OXFORD

English File

Advanced

Student Book

fifth edition



OXFORD IMPACT EVALUATED

Christina Latham-Koenig Clive Oxenden
Jerry Lambert Kate Chomacki

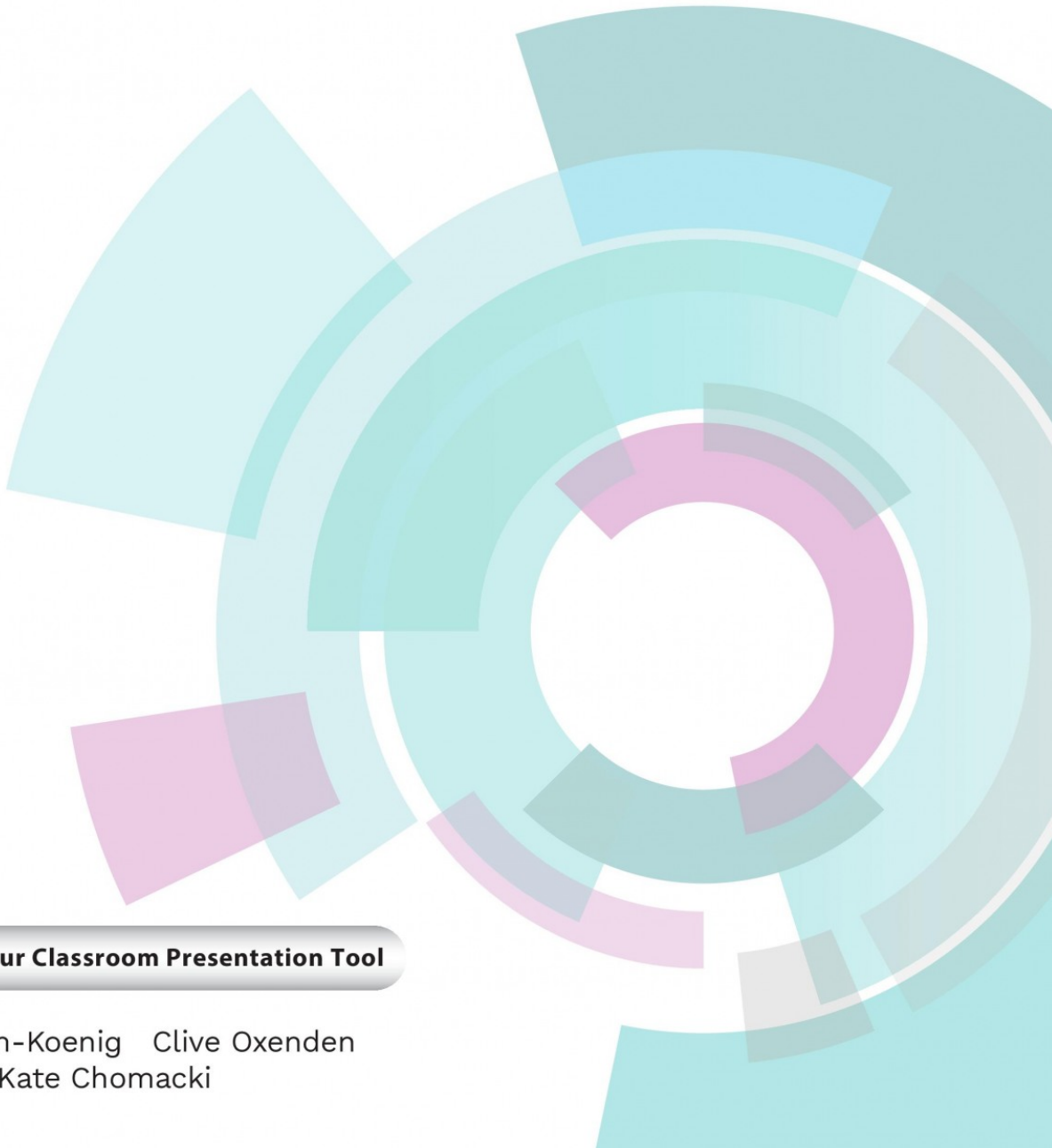
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How to use your Classroom Presentation Tool

Christina Latham-Koenig Clive Oxenden
Jerry Lambert Kate Chomacki

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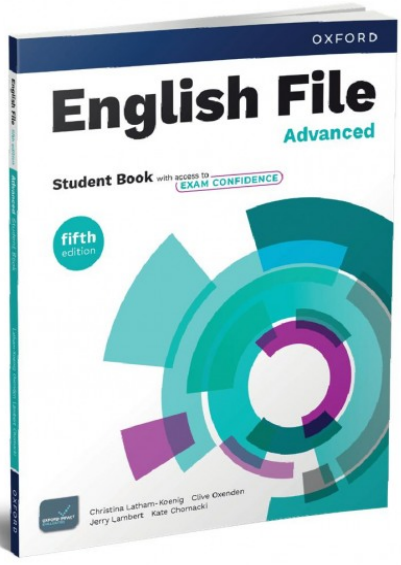
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Welcome to English File fifth edition



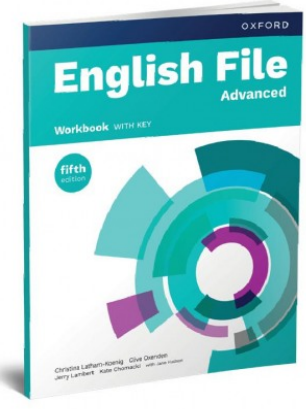
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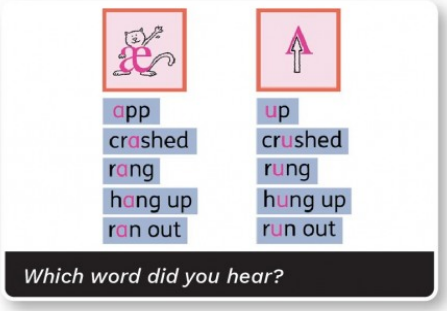
Discuss the questions with a partner.

Grammar practice



Can you remember which ingredients were used?

Vocabulary practice



Which word did you hear?

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Interviews



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1A Family and identity

G *have*: lexical and grammatical uses
V personality
P using a dictionary

"We all need a past – that's where our sense of identity comes from."

Penelope Lively, British author

1 LISTENING & READING

a Look at five 19th- and 20th-century family photos from an exhibition. They show members of a royal family, a film director, a painter, a writer, and a musician. With a partner, discuss which you think might be which and what their relationship might be with the other people in the photo.

b Video Watch *Family photos*, which tells the story of three of the photos, and check your ideas in **a**. Then answer the questions with a name.

Who...?

1 died a violent death
2 lost contact with their children and never saw them again
3 became more famous than their famous spouse
4 was rehabilitated after their death
5 used pets as child substitutes
6 was impersonated by various different people

c Watch the video again. Then look at some phrases from the script. With a partner, say who or what the phrases refer to and explain what the **bold** collocations mean.

1 the story of her survival was **conclusively disproved**
2 They were a **strikingly different** couple.
3 she forced him to give up his **parental rights**
4 (he) died in **abject poverty** in Paris
5 (she) suffered from **ill health** for most of her life
6 (it) **fuelled the myth** that she had escaped











d **Communication** Family photos **A** *p.108* **B** *p.113* Tell your partner about one of the remaining two photos.

e Which of the five photos draws you in the most? Why?

2 SPEAKING

a Score the areas in the list 1, 2, or 3 according to how important they are to your identity (1 = very important).

Exploring my identity

- my family role(s), e.g. parent, daughter, sibling
- my personality
- my physical appearance
- my natural talents
- my learned skills
- my beliefs, e.g. religion or politics
- my nationality or ethnicity
- my training / profession



b Work in small groups. Compare any that you have scored 1 with the rest of the group and explain why.

c You're going to discuss the statements below. First, decide individually what you think about each one. Think of reasons and examples to support your opinion. Do you think the aspects of your identity that you discussed in **b** influence your opinions about these things?

Family matters

- Parents should never try to be their children's friends.
- People who are very dedicated to their work rarely manage to have a happy family life.
- When children are young, it's better for one parent not to work and to look after them.
- The only person who should be allowed to criticize your family is you, not your partner or friends.
- Marrying very young almost inevitably ends badly.
- You have to love your family, but you don't have to like them.



Half-agreeing and politely disagreeing

When you're sharing opinions, especially with people you don't know very well, and you don't entirely agree with them, it's more polite to use expressions of half-agreeing or politely disagreeing to introduce your point of view.

Half-agreeing	Politely disagreeing
I see what you mean, but...	*I'm not sure I agree with you.*
I agree up to a point, but...	*I don't really think that's right.*
I agree in theory, but...	

d **1.2** Listen to five short conversations which include the expressions from the information box. Focus on the intonation in the expressions.

e **1.3** Listen and repeat the expressions, copying the intonation.

f Work in your groups and discuss the statements in **c**. If you half-agree or disagree, use expressions from the box.

3 GRAMMAR *have*: lexical and grammatical uses

a With a partner, look at all the sentences in groups 1–4. Answer the two questions for each group.

- Are all the options possible?
- Is there any difference in meaning or register?

1 I **haven't got** / I **don't have** / I **haven't** any siblings.

2 I**'ve been making** / I**'ve made** loads of food for a family dinner tonight.

3 **Have** we **got to** / **Do** we **have to** dress up for the party, or is it just family?

4 I**'ve had** some lovely photos **taken** / I**'ve taken** some lovely photos of the children.

b **Grammar Bank** 1A *p.150*

c With a partner, say if each of the sentences below is true for you or not and why.

- I'm the most competitive person in my family. Whenever I play a sport or game, I always have to win.
- When someone in my family annoys me, I always keep quiet rather than having it out with them.
- I've been arguing a lot with my family recently.
- I don't mind having my photo taken, but I'd hate to have my portrait painted.
- I've got a lot of 'friends' on social media, but I only have a few close friends that I see regularly face-to-face.
- I've got to try to get out more. I spend too much time at home.
- I have a few possessions that are really important to me and that I would hate to lose.
- I've never wanted to leave home. I'm happy living with my parents.

4 VOCABULARY personality

a Look at the adjectives in the list that describe personality. Underline three that you think would make someone a good parent, and circle three that would make them a good partner for you.

affectionate ambitious assertive
bossy honest loyal mature moody
open-minded outgoing patient
reliable sensitive stubborn

b Compare with a partner. Then decide together which adjectives might make someone a difficult parent or partner.

c **Vocabulary Bank** Personality *p.170*

5 PRONUNCIATION using a dictionary

determined *adj*
BrE /dɪˈtɜːmɪnd/ ; US /dɪˈtɜːrmɪnd/
(of people) someone who, having made a decision, will not let anyone prevent them from carrying it out

a 1.7 Look at the dictionary entry for *determined*. Focus on the phonetics. Which syllable is stressed? What difference is there between the two pronunciations? Listen and check.

b Underline the stressed syllable in the words below.

1 con|sci|en|tious
2 re|source|ful
3 sar|cas|tic
4 tho|rough
5 spon|ta|ne|ous
6 straight|for|ward
7 stea|dy
8 self-su|ffi|cient

c Which vowel sound do the stressed syllables have? Choose from the sound pictures below.



d 1.8 Listen and check.

e Look at the phonetics for some more adjectives of personality. With a partner, work out how they're pronounced, and say how they're spelled, and what they mean. Then check with a dictionary.

1 /ˈæŋkʃəs/
2 /ˈlaɪvli/
3 /ˈnəʊzi/
4 /ˈsəʊʃəbl/
5 /ˈstɪndʒi/

f What features do you find most useful in the dictionary you use?

6 READING & SPEAKING

a To what extent do you think the following are good ways of predicting personality types?

- online quizzes
- personality tests
- your handwriting
- your star sign

b You're going to do a well-known personality test. Before you start, look at the painting for 30 seconds. Write what you see. You'll need this when you do the test.



c **Language in context** Look at the test *What's your personality?* Read the questions and possible answers. With a partner, try to work out the meaning of the highlighted phrasal verbs and idioms, but don't look them up yet.

d Now look them up in a dictionary and check your answers.

Looking up phrasal verbs and idioms in a dictionary

Phrasal verbs PHR V

Phrasal verbs are listed in alphabetical order after the entry for the verbs.

For phrasal verbs with an object, the object (sb or sth) is shown **between** the two parts, e.g. *put **sth** off*. This means the phrasal verb is separable, and the object can go between the verb and the particle **or** after the particle. If the object is shown after the particle, e.g. *look for **sth***, it means the verb and the particle cannot be separated.

Idioms IDM

You can usually find the definition of an idiom under one of its 'main' words (nouns, verbs, adverbs, or adjectives, but **NOT** prepositions and articles), e.g. the definition of *catch your eye* will be given under *catch* or *eye*. After some very common verbs, e.g. *be* and *get*, and adjectives, e.g. *good* and *bad*, the idioms are usually under the entries for the next 'main' word, e.g. *be a good sport* comes under *sport*.

What's your PERSONALITY?

A PLANNER or SPONTANEOUS

1 Are you...?
- a a perfectionist who hates leaving things unfinished
- b someone who hates being under pressure and tends to overprepare
- c a bit disorganized and forgetful
- d someone who puts things off until the last minute

2 Imagine you have bought a piece of furniture that requires assembly (e.g. a wardrobe or a cupboard). Which of these are you more likely to do?
- a Check that you have all the items and the tools you need before you start.
- b Carefully read the instructions and follow them to the letter.
- c Quickly read through the instructions to get the basic idea of what you have to do.
- d Start assembling it right away. Check the instructions only if you get stuck.

3 Before you go on holiday, which of these do you do?
- a Plan every detail of your holiday.
- b Put together a rough itinerary, but make sure you leave yourself plenty of free time.
- c Get an idea of what kinds of things you can do, but not make a decision until you get there.
- d Book the holiday at the last minute and plan hardly anything in advance.

B FACTS or IDEAS

4 Which option best describes what you wrote about the painting in b on page 10?
- a It's basically a list of what appears in the painting.
- b It tells the story of what's happening in the painting.
- c It tries to explain what the painting means.
- d It's a lot of ideas that the painting made you think of.

5 You need to give a friend directions to your house in the country. Do you...?
- a write a list of detailed directions
- b give them the postcode and expect them to use a satnav
- c give rough directions
- d draw a simple map showing only the basic directions

6 When you go shopping at the supermarket, do you...?
- a always go down the same aisles in the same order
- b carefully check prices and compare products
- c buy whatever catches your eye
- d go round a different way each time, according to what you want to buy

C HEAD or HEART

7 If an argument starts when you are with friends, do you...?
- a face it head-on and say what you think
- b try to find a solution yourself
- c try to keep everyone happy
- d do anything to avoid hurting people's feelings

8 Imagine you had the choice between two flats to rent. Would you...?
- a write what your ideal flat would be like and then see which one was the most similar
- b make a list of the pros and cons of each one
- c just go with your gut feeling
- d consider carefully how each flat would suit the other people living with you

9 Imagine a friend of yours started going out with someone new, and they asked you for your opinion. If you really didn't like the person, would you...?
- a tell them exactly what you thought
- b be honest, but as tactful as possible
- c try to avoid answering the question directly
- d tell a white lie

D INTROVERT or EXTROVERT

10 You are out with a group of friends. Do you...?
- a say hardly anything
- b say a little less than most people
- c talk a lot
- d do nearly all the talking

11 When you meet a new group of people, do you...?
- a try to stay with people you already know
- b have to think hard about how to keep the conversation going
- c try to get to know as many people as possible
- d just enjoy yourself

12 If your phone rings while you are in the middle of something, do you...?
- a ignore it and carry on with what you're doing
- b answer it quickly, but say you'll call back
- c have a conversation, but make sure you keep it short
- d welcome the interruption and enjoy a nice long chat

e Do the test. For each question, decide which answer best describes you and circle a–d.

f Now find out which type you are for each section.

A more a and b = PLANNER
more c and d = SPONTANEOUS

B more a and b = FACTS
more c and d = IDEAS

C more a and b = HEAD
more c and d = HEART

D more a and b = INTROVERT
more c and d = EXTROVERT

g **C Communication** What's your personality? *p.118* Find out which personality you have and read the description. Compare with a partner. How accurate were the descriptions of your personalities?

1B Job description

G discourse markers (1): linkers
V work
P the rhythm of English

"You know you are on the road to success if you would do your job, and not be paid for it."

Oprah Winfrey, US TV presenter and author

1 VOCABULARY work



a Video Watch nine video clips of people at work. In pairs, for each clip decide...

1 what the main job is and exactly what it involves.
2 the three best adjectives to describe the job, e.g. challenging, repetitive, rewarding, etc.
3 if there are any other jobs visible in the clip, and how they relate to the main job.

b V **Vocabulary Bank** Work *p.171*

c What qualities and features are important to you in a job?

2 READING & LISTENING

a Look at the title of the article and the five photos of Emma Rosen. What job do you think she's doing in each photo?

b Read the article once and check your answers to **a**. Then answer the questions with a partner.

1 What qualification did Emma need for her job as a civil servant?
2 What did she see as the pros and cons of the job?
3 How did she prepare for her year trying out different jobs?
4 Did you want to do any of the jobs Emma mentions when you were growing up?



25 jobs before she was 25

Emma Rosen had one of the best, most sought-after graduate jobs in the country, in the civil service. Twenty thousand people apply, but fewer than 1,000 are offered jobs. But it turned out that she didn't like commuting and she didn't like sitting at a desk all day, and she struggled to see how what she was doing would make much difference to anything. 'I thought, "Get over it, you're being a snowflake millennial",' she says. 'I had a job for life. I thought, "I'm so lucky to be here, I can't believe I'm not enjoying it. What's wrong with me? Why am I so ungrateful and selfish?"'

Emma could have gone to work every day and complained about her job until she reached retirement age. Instead, she decided to find out what made her happy, what her skills were, and what sort of career would use them. She wrote a bucket list of the jobs she had wanted to do since childhood and set about getting two-week placements in all of them, over the course of a year. She was 24 years old, and before her 25th birthday she wanted to have tried out at least 25 different jobs. She spent the months before she resigned from the civil service saving up her salary to cover the cost of her year off, and spent all her free time setting up the different jobs.

'There was archaeology in Transylvania, property development for a company in London, alpaca farming in Cornwall, wedding photography, travel writing, interior design, journalism, landscape gardening, marketing, TV production, publishing – all things that I thought I might want to do.'

Glossary
snowflake /ˈsnəʊfleɪk/ (informal, disapproving) a person who is too sensitive to criticism and easily upset
millennial /mɪˈleniəl/ a person who became an adult in the early 21st century
bucket list /ˈbʌkɪt lɪst/ a list of things people want to do in their lifetime, e.g. places they'd like to travel to

Adapted from The Times

c 1.12 You're going to listen to an interview with Emma. Which of the jobs she mentions in the last paragraph of the article do you think she liked the most / the least? Listen to Part 1 and check.

Glossary
networking /'netwɜ:kɪŋ/ trying to meet and talk to other people who may be useful to you in your work
cold-calling /kəʊld 'kɔ:lɪŋ/ phoning somebody that you do not know, in an attempt to sell goods or services
shear /ʃɪə/ cut the wool off an animal, e.g. a sheep
typo /'taɪpəʊ/ a small mistake in a text

d With a partner, look at the points below and see if you can remember any of the information from Emma's answers. Then listen again and make notes about:

1 how she got the jobs.
2 what she could find out about a job in two weeks.
3 why it didn't matter that she didn't have qualifications for the jobs.
4 what the job she liked best involved.
5 what she didn't like about her least favourite job.

e 1.13 Now listen to Part 2. Choose a, b, or c.

1 One thing Emma learned from the experience was that ___.
   a she enjoyed things that she was good at
   b she discovered what her ideal job was
   c she might end up doing many different jobs
2 She thinks that in the future ___.
   a young people will still be doing 9–5 jobs
   b people will no longer retire in their 60s
   c people will need many more technical skills
3 One thing she thinks young people need to learn is how to ___ that might help them in their career.
   a form relationships
   b choose subjects
   c get qualifications
4 At the moment, Emma ___.
   a only works as a writer
   b teaches journalism in a public school
   c doesn't have one specific job
5 Emma believes that what jobs she does in the future may depend on ___.
   a where she decides to live
   b how old she is
   c how many children she has

f Imagine you have decided to do the same thing as Emma. Make a list of five jobs you would like to try. Then compare with a partner and explain why you chose the jobs.

g Do you agree with Emma's view that a career for life no longer exists?



3 PRONUNCIATION & SPEAKING
the rhythm of English

Fine-tuning your pronunciation: the rhythm of English

In spoken English, words with two or more syllables have one main stressed syllable. In sentences, some words have stronger stress and other words are weaker. This pattern of strong and weak stress gives English its rhythm. Stressed words in a sentence are usually **content words**, e.g. nouns, verbs, adjectives, and adverbs. Unstressed words tend to be **function words** and include auxiliary verbs, prepositions, conjunctions, determiners, and possessive adjectives.

a 1.14 Listen to some extracts from Emma's interview in **2**. Then practise saying them, trying to copy the rhythm as exactly as possible.

1 It was just enough to get a flavour of it.
2 The first half of each day was traditional farming jobs...
3 Networking was a big part of it, too.
4 But what I found out was that that's not necessarily true at all.

b Choose two people you know: one who really likes their job and one who doesn't. Think about:

- what their job is and what it involves.
- what kind of company or organization they work for, or whether they are self-employed.
- how long they have been doing the job, and what they did before.
- how they feel about their job and why.

c In small groups, describe the people in **b** in as much detail as possible. Try to use natural rhythm.

d Of the jobs that you have all described in your group, each say if there is one that...

✓ you would quite like to try.
£ you might consider trying if you needed the money.
✗ you would never do under any circumstances.

Justify your answers.

4 READING

a In a *Guardian* newspaper feature called *What I'm really thinking*, people in different jobs reveal their true feelings. Look at the titles of three articles from the feature. What do you think each person might find stressful about their job?

b Read the articles and check your answers to **a**. Which person, A–C,...?

1 ☐ is routinely overworked
2 ☐ sometimes feels exploited by being asked to sort out problems for people outside working hours
3 ☐ gets frustrated by the lack of initiative of some of the people they help
4 ☐ empathizes a lot with the people they are supervising
5 ☐ has to do a huge variety of different tasks
6 ☐ usually finds the decision they have to make fairly straightforward

c Read the articles again and then focus on the extracts below. With a partner, decide what they tell you about the person's attitude to their work and their personality.

The bus driving examiner

1 When I meet the candidate, my first thought is, 'Please do well'.
2 I need to stay alert to make a fair assessment. Was that bump the kerb, or just a drain cover?

The GP

3 Daily, I am humbled by the stoicism I witness...
4 I may be helping an older lady dress, or a new mum work out how to put her baby into a car seat.

The IT support worker

5 ...I'm repeatedly banging my head against my desk.
6 Of course, when he arrives with his laptop bag, it all becomes clear.

d Look at the highlighted phrases in the articles and work out their meaning from the context. Then match them to definitions 1–6.

1 _____ (informal) = a person who is very interested in, and who knows a lot about, a particular subject
2 _____ (informal) = rather over-confident
3 _____ = signs of a very serious problem
4 _____ = serious delays
5 _____ = more difficult to decide
6 _____ (informal) = make them leave

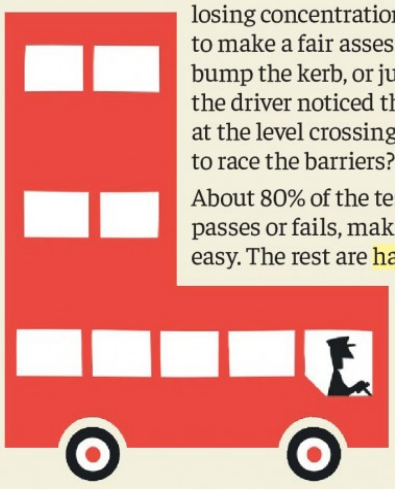
e After reading the articles, which job appeals to you the most / the least?

What I'm really thinking
A The bus driving examiner

When I meet the candidate, my first thought is, 'Please do well'. Passing the one-and-a-half-hour test is not just about them acquiring a licence; it means a job. Having to fail a trainee is unpleasant, but the public need to be protected from unsuitable drivers. I'm assessing the candidates as soon as I meet them. Are they obviously nervous and do they need a few friendly words before we start? Are they a bit cocky? Often another sign of nerves. I want them to be as settled as possible, so they can deliver their best performance.

Their ability is apparent early on. Sometimes I cringe at the lack of awareness of problems they're causing other road users. I don't intervene unless there's imminent danger. I once used the emergency brake to prevent a near collision; the trainee promptly abandoned the bus and marched off across fields, never to be seen again.

Even when a driver is doing well, there's a danger of them losing concentration. I need to stay alert to make a fair assessment. Was that bump the kerb, or just a drain cover? Has the driver noticed the flashing red lights at the level crossing ahead, or will he try to race the barriers?



About 80% of the tests are clear-cut passes or fails, making the decision easy. The rest are harder to call. I'm thinking, 'Would I like a member of my family to be a passenger on your bus?'

What I'm really thinking
C The IT support worker

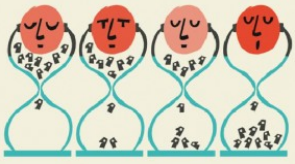
They laugh when you say it, they always do nowadays. 'Have you tried turning it off and on again?', I ask. 'I knew you were going to say that!', they retort. But you didn't do it, did you?

'What's that banging noise?' they ask. 'Oh, we're having some work done,' I reply. It seems impolite to tell them I'm repeatedly banging my head against my desk. 'I wanted to change my password, but the 'old password' field just shows stars and I know that's not what my password is. Have I been hacked?' Sometimes you just need to put them on hold and take a moment to compose yourself.

An acquaintance invites me out for a drink. That's nice, I think; he wants to be my friend. Of course, when he arrives with his laptop bag, it all becomes clear. Apparently, his seven-year-old laptop with no memory and a steam-powered processor is really slow. He thinks he might have been hacked.

What I'm really thinking

B The GP



Time is the enemy. Ten-minute slots run over as I greet you, listen, ask questions, formulate a plan.



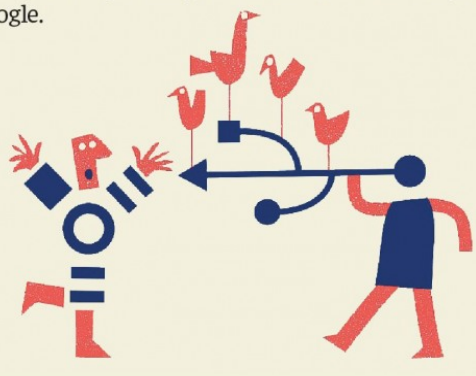
I've been a GP for 20 years. Many patients are now friends. Daily, I am humbled by the stoicism I witness, and exasperated by parents who bring in a child with a cold. I am bored with being vilified in the press – for missing cancers, overprescribing antibiotics or being unavailable for routine matters at weekends. A 12-hour working day is the norm, filled with activities you do not see. Patients phone and email, and replies must be accurate and safe. We do home visits, mostly to the frail elderly with multiple, complex problems.

Administrative tasks fill many hours, and that's before the other agendas imposed upon us. We need to stop smokers from smoking and drinkers from drinking. As for tackling the obesity crisis, where did I leave my magic wand? Mostly, I am thinking it would be great to get through the day without any major hold-ups.

If I keep you waiting, remember I'm just doing my best for those ahead of you. I may be helping an older lady dress, or a new mum work out how to put her baby into a car seat. More often than not, I am waiting for someone to stop crying before I turf them out, or I may be breaking bad news as sensitively as I can. You will never know. And when it's eventually your turn, I will do the same for you.

Finally, a genuine disaster: servers are down. An entire office cannot work. This is what you pay your IT department for: you need someone with real computer skills – a true geek, no less. You read me the error messages flashing across everyone's screen. Certainly sounds serious – complex error codes and dire warnings.

A restart will probably fix it. If not, there's always Google.



Adapted from The Guardian

5 GRAMMAR discourse markers (1): linkers

a Read some extracts from other *What I'm really thinking* articles. Match them to the jobs from the list. What point is each person making about their job?

A&E doctor | dental hygienist | fashion stylist | political advisor | university lecturer | 999 operator

1 Although it is not my place to judge, I get frustrated sometimes. The man who rang because his toothpaste was burning his mouth; the mother whose baby was afraid of a fly.

2 When you are really disengaged and disconnected, I see hands reach for phones in bags. Sometimes you even pass notes and giggle. Yet I also see you when you laugh at my jokes.

3 I'm exhausted. It is demoralizing to start a shift only to find that the department already has a four-hour wait to see someone. There are people lining the corridors, and there is nowhere to take new patients, and consequently the wait gets longer.

4 One supermodel arrived at a shoot three hours late, then spent another couple of hours looking at social media while everyone waited for her. Then she was a nightmare. She was a world-class bully, and said she had never met anyone as rude as me. However, I fought back and she was lovely after that – though she made me sign a non-disclosure agreement not to talk about the shoot.

5 I'm only here in order to help get you elected. But why you? Yes, I know, you won the party's nomination, but did they realize that, despite your firm handshake and boyish charm, you know as much about corporate tax policy as I know about astrophysics?

6 I know it's not the most pleasant experience, so I try to alleviate the worry...

b With a partner, write the highlighted linkers in the correct column.

result	reason	purpose	contrast
			Although

c G **Grammar Bank** 1B *p.151*

d 1.15 Listen and write the first halves of eight sentences. Compare with a partner, and then decide together how you think the sentences might continue.

e 1.16 Now listen and complete the sentences from **d**. Are they similar to what you predicted?

6 WRITING a job application

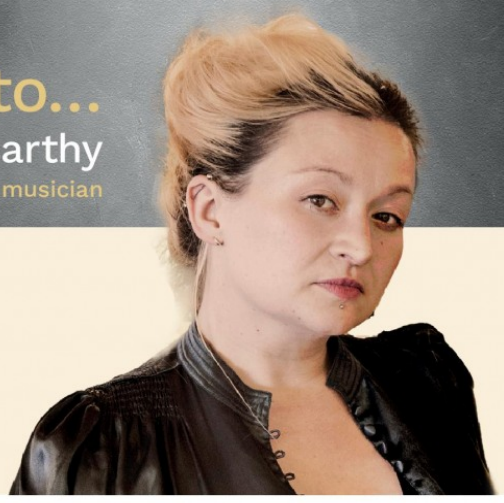
W **Writing Bank** 1 *p.120* Write a covering email for a job application.

COLLOQUIAL ENGLISH 1

English File talks to...

Eliza Carthy

Folk musician



1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Eliza Carthy.* What did you find out about her? Have you ever heard any English, Scottish, or Irish folk music?

Part 1



Eliza Carthy with her parents

a Video Watch Part 1 of the interview. What was unusual about Eliza Carthy's upbringing?

b Watch again. Then complete the notes about her parents.

Martin Carthy

- He invented a style of...
- He started playing the guitar when he was...
- He was a friend of...

Norma Waterson

- She and her brother and sister were in a band called...
- Her family were from...
- She was brought up by...
- Her whole family used to...

Part 2

a Video Watch Part 2. What happened when Eliza Carthy was six years old?

b Watch again. Then answer the questions with a partner.

1 What did Eliza Carthy originally want to be?
2 Why did her mother retire?
3 How did her parents feel about her 'going on the road'?
4 How did she let her father know that she wanted to sing during the concert at the Marine Hall?
5 How does having a six-year-old child make her appreciate what her father did?

Part 3



a Video Watch Part 3. Does Eliza Carthy find it easier...?

a performing alone
b performing with her family
c performing with a band

b Watch again. Then, with a partner, try to remember what she is referring to when she says...

1 '...loads of people are running around doing things and we're all sort of collaborating with each other...'
2 'My dad is very eloquent on how and why it's different...'
3 'I get very very excited...'
4 '...there's a real sort of correlation there between, between language and singing...'
5 '...I think I would probably be of the same opinion as my mother, which is, "No, not really!"'

Reading on screen

In pairs, try to remember any information you read in the video about these musical references.

folk clubs The Watersons 'The Spinning Wheel'
Fylde Folk Festival 'Twinkle Twinkle'

Looking at language

Discourse markers

Eliza Carthy uses several discourse markers when she speaks, that is, adverbs (e.g. *so*, *anyway*) or adverbial expressions (e.g. *in fact*, *after all*), which connect and organize language, and help you to follow what she is saying.

a Video **Watch some extracts from the interview and complete the gaps with one or two words.**

1 ...and they were also instrumental in the beginning of the 60s folk revival, the formation of the folk clubs, and the, the beginning of, _____, the professional music scene that I work on now.

2 **Interviewer** And were your parents both from musical families?

Eliza Um, _____, both sides of my family are musical...

3 My mum retired in 1966...65, 66 from professional touring to raise me. _____ _____, the road is a difficult place...

4 But yes, _____ I just – the first song they started up singing, tugged on his leg...

5 The Watersons was a brother and two sisters, and he joined that, and _____ _____ he was married to my mum, but he wasn't related to her.

6 And Isabella, my youngest as well, she's really, she's really showing interest in it, I love it when they do that. _____ _____ whether or not I'd want them to be touring musicians...

7 But, you know, I, I think the – I think the world is changing _____, I don't know how many touring musicians there are going to be in the world in 20 years.

b **How do the discourse markers affect the meaning of what Eliza says in each extract?**

Reacting to the interview

Talk to a partner.

- How would you describe Eliza Carthy? Did you enjoy her music? Is there any one thing she talked about that you particularly remember?
- Do you think Eliza's upbringing sounds like it was fun or quite hard? Why?
- Did you ever perform on stage as a child? How old were you? Did you enjoy it?
- Did you ever want to have the same job as your parents? Would you like to work with any members of your family? Why (not)?

2 THE CONVERSATION



What do you think are the advantages and disadvantages of working in a family business?

a Video **Watch the conversation. Who...?**

1 worked for their family business

2 knows someone who worked for their family business

3 doesn't mention their own family

b **Watch again. Tick (✓) two things that Joanne and Alice mention.**

Joanne

1 ☐ If your parents run a business, it can be very convenient to work for them.

2 ☐ If the business is successful, all the money stays in the family.

3 ☐ It can be a problem to take a break from work.

Alice

1 ☐ Sometimes family members can be taken advantage of.

2 ☐ It can be difficult to achieve a good work-life balance.

3 ☐ It makes you understand how difficult it is to run a business.

c Video **Watch an extract and notice how Joanne responds while Alice is talking, to show she agrees with what Alice is saying. How do you think Alice feels about being interrupted?**

Signalling agreement

Joanne Yes. That's really important to appreciate it. Yes...totally.

Joanne Yes. So it could be an opportunity...

d **Now, in groups of three, have a conversation about the question in a.**

2A That reminds me...

- G the past: habitual events and specific incidents
- V word building: abstract nouns
- P word stress with suffixes

"Nothing fixes a thing so intensely in the memory as the wish to forget it."

Michel de Montaigne, French philosopher

1 READING

a Imagine that you were going to write your autobiography. What periods or specific incidents from your childhood would you definitely include?

b Read Part 1 of an extract from *Boy*, the autobiography of author Roald Dahl. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 Every boy in Roald Dahl's school was involved in the chocolate testing.
2 All twelve chocolate bars were new shapes and flavours.
3 The boys had to rank the bars in order of preference, 1–12.
4 The advantage of using the boys as testers was that they were frequent consumers of chocolate bars.
5 The boys had sophisticated opinions about the flavour of chocolate bars.

c Now do the same for Part 2.

1 The young Roald Dahl hadn't previously considered how new flavours were invented.
2 He imagined it to be a very scientific process.
3 He dreamed of impressing the manager with a fantastic idea.
4 He was in his thirties when he wrote *Charlie and the Chocolate Factory*.
5 The idea for the book came from Dahl's experiences working in a factory.

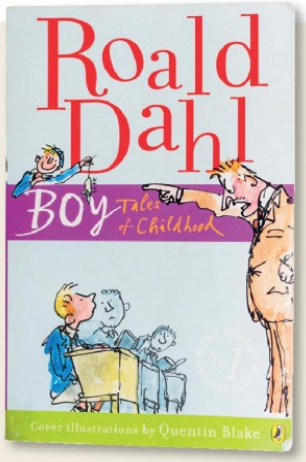
d 2.1 **Language in context** Part 2 has a more dramatic effect because of the choice of language. Listen to Part 2 as an extract from an audio book. Match the dramatic verbs in the list to synonyms 1–7.

picture bubbling away concocting
grab rushing leap slap

1 _____ = jump
2 _____ = take quickly (in one's hand)
3 _____ = creating by mixing together
4 _____ = boiling continuously
5 _____ = running quickly
6 _____ = hit (with an open hand)
7 _____ = imagine

e What kind of child do you get the impression that Roald Dahl was? When you were a child, what did you use to dream of doing?

PART 1



Every now and again, a plain grey cardboard box was dished out to each boy in our House, and this, believe it or not, was a present from the great chocolate manufacturers, Cadbury. Inside the box there were twelve bars of chocolate, all of different shapes, all with different fillings, and all with numbers from one to twelve stamped on the chocolate underneath. Eleven of these bars were new inventions from the factory. The twelfth was the 'control' bar, one that we all knew well, usually a Cadbury's Coffee Cream bar. Also in the box was a sheet of paper with the numbers one to twelve on it as well as two blank columns, one for giving marks to each chocolate from nought to ten, and the other for comments. All we were required to do in return for this splendid gift was to taste very carefully each bar of chocolate, give it marks, and make an intelligent comment on why we liked or disliked it. It was a clever stunt. Cadbury's were using some of the greatest chocolate-bar experts in the world to test out their new inventions. We were of a sensible age, between thirteen and eighteen, and we knew intimately every chocolate bar in existence, from the Milk Flake to the Lemon Marshmallow. Quite obviously our opinions on anything new would be valuable. All of us entered into this game with great gusto, sitting in our studies and nibbling each bar with the air of connoisseurs, giving our marks and making our comments. 'Too subtle for the common palate' was one note that I remember writing down.



Extracts from Boy *by Roald Dahl*

PART 2

For me, the importance of all this was that I began to realise that the large chocolate companies actually did possess inventing rooms and they took their inventing very seriously. I used to picture a long white room like a laboratory with pots of chocolate and fudge and all sorts of other delicious fillings bubbling away on the stoves, while men and women in white coats moved between the bubbling pots, tasting and mixing and concocting their wonderful new inventions. I used to imagine myself working in one of these labs and suddenly I would come up with something so unbearably delicious that I would grab it in my hand and go rushing out of the lab and along the corridor and right into the offices of the great Mr Cadbury himself. 'I've got it, Sir' I would shout, putting the chocolate in front of him. 'It's fantastic! It's fabulous! It's marvellous! It's irresistible!' Slowly, the great man would pick up my newly invented chocolate and he would take a small bite. He would roll it round his mouth. Then all at once, he would leap up from his chair, crying, 'You've got it! You've done it! It's a miracle!' He would slap me on the back and shout, 'We'll sell it by the million! We'll sweep the world with this one! How on earth did you do it? Your salary is doubled.' It was lovely dreaming those dreams, and I have no doubt at all that thirty-five years later, when I was looking for a plot for my second book for children, I remembered those little cardboard boxes and the newly invented chocolates inside them, and I began to write a book called *Charlie and the Chocolate Factory*.

Glossary
fudge /fʌdʒ/ a type of soft, brown sweet made from sugar, butter, and milk



Timothée Chalamet in *Wonka*, a prequel to *Charlie and the Chocolate Factory*

2 GRAMMAR the past: habitual events and specific incidents

a Look at the highlighted verbs in Part 2 of the extract from *Boy*. Which ones describe...?

1 specific incidents in the past
2 repeated or habitual actions in the past

b What other verb forms do we use in these contexts?

c **Grammar Bank** 2A *p.152*

d **2.2** Listen to six people starting to tell a story about their childhood. What different expressions do they use to say approximately how old they were at the time?

e With a partner, choose two of the topics below and talk about things you habitually did or felt in your childhood.

When I was little, I used to be terrified of the dark, and I'd always sleep with the light on...



f Now take turns to choose one of the topics and talk about a specific incident from your childhood.

I remember the time when we went on our first family holiday abroad...

3 WRITING an opinion article

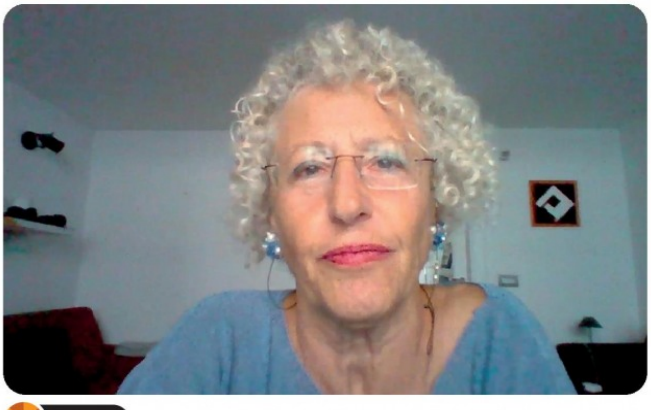
Writing Bank 2 *p.122* Write an article about how life has changed over the last 30 years.

4 LISTENING & SPEAKING

a You're going to watch an interview with a specialist in the subject of human memory. Before you watch, discuss these questions with a partner.

1 At what age do children start to have true memories?

2 Why might some childhood memories not be reliable?



b Video Watch *An interview with Professor Mazzoni* and check your answers to **a**.

c Watch the interview again. Then answer the questions for each of the following memories.

- What details does she give?
- Is it a true memory? If not, what kind of memory is it?

1 Jean Piaget and his nanny

2 falling off a tree, a plaster cast

3 falling down the stairs

4 some sugar in a teacup

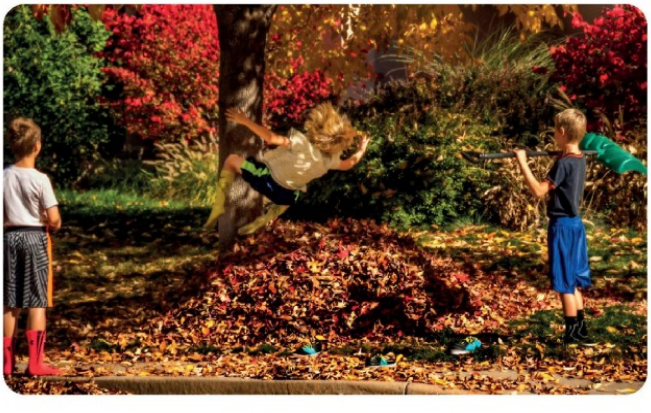
d Tell a partner about your earliest memory. Answer the questions.

How old were you?

What event is your memory of?

What emotion(s) do you remember feeling?

e Having watched the interview with Professor Mazzoni, how reliable do you think your first memory is?



5 VOCABULARY & PRONUNCIATION

word building: abstract nouns; word stress with suffixes

Abstract nouns

An abstract noun is one that is used to express an idea, a concept, an experience, or a quality, rather than an object, e.g. *childhood* and *fear* are abstract nouns, whereas *a pram* and *a watch* aren't.

Abstract nouns are formed:

1 by adding a suffix to nouns, adjectives, or verbs, e.g. *child – child**hood***. Commonly:
- nouns can add *-hood* or *-ship*
- adjectives can add *-ity*, *-ness*, or *-dom*
- verbs can add *-tion* or *-ment*

2 with a new word, e.g. *afraid – fear*.

a Make abstract nouns by adding a suffix to the words below and making any other spelling changes necessary, and write them in the correct column.

achieve adult amaze aware bored celebrate curious disappoint excite free friend frustrate generous happy ill imagine improve kind member neighbour partner possible relation sad tempt wise

1 noun + *-hood*	2 noun + *-ship*

3 adj + *-ity*	4 adj + *-ness*	5 adj + *-dom*

6 verb + *-(a)tion*	7 verb + *-ment*

b 2.3 Listen and check.

c 2.4 Underline the stressed syllable in these pairs of words. Then listen and check. Which two endings often cause a change in stress?

1	a|dult	a|dult|hood
2	re|la|tion	re|la|tion|ship
3	free	free|dom
4	cu|ri|ous	cu|ri|o|si|ty
5	ha|ppy	ha|ppi|ness
6	ce|le|brate	ce|le|bra|tion
7	dis|a|ppoint	dis|a|ppoint|ment

d Now look at the abstract nouns and complete the adjective and verb columns.

	Abstract noun	Adjective
1	anger	*angry*
2	shame	
3	death	
4	danger	
	Abstract noun	**Verb**
5	belief	
6	hatred	
7	loss	
8	memory	

e 2.5 Listen and check. Then cover the abstract nouns and try to remember them.

Collocations

Noticing and recording words that go together, e.g. *a remote possibility* **NOT** ~~*a distant possibility*~~, will improve the accuracy and fluency of your speaking and writing.

f Complete the **bold** phrases with an abstract noun from **a** or **d** which collocates in the phrase.

1 I'm writing to express my sympathy for **your terrible** _____. John's death was a shock to us all...
2 **To my complete** _____, I realized I'd won first prize.
3 I've been seeing my girlfriend for about six months now. It's quite **a serious** _____.
4 There's **a strong** _____ that I'll be offered the manager's job in the next few weeks.
5 I could smell gas in my kitchen, but the plumber decided there was **no immediate** _____.
6 When I heard I'd failed the exam, **it was a huge** _____. I'd been expecting to pass.
7 **Contrary to popular** _____, for many children, schooldays are not the happiest of times.
8 My eldest daughter has **a very vivid** _____ – I think she'll end up becoming a writer.

6 SPEAKING

a 2.6 Listen to someone describing a childhood memory. What is it about? What feelings does the speaker mention and why did he feel that way?

b Look at the feelings and events below. Choose one feeling and one event, and prepare to talk about two childhood memories. Write the key words you'll need.



Talking about memories

When we're talking about a memory of the past, we use *remember / forget* (*sb* or *sth*) + verb + *-ing*:

I remember arriving, and it was dark...
I can remember feeling quite annoyed...
I'll never forget my mother shouting at me...

c In small groups, tell each other about your memories. Try to use expressions from the information box, and say exactly how you felt and why.

I think I was about five and it was my first year at primary school. I remember...

2B Spellcheck

G pronouns
V lexical areas
P sound–spelling relationships

'A different language is a different vision of life.'

Federico Fellini, Italian film director

1 READING & SPEAKING

a 2.7 A recent Oxford Dictionaries survey identified some of the most commonly misspelt English words. Listen and write the missing words. How many did you spell correctly? Why do you think the words are often misspelt?

1 The hotel can _____ 250 guests.
2 _____ do you prefer, coffee or tea?
3 We _____ a very warm welcome.
4 I won't leave _____ she gets here.
5 Something unexpected _____ on their journey.
6 I saw her on three _____ occasions.
7 The _____ is planning to raise taxes.
8 We'll _____ be there by 7.00.

b How much do you know about the English language? Answer the questions with a partner.

1 What two other languages have had the strongest influence on English?
2 How many letters are there in the English alphabet?
3 How many different sounds are there in English?
4 Which has changed more over the years, English pronunciation or English spelling?
5 Do children in English-speaking countries learn to read more quickly or more slowly than children elsewhere?

c Read the information from the website of the English Spelling Society. Check your answers to **b**. Then answer the questions.

1 What is the Society trying to do?
2 What's the knock-on effect on children's education if it takes them a long time to learn to read and write?
3 What does the website say is the best way to teach children to read and write in English?
4 What effect does low literacy have on adult offenders?

d Look at a quote from Masha Bell of the English Spelling Society. Underline all the examples of simplified spelling. Do you find it easy to read?

> If u hav a por memory, yor chances of becumming a good speller ar lo. But wors stil, yor chances of lerning to read ar not good either, because of nonsens like 'cow–crow, dream–dreamt, friend–fiend' and hundreds mor like them.

e Do you agree that English spelling should be simplified? Do you think the English Spelling Society could ever succeed in its aim? Why (not)?

The English Spelling Society

HOME ABOUT US BLOG

SPELLING FOR KIDS RESEARCH



English spelling is broken. Let's fix it!

English spelling is broken. There are countless examples, such as *comb*, *bomb*, and *tomb*, or *height* and *weight*. The English Spelling Society exists to repair our broken spelling. The Society is working on a way to simplify current English spelling in order to improve access to literacy.

Why English spelling is exceptionally irregular

English as a language is relatively simple to learn. But its spelling system is possibly the most irregular of those based on an alphabet. Not only is it hard to predict the spelling from the pronunciation, but it is not always possible to predict the pronunciation from the spelling, for example, *thorough*.

English words derive mainly from old German and Norman French, and its alphabet of 26 letters makes it impossible to represent each of its 46 speech sounds with just one symbol. But that is not the only reason why many English spellings are irregular. In other languages, as pronunciation changed, the spelling changed, too. However, in spite of the many ways in which English pronunciation has evolved over the centuries, words have often maintained their original spelling, which reflects the original pronunciation, but not how many words are pronounced today. For example, *blood* /blʌd/ used to be pronounced to rhyme with *good* /gʊd/.

The economic and social costs of English spelling

- Children in English-speaking countries take almost twice as long to learn to read and write compared to children in other countries. A longer time needed for learning to read and write means less time for other subjects.
- There has been much expensive research into how to teach reading and writing in Anglophone countries, but there is no standard method, and much disagreement, about how best to teach English literacy.
- Education is the proven best way to prevent criminals from reoffending. In countries where the literacy rates of prisoners are generally higher, improving their education while behind bars is also much easier. The poor literacy skills of many English-speaking offenders make this more difficult, and repeated returns to jail more likely.

Abridged from the English Spelling Society website

2 PRONUNCIATION
sound–spelling relationships

Learning spelling rules or patterns

The English Spelling Society would like to simplify spelling by removing all the irregularities. However, estimates suggest that around 80% of English words are pronounced according to a rule or pattern, e.g. the letter *h* before a vowel is almost always pronounced /h/.

a With a partner, say each group of words aloud. How are the **pink** letters pronounced? Circle the different word in each group if there is one.

1 /h/
dishonest
heart
herb
himself
inherit

2 /aʊ/
allow
crown
high-powered
overthrow
towel

3 /aɪ/
compromise
despite
quite
river
write

4 /w/
whenever
where
which
whose
why

5 /dʒ/
enjoy
jealous
job
journalist
reject

6 /tʃ/
achieve
catch
challenging
charge
chorus

7 /s/
seem
sense
sure
sympathetic
synonym

8 /ɔː/
awful
drawback
law
raw
yawn

9 /ɜː/
reporter
work
world
worse
worth

10 /ɜː/
birth
dirty
firm
third
T-shirt

b 2.8 Listen and check. What's the pronunciation rule for each group? Can you think of any more exceptions?

c Look at the spelling patterns in **a**. Now decide how you think the words from the list below are pronounced. Check their pronunciation and meaning with your teacher or with a dictionary.

chime howl jaw whirl worm

3 GRAMMAR pronouns

a 2.9 Listen and write three sentences. Which three words are pronounced exactly the same, but spelt differently?

b **Grammar Bank** 2B *p.153*

4 LISTENING

Understanding accents

Many English words can be pronounced in different ways, depending on where you come from. For example, *herb* is pronounced /hɜːb/ in British English, but /ɜːrb/ in American English; *bath* is pronounced /bæθ/ in northern England, but /bɑːθ/ in standard English, or RP (Received Pronunciation). RP is the accent used in dictionaries to indicate the pronunciation of a word. Listening to speakers with different accents will make a huge difference to your ability to understand and communicate with other English speakers.



a Video Watch *Understanding accents*, where six people talk about where they're from. Try to match the people to the countries in the list. Use their accent, the images, and what they say to help you.

England (RP) Ireland New Zealand
Scotland the USA Wales

b Video Now watch six extracts and check your answers to **a**.

c Which people did you find easiest to understand? Was it because of their accent, or for some other reason? Based on what the people said and what you saw, which place would you most like to visit?

5 VOCABULARY lexical areas

a Look at headings 1–4 in *Word Challenge*. With a partner, say what they mean.

b In pairs, do the exercises in *Word Challenge*. All the answers have come up in lessons **1A**, **1B**, and **2A**. How many did you get right?

Word Challenge





1 Collocations

Circle the correct word.

1 The painter died in **deep** / **abject** poverty at the age of 35.
2 To our **full** / **complete** amazement, our daughter passed all her exams.
3 My grandfather has quite a **fast** / **quick** temper.
4 I spent a **pair** / **couple** of hours yesterday looking through old photos.
5 There's a **distant** / **remote** possibility that we will be moving abroad in the near future.
6 I don't think going freelance is a very good **job** / **career** move.
7 I'm sorry if I **hurt** / **damaged** your feelings.
8 I haven't really planned my trip yet, but I have **an approximate** / **a rough** itinerary.
9 She suffered from **ill** / **sick** health for most of her adult life.
10 I'm not very good in a crisis. I hate being **under** / **below** pressure.

10

2 Phrasal verbs

Complete the sentences with a verb from the list in the correct form.

carry (x2) come dress go lay make put (x2) turn

1 Look out for the Picasso drawings when you _____ **round** the exhibition.
2 We should _____ **off** the meeting till next week.
3 She finally _____ **up with** a brilliant solution to the problem.
4 Don't stop – _____ **on** with what you're doing.
5 He often _____ **up** excuses for why he's late.
6 The children love _____ **up** in their grandparents' clothes.
7 I've _____ **together** an itinerary for our business trip.
8 The book sounded fascinating, but it _____ **out** to be really dull.
9 A thousand workers were _____ **off** when the factory closed.
10 Read the instructions carefully and make sure you _____ them **out** exactly as described.

10

3 Synonyms and register

Match words or phrases 1–10 to synonyms A–J. Which one is more formal in each pair?

1	itinerary	A	job
2	brothers and sisters	B	benefit
3	conversation	C	resign
4	task	D	siblings
5	perk	E	guy
6	geek	F	hold-up
7	quit	G	travel plan
8	man	H	require
9	delay	I	chat
10	need	J	expert

10

4 Idioms

Complete the idioms.

1 I told a **wh**_____ **l**_____ because I didn't want to upset him.
2 We tried to **c**_____ the waiter's **e**_____, but he just ignored us.
3 I do all the shopping, cooking, and cleaning. My flatmate never **l**_____ **a f**_____.
4 He's a really sensible guy – very **d**_____ **to e**_____.
5 This printer is such a **p**_____ **in the n**_____; it never works.
6 Next month's election is **h**_____ **to c**_____. Either party could win.
7 I **f**_____ the instructions **to the l**_____, but I still couldn't get the wi-fi to work.
8 I wasn't exactly the **l**_____ **and s**_____ of the party. I just sat in the kitchen.
9 Our neighbour's got a **h**_____ **of g**_____. She's always ready to help.
10 I've got a **g**_____ **f**_____ that this meeting is going to go badly.



10

6 READING

a Look at the seven headwords in the article. What exactly do these words mean nowadays?

b Read the article and check your answers to **a**. Which word has had the greatest number of different meanings?

c Read the article again. Match paragraphs A–G to statements 1–7.

A word that...

1 originally came from Latin and then French. ☐
2 was used by an early English author. ☐
3 now describes a practical skill rather than having its original negative meaning. ☐
4 originally meant 'very poor', but now means 'behaving badly'. ☐
5 originally described a feature of the landscape. ☐
6 has one modern meaning which is the same as its original meaning. ☐
7 has a first recorded use over 1,000 years ago. ☐

d C **Communication** Changing meanings **A** *p.108* **B** *p.113*
Tell your partner about two more words that have changed their meaning.

7 LISTENING



a You're going to watch a documentary about the history of the English language. First, with a partner, try to number the influences on English in chronological order.

☐ the Anglo-Saxons
☐ British colonies
☐ Christian monks
☐ the United States of America
☐ Shakespeare
☐ technology
1 the Romans
☐ the French
☐ the Vikings

b Video Watch *The history of the English language* and check your answers to **a**.

c Look at some words which appeared in the video. Can you remember where they came from? With a partner, try to put them in the right columns. Then watch the video again and check.

amen axe beef center cow friend knife laughing stock prince pyjamas race safari squash tongue-tied

Anglo-Saxon	Latin	Old Norse (the Vikings)	French

Shakespeare	Swahili	Urdu	American English

d What have been the main influences on the development of your language? Does it share any with English?

Words that don't mean what they used to

A Ambidextrous *Ambidextrous* literally means 'able to use the right and left hands equally well'. It certainly isn't its earliest meaning, though. When it first began to be used in English in the mid-16th century, an *ambidexter* was someone who took bribes from both sides in a legal action, and as such, *ambidextrous* originally meant 'duplicitous' or 'two-faced'.

B Cheap The use of *cheap* to mean 'low-cost' is a relatively recent invention that dates back about 500 years. That might not sound all that recent, but compare that to the fact that the earliest record of the word *cheap* in any context dates from the 9th century, when it was used as a noun and originally meant something along the lines of simply 'trade' or 'marketplace' and *to cheapen* something originally meant to ask how much it costs.

C Fantastic The link between *fantastic* and *fantasy* was once much closer than it is today. *Fantastic* originally meant 'existing only in the imagination', or in other words 'unreal' or 'based on fantasy', a meaning which is still in use today. Because fantastic things would normally be extraordinary or bizarre, eventually the meaning moved closer to 'weird' or 'strange', and ultimately to 'impressive or wonderful things'.

D Jargon *Jargon* was originally a word for the chirping and chattering of birds – it appears in this sense in Chaucer's *Canterbury Tales*, written in the late 14th century. And because the noises made by birds are unintelligible to us, it eventually came to mean 'senseless, incomprehensible language'.



E Naughty *Naughty* is etymologically related to *nought*, and meant 'to have nothing' when it first appeared in the language around 600 years ago. Soon afterwards it came to mean 'to have no morals', and, by extension, 'wicked', or 'vicious', before its meaning softened in the late Middle Ages. It was then that the modern meaning of 'mischievous' or 'disobedient' first began to appear.

F Nice *Nice* derives from a Latin word, *nescius*, meaning 'ignorant' or 'not knowing' – and that was its original meaning when it was first adopted into English from French around the turn of the 14th century. Over the years that followed, *nice* picked up an impressively wide range of meanings – including 'ostentatious', 'hard to please', 'cultured', 'cowardly', 'lazy', and 'shy' – before it finally settled on its current meaning of 'pleasant' in the early 1700s.

G Rival *Rival* comes from the same etymological root as *river*, and when it first appeared in English in the early 15th century, it was nothing more than another name for a shoreline or the riverbank. The modern sense of 'competitor' or 'opponent' is presumed to derive from fishermen competing over the best fishing waters – in fact, the Latin equivalent *rivalis* was used to describe someone who lived on the opposite bank of a river from you.

Extract from Mental Floss

1&2 Revise and Check

GRAMMAR

a Complete the sentences with one word.

1 We need to _____ the broken window fixed soon, before it starts getting cold.
2 The Chinese economy is growing, and _____ a result, the standard of living is rising.
3 We were very late _____ of an accident on the motorway.
4 Everybody seemed to enjoy the barbecue, even _____ the weather wasn't very good.
5 She wants to take six months' unpaid leave _____ she can travel round the world.
6 When I was young, my family _____ spend every summer holiday at the seaside.
7 This street looks different from when I was a child. Didn't _____ use to be a sweet shop on the corner?
8 Will the person who left _____ boarding pass at security please go back and collect it?
9 If we lived closer to _____ another, we'd probably spend more time together.
10 Joe is quite reserved – he never talks about _____.

b Complete the sentences using the **bold** word(s).

1 I need to pick my mum up from the station. **got**
I _____.
2 If we buy a dishwasher, it won't be necessary to do the washing-up. **have**
If we buy a dishwasher, _____.
3 The last time I saw him was in 2010. **seen**
I _____ 2010.
4 They managed to get here, even though the traffic was heavy. **despite**
They managed to get here _____.
5 It was snowing, so the train was cancelled. **due**
The train was cancelled _____.
6 She wore dark glasses so that she wouldn't be recognized. **so as**
She wore dark glasses _____.
7 My aunt always used to bake biscuits for us. **was**
My aunt _____ for us.
8 If you learn a bit of the language, the local people really appreciate it. **one**
_____, the local people really appreciate it.
9 Ella sees Martha once a month. **each**
Ella and Martha _____ once a month.
10 The children wrapped the present on their own. **by**
The children wrapped the present _____.

VOCABULARY

a Complete the missing words.

1 He sometimes co_____ ac_____ as quite sarcastic, but he doesn't mean it.
2 They suddenly got married on holiday in Las Vegas – they're very sp_____.
3 She never asks for anyone's help. She's completely se_____-su_____.
4 Alexa can always find a way of solving problems – she's very re_____.
5 My brother wasn't very sy_____ when I failed my driving test – in fact, he just laughed!
6 He was de_____ to be a musician, even as a boy.
7 She's always open and honest – she's just really st_____ to work with.
8 On the surface he seems tough, but de_____ do_____ he's quite sensitive.

b Complete the idioms with one word.

1 My kids can be **a real** _____ **in the neck** when we eat out – they're so fussy!
2 My grandmother has always had a **quick** _____. We were quite scared of her when we were young.
3 He can be a bit bad-tempered, but he's got **a** _____ **of gold**.
4 My boss is very **down to** _____; you can talk to her about anything.
5 When you're doing your tax return, you have to follow the instructions **to the** _____.
6 **A** Who do you think is going to win?
B **Hard to** _____. They're both playing really well.
7 My sister is always **the** _____ **and soul** of all family gatherings.

c Circle the correct word or phrase.

1 She's been *off* / *out of* work for three days with the flu.
2 I won't get that job; I don't have the *qualifications* / *benefits*.
3 He resigned before they could *quit* / *sack* him.
4 I'm hoping to get *promoted* / *a rise* to a more senior post.
5 I don't earn much, but it's a very *rewarding* / *high-powered* job.
6 *Job-searching* / *Job-hunting* can be really demoralizing.
7 Factory work is often a bit *monotonous* / *motivating*.
8 The manager is in charge of 400 *staff* / *workforce*.

d Complete the sentences with the correct form of the **bold** word.

1 I wish there were more good restaurants in our _____. **neighbour**
2 We have been able to build a new library thanks to the _____ of the local community. **generous**
3 Please don't let this misunderstanding get in the way of our _____. **friend**
4 The _____ of his job affected him very badly. **lose**
5 _____ of speech is a basic human right. **free**
6 The news of their engagement caused great _____. **excite**
7 My _____ is getting worse as I get older. **remember**

Can you understand this text?

a Read the article once and complete the headings.

b Read the article again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 Babies can distinguish between different voices before they are born.
2 Newborn babies can recognize languages other than their own.
3 The first kinds of words a toddler learns are words describing coloured objects.
4 Children watch adults carefully when trying to learn new words.
5 Until they are two years old, children can only name people or objects.
6 Small children all learn and say single words before they learn and say groups of words.
7 Children tend to learn regular verb forms before irregular ones.
8 Making mistakes is an effective way to learn language.
9 Children pick up grammar rules without being taught.

Can you understand these people?

Video Watch and choose a, b, or c.

1 **Alison**'s brother is ___.
   a older than her
   b younger than her
   c the same age as her
2 **Roslinn** has worked in ___ different fields.
   a two b three c four
3 **Rabia** had problems at her French-speaking school because ___.
   a French wasn't spoken in the place where she was born
   b the teacher spoke a different dialect from the French she had learned
   c French wasn't her parents' first language
4 **Margaret** has a problem spelling ___.
   a less common English words
   b all English words
   c a lot of French words

How children learn language

There are five things that every parent should know about how children learn language.

1 It begins e_____

Children don't even wait until they are born to start listening to language. Speech can be heard in the womb clearly enough to identify the basic rhythm and certain features of the speaker's voice. At birth, babies prefer their mother's voice to other female voices, the language of their parents over other languages, and they are able to recognize that an English sentence does not sound the same as a French sentence.

2 It happens f_____

Between age two and six, children average ten new words a day. By age six, they have a vocabulary of about 14,000 words, and over the next few years, they learn as many as 20 new words per day. At the beginning, they rely on simple strategies. One is to assume that new words refer to objects, rather than to colour, or texture, or activities. If a father points to a sheep and says *sheep*, his 18-month-old daughter assumes that 'sheep' refers to the animal itself, not to the fact that it's white, or woolly, or munching on grass. Perhaps the most important strategy involves noticing subtle clues in the behaviour of adults. For example, realizing that adults tend to look at the thing they are talking about makes it a lot easier to understand the meaning of what is said.

3 No two children are the s_____

Some children are initially better than others at identifying individual words and at pronouncing them clearly. By 18 months, they can name people (*Daddy*, *Mummy*) and objects (*cat*, *car*), and they use simple words like *up*, *hot*, and *hungry* to describe how they feel and what they want. Other children memorize and produce relatively large chunks of speech, even though they are often poorly articulated: *whatsat* (What's that?), *dunno* (I don't know), *awgone* (It's all gone), and it's unlikely that children know what the component parts are.

4 Errors are g_____

Children make many mistakes when they learn language, such as 'goed' for *went* or 'eated' for *ate*. Mistakes mean that children are discovering the rules of English – adding *-ed* to a verb is the basic way to form the past tense in English. It may take several hundred exposures to the right past tense form of a verb before all the errors are eliminated, but mistakes are a normal part of the language acquisition process, and they disappear as a normal part of that same process.

5 It's w_____ you say

Children most need to hear language being used to talk about things they can see and feel, what they have just experienced or are about to experience. This provides the raw material they need to figure out what words mean, where a subject or a direct object fits into a sentence, how to ask a question, and all the other things that make up language. So, talk to children about what matters to them. They will take care of the rest.

Abridged from an academic website

3A Online or IRL?

G *get*
V phrases with *get*
P identifying attitudes

"Dating has become a sport, and not about finding the person you love."

Rashida Jones, US film-maker

1 READING & SPEAKING

a Read these online comments about dating. Which are pro online dating and which are pro IRL (in real life) dating? Which do you agree with?

1 There are other better methods, like being set up by friends or family.

2 They're the only way to date. A friend of mine asked out a woman at a bar. She immediately called the police.

3 Meeting people while doing things you love is the best way.

4 If you aren't lucky enough to live in a big city, it's just an easier way to date.

5 Yes, you can meet people at work, but if things don't work out, you'll have to see them every single work day. Sounds terrible to me.

6 There are nightclubs, bars, coffee shops, your workplace – all you have to do is make the effort and make it happen.

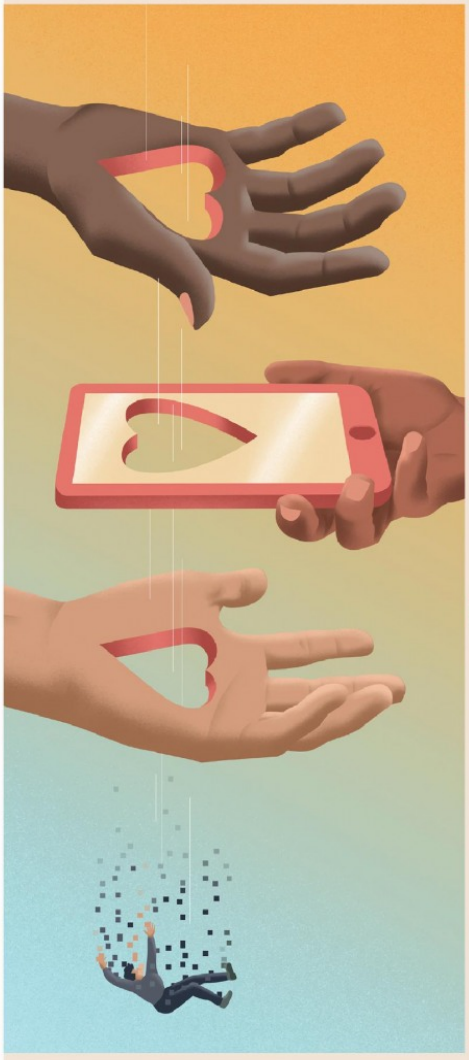
b Read the article about online dating. With a partner, decide which you think is the best title. Why?

Dating apps are here to stay

The rise and fall of dating apps

Dating apps beat real life

The reaction against online dating



1 I can't remember how we started talking, only that we were sitting on the rooftop of a friend's house. He looked a bit like an art school student, but he was funny enough to make up for it. We talked and talked until it was time to go home and I jumped in an Uber and he texted me on the way home saying that he liked my snake print boots. We messaged for a couple of days after that, until eventually he stopped replying. A few years ago, a situation like this would have materialized into a date. But this doesn't happen any more; we find connections and then we let them fall through our hands, we choose nights out with friends instead of date nights, we work too hard to make time to go out at all, we delete dating apps, redownload them and try again, then ignore the people we match with. Dating as a whole is in crisis.

2 It has been over ten years since Tinder revolutionized the landscape of dating by allowing its users to swipe right to like someone, and left to say no. It recently celebrated an impressive 75 million monthly active users. But apps are coming under increased criticism as more of us begin to question the benefits of our constant swiping. A recent study from the Pew Research Center found that 45% of people who used dating apps recently said they left them feeling more frustrated than hopeful.

3 'When you meet someone through an app, you have no loyalty to that person,' says Amy, 27, from London. 'They don't know your friends, they don't work with you, so it's all too easy for them to not follow up on promises.' Amy's right, apps have moved dating from the public into the private sphere and in doing so they have removed any accountability. Now we connect with people when we're shut away at home, under duvets, behind closed doors, which makes it so much easier to behave badly. We bench (put partners on hold until we find someone better), breadcrumb (provide enough attention to keep someone interested without ever actually committing) and ghost (disappear without explanation). Others complain of swipe fatigue, when the pressure to match with and talk to multiple people at once starts to feel overwhelming. 'I don't think our brains are meant to process that many people in one go,' says Maddie, 25, from Leeds. 'I have room for two and maybe at a push three, so why am I talking to like ten guys?' Maddie mentions that it starts to feel like a 'full-time job' communicating with people. Faced with this endless conveyor belt of faces, people become increasingly disposable to us.

Adapted from The Guardian

c Read each paragraph again and choose the answer that best expresses the main point.

1 The writer thinks that it's much ___ to date successfully than it used to be.
a easier b harder c more risky d quicker

2 According to the writer, dating apps have changed the way we date, ___.
a but the number of users is dropping
b and they are also helping to make dating more successful
c but they are becoming less effective
d however people still prefer traditional dates

3 Amy and Maddie both think that using dating apps means that people ___.
a are afraid of meeting in real life
b tell more lies about themselves
c have to work harder to find a date
d don't feel that they need to behave responsibly

4 According to Emily Rhodes, when dating in-person, ___.
a people no longer remember how to behave
b people prefer to meet in a formal environment
c people find it easier because they can see the person they're talking to
d people discover that it is preferable to online dating

5 Emily says that the biggest advantage of dating apps is that ___.
a they've changed how we communicate with people
b they constantly update
c they allow us to meet people that we'd never otherwise meet
d they make it easier to talk to people in real life

4 The growing backlash against dating apps sounds like an exciting prospect. Will we start chatting up people on trains, asking them what they think of the book they're reading, that you just happened to have finished two weeks ago? Emily Rhodes, who works for the Future Laboratory, a consultancy which predicts market trends, is not so sure. 'It's become so formalized to look for dates through apps now that we've forgotten how to approach people in person. We worry if it's inappropriate, if we might say something wrong, or that the other person isn't interested. On an app you can see on the profile what a person is looking for, something serious or casual. It's all about communication, and without apps, maybe we'd have to relearn these social cues.'

5 Dating apps have changed us, and in reality, there's probably no going back. When people don't use apps, it doesn't mean they start meeting in person, it just means they don't meet anyone at all. We're now so used to conducting our dating life via our phones, when we're out we never think of meeting anyone. For Rhodes, 'Change is going to have to come from the dating app because the app has changed the game so much.' The amount of choice these apps provide is something we would find it hard to relinquish, even if that choice rarely translates into a date with someone you really like. 'You can find a bigger pool of people using these formats, ones that you might not come across in your daily life. That's the benefit of digital dating, really, the sheer amount of people on there, and the ability to find people beyond your work, your circle of friends.'

d **Language in context** Look at some of the informal expressions in the article related to dating. Can you remember what they mean? Do you have equivalent expressions in your language?

bench breadcrumb ghost
swipe fatigue chat up

e Which of these sentences from the article do you agree with? Why?

> The growing backlash against dating apps sounds like an exciting prospect.

> Dating apps have changed us, and in reality, there's probably no going back.

2 PRONUNCIATION identifying attitudes

a 3.1 Listen to someone saying the same sentence twice. Which sounds sarcastic? Which sounds genuinely enthusiastic?

I really enjoy online dating.

Fine-tuning your pronunciation: identifying enthusiasm and sarcasm

It's important to be able to tell if someone is being enthusiastic about something or if they're being sarcastic. A lot of the clues are not in the words they use, or what they say, but how they say it, and this is to do with the pitch (= how high or low the voice is) and intonation (= the way the voice rises and falls).

b 3.2 Listen to the conversations. For each response, a and b, write **E** (enthusiastic) or **S** (sarcastic).

1 Oh great! Your mum's such a wonderful cook. a ___ b ___
2 Good idea – it's only two miles. a ___ b ___
3 Five pounds? Yes, thanks, that'll really help! a ___ b ___
4 Oh good, I love vegetarian food. a ___ b ___
5 Cool. I was dying to see some! a ___ b ___
6 Thanks, that's just what I needed. a ___ b ___
7 Oh great, well done. a ___ b ___
8 That'll be fun! a ___ b ___

c 3.3 Listen and repeat the enthusiastic responses (**E**) in **b**.

3 LISTENING & SPEAKING

a Look at four possible ways of meeting a new partner. Which ones do you think would be the most / least successful?

1 going up to a stranger and starting a conversation
2 trying a new activity, e.g. a sport or hobby
3 going to a social event for single people
4 going on a blind date set up by a friend

b Read the beginning of an article. How does Anna feel about trying to meet someone IRL? Why did she decide to try it out?

c 3.4 Listen to Anna talking about what happened when she tried out the four ways, and answer the questions for each challenge. Does she agree with your opinion in **a**?

1 Where did each challenge take place?
2 Did she manage to chat successfully with anyone? If so, who with? If not, why not?
3 How does she sum up the experience? What mark out of 5 does she give?

d Listen again. In which challenge, 1–4, did Anna feel...?

A ___ optimistic, then embarrassed, awkward, and a bit depressed
B ___ scared and rather uncomfortable
C ___ very nervous, then relaxed and happy
D ___ a bit nervous at first, then more confident and quite positive

e 3.5 **Language in context** Listen and complete the phrases.

1 The dating coaches suggested _____ four ways of meeting someone new.
2 James suggested _____ to guys in bookshops.
3 Hayley suggested _____ conventional chat-up lines.

I swapped apps for dating IRL – this is what happened

Anna Johnstone



I downloaded Tinder during my final year of university. At that time the dating app world still felt exciting. Using our phones to swipe our way to (potential) love? That was game-changing. Now I'm on seven dating apps, and the thought of meeting someone in real life brings me out in a cold sweat.

But despite the popularity of dating apps, one recent study says that 50% of people would prefer to meet someone in real life. I know it's not impossible (for example, I have a friend who fell down some stairs and then got together with the paramedic). But first, I needed a plan. I spoke to two dating coaches, Hayley Quinn and James Preece, and they suggested trying four different ways of meeting someone new. Here's what happened...









Adapted from the BBC website

suggest

There are three possible structures after the verb *suggest*.

1 *suggest* + *-ing*
2 *suggest* (+ *that*) + person + verb (in present or past)
I suggest (***that***) ***you talk*** *to guys in bookshops.*
He suggested (***that***) ***I talk*** / ***talked*** *to guys in bookshops.*
3 *suggest* (+ *that*) + person + *should* / *shouldn't* + verb

f **Read the information box. How could you say these sentences in the three different ways using *suggest*?**

1 She advised me to go to the doctor.
2 I recommended that they visit the museum.
3 He said to me, 'Why don't you talk to her?'

g **3.6 Listen to Anna's verdict on dating in real life. Answer the questions.**

1 What did she learn from the experience?
2 What does she think are the advantages of the two ways of meeting people?
3 What is she planning to do in the future?

h **Imagine you were looking for a new partner. Do you think you would use an app, or try to meet someone in real life?**

4 GRAMMAR & VOCABULARY *get*

a **Look at some sentences from the listening in 3. In which sentence, 1–4, does *get* / *got* mean...?**

arrived | became | persuade | obtain

1 If **I get a match** on an app, we already have things in common...
2 ...**I got way more nervous** than before any other first date I'd been on.
3 So, as soon as **I got there**, I had two glasses of wine.
4 ...I finally managed to **get a friend to organize** a date for me.

b **Grammar Bank** 3A *p.154*

c **Complete the expressions to do with dating and relationships with phrases with *get*.**

1 We **get** _____ very well most of the time. (= have a good relationship)
2 We **got** _____ when we were at university. (= started a relationship)
3 It's much easier to **get** _____ _____ somebody in real life than online. (= find out what somebody is like)
4 We're having so many family problems at the moment, it's really **getting** _____ _____. (= depressing me)

d **Vocabulary Bank** Phrases with *get* *p.172*

5 SPEAKING

Work in pairs. Read the *get* questionnaire and tick (✓) eight questions you'd like to ask your partner. Then ask and answer the questions. Explain your answers.

get QUESTIONNAIRE

- ☐ Are you the kind of person who regularly gets rid of clothes you don't wear any more, or do you tend to keep things forever?
- ☐ Did you use to get into trouble a lot when you were a child?
- ☐ Do you consider yourself a person who usually gets their own way? Why (not)?
- ☐ Do you tend to keep up to date with your work or studies, or do you often get behind?
- ☐ Do you think young drivers get stopped by the police more than older drivers? Do you think this is fair?
- ☐ Have you ever got caught cheating in an exam? Have you ever cheated in an exam and got away with it?
- ☐ Do you think going on holiday together is a good way to really get to know people?
- ☐ How often and where do you usually get your hair cut?
- ☐ If an electrical appliance doesn't work, do you try to sort it out yourself or do you immediately get somebody to come and fix it?
- ☐ If you were able to get just one room in your house redecorated, which would it be and why?
- ☐ How good are you at getting presents for other people? Who is particularly good at getting them for you?
- ☐ If you were invited to a karaoke evening, would you try to get out of going?
- ☐ If you were supposed to get a flight the day after a serious plane crash, would you cancel it?
- ☐ Is there anyone in your family or group of friends who really gets on your nerves?
- ☐ What kinds of things do / did your parents get you to do around the house?
- ☐ Is there a TV series you've recently got into?
- ☐ What kind of weather tends to get you down?

3B History in the making

G discourse markers (2): adverbs and adverbial expressions
V conflict and warfare
P stress in word families

"If you want to understand today, you have to search yesterday."

Pearl S Buck, US writer

1 VOCABULARY conflict and warfare

a Read the questions in the history quiz. With a partner, try to work out the meaning of the highlighted words, and choose the answer you think is correct.

HISTORY QUIZ

1 **Who captured and looted Rome in 410 AD?**
A the Greeks B the Visigoths C the Vikings

2 **Who was executed in London in 1606, after trying to blow up the Houses of Parliament?**
A Oliver Cromwell B Walter Raleigh C Guy Fawkes

3 **Who was the US president during the American Civil War?**
A Abraham Lincoln B George Washington C Thomas Jefferson

4 **Where was the treaty signed that ended World War I?**
A Brussels B Versailles C Vienna

5 **In which country was President Allende overthrown in a coup in 1973?**
A Chile B Brazil C Argentina

6 **In which country was the Velvet Revolution in 1989?**
A Poland B Hungary C Czechoslovakia

b Video Watch the video. Check your answers and find out more about the history of each event.

c In pairs, compare what you remember about the events. Use the prompts to help you.

1 Alaric, 800 years, three days
2 King James I, 5 November 1605, a bonfire and an effigy
3 the North and the South, the abolition of slavery, at the theatre
4 Archduke Franz Ferdinand, 11 November 1918, six months
5 improve living standards, the military and the CIA, La Moneda Palace
6 the Communist Party, after 41 years, 31 December 1992

d Now, with a partner, give a precise definition or a synonym for the highlighted words in **a**.

e V **Vocabulary Bank** Conflict and warfare *p.173*

2 PRONUNCIATION stress in word families

a Complete the chart. Then underline the stressed syllable in all the multi-syllable words.

noun	person	adjective	verb
cap|ture	cap|tive / cap|tor	cap|tive	_____
co|mmand	_____	co|mman|ding	co|mmand
ex|e|cu|tion	_____		_____
_____	his|to|ri|an	his|to|ric / _____	
loo|ting	loo|ter		_____
_____	_____	re|bell|ious	_____
_____	_____	re|vo|lu|tion|ary	re|volt
siege		be|sieged	_____
sur|vi|val	_____	sur|vi|ving	_____
_____	_____	vic|to|ri|ous	

b 3.13 Listen and check.

3 READING

a With a partner, complete the story of King Arthur with names from the list.

Avalon Camelot Excalibur Guinevere Merlin Round Table

The story of King Arthur...



Arthur was the legendary fifth-century King of Britain, whose story has been retold many times in film and literature. His court met in the castle of [1]_____, and he and his knights held meetings at his famous [2]_____. As a boy, his future as king had been foretold when he was the only person able to pull the sword [3]_____ out of a huge stone in which it had been confined by the magician [4]_____. Arthur's queen was named [5]_____, but while he was away at battle, she betrayed him with one of his knights, Sir Lancelot. In a subsequent battle, Arthur was wounded and his body was taken to the island of [6]_____. Legend has it that he is sleeping, and that one day when he is needed, he will return...



b Now read an article about the legend of King Arthur and check your answers.

...and the truth behind it

Of all the kings and queens of British history, King Arthur is probably one of the best known worldwide. However, the historic figure of Arthur as a victorious fifth-century king, leading Britons into battle against Saxon invaders, has so far proved impossible for historians to confirm. In fact, the one contemporary source that we have for the time, *The Ruin and Conquest of Britain* by the British monk and historian Gildas (c.500–70) gives somebody else's name altogether as the leader of the Britons. So where does the legend come from?

How the legend began

The King Arthur that we know today is a composite of different legends, written by different authors at different times. He first appears in the *History of the Britons*, written in 830 and attributed to a Welsh writer called Nennius. Here Arthur is described as a heroic British general and a Christian warrior during the tumultuous late fifth century, when Anglo-Saxon tribes were attacking Britain. So far so good. But Nennius lists 12 battles fought by Arthur, which took place in so many different places and different times that one man could not possibly have fought in all of them. The 12 battles are in fact the first signs of a legend.

The spreading of the myth

Over 200 years later, after the Normans invaded Britain in 1066, many stories were written of Welsh and other Celtic peoples triumphing against their new masters. All such stories need a hero to lead the troops, and the figure of Arthur was an obvious contender. And it is perhaps unsurprising that it was another Welsh writer who propelled Arthur from being just a Celtic warrior to being a mythical superstar.

The writer was Geoffrey of Monmouth, who spent his working life in Oxford and here produced his work *The History of the Kings of Britain* in around 1136. Geoffrey claimed the work was based on a secret lost Celtic manuscript that only he was able to examine. But it's really a myth masquerading as history, a fantastical tale of the history of the British Isles, which concentrates on King Arthur. In this work, for the first time, Arthur's whole life is told – from his birth to his eventual betrayal and death. There's Guinevere, his queen, and Merlin, the magician. There's the legendary sword Caliburn (later known as Excalibur), and even the king's final resting place at Avalon.

At the time it was written, Geoffrey's book had a tremendous influence, and its impact was as great in Europe as it was in Britain. Geoffrey had an expert way of mixing myth with fact, thus blurring reality, and this blend attracted a mass audience, perhaps in the same way that works such as *The Da Vinci Code* do today.

How Arthur influenced British history

By the time the Tudor king Henry VII came to the throne in 1485, Arthur was a well-established British hero. Thomas Malory's work *The Death of Arthur*, published in 1486, was one of the first books about him to be printed in England. The story is a haunting vision of a knightly golden age that was swept away by civil unrest and the betrayal of its ideals. Malory identified the city of Winchester as Camelot, and it was there in the same year that Henry VII's eldest son was baptized as Prince Arthur, to herald a new age.

Sadly, the young Prince Arthur did not live to be crowned king and bring in a true new Arthurian age, but in 1509, his younger brother became Henry VIII. And now the legend became a tool for the new king to use for his own political advantage. Henry had the Winchester Round Table, a 13th-century replica of Arthur's table, repainted, with himself depicted at the top. Here he was shown as a latter-day Arthur, a Christian emperor and head of a new British empire, with claims once more to European glory, just as Geoffrey of Monmouth and Thomas Malory had described.



Adapted from the BBC website

c Read the article again and <u>underline</u> the key historical facts. Then, in pairs, number the events below in chronological order.

A ___ Henry VIII has the Winchester Round Table repainted.
B ___ Geoffrey of Monmouth writes *The History of the Kings of Britain.*
C I Gildas writes *The Ruin and Conquest of Britain.*
D ___ Henry VII becomes king.
E ___ Henry VIII becomes king.
F ___ Nennius writes *The History of the Britons.*
G ___ Prince Arthur dies.
H ___ The Normans invade Britain.
I ___ Thomas Malory writes *The Death of Arthur.*

d **Language in context** Make words from the **bold** words. Then scan the article again to check.

1 _____ the adjective from **victory**
2 _____ the abstract noun from **conquer**
3 _____ the personal noun from **history**
4 _____ the adjective from **hero**
5 _____ the personal noun from **war**
6 _____ the adjective from **myth**
7 _____ the abstract noun from **betray**
8 _____ the adjective from **legend**
9 _____ the abstract noun from **real**

e Are there any 'mythological' characters in the history of your country? Do you know to what extent they are based on real people?

4 LISTENING

a You're going to listen to a US podcast in which three film critics describe memorable scenes from historical films. Look at the stills from the films. Have you seen any of them? If so, do you remember what is happening in the scene?



Oppenheimer



Gladiator II



Killers of the Flower Moon

b 3.14 Listen to the podcast. What information does each description give? Tick (✓) the boxes.

		1	2	3
A	the name of the director	☐	☐	☐
B	the historical period in which the film is set	☐	☐	☐
C	who the main characters are	☐	☐	☐
D	who the main characters are played by	☐	☐	☐
E	the impact of the scene	☐	☐	☐
F	special effects in the scene	☐	☐	☐
G	how historically accurate the scene is	☐	☐	☐

c Listen again. Then, with a partner, make notes on the information given in **b**.

d Talk to a partner.

- Which description created the most vivid image in your mind?
- Do you ever check whether a historical film or TV series was accurate, either during or after seeing it?
- If a film or TV series is historically inaccurate, does it bother you? Why (not)?
- What historical films or TV series have you seen that taught you something about the period or event?

5 GRAMMAR discourse markers (2): adverbs and adverbial expressions

a 3.15 **Listen to some people talking about films. Match the highlighted discourse markers to what they are used for (A–D).**

The actual stories in the *Gladiator* films are all fictional; [1]I mean, characters like Maximus and Lucius didn't really exist.

In *Oppenheimer*, the scene where he tries to poison his mentor is really dramatic, but [2]in fact, it didn't happen like that at all.

A Do you want to watch *Napoleon*? It's on TV tonight.
B Not really. It's very long, and [3]besides, I read a really bad review of it.

A I thought that Spanish film about the plane crash in the Andes was absolutely amazing. Have you seen it?
B No, I haven't. [4]Talking of Spain, have you thought about where to go for our next holiday?

A ___ to introduce surprising or unexpected information
B ___ to change the direction of a conversation
C ___ to make things clearer, or give more details
D ___ to introduce an additional point

b **Grammar Bank** 3B *p.155*

c **Complete the sentences in your own words. Then compare with a partner and see if you completed any in the same way.**

1 A lot of people think the film is a true story, but **as a matter of fact**,...
2 The script was terrible; the acting was awful; the story was dull. **In other words**,...
3 The cinema was really crowded and hot, but **at least**...
4 I don't feel like going to the cinema tonight, and **besides**,...
5 I don't know how people can watch films on their phone. **I mean**,...
6 There were a few little things the film-makers invented, but **on the whole**,...
7 We weren't expecting to enjoy the film, but **actually**,...
8 You should book tickets for most cinemas nowadays, **otherwise**...

6 SPEAKING

Describing a scene from a film

*Mollie **knows** that Ernest is interested in her money, but she also **feels** attracted to him. **There's** a big storm outside and rain is coming in through the window, and Ernest **goes** to close it, but Mollie **insists** that they sit in silence and just listen.*

We normally use the present simple ('the dramatic present') when we describe a scene from a film, or the plot.

a **Think of a film or TV series you really enjoyed that was set in a historical period or based on a real event. Look at the prompts and think about this information for your film or TV series.**

- Where and when is it set? What is it about?
- Who are the main characters and who are they played by?
- Why did you enjoy it?
- Is there a scene that you particularly remember? What happens?

b **Work in small groups. Describe the film or TV series and the scene to others in the group. Do those who have seen it agree with you?**

7 WRITING a detailed description

Writing Bank 3 *p.124* **Write a paragraph describing a film and one memorable scene.**



The Darkest Hour

COLLOQUIAL ENGLISH 2

English File talks to...

Dame Mary Beard

Historian



1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Dame Mary Beard.* What did you find out about her? Did you learn anything about Roman history when you were at school?

Part 1



a Video Watch Part 1 of the interview. Then choose a, b, or c.

