OXFORD



INSIGHT

Advanced Student Book

Second Edition

Jayne Wildman • Fiona Beddall • Neil Wood • Jane Hudson • Jenny Smith • Alexandra Paramour

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Second Edition

Guide for Classroom Presentation Tool

Jayne Wildman • **Fiona Beddall** • **Neil Wood** • **Jane Hudson** • Jenny Smith • Alexandra Paramour

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1 Identity crisis

Reading and vocabulary

1 WHAT DO YOU THINK? What makes you who you are? Rank the ideas below in order of importance (1–8). Justify your answers. What other factors might define your identity?

- the cells in your body
- your actions
- your appearance
- your feelings
- your genes
- your memories
- your past experiences
- your thoughts

2 Read the article quickly. Which ideas from exercise 1 does it mention?

3 Read the article again. Are the sentences true (T), false (F) or not given (NG)?

1 The writer thinks that you are essentially not the person in your baby photos.
2 Philosophers were not interested in the concept of identity in ancient times.
3 The ship of Theseus was a real ship in ancient Athens.
4 Some ancient philosophers believed that the ship changed identity when the first original part was replaced.
5 Human cells vary enormously in terms of how long they survive in the body.
6 According to the writer, human identity shouldn't be considered in the same way as the identity of non-living things.
7 The writer argues that our memories provide a trustworthy record of our life.
8 Philosophers have helped us to work out what gives us our identity.

4 REACT Work in groups and discuss the questions. Give reasons for your answers.

1 Do you think the ship of Theseus had changed identity by the time all its parts had been replaced? If you answered 'yes', at what point do you think this change occurred?
2 At what stage in your life do you think you became who you are? In what ways has your identity changed during your life? How long do you think it will continue to change?

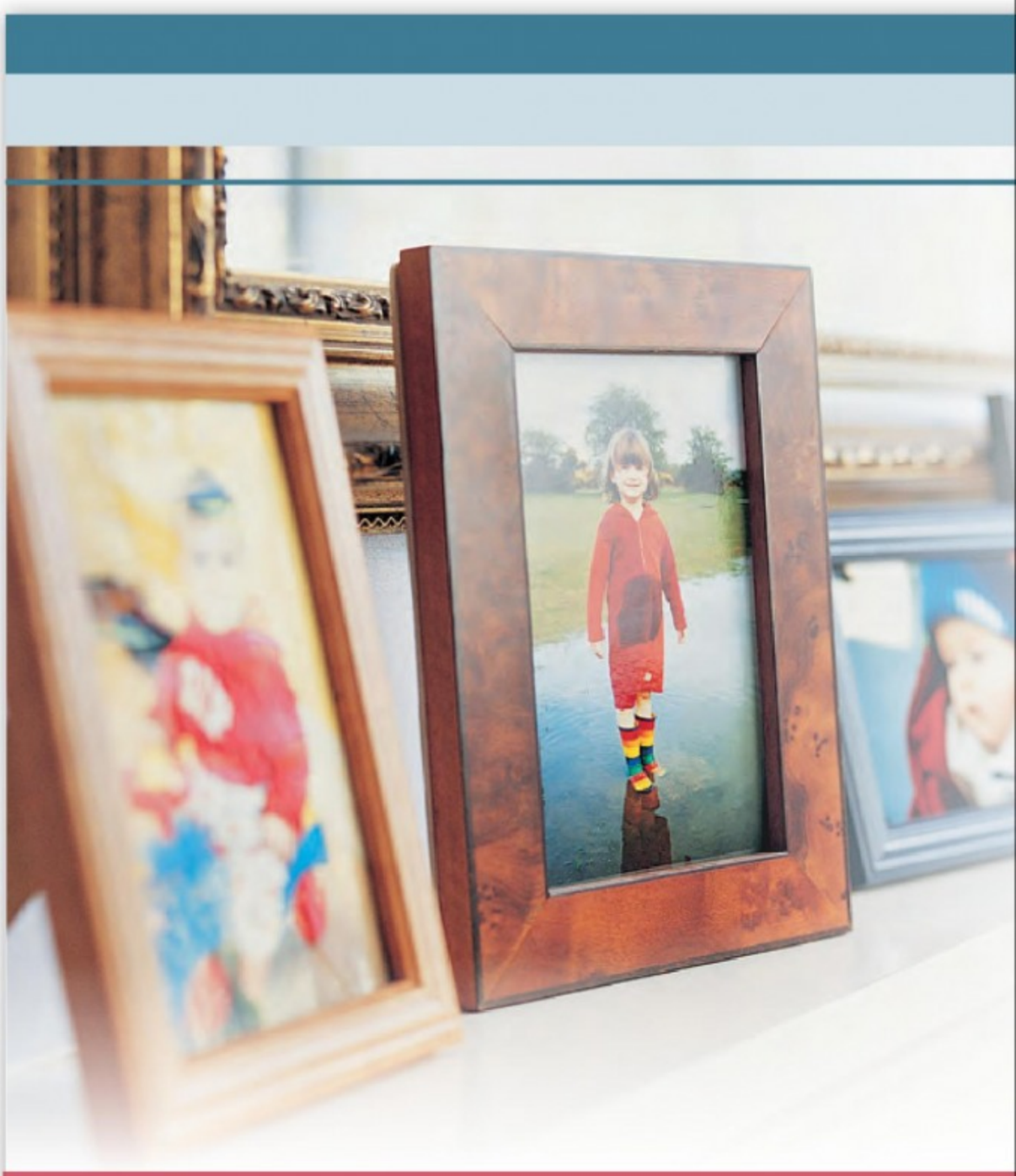
Strategy Making inferences: figurative language

Sometimes you may come across familiar words with an unfamiliar meaning or surrounded by other words that form an idiom or set phrase. You can infer the meaning of figurative language by:

1 using your own knowledge about the words and the topic.
2 looking for contextual clues around the word or phrase.

5 Read the strategy and answer the questions.

1 Do the words *bone*, *face*, *foot* and *skin* have any figurative meanings in your language? Give examples.
2 Study the highlighted phrases in the article. Are any of the uses of *bone*, *face*, *foot* and *skin* similar to your examples in question 1?
3 Think about the context and use your own knowledge to explain the meanings of the highlighted phrases in the article.



Who am I?

Baby photos. Most families have them, either proudly displayed in the living room or neatly filed in a photo album. For your parents, they're a precious reminder of your first years, but let's face it: for you, they're an embarrassment; it's hard to believe that chubby four-month-old baby with the toothless smile is you!

But what if that cute little baby isn't you at all? Whether or not the essential identity of something can persist through change has been a bone of contention among the world's philosophers for over 2,500 years.

For ancient Greeks such as Plato and Aristotle, the argument centred around the story of an old Athenian ship, which was thought to have once carried the mythical hero Theseus. As parts of the ship decayed over time, they were replaced by identical new parts. Eventually, none of the original parts were left. Was it still the ship of Theseus, the philosophers asked, or was it now a different ship?

Aristotle believed that as long as the appearance of the ship had not been altered in any essential way, it was still the same ship. But some of his contemporaries argued that identity wasn't just

skin-deep. They said that at the end of the replacement process, the ship could not still be the ship of Theseus because Theseus himself had never set foot on it. However, this raised another question: if it was no longer the ship of Theseus, at what point exactly had it been transformed into another ship?

To put it another way, imagine the ship has 100 parts, and one part is substituted by a new one every year for 100 years. In year one, the ship will have one new part and 99 old parts. Is it possible to say at this point that the ship of Theseus has already ceased to exist? Answering 'yes' would fly in the face of conventional thinking; we often mend objects, but we don't generally think that this alters their whole identity. But by year 51, 51 of the ship's parts will have been replaced – more than half. Some might feel at this point that the ship has become a new ship, but is this logical? It only contains one different part now to the year before. At no point in the process does the change seem large enough to justify a change of identity, yet a change does seem to have occurred.

And, of course, it's not just ships that this conundrum applies to. Like the ship of Theseus, the parts of your body are gradually but constantly being replaced. Every minute, about 96 million of your cells die and another 96 million are created to take their place. Some types of cells, such as white blood cells, only remain in your body for a matter of days, while a few, such as those in your nerves and brain, will last your whole lifetime. On average, each cell in your body is replaced every seven to ten years. If you don't believe that a ship can retain its identity after most of its parts have been replaced, would you say the same of your own body?

Some might argue that for humans, rather than an inanimate object like a ship, it isn't our physical body that determines our identity, but the thoughts and feelings we've evolved to experience. As the French philosopher Descartes famously said, 'I think, therefore I am.' Was he right? Science has progressed since Descartes' time, and now tells us that our thoughts and feelings are actually just the result of biochemical signals exchanged between neurons in our brains. If that's the case, then they are not distinct from our physical bodies at all. They're just a side product of physiological processes in it. And even if our identity did lie in our thoughts and feelings, they are constantly chopping and changing: does that mean our identity is, too?

Perhaps memories can help us solve the conundrum of identity. Some memories do last a lifetime, and undoubtedly help us to create the story of who we are. However, a life story based on subjective memories can be a very inaccurate one. As individuals, we frequently remember things incompletely or wrongly. Many of our memories are discarded by our subconscious brain as soon as they stop being useful, and are hardly ever restored. Should we allow ourselves to base our notion of personal identity on such unreliable evidence?

Or should we shift our attention to our actions? Is it those that make us who we are? Aristotle supported this view, but again, it's controversial. Should our actions as young children be part of our identity, even though they were taken before we were able to make conscious, informed decisions? And what about people who have a criminal past but have later turned their life around? Should they be judged forever by their previous actions?

The question 'Who am I?' is much harder to answer than it may first appear. Before we can even try to answer it, we need to refine it and decide which 'I' we are actually talking about. Does it include the 'I' that you were in the past, the 'I' that you will be in the future or is it just the 'I' that you are today? Are you talking about your physical body, your thoughts and feelings or the actions you have taken during the course of your life? After thousands of years of debate, philosophers may have enhanced our understanding of the issues surrounding identity, but make no bones about it – they are no nearer to agreeing what it is! On the positive side though, it seems there's no need to let those embarrassing baby photos get under your skin. Just remember that, according to most of the world's great thinkers, they're not really you at all!



1B Grammar and listening

Insight Idioms with parts of the body

6 Complete the text with the correct form of the highlighted phrases in the article.

Alpha Kabeja awoke from a coma three weeks after a serious accident. [1]_____, his life had been turned upside down, but he was determined to recover quickly because he knew he still had a lot to live for. He'd recently been interviewed for an exciting new job with the British intelligence organization MI5, and he and his girlfriend were expecting twins.

There was just one problem: all these memories of his life [2]_____ reality. There was no truth to them at all. His girlfriend wasn't pregnant and he'd never [3]_____ in the offices of MI5!

Exactly how Alpha's brain had created these false memories is a [4]_____ among doctors, but strong memories of a non-existent past are just one of many strange experiences that patients report when they emerge from a long-term coma. Another is the reactivation of forgotten memories from early life. One man in the USA awoke from a coma speaking only Choctaw, a Native American language that he'd learned as a young child but completely forgotten in the decades that followed. His family were amazed. [5]_____: no one expects their loved one to change their language overnight and not be able to speak to them anymore!

Insight Describing change

7 Study the underlined verbs in the article and explain their meaning. Then write them in the correct category.

1 use something instead of another thing: _____, _____
2 make something different: _____, _____
3 change for the better: _____, _____, _____, _____, _____
4 bring something back that used to exist: _____
5 slowly become worse: _____
6 move from one position to another: _____

8 TASK Discuss the questions.

1 How can accidents and medical interventions transform someone's life? Give examples of positive and negative changes. How do you think they can affect a person's identity?
2 What are your strongest memories of the past? Why do you think you've retained those memories while losing others? Have any old, lost memories ever been restored to you? In what situation(s)?

Vocabulary extra › Describing change › page 15

Assess your progress Workbook page 11

Grammar The perfect aspect

1 WHAT DO YOU THINK? Look at the photos of items belonging to people who have moved to a new country. What clues do they give about the people's identity and background? Think about:

- where their family originally came from.
- why the people might have chosen to bring the objects with them.
- why they might be important to people today.



2 1.1 Listen to three monologues and compare your ideas from exercise 1. Which three objects do the speakers talk about? What was their significance in the past? How are they used today?

3 1.1 Listen again and match speakers 1–3 to sentences a–j.

a The speaker's parents hadn't wanted to leave their home country.
b The speaker's father planned to have found a good job before his wife arrived.
c The speaker's father had worked as a professional musician.
d The speaker has enjoyed looking at the object for over 40 years.
e Having decided what to pack, the speaker's father thought the object was too important not to bring.
f A relative had created the object many years before.
g The object has been used many times over the years.
h In a month's time, the object will have been in the family for nearly 60 years.
i The speaker has had the object restored.
j By this time next week, the speaker will have travelled thousands of kilometres.

4 REACT Work in groups and discuss the questions.

1 Why do you think the people brought those particular objects with them to their new home? Do you think the objects were a predictable choice? Why / why not?
2 Apart from possessions, what else can bring back memories of home for people who have moved abroad (e.g. a particular smell, a favourite piece of music)?
3 What circumstances or events might make someone decide to leave their home country and move to another place?

Grammar Insight

5 Study the sentences in exercise 3 again and match them to forms 1–5. Then explain why they have been used.

1 present perfect
2 past perfect
3 future perfect
4 perfect infinitive
5 perfect *-ing* form

Further reference and practice › Workbook › page 110

6 Complete the sentences with the correct perfect form of the verbs below.

■ arrive ■ bring ■ find ■ go ■ not enjoy ■ not think ■ receive ■ work

1 Until her friend got a place at New York University, Ajla _____ about studying in the USA.
2 I should know if my application has been accepted by next week. I _____ my exam results by then, too.
3 In my grandfather's old house, we found several books that he _____ with him from Iran many years before.
4 Matteo is staying with friends in the city, but he hopes _____ a place of his own to rent within a couple of weeks.
5 _____ just _____ in Britain from the Caribbean, my uncle didn't own a coat: he wasn't prepared for the British weather.
6 By this time next year, my father _____ for the same company for over 30 years.
7 I _____ an evening as much as this since your birthday party last summer.
8 Samira's grandmother _____ never _____ back to Bangladesh since she left there in 1985.

7 Study the pairs of sentences. How is the meaning different in each pair?

1 **a** By this time next week, I'll have been writing my travel blog for a year.
b I'll have written over 100 blog posts by the time I get home in September.
2 **a** They had been painting the house all weekend, so there was equipment everywhere.
b They had painted the house, and it looked beautiful.
3 **a** We've made some traditional Indian food. Would you like to try some?
b We've been making some traditional Indian food. That's why the kitchen smells of curry spices.
4 **a** She's been trying to contact them all morning. They haven't responded.
b She's tried to contact them five times this morning. They haven't responded.

8 Complete the text with the correct perfect form of the verbs in brackets. Is the continuous form possible in any of the gaps?

When Alicia Cuesta was 13, her grandmother gave her a handmade rebozo shawl. She [1]_____ (work) on it for a long time and gave it to Alicia on her birthday. Three years later, when Alicia left Mexico, her shawl was one of the few things she took with her.

[2]_____ safely _____ (arrive) in New York, Alicia went to stay with her aunt. For the first few months, she wore the shawl every day. 'When I felt homesick, I cried into it,' she admits. Over the years, she has taken good care of it: she [3]_____ (never / lose) it, and her two younger sisters [4]_____ (never / dare) to borrow it.

Today, Alicia is a college student. She lives in Queens and [5]_____ (study) economics for two years, but she still has her shawl – it's part of her Mexican identity. She still misses her family in Mexico. Before she left, she [6]_____ (not consider) how difficult life in another country could be. But by this time next year, Alicia [7]_____ (complete) her studies. She's hoping [8]_____ (find) a job by then, too. If she saves enough money, she'll take a trip to Mexico City. Of course, she'll pack her rebozo shawl!

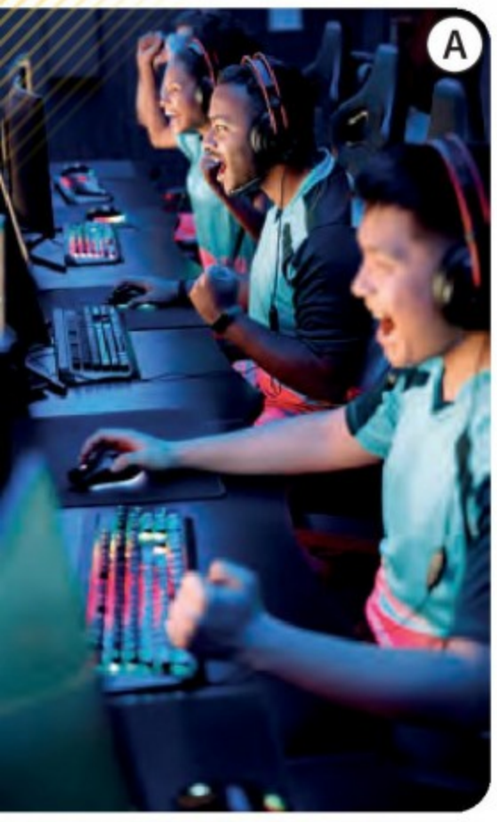


9 TASK Imagine you have to move abroad unexpectedly. What significant object will you take with you? Now imagine it is 30 years later. Someone in your family is telling the story of your object. What do they say about it? Work in pairs. Tell each other the story from the point of view of your relative. Think about:

■ the place you went and why.
■ the description of the object.
■ the significance of the object at the time you left.
■ the significance of the object 30 years later.

Assess your progress
Workbook page 11

1c Listening, vocabulary and speaking







Listening and vocabulary

1 1.2 **WHAT DO YOU THINK?** **Look at the photos and discuss the questions. Then listen to a podcast and check your answers.**

1 What are the people in each photo doing? What types of groups are these? What kind of people do you imagine belonging to them?
2 How are groups formed? How do people select the type of group they want to belong to?
3 What are some of the benefits and drawbacks of belonging to a particular group?

2 1.2 **Listen again and choose the correct answers.**

1 In early civilizations, people belonged to groups because
  a they could attack and defeat other groups.
  b it was easier to find a partner and have children.
  c they lacked the confidence to live alone.
2 An important aspect of being part of a group is
  a the number of people who are members.
  b if it is fashionable or not.
  c if members have a similar attitude to life.
3 Not belonging to a group can result in
  a a sense of being in control of events.
  b a stronger and more confident character.
  c a lack of confidence in who you are.
4 People join negative groups because
  a they want to feel appreciated by someone.
  b they are relatively easy to join or leave.
  c they feel threatened by other groups.
5 One advantage of online groups is that
  a you don't have to meet people face to face.
  b it's easy to start your own groups.
  c it's clear why other people have joined.
6 The main purpose of the radio discussion is
  a to explore the anthropological reasons behind the need to form groups.
  b to warn us against joining virtual groups.
  c to discuss the benefits and drawbacks of negative groups.

3 REACT **Work in groups and discuss the questions. Give reasons for your answers.**

1 Do you think isolation from the community is as serious a problem today as it was for early humans?
2 What might make a group unpopular and its members feel like outsiders?
3 Kate says that online groups are both good and bad. What reasons does she give? Do you agree?

V Insight Belonging and alienation

4 Study the words in bold in sentences 1–9. Then match them to definitions a–i.

1 We may not be aware of all the **associations** we have with different groups.
2 … you would have to cope with **isolation** – with little or no contact with other people.
3 … from supporting a political party to **loyalty** to a particular football team.
4 … most people do have some sort of emotional **attachment** to friends who share their outlook on life.
5 … you have a **rapport** with other group members – a kind of mutual appreciation.
6 … they may experience feelings of **rejection** and they can become depressed or angry.
7 This can lead to **marginalization**, which may evolve into feelings of powerlessness.
8 But these types of groups are difficult to leave if you … start to feel **disaffection** with their ideas.
9 … in reality, they often increase a person's sense of **alienation** from society.

a a strong feeling for, or bond with, someone or something
b separation or detachment from something
c an understanding between people who get on well together
d the quality of being faithful or true to someone or something
e connections between people with common interests
f the process or result of making someone feel they have no importance or influence
g a feeling of discontent with something
h refusal to accept something or someone
i a feeling of not being connected to people around you

5 TASK **Discuss the questions.**

1 Which groups do you feel loyalty to? Think about sports clubs, school clubs, etc. Why do you feel an attachment to these particular groups?
2 What type of people do you have a strong rapport with? Why?
3 Give an example of a group that has experienced marginalization. Why do you think this happened?

➔ Vocabulary extra › Separation › page 15

Speaking Making predictions

6 Work in pairs. Read the extract from a local news website and discuss the questions.

1 What do you think are the most important needs of migrants arriving in a country for the first time?
2 What are the proposed options for accommodating migrants in the town?

Local council plans to welcome migrants to our town

The town council is planning to accommodate up to 100 migrants from overseas in the next 12 months. One proposal is to restore the old hospital 5 km outside the town as a residential centre.

However, some councillors believe that providing accommodation in the town centre would encourage better relations between migrants and local people, and create a more positive climate.

7 1.3 Listen to three people discussing the proposals in the extract. Make a note of at least one argument for and one argument against each proposal which the speakers mention.

8 Read the comments. Underline two phrases for making predictions in each comment.

1 'I don't imagine local residents will be happy about houses being given to migrants. There's bound to be a negative reaction from some people if we try and accommodate all of them in the town.'
2 'In all probability, many of them will have had difficult journeys to reach the UK. I think there's a good chance that they'll benefit from a safe space to find their feet before joining the community.'
3 'I can't say for certain, but I think they'll probably wait to see what the reaction is from local people. It's not going to be popular, whatever they choose – in fact, I wouldn't be surprised if they abandoned the idea altogether.'
4 'I think it's quite likely to increase their sense of isolation and marginalization. It will inevitably mean that some of them will feel unwelcome.'
5 'It's not realistic to expect this to work unless the two communities are able to build a rapport. It seems more likely that local people will respond positively if they get to know them as individuals, not just a group labelled "migrants".'

9 Complete the sentences with some of the phrases you underlined in exercise 8. Sometimes more than one answer is possible.

1 Our team is doing really well this season. There's _____ they'll win the championship.
2 I know Amy is feeling quite disaffected with her school. In fact, I wouldn't _____ she left before the exams.
3 I don't think it's a good idea to put the new students in a separate class. It will _____ they feel a sense of marginalization.
4 People from similar backgrounds often feel an attachment. I think Yasmin and Layla are _____ become friends.
5 Hassan has applied for a visa to study in the USA. I can't _____ , but I think he'll probably be successful.
6 I _____ Ben will go to university after he leaves school. He enjoys working with his hands, so it seems _____ he'll get a job.

GS Global skills Disagreeing respectfully

When you disagree with someone in a discussion, it is important to do so respectfully, showing that you recognize their point of view. You can do this by using phrases like *I see your point*, *I get what you're saying* and *I understand your concerns*. Then, when you present your own ideas, you should support them with reasons.

10 What else could you do to show respect while disagreeing with someone in a discussion?

11 TASK Work in pairs. The council in your area has decided to redevelop a disused building in your town. Choose one of the options below or use your own idea. Make predictions about the benefits and drawbacks for the residents, and the reactions of local people.

1 a residential hostel for homeless people
2 a sports club to help rehabilitate young offenders

Assess your progress Workbook page 11

Reading and vocabulary

1 WHAT DO YOU THINK? Look at and describe the photo below. Think about these things.

- where and when the photo was taken
- where the people are from
- why they've come to a new place
- how they're feeling
- how their lives might change

2 1.4 Listen to part of a radio programme about the poet Imtiaz Dharker and answer the questions.

1 Where were Dharker and her family originally from?
2 What themes do Dharker's poems deal with?
3 What achievements in her life show that she is less marginalized now than she used to be?
4 Why has the speaker decided to read *Minority*?

3 You are going to read the poem *Minority* by Imtiaz Dharker. Which of the themes below do you think might appear in the poem?

anger ■ discrimination ■ empathy ■ family ■ fear ■ food ■ guilt ■ isolation ■ language ■ marginalization ■ nostalgia ■ regret



4 Read the poem and check your ideas from exercise 3.

5 Read the poem again and discuss the questions.

1 Which parts of the poem are about the present, the past and the future?
2 What emotion(s) do you think the writer is feeling in the opening line?
3 What emotions can you detect in other parts of the poem? Explain your answers.
4 Why do you think Dharker has chosen to make lines 13 and 28 shorter than the rest?
5 Why do you think she uses the word *infiltrate* in line 33?
6 What impact does she hope her poem will have on its readers? Find evidence in the poem for this.

GS Global skills Culture

6 Discuss the questions.

1 Do you think nationality is an important aspect of a person's identity today? Is it more or less important to people of your generation than older people?
2 Is it an advantage or a disadvantage to identify with more than one nationality? Why?
3 Do you think literature can help people recognize what different nationalities and cultures have in common? What else can help to break down prejudices about different cultures?

V Insight Literary devices

7 Match literary devices 1–5 to descriptions a–e.

1 assonance
2 repetition
3 personification
4 imagery
5 irony

a describing an object or abstract concept as having human characteristics or feelings
b using words with similar sounds – either the same vowel sounds or the same consonants
c describing objects, ideas and actions with descriptive language that appeals to our physical senses
d using the same word or phrase several times for dramatic effect
e expressing meaning by using language that normally signifies the opposite, typically for humorous effect

8 Find an example of each literary device from exercise 7 in the poem. Why has the poet used these devices? Discuss the effect they have on the reader.

9 TASK Work in groups and discuss the questions.

1 Do you have a strong connection with the place you / your family are from? How does the place make you feel? What imagery would you use to describe it?
2 Have you ever felt like an outsider? In what circumstances? How would you describe that feeling?

Minority

Imtiaz Dharker

I was born a foreigner.
I carried on from there
to become a foreigner everywhere
I went, even in the place
planted with my relatives,
six-foot tubers sprouting roots,
their fingers and faces pushing up
new shoots of maize and sugar cane.

All kinds of places and groups
of people who have an admirable
history would, almost certainly,
distance themselves from me.

I don't fit,
like a clumsily-translated poem;
like food cooked in milk of coconut
where you expected ghee* or cream,
the unexpected aftertaste
of cardamom* or neem*.

There's always that point where
the language flips
into an unfamiliar taste;
where words tumble over
a cunning tripwire on the tongue;
where the frame slips,
the reception of an image
not quite tuned, ghost-outlined,
that signals, in their midst,
an alien.

And so I scratch, scratch
through the night, at this
growing scab on black and white.
Everyone has the right
to infiltrate a piece of paper.
A page doesn't fight back.

And, who knows, these lines
may scratch their way
into your head –
through all the chatter of
community,
family, clattering spoons,
children being fed –
immigrate into your bed,
squat* in your home,
and in a corner, eat your bread,

until, one day, you meet
the stranger sidling down your street,
realize you know the face
simplified to bone,
look into its outcast eyes
and recognize it as your own.



Glossary
* ghee = a type of butter used in cooking Indian food
* cardamom = a spice used in cooking in India and other parts of Asia
* neem = the shoots and flowers of the neem tree, eaten as a vegetable in India
* squat = live in a building or on land which is not yours, without the owner's permission

Assess your progress
Workbook page 11

Writing An email to a newspaper

Planning for writing

1 Read the extract from a newspaper article. Do you think national identity is as important today as it was in the past? Why / why not?

Today, national identity is becoming less important and our differences are being steadily eroded. Partly, this is because of globalization. Economic superpowers such as the USA have a huge influence on our lives due to the global brands, celebrity culture and social media which originate there. Moreover, migration is increasing between countries, creating more diverse communities which inevitably bring to a host country their own cultural values and traditions.

Nationalist parties in many countries have gained more support in response to these changes, which they see as a threat to their national identity. Unfortunately, this frequently results in an increase in racism against people from other cultures. As a result, many people now think that government control of immigration is the only way to protect national identity and to stop the spread of nationalism and its consequences.

2 Read the model email on page 13 responding to the article. Answer the questions.

1 In general, is the writer's attitude to changes in national identity positive or negative?
2 Overall, is the tone of the letter:
   a formal or informal?
   b positive, negative or neutral?
3 What arguments or evidence does the writer provide to support their point of view?

3 Read the strategy. Then match sentences 1–3 to descriptions a–c.

1 National identities are becoming less important because of globalization.
2 National identities are becoming less important thanks to globalization.
3 National identities are becoming less important – a situation provoked by globalization.

a positive (You are pleased about this result.)
b negative (You are unhappy / worried about this result.)
c neutral (statement of fact)

Strategy Using evaluation language to indicate a viewpoint

When you write an email, you can indicate your point of view by using evaluation language. Your choice of verbs, adjectives, adverbs and discourse markers can imply whether you perceive an issue in a positive, neutral or negative way, or whether you are praising or criticizing.

4 Read the sentences about immigration and study the alternatives in bold. Do they make the phrases positive, negative or neutral?

1 Recently, there has been a **steady** / **worrying** rise in the number of racist posts on social media.
2 **Inevitably**, / **Unfortunately**, the new rules meant that some people couldn't enter the country.
3 A number of fans who didn't have tickets **invaded** / **gained** access to the stadium.
4 Some people think that globalization is **attacking** / **improving** our way of life.

Writing Insight Analyzing language and organization

5 Think about the purpose of each paragraph in the model email. Complete the organization boxes with the words and phrases below.

■ arguments ■ other viewpoints ■ point of view ■ reason for writing ■ your position

6 Study the highlighted words and phrases in the article and model email. Complete the language boxes with the words below.

■ addition ■ cause ■ contrast ■ effect

7 Match the words and phrases below to the categories in exercise 6.

■ although ■ despite ■ give rise to ■ in addition ■ in spite of ■ on account of ■ owing to ■ thanks to ■ the effect of ■ the influence of ■ therefore ■ what's more ■ whereas

Introduction
Explain your [1]_____ and state your position.

Main paragraph 1
Introduce your main [2]_____ and include supporting arguments and evidence.

Main paragraph 2
Provide additional [3]_____ and evidence to support your point of view.

Main paragraph 3
Show that you also recognize [4]_____; add a counter-argument to reinforce your main argument.

Conclusion
Summarize your ideas and re-state [5]_____.

To the Editor

I was very interested to read your article addressing the issue of national identity. While I agree with your observations about the influence of 'Americanization' and its effects, I would question the idea that migration is the main reason for the increase in nationalism in many parts of the world.

It is true that nationalism is on the rise, but I believe this is more about dissatisfaction with the government and problems in society. When people are suffering economically, they often feel powerless. As a result, they frequently look for someone to blame. Unfortunately, that is when racism against minority groups can arise. This happens even in countries like the UK, where, historically, migration has clearly been hugely beneficial.

Another reason is what I would call 'positive nationalism'. For example, even though Scotland is part of the United Kingdom, the nationalist agenda plays a major role in the government. Scottish people rightly celebrate their traditional language and culture. Furthermore, they believe that their future will be better if they govern themselves independently. Consequently, Scottish nationalists have long campaigned for their country to leave the UK.

That said, I realize that some people have genuine concerns about changes in their societies and wish things were more like the past. However, I think all societies, like everything else, inevitably evolve and change over time. To blame this on people who are perceived as outsiders, rather than all members of that society, is simply wrong.

To conclude, instead of assuming that nationalism is simply about hate based on a fear of people who are different, we should try to address the underlying problems that lead to these feelings. At the same time, we should carry on celebrating what is good about our own culture and accept that we all live in a world that is constantly evolving.

Yours faithfully,
Leanne Davies

Use *because of* and *due to* to refer to a(n) [1]_____.

Use *result in*, *as a result*, *consequently* and *lead to* to talk about a(n) [2]_____.

Use *while*, *even though*, *that said* and *however* to express [3]_____.

Use *moreover* and *furthermore* for the [4]_____ of a point or argument.

Writing your email

Write an email responding to the following article.

It's unquestionably a good thing that so many migrants choose to make our country their home. It's a privilege to hear so many different languages on the street, to see different celebrations, experience different cultures and traditions, and be exposed to a different outlook on life. Migrant communities also contribute hugely to the economy, providing a workforce of both skilled and unskilled workers to fill the large number of job vacancies that currently exist in our country. They come here to work and to make a new life for themselves and their families, and we should support them in that endeavour.

PLAN **Read the task and check you understand it.**

Think about the information you need to include and make notes about:
- the employment situation. Are there jobs available? What types?
- the benefits of a multicultural society.
- the language barrier in work and educational settings.
- the 'brain drain' to host countries.

Think about the evaluation language and linking words you will use.

Create a plan for your email. Plan to write five paragraphs and decide what information you are going to include in each one.

WRITE **Write a first draft of your email. Use the model email and your plan to help you.**

REVIEW **Check your email. Use the checklist to help you.**

Have you:
- used the correct email format?
- referred to the article?
- used evaluation language to reinforce your point of view?
- used a variety of linking words?
- checked your grammar, vocabulary, spelling and punctuation?

Assess your progress Workbook page 11

Review 1

Vocabulary

1 Complete the sentences with phrases containing the words in brackets.

1 Beauty is only _____ (skin). What's important is the sort of person you are.
2 We're really late. We're never going to get to the airport on time now, _____ (face).
3 He's a brilliant but eccentric scientist whose ideas _____ (face) conventional thinking.
4 My parents' will has been a _____ (bone) between my sisters for years.
5 Samira's family is from Pakistan, but she's never _____ (foot) in that country in her life.
6 I _____ (bones) the fact that I'd love to have my boss's job one day.
7 You really _____ (skin) last week when you criticized my haircut and make-up.

Marks ___ / 7

2 Replace the words in italics with the correct form of the words below with a similar meaning.

■ enhance ■ evolve ■ transform ■ refine ■ restore ■ substitute

1 The doctor discussed methods that can help to *bring back* _____ childhood memories.
2 Studies have shown that over time, humans have *changed slowly* _____ to become taller.
3 How do you feel about people who want to *completely change* _____ their appearance with surgery?
4 In the experiment, a human was *replaced* _____ by a monkey which, astonishingly, performed better.
5 What is an effective way to *further improve* _____ good understanding and trust with somebody?
6 She's spent weeks *making small changes to* _____ her speech on human evolution.

Marks ___ / 6

3 Write the words below in the correct category.

■ association ■ attachment ■ disaffection ■ isolation ■ marginalization ■ rapport

1 belonging: _____, _____, _____
2 alienation: _____, _____, _____

Marks ___ / 6

4 Match the literary devices below to sentences 1–5.

■ assonance ■ imagery ■ irony ■ personification ■ repetition

1 The angry storm seemed determined to destroy everything in its path. _____
2 'Great!' I said when I heard the bad news. _____
3 The rain in Spain stays mainly on the plain. _____
4 Because I've failed. Because I'm not perfect. _____
5 The blinding sun shone down on the lush, green countryside. _____

Marks ___ / 5

Grammar

5 Complete the text with the correct perfect form of the verbs in brackets.

I was about to meet my father for the first time, [1]_____ (dream) about this moment for years. I had hoped [2]_____ (do) this by the age of 18. I was now 30, but things just seemed [3]_____ (get) in the way. [4]_____ (wait) for 20 minutes, I saw him. Sure, we [5]_____ (write) to each other a few times in the past and I [6]_____ (even / see) a photo of him, but there's nothing like seeing someone in the flesh. The feeling was one of both familiarity and detachment. [7]_____ (it / be) worth all the effort? Would he [8]_____ (contact) me if I hadn't made the first move?

Marks ___ / 8

6 Rewrite the sentences using the words in brackets and perfect forms.

1 I called a taxi after I'd packed my suitcase. (packed)
Having _____.
2 I moved here years ago, yet my English is poor. (living)
I _____.
3 I started my job here a year ago next month. (working)
Next _____.
4 He's due to finish his degree next summer. (will)
By _____.
5 I didn't buy a ticket, so I couldn't travel. (because)
I _____.
6 After half an hour, the bus finally showed up. (waiting)
We _____.
7 I lost my key twice in the first week of this term! (so far)
I _____.

Marks ___ / 7

7 Complete the sentences with the correct perfect form of the verbs below.

■ debate ■ decide ■ leave ■ live ■ travel ■ work

1 Hurry up, please! By the time we get to the station, the bus _____.
2 This year, many school leavers _____ not to apply for university, due to the increase in tuition fees.
3 By the end of yesterday's meeting, they _____ the issues for five hours.
4 He _____ at the firm until well past retirement age, when he finally left to become a writer.
5 In June, we _____ in this house for 25 years. We've never wanted to move.
6 _____ around the world for two years, my sister finally decided to settle in Hawaii.

Marks ___ / 6

Total ___ / 45

Describing change

1 Match the phrases in bold in sentences 1–8 to definitions a–h.

1 They keep **chopping and changing** the staff – you speak to a different person every time you call.
2 Researchers have **made great strides** in understanding the causes of the disease.
3 The players are going to have to **pull their socks up** in the next match or they'll be going out.
4 The proposals were rejected by the council, so we found ourselves **back to square one**.
5 Unions have accused the government of **moving the goalposts** over plans to change the retirement age.
6 With today's more positive growth figures, it looks as though the economy has finally **turned the corner**.
7 Since the accident, her life's been **turned upside down**.
8 We think this area's really **changed for the better** since they renovated the high street.

a try to improve your performance, behaviour, etc.
b improve in a noticeably positive way
c change the rules or conditions for something after a process has started or been agreed
d keep changing from one thing to another frequently, often in an annoying or disruptive way
e cause large changes and confusion in someone's life
f begin to improve after passing an important point in a difficult situation
g make a lot of progress in the way something is developing
h a return to the situation you were in at the beginning of something, so you have to start all over again

2 Which of the phrases in exercise 1 broadly describe:

1 progress or an improvement?
2 lack of progress or a disruptive change?

3 Complete the sentences with the correct form of the phrases in exercise 1.

1 Each time one party agrees to make concessions, it seems the other side _____, so we get no further forward.
2 It's time to stop _____. We need to decide on a plan and stick to it.
3 The organization has _____ towards combating corruption at all levels.
4 The regulator has asked the company to go _____ and systematically re-examine each stage of the process.
5 Last week, Emma was in intensive care, but now she seems to have _____ and is responding well to treatment.
6 His wife's unexpected death at the age of just 43 _____ everything _____.
7 Things at work have _____ since she took over. She's definitely a better manager than her brother was.
8 Management has promised to _____ after severe criticism in a recent environmental audit.

Separation

1 Complete the table. Use a dictionary to help you.

Noun	Adjective (reaction)	Adjective (cause)	Verb
alienation	alienated	alienating	[1]_____
isolation	[2]_____	[3]_____	isolate
[4]_____	excluded	exclusive	[5]_____
[6]_____	segregated	–	[7]_____

2 Match the nouns in exercise 1 to definitions 1–5. Match one noun to two definitions.

1 the state of being physically separated from other people or things
2 the act of stopping someone from entering a place or from taking part in something
3 the state of feeling you do not belong in a group
4 the state of being alone or lonely
5 the act or policy of keeping people from different groups separate and treating them in a different way

3 SPEAKING Work in pairs. Discuss the differences in meaning and usage between the nouns in exercise 1. Use a dictionary to help you. You could think about:

- which words can refer to physical separation.
- which words can refer to an individual's feelings.
- which words can refer to an active move or policy to separate people.

4 Complete the sentences with the correct form of words from exercise 1.

1 After decades of international _____, the country is finally opening up.
2 The party risks _____ a lot of younger voters with such policies.
3 We need to tackle issues of unemployment, poverty and social _____ in urban areas.
4 Young women still find themselves effectively _____ from certain career paths.
5 I grew up in South Africa, under the racial _____ of the apartheid era.
6 They felt a growing sense of _____ from their own community.
7 In practice, children are still _____ along religious lines in school in some countries.
8 He grew up in a(n) _____ town with few inhabitants and even fewer opportunities.



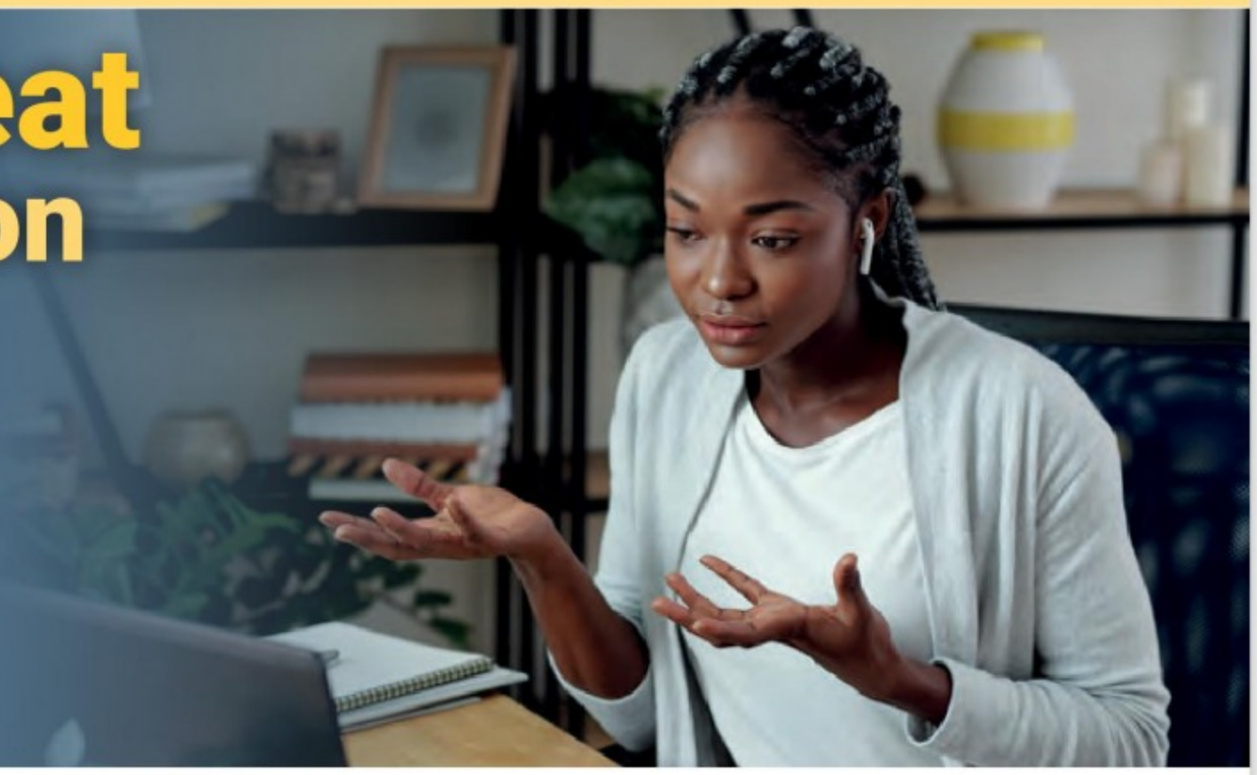
Global skills Presenting online

1 WHAT DO YOU THINK? How is presenting online different from presenting face-to-face? Use these ideas to help you.

a Audience interaction
b Body language
c Content and length
d Environment
e Taking questions at the end
f Technical issues

2 Read the article. Match the headings in exercise 1 to gaps 1–6 in the article.

How to give a great online presentation



If you're used to presenting face to face, you'll already have many of the skills you need to deliver a great presentation online. You'll already know how to structure a presentation, design effective slides, use data to support your points and engage your audience. Nevertheless, there are a few additional considerations to keep in mind when presenting online. Here are some of them.

1 _____

You'll usually find that you can't cover as much as you would in a face-to-face presentation. This is partly because you'll need to allow extra time to hand over from one speaker to another, to switch between activities and, of course, to deal with unexpected technical issues. Online audiences also seem to have shorter attention spans, so it's usually best not to overload them with information. Keep your presentation fairly short and build in plenty of repetition to reinforce the key points that you want to make.

2 _____

When presenting online, the location you're presenting from usually becomes your own responsibility. This means thinking carefully about the background and lighting as well as noise and possible interruptions. Ensure that your background looks professional and isn't too distracting. If possible, choose a room with plenty of natural light and sit with the light source in front of you. You'll also need to consider how to avoid or minimize noise and interruptions, such as your neighbour's guitar practice or a sudden appearance from your cat!

3 _____

Whenever an activity relies on technology, there's a risk that something will go wrong, but there are steps you can take to reduce this risk. Install all necessary updates on your computer, check and double-check your camera and microphone, and make sure you're close to your Wi-Fi router or are using an ethernet cable to ensure a stable internet connection. It's also advisable to include some 'flexi-stages' in your presentation – non-essential sections that you could skip if technical issues arise and you end up with less time than you'd anticipated.

4 _____

You'll often be sitting down when you're presenting online, which means you don't have to worry about how or where to stand. However, eye contact is still important. That means it's usually best to present with your camera switched on. You also need to remember to look into the lens of the webcam, not at the audience on your screen.

5 _____

Online audiences tend to get bored and tired more quickly, so it's crucial to include plenty of variety to keep them engaged. As well as using photos, videos and other media, it's a good idea to include some interactive activities every so often. You can use online tools to create polls, quizzes and games or simply ask the audience to participate using the 'raise hand' function or via the chat box. Allow plenty of time for these activities as they can end up taking longer than you might expect.

6 _____

A Q&A (question and answer) session at the end of a presentation can be nerve-wracking in any setting and it becomes even more complicated online, when multiple people are typing questions into the chat box. If possible, ask a classmate or colleague to be a moderator for you. This involves monitoring the chat box during the presentation and copying and pasting questions into a separate document. They can then select the most interesting or useful questions for you to answer at the end. You could also offer to answer questions after the presentation – for example, via email – if you don't have time to respond to them all during the Q&A session.

3 Read the article again and answer the questions.

1 Why should you aim to include less information in an online presentation than you might if you were presenting face to face?
2 What aspects of your environment do you need to consider for an online presentation?
3 What can you do to make technical problems less likely?
4 In what ways might you need to think differently about body language during an online presentation?
5 How can you give your audience opportunities to participate in your presentation?
6 What is a moderator and why is it useful to have one during your presentation?

4 Think about online presentations that you have seen or delivered yourself. What other tips would you give to online presenters to ensure that their presentations go smoothly and engage their audience?

5 1.5 Listen to six extracts from an online presentation and match them to functions a–f.

a introducing the Q&A session
b dealing with a technical problem
c displaying a slide
d opening the presentation
e 'housekeeping' (explaining how the session will be managed)
f introducing an interactive activity

6 1.5 Listen again and complete the sentences with the missing words.

1 Hello, everyone, and _____. It's great to have so many people in the audience!
2 Before we get started, _____ and make sure your video is switched off for the duration of the presentation?
3 I'm now _____ … OK, can everyone see the slide?
4 So, at this point, _____. I'm going to read out a statement and I'd like you to click on the 'raise hand' button if you agree with it.
5 Unfortunately, there seems to be an issue with the video. _____ while I try to sort this out.
6 Well, that _____. We've got about ten minutes left, so if you're able to stay, I can now answer some of the questions you've been asking in the chat box.

7 PROJECT Work in pairs or small groups. Follow the instructions to plan and record an online presentation.

1 Work together to prepare a short presentation of 5–10 minutes on a topic that interests you. Include some slides and at least one interactive activity.
2 Decide who will deliver each section of the presentation. Then practise it in your pair / group.
3 Deliver your presentation online, with another pair / group as your audience. Choose one person in the audience to record the presentation.
4 Play the recording of your presentation to the rest of the class and give other pairs / groups feedback on their presentations. Use the table below to help you.

Evaluating an online presentation

		Yes ☺	Partly 😐	No ☹	Comments
1	Was the presentation delivered from a suitable location?	☐	☐	☐	
2	Did the speaker engage the audience?	☐	☐	☐	
3	Was there a smooth transition between the sections of the presentation?	☐	☐	☐	
4	Did the presentation include a variety of activities / types of interaction?	☐	☐	☐	
5	If there were technical issues, did the speaker deal with these effectively?	☐	☐	☐	

Assess your progress Workbook page 105

Video Presenting online



Watch the video to find out how **Tamika**, **David**, **Gracie** and **Ruaridh** iron out some issues with presenting online.

2 Crime and punishment

Reading and vocabulary

1 WHAT DO YOU THINK? Which of these should prisons aim to give their prisoners? Which is the highest priority?

1 fair punishment for their crimes
2 a bad experience that will put other people off committing crimes
3 education, training and treatment for addiction so that they can avoid a life of crime after their release
4 restricted movement so that they can't commit more crimes during their prison sentence

2 Read the article. Which words in the second paragraph describe the four aims in exercise 1? Which of these aims does the article pay most attention to?

3 Read the article again and choose the correct answers.

1 According to the writer, prisons
a reflect human civilization.
b should prioritize keeping people safe from criminals.
c have different priorities in different societies.
d should make rehabilitation their primary aim.

2 The people in charge of Bastoy Prison
a want prison life to be as similar as possible to normal life.
b want it to have the atmosphere of a holiday camp.
c would like to be able to afford tighter security.
d aim to make life on the island better than life on the mainland.

3 There is evidence that the inmates of Bastoy Prison
a benefit from the way they are treated there.
b commit fewer crimes on their release than the average ex-prisoner.
c would appreciate increased levels of support after their release.
d have greater self-discipline than other prisoners.

4 The inmates of Aranjuez Prison
a have an incentive to have a baby.
b can give their children all the advantages of an ordinary childhood.
c need good parenting skills to stop their children having emotional problems.
d don't have sufficient parenting skills to care for their children outside prison.

5 The dance routines at the Philippines detention centre
a gave the prisoners a sense of freedom.
b made all the inmates forget about their troubles.
c helped to fund the rehabilitation prisoners needed.
d made the inmates famous around the world.

4 REACT Work in groups and discuss the questions. Give reasons for your answers.

1 Having read the article, would you now answer the questions in exercise 1 differently?
2 What do you know about prisons in your country? Which of the four main reasons for locking up criminals do they prioritize?

Changing life behind bars

The Russian author Fyodor Dostoevsky once wrote, 'The degree of civilization in a society can be judged by entering its prisons.' He knew more about incarceration than most writers, having spent four years in a filthy, flea-ridden prison camp as a punishment for discussing banned literature. But that was back in the dark days of the 19th century; surely, a typical prison has changed a lot since then? That may depend on what you consider the purpose of prison to be.

It is generally agreed that there are four main reasons for locking up criminals: incapacitation (protecting the public by removing offenders from communities), retribution (punishing offenders in a way that is proportionate to their crimes), deterrence (using the threat of a prison sentence to discourage people from breaking the law) and rehabilitation (giving offenders the education, skills and psychological support they need to stop offending when released). However, different societies place different emphasis on these four reasons. Rehabilitation may have been distinctly lacking in Dostoevsky's prison experience, but it's front and centre in the approach taken by some of today's prisons.

Bastoy Prison is on an island off the coast of Norway. Its inmates have committed serious crimes, including murder, yet there are no prison cells, no fences and only a skeleton staff overnight. The prisoners do 35 hours of work a week and for the rest of their time, they are free to play tennis, watch TV in their cosy cottages or relax on the beach. It may sound more like a holiday camp than a prison, but the aim at Bastoy is to make life in custody resemble life on the outside as closely as possible. The authorities don't turn a blind eye to the risk to society that these violent criminals pose. Before they come to Bastoy's low-security environment,



each inmate will have spent several years in an institution where they were locked up for several hours a day. They will only have been transferred to Bastoy when they were nearing their release date. The Bastoy guards are supportive, unarmed and non-confrontational, and the inmates follow their lead. They are encouraged to develop self-discipline, a valuable attribute when they re-enter society. And the results are impressive. While former inmates of most prisons have a 50–70% chance of re-offending within three years of release, Bastoy bucks the trend, with a reoffending rate of just 16%. However, some experts are sceptical about the influence of prison conditions on this success. They point instead to the excellent follow-up support that ex-prisoners from Bastoy receive, which enables them to step up to the mark and meet the challenges of post-prison life unfazed.

Over in Spain, another prison is trying to capitalize on the fact that, according to research, prisoners who maintain strong family links are more likely to stay out of prison on their release. Aranjuez Prison is the only prison in the world that allows both male and female inmates to live with their young children. The prison has 36 family cells with cots for children up to the age of three. There's a playground and a nursery which the children go to while their parents work or attend classes. In the evening, the family reunites and at 9.00 p.m., they're locked up together until morning. Supporters say this unusual arrangement gives the inmates the chance to develop good parenting skills and form the strongest bond possible with their children. However, others disagree. They point out that it goes against the grain to allow kids to grow up without the stimulation of a normal childhood environment, and that when the children have to leave the prison at the age of three, the separation from their parents can cause them serious emotional problems. They are also concerned that some inmates try to get pregnant again before the first child turns three, to avoid having to move back into the general prison population.

One thing that Bastoy and Aranjuez have in common is their emphasis on rehabilitation. However, the costs involved in these sorts of programmes are high, and most prisons need to think outside the box to find affordable ways of helping their inmates.

Byron Garcia, a security advisor at a detention centre in the Philippines, was spurred into action by a Hollywood movie. In a scene from *The Shawshank Redemption*, the prison yard is suddenly filled with the sound of opera music and the prisoners stop to listen and feel uplifted. Garcia wondered if his prison too could use music as a form of therapy, so one day he played some rock music over the loudspeakers in the prison yard. Some of the prisoners present started dancing and soon others joined in. Eventually, the inmates were doing four hours of dance practice a day, and many found that it took their minds off their problems. It also led to some impressive dance routines, so Garcia then took the initiative and shared some videos of the dancing prisoners online. The spectacle of 1,500 people in orange jumpsuits moving in sync to Michael Jackson's *Thriller* went viral, the world's press took up the story and fans started making donations to support the inmates. Garcia was overjoyed at the success of his initiative, but not everyone reacted positively to it. A few of the prisoners felt resentful when the dancing became compulsory, and claimed that if they refused to toe the line and participate, they were given harsh punishments. The politicians responsible for the prison also said that the publicity around the dancing would distract from the more serious aspects of rehabilitation, so eventually, the authorities had to bow to pressure and stop posting the videos. The dancing continued, but only as an optional exercise activity.

If our prisons reflect society, then perhaps these examples show we are becoming more focused on unlocking human potential. By focusing on rehabilitation rather than retribution, prisons increasingly aim to foster offenders' capacity to do good rather than punish their capacity to do bad. Dostoevsky would definitely approve.

Insight Adjective patterns

5 Study the highlighted adjectives in the article and match them to patterns 1–3.

1 adjective + noun
2 noun / indefinite pronoun + adjective
3 noun / indefinite pronoun + verb + adjective

6 Complete each pair of sentences with one of the adjectives below. What is the difference in meaning?

■ concerned ■ involved ■ possible ■ present ■ responsible

1 **a** Rehabilitation can be a long and _____ process.
b The people _____ in the rehabilitation project considered it a great success.
2 **a** One man _____ at the scene of the crime gave a description of the murderer.
b At the _____ time, the prison is operating at full capacity and can accept no more prisoners.
3 **a** A _____ parent does everything they can to give their child a good start in life.
b The person _____ for the country's prisons is the Minister of Justice.
4 **a** One _____ solution to the problem of overcrowding in prisons is to release the least dangerous prisoners.
b We should do everything _____ to ensure inmates are rehabilitated during their time in prison.
5 **a** Some of the guards were _____ about the inmate's confrontational behaviour.
b The inmate _____ was encouraged to attend an anger management course.

Insight Behaviour: conformity and nonconformity

7 Study the underlined phrases in the article. Which ones describe:

1 conforming or passive behaviour?
2 non-conforming or active behaviour?

8 TASK Work in groups and discuss the questions. Give reasons for your answers.

1 Your sister and brother-in-law are convicted criminals and they have a baby. They want to apply to live together at Aranjuez Prison. Would you encourage this?
2 You are the governor of the detention centre in the Philippines. A famous musician wants your inmates to perform in her music video and will pay your prison for its cooperation. Would you give permission?
3 You have been asked to set up a new prison in your country. In what ways would / wouldn't you follow the lead of other local prisons?

Vocabulary extra › Describing reactions › page 29

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Grammar Narrative tenses

1 WHAT DO YOU THINK? What qualities does a good detective need?

2 2.1 Listen to a story about a female detective in 19th-century America. Put the events in her life in the correct order.

____ **a** She convinced someone to give her a job.
____ **b** Her husband died and left her a widow.
____ **c** She disguised herself to get information.
____ **d** She suffered from an illness.
____ **e** She worked as a spy in wartime.
____ **f** She helped save an important person's life.

3 REACT Work in pairs and discuss the questions.

1 What arguments did Warne use to convince Pinkerton? Do you agree with her?
2 What was Warne's role in the plot to assassinate Lincoln? Why do you think she succeeded?

Grammar Insight

4 Identify the narrative tenses in bold in the sentences and explain why they are used.

1 … although she**'d been waiting** a while, she seemed calm and collected.
2 He **was explaining** that the job had already been taken when his visitor **interrupted** him.
3 … an assassin **was going to shoot** Lincoln in Baltimore.
4 They **were to attack** him during a public address ….
5 … he **would have been shot** before his inauguration in Washington.
6 After she **had booked** compartments on a train to Baltimore, Warne disguised Lincoln as her disabled brother.
7 … while they **were travelling** between Baltimore and Washington ….
8 … civil war **broke out** soon afterwards and Warne **became** a Union spy ….
9 … her pioneering work cleared the way for a new generation of female detectives who **would** soon **follow** her lead.

5 When we talk about past events, we may need to refer to something which was in the future at that time. We do this by using the past tenses of verb forms that are used to talk about the future. Which sentences in exercise 4 refer to the future in the past? How do we form the future in the past for these verb forms?

1 *be going to*
2 future simple
3 present continuous
4 *be (about) to*
5 *be bound / due to*
6 future continuous
7 future perfect
8 future perfect continuous

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6 Complete the story with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

On the Öresund Bridge between Denmark and Sweden, no cars [1]_____ (move). A group of people who [2]_____ (cross) the bridge in their cars moments earlier stood quietly, looking at the body of a woman which [3]_____ (lie) on the road. A few minutes before, all the lights on the bridge [4]_____ (go out) and during this time, someone [5]_____ (place) the woman's body at the exact centre of the bridge.

Saga Noren, a Swedish police detective, introduced herself to Martin Rohde, her counterpart from Denmark who [6]_____ (arrive) just before her. Just then, a police officer approached Saga to say a woman [7]_____ (ask) to speak to her. The woman's husband was very ill and the ambulance needed to cross the bridge to a hospital in Denmark. Saga [8]_____ (explain) that it was a crime scene and no one could cross. The woman looked as if she [9]_____ (about / cry). However, as Saga [10]_____ (talk) to bridge personnel, the ambulance [11]_____ (drive) past. Martin explained that he [12]_____ (allow) the ambulance through. Saga was angry because he [13]_____ (not follow) correct procedure, and Martin realized in that moment that it [14]_____ (be) difficult to work with her.

This scene is from a 2011 Scandinavian TV series, *The Bridge*, in which the actor Sofia Helin plays Saga. Saga is neuro-diverse, which means she lacks some of the normal social skills, but she is a brilliant investigator with the ability to solve strange and disturbing crimes. The series was enormously popular and TV companies in five countries [15]_____ (later / make) their own versions of it.



Grammar Uses of *would*

Grammar Insight

7 Study sentences 1–5 below. Which example of *would*:

a can be substituted with *was / were (going) to*?
b can be substituted with *used to*?
c is a polite offer or request?
d is a conditional?
e is an example of reported speech?

1 I **would** rather offer my services as a private investigator.
2 She claimed that a woman **would** gain the confidence of the wives of criminals.
3 If a woman was present, men **would** brag about their exploits ….
4 She … **would** often wear disguises and change her accent.
5 … a new generation of female detectives … **would** soon follow her lead.

Further reference and practice › Workbook › page 112

8 Rewrite the sentences using *would*. How does this change the meaning of the sentence?

1 The muggers used a motorcycle to make a fast getaway.
2 The suspect wasn't going to tell the police who his associates were.
3 Will you tell me exactly what you saw this evening?
4 The lawyer explained that she might receive a shorter sentence if she pleaded guilty.
5 If the police can't guarantee his safety, the witness might prefer not to testify.

9 TASK Work in pairs. Put the prompts below in a logical order. Then use the prompts to tell the story using different narrative tenses. Share your ideas with another pair.

Last month I:

____ think / someone / steal / it
____ ask / when / I / collect / my bike / his house
____ go / a mountain biking trip with friends
____ glad / not call / police / be / so embarrassed
____ see / my bike / not in front garden
____ remember / leave / bike at his house / take / taxi home
____ call / the police / receive / a text from friend
____ that morning / open / front door

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2c Listening, vocabulary and speaking



Listening and vocabulary

1 WHAT DO YOU THINK? What can happen when the things below occur during a criminal case? Can you think of any famous examples?

■ breach of client confidentiality ■ concealing or withholding evidence ■ eyewitness misidentification ■ false confessions ■ faulty forensic tests ■ inexpert lawyers ■ jury tampering

2 2.2 Listen to a discussion about a criminal case in which a man was sent to prison for a crime he didn't commit. Are the sentences true (T) or false (F)? Correct the false sentences.

1 The case against Alton Logan was based on eyewitness accounts.
2 Wilson's lawyers, Coventry and Kunz, didn't know Logan was innocent before he was convicted.
3 The lawyers had a choice about whether to tell the court what they knew.
4 If the death penalty had been given, Coventry and Kunz could have saved Logan.
5 A legal document stating Logan's innocence finally freed him from jail.
6 Coventry and Kunz regretted their decision to stay silent for so long.

Strategy Recognizing different points of view

When you listen to or take part in a discussion, it's important to understand when speakers have different attitudes to the same facts or events. Listen for words or phrases that might give an indication of someone's position. For example:

- a neutral or objective position might be expressed using words or phrases like *actually*, *in fact*, *unfortunately*, *still*, *the problem was* … .
- a personal attitude may be expressed using more emotional, evaluative language such as adverbs (e.g. *shockingly*, *sadly*), key phrases (e.g. *the real scandal*, *paid the penalty*, *lost years of his life*) or rhetorical questions (e.g. *How can you* … ?).

3 2.2 Read the strategy. Then listen again. Who has a more neutral, objective position? Which words or phrases helped you decide this?

4 REACT Work in pairs and discuss the questions.

1 How do you think Alton Logan felt about the actions of Coventry and Kunz?
2 Who or what do you think is really to blame for this miscarriage of justice?

V Insight Verb and noun suffixes

5 Study the sentences from the discussion. Are the words in bold nouns or verbs? Complete the table below. Use a dictionary to help you.

