use is formal and literary, and mainly occurs in written language.

1 We can front adjectives or adverbs followed by *though* or *as* + verb phrase, e.g. *Happy though I am to see you* = Even though I'm happy to see you; *Much as I like music* = Even though I like music.

2 We can also front present participles or past participles used as adjectives for emphasis.

3 We can start a sentence or phrase with a preposition of movement for dramatic effect, especially in storytelling. The verb comes before a noun subject, but after a pronoun subject. We can use stative verbs with adverbial expressions of place (e.g. *in the middle of a forest*) in a similar way.

p.34

cause and effect

introducing a cause or reason

We can describe a cause or reason using a **prepositional phrase** followed by a **noun phrase**, or a **conjunction** followed by a **clause**.

prepositional phrases

1 **Because of the weather**, we have unfortunately had to cancel the barbecue.
There has been a rise in imports **on account of the lifting of trade restrictions**.
2 **Given** / **In the light of** / **In view of the short time available**, the project will have to be scaled back.
3 **Thanks to your generous donation**, we have been able to continue our charitable work.
4 He applied for early retirement **on the grounds of ill health**.

- A prepositional phrase followed by a noun phrase can come either at the start or at the end of a sentence.

1 *because of* is common in everyday language; *on account of*, *as a result of*, *due to*, and *owing to* are more formal.

2 *given*, *in the light of*, and *in view of* mean 'taking (something) into consideration' rather than the one direct cause, but they are often used interchangeably.

3 *thanks to* is used with a positive cause, e.g. *thanks to your hard work / helpful advice*.

- It can also be used with a negative cause when you want to express sarcasm, e.g. *Thanks to your snoring, I didn't sleep a wink.*

4 *on the grounds of* describes a justification given for a particular action.

conjunctions

1 She went to see the doctor **because she was feeling run down**.
As I hadn't heard from him, I decided to give him a call.
2 **Seeing that the exhibition closes on Sunday**, why don't we go today?
She refused to pay the parking fine **on the grounds that the ticket machine was broken.**

- We often introduce a cause or reason using the conjunctions *as*, *since*, *because*, *given that*, *seeing that*, and *on the grounds that* followed by a clause. It can come before or after the clause describing the effect.

1 Clauses with *because* often come in the second part of a sentence, and clauses with *as* or *since* often come at the beginning; *since* is more formal than *as* or *because*.

2 *seeing that* or *given (the fact) that* / *in view of the fact that* mean taking (something) into consideration. *on the grounds that* describes a justification.

introducing an effect or result

We can describe an effect or result using an adverb, adverbial phrase, or a conjunction followed by a clause. This is sometimes linked to the previous reason clause with *and*, or with a semicolon, and sometimes written as a separate sentence.

1 The bus didn't come, **so** I had to call a taxi.
You didn't answer the phone; **that's why** I thought you were out.
2 Trade restrictions have been lifted. **As a result,** there have been more imports.
Winters are very harsh and **for this reason** most houses are triple-glazed.
The company has been losing money; we have **therefore** been forced to make redundancies.
The prosecution could not provide sufficient evidence. **Accordingly,** the case was dismissed.
3 The results were inconclusive; **hence,** it was necessary to repeat the experiment.
I read three different explanations, **hence** my confusion.

1 In informal language, the most common way to describe an effect is to use the conjunction *so* (or *and so*, or *so that*) or *that's why* / *which is why*.

2 *as a result*, *consequently*, *for this* / *that reason*, *accordingly*, *thus*, and *therefore* are more common in written and formal or academic language.

- *thus* and *therefore* can come at the start of a sentence or clause, but are often used in mid-sentence position.
- *accordingly* is mostly used in academic or legal texts to describe a consequence that is appropriate for a particular situation.

3 *hence* as an adverb + clause is very formal and is mostly used in academic and specialized fields.

- *hence* + noun is a common way to describe an effect. It always comes at the end of a sentence, after a comma.

sentence patterns to express cause and effect

One reason why people get into debt **is because** they overuse credit cards / **is because of** bad spending habits.
The main cause of much social unrest **is** rising poverty.
Early maths education **can play an important role in** helping people manage their money.
The improvement in health **was largely due to** better public awareness.

- These sentence frames link cause and effect:
  - *One* / *The reason why* + CLAUSE *is because* / *that* + CLAUSE **OR** *is because of* + NOUN PHRASE
  - *The* (*main* / *principal* / *root*) *cause of* + NOUN PHRASE *is* + NOUN PHRASE
  - *One of the main reasons for...*
  - *An important* / *A key factor in...*
  - NOUN PHRASE + *can play* / *plays an important* / *a vital role in* + NOUN PHRASE
  - NOUN PHRASE + *is* (*largely* / *partly* / *entirely*) *due to* / *down to* + NOUN PHRASE

p.39

aspect: perfect and continuous tenses

Aspect means the form of a verb that shows, for example, whether the action happens once or repeatedly, is completed, or is still continuing. There are three aspects in English: simple, continuous (or progressive), and perfect. When we choose the aspect of a verb, it is because we want to emphasize different things, such as the duration of an activity or state, or the sequence of events.

continuous aspect

1 What **are you reading** at the moment?
When I arrived, **she was** still **cooking** supper.
I won't phone you tomorrow because **I'll be travelling** almost all day.
2 **I'm living** with friends for the time being, until I can find a flat of my own.
3 **I'm practising** the piano a lot at the moment.
I've been playing a lot of tennis recently.
4 **More and more people are taking** early retirement nowadays.
These days, **it's getting** increasingly difficult to buy a house.
5 **I'm loving** this weather!
You're being very obstinate today. What's got into you?
6 **She's always going on about** her problems.
It drives me mad!

- We can use the continuous aspect:

1 to describe an action in progress at or around a point in time.

2 to describe a temporary state with limited duration. Compare: *I live in a flat.* (= permanently)

3 to describe a repeated activity. Compare: *I practise the piano a lot.* (= usually), *I've played tennis recently.* (= maybe only once)

- We don't use the past continuous to describe repeated past activities; we use the past simple tense, *used to* + infinitive, or *would* + infinitive, e.g. *When I was ten, I used to ride a horse.* **NOT** ~~*I was riding a horse.*~~

4 to describe what we see as new trends and developments. If we consider them to be established facts, we tend to use the present simple, e.g. *A lot of people take early retirement nowadays.*

5 with some stative verbs (e.g. *love*, *be*, *want*, *sound*) for dramatic effect, especially in informal speech. However, some verbs are never used in the continuous, e.g. *know*, *believe*, *have* (= possess), (*dis*)*agree*, *contain*, *include*.

6 with *always* / *forever* / *constantly*, to indicate an emotional reaction (often annoyance).

perfect aspect

1 **I've passed** my driving test.
I had prepared a lot of questions to ask at the interview.
2 When we arrived, **the film had** already **started**.
By the end of the summer, **the tourists will** all **have left**.
3 **A** **Have you finished** cleaning the kitchen yet?
B No, but **I've emptied** the dishwasher and **I've put away** the shopping.
4 They **had known** each other for over 40 years.

- We use the perfect aspect:

1 to describe an event or action where the time is unknown, or unimportant, or less important than the result. *I've passed my driving test.* (= I can drive now, it doesn't matter when I took the test.) Compare: *I passed my driving test when I was 17.* (= I am telling you about my teenage years.)

2 to place one event or action before another, or before a point in time, especially when the order of events is unclear. Compare: *When we arrived, the film started.* (= the film started after we arrived)

3 to stress that an action is complete.

4 to describe an action or state continuing up to another point in time.

continuous and perfect aspects together

1 **A** What **have you been doing** today?
B **I've been catching up** with some emails and doing the crossword.
2 **It's been raining**, so the roads are a bit slippery.
When the bus finally arrived, **we'd been waiting** for over an hour.
3 How long **have you been trying** to fix the computer?
He'd been practising kung fu ever since he saw his first Bruce Lee film.
By the end of December, **I'll have been living here** for a whole year.

- We can use continuous and perfect aspects together:

1 to focus on process or activity, not result. Compare: *I've done the crossword.* (= the crossword is finished), *I've been doing the crossword.* (= the crossword may or may not be finished, I'm telling you about how I've been spending my time)

2 to stress the duration of an action, especially one that has or had only just stopped.

3 to describe an action continuing up to another point in time.

- Note that we do not usually use a stative verb in the continuous form in this construction. **NOT** ~~*I've been knowing her for ten years.*~~
- With certain verbs, such as *study*, *live*, *work*, we can use a simple or continuous form (*He had lived / had been living there since January.*). Although there is little difference in meaning, the continuous gives a slight extra suggestion of impermanence.

p.43

prepositions and sentence patterns

prepositions in relative clauses and questions

1 **Who** should I speak **to**?
What are you saving up **for**?
The girl I sat next to at school was from Australia.
The house **he lives in** was built in the 1930s.
2 **To whom** should I speak?
The house **in which** he lives was built in the 1930s.

1 In informal speech and writing, we normally put prepositions:
- at the end of questions (using *who* rather than *whom*).
- at the end of defining relative clauses (commonly, without the relative pronoun).

2 In formal style, we put prepositions before *whom* or *which*.

prepositions after adjectives and verbs

1 I'm not **used to** getting up so early.
When you reach 65, you are **eligible for** a bus pass.
He is **incapable of** looking after himself.
Are you **upset about** your exam results?
2 I **look forward to** hearing from you.
I hope you **succeed in** persuading her to come.
3 Sorry, I **mistook you for** someone else.
The company **provided the staff with** the equipment they needed.
The school **prides itself on** its academic record.

1 Adjective + preposition:

(un)accustomed addicted allergic committed devoted entitled equivalent (un)faithful identical inferior linked preferable resigned (un)related (in)sensitive superior used	*+ to*
eligible famous (un)fit notorious prepared (un)qualified ready (un)suitable	*+ for*
afraid appreciative ashamed (un)aware (in)capable critical conscious devoid terrified tired (in)tolerant	*+ of*
angry annoyed anxious apprehensive excited nervous upset	*+ about*

- Many of these are past participles used adjectivally, e.g. *devoted*, *resigned*, *annoyed*.

2 Verb + preposition:

consent contribute look forward object	*+ to*
confide engage invest result specialize succeed	*+ in*
agree count decide depend elaborate insist rely	*+ on*
abstain refrain	*+ from*
consist	*+ of*

3 Verb + noun / pronoun + preposition:

blame excuse forgive mistake	*+ sb / sth*	*+ for*
discourage dissuade prevent prohibit protect		*+ from*
accuse remind		*+ of*
charge provide		*+ with*
compliment congratulate		*+ on*
pride (oneself)		

prepositional phrases

1 I am writing **in response to** / **in connection with** your advertisement for a teacher.
2 No one, **apart from** / **other than** Laura, took a gap year after leaving school.
3 **With regard to** / **As for** transport, we will need to hire a car.
4 They bought a plot of land **with a view to** / **with the aim of** building a house.
She chose her words carefully, **for fear of** offending him.
5 **On top of** / **In addition to** the expense, we don't have room for a new sofa.

- The following prepositional phrases are followed by a noun or noun phrase:

1 **connection** *in connection with*, *in response to*, *with reference to*, *with regard to*
2 **exception** *apart from*, *except (for)*, *other than*, *with the exception of*
3 **introducing a topic** *as for*, *as regards*, *with reference to*, *with regard to*, *with respect to*
4 **purpose** *in the hope of*, *with the aim of*, *with the intention of*, *with a view to*, *for fear of*
5 **addition** *along with*, *as well as*, *in addition to*, *on top of*

sentence patterns with nouns

1 I **have no intention of** getting a car.
We **were on the point of** leaving when the doorbell rang.
He **takes no interest** whatsoever in his children.
2 I **had no reason to** mistrust him.
I'm afraid I **have no alternative but to** refuse your application.
You **are under no obligation to** buy the product, should it prove unsatisfactory.
They **are within their rights to** ask you to leave.

1 Verb + noun + preposition + noun (phrase):

have	*be*	*take*
no objection **to** no / every intention **of** no hesitation **in** no memory **of** no hope **of**	in danger **of** at **risk** of on the verge / brink / point **of** in the process / middle **of** in need **of**	pride / pleasure / satisfaction **in** an / no interest **in** advantage **of** account **of** issue **with**

2 Verb + noun + *to* + infinitive:

have	the capacity the / no right no / every reason the / no opportunity / chance no alternative / choice + but	**to**
be	under no obligation under pressure within one's rights	

use / point + of / in
*What's the use / point **of** trying?*
*There's no use / point **in** trying.*

p.51

advanced structures for comparing and contrasting

comparatives and superlatives

1 The Japanese people are **far more safety-conscious** than most other nationalities.
Can you play the first part again, **a bit more slowly**?
Congratulations, your score was **significantly higher** in the second test.
Are you feeling **any better** today?
2 The population of the US is considerably larger than **that of Canada**.
Your presentation was way more interesting than **Tom's**.
3 Football is **by far the most popular** sport in my country.
4 **The less** time we have, **the more likely** we are to make mistakes.
The quicker we walk, **the sooner** we'll get there.

1 To modify the meaning of comparative adjectives or adverbs, we can use words like *far, much*, or *a little*.

- The expressions *a bit* and *a lot / way* (*more*, etc.) are more informal, and *slightly, somewhat, marginally, considerably, vastly, significantly* are more formal or academic.
- For emphasis, we can use *any* before the adjective or adverb in questions and negatives, or *no* in positive statements, e.g. *He was feeling no better today.*

2 In formal language, to avoid repetition after *than*, we can use *that / those of* + noun, or *the one(s)*, e.g. *These shoes are nicer than the ones I saw earlier.* In informal language, we tend to use the possessive pronoun (*hers, yours, my father's*, etc.).

3 To emphasize a superlative adjective or adverb, we can use *by far, far and away*, or *easily*.

4 We can use *the more / less* + verb, or *the* + comparative adjective / adverb, to describe how when something changes, it causes something else to change at the same time.

- With *better*, this is sometimes shortened, e.g. *The bigger, the better. The sooner, the better.*

equatives

1 You speak Italian **just as fluently as** she does. Rome is **every bit as beautiful as** Paris.
2 It was **nothing like as interesting as** I'd expected.
The remake was **nowhere near as good as** the original film.
3 A cup of coffee here costs **twice as much as** it does in my country.
A cheetah can run about **2.7 times as fast as** the fastest human being.
A house in London costs **three or four times the price of** one in the north.
The land area of India is roughly **half that of** Australia.

1 To emphasize similarity, we can use *just* or *every bit* before *as* + adjective / adverb + *as*.

2 In a negative sentence, we can use *nowhere near* or *nothing like* instead of *not* for emphasis before *as* + adjective / adverb + *as*.

3 To make exact numerical comparisons, we use words like *half / twice / three times* + *as* + adjective / adverb + *as* + noun phrase. Alternatively, we can use a noun or noun phrase followed by *of*, e.g. *twice the speed of, ten times the value of, a quarter of the price of.*

other ways of comparing and contrasting

1 **Whereas** in the UK people drive on the left, in the US they drive on the right.
2 The cost of food and clothing has come down in recent years. **Similarly**, fuel prices have fallen considerably. **By contrast**, accommodation prices have skyrocketed.
3 **Compared with** / **In comparison to** her sister, she is very talkative.
4 He's very **like** his father.
Unlike you, I need to work for a living.
As a musician, I found the concert disappointing.
As in French, nouns can be masculine or feminine in Spanish.
We often drink tea with a meal, **as** / **like** they do in China.
5 Sweden and Finland **are similar in terms of** climate.
They **differ in that** Sweden has a constitutional monarchy, whereas Finland is a republic.

1 We can use the conjunctions *whereas* or *while* (or *whilst*, more formally) to join two contrasting clauses.

2 The adverbs *similarly* or *likewise* introduce a fact that is similar to the one in the previous sentence. To introduce a contrasting fact, we use *by contrast, by / in comparison, however*, or *on the other hand.*

3 To compare two nouns, we can use *compared with / to*, or *in comparison with / to* + noun.

4 *like* and *as* are often confused. *like / unlike* + noun describes whether something is the same or different. *as* + noun means 'in the role of'.

- We use *as*, not *like*, before a preposition.
- We can use both *as* and *like* before a verb; *like* is more informal.

5 Another way to state a comparison is to say that two things *differ* or *are similar*, followed by *in terms of* + noun, or *in that* + clause.

p.53

position of adverbs

There are three sentence positions for adverbs: initial position, mid-position, and end position. Not all adverbs can go in all positions. Most adverbs have a normal position, but we can sometimes vary this for emphasis. Adverbial phrases (groups of words that function as an adverb, e.g. *from time to time, in general, at the moment*) normally come in initial or end position.

initial-position adverbs

1 **Fortunately**, the fire services managed to put out the forest fire.
2 **However**, vast areas of woodland were completely destroyed.
3 **Maybe** such events will become more commonplace as global temperatures rise.
Surely it is time we took action to protect our ancient woodlands?

- These adverbs are normally in initial position:

1 comment adverbs*: Fortunately, Clearly, Surprisingly, Basically*, etc.

2 connection adverbs: *Similarly, However, Consequently,* etc.

3 adverbs expressing degrees of certainty: *Perhaps, Maybe, Surely*, etc.

- After comment and connection adverbs, we normally use a comma in written English. We can also put these adverbs after a word or phrase we want to emphasize. (*Vast areas of woodland, however, were completely destroyed.* = emphasizing *vast areas of woodland*) or in end position for the same reason (*Vast areas of woodland were completely destroyed, however.* = emphasizing *were completely destroyed*).

mid-position adverbs

1 **I normally take** a packed lunch to school.
Occasionally I'll go to the canteen.
Never had I seen such a spectacular sight.
2 **The trains never arrive** on time and **they are generally** too crowded.
He would normally have cycled to work, but his bike had been stolen.
He doesn't usually forget my birthday, but **he hasn't always got** me a present.
3 **I've just been** to Cuba and **I'm also planning** another trip.
4 **I'll probably go** to the party, but **I definitely won't stay** long.

1 Adverbs of frequency (e.g. *always, often, rarely*) normally come in mid-position.

- Sometimes we put the adverb at the beginning of the sentence instead for emphasis. However, we never start a sentence with *always*. **NOT** ~~*Always she arrives late.*~~

- If we start a sentence with *never, hardly ever, seldom,* or *rarely,* we invert the verb.

2 When the verb has only one part (e.g. *arrive, came*), the adverb comes between the subject and the verb. When there is an auxiliary verb (e.g. *have, can*) or *be* used as a main verb, the adverb goes after it, or after the first auxiliary verb if there is more than one.

- In negative sentences, the adverb usually comes after the negative auxiliary.

3 These other common adverbs also normally come in mid-position: *also, already, just, nearly, almost, currently.*

4 Many adverbs expressing degrees of certainty (e.g. *probably, possibly, definitely*) come in mid-position. In negative sentences, these adverbs normally come before the contracted negative auxiliary verb. **NOT** ~~*I won't definitely stay long.*~~

end-position adverbs

A Have you finished making supper **yet**? Or shall I help, **too**?
B I've nearly finished – it will be another half hour, **though**.

- *yet, too,* and *though* normally come at the end of a sentence.

variable-position adverbs

1 I went **there yesterday**. **Tomorrow** I'm planning to go **there again**.
Everywhere I looked I saw piles of rubbish.
2 **Only** Jean speaks French. Jean **only** speaks French.
I love classical music, Mozart **in particular**.
The concert was brilliant; I **especially** liked the guitar solo.
3 I **don't really understand** physics, and I **really don't understand** chemistry.
4 I saw Ellie yesterday, **actually** – but I didn't **actually** speak to her.
5 He listened **attentively**. He placed the bag **carefully** on the table.

1 Time adverbs (e.g. *yesterday, then, soon*) and place adverbs (e.g. *outside, upstairs, everywhere*) normally come in end position, but can also come in initial position for emphasis.

2 Focusing adverbs (e.g. *only, mainly, simply, even*) normally come before the word they refer to; *in particular, particularly,* and *especially* can come before or after it. We don't start a sentence with *especially* or *particularly*. **NOT** ~~*Especially I liked the guitar solo*~~.

3 In negative sentences, *really + isn't / doesn't*, etc. is stronger in meaning than *isn't / doesn't + really.*

4 *actually* in initial or end position signals something interesting, surprising, or difficult; in mid-position it stresses whether or not something happened in reality.

5 Adverbs of manner (e.g. *confidently, carefully*) normally come after the verb or verb phrase. They can also sometimes come in other positions without changing the meaning, especially at the beginning of a phrase followed by a comma for emphasis, e.g. *Carefully, he placed the bag on the table.*

adverb combinations

1 She worked **hard in the laboratory yesterday**.
2 We moved **to a flat in Paris**.
3 We sat down **on a bench in the park**.
4 They arrived **at five o'clock in the morning**.

- Adverb combinations normally go in the following order:

1 manner – place – time

2 place: direction – location

3 place: smaller – larger

4 time: more specific – less specific

p.59

singular and plural agreement

nouns followed by a singular verb

1 **Measles is** becoming more widespread in many countries.
I'm afraid **the news is** not good.
2 **The United States is** the world's third most populous country.
3 **Fifty kilometres is** too far to walk in one day.
4 **Every student has** his or her own locker.

- These categories normally take a singular verb:

1 Certain uncountable nouns ending in *-s*. These include sports (e.g. *athletics*, *gymnastics*), academic subjects (e.g. *economics*, *linguistics*), illnesses (e.g. *measles*, *diabetes*), and *news*.

2 Countries ending in *-s* (e.g. *the Philippines*, *the Netherlands*, *the United Arab Emirates*).

3 Plural expressions of quantity (e.g. *fifty dollars*, *ten kilos*, *three and a half hours*).

4 *everyone / everybody* and *each / every* + noun (e.g. *every term / each one*).

nouns followed by a plural verb

1 **Fifty per cent of secondary school students go** on to university.
A significant number of people have difficulty telling right from left.
The vast majority of women go out to work.
2 **The criteria** for selection **are** set out in the job application.
The formulae are quite complex.

- These categories normally take a plural verb:

1 some quantity expressions with a singular noun that refer to a plural idea, e.g.:

- *a quarter / a third*, etc., *15 / 25%* (*per cent*) + *of* + noun
- *a* (*small / large / considerable / growing*, etc.) *number* + *of* + noun
- *a minority / the* (*vast / overwhelming*) *majority*, *a large percentage / proportion* + *of* + noun
- *one in ten / four out of every five*, etc. + noun

2 Greek and Latin plural forms, i.e. ending in:

- *-a* (plural of *-on / -um*), e.g. *criteria / phenomena*, *curricula*
- *-es* (plural of *-is / -ix*), e.g. *analyses / crises / diagnoses / hypotheses*, *appendices*
- *-i* (plural of *-us*), e.g. *cacti / fungi / stimuli*
- *-ae* (plural of *-a*), e.g. *algae / antennae / formulae*

nouns followed by a singular or plural verb

1 **My family are** coming to stay next weekend.
My family is the most important thing in the world to me.
England is / are playing in the Cup Final!
2 **The worst part of the course is** the exams.
Verb tenses are a difficult feature of English.
What I like most about him **is / are** his good manners.
3 **Neither Tom nor Luke was / were** able to attend the meeting.
None of the students speak / speaks Japanese.
4 Nowadays, **there are many more means** of communication than in the past.
The most common means of transport in the city is the Underground.
5 **That pair of sunglasses has** been reduced in the sale.
6 **Mass media perform / performs** an important function in society.
The data is / are inconclusive.

1 With many collective nouns (e.g. *army*, *audience*, *class*, *committee*, *family*, *government*, *jury*, *orchestra*, *press*, *police*, *public*, *team*, *the younger generation*), we can use either a singular or a plural verb. We often use a plural verb if we are seeing the group as a collection of individuals (e.g. *the government are debating the situation*), and a singular verb if we are seeing it as a single unit (e.g. *the government has passed a law*).

- With *police*, we almost always use a plural verb, e.g. *The police have made several arrests.*

2 In English, a verb normally agrees with the subject of the sentence, not with a following object or complement, e.g. *The best thing about the job is the holidays* **NOT** ~~*...are the holidays*~~. After structures with *what*, we can use a singular or plural verb.

3 We can use a singular or plural verb after *neither...nor...* or *either...or...*, and after *either / neither / any / none* + *of* + plural noun / pronoun. A singular verb sounds more formal.

4 With some nouns ending in *-s* (e.g. *means*, *species*) and nouns with the same singular and plural form (e.g. *deer*, *fish*, *salmon*, *sheep*, *offspring*), we use a singular verb when they refer to one unit, and a plural verb when they refer to more than one.

5 Some plural words (e.g. *glasses*, *pants*, *pyjamas*, *scissors*, *shorts*, *tights*, *trousers*) take a singular verb with *pair* and a plural verb without *pair* (e.g. *Those sunglasses have been reduced...*).

6 *media* and *data* are technically plural words, but they can take either a singular or plural verb.

p.65

complex passive forms

passive forms of gerunds, infinitives, and modal verbs

1 The prisoner is looking forward to **being let** out on parole.
I resent **having been forced** to do sports at school.
2 He's hoping **to be released** in the autumn.
We would have liked **to have been informed** of the changes to our flight.
3 Dogs must **be kept** on a leash at all times.
The building work should **have been finished** by now.

1 The present form of the passive gerund is *being* + past participle, and the past form is *having been* + past participle.

2 The present form of the passive infinitive is *to be* + past participle, and the past form is *to have been* + past participle.

3 The passive structure after modal verbs is *be* + past participle, and the past form is *have been* + past participle.

passive forms with prepositions

The children **were taken good care of** while their parents were away.
I can't stand **being lied to**.
This parcel **needs to be signed for**.
The patient **should have been checked up on** every 30 minutes.

- In passive structures with prepositions, including multi-word verbs, we put the preposition(s) after the verb.

passive forms with two objects

The letter was handed to **me** (by the postman).
I was handed **the letter** (by the postman).

- When a verb has both a direct object and an indirect object, there are two possible passive forms:
  - the direct object (*the letter*) becomes the subject of the sentence, and the verb is followed by the indirect object (*me*) and sometimes *by* + the agent (*by the postman*).
  - the indirect object (*I*) becomes the subject, and the direct object (*the letter*) comes after the verb and sometimes before *by* + the agent (*by the postman*). This is the more common of the two structures.
- Common verbs used in this way are: *ask*, *bring*, *give*, *hand*, *lend*, *offer*, *owe*, *pay*, *send*, *show*, *teach*, and *tell*.

get with passive forms

1 The playground **got** (**was**) **vandalized** last night.
I **got** (**was**) **stopped** by the police for using my phone while I was driving.
Ben **is always getting** (**being**) **told off** by his teacher.
The recycling bins **get** (**are**) **emptied** every Tuesday.
2 We were playing football and a window **got broken**.
I'm afraid the computer screen **has got a bit scratched**.
3 How often **do you get** (**have**) **your hair cut**?
I **got** (**had**) **the car checked over** by a mechanic before I bought it.

1 We can use *get* instead of *be* in passive forms, in informal style and spoken language. We use it most commonly for things which are unplanned or unexpected, or for things which are habitual or part of a routine.

- We don't use *get* for planned actions, e.g. *A library and another laboratory will be built over the next two years.* **NOT** ~~*A library and another laboratory will get built...*~~

2 *get* can also suggest that someone is trying to avoid being blamed for something.

3 We can also use *get* instead of *have* in *have* + object + past participle to describe something that we ask another person to do for us, usually for payment.

- We normally use *have*, rather than *get*, when we use this structure, to talk about something bad happening to a person, especially when it was not their fault, e.g. *She had her wallet stolen while she was on holiday.*
Any students bringing mobile phones to school will have them confiscated.

passives in reporting structures

1 **It is hoped that** the judge will make an announcement shortly.
It is known that humans are innately capable of learning a language.
It has been reported that the first human cloning has been carried out.
2 The thief **is thought to be hiding** in London.
The result **is expected to be announced** at the end of the day.
The Incas **are believed to have had** a mainly vegetarian diet.
The leader of the protest **is rumoured to have been arrested**.
People **are supposed to be given** at least a month's notice for jury service.
3 **I was asked to wait** here until the doctor could see me.
We've been told to expect more information about the flight in 30 minutes.
All guests are requested to leave their valuables in the safe.

- To express a fact impersonally, we can use the passive form of verbs like *say*, *think*, etc. to introduce them.

1 We can use *It* + passive verb + *that* + clause.

2 We can use subject + passive verb + *to* + an infinitive form.

- Verbs commonly used with pattern 1 or pattern 2 above are: *accept*, *agree*, *allege*, *announce*, *assume*, *believe*, *claim*, *consider*, *estimate*, *expect*, *fear*, *feel*, *find*, *know*, *prove*, *report*, *rumour*, *say*, *show*, *state*, *think*, and *understand*.
- *hope*, *suggest*, and *recommend* are only normally used with *it*.
- *suppose* is only used with *to* + infinitive. **NOT** ~~*It is supposed that...*~~

3 We often use a passive verb + *to* + infinitive when we are reporting orders, requests, and permission. Verbs commonly used in this way are: *advise*, *allow*, *ask*, *persuade*, *remind*, *request*, *tell*, *urge*, and *warn*.

consider, regard, think of, deem

With these verbs, we can also use the following passive reporting structures:
He is considered (*to be*) *trustworthy.*
He is regarded as (*being*) *the inventor of the computer.*
She was thought of as (*being*) *the best candidate.*
She was deemed (*to be*) *a genius by her peers.*

p.71

special uses of tenses

present tenses

1 In Act 2, Scene 2, Romeo **hides** beneath Juliet's balcony and **overhears** her talking about him.
The child **is** amazed as she **has never seen** an alien before.
2 It's October 1962, and the world **is** on the brink of nuclear war.
Vincent van Gogh **is born** on 30th March in the small village of Zundert in the Netherlands.
While he **is still living** in Zundert, Vincent **attempts** his first drawings.
3 So **I'm sitting** on a train and suddenly this man **comes up** to me and **asks** for the time.
4 The manager has requested that **she represent** him at the conference.
It is important that everyone **be** aware of the new legislation.
It is our recommendation that the victim **not be** identified.

1 We often use the present simple to describe the events in the narrative of a novel, film, or play.

2 We can use the 'historic present' (a range of present tenses) to describe past events. It is so-called because it is typical of historians when they relate a series of events, and is used to create an effect of immediacy.

3 We can also use present tenses in personal anecdotes or jokes, for dramatic effect.

4 The present subjunctive is a very formal and slightly old-fashioned structure. The form is the same as the infinitive without *to*, so there is no *s* in the third person. The negative is *not* + infinitive, e.g. *He spoke to the media on condition that he not be identified.*

- The present subjunctive can be used in a *that* clause expressing a desire, instruction, or request.
- The following verbs and expressions can be used with the present subjunctive: *advise*, *ask*, *command*, *demand*, *desire*, *insist*, *propose*, *recommend*, *request*, *require*, *suggest*, *urge*; *it is best / crucial / desirable / essential / imperative / important / vital / recommended / a good* (or *bad*) *idea*, *on condition that.*

past tenses

1 Those shoes are getting very worn down – **it's time you got** them **repaired**.
It's high time the government **took action** on the state of prisons.
2 **I'd rather** we **went** by train.
My parents **would rather I went** to university.
I'd rather you didn't park here, if you don't mind.
A Can I borrow your car tonight?
B Sorry, **I'd rather you didn't**.
3 He spends money **as if he had** a never-ending supply.
He spoke to me **as if I were** a servant.
4 **A I was wondering** if you **had** any mugs?
B Yes, certainly – what sort of mugs **did you have** in mind?
I was rather **hoping** they might offer us a lift. Never mind.

1 The past simple is used after *it's* (*high / about*) *time* (*that*) with a future meaning. It often suggests that something needs to be done urgently, and should already have been done. Compare:

It's time to go. (= it's the right time to go)

It's time we went. (= we should have gone before now)

2 We can use *would rather* + noun / pronoun + past simple with a future meaning to express a desire or polite request for someone else to do something. When the pronoun in the second clause is *we*, the meaning is similar to *I'd rather* + infinitive, e.g. *I'd rather go by train.*

- *I'd rather you didn't* is a polite way to refuse permission.
- This use of the past tense for a hypothetical future (also as in 1 after *it's time*, and in second conditionals) is also known as the past subjunctive.

3 We use *as if* and *as though* (often with the verbs *feel* and *look*) to describe how a situation appears or feels, or to make a comparison. To emphasize that a comparison is not true, we often use the past tense, e.g. *as if he had a never-ending supply* (= he does not in fact have a never-ending supply), *as if I were a servant* (= but I'm not a servant).

4 We can use the past simple or past continuous with a present meaning in some expressions or requests, to be less direct for politeness or respect. The past continuous often suggests that things are still negotiable.

- Verbs commonly used in this way are: *I wondered / I was wondering if*, *I was hoping*, *I was assuming*, *I was thinking of* + gerund, and questions such as *Did you want...?*, *What did you have in mind?*

reported speech

1 **He says** he **is** French, but **he has lost** his ID.
He said he **was** French, but he **had lost** his ID.
2 John **was telling me** they're going to open a new supermarket.
3 **I hear** there's been a problem with the computer system.

1 When a reporting verb is in a present tense (e.g. *she says*, *he's asking*, *they've told us*) because something is being reported shortly after it has been said, we do not change the tense of the verbs we are reporting. If the reporting verb is in the past tense, we normally use past tenses to report the words.

2 Certain reporting expressions in the past continuous tense are common in conversation, e.g. *She was saying / telling me* (*that*) + reported clause. This is less direct and factual than *She said / told me* (*that*), and it implies that something came up in conversation amongst other things.

3 We can use certain fixed expressions in the present tense, e.g. *I gather / hear / see / understand* (*that*) + clause.

p.75

expressing conditionality

real conditional sentences

1 If you **haven't been** to New York, you **haven't lived**.
If we **were** late for class, our teacher **used to get** really angry.
2 If it **rains**, we **may have to hold** the ceremony indoors.
If you**'ve finished** the essay, **let's go out** for a walk.
You**'d better lie down** if you**'re not feeling** well.
3 If you **happen to have** / **should have** a moment, **could you post** these letters?
4 **Should you experience** any problems, please **contact** the manufacturer.

1 In conditional sentences where one thing is always the consequence of another, we use any present or past form of the verb in both clauses, usually either two present forms or two past forms.
2 To talk about a possible future situation and its result, we can use any present tense in the *if*-clause, and any future form, modal verb, or imperative in the other clause.
3 To make a future possibility more tentative, we can use *happen to* + infinitive, or *should* + infinitive.
4 The inverted form *should* + subject + infinitive, without *if*, is often used in fixed expressions to give advice about what to do in a particular situation. This is a formal use.

unreal conditional sentences

1 **If** I **knew** the answer, I**'d tell** you.
2 **If** they **were to offer** you the job, **would** you **take** it?
Were she **to apologize**, I **would forgive** her.
3 **If** you**'d been concentrating**, you **might have learned** more.
4 **Had** I **realized** you weren't coming, I **could have gone** home.
5 **If** I**'d got** more sleep last night, I **wouldn't be feeling** so tired now.
If I **didn't like** spicy food, I **wouldn't have gone** to an Indian restaurant, would I?
6 **If it weren't for** / **But for** your help, I**'d be** completely lost.

1 To talk about a hypothetical or unreal situation in the present or future, we use the past (simple or continuous) or *could* in the *if*-clause, and *would*, *could*, or *might* + infinitive in the other clause.
2 With dynamic (= action) verbs with a future meaning, we can use *were to* + infinitive instead of the past simple to express a more remote possibility. In more formal style, we can invert this form (*were* + subject (+ *not*) + *to* + infinitive) in a clause without *if*.
3 To talk about a hypothetical situation in the past, we use the past perfect (simple or continuous) in the *if*-clause and *would*, *could*, or *might* + *have* + past participle in the other clause.
4 In more formal style, we can use the inverted form of the past perfect, without *if*.
5 If we want to refer to the past and present in one sentence, we can mix tenses from two different types of conditionals. If a past event or situation has a consequence in the present, we use the past perfect in the *if*-clause and *would*, *could*, or *might* + infinitive in the other clause. If a present event or situation had a consequence in the past, we use the past (simple or continuous) in the *if*-clause and *would*, *could*, or *might* + *have* + past participle in the other clause.
6 We can use *if it wasn't / weren't for*, *if it hadn't been for*, or *but for* + noun to say who or what prevented something from happening.

alternatives to *if* in conditional sentences

1 We may as well finish here, **unless** there are any more questions.
2 We'd better hurry up, **otherwise** we might miss the bus.
3 **In the event of** a breakdown, you can contact the roadside assistance service.
4 **Assuming** everything goes according to plan, we should arrive by 5 p.m.
5 You can borrow my bicycle, **as long as** you bring it back this evening.
6 Do that again, **and** I'll call the police.

