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INSIGHT

Advanced Workbook

Second Edition

Lucy Holmes

OXFORD
UNIVERSITY PRESS

Guide for Classroom Presentation Tool



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1 Identity crisis

Vocabulary

Insight Idioms with parts of the body

1 Complete the sentences with idiomatic expressions formed from the pairs of words below. Make any necessary grammatical changes.

■ be / hands ■ bone / contention ■ fly / face
■ get / skin ■ let / face ■ make / bones

1 We can't agree about who is going to inherit the farm. It's still _____ for the family.
2 The minister's argument seems to _____ of what the public actually want.
3 _____ about it – if we want to solve this problem we need to act, and we need to act fast.
4 Don't let her negative comments _____. She's just trying to annoy you.
5 It's my job. The running of the whole summer programme _____ now.
6 _____, no one wants to be picked last for the football team.

Insight Describing change

2 Replace the words in italics with the verbs below.

■ altered ■ enhanced ■ evolve ■ progresses ■ refine
■ restores ■ substituted ■ transform

CAN YOUR IDENTITY CHANGE?



Jakob

You can't deny that we [1]*change and improve* _____ our opinions and ideas as we experience different things in life. Despite this, I can't say that who we are is ever [2]*changed* _____ completely. Things like our skills, looks and situation can all be [3]*improved* _____, but this is superficial. And this is a positive thing, because knowing your real self [4]*gives back again* _____ a sense of direction and permanence in your life. If I [5]*replaced* _____ everything that makes me who I am, I wouldn't be me!



Camille

In my opinion, identity is fluid. By that I mean people's personalities [6]*gradually develop* _____ over time and are determined by their age, beliefs, work and life situation. And so it is quite possible that you'll start out with one identity, [7]*change* _____ because you want to improve yourself, and then go back to some areas of your original characteristics. This is a natural process as someone [8]*moves on* _____ through life.

Vocabulary extra Describing change

3 Complete the sentences with one word in each gap.

1 Max, you ought to pull your _____ up at school if you want to go to university.
2 Her recovery has been slow, but she really seems to have _____ the corner now healthwise.
3 Since I lost my job, my life has been turned _____ down.
4 Please decide now what you want to order, and stop _____ and changing!
5 I thought we had a deal, but then he went and moved the _____ by suddenly increasing the price.

4 Complete the text with the phrases below.

■ altered ■ at hand ■ can evolve ■ get under ■ great strides
■ let's face it ■ upside down ■ was determined

Girl power



When I was ten, I was already telling myself certain 'truths' about myself. It would seem I wasn't alone. This self-labelling by young girls [1]_____ into limitations on who they become later in life if allowed to go unchecked.

In her book, *Ten-Ager* Madonna King [2]_____ to try and look at life through the eyes of a ten-year-old girl. Close [3]_____ to help her in her research were 500 ten-year-old girls, 1,600 mums, 400 dads and 100 teachers.

More often than not, the girls told her 'I can't do maths' or 'I can't do sports'. Many girls in this age group believed this. Why? Comparing themselves to others seemed to be the main factor: [4]_____, getting a B in maths is great, but if someone else got an A, this [5]_____ how the girls viewed their own grade – they felt inadequate. Likewise if they didn't make the hockey team, they equated this with being bad at sports generally. At a time in their lives when they could be making [6]_____, they weren't progressing because of a lack of confidence. They let these comparisons with others [7]_____ their skin.

The challenge for parents and educators is to encourage girls to turn their way of thinking [8]_____. They need to stop saying, 'I can't ...' and start realizing they can. Only then will they allow doors to open, instead of closing them.

5 TASK What does identity mean to you? Discuss the following topics in relation to it.

■ abilities ■ friendships ■ internal voice ■ personality

Grammar

The perfect aspect

1 Complete the sentences with the correct perfect form of the verbs in brackets.

1 _____ (inherit) our grandmother's record collection, my brother sold all the records. I _____ (not forgive) him.

2 We _____ (move) around a lot since I was a kid. _____ (live) in so many different countries, I can't see the point in getting attached to things.

3 On my 18th birthday, my mother gave me a ring she _____ (receive) from her grandmother. I _____ (wear) it every day since.

4 My cousin was hoping _____ (settle) in Australia by now, but she _____ (not find) it easy to integrate.

5 Working on our family tree has been interesting. I didn't expect _____ (identify) so many people, but by the time I have finished, we _____ (document) eight generations.

6 I _____ (never / feel) sentimental about objects, even things that _____ (be) in my family for years.

2 Write sentences using the perfect simple or the perfect continuous form of the verbs. If both forms are possible, use the continuous.

1 by next summer / we / leave / our village / and we / live / in Canada for a whole year

_____

2 I / try / get a visa for months / but / I / not manage it / yet

_____

3 we / trace / our distant cousins / for years and I / already meet / some relations / on my father's side

_____

4 we / plan / to move house for ages / but now / we / just / decide / to stay here and extend

_____

5 you / text / your friend all morning / and that's why / you / not finish / your schoolwork

_____

3 Correct one mistake in each post.

talkingaboutwhatmatters.org/identity

What object(s) identify you most? What thing(s) would you never part with?

Ju, China: My laptop, I think. My whole life is on there, so I'm glad I hadn't ever lost it.

Fernando, Barcelona: My football shirt! I've been wearing it to every match I've been to since I was a kid.

Albert, Hungary: My twin – not a thing, so I hope that's allowed! He's studying abroad at the moment. Before he left, I haven't realized how close we were.

Aleida, Holland: A necklace made by my grandmother. Have passed it on to me, my mother made me promise to keep it.

Anja, Belgium: Paintings by my grandad. My dad has been giving me one a year, every year on my birthday. By the time I'm 21, I'll be having given all of them.

5 comments **Post a comment** **Share**

4 Complete the description with the correct perfect form of the verbs below.

■ analyse ■ be ■ believe ■ delight ■ detach ■ show ■ touch ■ visit ■ want



If you [1]_____ Edinburgh, you may well have visited the National Museum of Scotland. On Level 1, you'll notice an exhibit which [2]_____ visitors for a number of years.

Discovered in 2004, the Muonionalusta meteorite is believed [3]_____ from a larger mass some 800,000 years ago. [4]_____ by scientists, it was discovered to consist of 8.5% nickel and 91.5% iron, making it extremely magnetic. Initially, scientists [5]_____ that the material the meteorite is made of was unique, but further research [6]_____ that it is similar to the material which forms the Earth's core. It is also rather heavy: around 170 kg, which, to put it in context, is about the same weight as a giant panda!

Before being put on display at the museum, it was named after the parish in which it was found in northern Sweden. Peter Davidson, Senior Curator of Mineralogy at the museum, explained why the museum [7]_____ it in their collection: 'So that visitors can touch a real extra-terrestrial object, feeling both the strangeness and familiarity of these rocks from outer space.'

The National Museum of Scotland [8]_____ the second most visited attraction in the UK outside London in recent years, and usually welcomes almost 2.2 million visitors annually. That's a lot of people who [9]_____ a meteorite by the end of the year!

5 TASK Which objects do you think identify your country? Think about artefacts, plants, animals and buildings. Give reasons for your answers.

Listening, vocabulary and speaking

V Insight Belonging and alienation

1 Complete the sentences with the correct form of the words in brackets.

1 The younger a child is, the easier they build _____ with other students and a sense of _____ to the school. (associate / loyal)
2 It's important to recognize the first signs of _____ and _____ in new immigrant communities. (disaffect / marginal)
3 After enjoying an initial _____ with my new classmates, I started to get signs of _____ from them, which was upsetting for me. (rapport / reject)
4 Developing an _____ to a new environment is essential in order to avoid feelings of _____. (attach / isolate)

Vocabulary extra Separation

2 Complete the words with the correct endings.

1 The exclu_____ of certain groups from the political process leads to them feeling invisible.
2 My dream is to live in an isola_____ cottage in the middle of nowhere.
3 The policy of segre_____ for children who behave badly in school is now under review.
4 His inability to relate to others and his alien_____ manner made forming new friendships a challenge.
5 The move from secondary school to university proves to be an isola_____ experience for some students.
6 The sports campaign backfired. It did little more than alien_____ loyal customers.

Making predictions

3 1.01 Listen to the first two speakers in a meeting. Who is talking and what is the purpose of the meeting? What is each speaker hoping to achieve?



4 1.01 Listen to the whole recording. Match the speakers, Hanna (H), Asad (A) and Dan (D), to comments 1–7.

1 I hope that my scheme will eventually be run by the people of the area. ____ , ____
2 My scheme is intended to develop into a long-term project. ____ , ____
3 I have thought about the equipment that might be needed. ____
4 My ideas are based on an informal study of local communities. ____ , ____
5 I think it's important that people with physical challenges aren't excluded. ____
6 I have thought about ways of getting financial support. ____
7 I intend to get students from immigrant communities working with their own family. ____

5 Which of the three ideas do you think is the best? Why?

6 Complete the phrases for making predictions in the dialogue with the words below.

bound ■ certain ■ going ■ imagine ■ likely ■ probability ■ realistic

A So, how shall we set the room up?
B I think it's quite [1]_____ to be crowded so maybe we can put some of the tables and chairs outside.
A Good idea. What about if it rains?
B I don't [2]_____ there's much chance of that, as I saw the forecast. But I guess we could use the school marquee in case. How about the seating inside?
A Well, the stalls will be in the middle, so there's not [3]_____ to be much space.
B You mean people will have to stand? In all [4]_____, there will be a few elderly people. It's not [5]_____ to expect them to stand.
A I get your point. Maybe we can put a few chairs over there.
B Yes, that would work. And it's out of the way of the doors. That just leaves the children's activities.
A I can't say for [6]_____, but we should be able to use one of the classrooms for that. It will free up some more space in the hall.
B OK, I think that's it. There's [7]_____ to be something we've forgotten, but we've got a general plan.

7 TASK Think about how your school, college or university could make different groups of people feel less isolated. Make notes on your scheme and prepare a short presentation about it.

Name / Type of scheme	
People involved	
Equipment / Funding	
Event(s)	
Benefits	

Vocabulary and grammar

1 Read the two poems about Angel Island on this page. Answer the questions.

1 Where were the writers emigrating from and to?

_____

2 Where were they at the time of writing the poems?

_____

2 Read the poems again. Answer the questions. Write A, B or both.

Which poem:

1 refers to the need for funding for their journey?
2 tells us when they travelled?
3 describes the emotion of leaving their homeland?
4 tells us about their expectations on arriving?
5 refers to experiencing cruelty?
6 expresses positive feelings towards their host country?
7 mentions a change of plan?
8 offers a recommendation to others in the same situation?

3 Find words or references in the poems that match definitions 1–8.

1 sailed
2 not making me suffer any more
3 make me feel sad
4 the expression on your face
5 the name of a ship
6 became unable to speak through emotion
7 strict and unfair
8 cruel treatment

Insight Literary devices

4 Match three of these literary devices to the underlined sections in the two poems.

1 personification
2 repetition
3 assonance
4 imagery
5 irony

5 1.02 Listen to another of the Angel Island poems. Answer the questions.

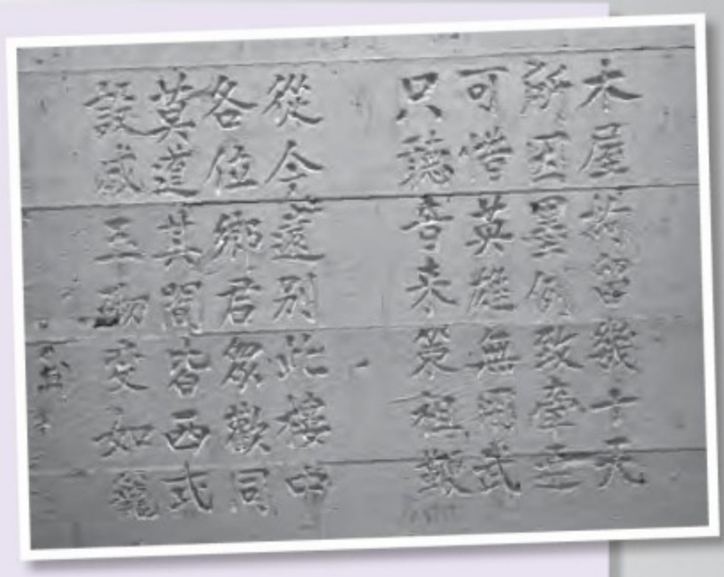
1 How is the theme in this poem different from poems A and B?
2 The writer uses assonance in the line below. What effect does this have on the sentence? How does this reflect the meaning of the words?
The days are long and the bottle constantly empty;

6 TASK In small groups, discuss:

- how you would feel leaving your country for America.
- how you would feel if you were one of the people detained on Angel Island.
- what makes people relocate to a foreign country.

Poems from Angel Island

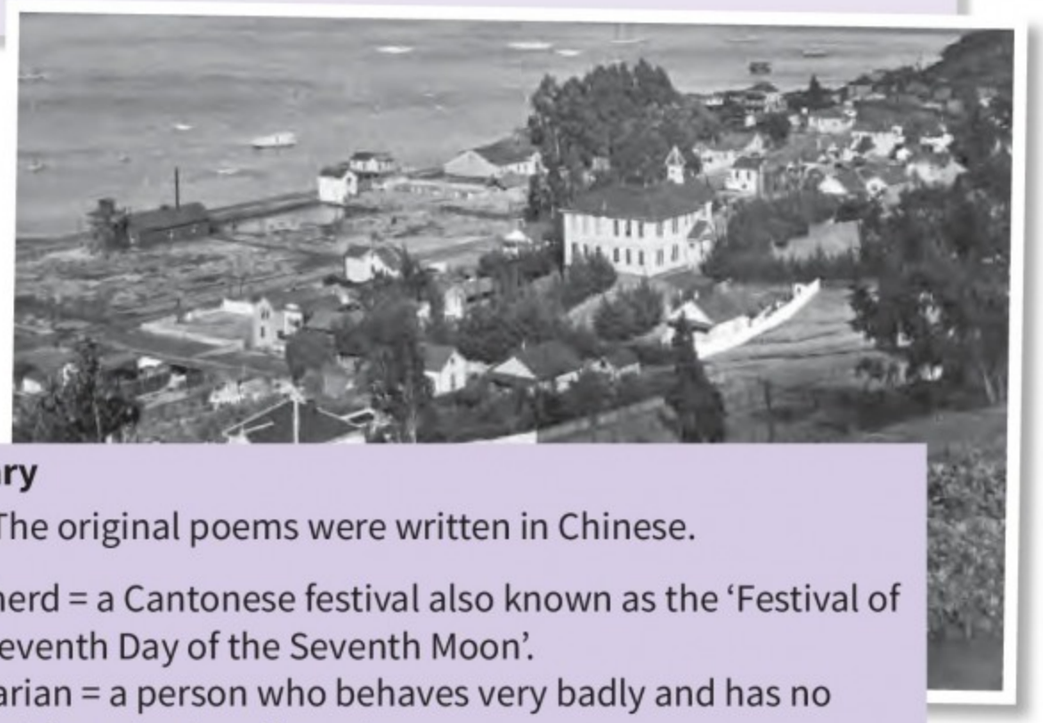
(A)



Originally, I had intended to come to America last year.
Lack of money delayed me until early autumn.
*It was on the day that the Weaver Maiden met the Cowherd**
That I took passage on the President Lincoln.
I ate wind and tasted waves for more than 20 days.
Fortunately, I arrived safely on the American continent.
I thought I could land in a few days.
How was I to know I would become a prisoner suffering in the wooden building?
The barbarians' abuse is really difficult to take.*
When my family's circumstances stir my emotions, a double stream of tears flow.
I only wish I can land in San Francisco soon.
Thus sparing me the additional sorrow here.

(B)

Just talk about going to the land of the Flowery Flag* and my countenance fills with happiness.
Not without hard work were 1,000 pieces of gold dug up and gathered together.
There were words of farewell to the parents, but the throat choked up first.
There were many feelings, many tears flowing face to face, when parting with the wife.
Waves big as mountains often astonished this traveller.
With laws harsh as tigers, I had a taste of all the barbarities.
Do not forget this day when you land ashore.
Push yourself ahead and do not be lazy or idle.



Glossary

Note: The original poems were written in Chinese.

* Cowherd = a Cantonese festival also known as the 'Festival of the Seventh Day of the Seventh Moon'.
* barbarian = a person who behaves very badly and has no respect for art, education, etc.
* Flowery Flag = a Cantonese colloquialism for the USA.

Reading

1 Why might someone choose to go and live in another country? Rate the ideas from 1 (most likely) to 5 (least likely).

____ to learn a language
____ to find a better quality of life
____ for a job
____ to become more open-minded
____ for a fresh start

2 Read the article. Are the statements from facts (F) or opinions (O) in the context of the article?

1 According to statistics, around a third of Brits living abroad choose New Zealand or Australia in which to live.
2 Speak to anyone who has experienced life in a foreign country and you're bound to find people who agree with me.
3 A recent survey showed that expats' personal identities are impacted when they move abroad.
4 Studies seem to agree that your character adapts to fit in with your chosen location.
5 There are two main influences to my mind. The first is culture.
6 It's obvious that throughout life, people go through changes to their personality.

3 Read the article again and choose the correct answers.

1 In the second paragraph, what is true of British people who decide to relocate to another country?
a Only a tiny percentage choose to go to Europe.
b Not many of them want to go to English-speaking countries.
c The majority choose to learn a second language.
d Australia and New Zealand are the most popular choice.

2 What does the writer say of her own experience?
a She didn't realize the transformation until she went home.
b She couldn't explain quite how she had changed.
c She saw a rather sudden change in her character.
d She became a lot more outgoing and confident.

3 What situation makes Nikhita's character change more evident?
a When she's walking on the noisy streets of New York.
b When she gets worried about going back to India.
c When she fails to appreciate the American way of life.
d When things are delayed in India.

4 How do people change according to a new culture?
a They feel isolated and are forced to meet new people.
b They become more aggressive when they want something.
c They watch the acceptable behaviour of those around them.
d They try to stand out and be noticed by those around them.

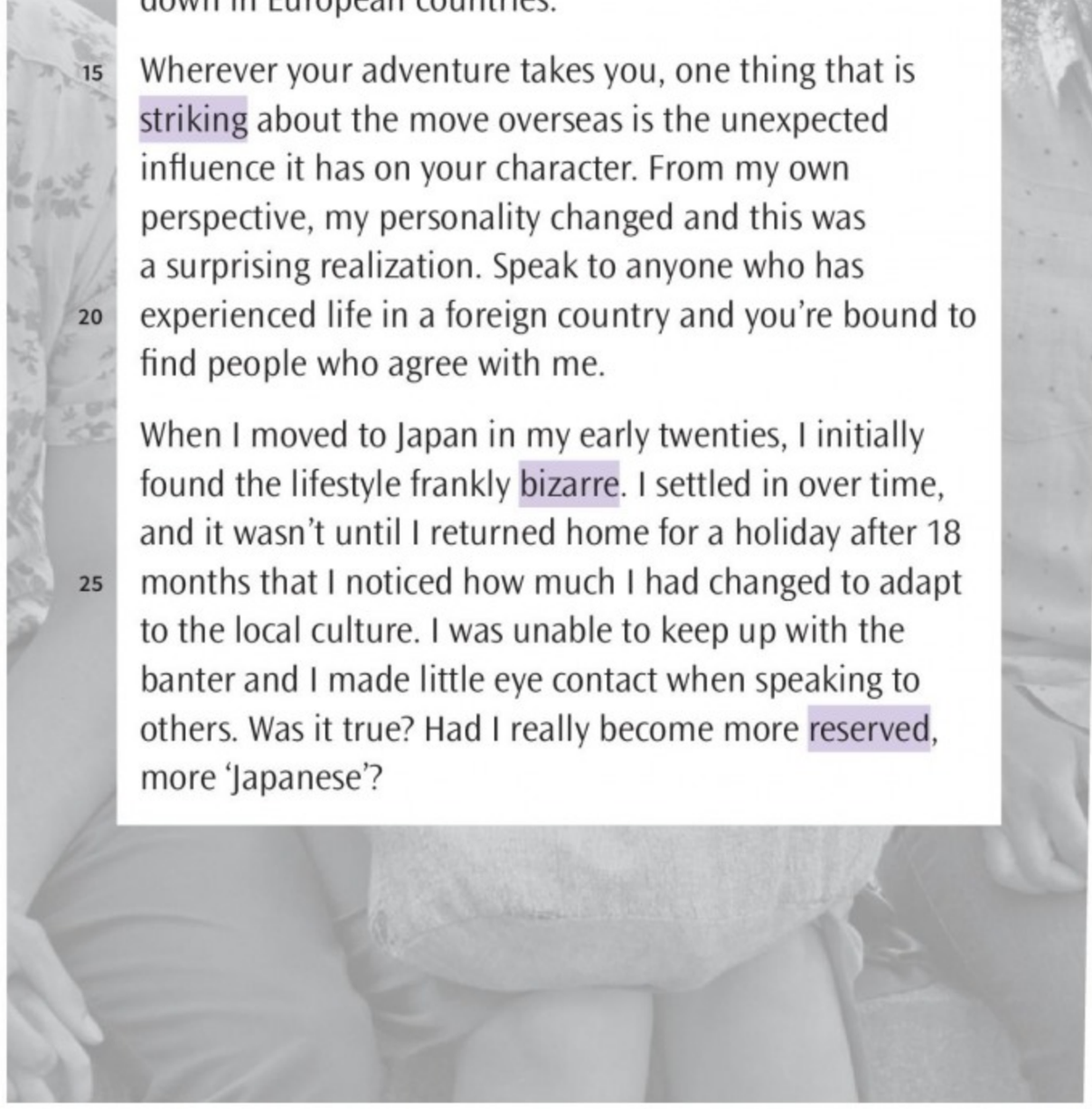
Living abroad: a character-changing experience

Living abroad for a few years is something which is on many people's bucket list. Numerous reasons are given as to why: to broaden your horizons, to advance your career, or to learn a new language are just a few.

The chosen country is as varied as the reasons for going. As English remains widespread internationally, the popularity of English-speaking countries for Brits is perhaps unsurprising. According to statistics, around a third of Brits living abroad choose New Zealand or Australia in which to live. The second choice, at 28%, is Canada or the USA. Having said this, there are obviously some who would like to expand their linguistic skills: in fact, a quarter of the British people who go abroad settle down in European countries.

Wherever your adventure takes you, one thing that is striking about the move overseas is the unexpected influence it has on your character. From my own perspective, my personality changed and this was a surprising realization. Speak to anyone who has experienced life in a foreign country and you're bound to find people who agree with me.

When I moved to Japan in my early twenties, I initially found the lifestyle frankly bizarre. I settled in over time, and it wasn't until I returned home for a holiday after 18 months that I noticed how much I had changed to adapt to the local culture. I was unable to keep up with the banter and I made little eye contact when speaking to others. Was it true? Had I really become more reserved, more 'Japanese'?



5 What is the writer's main message in the last two paragraphs?
a Everyone should be made to have a year out.
b Travel is a particularly powerful force for change in people's lives.
c Education plays a big part in how people behave.
d Travel causes people to become less tolerant of others.

It turns out I'm not the only one who has noticed this shift of character. Nikhita Mahtani, originally from the suburbs of Mumbai in India, started off hating New York. It was so different from where she had been raised: the city was just too loud, too hectic, too crazy and basically just all a bit too much for her. That is, until she learned to embrace the Big Apple. Now when she goes home to India, she starts to feel anxious if things don't start on time and is prone to getting heated when a conversation becomes an argument. Needless to say, this wouldn't have been the case if she'd never lived away from her native country.

A recent survey showed that expats' personal identities are impacted when they move abroad. Of the people questioned, 35% stated that their sense of identity had been transformed, while 31% said that they felt like a better person due to their experience. Studies seem to agree that your character adapts to fit in with your chosen location. The Journal of Research in Personality studied the personality traits of people in various areas of the USA. It found that people from the Southeast and Midwest tend to be generally perceived as friendlier, whereas New Yorkers were seen as more highly strung and less agreeable.

So, what causes this change? There are two main influences to my mind. The first is culture. It is undeniable that you can't immerse yourself in a culture and not be affected by it. In my case, I slowly but surely took on the norms of Japanese society. If I had been too loud and made eye contact too directly, I may well not have fitted in in social situations. Western culture focuses more on the individual rather than the group, and this doesn't sit well in a culture where the emphasis is on the good of the group and not standing out from the crowd. Likewise, Nikhita would have soon learned that in New York society, if you're late for appointments, this is unacceptable and can lead to missed opportunities and alienation. She'd also have understood that if she wanted something, she'd have to fight for it, making her more assertive in an argument.

The other influence is personal growth. It's obvious that throughout life, people go through changes to their personality. In this way who we are is a fluid concept which changes and evolves as a result of the experiences we go through. Education, relationships and career all play a part in this, but many people believe that travel in particular makes you more open-minded, as it makes people of different cultures seem less 'other' and so we become more accepting of them.

There are many rewards from moving to foreign lands, whether it be learning a new language, meeting new people or learning about another culture. Whatever your own reason for doing this is though, don't be surprised if you come back a new person!



4 Study the highlighted adjectives in the article and explain their meaning. Then use them to complete the sentences.

1 Have you noticed that Dad bears a _____ resemblance to Will Smith?
2 When they are in formal situations, people tend to be rather _____ and not show their true emotions or opinions.
3 I've learned to be more _____ as I've got older – it's important to communicate your thoughts.
4 That climate change is happening is _____ to the majority of scientists.
5 Don't tell Dan the news. He's so _____ he'll just get stressed.
6 That man's suit was _____ – I've never seen anything so strange and impractical!
7 Can we meet next week? This week is so _____ I just don't have time.
8 Her _____ knowledge is exactly what you'd want in a language lecturer.

5 TASK Create a mind map to reflect the changes to your personality that you have noticed from the start of primary school until the present date, and the experiences which caused these changes to occur.

Write:

- your name in the middle of a piece of paper.
- the big changes to your personality you have noticed in separate circles which connect to the circle with your name.
- what happened to cause these changes in separate circles coming off each big change to your personality.

Writing An email to a newspaper

1 Choose the correct word to complete the sentences.

1 Everyone has a right to move freely on this earth. **While** / **That said**, there do have to be some limits on the number of people entering a country.
2 **Consequently** / **While** I agree that you should know about the history and culture of a country, I think many native speakers would struggle to understand some of the questions.
3 I have never moved to a foreign country. **As a result** / **However**, I am unaware of the procedure needed to gain citizenship.
4 **That said** / **Even though** Northern Ireland is a part of the United Kingdom, the Republic of Ireland isn't.
5 You learn all about the culture when you live abroad. **Furthermore** / **Even though**, you are exposed to the language on a daily basis.

2 Read the email to a newspaper about citizenship tests. What is the writer's overall opinion?

TO FROM

To the Editor,

I have been following with interest the recent debate regarding citizenship tests. [1]**Although** / **However,** I recognize that the system requires refinement, I feel there is a need to set out the benefits which undoubtedly arise from such a programme.

It is reasonable to expect newcomers to have both linguistic skills and cultural awareness. These go hand in hand in the integration process and [2]**therefore** / **however** require monitoring. This is possible [3]**because of** / **in spite of** the citizenship test, which seems both a fair and practical system. [4]**Consequently,** / **Moreover,** the process of naturalization may [5]**result** / **lead to** a more positive attitude from the host nation because of the newcomers' proven commitment to their new home. Research suggests that employers tend to see naturalized citizens as better integrated, which in turn may give rise to better employment prospects. Last but not least, there is the symbolic importance of the test and the legitimate sense of pride and belonging that successful candidates achieve.

[6]**Despite** / **Even though** these benefits, I realize that the system is not perfect. There has been fair criticism of the test [7]**owing to** / **account of** poorly devised questions that even citizens by birth couldn't answer! [8]**However,** / **Furthermore,** complaints of the test favouring male candidates need to be addressed.

With migration growing and concerns about loss of national identity, it is clear we need to find ways to monitor immigration and encourage social cohesion. On balance, I feel [9]**the result in** / **the effect of** the citizenship test is to encourage immigrants to integrate more quickly and more fully.

Yours faithfully,

Mr J Smythe, Stockport, England

3 Read the email again and choose the correct linking words.

4 Underline the evaluation language in the email that reinforces the writer's overall opinion.

Writing guide

■ **TASK** **Write an email responding to the extract below.**

… so we need to protest against the ever-increasing barriers put in the way of legitimate migrants. My vote would be to do away with the ridiculous citizenship test with its questions on history and culture that not even I can answer. Declaring your loyalty to a country in a ceremony does not make you a trustworthy citizen. Let's replace this clumsy system with a sophisticated and reliable way of welcoming people who will benefit our country.



■ **PLAN 1** **Think about the following.**

- What makes a good citizen. Who decides that?
- How citizenship can be tested. How much does a migrant need to know about the host culture?
- What should happen to people who don't pass a citizenship test.
- What the role of citizenship is in integration and social cohesion.

■ **PLAN 2** **Follow the plan.**

Paragraph 1: Introduce your reason for writing and refer to the extract. What points do you want to raise?
Paragraph 2: Present your point of view. Give evidence to support it.
Paragraph 3: Mention the opposite point of view and restate your own.
Paragraph 4: Sum up your ideas.

■ **WRITE** **Write your email. Use the paragraph plan to help you.**

■ **REVIEW** **Check the following points.**

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

U1 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 1A	Mark
I can recognize inference in figurative language.	
I can recognize a range of idiomatic phrases about the body.	
I can describe change using a variety of verbs.	
How can I improve?	

Lesson 1B	Mark
I can match speakers to statements.	
I can use the perfect aspect to talk about experiences.	
How can I improve?	

Lesson 1C	Mark
I can understand key points and supporting detail in a discussion.	
I can recognize metaphorical use of nouns to describe belonging and alienation.	
I can make and respond to predictions.	
How can I improve?	

Lesson 1D	Mark
I can recognize general formulae and simple text features of a poem.	
I can recognize a range of literary devices.	
How can I improve?	

Lesson 1E	Mark
I can write a formal email.	
I can recognize evaluation language used to express a personal viewpoint.	
I can use linking words to connect ideas.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

2 Crime and punishment

Vocabulary

Insight Adjective patterns

1 Rewrite the sentences to include the two adjectives in brackets in the correct positions.

1 At the weekend, in a case of bystander apathy, a man was attacked in a busy shopping centre, but nobody did anything to help the victim in the environment. (classic / low-security)
2 Detectives working on the case fear for the well-being of the man and are seeking the middle-aged woman for the attack. (concerned / responsible)
3 A spokesperson for the police said that members of the public had come forward with information, but an arrest was going to be difficult in this case. (valuable / typical)
4 The officers took every step to ensure that the woman was well looked after. (supportive / involved)
5 The victims of crime were to discuss their experiences with each other and for some this was the best therapy after the ordeal. (free / possible)

Insight Behaviour: conformity and nonconformity

2 Replace phrases 1–7 with phrases formed from the verbs below.

bow ■ buck ■ follow ■ go ■ spur ■ step ■ turn

1 do something that is the opposite of what is usually done _____
2 respond to a challenge _____
3 urge to do something _____
4 change a general tendency in a positive way _____
5 do what someone else wants you to do _____
6 ignore _____
7 do what somebody else is doing _____

Vocabulary extra Describing reactions

3 Choose the correct words.

1 The knock to his head left the thief **resentful** / **unfazed** / **dazed** and confused.
2 When she realized her child was missing, the mother was completely **bewildered** / **distraught** / **overjoyed**.
3 The victim was **resentful** / **overjoyed** / **disorientated** at the accused's long prison sentence.
4 The police officers were **bewildered** / **disorientated** / **dazed**. The killer had managed to kill three people without leaving clues as to who he was.
5 When she came out of the coma, Teresa felt **resentful** / **unfazed** / **disorientated**.

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

■ baffled ■ dazed ■ disorientated ■ distraught ■ make ■ mark ■ overwhelming ■ took ■ unfazed

THE HERO OF SEPTEMBER 11TH 2001

No doubt there were many heroes on that fateful day in New York. Certainly one of them was 36-year-old Michael Benfante.

Benfante was branch manager at Network Plus when American Airlines Flight 11 crashed into the North Tower. As everyone was understandably [1]_____ and confused, he immediately [2]_____ the initiative: he convinced his team to walk down the 81 flights of stairs to get out of the building.

However, when he saw a group of women who were standing still on the 68th floor, he was [3]_____ . Why weren't they trying to escape?

It turned out that one of them was in a wheelchair. Michael and one of his colleagues, John Cerqueira, were [4]_____ . They calmly helped her into a lighter emergency wheelchair and carried her down the stairs. The prospect of this challenge to anyone else may have been [5]_____ , but the two stepped up to the [6]_____ and did what needed to be done.

Just over an hour later, having walked through smoke and fire and clouds of dust, they reached the exit. They helped the woman to safety moments before the tower above them collapsed, and Benfante and Cerqueira had to dive under a truck.

Like everyone else who became [7]_____ by the thick smoke that filled the air, both men were lucky to survive, and to save someone else from almost certain death in the process was incredible.



5 TASK Do you think you would have acted in the same way as Michael Benfante? Why / why not?

Grammar

Insight Narrative tenses

1 Complete the extracts from detective stories with the correct form of the verbs in brackets. Do not use the past simple.

1 Walker surveyed the chaotic scene before him. Two bystanders _____ (shoot) and killed and lay face down on the floor.
2 The victims _____ (lie) in the street for over an hour before the police finally arrived.
3 The CCTV camera had been installed the week before, which was fortunate, because otherwise they _____ (not catch) the criminal on film.
4 Looking at everyone gathered, he made it clear that he _____ (kill) them all if he'd had the chance.
5 The assassin intended to shoot the climate activist just before he _____ (address) the United Nations.
6 As the officer _____ (examine) the body, he noticed an unusual mark on the victim's neck.
7 Although he wasn't guilty, he knew he _____ (blame) for the murder before long. That's why he took the precaution of making sure his alibi was watertight.

Uses of *would*

2 Rewrite the sentences using the words and phrases below. Make any other necessary changes. Has the meaning of the sentence changed? In what way?

■ could ■ prefer ■ used to ■ was going to ■ were going to ■ were often

1 I would rather help someone in need than run away.

_____

2 She wondered whether they would make the crime novel into a film.

_____

3 As a child, my brother would dress up and imagine he was Sherlock Holmes.

_____

4 If someone sued you because they had fallen over in your house, would the case be heard in a civil court instead of a criminal court?

_____

5 In 1883, the first police matrons were employed by the police. Largely, these female police officers would be the wives of serving policemen.

_____

6 Who would have thought that he would join the police force when his dad had been a criminal?

_____

3 Complete the text with the correct form of the verbs in brackets. Do not use the past simple.

The Graff Diamonds robbery

One of the biggest robberies that ever took place was the Graff Diamonds heist in 2009. The story of this robbery sounds like it was lifted from a Hollywood movie script, featuring getaway cars, a criminal overlord and high-tech disguises!

Only hours before the raid, while all was well at the central-London Graff Diamonds store, the two robbers [1]_____ (sit) in a make-up studio in Covent Garden, while a professional make-up artist altered their skin tones and facial features. Earlier, the pair [2]_____ (explain) that the disguises were for a music video they were going to be in.

A few hours later, as they [3]_____ (about / enter) the jewellery shop, no one suspected a thing. Who [4]_____ (would / think) that the two smartly dressed, middle-aged men going through the doorway were the equivalent of balaclava-wearing diamond thieves? It was only when they were inside the building that the pair [5]_____ (pull out) handguns and demand the £40 million worth of jewellery on display.

When the police were alerted, they had to contend with several vehicles which [6]_____ (park) at key points around the shop to block them and allow the robbers to escape. If the police were going to catch them, they [7]_____ (have to) outsmart the criminals.

The thieves may have thought they had planned every last detail, but in the end their downfall was due to a very simple error. They realized they [8]_____ (not succeed) in their mission as soon as they noticed that they [9]_____ (leave) a mobile phone in one getaway car as they quickly transferred to another. Although the numbers in the phone were anonymous, police were able to use them to track the gang's movements and arrest the suspects. Despite the success of the police operation, however, the majority of the diamonds [10]_____ (never / recover).



4 TASK Use your imagination to tell an interesting, scary or exciting crime story using the first sentence below.

A woman was driving down the dark lane in the middle of the storm, when suddenly, she saw something in the road ahead …

■ What happened?
■ What had happened before the main event?
■ What was about to happen?
■ What would have happened if the woman hadn't been there?
■ How does the story end?

Listening, vocabulary and speaking

V Insight Verb and noun suffixes

1 Complete the text with nouns formed from the verbs in brackets.

A story that shocked the world

When the case of South African Paralympian Oscar Pistorius first went to court in 2014, it caused controversy around the world.

Following Pistorius' [1]_____ (acquit) of murder charges for the killing of his girlfriend, Reeva Steenkamp, he was instead convicted of culpable homicide, a crime which carried a much lighter sentence. This was an outcome which divided public opinion. Some believe he had shot and killed Steenkamp through the toilet door after a heated argument. Others believed that Pistorius, who has always maintained his 'not guilty' [2]_____ (plead), mistook her for an intruder.

In 2016, after Pistorius had served two years of his five-year sentence, there was a change of verdict, back to murder. The Court of Appeal overturned his previous [3]_____ (convict) and the bad news didn't stop there. In 2017, Pistorius's sentence was more than doubled by the South African appeal court, to 13 years and five months. This [4]_____ (indict) must have come as a major blow to the [5]_____ (defend) and his legal team.

The initial sentencing was believed to have been too lenient by the [6]_____ (prosecute), who also branded Pistorius' earlier [7]_____ (testify) a fabrication. There were claims that he had received preferential treatment because of his fame, and as a result had not received a harsh enough [8]_____ (penalize). For Reeva's parents, though, all that matters now is finding out the truth about what happened to their daughter.



Vocabulary extra Crime and justice

2 Complete the sentences with the correct form of the verbs below. Use each verb once.

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

1 A top government official has been _____ in the bribery scandal.
2 The young man was _____ overnight for vandalism.
3 Although Mary was _____ of assault and sent to prison, her sister was _____ of any blame. It seems that Mary had acted alone.
4 Farage was _____ in custody to await trial. The judge considered him too dangerous to be _____ on bail.

Paraphrasing and reformulating

3 Choose the correct words.

1 I **would** / **got to** / **used to** live next to a correction centre, but that was ages ago.
2 His grandparents **did constantly** / **were forever** / **would regularly** spoiling him by showering him with gifts.
3 He **was** / **will** / **is always** just sit and play computer games all day.
4 Courts **were to be** / **are continually** / **will forever be** sending juveniles to prison, and I'm not sure how much longer the system can cope.
5 It was hard at first, but gradually Will **was** / **would** / **got** used to the routine of life in prison.
6 Sometimes, they **were** / **would** / **are to** steal 7 or 20 bikes in a weekend.

4 2.01 Listen to a radio phone-in about crime. Match the speakers to the points that they make and support. Write J (James), S (Susie) or G (Greg). Put an X next to the points of view that nobody makes or supports.

1 The legal community is undecided as to whether the three-strikes law has proved to be a valid and useful piece of legislation. ____
2 It is the role of the prison system to try to rehabilitate prisoners rather than merely punish them. ____
3 In California, offenders used to get very long prison sentences even if their third offence was relatively minor. ____
4 Over-punitive sentencing may affect public confidence in the prison system. ____
5 The three-strikes law was introduced for understandable reasons and with good intentions. ____

5 2.01 Listen again and answer the questions.

1 Which of the speakers shows empathy for those in the prison system?
2 Write down a short phrase which this speaker uses to show their empathy.

6 TASK Read the newspaper extract below. Decide what sentence the criminal should get and why. Then read the punishment he actually received and compare it with your answer.

£4,200 damage to trains caused by graffiti

Don Midasoni, a graphic artist from Bristol, travelled to South Wales to spray-paint train carriages during the night. Along with two friends, he was caught on CCTV carrying out the criminal act. He had previously been jailed in France for two months and has 24 previous offences related to criminal damage.

Midasoni was ordered to pay £4,200 in compensation, received a nine-month prison sentence suspended for a year and had to carry out 100 hours of unpaid work.

Vocabulary and grammar

1 Read the extracts from two stories by O. Henry and match them to the titles below. There is one title that you do not need.

1 The Cop and the Anthem
2 The Ransom of Red Chief
3 The Gun between the Eyes

Insight Narrative elements

2 Read extract A again and study the highlighted words. Match six of them to the categories below.

1 An adjective meaning very shiny
2 A verb which expresses birdsong
3 A verb which means to cause or bring about
4 An adjective which means not deserving of respect
5 A phrasal verb which means to remove yourself from a difficult or embarrassing situation
6 An adjective which means losing confidence or strength, or slowing down

3 What do the highlighted words in the text tell you about what is going on in Soapy's mind in the moments before he is stopped by the policeman?

4 Study the underlined phrases and sentences in extract B. Match six of the sentences to the events that they foreshadow below. Give reasons for your answers.

1 ____ The kidnappers were taking advantage of the situation to demand more cash.
2 ____ The kidnappers would hide the boy in a remote place.
3 ____ The kidnappers' victim had a mean streak of his own.
4 ____ It would be hard to make the kidnapped boy's father pay the ransom.
5 ____ The criminals were just about to kidnap the boy.
6 ____ The kidnapped boy would be difficult to control.

5 Read extracts A and B again. Then study the statements about the people below. Do you agree with the statements? Find phrases from the stories that reveal the people's characters.

1 Ebenezer Dorset is serious and authoritative.
2 Ebenezer Dorset's son is disobedient and audacious.
3 The kidnappers are naïve and imprudent.
4 Soapy is an idle, lonely man.

6 TASK Choose one of the stories and imagine how it ends. Write the final paragraph.



A ____

The moon was above, lustrous and serene; vehicles and pedestrians were few; sparrows twittered sleepily in the eaves—for a little while the scene might have been a country churchyard. And the anthem that the organist played cemented Soapy to the iron fence, for he had known it well in the days when his life contained such things as mothers and roses and ambitions and friends and immaculate thoughts and collars.

The conjunction of Soapy's receptive state of mind and the influences about the old church wrought a sudden and wonderful change in his soul. He viewed with swift horror the pit into which he had tumbled, the degraded days, unworthy desires, dead hopes, wrecked faculties and base motives that made up his existence.

And also in a moment his heart responded thrillingly to this novel mood. An instantaneous and strong impulse moved him to battle with his desperate fate. He would pull himself out of the mire; he would make a man of himself again; he would conquer the evil that had taken possession of him. There was time; he was comparatively young yet; he would resurrect his old eager ambitions and pursue them without faltering. Those solemn but sweet organ notes had set up a revolution in him. To-morrow he would go into the roaring downtown district and find work. A fur importer had once offered him a place as driver. He would find him to-morrow and ask for the position. He would be somebody in the world. He would—

Soapy felt a hand laid on his arm. He looked quickly around into the broad face of a policeman.

B ____

We selected for our victim the only child of a prominent citizen named Ebenezer Dorset. [a]The father was respectable and tight, a mortgage fancier and a stern, upright collection-plate passer and forecloser. [b]The kid was a boy of ten, with bas-relief freckles, and hair the colour of the cover of the magazine you buy at the news-stand when you want to catch a train. Bill and me figured that Ebenezer would melt down for a ransom of two thousand dollars to a cent. [c]But wait till I tell you.

About two miles from Summit was a little mountain, covered with a dense cedar brake. [d]On the rear elevation of this mountain was a cave. There we stored provisions. One evening after sundown, we drove in a buggy past old Dorset's house. [e]The kid was in the street, throwing rocks at a kitten on the opposite fence.

"Hey, little boy!" says Bill, "would you like to have a bag of candy and a nice ride?"

[f]The boy catches Bill neatly in the eye with a piece of brick.

[g]"That will cost the old man an extra five hundred dollars," says Bill, [h]climbing over the wheel.

1 In the 'Parable of the Good Samaritan', a story from the Christian Bible, a man from Samaria helps another man who has been robbed and left to die, thus showing that he is a good neighbour. Have you ever helped someone in difficulty? Do you consider yourself to be a 'Good Samaritan'? Why / why not?

2 *Summer at the Kindness Café* by Victoria Walters is the story of a woman who returns to a small town in rural Cornwall after living for years in London. Read part of the story and match missing paragraphs A–E on page 17 to gaps 1–5.

3 Study the highlighted words and phrases in the story. Choose the correct definitions.

1 stark
- **a** very noticeable
- **b** tiny

2 heaved
- **a** moved with great effort
- **b** picked up easily

3 proclaiming
- **a** indicating a location
- **b** officially announcing

4 array
- **a** impressive display
- **b** unimpressive selection

5 lingered
- **a** disappeared quickly
- **b** lasted a long time

6 with a start
- **a** carefully
- **b** suddenly

7 brisk tone
- **a** speaking quickly
- **b** speaking slowly, carefully

8 perched
- **a** situated dangerously high
- **b** in a high position

Summer at the Kindness Café

by Victoria Walters

The train soon drew into the small station of Littlewood. Colourful hanging baskets adorned the platform. It made a stark change from the graffiti Abbie was used to seeing on her old commute. She heaved her two wheelie cases off the train and rattled along the platform with them. She had sent the rest of her things to her parents' house in Cornwall.

(1) ____

The uphill walk was not at all easy in her favourite four-inch-heeled boots, but when you were as tiny as she was, you needed the extra height at all times, so she dragged herself and her bags towards the stately home. Louise said the café stood at the beginning of the estate and was the best place in Littlewood for coffee. And, God, Abbie needed a large cup.

(2) ____

Finally, she made it to the top of the hill. The café was just through the imposing iron gates of the stately home. There was a green and gold sign proclaiming the house to be Huntley Manor – a luxury hotel, apparently. Abbie glanced at the tall, light-brown stone building as she made her way to the cute-looking café on the edge of the green. The hotel looked as if it could have been lifted out of a Jane Austen novel and Abbie resolved to explore it soon.

Abbie gratefully pushed open the door to Brew to escape the light drizzle of rain starting to fall on top of her shoulders, and went up to the counter to order. The café was cute and colourful with small, round wooden tables with a vase of sunflowers on each and slate chairs in different shades of blue, a black and white tiled floor and a large counter at the back with a vast array of delicious-looking cakes. Abbie breathed in the fresh coffee smell that lingered on the air. She loved cafés and this one felt like home as soon as she walked through the door.

'Good morning!' said a lady with a messy grey-haired bun and big smile, leaning on the counter to greet her. Her apron was blue and white with 'Have a Brew!' written on it in big letters. 'What can I get you?'

'A large latte, please.'

The woman started making it immediately and glanced back at Abbie as she did so. 'I haven't seen you in here before, have I?'

Abbie shook her head. 'No, I'm here to stay with my sister.'

'Well, I'm Joy and I own Brew with my husband, Harry. He's in the back making sandwiches. Welcome to Littlewood,' she said cheerfully, sliding Abbie's drink across to her. She moved to the till.

Abbie reached for her bag, but her hands grabbed air instead. 'Oh no!' she cried, looking down at her cases in horror.

'What's wrong?' Joy asked, leaning over the counter to see.

(3) ____

'Oh dear, I'm sorry,' Joy said, sympathetically.

Abbie checked around her again, a sinking feeling in her chest. 'What am I going to do without it?' she said. If living in London had taught her anything, it was to keep a tight hold of your belongings at all times. She'd have to cancel her cards

immediately. Oh, God. Her phone was in there. She started to feel panicky at the thought of not having it with her. How would anyone get in contact with her?

'Look, try not to worry. You're in Littlewood now and everyone looks out for one another here. I'm sure someone will find your bag and deliver it back to you. Go and sit down and drink your latte; you've had a shock and you need your coffee.'

'But I can't pay for it,' Abbie admitted, her cheeks turning pink. She had never lost her bag before. This week was just going from bad to worse.

'Don't be silly, it's on us.' Joy grabbed a brownie and put it on a plate. 'This too.'

'Oh no, I couldn't possibly accept …'

Joy waved off Abbie's protests. 'Sit down, I insist. You can pay next time, after you find your bag.'

(4) _____

The door to the café banged open, making Abbie turn with a start. 'There you are,' a woman cried, waving something at her. 'I've been chasing you from the station.' A little girl followed her inside the café; both of them were pulling suitcases. 'Your bag fell off when you went through the barrier,' she said, a distinct accent to her brisk tone, holding up what Abbie could now see was her lost handbag.

Abbie recognized her from the train carriage and breathed a huge sigh of relief. 'Oh, wow, thank you so much,' she said, amazed that the woman had followed her all the way to Brew to get it back to her. She took it from her. 'I'm so grateful.'

(5) _____

'See? I told you it would turn up,' Joy called from the counter. 'All's well that ends well.'

'It certainly wouldn't have got back to me so quickly in London,' Abbie said. She pulled out her purse. 'And now I can pay you.'

'No, this one is still on us,' Joy said, firmly. 'What would you like?' she asked Abbie's saviour just as a tall, round-bellied man came out of the kitchen with two plates of egg and cress sandwiches for an elderly couple sitting by the door. 'This is my husband, Harry,' Joy told them. 'And I can see you're new to Littlewood, too,' she added to the blonde woman who had seated her daughter with their bags at the next table to Abbie.

'I'm Eszter. This is Zoe. We've just arrived in England from Hungary.'

'Well, we hardly ever get any newcomers and now we have three! Coffee?'



A The woman, who looked a similar age to Abbie's twenty-eight years and had a sharp, blonde bob, smiled. 'Of course. I would be so upset if I lost mine.'

B 'But I picked it up off the train, I'm sure I did,' she said out loud, shaking her head. She had kept her handbag balanced on top of one of the wheelie cases so she didn't have to carry it on her shoulder. 'I can't find my bag,' she admitted to Joy.

C Abbie wished she shared Joy's faith that her bag would be found. She carried the brownie and latte over to her table, hoping Louise would hurry up and get there so she could use her phone to ring the bank.

D After struggling through the barriers with her bags, she began to walk to the café – which turned out to be in the grounds of a grand stone house perched on top of a hill looking over the small town.

E She heard a faint noise in the wind behind her, but she kept up her brisk London pace, thinking it was probably someone after money or something. That was usually why people tried to get your attention nowadays.