1 You're a **defendant**, sitting in the dock, waiting for the jury's verdict … .
2 Both his mother and brother **testified** to this … .
3 … he was standing trial with … Edgar Hope, both men **indicted** for robbery and murder.
4 Of course, Logan **pleaded** 'not guilty'.
5 The arrest prompted Edgar Hope to **confess** to his lawyer … .
6 … Logan paid the **penalty** for a legal system that doesn't work.
7 … how can you watch them be **prosecuted** … ?
8 … he was finally released with a complete **acquittal** … .
9 A judge, citing the new evidence, threw out his **conviction**.

Verbs	Noun
defend	defendant
testify	testimony

6 Study the table in exercise 5 and the suffixes below. Which suffixes are used to form verbs and which to form nouns? What other suffixes can you use to form nouns?

■ -al ■ -ant ■ -ify ■ -ion ■ -ize ■ -ment ■ -y

7 TASK Do you think victims of miscarriages of justice should receive compensation? If so, what kind of compensation might be appropriate? If not, why not?

➔ Vocabulary extra › Crime and justice › page 29

Speaking Paraphrasing and reformulating

8 **Read the extract from a newspaper article about a famous court case. Do you think the boy's sentence was appropriate? Why / why not?**



NEWS

A Texas teenager involved in a car crash which killed four people and seriously injured two others will serve no jail time following the incident. The 16-year-old, who has pleaded 'guilty' to four counts of manslaughter and two counts of assault causing serious bodily injury, admitted to being drunk when he lost control of his pickup truck on a dark rural road.

The boy was sentenced to attend a rehabilitation centre which costs $450,000 a year and would be paid for by his parents. He has also received ten years' probation, during which time he will not be allowed to drink alcohol or drive. Any violation of his probation could result in ten years' imprisonment.

Families of the victims expressed disappointment at the sentence. 'Had he not had money,' commented one, 'I think the result would have been very different.'

9 2.3 **Listen to four members of the public talking about the case on a radio phone-in. What point does each caller make? Which caller(s) do you agree / disagree with?**

10 2.3 **Listen again and complete the extracts.**

Call 1
Host OK … _____. You're saying that this terrible tragedy ….
Caller 1 _____, there were things in his family life that ….

Call 2
Host So, in fact, _____ prison will make him worse?
Caller 2 OK, _____: there are rehab centres inside prisons but, like the judge said, ….

Call 3
Host _____. You think the court would have made a different decision if he had been a person of colour?
Caller 3 _____, the colour of that boy's skin made a difference.

Call 4
Host So, _____ young offenders don't need to be afraid of the law. That if they commit a crime, they won't be punished. Is that right?
Caller 4 Not exactly, no. _____. We need to think about the victims' families here.

11 **Which of the phrases in exercise 10 are used to:**

a reformulate to explain or emphasize a point?
b paraphrase to check understanding?

12 **Match the phrases to the categories in exercise 11.**

1 So, if I understand correctly, your point is ….
2 What I'm actually saying is ….
3 Are you saying, in effect, that … ?
4 Let me try and clarify what I mean.
5 What I had intended to say was ….

GS Global skills Showing empathy

Empathy is the ability to view a situation from another person's perspective. Practising empathy in a discussion or debate can help you make sense of a speaker's point of view, encouraging a flexible mindset and a deeper understanding of the issues behind a particular argument or opinion.

13 **Which of the callers in exercise 9 showed empathy for the boy in the story?**

14 **TASK** **Work in pairs. Student A, you are a member of a group supporting victims of crime and their families. Student B, you are a member of a group that helps to support and rehabilitate young offenders. Follow these steps.**

1 Think about the case in the article. Based on your position as a member of your group, decide:
   - what you think should have happened to the boy driving the vehicle.
   - what should be done to help the victims and their families receive justice.
2 Discuss your points of view and exchange ideas. Try to:
   - paraphrase the other person's view to check you have understood.
   - reformulate to explain or emphasize your points.
   - reach an understanding of each other's position, even if you don't agree.

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Reading and vocabulary

1 WHAT DO YOU THINK? You are going to read and listen to a story by the popular American writer O. Henry. Look at the title and the illustration and predict the content of the story. Then read the first part of the story and check your ideas.

2 Read the story again. Match sentences a–g to gaps 1–6 in the story. There is one sentence that you do not need.

a The man took a step forward, with a threatening glint in his eye.
b He went directly to the waiting man.
c I've had to compete with some of the sharpest wits going to get my pile*.
d The vicinity was one that kept early hours.
e If Jimmy is alive on earth, he'll be here by that time.
f You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively.
g Well, I'll explain if you'd like to make certain it's all straight.

GS Global skills Culture

3 Think about police officers in your country and in other countries that you know about through personal experience or the media. Discuss how they compare with the police officer in the story. Think about:

1 where they spend their time at work.
2 how they interact with the public.
3 what weapons they carry.

V Insight Narrative elements

4 Narrative elements are the tools a writer uses to shape a story. They can create mood and atmosphere, reveal character and foreshadow events. In pairs, discuss the questions, referring closely to the story.

1 Creating mood and atmosphere
What words and phrases does the author use to describe the weather? How are the neighbourhood and the people in the street described? What type of mood and atmosphere do these words and phrases create?
2 Revealing character
a Which adjectives describe the characters? Consider their words and actions. What do they tell us about their personalities?
b Do we know what the characters are thinking? How do they describe other characters?
c What is each character's relationship with the setting / space around them? Which verbs and adverbs describe how they move around this space?
d What do the characters' possessions reveal about their personalities?
3 Foreshadowing events
Why does the policeman suddenly slow his walk? Why does he ask the man if he is 'going to call time on [his friend] sharp'? Why does he 'twirl his club and take a step or two'? Is there a change happening in the weather or mood? What might this imply?

5 2.4 What do you think happens next? Listen to the second part of the story and compare your ideas. What important information is left until the end?

After twenty years

Part 1

The policeman on the beat* moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely ten o'clock at night, but chilly gusts of wind with a taste of rain in them had well nigh* de-peopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart* form and slight swagger, made a fine picture of a guardian of the peace. [1]____ Now and then you might see the lights of a cigar store or of an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block, the policeman suddenly slowed his walk. In the doorway of a darkened hardware store, a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him, the man spoke up quickly.

'It's all right, officer,' he said, reassuringly. 'I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? [2]____ About that long ago there used to be a restaurant where this store stands – "Big Joe" Brady's restaurant.'

'Until five years ago,' said the policeman. 'It was torn down then.'

The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

'Twenty years ago tonight,' said the man, 'I dined here at "Big Joe" Brady's with Jimmy Wells, my best chum*, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning, I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come.

We figured that in twenty years, each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be.'

'It sounds pretty interesting,' said the policeman. 'Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?'

'Well, yes, for a time we corresponded,' said the other. 'But after a year or two, we lost track of each other. [3]____ But I know Jimmy will meet me here if he's alive, for he always was the truest, staunchest* old chap in the world. He'll never forget. I came a thousand miles to stand in this door to-night, and it's worth it if my old partner turns up.'

The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

'Three minutes to ten,' he announced. 'It was exactly ten o'clock when we parted here at the restaurant door.'

'Did pretty well out West, didn't you?' asked the policeman.

'You bet! I hope Jimmy has done half as well. He was a kind of plodder*, though, good fellow as he was. [4]____ A man gets in a groove* in New York. It takes the West to put a razor-edge on him.'

The policeman twirled his club and took a step or two.

'I'll be on my way. Hope your friend comes around all right. Going to call time* on him sharp?'

'I should say not!' said the other. 'I'll give him half an hour at least. [5]____ So long, officer.'

'Good-night, sir,' said the policeman, passing on along his beat, trying doors as he went.

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir* in that quarter hurried dismally and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment, uncertain almost to absurdity, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. [6]____

'Is that you, Bob?' he asked, doubtfully.

'Is that you, Jimmy Wells?' cried the man in the door.

Glossary
* on the beat (about a police officer) = patrolling on foot in a specific area
* well nigh (old-fashioned) = almost
* stalwart = loyal, reliable and hard-working
* chum = friend
* staunch = very loyal and committed in attitude
* plodder (old-fashioned) = someone who does not live their life very adventurously
* get my pile (old-fashioned) = earn my wealth
* get in a groove = become set in your ways
* call time = call an end to something
* astir = (old-fashioned): in motion



6 Complete the summary of the second part of the story.

The man in the overcoat introduces himself as Jimmy, Bob's long-lost friend. He comments on [1]_____ since they last saw each other. He asks Bob what he has been doing in the West. Bob replies briefly and makes a remark about [2]_____ . He asks Jimmy about New York and then the two walk towards a restaurant further along the street. As they walk arm in arm, Bob starts to brag about [3]_____ . Then they pass a store which is lit up, and both turn to look at each other. Bob suddenly discovers that [4]_____ . The man is a colleague of the policeman earlier in the story, and reveals that Bob is [5]_____ . Before the detective takes him to the police station, he hands Bob a note. The note reveals that [6]_____ . When Bob lit his cigar, he [7]_____ and decided to turn him in. But instead of doing it himself, he [8]_____ .

7 TASK Work in groups and discuss the questions.

1 Did Jimmy do the right thing? Why / why not?
2 Which character do you empathize with the most? Who would you prefer as a friend?
3 What do you think is the main message of the story?
4 Imagine 20 years have gone by and you meet a long-lost friend. How would you recognize each other? What would you want to know about your friend's life and what might you want to tell them about your own?

Assess your progress Workbook page 19

2E Writing A story



Planning for writing

1 SPEAKING **Think about a gripping novel or film you've enjoyed and note down why you liked it. What makes a good suspense story?**

2 Read the model story on page 27 and answer the questions.

1 What is the setting? What time of day is it? What time of year?
2 Who are the characters? Why are they there?
3 How do they feel? How do we know?
4 What is the main character's goal?
5 How does she achieve it?

3 Read the strategy. Find examples of methods 1–5 in the model story.

Strategy Creating suspense in a story

When you tell a story, you can create suspense by:

1 posing a problem for the protagonist, who must look for a solution.
2 introducing a new factor.
3 building a feeling of tension and anticipation, often using short sentences.
4 maintaining doubt through a false resolution.
5 introducing a twist or an unexpected ending.

4 Read the model story again and study its structure. Complete the organization boxes with the words below.

■ events ■ increase ■ main character ■ overcome ■ problem ■ resolve ■ setting ■ suspense

Writing Insight Adverbs: type and position

5 Look at the highlighted adverbs in the story and match them to types of adverb 1–6.

1 sentence adverbs
2 adverbs of frequency
3 adverbs of degree
4 adverbs of place and time
5 adverbs of manner
6 focus adverbs

6 Match the types of adverb in exercise 5 to categories a–d. Some can go in more than one category.

Position of adverbs:

a at the beginning or end of a sentence or phrase
b after a verb or phrase
c before the main verb or in the middle of the sentence
d before / after the part of the sentence we want to highlight

7 Match the adverbs below to the types of adverb in exercise 5. Some can go in more than one category depending on their use. Then complete the language box.

■ a bit ■ annually ■ barely ■ calmly ■ clearly (×3) ■ daily ■ dismally ■ everywhere ■ hardly ■ incredibly (×2) ■ naturally (×2) ■ nearly ■ only ■ recently ■ sadly (×2)

8 Look at the adverbs in bold in the sentences. What types of adverbs are they? Is their meaning the same in both sentences?

1 **a** The witness was **clearly** mistaken about the identity of the suspect.
b **Clearly**, the witness was mistaken about the identity of the suspect.
2 **a** In court, the accused spoke **naturally** about his family's money problems.
b **Naturally**, in court, the accused spoke about his family's money problems.
3 **a** The driver of the car was **only** 17 years old.
b **Only** the driver of the car was 17 years old.
4 **a** The lawyer closed the file; **sadly**, her client had been found guilty.
b The lawyer **sadly** closed the file; her client had been found guilty.
5 **a** **Occasionally**, a forensic test can be faulty.
b A forensic test can **occasionally** be faulty.
6 **a** The jury took an **incredibly** long time to reach a verdict.
b **Incredibly**, the jury took a long time to reach a verdict.
7 **a** He arrived at the party dressed as a police officer – his friends were **seriously** worried.
b He arrived at the party dressed as a police officer, but **seriously**, it was just a joke.

Establish the [1]_____ and introduce the [2]_____.

Build [3]_____ and anticipate [4]_____ to come.

Introduce a new character or event to [5]_____ the sense of tension.

Dramatize the [6]_____ the main character has to [7]_____.

[8]_____ the main character's problem.

It had been a long evening. Outside, the dark, rainy street was relatively empty. A few people walked hurriedly past, heads down against the freezing wind, heading for the underground station nearby. As always, Alice had waited until the last guests left the art gallery before closing the doors. Still, she thought, the exhibition had been a success.

Suddenly, all the lights in the gallery went out. Behind the counter, the CCTV screen was blank, the alarm lights dead. Instinctively, her eyes went to the main exhibit, a well-known painting by a famous artist, locked in its glass cabinet. The city museum had loaned it to the gallery and it was worth many thousands of pounds. A security guard would soon be arriving to collect it; he was usually very punctual.

The door opened and a man and a woman entered. Both wore long coats and hats pulled down low. Although it was dark, Alice recognized them immediately; they had been at the exhibition earlier. The woman had questioned her quite aggressively about the famous painting, even suggesting that it was a fake. Alice had politely assured the couple that it was genuine. And now they were back.

The woman walked up to the painting. 'Hello again,' she said. 'We liked this so much we've decided to come back for another look.' Alice regarded her warily. 'I'm afraid we're closed now.' The woman held out a large canvas bag to Alice. 'Unlock the cabinet,' she said impatiently, 'and put the painting in this.' 'What?' Alice replied, incredulously. The man produced a knife from his coat pocket. 'Just do it,' he said menacingly. Through the window, Alice saw a van stopping outside. She felt a wave of relief. 'It must be the security guard,' she thought, but unfortunately, the van then pulled away from the kerb, turned and drove away in the opposite direction.

Reluctantly, Alice put the painting in the bag, her hand shaking a little as she did so. She handed it to the woman. At that moment, Alice's mobile phone buzzed. 'Time to go,' the man said, and the two of them rapidly disappeared into the night. Alice answered her phone. It was the security guard, saying he was going to be late. She explained what had happened. 'But luckily,' she smiled, 'the painting they took was a fake – the one we normally leave in the gallery overnight. I have the original packed and ready for you to collect. Hopefully, I'll see you in a few minutes!'



Use adverbs like:
- *hurriedly* and *politely* to describe [1]_____.
- *relatively* and *a little* to describe [2]_____.
- *nearby* and *immediately* to describe [3]_____.
- *always* and *normally* to describe [4]_____.
- *even* and *just* to comment on a situation.

Writing your story

Write a short crime story. Think of a title for your story and include at least three of the items below.

- a backpack
- a broken mirror
- a clock
- a deck of cards
- a gold ring
- a leather wallet
- a mask
- a notebook
- a rusty knife
- a tattoo
- a tiny key
- an old photograph
- an unopened letter

PLAN Read the task and check you understand it.

Brainstorm ideas for your story. Make notes about:
- the plot. What are the main events in your story? Decide on the setting.
- the characters. Who is the main character and what problem do they have to overcome? Who is the villain?
- the action. How does the main character resolve the problem?

Create a paragraph plan.

Paragraph 1: establish the setting and introduce the main character.
Paragraph 2: introduce elements to build suspense and foreshadow events.
Paragraph 3: introduce something to create a sense of tension.
Paragraph 4: dramatize the problem the main character has to overcome.
Paragraph 5: resolve the main character's problem. Try to work in an unexpected ending.

WRITE Write a first draft of your story. Use the model story and your plan to help you.

REVIEW Check your story. Use the checklist to help you.

Have you:
- created suspense in your story?
- used adverbs to indicate manner, degree, time and place?
- used adverbs to comment on the situation?
- checked your grammar, vocabulary, spelling and punctuation?

Assess your progress Workbook page 19

Review 2

Vocabulary

1 Choose the correct words.

1 The **responsible person** / **person responsible** for the crime has never been caught.
2 Only after countless warnings was the **concerned student** / **student concerned** finally expelled.
3 The council have come up with one **remedy possible** / **possible remedy** for the traffic problem in the town centre.
4 Have you heard about the **present cutbacks in policing** / **cutbacks in policing present**?
5 The **involved volunteers** / **volunteers involved** in the experiment showed signs of a herd mentality.

Marks ___ / 5

2 Write the phrases below in the correct part of the table.

- bow to pressure
- buck the trend
- follow someone's lead
- go against the grain
- take the initiative
- toe the line
- turn a blind eye

Passive behaviour	Active behaviour

Marks ___ / 7

3 Complete the text with the correct form of the words in brackets.

19-year-old Derek Bentley was [1]_____ (convict) and received the death [2]_____ (penal) for his part in the murder of a police officer following a robbery that went tragically wrong. His [3]co-_____ (defend) escaped with his life because he was only 16 years old.

On 28 January 1953, crowds formed when the execution notice was brought out. Despite [4]_____ (plead) from the public, the Home Secretary wouldn't reconsider the sentence.

The [5]_____ (prosecute) largely based their verdict on a [6]_____ (confess) which had been edited by the police after the event. After 45 years of campaigning by his family, Bentley was finally [7]_____ (acquit) in 1998.

Marks ___ / 7

4 Match the literary devices below to the sentences. Use two of the devices twice.

- creating mood and atmosphere
- foreshadowing events
- revealing character

1 The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait.
_____
2 The clouds remained and thunder continued to rumble, but there was no rain. _____
3 His coffee-stained notepad rested on his desk.
_____
4 The shops were full of excited children.
_____
5 The emergency number was already dialled on his phone. _____

Marks ___ / 5

Grammar

5 Choose the correct words.

When the sun [1]**was due to go** / **went** down, an air of calm descended on the crime scene. It [2]**had been** / **was** raining all day, which [3]**had hindered** / **was going to hinder** police efforts in their search for the missing woman. They [4]**were to** / **were about to** give up hope when an officer spotted an area of disturbed soil. If it [5]**had been** / **were** any later, the fading light [6]**would have** / **had** forced the team to retire for the night. While the area [7]**had been** / **was being** cordoned off, everyone knew that the next day [8]**was due to** / **was going to** be a day full of dread.

Marks ___ / 8

6 Rewrite the sentences using *would*.

1 In 18th-century England, criminals, usually thieves, used to be transported to penal colonies.
_____
2 Jack the Ripper was never caught because the police didn't have access to modern forensic methods.
_____
3 I wonder if you might be prepared to testify against the defendant in court.
_____
4 'I will be away from my office doing jury service tomorrow,' he told his staff.
_____
5 In the past, they thought public humiliation was going to dissuade others from a life of crime.
_____

Marks ___ / 5

7 Complete the sentences with the correct form of the verbs below.

- consider
- get (×2)
- get used to
- not receive
- report
- prosecute
- try

1 His probation officer _____ always _____ to get him involved in counselling programmes.
2 She _____ excellent marks in every exam she took in her four years at law school.
3 My brother _____ into trouble with the police in his teens, but he's grown out of that now.
4 Stories about the kidnapping _____ constantly _____ in the news for weeks after the interview.
5 The family _____ by the police for anti-social behaviour, but then the key witness disappeared.
6 He _____ the prison routine, so freedom, when it came, was a real shock.
7 Over the years, petty criminals _____ always _____ a sentence the public think is appropriate.
8 The accused's lawyer _____ an appeal, but most people thought he'd be unlikely to win it.

Marks ___ / 8

Total ___ / 45

Vocabulary extra 2

Describing reactions

1 Match the adjectives in bold in sentences 1–8 to definitions a–h.

1 Several people were pulled from the collapsed building, **dazed** but uninjured.
2 She was so **distraught** after the accident that she couldn't go back to work for several days.
3 She had practised hard for months and was **unfazed** by the rigorous exam on the day.
4 A group of **bewildered** tourists suddenly found themselves caught in the middle of the demonstration.
5 After months and months apart during the pandemic, we were **overjoyed** to see our grandparents again.
6 I was feeling quite **disorientated** – all the streets looked the same and I had no idea which way to go.
7 Tom had always felt **resentful** of his brilliant older brother's academic success.
8 Police are still **baffled** by the apparent lack of motive for the attack.

a confused by something because it's strange or difficult to understand
b not worried or surprised by something unexpected that happens
c extremely happy or pleased; delighted
d not able to think clearly or understand what's happening around you because you've had a shock or an accident
e confused by a situation, especially because it's new, unexpected or there are a lot of possible choices, so that you're not sure what to do
f feeling bitter or angry about something you think is unfair
g extremely upset and confused by something bad that's happened, so that you're not able to behave normally
h confused about your surroundings or your position and not able to recognize where you are

2 Study these adjectives from exercise 1 and answer the questions.

1 *dazed – disorientated*: which word emphasizes a lack of sense of direction?
2 *baffled – bewildered*: which word emphasizes the idea of not being able to find a solution?
3 *overjoyed – unfazed*: which word applies to someone who is confident in their ability to resolve something?
4 *resentful – distraught*: which word expresses a negative emotion based on comparing oneself to others?

3 Complete the sentences with adjectives from exercise 1.

1 The cyclist, now sitting by the side of the road, had a cut across the top of one eye and was quite _____.
2 Authorities are completely _____ by the plane's disappearance, with no credible explanation yet put forward.
3 She felt _____, having emerged from the darkened room into bright sunlight.
4 Many students applying for university courses are _____ by the array of possibilities on offer.
5 When he finally reached the border, he was _____. Freedom, at last!

Crime and justice

1 Match the verbs below to quotes 1–8. There is one quote that you do not need. Suggest a verb to match the extra quote.

■ acquit ■ convict ■ detain ■ exonerate ■ implicate ■ release ■ remand

1 'The evidence suggests that Johnson was involved in corruption at the highest level.'
2 'You are free to go.'
3 'The accused will return to face trial on 11 April.'
4 'We find the defendant not guilty of all charges.'
5 'We find the defendant guilty as charged.'
6 'You will serve a minimum of 15 years in prison.'
7 'My client has been cleared of all blame in this matter.'
8 'A 39-year-old man was arrested and taken to Paddington police station.'

2 Complete the sentences with one preposition in each gap. Use a dictionary to help you.

1 18-year-old James was arrested at a student demonstration and detained _____ breach of peace.
2 Bail was denied and he was remanded _____ custody at a local police station.
3 At the trial, it came out that he was implicated _____ an attack that left a police officer with a broken jaw.
4 At a brief hearing the next day, his lawyer applied for him to be released _____ bail.
5 He was found not guilty and acquitted _____ all charges.
6 CCTV evidence clearly showed that he was not involved and he was exonerated _____ all blame.

3 SPEAKING Work in pairs. Put the sentences in exercise 2 in a logical order to narrate a story. Describe how James might have felt at each stage.



Cumulative review Units 1–2

Listening

1 2.5 **Listen to an interview with a forensic artist and choose the correct answers.**

1 The main problem with e-fits is that they
- **a** sometimes rely heavily on colour.
- **b** often involve elderly witnesses.
- **c** appear less accurate on screen.
- **d** are only as good as the witness's memory.

2 Witnesses are often
- **a** too traumatized to produce an e-fit.
- **b** influenced directly by the police.
- **c** disturbed by the image the e-fit produces.
- **d** vague in their description of some details.

3 Eyewitnesses usually concentrate on
- **a** the eyes and nose.
- **b** the face shape and hair.
- **c** unusual hairstyles.
- **d** body shape.

4 EvoFIT is considered to be better than the techniques used in the past because it
- **a** chooses facial features separately.
- **b** imitates how we remember images.
- **c** breaks up the face into different parts.
- **d** has a more sophisticated colour scheme.

5 These days EvoFITs are useful because they
- **a** have an accuracy rate of more than 50%.
- **b** are taken more seriously than in the past.
- **c** lead to imprisonment in 60% of cases.
- **d** have recently solved a number of important crimes.

Speaking

2 Work in pairs. Make a list of the different types of punishment courts can give criminals. Then discuss the advantages and disadvantages of each one.

3 Work in small groups. Discuss how you think each of the offenders below should be punished in a court of law. Check you've understood everyone's point of view, then decide on the offender who you think should be treated the most severely. Give reasons.

- a homeless man who steals food from a supermarket
- an accountant who has been falsifying figures to give herself a larger salary
- a politician who hasn't been paying tax on his income for ten years
- an 18-year-old student who has stolen her mother's car to get to school
- an examiner who has been accepting bribes from students for three years to help them pass university entrance exams
- a husband who lied under oath so that his wife would avoid a prison sentence
- a petty criminal who has been caught pickpocketing 15 times

Is technology really making us safer?

Imagine the scene: sometime in the near future, you are walking down a busy city street when someone grabs your bag and runs off, taking with it your phone, laptop and bank cards. Immediately, a robot police officer is by your side – not surprising since there's one on every street. A drone is launched into the sky to track down the thief. Security cameras in the street use sophisticated recognition technology to identify the thief – for example, analysing the way he runs – and they send this information to the drone. The drone then pinpoints the thief and sends the information to another robot police officer nearby. The thief is arrested within minutes and your bag is returned to you. Of course, it will be easy to prosecute the thief because so much evidence has been recorded.

A scenario like this may well become reality within the next decade or so. Of course, robot police officers and drones on every street may not be a realistic prospect for many cities, but the technology would not be far removed from what already exists today. Dubai unveiled its first robot police officer back in 2017, along with plans for a 25% robot police force by 2030. In 2021, the city also launched a network of drone bases to help police the city from the skies.

Other technological developments may be less noticeable to the public, but appear to be making progress in preventing crime nevertheless. Dozens of US cities currently use 'predictive policing' to determine where crimes are likely to happen. Software is used to analyse large swathes of data from previous crimes and identify areas where criminal activity is likely to occur at a particular time. Another recent technology called ShotSpotter detects the sound of gunfire and sends accurate location data to the police so they can get to the crime scene quickly. Meanwhile, in the domestic sphere, security technology is evolving at a rapid pace, with a growing number of households using increasingly sophisticated smart technology that starts recording video and audio when sensors detect an intruder.

With such developments underway, it would be easy to conclude that technology is only going to continue making us safer, but of course, there is a flipside. Firstly, the same abundance of data that is making it easier to solve or prevent crimes is also making it easier for scammers to find information about their potential victims. With more and more devices in our homes connected to the internet, it's possible that even your fridge could be used by identity thieves to target you!



Another issue is that there is now so much potential digital evidence that could be used to prosecute criminals that sifting through it is an extremely time-consuming task. Further technological developments are needed to enable police forces to deal with this volume of data effectively, as it is only going to get bigger. This will undoubtedly involve artificial intelligence (AI), but its use in crime prevention has also caused concern. It appears that AI can learn unconscious biases from humans, so this could lead to the reinforcement of prejudices in the criminal justice system, most notably racial prejudices. For this reason, predictive policing has been very controversial and in 2020, the US city of Santa Cruz, California, voted to ban its use on the grounds that it perpetuated racial inequality.

Finally, there is a cost to consider in terms of individuals' freedom. Are we really happy for the police or the government to know everything about us in the name of keeping us safe? Such an invasion of privacy goes against the grain for many of us. As crime prevention technology evolves, it seems the biggest challenge of all will be to find a balance between security and privacy.

Reading

4 Read the article. Are the sentences true (T) or false (F)? Correct the false sentences.

1 The future scenario described in the first paragraph involves a combination of human and technological elements to catch a criminal.
2 The writer is confident that drones and robot police officers will become a common sight around the world in the next ten years or so.
3 We can infer that predictive policing leads to more police officers being sent to particular areas.
4 The writer states that smart household devices make individuals more vulnerable to fraud.
5 In spite of some concerns, the writer believes that AI reduces the potential for human error in policing.
6 The writer believes that most people are willing to sacrifice a degree of privacy in order to be safer.

Grammar and vocabulary

5 Choose the correct answers.

The 300-million-yen robbery

On 10 December 1968, four Shintaku employees [1]____ 300 million yen in a company car when they were stopped by a police officer. They were told that explosives were believed [2]____ put in the boot of the car. The officer made no [3]____ about the fact that they were [4]____ get out of the car and he [5]____ have to inspect it. While he was inspecting the car, the employees [6]____ smoke and were told to run. At this point, the 'police officer' jumped into the front seat and quickly drove off with the money.

The leading suspect in the case was a 19-year-old man. However, he would never be [7]____ for the crime. Five days after the incident, he allegedly committed suicide. From the police records, he wouldn't [8]____ convicted as he was considered innocent. Today, the identity of the 'police officer' remains a mystery. Even though the time limit within which someone can press charges has passed, the person responsible [9]____ never come forward, despite the fact there would be no legal repercussions. Did he continue in a life of crime or did he [10]____ his life around to become a respectable citizen? Perhaps we will never know.

1	**a** transported	**b** were transporting	**c** had transported
2	**a** having been	**b** to be	**c** to have been
3	**a** bones	**b** skin	**c** hands
4	**a** to	**b** bound to	**c** due to
5	**a** should	**b** would	**c** will
6	**a** saw	**b** were seeing	**c** had seen
7	**a** testified	**b** prosecuted	**c** confessed
8	**a** be	**b** have been	**c** been
9	**a** has	**b** had	**c** would
10	**a** move	**b** switch	**c** turn

Writing

6 Imagine that your town or city is going to introduce the measures below. Write an email to a newspaper giving your views.

- facial recognition technology in all public areas
- robot police officers and police drones

Exam Insight 1 › Workbook › page 90

3 For love or money

Reading and vocabulary

1 WHAT DO YOU THINK? What items do you share with other people in your life? What are the advantages and the challenges of doing this? Discuss in pairs.

2 Read the article. Does the writer mention sharing the same things as you? Is she generally in favour of sharing or against it?

Strategy Understanding cohesive language

We use cohesive devices to link ideas, people and events in a text. They usually refer to previous ideas, but can also preview new ones. These devices can be:

1 grammatical: e.g. pronoun referencing; using linking words and conjunctions; replacing words and clauses with *one*, *so*, *same*, *do*; using specific words like *the former*, *the following*, etc.
2 lexical: e.g. repetition, synonyms, antonyms, paraphrase.

3 Read the strategy. Then look at the underlined words in the article. Is each one an example of a grammatical or a lexical cohesive device? What do they refer to? Can you identify any more?

4 Read the article again. Match sentences a–g to gaps 1–6 in the article. There is one sentence that you do not need.

a And since I lived in a city with great public transport, I only ever used it for weekends out of town and for holidays.
b I selected a core collection of items that worked well in lots of different combinations, and set about re-homing the rest.
c This business began in 2009 as an online platform to help people with a spare room share their home with visitors and make a bit of extra cash.
d I felt sure that many of these problems could be solved if more people started using the app.
e This involved a few bus trips to pick up and return items.
f It was heaven to have an organized wardrobe at last.
g At this point, I felt really inspired to see what other sharing opportunities might be on offer.

5 REACT Work in groups and discuss the questions.

1 Are there any storage areas in your bedroom or home that are too full? Give details. What could you do to solve the problem?
2 Are you an ethical consumer? In which aspects of your life do you try most to be ethical? What more could you do?
3 How useful do you think the apps and sharing organizations mentioned in the article would be in your life? Why?

Thanks for sharing

by Maya Lochowski

It was getting ridiculous. Every time I opened my chest of drawers, I was attacked by an explosion of T-shirts, scarves and leggings. The contents of my wardrobe were behaving like wild animals desperate to escape. When I finally got round to having a clear-out, I found clothes I'd bought two years earlier, still with their tags on. No wonder I was finding it hard to live within my means, when I was frittering away money on stuff I didn't need. Worse, I was supporting the fashion industry's production of cheap, low-quality clothes that are barely worn before being chucked out, even when I knew that so-called 'fast fashion' is second only to the oil industry in terms of the environmental damage it causes. I decided that something had to change.

First, the purge. [1]____ Some clothes I sold on a second-hand auction site, others I gave away on Freecycle*, and anything that was too worn out I took to the recycling centre.

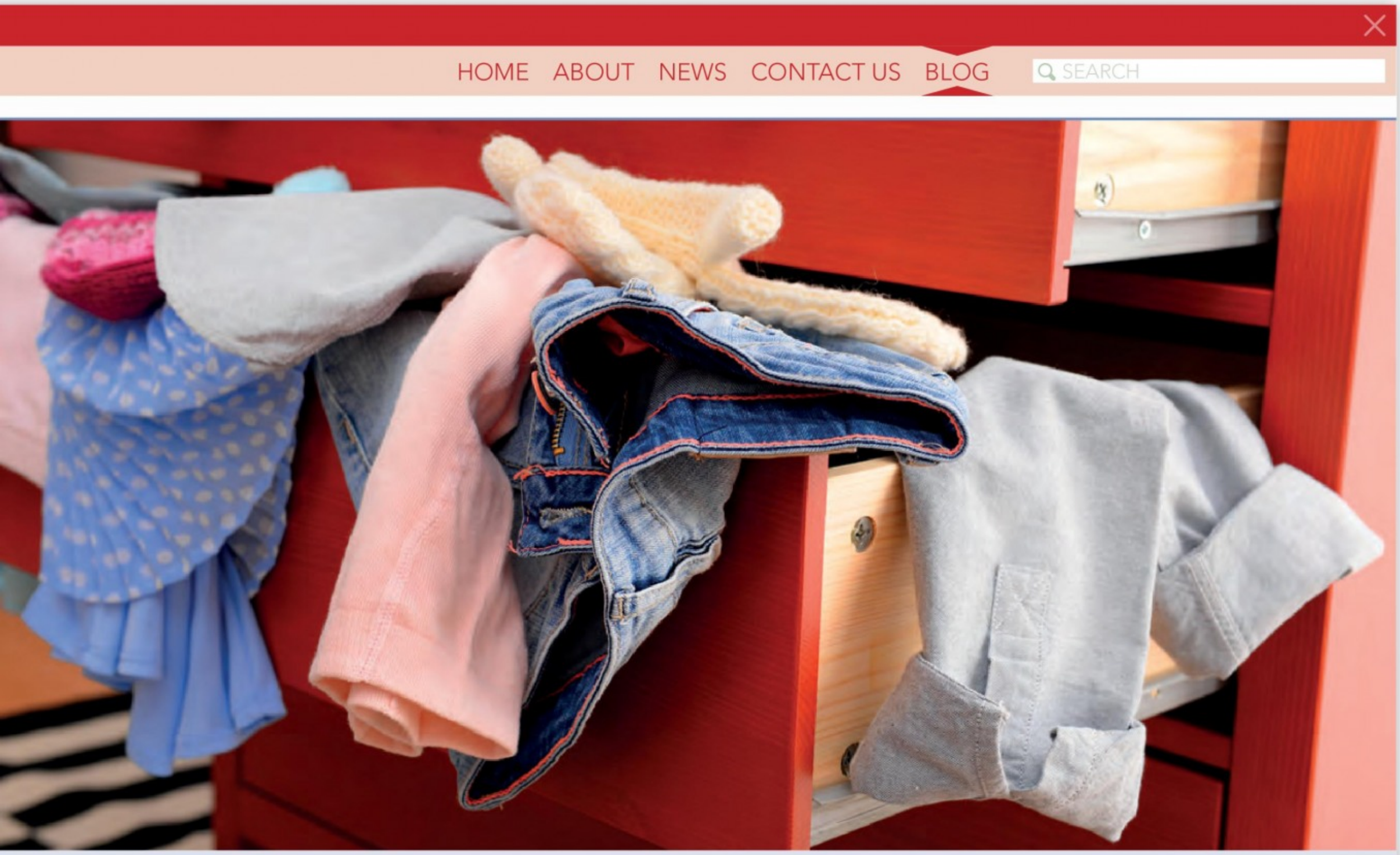
[2]____ When my friends tried to tempt me out on a shopping spree, it genuinely didn't appeal. Now that I wasn't squandering my cash on unnecessary clothing, I was managing to make ends meet, and I was actually putting money in a savings account every month, too. That felt like a big achievement, and I didn't want to blow it. However, I had to admit that it was getting a bit dull wearing the same clothes week in, week out, so I started looking into options for overcoming the tedium.

I decided to try out a clothes-sharing app. The idea is that you upload photos of your own clothes, connect with people in your community and borrow clothes from each other to vary your wardrobe. I soon linked up with several people in my city that matched my build and taste in fashion. It was a revelation! I now had a near-endless supply of clothes, without the expense of buying them and the hassle of finding enough storage space to keep them. I could wear something a few times and hand it back before I'd got bored of it. [3]____ But it was a small price to pay. It worked so well that I even started to buy the odd item of new clothing because I knew it wouldn't languish unloved in a wardrobe; it would be shared and appreciated. For that reason, it was worth avoiding the cheapest brands and spending more on good quality items that were more eco-friendly. I started to become someone I'd always thought I was too poverty-stricken to be: an ethical consumer.

LEARNING OBJECTIVES

- Recognize cohesive devices used to link ideas and events
- Identify anaphoric and cataphoric referencing in a paragraph
- Recognize a range of idiomatic phrases about money

3A



It turned out that this was just the beginning. I'd kicked my addiction to fast fashion and when I received a bill for the premium on my car insurance, I wondered if I could kick that habit, too. My car was a big drain on my finances and it was a hassle keeping on top of the maintenance. [4]____ Was now the time to try a different approach?

I sold my car and joined a local car club. Through this, lots of people can share the same vehicle, so fewer cars need to be manufactured. (Fun fact: the average car is only used for 2% of the week.) An app shows me where cars owned by the organization are parked in my area. I can access one whenever I want, safe in the knowledge that it's recently been cleaned, and that it's getting regular maintenance checks done on it. And I only pay for the time I'm driving, which is an absolute game changer. When you own a car and pay a lot for the privilege, you're incentivized to use it regularly. If you don't own a car, that incentive disappears and it's easier to weigh up the costs (to purse and planet) of driving or taking public transport. All in all, it's saved me a lot of money, so I don't feel bad if I splash out on a taxi occasionally.

[5]____ There were apps to share kitchen equipment, garden tools and even dogs. Owning a dog has always been a dream for me, so the latter really appealed, but I live with a flatmate who's allergic to dog hair. However, with BorrowMyDoggy, that doesn't matter. The website matches up people who would love their own dog but are too strapped for cash or prevented by unsuitable accommodation, health or their job, with people who do have a dog but can't or don't want to walk it 14 times a week. It's a win-win! My walks with my new furry friend, Spud, are now the highlight of my week.

Is a sharing economy the future? It has a lot going for it, from reducing our consumption of the planet's resources to building stronger communities and improving our personal finances (whether or not you're on the breadline). However, given that most things need to be bought and owned before they can be shared, it's probably more likely to complement capitalism than replace it. And I'm sure commercial interests will try to muscle in on the idea, too, the way they have with Airbnb. [6]____ As its popularity has grown, so too have reports that landlords in tourist destinations are evicting long-term local tenants in favour of short-term rentals. The original sharing concept seems to have been lost in this case, and there'll probably be similar stories with other sharing apps. But in the meantime, let me enjoy my perfect sharing-based afternoon: a drive out to the countryside in my communal car, to walk my part-time dog, while wearing a to-die-for borrowed jacket. For the moment, at least, I'm going to share for all its worth.

Glossary

* Freecycle = a website that allows people to gift second-hand goods to others who need them

Insight Word analysis

6 Answer the questions, referring closely to the article.

1 What does *still with their tags on* mean (line 6)? How many times do you think the clothes have been worn?
2 What are you doing if you have a *purge* (line 15)?
3 Does a *shopping spree* (line 20) suggest that you are buying a lot or a little?
4 What happens when you *blow it* (line 25)? How is it implied that the writer might blow it?
5 What does the phrase *week in, week out* (line 26) tell us about how often something is done?
6 What two criteria are there for using the verb *languish* (line 40) instead of *be*?
7 What is *hassle* (lines 35 and 50)? What examples of hassle do you have in your own life?
8 If you think something is *to-die-for* (line 94), how do feel about it? What, for you, is to-die-for?

Insight Phrases about money

7 Study the highlighted phrases in the article and write them in the correct category. What are the differences in meaning between the phrases in each category?

1 waste or spend too much money: _____, _____, _____
2 have enough money: _____, _____
3 not have enough money: _____,

8 Complete the text with the correct form of phrases from exercise 7. Sometimes more than one answer is possible.

Plastic credit

You can use credit cards to [1]_____ whatever your heart desires, even if you don't have enough money at that moment in your current account to pay for it. These cards are a plastic miracle! If you're [2]_____ one month because of an unexpected expense, they can be a life-saver, but be careful: they can ruin lives, too. If you don't pay back your credit card balance every month, the amount that you owe can soon add up. It's important to make sure you [3]_____ and are realistic about what you can afford so that this doesn't happen. Be careful not to [4]_____ money on things you can't afford. And if you're living [5]_____ and can hardly afford even the basic necessities of life, you will need to find a solution other than using credit cards to help you [6]_____. You may think you're [7]_____ now, but relying on credit cards will almost certainly make the situation worse.

9 TASK Work in groups to come up with an idea for an app to help us make positive changes in the way we buy or use things. Decide what problem the app aims to solve and how it works.

Vocabulary extra › Banking and insurance › page 43

Assess your progress Workbook page 27

Grammar The passive

1 WHAT DO YOU THINK? Look at the photos. What might be the connection between them?





2 3.1 Listen to an interview and check your ideas from exercise 1. What was 'the Jungle'?

3 3.1 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Poorer people in Silicon Valley were being helped by the economic boom in the technology industry.
2 Alma describes a woman whose problems were caused by bankruptcy.
3 Medical assistance will always be available for the homeless.
4 Pets can be kept in homeless shelters.
5 Homes in the Jungle were destroyed every month.
6 When people returned to the campsite, their belongings had sometimes already been confiscated.
7 Recently, laws have been passed in the USA which criminalize poverty.
8 Homeless people are sometimes perceived as irrelevant.

4 REACT Is homelessness ever a choice? Why might someone choose to be homeless?

Grammar Insight

5 Study the sentences in exercise 3 and identify the passive verb forms.

6 The passive is often used to change the focus of a sentence or create a particular style. Study the sentences in exercise 3 again and choose the correct words to complete the rules.

We use the passive:

a when the action, event, process or issue is **more** / **less** important than the agent.
b when the agent is obvious or **relevant** / **unknown**.
c when new or more interesting information is presented at the end of a sentence, usually after ***with*** / ***by***.
d to present information in a(n) **personal** / **impersonal** way, sometimes to avoid blame.
e for **descriptions** / **rules** and procedures, especially to avoid direct personal commands.
f to avoid having a long phrase at the **beginning** / **end** of a sentence.

Further reference and practice › Workbook › page 113

7 **Complete the film review with the correct active or passive form of the verbs in brackets. Then match the passive verbs with uses a–f in exercise 6. Sometimes more than one answer is possible.**

FILM REVIEWS

Nomadland ★★★★☆

The 2020 American movie *Nomadland* is an unusual piece of film-making. It [1]_____ (base) on a non-fiction book, *Nomadland: Surviving America in the 21st Century*, by Jessica Bruder. It tells the story of a middle-aged woman, Fern, who [2]_____ (force) to re-think her life following the premature death of her husband.

At the start of the film, the local factory [3]_____ (close down) by the owners. Realizing the town is dying, Fern, played by Frances McDormand, [4]_____ (decide) she has no choice but to sell most of her possessions and leave. She buys an old van and takes to the road, doing casual work to support herself. While packing boxes in a big distribution warehouse, she [5]_____ (invite) by Linda, a co-worker, to attend a gathering of other van-dwellers which [6]_____ (hold) later that month in Arizona. Through Fern's eyes, we [7]_____ (introduce) to a community of characters who, like her, live in vans and [8]_____ (can / find) travelling the highways of America, doing part-time and seasonal work. We learn that some took to the road by choice, while others [9]_____ (make) homeless by circumstances – older Americans whose lives [10]_____ (devastate) by the global economic crisis, and who couldn't afford to retire. Fern [11]_____ (find) them a warm-hearted, friendly and resourceful community.

Nomadland is a gentle but powerful depiction of the social and economic deprivation that [12]_____ (still / feel) by many Americans today. In a film which is part drama, part documentary, many of the characters [13]_____ (play) by real people, not professional actors.

The ending of the film leaves the viewer with questions: in future, [14]_____ (Fern / tempt) to return to her old life or [15]_____ (she / convert) to a permanent life on the road as a modern day nomad?

Grammar — Passive structures with *have* and *get*

Grammar Insight

8 **Study sentences 1–4 and match them to rules a–c.**

1 When they lived in the Jungle, some people had their homes destroyed.
2 You were more likely to get your ID documents stolen on the streets.
3 Fern had her van repaired by a retired mechanic.
4 In the nomad community, most problems get sorted out quickly.

a We use *have / get* + object + past participle when the subject causes the action, often by arranging for someone else to do it.
b We use *have / get* + object + past participle when the subject experiences the action, especially if it is something unpleasant.
c In less formal contexts, we can sometimes use *get* + past participle instead of *be* + past participle.

Further reference and practice › Workbook › page 114

9 **Complete the sentences with *get* or *have* and the correct form of the verbs in brackets. In which sentences are both *get* and *have* possible?**

1 I _____ (my hair / do) for the photo in last week's newspaper.
2 This time next week, I _____ (my film review / publish) on the GoodFilms website.
3 The charity _____ (food donations / deliver) to the homeless shelter every weekend.
4 The non-professional actors _____ (pay) for appearing in the film *Nomadland*.
5 In extreme weather, houses near the river _____ (sometimes / flood).
6 '_____ (anyone / injure) in the accident?' 'We were really lucky; no one _____ (hurt).'
7 Fern _____ (her van / remove) after she parked it illegally.

10 **TASK** **Work in pairs and read the quote. Why do you think some people have a negative attitude to homelessness? How can we educate people to treat the homeless with more sympathy and respect? Make a list of ideas. Then share your ideas with another pair.**

> **People on the streets pretty much cease to exist. Just watch how most people react to a homeless person asking for money. They hurry past and don't even acknowledge them.**

Assess your progress
Workbook page 27

3c Listening, vocabulary and speaking



Listening and vocabulary

1 WHAT DO YOU THINK? Look at the photo and discuss the questions.

1 Which product do you notice first and why?
2 Is the retailer trying to influence our choices? How?

2 3.2 Listen to an interview with a retail strategist. Which of the things below does he mention?

■ accessories ■ customer profiling ■ flooring ■ lighting ■ location of essential items ■ loyalty cards ■ music ■ price tag strategy ■ shelf manipulation ■ smells ■ special offer items ■ store layout

3 3.2 Listen again and answer the questions.

1 How can we resist retail strategies?
2 What effect can different smells have on customers?
3 What results can playing faster or slower music have?
4 What strategy does the furniture store use to generate more sales?
5 In what ways do retailers encourage consumers to stay in the store?
6 What is triangular balance and what effect does it have on the consumer?
7 What is price tag strategy and why does the retailer make a loss on one product?
8 Why do some shops make sure they have a few untidy displays?

4 REACT Think about the strategies described in the interview. Which ones were you aware of? Did any of them surprise you? Which ones will you watch out for next time you are shopping?

V Insight Collocations: advertising

5 Complete the collocations with the verbs below. Use a dictionary to help you.

■ boost ■ conduct ■ gain ■ launch ■ make ■ manipulate ■ outstrip ■ set up

1 _____ a display / a company / an advertising agency
2 _____ market research / a survey / market analysis
3 _____ a product / an advertising campaign / an investigation
4 _____ a deal / an impact / a profit / a loss
5 _____ market share / experience / access (to)
6 _____ sales / profits / productivity
7 _____ supply / rivals / inflation / the competition
8 _____ our minds / public opinion / behaviour / data

6 Complete the text with the correct form of the verbs in exercise 5.

It is widely known that large internet companies gather data on their users and sell it to advertisers, who then use it to [1]_____ access to potential customers. Yet when their creators first [2]_____ these companies, they could not have foreseen the way in which business would eventually employ targeted advertising to [3]_____ an impact on their users, based on what the data was telling them about those people's tastes and interests.

Now, whenever a company [4]_____ a new product or service, their marketing strategy is likely to include a targeted online campaign, based on just this sort of data, which will influence consumers' purchasing decisions. The aim is simple: to gain a competitive advantage, [5]_____ the competition and significantly [6]_____ their sales.

Do most people know, or care, that this is happening? Researchers recently [7]_____ a survey of almost 1,000 students from 12 different countries to find out the extent to which they felt online marketing and advertising [8]_____ their opinions and behaviour as young consumers. It found that only around half of the students surveyed felt that online advertising was secretly attempting to influence them.

7 TASK Work in pairs and discuss the questions.

1 What are the pros and cons for customers and sellers of:
   ■ impulse buying?
   ■ targeted advertising (based on personal interests, profession, age, gender, purchasing history)?
   ■ collecting data about customers?
2 Think about the strategies businesses use to attract and manipulate consumers, both in stores and online. Should these types of advertising strategies be allowed? Why / why not?

Speaking Discussing advantages and disadvantages



8 Read the newspaper headline. Work in pairs or small groups and discuss the possible advantages and disadvantages of building a new supermarket in a small town.

> **Plans for new supermarket approved**
> Benefits for the town, say local councillors, but some residents disagree

9 3.3 Listen to two people discussing the supermarket plans on local radio. Is each person mainly for or against the development?

10 3.3 Listen again and make a note of the advantages and disadvantages of the development the speakers mention.

11 3.4 Listen and complete the sentences from the discussion. Are they used to introduce an advantage or a disadvantage?

1 Let's think about it. One _____ is that it will provide job opportunities for local people.
2 However, I can see _____ that.
3 One reason I'm _____ it is that it could also attract other employers to the town.
4 No, no that's wrong. The _____ of this is the negative effect on local businesses ….
5 Another argument _____ the development is that it will lead to improvements in other services ….
6 A _____ of this development is the damage it will cause to the environment.
7 One of the _____ about this company is their green credentials.
8 To be honest, I'm _____ about the effect on local producers.

12 Read the impersonal statements. Are they used to support an advantage or a disadvantage?

1 … they're believed to be starting construction work this week.
2 It is anticipated that the supermarket will create up to 500 jobs.
3 The company is proven to be really tough on controlling costs ….
4 Large stores moving into an area are assumed to have a positive effect on the local economy as a whole.
5 … it's also claimed that big companies use aggressive methods to drive competitors out of business.
6 … it's rumoured that they plan to plant hundreds of trees around the site to offset the environmental impact.
7 They're known to have forced suppliers to cut their prices in the past!

GS Global skills Responding to criticism

When someone is being critical or negative in a discussion or debate, their comments can sometimes feel personal. It's important not to react defensively. Instead, try to remain positive and concentrate on the main issue. Here are some strategies you can use.

1 Thank the other person for their feedback and acknowledge the point they are making.
2 Show that you understand their concerns and respond in a positive way.
3 Don't react negatively to personal criticism – focus on discussing the facts.

13 3.3 Listen again. Which of the strategies above does Sophie use to deal with Liam's criticism?

14 **TASK** Work in pairs. Imagine a large online retail company has decided to build a new warehouse and distribution centre in or near your town. Discuss the questions below and present your ideas to another pair or to the class.

1 What would be the advantages and disadvantages of this?
2 What have you heard about similar companies and developments that you think could support your arguments?

Vocabulary extra › Retail › page 43

Assess your progress Workbook page 27

Reading and vocabulary

1 WHAT DO YOU THINK? Look at the photos in the article and describe what is happening. When and where were they taken?

2 3.5 Listen to the opening of a documentary and compare your ideas from exercise 1.

3 Why do you think the Wall Street crash happened? Note down some ideas and underline the key words. Then skim the article to see if any of your ideas are mentioned.

4 Read the article again and choose the correct answers.

1 What change occurred in the USA between 1920 and 1928?
- **a** People earned significantly higher wages.
- **b** People could now borrow money to pay for expensive things.
- **c** People saved hard so they could buy new gadgets.
- **d** More people could afford to make risky investments.

2 What did American agriculture and manufacturing have in common in the 1920s?
- **a** Mechanization helped both areas to boom.
- **b** Farmers and factories couldn't keep up with consumer demand.
- **c** They both produced things that were overpriced.
- **d** Both produced more than was necessary to meet consumer demand.

3 Which of the following is stated in the text as an opinion, not a fact?
- **a** Frequently changing prices affected people's confidence.
- **b** Massive rises in share prices couldn't carry on indefinitely.
- **c** At first, financiers managed to stabilize share prices.
- **d** People were left with very little after Black Tuesday.

4 Which of these is true about Hooverville families?
- **a** They were supported by the government.
- **b** They were given jobs in other states.
- **c** They were helped by non-commercial organizations.
- **d** They were given enough food to survive.

5 Which of these is an accurate description of Herbert Hoover's view?
- **a** The economic problems were soon going to end.
- **b** The government should support people without jobs.
- **c** People should help neighbours in need.
- **d** The presidential election of 1932 was unnecessary.

GS Global skills Culture

5 Work in pairs and discuss the questions.

1 Which financial crises in your country's history do you know about? What caused them? How did people react?

2 Do you agree with Hoover that people should not rely on others if they experience financial hardship? Why / why not?



The roaring 20s

America in the 1920s was riding a wave of optimism. The end of World War I ushered in an era of peace and prosperity and everyone seemed to be 'in the money'. The introduction of buying on credit meant that many Americans were able to own goods which had previously been considered a luxury. By 1928, 20% of the population had cars, ten million owned radios and millions more had vacuum cleaners, fridges and telephones. In the midst of this economic growth, stock prices soared on the Stock Exchange on Wall Street. However, as the 1920s progressed, there were signs that the economy wasn't as rosy as it seemed: outside the cities, many people, especially farmers, were struggling.

Early warning signs

From the mid-1920s, there was an agricultural depression in the South and the Midwest, which foreshadowed the Great Depression. In both cases, supply and demand, coupled with personal debt, were at the heart of the problem. The mechanization of farming meant small farmers could produce more, with many buying land at high prices in order to increase their output. Production surged forward, but unfortunately, supply soon exceeded demand, and the price of produce tumbled. Farmers who were unable to pay their mortgages ended up destitute.

Back in the towns and cities, manufacturing continued to boom and people kept buying on credit – so much so that in 1928, the new Republican president Herbert Hoover proclaimed, 'We in America today are nearer to the final triumph over poverty than ever before in the history of any land.' But industries were starting to overproduce: too many goods were being made and there were simply not enough people to buy them. As a result, there was a gradual drop in the number of car purchases, steel production started to slump and small banks began to fail. America's worst ever financial disaster was just around the corner.

SEARCH



Downward spiral

On 3 September 1929, the stock market reached a peak: investments had rocketed by 27% compared with the previous year, growth that was arguably impossible to sustain. Over the next few weeks, fluctuating stock prices, constantly dipping and rising, shook people's faith in the stock exchange. Then, on 24 October, or 'Black Thursday', a sharp drop in prices led to panic-selling. Wall Street financiers reacted swiftly, buying as many shares as they could, so for a while, prices remained stable; but it was a short-lived victory. On the Monday, stock prices plummeted again, and on Black Tuesday, they were out of control. Many investors lost everything. The Great Depression had arrived.

The Great Depression

Over the next few years, thousands of companies went bankrupt while others dramatically reduced their workforce. As unemployment escalated, many families suddenly found themselves on the streets, unable to keep up with payments for homes or goods they'd bought on credit. Houses were repossessed and people were forced to build shacks on the outskirts of cities. These slums became known as 'Hoovervilles', named after the President, who did very little to help the families there. People lived close to famine as there were no unemployment benefits or government handouts. Breadlines and soup kitchens were set up by charitable foundations, but many people still died of starvation. Between one and two million people travelled the country desperately looking for work, roaming the mid-American states on trains.

By the winter of 1932, people urgently needed help, but the government's reaction was unsympathetic. Hoover was a firm believer in 'rugged individualism', the idea that people should help themselves and not rely on others for handouts. He also believed that the depression wouldn't last, but the electorate didn't agree. In the 1932 presidential election, Hoover was utterly defeated by the Democrat candidate Franklin D. Roosevelt, who promised America 'a new deal'. Despite his new deal, however, the American economy didn't fully recover until the USA entered World War II in 1941.

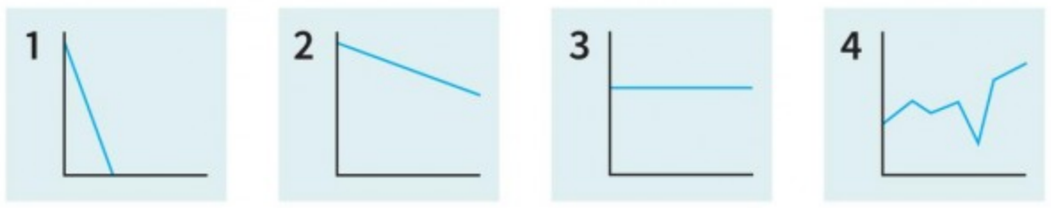
V Insight Describing trends

6 **Study the highlighted verbs in the article and write them in the correct category.**

1 rise: _____, _____, _____, _____
2 fall: _____, _____, _____, _____

7 **Study the underlined adjectives in the article and match them to the graphs. Which of the adjectives below express the same ideas?**

■ moderate drop ■ significant drop ■ steady price ■ volatile price



8 **Choose the words that cannot be used to complete the text.**

PANDEMIC!

When the Covid-19 virus started to spread around the world in 2020, most governments decided to impose restrictions on people's freedom of movement. This would prevent the spread of the virus, they hoped, but it would also stop people from doing everyday activities such as shopping, eating out and socializing. As restaurants and stores closed, unemployment [1]**soared** / **slumped** / **surged**. In countries where only the most essential workers were allowed to work away from home, manufacturing output [2]**rocketed** / **plummeted** / **tumbled**, too. Around the world, there was a [3]**sharp** / **significant** / **moderate** drop in the price of stocks and shares – in some cases, a downturn of 35% or more. Action was needed, and fast.

In many countries, governments started to make money available to struggling businesses, and this helped to stabilize the situation. But as a consequence, government debt [4]**escalated** / **dipped** / **soared** on an unprecedented scale. As the pandemic progressed, confidence in the economy was [5]**sharp** / **fluctuating** / **volatile**. One month, the future seemed promising, with a [6]**steady** / **gradual** / **volatile** decline in the number of new Covid infections and talk of businesses reopening. But then the next month, there might be a [7]**sharp** / **fluctuating** / **significant** rise in Covid infections and confidence would [8]**plummet** / **rocket** / **slump** as restrictions were imposed again. All in all, it was a time of great economic uncertainty.

9 **TASK** **What do you know about the effect of the Covid pandemic on businesses, the economy and people's lives in your country?**

Assess your progress Workbook page 27

Writing An article

Planning for writing

1 WHAT DO YOU THINK? Work in pairs. Do you have food banks in your country? What are some of the reasons why people need to use food banks? How can these be addressed in other ways?

2 Read the advert and the model article on page 41. Check your ideas from exercise 1.



TALKING POLITICS

We used to think of hunger as a problem associated with the developing world, but it is becoming more common everywhere, even in wealthier nations. What are the reasons for this and what can be done about it? We want to spark a meaningful debate in the community. Tell us your opinion in around 500 words.

Send your article to: editor@talkingpolitics.org. The best two articles will be published in next month's issue.

3 Read the strategy. Then read the model article again and answer the questions.

1 How does the article begin? What strategy does it use to engage the reader?
2 Identify the thesis statement in the article. How is this developed?
3 What questions does the writer ask? Do they answer them? If not, what answer do you think they want from the reader?
4 What facts does the article use and why?
5 Choose one of the titles below for the article. Explain your choice.
   a Food banks and hunger – cause or effect?
   b The truth behind food poverty in the UK

Strategy Engaging the reader

When you write an article, think of ways to engage your reader.

1 Start your article in a thought-provoking way – for example, with a provocative opinion, a surprising fact or a personal narrative.
2 Include a thesis statement in the introduction, but do not give everything away.
3 Ask questions to keep your reader involved and to get them thinking about the issues.
4 Make sure you back up your claims with research, in order to build up reader trust.
5 Remember to give your article an interesting and informative title.

Writing Insight Analyzing language and organization

4 Read the model article again and study its structure. Use the information in the strategy and exercise 3 to complete the organization boxes.

V Insight Verbs expressing cause and effect

5 Study the highlighted verbs in the model article and answer the questions. Then complete the language boxes.

1 Which of the highlighted verbs are in the passive? Does a passive verb usually introduce a cause or an effect?
2 Intransitive verbs like *happen*, *lead to* and *arise from* do not have passive forms. Which three of the highlighted verbs are not normally used in the passive?
3 Which verb cannot be followed by *by* in the passive?
4 Which verb can be used with the prepositions *in* and *from*? Is there a change in meaning?
5 What other words and phrases can we use to express cause and effect?

Use [1]_____ to engage the reader's attention.

Open your article in [2]_____.

Summarize your main idea in [3]_____.

Include questions to keep your reader [4]_____ and get them [5]_____.

Use research data to [6]_____ your claims so that your reader [7]_____ you.

_____

In this day and age, there is simply no reason why anybody in the UK should have to experience hunger. And yet, due to the ever-increasing costs of living, food poverty is a reality for many families. The Trussell Trust is a UK charity which provides food aid to poor families in the UK, and the last decade has given rise to a dramatic increase in referrals. In the first year of the recent pandemic, the Trust distributed over 2.5 million food parcels to families in need – a 33% increase on the previous year. Many people may be shocked that this is necessary in the UK, yet the country is not unique – food banks operate in over 30 countries worldwide, including some of the wealthiest. However, food bank use is a symptom of a wider problem – poverty – and that is the real issue we need to address.

In the UK, over 14 million people are living in poverty – around 20% of the population. This accounts for the fact that around four million British children are not eating a healthy, balanced diet. Why are so many people in the world's sixth largest economy struggling to put food on the table? Politicians claim that increasing poverty has been brought about by external factors like the global economic crisis. It's certainly true that the economic crisis resulted in many people's incomes suffering due to higher fuel and food prices. But poverty in the UK can also be attributed to government policies in the decade following the economic crisis, such as cuts to welfare benefits and the encouragement of low-paid, casual jobs in the employment market. A study by researchers from five UK universities showed that families receiving state benefits were often unable to meet basic living costs. This led to many falling into debt and turning to food banks in order to survive. For those in work, job insecurity resulting from working in the so-called 'gig economy' (where employees will only give short-term or freelance contracts rather than a permanent position) means their income is rarely guaranteed.

How can we help end food poverty in the UK? Food aid alone is not the answer. One unfortunate consequence of the proliferation of food banks is the perception that we have found a solution; in fact, some argue that food banks may actually perpetuate the problem. According to the Trussell Trust, there needs to be a change in both government policy and society's attitudes to poverty in general to trigger real improvements. Some commentators say the answer is to get more people into well-paid jobs. Certainly, we need to provide better job security for lower-paid workers and ensure that wages don't fall in real terms due to rises in the cost of living. And for those who can't work, we must ensure that state benefits are enough to meet all of their everyday needs.