1 *unless* is similar to 'if...not' or 'except if'.
2 *otherwise* (or *or*), after an order or suggestion, indicates what the result will be if someone does not follow that order or suggestion.
3 *In the* (*unlikely*) *event of* / *In case of* + noun, or *In the event that* + present tense, are formal ways to introduce a possible future event, followed by what should be done if that happens.
4 (*Always*) *assuming* (*that*) stresses that we cannot be certain whether something will happen.
5 *as long as*, *only if*, *on condition that*, *providing* (*that*), or *provided* (*that*) impose specific conditions or set limits on a situation.
6 *and* is sometimes used to express the direct result of a condition*: Ask him, and he'll ignore you.* = If you ask him, he'll ignore you.

expressions with *if*

1 **If you'll take** / **If you wouldn't mind taking** a seat, the doctor will see you shortly.
If you could just sign here, please?
2 We're going to go for a walk **even if** it starts to rain.
Even if I knew, I wouldn't tell you.
3 **If only** I knew / I had known!
4 **If in doubt**, speak to your manager.
Is that clear? **If not**, please ask now.

1 We can use *If you'll...*, *If you'd like to...*, *If you wouldn't mind...*, or *If you could* (*just*)...to give a polite instruction or request.
2 *Even if* means 'no matter whether'. It can also be used to add emphasis to *if*.
3 *If only* + past simple (or past perfect) introduces a strong wish for the present (or past) to be different.
4 We can use the following shortened phrases with *if*:
- *if necessary*, *if possible*, *if in doubt*
- *if so* / *if not* to refer back to something previously mentioned

p.81

adjective order

Most adjectives can go in two positions in a sentence:

a with a noun (attributive position), e.g. *beautiful flowers*, *a kind person*.

b after *be* and verbs such as *become*, *get*, *seem*, *appear*, *look*, *feel*, *sound*, *smell*, and *taste* (predicative position), e.g. *That was very kind of you. The flowers smell beautiful.*

1 Oliver is **asleep** – he should **be awake** soon.
I'm not normally **afraid** of insects, but **I'm glad** that spider has gone.
Poor Alan – it must be terrible knowing that you're about to lose your job.
Matt **was very poor** when he was a student, but now he has a top job in banking.
2 That's **my elder brother** – he's two years older than me.
3 Let's go **somewhere nice** next weekend.
The river is **ten metres deep** in places.
I'm afraid there were no good **seats left** – the only **ones available** were at the back.
There was **food galore** at the party.
4 He's an old friend, but **he's not** at all **old**.
5 She has **beautiful long red** hair.
I found this **gorgeous French solid oak dining table** in an antiques shop.
We stayed in a **picturesque 200-year-old thatched cottage**.

1 Some adjectives are normally only used in predicative position. These include: some adjectives beginning with *a* (e.g. *alone*, *awake*, *asleep*, *afraid*, *alike*, *alive*, *aware*), *glad*, *content*, *ready*, *sure*, *sorry*, *upset*, *alright*, *well*, and *ill*. We don't usually say, for example, *an asleep person*, *an awake baby*, *a glad woman*, *an afraid child*.

Sometimes an adjective has a different meaning depending on whether we use it in predicative or attributive position, e.g.:

- *that poor man* = either 'I feel sorry for him' or 'he has little money'
- *The man is very poor.* = He has little money.
- *He's an old friend.* = I've known him for a long time.
- *My best friend is very old.* = He's not young.
- *He was a perfect stranger.* = He was a complete stranger.
- *The meal was perfect.* = There was nothing wrong with it.

2 A few adjectives are normally only used in attributive position, e.g. *mere* (*a mere child*), *total* (*total madness*), *little* (*a little girl*), *sheer* (*sheer madness*), and *elder*
NOT ~~*He is elder than me.*~~

3 Most attributive adjectives come before a noun, but they come after:

- *some-*, *any-*, and *no-* words, like *something*, *anyone*, *nothing*, *everywhere*
- measurement nouns, like *metres*, *years*, etc.

The following adjectives also usually come after nouns:

- *available*, *capable*, *concerned*, *galore* (= very many), *left*, *involved*, *required*, *responsible*, e.g. *The person responsible for the damage will be punished.*

4 Sometimes an adjective has a different meaning depending on whether we use it before or after a noun:

- *the present situation* = the situation which exists now
- *the people present* = the people who are here / there
- *a responsible student* = a person who is sensible / reliable
- *the student responsible* = the student who is to blame or has responsibility for something

5 When we use more than one adjective before a noun to describe it, there are principles that govern the order they go in. These are:

- subjective comment: *nice*, *interesting*, *depressing*
- size: *large*, *tiny*, *enormous*
- age: *middle-aged*, *four-year-old*, *20th-century*
- shape: *round*, *oblong*, *pear-shaped*
- colour: *dark brown*, *yellow*
- nationality / origin: *German*, *Chinese*, *Andalusian*
- material: *woollen*, *metal*, *plastic*
- compound element: *dining* (*table*), *birthday* (*present*), *frozen* (*food*)

We hardly ever use more than three or four adjectives together. If we use the adjectives in predicative position, we use *and* before the final adjective: *She was feeling cold, hungry, and miserable.* Before a noun, we only join the adjectives with *and* if they are the same type, e.g. *a black and white film*, *Indian and Mexican food.*

If we use two or more 'subjective comment' adjectives together, we put the strongest one at the end, e.g. *an unusual, well-made, and totally fascinating documentary film.*

p.85

Use your instinct to do the exercises. If you are unsure, check the Grammar Bank ← 1A *p.124* ← 1B *p.125*.

1A

a Complete the sentences using a positive or negative form of *will*, *would*, or *should* and the correct form of the verb in brackets. Sometimes more than one answer is possible.

If you leave now, you'll get (get) to the station on time – it's not far.

1 I don't know what's wrong with my scanner, but it _____ (connect) to my wi-fi.
2 I don't really want to work in finance. I think I _____ (find) it too stressful.
3 Mohammed _____ (leave) his dirty dishes in the sink – it's really irritating.
4 I'm assuming everyone _____ (do) the homework – Tara, what did you get for question 1?
5 When I was at primary school, anyone arriving late _____ (send) to see the head teacher.
6 Many thanks for your kind invitation. I _____ (be) there, although unfortunately I _____ (be able to) stay long.
7 It's no use phoning Mimi now – she _____ (take) her driving test.
8 I find it astonishing that the old theatre _____ (demolish). It was such a beautiful building!
9 It's vital that your password _____ (disclose) to anyone else.
10 I assumed the rules _____ (explain) to you when you joined the gym.
11 I absolutely _____ (apologize). Please don't make me.
12 It _____ (seem) that your partner is not very well. Perhaps you should take him home.
13 Most migrating birds _____ (return) to the same habitat year after year.

b Complete the sentences using a verb from the list and *will*, *would*, *shall*, or *should*.

choose	deny	(not) get up	~~provide~~	think	walk

Do you think the state should provide free healthcare to its citizens?

1 I _____ generally _____ before ten o'clock at weekends nowadays.
2 My teacher suggested (that) I _____ a subject I was passionate about.
3 Of course she _____ screwing up. She'd get fired if they found out.
4 Thanks for the offer of a lift, but to be honest, I _____ sooner _____.
5 I _____ you could afford to buy a car if you start saving up now.

← p.10

1B

a Circle the correct option. Tick (✓) if both are possible and explain any difference in register.

Giving / *To give* is better than *receiving* / *to receive*. ✓

1 Would you mind *me* / *my* opening the window a little?
2 The *flower vase* / *flowers vase* is in the *kitchen cupboard* / *cupboard kitchen*.
3 *Not knowing* / *To not know* the rules is no excuse for bad behaviour.
4 *Sending money* / *The sending of money* abroad is a complicated process.
5 Leila apologized for *missing* / *her missing* the appointment.
6 I regret *not studying* / *not having studied* more languages at school.
7 I'm surprised at *Harry* / *Harry's* not being selected to play in the team.
8 Bins are provided for *the disposal of used plastic cups* / *used plastic cup disposal*.
9 *To have seen* / *Seeing* Mount Fuji would have been magical.

b Rewrite the highlighted phrases as noun phrases to complete the sentences.

Fewer people own cars, so roads are less congested.
A decrease in the number of car owners has led to roads being less congested.

1 They will introduce a new system which will speed up the process.
The _____ will speed up the process.
2 Politicians aren't able to understand what people want, which means that they are increasingly out of touch.
Their _____ means that politicians are increasingly out of touch.
3 We are building a new library, which will improve the school's facilities.
The _____ will improve the school's facilities.
4 They are reducing entrance fees to attract a younger audience.
The _____ should attract a younger audience.
5 Many small shops are closing, which will ultimately give consumers less choice.
The _____ will ultimately give consumers less choice.
6 People want e-magazines, which has forced many print magazines to disappear.
The _____ has forced many print magazines to disappear.
7 They are monitoring the use of social media, with an aim to protect young people.
The _____ is aimed at protecting young people.
8 There are not enough nurses, so hospital waiting lists are getting longer.
The _____ is resulting in hospital waiting lists getting longer.

← p.13

Use your instinct to do the exercises. If you are unsure, check the Grammar Bank ← 2A *p.126* ← 2B *p.127*.

2A

a Complete the second sentence so that it means the same as the first, using the correct form of *be able to*.

Hopefully, I'll have the opportunity to visit you.
Hopefully, I'll be able to visit you.

1 Thank you so much for the opportunity to stay in your flat.
I do appreciate _____ in your flat.

2 I'm so sorry I couldn't help you.
I'd love _____ you.

3 I wish I could go to the ball.
If only I _____ to the ball.

4 If only we could have stayed a little longer!
I wish we _____ a little longer.

5 It's a pity I didn't have the chance to meet your father before he died.
I regret _____ your father before he died.

6 His passport was out of date, so he wasn't allowed to enter the country.
If his passport hadn't been out of date, he _____ the country.

b ~~Cross out~~ one wrong option in each sentence.

There *might* / *could* / ~~*can*~~ be a thunderstorm this evening, so I'd prefer not to go out.

1 Students *may* / *might* / *can* use the kitchen, as long as it is left clean afterwards.
2 *May* / *Can* / *Could* you speak a little more slowly, please?
3 She's clearly not going to change her mind, so you *might* / *may* / *could* as well let her do it.
4 I tried my best, but I'm afraid I *mightn't* / *couldn't* / *was unable to* save her.
5 We'd better eat now, because there *may not* / *might not* / *cannot* be any restaurants open when we arrive.
6 When Mum fell off the ladder, she *could* / *was able to* / *managed to* get to her phone to call me.
7 That's a good point – you *could well* / *might well* / *may as well* be right.
8 You *might have* / *may have* / *should have* told me that you'd invited Fiona – you know I can't stand her.
9 Where do you fancy going on holiday? I think we *can* / *could* / *might* try Croatia for a change.
10 Gary *can't* / *couldn't* / *may not* have forgotten the meeting because he texted me an hour ago to say he was on his way.

c Right (✓) or wrong (✗)? Correct the mistakes.

I know he means well, but he might often be very annoying.
✗ I know he means well, but he can often be very annoying.

1 Excuse me, might I use your phone? I've left mine at home.
2 Here's to the bride and groom! Might you have a long and happy life together!
3 I might have know you'd forget your wallet. Now I'll have to pay for everything.
4 She can only be 12, but her musical ability is outstanding.
5 My grandfather had a short temper and he could shout at me if I disturbed him.

← p.19

2B

a Put the verb in brackets in the correct participle form.

She walked home, (think) about what she would do that evening. She walked home, thinking about what she would do that evening.

1 The cold air mixes with the warmer air, thus (result) in the formation of clouds.
2 Once (build), the complex will house 20 families.
3 The fire alarm (stop), we were able to go back into the building.
4 Any lost property (not / claim) will be sent to a charity shop.
5 The experiment (complete), the scientists started analysing the data.
6 If (eat), the plant can cause nausea, blindness, or even death.
7 (Reject) by his first-choice university, he started looking for alternatives.
8 I tiptoed up the stairs, (try) not to wake the baby.
9 Anyone (not / wish) to attend the outing should speak to the tour guide.
10 (Not / show) how to operate the printer, he consulted IT support.
11 (See) a mouse run from under her bed, she started screaming uncontrollably.
12 (Come) from the UK, she drinks her tea with milk.

b ~~Cross out~~ any words that could be left out in the highlighted phrases to create participle clauses. (In some sentences, no words can be left out.)

Do not operate the equipment unless ~~you are~~ asked to do so by your supervisor.

1 Although it was rejected by its mother, the young chimpanzee grew up to be healthy.
2 Because he was discouraged by the symphony's reception, Bruckner set about revising it.
3 If it is grown in the right conditions, the plant will flower in the spring.
4 In this photo, the woman who is arguing with the driver is my mother.
5 As she was feeling dizzy, she sat down in the shade.
6 If I were offered the choice, I would definitely opt to work from home.
7 As we were approaching the roundabout, a car pulled out in front of us.
8 I have spent many hours watching the birds as they were building their nest.
9 Once the paint has dried, you can apply another coat.
10 When you are preparing for an exam, make sure you get plenty of sleep.

← p.23

Use your instinct to do the exercises. If you are unsure, check the Grammar Bank ← 3A *p.128* ← 3B *p.129*.

3A

a ~~Cross out~~ the incorrect option in these sentences and explain why they're wrong.

My cousin has a high-powered job in the *government / media / ~~education~~ / police*.

1 His wife is a *biologist / Spanish / Buddhist / lawyer*.
2 The invention of the *internet / bicycle / wheel / money* changed lives all over the world.
3 I think he's gone to *supermarket / bed / school / hospital*.
4 I love going for long walks in the *mountains / St James's Park / forest / countryside*.
5 Every morning after I get up, I have a *breakfast / cup of coffee / shower / long walk*.
6 He's written several books about the *economy / climate / brain / birds*.
7 My neighbour's son went to *prison / court / station / college* today.

b Correct 15 mistakes with articles and quantifiers in the text.

My grandfather became a successful doctor, but life was not always easy for him. He was born in the Great Depression of 1930s, and his father struggled to earn enough money to support his many children. The unemployment was a big problem at that time, and the few jobs that were available were badly paid. His father had to take any job he could find, and little money he earned went on food and basic necessities, so that there was any money left over for books or school uniforms. However, my grandfather was bright student, and he and his best friend, Joe Perkins, studied so hard that they were both awarded scholarships to study medicine at the university. My grandfather did his degree in London and Joe studied abroad, and they lost touch.

After graduating, my grandfather spent more three years doing doctorate. He funded himself – he told me he took some part-time job in a café, I think, and spent other every weekend cleaning people's houses – so there wasn't a great deal of time to study. Eventually, he got his doctorate and found job in a London hospital. He worked there for several more years. One day, as he was preparing to go home, his secretary said, 'There's the Joe Perkins to see you.' It was his old childhood friend, who was now working as surgeon in London. It made my grandfather so happy to see that they had both succeeded in their careers, despite the huge amount of obstacles they had had to overcome. My grandfather has taught me that the success in life is down to hard work and determination.

← p.30

3B

a Circle the correct option.

Never again *I will eat / will I eat* at that restaurant.

1 Hardly *we had left / had we left* the house when *it started / did it start* to rain.
2 Only by giving it a try *you will discover / will you discover* whether or not you like it.
3 Such *was my astonishment / my astonishment was* that I was totally lost for words.
4 Not only *she arrived / did she arrive* late, but *she also forgot / also did she forget* to bring her passport.
5 Only if *everybody agreed / everybody did agree* that I was the right candidate *I would accept / would I accept* this position.
6 In the house next door *lived / did live* a very old woman.
7 What I *really meant / did really mean* was that I didn't agree with his position.

b Complete the second sentence so that it means the same as the first.

We had to queue for half an hour before we were given a table.
Only after...we had queued for half an hour were we given a table.

1 This door should not be opened under any circumstances.
Under no circumstances..._____
2 He certainly didn't know what was going to happen.
Little..._____
3 I would really like to take a holiday, but I can't afford it right now.
Much as..._____
4 A complete stranger was standing on the doorstep.
Standing..._____
5 Although we tried hard to persuade her, she refused to change her mind.
Hard..._____
6 We were so engrossed in the film that we didn't notice the time.
So..._____
7 Only Mark thought it was a good idea.
It..._____
8 A tiny mouse scampered out of the hole.
Out..._____
9 Anna's recommendation was to visit the castle.
What..._____
10 Five nights' accommodation, all meals, and guided tours are included in the price.
Included..._____
11 She recovered from her cold, but then she immediately went down with the measles.
No sooner..._____

← p.34

Use your instinct to do the exercises. If you are unsure, check the Grammar Bank 4A *p.130* 4B *p.131*.

4A

a Match the sentence halves.

1 f We regret to announce that due to staff illness,
2 Thanks to your timely intervention,
3 I ate too much chocolate cheesecake, which is why
4 In many countries, women play a critical role
5 Given your evident lack of enthusiasm,
6 The book was banned on the grounds that
7 The root cause of the student's poor exam performance is
8 Seeing that we've already bought the tickets,
9 I forgot that the deadline was this weekend, hence
10 The accident was partly due to

a we may as well use them.
b a lack of motivation.
c a disaster was averted.
d the delay in submitting my assignment.
e fog on the motorway.
f ~~the 8.15 train to Barcelona has been cancelled~~.
g I'm feeling a bit queasy today.
h in providing for the family.
i let's call off the party, shall we?
j it was too political.

b Link the information in two different ways using the **bold** words or phrases, making any changes necessary and paying attention to punctuation.

You didn't get the job. The candidate field was very strong.
the main reason why **on account of**
The main reason why you didn't get the job is because the candidate field was very strong. / You didn't get the job on account of the very strong candidate field.

1 I went for a walk. I was feeling a bit restless.
and so **that's why**
2 We are asking our customers to be vigilant. There has been a spate of thefts recently.
thus **in the light of**
3 Clean water is very important. It can greatly reduce infant mortality.
key factor **role**
4 His health has been poor recently. He's been advised to take more exercise.
as **reasons**
5 The product was ordered to be taken off the market. It is not safe.
on the grounds **for this reason**
6 A full inspection will be carried out. A large number of complaints have been made.
accordingly **due to**
7 Homelessness is increasing. We will double the amount of money spent on social housing.
therefore **as a result of**

p.39

4B

a Right (✓) or wrong (✗)? Correct the verb forms in the wrong sentences.

We currently use the bus while our car is being repaired.
✗ *We are currently using the bus while our car is being repaired.*

1 Summers are getting a lot warmer these days.
2 I've been making ten phone calls today.
3 My next-door neighbour is forever screaming at her kids.
4 I don't know why she's being so unfriendly to me.
5 More and more people become health-conscious these days.
6 When I looked for my phone, I realized I left it on the bus.
7 Recently, I'm wondering what to do when I leave school.
8 I opened the window and saw it had been snowing.
9 This time next year, I hope we'll live in our new flat.

b Circle the correct form of the verb. Tick (✓) if both forms are possible and decide if there is a difference in meaning.

I work / *I'm working* as an au pair this summer.
1 *I've read* / *I've been reading* 'Pride and Prejudice' recently.
2 Mmm! That cake *smells* / *'s smelling* good. When will it be ready?
3 Nowadays, a lot of young people *live* / *are living* with their parents.
4 What *have you done* / *have you been doing* this morning?
5 Dora *always borrows* / *is always borrowing* my clothes.
6 My sister *has trained* / *has been training* every evening for a half-marathon next month.
7 When the fire alarm went off, we *went* / *were going* downstairs.
8 How long *have you studied* / *have you been studying* Japanese?
9 By the time he was 18, he *won* / *had won* five medals in rowing.
10 How *do you find* / *are you finding* life in Chile?
11 Many people predict that fossil fuels *will have run out* / *will be running out* by 2050.
12 *I don't go* / *I'm not going* out much for the time being because I have exams in two weeks.
13 *I saw* / *I've seen* a fantastic programme on TV last night.

p.43

Use your instinct to do the exercises. If you are unsure, check the Grammar Bank ← 5A *p.132* ← 5B *p.133*.

5A

a Complete the sentences with the correct preposition(s).

There's no point *in* joining the organization unless you're committed *to* its aims.

1 _____ reference to your request, I am afraid we are unable to provide you _____ more information.

2 I congratulated him _____ succeeding _____ his attempt to break the record.

3 Customers are entitled _____ a refund if they can provide the manufacturer _____ proof of purchase.

4 With respect _____ punctuality, I pride myself _____ always arriving at work on time.

5 I'm resigned _____ not getting the promotion, because there are other people much better qualified _____ the post than me.

6 Much as I object _____ being ignored, at least it's preferable _____ being shouted at.

7 Are you aware _____ any medicines you may be allergic _____?

8 You're under no obligation _____ accept the offer if you don't want to – you are within your rights _____ turn it down.

9 He confided _____ me that he had bought the car with a view _____ doing it up and reselling it.

10 He was charged _____ fraud, a crime completely unrelated _____ his previous offences.

b Complete the second sentence so that it means the same as the first, using the words in brackets.

Do you know the man she's getting married to? (whom)
Do you know the man *to whom she's getting married*?

1 I was just about to hand in my resignation, but I had second thoughts. (verge)
I was _____, but I had second thoughts.

2 When I missed the bus, the only thing I could do was call a taxi. (no alternative)
When I missed the bus, _____ call a taxi.

3 I'm afraid I must disagree with what you said. (issue)
I'm afraid _____ what you said.

4 Nobody dared argue with the boss in case they lost their job. (fear)
Nobody dared argue with the boss _____ their job.

5 I still haven't finished writing my job application. (process)
I'm _____ job application.

6 I can recommend her for the post without reservation. (no hesitation)
I _____ for the post.

7 We certainly plan to celebrate our golden wedding anniversary. (intention)
We _____ our golden wedding anniversary.

8 He lacks the capacity to understand how other people feel. (incapable)
He _____ how other people feel.

← p.51

5B

a Look at the information in the chart, then circle the correct option in the sentences.

	China	USA
Land area	9,596,960 sq km	9,833,517 sq km
Coastline	14,500 km	19,924 km
Agricultural land use	55.46%	52%
Population	1.418,440.407	346,154,192
Population growth rate	0.07%	0.53%
Life expectancy at birth	78.59 years	79.25 years
Urban population	65.1%	83%

The USA is *marginally* / *considerably* / *just* larger than China in terms of land area.

1 *Unlike* / *Likewise* / *By contrast* the USA, China has fewer than 15,000 km of coastline.

2 *Like* / *Unlike* / *As* in China, around half the land in the USA is devoted to agriculture.

3 There are roughly *four times* / *a quarter* / *double* as many people in China as in the USA.

4 The population growth of China is approximately *five times* / *one seventh* / *triple* that of the USA.

5 Average life expectancy in China is *almost* / *a bit* / *similarly* as high as it is in the USA.

6 Compared with the USA, *just as many* / *fewer* / *many more* people in China live in cities.

b Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

A Chilly today, isn't it! I wonder if it'll be any warmer tomorrow. ✓

B Well, I heard on the radio that it's going to be just as cool as it is today, ✓ and a bit ~~more~~ rainier. ✗

1 **A** How did you get on in the cookery competition?
B It was a bit disappointing, actually. I thought my cake was far away the best. But the judges said it wasn't as good as that of Natalie.

2 **A** Have you been to that new coffee shop opposite the cinema? The coffee is way better than it was in Gino's.
B Absolutely! And the food is a lot less expensive as well. I had a salad that cost me half as it did in Gino's.

3 **A** How was the festival?
B Amazing! It was easier the best festival I've been to. Brilliant music, good food, and on top of that there weren't so many people as last year, so it wasn't too crowded.

4 **A** The taxi was supposed to have come half an hour ago. Shall I try phoning another company?
B Yes, the sooner, the better! This is easily the less efficient service I've had from a taxi firm.

5 **A** I'm dying to leave this job. I'm working my guts out and I'm earning far less than I was last year.
B I know, I'm working as a waiter, too; my job is just badly paid as yours. But different from you, I'm really enjoying the work!

← p.53

Use your instinct to do the exercises. If you are unsure, check the Grammar Bank ← 6A *p.134* ← 6B *p.135*.

6A

a Put the adverbs in brackets in the normal position in these sentences.

Many of these symptoms are due to stress. (undoubtedly)
Many of these symptoms are undoubtedly due to stress.

1 We should have taken another route. (maybe)
2 It will be necessary to conduct further investigations. (probably)
3 Your suggestion has potential. (certainly)
4 She is going to be awarded a scholarship. (also)
5 The incident should have been reported. (probably)
6 It won't be necessary to repeat the experiment. (definitely)
7 I am not working on my thesis. (currently)

b Write the elements of the sentences in the normal order. Sometimes more than one answer is possible.

at a nice hotel / we / from time to time / stay / at the seaside
From time to time, we stay at a nice hotel at the seaside.

1 rarely / before midnight / we / at weekends / go to bed
2 at a French restaurant / have lunch / always / in the city centre / I
3 very quickly / drove / this morning / he / along the motorway
4 get a place / in the US / I / at university / in the autumn / will / hopefully

c Circle sentence positions a, b, or c if they are possible for the **bold** adverb. If more than one position is possible, say if there is a difference in meaning or emphasis, and if a comma is necessary in any of the positions.

(a) I (b) am on sabbatical leave (c). **at the moment**

1 I (a) don't (b) feel like going out tonight, I'm afraid. **really**
2 The holiday was a great success on the whole. (a) There were (b) a few problems with the flight (c). **however**
3 English verbs are very complicated. (a) They are more complicated in my language (b). **though**
4 We wanted to know more about women's experience in the workplace. (a) We (b) hoped to find out whether or not they had experienced discrimination. **in particular**
5 We (a) enjoyed (b) our trip to Canada (c). **very much**
6 The food at the restaurant was really excellent. (a) The home-made tomato soup was (b) delicious. **especially**
7 He promised he'd get back to us. (a) We (b) never heard from him again (c). **disappointingly**

← p.59

6B

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

A huge number of donations has been received in response to the charity's appeal. ✗
A huge number of donations have been received in response to the charity's appeal.

1 Each bag contains exactly two kilos of flour.
2 What criteria was used for awarding the prize?
3 I think that two hours is far too long to wait to see a doctor.
4 Approximately three quarters of the population is in full-time employment.
5 Athletics were always my father's favourite spectator sport.
6 Over 93% of people in the developed world has access to the internet.
7 I need a pair of trousers that goes with my new jacket.
8 For some teachers, the long summer holidays is the best part of the job.
9 At school, I always used to think that physics was boring.

b Complete with the correct form of *be* or *have*. Sometimes more than one answer is possible.

Neither my mother nor my father *has / have* a university degree.

1 His most attractive feature _____ his pale blue eyes.
2 The vast majority of workers _____ voted to take strike action in protest at the job cuts.
3 The news _____ so depressing these days, don't you think?
4 He took some amazing shots of the deer that _____ grazing in the field as we walked by.
5 I'm pleased to say that the committee _____ decided to pass the planning application.
6 I'm afraid the formulae you have been using for the experiment _____ wrong.
7 None of my friends _____ enough money to take out a mortgage on a house.
8 My research will focus on the species that _____ at greatest risk of becoming extinct.
9 The Netherlands _____ managed to reclaim a considerable amount of land from the sea.
10 The press _____ been issued with guidelines on reporting controversial issues.
11 £150 _____ far too much for a pair of jeans!

← p.65

Use your instinct to do the exercises. If you are unsure, check the Grammar Bank ← 7A *p.136* ← 7B *p.137*.

7A

a Right (✓) or wrong (✗)? Correct any mistakes in the sentences.

In my family, that kind of behaviour was looked on down.
✗ *In my family, that kind of behaviour was looked down on.*

1 Her wedding dress was made her by a dressmaker.
2 Women used to be regarded as second-class citizens.
3 He denied to have been told about the plot.
4 Quite a lot of money is owed to me by the tax office.
5 A new portrait of the King will get commissioned next year.
6 It is estimated that 10 million hectares of land are lost each year.
7 Antony Gormley is regarded to be one of Britain's greatest sculptors.
8 The human brain is now know to have increased in size since prehistoric times.
9 I really dislike being referred as a 'snowflake'.

b Rewrite the sentences using a passive structure. Sometimes more than one answer is possible.

We need to do something to combat climate change.
Something needs to be done to combat climate change.

1 They gave him a brand new bicycle as a reward for passing his exam.
_____ as a reward for passing his exam.
2 The hairdresser is cutting my hair later today.
_____ later today.
3 Many people consider that Shakespeare is Britain's finest playwright.
_____ Britain's finest playwright.
4 Schools should teach children how to deal with conflicts.
_____ how to deal with conflicts.
5 I'm afraid I've slightly damaged the car.
I'm afraid _____.
6 We expect that the prime minister will make an announcement later today.
_____ an announcement later today.
7 Do people ever clean your windows for you?
Do you ever _____?
8 They are suggesting that the company will go bankrupt.
_____ that the company will go bankrupt.
9 Somebody hacked into my computer at the weekend.
_____ at the weekend.

← p.71

7B

a Explain the fine differences between these pairs of sentences.

a I hope you can help me with this translation.
b I was hoping you could help me with this translation.
a = a polite request, b = more polite, negotiable

1 a It's time to start the meeting.
b It's time we started the meeting.
2 **A** I'm looking for a tablet for my son.
B a Yes, certainly, what price range did you have in mind?
b Yes, certainly, what price range do you have in mind?
3 a Ian was saying that there's going to be a train strike tomorrow.
b Ian says that there's going to be a train strike tomorrow.
4 a It is essential that people be trained in the use of the fire extinguishers.
b It is essential that people are trained in the use of the fire extinguishers.
5 a A man walked into the bar and asked for a drink.
b So, a man walks into a bar and asks for a drink.
6 a She's asking me where the post office is.
b She asked me where the post office was.
7 a It's November 1989 and East Germans are finally being allowed to cross through the Berlin Wall.
b It was November 1989 and East Germans were finally being allowed to cross through the Berlin Wall.

b Put the verb in brackets in the correct form. Sometimes more than one answer is possible.

A Would you mind if I *brought* (bring) a friend with me to the restaurant?
B Actually, I'd rather you *came* (come) on your own if you don't mind. I've got a problem I need to discuss.

1 **A** I'm fed up with Ali. He never tidies his room, and he treats the house as if it _____ (be) a hotel.
B It sounds as if his parents never _____ (teach) him to do any housework.
2 **A** I _____ (wonder) if you could possibly help me?
B Certainly. What _____ (you / look) for?
3 It's a great plot. This wealthy woman _____ (fall) in love with a man 20 years younger than her and her kids all _____ (think) he's a gold-digger.
4 **A** I _____ (think) of going out for a walk tomorrow. Do you fancy coming along?
B Sounds good. Where _____ (you / have) in mind?
5 **A** I _____ (hear) that the party has been postponed.
B Yes, I decided I'd rather we _____ (not run) the risk of having problems with the weather.

← p.75

Use your instinct to do the exercises. If you are unsure, check the Grammar Bank ← 8A *p.138* ← 8B *p.139*.

8A

a Complete the second sentence so that it means the same as the first.

If you get locked out of your computer, try resetting the password.
Should *you get locked out of your computer*, try resetting the password.

1 We couldn't see the mountain because it was pouring with rain.
We _____ the mountain if _____ with rain.

2 We're allowed to light a fire, but we'll have to put it out before we leave.
We're allowed to light a fire provided _____.

3 Please wait here for a moment, and we'll deal with your request as soon as possible.
If you wouldn't _____, we'll deal with your request as soon as possible.

4 She was able to get into the exhibition, but only because she booked in advance.
If _____ in advance, she _____ get into the exhibition.

5 If you had told me you weren't well, we could have postponed the walk.
Had _____, we could have postponed the walk.

6 It's just possible that there will be a storm, in which case the sailing will be cancelled.
Were _____, the sailing will be cancelled.

7 I went to bed very late last night, which is why I'm feeling tired.
If _____ so late last night,
I _____.

8 It's such a pity that Michel can't be with us today!
If only _____ today!

9 I always scoffed mine in seconds whenever we were bought ice creams.
If _____ in seconds.

b Complete the sentences by adding one word.

You won't be able to get in you can show your student ID.
You won't be able to get in unless you can show your student ID.

1 I wouldn't go back, even she begged me.
2 Hopefully, the instructions are clear, but if doubt, please ask.
3 You'd better lock your bike, it might get stolen.
4 Is everybody ready? If, let's set off.
5 The flight be cancelled, you will be entitled to a full refund.
6 If it weren't my student loans, I would be a millionaire by now.
7 For your advice, I may well have made the wrong decision.
8 In the unlikely of a fire, passengers should proceed to the nearest emergency exit.
9 We're expecting ten people on the tour, always that everyone turns up.
10 I known it was your birthday, I'd have got you a present.
11 If I'd listened to my mother's advice!

← p.81

8B

a Put the words in brackets in the correct place in the sentence.

I bought it because there was nothing in the shop.
(suitable, left) *I bought it because there was nothing suitable left in the shop.*

1 Did you do anything weekend? (last, interesting)
2 The police spoke to everyone, including the people at the scene of the crime. (present, concerned)
3 They are determined to find and arrest the person. (responsible)
4 In the circumstances, I'm afraid there is no one else. (available, present)
5 My brother is only 12 months than me. (elder, older)
6 The computer has an ultra-thin screen that is 25 cm but only 4 mm. (wide, thick)
7 The boy said he was feeling. (sick, little)

b Put the words in brackets in the correct order, adding *and* if necessary.

The bed and breakfast was run by a (Scottish, friendly, middle-aged) woman.
The bed and breakfast was run by a friendly middle-aged Scottish woman.

1 I saw an exhibition of (white, historic, black) photographs at the museum.
2 In the middle of the room was a (large, woollen, deep red) rug.
3 The police have warned that the man is (highly dangerous, armed).
4 I was given a (racing, brand new, silver, beautiful) bike for my birthday.
5 The dress was embroidered with (silk, pale yellow, tiny) flowers.
6 Constable was a(n) (19th-century, influential, landscape, English) painter.
7 The ammunition was stored in a (round, medium-sized, metal) container.
8 She decorated the card with (heart-shaped, dramatic, bright pink) patterns.

← p.85

Vague language

1 Avoiding unnecessary detail

a Complete the conversations with *bit*, *stuff*, or *thing*.

1
A Are you getting the train back to uni?
B No, luckily my parents said they'd drive me. I've got loads of _____ and it'll be much easier to just put it all in the car.

2
A What's wrong with your pen?
B The top _____'s dropped off and I can't get it to work.

3
A What do you think of the hotel?
B Well, there's one _____ I'm not very keen on.
A What's that?
B Well, the bar's nice, but it's really noisy, and you can hear the music from our room.

b 1.2 Listen and check. Then match the words to the definitions.

1 We use _____ (in singular or plural) to refer to an object or situation which isn't described.
2 We use _____ (in singular or plural) to refer to a part or section of something, often when we don't know the exact word that describes it.
3 We use _____ (only in singular, uncountable) to refer to more than one object. It can also be used to talk about ideas, e.g. *There was all this ~ in his speech about the environment which I didn't really understand.* We can also use it after *and* to avoid giving a long list of things, e.g. *I'm just not into going to parties, getting dressed up, and all that ~.*

2 Being imprecise using *-ish*

1.3 Listen to the three exchanges. Then answer the questions.

1
A What colour are her eyes?
B A sort of greenish brown.

2
A What time do you usually get up?
B Well, normally six-ish, but later at weekends.

3
A Are you hungry?
B Ish. I don't mind stopping for lunch if you want to.

1 What phrase could you use instead of *sort of* in **1**?
2 What meaning does *-ish* give when added to an adjective or time?
3 What does *-ish* mean when used on its own?

3 Being imprecise about quantity and time

a Complete the answers with *around*, *least*, *most*, *odd*, *so*, or *something*.

How many people were there at the demonstration?
Oh, [1]_____ 500.
There must have been 500 or [2]_____.
Maybe 500-[3]_____?
At [4]_____ 450, and at [5]_____ 525.