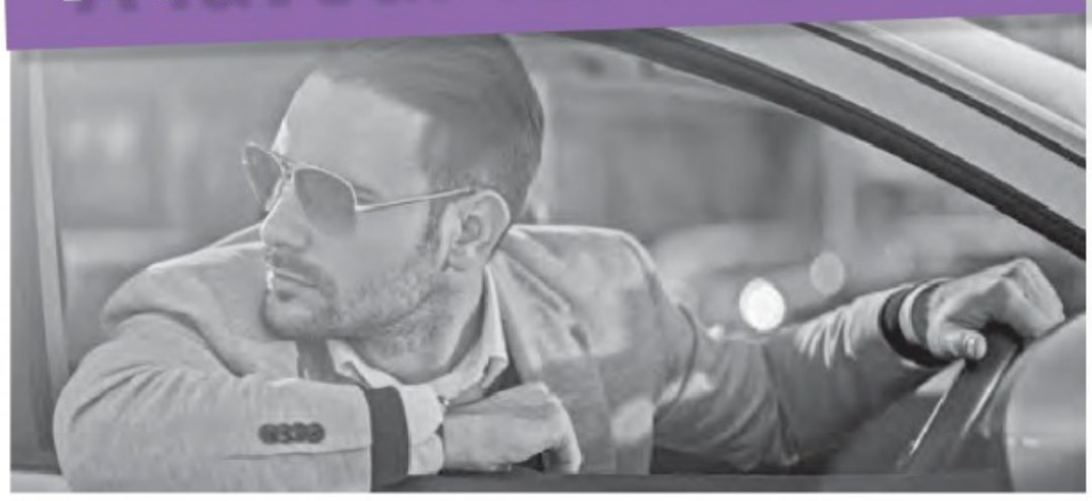
4 Complete the sentences with the correct form of the words in exercise 3.

1 A man who _____ to know me walked into the office to ask for my email address.
2 The woman woke _____ upon hearing the noise in the middle of the night.
3 The monument, _____ on the cliff, was the only building for miles.
4 The celebrity exited the court to a(n) _____ of microphones and reporters.
5 After _____ all the furniture into the house, we were exhausted.
6 The woman's smart suit was in _____ contrast to her partner's scruffy jeans and T-shirt.
7 His _____ made it hard to tell whether he was angry or nervous.
8 The lovely scent of cut grass _____ in the warm summer air.

5 TASK What motivates people to help others in difficult or dangerous situations without any reward? How far would you go to help someone out? In which of these situations do you think you would act?

- Jump in the water to save a dog from a fast-flowing river.
- Help someone who is being mugged in the street.
- Take a cyclist to hospital after an accident.
- Give someone a taxi fare so they don't have to walk home alone at night.

A favour for a favour



(A) As soon as she got home, Linda Mulholland switched on the radio. She was particularly tired that evening. She had stopped off at the supermarket on the way back and had, unfortunately, got caught in traffic as a result.

All she wanted to do was relax. But that day's news story made her gasp in shock. There had been an armed robbery at the shopping mall in the centre of her home town. Fortunately no bystanders had been hurt, but over one million euros' worth of jewellery had been stolen.

(B) Linda's thoughts went back to a time earlier that day when she had been at the supermarket in the town centre. [a]She tried to recall all the details – she needed to know if what she had experienced could have had any connection to this awful event. She had only decided to pop into the supermarket at the last minute, just to get some milk. When she got to the checkout, however, she found herself at the back of a long queue. It was really frustrating.

(C) Linda had to wait [1]_____ in the queue, for ten minutes, before the customer in front of her [2]_____ reached the front. It wouldn't take long to serve him: he [3]_____ had a takeaway meal. When he fumbled in his pocket for some change, however, the man realized that he didn't have enough money to pay. He was two euros short. Calmly, he explained the situation to the girl at the till, but she just sat there [4]_____, waiting for him to [5]_____ find the money. Linda couldn't bear it [6]_____. She reached into her purse, pulled out a two-euro coin, tapped the man [7]_____ on the shoulder, and, with a smile on her face, gave him the money.

(D) A few minutes later, Linda was in the car park. To her surprise, she noticed that the man from the queue was walking towards her. [b]Clearly, he had been waiting for her. He waved. Then he smiled. 'Thank you for your kindness,' he said.

'It was nothing,' said Linda. 'It was what anyone would have done.'

'No,' said the man, very seriously. 'Few would have been so kind, and I'd like to return the kindness.' [c]He had a strange, but very solemn expression on his face. For a moment, she thought he was the kindest, warmest man she had ever met. He spoke again. 'Whatever you do,' said the man, 'don't go shopping after work this evening, and don't go to the mall.' At that moment, the man had turned sharply, and had soon disappeared.

Adverbs: type and position

1 Read the story. Complete the gaps in paragraph C with the adverbs below. What type of adverb is each one?

any longer ■ eventually ■ gently ■ impassively ■ miraculously ■ only ■ there

2 Read the story again. Match the three underlined sections a–c to ways of creating suspense 1–3.

1 posing a problem for the protagonist, who must look for a solution ____
2 building in expectation through foreshadowing and short sentences ____
3 maintaining doubt through a false resolution ____

3 Read the outline of another story about someone offering assistance, and write your own ending. Use at least two different ways of creating suspense.

> A man runs out of a busy coffee shop to a car waiting opposite. A woman rushes after him, her eyes red with anger. The driver of the vehicle looks at the woman and doesn't want to move.
>
> 'You leave with him now, and your life will be in danger too!' she shouts at the driver.

Writing guide

■ **TASK** **Write a story under the heading *A helping hand*.**

■ **PLAN 1** **Brainstorm ideas for your story. You could either add details to the outline in exercise 3 or think of your own idea. Make notes about:**

- the plot. What are the main events in your story?
- the characters. Who is the protagonist and who is the villain?
- the action. How does the protagonist achieve their goal?

■ **PLAN 2** **Follow the plan.**

Paragraph 1: Establish the setting; describe the main character.
Paragraph 2: Introduce elements to build suspense and foreshadow events.
Paragraph 3: 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 your story. Use the paragraph plan to help you.**

■ **REVIEW** **Check the following points.**

- Have you created suspense in your story?
- Have you used appropriate adverbs?
- Have you checked grammar, vocabulary, spelling and punctuation?

U2 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 2A	Mark
I can recognize inference and assumptions in an informative text.	
I can recognize a range of idiomatic phrases.	
I can identify which meaning of a word is relevant to the context.	
How can I improve?	

Lesson 2B	Mark
I can identify the order of events in a narrative.	
I can use different narrative forms.	
I can use *would* for past habits.	
How can I improve?	

Lesson 2C	Mark
I can recognize and distinguish between multiple positions in a discussion.	
I can recognize and use verb and noun suffixes.	
I can paraphrase and reformulate to explain or emphasize a point.	
How can I improve?	

Lesson 2D	Mark
I can form and test predictions about a narrative text.	
I can identify mood, atmosphere and character in a narrative text.	
How can I improve?	

Lesson 2E	Mark
I can write a short story.	
I can use appropriate sequencing to create suspense in a short story.	
I can use a variety of adverbs to describe setting, characters and actions.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

3 For love or money

Vocabulary

Insight Word analysis

1 Complete the sentences with a word or phrase that has the same meaning as the definition in brackets.

1 The unknown work _____ (existed in an unpleasant situation) unread for years at the back of the writer's garage.
2 She couldn't resist the designer jacket. The colour and quality was absolutely _____ (excellent).
3 To lift their spirits, they decided to go on a _____ (buying a lot in a short space of time) and buy many things they'd always wanted.
4 The group was _____ (got rid of) of almost all of its original members after the change of leadership.
5 The contract was so important that she knew she mustn't _____ (mess up an opportunity).
6 It is much more _____ (inconvenient) for British people to travel to mainland Europe after Brexit.

Insight Phrases about money

2 Complete the phrases in italics with appropriate words.

1 *Poverty-*_____ countries are paying a lot of interest on their debts, which seems incredibly unfair. REPLY

2 Few people are *living within their* _____ these days, many becoming reliant on credit cards.

3 When you get your first salary, it's easy to *fritter it* _____ on things you don't need.

4 Many students are *strapped for* _____ since the introduction of university tuition fees.

5 Holidaymakers are ready to _____ *out* on trips abroad following recent restrictions.

6 When you are forced to *live on the* _____, every penny counts. REPLY

Vocabulary extra Banking and insurance

3 Complete the sentences with the words below. There is one word that you do not need.

account ■ bonus ■ code ■ debit ■ order ■ party ■ premium

1 Set up a standing _____ at the start of each month if you want to save.
2 I've just opened a current _____ with Taylor Banking and received a free gift worth £50.
3 Reduce your electricity bill by 5% by paying it monthly by direct _____.
4 Our third-_____ car insurance covers damage to another vehicle.
5 I can't pay into your account without knowing your sort _____ and account number.
6 At InsuranceToGo, we offer a 15% reduction on the _____ you pay every time you take out life, home or travel insurance.

4 Complete the text with the correct form of the words below. Add any necessary prepositions or pronouns.

account ■ blow ■ bonus ■ poverty ■ purge ■ splash ■ strapped ■ within

Alternative lives: The man who walked to happiness

Have you ever wanted to [1]_____ all and rid yourself of the responsibilities, deadlines and stress of everyday life? Most of us do from time to time but worry that we would be [2]_____ cash and unable to support ourselves if we gave it all up.

Perhaps we should take a leaf out of Chris Lewis's book. The former paratrooper found himself at a low point in his life and went for it, [3]_____ himself of his possessions and setting off from Swansea with just £10 in his pocket and a broken tent. His mission was simple: walk the entire coast of the UK, including all the islands, and come back happy and serene, rather than a broken man.

He also decided that this trip wasn't going to be just for him. He opened an [4]_____ to raise money for the veteran's charity SSAFA while he was walking. At the beginning it was very tough being [5]_____-stricken. Chris had to learn to search for food in the wild and he soon lost a lot of weight, but he was determined to continue. About seven months in, a kind man he met [6]_____ on some camping equipment for him and that made his life easier during the cold British winter.

Four and a half years later, Chris is still going, and managing to live very much [7]_____ means. Some things have changed though: he's no longer alone. His travel companions are a dog, a girlfriend and a baby on the way. And, thanks to followers of his story, an added [8]_____ is that he has been able to raise £250,000 for the SSAFA. Mission complete!

5 TASK Discuss the statements below and decide how they might be improved.

1 No one should find it difficult to make ends meet.
2 Credit cards should be scrapped to avoid people living beyond their means.
3 Finance should be taught in schools so that young people learn not to squander their earnings.

Grammar

The passive

1 Complete the second sentence so that it has a similar meaning to the first. Include the agent unless it is redundant.

1 We may need more funds to build affordable housing in the future.
More funds _____.

2 Recent research has highlighted the problems faced by people living on the breadline.
The problems _____.

3 The local council are planning a purpose-built hostel for homeless people.
A purpose-built hostel _____.

4 We will make improvements to our provision of food for struggling families.
Improvements _____.

5 Last year in the UK, people committed a large number of hate crimes against homeless people.
A large number _____.

2 Complete the text with the correct active or passive form of the verbs below.

■ be ■ begin ■ call ■ force ■ halt ■ hope ■ live ■ make ■ remove ■ use

Man-made cave discovered under road



When we think of homeless people, we think of them [1]_____ to seek shelter under bridges or in shop doorways. So when law enforcement [2]_____ to a construction site in the Vallejo area of San Francisco, finding homeless people living under it came as a big surprise.

Construction workers were excavating the site of a bridge when they heard voices coming from a man-made cave under the road: the small home was six metres long and one metre high, and [3]_____ by two people as their home until its discovery. The pair were required to move so that excavation could continue and now [4]_____ in an undisclosed location nearby.

The process of moving the people from their 'cave' [5]_____ traffic on the road for hours while their personal items – sleeping bags, backpacks and clothes – [6]_____ .

There is a sizable homeless population in the cities around San Francisco Bay and conditions over the last few years [7]_____ worse by the break-up of homeless camps and the lack of alternative housing. Recently however, there [8]_____ a shift in policy regarding homelessness. The city [9]_____ to offer subsidized housing or places in city-approved campsites for those who prefer living outdoors. It [10]_____ that these measures will help tackle the problem.

Passive structures with *have* and *get*

3 Complete the text with the correct form of *get* or *have* and the verbs in brackets. Sometimes both *get* and *have* are possible.

Sleep Pod saves lives

Homelessness is a problem throughout the year, but in the winter the conditions can get worse for people living on the street, getting cold and them and their possessions [1]_____ (soak) by the rain. This is where Sleep Pod comes in.

The whole idea began in 2015 when the three co-founders, Pete, Ian and Justin, met while volunteering in European refugee camps. Working with people living outside in temporary camps, they soon [2]_____ (their eyes / open) to the difficulties homeless people encounter all the time. When it rains, most of us have no problem [3]_____ (our clothes / dry). In cold conditions, most of us also have no problem warming up again. We [4]_____ (central heating / install) and can [5]_____ (the boiler / fix) if it breaks. Most of us can change into warm clothes or warm up in our homes.

A simple, yet effective way to help people who don't have these facilities is to have an emergency portable shelter which is warm, dry and light to carry.

Those who have used a Sleep Pod say they [6]_____ (their lives / transform) by it. One user described them as like a 'really thick coat', thanks to the thermal insulative material they're made from.

[7]_____ (the Sleep Pods / make) relies on volunteers who give up their time to help. To date, over 5,000 pods have been distributed in the UK and France. No doubt, without them, many people on the streets would have got sick or [8]_____ (their belongings / steal), and fewer rough sleepers would have survived. Sleep Pods are literally saving lives.



4 TASK Think of a charity you could set up to help homeless people in your town, city or country. Describe what the charity will do using phrases with *get* and *have* and some of the vocabulary from this unit. Think about:

- the characteristics of the problem in your area.
- practical ways that volunteers can help.
- what you hope to have achieved in one year.

Listening, vocabulary and speaking

Insight Collocations: advertising

1 Complete the text with the correct form of the verbs below.

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

THE ERA OF ADVERTISING PROFITS



In the popular US TV drama *Mad Men*, 1960s advertising executives in New York might seem more interested in wearing the right suit than in [1]_____ a successful campaign or [2]_____ market research. The truth, however, is that the 1950s and 1960s were revolutionary times in the advertising industry and the agencies on Madison Avenue in New York were at the forefront of finding new ways of [3]_____ public opinion and getting consumers to part with their money.

Although the first agencies had been [4]_____ on Madison Avenue decades earlier, it wasn't until the 1950s that they came into their own. Agencies such as Doyle Dane Bernbach used an incredibly successful soft-sell approach to [5]_____ the sales of their clients' products, thus enabling them to [6]_____ a much larger market share, [7]_____ their rivals and [8]_____ enormous profits. The agency's ads were honest, witty and original, and used images in creative ways, introducing a style of advertising that is still with us today.

Vocabulary extra Retail

2 Match the words in A to the words in B to make collocations. Then use them in the correct form to complete the sentences.

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

B ■ an advertising agency ■ experience ■ a loss ■ market research ■ our minds ■ a new product ■ productivity ■ supply

1 We're going to _____ next year. It will be a new perfume.
2 Attractive incentives for workers are the best way to _____ and produce more goods.
3 I decided to _____ with an old school friend who'd worked for years in PR.
4 Many people think targeted advertising which _____ should be banned.
5 After we have _____, we'll know what type of services our customers really value.
6 Several retail outlets closed because they were _____ following the recession.
7 The student is hoping to _____ by working as an intern in the marketing department.
8 From 1989 to 1990, demand _____, which led to prices going up by more than a third.

Discussing advantages and disadvantages

3 3.01 Listen to an interview about children and advertising. Are the sentences true (T) or false (F)?

1 Ruth believes that children under eight aren't mature enough to understand how advertising works.
2 Ruth says that there is a connection between the ads we watch as children and the tastes we have as adults.
3 Ruth believes that there are a few advantages for children being the target of advertising campaigns, even though they have no money to spend.
4 In Terry's opinion, one disadvantage to letting children experience advertising at a young age is that they are more cynical towards it.
5 Terry says that children have a right to more information about how the advertising industry operates.
6 According to Terry, one disadvantage to stricter advertising laws is that there would be fewer products to buy.

4 3.01 Listen again and complete the phrases Terry uses when responding to criticism.

1 I _____, a lot of what Ruth says _____.
2 While I _____, there is another side to _____.
3 Well, perhaps, _____ the situation carefully.

5 TASK A children's TV channel has just shown advertisements for the products below. Write an email to the bosses of the TV channel complaining about one of the adverts. Use impersonal language in your email.



Vocabulary and grammar

Insight Describing trends

1 Choose the odd one out.

1	**a** soar	**b** plummet	**c** surge
2	**a** dip	**b** slump	**c** escalate
3	**a** tumble	**b** rocket	**c** soar
4	**a** stable	**b** volatile	**c** steady
5	**a** moderate	**b** gradual	**c** significant
6	**a** sharp	**b** volatile	**c** fluctuating

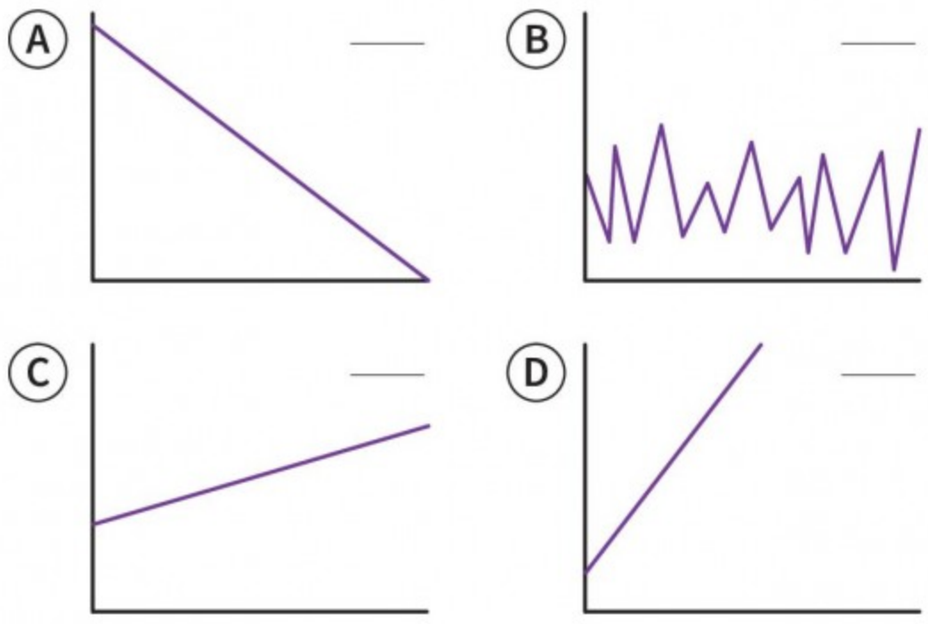
2 Match headlines 1–4 to graphs A–D.

1 GRADUAL GROWTH FORECAST PROMPTS INVESTMENT

2 HOUSE PRICES SOAR AS ECONOMY RECOVERS

3 UNCERTAIN MARKET LEADS TO FLUCTUATING PRICES

4 PRODUCTION DIPS AFTER LACK OF INVESTMENT



3 Complete the two extracts with the words below.

■ fluctuating ■ sharp ■ stable

A

After years of negative headlines, our economy appears to be back on track. Over the period 2008–2015, there was a [1]_____ fall of as much as 12.5% in our country's current account deficit, which is unprecedented in financial history. This is just one of the indicators that the economy is [2]_____ at last, and that investors can confidently buy shares without fearing that [3]_____ share prices might see them lose money.

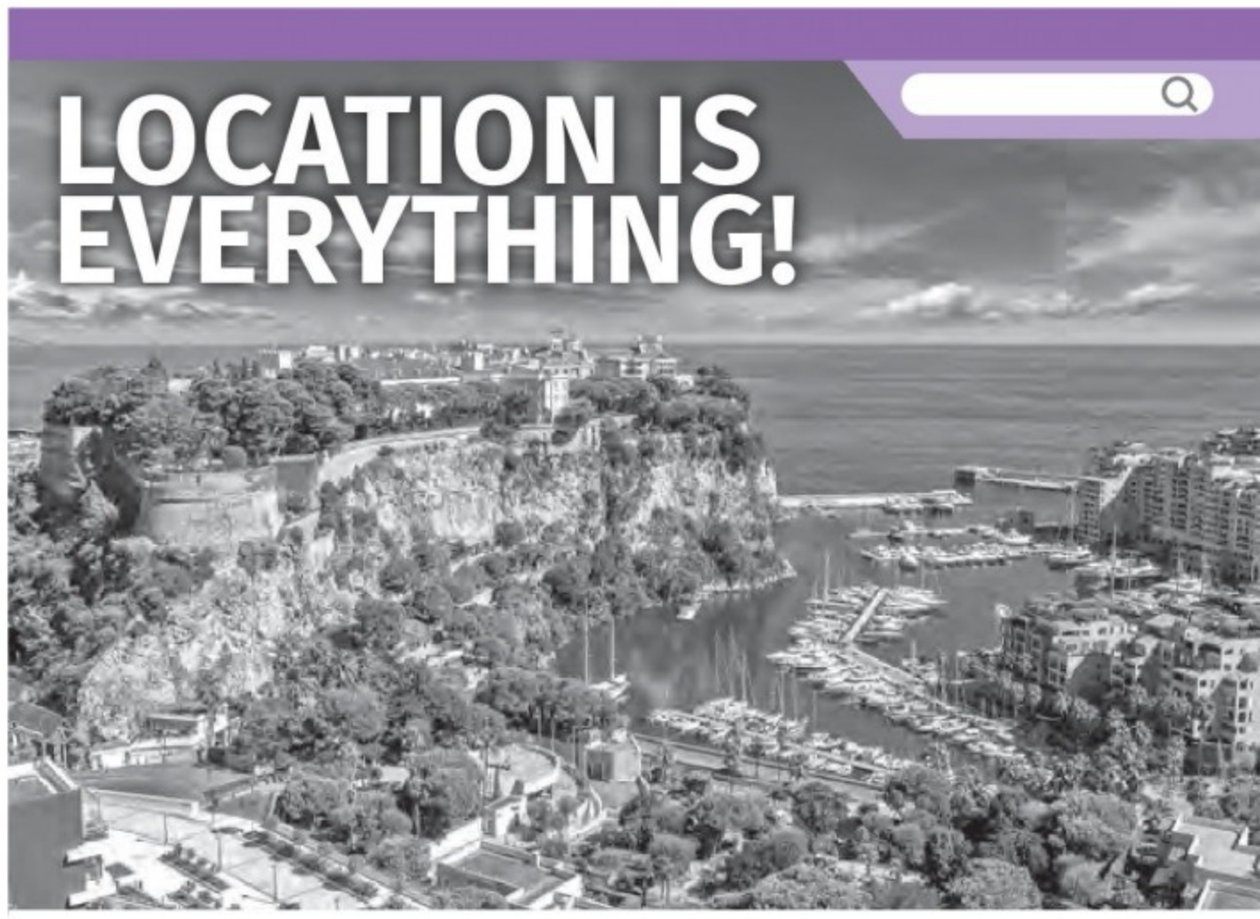
■ moderate ■ significant ■ volatile

B

Despite experiencing a boom which has seen a [4]_____ rise in oil production, the United States remains far from being truly insulated from the [5]_____ prices characteristic of the global oil market. As the country slowly pulls itself out of recession, the unpredictability of these prices is affecting its ability to sustain the current level of [6]_____ growth that has seen unemployment fall slightly and living standards rise.

4 Replace the words in brackets in the text with the correct form of the words below.

■ dip ■ fluctuate ■ plummet ■ sharp ■ soar ■ stable



What are the most important criteria that influence our choice of where to live? Is it a beautiful view? A stylish property? A practical home with modern conveniences? No, according to research it's always the location. Most people look first at the amenities in the area: good schools, good transportation links, facilities like shops, cafes and restaurants. The desire to live somewhere that can tick all of these boxes is why, in some places in the world, house prices seem to do nothing but [1]_____ (rise quickly).

The most expensive place per square metre to buy a property is Monaco. The difference in price between Monaco and the next most expensive location is significant, which is why, even when prices [2]_____ (dropped significantly) by 39% in 2020, it held onto its first position.

London is in second place. The tourist attractions and major companies based in the city ensure that the housing market rarely [3]_____ (slumps).

In third place is Hong Kong. As only 7% of the land is residential, properties are in high demand. However, this could all change soon: prices have been less [4]_____ (steady) since a new visa scheme allowed residents to move to the UK more easily.

No one can ever really predict the housing market. That said, whether these places see [5]_____ (volatile) prices in the future, or a [6]_____ (significant) drop, it's all relative. Chances are they'll still remain unaffordable for the majority of us!

5 TASK Do some research on the last global pandemic in 1918. How was the economy affected? Use some of the vocabulary from this lesson to describe the trends.

1 Read the extract and underline the emotions that the writer expresses when he describes:

1 Mr and Mrs Brooker
a empathy **b** distaste **c** pity
2 19th-century industrialists
a admiration **b** disdain **c** fear
3 the young slum girl
a sympathy **b** hope **c** disgust

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

1 Orwell left the Brookers' house because he found it psychologically as well as physically revolting.
2 Orwell felt that the Brookers were always moaning about him and his presence in their house.
3 Mrs Brooker's personal hygiene was the thing that Orwell found most horrible about her.
4 Orwell blames 19th-century industrialization for the miserable lives of the working poor.
5 To Orwell's mind, people have a responsibility to at least notice the lives of the poor from time to time.
6 The writer tried to get the attention of the slum girl as he went past her on the train.
7 The slum girl appeared to be much older than she probably was.
8 Although he feels sorry for her, Orwell is unable to have any real fellow feeling for the slum girl.

3 Read the quotes from the extract and answer the questions.

1 'You cannot disregard them if you accept the civilization that produced them.' (line 27)
a Who is Orwell addressing when he writes 'You'?
b Who are 'them'?
c What responsibility do the people called 'You' here have for the lives of people like the Brookers?
2 'It isn't the same for them as it would be for us.' (line 63)
a Who are 'them'?
b Who are 'us'?
c What preconception about society is Orwell challenging?

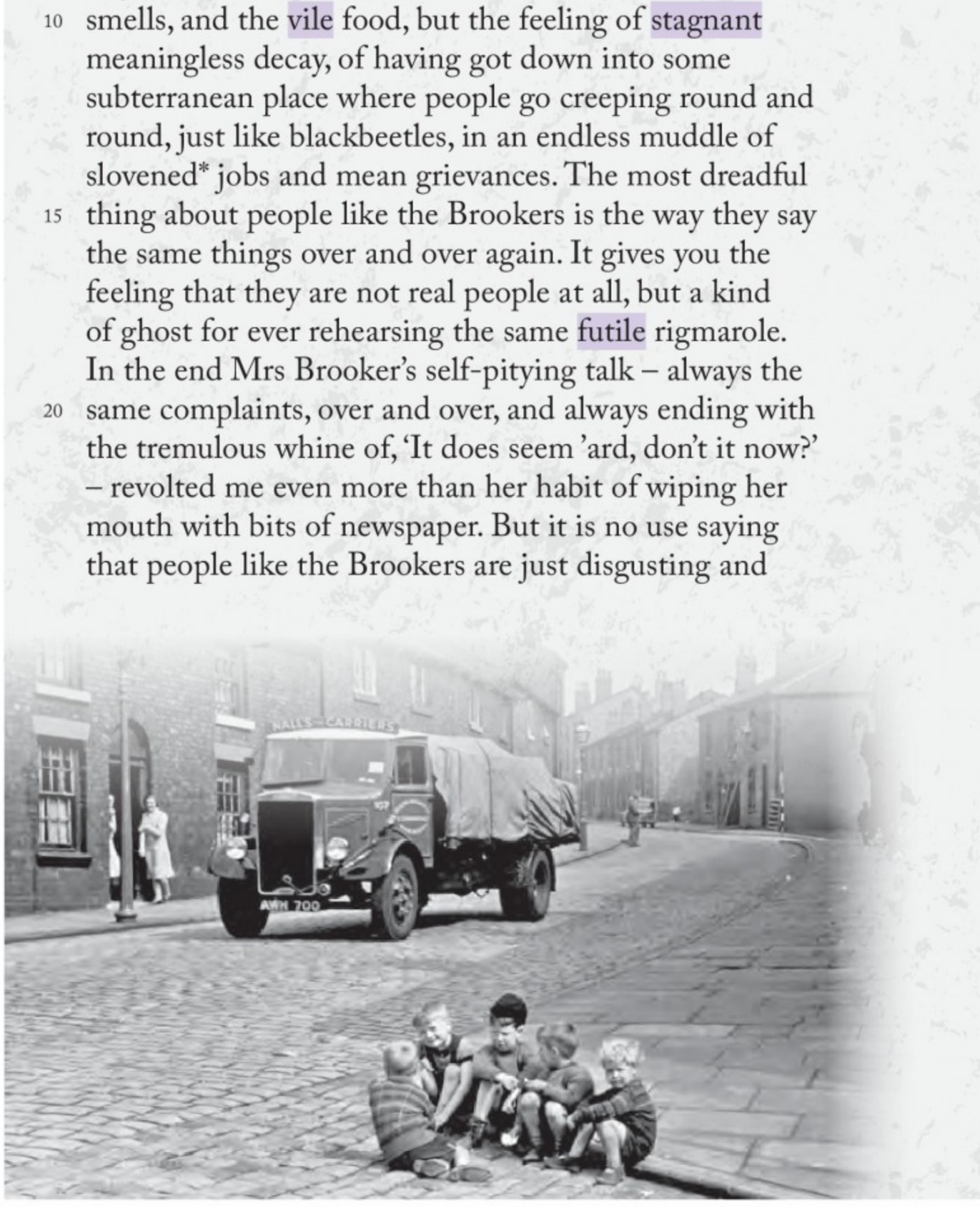
4 Orwell uses a lot of negative adjectives to express his disgust. Match the highlighted adjectives in the text to the groups of words with similar meanings below.

1 awkward, careless, ungraceful: _____
2 maze-like, complicated, wandering, winding: _____
3 dirty, horrible, disgusting, smelly, revolting: _____, _____
4 slippery, wet, unpleasant: _____
5 empty, isolated, abandoned, lonely: _____
6 pointless, ineffective, useless: _____
7 lifeless, immobile, still, unmoving: _____

THE ROAD TO WIGAN PIER

***The Road to Wigan Pier* was written by writer and journalist George Orwell in 1937. It is a vivid record of life among the poor in industrial Britain. As part of his research for the book, Orwell stayed as a tenant in Mr and Mrs Brooker's house, in the northern town of Wigan. The extract begins as he decides to leave their home …**

On the day when there was a full chamber-pot* under the breakfast table I decided to leave. The place was beginning to depress me. It was not only the dirt, the smells, and the vile food, but the feeling of stagnant meaningless decay, of having got down into some subterranean place where people go creeping round and round, just like blackbeetles, in an endless muddle of slovened* jobs and mean grievances. The most dreadful thing about people like the Brookers is the way they say the same things over and over again. It gives you the feeling that they are not real people at all, but a kind of ghost for ever rehearsing the same futile rigmarole. In the end Mrs Brooker's self-pitying talk – always the same complaints, over and over, and always ending with the tremulous whine of, 'It does seem 'ard, don't it now?' – revolted me even more than her habit of wiping her mouth with bits of newspaper. But it is no use saying that people like the Brookers are just disgusting and

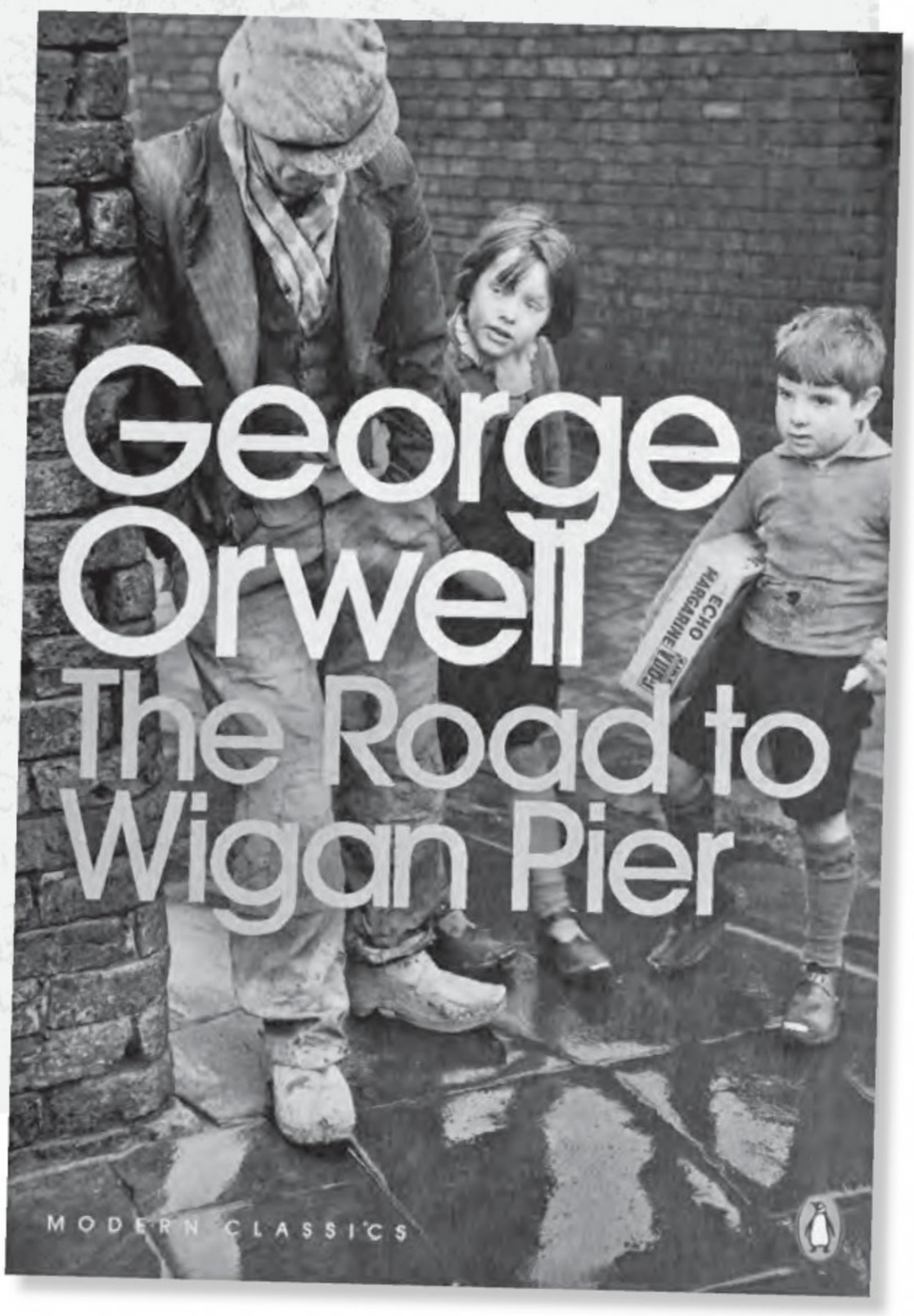


trying to put them out of mind. For they exist in tens and hundreds of thousands; they are one of the characteristic by-products of the modern world. You cannot disregard them if you accept the civilization that produced them. For this is part at least of what industrialism has done for us. Columbus sailed the Atlantic, the first steam engines tottered into motion, the British squares* stood firm under the French guns at Waterloo, the one-eyed scoundrels of the nineteenth century praised God and filled their pockets; and this is where it all led – to labyrinthine slums and dark back kitchens with sickly, ageing people creeping round and round them like blackbeetles. It is a kind of duty to see and smell such places now and again, especially smell them, lest you should forget that they exist; though perhaps it is better not to stay there too long.

The train bore me away, through the monstrous scenery of slag-heaps, chimneys, piled scrap-iron, foul canals, paths of cindery mud criss-crossed by the prints of clogs*. This was March, but the weather had been horribly cold and everywhere there were mounds of blackened snow. As we moved slowly through the outskirts of the town we passed row after row of little grey slum houses running at right angles to the embankment. At the back of one of the houses a young woman was kneeling on the stones, poking a stick up the leaden waste-pipe which ran from the sink inside and which I suppose was blocked. I had time to see everything about her – her sacking apron, her clumsy clogs, her arms reddened by the cold. She looked up as the train passed, and I was almost near enough to catch her eye. She had a round pale face, the usual exhausted face of the slum girl who is twenty-five and looks forty, thanks to miscarriages and drudgery; and it wore, for the second in which I saw it, the most desolate, hopeless expression I have ever seen. It struck me then that we are mistaken when we say that 'It isn't the same for them as it would be for us,' and that people bred in the slums can imagine nothing but the slums. For what I saw in her face was not the ignorant suffering of an animal. She knew well enough what was happening to her – understood as well as I did how dreadful a destiny it was to be kneeling there in the bitter cold, on the slimy stones of a slum backyard, poking a stick up a foul drain-pipe.

Glossary

* chamber-pot = a pot usually kept under the bed and used as a toilet
* slovened = dirty and miserable (this is a word Orwell invented)
* British squares = in 19th-century battles, soldiers stood in squares to fight, so that they could face the enemy on all sides
* clogs = shoes made of wood that were commonly worn by the working poor



5 Complete the sentences with the adjectives in exercise 4. Do not use *foul* or *vile*.

1 The door of the oven was _____ with grease. The place needed a really good clean before moving in.
2 The warehouse was in a _____ place, miles from the nearest town.
3 I lost my way in the narrow, _____ streets of The Lanes in Brighton and had to call my friend for help.
4 Complaining to the landlord was _____. As long as he got my rent, he didn't care!
5 The river was _____ in this part and smelled terrible, so we moved to another part for our picnic.
6 I lost my deposit because I was _____ and broke the glass coffee table.

6 TASK Do you think being successful in your country is usually the result of merit and hard work or privilege and connections? Think about:

- education.
- work opportunities.
- social class and background.

If you could, how would you change the situation in your society? How would this help?

Writing An article

Insight Verbs expressing cause and effect

1 Choose the correct words.

1 The change that has **resulted** / **generated** / **accounted** from the setting up of drop-in centres is remarkable.
2 **Attributing** / **Leading** / **Bringing** about change in how we approach homelessness is one of Shelter's main aims.
3 Salary freezes have **given** / **perpetuated** / **triggered** rise to childhood poverty.
4 What has **led** / **brought** / **resulted** to a rethink of the social security system by the government?
5 It is hard to **result** / **lead** / **account** for the rise in youth crime over the last few years.

2 Read the article. In which paragraph(s) 1–3 does the writer use the strategies below?

a expressing a provocative opinion ____
b providing a shocking fact ____
c asking a question to keep the reader interested ____
d personalizing the argument with a narrative ____
e building trust with examples of research ____ ____

3 Read the article again and complete the sentences with the correct form of the verbs below.

attribute ■ give ■ lead ■ perpetuate ■ result ■ trigger

Writing guide

■ **TASK** **Write an article addressing the question below.**
You can write about problems in your country or anywhere else in the world.

'Poverty in the developed world can be directly linked to government cuts to social services. What are the reasons for this, and what can be done about it?'

■ **PLAN 1** **Make notes about:**
- how government cuts cause poverty.
- the causes of government cuts.
- the effects of these cuts on society.
- what should be done and how.

■ **PLAN 2** **Follow the plan.**
Paragraph 1: Introduce the article in a memorable or provocative way.
Paragraph 2: Discuss the causes and effects of the cuts.
Paragraph 3: Present possible solutions and how we can help.
Paragraph 4: Sum up your ideas.

■ **WRITE** **Write your article. Use the paragraph plan to help you.**

■ **REVIEW** **Check the following points.**
- Have you started your article in a memorable or provocative way?
- Have you asked your reader questions to keep them thinking and involved?
- Have you used a variety of cause-and-effect language to explore the problem?
- Have you checked grammar, vocabulary, spelling and punctuation?



(1) From April this year, the government announced that it would raise the national minimum wage by 59p an hour to £9.50 for those aged over 23. The rise of 6.6% is over double the 3.1% increase in the cost of living. The question remains, however: is this enough, especially here in London? And should employers be paying more? Write in with your opinion to editor@actionforlondon.org.

(2) In a recent survey, nine out of ten Londoners said that they considered the current minimum wage to be an insufficient amount to live on. Having to make ends meet on such a low income in one of the world's most expensive cities can often [1]_____ in considerable personal hardship. The minimum wage is not a living wage in London and the high cost of living makes things worse. [2]_____ by demands from the left wing of British politics, the minimum wage in the UK was introduced in 1999. Its intention was to ensure that employers could not take advantage of their employees by paying them too little. In reality, however, it has [3]_____ rise to a situation in which employees in some sectors, such as retail and social care, are paid the minimum wage even though many of their employers could comfortably pay more. Effectively, it has [4]_____ to a job market which gets away with paying an inadequate wage. What employees need in London is not a minimum wage, but a living wage. At present those earning the minimum wage often live in poverty or have to leave the city. The Living Wage Foundation welcomed the rise but still regard it as falling short of what a person needs to live on.

(3) So, what should be done? It is morally unacceptable for people to be given a wage that obliges them to live in poverty. There is an acceptance that a minimum wage somehow protects low-paid workers, when in fact it merely legitimizes poverty and [5]_____ this situation. In London this is made worse by the very fact that the city is so wealthy. Its high prices can be directly [6]_____ to that wealth, which, in turn, makes it all the more unjust that so many people are being badly paid and forced into poverty. Londoners deserve a living wage and it is a wage that London can well afford.

U3 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 3A	Mark
I can recognize cohesive devices used to link ideas and events.	
I can identify anaphoric and cataphoric referencing in a paragraph.	
I can recognize a range of idiomatic phrases about money.	
How can I improve?	

Lesson 3B	Mark
I can use the passive to change the focus or create a style in a factual text.	
I can use a range of passive constructions to focus on actions, not agents.	
How can I improve?	

Lesson 3C	Mark
I can recognize specific information in an interview.	
I can recognize and use verb–noun collocations about advertising.	
I can use key language to discuss and evaluate advantages and disadvantages.	
How can I improve?	

Lesson 3D	Mark
I can use key words to identify the main ideas in an informative text.	
I can describe trends using a variety of verbs and adjectives.	
How can I improve?	

Lesson 3E	Mark
I can write an article.	
I can use a variety of techniques to engage and maintain the reader's interest.	
I can use a variety of verb forms to refer to cause and effect.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

4 Brainwaves

Vocabulary

V Insight Idioms and expressions with *brain*

1 Complete the sentences with the correct form of an idiom or expression with *brain*.

1 Have you already asked me this? Sorry, I don't remember, I have a _____!
2 I've been _____ over the name of that actor, but I just can't remember it!
3 Warm Bath was the _____ of Xóchitl Guadalupe Cruz López when she was just eight years old. The low-cost device heats water using solar power.
4 That politician invents a slogan and his supporters just believe it. They've all been _____.
5 You're so _____. You're always losing your keys or your phone.

V Insight Lexical twins

2 Match verbs 1–8 to phrasal verbs a–h with similar meanings.

1 collaborate	a come up with
2 transmit	b work out
3 devise	c get on
4 accept	d take up
5 ascertain	e pass on
6 succeed	f buy into
7 calculate	g find out
8 occupy	h team up

3 Complete the sentences with the correct form of the phrasal verbs in exercise 2. There are two phrasal verbs that you do not need.

1 My homework and hobbies _____ a lot of my free time during the week, so I usually meet people at weekends.

2 Google Deep Mind _____ with University College London Hospital to see how AI can help cancer treatment.

3 Young minds often _____ some amazingly original ideas.

4 I can't _____ the fact that a tomato has more genes than a human!

5 Dan just wants to _____ with starting his own business as soon as possible.

6 It is believed that the Greek astronomer Eratosthenes _____ the circumference of Earth over 2,000 years ago.

Vocabulary extra Memory

4 Complete the dialogue with the verbs below.

commemorates ■ recollect ■ reflect ■ remind ■ reminisce

A Have you seen the Tomb of the Unknown Soldier in Paris? It [1]_____ the dead of WWI.
B Yes, it's very moving. It really makes you [2]_____ on the past and how lucky we are now.
A I know what you mean. I love to hear my grandma [3]_____ about *her* past. She can [4]_____ the tiniest details. What's that noise?
B It's just my mobile. I set an alarm to [5]_____ me that my lesson starts in five minutes! Got to go!

5 Complete the article with the words below. Change the form of the words where necessary.

bear out ■ brainiac ■ brainteaser ■ come up with ■ find out ■ memorize ■ pass on ■ rack someone's brains ■ recollect ■ team up

The brain questionnaire

The BBC and Imperial College researchers have [1]_____ for a new project.

They are hoping to [2]_____, through a series of questions, how smart the Great British public are and to gain new insights into intelligence and how we [3]_____ things in the process.

The two organizations have [4]_____ a number of [5]_____ to gauge the nation's mental capabilities. They have already proved very popular. The test was used over 200,000 times by wannabe [6]_____ in the first week!

More and more evidence seems to [7]_____ the idea that being more intelligent could bring certain benefits: a lower dementia risk, a better chance of success and even a longer life.

Scientists hope to build up a clearer picture of how the brain works. In time, this could be [8]_____ to the general public, resulting in improved public health in the future.

This has to be good news for anyone who has problems [9]_____ conversations they've had or constantly feels like they're [10]_____ to understand the most basic concepts!



6 TASK What kind of 'brain training' do you do in the activities below? Discuss and compare your ideas with a partner.

- play board games
- do jigsaw puzzles
- learn a musical instrument
- do brainteasers
- learn a new language
- meditate

Verb patterns

1 Choose the correct answers.

Brainless creatures that can do smart stuff

Counting plants

Despite not having a brain, some plants are able to behave in ways that make [1]_____ like they do. Researchers at the University of Würzburg found that some of them can [2]_____ to five! When an insect lands on hairs of the Venus flytrap, the hairs send electric signals through the stems. A maximum of five hairs triggered by the prey, and no fewer, enable [3]_____ a deadly cocktail of enzymes which begin [4]_____ the insect.



Sleeping jellyfish

Sleeping is something you can't help [5]_____ if you have a brain! If you don't, then there's no need to rest, right? Wrong! The Cassiopea jellyfish is a case in point. In the day, the jellyfish's body pulsates at an average of once a second. However, at night this slows down by around 30%. Is this proof that the brainless creature has succeeded [6]_____ something resembling sleep?

1	**a**	seem	**b**	seeming
	c	them seem	**d**	seeming them
2	**a**	to count	**b**	count
	c	count them	**d**	counting
3	**a**	deliver	**b**	delivering the plant
	c	delivering	**d**	the plant to deliver
4	**a**	it digesting	**b**	digest
	c	to digesting	**d**	to digest
5	**a**	doing	**b**	do
	c	with doing	**d**	to be doing
6	**a**	achieved	**b**	achieving
	c	in achieving	**d**	to achieve

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

2 Correct the mistakes in the underlined phrases.

1 My mother will never forget <u>to be shocked</u> by my first déjà vu experience as a three-year-old. We happen <u>to have visiting</u> Siena the day before my grandparents arrived. It was my first time there. We turned into the large square and I 'remembered' <u>to having been</u> there before with my grandfather!

2 My great-grandfather has a very sharp mind. He didn't appreciate <u>having be called</u> in for a memory test. Within 20 minutes, <u>having quizzed</u> on several tests, the doctor was convinced that he has a fantastic memory for his age.

3 At school, I remember one day my dad was angry with me. I had been at a party with my friends when I was meant <u>to have been revised</u> for an important exam the next day. I <u>had punished</u>, but I was happy because I got top marks in the exam!

3 Complete the article with the verbs below.

- being immersed
- have been based
- having experienced
- not yet having formed
- to be cared for
- to be invited

How to 'build' a baby's brain

The first five years of a child's life is when their brain will develop most. And [1]_____ in quality experiences, both positive and negative, is likely to have a big effect on how their brain develops.

From a physical point of view, in their first year, when babies have [2]_____ the most, their brains double in size! By the age of five, when you'd think most children can't recall [3]_____ much in the way of life, their brain is 90% of the size of an adult's.

However, a lot has gone on in this time. The most important influences on a child's brain are relationships formed with adults.

Any parent understands that they are bound [4]_____ to engage with their offspring at all hours of the day, and night! Babies do this through smiling, cooing and crying. This is due to [5]_____ the ability to speak. The adult's response is important to the wiring of the baby's brain, in a process known as 'serve and return'.

Therefore, if someone's pre-school years tend to [6]_____ on dependable loving relationships, they're off to a great start.



4 TASK Think of a memorable event that happened when you were a child. Why do you think you remember it? What did this experience teach you? Write an account, using as many of the forms below as possible.

- I was sitting / standing …
- I remember having …
- I happened to have been …
- I spent (a few moments) …
- I tried really hard …

Listening, vocabulary and speaking

V Insight Adjectives describing intelligence and ability

1 Complete the sentences with the adjectives below.

articulate ■ dexterous ■ discerning ■ introspective ■ intuitive ■ methodical ■ observant ■ receptive

1 It isn't just dancers who need to be _____. Occupations like surgeons and engineers also require precise movements.
2 People have to be _____ to new ideas if they want to become more open-minded and tolerant.
3 Songwriters are often _____, drawing on their own personal thoughts, feelings and life experiences in their lyrics.
4 That journalist has a _____ eye for detail which leaves the editor with an easy job.
5 I thought the therapist expressed her ideas very evocatively. She is a very _____ person.
6 Many everyday tasks, such as planning a route or managing a budget, require us to work in a _____ way.
7 As a teacher, I am required to be _____ in the classroom. I need to make sure I notice things like body language and facial expressions.
8 Regardless of a person's experience and training, some businessmen and women prefer to act on _____ feelings to reach their decisions.

Vocabulary extra Abilities and traits

2 Complete the sentences by changing the form of the word in brackets. There are two words that you do not need to change.

1 When it comes to gadgets for people with limited movement, these designs show a lot of _____ (ingenious).
2 You'll never hear her bragging about her success. Her _____ (modest) prevents her from doing that.
3 A judge should display the highest personal _____ (integrity).
4 My daughter cannot play the piano to save her life, but then I had zero _____ (dexterous) as a child as well!
5 Magnus has always showed great (diligent) _____ in his approach to work, but perhaps he needs to develop his interpersonal skills.
6 I'm signed up for a maths course to help me pass my exam. I've never really had much _____ (aptitude) for numbers.
7 It's no surprise she became an engineer. She always had a natural _____ (curious) about how things worked.
8 Whatever levels of _____ (agile) you display as a child, it's inevitable that these diminish over time.

Signposting a presentation

3 4.01 Listen to two teachers giving a talk about their school. What is 'Opening Minds'?

a a training curriculum to improve teacher competence
b a chain of schools for gifted students
c a different way of teaching core subjects in schools

4 4.01 Listen again. Are the sentences true (T) or false (F)?

1 The speakers are able to give only an overview of experience from their own school.
2 Melanie starts with a quotation to underline the problems her students have.
3 Opening Minds focuses on five main areas which are sub-divided into learning aims.
4 An Opening Minds syllabus doesn't teach students through classes on individual subjects.
5 Scott quotes a student who is in favour of the programme.
6 Students are expected to take responsibility for their own learning.
7 Scott says that visits from experts and trips abroad help students with their learning.
8 The speakers' students received a positive appraisal of their skills and attitude.