As the Trussell Trust's chief executive points out, providing food to poor people doesn't mean the problem of food poverty has been solved. The real issue is that people don't have enough money to live on in the first place.

Use phrases like *give rise to*, *bring about* and *result in* to introduce a(n) [1]_____.

Use phrases like *be attributed to*, *result from* and *be generated by* to introduce a(n) [2]_____.

Writing your article

Write an article starting with the following opening lines. 'Social problems like food poverty and homelessness are on the rise in many countries, but adequate support such as accommodation, free meals and medical care are often unavailable. What are the causes of homelessness today and how can we best deal with it?'

PLAN Read the task and check you understand it.

Brainstorm ideas for your article. Make notes about:

- what homelessness is.
- the causes of homelessness (e.g. rising unemployment, poverty, family disputes, mental illness, addiction).
- the effects of homelessness (e.g. depression, long-term unemployment, laws criminalizing poverty, crime, illness).
- possible solutions.

Create a plan for your article. Plan to write four paragraphs and decide what information to include in each one. Use the organization boxes in the model article to help you.

WRITE Write a first draft of your article. Use the model article and your plan to help you.

REVIEW Check your article. Use the checklist to help you.

Have you:

- started your article in a memorable or provocative way?
- asked your reader questions to keep them involved?
- used a variety of cause and effect language?
- checked your grammar, vocabulary, spelling and punctuation?

Assess your progress Workbook page 27

Review 3

Vocabulary

1 Complete the sentences with the correct form of the words below.

■ blow ■ hassle ■ languish ■ purge ■ shopping spree ■ to-die-for

1 She knew the coat was too expensive, but she loved the colour and the material was _____ .
2 Renewing your passport online is very straightforward – much less _____ than it used to be.
3 The painting _____ for years in a basement before it was discovered and restored by an art expert.
4 During the reign of Henry XVIII, the government started a _____ to get rid of Catholics still loyal to the Pope.
5 He approached the subject carefully. He didn't want to _____ it by seeming too insistent.
6 She spent her whole salary in a massive _____ at the Harrod's department store.

Marks ___ / 6

2 Complete the text with one word in each gap.

As a result of Charles Dickens' father not being able to live [1]_____ his means and building up debts, his whole family, apart from Charles, was put behind bars. This left the 12-year-old strapped [2]_____ cash. He was sent to work in a factory. He only received six shillings a week, so had to live [3]_____ the breadline. Charles later became a successful writer, able to splash [4]_____ on things he had never had as a child. Although he no longer struggled to make ends [5]_____ , writing novels like *Oliver Twist* no doubt reminded him not to fritter [6]_____ his earnings.

Marks ___ / 6

3 Choose the word that does not collocate with the verb.

1	boost	data / profits / productivity
2	launch	a product / an investigation / a display
3	conduct	market analysis / advertising / a survey
4	make	a deal / a profit / a company
5	outstrip	inflation / rivals / public opinion
6	gain	experience / our minds / access

Marks ___ / 6

4 Choose the correct words.

There are two reasons why today's 20-somethings are struggling to get a mortgage. Firstly, salaries have remained [1]**sharp** / **stable** or have even [2]**dipped** / **soared** in real terms, while secondly, there has been a [3]**steady** / **volatile** increase in house prices. The government's 'Help to Buy' scheme is aimed at those without a [4]**significant** / **fluctuating** deposit. It provides a [5]**gradual** / **moderate** 20% of the value, leaving mortgage lenders to offer 75%. In 2020–21, the scheme helped over 55,000 people to buy a home and this number looks set to [6]**escalate** / **plummet**.

Marks ___ / 6

Grammar

5 Complete the sentences with the correct passive form of the verbs below.

■ halve ■ overtake ■ put ■ report ■ take (×2) ■ tell

1 Yang Huiyan, now in her 40s, _____ to be one of the richest women in Asia.
2 North America _____ by Asia-Pacific as the world's richest region in 2017.
3 In my opinion, a limit _____ on the number of credit cards low earners can have.
4 The young man _____ by the bystander to a local homeless shelter.
5 Steps _____ to repossess the house because the mortgage repayments weren't made on time.
6 I _____ at the moment how I should invest my money by a financial adviser.
7 The global poverty rate _____ in 20 years.

Marks ___ / 7

6 Rewrite the sentences using *get* / *have* + object + past participle or *get* + past participle.

1 They transferred their money to a Swiss bank account.
_____
2 They arranged the party quite efficiently.
_____
3 They are interviewing me for the job tomorrow.
_____
4 The chances of someone stealing your purse on the London Underground are high if you're not careful.
_____
5 The annual bonuses of many bankers will be adjusted.
_____
6 The technical support team solved the problem.
_____
7 We can only pay you by bank transfer.
_____

Marks ___ / 7

7 Complete the text with the correct passive form of the verbs in brackets.

[1]_____ (often / claim) that if banks reduce bonuses, they will lose talent. One researcher states that [2]_____ (assume) workers in other fields are replaceable. Why should banking be different? Others think that the banking world [3]_____ (misunderstand) by people outside it. In his view, it can be very damaging if talented individuals leave a bank. [4]_____ (know) that salaries in Europe fall below those of the USA and it is there that our bankers [5]_____ (fear) heading. [6]_____ (anticipate) that the expertise lost to New York won't be good for our economy. Only time will tell if they [7]_____ (prove) right in their predictions.

Marks ___ / 7

Total ___ / 45

Banking and insurance

1 Write the words below in the correct part of the table. Use a dictionary to help you.

■ comprehensive policy ■ contactless card ■ current account ■ direct debit ■ no-claims bonus ■ premium ■ savings account ■ sort code ■ standing order ■ third-party

Banking	Insurance

2 Complete the texts with the words in exercise 1.

Log In Register Contact us Find a branch FAQ

Current accounts

How can I pay in shops?

To withdraw money from your [1]_____, you can use your debit card at ATMs or with retailers both in the UK and abroad. For smaller amounts, our [2]_____ now allows you to simply place your card near the reader – no need to enter your PIN.

How can I pay bills?

To pay regular bills of the same amount each time, such as for your rent or mortgage, or to pay a monthly sum into your [3]_____ to help you save money, you can set up a [4]_____. For variable payments such as utility bills, we recommend setting up a [5]_____. In both cases, you will need your account number and [6]_____ to set up or amend the payment.

Car insurance

What types of car insurance do I need?

If you have an accident, what you're covered for will depend on the type of policy you have. With a [7]_____, you can claim for any damage, whether it's your fault or not. However, if you have cheaper [8]_____ insurance, which is the legal minimum in the UK, then it will only cover liability for any injury or damage to other people or vehicles. You'll have to pay for any repairs to your own car yourself. And don't forget: when you make a claim, you'll lose your [9]_____ and your [10]_____ is likely to go up.

3 SPEAKING Work in pairs and discuss the possible advantages and disadvantages of:

1 different types of insurance policy.
2 different payment methods.

Retail

1 Match the words below to definitions 1–8.

■ line ■ loss leader ■ merchandise ■ outlet ■ point of sale ■ pop-up ■ seconds ■ supplier

1 a place where a particular type of product is sold
2 the place, either the shop or the actual checkout counter, where a product or service is sold to the public
3 a shop, restaurant or gallery that opens in a particular location just for a limited period of time
4 a set of similar products that are for sale, often made by the same company
5 products that are sold at a low price because they are damaged or not in perfect condition
6 an item that is sold at a low price in order to attract customers into a shop so that they will also buy more expensive products
7 any products that are for sale; often used to refer to products connected with a particular organization
8 a company or person that sells a particular product or service to shops, businesses or the public

2 Which word is least likely to collocate with the word in bold? Why? Use a dictionary to help you.

1 retail / shop / fast-food / local **outlet**
2 energy / equipment / major / store **supplier**
3 branded / product / counterfeit / official **merchandise**
4 **pop-up** shop / supermarket / restaurant / gallery
5 **line of** products / cosmetics / brands / clothing
6 **point-of-sale** terminal / product / advertising / display

3 Complete the sentences with the correct form of words from exercise 1.

1 The area has dozens of discount stores selling factory _____ of branded garments.
2 The company organized a series of _____ on university campuses to sell directly to its target market.
3 Music tours now generate more income from selling licensed _____ than from ticket sales.
4 They have just launched the marketing campaign for their new _____ of children's haircare products.
5 The university has made healthy eating brochures available at food _____ all over campus and online.
6 Proof of identity is requested at the _____ for age-restricted products such as dangerous chemicals.
7 Producers from South America have become the major _____ of cut flowers to the USA.
8 Small shops can't compete with the big supermarkets' strategy of using _____ to bring customers in.



Global skills Evaluating news sources

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Why is it a problem if people spread fake news and misinformation online?
2 What motives do you think people might have for creating fake news stories?

2 A friend has re-posted the article below on their social media feed. What clues might make you suspicious about this news source?

3 3.6 Listen to the first part of an interview with a journalist about identifying fake news. Do the speakers mention any of your ideas from exercise 2?

4 3.6 Listen again and complete the five questions the journalist says can help us identify fake news.

1 Do I really think this is _____ ?
2 What _____ does the writer provide to _____ their claims?
3 Are any other news sources _____ ?
4 What _____ might someone have for _____ this story?
5 Is this article from a _____ ?

5 3.7 Listen to the second part of the interview. What clues might tell you an article is fake? Make notes under each heading.

Headline:

URL:

Author:

Date:

Photo:

Spelling and grammar:

daily-news-xyz-/GD36748/index.php...

HOME | WORLD | BUSINESS | TECH | SPORT | ENTERTAINMENT

Daily World News

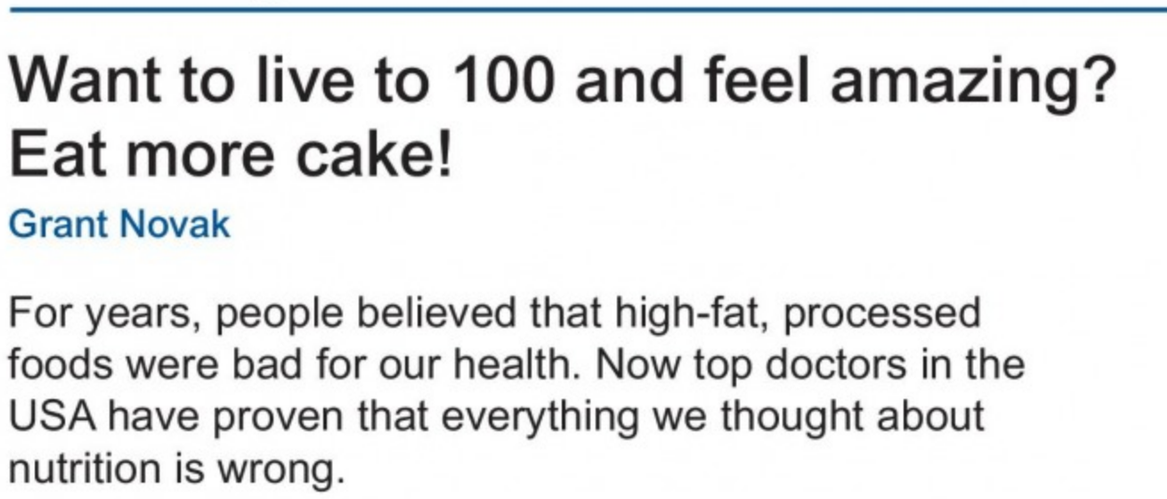
Want to live to 100 and feel amazing? Eat more cake!

Grant Novak

For years, people believed that high-fat, processed foods were bad for our health. Now top doctors in the USA have proven that everything we thought about nutrition is wrong.

A recent study has found that people who eat larger amounts, of high-fat processed foods, including cake, biscuits and fried foods, live longer, finds it easier to loose weigth and are less likely to become seriously ill

To find out more about this exiting research and get 50% off an exclusive meal plan, click here





6 3.7 **Work in pairs and compare your ideas from exercise 5. Then listen again and complete your notes.**

7 **Work in pairs and discuss the questions.**

1 Which of the ideas in the interview did you find the most interesting or useful? Why?
2 Why is it important to evaluate all news sources critically, including those from familiar and trustworthy sources?

8 **Work in pairs. Think of at least three critical questions that you should ask yourself about any news source. Then share your ideas with the class.**

9 **Read the tips and compare your ideas from exercise 8.**

Evaluating news sources

It isn't only fake news that has the potential to be misleading. Information from any news source could still be biased, satirical or inaccurate, so we always need to ask ourselves critical questions about it.

- What is its purpose? For example, is it a news report or an opinion piece? Is it intended to be serious or satirical?
- What type of language does it use? Is it neutral or sensationalist?
- Who wrote and published it? Might this author or news source have a commercial or political reason to be biased?
- What evidence does the writer provide? Does the writer mention specific sources of evidence, such as research studies, to support their claims? If so, it is a good idea to follow these up and check them out for yourself.
- What isn't included? A factually accurate article can still be one-sided if it omits certain information or points of view.

10 3.8 **Complete the sentences from the interview with adjectives. Then listen and check.**

1 So, it's really important to consider how _____ it is.
2 Sometimes fake articles are meant to be _____ – to make people laugh – or have just been made up for fun.
3 And even if the news source exists and is usually _____, that doesn't necessarily mean the article itself is real, does it?
4 It isn't too difficult for someone to create a fake article that looks like it's from a(n) _____ and reliable source.
5 It's pretty _____, isn't it? It's trying to shock us and appeal to our emotions.
6 After all, not all news sources are neutral and _____.
7 I mean, some newspapers and websites are openly biased and _____.
8 That way, they can go on being circulated online for a long time without looking _____.

11 **Can you think of a (near) synonym and an antonym for each adjective in exercise 10? Write them in the table.**

Adjective	Synonym	Antonym

12 PROJECT **Work in pairs or small groups. Follow the instructions to produce your own TV news report on a current issue.**

1 Choose an issue to focus on and do some research using a variety of trustworthy news sources. Aim to make your report as accurate and balanced as possible.
2 Work together to prepare a script for your report. Decide who will film it and who will present the report.
3 Film and edit your video.
4 In the next lesson, discuss the news sources you used. What did you do to ensure that the information in your report was accurate and balanced?

Assess your progress Workbook page 106

Video Evaluating news sources



Watch the video to find out how **Gracie**, **Ruaridh**, **Tamika** and **David** learn how to evaluate news sources to spot fake news.

4 Brainwaves

Reading and vocabulary

1 WHAT DO YOU THINK? What animal:

- has the biggest brain?
- has the best long-term memory?
- is the most resilient?
- is the most intelligent?

2 Read the article. Does it mention any of your ideas from exercise 1? Which animal fact was most surprising?

3 Read the article again and answer the questions. There are two questions that do not match any section.

In which section (A–E) does the writer:

1 describe a mental challenge in which another species got the better of humans?
2 describe how one species' brain adapts in a matter of months to perform a specific task?
3 interpret the same word in two different ways?
4 describe a mathematical calculation that can predict an animal's intelligence from its brain mass?
5 suggest a reason why calculations about different species' intelligence may produce inaccurate results?
6 argue that humans' brains are more adaptable than other species'?
7 mention a technological motive for biological study?
8 describe an evolutionary adaption that protects an animal from the risks of its own behaviour?
9 discuss the theory that there were more intelligent species in the past?
10 challenge negative stereotypes about some animals?

4 REACT Work in pairs and discuss the questions.

1 Why do you think humans have changed our planet so much more than other intelligent species have?
2 Should the level of an animal's intelligence affect the way humans treat it? In what way?

V Insight Idioms and expressions with *brain*

5 Work in pairs. Study the highlighted words in the article and discuss their meaning.

6 Replace the underlined phrases in the sentences with the correct form of the highlighted words in the article.

1 The team researching the issue are a bunch of <u>extremely clever people</u>.
2 Advertisers often aim to <u>repeat ideas many times to persuade</u> consumers to buy products.
3 The theory of evolution was the <u>clever and original idea</u> of Charles Darwin.
4 Some elderly people can be quite <u>forgetful and unable to organize their thoughts</u>.
5 When you face a difficult problem, you have to <u>think hard for a long time</u> to find a solution.
6 Trying to make money by selling your smelly old trainers is a <u>stupid</u> idea.
7 A crossword is an example of a <u>difficult but fun problem to solve</u>.
8 When people are very tired, they're more likely to <u>have a bad memory and forget things</u>.



Battle of the brains

Most people assume that humans have the best brains in the animal kingdom, but don't be brainwashed by the propaganda! Want to find out who's champion in the different categories of braininess? Let the 'battle of the brains' commence!

A Long-term memory

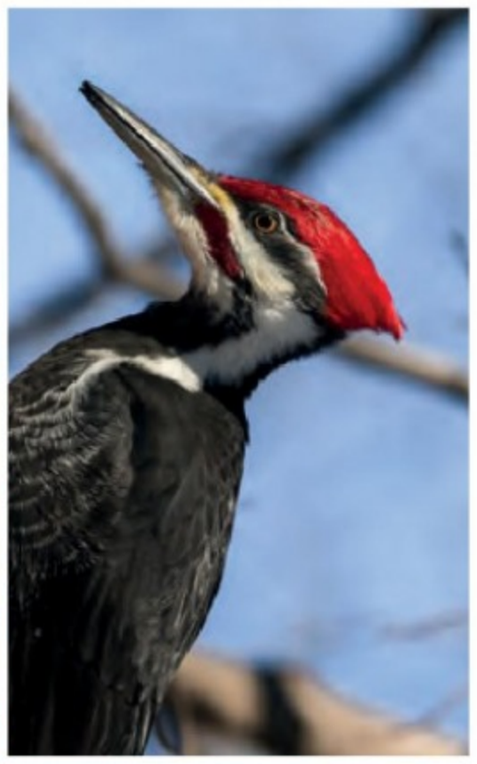
Ever heard the expression 'an elephant never forgets'? Studies bear out the truth of this reputation. Elephants can remember the location of a water source, or the smell of a friend or foe, from decades before. Dolphins, too, have good memories. A 50-year-old dolphin was witnessed responding excitedly to the recording of a greeting from a dolphin she hadn't met in 43 years. Just like humans, elephants and dolphins build up complex social networks and the three species' ability to remember members of those networks is comparable.

Although fish are often said to have a brain like a sieve, it appears that that's a pretty harsh assessment. It's been proven that fish can remember complicated routes to escape predators, for example. Birds too seem to have been unfairly categorized as stupid by humans. While 'birdbrained' might be an insult, there's no way a human could replicate the extraordinary feat of memory demonstrated by Clark's nutcracker. This bird will store seeds in about 20,000 different locations each autumn and return to eat them over the course of the winter season. Its brain actually changes shape in order to facilitate this operation. The hippocampus – the part of the brain associated with memory – swells as the bird creates its food stores in autumn, and then slowly shrinks back to its previous size as the stores are re-discovered.









B Working memory

Working memory is what enables us to work with information without losing track of what we're doing. A bad working memory makes us scatterbrained and unable to focus, and a good one allows us to work out complicated maths sums. It's seen as an important aspect of higher intelligence, so humans should be unbeatable in this, right? Sadly not, at least not in terms of our visual working memory. Scientists came up with a test in which you had to look at nine numbers in random positions on a screen, then recall their positions when they disappeared. Although the results for both humans and chimpanzees varied, chimpanzees consistently scored higher than humans!

C Brain resilience

We're used to being told that resilience, or mental toughness, is what helps people to get on in life – their willingness to learn from mistakes and develop alternative strategies. In fact, while human brains may be capable of a sort of psychological resilience, in physiological terms, we really don't have resilient brains at all. Research into the effects of sports such as boxing and rugby have shown that when the head is frequently knocked and shaken, this can cause irreversible damage to the brain. Compare that to the resilience of a woodpecker's brain. This bird smashes its head against trees up to 12,000 times a day without any damage at all, thanks to its specially adapted shock-absorbing skull. Some fish score highly for brain resilience, too: a carp can get back full function after a head injury by re-growing parts of its brain!

D Brain size

In absolute terms, the animal with the biggest brain in the world is the sperm whale. But although its 8-kg brain is five or six times larger than ours, its brain functions have been shown to be less sophisticated than that of humans. If you calculate brain mass relative to total body mass, a sperm whale actually comes far below a dolphin or a human. However, the animal at the top of the brain-to-body mass ratio table is actually a tiny spider whose brain takes up almost 80% of its total body cavity.

Computer engineers, racking their brains for ways to design ever-smaller computer chips, are excited about spider brains. They've teamed up with biologists to carry out more research on them. But although micro-spiders can weave complicated webs, no one would argue that they are more intelligent than dolphins or humans. To understand what's going on here, you need to know about Haller's Rule. This says that the smaller the animal, the bigger its brain must be relative to its body. Based on this idea, a formula was developed which calculates the ratio of the actual brain mass to that expected for the animal's body size. The brainchild of American neurologist Harry Jerison, it is called the encephalization quotient, or EQ. A high EQ score means a higher-than-predicted brain mass, and can thus be taken as an indicator of higher intelligence. Using this formula, Jerison found that chimpanzees have an EQ of 2.4, dolphins 5.3, and humans an impressive 7.5. Finally, a system that puts humans at the top of the intelligence table!

E Neurons

Not everyone buys into the reliability of EQ, however. Some experts criticize it for underestimating the intelligence of birds such as parrots and crows, which can solve some kinds of brainteasers better than humans. That underestimation could be due to the fact that birds' brain cells are smaller and lighter than mammals' brain cells, so compared with a mammal's brain of equivalent weight, a bird's has more brain cells in it, and arguably more processing power. A more reliable comparison is to examine the number of neurons (the cells that pass on information) in the part of the brain where thinking takes place. Birds and mammals actually compare well with each other on this scale, although, admittedly, the top 20 is still dominated by apes, elephants and cetaceans. Humans are near, but not at, the top of the list. It seems we aren't the ultimate brainiacs of the animal world after all. The overall champion with the maximum number of neurons is the orca!

Insight Lexical twins

7 In English, there is often a choice of synonymous verbs: a phrasal verb and a verb of French or Latin origin which is more formal, but has a similar meaning. Find phrasal verbs in the article to complete the table.

French / Latin verb	Phrasal verb
[1]ascertain (introduction)	
[2]confirm (section A)	
[3]develop (section A)	
[4]calculate (section B)	
[5]devise (section B)	
[6]succeed (section C)	
[7]regain (section C)	
[8]occupy (section D)	
[9]collaborate (section D)	
[10]conduct (section D)	
[11]accept (section E)	
[12]transmit (section E)	

8 Complete each gap with a pair of synonymous verbs from exercise 7 in the correct form.

There is a general assumption that invertebrates are less sophisticated than vertebrates, but biologists don't [1]_____ / _____ this idea. They say that the evidence just doesn't [2]_____ it / _____ it _____ . They have looked carefully at the anatomy of the octopus, and have [3]_____ / _____ some amazing facts about the animal. They have [4]_____ / _____ that it has the highest brain-to-body mass ratio of any invertebrate. And, amazingly, it also has more than one brain! There's a main brain that [5]_____ / _____ much of the octopus's head. But while this main brain [6]_____ / _____ instructions to the rest of the body, the octopus also has mini-brains in each of its eight tentacles. Biologists are [7]_____ / _____ more research into the way that these nine brains [8]_____ / _____ to give the octopus maximum control of its actions and behaviour.

9 TASK **Work in groups. Imagine you are scientists doing research into animal brains in order to develop one of the technologies below. Which of these animals' brains might help you in your research? How?**

■ carp ■ octopi ■ tiny spiders ■ woodpeckers

1 treatments for elderly people with decreasing brain function
2 prosthetic limbs
3 methods to improve safety in contact sport

Vocabulary extra › Memory › page 57

Assess your progress Workbook page 35

Grammar Verb patterns

1 WHAT DO YOU THINK? **Read the definition. What kind of special knowledge or skill might a savant possess?**

savant /ˈsævənt/ *noun* a person with a high level of knowledge or skill in a particular area, usually related to memory, especially someone who is less able in other ways

2 4.1 **Listen to a podcast about Daniel Tammet and compare your ideas from exercise 1. What is special about the way Daniel sees words and numbers?**

3 4.1 **Listen again and answer the questions.**

1 When did Daniel Tammet **begin** to act differently?
2 How did Daniel's parents **try** to calm him?
3 What did they do when they **heard** his brother crying?
4 When did most students in his class **sit** engrossed?
5 Why did Daniel **sit** counting during story time?
6 What did he **choose** to do when he left school?
7 Which kinds of books did he later **succeed** in writing?
8 Why might he **appreciate** working from home?

4 REACT **Did anything you heard in the discussion about Daniel surprise you? Why?**

Grammar Insight

5 Study the verbs in bold in exercise 3 and complete the table with the infinitive form of the verbs. Then choose the correct words to complete the rules.

Verb + (object) + infinitive with or without *to*	
Verb + (object and / or preposition) + *-ing*	
Verb + past participle	

a We can use a present participle (*-ing* form) or a past participle after verbs like *go*, *lie*, *run*, *sit* and *stand* to refer to two actions happening at the same time. The present participle has **an active** / **a passive** meaning; the past participle has **an active** / **a passive** meaning.
b Verbs of perception like *see*, *hear*, *notice* and *feel* can be followed by an object + **an infinitive without *to*** / **an *-ing* form** for a repeated or continuous action, or an object + **an infinitive without *to*** / **an *-ing* form** for a single completed action. If there is no object, we can only use the *-ing* form.
c Verbs like *begin*, *start* and *continue* can be followed by an *-ing* form or an infinitive with *to* **with** / **without** a change in meaning. Verbs like *remember*, *stop* and *try* can be followed by an *-ing* form or an infinitive with *to* **with** / **without** a change in meaning.

Further reference and practice › Workbook › page 115

6 **Read the text and find 14 more examples of verb patterns. Write them in the correct place in the table in exercise 5.**



Stephen Wiltshire is an artist with an international reputation. He is also a savant. Born in London and diagnosed with autism at the age of three, Stephen's family first noticed his ability to draw when he was five. Unable to speak, he began communicating through his art, attending a special school where the teachers encouraged him to express himself in this way. They also developed techniques to help him learn to speak, which he eventually did, aged nine.
After he was shown a book of architectural photos, the young Stephen started creating detailed drawings of imaginary cities. A visit to New York in 1988 inspired him to produce numerous drawings of the city he calls 'my best place'. Stephen's most famous works are his cityscapes – panoramic drawings that he does from memory after taking helicopter rides above cities all over the world. In Mexico City, he spent days working on a panorama of the city in public. Around 100,000 people came to watch him work as he sat drawing, and stood transfixed by his amazing technique. Stephen has other artistic interests: he likes photography and enjoys playing the piano, but drawing comes first. Despite his success, he continues to draw; he remains committed to doing the best work he can and to never stop improving.

Grammar The infinitive and *-ing* form: continuous, perfect and passive

Grammar Insight

7 **Study sentences 1–8 and look at the verbs in bold. Match them to forms a–h.**

1 His brother happened **to have been playing** in the room at the time.
2 He will never forget **being given** that book.
3 He always preferred **to be sitting** on his own.
4 They tend **to have been bullied** quite a lot.
5 He appreciates **having been offered** the opportunity to do something so adventurous.
6 He never expected **to have achieved** so much in his life.
7 He has agreed **to be examined** by researchers.
8 Today, many people acknowledge **having found** Daniel's story inspiring.

Forms of the infinitive
a perfect: (*to*) *have* + past participle
b continuous: (*to*) *be* + *-ing* form
c perfect continuous: (*to*) *have been* + *-ing* form
d passive: (*to*) *be* + past participle
e perfect passive: (*to*) *have been* + past participle

Forms of *-ing*
f passive: *being* + past participle
g perfect: *having* + past participle
h perfect passive: *having been* + past participle

Further reference and practice › Workbook › page 115

8 **Choose the correct option to complete the text.**

The real Rain Man

In 1989, the film *Rain Man* was released. It was about a fictional savant called Raymond Babbitt. The film's screenwriter, Barry Morrow, recalls [1]**to have** / **having** found the inspiration for his main character almost by accident. In 1984, Morrow happened [2]**to have** / **having** been attending a conference about disability, when he met a young man called Kim Peek.

Kim was a savant with an incredible memory covering a huge range of subjects, and Morrow remembers [3]**to have** / **having** been impressed by the extent of his learning. He was intrigued to understand how Kim had managed [4]**to have** / **having** acquired so much general knowledge. The meeting was to change both their lives. When it came out, *Rain Man* was a huge success and won four Oscars, including one for Morrow's original screenplay.

But Kim's life changed, too. Like the film's main character, he was unable to do many simple practical tasks and spent his life [5]**to be** / **being** looked after by his father, Fran. Until the film was released, Kim and Fran had expected [6]**to be** / **having been** living quietly in Salt Lake City for the rest of their lives. However, after the film's success and with his father's consent, Kim agreed [7]**being** / **to be** involved in public demonstrations of his skills to raise public awareness of savant syndrome and neurodivergence.

9 **TASK** **Work in pairs. Write the script for a two-minute video presentation about Daniel Tammet, Stephen Wiltshire or Kim Peek. Your video should include some details about their life, and information about savant syndrome and what it enables them to do. If you wish, include some visuals. Use grammar from this lesson in your script. Film your presentation and show it to the class.**

Assess your progress Workbook page 35

4c Listening, vocabulary and speaking

Listening and vocabulary

1 WHAT DO YOU THINK? Read what Albert Einstein said about intelligence. What do you understand by the quotation? Do you agree?

> **"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."**

2 4.2 Listen to the opening of a presentation. What is the main theme of the talk? Which three sub-topics will be discussed?

Strategy Navigating a talk

Speakers use a wide range of phrases to guide an audience around a talk.

- The main theme is outlined in the introduction. Topics that will be included or excluded are signposted (e.g. *I'm going to address …*, *I'll be looking at …*, *… is beyond the scope of …*, *It's not possible to deal with …*).
- New topics are signposted at the beginning and sometimes at the end of a section (e.g. *My next point is …*; *That brings me to …*; *So that was …*).
- Certain verbs can be used to indicate key points (e.g. *I'm going to focus on …*, *I'd like to point out …*) or explain key ideas (e.g. *concerns*, *entails*, *involves*, *refers to*).
- Examples and quotes are signposted throughout the talk by various phrases (e.g. *According to …*; *… cites … as a case in point*; *… believes / suggests that …*; *… alludes to the idea that …*).

3 4.3 **Read the strategy. Listen to the rest of the presentation and complete the notes.**

Eight intelligences

Group 1: [1]_____ intelligences
* linguistic: clever use of language, e.g. lawyers
* logical-mathematical: scientific and objective thinking, e.g. [2]_____ and _____

Group 2: the arts
* [3]_____ : clever use of harmonic patterns, e.g. composers, musicians
* bodily-kinaesthetic: clever use of body, e.g. [4]_____ and _____
* visual-spatial: clever use of [5]_____ , e.g. pilots and chess players

Group 3: [6]_____ intelligences
* interpersonal: good people skills, e.g. [7]_____ and _____
* intrapersonal: [8]_____ the self

Group 4: most recent intelligence
* [9]_____ : clever use of environment

Practical applications
Make education [10]_____

4 REACT **Are you surprised by what you have heard? Do you know people who seem to have different kinds of intelligence? What caused you to notice this?**

V Insight Adjectives describing intelligence and ability

5 **Study the extracts from the presentation and explain the meaning of the adjectives in bold.**

a … the capacity to use language in an **articulate** way to achieve certain goals.
b … use a **methodical** approach to analyse problems rationally.
c … individuals who are **receptive** to melody and rhythm.
d … physical self-control and the ability to handle objects in a **dexterous** way ….
e … a **discerning** mind that is able to anticipate potential problems ….
f … be **intuitive** enough to understand the intentions and motivations of other people.
g … the capacity to be **introspective** in order to know or understand yourself.
h … people who are **observant**, who notice features and developments in the environment ….

6 TASK **Work in pairs. Devise a questionnaire of up to six questions that will help you establish what kind of multiple intelligences you and your classmates possess. Try to include adjectives from exercise 5. Then use your questionnaire to interview another pair.**

When you are with other people, how observant are you?

➔ Vocabulary extra › Abilities and traits › page 57

Speaking Signposting a presentation

7 Work in pairs and discuss the questions.

1 Why does it make sense for teachers to be aware of multiple intelligences?
2 Look back at the notes in exercise 3. Match activities a–h to the intelligences.
   a listening to or composing a song
   b teaching something to your peers
   c building a model or acting out a scene
   d studying weather processes or animal behaviour
   e reading and writing about a topic
   f relating a topic to your own experiences
   g looking at numbers or classifying information
   h drawing a picture or diagram
3 How could a quote from a famous person be used in different ways in a history lesson?



8 4.4 Listen to the opening of a student's presentation and note down:

1 one phrase the speaker uses to introduce her presentation.
2 three phrases she uses to preview the points she plans to talk about.

9 4.5 Listen to the rest of the presentation and check your ideas from exercise 7.

10 4.5 Listen again and complete the sentences. Which phrases are used (a) to introduce a new point, (b) to transition between points and (c) to highlight key information?

1 As I said, _____ looking at why teaching using multiple intelligences makes sense.
2 _____ different people learn in different ways, ...
3 _____ why teaching using multiple intelligences makes sense to how to make use of them.
4 _____ these strategies are typical of what happens in most classrooms.
5 _____ the artistic intelligences.
6 OK, _____ the personal intelligences.
7 _____ there are all kinds of ways the natural world can be exploited.
8 _____ an overview of how multiple intelligences can be used. _____ briefly outline an example.

GS Global skills Connecting with your audience

When you are giving a talk or presentation at school, university or work, it's important to connect with your audience. Here are some suggestions:

1 Introduce yourself: explain who you are and why you're presenting.
2 Tell a story or joke.
3 Refer to the audience's own knowledge or personal experience.
4 Ask for a show of hands on a particular point.
5 Ask the audience a direct question (and respond positively to the answer).
6 Get people to discuss a point together in groups / pairs.
7 Thank the audience and invite follow-up.

11 Which of the strategies above did the speaker use to connect with her audience? Listen again if necessary.

12 TASK Work in pairs. Choose one of the ideas below or use your own. Discuss how a teacher could make use of multiple intelligences to teach the topic. Then prepare a short presentation on how to teach the topic using multiple intelligences. Use phrases from the lesson in your presentation. Then give your presentation to another pair or to the class.

- a key event in the history of your country
- the development of a key technology (e.g. computers)
- the causes and effects of climate change

Assess your progress Workbook page 35

Reading and vocabulary

1 WHAT DO YOU THINK? Look at the photo in the article. Would you like to study there? Why / why not?

2 Read the article. What is the main problem it describes?

3 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 There are 39 Oxbridge colleges.
2 A disproportionately high number of Oxbridge graduates have important roles in the British government.
3 Outstanding grades aren't enough to guarantee you an Oxbridge place.
4 In the past, it seemed that those from deprived backgrounds had more chance of going to Oxford or Cambridge.
5 People wondered if aspects of Oxbridge might be alienating some people from poorer families.
6 Today, the universities care more about their students' intelligence than about their background.
7 Summer schools are an opportunity for richer and poorer students to learn together.
8 The foundation year is designed for disadvantaged young people with top grades in their exams.

GS Global skills Culture

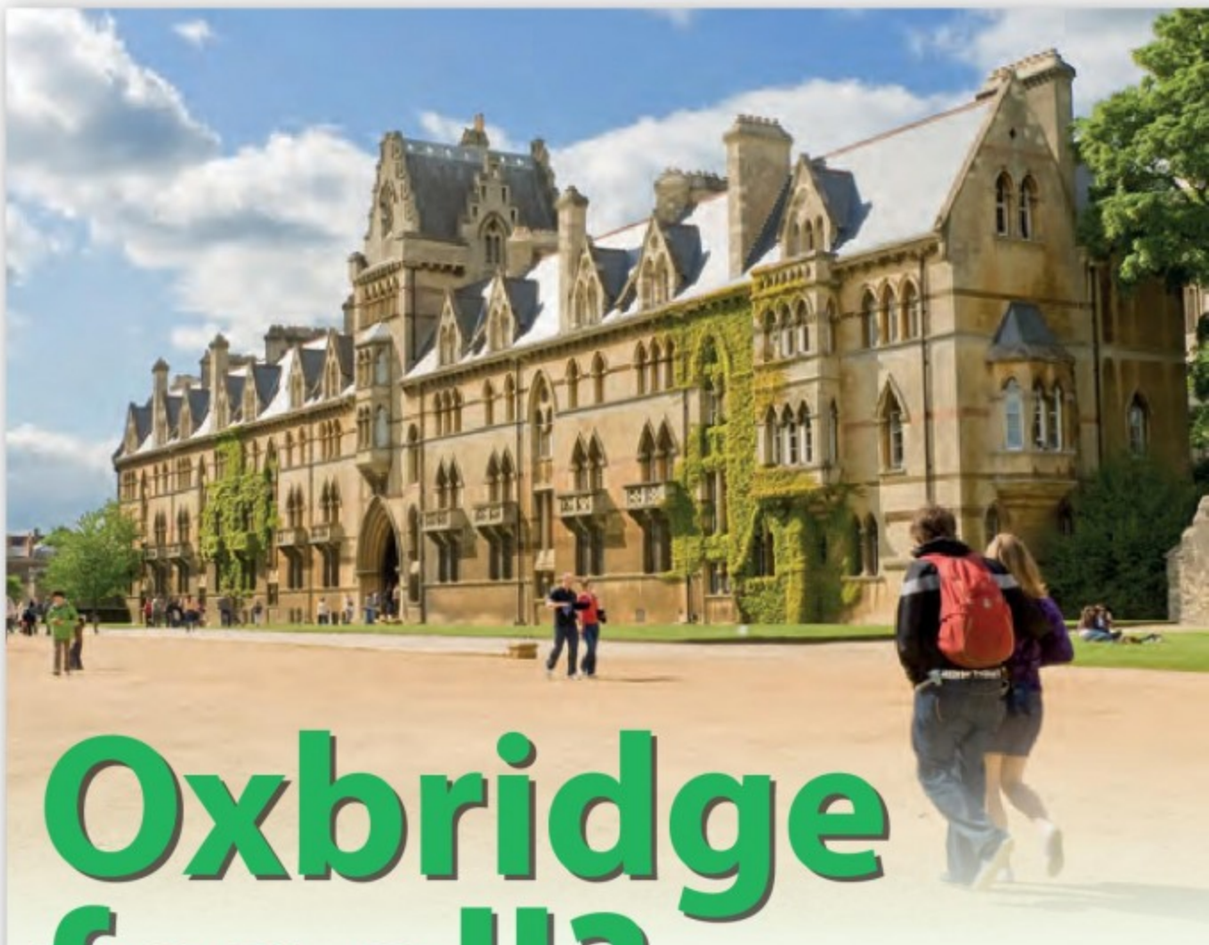
4 Discuss the questions. Give reasons for your answers.

1 Are there any elite universities in your country? In what ways are they similar or different to Oxbridge colleges? How do they select their students? Do you think the process is fair?
2 In your country, are people's life prospects affected more by their academic ability or by their family background? Is this changing over time? Do you think it should change?

V Insight Word analysis

5 Answer the questions, referring closely to the article.

1 What verb in paragraph A is a synonym of *carry*? What other kinds of things might you carry in this way?
2 What is a *gown* (line 6)? Why do you think the writer mentions gowns here?
3 What adjective in paragraph B means 'invented by blending the sounds and combining the meanings of two different words'? What other examples do you know?
4 What verb in paragraph C is more commonly used as a noun?
5 What expression in paragraph C uses a metaphor to suggest a welcoming attitude?
6 What noun in paragraph C is used for past students of an institution? What is its singular form? Why does it have this plural suffix?
7 What word in paragraph E is a synonym of *wealthy*?
8 What adjective in paragraph F describes something that is real but not immediately obvious?



Oxbridge for all?

A It's moving in day at Christ Church College, Oxford. A chosen few of the world's brightest young people lug boxes full of their belongings into their university rooms, some of which were built back in the 16th century. Once they've finished unpacking the boxes, these young students will put on their university gowns and have dinner in a spectacular dining hall. While eating, some of them will learn that the hall was also the inspiration for the Hogwarts dining hall in the *Harry Potter* movies. They'll then have time to explore the beautiful surroundings of their new home, including an 18th-century library, an art gallery, sports pitches, a large meadow next to the River Thames and a boathouse.

B Christ Church is just one of the 39 colleges that make up Oxford University, and there are similar colleges in similar settings 70 miles away, at Cambridge University. The two institutions have a lot in common and are known collectively by the portmanteau word *Oxbridge*.

C The next few years will be an intense time for the new Oxbridge students as they attend lectures and small-group tutorials with leading experts in their chosen subject. Most of them will study – and party – hard, and at the end of their time at university, employers' doors will be open to them. Less than 1% of the adult population of Britain graduated from Oxford or Cambridge, but the two universities have produced more than 75% of its prime ministers. Christ Church College alone has 13 prime ministers among its alumni. The majority of Britain's senior judges and civil servants, and many of the most influential people in film, TV and newspapers have also had an Oxbridge education.

D There's no doubt that these universities – the first two to be founded in England – are reserved for an elite section of the population. Prospective students not only have to get exceptional results in national exams, but they also have to succeed in additional Oxbridge tests and a challenging interview process. It's mostly only very bright students who apply, and only a small proportion of those are offered a place.

E However, there has long been a perception that Oxbridge students are a social elite as well as an academic elite. Although it costs no more for British students to attend Oxford or Cambridge than any other university in England, the majority of British Oxbridge students in recent decades have had parents with professional and managerial jobs, and have come from more affluent areas of the country. While some schools were sending at least 50 pupils a year to Oxbridge, others had never had a successful applicant. Were better schools and greater family resources giving some applicants an unfair advantage in the selection process? Or were talented young people from less wealthy families being put off by the grand buildings, the old-fashioned traditions and the privileged background of other students, and choosing to apply elsewhere?

F Oxford and Cambridge are working hard to change this perception that they are only for the privileged. They aren't just looking for the students who have received the best training at home and at school to get through the rigorous entry process. They want to recruit students that reflect Britain's diversity, and who have the highest underlying academic ability.

G The universities regularly send representatives to visit schools in deprived areas, so that all students can find out about the benefits of an Oxbridge education. They point out that, as well as colleges like Christ Church, with grand buildings and a long history, there are other, more modern colleges, so everyone can find an environment where they feel comfortable.

H There are free summer schools for underprivileged 16- and 17-year-olds, to give them a taste of university life and a chance to develop the skills they need to succeed in the Oxbridge selection process. And they give scholarships to the disadvantaged of £1,000 a term and more, making Oxford or Cambridge a more affordable choice than other universities.

I They also accept slightly lower grades from students from lower-achieving schools, in acknowledgement of the more challenging circumstances in which some young people have to study. And for disadvantaged students who show potential but haven't yet reached the required attainment level, there's the possibility of a free foundation year. This acts as a second chance for students who have missed out on a high-quality education during their time at school. At the end of the year, they will have the skills to cope on the universities' demanding degree courses alongside students from more privileged backgrounds.

J Both Oxford and Cambridge have seen big increases in diversity in the last few years. There are many more people with disabilities, from low-income families and from ethnic minorities than previously. Getting a place at these prestigious universities is never going to be easy, but a student's background is now less likely to be a barrier to entry than ever before.

Grammar Articles

Grammar Insight

6 Study words and phrases 1–8 in the article and match them to categories a–h. Then work in pairs and discuss the rules for using articles.

1 diversity (line 56), potential (line 75)
2 the privileged (line 52), the disadvantaged (line 68)
3 50 … pupils a year (line 43), £1,000 a term (line 69)
4 boxes / the boxes (lines 3, 5), a … hall / the hall (lines 6, 7)
5 have dinner (line 6), at university (line 22), at home (line 54), at school (line 54)
6 Christ Church College (line 1), Oxford (line 1), the River Thames (line 12), Britain (line 23)
7 the most influential people (line 27), the best training (line 54)
8 the 16th century (line 4), the first two (line 29)

a things mentioned more than once
b abstract nouns
c proper nouns
d ordinals
e superlative adjectives and adverbs
f adjectives referring to abstract ideas / groups of people
g expressions of quantity, frequency, price and speed
h fixed expressions

Further reference and practice › Workbook › page 116

7 Complete the text with *a* / *an*, *the* or no article (-). Then match the articles in the gaps to categories a–f in exercise 6.

When students from countries outside [1]_____ Britain want to study at [2]_____ Cambridge, they have to pay [3]_____ higher fees than [4]_____ British. [5]_____ fees are at least £22,000 [6]_____ year and many students need to apply for [7]_____ financial help, such as the Gates Scholarship, to be able to afford this. This scheme was set up in 2001 by Bill Gates, the founder of Microsoft, and his then-wife Melinda, who live on the other side of [8]_____ Atlantic in the USA. It supports non-British Cambridge students doing postgraduate studies at [9]_____ university. Its aim is to build [10]_____ global network of future leaders committed to improving other people's lives. Many of [11]_____ first Gates scholars have already become active members of [12]_____ network and are contributing to finding solutions to the world's problems. Achieving [13]_____ global peace, prosperity and environmental stability is an enormous challenge, but with [14]_____ best ideas of Gates scholars to help us, we may get nearer to reaching that goal.

8 TASK Work in groups and discuss the questions.

1 Are elite universities such as Oxford and Cambridge good or bad for society overall? Why?
2 Is it ever possible to select candidates for universities and jobs in a way that judges their abilities completely fairly? Why / why not?

Assess your progress Workbook page 35

4E Writing A for and against essay



Planning for writing

1 Work in pairs and discuss the questions.

1 What assessment methods do you have experience of (e.g. written exams, teacher-assessed course work, practical tests)?
2 What are the advantages and disadvantages of each method?
3 Do you think it is realistic for all students to be assessed by the same method?

2 Read the model essay on page 55 and answer the questions.

1 What arguments does the writer provide in support of and against the initial statement?
2 What, in the writer's opinion, is the most effective way to assess students' performance?

3 Read the model essay again and answer the questions. Then complete the organization boxes.

In which paragraph does the writer:

1 present the main argument against the statement, and any counter-arguments?
2 give a balanced opinion of the arguments for and against the statement?
3 present the main argument in favour of the statement, and any counter-arguments?
4 provide a clear outline of the topic and state the purpose of the essay?

4 Read the strategy. Match the highlighted examples of marked language in the model essay to these more formal equivalents. Then complete the first language box.

1 abandoned
2 a limited choice between two alternatives
3 revealed
4 a system which is fair
5 encountered

Strategy Recognizing formality and marked language

The style of academic writing is usually quite formal, e.g. in essays, reports or job applications. However, to make the writing appeal more to a general audience, writers sometimes use marked language: words and phrases that are less formal, such as phrasal verbs, idioms and colloquial expressions. It's useful to be able to recognize marked language so that you don't overuse it or use it inappropriately. It is often safer to put marked language in quotation marks.

5 Identify the marked language in the sentences. Then replace it with the words below to make the sentences more stylistically appropriate.

■ accurate ■ attributed to ■ deceived ■ implausible ■ omitting ■ some respite

1 Todd Sampson's performance in one memory test was almost 100% spot on.
2 It is important not to be taken in by phishing emails trying to secure one's personal details.
3 During his five-hour recitation of pi, Daniel Tammet needed scheduled breaks to give him a breather.
4 In a courtroom, witnesses are required to state what they saw without missing out any details.
5 The idea that anyone could remember 98% of what they read seemed far-fetched until Kim Peek proved it could be done.
6 Recent evidence suggests that autism can be pinned on genetic factors.

Writing Insight Similarity and difference

6 Study the nouns in the table. Which nouns refer to similarities and which to differences? Note that these are examples of more formal terms to refer to similarity and difference.

Noun	Adjective	Noun	Adjective
analogy	analogous	divergence	[3]diverg____
contradiction	[1]contradict____	homogeneity	[4]homogene____
correspondence	corresponding	interchange	interchangeable
disparity	[2]dispar____	variance	[5]vari____ , varied, various

7 Complete the adjectives in exercise 6 with the suffixes *-able*, *-ate*, *-ent*, *-ory* and *-ous*. Check your answers in the model essay. Then complete the second language box.

'Teacher assessment is a better way of evaluating students' performance than national exams.' Discuss.

Write an introduction providing
_____
_____.

Recent research into whether exams or teacher assessment are a more effective way to evaluate student performance has 'thrown up' a range of contradictory opinions. The reality is that there are valid arguments for and against both approaches. In this essay, I will attempt to examine the most convincing of these and suggest a solution.

Present _____
_____
_____.

The main argument in favour of teacher assessment is that it is a more reliable method overall, as teachers are familiar with their students' strengths and weaknesses all round. Every class includes a disparate range of abilities and learning styles. Teacher evaluation of individual students' performance over the whole academic year takes this into account and is therefore more likely to be accurate than a formal exam taken on a single day. However, while this is clearly true, it also means that teachers may be more subjective when grading the work of students they know well. In addition, it has been suggested that certain individuals or groups of students may have 'come up against' unconscious bias from teachers, affecting the marks they received. This could lead to variable standards in grading students' work across the country.

Present _____
_____
_____.

The main advantage of national exams, on the other hand, is that they provide 'a level playing field' for all students. As all exams are marked anonymously and according to the same objective criteria, they provide a fair and effective way to identify the most able students. However, some education experts argue that the current exam-based system wrongly assumes that young people are homogeneous – that they all learn in the same way and can be assessed in the same way. A student's future success or failure is decided by a system which is a test of how good they are at doing exams rather than a true reflection of their capabilities or knowledge. For this reason, they say, the present exam system is not fit for purpose and should be 'axed'.

Write a conclusion giving
_____
_____.

So how do we reconcile these divergent opinions? In my view, rather than take an 'either / or' approach, we should move towards a compromise solution that incorporates both methods. A percentage of a student's overall grades in any subject could be based on teacher assessment, with a final, externally marked exam at the end of the year providing the remaining percentage. On balance, I think this would satisfy the supporters of both methods and would result in a fairer and more balanced system of assessment.

Use marked language like
1 _____,
2 _____ and
3 _____ to make your writing more appealing to a general audience.

Use formal adjectives like
4 _____,
5 _____ and
6 _____ to discuss similarities and differences.

Writing your essay

'It takes more than intelligence to achieve lifetime goals.' Discuss.

PLAN **Read the task and check you understand it.**

Brainstorm ideas for your essay. Make notes about:

- arguments in favour of the statement in the essay topic.
- arguments against the statement in the essay topic.
- how different factors in each of the arguments could be compared.

Create a paragraph plan.

Paragraph 1: introduction, with a clear outline of the topic and your purpose
Paragraph 2: the main argument in favour of the statement in the essay topic, and any counter-arguments
Paragraph 3: the main argument against the statement in the essay topic, and any counter-arguments
Paragraph 4: conclusion, with your own balanced opinion

WRITE **Write a first draft of your essay. Use the model essay and your plan to help you.**

REVIEW **Check your essay. Use the checklist to help you.**

Have you:

- clearly outlined the topic and stated your purpose?
- presented a balanced argument for and against the statement in the essay topic?
- made your essay more accessible by including some marked language?
- used formal adjectives to refer to similarities or differences?
- checked your grammar, vocabulary, spelling and punctuation?

Assess your progress Workbook page 35

Review 4

Vocabulary

1 Complete the sentences with words or phrases with *brain*.

1 I'm quite forgetful and _____ !
2 Educational games and _____ are being used in classrooms with good results.
3 It seemed like a rather _____ idea at first, but, amazingly, it worked!
4 He _____ for hours, but he couldn't remember where he had seen the man before.
5 In order to protect their _____ , inventors should apply for a patent at the earliest opportunity.
6 After hearing the same argument repeated over and over again, he was _____ into believing it.

Marks ___ / 6

2 Match the words below to their synonyms.

■ build up ■ buy into ■ carry out ■ pass on ■ team up ■ work out

1 conduct – _____
2 develop – _____
3 accept – _____
4 calculate – _____
5 collaborate – _____
6 transmit – _____

Marks ___ / 6

3 Choose the correct words.

1 As a child's brain develops, their movements become more **agile** / **articulate** / **inquiring**.
2 Our brains are at their most **methodical** / **sociable** / **receptive** in childhood.
3 Many people rely on **discerning** / **eloquent** / **intuitive** decision-making just as much as analytical reasoning.
4 The younger a person is, the more **deductive** / **impressionable** / **methodical** their brain is.
5 The ability to think about our thoughts, or our **impressionable** / **introspective** / **dexterous** ability, is located in the front of our brain.
6 People who are **observant** / **sociable** / **self-aware** can remember details they have only seen once.

Marks ___ / 6

4 Complete the text with the words below. There are two words that you do not need.

■ affluent ■ alumni ■ gowns ■ lug ■ open ■ portmanteau ■ underlying

It was the 1970s. The students at Glen Almond private school were all the sons of [1]_____ upper-class families. Many of the school's [2]_____ had gone on to become prominent politicians while, for the rest of them, it seemed that employers' doors were [3]_____ after graduation. The school's ethos was conservative. Teachers dressed in black [4]_____ . The headmaster believed that physical activity made pupils resilient, so they were all forced to [5]_____ wet rugby balls across muddy fields in all weathers.

Marks ___ / 5

Grammar

5 Complete the text with the correct form of the verbs in brackets and any additional words if necessary.

Have you ever [1]_____ (stop / think) about how difficult a process reading is? Few people can [2]_____ (succeed / read) without being taught how to do so. Our brains multitask when we read. They [3]_____ (let / connect) the letters and sounds together and put them in the right order. For people with dyslexia, this process can be a challenge. Research has [4]_____ (help / understand) that dyslexia is not connected in any way with intelligence. Dyslexic people often develop creative skills which [5]_____ (enable / work out) what is written in an alternative way. It is not known if they are naturally creative or whether it comes from hours [6]_____ (sit / engage) in deciphering the meaning of texts. While [7]_____ (try / read) may initially prove problematic, it can be overcome with the right support.



Marks ___ / 7

6 Rewrite the sentences using the correct form of an infinitive or *-ing* form and the verbs in brackets. Sometimes more than one answer is possible.

1 I never thought I'd be speaking Chinese fluently when I grew up. (expect / speak)
2 By the age of 12, I had already acquired a working knowledge of three languages. (manage / acquire)
3 At that time, I remember that I was bullied at school for being intelligent. (recall / bully)
4 I confess I was too focused on my studies at times, but I am now proficient in six languages. (admit / be)
5 By chance, I was headhunted by the Foreign Office. (happen / be)
6 Once I was asked to do this dream job, there was no way I was going to turn it down. (offer / turn down)
7 She admitted that she had been at fault. (acknowledge / be)

Marks ___ / 7

7 Complete the sentences with *a* / *an* or *the*.

1 _____ government should help _____ homeless.
2 Is Hastings _____ town in _____ south of England?
3 _____ speed limit is 70 miles _____ hour.
4 _____ best poem I've ever read is E.A. Poe's *The Raven*.
5 G.B. Shaw was _____ Irish playwright.

Marks ___ / 8

Total ___ / 45

Vocabulary extra 4

Memory

1 Match the words in bold in each group of sentences to the definitions.

1 The novel begins with Luke **recalling** the day of his 16th birthday.
2 He can't **recollect** our conversation about the money.
3 Can you **remember** where I put the car keys?

a bring a piece of information, an idea or an event back to your mind
b (formal) bring a fact or an event from the past back to your mind in order to tell someone about it
c (formal) make a mental effort to bring a fact or event from the past back to your mind

4 People often find it difficult to **remember** lots of different logins and passwords.
5 At high school, we had to **memorize** the names of all the US presidents.
6 Can I **remind** you to switch your phone off, please?

d learn something, especially a list of words, names, etc., so that you can repeat it exactly
e keep a fact in your mind and to try not to forget it
f tell someone about something they have forgotten or prompt them to remember something

7 Writing a journal gives students a chance to **reflect** on their experiences during work placements.
8 The brothers sit and **reminisce** about their childhood holidays by the sea.
9 The president will unveil a plaque **commemorating** the 150th anniversary of the founding of the college.

g talk or write about events and experiences in your past that are happy memories for you
h show that you remember and respect an important person or event in the past by having a special event or ceremony or by creating a statue or other object
i spend time thinking carefully about something, especially a past event or experience

2 Choose the correct words.

What is dementia?

Dementia is an umbrella term for a set of symptoms caused by the loss of nerve cells in the brain. Memory loss is one of the most common symptoms. Typically, dementia sufferers have trouble [1]**reflecting** / **remembering** / **reminding** recent events and have to be [2]**remembered** / **reminisced** / **reminded** of simple things, like the names of family members. They also find it difficult to [3]**memorize** / **commemorate** / **remind** things like PIN numbers, making everyday tasks difficult. Commonly, though, people with dementia will still be able to [4]**reminisce** / **recall** / **reflect** events that happened many years ago. There is no cure, but therapies to help dementia sufferers include activities that encourage them to [5]**reminisce** / **recollect** / **commemorate** about the past, using photos to help them [6]**memorize** / **reflect** / **recollect** happy events and experiences.

Abilities and traits

1 Complete the table.

Noun	Adjective	Noun	Adjective
1 _____	dexterous	4 _____	ingenious
2 _____	curious	5 _____	diligent
3 _____	agile	6 _____	modest

2 Match definitions 1–8 to the nouns in exercise 1 and the two nouns below.

■ aptitude ■ integrity

1 the ability to move your body smoothly and easily
2 a strong interest in finding out about new things
3 the attitude of someone who typically works hard and does things carefully
4 the ability to find new and clever ways to do things and to solve problems
5 the quality of being honest and behaving in a way which you believe is correct and moral
6 the ability to perform difficult or clever tasks or movements, especially with your hands
7 the quality of not talking about your own abilities and achievements
8 the natural ability or skill of someone to do something

3 Match the nouns in exercises 1 and 2 to categories a–b.

a physical abilities
b mental abilities or character traits

4 Complete the sentences with the nouns in exercises 1 and 2.

1 Some older people with poor manual _____ struggle to use fiddly mobile devices with tiny buttons.
2 He's always had a natural _____ for languages.
3 It was a difficult role which she carried out with care and _____ over many years.
4 Is it possible for artists to maintain their artistic _____ when working on commercially commissioned works?
5 Technology and human _____ must be applied to solve issues of scarcity, especially in energy resources.
6 He's a tall young man with the speed and _____ of a basketball player.
7 With her characteristic _____, she shifts the focus onto the colleagues who helped her on the project.
8 Good teachers don't just pass on information; they awaken their students' intellectual _____.



Cumulative review Units 1–4

Listening

1 4.6 **Listen to a talk. Are the sentences true (T) or false (F)? Correct the false sentences.**

1 The theme of the talk is how to prevent the detrimental effect of technology on the brain.
2 Nicolas Carr won the Pulitzer Prize for his book *The Shallows*.
3 An experiment with students proved that multitasking improves concentration.
4 Playing computer games might enhance spatial awareness.
5 According to Patricia Greenfield, if one cognitive skill develops, it is often at the expense of other thought processes.
6 The presenter believes our brains must have some downtime for deeper thought to occur.

Speaking

2 Work in groups. Make a list of the types of technology used in schools today. Discuss the advantages and disadvantages of each.

3 Work in the same groups. Prepare a plan for a presentation on how technology is used in education in your country. Give your presentation to the class. After you have listened to all of the presentations, decide on two ways in which the use of technology in education could be improved.

Reading

4 Read the article. Match sentences a–g to gaps 1–6 in the article. There is one sentence that you do not need.

a There are many misconceptions about its function and we still have a lot to learn.
b On the other hand, excess consumption of sugar and saturated animal fats has been connected to memory loss in older people.
c This is an impressive result for an activity that is often considered to be 'just doing nothing'.
d This results in a protective effect as we get older, delaying the effects of cognitive decline associated with ageing.
e And let's face it: who doesn't want a better brain?
f Even something as simple as writing with your non-dominant hand can be a good workout for your brain.
g It is perhaps surprising, then, that we spend very little time thinking about how to take care of the most important organ of all: the brain.



Habits for a healthy brain

We are all aware of how important it is to look after our bodies in order to stay healthy, whether we choose to do so or not. There are millions of books, articles, magazines, websites, TV programmes and apps telling us how to lose weight or build more muscle, and get stronger, faster or more flexible. [1]____ And yet the brain, just like any other body part, needs regular maintenance and attention in order to keep functioning well throughout our lives. Of course, we can't exercise the brain in the same way that we might exercise, say, our arm muscles, but there are plenty of things we can do to keep the brain in top condition.

Claims that exercise itself is beneficial for the brain have been borne out by numerous studies. Physical exertion has been shown to trigger the production of new brain cells, thereby enlarging parts of the brain – particularly the hippocampus, the part of the brain that is associated with learning and memory. [2]____ Exercise also improves blood circulation to the brain, delivering the nutrients it needs to function more effectively, and stimulates the growth of new connections between brain cells. A 2019 study showed that boys who kept up a high level of physical activity between the ages of 16 and 18 considerably increased their IQs and performance in tests.

Healthy eating is another area which we tend to regard as important for our bodies, but which is rarely considered in relation to the brain. However, there are many ways in which the food we eat can affect brain function. Vitamins and minerals found in fruit and vegetables can lower our risk of developing cognitive problems when we get older. For example, magnesium – found in foods such as nuts and avocados – improves neural plasticity, which is the ability of the nervous system to change and adapt. [3]____ But not all fats are bad for the brain – in fact, around 60% of the



brain is made up of Omega-3 fats, which are found in olive oil and oily fish. The idea that fish makes you more intelligent has been around for a long time, and it appears there may be some truth in it.

Aside from taking regular physical exercise and eating well, one of the best things you can do for your brain is simply to use it more. Learning something new can be effective as it forces your brain to work in ways that are unfamiliar. In one study, a group that challenged their brains by learning a new skill performed better in memory tests afterwards. [4]____ And if you can't be parted from your smartphone, there are plenty of brain-training apps, such as Peak, Elevate and Lumosity, which claim to help you keep your brain in shape.

While exercising your brain is important for maintaining its health, slowing it down and giving it a break is equally important, especially in today's distraction-filled, always-connected environment. A popular way to do this is through mindfulness meditation, which involves observing your thoughts and feelings while focusing your attention on your breath or on an object. Meditation has been shown to have a measurable effect on levels of important neurotransmitters or brain chemicals; for example, increasing levels of the 'feel-good chemical' serotonin and decreasing the level of the stress hormone cortisol. It has also been shown to improve neuroplasticity, creating new connections in the brain which actually lead to physical changes to its composition. [5]____

It is common to think of the brain as something that cannot be changed, whether someone is born a 'brainiac' or considered hopelessly 'scatterbrained'. However, it is becoming clear that there is a great deal we can do to change, maintain and improve our brains, through both physical and mental exercise, diet and activities such as meditation. [6]____

Grammar and vocabulary

5 Rewrite the sentences from an interview with an anthropologist using the words in brackets. Sometimes more than one answer is possible.