How old were most of the demonstrators?
Oh, 20-[6]_____, I'd say.

b 1.4 Listen and check. Which expressions mean 'maximum' and 'minimum'?

4 *Whatever*, *whenever*, etc.

a Complete the conversations with *whatever*, *whenever*, *wherever*, *whoever*, *whichever*, or *however*.

1
A What time do you want us to be there?
B _____ suits you, really. Seven-ish?

2
A Is it OK if I ask Sean and Jerry to the party?
B Ask _____ you like, so long as it's not more than 20-odd people.

3
A Nice menu! I really fancy the lobster, or is it too expensive?
B Have _____ you like! The company's paying.

4
A That's it. Checkmate.
B You're so annoying. _____ well I play, you always win!

5
A Tea or coffee?
B _____'s easiest. I'm happy with either.

6
A Did you know the dog's chewing your slipper?
B Not again! _____ I hide them, he always finds them.

b 1.5 Listen and check. What meaning does *ever* add to *what*, *when*, etc.?

A one-word answer with *Whatever*

Whatever is sometimes used as an impolite reply to tell sb that you don't care what happens or that you're not interested in what they're talking about.

p.9

Phrasal nouns

Form and meaning of phrasal nouns

Phrasal nouns are a common feature of English. They are often used in more formal contexts, and convey meaning in a concise way.

- We form many phrasal nouns using a particle (*after*, *in*, *under*, etc.) + a verb, with the particle going either before, e.g. *aftershave*, or after, e.g. *check-in*. When the particle comes before the verb, the phrasal noun is not usually hyphenated. The stress is always on the first word, e.g. *aftershave*, *check-in*.
- Sometimes the phrasal noun form is different:
  bring up (*phr v*) – *upbring**ing*** (*phr n*)
  NOT ~~*upbring*~~
- The meaning of a phrasal noun can relate to the literal meaning of the verb + particle:
  wear sth under sth else = to have one article of clothing under another
  underwear = clothes that you wear under others
- Phrasal nouns can have more than one meaning, often reflecting different meanings of the verb, e.g. *the break-up of the marriage* (= ending), *the break-up of a company* (= division into smaller parts).



1 Particle first

a Complete the phrasal nouns in **bold** with a particle from the list. Write the particle in the column on the right.

after down in out up

		Particle
1	His parents were actors, so his **bringing** was rather unusual.	*up*
2	We need to offer more financial support to people on low **comes**.	
3	Both teams are on top form – it's impossible to predict the **come** of the match.	
4	Just as we left the cinema, there was a sudden **pour**, and we got soaked.	
5	I like that brand of sweeteners – they don't leave any nasty **taste**.	
6	When changes to immigration policy were announced, there was a public **cry**.	
7	A series of political misjudgements eventually led to the **fall** of the president.	
8	Her bad back is an unfortunate **-effect** of her car accident.	
9	It will be sunny today, but the **look** for the weekend is rain.	
10	We were supposed to be working as a team, but I had almost no **put**.	
11	Could you give us an **date** on the progress of our house sale?	
12	After an emotional **burst**, she ran into her bedroom, crying.	
13	People felt the **shocks** many days after the earthquake.	
14	Our initial **lay** was high, but eventually we made a success of the business.	
15	The documentary is about the events leading up to the **break** of World War I.	
16	There has been a very high **take** of the free courses we advertised.	
17	As a result of a **turn** in sales, several stores have been closed.	
18	The entrance fee helps with the **keep** of the house and gardens.	
19	Your recommended daily **take** of sugar is about six teaspoons.	

b **1.16** Listen and check. Which has the main stress, the verb or the particle?

ACTIVATION Cover the **Particle** column. Say the sentences with the correct phrasal nouns.

p.150 Part 2

2 Verb first

a Complete the phrasal nouns in **bold** with a verb from the list. Write the verb in the column on the right.

back break (x2) climb come let mix ~~rip~~ set turn write

		Verb
1	£150 for a T-shirt? That's a complete **-off**!	*rip*
2	After insisting he could negotiate a new deal, he was forced into a **down**.	
3	After ten years out of the sport, he's made an amazing **back** and reached the final.	
4	After years of research into a cure for the disease, they have finally had a **through**.	
5	Family **-ups** increase the risk of childhood depression.	
6	I find musicals a bit of a **-off**. They're just not my cup of tea.	
7	I'm afraid there's been a bit of a **-up**. I think I've got your case and you've got mine.	
8	I've only been in the job a couple of weeks, so I still don't really know the **-up**.	
9	It was a bit of a **-down** when my friends cancelled at the last minute.	
10	Nobody was hurt in the accident, but my car's a complete **-off**.	
11	The police called for **up** when they were unable to cope with the violent crowd.	



break give go hold make melt set stand turn write

12	She pretended she liked her present, but her expression was a real **away**.	
13	Sorry, we're going to be about 20 minutes late. There's a **-up** on the motorway.	
14	There was a really good **out** for the march – over 50,000 people.	
15	The shop's had a **over** and it's now much more modern.	
16	The team suffered a major **back** when their captain was injured.	
17	There has been a **down** in communication between the government and the unions.	
18	We chose the restaurant because it had a really good **-up** on Tripadvisor.	
19	We're just waiting to be given the **-ahead** before we start working on the new project.	
20	We're on **by** for the evening flight – let's hope there are some free seats.	
21	When my boss saw the sales figures, she had a complete **down** and started shouting at us.	



b 1.17 Listen and check. Which has the main stress, the verb or the particle?

ACTIVATION Cover the **Verb** column. Say the sentences with the correct phrasal nouns.

p.14

Prefixes and suffixes

1 Prefixes

a Complete the **Meaning** column with words from the list.

across against all around before (x2) beneath beside beyond large one over the same small ~~without~~

	Prefix	Meaning	Examples
1	*a- / an-*	without	amoral, anaemic
2	*ante-*	_____	antenatal
3	*circum-*	_____	circumnavigate
4	*contra- / o-*	_____	contradict, controversial
5	*extra-*	_____, more than	extraordinary
6	*fore-*	_____	foresee
7	*homo-*	_____	homogenous
8	*hyper-*	_____, above	hyperactive
9	*infra-*	_____, below	infrastructure
10	*macro-*	_____	macroeconomics
11	*micro-*	_____	microscope
12	*omni-*	_____, every	omnipotent
13	*para-*	_____	paramedic
14	*trans-*	_____	transatlantic
15	*uni-*	_____	unicorn

b 2.7 Listen and check.

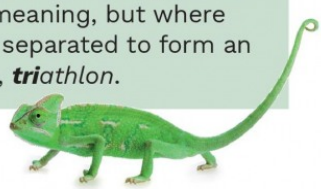
c Decide which prefix from **a** you could use in front of the following:

1 _____ **judicial / terrestrial / curricular**
2 _____ **lucent / mission / lation**
3 _____ **warned / told / cast**
4 _____ **vent / ference / spect**
5 _____ **cosm / chip / wave**
6 _____ **vorous / present / bus**
7 _____ **lympics / normal / site**
8 _____ **verse / form / lateral**

d 2.8 Listen and check.

Chameleons

When you are learning the different types of prefix, it is important to remember that not every word containing these combinations is a prefix. There are words, sometimes known as 'chameleons', which begin with what looks like a prefix adding meaning, but where the remaining letters cannot be separated to form an independent word, e.g. ***an**aemic*, ***tri**athlon*.



2 Noun and adjective suffixes

a Add a suffix to words from the list to make nouns and write them in the **Examples** column, making any necessary spelling changes.

~~accurate~~ achieve adverse bore censor competent fragrant ideal inspire ~~intimate~~ invade marry owner portray pure race stiff store survive treat unpleasant wise

	Noun suffixes	Examples	
1	*-acy*	accuracy	intimacy
2	*-age*	_____	_____
3	*-al*	_____	_____
4	*-ance / -ence*	_____	_____
5	*-dom*	_____	_____
6	*-ism*	_____	_____
7	*-ity*	_____	_____
8	*-ment*	_____	_____
9	*-ness*	_____	_____
10	*-ship*	_____	_____
11	*-sion / -tion / -ation*	_____	_____

b Add a suffix to each word in the list to make an adjective. Write them in the **Examples** column, making any necessary spelling changes.

air attend blood brute catastrophe child glamour home instrument ~~love~~ metaphor oppress picture rebel ~~reverse~~ snob soul speech statue truth

	Adjective suffixes	Examples	
1	*-able / -ible*	lovable	reversible
2	*-al*	_____	_____
3	*-esque*	_____	_____
4	*-ful*	_____	_____
5	*-ic / -ical*	_____	_____
6	*-ous / -ious*	_____	_____
7	*-ish*	_____	_____
8	*-ive*	_____	_____
9	*-less*	_____	_____
10	*-y*	_____	_____

c 2.9 Listen and check the answers to **a** and **b**.

ACTIVATION Make definitions for nouns or adjectives from the page, without using the base word, for your partner to guess.

It's a noun. It's something you use to look at very small things.

It's an adjective. It's mainly used for places and means 'pretty', 'attractive'.

p.20

Ways of moving

Varying your vocabulary

The more varied your language, both in speaking and writing, the better you will be able to express yourself and understand other people. Sometimes the difference in meaning between words in a group is quite subtle, and each word may not have a different translation in your language, so using an advanced monolingual dictionary will be the best way to get the exact meaning. In reality, verbs are often interchangeable, depending on the context.

a Complete the verb column in each section with the best verb for the context in the correct form.







Move slowly

~~amble~~ mooch stroll trudge wander

1 *ambled* Bill casually detached himself from the group and ____ slowly over to us.

2 _____ Omar ____ about moodily with his friends.

3 _____ I ____ around the town for an hour or two, sometimes getting lost in the narrow little streets.

4 _____ At the end of a long day, the boys ____ home wearily.

5 _____ We ____ along the beach, holding hands and watching the sun go down.

Move quickly

dash rush ~~speed (sped)~~ sprint tear (tore)

6 *sped* Tariq jumped on his bike and ____ away.

7 _____ We've got plenty of time. There's no need to ____.

8 _____ 'Come on,' shouted Georgie, as she ____ off excitedly down the street.

9 _____ As she was driving along, a man suddenly ____ across the road in front of her.

10 _____ He ____ the last few metres and passed the finish line first.

Move with confidence or attitude

march ~~storm~~ stride (strode) strut swagger

11 *stormed* She ____ furiously out of the café, vowing never to see him again.

12 _____ After winning his legal battle, Sir Philip ____ up and down outside the court like a peacock, posing for the cameras.

13 _____ My boss ____ into her office and slammed the door.

14 _____ We looked on disapprovingly while he ____ around the room, as if he owned the place.

15 _____ Every morning last summer, she ____ across the park for her daily exercise.

Move quietly or secretively

~~creep (crept)~~ skulk slip sneak tiptoe

16 crept — He [ ] slowly up the stairs, trying not to wake his parents.

17 _____ — Ava [ ] quickly out of the house without anyone noticing.

18 _____ — We caught a youth trying to [ ] into the match without paying.

19 _____ — He thought someone was [ ] behind the bushes, but it was only a cat.

20 _____ — When the baby was asleep at last, she [ ] out of the room.

Move with difficulty

hike limp scramble ~~stagger~~ wade

21 staggered — She [ ] over to the sofa and collapsed, exhausted.

22 _____ — Andrew hurt his knee when he was tackled heavily, and [ ] off the pitch.

23 _____ — In order to see the gorillas, we had to [ ] through the rainforest for over three hours.

24 _____ — She [ ] up the cliff, holding on to bushes to help her, and collapsed when she reached the top.

25 _____ — The backpackers [ ] downstream, treading carefully as they went.

Move like an animal

pad prowl scamper trot ~~waddle~~

26 waddled — (e.g. a penguin) A rather large man [ ] down the road towards me.

27 _____ — (e.g. a pony) We [ ] after our tour guide as he led us towards the cathedral.

28 _____ — (e.g. a lion) The stranger [ ] suspiciously around the alleyway and then disappeared into a building.

29 _____ — (e.g. a mouse) The children [ ] out to play.

30 _____ — (e.g. a big cat) He [ ] across the room and looked out of the window.

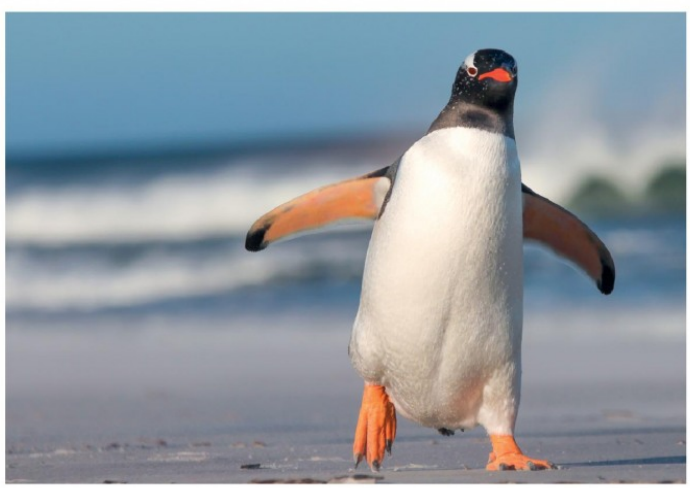
b 2.13 Listen and check.

ACTIVATION In pairs, mime verbs for your partner to guess.

p.25







Idioms from Shakespeare

The influence of Shakespeare

Shakespeare wrote at least 37 plays and 154 sonnets, and introduced thousands of new words into the English language. About one tenth of the most quoted lines in English are by him. We often use Shakespeare's idioms and phrases in modern English without even knowing that they come from his plays.

1 Noun phrases

a Read the exchanges and match the **bold** Shakespeare idioms to their modern meanings A–G.

1
A My salary's good, but I really hate the job.
B Money isn't **the be-all and end-all**, you know.
(*Macbeth*)

2
A I still haven't done my Christmas shopping.
B I did all mine yesterday **in one fell swoop**.
(*Macbeth*)

3
A We must do some work in the garden this weekend.
B Yes, it's **a sorry sight** at the moment.
(*Macbeth*)

4
A The pub gets too crowded for me nowadays.
B Yes, there's not much **elbow room** at the bar, I must admit.
(*King John*)

5
A Did you manage to find those shoes you wanted?
B No, I wasted all morning on **a wild goose chase**.
(*Romeo and Juliet*)

6
A Those awful people next door have moved out.
B Great news! **Good riddance**!
(*Troilus and Cressida*)

7
A James refuses to speak to his son since he dropped out of university.
B I think that's awful. How can he treat **his own flesh and blood** like that?
(*The Merchant of Venice*)

A space to move
B I the most important thing
C a useless search for sth
D in a bad state, a mess
E I'm so glad they've gone.
F all at once, in one go
G family

b 3.9 Listen and check.

ACTIVATION Work in pairs. **A** (book open) read the first sentence. **B** (book closed) try to remember the response.

2 Verb phrases

a Complete the sentences with the correct Shakespeare idiom A–I. Make any other changes, if necessary.

1 Fashion has *come full circle*, and long skirts are now back, like in the 70s.
2 Our dog needs a ridiculous amount of food. He's _____.
3 I could tell immediately that Jackie was upset. She _____.
4 I thought it was best that I told Matt what I knew about his new girlfriend. Sometimes you have to _____.
5 The boss is furious with you about yesterday's meeting. I think you should _____ this morning and keep out of his way.
6 A man turned up at the door pretending to be a policeman and tried to convince my grandmother to give him her credit card details. Luckily, I was there, and I _____.
7 Telling a joke is a good way to _____ at the start of a presentation.
8 I drank far too much coffee yesterday, and as a result I _____.
9 Nobody knows what happened to the missing walkers. They seem to have _____.

A eat sb out of house and home (*Henry IV Part 2*)
~~B come full circle (*King Lear*)~~
C be cruel to be kind (*Hamlet*)
D not sleep a wink (*Cymbeline*)
E vanish into thin air (*Othello*)
F send sb packing (*Henry IV Part 1*)
G wear your heart on your sleeve (*Othello*)
H break the ice (*The Taming of the Shrew*)
I lie low (*Much Ado About Nothing*)

b 3.10 Listen and check. With a partner, say what you think the idioms mean.

ACTIVATION Choose three idioms, and try to think of a new sentence in which you could use them.

3 Expressions

a Look at the **bold** Shakespeare idioms and try to work out their meaning.

1 Whether you want to do this job is **neither here nor there** – you're going to do it.
(*Othello*)

2 I can't watch another episode! Sometimes you can have **too much of a good thing.**
(*As You Like It*)

3 The party's a secret, so **mum's the word.**
(*Henry VI Part 2*)

4 You're only 21, young and healthy; **the world's your oyster.**
(*The Merry Wives of Windsor*)

5 He's such a funny man; he **had me in stitches** all night.
(*Twelfth Night*)

6 I'm your best friend. You can rely on me, **come what may.**
(*Macbeth*)

7 Can you help? I'm **in** a bit of **a pickle.**
(*The Tempest*)

8 **In my heart of hearts,** I knew it was the wrong decision.
(*Hamlet*)

b Match idioms 1–8 in **a** to their meanings.

A ▬ you can achieve anything or go anywhere
B ▬ more than you need of something, even when it's something you like
C ▬ whatever happens
D ▮ irrelevant, unimportant
E ▬ made me laugh
F ▬ in a difficult situation
G ▬ deep down (I was certain about it)
H ▬ don't say anything to anyone

c 3.11 Listen and check.

ACTIVATION Cover sentences 1–8 and look at the meanings. Say the idioms.

p.33

'mum's the word'

'come what may'

'in my heart of hearts'



He's, like, 'To be or not to be,' and I'm, like, 'Get a life.'

Binomials

1 Noun phrases

a Read the sentences and definitions, and complete the **bold** binomial phrases with a word from the list.

buts egg ends error gloom needles parcel ~~times~~

1 This new book describes the **life and** *times* of Charles Dickens in 19th-century London. (= the life and what it was like in that period)
2 We're almost ready for the party, but there are a few **odds and** _____ still to be done. (= small, unimportant things)
3 I told her to finish her homework by 9 p.m., **no ifs or** _____. (= no excuses)
4 After driving for four hours, I got terrible **pins and** _____ in my leg. (= an uncomfortable feeling after sitting or lying in an awkward position)
5 Taking notes in meetings is **part and** _____ of my job. (= an essential part of)
6 Despite losing three matches in a row, it's not all **doom and** _____ for the team – they'll almost certainly have an easy win against the Faroe Islands. (= a feeling that everything will go badly)
7 There were no instructions, but we managed to put the shelves together by **trial and** _____. (= trying various methods until you are successful)
8 People don't use the train because it's expensive, but it's expensive because not many people use it. It's a **chicken and** _____ situation, unfortunately. (= difficult to tell which one of two things was the cause of the other)

b 4.3 Listen and check.

2 Adjectival or adverbial phrases

a Complete the binomials with a word from the list.

cheap ~~cut~~ far first hit out rough skin

1 decide in a way that cannot be changed or argued about
cut **and dried**
All decisions have been taken. Everything is ~.
2 not done in a careful, planned way
_____ **and miss**
The conference was a bit ~. Some great talks, but some awful ones, too.
3 travelling around talking to people
_____ **and about**
I'm exhausted. I've been ~ all morning.
4 simple and prepared quickly, but good enough
_____ **and ready**
The hostel was a bit ~, but at least it was cheap and it was a bed for the night.
5 prioritized above anything else
_____ **and foremost**
~, the main advantage of foreign travel is that you get to know other cultures.
6 over a large area
_____ **and wide**
The singer's fans had come from ~ to see their idol.
7 of reasonable quality, enjoyable, despite being inexpensive
_____ **and cheerful**
Our local restaurant is ~, but the food is pretty good.
8 very thin
_____ **and bone**
Simon has got really thin – he's just ~.

b 4.4 Listen and check.

3 Phrases with repetition

a Match the **bold** binomials in sentences 1–9 to their meanings A–I.

1 G In the end, we had a **heart-to-heart** and she told me why she was so upset.
2 _____ I've told you **again and again** not to be late for school, and here you are still in bed at 8.00!
3 _____ My nephew put a frog in my bed – he's a little **so-and-so**.
4 _____ My niece adores living in London. She's a city girl **through and through**.
5 _____ We'd spoken many times on the phone, but we'd never met **face to face**.
6 _____ The puppy was very timid at first, but **little by little** we persuaded him to trust us.
7 _____ I know it's difficult, but if you just take things **step by step**, you'll get through it.
8 _____ Sadly, poverty and obesity often go **hand in hand**, as healthy food is more expensive.
9 _____ Scott and Johnson were **neck and neck** until the last 50 yards, when Scott pulled ahead.

A together in real life
B closely connected
C level in a race or competition
D many times
E gradually
F completely
~~G an honest and personal conversation~~
H an annoying or unpleasant person
I (deal with sth) one stage at a time

b 4.5 Listen and check.

ACTIVATION Practise saying the binomials in all three sections. Make sure you link the words where appropriate and use the weak form of *and* where necessary.

p.41

Acronyms and initialisms

Acronyms and initialisms

Acronyms and initialisms are a useful way to convey essential information quickly, but obviously, only if you know what they mean! Acronyms are pronounced as words, e.g. the charity UNICEF /ˈjuːnɪsef/, but initialisms are pronounced as individual letters, e.g. the CIA /ˌsiː aɪ ˈeɪ/. With the arrival of social media and messaging, many more informal acronyms and initialisms have come into use as shorthand for longer phrases. These were originally only used in writing, but are gradually also being used in spoken English.

1 Common acronyms and initialisms

a Look at what the letters stand for. Complete the missing words.

1	**AIDS**	**A**cquired **I**mmune **D**eficiency **S**yndrome
2	**AKA**	**A**lso **K**nown **A**_____
3	**ASAP**	**A**s **S**oon **A**s **P**_____
4	**AWOL**	**A**bsent **W**ith**O**ut **L**_____
5	**CEO**	**C**hief **E**xecutive **O**_____
6	**DIY**	**D**o **I**t **Y**_____
7	**DOB**	**D**ate **O**f **B**_____
8	**ETA**	**E**stimated **T**ime of **A**_____
9	**FAQ**	**F**requently **A**sked **Q**_____
10	**FYI**	**F**or **Y**our **I**_____
11	**GDP**	**G**ross **D**omestic **P**_____
12	**GIF**	**G**raphic **I**nterchange **F**_____
13	**GMT**	**G**reenwich **M**ean **T**_____
14	**HIV**	**H**uman **I**mmunodeficiency **V**_____
15	**HR**	**H**uman **R**_____
16	**MBA**	**M**aster of **B**usiness **A**_____
17	**MP**	**M**ember of **P**_____
18	**NASA**	**N**ational **A**eronautics and **S**pace **A**_____
19	**PA**	**P**ersonal **A**_____
20	**POTUS**	**P**resident **O**f **T**he **U**nited **S**_____
21	**POW**	**P**risoner **O**f **W**_____
22	**PR**	**P**ublic **R**_____
23	**SUV**	**S**ports **U**tility **V**_____
24	**UFO**	**U**nidentified **F**lying **O**_____
25	**USB**	**U**niversal **S**erial **B**_____
26	**USP**	**U**nique **S**elling **P**_____

b 4.11 Listen and check.

c Now circle any of the letter groups in **a** that you think are acronyms.

d 4.12 Listen and check.



I think it stands for 'Please Eat The Activist,' which is exactly what I did!

Latin initialisms

There are several initialisms in common use in both spoken and written English which refer to Latin words:

cf.	*confer* (= compare)
i.e.	*id est* (= that is)
NB	*nota bene* (= take note)
PhD	*philosophiae doctor* (= a doctorate)
QED	*quod erat demonstrandum* (= thus it has been shown)
RIP	*requiescat in pace* (= rest in peace)

2 Acronyms and initialisms in social media

a Look at what the letters stand for. Complete the missing words.

1	**TBH**	**T**o **B**e **H**onest
2	**BTW**	**B**y **T**he **W**_____
3	**LOL**	**L**augh **O**ut **L**_____
4	**BFF**	**B**est **F**riends **F**_____
5	**OMW**	**O**n **M**y **W**_____
6	**OMG**	**O**h **M**y **G**_____
7	**FOMO**	**F**ear **O**f **M**issing **O**_____
8	**AFAIK**	**A**s **F**ar **A**s **I** **K**_____
9	**IMO**	**I**n **M**y **O**_____
10	**BRB**	**B**e **R**ight **B**_____

b 4.13 Listen and check.

c Now circle any of the letter groups in **a** that you think are acronyms.

d 4.14 Listen and check.

ACTIVATION Cover the words and look at the acronyms / initialisms. Say what the letters stand for.

p.45

More sophisticated emotions

Broadening your vocabulary

Many of the words which express emotions in English are synonyms and used interchangeably (e.g. *pleased* / *happy*, *incensed* / *irate*), and you'll find very similar definitions for them in a dictionary. However, it's important to be aware of different shades of meaning, differences in register and usage, and common collocations.

Before you do each section, with a partner, look at the adjectives in the lists and think carefully about their meaning. Then use your instinct to do the exercises.

1 Adjectives to describe emotions

Happiness

Mild happiness
amused contented
gratified pleased

Happiness
cheerful glad
satisfied upbeat

Intense happiness
ecstatic elated
exhilarated /ɪgˈzɪləreɪtɪd/
overjoyed



a Circle the correct adjective, or tick (✓) if both are possible.

1 They were absolutely *ecstatic* / *overjoyed* when, after years in opposition, their party finally won the election.
2 Are you *pleased* / *elated* with your new bag? I spent ages choosing it.
3 Now I've retired, I'm quite *contented* / *satisfied* with my life. I feel relaxed and I don't miss working at all.
4 After a wonderful morning skiing, I felt totally *exhilarated* / *gratified*.
5 Andrea had been really struggling with the problem, but after discussing it with her colleague, she felt a little more *upbeat* / *glad*.

Sadness

Mild sadness
listless low upset
wistful

Sadness
dejected discouraged
dispirited gloomy

Intense sadness
devastated gutted
inconsolable miserable



b ~~Cross out~~ one option in each group that isn't possible.

1 Lily's feeling a bit better today, but she's still rather tired and *devastated* / *low* / *listless*.
2 After Sacha stormed out of the room, we all sat there in a *gutted* / *miserable* / *gloomy* silence.
3 Don't be *discouraged* / *dispirited* / *wistful*. If you keep on practising, you're sure to pass your test next time.
4 Poppy was devoted to that dog. When it died, she was *listless* / *devastated* / *inconsolable*.
5 The match was a disaster. We lost 7–0. I'm *upset* / *devastated* / *gutted*!

Anger

Mild anger
cross displeased
frustrated peeved

Anger
exasperated /ɪgˈzæspəreɪtɪd/
indignant offended
resentful

Intense anger
incensed irate
livid outraged



c Circle the best adjective in each group. Decide whether the other two are possible, and ~~cross out~~ any you think are wrong.

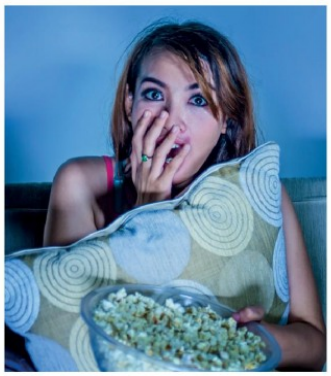
1 Dad will be absolutely *cross* / *livid* / *exasperated* when he realizes that you've failed all your A levels.
2 I was a bit *peeved* / *indignant* / *outraged* that nobody had told me about the party.
3 She's still feeling rather *offended* / *livid* / *resentful* at having been left out of the team. She thinks it was really unfair.
4 Tony spent hours trying unsuccessfully to fix the TV – he got so *peeved* / *frustrated* / *displeased* he almost threw it out of the window.
5 The shop was full of *incensed* / *irate* / *cross* customers, all shouting at the unfortunate shop assistants.

Fear and anxiety

Mild fear and anxiety
apprehensive
disconcerted
uneasy wary /'weəri/

Fear and anxiety
alarmed rattled
scared unnerved

Intense fear and anxiety
aghast /ə'gɑːst/
filled with dread
panic-stricken petrified



d Complete the sentences with the best word from the list.

aghast panic-stricken rattled uneasy wary

1 After hours of desperate searching by her _____ parents, they found the child asleep under a tree.
2 The suspect was clearly _____ by the police officer's questions – he couldn't stop fidgeting.
3 When the inspectors arrived at the refugee centre, they were _____ at the awful conditions.
4 Bob suggested we go into business together, but I was _____ of getting involved. I didn't quite trust him.
5 Everything looked calm and orderly, but something made Marcel feel _____.

e 5.1 Listen and check your answers to **a–d**.

ACTIVATION Test a partner. **A** say a category, e.g. 'intense anger'. **B** try to remember the four adjectives from the group. Swap roles.

2 Idioms to describe emotions

a Look at some idioms that describe feelings. For each one, decide which feeling it describes and write **A** (anger), **F** (fear), **H** (happiness), or **S** (sadness).

You can...

1 S be down in the dumps.
2 ▬ be in the depths of despair.
3 ▬ be on top of the world.
4 ▬ be over the moon.
5 ▬ be scared to death.
6 ▬ go to pieces.
7 ▬▬ have a sinking feeling.
8 ▬ (nearly) jump out of your skin.
9 ▬ shake like a leaf.
10 ▬ throw a wobbly.

Something or someone can...

11 ▬ break your heart.
12 ▬ make your blood boil.
13 ▬ scare the living daylights out of you.
14 ▬ make your day.

b 5.2 Listen and check. With a partner, decide whether they refer to mild or intense feelings.

ACTIVATION With a partner, choose five idioms and describe a time when you felt like this.

I was alone in the house watching a horror film when suddenly somebody knocked on the door – I nearly jumped out of my skin!

p.48

Common adverb collocations

Vocabulary Bank

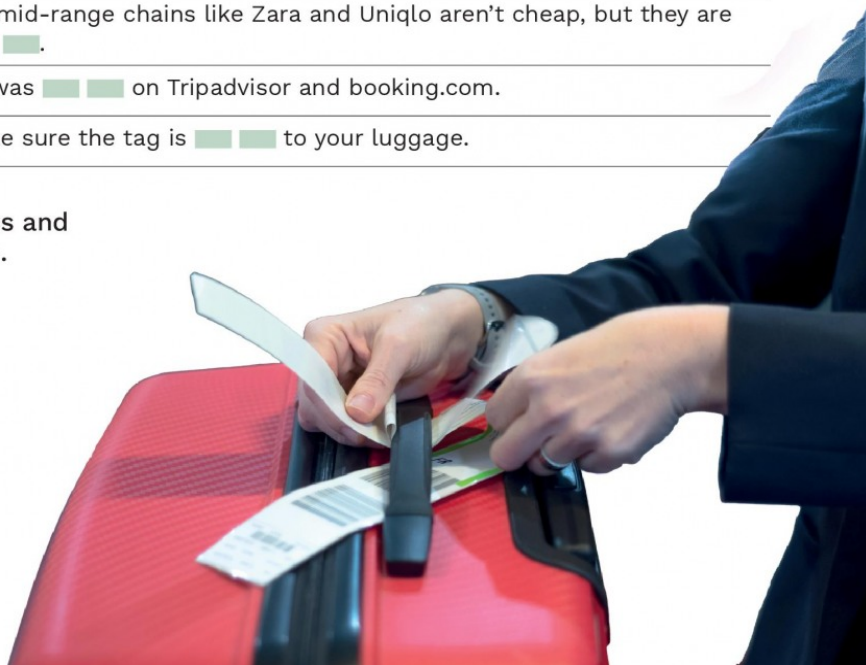
1 Adverb + adjective or past participle

a Complete the **Adverb** column with an adverb from the list to make common collocations with the adjectives or past participles.

badly blissfully fiercely firmly fully happily highly painfully prohibitively quietly reasonably ridiculously

	Adverb	Adjective / Past participle	
1	readily	available	Extra information is ___ ___ online.
2	_____	aware	Most climbers who attempt Mount Everest are ___ ___ of the risks.
3	bitterly	cold	I remember the weather was ___ ___ that winter.
4	_____	competitive	My brother and I are ___ ___ – we both always want to win.
5	_____	confident	It's not certain that I'll get the job, but I am ___ ___.
6	_____	easy	The exercise was ___ ___. I finished it in under five minutes.
7	hugely	enjoyable	We loved our family party – the whole thing was ___ ___.
8	_____	expensive	Not enough people have installed solar panels, largely because the cost is still ___ ___.
9	perfectly	normal	When you're a teenager, it's ___ ___ to feel angry.
10	_____	thin	Dad is a lot better after his illness, but he's still ___ ___.
11	_____	unaware	Sandy was ___ ___ that his wife and his sister hated each other.
12	deeply	unhappy	We are ___ ___ with the poor quality of the work.
13	legally	required	In the USA, you are ___ ___ to show your ID in a bar if you're under 21.
14	_____	damaged	No one was hurt in the accident, but our car was ___ ___.
15	actively	involved	Most parents nowadays are ___ ___ in their children's education.
16	_____	married	My in-laws have been ___ ___ for over 40 years.
17	sadly	mistaken	If you think I'm going to help you after your appalling behaviour, you're ___ ___.
18	_____	priced	Clothes at mid-range chains like Zara and Uniqlo aren't cheap, but they are usually ___ ___.
19	_____	recommended	This hotel was ___ ___ on Tripadvisor and booking.com.
20	_____	attached	Please make sure the tag is ___ ___ to your luggage.

b 6.2 Listen and check. Then cover the columns and say the sentences with the correct collocations.



2 Adverb + verb

a Complete the **Adverb** column with an adverb from the list to make common collocations with verbs.

flatly freely greatly kindly violently

	Adverb	Verb	
1	_____	admit	I ____ ____ that I made a terrible mistake when I married my first husband.
2	strongly	advise	We ____ ____ you to take out travel insurance when you go abroad.
3	_____	agree	Our neighbours always ____ ____ to water the plants while we're away.
4	_____	appreciate	We ____ ____ the effort you made to be with us today.
5	warmly	congratulate	We ____ ____ the winners of the competition.
6	categorically	deny	I ____ ____ having had anything to do with the robbery.
7	_____	object	I ____ ____ to the decision the Council has made about building 1,000 new houses in our village.
8	_____	refuse	Whenever we ask them to help us, they ____ ____.

b 6.3 Listen and check. Then cover the columns and say the sentences with the correct collocations.

3 *Quite*

meanings of *quite*

1 **to some degree** (**SYN** *fairly*, *pretty*)
This is the most common meaning. We use it with an adjective (*good*, *happy*, *tired*, etc.):
*The play was **quite good**.* (= OK, but not the best I've ever seen)
Depending on context and intonation, *quite* can suggest something more positive than just 'OK':
The play was quite good – better than I was expecting.
Other examples:
– *quite* as a softening expression, to make a statement less direct:
*Sorry, but what you're saying is **quite difficult** to believe.*
– *quite* with the verbs *like* and *enjoy*:
*I **quite like** spinach, but it's not my favourite vegetable.*
– *quite a...* followed by adjective + noun:
*There was **quite a heavy storm** last night.*
– *quite* + quantifiers
I've got ***quite a bit*** / ***lot*** of shopping to do after work.

2 **to the greatest possible degree**
(**SYN** *completely*, *absolutely*, *entirely*)
With this meaning, it is often used to add emphasis:

A It's **quite clear** that the business is in trouble.
B I **quite agree**. / **Quite right**.

A I'm not going to Sandra's hen weekend.
Quite apart from the cost, I can't stand those events!
B Are you **quite sure**? They can be a lot of fun.

A I'm so sorry.
B That's **quite all right**.

A I didn't enjoy the play at all, though the reviews said it was **quite brilliant**.
B I didn't either; in fact, I thought it was **quite awful**.

a Read the information box and look at sentences 1–7. Does *quite* in each case have meaning 1 or 2?