5 4.01 Look at the phrases below. Put them into the correct column of the table. Listen again and underline the phrases you hear.

■ Moving on from …
■ I'm going to start by …
■ So that was… Now I want to …
■ It's important to note that …
■ OK, my next point concerns …
■ I'd like to point out that …
■ Let's turn to …
■ Remember that …

to introduce a new point	to transition between points	to highlight key information

6 TASK Work in small groups and talk about your own approach to learning. As you present your ideas, remember to connect with your audience. Follow these tips.

■ Ask the audience direct questions.
■ Tell a story or joke.
■ Refer to your own knowledge or experience.

Vocabulary and grammar

V Insight Word analysis

1 Complete the sentences with the words below.

affluent ■ alumni ■ gowns ■ lug ■ party ■ portmanteau ■ stranglehold ■ under-represented

1 A _____ is a word like fanzine, which is a combination of fan and magazine.
2 Women are still _____ in high levels of management.
3 Let's get a taxi or we'll have to _____ everything from the station to our hotel.
4 The new sanctions are designed to put a _____ on the country's trade with the rest of the world.
5 Traditionally only the most _____ families can afford to attend private schools.
6 She works hard, but she also loves to _____ when the opportunity arises.
7 A large number of the university's _____ attend the event each year.
8 The Oxford students wore _____ to their formal meals, which meant they were all dressed in black.

Articles

2 Read the quotations about class and accent. Choose the correct words.

1 'The / – poor, I am told, are kind to each other, but that's because they have nothing to lose. The / – rich cannot afford to be.'
MRC Kasasian (writer)

2 'Being the / an MP is a / the sort of job all working-class parents want for their children – clean indoors and no heavy lifting.'
Diane Abbott (politician)

3 'The / – capitalism has always been a / the failure for the lower classes. It is now beginning to fail for the middle classes.'
Howard Zinn (historian, playwright and activist)

4 'The / A most important thing we learn at the / – school is the fact that the / – most important things can't be learned at the / – school.'
Malala Yousafzai (Pakistani activist)

5 'The / – class is dead? People looking for a / the £400,000 house won't want to live on a / the £250,000 street, no matter how big the / – house is.'
Phil Spencer (property expert)

3 Complete the article with *a / an*, *the* or – (= no article).

Survey reveals seven social classes



[1]____ major survey now suggests that people in the UK can be divided into seven social classes. [2]____ research proposes [3]____ new model for social class, ranging from [4]____ 'elite' at the top to [5]____ group called [6]____ 'precariat' – that is, [7]____ poor who find themselves in a precarious situation.

More than 160,000 people took part in [8]____ same survey, making it [9]____ largest ever study of the British class system. Assessment of class has traditionally been based on [10]____ wealth, education and occupation, but Fiona Devine, [11]____ Professor of Sociology at Manchester University, argued that this was too simplistic. Working with Mike Savage from [12]____ London School of Economics, she set out to get [13]____ more sophisticated picture. They measured not only economic capital, but also social capital – [14]____ number and status of the people you know, and cultural capital – [15]____ extent and nature of your cultural interests.

The other five classes between the two extremes are:

Established Middle Class – with high levels of all three capitals, they are [16]____ gregarious and culturally engaged.

Technical Middle Class – a new, small class with high economic capital but [17]____ less cultural engagement and few social contacts.

New Affluent Workers – with medium levels of economic capital and higher levels of cultural and social capital, this group is made up of [18]____ young and active.

Emergent Service Workers – characterized by low economic capital but high cultural and social capital, this is another young group often found in [19]____ urban areas.

Traditional Working Class – older on average than the others, and scoring low on all [20]____ three capitals, although they are not [21]____ poorest.

4 TASK Is there a similar class system in your country? Do you think it's possible to change the class you are born into? Why do you think people often want to?

Reading

1 4.02 **Do you think you can recognize different British accents? Listen to five recordings and match the speaker to the area.**

Speaker 1	**a** Bristol
Speaker 2	**b** Glasgow
Speaker 3	**c** Birmingham
Speaker 4	**d** Liverpool
Speaker 5	**e** Newcastle

2 Read the blog post quickly and answer the questions.

In which paragraph A–J does the writer:

1 profile accents that are well received? ___, ___
2 set out her own reaction and attitude to accents and communication? ___, ___, ___, ___
3 give a flavour of her local dialect? ___, ___, ___
4 describe a modern interpretation of an established technique? ___
5 give factual information about her region and dialect? ___, ___
6 discuss negative reactions to accents and the repercussions for wider society? ___, ___, ___

3 What is the writer's intention in varying the content and tone across the blog post? Choose the correct answers.

1 Starting and ending the blog post with Geordie is intended to
   a teach people a few local words.
   b create a hook and provide balance.
2 In paragraph D, the words *blessed* and *so-called* indicate
   a a slight irritation at the idea of a benchmark for speaking.
   b a real dislike for people without regional accents.
3 Stating that communication-based businesses are located in Tyneside
   a shows that the north of England is economically buoyant.
   b reinforces the point that the Geordie accent is well liked.
4 In paragraph G, the words *sadly*, *poor*, *endured* and *even* indicate that the writer
   a doesn't think accent prejudice is justified.
   b has a strong attachment to Birmingham and Liverpool.
5 In paragraph H, the tone is deliberately
   a more serious to reinforce the writer's message.
   b neutral to give the reader some facts.
6 In paragraph J, the idea of a Geordie app is
   a something the writer might consider doing.
   b a light-hearted suggestion.

Let's hear it for accents

posted by **Geordielass**

(A) 'Divvent fret, pet. Keep gannin and youse'll larn how te speak Geordie.' Or to those born outside the North East, 'Don't worry, love. Keep going and you'll learn how to speak Geordie.' Luckily for me, I already do, so I was intrigued to see that Geordie, and more broadly the topic of UK accents, had been much in the news.

(B) But first a bit of background. Leaving aside local disputes about where Geordieland starts and ends, the dictionary tells us that Geordie is:

1 A native or inhabitant of Newcastle-upon-Tyne, England, or its environs.
2 The dialect of English spoken by Geordies.

(C) And here, dialect, rather than accent, is important. Geordie rejoices in a range of colourful language. Much of the local vocabulary stems from Old English (Anglo-Saxon). A few examples of words you might hear on the streets of Tyneside: bairn ('child'), bonny ('pretty'), canny ('kind'), gan ('go').

(D) Most Geordies are proud of the distinctive way they speak, but there seems to be a love–hate relationship in the rest of the country. Pat Glass, MP for the city of Durham until 2017, complained that women with northern accents were being jeered at in parliament by members blessed with Received Pronunciation – the so-called 'standard' English. Ironic, as estimates suggest only 2% of the UK population actually speak RP.

(E) Geordie enjoys the affection of the general public. A study found that the Geordie accent is not only believed to be the friendliest in the UK, but is also the most likely to put you in a good mood. Small wonder, then, that several companies have located their customer service centres in Tyneside, as the Geordie accent is associated with 'warmth, genuineness, friendliness and understanding'.

(F) Other accents which also score highly on the nation's list of favourites can be heard in Edinburgh, where the people are thought to sound 'intelligent' and 'pleasant', and the West Country, where the speakers were thought of as 'affable' and 'trustworthy'. Myself, I'm all for a lovely Welsh lilt or an Irish brogue – it's like being serenaded.

(G) But sadly, not all our regions have fared so well. For decades, the poor Brummies endured the title of 'worst accent in Britain', with some commentators going so far as to say they are unintelligible. Similarly, the guttural Scouse accent has been associated with a lack of trustworthiness, unfriendliness and even low intelligence.

(H) And there's an important point behind all this. Recent research by a current affairs programme shows that 28% of Britons feel they have been held back because of their regional accent. Just think what talent is being neglected by such subjectivity.

(I) Personally, I've always been interested in what people say, not how they say it. And I haven't ever felt the need to pass myself off as anything but Geordie (though I do tend to tone down the accent and stick to standard vocabulary when in 'mixed company').

(J) But for those who do want to change their accent, perhaps technology is the way forward. An iPhone app has been launched to help people speak the Queen's English. Apparently, there are training exercises like those that Henry Higgins set for Eliza Doolittle in *Pygmalion*. Maybe I should do a Geordie app and send it to the Queen ...

Ye knaa what ah mean, leik?

Comments

BrummieBanter:
Nice post! I've been told my accent is a 'nasal drone' in the past, so it's good to see someone stand up for different ways of talking. If we all spoke RP, we'd be missing out on all the weird and wonderful ways people speak in different regions of the UK.

northoftheborder:
The Queen's English app has got to be an improvement on Siri! 'Pieces' is Scottish for sandwiches. I asked Siri to 'remind me to take my pieces to work'. It came back with 'take my PC to work'!

longliveliverpool:
I'm proud of my Scouse accent. People know who I am because when I'm down south I stand out! As long as I can get my message across, what's the big deal? Use it or lose it, I say. It would be a shame if regional accents died out.

bristolforever:
Someone with 'the Queen's English' said that he couldn't tell regional accents apart! Pretty rude, huh? Without accents, we'd not have local colour and heritage. I love my Bristol twang! It reminds me of where I'm from when I'm at uni.



4 Study the highlighted verbs in the blog post and comments. Choose the correct definitions.

1 jeer at
a praise
b annoy
c ridicule

2 hold back
a promote
b suppress
c encourage

3 pass (oneself) off
a assume
b reveal
c pretend

4 tone down
a make stronger
b improve
c make less strong

5 stick to
a add to
b keep to
c tie to

6 miss out (on)
a find out
b leave out
c lose out

7 stand out
a be noticeable
b be similar
c be audible

8 tell apart
a distinguish
b pronounce
c confuse

5 Complete the sentences with the correct form of the verbs in exercise 4.

1 Try to _____ your accent when you speak to my mum. She'll never understand you, especially if you speak quickly!
2 The third candidate for the job really _____. He has a real aptitude for numbers.
3 I was worried I'd be _____ in my career because of my accent, but I've had no problems so far.
4 The woman tried to _____ as a Russian tourist, but her accent gave her away.
5 Those twin brothers are so similar, it's hard to _____ them _____.
6 The politician could hardly make himself heard as the workers _____ him during his speech.
7 I've seen so little of Australia since working here that I feel I've _____ some amazing experiences.
8 It's essential to _____ the point when having a heated debate.

6 TASK Look at the key findings of a 2020 report into bias in Britain regarding candidates' accents in job interviews. How do you think this could be resolved? Think about exposure, education and choice of career.

KEY FINDINGS

- Accent hierarchy exists and has done so for 50 years, since the earliest surveys.
- In professional contexts, accent bias is weaker but still influences how a job candidate is perceived.
- Professionals have the ability to mitigate the effects of accent bias.
- Raising awareness of accent bias is an effective intervention.

Writing A for and against essay

1 Complete the nouns and adjectives in these sentences with the correct endings.

1 There was only a slight vari_____ between the answers given.
2 The correspond_____ we've had with the company has been rather sporadic.
3 The terms 'mind' and 'brain' are often seen as interchange_____, although many experts would draw a distinction between the two.
4 There is a wide diverg_____ of opinion regarding the efficacy of brain-training games and puzzles.
5 Bilingual children from two dispar_____ cultures often find it hard to adapt from one to the other.
6 There is a high degree of homogen_____ of accent in Canada and Australia.
7 The results of the survey are somewhat contradic_____, so we are unable to draw any firm conclusions.
8 Studies suggest that some animals undergo experiences analog_____ to dreaming in humans.

2 Complete the second sentence in each pair to make it sound more informal. Use the phrases below.

- bigger and bigger
- is the same as
- the most popular
- weren't better

1 **a** The adverts that used disparate regional accents proved to have the greatest appeal for the public.
b The ads that didn't use a standard accent were _____.
2 **a** Surprisingly, intensive practice did not result in an improvement in results.
b It was surprising that students' results _____ after a lot of practice.
3 **a** In centralized education systems, the approach used in lessons is homogenous.
b In countries where the state controls education, a lesson in one school _____ one in the next.
4 **a** There is an ever-increasing disparity between levels of graduate education and starting salaries.
b The gap between what graduates know and how much they are paid is getting _____.

3 Read the description of social media screening. In what other situations might observing an individual's social media profile be useful?

In 2017, YouGov reported that 36% of UK employers turned down candidates based on their social media profiles.

According to a 2018 survey carried out by CareerBuilder, 70% of employers check social media profiles when looking at prospective employees during their hiring process.

4 Complete the essay with the examples of 'marked language' below.

- 'get the right mix'
- 'high-flyers' from the 'no-hopers'
- 'imperfect' than 'perfect'
- 'let their hair down'
- 'put a gloss'
- 'the whole picture'

Social media profiling

According to a recent survey by CareerBuilder, 70% of employers look at social media profiles as part of their hiring process. But is this a reliable method of finding talent?

On the one hand, someone's social media profile is a quick and efficient method of separating the [1]_____. You have access to hobbies, likes, dislikes and a general feel for their character and professionalism. It's only natural that you'd want to [2]_____ when it comes to who would be a suitable fit in the office environment.

On the other hand, this type of investigating can be misleading, as many people tend to [3]_____ on their social media persona. It is impossible for the employer to predict what they'd actually be like day to day. You might realize they're more [4]_____ for the job when you meet them face to face. In addition, it comes across as a little intrusive to see what people do outside work.

In conclusion, there are reasons for and against using social media profiling. In my opinion, it should be used as a last resort. Workers should be free to make a distinction between their professional and personal life. People will [5]_____ from time to time. My advice to employers is if you really want to see [6]_____, then call them in for interview!

Writing guide

TASK Write a for and against essay on the topic below.

'Social media profiling would be a valuable tool in selecting university students.' Discuss.

PLAN 1 Make notes about:

- arguments for and against the statement.
- how different factors could be compared.

PLAN 2 Follow the plan.

Paragraph 1: Write an introduction with a clear outline of the topic and state your purpose.
Paragraph 2: Present the main argument in favour, and any counter-arguments.
Paragraph 3: Present the main argument against, and any counter-arguments.
Paragraph 4: Write a conclusion, giving your own balanced opinion.

WRITE Write your essay. Use the paragraph plan to help you.

REVIEW Check the following points.

- Have you presented a balanced argument?
- Have you checked grammar, vocabulary, spelling and punctuation?

U4 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 4A	Mark
I can recognize and understand paraphrasing / rephrasing of parts of a text.	
I can recognize a range of idiomatic phrases about the brain.	
I can recognize some phrasal verbs and their Latin synonyms.	
How can I improve?	

Lesson 4B	Mark
I can recognize specific information in a discussion.	
I can use a variety of verb patterns to describe life events.	
How can I improve?	

Lesson 4C	Mark
I can anticipate the content of a talk based on the introduction.	
I can describe ability and intelligence using a variety of adjectives.	
I can use signposting language to structure a presentation.	
How can I improve?	

Lesson 4D	Mark
I can use a range of strategies to understand new words.	
I can contrast articles (*a/an*, *the*, zero article).	
How can I improve?	

Lesson 4E	Mark
I can write a for and against essay.	
I can use a variety of marked language to appeal to a wider audience.	
I can describe similarity and difference using a variety of adjectives and nouns.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

5 The road less travelled

Vocabulary

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

1 Complete the text with the correct word: *road*, *path*, *track* or *way*.

The bike boom

According to a recent survey by Deloitte, the number of people biking to work doubled between 2020 and 2022, and this trend shows no sign of stopping. This is good news for the environment, reducing congestion and improving air quality, thus smoothing the [1]_____ for much-needed social change.

But what is causing this shift in habit? It's easy to lose [2]_____ of how much the populations in cities have risen in recent years. In 2018 there were 1.7 billion city dwellers and it's estimated there will be around 2.5 billion by 2050. This is precisely what is driving the change. Making your [3]_____ to work is only going to get more challenging on our already over-stretched transport systems. It won't mean the end of the [4]_____ for vehicular travel, but it will mean that fewer and fewer people put up with being stopped dead in their [5]_____ in cars, buses or trains, and will choose to get on their bikes instead.

In addition, e-bikes are encouraging more of us to get on the right [6]_____ by making cycling more attractive even for non-sporty types. They've come a long [7]_____ since their invention in 1895 and in 2019 there were 200 million e-bikes on the streets worldwide. Further down the [8]_____ this number is predicted to increase to 300 million by 2023.

Vocabulary extra Climate change

2 Match the words in A to the words in B to make compound nouns and adjectives. Then complete the definitions.

A ■ carbon (x2) ■ fossil ■ greenhouse ■ renewable ■ zero

B ■ emission ■ energy ■ footprint ■ fuels ■ gases ■ neutral

1 _____ trap heat in the Earth's atmosphere.
2 _____ vehicles don't use harmful pollutants.
3 _____ are gas, coal and oil.
4 _____ describes a process which doesn't add extra carbon dioxide to the atmosphere.
5 _____ is power generated from solar energy and wind power, for example.
6 _____ is the amount of harmful gases caused by human activity.

V Insight Verbs of movement

3 Match the verbs below to sentences 1–6. There is one verb that you do not need.

■ accelerate ■ advance ■ chug ■ pop ■ stroll ■ trudge ■ zoom

1 The old train moved slowly out of the station.
2 I'm just going for a short visit to the shop to get milk.
3 The car quickly went from 0 to 80 mph!
4 The retired couple were able to jump on a plane and fly off to an exotic holiday destination.
5 Mr Andrews went for a gentle walk around the city.
6 After the flight we walked slowly through the airport with our heavy bags.

4 Complete the forum posts with the correct form of the verbs in exercise 3.

globetrottingtravel.org/trains

Unforgettable train journeys

Tell us about the most amazing train journey you've ever made!

Hiro I was rushing to get to the airport outside Shanghai, so I took a taxi to the station. Then I jumped on the high-speed train which [1]_____ through Shanghai's suburbs at an incredible speed. I was at the airport in no time. I even had time to [2]_____ to a café to grab a coffee!

Janet and Lily We'd landed at Kuala Lumpur airport and had [3]_____ around with our luggage for a good 30 minutes to find a cheap hotel. After a good night's sleep, we decided we'd do the 500-kilometre-long Jungle Railway. At the crack of dawn, we set off for Gemas and started the train journey: the fastest way to travel by land. The train [4]_____ quickly into the incredible Malaysian jungle. It was exciting to know that we were close to Taman Negara National Park, where Malayan tigers and clouded leopards are said to prowl through the undergrowth.

Dirk Last April, we went on the Glacier Express in Switzerland, thought to be the slowest express train in the world. We arrived at the small station in the mountain resort of St Moritz at the crack of dawn. With a lot of time on our hands, we [5]_____ along the platform, taking our time and breathing in the clean mountain air. Once we had boarded the train, we looked out at the spectacular scenery as the old engine [6]_____ slowly up some of the steepest mountains in the Alps.

POST A COMMENT | REPORT | NEW THREAD | HOME

3 comments ↓

5 TASK Which modes of transport could rival the use of bikes in the cities of the future? Give reasons for your answers.

Grammar

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

1 Rewrite the sentences using emphatic structures.

1 William Kamkwamba was the real-life person who the film *The Boy Who Harnessed The Wind* was based on.
The real-life person _____.

2 Travelling down the Nile may seem relaxing, but it is still home to the Nile crocodile, one of the world's largest reptiles!
Relaxing as travelling _____.

3 During the Mesozoic Era (252 to 66 million years ago), Africa was attached to all the other continents.
It was _____.

4 Not everyone is a fan of the entrepreneur Elon Musk, but he invested in electric vehicles at least.
Not everyone is a fan _____.

5 It's a fact that there are over 1,500 languages spoken on the African continent.
The fact is _____.

6 The *Titanic* was going too fast despite the threat of icebergs.
The problem was _____.

2 Complete the text about the real-life journey of Mario Rigby using emphatic structures and the information below.

It was Lake Malawi, the ninth largest lake in the world.

Then he realized how kind people could be.

He'll never forget the welcome he received.

Mario had set out to inspire people.

He finished in Cairo in Egypt.

He only had to give up everything for over two years.



CROSSING AFRICA

Mario Rigby from Canada had a dream. The fitness instructor wanted to walk or kayak the entire length of Africa. All [1]_____! So, in November 2015, he did just that.

On his trip, he walked and kayaked through eight countries and was accompanied by local people the whole way. It [2]_____.

As he travelled, he broke the stereotypes that most people, including himself, had of the continent. The poverty and danger did exist in places, it was true. But it [3]_____.

The whole experience was mentally and physically challenging: being attacked by wild dogs, spending a night in jail and kayaking across a lake. The last bit sounds easy, doesn't it? The problem [4]_____.

The place where [5]_____. That was an incredible 12,000 km from his starting point in Cape Town in South Africa.

What [6]_____. He especially wanted to encourage people to be brave and explore the world.

3 Read the short synopses of famous works of fiction. Correct the sentences by adding one word to each.



1 *Lord of the Flies* by William Golding (1954):
The truth that, left alone, a group of boys will become uncivilized.

2 *The Swiss Family Robinson* by Johann David Wyss (1812):
Hard it is to believe, the family members decide to stay on their desert island when help eventually arrives.

3 *Life of Pi* by Yann Martel (2001):
What the narrator, Pi, is share a boat with a hungry tiger for 227 days.

4 *The Road* by Cormac McCarthy (2006):
It was a global catastrophe destroyed normal life and left a father and son alone in a ruined landscape.

5 *The Rime of the Ancient Mariner* by Samuel Taylor Coleridge (1798):
All the sailor is kill an albatross, but he is cursed as a result.

6 *The Thousand Autumns of Jacob de Zoet* by David Mitchell (2010):
Fascinating 16th-century Japan is, Dutchman Jacob de Zoet fears being trapped there.

4 TASK Imagine that you have just completed a trip like Mario Rigby, but instead you have walked the length of your country. Tell the story of your experience and talk about:

- where you have been.
- what happened.
- what your scariest moments were.

Listening, vocabulary and speaking

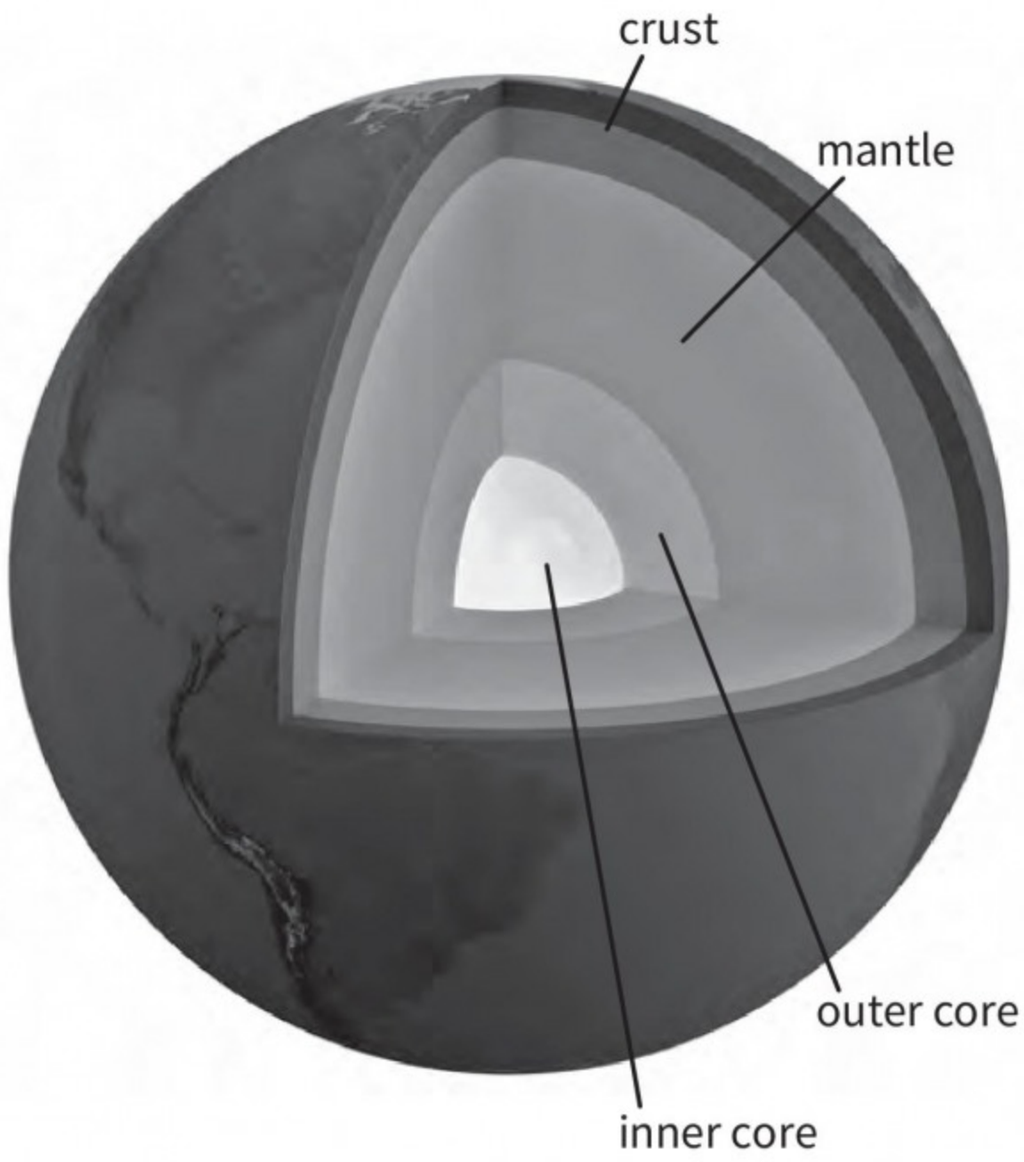
Insight Commonly confused adjectives

1 Choose the correct words.

1 Re-entering the atmosphere is dangerous for a spacecraft as it reaches very high temperatures, but there is no **alternate** / **alternative**.
2 A **notable** / **noticeable** figure in space flight history was Valentina Tereshkova, the first woman in space in 1963.
3 It is **compulsive** / **compulsory** for NASA astronauts to pass an extremely challenging physical evaluation.
4 Neil Armstrong was the first man to walk on the moon in 1969. It was an **historic** / **historical** occasion.
5 In 1967, Soviet astronaut Vladimir Mikhaylovich Komarov died after a **technological** / **technical** fault caused his parachute to fail on re-entry.
6 Costs caused the space shuttle programme to be cancelled in 2011. It wasn't **economic** / **economical**.
7 China has **definite** / **definitive** plans to build its own space station.

2 5.01 Listen to a radio science programme about the problems a person would face if he or she tried to drill a hole through the middle of the Earth and travel through it. Choose the problems the expert mentions.

a the difficulties involved in drilling the hole
b the huge distance to travel
c the wind speed in the hole
d the immense atmospheric pressure
e the risk of crashing into rocks
f the speed that he or she would travel at
g the extremely high temperatures



Expressing emphasis

3 5.01 Complete the sentences with the phrases below. There is one phrase that you do not need. Then listen again and check your answers.

■ by far ■ ever so ■ no matter what ■ no wonder
■ not just ■ well and truly ■ without doubt

1 Anyone who jumped into it would be _____ cooked by the time they came out the other side.
2 _____ we haven't dug a tunnel yet!
3 _____ the deepest tunnel anywhere in the world only goes down about 13 km.
4 _____ material we make our drills from, they'll melt at that kind of temperature.
5 _____, the effects of gravity mean that Graham would pass through the tunnel at a heck of a pace.
6 … before hurtling back _____ quickly through the tunnel in the direction he's just come from.
7 … he'd end up _____ cooked, but crushed or pulled into very small pieces.

4 An international space agency wants to build a space colony on Europa or Titan. Read the factfiles and then write a report for the space agency about the problems associated with building a colony on each moon, and suggesting which moon would be the better possibility.

Titan
(a moon of Saturn)



Location: 1.4 billion km from Earth
Temperature: Approximately -180°C
Surface: It has lakes, seas and rivers (of methane)
Atmosphere: 95% nitrogen
Water: Beneath the surface lies a salty liquid ocean full of oxygen
Comments: Rich in carbon compounds / has a similarly dense atmosphere to Earth

Europa
(a moon of Jupiter)



Location: 778 million km from Earth
Temperature: Between -160 and -220°C
Surface: Solid ice
Atmosphere: Oxygen far too thin to breathe
Water: Beneath the surface lies a salty liquid ocean full of oxygen.
Comments: More water than Earth has / there may be hot springs on the bottom of the oceans

5 TASK Work with a partner. One of you wants to build a space colony on Europa, the other wants to build one on Titan. Discuss why you think your planet is the better choice. Remember to use the rules of turn-taking.

■ Avoid interrupting.
■ Manage interruptions: *Just a minute … / Don't interrupt, please / Hang on, let me finish …*
■ Signal for speakers to resume: *Carry on / Go ahead …*

Vocabulary and grammar

V Insight Nouns formed from phrasal verbs

1 Complete the text with the words below.

■ downfall ■ downpour ■ hold-ups ■ outlook
■ run-up ■ setback ■ upbringing ■ washouts

The Tuareg



For thousands of years, the nomadic people known as the Tuareg have been crossing the Sahara along five main trade routes. Their trade: salt, carried by large caravans of camels.

Learning how to navigate the sands is a big part of their [1]_____ . Without these skills, the [2]_____ for the Tuareg would be bleak.

It's easy to forget that the Sahara presents many challenges, even to the Tuareg, and planning during the [3]_____ to a journey is essential.

In the boiling temperatures, a lack of water could prove a major [4]_____ . Around half of the desert receives under three centimetres of rain annually – hardly a [5]_____ ! Therefore, it helps to know where the oases and waterholes are located en route.

But not knowing how to reach them might be your [6]_____ . Navigation is key: the Tuareg have traditionally used the night sky and constellations to calculate distance and direction, much like sailors used to do.

In the daytime, they rely heavily on landmark navigation. For the untrained eye, the lack of obvious distinguishable features would lead to many [7]_____ along the way. However, the Tuareg are able to notice minute details in the rocks and sand colour. They also observe the position of the sun – one advantage of cloudless skies and zero [8]_____ !

Vocabulary extra Maps and navigation

2 Complete the student's notes with the correct form of the words below. Use one of the words twice.

■ equator ■ hemisphere ■ latitude ■ longitude
■ parallel ■ prime meridian ■ tropic

Geography notes

- There is an imaginary line which goes around the middle of the Earth, splitting it into two [1]_____ , north and south. This is known as the [2]_____ . It has a [3]_____ of zero degrees.
- There is another imaginary line which goes from the North Pole to the South Pole, called the [4]_____ . It has a [5]_____ of zero degrees.
- The [6]_____ of Cancer and Capricorn are two imaginary lines at about 23.5 degrees north and 23.5 degrees south of the [7]_____ .
- There are also a number of other imaginary horizontal and vertical lines which make a kind of grid around the Earth. These are called [8]_____ . They can be used to plot the location of any place on Earth.

Emphatic structures: inversion

3 Rewrite the eight sentences in the story using the emphatic structures below.

Navigation in Ancient Polynesia



[1]The first settlers of Polynesia were so brave that they left South East Asia in 1500 BC to explore the Pacific Ocean in canoes alone.

[2]The intrepid explorers travelled confidently in this vast body of water. [3]The Ancient Polynesians were so familiar with their environment that they were able to use nature to steer their course. [4]They reached the first island and set about discovering numerous others.

[5]The navigators and the whole community would help build the canoes, known as Wa'a Kaulua. [6]As soon as they were finished, the navigators took trade winds which flowed north-east or south-west.

[7]They had such a good understanding of the natural world that they knew small islands could be reflected in the undersides of clouds. [8]They sailed across the sea recognizing different types of fish that would tell them how far away from land they were.

1 So brave _____ .
2 In this vast _____ .
3 So _____ .
4 Hardly _____ .
5 Not only _____ .
6 No sooner _____ .
7 Such was _____ .
8 Across the sea _____ .

4 TASK Imagine you are setting off on a journey through the jungle, across the sea or across the ice to the North Pole. What challenges do you think you would face along the way? How could you prepare for them? Think about:

■ extreme weather.
■ navigation.
■ wild animals.

Reading

1 Read these sentences about the sun and say whether you think they are true (T) or false (F). Then read the article and check your answers.

1 The sun is actually a star.
2 A space probe has already travelled to the sun.
3 The sun's surface is where you'd experience the most extreme temperature.
5 The highest temperature any terrestrial material could resist is 4,000°C.
4 There is a part of the sun which is completely dark.

2 Read the article again and match sentences A–I to gaps 1–8. There is one sentence that you do not need. Then listen and check your answers.

A So great is it that a 70kg person on Earth would weigh around 2,000kg in this region!
B Only during a solar eclipse can they be seen by the naked eye.
C Here, in the depths of the sun's burning heart, is where the energy is produced.
D Nevertheless, there is one thing that would quite literally outshine all of these if it could be achieved: a journey to the sun.
E Next is the radiative zone and the sun's densest layer.
F It takes pride of place, bang in the middle of our solar system.
G The closest we can get is the rare metal tantalum carbide.
H In effect, this was the first time in history that any spacecraft had touched the star.
I Ironically perhaps, this layer is actually hotter than the 'surface'.

3 Study the highlighted verbs in the article and match them to the definitions 1–6.

1 to hang something from a place
2 to be strong enough to remain unharmed or unchanged by something
3 to desire something very much in a way that is difficult to control
4 to show that something is about to happen, usually bad
5 to be far better than something or someone else
6 to examine something very closely and carefully

4 Complete the sentences with the correct form of the verbs in exercise 3. There is one verb that you do not need.

1 _____ every passenger that came through security was her main responsibility.
2 The persistent rain would_____ disaster for their well-made plans.
3 This brilliant student soon_____ all his peers in the tutor group.
4 The decorations were_____ from the ceiling in the main hall.
5 I am_____ a short break at a warm destination to escape the winter freeze.

5 TASK If you could take part in one of these space missions, which would you choose? Give reasons for your answer.

- a trip to the International Space Station
- a voyage to Mars
- a space walk on the moon
- a journey to the outer atmosphere of the sun

VOYAGE

There have been some truly amazing feats in space exploration over the past 80 years. From the first rocket that reached the edge of space back in 1946, to the moon landings in 1969, the first space station in 1971 and NASA's Perseverance Rover landing on Mars in 2021.
1 _____

The sun is in fact a star, the only one visible to us during daylight hours. 2 _____ Essentially, it's a perfect sphere of glowing gases and the most vital energy source for life on Earth. Not only do we rely on the sun to illuminate our world and crave its heat to keep us warm, but sunlight is also essential for photosynthesis in plants and the production of vitamin D in some animals, including humans.

Even small changes in the sun's activity can have serious consequences for the health of Planet Earth, which is why NASA scrutinizes it continuously from a distance. (When I say from a distance, I mean as close as we can get to something that is estimated to be 5,500°C on its surface!) Despite the obvious limitations of both distance and heat, NASA's Parker Solar Probe has now advanced further towards the sun's surface than ever before: in December 2021, NASA reported that it had hurtled through the sun's upper atmosphere, its outermost part, called the corona. 3 _____

But what if we went closer? Let's just imagine for a moment that we were going to travel through the different layers of the sun. We'd start with the corona. 4 _____ (The sun doesn't really have a surface; it's more like a massive flaming ball of hydrogen and helium.) The corona extends between seven and ten million kilometres into space and blazes at a whopping one million degrees.

TO THE SUN



Next, we would get to the chromosphere, rings of gas suspended in an extremely powerful magnetic field. The temperature here is still a significant 10,000°C.

Below this is the photosphere, which is the 'surface' of the sun we can see from Earth. This is where the sun's gravity would hit you like a ton of bricks. [5]_____ . Without going into too much detail, it would spell the end for you!

Situated below this layer is the convection zone. At around two million degrees, there isn't a material on Earth that could withstand such a temperature. [6]_____ This can cope with a maximum temperature of 4,000°C!

But anyway, let's just imagine we can go deeper to the final two layers. [7]_____ . Intriguingly, as it's so thick, light waves are unable to travel through it, making this layer pitch black. The pressure would be 100 million times greater than that at sea level on Earth.

Continuing inwards, 500,000 kilometres below the surface is where we'd finally find the centre of the sun, the core, where the pressure is a staggering 200 billion times greater than at sea level on Earth. On top of this, the temperature would be a blistering 15 million degrees, making it the hottest place anywhere in our solar system. [8]_____ . It's the equivalent of a massive nuclear reactor.

It cannot be denied that a journey to the sun would be an incredible feat for mankind. The fact that we have managed to get as close as we have is a credit to NASA. However, it still seems that a manned flight to the sun is not going to happen within our lifetimes. The best we can hope to do is admire how awesome this star is from the comfort of the beach!

Writing An email of complaint

TO: Sunsplash Resort FROM: J Nicholls

SUBJECT: Complaint

Dear Sir or Madam,

[A]_____ the Sunsplash Resort in Mallorca. I have just returned from my stay there, which was booked in March through your travel agency. The inconvenient location and [1]**exact** / **utter** lack of available facilities at the resort [B]_____ , or to justify the money spent on booking the holiday.

In your advertising, the hotel is described as 'a stone's throw from the beach', and the hotel is said to have 'all the amenities one could wish for'. On arriving, however, and to my [2]**complete** / **chief** disappointment, I discovered that the hotel was a ten-minute drive from the nearest beach, and the hotel's swimming pool was closed. Moreover, the tennis courts were closed during the [3]**extreme** / **entire** stay, which meant that I had to get a refund for the slots I'd booked in advance.

I contacted your [4]**sheer** / **sole** representative at the resort on 12 July, but to my [5]**total** / **first** dissatisfaction [C]_____ and advised me to contact the company in writing upon my return.

Under The Package Travel, Package Holidays and Package Tours Regulations 1992, [D]_____ all the [6]**major** / **absolute** elements of the package as they were described. As a result, [E]_____ loss of value, consequential losses and for the loss of enjoyment I suffered. I feel that the holiday I had expected was not the one which I experienced. Therefore, I am seeking financial compensation for both the [7]**specific** / **utter** problems I encountered, and for the [8]**exact** / **extreme** distress and disappointment I suffered as a result of this.

I have sent a copy of this email to the National Tourist Authority, of which you are a member.

I look forward to receiving a response from you [F]_____ .

Yours faithfully,

Jasper Nicholls



1 **Read the email of complaint. Choose the correct adjectives 1–8.**

2 **Use nominalization to rewrite the phrases in italics.**

1 she was unable to *resolve* the matter
she was unable to _____ the matter
2 within 14 days of *having received* this email
within 14 days of _____ this email
3 I am writing *because I wish to complain about*
I am writing _____
4 I have a legal entitlement to *be compensated for*
I have a legal entitlement to _____ for
5 failed to live up to *what I had expected.*
failed to live up to _____ .
6 you *are responsible for providing*
you _____

3 **Complete gaps A–F in the email with the nominalized phrases in exercise 2.**

Writing guide

■ **TASK** **Imagine you have just spent a week in the holiday apartment in the photo below. Write an email to Eurostays to complain about the holiday you thought you had booked.**



■ **PLAN 1** **Make notes about:**
- the reason for your complaint.
- the contrast between your expectations and reality.
- the most important events.
- what you expect the company to do.

■ **PLAN 2** **Follow the 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 of your experience.
Paragraph 4: Rephrase your complaint in more detail and say what you expect the company to do.

■ **WRITE** **Write your email. Use the paragraph plan to help you.**

■ **REVIEW** **Check the following points.**
- Is the tone of your email serious and formal?
- Have you used nominalizations and emphasizing adjectives to make your email more formal?
- Have you checked grammar, vocabulary, spelling and punctuation?

U5 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 5A	Mark
I can identify bias and perspective in a series of opinion texts.	
I can recognize a range of idiomatic phrases about roads and paths.	
I can recognize a range of verbs of movement.	
How can I improve?	

Lesson 5B	Mark
I can understand key points and supporting detail in a news programme.	
I can recognize and use cleft sentences to add emphasis in a discussion.	
I can recognize and use fronting and inversion to add emphasis in a discussion.	
How can I improve?	

Lesson 5C	Mark
I can distinguish fact from stated opinion in a radio interview.	
I can recognize the difference in meaning between commonly confused adjectives.	
I can recognize and use a range of expressions to emphasize a point.	
How can I improve?	

Lesson 5D	Mark
I can recognize the feature of a cohesive paragraph.	
I can identify and use networks of phrasal verbs.	
I can identify fronting and inversion used for emphasis in a text.	
How can I improve?	

Lesson 5E	Mark
I can write an email of complaint.	
I can use nominalization in formal writing.	
I can use restrictive and intensifying adjectives to add emphasis.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

6 What is love?

Vocabulary

Insight Compound adjectives

1 Complete the sentences with the phrases below.

- clear-cut evidence
- eye-catching designs
- feel-good factor
- love-struck teenager
- mass-produced designs
- widely held belief

1 Since Sofia got together with Matt, she's been acting like a _____.
2 The _____ of being in love makes everything around you look more positive and achievable.
3 The _____ are one of the main selling points of the clothing brand.
4 The assertion that love can be measured in an empirical way remains a _____.
5 I don't care much for _____. I prefer bespoke, hand-drawn ones by local artists.
6 She has _____ that the dating app took her money without her consent.

Insight Defining love

2 Complete the sentences with the pairs of words below.

- affection / loyalty
- crush / infatuation
- devotion / distress
- euphoria / mania

1 Love takes many forms, from a harmless _____ on someone to an unhealthy _____ with them.
2 The _____ of falling in love is compared to flying. It is also likened to madness, even a form of _____.
3 _____ to your job rather than your partner can cause _____ in many couples.
4 He gave her a loving look. There was so much _____ in his eyes that his _____ was evident.

Vocabulary extra *Head* and *heart* metaphors

3 Replace the underlined phrases with metaphors containing the words *head* or *heart*.

1 My brother was going to quit his well-paid job to follow a new career but <u>changed his mind</u>.
_____
2 Why didn't you <u>think carefully</u> before you let your new boyfriend move in with you? You hardly know him.
_____
3 My neighbour's son is very mature for his age. He <u>thinks like an older, more experienced person</u>.
_____
4 I can safely say that Max was only joking – please don't <u>be upset by what he said</u>.
_____
5 Try not to <u>show your feelings so openly</u> all the time. Sometimes you need to keep people guessing.
_____
6 My boss <u>stays remarkably calm</u> despite the enormous pressure she's under.
_____
7 They begged me to come to their wedding, so I <u>didn't feel I could upset them and</u> say no.
_____
8 Amelia is the one to go to in a crisis. I've never come across such a <u>calm and unflappable</u> person.
_____

4 Choose the correct answers.

A crush is good for you!



We all remember our first crush. One minute you're a kid playing with toys and the next you're a [1]____ teen who can't even look at the person, let alone talk to them!

That's the effect on the outside at least. But what's going on inside? Firstly, the [2]____ factor causes a chemical reaction. According to research by *Psychological Medicine*, the [3]____ you experience when attracted to someone creates an increase in serotonin.

Your sense of smell is also affected and can reveal the subject of your [4]____ . In one study, women had to sniff a variety of jumpers and report which ones they liked. The scents they preferred were linked to men who had a gene set complementary to those particular women.

Thirdly, a study by the *Journal of Personality and Social Psychology* suggests that when you feel [5]____ for someone, you tend to see them in a positive light. Maybe this is the origin of the [6]____ view that 'love is blind'.

Evidently, it's very rare for a first crush to result in a [7]____ relationship. In most cases, it will be short-lived. However, despite the awkwardness and [8]____ a crush may cause, it appears to be good for your general well-being.

1	**a** clear-cut	**b** eye-catching	**c** love-struck
2	**a** feel-good	**b** mass-produced	**c** much-copied
3	**a** euphoria	**b** crush	**c** loyalty
4	**a** belief	**b** distress	**c** devotion
5	**a** distress	**b** crush	**c** affection
6	**a** much-copied	**b** widely held	**c** long-lasting
7	**a** long-lasting	**b** feel-good	**c** mass-produced
8	**a** loyalty	**b** distress	**c** devotion

5 TASK Discuss the questions below and give reasons for your answers.

- What do you think is the secret to a long-lasting relationship?
- Do you agree with the view that opposites attract?

Grammar

Conditionals

1 Correct one mistake in each sentence.

1 If you expected love to be like it is in the movies, sooner or later you will be disappointed.

_____

2 Publishers didn't produce so much romantic fiction if there wasn't a demand for it.

_____

3 He would never downloaded *Always Be My Maybe* if he'd known it was a rom-com.

_____

4 My dad is so emotional. If he watches a sad film, he always got through a box of tissues.

_____

5 If children get exposed to sad endings in films and stories, they may have been more able to cope with disappointment and grief in real life.

_____

6 If James Cameron didn't write *Titanic*, modern cinema-goers wouldn't have such a powerful example of the tragedy of love.

_____

2 Complete the questions with the correct form of the verbs in brackets.

1 If your friend _____ (want) you to go on a blind date with a friend of theirs, would you go?
2 If you _____ (be) a famous figure from a novel, who would you have liked to be?
3 If you played Romeo / Juliet in a film, which actor _____ (be) your Juliet / Romeo? Why?
4 If you _____ (write) the screenplay for *Titanic*, how would the film have ended?
5 If the only available seats at the cinema had been for a rom-com, _____ you _____ (pay) to watch it?

Inversion with conditionals

3 Complete the sentences with the words in brackets in the correct order. There is one word that you do not need in each set.

1 _____ my best mate, I would never have got through the break-up. (for / were / but)
2 There's nothing wrong with speed-dating, _____ take it too seriously. (that / whether / don't / provided / you)
3 _____, please tell her I've been trying to call her. (you / Freia / which / should / see)
4 _____, I'll never understand why they got married in the first place. (matter / should / no / I / how / try / hard)
5 _____, he won't know how much you like him. (you / ask / out / unless / don't / him)
6 _____ to that wedding, you two would never have met. (you / wouldn't / gone / supposing / hadn't)

4 Choose the correct words.

We all love a happy ending …



Think about all the famous fairy tales you know. [1]**Supposing / No matter** how hard you think about it, there don't seem to be many that end badly – it's part of their appeal. But how would we feel about these well-loved stories if instead of happy endings they had unhappy or even tragic ones?

Let's take *Cinderella*, for example. Everyone knows the heroine manages to bag herself the prince at the end. If she [2]**wouldn't / hadn't**, would it have been such a popular story? Probably not; it definitely [3]**wouldn't have had / won't have** such universal appeal if one of her dislikeable stepsisters had married Prince Charming instead! Because [4]**if / unless** the hero of a fairy tale escapes from their miserable life, or triumphs over the baddies, it doesn't have the kind of reassuring feel-good factor we want. In truth, the ending of the Cinderella story wasn't always so happy. If you read the original folk tale, [5]**you'll discover / you would have discovered** that Cinderella actually killed her wicked stepmother – definitely not a good role model for kids!

Even in stories where the ending is less upbeat, it seems that as long as love and good are seen to triumph, we can find the feel-good factor we crave. Think of Hans Christian Andersen's story *The Steadfast Tin Soldier*, for example. [6]**Provided that / But for** the final scene where the lives of the two characters end lovingly entwined, this would be an unbearably sad tale. In it, a little boy receives a set of soldiers for his birthday, but the last one has only one leg because the toy-maker ran out of metal. This one-legged soldier falls in love with a paper ballerina. A naughty goblin makes the unfortunate soldier fall out of the playroom window into the street. After a series of adventures he eventually arrives back in the house, dirty and scratched, and his owner throws him into the fire in disgust. It seems like a catastrophe – but if the goblin [7]**wasn't / hadn't been** jealous of the tin soldier and pushed him, he wouldn't have ended up in the fire. And if the goblin hadn't opened the window, the boy [8]**wouldn't have / hadn't had** closed it again, causing the gust of wind which also blew the paper ballerina into the flames, uniting the two toys. The moral seems to be that love and loyalty are strong enough to overcome malice and death.



5 TASK People show they love someone in different ways. Which tokens of love would mean the most to you? Give reasons for your answers.

- a love letter
- a ticket to see your favourite singer
- a bunch of red roses
- a dinner cooked for you
- a photobook of your time together

Listening, vocabulary and speaking

Insight Relationships

1 Correct one mistake in each of the underlined idioms.

1 A conflict involving money usually <u>drives a wedge on</u> members of a family.
_____

2 She secretly enjoys having him <u>for her beck and call</u>, however much she pretends that she doesn't.
_____

3 My baby sister always gets her own way at home. She can <u>turn my parents round her little finger</u>.
_____

4 I couldn't ask for better housemates. We all <u>get on like a home on fire</u>.
_____

5 I know my niece can be difficult at times, but I do <u>have a kind spot for</u> her. She looks so sweet.
_____

6 My flatmate is so talkative and I like a bit of peace and quiet. It's no wonder we <u>get onto each other's nerves</u>.
_____

7 Despite the fact that our house is tiny, we all <u>live in another's pockets</u> pretty successfully.
_____

8 Remember that you <u>have me to lean to</u>, so don't hesitate to call me whenever you need to.
_____

Vocabulary extra The property market

2 Complete the sentences with the pairs of words below.

- estate agent / contract
- lease / rent
- letting agent / landlord
- mortgage / deposit
- tenants / notice

1 I thought the sale of the house was going to fall through because the _____ took an age to draw up the _____.
2 These days it's so hard to get a _____ to buy our own place. We've already been saving up for a _____ for five years.
3 The people next door were such bad _____ that the agency finally gave them _____ to leave.
4 Jude organized our flat through a _____ so we'll probably never meet the _____.
5 We were so excited to get the keys that we didn't read the _____ carefully. I just found out the flat owner can put the _____ up at any time.

Talking about hypothetical situations

3 6.01 **Listen to the first part of a radio programme. What is the main aim of the programme?**

4 6.02 **Listen to the rest of the radio programme. Are the sentences true (T), false (F) or not given (NG)?**

1 Nicky's choice of housemates wasn't based on how well she knew them.
2 The only thing she and her housemates had in common was their choice of course.
3 One of Nicky's housemates wanted to take control of the running of the house.
4 Leo suggests that he was very keen to be accepted when he first started his studies.
5 Leo thinks it's best if one person takes responsibility for checking the details of the lease and paying the rent.
6 Leo's final tip is to limit the number of house guests to one per person.

5 Complete the comments with the words below. Use the correct form of the verbs. Add any necessary words.

- as if / be
- be better / get
- if I / be
- if only / not have to
- imagine / not work
- rather than / rent
- sooner / share
- wish / know

Subject: Finding somewhere to live!

view previous comments

Flora: Thanks a lot. You're right. It's about time I got my act together. Next term is only a few weeks away. I was actually looking at 'speed flatmating' – similar to speed dating but with housemates – because of what I can afford. Sounds kind of cool but I [1]_____ for everyone.

WN54: That sounds a bit dodgy to me. [2]_____ you, I wouldn't want to risk moving in with people I didn't know beforehand. Wouldn't it [3]_____ a cheap place further away with people you know?