1 Various science journals have published Dr. Sherwood's work on the human brain. (has / been)

2 Researchers acknowledge that they are baffled by why the human brain shrinks with age. (admit / to)

3 Many people recall that they were taught about the similarity between apes and humans at school. (remember / been)

4 There is evidence that humans are more vulnerable to age-related diseases than chimpanzees. (proven / less)

5 A group of 80 healthy volunteers between the ages of 22 and 88 consented to be examined by scientists. (allowed / them)

6 Older people often can't remember what someone has told them because the 'thinking area' of the brain usually deteriorates before the 'motor area'. (tend /forget)

7 Dr Sherwood thinks the reason why some people are living longer is because of the need to help raise their grandchildren. (due / to)

8 When Dr Sherwood was interviewed, his mother was babysitting his daughter. (happened / be)

Writing

6 Write a for and against essay on the statement below.

'Our brains are better at learning when we are young, so young people should be challenged more at school.'

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5 The road less travelled

Reading and vocabulary

1 WHAT DO YOU THINK? Imagine you are going on a long journey. What form of travel would you choose? What are the advantages and disadvantages of this form of travel?

2 Read the article. Which two forms of travel does it mostly focus on? Does it mention any of the advantages and disadvantages you discussed in exercise 1?

Strategy Critical thinking: questioning ideas

When you first read a text, always question the ideas it presents and the values the writer may have. Think about:

- the writer's purpose: why did they write the text? Do they have any reason to distort the facts?
- the writer's opinion: what clues reveal their opinion? Do you agree with it?
- the way each paragraph is introduced and why: what effect does it have on the reader?
- the way information is ordered: when is key information introduced?

3 Read the strategy. Then read the article again and discuss the questions.

1 Why do you think each writer agreed to contribute to the article? What clues in the text suggest this?
2 Look at the first sentence of each section (A–C). What does the sentence reveal about the character or point of view of the writer? What reaction does the writer hope to elicit from the reader?
3 Do you think all the facts given by the writers are accurate? Why / why not?
4 Are there any areas of disagreement between the three writers? How would you explain those differences of opinion?

4 Read the article again and answer the questions. Some questions match more than one section.

Which writer (A–C):

1 says that people in their line of work are doing a lot to solve the problem of climate change?
2 describes something in a negative light in order to inspire a change of habits?
3 believes that making a greener transport choice can benefit the traveller as well as the climate?
4 recommends that people make minor changes before large-scale change is possible?
5 thinks that business is responding to people's personal decisions?
6 has a positive vision of a future in which people are still using planes?

5 REACT Work in pairs and discuss the questions. Give reasons for your answers.

1 To what extent do you consider the environment when you make transport choices? Do you think you will consider it more in the future?
2 Which transport policies do you think your government should introduce to combat climate change in your country? What positive effects would they have?
3 Do you think responsibility for combating climate change rests more with governments, businesses or individuals?

Should we abstain from the plane?

From government ministers to environmental campaigners, everyone is keen for us to reduce our carbon footprints to combat global warming. Aviation is one of the main industries under attack, but how much does it actually contribute to the problem? And what will travel look like in the 21st century if we abstain from the plane? We caught up with three people who should know.

A Antonia Filipelli, aviation engineer

What most people don't realize is that we've already come a long way in lowering harmful emissions from aviation. Since 1990, emissions per passenger flight have fallen by more than 50%, thanks, in part, to improvements in engine design. The problem is that, in the same period, the number of flights that people are taking has soared, so despite the per person reduction, emissions overall have rocketed. Because of that, it's easy to lose track of the progress we've made in the aviation industry.

There's no question that we need to do more, but the answer isn't to have electric engines on planes as it may be for other forms of transport. Yes, we can produce carbon-neutral electricity through wind, solar power and so on, but being lightweight is crucial for a plane, and today's electric technology is far too heavy. Luckily, there's a more promising alternative: hydrogen. For its weight, hydrogen can generate three times as much energy as aviation fuel, and more than 100 times as much as electric alternatives. Hydrogen-powered planes produce zero CO_2 emissions and can substantially reduce, or perhaps even eliminate, other air pollutants. Their main waste product is clean water. At the moment, hydrogen is made using fossil fuels, but as soon as we have more wind and solar power available, we should be able to produce it through carbon-neutral processes. If all goes well with the project I'm working on currently, there'll be environmentally friendly hydrogen passenger planes in the skies by 2035 and it'll be the end of the road for the polluting engines we use today.

That may be quite a long way off, but in the meantime, I think it's fine to pop off somewhere by plane now and then. Make sure you take the lightest luggage you can and fly direct so that you don't have to take off more than once during your journey. That'll help to save on fuel and reduce your carbon footprint.



B Marlon Smith, climate activist

We all love to explore other countries and see the world, but tempting as air travel might be, it just isn't sustainable. It does more damage to the climate than any other form of transport. A return flight from London to San Francisco emits about half of an average British person's annual carbon footprint. Even a short return flight from London to Berlin emits three times the emissions you can save by diligently recycling a year's worth of rubbish. And yet politicians show no signs of really addressing the problem.

People have got used to hopping on a plane and zooming off to some exotic location for their holidays, but we do have other options. Train travel is a far better choice, and not only because it generates lower emissions. In our increasingly globalized world, every flight is the same stressful experience. You trudge through an airport that looks identical whether it's in Buenos Aires or Beijing, then queue, then trudge again, then wait, then queue. You make your way onto the plane, where the view from your uncomfortable seat is largely the same wherever you are on the planet. After more waiting and queuing at another generic airport, you finally arrive at your destination, hardly aware of where it is. I came across this statistic the other day, and it stopped me dead in my tracks: one in three of us can't even point to the country we're visiting on holiday on a map! Wouldn't you rather take a train? You can stroll down the aisle to stretch your legs whenever you want to. The pace is less frenetic and there's an ever-changing view flashing by. You cross paths with fascinating local people as you chug steadily across borders to reach your final destination. It's a much richer cultural experience.

C Audrey Picot, politician

Government action on climate change is now accelerating and new policies are being introduced. In my country, France, for example, we've recently banned internal flights where the same journey could be made in under two and a half hours by train. We're on the right track with this, but we clearly need to do more. Further down the road, I think we could raise the limit to eight hours, and include international journeys, especially with the new long-distance train routes that are opening up. Rejecting flying for environmental reasons is a growing trend, and rail companies have realized there's a rising demand for viable alternatives.

Much higher taxes are needed on aviation fuel, too. We could use the tax revenues to make trains, passenger ships and other forms of environmentally friendly transport more affordable, and that would smooth the path towards a more sustainable future. For many of us, flying somewhere might become more of a once-in-a-decade treat than the annual ritual it is today.

The other thing I'm pushing to introduce is a law that employers have to give employees extra holiday leave if they book to travel by environmentally friendly transport. One of the main reasons people like to fly is that their holiday time is precious and they don't want to waste it getting from A to B on slower, greener travel alternatives such as trains, coaches or ships. That could change if they were compensated with extra days off work. Not that you necessarily have to take a break from work if you're on a long journey, of course. On most public transport now you'll find good Wi-Fi and a power point. Just plug in a laptop and you've got a mobile office to work in!

5B Grammar and listening

Insight Phrases with *road*, *path*, *track* and *way*

6 **Study the underlined phrases in the article. Think about the context and use your own knowledge to explain the meanings of the phrases.**

7 **Read the text below. Replace the phrases in italics with the correct form of the underlined phrases in the article.**

I'm sitting on an Egyptian train somewhere between Cairo and Luxor, and there's a delay. I've [1]*failed to notice* how long we've been stationary, but I've been travelling for more than seven hours and Luxor is still [2]*very far away*. Perhaps I should have listened to my friend, who advised me to [3]*travel* south by plane. Back in the 1850s, Egypt was the first country in the Middle East to have a railway network. It seemed to be [4]*doing things the right way* when it came to developing its public transport. But railways around the world have [5]*made a lot of progress* since then and unfortunately, Egypt's system hasn't – it badly needs an update. The government has finally announced a plan for a high-speed rail network, including a link between Cairo and Luxor. If this is successful, it will hopefully [6]*make it easier* for other sustainable transport projects [7]*in the future*.

Insight Verbs of movement

8 **Study the highlighted verbs in the article. Discuss which of the verbs best describes the type of movement in each of the phrases below. Which aspect of movement is emphasized by each verb? Think about manner, sound and speed.**

1 a barge on a canal
2 a racing car in the first seconds of a race
3 a racing car that you see briefly, in the middle of a race
4 a rocket going into space
5 someone going out for a quick shopping trip nearby
6 someone going for a walk in the park
7 someone getting onto a convenient bus
8 someone who's near the end of a very long, tiring walk

9 **TASK** **Work in pairs. Discuss these ideas and decide on a plan for a holiday together. Consider the environmental impact of your transport choices and try to use verbs from exercise 8.**

1 a canal holiday – you sleep and travel on a barge
2 a walking holiday – you carry all you need from place to place in a backpack
3 a multi-day journey in beautiful surroundings on an old-fashioned train
4 a beach holiday on an exotic island
5 a road trip in a sports car

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Grammar Emphatic structures: cleft sentences, fronting and emphatic *do*

1 **WHAT DO YOU THINK?** **Discuss the questions about the methods of travelling below.**

■ cycling ■ hitchhiking ■ trekking

1 What do you think are the advantages and disadvantages of each method?
2 From where you live, how far do you think someone could travel using each method?

2 **5.1 Listen to an extract from a radio programme and answer the questions.**

1 Which mode of transport did Laura and Rob use?
2 Why did they each make their journey?
3 What did each of them discover?

3 **Study the pairs of sentences. Which sentence in each pair seems more emphatic? What is being emphasized in each sentence?**

1 **a** Travelling the world may be exciting, but you still need a lot of money to do it.
b Exciting as travelling the world may be, you still need a lot of money to do it.
2 **a** The story of a guy called Paul Smith first got me interested.
b It was the story of a guy called Paul Smith that first got me interested.
3 **a** I discovered that quite a few people have done something similar.
b What I discovered was that quite a few people have done something similar.
4 **a** She only had her clothes, camping gear and her bike with her.
b All she had with her were her clothes, camping gear and bike.
5 **a** She found the generosity of the local people amazing.
b The thing that she found amazing was the generosity of the local people.
6 **a** It seemed like a great idea back home in America.
b Back home in America, it seemed like a great idea.
7 **a** As an environmental activist, Rob doesn't like cars, which was a problem.
b The problem was, as an environmental activist, Rob doesn't like cars.
8 **a** Both Laura and Rob managed to reach their destinations safely.
b Both Laura and Rob did manage to reach their destinations safely.

4 **REACT** **Work in pairs and discuss the questions.**

1 Would you like to do a trip like Laura's or Rob's, cycling or hitchhiking with little or no money? Why / why not?
2 Do you think it's acceptable to travel through poorer countries and expect local people to give you food and shelter? Why / why not?

Grammar Insight

5 Study the emphatic sentences in exercise 3 and match them to categories a–c.

To create emphasis we can use the following forms.

a cleft sentences
- beginning with *it*, *all* or *what*
- using phrases like *the person who / that*, *the thing which / that*, *the place where*, *the day when*, *the reason why*

b fronting
- beginning with adverbial phrases of place
- using phrases like *the problem / trouble / truth / fact / question is / was*
- using sentence adverbials with *as* and *though*

c emphatic *do / did*

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6 Rewrite each sentence in three different ways. Begin with the words in brackets.

1 Laura needed a place to put her tent. (All Laura needed; It was; The problem)
2 It's hard to believe, but Rob travelled 11,000 km by hitchhiking. (What Rob did, Hard though, Rob did)
3 You can read more about their stories on their websites. (It is, On their websites, The place)

7 Read about a journey made by Paul Smith. Where did he go and how did he plan to finance his trip?

NEWS LOCAL SPORT ABOUT

The Twitchhiker

[1]Paul Smith is a writer and blogger from Newcastle in the UK, who is also known as the Twitchhiker. Paul is a former radio presenter and a keen user of the social media site Twitter. [2]He had an idea to travel across the world from the UK to New Zealand without spending any money on travel or accommodation. He wanted to rely on the Twitter community to help him achieve this by donating their unwanted journeys. Paul discussed the idea with his wife Jane and [3]fortunately, she approved of the project. [4]Paul changed his username to Twitchhiker and posted his intentions on the site. In no time, Twitchhiker went global, thanks to the intervention of the British actor Stephen Fry, a great Twitter fan. [5]Stephen Fry read Paul's post and encouraged his tens of thousands of followers to support Twitchhiker.

Paul gave himself a month to reach his destination, only travelling using journeys offered to him by other Twitter users. [6]He could only spend money on food and drink, and he was not permitted to pay for any accommodation. [7]So what kind of trips would Twitter users offer him?

A number of people donated lifts, bus tickets and flights to cross Europe and the USA and eventually, he made it across the Pacific Ocean. He had hoped to end up at Campbell Island off the south coast of New Zealand. [8]But his luck ran out 600 km before his final destination, which is hard to believe. There were no ship's captains on Twitter in the area, so he had to cut his adventure short and take a flight home.



8 Rewrite the underlined sentences in exercise 7. Include the words in brackets.

1 The person _____ . (known)
2 What _____ . (do)
3 … fortunately, _____ . (did)
4 On _____ . (site)
5 It _____ . (who)
6 All _____ …. (spend)
7 The question _____ . (what)
8 But hard _____ . (though)

9 TASK Work in pairs and discuss the questions.

1 Compare the reasons behind Laura, Rob and Paul's journeys. Who had the best reason for travelling?
2 What other reasons might people have for going on a long journey?
3 Which is more important: making the journey or reaching the destination? Why?

Assess your progress Workbook page 43

5c Listening, vocabulary and speaking



Listening and vocabulary

1 WHAT DO YOU THINK? If people were to start a colony on the planet Mars, would you volunteer to go? Why / why not? What might make someone apply for such a mission?

2 5.2 Listen to a radio interview about a mission to Mars and answer the questions.

1 Why does Daniel describe Mars as a 'hostile environment'?
2 Most applicants said they would have applied even if they had only survived on Mars for a year. What does Daniel say about this?
3 According to Daniel, why would it be problematic for the astronauts to return to Earth later?
4 What other health issues might the colonists be exposed to and why?
5 What does Daniel say is likely to be the main technical issue with a mission of this kind?
6 What does he think would be the most significant challenge for the project as a whole?

3 Listen again and do the following for each of Daniel's answers to the questions in exercise 2.

1 Decide whether he is expressing an opinion or stating a fact.
2 Write the phrase he uses to do this.

4 Complete the sentences using the phrases you noted down in exercise 3. Sometimes more than one answer is possible. You can use the phrases more than once.

1 _____ life may once have existed on Mars; _____ that's a really interesting idea.
2 _____, it's definitely worth exploring the solar system; _____ there are valuable minerals in space.
3 _____ exposure to solar radiation is dangerous, but _____, it's a risk worth taking.

5 REACT What did you learn about space travel from the interview? What implications does this have for space exploration in the future? Did anything you hear surprise you?

V Insight Commonly confused adjectives

6 Match the words from the interview to the definitions.

1 definite, definitive
  a the best or most extreme **b** sure or certain
2 compulsive, compulsory
  a that must be done (because of a rule) **b** irresistibly interesting
3 historic, historical
  a important in history **b** connected with the past
4 notable, noticeable
  a easy to see **b** deserving of attention
5 alternate, alternative
  a happening, e.g. in one year, but not in the next **b** able to be used instead of something else
6 technical, technological
  a relating to the use of machinery **b** relating to the practical use of scientific discoveries
7 economic, economical
  a providing good value for the money spent **b** connected with money

7 Complete the text with adjectives from exercise 6.

There have been many [1]_____ dates in the history of space travel. 20 July 2021 was one such [2]_____ moment, when 82-year-old Mary 'Wally' Funk became the oldest person to go into space. She was one of four occupants of Amazon founder Jeff Bezos' Blue Origin mission. Wally had always wanted to go into space, but didn't have the [3]_____ resources to board a commercial voyage. The ten-minute flight may not have been such a(n) [4]_____ challenge as the first space walk, but it's a(n) [5]_____ milestone in the development of commercial space travel. And video footage of Wally's obvious excitement at being in space made [6]_____ viewing for her friends and family back on Earth.

8 TASK What is the attraction of space travel? Why might some people be willing to risk their lives for it?

Speaking Expressing emphasis

9 Look at the advertisement and the criteria below for selecting candidates for an unusual expedition. Decide which ones you think are most important and why.

■ experience ■ health ■ interests ■ language ■ nationality ■ personality ■ qualifications

Join us!

Applications are invited from suitable candidates to join an expedition as crew on the *SV Greenlander*, sailing from Copenhagen to Greenland in July to August. You will be helping to monitor the health of the ocean and carry out surveys of wildlife, such as birds and whales. No sailing experience is necessary as training will be given. Applicants should be at least 16 years old and … Read more



10 5.3 Listen to three friends discussing the advertisement and compare your ideas from exercise 1 with theirs.

11 5.3 Listen again and complete the sentences with phrases for expressing emphasis.

1 _____ would be suitable for an expedition like this.
2 _____ the most important quality is being a team player.
3 I agree. _____, they'll be looking for people with a positive attitude ….
4 If you're living on a ship for days _____ with no TV and no internet, it's important to ….
5 _____ they want good English speakers.
6 If you couldn't understand the captain's instructions, you'd be _____ stuck.
7 I was about to say, _____ what your background is, you have a chance ….
8 I don't know about you two, but I have to admit I'm _____ tempted to apply ….

12 Complete the sentences with phrases from exercise 11.

1 _____ volunteering would tolerate being locked away for months _____.
2 _____ they wanted friendly people to volunteer – it would have been _____ difficult if people disliked each other.
3 _____, it's one of the hardest things I've ever done – I was _____ exhausted by the end of the trip.
4 _____ what skills each individual possesses, _____ the most important is the ability to communicate effectively.

GS Global skills Turn-taking in a discussion

In both formal and informal discussions, it's important to observe the rules of turn-taking so that everyone doesn't speak at the same time. Avoid interrupting – allow people to finish before you speak. You can also manage interruptions with phrases like *just a minute, … , don't interrupt, please*; or *hang on, let me finish*; and signal for speakers to resume with phrases like *carry on* or *go ahead*.

13 How did Emma and Naz manage Liam's interruptions? How effective were they?

14 TASK Work in small groups. Choose one of these situations or a scenario using your own ideas. Discuss what criteria the organizers should use to select their volunteers.

1 An expedition to a scientific base in Antarctica. Volunteers will spend several months studying ice and weather patterns in order to monitor changes to the climate.
2 A simulated space mission. Volunteers will be locked up in a mock spaceship for a year to help predict the effects of long-distance space travel on the human body.

Assess your progress Workbook page 43

Reading and vocabulary

1 WHAT DO YOU THINK? Why were long journeys made in the past? Can you think of any famous journeys made for the reasons below? What other reasons were there?

- to explore new territories
- to establish new trade routes
- to conduct scientific research

2 Read the article. What was / were the main reason(s) behind the voyage of the Pilgrim Fathers?

3 Read the article. Match sentences a–h to gaps 1–6 in the article. There are two sentences that you do not need.

a Not until six weeks later did they find a suitable location for a settlement.
b Following in the Pilgrims' footsteps came around 21,000 Puritan settlers.
c Such was the strength of feeling on the matter that they were banished from the settlement, and forced to found a new colony further north.
d So grim was the outlook for their lives in the city that they decided to move again.
e Scarcely had they arrived when an argument broke out over how their new colony should be run.
f There stood a great bear, unlike any they had seen in Europe.
g Not only did he teach the Pilgrims how to plant corn, but he also showed them where to fish and hunt beavers.
h No sooner had they left the port than the *Speedwell* began to leak, which led to a number of hold-ups on the journey.

4 Discuss the questions.

1 What hardships did the Pilgrim Fathers face as a result of their journey to America?
2 What is the historical significance of the voyage of the Pilgrim Fathers?

GS Global skills Culture

5 Discuss the questions.

1 Which journeys have played an important part in the history of your country? What do you know about them?
2 Do you think the arrival of European settlers in America was generally good or bad for a) Europe and b) America? Why?

V Insight Nouns formed from phrasal verbs

6 Study the highlighted nouns in the article and the sentences in exercise 3. Write the nouns in the correct place in the table. Which phrasal verbs do they come from?

Verb first	crackdown, _____ , _____ , _____ , _____ , _____
Particle first	outcome, _____ , _____ , _____ , _____ , _____ , _____

7 Make nouns from the phrasal verbs below and write them in the correct place in the table in exercise 6. Use a dictionary to help you.

- bring up
- fall down
- let down
- rise up
- wash out

The Pilgrim Fathers

Rarely has history seen a journey of more importance than the 1620 voyage of the *Mayflower*, the ship which carried the Pilgrim Fathers to the New World. The settlers were so named because about a third of them had undertaken the journey for religious reasons. There had been a crackdown on their religion in England, which had prompted them to flee to the city of Leiden in what was then the Dutch Republic, where the laws were more lenient. However, in Leiden, they faced a language barrier, increasing economic hardship and the prospect of losing their cultural identity. [1]____ This time they planned to sail across the Atlantic in search of a place where they could found a community.

Having made the decision, the Pilgrims chartered two ships: the *Speedwell* to carry the Pilgrims from the Dutch Republic to England and beyond, and the *Mayflower* to load the necessary cargo in the run-up to their departure. On 5 August 1620, they set sail from Southampton. [2]____ The problems necessitated two stops for repairs. The outcome was that the *Speedwell* had to be abandoned; on no account could she be used for the ocean crossing. After this setback, the crew and passengers reassembled on the *Mayflower*, which sailed from Plymouth Harbour on 6 September 1620.



The first half of the two-month Atlantic crossing went fairly smoothly, but later the ship encountered strong winds and heavy downpours. Such was the fierceness of one particular storm that the *Mayflower* was nearly shipwrecked, but fortunately, the crew was able to repair the damage. The continent they had all dreamed of was eventually sighted on 9 November, but even then their journey was not over. [3]____ They called the place Plymouth Rock. After such a traumatic voyage, it must have been daunting to step off that ship. They had no idea what dangers they would face in this unknown land.

Their first problem was one of governance. [4]____ To address people's different views, a contract was drafted, now known as the Mayflower Compact. It set down a rule by which key issues would be decided by voting, and it was signed by 41 settlers. Never before had a group of common men laid down the laws of government for an area of land. The Mayflower Compact is therefore seen as the birth of American democracy; much later, its principles were incorporated into the US Constitution.

Winter had already set in by the time the settlers began to build houses, so many of the passengers had to remain on board the *Mayflower*. Little did they know that only half of them would be alive by the following spring. Those that managed to survive the outbreak of a contagious disease that winter had little idea how to provide food in this unfamiliar land. Fortunately, to their rescue came an English-speaking Native American called Squanto. [5]____ Squanto's kindness to the settlers was remarkable as these new arrivals wanted to occupy the land of his people, the Wampanoag. Luckily for the settlers, he overlooked this and helped them to bring in a successful harvest that autumn. To celebrate, the settlers and a large group of Wampanoag took part in a three-day festival. Many people consider this to be the origin of Thanksgiving.

The Pilgrims were not the first English settlers in America, but they do have the distinction of being the first group to move to North America for religious reasons. In their new home, they were able to practise their religion freely, which encouraged the members of other Christian groups to sail to New England. [6]____ Their settlement grew into the city of Boston, while the Pilgrims' Plymouth Colony remained relatively small and gradually evolved into the town of Plymouth. Plymouth is recognized today as the oldest continuously inhabited settlement in the USA.

8 Complete the text with nouns from exercises 6 and 7.

Ferdinand Magellan was born in Portugal in 1480. During his [1]_____ at the court of the King of Portugal, he dreamed of being an explorer. As an adult, he became a sea captain and was determined to sail to Asia via America, a route never before completed. It was a huge [2]_____ for Magellan when the Portuguese king refused to fund the voyage, but he didn't give up and instead turned to the king of Spain. This time, the [3]_____ was more positive: the Spanish king agreed to provide five ships for the voyage. In 1519, the ships set off from Spain, but the voyage was long and difficult and many of the crew wanted to go home. Three captains led a(n) [4]_____ against Magellan. He managed to take back control, but soon there was another [5]_____ : a storm destroyed one of the ships. Magellan eventually found a route through to the Pacific (now called the Magellan Straits), but the voyage onwards to Asia took so long that the crew ran out of food and water. The [6]_____ was grim: it seemed they would all die at sea. Then, after almost four months without seeing land, they came across the Philippines. They were saved.

Grammar Emphatic structures: inversion

Grammar Insight

9 Study sentences a–h in exercise 3. Then match them to rules 1–3.

To create emphasis, we can use inversion after:

1 some negative and restrictive words and phrases such as *never, no, not only, seldom.*
2 *so* + adjective, *such* + noun.
3 fronting with adverbials of place or movement, usually with verbs such as *come, go, lie, rush, sit, stand* and *walk.*

Further reference and practice › Workbook › page 118

10 Find other examples of inversion in the article. Match them to the rules in exercise 9.

11 Rewrite the sentences beginning with the words below.

never ■ no sooner ■ not only ■ only ■ over ■ scarcely ■ so ■ such

1 There will never be a more heroic failure than Ernest Shackleton's last expedition.
2 He planned to cross the continent of Antarctica and he also wanted a photographic record of the journey.
3 As soon as the ship had reached Antarctic waters, it got stuck in ice.
4 The pressure of the ice was such that the ship was crushed.
5 It was only after camping on the ice for many months that the men were able to use the lifeboats.
6 The men who waited for rescue were so hungry that all hopes of survival were fading.
7 Shackleton's tiny lifeboat sailed over the stormy Antarctic seas.
8 He had only just landed in South Georgia when he set sail again to rescue his crew.

12 TASK Talk about other great explorers from history. What do you know about their expeditions?

Vocabulary extra › Maps and navigation › page 71

Assess your progress Workbook page 43

Writing An email of complaint

Planning for writing

1 Which of these situations have you experienced? Did you make a complaint? If not, why not? If so, how did you complain? Discuss in pairs.

1 A member of staff in a shop or restaurant was unhelpful or impolite to you.
2 A product or service did not live up to the way it was portrayed in an advert.
3 A journey or event you were planning suffered a last-minute cancellation.

2 Read the model email on page 69. Which situation in exercise 1 is the writer complaining about?

3 Read the model email again and answer the questions. Then complete the organization boxes.

In which paragraph does the writer:

1 give a description?
2 outline her complaint? Which phrase does she use?
3 make a recommendation? Which phrase does she use?
4 narrate past events?

4 Read the strategy. Match sentences 1–6 to the nominalizations highlighted in yellow in the model email. Then match them to reasons a–c in the strategy.

1 The only thing that motivated us to continue was ….
2 I would be grateful if you would acknowledge that you have received this email.
3 Signposting on the trails was completely lacking.
4 I am writing because I am concerned about your information on ….
5 Our experience showed that this route cannot be described as 'easy to moderate' ….
6 You have omitted certain vital information from the text.

Strategy Using nominalization in formal writing

Nominalization is the use of a noun instead of a verb or an adjective. We use it in formal writing to:

a refer to more than one action without using multiple clauses.
b avoid mentioning who does an action.
c refer to a point that has already been mentioned.

5 Rewrite the sentences using nominalization for the underlined phrases.

1 Everyone agrees that <u>what you have decided is absolutely correct</u>.
2 We've decided not to stay in London overnight <u>because it's far too expensive</u>.
3 Local people are unhappy <u>that a new highway is being constructed</u>.
4 Matt showed <u>that he was dissatisfied</u> with the service by emailing the hotel manager.
5 <u>The way they maintain</u> the footpaths is definitely not as good as it should be.
6 Ella thought very carefully about <u>how the seating at the conference was arranged</u>.

Writing Insight Emphasizing adjectives

6 Complete the table with the adjectives highlighted in green in the model email. Which are restrictive (describing something as special or unique) and which are intensifying (reinforcing the meaning of the noun)? When both types of adjectives are used, which comes first?

Restrictive adjectives	chief, exact, foremost, major, sole, specific, _____, _____, _____
Intensifying adjectives	absolute, entire, extreme, sheer, total, utter, _____, _____, _____

7 Choose the correct words.

1 Travelling with such a knowledgeable guide was an **absolute** / **exact** pleasure.
2 I was so tired that I spent the **foremost** / **entire** journey sleeping.
3 Unpredictable weather is the **major** / **total** problem with this region.
4 We experienced a moment of **chief** / **sheer** terror when the storm hit our boat.
5 This exit is the **sole** / **extreme** means of escape from the building.
6 I was hoping you could give us a(n) **specific** / **utter** reason for the mistake.

8 Look at the strategy and exercise 6 again and complete the language boxes.

Write an introduction [1]_____ the complaint.

Give a [2]_____ of the circumstances.

[3]_____ the most important events.

Write a conclusion making a [4]_____.

Dear Sir or Madam,

I am writing to express my concern about your information on Hiking route 3 (Bluewater Lake) in the Sierra Nevada mountains. We downloaded the map and route instructions for this two-day, self-guided hike. However, the omission of certain vital information in the text led to my companion and me finding ourselves in a potentially life-threatening situation at the weekend.

In your publicity material, the route is described as 'an easy-to-moderate hike through beautiful mountain scenery' and having 'clearly signposted and well-maintained trails'. Our experience showed this description to be wholly inaccurate. What we found was a bare landscape devastated by recent wildfires. The path was uneven and difficult to follow, sometimes disappearing altogether, and there were no signposts anywhere. Our only real motivation for continuing was the prospect of the 'stunning panoramic 360-degree views' at the top of the mountain. Unfortunately, the weather got worse during the afternoon and the views were totally obscured. To say that we were disappointed by this would be a gross understatement.

However, this was not our main problem. We had planned to spend the night in the 'well-equipped mountain shelter' beside the lake, but we arrived to find it locked and in darkness. What's more, we had only brought enough water for the first day; your information promises there is a supply of fresh drinking water in plastic containers at the shelter, but these were empty. By chance, another group of backpackers arrived and told us the shelter had already been closed up for the winter. If it had not been for their kindness in allowing us to share their camp, we would have been totally stranded overnight, without water, in freezing conditions on the mountain top.

Not once does your app warn of the recent changes in the condition of the trails, nor does it mention the complete lack of signposting. Similarly, there is no mention of the policy of sometimes closing up the mountain shelters before the end of the hiking season. My principal recommendation is that you have your app thoroughly revised and updated before it has serious consequences for other walkers in the area.

I would be grateful if you would acknowledge receipt of this email.

Yours faithfully,

Cara Logan



Use [1]_____ to make your writing more formal.

To emphasize information, use [2]_____ adjectives like *main*, *principal* and *sole*, and [3]_____ adjectives like *absolute*, *complete* and *total*.

Writing your email

Choose one of the situations in exercise 1 and write an email of complaint about it. Include details of the situation, what you are complaining about and what recommendations you would make.

PLAN **Read the task and check you understand it.**

Brainstorm ideas for your email. Make notes about:

- the reason for your complaint.
- the contrast between reality and your expectations.
- the most important events.
- what you expect the company to do.

Create a paragraph plan.

Paragraph 1: state your reason for writing and outline your complaint.
Paragraph 2: describe what you were expecting and contrast this with what you experienced.
Paragraph 3: relate the most important events in your experience.
Paragraph 4: rephrase your complaint with more detail and say what you expect the company to do.

WRITE **Write a first draft of your email. Use the model letter and your plan to help you.**

REVIEW **Check your email. Use the checklist to help you.**

Have you:

- used a serious and formal tone?
- used the appropriate beginnings and endings?
- used nominalization and emphasizing adjectives to make your writing more formal?
- checked your grammar, vocabulary, spelling and punctuation?

Assess your progress Workbook page 43

Review 5

Vocabulary

1 Complete the sentences with a phrase containing the word in brackets.

1 It's easy to _____ (track) time when you're looking around the sights of London.
2 If I took the Underground from Leicester Square to Covent Garden and you did the reverse, we would _____ (cross) at 130 metres.
3 When the Underground opened in 1863, electric trains were still _____ (off).
4 We're making progress. We're _____ (track) for more environmentally friendly transport.
5 The London tube _____ (smoothed) for many other underground systems in the world.
6 It is advisable to _____ (make) to the gate 30 minutes before the plane is due to take off.
7 _____ (down), Crossrail, a new length of track, is going to make it quicker to get around.

Marks ___ / 7

2 Choose the correct words.

1 As the excited crowd looked on, the old locomotive **chugged** / **flashed** into the station.
2 The tourists **popped** / **strolled** along the bustling pier, soaking up the sun's rays.
3 As the taxis were **accelerating** / **zooming**, the impatient crowd started to jostle for their place in the queue.
4 When we arrived, Gran wasn't there: she had **flashed** / **popped** to the shops for some milk.
5 In no time, the child was **hopping** / **trudging** down the street, playing happily with her friends.

Marks ___ / 5

3 Choose the correct words.

VSO (Voluntary Service Overseas) provides an [1]**alternate** / **alternative** way to experience a new culture. At least three years' professional experience is [2]**compulsory** / **compulsive**, and more would be a [3]**definitive** / **definite** advantage. So, what's in it for the volunteer? An [4]**economic** / **economical** way to travel, for one. You'll have time off to look around [5]**historic** / **historical** and cultural sites, and you can extend your stay when your placement ends. Most [6]**notable** / **noticeable** is the fact that this type of trip changes not only the lives of the people you are helping, but also your own.

Marks ___ / 6

4 Match the words in A to the words in B to make nouns formed from phrasal verbs.

A ■ crack ■ down ■ out ■ set ■ up ■ wash

B ■ back ■ break ■ down ■ out ■ pour ■ rising

Marks ___ / 6

Grammar

5 Complete the text with the phrases below. There is one phrase that you do not need.

■ all I needed ■ it was my friend who ■ the day when ■ the place where ■ the reason why ■ the thing which ■ what I think ■ what puzzled me

[1]_____ introduced me to travel blogs when she set off around China. [2]_____ I read it initially was a sense of loyalty. From day one I was hooked. [3]_____ she went first was Beijing, home of the imposing Forbidden City. In my nine-to-five job, the blog represented escapism. [4]_____ to start my day off well were some funny anecdotes. Naturally, [5]_____ made it readable was her creative writing style. [6]_____ , though, was why anyone would spend their holiday sitting in front of a laptop. [7]_____ she returned was the day that I finally got to ask her this question.

Marks ___ / 7

6 Rewrite the sentences to make them more emphatic. Begin with the words in brackets.

1 In 1936 female flight attendants had to weigh under 118 pounds. (The fact)
2 The two pilots eat a different meal to reduce the risk of their getting food poisoning. (What)
3 Flight attendants must be over a certain height. (The truth)
4 There is an extra seat in the cockpit for off-duty pilots. (In)
5 It is hard to believe that an air passenger can lose over a litre of water on a three-hour flight. (Hard though)
6 It seems strange to us now that many flight attendants used to be nurses. (Strange as)
7 Some pilots renew their licence every two years. (What)

Marks ___ / 7

7 Complete the text with phrases containing the words in brackets.

Most British people take bank holidays for granted, but [1]_____ (only) the 1871 Bank Holidays Act was passed did they come into existence. This coincided with a new efficient railway system. [2]_____ (sooner) this been built than seaside towns became popular getaways. [3]_____ (such) the attraction that many coastal towns built piers. The pier was [4]_____ (place) Victorians could walk and take in the fresh sea air. [5]_____ (never / before) a trip to the coast been possible for so many. [6]_____ (so / modest) the Victorians that rich people hired wooden huts pulled by horses to take them into the water. [7]_____ (scarcely) anyone swim because not many people knew how!

Marks ___ / 7

Total ___ / 45

Climate change

1 Match the words in A to the words in B to make compound nouns and adjectives about climate change.

A ■ carbon ■ carbon- ■ fossil ■ greenhouse ■ renewable ■ zero-

B ■ emission ■ energy ■ footprint ■ fuel ■ gases ■ neutral

1 _____ 4 _____
2 _____ 5 _____
3 _____ 6 _____

2 Match the words in exercise 1 and the two words below to definitions 1–8.

mitigation ■ sustainable

1 when the amount of carbon dioxide produced has been reduced to nothing or is balanced by actions that protect the environment
2 a substance such as coal or oil formed over millions of years from parts of dead animals or plants and burned to make power
3 types of energy that can be replaced naturally such as energy produced from wind or water
4 any of the gases in the atmosphere that are thought to contribute to the warming of the planet
5 a reduction in how unpleasant or serious something is
6 a measure of the amount of carbon dioxide that is produced by the activities of a person or company
7 involving the use of natural products and energy in a way that does not harm the environment
8 used to describe a vehicle that does not produce any gases that cause air pollution

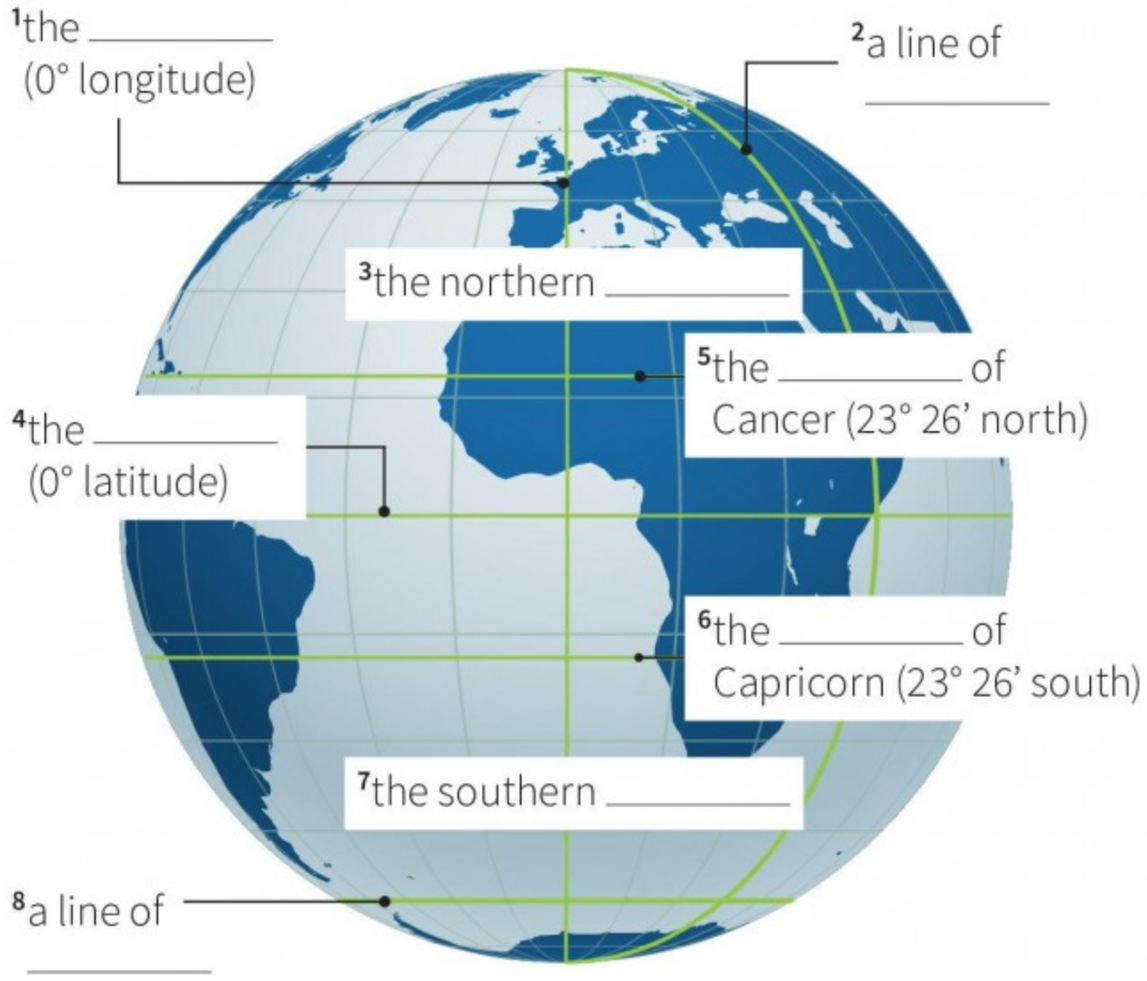
3 Complete the sentences with words from exercises 1 and 2.

1 _____ cars, including all electric cars, are now exempt from car tax in the UK.
2 Unfortunately, this level of output is not _____ with the current technology.
3 Flying is the biggest contribution to my _____, so I've started traveling by train when I go on holiday.
4 In _____, the defence lawyer said his client was seriously depressed at the time of the assault.
5 A _____ house is one which uses no energy from external sources to power its heating, lighting and other systems.
6 The government has introduced tax reductions for companies that switch to _____ such as thermal pumps and solar panels.
7 _____ reserves can't last forever and, in fact, mines and oil fields are rapidly being depleted.
8 The largest source of the _____ currently contributing to global warming is the burning of coal.

Maps and navigation

1 Label the diagram with the words below.

■ equator ■ hemisphere (×2) ■ latitude ■ longitude ■ prime meridian ■ tropic (×2)



2 Match the regions to the countries they include.

1 the Subcontinent
2 the Pacific Rim
3 the Antipodes

a Australia and New Zealand
b India, Pakistan and Bangladesh
c Japan, South Korea, Malaysia and Thailand

3 Complete the text with the correct form of words from exercises 1 and 2.

Travellers have long understood the concept of [1]_____, the imaginary circles which run around the circumference of the Earth, indicating a position north or south. These are easily calculated by the position of the sun; on the [2]_____, for example, the line dividing the northern and southern [3]_____, the day is split into two equal 12-hour parts throughout the year, with the sun rising at 6 a.m. and setting at 6 p.m. However, throughout history, sailors have struggled to calculate their position in relation to the imaginary lines running pole to pole, or [4]_____. It wasn't until the mid-1700s that Englishman John Harrison developed a marine chronometer which allowed seamen to keep time accurately whilst at sea and thus make accurate longitude calculations. Captain Cook was one of the first explorers to use one of Harrison's watches on his voyages to the South Pacific and [5]_____, declaring it remarkably accurate. British cartographers soon established the line running through Greenwich as the [6]_____ and the starting point for calculating longitude. Although other reference points were used initially in other countries, in 1884, the Greenwich meridian was adopted as the universal zero point of longitude.

GS Global skills Dealing with life changes

1 WHAT DO YOU THINK? What kinds of big changes might people experience during their lives? Think of as many examples as you can. Then choose three and answer the questions about them.

1 Is this change usually positive or negative?
2 Has someone usually chosen to make it?
3 Is it usually expected or sudden?

2 Read the episode guide below for a radio programme called *All Change*. Who is going to be interviewed and what is he going to talk about?

3 5.4 Listen to the first part of the interview with Lucas. What changes did he have to deal with when he moved to Dublin?

4 5.5 Listen to the second part of the interview and complete Lucas' tips with 1–3 words in each gap.

1 Accept that it will be a _____ time and don't be afraid to _____ if you need it.
2 Have a familiar _____ that creates a sense of normality in your life.
3 Make a conscious choice to _____ and remind yourself that you've _____ in the past.
4 Be _____ . Don't expect to build a _____ overnight.
5 Focus on what you've _____ from the experience and how you can use that to _____ .

5 5.5 What examples from his own life does Lucas give for each of the tips in exercise 4? Listen to the second part of the interview again and make notes. Then compare them in pairs and listen again.

6 Discuss the quotes below. What do you think they mean and how do they relate to dealing with change? Which quote do you find the most helpful, thought-provoking or inspiring? Why?

> ***You could not step twice into the same river.***
>
> **Heraclitus**

> **Optimism is the faith that leads to achievement. Nothing can be done without hope.**
>
> **Helen Keller**

> **Life is like riding a bicycle. To keep your balance, you must keep moving.**
>
> **Albert Einstein**

> **Don't ever make decisions based on fear. Make decisions based on hope and possibility.**
>
> **Michelle Obama**

> For all that has been, thanks. For all that is to come, yes!
>
> **Dag Hammarskjöld**

All Change

Change may be an inevitable and universal part of life, but it can also be unsettling. Even when a big life change brings exciting new opportunities, it may also leave us feeling uncertain about the future and sad about what we're leaving behind.

On *All Change*, we interview people about big changes they've experienced in their lives and what they've learned from them. In this episode, we speak to Lucas, who moved from Denmark to the Republic of Ireland when he was 15.

Fridays, 15.00



7 **Work in pairs. Read Maryam's post. What advice would you give her? Discuss your ideas. Then compare them with the tips below.**

3 hours ago

I'm in my final year of school and I'm going to university in another city next year to study nursing. It's my dream to be a nurse, so I should be excited about it, but I feel really sad and anxious about leaving my old life behind. I've been at the same school for seven years and I've got a great group of friends. Now everything is about to change and I'm worried that I won't be happy in my new life.

Learning to embrace change

To move on and grow, we need to be prepared not only to deal with change but often to initiate it and view it positively.

- **Step outside of your comfort zone frequently.** Familiar routines can help us feel safe, but we also need to keep challenging ourselves and having new experiences. This helps us to grow and get used to change.
- **Keep looking forward.** You can't predict the future, but you can choose to think optimistically. Stay focused on what you hope to gain and visualize things going well in your new life.
- **Be clear about your values and goals.** Don't lose sight of what is really important to you. Keep reminding yourself what you want and why. This will help you feel confident that you're doing the right thing when you make a big change.
- **Realize that change is inevitable.** Nothing stays the same forever, and people and situations will change even if we don't want them to. Making a big life change can feel risky, but we usually risk more by doing nothing.
- **Be grateful for what has been.** Even when you have to say goodbye to people, places and situations, they remain a part of you. Reflect on what you have learned from them and how you can carry this forward into the next stage of your life.

8 5.6 **Look at these extracts from the interview and complete the idioms in bold with the words below. Then listen and check. What does each idiom mean?**

air ■ blue ■ comfort zone ■ day ■ scratch ■ toll

1 No, I wasn't expecting it at all – the news **came out of the** _____.
2 I had to **start from** _____ and build a new life.
3 I was **outside of my** _____ in lots of ways at once.
4 Obviously, some life events are harder to deal with than others, but any kind of big change can **take a** _____ **on you**.
5 For a while, it really felt like everything was **up in the** _____.
6 You have to take things **one** _____ **at a time**.

9 PROJECT **Work in pairs or small groups. Follow the instructions to create a leaflet giving advice to students on dealing with a specific kind of life change.**

1 In your pair or group, choose a specific life change to focus on – for example, leaving school, moving to a new place or the end of a relationship.
2 Discuss what advice you would give to people who are dealing with this kind of change in their lives. You could do some research online to help you think of ideas. Then agree on around 3–5 tips to include.
2 Design your leaflet, thinking about the title, layout and any images or graphics you want to include. Then write the text.
3 Share your leaflet with other pairs / groups and give them feedback on theirs. Which piece of advice do you think you would find the most useful if you were dealing with this kind of life change?



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Video Dealing with life changes



Watch the video to see **Ruaridh**, **David**, **Gracie** and **Tamika** talk about how to deal with life's changes.

6 What is love?

Reading and vocabulary

1 WHAT DO YOU THINK? In your culture, what symbols are associated with love? Why do you think these symbols are used?

2 Read the article. What two things was the ♥ shape used to symbolize in the ancient world?

3 Read the article again and answer the questions.

1 What sort of transformations happen in many shops in February? Why?
2 What does the article tell us about beliefs about the heart in ancient Egypt?
3 What is the significance of *Love Song for Shu-Sin* mentioned in paragraph B?
4 What effect, if any, did the discovery of the real function of the physical heart have on its use as a literary symbol?
5 In what way did ideas about love change in 11th-century France?
6 What reasons are given for the increasing popularity of the ♥ shape in medieval times?
7 How did the grammatical usage of the ♥ symbol expand in the late 20th century?
8 What new development has increased the use of the ♥ symbol in the 21st century? Where is it used most?

4 REACT **Work in pairs and discuss the questions. Give reasons for your answers.**

1 Are you aware of any changes in ideas about love – for example, between your grandparents' or parents' generation and your own? Explain any differences you've noticed.
2 What other well-known symbols can you think of that don't look much like the thing they represent? Why do you think these symbols are used?

V Insight Compound adjectives

5 Match adjectives 1–8 to sets of nouns a–h. Then find the adjectives in the article and check your answers.

1 love-struck
2 long-lasting
3 clear-cut
4 widely held
5 mass-produced
6 eye-catching
7 much-copied
8 feel-good

a gesture / idea / logo
b effect / marriage / relationship
c belief / expectation / view
d factor / film / story
e cards / food / merchandise
f design / logo / poster
g couple / pair / teenager
h answer / difference / evidence

SAY IT WITH a heart

A

Every February, shop windows all across the country start to change colour. Reds and pinks replace the more varied colour schemes of the rest of the year and suddenly, hearts are everywhere: heart-shaped cards, chocolates, cookies, jewellery. Valentine's Day is celebrated on 14 February in many parts of the world now, and whether you're a love-struck teenager telling a classmate that you have a crush on them or a spouse in a long-lasting marriage expressing affection for your partner, chances are there'll be heart-themed merchandise involved. Most of us take for granted that the ♥ symbol represents a heart, and that a heart is associated with love, but how did this strange symmetrical shape come to be linked to the lumpy organ that pumps blood around our body, and the emotion of love?

B

The idea that the heart organ in our bodies is the seat of the emotion of love has a long pedigree. The ancient Egyptians were the first civilization to leave a record of their ideas about the heart's function within the body. They believed it was where our soul and intellect resided, and our emotions, too. Many later cultures had similar ideas, and this is reflected both in scientific writing and in literature. In the 4,000-year-old *Love Song for Shu-Sin* from Sumeria (modern-day Iraq), a woman addresses the man she loves as 'dear to my heart'. This is thought to be the world's oldest love poem, and the first work of literature that associates the heart with feelings of love and affection. The heart has been a recurring image in the work of love poets ever since, from the ancient Greek poetess Sappho to the Arabic writer Ibn Hazm and the English playwright Shakespeare. By the 17th century, when it became clear that the heart's real function was to pump blood, not to regulate our emotional state, its association with love was so strong that it persisted in spite of scientific evidence.

C

The visual ♥ symbol itself, meanwhile, has a rather different history. The shape is common in nature. It's formed by the leaves, flowers and seeds of several plants, and by swans when they touch beaks. And we have been depicting it for millennia. The shape has been found, for example, on 2,500-year-old coins from Libya, representing a seed which had contraceptive properties. It also features on Greek pottery, representing the leaves of the ivy plant, which were often used as a symbol of everlasting loyalty in ancient Greek marriage ceremonies. However, should you be tempted to link those associations of contraception and marriage with today's use of the shape to represent love, you would almost certainly be wrong. Historians have found no clear-cut evidence of any connection.



D

The actual origin of the ♥ shape's association with love is bound up with ideas that developed in France from the 11th century. Before this, there had been a widely held view that the euphoria of romantic love was dangerous because it often led to infatuation and distress. But now a new form of romantic love began to be celebrated: courtly love. The songs and verses of the time were full of stories about knights performing heroic deeds for their beloved lady. Love was no longer seen as a mania, but as selfless devotion to a perfect and unattainable woman. It gave a man's life purpose and if it led to his suffering or death, at least he was suffering or dying for a worthy cause.

E

The idea of courtly love spread around Europe. In Medieval times, when many people were illiterate and relied on visual symbolism to spread stories, artists needed a symbol to help them illustrate the romantic tales that were in high demand. The heart fitted the bill. Initially, it was represented as a pine cone shape, following the anatomical beliefs of the time. The heart shape that we are familiar with today might never have come into use were it not for a hugely popular 14th-century book about love by the Italian writer Francesco da Barberino. The symbol appeared several times in its beautiful illustrations. It was simple, distinctive and aesthetically pleasing, and it quickly caught on. By the 15th century, it was being widely used in book illustrations, designs for necklaces and brooches, and carved onto wooden chests, sword handles and combs. It also started to appear in one of its most iconic guises, on playing cards.

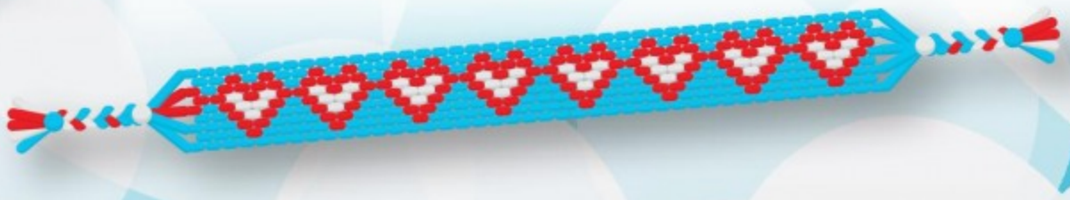
F

As the ♥ symbol of love spread through Europe, the tradition of celebrating St Valentine's Day on 14 February also took off. At first, this involved people writing a few lines of verse to their loved one, often declaring a secret love, but by the 18th century, illustrations were becoming part of the celebration, too. In the 19th century, the craze for mass-produced greetings cards swept both the US and European countries such as Britain and France, and ♥ shapes were often a prominent feature on the cards.

G

Another big moment for the ♥ shape came in 1977, when it was used in an eye-catching logo created to promote tourism in New York City. Now it was a verb. 'I♥NY' (translation: I love New York) appeared on posters, on T-shirts and on car stickers, and the logo was much-copied around the world. The ♥ symbol had the feel-good factor, with a meaning encompassing affection as well as romantic love. As such, when emojis for mobile phones were invented in 1999, it was much in demand, and since then its use has rocketed, especially on social media. It is used to communicate not only that you love someone, but also that something is beautiful or that you feel grateful or happy. One symbol now has a multitude of meanings, and those meanings are likely to keep evolving. Will the ♥ symbol be as ubiquitous in 100 years as it is today? Only time will tell, but for now, at least, we all ♥ the ♥!





6 Complete the text with compound adjectives from exercise 5.



The history of Cupid

In Ancient Rome, there was a [1]_____ belief that people's lives were controlled by the gods. One of the most popular was a winged god called Cupid, who was said to shoot magic arrows at people whom he wanted to fall in love. Admittedly, there are a few [2]_____ stories in Roman mythology about people who were shot by his arrows and lived happily ever after. But happy, [3]_____ relationships seem to have been the exception, not the rule. There were many more tales of mad infatuation and untimely death. The Cupid myths reflect the attitudes of Roman society towards love and marriage. There is no single, [4]_____ answer as to what the Romans considered 'true love' – they had many different points of view – but the romantic feelings of a [5]_____ couple were certainly not celebrated as they are today. Later, in 16th-century Italy, Cupid re-emerged as a well-known allegorical figure. Works by great artists such as Raphael often include Cupid as a young boy with his famous bow and arrow, and this way of representing him is a [6]_____ idea. These days, lots of cheap, [7]_____ Valentine's Day merchandise features colourful and [8]_____ images of Cupid.

V Insight Defining love

7 **Find nouns in the article that match these definitions.**

1 a strong but usually short-lived feeling of attraction to someone (paragraph A)
2 a gentle feeling of liking someone or something (paragraph A)
3 the quality of being constant in your support (paragraph C)
4 a feeling of intense happiness (paragraph D)
5 a short-lived and unreasonable passion (paragraph D)
6 a feeling of great worry, unhappiness or mental pain (paragraph D)
7 a mental illness resulting in delusions and overexcitement (paragraph D)
8 great love, care and support (paragraph D)

8 **TASK** **Think about some romantic relationships in literature or films. Which words from exercise 7 might you use to describe them?**

Vocabulary extra › *Head* and *heart* metaphors › page 85

Assess your progress Workbook page 51

Grammar Conditionals

1 **WHAT DO YOU THINK?** **Think of a film you've watched or a book you've read recently. Was the ending happy or sad? In general, which type of ending do you prefer? Why? Which do you think is more popular with readers and film audiences?**

2 6.1 **Listen to a podcast and compare your ideas from exercise 1. What type of endings does it say people prefer and why? What value might tragic endings have?**

3 6.1 **Listen again. Are the statements true (T), false (F) or not given (NG)?**

1 Peter thinks feel-good films can help you reflect on life.
2 Happy endings have always been more popular than tragic ones.
3 Audiences appreciated the initial version of *The Break-Up*.
4 Kendall is bothered by films with improbable resolutions.
5 Peter thinks that *Jane Eyre* is more compelling than *Wuthering Heights*.
6 Kendall believes that pure escapism has little value or relevance for people.

4 **REACT** **Whose point of view do you mainly agree with: Peter's or Kendall's? Do you prefer films and books which provide an escape from real life or a reflection of it? Why?**

Grammar Insight

5 **Study sentences 1–8 from the podcast and answer questions a–c for each sentence. Which two types of conditional can we mix?**

a What type of conditional is the sentence and how is it formed?
b Does it refer to a real or unreal situation?
c Does it refer to the present, past or future?

1 If the ending is happy, we leave the cinema happy.
2 If people didn't need the feel-good factor, writers wouldn't give it to them.
3 If we watch a tragic film, we feel sad, too.
4 I wouldn't be so critical if the script had been a bit more believable.
5 I would have been disappointed if it had a tragic ending.
6 If Catherine had married Heathcliff, their story might be less compelling for modern readers.
7 Wouldn't readers have enjoyed it less if Jane hadn't married Mr Rochester in the end?
8 If you can't cope with a fictional tragic ending, how well will you deal with real life?

Further reference and practice › Workbook › page 119

6 **Complete the text with the correct form of the verbs in brackets. Think about where you need to use *would* and where it can be replaced with *might* or *could*.**

All's well that ends well!

If you went to see a film or a play that ended happily, [1]_____ (you / enjoy) it more than one with a tragic ending? According to scientific research, some people are more likely to perceive any experience as positive if it [2]_____ (end) well. These people see a happy ending as evidence that things gradually improve over time. For example, if they had watched a film with a spectacular final scene, they [3]_____ (think) the whole film was excellent, even if the rest of the action was actually quite boring, and tell their friends to go and see it. Similarly, they [4]_____ (not recommend) a great book or film to friends if the ending didn't leave them feeling upbeat and positive.

However, this perception may not be a true reflection of the overall experience. Take *Romeo and Juliet* – one of Shakespeare's most popular plays. If you didn't know the story before you saw it, how [5]_____ (you / feel) to discover there's no 'happy ever after' because the two main characters tragically die at the end? [6]_____ (that / spoil) the experience for you? And although Romeo and Juliet die, their feuding families agree a reconciliation. If they [7]_____ (not die), peace between their families [8]_____ (not be) possible. Let's face it: *Romeo and Juliet* [9]_____ (still / not be) popular today if Shakespeare hadn't made it so dramatic. And we [10]_____ (not have) the ballet, the musical and the many famous sayings, films and songs that his drama inspired. As Shakespeare also wrote, 'All's well that ends well!'

Grammar Inversion with conditionals

Grammar Insight

7 **Study the parts of the conditional sentences in bold. Which sentences replace *if* with an inversion? Which use phrases that mean *without*, *if this is the case* or *if not*?**

1 Is it important to you **whether or not** a film has a happy ending? whether or not = if or if not
2 … **no matter how** bad a situation seems, things will turn out OK in the end.
3 He wouldn't have done that **but for** the need to make the film more profitable.
4 … **had I known** it was going to end the way it did, I might have chosen not to watch it.
5 I'll happily sit through most films, **unless** they have an unrealistic ending.
6 I don't see any harm in them, **provided that** you remember that it's not real life.
7 I mean, **were it not for** uplifting stories, life could sometimes seem pretty hopeless!
8 **Supposing** Jane hadn't married Mr Rochester in the end, would that have made the story more of a masterpiece?
9 **Should you be hoping for** a cheerful ending, this definitely isn't the movie for you!

Further reference and practice › Workbook › page 120

8 **Rewrite the sentences using the words in brackets. What type of conditional is each sentence similar to?**

1 Would you still have gone to see the play if you'd read the reviews? (supposing)
2 We'll be able to sit in the best seats if we arrive in good time. (provided)
3 She wouldn't have become a writer if her English teacher hadn't encouraged her. (but for)
4 Don't worry if the story seems slow at first; I guarantee the ending will amaze you. (no matter how)
5 I'd offer to pick you up from the concert if it were any other evening, but I'm working tonight. (were it)
6 It wouldn't have mattered if we could understand the words – the singing was fantastic! (whether or not)
7 If I'd known you were an *Avengers* fan, I would have invited you to come with us. (had I)
8 If you want a recommendation for a good book to read on holiday, just let me know. (should you)

9 **TASK** **Work in pairs. Choose a famous story. Summarize the ending, then imagine a different outcome. Prepare a new ending for your story beginning with *if*. Share your ending with the rest of the class. Can they guess the story?**

The Iliad: If Paris hadn't fallen in love with Helen, … .
Frankenstein: If Dr Frankenstein had been kind to the monster, … .
Hamlet: If Claudius hadn't killed Hamlet's father, … .

Assess your progress Workbook page 51

6c Listening, vocabulary and speaking



Listening and vocabulary

1 WHAT DO YOU THINK? What are the advantages and disadvantages of living in a multigenerational household? Are there more advantages than disadvantages?

2 6.2 Listen to part of a radio programme about multigenerational living. What advantages and disadvantages do the speakers mention?

3 6.2 Listen again and match the speakers, Louisa (L), Jess (J) and Nick (N), to statements 1–6.

1 Children are more reliant on their parents today than they were in the past.
2 It was impossible for the speaker to buy a place in a desirable area.
3 Overall, the speaker is satisfied with the multigenerational set-up.
4 Differing opinions on how to bring up children can be stressful.
5 The speaker spends too much time taking care of someone else's needs.
6 The speaker is unable to relax and enjoy their usual free-time activities.

4 REACT Did the discussion confirm or challenge your views about multigenerational living?

Strategy Spoken punctuation: pausing and stress

Pausing and word stress in spoken English enable us to understand groups of ideas and the links between them. They can also change the focus and add emphasis to a sentence.

1 Pausing before an important point can add emphasis. Pausing after it can have several effects.
   a Shorter pauses can subtly change the meaning of a sentence. Compare:
   Those who move in with their parents quickly [pause] *save more money.*
   (The adverb *quickly* refers to the speed at which they moved in.)
   Those who move in with their parents [pause] *quickly save more money.*
   (The adverb *quickly* refers to the speed at which they saved money.)
   b Longer pauses could indicate hesitation, the end of a sentence or the end of a turn.
2 There are two main ways that stress can be used as spoken punctuation:
   a emphatic: emphasizing certain information.
   It's extremely <u>stressful</u> and relations are <u>strained</u>.
   b contrastive: changing the focus of the sentence by an implied contrast.
   <u>We</u> can't invite friends round for a meal. (We can't invite friends, but maybe other people can.)
   We can't invite <u>friends</u> round for a meal. (We can't invite friends, but maybe we can invite family.)