1 Mary Beard thinks that the way to get people interested in ancient Rome is by ___.
   a reading its literature
   b showing its connections to places people know
   c learning about Roman military history

2 She thinks that we can learn a lot from ancient history because ___.
   a they faced many of the same political problems as we do today
   b they were better at debating issues than we are
   c they believed in the safety of the state and the freedom of its citizens

b Watch again. Complete sentences 1–5.

1 If a place name ends with *-chester* or *-caster*, it means that there was...
2 London is the capital of Britain because...
3 In 63 BC, there was a terrorist plot in Rome to...
4 When Cicero discovered the plot, he decided to...
5 Mary Beard compares this situation with...

Part 2

a Do you agree with either of these statements? Which one do you think Mary Beard would agree with?

Women's lives are better today than at any time in the past.

The lives of famous historical figures are more interesting than the lives of ordinary people.

b Video Watch Part 2 and check. Then, with a partner, mark the sentences **T** (true) or **F** (false).

1 Mary Beard would not like to go back in time to any historical period.
2 She doesn't think that men would suffer from going back in time.
3 She thinks that most history books don't answer questions about how people dealt with practical issues in the past.
4 She thinks that questions about practical issues are just as interesting as why Julius Caesar was assassinated.
5 She doesn't think we can learn much from studying the assassination of Caesar.

c Watch again. Say why the **F** ones are false.

Part 3

a Video Watch Part 3. All in all, is Mary Beard in favour of historical films? How important is it that they are accurate?



b Watch again. Why does she mention...?

1 Alsatians and dachshunds
2 Roman combat in *Gladiator*
3 an exam question at the University of Cambridge
4 the best stories

Reading on screen

In pairs, try to remember any information you read in the video about these people and things.

Cicero Guantanamo Bay *Meet the Romans*
Julius Caesar John F Kennedy

Looking at language

Collocations

Many of the expressions Mary Beard uses are typical collocations. Try to learn these expressions as phrases. Incorporating them into your active language will help you both to understand spoken English more easily and to sound more fluent in your own speech.

Video Watch some extracts from the interview and complete the collocations in the highlighted phrases.

1 ...an _____ lot of our culture and our geography and our place names and so on are actually formed by the Romans...
2 ...one _____ example of that is a famous incident in Roman history in 63 BC where there's a terrorist _____ in, in the city of Rome...
3 Now, in many ways that's the kind of problem we're still _____...
4 I mean, what – how far does, how far should homeland security be more important than _____ rights...
5 And in part we've learnt from how they debated those rights and _____.
6 ...if it, if it was a small antidote to modern _____ culture, I'm extremely pleased.
7 'Look, these guys are getting the whole of Roman history in, in the big _____ utterly wrong...'
8 But I think also, I mean, it shows that you don't always have to be deadly _____ about history...

Reacting to the interview

Talk to a partner.

- How would you describe Mary Beard? Is there any one thing she talked about that you particularly remember?
- How do you think a teacher can get students interested in history?
- Did you enjoy learning history at school? What periods and places did you study?
- What books or films have taught you something about history?

2 THE CONVERSATION



Is there a period of history that you would like to go back to? What kind of people would you be interested to meet?

a **Video** Watch the conversation. Match the period they'd like to go back to to the reason why.

1 ▭ Joanne would like to go back to the 1920s to...
2 ▭ Sean would like to go back to the 1960s to...
3 ▭ Emma would like to go back to Tudor times to...

a find out more about the politics of the time.
b learn more about daily life during the period.
c experience the cultural influences of the period.

Glossary
the Cavern Club a music venue in Liverpool, England, where The Beatles played
the Tudors the English kings and queens who ruled from 1485–1603, e.g. Henry VIII, Elizabeth I

b Watch again and make notes to answer the questions.

1 What aspects of her grandmother's life does Joanne mention? What does she think these would tell her about her grandmother?
2 What two things would Sean be especially interested in experiencing?
3 Which historical figure is Emma particularly interested in? Why does she say she'd like to see things happening 'from a safe platform'?

c **Video** Watch three extracts and notice how the speakers respond to keep the conversation going. In which one are they a) making a suggestion, b) asking for more detail, c) agreeing enthusiastically?

Responding to what other people say

1 **Joanne** Maybe we could learn something from it.
Emma Yeah, I think it'd be great to learn more about your ancestors and where you came from.

2 **Sean** So, I think if I had the chance to travel back in time, that's where I'd go, I think, to experience some of the culture and...
Joanne Go and hang out at the Cavern Club with The Beatles.

3 **Emma** ..., so maybe kind of viewing from a safe platform.
Sean Who would you like to speak to?

d Now, in groups of three, have a conversation about the questions in **a**.

4A Page-turners

G adding emphasis (1): inversion
V describing books
P loanwords

"I can feel infinitely alive curled up on the sofa reading a book."

Benedict Cumberbatch, British actor

1 LISTENING & SPEAKING

a Look at the six book titles. Have you heard of or read any of them?



b 4.1 Listen to six people talking about the books in **a**. Match the speaker, A–F, to the topic they're talking about.

1 ☐ a book you started, but couldn't finish
2 ☐ a book you think would make a good film
3 ☐ a book you feel you ought to have read, but haven't
4 ☐ a book you decided to read after seeing the film or series
5 ☐ a book you couldn't put down
6 ☐ a book you were forced to read at school and didn't enjoy

c Listen again. Which speaker says that...?

1 ☐ they sometimes needed to stop reading the book
2 ☐ they were encouraged to read the book by someone else
3 ☐ they spent a long time focusing on the beginning of the book
4 ☐ the book had lots of memorable characters
5 ☐ they feel they need more time to be able to enjoy the book
6 ☐ they didn't see why the book was so popular

d Look at topics 1–6 in **b** and choose three that you can talk about. Then tell a partner.

2 READING

a What information can you normally find on these parts of a book?

front cover spine back cover

b Read the article about what makes a successful back cover blurb. Complete the headings with the words in the list.

character(s) genre plot readers sentence writing

Read the blurb!

Back cover blurbs are a critical component of any book's marketing strategy. These concise pieces of text serve as the bridge between potential readers and the content within the pages.

A well-crafted back cover blurb is a delicate balance of art and science, a concise masterpiece designed to captivate readers at a glance. To achieve this, it's essential to understand the key components that make up an effective blurb.

1 The first _____

Your back cover blurb should kick off in a way that instantly hooks the reader and grabs their attention. It's the gateway to your story or subject matter, so make it intriguing, compelling, or even mysterious. This should draw readers in and make them eager to learn more.

2 The introduction of the main _____

For fiction, this is crucial. Readers need to connect with the protagonist and get a sense of who they are.

3 The main conflict or _____ points

Provide a glimpse of the central conflict or key points in the story. Drop hints about the challenges and obstacles the main character(s) will face. This is where you will pique the curiosity of your potential readers.

4 A hint of the book's _____

Convey the category of your book, but do it subtly. Use language and a tone that align with the content while avoiding clichés. Whether it's romance, mystery, or historical fiction, give readers a taste of what to expect.

5 A call to action for potential _____

End your blurb with a clear call to action. Encourage the next step, which is to buy and read the book. Use phrases like 'Discover the secrets' or 'Join the adventure'.

6 The importance of concise _____

While all these components are essential, brevity is key. Readers often scan blurbs quickly, so every sentence should matter. Aim for clarity and economy of words. Use vivid language that paints a clear picture, but don't get bogged down in excessive detail.

Adapted from spines.com/the-secret-to-writing-effective-back-cover-blurbs/

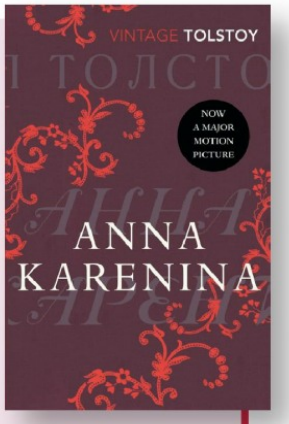
c **Language in context** Look at the highlighted words and phrases in the article. In pairs, decide what they mean. Use the context to help you.

d Now read these back cover blurbs from two very different books and answer the questions with a partner.

1 To what extent do they follow the rules in the article?

2 How effective do you think they are?

Anna Karenina by Leo Tolstoy

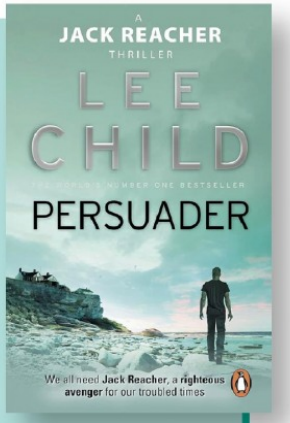


Anna Karenina is a novel of unparalleled richness and complexity, set against the backdrop of Russian high society. Tolstoy charts the course of the doomed love affair between Anna, a beautiful married woman, and Count Vronsky, a wealthy army officer who pursues her after becoming infatuated at a ball.

Although she initially resists his charms, Anna eventually succumbs, falling passionately in love and setting in motion a chain of events that leads to her downfall. In this extraordinary novel, Tolstoy seamlessly weaves together the lives of dozens of characters, while evoking a love strong enough to die for.

'One of the greatest love stories in world literature.'
Vladimir Nabokov

Persuader by Lee Child



Never forgive, never forget.

Jack Reacher lives for the moment. Without a home. Without commitment. But he has a burning desire to right wrongs – and rewrite his own agonizing past.

Never apologize. Never explain.

When Reacher witnesses a brutal kidnap attempt, he takes the law into his own hands. But a cop dies. Has Reacher lost his sense of right and wrong?

e **C Communication** Back cover blurbs **A** *p.109* **B** *p.114* **C** *p.119* Read three more blurbs and tell each other about them.

f Imagine you had to choose one of the five books to read. Which one would you choose? Why?

3 VOCABULARY describing books

a Some adjectives are very common in blurbs and reviews. Complete the reviews with an adjective from the list.

creepy fast-paced gripping ~~haunting~~
heart-warming heavy going implausible
intriguing moving thought-provoking

1 A haunting book which stayed with me long after I finished it. ✪✪✪✪

2 A wonderful story, and a _____ ending – I cried! ✪✪✪✪

3 It's such a _____ plot. I read it in one sitting, I couldn't put it down. ✪✪✪✪

4 It was a _____ story which restored my faith in human nature. ✪✪✪

5 A _____ story which jumps from past to present and back again at great speed. ✪✪✪

6 The plot was _____. I really couldn't predict how it would end. ✪✪✪

7 A _____ work that raised many interesting questions. ✪✪✪

8 A ghostly atmosphere and strange goings-on. This book was just too _____. ✪✪✪

9 Rather _____. I almost didn't finish it. ✪✪

10 The characters were totally _____. I couldn't take any of them seriously. ✪

b 4.2 Listen and check.

4 GRAMMAR adding emphasis (1): inversion

a Complete the extracts from book reviews 1–5 with endings A–E. How does the word order change when you put the adverbial expression (*Not only...*, *Never...*, etc.) at the beginning of the sentence?

1 **Not only** is this an entertaining book for children,...

2 **Never** have I read...

3 **Not until** the very last page...

4 **No sooner** had I finished this gripping novel...

5 **Only when** she leaves...

A did I guess who the murderer was.

B such a well-written novel by a new author.

C than I wanted to read it all over again.

D but parents will also find it intriguing.

E does he realize that he is in love with her.

b **G Grammar Bank** 4A *p.156*

c Invent endings for the sentences, using inversion to make them as dramatic as possible.

1 Only when we arrived at the airport...

2 No sooner...than I realized...

3 Never in all my life...

4 Not until it was too late...

5 Not only..., but...

5 LISTENING

a Discuss in small groups.

1 How often do you read books which have been translated into your language? What languages have they been translated from?

2 Do you prefer reading English books in English or translated into your language? Have you ever read a book which you felt was probably badly translated?

3 Do you ever use apps, e.g. Google Translate, to translate something into your language? How well do you think they work?



b Video Apart from translating, what other job can someone do who has a degree in languages? Watch *Interview with a translator* Part 1. Why did Beverly choose to be a translator?

c Watch again. Then choose the correct answers.

1 **One** of the reasons Beverly thought about becoming a translator was that...

a her French-speaking grandfather encouraged her to do so.
b she was good at languages, but didn't want to teach.
c she had tried it and enjoyed it.
d she wanted to be self-employed.

2 Which **two** of these things has Beverly done in her career?

a She taught English in Spain.
b She gained a post-graduate qualification.
c She worked as an interpreter.
d She worked as a translator for a finance company.

3 Which **three** things does Beverly say she likes about being a freelance translator?

a She can manage her own time.
b She can earn a lot of money.
c There is flexibility about where she can work.
d It gives her time to think about what she's translating.

d Video Now watch Part 2. Is Beverly generally more positive or more negative about machine-assisted translation? Does she think AI will replace human translators eventually?

e Watch again. Then, with a partner, try to complete the sentences to reflect Beverly's views.

1 She needed to study law in order to...
2 She thinks scientific texts are easier to translate because...
3 Her work has 'fallen off a cliff' since the advent of machine-assisted translation because...
4 She finds the fact that things are now first translated by a machine...
5 She thinks you still need humans to...
6 She says that machines can't translate texts...
7 If a machine translates 'I'm a doctor' into a gendered language...
8 She thinks an app on the phone is perfect if you...

f Do you agree with Beverly when she says, 'I think if you really want to communicate with somebody, then you will want to learn the language.'? From what Beverly says about the job, do you think you would enjoy working as a professional translator?

6 READING & SPEAKING

a Look at the two words and photos. Do you know what languages the words are from? Can you work out from the photos what they might mean?





b Read the extracts and check your ideas from **a**. What does each word tell you about the culture of the country?

sobremesa /sobre'mesa/ is the time when Spanish people sit around tables inside a restaurant, or out on the terrace, relaxing after a meal. It is a pleasant time, a recognition that there is more to life than working long hours, and that few activities are nicer than sharing a table and chatting for what remains of the day. The world may not have been put completely to rights by the end of the *sobremesa*, but it will seem a calmer, kinder place.

ta'arof /ta'a:rof/ is a Persian word that specifically refers to correct or polite behaviour in Iranian society. It means 'both people denying what they want in order to please the other person'. 'You go first,' says Mr A when he meets Mr B at the door, as they try to enter a building. 'No, absolutely not, you go first,' Mr B insists. They then both wait for a couple of unnecessary minutes before one steps forward to enter. It is seen in almost all aspects of life, from hosts insisting on guests taking more food, to buying something in a shop.

c Look at some more words that have no equivalent in English. Do you have equivalent words in your language?



1 **age-otori**
(Japanese) to look worse after a haircut

2 **sisu**
(Finnish) persevering with dignity and determination in a hopeless situation

3 **Fernweh**
(German) a deep longing for distant places and cultures

4 **forelsket**
(Norwegian) the feeling of euphoria when you're falling in love

5 **gigil**
(Filipino) the urge to pinch or squeeze something that is unbearably cute, like a baby's cheeks



6 **cavoli riscaldati**
(Italian) literally *reheated cabbage*, an attempt to revive an old romantic relationship

7 **seigneur-terrasse**
(French) a person who spends a lot of time, but very little money, in a café

8 **skúffuskald**
(Icelandic) a person who puts their poems in a drawer rather than publishing them

d Can you think of any English words for which there is no exact translation in your language?

7 PRONUNCIATION loanwords

Saying loanwords in English

There are some foreign words and phrases which are commonly used in English because we don't have another word for them, e.g. *coup* /ku:/ (French), *angst* /æŋst/ (German). They're usually said in a way that is close to their original pronunciation, so they don't necessarily follow normal English pronunciation patterns.

a Underline the foreign word or phrase in each sentence below. What do you think they mean? Which languages are they from?

1 I made a real faux pas when I mentioned to our boss that Sam had been asked to leave his previous job.
2 When we were introduced, I had a sense of déjà vu, even though I knew we had never met before.
3 It might be a bit of a cliché, but I think it's actually true that 'opposites attract'.
4 Their business venture ended in a complete debacle and the manager resigned.
5 She's a real aficionado of Italian opera – she knows a lot about it and goes whenever she can.
6 Don't overcook the pasta – just until it's al dente.
7 I'm afraid I felt a certain schadenfreude when my ex-husband told me his girlfriend had left him.
8 After the earthquake, there was a tsunami warning, but luckily, it didn't happen.

b 4.3 Listen and focus on how the foreign words or phrases in **a** are pronounced. Then practise saying the sentences.

c Do you use any untranslated words from other languages, e.g. English, in your language? Why do you think they are used? Do you pronounce them as in the original language?

8 WRITING a book review

Writing Bank 4 p.126 Write a book review for a student magazine.

4B Sound effects

G speculation and deduction
V sounds and the human voice
P consonant clusters

"If you're quiet, you're not living. You've got to be noisy and colorful and lively."

Mel Brooks, US actor

1 VOCABULARY sounds and the human voice

a Sit in silence for one minute, listening carefully to the sounds around you. Write everything you hear. Then compare with a partner. Did you hear the same things?

b V **Vocabulary Bank** Sounds and the human voice *p.174*

c 4.7 Listen to 12 sounds and say the word for what you hear.

2 PRONUNCIATION consonant clusters

Fine-tuning your pronunciation: consonant clusters

Combinations of two or three consonant sounds, e.g. ***cr****unch*, ***spl****ash*, can be difficult to pronounce, especially if the combination of sounds is not common in your language.

Three-consonant clusters at the beginning of words always begin with *s*, e.g. ***scr****eam*.

Three-consonant clusters at the end of words are often either plurals (*mo**nths***), third person singular verbs (*wa**nts***), or regular past tenses (*a**sked***).

a 4.8 Listen to the words in the chart. Then practise saying them.

At the beginning of a word		
two sounds		**three sounds**
click **dr**ip **sl**am **sn**ore	**cr**ash **st**ammer **sl**urp	**scr**eech **scr**eam **spl**ash

At the end of a word			
two sounds		**three sounds**	
shou**ts** yel**led**	sni**ffs** hu**mmed**	crun**ched** cri**sps**	mu**mble** ra**ttled**

b 4.9 Listen and repeat the sentences.

1 She **scr**eam**ed** when her **fr**ien**d spl**a**shed** her in the **sw**imming pool.
2 The **br**a**kes scr**ee**ched** and then there was a **tr**emen**d**ous **cr**ash.
3 I hate the **cr**unch**ing** of someone eating **cr**i**sps**.

c Write three sentences of your own, using two words from **a** in each sentence. Give them to your partner to say.

3 LISTENING & SPEAKING

a You're going to hear a list of people's best and worst sounds. Look at the sounds below. Tick (✓) the ones you think are 'best sounds', and cross (✗) the ones you think are 'worst sounds'.

The best and worst sounds...

- ☐ the ping of a message arriving on someone else's phone
- ☐ the crunch of walking on a fresh layer of snow
- ☐ the roar of a revving motorbike
- ☐ the patter of rain on the window while you're in bed
- ☐ the crackling noise of an open fire
- ☐ the whine of a dentist's drill
- ☐ the strange hum in your house that you can't locate
- ☐ the opening music at the beginning of a new episode of a TV series you love
- ☐ the popping noise when you squeeze bubble wrap
- ☐ the screech of a violin when someone's learning to play
- ☐ people laughing at one of your jokes
- ☐ the 'ding' sound when a plane has landed and switched off the engines
- ☐ car alarms that go off for a long time with nobody paying any attention
- ☐ the crashing of waves on a beach
- ☐ someone sniffing
- ☐ birds singing very early in the morning
- ☐ people slurping their food
- ☐ someone else's child crying





b 4.10 Listen and check. Do you agree?

c 4.11 Now listen to seven people talking about sounds they love or hate. Answer the questions.

1 What sound does each person describe?
2 Do they love it or hate it?

d Listen again and answer the questions.

Speaker 1 For how long has he been enjoying this sound?

Speaker 2 Where does her love of this sound come from?

Speaker 3 What possible reason does she give for not liking this sound?

Speaker 4 Who or what creates this sound, and why?

Speaker 5 What do you think she means when she says 'It reminds me of certain times of year'?

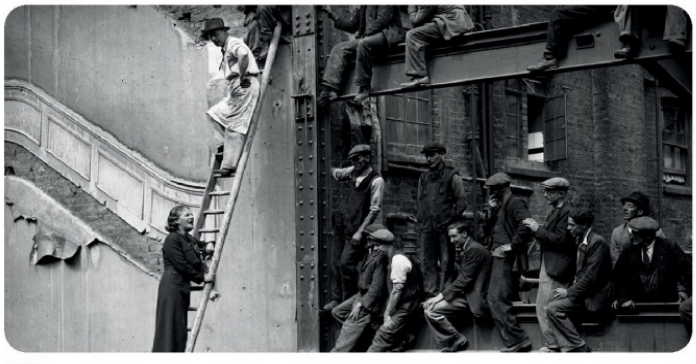
Speaker 6 What does this sound make him think?

Speaker 7 Why does she find this sound 'doubly painful'?

e Talk in small groups.

- Are there any sounds that you really love? Why do you love them? What do they make you think of, or how do they make you feel?
- What about sounds that you hate? How often are you affected by them in your daily life? Is there anything you can do to avoid them?

4 GRAMMAR speculation and deduction



a Video Watch the video and, with a partner, answer the questions. Then listen to the explanation and find out if you were right.

b G **Grammar Bank** 4B *p.157*

c 4.12 Listen to three groups of sounds which tell stories. What do you think is happening? Write three sentences for each story using the phrases below.

Story 1 must be, might be, can't have

Story 2 could have, might have, unlikely that

Story 3 probably, could be, must have

d 4.13 Compare with a partner. Then listen to the ending and say what actually happened in each story.

5 READING

a Work in small groups and answer the questions. Give as much information as you can.

- How often do you use headphones or earbuds when you're listening to something? Which do you prefer?
- Where and when do you normally use them?
- Have you tried noise-cancelling headphones? Do you think they work?
- If you are listening to something without headphones, do you ever have the volume very high?

b Read the title of the article and the first paragraph. What do you think the writer's 'social experiment' was?

'Do you mind listening to that with headphones?' How one little phrase revolutionized my commute

Hannah Ewens

Noisy devices are making public transport hell. But do passengers realize the pain they inflict?

Earlier in the summer, I started a social experiment – one you might consider ingenious or insufferable, depending on how much you prioritize a peaceful life. It began with a fragmented journey from north to south London, during which, at each section of the journey (bus, overground, bus), someone was playing content on their phone, loudly. First, on the bus, there was a woman flicking impatiently through TikTok videos. The woman next to her put in her earbuds, but said nothing. Next, on the overground, there was a woman listening to a nearly 20-minute-long voice note from a friend out loud that all of us could hear. This is the life of the passenger in our new ambient hell.

1 He immediately got out his phone, loaded a podcast on YouTube and sat there, his device blaring. I knew this was my chance to tell him, to practise without an audience and so with little risk of him feeling publicly shamed. Just me and him, so: 'Mate, do you mind listening with headphones on?'

2 I would neutralize my voice, so my judgment could not poison the tone. I would smile with an open face and think positive thoughts about this man, so he would intuitively feel that I was friend not foe. And then I'd strip the message back to a basic sentence, not cushion it with an apology (an apology – from *me*!) or explain why I wanted the antisocial behaviour to stop.

3 People generally respond well. Not just the noisy content fiends either, but typically the other passengers, who nod or give me an encouraging look. The only angry response came from a man who was watching clips on YouTube. 'What's it to you?' he asked.



4 Back in the 2000s, there'd typically be a kid or two playing music on their phone at the back of the bus to school. Adults would tell them to stop and the kids would laugh, but probably turn it off or down. Five years ago, everyone might have been glued to their phones in public and on commutes – but you would rarely find someone playing anything out loud, or at least for more than a few seconds, without it held close to their ear. Now it's not just younger people polluting our public spaces – it's everyone. I don't think people even realize they are doing this. Somewhere along the line it became normal.

5 But it is different. That tinny quality to the noise, the abrupt stop and start of video and audio, the chaotic nature of each content type happening at once in the same tube carriage: it's distracting and disorientating. It stops you from being in the present, and has the perverse effect of forcing you into your own headphones and content bubble, when you might be – at least in my case – trying to reduce your own screen time. And the only thing worse than being a slave to your own device and its incessant chatter is being forced to hear other people's.

6 If enough people join me, then eventually Transport for London or whoever your local transport body is, will pay for a new advertisement: 'Please give your seat up to pregnant women, please don't harass people, and no audio content out loud, please!' Imagine how clearly we would be able to think. Maybe we could even have pleasant interactions with each other.

When I told that man on the top deck of the bus to listen to YouTube with headphones, he looked at me incredulously for a moment. Then, when what I'd asked of him finally sank in, he immediately blushed. 'Oh, sorry,' he said. 'Was in my own little world there.'



Adapted from The Guardian

c Now read the whole article and check your answer to **b**. Then complete it with topic sentences A–F.

A	I had thought carefully about the best way to do this.
B	Things used to be very different.
C	At the front of the otherwise empty top deck of the final bus, a man sat in the front seat next to me.
D	It doesn't have to be this way.
E	You might argue that in theory, this disturbance is no different from overhearing people have loud conversations.
F	Over the past couple of months, I've done this every time the opportunity presents itself.

d Look at the highlighted phrases. How do they help the reader understand Hannah's attitude to other people's phone noise? What does her article suggest most people feel about 'no audio content out loud'?

e Would you have confronted the man on the bus? Do you think you might in future?

6 SPEAKING

a 4.14 Listen to eight noises you might hear in the street and, with a partner, discuss what exactly they are. Then say which you find the most annoying.

b **Communication** Noise control **A** *p.109* **B** *p.114* Describe the photos and answer the questions together.

c Read about some noise regulations from different countries. Then discuss them in small groups. Do you think they're a good idea? How would you adapt them for your country?

1 In Germany, you aren't allowed to do loud DIY jobs on Sundays.
2 In Seville, Spain, you can't play dominoes at bar tables outdoors.
3 On the island of Capri, Italy, you aren't allowed to wear noisy footwear, including flip-flops.
4 In some Swiss blocks of flats, it isn't permitted to flush the toilet after 10 p.m.
5 In Sydney, Australia, you aren't allowed to play a musical instrument between 10 p.m. and 8 a.m.



7 LISTENING



a Video Watch three short extracts from *A world of sounds*, a documentary about the British percussionist Evelyn Glennie. Can you describe some of the instruments she plays? Do you like how they sound?

b Video Watch *A world of sounds*. Number the topics in the order she or the narrator talk about them.

- Her favourite instrument
- Writing her own music
- Her greatest challenge in becoming a solo percussionist
- The different instruments she has
- The instrument she would recommend to a beginner
- People she has collaborated with

Glossary
repertoire /ˈrepətwɑː/ all the plays, songs, pieces of music, etc. that a performer knows and can perform

c Watch again. Then, with a partner, try to remember what they said about the topics in **b**.

d What do you think is the most impressive aspect of her career?

3&4 Revise and Check

GRAMMAR

a **Complete the sentences with the correct word or phrase.**

1 It's 2.30 now – what time do you think we'll get _____ London?
2 Unfortunately, Allie got _____ cheating in her final exam.
3 The windows are absolutely filthy. Shall we get someone _____ them?
4 I don't think Keith will ever get _____ to doing his own laundry – his parents always did it for him.
5 My visa expires quite soon, so I really need to get it _____.

b **Right (✓) or wrong (✗)? Correct any mistakes in the highlighted phrases.**

1 Basic, I think he still hasn't got over the break-up of their marriage.
2 We've finished the interviews, and all of all, we think Joe Young is the most suitable candidate.
3 Not only we saw the sights, we managed to do some shopping as well.
4 Only when the main character dies does her husband realize how much he needed her.
5 Dave's really late, isn't he? I think he might get lost.
6 The waiter didn't probably notice that they had left without paying.
7 I think it's unlikely that I'll be given a work permit.
8 What a wonderful smell! Somebody must bake some bread.
9 You definitely won't pass your driving test if you drive that fast!
10 I called you yesterday. You should have got a message on your voicemail.

c **Complete the sentences with the correct form of the verb in brackets.**

1 No sooner _____ married than James lost his job. (they / get)
2 Never _____ such a wonderful view. It completely took my breath away. (I / see)
3 The traffic's quite bad – she's unlikely _____ before 7.00. (arrive)
4 Maria is bound _____ the news – everybody was talking about it yesterday. (hear)
5 My neighbour can't _____ very long hours. He's always home by early afternoon. (work)

VOCABULARY

a **Complete the sentences with one word.**

1 She's quite shy, but you'll soon get to _____ her.
2 When did your son and his girlfriend first get _____?
3 I've been trying to get _____ of Danny, but he's not answering his phone.
4 My boss is always phoning me at home – it really gets on my _____.
5 I hope I get _____ this cold by the weekend; I'm supposed to be going to a wedding.
6 His parents let him do whatever he wants, so he's used to getting his own _____.
7 When I was a student, I had to get _____ on less than £50 a week.
8 I hope I get the _____ to talk to him before he goes home.

b **Circle the correct word.**

1 The government has *declared* / *executed* a state of emergency.
2 After days of fighting, both sides agreed to a *retreat* / *ceasefire*.
3 The city finally fell after a three-month *siege* / *coup*.
4 During the civil war, thousands of *refugees* / *allies* crossed the border to safety.
5 It was a fierce battle and *civilians* / *casualties* were heavy on both sides.
6 The rebels *broke out* / *blew up* the railway lines.
7 Even though they were surrounded, the troops refused to *surrender* / *defeat*.
8 The president has refused to *overthrow* / *release* any information about his tax returns.

c **Complete the sentences with a verb from the list in the past simple.**

buzz creak rattle screech
sigh slam whisper whistle

1 Mabel _____ the door and walked off angrily.
2 'Thanks, darling,' she _____ softly in his ear.
3 He _____ a happy tune as he walked down the street.
4 'I wish he was here – I really miss him,' she _____.
5 The wind was so strong that the windows _____.
6 The car's brakes _____ as it came to a stop.
7 A bee flew in through the window and _____ round the room.
8 The door of the old library _____ open slowly, but there was nobody there!

d Complete the adjectives for the definitions.

1 th_____-pr_____ = making you think seriously about a particular subject or issue
2 h_____-w_____ = making you feel happy
3 in_____ = very interesting because of being unusual or not having an obvious answer or ending
4 gr_____ = exciting or interesting in a way that keeps your attention
5 m_____ = causing you to have deep feelings of sadness or sympathy
6 im_____ = not seeming reasonable or likely to be true

Can you understand this text?

a Read the article once. How good was Branko's English when he first met Faith? How good is it now?

b Read the article again and choose the best words to complete the gaps.

1 a journey b trip c travel d voyage
2 a therefore b so c because d but
3 a translate b talk c understand d interfere
4 a off b down c on d over
5 a met up b made up c broken up d got together
6 a already b now c ever d still
7 a go back to b remember c imagine d go up to
8 a often b rarely c frequently d sometimes
9 a during b when c as d while
10 a watch out b look out c find out d turn out

Can you understand these people?

Video Watch and choose a, b, or c.

1 **Sophie** first met her partner ___.
   a through mutual friends
   b on Facebook
   c when they were young
2 **Sarah** learned a lot about ___ in the TV series *Victoria*.
   a relationships within the royal family
   b the introduction of the railway in Britain
   c an affair between an aristocrat and a servant
3 **James** enjoys reading ___.
   a historical novels
   b books about classical composers
   c books set in imaginary worlds
4 A sound **Amy** finds irritating is one she hears ___.
   a in the autumn
   b when she wants to work
   c when she's outside

We fell in love without speaking



Faith and Branko Ristic: 'It felt unreal, like magic.'

I'll never forget the first moment I saw Branko. It was 2009, and I was 25, working as a musical director for a circus in the UK. I'd travelled alone to the village of Gornja Grabovica in Serbia, on a mission to learn Roma-style accordion. A week or so into my two-month [1]___, a friend called Dusan took me to meet his cousin Branko, who he said was one of the country's best violinists.

When we arrived, Branko came out of the house wearing a white vest and jeans. I don't remember thinking he was attractive, [2]___ for some reason I took a photo of him that I still have today. We all sat around a table in the garden. I didn't speak a word of Serbian and Branko knew no English, so Dusan tried to [3]___. Branko was shy; it wasn't every day an English woman turned up at his house. The following day I went back, and we played music together late into the night. We did this several more times, quickly developing a strong connection. It was totally platonic, however; nothing else entered my head, partly because he had a girlfriend.

After two months, I returned to Britain and for the next couple of years I was busy touring with my work. Then, in July 2011, I had a few weeks [4]___, and went back to Serbia. As soon as Branko heard I was back in Gornja Grabovica, he came straight to see me. With Dusan translating again, he told me he'd thought about me every day since I had left. He had [5]___ with his girlfriend months earlier. It felt unreal, like magic. It was exciting to acknowledge our connection, but unusual to feel something for each other without being able to communicate fully.

That night we went to an *igranke*, a dance. I just enjoyed being near Branko. His body language was so open, and he was so kind and loving. The next day we played music together for hours, creating new compositions. He [6]___ couldn't say a word in English, and I'd only picked up basic things in Serbian, but it just felt right. We could usually work out instinctively what the other was trying to say, and if we couldn't, we'd just laugh. It was so romantic. If I could rewind time, I'd [7]___ that moment.

Branko and I planned to go to Britain together for a while, to earn money and introduce him to my life; but he had [8]___ travelled even in his own country, and his tourist visa was refused twice. It was difficult to go back alone. When I returned to Serbia, we decided to get married, and we had a simple but chaotic wedding. We built a house on the exact spot we first met, in Branko's grandmother's garden. Today my Serbian is pretty good, and [9]___ Branko still doesn't speak fluent English, he understands a lot. They say music is the language of the soul. We took a leap to [10]___ if that is true, and music has held us together ever since.

Abridged from The Guardian

5A Live in the moment

G distancing
V expressions with *time*
P linking in short phrases

"Success usually comes to those who are too busy to be looking for it."

Henry David Thoreau, US philosopher

1 SPEAKING

a Look at the title of the quiz. Is your instinctive answer *Yes* or *No*? Why?

b Do the quiz.



Circle *Yes* or *No* for each statement.

1 I often agree to do things and then wish I hadn't. *Yes* *No*

2 I never feel like I've got enough done at the end of the day. *Yes* *No*

3 Even when I have a day off, I still plan a lot of things to do. *Yes* *No*

4 I find it hard to say no when people ask me to do things. *Yes* *No*

5 I find it hard to predict how long things will take. *Yes* *No*

6 I frequently wish I had longer to do things. *Yes* *No*

7 I don't have enough time for myself. *Yes* *No*

8 I don't feel in control of my time and things I've promised to do. *Yes* *No*

9 I rarely plan free time in my calendar. *Yes* *No*

10 My friends and family are always saying that I don't have enough time for them. *Yes* *No*

c C **Communication** Are you too busy? *p.119* **Find out what your score means.**

d Compare your score with a partner and discuss the reasons for your answers. How similar are you?

2 READING

a Look at the two nouns below. How are they pronounced? What do they mean?

business busyness

b Read the first paragraphs of two articles about busyness. In pairs, try to complete the missing word in both titles. Which article is positive and which is negative about being busy?

c Now read both complete articles and choose a, b, or c.

1 What is FOMO?
   a A fear of going out
   b A fear of social media
   c A fear of not being included

2 Some people choose to be busy...
   a because they're in an unhappy relationship.
   b to avoid thinking about their lives.
   c even though it makes them stressed.

3 Being very busy can...
   a help you feel more important.
   b make you feel like a failure.
   c make you feel guilty.

4 It's harder than ever nowadays to...
   a earn enough money to retire.
   b be able to disconnect and relax.
   c keep sane and healthy.

5 People get a better night's sleep if...
   a they switch off their smartphones.
   b they get up very early.
   c they have full, active lives.

6 If people postpone their retirement, they're more likely to...
   a do voluntary work.
   b have good mental function.
   c become unwell.

d **Language in context** Look at the highlighted verb phrases in the articles. **In pairs, decide what they mean. Use the context to help you.**

e Talk to a partner.

- For you, is being busy a good or a bad thing?
- Do you ever feel guilty if you aren't busy?
- Do you ever have a problem relaxing?
- Do you ever feel that you have too much free time?
- What do you do to help yourself feel less stressed?

1 Are you a_____ to being busy?

'Let me check my diary and get back to you', is a phrase we've all uttered. We are constantly on the go, trying to squeeze friends and family, work, and fitness into our increasingly demanding lifestyles. And while we have all struggled with a jam-packed week at some stage, it's possible some people have developed an actual addiction to 'busyness'.

Many busy people suffer from FOMO, which stands for 'fear of missing out', and is defined as anxiety, often caused by social media, that an exciting or interesting event is happening somewhere which they are not part of. Others pack their schedules in order to avoid dealing with other things in their lives. 'When our mind isn't occupied with a task, we are left with our thoughts and our emotions,' says psychologist Jaimie Bloch. 'This makes many people feel uncomfortable and anxious. For example, those who have recently left relationships might use excessive activity as a way to keep their minds off the break-up. Others may have a fear of being unproductive, so busyness feels like a way to achieve success. When these people aren't busy, it's a form of failure.' Ms Bloch also says that in a society obsessed with productivity and achievement, being busy can be a way to elevate your social status. 'Being busy creates a sense of importance and value. The idea of relaxing, not doing anything, is linked to emotions such as guilt and shame.'

2 WHAT KEEPS YOU H_____ IS BEING BUSY, BUSY, BUSY!

We all dream of leading a life of leisure. Often that dream just keeps receding from our grasp. Pension ages are going up, and smartphones and social media mean we're never really 'switched off'. But now, emerging medical research suggests that staying busy helps us to live longer, keeps us strong, and could even keep dementia at bay.

Recently, American researchers revealed that we sleep better when we have lots of reasons to jump out of bed in the morning. Neurologists in Chicago reported that people who are busily purposeful – in particular, having a packed agenda of future plans – are less troubled by insomnia. And psychologists at the University of Texas reported that the busier people are, the stronger their mental powers, regardless of age or education.

It appears that keeping busy as we age is particularly beneficial – even if it means working beyond retirement age. Italian neuroscientists have warned that people aged over 50 who retire early are more likely to lose muscle strength and become ill. Last year, another report found that people who retired later were significantly less likely to develop cognitive difficulties like loss of memory. Voluntary work has a similar effect. Professor Yannick Griep, a psychologist at Canada's North-West University, says that seniors who volunteer are more physically, mentally, and socially active, which helps to ward off dementia.

Adapted from The Daily Mail

3 LISTENING

a Mindfulness is a technique which many busy people use to help them focus on the present and stop worrying about the future. You're going to do a well-known mindfulness exercise called *The Chocolate Meditation*. Before you listen, with a partner, say what you think these verbs mean.

unwrap inhale pop (sth) into melt chew swallow

b 5.1 Close your eyes and listen. Imagine doing all the stages.



c Listen again. What does the speaker say about...?

1 the type of chocolate to choose
2 what to do before you unwrap it
3 what to notice as you unwrap it
4 what to do before you eat it
5 what to notice and do as you put it in your mouth
6 when to swallow it

d What is the main message of the meditation? Do you agree that mindfulness could 'change your whole day'?

4 GRAMMAR distancing

a Read two paragraphs about mindfulness and focus on the highlighted phrases. How do they change the meaning in the second paragraph?

1 Jon Kabat-Zinn is the father of mindfulness. He helps people cope with stress through mindfulness, which reduces anxiety.
2 Jon Kabat-Zinn is considered to be the father of mindfulness. He claims to help people cope with stress through mindfulness, which appears to reduce anxiety.

b **Grammar Bank** 5A *p.158*

c You're a journalist. You've been asked to write three breaking news stories for a website. However, the facts haven't been confirmed yet. Write two or three sentences for each headline, using the prompts and appropriate distancing expressions.

Politician's partner seeks divorce

Which politician? After how many years of marriage? What do people say is the reason?

Footballer linked to match-fixing scandal

Which footballer? What did they do? What is their club planning to do about it?

Sugar: the new health benefits

What are the benefits? How much sugar do you need to eat? When / In what form should you eat it?

5 SPEAKING & LISTENING



a Video Watch the lead-in to *How long are you prepared to wait before you freak out?* In which situation would you be getting most irritated or impatient?

b Look at a survey by the watch manufacturer Timex. With a partner, try to complete it with the times from the list.

32 minutes	2 minutes 41 seconds
26 minutes	2 minutes 25 seconds
21 minutes	1 minute 52 seconds
7 minutes	50 seconds

How long are you prepared to wait before you freak out?

How long do you think the average person will wait for something before getting annoyed and trying to do something about it? Here are the answers, according to a survey by Timex.

When you're waiting...	Average time before getting annoyed
1 for a car in front of you to start moving when the light turns green.	
2 for people to stop talking during a film at the cinema.	
3 for a child to stop crying before you give their parents an angry look.	
4 to see the doctor.	
5 for your partner to get ready to go out.	
6 in a queue at a coffee shop.	
7 for a blind date to arrive.	
8 for someone to stop talking loudly on their phone before you tell them to keep their voice down.	

c Video Now watch *How long are you prepared to wait before you freak out?* and check your answers. Did any of the times surprise you?

d 5.2 Listen to an American journalist, Sam Greenspan, commenting on the results of the Timex survey. Does he agree or disagree with each survey answer? Is he more or less patient than the average person?

e **Language in context** Look at some American English expressions that Sam uses. What is the usual British English word or phrase?

1 a movie theater
2 it doesn't really bug me
3 get mad
4 waiting in line
5 a takeout
6 a server

f Work with a partner. Look at the Timex survey results again. Would you wait a longer or shorter time than average in these situations? In what other circumstances do you hate having to wait?

6 VOCABULARY expressions with *time*

a 5.3 Listen to three people talking about waiting for things. What situations do they complain about? Do you agree with them?

b Listen again and complete each extract with four words.

1 ...but more often they'll say it _____ _____ from 7 a.m. to 7 p.m.
2 ...the line just went dead. It was a _____!
3 ...I always _____ – in fact, usually at least five minutes early...

c V **Vocabulary Bank** Expressions with *time* p.175

d Video Read sentence prompts 1–9. Then watch nine people start conversations with these phrases. How do they complete them?

1 I had the time of my life when I...
2 I waste a lot of time...
3 I think everyone should...from time to time.
4 It's about time I...
5 If I had more time off, I'd...
6 It's going to take me a long time to...
7 I find...very time-consuming.
8 It's only a matter of time before...
9 By the time I..., I'll be...

e Work in groups of three. Complete the prompts so they are true for you. Then have conversations, taking turns to start each one.

7 PRONUNCIATION
linking in short phrases

a 5.7 Listen to sentences 1–10. Why are the words linked? Read the information box and check.

1 We need to make up for lost time.
2 He gave me a really hard time.
3 We're going to run out of time.
4 Could I have some time off next week?
5 At times I feel like giving up completely.
6 Time's up. Please stop writing.
7 Let's not waste time on that.
8 It's only a matter of time before they break up.
9 Did you have a good time last night?
10 It's about time you learned to cook!

Linking in fast speech

When people speak quickly, they tend to link two or more words together so they sound like one word. This could be because:

1 a consonant sound at the end of a word is linked to a vowel sound at the beginning of the next, e.g. *I met him a long time ago.*
2 a word ending with a consonant sound is followed by a word beginning with the same consonant sound, e.g. *I need some more time.* This also applies to two very similar sounds, like /d/ and /t/, e.g. *Have a good time!*, and /z/ and /s/, e.g. *Please sit down.*
3 a word ending with a silent *r* or *re*, e.g. *quarter*, *spare*, is followed by a word beginning with a vowel sound. In this case, the words are linked and a /r/ sound is added, e.g. *a quarter of an hour.*

b 5.8 Listen to some three-word phrases which are often heard as one word. First, you'll hear the phrase on its own, and then you'll hear it in context. Write the phrases.

1 _____ _____ _____
2 _____ _____ _____
3 _____ _____ _____
4 _____ _____ _____
5 _____ _____ _____

c Practise saying the sentences and phrases in **a** and **b**, trying to link the words.

8 SPEAKING

a Complete the questions in *Time and you*.

Time and you



1 Do you have any apps that you think really **s**_____ **you time**? Which ones?

2 When you do an exam or test, do you tend to have **time l**_____ at the end, or do you usually **r**_____ **o**_____ **of time**?

3 When you were younger, did your parents **g**_____ **you a h**_____ **time** if you came home late? Where had you usually been?

4 On a typical weekday morning, are you usually **sh**_____ **of time**? Why?

5 What do you usually do to **k**_____ **time** while you're waiting at an airport or a station?

6 When you're shopping, do you like to buy things as quickly as possible, or do you prefer to **t**_____ **your time**?

7 Is there anything or anybody who is **t**_____ **u**_____ **a l**_____ **of your time** at the moment? How do you feel about it?

8 Are you usually **o**_____ **time** when you meet friends? Does it bother you when other people are late?

9 Do you usually get to the airport or station **w**_____ **time to sp**_____ or at the last minute?

10 What do you most enjoy doing when you have some **m**_____**-time**?

b Now ask and answer the questions in small groups. Give examples.

My banking app definitely saves me time – I can...

5B Business as usual?

G unreal uses of past tenses
V money
P silent consonants

"I believe in capitalism. I need to make a profit, but I would like to do it with ethics, dignity, morals."
Brunello Cucinelli, Italian fashion designer

1 VOCABULARY money

a Look at eight pictures which represent idioms related to money. With a partner, try to explain them in your own words. Do you have a similar expression in your language?



1 Money doesn't grow on trees.



2 He's really tight-fisted.



3 It must have cost an arm and a leg.



4 I can't make ends meet.



5 We're in the red. (opp *in the black*)



6 It's a rip-off!



7 We're going to have to tighten our belts.



8 My sister's definitely living beyond her means!

b V **Vocabulary Bank** Money *p.176*

c Circle the correct word or phrase according to meaning, collocation, or register.

1 Mum, can you lend me some money? I'm *broke* / *penniless*.
2 I'm trying to get a *mortgage* / *loan* from the bank to buy a car.
3 We're going to have to be careful this month if we don't want to end up *in the red* / *in the black*.
4 He took part of his pension as a *lump sum* / *deposit*.
5 One of my cousins is absolutely *affluent* / *loaded* – she inherited a fortune from her parents.
6 The *currency* / *exchange* rate is terrible! £1 is only $1.20.
7 We like living here because we have a much better *cost* / *standard* of living.
8 **A** Is breakfast included in the price of the room?
B No, sir. It's 12 *pounds* / *quid* extra.

d Look at the questions below. Think of two or three people you know and tell a partner about them.

Do you know anybody who...?

- is a bit tight-fisted
- lives beyond their means
- buys and sells shares on the stock market
- charges very high fees for what they do
- was given a grant to study abroad
- often gives donations to charity
- has difficulty making ends meet

2 PRONUNCIATION silent consonants

a Look at these words related to money and say them aloud. ~~Cross out~~ the consonants that are not pronounced.

debt mortgage dishonest

b 5.13 Listen to ten sentences and write the last word in each. Then ~~cross out~~ the silent consonant.

3 READING & SPEAKING

a With a partner, choose the correct definition of *capitalism*.

capitalism *noun*
/'kæpɪtəlɪzəm/
✪ an economic system in which businesses and industry are...

1 controlled and run for profit by private owners
2 controlled and run for profit by the government
3 controlled by the government, but non-profit-making

b Read the introduction to the article, and look at the ten headings. Do you already do any of these 'small things'?

10 small ways to lead an anti-capitalist life

When I asked readers recently for examples of 'everyday things that represent non-capitalist living', I received a [1]deluge of replies. One reader said: 'Living in our consumer society, I am frequently filled with despair at the way things are going in the world at the moment, and doing this small thing at least makes me feel as though I'm doing something positive,' which really [2]gets to the heart of the idea.

1 **Freecycle as much as possible** When you're [3]lumbered with something you either don't want or don't need, you go online to find someone for whom it might have a use. Scores of readers recommended the Freecycle network and the UK group Freegle. You can get anything, from beds, pianos, and bikes, to a 'bag of make-up and toiletries, opened but still usable'.

2 **Leave stuff outside for your neighbours** Chris Everitt lives in Berlin. 'We have a little covered alleyway just off our high street where people leave things all the time: books, furniture, clothes, [4]knick-knacks, even food. When you have something that no longer serves you in your life, you can place it there. Within a few hours, it will be part of someone else's life.'

3 **Make your own clothes** 'I no longer buy clothes,' says Clea Whitley, 33, from London. 'I make them myself. I do have to buy fabric and clothing patterns, but I only buy what I need. It's not that I can't afford high-street clothes. But hopefully, with mine, no child labour, toxic chemicals, or animal cruelty are involved.'

4 **Forget the gym** A 23-year-old graduate writes, 'I once had a gym membership: £25 a month to be breathing in warm air [5]laced with sweat, and listening to extremely loud pop music promoting a glamorous and affluent lifestyle. I now enjoy jogging in the park, where I can enjoy nature while exercising in a much healthier way. There are no mirrors to show you how "good" or "bad" you look, so no reasons to make yourself feel bad or [6]pump up your ego.'

5 **Make your own spreadable butter** A small contribution, perhaps, but ingenious. You just have to mix butter with oil, preferably something without too strong a taste. 'It's easier to spread, and reduces the amount of butter we use,' advises a reader from London. 'It's an alternative to spreads in plastic tubs, and those that use palm oil. I don't contribute to the destruction of the habitat of orangutans.'

6 **Stop buying cleaning products** Not so long ago, one respondent had a look around her kitchen and bathroom and had a [7]watershed moment. 'Most of my household cleaning products have been replaced with a home-made mix of white vinegar and water, 1:3 parts. Bicarbonate of soda works, too.'

7 **Go online, then visit the library** 'Search for books on Amazon, read the reviews and then go to the public library,' advises Kath, from Oxford.

8 **Get an allotment** 'Keep fit by growing vegetables,' offers a retired teacher. 'We give the excess produce to people as we walk home after harvesting. In summer, we are self-sufficient as far as vegetables are concerned, and in winter we have enough potatoes, squash, and onions to use until March.'

9 **Don't drive** 'I have never driven a car,' says Sara Gaynor. 'I decided from 1988, after living in Copenhagen, that I would never be part of car culture and all that goes with it – petrol, pollution, traffic jams, the oil and advertising industries. I cycle every day to work. I do my shopping using my bike, and my kids were brought up travelling around by bike and public transport.'

10 **Use your TV remote** And finally, someone got in touch with this [8]pearl of wisdom for people who love TV, but hate the adverts: 'Ads are hard to avoid, even on streaming services unless you have a premium subscription. So just turn the sound down.'

Adapted from The Guardian

c Read the whole article and put activities 1–10 into the correct category. Some activities go in more than one category.

Which readers are...?	
doing things that are free instead of paying for them	
giving things away that they don't need	
creating or producing things instead of buying them	
doing something that doesn't pollute and is healthier	
doing something to avoid the temptation to spend	

d Look at the highlighted words and phrases in the article and match them to meanings A–H.

A ___ left with something that you don't want and can't get rid of

B ___ small, decorative objects

C ___ a turning point, after which things will never be the same

D ___ (*literally*, a flood) a large number of things that happen or arrive at the same time

E ___ (*idiom*) a wise remark

F ___ mixed together with

G ___ (*metaphor*) focuses on the most important part of something

H ___ (*metaphor*) to increase your sense of your own value or importance

e Talk in small groups. Give reasons and examples to explain your answers.

1 Which of the suggestions in the article do you think are a good idea? Which ones might you try? Do you think any are a bit ridiculous?

2 Do you agree that making small changes to your lifestyle can make a significant difference to the world?

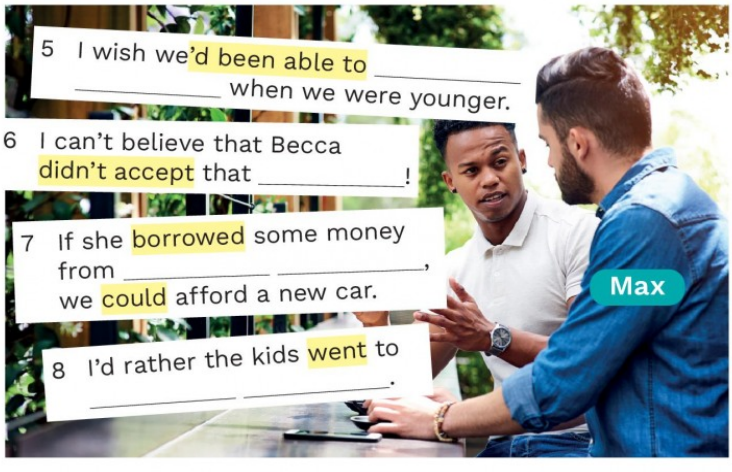


4 GRAMMAR unreal uses of past tenses

a 5.14 Becca and Max are a couple. Listen to Becca talking to her friend Amy. Complete the gaps in her comments. What is her attitude to money?



b 5.15 Now listen to Max talking to his friend Adam. Complete the gaps in his comments. Does he agree with Becca?



c Look at the highlighted verbs and answer the questions with a partner.

- Which verbs refer to things that really happened in the past?
- What do the others have in common?

d G **Grammar Bank** 5B *p.159*

e In small groups, answer the questions, giving reasons and examples.

Do you ever wish...?

- you'd chosen to study different subjects at school or university
- you could have a year off to travel
- you could learn a new skill
- you had more free time for your hobbies and interests
- you lived in another town or city
- you could come up with a great idea for a business

5 LISTENING

a Read a website extract about small businesses. Do you agree with the six reasons? How often do you buy from a small business? What do you buy?

Six reasons to shop small and local

Last Saturday, the annual celebration of Small Business Saturday was a great day for small businesses in the UK. An estimated £748 million was spent across the country in small businesses in 24 hours. But Small Business Saturday is not a one-day-a-year publicity drive. It aims to change mindsets all year round.

So why should we be buying from small businesses?

1. Small businesses create jobs.
2. Spending money with a small business keeps more money in your local economy.
3. Small businesses add colour and variety to our towns.
4. Small business owners are at the forefront of innovation.
5. Small businesses care about their reputation.
6. Small food businesses are often more environmentally friendly.

b Look at an extract from the original website of a food business which started out very small. Do you think the business was a good idea? Would you order from them? Why (not)?

WHAT IS PASTA EVANGELISTS?

We deliver what we think is the best pasta in the UK to homes across the country. You can then prepare a 5-star pasta dish in just five minutes, impressing friends and delighting family.

Our team is passionate about its mission. Our pasta and sauces are made exclusively in London, usually by Italian hands, and prepared with the best ingredients from across Italy. No additives, no bad stuff. We deliver in insulated packaging, meaning it's not a problem if you're not home for delivery: your food will stay cool and fresh until you're back. *Buon appetito.*

'Really delicious and simple to cook.'
William Sitwell, *MasterChef* judge and food critic





c 5.16 Now listen to Alessandro Savelli, one of the co-founders of Pasta Evangelists, talking about the business. Complete the sentences with two or three words.

1 Alessandro is half Italian and _____.
2 His idea for the business was to create a new _____ brand.
3 The business is based _____, but sells all over the UK.
4 Their team of Italian chefs are training people _____ to make their pasta.
5 The ingredients for their dishes are supplied from _____.
6 When they appeared on *Dragons' Den* they _____ investment from the Dragons.
7 The USP of Pasta Evangelists is _____ of their pasta, its freshness, and its ingredients.
8 Although there are thousands of other food companies, they don't have any _____.
9 They don't really have a _____ – they sell to different kinds of people.
10 They sell about two thirds of their meals to people who don't _____.

Glossary
Dragons' Den a TV programme where people pitch ideas for new businesses to a panel of judges, who decide whether or not to invest money
Deliveroo an online food delivery company

d Listen again. Why does Alessandro mention the following?

1 selling gnocchi
2 Harrods
3 *sfoglini*
4 Sicily and Piemonte
5 £2,000
6 two million individuals
7 pasta in a restaurant
8 £12.00
9 'We've just scratched the surface.'

e Has Pasta Evangelists been a success? Do you think it would be a success in your country? Why (not)?



6 SPEAKING

a Read about a scheme to encourage small businesses.

The local town council is looking for people with fresh new ideas for small food-related businesses, and is prepared to offer a loan. It is interested in the following areas:
- a small café or restaurant
- a food delivery service
- a shop specializing in one type of food or drink
- a new local product, e.g. cheese, olive oil, etc.

If interested, please submit your business proposal via our website.

b Video Watch *Presenting a proposal* and answer the questions.



1 Do you think in principle the business is a good idea? Why (not)?
2 Do you think the presenters did a good job? Why (not)?
3 Would their business be a success in your town / city?

c Look at the points in the list below. What information can you remember about the proposal? Watch again and check.

Things to be decided

- what the business is going to be
- whether it will be online or a physical café, shop, etc.
- what the competition is

- what your USP will be
- who your customers are likely to be
- how many people you will employ

- what your price structure will be
- how you will promote your business
- why you think it will be a success

d Work in groups of three. You're going to put in a proposal. Decide together about the points in **c**.

e Now present your proposal to the class, covering three points each. Have a class vote on who should get the loan.

7 WRITING a proposal

Writing Bank 5 *p.128* Write a proposal for increasing student numbers on study trips.

COLLOQUIAL ENGLISH 3

English File talks to...

Jordan Friedman

Stress coach



1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Jordan Friedman*. What did you find out about him? Would you be interested in participating in one of his stress reduction programmes?

Part 1

a With a partner, look at the photos. Discuss why these situations might be stressful.

b Video Watch Part 1 of the interview. Which of the 'stressors' in **a** does Jordan Friedman mention?

c Watch again. Then complete sentences 1–4.

1 Compared with 20 years ago, life today is more stressful because...
2 Nowadays, we don't have time to...
3 If our immune systems are weakened by stress,...
4 If we don't sleep well,...



Part 2

a Video Watch Part 2. Why does Jordan Friedman compare stress management to a salad bar? What examples does he give of things that people can choose to do to reduce stress?

b Watch again. Then, with a partner, mark the sentences **T** (true) or **F** (false). Say why the **F** ones are false.

1 Different people should choose different ways of dealing with stress.
2 The stress management techniques Jordan Friedman mentions all take a minute or less.
3 The most important thing about stress management techniques is to make them a habit.
4 Friedman worked with a student who felt very stressed when he had to drive.
5 The student's classmates suggested that he should travel at a different time of day.
6 The solution to the student's problem was difficult for him to think of for himself.

Part 3

a Video Watch Part 3. Do students in your country suffer from similar stress? Which do you think are probably the biggest stressors?

b Watch again. Answer the questions.

1 At what age do people tend to be most stressed?
2 What main reasons does Jordan Friedman give for student stress?
3 Why does stress make taking exams harder?
4 What two things does the Stressbusters programme give students?
5 What feedback have students given about Stressbusters?

Reading on screen

What information can you remember from the five 'Did you know...?' facts about stress that you read in the video?

Looking at language

Compound nouns

Jordan Friedman frequently uses compound nouns, e.g. *stress response*. Remember that when you hear new compound nouns, the first noun usually describes the second one – this will help you to work out the meaning.

a Try to complete the highlighted compound nouns in these extracts from the interview.

1 ...but when you have emails coming in and t_____ messages left and right...

2 Stress is really important, and, in fact, it can be a l_____saver...

3 Stress contributes to high bl_____ pressure, which contributes to h_____ problems and stroke.

4 So these are all reasons to really pay attention to our st_____ levels and to take action to reduce the stress.

5 The great thing about stress m_____ is that it's like a salad bar.

6 We can do one-minute br_____ exercises, we can, er, exercise, we can take a ten-minute walk around the block...

7 Stress is a very democratic occurrence, so older people are stressed, c_____ students are stressed, babies get stressed...

8 ...there's a greater need to get help for, er, them while in school, but if you're not with your usual s_____ network, it's even more challenging sometimes to do so.

b Video Watch and check.

Reacting to the interview

Talk to a partner.

- How would you describe Jordan Friedman? Is there any one thing he talked about that you particularly remember?
- Which are your top three stressors? Are there any other situations which you find very stressful?
- Do any of the ways of dealing with stress that Jordan Friedman mentions work for you?
- Did you find being a student at school or university stressful? What kinds of things do you do to help you relax when you feel stressed?

2 THE CONVERSATION



Do you think life today is more stressful than it used to be?

a Video Watch the conversation. Circle the correct option to sum up each speaker's response to the question.

Josie It's *frustrating* / *motivating* to have to compare yourself with other people.

Ida The slower pace of life in the past was stressful in *the same* / *a different* way.

John People nowadays have less *ambition* / *patience* than in the past.

b Watch again. Then answer the questions.

Josie

1 What does she think is the main cause of stress today?

2 What does she mean when she says 'You're pitted against everyone else in your career field'?

Ida

3 Why does she use the example of sending a letter and waiting for the reply?

4 What is she referring to when she says 'you're expected to be reachable at all times...'?

John

5 What does it refer to when he says 'But nowadays, it's like "Now. I want it now."'?

c Video Watch three extracts and notice how the speakers refer back to something that's been mentioned earlier, to keep the conversation coherent. In which extract does the speaker rephrase what the other person has said?

Referring back

1 **Interviewer** Do you think life today is more stressful than it used to be?

Josie I definitely think it's more stressful than it used to be, and I think a big part of that is...

2 **Josie** ...you're pitted against everyone else in your career field...

Ida I think it's – using that phrase 'pitted against other people' is really interesting because it, it sort of highlights the fact that...

3 **Ida** ...you're expected to be reachable at all times...

John Sure. There's no hiding place nowadays, that's the problem.

d Now, in groups of three, have a conversation about the question in **a**.

6A A helping hand

G verb + object + infinitive or gerund
V compound adjectives
P main and secondary stress

"When a man comes to me for advice, I find out the kind of advice he wants, and I give it to him."
Josh Billings, US humorist

1 READING & SPEAKING

a Look at problems 1–5 below. Where would you go to get advice for each problem? Would you...?

- ask a friend, colleague, or family member
- look online
- read a self-help book
- phone a helpline or contact a professional

1 Your wi-fi isn't working.
2 You're worried about some medical symptoms you have.
3 You want to know the best way to invest a sum of money you've inherited.
4 Your two-year-old child wakes up a lot at night.
5 You're having relationship problems because your partner travels a lot and you hardly ever see them.

b Read an online forum giving advice. Try to imagine yourself in this situation, and choose the three tips you think give the best advice.

c Read the forum again and choose the best word or phrase for each gap.

1 a effect b affect c spoil
2 a avoid b plan c cope with
3 a cooling b chilling c warming
4 a through b over c round
5 a pre-arranged b pre-booked c pre-ordered
6 a in and out b up and down c on and off
7 a remember b remind c recall
8 a exciting b common c mundane
9 a without b beside c beyond
10 a do b don't c won't

d Do you know anyone who is in a long-distance relationship? What problems do you think they have? Are there any advantages to their situation?

10 tips for long-distance relationships

We asked our online community to send us their top tips for surviving long-distance relationships. Here are some of their responses.

There may be people who don't believe your relationship will work, and that's OK, but you mustn't let what other people think [1]___ you because you're the ones who are actually in the relationship. As long as you love each other and trust each other, and you think you can make the relationship work, then that's the only thing that matters. *Eileen*

I've been in a happy long-distance relationship for nearly two years. I find that it helps to think of it in the same way as trying to [2]___ a break-up: I focus on my work, I rely a lot on my friends, and keep myself busy in the evenings and at weekends, to try to avoid ever feeling lonely. *Bruce*

Don't try to do too many different things when you do meet up. Make time for just [3]___ and doing nothing. *Marshall*

Sometimes being apart really gets you down, and the only person who could make you feel better is a million miles away. It's OK to get emotional, it's OK to cry or get angry – just do whatever you need to do. It's so important not to keep your feelings inside. Your partner is the only person who really understands what you're going [4]___, so never, never hide what you're feeling from them. *Sarah*

Don't forget to say good morning and goodnight to each other, every day without fail, even if you just send a quick text with a smiley face. We also have a regular [5]___ time to video call every day, which we can both look forward to. *Andy*



We played online games [6]___ throughout the day, like dominoes and Scrabble. It really helped to do something together even when we couldn't talk to each other. You can also get an app that lets you watch shows on Netflix at exactly the same time, which made it feel more like we were together. *Sandra*

My husband gave me one of his sweatshirts to wear, and I gave him a ring of mine on a leather necklace that he could wear all the time to [7]___ him of me. It's really comforting to have a physical thing that belongs to them. *Shawna*



Talk to each other as often as you can, about everything, little things and big things. When you do have the chance to meet up, try to do [8]___ things together, like doing the food shopping, as well as exciting things like concerts or expensive meals out. Try to keep your lives as normal as possible. *Jane*

Try not to get into situations where you're in some kind of competition about who cares less or more, or who's happier or unhappier. If you're apart, you need to learn to live [9]___ each other. But you also need to appreciate how much happier you feel when you're together. If you find that you don't just need each other, you also want each other, that'll make your relationship stronger. *Alan*

Make sure you send your partner lots of photos of you. Maybe you think it's a bit self-centred, or maybe you really hate taking selfies, but they [10]___ want to look at your face! *Owen*

e Look at the titles of two articles giving advice from different points of view. Think of one piece of advice for each situation.

How to survive...living with your parents

If you are among the quarter of young adults still living at home with mum and dad, read on!

The secret to...living with adult children

If you are one of the many parents whose adult children have returned to the nest, read on!

f **C Communication** I need some help **A** *p.110* **B** *p.115* Read the articles and tell each other about the tips.

g Which do you think is better for getting advice, a forum with suggestions from the public or an article by an expert? Why? What are the advantages of each?

2 GRAMMAR
verb + object + infinitive or gerund

a Right (✓) or wrong (✗)? With a partner, correct any mistakes in the highlighted phrases.

1 If you want your parents to give you a lift somewhere, try not to keep them waiting.
2 My parents want that I go on holiday with them.
3 I recommend that you try to see things from your parents' point of view.
4 When I lived with my parents, I was always made load the dishwasher.
5 I hate my parents talk to me as if I was five years old.
6 Mum, could you let me borrow the car tonight?
7 I don't mind you not tidy your room, but at least make your bed!
8 Living at home may involve you paying around 50% of the market-rate rent.
9 Can you help me do the washing-up?

b **G Grammar Bank** 6A *p.160*



c **Video** Watch the video. Match people A–E to the questions they answer.

1 Do you ever **need to spend time catching up** on things you haven't done, or do you always **try to keep** on top of things?
2 Is there anything you **would prefer people not to do** if they come and stay with you for a night or two? What kinds of things do you **expect them to do**?
3 When you were a child, were you ever **made to eat** something you really disliked? Why do you think your parents tried to **make you eat** it?
4 What kinds of things do you **dislike people helping you to do**? Why would you rather do them yourself?
5 Can you **imagine yourself living** in another country? How far from, and how different from, your country would you **prefer it to be**?

d Watch again. How did the people answer the questions? Do you identify with any of their answers?

e Answer the questions in **c** with a partner.

3 LISTENING

a Read about The School of Life. Why do you think it's been successful? Would you like to do one of their courses?

CALM | LEISURE | RELATIONSHIPS | SELF-KNOWLEDGE | SOCIABILITY | WORK

THE SCHOOL OF LIFE is an educational company that offers advice on life issues. It was founded in London in 2008 and now has branches around the world, including Amsterdam, Berlin, Paris, and São Paulo. The school offers a variety of articles, books, apps, and films covering finding fulfilling work, mastering relationships, achieving calm, and enjoying leisure time.

b Video Watch Part 1 of a School of Life video called *Why small pleasures are a big deal*. Tick (✓) the adjectives from the list that the narrator uses to describe things that we think will give us the most pleasure.

- ☐ rare
- ☐ ordinary
- ☐ dull
- ☐ uninspiring
- ☐ unique
- ☐ exotic
- ☐ unfamiliar
- ☐ expensive
- ☐ cheap
- ☐ famous
- ☐ large scale

Glossary
the Uffizi Gallery an important art museum in Florence, Italy
lobster thermidor a rich French dish made with lobster and topped with cheese

c Look at photos A–F from the video. Do they represent small pleasures or big ones? What were these things contrasted with?













d Watch Part 1 again and check. What two examples does the narrator give of things that people appreciated more when they were expensive or famous?

e Video Now watch Part 2. How many more examples of small pleasures did you see? Try to remember at least eight.

f Watch again and check. Then in pairs, complete the summary of the central message of the presentation. Compare with another pair. Are your summaries similar?

We expect to get most enjoyment from...

However, it's important to appreciate...

In order to do this, we need to...

g Do you agree or disagree with the message in the video? What are your favourite small pleasures?

4 SPEAKING

a Look at the statements below. Choose one of them to talk about, and make notes under the following headings:

- Whether you agree with the statement or not, and why
- Examples from your personal experience
- Any arguments on the other side
- Advice for your audience

'Everyday life is full of small pleasures.'

'The best things in life are free.'

'Holidays abroad are more enjoyable than holidays in your own country.'

'A weekend at home is better than a weekend away.'

b Read the tips for improving your presentation skills. Then, in small groups, give a short presentation about your statement. Listen to other people's presentations and ask questions.

PRESENTATION TIPS

1 Organize your presentation logically, so you can remember what you're going to say.
2 Don't read your notes – use your own words.
3 Speak slowly and pause between important points.
4 Make eye contact with the people you're talking to.
5 If the audience ask you questions, answer them clearly and concisely.

5 VOCABULARY & PRONUNCIATION
compound adjectives; main and secondary stress

Compound adjectives

*A **well-known** violinist once donned scruffy clothes and busked at a street corner.*
***Small-scale** pleasures can be anything but small.*
A compound adjective is an adjective made up of two parts. It's usually written with a hyphen.

a Combine words from each list to make ten compound adjectives and use them to complete questions 1–10.

air narrow high	fashioned made hand
second home self	conditioned minute behaved
last well old worn	risk minded out conscious

1 Have you ever bought a _____-_____ car or motorbike? Did you have any problems with it?
2 What boys' or girls' names are considered _____-_____ in your country?
3 Do you usually do a lot of _____-_____ revision the night before a test?
4 Do you normally feel _____-_____ when you're having your photo taken? What do you do to try to be more natural?
5 Do you have any old clothes that you still like wearing, even though they're a bit _____-_____?
6 Do you prefer _____-_____ food to restaurant meals?
7 In the summer, do you spend much time in _____-_____ buildings or cars? Do you consider it a necessity or a luxury?
8 Do you do any _____-_____ sports, e.g. white-water rafting? What attracts you to them?
9 Do you think as people get older, they tend to get more _____-_____ and intolerant?
10 Do you think children should be asked to leave restaurants if they aren't reasonably _____-_____?

b 6.1 Listen and check.

Fine-tuning your pronunciation: main and secondary stress

Some words, especially compounds or words with suffixes and prefixes, have both main stress and secondary stress. Secondary stress is shown by ˌ in a dictionary, e.g. /ˌself-ˈkɒnʃəs/.

c Listen again. Which word usually has the main stress in compound adjectives? Then ask and answer questions 1–10 in **a** with a partner and give examples.

d Use these compound adjectives to complete some high-frequency collocations.

dead-end eco-friendly extracurricular feel-good groundbreaking high-heeled high-pitched labour-saving life-changing low-cost

1	_____ airline	6	_____ voice
2	_____ activity	7	_____ device
3	_____ job	8	_____ shoes
4	_____ movie	9	_____ detergent
5	_____ research	10	_____ experience

e 6.2 Listen and check.

f Use three compound adjectives from **a** or **d** to write questions. Then ask and answer the questions with a partner.

Do you ever fly with low-cost airlines?...

6B Can't live without it

G conditional sentences
V phones and technology; adjectives + prepositions
P /æ/ and /ʌ/

'All of our technology is completely unnecessary to a happy life.'

Tom Hodgkinson, British writer

1 VOCABULARY phones and technology

Talk to a partner. How would you explain the difference between...?

1 a **screen** and a **touch screen**
2 a **keypad** and a **keyboard**
3 a **password** and a **passcode**
4 your **contacts** and your **settings**
5 **broadband** and **wi-fi**
6 an **update** and a **pop-up**
7 **coverage** and **signal**
8 to **download** and to **stream**
9 to **scroll** and to **swipe**
10 **data roaming** and **mobile data**
11 **autocorrect** and **autocomplete**
12 to **switch off** and to **unplug**

2 PRONUNCIATION /æ/ and /ʌ/

Fine-tuning your pronunciation: /æ/ and /ʌ/
The sounds /æ/ and /ʌ/ are quite similar and it can be difficult to hear and produce the difference. The /æ/ sound is always spelt with the letter *a*, e.g. *cont**a**ct*, and the /ʌ/ sound is usually spelt with the letter *u*, though it can also be *o*, e.g. *c**o**verage*, or *ou*, e.g. *t**ou**ch*.

a Video Watch the video. Focus on the difference between the two sounds. Then say the correct sound word (*cat* or *up*) for each word or phrase you hear. Practise making the two sounds.

b Look at the definitions of two words that only differ in the vowel sounds. What are the words?

_____ It's something you might find in a sandwich with cheese.
_____ It's the constant low noise that a fridge or freezer makes.

c 6.3 Listen to six more pairs of definitions. What are the two similar words that they define?

d Practise saying the sentences.

1 WhatsApp is currently one of the most popular messaging services in the country.
2 Jack was cut off, so he hung up.
3 I ran out of credit, so I had to top up my phone.
4 I updated the software on my Mac and now it keeps crashing.

3 READING

a In small groups, in **two minutes**, think of as many ways as you can that technology makes your life easier. Think about your social life, your work or studies, and your daily tasks (shopping, banking, etc.).

b Read the article quickly once. Why does the writer conclude that 'You can't win, and you can't quit' at the end of the article?

No focus, no fights, and a bad back – ten ways technology has ruined my life

By Tim Dowling

1 It is
It's not just me: a survey conducted by the Centre for Attention Studies found that 49% of adults believe their attention span has shrunk, a consequence of all the competing distractions available on our phones and computers. Duolingo in particular pursues me – it sometimes interrupts my Italian lessons to remind me to take an Italian lesson, which is why I still can't order a coffee in Rome after five years.

2 It is
I could feel the harm sitting in front of a screen all day was doing, so I bought a stand to raise my computer, hoping it would make me sit up straighter. Then I got varifocals, which meant I had to crane my neck and stick out my chin to read the screen through the bottom half of my glasses. Eventually, I switched to a laptop. Then I had to put that on a stand. Even after all *that*, I still have the posture of a question mark. I tried setting an alarm to remind me to leave my computer at intervals, but it kept waking me up.

3 It sometimes feels like
Obviously, this includes every failed attempt to click on all the pictures with traffic lights in them in order to qualify as a legitimate human inquirer in search of something obscure I need like spare dishwasher wheels. But it also means resisting the temptation to click on one of those automated reply buttons in my email that says something like, 'OK, thanks!' and compose my own response.

4 It has
You used to be able to say: 'Friday? Sorry, I'll be in Antarctica on Friday.' But thanks to Zoom, Google and FaceTime, there is simply no reasonable excuse for not making an appearance at a meeting. You also get to look at the picture of your face the whole time, so you can see exactly how bored you are.

Adapted from The Guardian



5 I am no longer able to

I can remember a time when it was considered ungentlemanly to check the factual accuracy of a statement made by a drinking companion. You were just meant to counter their argument by presenting plausible, but equally incorrect, facts of your own. But when everyone has the GDP of every country at their fingertips, there doesn't seem to be much point in spirited debate. You end up spending the whole evening looking things up and saying, 'Huh'.

6 I feel a strange obligation to

Doomscrolling, they call it. Everyone does it to some extent – bad news is simply more compelling than good news. But for me it's gone from mild compulsion to full-time job.

7 I live in fear of

When it comes to delivery notifications for things I can't remember ordering, communications from my mobile service provider, QR codes, and anything that asks me to click on a link, I err on the side of profound suspicion. I assume that texts from my bank about fraudulent activity are themselves fraudulent. I once ignored a genuine email from my son saying he'd lost his phone, and requesting I text a foreign number. He was alone in Vietnam at the time and I thought: 'Nice try, scumbag'.

8 I am forced to live

I don't know about you, but when I'm given advice about not writing passwords down, not using the same password over and over, and changing passwords regularly, I nod and say, 'Of course', but I think: 'What, are you kidding?' I write them all down, use as few as I can get away with and change them only when I'm forced to.

9 I am helpless

We're only really reminded of how much territory we've ceded to technology when it breaks down. It's not just that I've lost the skills required; it's that I can't even recall the process. How did I used to find my way around, or figure out what to watch on TV, or pay for a takeaway? There must have been systems in place.

10 The rest of the world is

In the service of journalism, I have occasionally subjected myself to specific technological deprivations: a week without a smartphone; a month without Google, that sort of thing. And I'm here to tell you that when you forsake modern technology, the world generally refuses to take part in the experiment. You find this out the first time someone behind a ticket window looks you in the eye and tells you to just download the app.

You can't win, and you can't quit.

Glossary
varifocals /ˈveərɪfəʊklz/ glasses which provide vision for all distances
GDP Gross Domestic Product, i.e. the value of all the goods and services produced by a country

c Read the article again and complete the headings with A–J. What example(s) does he give for each point he makes?

A **destroying my posture**
B **rendered meetings inescapable**
C **an unending struggle to prove I'm not a robot**
D **have arguments in pubs**
E **destroying my concentration**
F **in silent, shameful defiance of all the accepted wisdom**
G **also helpless without it**
H **being scammed**
I **without technology, as much as I resent it**
J **monitor bad news in real time**

d Do you think the tone of the article is humorous or serious? Give reasons for your answer.

e **Language in context** What does the word *just* mean in the highlighted phrases in the article?

f Now look at these examples of *just*, which all have different meanings from *just* in the article. How would you explain the meaning in each example?

1 I've **just** bought a new phone.
2 It cost me **just** under £600.
3 This camera is **just** brilliant.
4 We arrived **just as** the train was leaving.
5 'Coffee?' 'Yes, please, that's **just** what I need.'

g Answer the questions in groups.

- Which paragraph in the article do you identify with the most?
- Can you think of other downsides of technology that you would include in an article like this?

4 WRITING a discursive essay (1)

Writing Bank 6 *p.130* Write a discursive essay about online shopping.

5 GRAMMAR
conditional sentences

a Match the halves of the conditional sentences.

1 If I'd had my phone with me,
2 If my laptop wasn't so new,
3 If he wasn't always on social media,
4 If I didn't have superfast broadband,
5 If they bring out a new version of the game,
6 If you hadn't sent me a message,

a ___ I wouldn't have known where you were.
b ___ I wouldn't be able to work from home.
c ___ I'd have texted to say I was going to be late.
d ___ I might actually be able to have a conversation with him.
e ___ I'm definitely going to buy it.
f ___ I wouldn't have bothered to get it repaired.

b Which sentences refer to present or future situations and which ones refer to the past? What is different about sentence 2?

c **Grammar Bank** 6B *p.161*

d Complete the sentences so that they are true for you. Then compare with a partner.

1 I could manage for a week without the internet, provided that...
2 I would only let a stranger use my phone on condition that...
3 Even if I had all the money in the world, I would never...
4 Had I not decided to learn English, I...
5 I'd be prepared to move abroad as long as...



6 LISTENING & SPEAKING

a Look at a version of the famous painting *The Kiss*, by Gustav Klimt, modified by Kim Dong-Kyu, a Korean illustrator. What do you think the artist is saying?



b 6.4 You're going to listen to six people, 1–6, talking about someone they know with an obsession. First, listen to some extracts and, with a partner, discuss what the obsessions might be.

c 6.5 Now listen to the people and check your answers to **b**.

d Listen again. Which speaker, 1–6, talks about someone whose obsession...?

a ___ is something they talk about a lot with other people
b ___ leaves them no time for any other leisure activities
c ___ creates a space problem for them
d ___ makes them less aware of the world around them
e ___ involves them having to do something every day
f ___ is unexpected given their job

e 6.6 **Language in context** Listen to some extracts from the listening and complete the highlighted phrases related to obsessions.

1 ... but what she _____, _____ _____ is Disney.
2 My elder sister is _____ _____ _____ her phone.
3 My friend Tom is _____ _____ _____ football.
4 He's _____ _____ _____ how he feels...
5 I have a friend who's _____ _____ collecting miniatures...
6 ...but she does _____ _____ _____ about cats.

f Talk in small groups. Use some of the highlighted phrases in **e**.

Do you know anyone who is (a bit) obsessed with...?

- a kind of game or toy
- a hobby or free-time activity
- their health
- an animal or pet
- a particular film or type of film
- keeping fit
- cleaning or being tidy
- a celebrity
- a sportsperson or team
- a particular object, e.g. their car, their phone, etc.
- anything else

7 VOCABULARY adjectives + prepositions

Adjectives + prepositions

Some adjectives need a certain preposition when they're followed by a noun or gerund, e.g. *obsessed with*. It's important to learn these prepositions with the adjectives. See *p.181* for more information on prepositions.

a Complete the **Prepositions** column.

		Prepositions
1	Nowadays, a lot of people are **obsessed** ___ celebrities and their lifestyles.	with
2	A lot of people are **addicted** ___ social media.	
3	Many young people are **hooked** ___ video games.	
4	Lots of teenagers are **mad** ___ football.	
5	Many 30-year-olds are still **dependent** ___ their parents.	
6	People who live in tourist areas are **fed up** ___ the rise in visitor numbers.	
7	Young people today aren't as **open** ___ new ideas as they used to be.	
8	People are **sick** ___ being bombarded with depressing news.	
9	Most parents nowadays are **aware** ___ the negative effect of too much screen time.	
10	Couples are not as **keen** ___ getting married as they used to be.	
11	If TV programmes are **unsuitable** ___ children, they have to be shown after 9 p.m.	
12	People are becoming more **suspicious** ___ technology companies.	
13	Far too many people are **dissatisfied** ___ their mobile phone network.	
14	People are getting so **accustomed** ___ fake news that they can't tell what's true and what isn't.	
15	It's going to be difficult to make urban areas carbon neutral as long as people are so **attached** ___ their cars.	

b 6.7 Listen and check.

c Cover the **Prepositions** column and say the sentences with the correct preposition.

d With a partner, say to what extent sentences 1–15 are true for your country, giving examples.

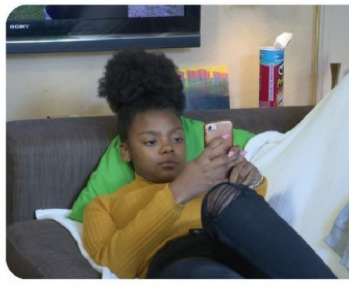
8 LISTENING

a You're going to watch a documentary about addiction. Before you watch, discuss the questions with a partner.

1 What proportion of the world's population do you think uses the internet?
2 Do you think social media and video games are deliberately designed to be addictive? How?
3 From what age onwards do you think children are at risk of suffering from technology addiction?
4 What do you think might be the best way to deal with addiction to technology?

b Video Watch *The age of addiction* and check your answers to **a**. Then, in pairs, try to remember the different types of addiction that were illustrated by images in the video.

c Watch the video again. Then choose the correct answers.



1 Behavioural addictions mentioned in the video include ___.
   a shopping and gambling
   b gaming and gambling
   c shopping and drinking
   d eating and drinking
2 The highest number of video gamers are found in ___.
   a the USA b the UK c Asia d Europe
3 An example Dr Graham gives of rewards you get in games is ___.
   a likes and followers b money
   c prizes d moving up to a higher level
4 One way Dr Graham has of knowing that a child is addicted to technology is when they ___.
   a stop eating
   b are unable to stop
   c start missing school
   d get into difficulties with authority
5 The kind of treatment Dr Graham now uses is ___.
   a complete digital detox
   b developing new habits of technology use
   c group therapy
   d treating patients' parents

d Discuss the questions in small groups.

Do you agree with Dr Graham that...?
– technology can be frustrating
– technology can't help us interact in a meaningful way

At what age do you think children should be...?
– introduced to social media or online entertainment
– allowed to have a smartphone
– allowed to use a smartphone at school

Are you optimistic about our future relationship with technology?

5&6 Revise and Check

GRAMMAR

a Circle a, b, or c.

1 It ___ that the King is to abdicate next month.
a has announced b announced it
c has been announced

2 Excuse me. ___ to be a problem with this seat – I can't change its position.
a It seems b There seems c It appears

3 ___ to a recent article, eating a lot of salt may not cause long-term health problems.
a According b Apparently c Considering

4 ___ that the murderer is being concealed by friends.
a There is thought b It is thought c It thought

5 My flat looks a mess – if only I ___ so untidy!
a 'm not b weren't c was

6 I'd ___ you didn't come in with your muddy shoes on.
a rather b prefer it c wish

7 I really wish we ___ that white sofa – it gets dirty much too easily.
a haven't bought b hadn't bought c don't buy

8 I'd like ___ it in the morning, if that's possible.
a that they deliver b them delivering c them to deliver

9 If we hadn't had to work late, ___ the match now.
a I'd be watching b I'd have watched c I'll watch

10 I'll pay for your English classes ___ you promise not to miss any.
a supposing b unless c providing

b Complete the sentences with the correct form of the verb in brackets.

1 The president is believed _____ his holiday in the Caribbean this week. (spend)

2 It's time you _____ to think about what subjects you want to study next year. (start)

3 My parents always encouraged me _____ foreign languages. (learn)

4 My new job involves me _____ to Canada two or three times a year. (travel)

5 They're incredibly generous people and they wouldn't let me _____ for anything. (pay)

6 Daniel can stay the night as long as he doesn't mind _____ on the sofa. (sleep)

7 Supposing Ajax lost their last two matches, _____ they still _____ the league? (win)

8 Marcus might have hurt his head if he _____ a helmet when he fell off his bike. (not wear)

9 If you _____ me earlier that you were coming, I would have taken the day off. (tell)

10 If I hadn't inherited a lot of money, we _____ in a house like this now. (not live)

VOCABULARY

a Complete the sentences with a preposition.

1 We arrived _____ time to spare.

2 Don't tell me you're still listening to CDs! You're really _____ the times.

3 Let's set off early. There's so much to see, and I don't want to run _____ of time.

4 We've decided to stay here _____ the time being.

5 We missed the bus, so _____ the time we got to the cinema, the film had started.

6 The table's booked for 8.30, so please make an effort to be _____ time.

7 He met Lara in Moscow, where he was working _____ the time.

8 It's _____ time you started revising.

b Circle the correct word or phrase.

1 The *standard* / *cost* of living is higher in Edinburgh than in any other Scottish city, with the highest rents.

2 Liz spent a fortune on her new laptop! She must be *loaded* / *affluent*.

3 *Fares* / *Fines* on the London Underground aren't that expensive – about £3.00 to £5.00, depending where you're going.

4 **A** This hat cost $20.
B Twenty *bucks* / *quid*? You're kidding!

5 They wanted to buy a flat, but the bank wouldn't give them *an instalment* / *a mortgage*.

6 The top rate of *income* / *inflation* tax in the UK is currently 45%.

7 We've only got a holiday *budget* / *grant* of £1,000, so we won't be able to go to Australia.

8 Would you like to make a *donation* / *deposit*? It's for UNICEF.

c Complete the compound adjectives.

1 My father is rather intolerant and **narrow-**_____.

2 Don't say anything about her new hairstyle. She's feeling very _____**-conscious**.

3 Emma gets her vintage clothes from **second-**_____ shops.

4 You shouldn't have gone to the interview in those _____**-out** jeans.

5 Their kids are really **well-**_____. They always do what they're told.

6 Our trip to Uganda was a _____**-changing** experience.

7 We only use **eco-**_____ cleaning products.

d Complete the sentences with one word.

1 Can I _____ your charger? I need the socket for mine.
2 You can change your ringtone if you go into your _____.
3 If you _____ down the home page, you'll find the contact details at the bottom.
4 I'm really _____ up with his constant excuses for not doing his job properly.
5 My sister is totally _____ on that new reality show on TV.
6 I'm completely _____ to crisps. I buy a packet almost every day.
7 My wife isn't very _____ on flying, so we're going to take the train to Rome.

Can you understand this text?

a Read the article once. Do any of the apps sound like things that you might use?

b Read the article again and complete it with phrases A–I. There is one phrase you don't need.

A just in case the app works too well
B it matches you to a therapist who can help you
C how you compare with others of your age
D to put your critical thinking to the test
E you can share ideas and connect with friends
F it can lower your heart rate
G if you're going to have your phone with you the whole time
H if you want to feel even happier
I for that you get a wide range of resources to explore

Can you understand these people?

Video **Watch and choose a, b, or c.**

1 **Adina** thinks her impatience is ___.
a unfortunate
b hereditary
c obvious

2 **Guy**'s family make an effort ___.
a not to use plastic
b not to waste water
c to use public transport

3 A simple thing that makes **Vicky** happy is ___.
a having her cat sleeping on her bed
b playing with one of her relatives
c feeling refreshed in the morning

4 **Hywel** thinks mobile phones have advantages so long as we ___.
a use them wisely
b all have one
c use them to speak to people, not just to send messages

Seven apps to help reduce your stress levels

We're often told that we're addicted to our phones and to try to use them less, so it may seem counter-intuitive to suggest that they can actually help us to reduce our stress levels and make us happier and more relaxed. But there are many apps that set out to do exactly that. And [1]___, doesn't it make sense to use it to increase your well-being? Here are our suggestions for some of the best self-care apps:

Talkspace

Talkspace is a way to improve your mental health in a convenient way that is less expensive than conventional in-person therapy. After completing an initial questionnaire with your preferences, [2]___. You can send unlimited messages (text, audio, or video) from wherever you are, at whatever time of day, and you'll always hear from your therapist at least once a day. You can also have live video sessions.