Chaz20: There's no guarantee you're going to get on with people you know when you actually live with them though. I [4]_____ how messy my mate was before we moved in together. He acted [5]_____ my problem. It caused some silly arguments and drove a wedge between us if I'm honest. I'd much [6]_____ with strangers now. It's not worth ruining friendships.

RubyRules: This is the first time I've heard of 'speed flatmating'. Flora, I think it's worth a try. I'd do this [7]_____ further away from campus for the same price. [8]_____ stick to a budget! Imagine living in one of those flats on South Avenue! Anyway, good luck in your search!

6 TASK Imagine you had the following problems in your house share. How would you tackle each problem?

- partying into the early hours
- not paying rent on time
- leaving the bathroom messy after using it
- letting his or her friend stay over on a regular basis
- leaving windows open



Vocabulary and grammar

V Insight The language of war

1 Replace the underlined phrases with the words below. Change the form if necessary.

besiege ■ drum up ■ invade ■ pledge ■ rally ■ rout ■ subdue ■ wage

1 In 1944 Nelson Mandela joined the African National Congress to <u>create</u> support for equal rights for black South Africans.
_____

2 The Romans <u>occupied</u> Britain for the first time in 55 BC, led by Julius Caesar.
_____

3 In 1979 the Uganda National Liberation Front <u>overthrew</u> the Ugandan dictator Idi Amin, who was forced to flee the capital of Kampala.
_____

4 In the Siege of Orléans in 1429, Joan of Arc <u>reassembled</u> the troops to continue fighting against the English and led the French to victory.
_____

5 A story which has been told for over 3,000 years involves the ancient city of Troy being <u>surrounded</u> by the Greek armies for ten years.
_____

6 Napoleon successfully <u>took part in</u> war on various European nations to expand his empire.
_____

7 The troops were eventually able to <u>bring under control</u> the rebels following weeks of fighting.
_____

8 Whenever you join the military, you have to <u>make a formal promise of</u> allegiance to your country.
_____

2 Choose the correct words.

1 When she became queen in 1553, Mary Tudor, a devout Catholic, outlawed Protestantism. Her **vengefulness** / **patience** and **humanity** / **ruthlessness** resulted in hundreds of Protestants being killed, earning her the nickname 'Bloody Mary'.
2 Any large-scale military attack requires vast amounts of **forward planning** / **self-belief** and **patience** / **passion** in order to strike at the right time.
3 Successful leaders must display a certain amount of **charisma** / **vengefulness**, **patience** / **passion** for their cause and **ambition** / **humanity** to take the country in the right direction.
4 Gandhi showed great **ruthlessness** / **bravery** and **single-mindedness** / **vengefulness** when he led India to independence through peaceful protest.
5 Attila the Hun, who killed his own brother, is notable because of his **ruthlessness** / **patience** as leader of the Hunnic Empire. His lack of **humanity** / **ambition** was evident when he said, 'There, where I have passed, the grass will never grow again.'

Uses of *if*

3 Complete the sentences with a phrase containing *if*.

1 I simply have to meet this deadline. I'll join you at the restaurant, but _____ I get everything done.
2 They're determined to have the best of everything, _____ it means getting into debt.
3 Don't worry, these plans can be changed _____ the need arises.
4 What's the matter? You look _____ you've seen a ghost!
5 What were you thinking, going through a red light like that? _____ another car had been coming round the corner?
6 Maybe we can have a chat on the phone later. _____, I'll email you with the details tomorrow.

4 Correct the mistakes in the underlined phrases.

Home | Advice | Group Support | Self Help Guides | Forum | Account

Want to chat?

How do I survive this?

I've heard the expression 'a thin line between love and hate', but it didn't really resonate with me until I found myself in the middle of a friendship feud! Best to call these friends X and Y, I think. [1]<u>If only</u>, I could be in trouble …

So, X and Y were the closest of friends for years and then X started to broaden her circle a little and Y took it as a huge act of disloyalty, like X had betrayed her in some way. X said she couldn't cope with Y's all-consuming type of friendship and since then it's [2]<u>even if</u> they have [3]<u>been fighting war</u>!

All of their other friends were soon forced to [4]<u>give allegiance</u> to one side or the other. X tries to [5]<u>beat up support</u> for her side, and then Y [6]<u>tallies the troops</u> to her camp, and so it goes on. It's exhausting! (Sorry to push the war analogy, but that's what it feels like!) Some days, I think I should just avoid them both until they can call a truce.

[7]<u>If and when</u> I could get them to just LISTEN to each other! [8]<u>What about</u> I try and get them together socially in a big group? Do you think that would work?



5 TASK Write a reply giving some advice to the post in exercise 4. Decide which of the suggestions below to mention and give reasons for your answer.

- don't bother trying to be friends any more
- have a chat with your friends about how you feel
- get your friends together socially in a big group
- set up a meeting for your two friends to talk together alone

Reading

1 **Look at the photo. Do you know who the people are? Why was their relationship controversial? Read the article quickly and check your answers.**

2 **Read the article again and choose the correct answers.**

1 The writer thinks that the story of Edward and Mrs Simpson
   - **a** attracts people because they were very wealthy.
   - **b** has been imitated by celebrity couples.
   - **c** is more than an old-fashioned love story.
   - **d** is special because it is about royalty.

2 Edward proved not to be a suitable fit for king because
   - **a** he was worried it would damage his reputation with women.
   - **b** he seemed to be uncomfortable with the authority the position entailed.
   - **c** he took the public criticism of Wallis to heart.
   - **d** it would ruin the fun-loving image people had of him.

3 The prime minister suggested that Edward
   - **a** became head of the Church of England to make it easier to marry Wallis.
   - **b** had caused a scandal because of his behaviour in private.
   - **c** could marry Wallis, but the people wouldn't tolerate a public wedding.
   - **d** would never convince his subjects of the legitimacy of the marriage.

4 If Edward hadn't abdicated, the writer suggests the possibility of
   - **a** Edward asking the public to look on him favourably.
   - **b** Baldwin setting up a new administration.
   - **c** a change of government and a public vote on Edward's future.
   - **d** Wallis rejecting Edward.

5 If Wallis had taken on the job of queen, the writer suggests
   - **a** the establishment would have started to treat her badly.
   - **b** Edward might have become a more diligent person.
   - **c** she would have needed to deal with some difficult situations.
   - **d** she would have taken an interest in his royal duties.

6 Had Edward proved his love of country was greater than his love of Wallis by ending his relationship, the writer suggests
   - **a** Edward would have remained unmarried for the rest of his life.
   - **b** the church and state would have chosen his queen.
   - **c** the establishment would have approved of his choice.
   - **d** it would have been the most suitable decision.

How deep is your love?

'… You must believe me when I tell you that I have found it impossible to carry the heavy burden of responsibility and to discharge my duties as king as I would wish to do without the help and support of the woman I love … .'

These much-quoted words come from the abdication speech of King Edward VIII, broadcast to the world on 11 December 1936 by Edward himself. It is no coincidence that the final word of the quotation is 'love', for the story of Edward and Mrs Wallis Simpson has been deemed one of the greatest romances of the 20th century.

It is a romance that could also be considered surprisingly modern. Long before Harry and Meghan stole the headlines by getting together and fleeing to America, Wallis and Edward had already forged a joint identity. Uniting their initials to form the word *WE*, they created an intimate but playful motif that was to appear on pieces of jewellery given to Wallis by Edward.

Born in 1894, Edward VIII acceded to the throne upon the death of his father, George V, in 1936. Although popular with the British people, Edward struggled with the responsibilities that came with being head of state. Far from being a model royal, he acquired a reputation as something of a hedonist, throwing lavish private parties frequented by the high society of the day. This, along with his popularity with women and his increasing lack of interest in official duties, made his behaviour a concern to crown and state alike.

However, nothing could have primed the country for the crisis that was to follow his meeting Mrs Wallis Warfield Simpson, a divorcee from Baltimore, Maryland, then on her second marriage.

The American socialite, who had moved to Europe after the collapse of her first marriage, first met Edward, Prince of Wales, at a fashionable house party. He was charming and, according to many, the most eligible bachelor in England. She was a married woman in her mid-thirties. Although stylish in her dress and witty in conversation, her unconventional looks, average background and lack of formal education made people wonder how Wallis could have stolen the heart of a prince. But throughout the early 1930s, they were constant companions and their friendship developed into a deep mutual devotion. In 1936, Wallis divorced her second husband, Ernest. Now king, Edward made it clear that he and Wallis were determined to marry.



This sparked a political and constitutional storm. It fell to Prime Minister Stanley Baldwin to impress on Edward the perilousness of the situation. As king and supreme governor of the Church of England, marriage to a divorcee was out of the question. Baldwin said of the British people, 'They will tolerate a lot in private life, but they will not stand for this sort of thing in a public personage.'

Forced to either give up Wallis or renounce the throne, Edward chose the woman he loved. The role of king passed to his brother Albert, who was later crowned George VI. After a reign of just 325 days, Edward was now free to marry Wallis. The ceremony, which took place in France in June 1937, had none of the pomp and pageantry of a royal wedding.

However, interest in Edward and Mrs Simpson didn't end there. Many have pondered an alternative outcome to their story. If Edward had chosen to remain king and not reject Wallis, this might have forced Baldwin's resignation and the setting up of an interim government. Edward might have been able to secure a more favourable outlook from the new administration, with the possibility of letting the British public decide his fate in a referendum.

And supposing Wallis had become queen? Many outside the establishment saw her as a tough and resourceful woman. Perhaps she might have been the making of Edward as king, helping him to shed his pleasure-seeking image and immerse himself in his royal duties.

The alternative would have seen Edward abandoning Wallis in favour of the throne. Had this happened, he would have regained his status as the most eligible bachelor in the country, free to make a more suitable choice of life partner, at least in the eyes of the church and state. Whether or not he would have done so remains an open question.

But no matter how many new endings are put forward, the story of Edward and Mrs Simpson will continue to hold an irresistible appeal for all romantics.

3 Match verbs 1–8 to the words they collocate with a–h. Then check your answers in the article.

1 acquire	**a** an appeal
2 be	**b** an identity
3 decide	**c** a reputation
4 forge	**d** a storm
5 hold	**e** the making of you
6 immerse	**f** your fate
7 regain	**g** your status
8 spark	**h** yourself in something

4 Complete the sentences with the collocations in exercise 3. Use the correct form of the verb and pronouns.

1 He spent time experimenting with different musical styles before _____ as a classical pianist.
2 I've decided to leave social media. It just doesn't _____ much _____ for me any more and takes up too much of my time.
3 I'll never understand why employers prefer graduates from Oxford and Cambridge. Why should educational privilege _____?
4 After a terrible season, it is good to see that she _____ as the top player in the league.
5 Your art is fantastic, so why not sell it? It could _____.
6 Unless you stop coming in late, you could _____ for being lazy.
7 His comments _____ on Instagram when he made offensive remarks about religion.
8 Sorry I haven't been in touch. I _____ in my project for months.

5 TASK Edward was made to choose between his public life and his private life. Do you think he made the right decision? How might he have tackled the situation differently? What would you have done in his position? Give reasons for your answers.

Writing An opinion essay

Types of subordinate clause

1 Match sentences 1–8 to clauses a–h. Then identify each type of clause.

1 Perhaps it would have been better _____.
2 Romantic comedies are still popular, _____.
3 You can't plan when you're going to fall in love. But you'll know _____.
4 She wears her heart on her sleeve _____.
5 After many denials, he finally admitted _____.
6 They got married in Las Vegas on the spur of the moment, _____.
7 I just knew the politician would be distracted, _____.
8 I'd really like to join a dating website _____.

a that he'd fallen out of love
b when you have
c to find a like-minded partner
d if she hadn't had such a responsible job
e and so always leaves herself vulnerable
f as he doesn't take his public duties seriously
g which meant neither family could be there
h despite giving unrealistic expectations

2 Choose the correct meaning a–c for each of these quotations from Shakespeare plays.

① **'The course of true love never did run smooth.'**

② **'Who ever loved that loved not at first sight?'**

③ **'Love looks not with the eyes but with the mind. And therefore is winged Cupid painted blind.'**

a Love is blind.
b Love is never easy.
c Love is not real unless it's love at first sight.

3 Read the introduction to the essay. Does the writer believe that love is never easy?

4 Complete the essay with one word in each gap. Sometimes more than one answer is possible.

The first quotation is from Shakespeare's *A Midsummer Night's Dream*, [1]_____ was first performed in 1605. It is said by Lysander to Hermia [2]_____ he wants to express to her that every relationship will have its ups and downs. [3]_____ these lines are beautifully expressed, how far a modern audience can believe in this sentiment is open to debate. To me, it holds some truth outside of fiction.

There are countless examples of people [4]_____ will readily admit [5]_____ they have encountered many obstacles before they reached happiness with their partner.

For some, this is [6]_____ other people have been involved. For Lysander, the reason [7]_____ he can't be with Hermia is that her father has already decided that she should marry Demetrius. Nowadays, leaving a relationship to start another is easier, relatively speaking, although there's [8]_____ to be disruption to people's lives.

[9]_____ being a big hurdle, other people isn't the only reason the path to true love can be difficult. Geography can also be a significant obstacle. Long-distance relationships often encounter problems. [10]_____ much two people try, there isn't always a simple solution [11]_____ they live in two different countries. In [12]_____ to keep the relationship going, one will have to make sacrifices to be with the other.

[13]_____ conclusion, if you are part of a small minority, your relationship will all be plain sailing. For the rest of us, we have to hope we stay on track [14]_____ the storm passes.

Writing guide

■ **TASK** **Write an opinion essay agreeing or disagreeing with quotation 2 or 3 in exercise 2.**

■ **PLAN 1** **Ask yourself the following questions.**

1 What do you think the quotation means? What examples can you think of to support or refute it?
2 Does the quotation apply only to romantic love? What about other types of relationship?
3 How do relationships develop over time? How might this affect the validity of the quotation?

■ **PLAN 2** **Follow the plan.**

Paragraph 1: Explain what the quotation means. State your point of view.
Paragraph 2: Introduce the first argument which supports your opinion.
Paragraph 3: Introduce another argument which supports your opinion.
Paragraph 4: Sum up any arguments against your opinion.
Paragraph 5: Summarize and restate your opinion.

■ **WRITE** **Write your opinion essay. Use the paragraph plan to help you.**

■ **REVIEW** **Check the following points.**

- Have you clearly stated your opinion?
- Have you organized your arguments into clear paragraphs?
- Have you checked grammar, vocabulary, spelling and punctuation?

U6 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 6A	Mark
I can recognize the main points in an informative text.	
I can recognize compound adjectives.	
I can recognize vocabulary related to the topic of love.	
How can I improve?	

Lesson 6B	Mark
I can understand key points and supporting detail in a podcast.	
I can use conditionals to refer to real and unreal situations.	
I can recognize and use conditional sentences with inversion.	
How can I improve?	

Lesson 6C	Mark
I can recognize the use of sentence stress to compare / contrast ideas.	
I can use a range of idioms to describe relationships.	
I can use functional phrases to refer to hypothetical situations.	
How can I improve?	

Lesson 6D	Mark
I can understand the order of events in a text.	
I can recognize vocabulary related to war.	
I can recognize conditional and other types of clauses with *if*.	
How can I improve?	

Lesson 6E	Mark
I can write an opinion essay.	
I can identify different types of subordinate clause.	
I can use compound and complex sentences in formal writing.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

7 State of the art

Vocabulary

Insight Synonyms and antonyms describing art

1 Complete the sentences with the adjectives below.

enigmatic ■ fantastical ■ highbrow ■ lowbrow ■ plain ■ realistic ■ repellent ■ subdued ■ transparent ■ vibrant

1 It was a weird and dreamlike building, absolutely _____ against the other traditional architecture that surrounded it.
2 Critics have accused her of being too playful, but it's the _____ colours in her work that the public appreciates.
3 The seated sculpture was so _____ it was mistaken for an actual person at times.
4 Despite the gallery's policy of making art accessible to everyone, I found the descriptions of the artworks disconcertingly _____.
5 The lighting in the gallery is _____ to protect the medieval drawings from deteriorating.
6 Condemned as _____ by audiences across the world for its violent imagery, the film has been banned.
7 The *Mona Lisa* is famous all over the world for having a(n) _____ smile.
8 The work of art's obvious message was _____ even to the youngest visitors to the exhibition.
9 The _____ background, all one colour, helped you to focus on the image of the figure in the foreground.
10 My art teacher thinks the popular culture display is rather _____ but that's because he's a bit of an art snob.

Insight Expressions related to time

2 Correct one mistake in each sentence.

1 I go to an art gallery one time in a blue moon as I don't have much free time.
2 More art installations will be added to the park a few weeks along the line.
3 If you're pressed to time, we can meet up another day.
4 Art restoration skills are not something you acquire over the night.
5 The sculptor suggested I work on the piece in stages, little for little, rather than in one long session.
6 We did the mural all on one go which meant we didn't stop working for 12 hours!
7 The curator had very little time to complete everything. It really was a race to the clock.
8 Nowadays, life is so hectic that it's a luxury to be able to practise art at a leisurely speed.
9 His patrons have given him all the time in the earth to complete the show, which is extremely rare.

Vocabulary extra Describing visual art

3 Choose the correct words.

1 This artist is known for working on **motif** / **canvas**.
2 What **genre** / **perspective** of art are you most keen on?
3 Augustin Edouart, a 19th-century artist, is famous for his full-length **tones** / **silhouettes**. It's amazing what he can portray just from the outline of a figure.
4 Loneliness is a recurring **medium** / **theme** in her work.
5 Monet was known to use nature-inspired **palettes** / **brush strokes** in his work.



4 Choose the correct words.

Edna Lumb

Observation of surroundings is a familiar element in the work of many artists. For some, nature provides [1]**repellent** / **awe-inspiring** subjects, while for others the objects we use in our daily lives make [2]**captivating** / **muted** images.

Probably due to her unusual choice of subject matter, the artistic talent of Leeds-born artist Edna Lumb wasn't recognized [3]**down the line** / **overnight**. Edna found inspiration in subjects others might have felt were [4]**humble** / **vibrant**, unworthy of artistic interest: the engines, pylons, cooling towers and quarries of the industrial landscape in and around her home town.

Her interest in portraying [5]**highbrow** / **realistic** images of British urban and industrial life eventually led her to give up her job as an art teacher, buy a van and tour the UK and Europe at a [6]**leisurely pace** / **race against the clock**, observing other urban landscapes.

The artist explained that she had always found these scenes [7]**renowned** / **enchanting**. Their strong shapes and limited colour [8]**canvas** / **palette** inspired her.

[9]**Once in a blue moon** / **Little by little**, people started to appreciate Lumb's work and its urban [10]**themes** / **tones**. The London Transport Museum and the Science Museum in London decided her work was important enough for them to purchase various paintings for their collections.

5 TASK Make a list of famous paintings that you know. Discuss the following questions.

■ Who painted them?
■ Where have you seen them?
■ What makes them so recognizable?
■ Why do you think they are so successful?

Grammar

Speculating about the past, present and future

1 Rewrite the sentences using the modal verbs in brackets and as few words as possible.

1 There is strong evidence that *The Faun* by Gauguin is a fake. (must)

_____

2 There are times when this studio produces work that is both comprehensible and enigmatic. (can)

_____

3 Based on this graffiti artist's previous work, the image is likely to sell for a high price at auction. (should)

_____

4 It's safe to assume artists of fantastical paintings aren't lacking in imagination. (can't)

_____

5 Some say that this is the band's most successful tour to date. (may)

_____

6 It is possible the artist's house is sold to a private buyer. (could)

_____

2 Choose the correct words to complete the dialogue.

A So, when can I see it? I've been sitting here on and off for days. You [1]**have to** / **must** be nearly finished.

B It takes time to capture a person on canvas. And I [2]**would** / **might** make some adjustments to the face …

One month later

A So, today's the day, right? You [3]**mustn't** / **can't** need to do any more to it.

B Yes, I think we're ready. From the reactions of past clients, I think you [4]**should** / **could** be pleased. Here it is!

A That [5]**mustn't** / **can't** be me – it doesn't even look like me!

B I think you [6]**may look** / **may be looking** at it in the wrong way. A portrait isn't a photograph.

A But I'm staring at it and I [7]**must** / **could** be looking at anyone!

B But a person [8]**can be portrayed** / **can portray** in many different ways. This has a dreamlike quality …

A Enough of the highbrow words! You [9]**can't** / **must** be living in a dream world if you think I'm paying for this!

3 Correct one mistake in each sentence.

1 The teen manga artist mustn't have been expecting such a huge response to her first exhibition.
2 It won't had been easy to transport such enormous murals from city to city.
3 It will have been taking ages to build up such a wide-ranging art collection.
4 That sold for ten thousand? I can have done that in five minutes.
5 But for the sale of the castle, the priceless painting must not have been found.

4 Complete the text with the correct past forms of the pairs of verbs below.

■ couldn't / expect ■ might / change ■ might / think ■ must / come ■ must / tell ■ should / be

The accidental artist



In 1988, at the age of 35, Jon Sarkin, a chiropractor from Massachusetts, cut short a round of golf due to a sudden pain in his head. What he [1]_____ then was that he would end up needing surgery for damage to his brain, and that during this surgery he would suffer a massive stroke. Jon spent weeks in a semi-coma and his loved ones [2]_____ that his condition was serious.

After his accident, a period of rehabilitation began. Jon's wife, Kim, knew that this would be slow and challenging, but no one warned her that her husband [3]_____ by his experience – almost into a different man.

After a long period of depression, Jon began to jot down thoughts and pictures. Over time, this developed into a constant urge to create images. This [4]_____ as a surprise to his wife, as Jon had previously shown no flair for drawing or painting. And anyone who [5]_____ that Jon's interest in art was simply a form of therapy would be mistaken. Since his early doodles and cartoons, he has built a high-profile and successful international career, with his work being published in the *New York Times* and his art fetching up to $20,000.

His rare condition is known as 'sudden artistic output', but how does Jon now regard what [6]_____ a life-limiting experience? '[My artwork is] a manifestation of what happened to me,' says Sarkin. 'I've learned how to visually represent my existential dilemma caused by my stroke.'

5 TASK A recent study into American museums found that 75% of their artworks were by white male artists. Why do you think this is? What could museums do to make their art collections more inclusive?



Listening, vocabulary and speaking

Insight Adjectives to describe music

1 Complete the sentences with the adjectives below.

brisk ■ ethereal ■ frenetic ■ lilting ■ measured ■ raucous ■ sedate ■ soothing ■ surging

1 My brother and I have completely different musical tastes: he likes _____ punk and I like romantic ballads.
2 A flowing melody with few pitch changes leads to a _____ pace that sends me to sleep!
3 The music of the Calm app, which helps you to relax, is always so _____ and I guess that's the point!
4 The music fitted the scene beautifully – the crashing sound of the storm, followed by a heavenly, almost _____ melody when it had passed.
5 Love songs have a more _____ pace, you know, a regular rhythm, which is why it's relaxing to drive to.
6 The new album is full of surprises. Track 1 starts with loud _____ guitars! But then it ends with the complete opposite – a gentle, _____ female vocal with pleasant highs and lows.
7 I couldn't keep up. The pace of the music was _____ and full of energy at the start, but completely _____ by the end of the dance.

2 7.01 Listen to Zoe, Tim and Donna talking about art and music apps. What is the main purpose of their conversation?

a to select a top-100 list of apps for their website
b to recommend their favourite apps to each other
c to discuss some popular art and music apps for an article
d to select the best reviews of apps on their website

3 7.01 Listen again and match names of apps a–f to categories 1–3.

1 a general audience of music- / art-lovers
2 professional musicians / artists
3 people with few artistic / musical skills

a All Your Scores
b MyMusic
c Sound and Vision
d Hand and Eye
e Work of Art
f Get Art Smart

Speculating about possibilities

4 Complete the phrases for speculating.

A OK, so all the sound effects are ready, but the engineer said there was a glitch and he couldn't send the files over the web. He's put them on a CD, but they aren't labelled.
B OK, let's have a listen. I'm sure we can work it out. How hard can it be?
A Right, here goes.
B That [1]h_____ t_____ b_____ wind – the scene opens on a windy day.
A It doesn't sound like wind to me. I [2]w_____ h_____ t_____ that's someone blowing!
B OK, yes. That must be for the scene with the birthday party when she's blowing out the candles. So next one … That sounds like an alarm clock.
A Yes, I agree. [3]T_____ n_____ w_____ it's anything else.
B Good. Next … what's that? Someone having a shower?
A No, there's a [4]d_____ p_____ that it's rain actually. If I remember rightly, in [5]a_____ p_____ it's for the last scene when the heavens open and it starts pouring.
B Right … And this one sounds like a hammer.
A I hope not – there isn't a DIY scene! I'm [6]h_____ a g_____ that it's someone knocking on the door. She has her birthday party at home, doesn't she?
B Yes, it's [7]m_____ t_____ l_____ to be that. Is that it? We haven't heard the sound for wind yet!

5 TASK Look at the images of different scenes from films. What sound effects would you expect to find used in each case? How would they add to the atmosphere of the scene?







Vocabulary and grammar

Insight Prefix pairs

1 Complete the sentences with a prefix from A and a word from B. There are four prefixes that you do not need.

A ■ anti- ■ back- ■ fore- ■ mono- ■ multi- ■ over- ■ post- ■ pre- ■ pro- ■ sub- ■ super- ■ under-

B ■ chrome ■ culture ■ destined ■ establishment ■ estimated ■ imposed ■ industrial ■ sight

1 So great was his talent for dancing that his future as a professional ballet dancer seemed _____.
2 In a _____ economy, major cities rely increasingly on services and tourism.
3 Banksy's anarchic graffiti pieces appear to be as much a protest movement expressing _____ views, as artworks.
4 The developers seriously _____ the cost of the complex and ran out of funds halfway through.
5 A lack of _____ on the part of the local council led to the art gallery project being delayed by months.
6 In her mature work she swapped vivid colours for a restrained _____ palette.
7 Although it's now often shown in art galleries, street art was once regarded as just a worthless product of urban _____.
8 This graphic shows the plans for the new arts centre _____ on the map of the original site.

Vocabulary extra Building metaphors

2 Choose the correct words.

1 A sound financial plan is an essential building **stone** / **block** for the success of any business.
2 Please stop playing that silly song – it's driving me **through the roof** / **up the wall**!
3 The minister has pledged to bring in legislation to break the glass **roof** / **ceiling** and ensure gender equality in the workplace.
4 He knew someone in the council so managed to get a job **near** / **by** the back door.
5 The important discovery could **place** / **lay** the foundations for revolutionary cancer treatment.
6 Networking is an essential skill. Whoever you meet might be able to open **doors** / **paths** for you.
7 I've sent my CV to hundreds of companies, but I keep **coming** / **hitting** up against a brick wall when it comes to getting an interview.

Modal verbs: other uses

3 Choose the correct answers.

1 The public _____ worried about the new stadium. The contentious design has proved very popular with tourists.
a needn't have **b** can't have **c** mustn't have
2 The owners _____ built the cottage without planning permission.
a shouldn't have **b** needn't have **c** mustn't have
3 Domestic architecture _____ to be as bold as iconic structures like the Heydar Aliyev Centre in Azerbaijan.
a should **b** ought **c** had better
4 According to a recent survey, Auckland _____ to be the world's most liveable city.
a should **b** had better **c** is supposed
5 The planning meeting is open to everyone, so local residents _____ apply to attend.
a mustn't **b** needn't **c** needn't have

4 Complete the article with the correct form of the verbs in brackets.

Egyptians say 'No' to ugly art!



Ugly public art is something inhabitants of many cities have to put up with. What's the point in protesting? Well, you should never underestimate the power of individuals to change things.

Samalut, a city south of Cairo, thought they [1]_____ (ought / commission) a statue to welcome visitors. They settled on one of Queen Nefertiti who ruled Egypt and whose name means 'a beautiful woman has arrived'. It [2]_____ (suppose to / be) a proud symbol of the country's beauty and history.

However, residents [3]_____ (can not / believe) what they saw when it was unveiled. Nefertiti looked nothing like the beautiful bust housed in the Neues Museum in Berlin. Authorities [4]_____ (not need / wait) for them to express their disappointment.

Using the hashtag 'Nefertiti' in Arabic, thousands of Egyptians protested that it [5]_____ (should / take down). One Twitter user even said that it was 'an insult to Nefertiti and to every Egyptian'.

The local authority probably [6]_____ (can / predict) such a reaction. What surprised everyone was that it actually listened. Local people [7]_____ (be able / make) a real change and the bust was removed.

This incident [8]_____ (not have / end) there: others could now be encouraged to rid places of other ugly statues. The question is, where to start!

5 TASK Research another artwork or monument that became famous because it wasn't popular. Write a description, explain people's reaction to it and say what became of it. Then give your own opinion.

Reading

1 Read the article and answer the questions.

1 Who is the likely audience for the text?
- **a** musicians who are interested in human emotions
- **b** psychologists who want to understand human behaviour
- **c** music therapists wanting to treat people more effectively
- **d** a general audience interested in how music affects people

2 What tone does the writer use?
- **a** broadly neutral with some personal appeal
- **b** conversational and very informal
- **c** academic and depersonalized
- **d** formal and at times didactic

2 Read the article again. Match sentences A–G to gaps 1–6. There is one sentence that you do not need.

- **A** A team at Northeastern University has been looking further into this phenomenon.
- **B** It's perhaps understandable that these were the elements that caused the most extreme feelings.
- **C** Conversely, those who didn't report feeling moved showed no such physical reactions.
- **D** This is especially true if it provokes a particularly painful memory.
- **E** What could possibly have had such a positive effect on my mood?
- **F** Its aim was for the participants to monitor how they felt when they put on various pieces of music.
- **G** Most people will agree with this sentiment because few of us would deny having felt the effects of it.

3 Study the highlighted words in the article and match them to the definitions 1–8.

1 describe something accurately
2 spend a long time feeling a negative emotion to attract sympathy
3 easily affected or influenced by something
4 sing or play something at high volume
5 arousing your interest
6 attitude or belief
7 something experienced that is often unusual
8 considered something carefully

Why music moves us

It's 5.30 p.m. and I'm in a terrible mood. I've had a bad day and I feel like screaming at the top of my voice. I just want this awful day to be over. Then I get in my car and turn on the radio. Catchy pop music fills the air and slowly but surely, during my 30-minute commute home, my mood is transformed. I seem to be able to ignore everything around me, including the usual rush-hour traffic chaos. As I tap my foot along to a well-known pop song, I start to belt out the lyrics. I reach my house, open the front door, and as I close it behind me, realize I'm feeling much more chilled and much less irritated by the disappointments of my day. [1]____ What happened on my way home? I simply listened to some music and felt instantly happier.

The power of music, whether surging, mellow, raucous, jaunty or discordant, can be hugely influential on how the listener feels. [2]____ How many of us have suffered pain and heartbreak only to wallow in a love song to help the tears to flow and the pain to pass? How many of us have banished the blues on a particular day by listening to our favourite track at full volume? How many of us have pondered over why a certain piece of music disturbs or moves us? Is it the guitar, the strings, the melody or something else entirely?

Exactly why music makes people feel a certain way is hard to pin down and requires us to turn to science. Experts have long tried to understand why sound waves reaching people's ears can then somehow lead to a quickened heartbeat or water-filled eyes. They have discovered, however, that this doesn't happen to everyone. Some people appear to be more susceptible to becoming emotional when listening to music than others. [3]____ There are differences in brain structure between individuals who get shivers down their spine when they listen to opera and those that don't.





Research was carried out on hundreds of volunteers who completed an online survey. [4]____ The individuals who consistently reported a strong emotional response to the music, and those that didn't have any response at all, were invited to the lab for further analysis. The reaction of the group who felt 'shivers' as they listened was verified from a physiological point of view: the music was stimulating their heart rate to quicken and their skin to become sweaty. [5]____

Upon scanning the brains of the individuals in both groups, it was found that there were differences here, too. The emotionally responsive group were found to have a larger volume of white-matter connectivity between the area of the brain responsible for hearing and that responsible for emotion and social experiences. The enhanced connectivity of these two areas in the brain seems to be connected to the ability of music to arouse feelings in the listener.

With these results in mind, I think again about my drive home from work. It doesn't take much to figure out which group I belong to. I can't deny that it's sometimes difficult when I hear a sad song and immediately get a lump in my throat and tears in my eyes. [6]____ But on the other hand, I think it's pretty good that music has the ability to lift my spirits so effectively when I'm feeling down – it's the best antidepressant for me!

4 Complete the sentences with the correct form of the words in exercise 3.

1 When I was a kid, we'd go on long car journeys and _____ our favourite music.
2 I'm _____ the best way to complete the task in the most efficient way.
3 Tides are a natural _____ and are caused by the moon orbiting the Earth.
4 It will be good to get Kenji out. He never usually _____ in self-pity.
5 It's hard to _____ why the disease has spread so rapidly in this area.
6 Many people enjoy the warm _____ of romantic comedies.
7 Young people are particularly _____ to this internet scam.
8 This university provides a _____ environment in which to study.

5 TASK Which songs help you in these situations? Explain what this music means to you and why.

- What do you listen to when you're sad?
- Which song helps you relax?
- What do you exercise to?
- What do you listen to when you're happy?
- Which song reminds you of a special place or time?



Writing A review

1 Complete the sentences with an adverb collocation formed from two of the words in brackets. Use a dictionary to help you.

1 After years of keeping to a predictable palette, her new works are _____. (casual / inspiring / total)
2 So emotional are the themes in this play, it is _____ (moving / vital / profound) for the audience to watch.
3 The local community are _____ (enthusiastic / oppose / bitter) to the new motorway.
4 That the sculptures had been vandalized was _____ (obvious / deliberate / immediate) to an onlooker.
5 Parents were angered by the _____ (heavy / high / controversial) reduction in arts funding for children.
6 It was yet another example of a film _____ (high / casual / dismissed) by critics but enjoyed by cinemagoers.
7 The gallery was _____ (profound / constructed / deliberate) to take in the spectacular sea views.
8 The sculptor's biography has been _____ (welcomed / enthusiastic / casual) by her fans.

2 Correct one mistake in each sentence.

1 The film was as boring like watching paint dry.
2 The museum was buzzing as it was the premiere of a film.
3 His paintings are as you've walked into a fantasy novel.
4 The actors were as excited children after the play.
5 It was about funny as a broken foot!
6 The audience member looked like if she was crying.

3 Read the review. What exhibition did the writer go to see and how did she feel about it?

4 Read the review again. Complete the text with the expressions below.

as if ■ as vibrant as ■ beautifully painted ■ casually dismissed ■ hugely influential ■ intensely private ■ It was like ■ totally inspiring

Quentin Blake

at his very best



I recently visited an exhibition of Quentin Blake's drawings and paintings at The House of Illustration in London. Created for *The Tale of Kitty-in-Boots*, Beatrix Potter's unpublished book, they don't disappoint. Images like these had been [1]_____ to me during my childhood and I was keen to see them up close and personal.

I was intrigued to see the materials Blake used and get a sense of his thought process, ordinarily a(n) [2]_____ experience. Of course, the artworks were just [3]_____ they appear on the page. In fact, seeing the [4]_____ splashes of colour and free-flowing movement of the pen in the original drawings made me appreciate his talent even more. As an artist myself, it was [5]_____ to see his work process.

I particularly enjoyed seeing the original illustration and manuscript for the story, which was discovered over a century after it was written. [6]_____ being given the keys to a treasure chest. I imagined Blake having to draw inspiration from the story and just this one image to create a whole host of new images.

To sum up, this exhibition is highly recommended to any lover of illustration. It proved to me that Quentin Blake cannot be [7]_____ as an artist who sketches characters without much thought. The ability to make something look [8]_____ it is effortless is in fact the result of a great deal of skill and precision.

Writing guide

■ **TASK Write a review of a real or online exhibition that you have seen recently.**

■ **PLAN 1 Make notes about:**

- the name of the exhibition and what kind of exhibits were on show.
- where and when you saw it.
- a description of the exhibits.
- what you liked and disliked about it.
- who you would recommend it to.

■ **PLAN 2 Follow the plan.**

Paragraph 1: Introduction to the exhibition. Give its name, form and setting in an interesting way.

Paragraph 2: Describe the exhibition.

Paragraph 3: Your opinion. Say what you like or dislike about the exhibits.

Paragraph 4: Conclusion. Summarize your opinion and/or give a recommendation.

■ **WRITE Write your review. Use the paragraph plan to help you.**

■ **REVIEW Check the following points.**

- Have you used a clear paragraph structure?
- Have you used similes and a variety of adverb collocations?
- Have you checked grammar, vocabulary, spelling and punctuation?

U7 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 7A	Mark
I can formulate questions to identify main points.	
I can recognize synonyms and antonyms for adjectives.	
I can recognize vocabulary about time.	
How can I improve?	

Lesson 7B	Mark
I can match summary statements to the information in a news broadcast.	
I can use a range of modal verbs to speculate about the past, present and future.	
How can I improve?	

Lesson 7C	Mark
I can understand key information in a podcast.	
I can recognize and use a range of descriptive adjectives.	
I can use key expressions for speculating.	
How can I improve?	

Lesson 7D	Mark
I can understand the function of paragraphs.	
I can recognize affixation.	
I can contrast the different uses of a range of modal verbs.	
How can I improve?	

Lesson 7E	Mark
I can write a review.	
I can use similes to enhance descriptions.	
I can recognize and use a range of adverb collocations.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

8 The big issues

Vocabulary

Insight Idioms and phrases about cities

1 Write a phrase, using a word from A and a word from B, next to the aspect of Tokyo they describe.

A ■ city ■ congested ■ slum ■ urban

B ■ dwellers ■ infrastructure ■ tenements ■ thoroughfares

1 Tokyo has a population of almost 14 million, so slow-moving traffic day and night is the norm.
_____

2 Many poor and homeless Japanese live close to Tokyo's Shinjuku station in old, falling down buildings.
_____

3 Tokyo's transport system, water supply, telecommunications and electrical grids all require regular maintenance.
_____

4 People living in urban areas often have no idea where their food comes from.
_____

Insight Emphatic adjectives

2 Match adjectives 1–5 to synonyms a–e.

1 squalid	a numerous, ample, many
2 impoverished	b dirty, seedy, wretched
3 abundant	c bald, bare, blunt
4 unprecedented	d never having happened in the past
5 stark	e destitute, insolvent, bankrupt

Vocabulary extra Social issues and solutions

3 Complete the headlines with the words below. There is one word that you do not need.

■ crisis ■ panacea ■ pitfalls ■ plight ■ quick fix ■ remedy ■ resolve

1 **No _____ to the housing crisis: solutions will take years say government**

2 Three ministers resign as political _____ deepens

3 **Fresh attempts to avoid _____ in social housing**

4 **More money not universal _____ for social ills, says minister**

5 Local communities hope to bring the desperate _____ of child refugees to light

6 **Prime minister vows to _____ the problem of child poverty**

4 Complete the text with words and phrases in exercises 1, 2 and 3.

Guiyang, China

The Western image of Chinese cities has long consisted of photos of [1]_____, nose-to-tail traffic and busy [2]_____ rushing to and from their places of work. But in the last 30 years, Chinese cities have become even more crowded; it is believed 500 million people have made the move from rural areas to the country's 622 main cities, something never before seen in China's history.

The population of Guiyang, China's fastest-growing city, seems to symbolize the [3]_____ shift from the countryside to the city.

Tan Guo, returning to the city after several years away, immediately noticed the [4]_____ contrast to how it had been before. Her grandparents' village, once five kilometres from the city, is now part of the newly extended [5]_____ : the fields have gone and in their place are busy roads, high-rise buildings and shopping centres.

From a planning perspective, Guiyang is a well-thought-out city whose expansion has been orderly. It has few disadvantaged areas and almost no [6]_____ among its housing. However, from an ecological standpoint its expansion has been full of [7]_____ .

When the city first began to grow, there was little monitoring of air pollution. As most of China's industries are reliant on coal, land used for farming was cleared to make way for coal mines, which are known to release toxic materials into the air, water and soil.

Today, authorities are trying to find a [8]_____ for these past mistakes. $150 million has been spent on cleaning up the Nanming River. In addition, buying new cars has been restricted in favour of electric ones.

There's no [9]_____ , as it will take years to [10]_____ the environmental problems. But at least recognition of the need for effective solutions means the city is on the right track.



5 TASK How does overpopulation in the world's biggest cities affect urban living? Think about:

■ infrastructure.
■ jobs.
■ pollution.
■ healthcare.
■ education.

Grammar

Reported speech

1 Choose the correct answers to complete the sentences.

1 One of the residents recommended ___ a petition.
a starting **b** to start

2 Angry workers are demanding that the government ___ to them.
a will listen **b** listen

3 The local council promised ___ into the sewage system near the beach.
a looking **b** to look

4 Activists accused the farming industry ___ to stick to quotas.
a that they failed **b** of failing

5 The politician wondered ___ he had managed to win so many votes.
a how **b** what

6 The lawyer mentioned ___ about a similar trial.
a having read **b** to have read

7 The councillor warned him that his proposal ___ by the government.
a would be opposed **b** be opposed

8 We insist that the health minister ___ to avoid the spread of infection.
a act now **b** to act now

2 Read the poster. Then complete the sentences to report what the residents said at the meeting.

PROTECT OUR COUNTRY TOWN!

The council plan to build a new motorway close to our town! Come and make your views known.

Meeting Town Hall 7 p.m. Wednesday 28th June

1 'Let's take our protest to parliament.'
Norm suggested _____

2 'Do the council have plans in place to compensate residents?'
Hanako wondered _____

3 'Could you please take measures to limit noise pollution?'
Kim requested that the council _____

4 'I don't accept that there is nothing we can do about the situation.'
Tom refused _____

5 'Our quality of life will be undermined if the plan goes ahead.'
Michael predicted _____

6 'Previous councils have consistently failed to build proper access roads.'
Amir blamed _____

3 Read the online comments from residents about the motorway proposal. Then report what was said using the reporting verbs provided.

RESIDENTS TRY TO REMEDY GLOBAL PROBLEMS LOCALLY

At last week's open meeting, townspeople offered local solutions to global problems. Here are some of their comments.

Rush-hour traffic through the area is terrible. Children are suffering from health problems caused by pollution. We should start car share schemes in and around the town. This will involve drivers taking it in turns to drive a car full of passengers to work. I've no idea why this hasn't been suggested previously.

Jack Wilson

We're too reliant on fossil fuels. We should make a stand in our town to change things. If we put wind turbines in the surrounding fields, our town will be self-sufficient in energy. The top five energy companies have discouraged us from taking this sort of action in the past. We really need to take control of the situation.

Patricia Holmes

Why isn't there a football pitch in our town? The local area needs more green spaces. Why don't we provide one for the local school? It will provide a place for children to exercise and play. It will also be beneficial for dog walkers.

Winston Neptune

1 ■ explain ■ point out ■ suggest ■ warn ■ wonder

Jack Wilson _____

2 ■ blame ■ insist ■ recommend ■ urge

Patricia Holmes _____

3 ■ ask ■ inform ■ predict ■ state ■ wonder

Winston Neptune _____

4 TASK You are going to attend a town meeting to discuss problems in the area where you live. Choose the biggest problem your area has in your opinion, and offer a solution that could be applied to it and also other towns and cities around the world.

Listening, vocabulary and speaking

Insight Idioms: problems and solutions

1 Complete the text. Use one word in each gap.

haveyoursay.org/fresh_urban_ideas

Reinventing Birmingham

Birmingham is the city of my birth and also a place that isn't known as being aesthetically pleasing, at least from an urban planning point of view.

But now, if recent plans are given the go-ahead, it will be given the chance to effectively ban cars from the centre. By taking the bull by the [1]_____ the city council has the chance to redesign the chaotic mess of the 1960s and 70s infrastructure, a system of roads that was designed for car users, with little thought for anyone else.

If Birmingham follows the example that cities like Boston set in the 1990s, it could replace the congested streets with more trees and green spaces for the public to enjoy, and minimize the amount of traffic pollution in the city. Given these potential benefits, some say the decision is a no-[2]_____.

However, sceptics are of course up in [3]_____ about the idea of a car ban, on the grounds that it would result in commuters being unable to drive across the city and therefore create more traffic problems elsewhere.

I am well aware this is likely to be an uphill [4]_____: there are plenty of commuters who won't want to use public transport, or cycle, and will still rely on their vehicles to take them to and from work, even if it takes twice as long!

But with any luck, supporters will highlight the success of Boston, proving that it can be done and that any arguments to the contrary are, in hindsight, really no more than a storm in a [5]_____.

Clean air, green streets, fewer road traffic accidents: why would anyone pour cold [6]_____ on that?

2 8.01 Read the newspaper report about a music festival that was cancelled. Then listen to a radio debate and underline the six factual errors in the report.

Fans angry as festival cancelled

The music festival **Our Time** was cancelled a day before opening on financial grounds. A thousand people had bought tickets to see top bands at Westland Park in Klapton. Although organizers have promised to refund tickets, fans like Karen Hardy feel let down …



3 8.01 Listen again and answer the questions.

1 Melanie blames the organizers. Which of the following arguments does she not make?
   - **a** Organizers were given plenty of time to implement safety guidelines.
   - **b** The council provided advice on safety throughout the planning of the festival.
   - **c** The council listened to what the police had to say before cancelling the event.
   - **d** When they began planning, organizers were informed of necessary safety procedures.

2 Danny rejects Melanie's accusations. Which of the following points does he not make?
   - **a** This was the first time that his group has been accused of failing to meet guidelines.
   - **b** The organizers didn't know the requirements in the initial stages of the planning process.
   - **c** The council did not give them enough time to plan the event properly.
   - **d** The council's decision to cancel the event came suddenly and very late.

3 Karen is disappointed. Which of the following does she not ask for?
   - **a** a refund of the price of her ticket
   - **b** a ticket for the rearranged festival
   - **c** money to cover her travel costs
   - **d** better communication from the organizers

Discussing and responding to solutions

4 Choose the correct words to complete the sentences from a radio debate.

1 'I thought your **solution** / **observation** about city-centre parking was interesting.'
2 'I'm not **sure** / **agree** that's the best use of council money.'
3 'Is there **anyway** / **any way** we could use a system whereby only certain cars can park at weekends?'
4 'Joe's **speak** / **remark** about air pollution being avoidable is absolutely right.'
5 'That's a great idea, but how would you **see** / **look at** that working in reality?'
6 'One way to **solve** / **check** this issue would be to only allow electric vehicles at certain times, but it would be hard to police.'

5 TASK In small groups, discuss how best to organize a music festival in your town. Brainstorm ideas for measures that could be put in place to avoid potential problems like the one in the newspaper report in exercise 2. Think about:

- safety.
- timescale.
- local council, organizers and ticket holders.

Remember to listen to people's ideas and note them down for consideration. Then discuss the pros and cons of each to come up with a final plan.

Vocabulary and grammar

V Insight Word analysis

1 Match verbs 1–8 to the words they collocate with a–h.

1 commence
2 abolish
3 assert
4 fasten
5 endeavour
6 yield
7 seize
8 inflict

a your seat belt the buttons the gate
b pain hardship damage
c slavery poverty child labour
d stolen goods someone's wrist control
e your rights your authority your independence
f a profit a solution to someone's demands
g to resolve to improve to find out
h proceedings the trial drilling

2 Complete the quotes with the words in exercise 1.

1 'The only way to _____ war is to make peace seem heroic.'
John Dewey (American philosopher and educator)

2 'Intellectual growth should _____ at birth and cease only at death.'
Albert Einstein (German physicist)

3 'Solitary confinement is too terrible a punishment to _____ on any human being, no matter what his crime.'
Emmeline Pankhurst (British suffragette)

4 'If you must break the law, do it to _____ power: in all other cases observe it.'
Julius Caesar (Roman general and statesman)

5 'The way to gain a good reputation is to _____ to be what you desire to appear.'
Socrates (Greek philosopher)

6 'Painting is a nail to which I _____ my ideas.'
Georges Braque (French artist)

7 'Man's nature is not essentially evil. Brute nature has been known to _____ to the influence of love. You must never despair of human nature.'
Mahatma Gandhi (Indian nationalist leader)

Vocabulary extra Social issues: frequently confused words

3 Choose the correct words.

1 The **principle** / **principal** cause of malaria is through female Anopheles mosquito bites.
2 **Unsocial** / **Antisocial** behaviour is a growing problem in this borough.
3 Many Americans are the descendants of Irish **emigrants** / **immigrants**.
4 The weapons in the suitcase were found to be **illicit** / **elicit**.
5 All the students wanted was the **human** / **humane** treatment of the animals.
6 **Migrant** / **Emigrant** workers were brought in to cover the staff shortage at weekends.

4 Choose the correct words.

Votes for all women!

When they hear of the suffragette movement, most people are aware of the role Emmeline Pankhurst played. She started the Women's Social and Political Union (WSPU), a militant group, which [1]**yielded** / **endeavoured** to fight for the rights of women, even if that meant using methods which were sometimes [2]**antisocial** / **unsocial**.

But few people know that, although she was a white woman, and the suffragettes were almost exclusively white, their [3]**principle** / **principal** message was that they represented all women, regardless of race. This differed from the movements in the USA and Australia.



One such woman, Sophia Duleep Singh, was of Indian, German and Ethiopian descent and was a notable suffragette in her own right. A god-daughter of Queen Victoria, she resided in Faraday House, which was, at that time, part of the Hampton Court Estate. As part of the Women's Tax Resistance League, she [4]**asserted** / **abolished** her rights by refusing to pay her taxes until women got the vote. Although such [5]**elicit** / **illicit** acts angered the government, Singh wouldn't back down and went on to promote similar activities in other British colonies.

That is why in 1918, when women were given the vote, this right extended to [6]**migrants** / **immigrants** who were members of the British Empire as well, provided that they had the required residency qualifications. To this day, Commonwealth citizens are able to vote despite not necessarily being British nationals.

Therefore, when we look back to the suffragette movement, Sophia Duleep Singh should be remembered as a key figure. She helped women of all races win the fight for the vote. To her, the main focus was that we were all [7]**humane** / **human** beings and that race, culture and background were of no consequence.

5 TASK Put the following moral or personal principles in order of importance to you, from 1 (most important) to 5 (least important). Justify your order.