1 **A** Have you finished your homework?
B Not **quite**. I've still got one maths exercise to do.
2 Be careful, that's **quite** a hot plate.
3 The food was OK, but the service was **quite** appalling.
4 Normally, I **quite** enjoy cycling to work, but the traffic was really bad this morning.
5 There are **quite** a few things I need your help with.
6 **A** Did you know you haven't got your seatbelt on?
B That's **quite** true. Sorry, I hadn't noticed.
7 **A** Was your boss angry that you didn't come in to work yesterday?
B **Quite** the opposite. He asked me if I needed more time off.

b 6.4 Listen and check.

p.59

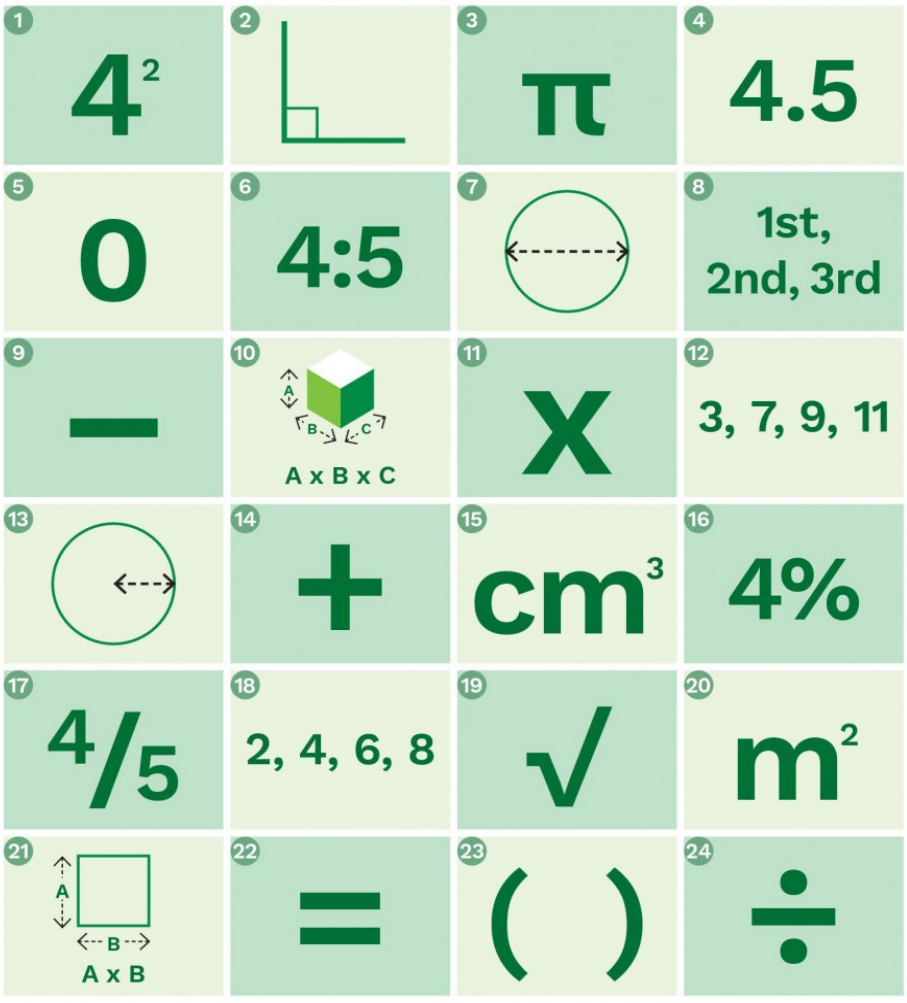
Numbers and measurements

1 Mathematical terms

a Match the words to the symbols or numbers.

14 plus (*verb* add)
__ minus (*verb* subtract)
__ times (*verb* multiply)
__ divided by (*verb* divide)
__ equals
__ brackets
__ square root
__ ordinal numbers
__ odd numbers
__ even numbers
__ nought
__ pi
__ four squared
__ radius
__ diameter
__ area
__ volume
__ right angle
__ square metre
__ cubic centimetre
__ fraction (four fifths)
__ decimal (four point five)
__ ratio (four to five)
__ percentage (four per cent)

b 6.12 Listen and check.



2 Diagrams

a Match the words and diagrams.

5 line graph
__ pie chart
__ bar chart
__ Venn diagram
__ table

b 6.13 Listen and check.



3 Imperial and metric measurements

a Complete the chart with imperial measurements from the list.

foot gallon inch mile
~~ounce~~ pint pound ton yard

Weight		
1	1 *ounce*	= 28.35 grams
2	1 _____	= 453.6 grams
3	1 _____	= 1,016.05 kilograms
Length		
4	1 _____	= 2.5 centimetres
5	1 _____	= 30.48 centimetres
6	1 _____	= 91.44 centimetres
7	1 _____	= 1.6 kilometres
Liquids		
8	1 _____	= 568 millilitres
9	1 _____	= 4.54 litres

b 6.14 Listen and check.

4 Idioms and expressions with measurements

a Complete the column on the right with the words from the list in the correct form. Use *a* / *an* if necessary.

gallon inch mile ~~ton~~

1 Sam thought he'd get away with not doing his coursework, but his tutor **came down on him like** ___ **of bricks**. *a ton*

2 When the tanker sank, ___ **of oil** washed ashore and thousands of seabirds died. _____

3 Whatever you do, don't mention moving in together on your first date, or **she'll run** ___. _____

4 Can you give me a hand with this huge box? **It weighs** ___. _____

5 Fiona's so conscientious. She'll always **go the extra** ___ to complete a project on time. _____

6 I had a narrow escape this morning – a great chunk fell off the cliff as I was walking on the beach. **It missed me by** ___! _____

7 **A** I lent him my bike just for the weekend, and two weeks later, I still haven't got it back!

B I did warn you! **Give him** ___ **and he'll take** ___... _____ _____

8 We're going to be really late – it's 11.30 already and thanks to that accident on the motorway, **we're still** ___ **away**. _____

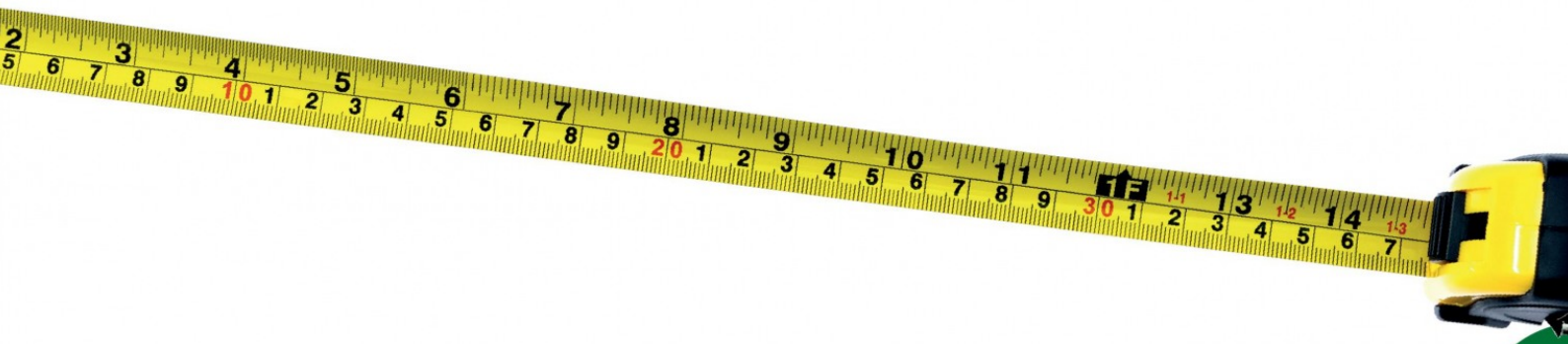
9 I know he promised you half the house, but **I wouldn't trust him** ___ if I were you. _____

10 On my first day in the job, I wore a suit, but I **stood out** ___ – everyone else was in jeans and T-shirts. _____

b 6.15 Listen and check.

ACTIVATION Cover the words in **1a** and **2a** and remember the terms from the symbols and diagrams. Then test a partner on the measurements and idioms / expressions in **3a** and **4a**.

p.62



Law and order

1 Prison sentences

a Complete the text with the words or phrases from the list.

community service defendant ~~deterrent~~
diminished responsibility fine life sentence
serial offender

Ideally, the fear of **punishment** should discourage people from **committing a crime** in the first place. However, studies show that, while short to medium prison sentences may be a [1]*deterrent*, longer sentences have only a limited effect. In deciding the sentence, the court will **take into consideration** things like the seriousness of the **offence**, whether the [2]_____ **pleads guilty** or **not guilty**, and whether their criminal record shows that they are a [3]_____. The judge will also consider any **mitigating circumstances**, e.g. [4]_____, i.e. the person's mental state means that they are not fully responsible for a crime. Sentences can be **non-custodial**: a [5]_____ is paid, or [6]_____, such as unpaid work, is carried out. A **custodial sentence** is handed down for more serious crimes, and for the most serious offences such as murder, it's a [7]_____.

b 7.5 Listen and check.

c Look at the **bold** words and phrases and check you know the meaning.

2 Capital punishment

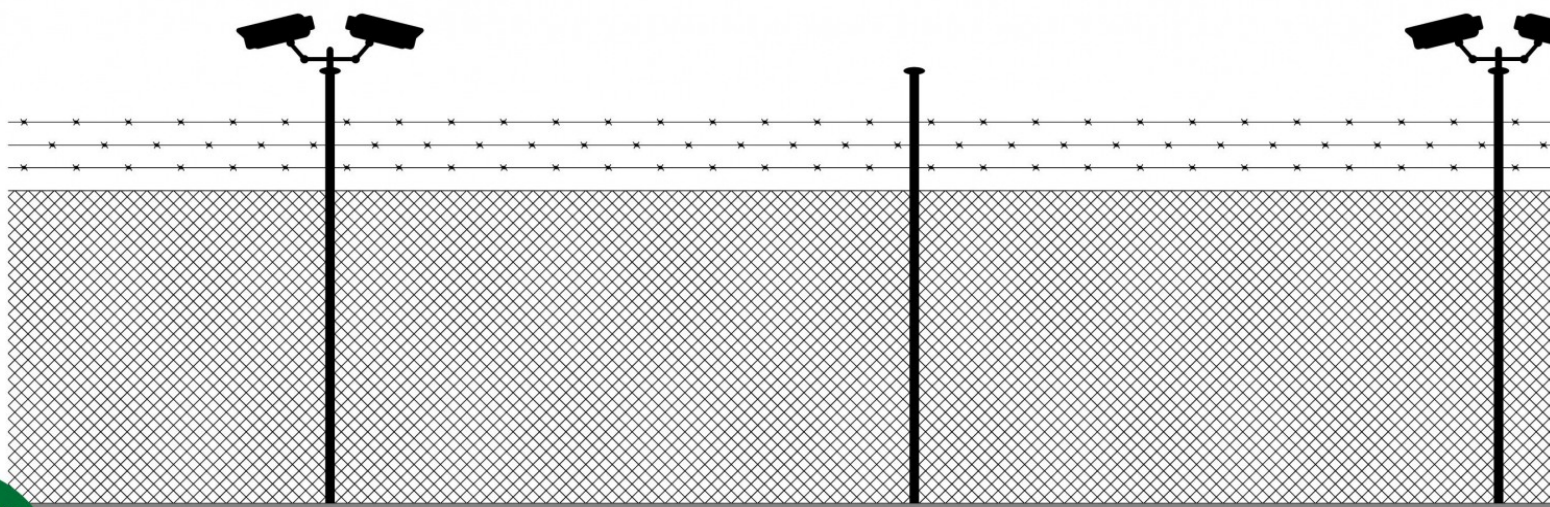
a Complete the text with the words or phrases from the list.

~~abolished~~ appeals death penalty electric chair
war crimes

About 75% of countries around the world have completely [1]*abolished* **capital punishment**. They have not **executed** anyone within the last ten years, or use it only in exceptional circumstances, for example, for [2]_____. Places where the [3]_____ still exists include some states in the USA, some Caribbean and African countries, and the majority of countries in Asia. In the United States, the [4]_____ was introduced as a more humane alternative to **hanging**, but has been almost entirely replaced by **lethal injection**. In the USA, prisoners may wait for years on **death row** before execution is carried out, due to the complex [5]_____ system. Nearly a quarter die of natural causes while awaiting execution.

b 7.6 Listen and check.

c Look at the **bold** words and phrases and check you know the meaning.



3 Life in prison

a Complete the text with the words or phrases from the list.

be deprived of ~~cells~~ locked up maximum security open prisons prison officer rehabilitation reoffend solitary confinement surveillance

Modern prisons often hold thousands of **inmates**, and prison design now aims to limit the movement of prisoners around the facility. Instead of large blocks of [1]cells, smaller modules are arranged around an outdoor **exercise yard** and each module may be supervised by only one [2]_____. Some prisoners may be placed in a cell on their own in [3]_____ for their own safety, for example, celebrities, former police officers, and those **convicted** of certain types of crimes, e.g. against children.

[4]_____ prisons are for inmates considered dangerous, disruptive, or likely to try to escape. They can be [5]_____ often for up to 23 hours a day and are under constant [6]_____. At the other end of the spectrum are [7]_____, which allow free movement to work or do activities; some prisoners may be allowed home leave or part-time employment outside the prison.

The modern prison system intends a prison sentence to be less of a punishment and more about [8]_____, so that the prisoner can return to normal life and not [9]_____. Prisons provide healthcare and education, but also things like gyms and weightlifting rooms, sports teams, arts and crafts, and television sets. Such services are controversial: some people claim that prisons **are 'soft' on** inmates, while others argue that it is dehumanizing not to provide recreation. Prison administrators say that keeping prisoners occupied helps to **maintain order** and that prisoners can [10]_____ recreation as punishment.

b 7.7 Listen and check.

c Look at the **bold** words and phrases and check you know the meaning.

4 Leaving prison

a Complete the text with the words or phrases from the list.

compensation electronic tag pardon ~~parole~~ reintegrate retrial wrongfully convicted

At the end of their sentence, most prisoners will **be released**. Some may get [1]parole and be released early for good behaviour, if they agree to abide by certain conditions, such as staying within a certain area and not going out at night. They may have to wear an [2]_____, usually an ankle bracelet, which allows them to be tracked.

After release, ex-offenders can find it difficult to [3]_____ into society. They often have difficulty finding work, and earn less money when they do. They experience a wide range of medical and psychological issues, and many reoffend.

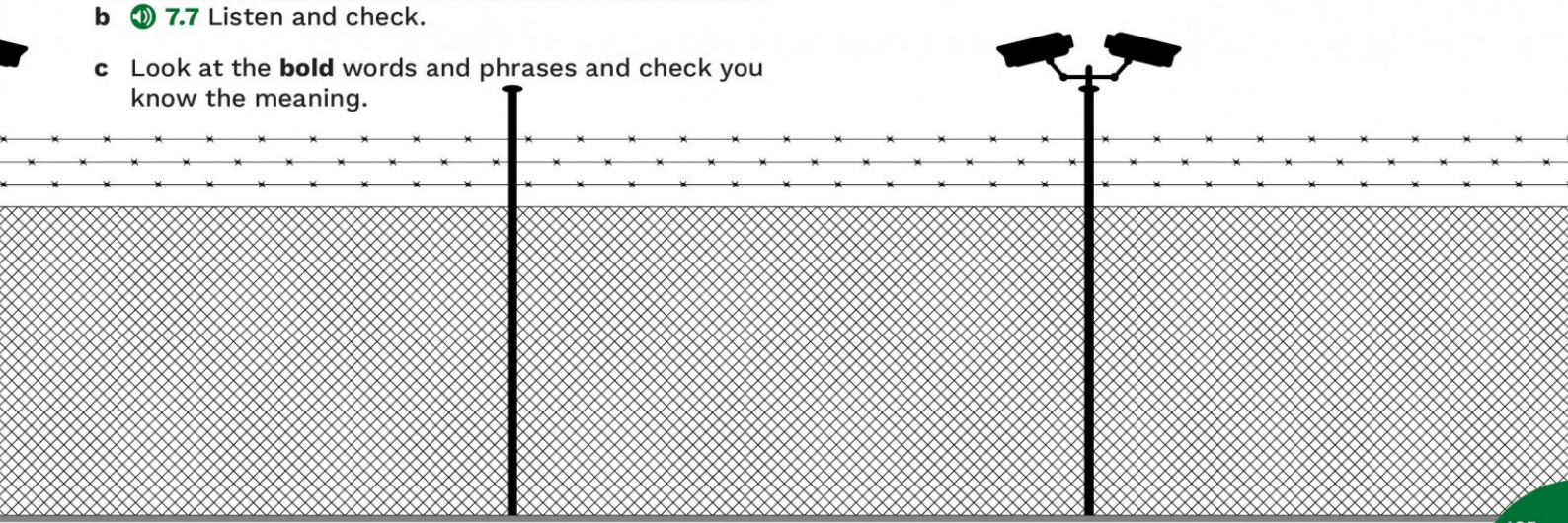
There are cases where prisoners have managed to obtain a [4]_____ and proved that they have been [5]_____. In such cases, a [6]_____ is granted by the government (in the USA, by the governor of the state), the sentence is **quashed**, and they are likely to receive substantial [7]_____.

b 7.8 Listen and check.

c Look at the **bold** words and phrases and check you know the meaning.

ACTIVATION Cover the word lists in **1–4**. Read the texts with the missing words. How much of the information is the same in your country?

p.69



Ways of eating and drinking

1 Verbs

a Match the **bold** verbs to their definitions.

chew a piece of meat
devour a whole burger in two bites
guzzle too many soft drinks **lick** a lollipop
munch an apple **nibble** a piece of cheese
scoff a plate of biscuits **sip** champagne
slurp soup **suck** an ice lolly ~~**swallow** a tablet~~

1 swallow — make food (or drink) go down your throat into your stomach
2 _____ — bite food into pieces and move it around your mouth to make it easier to swallow
3 _____ — eat all of sth fast because you are very hungry
4 _____ — (*informal, usually disapproving*) eat a lot of something very fast
5 _____ — (*informal, usually disapproving*) eat or drink quickly in large amounts
6 _____ — make a loud noise while drinking sth
7 _____ — move your tongue over the surface of sth
8 _____ — eat sth steadily and often noisily, especially something crisp
9 _____ — keep sth in your mouth and pull on it with your lips or tongue
10 _____ — drink sth, taking a very small amount each time
11 _____ — take small bites of sth



b 8.5 Listen and check.

ACTIVATION Cover the verbs and look at the definitions. Say the verbs. Then, with a partner, try to think of things you sometimes eat or drink in this way.

2 Phrasal verbs

a Look at the highlighted phrasal verbs and try to work out their meaning.

1 dig in — Dig in, everybody! There's plenty for everyone.
2 eat up — Eat up your vegetables – they're good for you.
3 pick at — Katie sat very quietly, only picking at her lunch.
4 polish off — He polished off the last few biscuits in the packet.
5 put away — George can put away a whole large pizza, no problem.
6 toy with — He toyed with his food, trying to work up the courage to say something.
7 tuck into — When I came down for breakfast, she was tucking into a huge plate of eggs and bacon.
8 wolf down — Sam's too busy to eat properly – he just wolfs down a sandwich and rushes off to meet his friends.



b Match the definitions to the phrasal verbs in **a**.

A finish the last items of food or drink
B eat food with enthusiasm
C take small amounts or bites because you're not hungry
~~D start to eat (often when a lot of food is on the table)~~
E consume large quantities of sth
F eat in a hurry by putting a lot of food in your mouth at once
G play with sth and move it round carelessly
H eat all of sth

c 8.6 Listen and check.

ACTIVATION Cover the phrasal verbs. Look at the definitions in **b** and say the phrasal verbs.

3 Idioms

a Match 1–11 to A–K. What do the **bold** idioms mean?

1 B I was convinced the exam was going to be really hard, but
2 ___ The government say they're going to give everyone free broadband, but
3 ___ Come on, tell me what you know.
4 ___ Jon isn't known for his honesty.
5 ___ She wants to work part-time and get a pay rise as well.
6 ___ I'm sorry, but I don't think I can meet up this week.
7 ___ I've never read any Tolkien.
8 ___ Nothing impresses the boss more than people getting to work really early, so
9 ___ He said he never wanted the job, but
10 ___ Our trip to New York was absolutely perfect, and
11 ___ I'm afraid the latest figures aren't very good.

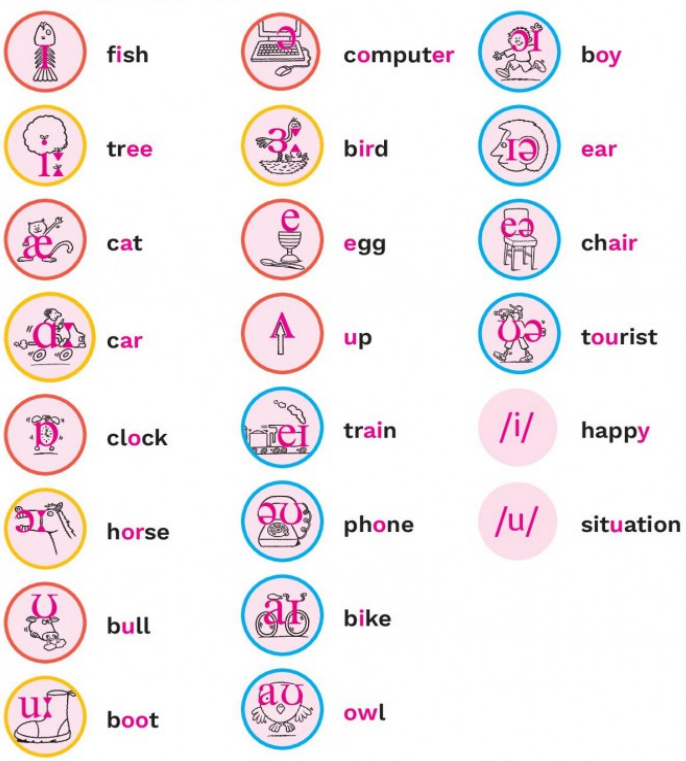
A Fantasy fiction isn't really **my cup of tea**.
~~B to my surprise, it was **a piece of cake**.~~
C But it's not possible **to have your cake and eat it**.
D There's something going on, isn't there? **Spill the beans**.
E make sure you do, too, if you **know which side your bread is buttered**.
F I'd **take** everything he says **with a pinch of salt**.
G we all know it's just **pie in the sky**.
H I've got **a lot on my plate** at the moment.
I **To put it in a nutshell**, we're bankrupt.
J being upgraded to business class on the way back was **the icing on the cake**.
K I think that's just **sour grapes** because he didn't get it.

b 8.7 Listen and check.

ACTIVATION Cover A–K and look at 1–11. Say the pairs of sentences.

p.79

Vowel sounds



short vowels long vowels diphthongs

Consonant sounds



voiced unvoiced

1A GRAMMAR modal verbs (1): *will, would, should*

a Complete the text with the phrases in the lists.

should be taking should therefore try ~~shouldn't be~~ will be will help would rather would seem

Motivation in the workplace

It's important to recognize that external rewards [1] *shouldn't be* the only way to reward employees. Often, it [2] _____ intrinsic motivations that engage your workforce the most.

Employers [3] _____ to use an employee's intrinsic motivations to create a productive, engaged, and positive workforce. It [4] _____ that most workers [5] _____ feel challenged and recognized as a valued employee than just be left to do a less demanding and more straightforward job.

Here are four intrinsic motivators an employer [6] _____ into account that [7] _____ employees reach their potential:

should therefore make will at the same time have will be
will be driven will become will increase would much sooner be

- Often, an individual [8] _____ by learning and expanding their knowledge. Therefore, offer employees more training opportunities.
- Employees who are faced with positive challenges [9] _____ intrinsically motivated to perform to the best of their ability. Therefore, offer employees challenging projects.
- Employees who feel that they have a successful professional future ahead [10] _____ more intrinsically motivated and [11] _____ a vested interest in the organization. Employers [12] _____ employees aware of how they can contribute to and progress within the organization.
- Most employees at all levels [13] _____ involved in the decision-making process rather than simply being informed of the decisions made. Therefore, involving employees in decision-making processes reinforces that they are valued members of the team, which in turn [14] _____ their intrinsic motivation.

b Rewrite the words and phrases in brackets so the meaning is similar, using the words in **bold**. Sometimes more than one answer is possible.

1 A When are you going to get here?
B I *would think / would imagine* (= expect) at about 6.30 p.m. **would**
2 A There's someone at the door.
B _____ (= I suppose it's) Peter. He said he would call round about now. **will**
3 A How long will it take us to get there?
B About four hours _____ (= is my guess). **should**
4 A As a child, I _____ (= often used to) read nature books for hours on end. **would**
B Me too.
5 A Children! _____ (= I am asking you to) be quiet! **will**
B Sorry, Mr Jones!
6 A Do you watch much TV?
B Well, most evenings, I _____ (= generally tend to) watch about an hour or so. **will**
7 A Jim says he's hungry.
B That's not surprising. _____ (= It's likely he hasn't) eaten since breakfast. **will**
8 A So, what did your boss say?
B He suggested that _____ (= it would be a good idea if I had) a holiday. **should**
9 A OK, so we can go by bus or train.
B I _____ (= I much prefer to) go by train, if that's OK with you. **would**
10 A Wow! What a wedding! I assume it cost a fortune!
B Yeah, at least £30,000, I _____ (= guess). **would**

ACTIVATION

Complete the sentences so they are true for you. Then work in pairs and discuss your ideas.

I really should've… I'd have thought… I'd much sooner…than…
When I was younger, I'd… Whenever I need some inspiration, I'll…

1B GRAMMAR noun phrases

a Where possible, rewrite the noun phrases in **bold** as compound nouns.

1 There are still many **issues concerning gender** that society needs to address.
gender issues

2 The **gap between generations** is getting wider all the time.
_____

3 Our **memories from our childhood** become more important as we get older.
_____

4 Getting good **results in your exams** can significantly improve your **prospects for a job**.
_____

5 **The loyalty and satisfaction of customers** should be a business's top priority.
_____

6 **Plastic items designed for single-use** are **a major threat to the planet**.
_____

7 **The advertising of unhealthy food** should be banned in the same way as **the advertising of cigarettes** is banned.
_____

8 **The management of time, the solving of problems,** and **programming computers** are today's most important workplace skills. Other key workplace skills needed for the 21st century include **thinking critically**, **interpreting data**, and **being able to direct oneself**.
_____

b Rewrite the sentences using a noun or gerund instead of the verb in **bold**, and making any other necessary changes.

1 A number of issues **motivated** her return to politics.
A number of issues provided the motivation for her return to politics.

2 The study observed the way siblings **behave** towards one another.
_____

3 His childhood in rural France **inspired** the painting.
_____

4 When you **become** a parent, it changes your perspective on life.
_____

5 When the book **was published**, it caused a sensation.
_____

6 If you **drink** too much coffee, it can affect your concentration.
_____

7 When the fossil **was discovered**, it revolutionized how we **thought** about how humans **evolved**.
_____

8 After the 1944 Education Act **was implemented** in the UK, secondary education **expanded** rapidly in many other countries around the world.
_____

c Replace the phrases in brackets with a phrase that includes a noun phrase or noun form of the verb.

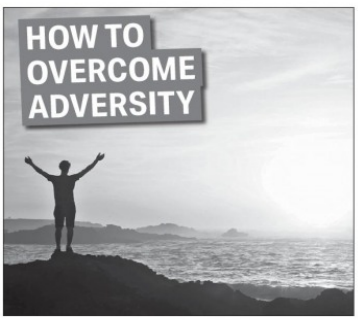
It seems that [1] *a child's birth position in the family* (the position a child is born in the family) can affect [2] _____ (the way their intelligence develops). A number of studies have suggested that [3] _____ (children who are born first) tend to have higher intelligence. One theory is that first-borns may [4] _____ (be more mentally stimulated by) their parents in the form of attention and [5] _____ (by being praised). However, the type and amount of praise received by a child can affect how their intelligence develops. [6] _____ (If you tell a child) that they are intelligent, [7] _____ (it may affect them negatively). A child who [8] _____ (has been praised a lot) could possibly make less effort in life for fear of not being successful.

ACTIVATION

Work in pairs and discuss whether or not you agree with the statements in exercise **a**. Give reasons.

2A GRAMMAR modal verbs (2): *can / could / be able to, may / might*

a Circle the correct alternative in the magazine article. In some cases, both are possible.



Life sometimes gets on top of us and gets us down, but fortunately we [1] **could always / are always able to** pick ourselves back up. We [2] **can / could** do this by focusing on the positives and not being limited by the more negative experiences in our lives. We need to feel that anything is attainable if we are prepared to make the effort. In other words, by having the right mindset and having faith in ourselves, we [3] **have been able to / can** overcome anything that life has in store for us.

It is not what happens to us, but how we respond that is important. We need to appreciate that a difficulty is always an opportunity for us to develop ourselves. And whatever happens and whatever the outcome, always remember that things [4] **can have been / could have been** worse. Research suggests that a positive mindset can also lead to lower stress levels, which in turn [5] **are able to / can** lower blood pressure, which makes for a healthier heart – and as they say, healthy body, healthy mind. Studies also suggest that people with a positive mindset [6] **are able to / could** develop deeper, longer-lasting and more meaningful relationships, both in their professional and personal lives.

And it's important to have faith and self-confidence. We [7] **are able to / can** either live in faith or live in fear; the two [8] **cannot / could not** coexist. And it takes more energy to live with fear than to live with faith. So, learn to overcome the fear of what [9] **can / may** or [10] **cannot / may not** be and the disappointment of what [11] **can have been / might have been**. When we believe in ourselves, our self-confidence will increase and we [12] **will be able to / could** face any challenge head-on.

b Complete the conversations with the correct form, positive or negative, of *can*, *could*, *be able to*, *might*, or *may* and the verbs in brackets. Sometimes more than one answer is possible.

1 A *Can you ski* (you / ski) or snowboard?
B I _____ (ski), but I _____ (snowboard). I _____ (ski) since I _____ (walk). What about you?
A Well, I used to _____ (ski) a bit, but I haven't done it for years. We _____ (go) next year, actually. Maybe to Austria in January.

2 A _____ (you / just / give) me a couple of minutes? I need to send an email to Charles to apologize for _____ (go) to the conference.
B Sure, we _____ (start) our meeting in fifteen minutes, if you like. I've got a couple of things I need to do. But I have to _____ (leave) at four, so no later than fifteen minutes, if that's OK.

3 A I hear your trip to Manchester was cancelled.
B Yeah, and they _____ (tell) me before I got to the station! Anyway, luckily, I _____ (cancel) the hotel without having to pay. But I _____ (get) a refund for the train, unfortunately. Well, I _____ (transfer) it to another journey at some point, but I'm not sure.

4 A About the gig on Friday – _____ (we / pay) on the door?
B Yeah, usually you _____, but it _____ (be) an idea to get the tickets in advance, just in case. They _____ (sometimes / sell out), especially weekend gigs. And this one _____ (very well / sell out), actually.

5 A When was it Magda and Roland got married? I _____ (remember). 2017?
B It _____ (be) 2017. I was living in France then. And they got married before that. It _____ (be) 2016 or 15, even.

ACTIVATION

Choose at least five of the sentence beginnings in the list and complete the sentences so they are true for you. Then work in pairs or small groups and discuss your ideas.

I can't… I couldn't…until… I used to be able… We used to be able… I'm hoping to be able…
You can generally… It can…at this time of year. I might have…if… I might very well… I may as well…
I may be…, but… Long may…last!

I used to be able to run 10 km in 40 minutes.
It can get really cold here at this time of year.
You can generally learn a language quicker if you read it a lot.

2B GRAMMAR participle clauses

a Complete the sentences with a participle form of the verbs in the lists.

~~leave~~ make result study talk use

1 Any luggage *left* unattended will be removed and destroyed.
2 Who's that guy by the window, _____ to William?
3 _____ all three of their substitutions, Real Madrid had to see out the remaining 20 minutes with just ten men.
4 Alicia was in the kitchen _____ coffee when there was a frantic knocking at the door.
5 Never _____ grammar, I have no idea about the terminology or the rules.
6 There was thick fog, _____ in a three-hour delay to the flight.

cross dazzle exhaust feel find shortlist wake watch

7 _____ by heavy rain beating against the canvas, he crawled out of the tent to start a new day.
8 _____ guilty on all charges, Jenkins was sentenced to ten years in prison.
9 _____ a bit left out, she slipped away from the party unnoticed.
10 _____ for the award on two previous occasions, she was quietly confident it would be third time lucky.
11 _____ by the early morning sun, she did not see the figure _____ the road in front of her.
12 _____ after a long and hard day's work, he fell asleep while _____ TV.

b The following sentences originally all contained a participle clause. Improve the style by rewriting them in their original form, using a participle clause.

1 Because she is a pilot, she gets cheap air travel for herself and her immediate family.
Being a pilot, she gets cheap air travel for herself and her immediate family.
2 I didn't have my phone or know the area very well, so I got completely lost.
3 If I was given the chance, I'd jump at the opportunity of a weekend in New York.
4 The accident blocked two lanes of the motorway and resulted in a twenty-kilometre tailback and delays of up to two hours.
5 Over 107 million passengers travelled through the airport last year, which made it the busiest airport in the world for the twentieth year running.
6 We missed the bus connection and we had a three-hour wait in the blistering sun.
7 Because I hadn't been outside in over a week, I was beginning to go a little stir crazy.
8 She is not known for her singing, so she took everyone by surprise when she took to the stage.
9 Jones made a series of disastrous investments, which thus rendered him bankrupt.
10 They didn't know what to say, so they just stood there in total silence for a few moments.
11 After she was elected for a second term, she promised the economy would be her number one priority.
12 If you serve the dish with rice, it makes for a quick and easy meal that can be prepared in less than 20 minutes.



ACTIVATION

Write at least five sentences about yourself that begin with a participle clause. Choose from the sentence beginnings in the list or choose your own.

Being… Not being… Having… Not having… Never having… Given the chance…

Being one of five children, I get really competitive in board games.
Given the chance, I'd love to live and work in another country.
Having lived in the same place all my life, I think I need to spread my wings a little.

3A GRAMMAR determiners: articles and quantifiers

a Complete the facts by circling the correct alternative.

1 Biologically speaking, **the** / – ageing is **the** / **a** process during which structural and functional changes accumulate in **the** / **an** organism over **the** / – time. The changes occur as **a** / – decline from **the** / – organism's peak physiological functions until one or more key functions stop completely.
2 Compulsory education was first introduced in **the** / – 1700s. Even though today there are **no** / **not** countries where children do not go to **the** / – school, there are still **a** / – few countries that do not have **the** / – compulsory education.
3 In **the** / – early 1800s, **the** / – global population reached one billion. It then took over 120 years to reach two billion in **the** / – 1920s, and in 2025, it stood at around 8.2 billion. In **the** / – same period, **an** / – average life expectancy rose from 30–40 years to just over 70 years.
4 **Many** / **Much** musical instruments date back **many** / **a lot of** thousands of years, but **the** / **a** flute is thought to be **the** / – world's oldest musical instrument. **The** / **A** flute made of bird bone and believed to be over 42,000 years old was discovered in **the** / **a** cave in Germany in 2011.
5 **The** / **A** forerunner to **the** / **a** modern computer was **the** / **a** device conceived and designed by **the** / **a** British mathematician Charles Babbage between 1833 and 1871. It was known as the Analytical Engine.
6 It is believed that **the** / **a** blue whale is the largest animal that ever lived. **Some** / **Any** individuals can weigh over 130 tonnes and grow to over 30 metres in **the** / – length.
7 **The** / **A** modern pedal-driven bicycle was first developed in **the** / – 1830s by **a** / **the** Scottish blacksmith named Kirkpatrick Macmillan. It is believed that after watching **any** / **some** local children struggling to play with **a** / **the** bicycle that they powered by pushing their feet on **a** / **the** ground, he set about designing **a** / **some** contraption that demanded less physical effort by **the** / **any** rider. In **the** / – 2005, **a** / **the** bicycle won **a** / **the** UK national survey to find **the** / – country's favourite invention of all time. **The** / **A** top ten inventions in **the** / – survey included **the** / – computer in **the** / – fourth place, **the** / – radio (6th), **the** / – internal combustion engine (8th), and **the** / – nuclear power (9th).

b Add the quantifiers in the lists to the conversations. They appear in the order given.

other much a few

1 **A** How often do you speak to your parents?
B I generally call them every day. They never have news, so we just chat for minutes.

all every any

2 **A** Teresa seems to spend her time posting stuff online.
B You're not kidding. She posts her move – what she's having for breakfast, what she's wearing, what's going on at work. I'm surprised she has the time to do work at all!

no a couple of any

3 **A** My phone's got signal. Has yours? I need to make calls.
B No, mine neither. It's always the same here. There's never signal.

some number of a lot

4 **A** I read in magazine the other day that a growing older people are taking up running and going to the gym.
B Yeah, I do see more older people out running than I used to, that's for sure.

c Complete these quotations about age with the quantifiers in the list.

a number of all any (x3) many no

1 One of the _____ pleasures of old age is giving things up. *Malcolm Muggeridge, journalist*
2 You can wear black at _____ time. You can wear it at _____ age. You may wear it for almost _____ occasion. *Christian Dior, designer*
3 There's _____ such thing as old age, there is only sorrow. *Fay Weldon, novelist*
4 Nobody grows old merely by living _____ years. We grow old by deserting our ideals. Years may wrinkle the skin, but to give up enthusiasm wrinkles the soul. *Samuel Ullman, poet*
5 Learn from the mistakes of others. You can't live long enough to make them _____ yourself. *Eleanor Roosevelt, former first lady of the USA*

ACTIVATION

Do you agree with the quotations in exercise **c**? Discuss your ideas in pairs.