MyFitnessPal

MyFitnessPal isn't just a diet app – it's more like having a personal nutritionist and fitness trainer at your fingertips. It's an all-in-one approach which helps you to track your fitness goals, create better food habits, and gain motivation. It also has a forum where [3]___. You can get a 30-day free trial to see if it's for you.

Headspace

Headspace is an all-in-one mental health app, which gets great reviews. It's essentially a meditation app that aims to make meditation a daily habit to reduce your stress levels and make you feel happier. The cost is £49.99 a year, less than a pound a week, and [4]___, including sleep soundtracks to help you drift away.

Lumosity

This app is all about improving your memory, cognitive reasoning, and maths and language abilities. You start with a free five-minute test to see where you are and [5]___, and then you can tackle many different activities and personalized challenges. It's fun and interactive, and is available in a wide range of languages.

Happify

The aim of the Happify app is, not surprisingly, to make you happier. And it seems to work, as 86% of users feel more positive about their lives two months after starting to use the app. The activities and games help you overcome challenges and negativity. And [6]___, there's Happify Plus, with a lifetime subscription costing around £400.

Sleepiest

If you can't sleep, this is the app for you. You can access over 540 bedtime stories, along with relaxing soundscapes including rain and ocean waves. It's suitable for all ages, includes a sleep tracker, and even has an alarm function [7]___.

Breathing Zone

Breathing Zone is a wonderfully simple app that reduces stress through activities that help you slow your breathing. As the *New York Magazine* says, 'Sometimes the fastest way to combat anxiety is to remember to breathe'. In addition, [8]___ and over time even reduce blood pressure, and is quick, easy, and inexpensive.

7A Is that a fact?

- G permission, obligation, and necessity
- V word formation: prefixes
- P intonation and linking in exclamations

"There is much pleasure to be gained from useless knowledge."

Bertrand Russell, British philosopher

1 LISTENING

a Read the quiz questions 1–8. Then in pairs, try to agree on answers.

b Video Watch *Things you think you know...* and check your ideas in **a**. Did you get anything right? Which answers surprised you the most?

c With your partner, what details can you remember about each answer? Watch the video again and check.





Things you think you know, but you may be **wrong**...

Try this quiz.

1 What kind of bears cause the most fatal injuries?
2 Of all the dog breeds, which is the most genetically similar to wolves?
3 What colour is the Sun?
4 Is ice cream a solid, a liquid, or a gas?
5 Which is the wettest – London, Rome, or Barcelona?
6 What was the first sport to have a World Championship?
7 At the first modern Olympics in 1896, what were the medals for winners made of?
8 Who designed the Eiffel Tower?







2 PRONUNCIATION
intonation and linking in exclamations

a 7.1 Listen to two conversations and complete the exclamations.

1
A Why don't you get your nephew a quiz book for Christmas?
B _____! He'll love that!

2
A Did you know that at the time of the French Revolution in the late 18th century, only half the population spoke French?
B _____! So what language did the other half speak?

b Listen again and answer the questions with a partner.
1 Which word has extra stress in each exclamation? What happens to the intonation?
2 Why do you think a /w/ sound is added between *How* and the adjective?

c Practise saying some more exclamations with *What* and *How*.

What a ridiculous idea! What an amazing coincidence!
What a pain! What a terrible experience!
How annoying! How embarrassing! How weird!

d C **Communication** What a ridiculous idea! **A** *p.110* **B** *p.115* Respond to what your partner says with an exclamation.

3 VOCABULARY word formation: prefixes

a Look at ten more fascinating facts. Which do you find the most surprising?

b Look at the **bold** prefixes in the highlighted words. Answer the questions with a partner.
1 Which three are negative prefixes and make the word mean the opposite?
2 What meaning do the other prefixes add to a word?

c V **Vocabulary Bank** Prefixes *p.177*

d Add a prefix to the **bold** words and make any other necessary changes to complete the sentences.
1 I completely _____ Alan. I thought he was self-centred, but I see I was wrong. **judge**
2 This paragraph in your essay is rather unclear. I advise you to _____ it. **write**
3 I can't read my doctor's handwriting. It's completely _____. **legible**
4 Having to take care of my sister's dogs while she's on holiday is terribly _____. **convenient**
5 The police have promised to tackle _____ behaviour in city centres. **social**
6 The expedition failed because they were _____. **equip**
7 It's going to be an _____ struggle to motivate the team after last week's defeat. **hill**
8 Food poisoning from _____ meat can be very serious. **cook**
9 We're not going back to that restaurant – they _____ us last time we went. **charge**
10 The hotel has an _____ swimming pool that's only open from June to September. **door**

...and you may be surprised

1 Snow fleas can survive extreme cold because they produce a natural **anti**freeze.
2 People are four times more likely to order dessert in a restaurant if their waiter is **over**weight.
3 In the USA, burgers **out**sell pizzas by a factor of nearly 20 to 1.
4 In Singapore, the sale of chewing gum has been **ill**egal since 1992.
5 'The agony of the leaves' describes how tea leaves **un**curl when hot water is poured on them.
6 Some starfish can **re**grow an entire new body from a single arm.
7 One of the most frequently misspelled words in English is '**mis**spell'.
8 'Prosopagnosia' is the **in**ability to recognize faces, even of people you know.
9 The world's first electric **sub**marine was launched in Spain in 1888.
10 28% of the **micro**plastic in the sea comes from vehicle tyres.



4 READING & SPEAKING

a Look at these UK laws. With a partner, decide which four are real laws and which are not.



- All swans are the King's property.
- All your debts will be written off when you die.
- Driving in flip-flops is illegal.
- It's illegal to cut down a tree if a bird is nesting in it.
- It's illegal to dress up as a police officer.
- It's illegal to park on the pavement in London and Edinburgh.
- It's illegal to sell alcohol to someone who is drunk.
- Leaving the interior car light on while driving is illegal.

b **C Communication** Are they really laws? *p.119* How many did you guess correctly?

c Read the five headings in the article about legal myths in England and Wales. Did you think that any of them were true?

d Now read the whole article. Which two of the myths can sometimes be true?

e Read the article again and complete it with phrases A–I. There is one phrase you don't need.

A as a gesture of goodwill
B in big trouble with the law
C is not actually compelled by law
D is not against the law
E it is perfectly acceptable
F no one has the right
G the fairness of the deal
H to charge someone with a crime
I to determine what is and isn't law

f Look back at the 'laws' that are in fact myths. Are any of them laws in your country?

Five famous legal myths debunked

With the general public deriving knowledge about their legal system from hearsay and (mostly American) television programmes, it's not at all surprising that many legal myths have gained common acceptance. The age, complexity, and accessibility of our legal system also means that it is not always simple [1] _____. So read on as we debunk five of the most popular misconceptions in English and Welsh law.

1 It is illegal for someone to take your photo without your consent

Many of us value our privacy and the thought of a stranger taking photos of us without permission may not feel right at all. Surprisingly, there is no law preventing anyone from taking photographs or videos of us in a public place. Even if the photographer caught us picking our nose, that picture can still be published and spread around the web without our permission. Unless the images which have been taken are deemed to be indecent, [2] _____ to force a photographer to stop or delete the photographs.

There are some exceptions to this rule. One would be taking a photo of a person where they can reasonably expect privacy, such as inside their home or garden. Taking photos in a court, of armed forces, intelligence services and police officers in order to aid terrorism is also banned.

2 A shop has to sell an item to a customer at the price on the label

It is often claimed that if an item in a shop has a price tag, then the shop legally has to sell it to you at that price. This is another persistent legal myth. The price on the tag is what is known as an 'invitation to treat', meaning that the business is willing to invite an offer from a customer, but this is not in itself a contract. The trader is therefore not bound by the incorrectly priced tag as long as they tell the customer the correct price before making the sale. The shop may choose to honour the incorrect price [3] _____, but they are not obliged to do so.

3 Placing a stamp upside down on a letter is a criminal offence

It is a long-standing myth that sticking a stamp upside down on a letter is such a treacherous act of disrespect to the monarchy that it could get you [4] _____. Some even claim that such a transgression could carry the death penalty. While it is true that the Treason Felony Act 1848 makes it an offence to carry out any act with the intention of deposing the monarch, the act itself certainly does not refer to stamps.

It is hard to see how this act could prove a threat to the stability of the country, and according to the Royal Mail, [5] _____ to put a stamp upside down. Thankfully, even if you were to commit an act of treason, you would be unlikely to end up under the guillotine, as the death penalty for treason was repealed in 1998.

Adapted from Carr & Co Solicitors website

4 *Prenuptial agreements are legally binding*

No one enters a marriage expecting it to end in separation, but many couples these days choose to sign a prenuptial agreement in order to prevent uncertainty if things do break down. Many are surprised to learn then that in England and Wales, the court [6] _____ to uphold these arrangements. This sets us apart from many other parts of the world, including Scotland.

Prenuptial agreements will, however, be taken into account, as long as they meet certain criteria. Judges will assess [7] _____, considering how circumstances have changed over the years, as well as the willingness of the parties to enter into the arrangement.

5 *'Trespassers will be prosecuted'*

We have all seen the rather stern signs on private land that threaten to prosecute trespassers. These signs are actually incorrect on two points. The first is that a private individual does not have the power [8] _____; only the Crown Prosecution Service can do this. The second point is that trespassing is not actually a criminal offence and it is not a matter for the police. Surprisingly, it's not even illegal to park on someone else's driveway.

Glossary
The Crown Prosecution Service the authority responsible for prosecuting criminal cases investigated by the police and other investigative authorities, in England and Wales



5 GRAMMAR permission, obligation, and necessity

a Look at the pairs of sentences. With a partner, say if they are the same or different in meaning. In which pair of sentences is there a difference in register?

1 **It is not permitted to** enter this building.
You aren't allowed to enter this building.

2 **You'd better not** drive in those shoes.
You ought not to drive in those shoes.

3 **We aren't supposed to** take photos here.
We mustn't take photos here.

4 **You don't have to** fill in the form now. You can do it later.
You needn't fill in the form now. You can do it later.

5 **We should have** left home early.
We had to leave home early.

b **Grammar Bank** 7A *p.162*

6 SPEAKING

a Talk in small groups. Imagine the following laws or regulations have been proposed for your country. Would you be in favour of them or not? Say why.

ON THE ROAD

People under 21 **should not be allowed to** drive.
It should be against the law for pedestrians to cross the street while wearing earphones.
Cyclists **ought to be made to** pass a test to get a cycling licence before they are allowed on the road.

AT HOME

It should be compulsory to turn off all electrical appliances at night and not leave them on standby.
It ought to be illegal to leave children under 12 alone in the house.
It should be against the law for parents to give children under 15 a smartphone.

PUBLIC HEALTH

Smoking and vaping in the street **should be banned**.
Restaurants and bars **ought not to be allowed to** serve more than two alcoholic drinks per person.
People who abuse their health **should be made to** contribute to expensive medical treatment.

SOCIETY

It should be compulsory for people to vote in elections.
All advertising aimed at children under the age of 12 **ought to be banned**.
Couples **should have to** attend three months of marriage counselling before they are allowed to get divorced.

b In your groups, come up with a new law or regulation that you would like to see introduced for two of the categories above.

c Appoint a spokesperson to present your laws or regulations to the rest of the class and give reasons. Then have a class vote to choose the best one to introduce.

7B A masterpiece?

G perception and sensation
V art; colour idioms
P *-ure*

"Art is not a privilege, it's a right. It's a fundamental part of being human."

Carmen Lomas Garza, Chicana artist







1 LISTENING

a Look at three works of public art. What might they have in common?

b Video Watch Part 1 of *The fourth plinth* and check your answer to **a**.

c Read questions 1–4. Then watch again and answer them with a partner.

1 What was the fourth plinth originally built for? Why did this not happen?
2 Why did it remain empty for over 150 years? What did the Royal Society decide to put there in 1998?
3 What was one of the proposals put forward for its use? What happened to it in the end?
4 What was finally agreed?

d Video Watch Part 2 of *The fourth plinth* and find out more about the three works of art in **a**. Complete their titles and the names of their artists.

1 Title: _____ _____ _____ ***should not exist*** by artist _____ **Rakowitz**

2 Title: _____ _____ by artist _____ **Phillipson**

3 Title: _____ by artist _____ **Kambalu**

e With a partner, look at the questions about each work of art, and see if you can remember any of the information. Then watch Part 2 again to check.

1 a What kind of objects did Rakowitz start a project to recreate?
b What exactly is the *Lamassu*, and where was the original?
c What is Rakowitz's sculpture made of and why?
2 a Why does Phillipson's sculpture look unappetizing?
b What does it symbolize?
c What is the sculpture made of?
3 a What is Kambalu's sculpture recreating?
b Who was John Chilembwe, and why is it significant that he is wearing a hat?
c Why did Kambalu choose the name for his work?

f Talk to a partner.

- Which of the works of art on the fourth plinth that appeared in the video do you like best? Why?
- Imagine there was an empty plinth in the main square in your town, and a sculpture was going to be placed on it. What would you like it to be of, and why?

2 GRAMMAR
perception and sensation

a Complete some comments made about Rakowitz's *Lamassu* sculpture with the correct form of a verb or verb phrase from the list.

look look as if look at look like see seem

1 'It really _____ the original statue.'
2 'You can only _____ what it's made of when you _____ it really closely.'
3 'From a distance, it _____ it's made of gold and precious metals.'
4 'The artist _____ to be trying not to replicate the lost statue, but to make something which _____ similar, but is more connected with modern life.'

b 7.4 Listen and check.

c Answer the questions with a partner.

1 What's the grammatical difference between *look as if* and *look like*, and in meaning between *look at* and *see*, and between *look* and *seem*?
2 *Sight* is one of the five senses. What are the other four?

d **Grammar Bank** 7B *p.163*

e Ask and answer the questions with a partner.

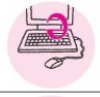
- Are there any sculptures, paintings, or pictures that you like or dislike **looking at** because of how they make you **feel**?
- Who do you **look like** most in your family? Do you resemble them in any other way?
- In your opinion, which foreign language **sounds** a) the most attractive, b) the most similar to your language?
- Are there any sounds or kinds of music that you don't like **hearing** because they make you **feel** uncomfortable?
- Are there any foods you dislike because of their **smell** or their **texture**, rather than their **taste**?
- What kinds of perfume or cologne do you really like or dislike the **smell** of on yourself or on other people? Why?
- Are there certain materials you love to wear, or never wear, because of the way they **feel**?
- Look at the list of creatures below. Are there any that you don't like to **look at**, even in a photo? Would you be prepared to **touch** any of them in a zoo? Why (not)?

a lion a lizard a parrot
a rat a snake a tarantula

3 PRONUNCIATION *-ure*

a Write the words in the correct group according to the pronunciation of *-ure*.

sculpture picture allure architecture capture
creature culture endure feature furniture future
immature impure leisure measure nature
obscure pleasure secure signature structure sure
temperature texture treasure

1		
2		

b 7.5 Listen and check.

c Look at the words in the two groups above. Answer the questions.

1 In group 1, where is the stress in all the words?
2 What sounds do the *t* and the *s* make before *-ure*?
3 In group 2, which syllable is stressed?

d Practise saying the sentences.

1 In this pict**ure**, the artist capt**ure**s the all**ure** of nat**ure**.
2 The Minister of Cult**ure** takes no pleas**ure** in sculpt**ure**.
3 He has a treas**ure**d collection of old furnit**ure**.
4 Are you s**ure** the new struct**ure** is sec**ure**?
5 The architect**ure** has some unusual feat**ure**s.

4 VOCABULARY & SPEAKING art

a Talk to a partner. What's the difference between...?

1 a **sculpture** and an **installation**
2 a **statue** and a **monument**
3 **abstract** art and **figurative** art
4 a **landscape** and a **still life**
5 a **portrait** and a **self-portrait**
6 a **drawing** and an **illustration**
7 a **poster** and a **painting**
8 a **canvas** and a **frame**

b Talk in small groups.

- What public art is there in your town / city? Are there any pieces that you particularly like or dislike?
- What famous statues, sculptures, or monuments have you seen, either in your country or abroad? Are there any that you really like or dislike?
- Do you ever go to museums or art galleries in your home town, or when you are on holiday? Which ones do you remember and why?
- What art do you have in your daily life, for example...?
  – on the walls of your bedroom or living room
  – as the screen saver on your computer or phone

5 READING & LISTENING

a Read the first paragraph of an article about a TV programme. Explain why each programme might end in joy or disappointment.

b Read the rest of the article. Who are the people in the photos? What is the subject of the large painting?

c Now work with a partner and cover the text. **A** say what you can remember about Lucian Freud. **B** say what you can remember about Jon Turner and why he contacted the programme.

FAKE OR FORTUNE?

For every known masterpiece, there may be another, still waiting to be discovered. *Fake or Fortune?* is the art series where presenter Fiona Bruce and art expert Philip Mould try to prove whether works of art owned by viewers are fakes, or are genuine lost works by great artists and therefore worth a fortune. The investigation can end in joy or in bitter disappointment. In one episode, the team try to discover whether a portrait is a lost work by one of the twentieth century's most important painters, Lucian Freud.

Lucian Freud, grandson of the famous psychoanalyst Sigmund Freud, was born in Germany in 1922, but his family emigrated to London in 1933 to escape the rise of Nazism. From 1939 to 1942, he studied at the East Anglian School of Painting and Drawing, where he was considered a very promising student. Freud had a magnetic personality – he could move effortlessly between low and high society, and even painted Queen Elizabeth II. But he was known for being ill-tempered and was often at the centre of controversy and feuds. His work obsessed him; each painting could take thousands of hours, as he created intensely observed portraits – sometimes beautiful, sometimes disturbing. At his death in 2011, he left an estate worth almost £100 million.



In 1997, London-based designer Jon Turner was given a painting of a man in a black cravat, which he was told was an early work by Lucian Freud. Jon wanted to be sure that the painting really was by Freud – if it was, it would be worth a fortune. However, he knew that there were some doubts about the painting's authenticity. Firstly, it was unsigned. But there was a second and more serious issue. In 1985, Christie's, the famous London auction house, had examined the painting, and had agreed that it was an authentic work. However, Christie's then sent a photo of the painting to Lucian Freud himself, and to their shock and surprise, he replied, saying that the painting was not by him! Jon didn't know what to believe. Was the picture a fake, then, or perhaps just painted by someone else? And if it really was by Freud, why did he deny it? After unsuccessful investigations, as a last resort, Jon contacted *Fake or Fortune?*, who agreed to investigate.



d 7.6 Now listen to a documentary about the painting, including an interview with Jon Turner. Number the events 1–8.

- The painting was examined by an expert, who found a long hair embedded in it.
- The programme discovered that Freud had admitted to his lawyer that he had started the painting.
- The programme found letters which confirmed the identity of *The Man in the Black Cravat*.
- Scientific analysis proved that the portrait had been painted by only one person.
- DNA analysis proved that the hair did not belong to Lucian Freud.
- 1 The programme investigated how Denis had got hold of the painting.
- The programme showed the evidence they had uncovered to three Freud experts.
- The programme investigated who the subject of the painting was.

Glossary
Denis Wirth-Miller an artist who studied with Freud at the East Anglian School of Painting and Drawing
John Jameson a member of the Jameson family, who were Irish whiskey distillers
Libby Sheldon an expert in the scientific analysis of paintings, specialist in painters' use of pigments and their brushstrokes
Diana Rawstron Lucian Freud's solicitor (a kind of lawyer)

e Listen again and check your order of events in **d**. How likely do you think it is that experts will say that the painting is genuine?

f 7.7 Listen to the end of the documentary and answer the questions.

1 What did the experts decide?
2 Why does Jon think that Freud denied the painting was his?
3 How does Jon feel about the painting and why?
4 Have his feelings changed during the process of authentication? Why (not)?
5 What is he going to do with the painting?

g 7.8 Listen to five extracts from the documentary and complete some idiomatic expressions that Jon uses. With a partner, say what you think they mean from the context.

1 I was absolutely _____.
2 ...I got _____ _____ with adrenalin and excitement...
3 So we were all _____ our _____ at this moment...
4 I could have _____ _____ _____.
5 ...it just _____ straight away with me that it was so like Freud's early drawings.

h What do you think of the painting? If you had been in Jon's situation, would you have sold it or kept it?

6 SPEAKING

a C **Communication** Which is the fake? **A** *p.111* **B** *p.116* Describe the paintings to each other in as much detail as possible and decide which one is genuine and which is a fake.

b Look at the items from the list and then answer the questions in small groups.

bags clothes and shoes sports equipment sunglasses watches

1 Have you ever bought or been given something that was a fake? Did you know it was a fake when you got it? How do you feel about it? Do you think you would like it more if it was the real thing?
2 Are the fakes as good as the originals? If they are worse, in what way?
3 Do you think it should be illegal to sell fakes?
4 Are many pirate versions of books or films sold or downloaded in your country? Are they good quality? Do you think it's acceptable to use pirate copies?

7 VOCABULARY colour idioms

a Complete the **bold** idioms with a colour from the list.

black (x2) blue grey red (x2) white (x3)

1 John Singer Sargent's lost great flamenco picture, *El Jaleo*, turned up **out of the** _____, and amazingly, it was absolutely genuine.
2 It's very difficult for thieves to sell famous paintings, even on **the** _____ **market**.
3 We tried to organize an exhibition tour, but there was so much _____ **tape** that we gave up.
4 When you said how nice her dress was, were you telling **a** _____ **lie**? I thought it was awful.
5 The impact of social media on today's society isn't a _____**-and-**_____ issue – there are upsides and downsides.
6 The new office building has never been used – it's an expensive _____ **elephant**.
7 There are lots of rules about copyright for printed text, but online copyright is still a bit of **a** _____ **area**.
8 The anonymous letter was **a** _____ **herring** – it was nothing to do with the murder at all.

b With a partner, say what you think the idioms mean.

c Write true sentences about you or your country using four of the colour idioms, and compare with a partner.

8 WRITING a report

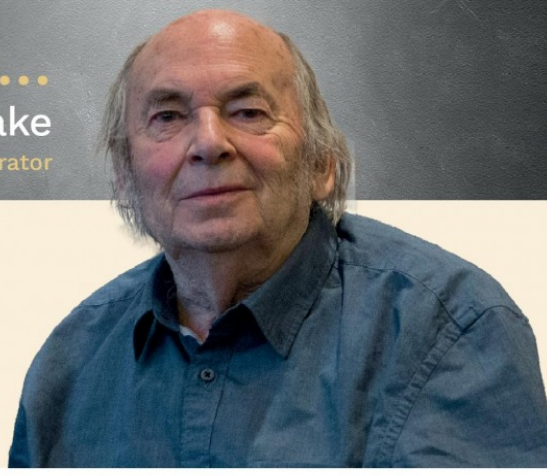
W **Writing Bank** 7 *p.132* Write a report about the impact of art in public spaces.

COLLOQUIAL ENGLISH 4

English File talks to...

Sir Quentin Blake

Illustrator



1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Sir Quentin Blake*. What did you find out about him? Have you ever read any books illustrated by him?

Part 1

a Video Watch Part 1 of the interview. What does Quentin Blake think is the most important thing for someone who wants to become an illustrator?

b Watch again. Then complete sentences 1–4.

1 Quentin Blake describes himself as ___.
   a an illustrator
   b an artist
   c an artist and an illustrator
   d an artist and a sculptor

2 When he was in his early 20s, his ambition was to ___.
   a do illustrations for a magazine
   b illustrate a whole book
   c find his own way of drawing
   d write a book himself

3 In 1960, he ___ John Yeoman.
   a illustrated a book written by
   b wrote a book with
   c published a book written by
   d worked as a teacher with

4 He finds it touching when young people ___.
   a try to imitate his style
   b ask him to teach them to draw
   c tell him how much they love his books
   d ask him for advice

Part 2

a Video Watch Part 2. What did Roald Dahl originally want the BFG to wear? What is he wearing which was based on something belonging to Roald Dahl?



b Watch again. Mark the sentences **T** (true) or **F** (false). Say why the **F** ones are false.

1 Quentin Blake says that authors and illustrators usually need to have a lot of conversations.
2 The most important thing is the relationship between the illustrator and the words in the book.
3 Quentin Blake never drew any of Roald Dahl's characters without first talking to him about them.
4 He thinks conversations with Dahl helped him to get into the mood of the books.
5 Roald Dahl sometimes changed his text if an illustration wasn't working.
6 By dressing the BFG in something of his, Dahl showed how close he was to the character.

Part 3



a Video Look at the three drawings. Which one do you think is by Quentin Blake? Watch Part 3 and check. Who are the other two by?

b Watch again. What does Quentin Blake say about...?

1 his relationship with the characters he creates in an illustration
2 his attitude to children
3 drawing from life
4 digital drawing
5 the advantage of quills, nibs, and reed pens
6 his exhibition in Paris

Reading on screen

Look at some quotes by Quentin Blake that you read in the video. In pairs, can you complete what he said?

1 'I drew — and drew and drew — from the models in the life classes at Chelsea School of Art. I really found out how people _____ and _____ and balanced.'

2 'I draw every day. I draw in _____ and when I'm sitting like this on the _____.'

3 'People often ask me where I get my ideas from and I say, "I get them from _____."'

4 'I think it's the fact that birds are _____-_____ like us, which gives them something of our balance and gesture and makes them nearer to us.'

Looking at language

get

get is one of most common verbs in English; it is frequently used by Quentin Blake in this interview. Learning expressions with *get*, and thoroughly assimilating the variety of meanings of this important verb, will help you to understand native speakers better.

a Video Watch some extracts from the interview and complete the missing words in the highlighted phrases.

1 ...but we got _____ _____. And I thought, 'Well, I'll, I'll try keep – I'll try and keep on with this until I'm 30...'

2 Um, and I got _____ _____, but I passed 30 and I didn't notice!

3 But, um, er, we talked quite a lot, again, some of it was about the, about the technicalities of the book, getting it _____ _____ better...

4 ...but I think, to get, to get _____ the _____ of the book, which is a terribly important thing...

5 So he – after a bit he said, 'This apron's getting _____ the _____, isn't it?'

6 ...if you have a quill, or a nib, or a reed pen, you get a _____ _____ of scratch...

7 When I was a young man, I got _____ _____ and went to see him.

b With a partner, say what the phrases mean, using a synonym for *get* where possible.

Reacting to the interview

Talk to a partner.

- How would you describe Quentin Blake? Do you like his illustrations? Is there any one thing he talked about that you particularly remember?
- Did you use to draw a lot when you were a child? Do you ever draw nowadays?
- Can you remember a book you loved because of the illustrations? What did you like about them? Do you remember any you disliked or were scared of?
- Do you think there's an age at which illustrations are no longer needed, or do you think they always improve a book?

2 THE CONVERSATION



In an illustrated book, e.g. a comic, graphic novel, or children's book, which do you think is more important, the story or the illustrations?

a Video Watch the conversation. Who (Debbie, Christian, or Lucy) says that illustrations...?

1 are what attract a child to a book

2 are more important for very young children

3 can spoil a book for some people

b Watch again. Answer the questions.

1 What did Lucy love reading when she was younger? Why does she say the graphic novel she read was a disappointment?

2 Why did Christian have a problem with reading when he was younger? How did he manage to enjoy books as a small child?

3 According to Debbie, how do pictures help children to understand stories? Why was she so impressed by the Harry Potter films?

c Video Watch three extracts and notice how Lucy uses adverbs or adverbial phrases for emphasis. Which one emphasises a negative comment?

Adverbs and adverbial phrases to add emphasis

1 ...I absolutely love books, especially classic novels...

2 ...I grew up reading *The Hobbit* over and over again...

3 ...and I didn't enjoy it at all...

d Now, in groups of three, have a conversation about the question in **a**.

8A A picture of health

G advanced gerunds and infinitives
V health and well-being; similes
P /ə/

"Your body hears everything your mind says."
Naomi Judd, US singer

1 VOCABULARY
health and well-being

Work in small groups and do the quiz.

How good a doctor are you?

1 Why might someone have...?
a a bruise
b a rash
c a blister
d side-effects

2 What treatment might you be given for...?
a a small cut
b a deep cut
c a throat infection
d a sprained ankle
e a broken arm

3 What are the symptoms of...?
a a cold
b the flu
c food poisoning
d a heart attack
e a stroke

4 What might happen to you if you...?
a had to stand for a long time in a hot, crowded room
b were stung on your hand by a bee
c spent the night outdoors in the cold

5 In what circumstances might somebody need to see...?
a their GP
b a specialist
c a surgeon
d a psychiatrist

6 What problems might be caused by...?
a too much coffee
b overwork
c a poor diet
d a lack of exercise



2 READING



a With a partner, look at the list below. Which things do you think doctors might <u>not</u> do themselves and why?

smoke
have a full health check
see a counsellor
drink alcohol
sunbathe
use alternative medicine
have cosmetic surgery
follow a low-carb diet
take vitamin supplements
go to the doctor with a long list of symptoms
vaccinate their children against childhood illnesses, like measles
take anti-malaria pills when visiting a country where it is common
take sleeping tablets

b Read the article on *p.79* once and complete headings A–G with a treatment or behaviour from **a**.

c Read the article again. Why wouldn't the doctors do these things? Match reasons 1–7 to paragraphs A–G.

1 ___ Because it might be difficult later to stop doing this.
2 ___ Because the doctor may take you less seriously.
3 ___ Because the short-term benefit may be outweighed by long-term problems.
4 ___ Because you may develop another illness as a result of unnecessary treatment.
5 ___ Because you may end up having unnecessary tests or medication.
6 ___ Because you may not necessarily be treated by a professional.
7 ___ Because you are doing something that is deliberately damaging.

d **Language in context** Look at the highlighted phrases in the article and focus on the **bold** verbs. With a partner, decide what they mean.

e Discuss in small groups.
- Do any of the doctors' opinions surprise you?
- Might their opinions affect the way you behave? Why (not)?
- Is there anything connected with medicine or health that you would never do?

Health and well-being

What doctors won't do...

Doctors reveal the treatments or behaviours they would avoid

I would never...

A _____

I would never take up the regularly advertised offers by private medical companies. Why? Well, if you have symptoms, you go to your GP and they listen to your history, examine you, request investigations, and reach a decision. This process is known as 'diagnosis'. A full check when you feel totally well is not diagnosis, it is 'screening'. There are few screening tests where [1]the advantages **outweigh** the disadvantages, and they could lead you to have potentially harmful investigations, or indeed treatment, that you may not have needed. One hears anecdotes about the advantages of health checks. One hears anecdotes about people who have fallen out of sixth-floor windows and lived, but I wouldn't try it myself. ***Mike Smith, GP***

B _____

Patients often think this helps, but [2]it makes the doctor's heart **sink**. They're not going to be able to deal with everything in one go, and most importantly of all, it makes them think you haven't got one particular problem, you've got multiple problems, which is a sure sign of a hypochondriac. ***Carol Cooper, GP***

C _____

[3]People **underestimate** the risk. They think, 'My skin looks all right; how can it be damaged?' Even if your skin doesn't look aged, you can end up with skin damage that sets you up for potential cancers in the future. Sunbathing in your teens and early 20s is a very strong risk factor. We are now seeing cancers in the under-40s that we used to see only on the faces of old, weather-beaten guys who had spent a lifetime outdoors. I would go out in the sun, but I would never lie in it with the purpose of getting a tan. ***Carol Cooper, GP***

D _____

I have come across many patients who have been taking them for decades. They are addictive and [4]it can be very difficult for people to **wean themselves off** them; the side-effects can include falls, confusion, sleepiness in the daytime, and the feeling that increasingly high doses are needed to achieve the same effects. I can't imagine any situation in which I would start using them. ***Helen Drew, GP***

E _____

Why? Because although you will probably lose weight, it may kill you. Don't take my word for it – read about the 43,396 Swedish women followed for an average of 15 years. [5]Those who **stuck to** low carbs and high protein had a rising risk of dying from heart attacks and strokes. There was a staggering 62% higher risk of such illnesses among the women eating the strictest diet over those who ate normally. Eating is for enjoyment; these diets turn food into medicine and it's the wrong medicine. ***Tom Smith, GP***

F _____

The reason for my reluctance? Nothing to do with anaesthetics (safe these days), but entirely to do with surgery, which [6]should never **be undertaken** for what you might call 'soft' reasons. It's not that surgery is so dangerous that I would worry about death. Mainly it's the worry of an infection, which can be very unpleasant. ***Mark Patrick, consultant anaesthetist***

G _____

I'd never go to one if I was having mental health problems. This is an entirely unregulated area and absolutely anyone can claim to be one. As a result, [7]quality **varies** hugely. I have seen too many patients who have been further psychologically damaged by seeing poorly-qualified practitioners. ***Max Pemberton, psychiatrist***

Abridged from The Guardian

3 LISTENING & SPEAKING

a Look at the types of alternative medicine and treatments below. Do you know what any of them involve?

acupuncture aromatherapy chiropractic herbal medicine homeopathy hypnotherapy massage mindfulness osteopathy

b 8.1 Listen to six people talking about alternative medicine and treatments and answer the questions.

Which speaker, A–F,...?

1 used to use alternative medicine to avoid being ill
2 has never used alternative medicine and never will
3 used alternative medicine for a psychological problem
4 has never used alternative medicine, but believes in certain similar practices
5 regularly uses alternative medicine
6 used alternative medicine once for a specific physical problem

c Listen again and answer the questions for each speaker.

A What was her problem? What treatment did she have? How did it help?
B What did he do to improve his mental and physical health? When? How did it help him?
C Why doesn't she believe in alternative medicine?
D What was his problem? What treatment did he have? Did it help?
E What alternative medicine did he use? What was it like? Why did he decide to use it?
F What treatments does she have? What for? What research does she mention?

d Discuss in small groups.

- Have you ever tried any forms of alternative medicine or well-being treatments, or do you know anyone who has? Was the experience positive or negative?
- Do you, or does anyone you know, feel strongly either that alternative medicine really works or that it's a waste of time and money?

4 GRAMMAR
advanced gerunds and infinitives

a Complete the sentences with the correct form of the verb in brackets. Then say if they are true for you.

1 I'm really bad at remembering _____ medicine. (take)

2 I have never enjoyed _____ to the dentist's. (go)

3 My parents never used to make me _____ suncream when I was a child. (put on)

b Write the verbs or verb phrases in the correct column.

afford agree avoid be worth can't help can't stand deny had better happen imagine involve look forward to manage miss needn't practise pretend refuse regret risk suggest tend threaten would rather

+ *to* + infinitive	+ gerund	+ infinitive without *to*

c 8.2 Listen and check.

d **Grammar Bank** 8A *p.164*

e **Communication** Guess the sentence **A** *p.111* **B** *p.116*
Try to guess the missing phrases.

5 LISTENING & SPEAKING

a With a partner, look at the photos of leisure activities and think of one physical or mental health benefit of doing each activity.

b Read the extract from a news article. What is 'social prescribing'?

***Forget the pills* – dancing and gardening are better for your health**

Many people find hobbies rewarding. However, they may also be more effective than medicine at keeping us healthy. The government is now asking GPs to move away from automatically prescribing drugs and to encourage patients to become more sociable and active, through taking up hobbies such as gardening, yoga, book clubs, and cookery classes. Research suggests that what is known as 'social prescribing' could cut A&E visits by a quarter, reduce GP appointments, help improve long-term health, and delay cognitive decline.

Adapted from The Times

c 8.3 Now listen to a radio interview with a research scientist about 'social prescribing'. Match activities 1–7 in **a** to health benefits A–G.

A ____ improves the body's defences against disease

B ____ slows the heart down

C ____ makes you feel less anxious

D ____ lowers blood pressure

E ____ reduces the likelihood of cancer

F ____ stops the brain ageing as quickly

G ____ reduces allergies

Glossary
thymus /'θaɪməs/ an organ in the chest that produces cells to fight infections
diabetes /daɪə'bi:ti:z/ a medical condition that causes a person's blood sugar to become too high



d Listen again. What does the scientist say about the following things? Note as much information as you can.

1 what dancing does to your brain
2 how cycling affects the thymus
3 how yoga makes a difference to your health
4 what impact golf has on chronic diseases
5 how long people need to spend looking after plants to feel the benefit and the impact this has
6 what effect stroking a dog has
7 how knitting improved the lives of a group of women

e **8.4 Language in context** Listen to some extracts from the interview and complete the highlighted phrases. With a partner, say what they mean.

1 ...to reduce _____ _____ prescription drugs...
2 ...patients who _____ _____ social activities...
3 ...that _____ an important _____ _____ memory and learning.
4 ...can _____ blood pressure _____ as much as 10%.
5 ...help to offset the _____ _____ getting diabetes...
6 ...less likely to _____ _____ depression.
7 ...are less _____ _____ developing allergies...
8 ...has a beneficial _____ _____ your health.

f Talk to a partner.

- How would you feel if your doctor refused to prescribe you medicine and suggested golf or gardening instead?
- Do you do any of the activities mentioned in the interview? Do you do them alone, or with other people? What other leisure activities do you think might also have health benefits?
- Does the government in your country give advice about a healthy lifestyle? Do you think people take it seriously? Do you think advice like this is helpful, or should people be left to make their own lifestyle decisions?

6 VOCABULARY & PRONUNCIATION similes; /ə/

a Talk to a partner. Do you know anyone who...?

- eats anything they like, but is really skinny
- drinks too much
- is in great physical shape
- is elderly, but never seems to get ill
- always sleeps really well at night
- is always calm under pressure
- refuses to do something even though you keep telling them
- has incredibly well-behaved children

b Read the information box. Then, with a partner, try to complete phrases 1–13 with a word from the list.

Similes for comparisons

A simile is a fixed expression of comparison using *as* or *like*, which adds emphasis to an adjective, adverb, or verb, e.g.

Are you OK? You look ***as white as a sheet****!*
When I called her, the nurse came ***as quick as a flash****.*
My new medication ***works like a dream****.*

cool drink eat fit flat good light quiet sleep stubborn thin tough warm

1 as _____ as a mule
2 as _____ as a cucumber
3 as _____ as a fiddle
4 as _____ as a rake
5 as _____ as gold
6 as _____ as old boots
7 as _____ as toast
8 as _____ as a pancake
9 as _____ as a feather
10 as _____ as a mouse
11 _____ like a horse
12 _____ like a log
13 _____ like a fish

c Look at the sentence below and answer the questions.

He **refuses** to **go** to the **doctor** about his **bad back** – he's as **stubborn** as a **mule**.

1 Which unstressed words contain the /ə/ sound? Circle them.
2 Which two stressed words also contain the /ə/ sound? Is it on a stressed syllable or an unstressed syllable?

d **8.5** Listen and check. Practise saying the sentence.

e Video Work in pairs, **A** and **B**. Watch the video. As you watch, **A** write the words for the odd numbers and **B** write the words for the even numbers. Then compare your answers and try to remember all the similes.



f Now cover the similes in **b** and use them to describe the people in **a**.

My brother eats like a horse, but he's still as thin as a rake.

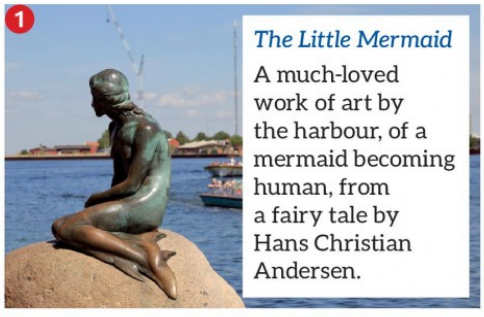
8B Don't miss it!

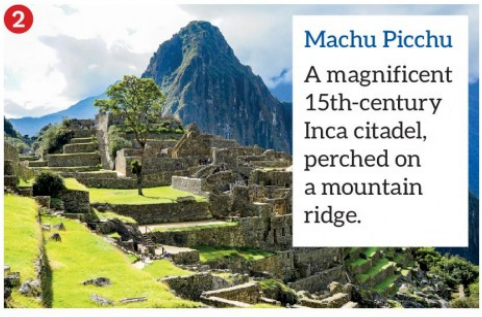
G expressing future plans and arrangements
V travel and tourism
P homophones

"Tourists don't know where they've been, travelers don't know where they're going."
Paul Theroux, US travel writer

1 READING

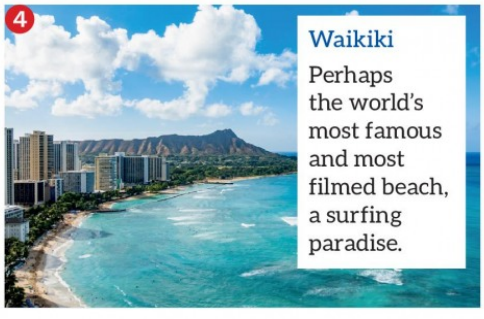
a Look at the photos of six famous tourist attractions and read the descriptions. Do you know where they are? Do you know anything else about them?

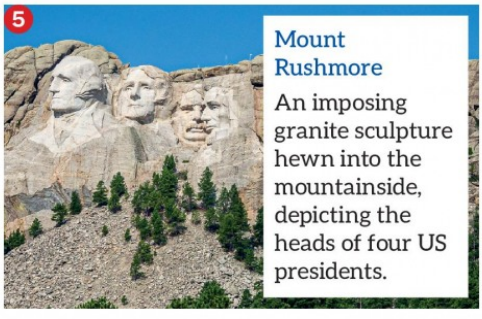
1

The Little Mermaid
A much-loved work of art by the harbour, of a mermaid becoming human, from a fairy tale by Hans Christian Andersen.

2

Machu Picchu
A magnificent 15th-century Inca citadel, perched on a mountain ridge.

3

The Empire State Building
Once the world's tallest building, an elegant skyscraper which is now a revered American icon.

4

Waikiki
Perhaps the world's most famous and most filmed beach, a surfing paradise.

5

Mount Rushmore
An imposing granite sculpture hewn into the mountainside, depicting the heads of four US presidents.

6

Isla del Sol
A gorgeous island on Lake Titicaca, the largest high-altitude lake in the world.

b Read an article about the places in **a**. Match photos 1–6 to the visitors' comments A–F.

'Is that it?'

Have you ever visited a famous tourist attraction and been distinctly [1]underwhelmed? Here are some accounts by visitors to some of the world's most well-known tourist sights.

A ___ 'The location is breathtaking, and the fact they got the stones up there without wheels is [2]jaw-dropping. However, it is essentially a pile of rubble, just a load of big stones. The idea is far more amazing than the remnants. The hill behind was beautiful though.' *Derek, 43*

B ___ 'You always have this image of [3]sheer perfection, yet I will always remember the massive sense of disappointment. The place was barren, soulless, and empty. The sand wasn't white, the hotels were tacky, and there was nothing there that captured my imagination. If somebody hadn't told me it was the famous one, I'd probably never have known I'd been there. It was [4]so average, not the Hawaiian dream you picture.' *Craig, 31*

C ___ 'After joining a queue that stretched around the block, we thought we might be waiting to get in for 20 minutes or so. As we got closer and closer to the front, we got more and more excited...until we got inside and saw that the queue snaked back and forth and we were miles away from the front. We eventually got to the lift and went up – but not to the top. You have to join another queue that takes you up to the observation deck. Then, when you get to the top, it dawns on you that you don't actually get the classic view at all, the one with the iconic building in it, because you're on top of it.' *Matt, 33*

D ___ 'We booked a tour, as some people had told us how beautiful and remote it was. It turns out you can see it from the shore of the lake. When you land, there are a few run-down restaurants, and some locals who charge you the entrance fee, and others who clearly don't want tourists hanging around. A big [5]let-down.' *Silvia, 34*

E ___ 'This is widely agreed to be the *Mona Lisa* of statues. But to see it requires a long detour out of the city centre. It is usually surrounded by tourists queuing for photos, and it is, by its own admission, "unimposing". It's a bit like when you order something on Amazon and forget to read the actual dimensions, and it arrives the same size as the thumbnail on your screen. I thought it was [6]vastly overrated. Prepare to hear lots of confused people asking, "Is that it?"' *Miranda, 23*

F ___ 'Pictures and video do not convey the awe of the Grand Canyon at sunset, nor the serene calm of the sunrise over the Great Barrier Reef. However, pictures do convey the boringness of these carved faces. You look at it from one angle, then another, then you say, "OK, cool. Gift shop, then car?" Or you can hike to the top and see the great expanse of...flatness covered by trees. I've never been so disappointed.' *Rob, 29*

Adapted from The Guardian

c Read the article again. What was disappointing about each place? Did anyone say anything positive?

d **Language in context** Match the highlighted expressions 1–6 in the article to meanings A–F.

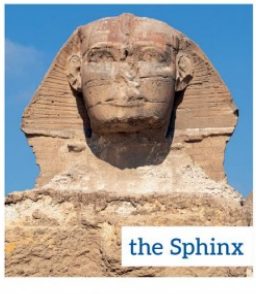
A ___ very ordinary indeed
B ___ a disappointment
C ___ far less good than everyone says
D ___ unimpressed
E ___ as good as it could possibly be
F ___ almost unbelievable

e Read some more comments from disappointed tourists and complete them with the places or things in the photos.


the Australian Outback


Times Square on New Year's Eve


the *Mona Lisa*


the Sphinx


Stonehenge

12 Feb [1] _____
Thought it would be huge and it wasn't. Also in pretty bad shape – most of the face is missing.

12 Feb [2] _____
You can't get anywhere near it because of the crowds, which makes it almost impossible to see as it's not very big. And you already know exactly what it looks like anyway.

13 Feb [3] _____
It's much less impressive in real life. I just parked by the road and had a quick look from there. It's like a pile of stones put up by someone with nothing better to do.

13 Feb [4] _____
Too hot, too many snakes and spiders, and if things go wrong, you'll probably die.

14 Feb [5] _____
You'll be stuck in the crowds for hours and it'll be impossible to go to the toilet.

f Have you been to any of the places mentioned in the article or the comments? Did you agree with the visitors' opinions? Which one(s) would you still like to see, despite the comments?

2 VOCABULARY travel and tourism

a Look at two sentences from **1**. What does *imposing* mean?

An **imposing** granite sculpture hewn into the mountainside... (Mount Rushmore)

...and it is, by its own admission, '**unimposing**'. (*The Little Mermaid*)

b Look at some more adjectives from the article in **1**. Are they positive or negative? What might you describe with each one?

breathtaking iconic run-down soulless tacky

c **Vocabulary Bank** Travel and tourism *p.178*

d Video Watch the video. Then, with a partner, try to remember the adjectives or phrases that were used to describe features 1–10 of Rio and the surrounding area.

1 the view
2 the statue of Christ the Redeemer
3 the lesser-known areas
4 the bars
5 the markets
6 the beaches
7 the streets
8 the white church in Saquarema
9 the Maracanã stadium
10 the Tijuca forest

e Watch again and check. Would you like to go there?

3 SPEAKING

Talk to a partner.

- Is there a place you've been to that...?
  1 you felt was overrated
  2 was much better than you expected
  Where was it? When did you go, and who with?
  What was your reaction when you first got there? What was it like?
  What did you do while you were there?

- Is there a world-famous tourist attraction that you would really like to visit? Is there anything you think might disappoint you about it? Do you know anyone who's been there? What did they think of it?

- What sights in your area...
  1 do tourists always visit? Do you think they're ever disappointed?
  2 are rarely visited by tourists, but you think are really worth visiting?

4 LISTENING & SPEAKING

a You're going to listen to Clive telling a story about a terrible journey. Look at the words and guess what happens in the first part of the story.



b 8.8 Listen to the first part of Clive's story and check your ideas from **a**. What do you think is going to happen next?

c Now listen to the rest of the story. After each part, answer the questions with a partner.

8.9

1 What did the pilot warn them about?
2 What happened when the plane started circling?
3 What could they see out of the window?
4 What did everyone think was going to happen?
5 What happened at the very last moment?
6 What did the pilot tell the passengers at the end?

What do you think is going to happen next?

8.10

7 Where did Clive think they might land?
8 Where did the plane end up going?
9 Why did the pilot think they would be able to land there?
10 What did the passengers do after they landed?
11 What were the passengers then told? Why?
12 What choice were they given?

What do you think is going to happen next?

8.11

13 Why did some of the passengers stay on the plane?
14 What did Clive and his family do?
15 How did they get to London?
16 When did they eventually arrive?

Glossary
gale-force winds extremely strong winds
bumpy with a lot of sudden unpleasant movements



d If you were Clive, do you think you would have made the same decisions about how to get to the UK?

e Work in small groups. Tell each other about a bad journey you've had, e.g. when you were on holiday, or on your way to work or school. Say...

- when it happened.
- what happened during the journey, and how you felt.
- how you felt in the end.

5 GRAMMAR expressing future plans and arrangements

a 8.12 Listen and complete some extracts from Clive's story with the correct form of the verb in brackets.

1 ...are you nearly ready? We _____ for the airport in 15 minutes. (leave)
2 ...the flight _____ at 10.15. Don't worry, we've got plenty of time. (leave)
3 Anyway, we're about _____. (take off)
4 ...we're _____ to land at Amsterdam... (try)
5 We're due _____ at Schiphol in approximately one hour. (land)
6 Good evening, everyone. We _____ shortly at Schiphol Airport. (land)

b With a partner, discuss whether there are any other forms you could use in each sentence in **a**.

c **Grammar Bank** 8B *p.165*

6 PRONUNCIATION homophones

Homophones

*The **weather** in Spain was really good...*
*He's asking **whether** the flight's been cancelled.*
Weather and *whether* are homophones. They're spelt differently and have different meanings, but are pronounced exactly the same.

a 8.13 Look at the phonetics and listen to the pairs of sentences. Then, with a partner, complete each pair with the correct spelling of the homophones.

1 /weɪt/
a We've got a three-hour _____ before the flight leaves.
b What's the maximum _____ for hand luggage on this flight?

2 /bɔːd/
a Flight EZ472 is now ready to _____. Will passengers please proceed to Gate 10.
b We're _____! We don't want to visit any more museums!

3 /piːs/
a Where's the _____ of paper with the address of the hotel?
b We're going off the beaten track for a bit of _____ and quiet.

4 /kɔːt/
a There was terrible traffic on the way to the airport and we only just _____ the flight.
b It's a four-star hotel and it's even got a tennis _____.

5 /breɪk/
a The airport bus had to _____ suddenly when a lorry pulled out.
b We're going to _____ the journey in Milan.

6 /feə/
a My ticket cost twice as much as yours. It's not _____!
b How much is the air_____ to Peru?

7 /pleɪn/
a The pilot landed the _____ very smoothly, and everyone clapped.
b The cabin crew uniform is a dark blue suit with a _____ white shirt.

8 /θruː/
a When we arrived in the States, it took us ages to get _____ immigration.
b They _____ away my penknife at security.

9 /saɪt/
a We visited an archaeological _____ on the banks of the Nile.
b My first _____ of the Pyramids completely took my breath away.

10 /swiːt/
a The hotel gave us the honeymoon _____ – it was the only room available!
b I don't like the local white wine. It's too _____ for me.

b Test your partner. **A** say one of the homophones, **B** give the two spellings and meanings. Then swap.

c 8.14 Listen to ten sentences using the homophones in **a**. Say whether the homophone you hear is a or b.

7 LISTENING

a Have you ever visited somewhere because it appeared in a TV series or film? If so, where was it? If not, is there a place you'd like to visit?


Poldark, filmed in Cornwall


Game of Thrones, filmed in Northern Ireland

b Video Watch *Following in their footsteps* Part 1 about screen tourism in Cornwall. Then answer the questions with notes.

Who are Simon and Tania? Do they feel positive or negative about screen tourism? Why?


Simon Tania

c Video Now watch Part 2 about Northern Ireland, and answer the same questions for Huey and Jessica, and Bridgeen.


Huey and Jessica Bridgeen

d Talk to a partner.

1 Which of the places has benefitted more from screen tourism, and why?
2 Which would you most like to visit?
3 Do you agree that if you live somewhere beautiful, you have to put up with the problems caused by tourism?

8 WRITING a discursive essay (2)

W Writing Bank 8 *p.134* Write a discursive essay about lifestyles.

7&8 Revise and Check

GRAMMAR

a Complete the sentences with the correct form of the verb in brackets.

1 Do you think I ought _____ to Mario yesterday? (apologize)
2 You'd better _____ to the doctor about that cough. (go)
3 You're not supposed _____ your phone at work, but everyone does. (use)
4 Alex seems _____ a lot at the moment. Do you think he's studying enough? (go out)
5 Isn't there anywhere _____ here? (sit down)
6 Rick hates _____ by his boss. (criticize)
7 I would love _____ the installation, but it finished the day before we arrived. (see)
8 There's no point _____ him. He always has his phone turned off while he's driving. (call)
9 It's important for celebrities _____ at all the right parties. (see)
10 Let's go and have a coffee. The meeting isn't due _____ until 10.30. (start)

b Circle the correct phrase. Tick (✓) if both are possible.

1 It is *not allowed* / *not permitted* to wear jewellery at school.
2 *You should have listened* / *You should listen* to my advice, but it's too late now.
3 The flight was at midday, so we *needn't have got up* / *didn't need to get up* early. In fact, we got up at 9.30.
4 You *look* / *seem* a bit down today. Is everything OK?
5 It smells *as if* / *as though* someone has burned the toast.
6 Is that your father upstairs? *I can hear* / *I'm hearing* his voice.
7 This coffee *tastes like* / *tastes of* tea. It's undrinkable!
8 *I'll be working* / *I'm working* at home this afternoon, so you can call me there.
9 You'd better get on the train now. It's *on the point of* / *about to* leave.
10 The princess is *to* / *due to* open the new hospital early next month.

VOCABULARY

a Complete the sentences with the correct form of the **bold** word and a prefix.

1 Sorry, but you've _____ my name. It's K-A-T-Y, not K-A-T-I-E. **spell**
2 I get very _____ when I feel that I'm not making any progress. **motivate**
3 Nowadays in Venice, local residents are completely _____ by tourists. **number**
4 The film isn't as good as everyone says it is. I think it's very _____. **rate**
5 Look, I think they've _____ us. The bill should be £80, not £60. **charge**
6 I'm afraid this style of jeans has been _____ – we won't be receiving any more. **continue**
7 The staff meeting has been postponed and will be _____ for a later date. **schedule**
8 Trying to improve people's lives by imposing all kinds of new laws on them is _____. **logical**

b Complete the expressions or idioms for the definitions.

1 a _____ life (*noun*) = a painting or drawing of arrangements of objects such as flowers, fruit, etc.
2 a self-_____ (*noun*) = a painting or drawing that an artist does of him / herself
3 a red _____ **IDM** = an unimportant fact or idea that takes people's attention away from the important things
4 a white _____ **IDM** = a thing that is useless even though it may have cost a lot of money
5 the black _____ **IDM** = an illegal form of trade in which goods that are difficult to obtain are bought and sold
6 red _____ **IDM** = bureaucracy

c Circle the correct word.

1 I wore my new shoes to work today and now I've got a *blister* / *sprain* on my toe.
2 He had a *sting* / *stroke* last year and he still finds it difficult to walk.
3 Do you know which *surgeon* / *GP* will be operating on you?
4 I've got a strange *bruise* / *rash* on my hands. I think it might be an allergy to detergent.
5 My husband is as stubborn as a *horse* / *mule*.
6 Ten minutes after putting the heating on, I was as warm as *toast* / *a pancake*.
7 I was so tired I slept like a *fish* / *log* last night.
8 Now that my laptop's been mended, it works like a *dream* / *flash*.

d Complete the missing words.

1 It's a very quiet place, completely off the b_____ track.
2 We s_____ off at 7.00 and we were there by 11.00.
3 As soon as we get there, let's h_____ the shops!
4 It used to be an unspoilt village, but now it's really t_____ – there are at least ten hotels.
5 Our daughter isn't very well, so we've had to p_____ our holiday till next month.
6 It's been such a stressful couple of months. I need a break to r_____ my batteries.
7 Our room had a br_____ view of the mountains.
8 On the first day, we decided to go to the market and s_____ the local street food.

Can you understand this text?

a Read the article once. What advice does it give?

b Read the article again and choose the correct meaning for the highlighted words and phrases.

1 a cure b limit c protect against
2 a forget b include c remove
3 a the intestine b the heart c the liver
4 a an attack b an infestation c a mass
5 a improve b alleviate c cancel
6 a covered in b soaked in c wrapped in
7 a manage b follow c control
8 a tiredness b severe pain c irritation

Can you understand these people?

Video Watch and choose a, b, or c.

1 **Sean** ___.
   a always uses the same password
   b doesn't like thinking of new passwords
   c never includes a number in his password
2 **Claire** ___.
   a often used to visit the Tate Gallery when she was a child
   b enjoyed family outings to two particular museums / galleries
   c preferred visiting museums when her children were younger
3 Neither **Helen** nor **Simon** ___.
   a really believe that alternative medicine works
   b have tried alternative medicine
   c think that there is a place for alternative therapies
4 When **Rob** visited the Pyramids, he ___.
   a had an awful experience there
   b thought the place was really overrated
   c was upset by how untidy it was

Why you always get ill on holiday

More than a third of us suffer from some sort of holiday health problem. One theory is that during our daily grind, our body is constantly producing stress hormones, which can help to [1]ward off infection. But once we relax, these levels drop and make us susceptible to illness. Philip Calder, from Southampton University, says, 'On top of this, when you visit foreign countries, your body encounters a whole new set of bacteria and viruses, starting with those of the passengers you sit with on the plane. [2]Throw in sunburn, drinking too much alcohol, and eating unhealthy food, and you have a recipe for getting sick.' But there's plenty you can do to prevent it.

Tummy trouble **Why?** 'Most of our immune system is located in [3]the gut', explains Professor Glenn Gibson, of Reading University. 'We change our diet and lifestyle on holiday, which has an effect on our digestion and immunity.' We are also faced with [4]an onslaught of foreign bugs. Local street food and tap water can be a problem, but hotel food isn't always safer. In fact, tourists staying in all-inclusive resorts, where food and drink are provided, were found by research to be twice as likely to become sick as those with 'room only'. This is largely down to buffet meals – food left standing around in the heat can quickly attract a host of bugs.

Beat it Professor Gibson recommends trying foods such as probiotics, to prevent and [5]ease stomach problems. These encourage levels of good bacteria, effectively crowding out bad bacteria, so they can't take hold, and unlike diarrhoea medication, they have no side-effects.

Colds and flu **Why?** Colds are more than 100 times more likely to be transmitted on a plane than in normal daily life, according to the Journal of Environmental Health Research. Air-conditioning on planes and in hotels extracts moisture from the air, causing it to dry out, along with the lining of the nose, which is [6]coated with a layer of mucus to protect against infection. Cooler air may help viruses establish themselves.

Beat it 'Wash your hands frequently and thoroughly while travelling', advises GP Dr Sarah Brewer. 'I'd also take a good multivitamin and mineral and Omega-3 fish oils to boost your immune system before you go.'

Travel sickness **Why?** Travel or motion sickness often happens on holiday, when people use modes of transport they don't take in their daily life, such as planes, boats, or coaches. Sickness strikes when the brain receives conflicting signals about the body's movement and balance. The brain finds it hard to [7]track the body's position, and this creates symptoms of nausea and dizziness.

Beat it Ask to sit in the middle of the plane or boat, or in the front seat of a coach or bus, as these areas tend to experience the least motion', suggests pharmacist Angela Chalmers. 'Help your body to manage symptoms by closing your eyes or fixing them on the horizon and distracting yourself by listening to music.'

Insect bites **Why?** A mosquito bite can be quite nasty and causes the skin to redden and swell very quickly. And in some countries, mosquitoes can also carry some very serious diseases, including malaria, yellow fever, and dengue fever, which can be fatal. Other insects, such as ants, bees, hornets, and wasps can also give nasty bites and stings that will cause swelling, redness, and [8]itching. Factors that make mozzies more likely to bite include being hot and sweaty, drinking alcohol, and being pregnant.

Beat it Your best bet is to invest in a good insect repellent. Angela Chalmers says, 'The repellent disorientates the insect, preventing it from landing on you and causing it to fly away, keeping you bite-free.' It's also sensible to wear clothing to cover legs, ankles, and arms.

Adapted from Mirror news

9A Animal rights... and wrongs?

G ellipsis
V animal matters
P auxiliary verbs and *to*

"A rattlesnake loose in the living room tends to end all discussion of animal rights."

Lance Morrow, US writer

1 READING

a Look at the adjectives in the list. Decide if they apply to the personality of cats or dogs. Write **C** (cat), **D** (dog), **B** (both), or **N** (neither).

playful	___	annoying	___
unhygienic	___	affectionate	___
capricious	___	calming	___
faithful	___	obedient	___
aloof	___	unsociable	___
elegant	___	self-sufficient	___

b Compare your ideas in groups. Are there any major disagreements?

c Now read an article about cats and dogs. Which sentence best describes it?

1 It is a purely factual article collating information from various sources.
2 It combines humorous opinions with current research.
3 It is an entertaining personal perspective and exaggerates for comic effect.

Would you rather be a cat or a dog?

It's time to make a choice – in the name of escapism



MATT RUDD

I keep finding myself wishing I was a cat or a dog. Obviously, I couldn't be both. 1 ___. So I've weighed up the pros and cons and here is where I am.



2 ___. Number one: the sheer joy Floss finds in repetitive tasks. I envy her unadulterated enthusiasm when I say, 'Shall we go for a walk?' It's the same walk – more or less – three times a day, rain, shine, mostly rain, 365 days a year. 3 ___. But there she is by the back door, tail wagging, hardly able to believe we're doing it again. Imagine if I could feel like that about the washing-up or, well, walking the dog. It's the same with fetch – again, again, throw it again – and the find-the-sock game. And food. The menu never changes — dry biscuits for breakfast, dry biscuits for dinner — but there she is by her bowl, napkin tucked in, lips smacking like I'm a Michelin-starred chef.

Number two: the sleep. 4 ___. She's sleeping next to me on the bad sofa right now. She doesn't lie awake at night worrying about the mortgage or the apocalypse or whatever that noise was downstairs just then. 5 ___. Her life is simple: sleep, food, walk, play, sleep, food, walk. She lives, like every self-help guru tells us we should, in the moment. And the moment she's living in is always just brilliant.

The cat option is trickier. 6 ___. Hers is an existence built on plotting and scheming and she is not anyone's best friend until they walk towards the fridge. Then she's the gregarious charmer everyone wants at a party. All this is less enviable. Her duplicity is transparent, her self-interest self-evident. Selfishness is what I'm calling it, Missy, and it won't make you happy. She's not listening. She's given me a look and wandered off.

7 ___. Yes, the dog is living in the moment, but the cat is the master of its own destiny. It has its own door to come and go as it pleases. It doesn't base its mood on the mood of the household. It bases it on itself, on food and on the amount of sunshine or clean clothing to sleep in or on. In guru terms, it has no need whatsoever for external validation. And it sleeps for 16 hours a day.

A cat, then. I'd like to be a cat. But no, too lonely. Too psychopathic. A dog? I don't know. 8 ___.

Adapted from The Sunday Times

d Read the article again. Complete gaps 1–8 with sentences A–H.

A Fourteen hours a day.
B But this is where the decision gets trickier.
C We've done it thousands of times.
D I'll have to think about it some more.
E That would be ridiculous.
F Missy lives ten minutes before the moment.
G She doesn't think about the future.
H Our dog's life has a lot going for it.

e The writer uses elaborate language in order to entertain the reader. Underline the phrases he uses that mean...

1 ...the happiness Floss gets from doing the same things again and again.
2 I wish I was as 100% excited as she is.
3 ...ready to enjoy the food I'm about to give her.
4 She plans everything very carefully in advance.
5 She's sociable and attractive to people.
6 She's obviously not honest and is only interested in herself.
7 ...is in charge of its own future.

f If you could be a cat or a dog, which would you choose?

2 VOCABULARY & SPEAKING
animals, birds, and insects

a Look at the words in the list. Do they belong to cats, dogs, or both? Write them in the chart and explain in your own words what they mean.

bark claws kennel kitten meow paws puppy tail whiskers

cats	dogs	both

b V **Vocabulary Bank** Animal matters *p.179* Do Part 1.

c Work in small groups. Choose a topic from the list below. Then take turns to talk for 30 seconds about a person you know, giving as many details as possible. When you have each spoken, choose a different topic and repeat.

Do you know someone who...?

- prefers animals to people
- has an unusual pet
- doesn't eat meat or fish because of their principles
- is allergic to bee or wasp stings
- is afraid of certain animals or insects
- doesn't look after an animal properly
- has a really annoying pet
- has had an infestation of insects or animals in their house / garden
- is obsessed with their pet, or with a particular kind of animal
- would like a pet, but can't have one
- can't eat shellfish
- has been attacked or bitten by an animal

d Read the sentences and definitions and choose the correct word from the list to complete the **bold** idioms.

bark birds chickens donkey
duck fish horse lion rat tail

1 I **did all the** _____ **work** on this project, so I hope I'm going to get the credit for it. = did the hard, boring part
2 I told him what I thought of him, but **it's like water off a** _____**'s back.** = criticism doesn't affect him
3 He moved from a village to London, but he **was like a** _____ **out of water.** = felt uncomfortable or awkward in unfamiliar surroundings
4 You think you've passed the exam, but **don't count your** _____ **before they hatch.** = don't be too confident that you will be successful
5 I think James was married before, but I'm not sure. He's a bit of **a dark** _____. = a person who doesn't tell others much about their life (but sometimes surprises them)
6 My grandfather left me a few of his paintings when he died, but my sister got **the** _____**'s share.** = the main part
7 The company says they're not going to make anyone redundant in the restructuring, but I **smell a** _____. = think that sth is wrong or that sb is trying to deceive you
8 If the meeting is in Manchester, I can go and visit my mother at the same time – it'll **kill two** _____ **with one stone.** = achieve two things by doing one action
9 My boss can seem quite scary, but in fact, **her** _____ **is worse than her bite.** = she's not as aggressive or angry as she sounds
10 After playing so badly, he walked off **with his** _____ **between his legs.** = feeling ashamed, embarrassed, or unhappy after having been defeated or punished

e Which idioms are similar in your language? Which are different?



3 GRAMMAR ellipsis

a 9.5 Read a conversation and complete the gaps with one word. Listen and check. What is the function of the missing words?

A Have you ever had a pet?

B Sadly not. I've always wanted [1]to, but I've never been able [2]_____ because I'm allergic to cats and dogs.

A Are you? I'm not, but my sister [3]_____, which is why we never had them either. But my kids really want a puppy, and so [4]_____ my husband.

B I think you probably [5]_____, then. What's stopping you? You ought to go to a rescue centre for abandoned dogs.

A I already [6]_____.

B So, you really are going to get one, then?

A I suppose [7]_____. I'm not 100% convinced, but the children [8]_____.

b **Grammar Bank** 9A *p.166*

4 PRONUNCIATION
auxiliary verbs and *to*

a 9.6 Read the conversations and underline the highlighted auxiliary verbs and *to* when you think they are stressed. Listen and check. Then practise the conversations.

1
A Do you like dogs?
B No, I don't, but my husband does.
A So does mine. We have three Alsatians.

2
A I went to Kenya last summer.
B Lucky you. I'd love to go there. Did you go on safari?
A No. I wanted to, but it was a business trip and I didn't have time.

3
A Allie doesn't eat meat or fish, does she?
B She does eat fish sometimes. She loves shellfish.
A Ugh. I don't like shellfish.
B Neither do I. It's so difficult to eat.

b **Communication** Match the sentences **A** *p.112* **B** *p.117* Read sentences and choose responses.

5 LISTENING

a Look at the words from the list. With a partner, say what each of these people eats or doesn't eat.

an omnivore a flexitarian a pescatarian
a vegetarian a vegan



b Look at the introduction to a radio discussion about veganism. With a partner, try to guess the correct statistics.

Well over [1]*2 million / 1 million / 500,000* people in the UK now describe themselves as vegan. More than [2]*60% / 50% / 40%* became vegan in the last five years. The age group most likely to be vegan are people between the ages of [3]*36 and 55 / 25 and 35 / 18 and 25.*

c 9.7 Listen and check. Do you think the statistics would be similar in your country? How easy is it for vegetarians and vegans to eat out where you live?

d 9.8 Now listen to the discussion between Jimmy, a vegan restaurant owner, and Simone, a dietician. Write **J** (Jimmy) and **S** (Simone) next to 1–6 in the chart according to whether they agree, partly agree, or disagree.

	agrees	partly agrees	disagrees
1 Eating meat is immoral.			
2 Veganism is good for the environment.			
3 Vegans have to be careful with their diet.			
4 Being vegan is a healthy choice.			
5 Vegans have problems eating out.			
6 Vegans make difficult dinner guests.			

Glossary
quinoa /ˈkiːnwɑː/ a South American plant grown for its edible seeds
soya bean /ˈsɔɪə biːn/ a bean that can be used in cooking instead of animal protein

e Listen again and make notes about the reasons for each speaker's opinion. Then compare with a partner and explain the reasons. Whose side are you on for each argument, Jimmy's or Simone's?

f **9.9 Language in context** Look at some extracts from the discussion and complete the collocations with a word from the list. Then listen and check.

deficiency diet footprint
impact position rights risk

1 The most obvious reason for veganism is to do with **animal** _____...
2 And the second big reason is that it reduces your **carbon** _____.
3 ...the point about your **moral** _____, I do think that's a very personal decision...
4 And there's a significant **environmental** _____ associated with bringing those foods to Britain...
5 We hear a lot about **vitamin** _____ and so on...
6 ...it's harder to maintain a **balanced** _____ if you're vegan...
7 ...and that may present a serious **health** _____, especially for children and teenagers...

g Have you tried adopting a vegan diet or would you ever consider it? Why (not)? Do you think veganism is the future?

6 VOCABULARY & SPEAKING
animal issues

a **Vocabulary Bank** Animal matters *p.179* Do Part 2.

b **9.11** Listen to some short extracts of people debating the pros and cons of zoos and complete the expressions from the information box with an adverb.

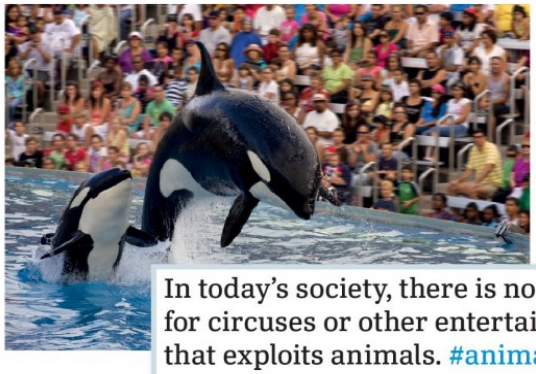
Common adverb collocations

1 It's something I feel _____ _____ about.
2 Well, I don't feel _____ _____ about it either way.
3 I have to say, I am _____ against zoos nowadays.
4 I don't _____ agree with you.
5 Well, I'm _____ convinced that the animal does not want to be there.
6 I'm _____ sure that kids could get the same amount of pleasure from seeing animals in the wild.

c Work in small groups. You're going to debate some of the statements on the right. Each person in the group should choose a different statement and start a discussion. First, decide whether you agree or disagree with the statement and make notes with reasons and examples.

d Have your discussions. Try to use the expressions from the information box.

e In your group, on which topic do you most strongly a) agree, b) disagree?



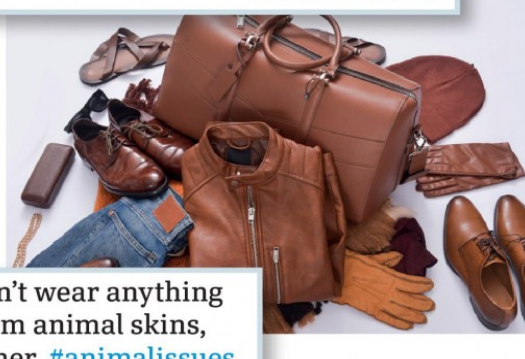
In today's society, there is no place for circuses or other entertainment that exploits animals. #animalissues

Animal rights activists are wrong to object to animals being used in experiments. #animalissues

People should not be allowed to keep very aggressive breeds of dog, such as pit bulls, as pets. #animalissues

Hunting for food is acceptable; hunting for fun is not. #animalissues

It's fine to have dogs or cats as pets, but nobody should keep a bird in a cage, or a fish in a tank. #animalissues



People shouldn't wear anything at all made from animal skins, e.g. fur or leather. #animalissues

You shouldn't eat an animal that you wouldn't be willing to kill yourself. #animalissues



We spend too much time and money trying to save a few endangered species and not enough on general conservation. #animalissues

9B Hands off our dishes!

G nouns: compound and possessive forms
V preparing food
P words with silent syllables

"You have to taste a culture to understand it."

Deborah Cater, British travel writer

1 VOCABULARY preparing food



a Video Watch the video. Can you remember the ingredients she used? How confident do you feel now about making the sauce?

b Watch again. Then, in pairs, explain the meaning of the following cooking verbs.

melt add whisk grate simmer stir

c V **Vocabulary Bank** Preparing food *p.180*

d Think of a popular dish from your region or country. Do you know how to say all the ingredients in English? How is the dish prepared?

2 PRONUNCIATION words with silent syllables

a Read these two sentences aloud. Which has more syllables? How many syllables do they each have?

1 Vegetable recipes can be interesting.
2 Everybody I know loves chocolate.

Fine-tuning your pronunciation: silent syllables

Some common multi-syllable words in English have vowels that are often not pronounced, e.g. the middle e in *lit**e**rature* and the o in *hist**o**ry*.

When this happens, the word loses an unstressed syllable. If you pronounce these vowels, you'll still be understood, but leaving them out will make your speech sound more natural, and being aware of them will help you to understand these words in rapid speech.

b 9.14 Listen to ten sentences. For each one, write the last word.

c ~~Cross out~~ the letters that are <u>not</u> pronounced in the words you wrote in **b**.

d Listen again and check. Practise saying the words.

3 LISTENING & SPEAKING

a Look at the photos of food and talk to a partner. Which ones do you...?

1 cook / make often
2 never cook / make
3 cook / make occasionally





You've been cooking pasta wrong – a food expert shares the best way to do it

02 Feb

EPISODE 12

Roberta d'Elia, the Head Pasta Maker at Pasta Evangelists, talked us through the five major mistakes most amateur cooks are making when cooking pasta.

You might think that you can't really go wrong when cooking pasta; after all, you just throw it in a pan, add salt, and boil until you're ready to serve...right?

Well, up to a point, yes.



b Read the introduction to a podcast. In what way do you think people might be cooking pasta wrong?

c 9.15 Look at Roberta's list of typical mistakes. What do you think the missing words are? Listen and complete them with two to three words.

Typical mistakes when cooking pasta

- Cooking it for [1] _____.
- Not putting [2] _____ in the water.
- Putting the pasta in before the water has [3] _____.
- [4] _____ to the water to stop the pasta from sticking.
- Using a pan that's [5] _____.

d Listen again. Make notes about what you should do to avoid the mistakes in **c**.

e C **Communication** Spaghetti recipes **A** *p.112* **B** *p.117*
Read two authentic Italian recipes for spaghetti and explain to each other how to make them.

f **Language in context** Look at two sentences from the listening. What do the highlighted adjectives mean?

> ...it should still have a bite, and not be mushy.

> If the water isn't salty enough, the pasta will be tasteless....

Describing taste and texture

A lot of words to describe the taste and texture of food are made with a noun or a verb + *-y*, for example, *creamy*, *crunchy*, *greasy*, *juicy*, *lumpy*, *sticky*, *watery*.

g Which of the adjectives in **f** might you use to describe...?

an apple chips honey a sauce a soup

4 GRAMMAR nouns: compound and possessive forms

a Circle the correct phrase in each pair. If you think both are possible, explain the difference between them, if any.

1 a recipe book / a recipe's book
2 a salad of tuna / a tuna salad
3 children's portions / children portions
4 a coffee cup / a cup of coffee
5 a chef hat / a chef's hat
6 a tin opener / a tins opener
7 James' kitchen / James's kitchen
8 a John's friend / a friend of John's

b **Grammar Bank** 9B *p.167*

5 READING & SPEAKING

a Look at the dishes in the list.

sushi ceviche tacos
spring rolls curry tagine
pho guacamole hummus
jambalaya

With a partner, for each item, say:

- where it comes from
- what ingredients it has
- whether you can get it in your town
- whether you have tried it and what you think of it
- whether you think it would taste different if you ate it in its country of origin

b Look at a definition of 'cultural appropriation'. Do you think this might apply to the way any of the dishes from **a** are served in your country?

cultural appropriation *noun*
taking things or ideas from a culture that is not your own, without demonstrating an understanding of or respect for that culture
Chinese food has especially been a victim of cultural food appropriation. For example, orange chicken is a dish that was invented in the United States.

c Read an article about cultural appropriation. Who do you think is more critical of the M&S croquetas, Rachel McCormack or José Pizarro?

Why the Spanish are up in arms about M&S's croquetas

When is a croqueta not a croqueta? When it is mixed with paella and chorizo, and risks sparking an international incident. Here, food writer Rachel McCormack and Spanish chef José Pizarro, who runs several restaurants in London, give their verdict on a very British food fight...

Rachel McCormack



As befits a nation that enjoys nothing better than a good argument over food and drink, almost every town of any size in Spain has a food conference. It's a place where producers, chefs and food journalists get together, and as an attendee of these conferences over the years, I have been involved in heated debates about food, culture, and commerce.

One of the biggest of these conferences is the annual Madrid Fusion, and one of its most anticipated events is the Ibérico Ham Croqueta competition. Juan Monteagudo of the Michelin-starred Ababol restaurant in Albacete won this year and the Spanish press breathlessly reported this with photos of a single oval-shaped ham-flavoured bechamel encased in glistening breadcrumbs, the perfect croqueta.

So, when foreigners like Marks and Spencer start selling paella and chorizo croquetas, Spanish people get upset. The British ambassador in Madrid expressed his disapproval of the dish on social media, while in Britain, headlines have described it as the latest example of cultural appropriation. Croquetas, paella, and chorizo are three things that are never mixed together and to do so is to offend Spain and its culture.

In Britain, our TV chefs are constantly expected to come up with original content that can be sold as their own unique versions of dishes. When these versions work, they can create some amazing food, but when they don't, we can end up with confusing nonsense that offends entire countries. It's easy to imagine being in the M&S development kitchen thinking up three of the main things we British associate with Spanish food and putting them together in a new dish in a bid to increase sales. What was evidently never considered was if they should.

I asked Spanish food journalist Jorge Guitián for his view. 'For me, the issue isn't a question of cultural appropriation, it's really about whether they are a good product for the UK market,' he said. However, he pointed out that while many Spaniards are annoyed at us, they do not have a great track record of their own when making other cuisines. 'I recently ate a jambalaya in my home town of Santiago de Compostela, and it was an assassination of Southern US culinary tradition – and I won't even mention the atrocities we commit here against pizza and carbonara.'

Glossary
M&S Marks and Spencer, a department store and supermarket with branches all over the UK and abroad
allioli garlic mayonnaise
arroz Spanish for rice

José Pizarro



The first reaction from me was: wrong. But then you think, OK...croquetas are a very good seller. They're fried, people love fried things in Britain. They love chorizo and they love paella.

Croquetas are usually made with leftovers. If someone has leftover paella and they make croquetas, it can be fun. I like my paella, even cold, with a big spoon of allioli. It's absolutely amazing. But paella with chorizo? It's mad.

If you google 'paella', the recipe has only ten ingredients (not including chorizo). Anything else is called 'rice cooked in a paella pan', or 'arroz'. That is the point. I never cook rice with chorizo in a paella pan. I might cook chorizo with rice and chicken and mushrooms, but it's not paella. If people want to do it that way, it's wrong. But cooking isn't the same as it was 20 years ago. Nowadays, it's about opening minds. It's a very clever publicity stunt. And while it sounds wrong, I haven't tried them – if I did, then they might convince me that it's amazing.

Maybe if they hadn't called it 'paella', people would be less offended. Would I call it cultural appropriation? It is what it is. It's totally wrong, but the big supermarkets always need something to sell and this is definitely something that's going to sell a lot. And when people talk about Spain, it's a good thing. Some people might have never heard of chorizo and paella before. For sure, they are going to hear about them now. It's interesting; in Spain, we say bad publicity is still good publicity because they are talking about you. People are talking about Spain and it's good! Come on!

Maybe I need to invent a very weird flavoured croqueta and put it on my menu now. M&S, call me!



Adapted from The Independent

d Read the article again. Who makes the following points? Write **RM**, **JP**, or **B** (both).

1 ____ It's inevitable that creating a bad version of a foreign dish will be an insult to that country's culture.
2 ____ Sometimes chefs create great dishes when they experiment with recipes from other cultures.
3 ____ Paella is only paella if you use very specific ingredients.
4 ____ Chorizo doesn't belong in paella.
5 ____ M&S should have thought about whether creating the croquetas was really a good idea.
6 ____ Today's chefs are trying to encourage people to be more open-minded about food.
7 ____ Even though they're not authentic, the M&S croquetas are obviously going to be very popular.
8 ____ All publicity is worth having.

e Talk to a partner.

1 Which statement do you agree with more?

> The food of a country is a representation of its culture and it should be treated with respect.

> Chefs and companies should be allowed to do whatever they want with other countries' dishes.

2 Do you care if foreign chefs cook your country's cuisine in a non-authentic way? Is it always worse, or is it sometimes an improvement?

6 WRITING a formal email

Writing Bank 9 *p.136* **Write a formal email of complaint to a hotel.**



COLLOQUIAL ENGLISH 5

English File talks to...

Professor George McGavin

Entomologist



1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Professor George McGavin*. What did you find out about him? Do you think he would be a good teacher?

Part 1

a Look at the creatures in the photos. Have you heard of all of them? Which ones have you actually seen?

b Video Watch Part 1 of the interview. Which of the creatures in **a**...?

1 are arthropods
2 are mammals
3 have a backbone
4 were George McGavin's classmates looking for on a field trip
5 have had new species named after him

c Watch again. What exactly are arthropods and why is George McGavin so passionate about them?



Part 2

a Video Watch Part 2. Has George McGavin ever treated someone with an insect phobia? Has he ever been afraid of an animal or insect?

b Watch again. Then choose the correct option.

1 George McGavin thinks that having a spider phobia is rational ___.
   a if your parents had it
   b in some countries
   c if the spider is very large
   d because of the way a spider moves

2 In the UK, there are spiders whose bite can ___.
   a cause a reaction
   b make you quite ill
   c make you seriously ill
   d kill you

3 One of the reasons why he knew the fer-de-lance might attack him was because ___.
   a he had touched it with his stick
   b he was wearing a head torch
   c he had been looking at it in the eye
   d his heart was beating very loudly

Part 3

a Video Watch Part 3. Which insects would George McGavin kill if they were in his house? Which ones has he cooked or eaten?

bees wasps fleas mealworms crickets

b Watch again. What does he say about...?

1 killing insects at work
2 harvesting insects in cold countries
3 harvesting insects in hot countries
4 snails and prawns
5 an audience of school children in Oxford

Reading on screen

In pairs, try to come up with a definition for these zoological terms you read in the video.

crustacea amphibian mammal
species ecology swarm

Looking at language

Informal and vague language

George McGavin uses a lot of informal expressions, as well as vague language, which is common in colloquial English when we don't want to be too specific or precise. Vague language makes us sound more informal and chatty.

a Video Watch some extracts from the interview. Complete the highlighted phrases.

1 And the sad truth is that although we are _____ sure there are eight million species of arthropods _____ there unknown,...
2 ...but, but still there are _____ like seven million people in the United Kingdom who are terrified of spiders, and, and moths.
3 ...however, if you have a cat and you don't control the fleas, are a _____ of a pest...
4 No, it, it isn't a flash in the pan, um, we will have to, to address this quite seriously in the next, you know, hundred or _____ years.
5 ...and lots of people say it's because insects are dirty or they look funny or _____.
6 ...and the kids went wild! They, they ate the _____ lot.
7 I _____, 'Yeah, and your point is?' She _____, 'At home he doesn't even eat broccoli.'

b With a partner, say how you could express the highlighted phrases in more formal or neutral language.

Reacting to the interview

Talk to a partner.

- How would you describe George McGavin? Is there any one thing he talked about that you particularly remember?
- Were you interested in animals when you were young? What kind(s)?
- Do you have a phobia of any animals or insects, or do you know anyone who has? How does it affect your / their life?
- Have you ever eaten insects? Would you be prepared to? Do you think we will be doing this more in the future?

2 THE CONVERSATION



Do you ever watch wildlife programmes on TV? Why do you think they are so popular?

a Video Watch the conversation. Tick (✓) the correct option to sum up their main conclusion.

Wildlife programmes are popular because...

- ☐ all children are interested in animals.
- ☐ the programmes are of such a high quality now.
- ☐ David Attenborough is such a good presenter.

Glossary
David Attenborough a famous natural history TV presenter whose programmes include *Blue Planet* and *Life on Earth*

b Watch again. Complete the sentences.

1 Sean compares watching wildlife programmes to...
2 Joanne particularly enjoys finding out...
3 Joanne's younger child enjoys wildlife programmes because...
4 Although Emma recognizes wildlife programmes are popular, she...
5 Programmes filmed under the sea and in the jungle are examples Emma gives of...

c Video Watch three extracts and notice how the speakers use question tags to politely add another linked idea into the conversation. Which other word does Joanne use to make her comment polite and tentative?

Adding ideas

1 **Joanne** ...and he has this great way of just putting things across to us, doesn't he, in a way that we can all relate to, maybe?
2 **Emma** And they're almost becoming more extreme, as well, aren't they, with all the kind of different areas,...
3 **Emma** ...it's just so – there's so much variety, isn't there?

d Now, in groups of three, have a conversation about the questions in **a**.

10A On your marks, set, go!

G relative clauses
V word building: adjectives, nouns, and verbs
P homographs

"You make your own luck. You make it in training."

Simone Biles, US gymnast

1 SPEAKING

a Read the choices below and choose the option you'd rather do – you have to choose one!

WOULD YOU RATHER...?

go for a run in the rain for 20 minutes	OR	run on the treadmill in the gym for an hour
go on a yoga retreat	OR	go on an extreme fitness course
do 30 minutes of exercise before breakfast	OR	do 30 minutes of exercise after dinner
go for a long walk in 35 degrees	OR	go for a long walk in -5 degrees





swim in the sea	OR	do lengths in a pool
work out every day and be super-fit	OR	work out once a week and be fairly fit
learn to do ballroom dancing	OR	learn to box
play well in a match and lose	OR	play badly in a match and win
be the number 1 table tennis player in the world	OR	be the number 100 tennis player

b Work in small groups and explain your choices. Which things did you disagree about? Why?

I wouldn't like to do either, but if I had to choose,...

Actually, I would quite enjoy both of them, but...

2 READING

a Read the introduction to the article and look at the three headings. Do you know what all the activities are? Do you do any of them, or have you ever done them?

Battle of the workouts

Weights or circuits? Yoga or Pilates? Making the decision to get fit is the easy part – choosing how to go about it is more difficult. We answer four key questions to help you decide for yourself.

1 **How quickly will it make a difference?**
2 **How many calories does it burn?**
3 **Will it keep me motivated?**
4 **What are the benefits?**

Yoga vs Pilates

1 After eight weeks of thrice-weekly sessions.
2 102 per hour for a class based on stretching. Power yoga burns 245 per hour.
3 Yoga is about attaining a sense of unity between body and mind, rather than achieving personal targets. However, you will feel a sense of accomplishment as you master the poses and there are lots of different types to try.
4 The American Council on Exercise found that people who did yoga for eight weeks experienced a 13% improvement in flexibility. They were also able to perform six more press-ups and 14 more sit-ups at the end of the study.

1 After five to six weeks of thrice-weekly sessions.
2 170–237 an hour.
3 Once you start noticing positive changes in the way you move and hold your body, Pilates is hard to give up.
4 Widely used by dancers and top athletes, Pilates improves your posture and strength. It develops the abdominal muscles which support the trunk.

WINNER _____

Spinning vs Step

1 After two to three weeks of twice-weekly sessions.
2 408–646 an hour.
3 Although it's a group session, you can increase the workload as you get fitter. Avoid boredom by looking out for classes with video screens that take you on a virtual ride through pleasant scenery.
4 Pedalling works most of the muscles in the legs and buttocks, so you will get an unbelievably toned lower body. But your heart and lungs are the biggest beneficiaries.

1 After four weeks of twice-weekly classes.
2 510–612 per hour (depending on height of step).
3 You will notice changes in your body shape fairly quickly, but there are only so many times you can step on to a platform before utter boredom takes hold.
4 A study carried out in California showed that people who did step for six months experienced a 3.3% increase in the bone density of their spines, and hip and leg bones. It has good aerobic benefits as well as toning muscles in the bottom and legs.

WINNER _____

Adapted from The Guardian

Weights vs Circuits

1 After the first session, your muscles will feel more toned, but significant changes will take three to four weeks.

2 136–340 per hour, depending on weight lifted and the recovery time between repetitions.

3 If improved body tone is your goal, then yes.

4 Great for strengthening your muscles and improving overall bone density. Weight training speeds up the rate at which calories are burned, resulting in quicker weight loss.

1 After two weeks of twice-weekly circuits.

2 476 per hour.

3 You are unlikely to get bored, as circuits can constantly change their content and order.

4 Circuits address every element of fitness – aerobic, strength, balance, and flexibility. A good instructor should introduce new tools, like skipping ropes and weights, to make sure you are always developing new skills.

WINNER _____

b Look through the article quickly and answer the questions.

1 Which activity takes the longest to make a difference?

2 Which activity can burn the most calories?

3 Which activity is the least interesting?

4 Which activity has the widest range of benefits?

c Read the article carefully. For each pair of activities, which do you think was the winner? Why? Compare with a partner.

d **Language in context** In pairs, read the definitions and find these nouns related to exercise and the body in the article.