- independence
- generosity of spirit
- loyalty
- courage
- empathy

Reading

1 What do you think 'think like a freak' means? Choose an answer below. Then read the article and compare your ideas.

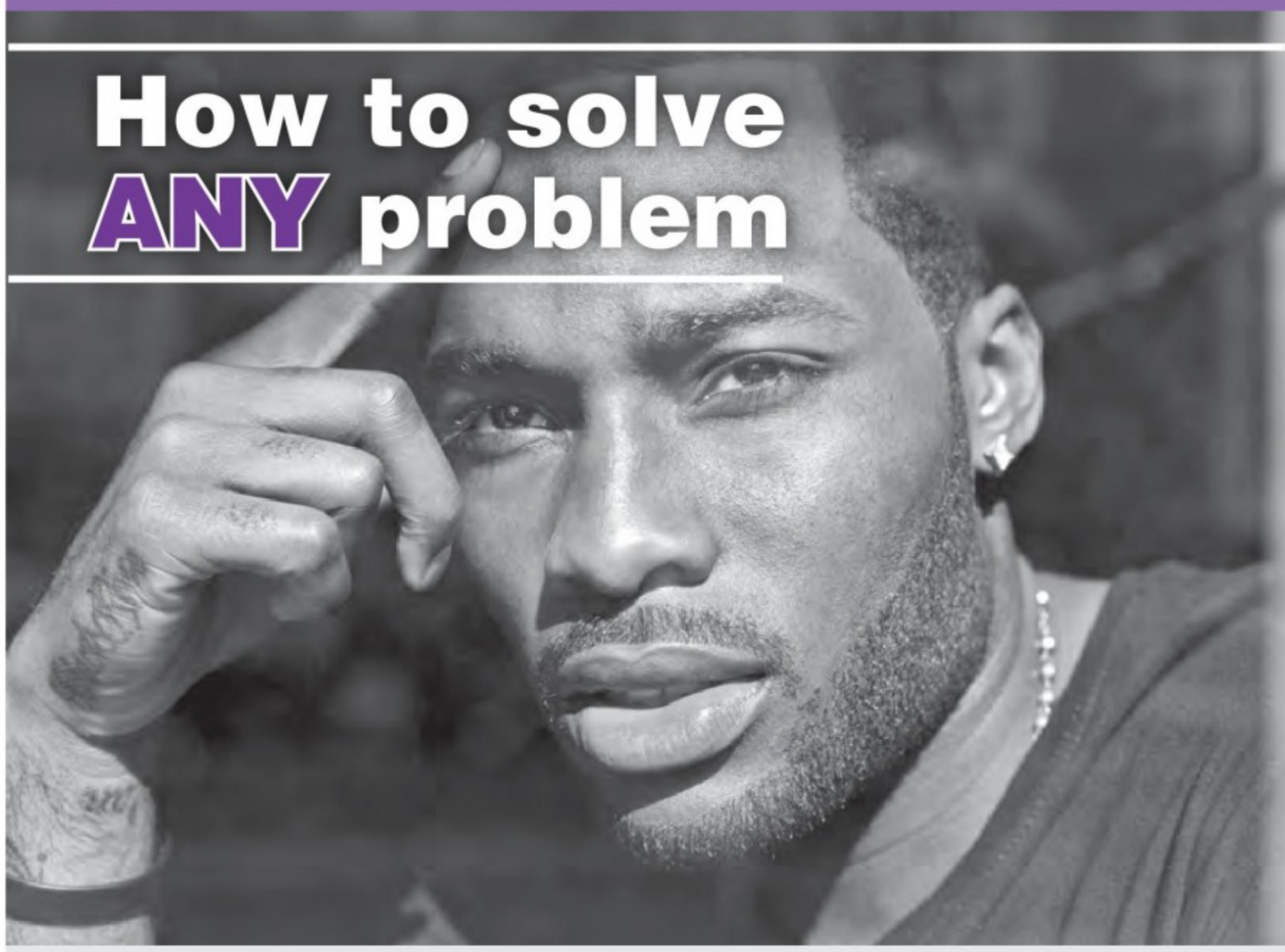
a Think in the same way as leading scientists and thinkers do
b Look at challenging problems in new and unorthodox ways
c Pool creative ideas with like-minded people to find solutions

2 Read the article again and match paragraphs 1–7 to descriptions A–H. There is one description that you do not need.

A ____ mentions both a hose and a tube as possible solutions to global problems
B ____ says that IV has ideas that are unprecedented
C ____ says there is no need to have specialist knowledge to tackle complex problems
D ____ suggests that Dubner and Levitt's ideas are only suitable for tackling small problems
E ____ expresses the thought that an innovative idea discussed may have some practical merit
F ____ uses statistics to dramatize why it might be a good idea to adopt one idea suggested
G ____ argues that having the right mindset may help us to solve major global problems
H ____ compares IV's approach to problem-solving to that of the men who wrote *Think Like a Freak*

3 Study the highlighted adjectives in the article and match them to the definitions 1–8.

1 intimidated
2 vast
3 clever
4 opposite of what you would expect
5 astonishing
6 silly or crazy
7 unusual but interesting
8 possible



How to solve ANY problem

1 In their bestselling book *Think Like A Freak, New York Times* journalist Stephen J. Dubner and university economist Steven D. Levitt explain how to tackle problems from unusual angles in order to reach original and often counter-intuitive solutions. The book urges readers not to feel cowed by the fact that they might not be experts in any particular field. It also advises them to tackle small problems, not big ones, and to identify root causes, not symptoms. Above all, however, what the book tries to do is tell its readers how to resolve any problem out there – and it's often a simple, cheap and quick fix. Human beings just have to be open-minded enough to think outside the box.

2 The great problems that face the world today, such as global warming, disease and destructive weather patterns, often appear to be complicated and unsolvable, or, at least, like fighting an uphill battle that only incredibly expensive government efforts could ever hope to alleviate. Not so if you think like a freak. Like Dubner and Levitt, Intellectual Ventures (IV), a company based on the west coast of the USA, has spent the last decade or so thinking up solutions that are offbeat and unexpected – but which, they argue, might just work.

3 Take global warming, for example. IV's proposal is to pump sulphur dioxide into the atmosphere at regular intervals from the end of a huge hose that would stretch from the surface of the Earth right up into the sky. In computer simulations, they have worked out that the sulphur dioxide particles would have the effect of diffusing sunlight to such an extent that the Earth's temperature would fall, thus eradicating global warming, reversing the melting of the polar ice caps, and saving the polar bears in one fell swoop. Hard to believe? You bet. And, like many of IV's wacky suggestions, it is necessary to take what they say with a pinch of salt. The point, though, is that by being ingenious and creative in how they approach the problem, they have come up with a possible solution that nobody thought of before.

4 Of course, a more conventional approach to the problem of global warming is to reduce greenhouse gases. We are regularly being told to cut down our consumption of fossil fuels and to invest in green energy. There is, however, one major source of greenhouse gases which seems to go unnoticed, and that's cows. There are 1.3 billion cows and bulls in the world and they all produce prodigious quantities of methane, one of the worst greenhouse gases there is. Every year, the methane from one cow is equivalent to the carbon dioxide produced by using one thousand litres of petrol! Indeed, overall, two billion metric tons of CO_2-equivalents are emitted annually by cattle! It's a staggering amount. So, the question is, what would a 'freak' do about it?



5 And the answer? Eat more kangaroos. It's a no-brainer if you think like a freak. If we got rid of all the beef cattle in the world, and replaced them with enormous kangaroo ranches, we would not only have meat to eat which was just as tasty and protein rich as beef, but we would significantly reduce our carbon footprint. Kangaroos, you see, produce no methane. At least, that was the belief until science proved once and for all that kangaroos do, unfortunately, produce methane. But you get the idea.

6 Giant hoses and kangaroo ranches are just two of the many bizarre ideas out there. Indeed, not content with being the think tank that suggested the idea of stopping global warming with a giant hose, IV has also come up with a way of wiping out malaria by zapping mosquitoes with lasers and of stopping hurricanes in their tracks with a one-hundred-metre-wide floating inner tube connected to a cylinder at the bottom of the sea. This latter idea involves reducing the power of hurricanes by pushing warm water from the surface of the ocean down through the cylinder until it reaches the cold water beneath. By cooling the surface of the ocean in this way, any hurricane is drained of its energy, as it is the warm water on the surface that fuels the storm. Naturally, one big inner tube and cylinder wouldn't be enough to stop a hurricane – it would take a few thousand of these devices spread out across the warm oceans of the world. The logistics involved seem prohibitive. Nevertheless, the idea is out there, and the science suggests that it is a viable solution to a problem that devastates communities and takes thousands of lives every year – theoretically, at least.

7 In the end, many of IV's suggested solutions are unlikely ever to be realized, and we may not be able to solve all the problems we face with simple, savvy ideas that appear to cost next to nothing. The principal message, however, is that we shouldn't feel helpless in the face of global challenges, and that being ingenious, optimistic and creative in thought might just result in some amazing breakthroughs.

4 Complete the sentences with the words in exercise 3.

1 If the product is not _____ from an ecological point of view, we can't manufacture it.
2 There are a _____ number of 4x4s on the road, and they use a _____ amount of fuel! They shouldn't be legal!
3 The Carnival for New Technologies was a really _____ carnival, full of crazy new innovations; some were so _____ they made me laugh out loud.
4 The striking workers were _____ into submission by the police.
5 The young media-_____ crowd were streets ahead when it came to internet marketing.
6 It's now _____ to use plastic when you can use an environmentally friendly option.

5 TASK Can you 'think like a freak'? Think of some wacky, offbeat remedies to the following problems.

- The Amazon is being cut down at an alarming rate, destroying vital rainforest and causing numerous plants and animals to become extinct.
- Homelessness is a major cause of concern in cities across the world.
- There are still 130 million girls globally who don't have access to an education.
- 'Fatbergs' (a build-up of enormous quantities of grease and fat) are blocking urban sewage systems around the world.



Writing A problem-solution essay

1 Read the problem-solution essay. What are the two solutions discussed by the essay writer?

The marketing of junk food to young people is a growing problem. Identify the causes of the problem and evaluate solutions.

It's incontestable that junk food advertisements are having a detrimental effect on the health of young people. [1]_____ 'Childhood obesity is one of the most serious global public health issues of the 21st century.'

While it's true that television companies would suffer from a big reduction in advertising revenue if these ads were withdrawn, surely the health of our young people should be more important than anything else? And some responsibility must be placed on parents and educators, not just the fast-food companies. Unless there is good guidance on healthy eating at home and school, children might not make good food choices. How can we make sure everyone involved in this controversy can achieve a desirable outcome? In this essay, I will analyse the problem and examine possible solutions.

We are constantly bombarded with advertising wherever we go. Children are particularly susceptible to the influence of fast-food marketing and the problem is only getting worse. In England, for example, according to the National Child Measurement Programme, the proportion of children between four and five years old who were overweight in 2019 was almost 10%. A further 13% were obese. [2]_____ However, Channel 4 boss Alex Mahon warned that the cost of a ban for TV companies could 'make a big impact' and would very likely result in junk food advertising being 'hyper-targeted' online instead.

One solution would be to have restricted time slots during which unhealthy food advertising would be banned on television. [3]_____ Of course TV companies would lose out financially if this was introduced, but not as much as they would if there was a complete ban. And, if supported by guidance from educators and parents as to what makes a healthy diet, children might not be as tempted to eat this type of food if they didn't see it all the time on TV.

Another solution could be based not on timing but content. [4]_____ By stressing the importance of eating well while showing a preferable option, children might be encouraged to pick the wrap over the burger, for instance. How many advertisements currently show the biggest, fattiest and saltiest thing on the menu accompanied by the biggest, most sugar-filled drink? It's time we changed the focus to the more nutritious meal on offer.

The stark fact is that obesity has a financial cost too. [5]_____ But, everyone has a responsibility in this: it's not just a case of blaming advertisers. Parents, government and teachers all have a part to play to help mould children's choices. Whatever steps are put in place, there must be an agreement between TV companies, advertisers and health experts to ensure that children's health is the main consideration: they are the future.

2 Match sentences A–E to strategies i–iii. Some sentences may match more than one strategy.

A It might be possible to limit what is contained in such advertisements to include only the healthy choices on their menus.
B The World Obesity Federation makes a very valid point when it says, …
C It is estimated that in 2014 and 2015, the National Health Service in the UK spent £6.1 billion on problems related to obesity and being overweight.
D According to Mahon, current spending on such advertisements is £200 million, and Channel 4 makes up approximately £40 million of this.
E It seems that a blanket ban on advertising unhealthy food would be a sensible move to help address this.

i introducing a source
ii using facts and figures to give credibility
iii using tentative language to introduce or evaluate ideas

3 Complete the gaps in the essay with sentences A–E in exercise 2.

Writing guide

■ **TASK Write a problem-solution essay on one of the topics below.**

- Some countries have good access to healthcare while others struggle to get the most basic medicines. What can be done about this?
- Pollution in towns and cities around the world is causing numerous problems for city dwellers. How can we address this?
- Social media websites are very hard to regulate, meaning children can get access to content that they would otherwise be protected from. How can this be remedied?

■ **PLAN 1 Ask yourself the following questions.**

1 What are the main challenges we face in this area?
2 What are the solutions? Use facts and figures to support your main ideas.
3 Evaluate the solutions. Is one more viable than the others?

■ **PLAN 2 Follow the plan.**

Paragraph 1: Introduce the topic.
Paragraph 2: Explain the problem.
Paragraphs 3–4: One or more solution(s) and evaluation.
Paragraph 5: Restate the problem and possible solutions.

■ **WRITE Write your problem-solution essay. Use the paragraph plan to help you.**

■ **REVIEW Check the following points.**

- Have you used a clear paragraph structure?
- Have you explained the problem clearly?
- Have you researched the solutions thoroughly?
- Have you referred to any sources you have used?
- Have you checked grammar, vocabulary, spelling and punctuation?

U8 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 8A

	Mark
I can use known words to identify the main ideas in a text.	
I can recognize vocabulary about cities.	
I can recognize emphatic adjectives.	
How can I improve?	

Lesson 8B

	Mark
I can identify different lines of argument in a radio programme.	
I can recognize the key features of reported speech.	
I can use a variety of reporting verbs in reported speech.	
How can I improve?	

Lesson 8C

	Mark
I can understand and summarize the main ideas in a text or discussion.	
I can recognize a range of idioms about problems and solutions.	
I can use expressions to discuss and respond to suggestions and ideas.	
How can I improve?	

Lesson 8D

	Mark
I can use context to infer the meaning of unknown words.	
I can recognize a range of vocabulary about slavery.	
How can I improve?	

Lesson 8E

	Mark
I can write a problem-solution essay.	
I can use tentative language to introduce, support and evaluate ideas.	
I can use correct punctuation in direct quotations.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

9 Can't get it out of my head

Vocabulary

Insight Synonyms: endurance sports

1 Replace the words in italics with the words below.

aficionado ■ agony ■ disparity ■ fatigue ■ grit ■ incentive ■ preoccupation ■ tenacity

1 Any mountaineering *enthusiast* _____ will tell you that climbing the north face of the Eiger in the Alps can become an unhealthy *obsession* _____.
2 In 1935, after three days on the mountain, two German climbers were suffering from extreme *tiredness* _____. Because of the *difference* _____ between the oxygen they needed to breathe and the amount in the air they sadly died.
3 In 1992, French climber Catherine Destivelle showed remarkable *determination* _____. As she overcame challenging conditions, her *motivation* _____ was clear.
4 Since the 1930s, over 60 climbers have died on the north face, bringing *extreme suffering* _____ to many families. But still climbers come, hoping they will have the *perseverance* _____ to reach the summit.

Insight Quantity phrases with *of*

2 Choose the correct words.

1 I never used to get a **wink** / **blink** / **nod** of sleep on Christmas Eve when I was a kid.
2 The athlete said there wasn't a **strip** / **grain** / **wall** of truth in the allegations and vowed to fight to clear his name.
3 You should take what the club manager said with a **pinch** / **torrent** / **lapse** of salt. He tends to exaggerate.
4 We expected the exam to be difficult, but to everyone's surprise, it was a **slice** / **portion** / **piece** of cake!
5 She walked in like a **breeze** / **blow** / **breath** of fresh air after the previous, very dull speaker.
6 I wouldn't ask Mum. That kind of exhibition isn't really her **mug** / **cup** / **pot** of tea.
7 That the mechanic had the part my car needed was a **stroke** / **piece** / **ray** of luck.
8 The figures look encouraging. At the same time, a **bar** / **note** / **mark** of caution is advised.

Vocabulary extra Obsessions

3 Complete the sentences with the correct form of the words below. Use each word once.

breathes ■ cold ■ fancy ■ fix ■ habit ■ junkie ■ slave ■ weakness

1 He lives and _____ sport – it's no wonder he became a professional swimmer.
2 Amy is such an adrenaline _____. She's going paragliding again next weekend.
3 My brother was able to stop smoking by going _____ turkey for a month.
4 Health charities have warned coffee-drinkers to kick the _____ now or risk high blood pressure.
5 Those who want their next _____ of celebrity gossip should buy *Hot Off The Press* magazine.
6 She's a _____ to fashion and looks ready for the catwalk whenever she leaves the house.
7 I think my cat's taken a _____ to your armchair. He's been lying on it all morning.
8 I have a real _____ for designer trainers. I spend far too much on them!

4 Complete the article with the words below.

achievement ■ agony ■ breathed ■ fatigue ■ fix ■ habit ■ piece ■ wink

New mum smashes 268-mile race

Completing the Spine Race is a(n) [1]_____ like no other: a non-stop ultramarathon held during the harsh UK winter. You have a full seven days to complete the 268 miles, unsupported, along the lonely, hilly route. Freezing temperatures, navigation at night and extreme [2]_____ all add to the challenge.

Yet 35-year-old Jasmin Paris made the race look like a [3]_____ of cake when she crossed the finish line in 83 hours, 12 minutes and 23 seconds, breaking the previous record by over 12 hours!

What makes this feat even more impressive is the fact that she was still feeding her 14-month-old daughter at the time. The first night was the hardest mentally, without her usual [4]_____ of cuddles and quiet time with her little one. Most nights she hardly had a [5]_____ of sleep, and in total she only had three hours shuteye! She later admitted that she had started hallucinating by the end.

Prior to the event, Jasmin lived and [6]_____ running, clocking up around 100 miles a week. Despite this, there were still points along the course where her body was in physical [7]_____.

If you thought she was going to put her feet up after such an epic race, you'd be wrong. It seems that she can't kick the [8]_____ of entering endurance races. In 2022, the runner completed three loops of the Barkley Marathons, the first woman in ten years to do so!

5 TASK Imagine that you had to take part in the event in exercise 4. What would you find the most challenging about it and why?

navigating your way in darkness
being away from your family / friends
dealing with physical pain
having the mental strength to keep going

Grammar

Defining and non-defining relative clauses

1 Rewrite the sentences about child sports prodigies. Use defining or non-defining relative clauses.

1 Tara Lipinski won the US Figure Skating Championships when she was 14. She had previously been a roller-skating champion.
Lipinski _____.

2 Cricketer Sachin Tendulkar first played for India when he was only 16.
Cricketer Sachin Tendulkar is the player _____.

3 New Zealander Lydia Ko is a former top-ranked golfer. Her career came to the media's attention when she was aged seven.
New Zealand's Lydia Ko is a former top-ranked golfer _____.

4 Lionel Messi moved to FC Barcelona aged 13 because they agreed to pay his medical bills. He had a growth hormone deficiency.
Lionel Messi, _____.

5 Tennis player Emma Raducanu won the US Open aged 18. This is fantastic considering she was ranked 338 in the world just a few months before.
Tennis player Emma Raducanu _____.

6 In 2003 Bekele beat Gebrselassie in the 10,000 metres.
2003 was the year _____.

Pronouns and prepositions in relative clauses

2 Choose the correct words.

1 In 1988, they staged the first Olympics **for** / **at** which the majority of the athletes were professional.
2 Rugby union was played throughout the 20th century, **in** / **during** which time it was an entirely amateur game.
3 Five amateur golfers have won the US Open, the best known of **whom** / **who** is Bobby Jones.
4 At the Wimbledon tennis championships, it wasn't **until** / **before** 1968 that prize money was handed out.
5 Once his professional status was discovered, Jim Thorpe returned the two Olympic gold medals **against** / **with** which he had walked away.



3 Rewrite the text by turning the phrases in brackets into defining or non-defining relative clauses. Make changes where necessary, including adding commas.

Para swimming legend

Paralympian Daniel Dias is the swimmer
1 _____
(he retired in 2020). His career
2 _____
(it started at the age of 16) spanned over 17 years during which he won an incredible 14 golds, 7 silvers and 6 bronzes for Brazil.

Any top athlete has to have drive, focus and determination to achieve such feats and Dias is no different.

Born with an underdeveloped leg and arms, he loved sport from an early age. He remembers a time
3 _____
(he was picked last for the football team) at school. That wouldn't do much for anyone's self-confidence, but Dias was aware that this is something that just happens to everyone at some point in their lives. And besides, the next day, not being the last one picked was the thing
4 _____
(he remembers this well). It was a fantastic achievement for him.

It's all to do with a positive attitude, he believes. He might not have been great at football, but he was sure he could be great at something. The athlete
5 _____
(his favourite quote is 'dive right in') decided to put all his energy into his swimming. His inspiration was Brazilian Paralympic champion Clodoaldo Silva
6 _____
(he took part in the 2004 Athens Games). Dias believed he could achieve the same goals as his hero. The rest, as they say, is history.

Dias now hopes that he's the person
7 _____
(his career is looked up to by future athletes). He wants to be the role model that Silva was for him. For now, though, he's happy spending time in Brazil
8 _____
(he lives there with his family), enjoying eating pizza and ice cream – something he couldn't do when he was training.

4 TASK Think of something that you have learned to do well. What inspires you to keep doing it and to keep getting better at it? Which statement best describes your attitude?

- I won't stop until I've achieved my goal.
- I haven't really questioned why I do it.
- I do it because other people say I'm good at it.
- I'd rather not do it, but I feel I have to.
- It's more my parents' dream than mine.
- It's my real passion and I can't imagine not doing it.

Listening, vocabulary and speaking

Insight Nouns + prepositions: addictions

1 Complete the text with the missing prepositions.

BLOG

Stop running!

We're all told that running is good for us. It's a cheap, easy way to get in shape and keep the weight off. It's also good for our mental well-being: it's not called 'runner's high' for nothing!

However, a study by Jan de Jonge, a professor of Work and Sports Psychology, highlighted the negative effects of developing an addiction [1]_____ it.

According to the results, those who had an obsession [2]_____ running were more likely to injure themselves.

Their insistence [3]_____ running was also at the expense of their relationships and other everyday activities.

On the other hand, runners who incorporated running alongside other commitments were able to spot potential aches and pains early on.

As a result, obsessive runners often have a susceptibility [4]_____ injury because they over-train, or don't allow themselves adequate time to recover.

So, if you feel that you have a dependence [5]_____ this kind of exercise, it might be time to put your feet up! If you can't, try to put some kind of restriction [6]_____ how far you run, before your body forces you to!

Vocabulary extra Medical metaphors

2 Choose the correct words.

1 The child's **endemic** / **diagnosis** / **ailing** turned out to be much better than everyone had imagined.
2 Our **ailing** / **agonizing** / **terminal** health system, under-funded and under-resourced, cannot hope to deal with the approaching obesity crisis.
3 The family had a(n) **chronic** / **agonizing** / **terminal** wait before the patient came round from the operation.
4 Diseases like tuberculosis, which were once **prognosis** / **terminal** / **ailing**, can now be cured with antibiotics.
5 Common long-term or **chronic** / **endemic** / **prognosis** illnesses include heart disease, depression and arthritis, and need to be managed over a period of time.
6 Unlike malaria, chickenpox is in an **endemic** / **agonizing** / **ailing**, steady state in the UK. This means that it is constantly prevalent in the population.
7 The **recovery** / **ailing** / **terminal** from traumatic brain injury is long and arduous, but it is often successful.

Checking and clarifying

3 9.01 Listen to a radio interview with Professor Trevor Swift, the founder of the Goodness Weight Loss Camp for overweight children. What are the aims of the camp's programme?

4 9.01 Listen again. Are the sentences true (T), false (F) or not given (NG)?

1 Professor Swift has recently published a book about attitudes to weight issues.
2 He believes there is a lack of understanding towards overweight people from the general public.
3 He is critical of the way young people can be judgemental when it comes to body image.
4 He decided to open the weight loss camp after witnessing comparable camps in the USA.
5 Neither the professor nor the presenter has been impressed by US weight loss camps.
6 A majority of the young people who come to the professor's weight loss camp have had social problems.
7 The presenter admits to not having read any of Professor Swift's books.

5 Complete the question tags and reply questions from the interview.

1 Let's start with the book, _____?
2 It draws some alarming conclusions about how most people behave towards overweight people, _____?
3 Such an attitude can't be helpful, _____?
4 Nobody deserves to be bullied just because of their body shape, _____?
5 They were a nightmare. _____? I'm surprised.
6 There's much more to it than that. Really? _____?
7 You see that as vital, _____?
8 Come and visit us at the centre, too, _____?

6 Read and comment on the first half of a typical day at Goodness Weight Loss Camp. What other activities would you include for the second half of the day?

DAY 1	Morning itinerary
7.30	Stretch and morning walk through the countryside
8.30	Breakfast: scrambled eggs, fresh fruit and yoghurt
9.00	Depart for climbing trip
12.00	Lunch
DAY 1	**Afternoon itinerary**
13.00	Guest speaker and Q&A session

7 TASK Work in pairs to perform a role play.

Student A, tell your partner about things you do to stay healthy. Think about diet, exercise and good and bad habits.

Student B, check and clarify what your partner said and summarize what they could do to improve their health further.

Then swap roles.

Vocabulary and grammar

V Insight Idioms: sport

1 Complete the idioms in italics. Use one word in each gap.

1 Sportswomen understandably want a *level* _____ *field*. They want the same media exposure as sportsmen.
2 Our country's Olympic performance this time was _____ *for the course*. We won the same number of medals as four years ago.
3 The sprinters were _____ *and neck* down the home straight, and needed a photo finish to place them.
4 Rule changes *across the* _____ will transform how points are awarded in the sport.
5 Barcelona *won* the bid to host the games _____ *down*. They got double the votes of any other city.
6 United's stadium is *in the* _____ to host a European final. The decision will be made next month.

2 Complete the text with the idioms in exercise 1.

Drama in the Boat Race

Most people know that there's an academic rivalry between Oxford and Cambridge University – that's probably [1]_____ for universities that are constantly competing for the country's top spot. But fewer realize there's a sporting rivalry between the two British centres of learning that has been active for almost 200 years. In the celebrated annual Oxford and Cambridge Boat Race, no one team has truly dominated: the tally in 2022 stood at Cambridge 85 wins and Oxford 81 wins, so a pretty [2]_____ by all accounts.

Each individual race has its own story year on year, however. Take the 1843 event as an example. As thousands of spectators looked on from the banks of the River Thames, no one thought that Oxford was even [3]_____ . Moments before the start of the race, Fletcher Menzies, one of the eight Oxford rowers, had been taken sick and no substitution was allowed so late in the event. There was obvious disappointment [4]_____ for the Oxford fans and a belief that Cambridge would [5]_____ due to their distinct advantage in numbers. However, to everyone's immense surprise, Oxford dug deep, found their top form, and crossed the finishing line in first place!

Another race that was full of drama was the one which took place in 1877. The two teams had been very evenly matched throughout the race and as they crossed the line, in terrible weather conditions, they were still [6]_____ . Oxford supporters were sure their team had won, but the judge, John Phelps, declared the race a dead heat, the only one in the Boat Race's long history. What's significant is that although Mr Phelps was over 70 years old and blind in one eye, all the members of both teams respectfully accepted his decision!

Non-finite clauses

3 Complete the non-finite clauses with the correct form of the verbs in brackets.

1 The judges delayed the race _____ (check) the numbers on the competitors' vests.
2 The hurdles, _____ (place) at regular intervals along the track, appeared dauntingly high.
3 _____ (drive) to despair by a sense of injustice, the tennis champion screamed angrily at officials.
4 _____ (feel) totally exhausted, the athletes collapsed as soon as they crossed the finishing line.
5 The victorious gymnast climbed onto the podium _____ (receive) the gold medal.
6 _____ (see) cheating by the official, the player was disqualified instantly from the competition.

4 Choose the correct words.

Game, set and extremely long match!



When American John Isner and Frenchman Nicolas Mahut first walked onto the Wimbledon court, [1]**dressed / to dress / dressing** all in white according to the famous club's rules, little did they know that they'd be there for three long days! [2]**Lasted / Lasting / To last** this long, when the average duration of a best-of-five-set tennis match is under three hours, shows just how unusual this epic match was.

[3]**To play / Played / Having played** four sets on Court 18 on 22 June 2010, they had to stop play when the light faded. Up to this point, spectators [4]**watching / watched / to watch** wouldn't have noticed anything particularly unusual.

[5]**Witnessed / To witness / Having witnessed** its continuation the next day, however, was a once-in-a-lifetime experience! Both players successfully held their serves in the fifth set – for a very long time! When the set reached 47 all, there was an interval [6]**to check / checking / checked** the scoreboard, which had stopped working. Once again, light forced play to stop, [7]**meant / meaning / to mean** the players were set for an unprecedented third day of tennis.

[8]**Driven / Driving / To drive** to exhaustion in a match which held serve for an unbelievable 168 games, there was only one way to win: by breaking serve. Finally Isner did just that. The final score was: 6–4, 3–6, 6–7, 7–6, 70–68!

5 TASK Which of the following one-off sporting achievements do you think is the greatest? Give reasons for your answers.

- LA Lakers' Kobe Bryant, who scored 81 points in a 2006 basketball game against Toronto Raptors.
- Ellen MacArthur, who sailed solo around the world in a record time of 71 days, 14 hours and 18 minutes.
- Alex Honnold, who climbed the 3,000-foot El Capitan rock formation in Yosemite National Park in four hours, without any ropes or equipment.

Reading

1 Read the article. Match paragraphs 1–6 to summaries A–F.

A ____ How playing sport can improve your study skills.
B ____ How team sport can improve your mood, even in negative situations.
C ____ How team sport can encourage personal development.
D ____ The lasting effects of school sports even after leaving school.
E ____ The feeling people experience when they're about to play a team sport.
F ____ The benefits of team sport versus individual sport.

2 Read the article again and choose the correct answers.

1 What is the general feeling described in paragraph 1?
a intense fear
b extreme worry
c bold confidence
d nervous excitement

2 What is the connection between team sport and academic success?
a Sports have long attracted people who are academically gifted.
b People who enjoy playing sport have naturally bigger brains.
c Parts of the brain linked to study skills increase in volume through sport.
d The psychological advantages of sport are located in one specific area of the brain.

3 What does the writer say about individual and team sport?
a When you do sport alone, learning opportunities are more limited.
b Team sport has disadvantages because you don't put yourself first.
c One of the downsides to team sport is having to take responsibility.
d Individual sport requires greater motivation because no one tells you what to do.

4 What is true about the writer's main message in paragraph 4?
a It's normal for teammates to criticize the other players on their team.
b Complimenting teammates can lead to an improvement in self-esteem.
c Learning how to communicate can be a challenge at first, but it's worth it.
d Teens often dislike team sports because they're bad at communicating.

5 What point does the writer make about CEOs in paragraph 5?
a Ninety-six per cent of female CEOs were once captain of their school teams.
b More CEOs used to play sport when compared to the general population.
c CEOs credit their success with having been part of a sports team as children.
d The number of female CEOs who played sport at school far outnumbers their male counterparts.

6 How do teammates help when you've lost a match?
a They are able to forgive you for the mistakes you made.
b They can help you feel positive by looking forward.
c They are able to share your disappointment.
d They are often stronger emotionally.

Why sport is better together

1 It's match day. You run onto the pitch full of optimism and exhilaration. It's just like going into battle and you have to admit to a certain amount of trepidation. Then you have a quick glance over at your fellow teammates and you draw strength from them. You're in this together, and you start to feel invincible and ready for anything. Whether you win or lose, you have their backing and that feels pretty good.

2 The benefits of team sport go beyond the camaraderie of the sports field, however. There is a credible link between playing a game of football, rugby or hockey and academic achievement. And if you think this is down to a greater percentage of bright students taking up sport, you'd be far off the mark. According to the Harvard Medical School, regular, moderate exercise is linked to an increase in the volume of certain areas of the brain: the temporal cortices, prefrontal cortices and hippocampi. And these areas are responsible for thinking, learning and memory. The Canadian Fitness and Lifestyle Institute goes further and credits this type of physical exercise to a collection of psychological benefits including enhanced creativity, better mood, relaxation and a greater ability to problem-solve.

3 A lot of this could be applied to individual sport, too, but there is a difference. Playing sport alone is a piece of cake, isn't it? You're not a slave to your team or a coach, you have no need to consult others or bear their opinions or schedules in mind. If you feel like running, all you have to do is change into your sports gear, slip on your trainers and leave the house. If you have a bad run, it has no real repercussions, apart from maybe making you feel a little annoyed with yourself. Team sport, on the other hand, requires you to think of the group ahead of the individual, and that's no bad thing. Taking responsibility for your mistakes, learning to work together and having to attend practice regularly are all valuable life skills to be learned from team sports.



4 And part of that working together is connected to how you relate to others in the team. At a time in a teenager's life when communication can prove tricky, team sport has a lot to offer. It could be as simple as remembering your teammates' names and addressing them, or receiving and giving compliments for a particularly good performance. That's got to be good for your ego. There will also be challenges along the way, of course, which can be hard to stomach. You may be blamed too harshly for a mistake, or you could be reprimanded for missing practice, having to sit out the next game. However, the motivation to do well and the determination to succeed go hand in hand with the ability to communicate, whether the message is something you're keen to hear or not. This can only result in personal growth and ultimately leads to social success, in the sense of fostering the skills needed to talk to one another both effectively and appropriately.

5 It would appear that the advantages don't diminish when you graduate either. There is strong evidence to suggest that a surprisingly high number of CEOs lived and breathed sports during their formative years at school. Take Walter Robb, Whole Foods CEO, who was captain of the Stanford Soccer Team. Or Meg Whitman, former CEO of Hewlett-Packard, who was not only her swim team's captain, but also played lacrosse, tennis and basketball at college. This isn't to say that taking on captainships is key; being a part of the team is sufficient. In fact, the stats are more striking for women. Ernst and Young's survey of over 800 high-level executives found that 90% played school sports, rising to a whopping 96% of company executives. The message seems to be that the skills you acquire through team sport prepare you well for positions of responsibility in your career.

6 As you come off the pitch, you've been through a gruelling ninety minutes. You've had highs and lows. Been shouted at and praised. You have never felt this level of fatigue and all you want to do is go home without talking to anyone. You're addicted to winning and you lost. It sucks. Your teammates come over, all in a similar glum mood. But little by little, you all start to feel better, boosted by your team coach's words of encouragement and hope for the next match. You gain a renewed sense of strength and motivation. And you remember then that this is exactly why you do it.

3 Study the highlighted words in the article. Choose the correct definition, a or b.

1 trepidation
   a a sense of happiness **b** a feeling of anxiety
2 camaraderie
   a shared friendship and trust **b** the desire to win
3 repercussions
   a the effects of a decision **b** a negative action
4 reprimanded
   a to show a strong disapproval **b** to be praised
5 fostering
   a being unable to acquire **b** encouraging development
6 diminish
   a reduce **b** increase
7 formative
   a influential **b** uninteresting
8 gruelling
   a absorbing and exciting **b** very difficult and tiring

4 Complete the sentences with the correct form of the words in exercise 3.

1 The athlete spent his _____ years in Africa before moving to Australia.
2 I'm keen to _____ a positive attitude in my kids when it comes to sport.
3 Most winning teams have great _____ between them: the mutual friendship and trust to work towards a common goal.
4 The boy was severely _____ by the teacher for the dangerous tackle.
5 The player approached the penalty spot with an air of _____.
6 The intensive army training was incredibly _____ for the new cadets.
7 The sportswoman's popularity has _____ since the doping scandal.
8 The lack of funding has had serious _____ for our nation's future sporting heroes.

5 TASK Did you use to like team sports when you were younger? Why / why not? Do you prefer team sports or individual exercise now? Give examples and reasons for your answers.



Writing A report

1 Rewrite the sentences. Replace the words in italics and use the word in brackets.

1 *One out of five* teachers are prepared to stay behind after school to organize team sports. (per cent)

_____

2 *About a third of* PE lessons take place in the gym. (three)

_____

3 *Forty per cent of* sports lessons don't involve any serious physical exertion. (five)

_____

4 *Over ninety per cent of* students say they enjoy doing PE at school. (significant)

_____

2 Study the diagram below, and then read the report about PE teaching in schools. Underline the sentence in the report that uses information from the diagram.

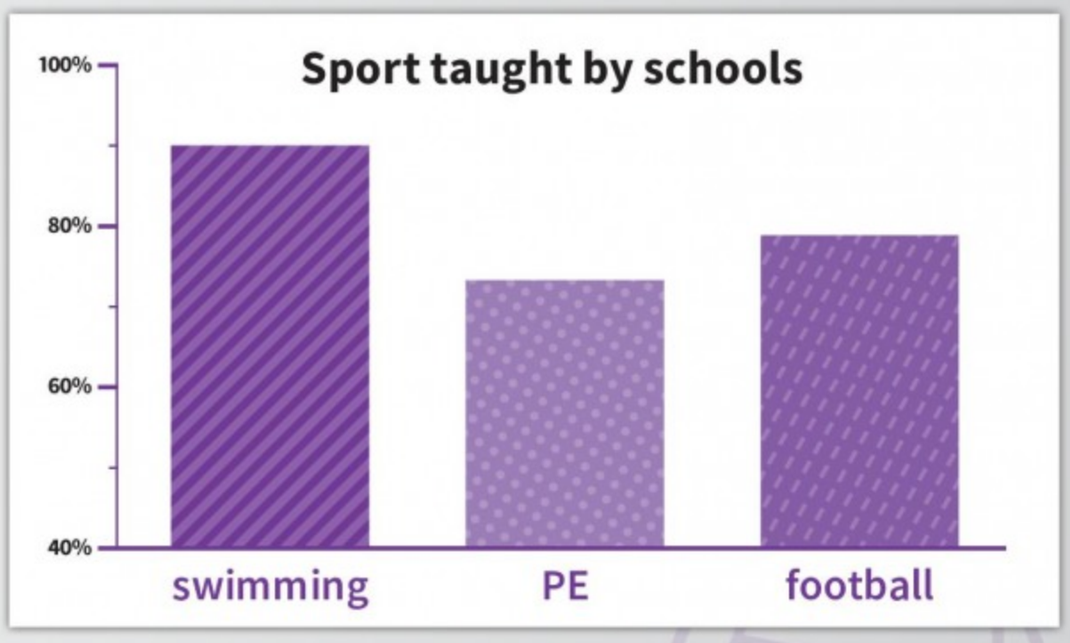
PE teaching in schools

The aim of this report is to present data from a recent survey into physical education in schools and analyse whether schools are fulfilling the needs of students, and to make recommendations that will help PE teaching better meet those needs.

Generally, PE teaching in our schools is at a good standard. Statistics show that a majority of schools provide [1]_____ three hours of PE a week for pupils aged 11 to 14. Only one in ten schools fail to ensure that pupils have swimming lessons before leaving school.

There are, however, some areas that require improvement. Something [2]_____ 70% of respondents felt that there was not enough strenuous physical activity in PE lessons and statistics show that around a quarter of lessons or [3]_____ are taken up with theory or teacher explanations, leaving pupils with limited time to be active. A significant minority of pupils are not challenged to warm up or to participate in sustained periods of physical activity.

A further area of concern is the provision of competitive team sport. While in the [4]_____ of 80% of schools provide sports teams in football and hockey, an overwhelming majority of these schools only do so as part of the after-school curriculum. Give or [5]_____ a percentage point, only 10% of the time provided within the school curriculum for physical education is allocated to team sports activities.



To sum up, it is clear that while schools provide an adequate number of PE lessons and are [6]_____ or less successful in teaching swimming, there is a strong case for making lessons more competitive and more physically demanding. Priority should be given to team sports in the PE programme and efforts should be made to ensure that a significant majority of the time allocated to PE is spent doing physical activity rather than explaining theory.

Vague language

3 Complete the report with the words below.

around ■ like ■ more ■ region ■ take ■ thereabouts

Writing guide

■ **TASK** **Research PE teaching at your school, college or university. Think about what is positive and negative about the provision of PE, what sports are covered and when, and what could be improved. Write a report on your findings.**

■ **PLAN 1** **Think about your research.**

- Make a list of the information that you will need for your report.
- For each item on your list, decide on the best way to get that information: interviews, focus groups, etc.
- Prepare your questions.
- Conduct your research.
- Organize your data visually: line graph, bar graph, pie chart, etc.

■ **PLAN 2** **Follow the plan.**

Paragraph 1: State the report's purpose and context.
Paragraph 2: Summarize the current situation.
Paragraph 3: Describe positive findings.
Paragraph 4: Describe negative findings.
Paragraph 5: Draw conclusions and make recommendations.

■ **WRITE** **Write your report.**

■ **REVIEW** **Check the following points.**

- Have you explained the purpose of the report?
- Have you used a range of language to express statistics?
- Have you written a conclusion, including recommendations?
- Have you checked grammar, vocabulary, spelling and punctuation?

U9 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 9A	Mark
I can synthesize points across multiple texts.	
I can recognize synonyms about endurance sports.	
I can recognize expressions about quantity.	
How can I improve?	

Lesson 9B	Mark
I can understand key points in a radio discussion.	
I can contrast the use of defining and non-defining relative clauses.	
I can understand the use of prepositions in relative clauses.	
How can I improve?	

Lesson 9C	Mark
I can recognize specific information in a radio programme.	
I can recognize a range of noun + preposition collocations.	
I can use question tags, reply questions and phrases to check and clarify information.	
How can I improve?	

Lesson 9D	Mark
I can find and understand relevant information in a text.	
I can recognize and use features of a range of non-finite clauses.	
I can recognize a range of idioms about sport.	
How can I improve?	

Lesson 9E	Mark
I can write a report based on numerical information.	
I can use a range of expressions to describe numerical information.	
I can recognize and use vague language to express uncertainty.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

10 Back to the future

Vocabulary

Insight Colour idioms

1 Complete the sentences.

1 There is a big _____ area in science between interfering with nature and medical progress.
2 While I'm excited by the verbal agreement, I'll save my celebrations until I see it in black and _____.
3 The centre for astrophysics hopes to get the _____ light from the university for the project.
4 The discovery of a new star came out of the _____. No one was expecting it.
5 A spokesperson announced that the mission to Mars was a _____ opportunity to discover if the planet could realistically sustain life.
6 The intervention of the government minister cut through a lot of _____ tape and sped up the process.
7 The research team is experiencing a _____ patch. They are making discoveries almost daily.
8 The university rolled out the _____ carpet for the visiting academic.

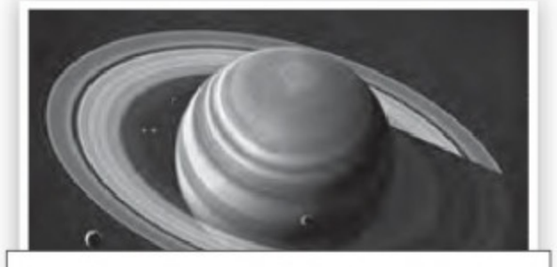
Insight Lines, shapes and solids

2 Complete the labels with the nouns below. There are five nouns that you do not need.

arc ■ cube ■ cylinder ■ ellipse ■ lozenge ■ polygon ■ pyramid ■ radius ■ rings ■ sphere ■ spiral ■ tangent



1 a Rubik's _____



2 the planet Saturn, a _____ with outer _____



3 the Pentagon building, a _____ with five straight sides and five angles



4 an oxygen _____



5 the glass _____ at the Louvre Museum in Paris



6 the _____ of a rainbow

Vocabulary extra The universe

3 Complete the sentences with adjectives that are connected to the nouns in brackets.

1 The _____ (moon) roving vehicle CubeRover has a _____ (sun) panel on top.
2 The _____ (Planet) Census spotted 540 stars and planets in our immediate neighbourhood.
3 Scientists believe that _____ (earth, land) life actually originated in water.
4 A significant number of _____ (cosmos) rays have a _____ (star) origin.
5 Aristotle described stars and planets as _____ (sky) spheres rotating around the Earth.
6 Both _____ (atmosphere) pressure and the _____ (gravity) pull of the Earth decrease as you move further from the planet's surface.

4 Complete the student's essay with words and phrases in exercises 1, 2 and 3.

Is there anyone out there?

This is a question that no one has been able to answer with any certainty. What scientists do consider likely, however, is that any planet with life would have to mimic [1]_____ conditions we have here. And that's where 'habitable zones' come in.

A habitable zone is the area around a star where an orbiting planet has enough [2]_____ pull to keep liquid on the surface. The size of the habitable zone depends on how big and bright the star is.

Therefore, habitable zones relate to the [3]_____ structure (a star's internal composition) of a solar system. For example, in our own there are eight planets, but only three of these round, floating [4]_____ fall within the habitable zone of the sun: Venus, Earth and Mars.

There are other considerations as well. Keplar 90 is another star with a habitable zone and eight planets. This would seem like a [5]_____ for life to develop. The problem is they all orbit the star within close proximity and miss the habitable outer [6]_____, an area which encircles the star but at a greater distance.

But it is thought that the more we explore outer space, the more likely we'll be to encounter a rocky planet like ours. If that happens any time soon, scientists will be sure to get the [7]_____ for further exploration!

5 TASK Describe this famous painting by Russian artist Wassily Kandinsky. Many people think it looks like an image of the solar system. What do you think? Is this how you imagine the cosmos?



Grammar

Distancing facts

1 Rewrite the sentences following the prompts in brackets.

1 Neurotechnologies enable people to interact with their environments by using thought alone. (*probability adverb*)
_____.

2 Some scientists believe the average person will perhaps be connected to 25 devices. (*modal verb*)
_____.

3 There are no significant advances to be made in desktop technology. (seem)
_____.

4 Algorithms will replace athletes in sport is one scenario scientists predict. (*probability adjective*)
_____.

5 In the 1990s, people thought that compact discs were here to stay. (*passive reporting verb other than* believe *or* think)
_____.

2 Rewrite the sentences to make them more tentative.

1 The likely solution to urban pollution will be the creation of green cities.
It is _____.

2 Robots may conceivably be found in most houses before long.
It is _____.

3 Spending money on fossil fuel infrastructure makes no sense.
It doesn't _____.

4 The car of the future will probably be able to function without a driver.
It seems _____.

5 Many think that there is life on other planets.
It is _____.

6 Many people have suggested that notes and coins will soon be a thing of the past.
It has _____.

It as an introductory subject

3 Complete the sentences. Use two of the words below in each sentence.

exactly ■ for ■ high ■ much ■ not ■ obvious ■ pointless ■ that ■ time ■ use ■ what ■ worth

1 It was _____ _____ the factory introduced a machine-operated assembly line.
2 It is _____ _____ the science of robotics will revolutionize the industry completely.
3 It isn't _____ _____ trying to introduce cutting-edge technology without a significant budget.
4 It's unclear _____ _____ sort of place the modern factory will be.
5 It would be _____ _____ workers to attempt such delicate tasks without nanotechnology.
6 It is _____ _____ the time and effort required to make products by hand.

4 Read the article quickly. Choose the correct answers to complete the text.

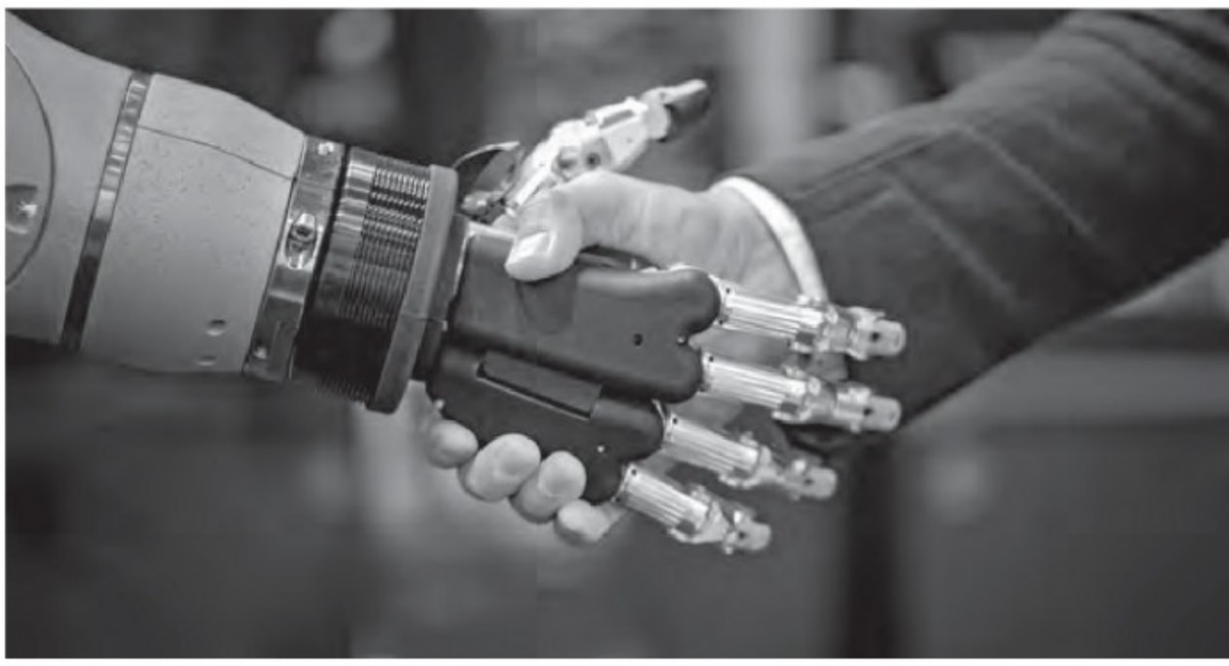
The future of work

There has been a lot of focus on the capabilities of artificial intelligence (AI) and robots in the workforce lately. According to the experts, [1]_____ would [2]_____ to be inevitable that one day robots will take over jobs currently done by humans. Indeed, according to a report by MindEdge and Skye Learning, 60% of managers in the United States consider robots and AI to produce higher-quality work than humans. It has even been [3]_____ that investing money in a human labour force no longer makes sense.

However, it's necessary to focus on [4]_____ humans do bring to the table. It is barely conceivable [5]_____ most managers that robots and AI will ever be able to replicate the soft skills that people have: creative thinking, critical thinking, teamwork, decision-making and complex problem-solving.

With this in mind, continued professional development and upskilling are key to maximizing the potential of the human element of the workforce. It's high time managers [6]_____ the importance of this kind of training for their employees.

It's no [7]_____ investing solely in technology when the [8]_____ future of work will rely on a combination of both people and machines.



1 **a** It **b** This **c** That **d** They
2 **a** happen **b** seem **c** likely **d** probable
3 **a** possible **b** likely **c** probable **d** suggested
4 **a** likely where **b** exactly what **c** possibly when **d** precisely how
5 **a** that **b** of **c** how **d** for
6 **a** to recognize **b** recognizing **c** recognized **d** for recognizing
7 **a** worth **b** time **c** use **d** much
8 **a** possibly **b** likely **c** incredibly **d** finally

5 TASK What are the advantages and disadvantages of replacing unskilled workers with advanced robotic technology in factories?