3B GRAMMAR word order

a These sentences all contain examples of inversion, but each contains a mistake. ~~Cross out~~ the incorrect phrases and rewrite them correctly.

1 It seemed that ~~no sooner my head had hit the pillow~~ than the buzzer went off and it was time to face another day. *no sooner had my head hit the pillow*
2 After we crossed a few fields, there it finally was – the sea. Never I had before seen such a wonderful waterfront. And the sand on the beach was an incredible white colour. _____
3 Not until it was dark they did leave the house. As they wandered up the twisting path that led to the road, they saw something that made them stop dead in their tracks. _____
4 Such its popularity was that it ran for more than 20 years, and it remains one of the most successful TV shows ever. _____
5 He had been completely in the dark. Only when he asked Katherine about it he realized that something was seriously amiss. _____
6 There are many restrictions concerning reporting a court case. Not only television cameras are barred from court, but the media is also prohibited from audio recording or photographing any aspect of a trial. _____
7 I little knew that this was just the tip of the iceberg and that the day was just about to get considerably worse. _____
8 He was a private person and kept himself to himself. Only by playing the violin he could display his personality. The music he played showed the world who he really was. _____

b Rewrite the sentences in a more literary style, using fronting or a cleft sentence. Begin with the words given.

1 A small, eerie-looking cottage stood next to the lake.
Next *to the lake stood a small, eerie-looking cottage.*
2 He ran out through the door, with an agitated and angry mob following behind.
Out _____.
3 The summer days that lasted forever and went on never seeming to end are long gone.
Long _____.
4 Amara's neighbour was perched on the edge of the bench with her head in her hands.
Perched _____.
5 The uncertainty of never knowing what had happened was what she dreaded more than anything else.
What _____.
6 There was a pile of unwashed clothes and an empty bag next to the bed.
Next _____.
7 Antje came up with the idea first, not Oliver.
It _____.
8 Though she was happy to help him, she did think he could at least give it a go himself first.
Happy _____.
9 The question was first brought up by Zuzana as she wanted to end the speculation.
Wanting _____, it _____.
10 There was a room behind a funny little door at the end of the corridor. My uncle told us that no one should ever go inside under any circumstances.
At _____. My uncle told us that under _____.

ACTIVATION

Complete these sentences with your own ideas. Then work in pairs or small groups, discuss your ideas, and find out more information.

1 Much as I like _____.
2 One thing that really annoys me is _____.
3 What I want to know is _____.

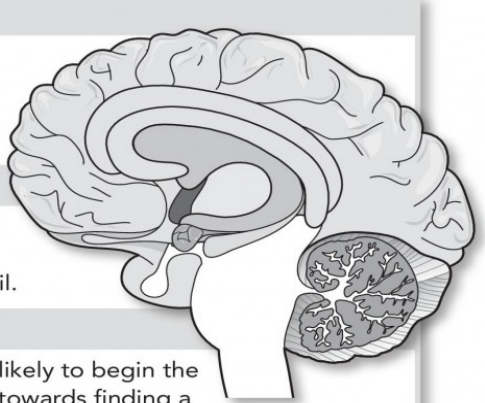
4A GRAMMAR cause and effect

a Complete the facts in the scientific information with the words and phrases in the list.

~~as a result~~ because of therefore this is perhaps why this means that which gives which is why

Men and women's thinking – same or different?

There are conflicting and inconsistent theories about whether there are any differences between the male and female brain and the thought process produced [1] ***as a result***. However, some experts believe that each gender does have tendencies in their thoughts and actions. Here are four of them:



Memory

Women generally have a larger hippocampus, which is the part of the brain where we store memories. [2] _____ women are considered to have better memories and tend to be better than men at recalling past detail.

Problem solving

Men tend to be convergent in their thinking. [3] _____ they are likely to begin the problem-solving process by eliminating and isolating issues, moving quickly towards finding a solution. Women, on the other hand, will often think more divergently and look at a problem in a broader context. [4] _____ this, they are more likely to examine a wider range of factors and talk through and around a problem before looking for solutions.

Addressing conflict

Men tend to depersonalize and externalize conflict issues, [5] _____ them time and space to think about solutions. Women tend to personalize conflict and are [6] _____ generally more inclined to discuss the issue to reach understanding.

Risk-taking

The pre-frontal cortex is the decision centre of the brain which, among other functions, controls judgement, hindsight, and foresight and consequential thinking. It is thought that women develop their pre-frontal cortex at a younger age, [7] _____ they tend to take fewer risks as teenagers than males of the same age.

b Complete the cause and effect phrases by adding one word.

1 Legislation prevents employers discriminating against employees **on the** *grounds* **of** their marital status.
2 _____ **to** the traffic, we missed our flight. I think there'd been an accident near the airport.
3 There's a decrease in illegal goods entering the country **on** _____ **of** the new border controls.
4 One of a few hundred viruses is usually **the** _____ **of** the common cold. **For this** _____, it's virtually impossible to vaccinate against it.
5 Obesity is **the** _____ **of** the interaction of genetic and environmental factors. **This** _____ **that** diet and exercise, as well as genetics, both play an important role.
6 **In** _____ **of** the weather warning for the coming weekend, the school fete will now be held indoors. And _____ **of this**, a number of the activities will have to be cancelled.
7 The rural population in the area decreased _____ **to** mass movement to nearby urban areas. This in turn was primarily _____ **of** a lack of employment opportunities _____ **by** several consecutive years of drought.

ACTIVATION

Think about six cause and effect situations. This could be world events or situations in your personal life. Complete the sentences about your situations.

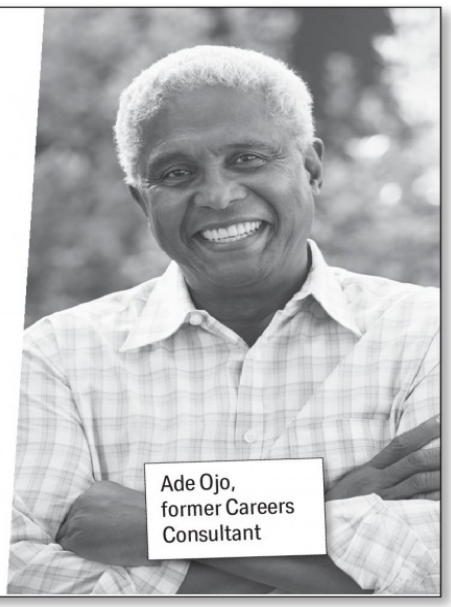
1 _____ as a result of _____.
2 Due to _____, _____.
3 _____, which is why _____.
4 In the light of _____, _____.
5 _____ because _____.
6 _____. For this reason _____.

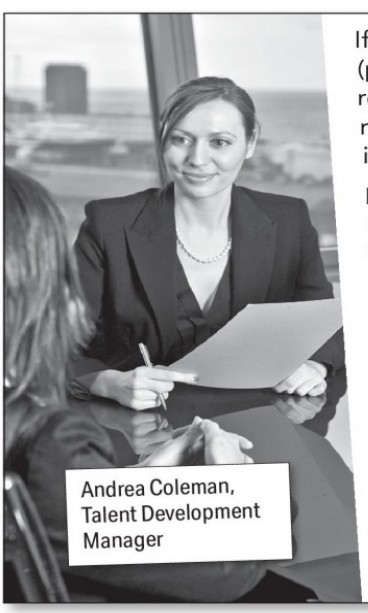
 Photocopiable © Oxford University Press 2026

4B GRAMMAR aspect: perfect and continuous tenses

Complete two pieces of careers advice given by two different people, one in a more formal style and one in an informal style. Use the verbs in brackets and contractions in the second piece. Sometimes more than one answer is possible.

I [1] *have had* (have) a lot of successes and challenges over the course of my career. But each and every one of those challenges [2] _____ (teach) me an important lesson. And here in this brief posting, I [3] _____ (share) what I [4] _____ (believe) is the most important lesson, in the hope that it [5] _____ (help) you with your career. As a careers consultant who, before I [6] _____ (retire), [7] _____ (work) in HR for over 30 years, the number one question people [8] _____ (ask) me is: 'What is the secret to success?' The simple answer is: Have great ideas and work hard. During my career, I [9] _____ (always / focus) on the principle that coming up with and delivering great ideas [10] _____ (be) more important than just hitting a deadline, knowing a new technology or being up to date with the latest business thinking. I [11] _____ (believe) this [12] _____ (work) because, while meeting a deadline should be a given, and while technologies, business theories, and even the needs of society [13] _____ (forever / change), the need for great ideas [14] _____ (never / change).





If you [15] _____ (ever search) for a job, you [16] _____ (probably / hear) a whole load of advice from well-meaning colleagues, relatives, and friends. But over the years, [17] _____ (get) the right advice? Well, here are my top three tips for getting that job. And it's advice I suspect you [18] _____ (not / hear) before!

Don't be realistic. The number one thing that people [19] _____ (probably / tell) you time and time again is to be realistic. But if we [20] _____ (dream) big, we're all capable of accomplishing the unrealistic – the unthinkable, even.

Be insecure. While it's important to have confidence in your abilities, a healthy dose of insecurity might just make all the difference. If you [21] _____ (constantly / feel) that you [22] _____ (not quite / achieve), you'll probably push yourself that little bit more.

Don't chase the money. People [23] _____ (pick) careers based on average salaries or other employment statistics for as long as careers [24] _____ (exist). But this is a potential path to burnout or boredom. Choose something you enjoy. You can make a good living doing almost anything if you [25] _____ (work) hard at it.

ACTIVATION

Complete the sentences with your own ideas. Then work in pairs and discuss your ideas. Ask and answer questions to find out more information.

1 I've _____ a few times.
2 I've been _____ quite a lot recently.
3 I'd never _____ until _____.
4 These days, more and more people are _____.
5 Soon, I'll have _____ for _____.
6 I don't normally _____, but recently I _____.
7 I'm _____ at the moment.
8 One of my friends is forever _____.

5A GRAMMAR prepositions and sentence patterns

a Circle the correct preposition for each collocation or pattern in the scientific facts about emotions.

1 Emotions contribute **to** / **with** the survival and well-being of individuals and groups by providing organisms **for** / **with** a swift, automated means to avoid dangers and take advantage **for** / **of** opportunities. This is true of animals and humans.
2 Both positive and negative emotions have the capacity **to** / **of** affect those around us. While there are benefits to be gained from the contagious nature of positive emotions, people can also be **in** / **at** danger **of** / **about** taking on board negative emotions and are perhaps even **at** / **in** risk **of** / **with** succumbing to this negativity.
3 Alexithymia is a condition where a person seems devoid **from** / **of** emotion because they are functionally unaware **about** / **of** their emotions. By extension, alexithymics are also largely incapable **to** / **of** appreciating the emotional motivation of others and, **in** / **with** addition, tend to find the emotions of others perplexing and irrational.
4 There can be a ruthlessness that goes along **with** / **to** ambition, which can sometimes result **in** / **of** devious and stop-at-nothing, win-at-all-costs behaviour. We do not need to think too hard to bring to mind politicians and other public figures notorious **for** / **of** such behaviour.

b Complete the second sentence so that it means the same as the first, using the words in **bold**.

1 Emma was the only one who answered correctly. **answer**
No one *got the correct answer apart from Emma.*
2 I saved my work frequently because I didn't want to lose it. **fear**
I saved _____.
3 The minister said that he fully intended to stand for re-election next year. **intention**
The minister said _____.
4 She lives in a 200-year-old house. **years**
The house _____.
5 I was never interested in politics until a few years ago. **interest**
I never _____.
6 Why do you have a piano if you don't play it? **point**
What's _____.

c Complete the questions by adding the correct preposition.

1 Are you allergic *to* anything? If so, when did you first become aware *of* this allergy? And are there things you need to refrain *from* eating or coming into contact *with*?
2 Is everyone entitled _____ or eligible _____ free medical treatment in your country?
3 What are you currently looking forward _____? Would you say you are excited _____ it?
4 Do you look like or ever get mistaken _____ someone else? Do you know anyone who reminds you _____ someone else?
5 Are you afraid _____, or do you get apprehensive or nervous _____, things such as flying, heights, or spiders?
6 Do you specialize _____ anything in your work or studies? Are you engaged _____ any kind of research?
7 Do you have friends you can confide _____ and rely or count _____ to be there if you need them?
8 Hypothetically, which of the following would you rather succeed _____, and maybe even become well-known _____: music, sport, politics, or business?
9 Are you related _____, or do you personally know, or have you met anyone famous? If so, what are they famous _____?

ACTIVATION

Choose five or six questions from exercise **c**. Work in pairs or small groups and ask and answer the questions. Find out more information.

5B GRAMMAR advanced structures for comparing and contrasting

a Complete the sentences and paragraphs with a phrase using the words in brackets.

1 Information and communication technology is *significantly more advanced* (significant / advanced) than it was as recently as ten years ago.
2 Locally sourced food should be _____ (vast / cheap) than imported food, but in reality local food can sometimes be _____ (considerable / expensive).
3 Russia is _____ (by far / big) country on earth. No other country is _____ (anywhere / big). Canada is _____ (next / big) and is _____ (marginal / big) than both China and the USA. China is actually _____ (slight / big) than Canada in terms of land area, but Canada has _____ (much / great) area of bodies of water, such as lakes and rivers. Despite being _____ (second / large) country in the world, the area of Canada is only just over _____ (half / that) Russia.
4 Even though the restaurant was _____ (nothing / fancy) I'd expected, the food was _____ (far / away / best) I've had in a long time. In fact, to be honest, it was _____ (every / good) anything I've ever had.
5 I've heard people say that learning Polish is _____ (no / difficult) than learning French or German. Well, I have to say I found my attempt at learning it _____ (ten / difficult). Having said that, _____ (long) I studied the grammar, _____ (easy) it got.

b Link the information using the word or phrase in **bold**. Write one sentence where possible.

1 The birth rate in the US is 1.7 children per woman. In Japan it is 1.3. **whereas**
The birth rate in the US is 1.7 children per woman, whereas in Japan it is 1.3.
2 Football is played around the world by about 250 million people. Only about 8 million people regularly play rugby. **by contrast**

3 Some countries have more food than their populations need. Many others have severe food shortages. **while**

4 There are about 6.5 million land species. Approximately 2.2 million species live in the seas and oceans. **compared with**

5 In the UK, cars drive on the left. In Malta, Cyprus, and Ireland cars also drive on the left. **as**

6 The hurricane season in the Atlantic is from June to November. The typhoon season in the Pacific runs from May to October. **similarly**

7 More than 60% of Canadians have attended higher education. The figure is around 48% in the UK. **whereas**

8 According to a recent survey, while 22% of men think that we willl establish colonies on the Moon and Mars in the next 100 years, only 9% of women agree. **differ in that**

ACTIVATION

Think about some comparisons between your country or city and one or more other country or city. Use a range of comparing and contrasting language. Work in pairs or small groups and discuss your comparisons. Ask questions to find out more information.

Oxford is much more popular with tourists than most cities in the UK. In fact, I think it's the second most visited city after London.

Is it more popular than Cambridge?



 Photocopiable © Oxford University Press 2026

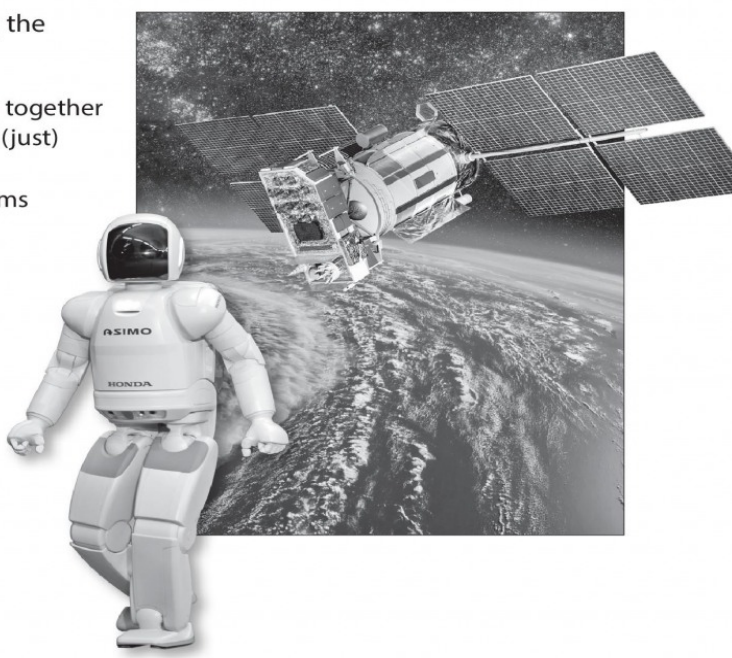
6A GRAMMAR position of adverbs

a In the sentences, some of the adverbs and adverbial phrases in **bold** are in the wrong position. Rewrite the sentences with the adverb(s) or adverbial phrase(s) in the correct position. Sometimes more than one answer is possible.

1 The internet's **at the moment** being **annoyingly very** hit-and-miss.
Annoyingly, the internet's being very hit-and-miss at the moment.
2 I check **normally every hour or so** my emails. And **too** my social media.
3 I **just** have come back **from a job interview**. I think it **pretty** went **well**.
4 I grew up **in the 2000s in London**. **Always** I've lived **there**.
5 I'll go **definitely to the conference**, but I'll stay **only probably for a few hours**.
6 I haven't managed to read **in detail yet** the report. I'll **though** try to take a look later this afternoon.
7 Thanks for **really** a great meal and a great evening. **Especially** I loved the delicious dessert. And we must have you **soon** round to our place.
8 The exam was **quite really** difficult and question 6 was impossible **simply**. I think it's the **easily** hardest exam **ever** I've done.
9 All the students did **in their mock exams really well last week**.
10 I'm not getting on with the people who moved **last month into the next-door apartment so well**.

b Complete these quotations about technology by putting the adverbs in brackets in the correct position.

1 Technology is ~~a~~ *just* a tool. In terms of getting the kids working together and motivating them, the teacher is the most important. (just)
Bill Gates, businessperson
2 The machine does not isolate man from the great problems of nature, but plunges him into them. (more deeply)
Antoine de Saint-Exupéry, novelist
3 People use technology to mean digital technology. Technology is everything we make. (only / actually)
Margaret Atwood, writer
4 It is when they go wrong that machines remind you how powerful they are. (only) *Clive James, writer*
5 Success in creating AI would be the biggest event in human history. It might be the last, unless we learn how to avoid the risks. (unfortunately / also)
Stephen Hawking, physicist
6 It may not be profitable to be online, but it is going to be unprofitable not to be online. (always / certainly)
Esther Dyson, businessperson



c Some adverbs can have a different meaning when they are in a different position in the sentence. Circle the correct alternative in these sentences. What is the meaning of the other alternative?

1 **I really don't like oysters.** / **I don't really like oysters.** I can't stand them in fact.
2 **Just Alex and I went for a drink.** / **Alex and I just went for a drink.** No one else wanted to.
3 **I really don't understand.** / **I don't really understand.** But I think I get the basic idea of what you're saying.
4 **I particularly don't want to see a horror film,** / **I don't particularly want to see a horror film,** but I'll come along if you want me to.
5 **Dmitry only works Tuesday to Thursday.** / **Only Dmitry works Tuesday to Thursday.** Everyone else works Monday to Friday.
6 **Only Anneke spoke to him.** / **Anneke spoke only to him.** She didn't speak to anyone else.

ACTIVATION

Write a possible follow-up sentence for the incorrect alternatives in exercise **c**.

I don't really like oysters. But they're a speciality at this restaurant, so I might try them.

 Photocopiable © Oxford University Press 2026

6B GRAMMAR singular and plural agreement

a Circle the correct alternative in these text extracts. Tick (✓) if both are correct. In these cases, think about the difference in meaning or focus.

1 Maths as a school subject **is** / **are** important and **has** / **have** a number of very useful benefits. It develops our logic and reasoning, our analytical and practical thinking, quickens our mind, and **has** / **have** a great many day-to-day applications. This is why all school curricula **has** / **have** maths as a core subject.

2 The formulae for calculating human body surface area **was** / **were** challenged by a number of leading scientists as being inaccurate because the data used to create the formulae **was** / **were** limited. Other criteria used **was** / **were** also considered unreliable.

3 The summer Olympics **is** / **are** the world's most-watched TV event. For the past 20 years, the global TV audience **has been** / **have been** around 3.5 billion. Outside sport, the most watched TV event remains the funeral of Queen Elizabeth II, with an audience of around four billion, which **was / were** approximately half of the world's population.

4 The public **has** / **have** differing degrees of freedom in different countries. At one end of the ranking **is** / **are** the Scandinavian countries of Sweden, Norway, and Finland, who all **score** / **scores** 100 points on a scale of political rights and civil liberties. At the other end of the ranking **is** / **are** a handful of countries, which **has** / **have** fewer than ten points.

5 The news **was** / **were** traditionally broadcast on TV at lunchtime, at the end of the working day and again in the evening. Today, the media **broadcast** / **broadcasts** news non-stop, 24/7. This is changing the way news **is** / **are** presented and consumed and fake news **is** / **are** a direct consequence of different media outlets battling for consumers. The Press **is** / **are** facing a fundamental change in the way news **is** / **are** researched and presented.

6 It has often been said that neither maths nor science **was** / **were** Einstein's strong point at school and that he in fact failed his exams in these subjects. In truth, it seems that Einstein relished problem solving. What he didn't like **was** / **were** the long, busy school days.

b Complete the trivia facts with the correct form of the verbs in brackets.

1 Around 42% of UK teenagers *keep* (keep) their phone on them at all times and never turn it off. Nine out of ten teenagers _____ (use) their phone in bed and the majority of them _____ (sleep) with their phones by their bed.

2 In terms of TV and other media audiences, gymnastics _____ (be) the most watched Olympic event. Swimming _____ (be) the second most popular and athletics _____ (be) in third place.

3 Measles _____ (be) one of the world's most contagious diseases and _____ (affect) about 20 million people a year. While measles _____ (be) generally a mild illness, the danger is the complications that can occur.

4 Mongolia is the least densely populated country on Earth. There _____ (be) just over two people per square kilometre. Approximately 3.5 million people _____ (live) in Mongolia and 67% of the population _____ (inhabit) urban areas. The world's most densely populated country is Monaco and its population of around 39,000 _____ (live) in an area of 2.02 km^2.

5 Despite the saying 'blind as a bat', none of the around 1,200 species of bat _____ (be) actually blind. In fact, the majority of bat species _____ (have) very good vision, especially at night. Only a small number of bat species, however, _____ (have) good colour vision.

6 Genes _____ (be) a fundamental element of a person. Every human _____ (have) around 20,000 genes and almost every human cell _____ (contain) all 20,000 genes. Genes _____ (provide) instructions to make proteins, proteins _____ (make) cells, and cells _____ (make) you!

7 Fungi _____ (be) an important food source for many animals. However, some fungi _____ (be) so toxic that they can cause instant death if eaten. The most toxic fungus _____ (be) the death cap mushroom and it is estimated that just 30 grams, which _____ (be) equivalent to about half a mushroom, _____ (be) enough to kill an adult human.

ACTIVATION

Research and write a few short paragraphs about numerically-based facts, similar to those in exercise **b**.

 Photocopiable © Oxford University Press 2026

7A GRAMMAR complex passive forms

a Complete the article with the correct passive form of the verbs in brackets.

The purpose of punishment

There are a number of reasons that can [1] *be given* (give) to justify why someone needs [2] _____ (punish). These include deterrence, rehabilitation, incapacitation, and retribution. However, it [3] _____ (generally / accept) that it is a combination of these factors working together that provides the basis for formalized punishment.

First and foremost, perhaps, it [4] _____ (think) that punishment can act as a deterrent. In other words, it [5] _____ (believe) that punishment will prevent people from committing a further offence. It [6] _____ (also / intend) to deter those that have not yet committed an offence. It [7] _____ (however / argue) for some time that punishment as a deterrent is not particularly effective in some cases.

Another purpose of punishment is rehabilitation. The goal here is to change the offender's attitude to what they have done. It [8] _____ (hope) that the individual will [9] _____ (reform) and will see that their behaviour was wrong, preventing them from reoffending. While rehabilitation [10] _____ (largely / show) to be successful, there are a number of cases where serious offenders who [11] _____ (think) [12] _____ (rehabilitate) have quickly reoffended after [13] _____ (release) from prison.

Incapacitation refers to the offender's ability to commit further offences [14] _____ (remove). In other words, the public will [15] _____ (protect) from the offender while he or she [16] _____ (incapacitate) in prison.

Punishment [17] _____ (also / long / justify) as a means of retributive justice, in which the suffering of the wrongdoer [18] _____ (see) as a desired goal in itself. This [19] _____ (base) on the 'eye for an eye' principle that a person who has committed injury or offence to another person should [20] _____ (punish) or penalized to a similar degree.

b Correct the mistakes with the passive in each extract.

1. Journalist Mike Smith said that people around him seemed to being have been indiscriminately arrested by the police. He added that having being separated from his cameraman in the crowd, he narrowly avoided to be detained only after showing an officer his press credentials.
2. The difference between a crime and a misdemeanour is that a misdemeanour is to be considered of low seriousness while a crime deemed be of high seriousness. Examples of misdemeanours may include disorderly conduct, trespass, and mild vandalism.
3. I got stopped by the police last night. One of my back lights wasn't working. Luckily, they didn't fine me, but I really need to get replaced it straight away.
4. Mr Holmes agreed be questioned again as long as his lawyer was allowed to be present, claiming that she should have be allowed to be present when he was first question the day before.
5. The longest prison sentence handed down by a court is thought be that received by Chamoy Thipyaso of Thailand, who in 1989, a jail term was given of 141,078 years. Thipyaso had been involved in fraud and her victims included the Thai royal family. However, Thipyaso was lucky in one respect because in 1989, was decreed by Thai law that regardless of the sentence was given, the maximum time anyone could actually be imprisoned for fraud was 20 years. In actuality, Thipyaso had reduced her sentence and she was released after serving just eight years.
6. A prisoner who escaped from Bullingdon prison at the weekend is believed be hiding somewhere in London. Jimmy Green, who was serving a six-year sentence for robbery, is thought to steal a car and travelled to London with at least one other person. The public has been asked not approach the man, who considered to be dangerous.

ACTIVATION

Think of two or three recent news stories or world events. Write a short article about each one. Begin with a passive reporting phrase. You can use the phrases in the list to help you. Try to use as many passive structures as possible.

It has been reported that… It is estimated that… It is expected that… It is thought that…

7B GRAMMAR special uses of tenses

Correct the mistakes in tense or verb form in these conversations.

1 **A** Sorry to bother you, but I am wondering if you had any idea yet when the meeting might be?
B Still not sure, I'm afraid. But Charles says it wouldn't be until next week at the earliest.

2 **A** I'm gathering there's a leaving do for Olga next week. Is that right?
B Yeah. In fact, we rather hope you wouldn't mind making a short speech, as you've worked with her the longest.

3 **A** This phone of mine is getting very slow these days. And the battery only lasts an hour. I think it's time I get a new one.
B Well, Amy is saying they've got some good deals on at the moment at that phone shop in the Queen's Centre.

4 **A** So, in a nutshell, that's how the global economy works. Clear now?
B Sorry. But look, explain it to me again, as if I am a ten-year-old. I might get it then.

5 **A** Is it OK if I bring a few colleagues along to the party? Armita said she thinks it will be OK, but I thought it would be better to check with you first.
B To be honest, I'd rather you don't, if you don't mind. The apartment isn't very big. And it's only going to be a small gathering.

6 **A** Can anyone tell me how the film starts?
B Well, in the opening scene of the film, we saw Blanche arriving at the train station in New Orleans. She was well-dressed in a tailored suit and a hat and seemed intensely nervous, insecure, and confused. A sailor notices her agitation and offered to help her.

7 **A** Suzy just texted – she says they were going to be about half an hour late.
B Tell her we would wait for them.

8 **A** I think Jack would rather we went to that new Italian place tonight. But to be honest, I'd rather we hadn't Italian food again.
B How about we went to that new Indian restaurant instead?

9 **A** I'm hearing Dasha and Tyler were getting married.
B I know! Hamza told me. I think he says it's some time next spring.

10 **A** Come on. Hurry up. It really is time we are on our way.
B You're quite right, we'll be late for the meeting if we didn't leave now.



ACTIVATION

Think of something interesting, unusual, or memorable that has happened to you recently, or think of a scene from a film or book. Write a paragraph describing this event using present tenses to create an effect of immediacy and / or to make it more dramatic. Then work in pairs or small groups and recount the events to each other.

So, a few days ago, I'm driving to work…

8A GRAMMAR expressing conditionality

a These quotations about food contain a variety of tenses and forms in the conditional sentences. Complete them with the verb pairs in the lists.

is not / contains	're having / don't have to	want / eat	~~were / work~~

1 If food *were* free, why *work*? *Douglas Horton, clergyman*
2 A house _____ a home unless it _____ food and fire for the mind as well as the body. *Benjamin Franklin, politician*
3 If you _____ to eat well in England, _____ three breakfasts. *Somerset Maugham, playwright*
4 As long as you _____ a variety of foods in your diet, you _____ have the food of the week that everyone's going crazy about. *Maye Musk, model*

cannot think / has not dined	cooks / should you go
're going / bring	was going to starve / might as well starve

5 If you _____ to America, _____ your own food. *Fran Lebowitz, journalist*
6 If your mother _____ Italian food, why _____ to a restaurant? *Martin Scorsese, film director*
7 I said to my friends that if I _____, I _____ where the food is good. *Virgil Thomson, composer*
8 One _____ well, love well, sleep well, if one _____ well. *Virginia Woolf, author*

b Circle the correct alternatives in the extracts.

1 **Provided** / **Unless** you eat the right amount of calories for how active you are, you **will** / **would** neither put on nor lose weight. And having fat, sugar, and salt in your diet is important **as long as** / **unless** you don't eat too much of it.
2 Ah sorry, I didn't know you were vegetarian. **If** / **Had** I realized, I**'d make** / **'d have made** something different. If I **make** / **will make** you an omelette or something, would that be OK?
3 **Otherwise** / **Assuming** the traffic isn't too bad, we should get there in time, I would imagine. But if we **do hit** / **would hit** the rush hour traffic, we may get there too late. But look, I think **in the event** / **as long as** we set off in the next half hour, we **would** / **should** be OK.
4 What do you mean, you thought I didn't like camping? I **wouldn't arrange** / **wouldn't have arranged** for us all to go last weekend if I **didn't like** / **hadn't liked** it, would I?
5 If you**'ve never been** / **'d never been** to Paris, you really **would** / **should** add it to your bucket list. And **if even** / **even if** you **can** / **could** only manage a brief visit, you can see a lot in just a day or two. And if you **will go** / **do go**, late spring is the perfect time.
6 We used to stay up late all the time when I was a student, especially if we **didn't have** / **hadn't had** lectures the next morning. In fact, a lot of the time, we used to stay up even if we **did have** / **had had** lectures. As long as we **turned up** / **would turn up**, it **didn't really matter** / **wouldn't have really mattered** if we **were** / **had been** too tired to concentrate! But to be honest, if it **weren't for** / **hadn't been for** my housemates waking me up, I**'d probably miss** / **'d have probably missed** most of my morning lectures.
7 **If only you could** / **If you could just** wait here, I'll see if Ms Demiri is free. And if you **didn't mind** / **wouldn't mind** signing in the visitors' book and getting a badge while you're waiting. Thanks.

ACTIVATION

Write at least six sentences that are true for you beginning with some or all of the phrases in the list. Then work in pairs or small groups and discuss your sentences.

As long as…	Assuming…	But for…	Even if…	Had I…	If I happen…	If I were to…
If I'd…	If it weren't for…	If only…	In the unlikely event…	Provided…		

If it weren't for my teacher Ms Woinska at school, I probably wouldn't have become so interested in English.
Provided it doesn't rain at the weekend, we're hoping to go to the beach.

8B GRAMMAR adjective order

a ~~Cross out~~ the mistakes in adjective order and rewrite them correctly.

1 The painting is ~~wide 50 centimetres~~ and ~~high 100 centimetres~~ and sits at the end of a ~~narrow, high-ceilinged, long corridor~~. *50 centimetres wide; 100 centimetres high; long, narrow, high-ceilinged corridor.*
2 The city's second to none museums are a must-visit on any itinerary. And if art and culture is more your thing, there are galore art galleries and exhibitions. _____
3 The museum is an old lovely building, really characterful, but the exhibition itself was nothing special. We were both a bit disappointed. It was mainly her experimental early works, and while it was kind of interesting, they were not that good, to be honest. _____
4 As well as the global vast range of cuisines that London offers, you can of course also experience British traditional hearty pub food in one of its very many pubs and bars. _____
5 A $5,000 reward is being offered for information leading to the arrest and conviction of the responsible person. If you have any information, please contact your local police station. _____
6 At the open day, prospective students will learn about the course from students present and will hear about breaking into and progressing in the industry from former students and other experts in the field. _____
7 They only had a few left tickets and I'm afraid they didn't have two seats together. And the only available ones were on the very back row a few seats apart. I think the view should be fine, though. _____
8 It's sheer madness to expect anyone to pay €12 for a black regular coffee. I know the place is a tourist trap and the views are amazing, but €12 – come on! _____

b Complete the responses by putting the words in the correct order.

1 **A** Do you know anything about that local art exhibition next week?
B Yeah / people / I / few / know / a / of / involved / the
Yeah, *I know a few of the people involved.*
A It / artists / looks / unusual / like / of / interesting / an / and / collection
It _____.
B I think / available / they've / got / still / you / tickets / some / the opening reception / for / if / it / fancy
I think _____.
2 **A** Where did you stay?
B In / hut / the sea / cool / little / a / beach / next / right / to
In _____.
3 **A** Which is your coat?
B It's / on / that / brown / leather / old / the chair / jacket / over there
It's _____.
4 **A** How's the business going with you being off ill?
B It's / but / poor / and / alone / fine / Andrew / is / by himself / having / everything / to do
It's _____.
5 **A** What do you fancy for dinner?
B I / mind / don't / nice / and / but / something / tasty
I _____!
A How about / some / my / left / I / risotto / if / special / make / there's / rice
How about _____?
6 **A** Have you seen the crazy price of the tickets for that gig we were thinking about?
B Yeah / sheer / much / that / it's / madness / to / just / charge
Yeah, _____.
A Yeah / special / I / and / agree / the band / anything / aren't / really
Yeah, _____.

ACTIVATION

Describe five things, for example, an object, a place, a building, a work of art, a person, or an experience. Write two or three sentences about each and try to include at least three adjectives in your sentences.

I work in a big old Victorian building pretty close to the city centre. It's mainly offices and teaching rooms, which are small but well-equipped…

1A COMMUNICATIVE Motivation

Work in pairs or small groups. Read the quotations, then answer the questions below.