1 tr_____ = the process of improving your fitness by doing exercises

2 fl_____ = the ability to bend

3 str_____ = the act of making your muscles longer

4 pr_____-_____ = an exercise in which you lie on your stomach and raise your body off the ground with your hands until your arms are straight

5 s_____-_____ = an exercise for making your stomach muscles strong, in which you lie on the floor on your back and raise the top part of your body

6 tr_____ = the main part of the body apart from the head, arms, and legs

7 sk_____ _____ = a piece of cord with a handle at each end that you turn over your head and then jump over

8 sp_____ = the bones down the middle of the back

e Think of a sport or physical activity which you have done, or know something about. In small groups, say as much as you can about it, answering some of the questions in the article.

3 VOCABULARY word building: adjectives, nouns, and verbs

a Without looking back at the article, complete the sentences with a word made from the adjective *strong*.

1 Widely used by dancers and top athletes, Pilates improves your posture and _____.

2 Great for _____ your muscles and improving overall bone density.

b Complete the chart.

adjective	noun	verb
strong		
long		
deep		
wide		
high		heighten*
weak		
short		
thick		
flat		

* Note that *heighten* (verb) doesn't mean *make higher*; it means *intensify*, e.g. *Exercise can heighten your sense of well-being.*

c Complete the sentences with a word from **b** in the correct form.

1 I often have to _____ new trousers because they're usually too long for me.

2 Can you measure the _____ and _____ of the living room? I want to order a new carpet.

3 I'm more or less the same _____ as my sister, but my brother is much taller than us.

4 People's muscles tend to _____ as they get older.

5 **A** What's the _____ of the water here?
B About ten metres, I think.

6 If you want to _____ the sauce, add flour.

7 The building was completely _____ in the explosion.

8 He's almost unbeatable. He doesn't have any real _____.

9 This road needs to be _____. It's too narrow.

10 The manager has _____ the team by buying several new players.

11 **A** I love this coat, but the sleeves are a bit short.
B You could always get them _____.

12 You've been very ill. You need to build up your _____ again.

4 LISTENING & SPEAKING

a 10.1 Listen to extracts 1–6 from sports commentaries and match them to six of the Olympic sports in the photos.

b Match phrases A–L from the commentaries to sports 1–6 in **a**. There are two phrases from each. Then listen again and check.

A ☐ a sprint finish
B ☐ great elevation on both jumps
C ☐ have lost their rhythm
D ☐ a little bit of a stumble
E ☐ make a long putt
F ☐ has got the arm lock
G ☐ getting into her stride
H ☐ are safely through
I ☐ go in for a birdie
J ☐ keep his elbow turned
K ☐ chase her down
L ☐ the gap is opening



c 10.2 Listen to an interview with Olly Hogben, a sports commentator. Tick (✓) the things he talks about.

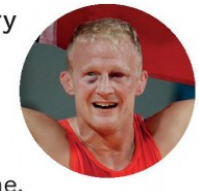
☐ his family background
☐ why he became a sports commentator
☐ how many different sports he commentates on
☐ how commentary should interact with pictures
☐ technology in sport
☐ a sport that he's an expert in
☐ cheating in football
☐ the value of good commentary
☐ the worst thing about his job
☐ his most memorable sporting occasion

d Listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 As a child, Olly enjoyed playing sport much more than watching it.
2 He's a talented sportsman himself.
3 He used to commentate when he was at school.
4 His love of words came before his love of sport.
5 He thinks you have to really understand a sport in order to commentate on it.
6 He thinks it's important to always keep talking.
7 He never disagrees with officials when he's commentating.
8 He finds it difficult to tell whether a sportsperson is cheating or not.
9 He thinks commentary should be functional, not ornamental.
10 He remembers his first Olympics because the stadium was incredible.



e 10.3 Listen to Olly telling the story of the Norwegian wrestler Stig-André Berge. Number the events in the correct order 1–5.



- He went to the Rio Olympics.
- He saw his mother for the last time.
- He won the bronze medal.
- 1 Berge went to a tournament to qualify for the Rio Olympics.
- He found out that his mother was seriously ill.

f Answer the questions in small groups.

- Do you know any feel-good sports stories like that of Stig-André Berge?
- What do you think are the qualities of a good sports commentator?
- Do you think you'd be a good sports commentator? Why (not)? Which sport(s) could you commentate on?
- Olly says that most sportspeople 'are very honest people'. Do you agree?
- Do you think athletes who have been banned for taking drugs should be allowed to return to sport?

5 GRAMMAR relative clauses

a Look at the options in sentences 1–7 and ~~cross out~~ any which are not correct.

1 John McEnroe, *that / who / whom* won Wimbledon in the 1980s, now works as a sports commentator.
2 He ran the marathon in 2 hours 22 minutes, *that / what / which* was a new course record.
3 I feel really sorry for the players *that / who* / (–) lost.
4 The captain, *that / who / whose* brother also plays in the team, is from Morocco.
5 The coach got on well with the players *that / who* / (–) she trained.
6 New trainers! Thanks, they're just *that / what / which* I wanted.
7 Those are the gloves *that / which* / (–) Muhammad Ali wore when he beat Joe Frazier in 1975.

b **Grammar Bank** 10A *p.168*

Defining relative clauses in spoken English

In informal spoken English, we tend to use *that* rather than *who* or *which*, and we almost always leave out the relative pronoun when the subject of the clause changes, e.g. *She's the player (that) John told us about.*

c Choose five new words from this lesson and define them for a partner to identify. Use *that* instead of *who / which* and leave out the relative pronoun where appropriate.

It's a kind of exercise class that involves lots of different, short activities. — *Circuits.*

6 PRONUNCIATION homographs

Homographs

Homographs are words that are spelt the same, but have different meanings. Most are pronounced the same, but some are pronounced differently, e.g.

bow /baʊ/ = move your head or the top half of your body forwards and downwards

bow /bəʊ/ = a weapon used in archery

a Match the homographs to pronunciation a or b.

lead a /led/ b /liːd/

1 González is coming into the final straight; she's in the **lead** with 100 metres to go.
2 Scuba divers attach **lead** weights to their belts to help them dive.

row a /rəʊ/ b /raʊ/

3 We were sitting in the front **row**, so we could almost touch the players.
4 The coach had a **row** with the team owner.
5 People who **row** tend to have very well-developed biceps.

putting a /ˈpʌtɪŋ/ b /ˈpʊtɪŋ/

6 He was still **putting** on his boots when the match started.
7 She's **putting** well and is now six under par.

tear a /teə/ b /ˈtɪə/

8 If you **tear** a muscle or a ligament, you may not be able to train for six months.
9 As she listened to the national anthem, a **tear** rolled down her cheek.

wound a /wuːnd/ b /waʊnd/

10 He **wound** the tape tightly around his ankle to prevent a sprain.
11 You could see his head **wound** bleeding as he was taken off the pitch.



b Video Watch the video. Then say what you saw in each clip, using a homograph from **a**.

7 WRITING a factual article

Writing Bank 10 *p.138* Write a factual article about urban regeneration.

10B Make yourself at home

G adding emphasis (2): cleft sentences
V words that are often confused
P intonation in cleft sentences

"Home is the nicest word there is."

Laura Ingalls Wilder, US writer

1 LISTENING & SPEAKING



Accommodation, activities, and discovery in the Alpujarra mountains of Granada, Southern Spain

Las Chimeneas is a [1] *dramatic* set of converted village houses which have been welcoming guests to the Alpujarra since 1998. There are nine [2] _____ rooms, each with fabulous views across the hills to the sea in the [3] _____ distance. We provide very comfortable accommodation, with lots of antiques and books and hidden nooks and crannies, together with a delightful little restaurant that will surprise you by the quality of its freshly made [4] _____ produce. We have an [5] _____ knowledge of the area and are anxious to share our enthusiasm for this place which has been our home for so long. We offer all kinds of holidays, including trekking, birdwatching, cycling, painting, cookery, and yoga. Above all, what we supply is peace and relaxation, and a genuinely [6] _____ welcome. This represents a [7] _____ combination. Perhaps it is this that led *The Times* to number us amongst their top ten of Europe's best mountain hideaways.

David and Emma Illsley

a Can you think of some reasons why people decide to go and live in another country, or move to another city in their country?

b Read an extract from the website of Las Chimeneas and complete it with adjectives from the list. What would attract you to go there, and what might you do there?

~~dramatic~~ far intimate lovely
seasonal warm winning

c 10.4 You're going to listen to an interview with David and Emma Illsley, who run Las Chimeneas. Read questions 1–8 and then listen to Part 1 of the interview. Answer the questions with **D** (David), **E** (Emma), or **B** (both).

Who...?

1 ☐ first got a job in Spain
2 ☐ studied at Warwick University
3 ☐ taught English
4 ☐ fell in love with Mairena
5 ☐ taught in Granada for a year
6 ☐ worked in local government
7 ☐ thinks having children helped them to integrate
8 ☐ employs local people

d Listen again and answer the questions.

1 What does Emma say 'seduced' her about David's lifestyle in Majorca?
2 What does David say they did on their year off?
3 How does David describe his experience as Deputy Mayor?
4 How does David think having a business has helped them to integrate?

e 10.5 Now read questions 1–5 and the three options for each. Then listen to Part 2 and choose a, b, or c.

1 What Emma likes most about living in Mairena is ___.
a being able to farm the land b the size of the village
c the amazing weather

2 What she likes least is the fact that ___.
a there is so much bureaucracy
b the local shops aren't very good
c they have to use their car more than they would like

3 Apart from family and friends, David misses ___.
a features of UK culture and behaviour
b some types of entertainment in the UK
c the varieties of beer in the UK

4 When Emma goes back to the UK, she enjoys ___.
a the nightlife in London
b being able to use public transport and not having to drive
c mixing with different kinds of people

5 They think it ___ that they will go back to live in the UK.
a is quite probable b is highly unlikely c is very likely

f **10.6 Language in context** Listen to some extracts from the interview and complete the idioms and phrasal verbs. With a partner, say what you think they mean.

1 ...he'd agreed to, to let us rent this house for, for _____ to _____...
2 ...we wandered around and cycled around and finally _____ _____ this little village of Mairena, where we live now...
3 ...we were _____ a _____ and enjoying it too much, really, to, to want to go back...
4 ...as long as I can remember, I always _____ a _____ – I really wanted to live in a very small community...
5 ...on the one hand, it's great being away from shops – it's like a kind of a, real kind of _____ _____...
6 ...so we, we've never really _____ it _____. It would be tricky, I think, to come back, largely for economic or financial reasons.
7 To take them back to the UK, I think now, that would be perhaps a, a _____ _____.
8 ...I think once you've spent 15 years building up a business, then also that's something you don't want to, to easily _____ your _____ on.

g Talk to a partner. Do you (or friends of yours) have any experience of going to live in another country?

Yes

- Where did you move from or to?
- Why did you move?
- What are / were the pros and cons?
- How integrated do / did you feel?
- What do / did you miss?
- Did / Might you go back home?

No

- What do you think are the pros and cons of...?
  – living in a country which is not your own
  – living in a city in your country which is not your own
- Would you like to move to another country or city yourself?

2 GRAMMAR
adding emphasis (2): cleft sentences

a Sentences 1–4 convey ideas David and Emma expressed in **1**, but they phrased them in a slightly different way. Can you remember what they actually said?

1 David convinced me it was a good idea.
'It was _____.'
2 When we had children, it really made a difference.
'The thing _____.'
3 I really like that sense of cultural diversity in the UK.
'What I _____.'
4 I definitely can't see us going back because of Dan and Tom...
'The main reason _____.'

b **10.7** Listen and check. What's the difference between the pairs of sentences?

c **Grammar Bank** 10B *p.169*

3 PRONUNCIATION & SPEAKING
intonation in cleft sentences

Fine-tuning your pronunciation: intonation in cleft sentences

Cleft sentences beginning with *What...* or *The person / place / thing...*, etc. typically have a fall-rise-fall tone in the *What...* or *The person...* clause.

What I hate about my job is having to get up early.

The person I needed to talk to wasn't available.

Cleft sentences beginning with *It...* typically have a fall tone in the *It...* clause.

It was her mother who really broke up our marriage.

It's the commuting that I find so tiring.

a **10.8** Read the information box. Then look at the highlighted phrases and listen to each example sentence.

b **10.9** Listen and repeat the sentences, copying the intonation.

1 What I don't understand is why she didn't call me.
2 The thing that impresses me most about Jack is his enthusiasm.
3 The reason why I left early was that I had an important meeting.
4 The place where I would most like to live is Ireland.
5 It was the neighbours that made our lives so difficult.
6 It was then that I realized I'd left my keys behind.

c Video Read sentence prompts 1–6. Then watch the video. How do the speakers complete them?

1 What I find (*would find / found*) most difficult about living abroad is...
2 What I used to love (*love / loved*) about living in _____ was (*is*)...
3 The place where I feel most relaxed is...
4 The person I get on with best in my family is...
5 What I like (*liked*) least about living in _____ is (*was*)...
6 The reason why I wanted (*want*) to speak good English was (*is*)...

d Work in groups of three. Complete the prompts so they are true for you. Then have conversations, taking turns to start each one.

4 READING & SPEAKING

a Read the title and the first two paragraphs of the article. Why did Michał decide to walk from Wales to Poland? What do you think he might have learned from his walk? Why do you think he is holding a bird's nest in one of the photos?

b Now read the rest of the article about Michał's walk. Match summaries 1–7 to paragraphs A–G.

1 ___ his route, and how people responded to what he was doing
2 ___ a time that he almost gave up
3 ___ how he felt when he reached the end of his journey
4 ___ his feelings about racism and his beliefs about human nature
5 ___ the beginning of his journey
6 ___ what he personally learned about the meaning of 'home'
7 ___ the day-to-day experience of walking, and where he slept at night

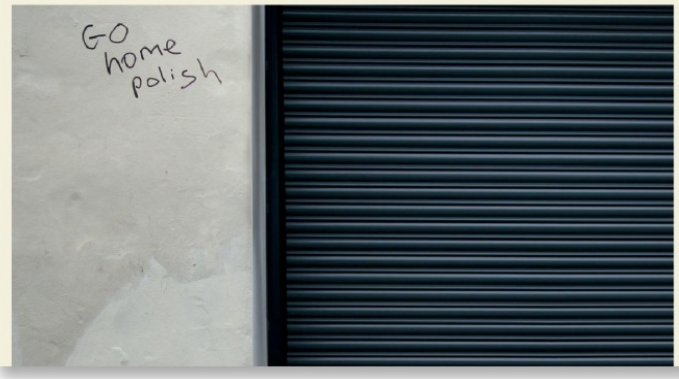
'Go home, Polish' graffiti prompts photographer's 1,200-mile walk

When photographer Michał Iwanowski, 41, came across some graffiti in Cardiff that said, 'Go home, Polish', he decided to take it literally. Here, in his own words, he tells how and why he embarked on the 1,200-mile walk from Wales back to his country of birth.

I still remember seeing the graffiti. It was only small, but I was taken aback: 'Go home, Polish'. I had lived in Cardiff for many years and considered Wales my home. But I was also Polish, so I began to question whether I was at home or not, and where, in fact, home was. I had never felt any negativity towards me in Wales. I found the people warm and welcoming. But after the Brexit referendum in 2016, I felt a change in mood – not towards me, but towards immigrants in general. I felt some people were dehumanizing 'the other' and the concept began to terrify me. How could people turn on each other like this?

A It was then I began planning my journey, setting off on 27th April 2018 with a rough route map and a 15 kg backpack. Carrying British and Polish passports, I often wore a T-shirt bearing the word 'Polska', so people would know I was Polish. I walked over the bridge from Wales into England, then took the ferry to France.

B From there I walked through Belgium, Holland, Germany, and the Czech Republic before reaching Poland. Along the way, I told people what I was doing and why, to see what reaction I would get. It was almost always positive. People shared their own stories, their own hopes and fears, their worries about their lives and situations. Only once was I shouted at, when I wandered onto an allotment in Germany to ask a man for directions. I began to realize that on an individual level, we have so much in common.





C Much of the walking was enjoyable, whether it was through Brussels or Cologne, or through the bushes and wild forests of Germany. I would stay in Airbnbs, wild camp or sometimes stay with strangers, who would often offer me food. But, as I was walking in the summer, I was hit by the Europe-wide heatwave, and began to find my mission unbearable.

D I ended up low on energy and electrolytes. At one point, I remember throwing my backpack in the bushes and just wanting to give up, which is unusual for me, as I am an upbeat person. In the end, I sat there for about two hours, then got up again and continued the walk.

E In total, it took me 105 days to arrive in my home village of Mokrzeszów, in western Poland. By the end, I was in survival mode. I was reclusive and refused company. I walked up my home street and, as I did, a group of my relatives slowly walked out to meet me carrying a 'Welcome home' banner. It felt like a funeral procession. It was very surreal.

F Of course, it didn't feel like an achievement at the time. Plenty of people walk long distances. But, looking back, it feels like I have achieved something. The walk helped me to solidify my views on 'home'. I felt utterly at home walking across the breadth of Europe's landscape. I don't need to be told by a person or government where my home is and isn't. I belong to the ground beneath my feet, not to any country where I happen to have a passport.

G Back in the UK, there is still anti-Polish and anti-immigrant graffiti, of course – much worse than what I saw – and I deplore it every time I see it. We must never tolerate racist language. But I need to put away my cynicism, and remember – as my walk showed me – that most people are generous and most people are good.

Adapted from BBC News

c Look at two of the things that Michał said. Do you agree with them? Why (not)?

'I belong to the ground beneath my feet, not to any country where I happen to have a passport.'

'...most people are generous and most people are good.'

5 VOCABULARY words that are often confused

a Look at some groups of words that are often confused. With a partner, try to explain the difference between the three words in each group.

1 foreigner stranger outsider
2 emigrant immigrant migrant
3 journey trip voyage
4 walk stroll wander
5 reclusive reserved shy
6 achieve succeed reach
7 ground floor soil
8 deplore deny decline

b Now complete the sentences with the best word from each group in **a** in the correct form.

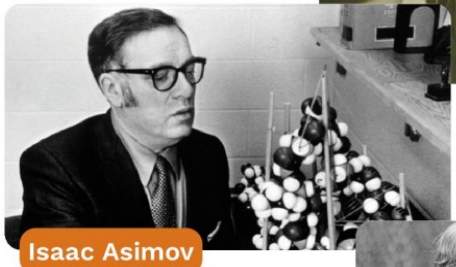
1 When I arrived at work, there was a complete _____ sitting at my desk.
2 The farm usually employs _____ workers in the fruit-picking season.
3 The *Titanic*'s first _____ was also its last.
4 Mark _____ at such a fast pace that I couldn't keep up.
5 The English have the reputation of being _____ – it's never easy to know what they're really thinking or feeling.
6 When we finally _____ our destination, we breathed a sigh of relief.
7 You can only grow these plants in acidic _____.
8 Most governments _____ the use of violence to control protesters.

6 LISTENING

a Video You're going to watch a documentary about 19th-century immigration to the United States. First, watch some extracts. Who are the people and what is their connection to Ellis Island?











b Video Watch *Ellis Island*. Then, with a partner, try to remember why these places were mentioned.

1 Italy, Poland, Germany, Hungary, and Scandinavia were where...
2 The Statue of Liberty was where...
3 Manhattan was where...
4 The Ellis Island immigration building was where...
5 The Great Hall was where...
6 The hospital was where...
7 The Kissing Post was where...
8 The New York area was where...

c Do you think it is easier or harder to be an immigrant to the USA today than in the days of Ellis Island?

9&10 Revise and Check

GRAMMAR

a Right (✓) or wrong (✗)? Correct any mistakes in the highlighted phrases.

1 She's never been to the UK, but her son has.
2 She was shocked to receive his letter because had never expected to hear from him again.
3 **A** Do you think it's cold outside? **B** I hope no.
4 Do you have a tins opener?
5 **A** I'd love a wine glass. **B** Sure. Red or white?
6 Jim hasn't called back, that is a bit strange.
7 This is the café I used to work in.

b Circle the correct word or phrase. Tick (✓) if both are possible.

1 **A** Can I come with you?
B I suppose *so* / *yes*, but hurry up.
2 **A** You must see her latest film.
B I already *am* / *have*.
3 Look, I found an old *photo album* / *album of photos* in the attic!
4 Come over at 9.00. We'll be at *Alex's* / *Alex's house*.
5 I can't find my *car's key* / *car key*. Have you seen it?
6 She has two sisters, *both of whom are at university* / *who are both at university*.
7 I got exactly *that* / *what* I wanted for my birthday – a new iPad.
8 Her aunt, *who* / *that* never normally said a word, suddenly burst out laughing.

c Complete the sentences using the **bold** word.

1 I didn't bring sunscreen because the weather forecast said rain. **reason**
The _____ because the weather forecast said rain.
2 I spoke to the Head of Customer Services. **person**
The _____ the Head of Customer Services.
3 I don't like the way he blames other people for his mistakes. **what**
_____ the way he blames other people for his mistakes.
4 I only said that I thought she was making a big mistake marrying him. **all**
_____ I thought that she was making a big mistake marrying him.
5 A girl from my school was chosen to carry the Olympic torch. **it**
_____ was chosen to carry the Olympic torch.

VOCABULARY

a Write the words for the definitions.

1 _____ (*noun*) = a young cow
2 _____ (*noun*) = a small shelter for a dog to sleep in
3 _____ (*verb*) = (of a horse) to make a long, high sound
4 _____ (*noun pl*) = the sharp curved nails on the end of an animal or a bird's foot
5 _____ (*noun*) = a group into which animals, plants, etc. of the same type are divided
6 _____ (*verb*) = to chase wild animals or birds in order to catch or kill them for food or sport
7 _____ (*noun*) = the hard pointed outer part of a bird's mouth
8 _____ (*noun*) = a thing you use to cut vegetables on
9 _____ (*verb*) = to cook sth slowly in liquid for a long time
10 _____ (*verb*) = to rub food against a sharp surface in order to cut it into small pieces
11 _____ (*verb*) = to fill a vegetable, chicken, etc. with another type of food
12 _____ (*verb*) = to make sth become liquid as a result of heating
13 _____ (*verb*) = to beat very quickly until it becomes stiff, e.g. cream
14 _____ (*verb*) = to cut food, especially meat, into very small pieces, e.g. to make hamburgers

b Complete the sentences with the correct form of the **bold** word.

1 The real _____ of the film is its witty dialogue. **strong**
2 I need to get someone to _____ my new jeans. **short**
3 The pole-vaulter Sergey Bubka was the first to clear the _____ of six metres. **high**
4 The sauce will _____ as it cools. **thick**
5 I can't express the _____ of my feelings for you. **deep**
6 The team has been _____ by the injury to its top player. **weak**
7 Can you measure the _____ of the window? **wide**
8 The school has decided to _____ the holidays by three days. **long**

c Circle the correct word.

1 We went on a day *journey* / *trip* to London at the weekend.
2 He'll never be a successful politician, he's too much of *a foreigner* / *an outsider*.
3 I got completely lost in the old city and ended up *strolling* / *wandering* round for hours.
4 She *declined* / *denied* my offer of help.
5 Some people think the government needs to do more to make *emigrants* / *immigrants* more welcome.
6 He *achieved* / *succeeded* his ambition of becoming a millionaire by the age of 25.
7 The climber was found lying on the *floor* / *ground* near the summit.
8 In her old age, she has become *reclusive* / *shy* and refuses to receive any visitors.

Can you understand this text?

a Read the article once. Which of the five athletes were born in the USA and which outside the USA?

b Read the article again. Which athlete, A–E,...? Each athlete may be chosen more than once.

1 ☐ spent several years in the USA before becoming a citizen
2 ☐ has competed for several decades
3 ☐ has a father who studied in the USA
4 ☐ sought asylum at a competition in the USA
5 ☐ has a father who was an athlete himself
6 ☐ was a medallist for her home country before moving to the USA
7 ☐ has competed several times at the same place
8 ☐ has a father who worked against his country's government

Can you understand these people?

Video Watch and choose a, b, or c.

1 **Alicia** says that ___.
   a her vegan friends are really fussy
   b soy cheese isn't very nice
   c it's quite tricky to cook for vegans
2 **Vicky** is good at ___.
   a combining unusual ingredients
   b inventing dishes
   c following recipes
3 **Hywel** thinks that sports commentators are ___.
   a more helpful than annoying
   b more annoying than helpful
   c only useful if you don't watch much sport
4 Living in Germany appeals to **Claire** because ___.
   a it's a place where she's had some wonderful holidays
   b she used to have family there
   c she thinks both the lifestyle and the climate would suit her

USA's Olympic team is bolstered by a crucial group of athletes: immigrants

An analysis by the Institute for Immigration Research found that 3.7% of athletes on the 2024 US Olympic team were foreign-born, while more than 7% are children of immigrants or second-generation immigrants. Here are some of their stories.

A Maria Laborde (judo): Many US sports have athletes who left Cuba seeking greater opportunities in life and sports, and judo is no exception. Laborde won a bronze medal in the 2014 World Championships while competing for Cuba. But at another competition later that year in Mexico, Laborde left the Cuban delegation and sought asylum, giving up a likely berth in the 2016 Olympics along with everything she knew from home.

B Weini Kelati (track and field): Oregon's Hayward Field is a legendary venue in track and field and one that will always hold special meaning for Kelati. After representing Eritrea in the 2014 World Junior Championships at Hayward, Kelati sought asylum. She moved to Virginia, earned a scholarship at the University of New Mexico and gained her citizenship just before the Olympic trials in 2021 – held at Hayward Field. She didn't make the team that year, but she returned to Hayward for the 2024 trials and won a thrilling 10,000m race.

C Naomi Girma (soccer):



In 1977, a repressive regime took control of Ethiopia, spawning a civil war and a famine. Girma Aweke, a teenager at the time, joined a clandestine opposition movement until conditions deteriorated so badly that he fled, and finally made it into Sudan, where he was selected for a resettlement program that brought him to San Francisco. He worked at restaurants, put himself through college and married a fellow Ethiopian. Their daughter, Naomi Girma, inherited her father's love of soccer and became one of the most dependable centre backs in the game. She ranked 36th in a recent listing of the top 100 female footballers in the world.

D Steffen Peters (equestrian): When the German-born dressage specialist was unable to get his citizenship processed in time to compete for the USA in the 1992 Olympics, US team official Fiona Baan came up with what, in hindsight, is one of the understatements of the 20th century, telling the *Los Angeles Times*, 'He's a young fellow and I'm sure that we will see him in the future.' In the summer of 2024, Peters competed in his sixth Olympics at the age of 59.

E Victor Montalvo (breakdancing): Victor and Hector Bermudez were prominent breakdancers in Mexico who escaped poverty and gang violence by walking through the Chihuahuan Desert. A few years later, after they settled in the United States, they showed their kids a few moves. Victor's son, Victor Montalvo, was so inspired that he became one of the best in the world, winning the 2023 World Championship.

Abridged from The Guardian

Communication

1A Family photos Student A



In this photo, taken in New Orleans in about 1918, jazz musician Louis Armstrong poses with his mother Mary and sister Beatrice. Armstrong was born in 1901, when his mother was only 16. The three of them grew up in a poor neighbourhood after his father abandoned them. Armstrong worked for a kind Jewish family who had a junk business. He played a tin horn to attract customers until his boss lent him money to buy his first proper musical instrument, a cornet. When Armstrong was 11, after firing a gun into the air, he was arrested and sent to a detention centre; this is where he first had any proper musical training, and he later said that this was where he began to learn music. After his release, he made a living playing in bands and on riverboats, and his career took off. Armstrong had his own unique playing style and as a result his lips were terribly damaged from playing very high notes with great force. He was much loved by the American public and was able to live a life of privilege afforded to few other African Americans during that era. In 1963, aged 62, he became the oldest musician in American history to have a number one hit, 'Hello Dolly'. Armstrong died of a heart attack in New York in 1971, at the age of 70.

Glossary
junk /dʒʌŋk/ old furniture and other objects that are sold cheaply
horn /hɔːn/ a simple musical instrument that consists of a curved metal tube that you blow into
cornet /ˈkɔːnɪt/ a brass musical instrument like a small trumpet

a Read about the photo, and <u>underline</u> what you consider to be key information:

- when and where the photo was taken
- who the people in the photo are
- the most important events in Armstrong's life
- when, where and how he died

b Go back to *p.8* and tell **B** about your photo using your own words. Then listen to **B** telling you about the other photo.

2B Changing meanings Student A

a Read the notes about how the meaning of the word *deer* evolved, and try to remember the information.

A *deer* /dɪə/ **originally meant 'any large animal'**

- In Old English, 'deer' meant 'large wild animal', e.g. lion, bear, camel.
- In the 13th century, the French word *beste* entered English and became the word 'beast'.
- 'Beast' also meant 'large wild animal'.
- 'Deer' changed meaning to describe a specific kind of animal.
- By the 15th century, this was the only meaning of 'deer'.

b Cover the notes and tell **B** as much as you can remember about the 'story' of *deer*.

c Listen to **B** telling you the 'story' of *awful*.

d Repeat for *alcohol* and *dismantle*.

Alcohol /ˈælkəhɒl/ **originally meant 'eyeshadow'**

- Ancient Egyptians made black eyeshadow from a mineral called stibnite, which they heated, crushed, and mixed with animal fat.
- The eyeshadow was called *al-kohl*, from an Arabic word meaning 'stain' or 'paint'.
- Scientists in the European Middle Ages learned the word from Arabic textbooks, and used it for other substances made in a similar way, including wine and spirits.
- This is now the most common meaning of alcohol, though you can still buy kohl eyeliner pencils.

4A Back cover blurbs
Student A

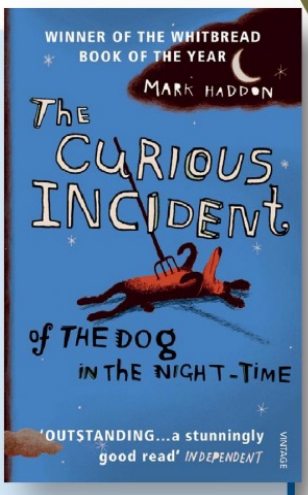
a Read your back cover blurb.

b Tell **B** and **C** about your book. Say what kind of book it is and what you learn about the characters and the plot.

c Listen to **B** and **C** tell you about their books.

***The Curious Incident of the Dog in the Night-Time* by Mark Haddon**

The Curious Incident of the Dog in the Night-Time is a murder mystery novel like no other. The detective, and narrator, is Christopher Boone. Christopher is fifteen and has Asperger's Syndrome. He knows a very great deal about maths and very little about human beings. He loves lists, patterns and the truth. He hates the colours yellow and brown and being touched. He has never gone further than the end of the road on his own, but when he finds a neighbour's dog murdered he sets out on a terrifying journey which will turn his whole world upside down.



4B Noise control Student A

a Look at the photo. Describe it to **B** in as much detail as you can, using *must*, *might*, *could*, etc.

b Listen to **B** describing their photo. What do you think the photos have in common?

c Now look at your photos together and answer the questions.

- Are these types of noise pollution a problem where you live?
- Do you have other kinds of noise pollution? What are they?
- What's the biggest noise problem where you live? Think about your home; your neighbourhood; your town or city; your country.
- What do you think could be done about it?



6A I need some help Student A

a Read your article carefully and try to work out the meaning of any new words and phrases.

How to survive...living with your parents

If you are among the quarter of young adults still living at home with mum and dad, read on!

Around a quarter of young adults in the UK are living with mum and dad, the highest number since records began in 1996. If you are one of them, these tips might help you to survive.

Do your share.

Don't let yourself go into 'child mode' just because it's the house you grew up in. Housework is just as tedious for your parents as for you. Do your share, or you lose the right to call yourself an adult.

Save, save, save.

The major advantage of living at home is the cost. Unless your parents are charging you full market-rate rent (in which case, surely, move out?), you should be able to save some money. If you're working, living at home, and not saving any, you aren't planning for the future at all. It won't end well.

Have an exit plan.

Know how, if not exactly when, you plan to leave. In the darker moments of parent–child cohabitation, when you see in your parents' behaviour a worrying image of the kind of person you might end up being, the knowledge that you have an escape plan will be the only thing that keeps you sane.

Go out. A lot.

Of course, you and your parents love each other very much, but that doesn't mean you like each other all the time. Frankly, if you've lived together all your life and you don't sometimes hate them, there's something wrong with you. So go out.

Get to know them.

This is as good a time as any to find out about your parents' past history. Learning to see them as individuals, and not just as people who are there solely to look after you both physically and emotionally, will make you a better person. It will also make it easier to forgive them when they irritate you beyond belief.

Adapted from The Guardian

b Look at the headings below and remember the tips. Use your own words to explain them to **B**.

Do your share. **Go out. A lot.**

Save, save, save. **Get to know them.**

Have an exit plan.

c Now listen to **B** telling you about some tips from an article called *The secret to...living with adult children*.

d Are any of the tips from the two articles similar? Did they include any of your ideas? Which tips do you strongly agree or disagree with?

7A What a ridiculous idea! Student A

a Read your sentences to **B**. They will respond with an exclamation.

- Did you know that until 1858 all British passports were written in French?
- I was fined by a police officer yesterday for talking on my phone while I was parked outside my house.
- My sister got married on Saturday and it rained all day.
- I thought we could go to the cinema and then have dinner at the new Thai place down the road.
- My daughter's really upset – her cat died this morning.
- Did you know my parents were both born on exactly the same day?
- You won't believe it, but my brother has just won €200,000 in the lottery!

b Respond to **B**'s sentences with an exclamation beginning with either *How...!* or *What (a / an)...!* Make sure you use expressive intonation and link the words where appropriate.

7B Which is the fake? Student A

a Describe your picture to **B**, and answer **B**'s questions about the details. Together, find eight differences.

b Compare your pictures and decide which one you think is an original Vincent van Gogh painting and which is a fake.



8A Guess the sentence Student A

a Look at sentences 1–7 and guess what the missing phrase could be. Remember: [+] = positive verb and [−] = negative verb.

1 I would love _____ your face when the doctor told you to join a gym. [+]

2 There's no point _____. He never goes to parties. [+]

3 It's no good _____ lend you some money. She's completely broke. [+]

4 We'd rather _____ holiday in August, but we had to because of school holidays. [−]

5 I don't like _____ to do. I prefer to decide for myself. [+]

6 The pool wasn't warm enough for us _____. [+]

7 I really hate _____ the truth. [−]

b **B** has the complete sentences 1–7. Read your sentences to **B**. Keep trying different possibilities until you get each sentence exactly right.

c Now listen to **B**'s sentences 8–14. Tell them to keep guessing until they get it exactly the same as yours.

8 Nursing is a very rewarding job that involves **working in** a team.

9 Lucy seems **to be seeing** Dan a lot recently. Do you think they're going out together?

10 We hope **to have found** a new flat by the end of the year.

11 Our plan is **to fly to** Las Vegas and then hire a car.

12 There's absolutely **nothing to do** in this town. There isn't even a cinema.

13 My father was the first person in my family **to go to** university.

14 I really regret **not having known** my grandfather. He died before I was born.

9A Match the sentences
Student A

a Read your sentences 1–6 to **B**. Make sure you stress auxiliaries where appropriate. **B** will choose a response.

1 Have you seen the latest James Bond film?
2 I absolutely hate getting up early.
3 Is Lina coming swimming this afternoon?
4 Your brother lives in Liverpool, doesn't he?
5 Your aunt doesn't eat much, does she?
6 You do like cabbage, don't you?

b Now **B** will read you their sentences 7–12. Choose a response below. Make sure you stress auxiliaries and *to* where appropriate.

- He is! He won the under-18 cup this year.
- I don't, but my partner does. I'm too lazy!
- No, and neither does her brother. Maybe they were adopted.
- No, there weren't. I was the only one.
- She said she wanted to, but she wasn't sure if she'd be able to.
- We'd like to, but we aren't sure if we can afford to.

c In pairs, practise all 12 mini-conversations again, making sure you get the stress right.

9B Spaghetti recipes
Student A

a Carefully read the recipe for spaghetti carbonara.



Spaghetti carbonara

Ingredients for 4 people

- 350 grams of spaghetti
- 200 grams of smoked bacon cubes – this should ideally be *guanciale* /gwʌn'ʃɑːle/ which is an Italian kind of smoked bacon
- 4 eggs
- 100 grams of Pecorino Romano, an Italian cheese. If you can't find it, use Parmesan.
- Ground black pepper

Method

Put the water on to boil for the spaghetti while you make the sauce.

Fry the bacon – you don't need to add any oil because the bacon has enough fat. Cook until it's crisp and brown. Then set it aside.

Now crack the eggs into a bowl. Grate the cheese. Beat the eggs with a fork, and mix in the cheese and some freshly ground black pepper. You don't need to add salt because the cheese is already salty.

Cook the spaghetti until it's al dente, and drain it in a colander, keeping a little of the cooking water. Heat the bacon until it's sizzling, and then add the spaghetti and mix well. Then turn off the heat. Quickly add the egg and cheese mixture and stir it all until the sauce is creamy. If it seems too thick, add a tablespoon or two of pasta water. Serve with a bit more pepper and grated cheese on top.

Glossary
sizzling frying in hot fat

b Explain the recipe to **B**. Then listen to **B** tell you the recipe to check that it's correct.

The ingredients are... First, you... Then you...

c Now listen to **B**'s recipe for spaghetti with garlic and olive oil. Make notes as you listen and ask questions if necessary. Then use your notes to tell **B** the recipe again, to check that it's correct.

d Have you made either of these recipes before? If so, how similar was the recipe you used to these? If not, which would you most like to make?

1A Family photos Student B



This rather touching photo, taken in Los Angeles in 1956, shows British film director Alfred Hitchcock reading a story to his granddaughters. Hitchcock was devoted to his wife Alma, who worked with him on many of his films. They had one daughter, Pat, and three granddaughters: Mary and Tere, shown here, and also Katie. Pat said that when her father found a story, he always asked Alma to read it first, before anybody else, to see if she thought it would make a movie. Hitchcock is best known for his horror films and thrillers, and especially as a master of suspense. He had a big personality – he is said to have used cruel techniques in his film-making to frighten the actors into giving powerful performances. He also had a dark sense of humour and enjoyed playing strange, sometimes upsetting, practical jokes. However, Pat recalled having a very normal childhood and her father being calm and softly-spoken at home, and his granddaughter Tere remembers Hitchcock dressing up as Father Christmas. Tere also described how she and Mary were allowed to watch some of the filming of the classic horror film *The Birds*, and how, after the film was finished, her grandfather gave them a present of a pair of lovebirds which had appeared in the film. When Hitchcock died in Los Angeles in 1980, at the age of 80, his wife, daughter, and granddaughters were at his bedside.

a Read about the photo, and <u>underline</u> what you consider to be key information:

- when and where the photo was taken
- who the people in the photo are
- what you find out about Hitchcock and his family
- when, where and how he died

b Go back to *p.8*. Listen to **A** telling you about the other photo. Then tell **A** about your photo using your own words.

2B Changing meanings Student B

a Read the notes about how the meaning of the word *awful* evolved, and try to remember the information.

Awful /ˈɔːfl/ originally meant 'impressive and frightening'

- In Old English, 'awful' was partly positive and partly negative.
- It described something that was impressive, but also frightening, e.g. 'awful mountains'.
- By the 19th century, the positive meaning had disappeared.
- The negative meaning changed to describe something that was very bad.
- Now it is only used to describe something very bad.

b Listen to **A** telling you the 'story' of *deer*.

c Cover the notes and tell **A** as much as you can remember about the 'story' of *awful*.

d Repeat for *alcohol* and *dismantle*.

To _dismantle_ /dɪsˈmæntl/ originally meant 'to take off your cloak'

- In the Middle Ages, a 'mantle' was a long cloak.
- 'Dismantle' meant 'to take off your cloak'.
- It was used with this meaning in Shakespeare's play *The Winter's Tale*.
- In the 16th century, its meaning became 'to destroy a castle' (i.e. to 'take off' its walls).
- 'Dismantle' now means 'to take apart' a machine or a structure.

4A Back cover blurbs
Student B

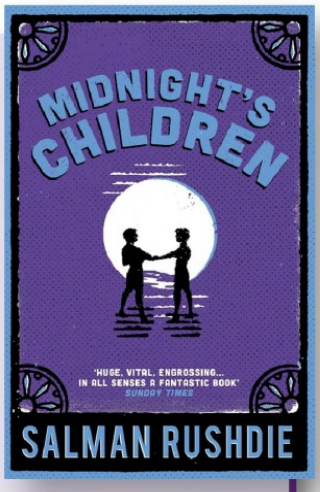
a Read your back cover blurb.

b Listen to **A** tell you about their book.

c Tell **A** and **C** about your book. Say what kind of book it is and what you learn about the characters and the plot.

d Listen to **C** tell you about their book.

Midnight's Children by Salman Rushdie



Born at the stroke of midnight, at the precise moment of India's independence, Saleem Sinai is destined from birth to be special. For he is one of 1,001 children born in the midnight hour, children who all have special gifts, children with whom Saleem is telepathically linked.

But there has been a terrible mix-up at birth, and Saleem's life takes some unexpected twists and turns. As he grows up amidst a whirlwind of triumphs and disasters, Saleem must learn the ominous consequences of his gift, for the course of his life is inseparably tied to that of his motherland, and his every act is mirrored and magnified in the events that shape the newborn nation of India. It is a great gift, and a terrible burden.

4B Noise control Student B

a Listen to **A** describing their photo.

b Look at your photo. Describe it to **A** in as much detail as you can, using *must*, *might*, *could*, etc. What do you think the photos have in common?

c Now look at your photos together and answer the questions.

- Are these types of noise pollution a problem where you live?
- Do you have other kinds of noise pollution? What are they?
- What's the biggest noise problem where you live? Think about your home; your neighbourhood; your town or city; your country.
- What do you think could be done about it?



6A I need some help Student B

a Read your article carefully and try to work out the meaning of any new words and phrases.

The secret to...living with adult children

If you are one of the many parents whose adult children have returned to the nest, read on!

Around a quarter of young adults in the UK are living with mum and dad, the highest number since records began in 1996. For parents who were expecting a bit of peace and quiet, it can be a difficult situation. Here are some tips to make living with your adult child a little easier.

Get things out in the open.

Whether they are returning after living away, or even if they've never left, you need to set rules about how you're going to live. It's your home. What you were happy to do for them ten years ago, and what you should be doing for them now, are very different. Don't be afraid of bringing up difficult subjects. Talk about money, and don't be afraid of charging them what you think is fair.

Give them space.

If you have the room, allocate them space in the kitchen, or even their own living area. Not to mention their own bedroom, which should not be shared with a sibling.

Don't do it all yourself.

Get them to do their share of the cleaning, washing, cooking – all of these can lead to resentment if the rules aren't established. Don't be a martyr; it's easy to feel like a housekeeper. Be flexible, and expect compromise from them, too.

Treat your child as an adult.

They will have their own life – friends, partners, late nights. But make sure that respect is returned. Don't put up with things that annoy you. You're not obliged to house their friends.

Focus on the positives.

Perhaps you'd forgotten that they love to cook. Or that it's great to come home to someone. Tell them you love them – they may be an adult, but they're still your child.

Adapted from The Guardian

b Listen to **A** telling you about some tips from an article called *How to survive...living with your parents*.

c Now look at the headings below and remember the tips from your article. Use your own words to explain them to **A**.

Get things out in the open. **Treat your child as an adult.**

Give them space. **Focus on the positives.**

Don't do it all yourself.

d Are any of the tips from the two articles similar? Did they include any of your ideas? Which tips do you strongly agree or disagree with?

7A What a ridiculous idea! Student B

a Respond to **A**'s sentences with an exclamation beginning with either *How...!* or *What (a / an)...!* Make sure you use expressive intonation and link the words where appropriate.

b Read your sentences to **A**. They will respond with an exclamation.

- I was at home all morning waiting for the electrician to come, and they didn't turn up.
- We're going to New York on Friday for a long weekend.
- Leo and Mia are going to the theatre for their anniversary, and then they're having dinner at a new French restaurant.
- My parents were burgled last night. They took all my mum's jewellery.
- Even though I got 70% in the exam, the teacher refused to pass me.
- I really put my foot in it at the party last night. I called Tom's wife 'Anna', but that's his ex-wife's name!
- Maria's husband collects photos of famous people's dogs. He has hundreds of them.

7B Which is the fake? Student B

a **A** will describe their picture to you. Ask questions about the details. Together, find eight differences.

b Compare your pictures and decide which one you think is an original Vincent van Gogh painting and which is a fake.



8A Guess the sentence Student B

a Look at sentences 8–14 and guess what the missing phrase could be. Remember: [+] = positive verb and [−] = negative verb.

8 Nursing is a very rewarding job that involves _____ a team. [+]

9 Lucy seems _____ Dan a lot recently. Do you think they're going out together? [+]

10 We hope _____ a new flat by the end of the year. [+]

11 Our plan is _____ Las Vegas and then hire a car. [+]

12 There's absolutely _____ in this town. There isn't even a cinema. [−]

13 My father was the first person in my family _____ university. [+]

14 I really regret _____ my grandfather. He died before I was born. [−]

b Listen to **A**'s sentences 1–7. Tell them to keep guessing until they get it exactly the same as yours.

1 I would love **to have seen** your face when the doctor told you to join a gym.

2 There's no point **inviting him**. He never goes to parties.

3 It's no good **asking her to** lend you some money. She's completely broke.

4 We'd rather **not have gone on** holiday in August, but we had to because of school holidays.

5 I don't like **being told what** to do. I prefer to decide for myself.

6 The pool wasn't warm enough for us **to go swimming**.

7 I really hate **not being told** the truth.

c **A** has the complete sentences 8–14. Read your sentences to **A**. Keep trying different possibilities until you get each sentence exactly right.

9A Match the sentences Student B

a **A will read you their sentences 1–6. Choose a response below. Make sure you stress auxiliaries and *to* where appropriate.**

- I love it. It's cauliflower I can't stand.
- No, she doesn't, but she drinks like a fish.
- No, but I'd love to.
- She isn't, but her children are. She didn't want to.
- So do I. Luckily, I don't often have to.
- Yes, and so does my sister.

b **Now read your sentences 7–12 to A. Make sure you stress auxiliaries where appropriate. A will choose a response.**

7 Are you going to go skiing at Christmas?

8 Katie doesn't look like her parents, does she?

9 Were there many people waiting at the doctor's?

10 Do you do a lot of gardening?

11 Erica did say she was coming, didn't she?

12 Adam isn't particularly good at tennis, is he?

c **In pairs, practise all 12 mini-conversations again, making sure you get the stress right.**

9B Spaghetti recipes Student B

a **Carefully read the recipe for spaghetti *aglio e olio*.**



Spaghetti with garlic and olive oil (*aglio e olio*)

Ingredients for 4 people

- 350 grams of spaghetti
- 2 cloves of garlic
- 1 or 2 fresh red chillies
- 6 tablespoons of extra virgin olive oil
- A handful of chopped parsley

Method

Cook the spaghetti in the normal way. While it is cooking, peel the garlic cloves and cut them in slices. If you don't want the dish to be too spicy, remove the seeds from the chillies. Then cut into thin slices. Otherwise leave them whole and cut into thin slices.

Heat the oil in a frying pan. Add the sliced garlic and cook for about two minutes. Make sure it doesn't burn. Add the chillies and cook for three minutes more.

When the pasta is al dente, drain it in a colander and add to the frying pan. Stir everything together for one more minute. Serve with the chopped parsley on top.

b **Listen to A's recipe for spaghetti carbonara. Make notes as you listen and ask questions if necessary. Then use your notes to tell A the recipe again, to check that it's correct.**

c **Now explain the recipe for spaghetti with garlic and olive oil to A. Then listen to A tell you the recipe to check that it's correct.**

The ingredients are... First, you... Then you...

d **Have you made either of these recipes before? If so, how similar was the recipe you used to these? If not, which would you most like to make?**

1A What's your personality? Students A+B

a Use your four types from *p.11* to find out which personality you have, and read the description.

b Now find out what your partner's personality is and read the description.

PLANNER + FACTS +HEAD + INTROVERT = REALIST
How you see yourself mature, stable, conscientious
What you are like loyal, straightforward, good at meeting deadlines, respect facts and rules, can be obsessed with schedules, critical of others, may not have faith in other people's abilities

PLANNER + FACTS + HEAD + EXTROVERT = SUPERVISOR
How you see yourself stable, practical, sociable
What you are like natural organizer and administrator, irritated when people don't follow procedures, other people find you bossy

PLANNER + FACTS + HEART + INTROVERT = NURTURER
How you see yourself gentle, conscientious, mature
What you are like caring, may have trouble making decisions that could hurt others, tend to avoid conflict, others may take advantage of you

PLANNER + FACTS + HEART + EXTROVERT = PROVIDER
How you see yourself sympathetic, easy-going, steady
What you are like warm, caring, traditional, tend to avoid conflict, not afraid to express your beliefs

PLANNER + IDEAS + HEAD + INTROVERT = MASTERMIND
How you see yourself logical, thorough, bright
What you are like efficient, independent, rarely change your mind, critical of those who don't understand you

PLANNER + IDEAS + HEAD + EXTROVERT = LEADER
How you see yourself bright, independent, logical
What you are like organized, good at solving large-scale problems, can be critical and aggressive

PLANNER + IDEAS + HEART + INTROVERT = COUNSELLOR
How you see yourself gentle, peaceful, cautious
What you are like relaxed and creative, deeply private, can be difficult to get to know

PLANNER + IDEAS + HEART + EXTROVERT = MENTOR
How you see yourself intelligent, outgoing, sensitive
What you are like articulate, warm, lively, extremely sensitive to people's needs, may become overbearing

SPONTANEOUS + FACTS + HEAD + INTROVERT = RESOLVER
How you see yourself understanding, stable, easy-going
What you are like independent, rational, good at finding solutions, natural risk-taker, enjoy an adrenaline rush, often focus on short-term results, sometimes lose sight of the bigger picture

SPONTANEOUS + FACTS + HEAD + EXTROVERT = GO-GETTER
How you see yourself inventive, enthusiastic, determined, alert
What you are like resourceful, tough-minded, may become frustrated by routines and constraints

SPONTANEOUS + FACTS + HEART + INTROVERT = PEACEMAKER
How you see yourself steady, gentle, sympathetic
What you are like sensitive to the feelings of others and the world around you, can be self-critical, often difficult to get to know

SPONTANEOUS + FACTS + HEART + EXTROVERT = PERFORMER
How you see yourself enthusiastic, sociable, sensitive
What you are like fun-loving, outgoing, often a good motivator, can be unreliable

SPONTANEOUS + IDEAS + HEAD + INTROVERT = STRATEGIST
How you see yourself bright, logical, individualistic
What you are like quiet, easy-going, intellectually curious, logical, may be critical or sarcastic, can be insensitive to the emotional needs of others

SPONTANEOUS + IDEAS + HEAD + EXTROVERT = BIG THINKER
How you see yourself talkative, curious, logical, self-sufficient
What you are like ingenious, bored by routine, can be rude, rebellious, critical of others

SPONTANEOUS + IDEAS + HEART + INTROVERT = IDEALIST
How you see yourself bright, forgiving, curious
What you are like generally easy-going, flexible, can be stubborn, may refuse to compromise

SPONTANEOUS + IDEAS + HEART + EXTROVERT = INNOVATOR
How you see yourself imaginative, sociable, sympathetic
What you are like energetic, sensitive, creative, sometimes illogical, rebellious, unfocused

5A Are you too busy? Students A+B

Between 0 and 4 'yes' answers

You're doing great! Your time management sounds pretty good.

Between 5 and 7 'yes' answers

You sound as if you might be too busy. Maybe you should rethink your priorities?

Between 8 and 10 'yes' answers

You're definitely too busy. How did you have time to take the quiz?

This quiz isn't intended to be scientifically accurate, but the questions it asks are important ones. It should help you think about your use of your time, and how it makes you feel. The most important question is the last one – if your loved ones think you're too busy, then you should think seriously about prioritizing your personal relationships more.

7A Are they really laws? Students A+B

The myths are:

All swans are the King's property.
Many people believe that the King is the owner of all unclaimed, open-water swans across the UK, but this is not true. While His Majesty does own some English swans, it is only those on certain stretches of the River Thames around Windsor.

All your debts will be written off when you die.
Unfortunately, when you die, any debt that you may have accumulated over your lifetime will have to be paid for! In 2024, the average total debt per household in the UK was £65,380.

Driving in flip-flops is illegal.
Many people think that it's illegal to drive in flip-flops or similar sandals, as it can be dangerous if you get the open toe caught underneath the accelerator or clutch. However, this is not actually a law, although the Highway Code states that 'the footwear and clothing that you wear while driving must not prevent you from using the controls in a correct manner.' So it's probably a good idea to keep a spare pair of trainers in your car.

Leaving the interior car light on while driving is illegal.
It is perfectly legal to leave the interior light on in your car while driving. However, the idea does come from a genuine rule, that when on, the light must not shine out of the back window or obstruct the view of anyone who may be behind you.

The following four are all real laws:

It's illegal to cut down a tree if a bird is nesting in it.

It's illegal to dress up as a police officer.

It's illegal to park on the pavement in London and Edinburgh.

It's illegal to sell alcohol to someone who is drunk.

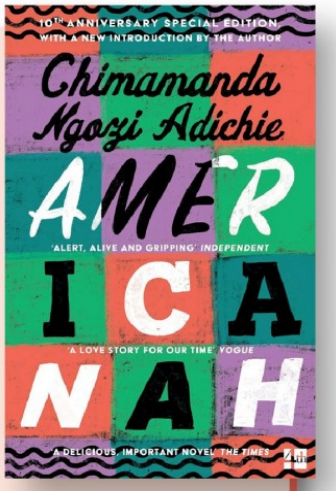
4A Back cover blurbs
Student C

a Read your back cover blurb.

b Listen to **A** and **B** tell you about their books.

c Tell **A** and **B** about your book. Say what kind of book it is and what you learn about the characters and the plot.

***Americanah* by Chimamanda Ngozi Adichie**



Ifemelu and Obinze are young and in love when they depart military-ruled Nigeria. In America, Ifemelu suffers defeats and triumphs, finds and loses relationships, all the while feeling the weight of something she never thought of back home: race. Meanwhile, Obinze plunges into a dangerous, undocumented life in London. Fifteen years later, when they reunite in a newly democratic Nigeria, and reignite their passion – for each other and their homeland – they face the hardest decision of their lives.

Fearless, gripping, spanning three continents and numerous lives, the National Book Critics Circle Award-winning *Americanah* is a literary masterpiece, and one of the defining books of the decade.

Writing Bank

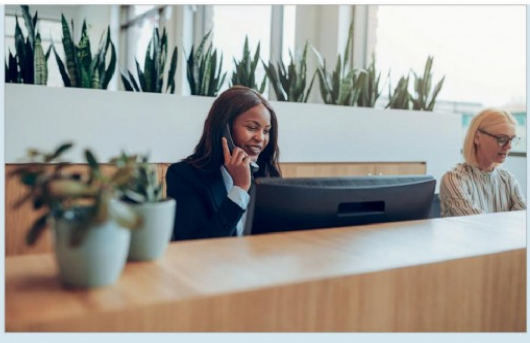
1 A job application

KEY SUCCESS FACTORS

- using appropriate, professional-sounding language
- conveying a positive image of yourself without appearing overconfident or arrogant
- avoiding basic mistakes which will make you look careless

Analysing a model text

a You see the following job advertisement on a travel company website. Would you be interested in applying for the job? Why (not)?



Receptionist

Location: *Edinburgh*

The receptionist is the first point of contact for staff and visitors. The role involves a variety of tasks including answering and directing calls, welcoming visitors, scheduling meetings, and general admin support. Core hours are 8 a.m.–6 p.m. and you will need to be available to work earlier shifts some days and later shifts other days.

About you:
The ideal candidate will have a customer-focused personality with a strong can-do attitude. We're looking for someone with proven communication skills for liaising with individuals at all levels in a very fast-moving environment.

Interested? The closing date for applications is Wednesday 18th June – click 'Apply' before this opportunity flies away!

APPLY

b Read the first draft of an email written in response to the advertisement. What information does Agata give in the three main paragraphs?

Subject: Application x Inbox

AB **From: Agata Beck**
To: irena.foster@besttravel.net

Dear ~~Miss~~ Ms Foster,

~~My name is Agata Beck.~~ I am writing to apply for the post of receptionist advertised in your website.

1 I have recently graduated from Humboldt University in Berlin, where I completed a degree in Business Studies. I have a high level of spoken english (C1 on the CEFR), as I lived in the United States during six months as part of an exchange programm between my school and a high school in Utah. I made many American friends during this period, but we lost touch when I came home.

2 As you will see from my CV, I have some relevant experience because I am currently an intern at a leading German travel company. I have worked in various roles, including marketing asistant and administrator and my tasks have included organizing and running meetings, and dealing with clients by phone and email. The director of company would be happy to provide a reference. He is, in fact, my uncle.

3 I am very enthusiastic on travelling and would welcome the chance to be part of such a high-profile and successful company. I believe I would be suitable for the job advertised as, apart of my work experience, I am an outgoing person and get on well with people. Friends describe me as calm and consciensious and I would enjoy the variety and excitement the job would offer. I would definitely not panic when things got busy!

I attach a full CV and if you require a further information, I would be very happy to provide it.

I look forward to hearing from you.

Yours sincerely,

Agata Beck

Improving your first draft

Check your writing for correct paragraphing, mistakes, irrelevant information, and language which is in an inappropriate register.

c Read the draft email again and try to improve it.

1 ~~Cross out~~ three sentences (not including the example) which are irrelevant or inappropriate.

2 Correct ten more mistakes in the highlighted phrases, including spelling, capital letters, grammar, and vocabulary.

d If you were a manager at the travel company, would you have given Agata an interview if she had sent her first draft?

USEFUL LANGUAGE

e Look at 1–9 below. How did Agata express these ideas in a more formal way? Use the **bold** words to help you remember. Then look at the model email again to check your answers.

1 This letter is to ask you to give me the job of receptionist. **apply**

_____

2 I've just finished uni, where I did Business Studies. **graduate** / **degree**

_____

3 I can speak English very well. **high**

_____

4 I've done this kind of job before. **relevant**

_____

5 My tasks have included talking to people on the phone. **deal** / **clients**

_____

6 I'd love to work for such a famous company. **welcome** / **high-profile**

_____

7 I'm sending a full CV with this email. **attach**

_____

8 If you need to know anything else, I'll tell you. **require** / **provide**

_____

9 Hope to hear from you soon! **forward**

_____

Planning what to write

a Read the job advertisement and underline the information you will need to respond to. Then make notes about:

- any qualifications you have.
- any relevant experience you could include.
- what aspects of your personality you think would make you suitable for the job and how you could illustrate them.
- any other information you think you need to include.

«GLOBAL STAGE UK»

Festival staff required to work at Global Stage UK, a world music event in the west of England, from 12th to 14th July

Responsibilities

- To ensure the safety and comfort of the public and to assist in the running of a successful festival
- To help to manage any crowd-related problems, including maintaining a state of calm to minimize injury
- To prevent unauthorized access to the site by members of the public

Requirements

- You must be aged 18 or over on the date of the festival and be eligible to work in the UK.
- You must be physically fit and healthy, and able to work under pressure in a demanding environment.
- You should speak English well and have some experience of dealing with the public.

How to apply Send an email and full CV to Emma Richards: e.richards@globalstage.org

b Compare notes with a partner and discuss how relevant you think each other's information is, what you think you should leave out, and what else you might want to include.

TIPS for writing a covering email / letter to apply for a job, grant, etc.:

- Use appropriate sentences to open the email / letter.
- Organize the main body of the email / letter into clear paragraphs.
- Use a suitable style: don't use contractions or very informal expressions. Use formal vocabulary where appropriate, e.g. *require* instead of *need*, *as* instead of *because*.
- The use of a conditional can often sound more polite, e.g. *I would welcome the chance to...*
- When you say why you think you are suitable for the job, be factual and positive, but not overconfident. Be careful not to sound arrogant.
- Use appropriate phrases to close the email / letter.

Writing

You have decided to apply for the festival job advertised. Write a covering email of between 220 and 260 words.

DRAFT your email.

- Write an introductory sentence to explain why you are writing.
- Paragraph 1: Give personal information including skills and qualifications.
- Paragraph 2: Talk about any relevant experience you have.
- Paragraph 3: Explain why you think you would be suitable for the job.
- Finish the email appropriately.

EDIT the email, checking paragraphing, cutting any irrelevant information, and making sure it's the right length.

CHECK the email for mistakes in grammar, spelling, punctuation, and register.

p.15

2 An opinion article

KEY SUCCESS FACTORS

- getting and keeping the reader's attention
- using varied and precise vocabulary
- having a clear structure that is easy to follow

Analysing a model text

a You're going to read an article about childhood covering the areas below. What information would you include if you were writing about your country?

- What are the main differences between children's lives 50 years ago and children's lives now?
- Why have these changes occurred?
- Do you think the changes are positive or negative?

b Now read the article. Did the writer include any of your ideas? With a partner, choose the best title from the three below and say why you prefer it to the others.

The lost joys of childhood
Children of the past
My forgotten childhood

c Answer the questions with a partner.

1 What is the effect of the direct question in the introduction? Where is it answered?
2 What does paragraph 1 focus on? What examples are given?
3 What are the changes that the writer focuses on in paragraph 2 and what reasons are given for the changes? Do you agree?
4 Underline the discourse markers that are used to link the points in paragraphs 2 and 3, e.g. *First...*





Children's lives have changed enormously over the last 50 years. But do they have happier childhoods today?

1 It's difficult to look back on one's own childhood without some element of nostalgia. I have four brothers and sisters, and my memories are all about being with them, playing board games on the living room floor, or spending days outside with the other neighbourhood children, racing around on our bikes or exploring the nearby woods. My parents hardly ever appear in these memories, except as providers either of meals or of severe reprimands after some particularly hazardous adventure.

2 In the UK at least, the nature of childhood has changed dramatically since the 1970s. First, families are smaller and there are far more only children these days. It is common for both parents to work outside the home, and far fewer people have the time to bring up a large family. As a result, boys and girls today spend much of their time alone. Another major change is that youngsters tend to spend a huge proportion of their free time at home, inside. This is often due to the fact that parents worry much more than they used to about real or imagined dangers, so they wouldn't dream of letting their children play outside by themselves.

3 Finally, the kinds of toys children have and the way they play is totally different. Computer and video games have replaced the board games and more active pastimes of my childhood. The fact that they can play the games on their own further increases the sense of isolation felt by many young people today. The irony is that so many of these games are called 'interactive'.

4 Do these changes mean that children today have a less idyllic childhood than I had? I personally believe that they do, but perhaps every generation feels exactly the same.

USEFUL LANGUAGE

Using synonyms

Try not to repeat the same words and phrases too often in your writing. Instead, where possible, use a synonym or similar expression if you can think of one. This will both make the article more varied for the reader and help to link it together. A good monolingual dictionary or thesaurus can help you.

d Find synonyms in the article for the following words and phrases.

1 at the present time _____, _____

2 children _____, _____, _____

3 alone, without adults _____, _____

Using richer vocabulary

You can make your writing more colourful and interesting to read by trying to use a richer range of vocabulary instead of the most obvious words.

e How are the words in *italics* expressed in the article, to make the style more interesting?

1 ...spending days outside with the other *children who lived near us*... _____

2 ...*going around fast* on our bikes... _____

3 My parents *don't* appear *very often* in these memories... _____

4 ...after some particularly *dangerous* adventure. _____

5 ...the nature of childhood has changed *in a big way*... _____

6 ...*usually* both parents work outside the home... _____

7 ...that children today have a less *happy* childhood than I had? _____

Planning what to write

a Read the exam task.

Many aspects of life have changed over the last 30 years. These include:

dating communication education

Write an article for an online magazine about how one of these areas has changed in your country, and say whether you think these changes are positive or negative.

With a partner, brainstorm for each topic...

1 what the situation used to be like.

2 how the situation has changed in your country.

3 whether you think the changes are positive or negative and why.

Now decide which topic you're going to write about and which ideas you want to include.

b Think of a possible title for your article.

TIPS for writing an article:

- There is no fixed structure for an article, but it is important to have clear paragraphs.
- Use discourse markers to link your points or arguments.
- Think about who your target reader is, and use a suitable style, either more formal or more informal.
- Choose an interesting or provocative title that makes people want to read the article.
- Make the introduction short. You could ask a question or questions which you then answer in the article.
- Try to engage the reader, e.g. by referring to your personal experience.
- Vary your vocabulary, using synonyms where possible.

Writing

Write an article of about 260 words.

DRAFT your article, using the topic and title you worked on in the planning stage.

- Write a brief introduction which refers to the changes and asks a question.
- Write two or three main paragraphs saying what the situation used to be like and how it has changed.
- Write a final paragraph which sums up your feelings. If you asked a question in the introduction, then you should answer that question.

EDIT the article, checking paragraphing, cutting any irrelevant information, and making sure it's the right length.

CHECK the article for mistakes in grammar, spelling, punctuation, and register.

p.19

3 A detailed description: A film scene

KEY SUCCESS FACTORS

- giving a clear summary of the setting
- giving a vivid description of a scene
- explaining the significance of the scene
- using varied vocabulary to bring your description to life

Analysing a model text

a **Look at the stills from two historical films. What period do you think they're set in? Have you seen either of them?**



'I will have my vengeance in this life or the next.'



'What would you do if the enemy invaded?'

b **Read the descriptions of two memorable scenes from the films. What information does each description give? Tick (✓) the boxes.**

1	prizes the film won	A ☐	B ☐
2	where and when the film is set	A ☐	B ☐
3	who the main characters are played by	A ☐	B ☐
4	how the scene makes the audience feel	A ☐	B ☐
5	why the scene is important in the context of the film	A ☐	B ☐
6	what probably happens at the end of the film	A ☐	B ☐

A ***Gladiator*** is set in the second century AD and tells the story of a Roman general, Maximus Decimus Meridius, who is a favourite of Emperor Marcus Aurelius. The Emperor wants Maximus (played by Russell Crowe) to succeed him, but the Emperor's treacherous son Commodus (Joaquin Phoenix) has other plans. Commodus kills his own father, becomes Emperor himself, and arranges for Maximus and his wife and child to be executed. Maximus escapes, but cannot save his ill-fated family. He is captured, sold as a gladiator, and eventually makes his way to the Colosseum in Rome, where he becomes a hero after a spectacular victory.

In this scene, Emperor Commodus descends to the arena to congratulate Maximus – not knowing his true identity. Maximus confronts the Emperor in one of the most stirring speeches in modern cinema: 'My name is Maximus Decimus Meridius, Commander of the Armies of the North, General of the Felix Legions, loyal servant to the true emperor, Marcus Aurelius, father to a murdered son, husband to a murdered wife, and I will have my vengeance in this life or the next.'

The scene is memorable because we have been waiting for this meeting to happen. We can see Maximus's rage and Commodus's dread. We know that Maximus's revenge is coming, and we know that Commodus knows it, too – and that he will be able to do nothing to stop it.

Gladiator deservedly won five Oscars: it is a gripping story with a believable hero, and it convincingly recreates the atmosphere and the violence of Ancient Rome.

B ***The Darkest Hour*** is set in London, early in World War II. German forces are winning the battle for Europe, and Winston Churchill, the British Prime Minister, is faced with a [1]_____ decision – to continue the fight against Hitler and the Nazis, or to negotiate a peace treaty. Unable to decide what to do, and under [2]_____ pressure from Parliament to negotiate, Churchill decides that he needs to find out what the people want.

In this scene, Churchill travels on the London Underground for the first time in his life. He asks the [3]_____ passengers two questions. First, he asks, 'What would you do if the enemy invaded?' and they answer, 'Fight!' Then he asks them, 'Should I negotiate with Hitler?' and their answer is a very clear, 'Never!' Inspired by their certainty, Churchill uses their words in one of his most [4]_____ speeches: 'We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.'

The whole film revolves around this [5]_____ moment. Until now, Churchill has been full of uncertainty. From this point onwards, he grows in confidence, displaying the conviction and leadership that led to key decisions which changed the direction of the war.

The Darkest Hour received several awards, including the Oscar for Best Actor for Gary Oldman in possibly the finest performance of his career until then.

c Both descriptions have the same paragraph structure. Complete the sentences which explain the purpose of each paragraph.

Paragraph 1 tells...

Paragraph 2 describes...

Paragraph 3 explains...

Paragraph 4 summarizes...

USEFUL LANGUAGE

d The description of *Gladiator* uses vivid and dramatic language. Look at the highlighted adjectives in the description and match them to these adjectives with similar meanings.

1 remarkable _____

2 exciting _____

3 disloyal _____

4 inspiring _____

5 unlucky _____

Using dramatic adjectives

You can make a description of a scene or event more vivid by using dramatic adjectives, e.g. *sensational*, *tragic*. This will help bring the scene to life and engage the reader.

e Read the description of the scene from *The Darkest Hour* again. Make it more vivid by completing the gaps with the dramatic adjectives.

poignant crucial iconic startled severe

Planning what to write

a Think of a film you really enjoyed. Read the prompts and think about this information.

- When and where is it set? What is it about? Who are the main characters?
- Think of a memorable scene that is important in the film. What happens?
- Why is the scene significant?
- Did the film win any awards? Why?

b Tell your information to a partner. Have they seen the same film? Can they add any more information that you could include?

TIPS for writing a detailed description of a scene:

- Organize the description into clear paragraphs.
- Use a suitable style, neither very formal nor very informal.
- Give your reader a brief description of the setting of the film.
- Use the present tense when you describe what the film is about and what happens in the scene.
- Use a range of dramatic adjectives to bring the description to life.

Writing

A cinema website has asked readers to submit a description of their most memorable scene in a film. Write a description of between 220 and 260 words.

DRAFT your description.

- Paragraph 1: Describe the setting of the film with a brief description of what it is about.
- Paragraph 2: Describe a memorable scene, bringing it to life as much as you can.
- Paragraph 3: Say why the scene is significant and why you find it so memorable.
- Paragraph 4: Say if the film won any awards, with supporting information.

EDIT the description, making sure you've covered all the main points, checking paragraphing, cutting any irrelevant information, and making sure it's the right length.

CHECK the description for mistakes in grammar, spelling, punctuation, and register.

p.35

4 A book review

KEY SUCCESS FACTORS

- summarizing main events in the plot in a concise way
- using a wide range of vocabulary to describe plot, characters, etc.
- expressing a reasonably sophisticated opinion

Analysing a model text

a Which of the following would normally influence you to read a book?

- the back cover blurb
- a friend of yours recommended it
- it's a bestseller – everybody is reading it
- you saw and enjoyed a film based on it
- you were told to read it at school
- you read a good review of it

b Read the book review. In which paragraph, 1–4, do you find the following information? Write **DS** if the review doesn't say. Does the review make you want to read the book? Why (not)?

- ☐ the strong points of the book
- ☐ the basic outline of the plot
- ☐ what happens in the end
- ☐ where and when the story is set
- ☐ the weakness(es) of the book
- ☐ whether the reviewer recommends the book or not
- ☐ who the author is
- ☐ who the main characters are
- ☐ who the book is published by
- ☐ who the book will appeal to

c Look at these extracts from a first draft of the review. Which words in the **bold** phrases did the reviewer leave out or change to make it more concise? Then read the **Participle clauses** box to check.

1. A thriller **which is set in the present day** in a small town in Missouri, USA, it immediately became an international bestseller.

2. ...a couple, Nick and Amy Dunne, **who are now living in Nick's home town** of Carthage...

3. Nick owns a bar, **which was opened with his wife's money**, which he runs with his sister Margo.

1 ***Gone Girl*** is the third novel by American writer Gillian Flynn. A thriller set in the present day in a small town in Missouri, USA, it immediately became an international bestseller.



2 The main characters in the novel are a couple, Nick and Amy Dunne, now living in Nick's home town of Carthage after Nick lost his job as a journalist in New York City. Nick owns a bar, opened with his wife's money, which he runs with his sister Margo. On the day of his fifth wedding anniversary, Nick discovers that Amy is missing. For various reasons, he becomes a prime suspect in her disappearance. The first half of the book is told in the first person, alternately by Nick and then by Amy through extracts from her journal. The two stories are totally different: Nick describes Amy as stubborn and antisocial, whereas she makes him out to be aggressive and difficult. As a result, the reader is left guessing whether Nick is guilty or not. In the second half, however, the reader realizes that neither Nick nor Amy have been telling the truth in their account of the marriage. The resulting situation has unexpected consequences for Nick, Amy, and the reader.

3 The great strength of this book is how the characters of Nick and Amy are revealed. Despite having the typical devices common to thrillers, for example, several possible suspects and plenty of red herrings, the novel is also a psychological analysis of the effect of failure and unfulfilled dreams on someone's personality. My only criticism would be that the first half goes on too long and perhaps could have been slightly cut down.

4 Not only is this a complex and absolutely gripping novel, but it also tackles real problems in society, such as the unhappiness that is caused by economic difficulties, and the effect of the media on a crime investigation. For all lovers of psychological thrillers, *Gone Girl* is a must.



Glossary
red herring an unimportant fact, event, idea, etc. that takes people's attention from the important one

Participle clauses

The writer uses participles (*set*, *living*, *opened*) instead of a subject + verb. Past participles replace verbs in the passive, and present participles (*-ing* forms) replace verbs in the active. The subject of the clause is usually the same as the subject of the main clause.

Participle clauses can be used:

- instead of a conjunction (*after*, *as*, *when*, *because*, *although*, etc.) + subject + verb, e.g. *Having run out of money...* instead of *Because she has run out of money...*
- instead of a relative clause, e.g. *set in the present day* / *opened with his wife's money* instead of *which is set...* / *which was opened...*

When you use a participle clause, you do not need to link the next clause with *and*, e.g. *It is set in 1903 and it tells the story of a young girl...* → *Set in 1903, it tells the story...*

d Rewrite the sentences, making the highlighted phrases more concise by using participle clauses.

1 As she believes him to be the murderer, Anya is absolutely terrified.

_____

2 Armelle, who was forced to marry a man she did not love, decided to throw herself into her work.

_____

3 Simon, who realizes that the police are after him, tries to escape.

_____

4 It was first published in 1903 and it has been reprinted many times.

_____

5 When he hears the shot, Mark rushes into the house.

_____

6 It is based on his wartime diaries and it tells the story of a young soldier.

_____

USEFUL LANGUAGE

e Look at the highlighted adverbs. What effect do they have on the words that follow?

The two stories are totally different...

...and perhaps could have been slightly cut down.

f ~~Cross out~~ any adverbs that don't fit in these sentences. Tick (✓) if all are possible.

1 My only criticism is that the plot is *somewhat* / *slightly* / *a little* implausible.

2 The last chapter is *really* / *very* / *absolutely* fascinating.

3 The end of the novel is *rather* / *pretty* / *quite* disappointing.

4 The denouement is *absolutely* / *incredibly* / *extremely* thrilling.

Planning what to write

a Think of a book that you have read recently. Make a list of the main points about the characters and plot that you should cover in a review. Don't include a spoiler.

b Exchange your list with other students to see if they can identify the book.

TIPS for writing a book review:

- Choose a book that you know well.
- Organize the review into clear paragraphs.
- Use a suitable style, neither very formal nor very informal.
- Give your reader a brief idea of the plot, but do not give away the whole story. This is only part of your review, so choose only the main events and be as concise as possible.
- Use the present tense when you describe the plot. Using participle clauses will help to keep it concise.
- Use a range of adjectives that describe as precisely as possible how the book made you feel, e.g. *gripping*, *moving*, etc. (see *p.39*).
- Use adverbs of degree to modify them, e.g. *absolutely gripping*.
- Remember that an effective review will include both praise and criticism.

Writing

A student magazine has asked for reviews of recent books. Write a review of between 220 and 260 words.

DRAFT your review.

- Paragraph 1: Include the title of the book, the genre, the author, and where / when it is set.
- Paragraph 2: Describe the plot, including information about the main characters.
- Paragraph 3: Talk about what you liked and any criticisms you may have.
- Paragraph 4: Give a summary of your opinion and a recommendation.

EDIT the review, making sure you've covered all the main points, checking paragraphing, cutting any irrelevant information, and making sure it's the right length.

CHECK the review for mistakes in grammar, spelling, punctuation, and register.

p.41

5 A proposal

KEY SUCCESS FACTORS

- organizing your proposal under headings
- describing the current situation
- making logical and persuasive recommendations related to your observations or research
- being clear and concise

Analysing a model text

a The managers of a language school would like to expand the business and increase the number of students attending each year. They asked some students to carry out a survey and then write a proposal on how to achieve this. Read the proposal. What recommendations do the students make in the three areas?

b Replace the highlighted phrases with the more formal expressions used in the proposal.

1 What this proposal is for is...
The _____ is...

2 ...is to say what things could be better with the classes and facilities...
...is to _____ the classes and facilities...

3 In general, students think the teachers are very good.
In general, students _____.

4 About the size of the classes, we suggest that there should never be more than 12 students in a class.
_____, we suggest that there should never be more than 12 students in a class.

5 As for how long the classes last, lessons officially last an hour...
_____, lessons officially last an hour...

6 ...first, we suggest buying more computers...
...we suggest, _____ more computers...

7 ...most students studying at King James at the moment are positive...
... _____ are positive...

8 ...that if you make the changes we suggest, student numbers could be increased by as much as 10%.
...that _____, student numbers could be increased by as much as 10%.

A proposal to increase student numbers



Introduction

The King James Language School is a successful business which attracts a reasonable number of students every year. However, the school managers think that these numbers could be increased, so we carried out a satisfaction survey with existing students. The aim of this proposal is to suggest a range of improvements to the classes and facilities at the school in order to attract new customers.

1 The classes

In general, students rate the quality of teaching very highly. However, there are some criticisms about class size and the length of classes. As regards class size, we suggest that there should never be more than 12 students in a class. Regarding class duration, lessons officially last an hour, but in practice they are usually only 45 minutes because of latecomers. As a result, we propose that all students who arrive more than five minutes late should have to wait until the next break for admittance.

2 The self-study centre

It is generally thought that the self-study centre, while useful, has two major drawbacks. There are not enough computers, and at peak times they are always occupied. In addition, the centre closes at 7 p.m., so students who come to the later classes cannot use the centre at all. To address these issues, we suggest, firstly, purchasing more computers, and secondly, extending the opening hours to 9 p.m.

3 The cafeteria

The cafeteria was recently replaced by vending machines for drinks and snacks. While there's no doubt that people often had to wait quite a long time to be served, feedback shows that most students greatly prefer to have a cafeteria on the premises. Our final proposal is that the cafeteria should be reopened, serving both healthy snacks and hot meals.

Conclusion

Overall, the majority of students currently attending courses at King James are positive about the school and its facilities. We strongly believe that if the suggested changes are implemented, student numbers could be increased by as much as 10%.

USEFUL LANGUAGE

c Complete the missing words. Some (but not all) are in the model proposal.

Some common expressions for generalizing

1 **In g**_____, people think...
2 **Generally sp**_____, people think...
3 **It is generally co**_____ / thought...
4 **The general v**_____ is that certain improvements need to be made.
5 **Ov**_____, the majority of students think...

d Rewrite the sentences to make them more formal.

Making recommendations

1 Why don't you make the classes smaller?
We propose _____.
2 It would be much better if classes lasted an hour.
It would be far preferable for classes _____.
3 Please buy new computers.
We suggest _____.
4 The opening hours should be extended until 9 p.m.
It would be advisable _____.
5 You really should open the cafeteria again.
We strongly recommend _____.

Planning what to write

a Read the following task and study the relevant information. Then, with a partner, decide:

1 how many headings you will need and what they should be.
2 how to express the main issues in your own words.

Your school would like to increase the number of students going on four-week study trips to the UK. You have been asked by the school principal to write a proposal with recommendations for getting more students to go on these trips. You have got feedback from the students who went on the most recent trip, including what they were positive about, and what problems they had, and you have made the following notes:

- *People with families much happier than ones who stayed in the halls of residence because they were able to practise their English with the families.*
- *School OK and classes good, but almost everyone complained about the lunch (just a sandwich). Some thought six hours of classes a day too much.*
- *People not very keen on some weekend cultural programmes. Trips to London and Oxford great, to Bath and Stratford boring. On all trips, too much sightseeing and not enough time for shopping!*

b With your partner, suggest improvements to the study trips, beginning with a different expression from **d** each time.

TIPS for writing a proposal:

- Look carefully at who the proposal is for and what they want to know. This will help you choose what information you have to include.
- Decide what the sections of the proposal are going to be and think of headings for them.
- In the introduction, state clearly what the purpose of the proposal is.
- For each paragraph, explain the situation and make a recommendation. Don't forget to say if something is good, as well as bad.
- Use an appropriate style, avoiding very informal expressions.
- Try not to use exactly the same words as in any information you are given.
- Use a variety of expressions for generalizing and making recommendations.

Writing

Write a proposal of between 220 and 260 words.

DRAFT your proposal, using the headings and recommendations you worked on in the planning stage.

EDIT the proposal, making sure you've covered all the main points, checking paragraphing, cutting any irrelevant information, and making sure it's the right length.

CHECK the proposal for mistakes in grammar, spelling, punctuation, and register.

p.55

6 A discursive essay (1): A balanced argument

KEY SUCCESS FACTORS

- constructing an argument on both sides
- writing an effective introduction and conclusion
- using appropriate discourse markers to contrast and balance points

Analysing a model text

a You have been asked to write the following essay:

Do smartphones really improve our lives?

With a partner, discuss three reasons why you think smartphones make our lives better and three reasons why they do not. Order them 1–3 according to their importance, with 1 as the most important.

b Read the essay and check if the writer has mentioned some or all of your arguments. Where does the writer put the main argument in each paragraph?

Do smartphones really improve our lives?

Introduction

Arguments in favour

Perhaps the greatest benefit of smartphones is that they allow us to access an incredible amount of information. They are not just phones – we can also use them as maps, encyclopaedias, novels, entertainment systems, and much more. We live in an age of information, and smartphones help us to make the most of it all. In addition, they allow us to live our lives spontaneously. Whether you need a taxi, have to book a restaurant table, or want to identify stars in the night sky, you can do it straight away. Finally, they keep us in touch with our friends and family, and the social role they play in a fast-moving society is hugely important.

Arguments against

However, there are strong arguments to suggest that what appear to be the advantages of smartphones can also have downsides. One drawback is the cost – monthly contracts can be quite expensive and smartphones tend to become obsolete quickly, so people feel they need to buy the latest model. What is more, they are a constant distraction, as they encourage people to spend hours checking social media when they could be doing something more useful. But perhaps the most significant downside is for working people. On the one hand, smartphones offer great convenience, but they also mean that employees can be contacted by their boss or by customers at any time, even while they are on holiday.

Conclusion

Introductions and conclusions

- In an essay, it is important that the introduction engages the reader. A good introductory paragraph describes the present situation and gives supporting evidence. It should introduce the topic, but should not include the specific points that you are going to mention in the body of the text. It should refer to the statement or question you have been asked to discuss. This can often be done in the form of a question to the reader, which the subsequent paragraphs should answer.
- The conclusion should briefly sum up the arguments you have made and can include your personal opinion. The opinion you express should follow logically from the arguments you have presented. It is important that this is not just a repetition of your arguments. It is a summary of what you believe your arguments have proved.

c Read the **Introductions and conclusions** box. Then look at the three introductory paragraphs below and choose which one you think is best for the essay. Compare with a partner. Discuss why you think it is the best and why the other two are less suitable. Then do the same with the concluding paragraphs.

Introductions

1. Smartphones dominate the field of personal communications and nowadays virtually everyone owns one. They have many clear benefits, but do they really make our lives better?
2. Smartphones clearly have important advantages and disadvantages. In this essay, I am first going to analyse the advantages of this technology and then I will outline some important disadvantages, before finally drawing my conclusions.
3. Can you imagine life without your smartphone? Probably not, as this fantastic technology has become such a crucial tool for our work and social lives. So how did we manage before smartphones were invented?

Conclusions

1. To sum up, smartphones have both advantages and disadvantages, but all things considered, I believe that their influence is mostly beneficial – after all, we could not live without them.
2. In conclusion, smartphones have improved our lives considerably in my view, especially if you want to use the internet. They are very useful, for example, if you are in a shop and you decide to buy something online instead.
3. On the whole, smartphones are a wonderful tool, but they have both pros and cons and they have to be used wisely. It is very important that we control them, and not the other way round.

USEFUL LANGUAGE

d Complete the missing words. Some (but not all) are in the model essay.

Expressing the main points in an argument

[+]

1 The greatest **b**_____ is that...

2 **First and most im**_____, smartphones give us an incredible amount of information.

[–]

3 One **dr**_____ of smartphones is the cost...

4 Another significant **d**_____ to smartphones is that employees can always be contacted.

Adding supporting information to a main argument, or introducing other related arguments

5 **In a**_____,

6 **What is m**_____,

7 **Not o**_____ **that**, but...

8 **Another point in f**_____ is that...

smartphones allow us to live our lives spontaneously.

Weighing up arguments

9 **On the wh**_____,

10 **On b**_____,

11 **A**_____ in **a**_____,

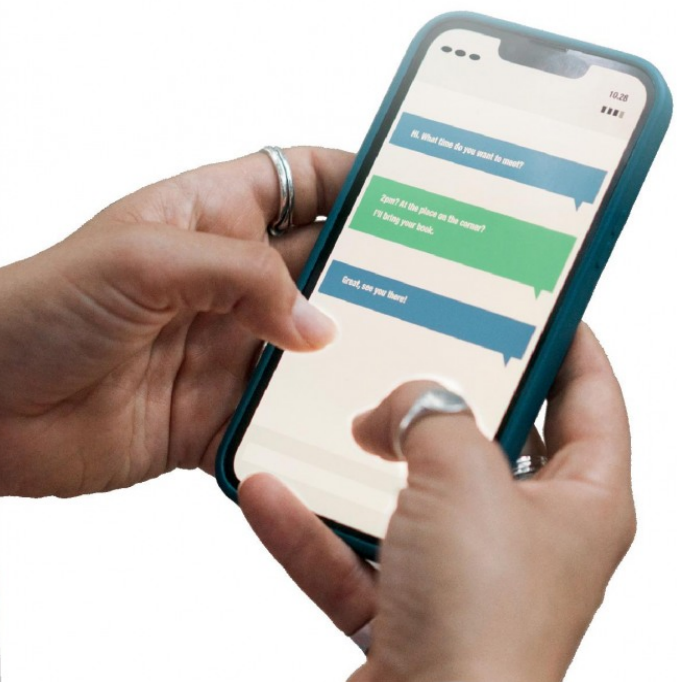
12 **All things c**_____,

smartphones have both pros and cons.

Planning what to write

a Read the essay title below and, with a partner, brainstorm the pros and cons of the topic. Then decide on the three main arguments for each side that are relevant to the title.

The growth of online shopping has greatly improved life for the consumer.



b Write an introduction for the essay. Follow this pattern:

1 Write an introductory sentence about how important online shopping is.

2 Write a second sentence supporting the first one.

3 Ask the main question that you intend to answer in the essay.

c Compare your introduction with a partner. Together, make a final version.

TIPS for writing a discursive essay giving both sides of an argument:

- Brainstorm points for and against, and decide which two or three you think are the most important.
- Use a neutral or formal style.
- Write a clear introduction which engages the reader.
- An essay is not just a list of ideas and opinions. Link your ideas in a logical sequence. Use phrases to order, contrast, and weigh up the points in your argument.
- Make sure your conclusion is a summary of what you have previously said and refers back to what you were asked to write about.

Writing

Write an essay of between 220 and 260 words.

DRAFT your essay.

- Paragraph 1: Use your introduction.
- Paragraph 2: Give arguments in favour of online shopping.
- Paragraph 3: Give arguments against online shopping.
- Paragraph 4: Write your conclusion, saying whether you think the advantages outweigh the disadvantages, or vice versa.

EDIT the essay, making sure you've covered the main points, cutting any irrelevant information, and making sure it's the right length.

CHECK the essay for mistakes in grammar, spelling, punctuation, and register.

p.63

7 A report

KEY SUCCESS FACTORS

- organizing your report using headings
- being clear and concise
- using an objective style, including facts and statistics to support your points
- using formal language and maintaining an appropriate tone

Analysing a model text

a Look at the photo of protestors in the National Gallery, London. What's happening? Do you think that this is an effective method of protest?

b Read a report about research into stricter controls on art gallery entry. Match headings 1–5 to paragraphs A–E.

1 Research locations
2 Key findings
3 Conclusion
4 Introduction
5 Research methods

c What would you have said if you'd been in one of the focus groups?

A report on security in UK galleries



A _____

Following a series of recent attacks on artworks, London's National Gallery has banned visitors from bringing in liquids or large bags. Research was undertaken to establish whether the public agrees that security measures are appropriate to protect artworks.

B _____

The research was conducted in five UK cities with major art galleries which could be affected by the introduction of stricter controls on visitors.

C _____

150 members of the public were invited to participate in focus groups where they discussed the importance of protecting art by introducing security controls. These included banning liquids and having security scanners and bag searches. They also discussed the possible impact on visitor numbers and the visitor experience.

D _____

- 86 participants felt that it was reasonable to have security controls in galleries to protect the art.
- 34 neither agreed nor disagreed with the measures.
- 30 felt that the measures were not appropriate. Some participants said they would result in a reduction in the number of people visiting galleries and restricted people's freedoms.