Listening, vocabulary and speaking

Insight Euphemisms

1 Complete the text with euphemisms formed with the words in brackets.

The 'Silver Workforce'

It's well known that Japan has an ageing population: in 2018, the Internal Affairs and Communications Ministry recorded that just over 20% of Japanese citizens were 70 or over.

And the recent trend for many people in their [1]_____ (golden) is to continue working rather than put their feet up. While it's true that some might find themselves forced to work because of being [2]_____ (circumstances), others simply prefer staying active.

Many companies have seen the benefit of hiring people [3]_____ (years). Take the cosmetic company, Pola. Miyoko Sugiyama is 83 and a store director. She may be [4]_____ (get / bit) but that's no barrier to her knowing the preferences of her clients and visiting them personally to inform them about new products. Sugiyama isn't alone: the company employs 2,500 other people in their eighties.

Many manufacturing companies are onto 'silver employees' too. Isoda Metal understands that although older employees may be [5]_____ (hearing) or [6]_____ (visually), their experience and skills are a key asset which can be passed down to younger generations. Therefore, for as long as people are keen to work, it makes sense that employers hold onto their ageing employees rather than [7]_____ (let / go).

Vocabulary extra The workplace

2 Complete the sentences with the missing words.

1 I only get four weeks' holiday e_____ every year. It really isn't enough!
2 My sister Sally works in the public s_____. She's an administrator for the local council.
3 Laurence has got his first job in marketing. He has a foot on the career l_____ and will hopefully go far.
4 Lois has had to accept a z_____ contract. It means she doesn't know when or for how long she will work each week.
5 Pablo is on sick l_____ again. He's been diagnosed with a chronic illness.
6 We are looking for drivers. You can fill in the job a_____ form online and send it by email.
7 I got this job as a delivery driver through a r_____ agency. I'd really recommend them – they're great at getting people a job.
8 Samira is having a word with human r_____. The way she's been treated recently is appalling.

3 10.01 Listen to a radio programme about potential careers which involve working with or for the elderly. What career possibilities are mentioned?

4 10.01 Listen again. Are the sentences true (T), false (F) or not given (NG)?

1 According to the presenter, about a quarter of Europeans will probably be in their mid-sixties or even older by 2030.
2 The Careers in Caring Exhibition is specifically targeted at young school-leavers and university graduates.
3 Tim expects more and more young people to seek careers working with the elderly in the future.
4 According to Tim, the rise in social care needs has resulted in a growth in the popularity of courses in ageing studies.
5 Sarah makes a link between the popularity of medical dramas on TV and the rise in the number of medical practitioners working with the elderly.
6 Darren is positive about the power of elderly people to change policy in their favour in the future.

Sounding confident or uncertain

5 Complete each sentence with two words. One of the words must come from the lists provided. Then tick the sentences that are tentative.

■ case ■ chance ■ dare ■ means ■ unlikely

1 There's _____ we'll have enough young people to fill all the vacancies.
2 I _____ all of us will have to work well into our seventies.
3 It _____ that there will be many jobs in manufacturing in wealthy countries in the future.
4 By _____ should we expect there to be full employment.
5 It could be _____ that the majority of students will have to work to pay for their studies.

■ denying ■ doubtful ■ positive ■ slight ■ think

6 It _____ that elderly people will want to work such long hours.
7 There's _____ that we have an ageing population.
8 I _____ much will change when it comes to job opportunities.
9 There's a very _____ that she'll get a job.
10 I'm absolutely _____ job opportunities will improve.

6 Decide whether you agree or disagree, confidently or tentatively, with the predictions below. Justify your opinion.

■ Almost everybody will work until they are 75.
■ There won't be any jobs for people who haven't completed a university education.
■ Young students will be competing with retired people for low-skilled part-time jobs.

7 TASK Read the statements below and decide whether you agree or disagree and to what extent.

■ People don't stop working because they get old, they get old because they stop working.
■ Every company needs a mixture of ages to benefit from both experience and new ideas.

Vocabulary and grammar

V Insight Idiomatic phrases with *end*

1 Rewrite the sentences. Replace the words in italics with a phrase with *end* and use the word in brackets.

1 The development of effective vaccines in the 1950s was *the start of a process that led to the eradication of* polio. (beginning)

2 A cure for Alzheimer's is yet to be found. However, it is hoped that a multilateral attack with a combination of drugs *is going to be a positive solution*. (light)

3 People with chronic illnesses such as Crohn's disease, which affects the digestive system, suffer *for a long time* with the condition. (years)

4 People with the HIV virus can lead long lives thanks to anti-viral drugs. However, it adversely affects countries who don't have access to these drugs. As for a cure, there is *no possibility of this happening soon*. In 2020 there were still 680,000 HIV-related deaths globally. (sight)

5 More often than not, innocent civilians are *caught up in* the violence that erupts between the two factions and are forced to become refugees. (receiving)

6 The Black Death was a plague in Europe from 1347 to 1392, in which many *died before they had truly lived their lives fully*. There are thought to have been 25 to 30 million victims. (untimely)

7 Scientists have identified a type of virus which eats hospital superbugs. This could *result in the elimination of* certain superbugs that are resistant to antibiotics. (spell)

Adverbial clauses of manner and concession

2 Rewrite the sentences using the word or phrase in brackets. Make any necessary changes.

1 The townspeople were offered inoculations, but refused them. (even though)
_____ refused them.

2 In comparable ways, both typhoid and cholera are water-borne diseases. (just as)
Typhoid is _____.

3 Patients were treated in the same way as animals. (like)
Patients were treated _____.

4 There are far fewer cases of the disease than there once were. (as … as)
There aren't _____.

5 They were soon to go down with the illness despite having been vaccinated. (although)
_____ with the illness.

3 Complete the text with one word in each gap.

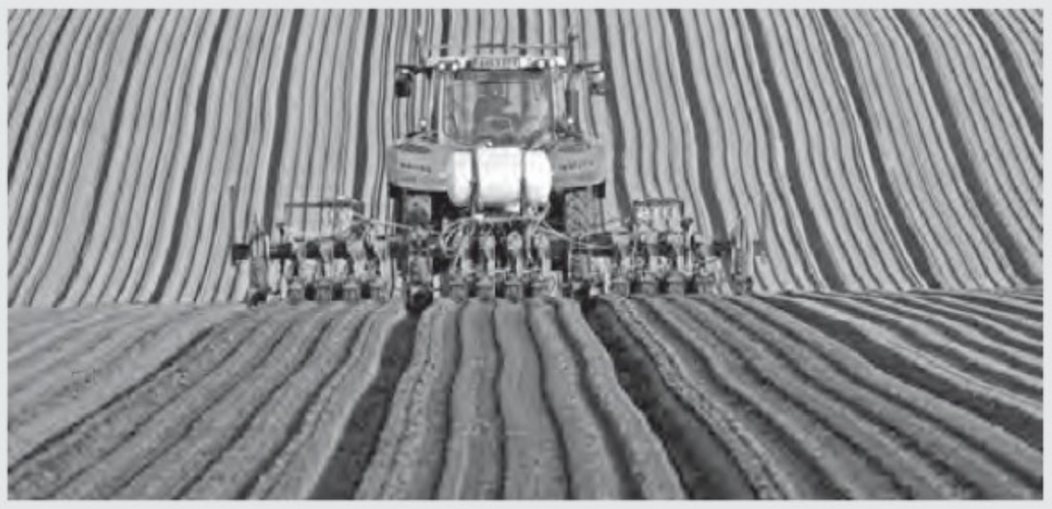
Why we have pandemics



It is thought that around 70% of the infectious diseases humans experience come from animals. [1]_____ these 'zoonotic' diseases don't pose a threat when they remain in wildlife populations, it's a different story when people come into unnaturally close contact with them: in fact it [2]_____ the end for our safety. [3]_____ soon [4]_____ we destroy the natural habitats of wild animals and use intensive farming methods, we are at much higher risk of creating new global pandemics.

By following a few simple steps, however, we can reduce this risk. We have been allowing deforestation for years on [5]_____ . It's time to protect what is left and restore what we've already lost. Secondly, even [6]_____ the global population is growing at a rapid pace, now is the time to be innovative and create a more sustainable food system. Lastly, just [7]_____ we have done with the illegal fur trade, we need to tackle the unregulated and illegal wildlife trade. Since 2000, 20 countries have voted to ban the practice of fur farming, forbidden the farming of specific species or introduced stricter laws. This has led to a reduction in the practice.

If we take these measures, there may be [8]_____ at the end of the tunnel as far as reducing the risk of future pandemics is concerned.



4 TASK What do the following statistics reveal about the seasonal flu virus? What further action should the world take to improve the situation? Write a short report.

- Every year between 290,000 and 650,000 people die worldwide from the flu virus.
- Young people are prone to flu because they have undeveloped immune systems, and people over 50 are vulnerable because their immune system starts to weaken.
- According to the World Health Organization less than 40% of people with chronic conditions and healthcare workers take the vaccine in most countries.

Reading

1 **Read the article about Henrietta Lacks and the HeLa cells. Match headings 1–5 to paragraphs A–D. There is one heading that you do not need.**

1 A life revealed
2 A goal attained
3 A family helped
4 An insight gained
5 A system questioned

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

a There are few areas of medicine that have not benefitted from her gift.
b It was something they had been trying to do for years.
c This last point is perhaps the aspect of the story to have angered people the most.
d And it is this that has made Rebecca Skloot's book such a sensation in the USA.
e Young Rebecca's curiosity was aroused.
f It was clear that medical research would be boosted considerably.
g She was merely a footnote.

3 **Replace the words in italics with the correct form of the highlighted verb collocations in the article and exercise 2.**

1 The lesson *created interest* in the story of Henrietta Lacks.
2 The pharmaceutical company failed to *show or express thanks* to those who had helped.
3 The discovery of radiation at the end of the 19th century *encouraged studies* into non-surgical cancer treatment.
4 They were later to *confront difficulties in life*.
5 The writer *spent hours* looking into the story behind HeLa cells.
6 The research done *created considerable profits* for medical companies.
7 Scientists have learned so much from *investigating information* in HeLa cells.
8 Researchers managed to *cause* the cells *to reproduce*.

4 **Match verbs 1–8 to nouns a–h to form collocations. What other nouns collocate with these verbs? Use a dictionary to help you.**

1 arouse
2 boost
3 scrutinize
4 devote
5 induce
6 reap
7 face
8 exhibit

a the truth, a choice, the facts
b sleep, drowsiness, a change
c tourism, productivity, the economy
d interest, anxiety, suspicion
e symptoms, self-control, a picture
f energy, effort, resources
g the rewards, the benefits, the consequences
h the small print, the bill, a performance

Henrietta Lacks's gift to us all



In the late 1980s, a 16-year-old schoolgirl called Rebecca Skloot was sitting in a biology lesson, listening to her teacher describe how cancer cells grow. The teacher told the class that the process had been learned by scrutinizing data from the study of HeLa cells, human cells that had been grown in culture* in a laboratory and that HeLa was an abbreviation of Henrietta Lacks, the name of the woman from whom the original batch of HeLa cells had been extracted. [1]___ She began to wonder who Henrietta Lacks might have been, and how it had come about that she had made such an important gift to science and medicine.

A ___

It wasn't until she had completed her degree in biological science that Rebecca Skloot decided to devote her time to researching the true story behind Henrietta Lacks. By then she had learned how important HeLa cells were in the history of medical research. Extracted from a tumour in Henrietta's body during an operation at the Johns Hopkins Hospital Baltimore in 1951, the cells were the first that scientists at the hospital were able to induce to replicate continuously. [2]___ After countless attempts, they had finally achieved their end – an immortal line of cells that reproduced indefinitely, and thus created an inexhaustible supply of cultured cells on which scientists could carry out research. In the last 60 years or so, the cells have been used to test the polio vaccine, develop chemotherapy treatments, map the human genome and develop improvements in IVF treatment. [3]___ It is by no means an understatement to suggest that without Henrietta Lacks's cells, many of the health breakthroughs of the second half of the 20th century would never have occurred.

B ___

Before Rebecca Skloot began to research her book (which would later be released under the title *The Immortal Life of Henrietta Lacks*), the contribution of Henrietta herself to the story of medical research was largely unknown. [4]___ Even her own family had no idea that their relative had unwittingly made such a significant contribution. It was high time the story was told. What Rebecca discovered was that Henrietta Lacks was poor, black and only 31 years old when she died of cancer in 1951. She had five children, the first of whom had been born when she was only 14. In her final days, as she lay in the cancer ward, too ill to have visitors, she would drag herself to the window to watch her children play outside. Her husband would bring them each afternoon to the garden near the hospital, just so that their mother could see them through the window. It is tragic to think of Henrietta, in great pain, watching her children and worrying about their futures, and even more tragic to discover, as Rebecca did in her research, that Henrietta's kids were to grow up to face their own hardships.

C ___

Although Henrietta's contribution to medical research is of immeasurable importance, it is fair to say that the medical world has not exhibited much gratitude in return. [5]___ Henrietta's story raises many questions of bioethics and fairness. It seems outrageous to many that cells should have been extracted from the woman's tumour without her permission, and that these cells have been reproduced and experimented on for generations without the knowledge of her children. And it is surely unjust that Henrietta's legacy has helped save or improve the lives of millions, while her offspring went without health insurance or money to pay for healthcare. [6]___ Henrietta's cells are sold for hundreds of dollars, pharmaceutical companies have reaped substantial rewards, and yet not a cent has gone to her descendants.

D ___

In the end, though, the main message of Rebecca Skloot's tale is that there is a real-life story behind every biological sample. It is worth remembering this, and respecting the role that donors play, wittingly or otherwise, in the development of medical knowledge.



5 Complete the sentences with the correct form of the verbs in exercise 3. There are two verbs that you do not need.

1. All new products are vigorously _____ before going on sale.
2. That scientist continues to _____ the benefits of his medical discovery.
3. It is common for many drugs to _____ mild side effects.
4. Dr Kerry _____ her life to finding a cure for the hereditary disease.
5. The pharmaceutical company's sales _____ by the endorsement of the respected biologist.
6. The dog was _____ signs of distress whenever his owner left the room.

Glossary

* grown in culture = (of cells, bacteria, etc.) grown in an artificial material which provides nutrients.

6 TASK Express and give reasons for your opinion on the following ethical questions related to science.

- Should we be able to edit our genomes?
- Should everyone's organs automatically be donated to medical science when they die?
- Should drugs be tested on animals before they're tested on humans?
- In cases like Henrietta Lacks's, should the remaining family members be compensated by the pharmaceutical companies for their relative's contribution to science?

Writing A discursive essay

‘In science lie the solutions to major world problems.’ Discuss.

At times, it [1]_____ as if there are so many potential catastrophes lying in wait for our planet that the end of the world must be nigh. Ignorance and illiteracy, drought and famine, war and disease, climate change and global warming – these are just some of the problems we face, and each of them [2]_____ unsolvable. However, if you think of a problem, almost any problem, you can be sure that there are scientists out there working on solutions. It is this quest for understanding and enlightenment that drives both scientific advancement and an improvement in the quality of life for everybody on the planet.

Take ill health, for example. Terrible illnesses which once claimed the lives of millions are now no longer a concern thanks to vaccines and antibiotics, and treatments which once [3]_____ unimaginable are now routinely available thanks to countless breakthroughs in medical research. In the lifetimes of our parents, scientific advances in our understanding of medicine, sanitation and diet have resulted in a surge in life expectancy and a dramatic drop in infant mortality.

Another area of notable achievement for science is in education. Throughout history, the majority of the world’s population was uneducated. Most were illiterate and innumerate and lived in ignorance of the world around them. They must [4]_____ doomed to live in poverty and isolation. And yet, this has changed thanks to the advancements of science. From the invention of the printing press to the worldwide availability of computer technology, science has provided the tools needed by educators across the globe.

In conclusion, science has already proved its worth and its capabilities and it is high time that we all showed more respect for its achievements, and the drive, determination and ambitious dreams of scientists. Rather than fearing the change that scientific advancements might bring, we should embrace the fact that, step by step, science is finding solutions to all our problems. Thanks to science, the future [5]_____ promising.

Verbs of perception

1 Read the discursive essay. Choose the problems that the writer addresses and give examples of how science has offered solutions to them.

a global warming
b illiteracy
c war
d drought
e disease
f famine

2 Complete the essay with the following verbs of perception in the correct form: *seem*, *sound*, *look*, *feel*. Sometimes more than one answer is possible.

3 Rewrite the sentences so that they do not contain misplaced or dangling modifiers.

1 Scientists have developed sophisticated human-shaped robots based in Cornwall.

_____

2 Having developed the Moderna Covid-19 vaccine, the press acclaimed virologist Barney Graham.

_____

3 Scientists investigated a new batch of antibodies seeking a cure for the illness.

_____

4 While trying to record heartbeats, the pacemaker was invented.

_____

5 The laboratory has several specimens of arachnids in the university building.

_____

6 Bacteria were observed by specialists multiplying.

_____

Writing guide

■ **TASK** **Write a discursive essay on one of the topics below.**

a ‘Scientific research ultimately leads to more positives than negatives.’ Discuss.
b ‘Advances in medicine should focus on increasing healthspan rather than lifespan.’ Discuss.

■ **PLAN 1** **Make notes about:**

- arguments in favour of the statement in the essay topic.
- evidence and examples to support your arguments.
- your own opinion of the statement.

■ **PLAN 2** **Follow the plan.**

Paragraph 1: Write an introduction that is likely to grab the reader’s attention.
Paragraphs 2–4: Present a different argument in each paragraph. Give evidence and examples to support your argument.
Paragraph 5: Write a conclusion that sums up your opinion.

■ **WRITE** **Write your essay. Use the paragraph plan to help you.**

■ **REVIEW** **Check the following points.**

- Have you included a thesis sentence in the introduction?
- Have you included evidence and examples to support your arguments?
- Have you linked the paragraphs effectively?
- Have you checked grammar, vocabulary, spelling and punctuation?

U10 Assess your progress

Give yourself a mark 1–3 for each Learning Objective from the lesson.
1 I found this difficult. **2** This was OK. **3** I can do this well.

Lesson 10A	Mark
I can understand how paragraphs fit into the structure of a text.	
I can recognize idioms about colour.	
I can recognize a range of vocabulary about shapes and lines.	
How can I improve?	

Lesson 10B	Mark
I can match detailed information to sub-topics.	
I can recognize a range of structures used to express probability and uncertainty.	
I can recognize *it* used as the introductory subject of a sentence.	
How can I improve?	

Lesson 10C	Mark
I can match speakers to statements.	
I can recognize phrases and euphemisms that express understatement.	
I can use key expressions to express confident or tentative opinions.	
How can I improve?	

Lesson 10D	Mark
I can understand the order of events in a text.	
I can recognize a range of idioms with *end*.	
I can use adverbial clauses of manner and concession.	
How can I improve?	

Lesson 10E	Mark
I can write a discursive essay.	
I can recognize misplaced or dangling modifiers.	
I can recognize and use a range of phrases with verbs of perception.	
How can I improve?	

Action plan

Make a plan for what you can do next to improve. Discuss your ideas with your classmates / teacher.

Literature Insight 1 *The Woman in White* – Wilkie Collins

Before you read

1 Read about Wilkie Collins. What was the impact of *The Woman in White* on Victorian society and the publishing industry?
2 Read the background to the story on page 85. What is Walter's first impression of the Fairlie family?

About the author

William Wilkie Collins
Born: 1824 in London, England
Died: 1889
Important works: *The Woman in White* (1859–60), *No Name* (1862), *The Moonstone* (1868)
Did you know? Some critics see Collins as an inferior protégé of Dickens, but at the height of his fame, Wilkie Collins was the best-known writer of the Victorian era. When the opening chapter of *The Woman in White* appeared in Dickens's weekly magazine *All The Year Round* in 1859, it caused unprecedented excitement. Victorian readers were captivated as they followed the protagonist, Walter Hartright, across Hampstead Heath and met the mysterious Anne Catherick, the woman in white. Following its publication in book form, there was a branded merchandise sales boom with 'Woman in White' perfume, cloaks and bonnets appearing on sale. People named their cats Fosco, while Walter became a fashionable name for babies.
The Woman in White marked the beginning of sensation fiction, a genre that blended Gothic horror and domestic realism using themes of intrigue, jealousy and murder. Considered one of the first mystery novels, this book is a forerunner to detective stories like those about Sherlock Holmes. Collins was the master of the cliffhanger (a dramatic end to a chapter which leaves the audience in suspense), and he embraced the idea of characters with deep dark secrets. He believed that 'the primary object of a work of fiction should be to tell a good story'.

1 Read the extract on page 85. Who had Anne Catherick been staying with when Walter met her in London?

2 Read the extract again and answer the questions.
1 How does Anne react when she first sees Walter in the churchyard?
2 In what way is Anne Catherick unlike Laura?
3 How did Anne and Mrs Clements get to know each other?
4 What is Anne's relationship with her mother like?
5 What answers does Walter want from Anne?
6 Why does Walter try to shock Anne?

3 SPEAKING Work in pairs. Discuss the questions.
1 In what way do you think Anne's unhappy childhood has affected her?
2 In your opinion, how can sorrow and suffering affect someone's face and demeanour?

4 Read what happens next. Is Sir Percival marrying Laura for love? Why / why not?

Read on

Walter and Marian take a trip to the farm where Anne is staying in order to ask her some questions, but they quickly discover that she and her friend, Mrs Clements, have already left for London. The farmer's wife says that Anne was extremely distressed when she read about the plans for Laura's wedding in the newspaper. Walter manages to leave the next morning, just before Sir Percival Glyde arrives. At first, Sir Percival is charming to Laura, but she hardly takes any notice of him. She then tells Sir Percival that she is in love with another man, in the hope that he might withdraw from their planned marriage, but he does not. Instead, he sets the date of the wedding for late December. Mr Gilmore, the solicitor, prepares the marriage settlement, but there are certain clauses that concern him. If Laura dies, her husband will inherit everything, and Mr Gilmore is worried because Sir Percival is a man with little income and a great amount of debt.
The day for Laura's wedding arrives. Laura fulfils the promise she made to her father, and she and Sir Percival are married. When they return from their honeymoon, they have brought guests to stay at the house – Count Fosco and his wife Madame Fosco, who is Laura Fairlie's aunt.

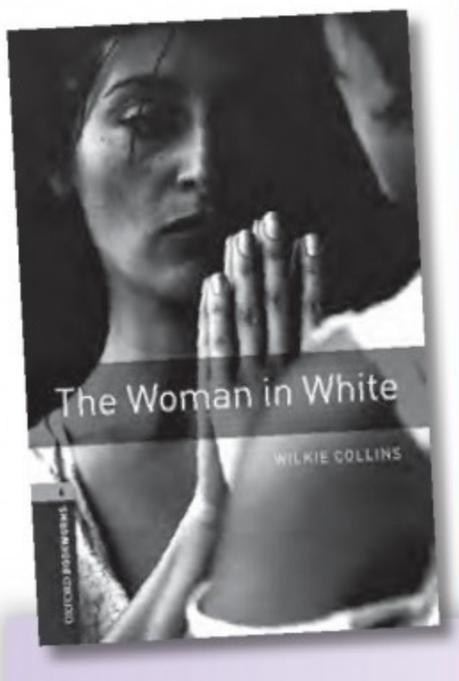
5 LI.01 Listen to the next part of the story. How does Madame Fosco behave towards her husband?

6 LI.01 Listen again. Are the sentences true (T) or false (F)? Correct the false ones.
1 Madame Fosco is an eloquent speaker.
2 Madame Fosco used to be outspoken and lively.
3 Count Fosco is strong and fearless.
4 Count Fosco loathes all animals.
5 The Count's spoken English is stilted.
6 The Count has travelled extensively.

7 SPEAKING Work in pairs. Discuss the questions.
1 How does a person's style develop as they go through different life stages? Do clothes reflect our identity? How?
2 How has the identity of Madame Fosco changed? In your opinion, do people change when they marry?

Writing

8 Write a short crime story beginning with these words: *As the old man lay dying he grabbed hold of my sleeve and whispered insistently, 'The eagle … the eagle … '*. Make notes about the setting, the characters, the plot and the ending.



Background to the story

Walter Hartright, a 28-year-old drawing teacher from London, is commissioned to tutor two young ladies from a wealthy family in Cumberland. He has received the position on the recommendation of Professor Pesca, a political refugee from Italy.
On the night before his departure, Walter meets a strange lady. She is dressed all in white and mentions that she knows the family he is going to stay with. Walter helps her on her way, but later learns that she has escaped from an asylum and her name is Anne Catherick. The next day Walter travels to Cumberland. He meets the sickly Mr Frederick Fairlie, his niece Laura Fairlie and her half-sister Marian Halcombe, and is immediately struck by the resemblance between Laura and the woman in white.
Three months pass and Walter and Laura fall in love, but when Marian realizes this, she tells Walter about a promise Laura made to her father before he died – a promise to marry Sir Percival Glyde. One day, a letter arrives for Laura warning her against marrying Sir Percival, and when Walter and Marian go into town to investigate, Walter sees a woman in the churchyard.

The Woman in White



There, in front of me, was the face of the woman in white.

'Don't be frightened,' I said. 'Surely you remember me?' Her eyes searched my face. 'I helped you to find the way to London,' I went on. 'Surely you have not forgotten that?'

Her face relaxed as she recognized me, and she sighed in relief. Before this, I had seen her likeness in Miss Fairlie. Now I saw Miss Fairlie's likeness in her. Except that Miss Fairlie's delicate beauty was missing from this tired face, and I could not help thinking that if ever sorrow and suffering fell on Miss Fairlie, then, and only then, they would be the living reflections of one another. It was a horrible thought.

Gently, I began to question her. I told her that I knew she had escaped from an asylum, and that I was glad I had helped her. But had she found her friend in London that night?

'Oh yes. That was Mrs Clements, who is here with me now. She was our neighbour in Hampshire, and took care of me when I was a little girl. She has always been my friend.'

'Have you no father or mother to take care of you?'

'I never saw my father – I never heard mother speak of him. And I don't get on well with her. I'd rather be with Mrs Clements, who is kind, like you.'

I learned that she was staying with relations of Mrs Clements at a farm, three miles from the village, but there were other, harder questions I wanted to ask. Who had shut her away in an asylum? Her 'unkind' mother, perhaps? What was her motive in writing the letter to Miss Fairlie, accusing Sir Percival Glyde? Was it revenge? What wrong had Sir Percival done her?

She was easily frightened, easily confused, and could only hold one idea in her mind at a time. I tried not to alarm her. Had she ever, I asked, been wronged by a man and then abandoned? Her innocent, puzzled face told me that was not the answer.

All the time we were talking she was cleaning the gravestone with her cloth.

'Mrs Fairlie was my best friend,' she murmured. 'And her daughter … ' She looked up at me, then away again, as though hiding her face in guilt. 'Is Miss Fairlie well and happy?' she whispered anxiously.

I decided to try and surprise a confession from her. 'She was not well or happy this morning, after receiving your letter. You wrote it, didn't you? It was wrong to send such a letter.'

Her face went deathly pale. Then she bent down and kissed the gravestone. 'Oh, Mrs Fairlie! Mrs Fairlie! Tell me how to save your daughter. Tell me what to do.'

'You mention no names in the letter, but Miss Fairlie knows that the person you describe is Sir Percival Glyde—'

The moment I said his name she gave such a scream of terror that my blood ran cold. Her face, now full of fear and hatred, told me everything. Without doubt the person who had shut her away in the asylum was Sir Percival Glyde.

From Oxford Bookworms Library Level 6: *The Woman in White* by Wilkie Collins, retold by Richard G. Lewis, 9780194792707

Literature Insight 2 *Vanity Fair* – William Thackeray

Before you read

1 Read about William Thackeray. What kind of novel is *Vanity Fair*? Why was it so popular?
2 Read the background to the story on page 87. What is Becky Sharp's aim in life? Do you think she has got the right approach to marriage? Why / why not?

About the author

William Makepeace Thackeray
Born: 1811 in Calcutta, India
Died: 1863
Important works: *Vanity Fair* (1847–48), *The History of Pendennis* (1848–50), *The History of Henry Esmond* (1852)
Did you know? Thackeray's family lived in India because his father Richmond Thackeray worked in Calcutta. When Richmond died of a fever in 1815, William was sent to be educated in England. Never too keen on academic studies, he left university in 1830 without a degree. At the age of 21, he inherited his father's assets, but invested the money unwisely and lost it. William had to find a job, so he started working as a comic illustrator and journalist, writing satirical and humorous studies of London manners and sophistication, such as *The Book of Snobs*, which was published serially in *Punch* magazine.
He achieved fame with the novel *Vanity Fair*, a stinging satire on society in early 19th-century Britain, especially the snobbery of the upper classes. This novel, which was the first of his books to appear under his own name, made Thackeray as popular as Dickens. The Victorian reading public were peculiarly drawn to the protagonist Becky Sharp – a character with few of the virtues that society at that time admired in women.
Thackeray was one of the first writers of this period to portray the commonplace with deliberate realism. He also created complete studies of English upper-class life, full of memorable characters, all displaying varying degrees of virtue, vanity and vice.

1 Read the extract on page 87. What misfortune caused Mr Sedley to lose his money?

2 Read the extract again. Are the sentences true (T) or false (F)? Correct the false ones.

1 John did not mind losing money to his upper-class friends.
2 There would be no reinstatement of John's position in society.
3 Money was in abundance in the Crawley home.
4 Rawdon was adept at cheating in a game of cards.
5 Becky's piano had been sold to pay rent arrears.
6 Mr Sedley was cast out of society and shunned by his friends.

3 SPEAKING Work in pairs. Discuss the questions.

1 Mr Sedley invests his money unwisely. What would you do if you had a large sum of money? Give reasons for your answers.
2 It is sometimes said that borrowing money from a friend can harm a friendship. Do you agree? Would you lend money to a friend? Why / why not?

4 Read what happens next. What does George's father tell him to do?

Read on

Napoleon and his army are marching into Paris and the regiment that George and his friend Dobbin are in has been ordered to join the fighting. Mr Osborne, George's father, hands him a large sum of money to buy clothes with and tells him to break all ties with Amelia. Dobbin, who is secretly besotted with Amelia and has been for years, can't bear to see her suffering. He persuades George to defy his father and, following their friend's advice, George marries Amelia. Upon learning of the marriage, Mr Osborne is furious and disinherits his son.

5 LI.02 Listen to the next part of the story. Why does George think he's ruined?

6 LI.02 Listen again. Complete the sentences with the missing words.

1 George blames Dobbin for the _____.
2 It would be very difficult for George and Amelia to live on _____.
3 Dobbin says that George's father _____ if he's mentioned in the *Army Gazette*.
4 Dobbin had been _____ George's father to forgive him.
5 Amelia read the lawyer's letter and _____ of being poor with George.
6 Becky _____ Rawdon's imminent departure.

7 SPEAKING Work in pairs. Read and discuss these quotes by William Thackeray. Do you agree or disagree with them? Give reasons for your answers.

1 'I would rather make my name than inherit it.'
2 'Remember it's as easy to marry a rich woman as a poor woman.'
3 'Money has only a different value in the eyes of each.'

Writing

8 Thackeray wrote about Victorian society as he saw it. Write an article about the society you live in today.

- Do we give too much importance to money and possessions?
- Objects these days are not made to last. Is it good to live in a throwaway society?
- Do you think that the gap between rich and poor is greater today than in Thackeray's time? How can we solve this problem?



Vanity Fair

Background to the story

Becky Sharp and Amelia Sedley, two girls of different background and character, have just completed their studies at Miss Pinkerton's Academy. Becky, the orphaned daughter of a poor artist, has had a life of hardship, but she is determined to use her beauty and cunning to climb the social ladder. Her friend Amelia, by contrast kind and honest, is the daughter of a rich City merchant. After an unsuccessful attempt at becoming Amelia's sister-in-law, Becky enters the service of Sir Pitt Crawley, who has engaged her as a governess to his daughters. Sir Pitt's handsome and eligible son, Rawdon, becomes infatuated with Becky. They run away and get married, but Rawdon's aunt, who is very rich, strongly disapproves of the match and promptly disinherits her nephew. For many years, Amelia has been promised in marriage to George Osborne, a handsome but self-centred soldier. However, when George's father learns that Mr Sedley's business is not doing well, he tells George to look for someone of a higher social standing.



No more than four months later, Mr Osborne's words to his son were proved true. Old John Sedley was a ruined man. He had judged badly and lost money, and could not recover from his mistakes. The final disaster struck when Napoleon escaped from the island of Elba and invaded France. The money market crashed, taking with it what remained of Mr Sedley's fortune. The family had to leave their fine home in Russell Square, and all the contents of the house were put up for sale.

On the day of the sale, who should visit the house in Russell Square but our old friends, Captain and Mrs Rawdon Crawley? Rebecca had seen her dear friend Amelia a few times since she had been at Miss Crawley's house. Amelia and George Osborne visited her, and Rawdon invited George several times to little gambling parties, which George always accepted, happy to lose money to the son of a baronet and his high-society friends.

About a month after Becky had set up home with Rawdon, she expressed a wish to see Amelia again. Money being short in the Crawleys' little home, and with no sign of forgiveness from Miss Crawley, Rawdon agreed that it would be good to see George Osborne again. 'I'd like to play a few more games of cards with him. He'd be what I call *useful* just now,' he said, with his loud soldier's laugh. Rawdon Crawley had no intention of cheating George Osborne, of course; it was just rather convenient to gamble with someone less skilful than himself.

When they arrived in Russell Square, Rebecca was shocked to see a sale at the house where she had once been treated so kindly. However, this did not stop her from trying to buy Amelia's piano, though it is not clear why she wanted it. Perhaps her own piano had been sold in order to pay the rent.

But the piano was finally sold to Captain Dobbin, who knew how much Amelia loved her piano and who paid a great deal more for it than the piano was worth. Rebecca and Rawdon looked for him after the sale, hoping to find out more about what had caused the Sedleys' ruin, but he had already left.

'I'm sorry Mr Sedley has had such bad luck,' Becky said as they got back into their carriage. 'He was a very kind old man.'

'Oh, it happens all the time with businessmen, you know,' Rawdon said. 'I don't suppose Osborne will marry your pretty little friend now. How upset she'll be, hey, Becky?'

'Oh, I expect she'll recover,' Becky said with a smile, and they drove on and talked about something else.

The news of Sedley's ruin was announced in the newspaper, and soon became widely known. The family moved to a little house in an unfashionable street. Mr Sedley's former friends now avoided him, but what really hurt him was that his most bitter, most unforgiving enemy was John Osborne, George's father, whom Sedley had helped many years before, when Osborne was starting his own business.

In a short, cruel letter, Mr Osborne informed Amelia that her father's behaviour had been so shameful that there could be no marriage between her and his son.

From Oxford Bookworms Library Level 6: *Vanity Fair* by William Thackeray, retold by Diane Mowat, 9780194792691

Literature Insight 3 *Tess of the d'Urbervilles* – Thomas Hardy

Before you read

1 Read about Thomas Hardy. How did Greek tragedy influence his writing?
2 Read the background to the story on page 89. Why is John Durbeyfield unable to claim any inheritance?

About the author

Thomas Hardy
Born: 1840 in Dorset, England
Died: 1928
Important works: *Far from the Madding Crowd* (1874), *The Mayor of Casterbridge* (1886), *Tess of the d'Urbervilles* (1891), *Jude the Obscure* (1895)
Did you know? Thomas Hardy started his writing career while working as a draughtsman in a London architect's office. Success was not immediate and when his first novel, *The Poor Man and the Lady*, was rejected several times he almost gave up writing.
The breakthrough came with his third novel *Far from the Madding Crowd*, which was published in monthly issues of the *Cornhill Magazine.* He had finally found the true subject for his novels: the semi-fictionalized county of Wessex. Hardy believed strongly in Charles Darwin's theory of evolution, and he turned to science for answers about people's place in the universe. His characters are not presented through psychological insight, but through their experiences and reactions to events. The pastoral themes in his early novels move to a more realistic portrayal of the poverty and suffering of village people. He takes the idea of cruel gods, the forces of nature and hostile fate from Greek tragedy.

1 Read the extract on page 89. Who does Mrs Durbeyfield want to ask to deliver the bees to market?

2 Complete the extract with sentences A–G. There is one sentence that you do not need.

A Poor Prince was seriously hurt, and as she watched he fell to the ground.
B He went on his way, while Tess stood and waited, tears pouring down her face.
C 'But you're glad you're going to marry a gentleman?'
D 'We d'Urbervilles don't sell our horses for cats' meat!' he insisted.
E Something terrible had happened.
F 'They seem like our apples – most of them good, a few bad.'
G Gradually she fell into a dream.

3 SPEAKING Work in pairs. Discuss the questions.

1 Tess is often described as a victim of destiny. Do you believe in destiny? Would the accident not have happened if Tess had not taken the bees?
2 Why could the name of the horse 'Prince' be significant?

4 Read what happens next. Why have the lives of the Durbeyfields become more difficult?

Read on

The loss of their horse is economically devastating for the Durbeyfield family, and without any income their lives become even more difficult. Tess feels guilty about the accident, so she agrees to her mother's plan to visit the Stoke d'Urbervilles, telling them she is a relation and asking them for help.
Tess expects to find a crumbling mansion and she is surprised that the d'Urberville family live in a fashionable new house. She meets Mrs d'Urberville's son, Alec, who is captivated by Tess's beauty and agrees to help her.

5 LI.03 Listen to the next part of the story. Who has written to Tess?

6 LI.03 Listen again. Choose the correct answers.

1 The letter leads Joan Durbeyfield to
a recognize Alec as a cousin.
b dismiss the offer.
c jump to conclusions.
2 Tess is … about the job.
a sceptical
b excited
c convinced
3 John Durbeyfield is proud of his
a new-found energy.
b inheritance.
c ancestral heritage.
4 Tess's bags
a go on ahead of her.
b are sent on later.
c are put in the carriage.
5 When Tess leaves, her mother thinks
a she is right to have encouraged Tess.
b she should have spoken to Alec about Tess.
c Tess will be happy at the d'Urbervilles.
6 From the way in which he drives the carriage, Alec seems
a calm and confident.
b oblivious and arrogant.
c kind and caring.

7 SPEAKING Work in pairs. Discuss the questions.

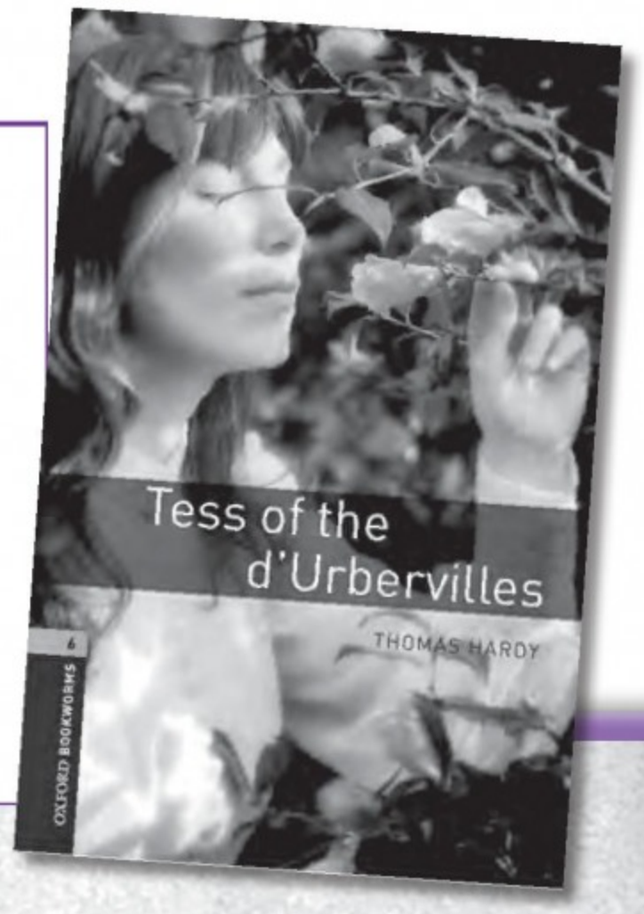
1 How do you think people travelled in Hardy's time?
2 In the mid-19th century, railways proliferated and rapidly replaced slower and less reliable forms of transport across Britain. How do you think this affected people's lives?

Writing

8 Imagine you are Tess at the point when she agrees to go to the d'Urberville house. Write a letter to Mrs d'Urberville thanking her and accepting the job.

Background to the story

One warm spring evening John Durbeyfield, a poor labourer, meets a priest on the road who greets him as 'Sir John'. The man asks the priest why he calls him Sir John whenever they meet and the priest explains that he recently came across some records which indicate that John Durbeyfield is descended from a noble family, called d'Urberville, dating back to William the Conqueror. The d'Urberville family died out long ago and there is no land or inheritance, but as the priest rides away John Durbeyfield, full of self-importance, gives a boy a shilling to send for a horse and carriage to take him home.
That same evening, John Durbeyfield's 16-year-old daughter, Tess, is enjoying the May Day festivities with her friends when three young men stop to watch their dancing. The youngest man notices Tess and wishes, as he is leaving, that he had asked her name.
When she arrives home, Tess realizes that her father has had too much to drink and cannot deliver their bees to market. She must go with her little brother, Abraham, and sell them.



Tess of the d'Urbervilles



'The poor man can't go,' she whispered. Tess sat up in bed.
'But it's late for the bees already. We must take them today.'
'Maybe a young man would go?' asked Mrs Durbeyfield doubtfully. 'One of the ones dancing with you yesterday?'
'Oh no, not for the world!' said Tess proudly. 'And let everybody know the reason? I'd be so ashamed! I think I could go if little Abraham came with me.'
Tess and Abraham dressed, led out the old horse Prince with the loaded waggon, and set off in the dark. They cheered themselves up with bread and butter and conversation.
'Tess!' said Abraham, after a silence.
'Yes, Abraham.'
'Aren't you glad that we're a noble family?'
'Not particularly.'
[1]____
'What?' said Tess, lifting her face.
'Our noble relations are going to help you marry a gentleman.'
'Me? Our noble relations? We haven't any. Whatever put that into your head?'
'I heard them talking about it at home. There's a rich lady of our family out at Trantridge, and mother said that if you claimed relationship with her, she'd help you marry a gentleman.'
His sister became suddenly silent. Abraham talked on, not noticing her lack of attention.
'Did you say the stars were worlds, Tess?'
'Yes.'
'All like ours?'
[2]____
'Which do we live on? A good one or a bad one?'
'A bad one.'
'If we lived on a good one, how would things be different?'
'Well, father wouldn't be ill and cough as he does, and mother wouldn't always be washing.'
'And you would have been a ready-made rich lady, and not have to marry a gentleman.'
'Oh, Aby, don't – don't talk of that any more!'
Abraham finally went to sleep on the waggon. Tess drove the horse. [3]____ She could see her father, foolish in his pride, and the rich gentleman of her mother's imagination laughing at the poor Durbeyfield family.
Suddenly she awoke from her dream to noise and violent movement. [4]____ She jumped down and discovered that the post carriage, speeding along the dark road, had driven into her slow and unlighted waggon. [5]____
'You were on the wrong side,' said the post driver. 'I must go on with the post, but I'll send somebody to help you as soon as I can. You'd better stay here with your waggon.'
[6]____ Daylight came. Prince lay there, unmoving, his eyes half open.
'It's all my fault,' cried Tess. 'What will mother and father live on now? Aby, Aby, wake up! We can't go on with our beehives – Prince is dead!' When Aby realized what had happened, his face looked like an old man's.
'It's because we live on a bad star, isn't it, Tess?' he said through his tears.

From Oxford Bookworms Library, Level 6: *Tess of the d'Urbervilles* by Thomas Hardy, retold by Clare West, 9780194614467

Exam Insight 1

Reading

Exam strategy

Look for phrases before and after the gaps which are explained further, exemplified, expanded in more detail or summarized in the removed sentences, or vice versa. This will help you to work out where the deleted sentences belong.

1 Complete the paragraph with sentences A–C. There is one sentence that you do not need. Underline information in the paragraph which relates it to the correct sentence, or information in the removed sentence which relates it to the paragraph.

> Becoming a criminal is an obvious choice for some people. [1]___ On the other hand, some unlikely people find themselves committing crimes. These evidently law-abiding citizens may change their behaviour because of a sudden shift in fortune or when faced with an irresistible temptation. [2]___ The only question is if they took on the job because they wanted access to the money, or if easy access made their crime unavoidable.

A This would explain the number of respectable citizens who volunteer to keep the accounts for a small organization and end up lining their pockets with the group's cash.

B They may have been born into a crime-orientated family, or grew up in an environment where the only success that seems available is based on illegal activities.

C It's because they understand the consequences of doing wrong, having stolen money from their employers and then spending years in dark prison cells.

2 EXAM TASK Complete the text with sentences A–E. There is one sentence that you do not need.

A He was such an expert at this kind of role-playing that a medical doctor swore that Bourdin was actually a teenager even though he was more than 30 years old.

B He ran away from reform school and told police officers that he was a lost British teenager. Since he spoke hardly any English, his deception was easily discovered.

C While there have been many other expert imposters throughout history, Bourdin is almost unique in having carried out his scams so successfully for so many years.

D They had been so desperate to have him back, and were now so thrilled to see him, that they didn't question whether or not this truly was their offspring.

E He continued to trick his way into hospitals, schools, orphanages and foster homes in at least 16 countries, always using different names and plausible stories of a troubled childhood and rarely failing in getting people to help him.

The great pretender

When the Barclay family heard that their missing son, Nicholas, had been found alive and well in Spain, they were ecstatic. Nicholas had disappeared three years before, at the age of thirteen, so when the boy was reunited with his family in Texas, they showered him with affection. It did not occur to them to wonder why he now had a French accent, or why his eyes had changed from brown to blue. [1]___ It was only when a private investigator dug into the boy's history that the truth came out: the person pretending to be their son was actually a 23-year-old Frenchman, Frédéric Bourdin, who had never even visited the United States before.

This was not the first time that Bourdin had attempted to pull off this kind of scam. Investigations revealed that Bourdin had, from the age of sixteen, impersonated orphans in several different parts of Europe. [2]___ His stories were so detailed and credible that they seldom failed to move his listeners into wanting to help him. In fact, it is believed that he adopted more than 40 false identities over the years. How he managed to do this is difficult to explain. He has been described by the US State Department as an 'exceedingly clever man' who took on the part of a frightened, penniless child in order to gain the sympathy of strangers. [3]___ Even when Bourdin's hair began to go grey and fall out, he managed to deceive those around him by dyeing his hair, wearing a baseball cap and adopting the movements, voice and gestures of someone years his junior.

The one aspect of Bourdin's role-playing that had an element of truth is his claim of having had an unhappy childhood. Born on the outskirts of Paris in 1974, he never knew his father, and his mother abandoned him when he was a toddler. Raised by his grandparents, he began making up stories, even claiming that his absent father wasn't around because he worked for the British secret service. He spent several years in a school for delinquent youth, taking on his first role as another person at the age of 16. [4]___ But this was only the first of a long series of more successful scams, the last of which came to light in 2005 when he was discovered in a French school, still posing as a teenager.

Now 38, Bourdin finally seems to have accepted who he really is, and has sworn that he will never impersonate anyone again. As the father of three children, perhaps he has found a role that really suits him at last.

Listening

Exam strategy

In this task, the questions might focus on different areas of meaning. Some focus on **specific information**. Some questions ask you to identify the **intention** of the speaker or the **context** of the exchange (who / where the speakers are), while others ask you about the **gist** of the recording or to identify **facts** and **opinions**. Look carefully at the questions before you listen and think about what you are being asked to identify.

3 Read extracts from recording scripts and the questions below them. Decide what each question is asking you to listen for.

1 'Again, it's a thrill to see such a large and distinguished audience, so thank you for coming. And now I'd like to introduce our first speaker…'
Where is the speech taking place?

2 'In fact, though we began with 20 participants, it soon dwindled to ten and by the end to a mere three.'
How many people stayed with the experiment to the end?

3 'So don't hesitate! Call now and order your Vegelite juicer and you'll receive a Vege Mini absolutely free!'
What is the speaker trying to accomplish?

4 'Yes, it's been proven that certain sectors are losing jobs, while other areas need more workers with the right skills, but I don't believe it's safe to argue that the workplace has changed irrevocably.'
Is this the speaker's own opinion or a fact?

5 'I just want the people of my district to know that, if they vote for me, I will do everything in my power to bring prosperity back to the region.'
Who is the text aimed at?

4 EXAM TASK EI.01 Listen to three recordings relating to crime and community and choose the correct answers.

Recording 1

1 What is the purpose of what the speaker says?
- **a** To warn people against leaving their children unattended.
- **b** To describe the outcome of a social experiment.
- **c** To advise not to leave children unattended in public places.

2 What did the experiment reveal about the general public?
- **a** They were indifferent.
- **b** They were scared.
- **c** They were hesitant.

Recording 2

3 Which statement summarizes Ms Williams's main point?
- **a** Immigrants should get help tailored to their needs.
- **b** Public attitudes are causing problems for immigrants.
- **c** There are no solutions to immigrants' problems.

4 Why does Ms Williams describe the Chinese immigrant's situation?
- **a** To prove that immigrants speak English well.
- **b** To illustrate that every situation is different.
- **c** To show that immigrants don't always know where they might end up living.

Recording 3

5 What is said about identity theft?
- **a** It is happening to more and more people.
- **b** It can lead to serious health problems.
- **c** It makes people more aware of their surroundings.

6 What do the speakers not mention when talking about ways of avoiding identity theft?
- **a** monitoring your bank statements
- **b** changing your passwords frequently
- **c** being careful when withdrawing money in public

Use of English

Exam strategy

When choosing your answers, try out all the options, eliminate the ones that are obviously incorrect, then check the remaining possibilities to make sure they fit grammatically and have the right meaning in the context.

5 Three of the sentences below have been completed with the wrong answers. Decide which sentences are incorrect, why they are incorrect and what the correct answers should be.