5 6.3 Read the strategy. Then listen to the sentences. What are the differences in emphasis or meaning in each pair?

1 **a** Are there any <u>other</u> benefits for your mum?
   b Are there any other benefits for your <u>mum</u>?
2 **a** She loves her grandchildren, so she really enjoys helping out with them; she'll do <u>anything</u> for them.
   b She loves her grandchildren, so she really enjoys helping out with them; she'll do anything for <u>them</u>.
3 **a** Well, [pause] all my friends who were in college lived with their parents.
   b All my friends, [pause] who were in college, [pause] lived with their parents.

V Insight Relationships

6 Work in pairs. Study sentences 1–8 from the radio programme and explain the meanings of the idioms in bold. Use a dictionary to help you.

1 She appreciates **having someone to lean on**.
2 She really **has a soft spot for** the younger one, who's three.
3 He can **wrap her round his little finger**!
4 … so we more or less **live in each other's pockets**.
5 … there are times when we **get on each other's nerves**.
6 That can sometimes **drive a wedge between** family members.
7 We didn't exactly **get on like a house on fire** before.
8 My partner is basically **at his beck and call**, which leaves us very little free time for ourselves.

7 TASK Work in pairs. Think of someone you know well, such as a family member, a friend or a neighbour. Describe their relationship with you or another person using idioms from exercise 6.

➔ Vocabulary extra 〉The property market 〉page 85

Speaking Talking about hypothetical situations

8 **Read the message. What do you think Sam's concerns are? What might Rachel say to reassure or advise him?**

Hi, Rachel. I'm trying to find somewhere to live now I've finished university. Problem is, I only have a part-time job and I can't afford to rent somewhere. My parents have suggested I move back in with them, but I'm not sure. Can we meet up for a chat? I need some help to make a decision. Sam x



9 6.4 **Listen to Sam and Rachel and compare your ideas from exercise 8.**

10 6.4 **Listen again and complete the sentences from the conversation.**

1 If you took that option _____ trying to rent somewhere right away, you'd ....
2 But it's _____ the last few years never happened and my life is going backwards.
3 I _____ it would be more like you were their lodger.
4 I'm _____ I wouldn't feel I could invite people round or have a proper social life.
5 To be honest, I'd _____ have my own place.
6 But wouldn't it _____ to give it a try before you make a decision?
7 _____ it didn't work out, though?
8 I just _____ I had more options.
9 _____ it wasn't so expensive to rent somewhere.
10 Look, _____ in your position, I'd talk to them ....

11 6.5 **Complete the conversation between Sam and his mother with phrases from exercise 10. Then listen and check.**

Mum I realize it's a difficult situation for you, but I'd [1]_____ you lived with us than struggled to pay rent elsewhere.
Sam Yes, I appreciate that. I feel quite frustrated, actually – it's [2]_____ I've worked really hard for my degree, but I still can't earn enough to live on.
Mum To be honest, [3]_____ in your position, I'd probably feel the same.
Sam Don't get me wrong – I'd pay you rent and contribute to the household bills.
Mum But wouldn't it [4]_____ to save as much money as possible? If you did that [5]_____ keep paying us rent, you'd be in a position to get your own place more quickly. And you could be as independent as you wanted while you were living here.
Sam OK, that makes sense. How exactly would you see that working?
Mum Well, you could have the guest room – it has its own bathroom. I [6]_____ you'd find that easier than sharing with us.
Sam But [7]_____ I wanted to invite friends round for a meal? How would you feel? I'm [8]_____ we'd get on each other's nerves.
Mum That's completely understandable. But honestly, it would be fine. You could take over the kitchen and we'd make other arrangements – maybe go out for dinner. [9]_____ you'd stop worrying – we'd be very happy to have you here!
Sam Thanks, Mum. I just [10]_____ I didn't have to lean on you like this.

GS Global skills Acknowledging different perspectives

In discussions where there are different perspectives and concerns, it's important to show that you recognize and are listening to other people's points of view. This can be done through body language, such as nodding and maintaining eye contact, and by explicitly responding to what someone else is saying, using phrases such as *that makes sense* or *that's completely understandable*.

12 **Look at the conversation in exercise 11 and identify at least four places where Sam and his mother acknowledge each other's perspective.**

13 **TASK** **Work in pairs. Imagine you are university students planning your accommodation. Make a list of the advantages and disadvantages for you of each of these possible alternatives. Discuss them with your partner and decide which would be most suitable.**

- living in university accommodation on campus, with all bills paid for
- living in a rented flat or house with other students and sharing all bills
- renting a flat on your own in the city and paying for everything yourself

Assess your progress
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Reading and vocabulary

1 WHAT DO YOU THINK? Think of some famous leaders and freedom fighters from history. What did they achieve? What qualities did they have?

2 Read the article. Did Boudica have any of the qualities you discussed in exercise 1?

3 Read the article again and put the events in the correct order.

___ **a** Boudica's army attacked Colchester.
___ **b** Other tribes joined the Iceni's revolt.
___ **c** The Romans conquered southern Britain.
___ **d** Boudica's daughters were assaulted.
___ **e** The Romans' rule over Britain ended.
___ **f** Boudica's husband died.
___ **g** Colchester became the capital city of Roman Britain.
___ **h** Boudica's army was defeated.

GS Global skills Culture

4 Discuss the questions.

1 What are the advantages and disadvantages of being part of a large country or empire?
2 Is it important that your rulers share your culture? Why / why not?

V Insight The language of war

5 Find the verbs in the article and complete the collocations.

1 invade _____
2 pledge _____
3 wage _____
4 subdue _____
5 drum up _____
6 rout _____
7 besiege _____
8 rally _____

6 The language of war is often used in other contexts. Complete the sentences with the correct form of the collocations in exercise 5. What effect does this language have on the meaning of the sentence?

1 Photographers _____, hoping to get a photo of the disgraced politician as he left his office.
2 Football fans often wear shirts that _____ to their favourite club and show they belong to a specific social group.
3 Cheap meat produced abroad _____, making it hard for our farmers to make a profit.
4 The government decided to _____ on smoking by banning it in all public places.
5 The deadline is tomorrow. We need to _____ and all work late in order to meet it.
6 The college basketball team _____ completely, winning the match against their old rivals.
7 Several celebrities _____ for the charity and thanks to their publicity, a lot of money was raised.
8 The workers were angry, but eventually, the promise of a pay rise _____ who had been threatening to strike.

Boudica, the patriot queen

The year is 60CE and Boudica, Queen of the Iceni tribe of Britain, is racing in her chariot towards Colchester at the head of a huge army. She is a striking figure, very tall, with red hair that falls below her waist. Her colourful clothing and large gold necklace signal to all her powerful status. She is used to being obeyed, but even she is surprised at how many people from other tribes have joined her cause. With 120,000 rebels behind her, she feels confident that she can inflict defeat on the hated Romans. She raises her arm and gives the order to attack the city.

The Romans had invaded the country about 16 years earlier. Their armies had swept through southern Britain and brutally stamped out all resistance. Out of options, the kings of many British tribes had pledged allegiance to the Romans, who established Colchester as their capital. The invaders kept firm control of the south and went on to wage war in areas further north and west to subdue the people there.

Boudica's husband, king of the Iceni, knew that he could retain power only if he kept on friendly terms with these powerful new masters. When he died, he left half his wealth to his two daughters and half to Emperor Nero of Rome. He had hoped that this would win his family protection, but unfortunately, it had the opposite effect: Rome wanted not half, but all. Soldiers forced their way into his home, took all his possessions, whipped Boudica and assaulted their daughters. They also evicted the leading Iceni families from their ancestral lands.





Seeking revenge for the pain and humiliation the Romans had inflicted on herself and her daughters, Boudica led the Iceni in revolt. It was easy to drum up support from other tribes. Like the Iceni, they had concluded that even if they stayed loyal to Rome, their property and freedom were at risk from these overbearing rulers, so instead, they joined Boudica's army. They would drive the Romans out of their beloved lands if they could. If not, they would die in the attempt.

The attack on Colchester was a huge success. Most of the Roman troops were away fighting in Wales, so there was little defence around the city. Boudica's army quickly routed the enemy and besieged the building where the last Romans had taken shelter. Within two days, Boudica had captured the building and killed all those inside. A statue of Nero which had recently been erected was beheaded, and the head was kept proudly by Boudica's troops as a trophy of war, as if it were the head of the Emperor himself.

Next, the Iceni queen set her course for the Romans' main centre of trade in Britain, London. Her army burned the city to the ground and any inhabitants who had not already fled were killed. The nearby town of St Albans was also destroyed.

The revolt had caught the Romans off guard, but Boudica knew that a greater challenge lay ahead if and when the Roman governor rallied his troops. That moment soon came. So greatly did Boudica's rebels outnumber the Romans that, if only they had had better weapons and training, they would almost certainly have been victorious. As it was, the battle was a disaster and Boudica's army was wiped out. Even the women and animals that accompanied them were slaughtered. It was a brutal end to a brutal rebellion, but what happened to the queen herself is unclear. One Roman historian claims she poisoned herself, another that she fell ill and died of natural causes.

What if Boudica had won that last dramatic battle? It was rumoured that Nero was on the verge of withdrawing his armies from Britain, tired of the trouble that the tribes were causing and unimpressed with the meagre taxes that the Roman occupation was generating. One more victory for Boudica might have been enough to change the course of history.

Instead, she left Britain more tightly controlled by Rome than ever: it would be another 300 years before Roman rule could be shaken off. Her legacy lies not so much in the outcome of her rebellion as in her inspiration to her compatriots. The story of her bravery and defiance has caught the British imagination over the centuries, particularly when faced with other threats from overseas invaders. In the 16th century, when another red-headed queen, Elizabeth I, was preparing to face an invasion from Spain, Boudica once more became the symbol of English patriotism. Later, during the reign of Queen Victoria at the zenith of the British Empire in the 19th century, Boudica was often celebrated in art and literature. Today, a statue of the great warrior queen in her chariot can be seen near the Houses of Parliament in London, standing guard over the very city she once burned to the ground.

Grammar Uses of *if*

Grammar Insight

7 Match the highlighted words in the article to the explanations.

1 asks us to consider something that might happen, and the possible result
2 says that whatever happens, it won't make any difference; the result is the same
3 introduces an event that may or may not happen
4 introduces a comparison
5 states the only situation in which something will happen
6 expresses a wish or regret
7 says what the situation will / would be if something does / did not happen

Further reference and practice › Workbook › page 120

8 Choose the correct words.

1 Many people find Boudica fascinating, **even if** / **only if** they have no interest in British history.
2 Her revolt against the Romans could have had long-term success **if not** / **only if** it had been better organized.
3 If the local people accepted Roman rule, life in the empire could be very pleasant. **If not** / **If and when**, they faced a dangerous existence.
4 War elephants were used **if only** / **if and when** the Roman army wanted to show off its power.
5 The Roman leader Julius Caesar became unpopular because he acted **only if** / **as if** he were Rome's king.
6 **If only** / **Even if** the Roman soldiers had left Boudica and her daughters alone, no one would have died in the revolt.
7 **What if** / **If only** we look for Boudica's grave in this field? Do you think we might find it?

9 TASK What groups do you know about who want independence from the countries that govern them? Why do they want this? How do they publicize their cause? Do you think their campaigns are likely to be successful? Why / why not?

Assess your progress Workbook page 51

6E Writing An opinion essay

Planning for writing

1 Read the quote. What do you think it means? Do you agree with it?

'The only way to have a friend is to be one.' Ralph Waldo Emerson, American poet and philosopher

2 Read the writing task and the model essay on page 83. Does the writer mainly agree or disagree with the statement? What arguments do they make to support their opinion?

It is often said that, in the 21st century, 'friends are the new family'. Do you agree? Write an essay outlining the reasons for your opinion.

3 Read the model essay again and answer the questions. Then complete the organization boxes.

In which paragraph does the writer:

1 introduce a secondary argument which adds weight to their opinion?
2 refer to the statement and state their point of view?
3 summarize and restate their opinion?
4 introduce the principal argument which supports their opinion?
5 outline any possible contrasting arguments?

4 Read the strategy and study these sentences from the essay. Which part of the sentence, a or b, is the subordinate clause?

1 (a) When most people lived and worked in the same communities where they were born, (b) family relationships were very important.
2 (a) Families lived in close proximity to each other (b) and consequently, they saw each other frequently.
3 (a) Nowadays, we are more likely to move away from home (b) in order to attend university or for work.
4 (a) It is logical that our friendships become more important (b) if we are physically distant from close family.
5 (a) The sociologist Professor Ray Pahl claimed that, in the modern world, (b) our well-being is increasingly dependent on our social network.
6 (a) Although we may love them, (b) we may sometimes feel very different from our parents and siblings.
7 (a) Our friendships often mature as we get older, (b) which can be a source of happiness and stability through later stages of our lives.

Strategy Understanding compound and complex sentences

Every sentence contains at least one main clause. A main clause may form part of a longer sentence, but it also makes sense on its own.

They met in the café.

Two or more main clauses can be linked by a range of linking words (e.g. *and*, *but*, *although*, *as*) to form a compound sentence.

They met in the café and they had a coffee.

Complex sentences have a main clause and a subordinate clause. A subordinate clause depends on the main clause for its meaning and cannot form a sentence on its own.

They met in the café in order to talk.

Writing Insight Types of subordinate clause

5 Study the subordinate clauses in the sentences in exercise 4. Which of the following does each sentence contain?

■ a concession ■ a condition ■ a purpose ■ a relative clause ■ a result ■ a time reference ■ reported speech

6 Combine the sentences using the words in brackets. Identify the type of subordinate clause in each sentence. Then complete the language box.

1 She doesn't get on with her family. She has decided to move to London. (so)
2 His mum made a suggestion. She said, 'Why don't you move back home?' (suggested that)
3 He met a girl on holiday. He won't stop talking about her. (since)
4 I've just read Michelle Obama's autobiography. It was really inspiring. (which)
5 They have only known each other for three months. They have decided to get married. (although)
6 She avoided reading any reviews of the film. She didn't want to find out the ending. (so that)



In your introduction, refer to the statement and [1]_____.

Introduce your [2]_____ argument which [3]_____ your opinion.

Add a [4]_____ argument which [5]_____ your opinion.

[6]_____ possible contrasting arguments.

In your conclusion, [7]_____ and [8]_____ your opinion.

Unlike our family, we are able to choose our friends. The above quote suggests that, compared to the past, friendships have become as important as family relationships. There are a number of possible reasons for this, but what is true is that most of us need close relationships with people we can rely on. Increasingly, this may be friends rather than family members. A good friend is someone we can share the fun times with, but also someone we can turn to in times of difficulty.

For previous generations, the main source of social contact and support was their immediate and extended family. When most people lived and worked in the same communities where they were born, family relationships were very important. Families lived in close proximity to each other and consequently, they saw each other frequently. Modern society is far more mobile. Nowadays, we are more likely to move away from home in order to attend university or for work. It is logical that our friendships become more important if we are physically distant from close family. Friendships made at university or in first jobs are often very intense and long-lasting, filling the gap left by the absence of family.

The sociologist Professor Ray Pahl claimed that, in the modern world, our well-being is increasingly dependent on our social network. Research has shown that people with strong, supportive friendships are happier and healthier. In that sense at least, they are as important as family. Although we may love them, we may sometimes feel very different from our parents and siblings. Our friends are the people we have most in common with because they share our values, interests and experiences. It is natural that we want to spend our leisure time and social occasions with them. Our friendships often mature as we get older, which can be a source of happiness and stability through later stages of our lives.

Obviously, there are ways in which friends cannot replace family. One key difference is that, while friendships can end or change, your parents will always be your parents. Some might argue that we can be fairly relaxed about our relationship with family members because we know that the connection is permanent. On the other hand, as the old saying goes, you can choose your friends, but not your family. In this respect at least, friends are very different from family.

To sum up, we may be physically distant from our families or we may not get on with them all the time. But that does not matter so much if we have friends we can turn to, and who can rely on us in return. I believe that for many people today, friends rather than family are their real community.

Use a variety of words and phrases to introduce subordinate clauses, such as *although* to introduce a [1]_____, *so* to introduce a [2]_____, and *so that* to introduce [3]_____.

Writing your essay

'It is better to have loved and lost than never to have loved at all.' Do you agree? Write an essay outlining the reasons for your opinion.

PLAN Read the task and check you understand it.

Brainstorm ideas for your essay. Make notes about:

- what the statement is really saying.
- two reasons why you agree or disagree.
- any contrasting arguments against your opinion.

Create a paragraph plan.

Paragraph 1: refer to the statement and state your opinion.
Paragraph 2: introduce your first argument.
Paragraph 3: introduce a further argument.
Paragraph 4: outline any arguments against your opinion.
Paragraph 5: summarize and restate your opinion.

WRITE Write a first draft of your essay. Use the model essay and your plan to help you.

REVIEW Check your essay. Use the checklist to help you.

Have you:

- clearly stated your opinion?
- organized your arguments into clear paragraphs?
- used complex sentences?
- checked your grammar, vocabulary, spelling and punctuation?

Assess your progress Workbook page 51

Review 6

Vocabulary

1 Complete the text with the adjectives below.

■ clear-cut ■ eye-catching ■ feel-good ■ long-term ■ love-struck ■ widely held

The relationship between the British and their dogs is well known. In fact, their four-legged friends are [1]_____ to be more important to them than their children! According to research, we are still as [2]_____ with dogs as ever: around 33% of UK households own dogs. From [3]_____ exotic breeds to scruffy mongrels, we adore our canine companions. Of all pets, dogs are regarded as the most loyal, their affection for us uncomplicated and [4]_____. Who doesn't appreciate the [5]_____ factor you get when your furry friend runs up wagging its tail each time you arrive home? However, the [6]_____ prognosis for the relationship isn't so good. Dogs rarely live past 16 or 17 years of age, so you are likely to outlive your pet.

Marks ___ / 6

2 Choose the correct words.

1 After a semester, my **infatuation** / **loyalty** with computers burned out as quickly as it had begun.
2 I've always had great **affection** / **euphoria** for animals.
3 The investigation into her disappearance took many months and caused her family much **distress** / **mania**.
4 We were all surprised by my brother's sudden **crush** / **mania** for exercise.
5 I can give my heart and my **devotion** / **infatuation** to all the peoples of our brotherhood of nations.

Marks ___ / 5

3 Match the verbs in A to the phrases in B to make idioms.

A ■ be ■ drive ■ get ■ have ■ live ■ wrap

B ■ a wedge between people ■ at someone's beck and call ■ in each other's pockets ■ on each other's nerves ■ someone round your little finger ■ someone to lean on

Marks ___ / 6

4 Choose the correct words.

1 Priests used religious beliefs to **subdue the people** / **invade the country** and thus preserve the status quo.
2 During the election, candidates from all parties **drummed up support** / **routed the enemy** among the voters.
3 Putting on a street party is less time-consuming if you **rally the troops** / **pledge allegiance** to help.
4 Students in the USA start each school day by **drumming up support** / **pledging allegiance** to the flag.
5 The anti-vivisection campaigners **besieged the building** / **waged a war** to protest at the treatment of the animals inside.

Marks ___ / 5

Grammar

5 Complete the sentences with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

1 If the audience leaves confused, it's because they _____ (understand) the plot.
2 If you can't watch blood in action movies, how _____ (you / cope) with being a doctor?
3 If they _____ (think) the guidance rating is too high, film producers can complain.
4 I _____ (not be) so shocked now if I'd been warned that the film contained upsetting scenes.
5 If it was nominated for an Academy Award, the film critics _____ (be) astonished.
6 The production company _____ (not release) the number of short films they do every year if they didn't regularly receive Arts Council funding.
7 If Walt Disney _____ (not create) Goofy, the Disney brand might not be as popular today.

Marks ___ / 7

6 Choose the correct words.

1 **No matter how** / **Were it not for** bad life gets in reality, movies offer their audience a form of escapism.
2 **Unless** / **Supposing** you hadn't watched *Coming 2 America*, you'd still probably have known the plot.
3 **Provided that** / **Were it not for** his role in *Titanic*, DiCaprio wouldn't be such a star.
4 *The Imitation Game* wouldn't have been so successful **should you see** / **but for** its tragic ending.
5 **Had I known** / **Provided that** you wanted to see a British comedy, I'd have suggested one.
6 Few cinema fans care **no matter how** / **whether or not** the plot of a film is convincing.
7 **Should you want** / **But for** something upbeat, I'd suggest watching *The Good Place*.
8 I can't come to the cinema tonight **provided that** / **unless** I manage to finish my report by 6 p.m.

Marks ___ / 8

7 Complete the sentences with the words below.

■ after ■ although ■ in order ■ of which ■ said that ■ since ■ so / that ■ such / that

1 It was _____ cold _____ she stayed inside.
2 _____ they had their baby, they've argued more.
3 I agreed to her suggestion _____ not to upset her.
4 _____ they're divorced, they're still good friends.
5 _____ she'd agreed to meet him, she regretted it.
6 They _____ they had seen you earlier.
7 It was _____ a nice evening _____ they agreed to meet again.
8 It's the last in a sequence of three books, the first _____ I really enjoyed.

Marks ___ / 8

Total ___ / 45

Head and *heart* metaphors

1 Match the phrases in bold in sentences 1–8 to definitions a–h.

1 He always **wore his heart on his sleeve** and was an easy target for people who wanted to hurt him.
2 On her way to confront Ella, she **had a change of heart** and instead went back home to cool off.
3 Ben **takes** her angry words **to heart** and tries hard to make amends for his past mistakes.
4 She was so happy and excited when I arrived that I **didn't have the heart to** tell her the bad news.
5 Lastly, **use your head**! These are only guidelines and every situation is different.
6 Ms Davis will bring a lot of experience and a calm, **level-headed** approach to the role.
7 He's trained to **keep his head** and remain professional whatever happens around him.
8 Despite his young age, he **has an old head on young shoulders** when it comes to making decisions.

a stay calm and make sensible decisions in a difficult or stressful situation
b make your feelings clear for everyone to see
c act in a wise and sensible way as you would expect from an older, more experienced person
d consider criticism or advice seriously, often in a way that makes you upset or causes you to act
e think carefully about what you are doing; used especially to advise someone to be sensible
f alter your opinion or the way you feel about something
g feel unable to do something because it will have a negative effect on someone else
h sensible and able to think clearly in a difficult situation

2 Choose four of the words below to characterize the metaphorical uses of *head* and *heart* in the phrases in exercise 1. There are two words that you do not need.

■ appearance ■ emotions ■ logic ■ love ■ physical movement ■ the mind

3 Rewrite sentences 1–6 using the phrases in exercise 1.

1 She's only 19, but the way that she dealt with the media after her first big win really showed how sensible and mature she is.
2 Be a bit careful about how you give feedback to Gareth; he's quite sensitive to criticism.
3 Sport is about skill and physical fitness, but you have to think about how to outwit your opponent, too.
4 My aunt always buys me cherries for my birthday, but I'd feel too mean telling her that I don't like them.
5 Greg was offered a job in Peru, but he decided to pull out at the last minute and stay in the UK.
6 Connie can be a bit flighty and impulsive, but her sister Isabelle is much more sensible and down-to-earth.

The property market

1 Match the nouns below to definitions 1–11. Match one noun to two definitions.

■ contract ■ deposit ■ estate agent ■ landlord ■ lease ■ letting agent ■ mortgage ■ notice ■ rent ■ tenant

1 a legal document you sign to make an official agreement
2 a legal agreement in which you agree to pay to use someone else's property for a period of time
3 an amount of money that you pay, often every month, to use a property that someone else owns
4 a person who pays to live in a property that someone else owns
5 the owner of a property which they let other people use in return for regular payment
6 money that you pay as the first part of a larger payment, the remainder of which you will pay later
7 an agreement in which you borrow money from a bank to buy a property and pay it back in monthly payments, often over many years
8 the amount of warning you have to give before ending an official agreement, such as leaving a rented property
9 an amount of money that you pay when you rent a property, which is returned to you when you leave provided everything is in good condition
10 a person or company who helps to advertise and arrange the buying and selling of properties
11 a person or company who helps to advertise and arrange the renting of properties

2 Complete the text with the correct form of nouns from exercise 1. Sometimes more than one answer is possible.

Getting a first foot on the property ladder in the UK is becoming increasingly difficult, with the average [1]_____ that first-time buyers need to save up to get a(n) [2]_____ on a home standing at around £59,000, well over a year's average salary. Unsurprisingly, most people aren't in a position to buy their first home now until they reach their mid-30s, leaving many young professionals looking longingly in [3]_____ windows, but being forced instead into the less-than-perfect rental sector.

More and more people are now having to deal with unscrupulous [4]_____ who charge excessive [5]_____ for often poorly maintained properties. Then there are overly prescriptive rental [6]_____ with petty clauses against [7]_____ putting up their own shelves or pictures, and the inevitable battles with the [8]_____ over the return of your tenancy [9]_____ when you move out. Surely, it's time the rental market smartened itself up to deal with these increasingly exasperated in-betweeners.

Cumulative review Units 1–6

Listening

1 6.6 **Listen and match speakers 1–4 to options a–d.**

This speaker:

a is scared of being alone.
b is optimistic about love, despite previous setbacks.
c has mixed emotions about love.
d has changed their opinion over time.

Speaking

2 Work in small groups. Imagine you are a group of students who want to share a house. You were going to rent one of the flats in picture A, but you have been offered the chance to live in one of the flats in picture B for free for a year. However, if you live there you must:

- look after the owner's dog and two cats.
- not have any visitors.
- pay for anything that gets damaged.

Decide whether you will accept this offer.





Reading

3 Read the article and choose the correct answers.

1 Why does the writer talk about the history of domesticated cats and dogs?
a to highlight research on when they were domesticated
b to emphasize how long pets have been part of the human story
c to explain why humans are closer to dogs than cats

2 Why does the writer mention the first study?
a as possible evidence that dogs don't care about their owners
b as an example of a bad experiment
c to support the findings of another study

3 What has been shown to positively affect both dogs and cats, according to the article?
a food
b objects that remind them of their owners
c physical contact with their owners

4 Why does the writer mention Bob?
a as an example of a pet who showed loyalty to its owner
b to show than cats can have a stronger relationship with their owners than dogs
c to suggest that some of the scientific studies mentioned previously were unnecessary

Does my pet really love me?

Humans and their pets have a long, long history together. The first dogs are thought to have been domesticated between 14,000 and 29,000 years ago. This means that humans had canine companions long before they started farming or building cities. Our relationship with cats is not quite so ancient, but still pretty long-lasting. It is thought that the ancestors of modern domestic cats first started hanging around farming settlements around 8,000 years ago. These relationships were mutually beneficial: dogs helped us to hunt or guarded our homes, and cats kept our food stores free of pests. In return, we fed them and perhaps gave them somewhere warm to sleep. But does this mean our bond with them is just one of convenience?

Some scientists believe that the relationship between pets and humans is a form of parasitism – that is, they take the food and shelter we offer, but don't give much in return. From an evolutionary perspective, their partnership with humans has been very advantageous for them: their species are now very successful in terms of their numbers on the planet. Cute and lovable as they may be, our pets are simply using us for their own ends – or at least that's how some experts would view the relationship. A study was devised to test this idea. In it, volunteer dog owners had to feign a heart attack or get 'trapped' under a fallen bookcase. The scientists had a couple of volunteer 'bystanders' hang around nearby, but none of the dogs went to them to try to get help. One interpretation is that the dogs simply did not care.

However, pet owners will be relieved to know that there are plenty of scientists who would disagree with this conclusion. In a more recent experiment, researchers at Arizona State University had dog owners climb into a box and cry out in distress. In this situation, about a third of the dogs 'rescued' their owners, but all the dogs were clearly distraught. In a follow-up experiment, the dogs were first taught to open the box and then the previous scenario was repeated. That time, almost all the dogs rescued their owners. So it seems that when the dogs did nothing, it wasn't because they didn't care; it was simply that they didn't know what to do.

Various other studies have uncovered physiological evidence that dogs really do love us. When humans stroke dogs, it has been shown to lower the dogs' blood pressure, demonstrating that they feel more relaxed when they receive attention from people. They have also been shown to experience a surge of oxytocin – a brain chemical associated with love – when interacting with humans. MRI scans show that the reward centres of dogs' brains light up when they are shown an object that reminds them of food, and also when they are shown something that reminds them of their owner. However, it is the latter which elicits the strongest response, suggesting that human company is rewarding to dogs in itself, not simply because of its associations with being fed.

Cats, on the other hand, are commonly believed to be aloof, stand-offish and scornful of humans. However, it appears that felines may actually feel more devotion to their owners than they would like us to believe. Like dogs, cats have been shown to experience an oxytocin boost when they are stroked by their owners. In a 2017 study, cats were put in the middle of a room with four different stimuli to choose from: food, a scent, a toy and human interaction. The majority of cats showed a preference for human interaction, with food as the second most popular choice. Many cat owners will no doubt be surprised to learn that cats chose humans over food!

Perhaps even more convincing than these scientific studies are the many heart-warming true stories of pets and their devotion to their owners. One such example is a cat called Bob who 'adopted' his owner James Bowen when he was struggling with homelessness and drug addiction, and refused to leave him. James and Bob started busking together, with Bob sitting faithfully next to James while he sang and played in the street. This attracted a lot of attention and they became famous after videos of them were posted online. James believes that Bob helped him to recover from his addiction. The bond between James and Bob is surely proof that we are much more to our pets than simply a source of free food.



Grammar and vocabulary

4 Choose the correct answers.

According to research, over the past 50 years, pop songs have become sadder. Why do we have such a(n) [1]____ with sad songs? The feeling of sadness is linked to an increase in music in a minor key. People prefer it to a major key, [2]____ depressed it might make them feel.

In an experiment [3]____ by Japanese researchers, volunteers listened to sad music that they had never heard before. [4]____ the music been known to the individuals, the emotional memories it might have triggered could have influenced their response to it. The volunteers were then asked how they felt and how they thought other people would feel when listening to the music.

It appears that songs about heartbreak end up giving us a brighter [5]____ . The volunteers regarded the songs as tragic, but also felt less depressed than they perceived others to be. In fact, it was as if the sad music led them to feel a sense of [6]____ : they were more inclined to want to dance.

The researchers concluded that this could be because the songs are not based on our own first-hand experience. The sadness felt when listening to such music doesn't threaten our own happiness. Also, [7]____ we anticipate a feeling of sadness, we are relieved when this is behind us. However, wouldn't you still prefer [8]____ to something upbeat?

1	**a**	infatuation	**c**	soft spot
	b	crush	**d**	affection
2	**a**	but for	**c**	provided
	b	no matter how	**d**	whether or not
3	**a**	carried out	**c**	passed on
	b	worked out	**d**	let down
4	**a**	Were	**c**	Should
	b	Suppose	**d**	Had
5	**a**	backdrop	**c**	uprising
	b	outlook	**d**	washout
6	**a**	devotion	**c**	euphoria
	b	loyalty	**d**	mania
7	**a**	if and when	**c**	if only
	b	even if	**d**	if not
8	**a**	listen	**c**	to listen
	b	be listening	**d**	you to listen

Writing

5 Write an opinion essay on the statement below.

'It is better to use your head than to wear your heart on your sleeve.'

Exam Insight 3 › Workbook › page 96

7 State of the art

Reading and vocabulary

1 WHAT DO YOU THINK? Do you agree with these statements? Why / why not?

1 The purpose of visiting an art gallery is to see famous works of art.
2 Art galleries are places that everyone can enjoy.
3 The more you look at a work of art, the deeper the meaning you can find in it.

2 Read the article quickly. Which of the statements in exercise 1 would the writer agree with?

Strategy Formulating questions to identify main points

Questions preceding or following a text are designed to facilitate comprehension. The texts you read for academic purposes are unlikely to be accompanied by questions, so you may find it beneficial to write your own as you read the text for the first time. Focus on the main idea of each paragraph for your question and use your own words. This will make it easier to understand the text and use the new information it contains.

3 Read the strategy. Then read the article again and write a question for each paragraph.

4 Work in pairs. Compare your questions from exercise 3. Which questions elicit the most information?

5 Read the article again. Are the sentences true (T), false (F) or not given (NG)?

1 The article states that the perfect length of time to look at a work of art in a gallery is 15 seconds.
2 Luke Adeyemi believes that seeing lots of art in a short time gives people a sense of power and energy.
3 He thinks that children usually adopt a better approach than adults when they visit an art gallery.
4 According to the article, the best artwork to study using the Slow Art approach depends on personal preference.
5 The article recommends that you activate your prior knowledge about an artist before looking at their art.
6 The writer thinks it's important to understand what the artist intended you to feel in response to their artwork.
7 The writer believes you should never allow your response to art to be modified by the opinion of experts.
8 The writer feels that a person's response to an artwork can alter over time according to changes in their own circumstances and attitudes.

6 REACT Work in pairs and discuss the questions. Give reasons for your answers.

1 Will you take a Slow Art approach to your next art gallery visit?
2 What types of artworks are you most interested in looking at?

How to look at art

Celeste Jacobs, art critic

Leonardo da Vinci's *Mona Lisa* is a painting of superlatives. It's probably the most famous, the most valuable, the most visited and the most recognized artwork in the world. You would be forgiven, therefore, for assuming that people who see the original of this diminutive portrait (it's only 77 centimetres high) must spend plenty of time admiring it – the composition, the realistic features and the enigmatic smile that have brought it such renown. In fact, the average time people spend looking at it is just 15 seconds.

What can you see in 15 seconds? You might get a superficial sense of the painting's colours and subject matter. But to really appreciate any great work of art, you need much longer than that. Or so say the supporters of the Slow Art movement. 'Many visitors to an art gallery only come once in a blue moon,' explains Luke Adeyemi, one of the brains behind the idea. 'They feel disconnected from the work they see and rush through the rooms. They can consume a lot of art that way, but what they gain in quantity, they lose in quality. And it's pretty energy-sapping, too. The Slow Art movement encourages people to stop treating a gallery visit as a race against the clock and to look at art instead in a way that makes them feel energized and empowered.

When you're a child learning about the world, you don't do it all in one go. You do it in a fragmentary way, gathering snippets of information from multiple different sources and piecing them together to get a sense of the whole. The idea with Slow Art is to adopt a similar approach. Rather than taking in a whole painting in one visual "gulp" and then moving on to the next, we suggest you contemplate all the visual details, little by little, and then piece them together to gain a deep appreciation of the work in its entirety.'

To benefit fully from the Slow Art approach, it's recommended that you spend the first 20 minutes of a gallery visit just browsing at a leisurely pace. Then you should choose an artwork that warrants a deeper look. If you gravitate to the most celebrated work on display, you're probably barking up the wrong tree. It's better to choose one that has characteristics that particularly appeal to you personally – vibrant colours, perhaps – or pick one that depicts a subject that resonates with you. That could be majestic mountains, intricate clothing details or an enchanting face that draws you in. Find a comfortable place from which to view the work – for example, a bench or a space on the floor. Then really look.



If thoughts and feelings about the work don't flow at first, don't worry. Try focusing your eyes on a particular detail for a minute or two, and absorb all the information you can from it. Don't think about what you already know about the artwork. Concentrate instead on what your own eyes are telling you. If you're still unsure what you're seeing, try running through this checklist in your mind: colour, shape, symbols, story, perspective.

Slowly try to take in different parts of the work. What connections between them come to mind? Some of those associations may have been intended by the artist, while others may be your own unique response to the art, but both are equally valid. It's often useful to move around the artwork to view it from different perspectives. Get up close and look for clues of the artist's craft: the thickness of the paint, the direction of the brush strokes, the texture of the marble's surface. Then step right back and experience the overall impact. What do you notice? Pay attention to your emotional response. Does the artwork bring on feelings of excitement, calmness, fear or awe? When you feel you have observed all that you can, try to articulate your response to the artwork. If you are with friends, talk to them. Alternatively, just think it through in your head – how would you summarize your thoughts about it?

Having given yourself enough time to develop a deep personal response, don't just call it a day. Read any information provided by the gallery or do some research on the internet or an app. How do the experts' highbrow assessments of the work compare with your own? Look again at the piece and explore aspects you may have missed. What does the background information you've discovered – about the artist, about the historical and artistic context, about the story and symbolism – add to your feelings about it?

It's often worth making a return visit a few weeks down the line, too. There's so much to a truly great work of art that there's always more to take in. Do you have a different response to it on a windy or rainy day, when you're pressed for time or you have all the time in the world, when you're feeling depressed or in a great mood? What happens if you return to it after studying other works? Do you notice new connections? You won't become an art expert overnight, but the more you interact with different works, the more connections you'll be able to make.

Appreciating art is an intensely personal experience, and that experience evolves over time. Like building a jigsaw puzzle, it is constructed piece by piece. 15 seconds? You would barely be able to get the pieces out of the box in that time. Slow down.

V Insight Synonyms and antonyms describing art

7 Complete the table with the highlighted adjectives in the article.

Adjective	Synonym	Antonym
fantastical	dreamlike	1 _____
intellectual	2 _____	lowbrow
captivating	3 _____	repellent
giant	immense	4 _____
transparent	comprehensible	5 _____
renowned	6 _____	obscure
awe-inspiring	7 _____	humble
elaborate	8 _____	plain
subdued	muted	9 _____

Insight Expressions related to time

8 Study the underlined phrases in the article. Match them to definitions 1–10.

1 a situation where something must be done quickly, before it's too late
2 after a while, later
3 very rarely
4 on a single occasion, without stopping
5 very gradually
6 without hurrying
7 quickly and suddenly
8 be too busy
9 decide to stop doing something
10 have a lot of time available

9 Choose the correct words.

The theft that created a legend

One morning in 1911, a man walked out of the Louvre Museum in Paris with a rectangular object under his arm. He walked quickly and seemed [1]**pressed for time / down the line**, but no one paid him much attention. It was only 28 hours [2]**once in a blue moon / down the line** that someone noticed that one of the paintings in the gallery was missing. The man had stolen the *Mona Lisa*!

Few people had heard of the painting at the time. But when the news got out, it became the most [3]**enchanting / celebrated** artwork in the world [4]**little by little / overnight**. 60 police detectives were charged with the onerous task of solving the crime in just one week. It was [5]**all in one go / a race against the clock**. But despite interviewing hundreds of suspects, they were unable to find the culprit.

Meanwhile, the thief, whose name was Peruggia, knew that he couldn't sell the painting while the theft was still in all the newspapers. But he believed he [6]**had all the time in the world / was pressed for time**: if he just waited, his opportunity would come. More than two years later, he approached an art dealer in Italy. The dealer immediately realized that the portrait, with its [7]**intricate / muted** colours, [8]**highbrow / fantastical** background and [9]**captivating / obscure** face, was da Vinci's priceless original, and he wanted no part in the crime. He [10]**was pressed for time / called it a day** on his negotiations with Peruggia, and reported their meeting to the police. The thief was arrested soon after.

10 TASK Work in groups and discuss the questions.

1 Think of three famous works of art that you know. Use adjectives from exercise 7 to describe them.
2 On the whole, do you think the world's most famous works of art are also the best? Why do you think they are considered great?

Vocabulary extra › Describing visual art › page 99

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Grammar Speculating about the present and future

1 WHAT DO YOU THINK? Look at the artworks below. Where would you expect to see them? Can the place where we view an artwork influence our appreciation of it?





2 Read the story. Which of the artworks in exercise 1 could it be about?

An elderly man is sitting next to a makeshift art stall outside Central Park. There are a few dozen black-and-white stencilled canvases on the stall, priced at $60 each. For over four hours, pedestrians walk by, barely giving the stall a second glance. Then, at 3.30 p.m., the man makes his first sale. A woman purchases two canvases, but only after negotiating a 50% discount. Half an hour later, another woman acquires two more at full price. Finally, just before closing time, a man chooses four canvases for his new house. At six o'clock, the old man packs up and leaves with the day's takings: $420.

3 7.1 Read the comments made by passers-by about the art sale in exercise 2. Then listen to a radio programme. Which comments are confirmed in the recording?

1 'It **can be** hard to recognize the work of famous artists.'
2 'The old man **might be** the artist.'
3 'He **could be** selling the paintings for someone else.'
4 'He **should** be able to sell them all; they're really good.'
5 'Anyone who bought a canvas **must be** regretting it now.'
6 'He **can't be** having a very good time; he looks bored.'
7 'Collectors **will pay** lots of money for an original Banksy.'
8 'The pictures **may be** given away if they aren't sold.'

4 REACT What point do you think Banksy was trying to make with this experiment? What does the experiment say about the way we value art?

Grammar Insight

5 Study the verbs in bold in exercise 3. Then match them to explanations a–f.

a I predict this is true based on past experience.
b I have evidence that this is true.
c I have evidence that this is not true.
d I'm not sure, but it is possible this is true.
e There are times when this is true.
f If everything goes according to plan, this will be true.

Further reference and practice › Workbook › page 121

6 Read about another experiment involving an artist. How is it similar to the one in exercise 3? How is it different? What do the results say about our appreciation of art?

Underground music

The last thing you expect to see outside an underground station is a world-famous musician busking. But that's exactly what thousands of commuters could have experienced one January morning in Washington DC – if they had stopped and listened. In an experiment designed to test whether, in an unfamiliar context, people would still appreciate great music, Joshua Bell agreed to put on a baseball cap and jeans, and play outside the station for 45 minutes. [1]It must have been a strange experience for someone who was used to playing in front of an audience of thousands. [2]He should have been surrounded by people enjoying the beauty of his playing, yet during that time, just seven people stopped and only one woman actually recognized him. The event was filmed on a hidden camera and later posted on YouTube. [3]Obviously, most commuters can't have been expecting to hear a world-class musician playing for free on their way to work. Which suggests that when it comes to appreciating great music, context may be as important as content.

Grammar Speculating about the past

Grammar Insight

7 Study the underlined sentences in the text in exercise 6. How do we form the past tense of modal verbs expressing certainty and probability? Match sentences 1–3 to patterns a–c.

a modal verb + perfect simple infinitive
b modal verb + perfect continuous infinitive
c modal verb + perfect passive infinitive

Further reference and practice › Workbook › page 121

8 Rewrite the second sentence so that it has a similar meaning to the first. Use modal verbs from exercises 5 and 7. Sometimes more than one answer is possible.

1 There are times when professional musicians spend many hours a day practising.
Professional musicians _____.
2 It's safe to say the audience enjoyed the concert as they applauded for nearly ten minutes.
The audience _____.
3 If everything goes to plan, I'd expect us to sell at least 500 tickets for the concert.
We _____.
4 It's possible that people ignored Bell's performance simply because it was out of context.
Bell's performance _____.
5 It's safe to say that the musician wasn't hoping to make a lot of money from busking.
The musician _____.

9 TASK Look at picture A in exercise 1 and study the headline below. What do you think is the story behind the painting? Use modal verbs to speculate. Think about:

- the artist who painted it.
- the woman who owned it.
- the person who discovered it.
- the painting's history.
- the price.

Rare painting worth millions found hanging in woman's kitchen

Assess your progress Workbook page 59

7c Listening, vocabulary and speaking







Listening and vocabulary

1 WHAT DO YOU THINK? Read the comments about music. What do they mean? Do you agree with them? Give examples from your own knowledge and experience.

1 'Music has the power to move us.'
2 'Music is a universal language.'

2 7.2 Listen to part of a podcast discussion and compare your ideas from exercise 1.

3 7.2 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Scientists have discovered that fast music always elicits a positive response from the listener.
2 The effect Western music has on Cameroonian farmers is similar to its effect on the people who normally listen to it.
3 The limbic system is a part of the brain that is exclusive to humans.
4 Some scientists believe that music may not have been invented by humans.
5 Whale music is similar to human music in a number of ways.
6 Human music has nothing in common with birdsong.
7 Apart from humans, there is only one creature that plays an instrument.
8 Researchers believe that music has such a profound effect on human emotions because it has existed for such a long time.

4 REACT Work in pairs and discuss the questions.

1 Do you agree that the speed of a piece of music can affect your mood differently? What does this suggest about listening to music while doing things like studying, driving a car or relaxing?
2 Why do you think animals like whales and birds have developed musical ability?

V Insight Adjectives to describe music

5 Study phrases 1–8 from the discussion. Match the adjectives in bold to categories a–c below. Some adjectives can go in more than one category.

1 A **surging** rush of sound can drive us into action ….
2 … a **soothing** lullaby is more likely to send us to sleep.
3 … music with a **brisk** pace tends to produce positive feelings ….
4 … a **frenetic** beat might make the listener feel stressed ….
5 … a more **measured** pace often leads to them feeling more relaxed ….
6 … whales … don't just emit a series of **raucous** grunts.
7 The effect is rather more **ethereal** than human song ….
8 … the canyon wren has a **lilting** song that has been compared to ….

a tone and melody **b** speed **c** volume

6 Read the adjectives below aloud and think about the sounds. Add the adjectives to categories a–c in exercise 5. Use a dictionary to help you. Sometimes more than one answer is possible.

■ catchy ■ discordant ■ jaunty ■ mellow ■ menacing ■ sedate ■ sentimental ■ thundering

7 Read the comments about the kind of music people enjoy. Replace the underlined words with adjectives from exercises 5 and 6. Sometimes more than one answer is possible.

1 'I've just discovered K-pop – you can't beat it for <u>unforgettable</u> tunes you can sing along with!'
2 'For me, the music of the Japanese flute, shakuhachi, almost feels as if it's from a different planet – it's quite <u>other-wordly</u>.'
3 'I love the energy of a lot of West African music – I guess you'd categorize it as Afrobeat; it's <u>fast and lively</u> and rhythmic, and it makes you feel happy.'
4 'My flatmate plays a lot of modern classical music, but I find it <u>lacking in harmony</u> and quite difficult to listen to.'
5 'There's just something about heavy metal that I enjoy – it's <u>loud and harsh</u>, it's fast, it's exciting.'
6 'If I want to chill out and relax, I'll listen to something <u>rich and soft</u> – cool jazz or Portuguese fado.'
7 'I'm heavily into dancing, so when I go clubbing, I want something really <u>fast and furious</u> – electronic dance music, basically.'

8 TASK Work in small groups. Write the names of different types of music (e.g. hip-hop, gospel, heavy metal, birdsong) on pieces of paper and put them in a box. Take turns to choose a piece of paper and say the three adjectives from the lesson that you think best describe it. The others should try to guess the type of music.

Speaking Speculating about possibilities

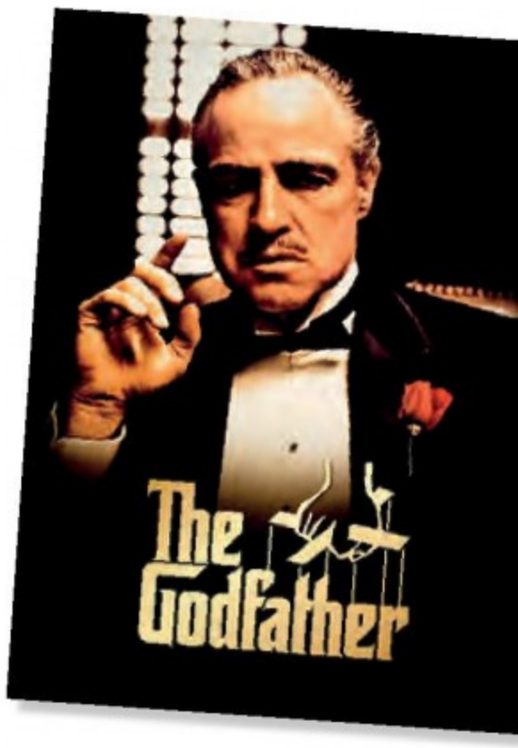
9 Make a list of film genres. What kind of music is typical of these genres?

10 7.3 Read the assignment given to a group of film students by their teacher and listen to them discussing the task. Which film genres are mentioned? What effect does the music in them have, according to the speakers?

To: Naz; Jess; Amol; Hari

From: T. Ainslie

As discussed, here is the music file for your next group assignment. Listen to the piece, decide what film genre it probably belongs to, then write the script for a short, silent film which uses this music as its soundtrack. You can choose to use the film genre you already identified or a different one if you think it will work with the music. Remember: no dialogue; we're interested in the interaction between the music, the audience and what is on screen.



11 7.4 Listen to a piece of music from a film. Then listen to the students discussing which genre the film belongs to. Which genre do they choose?

12 7.4 Listen again and complete the phrases from the discussion.

1 I'm hazarding a _____ that ....
2 There's a _____ possibility that ....
3 There's _____ way ....
4 It's more than _____ ....
5 I would have _____ ....
6 In all _____, ...
7 I'm going to _____ ....
8 It _____ be ....

13 Replace the underlined phrases in the dialogue with phrases from exercise 12. Sometimes more than one answer is possible.

A What do you think is happening, then? They're driving really fast.
B [1]I really don't know, but they could be following someone.
A Maybe. [2]I suppose they might be government agents, like the FBI or something.
B [3]I'm fairly sure they're some kind of superheroes.
A [4]I think it's likely we'd be hearing more dramatic music if they were superheroes.
B Good point. [5]They're probably just a normal couple driving home.
A [6]I'm sure they aren't just an ordinary couple or they wouldn't be driving so fast.
B Well, [7]I'm pretty sure they're police officers. You can hear sirens in the distance.
A You're right. [8]They are definitely police officers. And the music is getting a lot more frenetic.

GS Global skills Being inclusive

Being inclusive means making people in your place of study or work feel valued and accepted. Ways to do this include:

- welcoming them into the group and making them feel that they belong.
- giving them a voice – asking for their views and showing that their contribution is important.
- making it clear that you value their uniqueness – e.g. a different experience or different cultural perspective.
- creating a collaborative environment to share and discuss ideas.

14 In what ways were Amol, Hari and Jess inclusive when Naz joined their group? Listen again if necessary and check.

15 7.5 **TASK** Work in groups. Listen to ten extracts from the soundtrack of a short science-fiction film and follow these steps.

1 Individually, make notes to describe the music you hear.
2 In your group, compare your notes and speculate on what may have happened in each scene.
3 Create a logical storyline which incorporates your ideas.

Assess your progress Workbook page 59

Reading and vocabulary

1 WHAT DO YOU THINK? Discuss the questions. Then read the article and compare your answers.

1 What motivates a person to become an architect?
2 What characteristics are necessary to be successful in this career?

2 Read the article again and answer the questions.

In which paragraph (A–F) does the writer:

1 reveal how Gehry's designs are conceived?
2 describe the impact of Gehry's work on a location?
3 hint at Gehry's personality?
4 explain the motivation behind Gehry's calling?
5 outline Gehry's first project?
6 describe the atmosphere in which Gehry was brought up?

GS Global skills Culture

3 Which are the most famous buildings in your country? What do you know about them?

V Insight Prefix pairs

4 Study the highlighted words in the article. Then add the prefixes in the highlighted words and the prefixes below to the table.

■ back- ■ mono- ■ pre- ■ pro- ■ sub- ■ under-

Degree	too much: [1]_____	not enough: [2]_____
Time and order	before: [3]_____	after: [4]_____
Location	at the front: [5]_____	at the rear: [6]_____
Number	one: [7]_____	many: [8]_____
Opinion	in favour of: [9]_____	against: [10]_____
Level	below: [11]_____	above: [12]_____

5 Complete the sentences with words formed from the words in brackets and the prefixes in exercise 4.

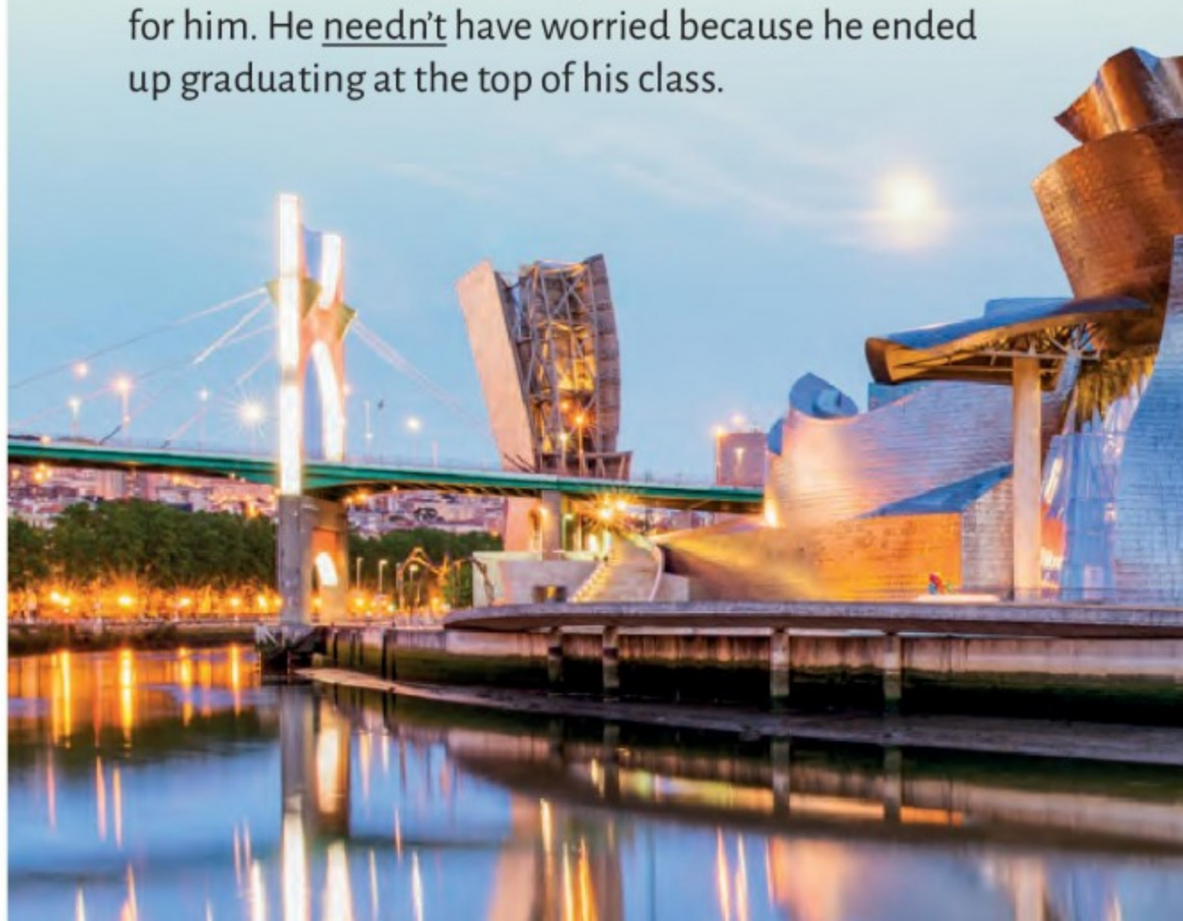
1 Architecture is a(n) _____ (faceted) art form which has many aspects to consider.
2 Despite being a(n) _____ (achiever) at school, Gehry found fame and fortune later in life.
3 Few new homes were built in the USA during the war, but this changed during the _____ (war) period.
4 _____ (Gehry) campaigners in Washington tried to stop one of his designs being built.
5 There's a new _____ (way) line running underground near Gehry's Walk Disney Concert Hall in Los Angeles.
6 The Guggenheim provides the perfect _____ (drop) for the art displayed inside.
7 We _____ (estimated) the time it would take to travel to Bilbao. We arrived an hour early.
8 The Louvre Museum in Paris opened in 1793, so it _____ (dates) the 1819 Prado Museum in Madrid.

Frank Gehry: creative genius

(A) Anyone who has had the pleasure of visiting the Guggenheim Museum in Bilbao, Spain, will know the name of Frank Gehry – not for the artworks inside the building, but because of its exterior. For Gehry is the architect behind the swishy, gleaming edifice which has revived the fortunes of this ailing post-industrial town, transforming it into a mecca for art enthusiasts. To such an extent is the city associated with urban regeneration that it has spawned its own term: 'the Bilbao effect'. But what kind of person can have such an impact on a city almost single-handedly, and where does he get his inspiration from?

(B) The beginning of the answer can be found in the architect's hometown: Toronto, Ontario in Canada. Frank Gehry was born in 1929 to Polish Jewish parents as Frank Owen Goldberg. He realized when he left college that he would have to change his name because of the anti-Semitic feeling that pervaded society at the time. It was in the family home on Beverley Street that his sense of curiosity was allowed to develop and he was taught the value of mutual respect.

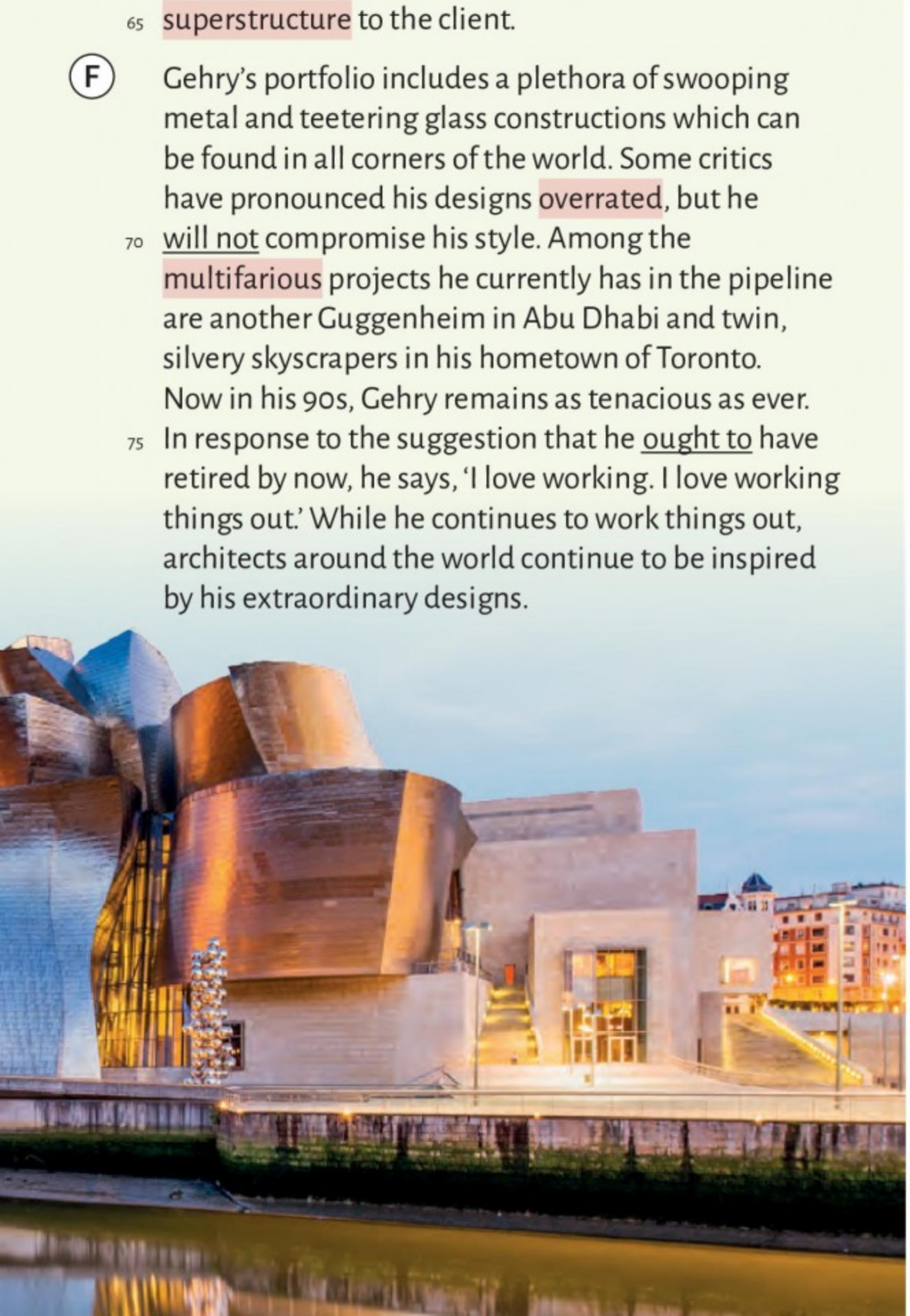
(C) Gehry came into contact with his first building blocks as a child. He would sit on the floor with his grandmother for hours on end, building cities out of the wood that she had brought home for the family's wood-burning stove. In later life, when he was stuck as to his choice of a future career after moving to the USA with his family, he would reminisce about these childhood games with fondness. Eventually, the memories inspired him to sign up for a class in architecture, without being sure that the course was for him. He needn't have worried because he ended up graduating at the top of his class.



(D) After college, Gehry started experimenting with his own home: a modest beige bungalow in Santa Monica, California, in the USA. The size of his house soon became inadequate for his expanding family, and so he set about converting it. What he did was wrap the existing building in a cocktail of corrugated iron, raw plywood and chain-link fencing – rather unconventional materials which he had first encountered in his grandfather's hardware store. The result was somewhat haphazard, but it set the scene for what was to come.

(E) Gehry did not take long in reaching the forefront of his field and today, his name evokes everything that modern architecture supposedly does not: flamboyance, asymmetry, curvaceousness, disorder and playfulness. His unique style reflects the process in which he engages as an architect. During his first meeting with a client, he listens carefully to their requests, but also observes minutely their body language. He then interprets the words and movements to create a blueprint which incorporates shapes and forms that he thinks will strike the right note. Once Gehry is confident that the model will meet with the client's approval, he feels free to start experimenting with it. This is the moment he savours most as there is no one to tell him what he may and may not do. He takes the model and pushes the forms and the relationships between them to the limit, until he is satisfied with the result. Only then does he present the finished design for the superstructure to the client.

(F) Gehry's portfolio includes a plethora of swooping metal and teetering glass constructions which can be found in all corners of the world. Some critics have pronounced his designs overrated, but he will not compromise his style. Among the multifarious projects he currently has in the pipeline are another Guggenheim in Abu Dhabi and twin, silvery skyscrapers in his hometown of Toronto. Now in his 90s, Gehry remains as tenacious as ever. In response to the suggestion that he ought to have retired by now, he says, 'I love working. I love working things out.' While he continues to work things out, architects around the world continue to be inspired by his extraordinary designs.



Grammar Modal verbs: other uses

Grammar Insight

6 Match the underlined modal verbs in the article to uses 1–7. What other modal verbs have similar uses?

1 ability
2 mild obligation, advice
3 lack of obligation
4 permission
5 strong obligation
6 prohibition
7 unwillingness, refusal

7 Match the phrases below to uses 1–7 in exercise 6.

■ be able to ■ be allowed to ■ be supposed to ■ had better ■ not be prepared to

Further reference and practice › Workbook › page 121

8 Study the sentences. In which sentences is it possible to use both modal verbs? What is the difference in meaning? If only one answer is possible, why is the other wrong?