A **It does not matter how slowly you go, as long as you do not stop.**

Confucius (551–479 BC), ancient Chinese philosopher

B **I find that the harder I work, the more luck I seem to have.**

Thomas Jefferson (1743–1826), third American president, principal author of the Declaration of Independence

C **Success usually comes to those who are too busy to be looking for it.**

Henry David Thoreau (1817–62), American philosopher, poet

D **It is better to fail in originality than to succeed in imitation.**

Herman Melville (1819–91), great American novelist, author of Moby Dick

E **I would rather die of passion than of boredom.**

Vincent van Gogh (1853–90), tortured Dutch post-impressionist artist

F **Only put off until tomorrow what you are willing to die having left undone.**

Pablo Picasso (1881–1973), influential Spanish painter

G **The most difficult thing is the decision to act, the rest is merely tenacity.**

Amelia Earhart (1897–1937), American aviation pioneer, the first woman to fly solo across the Atlantic

H **What you have to do is live for the day, you have to say, now is life, this very moment. It's not tomorrow, it's not yesterday, it's now, so you have to live it as fully as you can.**

Terry Waite (1939–), British humanitarian, held captive in Lebanon for five years

I **Adapt what is useful, reject what is useless, and add what is specifically your own.**

Bruce Lee (1940–73), Chinese-American actor, martial artist, philosopher

J **Question everything… if you don't question things, there's no knowledge, no learning, no creativity, no freedom of choice, no imagination.**

Heston Blumenthal (1966–), experimental British celebrity chef

K **All the answers that we want are within us. Live your own life. Walk your own path.**

Makaziwe Mandela (1954–), South African businesswoman, daughter of Nelson Mandela

L **The secret, darling, is to love everyone you meet. From the minute you meet them. Give everyone the benefit of the doubt.**

Joanna Lumley (1946–), renowned British actor, activist, and model

M **Your time is limited, so don't waste it living someone else's life.**

Steve Jobs (1955–2011), American entrepreneur, founder of Apple Inc

N **Don't count the days. Make the days count.**

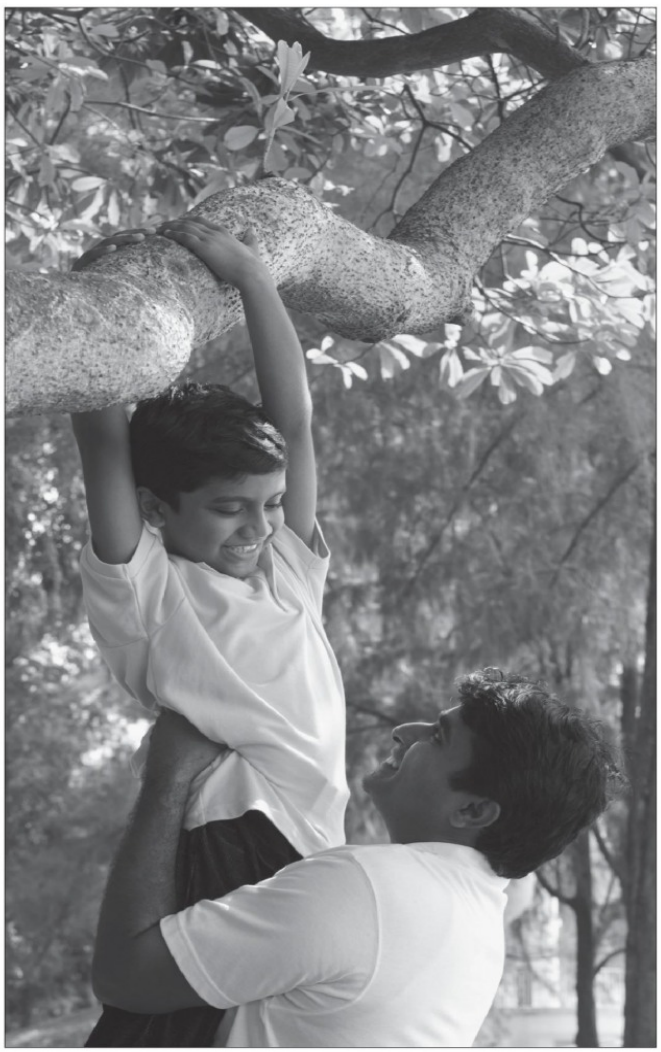
Muhammad Ali (1942–2016), American heavyweight boxer, civil rights activist

1 What is the basic message of each quotation? Express it in your own words.
2 Are there any quotations that you think have a similar message?
3 Which quotation is expressed in the cleverest way, in your opinion?
4 Are there any quotations that you strongly agree or strongly disagree with? Why?
5 Which quotation is your favourite? Why?

1B COMMUNICATIVE Parenting styles

Student A

a Look at your two photos showing children and parents in different situations. Speak for about a minute, comparing the two photos and describing the different attitudes towards parenting that they show.





b Listen to **B** comparing their photos. Then say which photo best represents your parents' involvement in your education.

c Read the six statements and decide if you agree, disagree, or half-agree and think of reasons.

1. Children need more protection today than they did 20 years ago because life is more dangerous than it used to be.
2. Children need to be allowed to take risks in order to become confident adults.
3. In today's digital world, children should be made to spend some time playing outdoors every day.
4. If you don't push your children, they will assume you're not interested in them.
5. Children should only do extracurricular activities if they themselves ask to and should be allowed to give them up if they are not enjoying them.
6. Parents should allow children to manage their homework alone and should be discouraged from helping them.

d Discuss the statements with **B**. How similar / different are you in your attitudes to parenting?

 Photocopiable © Oxford University Press 2026

1B COMMUNICATIVE Parenting styles

Student B

a Listen to **A** comparing their photos. Then say which attitude towards parenting is more common among the people you know.

b Look at your two photos showing children in different situations. Speak for about a minute, comparing the two photos and describing parents' different involvement in their children's education.





c Read the six statements and decide if you agree, disagree, or half-agree and think of reasons.

1. Children need more protection today than they did 20 years ago because life is more dangerous than it used to be.
2. Children need to be allowed to take risks in order to become confident adults.
3. In today's digital world, children should be made to spend some time playing outdoors every day.
4. If you don't push your children, they will assume you're not interested in them.
5. Children should only do extracurricular activities if they themselves ask to and should be allowed to give them up if they are not enjoying them.
6. Parents should allow children to manage their homework alone and should be discouraged from helping them.

d Discuss the statements with **A**. How similar / different are you in your attitudes to parenting?

 Photocopiable © Oxford University Press 2026

2A COMMUNICATIVE A pack of lies?

I once overslept and missed a flight.	I first met my partner in a supermarket.
I have been caught speeding on more than one occasion.	I'm scared of dogs because I was bitten when I was a child.
I once had a really terrible haircut and refused to go out.	I once sent a personal message to completely the wrong person.
I failed my driving test three times before eventually passing it.	I once dreamed about something that then later happened.
I once lost a whole day's work because of a computer malfunction.	My most valued possession was given to me by my parents.
I once swam in water where there was a risk of crocodiles.	I once spilled a cup of coffee over my laptop.
A fortune teller once told me I was going to be famous.	I once slept on the floor all night outside my bedroom because I'd seen a spider in there.
I once locked my car keys inside the car.	I once lost my bank card and cancelled it, but then found it.
I once went to a wedding wearing trainers because I had forgotten to pack my smart shoes.	A cousin of mine won an Olympic medal.
I once went backstage at a concert and met the band.	I once found a cockroach inside one of my shoes.

 Photocopiable © Oxford University Press 2026

WOULD YOU RATHER...?





sleep in a tent on a mountainside in sub-zero temperatures	OR	sleep in a shelter in the rainforest with 90% humidity
swim in a bay where sharks have sometimes been spotted	OR	walk through the jungle where there may be snakes
travel for 12 hours on a long-distance bus through spectacular scenery	OR	take a one-hour flight (to the same place)
travel to somewhere where you can already speak the language well	OR	travel to somewhere more exotic, but where you don't speak the language at all
go on a budget holiday for four weeks	OR	go to a luxurious resort for one week
have an exciting, and sometimes challenging, experience every day	OR	spend every day relaxing and switching off completely





stay with someone who can show you the best places to visit	OR	go by yourself and find your own way around
have all your activities and excursions booked in advance	OR	decide on everything when you get there, even though this may mean not being able to do everything you wanted to do
travel somewhere you've been to before and love	OR	travel somewhere completely new and risk disappointment

 Photocopiable © Oxford University Press 2026

3A COMMUNICATIVE A life graph













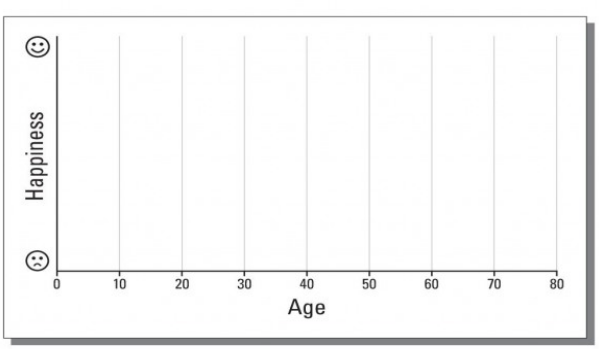




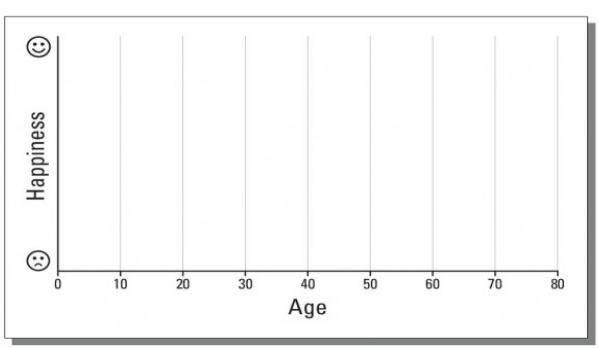
a Look at the photos illustrating different decades in life. Think about what people normally do during each decade, and when you think they are at their happiest and least happy. Put one point on your graph for each decade. Draw a line to connect the different points.

b Work in small groups. Compare your graph with your partners', giving reasons and examples to explain your answers. Create a new graph that represents the consensus of your group.

Your graph



Your group's graph



c Choose a spokesperson to present your group's graph to the rest of the class. Use research language to explain it.

We think happiness peaks in your fifties because…

There's a sharp decline after you reach your eighties because…

 Photocopiable © Oxford University Press 2026

Student A

Remember

Remember me when I am gone away,
Gone far away into the silent land;
When you can no more hold me by the hand,
Nor I half turn to go yet turning stay.

Remember me when no more day by day
You tell me of our future that you plann'd:
Only remember me; you understand
It will be late to counsel then or pray.

Yet if you should forget me for a while
And afterwards remember, do not grieve:
For if the darkness and corruption leave
A vestige of the thoughts that once I had,
Better by far you should forget and smile
Than that you should remember and be sad.

Christina Rossetti (1830–94)

Student B

Dust if you must

Dust if you must, but wouldn't it be better
To paint a picture, or write a letter,
Bake a cake, or plant a seed,
Ponder the difference between want and need?

Dust if you must, but there's not much time,
With rivers to swim, and mountains to climb;
Music to hear, and books to read;
Friends to cherish, and life to lead.

Dust if you must, but the world's out there
With the sun in your eyes, and the wind in your hair;
A flutter of snow, a shower of rain,
This day will not come around again.

Dust if you must, but bear in mind,
Old age will come and it's not kind.
And when you go (and go you must)
You, yourself, will make more dust.

Rose Milligan (unknown)

Student C

These are the hands

These are the hands
That touch us first
Feel your head
Find the pulse
And make your bed.

These are the hands
That tap your back
Test the skin
Hold your arm
Wheel the bin
Change the bulb
Fix the drip
Pour the jug
Replace your hip.

These are the hands
That fill the bath
Mop the floor
Flick the switch
Soothe the sore
Burn the swabs
Give us a jab
Throw out sharps
Design the lab.

And these are the hands
That stop the leaks
Empty the pan
Wipe the pipes
Carry the can
Clamp the veins
Make the cast
Log the dose
And touch us last.

Michael Rosen (1946–)

 Photocopiable © Oxford University Press 2026

Unconscious bias – do you know the facts?

How much do you know about the impact of 'unconscious bias', that is, the way we make judgements about other people without realizing that we're doing it, based on things like gender, age, ethnicity, appearance, and background? **Raise your own awareness with our quiz.**

1 An American research group sent 127 male and female professors two CVs for consideration for a laboratory manager position. Both fictional candidates were white, aged 22, and had identical grades and comparable references. Can you guess the outcome?

a 'John' was more likely to be hired than 'Jennifer', with a higher starting salary.

b 'Jennifer' was more likely to be hired than 'John', with a higher starting salary.

c Both 'John' and 'Jennifer' were equally likely to be hired, at equal starting salaries.

2 A British government investigation into recruitment practices using false identities concluded that jobseekers with 'white-sounding' names could expect to receive one positive response for every nine job applications. How many CVs did they find a candidate with 'Asian or African-sounding' names had to distribute in order to obtain one interview?

a Nine – the same as those with 'white-sounding' names

b Twelve

c Sixteen

3 Only 14.5% of men in the USA can claim to have this attribute, yet nearly 60% of Fortune 500 company CEOs have it. What is it?

a An IQ of over 150

b A standing height of over 1.8 metres

c A college degree

4 'Economists have found that the best-looking third of the population earns 12% more than the least attractive individuals.'

a True

b False

5 What percentage of recruitment managers in the UK admit to being negatively biased towards candidates with certain regional accents?

a 15%

b 37%

c 80%

6 'It isn't unconscious bias if you give a job to the candidate you most clicked with, perhaps because of a shared interest, or the fact that they studied at the same university as you, particularly if they're a different gender, ethnicity, or sexuality from you.'

a True

b False

7 'It isn't unconscious bias to spare a new mother returning to your organization after maternity leave the stress of overseas business trips during her first hectic year of working motherhood.'

a True

b False

Adapted from www.everywoman.com

 Photocopiable © Oxford University Press 2026

Quiz answers

1 a
According to a Princeton University study, the fictional 'John' was more likely to be hired, despite having otherwise identical characteristics to the fictional 'Jennifer' – an example of how the science community's gender biases can favour males.

2 c
The UK's Department for Work & Pensions found that fictional candidates with 'white-sounding' names could expect to receive a job interview for every nine roles applied for, whereas a jobseeker with an 'Asian or African-sounding' name would have to distribute sixteen CVs in order to obtain one interview.

3 b
The Tall Book by Arianne Cohen states that only 14.5% of American men stand over 1.8 metres tall, yet 60% of Fortune 500 company CEOs are blessed with such height. One study concludes that every 2.5 cm of additional height relates to a corresponding annual salary gap of £500 in favour of the tall.

4 a
In *Beauty Pays: Why Attractive People Are More Successful*, Daniel Hamermesh claims that a bias towards attractiveness can, over a lifetime, amount to an earnings gap of $250,000.

5 c
Research by the Peninsula Group in 2015 found that eight out of ten UK managers discriminate against those with regional accents, most notably accents from Birmingham, Liverpool, Newcastle, Glasgow, and London.

6 b
'Affinity bias' (a bias towards people like you) is the factor at play when a juicy role goes to the graduate of the same college as you, or with whom you have an avid interest in a shared hobby. 'Hiring in your own image' can have a long-lasting effect: in the long term it can mean that you're likely to build a stronger relationship with that particular individual, which can ultimately lead to that person receiving more stretch assignments, better support of their abilities, or increased visibility across the organization.

7 b
This is actually a classic example of 'benevolence bias' (a presumption that you know what's best for someone else). A new mother might be excused attendance at an overseas conference in order to spare her the added stress – a conscious decision underpinned by a plethora of unconscious assumptions about motherhood, and which may ultimately harm her career.

4B COMMUNICATIVE Work-life balance for people with jobs (1)

a Read a newspaper article about work-life balance. Then, with a partner, number the tips 1–6 in order of their importance or usefulness. Are there any other tips you would add?

Ten tips for a better work-life balance

☐ **Just say no**

If you're available 24/7 to your boss's demands, and you're the kind of person who as a result gets overloaded, try harnessing the power of no. Allen advises: 'If you tend to say yes without thinking when you're asked to do something extra, stall. Don't answer straight away. Say you'll get back to the person asking, then use that time to think clearly about whether to say yes or no. If you want to say yes, fine. But if you want to say no, say no and keep saying it. Don't justify your actions or give excuses.'

☐ **Work smarter, not harder**

There is a body of opinion that you should work more and sleep less. These days, they call it sleep hacking – training your mind and body to need less sleep. However, in its advice on work-life balance, the Mental Health Foundation counsels: 'Work smart, not long.' What does that mean in practice? 'This involves tight prioritization – allowing yourself a certain amount of time per task – and trying not to get caught up in less productive activities, such as unstructured meetings that tend to take up lots of time.'

☐ **Leave work at work**

Imagine you're just about to leave your workplace. Before you go, write a note to yourself listing outstanding tasks or any work things that are on your mind. 'Then shut the diary, turn off your computer, store your message, and leave it,' counsels Allen. Closure is a big theme among those offering tips for a healthy work-life balance: the Mental Health Foundation says that if you do happen to take work home with you, you should try to confine it to a certain area of your home – and be able to close the door on it.

☐ **Don't be a martyr**

'There is also the tendency I come across where somebody will say, "I have to do everything round here,"' says Allen. 'To feel like a martyr gives some people a great deal of pleasure – they feel they're powerful and busy.' And what's wrong with that? 'It's worth thinking about how infuriating that is for other people. The reason most people are martyrs is that they want the approval of others; if they realize martyrdom – just doing all the work – is exasperating to be around, they might stop behaving that way.'

☐ **Ease off the adrenaline**

Do you need the rush of adrenaline all the time, whether it's at the gym, or at the coalface of paid employment? 'You really ought to monitor that,' says Allen. 'You need to ask yourself how well your life is really going. What happens often is that those hooked on adrenaline hop from one rush to another – from one task to another, from work to gym. What's that like for your family and friends to be around? Not much fun, especially when you crash – which inevitably you will.'

☐ **Think about retirement**

'Some people are wedded to work, especially if they're self-employed,' says Allen. 'But I get them to ask themselves: if work is the only thing you do, then what happens if you lose your job or if your business fails? For most people, there will be gaps in employment. What do you do then? And what about when you retire? Sure, you may well carry on working in a part-time capacity, which I think is a good thing, but you will need other interests in life when work becomes less important.'

b Work in pairs. Based on the article you've read, and your own ideas, design a questionnaire of up to ten questions to measure how someone feels about their work-life balance. You can write questions using the following formats:

I never answer work emails or messages outside my work hours.
strongly agree / agree / disagree / strongly disagree

I answer work emails or messages outside my work hours.
often / sometimes / occasionally / never

If you receive a work email or message outside work hours, do you…?
a ignore it
b read it but not respond to it
c read it and respond to it

c Exchange your questionnaire with another pair. Work in pairs and discuss your responses. What do they say about your work-life balance?

 Photocopiable © Oxford University Press 2026

4B COMMUNICATIVE Work-life balance for students (2)

a Read an article from an online tutoring website about work-life balance. Then, with a partner, number the tips 1–6 in order of their importance or usefulness. Are there any other tips you would add?

Managing a good work-life balance at university

We've all heard endlessly from teachers, lecturers, and parents about how important it is to make sure you maintain a good work-life balance at university. Luckily, there are plenty of steps you can take to help you keep on top of things.

☐ **Organize your time**

Start by making a list of everything you need to do – it's ten times easier to get organized when you can visualize the tasks. Make sure you consider your weekly university timetable and note when you have other commitments such as sports training. From here, you can divide the list of tasks you have to do into each day of the week to make sure that you have time to get everything done. Now that you know the time you're going to be spending working, you can fit in when to do all your other activities, such as going to the gym, meeting up with friends, going to socials or nights out!

☐ **Find the right working environment**

Choosing the right environment for study is key to making sure that the time you spend doing work is as productive as possible. Whether you're living in halls or in a house, there's always a temptation to take your work to the kitchen or living room. Nine out of ten times, this is probably not the best choice. The two places I would recommend for doing work are either your bedroom or the library. Your bedroom will be a comfortable and relaxed environment for working in, but it requires more discipline, as you're more likely to take breaks and there are more potential distractions. The library is a good place to really focus on the work you are doing with a great supply of resources; however, it can feel intense and tiring, and some people don't enjoy the silence. Overall, you need to try and find which environment works best for you. Once you've found a good work place you're likely to be ten times more productive.

☐ **Get your worst tasks out of the way**

One of the biggest problems that most, if not all, students face when it comes to getting work done is procrastination. As someone who used to spend endless hours procrastinating, the best advice I can give is to do the thing you want to do least, first! This means it's out of the way, you don't have to think about it, and it feels like a big weight off your shoulders.

☐ **Have a social life**

Staying on top of work is important at university, as you want to do well and get the most out of your degree. However, having a good time is also important – after all, university is meant to be the best years of your life!

☐ **Have some 'me time'**

As much as it's great to socialize, every now and then, having some peace and quiet will be exactly what you need. Try losing yourself in a new TV series or a good book. This might be to reward yourself for the work you've done. Having something to look forward to when you've finished will help to keep you motivated.

☐ **Try not to get too obsessed**

Keeping on top of everything all the time can become exhausting in itself. Try to stick to your weekly plans and study hard, but make time to enjoy yourself too. Sometimes you won't be in the mood to do work – that's OK, take some time off and come back to it later. Sometimes friends will suggest spontaneous plans – if you really want to go, then go and have fun. It's just about maintaining a healthy balance. After all, you're only human.

Adapted from www.mytutor.co.uk

b Work in pairs. Based on the article you've read, and your own ideas, design a questionnaire of up to ten questions to measure how someone feels about their work-life balance. You can write questions using the following formats:

I never make 'to-do lists' or timetables.
strongly agree / agree / disagree / strongly disagree

I make 'to-do lists' or timetables…
often / sometimes / occasionally / never

At the beginning of each term do you…?

a make a list or timetable of all your classes and extra activities and pin it above your desk
b make a list or timetable of all your classes and extra activities but lose it soon after making it
c intend to make a list or timetable but then decide you can't be bothered

c Exchange your questionnaire with another pair. Work in pairs and discuss your responses. What do they say about your work-life balance?

 Photocopiable © Oxford University Press 2026

5A COMMUNICATIVE Anger management (1)

A The confiscated phone

You're 16 years old and two days ago you had a major fight with your parents, during which they confiscated your phone. You have no idea where they have put it, and by now the battery is dead. All your social life is on that phone, as well as all your private thoughts and artistic projects. You really can't live without it. You're not speaking to your parents until you get the phone back.

Resolve the situation. You start.

B The confiscated phone

Your 16-year-old son / daughter spends all their time on their phone, even at the dinner table, and communicates less and less with the family. There was a confrontation, during which you confiscated the phone to teach the child a lesson. Their reaction was of hysterical anger. That was two days ago, and your son / daughter hasn't spoken to you since.

Resolve the situation. ***A*** *will start.*

A Taking the credit

At university, you were working on a large project with a classmate. A lot of work from both of you went into it; in fact, you did more than half of the work, despite not feeling too well, but you were really ill on the day of the class presentation and couldn't do your part. Later, you find out that only your friend's name was on the final version of the PowerPoint presentation, and that it was all 'I, I, I', and not 'we, we, we'.

Resolve the situation. You start.

B Taking the credit

At university, you were working on a large project with a classmate. A lot of work from both of you went into it; in fact, you did more than half of the work, but your friend was ill – again! – on the big day of the class presentation and didn't take part. In anger, you removed your friend's name from the final version of the PowerPoint presentation.

Resolve the situation. ***A*** *will start.*

A Being available for substitutions

Your boss has announced that all members of staff in your company must now be available to substitute for others who are absent due to sickness, etc. The company wants you to be available for four hours a week, but will only pay you if you have to come in to the workplace to cover a sick co-worker. You can't believe they are expecting you to reserve that time without paying you for it, whether you work or not.

Resolve the situation. You start.

B Being available for substitutions

You are the manager of a department in a company, and it has been decided that, from now on, all workers must be available to cover for others who are absent due to sickness, etc. This will only be for four hours a week. Of course, the workers will get four hours' extra pay if you call them to come in to the workplace. It's not ideal, but the company is in serious financial difficulty.

Resolve the situation. ***A*** *will start.*

A The party gatecrashers

You're having an intimate birthday party in your very small apartment. One of the friends you invited arrives late and brings along two uninvited guests – complete strangers. All three of them are now behaving in a way that is making your other guests feel uncomfortable. Your friend didn't phone to ask if they could bring more people, and says they 'had to bring them'.

Resolve the situation. You start.

B The party gatecrashers

You were invited to a birthday party at a friend's apartment. Before the party, you went for a quick drink at your local bar, and you got talking to a couple of people who you know very slightly. They asked you what you were doing later, you said you were going to a party, and they asked if they could come too. Your friend – the party host – wouldn't mind, surely? Now, at the party, the other guests, and your friend, seem a bit uncomfortable about it.

Resolve the situation. ***A*** *will start.*

 Photocopiable © Oxford University Press 2026

5A COMMUNICATIVE Anger management (2)

A Dropping you in it

You are the co-owner of a company which has had to introduce some changes in the way everyone works. You know that at first, this will be unpopular with some members of staff. You and the other partner discussed the best way to present the changes to the staff, and you called a meeting to do just that. However, after you explained part of the new plan to the staff, when it was their turn to speak, your partner says they were never really in favour of the changes.

Resolve the situation. You start.

B Dropping you in it

You are the co-owner of a company which has had to introduce some changes in the way everyone works. You know that at first, this will be unpopular with some members of staff. You and the other partner discussed how to present the changes to the staff, but at the meeting, the staff react badly, and you decide that it's important that the staff know that you are sympathetic and that you were never really in favour of the changes.

*Resolve the situation. **A** will start.*

A The broken bowl

You live with a flatmate, and you share a lot of the things in the kitchen. You have a beautiful ceramic bowl that you bought many years ago on holiday in Morocco. You came home last night after your flatmate had had some friends round for dinner, and saw the bowl in the rubbish bin, smashed into 20 pieces. Your flatmate was fast asleep when you got home, but at breakfast this morning, they don't mention anything about it.

Resolve the situation. You start.

B The broken bowl

You live with a flatmate, and you share a lot of the things in the kitchen, although they are very possessive about their stuff. You had some friends round for dinner last night, and one of them broke a ceramic bowl of your flatmate's. You put the pieces in the rubbish bin because it was clear it couldn't be repaired, and intended to explain when your flatmate got in. However, by breakfast time this morning, you've forgotten all about it.

*Resolve the situation. **A** will start.*

A Love letter from the past

You've been married for five years, and while doing some cleaning one day, you find an old love letter to your husband / wife from a previous partner, as well as a large photo of them together. Why were they keeping these things for so many years? What's more, why were they hiding them? Do they still read them, and look at the photo?

Resolve the situation. You start.

B Love letter from the past

You've been married for five years. While doing some cleaning one day, your husband / wife found an old love letter from your ex, as well as a photo of the two of you together. There's really nothing for your husband / wife to be jealous about; you haven't seen your ex for ages, and besides, the photo and letter are simply a part of your life. You can kind of see how your husband / wife might feel about them, but you don't want to get rid of them.

*Resolve the situation. **A** will start.*

A Office rage

The company you work for keeps changing its IT systems, and there are frequently problems with printers; with every upgrade, it gets more complicated instead of easier. And now you've wasted 20 minutes trying to print an important document, but the printer won't recognize you. You want to throw it out of the window!

Resolve the situation. You start.

B Office rage

You have a co-worker who finds it very hard to get to grips with digital technology. It's true that the company has upgraded its IT systems, but most people learn quickly how to deal with the changes. Not your colleague though. Right now, they are screaming at the printer, and can be heard by everyone in the office.

*Resolve the situation. **A** will start.*

 Photocopiable © Oxford University Press 2026

5B COMMUNICATIVE A question of culture

You are going to take turns to be an interviewer and interviewees. Work in groups of three, **A**, **B**, and **C**. For the first set of questions, **A** is the interviewer and **B** and **C** are the interviewees. For the second set, **B** is the interviewer, and for the third set, **C** is the interviewer. Read the instructions for each role.

Instructions for interviewer

Ask the first question to **B**, but make sure that **C** also expresses their opinion. Then ask the second question to **C**, and continue.

Encourage the interviewees to clarify, expand, or go into things in more depth. For example, you could ask, *Could you explain what you mean by…? Can you tell me a bit more about…? How did you feel when…?*

Try to manage the conversation so that both interviewees participate equally and that no one dominates the conversation.

Instructions for interviewees

Take turns to answer the questions, but contribute after your partner has answered, or if they ask for your opinion.

Answer the questions fully, but try to make sure your co-interviewee participates.

Ask the interviewer to clarify any aspect of a question that you don't understand. For example, you could ask, *When you say …, do you mean…?*

Questions for Interviewer A

How would you describe the culture of your country or region? Give examples.

How important are traditional customs in your country or region?

To what extent do you think the culture is changing? What are the reasons for this?

Do you think that it's important to retain a local, regional, or national identity? What are the pros and cons?

Questions for Interviewer B

Do you know what people from other countries think about your culture?

Is there anything that has surprised you about another culture when you've travelled or met people from other countries?

Do you think experiencing another culture changes the way people think?

Do you think you would ever move to somewhere other than your home country?

Questions for Interviewer C

Do you think different cultures have different ideas about what is considered to be rude or polite?

Do you agree with the saying that 'when in Rome, you should do as the Romans do'?

Why do you think some people find cultural behaviours that are different from their own threatening?

If you wanted to preserve your culture for future generations, what three things would you put into a time capsule?

 Photocopiable © Oxford University Press 2026

6A COMMUNICATIVE The tower challenge

a Work in small groups. Read about the challenge and plan your tower. Then, using the materials your teacher gives you, work together to build your tower.

The challenge

To build the tallest tower possible that can support a weight of approximately 60 grams (equivalent to one egg)

Rules

You have 20 minutes to plan and build your tower.
You can only use the material your teacher gives you – nothing else!
The top of the tower must be able to support the weight for 20 seconds without collapsing.
If more than one group succeeds in building a tower that supports the weight, the group with the tallest tower wins.

1 Add a photo or do a sketch of your tower design. Note the dimensions.

2 Describe the method / stages.

b In your groups, evaluate the success of your tower by completing the notes.

1 Note down any observations.

2 Reflect on how you worked as a team.

3 Make a note of lessons learned.

 Photocopiable © Oxford University Press 2026

6B COMMUNICATIVE Lucky numbers

Student A

a Answer the questions with a partner.

1. Do you have a 'lucky number'? Why do you think it's lucky for you?
2. What do you think are the chances of winning a big prize on your country's national lottery?
3. Do you ever do the lottery? If not, do you know people who do?
4. Do you just choose any old number, or do you have a system?
5. Have you ever won anything? Do you know anyone who has?

b Read an extract from the book *Humble Pi*, by Matt Parker, and make notes on the main points. Tell **B** what you learned about lottery numbers. Then listen to **B** tell you about their extract.

Can I predict what number is going to come up?

Much of the pseudoscience around lottery draws tries to cloak itself as being mathematical and is normally a variation on the gambler's fallacy. This logical fallacy is that, if some random event has not happened for a while, then it is 'due'. But if events are truly random and independent, then an outcome cannot be more or less likely based on what has come before it.

Yet people track which numbers have not come up in the lottery recently to see which ones are due an appearance. This reached fever pitch in Italy in 2005, when the number 53 had not been seen for nearly two years. Loads of people felt that 53 was due, and at least €3.5 billion was spent buying tickets with the number 53. People were borrowing money to place bets as 53 continued not to get drawn and so was, apparently, more and more overdue. Those with a system kept increasing their stake each week so that when 53 finally arrived, they would recoup all their previous losses. Players were going bankrupt, and in the lead-up to 53 finally being drawn, on 9 February 2005, four people died (one lone suicide and a second suicide who took their family's lives as well).



Another thing that happens is that people mistakenly think that recent results are unlikely to happen again. In 2009, the Bulgarian lottery drew the same numbers (4, 15, 23, 24 and 42) two weeks in a row. They were drawn in a different order, but in a lottery, the order does not matter. Amazingly, no one won the jackpot the first time they were drawn, but the following week eighteen people had chosen them in the hope they would come up again. The Bulgarian authorities launched an investigation to check nothing untoward was going on, but the lottery organizers said that it was just random probability. And they were right.

c Were you surprised by any of the information? If you do the lottery, will it change the way you play? Has it made you more or less hopeful about your chances of winning? If you don't do the lottery, does it make you want to give it a go?

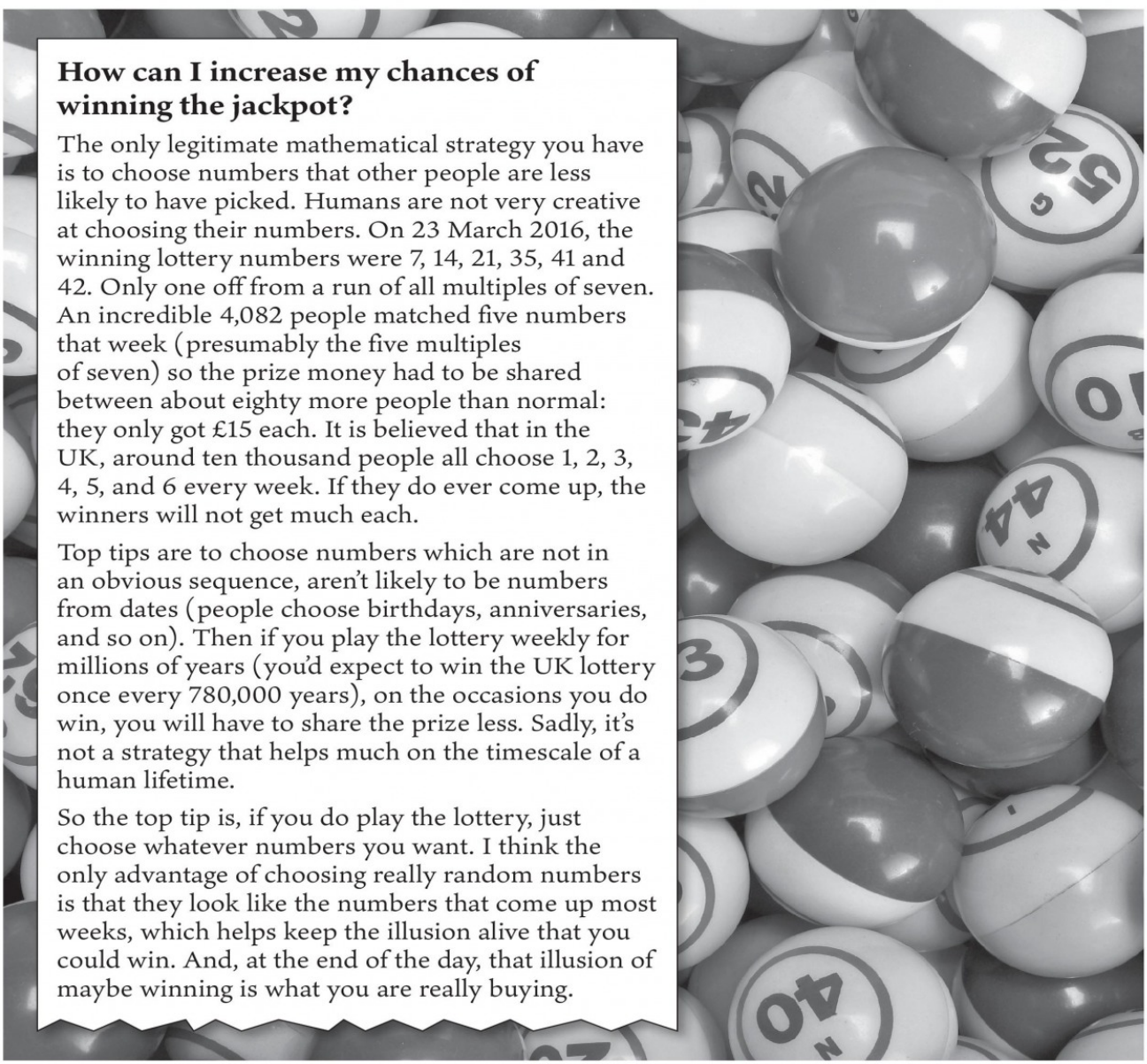
6B COMMUNICATIVE Lucky numbers

Student B

a Answer the questions with a partner.

1 Do you have a 'lucky number'? Why do you think it's lucky for you?
2 What do you think are the chances of winning a big prize on your country's national lottery?
3 Do you ever do the lottery? If not, do you know people who do?
4 Do you just choose any old number, or do you have a system?
5 Have you ever won anything? Do you know anyone who has?

b Read an extract from the book *Humble Pi*, by Matt Parker, and make notes on the main points. Listen to **A** tell you about their extract. Then tell **A** what you learned about winning the jackpot.



How can I increase my chances of winning the jackpot?