1 Many citizens object _b_ watched by cameras everywhere they go.
- **a** being
- **b** to be
- **c** to being
- **d** be

2 The police were taken _c_ by the criminal's total lack of concern with being recognized.
- **a** away
- **b** along
- **c** aback
- **d** on

3 No matter what the police do to try and catch them, some criminals seem always to be one step _d_.
- **a** behind
- **b** ahead
- **c** along
- **d** away

4 The police can't always _a_ you to give a DNA sample, but they appreciate it when you do.
- **a** make
- **b** demand
- **c** force
- **d** necessitate

Exam Insight 1

6 EXAM TASK Choose the correct answers.

There are only so many ways a notorious criminal can evade capture by the authorities. In these days of CCTV cameras on every street corner and facial recognition software that can [1]___ out a known offender in a crowd, it is harder than ever for a criminal to avoid [2]___ recognized. But even in the 1930s, the notorious gangster John Dillinger realized that his face – which appeared on posters and in newspapers all over the USA – was the one thing that would give him [3]___. In a desperate [4]___ to hang on to his freedom, he decided to undergo plastic surgery. When you consider how unsophisticated plastic surgery was at that time, and the fact that Dillinger's surgery was performed in an apartment [5]___ of a hospital, it is clear just how desperate he was to get away. Since then, many wanted criminals have changed their features to [6]___ capture, and as plastic surgery becomes more sophisticated, it seems they are more likely to succeed.

Another, less extreme surgical change that has been popular amongst criminals for decades is the removal of fingerprints. The unique pattern found on the tips of the fingers [7]___ used since the 1800s to identify people, as no two individuals have exactly the same patterns. Criminals soon realized that, to avoid [8]___ identified if they were caught, they would have to get rid of their prints altogether.

1	**a** pick	**b** search	**c** select	**d** take
2	**a** to be	**b** being	**c** be	**d** to being
3	**a** off	**b** out	**c** in	**d** away
4	**a** attempt	**b** trial	**c** effort	**d** try
5	**a** not	**b** than	**c** instead	**d** either
6	**a** stop	**b** cease	**c** run away	**d** escape
7	**a** has been	**b** had been	**c** being	**d** have
8	**a** having been	**b** being	**c** been	**d** having

Use of English

7 EXAM TASK Complete the sentences with the correct form of the words in brackets.

1 The new witness's testimony lead to his _____ (acquit).
2 Thanks to DNA testing, cases of wrongful _____ (prison) should be on the decline.
3 Despite the injuries he had sustained, he made a _____ (remark) recovery.
4 He was asked to _____ (testimony) against his own family.
5 The company's response to the employees' growing _____ (affect) was below everyone's expectations.
6 Excluding the disadvantaged children from the community centre's activities has led to their _____ (margin).

Speaking

Exam strategy

Speaking exams often begin with general conversation questions related to everyday life. During this part of the exam, follow these tips.

- Try to relax, and use this general discussion to get comfortable with the examiner and/or interlocutor.
- Prepare to answer common questions about your free time, your family, your favourite sports, etc.
- Avoid very short answers. Give extra details and examples to expand on your ideas.

8 EXAM TASK Answer the questions.

1 Where do you come from?
2 How long have you been studying English?
3 What do you like most about learning English?
3 What do you do in your free time?
4 What sort of work would you like to do in the future?
5 If you could travel anywhere in the world, where would you choose to go?
6 How often do you meet up with friends?

Writing

Exam strategy

Try to avoid starting most of your sentences with the same subject, for example, 'we', 'students' or 'cars' depending on your topic. In order to do that, use various sentence structures.

9 Rewrite the second sentence so that it has a similar meaning to the first.

1 We usually go by car, because it's faster.
By taking _____.
2 We could go abroad and practise speaking foreign languages.
Were we _____.
3 When we go on such trips we learn a lot.
Such trips can _____.
4 We didn't go to the seaside as usual, but to the lakes.
Rather than _____.

10 EXAM TASK Some people say that instead of going on school trips abroad, students should visit places in their own country. Write an opinion essay presenting your view on this issue. Write 220–260 words.

Exam Insight 2

Reading

Exam strategy

Sometimes you may be asked to distinguish between statements based on fact and statements based on opinion. Facts typically include phrases such as *according to research / the government / statistics*, *in reality*, etc. Opinions are introduced by phrases such as *it is believed that*, *in my opinion*, etc., but also words like *seem*, *appear*, *may / could be*, *possibly*, etc.

1 Read the sentences below. Which are examples of facts and which are opinions? Justify your answers.

1 From my own observations, I'd say that fewer teens are finding summer jobs every year.
2 Statistics indicate that the number of successful teen job applicants is on a downward trend.
3 Research shows that a core number of homeless people choose to live as they do, underlining the sense that homelessness can never be eradicated.

2 EXAM TASK Read the texts and choose the correct answers.

Text A

1 In general, what has the writer's experience of visiting homeless accommodation been like?
a He feels mostly positive.
b He has mixed feelings.
c He feels extremely hopeful.
d He has been left very disheartened.

A

Those who have been reading this series know that, over the past two months, I've been visiting an array of homeless shelters, camps and 'outposts' around the city. For the most part, it has left me feeling pretty ambivalent but admittedly with an inkling of hope.

I want to end the series with a completely positive experience, after spending a day and night at the Eastdown Shelter for Women and Families. The only word I can find to describe Eastdown is *unprecedented*. It was founded, and is still partly funded, by a group of 12 very wealthy women, most of whom do not come from the silver-spoon class and, as a result, understand what it's like to be destitute. 'Several of us have been down as far as you can go,' one of the founders told me. 'We've all been exceedingly fortunate, and we wanted to share our fortune with others.' The building itself was erected as a hotel in the 1930s, so had the unique advantage of being designed for multiple occupancy. It was also in a desperately dilapidated state when the group acquired it 15 years ago. 'Don't ask how much the renovations cost,' another founder said. 'People thought we were lunatics to take it on. But we had this vision of what it could be.'

The reality is, to my mind, the ideal example for all homeless shelters. The rooms are spartan, but immaculate, each with an en-suite bathroom and small cooking area. Rooms for families have both sleeping and living areas, and the building has a large outdoor space with play structures for children, plus a burgeoning organic garden. But what really sets Eastdown apart is the atmosphere of support, acceptance and encouragement. Classes are held all day and evening, a job placement service is available to all, and a well-supervised nursery allows women with children to pursue further education, look for jobs and eventually find permanent accommodation. If homelessness has a utopia, this would be it, and I am all admiration for the women who dreamed up this place – and the women who make use of it, and move on from it, every day.

B

alison@myblognow.org

Hey, it's Alison, back again after a break. All of you know how I'm always going on about charities and how hard it is to find new ways to raise money for them. Well, it's never a walk in the park, and we always seem to fall back on the same old walks, runs, auctions and food sales. None of these are likely to set the world on fire, for sure, so a completely new fundraising idea is pure gold to any charity. A friend pointed me to one quirky idea from Sweden that's sure to attract some attention.

Like in most bigger cities, Gothenburg's homeless population produces its own news outlet, a newspaper called *Factum*. It lets homeless people know what's going on on the streets and what services there are, plus it gives non-homeless people an idea of what life on the streets is like. The paper is supported by sales, grants and contributions from donors. And like most street papers, it's always on the verge of financial collapse. But an agency in Gothenburg came up with a fundraising idea that is totally unique. And if you're brave enough to follow through with it, it just might be unforgettable.

They created a fictional homeless 'hotel' which offers accommodation to the general public. For about £10, you can book a spot in a park, a run-down café or a vacant lot next to a football field. They make the so-called 'rooms' sound quite fetching. For example, the football field is described as being an easy walk away from the Swedish Exhibition Centre, and in the winter it's transformed into an enchanting ice-skating rink. They don't guarantee your bookings, since someone may have already set up camp there, so you'll have to look for another place to rest your weary limbs.

It's a brilliant idea, right? Better yet, the 'rooms' do actually exist and are used regularly by the homeless. If you don't want to spend a night there, you can at least look at the photos and imagine what the reality of sleeping there would be like. And who knows? A few people might actually spend the night in the spot they booked, which would be a real eye-opener for anyone who's never experienced homelessness first-hand. So let me know what you think about this idea, and what other cool ideas you might have for raising money and awareness at the same time.

2 What does the writer say about the women who started the Eastdown Shelter?
- **a** They have all been homeless in the past.
- **b** Most of them come from wealthy backgrounds.
- **c** Most of them became rich later in life.
- **d** Some of them have experienced homelessness.

3 Which of the following is stated in the text as an opinion, not a fact?
- **a** Eastdown is a model for other shelters.
- **b** Eastdown was started by a group of rich women.
- **c** The original building had one distinct advantage.
- **d** Eastdown offers family-friendly accommodation.

Text B

4 What does the writer suggest about the methods of raising money for charity?
- **a** There are only a few reliable methods.
- **b** The methods used are very predictable.
- **c** Charities are not interested in new methods.
- **d** The most familiar methods are the best.

5 What is the purpose of both texts?
- **a** To present successful projects aimed at helping the homeless.
- **b** To raise money for projects for the homeless.
- **c** To give people a first-hand experience of life as a homeless person.
- **d** To direct the homeless to safe places to sleep.

Listening

Exam strategy

Sometimes the statements in this task may use negative forms to restate what the speaker has said, or may use positive forms to restate negative structures. For example, 'I was completely unprepared for the experience' could be restated as 'I was completely taken aback by the experience.' Keeping this in mind will help you to identify the correct answers.

3 Rewrite the sentences so that they do not use negative structures or words.

1 I was unimpressed by the public areas, which are dark and shabby.

_____

2 If it hadn't been for the poverty of my upbringing, I wouldn't have such sympathy for the poor.

_____

3 There is no limit to what some people will do to help disadvantaged people.

_____

4 No one who has ever experienced homelessness remains unaffected by it.

_____

4 EXAM TASK EI.02 Listen to five speakers talking about the role of money in their lives. Match options A–F to speakers 1–5. There is one option that you do not need.

This speaker
- **A** is very cautious with money as a result of their upbringing.
- **B** doesn't think that material things bring people joy.
- **C** used money in a thoughtless way.
- **D** has made a specific plan for becoming wealthy.
- **E** came up with a successful idea while feeling at a loose end.
- **F** had very little support in their time of need.

Use of English

Exam strategy

Some of the sentences may seem complete without filling in the gap. If you find gaps like this, it is likely you will need one of the following:
- a modal verb (They *can* solve problems easily.)
- an adverb or an adjective (It is *extremely* challenging.)
- a word changing the emphasis of the phrase (It is *too* difficult to solve.).

5 Complete the sentences with the words below.

completely ■ enough ■ exceptionally ■ must

1 Are the classes challenging _____ for him?
2 Unfortunately, a private school is _____ out of the question because of the cost.
3 Teachers _____ try to provide interesting work for brighter students.
4 They discovered early on that their child was _____ talented.

6 EXAM TASK Complete the text with the correct words.

Many future parents dream of raising a child prodigy or a mini-genius: a child who can read at the age of two, play the violin like an expert at three or [1]_____ out complex mathematical equations by the time they are five. But most parents don't consider the price they may have to pay for [2]_____ produced an exceptional child – in money, time, attention and emotional wear and tear. Once parents have realized that their child is unusually talented or intelligent, they naturally [3]_____ to provide every kind of assistance and encouragement. This might mean private lessons for a musical prodigy or a private school for the hyper-intelligent child, plus many extra activities. All of this can cost a [4]_____ deal of money, and can also take up endless amounts of time. Also, if there are other, less exceptional children in the family, balancing the needs of the little genius with those of the other children can cause [5]_____ strain. And, almost inevitably, at some point one parent will begin to question whether all the money, time and energy are actually worth it. Marriages have fallen apart in the midst of these kinds of burdens and conflicts, and many parents of exceptional children will tell those [6]_____ are envious of their little genius to be careful what they wish [7]_____.

Exam Insight 2

Use of English

7 EXAM TASK Complete the text with the correct form of the words in brackets.

Many people fail to understand what [1]_____ (homeless) is really like, and just using their imagination is not really enough. It is not something you can be completely [2]_____ (analyze) about either, depending on reports and statistics for a deeper understanding. It is a(n) [3]_____ (except) complicated issue, and only first-hand experience can make you truly [4]_____ (empathize). One organization, which depends on the [5]_____ (generous) of wealthy people to keep them going, actively encourages its donors to have first-hand experience of life on the streets. They either offer to send a donor out in a police car to do a night patrol in a homeless-intense area or [6]_____ (alternate) they book the donor a night in a homeless shelter. While some donors try to [7]_____ (minimum) the impact of the experience by closing off their emotions, others admit it is totally life-changing. Whatever the reaction, [8]_____ (doubt) this approach is teaching some people what being homeless really means.

Speaking

Exam strategy

When asked to talk about photos, use structures that imply speculation, probability and certainty. You can use modal verbs and fixed phrases, such as *looks like*, *looks as if*, *most probably*, *it's (not) possible*, *it's bound to be*, *it seems likely that*, *it's safe to say*, *I'm sure*, etc.

8 Study the modal verbs of certainty and probability below and answer the questions.

■ can't ■ could ■ may ■ might ■ must

1 Which ones express certainty and which probability?
2 What are the past forms of the modal verbs?

9 Rewrite the sentences using the words given so that they have a similar meaning to the first sentence. Do not change the words given.

1 It's possible that they are waiting for the soup kitchen to open. (likely)

_____

2 It's unlikely that she lived on the streets when she was younger. (can't)

_____

3 I'm sure it's an organization that helps people in need. (must)

_____

4 I'm almost sure that she's a charity worker helping to set up accommodation for the homeless. (bound)

_____

10 EXAM TASK Look at the photos of musical events. Choose two photos and answer the questions.



- How are the photos similar or different?
- What do you think the atmosphere at each event might be like?
- How do you think the audience at each event might be reacting to the music?
- Which of these events would you prefer to attend ? Why?

Writing

Exam strategy

When writing an article it is important to engage the readers' interest with the opening paragraph. There are various techniques to do this. For example, by addressing the reader directly, telling an anecdote, asking a rhetorical question, or quoting shocking statistics or the words of someone famous.

11 Read the strategy and the exam task. Think of examples of how to start the exam task using each of the techniques listed in the strategy.

12 EXAM TASK Your favourite magazine has announced a competition for an article entitled 'Survival camps of the 21st century'. Write your article for this competition, in which you explain why traditional survival camps are not good enough any more and describe what should be included in such camps nowadays and why. Write 220–260 words.

Exam Insight 3

Reading

Exam strategy

In this activity, the questions are often a synonymous rephrasing of parts of a text. Looking at the questions and thinking of other ways of saying the same thing will make it easier to choose the correct matches.

1 Match extracts 1–3 to questions A–C. Look out for synonyms and paraphrases.

1 It seems evident that it was the city council's lack of planning and foresight which led to the disaster in the first place.
2 Many writers leave out the one thing that is most fascinating about travel – what we learn about ourselves – but it is this book's main focus, and it makes for an illuminating read.
3 Many resorts are so much alike that you wonder where in the world you are, but Tellua Sands is imbued with local culture, colour and tastes, making it an authentic island experience!

A Which extract points out differences which make a place particularly appealing?
B Which extract criticizes a government body for not looking ahead?
C Which extract commends an approach which is lacking in similar works?

2 EXAM TASK Read the texts and answer the questions.

Which text
1 praises the by-product of a journey?
2 gives ways of making environmentally-conscious choices?
3 points out a contrast in approaches to travel?
4 expresses respect for a traveller's perseverance?
5 compares people and their environment?
6 describes a new use for a place?

(A)

followme_travelblogs.org

As all of you who follow my blog know, 'adventurous' is not my middle name. I love visiting new places, but I stick to traditional means of transport and like to have a comfortable room to retreat to. So you can imagine my admiration when I was introduced to Rob Forbes, a guy who has swum from Spain to Morocco, cycled across much of Africa and run more miles than I even like to think about, all to raise money for charity. Imagine cycling 20,000 km through difficult terrain in countries which are full of hazards and where you don't speak any of the languages. You can only esteem someone who dares to do such a thing. I'd give up before I even got started, but he says he never considered throwing in the towel. Just having told people his plans, and having promised to raise money for charity, kept him going. His favourite places were Gabon – for the stunning rainforests – and the Congo. And what did he take away from the trip? He now has a much greater appreciation for the simplest things in modern life – running water, electricity and good roads. I was almost sorry to hear him say he has no plans to repeat this trip, which he calls a once-in-a-lifetime experience.

Like Comment Share

(B)

TRAVEL UPDATES

January 2035

Here are some of the most enticing and sustainable holiday options that allow you to have a guilt-free, planet-friendly escape.

Floating away!

Imagine a holiday high above the ground. Zero-impact floating resorts are a great new option. These resorts offer amazing views of the land below, while providing first-class rooms, great food and endless activities. And they are fully powered by the sun and wind! We have several options to choose from.

Airport heaven?

Airports used to be places to get away from as fast as possible. Now several of the world's biggest ones have become destinations in their own right, with hotels, theme parks, indoor entertainment and sports of all kinds. And you save time and fuel by staying where you land!

No-impact hotels!

Cutting-edge, self-sustaining hotels help the environment while offering every kind of luxury. Wind and solar power, recycled water, rooms that stay comfortable without wasting fuel – if these are amongst your priorities, we have a wide selection of hotels for you. And you can get there using biofuelled transportation, completing your need for an impact-free holiday.

(C)

THE FRUITS OF A TRAVELLER'S QUEST

Photographer Tanja Hollander set out on a long journey for a very unique reason. After realising that she had never actually had face-to-face contact with many of her friends on social media, she decided to travel across the USA – and eventually around the world – in order to make real connections with them. On this journey, she photographed not only these 'new' friends, but the landscapes she experienced while travelling between encounters. Now we can see the stunning results in her first solo exhibition. She focused mainly on untouched landscapes, with little evidence of human habitation: vast areas of sky over a deserted lake, the desert-like Bonneville Salt Flats of Utah, and other 'between' places where both solitude and the anticipation of the coming together can be felt. Along with the unpopulated photographs on the walls, an album of portraits of the people she met on this journey makes a marked contrast, and gives more meaning to these portraits of places where there are no people, but which are filled with the anticipation of human connection.

Exam Insight 3

Listening

Exam strategy

You may be asked about the type or format of the recording you have heard. For example, whether it is a lecture, an advertisement, a casual radio talk, etc. Listening to the type of language which is used and identifying whether it is formal or informal may help you to identify the format.

3 Study the sentences below. Are they formal or informal? What type of recording are they from?

1 Believe me, you'll never find a deal like this again, so call us today and we'll get you into the car of your dreams!
2 Thanks for calling, Deb, and I'll start by saying that everybody goes through dry periods when it comes to dating and romance, and I'm sure it doesn't mean that your love life is over.
3 As a genre, romance novels have always been relegated to a very low status indeed, but in this series I would like to explore not only the complex form of these novels, but also the role they play in the emotional lives of their readers.

4 EXAM TASK EI.03 Listen to the recording and choose the correct answers.

1 What does Judith say about the process of writing the book?
a It involved interviewing a lot of people.
b It took more time than she had planned.
c It involved travel and research.
d It was more difficult than she had expected.
2 Regarding monuments to love, Judith says that
a there are more than you'd expect.
b very few have survived.
c they have a surprisingly powerful effect on people.
d some of them are hard to find.
3 What is true about the Taj Mahal?
a It gave great pleasure to the emperor's wife.
b The building materials are similar to those of the pyramids.
c It was built using extremely rare and expensive materials.
d It was lit up at night to make it shine.
4 According to Judith, the Hanging Gardens of Babylon
a are not likely to have been built for the reason people believed.
b have been proved to be located in modern Iraq.
c were designed to recreate the setting of a famous love story.
d have not definitely been confirmed to have existed.
5 What type of recording is this?
a an academic discussion
b a casual discussion
c an architectural conference
d a popular radio programme

Use of English

Exam strategy

In this task, the form of the word you need to complete a gap might be a negative form of the word given as well as being a different grammatical form. Look at the surrounding sentence and decide if the meaning should be a negative one, then decide what form is needed to correctly complete the phrase.

5 Complete the sentences with the correct form of the words in brackets.

1 It is _____ (respect) to point out people's faults in front of their friends or co-workers.
2 Having to deal with so many life changes so quickly was completely _____ (orient), leaving her unhappy and confused.
3 The candidate is spreading _____ (inform) about his opponent, and some of it is outright lies.
4 Cara has only one arm, but her physical _____ (able) doesn't prevent her from doing everything the other students can do.

6 EXAM TASK Complete the text with the correct form of the words below. There are two words that you do not need.

able ■ affect ■ check ■ desire ■ disrupt ■ favour ■ intense ■ normal ■ obsess ■ take

Have you ever felt a bit out of control after falling in love – maybe even slightly out of your mind? If so, you may have been suffering with love sickness – a condition which was [1]_____ very seriously by the ancients, but which came to be viewed [2]_____ as a diagnosis some 200 years ago. Even now, when a suffering patient is referred to a psychologist, the referring doctor will not list the diagnosis of 'love sickness' as a possibility.

Love sickness is an affliction that affects people who cannot cope with the [3]_____ of love, whose lives have suffered a [4]_____ caused by a love relationship, or who are in pain because the person they are in love with does not return their feelings. Described in the most modern diagnostic terms, love sickness can appear in various forms. On one end of the scale is mania, including [5]_____ elevated moods and inflated self-esteem; the other side, depression, can show itself as tearfulness and the [6]_____ to sleep, as well as a general lack of interest in life. The sufferer may also become [7]_____ or compulsive, checking and rechecking their phone or indulging in other repetitive behaviours. And no, love sickness is not just an affliction of adolescents. People of any age can fall violently in love, and even if it is a happy relationship, there may be some [8]_____ side effects.

Exam Insight 3

Use of English

Exam strategy

When doing this task, look at the word given and try to think of any common fixed phrases, collocations or idioms which mean the same as the original sentence. Very often this will lead you to the correct completion of the sentence.

7 EXAM TASK Complete the sentences using the words given so that they have a similar meaning to the first sentence. Do not change the word given. You must use up to five words, including the word given.

1 You mustn't forget that protection from the sun is very important in the desert.
You _____ protection from the sun is very important in the desert. MIND

2 I have to say that getting the prize for best film was the high point of my life.
I have to say that _____ for best film was the high point of my life. GIVEN

3 People suspect that the explosion was caused by a faulty gas line.
The explosion _____ caused by a faulty gas line. SUSPECTED

4 Karl really shocked me when he announced that he was planning to leave university.
I was really _____ announcement that he was planning to leave university. TAKEN

5 He couldn't accept the fact that he didn't get into the university he wanted.
He couldn't _____ the fact that he didn't get into the university he wanted. TERMS

6 I felt terrible when I realized I had offended them.
I _____ when I realized I had offended them. REGRET

Speaking

Exam strategy

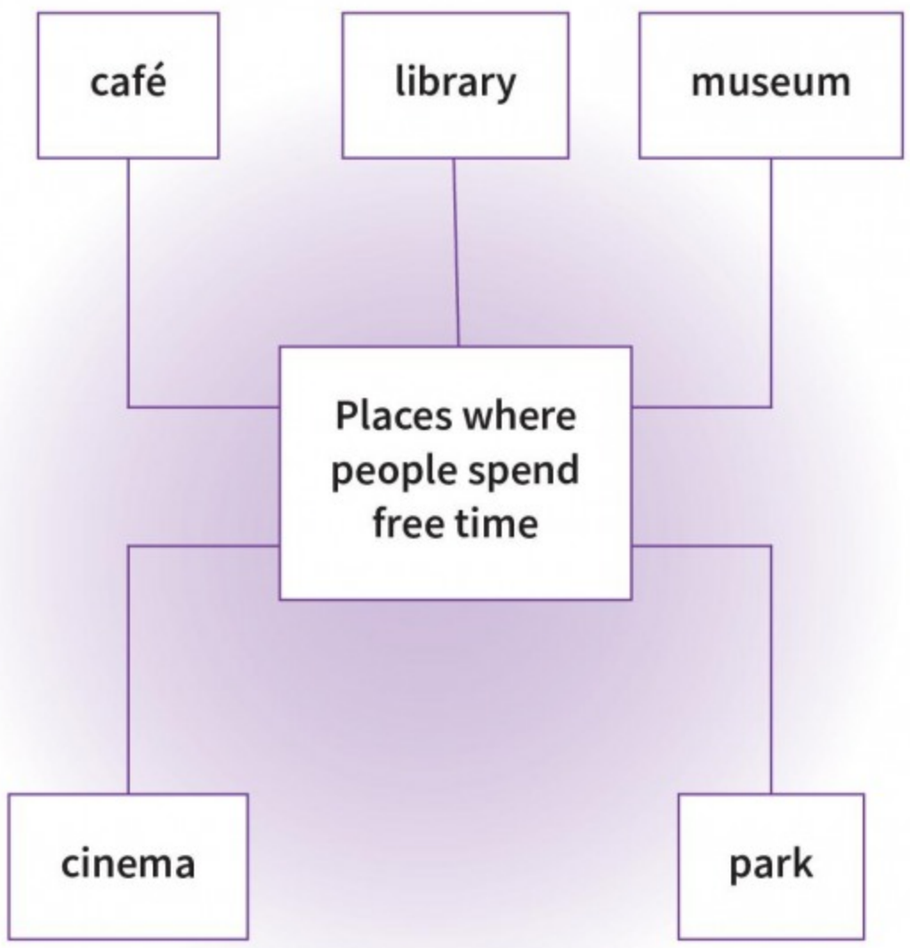
When answering the examiner's questions, you do not need to provide a definite answer or have your own opinion. You can quote different points of view and either take one of the sides or not. Use the phrases below to introduce these various points of view.

8 Match the words in A to the words in B to make phrases for presenting arguments.

A	B
1 a prevailing	a opinion
2 but in my	b hand
3 on the	c argue
4 on the other	d from that
5 apart	e contrary
6 others would	f fact

9 EXAM TASK Look at some common places where people might spend their free time. Answer the questions.

- Why might people choose to spend time in each of these places?
- Which of these places do you think is the most popular among younger people? Why?
- Does peer pressure play a role in how teenagers spend their free time? (Why / why not?)
- How do young people balance school and social life?



Writing

Exam strategy

Emails to newspapers do not need to be very formal as you present your view on an issue that you are passionate about, but they cannot be too simple or colloquial, either. Try to use adjectives which convey your attitude, yet are not too formal or too informal.

10 Look at the adjectives below and cross out two in each group which are inappropriate for an email to a newspaper.

1 stupid / vexing / bothersome / annoying / horrific / pain in the neck
2 beneficial / good / awesome / advisable / in the public interest

11 EXAM TASK Write an email to the local paper. Describe a problem that arose in your neighbourhood, yet has been ignored by the local authorities. Suggest a solution. Write 220–260 words.

Exam Insight 4

Reading

Exam strategy

Sometimes you might be asked about the meaning of idioms, proverbs, sayings and other fixed phrases. These phrases typically have a figurative or metaphorical meaning which is different from the literal meanings of the individual words. Look at the phrase as a whole and use the context around it to work out its meaning.

1 EXAM TASK You are going to read two texts about cities. For questions 1–7, choose the answer that best matches the texts and circle the appropriate letter (a, b, c or d).

Text A

1 What do we learn about Jane Jacobs's theory in paragraph 1?
- **a** It supported rebuilding older parts of cities.
- **b** It was widely rejected as false.
- **c** It was based on some false assumptions.
- **d** It gained very little public attention.

2 Look at the gaps marked 1–4 in Text A and decide where the following sentence fits best in the passage.
Poor neighbourhoods often become isolated, their schools tend to be substandard and educational opportunities are few, not to mention chances to find jobs that can support a middle-class lifestyle.
- **a** In the space marked 1.
- **b** In the space marked 2.
- **c** In the space marked 3.
- **d** In the space marked 4.

3 Which of the following is stated about the Portland neighbourhood the writer talks about?
- **a** It still suffers from extreme poverty.
- **b** It is now inhabited by poor artists.
- **c** It has experienced decay and renewal.
- **d** It now looks similar to the city centre.

4 By 'the tide creeping ever outward, drowning diversity in its wake', the writer suggests that the process is
- **a** as unstoppable as a force of nature.
- **b** natural and organic.
- **c** similar to a natural disaster.
- **d** very slow.

(A)

The death of diversity

When Jane Jacobs published her classic book *The Death and Life of Great American Cities* in the early 1960s, her argument – that the planning establishment were destroying the soul of cities in the name of progress by replacing mixed and vibrant neighbourhoods with soulless high-rise housing – was a major eye-opener. She claimed that the people already ensconced in these decaying neighbourhoods would renovate their homes as their economic circumstances improved and that, attracted by the diversity and liveability of these well-established neighbourhoods, new people would come and add to the vibrant mix. [1]___ Her idea that blighted areas of cities would revive organically if left to themselves was soon accepted as gospel. But it hasn't turned out to be quite as she imagined.

The part of her argument that has turned out to be completely off base is the idea that the poor, struggling residents of decaying neighbourhoods would manage to move up into the middle class, following what at that time seemed to be the inevitable path of the American Dream. [2]___ Jacobs's ideal of a reviving urban area depends on keeping a substantial proportion of the original population in place while allowing an influx of outsiders who will mingle with the original inhabitants, a process she called 'unslumming'. But in fact what has happened in most cities is something else entirely, and it's called gentrification. [3]___ A new middle class has moved into the poor neighbourhoods, driving out the indigenous residents. The houses and buildings may have had their diversity preserved by careful renovators and homebuyers who love the local ambience, but social diversity has been thrown out with the faulty windows and unreliable plumbing.

Portland, Oregon is a good example of the creeping tide of gentrification. In my childhood, the lower north-east part of the city was a racially mixed, working-class area that – while not exactly thriving – supported a large population of families, had fairly decent schools and parks, and was nothing if not organic. But several economic downturns brought an increase in crime and decay, and those who could afford to do so moved out, leaving house prices at rock bottom. [4]___ Then, sometime in the 1980s, subsistence-level artist types – who in their turn had been driven out of the centre of the city by gentrification – realized that this was a place they could afford to live in and which offered quaintness and diversity. The cutting-edge restaurants, chic galleries and organic food stores followed – and the consequent skyrocketing housing prices. Now it's a homogenous area of revamped houses and urban cool. And the original inhabitants? They have been forced out into the older suburbs, where gentrification has yet to take hold – though you can practically see the tide creeping ever outward, drowning diversity in its wake.

B

Future city

Visions of the city of the future veer between two extremes. On the one hand, there is the clean, polished urban oasis where cars fly through the air, robots do all the menial work and everyone has decent housing and time to enjoy the attractions of their pristine environment. On the other hand, there is the dystopian vision of an urban wasteland where poor people live in abandoned buildings, crime is rampant and the rich hide out in sealed-off enclaves. So, gorgeous or grim? Like all things concerning the future, it's impossible to know how it will play out. But one fact is incontestable. Urban populations have grown enormously over the past century, to the point that a good 50% of the world's people now live in urban areas, and by some measures more like three quarters of the population will be found in cities by the year 2050. So can cities be left to their own devices and still successfully accommodate this huge influx? Most experts seriously doubt it, and in fact are busy proposing ways in which new cities can be designed and old ones modified to guarantee a liveable future.

Making cities greener is one of the most pressing concerns of the planners of our future. Deteriorating air quality, overcrowded living conditions, noise and lack of open space are all making our current cities unhealthy places to live, and many believe that sustainability is the answer to this problem. Cars and factories that run on electricity rather than fossil fuels offer huge bonuses, especially if the electricity is produced in a sustainable way. Imagine looking out of your high-rise office and being able to see for miles instead of having a brown cloud hovering right in front of you. Making space for trees and green areas – including on the roofs of buildings – encouraging walking and cycling, and cheerleading people to engage with nature by growing their own food and participating in greening efforts may help to ensure liveable cities in the future.

Making cities smarter, in the data-management sense of the word, is another approach that offers hope for better urban environments. Currently, many services, such as electricity, water, roads and emergency response all operate on separate and sometimes conflicting systems, and this impedes both liveability and efficiency. By connecting all systems into one smart grid, any problems that appear – a storm, earthquake or major traffic incident, for example – will elicit timely responses from all parts of a city's infrastructure, with every part working together to spread information and deal with the problems. For example, in Rio de Janeiro, Brazil, one company has developed a 'nerve centre' for the city, initially designed to help deal with frequent flooding, but now connecting and coordinating 30 government agencies and keeping citizens informed of problems through their mobile devices.

So, in order to survive, cities need to be greener and smarter, but they also – and this is a vital point – need to meet the needs of their inhabitants. Cities created entirely based on a theory of what life *should* be like are seldom liveable. Tapping into the needs and desires of the people who actually live there and travel the streets every day is the key to creating the real cities of the future.

Text B

5 Which of the following does the writer not mention?
- **a** using local governments to help integrate all systems and services
- **b** the harmful environment of large cities
- **c** using unusual places to grow greenery
- **d** designing cities around the needs of their inhabitants

6 What is implied about the way services currently operate in paragraph 3?
- **a** None of the services is efficient.
- **b** All services should be run by one agency.
- **c** Coordinating services would improve the quality of life.
- **d** All services should communicate more with the public.

7 The writers of <u>both</u> texts want to
- **a** criticize the carelessness of city planners.
- **b** promote awareness of social problems.
- **c** emphasize the importance of urban dwellers' needs.
- **d** warn of problems cities might develop in the future.

Listening

2 EXAM TASK EI.04 **You are going to hear someone talking about snobbism and art. Based on what you hear, answer questions 1–5 in the spaces provided.**

1 What is the speaker's opinion of what he calls anti-snobs?

_____

2 According to the speaker, what is the *Mona Lisa* an example of?

_____

3 What caused the speaker to rethink his attitude toward his own snobbism?

_____

4 How do art snobs react to a work of art that is not in a traditional fine-art medium?

_____

5 What does the speaker realize that he is guilty of?

_____

Exam Insight 4

Use of English

Exam strategy

In this task, keep in mind that you might be able to complete individual sentences with different words, but that the three sentences taken together only have one common answer. Don't make a quick assumption that if a word is correct for one sentence, it works in the others.

3 EXAM TASK For questions 1–5, think of one word only which can be used appropriately to complete all three sentences. Write the missing word in the space provided.

1 _____

Could you … the children for a couple of hours while I go shopping?
Do … how you go down the front steps – they may be icy.
I don't … what we do tonight. You decide.

2 _____

I can't keep a sharp … on this pencil because the lead is too soft.
The bus stop is just at the … where our street meets the main road.
Sam gave a long presentation, but I'm still not sure what the … of it was.

3 _____

He is so much better than the other competitors that he's in a different … altogether.
He's polite, generous and attentive – in other words, he has a lot of … .
Her English … has 50 students in it, so it's hard to keep everyone's attention.

4 _____

When giving a speech, you need to put some … between your main points, so they don't come all at once.
There isn't enough … in this room for the whole team to meet.
I'd like to become an astronaut, so I can explore outer … .

5 _____

Houses with … numbers are on the left side of the street.
Don't you think it's … that Mira is late? She's usually so prompt.
After sorting the laundry, she was left with two … socks that didn't have mates.

Use of English

4 EXAM TASK Complete the second sentence so that it has a similar meaning to the first sentence. Use between three and six words, including the word given. Do not change the word given.

1 You must never leave the school grounds unless you have permission.
On _____ the school grounds unless you have permission. ACCOUNT

2 It is not very likely that they will choose my painting for the exhibition.
I have _____ chosen for the exhibition. CHANCE

3 Scientific advancements have changed our lives in important ways.
Our lives _____ by scientific advancements. ALTERED

4 The price of houses has gone up a great deal lately.
There _____ the price of houses lately. SHARP

Speaking

Exam strategy

Don't write every single word that you are planning to say. Instead, make a list of points that you want to cover, then expand on them while talking to the examiner.

5 EXAM TASK Look at the photos of people at work. Choose two photos and answer the questions.



- How are the photos similar or different?
- What do you think might be the most challenging aspects of each job?
- Do you think the people in the photos like their jobs?
- Which of these types of work do you think is the most important for society? Why?

Writing

6 EXAM TASK You have seen the following advert in a local magazine. Write a review of 220–260 words.

> Send us your reviews!
>
> Have you been to an amazing concert venue? Write a review of a local music venue and tell us what makes it so special. We'll print the best reviews in next month's magazine.

Exam Insight 5

Reading

Exam strategy

Looking at reference words can help you to match missing sentences to gaps. Reference words are words that refer back or forward to other words, phrases and ideas that have already been mentioned or will be mentioned in the text. Reference words make a text coherent. In most cases, they refer back to something already mentioned. Reference words include pronouns, possessive adjectives, relative pronouns, *this*, *that*, *so*, etc. Identify reference words before and after the gap and in the missing sentence. Then try to find the words and phrases that the reference words refer to.

1 EXAM TASK Read the extract from a novel. Four fragments have been removed from the text. Complete gaps 1–4 with fragments A–E. There is one fragment which you do not need. Then answer questions 5–8 below in your own words.

A In the first place, there was the bleached look common in most animals that live largely in the dark—the white fish of the Kentucky caves, for instance. Then, those large eyes, with that capacity for reflecting light, are common features of nocturnal things—witness the owl and the cat.

B I realized, however, that I had underestimated the intelligence of these strange, underground creatures. Although their reaction to my striking of matches was childlike and seemingly innocent, it was very evident that they were speculating, in their own language, on the workings of these tiny incendiary devices.

C But my mind was already in revolution; my guesses and impressions were slipping and sliding to a new adjustment. I had now a clue to the import of these wells, to the ventilating towers, to the mystery of the ghosts; to say nothing of a hint at the meaning of the bronze gates and the fate of the Time Machine!

D There is a tendency to utilize underground space for the less ornamental purposes of civilization; there is the Metropolitan Railway in London, for instance, there are new electric railways, there are subways, there are underground workrooms and restaurants, and they increase and multiply.

E The presence of ventilating shafts and wells along the hill slopes—everywhere, in fact, except along the river valley—showed how universal were its ramifications. What so natural, then, as to assume that it was in this artificial Underworld that such work as was necessary to the comfort of the daylight race was done?

5 In the first paragraph, what is causing the creatures to feel 'distressed'?

6 What does the narrator mean by saying his 'mind was already in revolution'?

The Time Machine

Dr. X, who has travelled into the future using a machine he invented, and has managed to return to the present again, is recounting his experiences and his thoughts to a group of friends.

They seemed distressed to find me, my arm against the overturned pillar, peering down the well. Apparently it was considered bad form to remark these apertures; for when I pointed to this one, and tried to frame a question about it in their tongue, they were still more visibly distressed and turned away. But they were interested by my matches, and I struck some to amuse them. I tried them again about the well, and again I failed. So presently I left them, meaning to go back to Weena, and see what I could get from her. [1]___ And very vaguely there came a suggestion towards the solution of the economic problem that had puzzled me.

Here was the new view. Plainly, this second species of Man was subterranean. There were three circumstances in particular which made me think that its rare emergence above ground was the outcome of a long-continued underground habit. [2]_____ And last of all, that evident confusion in the sunshine, that hasty yet fumbling awkward flight towards dark shadow, and that peculiar carriage of the head while in the light—all reinforced the theory of an extreme sensitiveness of the retina.

Beneath my feet, then, the earth must be tunnelled enormously, and these tunnellings were the habitat of the new race. [3]_____ The notion was so plausible that I at once accepted it, and went on to assume the how of this splitting of the human species. I dare say you will anticipate the shape of my theory; though, for myself, I very soon felt that it fell far short of the truth.

At first, proceeding from the problems of our own age, it seemed clear as daylight to me that the gradual widening of the present merely temporary and social difference between the Capitalist and the Labourer, was the key to the whole position. No doubt it will seem grotesque enough to you—and wildly incredible!—and yet even now there are existing circumstances to point that way. [4]_____ Evidently, I thought, this tendency had increased till Industry had gradually lost its birthright in the sky. I mean that it had gone deeper and deeper into larger and ever larger underground factories, spending a still-increasing amount of its time therein, till, in the end—! Even now, does not an East-end worker live in such artificial conditions as practically to be cut off from the natural surface of the earth?

Extract from *The Time Machine* by H.G. Wells

7 What three aspects does the narrator point out to indicate that the 'second species of Man' normally lived underground?

8 How does the writer explain the existence of the underground tunnels and their inhabitants?

Exam Insight 5

Listening

Exam strategy

In this task, both the written part of the gapped sentences and the part that you fill in will paraphrase what the speaker says rather than use the same words. To complete the task, you should read the gapped sentences and listen for language that is similar in meaning to what you have read. Then complete the sentences in a grammatically correct way.

2 Read the extract from a script and the gapped sentences below. Paraphrase the underlined parts of the script to complete the sentences.

While some cultures seem to accept putting things off and being late as an inevitable and even desirable part of daily life, <u>there is hardly anyone in any culture who hasn't been guilty of procrastination at some point in their lives</u>. All of us think about undertaking a task, even a simple or boring one, and say to ourselves, 'Oh, I can do that tomorrow.' Or the next day, or the next. And <u>it's only when the pressure of a deadline or other cut-off point is looming that we actually force ourselves to get down to the task</u>. It seems obvious to me that <u>this behaviour is based on fear – that the task will be too difficult or overwhelming, or that we might not be able to complete it at all</u>. Of course, the longer we wait, the more intimidating the task appears.

1 The speaker believes that procrastination _____ everyone's lives.
2 The speaker says that _____ when there is a time limit.
3 It is clear to the speaker that a _____ prevents us from undertaking some tasks.

3 EXAM TASK EI.05 You will hear an expert talking about the desire some people have to be perfect. Complete each sentence with a word or short phrase.

1 The physical health of perfectionists _____ _____.
2 According to an expert, positive perfectionists
3 A perfectionist's tendency _____ can lead to damaging levels of stress.
4 When the speaker says 'it's a matter of degree,' he means _____.
5 Negative perfectionists are _____ when they make mistakes.
6 The speaker believes perfectionism is acceptable as long as _____.

Use of English

Exam strategy

When trying to find one word to complete three sentences, sometimes you will come up with a word which may work in one sentence but not in the other two. In this case, try to think of synonyms of the word you have found and you may come up with the common word you are looking for.

4 EXAM TASK For questions 1–5, think of one word only which can be used appropriately to complete all three sentences. Write the missing word in the space provided.

1 _____
This … book is signed by the author and so is worth a lot of money.
That actor has a very … manner in interviews, basically only saying 'Yes,' 'No,' and 'You're right.'
She is very … about her house, which means that nothing is ever out of place.

2 _____
This … of land along the river contains many native artefacts.
He's not bad looking, but you couldn't call him handsome by any … of the imagination.
She forced herself to do such an extreme … in yoga class that she pulled a muscle.

3 _____
When you plant a tree, you should … the soil down firmly around the roots to keep it from moving.
TV advertisements seldom … a real punch, but this one is impossible to ignore.
We expect that the fans will … the stadium for the final game of the season.

4 _____
This business promotes a … of dishonesty and concealment and it must be corrected.
Our … is much more accepting of differences than it was 100 years ago.
A … of yeast and water is used as the basis for making bread in many countries.

5 _____
If you don't dig a weed up by its …, it will just grow back again.
I think the … of all his problems is his unhappy childhood.
The square … of 64 is 8 since, if you multiply 8 by itself, it makes 64.

Exam Insight 5

Use of English

5 Read the two sentences. Then identify what changes have taken place to complete the second sentence.

1 You are forbidden from accessing these files if you don't have permission from the manager.
Under no circumstances should you access these files unless you have permission from the manager.

2 They were pretty desperate, but they decided not to call for help until they had tried to escape.
Desperate as / though they were, they decided against calling for help until they had tried to escape.

3 She wept on stage when they gave her the award because she was very surprised.
She was so surprised to be given the award that she wept on stage.

4 It is impossible to see the island from here unless you climb to the top of the hill.
The island can't be seen from here without climbing to the top of the hill.

5 People believe that a great temple once stood in this spot.
It is believed that this was once the location of a great temple.

6 EXAM TASK Complete the second sentence so that it has a similar meaning to the first sentence. You can use between three and eight words.

1 It doesn't matter how careful a driver you are, accidents can always happen.
No _____ drive, accidents can always happen.

2 The existence of certain tribes in this area has been called into question.
Some _____ certain tribes existed in this area.

3 The class will take us six weeks to complete.
We _____ six weeks' time.

4 They didn't want to have to sit in bad seats, so they arrived at the stadium two hours early.
So as _____ in bad seats, they arrived at the stadium two hours early.

5 Would you like to come to the seaside with us this weekend?
Are _____ us to the seaside this weekend?

6 You have to read this book several times if you want to understand it properly.
This book _____ understood.

Speaking

Exam strategy

A very important element of a presentation is its structure. Use the time given to organize your thoughts and then use linking words and phrases to show logical connections between the different parts of your presentation.

7 Study the phrases below. Then divide them into categories 1–4.

- To sum up ....
- That's enough about X; let's now focus on ....
- Let's now move on to ....
- In today's presentation, I'm going to talk about ....
- First, I'll talk about X, then I'll move on to Y, followed by Z.
- I'll start off with ....
- The main aim of my presentation is to ....
- I'm just going to summarize the main points.
- I hope my arguments have convinced you that ....
- My presentation is divided into three parts. First, ...

1 Stating the purpose of your presentation
2 Explaining the structure of your presentation
3 Sequencing / Moving between points
4 Concluding your presentation

8 EXAM TASK Prepare a presentation on the topic below. Then answer the questions.

What kind of problems can arise from the fact that young people share information about all aspects of their lives on social media websites? Take into account:

- personal life.
- social life.
- professional career.

1 Do you think it's fair for universities to check candidates' social media profiles during their selection process? Why / why not?
2 Give examples of ways you can use your social media profile when applying to universities.
3 Is having a social media profile crucial in the 21st century? Justify your opinion.

Writing

9 EXAM TASK Your school has recently held an event to raise money for charity, and the headteacher has asked you to write a report about the event. Write 220–260 words and include the following points.

- Say what activities the event included.
- Say how successful the event was.
- Give suggestions for future events.

THE 'DOS AND DON'TS' OF PRESENTING ONLINE

1 Read the article and answer the questions.

1 What do you think the writer means by *nerve-wracking* in paragraph 1?
2 Give one reason why time tends to be an issue when presenting online.
3 What is the best kind of environment in which to conduct your presentation?
4 What does the phrase *out of your hands* mean in paragraph 2?
5 What ideas does the text give for effective audience engagement?

2 Complete the text with the words below.

■ interaction ■ language ■ length ■ questions

Online presentation checklist

Do...

1 encourage audience _____ – if they are engaged, they'll be interested.
2 be aware of body _____ – eye contact is important.

Don't...

3 overload your audience with information – think about content and _____ .
4 forget to take _____ at the end. Even if it might be stressful, your audience will be grateful.

3 Match words 1–5 to expressions a–e.

1 suitable	a the audience
2 variety	b location
3 technical	c transition
4 engage	d of activities
5 smooth	e issues

There's nothing quite as nerve-wracking as giving an online presentation. Time is often an issue. Online presentations can take more time because handing over to another speaker, technical challenges and the short attention span of participants all play a part.

Make sure you have natural light and a simple, clear background. Update your computer, and make sure you have a reliable internet connection. Obviously, sometimes these things will be out of your hands.

Although you'll be sitting down when presenting, it's still good to engage with your audience. Eye contact, a variety of media and some interactive activities all help with this.

4 Complete the sentences with the collocations in exercise 3.

1 I've chosen a _____ for my lesson so different types of learners can do the one they prefer.
2 The presenter wasn't entertaining and didn't _____ .
3 They think the new hotel would be a _____ for our next conference.
4 The online game was a failure because of numerous _____ in the software.
5 Teachers help pupils experience a _____ between primary and secondary school.

5 TASK Work in pairs. Choose one of the topics below. Then follow the instructions to create a five-minute online presentation.

■ How our identity is shaped by our family
■ How living abroad temporarily can change you
■ The definition of a hero
■ Alternatives to prison for first time offenders

1 Identify three to four main points on the topic.
2 Choose a few visuals to support your points.
3 Devise an interactive activity for your audience.
4 Use the checklist in exercise 2, then assign roles.
5 Deliver your presentation.
6 Remember to include a Q&A session at the end of your presentation.

Assess your progress

	Mark (1–3)
1 What are three ways in which online presentations are different to face-to-face ones?	
I can understand the challenges of giving an online presentation.	
2 Name two *Dos* and one *Don't* when delivering an online presentation.	
I can understand how to be successful in presenting online.	
3 Think of nouns that collocate with these words: ■ smooth ■ suitable ■ technical	
I can use collocations relating to an online presentation checklist.	

How can I improve?

Global skills Evaluating news sources

The truth about fake news

There has been a lot of focus on fake news in recent years. The fact is, though, that this kind of journalism is far from a new phenomenon.

In 1835, the *New York Sun* reported that life had been found on the moon. They even went so far as to explain the evidence-gathering process, which had used 'hydro-oxygen magnifiers'. Naturally, it was all a tall tale and the paper's sole aim was to increase the number of its subscribers. They later admitted, very quietly, that it had been one big hoax.

Another fake news story which gained a lot of interest at the time was of a royal nature. Back in the 1700s, the Jacobite rebels supporting the Stuart dynasty were defeated and the Hanoverian king George I took the British throne. Parliament had passed a law stating that only Protestants could now be crowned kings or queens of Britain, which meant the Catholic Stuart heir, James II, could not rule. There followed various false reports about the new king's ill health. When more reputable newspapers started to publish the stories as well, it was hard for the public to decipher fact from fiction.

If these stories are anything to go by, it seems that fake news has always been, and will always be, around, whether we like it or not!

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

1 It's inaccurate to think that fake news is a new concept.
2 The *New York Sun*'s story gained credibility because of its apparently scientific details.
3 The *New York Sun* never revealed its story was untrue.
4 The Jacobites disagreed with the British Parliament's choice of monarch in the 18th century.
5 King James II had to step down because he was sick.

2 Match questions 1–5 to related questions A–E.

Critical questions to ask yourself about news sources:	
1 What is the purpose of the article?	
2 What type of language does it use?	
3 Who wrote and published it?	
4 What evidence does the writer provide?	
5 What isn't included?	

A Neutral or sensationalizing?
B Is it missing the other side of an argument?
C Do they mention any specific sources?
D News or opinion, serious or satirical?
E Do they have a reason to be biased?

3 Match adjectives 1–4 to antonyms A–D.

1 credible	A false
2 satirical	B sincere
3 trustworthy	C unbelievable
4 authentic	D unreliable

4 Choose the most suitable adjective.

1 A(n) **unreliable** / **credible** source is needed to gain the readers' trust.
2 It's important to give a **balanced** / **satirical** view so the audience can decide for themselves.
3 This research was conducted 20 years ago so it's too **outdated** / **biased** for current trends.
4 Do you think this is an **unbelievable** / **authentic** piece, one the writer actually wrote?
5 **Outdated** / **Satirical** pieces often have a serious message they want to communicate.

5 TASK Work in groups. Find a news story that interests you. Fact check it using the questions in exercise 2. Do you think it's credible? Give reasons.

Assess your progress

	Mark (1–3)
1 Think of two reasons why a newspaper or website might publish fake news.	
I can spot fake news stories.	
2 Think of two questions you can ask yourself to verify whether a news article is true.	
I can ask critical questions about news sources.	
3 Think of antonyms for these words: ■ outdated ■ satirical ■ trustworthy	
I can understand synonyms and antonyms related to news stories.	