1 Gehry's company **doesn't have to** / **mustn't** promote itself; he's famous enough as it is.
2 They **weren't prepared to** / **wouldn't** compromise on the height of the building.
3 Gehry **should** / **is supposed to** be quite sensitive.
4 He **didn't need to attend** / **needn't have attended** the inauguration of the tower.
5 'Mr Gehry, **can** / **may** I have your autograph?'
6 We **could** / **were able to** convert our house on a tight budget last year.

9 Complete the text with the modal verbs and phrases below.

■ could ■ had better ■ needn't have ■ ought not to ■ was able to ■ wouldn't

When Zaha Hadid decided to study architecture 50 years ago, she knew that she [1]_____ dream up incredible designs because she had already done this for her family's home. However, she was concerned that the male-dominated profession would not take her seriously. She [2]_____ worried, though. By the time of her death in 2016, she was one of the world's most famous architects.

While most architects design in squares and rectangles, Zaha [3]_____ follow that convention: her buildings were designed with curves. One of the most beautiful is the Heydar Aliyev Centre in Baku, Azerbaijan, which I [4]_____ visit last year. If you're ever in the city, you [5]_____ miss a trip to this luminous white, wave-like building, and you [6]_____ give yourself plenty of time to explore it – you'll regret it if you don't.

10 TASK Do you notice architecture when you visit a place? What effect does it have on you?

Vocabulary extra › Building metaphors › page 99

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Writing A review



Planning for writing

1 **Work in pairs. Look at the photo of a public artwork in New York City's financial district. What do you think of it? Why do you think the sculptor created it?**

2 **Read the model review on page 97. What is the writer's opinion of the artwork?**

3 **Read the model review again and answer the questions. Then complete the organization boxes.**

In which paragraph does the writer:

1 give a description? What types of adjectives do they use? Why?
2 introduce an opinion belonging to someone else? What words do they use to refer to the opinion? What other words could they use?
3 sum up their view? How many arguments do they present? What are they?
4 give a personal opinion? What phrases do they use?

4 **Read the strategy. Then find three similes in the model review and match them to patterns a–c in the strategy.**

Strategy Using similes

When you write a review, you can use similes to compare things and make descriptions more emphatic and vivid. To create a simile, you can use:

a *like* + (adjective) noun.
b *as* + adjective / adverb + *as* + noun or *-ing* form.
c *as if* + clause.

5 **Match the sentence halves. Then join the two parts of each sentence with *like*, *as* or *as if* to make similes.**

1 The exhibition was as boring	**a** the sails of a windmill.
2 The legs of the sculpture are	**b** watching paint dry.
3 The figure is reaching up	**c** she was about to start singing.
4 The angel's wings are outstretched	**d** elongated tree branches.
5 The artist took a deep breath	**e** a fog in winter.
6 I find his work as impenetrable	**f** he is going to catch something.

Writing Insight Using adverb collocations

6 **Study the highlighted adverb collocations in the model review. Who or what do they describe? Write them in the correct category.**

1 Collocations with adverbs of manner: *lavishly decorated*, *beautifully painted*, _____, _____, _____, _____
2 Collocations with intensifying adverbs: *hugely influential*, *intensely private*, _____, _____, _____, _____

7 **Complete the sentences with eight of the collocations in exercise 6.**

1 Some artworks require careful analysis; when you first look at them, their meaning is not _____.
2 Billy Eilish's latest album has been _____ by her fans, who have been praising it on social media since it was released.
3 I'm _____ to any kind of censorship – I believe artists should be free to make the kind of work they want to.
4 The American sculptor Richard Serra created large steel installations which were _____ to fit in with a specific location.
5 It's amazing to think that van Gogh only sold one painting in his lifetime, and his work was _____ by critics as 'amateur'.
6 Jimi Hendrix was a(n) _____ musician who influenced generations of rock guitarists.
7 The subject matter of Pablo Picasso's early paintings was _____ and caused a lot of debate in the early 20th century.
8 She has a deep emotional response to his work and finds many of his paintings _____.

8 **Look at the strategy and exercise 6 again and complete the language boxes.**

Start your review by [1]_____ the artwork in an interesting way, e.g. by [2]_____ someone else's opinion of it.

Give a [3]_____ of the work and refer to the [4]_____ people can find it in.

State your [5]_____ of the work and say what it [6]_____ you of.

In your conclusion, [7]_____ your view and present a number of [8]_____ to support it.

I recently visited one of New York's public art installations, centrally located in the heart of the financial district. Reading the comments about it online, it's as clear as crystal that the statue, *Fearless Girl*, divided opinion when it was first erected in 2017. It was enthusiastically welcomed by some residents, whereas others were bitterly opposed to it. Intrigued both by the claim that it represented 'the resilience of women' and the accusation that it was a symbol of 'corporate feminism', I decided to see this highly controversial statue for myself.

Approaching the sculpture, it's immediately obvious that this is a significant work. The striking statue is of a young girl approximately 130 cm high, and cast in bronze. She stands facing the New York Stock Exchange building, feet apart, hands on hips, chin slightly tilted upwards, as if she is challenging this great financial institution to allow more women through its doors. Her confident stance is strong but not aggressive, suggesting a calm belief in the ability of women and girls to achieve their highest goals, which is profoundly moving.

As far as I'm concerned, the statue has been deliberately constructed to challenge its wealthy, historical surroundings: it's simple, compact and quite modern. At the same time, it also celebrates how some traditions associated with the city's oldest institutions are changing. Personally, I find *Fearless Girl* totally inspiring. I particularly love the way the artist has chosen to present her as a small but powerful figure – she almost looks like a superhero from a Marvel movie! It reminds me of my own childhood, when I and my friends would imagine our own exciting futures.

To sum up, it's clear that, whether they love it or hate it, most people have a view about *Fearless Girl*. For this reason, I would argue that it can't be casually dismissed as just a piece of street art. On the contrary, it has succeeded in highlighting an important social issue, and has generated discussion and debate amongst New York's residents and visitors alike. In my opinion, part of the role of art is to get people talking, and *Fearless Girl* has certainly done that.

Use similes to [1]_____ things and make your [2]_____ more memorable.

Use [3]_____ to describe people, objects and feelings more vividly.

Writing your review

Write a review of a public artwork that you have recently seen.

PLAN Read the task and check you understand it.

Brainstorm ideas for your review. Make notes about:

- the name of the artwork and what kind of artwork it is.
- where and when you saw it.
- the appearance of the artwork.
- what you liked and disliked about it.
- who you would recommend it to.

Create a paragraph plan.

Paragraph 1: introduction; present the artwork's name, form and setting in an interesting way.
Paragraph 2: description; describe the artwork.
Paragraph 3: your opinion; say what you like or dislike about the artwork.
Paragraph 4: conclusion; summarize your opinion and / or give a recommendation.

WRITE Write a first draft of your review. Use the model review and your plan to help you.

REVIEW Check your review. Use the checklist to help you.

Have you:

- used a clear paragraph structure?
- clearly stated your opinion?
- used similes and a variety of adverb collocations?
- checked your grammar, vocabulary, spelling and punctuation?

Assess your progress Workbook page 59

Review 7

Vocabulary

1 Match the words in bold in the sentences to the words with the opposite meaning below.

■ enchanting ■ enigmatic ■ highbrow ■ intricate ■ realistic ■ vibrant

1 There's a range of **lowbrow** newspapers available.
2 I prefer paintings with a(n) **fantastical** quality.
3 The painting had a(n) **plain** background.
4 Some find the subject matter **repellent**.
5 I personally find this artist's message too **transparent**.
6 The use of colour is so **subdued** in this portrait.

Marks ___ / 6

2 Match the phrases in A to the words and phrases in B with a similar meaning.

A ■ at a leisurely pace ■ down the line ■ in one go ■ little by little ■ once in a blue moon ■ overnight ■ pressed for time

B ■ at the same time ■ gradually ■ in a hurry ■ in a relaxed way ■ in the future ■ rarely ■ suddenly

Marks ___ / 7

3 Write the adjectives below in the correct category.

■ brisk ■ frenetic ■ jaunty ■ measured ■ sedate ■ soothing

1 fast music: _____, _____, _____
2 slow music: _____, _____, _____

Marks ___ / 6

4 Complete the words in the text with the prefixes below.

■ fore- ■ mono- ■ over- ■ pre- ■ pro- ■ sub-

Travel eight miles north of Liverpool and you'll be confronted with a spectacular sight on Crosby Beach: the artwork known as *Another Place*. There you'll encounter 100 life-sized cast iron [1]_____chrome figures based on casts of the artist Antony Gormley's body. Gormley is a sculptor at the [2]_____front of British art, best known for his sculpture *Angel of the North*, which [3]_____dates *Another Place* and is situated on a hill above Newcastle. At certain times of the day, many of the figures in *Another Place* are partially [4]_____merged by the high tide. When the local council decided to make the installation permanent in 2007, those who were [5]_____-public art welcomed the decision. However, there were also many who felt the importance of the work was [6]_____rated and believed it had a detrimental effect on the natural environment of the beach.

Marks ___ / 6

Grammar

5 Rewrite the sentences using the modal verbs in brackets.

1 It is possible that music therapy is helping fight depression, say researchers in Finland. (might)

2 The evidence suggests that it is plausible that music engages people in a way that words can't. (could)

3 I'm sure that people who work as music therapists find their job very rewarding. (must)

4 I'm sure that children who find it hard to communicate struggle to enjoy life to the full. (can't)

5 Researchers say that music therapy alongside traditional care lowers anxiety levels. (will)

6 If you want to be a music therapist, it's a good idea to have over 1,000 hours of training. (should)

Marks ___ / 6

6 Complete the text using the words in brackets.

Prior to the 19th century, it [1]_____ (can't / be) easy to be a woman in the world of art. Had I been asked to list the famous painters before this time, I [2]_____ (would / struggle) to name one. Those who managed to achieve professional standing [3]_____ (would / promote) by their husband or father, who was already working in the field. Academies rose in popularity and, in my opinion, they [4]_____ (should / take) advantage of this to promote women painters. Given the chance, women [5]_____ (could / compete) with men in the prestigious history painting field, but this was out of bounds. Instead, they were forced to specialize in the lower-status categories. This [6]_____ (must / be) frustrating for them. With this in mind, artists like Rachel Ruysch [7]_____ (might not / expect) the level of fame they somehow achieved.

Marks ___ / 7

7 Choose the correct words.

Anyone [1]**must** / **can** enter the competition. You [2]**don't need to** / **had better be** a professional artist. All you [3]**are allowed** / **have** to do is send in a digital photo of your painting. You [4]**may** / **should** read the competition guidelines. Participants [5]**aren't supposed to** / **need** enter more than one submission. The jury [6]**ought** / **are able** to have selected the best painting by early July. The competition [7]**could** / **needn't** offer a prize of £1,000.

Marks ___ / 7

Total ___ / 45

Vocabulary extra 7

Describing visual art

1 Match the words below to definitions 1–10.

■ brush stroke ■ canvas ■ genre ■ medium ■ motif ■ palette ■ perspective ■ silhouette ■ theme ■ tone

1 the way objects in a picture appear smaller when they are further away to give a sense of depth
2 the range of colours that an artist paints with
3 an image or picture of something shown only as a dark shape against a lighter background
4 the quality of a particular colour in terms of how bright, deep, etc. it is
5 the main subject or idea in a book, a work of art, etc.
6 a style of art you can recognize by certain typical features
7 the visible mark left on the surface of a painting by the movement of the paintbrush
8 a piece of strong, thick cloth stretched across a wooden frame that a picture can be painted onto
9 a pattern or a design, especially one that is repeated through a number of works by the same artist
10 the material that an artist uses in a particular artwork, e.g. oil paints, pastels, photography

2 Complete the sentences with the correct form of words from exercise 1.

1 Her fabric designs have a bold, graphic appeal, using simple geometric _____ and a limited _____ of black, white and soft pastels.
2 The animal's face, slightly out of _____ with the background, seems to loom out of the _____ at the viewer.
3 The artist uses mixed _____, including ink, fabrics and oil paints in muted earth _____ to create an atmospheric woodland collage.
4 The graphic novel is an important _____ of cartoon art with aspirations beyond the purely popular. A lot of artists are moving away from traditional superheroes and dealing with serious social _____.

3 SPEAKING Work in pairs. Take turns to describe a piece of art that you like and say why you like it. Try to use words from exercise 1.



Building metaphors

1 Match the phrases in bold in sentences 1–8 to definitions a–h.

1 His mentor introduced him to people in the industry who could **open doors** for him.
2 With a few exceptions, a **glass ceiling** is still keeping women out of the top jobs in the industry.
3 Residents have been complaining that measures like the new parking charges are just a way of increasing taxes **by the back door**.
4 My dad absolutely **hit the roof** when he found out I'd lost my phone again.
5 DNA is often described as the **building blocks** of life.
6 His groundbreaking work on the structure of the atom **laid the foundations** for modern atomic theory.
7 He's always checking his mobile phone when I'm talking to him; it **drives me up the wall**.
8 We've tried several different avenues of research, but we keep **coming up against a brick wall**.

a the basic parts which are put together in order to form something larger
b create the basic structure or ideas from which something larger / later / more elaborate develops
c the way in which unfair attitudes can stop people from certain groups reaching the highest positions in their career
d be unable to make any progress because something is stopping you
e make someone extremely annoyed or angry
f become extremely angry, especially when you find out about something that has happened
g in an indirect or unfair way, or in a way that is not typical
h give someone opportunities to do something or to make progress, especially in their career

2 SPEAKING Work in pairs. Discuss the differences between these pairs of idioms. Give reasons and examples to support your answers.

1 Both *open doors* and *by the back door* are about ways of achieving something you want. Which typically has more negative connotations?
2 Both *glass ceiling* and *come up against a brick wall* describe obstacles to progress. Which is only used within a narrow context?
3 Both *lay the foundations* and *building blocks* are about the way something is built up or developed. Which places more emphasis on the strength of the structure?
4 Both *hit the roof* and *drive someone up the wall* are about losing your temper. Which is more typically caused by a repeated action or event?

3 Work in pairs. Find other idioms involving metaphorical uses of the building-related words below. Use a dictionary to help you.

■ floor ■ house ■ window

Global skills Behaving ethically at work

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 What does it mean to behave unethically?
2 Look at the types of unethical behaviour that can occur in a workplace. What do they mean? Can you think of any other types of unethical behaviour at work?

- absenteeism
- bullying
- deception
- discrimination
- harassment
- misuse of company resources

2 Read Leyla's post. What type(s) of unethical behaviour does it describe?

3 Read the post again and answer the questions.

1 Who does Ed's behaviour affect? How?
2 What does Leyla think might be causing Ed's behaviour?
3 Why does she think she should take action?
4 Why is she worried about taking action?

Leyla | 14 April | 11.08

Advice needed!

A couple of years ago, I started my first full-time job with a small marketing company. I work in a team there with two other people: Darius and Ed (not their real names). Darius is a bit younger than me, while Ed is older and more senior. The problem is that Ed doesn't do his fair share of the work.

When we're working remotely, Ed is often offline and doesn't reply to our emails. When we're in the office, he spends half his time texting and running his part-time gardening business from his work computer. When he does contribute, he cuts corners or makes mistakes and we end up redoing his work for him.

I understand that things are difficult for Ed at the moment. He's got a big family to support and elderly parents to look after and I get the impression he has some financial problems. But it isn't fair on me and Darius. We're constantly working late to get everything done while Ed takes the credit for our work. Now he's getting a promotion!

I'm more senior than Darius, so I feel it's my responsibility to take action. But it's my word against Ed's and I'm worried the manager won't believe me. Is it worth putting my own job on the line? What would you do in this situation?



Maya | 11.23
In my experience, the best way to deal with a situation like this is to quit. It's annoying when it isn't your fault, but it's probably the simplest solution.

Louise | 11.52
This sounds very frustrating, but if I were you, I'd keep quiet and put up with it. I don't think you'll achieve anything by speaking up. If the manager lets him off the hook, you'll end up looking disloyal for reporting him and working with him afterwards will be incredibly awkward.

Syed | 12.09
It sounds as though Ed is having a hard time in his personal life and although that isn't an excuse for his behaviour, it might explain why he isn't pulling his weight at work. I think the most ethical way to handle this situation is to have a word with him privately first. Give him a chance to put things right before you do anything else.

Greg | 12.27
Report him. Ed doesn't deserve to have a job, and you and everyone in the organization would be much better off without him.

It isn't just you that his behaviour is affecting. You have a moral responsibility to bring this issue to light for the sake of your colleague and the organization as a whole. I'm sure the manager will recognize that you've done the right thing by blowing the whistle.

Priti | 13.01
I don't think you should do anything until you've got some professional advice. You could try talking to someone in Human Resources. Or you could find out whether your organization offers an employee assistance programme, which would enable you to speak to a counsellor or advisor for free. There are also external organizations who might be able to help.

4 Read the responses to Leyla's post and answer the questions.

Who thinks Leyla should:

1 consult someone outside of her team?
2 look for a new job?
3 do nothing?
4 talk to Ed before reporting him?
5 tell the manager straight away?

5 Whose advice do you agree with the most? Is there any advice that you disagree with? Why?

6 Read the tips. Then imagine you're Leyla. Which of the questions might it be useful to ask yourself before deciding what to do? Why?

Dealing with ethical dilemmas at work

Every ethical dilemma is different and there are often no easy answers. However, asking yourself these questions can help you think more clearly about the best action to take.

- Why is this behaviour unethical? Who does it affect: you, other employees, customers, the organization as a whole? What values does it go against?
- Why might the individual be behaving this way? Trying to understand their motives might help you figure out the best action to take – for example, whether to talk to them privately.
- Is there an official procedure for dealing with this situation? Your organization may have an ethics code that tells you what you need to do. Make sure you understand your rights and obligations as an employee.
- What are the possible consequences of different courses of action? What might happen if you do nothing / report them / speak to them directly?
- Who could you ask for advice? If you're worried about speaking to someone in your team, could you go to Human Resources or someone outside of the organization?

7 Find idiomatic expressions in the forum posts that match these definitions. Are there expressions with similar meanings in your language?

1 _____ : do things quickly and not very well
2 _____ something _____ : put something at risk
3 _____ something _____ : make new information known to people
4 _____ the _____ : report someone for doing something wrong or illegal
5 _____ your _____ : work as hard as everyone else
6 _____ someone _____ : allow someone to get away with something

8 PROJECT Work in pairs. Follow the instructions to do a role play about an ethical dilemma at work.

1 Choose one of these scenarios or use your own idea.
   - A young employee you work with is being bullied by a senior colleague. They ask you for advice.
   - Your manager asks you to sell a product that you know is poor quality. What do you say?
2 Discuss the situation, inventing extra details if necessary. Use the ideas in the tips to help you.
3 Decide who will take each role and make some notes about what you're going to say. Then practise (and record) your role play.
4 Perform (or play) your role play to the class. Do your classmates agree with the way the characters dealt with the situation?



Assess your progress Workbook page 108

Video Behaving ethically at work



Watch the video to find out how **Gracie**, **Tamika**, **David** and **Ruaridh** broach Tamika's work dilemma.

8 The big issues

Reading and vocabulary

1 WHAT DO YOU THINK? Do you think these numbers are likely to increase or decrease?

- the global population today
- the global population after 2100
- the proportion of people living in cities

2 Read the article and check your ideas from exercise 1.

3 Read the article again and choose the correct answers.

1 What does the first paragraph imply about the migration of rural people to urban areas?
   - **a** that the trend should be reversed
   - **b** that it can improve people's living standards
   - **c** that a rise in the world's population makes it inevitable
   - **d** that it creates some challenges that aren't currently being met

2 Which of these is <u>not</u> blamed in the article for contributing to Detroit's population decline?
   - **a** problems in the industry that employed a lot of its inhabitants
   - **b** the fact that more Black people than White people lost their jobs
   - **c** the high cost of housing in the city
   - **d** racial issues relating to policing

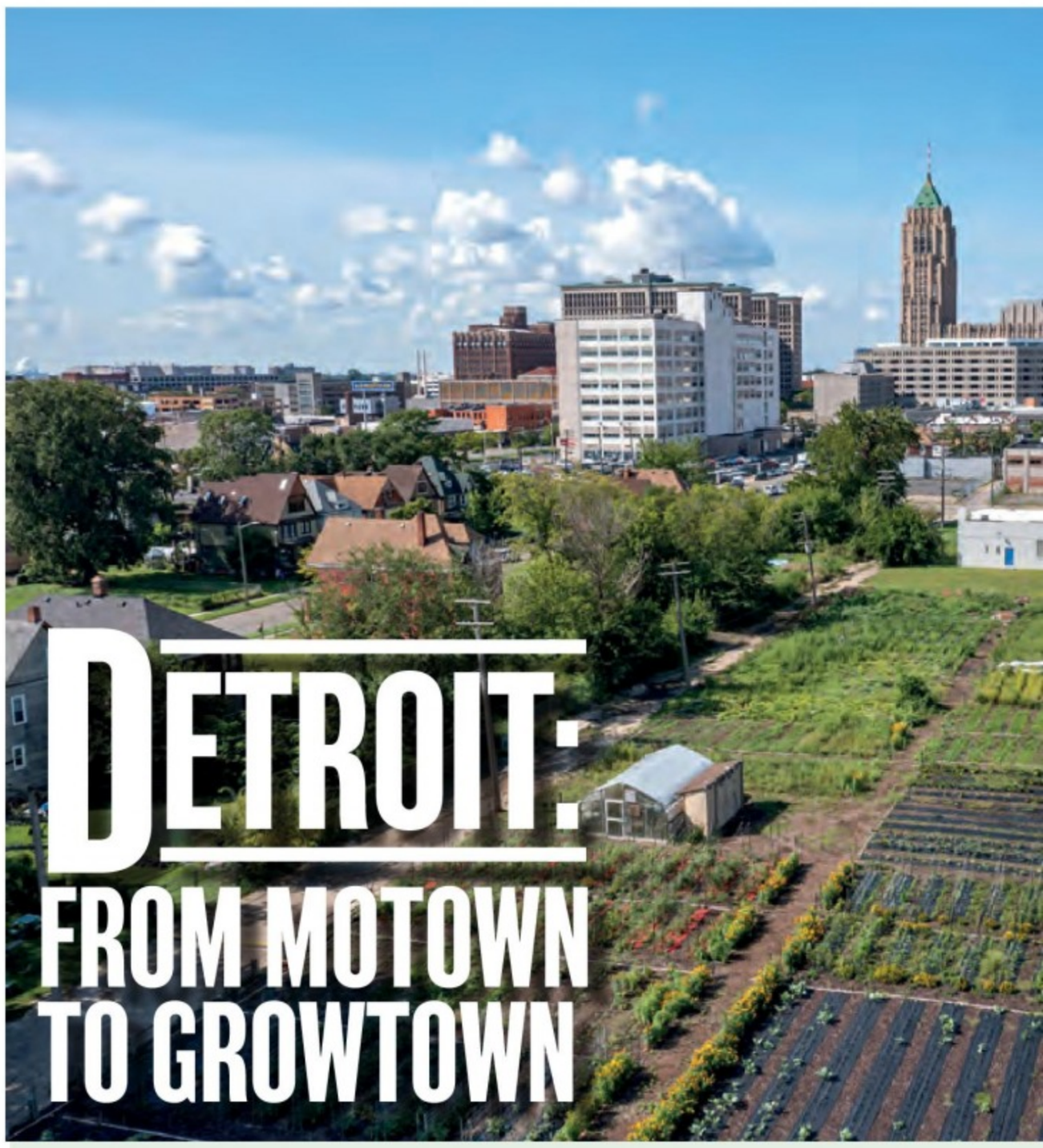
3 According to the article, what mistake did the Detroit government make?
   - **a** It chose to invest in the wrong infrastructure.
   - **b** It focused too much attention on high-tech industries.
   - **c** It left too many buildings abandoned.
   - **d** It wasted tax revenues on unnecessary services.

4 What has happened since 2013?
   - **a** The population of Detroit has gone up.
   - **b** Residents have been excluded from neighbourhood decisions.
   - **c** Some projects have helped to make life in Detroit more enjoyable.
   - **d** The mayor has ignored promises he made during the election.

5 Which of these is mentioned in the article as an advantage of vertical farming compared to traditional farming?
   - **a** It's possible in urban environments.
   - **b** It requires less water.
   - **c** It can produce a greater variety of crops.
   - **d** It is less energy-intensive.

4 REACT Work in pairs and discuss the questions.

1 Do you know of anywhere in your country that shares some of Detroit's challenges? Give details.
2 Would you prefer to live in a city with a growing or shrinking population? Why?



DETROIT: FROM MOTOWN TO GROWTOWN

A Cities around the world are growing fast. The global population has been increasing by more than 1% every year for decades, taking us from 2.5 billion in 1950 to an unprecedented 8 billion today. Concurrently, more and more people are turning their backs on a rural lifestyle to become city dwellers, and many cities are bursting at the seams as a result. Chaotic development has led to congested thoroughfares and inadequate running water. In this context, a city with a shrinking population might be seen as a good thing. You would expect a more manageable number of people to mean it's easier to provide the urban infrastructure needed for a decent quality of life. The reality may not be quite so rosy, as Detroit in the US state of Michigan has found, to its cost.





B A decline in a city's population is usually about more than a decline in birth rate; it often signifies a decline in the industries that provide employment, too. In the case of Detroit, one industry, car manufacturing, dominated to such an extent that the city was given the nicknames Motor City and Motown. A large proportion of its residents worked for its 'big three' employers, Ford, General Motors and Chrysler, all of whom had their headquarters in the city. But in the 1960s, stiff competition emerged from German and Japanese car makers. People were laid off in the city's factories, and this disproportionately affected Black workers. Anger about the layoffs, the squalid conditions in the slum tenements in which many families had to live, and unfair treatment of Black people by a largely White police force, led to riots. The riots cost lives, and in the aftermath, many residents and businesses chose to leave the city for somewhere safer.

C The city's transportation policy exacerbated this trend. Funding prioritized the building of freeways, which helped richer people to drive in and out of the city from their suburban homes, over public transit within the city, which would have improved the opportunities for people who chose to remain.

D As US car manufacturing continued to decline in the 70s and 80s, the city failed to attract other industries. In stark contrast to places such as Silicon Valley, where there were abundant employment opportunities in new technologies, jobs in Detroit became increasingly scarce. The city's impoverished population couldn't pay enough tax to support infrastructure and services, and so the downward spiral continued. By 2013, the problems became so acute that the city government was declared bankrupt.

E A new mayor, elected in 2013, insisted that his voters believe in a brighter future for the city. Since then, redevelopment of the downtown area has attracted new businesses, and residential areas are being revamped, with plenty of involvement from local people at the planning stage. Measures such as widening sidewalks and planting trees are making the city a more pleasant place to live. Small businesses are springing up to serve the residents, who are now feeling safer in their neighbourhoods.

F Good use is also being made of the abandoned land in Detroit, with about 1,400 community gardens and farms scattered across the city. One of these, the Michigan Urban Farming Initiative, has beds growing a wide range of vegetable varieties. Previously, the area was a so-called 'food desert'; locals had to travel more than six kilometres to find a store selling fresh fruit and vegetables. Now they can pop to the farm and pick their own, for free, every Saturday morning. The farm has an education centre, a community meeting space and a café, all of which help to make the neighbourhood a place where people, as well as plants, can happily put down roots.

G But it isn't just abandoned land that's being put to agricultural use in Detroit. Empty industrial buildings have also been converted to help provide food in the city, using a system called vertical farming. In a large stand-alone building in western Detroit, one such enterprise uses growing units about five metres high, special plant-friendly lighting and a hydroponic system where the plants grow in nutrient-filled water instead of soil. By stacking the planting vertically, a single building can grow the same quantity of food as a 20-acre field, and it uses a tiny fraction of the water. Up to 17 different crops are harvested throughout the year. The produce is in high demand in neighbourhood stores, farmers' markets and Detroit's re-emerging upmarket restaurants.

H The city is also starting to use its vacant land for drainage schemes. In Detroit, as in many other cities around the world, rainwater and snow melt run into the same sewage system as waste water from homes, and this must all be sanitized before it can be released into rivers. When there is a lot of rainfall or snow melt in a short period, the sewers can be overwhelmed, and floods of sewage in the streets make life a misery for all concerned. To combat this, there are now 'green alleys' in relevant parts of the city, where the water can soak into the ground instead of running across impervious concrete towards the drains.

I The challenges have been huge for this once booming city, but its route out of trouble may become a blueprint for other struggling urban areas around the globe. While projections say that the world's population will continue to grow until 2100, after that, a flattening of the curve is predicted. If cities with declining populations become commonplace, they may look to Detroit for inspiration. Let's hope, then, that in the place where Motown ran into trouble, Growtown can continue to thrive.



Insight Idioms and phrases about cities

5 Complete the sentences with the correct form of the highlighted words and phrases in the article.

1 Without a proper _____ to take away waste water, cities would be smelly, unhygienic places.
2 I don't think I'd want to abandon my rural lifestyle in order to be a(n) _____ .
3 The people were living in terrible conditions in the _____ , with no electricity or running water.
4 So much rain fell overnight that the _____ were unable to cope, and the streets were soon under a metre of water.
5 A top architect has designed a new _____ to accommodate all our offices in the same place.
6 Slum areas often lack _____ such as power, water, schools and health services.
7 It was rush hour and all along the _____ , cars were nose-to-tail as far as the eye could see.

Insight Emphatic adjectives

6 Find adjectives in the article that match these definitions.

1 never done or known before (paragraph A)
2 completely disorganized, anarchic (paragraph A)
3 filthy and depressing (paragraph B)
4 unpleasantly and sharply clear (paragraph D)
5 plentiful, in large quantities (paragraph D)
6 insufficient in quantity (paragraph D)
7 extremely poor and needy (paragraph D)
8 drastic or critical (paragraph D)

7 Complete the text the with adjectives from exercise 6.

As migration to cities continues to rise, the big challenge for city planners is to provide enough urban housing for the [1]_____ number of people who now need it. When that challenge isn't adequately met, [2]_____ new arrivals, with no money or resources, have no choice but to build shelters for themselves, and slums are the result. In these areas, which often lack sewage systems entirely, and where piped water is [3]_____ if not entirely absent, conditions soon become [4]_____ and unsanitary. When city authorities decide the problem is becoming so [5]_____ that the only solution is to tear the slums down, this presents slum-dwellers with a(n) [6]_____ choice. They must either move into new housing, often unaffordable for them, or to another slum far from the community they have ties to and the place where they work.

8 TASK Work in pairs. What do you think are the main problems for cities in your country? Choose two of the problems below and brainstorm solutions.

■ crime ■ employment ■ health ■ housing
■ pollution ■ public services ■ sense of community
■ waste ■ water

Vocabulary extra › Social issues and solutions › page 113

Assess your progress Workbook page 67

Grammar Reported speech

1 WHAT DO YOU THINK? Look at the photos. What environmental problems do they show? What are the effects of these on our planet?





2 8.1 Listen to an extract from a radio phone-in programme and answer the questions.

1 Which environmental problems does it mention? Which two does it deal with in more detail?
2 Where is Lesein Mutunkei from and what problems is his country facing?
3 What is the solution he devised to help resolve it?
4 Where does Kristal Ambrose live? What problem has she chosen to address? How?

3 REACT What's your opinion of the action Lesein and Kristal took?

4 Read the reactions of three callers on the programme. Which opinions do you agree / disagree with? Why?

Caller 1

1 He refused to accept that we could do anything about global warming. He added that he thought it was a natural rather than a man-made problem.
2 He asked the presenter if she agreed that Lesein and Kristal's solutions were too local and would not have a big impact.

Caller 2

3 She predicted that if we didn't reduce the waste we generated, the consequences could be catastrophic. She urged people to change their lifestyles.
4 She informed the presenter that reforestation projects were happening in many countries, but not fast enough. She insisted that governments should think of local solutions to global problems.

Caller 3

5 She blamed governments. They were acting too slowly to reverse climate change.
6 She mentioned reading an article about using electricity to regenerate coral reefs. She thought that it was a good idea.
7 The presenter described how Kristal Ambrose had won a prestigious prize for her environmental work. She believed that Kristal would continue to be a strong voice in support of protecting our oceans.

Grammar Insight

5 Rewrite the statements and questions in exercise 4 in direct speech. Then answer the questions.

a What are the main differences between direct and reported speech? Think about:
- modal verbs.
- pronouns.
- questions.
- tenses.
- time and place words.
- word order.

b How do we introduce a reported *yes / no* question?

c Which of the underlined reporting verbs in exercise 4 are usually followed by:
- an infinitive?
- an infinitive without *to*?
- an *-ing* form?
- a question word?
- a *that* clause?

d Reporting verbs like *request*, *insist* and *demand* can be followed by a *that* clause with different verb forms, with little or no difference in meaning. Study the examples. Which reporting verb in exercise 4 follows the same pattern?

They insist that the government should do more. (*should* + infinitive without *to*)
They insist that the government does more. (ordinary present and past tenses)
They insist that the government do more. (subjunctive)

Further reference and practice › Workbook › page 123

6 Some reporting verbs can be followed by more than one verb pattern. Choose the two correct patterns in each sentence. Then use a dictionary to check your answers.

1 They admitted **that they hadn't done** / **not doing** / **not to do** enough to reduce air pollution.
2 She suggested **to organize** / **organizing** / **that they should organize** a protest.
3 He warned **us that glaciers were melting** / **that glaciers to be melted** / **that glaciers were melting** faster each year.
4 You promised **that you would support** / **to support** / **supporting** our campaign to clean up the river.
5 She insists **on us recycling** / **to recycle** / **that we recycle** all our household waste.
6 We persuaded **her joining** / **her to join** / **her that she should join** our tree-planting project.
7 She wondered **why he believed** / **his believing** / **if he believed** climate change wasn't a real problem.
8 He recommended **that everyone plant** / **that everyone should plant** / **everyone to plant** more wild flowers to encourage biodiversity.

7 Read the text about an interview with a scientist and answer the questions.

1 Find eight reporting verbs in the text. What tense are they in?
2 What were Helen's exact words in reported statements a–i?
3 If we changed the tense of the reporting verbs here, would we need to change the verb tenses in the reported statements?

I listen as Dr Helen Tucker describes the process that she believes could solve the problem of microplastics. [a]She warns me that her work is still at the development stage, but [b]insists that it has the potential to remove these damaging substances from the ocean food chain. When I ask her how she got started on the project, [c]she confesses that it wasn't her idea. [d]She was attending an online science conference and came across a presentation about the ground-breaking work of a group of researchers. [e]She explains that the process involves using bacteria which attach themselves to the tiny plastic particles. They carry them harmlessly to the sea bed in a single mass, where they can then be collected, ready for recycling. [f]Helen hadn't encountered the idea before, but it intrigued her. She agrees that there are no guarantees, but the research was very convincing. [g]If she hadn't managed to convince her supervisor to support her plan, she probably wouldn't have got started. [h]She admits that she might still be looking for her next project. Although the work is still experimental, [i]Helen is confident that it has the potential to be an innovative solution to a growing problem.

8 TASK Work in pairs. Make a list of questions you would like to ask other students about their views and behaviour in relation to global ecological issues. Choose six of your best questions. Interview another pair and note down their answers. Report back to the class using reported speech structures from this lesson.

Are you concerned about loss of biodiversity? *Do you recycle your plastic waste?*

Assess your progress
Workbook page 67

8c Listening, vocabulary and speaking





Listening and vocabulary

1 WHAT DO YOU THINK? **Is the area where you live well lit at night? What are the benefits of artificial light in towns and cities? Are there any disadvantages?**

2 8.2 **Listen to an extract from a radio discussion and compare your ideas from exercise 1. What problem are the speakers discussing? What solutions do they mention?**

3 8.2 **Listen again and answer the questions.**

Who, Jason (J) or Katrina (K),:

1 says that in most areas it's impossible to see stars in the night sky?
2 claims that insufficient lighting creates dangerous neighbourhoods?
3 proposes shielded light as a possible solution?
4 refers to the disruptive effect on natural cycles?
5 talks about the health risks of too little light at certain times of year?
6 believes that nocturnal lighting outside and from electronic devices harms people's health?
7 says that there should be laws against excessive lighting?
8 suggests adding an extra hour of daylight during winter?

4 REACT **Who do you think has more convincing arguments? Why?**

Strategy Summarizing

To summarize a text or a discussion, give an overview of it, focusing on the main ideas.

- Focus on the central themes. Avoid including unnecessary details, examples or irrelevant information.
- Make sure you have interpreted the speaker's point of view correctly: listen for tone of voice, emphasis, use of adjectives and expressions that reveal this.
- Paraphrase the main ideas, using reporting verbs such as *pointed out*, *countered*, *added*, etc. to introduce paraphrased opinions. Add transitional language to improve the flow.

5 Read the strategy. Which of Jason's statements in exercise 3 represent main ideas in the discussion?

6 Answer the questions about the discussion. Then write a summary of it in no more than 150 words. Use the strategy and your answers to exercise 5 to help you.

1 What are the three main problems caused by urban light?
2 Why might people want lighting in cities?
3 What are the possible solutions to the problem of light pollution?

Jason Hathaway pointed out that ... .

V Insight Idioms: problems and solutions

7 Match the sentence halves. Then explain the meaning of the phrases in bold.

1 I felt that Jason **had the**
2 The architect **took the bull**
3 Investing in green energy in our cities **is a no-**
4 City councillors **poured cold**
5 Residents had to **fight an uphill**
6 The mayor claimed the scandal **was a storm**
7 Local people **were up in arms**
8 Town planners often **fall into**

a **water on** plans to build a new sports centre: they didn't have the funds.
b **battle** to stop the new motorway, but they won in the end.
c **brainer** – it'll reduce pollution and create new jobs.
d **upper hand** over Katrina because his arguments were more convincing.
e **against** plans for a new airport near their town.
f **the trap** of ignoring light and noise pollution.
g **by the horns** and designed a building that was both energy efficient and beautiful.
h **in a teacup** because there had been no fraud.

8 TASK **Work in pairs. Think about your neighbourhood. If you could improve one thing, what would you prioritize and how would you improve it? Take turns to present your idea to your partner. Your partner should take notes, then summarize your idea to another pair.**

Speaking Discussing and responding to solutions



9 Work in pairs. Read the email and discuss what possible solutions students might suggest.

From: E.A. Logan, Headteacher **To:** All students

Next week, I will be meeting with school governors and parents' representatives to discuss the problem of traffic outside the school and in surrounding streets. As you know, this is a long-standing problem that affects all of us, and I hope everyone can be involved in helping to solve it. I would therefore like to invite you to send me your suggestions for possible solutions – every idea will be given careful consideration.

10 8.3 Listen to three students brainstorming ideas and answer the questions.

1 What possible solutions do they come up with? What additional points do they make about each one?
2 What are the responses to the various solutions? What solution do they eventually choose?

11 8.3 Listen again and complete the phrases from the discussion. Then write the headings below in the correct place in the table.

■ Referring to what someone said ■ Responding to ideas ■ Suggesting solutions

a _____	b _____	c _____
One way to [1]_____ might be to	I liked your [4]_____ of introducing	The [7]_____ with that is ....
What about introducing ... as a [2]_____ ?	I thought Cara's [5]_____ about ... was interesting.	How would you see that [8]_____ ?
Is there [3]_____ we could ... ?	Sam's [6]_____ about ... was absolutely right.	I'm [9]_____ that's a very practical solution.

12 Look at two more suggestions. Work in pairs. Student A, make a suggestion and mention the additional points related to it. Student B: respond to the suggestion and refer to what Student A said. Use phrases from exercise 11.

Suggestion 1
reduce the speed limit and introduce traffic controls around the school (+ slow traffic down and lower the risk to cyclists and pedestrians)

Suggestion 2
introduce different start and finish times for different year groups (+ reduce the number of cars, but might increase the length of time that the streets are busy)

GS Global skills Brainstorming ideas

When working in groups or as part of a team, it's common to brainstorm ideas, especially for solutions to a particular problem. At the start, all ideas should be noted down for consideration. Don't respond to or criticize ideas at this stage – the point of brainstorming is to think creatively and collect as many ideas as possible, however unusual or improbable. Then go through the suggestions one by one and evaluate them. What are the pros and cons of each one? This should help you to reach an appropriate solution.

13 Think back to the discussion in exercises 10–11. How well did the speakers follow the advice above?

14 TASK Work in small groups and discuss the situation below. Brainstorm possible solutions to the problem. Choose one and decide why you think it's the best. Then elect a speaker to report your solution to the class.

A piece of empty ground near your school has been neglected and overgrown for some time and is now being used to dump rubbish. It looks terrible and is becoming a health hazard. The land cannot be built on, but the local authority have asked for ideas to turn it into an amenity for the local community.

Assess your progress
Workbook page 67

Reading and vocabulary

1 WHAT DO YOU THINK? Look at the picture below of enslaved people in the USA. Describe what you can see. What do you think their lives were like?



2 8.4 **Listen to part of a documentary. Make notes about these aspects of life for enslaved people.**

1 the hours of work
2 the pay
3 the living conditions
4 the types of work
5 children
6 the area where they lived

3 Read the biography of Harriet Tubman. Which of the feelings below do you think she experienced most strongly at different stages of her life?

■ anger ■ concern for others ■ fear ■ loneliness
■ relief ■ self-preservation ■ sense of injustice
■ sense of powerlessness

4 Read the text again. Match sentences a–g to gaps 1–6 in the text. There is one sentence that you do not need.

a She was tireless in her work, travelling the country to give speeches and raise funds.
b It was this that persuaded her to accept her enslaved status, at least in the short term.
c Her defiant spirit was evident from an early age.
d They faced threats on all sides, from fast-flowing rivers to slave hunters and people who offered help only to betray them.
e Now Harriet had to find a route, not just into the northern states, but through unfamiliar territory all the way to Canada.
f She was the daughter of enslaved parents who had eight other children.
g She settled in Philadelphia and earned her living in hotels and clubs.

GS Global skills Culture

5 Work in pairs and discuss the questions.

1 Why do you think slavery continued for so long in the USA and other western countries?
2 What do you know about slavery in the modern world? What can be done to end it?

Harriet Tubman

and the Underground Railroad

Harriet Tubman is recognized now as one of the most celebrated Americans of the 19th century. Her life story encompasses both brutal cruelty and suffering, and inspirational success. After escaping a life of slavery herself, she used her extraordinary courage and pioneering spirit to lead many others to freedom.

Harriet was born on a slave plantation in Maryland, USA, in around 1820. [1]____ By the time she was five, hard labour and the whip were her ever-present companions. She was whipped during the day if she failed to dust the house to her mistress's satisfaction, and at night if she allowed the child she looked after to cry. The experience inflicted many physical and mental scars, but Harriet showed an ability to stay clear-headed in stressful situations and with little sleep, an attribute that would serve her well in the years to come.

[2]____ When she was about 12, she intervened when an overseer threw a metal weight at a runaway slave. The weight struck the girl's head, leaving her with serious injuries. Later, rumours started circulating that she and her siblings would be sent to work in the cotton fields with chains fastened to their ankles. That was when Harriet started to have recurring dreams of escape.



Her first bid for freedom came when she was about 25. She persuaded three of her brothers to run away with her, but in the end, they lost courage and changed their minds a few hours into the perilous journey, dragging her back with them. Yielding to fear was not in Harriet's nature, however, and liberty was a prize worth any amount of hardship to her. Two days later, she decided to set out alone. Travelling only at night, she followed the north star until she had crossed into a US state where slavery was illegal. She was free at last!

Yet it was a bitter victory. 'I had crossed the line. I was free; but there was no one to welcome me to the land of freedom. I was a stranger in a strange land; and my home, after all, was down in Maryland; because my father, my mother, my brothers and sisters, and friends were there.' She determined in that moment that, whatever the risks, she would endeavour to bring her loved ones to join her in the North.

A new era in Harriet's life commenced. [3]____ Whenever she had any spare money, she would head back secretly to Maryland, knowing full well that if she was caught, she would be thrown back into a life of bondage. She recruited groups of escapees, including her own family and friends, and led them north. [4]____ She always managed to stay one step ahead of her enemies and used songs as coded messages in the darkness of the night. In 1850, a law was passed in the USA that required the northern states to seize and return any escaped slaves to their southern owners. [5]____ She was rightly proud of her track record on this fugitive route, which became known as the Underground Railroad. 'I never ran my train off the track and I never lost a passenger,' she later asserted.

In 1861, the deep disagreement over slavery between the northern and southern US states erupted into civil war, and Harriet had to find new ways to help liberate her people. At first, she worked as a nurse and cook for fugitive slaves and soldiers in the Union Army of the North. Then, in 1863, she was recruited to lead a network of spies and scouts. She used her knowledge and cunning, developed over years on the Underground Railroad, to provide crucial intelligence about the supply routes and troop positions of the Confederate Army of the slave-owing South. She also helped slaves to escape and form black regiments in the Union Army.

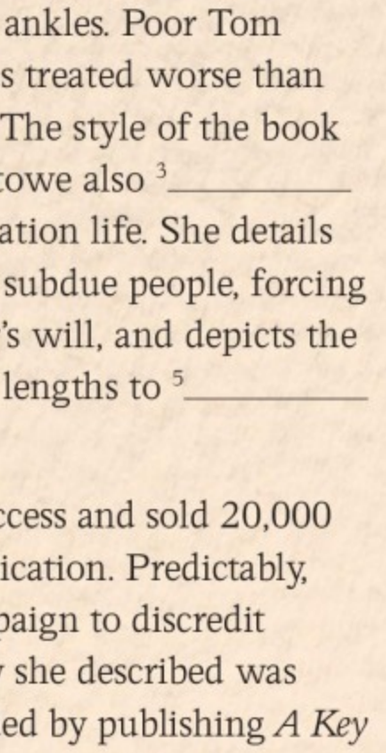
By the time the war ended in 1865, slavery had been abolished throughout the United States. Sadly, hardship for African Americans continued, however. Harriet devoted the rest of her life to providing charity for those in need, and to campaigning for a political voice for women. [6]____

During her life, Harriet Tubman became a beacon of hope to millions of African Americans, and today she is remembered through monuments, books and films, including the Oscar-nominated 2019 movie *Harriet*. Although she never learned to read or write herself, her actions have certainly written a significant chapter in the history of her nation and her people.

V Insight Word analysis

6 Study the highlighted verbs in the text and explain their meanings. Then complete the text below with the correct form of the verbs.

UNCLE TOM'S CABIN



Popular art, literature and film can play a decisive role in helping to right societal wrongs. When Harriet Beecher Stowe wrote her best-selling novel *Uncle Tom's Cabin* in 1852, her intention was to show the devastating impact of slavery on people's lives, stir up anger and [1]_____ a mortal blow on an inhuman trade which treated human beings like property.

The opening pages of *Uncle Tom's Cabin* introduce the two main characters, Tom and four-year-old Harry, who are enslaved and are being sold to pay their owner's debts: 'As soon as Tom was seated in the cart, Haley took a heavy chain, and [2]_____ it round his ankles. Poor Tom had done nothing wrong, yet he was treated worse than a thief, just because he was a slave.' The style of the book is emotional and sentimental, but Stowe also [3]_____ to draw an accurate picture of plantation life. She details the whippings and beatings used to subdue people, forcing them to [4]_____ to their master's will, and depicts the slave hunters who would go to any lengths to [5]_____ a slave who dared to attempt flight.

Uncle Tom's Cabin was an instant success and sold 20,000 copies in its first three weeks of publication. Predictably, anti-abolitionists [6]_____ a campaign to discredit it, and [7]_____ that the brutality she described was exaggerated. Beecher Stowe responded by publishing *A Key to Uncle Tom's Cabin* (1853). In it she referred to the slave narratives she had used as her sources. Alongside works written by notable black abolitionists such as Mary Prince and Olaudah Equiano, *Uncle Tom's Cabin* contributed to significant changes in the way many Americans viewed slavery, which led to the institution eventually being [8]_____ throughout the United States.

7 TASK Work in pairs. Think about a book you have read or a film you have seen which deals with societal problems. Discuss the questions.

1 What issue did the book / film explore? Was it based on fact or fiction?
2 Who was the protagonist? How did he / she react to the issue(s)?
3 How did the book / film present events / people? Was it influenced by current perspectives?

Vocabulary extra › Social issues: frequently confused words › page 113

Assess your progress Workbook page 67

8E Writing A problem–solution essay



Planning for writing

1 **Work in pairs. Look at the photo. Why is having access to a clean, reliable water supply important? What problems are associated with not having this?**

2 **Read the writing task and the model essay on page 111. Compare your ideas from exercise 1.**

> There is evidence that access to clean water is a significant problem around the world. Explain the reasons for the problem and suggest and evaluate solutions.

3 **Number these items in the order they appear in the model essay. Then complete the organization boxes.**

___ **a** an explanation of the problem, with examples and possible reasons
___ **b** one or more possible solutions to the problem, with some evaluation
___ **c** a statement to get the reader's attention, supported by statistical data
___ **d** a summary of the issue and a recommendation

4 **Read the strategy. Then study the model essay and answer the questions.**

1 Which sources has the writer used?
2 How is the information from these sources introduced?
3 What concrete facts and figures does the writer use to support their ideas?
4 Find examples of tentative language used to introduce and evaluate ideas.

Strategy Researching, referencing and evaluating ideas

When you write a problem–solution essay, remember to:

- choose your sources carefully and make sure they are reliable. Facts from internet sites will often need cross-referencing or double-checking. When evaluating your sources, look out for evidence of bias in the writer's choice of language. Is it neutral and objective?
- use different phrases to introduce your sources (e.g. *according to*, *an interesting observation was made by*) as well as reporting verbs (e.g. *demonstrates*, *reveals*, *states*, *shows*, *indicates*).
- use statistics, facts and figures to give your research more credibility.
- use tentative language to introduce or evaluate ideas (e.g. *it seems that*, *we might infer that*, *it is conceivable that*, *it might be possible that*, *this suggests that*).

Writing Insight Punctuation

5 **Study the highlighted quotations in the model essay. Then match the sentence halves.**

1 A colon or comma
2 Double quotation marks
3 An ellipsis
4 Brackets
5 Single quotation marks

a are used to show a direct (nested) quotation within direct speech.
b can be used to introduce a direct quotation.
c is used where phrases or sentences from the original quotation have been omitted.
d are used to show that a sentence or phrase is direct speech.
e are used to show where a word from the original quotation has been omitted.

6 **Punctuate the sentences. Decide which words or phrases might be omitted from the quotations and indicated with brackets or ellipses.**

1 The link between clean running water and progress is absolutely vital for us explained the spokesperson for WaterAid
2 The education minister observed Former South African president Nelson Mandela once said Education is the most powerful weapon which you can use to change the world There is no doubt that Mr Mandela was right
3 She went on to say According to the UNICEF website In 2019, just two in three children attended either lower or upper secondary school, and only one in two children attended either upper secondary school or higher education For me that's a shocking statistic
4 A report on the charity's website says It seems that the problem is knowing at what point it is appropriate to take action One local aid worker who did not want to be named asked How can developed countries stand by and watch this crisis happen

7 **Look at the strategy and exercise 5 again and complete the language boxes.**

Use an eye-catching [1]_____ to get your reader's attention, [2]_____ by a fact or statistic.

A report by UNICEF reveals that in 2020, three out of four people globally used a safely managed water supply. This means that approximately two billion people around the world do not have access to a safe, clean source of water. This is a significant problem in terms of health and economic well-being. In this essay, I will attempt to analyse the current problem and discuss possible solutions.

Provide an [3]_____ of the problem, together with [4]_____ and possible reasons.

According to the charity WaterAid, 'The global water crisis stops people from having an equal chance to be healthy, educated and financially secure.' Contaminated drinking water causes disease. People in rural areas rely on farming, and water insecurity affects their ability to earn a living. Many people spend hours each day travelling to collect water, reducing their opportunities to work or take up education. Why is this happening? It seems that a lack of basic infrastructure, combined with poor management of water supplies, makes it hard for some people to access clean water. It may also be the case that climate change reduces the reliability of some water sources.

Discuss possible [5]_____ to address the problem, with some [6]_____.

One solution is to use technology to make water more easily accessible. This can be relatively simple, such as installing pumps connected to underground water sources. It is also possible to purify water using various methods, including sunlight. A simple device created in partnership with UNICEF was introduced in Cambodia, and resulted in a 50% reduction in diseases caused by dirty water. And in Kenya, a 'water ATM' dispenses purified water at an affordable price. As a report by Global Citizen describes, 'The health benefits of the improved water system have been immediately felt. As (local) fruit seller Mercy Muiruri told *The Guardian* newspaper, "Life has become much easier. I can budget and I am also saving on other costs because I spend less … to boil my drinking water."' The success of such methods confirms that even remote communities can have access to a clean supply of water near to their homes.

Other solutions are to improve water management and address widespread water pollution. Governments could create infrastructure to carry water supplies to remote towns and villages. At the same time, they could introduce laws to limit the dangerous chemicals and waste materials being dumped in rivers and other water sources. We might expect these measures to improve overall water quality and access; however, this depends on governments' willingness to invest in them.

Include a restatement or [7]_____ of the issue and a [8]_____.

Finding a global solution is vitally important. Data from UNICEF demonstrates that access to clean water means improvements in health, a reduction in poverty and greater economic security. In 2010, the UN General Assembly declared access to a safe and continuous water supply a basic human right. Perhaps the best way to ensure this is for richer countries to encourage improvements through investment and technical support for poorer countries.

Use [1]_____ when quoting sources.

Use [2]_____ to introduce and evaluate ideas.

Writing your essay

There is evidence that access to higher education is becoming a significant problem. Explain the causes of the problem, and suggest and evaluate solutions.

PLAN Read the task and check you understand it.

Brainstorm ideas for your essay. Make notes about:

- the main challenges your country faces in this area.
- possible solutions and supporting facts and figures
- your evaluation of the solutions.

Create a plan for your essay. Plan to write five paragraphs and decide what information to include in each one. Use the organization boxes in the model essay to help you.

WRITE Write a first draft of your essay. Use the model essay and your plan to help you.

REVIEW Check your essay. Use the checklist to help you.

Have you:

- used a clear paragraph structure?
- explained the problem clearly?
- researched the solutions thoroughly?
- referred to any sources you have used?
- used tentative language?
- checked your grammar, vocabulary, spelling and punctuation?

Assess your progress Workbook page 67

Review 8

Vocabulary

1 Complete the sentences with the correct form of the phrases below.

■ city dweller ■ congested thoroughfare
■ sewage system ■ slum tenement
■ stand-alone building ■ urban infrastructure

1 700 billion yuan was invested in _____ in China in just over five years.
2 Rio de Janeiro is thought to have 6.3 million _____ living in an area covering 1,182 km².
3 The tower was a large _____ that was built far from any other human habitation, overlooking the sea.
4 The local authorities promised to clean up the capital's _____ to help reduce river pollution.
5 Census data shows that approximately 6% of the population lives in poor _____ .
6 Istanbul has a serious traffic problem and _____ are contributing to health problems for the city's population.

Marks ___ / 6

2 Choose the correct words.

1 **Chaotic** / **Scarce** scenes followed the disaster.
2 The images show the **stark** / **squalid** contrast before and after the crisis.
3 The slums are an **acute** / **abundant** reminder of poverty.
4 Water is a(n) **scarce** / **impoverished** commodity in many parts of the world.
5 It's shocking to see children living in such **squalid** / **abundant** conditions.
6 Japan can hardly be described as an **impoverished** / **unprecedented** nation.

Marks ___ / 6

3 Match the words in A to the words in B to make idioms.

A ■ be ■ fall ■ fight ■ have ■ pour ■ take

B ■ a storm in a teacup ■ an uphill battle
■ cold water over something ■ into the trap
■ the bull by the horns ■ the upper hand

Marks ___ / 6

4 Complete the sentences with the correct form of the verbs below.

■ abolish ■ assert ■ commence ■ endeavour
■ fasten ■ yield

1 He _____ his speech in front of his supporters.
2 Campaign groups are calling for the government to _____ council tax for tenants in rented properties.
3 She _____ in front of the cameras that she was telling the truth.
4 Even though I begged, he still wouldn't _____ .
5 The paper always _____ to be objective.
6 His belongings were carefully _____ together.

Marks ___ / 6

Grammar

5 Rewrite the sentences and questions in reported speech. Begin with *He said* or *He asked*.

1 'I read about an eco-hotel in Mali today.'
2 'My family was visiting the coral reef.'
3 'We must sort out the garden next week.'
4 'Have you tried planting anything in your garden?'
5 'I have been studying tourism in the area.'
6 'I am cutting down this tree.'
7 'We need to consider these options.'
8 'When was the world's first power station built?

Marks ___ / 8

6 Rewrite the sentences in reported speech. Use the correct form of the verbs in brackets.

1 Jo: 'Renewable energy has to be a good thing.' (insist)
2 Lisa: 'I wouldn't recommend using a source of energy that relies solely on wind.' (advise)
3 Simran: 'Wind turbines aren't efficient.' (warn)
4 David: 'I just don't see why people think wind turbines are ugly. Surely, factories are far uglier.' (wonder)
5 John: 'I have to say that I thought I'd hate them, but I find wind turbines quite pleasing.' (admit)
6 Daria: 'Why doesn't everyone have a wind turbine in their back garden?' (suggest)

Marks ___ / 6

7 Are the verb patterns after the reporting verbs in the sentences correct? Write *yes* or *no*. Then correct the wrong sentences.

1 They admitted that they not doing much to help her.
2 We suggested that they organize a recycling rota.
3 The activists warned the government that they organize a protest march during the conference.
4 The council promised that they would help us rebuild our homes after the flood.
5 My school insists on all students knowing about the climate emergency.
6 The statistics persuaded us to joining the project.
7 He wondered that why they had said the plastics problem was already solved.

Marks ___ / 7

Total ___ / 45

Social issues and solutions

1 Match the words in bold in sentences 1–9 to definitions a–i.

1 The film highlights the **plight** of refugees who are now spending a second winter in the camp.
2 In times of economic **crisis**, businesses become focused internally and do the things needed to survive.
3 The report highlights some of the most common **pitfalls** in delivering humanitarian aid.
4 Foreign investment was seen as an effective **remedy** for unemployment in less affluent nations.
5 I really don't think we should go for a **quick fix**. This needs to be a long-term strategic plan.
6 Technology is not a **panacea** for every problem.
7 To **tackle** this issue, India will need 500 new cities.
8 He argues that trade alone will not **alleviate** poverty.
9 Neither party has shown any interest in a diplomatic effort to **resolve** the conflict.

a a situation that has reached a difficult or dangerous point and needs urgent action
b a temporary way of dealing with a problem that may not be effective for long
c make a determined attempt to deal with a difficult problem
d a way of dealing with a difficult problem
e find a successful solution to a problem or disagreement
f a serious or difficult situation experienced by a group of people or animals
g make a problem, especially one in which people are suffering, less severe
h a possible problem or mistake that people often encounter in a particular situation
i something that will solve all problems in a given context

2 Complete the sentences with the correct form of the words in exercise 1. Sometimes more than one answer is possible.

1 Many countries in this hot, arid region are facing a water _____ on an unprecedented scale.
2 There have been many unsuccessful attempts to _____ traffic congestion in the city centre.
3 The summit led to commitments by individual countries to _____ environmental problems.
4 Of course, electric cars don't offer a universal _____ for all our emission problems.
5 There are no _____ or easy cures for addiction.
6 We must avoid the _____ of overgeneralization; every situation is unique.
7 Human rights groups complain of a lack of effective legal _____ for the victims of violence.
8 Sara and her father are now working to _____ their differences, but it's going to be a slow, painful process.
9 The feminist movement initially ignored the _____ of minority and lower-class women.

Social issues: frequently confused words

1 Identify the different meanings and uses of the words in bold in each pair / group of sentences.

1 **a** Buying imported produce goes against my eco **principles**, but for some things, like bananas, you can't avoid it.
b The **principal** cause of malnutrition in children worldwide is poverty.
2 **a** The main source of conflict between neighbours is **antisocial** behaviour, especially excessive noise.
b As a nurse, I often have to work **unsocial** hours, such as evenings and weekends, so I miss out on family life.
c It's good to get out and see your friends regularly, even if you're feeling tired and **unsociable**.
3 **a** It is estimated that 30 rural **migrants** will arrive in the city every minute over the next 20 years.
b During tough economic times, people become wary of **immigrants**, who they perceive as taking their jobs.
c The book describes the experiences of Irish **emigrants** to the USA during the 19th century.
4 **a** The **illicit** trade in endangered species is just one more threat to struggling wildlife.
b The barrage of questions from journalists failed to **elicit** any more than 'No comment'.
5 **a** In a single lifetime, **human** beings have had a massive impact on the environment.
b Opponents of factory farming are campaigning for more **humane** treatment of livestock.

2 Answer the questions about the words in exercise 1.

1 Which pairs / groups of sentences include different parts of speech?
2 Which word – *principle* or *principal* can also be a noun referring to someone's profession?
3 Could the same person be described as *a migrant*, *an immigrant* and *an emigrant*? Why / why not?
4 Which word – *antisocial*, *unsocial* or *unsociable* – is most likely to be used to describe someone's mood?
5 Which word – *inhuman* or *inhumane* – could be used to describe cruel treatment of people / animals?

3 Choose the correct words.

1 A fundamental **principal** / **principle** of refugee law is that people fleeing persecution have the right to go to the state of their choice.
2 Fear of crime and **antisocial** / **unsocial** / **unsociable** behaviour can have a significant impact on people's quality of life in urban areas.
3 The film highlights the plight of illegal **migrants** / **immigrants** / **emigrants** who come to Europe looking for work and are then exploited by employers.
4 New measures have been introduced to clamp down on **elicit** / **illicit** file-sharing.
5 More **human** / **humane** methods of pest control are designed to deter rather than trap or kill the animals.

Cumulative review Units 1–8

Listening

1 8.5 Listen to three recordings relating to ways of improving city life and choose the correct answers.

Recording 1

1 Which of the following is stated as a fact?
- **a** Asking people to use one bin for all waste is going backwards.
- **b** Sending all rubbish to the recycling plant will improve recycling rates.
- **c** People separating rubbish is superior to using technology to do it.