The only legitimate mathematical strategy you have is to choose numbers that other people are less likely to have picked. Humans are not very creative at choosing their numbers. On 23 March 2016, the winning lottery numbers were 7, 14, 21, 35, 41 and 42. Only one off from a run of all multiples of seven. An incredible 4,082 people matched five numbers that week (presumably the five multiples of seven) so the prize money had to be shared between about eighty more people than normal: they only got £15 each. It is believed that in the UK, around ten thousand people all choose 1, 2, 3, 4, 5, and 6 every week. If they do ever come up, the winners will not get much each.

Top tips are to choose numbers which are not in an obvious sequence, aren't likely to be numbers from dates (people choose birthdays, anniversaries, and so on). Then if you play the lottery weekly for millions of years (you'd expect to win the UK lottery once every 780,000 years), on the occasions you do win, you will have to share the prize less. Sadly, it's not a strategy that helps much on the timescale of a human lifetime.

So the top tip is, if you do play the lottery, just choose whatever numbers you want. I think the only advantage of choosing really random numbers is that they look like the numbers that come up most weeks, which helps keep the illusion alive that you could win. And, at the end of the day, that illusion of maybe winning is what you are really buying.

c Were you surprised by any of the information? If you do the lottery, will it change the way you play? Has it made you more or less hopeful about your chances of winning? If you don't do the lottery, does it make you want to give it a go?

 Photocopiable © Oxford University Press 2026

7A COMMUNICATIVE A murder mystery

Read the local newspaper article. Then work in small groups. How was Alex killed and why? Examine each piece of evidence and try to solve the murder.

Dr Alex Delaforce, a 45-year-old university lecturer, was found dead in his office on the university campus on Monday morning by cleaning staff. Nobody had reported him missing over the weekend, but according to the post-mortem examination, he'd been dead since Friday night. Dr Delaforce had taught Philosophy and Ethics at the university for 15 years. A colleague described him as easy-going, and popular with colleagues and students. He was not known to have any enemies.



- Alex's medical records indicated no serious health issues.
- There were no flesh wounds or signs of a struggle on his body.

- The police found nothing suspicious in Alex's office, though there were a lot of emails on his laptop relating to assignments from people who weren't students in any of his university classes.
- There was evidence that he'd consumed some alcohol. There was a half-finished bottle of cheap whisky in his desk drawer.

- Alex lived in an elegant house in a prosperous part of the city, and enjoyed good food and wine.
- He had repeatedly asked his head of department for a pay rise.

- Alex had taken on work as a private online tutor. He charged high fees for private tuition, but seemed to have a lot of students.
- Alex's private students were very satisfied with his teaching.

- Alex's private students scored surprisingly high marks for their essays and always passed their courses.
- Due to an economic downturn, demand for private courses had recently dropped, and Alex's were no exception.

- Alex had kept all of his emails with former private students on his computer.
- His bank account showed regular payments to him from a lot of different sources; over the last few weeks, he had also paid into his account several large sums in cash.

- Alex was often known to work late on Fridays, sometimes until 10 or 11 at night.
- Alex was last seen on Friday evening, on the university campus near his office, talking to a student. Several other students had also visited him that evening.

- As he left his own office on Friday evening, one of Alex's colleagues noticed a young woman entering Alex's office a few doors down the corridor. She was holding something wrapped in a plastic carrier bag.
- Another witness saw a young woman walking away from campus around 9 p.m. on Friday, carrying something wrapped in a plastic carrier bag.

7B COMMUNICATIVE A holiday with friends (1)

A The chateau is closed – the MacBride family

Your family are on holiday in France with the O'Neill family. You like to get up early in the morning and make the most of the day, but your friends like to sleep in a bit. One of the highlights of the trip was to visit a famous castle nearby, but your friends took so long to get out of bed this morning, and then so long to get ready, that when you got to the castle, it was closing for lunch. What's more, it won't open this afternoon, and tomorrow is a national holiday in France, so you've completely missed out. You and your kids were so looking forward to visiting this castle.

Your position: You think the O'Neills should know how you feel. You start the conversation.

B The chateau is closed – the O'Neill family

Your family are on holiday in France with the MacBride family. You like to sleep in a bit in the morning – you're on holiday, after all! But your friends like to get up at the crack of dawn. They made a lot of noise as you were trying to have a lie-in this morning. Today, you all wanted to visit a famous castle nearby, but by the time you'd got up, had your showers and your breakfast, and got to the castle, it was closing. Sadly, you won't get another chance to visit it on this trip, but hey – worse things happen. It's no big deal.

Your position: You think the Macbrides should chill out and worry less. The Macbrides will start the conversation.

A I don't want to play – the child

You are 14 years old, and an only child. You and your parents are on holiday in the country with some old friends of theirs; they also have one child, Sam, who is four years younger than you. You didn't really want to come, and the only thing there is to do is interact with your own friends on your iPad, checking out Instagram and other social media. You rejected Sam's attempts to play with you, and now Sam is upset, and your parents are trying to force you to spend more time with them and play silly games.

Your position: You think your parents shouldn't have dragged you here in the first place and you absolutely don't want to spend time with a ten-year-old. You start the conversation.

B I don't want to play – the parents

Your only child (aged 14) is with you on holiday in the country with some old friends, who also have one child, Sam (aged 10). Your child is a bit anti-social, it's true, and now they are refusing to play with Sam, who is upset and crying. Your child is spending all their time on the iPad, and this is causing tension between the families. Perhaps your friends were a bit naïve in expecting the children to hit it off – I mean, you wouldn't just expect adults to do that, would you?

Your position: You think your child could try to be nicer to Sam, and take a break from their iPad for once. Your child will start the conversation.

A Upmarket, downmarket – the Sogal family

Your family (five of you) are on holiday in Spain with the Crawley family (three of them). You've decided to cook your evening meals together in the house that you've rented, but to have lunch in restaurants you find in villages that you visit. The thing is, you're on a tight budget. You'd rather not spend very much money on lunch, but the Crawleys don't seem to worry about money, and they want to go to quite expensive restaurants when you'd rather eat at inexpensive ones, and actually, you're not that fussed about what you eat anyway. Obviously, you can't lose face by saying that openly.

Your position: You want to eat at cheaper places, but you don't feel the need to explain why to the Crawleys. You start the conversation.

B Upmarket, downmarket – the Crawley family

Your family (three of you) are on holiday in Spain with the Sogal family (five of them). You've decided to cook your evening meals together in the house that you've rented, but to have lunch in restaurants you find in villages that you visit. The thing is, the Sogals seem to be a bit tight-fisted. They want to eat in the cheapest places they can find, some of them not very attractive at all. One of the reasons you wanted to visit this region is that it's famous for its fabulous food, and you won't get another chance to explore it any time soon. Obviously, you can't accuse your friends of being stingy, but it's really spoiling your holiday.

Your position: You'd like to convince the Sogals to go to more interesting places for lunch. The Sogals will start the conversation.

 Photocopiable © Oxford University Press 2026

7B COMMUNICATIVE A holiday with friends (2)

A Bed time – off to bed early

Your family (four of you) are on a summer holiday in a rented cottage with another family (four of them too). All the children are between six and nine years old, and they play well together. Your children always go to bed at 7 p.m.; it's what the experts say is best, and it's important for children to follow a routine. The thing is, your friends' children don't go to bed until two or three hours later. You can't tell your friends what time they should put their children to bed, but the noise they make playing, plus the fact that they're allowed to stay up, is really upsetting yours. They say, 'But it's not fair!'

Your position: Frankly, you believe you're doing the right thing and if you give in now, things won't go well when you get home. You start the conversation.

B Bed time – stay up late

Your family (four of you) are on a summer holiday in a rented cottage with another family (four of them too). All the children are between six and nine years old, and they play well together. Your children always go to bed at about 9 p.m. on schooldays, and later at the weekend or in the holidays (like now). The thing is, your friends are extremely strict parents when it comes to bedtimes, and send them upstairs at 7 p.m.! It's true your kids make a bit of noise playing after that time, but who on earth can force kids to be quiet when they're playing!

Your position: Frankly, you think your friends should relax a bit; it's the summer holidays after all. They will start the conversation.

A The kitty – the small family

Your family (four of you) are on holiday with another family (six of them). The two families have decided to put in some money (a kitty) to pay for shared expenses, like meals and museum tickets; it means you don't have to do calculations every time you have to pay for something. Both families put in the same amount of money initially, but now your wife / husband is saying that you should put in less because there are six of them and only four of you. Besides, their children are a little older and eat adult portions at restaurants, while yours have children's meals. There are five days of the holiday left, and today you'll all have to put in more money, so this is the time to address the situation.

Your position: You would like to put in less money because you think that's fair. You start the conversation.

B The kitty – the large family

Your family (six of you) are on holiday with another family (four of them). The two families have both decided to put in some money (a kitty) to pay for shared expenses, like meals and museum tickets; it means you don't have to do calculations every time you have to pay for something. Your children are older than theirs, but they all get on well together. So far you haven't said anything about your children spending much less on rides at amusement parks than their kids, who want to go on everything. The kitty is almost empty, and today you'll all have to put in more money.

Your position: Rather than putting in enough for just the next couple of days, wouldn't it make more sense to put in enough to cover the remaining five days, half each? The small family will start the conversation.

A Bossy boots – the friend

You're on a week's holiday in the country with a group of friends. Even on the first day, it was clear that one of the group wanted to take all the initiative, deciding what to do, where and when to go, down to the smallest details. The rest of you feel that your friend is being a bit too bossy, and now on Day Three, it's continuing the same way, so you decide to talk to them before someone gets angry.

Your position: You don't want anyone to fall out, and besides, agreeing what to do as a group means everyone is happy. You start the conversation.

B Bossy boots – the leader

You're on a week's holiday in the country with a group of friends. The others always seem to leave you to take the initiative, which you don't mind, since in your work life you're also the leader; somebody has to be. Nobody has complained so far, and probably they wouldn't actually do any proper planning or decision-making if it weren't for you.

Your position: You don't want to waste your holiday just sitting around; you'd like to see and do as much as possible. Your friend will start the conversation.

8A COMMUNICATIVE Rules of food

a Complete the twelve 'rules' with a word or phrase that makes the statements true in your opinion.

RULES OF FOOD

1 Good food makes people _____ and _____.
2 _____ should never be kept in the fridge.
3 People are getting _____. This isn't only true of the young. Older people are getting _____, too.
4 _____ is the best stand-by late-night supper ever invented.
5 I am suspicious of people who do not have _____ in their freezer.
6 People with _____ kitchens are very often the worst cooks.
7 Whatever people say, there is no substitute for _____ on toast.
8 If someone is feeling a bit fragile or sad, make them _____.
9 _____ is the best food in the world!
10 Most of us have too many _____ in our kitchen.
11 Most things _____ than the recipe says.
12 Whatever people say, it's basically a good thing that you can now buy _____ everywhere.

b Work in small groups. Discuss your answers. What do you have in common?

c Read the original article. Does it make you change your mind about any of your answers?

RULES OF FOOD by Rachel Cooke

1 Food, and by extension the ability to cook it, is very important. This cannot be overstated. Good food makes people happy and healthy. It punctuates the days in the loveliest and, sometimes, the most memorable ways. It connects to kindness, to generosity and even, I think, to sanity.

2 Tomatoes should never be kept in the fridge.

3 People are getting fussier. This isn't only true of the young. People my age (which, as I said, is 40) are getting fussier, too. Some of this, admittedly, may be the result of the best intentions (e.g. born-again veggies), but it doesn't change the fact that there's a certain amount of aggro involved in accommodating all the various intolerances, loathings, and nervous states.

4 Spaghetti carbonara is the best stand-by late-night supper ever invented, and it comprises pasta, pancetta, eggs, cheese, and black pepper. Add cream, and you have ruined perfection. (Don't email me about this.)

5 I am suspicious of people who do not have a bag of peas in their freezer. What do you eat with your emergency fish fingers if not frozen peas?

6 People with the swankiest kitchens are very often the worst cooks. Knowing this helps with kitchen envy, from which I suffer badly.

7 Whatever people say, there is no substitute for butter. I like toast on mine. Also, salt: chefs use a lot more than the rest of us, which is why their food tastes so good.

8 If someone is feeling a bit fragile or sad, give them a dinner that involves roast potatoes: starch for the soul. (While we're on roast potatoes, always make twice as many you think you will need.)

9 Cheese is everything. I knew this at eight years old, eating brie for the first time in long grass at the side of a French road, and I know it now I am…um, older.

10 Most of us have too many cookbooks. You probably don't need a new one, and you might also want to cull some of those you already own.

11 Cooking times: most things take longer than the recipe says, and those which don't usually take less time. Cooking, like love, is about trusting your instincts.

12 Whatever people say, it's basically a good thing that hummus is now ubiquitous.

 Photocopiable © Oxford University Press 2026

8B COMMUNICATIVE The Pitt Rivers Museum

a

A



B



C



D



E



F



Student A

b

A Toy ship

This toy ship was made from a coconut husk and was found floating in a river in Thailand. It was donated to the museum in 1902. It was made to be launched by children in imitation of the 'spirit ships' used by adults in a ritual to cast off sickness, but children also played with them as fighting ships.

C Baby bag

This moss bag, from the early 20th century, is from Northern Manitoba in Canada. Amongst Native American Cree people, historically, much of a baby's first two years was spent in a bag like this one, which was then laced to a cradle board, a flat piece of wood which the mother could then carry on her back or hang from a tree while she was working. Typically, a baby was wrapped in moss, and then placed in the bag. The circular object attached to the bag is a netted charm, placed there to protect the baby from harm.

E Bread stamp

This wooden stamp was used to create a design in a loaf of bread. The inscription is carved in reverse, so that it reads the right way round when it is pressed into the wet bread dough. It was made in Iceland in the year 1876, and the inscription is a short prayer of thanks: 'May the Lord bless this bread on our table in order to diminish the…pain of hunger…'

Student B

b

B Pottery lamp

This decoratively painted pottery lamp was excavated in the Indus Valley in present day Pakistan, and dates to around 2500 BC. It is assumed to be an oil lamp, and the corners would have supported wicks. It was made on a wheel, which potters in the Indus Valley were using several thousand years before those in Britain. The distinctive square shape of the rim was produced by the potter pinching the corners of the vessel after it was shaped.

D Beyop apron

This circular piece of cane with seven metal discs strung together was collected amongst the Adi in north-east India in the early twentieth century. The disc was called a 'beyop', and girls wore the discs round their waists to form an apron. They were worn from infancy, as soon as the baby could walk, until the birth of the woman's first child, and the number of discs depended on the age of the wearer.

F Head rest

The main use of this head rest in Ancient Egypt was to support, and therefore protect, the characteristically elaborate headdresses and hairstyles, which were an indicator of status and wealth. The top crescent could be padded, for added comfort. Made of wood, it dates from the 6th dynasty, approximately 2323–2150 BC.

 Photocopiable © Oxford University Press 2026

COMMUNICATIVE Revision (1)

Work in pairs and answer the questions for each File. These are multi-level questions typical of an exam such as IELTS; you will be graded higher if you show confident use of more sophisticated language and the ability to expand on the topic.

File 1

Describe a memorable piece of advice that you have been given.

You should say:
- when this happened
- who gave you the advice
- what the advice was
- how you felt about the advice at the time.

What impact do you think the advice had on your life?

Why do you think some people don't like taking advice from others?

Describe a member of your family you get on with.

You should say:
- who it is
- what they are like
- what kind of things you do together
- why you get on well together.

How similar / different are you to members of your family?

Do you think you are closest to someone in your family or to a friend?

File 2

Describe someone you know who has overcome adversity.

You should say:
- how you know this person
- what kind of person they are
- what they have achieved
- what obstacles they had to overcome.

How do this person's achievements make you feel?

Do you think adversity makes you stronger?

Describe a memorable journey you have made.

You should say:
- where you were going
- how you were travelling
- why you were making the journey
- what made the journey so memorable.

Do you think travelling with other people is better than travelling alone?

What kind of journey would you most like to go on?

File 3

Describe an elderly person you know well and get on with.

You should say:
- who the person is
- how old they are
- what the person is like
- why you like this person.

Do you think that people of very different ages can ever get on well?

Is it true that the best friends you ever have are the ones you were at school or university with?

Describe a performance you enjoyed watching.

You should say:
- what kind of performance it was
- why you attended this performance
- when and where you saw it, and who with
- who the performers were.

What aspects of the performance impressed you, and why?

Which is more important in a play or film, in your opinion: the story, the acting, or the special effects?

File 4

Describe some of the toys you played with as a child.

You should say:
- what the toys were
- who you played with.

If you are male, do you think you typically played with toys and games designed for boys?

If you are female, do you think you typically played with toys and games designed for girls?

Is it 'feminine' for men to like wearing fashionable clothes? Is it 'masculine' for women to be ambitious?

Is it appropriate nowadays to describe any behaviour as 'typically male' or 'typically female'?

Describe a person you know who enjoys their work.

You should say:
- who this person is
- what his or her job is
- why you think they enjoy their job
- whether you would enjoy doing their job.

 Photocopiable © Oxford University Press 2026

File 5

Describe an event that made you feel happy, sad, angry, or afraid.

You should say:
- what and when it was
- who was there
- what happened
- why it made you feel that way.

Explain how you feel about the event now.

Do you think experiencing negative emotions can be good for you?

Describe someone you have met who is from a different country or culture than your own.

You should say:
- who the person is
- how you know them
- in what ways you are similar to / different from each other with regard to the following: language, appearance, personal space, food, music.

What are the downsides of living in a mainly mono-cultural environment?

If you could choose to live for a year in a different country, where would you choose, and why?

File 6

Describe a technological product or device you bought or have used recently.

You should say:
- what it is
- whether it's high or low-tech
- how you use it
- whether it's well-designed and user-friendly.

Which product or device in your life could you not do without?

Do you think advances in technology are always a good thing?

Describe your favourite or least favourite subject at school.

You should say:
- why you (dis)liked it
- whether you found it easy or difficult
- what you remember about your teacher(s)
- if you have found the subject useful in later life.

Is there something that you think children should learn at school that is not usually on the curriculum?

If you had to teach a school subject, which one would you choose? How would you make it interesting?

File 7

Describe a crime novel, film, or series that made an impression on you.

You should say:
- when you first read / saw it
- what it's about
- what you like most about it
- why you would recommend it to someone else.

Talk about a person you know that it would appeal to.

What book, film, or series are you planning to read / watch next, and why?

Describe a time when you were a member of a team (in a sport / at work, for example).

You should say:
- what kind of team it was
- what you had to do / achieve
- what your role was in the team
- how you felt about being part of the team.

Explain what you think 'a good team player' is.

Do you think that watching individuals playing sports (e.g. tennis, golf) is more or less exciting than watching teams (e.g. football)?

File 8

Describe a dish you know how to cook.

You should say:
- what the ingredients are
- how it is cooked
- what preparation you have to do
- how easy or difficult it is to cook.

What's the most complicated dish you've ever cooked?

Do / Would you enjoy cooking for other people?

Describe a work of art that you like.

You should say:
- what it is
- where it is
- why you like it.

Why do you think people enjoy collecting things like paintings?

Which of your possessions would you donate to a museum, and why?

 Photocopiable © Oxford University Press 2026

1A VOCABULARY Vague language

Replace the **bold** phrases with a piece of vague language to make the conversations more informal. Write your answers in the column on the right. The number in brackets tells you how many words to write.



1 **A** Shall I give you a lift to the station?
B It's OK – I'll walk.
A But you've got a lot of ~~**luggage, and a laptop, and your shopping**~~ to carry. (1 word) *stuff*

2 **A** Does anybody have any questions about the lecture?
B Yes, there were a couple of **parts of the lecture** I didn't really understand. (1 word) _____

3 **A** So when do you need to decide by?
B Well, it's **quite urgent**. Could I let you know by Friday? (1 word) _____

4 **A** Would you like green or black tea?
B I don't mind. **Any kind of tea that** you've got. (1 word) _____

5 **A** Were there many people at the meeting last night?
B Not many. I'd say there were **no more than 20**. (3 words) _____

6 **A** How old is your brother-in-law?
B I'm not sure. **42**, **44**, **45**. (2 words) _____

7 **A** What did you think of the film?
B I really didn't get that **section** in the middle. What was that all about? (1 word) _____

8 **A** What's the minimum number we need to sell to break even?
B I reckon **a minimum of** 5,000. (2 words) _____

9 **A** What time should I pick you up?
B **At the time that** suits you best. (1 word) _____

10 **A** How many students have signed up to your class this year?
B I'd say **around 30**. (3 words) _____

11 **A** How come you two split up?
B We just had nothing in common. He's so serious, and I'm just not into politics and **similar related subjects**. (1 word) _____

12 **A** I said your room needs to be tidied in the next half hour. Did you hear me?
B **I'm not really interested in what you think**. (1 word) _____



ACTIVATION

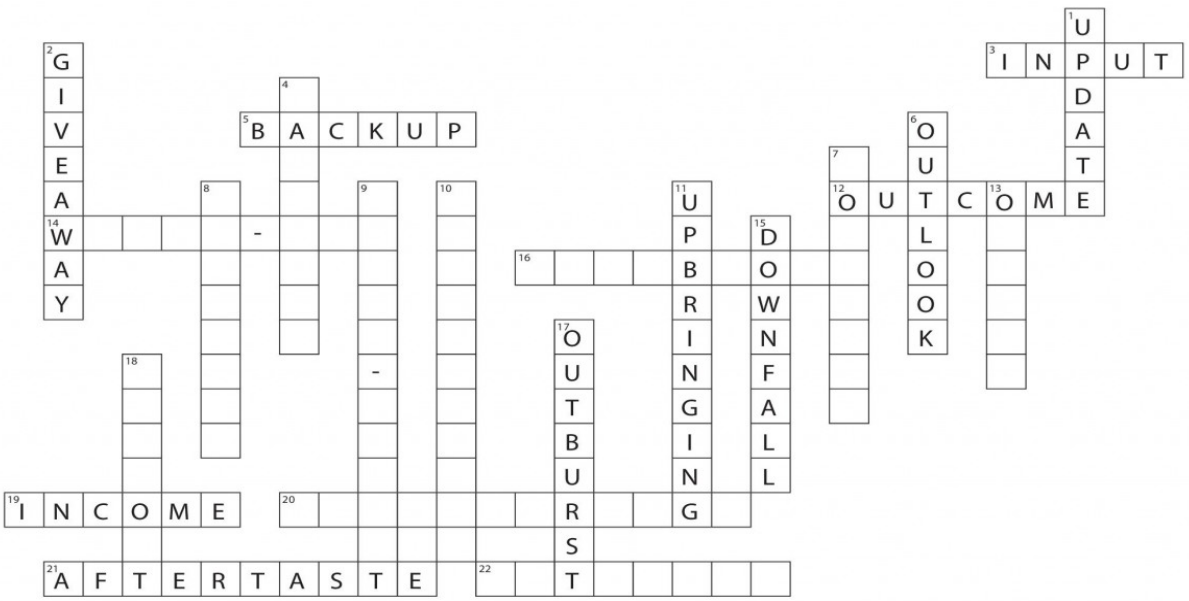
Test your memory. Cover the column on the right.
Read the conversations aloud with the correct word or phrase.

 Photocopiable © Oxford University Press 2026

1B VOCABULARY Phrasal nouns

Student A

a Look at your crossword and make sure you know the meaning of all the words you have.

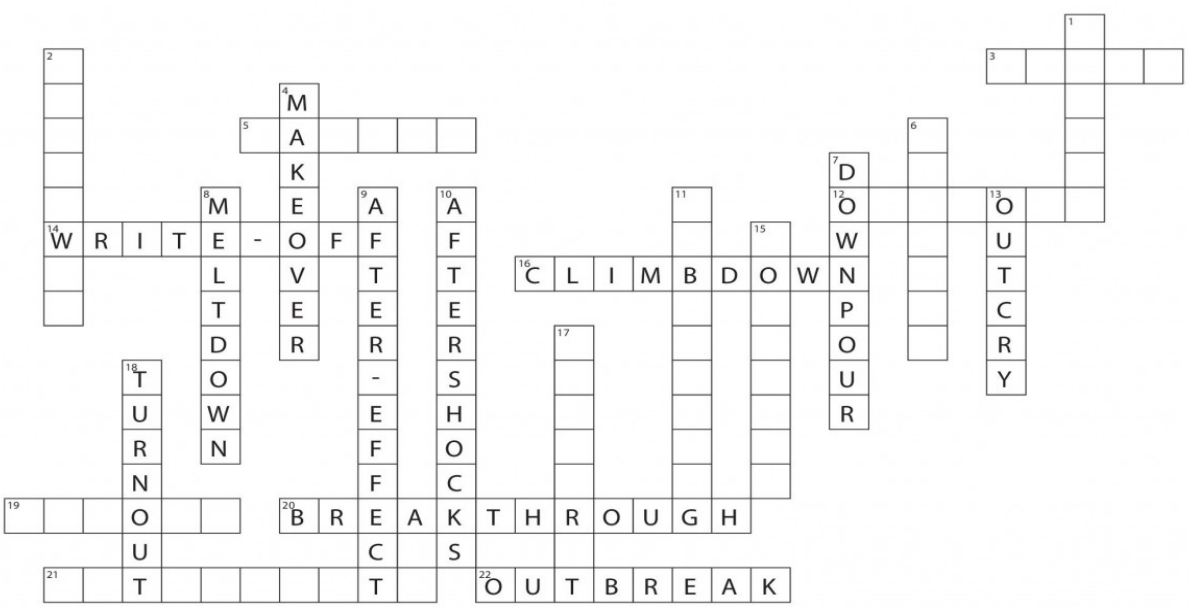


b Ask **B** to define one of your missing words. Ask, for example, *What's 14 across?* Write the word in.

c Now **B** will ask you to define a word.

Student B

a Look at your crossword and make sure you know the meaning of all the words you have.



b **A** will ask you to define a word.

c Now ask **A** to define one of your missing words. Ask, for example, *What's 5 across?* Write the word in.

2A VOCABULARY Prefixes and suffixes

Race against your classmates to complete the missing words in the definitions and sentences. Write one letter on each line.

Definitions (all these words contain a prefix)

1 This describes a person who is always moving around and can't stay still. *h y p e r a c t i* **ve**

2 This describes things that happen before a baby's birth. ___ ___ ___ ___ ___ ___ ___ **al**

3 This is a very small structure or system which has the same features as a similar, much larger structure or system. ___ ___ ___ ___ ___ ___ ___ **sm**

4 This describes a mysterious experience that is beyond scientific explanation. ___ ___ ___ ___ ___ ___ ___ ___ **al**

5 This kind of person or action is without a sense of right and wrong. ___ ___ ___ ___ **al**

6 This kind of person avoids taking unnecessary risks and is careful to consider all the circumstances and possible consequences. ___ ___ ___ ___ ___ ___ ___ ___ ___ **ct**

7 These activities are offered by a school or university, although they are outside the main academic course. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ **ar**

8 This describes a group or mixture of things in which there are no obvious differences between the components. ___ ___ ___ ___ ___ ___ ___ ___ **us**

9 This is when you say that what someone else says is wrong, and in fact the opposite is true. ___ ___ ___ ___ ___ ___ ___ ___ **ct**

10 This is when someone has been told in advance about something unpleasant or dangerous. ___ ___ ___ ___ ___ ___ ___ ___ **ed**

Sentences (all these words contain a suffix)

11 Young people's **id** ___ ___ ___ ___ ___ ___ seems to gradually disappear as they get older.

12 In the 1970s, this country was led by a **br** ___ ___ ___ ___ dictator who ordered thousands of people to be killed or tortured.

13 In my country, we live with a high level of **ce** ___ ___ ___ ___ ___ ___ ___ ___ – the government controls the press and the internet, and no political discussion is allowed.

14 I don't like authority, and I often do the opposite of what I'm told to do – I'm quite **re** ___ ___ ___ ___ ___ ___ ___ ___ in that way.

15 I walked through the fields, listening to the birdsong and smelling the **fr** ___ ___ ___ ___ ___ ___ ___ of the spring flowers.

16 I wish our house had some built-in wardrobes – we need more **st** ___ ___ ___ ___ ___ space for all our stuff.

17 Everyone was more **at** ___ ___ ___ ___ ___ ___ ___ than usual in today's meeting – they were all keen to hear about the potential pay rise.

18 Amina is terribly **sn** ___ ___ ___ ___ ___ ___ – she doesn't want her son to socialize with 'lower-class' people.

19 My thesis is about the **po** ___ ___ ___ ___ ___ ___ ___ of women in film – so basically how film-makers have shown women over the years.

20 This action is not **re** ___ ___ ___ ___ ___ ___ ___ ___, so be careful – once you've done it, it can't be undone.

ACTIVATION

Complete the questions using some of the words above. Then ask your partner the questions.

1 Do you believe in _____ activity?

2 Would you describe yourself as a _____ person?

3 Do you know anyone who is really _____?

4 What _____ activities did you do at school?

5 When would you say you are at your most _____?

 Photocopiable © Oxford University Press 2026

2B VOCABULARY Ways of moving

Read the stories and replace the underlined verbs with a more descriptive way of moving. Sometimes more than one answer is possible, but do not use the same verb more than once.

Near misses

A

My younger sister once had a near miss when we were on a family holiday in Türkiye. It was boiling hot, and we had decided to go for a relaxing walk in some shady woods. My parents and I were [1] ~~walking slowly~~ strolling along the paths between the trees, taking our time and not [2] hurrying anywhere. But my sister, full of energy as always, kept [3] running away up side-paths and [4] climbing over rocky outcrops. She would [5] run back to us a few minutes later, eager to tell us all about what she had seen and done.

But after a while, she disappeared for a bit longer, and then we heard her calling. When we went to investigate, we saw her perched on a rock in the middle of a stream, above a waterfall. Somehow, she had got up there, but getting back across the deep, churning water was too much for her. My dad, however, was tall enough and strong enough to [6] walk through the torrent and rescue her. After that, she calmed down and stayed with us for the rest of the walk!



B



I had a pretty strange experience once, when my friends and I were [7] walking through our local park late one evening. My friend Darius stopped and pointed towards the bushes, and we could see a man in dark clothes [8] moving along the road on the other side of the fence. He looked very suspicious, so we [9] went after him in silence, to see what he was doing. I had just pulled out my phone, and was about to dial 999, when I heard heavy footsteps. I looked up and saw two police officers [10] walking confidently along the road towards the man. He tried to [11] move secretly into the park through a narrow gap in the fence, but some of our group [12] ran over and stopped him getting through. In less than a minute, the police had caught up with him and he was in handcuffs.

C

There's only been one occasion when I've nearly missed a flight. I had actually checked in and got through security with plenty of time to spare, so I was [13] walking around the shops aimlessly. Suddenly, a security guard stopped me and insisted on searching my bag. Twenty minutes later, he let me go, but I was so annoyed that I [14] walked angrily out of the shop without thinking about where I was going. Then I saw my flight number on one of the departure boards – it was already boarding, and I realized I was in totally the wrong part of the airport. I [15] ran along the corridors, but I got stuck twice – once when a family were coming the other way, with four trolleys stacked with enormous cases and several small children [16] running excitedly around them like mice; and once when I found myself behind a group of friends [17] walking proudly along in tight designer jeans and high heels, who wouldn't move aside to let me pass. Eventually, I [18] walked weakly up to the gate, completely out of breath, just in time to show them my boarding card and get on the plane.



ACTIVATION

Write the six new descriptive verbs from each story on a piece of paper. Then turn your worksheet over and retell each story to a partner using only the verbs and your memory.

3B VOCABULARY Idioms from Shakespeare

Read the conversations and correct the mistakes in the **bold** idioms.

1 **A** You look knackered – are you OK?
B Not really – the neighbours had a party that went on all night, and I **couldn't sleep ~~the~~ a wink**!

2 **A** Can I help? What are you looking for?
B My keys – they seem to have **vanished into thick air**!

3 **A** What's it like, living with your parents again after three years of freedom?
B Mostly fine, but my mum keeps complaining that I'm **eating them out of home and house**.

4 **A** I'm so worried about my driving test – what will I do if I don't pass?
B It's not **the being-all and ending-all** – life will go on, even if you don't pass this time!

5 **A** Have you heard? Tom's wife has left him!
B **Bad riddance**! She's one of the most unpleasant people I've ever met!

6 **A** Everyone is sitting around looking awkward – what shall we do?
B Let's serve the food. That'll **melt the ice**.

7 **A** My sister is furious with me because I dropped her phone and cracked the screen.
B My advice is to just **lie down** for a bit and she'll forget about it soon enough.

8 **A** Don't tell Juanita about this – she'll start panicking, but there's really no need to worry.
B Don't worry – **Dad's the word**!

9 **A** Why are you sitting over there instead of with us?
B Everyone is too close together – I need a bit of **elbow space** to spread out my stuff.

10 **A** Did you see Marvin after he'd just fallen into that ditch?
B Yes! He was **a sorry sign**, wasn't he? Dripping with muddy water!

11 **A** I think Bianca was quite upset after that meeting, don't you?
B It was really obvious, wasn't it? She does **wear her heart on her shoulder**!

12 **A** Do you prefer the red tent or the blue one?
B I really don't mind. As long as it keeps me dry in the rain, the colour is **neither there nor here**.

13 **A** Your flat is such a mess. Don't you ever do any housework?
B I keep putting it off, but I'm going to do it all **in one full swoop** this weekend.

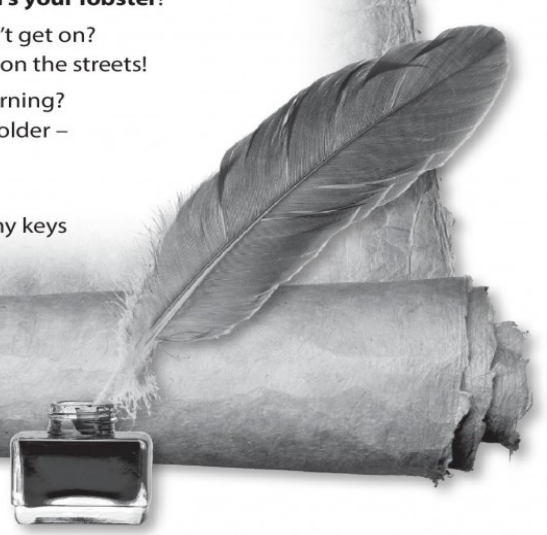
14 **A** Was Paul asking you for money again?
B Yes, but I **sent him picking** – he still hasn't paid back the last £50 I lent him!

15 **A** I'm thinking about quitting my job, because I hate it, but I don't know what else I'd do.
B With your qualifications, you could do anything! **The world's your lobster**!

16 **A** Your brother is moving in with you? But I thought you didn't get on?
B No, but he's **my own flesh and bone** – I can't let him sleep on the streets!

17 **A** Why did you have to go to the finance department this morning?
B The boss sent me on a **wild moose chase** looking for this folder – it was on his desk all along!

18 **A** Where are you? We've been waiting for half an hour!
B I'm sorry – I'm actually **in a bit of a mustard** – I've locked my keys in my car and I don't know what to do!



ACTIVATION

Work with a partner. **B** Turn your worksheet over. **A** Read out one of the incorrect **bold** idioms. **B** Say the correct idiom, and explain what it means. Then swap roles.

 Photocopiable © Oxford University Press 2026

4A VOCABULARY Binomials

cheap and cheerful	neck and neck
chicken and egg	odds and ends
cut and dried	out and about
doom and gloom	part and parcel
face-to-face	pins and needles
far and wide	rough and ready
hand in hand	skin and bone
heart-to-heart	step by step
hit-and-miss	through and through
little by little	trial and error

 Photocopiable © Oxford University Press 2026

4B VOCABULARY Acronyms and initialisms

a Read the two texts. What do you think the relationship is between the correspondents in each text?

b Complete the texts with acronyms and initialisms from the lists. In each list there are two that you do not need to use.

A

ASAP CEO GDP GMT HR
MBA NB PA PhD ~~PR~~ USP

To: Samir
From: Johanna

Dear Samir,

Many thanks for your email with all the useful details. Please see below for my responses to your questions.

Yes, I agree we need to hire a new [1] *PR* person to handle all the publicity now that we're expanding into new markets. I've spoken to [2] _____ about advertising the post, but they say they can't do anything without going higher up: the [3] _____ has to approve the budget. I've emailed her directly, saying we need approval [4] _____ – but no reply so far.

Regarding qualifications, I would definitely say that whoever we hire should have an [5] _____ or a [6] _____ – they need to get a really solid grasp of the business really quickly. They'll also need a [7] _____ to help with the workload, so we should advertise for that post as well.