E _____

It is important to protect valuable artworks from damage. One way to do this is to introduce stricter controls on visitors when entering a gallery. A majority of people agree with the need to introduce such controls in order to prevent attacks on artwork. However, it is important to do this in a way that does not stop people from wanting to visit a gallery or enjoying their visit.

USEFUL LANGUAGE

Using formal language

Reports often use formal language. When writing a report, you should think about using more formal alternative words and phrases, e.g. *key findings* rather than *important results*.

d Look at the sentences below and replace the highlighted words with more formal words. Then look at the report again to check your answers.

Paragraph A

Research took place to find out whether...

Research was **u**_____ to **e**_____ whether...

Paragraph B

The research was done in five UK cities with important art galleries...

The research was **c**_____ in five UK cities with **m**_____ art galleries...

Paragraph C

150 members of the public were invited to take part in focus groups where they talked about the importance of protecting art...

150 members of the public were invited to **p**_____ in focus groups where they **d**_____ the importance of protecting art...

Paragraph D

Some people in focus groups said they would result in a fall in the number of people visiting galleries...

Some **p**_____ said they would result in a **r**_____ in the number of people visiting galleries...

Paragraph E

Most people agree with the need to introduce such controls...

A **m**_____ of people agree with the need to introduce such controls...



The World Turned Upside Down by Mark Wallinger, London

Planning what to write

Read the following task and study the relevant information. Then decide what the headings in your report should be.



Paddington Bear by Marcus Cornish, Paddington Station, London

Research has recently been done into the impact of art in public places. You have been asked to write a report about the findings of the research, and you have made the following notes:

- *millions of pounds spent on art in public places every year in UK – how affect people's lives? value for money?*
- *research done, all main UK cities, questionnaires, 2,000 people*
- *56% of respondents positive about public art, 23% neutral, 21% negative*
- *people want to be more involved in choosing public art so that it better reflects local culture*
- *good value for money, but involve public in planning*

TIPS for writing a report:

- The report will normally have an introductory paragraph, two or three main paragraphs, and a concluding paragraph.
- Decide what the paragraphs in the report are going to be and think of short, clear headings for them.
- In the introductory paragraph, state clearly what the purpose of the report is.
- In the concluding paragraph summarize the report.
- Make sure the report includes all the information you are given.
- Use bullet points where appropriate to present information clearly.
- Use a formal style with an appropriate range of vocabulary.

Writing

Write a report of between 220 and 260 words.

DRAFT your report using the headings you worked on in the planning stage.

EDIT the report, making sure you've covered all the main points, checking paragraphing, cutting any irrelevant information, and making sure it's the right length.

CHECK the report for mistakes in grammar, spelling, punctuation, and register.

p.75

8 A discursive essay (2): Taking sides

KEY SUCCESS FACTORS

- constructing an argument
- sustaining your case with examples
- considering the opposing viewpoint and refuting it

Analysing a model text

a You have been asked to write the following essay:

> **Tourism always does a place more harm than good.**

Discuss the topic with a partner. Do you think that the effect of tourism on a country, city, or region is in general more positive or more negative? Why?

Topic sentences

In a well-written essay, the first sentence of a paragraph usually establishes what the paragraph is going to be about. This is called the *topic sentence*.

b In pairs, read each topic sentence and imagine how the paragraph will continue. Do you think the essay will be for or against tourism?

A The infrastructure of an area is also often improved as a result of tourism.

B It is often claimed that popular tourist destinations are spoiled as a result of overdevelopment.

C Tourism is one of the world's great growth industries.

D Another point in favour of tourism is that governments are becoming aware of the need to protect tourist areas in order to attract visitors.

E The main positive effect of tourism is on local economies and employment.

c Now read the essay and match topic sentences A–E to paragraphs 1–5.

Tourism always does a place more harm than good



1 People today are travelling further and further, not only in the summer, but throughout the year. Although some people argue that mass tourism has a negative effect on destinations, in my view, its influences are generally positive.

2 Tourists need places to stay and things to do, and this creates a wide range of jobs for local people. Holidaymakers also spend a great deal of money, which stimulates the economy of the region as well as benefitting the country as a whole.

3 For example, when tourists start visiting an area, roads and public transport tend to improve, or an airport may be built, all of which benefit local people as well as tourists.

4 This is leading to better conservation not only of areas of natural beauty and endangered habitats in rural areas, but also of historic buildings and monuments in towns and cities.

5 For instance, many people argue that tourist development results in ugly hotels and soulless apartment blocks. This may have been true in the past, but nowadays developers recognize that new buildings should blend in with old ones and should not change the character of a place.

6 To sum up, I believe that, on the whole, tourism has a positive influence provided its development is properly planned and controlled. Tourist destinations have a lot to gain from visitors and the business they bring. In my opinion, it is possible for both tourists and local people to benefit and for popular tourist destinations to have a sustainable future.

d Read each paragraph again, with its topic sentence. Answer the questions with a partner.

1 Where does the writer state their overall opinion about tourism?
2 How many arguments are given to support their view?
3 What is the purpose of paragraph 5?

USEFUL LANGUAGE

Using synonyms and richer vocabulary

When you are writing an essay, remember to vary and enrich your vocabulary by using synonyms where appropriate.

e Find synonyms in the essay for the following words and phrases.

1 tourists _____, _____
2 effects _____
3 for example _____
4 in general _____, _____

f Complete the missing words. Some (but not all) are in the model essay.

Giving personal opinions

1 I **b**_____ that...
2 I **f**_____ that...
3 **In my v**_____,...
4 **In my o**_____,...
5 **P**_____, I think that...

the influences of tourism are generally positive.

Introducing opposite arguments

6 Some / Many people **ar**_____...
7 It is often **cl**_____...
8 There are **th**_____ / people who say...

that popular destinations are spoiled by tourism.

Refuting them

9 This **m**_____ **h**_____ been true in the past, but **n**_____...
10 There are a number of **fl**_____ in this argument.
11 That is simply not the **c**_____.

Planning what to write

a Read the essay titles. For each one, decide which side of the argument you're going to take, and think of three or four reasons with examples.

Our lifestyles are less healthy than our grandparents'.

The impact of social media on our lives is mostly negative.

b Compare with a partner. Decide which you think are the three most important reasons for each essay. Decide on typical opposing arguments which you could refute.

c Choose which of the essays you're going to write. Decide on the main paragraphs and write topic sentences for each one. Show your topic sentences to a partner and see if you can improve each other's sentences.

TIPS for writing a discursive essay where you take one side of an argument:

- Organize your essay into paragraphs, with a clear introduction and conclusion (see *p.130*).
- Begin each paragraph with a clear topic sentence and then develop the idea.
- Use synonyms to avoid repeating yourself.
- Use a variety of phrases for giving your opinion and introducing an opposing argument and refuting it.

Writing

Write an essay of between 220 and 260 words on the topic you chose in **c**.

DRAFT your essay.

- Introduction: Introduce the topic and state your opinion.
- Main argument: Write two or three paragraphs giving your reasons and examples.
- Opposing arguments: Write a paragraph stating one or more common opposing argument(s) and refuting each one.
- Conclusion: Sum up, stating what your arguments have shown.

EDIT the essay, making sure you've covered the main points, cutting any irrelevant information, and making sure it's the right length.

CHECK the essay for mistakes in grammar, spelling, punctuation, and register.

p.85

9 A formal email

KEY SUCCESS FACTORS

- summarizing the issue clearly
- using formal language and maintaining an appropriate tone
- being clear about what you want to happen

Analysing a model text

a Have you ever had a very bad experience at a restaurant or a hotel? What happened? Did you make a complaint, either in person or in writing? What response did you get?

b Read the formal email. What exactly are the complaints?

c With a partner, discuss which phrase, a or b, is better for each gap and why.

1 a I'm sorry to say
  b I am afraid to say

2 a did not live up to our expectations
  b was a complete disaster

3 a were requested to
  b were told we had to

4 a thought was OK
  b considered reasonable

5 a fed up
  b dissatisfied

6 a that is to say
  b I mean

7 a we had been charged
  b you had charged us

8 a they can eat their food
  b their meal can easily be completed

9 a we are owed an apology
  b you ought to say sorry

10 a some form of compensation
  b a lot of money back

Subject: Complaint x Inbox

AK **From: a.knight10798@gmail.com**
To: manager@fiorellis.co.uk

Dear Sir or Madam,

1 I am writing to complain about the meal which my husband and I had on Thursday 16th March at Fiorelli's in Regent Street. [1]___ that the dinner [2]___.

2 First of all, according to our online reservation, the table was booked for 7.00 and we [3]___ leave the table by 9.00, which we [4]___. However, the service was extremely slow, and at 8.45, we had only just been brought our dessert. At this point, the waiter not only brought us the bill, but also asked us to hurry, as he would need the table back very soon. This left us feeling extremely [5]___.

3 Secondly, when we were ordering our meal, the waiter recommended several dishes from the daily 'specials' board and we both chose *tagliatelli al tartufo*. We assumed that the price of this item would be in line with those on the menu, [6]___, between £20 and £25. However, when the waiter brought the bill, we discovered that [7]___ a total of £90, making it more than twice as expensive. When we complained to the waiter, he said that we should have asked the price when we ordered; however, in my opinion, the waiter himself should have pointed out that this dish was considerably more expensive than the other choices.

4 I feel strongly that if customers are given a table which has a time limit, the service should be efficient enough to ensure that [8]___ within that time. I also think that, while it is understandable that some of the daily 'specials' may be more expensive because of the ingredients used, this should always be made clear from the start.

5 Under the circumstances, I believe that [9]___ and that I should receive [10]___. I look forward to hearing your views on this matter.

Yours faithfully,

Andrew Knight



USEFUL LANGUAGE

d Can you remember how the writer expressed the following in a more formal way? Look at the model email again to check your answers.

1 In this email I want to complain...

_____

2 ...it said on our online booking...

_____

3 ...the waiter gave us the bill and asked us to hurry...

_____

4 I really think that if customers are given a table...

_____

5 Considering what happened...

_____

6 I'd like to know what you think about this.

_____

Planning what to write

a Read a message Hannah sent to a friend. What problems did she have at the Westfield Hotel?



Hannah Jones

Just got back from Brighton. That's the last time we stay at the Westfield Hotel! We stayed there a couple of years ago and had a good time, so I booked again for a week in July. The website described it just as I remembered and said you could have bar food in the evening – you know what a pain it is to have to go out with the kids – so I just went ahead and booked. Anyway, when we turned up, we were gobsmacked! The kitchen and bar area were being done up and they said that in fact they were now a B&B and didn't do any food except for breakfast. It was too late to find anywhere else, so we decided to stay, but it was a nightmare. The builders started making a noise at 7.30 in the morning, the breakfast was rubbish – just cold food because the kitchen wasn't up and running – and we had to buy drinks and sandwiches and take them back to our room in the evening for dinner. I tried to complain, but somehow the manager was never there, only reception staff who weren't really responsible and obviously felt sorry for us. So I'm going to email the manager, and if I don't hear anything, they're definitely going to get a one-star review...

2 hours ago

b You're going to write Hannah's email to the manager of the Westfield Hotel. With a partner:

- underline the relevant information in the message.
- summarize exactly what you are dissatisfied with.
- discuss what it would be reasonable for the hotel to do to compensate you for the inconvenience.
- invent any other details you think might be important to include in the email, for example, the exact dates of your stay, the room number, etc.

TIPS for writing an email / letter of complaint:

- Make a note of all the relevant details you want to include before you start drafting your complaint.
- Decide what action you want the person you are writing to to take.
- Use appropriate expressions for opening and closing the email or letter.
- Use a formal style and be clear and assertive, but not aggressive.
- Use the passive, e.g. *we were told*, *we are owed an apology*, etc. to make it more impersonal, or to make it clear that you are not accusing individuals.
- Use a variety of expressions for generalizing and making suggestions.

Writing

Write a formal email of complaint of between 220 and 260 words based on Hannah's experience.

DRAFT your email.

- Introduction: Explain why you are writing.
- Main paragraphs: Say what the complaint relates to and give the details politely.
- Summary paragraph: Restate your complaints briefly.
- Closing sentences: Ask for some action from the hotel.

EDIT the email, checking paragraphing, cutting any irrelevant information, and making sure it's the right length.

CHECK the email for mistakes in grammar, spelling, punctuation, and register.

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10 A factual article

KEY SUCCESS FACTORS

- having a clear structure with a logical flow of main points
- getting and keeping the reader's attention
- using appropriate terminology and vocabulary

Analysing a model text

a **What are the sports facilities like in your city or town? Do people play sports in parks or city squares? What do they do?**

b **Read the article about urban sports. Tick (✓) the two main points that are made in each paragraph.**

Paragraph 1

1 ☐ Not everybody in Paris can access traditional sports facilities.

2 ☐ Modern street sports are better than traditional sports.

3 ☐ Paris needed a new approach to sport in the city.

Paragraph 2

4 ☐ The Paris Olympics helped to raise the profile of street sports.

5 ☐ Street sports are successful in Paris because there are so many green areas.

6 ☐ Street sports can help with urban regeneration.

Paragraph 3

7 ☐ Young people need local sports facilities.

8 ☐ Urban sports facilities don't just benefit young people.

9 ☐ Socializing is more important than sport for young people.

Paragraph 4

10 ☐ Paris now has all the facilities for urban sport that it needs.

11 ☐ More cities are becoming interested in regeneration through sport.

12 ☐ A new approach to sports facilities can improve our cities in many ways.

The City of Love becomes the City of Sport

1 Paris, like all major cities, has always had traditional sports facilities: football pitches, tennis courts, swimming pools. However, these have not always been truly inclusive and available equally to all the inhabitants of the city. What Paris needed in the 21st century was a different way of thinking.

2 Street sports like skateboarding, 3x3 basketball, and BMX all featured in the 2024 Olympics. The newfound recognition of these and other urban sports gave Paris a unique opportunity to rethink its public spaces and focus on the integration of street sports into the urban environment itself. Parts of the city lacked green areas for public recreation and enjoyment, and often had an urgent need for urban regeneration. These challenges have been partly addressed by developing sports-based solutions which can offer active, engaging environments for the whole community, improving both physical and mental well-being.



3 Urban sports have been shown to be especially beneficial for Paris's young people, who need welcoming places where they can both socialize and stay active. Facilities which are easily accessible and free to use meet the needs of this sector of society and help to reduce youth disengagement, improving city life for everybody.

4 The development of 'sport urbanism' in Paris has already been very successful, with a wide and growing range of facilities for public participation in sport. And other cities round the world are now beginning to realize that by integrating sports into urban design it is possible to improve public health, encourage social connections, and begin to transform our cities into places that serve the needs of everybody.



USEFUL LANGUAGE

Using appropriate vocabulary

If you're writing a more formal article, you should try to use appropriate vocabulary and terminology, including collocations, e.g. *Paris has a wide range of sports facilities.* **NOT** ~~*There are a lot of places to play sport in Paris.*~~

c Look at the phrases from the article and try to explain them in your own words.

1 a unique opportunity
2 public spaces
3 the urban environment
4 urban regeneration
5 mental well-being
6 easily accessible
7 youth disengagement
8 public participation
9 public health
10 social connections

Planning what to write

a Read the following task.

> Your town or city wants to redevelop an area in need of urban regeneration. Write an article for a local news website explaining why this would be a good idea.

b With a partner, discuss what area would benefit from regeneration, and how it could be done.

TIPS for writing a factual article

- Organize the article into paragraphs, with a clear introduction and conclusion.
- Have an engaging title.
- Use discourse markers to link your points or arguments.
- Think about who your target reader is, and use a suitable style, either more formal or more informal.
- Use appropriate language to sound serious and well-informed.

Writing

Write an article of between 220 and 260 words.

DRAFT your article.

- Paragraph 1: Describe the area that needs regeneration.
- Paragraph 2: Suggest what new facilities could be provided, and why.
- Paragraph 3: Say who would benefit from the regeneration, and why.
- Paragraph 4: Say how your town or city would benefit now and in the future.

EDIT the article, checking paragraphing, cutting any irrelevant information, and making sure it's the right length.

CHECK the article for mistakes in grammar, spelling, punctuation, and register.

p.101

Listening

1.12

Part 1

Interviewer So first of all, Emma, how did you actually manage to get the jobs?

Emma Well, I got the jobs through a mixture of networking and cold-calling. So applying to different organizations, finding email addresses online, writing cover letters, explaining my project and attaching my CV. Networking was a big part of it, too. So speaking to someone, aware that they themselves might not work in that area, but they might know someone who does.

Interviewer Was two weeks long enough to get a feel for what doing the jobs more long-term would be like?

Emma For me it was, yes, because it was just meant to be enough to get a sense of whether this is something I want to learn more about or whether it's something that's actually not for me. And I found I was very quickly able to decide whether I wanted to learn more or, or actually maybe not so much. It was just enough to get a flavour of it.

Interviewer Was it an issue that you had none of the qualifications for some of the jobs?

Emma Well, no, because I was doing work shadowing, which is more about following a professional around, shadowing their daily lives, rather than having my own set work and projects to do. I wasn't expected to have qualifications or to lead my own work. And this is the case quite often with young people, who go in and just do some work shadowing, and they just don't have the degree or several years' experience that you would need to do professional-level work. It's just to find out if that's the sort of job they would like to do before they then go and do the qualifications and get the experience.

Interviewer Which job did you enjoy most?

Emma One thing that I enjoyed most was alpaca farming in Cornwall, which is in southern England. And I enjoyed it most because it was one of the most...one of the jobs that challenged all of my assumptions about what being a farmer in the 21st century and earning a sustainable living was like. The first half of each day was traditional farming jobs, so feeding, looking after the animals. But the second half of the day, the farmer was an entrepreneur: she would take her alpacas, shear them, make the wool spun, make the, make the wool into high-end luxury children's clothes that she then sold to department stores across the country. And this was a placement that broke down all of my presumptions and preconceptions about what a job was like.

Interviewer Wow. Were there any jobs that you completely ruled out?

Emma So one that I didn't get on quite so well with was publishing because I'm very dyslexic and so for me, copy-editing – so spotting typos and grammar mistakes in long pieces of text – I find very challenging. It's not one of my strengths, which in publishing, as an editor, is one of the big things that you have to do.

1.13

Part 2

Interviewer What did you learn about yourself during this process?

Emma I learned that there's not just one job that is right for me. I went into the experience thinking I will do 25 and I will figure out which is my dream job and that's what I'll go away and do. But what I found out was that that's not necessarily true at all. I discovered the concept of portfolio careers, which is the idea of having multiple, part-time, short-term, freelance contract jobs that make up the equivalent of one permanent role.

Interviewer Do you think young people nowadays have to be prepared to do many different jobs? That the whole idea of going into one career for life doesn't exist any more?

Emma Absolutely! I would completely agree with that: I think the idea of one permanent nine-to-five job is, if not dead yet, it will be in the next 20 years. Young people today will have, on average, five different career changes – not job changes, career changes – over the course of their lives, and to do that, they need to be able to continuously upskill and be able to get on with different people, so I think it's people skills, almost more so than technical skills, that will get us through the longevity of our careers. And bear in mind that people of our age are going to be working well into their 70s – our careers are likely to be ultra-marathons, so we have to like what it is that we're doing.

Interviewer And how do you think we can teach 'people skills'?

Emma So personally, I think our education system, both in terms of secondary school, college, and, and university, needs to be much more focused on skills rather than technical subject-based learning. We need to be teaching young people how to network, for example, which is one of the absolute core skills to progress yourself in your career – it's learning how to walk into a room of people you don't know and to find people that are mutually beneficial that you can develop relationships with.

Interviewer So, what are you doing now?

Emma So what I came away with was several different jobs that I ended up doing. So I now work as a public speaker, as a writer, doing bits of journalism, and as a speech writer as well, so altogether they make up the equivalent of one full-time job.

Interviewer Do you think your future career might take off in a completely different direction?

Emma I very much expect it to. So one of the main things that I also learned from doing the project was that there are different careers that are appropriate for different stages of your life. As you get older, you have different priorities, different financial commitments, different stages of your personal life, and that means that you have different jobs that are relevant at different stages of life. So whilst I adored farming and it was one of my favourite placements, I don't think it is right for me, in my 20s, living in a very urban city like London, but me in my 40s perhaps with a family, I might love to move out to the countryside and start a small, a smallholding farm as part of several other elements of a career!

Interviewer Well, thank you Emma so much for talking to us today.

2.6

My earliest memory is from when I must have been nearly three and we were moving house. We moved to a block of flats and I remember arriving and it was, it was dark and we'd had quite a long journey, and we arrived and we went in the door and we turned the lights on and nothing happened, and the whole flat was completely black and dark – no power, no electricity, no lights – and I thought this was fantastic, and we had a torch and I was just running around, running around the, the hall and the rooms, finding all these new rooms, all with a torch, and I imagined that it was always going to be like that – that we'd, we'd arrived in a house that wasn't going to have light, so I was always going to have to use a torch. And I thought that was going to be brilliant. My mother was in tears, obviously she, she was very stressed from the journey and arriving somewhere and having no power. But I, I was really, really excited by it, and the next day when the power came on, I was really disappointed.

3.4

Challenge one: Approach a stranger

James suggested that I talk to guys in bookshops, mainly because I love books, but also because, as he pointed out, bookshops are a nice calm space to start a conversation, much better than a packed Tube train. So I had a go, but it was absolutely terrifying. I tried smiling and saying, 'Ooh, that one's very good,' but it just didn't feel natural at all, and even though a couple of guys responded positively, I just couldn't move from 'that one's very good' to natural conversation. So, in the end, I left the shop with zero phone numbers and more books to gather dust on my shelves.

I can sort of see how this method might work for some people, but I'd still rather use my thumb and my phone. I'd give this challenge 2 out of 5.

Challenge two: Try a new activity

OK, so my next challenge was to try something new, and I thought I'd take my housemate, Charlie, to a club that had minigolf. This challenge was Hayley's idea, and she suggested I shouldn't use conventional chat-up lines, like, I don't know, 'Do you come here often?' and that I should try and be as natural as possible.

Anyway, so after our game of minigolf, I managed to catch the eye of a guy who was sipping a pint of beer across the bar. He was tall and had dark hair, my typical type in fact.

I remembered Hayley's advice, and I walked over to him, with Charlie to help me feel more confident, and I told him that Charlie and I had a bet to guess his name. Of course, our guesses were all wrong and we ended up laughing hysterically. He turned out to be called Rob – our idea was Harold – and though I was nervous talking to him at first, it quite quickly felt as easy as talking to a friend at a party. And guess what? We exchanged numbers and have been chatting online ever since. So, I'd definitely recommend trying something new, outside of your comfort zone, 5 out of 5.

Challenge three: Go to an event for singles

I decided to go to a singles' event because I thought that before dating apps existed, these must have worked. I sort of imagined there'd be professional people who live in London, a bit like me, people who'd signed up because they were too busy to go looking for dates, or perhaps who were also fed up of apps.

So, as soon as I got there, I had two glasses of wine and that meant I was happy to chat with pretty much anyone, but the awkward atmosphere was painful and sort of embarrassing. No one was talking – they were just standing in small groups of either men or women and sort of looking round at the others in the room. Anyway, I plucked up the courage and went up to a couple of guys, but they both made it clear that they weren't interested in me. And then I tried chatting to another guy eating a burrito, but he seemed more interested in the burrito than me. So I felt like a bit of a failure, and to be honest I'd only give singles events 1 out of 5.

Challenge four: Ask a friend to set up a blind date

A blind date is one of the most classic dating techniques I could think of, so I texted a few friends and asked them to set me up. They took ages, but after a while I finally managed to get a friend to organize a date for me. She gave me his first name, which was Tom, and a photo, and told me to head to a restaurant that night at 7.30. Of course, I really wanted to look him up on every social media site in order to prepare, but then I reminded myself that this was supposed to be real life. But because I knew nothing about him, I got way more nervous than before any other first date I'd been on.

Tom was a bit late, but we immediately got chatting about American politics, and I think I was probably more 'myself' than I'd ever been on a date from a dating app. The fact that we didn't know anything about each other meant we discovered things on equal terms, and that was a nice change. And he was funny, and asked interesting questions, and all that showed me that dating in real life can be fun. And I'd only just left the restaurant when he texted me to say that he'd had a great time. So that was a good experience, 4 out of 5.

3.6

The verdict

Well, after the four challenges I think the main thing I learned was that pushing myself out of my comfort zone, and actually looking at men outside of a screen showed me just how many opportunities there are to meet people in real life. Catching a stranger's eye started off as terrifying, but it also gave me a real buzz, and I really surprised myself, that I was able to chat someone up for the first time in my life.

Obviously, I didn't find love, and sadly the texting with Rob and Tom has dried up – but those positive experiences taught me a lot, and I won't rule out real-life flirting in the future. But although I found the experience confidence-boosting, I'm not sure I'm completely converted. I found that approaching guys with no idea even whether they're single or not was more stressful than fun. If I get a match on an app, we already have things in common, and I know they're looking for a match, too. So I'm not giving up my apps just yet.

3.14

1 For me, *Oppenheimer* is far and away the best historical movie in recent years. It's pretty long – three hours – as it follows the life of Robert Oppenheimer all the way from his early research studies through the development of the atomic bomb and then the decades after World War Two. There are lots of memorable scenes, for example, Oppenheimer's meeting with Albert Einstein and President Truman was one I really liked, but I think the scene that made the most impact on me was the Trinity Test sequence, which was based on exactly what happened. It's when an atomic bomb is tested for the first time, and it's ten minutes of pure tension. You see the clock ticking down, and nobody knows what's going to happen, and there are some amazing details, like one of the scientists putting on sunscreen to protect himself, and everyone lying on the floor to protect themselves from the force of the blast. In fact, one of the things that makes it such a powerful scene is that the explosion itself isn't CGI – computer-generated imagery – the director Christopher Nolan set up a real explosion which has a power that CGI could never emulate. And even the sound design is amazing – when the noise of the explosion finally reaches us, it's on a level that it would be impossible to prepare for, and it shakes you to the core. Cillian Murphy, who plays Oppenheimer brilliantly in my opinion, emphasized how close to the truth the film was when he said in an interview that 'it's not a history lesson', but it feels as if what you're watching is exactly how it was.

2 *Gladiator II* is the sequel to the enormously popular *Gladiator*, one of my all-time favourite historical films. It was a long time coming – a sequel was first planned in 2001 – but it was absolutely worth the wait. Ridley Scott directed again and he really just gave us more of what we loved about the original *Gladiator*.

The film follows Lucius, the grandson of Roman emperor Marcus Aurelius. Marcus Aurelius was murdered in the first *Gladiator* film, and Rome fell into the hands of his son, Commodus. In the sequel, Lucius lives with his family in North Africa. He's captured there by Roman soldiers and is brought to Rome, where he fights as a gladiator.

The fight scenes in the Colosseum were some of the most memorable in the first *Gladiator*, but in the new film, these really go beyond what we saw before. They even built a real, full-size Colosseum. For me, the most amazing scene is the one where Lucius and his fellow gladiators face a huge rhinoceros with a gladiator on its back. The rhino isn't real, it's CGI, but even so you can feel the sense of danger. Of course, Lucius defeats both the rhino and the gladiator – it turns out that all you need is a handful of sand – and at this point it's clear that he's more or less unstoppable.

It's pure entertainment – there's no historical basis at all for a gladiator riding a rhinoceros – but there's no denying how impressive it is. The actual stories in the *Gladiator* films are all fictional; I mean, characters like Maximus and Lucius didn't really exist. But I've heard the Roman historian Professor Mary Beard say that she loved the first *Gladiator*, and that it was authentic in many ways, so that's good enough for me!

3 I never realized that *Killers of the Flower Moon* was based on historical fact because actually the truth was largely suppressed for nearly a century until journalist and author David Grann published a book of the same name in 2017. Basically, in the 1920s, the Osage Nation, an Indigenous American community, discovered oil on their land, and briefly became the wealthiest people in the United States. According to their tradition, the land could only be passed down and not sold, and as a result, some white businessmen married Osage women, but then murdered them in order to gain control of their land. The mastermind was a corrupt local politician called William Hale, who officiated at the wedding of his nephew, Ernest Burkhart, played by Leonardo DiCaprio, to an Osage woman named Mollie Kyle.

There's one scene which for me is almost the centre of the whole film. We see Mollie, played by Lily Gladstone, with Ernest, and they're in Mollie's house. Mollie knows that Ernest is interested in her money, but she also feels attracted to him. There's a big storm outside and rain is coming in through the window, and Ernest goes to close it, but Mollie insists that they sit in silence and just listen. 'The storm is...it's powerful. We need to be quiet for a while,' she says. Ernest is confused, but eventually he sits quietly next to her. You sense that he's just beginning to appreciate who she really is, and what she really believes in.

It's not just a romantic scene, it also shows the cultural differences that separate the two characters. And it's a beautifully quiet scene in an unbelievably tragic story.

4.1

A So, when we were at school they forced us to read a book, when we were in Year Seven. It was *Great Expectations*, which is a very famous, classical book. But...and the story is supposed to be quite exciting, but we spent so long breaking down every moment of the very first scene and reading it, for about a week, every lesson they made us go through the same thing, and everyone had to, like, take turns in reading the first sentence, that by the time I got to the end of the first chapter, I was so bored with it that I wouldn't have ever wanted to read it again. Which is a shame.

B A book I read after seeing the film was *No Country for Old Men* by Cormac McCarthy. So, I saw the film first, I mean I, I really enjoyed it, 'enjoyed' seems like a strange word, it's quite violent, it's quite intense. The main character is, is basically a psychopath. But it was a very very good film, and I decided to read the book to see...because I'd never read anything by Cormac McCarthy, so I decided to read the book. And I really

enjoyed that, too, in fact, probably more than the film, simply because I could take breaks from it. You know with a film you're kind of stuck in your seat watching this thing for two hours, whereas with a book, when it gets really intense you can put it down and go and make a cup of tea. They were very similar, I mean the, the dialogue, the plot, both very intense, very good experiences. But on balance I probably preferred the book just because I had a bit more control.

C I was recently given a book called *Still Life*, by someone called Sarah Winman. I hadn't heard of it, but I took it on holiday and I was absolutely gripped by it. It's about a young British soldier, and an elderly art historian, whose lives somehow connect with each other. And there's a whole, there are a whole load of absolutely unforgettable characters, and the novel also takes place, main..., partly in London but basically in Florence, in the 1960s, I think it is. And, it's absolutely such a visual book, that I think it would make a brilliant film. The characters are all very very relatable, interesting, eccentric. And the visuals that are described in the book about Florence, about painting, I think it would just make a fantastic film. There's even an animal in it, a parrot called Claude, who, who has an important part in the, in the story. I would absolutely love to see it if it was made into a film. A good film, of course.

D A book I started and couldn't finish is *The Lord of the Rings*. Now, this is a really popular, widely-read book, but for me it was desperately dull and pretty much unreadable. It's far too full of weird and wonderful creatures, too much fighting, too many elves, and there are no women in it at all. So, frankly, I just think it's total drivel, and I don't understand why so many people like it.

E This book is a book that I didn't read for the longest time but then ultimately became one of the best books I think I've read. The book is called *The Outsiders*, by S E Hinton. One of my co-workers lent the book to me, six, seven months ago, and I just put it on my shelf, did not look at it for all that time. She insisted over and over again that I read it, and I don't know why, I just kept putting it off, until eventually I had about a week off of work, and I took that time off because my fiancé was having surgery, and I decided that then and there this was when I was going to read the book. And so I brought it to the hospital with me, and while she was in recovery, I was reading the book. And when I started, I just could not stop.

F I've never read *Remembrance of Things Past* by Proust. Partly it's because it's in French, a language I don't speak, but also I feel like I'm just waiting for a whole lot of time where I'm just sitting on my own and can really take it in, and that's never happened to me so far. But, I think it might in the future.

4.11

1 My favourite sound is my daughter singing. She used to sing a lot when she was younger, she's 21, nearly 22 now. But when she was a little girl, she used to sing herself to sleep every night, and it was such a lovely, happy sound. And when she comes to stay with us now, she still sometimes sings, and I love hearing it. It's always, and still is, a happy sound, and makes me feel happy, too.

2 A sound that I love is the sound of waves breaking on the shore. I grew up on an island, and I love being near the sea, and that sound, for me, is just the most relaxing, soothing, timeless sound. I can never get enough of it.

3 I absolutely hate the sound of paper tearing. I don't really know why, it just makes me feel really uncomfortable and like my, my hair is standing up on end. It's, it's it's always been like that, and I don't really know if it's because I love books, and it's like the sound that is made when a book, you know, when you tear a page, or what, but it's for everything, you know, if just a piece of paper that you're, ripping up for whatever reason, to throw it away. It just always makes me feel really, really awful.

4 A sound that I love is the sound of snoring. I, I remember actually quite hating the sound of snoring when I was a kid. But now? I'm not sure why so much, I just, I think when you have such a long and hectic day, and you come back home, hearing the sound of snoring now just makes me think that somebody's having a really nice sleep. My dog, Sarah-Jane, snores, snores like she has sinus problems, it is so funny and so cute. She snores just as loud as my dad did, growing up. Some nights it does keep me up, and I don't want to wake her up. But, I don't know. Now I think maybe because it's associated to my dog, snoring, that I like it so much.

5 So, a sound that I love is, fire, like fire burning in the, either a bonfire, or an open fireplace, or something like that. It's just a calm sound, it's very constant, very soothing 'cause it's the crackling sound. It reminds me of certain times of year as well. Um, so I just enjoy that.

6 A sound that, that annoys me, it's going to sound very, a very small thing, but a sound that annoys me is our next-door neighbour's front door. Um, we've lived next door to him for ten years, and for that whole time, his front door has never fit properly, so whenever he closes it, he has to slam it, WHAM, and, we hear it every time he closes the front door. And I know it's not a, a serious problem, but there's just something about that sound that makes me think, you know, 'Surely, after ten years, he should get that fixed.'

7 A sound I still absolutely hate is the noise of a dentist's drill, that whining noise. Um, it's true that now dentists' treatments don't hurt nearly as much as they did when I was a child, but even so, when I hear the noise, even if the drill itself isn't specially painful, I think for me it feels doubly painful. It's a psychological effect of hearing that noise I hate and being sure that it is going to really hurt.

5.1

The Chocolate Meditation

Again and again people tell us that mindfulness greatly enhances the joys of daily life. In practice, even the smallest of things can suddenly become captivating again. For this reason, one of our favourite practices is the chocolate meditation. In this, you ask yourself to bring all your attention to some chocolate as you're eating it. So if you want to do this right now, choosing some chocolate, not unwrapping it yet, choosing a type that you've never tried before, or one that you've not eaten recently. It might be dark and flavoursome, organic, or Fairtrade, or whatever you choose. Perhaps choosing a type you wouldn't normally eat, or that you consume only rarely.

Before you unwrap the chocolate, look at the whole bar or packet – its colour, its shape, what it feels like in your hand – as if you were seeing it for the very first time. Now very slowly unwrapping the chocolate, noticing how the wrapping feels as you unfold it, seeing the chocolate itself. What colours do you notice? What shapes? Inhaling the aroma of the chocolate, letting it sweep over you. And now taking or breaking off a piece and looking at it as it rests on your hand, really letting your eyes drink in what it looks like, examining every nook and cranny. At a certain point, bringing it up to your mouth, noticing how the hand knows where to position it, and popping it in the mouth, noticing what the tongue does to receive it. See if it's possible to hold it on your tongue and let it melt, noticing any tendency to chew it, seeing if you can sense some of the different flavours, really noticing these.

If you notice your mind wandering while you do this, simply noticing where it went, then gently escorting it back to the present moment.

And then when the chocolate has completely melted, swallowing it very slowly and deliberately, letting it trickle down your throat. What did you notice? If the chocolate tasted better than if you'd just eaten it at a normal pace, what do you make of that? Often we taste the first piece and perhaps the last, but the rest goes down unnoticed. We're so often on autopilot, we can miss much of our day-to-day lives. Mindfulness is about bringing awareness to the usual routine things in life, things that we normally take for granted. Perhaps you could try this with any routine activity, seeing what you notice? It could change your whole day.

5.2

How long is it before we get frustrated at people talking during a movie, or waiting for a date who hasn't shown up? I veer wildly between patience and impatience. It's probably good to know whether you're more or less patient than the average person, so I was interested to read the results of a survey by the watch company Timex asking people how long they were willing to wait in various situations before losing patience. Some of the results seem about right. However, some seem wildly unlikely, based on my experience of how people tend to behave.

First, a car in front of you at a green light – average time before getting annoyed, 50 seconds. This is the one result that seems least believable to me. FIFTY SECONDS waiting behind someone at a green light? From what I've observed, it's more like five seconds, maybe even less.

Then, waiting for people to stop talking in a movie theater – average wait, 1 minute, 52 seconds. This also seems a long time. For me, it depends – if it's a really sad or emotional story, and they're ruining the atmosphere, I shush them after five seconds, but if it's a full-blown action movie, then it doesn't really bug me.

Next, crying babies. Apparently, it takes almost three minutes (2 minutes, 41 seconds, to be precise) before someone gives parents a dirty look because their baby is screaming. That sounds quite a long time to me, and what they didn't ask was how long people would wait to

ask a flight attendant if they can switch seats when they realize they're sitting right next to a screaming baby. That would have to be in the 30-second range, right?

Waiting to see the doctor is something everyone expects to take a while. 32 minutes on average before people get mad doesn't seem unreasonable. I suppose there are always magazines to read, even though they're usually several years out of date.

Now, what about waiting for your partner to get ready? Average wait, 21 minutes. I assume that means 21 minutes after you're ready yourself? I think that's too long to wait. I can get ready to go out in approximately 10 minutes – shower, change, coat on, ready!

The next one also seems pretty long. Maybe from entering the coffee shop to actually drinking your coffee could take 7 minutes. But just waiting in line? Presumably not during rush hour, when customers just want a takeout and the baristas generally know what they're doing?

What about if your blind date is late? The survey says that the average time before people get angry and leave is 26 minutes. That seems like the right amount of time for you to experience that scene from romantic comedies where the main character is sitting at a table, checking his or her phone, and finally decides to leave when the server offers them 'More bread?' for the fourth time.

Finally, the average wait before angrily asking some over-confident business-type next to you talking loudly on a cellphone to quiet down – 2 minutes, 25 seconds. Well, everyone in the world must be more patient than me. But my tip here is: just make facial expressions to let them know you're annoyed. Really exaggerated facial expressions. Works every time.

5.3

1 One thing I really, really hate is waiting at home for a delivery, 'cause sometimes they'll give you a, a delivery slot of, of, of two hours and that's fine you know when it's coming, but more often they'll say it could be any time from 7 a.m. to 7 p.m., and then you're just stuck in the house – you don't even dare go out in case you miss them – and of course it always ends up coming at two minutes to seven, and you've just spent the whole day waiting, wasting your time at home.

2 The other day I had to phone up an insurance company 'cause their website didn't give me the information I needed. So I went through the menu of options and of course I got put on hold, and then I got 'We're experiencing very high call volumes. Your call is important to us. Did you know you can look at our website?'. And yes, yes, I did know that. And I waited about 15 minutes, with this message on repeat, and the music, and then the line just went dead. It was a complete waste of time!

3 I really hate waiting for anything where I've been given an appointment time for a specific hour – you know, a specific time – and then having to wait for ages before I actually have it, so, well, you know, for example a hairdresser or a dentist, or a doctor. I mean, I'm very punctual, so I always turn up on time – in fact, usually at least five minutes early – and it really, really annoys me if I have to wait for a long time. Anything more than 15 minutes over the appointment time drives me completely insane.

5.14

Becca And we're always short of cash.
Amy I know, me too...
Becca Honestly, Amy, when we got married, we were penniless but happy!
Amy I know...
Becca It's time Max stopped spending so much on stuff we don't really need.
Amy I know, awful...
Becca If only I could work part-time and get an allotment.
Amy An allotment...really?!
Becca And if we bought bikes, we'd be able to sell the car and cycle there...

5.15

Max And we're always short of cash.
Adam I know, me too...
Max Honestly, Adam, I wish we'd been able to save more when we were younger.
Adam I know, me too...
Max I can't believe that Becca didn't accept that promotion!
Adam I know, mate, awful...
Max If she borrowed some money from her parents, we could afford a new car.
Adam Yeah, she should ask them, defo...
Max I'd rather the kids went to private school.
Adam A private school...really?!

5.16

Interviewer So, Alessandro, how did the idea of Pasta Evangelists come about?
Alessandro Well, I'm half Italian, half English; and I've always been interested in, in the sector of food and beverages; and I'd been thinking about creating a new brand in the food and beverage sector for quite a while. And I saw an opportunity of creating potentially the first premium, artisanal fresh pasta brand in the UK, even internationally, and so two and a half years ago we started by selling gnocchi to my friends.
Interviewer Where are you based?
Alessandro Our business is based in London, however our product is distributed and sold everywhere in the UK. We have an office in Farringdon, our kitchen is in East London, and we also have a concession, a Pasta Evangelist concession, in Harrods.
Interviewer Who actually makes the pasta?
Alessandro So, so, yeah, we have a whole team of sfoglini, Maria Rosaria, Olivia, Michelangelo, Federica, Francisca, who make fresh pasta every day. So, sfoglini is an Italian word which means 'pasta artisans', and it derives from the word sfoglia, which is the pasta sheet. All our sfoglini are Italians. Having said that, we are also training non-Italians to, to make pasta, such as Dorina, Semeya, Veronica – so people from Poland, Russia, Bangladesh – why not?
Interviewer Where do you get your ingredients from?
Alessandro We have quite an extensive number of different suppliers for our ingredients because we make hundreds of different recipes. So we're always, always working with new suppliers, veg, meat, fish, eggs, flours, and I would say that we, we, we work with a mix of both Italian suppliers for some ingredients, but also British suppliers, and I think I would say that the quality and the freshness of the produce is what we're most after, as well as the authenticity, whether it's the pistachios from Sicily or hazelnuts from Piemonte. It really depends.
Interviewer Approximately how much money did you need to raise to get the project off the ground?
Alessandro So, whilst it was relatively inexpensive to get the business started, i.e. I invested £2,000, and even the second step was relatively – well, was not colossal, i.e. £60,000 – once we were keen to increase growth, we had to raise larger amounts of money, i.e. we raised half a million and then £1.7 million.
Interviewer One of the ways in which you tried to get more investment was appearing on *Dragons' Den*. What happened when you went on the programme?
Alessandro The *Dragons' Den* was really an amazing, an amazing experience. We, we really enjoyed it. It gave immediate visibility to the brand to approximately two million individuals across the UK. It was free. And the brand was shown in a very positive light and we were able to showcase our products, our craftsmanship, and our story. Having said that, we didn't raise the capital from the Dragons.
Interviewer What would you say is the unique selling point, the USP, of Pasta Evangelists?
Alessandro The USP is probably the quality, the quality of the product, which is reflected, which is a reflection of the artisanality, the freshness, the originality, the ingredients themselves, the craftsmanship of the product, the fact that it's made by hand. So, yeah, a hand-made fresh product probably is our USP.
Interviewer Who are your main competitors?
Alessandro I don't think there is direct competition, i.e at the moment, to our knowledge, there aren't companies doing what we're doing – exactly what we're doing. Having said that, the food industry itself is massively competitive and therefore we're fighting for the same share of wallets as thousands of other companies.

Especially in the UK, in London, people are bombarded with different offers, different companies, new brands, existing brands, restaurants, takeaway, Deliveroo, recipe boxes, so it is very competitive overall.
Interviewer How do your prices compare with having an Italian pasta dish in a restaurant?
Alessandro I'm glad you, you suggested that our competition is Italian restaurants, rather than supermarket pasta or takeaway pasta, or other recipe boxes, because indeed we see ourselves as 'restaurant quality' delivered to your home.

Having said that, our dishes are on average 20, 30, in some cases 40% less expensive than a equivalent dish sold in a restaurant in London, an Italian restaurant. And our pricing varies depending on what dish it is. We've done more than 200 different pasta recipes to date, and the pricing varies from six pounds to perhaps a more, let's say, simple dish, to twelve pounds for a more luxurious pasta dish.
Interviewer How would you describe a typical customer?
Alessandro It's hard to say because we do have, our product is...we, we define it as quite democratic, in that it's a product which appeals to several different types of customers – we have families, we have younger couples, we have people who buy it as a special occasion for dinner parties.
Interviewer Where do you sell your products?

Alessandro So, roughly a third of our sales are in London; two thirds are outside of London. So every day we ship hundreds of boxes from Cornwall, to Scotland, to Wales, to the Isle of Man, everywhere, everywhere, we find – and we actually find that most locations where we ship to, apart from London, are small villages we've never heard of, where there is less availability of high, you know, high-quality convenience food, where, where it's more difficult to find a product like ours.

Interviewer Are you hoping to expand your business?

Alessandro So, yeah, we, we think that the market for our products in the UK is, is fairly vast. We think we've just scratched the surface. There's much more we can do. And we just started only two years ago, and so our plan is certainly to grow. Hopefully we can grow four-fold this year.

Interviewer Yes, well thank you very much Alessandro, it's been lovely talking to you.

Narrator Since this interview was recorded Pasta Evangelists has gone from strength to strength, and as well as through their website their pasta is also sold in four London stores and restaurants and through the UKs biggest online grocery store, Ocado. They also now offer starters and desserts, so that you can produce a delicious three-course Italian meal at home. Recently the company was sold to Barilla, a large Italian food company, for an amount said to be around £40 million, but Alessandro Savelli remains in charge.

6.5

1 I've got a friend called Sara, and she's obsessed with Disney. She's a very impressive woman in lots of ways. She's a, a pensions journalist with a very impressive career. She's really intelligent. But, what she really, really loves is Disney, the films, and just the merchandise, and everything about it, and I just find it completely bewildering. But, it seems to work for her.

2 My elder sister is completely addicted to her phone. Um, this might not sound surprising if she were a teenager, but in fact she's in her sixties and I do find it strange that she obviously feels so...such a need to have her phone in her hand the whole time. Um, we live very near each other and sometimes we can be walking on the same pavement, but in opposite directions, and she won't notice me because she's just looking at her phone, so I can walk straight past her. And recently, we had a family, a family reunion and somebody took a photograph and everybody was looking at the camera except her, and she was looking down at her phone, and I thought that was so typical.

3 My friend Tom is absolutely obsessed with football. He plays it every weekend with his team, and he watches it many evenings during the week. It's a relatively healthy obsession to have, but it does take up all his free time, and also impacts his girlfriend because he always has plans at the weekend. It'll take a lot for him to cancel football at the weekend to go away and do something else.

4 So, my partner, Miguel, is totally obsessed with his health, you know, absolutely obsessed, and it drives me up the wall. He's always talking about how he feels, and taking his blood pressure on this wee machine he's got for it and how everything he's eaten has affected his body and, like, he talks about how many times he's been to the loo, I mean, seriously.
And he also takes all these, you know, like vitamins, you know, supplements and stuff, like the fridge is full of them. I wouldn't exactly say he was a hypochondriac because he doesn't often go to the doctor, but I do think it's an obsession, and nothing makes him happier than sitting down with a lovely herbal tea and a mate, and going on and on about his health problems. And of course, you know, at the end of the day there's actually nothing wrong with him, he's like the healthiest person you've ever met, so it's quite a joke really.

5 I have a friend who's really into collecting miniatures, like the things you put in a doll's house, like tiny books, tiny chairs, tiny beds, tiny sofas. And the funny thing is that she lives in a tiny flat, and in this tiny flat, she has a huge display case for all her miniatures. And I think it's just sort of ironic, that she's so addicted to collecting tiny things, and now her flat is swallowed up by the huge display case for all these things.

6 I've got a friend called Dagmara who has a bit of an obsession with cats. Um, she's got this small plot of land with like, a shed near where she lives, and she's got about 40 cats there which she goes and feeds every day and they've all got names. And she's always rescuing new cats she finds all over the place and taking them there. She also has two or three that live in her flat, and she even used to have one that lived in her office, but I think it died. And everything in her house, like mugs towels, crockery, all of it has got something to do with cats. And like, she's so normal in about every other way, but she does have a thing about cats. It's kind of weird.

7.6

Narrator First of all, the programme needed to know where Jon got the painting from in the first place.

Interviewer So Jon, how did you get the painting?

JT I was given the painting by Denis Wirth-Miller, who was at the East Anglian School of Painting and Drawing with Lucian Freud, and I was given it when I was staying the weekend at Denis Wirth-Miller's house in Wivenhoe, in Essex.

Interviewer So it was a present?

JT It was a present. Yep.

Narrator The programme then decided to look into how Denis Wirth-Miller had got hold of the painting, especially since he and Lucian Freud were not friends.

Interviewer So, Jon, do you think that Freud gave the painting to Denis?

JT There was never, there was never a case that Freud had given it to Denis. The case was that Denis had taken it from the barn.

Narrator The story was that during the Second World War, when Denis and Freud were students, it was very difficult to get hold of canvases to paint on, so students often just left their used canvases in a barn at the school, and then the canvases were reused. Denis told Jon that he had just picked up the canvas, Freud's painting, to reuse, but then he didn't; he just kept it.
The next question the programme focused on was who the portrait was of, in case this might give some more clues about the identity of the painter. After some research into the archives, a note in Denis's handwriting was found, which identified the man in the portrait, *The Man in the Black Cravat* as a certain John Jameson. The programme found letters written by John Jameson, which made it clear that he knew Lucian Freud quite well, and had met him on a number of occasions, including at the painting school in 1939. So it was perfectly credible that Freud had painted Jameson exactly at the time that Denis had said.
The programme then decided to focus on the canvas itself, and took it to an expert in the scientific analysis of paintings, called Libby Sheldon. Sheldon put the painting under the microscope and made a fascinating discovery. There was a long hair embedded in the picture, which looked like a human hair, and which might give them some DNA evidence. The hair was removed from the picture and taken to be analysed, and at the same time, they were able to get a DNA sample from one of Freud's cousins to compare it with.

Interviewer Jon, what did you think when Libby Sheldon found a hair in the painting?

JT I was absolutely gobsmacked. I hadn't even thought that there'd be a possibility that anything like that could exist.

Interviewer Did you assume it was Freud's hair?

JT I didn't. I didn't assume it was Freud's.

Interviewer And when the results came back, unfortunately it was not a match. The hair was definitely not Lucian Freud's. How did you feel, Jon, at that moment?

JT I was very disappointed when I found that it wasn't a hair from Lucian Freud's head because I got swept along with adrenalin and excitement that goes with one of these TV shows, because of course you're not only dealing with the presenters, you have the producers and the researchers, and the film crew – we got to know each other so well at this stage, and none of us knew. So we were all biting our nails at this moment, and as that, when that was delivered, none of us knew the result, and so we'd been sitting in the laboratory for three hours before that was delivered and I was really biting my fingernails right down.

Narrator The real mystery of course remained – if it really was a Freud painting, why had he denied it? Was it because it was an early work and he was ashamed of it, and didn't want to be associated with it? *Fake or Fortune*'s experts contacted Freud's solicitor, Diana Rawstron, who had known him very well. They had often talked about his paintings, and when she checked back through her records, she found that in 2006 they had discussed *The Man in the Black Cravat*, and Freud admitted that in fact he had started the painting – he had painted the body, the shirt, the neck and part of the face – but that someone else had completed it.
This was very exciting. The programme now had first-hand evidence that the painting was partly by Freud. So they went back to Libby Sheldon, the expert in the scientific analysis of paintings, and asked her to see whether she thought it was possible that the painting had been made by two different people. After examining all the paint pigments and the brushstrokes, she had no hesitation in saying that she was absolutely

certain that the painting was done by a single artist, so she thought that as Freud admitted to having started it, then he must have finished it, too.

Interviewer Jon, what did you think when you heard the news that Freud had admitted to starting the painting?

JT I could have fallen over backwards. It was one of those moments when I did the action you're told not to do. I looked off camera straight at the producer, who had been, who had become actually a friend and I was very close to at that stage, just looked at her in just utter disbelief that, that this had happened.

Narrator Finally, after collecting together all the evidence they had uncovered, the programme asked three experts on Freud to give their verdict. The letter with their decision was opened live on camera at the end of the programme. And this is what they said...

7.7

Narrator Finally, after collecting together all the evidence they had uncovered, the programme asked three experts on Freud to give their verdict. The letter with their decision was opened live on camera at the end of the programme. And this is what they said...

Expert 'We believe this to be a work that Lucian Freud did at art school, most probably in 1939.'

Interviewer Jon, you must have been over the moon! Why do you think Freud denied that he had done the painting?

JT I'm absolutely certain that the reason he denied having done the painting to other people was because the war that was going on between him and Denis Wirth-Miller. They fell out when they were aged, when he was 17 and Miller, Denis Wirth-Miller was 21 or so, and there were times when they were together and it was OK. Denis was certainly a very, very difficult character.

Interviewer And regardless of the fact that it's by Freud, do you love the painting?

JT That's – whether I love the painting or not – is a very interesting question, because a lot of people, particularly on social media when it was seen on the television were saying, 'But it's hideous; it's absolutely terrible.' I love it. I've always loved it and particularly because it just clicked straight away with me that it was so like Freud's early drawings. I love the shadows; I love the way, the exaggerated face. Everything about it just appeals to me greatly.

Interviewer Would your feelings have changed if it had turned out not to be by Freud, or to be a fake?

JT My feelings for the painting certainly wouldn't have changed if I'd found it wasn't a Freud because it mustn't be forgotten that I have been at that stage for many occasions. I've been to meet people, very important people who've told me it is the most wonderful early Freud they've ever seen, and then snapped at me, saying it's a fake, three weeks later, with no explanation as to why we've gone from hot to cold. And, so my emotions have gone really high, thinking, 'Wow I now know this is a Freud,' to absolutely crashing down, to saying it isn't. And I know from that that my emotion towards the painting has never changed.

Interviewer Would you ever sell it?

JT What I'd always said that I was going to do with the canvas was put it into my estate and set up a trust to pay for people to go to the Royal College of Art. I was in a situation where there was no money for me to do further education. And I got a bursary, a state bursary, like a scholarship to go to the Royal College of Art, and that saw me through my time there, so it would seem appropriate that it should go towards helping someone who otherwise wouldn't be able to get there to do further education.

Interviewer Jon, thank you very much.

8.1

A I had a driving phobia, and I had hypnotherapy to correct it. Of course, I wasn't sure how it would go, and it was expensive and, but do you know what? It was the most extraordinary experience of my life. I do think about it often, erm, especially when I get into the car, and I'm always amazed by the power it gave me and the change that it has brought to my life. I really would never have considered anything like that before, but it is really quite amazing.

B I've never strictly followed a programme of alternative medicine, but I do, however, think many mental and physical issues can be solved by practising mindfulness, and, and also yoga, which obviously features mindfulness quite heavily. I did a, I did yoga every morning for a few weeks during the Covid-19 pandemic, and I found it was a great way to start my day. It really got everything out of my head that I'd perhaps been worrying about and enabled me to start every day afresh, without any strains or stresses. So, whilst it's perhaps not alternative medicine, I do feel it can be the best prescription for many of life's problems and ailments.

C I've never had an alternative medicine treatment, and I wouldn't consider it, ever. This is because I trained as a research scientist in immunology, and I firmly believe in the power of clinical trials. And my understanding is that alternative medicine, by definition, doesn't have the support of clinical trials.

D Quite a few years ago now, probably 30 years ago, I was living in Portugal, um, I broke my ankle playing squash. Um, had my ankle in a plaster cast for a few weeks I guess, and when the cast came off I started getting pains in my lower leg. Went back to the doctor, who said, 'Ahhh, they'll go away, don't worry about it', um, but they didn't go away, so, in the end, out of desperation, I went, at the recommendation of a colleague, to uh, an acupuncturist. Um, it turned out, he wasn't just an acupuncturist, he specialized in acupuncture of the ear. Whatever problem you had, he would attempt to cure it by putting needles in your ears. So, I was, uh, lying in his treatment room, listening to classical music, with needles in my ears, thinking to myself, 'There is no way this is going to help,' Um, and, I left, after paying him quite a lot of money, dropped the needles into the nearest bin, and of course it didn't help, and it turned out I had a thrombosis in my leg, so there was no way that acupuncture was going to help. I'm sure it can help other things, but not that.

E I used to take echinacea, which is a liquid, you put a few drops of it into a glass of water, um, and it's supposed to prevent you getting, uh, colds and flu. Um, and I used to take that every morning, and it tastes disgusting. It tastes like you'd imagine, um, drinking water from a vase of flowers. Um, my mum recommended it, she said it was a, it worked for her, it was a really good way of stopping you getting colds. Um, so I don't know if it ever worked or not, maybe it stopped me getting some colds, but it didn't stop, stop it altogether. Um, but in the end, I just decided that it was a waste of time and a waste of money, why not eat healthy food and get more vitamins, that way.

F So, I've used aromatherapy, which I have with a massage whenever I can, because I've got loads of back problems and shoulder problems. Anyway, with an aromatherapy massage, like, they use specific oils from plants which either relax you or they invigorate you, and I always go for the relaxing one because I think that's the whole point of a massage. And so they massage these plant oils and you breathe them in, and then they soak into your skin, and I am pretty sure, I'm, yeah, I'm certain that the oils makes a difference to the effectiveness of this treatment, or you know, it does for me. I don't know if that's a placebo or it's real, but, it's a question worth thinking about. Have I – I don't think anybody really knows; maybe there are some trials. I do know that recently there was a study by some university or, or other on the use of lavender oil for children, and they found that lavender oil really does have a big effect on them, helping them sleep better and on their behaviour – it improves behaviour in over-active children, apparently. So, you know, based on that evidence, I'd, I'd say it's a real therapy; it's just one that doctors don't prescribe, yet – normally, anyway.

8.3

Interviewer So, tell us what you think about it, we'd love to hear from you. Now, you may have heard in the news that the government has been consulting on ways to reduce dependence on prescription drugs, especially those which people take long term, such as painkillers and antidepressants. Today we have Mark in the studio, and Mark's a research scientist – welcome – and you're going to tell us about something called 'social prescribing'...

Mark Hi, Liz. Thanks for inviting me on the show. Yes, so my area is public health research, and I've been working with the Department of Health on this issue. Of course, often patients do need to be prescribed drugs, but the concern is that too many people are getting them almost automatically, when in fact there may be other ways to deal with their health problems.

Interviewer Right.

Mark My research has shown that patients who take up social activities or hobbies are far less likely to need some types of prescription medicine, and obviously that's something we want to encourage. So this is what we're calling 'social prescribing', the idea that doctors will suggest to patients that instead of taking medicine, they take up a specific hobby or leisure activity that will improve their particular health issue.

Interviewer I see. So, what kind of things are we talking about?

Mark Well, different hobbies offer different health benefits. Let's take dancing. Dancing of any kind is good for both your fitness and your mood, but a German study published last year showed that dancing regularly can also slow down brain ageing. In this study, volunteers took part in a dance class once a week for 18 months. At the end of the 18 months, the participants showed an increase in the area of the brain that plays an important role in memory and learning.

Interviewer Wow.

Mark So that's clearly something for people to consider as they get older. Another example: cycling. As we get older, the thymus – this is the organ which makes the so-called T-cells that we need to help us resist disease – starts to get smaller, to shrink. But it's now been shown that cycling can actually boost your immune system – recent research has found that the thymus in older cyclists produces as many T-cells as in young people.

Interviewer Fascinating. So dancing and cycling are both things that a doctor might consider prescribing for patients to increase their long-term health. Although both of those activities are fairly energetic, and not all patients would be able to do them...?

Mark Sure, so there's also yoga. It's well known that yoga can improve body flexibility and make you feel calm, but doing yoga regularly can also significantly reduce your blood pressure. It's the stretching and deep breathing that makes a significant difference. Doing yoga for 15 minutes a day can reduce blood pressure by as much as ten per cent. Then there's golf – already a really popular sport – and there's now evidence that playing golf can actually help to offset the risk of getting diabetes and some types of cancer. In fact, golf can reduce your chances of developing up to 40 chronic diseases. Research shows that golfers live longer and feel better than the general population.

Interviewer Well, that sounds very positive, but what about people like me, who aren't so keen on sporting activities? What could doctors prescribe for them?

Mark Absolutely. Well, in terms of getting outdoors, how do you feel about gardening?

Interviewer Mmm, well, maybe...

Mark Researchers have repeatedly shown that doing things in the garden will lower levels of stress and anxiety. Looking after your plants for just half an hour a week can almost instantly reduce feelings of tension and fatigue, and make you less likely to suffer from depression. And another really effective thing is owning a pet. You get great exercise from walking a dog, but also, and rather surprisingly, living with a pet really helps reduce the likelihood of allergies. One study showed that stroking a dog for 18 minutes a day makes a difference to how the body reacts to animals. Children who live with a pet are less prone to developing allergies such as asthma, because they are exposed to fur and animal saliva from a young age.

Interviewer And is there anything for the more creative types?

Mark Yes, one of the most intriguing findings is about knitting, which you might think is a rather old-fashioned hobby, but actually it's now enjoying a bit of a comeback. A study at Harvard Medical School found that knitting lowers the heart rate by an average of 11 beats a minute, and another trial involving women with eating disorders who were taught to knit showed that 74% of them said knitting helped them feel better about themselves. And I should just point out that it's not only about being a bit more active – most of the hobbies I've mentioned are things you can do with other people, which in itself has a beneficial effect on your health.

Interviewer Well, Mark, I'm totally convinced, so next time I go to the doctor, I'm hoping I'll get a prescription for a course of dance classes and some knitting needles!

Mark Exactly. Let's hope so...

8.8

Clive narrating *So I was living in Spain at the time, and I was travelling back from Spain to the UK with my wife and two young children. It was two days before Christmas, and we were travelling back to London to visit my family there, it was an evening flight, from Valencia to London Gatwick.*

Clive Come on, kids, are you nearly ready? We're leaving for the airport in 15 minutes.

Kids Coming, Daddy!

Maria What time do we need to check in?

Clive Well, the flight leaves at 10.15. Don't worry, we've got plenty of time.

Announcer *Departure for flight Iberia 6845 - please passengers proceed to gate number A6.*

Clive narrating *The weather in Spain was really good, but just before we were going to take off, I was just reading my messages at the last minute and I saw there was a message from my brother, Russ.*

Clive Oh look, there's a message from Russ – oh, he's asking whether the flight's been cancelled. Apparently, there's a really bad storm in London, with gale-force winds.

Maria Oh, really? That doesn't sound good.

Clive I know. Anyway, we're about to take off. I'll let him know we're already on the plane.

Clive narrating *So we took off, but obviously, we were a bit worried about what the weather was going to be like when we got there. It was a two-hour flight, and everything was fine until we were approaching Gatwick, when the pilot made an announcement.*

8.9

Pilot Ladies and gentlemen, this is your pilot speaking. We're about 20 minutes from Gatwick, but unfortunately, we can't land yet because we've been told that there's really windy weather there, so we're going to circle for a while and assess the situation. Please make sure that your seatbelts are fastened, as it may be a bit bumpy.

Clive narrating *So the plane started circling, and then we started getting the worst turbulence I've ever, ever experienced. The plane just seemed to be going up in the air, then dropping down, then rising up again, then dropping.*

Pilot Ladies and gentlemen, thank you for your patience. We're going to attempt a landing now.

Clive narrating *We could see now that the wind was incredibly strong – we could see the wings of the plane moving up and down out of the window. I'm sure everyone on the plane was thinking the same thing: 'He's never going to be able to land the plane. We're going to crash.'*

Then just at the very last moment, the pilot obviously realized that it was impossible to land, and he changed his mind and the plane suddenly rose back up into the air.

It was an absolutely terrifying moment. The plane just kept climbing and climbing, going further and further away from the airport. Then the pilot made another announcement.

Pilot Ladies and gentlemen, well, I'm very sorry, but it was too dangerous to land; it was too windy, and I'm afraid we can't land at Gatwick now because the airport's been closed. In fact, I have to tell you that we can't land anywhere in the UK because all the airports are closed.

8.10

Maria So, where are we going to land if the airports are closed?

Clive I've no idea. Maybe Paris?

Maria Paris?! What if we don't have enough fuel to get there?

Clive narrating *Then the pilot made another announcement.*

Pilot Ladies and gentlemen, we're going to try to land at Amsterdam because the weather conditions there are a little better, so we're heading towards the Netherlands now. We're due to land at Schiphol in approximately one hour.

Clive narrating *After that, we had about an hour's journey to Holland. That was OK – fairly normal – and then as we got closer to Amsterdam, the pilot came back on again.*

Pilot Good evening, everyone. We'll be landing shortly at Schiphol Airport. It's going to be a bit windy here, too, but not as bad as at Gatwick, you'll be happy to hear.

Clive narrating *And it was quite a good landing – a little bit bumpy – but everyone was very, very relieved to get down on the ground. And we all started getting up – to be honest, we couldn't wait to get off, to get our feet back on firm ground again – and we got up and we started to take our things from the overhead locker. But then there was another announcement...*

Cabin crew Your attention, everyone. We aren't going to disembark here in Amsterdam. We're going to refuel and then we'll be flying back to the UK, because we've been told that in a couple of hours, the weather may be a bit better at Gatwick. However, ladies and gentlemen, if you want to get off, you can get off, but unfortunately, there won't be a hotel for you to stay at tonight because this plane's travelling back to Gatwick.

8.11

Clive narrating *So basically, then everyone had a dilemma – to stay on the plane or to get off and spend the rest of the night in Amsterdam.*

Clive What do you want to do? Get off here? Or try getting back to London tonight? To be honest, I think we should get off.

Maria Yes, absolutely, let's get off now – I don't want to be on this plane a minute longer. Come on, kids, get your things.

Clive narrating *More or less everyone with children got off the plane, but a lot of the passengers stayed on board. I suppose for some people the idea of being stuck in Amsterdam on Christmas Eve was even worse than flying back to Gatwick and trying*

to land again. But personally, we were really happy to get off that plane, and we spent the night in Amsterdam Airport, then in the morning we got a train from Amsterdam to Belgium. In Brussels, we picked up the Eurostar, and that took us through France, under the Channel, and safely back to London. So, after travelling all day, we finally got to my parents' house at around seven o'clock in the evening on Christmas Eve, just in time for the children to hang up their stockings. That flight was definitely the most frightening experience I've ever had.

9.8

John Good afternoon, and welcome to *A Question of Food*, where each week we look at a different aspect of food and the food industry. This week, we're talking about veganism. Two and a half million people in the UK now describe themselves as vegan, of whom 63% became vegan in the last five years. Perhaps unsurprisingly, young people, that is between the ages of 18 and 25 are the most likely to be vegan.

So what are the arguments for and against veganism, and is it here to stay? We have two experts here to explore the arguments: Jimmy, a vegan activist who also runs a vegan restaurant in East London – hello, Jimmy...

Jimmy Hello

John ...and Simone, a dietician and omnivore.

Simone Hello

John Jimmy, let me start with you. What, in your view, are the main reasons for the explosion of interest in veganism?

Jimmy For me, there are two main reasons. The most obvious reason for veganism is to do with animal rights, and this argument has been around for a long time. In fact, writer Leo Tolstoy had this to say in 1886, and it sums up my feelings very well: 'A man can live and be healthy without killing animals for food; therefore, if he eats meat, he participates in taking animal life merely for the sake of his appetite. And to act so is immoral.' I think this is at the heart of why so many people are now becoming vegans, the idea that killing and eating animals, and modern farming practices, are simply immoral. And the second big reason is that being a vegan helps the environment: it reduces your carbon footprint. There was a recent study at Oxford University which concluded that adopting a vegan diet can reduce your carbon footprint by 73%, which is far more significant than cutting down on flights or buying an electric car.

John Simone, can I bring you in here? These both seem pretty strong arguments; what do you think of those two points?

Simone Well, the first point, the point about your moral position, I do think that's a very personal decision, whether to eat meat or not, and I personally, I don't think it's immoral. But I think everybody needs to decide for themselves. An unfortunate aspect of veganism is that it's easy for vegans to believe that their position is morally superior, and so they make meat-eaters feel morally inferior, which of course meat-eaters resent, so immediately you have this conflict, which I really think is unfortunate.

John Jimmy, can I ask you, do you feel morally superior to Simone?

Jimmy Yes, yes, I do feel superior. I do think that veganism is a morally strong position, but it's not about being better than other people, it's just about doing what's right.

John And Simone, what about Jimmy's second point, about the environment?

Simone Well, broadly speaking, Jimmy is right: being a vegan can reduce your carbon footprint. But it isn't quite as simple as that. Some foods that are a real favourite with vegans, like avocados and quinoa and soya beans, are grown a long way from the UK. I mean, the biggest producers of quinoa are Peru and Bolivia, and avocados come to the UK from Mexico, the Caribbean, Africa, and soya beans from Brazil. And there's a significant environmental impact associated with bringing those foods to Britain, and they are often not grown in a sustainable way – growing food crops can be just as damaging to the environment as farming animals. And there's also the problem that demand for those foods is now so high in, for example, Britain and the States, that there isn't enough left for the country that actually grows the food – so for example, Kenya has recently banned the export of avocados because they were all going abroad.

John OK, Simone, that's a valid point. As a dietician, what do you think are the health implications of being vegan? We hear a lot about vitamin deficiency and so on; is that something we should be concerned about?

Simone Yes, it is true that it's harder to maintain a balanced diet if you're vegan, and that may present a serious health risk, especially for children and teenagers, who I absolutely believe should not be vegan. Humans are designed to be omnivores, so obviously if you eat a bit of everything, like me, then you get plenty of vitamins and minerals and so on, but vegans have to really make sure that they get enough of these things. The classic example is vitamin B12. If you're vegan, you need to take B12 supplements, or eat food fortified with B12. If you don't, you can become quite ill quite quickly.

Jimmy Of course you do need to take a bit of care, but that goes without saying. There's nothing wrong with taking vitamin supplements, and lots of people who aren't vegans do the same thing. But I think you're missing the important point, which is that overall, being vegan is hugely positive for your health. Less risk of heart disease, less risk of diabetes, and how many vegans do you know who are overweight?

Simone That may be true to some extent, but fundamentally, I still don't see why anyone would choose to eat a diet that doesn't deliver the right nutritional balance for the human body.

John One thing I want to ask you both about is what you could call the social side of being vegan. I mean eating out – that can be very difficult.

Jimmy Well, actually, I think that problem has disappeared now. Being vegan is becoming more and more mainstream, and most restaurants offer vegetarian and vegan options.

John Well, one if you're lucky!

Simone Yes, and that's only true in big cities and in certain countries. I mean, there are some countries where avoiding all animal-based food is more or less impossible.

John And Jimmy, what about when you go round to somebody's house for dinner? Does that create problems?

Jimmy Not at all. Most of my friends are vegan, anyway, and all my other friends are really getting into trying vegan recipes.

Simone I'm afraid you'd have a problem if you came to my house – I think it's really inconsiderate to expect the host to cook something specially for you, or for everybody to have to eat the food that only you actually want. You'd expect me to cook something special for you, but would you be prepared to cook a steak for me?

Jimmy I'm sorry, but I wouldn't.

John So can I ask you both just to round off, is veganism the future?

Jimmy Absolutely it is.

Simone I think it'll always be an option, but it'll never be for everyone.

9.15

On a quest to make the best pasta possible, we went to the experts at Pasta Evangelists – a wildly successful business that delivers fresh, artisan pasta straight to your door.

We spoke to Roberta d'Elia, their Head Pasta Maker, to find out the common mistakes we're all making when cooking pasta, and how to do it properly. This is what she told us:

The number one mistake we all make when cooking pasta, either fresh or dry, is cooking it for too long.

You shouldn't just leave the pasta to bubble away, you should time it correctly. Whether dried or fresh, pasta should always be served 'al dente' – which translates as 'to the tooth' – meaning that it should still have a 'bite' and not be mushy.

To get that perfect bite, you should cook it for six to seven minutes, or two to three for fresh pasta, before trying a piece. If it's still crunchy, continue to cook it for 30 seconds more, and continue doing this until it's just right. It should still be firm and look a little dry right in the centre.

The next mistake is not putting enough salt in the water. Roberta told us that there's an old saying in Italy that the water you cook pasta in should be as salty as the Mediterranean. If the water isn't salty enough, the pasta will be tasteless because when you cook pasta, the water in the pot is absorbed, so when the water is salty, the salt will be absorbed too and the pasta will be much more tasty. There is no precise water-to-salt ratio which always works best and most chefs taste the water and estimate based on what has worked best for them in the past. Generally though, try to use around 1.5 teaspoons of salt to one litre of water.

The next typical mistake is putting the pasta in before the water's reached boiling point. If you boil your water in a kettle, then add it to the pan with the salt, and wait for it to boil really hard – that's when it's bubbling a lot – and only then add the pasta. You should begin to time the cooking just after adding your pasta to the water.

Another mistake which some people make is adding oil to the water to stop the pasta 'sticking together'. They think that adding oil to the water will keep the pasta glossy and separated after draining so that it can be easily tossed in the sauce. Unfortunately, this doesn't work and in fact it usually has a negative effect. As oil and water don't mix, the oil will only reach the pasta when you drain it – this

means it will then coat the pasta, so when you add the sauce, it will separate from the pasta. And the last mistake people make is using a pan that is too small. As Roberta says, the pasta needs to be cooked in lots of water, with space to breathe, it shouldn't be crammed into a pan that can't accommodate a lot of water. So use a large, high-sided saucepan and between half a litre and one litre of water for each 100 grams of dried pasta. The pan needs to be big enough to still have room at the top so that it doesn't overflow.

So now you know. *Buon appetito*!

10.1

1 Off and running! Brilliant start from Lorraine Stewart – she's flying out. Browning's getting into her stride; she's trying to chase her down. Now Harris is coming up in lane six; she's coming up on Stewart; she's coming hard, but Stewart is going to get there – she dips for the line. Ten seventy-two! Stewart takes the gold in a new championship record.

2 Brian Marks to putt now, and he, he's had a tough time in this competition: nothing has gone right for him. And we haven't seen him make a long putt in a while. He would love this to go in for a birdie and try to get his round back on track. It must be 30, 32 feet, with a slight break to the left, and he needs enough speed on it. He's hit it well; it's looking good – come on, come on – and he makes it! That was beautiful!

3 Surely the attack is going to come soon: Fernández can't afford to wait any longer. She doesn't have a sprint finish; she needs to go now. Coming to the foot of the final climb of the day, eight kilometres at an average gradient of 12%, this could be very interesting. And she's gone! Fernández has gone! Brankart is trying to follow, but the gap is opening! And Fernández has 20 metres, 30 metres, and she looks round once, and she knows this is her chance.

4 The Cuban has got the arm lock, Asaka desperately trying to keep his elbow turned. That was a moment of real danger; he needs to settle himself here. He might have hurt his arm. Thirty seconds to go now. This is fraught with danger: every time you take a step towards your opponent, you put yourself in danger, but you've got to take that step to win the gold.

5 What has happened to Australia? They cannot contain Brazil; they're trying to come back at them, but Australia have lost their rhythm. Very consistent throwing from Brazil – there's another three-pointer; that's a nice move; they're running away with this now. Only a few seconds left – and that's it, it's two more points to Brazil and it's all over. Brazil are safely through to the semi-final, 71 to 40.

6 Fantastic start from Ivanova – triple Salchow, triple toe, great elevation on both jumps. And again, amazing elevation – that was a flip. She looks so relaxed; she's completely in control here. Triple flip, double toe, ooh, a little bit of a stumble, but she comes out of it well. Last jump coming up now; it's a double Axel, and oh no! She's down on the ice, and she's back up, but that's going to be the end of her hopes for a medal. That is a disaster for Ivanova.

10.2

Interviewer So, Olly, have you always been interested in sport?

Olly Yes, I have. I was always a huge sports fan as a child, particularly tennis and football. They were the ones that I played. My mother was a tennis player; my dad was a footballer. So they...those were the sports that I got into. But I always loved watching most sports. My grandfather – both of my grandfathers – were huge fans of sport. So watched a lot and, and then just became very curious about the language of television, sometimes even more than the action of the sport.

Interviewer Do you do a lot of sport or exercise yourself?

Olly I could tell you yes, but that would be a lie. Especially about the exercise bit. I do probably not enough exercise. I play football, I play tennis a little bit, but that's about it. And I would never – because I'm a sports commentator – I would never call myself an athlete because I know what an athlete really is, and it isn't me.

Interviewer What made you want to be a commentator?

Olly When I was a child, I commentated on everything that was happening. That, that's the thing that unites all sports commentators. When you go back to their childhood, they're the ones that commentated when people were playing football in the playground. I, when I was playing sport in the back garden, I would add in a running commentary to it. I made cassette tapes that I've still got, when I was 11 years old, of radio broadcasts of pretend football matches. So I always had this love of language. My grandfather was somebody who absolutely loved words, and I think in my family we grew up with a passion, a curiosity, for language, so that was always there. And then when my love of sport developed, I think the two married together very nicely.

Interviewer What's your favourite sport to commentate on?

Olly My number one is definitely gymnastics, which I love because of the variety: there's just so many different forms of gymnastics. It could be trampolining or aerobics, or rhythmic gymnastics – that's beautiful and exciting to do so many different things.

Interviewer Do you have to be an expert in all the sports you commentate on?

Olly There are some sports that you have to have extremely strong knowledge of. Gymnastics is full of technical moves, complex rules, complex scoring – you have to know the vocabulary; you have to understand it.

Interviewer I'm sure.

Olly There are other sports that are definitely something you can commentate without being an expert. For example, a race. Now if you're doing a race, in swimming, in horseracing, in athletics, it's still just a race. The most important thing is: tell the story of the race.

Interviewer What would you say is the most difficult thing about commentating?

Olly Shutting up is definitely the hardest thing about commentating because pictures are beautiful. Sound is beautiful. The sound of a crowd is a beautiful thing; the sound of a player screaming with excitement when they hit the winning point is wonderful. It's very easy as a commentator to forget that there are pictures – and we use a phrase in the broadcasting world: we say, 'Let the picture breathe,' and I think that's really important to do.

Interviewer That's so interesting. Do you ever disagree with the referee or the judges when you're commentating?

Olly Absolutely, but the important thing is: do not destroy them. As a broadcaster, do not attack referees or judges. They are human beings; they are doing a job. They get it right sometimes; they get it wrong sometimes. Unless a referee is obviously cheating, which is very, very, very unusual, then you have to be understanding and kind because athletes make mistakes, referees make mistakes, commentators make mistakes.

Interviewer So, have you ever seen anyone, a player or an athlete, cheating during an event?

Olly Very occasionally. I would say that most athletes actually have great integrity. They are very honest people. It's rare that it happens. When it does happen, it can be quite difficult, actually. You have to choose your words very carefully because to...maybe to me or to you it's very obviously cheating, but it's not to them.

Sometimes a footballer dives. But did they dive or did they fall? And actually, I...it's not my job to try to inhabit the mind of the athlete and tell you what they were thinking at the time. Where it is also difficult is maybe if an athlete has returned after a ban because they had taken drugs or they had cheated – then you have to refer to that ban, but it's important not to be stuck in the past too much.

Interviewer What do you think commentary adds to the experience of a television viewer?

Olly Commentary should be furniture, not wallpaper; I think that's a term that we use quite often in broadcasting. It should make it easier for the viewer to place themselves in the action. It shouldn't just be decoration; it shouldn't be something that distracts you from the really important things. If you use too many words, if you start to tell meaningless stories, then the viewer will switch off from the things that you're saying. I think the point of commentary is to provide drama, it is to help explain why things have happened, and it's also to introduce new viewers to a sport.

Interviewer I see. What are the most memorable moments of your career so far?

Olly You never forget your first Olympic Games. The feeling of arriving at the stadium, staring up at the Olympic rings, probably the most famous logo in all of sport – you look at it and you realize this is what you are doing. You are part of the Olympic movement, and that's incredible. And the Olympic Park is full of energy; the atmosphere is unbelievable there. And you get to broadcast the greatest moments of people's careers at the Olympic Games, which is an incredible feeling.

10.3

Interviewer Can you tell us about one really special moment that you remember?

Olly There was one very special moment for me that happened in the Rio 2016 Olympics. Sometimes it's not the biggest moments – they're not always the most memorable.

Sometimes it's small things that have a particular story. And there was a Norwegian wrestler, a gentleman called Stig-André Berge. He was 33, it was his third Olympic Games, and he had never even come close to winning a medal in his previous attempts. He was a very good wrestler, but he had never come close. Just before the Olympic Games, he discovered that his mother had terminal cancer, and he made it home from the qualification tournament for the Olympic Games in time to see her for the last time.

Interviewer Wow.

Olly And he promised her in that last meeting that he would win her an Olympic medal. And we got to the Olympic Games in Rio a few months later, and every match he won by the most narrow of margins; it was so tight and so close. And then he won the crucial match that gave him a chance to go for the bronze medal. And when he won that match, he looked up into the sky and he just pointed upwards. And I realized that this was now the time to start telling that story. Because I didn't want to start telling it too early or make it too sentimental, so I mentioned the story about his mother. And then he won the bronze medal. And it was so close. And at the end, his coaches ran– he burst into tears, his coaches ran on, they were three of them lying on the ground, holding each other, crying. And I was able to put into words that story of the promise he'd made to his mother. I felt very honoured to be the person trusted to tell his story.

Interviewer Wow, what a moment that must have been. Thank you so much, Olly, and thank you for sharing that story with us.

10.4

Part 1

Interviewer Why did you decide to leave the UK and live abroad?

Emma Well, actually it was David who convinced me it was a good idea. A long time ago, going back, I was studying at the... my final year at University of Warwick and David was working at that time in Majorca, and we met in England and then he returned to work in Majorca. And then it was, it was very...we kept in touch by letters and it was very easy to be seduced by the, the lifestyle he had there, the lovely swimming, the barbecues in the mountains, the, the fishing for octopus. So I was sitting finishing my le–, my essays in the, the library windows covered with rain and, yes, so when I graduated, I, I went very happily out to, to Spain to be with him and we both got jobs in Vigo in, in Spain, working as language teachers in a private school, and we had a lovely time. We just...we worked, and when we weren't working, we spent the time discovering the area, going out on our bikes and learnt to windsurf – yes, that was a great year.

Interviewer So a very happy introduction to Spain for you. And how did you both end up in Mairena?

David Well, it was by chance, really. We'd, we'd been working as English teachers for, for several years – ten years perhaps in my case – and we realized that we had the opportunity to, to take a year off, a sabbatical year as it were, with a view to then going back to, to teaching again. And we had a friend who had a, a small house in the, in, in a village in the mountains south of Granada, and he'd agreed to, to let us rent this house for, for next to nothing for a year, so that's what we did – but whilst we were there, we wandered around and cycled around and finally stumbled on this little village of Mairena, where we live now, and fell in love with the village, fell in love with the house that we, we lived in for a while at first, and realized at the end of the year that we were, we were having a ball and enjoying it too much, really, to, to want to go back. So at that point, we realized that we had to, to find a way of, of earning a living because we didn't have any money, and so we...I, I got a job in Granada in fact, just teaching for a year or so, and then we opened what's now Las Chimeneas, our little hotel and restaurant.

Interviewer How integrated do you feel in the local community?

David Well, one of the things that made me feel very integrated and indeed very, very proud, in fact, was, was being invited to, to join the local council, and I worked for six years as the, the Deputy Mayor – and not necessarily a very good Deputy Mayor, but I kind of enjoyed it, and it was, you know, I consider it as an honour to be, to be involved and asked to get involved in, in local politics. And it's, it's a useful thing as well, rather than just being on the outside protesting at decisions taken after the event, it's quite useful to be part of the decision-making process as well. And...

Emma I think for me, the, the thing that really made a difference was when we had children because especially, as being, being, you know, a mother in the village, it meant that you met other mothers and people felt that it was a reason to talk, and our children are friends with the other kids – they come round to play now – so yeah, that was a big difference for me.

David And having the business as well because we, you know, people can see that we're, we're actually working, and we're working alongside our neighbours because, you know, we're lucky – we're...enough to be in a position where we've been able to employ quite a lot of the local villagers as, you know, as cooks, and chefs, and taxi drivers, and so on.

10.5

Part 2

Interviewer What do you like most about living in Mairena?

Emma The obvious thing, and almost a cliché, is the weather, but you can't underestimate that – I mean, the weather does affect your everyday life – and also simple things like the incredible clear skies and the light. But I think it's something more than that: as long as I can remember, I always had a hankering – I really wanted to live in a very small community; I remember even as a child it was something that I always had an ambition to do. And I think something about living in a very small village: everything seems very kind of human, very manageable; you, you know everybody, you literally know everybody in the village. And what's also been great the last few years is that we bought some land which is filled with almonds and olive and fruit trees, so we spend a lot of tr–, time down there and learning how to farm like the locals do because they have very complicated watering techniques, so we've had to speak to locals and learn how to farm the land.

Interviewer Are there any downsides to living there?

Emma It's the travelling, isn't it? We have to spend probably more time than we would like in a car to, to buy something simple. On, on the one hand, it's great being away from shops – it's like a kind of a, real kind of consumer detox – but on the other hand, when you actually have to buy something, it means you have a long journey, which I could do without.

David And there's lots of paperwork as well. Spain is a very heavily bureaucratic country as well, and so there's lots of certification and permits and so on that we've got to, we've got to get together, and that always means a drive of a couple of hours to, to get to, to Granada, the local centre, to, to get paperwork sorted out.

Interviewer Is there anything you miss about the UK?

David Well, obviously we miss friends and family – I mean, that's the, the big thing, but we're lucky we live in a, a nice part of the world and so we, we get lots of visitors who come out and, and stay with us, which is nice. And then, you know, often it's very trite, silly little things that you miss: I mean, I miss pubs with carpets and soft lighting and, you know, polite dog walkers – that kind of thing.

Emma The fact that, actually, when we come back, we often come back to London, so... what I really like about the UK is, is that sense of cultural diversity. Just travelling on public transport in London, you're very aware of the, the, the very wide range of people living here, which obviously you wouldn't get in a, a small rural community.

And, of course, the, the great thing about that is being in London is, yeah, you can choose, the, the, you know, rest–, any kind of restaurant.

That's a big treat to come back and be able to choose what kind of food you want to eat.

Interviewer Do you think you'll come back to the UK one day?

David Well, you never know. I mean, we, we, we never took a, a decision that we would stay in Spain forever, so it was kind of by chance – by accident – that we've been in Spain so long, so we, we've never really ruled it out. It would be tricky, I think, to come back, largely for economic or financial reasons. Britain is a very expensive place to buy a house at the moment, and then of course there's the boys, the boys – our two sons are now aged 7 and 13, so they were born and brought up in Spain, so it would be...they would be really uprooted for them. To take them back to the UK, I think now, that would be perhaps a, a bigger hurdle.

Emma Yeah, for sure, that's the main reason why, why I can't see us going back is definitely Dan and Tom, but of course, I think once you've spent 15 years building up a business, then also that's something you don't want to, to easily turn your back on. Of course, the other thing we need to think about is the impact of Brexit. It might be that we end up applying for Spanish nationality. I think for now we're just going to see how things go.

have: lexical and grammatical uses

different uses of *have* as a main verb

1 I **have** a large extended family.
2 **I'm having** problems with my wi-fi.
3 **Do** we really **have to** spend Christmas with your parents again?
4 We're going to **have** our house **repainted** next week.
I **had** my phone **stolen** when I was paying at the checkout.

- We don't usually contract *have* when it is a main verb.

1 We use *have* as a main verb for possession.
- *have* with this meaning is a stative (non-action) verb and is not used in continuous tenses. *have* is also a stative verb when used to talk about relationships or illnesses.

2 We use *have* + object as a main verb for actions and experiences, e.g. *have a bath*, *a drink*, *a problem*, etc.
- *have* with this meaning is a dynamic (action) verb and can be used in continuous tenses.

3 We use *have to* as a main verb to express obligation, especially obligation imposed by others, and rules and regulations.
4 We use *have* as a main verb + object + past participle to say that you ask or pay another person to do something for you, or that something bad has been done to you.

different uses of *have* as an auxiliary verb

1 We**'ve got** two sons, but we **haven't got** a daughter.
2 I **haven't** the time to go to the bank.
3 **I've got to** go now – I'm meeting my girlfriend for lunch.
4 They**'ve been** married for 15 years.
How long **has** Anna **been going** out with James?
5 She**'ll have finished** lunch in a few minutes, so call her then.
If I **hadn't taken** a taxi, I wouldn't **have** arrived in time.

- *have* as an auxiliary verb is often contracted.

1 We often use *have got* for possession.
- We normally use *had* for the past, not *had got*, e.g. *My grandparents had six children.* **NOT** ~~*My grandparents had got...*~~

2 In negative sentences, we occasionally leave out *got*, especially in fixed expressions like *I haven't time, I haven't a clue.*
3 We use *have got to* to express obligation, especially in informal English.
- *have got to* is normally used for a specific obligation rather than a general or repeated obligation. Compare:
I've got to make a quick phone call. (= specific)
I have to wear a suit to work. (= general)

4 We use *have* as an auxiliary verb to form the present perfect simple and continuous.
5 We also use *have* for other perfect forms, e.g. the future perfect, the perfect infinitive, the past perfect, etc.

***have* or *have got* in idioms and expressions**

1 I think my sister has been borrowing money from my mother.
I'm going to **have it out with** her. (= talk openly about it)
You're getting married? You're **having me on**! (= play a joke on sb)
I'm going to **have a go** at making home-made pasta. (= try)
We **had** such **a laugh** at the party last night. (= enjoy yourself)
That's it. I**'ve had it** with Mark. I'm never going to speak to him again. (= have had enough of sb/sth)
2 My boss is constantly asking me to work late. She really **has it in for me**. (= not like sb and be unpleasant to them)
I don't think I**'ve got it in me** to find somebody new. (= feel capable of sth)

- There are many idioms and expressions with *have*, some of which can also be used with *have got*.