2 Which title would be most suitable?
- **a** Technology to the rescue
- **b** One step forward, one step back
- **c** Recycling rates in the USA

Recording 2

3 What is the 'word gap'?
- **a** the difference in the number of words a wealthy child hears and an underprivileged child hears
- **b** the difference in the amount of time American parents spend talking to their children
- **c** the difference in the number of words wealthy and underprivileged children learn by the age of four

4 What is the primary aim of Providence Talks?
- **a** to decrease the rate of poverty in Providence
- **b** to help children achieve greater academic success
- **c** to research the number of words children hear

Recording 3

5 What is the primary aim of the Guggenheim Lab?
- **a** to provide accommodation to city dwellers
- **b** to educate city dwellers about urban development
- **c** to find solutions to common problems in the city

6 Why does the speaker give the example about cyclists?
- **a** to show that they are a common problem
- **b** to show how the lab might deal with a problem
- **c** to show that employers should cycle to work

Speaking

2 Work in pairs. Make a list of problems that your school is currently dealing with. Think about the areas below. Select the two most important problems and discuss your ideas for solving them.

- facilities and school environment
- student health and welfare
- discipline / behaviour
- resources (e.g. computers, textbooks)
- teaching and learning

1 
Lina wants to be a vet and is keen to work on a project that involves animals. She lives in Melbourne and would like to learn about an idea that could be implemented in her local area.

2 
Noah is interested in a variety of health issues. He is particularly interested in the effects of physical activity on mental health. Fitness is important to him and he likes to find ways to incorporate exercise into daily life.

3 
Sofia is interested in literacy and health. She lives in a remote area with few educational resources and would like to learn about how schools in similar areas have tackled these challenges.

Creative solutions in education

A The camel library

Balochistan is an impoverished province in a desert area of Pakistan, where only 24% of women and girls can read. Getting an education here is hard, but when the Covid-19 pandemic forced schools to close, the problem became even more acute. Two sisters from the area, Zubaida and Rahima Jalal, a federal government minister and a headteacher respectively, came up with the idea of a camel library. Three camels act as four-legged mobile libraries, travelling across the arid landscape to bring books to areas where reading materials and internet access are scarce. They have become a celebrated success. The co-ordinator for the library believes the scheme is giving hope to many people that would otherwise have no access to reading materials. The village children agree but add, 'We want more books!'

B Laughter lessons

The Covid-19 pandemic had an unprecedented impact on the mental health of young people around the world. With schools closed and lockdowns in place, the resulting isolation and disruption gave rise to a surge in cases of anxiety, stress and depression. In response to the crisis, one secondary school in the English city of Brighton introduced laughter therapy for its pupils. Laughter has been shown to reduce levels of the stress hormone cortisol and increase the production of endorphins, the brain's 'feel-good chemicals', so it can be a powerful way to alleviate stress, depression and anxiety. Fortunately, the body doesn't distinguish between real and fake laughter, so these benefits can be enjoyed simply by pretending to laugh. In one of the exercises in the laughter classes, students were instructed to laugh in a very over-the-top way, like a villain in a film. Of course, the laughter was usually fake to begin with, but in most cases, students soon had a real smile on their faces.

4 

Mateo wants to find ideas that he can suggest to his secondary school to help students. He has noticed that a lot of his friends are stressed at the moment and wants the school to introduce classes to help them relax.

5 

Chloe loves sports and fitness, but doesn't usually enjoy studying. She finds reading difficult, and wants to find out about ways to help pupils who have similar issues to her.

6 

Omar wants to do a project about solutions to problems in education related to the Covid-19 pandemic. He lives in the UK, but would prefer to focus on an issue outside his home country.

C Reading with dogs

Did you struggle with reading when you were younger? If so, you might have found it helpful to read to a dog. That's exactly what an Australian organization called Story Dogs helps children to do. They bring accredited dog teams into schools to sit with children while they read, and the results are impressive. The dogs help the children feel relaxed, which helps to build their self-confidence. For some children, it helps because it gives them 'someone' to read aloud to without feeling that their reading is being judged. For others, simply stroking the dog while reading helps them to feel calmer. One boy called Jayon was in the second year of primary school and found reading very difficult. His teachers felt they were fighting an uphill battle because he struggled to stay focused. However, once he started reading with a dog called Rosie, he turned the corner. Patting her helped him to focus and he began to love reading. By the end of his last term at the school, he had climbed nine reading levels – thanks to a lot of hard work and a calming canine.

D Pedalling at your desk

Childhood obesity is a growing problem in the UK. For most of the last decade or so, around one in five children aged between 10 and 11 has been classed as obese, leaving them at risk of serious health problems such as diabetes. One primary school in England, Red Oak Primary in Lowestoft, has taken a novel approach to tackling this crisis by introducing pedal machines under desks so pupils can 'cycle' as they work or read. Not only do the machines help students stay active, they encourage more physical activity as students tend to become competitive and try to burn more calories than their classmates! According to their head teacher, pedalling has also helped improve students' concentration. The pedal machines were introduced at Red Oak Primary back in 2018, but since then, the UK's obesity crisis has escalated further. Is it time for more British schools to get pedalling?

Reading

3 Students 1–6 are each going to do a project about problem-solving in education. They need to choose an idea to base their project on. Read the information about the students and the ideas, and choose the best idea (A–D) for each student.

Vocabulary

4 Think of one word only which can be used to complete all three sentences in each group.

1 There was a _____ hush in the crowd as the actors took to their positions on stage.
The steady increase in wind turbines on the horizon has been _____ .
After a few washes, the stain was barely _____ .

2 Stories of _____ success in this industry are usually exaggerated.
I'm staying _____ at my friend's house, so I'll see you tomorrow.
Things will improve, but it won't happen _____ .

3 Most people maintain an unwavering _____ to a particular political party.
For me, trust, honesty and _____ are key to a successful relationship.
The popularity of dogs as pets can be put down to the fierce _____ they show their owners.

4 The use of force as a means of overcoming force is a blinding _____ .
There is often a _____ between how parents behave and how they want their children to behave.
There was an obvious _____ in the defendant's account of the event.

5 The region has _____ fresh water, but many residents don't have access to it.
Wild flowers were once _____ here, but now they are a rare sight.
There is _____ evidence his testimony was false.

6 The political _____ was not promising.
I've always admired her positive _____ on life.
The _____ for tomorrow's weather is rather grim.

Writing

5 Write a problem–solution essay on the topic below.

Taking public transport or cycling are more environmentally friendly than travelling by car, yet in many towns and cities it can be difficult, time-consuming and sometimes dangerous to use these forms of transport. Identify the causes of this problem, and suggest and evaluate solutions.

9 Can't get it out of my head

Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the quotes. Do you agree or disagree with them? Which quote do you like the most? Why?

> **'We don't even know how strong we are until we are forced to bring that hidden strength forward.'**
>
> **Isabel Allende, novelist**

> **'The question isn't who's going to let me; it's who's going to stop me.'**
>
> **Ayn Rand, philosopher**

2 Read the texts. What did you find most surprising? Why?

Strategy Synthesizing information from research

When you do research, you will need to read several texts on the same topic and combine the information.

- Make brief notes on each text, focusing on the type of information that furthers your research. You may find that a table is a convenient format for this.
- Highlight similar information in the same colour.
- Highlight in another colour any information or views which diverge.
- Summarize your findings in a paragraph, starting with where there is general agreement and then outlining any differences. Use appropriate language to differentiate between facts (Present simple), and speculation (*may*, *might*, *could*, *it has been suggested that* …, etc.).

3 Read the strategy. Then read the texts again and make notes under these headings for each text. You don't need to make notes in every box.

Are men or women better at ultra-endurance sports? Why?			
	Participation and achievement in ultra-endurance events	**Physical attributes**	**Possible explanations**
Text 1	similar number of men and women among top long-distance swimmers		

4 Write a paragraph that sums up the information in your notes in exercise 3. Use the strategy to help you.

5 REACT Why do you think people participate in endurance sports rather than other types of physical activity? Are you attracted to endurance sports?

(1)

Longest continuous unassisted sea swim

In 2017, American Sarah Thomas swam 168.3 km across Lake Champlain on the US-Canada border in 67 hours and 16 minutes without touching dry land or getting a wink of sleep. The nearest anyone has ever come to this achievement was a 112-km swim by Joe Zemaitis, and even at that shorter distance, he couldn't match Sarah's pace. She attributes her incredible feat of endurance to her tenacity and to training her mind to push through all those barriers when it says 'stop'.

Sarah is part of a wider trend of female achievement in long-distance swimming. As far back as 1926, 20-year-old American Gertrude Ederle became known as 'queen of the waves' after swimming the English Channel from France to Britain. She was the fifth person to accomplish the feat, and her time of 14 hours and 34 minutes was two hours faster than any of the previous swimmers, who had all been male. Today, if you look at records for the longest continuous swims ever completed in open water, seven of the top 15 swimmers are women.



(2)

The secrets of my success

by Rita Johnson

Truth be told, I'm as surprised as anyone that I won such a challenging race. But since so many people have asked me how I managed to beat all those men, I thought I'd share my thoughts.

I race because I love it, not because I have a compulsion to win at all costs. It's easier to keep going when you're enjoying yourself.

People say a low centre of gravity is helpful in endurance running. There may be a grain of truth in that, particularly in mountainous terrain. That could give us women an advantage over men.

Studies suggest that, although men's muscles are more powerful, women's muscles have greater stamina in an ultra-long race. That's a stroke of luck if it's true!

3

WOMAN WINS TRANSCONTINENTAL BIKE RACE

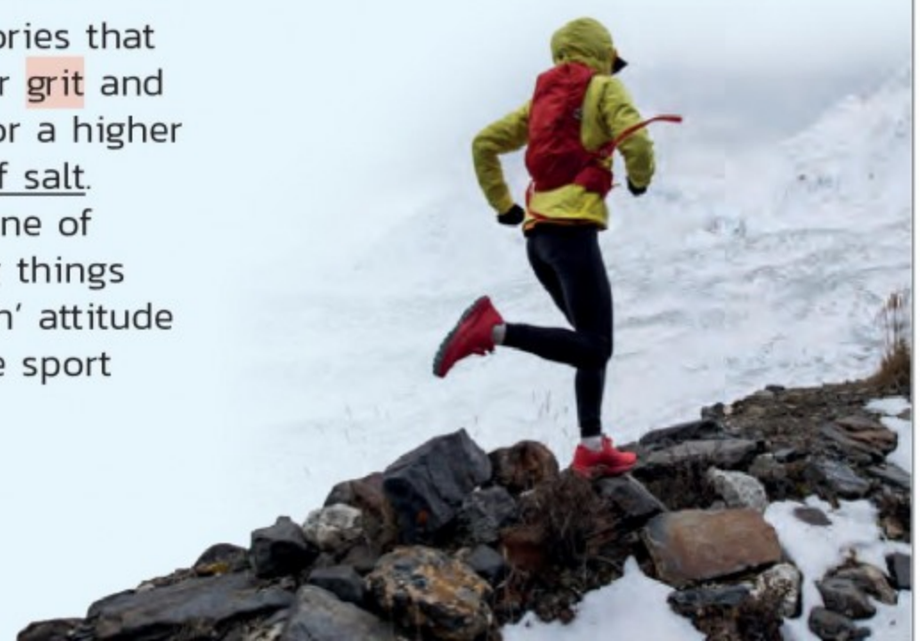
The winner of this year's Transcontinental Race is 24-year-old German doctor and race newcomer Fiona Kolbinger, who cycled across Europe from Bulgaria's Black Sea coast to the Atlantic coast of France, a distance of about 4,000 km, in just ten days. (Compare that to the relatively leisurely Tour de France, during which cyclists take three weeks to travel 3,400 km, with two rest days in the middle.) The Transcontinental is a tough ride. When every hour of sleep that cyclists snatch by the side of the road is an hour in which their rivals can catch up with them, they don't get much rest. They plan their own route and carry their own luggage, making the event a test of decision-making and resilience as much as speed and endurance. And yet the inexperienced Kolbinger made it look like <u>a piece of cake</u>, finishing a full eight hours ahead of the second-placed cyclist (a man).

Kolbinger's coup is certainly <u>a breath of fresh air</u> for the male-dominated world of endurance sport, but it isn't a one-off. In 2016, a female cyclist called Lael Wilcox won the Trans Am Bike Race, a similar race across the USA. And recently, Jasmin Paris won a gruelling 431-km running ultra-marathon in the UK, the Montane Spine Race, beating the previous course record by 12 hours. Men do win these kinds of races more often than women, but that may just be because more of them enter. It's hoped that Kolbinger's stunning result will help to address the imbalance and act as an incentive for more female endurance athletes to take part.



15 I have a preoccupation with being organized. A race like this isn't just about power and stamina; it's also about meticulous planning. When you're up a mountain at night, with your hands trembling with cold and exhaustion, finding what you need in your pack has to be quick and easy. If you're fumbling around looking for stuff, you'll end 20 up getting dangerously cold and wasting a lot of energy. Not that I'd say being organized is a reflection of my gender. Anyone can organize themselves if they put their mind to it.

For what it's worth, I take theories that women in general have greater grit and 25 mental toughness than men, or a higher pain tolerance, with <u>a pinch of salt</u>. In my case, avoiding pain is one of my main motives for planning things carefully. That 'no pain no gain' attitude 30 you come across in endurance sport makes no sense to me.



4

Closing the gap?

Women athletes have, on average, smaller hearts, less muscle mass and a lower capacity to get oxygen to their muscles compared to men. 5 These physical disadvantages lead to slower speeds in short-distance races, but interestingly, the speed disparity reduces as the race distance increases. One study 10 found that in running races of 315 km or more, the physical attributes of the male body offer no advantage at all. Devotees of ultra-events will have noticed numerous examples in 15 the last few years of women beating men, and by some margin.

Physiologist and ultra-running aficionado Dr Simon Mendes believes this may be because 20 women typically have more slow-twitch muscle fibres than men. This type of muscle contracts slowly, but can keep going for a long time without fatigue, which might give 25 women a physical advantage in ultra-endurance sport. He also thinks psychological factors could work in women's favour. Studies have shown that many men are 30 over-ambitious, starting a long race at a fast pace which they can't maintain. Women tend to adopt a more cautious and consistent pace, so are less likely to crash and burn. 35 On average, 80% of female entrants finish a race, compared to just 50% of male entrants.

Veteran cyclist Josephine Lessing has another theory: she believes 40 that women are better at dealing with pain. Evolved to cope with the agony of childbirth, she argues, they are not as badly affected as men by the short-term physical torture they 45 experience in an endurance race.

However, sports scientist Peng Min sounds <u>a note of caution</u>. Ultra-endurance sport isn't everyone's <u>cup of tea</u>, she says, so it attracts 50 just a tiny number of athletes. Statistically, there isn't a big enough sample size to draw any conclusions about the superiority of one sex over the other, so it's 55 impossible to say more than that some individual athletes, male and female, can achieve extraordinary feats of endurance.

Insight Synonyms: endurance sports

6 Study the highlighted nouns in the texts. Then replace the nouns in bold in the text below with the correct form of their synonyms from the texts. There are two synonyms for each noun.

It was the 1967 Boston Marathon and a crisis was ensuing: a female runner had been spotted on the course! The race manager tried to pull her to the sidelines. 'Women should be cheering the men to give them the [1]**motivation** _____ to carry on,' he said, 'not participating themselves.' But the men who accompanied the female runner were marathon [2]**enthusiasts** _____ who wanted women to be able to share the rewards of long-distance running. Kathrine Switzer continued her run. For her, crossing the finish line was a major [3]**achievement** _____ and not just because she had the [4]**determination** _____ to push through the [5]**tiredness** _____ and physical [6]**pain** _____ that every marathon runner experiences. It also proved wrong all those people for whom 'protecting' women from sports considered beyond their physical capabilities was a(n) [7]**obsession** _____ . Over the next decade, as more female runners competed in marathons, the [8]**gap** _____ between the finishing times of the fastest men and women got smaller and smaller.

Insight Quantity phrases with *of*

7 Match the underlined phrases in the article to definitions 1–8.

1 a little incredulity
2 something very easy to do
3 a small amount of accurate information
4 a warning
5 a good thing that happens by chance
6 a little bit of sleep
7 something that fits someone's personal preferences
8 something new that's interesting or exciting

8 Complete the sentences with the correct form of phrases from exercise 7.

1 I'm so nervous about tomorrow's race that I don't think I'll get a _____ tonight!
2 She had studied for weeks and knew all the answers, so for her, the exam was a _____ .
3 We were bored of the old route for the kayaking event, so the new route will be a _____ .
4 It was a real _____ that there was a bike shop just a few minutes from where my wheel broke.
5 Ultra-marathons aren't really my _____ . I prefer shorter challenges.

9 TASK Work in pairs to design an endurance event. Consider the points below.

- sport(s)
- duration
- length
- route
- difficulty
- prize

Vocabulary extra › Obsessions › page 127

Assess your progress Workbook page 75

Grammar Defining and non-defining relative clauses

1 WHAT DO YOU THINK? Work in pairs. Discuss the questions about the activities below.

- chess
- golf
- playing the violin

1 How long do you think it would take for a complete novice to master these activities?
2 Do you think it would take every novice the same amount of time? What factors might influence any variation?

2 9.1 Listen to a radio discussion and compare your ideas from exercise 1.

3 9.1 Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 The 10,000-hour rule is a theory which was conceived in the 1990s.
2 Malcolm Gladwell is the author who popularized the rule in a book.
3 Dan McLaughlin, who decided to test the rule, used to earn his living with a camera.
4 Dan performed exceptionally well on the golf course which the brothers chose.
5 Dan, whose experience of golf was limited, had regularly competed in other sports events.
6 Dan gave up work, which allowed him more time to pursue his goal.
7 The day when Dan was able to play a whole game came after less than a year's training.
8 Critics believe the place where someone is practising is one of the variables the rule ought to consider.

4 REACT Did anything you heard about Dan McLaughlin's challenge surprise you? What do you think motivated him to try it? What might the reaction of his friends and family have been?

Grammar Insight

5 Underline the relative clauses in the sentences in exercise 3. Then answer the questions.

1 Which sentences contain a defining relative clause? What is the function of these clauses?
2 Which sentences contain a non-defining relative clause? What is the function of these clauses?
3 In which sentences could the relative pronoun be replaced with *that*? Why?
4 Which relative pronoun indicates possession?
5 What does the relative pronoun in sentence 6 refer to?
6 How could the relative clauses in sentences 7 and 8 be rewritten replacing *where* and *when* with the relative pronoun *which*?

Further reference and practice › Workbook › page 125

6 Choose the correct words. In which sentences could the relative pronoun or adverb be omitted? Why?

1 The 2004 Olympics took place in Athens, Greece, **where** / **that** / **which** the first modern Games were held in 1896.
2 The coach didn't select two players **which** / **whose** / **who(m)** she didn't consider good enough.
3 Djurgården, **that** / **who** / **whose** main rivals are AIK, play football at the Tele2 Arena in Stockholm.
4 She won the first major tournament she competed in, **which** / **where** / **why** was very impressive.
5 We need to know the exact time **that** / **which** / **when** the stadium opens.
6 Do you know the reason **where** / **when** / **why** he was disqualified from the tournament?

Grammar — Pronouns and prepositions in relative clauses

Grammar Insight

7 Underline the relative clauses in sentences 1–5 from the discussion. Then complete rules a–b below.

1 It may not be relevant to sports in which athletes are required to possess some particular physical attribute to take part.
2 The idea came during a visit to his brother, with whom he played a round of golf.
3 The concept dates back to a 1973 study of chess players, and is supported by a study of violin students in 1993, during which researchers made an important discovery.
4 … and then he started competing in amateur events against people who had just started out, like himself.
5 Dan started with a shot that he was very bad at: putting.

We can use prepositions at the beginning or end of relative clauses.

a Preposition at the [1]_____
- It makes the sentence sound more formal.
- It makes longer clauses easier to understand.
- We use *which* for things and [2]_____ for people.
- Prepositions such as *after*, *before*, *below*, *besides* and [3]_____ are only used in this position.

b Preposition at the [4]_____
- It makes the sentence sound less formal.
- It is always used as part of a [5]_____ verb.
- We usually use [6]_____ for both people and things.
- We often omit the relative pronoun in such clauses, especially in spoken English.

Further reference and practice › Workbook › page 125

8 Complete the text below with clauses a–f. Use defining or non-defining relative clauses. Decide which relative pronouns to use and the correct position of any prepositions that are necessary.

a she became the number one female golfer in the world after this
b he defeated the Chilean Marcelo Rios in straight sets there
c her professional career began in 2016
d her father and older sister are inspiring role models for her
e it had been won by her older sister Jessica seven years previously
f she comes from a highly successful sporting family

On 7 August 2021, the American golfer Nelly Korda, [1]___ , won a gold medal in the delayed 2020 Tokyo Olympics. Nelly, [2]___ , had only recently won the Women's Professional Golf Association championship, [3]___ . In 2019, Nelly also won the Women's Australian Open golf tournament, [4]___ . By doing so, she completed a family 'Australian slam'.

Nelly's father Petr Korda was a professional tennis player and in 1998, he reached the final of the Australian Open, [5]___ . In a family of sporting high achievers, it looks as if Nelly Korda, [6]___ , may yet be the most successful of them all.



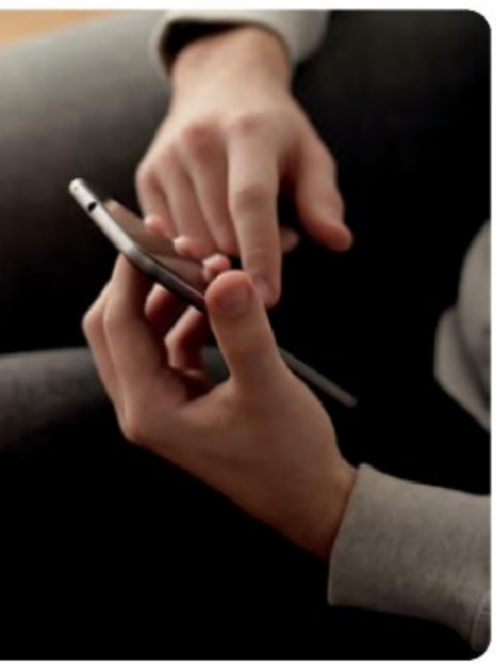
9 TASK Work in pairs or small groups. If you had 10,000 hours to spare, what new activity would you take up? What changes would you have to make to your life to do this?

Assess your progress Workbook page 75

Listening, vocabulary and speaking







Listening and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 What kind of things can people become addicted to? Are they always harmful?
2 What causes addiction? Are some people more likely to develop addictions than others?
3 What can some of the long-term effects of addiction be?

2 9.2 Listen to part of a radio programme and compare your ideas from exercise 1.

3 9.2 Listen again and choose the correct answers.

1 In the study, the rats that put on weight were the ones
a that didn't consume any junk food.
b belonging to the first group.
c whose food wasn't restricted.
d that were fed on nutritious products.

2 Some rats consumed more food because
a they had become addicted to it.
b they belonged to a larger species.
c they had been given a lot of drugs.
d they were offered a more varied diet.

3 Addiction to junk food is often attributed to
a its low price.
b certain ingredients.
c the convenience it offers.
d its high caloric content.

4 Snacks that dissolve in the mouth
a are less addictive.
b do not contain as many calories as you think.
c contain more sugar than soft drinks.
d are more fattening than consumers imagine.

5 Athletes who use certain drugs may
a notice their hair changes colour.
b start speaking in a higher voice.
c experience changes in their appearance.
d lose control of their muscles.

6 The 20-year-old bodybuilder died because
a he had a massive heart attack.
b he consumed an excessive amount of supplements.
c he ingested some contaminated food.
d he suffered a stroke.

4 REACT Does anything you heard in the radio programme concern you? Are you likely to change anything you eat or drink as a result?

Insight Nouns + prepositions: addictions

5 9.3 Write the nouns below in the correct place in the table. Then listen and check.

addiction ■ association ■ dependence ■ insistence ■ obsession ■ restriction ■ susceptibility

reliance / _____ / _____ / _____	on
aversion / menace / _____ / _____	to
conformity / fixation / _____ / _____	with

6 Complete the text with the correct form of nouns from exercise 5 and their prepositions.

Most of us are familiar with the idea of a(n) [1]_____ drugs and other substances found in food and drink, like sugar or caffeine. But it's also possible to develop a physical or psychological [2]_____ other things. People such as runners or cyclists often claim that doing sport has a(n) [3]_____ feelings of well-being. This is because vigorous exercise releases certain chemicals in the brain. Their [4]_____ training every day is partly due to the withdrawal symptoms athletes experience if they don't exercise. But even those with a(n) [5]_____ exercise can experience similar feelings when they take part in less energetic activities, such as online gaming. And, of course, many of us have a(n) [6]_____ our phones. A recent study found that teenagers spend an average of seven hours and twenty-two minutes per day on their phones, despite many parents' efforts to place [7]_____ their phone use.

7 TASK Work in pairs. Discuss the amount of time you think it is healthy to spend on a sport, hobby or interest. How can you make sure you achieve a healthy balance with the other activities and responsibilities in your life?

Vocabulary extra › Medical metaphors › page 127

Speaking Checking and clarifying

8 Read part of a notice on a school intranet page. What do you think will be the reaction of students at the school? What about parents?

From next term, we will be providing healthier options for school lunches. Unhealthy foods like burgers, chips, sweets and sugary drinks will no longer be available. Instead, we will be providing lunches based on a balance of:

- carbohydrates like pasta and rice.
- healthier sources of protein like chicken, fish and lentils.
- salads, fresh vegetables and fruit.
- low-fat milk and yoghurt.

9 9.4 Listen to four students discussing the plan and compare your ideas from exercise 8.

10 9.4 Complete the phrases from the discussion with the words below. Listen again and check.

■ check ■ correct ■ fact ■ meant ■ point ■ saying ■ suggesting ■ suppose ■ thinking ■ understand

1 If I _____ you correctly, you think the new plan is a sensible idea.
2 Obviously, it's not logical. I _____ what I'm saying is, I think the school should ….
3 So, are you in _____ saying that you think it could make things worse, diet-wise?
4 That's not exactly what I _____. I just think it will take some time ….
5 Am I right in _____ that you both support the healthy eating plan, then?
6 Basically, my _____ is that we should have a choice.
7 Shouldn't schools provide healthy options and junk food? Is that what you're _____ …?
8 I'm not _____ that. But schools also have a responsibility ….
9 Can I just _____ that I've got this right? Marc and Freya, ….
10 Hmm … You're _____ up to a point, but really, ….

11 Match the phrases in exercise 10 to categories a–b.

a checking you have understood information
b confirming / clarifying what you mean

Grammar Question tags and reply questions

Grammar Insight

12 Study sentences 1–3 from the discussion. Then choose the correct words in rules a -e below.

1 At the moment, it doesn't make sense, does it?
2 'They should have done this a long time ago.' 'Should they? Why do you say that?'
3 'It helps you concentrate better in the afternoon.' 'Yes, doesn't it?'

a We use question tags to check information or ask for confirmation or **agreement** / **clarification**.
b We use **positive** / **negative** question tags with positive statements, and vice versa.
c We use reply questions to **react to** / **check understanding of** what has been said.
d To agree with a positive statement, we use a **positive** / **negative** reply question.
e To show interest, we use a **positive** / **negative** reply question after a positive statement.

Further reference and practice › Workbook › page 126

GS Global skills Active listening

When responding to a speaker, listening actively means nodding, smiling and maintaining eye contact, and using encouraging words or phrases (*right*, *OK*, *I see*, etc.). You can also use clarifying questions to check your understanding.

13 What techniques do you use to listen actively? What other techniques could be useful? Why?

14 TASK Work in small groups. Your school has decided to introduce compulsory sports activity for everyone. Think about the advantages and disadvantages of this plan, how you personally feel about it and what might be the reaction of other students. Then hold a discussion using language from this lesson.

Assess your progress Workbook page 75

Reading and vocabulary

1 WHAT DO YOU THINK? Compare a typical elite athlete and a recreational runner, considering the points below.

■ motivation ■ state of mind ■ training

2 Read the back cover and an extract from a short story by Alan Sillitoe. How does the protagonist compare with the runners you discussed in exercise 1?

3 Read the extract again and answer the questions.

1 What crime did Smith commit? How was he punished for it?
2 How will he be rewarded if he wins the race?
3 What does Smith compare the cross-country race with in the first sentence of the extract?
4 What position is Smith in after he passes the Gunthorpe runner?
5 Why does he suddenly feel lonely?
6 When is it implied that Smith used to go training?
7 How does he feel about going on 'a course marked out for you'?
8 What position is he in at the end of the extract?
9 How confident is he in his ability as a runner?
10 What does Smith think of the governor's suggestion that he should live 'an honest life'?

GS Global skills Culture

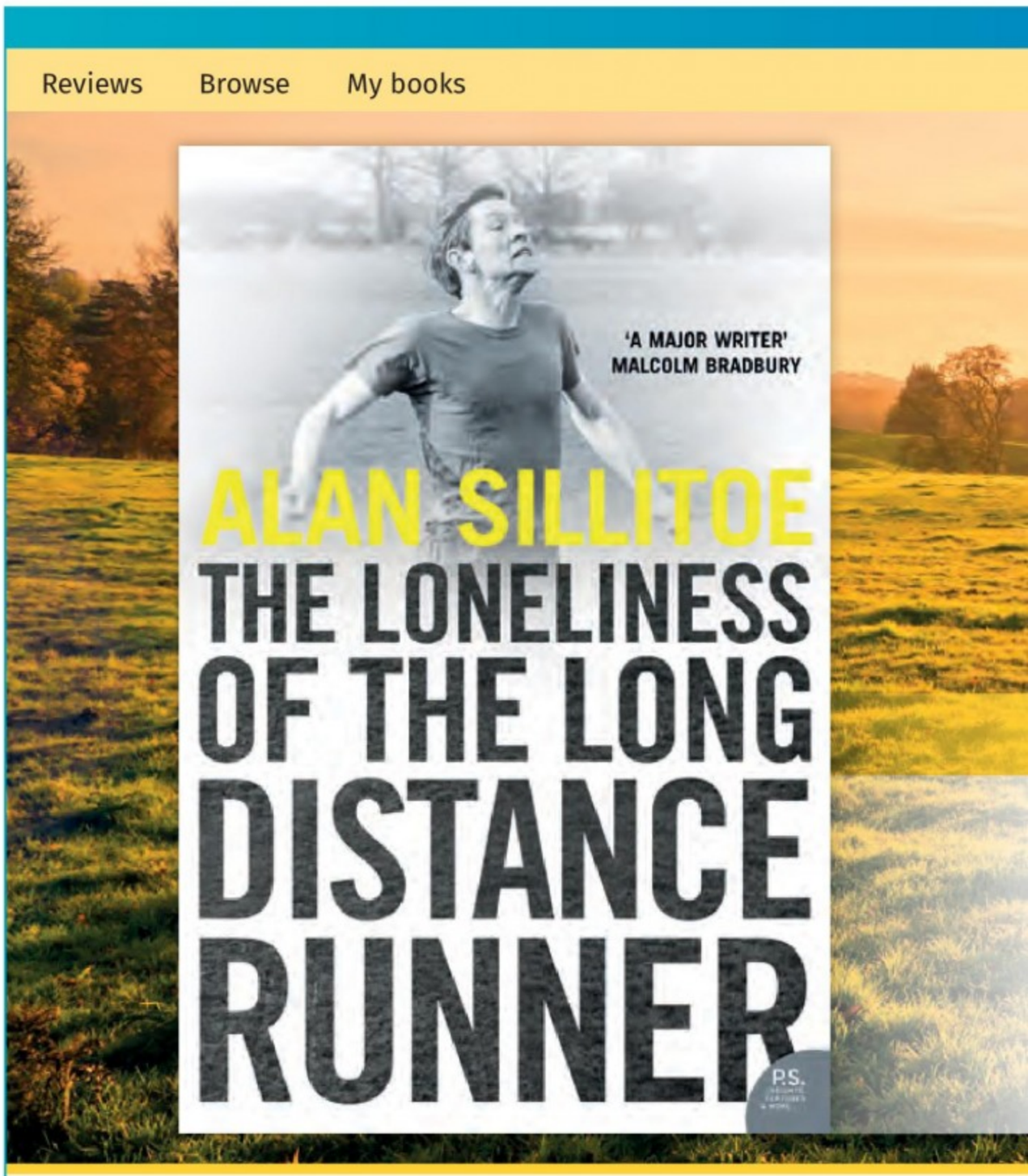
4 Work in pairs and discuss the questions.

1 What happens to teenagers that commit petty crimes in your country? Do you think these consequences are appropriate?
2 Can sport help young people avoid getting involved in crime, as the governor believes? How else can sport help young people?

V Insight Idioms: sport

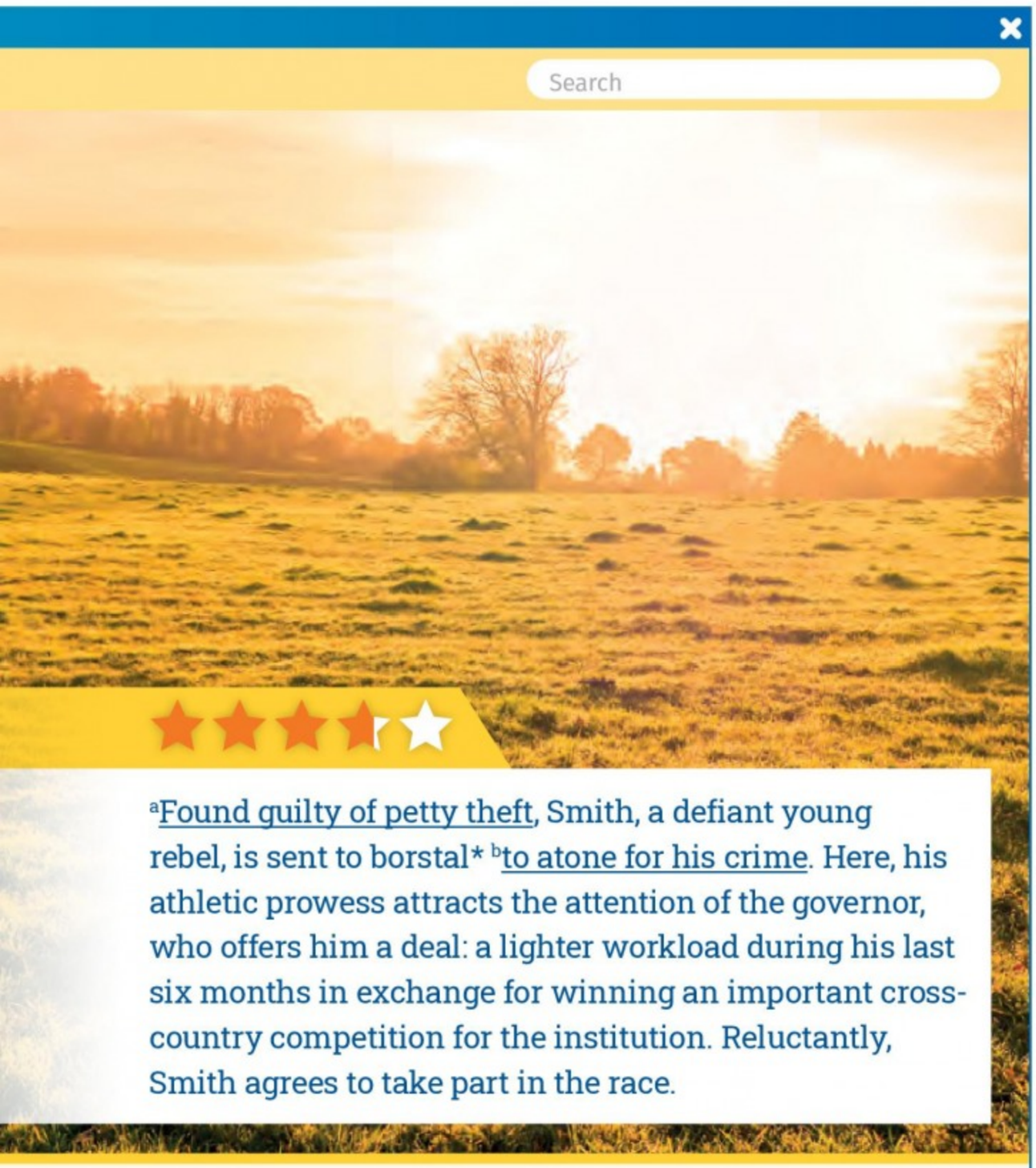
5 Complete the idioms in the sentences with the highlighted words in the extract.

1 Finish times for the race were slow _____ **the board**, due to a strong headwind.
2 I hope Sarah doesn't _____ **the ball** on this – we're relying on her to close the deal.
3 Always being tired and hungry **is par for the** _____ when you're training for a big sports competition.
4 I think she's going to _____ **hands down**. She's in much better shape than her opponents.
5 Professional sportspeople are banned from competing in amateur events to ensure **a level playing** _____ .
6 The two swimmers **are neck and** _____ , so it's impossible to predict who will win.
7 After his recent victory in the Olympics, he is one of ten athletes **in the** _____ for Sports Personality of the Year.
8 This sport has **set the** _____ in its move towards gender-equal prize money; others are changing much more slowly.



I trotted on along the edge of a field [c]bordered by the sunken lane, smelling green grass and honeysuckle*, and I felt as though I came from a long line of whippets* [d]trained to run on two legs, only I couldn't see a toy rabbit in front and there wasn't a collier's* cosh* behind to make me keep up the pace. I passed the Gunthorpe runner whose shimmy* was already black with sweat and I could just see the corner of the fenced-up copse in front where the only man I had to pass to win the race was going all out [e]to gain the half-way mark. Then he turned into a tongue of trees and bushes where I couldn't see him anymore, and I couldn't see anybody, and I knew what the loneliness of the long-distance runner [f]running across country felt like, realizing that as far as I was concerned, this feeling was the only honesty and realness there was in the world and I knowing it would make no difference ever, no matter what I felt at odd times, and no matter what anybody else tried to tell me. The runner behind me must have been a long way off because it was so quiet, and there was even less noise and movement than there had been at five o'clock of a frosty winter morning. It was hard to understand, and all I knew was that you had to run, run, run, without knowing why you were running, but on you went through fields you didn't understand and into woods that made you afraid, over hills without knowing you'd been up and down, and shooting across streams that would have cut the heart out of you had you fallen into them. And the winning post was no end to it,





[a]Found guilty of petty theft, Smith, a defiant young rebel, is sent to borstal* [b]to atone for his crime. Here, his athletic prowess attracts the attention of the governor, who offers him a deal: a lighter workload during his last six months in exchange for winning an important cross-country competition for the institution. Reluctantly, Smith agrees to take part in the race.

even though crowds might be cheering you on, because on you had to go before you got your breath back, and the only time you stopped really was when you tripped over a tree trunk and broke your neck or fell into a disused well and stayed dead in the darkness forever. So I thought: they aren't going to get me on this racing lark, this running and trying to win, this jog-trotting for a bit of blue ribbon, because it's not the way to go on at all, though they swear blind that it is. You should think about nobody and go your own way, not on a course marked out for you by people [g]holding mugs of water and bottles of iodine in case you fall and cut yourself so that they can pick you up – even if you want to stay where you are – and get you moving again.

On I went, out of the wood, passing the man leading without knowing I was going to do so. Flip-flap, flip-flap, jog-trot, jog-trot, crunchslap-crunchslap, across the middle of a broad field again, rhythmically running in my greyhound effortless fashion, knowing I had won the race though it wasn't half over, won it if I wanted it, could go on for ten or fifteen or twenty miles if I had to and drop dead at the finish of it, which would be the same, in the end, as living an honest life like the governor wanted me to. It amounted to: win the race and be honest, and on trot-trotting I went, [h]having the time of my life, loving my progress because it did me good and set me thinking, which by now I liked to do, but not caring at all when I remembered that I had to win this race as well as run it.

Glossary

* borstal = a type of prison for young criminals in the UK in the past
* honeysuckle = a climbing plant with white, yellow or pink flowers that have a sweet smell
* whippets = small, thin dogs that can run very fast
* collier = a coal miner
* cosh = a short, thick, heavy stick used as a weapon
* shimmy = a kind of shapeless cotton shirt

Grammar Non-finite clauses

Grammar Insight

6 Study underlined clauses a–h in the texts and match them to categories 1–3.

A non-finite clause is a subordinate clause in which the verb is in a participle (*-ing* / *-ed*) or infinitive form and does not indicate time, person or number.

1 *-ing* clauses with active verbs
- reduced relative clause: *There were six runners <u>competing in the race</u>.* (= who were competing)
- reduced adverbial clause: *<u>Looking over her shoulder</u>, she missed her footing.* (= because she was looking over her shoulder)

2 past participle clauses with passive verbs
- reduced relative clause: *The winners mounted the podium <u>erected for the occasion</u>.* (= which had been erected for the occasion)
- reduced adverbial clause: *<u>Drained of all energy</u>, the athlete collapsed.* (= because he / she was drained of all energy)

3 infinitive clauses
He got into position on the final curve <u>to make a sprint for the finish</u>.

Further reference and practice › Workbook › page 126

7 Rewrite the underlined reduced clauses in the texts as full subordinate clauses. Do not rewrite the infinitive clauses.

a Because he is found guilty of petty theft

8 Complete the text with non-finite clauses a–f. Choose the correct form in each clause.

a **recommended** / **recommending** online
b **felt** / **feeling** the pressure of exams
c **spoilt** / **spoiling** for choice
d **to try** / **tried** to understand why it's happening
e **to worry** / **worried** by this trend
f **wanted** / **wanting** to avoid the stress of competition

Teenagers around the world are playing less competitive sport. [1]___ , sports clubs are looking at what they can do about it. They've undertaken research [2]___ , and found that there are multiple reasons behind the decline. One is that teenagers [3]___ are putting a lot of hours into their school work and don't have enough spare time for regular sports practice. Another is that, [4]___ , they are opting for non-competitive forms of exercise such as fitness classes. A third is that, [5]___ when it comes to on-screen leisure activities, they'd prefer to hang out on social media or binge-watch that new show [6]___ . The sports clubs hope that these insights can help them to reverse the decline in participation.

9 TASK For you personally, is sport more about the winning or the taking part? Why?

Assess your progress Workbook page 75

Writing A report

Planning for writing

1 What percentage of students aged 16–21 do you think play sport or exercise regularly? What are some of the reasons students might stop playing sport or taking exercise?

2 Read the model report on page 125 and compare your ideas from exercise 1.

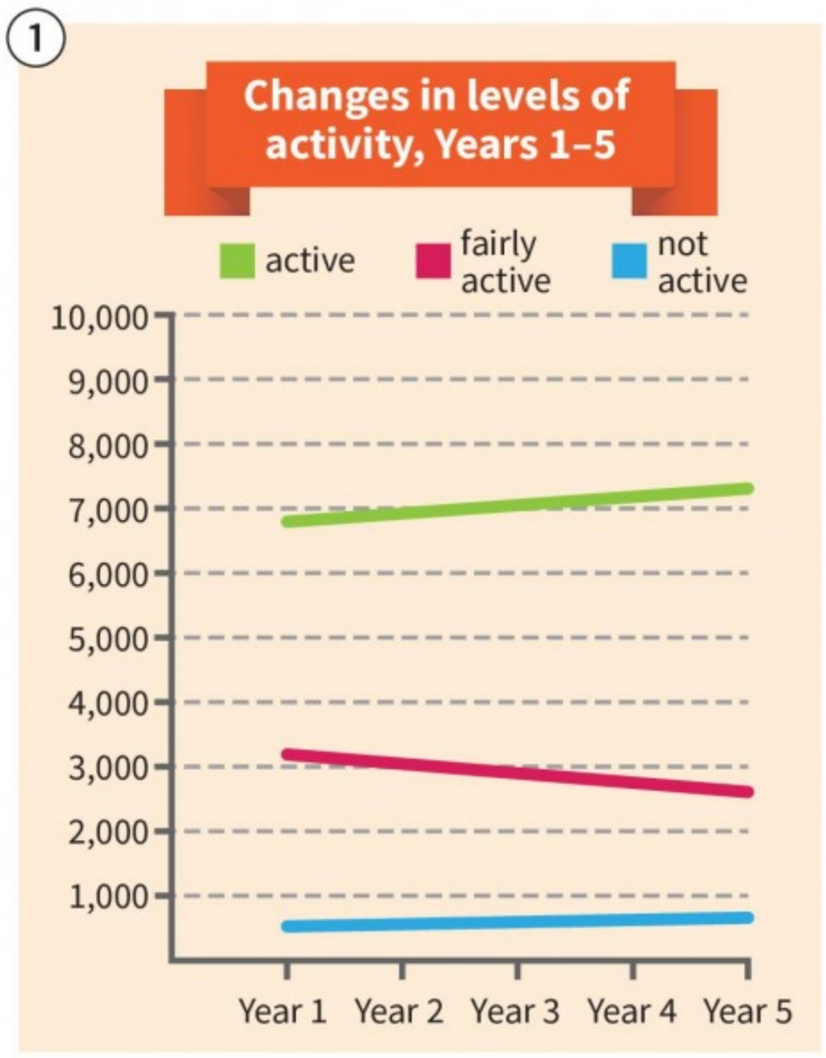
3 Read the model report again. In which paragraph does the writer:

1 describe negative findings?
2 summarize the current situation?
3 state the purpose of the report?
4 draw conclusions and make recommendations?
5 describe positive findings?

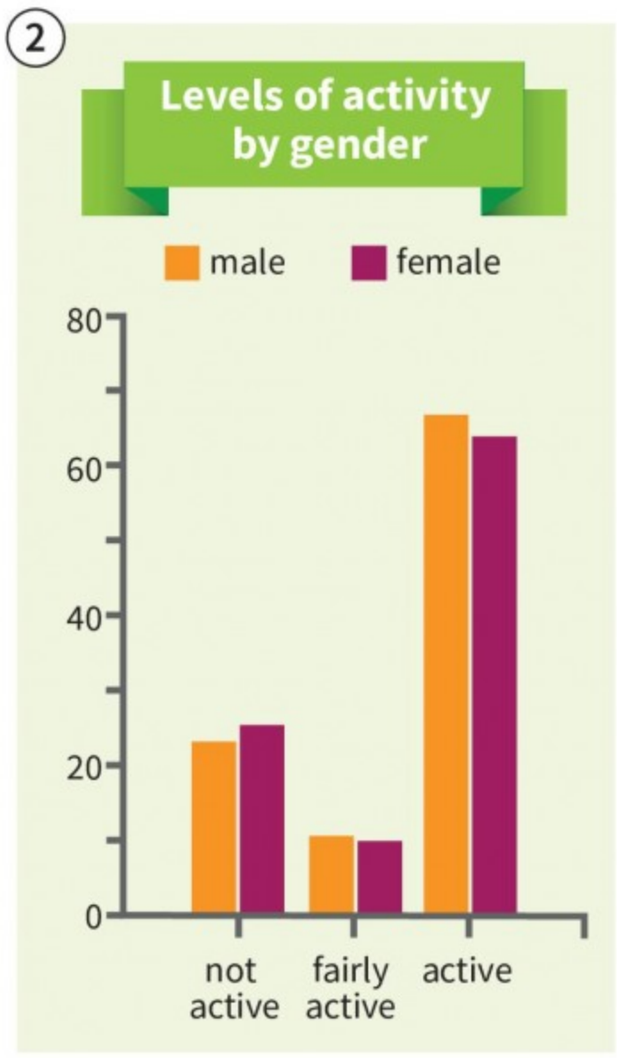
4 Complete the organization boxes. Label the paragraphs of the model report.

5 Read the strategy. Study diagrams 1–3 and match them to the paragraphs in the model report where the statistics are mentioned.

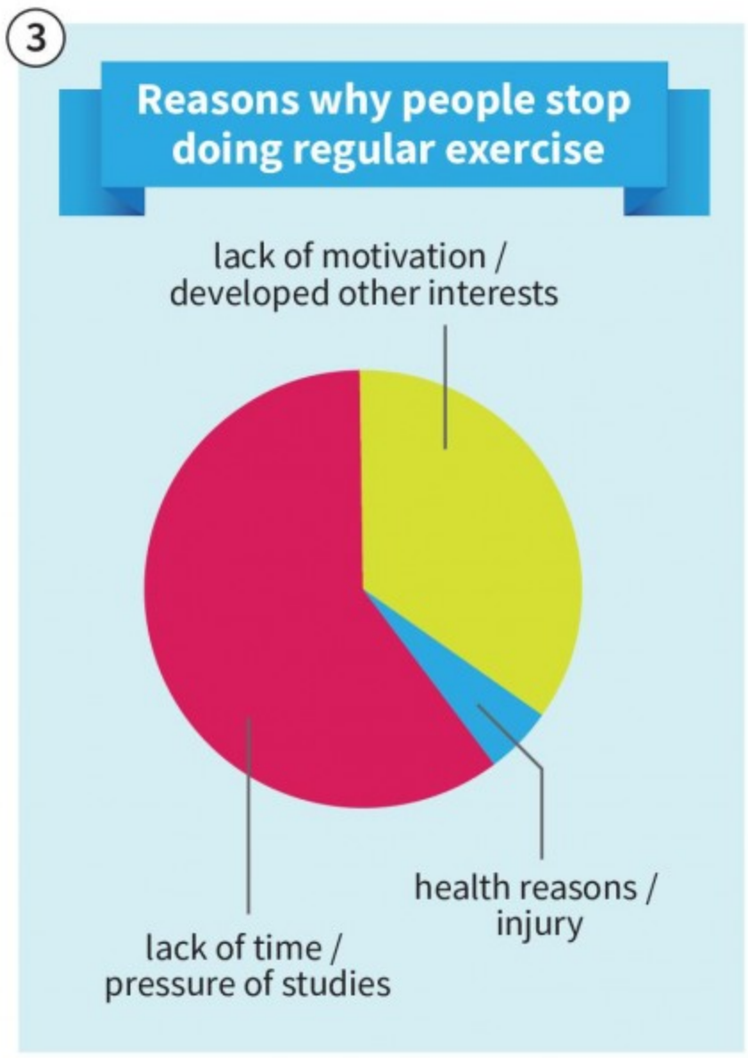
1



2



3



Strategy Describing numerical information

We can use line graphs (1), bar graphs (2) and pie charts (3) to visualize statistics. When we describe them in a report, we don't need to use precise numbers. Instead, we can use:

- percentages: *five per cent, 39%*
- fractions: *a quarter, half*
- phrases with *in* and *out of*: *one (person) in six, two out of five (people)*
- collocations with *majority / minority*: *a large / significant majority, a small / an insignificant minority*

6 Study the statistics in the diagrams. How are they expressed in the model report?

Writing Insight Vague language

7 Study the highlighted phrases in the report. Which phrases:

1 go before the figure? 2 go after the figure? 3 can be used in both positions?

8 Complete the sentences with the words below. Then complete the language boxes.

■ around ■ in ■ like ■ more ■ or

1 Something _____ 40% of teenagers play sport twice a week.
2 The length of an average workout is somewhere _____ 45 minutes.
3 The number of students taking regular exercise is _____ or less the same each year.
4 Gym membership costs _____ the region of 75 euros per month.
5 My grandfather stopped running when he was 70 _____ thereabouts.

A The aim of this report is to analyse the results of a study of 10,000 UK students in full-time education over a five-year period. In the study, students aged 16–21 were interviewed to find out about their participation in regular sport or exercise. In this report, I will evaluate the current situation and make recommendations for involving more students in regular exercise, retaining active students and reducing the drop-out rate.

B Students were asked to categorize themselves according to how often they participate in regular exercise or a sport in a typical week. The results of the study show that approximately 65% of students describe themselves as 'active' (exercising five times a week or more), and around 10% as 'fairly active' (one to three times a week). A quarter of students are 'not active' (exercising less than once a week). Activity is slightly higher among male than female students. The study includes competitive sports like football and tennis, and activities such as running, swimming or attending an exercise class.

C Overall, the figure for students describing themselves as 'active' increased by somewhere around 600 between year 1 and year 5. The figure for 'fairly active' students dropped by 600 or thereabouts, while the figure for 'not active' students was in the region of 650 in year 5, compared to 550 in year 1. Among 'not active' and 'fairly active' students, there was a general recognition that they needed to increase the amount of exercise they took each week. At the same time, we must recognize that something like 6.5% of students have stopped doing exercise. This is a small but significant minority, and represents a five-year increase of around 18%, give or take one per cent.

D People stop exercising for different reasons. A third of students, more or less, attributed this to lack of motivation or to developing other interests. 60% or so said that it was due to lack of time or to the pressure of having to concentrate on their studies. About one person in 20, or 5%, blamed injury or health reasons.

E In conclusion, the majority of students play sport or exercise on a regular basis, and those who don't would like to do more. However, there is often a conflict with other demands on students' time. To maintain and improve health and fitness, students should be encouraged to exercise and colleges should provide support to help students better manage their time. Students should not have to choose between studying and keeping fit.

Use a variety of expressions to describe [1] _____ .

Use [2] _____ such as *in the region of, more or less, something like, somewhere around, or thereabouts*

Writing your report

Find out about attitudes to exercise and sport in your school. Conduct your research, then write a report about your findings.

PLAN Read the task and check you understand it.

Plan your research. Follow these steps.

- Make a list of the information you will need and decide on the best way to get that information: by doing interviews, organizing focus groups, conducting a survey, researching documents or doing desk research.
- Prepare your survey, focus group or interview questions.
- Conduct your research.
- Organize your data visually using a line graph, a bar graph and / or a pie chart.

Plan your report. Make notes for each paragraph.

Paragraph A: state the purpose of the report.
Paragraph B: summarize the current situation.
Paragraph C: describe positive findings.
Paragraph D: describe negative findings.
Paragraph E: draw conclusions and make recommendations.

WRITE Write a first draft of your report. Use the model report and your plan to help you.

REVIEW Check your report. Use the checklist to help you.

Have you:

- explained the purpose of the report?
- used a range of language to express statistics?
- written a conclusion, including recommendations?
- checked your grammar, vocabulary, spelling and punctuation?

Assess your progress Workbook page 75

Review 9

Vocabulary

1 Match the words in A to their synonyms in B.

A ■ aficionado ■ exhaustion ■ feat ■ tenacity ■ torture ■ preoccupation

B ■ agony ■ compulsion ■ coup ■ devotee ■ fatigue ■ grit

Marks ___ / 6

2 Complete the sentences with phrases with *of*.

1 News that a German prince hoped to win a skiing event was taken with a _____ .
2 The Jamaican bobsleigh team had a _____ when other teams lent them sleds after their sleds were damaged in transit.
3 The new teacher's methods were a _____ after the boring, uninspired approach of their previous Latin master.
4 To be honest, the play wasn't my _____ – I don't like modernist theatre.
5 There isn't a _____ in the ending of the film. It's purely for dramatic effect.
6 Although the class were worried about the exam, most found that it was actually a _____ .

Marks ___ / 6

3 Choose the correct words.

1 Her addiction **to** / **with** exercise is unhealthy.
2 He's got a dependence **on** / **to** steroids.
3 He has an obsession **on** / **with** his weight.
4 Stress causes susceptibility **on** / **to** illness.
5 Your insistence **on** / **with** not taking any type of medication is concerning.
6 There's a restriction **on** / **to** the number of competitors.

Marks ___ / 6

4 Complete the sentences with phrases containing the words in brackets.

1 Some of the athletes are amateurs and some are professional, so it's not really a _____ (field).
2 The runners were _____ (neck) as they crossed the finish line.
3 Sponsorship commitments are _____ (course) for many professional footballers.
4 An English tennis player could be _____ (running) for this year's Wimbledon title.
5 The defeated player was expected to _____ (hands), so his exit gave others in the tournament hope.
6 School sports funding was cut _____ (board), to the despair of health experts.

Marks ___ / 6

Grammar

5 Join the sentences using defining or non-defining relative clauses.

1 The teams are at the Formula One Grand Prix. They can have no more than two cars.

2 Saturday is an important day. Everyone must attend.

3 Bad driving leads to a penalty. It could cause a crash.

4 The combined weight of the car and driver must be no less than 690 kg. The judges can disqualify competitors with a lower weight.

5 Races cover a distance of at least 300 km, apart from at Monaco. Here, the race distance is less.

6 Each driver must use the gearbox for five consecutive races. The gearbox is constructed of carbon titanium.

7 Organizers introduced strict safety measures after the 24 Heures du Mans race in 1955. More than 80 people died during the race.

Marks ___ / 7

6 Complete the sentences with the prepositions below and *whom* or *which*.

■ after ■ during ■ for (×3) ■ in ■ on

1 His coach is the man _____ he credits _____ his success and fame.
2 Businesses that really succeed are the ones _____ failure is not an option.
3 Most competitors choose a sport _____ they have a genuine interest _____ .
4 Any competition is a time _____ athletes are pushed to their limits.
5 The Olympics was the highlight of my career, _____ nothing can compare.
6 Most athletes have a time in their career _____ they're not very keen _____ : retirement.
7 Ali is a person _____ self-belief and hard work are always intertwined.

Marks ___ / 7

7 Choose the correct words.

1 **Looking** / **Looked** at the data, the cause is obvious.
2 Anyone can see it's a problem, **don't** / **can't** they?
3 The measures **thinking up** / **thought up** are innovative.
4 Policies **putting** / **put** in place are taking effect.
5 **Fought** / **To fight** obesity, we must change our diets.
6 Lucy, also **helping** / **helped** the cause, agrees with me.
7 **Facing** / **Faced** with the figures, the spokesman agreed that the battle was yet to be won.

Marks ___ / 7

Total ___ / 45

Vocabulary extra 9

Obsessions

1 Match the phrases in bold in sentences 1–8 to definitions a–h.

1 When he gave up smoking, he didn't use nicotine patches or anything; he just **went cold turkey**.
2 I'm not very communicative until I **get my** morning caffeine **fix**.
3 I don't usually have dessert, but I do **have a weakness for** apple pie.
4 For **adrenaline junkies**, there's bungee jumping and skydiving available.
5 Smoking cessation clinics provide support for people trying to **kick the habit**.
6 She was **a slave to** fashion, ordering the latest clothes and silks from Paris every month.
7 Since I moved to Lisbon, I've **taken** quite **a fancy to** the local custard tarts, *pastéis de nata*.
8 If you want to succeed in the music industry, you really have to **live and breathe** music.

a have an amount of something that you need or want regularly
b be so interested in something that it dominates your life
c find it difficult to resist having something you enjoy very much
d stop taking a substance you have been addicted to, in a way that produces unpleasant side effects
e give up something you have been addicted to
f start liking or enjoying something
g someone who enjoys the buzz they get from exciting or dangerous activities
h someone who is obsessed with something or is heavily influenced by it

2 Match the phrases in exercise 1 to categories a–b.

a an obsession, habit or liking
b an attempt to give up an addiction

3 Complete the text with the correct form of phrases from exercise 1.

Online games are popular with millions of people around the world, but they can become a harmful addiction for some. Gaming addicts can spend hours absorbed in a virtual online world. These are not just ordinary teens who [1]_____ the occasional game on their mobile. These teens [2]_____ gaming. They will queue for hours to get their hands on the latest games console. They become [3]_____ their screens and get twitchy when separated from their gadgets. They can't wait to get home to [4]_____. Excessive amounts of time spent gaming can have negative effects on mental health. Some games are so addictive that unofficial support groups have been set up to help people [5]_____.

Medical metaphors

1 Match the words below to definitions 1–8.

agonizing ■ ailing ■ chronic ■ diagnosis ■ endemic ■ prognosis ■ recovery ■ terminal

1 a medical judgement about the likely development of a disease; a judgement about how a situation might develop in the future
2 a medical judgement about the nature and cause of an illness; an assessment of the cause of a problem
3 weak and suffering from an illness; experiencing serious problems
4 (of a disease or a problem) continuing for a long time and difficult to get rid of
5 (of a disease or a problem) widespread in a particular group of people or a place
6 (of a disease or a problem) expected to get worse and to end in death or failure
7 the process of getting better and stronger after an illness or a period of problems
8 causing a lot of physical pain; causing extreme anxiety due to a difficult decision or a long wait for something

2 Complete the sets of collocations with the adjectives in exercise 1. Use a dictionary to help you.

1 _____ corruption / problem / poverty / racism
2 _____ wait / decision / choice / process
3 _____ economy / bank / company / business
4 _____ shortage / problem / lack / unemployment
5 _____ decline / crisis / damage / decay

3 Complete the sentences with the words in exercise 1.

1 Climate change will have its greatest impact on areas that already suffer from _____ water shortages.
2 Despite its current problems, the long-term _____ for this sector is very positive.
3 Some employees have already jumped ship rather than face the _____ wait for inevitable lay-offs.
4 The _____ domestic film industry is unable to compete on the global stage any longer.
5 It is a challenge to do business in countries where bribery and corruption are _____ at all levels.
6 There are growing signs of economic _____ both in the USA and in the rest of the world.
7 His _____ of the key problems at the root of this crisis is spot on.
8 The newspaper industry is clearly in _____ decline.



GS Global skills Managing a heavy workload

1 WHAT DO YOU THINK? Read the statements. Are they usually, sometimes or rarely true of you? Why?

1 'I feel stressed and overwhelmed when I have a lot of different things to do.'
2 'I make time to look after my mental and physical well-being even when I'm really busy.'

2 Read the article. Which of the tips do you already put into practice? Are there any new ones that you would like to try?

Top tips for managing your workload

A Plan and prioritize.

Investing some time in planning your work schedule is always worthwhile. It helps you decide how best to prioritize different tasks and how much time to allocate to each one. Some people prefer to do their planning on paper, but digital tools and apps can be easier to update.

B Be flexible.

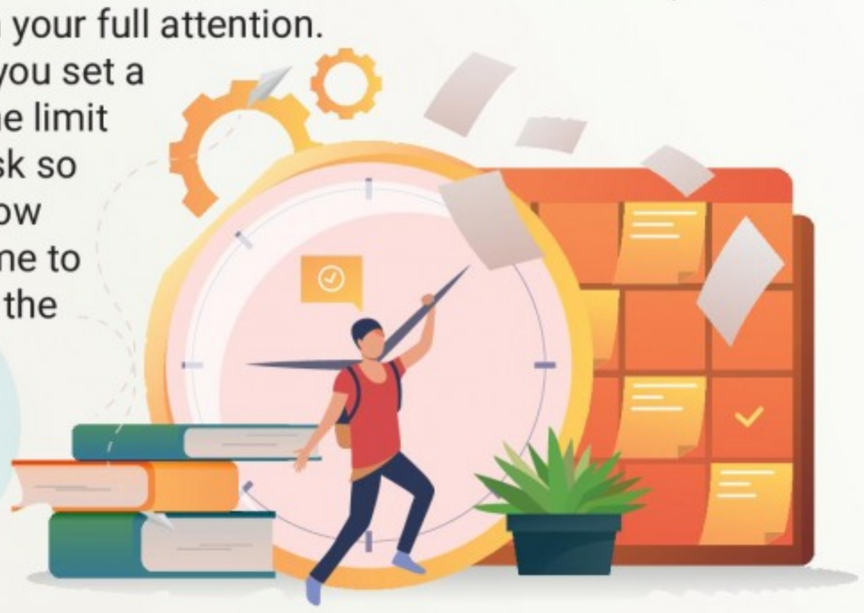
Be prepared to adapt your schedule. Priorities can change, tasks can take longer than expected and some days may be less productive than you'd hoped. Review your work plan at the beginning and end of each day and check it still works for you.