Legal issues – this is a bit more complicated. Can we schedule a video call? What time zone are you in at the moment? My working hours are 8.30–18.00 [8] _____.
([9] _____ I'm in an all-day meeting tomorrow, but the rest of the week should be fine.)

Best,
Johanna

B

BFF BTW ETA FOMO FYI
IMO LOL OMG TBH

Today

Hanna
Hey guys! [10] _____, can't believe we're going to see each other tomorrow! Finally! Just wanted to see what you feel like doing in the afternoon, before we head to the theatre ([11] _____, don't forget that we'll need to set off at about 5.30).
10.23

Narinder
Hi everyone! Yeah, can't wait to see you all! [12] _____ we should just chill out in the afternoon – the weather looks good, so just hanging out in the park or a stroll along the river would be fine.
10.34

Maria
Hiya! Soooo excited about tomorrow! Actually, [13] _____, I don't think I'm going to get there until about 5.00 p.m. – really sorry! Hope you all have a nice, chilled afternoon, and I'll see you later.
10.47

Hanna
Good point, Maria – what is everyone's [14] _____? You guys can come to mine for lunch first if you want, but just [15] _____, it'll be cheese sandwiches and salad – nothing special!
10.52

Narinder
I was thinking of getting there about 2.00.
11.01

Jiwon
Hi there! Sorry I'm a bit late replying. Also super excited!!! I persuaded Sunmi to come, too (I think [16] _____ took priority over her plans to work all weekend!) and we'll probably get to yours at 2.00 or 2.30, Hanna.
15.17

ACTIVATION

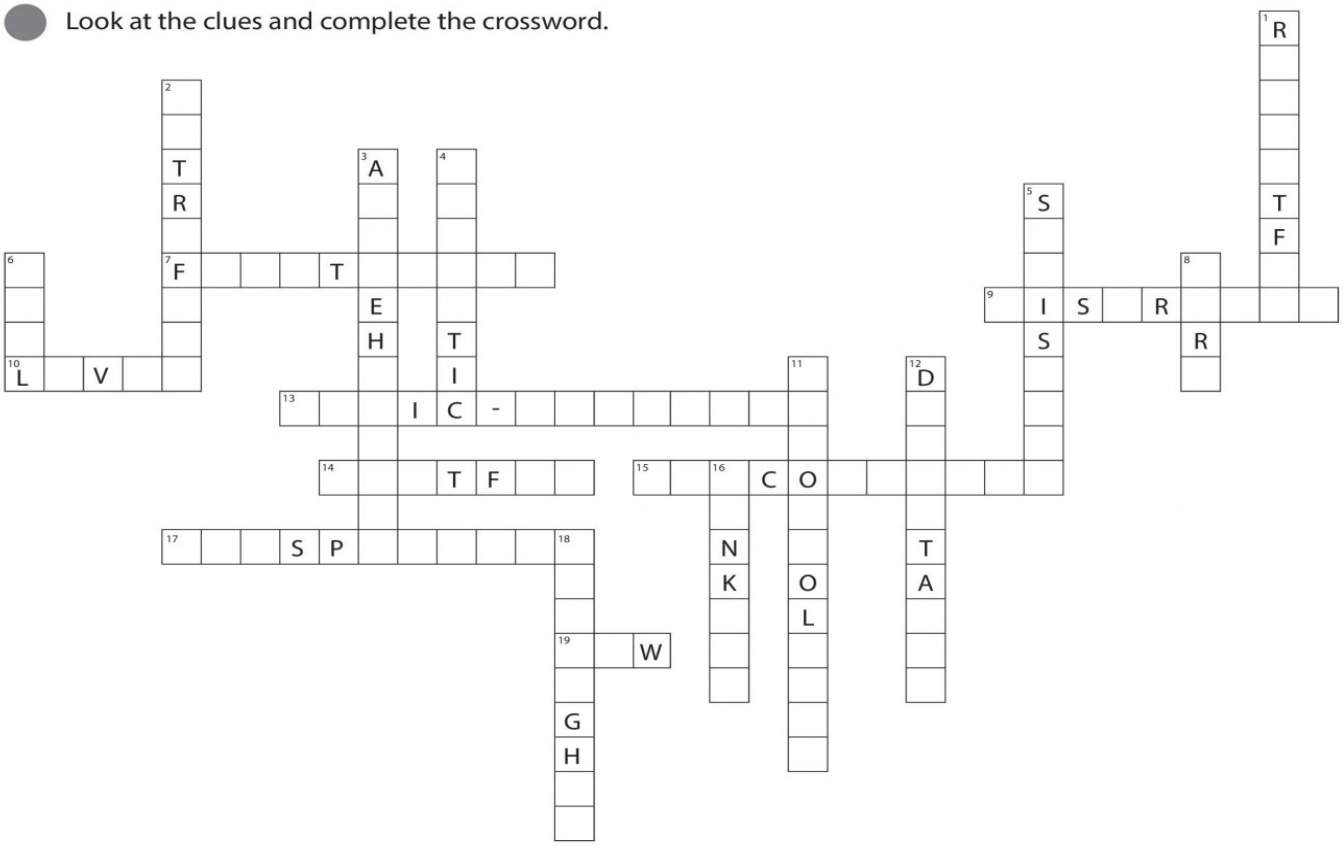
Choose three types of short social media posts and write them using a variety of acronyms and initialisms.

a message to a friend a photo caption a post giving your opinion a response to some good news a status update

 Photocopiable © Oxford University Press 2026

5A VOCABULARY More sophisticated emotions

Look at the clues and complete the crossword.



Across →

7 I'm so _____ right now, you wouldn't believe it! I spent all day writing that report, and my computer crashed just before I'd saved it.

9 She sat staring out of the window at the dark, gloomy sky, and realized she'd never felt so _____ and alone.

10 Mum was absolutely _____ when I told her I'd crashed her car.

13 Tim woke with a jolt to the sound of his window being smashed. _____, he grabbed the phone and called the police.

14 With a _____ smile on her face, she remembered the wonderful summer when they'd first met.

15 When my son did so badly in his mock exams, he was really _____.

17 With an _____ sigh, the teacher started his explanation from the beginning once again.

19 After we broke up, I felt pretty _____ for a few weeks, but now I know it was for the best.

Down ↓

1 I think my brother is still quite _____ that I went to university and he didn't.

2 Kamal is absolutely _____ of spiders!

3 I hadn't seen any of my uni friends for years, so I was quite _____ when Lucy suggested we all meet up.

4 Jason was _____ when he passed his driving test first time – he couldn't wait to celebrate.

5 We're generally _____ with the results of the online survey – they could have been better, but also much worse.

6 Every time I think about what she said, it makes my blood _____.

8 I'd be very _____ of suggesting anything new if I were you. The team don't respond well to change.

11 Pavel was _____ when I told him the terrible news. He cried for hours.

12 He watched her walk away, then turned back to me with a _____ expression on his face. Only then did I realize he still wasn't over her.

16 I had a _____ feeling as I opened the front door and saw the two police officers standing there.

18 What do you think you're doing? You scared the living _____ out of me!

 Photocopiable © Oxford University Press 2026

6A VOCABULARY Common adverb collocations

Circle the correct adverb to complete the sentence.



1 Tropical fruits like mangoes were considered exotic in the UK 50 years ago, but now they are **fully** / **perfectly** / **readily** available.
2 We are **fully** / **greatly** / **readily** aware that our website is not functioning properly, and we hope to have it fixed as soon as possible.
3 No one ever says hello to strangers in a London park, but halfway up a Welsh mountain, it's **freely** / **kindly** / **perfectly** normal.
4 I wanted to fly home for Christmas, but the flights turned out to be **bitterly** / **deeply** / **prohibitively** expensive.
5 We had to have our roof repaired after it was **badly** / **fiercely** / **painfully** damaged in the storm.
6 If you think I'm going to do your homework for you again, you're **painfully** / **quietly** / **sadly** mistaken.
7 I thought the notice was **firmly** / **flatly** / **roughly** attached to the window, but it's disappeared.
8 I donate to a charity for homeless people, and if I had more time, I'd get more **actively** / **highly** / **readily** involved.
9 In most countries, all car drivers and passengers are **firmly** / **legally** / **strongly** required to wear seat belts.
10 This book is **deeply** / **highly** / **hugely** recommended for anyone who wants a readable introduction to global economics.
11 I walked all the way through the airport, **blissfully** / **fiercely** / **ridiculously** unaware that my suitcase was open and I was scattering clothes behind me.
12 After years of being **deeply** / **firmly** / **strongly** unhappy in a loveless marriage, Tanya finally filed for divorce.
13 Overall, this film doesn't have much emotional depth, but it is **fully** / **happily** / **hugely** enjoyable.
14 We usually enjoy hiking in all weathers, but that day, it was so **bitterly** / **roughly** / **strongly** cold that we turned back after about an hour.
15 At Marta's café, the service isn't the best, but the food is **greatly** / **perfectly** / **reasonably** priced and extremely tasty.
16 We would **greatly** / **hugely** / **largely** appreciate it if you could complete all the documentation by Friday.
17 If you have any long-term health conditions, we **actively** / **highly** / **strongly** advise that you consult your doctor before participating in this activity.
18 Mr Clarke was accused of fraud, but **categorically** / **firmly** / **warmly** denied all charges.
19 I begged my teacher to give me an extra day to finish my assignment, but she **flatly** / **strongly** / **violently** refused.
20 Thank you for **greatly** / **happily** / **kindly** agreeing to check my CV. I look forward to your comments.

ACTIVATION

Work with a partner. **A** Read a sentence aloud, leaving a gap instead of the **bold** adverb. **B** Without looking at the worksheet, say an adverb that can be used in the gap. Then swap roles.

 Photocopiable © Oxford University Press 2026

6B VOCABULARY Numbers and measurements

Complete the sentences with one word.

1 Two plus seven *equals* nine.

2 The _____ root of nine is three.

3 The lowest _____ number is two.

4 Twelve _____ three equals nine.

5 Ten _____ by two equals five.

6 Three _____ by three equals nine.

7 An angle of 90° is a _____ angle.

8 You measure the volume of a swimming pool in _____ metres.

9 A _____ chart is a circle divided into sections to show particular amounts in relation to a whole.

10 A _____ diagram shows the relationships between sets of items.

11 First, second, and third are _____ numbers.

12 A quarter expressed as a _____ is 0.25.

13 The radius of a circle equals half the length of the _____.

14 In 2006, Akira Haraguchi set an unofficial world record by reciting 100,000 digits of _____.

15 A _____ is 0.9144 metres.

16 A _____ is around 4.5 litres.

17 An _____ is 28.35 grams.

18 Whatever you do, don't give in to him. If you give him an inch, he'll take a _____.

19 Can you help me with my suitcase? It weighs a _____.

20 I wouldn't trust him an _____. He's always lying!



ACTIVATION

Work with a partner. Write five maths questions. Then take turns to read your questions to your partner and see if they can answer them.

 Photocopiable © Oxford University Press 2026

7A VOCABULARY Law and order

be wrongfully convicted	community service	death penalty	death row
deterrent	diminished responsibility	electronic tag	exercise yard
fine	hanging	inmates	lethal injection
life sentence	maximum security	mitigating circumstances	non-custodial sentence
open prison	parole	quash	rehabilitation
reoffend	retrial	solitary confinement	surveillance

 Photocopiable © Oxford University Press 2026

8A VOCABULARY Ways of eating and drinking

VERB	VERB
chew a tough steak	eat up your cereal
VERB	**VERB**
guzzle a can of cola	lick an ice cream
VERB	**VERB**
munch a raw carrot	nibble a biscuit
VERB	**VERB**
scoff a packet of crisps	sip a cup of coffee
VERB	**VERB**
slurp a bowl of spaghetti	suck a sweet
VERB	**VERB**
swallow a spoonful of medicine	toy with a piece of toast
VERB	**IDIOM**
wolf down a pizza	have your cake and eat it
IDIOM	**IDIOM**
sour grapes	the icing on the cake

 Photocopiable © Oxford University Press 2026

VOCABULARY REVISION 1: phrasal verbs and idioms

a Complete the **PARTICLE** column with a word from the list.

at down into off out (x2) up

PARTICLE

1 I was seriously ill when I was 17, and had to drop [ ] of college for a year. *out*
2 It really isn't your fault – I hate to see you beating yourself [ ] like this.
3 If you're feeling overwhelmed, it's a good idea to reach [ ] to someone you trust.
4 He told me the address, and I scrawled it [ ] quickly on a scrap of paper.
5 I'll just polish [ ] that last cake, unless anyone else wants it?
6 I love tucking [ ] a big meal after I've been hiking all day.
7 You aren't eating properly – you're just picking [ ] your food. What's wrong?

b Complete the **VERB** column with a word from the list.

jump screw sink take tease wind wolf

VERB

1 Can we go over the instructions again? I really don't want to [ ] up this time.
2 This session is quite informal, so please just [ ] in with any comments or questions.
3 After announcing the news, the CEO paused to let it [ ] in.
4 After a stressful day, walking home along the river is my favourite way to [ ] down.
5 Let's focus on this for a moment and try to [ ] apart the various reasons for the change.
6 There are many factors that we need to [ ] into consideration when making a decision.
7 The first session of the day finished so late that we only had ten minutes to [ ] down our lunch.

c Complete the **bold** idioms with the correct word.

WORD

1 I asked for a pay rise, but they offered me a different position in the company, which was a bit of **a c[ ]ball**.
2 Ben's comedy routine was the best – he **had me in s[ ]** all the way through.
3 It's a difficult decision, but **in my h[ ] of hearts**, I know what I have to do.
4 This is just a **rough and r[ ]** version – of course we'll polish it up a bit.
5 People don't tidy up after themselves, and it really **makes my blood b[ ]**.
6 Felix looked so nervous before his interview – he was **shaking like a l[ ]**.
7 What on earth have you got in this rucksack? It **weighs a t[ ]** !
8 I'm afraid I **don't trust** Harry **an i[ ]** – he's lied to me too many times.
9 Some people think that educating prisoners is **being s[ ]** on them, but I don't agree.
10 A tiger from the local zoo has escaped and is **on the l[ ]** in the neighbourhood.
11 Can we postpone our meeting till next week? I **have a lot on my p[ ]** this week.
12 Don't believe everything you read on the internet – **take it all with a p[ ] of salt**.

 Photocopiable © Oxford University Press 2026

VOCABULARY REVISION 2: define, mime, or draw

Phrasal nouns

after-effect
aftershock
breakthrough
comeback
downpour
giveaway
hold-up
meltdown
outbreak
outcry

Prefixes and suffixes

anaemic
censorship
controversial
forecast
infrastructure
metaphorical
paramedic
picturesque
snobbish
speechless

Ways of moving

hike
limp
mooch
prowl
slip
sprint
stride
tiptoe
waddle
wade

More sophisticated emotions

cheerful
elated
gutted
indignant
listless
make your day
over the moon
petrified
rattled
throw a wobbly

Verbs for making things

bend
clip
fan
hole
loosen
nail
saw
tighten
unscrew
wire

Numbers and measurements

area
bar chart
even number
foot
fraction
nought
percentage
pint
radius
volume

Law and order

appeal
cell
defendant
deterrent
electronic tag
parole
retrial
serial offender
solitary confinement
surveillance

Ways of eating and drinking

chew
devour
guzzle
lick
nibble
scoff
sip
slurp
suck
swallow

 Photocopiable © Oxford University Press 2026

OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2026

The moral rights of the author have been asserted

e-Book Edition

ISBN: 978 0 19 414650 0 STUDENT BOOK CLASSROOM PRESENTATION TOOL

First published in 2026

No copying or file sharing

This digital publication is protected by international copyright laws. No part of this digital publication may be reproduced, modified, adapted, stored in a retrieval system, or transmitted, used for text and data mining, or used for training artificial intelligence, in any form or by any means, to any other person or company without the prior permission in writing of Oxford University Press, or as expressly permitted by law. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above

You must not modify, adapt, copy, store, transfer or circulate the contents of this publication under any other branding or as part of any other product. You may not print out material for any commercial purpose or resale

Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims all and any responsibility for the content of such websites

The manufacturer's authorised representative in the EU for product safety is Oxford University Press España S.A. of El Parque Empresarial San Fernando de Henares, Avenida de Castilla, 2 – 28830 Madrid (www.oup.es/en or product.safety@oup.com). OUP España S.A. also acts as importer into Spain of products made by the manufacturer.

ACKNOWLEDGEMENTS

The authors would like to thank all the teachers and students round the world whose feedback has helped us to shape English File.

The authors would also like to thank: all those at Oxford University Press (both in Oxford and around the world) and the design team who have contributed their skills and ideas to producing this course.

Finally very special thanks from Clive to Maria Angeles, Lucia, and Eric, and from Christina to Cristina, for all their support and encouragement. Christina would also like to thank her children Joaquin, Marco, and Krysia for their constant inspiration.

The publisher and authors would like to thank Jane Hudson for her work on the Writing Bank, Amanda Jeffries for her work on the Grammar Bank and Writing Bank and Jerry Lambert for his work on the Revise and Check pages.

The publisher and authors are very grateful to the following who have provided information, personal stories, videos, and/or photographs: Jorge, Beatriz, Panoraia p.9, The Lake District Mountain Rescue Service and Stephanie Coulshed p.25, Diane Samuels p.35, Geoffrey, Beata, Jorge p.44, Amy Malloy p.45, Steve and Bridget Andersen p.54, Bobby Seagull p.62, Ela, Begoña, Geoffrey, Ross p.73, and the Conversation participants: Joanne Bowlt, Alice Dillon, Sean Gibson, Emma Green, Tim Herdon, Devika Pandit, Syinat Tagaeva, Ida Berglöw Kenneway, Ben Weller, James Ball, Debbie Bird.

The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material: pp.8–9 Extracts from If I could tell you just one thing by Richard Reed, Canongate, 2016. Reproduced with permission of the Licensor through PLSclear; p.10 audio uses extracts adapted from 'Why it's wise to give people advice' by Oliver Burkeman, 23 November 2018, The Guardian. Copyright Guardian News & Media Ltd 2025. Reproduced by permission; pp.12–13 Adapted from 'Why Dutch youngsters are the world's happiest teenagers' by Mark Smith, 2 March 2019, The Times. © The Times/News Licensing. Reproduced by permission; p.14 Audio uses extracts adapted from 'Why pushy parenting works after all' by Rachel Carlyle, 23 February 2019, The Times. © The Times/News Licensing. Reproduced by permission; p.17 Adapted from 'I was in awe: our most inspiring teachers and what they recall about us' by Hadley Freeman, Lola Okolosie, Decca Aitkenhead, Paula Cocozza, 13 September 2016, The Guardian, Copyright Guardian News & Media Ltd 2025. Reproduced by permission; pp.20–21 Extract 'Prayer' from The Diving Bell and the Butterfly: A Memoir on Life in Death by Jean-Dominique Bauby, translated by Jeremy Leggatt, copyright © 1997 by Editions Robert Laffont, S.A., Paris. Reprinted by permission of HarperCollins Publishers Ltd, and Editions Robert Laffont, and Alfred A. Knopf, an imprint of the Knopf Doubleday Publishing Group, a division of Penguin Random House LLC. All rights reserved; pp.22, 89 and 93 Adapted from 'Race Across the World: Could you travel by land to Singapore – with just £25 a day?' by Anna Maxted, 28 February 2019, The Times. © The Times/News Licensing. Reproduced by permission; p.23 Extracts adapted from 'Race Across The World winners Tony and Elaine reveal how they're spending their prize money and it's so suitably pure' by Adam Miller, 9 April 2019, Metro.co.uk. Reproduced by permission of dmg media licensing; p.24 Extracts and audio from Microadventures by Alastair Humphreys, William Collins (2014), © Alastair Humphreys, 2014. Reprinted by permission of HarperCollins Publishers Ltd.; p.25 Adapted extract and photo taken from www.alastairhumphreys.com. Reproduced by permission of Alastair Humphreys; p.25 Adapted from '25 bite-sized breaks for the time-poor' by Sarah Baxter, from 'Time to go big on a microadventure', The Daily Telegraph, 20 January 2018. © Telegraph Media Group Holdings Limited 2018. Reproduced by permission; p.27 Extracts from Chiodini PL, Patel D and Whitty CJM 'Guidelines for malaria prevention in travellers from the United Kingdom', August 2019, London: Public Health England, © Crown copyright 2019. Contains public sector information licensed under the Open Government Licence v3.0; p.28 Adapted from 'Marathons, Botox and Sex: There's a perfect age to do everything' by Rachel Carlyle, 10 February 2018, The Times. © The Times/News Licensing. Reproduced by permission; p.34 Poem 'Shakespeare at School' from Collected Poems by Wendy Cope, Faber and Faber Ltd., 2024. Reproduced by permission; p.37 Extracts from 'Future of an Ageing Population', by the Government Office for Science © Crown copyright 2016. Licensed under the Open Government Licence v3.0.; p.38 Exercise 1b is adapted from an infographic in the article 'Do you have a male or female brain? How women could earn more by thinking like men' by Fiona Macrae, 30 October 2015, The Daily Mail. Reproduced by permission of dmg media licensing; p.39 Adapted from 'The Gendered Brain by Gina Rippon review – exposing a myth' by Katy Guest, 2 March 2019, The Guardian, Copyright Guardian News & Media Ltd. 2025. Reproduced by permission; p.40 Adapted from the British Council Voices online magazine article 'Teachers, what is gendered language?' by Jemma Prior. Reproduced by permission; p.42 Extract from 'Ten reasons we work too many hours' by The Newsroom, 20 June 2016, The News, www.portsmouth.co.uk. Reproduced by permission; p.42 Adapted extracts from 'There's an optimal way to structure your day—and it's not the 8-hour workday' by Dr Travis Bradberry, 21 July 2022, QZ.com. Copyrighted 2019, G/O Media. Reproduced by permission of Wright's Media; p.44 Abridged from 100 Tricks to Appear Smart in Meetings by Sarah Cooper, Copyright Sarah Cooper 2016, published by Square Peg an imprint of Vintage 2016. Reprinted by permission of The Random House Group Ltd., Andrew McMeel Publishing, and The David Black Literary Agency; p.47 Adapted from 'What's to blame for the gender pay gap? The housework myth' by Emma Griffin, 12 March 2018, The Guardian, Copyright Guardian News & Media Ltd. 2025. Reproduced by permission; p.49 Our audio is recorded with an actor and uses text adapted from 'Why anger is good for you — and so is sadness' by Dr Tim Lomas, 8 October 2016, The Times. © The Times/News Licensing. Reproduced by permission; pp.50–51 Adapted from 'From the surgeon to the Spice Girl: how people in high-pressure jobs cope with stress' by Joe Stone, 4 February 2019, The Guardian, Copyright Guardian News & Media Ltd 2025. Reproduced by permission; pp.52, 90 and 94 Extract from news report 'How Different Cultures Handle Personal Space' by NPR Staff, Leila Fadel, Lulu Garcia-Navarro, originally published on NPR.org on 5 May 2013. © 2013 National Public Radio, Inc. Reproduced by permission of NPR. Any unauthorized duplication is strictly prohibited; p.57 Blurb from The Descent of Man by Grayson Perry © Grayson Perry, 2017, published by Penguin. Reproduced by permission of Penguin Books Limited; Blurb from How to Win Friends and Influence People by Dale Carnegie © Dale Carnegie, 1936; Donna Dale Carnegie and Dorothy Carnegie, 1964, 1981, published by Vermillion. Reproduced by permission of The Random House Group Limited; Blurb from The Power of Habit by Charles Duhigg © Charles Duhigg, 2012, published by William Heinemann. Reproduced by permission of The Random House Group Limited; Blurb from Surrounded by Idiots by Thomas Erikson © Thomas Erikson 2014, 2019, published by Vermilion. Reproduced by permission of The Random House Group Limited; Blurb from Why We Sleep by Matthew Walker © 2017 Matthew Walker, published by Allen Lane. Reproduced by permission of Penguin Books Limited; p.58 Adapted from 'What's the Difference Between AI and Regular Computing?', 12 December 2023, The Royal Institution. Reproduced by permission; p.59 Extracts from "He checks in on me more than my friends and family': can AI therapists do better than the real thing?' by Alice Rob, 2 March 2024, The Guardian. Copyright Guardian News & Media Ltd. 2025. Reproduced by permission; pp.60–61 Extracts and audio recording abridged from The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer © 2009 William Kamkwamba and Bryan Mealer, reprinted by permission of HarperCollins Publishers (USA) and HarperCollins Publishers Ltd.; pp.62–63 Quiz questions and answers from National Numeracy Challenge, www.nationalnumeracy.org.uk/challenge. Reproduced by permission; p.64 Adapted from 'Humble Pi by Matt Parker review – a comedy of maths errors' by Steven Poole, 16 March 2019, The Guardian, Copyright Guardian News & Media Ltd. 2025. Reproduced by permission; p.67 Extracts from 'Skylines: Opinions on Renzo Piano's Shard, London', 24 July 2012 by AR Editors, The Architectural Review. Copyright The Architectural Review and Contributors (by permission of Amanda Levete via AL_A, www.ala.uk.com; from 'The Shard has slashed the face of London for ever' by Simon Jenkins, 3 July 2012, The Guardian. Copyright Guardian News & Media Ltd. 2025; Charles Jencks by permission of the Jencks Foundation at The Cosmic House; Richard Rogers by permission of RSHP Architects Limited; pp.70–71 Adapted from 'Detective fiction: Why do we care whodunnit?' by Erica Wickerson, 22 October 2018, The Independent. Erica Wickerson/Independent Digital News & Media Ltd. Reproduced by permission; pp.72–73 Adapted from 'How to be alone: 'I feel most alive when I'm with my own thoughts'' by Erica Buist, 28 April 2018, The Guardian, Copyright Guardian News & Media Ltd. 2025. Reproduced by permission; p.74 Adapted from 'Want to lose friends quickly? Go on holiday with them...' by Donna Hay, MailOnline, 29 July 2010. Reproduced by permission of dmg media licensing; pp.76–77 Adapted from 'The Norwegian prison where inmates are treated like people' by Erwin James, 25 February 2013, The Guardian, Copyright Guardian News & Media Ltd. 2025. Reproduced by permission; p.80 Adapted from 'How to Start a Food Business From Your Home' from www.highspeedtraining.co.uk. Reproduced by permission; pp.82–83 Adapted from 'How the experts look at art' by Rachel Campbell-Johnson, 18 May 2018, The Times. © The Times/News Licensing. Reproduced by permission; p.87 'A Plate of Peas' by Rick Beyer. © Rick Beyer. Reproduced by permission.

Commissioned photography by: Graham Alder and MM Studios.

Pronunciation chart artwork by: Ellis Nadler

Illustrations by: Baloo/Cartoonstock, Fran/Cartoonstock, Jon Fletcher, Lee Lorenz/Cartoonstock, Peter Bull, Randy McIlwaine/Cartoonstock, Silvia Pizzati/Collaborate Agency, W. B. Park/Cartoonstock.

Video stills: Digeo Productions

Video production by: Digeo Productions

The publisher would like to thank the following for their permission to reproduce photographs: Alabama Media Group; Alamy (Album, Chronicle, Clynt Garnham Food & Drink, Collection Christophel, EXImages, GL Archive, Graham, David, Heorshe, Hi-Story, imageBROKER.com, John Hopkins, Krisztian Elek/SOPA Images via ZUMA Press Wire, mauritius images GmbH, MediaPunch Inc, Moviestore Collection Ltd, Photo 12, PRESSINPHOTO SPORTS AGENCY, Sipa US, SOPA Images Limited, Tony French, World History Archive); Alastair Humphreys; Alexander McLean; Anderson Family Archive; Because International; Bridgeman (Gino D'Achille. All rights reserved 2025, Look and Learn); Catherine Ashmore/Dominic Photography; Christina Latham-Koenig; Elise Dumontet; Erin Schaff/New York Times/Redux/eyevine; Felix Mortimer; From Dorset with Love; Getty (AFP, Araya Doheny, AzmanL, Bloomberg, Dave Benett, Dave J Hogan, Deanny Lehman, Delmaine Donson, DMP, FG Trade, Future Publishing, GCShutter, Gilbert Carrasquillo, Gpointstudio, Guvendemir, Isa Foltin, Ivan Rodriguez Alba, Jason Mendez, Jeff Spicer, Jessie Casson, JulPo, KevinMazur/MG24, Marc Piasecki, Marcos Calvo, Maxime Laurent, Michael H, Mihailomilovanovic, Pictures From History, South China Morning Post, SpxChrome, Tang90246, Vanni Bassetti, We Are); The Guardian (Borja Sánchez-Trillo, Nic Duncan); Harper Collins Publishers Ltd; James Waller; Jon Fletcher and Hain Celestial; Makin & Moore, Ltd, copyright Proper Nutty; Murdo MacLeod; News Licensing/The Times (Tom Jackson, Xenia Latii); Natalie Amoatin and Shameema Mukhtar; National Numeracy Challenge; North Yorkshire Archives; Oxford University Press; Pitt Rivers Museum, University of Oxford (1884.76.142, 1900.27.30, 1942.13.1089, 2015.15.1); Rebecca Jones and Saj Ranmuthu; Richard Davenport; Royal Shakespeare Company (Richard Davenport, RSC); Sheryl Parbhoo; Shutterstock (Bob Farley/EPA, EQRoy, Ilze Kitshoff/Netflix/Kobal, ITV, Kathy Hutchins, Matyas Rehak, Moviestore, s_bukley, Shutterstock, Universal Tv/Kobal, Yau Ming Low); Society for Science; Solar Ear; Spice Kitchen; Dr Tim Lomas (Janey Messina); Tony and Elaine Teasdale; Xavier Mollà.

Every effort has been made to trace the original source of copyright material contained in this book. The publisher will be pleased to hear from copyright holders to rectify any errors or omissions.

The publisher would like to thank the following for permission to reproduce photographs:

Shutterstock

3A.4 (Marley Dias, JetBlu),(Philadelphia and NJ map, PredragLasica),(Vector of girl writing, Amanita Silvicora),(Girl reading, voffka23),(Donation box, clickmymedia),(House with silo, Faina Gurevich),(School building, Structured Vision),(Historical school building, ebenart),(University with sculpture, Ken Wolter),(School yard with basketball court, Iryna Tolmachova),(University of Toronto, Roy Harris),(University of Wyoming, Ken Wolter),(Earth, Photoongraphy),(Colourful painted background, Paul Juser),(Pancreas, Shutterstock),(Radiotherapy patient, wedmoments.stock),(Computer codin, NicoElNino),(STEM graphic, N.Savranska),(Maths and STEM illustrations, VectorMine),(Bali beaches, Sergii Figurnyi),(Bali beaches, MamaNeli),(Bali beaches, Monticello), (Bali beach litter, StockFamily),(Plastic cup with crab underwate/Plastic bag underwater, Andriy Nekrasov), (Plastic on sea bed, Rich Carey),(Plastic in ocean, Andriy Nekrasov),(Nelson Mandela,

Alessia Pierdomenico), (Nelson Mandela, mark reinstein),(Plastic bags on grass verge, MNkmal),(Plastic bags on barbed-wire fence, Pro_Studio),(Plastic bag on red paper, New Africa),(Plastic bags isolated, Nastelbo),(Jane Goodall , vitrolphoto),(No plastics sign, AlexDreamliner) ,(Conference, Good people content) 4A.1 Conference speaker, Jacob Lund),(teacher female, stockfour),(nurse male, Tyler Olson),(judge, wavebreakmedia),(nurse female, Alistair Heap),(Spokeswoman, adriaticfoto),(Female firefighter, VAKS-Stock Agency),(refuse collectors, Kzenon),(male flight attendant, RUBEN M RAMOS),(manageress, fizkes),(Astronaut, Alones),(Shortage of staff, CandyRetriever),(Staff the front desk, New Africa),(Synthetic material, Natali Ximich),(Ordinary people, DW labs Incorporated),(Cafe owner,antoniodiaz),(Weather presenter, ReeldealHD Ltd.),(Men and women, PeopleImages),(Boys and girls, New Africa),(Mr and Mrs, PeopleImages),(Brothers and sisters, Collin Quinn Lomax), (Postal worker, Sarah2) 5A.1 (Ecstatic, ViralHog),(Discouraged, Tonuka Stock),(Dejected, PeopleImages),(Gutted, verticalstock),(Cross, Petrushin Evgeny),(Frustrated, wavebreakmedia),(Rattled, MAYA LAB),(White Shark Fin, PixelBoom) 5B.4 (Venice restaurant, MilkaRe Production),(Krakow at sunrise, SJ Travel Photo and Video),(Metropolitan Cathedral, Wirestock Creators)

Pond5

5A.1 (Exhilarated, DovidovichPro),Livid, monkeybusinessimages),(Aghast, herika),(Panic-stricken, denklim) 5B.4 (Red double decker bus, krblokhin),(Matterhorn railway, Maxim8069),(U-Bahn Subway, zefart)

Getty

1A.1 (George Michael Faith world tour/ Wham! The Final Concert/ George Michael, Michael Putland),(George Michael A Different Story, Sean Gallup),(Wham Concert In London, Brian Rasic), (Greta Thunberg Speaks At Pro-Palestine Event, Thomas Lohnes/Stringer) 3A.4 (Marley's parents, Gustavo Caballero), (Bob Marley, Michael Ochs Archives),(Marley at Embrace Ambition event, Nicholas Hunt),(MRI machine patient, The Stock Studio),(2 girls doing science experiment, Jon Feingersh Photography Inc),(Female science student holding book, gorodenkoff),(Students using whiteboard, SolStock),(Students doing research round table, DragonImages),(Swimmers surrounded by bags, curtoicurto),(Princess Diana, Tim Graham),(Princess Diana, Len Trievnor),(Mahatma Gandhi, Central Press),(Mahatma Gandhi, Elliott & Fry),(Isabel Wijsen on beach, Jonas Gratzer)

Alamy Images

1A.1 (Oprah Winfrey, JEP Celebrity Photos),(Oprah Winfrey speaks at Quickbooks, The Photo Access),(George Michael at the Royal Opera House, ilpo musto),(Greta Thunberg holds a placard, TT News Agency),(Greta Thunberg demonstrates/Greta Thunberg takes part in the closing rally, dpa picture alliance) 3A.4 (Charlotte's Web, Greg Balfour Evans),(The Call of the Wild, The Protected Art Archive),(1000BlackGirlBooks project, WENN Rights Ltd),(Michelle Obama, Everett Collection Inc),(Michelle Obama, Paul Cunningham),(Marley Dias, Associated Press),(Melati and Isabel Wijsen, dpa picture alliance),Nelson Mandela, DC Stock),(Mahatma Gandhi, PA Images),(Bali governor Wayan Koster, ZUMA Press, Inc.),(Conference audience, Aleksei Gorodenkov) 4A.1 (Postmen, Allan Cash Picture Library),(Firemen ladder, David Bagnall),(Firemen hose, Masheter Movie Archive), (Policeman, Allan Cash Picture Library),(Policemen, Old-Time Images),(teacher male, imageBROKER.com),(Police officers, Janine Wiedel Photolibrary),(shepherdess, Heritage Image Partnership Ltd),(manager, Juice Images),(actor, INTERFOTO),(actress, Photo 12),(Old English person, Ancient Art and Architecture)

DAM

3A.4 (American children's books – LHOTP/Anne of Green Gables/ Little Women, OUP)

Other

3A.4 (Bigger Than Us film, Design - Benjamin Seznec / TROÏKA. BIGGER THAN US ©ELZEVIR FILMS/BIG MOTHER PRODUCTIONS/ALL YOU NEED IS PROD), (Youthtopica website screenshot, Youthtopica) 3B.2 (Macbeth, Royal Shakespeare Company)

The publisher would like to thank the following for their permission to reproduce photographs: Alamy Stock Photo (B Christopher, Nicemonkey, PhotoAlto sas, Paul Quayle, Pocstock Inc); Ian R.Cartwright; Shutterstock (Andrei Armiagov, Asia Images Group, Aastock, BearFotos, Binoyphotofolio, Borysovsky, Catwalker, Dejan, Demkat, Dundjerski, Eggeegg, GaudiLab, Goodluz, Adam Gregor, Ground Picture, iacomino FRiMAGES, Ruslan Iefremov, Lotus_studio, Monkey Business Images, Pixeldreams.eu, PR Image Factory, Rightclickstudios, Galushko Sergey, Kirill Skorobogatko, Song_about_summer, Spalnic, Stocklab, XArtProduction).