1 These expressions only exist with *have*.
2 These expressions exist with both *have* and *have got*.

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

I'm exhausted! I've been looking after my sister's kids all day. ✓
1 I don't think you should drive until you've had your brakes fixed.
2 I can't come on holiday because I haven't got any money.
3 Has your husband to work tomorrow?
4 The staff don't have to dress formally in this company – they can wear what they like.
5 How long have you been having your flat in London?
6 What time are we having dinner tonight?
7 My parents had got a lot of problems with my sister when she was a teenager.
8 I don't have a holiday for 18 months. I really need a break.
9 Have we got to do this exercise now?

b Complete the second sentence so that it means the same as the first. Use a form of *have* or *have got*.

Her brother moved to Canada in 2011 and he still lives there.
Her brother *'s been living in Canada* since 2011.
1 She's an only child.
She _____ brothers or sisters.
2 We used to pay someone to take a family photograph every year.
We used _____ every year.
3 Having car insurance is compulsory for all drivers.
All _____ car insurance.
4 He's seeing his father tomorrow. He last saw him two years ago.
He's seeing his father tomorrow. He _____ _____ two years.
5 He lacks the right qualifications for this job.
He _____ for this job.
6 It isn't necessary for us to do it now; we can do it later.
We _____; we can do it later.
7 The sea was amazingly clear and warm – we swam every morning.
The sea was amazingly clear and warm – we _____ every morning.
8 When did you start to get on badly?
How long _____ badly?
9 I need someone to fix the central heating.
I need _____.

c Complete the sentences with one word.

1 He was a good interviewee, but I don't think he has it in _____ to do the job.
2 We went on a girls' night out last weekend, and we had a real _____.
3 Are you really going to do a bungee jump or are you having me _____?
4 My maths teacher has really _____ it in for me. She's much stricter with me than with the rest of the class.
5 I've _____ it with always tidying up after you.

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discourse markers (1): linkers

result

1 I have a job interview next week, **so** I've bought myself a suit!
2 It had snowed hard all night. **As a result**, the airport was closed until 11.00 a.m.
We regret that you do not have the necessary qualifications and **therefore** / **consequently** we are unable to offer you the job.

1 *so* is the most common way of introducing a result or a logical connection.
2 *as a result*, *therefore*, and *consequently* (more formal than *so*) are often used at the beginning of a sentence or clause.
• *therefore* and *consequently* can also be used before a main verb, e.g. *We have therefore / consequently decided not to offer you the job.*

reason

1 I've stopped emailing her, **because** / **as** / **since** she never answers me.
Can I go home, **seeing as** / **seeing that** there's no work to do?
2 The plane was late **because of** the fog.
Flight 341 has been delayed **due to** / **owing to** adverse weather conditions.

1 *because*, *as*, and *since* (more formal) are synonyms and are used to introduce clauses giving a reason. *as* and *since* are often used at the beginning of a sentence, e.g. *As / Since the rain hasn't stopped, we've decided not to go out.*
• We can use *seeing as / that* to give a reason for what we're saying.
2 *because of*, *due to*, and *owing to* also express the reason for something. They are usually followed by a noun, a gerund, or *the fact that* + clause.
• *due to* and *owing to* are more formal than *because of.*

purpose

1 I did a language course **to** / **in order to** / **so as to** improve my English.
2 He closed the door quietly **so as not to** / **in order not to** wake the baby.
3 They moved to London **so** (**that**) they could see their grandchildren more often.
4 I'm not going to tell Amy, **in case** she tells everyone else.

1 *to*, *in order to*, and *so as to* introduce a clause of purpose and are all followed by an infinitive. *to* is the most informal.
2 For negative purpose we use *so as not to* or *in order not to*.
3 We can also use *so* (*that*) + *can / could* + verb or *will / would* + verb to express purpose. *that* can be left out in informal English.
• Use *so* (*that*) when there is a change of subject in the clause of purpose, e.g. *She put a blanket over the baby so* (*that*) *he wouldn't be cold.*
4 We use *in case* + a clause when we do something in order to be ready for future situations / problems, or to avoid them.

contrast

1 The meeting was OK, **but** the journey home was a nightmare.
Agnes was attracted to the stranger, **yet** something in her head was telling her not to get close to him.
It's a really good idea. **However**, it may be too expensive.
The moon shone brightly. **Nevertheless**, it was hard to find our way.
2 We enjoyed the film **although** / **even though** / **though** it was long.
3 **In spite of** / **Despite** being 85, she still travels all over the world.
In spite of / **Despite** her age...
In spite of / **Despite** the fact that she's 85...

1 *but* is the most common and informal way of introducing contrast and is normally used to link two contrasting points within a sentence. *yet* is used in the same way, but is more formal / literary.
• *however* and *nevertheless* are normally used at the beginning of a sentence to connect it to the previous one and are usually followed by a comma.
• *nevertheless* (or *nonetheless*) is more formal / literary than *however.*
2 *even though* is more emphatic than *although*. *though* is more common in informal speech.
3 After *in spite of* and *despite*, use a gerund, a noun, or *the fact that* + clause.

a Circle the correct linker.

Even though / *Despite* she's working really hard, I don't think she'll be able to catch up.

1 We can't afford to have a holiday this year *as / yet* we've got an overdraft at the bank.
2 Could we rearrange my timetable *so that / in case* I don't have so many classes on Fridays?
3 I got to the interview on time *due to / in spite of* the fact that my train was late.
4 It isn't worth phoning Alex, *seeing that / so that* he's arriving in five minutes.
5 He gets a good salary *though / since* the job itself is quite monotonous.

b Circle the better option according to register.

Sales have increased over the last six months.
So / *Therefore* we will be taking on five new employees.

1 I've been off work for the last three days *because of / owing to* this nasty cough I've got.
2 The organization has severe financial problems, and *so / consequently* half the staff have been laid off.
3 The company has reported declining sales this year. *Nevertheless / But*, they have so far managed to avoid any staff cuts.
4 I stopped at a service station *to / in order to* fill up with petrol.
5 I thought it was an amazing book. It was a bit depressing, *though / however.*
6 We regret to announce that the performance has been cancelled *due to / because of* technical problems.

c Join the sentences using the **bold** word(s), making any necessary changes.

We only use energy-efficient light bulbs. We don't want to waste electricity. **so as**
We only use energy-efficient light bulbs so as not to waste electricity.

1 Our seats were a long way from the stage. We enjoyed the play. **in spite**
We _____.
2 It took us ages to get there. The traffic was heavy. **because of**
It _____.
3 I took the price off the bag. I didn't want Becky to know how much it had cost. **so**
I _____.
4 Keep the receipt for the sweater. Your dad might not like it. **in case**
Keep _____.
5 Susanna is an only child. She isn't at all spoilt. **even though**
Susanna _____.
6 Prices have risen. Production costs have increased. **due to**
Prices _____.

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the past: habitual events and specific incidents

narrative tenses: describing specific incidents in the past

This **happened** when I **was** about five years old. My father **had gone away** on business for a few days and my brother and I **were sleeping** in my parents' bedroom. Before we **went** to bed that night, I **had been reading** a very scary story about a wicked witch. In the middle of the night, I **woke up** with a start and **saw** that a figure in a dark coat **was standing** in the doorway. I **screamed** at the top of my voice.

When we describe specific incidents in the past, we use narrative tenses, i.e. the past simple, past continuous, and past perfect simple or continuous.

- We use the past simple to talk about the main actions in a story (*We went to bed..., I woke up..., I screamed*).
- We use the past continuous to set the scene (*We were sleeping in my parents' bedroom*) and to describe actions in progress in the past (*Somebody was standing in the doorway*).
- We use the past perfect and the past perfect continuous to talk about the earlier past, i.e. things which happened before the main event (*My father had gone away..., I had been reading a story*).

***used to* and *would*: describing habitual events and repeated actions in the past**

1 Every summer, my family **used to rent** an old house in the south of France. My sister and I **often walked** to the harbour in the morning, where we **used to watch** the fishermen cleaning their nets.
2 Every night before we went to bed, my mother **would tell** us stories, but she **would never read** them from a book – she **would always make them up** herself.
3 When I was a teenager, my friends **were always teasing** me because of my red hair.

1 We often use *used to* + infinitive as an alternative to the past simple to talk about things that we did repeatedly in the past.
- We can also use *used to* + infinitive to talk about situations or states which have changed, e.g. *I used to have much longer hair when I was younger.*

2 We use *would* + infinitive as an alternative to *used to* to talk about things that we did repeatedly in the past over a period of time.
- We don't use *would* with stative verbs, i.e. to talk about situations or states which have changed. **NOT** ~~*I would have much longer hair when I was younger.*~~
- We don't use *would* without a time reference, e.g. *I used to play the violin.* **NOT** ~~*I would play the violin.*~~

3 We can also use *always* + past continuous for things that happened repeatedly, especially when they were irritating habits.

used to* and *be / get used to

Be careful not to confuse *used to* and *be / get used to*. *used to* only describes states or repeated actions in the past, *be / get used to* means *be / get familiar with*, e.g. ***We used to live** in Dublin. We moved to the country last year, but **we're still not used to it**. It's too quiet for me, and **my husband can't get used to** having to drive everywhere.*

a Circle the correct form. Tick (✓) if both are possible.

Corinne and I *used to be* / *would be* very close, but recently we've grown apart.

1 When I came into the room, my aunt *sat* / *was sitting* with her back to me. When she turned round, I could see that she *had been crying* / *had cried*.
2 Our grandmother *always used to have* / *would always have* a surprise waiting for us when we visited.
3 My sister *used to live* / *would live* on her own, but then she *was buying* / *bought* a flat with her boyfriend.
4 My brother *didn't use to look* / *wouldn't look* at all like my father, but now he does.
5 When I was small, I *was always getting* / *always used to get* into trouble at school and my parents *used to punish* / *would punish* me by not letting me play with my friends at the weekend.
6 Suddenly, we heard a tremendous bang and we saw that a car *crashed* / *had crashed* into a tree and petrol *poured* / *was pouring* onto the road.

b Complete the text with the verb in brackets using a narrative tense or *would* / *used to*.

My earliest memory

When I was about four or five, my grandmother, who was Polish, was living (live) in London and we children often [1]_____ (spend) weekends at her flat. My grandfather [2]_____ (die) a couple of years earlier, so I suppose she was in need of company. We loved going there, as my grandmother [3]_____ (cook) special meals for us and [4]_____ (take) us for lovely walks in Regent's Park, which was quite nearby. One occasion that I remember really well was when she [5]_____ (invite) me to stay with her on my own, without my brothers and sisters. On the first day, after lunch, my grandmother [6]_____ (go) for her rest. I [7]_____ (try) to sleep too, but I couldn't, so after a while I [8]_____ (get up) and [9]_____ (decide) to explore the flat. Everything was very quiet, so I was convinced that my grandmother [10]_____ (sleep). The room I most [11]_____ (want) to explore was my grandfather's study, I imagine, precisely because she [12]_____ (tell) me not to go in there. I opened the door and went in, and was immediately drawn to his large old desk. I [13]_____ (climb) onto the chair and [14]_____ (see) on the desk a green pen in a kind of stand, with a bottle of ink. I [15]_____ (ask) my parents for a real pen for a long time, but they [16]_____ (refuse), foreseeing the mess that I was almost bound to make with the ink. I picked up the pen and then tried to open the bottle of ink. At that moment, I [17]_____ (hear) my grandmother's voice saying, 'Christina? Where are you? What are you doing?' To my horror, I [18]_____ (realize) that my grandmother [19]_____ (get up) and [20]_____ (come) towards the study. Two seconds later, she [21]_____ (open) the door. I will never forget the awful feeling of shame that she [22]_____ (catch) me doing something that she [23]_____ (forbid) me to do.

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pronouns

generic pronouns

1 If **you** mispronounce a word, people might not understand **you**.
2 **One** tends to have problems understanding very strong accents.
3 When **we** talk about an accent, **we** must not confuse this with pronunciation.
4 **They** always say that it's never too late to learn a new language.
They should make it compulsory for people to learn two languages at school.
5 If someone phones me, tell **them** to call back later.
Could the person who left **their** bag in the library please come and see me?

1 We often use *you* to mean people in general.
2 We can also use *one* + third person singular of the verb to mean people in general. *one* is much more formal than *you* and is very rarely used in spoken English.
• We can also use *one's* as a possessive adjective, e.g. *When confronted with danger, one's first reaction is often to freeze.*
3 *we* can also be used to make a general statement of opinion which includes the reader / listener.
4 In informal English, we often use *they* to talk about other people in general, or people in authority, e.g. ***They*** *always say...* (*They* = people in general); ***They*** *should make it compulsory...* (*They* = the government).
5 We use *they*, *them*, and *their* to refer to one person who may be male, female, or non-binary, instead of using *he* or *she*, *his* or *her*, etc.

reflexive and reciprocal pronouns

1 You need to look after **yourself** with that cold.
He's very egocentric. He always talks about **himself**.
2 I managed to complete the crossword! I was really pleased with **myself**.
3 We decorated the house **ourselves**.
There's no way I'm going to do it for you. Do it **yourself**!
4 I don't feel very comfortable going to the cinema **by myself**.
5 My ex-husband and I don't talk to **each other** any more.
My mother and sister don't understand **one another** at all.

1 We often use reflexive pronouns when the subject and object of a verb are the same person.
• We don't usually use reflexive pronouns with some verbs which may be reflexive in other languages, e.g. *wash*, *shave*, etc. **NOT** ~~*He got up, shaved himself, and...*~~
• *enjoy* is always used with a reflexive pronoun when not followed by another object, e.g. *Enjoy your meal!* **BUT** *Did you enjoy* ***yourself*** *last night?*
2 We can also use reflexive pronouns after most prepositions when the complement is the same as the subject.
• After prepositions of place we use object pronouns, not reflexive pronouns, e.g. *She put the bag next to her on the seat.* **NOT** ~~*next to herself*~~
3 We can use reflexive pronouns to emphasize the subject, e.g. *We decorated the house ourselves.* (= we did it, not professional decorators)
4 *by* + reflexive pronoun = alone, on your / her, etc. own.
5 We use *each other* or *one another* for reciprocal actions, i.e. A does the action to B, and B does the action to A.

it and *there*

1 **It's** 10 o'clock. **It's** 30 degrees today. **It's** five miles to the coast.
2 **It was** great to hear that you and Martina are getting married!
It used to be difficult to buy fresh pasta in the UK, but now it's everywhere.
3 **There have been** a lot of storms recently. **There used to be** a cinema in that street.

1 We use *it* + *be* to talk about time, temperature, and distance.
2 We also use *it* + *be* as a 'preparatory' subject before adjectives. *It was great to hear from you.* **NOT** ~~*To hear from you was great.*~~
3 We use *there* + *be* + noun to say if people and things are present or exist (or not). You cannot use *It*... here. **NOT** ~~*It used to be a cinema in that street.*~~

a Circle the correct pronoun. Tick (✓) if both are possible.

They helped *one another* / *themselves* to prepare for the exam.

1 *One* / *You* can often tell where people are from by the way they speak.
2 Can you put my case on the rack above *yourself* / *you*?
3 Sally and her sister look incredibly like *each other* / *one another*. Are they twins?
4 Steve is a really private person – he rarely talks about *him* / *himself*.
5 Either Elena or Marco has left *her* / *their* book behind.
6 When a person goes to live abroad, it may take *them* / *him* a while to pick up the language.
7 *They* / *One* say that eating tomatoes can help protect the body against certain diseases.

b Complete the sentences with a pronoun.

Don't tell him how to spell it. Let him work it out by himself.

1 If anyone has not yet paid _____ course fees, _____ should go to registration immediately.
2 Isabel is very quick-tempered. She finds it very hard to control _____.
3 I wouldn't stay in that hotel – _____ say the rooms are tiny and the service is awful.
4 They've never got on. They just don't like _____ at all.
5 Did they enjoy _____ at the festival?
6 Are you going to have the flat repainted, or will you and Jo do it _____?
7 It's always the same with taxis. _____ can never find one when _____ need one!

c Complete the sentences with *it* or *there*.

There was a very interesting article about language learning in *The Times* yesterday.

1 Look. _____'s a spelling mistake in this word. _____ should be *j*, not *g*.
2 _____'s illegal to use a handheld mobile while you're driving. _____ used to be a lot of accidents caused by this.
3 How many miles is _____ to Manchester from here?
4 _____'s scorching today. _____ must be at least 35 degrees.
5 _____'s no need to hurry. The train doesn't leave for ages.
6 _____'s not worth reading the paper today. _____'s absolutely nothing interesting in it.

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get

1 I **got** a message today asking me on a date!
If you're going to the post office, could you **get** me some stamps?
Let's not bother with a taxi – we can **get** the bus.
When do you think we'll **get to** Paris?

2 We'd better go home. It's **getting dark**.
I seem to have **got** very **forgetful** recently.
The traffic **gets worse** in the city centre every day.
I don't think my mother will ever **get used to** living on her own.

3 Did you know Dan **got sacked** last week?
My husband **got caught** on the motorway driving at 150 km/h.

4 I'm going to **get my hair cut** next week.
I need to **get my passport renewed** – it runs out in a couple of months.

5 Could you **get Jane to finish** the report? I'm too busy to do it this afternoon.
We need to **get someone to fix** the central heating – it's not working properly.

- *get* is one of the most common verbs in English and can be used in many different ways.

1 *get* + noun / pronoun usually means 'receive', 'bring', 'fetch', 'obtain', 'buy', or 'catch'; with *to* + a place it means 'arrive at / in'.

2 We use *get* + adjective or comparative adjective to mean 'become'.

- Compare *be* + adjective and *get* + adjective:
It's dark. It's getting dark.
I'm used to the climate in England now. I'm getting used to the climate in England.

3 We can use *get* + past participle instead of *be* to make a passive structure. This is more informal than using *be* and is often used to talk about bad or unexpected things that have happened.

4 In informal spoken English, we sometimes use *get* + object + past participle instead of *have* + object + past participle to say that you ask or pay another person to do something for you.
See **1A** *p.150*.

5 We can use *get* + object + infinitive with *to* to mean 'make', 'tell', 'persuade' somebody (to) do something.

- *have* can also be used in this way (without *to*), especially in American English, e.g. *I'll have someone send you the details.*

a **Replace *get* with another verb in the correct form so that the sentences mean the same.**

He **got** blamed for the break-up of their marriage. was

1 My father is **getting** increasingly bad-tempered in his old age. _____
2 Do you know anywhere near here where I can **get** something to eat? _____
3 Could you **get** your brother to lend you the money? _____
4 We had to **get** the roof repaired, as it was damaged in the storm. _____
5 I **got** an email out of the blue today from an old school friend. _____
6 If I **get** the 7.30 train, would you be able to pick me up at the station? _____
7 What time do you think we'll **get to** the hotel? _____
8 If you're going upstairs, could you **get** me my jacket? It's on the bed. _____
9 You're going to **get** fined if you park there. _____
10 How can I **get** you to change your mind? _____

b **Complete the sentences with the correct form of *get* and the words in brackets.**

I think we ought to stop playing now. It's getting cold. (cold)

1 I only just _____ _____ in time. It was about to run out. (my work permit / renew)
2 My husband has only been in the UK for two months and he just can't _____ on the left. (used / drive)
3 Monica's fiancé _____ in a car crash. He only just survived. (nearly / kill)
4 I can _____ tomorrow night, so we can go out. (my sister / babysit)
5 If you can't find your keys, we'll have to _____ _____. (all the locks / change)
6 We _____ by the police today. They were looking for a stolen car. (stop)
7 I went to the optician's yesterday to _____ _____. (eyes / test)
8 We could drive there if you could _____ _____ their car. (your parents / lend)
9 My job has _____ over the last few years. (more stressful)
10 We really want to _____ soon. (the kitchen / replace)

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discourse markers (2): adverbs and adverbial expressions

Expression	Use
A I really like your shirt. Hasn't Harry got one just like it? **B** Yes, he has. **Talking of** / **Speaking of** Harry, did he get the job?	To change the direction of a conversation, but making a link with what has just been said.
So let's meet at five o'clock then. **By the way** / **Incidentally**, could you possibly lend me some money?	To introduce something you have just thought of, or to change the subject.
A Did you see the match last night? **B** No. **Actually** / **In fact** / **As a matter of fact**, I don't really like football.	To introduce additional surprising or unexpected information.
We didn't go away at the weekend because I had too much work. **In any case** / **Anyway**, the weather was awful, so we didn't miss much.	To introduce the idea that what you said before is less important than what you are saying now, or to return to the main topic after a digression.
Yes, it was a bad accident. **At least** nobody was killed, though. Tom's coming to the meeting, or **at least**, he said he was.	To introduce a positive point after some negative information, or to qualify what you have just said or to make it less definite.
As I was saying, if Mark gets the job, we'll have to reorganize the department.	To return to a previous subject, often after you have been interrupted.
He's still a great director but, **on the whole**, I prefer his earlier films.	To generalize.
I like both flats, but **all in all**, I think I prefer the one next to the cathedral.	To say that you are taking everything into consideration.
I think we should buy them. **After all**, we'll never find them anywhere cheaper than this.	To introduce an argument that the other person may not have considered.
I don't think I'll come to Nick's party. It will finish very late. **Besides**, I won't know many people there.	To introduce an additional point.
Basically, my job involves computer skills and people skills.	To introduce the most important or fundamental point.
Obviously, you can't get a real idea of life in Japan unless you can speak the language.	To introduce a fact that is very clear to see or understand.
She's very selfish. **I mean**, she never thinks about other people at all.	To make things clearer, or give more details.
A lot of people booed and some people even left early. **In other words**, it was a complete disaster.	To say something again in another way.
Try not to make a mess when you make the cake. **Otherwise**, I'm going to have to clean the kitchen again.	To say what the result would be if something did not happen or were different.
...and that's all you need to know about the travel arrangements. **As far as** accommodation **is concerned**, ... **As regards** / **Regarding** the accommodation, ...	To introduce a new topic or to announce a change of subject.
There are plans to help first-time buyers. **That is to say**, mortgages will be more easily available.	To introduce an explanation or clarification of a point you have just made.
On the one hand, more young people today carry knives. **On the other hand**, the total number of violent crimes has dropped.	To balance contrasting facts or points. • *On the other hand* is also used alone to introduce a contrasting fact or point.

a Circle the correct discourse marker.

A What a good film! I really enjoyed it. Did you?
B *Actually* / *Incidentally*, I didn't like it very much.
A Why not?
B [1]*Basically* / *After all*, I thought the plot was completely unbelievable.
A I wouldn't call it unbelievable. [2]*In other words* / *In any case*, it wasn't supposed to be a true story.
B I know, but it was set in a specific historical period. [3]*Otherwise* / *Obviously*, you can't expect the dialogue to be totally authentic, [4]*I mean* / *on the other hand*, nobody knows exactly how people spoke in Roman times, but [5]*besides* / *at least* the details should be right. There were cannons in the battle scene and they weren't invented till a thousand years later! [6]*All in all* / *That is to say*, I thought it was a pretty awful film.
A We'll have to agree to disagree then. [7]*By the way* / *As a matter of fact*, do you know what time the last bus leaves? I don't want to miss it. [8]*Otherwise* / *In any case*, I'll have to get a taxi home.
B 11.40. Don't worry, we've got plenty of time. [9]*In fact* / *Besides*, I think we've even got time to have something to eat. There's a good Italian restaurant just round the corner.
A Good idea. [10]*As I was saying* / *Talking of* Italian food, I made a wonderful mushroom risotto last night...

b Complete the sentences with a discourse marker. Sometimes more than one answer is possible.

The film was a box office disaster. *That is to say*, it cost more to produce than it made in receipts.

1 **A** Did you buy the shoes in the end?
B No, they were too expensive. And _____, I decided that I didn't really like them that much.

2 I really think you ought to apply for the post of Head of Department. _____ you've got nothing to lose.

3 **A** I've just read a brilliant book that Simon lent me.
B _____ Simon, did you know he's moving?

4 **A** How was your day?
B Fine. I finished work earlier than usual. _____, did you remember to get a birthday present for Mum?

5 _____ salary, you will be paid on the last day of each month, with a bonus in December.

6 It was a very overcast day, but _____ it didn't rain.

7 I'm not sure what the best solution is. _____, buying our own place would mean not paying rent, but _____, I'm not sure we can afford a mortgage.

8 They've employed me as a troubleshooter – _____, somebody who sorts out any problems.

9 The food was delicious and the service was excellent. _____, the meal was a great success.

10 **A** Do your wife's parents live near you, then?
B _____, they live in the flat below us. It's not ideal, but it does have some advantages.

11 You'd better hurry up with your homework, _____ you won't be able to watch TV tonight.

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adding emphasis (1): inversion

1 **Not only is the plot** great, (but) it's also very well written.
Not until you can behave like an adult **will we treat** you like an adult.
Never have I heard such a ridiculous argument.
Never again will I believe a word he says.
No sooner had the football match started than it began to snow heavily.

2 **Not only did you forget** to shut the window, (but) you also forgot to lock the door!
Not until you become a parent yourself **do you understand** what it really means.

3 The train began to move. **Only then was I able to** relax.
Only when you leave home **do you realize** how expensive everything is.
Hardly had I sat down when / **before** the meeting began.
Rarely have I met a more irritating person.

- In formal English, especially in writing, we sometimes change the normal word order to make the sentence more emphatic or dramatic.

1 This structure is common with negative adverbial expressions such as *Not only...*, *Not until...*, *Never (again)...*, and *No sooner...* (= a formal way of saying *as soon as*).

- When we use inversion after the above expressions, we change the order of the subject and (auxiliary) verb.
NOT ~~*Not only the plot is great,...*~~
Compare:
I have never heard such a ridiculous argument. (= normal word order)
Never have I heard such a ridiculous argument. (= inversion to make the sentence more emphatic)

2 In the present simple and past simple tense, rather than simply inverting the subject and verb, we use *do* / *does* / *did* + subject + main verb. **NOT** ~~*Not only forgot you to shut the window...*~~

3 Inversion is also used after the expressions *Only then...*, *Only when...*, *Hardly* / *Scarcely...*, *Rarely...*

Overuse of inversion
Inversion should only be used occasionally for dramatic effect. Overusing it will make your English sound unnatural.

Rewrite the sentences to make them more emphatic.

I had just started reading when all the lights went out.
No sooner *had I started reading than all the lights went out* .

1 I didn't realize my mistake until years later.
Not until _____.

2 We had never seen such magnificent scenery.
Never _____.

3 They not only disliked her, but they also hated her family.
Not only _____.

4 We only understood what he had really suffered when we read his autobiography.
Only when _____
_____.

5 We had just started to eat when we heard someone knocking at the door.
Hardly _____
_____.

6 I have rarely read such a badly written novel.
Rarely _____.

7 Until you've tried to write a novel yourself, you don't realize how hard it is.
Not until _____
_____.

8 The hotel room was depressing – it was cold as well.
Not only _____
_____.

9 We only light the fire when it is unusually cold.
Only when _____
_____.

10 Shortly after he had gone to sleep the phone rang.
No sooner _____.

11 I only realized the full scale of the disaster when I watched the six o'clock news.
I watched the six o'clock news. Only then
_____.

12 He has never regretted the decision he took on that day.
Never _____.

13 I spoke to the manager and the problem was taken seriously.
Only when _____
_____.

14 He had scarcely had time to destroy the evidence before the police arrived.
Scarcely _____
_____.

15 He would never see his homeland again.
Never again _____.

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speculation and deduction

modal verbs: *must*, *may*, *might*, *can't*, *could*, *should*, *ought*

1 That **must be** an electric car – it isn't making any noise at all.
You **must have seen** him – he was standing right in front of you!
2 They **can't be playing** very well – they're losing 3–0.
You **can't** / **couldn't have spent** very long on this essay – you've only written 100 words.
3 I haven't seen the Sales Manager today. He **may** / **might** / **could be** off sick.
The keys of the store cupboard have disappeared. Do you think someone **may** / **might** / **could have taken** them?
He **may** / **might not have heard** the message I left.
4 If I post the letter today, it **should** / **ought to arrive** on Friday.
I posted the letter a week ago, it **should** / **ought to have arrived** by now.

1 As well as using *must* for obligation, we also use *must* + infinitive to say that we are almost sure something is true about the present and *must have* + past participle to say that we are almost sure something was true or happened in the past.
2 We use *can't* + infinitive to say that we are almost sure that something isn't true in the present and *can't have* / *couldn't have* + past participle to say that we are almost sure that something wasn't true / didn't happen in the past.
• We don't use *mustn't* / *mustn't have* with this meaning.
3 We use *may* / *might* / *could* + infinitive and *may have* / *might have* / *could have* + past participle to say that we think it's possible that something is true in the present, or was true / happened in the past.
• We only use *may not* or *might not* to talk about a negative possibility. **NOT** ~~*couldn't*~~
4 We use *should* / *ought to* + infinitive to describe a situation we expect to happen. We use *should have* / *ought to have* + past participle to describe a situation we would expect to have happened in the past.

Infinitive or continuous infinitive after modals?
*He **must work** really hard. He never gets home before 9.00 p.m.* (= deduction about a habitual action)
*There's a light on in his office. He **must** still **be working**.* (= deduction about an action in progress at the moment of speaking)

adjectives and adverbs for speculation

1 He**'s bound** / **sure to** be here in a minute. He left an hour ago.
She**'s bound** / **sure to** know. She's an expert on the subject.
2 I think she**'s likely** / **unlikely to** agree to our proposal.
It is likely / **unlikely** that the government will raise interest rates this year.
3 She**'ll definitely pass** the exam. She's worked really hard.
She **definitely won't** pass the exam. She hasn't done any work at all.
He**'ll probably be** here around 8.00. He usually leaves work at 7.30.
He **probably won't be** here until about 8.15. He's stuck in a traffic jam.

1 *bound* and *sure* are adjectives. We use *be bound* or *be sure* + *to* + infinitive to say that we think something is certain to be true or to happen.
2 *likely* and *unlikely* are also adjectives (not adverbs). We can use subject + *be likely* / *unlikely* + *to* + infinitive, or *it is likely* / *unlikely* + *that* + clause.
3 *definitely* and *probably* are adverbs. They go before a main verb and after the auxiliary if there is one in [+] sentences and before the auxiliary in [−] sentences.
• With *be* they go after the verb in [+] sentences and before the verb in [−] sentences, e.g. *He's probably British. The painting definitely isn't genuine.*

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

Jim didn't leave work until 6.00, so he won't likely be here before 7.00. ✗ *he's unlikely to be here*
1 My glasses aren't in their usual place. Someone must move them.
2 **A** Do you know where Emma is?
B She should be in the library. That's where she said she was going.
3 **A** What's that noise in the garage?
B I think it can be the neighbour's cat.
4 I'm sure Chelsea will win tonight. They're unlikely to lose three times in a row.
5 I think you should delete that photo of Tina. She won't definitely like it.
6 Julian is bound be late – he always is.
7 No one's answering the phone at the shop. I'd say they've probably gone home.
8 I don't think Marta has gone to bed yet. I think she must still study.
9 It's quite likely that the boss will retire in a year.

b Complete the sentences using the **bold** word.

Perhaps Luke has got lost. He has no sense of direction. **might**
Luke *might have got lost*. He has no sense of direction.
1 I don't think he'll have time to call in and see us. He has a very tight schedule. **probably**
He _____.
He has a very tight schedule.
2 I'm not sure she'll ever get over the break-up. **may**
She _____ the break-up.
3 They will probably have heard the news by now. **ought**
They _____ now.
4 I didn't leave my credit card in the restaurant. I remember putting it in my wallet. **can't**
I _____.
I remember putting it in my wallet.
5 I'm sure your sister will like the scarf – it's just her style. **bound**
Your sister _____.
It's just her style.
6 The company director probably won't resign, despite the disastrous sales figures. **unlikely**
The company director _____, despite the disastrous sales figures.
7 I'm sure he was in love with her, otherwise he wouldn't have married her. **must**
He _____, otherwise he wouldn't have married her.
8 Are you sure you locked the back door? **definitely**
Did _____ lock the back door?
9 According to press reports, the couple will probably get divorced soon. **likely**
According to press reports, it's _____ soon.

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distancing

seem / appear

1 **It seems / appears that** when older people stay busy, they are in fact much healthier.
The new Head of Department **seems / appears to be** quite friendly.
Excuse me. **There seems / appears to be** a mistake with the bill.
2 **It would seem / appear that** Mr Young had been using the company's assets to pay off his private debts.

1 We often use *seem* and *appear* to give information without stating that we definitely know it is true, in this way distancing ourselves from the information.
We can use *It seems / appears + that* + clause, or subject + *seem / appear* + infinitive.
2 We use *It would seem / appear + that* + clause to distance ourselves even further from the information, making it sound even less sure. This is more formal than *It seems / appears...*

the passive with verbs of saying and reporting

1 **It is said that** using a washing machine saves people on average 47 minutes a day.
It has been announced by a spokesperson **that** the President has been taken to hospital.
2 The company director **is expected to resign** in the next few days.
The missing couple **are understood to have been living** in Panama for the last five years.
3 There **are thought to be** over a thousand species in danger of extinction.

- Another way of distancing ourselves from the facts, especially in formal written English, is to use the passive form of verbs like *say*, *think*, etc. to introduce them. We can use:

1 *It* + passive verb + *that* + clause.
- Verbs commonly used in this pattern are: *agree*, *announce*, *believe*, *claim*, *expect*, *hope*, *say*, *suggest*, and *think*.

2 subject + passive verb + *to* + infinitive.
- Verbs commonly used in this pattern are: *believe*, *consider*, *expect*, *report*, *say*, *think*, and *understand*.

3 *There* can also be used + passive verb + *to* + infinitive. Compare:
- ***It is said that there are*** *more than five million people living in poverty in this country.*
- ***There are said to be*** *more than five million people living in poverty in this country.*

other distancing expressions: *apparently*, *according to*, *may / might*, *claim*

1 **Apparently**, Jeff and Katie have separated.
2 **According to** new research, the idea that we have to drink two litres of water a day is a myth.
3 Dinosaurs **may have died out** due to extremely rapid climate change.
There are rumours that the band, who broke up ten years ago, **might be planning** to reform and record a new album.
4 The health minister **claims to have reduced** waiting times.

1 We use *apparently* (usually either at the beginning or the end of a phrase) to mean that we have heard / read something, but that it may not be true. This is very common in informal conversation.
2 We use *according to* to specify where information has come from. We use it to attribute opinions to somebody else.
NOT ~~*According to me...*~~
3 Using *may / might* also suggests that something is a possibility, but not necessarily true.
4 We can say that somebody *claims* something when there is some doubt about whether it is true.

a Complete the sentences with one word to distance the speaker from the information. Sometimes more than one answer is possible.

Apparently, people who multitask often have concentration problems.

1 It _____ that the less children sleep, the more likely they are to behave badly.
2 It _____ appear that someone has been stealing personal items from the changing rooms.
3 Matt _____ to have aged a lot over the last year.
4 He may not look it, but he is _____ to be one of the wealthiest people in the country.
5 _____ to some sources, the latest research is seriously flawed.
6 Despite the fact that there will be an autopsy, his death is _____ to have been from natural causes.
7 _____ are thought to be several reasons why the experiment failed.
8 The troubled celebrity is believed _____ have had financial difficulties.
9 It is understood _____ the minister will be resigning in the near future.

b Complete the second sentence so that it means the same as the first.

People say that mindfulness helps people to deal with stressful work environments.
It is said that mindfulness helps people to deal with stressful work environments.

1 Apparently, people who work night shifts die younger.
It would _____ die younger.
2 It is possible that the prisoners escaped to France.
The prisoners may _____ to France.
3 We expect that the Prime Minister will make a statement this afternoon.
The Prime Minister is _____ this afternoon.
4 The company has announced that the new drug will go on sale shortly.
It _____ will go on sale shortly.
5 People believe that stress is responsible for many common skin complaints.
Stress _____ for many common skin complaints.
6 The instructions say that the battery lasts for at least 12 hours.
According _____ for at least 12 hours.
7 It appears that the government is intending to lower the top rate of income tax.
The government _____ the top rate of income tax.
8 People have suggested that birth order has a strong influence on children's personalities.
It _____ a strong influence on children's personalities.
9 It seems that there are more cyclists on the road than there used to be.
There _____ than there used to be.

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unreal uses of past tenses

1 It's so expensive! I **wish** I **could** afford it!
I **wish** (that) you **hadn't spoken** to Julie like that – you know how sensitive she is.

2 **If only** he **were** a bit less stubborn! Then we wouldn't have so many arguments!
If only you **hadn't forgotten** the map, we'd be there by now.

3 I **wish** she **were** a bit more generous.
If only the weather **were** a bit warmer, we could walk there.

4 I**'d rather** you **left** your dog outside – I'm allergic to animals.
Are you sure this is a good time to talk? **Would you rather** I **called** back later?

5 Don't you think **it's time** you **found** a job? It's six months since you finished university!

1 We use *wish* + past simple to talk about things we would like to be different in the present / future (but which are impossible or unlikely).
We use *wish* + past perfect to talk about things which happened / didn't happen in the past and which we now regret.
- We sometimes use *that* after *wish*.

2 We sometimes use *If only...* instead of *I wish...* It is less common and more emphatic. It can be used by itself, e.g. *If only I hadn't said it!* but it can also be used with another clause, e.g. *If only I hadn't said it, none of this would have happened!*
- When we want to talk about things we want to happen or stop happening because they annoy us, we use *wish* or *If only* + person / thing + *would* + infinitive, e.g. *I wish the bus would come! If only he wouldn't keep whistling when I'm working!*

3 We can use *were* instead of *was* for *I / he / she / it* after *wish* and *if only*.

4 We use *would rather* + subject + past tense to express a preference.
- We can also use *would rather* + infinitive without *to* when there is no change of subject, e.g. ***I'd rather not talk*** *about it.* However, we cannot use this structure when the subject changes after *would rather*, e.g. ***I'd rather you didn't talk*** *about it.* **NOT** ~~*I'd rather you not talk about it.*~~

5 We use the past simple after *It's (high) time* + subject to say that something has to be done now or in the near future.
- We can also use *It's time* + *to* + infinitive when we don't want to specify the subject, e.g. *It's time to go now.*

a Complete the sentences with the correct form of the verb in brackets.

I wish I *hadn't lent* Ali that money now. Who knows when he'll pay it back? (not lend)

1 It's high time the government _____ that most people disagree with their education policy. (realize)
2 My wife would rather we _____ a flat nearer the city centre, but we can't afford it. (buy)
3 I wish you _____ to stay a bit longer last night – we were having such a good time! (be able)
4 Would you rather we _____ the subject now? (not discuss)
5 I think it's time the company _____ expecting us to do overtime for no extra pay. (stop)
6 If only I _____ a bit more when I was earning a salary, I wouldn't be so hard up now. (save)
7 I'd rather you _____ me in cash, please. (pay)
8 If only we _____ the name of the shop, we could google it and see where it is. (know)
9 Do you wish you _____ to university or are you glad you left school and started work? (go)

b Complete the sentences using the bold word or phrase.

The children ought to go to bed. It's nine o'clock. **time**
It's time the children went to bed. It's nine o'clock.

1 I'd prefer you not to wear shoes in the living room if you don't mind. **rather**
_____ if you don't mind.
2 I would like to be able to afford to travel more. **wish**
_____ travel more.
3 We shouldn't have painted the room blue – it looks awful. **if only**
_____ – it looks awful!
4 Don't you think you should start looking for your own flat? **time**
Don't you think _____ for your own flat?
5 He's so rude, he's really difficult to work with. **if only**
_____, he'd be easier to work with.
6 Would you prefer us to come another day? **rather**
_____ another day?
7 I should have bought the tickets last week. They would have been cheaper then. **wish**
_____ last week. They would have been cheaper then.
8 It's really inconvenient when he turns up without letting us know. **if only**
_____ before he turns up.

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verb + object + infinitive or gerund

verb + object + *to* + infinitive

1 She **advised him not to travel** by train.
We **expect the flight to arrive** at 19.50.
It **took us ages to get** there.
2 **I'm waiting for my friend to arrive**.
We**'ve arranged for a taxi to come** at 6.30.
3 I **want Arsenal to win**.
I **would hate you to think** that I don't appreciate your offer of help.
I**'d like you to send** me the bill.

1 We often use the following verbs + object + (*not*) *to* + infinitive: *advise*, *allow*, *ask*, *beg*, *cause*, *enable*, *encourage*, *expect*, *force*, *help*, *intend*, *invite*, *mean*, *order*, *persuade*, *remind*, *take* (*time*), *teach*, *tell*, *warn*.
- After *advise*, *persuade*, *remind*, *teach*, *tell*, and *warn* you can also use an object + *that* clause, e.g. *She advised him that he shouldn't travel by train.*

Other patterns
After *advise*, *allow*, *encourage*, or *recommend*, if we want to use another verb, but without an object, a gerund is needed, e.g. *We don't allow eating and drinking on the premises. I recommend visiting the castle.*
After *recommend* we can also use a *that* clause, e.g. *He recommended that I took some cash.*

2 After some verbs including *arrange*, *ask*, *plan*, and *wait*, we put *for* immediately after the verb and before the object + *to* + infinitive.
3 We also often use verb + object + *to* + infinitive with *want*, *would like*, *would love*, *would prefer*, and *would hate*.
- After all these verbs a *that* clause is impossible. **NOT** ~~*I want that Arsenal wins. I would hate that you think...*~~

verb + object + infinitive without *to*

Please **let me explain**!
He **made me feel** really guilty.
My parents **helped me buy** a car.

- We can use object + infinitive without *to* after *let*, *make*, and *help*.
- *help* can be followed by object + infinitive with or without *to*, e.g. *She helped me* (*to*) *make the dinner.*

Passive form of *make sb do sth*
When *make sb do sth* is used in the passive, it is followed by the infinitive with *to*, e.g. *We were made to clean our rooms every morning.*

verb + object + gerund

Please don't **keep me waiting**!
I **dislike people telling** me what to do.
I **don't mind you watching the TV**, but please could you turn the sound down a bit?

- We often use the following verbs + object + gerund: *dislike*, *hate*, *imagine*, *involve*, *keep*, *mind*, *prevent*, *remember*, *risk*, *stop*.

Complete the second sentence so that it means the same as the first.

'Take special care because of the snow and ice,' the police told motorists.
The police warned *motorists to take special* care because of the snow and ice.

1 You sit down – I'll make the coffee.
You sit down. Let _____ _____ the coffee.
2 I felt uncomfortable because of the situation at work.
The situation at work made _____ _____ _____.
3 You are going to stay with a British family. We have made the arrangements.
We have arranged _____ _____ _____ _____ with a British family.
4 I don't have a problem if Sara comes, but I'd rather her boyfriend didn't.
I don't mind _____ _____, but I'd rather her boyfriend didn't.
5 Please don't think that I didn't enjoy myself because I did!
I would hate _____ _____ _____ that I didn't enjoy myself because I did!
6 You paid for everything, which wasn't what I expected.
I didn't expect _____ _____ _____ for everything.
7 It would be wonderful if you visited for a few days.
I would love _____ _____ _____ for a few days.
8 If you want to live at home again, your younger sisters will have to share a bedroom.
Living at home again will involve _____ _____ _____ _____ to share a bedroom.
9 I told Hannah not to forget to do her homework.
I reminded _____ _____ _____ her homework.
10 Did you really use to be shy? I can't imagine it!
I can't imagine _____ _____ shy!
11 We were able to buy a bigger flat thanks to the money my uncle left me.
The money my uncle left me enabled _____ _____ _____ a bigger flat.
12 The guards wouldn't let us cross the border.
The guards prevented _____ _____ _____ the border.
13 I could call back later if you're busy now.
Would you prefer _____ _____ _____ _____ later?
14 The car might break down on holiday. We don't want to take the risk.
We don't want to risk _____ _____ _____ _____ while we're on holiday.
15 I don't like it when people answer their phones in restaurants.
I dislike people _____ _____ _____ in restaurants.
16 When I was an intern, they made me do all the photocopying.
When I was an intern, I _____ _____ _____ _____ all the photocopying.

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conditional sentences

real and unreal conditionals

1 You **won't get** a phone upgrade unless you**'ve got** a contract.
Can I borrow your laptop a moment if you**'re not using** it?
If it **stops** raining, I**'m going to** walk into town.
2 How **would** you **know** if he **wasn't telling** the truth?
If we **had** a bit more time here, we **could go** to the museum.
3 I **would have bought** that jacket if they**'d had** it in my size.
If you**'d been looking** where you were going, you **might not have tripped**.

1 First conditional sentences are used to talk about a possible present or future situation and its result.
We use any present tense in the *if*-clause and any form of the future or a modal verb in the other clause.
2 Second conditional sentences are used to talk about hypothetical or improbable situations in the present or future.
We use the past tense (simple or continuous) in the *if*-clause and *would* (or *could* / *might*) + infinitive in the other clause.

was or were in the *if*-clause?
We can use *were* instead of *was* after *I* / *he* / *she* / *it* in the *if*-clause and we always use *were* in the expression *If I were you...*

3 Third conditional sentences are used to talk about a hypothetical situation in the past.
We use the past perfect (simple or continuous) in the *if*-clause and *would have* (or *could* / *might have*) + past participle in the other clause.

mixed conditionals

I **wouldn't be** in this mess if I **had listened** to your advice.
If Jenny **didn't** still **love** Mike, she **would have left** him by now.

- If we want to refer to the present and the past in the same sentence, we can mix tenses from two different types of conditional, e.g. *I wouldn't be in this mess* (second conditional) *if I had listened to your advice* (third conditional). *If Jenny didn't still love Mike* (second conditional), *she would have left him by now* (third conditional).

alternatives to *if* in conditional sentences

1 I'll tell you what happened **as long as** / **so long as** you promise not to tell anyone else.
Provided / **Providing** (**that**) the bank gives us a mortgage, we're going to buy that flat.
My boss agreed to give me Friday off **on condition** (**that**) I worked over the weekend.
2 I'm going to sell the car **whether** you agree with me or not.
3 **Even if** I get the job, I'm going to carry on living with my parents for a while.
4 **Supposing** / **Suppose** you lost your phone, what would you do?
5 **Had I seen** the sign, I would have stopped.

1 We often use *as long as* / *so long as*, *provided* / *providing* (*that*), and *on condition* (*that*) instead of *if* to emphasize what must happen or be done for something else to happen.
- *that* is often omitted in spoken English. *on condition* (*that*) is slightly more formal than the other expressions.

2 We can use *whether* + subject + verb + *or not* instead of *if* to emphasize something is true in either of two cases.
- The word order can also be: *I'm going to sell the car* ***whether or not*** *you agree with me.*

3 We can use *even if* instead of *if* for extra emphasis.
4 We can use *supposing* / *suppose* when we ask someone to imagine that something is true or might happen. It is usually used at the beginning of a sentence.
5 In third conditionals, we can invert *had* and the subject and leave out *if*. *Had I seen...* = If I had seen...

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

If you hadn't been here last night, I don't know what I would do. ✗
what I would have done

1 They wouldn't have made you Marketing Manager if they didn't think you were right for the job.
2 The government would accept more refugees if the camp isn't so crowded.
3 If you've done all your homework, you can go out this evening.
4 We wouldn't be living in Singapore now if my company hadn't been taken over by a multinational.
5 Louisa would be in the team if she didn't get injured last month.
6 If you've ever been to New York, you will know exactly what I'm talking about.
7 They would get divorced ages ago if they didn't have young children.
8 If the storm wasn't at night, more people would have died.
9 If their flight hasn't been delayed, they will have arrived by now.
10 I wouldn't have bought the flat if I knew I was going to have so many problems with it.

b Complete the sentences with one word. Don't use *if*.

Supposing we can't find a taxi, how will we get home?

1 My father has agreed to lend me the money _____ I pay it back by the end of the year.
2 _____ if I had played my best, I still wouldn't have beaten him.
3 I'll tell you what happened to the car, as _____ as you promise not to be cross with me.
4 _____ the rebels not surrendered, there would have been a lot more casualties.
5 The company will only employ me _____ condition that I sign a two-year contract.
6 We've decided we're going to go ahead with the event _____ we sell all the tickets or not.
7 Amy will only get back together with her boyfriend on _____ that he apologizes.
8 _____ we do buy a dog, who's going to take it for walks?
9 I can meet you for lunch on Friday provided _____ I don't have any meetings.
10 _____ the plane not caught fire, there would have been more survivors.

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permission, obligation, and necessity

can / could, must, should, ought to, had better

1 **Can** I use your phone, as my battery seems to have died?
I **couldn't** take any photos in the gallery, so I bought some postcards.
If you want to apply for this job, you **must** be able to speak Spanish.
We **should** / **ought to** drive – it'll be much quicker.
2 We **should have** / **ought to have** driven – it would have been quicker.
3 You**'d better** post the parcels today or they won't get there in time.

1 The most common modal verbs for talking about permission and obligation are *can* / *could*, *must*, and *should* / *ought to*.
• We can also use *May I...?* to ask for permission, e.g. *May I use your phone?*
2 We can use *should have* or *ought to have* + past participle to talk about past events which did not happen and which we regret.
3 *had better* is stronger and more urgent than *should* / *ought to* and is often used to give strong advice or a warning. It normally refers to the immediate future.
• The negative is *had better not* **NOT** ~~*hadn't better*~~

mustn't / don't have to

You **mustn't** take photos during the performance.
You **don't have to** tip here unless you think the service was especially good.

• *mustn't* and *don't have to* are completely different.
– *mustn't* is used to express an obligation not to do something.
– *don't* / *doesn't have to* is used to express an absence of obligation.

See **1A** *p.150* for information about *have to* and *have got to* to express obligation.

need

1 You usually **need to** check in at least two hours before a flight leaves.
You **don't need to** take a jacket. It's going to be hot today.
2 We **needn't** lock the car. Nobody will steal it in this village.
3 We **needn't have booked** / **didn't need to book**. The restaurant is empty!
4 We knew the way, so we **didn't need to use** the satnav.

1 We use *need* / *don't need* + *to* + infinitive to say that something is necessary / unnecessary. You can use these forms for habitual, general, and specific necessity.
2 When we want to say that something is unnecessary on a specific occasion, we can also use *needn't* + infinitive without *to*.
3 When something was not necessary, but you did it, you can use either *needn't have* + past participle or *didn't need to* + infinitive.
4 When something was not necessary, so you did not do it, you must use *didn't need to*. Compare:
We didn't need to book. (= It wasn't necessary. We may have booked or we may not.)
We needn't have booked. (= We booked, but it wasn't necessary.)

be able to, be allowed to, be permitted to, be supposed / meant to

1 From tomorrow we **won't be able to** park in this street.
You**'re not allowed** / **permitted to** smoke in any public buildings in our country.
2 It **is not permitted to** take phones into the exam room.
3 We **are supposed** / **meant to** check out by 12.00. What's the time now?
You **aren't supposed** / **meant to** park here – it's reserved for teachers.

1 We often use *be able to* or *be allowed to* + infinitive instead of *can* to talk about what is possible or permitted.
2 *it* + *be permitted to* + infinitive is used in formal situations, e.g. notices and announcements, to say what can / can't be done according to the law or to rules and regulations.
• We don't use *it isn't allowed to...* **NOT** ~~*It isn't allowed to take phones into the exam room.*~~
3 We can also use *be supposed to* / *be meant to* + infinitive to say what people should or shouldn't do, often because of rules. There is often a suggestion that the rules are not necessarily obeyed, e.g. *Students are not supposed / meant to have guests after 12.00, but everyone does.*

a Circle the correct form. Tick (✓) if both are possible.

We *couldn't* / *weren't allowed to* go out at night when we were at boarding school. ✓
1 You *aren't supposed* / *aren't meant* to use your phone here, but everyone does.
2 You*'d better not* / *don't have to* use his computer. He hates other people touching it.
3 I *shouldn't have* / *mustn't have* lost my temper last night. I feel really guilty about it.
4 It is *not permitted* / *not allowed* to take flash photographs in this museum.
5 You *can* / *need to* pay by card here as they don't accept cash.
6 You are *allowed* / *able* to drive in the UK when you are 17.
7 We *didn't need to get* / *needn't have got* a visa, which was lucky, as we only booked our holiday at the last minute.
8 You really *ought to have* / *should have* got specialist advice about your back problem.
9 If you're Japanese, you *don't need to* / *needn't* get a visa to travel to China.
10 You *don't have to* / *needn't* bring your car – we can go in mine.

b Complete the sentences with three words. Contractions count as one word.

If you don't finish your homework, you won't be *able to watch* TV.
1 You don't _____ _____ _____ to go into the art gallery. Entrance is free.
2 We remind you that smoking _____ _____ _____ anywhere on the aircraft.
3 You'd _____ _____ _____ late – you know what Helen is like about punctuality!
4 You _____ _____ _____ back until next month. I'm in no hurry for the money.
5 You _____ _____ _____ you didn't like the pasta. You know how sensitive Daniel is about his cooking.
6 It was a difficult journey because we _____ _____ _____ trains three times.
7 A lot of people think that governments _____ _____ _____ more to protect young people's health.
8 In some museums you aren't _____ _____ _____ photos.
9 We just looked into each other's eyes – we _____ _____ _____ say anything.
10 Am I _____ _____ _____ a suit to the wedding, or is it quite informal?

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perception and sensation

see, hear, smell, feel, taste

Can you **see** that tiny figure at the top of the painting?
I **can hear** a weird beeping noise coming from the kitchen.
I **can smell** burning. Are you sure you turned the gas off?
I **can feel** a draught – is there a window open?
I **can't taste** the garlic in the soup.

- The five basic verbs of the senses, *see*, *hear*, *smell*, *feel*, and *taste* are stative (non-action) verbs and are not normally used in the continuous form.
- We normally use *can* with these verbs to refer to something happening at the moment, instead of the present continuous, e.g. *I can smell burning.* **NOT** ~~*I'm smelling burning.*~~

***see / hear / watch / feel* + infinitive or gerund**

1 I **saw** a man **hit** his dog really aggressively.
I think I **heard** the alarm **go off**.
2 I **saw** the man **hitting** his dog really aggressively.
I think I **heard** the alarm **going off**.
3 I **watched** a street artist **draw** / **drawing** a caricature.
I **felt** someone **touch** / **touching** my shoulder.

1 We often use *see* / *hear* + object + verb in the infinitive. This means you saw or heard the whole action.
2 We can also use *see* / *hear* + object + gerund. In this case the meaning is slightly different, meaning you saw / heard an action in progress or a repeated action.
3 The distinction above also applies to verbs after *watch*, *feel*, *notice*, and *listen*.

look, feel, smell, sound, taste

1 That sofa **looks** really uncomfortable.
Does that noise **sound like** thunder to you?
It smells **as if** / **as though** someone has been making a curry.
2 **A** I love your new perfume. It **smells of** orange blossom.
B Yes, I love it too. In fact, it **smells** a bit **like** yours.
This sauce **tastes of** flour. I don't think you've cooked it for long enough.
This sauce **tastes like** one my mother used to make.

1 When we talk about the impression something or someone gives us through the senses, we use *look*, *feel*, *smell*, *sound*, and *taste* followed by an adjective, *like* + noun or *as if* / *as though* + clause.
- Nowadays *like* is often used as an alternative to *as if* / *as though*, e.g. *It looks like it's going to rain.*

2 Compare *smell* / *taste of* and *smell* / *taste like*:
It smells / *tastes* ***of***... (= it has that smell / taste)
It tastes / *smells* ***like***... (= it has a similar smell / taste)

seem

1 You **seem** worried. Is something wrong?
It **seemed like** a good idea at the time, but in fact it wasn't.
It **seems as if** / **as though** every time I clean the car it rains.
2 You **seem to be** a bit down today. Are you OK?
The waiter **seems to have made** a mistake with the bill.
The couple next door **seem to be arguing** a lot more than they used to.

1 We can use *seem* followed by an adjective, *like* + noun or *as if* / *as though* + clause. Compare:
You seem worried. (= I get this impression from the way you are behaving in general – voice, actions, etc.)
You look worried. (= I get this impression from your face.)
2 We can also use *seem* + an infinitive (simple, perfect, or continuous).

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

I'm smelling something funny in here. What on earth is it? ✗
I can smell something funny

1 I don't know what happened, but he seems like very angry.
2 We could hardly sleep at all, as we could hear the wind howling in the trees all night.
3 I was very near when it happened. I actually heard the bomb exploding.
4 Do you know what this piece is? It sounds of Beethoven's 7th, but I'm not quite sure.
5 I think we should send the wine back. It tastes like vinegar.
6 They said this bag was leather, but it's feeling more like plastic.
7 You and Raquel seemed to be getting on very well last night. What did you think of her?

b Circle the correct verb form. Tick (✓) if both are possible.

The waiter *looks* / *seems* to have forgotten about us.
1 He *looked* / *seemed* very angry about something.
2 It *looks* / *seems* as if it's going to rain very soon.
3 It doesn't *look* / *seem* possible that ten years have passed since we last met.
4 Cathy *is looking* / *is seeming* very tired, don't you think?
5 You *look* / *seem* much more like your father than your mother. You've got his eyes.

c Complete the sentences with one word. Sometimes more than one answer is possible.

The clouds are very low. It looks *as* if it's going to snow.
1 This tastes a bit _____ a soup my grandmother used to make. What's in it?
2 I haven't met the boss yet, I've only spoken to him on the phone. He _____ quite nice, though.
3 I assume she's gone out because I heard the door _____ about five minutes ago.
4 The engine sounds as _____ there's something wrong with it. I think we should stop.
5 My favourite perfume is one that smells _____ roses. Apparently, it's made from thousands of petals.
6 We saw hundreds of people _____ selfies instead of enjoying the view.
7 Could you possibly speak up a bit? I _____ hear you very well.

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advanced gerunds and infinitives

different forms of gerunds and infinitives

1 She hates **being told** she should do more exercise.
I'm tired of **being lied to**. I want the truth.
It's not easy **to be liked** when you're the boss.
These pills need **to be taken** after meals.
2 He thanked them for **having helped** him.
Having studied one language before makes it easier to learn another.
How wonderful **to have finished** all our exams!
By the time I'm 30, I hope **to have started** a family.
3 I would like **to have seen** your face when they told you you'd won the competition!
We would rather **have stayed** in a more central hotel, but they were all full.
4 I'd like **to be lying** on the beach right now.
She seems **to be coughing** a lot – do you think she's OK?

1 We use a passive gerund (*being done*) or a passive infinitive (*to be done*) to describe actions which are done to the subject.
2 We use a perfect gerund (*having done*) or a perfect infinitive (*to have done*) if we want to emphasize that an action is completed or in the past.
• Often there is no difference between using a simple gerund or infinitive and a perfect gerund or infinitive, e.g.
He denied stealing / having stolen the money.
It was our fault. We were silly not to lock / not to have locked the car.
3 We use the perfect infinitive after *would like*, *would love*, *would hate*, *would prefer*, and *would rather* to talk about an earlier action. Compare:
I would like to see the Eiffel Tower. (= when I go to Paris in the future)
I would like to have seen the Eiffel Tower. (= I was in Paris, but I didn't see it)
4 We use a continuous infinitive (*to be* + verb + *-ing*) to say that an action / event is in progress around the time we are talking about.

other uses of gerunds and infinitives

1 **It's no use worrying**. There's nothing you can do.
Is there any point (**in**) **asking** Oscar? He never has anything useful to say.
It's no good talking to my sister because she doesn't listen to me.
2 We had **an agreement to share** the costs.
Our **plan** is **to leave** on Saturday.
3 You can't visit the Louvre in a day – there's **too much to see**.
There wasn't **enough** snow **for us to ski**.
4 Is there **anything to eat**?
There's **nowhere to go** at night.
5 I don't know **where to go** or **what to do**.
6 He's the **youngest** player ever **to play** for England.

1 We use the gerund after certain expressions with *it* or *there*, e.g. *It's no use, There's no point, It's no good,* etc.
We use the infinitive with *to*:
2 after nouns formed from verbs which take the infinitive, e.g. *agree*, *plan*, *hope*, etc.
3 after expressions with quantifiers, e.g. *enough*, *too much*, *a lot*, *plenty of*, etc.
When we want to refer to the subject of the infinitive verb, we use *for* + person or object pronoun before the infinitive. This can be used before any infinitive structure, e.g. after adjectives: *It's very difficult* ***for me to decide***.
4 after *something*, *anywhere*, etc.
5 after question words (except *why*).
6 after superlatives and *first*, *second*, *last*, etc., e.g. *Who was the first person to walk on the moon?*

and + verb

We often use *and* + verb instead of *to* + infinitive after *try*, *wait*, *come*, and *go*, e.g. *Come and see me when you're next in New York.* *I'm not sure what's going to happen – we need to wait and see.*

a Complete the sentences with the correct gerund or infinitive form of the verb in brackets.

I don't like *being prescribed* sleeping pills, even if I'm having problems sleeping. (prescribe)
1 I was really stupid _____ my friend's advice. She was totally wrong. (follow)
2 I'd love _____ there when you told him you were leaving. (be)
3 If I had a serious illness, I would prefer _____ the truth by my doctor. (tell)
4 It's no use _____. We're already late. (run)
5 I'm not sure who _____ for help. (ask)
6 By the time I'm 55, I expect _____ enough to be able to just work part-time. (save)
7 The burglar denied _____ the jewellery. (take)
8 There will be plenty of time to have something _____ at the airport. (eat)
9 It's no good _____ him because he's bound to have switched his phone off. (call)
10 Who was the first woman _____ a Nobel Prize? (win)

b Complete the sentences using the **bold** word.

Don't get angry with the doctor. That won't help. **point**
There's no point getting angry with the doctor.
1 We haven't got much time, so we can't do any more shopping. **enough**
We _____ do any more shopping.
2 I hate it when someone wakes me up suddenly. **woken**
I _____ suddenly.
3 Are you sorry you didn't study harder at school? **regret**
_____ harder at school?
4 I love it when people help me in the kitchen even when I don't ask them. **without**
I love it when people help me in the kitchen _____.
5 I really wish I'd been able to go to your birthday party. **love**
I _____ your birthday party.
6 The children look as if they're having a good time, don't you think? **seem**
_____, don't you think?
7 I'm hoping to have the operation as soon as possible. **hope**
My _____ as soon as possible.

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expressing future plans and arrangements

present and future forms

1 We**'re leaving** for the airport around 3.00.
I**'m meeting** Sam at the bus stop.
2 I**'m going to** have my hair cut tomorrow.
She**'s going to** get the last train home.
3 I**'ll be going** to the supermarket later – do you want anything?
Will we **be having** dinner at the usual time?
This time tomorrow I**'ll be flying** to Mexico.
4 The train **leaves** in five minutes. Our classes **start** next Tuesday.

1 The present continuous is the most common way to talk about arrangements, i.e. fixed plans for the future, when the time and place have been decided.
2 *be going to* is the most common way to express future plans and intentions and to imply that a decision has been made.
• When we talk about the future from the point of view of a time in the past, we use *was / were going to*, e.g. *We were a bit worried about what the weather* ***was going to be*** *like.*

***be going to* or the present continuous?**

In most cases we can use either *be going to* or the present continuous without much difference in meaning. However, the present continuous emphasizes that a time and place to do something has been decided, while *be going to* emphasizes the intention. Compare:

I'm seeing Sarah tomorrow. (= it's our arrangement)

I'm going to give her a birthday present. (= it's my intention)

We do not use the present continuous when it is clear that something is only an intention, but no arrangements have been made, e.g. *I'm going to talk to Mike about it when I next see him.* **NOT** ~~*I'm talking to Mike about it...*~~

3 The future continuous can often be used instead of the present continuous to refer to future arrangements.
• We sometimes use the future continuous to emphasize that we are talking about something that will happen anyway rather than something we have arranged. Compare:
I'm seeing Sarah tomorrow. (= I have arranged it)
I'll be seeing Sarah at the party tomorrow. (= it will happen anyway, but I didn't arrange it)
• It is often used to make polite enquiries about arrangements, e.g. *Will you be meeting us at the airport?*
• We also use the future continuous to say that an action will be in progress at a certain time in the future.
4 We can use the present simple to talk about future events which are part of a timetable or a regular schedule.

other ways of expressing future arrangements

1 My sister **is due to** arrive at 7.30. Can you meet her at the station?
2 My daughter **is about to** have a baby, so I'm getting ready to go and stay with her.
3 It has been announced that the Prime Minister **is to visit** Malaysia next month.

1 *be due to* + infinitive can be used to say that something is arranged or expected at a certain time. This is a more formal style.
• We also use *due* on its own to mean 'expected', e.g. *The next train is due in five minutes.*
2 We use *be about to* + infinitive to say that something is going to happen very soon, but without giving a specific time.
• We can also use *be on the point of* + gerund with a similar meaning, but this is slightly more formal and implies something is more imminent, e.g. *It is believed that the Chancellor is on the point of resigning.*
3 We can use *be* + *to* + infinitive in a formal style to talk about official plans and arrangements.

a Circle the correct form. Tick (✓) if both are possible.

I see / I'm seeing some friends after class tonight.

1 Don't call me between 5.00 and 6.00 as I'll *be having / have* a massage.
2 **A** What are you going to do this evening?
B I'm not sure. I'm probably *going to watch / watching* the match.
3 When I next see my brother I'm *going to ask / asking* him to pay me back the money I lent him.
4 My dad *is retiring / will be retiring* at the end of this year.
5 My flight *is due to arrive / arrives* at 6.00.
6 You'll easily recognize me when I arrive on Saturday. *I'll be wearing / I'm wearing* a white suit.
7 The new exhibition is *to open / going to open* next month.
8 *I'll be writing up / I'm writing up* my notes tomorrow, so I can check what we agreed then.
9 The train is *going to leave very soon / about to leave.*
10 The shop *closes / is about to close* at 8.00.

b Look at the sentences you ticked in **a**. Is there any difference in meaning or register between the two forms?

c Complete the sentences using the **bold** word.

I'm meeting Myriam tonight. **going**
I'm going to meet Myriam tonight.

1 We're going to leave soon. Could you ring me back later? **about**
_____.
Could you ring me back later?
2 Her new album is going to be released next month. **due**
_____
next month.
3 Are you going to the canteen at lunchtime? If so, could you get me a sandwich? **will**
_____?
If so, could you get me a sandwich?
4 The ministers are about to sign a new agreement. **point**
_____
a new agreement.
5 The manager intends to respond to your complaint in the near future. **responding**
_____
in the near future.
6 Will you be meeting us at the hotel? **going**
_____
at the hotel?

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ellipsis

ellipsis after linkers

1 He fed the dog **and** (**he**) **went** to work.
She came to the meeting, **but** (**she**) **didn't say** anything.
We should phone him **or** (**we should**) **send** him an email.
We usually have dinner at 10.00 and **then** (**we**) **watch** TV.

2 They locked the doors and windows **before they left**.
We'll have a look at the photos **after we finish** dinner.
He's stressed **because he has** too much work.
She was horrified **when she saw** the mess he had left.
I met Sean **while he was working** in Italy.

1 After *and*, *but*, and *or* we often leave out a repeated subject or subject and auxiliary verb, especially when the clauses are short.
- After *then* we can also leave out a repeated subject pronoun.

2 We cannot leave out the subject pronoun after *before*, *after*, *because*, *when*, and *while*.

ellipsis after auxiliaries or with infinitives

1 Laura has never been to the States, but her sister **has**.
Gary thinks he's right, but he **isn't**.
They said I would love the film, but I don't think I **would**.
I didn't like the play, but Marcus **did**.

2 I thought I **would be able to** come tonight, but in fact I **can't**.
I know you**'ve** never **learned** to drive, but I think you **should have**.
A You **must** read his latest book! **B** I already **have**.

3 I've never ridden a motorbike, but I**'d love to**.
The students cheated in the exam, even though I **told** them **not to**.

1 We often leave out a repeated verb phrase or adjective and just repeat the auxiliary or modal verb, or the verb *be*, e.g. *Laura has never been to the States, but her sister has ~~been there~~.*
- If the verb we don't want to repeat is the present or past simple, we use *do / does / did* in the ellipsis.

2 We can use a different auxiliary or modal verb from that used in the first part of the sentence.

3 We can also leave out a repeated verb phrase after the infinitive with *to*. This is called a reduced infinitive, e.g. *I've never ridden a motorbike, but I'd love to ~~ride one~~.*

ellipsis with *so* and *not*

1 I'll have finished the work by Friday, or at least I **hope so**.
A Will you be working on Saturday?
B I **suppose so**, unless we get everything done tomorrow.
A You do know it wasn't my fault, don't you?
B If you **say so**.

2 **A** Do you think it'll rain tonight? **B** I **hope not**.
A She's not very likely to pass, is she? **B** I**'m afraid not**.
The children may be back, but I **don't think so**.

1 With positive clauses, we often use *so* instead of repeating a whole + clause after verbs of thinking (*assume*, *believe*, *expect*, *guess*, *hope*, *imagine*, *presume*, *reckon*, *suppose*, *think*) and also after *be afraid*, *appear / seem*, and *say*.
- *I hope so.* = I hope I'll have finished the work by Friday.

2 With negative clauses, we can use a + verb + *not* or a − verb + *so*.
- We normally use a + verb + *not* with *be afraid*, *assume*, *guess*, *hope*, *presume*, and *suspect*, e.g. *I hope not.*
- We normally use a − verb + *so* with *think*, e.g. *I don't think so.*
- With other verbs (*appear*, *believe*, *expect*, *imagine*, *seem*, and *suppose*) we can use either form, e.g.
  A *It's very late. I don't think they'll come now, do you?*
  B *No, I **imagine not**. / I **don't imagine so**.*

a ~~Cross out~~ the words / phrases which could be left out.
They look happy, but they aren't really ~~happy~~.

1 Everyone else liked the hotel, but I didn't like it.
2 Nobody expects us to win, but we might win.
3 I didn't take the job in the end, but now I think I should have taken it.
4 I went to the gym every week and I played basketball when I was living in the USA.
5 **A** Would you like to come for dinner tomorrow?
B I'd love to come to dinner, but I can't come.
6 We don't go to the theatre very often, but we used to go before we had children.
7 I won't be able to go to the concert, but my wife will be able to go.
8 We didn't enjoy the film because we arrived late and we missed the beginning.

b Complete the sentences with the correct modal or auxiliary form.
I'd like to help you this week, but I *can't*.

1 I'm not vegetarian, but my wife _____.
2 I would love to fly a plane, but I know that I never _____.
3 Nobody believes me when I say that I'm going to resign, but I _____.
4 We thought that Karen would get the job, but she _____.
5 In the end, they didn't come, even though they had promised that they _____.
6 If you haven't seen the film yet, you _____. It's absolutely fantastic!
7 If I could help you, I would, but I'm afraid I _____.
8 I don't speak French, but my friend _____.

c Respond to the first sentence using the correct form of the verb in brackets and **either** a reduced infinitive **or** *so / not*.
A Would you like to come round for a coffee later?
B I*'d love to*. (love)

1 **A** The weather forecast said it would rain tomorrow.
B I _____. I want to do some gardening. (hope)
2 **A** Do you go to the gym?
B I _____, but I stopped going last month. (use)
3 **A** If you think she's coming down with flu, you shouldn't send her to school.
B I _____. She might give it to the other children. (suppose)
4 **A** Have you spoken to Martin yet?
B No, but I _____ after the meeting. (try)
5 **A** Do you think we should leave early to miss the traffic?
B I _____, though I'm really enjoying myself. (guess)
6 **A** Why are you going to do a parachute jump?
B I don't know. I _____. (always / want)
7 **A** Has James gone out again?
B Yes he has, even though I _____. (ask / not)
8 **A** The bank's closed on public holidays, isn't it?
B Yes, I _____. (imagine)

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nouns: compound and possessive forms

apostrophe *s*

1 The **company's** head office is in New York.
I borrowed **Chris's** car. It's my **friends'** wedding.
That's the **children's** room.
2 The blonde girl is **Alex and Maria's** daughter.
3 We had dinner at **Tom's** last night.
My mother is at the **hairdresser's**.
4 They played terribly in last **Saturday's** match.
She's got ten **years'** experience as a primary teacher.

- Possessive forms express the idea of 'having' (in a very general sense) which exists between two nouns.

1 We normally use a possessive noun (+ *'s*) when something belongs to or is a characteristic of a particular person (people) or thing (things).
2 If there are two people, we put the *'s* on the second name.
- If we are referring to things belonging to two separate people, we put the *'s* on both names, e.g. *John's and Kay's tastes in food are completely different.*
3 When *'s* refers to premises, e.g. 'the house of' or 'the shop of', we often omit, e.g. *house* or *shop*.
4 We often use *'s* or *s'* with time expressions, e.g. *yesterday's news, an hour's journey.*

using *of* (instead of apostrophe *s*)

1 Can you remember the name **of** the film?
My brother lives at the end **of** the road.
The problems **of** old age are many and varied.
2 Helen is the sister **of** my cousin in Rome I told you about.
3 Jack is a friend **of** my brother's.

1 We normally use an *of* phrase, not *'s*, with things or abstract nouns.
2 We tend to use *of* and not *'s* to express possession with a long phrase, e.g. **NOT** ~~*my cousin in Rome I told you about's sister.*~~
3 With *friend, colleague*, etc. we often say, e.g. *a friend of* + name / noun + *'s* (= one of my brother's friends).
- We also often use a possessive pronoun after *a friend of...*, e.g. *a friend of mine / hers.*

compound nouns

1 I need the **tin opener**. Do you know where it is?
I bought a huge **plant pot** in a **garden centre** near my house.
My brother is a **company director** and my sister is a **history teacher**.
I opened the **car door**, got in, and put on my **seat belt**.
2 I bought my son a new **storybook**. What does that **road sign** mean?
3 There was a **bottle of wine** on the table and two **wine glasses**.

1 We use compound nouns to express many common ideas in English. The first noun modifies or describes the second noun. *tin opener* = an opener for tins, *history teacher* = a teacher of history. The first noun is usually singular, unless it has no singular form, e.g. *clothes*, but the second noun can be singular or plural.

One word, two words, or hyphenated?
Compound nouns are usually two separate words, but they are sometimes joined together as one word, e.g. *sunglasses, bathroom*, or occasionally hyphenated, e.g. *role-play.*

2 We use compound nouns to describe a common class of object or person. Compare:
- *a storybook* **BUT** *a book about house decoration*
- *a road sign* **BUT** *a sign of the times*

3 With containers, a compound noun (e.g. *a wine bottle*) focuses on the container (usually empty), whereas the container + possessive noun (*a bottle of wine*) focuses on the contents.
- Other common examples are *a wine glass / a glass of wine, a jam jar / a jar of jam, a petrol can / a can of petrol, a coffee cup / a cup of coffee*, etc.

a Circle the correct possessive form. Tick (✓) if both are possible.

Shall I make *chicken soup* / *soup of chicken* for dinner tonight?

1 I enjoy spending time with *my friend's children* / *my friends' children*.
2 Didn't I meet you at *Jenny's* / *Jenny's house* one night?
3 The hero dies at *the end of the story* / *the story's end*.
4 She's *the wife of my friend who lives in Australia* / *my friend who lives in Australia's wife*.
5 Sally wants to introduce you to Jake. He's a colleague of *her* / *hers*.
6 When you go to the supermarket, can you buy me *a milk bottle* / *a bottle of milk*?
7 The *photo of the house* / *house's photo* made me want to buy it.
8 I'm looking for a *stories book* / *storybook* that would be right for an eight-year-old.
9 We found *an old photograph box* / *a box of old photographs* in the attic.
10 The Tower of London is one of *London's most popular tourist attractions* / *the most popular tourist attractions in London*.
11 There's *a wine glass* / *a glass of wine* on the table. Did you leave it there?

b Look at the sentences you have ticked in **a**. Is there any difference between the two phrases?

c Complete with a compound or possessive noun using a word from each list and *'s* or *'* where necessary.

Alice and James bottle cats ~~children~~ garage government marketing sea today

~~bedroom~~ bowls door manager menu opener proposal view wedding

I always leave the light on in the children's bedroom – my youngest child is scared of the dark.

1 I can't find the _____. It's usually in this drawer, but it's not there now.
2 It's _____ next weekend and I don't have anything to wear yet.
3 There's shepherd's pie on _____.
4 Can I introduce you to Jess White, our _____?
5 Don't forget to lock the _____ when you take the car out.
6 We would like a room with a _____ if that's possible.
7 The _____ to freeze MPs' salaries has been met with criticism.
8 Make sure you fill the _____ with water every day – they get quite thirsty.

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relative clauses

defining relative clauses

1 She's the woman **who** / **that won the marathon**.
That's the stadium **which** / **that is going to be used** for the World Cup final.
2 That's the neighbour **whose dog never stops barking**.
3 Eric is the man (**who**) **I met at the party**.
That's the shop (**which**) **I told you about**.
4 My sister's the only person **to whom I can talk**.
My sister's the only person (**who**) **I can talk to**.
This is the room **in which** I was born.
This is the room (**that**) **I was born in**.
5 She told me **what she had seen**.
What I like best about London is the parks.

- We use *who*, *which*, *whose*, *whom*, and *what* to introduce a defining relative clause, i.e. a clause which gives essential information about somebody or something.

1 We can use *that* instead of *who* / *which*. This is very common in conversation.
2 We use *whose* to mean 'of who' or 'of which'.
3 When *who* or *which* are the object of the verb in the relative clause, you can leave them out.
4 In formal English, after a preposition, use *whom* for a person and *which* for a thing. In informal English it is more common to leave out the relative pronoun and put the preposition after the verb.
5 We use *what* as a relative pronoun to mean 'the thing' or 'things which'.

See **Writing Bank** A book review *p.127* for the rules for reduced relative clauses.

non-defining relative clauses

1 My brother, **who doesn't like sport**, was given a tennis racket for Christmas!
Buckingham Palace, **which was built in the 18th century**, is visited by thousands of tourists.
2 Adriana hasn't come to class for two weeks, **which is a bit worrying**.
3 They've got three children, **all of whom** are good at sport.
My favourite foods are bread, biscuits, and cakes, **none of which** are very good for me.
A lot of parents, **many of whose** children go to the local school, are protesting today about plans for the new road.

1 A non-defining relative clause gives extra, non-essential information about a person or thing.
- In written English, this kind of clause is separated by commas, or between a comma and a full stop.
- You can't use *that* instead of *who* / *which*. **NOT** ~~*My brother, that doesn't like sport,...*~~

2 *which* can be used to refer to the whole of the preceding clause.
3 We sometimes use *of which* / *of whom* / *of whose* after *some*, *any*, *none*, *all*, *both*, *either*, *neither*, *several*, *enough*, *many*, and *few*.
- We can also use *of which* / *of whom* / *of whose* after expressions of quantity and superlatives.

a Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.

She's the neighbour that her daughter has just had a baby. ✗
whose daughter has

1 This is the programme I was telling you about.
2 Is this the train that it goes to Birmingham?
3 She told her boss she'd overslept, that was absolutely true.
4 My son, that is very bright, is applying for a place at Oxford University.
5 The employee to who I spoke gave me some inaccurate information.
6 The woman whose suitcase didn't arrive never got it back.
7 The Canary Islands, which are situated off the coast of Africa, are a popular tourist destination.
8 Everyone in my family always eats that I cook.
9 That's the painting for which we paid over a thousand pounds.
10 The football club which fans sing the best is usually considered to be Liverpool.
11 That we love about living in Paris is the street cafés.
12 My doctor told me to go jogging, play tennis, or do Pilates, none of what I enjoy.

b Join the sentences using a relative pronoun and the correct punctuation. Sometimes more than one answer is possible.

I've just failed my driving test. It's a pity.
I've just failed *my driving test, which is a pity.*

1 They gave us a present. This was a complete surprise.
They...
2 My girlfriend is very intelligent. She's an architect.
My girlfriend...
3 It's too hot in my flat. This makes it impossible to sleep.
It's...
4 A car crashed into mine. It was a Mini.
The car...
5 I spoke to a police officer. She was working on the reception desk.
The police officer...
6 We only bought our computer two months ago. It keeps on crashing.
Our computer...
7 I left some things on the table. They aren't there any more.
The things...
8 That's the electrician. He did some work for my mother.
That's...
9 I've got two brothers. Neither of them can swim.
I've got two brothers...
10 The houses are still in very good condition. Many of them were built in 1870.
The houses...

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adding emphasis (2): cleft sentences

1 beginning with *What...* or *All...*	
I need a coffee.	**What I need is** a coffee.
We don't like the weather here.	**What we don't like is** the weather here.
I just want to travel.	**All I want is** to travel.
I only touched it!	**All I did was** touch it!
2 beginning with *What happens is... / What happened was...*	
You do a test and then you have an interview.	**What happens is** (**that**) you do a test and then you have an interview.
We left our passports at home.	**What happened was** (**that**) we left our passports at home.
3 beginning with *The person who / that..., The thing which / that..., The place where..., The first / last time..., The reason why...*, etc.	
I spoke to the manager.	**The person** (**who** / **that**) I spoke to was the manager.
I was irritated by his attitude.	**The thing which** / **that irritated me was** his attitude.
We stayed in a five-star hotel.	**The place where we stayed was** a five-star hotel.
I last saw him on Saturday.	**The last time** (**that**) **I saw him was** on Saturday.
I bought it because it was cheap.	**The reason** (**why**) **I bought it was** because / that it was cheap.
4 beginning with *It*	
A boy in my class won the prize.	**It was a boy in my class who** won the prize.
We had the meeting last Friday.	**It was last Friday when** we had the meeting.
They charged us extra for the wine.	**It was the wine** (**that**) they charged us extra for.

- When we want to focus attention on or emphasize one part of a sentence, we can do this by adding certain words or phrases to the beginning of the sentence. This is sometimes called a 'cleft sentence'.

1 We can make some kinds of sentences more emphatic by beginning with *What* (= the thing) or *All* (= the only thing) + 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*)... / *What happened was* (*that*)...

3 We can make part of a sentence more emphatic by beginning with an expression like *The person who*, *The thing which*, *The place where*, *The first / last time*, *The reason why*, etc. + clause + *be*, with the emphasized part of the sentence at the end.

4 We can also use *It is / was* + the emphasized part of the sentence + a relative clause.

It was me who... or *It was I who...?*

In informal spoken English, if the emphasized part is a pronoun, we normally use the object pronoun after *It is / was*, e.g. *I paid the bill.* – *It was me who paid the bill.*

Compare: *It was I who paid the bill.* (= very formal)

a Complete the sentences with one word.

The last time I saw my brother was on his birthday.

1 _____ was my father who told me not to marry her.

2 _____ I hate about Sundays is knowing you have to work the next day.

3 The _____ why I want you to come early is so that we can have some time to chat.

4 After you've sent in your CV, what _____ next is that you get called for an interview.

5 It's not my fault you can't find the papers! _____ I did was tidy up your desk a bit.

6 The _____ where we're going to have lunch is a sort of artists' café near the theatre.

7 _____ happened was that I lost the piece of paper with her phone number on it.

8 It was _____ who told Angela about the party. I didn't realize it was a surprise.

b Complete the sentences using the **bold** word.

I only need a small piece of paper. **all**
All I need is a small piece of paper.

1 She left her husband because he cheated on her. **reason**
_____ because he cheated on her.

2 We stopped in an absolutely beautiful place for lunch. **place**
_____ absolutely beautiful.

3 We got stuck in an enormous traffic jam. **happened**
_____ we got stuck in an enormous traffic jam.

4 They didn't apologize for arriving late, which really annoyed me. **what**
_____ they didn't apologize for arriving late.

5 Your brother broke the laptop. **it**
_____ broke the laptop.

6 I only said that I didn't like her dress. **all**
_____ I didn't like her dress.

7 I like my aunt Emily best of all my relatives. **person**
_____ is my aunt Emily.

8 You pick up your tickets at the box office. **happens**
_____ you pick up your tickets at the box office.

9 Right now you need to sit down and put your feet up. **what**
_____ to sit down and put your feet up.

10 I first met Serena at a conference in Berlin. **time**
_____ at a conference in Berlin.

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Personality

1 Adjectives

a Complete the sentences with an adjective from the list.

bright /braɪt/ conscientious /ˌkɒnʃiˈenʃəs/
determined /dɪˈtɜːmɪnd/ gentle /ˈdʒentl/
~~resourceful~~ /rɪˈsɔːsfl/ sarcastic /sɑːˈkæstɪk/
self-sufficient /ˌself-səˈfɪʃnt/
spontaneous /spɒnˈteɪniəs/ steady /ˈstedi/
straightforward /ˌstreɪtˈfɔːwəd/
sympathetic /ˌsɪmpəˈθetɪk/ thorough /ˈθʌrə/

1 He's quite resourceful. He can usually work out how to solve a problem.
2 He's very _____. Whatever part of a job he's doing, he does it with great attention to detail.
3 My nieces are both really _____. They get very good marks at school in all their subjects.
4 She's such a _____ person. She's honest and open and says just what she thinks.
5 She's very _____. Once she's decided to do something, nothing will stop her.
6 He's very _____. He never needs anyone else's help.
7 He's not very _____. When I was ill last week, he didn't even phone me.
8 She is so _____! She worked all weekend to make sure she got everything done.
9 My sister's a very _____ person. She's calm and kind, and she never gets angry.
10 Her boyfriend is a _____ kind of guy. He's sensible and she can really rely on him.
11 He's very _____. He can suddenly decide to go to Paris in the morning and in the evening he's there!
12 Our maths teacher used to be so _____. She loved making comments that made us feel small.

b 1.4 Listen and check.

False friends

Be careful with *sympathetic*. Many languages have a similar adjective – *sympathique* (French), *simpatico* (Italian), *sympatyczny* (Polish), *sempatik* (Turkish) – which means *friendly, nice*. The same is true of *gentle*; this is not the same as, e.g. *gentil* (French), *gentile* (Italian), which mean *kind* or *polite*.

2 Useful phrases when describing personality

a Complete the sentences with a phrase from the list.

a bit of a a bit too comes across deep down
on the surface on the whole ~~tends to~~

1 My father tends to avoid conflict – he never argues with my mother, he just leaves the room.
2 _____ he seems self-confident, but _____ he's quite insecure.
3 I worry about my grandmother. She's _____ trusting, so it's easy for people to take advantage of her.
4 _____ he's pretty laid-back, though he can sometimes get very stressed about work.
5 She's _____ control freak – she always needs to organize everything and everybody.
6 He _____ as quite sarcastic, but in fact he's really friendly.

b 1.5 Listen and check.

3 Idioms

a Match the **bold** idioms 1–10 to their meanings A–J.



1 B My dad's got **a heart of gold**.
2 _ My brother-in-law is very **down to earth**.
3 _ My boss is a bit of **a cold fish**.
4 _ My brother's **a real pain in the neck**.
5 _ My mum's **a soft touch**.
6 _ My uncle has **a very quick temper**.
7 _ I know I shouldn't criticize your family, but your sister is really **full of herself**.
8 _ He comes across as aggressive, but in fact he **wouldn't hurt a fly**.
9 _ My brother never **lifts a finger** around the house.
10 _ My cousin's always **the life and soul of the party**.

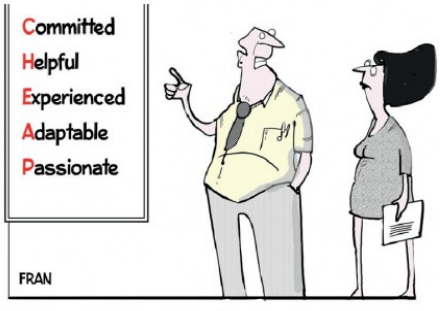
A She's unfriendly and she never shows her emotions.
~~B He's incredibly kind to everyone he meets.~~
C He's so annoying – he's always taking my things.
D She's great at telling jokes and making people laugh.
E I can always persuade her to give me extra pocket money.
F He expects the rest of us to do everything.
G He's the gentlest person I know.
H He gets angry very easily.
I He's very sensible and practical.
J She thinks she's the most important member of the family.

b 1.6 Listen and check.

ACTIVATION Think of people you know for two adjectives from **1**, a phrase from **2**, and an idiom from **3**. Tell your partner about them and why they suit the description.

p.10

1 Adjectives



'So when it comes to selecting STAFF these are the qualities I'm looking for.'

a Match sentences 1–8 to A–H.

1 C My job as a divorce lawyer is very **challenging** /ˈtʃælɪndʒɪŋ/.
2 Working as a checkout assistant can be a bit **monotonous** /məˈnɒtənəs/ and **repetitive** /rɪˈpetətɪv/.
3 I'm a primary school teacher. I find working with children very **rewarding** /rɪˈwɔːdɪŋ/ (or **fulfilling** /fʊlˈfɪlɪŋ/).
4 I work in a small design company and my job's really **motivating** /ˈməʊtɪveɪtɪŋ/.
5 Being a surgeon is very **demanding** /dɪˈmɑːndɪŋ/.
6 I always wanted an exciting job, but sadly, mine is incredibly **tedious** /ˈtiːdiəs/.
7 He's in a **dead-end** /ˈded end/ job in the local factory.
8 She's got a very **high-powered** /ˌhaɪ ˈpaʊəd/ job in finance.