C Break down large tasks.

The thought of producing a big project can be overwhelming. When you have a complex or difficult task to do, a useful first step is to break it down into small steps and include these as separate sub-tasks in your to-do list. This usually makes a big task seem much more manageable.

D Do one task at a time.

Attempting to do several tasks at a time usually means that we end up doing things badly and taking longer to finish them. A better approach is to do tasks one by one, giving them your full attention. Make sure you set a realistic time limit for each task so that you know when it's time to move on to the next one.



E Be strategic.

The key to working efficiently is thinking strategically about the best approach to take. For instance, if you have to research a topic for a project, don't try to read everything that's been written on the subject – it'll take a lifetime. Instead, pinpoint what you need to find out and focus your efforts on finding that information. Figuring out how best to approach a particular task is a matter of trial and error, so once you've selected a strategy to use, keep monitoring how effective it is and switch to a different one if it isn't working.

F Be kind to yourself.

Try not to punish yourself when you feel you haven't achieved as much as you'd hoped. We all have unproductive days sometimes. You're more likely to stay motivated if you congratulate yourself for what you've got done. Remember that every task you complete, however small, is a step in the right direction.

G Know when to ask for help.

If you're working in a group, make sure that the workload has been divided up fairly and consider delegating tasks to other people if you've taken on too much yourself. Delegation isn't an option when you're working on your own, but if you're struggling with your workload, talk to a teacher or tutor as soon as possible so that they can support you.

H Make time to look after your well-being.

When you've got a heavy workload, free time might be the last thing on your mind. However, it is essential to make space in your schedule for the things that make you healthy and happy. This includes getting enough sleep, eating well, exercising and spending time with other people. Looking after yourself will boost your motivation, energy and creativity, so you'll not only feel better, but get more done and produce higher-quality work.

3 Read the article again. Are the sentences true (T) or false (F)? Correct the false sentences.

1 Drawing up a work plan tends to be a good use of time.
2 Once you've created your work plan, it's essential to stick to it.
3 Dividing a big task into separate steps can make it feel unnecessarily complicated.
4 You'll get through your workload more quickly if you focus on two or more tasks at once.
5 It's important to evaluate strategies while you're using them.
6 Criticizing ourselves generally drives us to work harder.
7 If you're working individually, you can't usually ask anyone for help.
8 It's best to work as hard as you can to finish everything and then relax afterwards.

4 9.5 **Listen to six students talking about their top productivity tips. Match speakers 1–6 to sections A–H of the article. Some speakers match more than one section.**

5 **How effective are you at managing a heavy workload? What techniques, strategies and tools do you use (or could you use) to help you do this?**

6 **Read and rate the tips (1 = not useful, 5 = very useful). Then rate how easy you think you would find it to put each tip into practice (1 = very difficult, 5 = very easy). Work in pairs and compare your answers.**

Getting started on a task

Often, the hardest part of managing your workload is getting started. If you have a tendency to put things off, these tips may help.

- Understand why you're procrastinating. Procrastination isn't laziness; it's often caused by perfectionism or fear or failure. Understanding why you're procrastinating can help you find the right strategies or support.
- Start small. If you've got a difficult essay to write, set yourself a very small, achievable goal, such as spending five minutes thinking of ideas. Once you've taken that first step, you'll often feel more motivated to keep going.
- Find an app or digital tool to help you. Gamification apps can be a good way to turn a boring task into a fun game. Different techniques and tools work for different people, so explore the options and find out what motivates you.
- Create a work habit. Creating a habit that you associate with studying or working can help you get into 'work mode' more easily. This could be going to the library or putting on a music playlist.
- Focus on the future. Worrying about the time you've already wasted will only make you feel demotivated. Instead, focus on what you can achieve if you start now, and reward yourself for getting started.

7 **Complete the sentences with words formed from the words in brackets. Then work in pairs and discuss the meaning of the words.**

1 _____ (delegate) is an important teamwork skill.
2 It's normal to have a(n) _____ (productive) day from time to time, especially when you're feeling tired.
3 Some people claim to be good at _____ (multitask), but it isn't usually very effective.
4 Perfectionism is a common cause of _____ (procrastinate).
5 Write down the deadlines for all of your tasks so that you know which ones to _____ (priority).
6 If you don't take regular breaks, you're likely to end up feeling fed up and _____ (motivated).
7 It's important to think _____ (strategy) about the most efficient way of completing a task.
8 Make sure you set yourself goals which are realistic and _____ (manage).

8 PROJECT **Work in pairs or small groups. Follow the instructions to write a review of a productivity tool or technique.**

1 Discuss what you do (or could do) to manage your workload. What productivity tools (apps, websites, etc.) have you tried or would you like to try?
2 Choose one technique or tool to try out and review it over the coming week. Then discuss these questions.
   - When and how often will you use this technique / tool?
   - What criteria you will use to evaluate it (e.g. cost, ease of use, effectiveness)?
   - How you will combine different people's ideas into a single review?
3 In a future lesson, exchange reviews with other pairs / groups. Then discuss which tools or techniques you think would be most useful for you.

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Video Managing a heavy workload



Watch the video to find out how **Ruaridh**, **Gracie**, **Tamika** and **David** tackle their heavy workloads.

10 Back to the future

Reading and vocabulary

1 WHAT DO YOU THINK? Work in pairs and discuss the questions. Then read the article and compare your answers.

1 What distinguishes nanotechnology from other types of technology?
2 Does nanotechnology exist today?

2 Read the article again and match missing paragraphs A–F to gaps 1–5 in the article. There is one paragraph that you do not need.

3 Read the article again. Are the sentences true (T), false (F) or not given (NG)?

1 All nanomaterials are created by scientists, using specialist equipment.
2 Nanotechnology is increasingly something that we come across in our everyday lives.
3 Nanobots may be able to clean up the water in rivers in the future.
4 Nanotechnology can help medicines to do their job effectively, without causing other health problems.
5 The shape of a nanoparticle can affect what it's capable of doing.
6 The development of graphene has helped us to revolutionize computer capabilities.
7 A spaceship built with nanomaterials would be able to carry more fuel.
8 There are currently clear rules determining the use of nanomaterials in order to keep the public safe.

4 REACT Are you familiar with any science-fiction films, TV shows, video games or novels that talk about nanotechnology? Do they show it in a favourable or unfavourable light?

Insight Colour idioms

5 Study the highlighted colour idioms in the article. Then replace the words in bold in sentences 1–8 with the correct form of the idioms.

1 The question of who should pay for the spaceship's repairs is **rather unclear**.
2 This is **a wonderful chance** to plan an international mission to outer space.
3 Scientists are generally required to **obtain approval** before they proceed with experiments.
4 The discovery of penicillin came **unexpectedly** when Alexander Fleming found it on a discarded Petri dish.
5 There is much **complicated and inefficient bureaucracy** surrounding genetic engineering.
6 When an astronaut came to visit our school, we really **gave her a special welcome**.
7 De-extinction technologies may soon enjoy **a period of success** if mammoths are brought back to life.
8 We may soon have flexible smartphone screens made of graphene. It says so **in print** in this book.

SHAPING THE NANOWORLD

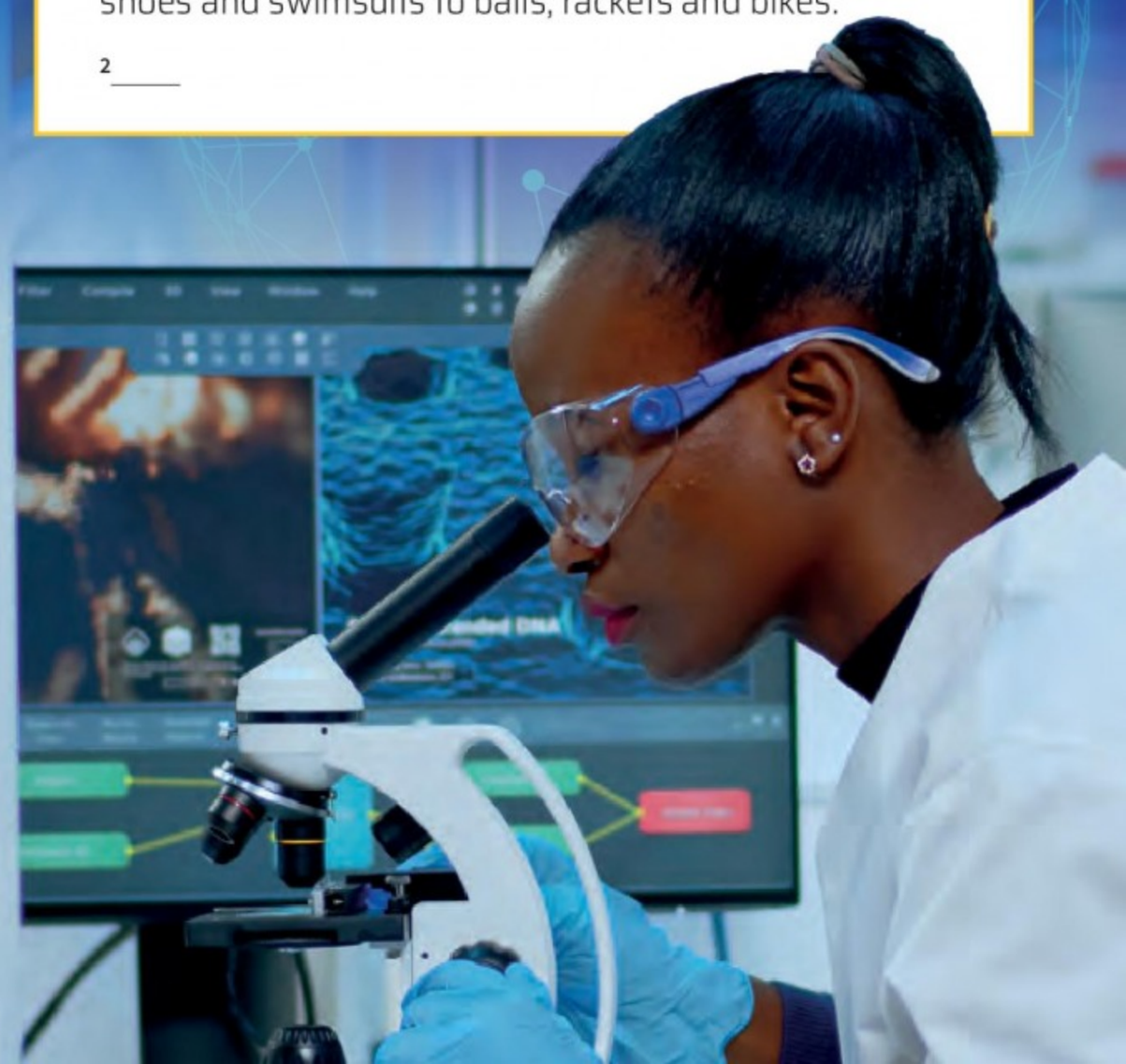
Nanotechnology is enjoying something of a purple patch at the moment, and receiving a lot of positive publicity. But while most people are familiar with the term 'nanotech', they're a bit hazy about the details. What is it exactly? And should we really be welcoming it into our lives?

Starting with the basics, 'nano' means 'very small'. VERY small. Take a hair from your head and look at how thin it is. Then imagine something 100,000 times smaller than the width of that hair. That's a nanometre – a billionth of a metre. You need a specialist microscope to see things at this scale.

1 ____

But what kinds of substances are created through nanotech? Many people still believe that they only exist in the imagination of sci-fi writers, but that's far from the truth. There are thousands of products on the market that contain man-made nanoparticles. If you cut your knee, you might stick a plaster infused with silver nanoparticles over the wound. Your socks might contain silver nanoparticles, too. That's because silver's anti-bacterial properties are useful both for stopping infection and eliminating bad odours. Your waterproof jacket may be coated with water-repelling silica nanoparticles, and your sunscreen may contain zinc oxide nanoparticles to give your skin better protection from ultraviolet light. It's thanks to nanotechnology that computer chips can continue to get smaller, and as for sports equipment, you'll find nanoparticles in everything from running shoes and swimsuits to balls, rackets and bikes.

2 ____



As well as nanobots, several other types of nanotechnology also have the potential to transform our health. A few nanomedicines have already got the green light from drug regulatory authorities, and many more are likely to follow. Nanomedicines use nanoparticles attached to a drug to improve its ability to target particular types of cells in the body. This important benefit allows the drug to reach damaged tissue without affecting healthy tissue, thus reducing potential side effects.

What increases the potential uses of nanotechnology exponentially, both in medicine and in other areas, is the fact that a particular substance can be turned into nanoparticles of various shapes and sizes, each with different physical and chemical properties. They may even appear to be different colours. Nanospheres of gold, for instance, aren't actually gold in colour because their surface absorbs light differently from gold in its usual form. At their smallest possible size, gold nanospheres are a rich red colour, and they change gradually through pink and pale purple as their size increases. If, instead of being spheres, the nanoparticles created are star-shaped, their optical properties will be different again, and at larger sizes will look blue.

3 ____

Graphene is an exciting new nanomaterial that's currently attracting a lot of attention, partly because of its thin shape, and also because it can conduct electricity and withstand a lot of stretching before it breaks. In its original nanotech form, it's a transparent sheet of carbon just one atom thick, with the atoms linked in a hexagon pattern. However, scientists have recently managed to create triangle-shaped graphene particles which, in addition, have strong magnetic properties. Tiny magnets are incredibly useful in computer hardware, and may in future allow us to build computers with improved processing speeds and lower power consumption. It seems that every nanoparticle shape has its own particular qualities and applications; it's just a question of discovering them through in-depth research.

4 ____

It's worth remembering, however, that the long-term effects of nanoparticles and materials are still largely unknown. Despite its many promising qualities, we shouldn't roll out the red carpet for this new technology without due scrutiny. There are concerns, for example, that nanoparticles could be breathed into our lungs and cause damage or become pollutants in the environment, and many people are calling for stricter regulation on their use. Current rules tend to apply to bulk forms of a material – the traditional forms of gold, silica and so on, not those manipulated at the nanoscale by scientists. Nanomaterials can behave very differently from their bulk forms, as we have seen, so they sit in a regulatory grey area that campaigners want to see tightened up. Even though the additional red tape that would result from more regulation could hinder scientists' work, it is considered crucial that we have some degree of protection against the potential problems that could arise out of the blue as the technology develops.

5 ____

(A) And it's not just colour that varies: multiple other properties are also influenced by changes in the particles' size and shape. Researchers developing hydrogen batteries, for example, have discovered that cube- and pyramid-shaped palladium particles can store more hydrogen than particles of other shapes. And in medicine, they've found that cylinder-shaped particles seem to stick to most types of human cells better than spheres do, probably because they have a larger surface area in contact with them.

(B) However, while nanoparticles are already a reality, nanobots (robots built at nanoscale) currently exist only in the research and development phase in laboratories. Nevertheless, it is thought that they'll soon provide a golden opportunity for advances in areas such as conservation and medicine: measuring concentrations of toxic chemicals in a river, for example, or identifying and destroying cancer cells.

(C) It's not, however, the earliest example of nanotechnology. That title goes to a glass cup in which the glass appears either green or red, depending on whether it has a light source behind it. The unusual effect was achieved by adding tiny quantities of gold and silver nanoparticles to the glass and carefully controlling their concentration. It's an incredible object.

(D) Over the coming years, nanotechnology is set to impact us all. Whether that impact will be largely positive or negative is not yet clear, but having an established framework for its applications agreed in black and white from the outset will certainly go a long way to helping us reap the benefits without suffering dangerous consequences.

(E) Once you have the right equipment, you can study and manipulate nanomaterials (materials with particles between 1 and 100 nanometres in size). Many nanomaterials occur naturally – from those in volcanic ash and ocean spray to spider silk and human fingernails – but when we talk about nanotechnology, we're referring to new kinds of substances that scientists are able to create at the nanoscale.

(F) One area that might benefit hugely from research into the properties of variously shaped nanoparticles is space exploration. Some space travel experts predict that a spaceship built from unimaginably strong and light nanomaterials could perhaps be propelled on its journey by rays of sunlight reflected onto nanomaterial solar sails. Reducing a spaceship's dependence on non-renewable fuel in this way would significantly extend its range, allowing missions to the far-flung corners of our solar system.

Insight Lines, shapes and solids

6 Study the underlined words in the article and add them to categories 1–3.

1 **lines:** arc, radius, tangent, _____
2 **2D shapes:** crescent, oval, _____ , _____
3 **3D shapes:** cone, disk, _____ , _____ , _____ , _____

7 Match eight of the words in exercise 6 to definitions 1–8 and pictures A–H.

1 a solid figure with a triangular or square base and triangular faces

2 a curved shape that is wide in the middle and pointed at each end

3 a straight line between the centre of a circle and any point on its outer edge

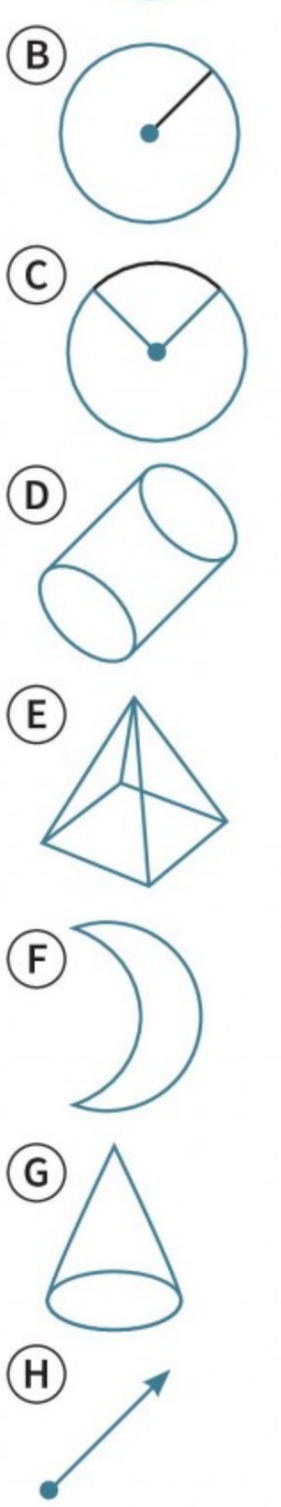
4 a solid figure with round ends and long straight sides

5 a line that is finite in one direction

6 a straight line that touches the outside of a curve, but does not cross it

7 a curved line that is part of a circle

8 a solid figure with a round flat base and sides that slope up to a point



8 TASK Work in pairs and discuss the questions. Give reasons for your answers.

1 Think about the new technologies below and / or any others that you know about. Which have the most potential to help humans in the future? Might any of them have a negative impact?
   - augmented and virtual reality
   - artificial intelligence (AI)
   - gene editing
   - the internet of things

2 If you could choose, which one scientific problem would you allocate money to?

Vocabulary extra › The universe › page 141

Assess your progress Workbook page 83



Grammar Distancing facts

1 WHAT DO YOU THINK? What predictions do you think might have been made by someone living in the 1960s about life in the 2020s? Think about the areas below.

- artificial intelligence
- communication
- environment
- homes
- population
- transport
- work

2 10.1 In 1964, the science-fiction writer Isaac Asimov made certain predictions about the world of the 21st century. Listen to a radio discussion about his predictions and make notes for each of the areas in exercise 1.

3 REACT To what extent have Asimov's predictions come true? What key developments can you think of that are part of everyday life now but were not mentioned in the discussion?

Grammar Insight

4 When we give information and we do not know that it is definitely true, we often try to distance ourselves from the facts. Study sentences 1–5 from the discussion and answer questions a–e.

1 … Asimov doesn't seem to fall that wide of the mark.
2 … the car itself will possibly be shelved at some point ….
3 … the likely outcome of having no work would be boredom ….
4 … overcrowding of the planet might soon come to pass ….
5 … the best areas for expansion were thought to be the deserts and the poles ….

Which sentence uses:

a a passive reporting verb? Which other reporting verbs do you think can be used for distancing?
b a modal verb? Which other modal verbs do you think can be used for distancing?
c a probability adjective? Which other probability adjectives do you know?
d a probability adverb? Which other probability adverbs do you know?
e a synonym of *appear*? Which of the two verbs do you think is more informal?

Further reference and practice › Workbook › page 127

5 **Rewrite sentences 1–5 in exercise 4.**

1 It doesn't _____.
2 It is possible _____.
3 It is likely _____.
4 It is conceivable _____.
5 It was _____.

Grammar *It* as an introductory subject

6 **Read the text. What can the 'Iron Man suit' be used for and what are its benefits?**

[1]It is undeniable that robotics is playing an increasingly important role in our everyday lives. One recent development in this field is the 'Iron Man suit' – an exoskeleton that is battery powered and computer operated. It supports and protects users doing a variety of jobs requiring strength and endurance. If you've seen the *Iron Man* superhero movies, you'll be familiar with the concept. [2]It is remarkable how quickly science fiction can become fact. [3]It is important to recognize how many different applications this invention has. A version was developed by the military to help soldiers in difficult battlefield conditions, but some industries are now using similar technology, and versions are used to aid people with disabilities.

[4]It is time that more manufacturing and logistics companies accepted that exoskeletons can benefit both their workers and their business model. Wearing one can reduce muscle activity and fatigue by up to 50%, so [5]it would make it much easier for workers to do physically demanding jobs for longer periods of time, resulting in fewer injuries, lower insurance costs and higher productivity. Some workers may have concerns about safety, but [6]it would be unwise of them to turn down the chance to benefit from this kind of protective equipment.

[7]It may be daunting to contemplate the idea of wearing a full-body exoskeleton for hours a day, but the manufacturers are confident that people will quickly get used to it. After all, [8]it is worth remembering that the suit could protect you from serious long-term injury.



Grammar Insight

7 **Study underlined sentences 1–8 in the text in exercise 6 and match them to rules a–f. Some rules match more than one sentence.**

***It* as an introductory subject is common before:**

a adjective and / or noun + infinitive.
b adjective + *for* / *of* + object + infinitive.
c adjective + *that* clause.
d adjective + question word.
e the word *time*.
f *no good* / (*not*) *worth* / *not much use* + *-ing*.

Further reference and practice › Workbook › page 127

8 **Rewrite the sentences using *it* as an introductory subject and the words in brackets.**

1 Businesses would be wise to consider investing in this technology. (of)
2 Testing the new prototype will be exciting. (test)
3 Staff may not easily adapt to using the new equipment. (be)
4 Finding technically qualified staff won't be so easy when the new regulations come in. (find)
5 AI has made an incredible difference to how we live and work. (what)
6 Having all our workers using this equipment will be an advantage. (to)
7 Ignoring technology is no good – you can't stop progress. (good)
8 We haven't upgraded our security software yet, but we should. (time)

9 **TASK** **Work in pairs. Look back at the areas in exercise 1. What changes do you think will have taken place in these areas in 50 years' time?**

Assess your progress Workbook page 83

10c Listening, vocabulary and speaking

Listening and vocabulary

1 WHAT DO YOU THINK? Which of the employment sectors below do you think will offer (a) the most and (b) the fewest job opportunities in ten years' time? Why?

■ agriculture ■ business ■ health and social care ■ information technology ■ manufacturing ■ science and medicine ■ teaching and education

2 10.2 Listen to five speakers. Which sectors from exercise 1 do they mention?

3 10.2 Listen again and match speakers 1–5 to sentences a–e.

The speaker:

a implies that employees in the sector may need to specialize in two or more fields.
b forecasts that there will be fewer opportunities for office staff in the future.
c believes that the future of the sector will be shaped by environmental concerns.
d predicts that the sector will provide business opportunities for other industries.
e foresees that the sector will break up into smaller groups, each focusing on one particular area.

4 REACT Which jobs do you think might disappear completely in the future? Why?

Strategy Identifying understatement

Speakers often use understatement when they want to be diplomatic and / or sound less direct. They often use the following techniques.

1 adding modifiers to soften the message, e.g. *a little*, *a bit* + adjective; *a bit of a*, *a slight* + noun
2 using phrases with *not*, e.g. *not exactly*, *not particularly*, *not entirely* + adjective (antonym)
3 using euphemisms – less direct words and phrases that make something seem more pleasant or acceptable than it really is, e.g. *unmotivated* (= lazy), *ill-advised* (= foolish)

5 10.2 Read the strategy. Then listen again and identify the words and phrases the speakers use instead of the more direct versions below.

Speaker 1: is looking very bad, make employees redundant
Speaker 2: extremely positive, unemployed
Speaker 3: dismissing staff to reduce costs, really confident
Speaker 4: completely unprepared, very hard
Speaker 5: booming, completely unbelievable

V Insight Euphemisms

6 Study the euphemisms below and try to guess their meanings. Use a dictionary to check your ideas. Then put them in three categories: age, health, wealth.

■ getting on a bit ■ go down with something ■ golden years ■ hard of hearing ■ in reduced circumstances ■ of advanced years ■ of limited means ■ underprivileged ■ visually impaired

7 Complete the sentences using the correct form of euphemisms from exercises 5 and 6.

1 The company is going to offer free training programmes for young people from _____ backgrounds.
2 Considering your mum is _____, it's amazing she still won't consider retiring!
3 Don't come into work if you feel unwell or think you may be _____.
4 People who are _____ often find it difficult to interact with others in noisy surroundings.
5 Companies struggling to recruit staff are looking to experienced workers _____.
6 Her employer was struggling financially and had to _____. As a result, she is _____ at the moment.

8 TASK Work in pairs. What do you know about the employment situation in your country in relation to the groups of people below? How might this change over the next 20 years?

■ the long-term unemployed
■ migrants from other countries
■ people over the age of 65
■ people with a disability or long-term illness

Vocabulary extra › The workplace › page 141

Speaking Sounding confident or uncertain

9 Study the list of 21st-century skills most valued by employers worldwide. Is there anything in the rankings that surprises you? Is there anything you think should be there but isn't?

Top 10 skills employers look for

1 problem-solving
2 teamwork
3 communication and presentation skills
4 adaptability / resilience
5 interpersonal skills
6 analytical skills
7 creativity
8 time management and ability to prioritize tasks
9 leadership
10 subject knowledge



10 10.3 Listen to three students discussing the list in exercise 9. Which skills do they mention? What other skills not on the list do they think are important?

11 10.3 Listen again and complete the phrases from the discussion. Does the speaker sound confident (C) or uncertain (U)?

1 You _____ that it's an important skill – in pretty much any job you care to name.
2 I _____ that it's more important than teamwork, though.
3 And _____ could you say leadership is less important than adaptability, not by _____ .
4 It _____ the case that if you asked individual managers …, you'd get a very different order.
5 I _____ that a lot of employers really just want someone who's competent ….
6 I have to say it _____ that most successful companies want staff who behave like robots.
7 There isn't a _____ of me getting any job which involves being creative.
8 I'm _____ that any employer looking for good interpersonal skills would want to give you a job.
9 I think it's _____ that anyone our age applying for a serious job wouldn't have basic tech skills.
10 I _____ thought that in a globalized economy, it's important to have multilingual employees.
11 I suppose there's a _____ that companies just assume everyone speaks English ….
12 _____ that you could work for one of the big multinationals if you didn't speak good English.

12 Rewrite the phrases in bold in three different ways. Use phrases from exercise 11.

1 **I doubt** that it will be easy to find a well-paid job in the future.
2 **I'm certain** that technical skills will be increasingly important.
3 **I guess** that more people will be working from home.
4 **It's impossible** that we'll have driverless aircraft in ten years' time.

GS Global skills Managing your time

To manage your time effectively:

1 make a list of the tasks you have to do. Rank them in order of importance and do the most important tasks first.
2 make a schedule for your day / week. Allocate a period of time to each task and set yourself a deadline to finish it.
3 avoid distractions and try to focus on what you are doing, one thing at a time.
4 choose a specific time each day to check your social media, and don't respond to messages until you're ready.

13 What techniques do you use to manage your time? Which of the suggestions above would be useful for you?

14 Work in pairs or small groups. Choose three of the jobs below and look back at the skills in exercise 9. Decide which of the skills are important for each job and rank them in order of importance. Share your ideas with the class.

■ agricultural scientist ■ care worker ■ carpenter ■ epidemiologist ■ robotics engineer ■ salesperson ■ software developer ■ teacher ■ video game designer

Assess your progress Workbook page 83

Reading and vocabulary

1 WHAT DO YOU THINK? Which diseases are common in your country? Are there effective treatments for them?

2 Read the article and number the events in chronological order.

___ **a** Smallpox disappeared from the world.
___ **b** Smallpox brought down two empires.
___ **c** Scientists used a variety of methods to protect people from another deadly disease.
___ **d** Some people were forced to have vaccinations.
___ **e** The first type of protection against the dangers of smallpox was developed.
___ **f** Jenner tried his idea for the first time.
___ **g** Europeans began to see the benefits of a medical practice from outside Europe.

3 Read the article again and answer the questions.

1 Why did smallpox spread so quickly through the Americas?
2 Apart from death, what permanent effect did smallpox often cause?
3 Why did Jenner use the word *vaccination* for his method of inducing immunity to smallpox?
4 What did Jenner and Pasteur have in common?
5 Apart from death, what permanent effect can polio cause?
6 What action does the phrase *one last push* (line 76) imply?

GS Global skills Culture

4 Is everyone in your country grateful for the opportunity to be vaccinated or are some people wary of vaccinations? Why?

V Insight Idiomatic phrases with *end*

5 Study the highlighted phrases in the article and explain their meaning. Then complete the text with the correct form of the phrases.



If you [1]_____ of a bite from a mosquito infected with malaria, the malaria parasites in its saliva may travel to your liver and reproduce. This causes fever and can often be fatal. Every year, about 400,000 people in tropical countries [2]_____ because of this disease, and the medical authorities trying to control it have been [3]_____. For a few years, the number of infections went down, and optimists started to believe that this was [4]_____ for this terrible disease. But then the trend reversed, infections rose, and it seemed [5]_____. Jenner's work on vaccines may have [6]_____ for smallpox, but scientists trying to develop a malaria vaccine worked [7]_____ without success. Now, however, the World Health Organization has finally announced that there's an effective vaccine against the disease. It seems that [8]_____ at last.

JABBED!

During the early 16th century, Europeans began travelling regularly to the Americas. Some were only interested in trading with the 'New World', while others had a different agenda: conquest. The traders, settlers and soldiers brought with them many things that would change the lives of the indigenous American peoples forever, but the most fearsome import that they brought they carried unknowingly: smallpox.

Smallpox was an often-fatal viral disease that caused an extensive rash of blisters, sometimes covering the face so densely that it looked [a]as if the patient was wearing a terrible mask. The native populations of the Americas had never been exposed to the virus before and so had no natural immunity to it. It swept through Central and South America [b]the way that a fire burns through a tinder-dry forest. The merciless disease killed millions and contributed to the fall of the Aztec and Inca Empires. Later, the tribes of North America met a similar fate. It must have seemed [c]like the world was ending.

But even in the 'Old World', people had suffered terribly, for years on end, with this virulent disease. By the middle of the 18th century, about 400,000 Europeans were meeting an untimely end every year due to smallpox, with a third of the survivors left blind. Governments were at their wit's end to find a way to control the disease. It seemed there was no end in sight until European scientists learned of a practice known as 'variolation', which had been used to help fight smallpox in China for 800 years. Doctors would take a very small amount of material from the blisters of a person infected with smallpox and introduce it into the body of an uninfected person, either through the nose or a cut in the arm. [d]Although this caused a mild infection, it was rarely fatal and it seemed to then give the person protection against the disease. The practice started to be copied in Europe. However, some doctors had reservations about using it, [e]even though the method achieved considerable success, because people given the treatment occasionally died from it or passed smallpox on to others.





Edward Jenner was an English country doctor who was interested in the disease. He noticed that milkmaids rarely got smallpox, but were often on the receiving end of a related but less dangerous disease – 'cowpox' – which they caught from the cows they were milking. Jenner speculated that if the milkmaids were exposed to the smallpox virus, their bodies behaved [f]as though they had already had the disease because they had previously had cowpox. In order to test the theory, Jenner injected the eight-year-old son of his gardener with cowpox. Then, two months later, he injected him with smallpox. [g]As he suspected, the child failed to develop smallpox. This was the beginning of the end for the disease. Jenner carried on until he had perfected the technique, which he called 'vaccination', from the Latin word for cow, *vacca*. His work proved that vaccination was safer than variolation, and it gradually caught on. Smallpox vaccinations were eventually made compulsory in England and Wales, 30 years after Jenner's death.

Jenner's innovation was the key to a new phase in humanity's battle against disease. French scientist Louis Pasteur took these ideas further and developed vaccines for rabies and cholera. More medical breakthroughs followed and experts felt there was a real prospect of ending the suffering caused by smallpox forever. It took a long time; even in the 20th century, hundreds of millions of people still lost their lives to the disease, [h]just as they had done in previous centuries, but there was light at the end of the tunnel. Doctors were racing to vaccinate the world, and the disease had fewer and fewer victims it could infect. Success finally came in 1979, when the World Health Organization declared that smallpox had been completely eradicated.

Since then, other global vaccination programmes have been launched. The fight against polio is another success story. The number of fatalities and cases of paralysis caused by this devastating disease have been brought down from hundreds of thousands per year in the 1950s to only a tiny fraction of that today. One last push in the vaccination programme will probably spell the end of polio altogether. Vaccination can also be an effective solution against entirely new diseases. When the Covid-19 virus hit the world in 2020, scientists were able to respond rapidly using a range of different technologies based on Jenner's original technique. They developed not just one but many vaccines that were effective against the new killer disease.

While we can't know what new diseases may strike in the future, we can at least be confident that vaccine technologies will help us fight back.

Grammar — Adverbial clauses of manner and concession

Grammar Insight

6 **Read the descriptions in bold of two types of adverbial clauses. Study underlined examples a–h in the article and decide which ones are manner and which are concession clauses. Then answer questions 1–5.**

Adverbial clauses provide additional information about an action or situation. Manner clauses describe how something is or how it is done.

1 Which word can we add before *as* to mean 'in exactly the way that'?
2 Which two words can we use in front of *that* to mean the same as 'as'?
3 Which two words can replace *as though* after verbs such as *act*, *behave*, *seem*, *talk*, *treat*, *look*, etc. to mean 'in a way that suggests that'?
4 Which word can we use after the verbs in question 3 in informal situations to mean 'in the way that'?

Concession clauses contain information that contrasts with information in another clause.

5 Which two words do we use instead of *although* to emphasize a contrast in a past or a present situation?

Further reference and practice › Workbook › page 128

7 **Match clauses 1–7 to clauses a–g. Use the words below to connect them and make any other changes necessary. You can use the words more than once. Sometimes more than one answer is possible.**

■ although ■ as ■ as if ■ even though ■ just as ■ like ■ the way that

1 The patient's rash looked
2 The medicine I am taking caused nausea at first
3 Doctors sometimes prescribe antibiotics
4 Since getting polio, she hasn't been able to dance
5 The mortality rates for malaria are still high
6 The specialists disagree with my doctor's diagnosis
7 Some patients refuse to admit they are ill. They act

a they always have been
b it was very itchy
c the treatment seems to be working
d she used to
e nothing is wrong with them
f I was warned it would
g there is no sign of infection

The patient's rash looked as if it was very itchy.

8 **TASK** **Apart from vaccinations, which other developments in medicine have helped to save millions of lives? Think about drugs, surgery, etc.**

Assess your progress Workbook page 83

10E Writing A discursive essay

Planning for writing

1 **Read the task. Do you agree or disagree with the statement? Why?**

> 'Overall, the impact of technology on humanity has been more positive than negative.' Discuss.

2 **Read the model essay on page 139. Does the writer agree or disagree with the statement in the task? What three areas do they focus on to supply arguments supporting their view?**

3 **Study the model essay and complete the organization boxes with the words below.**

- argument
- attention
- evidence
- point of view
- thesis statement
- thought-provoking sentence
- topic sentence

4 **Read the strategy and study the modifiers highlighted in yellow in the model essay. In each case, identify which word is being modified and the function of the word in the sentence: subject, verb or object.**

Strategy Avoiding misplaced and dangling modifiers

Modifiers provide additional information about a subject, verb or object in a sentence. They should be placed as close as possible to the word or phrase they refer to.

- A misplaced modifier is separated from the thing it is modifying, causing confusion.
  The library has several books about dinosaurs ***in our school****.* (The sentence suggests that the dinosaurs are in the school.)
- A dangling modifier modifies a subject, verb or object that has been omitted.
  I saw an accident ***walking down the street****.* (The omission of *while I was* in the second clause implies that the accident is walking down the street, not the speaker.)

5 **Decide if the sentences contain misplaced (M) or dangling (D) modifiers. Then rewrite the sentences to improve them.**

1 The whale was examined by a team of vets, which was stranded on the beach.
2 While travelling to a conference, her laptop was stolen.
3 I saw the International Space Station looking through my friend's telescope.
4 The paramedics transported the casualties wearing protective equipment.
5 The college texted him his test results walking down the road.

Writing Insight Verbs of perception

6 **Study the sentences highlighted in green in the model essay and complete rules 1–2. Then match the sentences to patterns a–c in rule 1.**

1 The verbs of perception *look*, *sound*, _____, *taste* and *smell* are used to talk about the impression something gives us through one of the senses. We can use them in the following ways.
   a verb + adjective
   b verb + _____ + noun
   c verb + _____ / *as though* + clause
2 We use the verb _____ to talk about the impression something gives us through a combination of the senses. It can be used in the same way as the verbs of perception.

7 **Complete the text with one word in each gap. Sometimes more than one answer is possible.**

> With recent evidence that conventional meat production causes significant environmental damage, it seems as [1]_____ we have no choice but to find plant-based alternatives. However, scientists have now found a way to 'grow' actual meat in a lab using stem cell technology. Samples made into burgers were tested on a group of volunteers, who reported that the meat [2]_____ delicious while being cooked, just like ordinary meat. When presented on the plate in a bun, it [3]_____ exactly like the real thing. And what about the taste? 'It's fine, actually,' said one volunteer. 'It definitely doesn't taste [4]_____ if it was produced in a lab.' And another volunteer said, 'This is really important research. I [5]_____ as though I'm taking part in a food revolution!'

8 **Look at the strategy and exercise 6 again and complete the language boxes.**

Write an introduction likely to gain the reader's [1]_____ and include a(n) [2]_____ to establish your point of view.

Present a different [3]_____ in each paragraph and introduce each one with a(n) [4]_____ that links back to the previous paragraph. Include [5]_____ and examples to support your opinion.

If we consider the speed at which technology has developed over the past 100 years, it can sometimes feel as if it is advancing under its own momentum. Who, we might ask, is actually in control? But in my view, this is technology's greatest advantage: new inventions lead to ever more rapid innovations, meaning we can solve problems increasingly quickly and effectively.

One of the areas which has seen the greatest transformation in a relatively short time is communication. Smartphones enabled by satellite technology mean that people the world over are connected and have access to information in a way that is unprecedented in human history. This enables more young people to gain an education and allows businesses to operate globally across borders, providing economic benefits and improved living standards to many more people than was previously possible. Smartphone subscriptions increased by 75% to 6.38 billion between 2016 and 2021, and this number looks as though it will continue to rise in the future.

Medical science is another area in which technology has had a positive effect. It has facilitated the creation of new drugs which prevent and treat life-threatening diseases – for example, the rapid development of vaccines against Covid-19. Since the development of X-rays in the early 20th century, a variety of high-tech methods to scan the body and diagnose a range of conditions have been developed. In addition, robotics involving the use of innovative surgical techniques have enabled new procedures that were previously not possible. And although it might sound like a very simple matter, basic technology that ensures a reliable supply of clean water has saved millions of lives in developing countries.

Arguably, advances in technology are also beneficial for the environment. They have led to the development of cleaner fuels and alternative sources of energy, such as solar and wind power. In addition, they have allowed scientists to more closely monitor the global effects of pollution, climate change and habitat destruction. It may seem counterintuitive to some, but I believe technology is our best hope of saving the planet from the negative consequences of human activity, which has done so much damage.

In conclusion, it is undeniable that advances in technology have benefited humans in many different ways. Without it, I am positive that our lives would be less safe, less varied and less interesting.

Use a range of modifiers to refer to a subject, verb or [1]_____.

Use [2]_____ such as *feel*, *look*, *seem*, *sound*, etc.

Write a conclusion that sums up your [6]_____. You can finish with a [7]_____.

Writing your essay

'Spending money on space exploration is a waste of resources.' Discuss.

PLAN Read the task and check you understand it.

Brainstorm ideas for your essay. Make notes about:

- arguments in favour of the statement in the essay topic.
- evidence and / or examples to support your arguments.
- your own opinion of the statement.

Create a plan for your essay. Plan to write five paragraphs and decide what information to include in each one. Use the organization boxes in the model essay to help you.

WRITE Write a first draft of your essay. Use the model essay and your plan to help you.

REVIEW Check your essay. Use the checklist to help you.

Have you:

- included a thesis statement in the introduction?
- included supporting evidence and examples?
- linked the paragraphs effectively?
- used verbs of perception to outline your impressions?
- checked for misplaced and hanging modifiers?
- checked your grammar, vocabulary, spelling and punctuation?

Assess your progress Workbook page 83

Review 10

Vocabulary

1 Choose the odd one out.

1 ray sphere arc
2 triangle cone cube
3 cone hexagon triangle
4 disk radius arc
5 crescent oval tangent
6 sphere ray cylinder

Marks ___ / 6

2 Complete the text with the correct form of colour idioms containing the words in brackets.

In the past, scientists missed [1]_____ (golden) in the development of drones: learning from nature. So when researchers [2]_____ (green), they started conducting experiments to learn more about how birds cope with navigating through turbulent air conditions, a previously [3]_____ (grey) in their knowledge. Now that much of the [4]_____ (red) involved in drone research has been removed, engineers are hoping to apply features developed from studies of birds to their designs. Drones won't start appearing in our skies [5]_____ (blue), but their development certainly seems to be enjoying a [6]_____ (purple), thanks to our feathered friends!

Marks ___ / 6

3 Replace the phrases in italics with euphemisms.

1 Young British people starting work today will have to wait longer to retire and enjoy their *old age*.
2 Absence from work due to illness has decreased. It seems workers are *getting ill* less frequently.
3 30% of adults aged between 65 and 74 are *unable to hear well*. This increases to 50% of people over 85.
4 When people are *becoming old*, they often reassess their working hours and slow down a little.
5 The Prince's Trust offers grants to help the *poorer members of society* set up their own businesses.
6 The 2010 Equality Act is a UK law which protects disabled people, including those who are *unable to see very well*, from discrimination.

Marks ___ / 6

4 Complete the definitions of phrases with *end* with one word in each gap.

1 If you are on the _____ end of someone's actions, you are affected by them.
2 If there is light at the end of the _____, there are signs that a situation will improve.
3 If you're at your _____ end, you are so worried or confused that you don't know what to do next.
4 If someone meets an _____ end, they die young.
5 If something happens for years _____ end, it happens for years without stopping.
6 If there is no end in _____, you don't know when something will end or stop.
7 The _____ of the end of something is the point where it starts to get worse, fail or end.

Marks ___ / 7

Grammar

5 Rewrite the sentences using the words in brackets.

1 There is a good chance that cloned humans will have appeared by 2070. (seems)

_____

2 The ability to log on to the internet directly from our minds could be possible in around 2060. (anticipated)

_____

3 The result of developments in technology means commercial flights could be pilotless by 2030. (probable)

_____

4 Cars may be fully automated by 2037. (perhaps)

_____

5 By 2060, a base on Mars could possibly have been established. (might)

_____

6 It is possible that sweat-powered smart watches will be on sale by 2030. (conceivably)

_____

Marks ___ / 6

6 Choose the correct words.

A few years ago, scientists at the British Museum used a CT scanner to reveal details of eight Egyptian mummies. It was an experiment [1]**for** / **to** build up a 3D picture layer by layer. Once the scan of each mummy was complete, an amazingly clear image of the skeleton was revealed. It is fascinating [2]**how** / **what** detailed the images of hair, muscles, teeth and bone were. This proved beneficial [3]**of** / **to** researchers in learning about how the people lived and died. For example, some of the arteries were blocked up with fatty deposits, so it is obvious [4]**that** / **for** heart disease was a killer as far back as 700AD. It was also the [5]**high** / **first** time scientists had seen signs of abscesses.

It is [6]**daunting** / **incredible** that science is able to improve our knowledge of the distant past as well as the present. It is [7]**worth** / **good** remembering that studying the past would help us define the future.

Marks ___ / 7

7 Complete the sentences with one word in each gap.

1 It doesn't contain sugar, even _____ it tastes sweet.
2 There was no difference in outcome. It was _____ as if they had been treated the same.
3 _____ there are no active ingredients, natural remedies can still make you feel better.
4 It wasn't as _____ science had found a miracle cure; the positive effects were short-lived.
5 As unlikely _____ it might sound, some scientists believe smallpox could re-emerge.
6 Some people may act _____ they are ill, even though they haven't got any symptoms.
7 In some ways, the placebo effect is as _____ of an unknown as it ever was.

Marks ___ / 7

Total ___ / 45

The universe

1 Complete adjectives 1–10 with the suffixes *-(i)al*, *-ar*, *-ary* or *-ic*.

1 sol_____
2 cosm_____
3 celest_____
4 planet_____
5 stell_____
6 atmospher_____
7 gravitation_____
8 terrestr_____
9 galact_____
10 lun_____

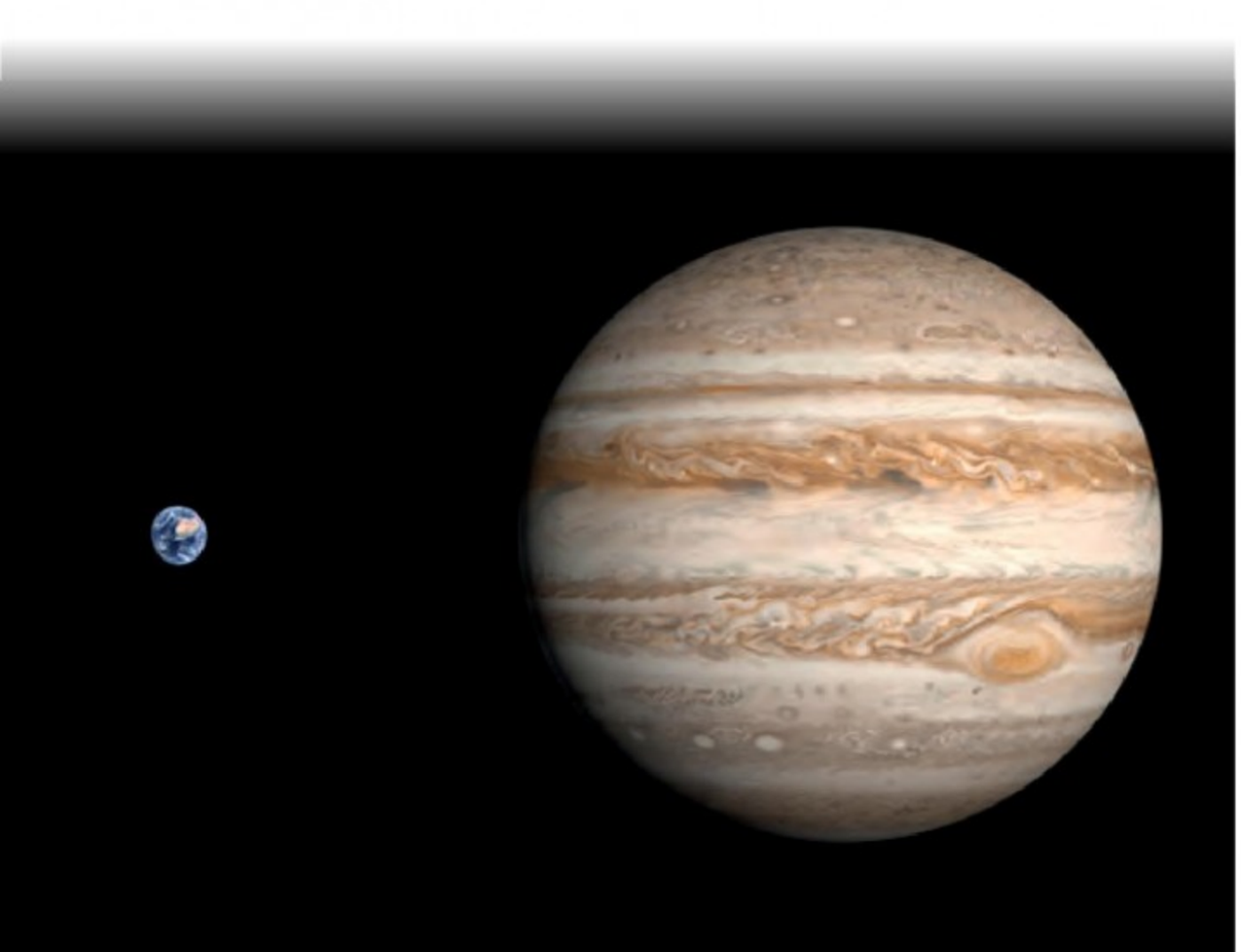
2 Match the adjectives in exercise 1 to definitions a–j.

connected with:

a the planets
b the moon
c the force of gravity
d the galaxy
e the air and the atmosphere around the earth
f the stars
g the earth, as opposed to the sky, the sea or space
h the sky or space as seen from the earth
i the cosmos: the planets, stars and the whole universe
j the sun

3 Complete the sentences with the adjectives in exercise 1. Sometimes more than one answer is possible.

1 _____ power is widely used for heating water in places with hot climates.
2 On the _____ scale, stars are minute specks in a vast ocean of space.
3 The rescued climbers are returned to normal _____ pressure in controlled conditions.
4 The effects of climate change on marine and _____ ecosystems vary considerably.
5 This was the first proof of a _____ system similar to our own, with planets having roughly circular orbits.
6 NASA's Reconnaissance Orbiter is in orbit around the moon, taking thousands of images to map the _____ surface.
7 Planets and other _____ bodies are named after characters from Greek or Roman mythology.
8 These _____ explosions, known as supernovae, occur every 25 to 100 years in a typical large galaxy.
9 Tritium is produced naturally in the upper atmosphere when _____ rays strike air molecules.
10 Large planets like Jupiter have _____ fields far stronger than the Earth's.



The workplace

1 Complete collocations 1–10 with the words below. Then match the collocations to definitions a–j.

career ■ holiday ■ human ■ job ■ pension ■ public ■ recruitment ■ redundancy ■ sick ■ zero-hours

1 _____ agency
2 _____ application
3 _____ resources
4 _____ ladder
5 the _____ sector
6 _____ entitlement
7 _____ leave
8 _____ payment
9 _____ contract
10 _____ scheme

a progress from junior to more senior jobs over time
b time when you are not at work because of illness
c a department dealing with recruitment, training, etc.
d a business that helps companies to find new employees
e money that a company pays an employee when they lose their job because they are not needed
f an agreement that an employee will work when they are needed, with no guaranteed regular working hours
g a system where an employee makes payments while they are working to give them income in retirement
h businesses or areas of work that are owned or controlled by the government
i the number of non-working days you can take each year according to your employment contract
j a written request for a job, which may include a form, a letter or email, and / or a CV

2 Complete the text with collocations from exercise 1.

ENTERING THE JOB MARKET

In an increasingly competitive job market, getting a foot on the [1]_____ can be tough. Whilst the proliferation of job-hunting websites makes it relatively easy to find out about job vacancies, getting your [2]_____ past the staff in [3]_____ and onto the desk of your potential new boss is a greater challenge. When there are hundreds of applications to compete with, applicants can be rejected on points as trivial as spelling mistakes or a poorly laid-out CV. Going through a [4]_____ can help you navigate this stage with a consultant on hand to pick up on any issues before your application is even submitted.

The problems don't end, though, even once you've secured your dream job. Employers in both the private and [5]_____ , are demanding more and more from their new employees. You could find yourself on a [6]_____ with no guaranteed hours or income. And check the small print, too, for details about [7]_____ and [8]_____ . Sadly, flexible working also seems to mean flexible responsibilities!

Listening

1 10.4 **Listen to a radio programme. Are the sentences true (T) or false (F)? Correct the false sentences.**

1 A change in the portability of technology has had an impact on what is available for disabled people.
2 Smart glasses could help people with Asperger's syndrome distinguish other people's moods.
3 So far, invasive technology for artificial limbs has met with strong criticism.
4 Nick believes that initially, society might not want to support disabled people using driverless cars.
5 Google Ventures plans to start a taxi service for people with disabilities.
6 The presenter believes that the new technology will help disabled people achieve equality in society.

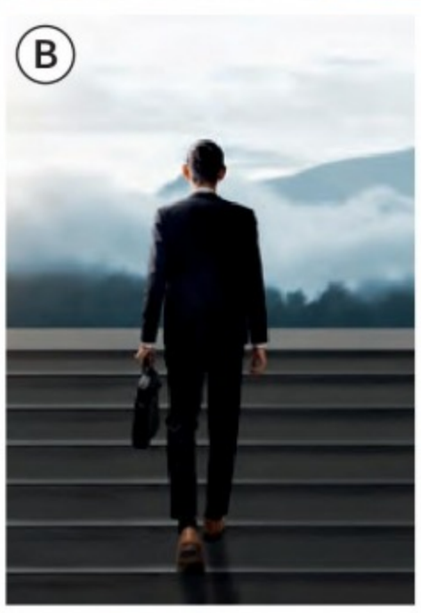
Speaking

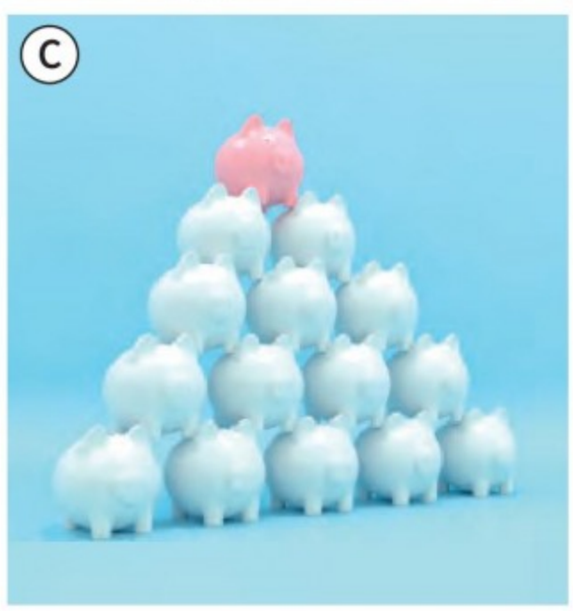
2 Work in pairs. Think about your future job. Would you prefer to work for a big company, a small company or be self-employed? Why? Discuss the environment you would like to work in.

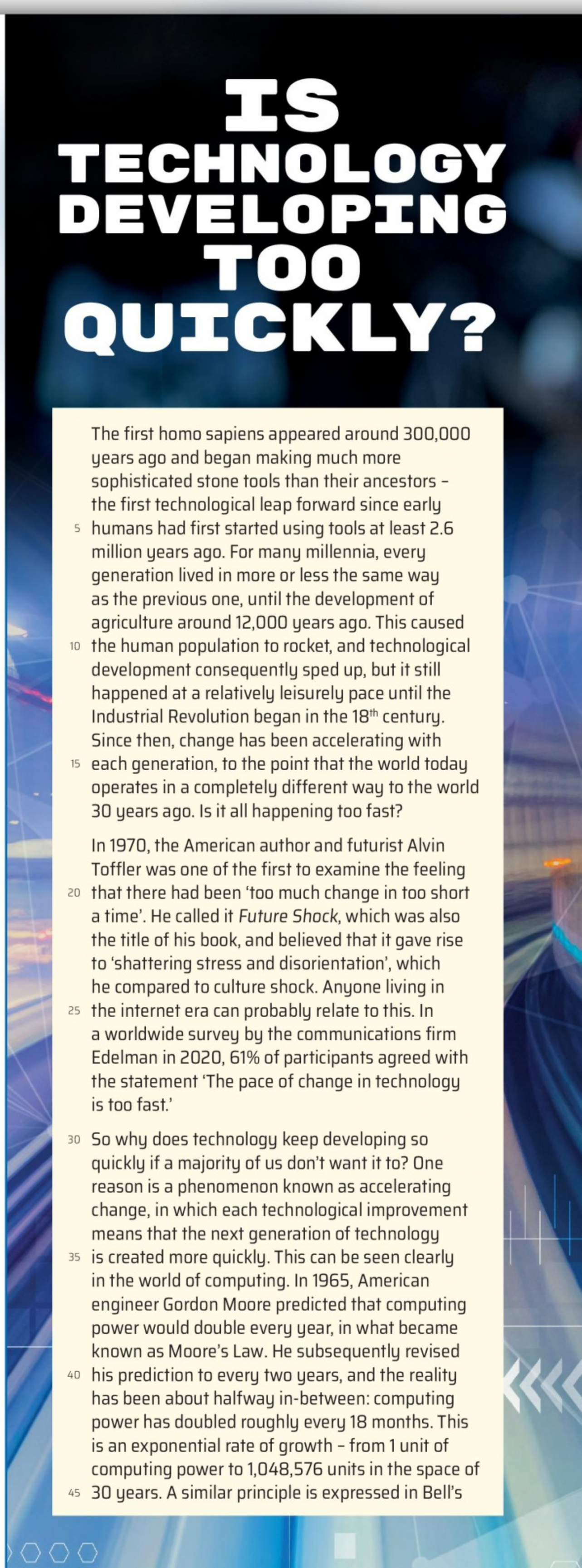
3 Work in small groups. A number of employers from your area have been invited to a conference at your school, where they will talk about future career prospects for young graduates in their companies. You are preparing a poster advertising the event. Below are three photos that you can use for your poster. Compare and contrast them. Discuss the questions.

1 Which photo would be most suitable? Why?
2 Why are you rejecting the other two photos?









The first homo sapiens appeared around 300,000 years ago and began making much more sophisticated stone tools than their ancestors – the first technological leap forward since early humans had first started using tools at least 2.6 million years ago. For many millennia, every generation lived in more or less the same way as the previous one, until the development of agriculture around 12,000 years ago. This caused the human population to rocket, and technological development consequently sped up, but it still happened at a relatively leisurely pace until the Industrial Revolution began in the 18th century. Since then, change has been accelerating with each generation, to the point that the world today operates in a completely different way to the world 30 years ago. Is it all happening too fast?

In 1970, the American author and futurist Alvin Toffler was one of the first to examine the feeling that there had been 'too much change in too short a time'. He called it *Future Shock*, which was also the title of his book, and believed that it gave rise to 'shattering stress and disorientation', which he compared to culture shock. Anyone living in the internet era can probably relate to this. In a worldwide survey by the communications firm Edelman in 2020, 61% of participants agreed with the statement 'The pace of change in technology is too fast.'

So why does technology keep developing so quickly if a majority of us don't want it to? One reason is a phenomenon known as accelerating change, in which each technological improvement means that the next generation of technology is created more quickly. This can be seen clearly in the world of computing. In 1965, American engineer Gordon Moore predicted that computing power would double every year, in what became known as Moore's Law. He subsequently revised his prediction to every two years, and the reality has been about halfway in-between: computing power has doubled roughly every 18 months. This is an exponential rate of growth – from 1 unit of computing power to 1,048,576 units in the space of 30 years. A similar principle is expressed in Bell's



Law, formulated in 1972, which states that new types of computer system emerge every ten years that are ten times smaller, cheaper and faster. Again, this has proved to be largely accurate so far. A popular illustration of this is the fact that the smartphone in your pocket is more powerful than the computer used in the 1969 moon landings. In fact, it's a lot more powerful – a typical smartphone today has over 100,000 times more processing power and over a million times more memory.

Another factor in the rapid evolution of technology is money. While many consumers may say they think technology is developing too quickly, many of us still feel a compulsion to keep buying the newest, smartest devices. Because there is such a strong market for new technology, tech companies have large budgets for the development of new products. Governments also recognize the importance of technological development – and its potential to give them the upper hand over their rivals – so many provide generous funding for research into new technologies.

Personally, I'm torn on this issue. On the one hand, it's true that I am a bit of a tech aficionado, and I have been known to queue up to buy the latest version of a device on the day it comes out. On the other hand, I'm painfully aware that my addiction to new technology flies in the face of everything I believe about protecting the environment – we all know how bad these mass-produced devices are for the planet. I also don't like the idea that I'm being brainwashed by tech companies into believing that I need their new products. And while I think that many new technological developments are exciting, others are downright scary. I can't help feeling that AI could become a menace to society, as well as spelling the end of any privacy we still have left. Perhaps the answer is a change of focus: we could continue making great strides in technological development, but concentrate our efforts on green technology rather than flashy devices that will languish unused in a year or two.

Reading

4 Read the article. Are the sentences true (T) or false (F)? Correct the false sentences.

1 According to the article, the emergence of homo sapiens coincided with new developments in tool-making.
2 More than half of the respondents in the Edelman survey have a view which corresponds with the Alvin Toffler quote.
3 The writer believes Bell's law is a poor reflection of recent developments in computing.
4 The writer uses the example of the smartphone versus the 1969 space computer to make the point that people don't make enough use of smartphones' capabilities.
5 The writer suggests that our tendencies as consumers often contradict our views on technological change.
6 The writer implies that environmental considerations are the deciding factor in her own purchasing decisions.

Grammar and vocabulary

5 Complete the text with one word in each gap.

When Marisa Mayer was appointed Yahoo's chief executive in 2012, her appointment generated far more headlines than a man's would [1]_____ . More than a decade later, it still seems as if female tech bosses are only appointed [2]_____ in a blue moon. So why do so many girls and young women buy [3]_____ the idea that working in IT is not for them?

It seems that gender differences become apparent during school IT lessons, even [4]_____ there is no difference in ability. According to one female IT teacher in the UK, girls are a little more shy when it comes to their IT skills, so they are less likely to [5]_____ the initiative in IT classes. This may result [6]_____ societal expectations about what girls and boys are good at, which mean that it isn't a level [7]_____ field from the start .

Of course, it is [8]_____ remembering that this is only one opinion, and there are plenty of young women who are bucking this [9]_____ . At the same time, a growing number of organizations are encouraging girls and women to consider careers in IT. Does this mean that another ten years down the line, female tech bosses will [10]_____ become the norm? Only time will tell.

Writing

6 Write a discursive essay on the topic below.

'Major tech companies cannot be trusted.' Discuss.

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