A I have to do exactly the same thing every day.
B I never mind having to work overtime.
~~C It tests my abilities in a way that keeps me interested.~~
D It's important and comes with a lot of responsibility.
E It's really boring and it makes me feel impatient all the time.
F It makes me happy because it's useful and important.
G The wages are low and there's no hope of promotion.
H It's very high pressure and you have to work long hours.

b 1.9 Listen and check.

ACTIVATION Think of a job you could describe with each adjective in **1**.

2 Collocations

a Complete the sentences with a word from **A** and a word from **B**.

A	**B**
academic career (x2) civil events fast job work	experience hunting ladder manager ~~move~~ qualifications servants track

1 I'm hoping it'll be a good *career move* to go from publishing to advertising.
2 I've been unemployed for six months now, so I spend most of my time _____-_____.
3 My brother works as an _____ _____, organizing conferences.
4 I left school at 15, so I had to look for a job that didn't require any _____ _____.
5 My problem is that all the jobs I want to apply for ask for some _____ _____, and as I've just finished university, I don't have any.
6 I've just started working as a doctor. If I want to move up the _____ _____, I need to work in several different hospitals and departments.
7 In Britain, people who work for government departments are called _____ _____.
8 In some careers, people with very good qualifications are put onto a _____ _____, so they get promoted more quickly.

b 1.10 Listen and check.

c Complete the two words which collocate with the groups below. What do the phrases mean?

maternity paternity sick compassionate unpaid	l_____	freelance permanent (*opp* temporary / fixed-term) full-time (*opp* part-time) zero-hours	c_____

3 The same or different?

a Look at the **bold** pairs of words or phrases. Write **S** if they have the same or a very similar meaning and **D** if they are different. If the meaning is different, what's the difference? If the meaning is the same, is there a difference in register?

1 S I get on very well with my **colleagues** / **co-workers**.
2 I've had enough of my job. I think I'm going to **quit** / **resign**.
3 Three-quarters of the **staff** / **workforce** are women.
4 400 workers have been **laid off** / **made redundant**.
5 He's been **out of work** / **off work** for nearly six months.
6 She **was sacked** / **was fired** for refusing to work on Sundays.
7 Fantastic news! I'm going to **get promoted** / **get a pay rise**!
8 What **skills** / **qualifications** do you have?
9 We're too busy – we need to **hire** / **employ** more staff.
10 The salary's a bit low, but we have some great **perks** / **benefits**.

b 1.11 Listen and check.

p.12

Phrases with *get*

1 Expressions with *get*

a Complete the sentences with an expression from the list.

hold of into trouble with out of the way
(my / your, etc.) own back on rid of the chance ~~the impression~~
the joke the wrong end of the stick to know

1 I **get** *the impression* you're a bit annoyed with me.
2 When I told him to meet us at the station, he **got** _____ and went to the bus station, not the train station.
3 Since we stopped working together, we hardly ever **get** _____ to see each other.
4 Everyone else laughed, but I didn't **get** _____.
5 When you **get** _____ him, I think you'll really like him.
6 I need to speak to Martina urgently, but I just can't **get** _____ her.
7 I want to **get** _____ that awful painting, but I can't because it was a wedding present from my mother-in-law.
8 I'm going to **get** _____ my brother for telling our parents I got home late. Now I won't lend him my bike.
9 He's going to **get** _____ his boss if he's late again.
10 I tried to walk past him, but he wouldn't **get** _____.

b 3.7 Listen and check. What do the expressions mean? Explain them in your own words.

2 Idioms with *get*

a Match sentences 1–10 to A–J.

1 I **Get real!**
2 **Get a life!**
3 I'm **not getting anywhere** with this crossword.
4 She really **gets on my nerves.**
5 She really needs to **get her act together.**
6 They **get on like a house on fire.**
7 You should **get a move on.**
8 Your grandfather must **be getting on** a bit.
9 My boss just never **gets the message.**
10 She always **gets her own way.**

A It's just too difficult for me.
B Is he in his eighties now?
C They have exactly the same tastes and interests.
D Her exam is in two weeks and she hasn't even started studying.
E If you don't leave soon, you'll miss the train.
F Everything about her irritates me, her voice, her smile – everything!
G Everyone just does whatever she tells them to.
H I keep dropping hints about a pay rise, but he takes no notice.
~~I There's no way you can afford that car!~~
J There are better things to do on a Saturday night than cleaning!

b 3.8 Listen and check. What do the idioms mean? Explain them in your own words.

3 Phrasal verbs with *get*

a Match the **bold** phrasal verbs to A–L.

1 J How did you and your boyfriend **get together**?
2 It can take a long time to **get over** a break-up.
3 I hate being interrupted when I'm trying to **get on with** my work.
4 I keep telling my brother to save some of his money, but I can't **get through to** him. He just spends it all.
5 She's studying economics at university, and then she wants to **get into** banking.
6 What's the best way to **get around** your city, on foot or by public transport?
7 Don't try to cheat in the exam, you'll never **get away with** it.
8 They have just enough money to **get by**, but they have to watch every penny.
9 I need to work this weekend because I **got behind** during the week.
10 The weather here is terrible in winter, it really **gets** me **down**.
11 I promised I'd help Matt move house, but I **got out of** it by saying I had a bad back.
12 Please leave a message and I'll **get back to** you as soon as I can.

A recover from
B start a career or profession
C move from place to place
D make sb understand
E manage with what you have
F fail to make enough progress
G make sb feel depressed
H respond to sb by speaking or writing
I avoid a responsibility or obligation
~~J start a relationship~~
K continue doing
L do sth wrong without getting caught

b 3.9 Listen and check.

ACTIVATION Look at A–L in **a** and remember the phrasal verbs.

p.31

Conflict and warfare

1 People and events

a Match the people and definitions.

ally /ˈælaɪ/ ~~casualties~~ /ˈkæʒuəltiz/
civilians /səˈvɪliənz/ commander /kəˈmɑːndə/
forces /ˈfɔːsɪz/ refugees /ˌrefjuˈdʒiːz/
snipers /ˈsnaɪpəz/ survivors /səˈvaɪvəz/
troops /truːps/ the wounded /ðə ˈwuːndɪd/

1 casualties = people who have been killed or injured in a war
2 _____ = people who are forced to leave their country or home because there is a war, or for political or religious reasons
3 _____ = a group of people who have been trained to protect others, usually with weapons, e.g. *armed ~*, *security ~*, *peace-keeping*
4 _____ = soldiers in large groups
5 _____ = an officer in charge of a military operation
6 _____ = people who have been injured by weapons
7 _____ = people who are not in the army, navy, or air force
8 _____ = people who shoot at others from a hidden position
9 _____ = people who have managed to stay alive in a war
10 _____ = in time of war, a country that has agreed to help and support another country

b Match the events and definitions.

ceasefire /ˈsiːsfaɪə/ civil war /ˌsɪvl ˈwɔː/
coup /kuː/ ~~rebellion~~ /rɪˈbeljən/ revolution /ˌrevəˈluːʃn/
siege /siːdʒ/ treaty /ˈtriːti/

1 rebellion = an attempt by some of the people in a country to change their government, using violence
2 _____ = a sudden change of government that is illegal and often violent
3 _____ = when two armies agree to stop fighting temporarily
4 _____ = when an army tries to take a city or building by surrounding it and stopping the food supply
5 _____ = a war between groups of people in the same country
6 _____ = a formal agreement between two or more countries
7 _____ = an attempt by a large number of people in a country to change their government

c 3.10 Listen and check your answers to **a** and **b**.

2 Conflict verbs



a Complete the sentences with a verb from the list in the correct form.

blow up break out capture declare defeat execute loot ~~overthrow~~ release retreat shell surrender

1 The rebels overthrew the government. (= removed them from power using force)
2 Fighting _____ between the rebels and the army. (= started)
3 The army _____ the rebel positions. (= fired missiles at)
4 The rebels _____. (= moved back, away from the army)
5 Some of the rebels _____. (= admitted they had lost and wanted to stop fighting)
6 The rebels _____ the airport runway. (= made it explode)
7 The government _____ war on the rebels. (= announced their intention to go to war with them)
8 Some rebels _____ the city. (= stole things from shops and buildings)
9 The army _____ over 300 rebels. (= took them prisoner)
10 They finally _____ the rebels. (= beat them)
11 The army _____ most of the rebel prisoners. (= let them go)
12 They _____ the rebel leader. (= killed him as a punishment)

b 3.11 Listen and check.

3 Metaphorical uses of 'conflict verbs'

a Complete the sentences with a verb from **2** in the correct form.

1 The fire broke out at 3.00 in the morning.
2 The police have _____ details of the accident.
3 The new princess has _____ the imagination of the public.
4 I read the instructions three times, but they completely _____ me.
5 The minister was arrested and forced to _____ his passport.
6 A crisis has _____ over the new education policy.
7 He _____ that he was in love with her.
8 The flood water took a long time to _____ from the streets.

b 3.12 Listen and check.

p.32

Sounds and the human voice

Vocabulary Bank

1 Sounds



a 4.4 All the words from the list can be both nouns and regular verbs. Many of them are onomatopoeic (they sound like the sound they describe). Listen to the sounds and the words.

bang /bæŋ/ buzz /bʌz/ click /klɪk/ crash /kræʃ/
creak /kriːk/ crunch /krʌntʃ/ drip /drɪp/ hiss /hɪs/
hoot /huːt/ hum /hʌm/ rattle /ˈrætl/ roar /rɔː/
screech /skriːtʃ/ slam /slæm/ slurp /slɜːp/ sniff /snɪf/
snore /snɔː/ splash /splæʃ/ tap /tæp/ ~~tick~~ /tɪk/ whistle /ˈwɪsl/

b Complete the **Sounds** column with the words from the list in **a**.

		Sounds
1	This clock has a very loud [ ].	tick
2	Don't [ ]! Get a tissue and blow your nose.	
3	To get the new software, just [ ] on the 'download' icon.	
4	There was a [ ] as he jumped into the swimming pool.	
5	Did you hear that [ ]? It sounded like a gun.	
6	I heard a floorboard [ ] and I knew somebody had come into the room.	
7	I could hear the [ ] of a fly, but I couldn't see it anywhere.	
8	I hate people who [ ] at me when I slow down at an amber light.	
9	When I'm nervous, I often [ ] my fingers on the table.	
10	Don't [ ] your soup! Eat it quietly.	
11	The snake reared its head and gave an angry [ ].	
12	Please turn the tap off properly, otherwise it'll [ ].	
13	We could hear the [ ] of the crowd in the football stadium from our hotel.	
14	Some of the players carried on playing because they hadn't heard the [ ].	
15	I don't remember the words of the song, but I can [ ] the tune.	
16	Please don't [ ] the door. Close it gently.	
17	I heard the [ ] of their feet walking through the crisp snow.	
18	I can't share a room with you if you [ ] – I won't be able to sleep.	
19	Every time a bus or lorry goes by, the windows [ ].	
20	I heard the [ ] of brakes as the driver tried to stop and then a loud [ ].	

c 4.5 Listen and check.



2 The human voice

a Match the verbs and definitions.

giggle /ˈgɪgl/ groan /grəʊn/
mumble /ˈmʌmbl/ ~~scream~~ /skriːm/
sigh /saɪ/ sob /sɒb/ stammer /ˈstæmə/
whisper /ˈwɪspə/ yell /jel/

1 scream = to make a loud, high cry because you are hurt, frightened, or excited
2 _____ (*at sb*) = to shout loudly, e.g. because you are angry
3 _____ (*at sth*) = to laugh in a silly way
4 _____ (*to sb*) = to speak very quietly, so that other people can't hear what you're saying
5 _____ = to speak or say sth in a quiet voice in a way that is not clear
6 _____ = to make a long deep sound because you are in pain or annoyed
7 _____ = (or stutter) to speak with difficulty, often repeating sounds or words
8 _____ = to cry noisily, taking sudden sharp breaths
9 _____ = to let out a long deep breath, e.g. to show that you are disappointed or tired

b 4.6 Listen and check.

c Answer the questions using one of the verbs in **a**.

What do people do...?

- when they are nervous
- when they are terrified
- when they lose their temper
- when they are not supposed to be making any noise
- when they are amused or embarrassed
- when they speak without opening their mouth enough
- when they are relieved
- when their team misses a penalty
- when they are very unhappy about something

ACTIVATION Choose five sounds from **1** and two verbs from **2**. Make the sounds for your partner to identify.

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Expressions with *time*

1 Verbs

a Complete the sentences with a verb from the list.

give have kill make up for play for run out of
save spare spend take (x2) take up ~~waste~~

1 I waste **a lot of time** playing games and messaging on my computer instead of studying.
2 If you take the motorway, you'll _____ **time** – it's much quicker than the local roads.
3 I had three hours to wait for my flight, so I sat there doing sudoku puzzles to _____ **time.**
4 There's no hurry, so _____ **your time.**
5 When my mother was young, she never had the chance to travel. Now she's retired and wants to _____ **lost time**, so she's booked a trip around the world.
6 The novel is 700 pages long and I'm a slow reader. It's going to _____ **me a long time** to finish it.
7 I'd better go home now. If I'm late again, Dad will _____ **me a hard time.**
8 I would like to go camping this weekend, but my final exams are next week, so I can't _____ **the time.**
9 My children _____ **all my time** – I never seem to get to read a book or watch a film!
10 New York's such a fantastic city! You're going to _____ **the time of your life** there.
11 Let's not _____ **too long** at the museum or we'll _____ **time.**
12 They want us to sign the contract today, but I'm not sure about it. I think we should _____ **time.**

b 5.4 Listen and check.

2 Prepositional phrases

a Complete the **Prepositions** column with the prepositions from the list.

at (x3) before behind by
from (x2) in (x2) off ~~on~~ to (x2)

	Prepositions
1 I'm really punctual, so I hate it when other people aren't ___ **time.**	on
2 I've never heard of that singer. He must have been ___ **my time.**	
3 ___ **the time** we got to our hotel, it was nearly midnight.	
4 I missed the birth of my first child. I was on a plane ___ **the time.**	
5 She's been working too hard recently. She needs some **time** ___.	
6 If we don't take a taxi, we won't get to the airport ___ **time** for the flight.	
7 I don't eat out very often, but I do get a takeaway ___ **time** ___ **time.**	
8 He suffers from back pain and it makes him a little irritable ___ **times.**	
9 You can come **any time** ___ **10.00** ___ **2.00.**	
10 My dad's a bit ___ **the times** – he still thinks men should wear a suit and tie at work.	
11 Don't try to multitask. Just do **one thing** ___ **a time.**	
12 I thought it would take ages, but in fact, I finished it ___ **no time.**	

b 5.5 Listen and check.

3 Expressions

a Match sentences 1–12 to A–L.

1 I The referee's looking at his watch.
2 ___ He hardly spoke to me at lunch.
3 ___ I'm really looking forward to my holiday.
4 ___ I'm sorry, I can't help you this week.
5 ___ I can't afford a new car.
6 ___ She's sure to find a job eventually.
7 ___ I think I need to take up a hobby.
8 ___ Stop writing, please.
9 ___ I really thought I was going to be late.
10 ___ Why not spend a morning at our spa?
11 ___ I hate having to fill in my tax return.
12 ___ You've had that computer for ages.

A But in the end I got to the airport **with time to spare.**
B He spent **the whole time** talking on his phone.
C **Time's up.** The exam is over.
D **I'm** a little **short of time.**
E **I've got time on my hands** since I retired.
F I'll have to carry on with this one **for the time being.**
G It's only **a matter of time.**
H It's very popular with people who want a bit of **me-time.**
I ~~**There isn't much time left.**~~
J **This time next week** I'll be lying on the beach.
K **It's about time** you got a new one.
L It's incredibly tedious and **time-consuming.**

b 5.6 Listen and check.

ACTIVATION Choose six of the **bold** time expressions and write a synonym or a phrase with the same meaning, e.g. *save time* = spend less time, *on time* = punctual.

p.50

Money

1 Nouns

a Match the nouns and definitions.

~~budget~~ deposit donation fare fee fine grant instalment loan lump sum quote will

1 budget = the money that is available to a person or organization and a plan of how it will be spent over a period of time, *have a limited ~*
2 _____ = money that is given by the government or another organization for a particular purpose, e.g. education, *give / receive a ~*
3 _____ = money that a bank lends and sb borrows, *take out a ~*
4 _____ = an amount of money that you pay for professional advice or services, e.g. to a lawyer, *charge / pay a ~*
5 _____ = the money that you pay to travel by bus, plane, taxi, etc., *pay a ~*
6 _____ = a statement of how much money a particular piece of work will cost, *ask for a ~*
7 _____ = money that you give to an organization such as a charity in order to help them, *make a ~*
8 _____ = money paid as punishment for breaking a law or rule, *pay a ~*
9 _____ = one of a number of payments that are made regularly until sth has been paid for, *pay an ~*
10 _____ = the first part of a larger payment, *make / pay a ~*
11 _____ = a legal document that says what is to happen to sb's money and property after they die, *make a ~*
12 _____ = an amount of money that is paid at one time and not on separate occasions, *pay a ~*

b 5.9 Listen and check.

2 Money in today's society

a 5.10 Listen to the sentences. With a partner, say what you think the **bold** phrases mean.

1 We live in a **consumer society**, which is dominated by spending money on material possessions.
2 The **standard of living** in many European countries is lower than it was ten years ago.
3 People's **income** has gone up, but **inflation** is high, so the **cost of living** has also risen.
4 House prices are rising and people **can't afford** to buy a home.
5 Online banking allows people to **manage their accounts**, e.g. check their **balance** and **make transfers** and **payments**.
6 People who have loans have to pay high **interest rates**.
7 A lot of people are **in debt** and have problems getting a **mortgage** to buy their first home.
8 Some people make money by buying and selling **shares** on the **stock market**.
9 Our **currency** is unstable and **exchange rates** fluctuate a lot.
10 A lot of small businesses **went bankrupt** during **the recession**.
11 For better or worse, we're moving towards a **cashless society**.
12 The value of **cryptocurrencies** can rise and fall very dramatically.

b Which aspects of the sentences above are true in your country?

3 Adjectives

a Look at the *Oxford Learner's Thesaurus* entries for *rich* and *poor*. Match the synonyms and definitions.

rich *adj.* ~~rich~~, affluent, loaded, ~~wealthy~~, well-off

1 rich / wealthy having a lot of money, property, or valuable possessions
2 _____ (rather formal) rich and with a good standard of living: *The ~ Western countries are better equipped to face the problems of global warming.*
3 _____ (often used in negative sentences) rich: *His parents are not very ~ .*
4 _____ [*not before noun*] (very informal) very rich: *Let her pay. She's ~ .*

poor *adj.* poor, broke, hard up, penniless

5 _____ having very little money; not having enough money for basic needs
6 _____ (literary) having no money, very poor: *She arrived in 1978 as a virtually ~ refugee.*
7 _____ [*not before noun*] (informal) having no money: *I'm always ~ by the end of the month.*
8 _____ (informal) having very little money, especially for a short period of time: *After he lost his job, he was so ~ he couldn't afford to eat out at all.*

b 5.11 Listen and check.

4 Colloquial language

5.12 Read and listen to the conversations. What do you think the **bold** slang words mean?

1
A Nice car! How much are you going to ask for it?
B **Five grand**. What do you think?

2
A I need **five bucks** for the subway.
B Sure, here you are.

3
A Great hat! Was it expensive?
B No, only **five quid**. I got it in a charity shop.

4
A What's the building work going to cost you?
B About **50K**. We're redoing the kitchen as well.

5
A Can I borrow 20 pounds?
B Sorry, I've only got a **fiver** (OR **tenner**).

ACTIVATION Make sentences about your country or people from your country with two words from each section **1**, **2**, and **3**.

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Prefixes

1 Negative prefixes

a Write the words from the list in the correct column to make negatives.

~~agree~~ appropriate attractive capable coherent competent continue do embark helpful honest hospitable legitimate literate logical mobile moral official personal practical rational regular relevant replaceable

im-	*il-*	*ir-*	*in-*	*un-*	*dis-*
					disagree

b 7.2 Listen and check. What letters do the words begin with after *im-*, *il-*, and *ir-*?

2 Prefixes which add other meanings

a Read the sentences carefully and match the **bold** prefixes to their meanings A–U.

1 D My daughter has **out**grown most of her clothes – she needs a bigger size.
2 ___ A lot of common English verbs are **mono**syllabic, like *get*, *have*, *give*, etc.
3 ___ The whole town was **re**built after the earthquake.
4 ___ After the operation, I'll have to go to the hospital once a week as an **out**patient.
5 ___ My dog was **ill-**treated* as a puppy, but he's much happier now.
6 ___ I haven't been feeling very well recently. The doctor told me to take **multi**vitamins.
7 ___ I must have **mis**understood you. I thought you said you didn't want to come tonight.
8 ___ I need to install a new **anti**virus on my computer.
9 ___ I was incredibly lucky on my flight to Mexico – I was **up**graded to business class!
10 ___ High consumption of meat is leading to **de**forestation of the planet.
11 ___ My brother did a **post**graduate course in translation and interpreting.
12 ___ A ceasefire is an essential **pre**condition for any negotiation.
13 ___ Even though I set my alarm clock, I **over**slept this morning and was late for work.
14 ___ The committee has **bi**annual meetings in October and March.
15 ___ Several different species now **co**exist peacefully side by side.
16 ___ This work is totally **sub**standard. It's just not acceptable.
17 ___ There will be an **inter**governmental conference to look at climate change.
18 ___ They're really **under**staffed at the moment because a lot of their workers are off sick.
19 ___ With a **super**human effort, he managed to lift the car and save the injured man.
20 ___ I'm not very good with my camera. I almost always use the **auto**focus setting.
21 ___ Bacteria are **micro**organisms which often cause disease.

*The prefix *ill* is always followed by a hyphen.

A not enough
B too much
C more than one, many
~~D more than, better than, bigger than, etc.~~
E wrongly
F below
G two, twice
H against
I one
J by yourself, by itself
K after
L outside, not inside
M before
N remove or reduce
O higher, towards the top
P together
Q badly
R between
S above average
T extremely small
U again

b 7.3 Listen and check.

Prefixes with more than one meaning

Some prefixes have more than one meaning, e.g. *out-*, *de-*. Compare:

- *out-* + verb usually means more than, better than, etc., e.g. *Boys outnumber girls in this class* (= there are more boys than girls)
- *out-* + noun / adjective means outside, e.g. *He lives on the outskirts of the city*
- *de-* often means remove or take away sth, e.g. *demystify* = remove the mystery
- *de-* can also mean reduce, e.g. *devalue* = reduce the value of sth

ACTIVATION Which prefixes from **2** could you use before each of these words?

-cook (*verb*) -lingual
-war -national
-place (*verb*)

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Travel and tourism

1 Describing places

a Complete the sentences with a word or a phrase from the lists.

[+] ~~breathtaking~~ /'breθteɪkɪŋ/ iconic /aɪ'kɒnɪk/ imposing /ɪm'pəʊzɪŋ/ lively /'laɪvli/ off the beaten track /ˌɒf ðə ˌbiːtn 'træk/ picturesque /ˌpɪktʃə'resk/ remote /rɪ'məʊt/ unspoilt /ˌʌn'spɔɪlt/

1 The view is absolutely breathtaking. (= impressive, spectacular)
2 It's a really _____ area at night. (= full of life and energy)
3 We found a tiny café in the back streets of Venice, right _____. (= away from where people normally go)
4 We went to a very _____ little fishing village yesterday. (= pretty, especially in a way that looks old-fashioned)
5 It's a lovely city, almost completely _____ by tourism. (= beautiful because it has not been changed)
6 The site of the temple is extremely _____ – you can only get there on foot and it takes four hours. (= far away from places where other people live)
7 The enormous statue at the entrance to the palace is very _____. (= large and impressive to look at)
8 The Leaning Tower of Pisa is one of Italy's most _____ sights. (= acting as a symbol of the place)

[–] dull /dʌl/ overcrowded /ˌəʊvə'kraʊdɪd/ overrated /ˌəʊvə'reɪtɪd/ pricey /'praɪsi/ run-down /ˌrʌn 'daʊn/ soulless /'səʊlləs/ spoilt /spɔɪlt/ tacky /'tæki/ touristy /'tʊərɪsti/ unimposing /ˌʌnɪm'pəʊzɪŋ/

9 I think that restaurant's _____. (= with a better reputation than it really deserves)
10 The museum's pretty _____, but the café's good. (= boring)
11 The shops are quite _____, but we bought some nice things. (= designed to attract a lot of tourists)
12 The seafront has been _____ by all the new hotels. (= changed for the worse)
13 The hotel pool is always _____. (= with too many people)
14 The souvenirs were all plastic Eiffel Towers and key rings, really _____ stuff. (= cheap, badly made, and / or lacking in taste)
15 The main square is quite smart. But the buildings behind are very _____. (= in bad condition)
16 The old town has a lot of character, but the modern part of the city is mainly _____ office blocks. (= with no attractive or interesting qualities)
17 The hotel breakfast was a bit _____, but it was worth it. (= expensive)
18 The hotel entrance is _____, but the lobby inside is spectacular. (= unimpressive)

b 8.6 Listen and check.



'We would like an unspoilt paradise, but with lots of shops.'

2 Verb phrases

a Complete the phrases with a verb from the list.

chill out extend get away go go on hit postpone /pə'spəʊn/ recharge sample /'sɑːmpl/ ~~set off~~ soak up wander round /'wɒndə ˌraʊnd/

1 set off (**SYN** set out) on a journey / early / late
2 _____ a trip / a visit (= finish later than planned)
3 _____ camping / backpacking / sightseeing / for a stroll
4 _____ holiday / an outing / a trip / a safari / a trek / a cruise / a journey
5 _____ (**SYN** put off) a trip / a visit (= reschedule it for a later time)
6 _____ the old town (= explore in a leisurely way)
7 _____ (**SYN** unwind) (*informal*) after a tiring day
8 _____ (**SYN** immerse yourself in) the atmosphere / the culture
9 _____ the local cuisine
10 _____ the shops **IDM**
11 _____ from it all **IDM**
12 _____ your batteries **IDM**

b 8.7 Listen and check. What do you think the three idioms mean?

ACTIVATION Think of a place in your country that you could describe with each of the adjectives in **1**.

Talk about your last holiday using some of the verb phrases in **2**.

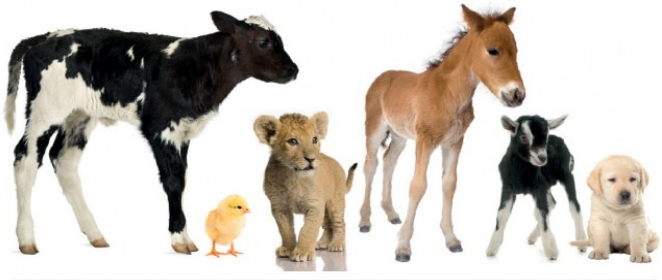
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Animal matters

1 Animals, birds, and insects

Young ones

a Match the animals and their young.



calf (plural *calves*) /kɑːf/ chick /tʃɪk/ cub /kʌb/
foal /fəʊl/ kid /kɪd/ ~~puppy~~ /ˈpʌpi/

1 dog *puppy*
2 goat _____
3 horse _____
4 cow _____
5 hen _____
6 lion _____

b **9.1** Listen and check. Which word from the list would you use for: a baby bear / whale / fox / elephant / donkey?

Where they live

c Match the animals, birds, and insects and the places where they live.

~~bee~~ blackbird canary
dog goldfish horse



1 a hive /haɪv/ *bee*
2 a stable /ˈsteɪbl/ _____
3 a cage /keɪdʒ/ _____
4 a kennel /ˈkenl/ _____
5 a tank /tæŋk/ _____
6 a nest /nest/ _____

d **9.2** Listen and check.

The noises they make

e Match the animals and the noises they make.

bird cat dog horse lion ~~mouse~~ pig

1 squeak /skwiːk/ *mouse*
2 bark /bɑːk/ _____
3 neigh /neɪ/ _____
4 meow /miˈaʊ/ _____
5 roar /rɔː/ _____
6 grunt /grʌnt/ _____
7 twitter /ˈtwɪtə/ _____

f **9.3** Listen and check.

Animal parts



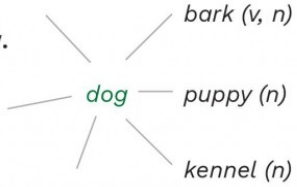
g Match the words and pictures.

- a beak /biːk/
- claws /klɔːz/
- a fin /fɪn/
- fur /fɜː/
- hooves (sing. *hoof*) /huːvz/
- horns /hɔːnz/
- paws /pɔːz/
- a shell /ʃel/
- a tail /teɪl/
- whiskers /ˈwɪskəz/
- wings /wɪŋz/

h **9.4** Listen and check.

ACTIVATION Make mind maps for the animals below.

dog bird
cat horse



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2 Animal issues

9.10 Listen to the questions below and focus on the meaning and pronunciation of the **bold** words and phrases. With a partner, say what they mean.

In your country, are there any...?

1 organizations that **protect** animals and their **environment**, or **animal charities**
2 **animal rights activists** who organize protests against the use of animals for entertainment, product testing, or medical research
3 local or regional festivals where animals are **treated cruelly**
4 national parks or conservation areas where animals **live in the wild**
5 **endangered species** /ɪnˈdeɪndʒəd ˈspiːʃiːz/
6 animals that are **hunted for sport**
7 zoos or centres where animals are being **bred in captivity** in order to reintroduce them into the wild
8 animals that are kept or transported in **inhumane conditions**, e.g. veal calves

ACTIVATION Answer the questions above. Give examples.

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Preparing food

1 How food is prepared

a Match the words and pictures.

- baked figs
- barbecued pork ribs
- boiled rice
- chopped parsley
- deep-fried onion rings
- grated cheese
- grilled fish
- mashed potatoes
- melted chocolate
- minced beef
- peeled prawns
- poached egg
- roast lamb
- scrambled eggs
- sliced bread
- steamed mussels
- stewed plums
- stir-fried noodles
- stuffed chicken breast
- whipped cream



b 9.12 Listen and check.

2 Kitchen equipment

a Match the words and pictures.

- a baking tray /ˈbeɪkɪŋ treɪ/
- a chopping board /ˈtʃɒpɪŋ bɔːd/
- a colander /ˈkʌləndə/
- a food processor /ˈfuːd ˌprəʊsesə/
- a frying pan /ˈfraɪŋ pæn/
- a (mixing) bowl /bəʊl/
- a pressure cooker /ˈpreʃə ˌkʊkə/
- a saucepan /ˈsɔːspən/ (or pan /pæn/)
- scales /skeɪlz/
- a sieve /sɪv/
- a spatula /ˈspætʃələ/
- a whisk /wɪsk/



b 9.13 Listen and check.

ACTIVATION Have you had any food recently that was prepared in any of the ways in **1**?

Which of the things in **2** might you need to make...?

an omelette spaghetti biscuits

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Appendix

adjective + preposition

A lot of young people are **addicted to** social media.

I can't eat prawns because I'm **allergic to** seafood.

He always seems to be **angry about** something.

There's no need to get **angry with** me.

We weren't **aware of** the problem with our ticket until we got to the airport.

The film, which is set in Sweden, is **based on** a best-selling novel.

She may be old, but she's quite **capable of** looking after herself.

Albert Einstein was very **close to** his sister.

Many 30-year-olds are still **dependent on** their parents.

The architecture is very **different from** my city.

We're very **dissatisfied with** the service we received at the hotel.

I'm very **excited about** his new film.

Are you **familiar with** the computer software we use?

The city is **famous for** its university.

I'm **fed up with** waiting for the electrician to come. I'm going out.

Are you **frightened of** insects?

I get very **frustrated with** waiting for my brother.

My children are all **good at** sport.

They say taking half an hour's exercise a day can be very **good for** you.

People are usually very **helpful to** foreign tourists.

We're **hooked on** that new TV series – we never miss it.

Her daughter isn't **interested in** music.

My wife isn't very **keen on** moving to London.

She was very **kind to** me when I was going through a bad time.

A lot of people are **obsessed with** celebrities and their lifestyles.

Older people aren't always as **open to** big changes as younger people are.

I was very **pleased with** my presentation. I thought it went very well.

As a nation, we are very **proud of** our sporting achievements.

As Marketing Manager, I am **responsible for** all our publicity campaigns.

I'm **sick of** listening to her complain about how many hours she has to work.

The staff felt very **sorry for** us and gave us a free cup of tea.

I'm **tired of** being told what to do all the time.

verb + preposition

The police have **accused** her **of** stealing from her employer.

I think the film is definitely **aimed at** people under 25. I didn't enjoy it at all.

We're still waiting for Laura to **apologize for** her awful behaviour last night.

I've **applied for** more than ten jobs since graduating.

Everyone **blamed** me **for** the mistake, even though it wasn't my fault.

I'm so hard up I'm going to have to **borrow** some money **from** my sister.

I'm going to **complain** to the manager **about** this.

I can't **concentrate on** what I'm doing with all that noise outside.

The exam **consists of** speaking, writing, listening, reading, and use of English papers.

I'm getting much better at **coping with** stress than I used to be.

The government was heavily **criticized for** not acting faster.

My children have had to **deal with** a number of challenges.

I was **faced with** a huge pile of work when I got to the office this morning.

I want to **focus on** my work for the next few weeks.

Which historical figure do you most **identify with**?

When I visit a country, I like to **immerse** myself **in** the local culture.

Simon **insisted on** paying for everything when we went out.

It's rarely a good idea to **lend** money **to** a friend.

I was **named after** my grandmother, who died before I was born.

Eating tomatoes is said to **protect** the body **against** certain diseases.

I know I can **rely on** you to keep a secret.

My brother is a lawyer who **specializes in** criminal law.

In *Gone Girl*, Amy Dunne **takes revenge on** her husband Nick.

I need to **translate** this document **into** German. Can you help me?

I was **vaccinated against** yellow fever before visiting Ecuador.

noun + preposition

I worry about my great-aunt. She's so trusting that it would be easy for people to take **advantage of** her.

We don't have the same **attitude to** / **towards** animals.

The sea always has a calming **effect on** me.

He doesn't have enough **faith in** his own ability.

The police have reported a sharp **increase in** crimes involving identity theft.

I have absolutely no **intention of** resigning.

The **lack of** water is becoming a very serious problem in some countries.

There is an urgent **need for** an alternative to single-use plastics.

They've organized a **protest against** the new law.

The **reason for** the delay was the late arrival of the incoming flight.

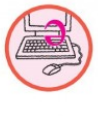
My boss has asked me to write a **report on / about** the new computer system.

The new Managing Director has a **reputation for** being completely ruthless.

Jack has a lot of **respect for** his grandfather's achievements.

There doesn't seem to be an easy **solution to** the problem.

Vowel sounds

	usual spelling	! but also
 **fish**	**i** kill drip risk idiom stick quit	message rewarding repetitive business building synonym
 **tree**	**ee** screech fee **ea** creak treaty **e** even tedious	routine suite siege key receipt people
 **cat**	**a** bang crash slam tap balance salary	
 **car**	**ar** bark smart sarcastic **a** chance grant staff advantage	calf calm laugh draught heart
 **clock**	**o** occupation obviously shock sob contract deposit	squash sausages cough knowledge
 **horse**	**(o)or** forces snore outdoor **al (+l, +ll)** although instalment call **aw** paw claws **au** long-haul cautious	caught fought war roar pour
 **bull**	**u** bullet pushed **oo** cooking goodness stood wood	should would woman
 **boot**	**oo** loot troops **u*** due flu **ew** view blew	moving coup wounded through bruise suit beauty queue shoe
 **computer**	Many different spellings. /ə/ is always unstressed. assertive relative practical challenging member opinion profession stubborn successful	
 **bird**	**er** herbs nerves **ir** circuit birth **ur** slurp fur	earth learner world worse journey
 **egg**	**e** gentle debt neck tense benefit temporary surrender	wealthy breathtaking steady friendly many said says

	usual spelling	! but also
 **up**	**u** hum hunt gun gut stuck mussels discuss **o** above oven	blood flood tough enough couple trouble
 **train**	**a*** wages hatred **ai** tail training **ay** away tray	great steak neighbour weight survey obey
 **phone**	**o*** totally joke bonus post **oa** groan loaded **ow** arrow below	soulmate doughnut aubergine
 **bike**	**i*** sniper wild wi-fi **y** deny ally **igh** sigh bright	eye neither aisle guy
 **owl**	**ou** around amount profoundly **ow** powerful overcrowded meow	plough drought
 **boy**	**oi** point spoilt voice choice **oy** loyal employer	
 **ear**	**eer** career beer **ere** adhere atmosphere **ear** fear spear	period idea weird
 **chair**	**air** aircraft fair repair **are** fare spare	scary bear wherever there their
 **tourist**	**ur** curious during plural **ure** mature endure secure **eur** Euro Europe	
/i/	A sound between /ɪ/ and /iː/. Consonant + *y* at the end of words is pronounced /i/. happy angry thirsty	
/u/	An unusual sound between /ʊ/ and /uː/. education usually situation	

* especially before consonant + *e*

○ short vowels ○ long vowels ○ diphthongs

Consonant sounds

	usual spelling	! but also
 **parrot**	**p** perks poached recipe deep **pp** apparently gripping	
 **bag**	**b** breed bite tablet grab **bb** scribble bubble	
 **key**	**c** screen economic **k** skill bankrupt **ck** click tick **qu** quick picturesque	chorus chiropractic technician accurate
 **girl**	**g** grunt guided arguably drug **gg** giggle aggressive	ghost colleague
 **flower**	**f** fire refugee **ph** photography metaphor **ff** affluent sniff	laugh rough
 **vase**	**v** vast voicemail survive review government hive	of
 **tie**	**t** track touristy strength retreat **tt** rattle settings	mashed chopped debt doubt receipt
 **dog**	**d** defeat declare update crowd **dd** add middle	steamed bored
 **snake**	**s** stranger responsible **ss** hiss across **c (+ e, i)** ceasefire civilians	scenery psychoanalyst fancy
 **zebra**	**z** zip zone **zz** buzz dizzy drizzle **s** misery refuses trousers avoids	dessert
 **shower**	**sh** shocked sheet shellfish rash **ti (+ vowel)** addiction operation **ci (+ vowel)** species crucial	sugar sure chef cliché anxious pressure
 **television**	An unusual sound. invasion conclusion pleasure casualties massage	

	usual spelling	! but also
 **thumb**	**th** thorough thriller thick sympathetic breath death	
 **mother**	**th** though therefore either nevertheless smooth	
 **chess**	**ch** charge crunch **tch** switched match **t (+ ure)** capture sculpture	
 **jazz**	**j** juggle enjoyable **g** cage besiege **dge** edgy gadget	soldier suggest
 **leg**	**l** legal lively landline deal **ll** colleague scroll	
 **right**	**r** revolution ribs grand scrambled **rr** surrender overrated	wrist wrinkled
 **witch**	**w** wings waist willing towards **wh** whistle whisper	one once
 **yacht**	**y** yell yoga yogurt yourselves **before u** mule consumer	
 **monkey**	**m** mumble motivated temper consumer **mm** stammer recommend	limb dumb
 **nose**	**n** nightmare internet monotonous **nn** penniless cannon	knowledge knight design foreigner
 **singer**	**ng** length strong wing sting **before k** ankle blink	
 **house**	**h** heat horns history inherit behave unhelpful	whoever whom whole

○ voiced ○ unvoiced

1A GRAMMAR *have*: lexical and grammatical uses

a Circle the correct answer.

1 Would it be OK if I left work a bit early this afternoon? I _____ go to the dentist's.
a got to **b** have to **c** 'm having to

2 _____ an umbrella? I can lend you one, if you like.
a Don't you have **b** Haven't you **c** Hadn't you

3 I wouldn't get them a toaster as a present because they _____ one.
a already have **b** have already had **c** are already having

4 If you want to get rid of those stains, I reckon you'll need to _____ professionally.
a clean the carpet **b** have the carpet cleaned **c** have cleaned the carpet

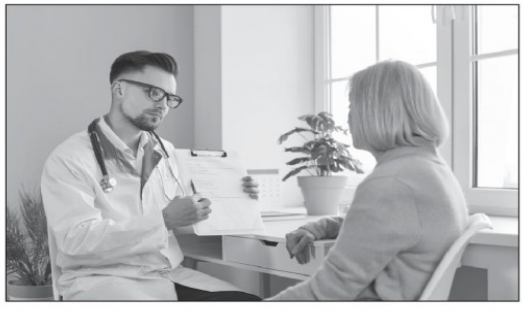
5 Would you mind not calling me between seven and eight, because I _____ dinner?
a 'll have **b** 'll have had **c** 'll be having

6 Once the kids were older, we _____ give them a lift to school every day.
a hadn't got to **b** didn't have to **c** hadn't to

7 I _____ loads of friends when I was at school, but I've lost touch with most of them now.
a had got **b** was having **c** used to have

8 Did you hear about Sally? She _____ last night.
a had her car broken into **b** broke into her car **c** had broken into her car

b Read the conversation below. Complete each gap with one word (contractions count as one word).



Doctor Good morning. So, why [1] *have* you come to see me today?
Patient Well, I [2] _____ been feeling very well recently.
Doctor What symptoms have you [3] _____?
Patient I [4] _____ had a terrible headache for the last few days and my eyes hurt a lot. It's worse when I read or watch TV.
Doctor Have you [5] _____ taking anything for the headache?
Patient I've been [6] _____ paracetamol every four hours, but it [7] _____ made any difference yet.
Doctor OK. Can you look at the eye chart and read this line for me?
Patient Oh, I [8] _____ a clue what those letters are! They're all blurred!
Doctor I think I [9] _____ found the problem! The first thing you've [10] _____ to do is go to the optician's for an eye test. I think you need glasses!

c Add one word to the idioms to make the sentences correct.

1 To be honest, I'm not sure Sarah has got it in her to go travelling alone.
2 I love spending time with my old school friends. We always such a laugh together.
3 If you think your colleagues are treating you unfairly, you should have it with them.
4 I've never ridden a horse before, but I'm willing to have go.
5 I can't believe the neighbours are having another party! I've really had with them.
6 My brother's teacher has really it in for him because he's failed his exams again.
7 Is Tom really taking dancing lessons or was he having us?

ACTIVATION

Work in pairs. Tell your partner about the following:

- someone you have a close relationship with
- something you've had done recently
- a time you had it out with a friend
- something you've got to do after class today
- something you've wanted to do for ages
- an activity you'd like to have a go at

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1B GRAMMAR discourse markers (1): linkers

a Circle the correct linker.



I would say that the most challenging period in my career so far was my first junior management position in the company where I still work today. I had always wanted to be an accounts manager, [1] *so* / *although* / *despite* I was thrilled when I got the job, but little did I know what was waiting for me on my first day. The office environment was rather disorganized, and to make matters worse, my boss was completely unsupportive of me. For some reason, he just refused to take any responsibility for dealing with the clients, and [2] *consequently* / *so as to* / *although*, I was forced to deal with all the problems by myself. I used to stay late at the office almost every night [3] *because of* / *so that* / *so as not to* miss any of the clients' deadlines. It seems ridiculous now, but I was so stressed that I used to check my emails every five minutes, even at weekends, [4] *so that* / *in case* / *as a result* there was an urgent message asking me to sort something out. It was worth it in the end, [5] *though* / *but* / *as*, because eventually my boss was fired and I got promoted to his position!

b Complete the text with a linker from the list. There are two you don't need to use.

~~although~~ as as a result but despite however so that



The toughest time I've ever had was definitely my first term here at university. [1] *Although* I really love student life now, it wasn't so easy in the beginning. My bad luck started on the very first day. My parents had just dropped me off with all my stuff when some of the guys whose rooms were on the same corridor as mine suggested going to play basketball in the park nearby. I don't know exactly how it happened, [2] _____ somehow, during the game, I tripped and fell really hard on my right arm and broke it. Apart from not being able to play any sports for weeks, it was especially annoying because my injury meant I wasn't able to write properly. [3] _____, I got really behind with my essays and I had to take an extra class later in the year [4] _____ I could catch up. On top of that, it wasn't as easy as I had expected to find friends, and I was pretty homesick for a while. [5] _____, things got better eventually. Once my arm was better, I managed to get into the university basketball team and made loads of new friends.

c Complete the text with a suitable linker. Sometimes more than one answer is possible.



Most people can't wait until the day they retire, but I can tell you it's not as simple as you might think. [1] *Despite* all the free time, retirement isn't just a question of enjoying yourself and feeling happy that you never have to work again. When my husband Frank retired after 40 rewarding years as a lawyer, he had terrible trouble adjusting to his new lifestyle. [2] _____ he had always been committed to his career, it wasn't easy just to give it up overnight. We decided to move to the countryside [3] _____ be nearer to our daughter and her family, but when we arrived, we found that they were all so busy with their own lives that they didn't have much time for us. Of course, we did babysit for our daughter sometimes [4] _____ she could go out in the evenings, but somehow it wasn't the life we had imagined. Just when we were feeling really down, a friend of ours invited us along to a ballroom dancing class in the village. Frank wasn't keen at first, [5] _____ once we got there, we had a wonderful time. Now we go three times a week and it's changed our lives. We keep fit and we've met so many fantastic people. And it's all [6] _____ the dance class. I don't know what we would have done without it!

ACTIVATION

Write a paragraph about a challenging experience you have faced. You could write about your work, studies, or family. Explain what the challenge was and how you overcame it. If you can't think of anything from your life, write about a friend or relative.

In your paragraph, make sure you use at least five linkers.

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2A GRAMMAR the past: habitual events and specific incidents

Read the story and put the verb in brackets in the most appropriate form. Sometimes more than one answer is possible.



I started school at the age of four at my local primary. I [1] *'d been looking forward* (look forward) to starting school for some time because I [2] _____ (not have) any siblings, so I thought it was going to be the perfect opportunity to make new friends and have fun. On the first day, I [3] _____ (play) with my new classmates when the teacher [4] _____ (interrupt) us and asked us to pay attention. We all stopped what we had been doing and she introduced us to the class pet – Hammy the Hamster. He was the pet I [5] _____ always _____ (want), but [6] _____ never _____ (allow) to have.

The teacher told us that each child – in strict alphabetical order – could take Hammy home with them for one weekend and then bring him back the following Monday. I could hardly wait for it to be my weekend. I [7] _____ (get) to school very early every day and I [8] _____ (feed) and play with him. I [9] _____ (not want) to let the other children near him because I wanted Hammy to be my new best friend!

After three weeks, my weekend finally arrived. My mum hadn't been too keen on having a hamster in the house, but I'd been very persuasive – I [10] _____ (be) very resourceful as a child – and finally she agreed. I was so happy.

Saturday was a beautiful, sunny day, so I thought Hammy would appreciate a morning walk in the garden. However, as I [11] _____ (take) him out of his cage, he [12] _____ (bite) me, I [13] _____ (drop) him, and Hammy ran away!

I [14] _____ (not be) a child who [15] _____ (cry) very often, but on that occasion I spent all weekend crying and looking for Hammy. Sadly, though, Hammy [16] _____ (go) forever and I never saw him again.

The worst was yet to come, however. On Monday, I had to go back to school with an empty cage. As I [17] _____ (explain) to the teacher what [18] _____ (happen), I realized that the rest of the class were looking at me with hatred in their eyes; after all, I had lost the adored class pet! Nobody [19] _____ (speak) to me for at least a week and I remember it being the worst feeling I [20] _____ (experience) in the four short years of my life.

ACTIVATION

Think of a time in your childhood when you did something wrong.
Write a paragraph describing the incident.

2B GRAMMAR pronouns

a Read the travel guide and circle the correct word.



Why visit

[1] **There's** / **It's** often referred to as the world's 'coolest little capital' and for good reason. Despite its compact size, Wellington offers tourists a vibrant arts scene, world-class dining options, and excellent outdoor activities. It's also a safe city with a great atmosphere; a place where locals are always ready to help [2] **one another** / **themselves** and visitors.

When to visit

[3] **They** / **You** say that you can't beat Wellington on a good day. However, [4] **it's** / **there's** hard to say when that day might be. The city is renowned for its wild, windy weather, which [5] **they** / **you** can be subjected to in any season. Generally speaking, though, late January and February provide the sunniest, calmest days.

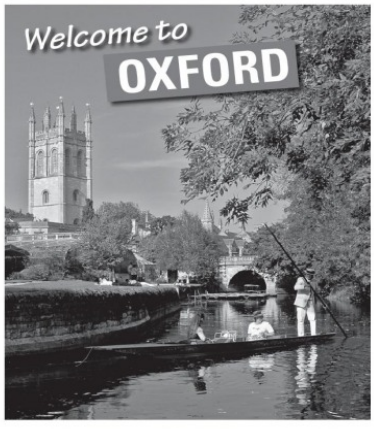
Getting around

One of the best ways to explore Wellington is on foot. [6] **There's** / **It's** only two kilometres from one side of the city centre to the other, meaning [7] **you** / **they** can walk across it in under half an hour. [8] **It's** / **There's** also an excellent, well-used public transport system.

What to see and do

Naturally, everyone has [9] **his** / **their** own idea about what constitutes a great day out, but you'll find that [10] **there's** / **it's** plenty to do in Wellington, whatever your interests. If history is your thing, a trip to *Te Papa* Museum is a must. Active travellers may like to climb to the top of Mount Victoria and appreciate the 360-degree views around [11] **them** / **themselves**. If you're into good food, you should make your way to Cuba Street to try out some of the city's best restaurants and cafés. However you decide to spend your time in Wellington, you can't fail to enjoy [12] **you** / **yourself**.

b Complete the travel guide with a suitable pronoun.



Why visit

[1] *They* say that one always learns something when [2] _____ visits Oxford. With its world-famous university and numerous other institutes of learning, [3] _____ can't be denied that the 'city of dreaming spires' is significant not only academically, but also historically and culturally.

When to visit

[4] _____ really isn't a bad time of year to visit the city, since the weather is rarely extreme. As with much of the UK, however, it can be unpredictable, so anyone planning a trip ought to check the forecast before [5] _____ arrive.

Getting around

Due to its modest size, the simplest ways to get around the city's streets are walking or cycling. And while in Oxford, you must of course have a go at punting (boating) on the River Thames. You can either hire a punt with a chauffeur or, if you're more adventurous, you can do the punting [6] _____.

What to see and do

Oxford is home to one of Europe's oldest libraries – the fascinating Bodleian Library. Unfortunately, visitors cannot look around the library by [7] _____; [8] _____'s necessary to join a guided tour. However, these are reasonably priced and very informative. If [9] _____ enjoy being outdoors, head to Christ Church Meadow. [10] _____'s a popular spot for tourists, students, and locals, with riverside walking trails and stunning views back to the city. If you fancy a drink, [11] _____'s a fabulous, traditional British pub – The Eagle and Child – that's well worth a visit. The pub has been a favourite with famous writers, such as JRR Tolkien and CS Lewis, since the 17th century, so you never know who might end up sitting next to [12] _____!

ACTIVATION

Write your own travel guide about a city you know well. Use the same headings as above. Try to include at least six of the pronouns from **a** and **b**.

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3A GRAMMAR *get*

a Complete the sentences with the correct form of a word from the list.



agree break call check ~~do~~ make pay redesign tidy use

1 She was in the middle of getting her hair *done*, so I said I'd call her back.
2 Quite a few of our things got _____ when we were moving into our new house.
3 I got the children _____ their rooms whilst I put away the shopping.
4 It took my brother a long time to get _____ to living in a different country.
5 Top bosses often get _____ substantial bonuses at the end of the year.
6 I was wondering if you could get Elena _____ the figures for me.
7 We got the kitchen _____ by a professional.
8 Do you think you could get Hao _____ me later?
9 The meeting wasn't great; we couldn't get the managers _____ to our plans.
10 Unfortunately, Carlo got _____ redundant when the factory closed.

b Rewrite the sentences using a form of *get*.

1 Women should always receive the same pay as men.
Women should always get paid the same as men.
2 Some business owners have enriched themselves at the expense of their workforce.
_____
3 You need to go for an eye test.
_____
4 He received ten years in prison for fraud.
_____
5 Buying food from farmers' markets is eco-friendly, but much more expensive.
_____
6 He's becoming more accustomed to the weather here.
_____
7 Someone stole my bike last night.
_____
8 You'll never make him understand.
_____

ACTIVATION

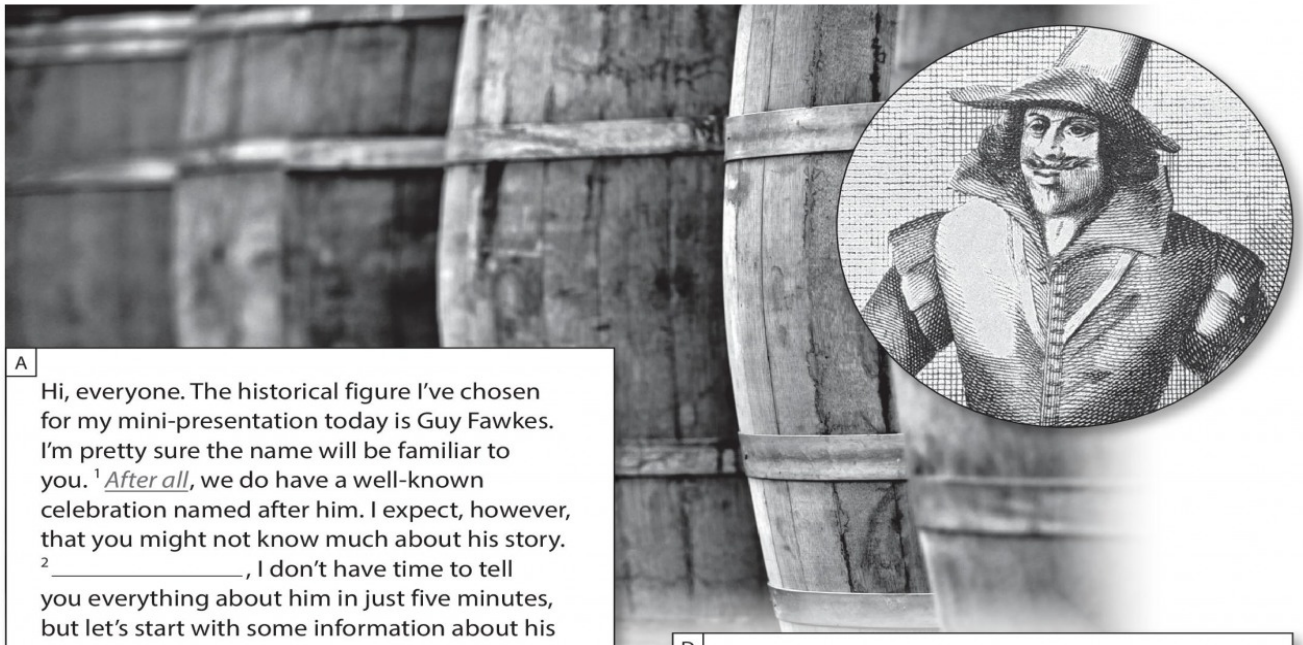
Write six sentences using *get* where the meaning is different in each one.

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3B GRAMMAR discourse markers (2): adverbs and adverbial expressions

Complete the extracts from the presentation with a discourse marker from the list.

~~after all~~ all in all anyway as far as at least basically by the way in fact obviously that is to say



A

Hi, everyone. The historical figure I've chosen for my mini-presentation today is Guy Fawkes. I'm pretty sure the name will be familiar to you. [1] *After all*, we do have a well-known celebration named after him. I expect, however, that you might not know much about his story. [2] _____, I don't have time to tell you everything about him in just five minutes, but let's start with some information about his early life…

B

…Despite his parents being members of the Church of England, [3] _____ Protestants, Fawkes's mother married again after his father's death, to a Catholic. Several years later, Fawkes became influenced by his stepfather's religious practices, and those of his school friends, and converted to Catholicism, even though it was [4] _____ a crime to be a Catholic at that time in England…

C

…While fighting for the Spanish in 1604, Fawkes met Thomas Wintour, who encouraged him to join a group of conspirators in a plot to assassinate the new Protestant king of England. [5] _____, interestingly, the king was both James VI and I. He was King of Scotland as James VI and then later King of England as James I. [6] _____, back to what I was saying about Guy Fawkes…

D

…So, over the next 18 months, Fawkes and 12 others worked out a careful plan. [7] _____, they plotted to blow up the Houses of Parliament, kill the King, and replace him with a Catholic monarch. [8] _____ the method was concerned, they decided to use gunpowder. Thirty-six barrels of it, to be precise. They placed these in the cellar and planned to set them alight when the King opened parliament on 5th November. The plan was bound to succeed, or [9] _____ that's what the conspirators thought!

E

…Fawkes was sentenced to death and executed. Now, every year on 5th November, people mark the anniversary of the failure of the Gunpowder Plot by setting off fireworks and building large bonfires. And that brings me to the end of my presentation. [10] _____, I think it's fair to say that Guy Fawkes led a very eventful life, driven by his cause. If you have any questions, I'll do my best to answer them.

ACTIVATION

Prepare a five-minute mini-presentation about a famous historical figure who interests you. If you need to find information, try searching online in English. Use discourse markers in your mini-presentation.

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4A GRAMMAR adding emphasis (1): inversion

a Read the online reviews. Complete them with a word from the list. There are four words you don't need to use.

again but hardly never no not only rarely ~~sooner~~ than until when

Restaurant reviews



Fantastic service! No [1] *sooner* had we sat down at our table than we were offered a drink. ★★★★



Hardly had we finished our starters [2] _____ the waiter brought us our main courses. It was almost as if they wanted to get rid of us! ★★

Book reviews



[5] _____ have I read such a gripping book. I just couldn't put it down! ★★★★★



[6] _____ when I compared the original to the translated version did I see just how bad the translation really was. ★

Film reviews



[3] _____ have I seen such a moving film. There are only a few that can compare. ★★★★★



Never [4] _____ will I watch a war film on a laptop. I think it's essential to see them at the cinema to appreciate the special effects. ★

Hotel reviews



Not only were our rooms not available when we arrived, [7] _____ there was also nowhere to leave our luggage. ★★★



Not [8] _____ you stay at this hotel do you really understand the meaning of the word 'luxury'. 10/10. ★★★★★

b Rewrite the sentences to make them more emphatic.

1 We only received our drinks when we reminded the waiter for the third time.
Only when *we reminded the waiter for the third time did we receive* our drinks.

2 I've rarely had the opportunity to eat at such a high-class restaurant.
Rarely _____ at such a high-class restaurant.

3 The novel has an implausible storyline and the characters are really dull as well.
Not only _____ really dull.

4 I'll never read another book by that author again.
Never again _____ by that author.

5 The film had scarcely started when I was moved to tears.
Scarcely _____ moved to tears.

6 Until you've watched the film two or three times, you can't fully understand the plot.
Not until _____ the plot.

7 The bed was so comfortable! I fell asleep as soon as my head hit the pillow.
The bed was so comfortable! No sooner _____ fell asleep.

8 We were only given a different room after we asked to speak to the manager.
We asked to speak to the manager. Only then _____
a different room.

ACTIVATION

Write a short online review about a restaurant / film / book / hotel experience you have had. In your review, use one or two negative adverbial expressions followed by inversion to emphasize your point.

4B GRAMMAR speculation and deduction

a Complete the conversation. Rewrite the phrases in brackets using *must*, *may*, *might*, *can't*, *could*, or *should*, and a verb.



Diego What's wrong, Helena? You look a bit worried.

Helena I think I [1] *must have lost* (am almost sure I lost) my phone. I can't find it anywhere.

Diego Isn't it in your bag?

Helena No, I don't think so. I've double-checked.

Diego You [2] _____ (perhaps left) it at work.

Helena No, it [3] _____ (almost certainly isn't) there because I remember having it when I was shopping after work today.

Diego Somebody [4] _____ (perhaps took) it from your bag in the supermarket.

Helena Oh no! I hope it's not a hacker who [5] _____ (is perhaps trying) to steal my identity.

Diego You'd better contact the bank and cancel all your credit cards just in case. It [6] _____ (probably won't be) a problem if you tell them what's happened – they can just block your account.

Helena Good idea. Can I use your phone?

Diego Here you are. Hey! Isn't that your ringtone? It's coming from the sofa.

Helena Ah, thank goodness! Here it is. It [7] _____ (almost definitely fell) out of my pocket when I sat down after I came home from work.

Diego Yes, it [8] _____ (almost certainly did). Lucky you didn't ring the bank!

b Add one word in the right place to make the sentences correct.

1 The traffic is heavy today, so they're sure ~~to~~ be late for the meeting.
2 Medical experts say that the disease likely to spread all over the world.
3 Without an experienced guide, you probably be able to get to the top of the mountain.
4 The company is unlikely be in a position to make a profit this year.
5 If we play as badly as we did last week, we bound to lose in the semi-final.
6 It's very that you'll win anything. I'd say there's only a two per cent chance.
7 With her presentation skills, she's bound be able to convince the company to choose her proposal.
8 If Sophie doesn't get to the gate in the next ten minutes, she definitely miss the flight.

ACTIVATION

Prepare a short presentation about what you think life might be like in 20 years' time. Try to use the grammar from **a** and **b** above. Include two or three of these topics:

Entertainment | Family and friends | Shopping | The economy | The environment | Technology | Transport | Work

First of all, I think it's very likely that 20 years from now I'll still have a small group of very close friends, although if I'm married, I might not see them as often as I do now. People will definitely still want to meet each other face to face, and I don't believe that email or chatting online will ever replace that. Families are bound to become smaller in the future as nowadays people are having fewer children and I think that the tradition of a large extended family is likely to disappear. Moving on to work, I think…

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5A GRAMMAR distancing

a Rewrite the sentences with *It* + clause.

1 The government appears to be planning to raise taxes.
It appears that the government is planning to raise taxes.
2 Men seem to be more at risk from this disease than women.
_____
3 She appears to have changed her mind since I last spoke to her.
_____
4 You seem to be unable to deal with this problem effectively.
_____
5 The weather seems to be about to improve.
_____
6 The robbers appear to have been wearing face masks.
_____

b Rewrite the sentences beginning with the **bold** phrases.

1 It is thought that **the finance minister** is about to resign from his post.
The finance minister is thought to be about to resign from his post.
2 It is expected that **a spokesperson** will make an announcement later today.
_____
3 It is believed that **more than half of the population** suffers from headaches.
_____
4 It is said that **Kyoto** is one of the most beautiful cities to visit in spring.
_____
5 It is understood that **at least 70 people** have been injured as a result of the explosion.
_____
6 It is reported that **there are** around 250 fake universities in the UK.
_____

ACTIVATION

You are a TV news reporter. Use the following pieces of gossip to prepare an official news report about a famous actor, Matthew Wolfson. Be careful to distance yourself from the people's claims using a range of structures from **a** and **b** above.

Actor Matthew Wolfson was said to have stormed off the set of his latest film last night. It has been suggested that…

He stormed off set last night after he had a massive argument with the director.

Everyone knows that he has been very difficult to work with after he won an Oscar last year.

His co-star, Julie Mead, thinks he's arrogant and won't listen to anyone on set.

There are rumours that the producers of this film are thinking about replacing him.

Matt is always late on set, and refuses to work after 6 p.m.

Even though he won an Oscar for his last film, the box office earnings for it were very low.

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5B GRAMMAR unreal uses of past tenses

Circle the correct answer.

1 That job of yours is so dead-end. Isn't it time _____ a new one?
a you found
b you find
c you had found

2 If only our neighbours _____ a dog, life would be much more peaceful.
a wouldn't have
b don't have
c didn't have

3 What a lovely view! I wish _____ my camera.
a I brought
b I'd brought
c I've brought

4 I'm too tired to go out tonight. I'd rather _____ at home.
a we would stay
b we'd stayed
c we stayed

5 If only _____ Ivan the car, we'd be able to drive there.
a you hadn't lent
b you lent
c you didn't lend

6 Come on, kids! It's time _____ for school.
a you leave
b you had left
c you left

7 I'd rather _____ your shoes off at the door, if you don't mind.
a you took
b you take
c you had taken

8 I'd love to be able to sing in a choir. If only _____ a better voice!
a I'd have
b I had
c I have

9 As soon as I said it, I wished _____.
a I wouldn't
b I hadn't
c I didn't

10 Hina thinks it's high time her daughter _____ out.
a had moved
b moves
c moved

11 Those children look freezing. I bet they wish _____ indoors.
a they were
b they had been
c they would be

12 As you're busy, _____ we postponed the meeting?
a had you rather
b would you rather
c do you rather

13 I'd go skiing more often if only _____ so expensive.
a it were
b it weren't
c it wouldn't be

14 I've just had a text from Mei. She'd rather _____ at 6.30, as she's running late.
a we had met
b we were meeting
c we met

15 I wish those people in the front row _____ talking. I can't hear the film!
a would stop
b stopped
c will stop

16 I'd rather _____ anything to him – he's such a gossip!
a you not to say
b you didn't say
c you wouldn't say

ACTIVATION

Look at the context in brackets and complete the sentences in a logical way.

1 It's high time _____. (parent to teenager)
2 I wish you _____. (wife to husband)
3 I'd rather you _____. (boss to employee)
4 If only our teacher _____. (student to student)
5 If you hadn't _____. (doctor to patient)

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6A GRAMMAR verb + object + infinitive or gerund

a Circle the correct form. Tick (✓) if both are possible.

1 Our teacher taught **us that we should check** / **us to check** new words in a dictionary. ✓
2 Jan begged **us that we took** / **us to take** him to the nearest village.
3 I didn't mean **you be offended** / **you to be offended**. I'm very sorry.
4 Luckily the doctor didn't advise **me to change** / **me that I should change** my lifestyle.
5 I vividly remember **my grandmother to teach** / **my grandmother teaching** me how to cook.
6 I would hate **you to feel** / **that you feel** uncomfortable about the proposed changes.
7 Having an extra team member helped **us complete** / **us to complete** the project ahead of schedule.
8 We'd always planned **our children to go** / **for our children to go** to university.
9 Femi persuaded **me that I should give up** / **me to give up** riding my motorbike.

b Complete the sentences with the verb in brackets in the infinitive (with or without *to*) or the gerund.

1 I'm afraid I can't let you *check* (check) in until I see proof of your identity.
2 Any student who fails will be made _____ (retake) the test.
3 It shouldn't take you more than five minutes _____ (get) here. We're just round the corner.
4 We have arranged for Sofia _____ (attend) the meeting.
5 I really dislike people _____ (stop) me in the street to ask for money.
6 My dad would always make us _____ (do) our homework before watching TV.
7 Any task that involves my mother _____ (use) a computer makes her panic.
8 We strongly advise guests _____ (leave) their valuables in the hotel safe.
9 Linh reminded everyone _____ (not arrive) late for the welcome tour.
10 Fortunately, her injury won't prevent her from _____ (take) part in the competition.



ACTIVATION

Choose one of the questions and write a paragraph giving your opinion.

- Do you mind buskers playing music on the street?
- Should we really expect students to be responsible for their own learning?
- Should local governments force people to use public transport in cities where there is a traffic problem?
- How can governments encourage people to respect the environment?
- Can you imagine yourself living in another country for the rest of your life?

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6B GRAMMAR conditional sentences

a Complete the conversation with the correct form of the verb in brackets.

Sara What are you up to, Luca?

Luca I'm just having a look at some vegetarian recipes. I was reading somewhere recently that if everyone [1] *gave up* (give up) eating meat, the world's carbon emissions [2] _____ (go down) by a lot.

Sara Wow! So does that mean you and Ela are becoming vegetarians?

Luca No, but we're going to have a go at not eating meat on Mondays. Today's the first day!

Sara Oh, good on you! If I [3] _____ (suggest) the same thing to Robert, he [4] _____ (laugh) in my face. Was it difficult to persuade Ela?

Luca It was pretty tough. It [5] _____ (be) far easier to convince her if she [6] _____ (be) such a big meat lover, of course!

Sara Definitely! Anyway, I've got a fantastic veggie cookbook at home. If I [7] _____ (know) about this sooner, I [8] _____ (bring) it in for you. I [9] _____ (lend) it to you tomorrow though if you [10] _____ (want).

Luca That would be great, thanks. In the meantime, I'd better get on with finding a dish to cook tonight. If I [11] _____ (not make) something really tasty, Ela [12] _____ (probably / change) her mind about the whole idea!

b Rewrite the sentences using the word in **bold**.

1 Had we been aware of the situation, we would have changed our plans. **if**
If we had been aware of the situation, we would have changed our plans.

2 My dad says that I can borrow the car provided that I promise to drive carefully. **condition**
_____

3 I'm going to go to the party – it doesn't matter if I'm invited or not. **whether**
_____

4 The exam will be fine as long as you do enough revision. **providing**
_____

5 If you hadn't found your passport, what would you have done? **supposing**
_____

6 I'm in favour of contact sports providing nobody gets seriously injured. **long**
_____

7 I would never wear fur, however cold it was. **even**
_____

8 You can go out tonight as long as you're back by midnight. **provided**
_____

ACTIVATION

Write a paragraph on one of the following topics. Give clear examples to support your ideas.

- If everyone were forced to give up eating meat one day a week, what impact would this have?
- Do you agree that if people in the past had been more careful with our planet's resources, the environment would be in a better state today?
- Supposing everybody earned the same amount of money, do you think the world would be a happier place today?

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7A GRAMMAR permission, obligation, and necessity

a Right (✓) or wrong (✗)? Correct the mistakes in the **bold** phrases.

1 These shoes are too tight. I **should have tried** them on before buying them. ✓
2 Emma's still very upset about the argument, so you **hadn't better ask her** about it.
3 The invitation said we **didn't need to wear** formal clothes, so we wore jeans.
4 Employees **don't have to download** any software as it's against company rules.
5 We**'re supposed to finish** early on Fridays, but we always end up staying late.
6 If you want to be sure of passing your exam, you really **ought study more**.
7 The boss is in a bad mood today, so you **better watch out**.
8 You **don't need to show** your passport for domestic travel within the UK.
9 We **ought to think** of that solution earlier. It's too late now.
10 You **needn't have washed up**, but thank you anyway.

b Circle the correct alternative in each pair. Tick (✓) if both are possible.



Customer Hi, my laptop hasn't been working properly for a few days now. Could you help?

Technician Yes, of course. First of all, I'd [1]**need to** / **need** look at it. Have you brought it with you?

Customer Yes, here it is. It's been really slow since I opened up an email attachment. I know I [2]**mustn't** / **shouldn't** have done that, but I did and now I feel really stupid – I just wasn't thinking.

Technician Mmm, we always tell people that you're [3]**not supposed to** / **not meant to** open up attachments unless you know who the sender is, but people do. The other thing we always tell customers is that they [4]**mustn't** / **don't have to** forget to back up their files before they bring a laptop in, just in case we have to reinstall programs. You have backed yours up, haven't you?

Customer Oh yes, I've done that. But what do you think the problem is?

Technician I'm just having a look now, but you [5]**needn't to** / **don't need to** worry…Right, got it. The memory on the laptop is full and that's why it's been working so slowly. Try restarting it first. That will clear the memory and reset the programs. Also, you [6]**should** / **ought to** delete any apps that you don't need. That will free up some memory.

Customer Is there anything else that I [7]**could** / **may** do?

Technician It's probably worth scanning for viruses.

Customer Can you recommend some software for that?

Technician Well, I'm not really [8]**permitted to** / **allowed to** recommend one brand over another, but perhaps do an internet search to see which providers are trustworthy. That [9]**should** / **must** help you decide which one to use.

Customer That's great, thanks.

ACTIVATION

Write five rules that you think would make your English class (even) better! Use the grammar from **b** above.

I think it would be really good if we were allowed to use our phones more in class.

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7B GRAMMAR perception and sensation

Complete the sentences using the word in **bold**.

1 The situation sounds worse than we'd expected. **though**
It sounds *as though the situation is worse* than we'd expected.

2 This herb has a similar smell to garlic, but it isn't garlic. **like**
This herb _____, but it isn't garlic.

3 I could see that she had probably been crying. **if**
She looked _____ been crying.

4 Your manager has been telling me good things about you. **hearing**
I've _____ from your manager.

5 You can really taste the almonds in this ice cream. **tastes**
This _____ almonds.

6 The neighbour says that no one left the house after 9.00 p.m. that night. **see**
The neighbour says she didn't _____ after 9.00 p.m.

7 A viola makes a noise similar to a violin, but its range is lower. **sounds**
A viola _____, but its range is lower.

8 It seems as though the city hasn't changed much since I left. **have**
The city doesn't seem _____ since I left.

9 The alarm went off at exactly eight o'clock. **heard**
I _____ at exactly eight o'clock.

10 Adam seems not to have slept very well judging by the amount he's yawning. **looks**
Adam _____ judging by the amount he's yawning.

11 She seemed to be delighted with the outcome of the meeting. **though**
It seemed _____ with the outcome of the meeting.

12 According to neighbours, the couple were arguing for more than an hour. **heard**
Neighbours _____ for more than an hour.

ACTIVATION

Read the following poem.

Sitting in my kitchen

I can	**see**	sunbeams dancing on the curtains.
The birds outside	**sound**	as if they're having a serious conference today.
The air	**smells**	of the coffee I've just made.
The cup	**feels**	warm in my hand,
And the coffee	**tastes**	deliciously sweet.



Now write your own poem about any place you like or dislike. Write a title and five lines, one for each of the senses, paying particular attention to the grammar in the exercise above. Use this table to help you:

(your title)		
I can	see	
	sound(s)	
	smell(s)	
	feel(s)	
	taste(s)	

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8A GRAMMAR advanced gerunds and infinitives

a Right (✓) or wrong (✗)? Correct the mistakes in the **bold** phrases.

1 I expect **to have finished** the report by Friday afternoon. ✓
2 It's no use **sitting** around talking about it. We need actions, not words.
3 Your remarks really offended me. I will not put up with **speaking to** like that.
4 We would love **to be able to** stay longer in Bangkok, but it just wasn't possible.
5 Julia doesn't have much experience, so it's difficult for her **understanding** your point of view.
6 I wasn't aware of **having been introduced** to her before.
7 There's no point **to invite** Kamil because he never goes to parties.
8 **Having studied abroad** will certainly be an advantage when you come to apply for a job.
9 What's that noise? Someone seems **to try** to open the door.
10 We quite enjoyed the holiday, but to be honest, we would rather **have stayed** at home.

b Complete the second sentence with a gerund or infinitive so that it means the same as the first.

1 We can't get a taxi because we don't have enough cash.
We don't have enough cash *to get* a taxi.
2 It won't do you any good to feel guilty about what happened.
It's no good _____ guilty about what happened.
3 He was fed up with his mum telling him what to wear.
He was fed up with _____ what to wear by his mum.
4 It would have been better if the director had informed me personally.
I would rather _____ by the director in person.
5 He's unsure about what he should do after he graduates.
He's unsure about what _____ after he graduates.
6 It is thought that the police are searching the whole area.
The police are thought _____ the whole area.
7 She was the first female prime minister.
She was the first woman _____ elected prime minister.
8 I'm concerned that I haven't been contacted about an interview yet.
I'm concerned about _____ about an interview yet.

c Match 1–8 to a–h to make questions.

1	[d] How easy is it for you	**a**	to have achieved by the time you're 50?
2	[ ] Do you think there is any point in	**b**	have gone to a different university?
3	[ ] What do you hope	**c**	telling a white lie is ever justifiable?
4	[ ] Do you think	**d**	to tell people how you really feel?
5	[ ] What would it have been like	**e**	regretting something after you've done it?
6	[ ] Do you mind	**f**	to have lived 100 years ago?
7	[ ] Would you admire someone for	**g**	being asked about your age?
8	[ ] Would you rather	**h**	dedicating their whole life to their career, but neglecting their family?

ACTIVATION

Choose a question from **c** and write a paragraph answering it.

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8B GRAMMAR expressing future plans and arrangements

a Complete the news report with one word in each gap.

One of the most talked-about matches in the history of tennis [1] *is* due to take place this afternoon in New York. Current world number one Arturo Villa is [2] _____ face his long-term rival Bill Everard in what is going to [3] _____ a long and tough struggle for the top spot, according to commentators. Their last match was a narrow defeat for Everard. 'I have worked so hard to get this far, and I'm [4] _____ the point of becoming the most highly-ranked player in the world,' he commented in a pre-match press conference. When asked about his predictions for the match, Villa replied: 'I've never been in better shape and I'm [5] _____ to show him who's boss, just like last time.' The match [6] _____ at 5.00 p.m. local time.

b Right (✓) or wrong (✗)? Correct the mistakes in the **bold** phrases.

Keith So, what [1] **are you and Wendy doing** this weekend? ✓
Omar Well, [2] **the school holidays start** on Friday and [3] **we will go** to the seaside with the kids. We can't stay away for long, though. [4] **Wendy's due go** into hospital on Monday.
Keith Really? [5] **Is she having** an operation?
Omar Yes, but it's nothing serious. It's just a minor operation on her wrist. [6] **She'll be home** again in the evening. What [7] **do you and Jennifer do** this weekend?
Keith Unfortunately, [8] **Jennifer is working** all weekend. [9] **Her company is about to be** taken over by a big multinational, so everyone is worried [10] **they're losing** their jobs. So it looks like [11] **I'll be spending** the weekend on my own. I've decided that [12] **I'm painting** the outside of the house if the weather stays nice.
Omar That doesn't sound like much fun!



ACTIVATION

Use the information below to write a one-paragraph local news report about a planned museum opening. Use some of the structures from **a** and **b**.

11.30 a.m.	Arrival of mayor and husband at museum, greeted by director
12.00 p.m.	Tour of museum for mayor and husband
1.30 p.m.	Formal lunch with staff and volunteers
3.00 p.m.	Official opening ceremony by mayor
3.30 p.m.	Drinks reception with members of the public
5.00 p.m.	End of visit; departure of mayor and husband



*The mayor and her husband **are due to** arrive at the museum at 11.30 a.m. and **are to be** greeted by the director. At 12.00 p.m., they **will be having** a tour of the museum, and then…*

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9A GRAMMAR ellipsis

a Read the story. What difference do you notice between the two paragraphs?

A happy ending

Ever since she had been a small girl, Nicky had wanted to get to know her father, but she had never been able to. Whenever Nicky used to ask about him, her mother would shake her head and look angry. Every year on her birthday, Nicky used to hope that he would come to visit, but he never did. Nicky's mother told her he was always busy working abroad, but Nicky didn't believe he was. She was constantly talking about him, even though her mother begged her not to. Although Nicky had never met her father, she always felt that one day she would. Sometimes she used to close her eyes and wish that he would contact her. But when he finally phoned on her 21st birthday and asked her if she wanted to see him, Nicky wasn't sure if she did.

Nicky's father gave her his phone number and he said she could contact him whenever she wanted to contact him. Nicky said goodbye and then she hung up. At first, she was angry that he had got in touch and she wished that he hadn't got in touch. But a few weeks later, she called him and she arranged to see him because she felt they needed to talk. She got on well with him, although she hadn't expected to get on well with him. Nicky decided that she wanted them to meet regularly, and her father promised that they would meet regularly. Five years later, when Nicky got married, no one imagined that her father would be walking her up the aisle, but he was walking her up the aisle.

b Read the second paragraph again and ~~cross out~~ any words that can be left out.

c Rewrite the **bold** sentences using *so* or *not*.

1 A Do classes start at the usual time next week?

B **I presume ~~they do start at the usual time~~** (so) **.** Otherwise the director would have mentioned it.

2 A Do you have any batteries?

B **I'm afraid we haven't got any batteries.** We sold the last pack yesterday.

3 A Are you going to go skiing next week?

B **I guess I'll go skiing,** though I'm not very excited about it.

4 A Do you think they'll accept the contract as it is?

B **I suspect they won't accept it.** They'll ask us to change some sections.

5 A Do you think Chris and Ante will come tomorrow?

B **I don't imagine they will come.** They're very busy right now.

6 A John won't be interested in coming along, will he?

B **I suppose that he won't be interested in coming along.** He has other plans for the summer.

ACTIVATION

Complete the sentences about yourself.

- _____, but I've always wanted to.
- _____, but my parents didn't.
- _____, but I'm not.
- _____, but I used to.
- _____, even though I should have.
- _____, but my friend can.

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9B GRAMMAR nouns: compound and possessive forms

Right (✓) or wrong (✗)? Correct the mistakes in the **bold** phrases.

1 There's a small garden at **the back of the house**. ✓

2 She's always sticking her nose into **other peoples' business**.

3 We're going to be at **Paula and Luis's house** for dinner tonight.

4 Does anyone have a **tins opener**? I want to open this soup.

5 I'd say it's at least **an hours walk** to the city centre from here.

6 Mrs Ramirez has always been **a very dear friend of my aunt's**.

7 Have you got a **coat hanger**? This jacket creases easily.

8 This painting is regarded as **her career's high point**.

9 Opticians usually sell accessories like **glasses cases** and cleaning products.

10 Please put the sugar back in the **kitchen's cupboard** when you've finished with it.

11 Be careful when you wash the **glasses of champagne** as they're very fragile.

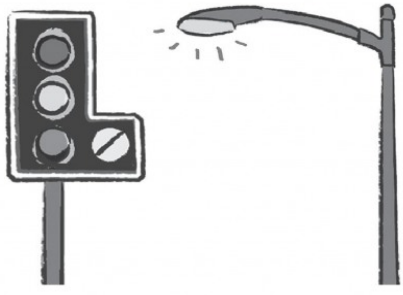
12 I'm just going to **the doctor's**. I'll be back in an hour.

13 To play this game, we need to form a circle in **the room's middle**.

14 His partner is a **physics teacher** at one of the local high schools.

ACTIVATION

Try to think of at least two nouns that collocate with the **bold** words to make compound nouns.



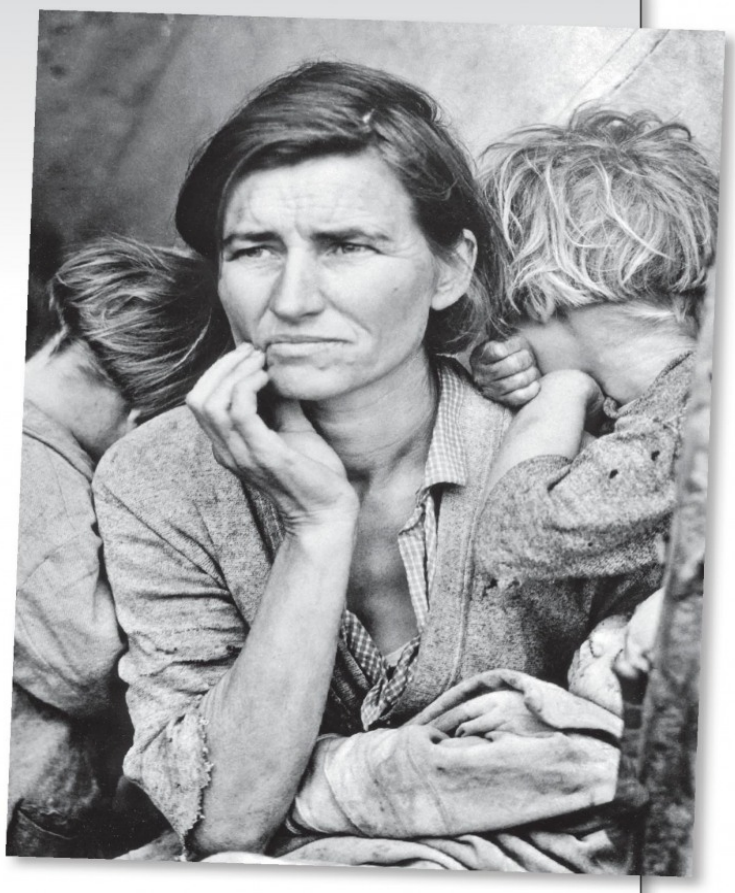
_____ / _____ **knife**	_____ / _____ **book**	
_____ / _____ **door**	_____ / _____ **key**	
traffic _____ / *street* _____ **lights**	_____ / _____ **machine**	_____ / _____ **water**
_____ / _____ **cake**	_____ / _____ **centre**	_____ / _____ **card**
_____ / _____ **cup**	_____ / _____ **board**	_____ / _____ **frame**

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10A GRAMMAR relative clauses

Complete the article with relative pronouns.

The story behind the photo



This photo, [1] *which* shows a destitute woman with her children, was taken in 1936 by the photographer Dorothea Lange. Only three of the woman's seven children, [2] _____ ages ranged from a few months to ten years, can be seen in the photo. The woman, [3] _____ was 32 years old at the time, and her children became the subjects of the photo, [4] _____ later came to be known as 'Migrant Mother'. The camp [5] _____ they were staying was located in California, and after the publication of this photo in the newspapers, the US government was prompted to deliver food aid to the camp, in [6] _____ several thousand hungry people were living in squalid conditions. [7] _____ was ironic was the fact that the woman and her family [8] _____ had caused the government to react were no longer at the camp. They had moved on.

Lange's photo, [9] _____ became a defining image of the Great Depression in the US, was, in a sense, a mystery. For decades, no one knew [10] _____ had become of this woman and her family. Why? Well, because the woman [11] _____ Lange had talked to and photographed had never told Lange her name. Lange had never asked her for it, either.

In the late 70s, a reporter tracked down the 'mystery' woman, [12] _____ last name was then Thompson, at her California home. Thompson was critical of Lange, [13] _____ had died in 1965, saying she had felt exploited and wished the photo had never been taken. [14] _____ she and her children, some of [15] _____ were still alive, also regretted was that none of them had made any money from the image. It seems unfair that 'Migrant Mother', [16] _____ is one of the most iconic photos in American history, was able to help so many people, yet did nothing for the woman [17] _____ face was able to express so much.

In 1998, 15 years after Thompson died at the age of 80, a print of the image, [18] _____ had been signed by Lange, sold for $244,500 at auction.

ACTIVATION

Write a short description of a photo or painting that you like based on the article above. Try to use a variety of relative pronouns.

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10B GRAMMAR adding emphasis (2): cleft sentences

a Rewrite the sentences starting with *The person*, *The place*, *The first / last time*, or *The reason*. Keep the emphasis on the **bold** word or phrase.

1 I've always wanted to visit **Istanbul** more than anywhere else.
The place I've always wanted to visit more than anywhere else is Istanbul.

2 He married her **for her money**.
_____

3 She loves **her niece** more than anyone else in the world.
_____
_____

4 I saw her for the last time in **October**.
_____

5 It's **my sister** who really understands how I feel.
_____

6 We retired early **in order to have time to enjoy life**.
_____
_____

7 I relax most in **the garden**.
_____

8 I met David for the first time **just after I graduated**.
_____
_____

b Complete the second sentence so that it emphasizes the **bold** phrase.

1 **His unhealthy diet** really worries me.
What *really worries me is his unhealthy diet.*

2 My son is crazy about **skateboarding**.
What _____.

3 They just want to **lie on a beach and relax**.
All _____.

4 I'm desperate for a **nice cup of tea**.
What _____.

5 The restaurant was made special by **the atmosphere** rather than the food.
It _____
_____.

6 I don't want to **be late for work tomorrow**.
What _____.

7 She only asked for **a glass of water**.
All _____.

8 **Alec** was a professional footballer when he was young, not Darren.
It _____
_____.

9 I asked her a question, but **she refused to answer it**.
What happened _____
_____.

ACTIVATION

Complete the sentences about yourself.

- The reason I'm learning English is _____.
- What I most like about my English class is _____.
- The thing that bothers me most in the cinema, theatre, or at a concert is _____.
- The person I spend the most time with is _____.
- What really annoys me on trains, planes, or buses is when people _____.
- When I'm on holiday, all I want to do is _____.

1A COMMUNICATIVE Families

Student A

a Describe your photo to **B** in detail. Then listen to **B** describe their photo. Discuss in what ways the photos show how family life has changed over the past 75 years.



b Read the five statements and choose three you would like to talk about. Decide if you agree, disagree, or half-agree and think of reasons.

1. There should be at least one hour every evening when all members of the family turn off their electronic devices and talk to each other.
2. Ideally, new parents should be over 20 and under 40.
3. How to be a parent and bring up children should be part of the school curriculum.
4. An only child is a lonely child.
5. There is a lot of truth in the saying 'Blood is thicker than water'.

c Read your chosen statements to **B** one by one. Say what you think and ask if they agree with you.

Student B

a Listen to **A** describe their photo. Then describe your photo to **A** in detail. Discuss in what ways the photos show how family life has changed over the past 75 years.



b Read the five statements and choose three you would like to talk about. Decide if you agree, disagree, or half-agree and think of reasons.

1. One of the parents of children under five should not go out to work.
2. Even if parents are unhappy, they should stay together because of their children.
3. Marriage should be a five-year renewable contract.
4. People who decide not to have children should pay less tax than people who have them.
5. The position of a child in a family (e.g. first born, middle child) definitely has an influence on their personality.

c Read your chosen statements to **A** one by one. Say what you think and ask if they agree with you.

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1B COMMUNICATIVE Have I got the job?

Role cards for interviewers

1 You are interviewing for a part-time **assistant librarian** position. It will be a short-term contract to cover maternity leave.

Profile of the ideal candidate:
- book lover
- prepared to work flexible hours
- previous experience not essential, but desirable
- able to work well alone
- organized

You have three minutes to speak to each interviewee. You have to decide who you would like to employ. At the end of the interviews, you will be asked to explain who you chose and why. Before you begin, think about and write down the questions you are going to ask.

2 You are interviewing for a **sales advisor position** for a well-known phone company. It is a three-month, non-renewable contract. There will be a basic salary with additional commission.

Profile of the ideal candidate:
- good interpersonal skills and telephone manner
- no experience necessary, but experience in sales or marketing a bonus
- determination and drive essential
- able to work well under pressure

You have three minutes to speak to each interviewee. You have to decide who you would like to employ. At the end of the interviews, you will be asked to explain who you chose and why. Before you begin, think about and write down the questions you are going to ask.

3 You are interviewing for a **toy shop supervisor** position. It is a three-month trial period leading to a permanent, full-time contract. A job share would be possible.

Profile of the ideal candidate:
- proven team leader
- excellent organizational skills
- basic accounting knowledge
- some knowledge of what toys are popular at the moment is desirable

You have three minutes to speak to each interviewee. You have to decide who you would like to employ. At the end of the interviews, you will be asked to explain who you chose and why. Before you begin, think about and write down the questions you are going to ask.

4 You are interviewing for a **car park attendant** position. It is a full-time job that involves 12-hour shifts, both day and night. A permanent contract will be offered.

Profile of the ideal candidate:
- would suit a solitary person who isn't easily bored
- numerate
- able to make on-the-spot decisions
- able to deal with difficult or aggressive customers
- physically fit

You have three minutes to speak to each interviewee. You have to decide who you would like to employ. At the end of the interviews, you will be asked to explain who you chose and why. Before you begin, think about and write down the questions you are going to ask.

5 You are interviewing for a **delivery rider** for a company that uses bicycles and motorcycles to deliver letters and packages. It is a six-month contract with possibility of extension, and involves some Saturdays.

Profile of the ideal candidate:
- able to ride motorcycle (licence required) or bicycle in city centre
- reliable and trustworthy with confidential documents
- organized and punctual
- good knowledge of the city

You have three minutes to speak to each interviewee. You have to decide who you would like to employ. At the end of the interviews, you will be asked to explain who you chose and why. Before you begin, think about and write down the questions you are going to ask.

6 You are interviewing for the position of a **care assistant at a retirement home**. It involves alternate morning / evening shifts one weekend a month.

Profile of the ideal candidate:
- caring personality, with experience of working with older people
- first aid knowledge an advantage
- able to make decisions on own
- must be a team player
- available to work overtime

You have three minutes to speak to each interviewee. You have to decide who you would like to employ. At the end of the interviews, you will be asked to explain who you chose and why. Before you begin, think about and write down the questions you are going to ask.

Role card for candidates

You are out of work and desperate for any job (you really need the money). You are going to be interviewed for some of the following jobs:
- assistant librarian
- delivery rider
- car park attendant
- care assistant at a retirement home
- sales advisor
- toy shop supervisor

The interviews will last three minutes each. You really want to sell yourself well at the interview! Think about the following questions you might be asked and make some notes. You can use real information about yourself, or invent some. Once you have decided on your answers, you can't change them.
- What do you consider to be your main skills?
- What previous work experience do you have?
- How physically fit are you?
- What kind of work situation would you prefer (part-time / full-time / temporary / permanent)?
- Are you prepared to work overtime and at weekends?

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2A COMMUNICATIVE Childhood questionnaire

a Read the questionnaire and choose six questions to ask a partner.

b Ask the questions and answer the ones your partner asks you.

1 Are there any clothes you had as a child that you particularly loved or hated? Did you use to have to wear clothes that belonged to your older brothers or sisters?

2 Did you have any favourite places where you used to like going to play? Did you go alone or with your friends? What did you do there?

3 What was your favourite sweet or chocolate bar? Can you describe it? Why did you like it so much?

4 Who were the people you felt closest to as a child? What do you remember about them?

5 Did you get pocket money? How much? Did you use to spend it immediately or did you sometimes save it? What for?

6 When you were growing up, was there anybody you really looked up to or wanted to be like?

7 Did your parents use to read you a story before you went to sleep or did you read stories yourself? What was your favourite story?





8 Did you have to do any chores while you were growing up? What were they? How did you feel about having to do them?

9 Who was the oldest member of your immediate or extended family when you were a child? What do you remember about them?

10 As a child, what did you want to be when you grew up? Do you still have the same ambition or did you change your mind? Why?

11 What were your typical family meals like? Did you use to all eat together? Where? Who used to cook?

12 As a child, what was your favourite special occasion, e.g. birthday, holiday? How did you use to celebrate it?

13 If you did something naughty, how did your parents punish you? Can you remember which type of punishment was the most effective?

14 Were you ever a member of a youth club or organization, e.g. the Scouts? How long did you belong to it for? Did you enjoy it?

2B COMMUNICATIVE All about English

a Read the comments from around the world about learning or using English. Is the situation the same or different in your country? How do you feel about it?



"If you ask me, the one thing that would really improve the level of English here would be if they stopped dubbing all the American films and TV programmes, and had them in English with subtitles. But I don't think they'll ever do it. The politicians wouldn't dare."

Carla, Venice, Italy



"At a lot of secondary schools in my country, the main aim is to get the children to pass written exams in English – spoken English isn't given enough importance. I feel that's a mistake because later on in life it's more important to speak the language rather than write it."

Raquel, Seville, Spain



"Some of my friends have studied English abroad in the summer holidays. The ones who did courses in the UK when they were younger are the ones whose level of English is really good. Personally, I feel that if you haven't studied English in an English-speaking country, you're at a bit of a disadvantage."

Ahmad, Istanbul, Türkiye



"Some people don't have the time or money to go to a language school to study English – I'm one of those. Luckily, there are so many great language learning apps and tutorials to watch online. I think you can learn English without going to classes. However, you need to have quite a lot of motivation to do this."

Alejandro, Puebla, Mexico



"In my opinion, nowadays, people in public life really ought to be able to speak good English. I feel really embarrassed when I hear how some of our politicians or public figures speak."

Akiko, Osaka, Japan



"Personally, I think that pop groups in my country shouldn't sing in English. I mean it's more universal, but they aren't English, and not everybody in Hungary understands English. I think they should sing in Hungarian."

András, Debrecen, Hungary



"In some secondary schools in my country, they are now teaching other subjects like maths and science in English, as well as the normal English language classes. In general, I think it's a really good idea – as long as the teachers' English is good enough, of course."

Karolina, Brno, Czech Republic



"In French, we use a lot of English words like *weekend*, *news*, *leader*, *cool*, *OK* – words like that. I personally hate it. I think we ought to use our own words for these things, not just borrow from English."

Marc, Grenoble, France

b Talk to a partner and compare your ideas.

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3A COMMUNICATIVE Reconciliation?

Student A

You're Nicole and you went out with Steve for two years. About six months ago you mutually agreed to split up, but you have kept in touch. Recently, you've discussed the possibility of getting back together again. You've agreed to meet to talk through the reasons why you split up, and to see whether solutions can be found to make a reconciliation possible.

1 **Attitude to appearance**
When you first started going out, Steve loved going to the gym and shopping for clothes. Over the two years you were together, you felt he'd started to let himself go, e.g. he stopped going to the gym with you, and started to wear any old thing!

2 **Helping in the house**
You know that your way of doing things is the best way. It used to drive you mad when Steve did things his way (the wrong way), e.g. when he was preparing a meal or doing the washing-up. So, when you saw him doing things incorrectly, you'd try and put him right. Steve used to get very annoyed by this, but you can't see why.

3 **Your friend Max**
One of the main reasons why you split up was because Steve was jealous of your friendship with Max – your ex-partner. Although you get on really well with Max and he's one of your closest friends, you certainly don't have any romantic feelings for him any more. You meet Max about once a month for a drink, or to go to the cinema (you and Max have the same taste in films, unlike you and Steve).

4 **The spoilt child**
Steve has a nine-year-old daughter (Nina) from his previous marriage. He has Nina for a weekend once a fortnight. You think she is immensely spoilt, manipulative, and badly behaved. Initially, you spent time as a threesome, but you felt this wasn't working, so you used to go away with friends for the weekends when Steve had Nina.

Talk to Steve about these problems and try to find a way forward. Remember you want to get back together with him, so try to keep calm and don't lose your temper!

Student B

You're Steve and you went out with Nicole for two years. About six months ago you mutually agreed to split up, but you have kept in touch. Recently, you've discussed the possibility of getting back together again. You've agreed to meet to talk through the reasons why you split up, and to see whether solutions can be found to make a reconciliation possible.

1 **Attitude to appearance**
You think that when you're in a relationship, you need to be able to be yourself, and that includes your appearance, but Nicole was always going on about the clothes you wore and the fact that you weren't as fit as you used to be. You think Nicole is rather obsessed with the gym, and she spends a fortune on clothes.

2 **Unwanted advice**
You've managed to survive perfectly well all these years cooking and cleaning in your own way. One of the reasons you broke up with Nicole was because she was always telling you a 'better' way of doing things (in other words, her way) when you hadn't asked her for advice, and it used to really get on your nerves.

3 **Her ex**
Nicole's ex-partner is called Max. They often go out to the cinema, talk on the phone, and have a drink together. You don't understand why she still needs him in her life. You're not jealous of Max, it's just that you don't like him and you really don't think it's healthy for Nicole to stay in touch with him.

4 **Your daughter**
You have a nine-year-old daughter (Nina) from your previous marriage who you have every other weekend. Nina can be a bit difficult at times, and you know that you do tend to spoil her and need to be stricter – but that's only because you see her so little. You're aware that Nicole doesn't get on with Nina, but you think that she didn't really give Nina a chance. She just started going away with friends when Nina was around. It is really important for you that Nina and Nicole get on well.

Talk to Nicole about these problems and try to find a way forward. Remember you want to get back together with her, so try to keep calm and don't lose your temper!

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3B COMMUNICATIVE Classic historical films

1 In which historical period are the following films set?

a *Clash of the Titans* _____
b *Dunkirk* _____
c *Gladiator 2* _____
d *War Horse* _____
e *Apocalypse Now* _____ ___/5

2 Match quotes a–e to films 1–5.

a ☐ 'I feel that I have blood on my hands.'
b ☐ 'I'm the king of the world.'
c ☐ 'I don't want to survive. I want to live.'
d ☐ 'Sometimes it's the very people who no one imagines anything of who do the things no one can imagine.'
e ☐ 'An eye for an eye only ends up making the whole world blind.'

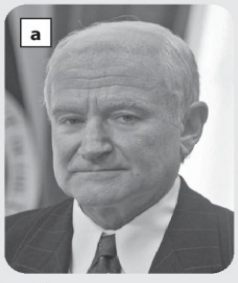
1 *The Imitation Game*
2 *Oppenheimer*
3 *12 Years a Slave*
4 *Gandhi*
5 *Titanic*

___/5

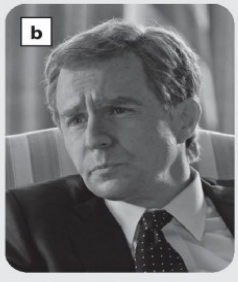
3 Which important figures do you associate with these films?

a *Frida* _____
b *The Motorcycle Diaries* _____
c *Invictus* _____
d *Jackie* _____
e *First Man* _____ ___/5

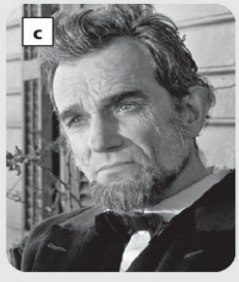
4 Who played the US presidents below? Match photos a–e to actors 1–5.



☐ Dwight D Eisenhower in *The Butler* (2013)



☐ George W Bush in *Vice* (2018)



☐ Abraham Lincoln in *Lincoln* (2012)



☐ Franklin D Roosevelt in *Hyde Park on Hudson* (2012)



☐ Lyndon B Johnson in *LBJ* (2016)

1 Sam Rockwell **2** Daniel Day-Lewis **3** Robin Williams **4** Woody Harrelson **5** Bill Murray

___/5

5 Correct the film titles by changing one word.

a *Three Samurai* _____
b *Margaret Queen of Scots* _____
c *The Theory of Something* _____
d *The Tin Lady* _____
e *The Queen's Speech* _____ ___/5

Total score _____/25

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4A COMMUNICATIVE First or last?

a Look at some famous first and last lines from novels. Try to decide which are first lines and which are last lines. Write **F** (first) or **L** (last).

1 ☐ 'He was soon borne away by the waves and lost in darkness and distance.'

2 ☐ 'I'm so glad to be at home again.'

3 ☐ 'It's a funny thing about mothers and fathers. Even when their own child is the most disgusting little blister you could ever imagine, they still think that he or she is wonderful.'

4 ☐ 'James Bond, with two double bourbons inside him, sat in the final departure lounge of Miami airport and thought about life and death.'

5 ☐ 'Somewhere in La Mancha, in a place whose name I do not care to remember, a gentleman lived not long ago, one of those who has a lance and ancient shield on a shelf and keeps a skinny nag and a greyhound for racing.'

6 ☐ 'Then with a profound and deeply willed desire to believe, to be heard, as she had done every day since the murder of Carlo Rizzi, she said the necessary prayers for the soul of Michael Corleone.'

7 ☐ 'Tomorrow, I'll think of some way to get him back. After all, tomorrow is another day.'

8 ☐ 'Many years later, as he faced the firing squad, Colonel Aureliano Buendía was to remember that distant afternoon when his father took him to discover ice.'

9 ☐ 'Mr Phileas Fogg lived, in 1872, at No.7, Saville Row, Burlington Gardens, the house in which Sheridan died in 1814.'

10 ☐ 'The creatures outside looked from pig to man, and from man to pig, and from pig to man again; but already it was impossible to say which was which.'



a ☐ *One Hundred Years of Solitude* Gabriel García Márquez

b ☐ *Gone with the Wind* Margaret Mitchell

c ☐ *Goldfinger* Ian Fleming

d ☐ *Matilda* Roald Dahl

e ☐ *Around the World in Eighty Days* Jules Verne

f ☐ *Animal Farm* George Orwell

g ☐ *The Godfather* Mario Puzo

h ☐ *Frankenstein* Mary Shelley

i ☐ *The Wonderful Wizard of Oz* L Frank Baum

j ☐ *Don Quixote* Miguel de Cervantes

b Compare your answers with a partner. Then match lines 1–10 to novels a–j.

c Talk to a partner.

1 Which do you think is the best first line? Does it make you want to read the book? What do you think the book will be like?

2 Have any of the last lines spoilt the book for you?

3 Have you seen the film of any of these books?

4 Which (if any) of these books have you read? What did you think of it / them?

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4B COMMUNICATIVE Sound or noise?

a Look at the list of sounds. Tick (✓) the five you like most and cross (✗) the five that most annoy you.

b Compare your list with a partner and explain your choices. How do these sounds make you feel?



church bells ringing

children splashing in a swimming pool

the wind whistling at night



the pop of a champagne cork

fireworks going off

someone crunching crisps



a fly or a bee buzzing

someone clicking their fingers

the crash of thunder



a dog barking

people whispering in the cinema

someone near you snoring



the hum of air conditioning

an owl hooting

someone chewing gum and blowing bubbles



other people's strange ringtones

audience applause or laughter during a TV show



someone tapping their fingers on the table

the rattle of plates and cutlery being piled up when someone is washing up



the sound of your phone alarm

the roar of an underground train approaching

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5A COMMUNICATIVE Managing time

a Read the questionnaire and put a tick (✓) in one of the boxes for each statement.

	always	*sometimes*	*never*
1 I make a list of things I have to do each week.	☐	☐	☐
2 I leave things to the last minute.	☐	☐	☐
3 I turn off my electronic devices (e.g. phone) when I'm working on something important.	☐	☐	☐
4 I arrive late for meetings or classes.	☐	☐	☐
5 I make time to be with my friends and family.	☐	☐	☐
6 I do two or three things at the same time.	☐	☐	☐
7 I deal with difficult or unpleasant tasks straight away.	☐	☐	☐
8 I have trouble saying 'no'.	☐	☐	☐
9 I control my phone, it doesn't control me.	☐	☐	☐
10 I skip meals or exercise so that I can work or study.	☐	☐	☐
11 When I have a lot to do, I prioritize tasks.	☐	☐	☐
12 I work or study on my days off.	☐	☐	☐
13 When I'm travelling or waiting, e.g. for an appointment, I use the time to work or study.	☐	☐	☐
14 I'm stressed about the deadlines I have to meet.	☐	☐	☐
15 My desk is tidy.	☐	☐	☐
16 I ask for extensions to deadlines.	☐	☐	☐
17 I open any emails / messages as soon as they arrive.	☐	☐	☐
18 Thinking about the things I have to do worries me.	☐	☐	☐
19 I know the time of day I'm most productive.	☐	☐	☐
20 I have problems finding time to relax.	☐	☐	☐

b Compare with a partner. Give examples to explain your answers.

c Work out your score and read your description. Do you agree?

FOLD

Scoring system

odd numbers	*always* = 2 points *sometimes* = 1 point *never* = 0 points	**even numbers**	*always* = 0 points *sometimes* = 1 point *never* = 2 points

0–17 You really need to organize your time more effectively. How about setting yourself some goals and planning what to do each week? If you do this, you'll be able to see what you're doing with your time and you'll know exactly what needs to be done. You'll make more efficient use of your time. Honestly!

18–30 You sometimes have trouble finding time to relax and switch off from the stress of everyday life. How about developing some new strategies to help you with this? You could start by planning times during the day which are dedicated to checking / answering emails and messages (stick to those times!), or take up yoga or meditation. You'll soon notice the difference and find that you're more relaxed and making more efficient use of your time.

31–40 Congratulations! You're an excellent time manager and you really know how to organize yourself and your time effectively. You know exactly where you're going and what needs to be done on a daily, weekly, and yearly basis. Keep on doing what you're doing!

5B COMMUNICATIVE Money

Choose two questions from each section to ask a partner.

Saving money

1 Would you say you are good at saving money? Why (not)?
2 Do you have any strategies for saving money, e.g. when you are shopping?
3 Are you saving for anything at the moment? What for?
4 What factors might influence your decision to keep your money in a specific bank?

Losing and winning money

Do you know anyone who…?
1 has been a victim of credit card fraud
2 found that money had been mistakenly paid into their bank account
3 has lost or made a large amount of money on the stock market
4 has won a substantial amount of money in the lottery

Earning money

1 Did you have a Saturday job or a summer job when you were younger? What kind of work did you have to do?
2 Do you have any skills that could bring in extra income if you needed it?
3 How would you feel about earning a lot less than your partner?
4 In what jobs do you think people can justify earning huge salaries?

Spending money

1 When you go shopping, do you prefer paying with cash or by card?
2 Do you prefer spending money on things (clothes, gadgets, etc.) or experiences (holidays, concerts, etc.)?
3 Is there anything you feel guilty about spending money on? Why?
4 Have you ever bought something that you now think was a complete waste of money?

Giving money

1 Do you donate to any charities? Which ones? Why did you choose them?
2 Where and when do you tend to give tips? What factors influence your decision to give a tip or not?
3 Do you ever give money to people begging on the street?
4 Do you often give money as a present, e.g. for a birthday or wedding present? Do you prefer being given money yourself, or would you rather have an actual present?

Borrowing or lending money

1 Do you think it's better to borrow money from friends or family?
2 Have you ever lent someone some money and never been paid back?
3 Do you currently have a bank loan or a mortgage? What for?
4 Do you think the government should give young people loans for higher education or grants which they don't have to pay back?

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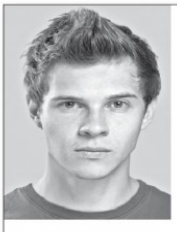
6A COMMUNICATIVE Ask me a question

When you have a technical problem, e.g. with a phone or tablet, do you ask someone to help you or do you try to sort it out yourself?	Which aspects of your daily life involve you speaking English?
Do you prefer shop assistants to help you choose new clothes or leave you alone to choose yourself?	What kinds of excuses do you give when someone invites you to do something or go somewhere and you don't really feel like it?
Which three places would you recommend visiting if someone was in your town for 24 hours?	If a friend wanted to make a good impression at an interview, what would you advise them to do or not to do?
What kinds of situations cause you to feel stressed? What are the best ways to cope with stress?	Is there anything that sometimes prevents you from sleeping at night? What do you do when you can't sleep?
How would you try to persuade someone to do you a really big favour?	If you have to do something you don't really want to, like homework or housework, what 'distractions' do you find to stop yourself from having to do it?
What sorts of things do you dislike your neighbours doing? How can we build good relationships with neighbours?	How could governments encourage citizens to use public transport rather than cars?
If a friend wanted to contact you, would you prefer them to call you or message you? Why?	Who taught you to swim? How quickly did you learn?
Do you mind people asking you your age? What other questions is it sometimes inappropriate to ask someone?	Do you think playing too many computer and video games might make young people behave violently?
What things did your parents let you do as a child that parents probably wouldn't allow their children to do nowadays?	What apps or websites do you use which help you improve your English outside the classroom?
How do you think local councils could encourage people to recycle more?	What gadgets or techniques do you use to help you remember important dates like birthdays?

6B COMMUNICATIVE Case studies

a Read the case studies. How do you think each obsession may affect the person's daily life? Which of the obsessions do you think are the most common? Do you know anyone with a similar obsession?

b Talk to a partner and compare your ideas.



Case study 1
Mark, 21, has an obsession with double-checking. Before leaving his flat each morning, he goes around twice, sometimes three times, to make sure that all the appliances are turned off and unplugged. It's not uncommon for him to have to turn back after leaving home to check one more time. Sometimes, he even gets on the bus to work and then has a doubt – 'Did I leave the iPad charging?' or 'I don't think I turned the iron off'. On those occasions, he gets off the bus and goes back home to check.



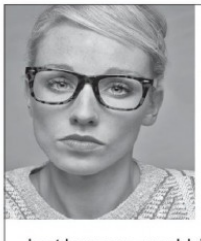
Case study 2
Maggie, 23, is obsessed with the singer Taylor Swift. Swift has been her favourite performer ever since she saw her in London seven years ago. Since then she's been to see her more than 40 times, including a two-week holiday to the States where she went to nine concerts in different cities. She spends all her money on Swift merchandise and music, and says she 'just couldn't live without her – she knows how I feel about everything'.



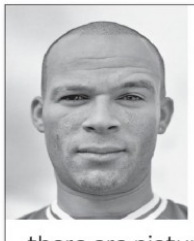
Case study 3
Amol, 25, has an 'order' obsession. He puts all the books on his bookshelves in strict order according to their publication date. Similarly, all the magazines in the rack at his home have to be chronologically ordered. He admits to feeling 'seriously stressed' if someone takes out a book or magazine and then puts it back in the wrong place.



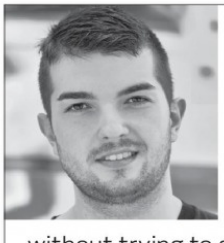
Case study 4
Cara, 19, has been obsessed with 'single food eating' for the last three years. Basically, this means she can only eat one certain food type at a time – that's to say, she can't mix textures or flavours, and she has to brush her teeth after each different food she eats. So, for example, if she has chicken, potatoes, and peas, she will eat all the peas first, then all the potatoes, and finally the chicken.



Case study 5
Amanda, 34, has an obsession with germs. She is unable to shake hands with anyone because she knows that is how germs are transmitted from person to person. She can't even cope with holding her child's hand, or her partner's. She cleans the bathroom and kitchen twice a day from top to bottom, and won't have carpets or rugs in her house because she believes that this is where germs breed. She also disinfects all her daughter's toys every evening to prevent her catching anything.



Case study 6
Simon, 36, is obsessed with Arsenal, the football team he supports. He goes to all their home games and travels all over the country to see them when they play away. All the rooms in his house are painted in red or white, the Arsenal colours, and there are pictures of the players, past and present, on all the walls. His two young boys are named after famous Arsenal players. His wife likes football and is an Arsenal fan, but only goes to some of their home games. 'Arsenal are my life,' says Simon.



Case study 7
Sean, 18, has had an obsession with car number plates since he was five or six years old. Whenever he sees a car, he automatically looks at the number plate, and starts adding up the digits. 'I find it impossible to watch a car go by without trying to see the number plate and adding up the numbers,' he says.



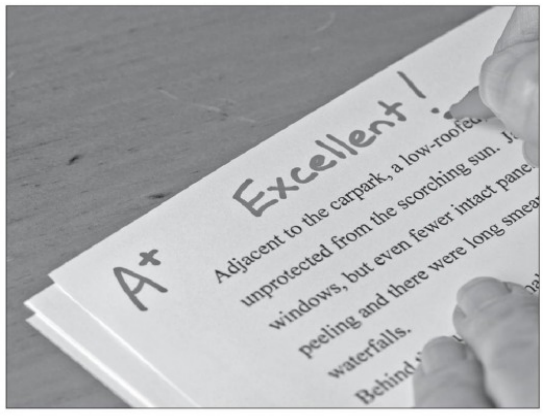
Case study 8
Maria, 28, is obsessed with going to the gym and healthy eating. She works night shifts at a call centre. She sleeps during the morning and then spends every afternoon at the gym, six days a week. She works out in the weight room and also does aerobics or spinning. She follows a strict vegetarian diet and carefully monitors her daily intakes of sugar, fat, and salt.

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7A COMMUNICATIVE Let's change the rules

a Read the following proposals and suggestions related to education. For each one, decide whether you agree, disagree, or half-agree and why.

1 Schoolchildren ought not to be given grades on tests, only general comments, so that they can't compare themselves with other children.



2 Teachers should not be allowed to use red pens to correct exercises as this is psychologically harmful to students.

3 Secondary school teachers should never be made to teach more than four hours a day, so that they have enough time to prepare classes and correct homework.

4 Children don't need to be 'streamed' at school. Stronger pupils can learn as much in a class with weaker pupils as they would with those of their own level.



5 The fact that everyone uses keyboards to write means that it's no longer important to teach handwriting.

6 Competitive sport should be banned in schools, so that children's self-esteem is not affected by losing.

7 Science teachers should be paid more than arts teachers as it is much harder to recruit them.

8 Online learning and coursework can never totally replace traditional learning methods.

9 The people who decide on new education laws should be teachers, not politicians.



10 The best way to motivate children to pass exams is to give them money as a reward.

11 Continuous assessment and project work is fairer than traditional written exams.

12 With so much information available on their phones and computers, children don't need to memorize facts like multiplication tables and important historical dates.

b Compare your answers with your partner. Discuss the pros and cons of each proposal or suggestion.

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7B COMMUNICATIVE Works of art?

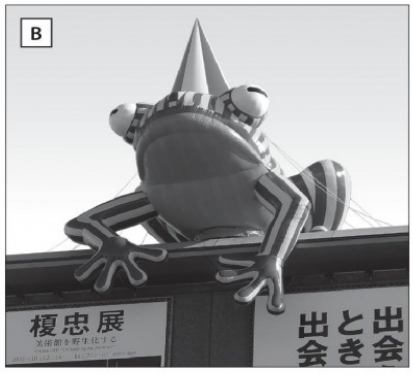
a Look at the photos with a partner. Together, decide which two are famous works of art and which four are ordinary objects. Explain your choices.

b Now read your text about one of the real works of art and tell your partner about it. Did you guess correctly?

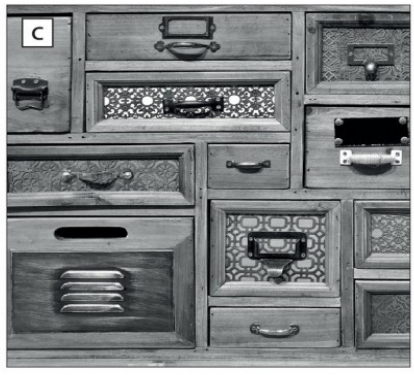
A



B



C



D



E



F



Student A

Artwork B

Kobe Frog was created by Dutch artist Florentjin Hofman. It is an inflatable, ten-metre high sculpture and is displayed on the roof of the Museum of Art in Kobe, Japan. Kobe was the site of a very severe earthquake in 1995. The frog wears a party hat and sits very close to the edge of the roof. The artist says that the work is about enjoying life and having a flexible attitude in times of disaster.

Student B

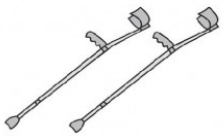
Artwork D

Incommunicado is a sculpture by British Palestinian artist Mona Hatoum. Born in Beirut, Hatoum was left stranded in London whilst on a short visit, due to the outbreak of the Lebanese Civil War in 1975. The piece consists of an altered infant's cot. The bare metal bars resemble those of a prison cell and, where mattress springs would usually be, there are very sharp wires. A cot is normally thought of as a protective, safe place. However, this one symbolizes danger and discomfort. It provides a metaphor for the suffering of political prisoners who are imprisoned and tortured. The relationship of 'parent' (state) to 'child' (citizen) is presented as cruel and abusive, rather than warm and loving.

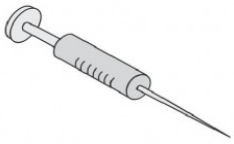
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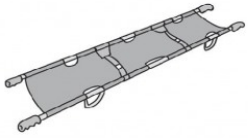
8A COMMUNICATIVE Medical vocabulary definitions game

Student A

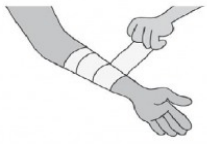


crutches /ˈkrʌtʃɪz/





a stretcher /ˈstretʃə/





a first-aid kit /fɜːst ˈeɪd kɪt/





an operating theatre /ˈɒpəreɪtɪŋ θɪətə/



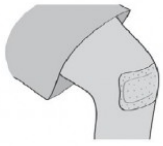


a fracture /ˈfræktʃə/



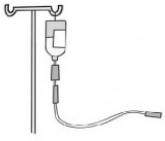


a midwife /ˈmɪdwaɪf/





take somebody's pulse /teɪk ˈsʌmbədiz pʌls/





a hospital ward /ˈhɒspɪtl wɔːd/



Student B



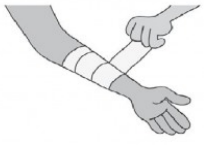
a plaster /ˈplɑːstə/





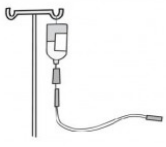
a wheelchair /ˈwiːltʃeə/





a dressing /ˈdresɪŋ/



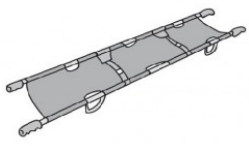


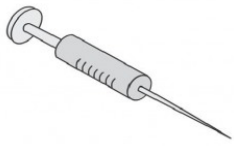
a drip /drɪp/





a sling /slɪŋ/





a syringe /sɪˈrɪndʒ/





a plaster cast /ˈplɑːstə kɑːst/





a scar /skɑː/



8B COMMUNICATIVE Travel role-plays

Student A

Role-play 1

You're a travel agency representative at a popular tourist resort on the coast. The resort has several hotels, all of which are full because it's peak season. All hotels have swimming pools and cater for families.

It's your first week in this job. You want to make sure you don't get anything wrong, and that you are very clear about any problems clients may have, so that there aren't any misunderstandings later on. You've been trained to use the customer's first name wherever possible in a conversation to personalize things more. You don't have much authority as yet – especially not when it comes to promising refunds.

B is a client who arrived at one of the resort's hotels last night and has asked to speak to you.

- You begin. Introduce yourself by your first name and ask what **B**'s first name is.
- Remember to use it throughout the conversation! Ask how you can help **B**.
- Listen to **B**'s complaints and ask for more specific details. Then rephrase and repeat the information back to **B** to show you fully understand.
- Try to think of solutions, but under no circumstances promise any kind of discount or refund.

Role-play 2

You're a tourist on a one-week city break. Your trip was expensive and included transport, a four-star hotel, and various excursions.

You were not satisfied with the hotel and asked to be moved on the first day, which eventually you were. However, you are still unsatisfied for the following reasons:

- The restaurant at the new hotel is not very good (why?).
- There is no wi-fi in your room, only in the lobby.
- The excursion to the museum was very unsatisfactory (why?).

B is the local travel agency representative.

You don't feel that they were particularly sympathetic with your original problem at the first hotel, and today you're determined to make them take you seriously. You're not going to be satisfied with vague promises. You arranged to meet them and you want to have a long conversation.

- You begin. Inform **B** of your three new complaints, giving as many details as possible.
- Insist on **B** providing concrete solutions.
- Try to prolong the conversation as much as possible, and only accept the solutions you think are convincing.

Student B

Role-play 1

You're a tourist. You arrived last night with your family at a popular tourist resort.

There are already three complaints you need to make, so you have arranged to speak to your representative:

- Your room is unsatisfactory (why?).
- The swimming pool is much smaller than the brochure showed, and is always crowded.
- Your children aren't happy with the Kids Club (why?).

A is the travel agency representative at the resort.

They look very young and inexperienced, so you're sure you're going to have the upper hand. You just hope they aren't one of those over-friendly people who use your first name all the time (you hate that), and pretend they're listening to your complaints and then do absolutely nothing!

- **A** will start.
- Explain your three complaints. Be more specific when asked.
- Be firm, but without losing your temper. Demand some kind of financial compensation.
- Be prepared to accept other solutions, but only if you absolutely have to.

Role-play 2

You're a travel agency representative in a popular tourist city.

You've just had the worst day of your life at work and you're about to finish an 18-hour shift. You're used to dealing with complaints, and know that the best way is to use a lot of vague expressions like 'I'll get back to you on that one' or 'I'll see what I can do'.

A is a client of the travel agency and is in the city.

They are a difficult client and complained on the first day about the hotel. You managed, with great difficulty, to get them moved to another hotel. A few minutes ago, **A** called you and said they needed to talk to you. Your heart sinks because you really want to go home, but you go and meet them anyway.

- **A** will start.
- Listen to **A**, but keep looking at your watch, and try to cut short long and involved explanations.
- Make vague promises and try to get rid of them as quickly as possible.

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9A COMMUNICATIVE Animal quiz

Student A

a Ask **B** the questions. Then confirm if they chose the correct answer and explain the answers to them.

1 Which of the following encourages cows to produce more milk?
a listening to classical music
b listening to people talking
c listening to pop music

answer: a Research has shown that classical music reduces a cow's stress levels in the same way as it does in humans. Favourites are Beethoven's *Pastoral Symphony* and Haydn's *Symphony no.7*.

2 How many hearts does an octopus have?
a 1
b 2
c 3



answer: c They need three hearts to pump blood to their eight limbs.

3 Which of these animals cannot jump?
a an elephant
b a goat
c a hamster

answer: a Although elephants have the same number of bones in their feet as other mammals, those bones are very close together. This means that they don't have the flexibility to enable them to jump.

4 Which creature did the Americans try to train to drop bombs in the Second World War?
a eagles
b pigeons
c bats

answer: c The plan was to release 'bat bombs' over major Japanese cities. Bats were an ideal choice to carry the 28-gram incendiary bombs because they can carry more than their own weight in flight.

5 In which direction can a pig not look?
a to the left
b to the right
c upwards

answer: c A pig's spine limits its movement and doesn't let it look up to the sky. In spite of this, pigs have a very good sense of direction!

6 Which of these animals kills the most people in Africa per year?
a tigers
b hippos
c lions

answer: b Although you might think hippos are docile, watch out! They are considered the most dangerous animal in Africa. An average of 3,000 people are killed by them each year compared to 70 by lions. There are no tigers in Africa.

7 How long can most sharks live without eating?
a up to six weeks
b up to one week
c up to 72 hours

answer: a They can survive on the oil that's stored in their livers for six weeks. When the oil gets low, they have the instinct to hunt again.

8 How many eyes does a dolphin close when it sleeps?
a neither of them
b one of them
c both of them

answer: b Its left eye closes when the right part of its brain sleeps and vice versa. During this time, the other half of the brain monitors what's going on in the environment and controls breathing functions.

9 What do butterflies taste with?
a their feet
b their wings
c their antennae



answer: a They have tiny, hair-like sensors on their feet. By standing on a leaf, a female can 'taste' and see if it's good to lay eggs on.

10 Which European city is said to have more dogs than children?
a Stockholm
b London
c Paris

answer: c France has one of the highest people / dog ratios in the world with 17 dogs to every 100 people. The country has an unofficial dog population of 10 million with over 500,000 dogs living in Paris.

b Now answer **B**'s questions. Who knows more about animals?

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9A COMMUNICATIVE Animal quiz

Student B

a Answer **A**'s questions.

b Now ask **A** the questions. Then confirm if they chose the correct answer and explain the answers to them. Who knows more about animals?

1 How intelligent are dogs?
a as intelligent as a 2–3-year-old child
b as intelligent as a 4–5-year-old child
c as intelligent as a 6–7-year-old child

answer: a Research has shown that dogs can understand about 165–200 words, signs, or signals – about the same as a 2.5-year-old child.

2 Which animal produces mohair?
a a rabbit
b a goat
c a sheep

answer: b Mohair is made from the hair of the Angora goat, which is farmed mainly in South Africa, the USA, and Türkiye.

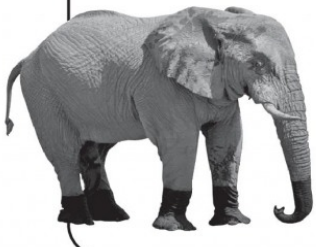
3 In ancient Rome, which animal was a symbol of liberty?
a the cat
b the wolf
c the eagle

answer: a In ancient Rome, cats were a symbol of liberty. In ancient Egypt, they were sacred animals, and anyone who killed a cat (even accidentally) was executed.

4 Which animal can't taste sweet things?
a a dog
b a bear
c a cat

answer: c A human has 9,000 taste buds whereas a cat only has 470, and their sweet buds are not very reactive, so, unlike humans, they will not be tempted by chocolate or cake!

5 What do male (but not female) elephants do at the age of 13?
a go back to the place where they were born
b leave their herd forever to live alone
c become the leader of the herd



answer: b Although female elephants spend all their lives living with their herd, once a male reaches about the age of 13, he will leave the rest of the herd, and will live a solitary life from then on.

6 Which of these animals have 'friends'?
a bears
b chickens
c cows

answer: c Cows are incredibly sociable animals. Research shows that their stress levels go down when they are put with a 'friend' in comparison to when they are alone or paired with a random cow.

7 On average, how long does a housefly live for?
a 15 minutes
b 15 hours
c 15 days



answer: c Houseflies live for 15 days, and are only active during the daytime. They are capable of carrying over 100 diseases such as cholera and TB.

8 What colour of clothing will make a mosquito more likely to bite you?
a pale yellow
b dark blue
c red

answer: b You're twice as likely to be bitten if you're wearing dark blue because dark colours trap carbon dioxide, which is what attracts a mosquito to you in the first place. Yellow is the best colour to wear as it's a colour they can hardly see and they get confused by it.

9 Which creature would survive the shortest time if it were sent into space?
a a bird
b a tortoise
c a rabbit

answer: a A bird would soon die because it needs gravity in order to be able to swallow.

10 Which of these creatures doesn't sleep?
a ants
b crabs
c bees

answer: b Crabs 'relax' as opposed to sleep. However, if they detect light or movement, they get active again very quickly.

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9B COMMUNICATIVE Talk for one minute

START

1. something you often order when you eat out
2. a dish someone in your family cooks very well
3. a dish you used to love as a child
4. a dish you like having when the weather's hot / cold



5. the food / drink from your country you would miss most if you lived abroad
6. the food your family eats on special days, e.g. a birthday / Christmas



7. the place you look if you want to try a new recipe
8. something you love eating, but know you shouldn't
9. something you used to hate eating as a child, but like now



10. something you can cook without a recipe
11. something you wouldn't eat even if you were paid to
12. a food that once didn't agree with you and that you haven't eaten since



13. the dish you prepare when you don't have much time to cook
14. something you always put in a packed lunch / picnic
15. a meal you often skip

FINISH

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10A COMMUNICATIVE What's wrong with sport?

a Look at the scale, then read the statements. Write the number (1–5) which best indicates to what extent you agree or disagree with each statement. Think of reasons to support your opinion.

1 — 2 — 3 — 4 — 5

Strongly disagree **Strongly agree**

1 Sport brings out the worst in people, both fans and athletes. It does not improve character or help to develop virtues such as fair play and respect for opponents. ☐

2 Sport doesn't make you happy. Spectators as well as participants have higher than average levels of stress, anxiety, and hopelessness because of their engagement with professional sport. ☐

3 Doping is no worse than any other kind of cheating and is really no different from using other kinds of technology to gain an advantage, e.g. high-tech running shoes. ☐

4 It's ridiculous to expect professional sports stars to be role models. ☐

5 Sport occupies a disproportionately high place in the media, often making headlines in papers and on TV. ☐

6 Large-scale sports tournaments have a detrimental impact on a host city's economy. ☐

7 The massive pay disparity between female and male competitors is unjust. ☐

8 Team sports diminish personal responsibility and lead to 'pack behaviour', where no single individual feels responsible for their actions. ☐

9 Sponsorship of sports clubs and events by brands representing industries such as fast food, alcohol, or gambling misleads the public about making healthy lifestyle choices. ☐

10 The use of animals in sport is exploitative and cruel. ☐







b In small groups, discuss each statement, explaining to what extent you agree or disagree and giving examples. Try to decide as a group how far you agree or disagree with each one.

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10B COMMUNICATIVE About the UK quiz

a How much do you know about the UK? Read the questions and choose the correct answer.



POLITICS

1 How often must general elections be held in Britain?
- **a** every three years
- **b** every four years
- **c** every five years

2 What is the Shadow Cabinet?
- **a** It's the name of the office where the public has to wait before entering the Houses of Parliament.
- **b** It's a dark cupboard in the Prime Minister's office which holds important documents.
- **c** It's the name for the senior members of the main opposition party in parliament.

3 When were women first allowed to vote in parliamentary elections in the UK?
- **a** 1882
- **b** 1918
- **c** 1948

4 Stormont is the name of the parliament buildings in _____.
- **a** Scotland
- **b** Wales
- **c** Northern Ireland

5 The House of Lords is _____.
- **a** independent from, and checks the work of, the government
- **b** made up of members elected by the government
- **c** made up of members elected by the public

HISTORY



1 For how many years did the Romans remain in Britain?
- **a** 200 years
- **b** 400 years
- **c** 600 years

2 Queen Elizabeth I was the younger daughter of _____.
- **a** Edward VI
- **b** Henry VIII
- **c** Richard III

3 Which of the following was a British invention?
- **a** the mobile phone
- **b** the diesel engine
- **c** the World Wide Web

4 The 'suffragettes' were women who campaigned for the right to _____.
- **a** work outside the home
- **b** get divorced
- **c** vote

5 Big Ben is the name of the famous _____ next to the Houses of Parliament.
- **a** bell
- **b** bridge
- **c** tower



THE ARTS

1 Who designed St Paul's Cathedral?
- **a** Sir Christopher Wren
- **b** Sir Norman Foster
- **c** Sir Walter Raleigh

2 Which of the following is a British fashion designer?
- **a** Ralph Lauren
- **b** Stella McCartney
- **c** Donna Karan

3 The Proms are a series of _____ which take place in the Royal Albert Hall during the summer.
- **a** classical music concerts
- **b** pop music concerts
- **c** sporting events

4 Which of the following novels was written by Charles Dickens?
- **a** *Dracula*
- **b** *Oliver Twist*
- **c** *Pride and Prejudice*

5 What was the artist William Turner famous for painting?
- **a** portraits
- **b** landscapes
- **c** seascapes

GEOGRAPHY



1 What is the capital city of Scotland?
- **a** Aberdeen
- **b** Edinburgh
- **c** Glasgow

2 Which of the following is not part of the United Kingdom?
- **a** Wales
- **b** Scotland
- **c** The Republic of Ireland

3 Devon and Cornwall are in the _____ of England.
- **a** south-east
- **b** south-west
- **c** north-west

4 What is the second-biggest city in England?
- **a** Birmingham
- **b** Manchester
- **c** Brighton

5 The highest mountain in the UK, Ben Nevis, in Scotland, is _____ high.
- **a** 1,345 metres
- **b** 2,345 metres
- **c** 3,345 metres



SPORT

1 The sport of rugby is named after _____.
- **a** the school where it was invented
- **b** the town where it was first played
- **c** the person who invented it

2 How long can a cricket test match go on for?
- **a** up to six hours
- **b** up to two days
- **c** up to five days

3 What sport is played at Wimbledon?
- **a** basketball
- **b** golf
- **c** tennis

4 What kind of events are the Derby and the Grand National?
- **a** athletics events
- **b** horse races
- **c** football tournaments

5 What football team plays at Stamford Bridge?
- **a** Chelsea
- **b** Manchester City
- **c** Arsenal

b Compare your answers with a partner. Who knows the most about the UK?

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1A VOCABULARY Personality

Look at the clues and fill in the crossword.

Across →

5 Despite being really famous, I couldn't believe how _____ _____ _____ he was. He was just so 'normal'.

7 Louisa's very _____. She's great at solving problems.

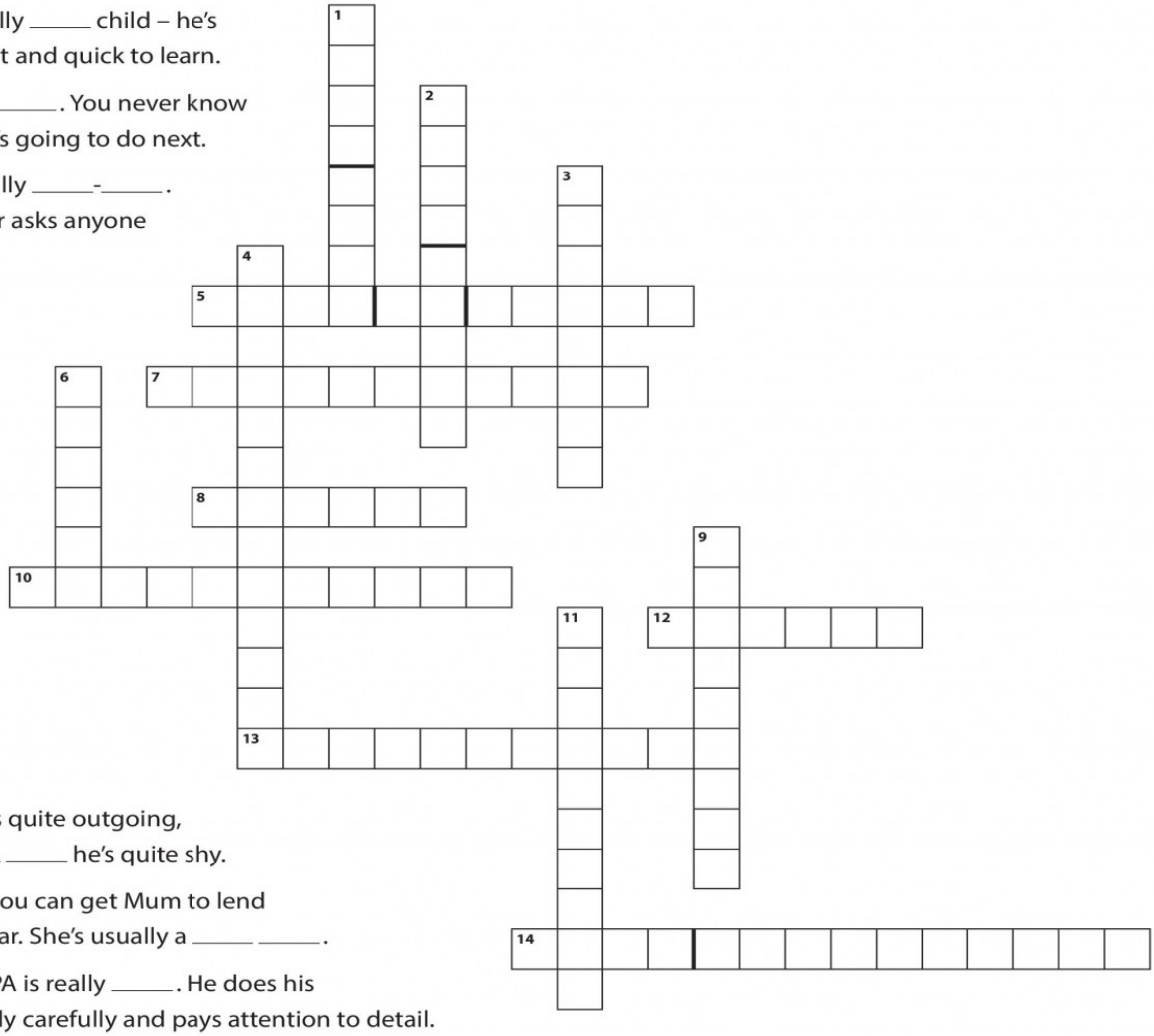
8 Be _____ with your sister. Just stay calm and be kind to her.

10 Mark was very _____ when I lost my job. He really tried to understand how I was feeling.

12 He's a really _____ child – he's intelligent and quick to learn.

13 Eliza's so _____. You never know what she's going to do next.

14 She's totally _____-_____. She never asks anyone for help.



Down ↓

1 He seems quite outgoing, but _____ _____ he's quite shy.

2 I'm sure you can get Mum to lend you the car. She's usually a _____ _____.

3 My new PA is really _____. He does his work really carefully and pays attention to detail.

4 Tim's so _____. He never forgets to do his homework, and he usually gets all the answers correct!

6 I know I can always rely on Sarah. She's really _____ and sensible.

9 My English teacher at school was very _____. She always used to say 'What a brilliant answer!' when we had said something stupid.

11 I think Tom will go far. He's so _____ – nothing will stop him from doing what he wants.

ACTIVATION

Cover the crossword. In pairs, take turns reading out a clue. Try to remember the answers.

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1B VOCABULARY Work

Complete the second sentence with one or two words so that it means the same as the first.



1 Anna isn't at work for now because she's just had a baby.
Anna isn't at work for now because she's on *maternity leave*.

2 I didn't get the job because I hadn't worked in marketing before.
I didn't get the job because I didn't have any _____ _____ in marketing.

3 I'm not working right now because I'm ill.
I'm _____ _____ right now because I'm ill.

4 My contract's only from March to June.
I've only got a _____-_____ contract.

5 He worked briefly as a sales assistant and now he's been promoted to area manager.
He worked briefly as a sales assistant and now he's moving up the _____ _____.

6 My sister's a journalist and she writes articles for lots of different newspapers.
My sister's a journalist and has a number of different _____ contracts.



7 I don't enjoy my job very much, but I get on well with the people that I work with.
I don't enjoy my job very much, but I get on well with my _____.

8 She's got a degree and a PhD.
She has good _____ _____.

9 I lost my job last year, as the company I was working for wasn't making a profit.
I was _____ _____ last year.

10 The nurses who work at this hospital are fantastic.
The nursing _____ at this hospital are fantastic.

11 Apart from my salary, I also get a company car and free lunches, which is brilliant!
The _____ are brilliant in this job. I get a company car and free lunches.

12 I decided to tell my boss I was leaving because I'd had a better offer from another company.
I decided to _____ from my job because I'd had a better offer from another company.

13 My friend's been unemployed for over a year now.
My friend's been _____ _____ _____ for over a year now.



14 Adriana graduated from university and got a job in the government.
Adriana graduated from university and became a _____ _____.

15 Stuart's going nowhere in his job.
Stuart's in a _____-_____ job.

16 He works on a car production line and does exactly the same thing every day.
His job on a car production line is very monotonous and _____.

ACTIVATION

Write six sentences about people you know using as many of the words from the gaps as you can.

3A VOCABULARY Phrases with *get*

Read the sentences. Replace the **bold** words or phrases with the correct form of a phrase with *get*. Write your answers in the column on the right.

1	Both of my parents are **growing older**, but they still lead very active lives.	*getting on*
2	Can you stop annoying me and just let me **continue** my work?	_____
3	My husband and I **met** at school and we've been together ever since.	_____
4	What's the best way to **move from one place to another** in this city?	_____
5	Could you please **throw away** all the old clothes you don't wear any more?	_____
6	I thought we'd made it clear that we'd meet at the restaurant, but somehow she **misunderstood** and was waiting for us to pick her up.	_____
7	Come on! We'll be late if you don't **hurry up**.	_____
8	I liked him to begin with, but he's now really starting to **annoy me**.	_____
9	I tried to explain the problem to my father, but I just can't **make him understand**.	_____
10	My parents always let my little sister **do whatever she wants** – that's why she's so spoilt.	_____
11	Not having enough time for myself really **depresses me**.	_____
12	Martha was dumped by her ex-boyfriend and now she wants to **take revenge** on him.	_____
13	If I **had the opportunity** to go and live abroad, I think I'd probably take it.	_____
14	I've told my mum time after time that I can't afford to move out, but she just doesn't seem to **hear what I'm saying**!	_____
15	You need to **change your attitude and work harder** or you'll fail all your exams.	_____
16	It's difficult to **contact** Deepak because he never has his phone switched on.	_____
17	It's not easy **managing to live** on a student grant, especially in a big city.	_____
18	I tried to walk past her, but she wouldn't **move to the side to let me pass**.	_____

ACTIVATION

Test your memory. Cover the column on the right. Read the sentences aloud with the correct phrase with *get*.

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3B VOCABULARY Conflict and warfare

Complete the sentences with the correct word or phrase. Write your answers in the column on the right.

1 After the siege of Constantinople in 1204, the Crusaders [redacted] the city and transferred its riches to Italy. **l** *looted*

2 Two of Henry VIII's six wives were [redacted], two he divorced, one died following childbirth, and the last one survived. **e** _____

3 In 1605, a man called Guy Fawkes attempted to [redacted] the Houses of Parliament in London with barrels of gunpowder. **bl** _____ _____

4 The Great Fire of London [redacted] in a bakery on 2 September 1666 and wasn't extinguished until four days later. **br** _____ _____

5 On 3 September 1783, a peace [redacted] was signed between the United States and Britain that ended the American War of Independence. **tr** _____

6 In 1805, naval [redacted] Horatio Nelson led the British Royal Navy to destroy the French-Spanish fleet at the Battle of Trafalgar. **c** _____

7 The French army under Napoleon was [redacted] at the Battle of Waterloo by the British-led and Prussian armies. **d** _____

8 A [redacted] is a soldier who usually works alone and specializes in shooting from very long distances. The word originates from the British occupation of India in the 1800s. **sn** _____

9 Florence Nightingale and Mary Seacole were nurses who improved the treatment of the [redacted] in the Crimean War from 1853 to 1856. **w** _____

10 The [redacted] in the United States, which was fought between the Northern and Southern States, lasted from 1861 to 1865. **C** _____ _____

11 Although the Anglo-Zanzibar War of 1896 lasted only 38 minutes, over 500 people, both combatants and [redacted], were killed or injured. **c** _____

12 In December 1914, Pope Benedict XV suggested a temporary break in World War I for the celebration of Christmas. While an official [redacted] was refused, many soldiers declared their own unofficial truce. **c** _____

13 The total number of [redacted] (people killed or injured) caused directly by World War I was around 40 million. **c** _____

14 In the early 1930s, the divorced American socialite Wallis Simpson [redacted] the heart of the heir to the British throne, who soon after became King Edward VIII. Their intended marriage caused a constitutional crisis and ultimately led to Edward's abdication. **c** _____

15 The battleship *Bismarck* was sunk during World War II. Of a crew of 2,200, there were only 114 [redacted]. **s** _____

16 On 8 December 1941, President Roosevelt [redacted] war on Japan following the Japanese attack on Pearl Harbor the previous day. **d** _____

17 Nelson Mandela was [redacted] in 1990 after having been imprisoned for 27 years. **r** _____

18 In India, individuals who change their citizenship must [redacted] their Indian passports to the authorities. **s** _____

19 United Nations peacekeeping [redacted] are often sent to help countries which have recently had civil wars to transition to peace. **f** _____

20 In 2024, there were 43.7 million [redacted] globally, the majority of whom had fled their home countries due to war and persecution. **r** _____

ACTIVATION

Test your memory. Cover the column on the right. Read the sentences aloud with the correct word or phrase.

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4B VOCABULARY Sounds and the human voice

Student A

Ask your partner the questions. Give one point for each correct answer.



1 Can you name two things that drip?
(e.g. *a tap, an ice cream*)
2 How do people often close the door when they're angry?
(*They slam it.*)
3 Can you name two animals that hiss?
(e.g. *a snake, a cat*)
4 What noise do lions and tigers make?
(*They roar.*)
5 Give two reasons why someone might whisper.
(e.g. *so as not to be overheard, so as not to disturb other people in a cinema*)
6 What unpleasant noise do some people make when they eat soup?
(*They slurp.*)
7 Why might you start stammering?
(e.g. *because you're nervous or frightened*)
8 What sound would you hear if someone jumped into a swimming pool?
(*A splash.*)
9 What do people sometimes hum?
(*A tune.*)
10 What sound might you make if you were feeling very disappointed or sad?
(*A sigh.*)

Student B

Ask your partner the questions. Give one point for each correct answer.



1 What noise does a balloon make when it bursts?
(*A bang.*)
2 Can you name two parts of the body we use to tap with?
(e.g. *your fingers, your foot*)
3 Give two situations when a driver might hoot.
(e.g. *when the driver in front is slow to move at traffic lights, when another driver has done something dangerous*)
4 What noise does a time bomb make?
(*It ticks.*)
5 If someone's mumbling, what might you say to them?
(*Can you please speak more clearly?*)
6 What noise does a door make when it needs oil?
(*It creaks.*)
7 Can you name two situations where people giggle?
(e.g. *when they think something is funny, when they're nervous*)
8 What noise do people sometimes make when they have a cold, but they don't have a tissue?
(*They sniff.*)
9 Name two insects that buzz.
(e.g. *a mosquito, a wasp*)
10 What noise do you often hear if somebody who is driving brakes suddenly?
(*A screech.*)

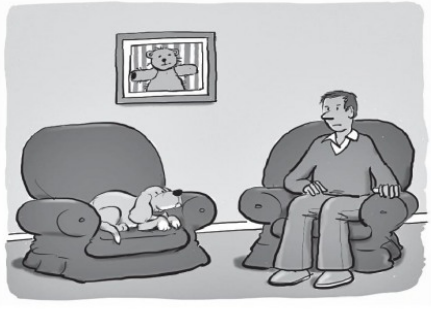
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5A VOCABULARY Expressions with *time*

Work with a partner. You have four minutes to complete the sentences. Don't run out of time!

1 We were very late and the wedding ceremony had finished *by the time* we got there.
2 Sorry, I can't help you now. I'm a bit _____ _____ **time**.
3 Now that Linda's been made redundant, she's got too much **time on** _____ _____.
4 We're going to keep our old television _____ **the time** _____, until we can afford a new one.
5 My sister's never _____ **time**. She's the least punctual person I know.
6 It's been a long year! I'm looking forward to a bit of **time** _____ work to relax.
7 My niece was born in the nineties, so The Beatles were _____ **her time**.
8 Generally speaking, I enjoy living on my own, but _____ **times** I miss having someone to talk to.
9 Our honeymoon was fantastic! We had **the time of our** _____.
10 I don't suppose you could _____ **the time** to give me a hand with this report, could you? I'd be eternally grateful.
11 I'm not in a hurry for an answer, so you can _____ **your time** and think it over for a while.
12 We thought we were going to miss our connecting flight, but we made it just _____ **time**.
13 I couldn't answer the last question because I _____ _____ **of time**.
14 My parents are _____ **me a** _____ **time** because they think I'm going out too much.
15 _____ **time last year** we were in the middle of moving house.
16 Don't _____ _____ **time** trying to convince him. He'll never change his mind.
17 They're always arguing. It's only **a** _____ **of time** before they split up.
18 I only see my half-brother _____ **time** _____ **time**.
19 We can cut across the park to _____ **time**.
20 OK, **time's** _____! Stop writing now.









ACTIVATION

Ask and answer the questions below with a partner. Then write three more questions to ask them using some of the expressions above.

- What were you doing this time last year?
- Do you waste a lot of time doing things you shouldn't?
- Have you ever done anything which seemed like a good idea at the time, but turned out not to be?

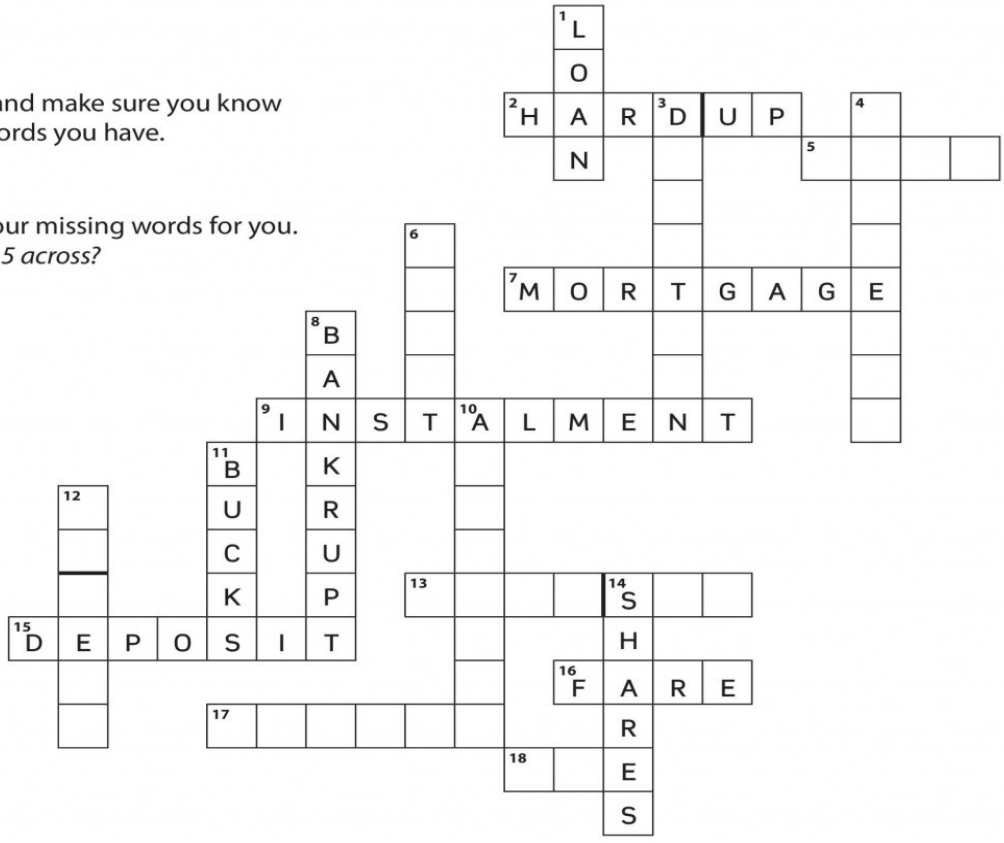
5B VOCABULARY Money

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 for you. Ask, for example, *What's 5 across?* Write the word in.

c Now **B** will ask you to define a word.

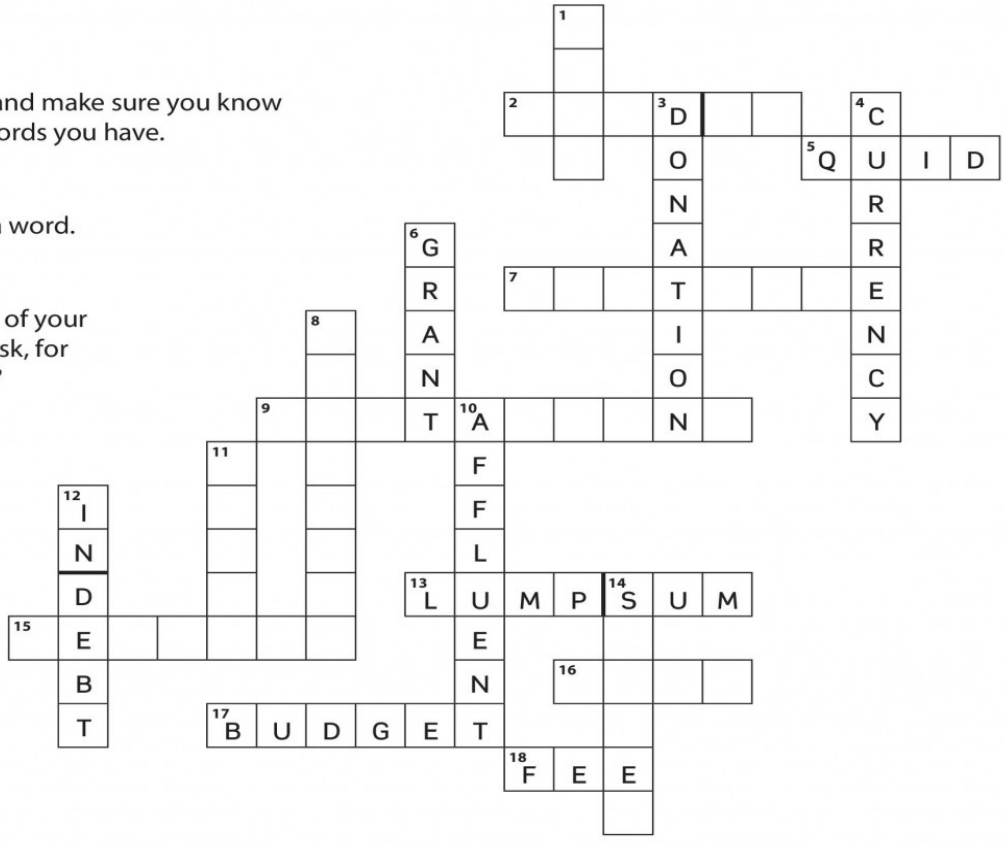


Student B

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 for you. Ask, for example, *What's 1 down?* Write the word in.



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7A VOCABULARY Prefixes

Complete the sentences by adding a prefix (*anti-*, *dis-*, *re-*, etc.) to the word in **bold**, and make any other necessary changes.

1 I wouldn't believe a word he says. He's completely [redacted].
(**honest**) *dishonest*

2 It's very difficult to reason with you when you are behaving in such a(n) [redacted] manner.
(**rational**) _____

3 You weren't paying attention so you completely [redacted] what I said.
(**understand**) _____

4 Despite the fact that the rest of her family was [redacted], she managed to learn to read, and eventually went on to become a university professor.
(**literate**) _____

5 Paul came up with some absolutely amazing ideas, but they were all completely [redacted].
(**practical**) _____

6 Sorry I'm late this morning. I didn't get to bed until midnight and then I [redacted].
(**sleep**) _____

7 He was severely reprimanded at work for making [redacted] comments in an email.
(**appropriate**) _____

8 In hot weather it's easy to become [redacted] if you don't drink enough liquids.
(**hydrate**) _____

9 Being [redacted] can be a real disadvantage in the world of business.
(**lingual**) _____

10 I proposed having the office Christmas party on 23rd December, but I was [redacted] by my colleagues.
(**vote**) _____

11 He might look tired now, but don't [redacted] him. He could still win this match.
(**estimate**) _____

12 My boss has asked me to make a lot of changes to my report, so now I've basically got to [redacted] it.
(**write**) _____

13 The government is introducing new measures to try to control [redacted] behaviour in young people.
(**social**) _____

14 The walk to the monastery was exhausting. It was [redacted] all the way.
(**hill**) _____

15 I don't believe in ghosts or other [redacted] phenomena.
(**natural**) _____

16 My brother works for a(n) [redacted] company, which has offices all over Europe and in South America.
(**national**) _____

17 The first candidate was very [redacted] for the interview. She didn't know anything about the company at all.
(**prepared**) _____

18 The singer is only 23 and he's already written his [redacted].
(**biography**) _____

19 Geoff and his sister were [redacted] of a successful online business.
(**founder**) _____

20 An unhealthy lifestyle can make you look [redacted] old.
(**mature**) _____

ACTIVATION

Write sentences using the words from the list. Then compare with a partner.

biannual irreplaceable postgraduate substandard unofficial

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8B VOCABULARY Travel and tourism

Right (✓) or wrong (✗? If you think the **bold** word or phrase is wrong, write the correct word or phrase in the space provided.



1 In the winter, only a few people come here, but in the summer it gets seriously **overcrowded**. ☑ _____

2 I think Salzburg is one of the most **pictureful** cities in Europe. ☐ _____

3 Have you ever spent a whole day just **wandering round** a city you've never visited before? ☐ _____

4 If you could **go in** holiday anywhere in the world, where would you choose? ☐ _____

5 I hate **tacky** souvenirs, but the kids always manage to find something cheap and plastic to take home from our holiday. ☐ _____

6 What time are you **setting away** tomorrow morning? ☐ _____

7 The resort was far too **touristic** for us. ☐ _____

8 Relaxing by the pool is the perfect way to **chill down** after a busy day sightseeing. ☐ _____

9 It used to be quite a pretty town, but they've really **spoilt** it with all those high-rise buildings. ☐ _____

10 There are some very **removed** beaches on the island that you can only reach by boat. ☐ _____

11 We're going to have to **postpone** our trip until the end of the month. ☐ _____

12 The views from the top of the mountain are **breathtaking**. ☐ _____



13 What do you think is the best way to **soak** the local atmosphere when you visit a place for the first time? ☐ _____

14 He's been working very long hours recently, so he can't wait to go on holiday and **renew** his batteries. ☐ _____

15 I think the cathedral is **overstated**. It's not nearly as beautiful as people say. ☐ _____

16 I've decided to **extend** my trip to Australia by a week, so that I can visit the Great Barrier Reef. ☐ _____

17 They're going to **hit the shops** as soon as they arrive in New York. ☐ _____

18 The town is very **lifely** at this time of year because it's packed with holidaymakers. ☐ _____

19 We're going to our friends' house on the coast for the weekend because we really need to **go away** from it all. ☐ _____

20 Our hotel is up in the hills and completely **off the bitten track**. ☐ _____

ACTIVATION

Cover the wrong sentences one by one and try to say them correctly.

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9A VOCABULARY Animal matters

Complete the missing words in the sentences.

1 If it weren't for *a n i m a l c h a r i t i e s*, lots of abandoned dogs would be on the streets.

2 On race day, you can hear the sound of horses' ___ ___ ___ ___ ___ ___ from miles away.

3 Look at that cow with her ___ ___ ___ ___. It's just been born.

4 Beekeepers have to open the ___ ___ ___ ___ ___ several times a year to collect the honey.

5 Some animals bred ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ struggle to cope when they are reintroduced into the wild.

6 ___ believe in justice for animals and do whatever they can to get it.

7 We bought a ___ ___ ___ ___ ___ ___ for our dog because we didn't want it to sleep in the house. It ___ ___ ___ ___ ___ ___ all night though, so we changed our minds.

8 The white rhino became an ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ because of poaching and the destruction of its habitat.

9 When we reached the gate, my horse ___ ___ ___ ___ ___ ___ ___ loudly and refused to jump.

10 The kitten got its ___ ___ ___ ___ ___ stuck in a ball of wool and started to ___ ___ ___ ___ so loudly that I thought something terrible had happened.

11 One way to tell the difference between a male and a female goat is by looking at the shape of their ___ ___ ___ ___ ___: the male's are more curved.

12 I always wondered how much water a pelican can carry in its ___ ___ ___ ___.

13 If you know of an animal that is being treated ___ ___ ___ ___ ___ ___ ___ ___ or kept in ___ ___ ___ ___ ___ ___ ___ ___ conditions, please call our 24-hour hotline.

14 In spite of protests, some people still ___ ___ ___ ___ rabbits and other small animals ___ ___ ___ ___ ___ ___ ___ ___ ___.

15 They often have ___ ___ ___ ___ ___ ___ ___ ___ in a ___ ___ ___ ___ in dentists' waiting rooms – they are said to be very calming.

16 I love waking up to the sound of the birds ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ outside.

17 Turtles can be identified by the pattern on their ___ ___ ___ ___ ___.

18 Lions give birth to up to six ___ ___ ___ ___ at a time.











ACTIVATION

Cover the sentences and talk about the photos, trying to use the words or phrases above.

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9B VOCABULARY Preparing food

Student A

a Look at your crossword and make sure you know the meaning of all the words you have.

b Now ask **B** to define one of your missing words for you. Ask, for example, *What's 6 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 for you. Ask, for example, *What's 3 down?* Write the word in.



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10A VOCABULARY Revision 1: Describing game

Personality

conscientious
sympathetic
straightforward
thorough
bright
a cold fish
down to earth
a pain in the neck
a heart of gold
a very quick temper

Conflict and warfare

troops
a coup
a commander
casualties
snipers
an ally
loot *v.*
retreat *v.*
surrender *v.*
shell *v.*

Money

a recession
a will
interest rates
inflation
a quote
the balance *n.*
go bankrupt
exchange rate
well-off
five grand

Travel and tourism

breathtaking
iconic
dull
unimposing
run-down
set off
pricey
chill out
recharge your batteries
wander round

Work

demanding
rewarding
fast track
qualifications
a part-time contract
workforce
get a pay rise
be laid off
compassionate leave
a zero-hours contract

Sounds and the human voice

yell
snore
click
groan
whisper
tick
hoot
whistle
hum
rattle

Animal matters

a foal
a puppy
a stable
a nest
a cage
paws
a fin
squeak *v.*
grunt *v.*
bred in captivity

Phrases with *get*

get your own back on sb
get to know sb
get your act together
get the joke
get on your nerves
get into trouble
get away with sth
get out of doing sth
get back to sb
get over sth

Expressions with *time*

time-consuming
from time to time
short of time
for the time being
one thing at a time
make up for lost time
have time on your hands
kill time
give sb a hard time
behind the times

Prefixes

an outpatient
a postgraduate
biannual
illiterate
undo
substandard
understaffed
upgraded
outgrow
coexist

Preparing food

a poached egg
sliced bread
stuffed chicken breast
chopped parsley
melted chocolate
a toasted sandwich
a frying pan
a baking tray
a chopping board
a spatula

Phones and technology

a touch screen
a keyboard
a password
broadband
a pop-up
coverage
stream *v.*
swipe *v.*
unplug
hang up

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10A VOCABULARY Revision 2: Phrasal verbs

a Complete the **PARTICLE** column with a word from the list.

across away behind by off (x2) on (x3) out (x3) through up (x2)

		PARTICLE
1	I'm not sure if I want to carry ____ with my degree; I've found this year really challenging.	*on*
2	My in-laws want to come and stay next month, but I'm going to put them ____ until we've finished redecorating.	
3	Rita comes ____ as straightforward, but she's actually a very complicated person when you get to know her.	
4	The first applicant we interviewed turned ____ to be unsuitable as he had no experience.	
5	If you ring this number, an operator will put you ____ to the relevant person.	
6	Can you pass a message ____ to Louise for me, please?	
7	When I'm on holiday, I love just sitting in a café and soaking ____ the atmosphere.	
8	Sarah gets so stressed about the tiniest things – she really needs to chill ____ a bit.	
9	If I have a problem with my laptop, I usually just switch it ____ and try again.	
10	I haven't been feeling too well lately and I've got a bit ____ with my work.	
11	Amy wanted to get ____ of going to the party, so she said she had an interview the next day.	
12	He cheated in an exam, but he got ____ with it as the teacher didn't see him.	
13	We went ____ a cruise with some friends last year.	
14	The soldiers blew ____ the bridge to stop the enemy from crossing the river.	
15	Although I've only studied Italian for a year, I think I could get ____ if I went there on holiday.	

b Cover the **PARTICLE** column. Say the full sentences.

c Complete the **VERB** column with a verb from the list.

~~break~~ come dress find get (x2) go grow hang keep pick run set take turn

		VERB
1	People were afraid that a civil war might ____ out between government supporters and the rebels.	*break*
2	So Johnnie, what do you want to be when you ____ up? A footballer?	
3	If you want to ____ out which places to visit on holiday, do plenty of research before you leave.	
4	If a helpline keeps me on hold for ages, in the end I usually ____ up.	
5	I read the news online every day to ____ up with current affairs.	
6	Tom is so resourceful! He can ____ up with brilliant solutions to most problems.	
7	I always ____ out of time in exams; I need to speed up.	
8	It was a Halloween party, so we had to ____ up.	
9	Working and looking after my children ____ up all of my time.	
10	It's taken Steve three weeks to ____ over his cold.	
11	If you ____ up late for an interview, it'll give a very bad impression.	
12	Shall we stop now or do you want to ____ on for a bit longer?	
13	Experts say that children ____ up foreign languages much faster than adults.	
14	Our flight leaves at 9.00, so we'll need to ____ off for the airport at 6.00.	
15	We're going to stay in a remote cottage in the mountains – we want to ____ away from it all.	

d Cover the **VERB** column. Say the full sentences.

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10A VOCABULARY Revision 3: Idioms

Complete the **bold** idioms with the correct word.

1 When I'm reading in English, I sometimes **get st***uck* on a word and have to look it up.

2 Do you usually **follow** recipes **to the l**_____ when you're cooking, or do you like to improvise?

3 The dress **caught my e**_____ as soon as I walked into the shop. It was stunning!

4 We have to face this problem **h**_____-_____ and find a solution as quickly as possible.

5 The more you think about it, the harder it can be to decide what to do. Just go with **your g**_____ **feeling** and see what happens.

6 Maro didn't really want to go to the theatre, so he told a **wh**_____ **lie** and said he wasn't feeling very well.

7 The government's proposal to deal with the rise in homelessness has been criticized for not **getting to the h**_____ **of** the problem.

8 There was a lot of competition, but she was able to **h**_____ **her own**.

9 We were so surprised by Suki's decision to resign. It came completely **out of the bl**_____.

10 If I **keep my n**_____ **to the grindstone**, I'm sure I'll get that pay rise.

11 Suzie is probably the kindest person I know. She has a real **heart of g**_____.

12 I got **the wr**_____ **end of the stick**. I thought the meeting was next week, but it turns out we're actually meeting tomorrow.

13 For the time being, you really need to focus on **the big p**_____ and ignore the details.

14 I took up yoga and it really helped to **keep my m**_____ **off** all my problems.

15 Whether this technology is legal or not is still a bit of a **gr**_____ **area**.

16 If you don't **get a m**_____ **on**, we'll miss the start of the film.

17 Consumers are being encouraged to **tighten their b**_____ as the cost of living rises.

18 You wouldn't believe the amount of **red t**_____ that was involved in getting this permit.

19 What do you mean, I never **lift a f**_____ around the house? I did the washing-up last week!

20 If you carry on **living b**_____ **your means**, you'll get further and further into debt.

21 When the online company didn't answer any of my emails, I began to **sm**_____ **a rat**.

22 That cream you suggested **worked like a dr**_____. The rash was gone in a day or two.

23 Wow! Nice car. That must have **cost an a**_____ **and a l**_____.

24 Rana bought her flat for **n**_____ **to nothing** 15 years ago, but it's worth a fortune now.

25 Don't be scared of my mother! Her **b**_____ **is worse than her bite**!

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10a.1 - Homographs (Rowing, A DULT),(Lead weights, Konstantin_Shishkin),(Wound, qurlson),(Putting, LENSLOGIC),(In the lead, Gorodenkoff),(In the front row, Monkey Business Images),(Tearing it up, Aleksandr Medvedkov),(Having a row, ArtbeatsEXPRESS),(Magnifying glass, sheff), 1A.1 - Family Photos (Background texture, Aleksei Derin),(Switzerland, MikeDotta),(Oscar Wilde tomb, Ben Gingell),(Background texture, Improviser),(Russian princesses, World History Archive),(Bone analysis, PA Images),(Monument to tsar -, Media Whale Stock),(Monument to tsar -, Tramp57),(Background texture, white shama),(Elephant, Muhammad_Ferdian00),(Dove, aksol),(La Casa Azul, R.M. Nunes),(Frida as icon, Bestravelvideo),(Frida as icon, Olga Kashubin),(Switzerland, MikeDotta),(Oscar Wilde tomb, Ben Gingell),(Background texture, Improviser),(Monument to tsar -, Media Whale Stock),(Monument to tsar -, Tramp57),(Background texture, white shama),(Elephant, Muhammad_Ferdian00),(Dove, aksol),(La Casa Azul, R.M. Nunes),(Frida as icon, Bestravelvideo),(Frida as icon, Olga Kashubin), 1B.1 - Work (Surgeon, wavebreakmedia),(Sports coach, MayStudio),(Social worker, SynthEx),(Judge, Skyward Kick Productions),(Midwife, Monkey Business Images),(Private detective, Andrey_Popov),(Influencer, Chay_Tee),(Factory worker, Denis Iliashenko),(Conductor, Kitreel), 2A.4 - Interview Prof Mazzoni (Children's toys, New Africa),(Children's toys, Serhii Krot),(Girl on surfboard, Monkey Business Images),(Boy in school uniform, Karpova),(Vintage clip of mother, krovsmolokom13),(Movie reels and projector, artsvitac), 2B.4a - Understanding accents (Drone Orbit Over Howth, BlackBoxGuild),(Dublin City Centre Sunrise, JAR FINNEGAN),(Tourists meeting at the, BlackBoxGuild),(Peaceful herd of deer, BlackBoxGuild),(Oxford / UK -, Apostolis Giontzis),(Oxford , Oxfordshire /, BlackBoxGuild),(Istanbul, Turkey - July, Kaan.K),(UK Oxford May 2017:, Inspireoz),(Ascending circling shot of, BlackBoxGuild),(Panoramic view of Wellington,, Harvepino),(New Plymouth , Taranaki, BlackBoxGuild),(SINGAPORE-APRIL 15:New Zealand 7s, Mai Groves),(KALAMAZOO, MICHIGAN - OCTOBER, Sean Pavone),(Aerial Drone Footage of, Powers Multimedia),(Aerial of Tour Ferry, BlackBoxGuild),(Aberdeen, Scotland - 05, PD-Media),(Shetland, Scotland, June 2015:, johnduncanfilmmaker),(Oil Rig anchored in, BlackBoxGuild), 3B.1 - History Quiz (Brasilia, Erich Sacco),(Buenos Aires, Adwo),(Chile, Yasemin Olgunoz Berber),(Chilean coup, Dmitry Chulov),(Poland protest, Watch The World),(Czech Republic and Slovakia, iunewind),(Union and Confederacy flags, Svet foto),(Brussels parliament building, Lithuaniakid),(Vienna Parliament building, MDart10), 4A.5a - Interview with a translator (Slow motion scene of, POP-THAILAND),(Translator, Tutatamafilm),(Middle Eastern woman in, silverkblackstock), 4A.5b - Interview with a translator (an types the keyword, Koshiro K), 5A.5 - How long are you prepared to wait (Traffic queueing or lights, tirokaa),(Noisy child, Bricolage),(Waiting room, DC Studio),(Getting ready, motion.pl),(Coffee shop queue, pio3),(Waiting for date, nimito),(Talking loudly on phone, Monkey Business Images),(Traffic queueing or lights, tirokaa),(Noisy child, Bricolage),(Waiting room, DC Studio),(Getting ready, motion.pl),(Coffee shop queue, pio3),(Waiting for date, nimito),(Talking loudly on phone, Monkey Business Images), 7A.1 - Things you think you know (1896 Olympics medals, yu_photo),(Modern Olympics medals, ProPhoto1234),(Eiffel tower, Kiev.Victor),(Bears looking fierce, Bo1982),(Angry wild brown bear, Vitaly Zubrytsky),(Polar Bear looking at, ImageBank4u),(Grizzly bears, Skoles),(Teddy bear, RioDitto),(Wolves, rad fx),(Alsatians, BlackBoxGuild),(Wolf-like dogs, Matt Benzero),(Pekingese dog, everydoghasastory),(Beijing or Pekingese dog, Bill Anastasiou),(Sunrise time lapse at, congyan hou),(Sun yellow, Golden Shrimp),(Time lapse sunset moving, BlackBoxGuild),(Sun white, OxanaSh),(Eating ice cream, Seneline),(Ice cream dispenser, GemelStocK),(Vanillin chemical model, StudioMolekuul),(Sucrose chemical model, Inna Kim),(Ice cream cone icon, checha),(Rain, Jose Miguel Sanchez),(London in rain, ATW_Films),(Rome in rain, VideoLand),(Football, Gorodenkoff),(Rugby, PeopleImages.com - Yuri A), 7B.1 - the fourth plinth (Trafalgar Square drone view, Spotmatik Ltd),(Trafalgar Square George IV, Dennis MacDonald),(Trafalgar Square Henry Havelock, Birdiegal),(Trafalgar Square Charles Napier, Petr Kovalenkov),(Trafalgar Square William IV, Georgios Kollidas),(Proposal, Derplan13),(Mandela statue, MACH Photos),(Mandela sketch, reniutamie),(Nelson's ship in a, cooperman),(Powerless Structures, Fig.101, Dmitry Naumov),(Hahn/cock, Ron Ellis),(Gift horse, Ron Ellis),(Animation drawing continuous one, Derplan13), 7B.2 - the fourth plinth (The invisible enemy should, AC Manley),(Dates, KH M OWAIS QARNI),(The end, cktravels.com),(Chilembwe on bank note, Janusz Pienkowski),(Chilembwe statue, chrisdorney),(Antelope, chrisdorney),(Trafalgar square clip, Jeffrey Cantamessa), 8A.1 - Similes (Violin, Shapiso),(Sheet, Kwangmoozaa),(Log, josefauer),(Cucumber, Viktor Kunz),(Rake, vvoe),(Fish, Vangert),(Mouse, Eric Isselee),(Boots, PaintDoor),(Flash, Anna Denis),(Dream, Fer Gregory),(Tropical island, Altug Galip),(Mule, Tony_Papageorge),(Toast, sasazawa),(Feather, Siwakorn1933),(Pancake, Melica),(Horse, SizeSquares),(Gold, Thichaa), 8B.1 - Travel and tourism (Choosing travel guide, azuri),(Plane flying into Rio, AnarMammadov),(Rio breathtaking view, gustavomellossa),(Rio iconic statue, ByDroneVideos),(Rio rundown area, DBCom Media),(Rio rundown area, BlackBoxGuild),(Rio market, Stock Footage Inc),(Rio market, Stock Footage Inc),(Rio market, Cesar Lima),(Rio unspoilt beach, vitorroma),(Rio overcrowded street, BlackBoxGuild),(Rio mountains, sea and, ByDroneVideos),(Rio Saquarema Church, Celso Pupo),(Maracanã stadium, ByDroneVideos),(Rio panning shot over, Carlos.Meneses)

EF5ed - Adv - CE1.1 - Eliza Carthy (A musician picking the, Jake Sorensen),(Black sign musical treble, Kutepova_Maria),(Sheet music, Natasha Arzanova), CE2.1 - Mary Beard (AQUILEIA - JUNE 22:, Saturn Productions),(Old paper isolated on, revers),(Rome, Italy: The Roman, krivinis),(Roman emperor Julius Caesar, Gilmanshin),(Aerial shot of the, B.Stefanov),(UK map in satellite, Viacheslav Lopatin),(Physical map of England,, titoOnz),(ronze Boudica staue, Jane Rix),(Mary Beard by painting, FACUNDO ARRIZABALAGA/EPA-EFE/Shutterstock), CE3.1 - Jordan Friedman (Female teacher and students, Monkey Business Images),(Pancras International, Hadrian),(Bored student, Krokokot),(Young couple reviewing invoices, dualstock),(Cyclists, Flystock),(woman exercising yoga, TommyStockProject),(Woman looking at bills, shisu_ka),(Older man covering face, Bricolage),(Teacher walks in the, EF Stock),(Woman counting coin money, Troyan),(Not being able to, Nardavar),(Dad with sons, MAYA LAB),(Gaming Education learning, Alena Lom),(Calm

mindful young african, RESTOCK images),(Business people, Stock 4you),(Classroom stress, PeopleImages),(High school, girl and, PeopleImages),(Senior Caucasian Male Entrepreneur, Gorodenkoff),(Blurred woman feeling dizzy, Stockbusters),(Row of Robotic Arms, IM Imagery),(Male Hands Holding Smartphone, Prostock-studio),(Stress student, PeopleImages),(newborn girl in orange, Dragon Images),(Female college student with, Hero Images Inc),(Female boxer, Hquality),(Sad girl, MAYA LAB),(Broccoli, eating or refuse, PeopleImages),(Asian student giving a, koldo_studio),(Couple, laptop and discussion, PeopleImages),(Students chatting, BlackBoxGuild), CE4.4 - Quentin Blake (Stack of books background., adistock),(Calligraphy pens, an ink, Iscotlanda Photography),(Colorful wavy abstract pattern., Texture background wall), CE5.1 - George McGavin (Leafcutter ants carrying leaves, Wheatfieldstock),(Holstein cow and twin, Diane Kuhl),(Red Eyed Tree Frog, Jeff McGraw),(Tiger prawn isolated on, drpnncpptak),(Brown plant hopper isolated, PK289),(Crab isolated on white, Pixfiction),(Sea angel swimming in, Prime Quality),(An aerial shot of, BlackBoxGuild),(Epic aerial view of, realism),(Top down view oil, Cloud_Yew),(Silhouette of happy family, Boris Logvinenko),(A cute squirrel chooses, V and I production),(Ant action standing. Ant, frank60),(Fried insects on wooden, Momentum studio),(Badger in the forest., Ondrej Prosicky),(Timelapse of growing plants, Video80X),(Electric Lamp Glowing. Bug, AG VISUAL),(Herd of locusts flies, Andrei Porzhezhinskii),(Nasty, disgusting locusts lurking, Andrei Porzhezhinskii),(detail of bee or, Daniel Prudek),(side view of young, MakroBetz),(Common wasp, Vespula vulgaris,, xpixel),(Banded Sugar Ant, Kurit afshen),(Birds flying over dense, BlackBoxGuild),(Person dipping snails into, BlueRingMedia),(Long Nose monkey with, Joko P),(A sea of crabs, BlackBoxGuild),(Slow motion of boy, Hero Images Inc),(Daphnia magna, Crustacea, Cladocera, Oleg Kovtun Hydrobio),(hands peeling the big, LanKS),(small spiders hiding in, DEVA PRASKA DEWANTARA),(Bald eagle with a, BlackBoxGuild),(Beautiful butterfly, close-up,, zakakhan1234),(Swarm of locusts, invasion, Andrei Porzhezhinskii),(Shkoder, Albania - July, Tom Korcak)