How can I improve?

The need for change

Change is a fact of life. Love it or loathe it, it will happen to you. On the one hand, we know that it can be good for us. On the other, we feel a resistance to it, the fear of being forced out of our familiar habits.



And there's a historic reason for the latter reaction. Clinical psychologist Carla Marie Manly explains. 'Our ancestors preferred consistency as they inherently knew that change often brought about unfamiliar situations and a lack of safety.' However, if they settled in one place for an extended period of time, there would eventually be a depletion of essential resources, such as food, water and shelter. Therefore, these same ancestors often had no choice but to move into the unknown.

In our modern lives, we no longer face such severe consequences if we resist change, but the mental anguish can be just as high. Some people stay in the same job for life, or never move away from their home town. But to others, the idea of staying put in a boring job or an unhappy relationship eventually pushes them towards change. When they finally take the plunge, they realize that it will, in all probability, lead to personal growth and greater opportunities.

1 Read the article. Complete the sentences with the highlighted words in the text.

1 Human beings require change but also have a _____ to it.
2 Change for our ancestors meant that they were moving from a place of _____ to one of danger.
3 A _____ of local resources meant that change was often justified.
4 The _____ of a lack of change aren't as serious for us these days.
5 It's likely that with change comes personal _____ and better chances of success.

2 Complete the leaflet with the words below.

■ comfort ■ forward ■ grateful ■ inevitable ■ positive ■ values

Embrace change!

With our personal development course you will:

- learn how to step outside your [1] _____ zone
- examine your [2] _____ and goals
- understand that change is [3] _____
- be [4] _____ for what has come before
- keep looking [5] _____ and stay focused

Change is hard, but we can help you view it as a [6] _____ move. Contact us today without delay and live your life without fear!

3 Choose the correct word to complete the idioms.

1 out of our comfort **area** / **place** / **zone**
2 up in the **air** / **sky** / **clouds**
3 out **in** / **from** / **of** the blue
4 **take** / **make** / **have** things one day at a time
5 take a toll **of** / **on** / **with** someone

4 Complete the sentences with the most suitable idiom in exercise 3. Make any necessary changes to the form of the verb.

1 The house move really _____ our marriage.
2 Try to _____ . Otherwise you'll feel overwhelmed with the change.
3 As far as my new job is concerned, things are still _____ .
4 Parties are not my thing. I feel _____ in social situations.
5 Her decision to leave the course came _____. Everyone was shocked!

5 TASK Discuss with a partner. What was the last big change you made in your life? Why did you make it? How did you feel? Was the outcome good for you?

Assess your progress

	Mark (1–3)
1 Think of three reasons why people might have to deal with change in their lives.	
I can reflect on the causes of different life changes.	
2 Name three ways in which you can embrace change positively.	
I can understand what you need to do to embrace change.	
3 Explain the meaning of: ■ start from scratch ■ take a toll on ■ take things one day at a time	
I can use idioms related to change.	

How can I improve?

Global skills Behaving ethically at work

Why ethics are important at work

As long as you do your job, everyone's happy, right? Wrong! How you behave in your workplace is actually more important than completing day-to-day tasks. The way colleagues and teams behave has knock-on effects for the company at large. Where there is a good work ethic the reputation of the company will benefit and it will be able to attract a pool of talented employees.

But how can a good work ethic be defined? Most managers would agree that integrity is key. This is the personal quality that not only shows you are honest, but also that you have strong moral principles which inform the way you deal with others.

Secondly, discipline. It's no good having talented workers if commitment to the job is lacking. Let's face it, an employee who does the bare minimum tends to be rather unpopular with their colleagues who are left to pick up the slack.

Then there's being respectful and fair. A company which overlooks the need to treat employees respectfully at every level will find themselves in a toxic environment sooner or later.

Finally, responsibility and accountability are vital, too. Being good at your job doesn't equate to never making a mistake. And when you do, it's important to be able to put your hand up, acknowledge what has gone wrong and accept the consequences.



1 Read the article. Then answer the questions.

1 What attracts talented people to work for a company?
2 How does the writer define integrity?
3 Why are employees who lack discipline often unpopular?
4 What happens when a company ignores the need for respect and fairness in the treatment of employees?
5 What does being responsible and accountable mean?

2 Choose the correct words.

If you think you have an ethical dilemma at work, it can help to ask yourself these five key questions.

- Why is this behaviour unethical? Try to establish who it affects and which important [1]**values** / **qualities** it seems to undermine.
- Why might this person be behaving this way? If you can understand their [2]**motives** / **guidance**, you might be able to decide on an effective course of action.
- Is there an official [3]**complaint** / **procedure** in your company to deal with this type of situation?
- What [4]**consequences** / **principles** might the different courses of action lead to?
- Is there someone you can approach for [5]**advice** / **review**?

3 Complete the idioms with the words below.

■ corners ■ hook ■ light ■ line ■ weight

1 put something on the _____
2 to cut _____
3 to pull your _____
4 to let someone off the _____
5 to bring something to _____

4 Complete the sentences with the most suitable idiom in exercise 3. Make any necessary changes to the form of the idiom.

1 Jack just never _____ – he leaves most of the work to others.
2 It's good she _____ the issue _____ or we'd never have known.
3 It's not worth _____ your job _____ for that person.
4 My manager always _____ him _____ when he's late because he's family.
5 Whenever people _____ , product quality ends up suffering.

5 TASK Work with a partner. Think of three other ethical qualities a company should encourage in its employees. Give reasons for your answers.

Assess your progress

	Mark (1–3)
1 Think of two examples of ethical qualities in the workplace.	
I can understand the concept of ethical/unethical behaviour.	
2 Think of three questions you can ask yourself to decide if behaviour is unethical.	
I can reflect on the causes and consequences of unethical behaviour.	
3 Explain the meaning of: ■ blow the whistle ■ bring an issue to light ■ let someone off the hook	
I can use idioms related to behaviour at work.	

How can I improve?

Work smarter, not harder!

We said goodbye to the nine-to-five working day years ago and most of us can now work from anywhere at any time. The flip-side of that freedom is that many of us are working longer and harder than ever before. The modern technology that allows us to work remotely has become a double-edged sword: convenience versus burnout.

One person who's aware of just how time-poor we've become is author Zena Everett. Her book, *The Crazy Busy Cure*, offers tips on finding a good work–life balance. According to Everett, working fewer hours yet achieving more might not just be wishful thinking. Here are some of her top tips.

1 Do less, however counter-intuitive this might feel. In other words, many of us are not prioritizing effectively; we need to learn to say no to some things.

2 Increase your attention to the task in hand. Chopping and changing our focus in order to multitask means that we are unable to get into a flow state: deep concentration needed to make meaningful progress. Divide your time into 90-minute tasks.

3 Use meetings to make decisions, raise concerns and brainstorm ideas, rather than simply to share information. A 45-minute meeting with a clear purpose will usually suffice.

1 Read the article. Then complete the sentences with a word or short phrase from the text.

1 _____ allowing us to work anywhere has led to advantages and disadvantages.
2 Zena Everett believes most people are _____ these days – they don't have enough hours in the day.
3 _____ your work and turning down unimportant jobs is key to working more efficiently.
4 _____ is a term used to describe a period of intense productivity and focus.
5 Company meetings are often used to _____ instead of discussing other, more pressing issues.

2 Complete the sentences with the words below.

■ break ■ failure ■ future ■ habit ■ procrastinating ■ wasted

Understand why you're [1]_____ – perfectionism or fear of [2]_____?
Start small – [3]_____ the task down into smaller, more manageable tasks.
Create a work routine – a [4]_____ like going to the library can help you get into 'work mode'.
Focus on the [5]_____ – don't dwell on [6]_____ time.

3 Match verbs 1–5 to definitions a–e.

1	multitask	a	desiring to do something well
2	procrastinate	b	succeed in doing something challenging
3	manage	c	do more than one thing at the same time
4	motivate	d	give a job to someone else to do
5	delegate	e	postpone or delay doing something

4 Complete the sentences with the correct form of the verbs in exercise 3.

1 My working hours are completely _____. I have no time to myself.
2 The manager has _____ more responsibilities to Rob as her second in command.
3 _____ is not one of my strengths. I can barely do one thing at a time!
4 We hoped the _____ speaker would improve staff morale.
5 _____ is a human failing when it comes to getting things done.

5 TASK Discuss in a small group. How do you manage your workload when you study? Do you use any digital tools or apps? How do you motivate yourself?

Assess your progress

	Mark (1–3)
1 What are two ways we can work smarter, not harder?	
I can reflect on ways to deal with a heavy workload.	
2 What are two ways you can move forward with a task?	
I can think of strategies to help me get started on a task.	
3 Write nouns from these verbs using prefixes and suffixes: ■ manage ■ motivate ■ produce	
I can use prefixes and suffixes correctly.	

How can I improve?

Grammar reference and practice 1

1.1 ■ The perfect aspect

'Aspect' refers to whether an action is ongoing (continuous) or completed. The perfect aspect is used to describe events earlier than some other time in the past, present or future. In general we use continuous tenses to say how long an action is performed for, and simple tenses to show how many times an action is done.

I've been baking for hours in preparation for the family reunion. So far, I've made three cakes.

Present perfect simple and present perfect continuous

We use the present perfect to talk about:

- actions that happened at an unspecified point in the past.
  Have you visited your grandparents' home town?
- actions or states that began in the past and continue up to the present (often with *for* and *since*).
  I've had this photo of my aunt for over 20 years.
- an experience with *ever*, *never*, *already*, *just* and *yet*.
  We've never discovered who took the photo.

We use the present perfect continuous to talk about:

- situations or actions that began in the past and are still in progress (often with *for* and *since*). The emphasis is on the duration of the activity.
  This painting has been hanging in my bedroom since I inherited it from my grandfather.
- an action that has happened repeatedly in the past and that is still happening now.
  He's been making Russian dolls to sell in his shop.
- a very recent action which has either just finished or which has just been interrupted. The present perfect continuous introduces a reason or explanation.
  You're covered in flour. Have you been cooking?

Past perfect simple and past perfect continuous

We use the past perfect to talk about actions or events that happened before another action or event in the past, often with time expressions like *by the time*, *when*, *before*, *after* and *until*.

The artist had died before I bought the sculpture.

We use the past perfect continuous to talk about:

- ongoing activities leading up to a more recent past event.
  The painting had been losing its bright colours, so we took it to an artist to have it restored.
- background information about an event.
  He'd been working on the portrait for months.

Future perfect simple and future perfect continuous

We use the future perfect to talk about actions or events that will be completed in the future, often with *by* or *before* + a time expression to say when the action or event will be finished.

By the time you get home, I'll have made the pizzas.

We use the future perfect continuous to talk about actions or events that will continue up to a particular time in the future, often with *for*.

When I finally arrive in Buenos Aires, I will have been travelling for three months.

Perfect infinitive and perfect *-ing*

We use the perfect infinitive instead of a simple infinitive when we talk about actions or events that happened earlier and actions or events that will be completed at some point in the future.

She claimed to have found a good job. (= She claimed that she had found a good job.)

I expect to have sold the painting by next week.

We use the perfect *-ing* in participle clauses.

Having eaten the whole pizza, he felt rather greedy.

Note that *not* is positioned before the perfect infinitive and perfect *-ing*.

He called her, but she seemed not to have heard.

Not having eaten for hours, he was very hungry.

1 Choose the correct answers.

1 We need **to have found** / **having found** the answer to the problem by the end of the week.
2 If there's a strong smell in the house, it's because I**'ve cooked** / **'ve been cooking** all afternoon.
3 **Having visited** / **To have visited** all the Mediterranean islands, I know which I like best.
4 I expect **will have seen** / **to have seen** more than 300 paintings before I leave Florence.
5 She **will have been practising** / **will have practised** for three months by the time she performs the song.
6 He'd hoped **to have finished** / **had finished** decorating the house by the time his mother came to stay.

2 Complete the text with the correct form of the verbs in brackets, using the perfect aspect. Sometimes more than one answer is possible.

My grandmother died this year, so now my family are clearing her house of all the possessions that she [1]_____ (accumulate) over her long life. During the process, we've discovered that for many years she [2]_____ (paint) beautiful pictures that she [3]_____ (never show) to anyone. We [4]_____ (clear) the house for two months now and we [5]_____ (find) over 40 paintings. By the time we finish, we [6]_____ (spend) about three months sorting through everything. We seem [7]_____ (inherit) a treasure trove of amazing pictures. [8]_____ (discover) her talent for painting, I wish I could ask her about it.

Grammar reference and practice 2

2.1 ■ Narrative tenses

We can use a variety of past tenses to describe events that happened in a narrative or story.

Past simple and past continuous

We use the past simple to talk about: completed past actions or states; a sequence of actions in the past; past habits.
She looked at him, raised her gun and fired three times. When I heard the gunshot, I screamed.
We use the past continuous to talk about background descriptions or actions in progress at a specific time in the past. We often use it to talk about longer actions that happened at the same time as a shorter action, or longer actions interrupted by a shorter action.
The people in the bar were drinking and talking quietly when the gun went off.

Past perfect simple and past perfect continuous

We use the past perfect to talk about actions or events that happened before another action or event in the past.
By the time the police arrived at the scene of the crime, the gunman had already left.
We use the past perfect continuous to talk about ongoing activities leading up to a more recent past event, and to give background information about an event.
He had been waiting for this moment all his life.

Future in the past

When we talk about the past, we sometimes want to refer to things which were in the future at that time. We can do this by using the past tenses of verb forms that are used to talk about the future.

- *Was / were going to* is used to talk about plans, intentions or predictions.
  I was going to find him, however long it took.
- *Would* + infinitive is the past form of the future simple. It is used to talk about future possibilities, predictions or events that took place but not definite plans.
  A week later, she would finally catch the criminal.
- *Was / were* + *-ing* is the past form of the present continuous. It is used to talk about arrangements that were made.
  They had decided that they were meeting in town later that day to investigate the crime.
- *Was / were to* is used to talk about events that took place or were expected to happen.
  She was to search for him relentlessly.
- *Was / were about to* is used to talk about an event that was in the very near future, or to describe an event that was interrupted.
  He was about to leave the bar when he turned and saw her.
- *Be bound to* is used to describe an event that was likely to happen. *Be due to* is used to describe something that was scheduled to happen.
  I waited a bit longer, as she was bound to arrive any minute.
  We were due to meet the suspect.
- *Would be* + *-ing* is the past form of the future continuous. It is used for a plan or an event in progress at a future time.
  Within a few days she would be leaving for good.
- *Would have* + past participle is the past form of the future perfect. It is used for an event that would be completed in the future.
  By the following week I'd have found the killer.
- *Would have been* + *-ing* is the past form of the future perfect continuous. It is used for an action that would continue up to a future time.
  I thought we'd have been searching for the gunman for a long time, but we caught him the next day.

1 Choose the correct answers.

1 She shouted for help when she **was witnessing** / **witnessed** the pickpocket stealing from the old man.
2 Jack **was to spend** / **was spending** the next ten years searching for his missing brother before he found him.
3 By the following morning, the suspect **would be finally admitting** / **would have finally admitted** to the crime.
4 The trial **was due to start** / **was bound to start** the following Monday at 10 a.m.
5 The police had already arrived by the time the bank robber **was managing** / **managed** to open the safe.
6 The victims **had been walking** / **would walk** away from the building when they were attacked.

2 Complete the sentences with the correct form of the verbs in brackets.

1 Jack _____ (not invite) to the party so he felt excluded.
2 She was cycling home when she _____ (witness) the burglary.
3 The board of directors _____ (be) to meet this afternoon, but the meeting was cancelled.
4 Jenny _____ (study) for seven years when she finally got her law degree.
5 They _____ (fly) to Spain for their holiday, but then decided to take the train to the Amalfi coast instead.
6 I'd been following the crime closely when I _____ (call) for jury service!

3 Rewrite the sentences using the words in brackets.

1 It became clear that the suspects were guilty. (would)

_____

2 They admitted that they had been lying the whole time. (were to)

_____

3 The suspects had intended to assassinate the president in Chicago. (going)

_____

4 They had arranged to catch the last train to Chicago. (catching)

_____

5 The train was preparing to depart when they got on board. (about)

_____

6 They realized too late that the train was going to Boston. (due)

_____

4 Complete the text with the past simple, past continuous, past perfect simple or past perfect continuous. Sometimes more than one answer may be possible.

The mystery began when Sherlock Holmes and his assistant Dr Watson [1]_____ (find out) that a mysterious, supernatural dog [2]_____ (haunt) the Baskerville family for over 100 years, ever since Hugo Baskerville [3]_____ (imprison) a young and innocent girl. Furthermore, Sir Charles Baskerville [4]_____ (die) recently in suspicious circumstances and his heir Sir Henry Baskerville, who [5]_____ (live) temporarily in London, [6]_____ (receive) a threatening letter. Holmes and Watson decided to lay a trap for the man who [7]_____ (use) his large pet dog to frighten the Baskervilles and who [8]_____ (want) Sir Henry dead.

2.2 ■ Uses of *would*

We can use *would* in the following ways:

- instead of *was / were (going) to* to talk about future events in the past, but not definite plans.
  After leaving school she would join the police force.
- as an alternative to *used to* to talk about repeated past actions, but not past states.
  They would often talk about the days they spent fighting crime in New York.
- for offers or requests. (*Would* is more polite than *will*.)
  Would you pass me the suspect's file, please?
- to talk about a refusal on a past occasion.
  The suspect would not cooperate with the police.
- in second and third conditionals.
  If I were an actor, I would love to play a detective.
  Had I become a police officer, I would've hated seeing all the people in trouble.
- in reported speech as the past of *will*.
  He swore he would find her killer, no matter what.

1 Match the uses of *would* to the sentences.

A In reported speech as the past of *will*
B A refusal in the past
C A repeated past action
D An offer or request
E Instead of *was / were (going)* to to talk about future events in the past

1 When he was in prison his family would visit once a week.
2 The interrogation lasted ten hours, but the suspect wouldn't speak.
3 When she finally managed to take a holiday, she would do nothing but relax.
4 Would you take the initiative and lead the team, please?
5 The detective said he would interview me again soon.

2 Identify the four sentences where *would* can be used with a similar meaning. Rewrite these sentences.

1 We used to live in a small house in the woods.
2 We used to play in the fields all day.
3 Could you check this report for me?
4 Could you swim when you were six years old?
5 She was to become a famous actress.
6 She was going to study engineering, but she decided to become a lawyer instead.
7 He'll wait for you outside the cinema.
8 He said he'll meet you at six.

a _____
b _____
c _____
d _____

3 Find the mistakes in the sentences and rewrite them. One sentence is correct.

1 The prison officer used to spend his retirement years living in the countryside.

_____

2 There had been more damage to the building if the vandals hadn't been interrupted.

_____

3 The victim said that he will find the trial overwhelming and so didn't want to press charges.

_____

4 The convict would be becoming a reformed character on release and go on to live an honest life.

_____

5 In the past, courts wouldn't be able to rely on DNA like they do now.

_____

6 The case would often be discussed in law schools around the country.

_____

Grammar reference and practice 3

3.1 ■ The passive

The passive is formed with the verb *be* + past participle of the main verb. The tense of the verb *be* determines the tense of the passive. If we want to say who or what caused the action, we use *by*.

Derogatory language is often used to describe homeless people. (present simple)

Many problems have been caused by growing inequality. (present perfect)

We can use the passive in order to change the focus of a sentence:

- when the action, event, process or issue is more important than the agent.
  Our obsession with money has been blamed for many of the world's problems.
- when the agent is unknown, or it is obvious from the context who or what the agent is.
  The banks have been prevented from lending money to poor people who want to start a business.
- when new or more interesting information is presented at the end of a sentence, usually after *by*.
  Some historians say that metal money was invented by the Phoenicians in around 1500 BC.

We can also use the passive for style reasons:

- when presenting information in an impersonal way, perhaps to avoid directly identifying or blaming someone or something.
  Temporary homes are being built in areas that are at high risk of flooding.
- when setting out rules and procedures, especially to avoid direct personal commands.
  Ensure that the electricity supply is disconnected before the house is demolished.
- when avoiding the need for a long phrase at the beginning of a sentence.
  New homes were promised by the highly popular, newly elected mayor of the city.

Note that the passive cannot be formed with intransitive verbs, such as *happen*, *die* and *sleep* or certain state verbs, such as *belong*, *have* or *resemble*.

He slept in the park last night because he doesn't have anywhere to stay.

NOT ~~He was slept in the park last night because he isn't had anywhere to stay.~~

Passive verbs with two objects

Some passive sentences have a direct object and an indirect object.

Families that have lost their homes have been provided with temporary shelter.

People in the camp were offered medical assistance by volunteers.

In these sentences the indirect object (*families* and *people in the camp*) comes before the passive verb. When the indirect object comes after the passive verb, we put either *to* or *for*.

Temporary shelter has been provided for families that have lost their homes.

Medical assistance was offered to people in the camp by volunteers.

1 Complete the sentences using the words in brackets.

1 The donation _____ (use) to build a new science lab. That's the current plan.
2 The new car park plans _____ (discuss) right now.
3 When I got to the car park and couldn't find my car, I realized it _____ (steal).
4 Not many complaints _____ (make) so far about the new refugee camp.
5 When I turned on the TV the prime minister _____ (question) by journalists.
6 Our gas bill _____ (be) greatly reduced if we use the oven less.
7 The new product _____ (launch) by this time next month.
8 If we'd won the match, we _____ (give) the trophy.

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

■ ask ■ award ■ boost ■ carry out ■ cause ■ conduct ■ evict ■ give ■ praise ■ provide

1 Hundreds of hot meals _____ every night to homeless people in the city.
2 The prize for the best new fundraising idea _____ at a ceremony last night.
3 Homelessness can _____ by poverty or lack of employment opportunities.
4 The refugees _____ from their temporary campsite before they arrived here.
5 Since the start of this year, many young people _____ with training to help them find a job.
6 Charity workers _____ by the actress in her speech last week.
7 As of next week, people staying at the campsite _____ to find alternative accommodation.
8 Passport checks _____ regularly at airports to prevent illegal immigration.
9 Sales last year _____ by an excellent social media campaign.
10 A survey on the popularity of pop-up shops _____, with excellent results so far.

3 Change the passive sentences to active and the active sentences to passive. More than one answer may be possible if the sentence has two objects.

1 Homeless people seeking a place to stay had occupied the building.

2 Disused housing is being bought by government agencies.

3 Anti-homelessness campaigners handed the prime minister a petition.

4 Electricity costs can be reduced by the installation of solar panels.

5 Greedy landlords were causing a sharp increase in homelessness.

6 Construction companies are being given tax refunds by the government.

7 The extra traffic hasn't created new problems in the high street.

8 Flooding is more likely when houses are built near rivers by construction companies.

3.2 ■ Passive structures with *have* and *get*

We use *have* or *get* + object + past participle:

- when the subject causes the action, often by arranging for someone else to do it.
  We had an extension built on the side of our house.
- when the subject experiences the action or event, especially if it is something unexpected or unpleasant.
  The builder had his tools stolen outside the house.

We can use *get* + past participle instead of *have* + past participle in less formal contexts, particularly when speaking.
I got my shoes repaired last week.
If the action is planned or intended, we usually use a passive with *be*, not *get*.
The homeless shelter was built by volunteers.
NOT ~~*The homeless shelter got built by volunteers.*~~
Note that passive structures with *have* and *get* are used to describe actions, not states.
Many people are known to live in the tunnels.
NOT ~~*Many people get known to live in the tunnels.*~~

1 Choose the correct answers.

1 Our neighbours **had solar panels fitted** / **fitted solar panels** on their roof by an energy company.
2 I'm going to **get our windows cleaned** / **clean our windows** next week. It's cheaper than paying a cleaner.
3 The park gazebo **got knocked down** / **knocked down** by the strong winds. Some volunteers are helping to rebuild it.
4 My dad hates doing jobs around the house, especially **having the grass cut** / **cutting the grass**.
5 After the storm, we decided to hire a tree surgeon and **cut some branches off** / **have some branches cut off** the tree in our garden.
6 In the autumn, I'm always in the garden **sweeping up** / **having someone sweep up** dead leaves.
7 My friend had to call the police after his house **got burgled** / **burgled** at the weekend.
8 Everyone in our neighbourhood will **get their house painted** / **paint their house** next year. It'll take the decorator ages to do the whole street.
9 The lady next door **had been having her house cleaned** / **had been cleaning her house** once a week until she realized that the cleaner was stealing from her.
10 We're going to **have a new shower installed** / **have been installing a new shower** next week.

2 Rewrite the sentences with the correct form of *have* or *get* and the verbs in brackets. Sometimes both *have* and *get* are possible.

1 Someone stole my friend's bike last week. (steal)

2 Someone needs to come and clean their chimney before winter. (clean)

3 A designer is going to design Jenny's wedding dress. (design)

4 A construction company redeveloped the land for the council. (redevelop)

5 The storm blew the roof off our house. (blow)

6 The dentist checks my teeth every six months. (check)

7 A car hit Sarah yesterday while she was cycling.

8 The passport office will need to renew my passport before I go on holiday.

Grammar reference and practice 4

4.1 ■ Verb patterns

Verb + (object) + infinitive with or without *to*

- Verb + infinitive with *to* (*afford*, *agree*, *appear*, *continue*, *expect*, *happen*, *hope*, *need*, *plan*, *prefer*, *refuse*, *seem*, *start*, *try*, *volunteer*)
  The students agreed to assist with the project.
- Verb + object + infinitive with *to* (*allow*, *ask*, *encourage*, *expect*, *get*, *help*, *inspire*, *invite*, *remind*, *teach*, *tell*, *want*)
  A book inspired me to become interested in numbers.
- Verb + object + infinitive without *to* (*let*, *make*)
  His parents aren't going to let him study at home.
- We use verbs of perception (*feel*, *hear*, *notice*, *see*, *watch*) + object + infinitive without *to* for single completed actions.
  I heard my little sister fall off the sofa in the living room.

Verb + (object and / or preposition) + *-ing*

- Verb + object + *-ing* (*avoid*, *discuss*, *dislike*, *enjoy*, *imagine*, *prevent*, *recommend*, *spend*, *stop*)
  She dislikes anyone making loud noises.
- We use verbs of perception + object + *-ing* for repeated or continuous actions.
  His teachers had noticed him behaving differently.
- We use verb + (object) + preposition + *-ing* for some prepositional and phrasal verbs (*apologize for*, *congratulate (someone) on*, *consent to*, *criticize (someone) for*, *insist on*, *succeed in*)
  The head teacher congratulated the team on winning.
- Verb + *-ing* (*admit*, *avoid*, *deny*, *discuss*, *dislike*, *enjoy*, *finish*, *imagine*, *practise*, *recall*, *recommend*, *resent*, *suggest*)
  She'll enjoy teaching foreign languages to children.

Verb + past participle / *-ing*

We can use a past participle (*-ed*) or *-ing* form after *go*, *lie*, *run*, *sit* and *stand* to refer to two actions happening at the same time. The past participle has a passive meaning and the *-ing* form has an active meaning.
Claire stood on the stage, watched by many people.
She would sit listening to music in her bedroom.

Verb + infinitive with *to* / *-ing*

Some verbs can be followed by the infinitive with *to* or *-ing* form with almost no difference in meaning (*begin*, *continue*, *hate*, *intend*, *memorize*, *prefer*, *propose*, *start*).
He began to memorize / memorizing long numbers.
Other verbs are used in more than one pattern, but the choice depends on the intended meaning (*forget*, *go on*, *like*, *regret*, *remember*, *stop*, *try*).
I forgot to tell my parents that I was going out. (I didn't tell them.)
I forgot telling my parents that I was going out. (I told them, but I don't remember doing it.)

1 Choose the correct answers.

1 After the initial experiment, the medical researcher went on **to develop** / **developing** a new vaccine.
2 They watched the child **finishing** / **finish** the jigsaw puzzle in only five minutes.
3 The committee congratulated the scientist on successfully **complete** / **completing** her new research.
4 The students sat in the lecture theatre **listened** / **listening** closely to the professor's talk.
5 As I walked past the classroom, I heard the psychology teacher **explaining** / **explain** about neurons.
6 My grandfather tried **to remember** / **remembering** what he'd done the previous day but couldn't.

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

■ do ■ learn ■ socialize ■ study ■ take part ■ use

1 Many years after his brain injury he succeeded in _____ to speak again.
2 Some students will fail their exams if they spend too much time _____ and not enough time _____.
3 My father encouraged me _____ my artistic ability and follow a career in theatre design.
4 If you imagine _____ something your brain reacts as though you were actually doing it.
5 My friend volunteered _____ in an experiment to find out more about the brain.

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

Verbs that can be followed by the infinitive with or without *to* can also be followed by perfect and continuous forms of the infinitive.
Jenny's parents expect her to have finished her homework by nine o'clock. (perfect infinitive)
She hoped to be winning the two-kilometre race after the first 500 metres. (continuous infinitive)
They seem to have been doing the same thing for hours. (perfect continuous infinitive)
Unfortunately, he has continued to be bullied since he changed schools. (passive infinitive)
The world record is believed to have been broken earlier today. (perfect passive infinitive)

Verbs that can be followed by the *-ing* form can also be followed by perfect forms of *-ing*.
Jack insisted on being entered for the competition by his school. (passive *-ing*)
They disliked having lost three matches in a row to other schools. (perfect *-ing*)
She resents having been left out of the team after all the training she did. (perfect passive *-ing*)
Remember that simple perfect forms describe an action or event that is earlier in time, and continuous perfect forms describe an action or event that continues up to a more recent time.

1 Match the sentence halves.

1 He looks exhausted and appears
2 She wants her class
3 A cleaner saw the boy's bike
4 The classroom is empty and the students seem
5 The 14-year-old is reported
6 Pete told me he resented

a being stolen from the playground.
b to have been given the day off.
c to have been working all day.
d to have broken the world record this morning.
e having been bullied at school.
f to be inspired by mathematics.

2 Choose the correct answers.

1 Ethnic minorities seem **to have been under-represented** / **to be under-represented** in local elections for a long time.
2 My mum is hoping **to be finishing** / **to have finished** all her work by tomorrow.
3 Robbie agreed **to take part** / **to taking part** in the school production.
4 Megan appeared **to have been studying** / **studying** hard, but instead she was watching a film!
5 We loved **to be shown** / **being shown** around the museum and had a great time.
6 I apologized for **having broken** / **having been broken** the rules.

3 Correct the underlined mistakes in the sentences.

1 They're not here. They appear to <u>have been leaving</u> the building already.
2 The researcher refused <u>being</u> drawn into the discussion.
3 The patient recalled having <u>be</u> examined by the doctor before the operation.
4 I hope to be <u>lie</u> on a beach this time next week.
5 She denied <u>being</u> falsified the results.
6 We expected to have been <u>arrived</u> around now, but we were still stuck in traffic.

4.3 ■ Articles

a / an

We use *a / an* before singular countable nouns:

- with non-specific items.
  Have you got a pen I can borrow? (= any pen)
- when we introduce new information.
  I just saw a man writing in a notebook.
- for a member of a group or profession.
  Last night, I met an Irishman who's a teacher.
- to express *one*.
  I have a smartphone, but I don't have a tablet.
- to express *each / per*, relating one unit to another.
  I go to around two lectures a day, or ten a week.

the

We use *the*:

- with specific items or people that the reader or listener knows about, because it is obvious what we are referring to, or the information is restated.
  The students I told you about are very intelligent.
- with superlative adjectives.
  Who do you think is the most intelligent student?
- with adjectives that describe groups.
  The poor and the old are often neglected by society.
- with nationality adjectives and some countries.
  The British have a close relationship with the USA.
- with adjectives, to refer to general abstract ideas.
  I'm afraid of the dark, but not the supernatural.
- with the physical environment.
  the city, the rain, the coast
- with unique items and famous organizations.
  the Queen, the European Union, the Ritz
- in prepositional phrases with an uncountable noun + *of*.
  the history of England, the science of speech

No article

We do not use articles:

- with plural or uncountable nouns when we are talking about things or people in general.
  Tablets cost more than smartphones.
- with abstract nouns, languages or nationalities.
  His knowledge of Japanese is really good.
- with proper nouns and most countries.
  Joanna, Google, Germany, Brazil
- with some common fixed expressions.
  I usually go to school by bus.
- with places like *school* and *bed* when we talk about them as locations for the activities associated with them, like *study* and *sleep*.
  I had to go to hospital after breaking my arm.

1 Complete the sentences with *a(n)*, *the* or – (=no article).

1 People move to big cities to find _____ work. Once people have acquired _____ wealth, they often move back to _____ countryside.
2 When I arrive in _____ new city, I like to find restaurants serving _____ local food. _____ city centre is usually _____ best place to look.
3 People's accents can reveal _____ social class and _____ places that they come from.
4 My parents live in _____ apartment in _____ suburbs. _____ apartment is small and _____ area where they live is quite poor.
5 My next-door neighbour is _____ engineer who also runs _____ charity to help _____ homeless.
6 It is important for _____ people to become involved in their local community. I am _____ volunteer at _____ hospital in my town.

Grammar reference and practice 5

5.1 ■ Emphatic structures: cleft sentences, fronting and emphatic *do*

Cleft sentences

In spoken English we can create emphasis with vocal stress. Cleft sentences are a useful alternative in written English, and they are also used when speaking. *Cleft* means 'divided into two parts', and the second part of the sentence, after *be*, is emphasized.

Cleft sentences are formed with:

- *It / That* + *be* + noun phrase + relative clause.
  It's a sensible traveller who can get by with only a small backpack.
  That was the day that changed my life.
- *All* + verb clause + *be**.
  All she'd wanted to do was (to) see Niagara Falls.
  All they heard was the crashing of the waves on the rocks.
- *What* clause + *be**.
  What she'll do while she's travelling is (to) set herself a budget of €10 a day.

The verb *be* is usually singular in *what* clauses, but in informal contexts *be* can be plural if it is followed by a plural noun.

What we didn't like was / were the steps up to our villa.

- After *What happened …* + *be* we need a subject and a verb. *That* is optional.
  What happened next was (that) I lost my passport.
- We can also use phrases like *The person who / that …*, *The thing which / that …*, *The place where …*, *The day when …* and *The reason why …* with a verb clause + *be*.
  The person who I would miss most if I went abroad would be my mother.
  The day when he left work to go travelling was the best day of his life.

*(in cleft sentences with *All* and *What*, the infinitive with or without *to* is possible after *be*)

Fronting

We usually start an affirmative sentence with the subject, but we can move another element to the front of the sentence to create emphasis:

- an adverbial phrase of place
  In London, people are used to meeting visitors from all over the world.
  On the roof of the hotel there was a fantastic garden.
- a phrase like *The problem / trouble / truth / fact / question* + *be*
  The problem is how to travel without damaging the environment.
  The fact was that the museum was closed.
- a sentence adverbial with *as* or *though*. (We use it for contrast as an alternative to *but*.)
  Thrilling as it may be to fly in a helicopter, I wouldn't like to do it. (= It may be thrilling to fly in a helicopter, but I wouldn't like to do it.)

Emphatic *do*

We can use *do* + infinitive in affirmative sentences to give emphasis to a simple verb that doesn't use an auxiliary.
I checked my tickets. → I did check my tickets.
NOT ~~We do will arrive at the airport early.~~

1 Put the words in the correct order to make emphatic sentences.

1 it sounds, / about travelling / exciting / around the world / as / I'm nervous
_____
2 I'm frightened / so I can't / that / of spiders, / to Australia / is / go / the trouble
_____
3 poisonous / in / fortunately there aren't / spiders / any / the UK,
_____
4 there's / that / home / is / nowhere / fact / as safe as / the
_____
5 is / I've never / outside of England / the reason / that / why / gone on holiday
_____
6 I prefer / strange / it may be, / to watch / though / about travelling / TV programmes
_____

2 Rewrite the sentences about a woman's sponsored bike ride with the emphasis on the <u>underlined</u> information.

1 She started her journey <u>to raise money for charity</u>.
  The reason why _____.
2 She set off on her bike ride on a <u>wet and windy day</u>.
  The day when _____.
3 The first thing that happened was that <u>she got a puncture in her tyre</u>.
  What happened _____.
4 The worst problem she encountered was <u>the weather</u>.
  The weather _____.
5 She was helped to complete the journey by <u>the support of her friends</u>.
  It _____.
6 She could only think about <u>getting home to see her family</u>.
  All _____.
7 She wanted <u>a hot bath</u> when she got home.
  All _____.
8 The next thing she will do is <u>ride a bike across the USA</u>.
  What _____.

3 Rewrite the sentences to make them more emphatic. Use the correct form of the words in brackets.

1 I really visited 30 countries on my round-the-world trip! (do)

_____

_____

2 First he planned the route for his sponsored walk. (what)

_____

_____

3 The rain prevented them from seeing the view. (it)

_____

_____

4 She climbed five mountains, but failed to climb the sixth. (do)

_____

_____

5 When he's travelling he likes meeting interesting people most. (what)

_____

_____

6 International travel is making the world a smaller place. (the fact)

_____

_____

5.2 ■ Emphatic structures: inversion

Some emphatic structures require the normal word order to be inverted. Inversion is most common in more formal writing and speech, in literary and academic contexts, for example.

Negative and restrictive expressions

Words and expressions that are negative or restrictive are followed by inverted structures when they begin a sentence or clause. These include time phrases such as *never* (*before*), *no sooner … than*, *at no time*, *not since / until*, *only when* and *hardly … when*, as well as words and phrases such as *by no means*, *little*, *not only*, *on no account*, *rarely*, *scarcely*, *seldom* and *under no circumstances*. After these words and phrases the auxiliary or modal verb comes before the subject.

Not since the early Viking seafarers had men travelled so far into unknown territory.

If there is no auxiliary or modal verb, *do* + subject + infinitive is used instead.

Seldom did they remember the bravery of the early explorers.

so + adjective … *that*, *such* … + noun … *that*

We also use inverted structures with *so* and *such*:

- *So* is followed by an adjective or adverb and a verb phrase starting with *be*.
  So important is the history of navigation that there are museums devoted to the topic.
- *Such* is followed by a verb phrase starting with *be* and a noun or noun phrase.
  Such was the wealth created by the discovery of new lands that European cities grew rapidly.

Fronting with adverbials of place

Adverbials of place can be 'fronted' (put at the front of a sentence), usually when the sentence includes a verb of position or movement, such as *come*, *go*, *lie*, *sit*, *stand*, *walk* and *rush*. The subject and verb are then inverted.

On the seafront stands a memorial to the men who lost their lives at sea.

All around the world sailed the men who would give their names to countries and places.

1 Choose the correct answers.

1 So great **the impact was** / **was the impact** of religious persecution that new communities were formed as a result.
2 Not only **the world map had** / **had the world map** been irrevocably changed, but new ideas had been spread.
3 Explorers brought new food back to Europe, which **such an important influence had** / **had such an important influence** on our diet that our eating habits changed considerably.
4 In a museum display case **lies the compass** / **the compass lies** used by Captain Cook.
5 Never before **had the island's inhabitants** / **the island's inhabitants had** seen such strange seafaring humans.
6 It's only when I see a deserted landscape that **I feel truly alone** / **feel I truly alone**.
7 On the highest point of the island **a pile of stones stands** / **stands a pile of stones**, placed there by early human civilization.
8 Seldom **have I seen** / **I have seen** such amazing creatures and such a beautiful landscape.

2 Rewrite the sentences.

1 Humans had hardly reached the moon before we were planning to go to Mars.
Scarcely _____
_____.

2 We definitely shouldn't send humans to Mars until it's safe to do so.
Under no circumstances _____
_____.

3 We didn't consider the environmental impact of international travel much.
Little _____
_____.

4 The rights of indigenous people were not taken into account.
At no time _____
_____.

5 When I become familiar with one exotic location I start looking for another.
No sooner _____
_____.

6 My mother's enthusiasm for travel was so great that we went on three holidays a year.
Such _____
_____.

Grammar reference and practice 6

6.1 ■ Conditionals

Conditionals have an *if* clause and a main (result) clause. A zero conditional has a result that is certain; however, the certainty of other conditionals depends on the modal verb used in the result.

Zero conditional

We use the zero conditional to talk about a real situation with a factual result. It can be formed with different tenses, although the same tense is often used in both clauses. Zero conditionals can refer to the past, present or future.

If the hero appears to have died before the end of the film, the director has probably tricked you.
You're going to need a box of tissues if you're seeing a sad film.

First conditional

We use the first conditional to talk about a present or future situation that is real or probable. It is formed with a present tense in the *if* clause and *will* (or other modal verbs, such as *may*, *might*, *can* or *should*) in the result.

I'll probably cry if you take us to see a sad film.
If the director is making a new film, you really shouldn't miss it.

Second conditional

We use the second conditional to talk about a present or future situation that is unreal because it is imaginary or improbable. It is formed with a past tense in the *if* clause and *would* (or other modal verbs, such as *may*, *might*, *could* or *should*) in the result.

I could give all my films happy endings if I was / were a film director.
If my favourite book was / were made into a film, I wouldn't want to go and see it.

Remember that *were* can be used instead of *was* in second conditionals. *Were* sounds more formal.

Third conditional

We use the third conditional to talk about a past situation that is unreal because it did not happen. It is formed with a past perfect tense in the *if* clause and *would* (or other modal verbs, such as *may*, *might*, *could* or *should*) followed by the perfect infinitive in the result.

If my grandfather had been a writer, he would have written comedies.
I might have enjoyed the film if the hero hadn't died.

Mixed conditionals

We can mix conditionals when the time reference in the *if* clause is different from the time reference in the main clause.

3rd conditional (past) — **2nd conditional (present)**
If the hero had survived, — I wouldn't be crying.
(The hero didn't survive, so I'm crying now.)

2nd conditional (present) — **3rd conditional (past)**
If I was / were the director, — I might have chosen a different ending.
(I'm not the director of the film, so I didn't choose a different ending.)

1 Choose the correct answers.

1 If the Romans **didn't invade** / **hadn't invaded** Britain, Hadrian's Wall wouldn't exist.
2 How **would we have communicated** / **would we communicate** now if mobile phones had never been invented?
3 If Dan **doesn't get** / **won't get** Millie some flowers for her birthday, she won't be impressed!
4 If I could go back to university, **I'd do** / **I'll do** a film directing course.
5 You will almost invariably succeed in any job if you **worked** / **work** hard enough.
6 If the film **wasn't** / **hadn't been** so over-hyped people wouldn't have had such high expectations.

2 Complete the sentences with the correct form of the verbs in brackets.

1 If you _____ (use) your head last week we _____ (not be) in this situation now!
2 Who _____ (you choose) to be if you _____ (can be) anyone in the world?
3 I _____ (cry) every time I _____ (watch) that film. It's so sad!
4 If you _____ (intend) to buy a house then you _____ (need) to apply for a mortgage.
5 If my dad _____ (not write) her a letter, my mum _____ (never know) he was in love with her.
6 If Sally _____ (not be) so rude, they _____ (invite) her to the party last week.

3 Rewrite the sentences to make conditional sentences.

1 I make films that appeal to both children and adults, as they do better at the box office.
If I make _____.
2 The director has a dark imagination and is considering an unhappy ending.
If the director didn't _____.
3 I didn't see the film, so I couldn't join in the discussion.
I could _____.
4 A film can contain violent images, but audiences are usually warned by the cinema.
Audiences will _____.
5 My friend has been making animated films since he did an art degree.
If my friend hadn't _____.
6 Girls aren't encouraged to become film directors by seeing films without female heroines.
Girls might _____.

6.2 ■ Inversion with conditionals

We can also create conditional sentences without using *if*, either by using inversion or by using other words and phrases:

- In sentences with auxiliary verbs *should* or *were* (second conditionals) or *had* (third conditionals) we can reverse the auxiliaries and their subjects and leave out *if*. This is more common in formal English.
  Should you read the original story, you'd discover a different ending. (= If you should read …)
  Were the plot more believable, it could've been a better film. (= If the plot were …)
  Had I not known about the tragic ending, I would have seen the film. (= If I had not known …)
- Some words and expressions can be used in all conditionals with a similar meaning to *if*, for example: *provided that*, *as long as* and *on condition that*.
  A film will probably be successful provided that it reflects some aspect of real life.
- *No matter how / who / what / where* is used to say that the outcome will be the same regardless of the circumstances.
  No matter how tragic the story is, there will always be an element of hope.
- *Whether or not* also means that the outcome will be the same regardless of the circumstances.
  I'm going to see the film whether or not you come with me.
- *Unless* is used with an affirmative verb and has the same meaning as *if* with a negative verb. *Unless* cannot be used in third conditional sentences.
  I'll come to the cinema with you unless you're going to see a romance. (= I'll come to the cinema with you if you're not going to see a romance.)
- *But for* and *were it not for* mean that without something or someone things would be or would have been different. *But for* and *were it not for* only appear in second and third conditionals as they describe unreal situations.
  The film would have been a failure but for the music.
- *Supposing* is used to imagine something or make a suggestion. It also describes unreal situations, so it does not appear in first conditionals.
  Supposing the film launch were cancelled, would our tickets be refunded?

1 Put the expressions below in the correct order and use them to complete the sentences. There is one expression that you do not need.

■ long / as / as ■ you / should / start ■ for / but ■ no / what / matter ■ unless ■ how / matter / no ■ I / had / realized

1 _____ that the film was an adaptation of my favourite book, I wouldn't have gone to see it.
2 _____ you understand that this isn't a film with a typical 'happy ending', you might enjoy it.
3 _____ watching this film without knowing the ending, you should be prepared for a shock.
4 As a director concerned about moral and ethical issues, she won't make films about crime _____ the criminals are punished.
5 _____ the terrible ending, boring characters and lack of plot, I might have enjoyed it!
6 After seeing that film, I'll never watch science fiction again, _____ good the reviews are.

6.3 ■ Uses of *if*

We can use a variety of phrases with *if* with different meanings:

- *As if* to introduce a comparison.
  You're behaving as if you were a love-struck teenager.
- *Even if* to say that whatever happens, it won't make any difference; the result will be the same.
  Even if we get on each other's nerves, we'll always be friends.
- *If and when* to talk about an event that may or may not happen.
  If and when I have a change of heart, I'll let you know.
- *If not* to say what the situation will or would be if something does or did not happen.
  She has an old head on young shoulders. If not, she wouldn't be managing the company!
- *If only* to talk about a wish or a regret.
  If only I could have a long-lasting marriage like my grandparents'.
- *Only if* to talk about the only situation in which something will happen.
  She'll come to the party only if Simon isn't there.
- *What if* to ask about something that might happen and the possible result.
  What if the Romans hadn't invaded Britain?

1 Complete the sentences with the correct phrase with *if*.

1 _____ I hadn't shouted at the boss!
2 _____ the tenant hadn't paid the deposit on the flat?
3 They can go and visit the house _____ the estate agent accompanies them. They can't go on their own.
4 I think you should do it _____ you don't want to.
5 The party will increase their voters _____ they pledge to do more to fight climate change.
6 They haven't even signed the lease and they're already talking _____ they live there!
7 If Jack and Sally manage to buy a house soon, they'll start a family. _____ they'll probably wait a while.

Grammar reference and practice 7

7.1 ■ Speculating about the past, present and future

We can use modal verbs to say how certain we are about something based on evidence or our experience. When speculating about the present or future, modal verbs are followed by an infinitive without *to*. When speculating about the past, they are followed by a perfect simple infinitive, perfect continuous infinitive or perfect passive infinitive without *to*.

Speculating about the present and future

We use *must* and *have to* to say we are certain that something is true at the moment of speaking.
That sculpture must / has to be worth a lot of money, as it was made by Joan Miró.
We use *can't* (but not *mustn't*) to say we are certain that something is not true at the moment of speaking.
That painting can't be by Rembrandt, as it was painted after the artist's death.
We use *can* to say that something is often, but not always, true.
Experts can take a long time to establish the authenticity of an artwork.
We use *will* / *won't* to predict what we think is or is not true.
They'll soon discover that the painting isn't by Monet.
We use *may* (*not*), *might* (*not*) or *could* (but not *could not*) to say that it is possible something is or is not true, but we do not know for sure. *Might* and *could* are weaker than *may*.
This latest piece of street art may / might / could turn out to be a Banksy, but the artist has yet to confirm it.
We use *should* (*not*) to say we expect that something is or will be true. *Ought to* has the same meaning, but it is less commonly used.
They should / ought to establish if the painting is authentic by the end of the week.

Speculating about the past

We use *must* to say we are certain that something happened.
We use *can't* / *couldn't* (but not *mustn't*) to say we are certain that something did not happen.
The forger must have studied Picasso's work carefully to be able to copy his style so well.
That picture can't / couldn't have been painted by Picasso, because he never went to India.
We use *may* (*not*), *might* (*not*) or *could* (but not *couldn't*) to say that it is possible something did or did not happen, but we do not know for sure.
That summer Picasso may / might / could have been starting work on his masterpiece, *Guernica*.
We use *will* / *won't* to say it is likely that something did or did not happen.
The forger won't have known that Picasso never went to India.
We can use *should* (*not*) to say we expect that something did or did not happen.
The whereabouts of the original painting are not known, but it should have left the country by now.

1 Choose the correct modals and complete the sentences. Use the correct form of the verbs below and make any necessary changes.

■ be (×3) ■ destroy ■ insure ■ know ■ wait ■ work

1 There **could** / **can** _____ many forgeries hanging in art galleries around the world. It's possible that experts have made mistakes.
2 The painting that was damaged last week wasn't very valuable, but the gallery **should** / **may** _____ it, so they'll receive money to have it restored.
3 The van Gogh is being auctioned this afternoon. The press **might** / **will** _____ to see if it breaks the record for the most expensive painting.
4 It **couldn't** / **can't** _____ true! An expert claims they've proved that da Vinci's *The Last Supper* is a fake, but I really don't believe it.
5 No one knows why her works went missing. They **might** / **should** _____ during the war.
6 I'll ask Lola if this is a genuine antique. She **can** / **should** _____, as she's an expert.
7 Delacroix was busy travelling in Algiers and **can't** / **mightn't** _____ in Paris at the time.
8 It **must** / **may** _____ a fake. It looks like a Chagall, but some forgers have copied his style.

7.2 ■ Modal verbs: other uses

Modal verbs have other uses, such as expressing ability or giving advice. When they refer to the past, they are often (but not always) followed by a form of the perfect infinitive.

Ability

We use *can* / *can't* or *is* / *are* (*not*) *able to* to talk about ability in the present. We must use *is* / *are* (*not*) *able to* after auxiliary verbs or verbs taking an infinitive or *-ing* form, such as *hope* or *enjoy*.
He can't draw straight lines without using a ruler.
She enjoys being able to draw buildings accurately.
We use *could* / *couldn't* + infinitive for talking about general ability in the past. We use *was* / *were* (*not*) *able to* (or other phrases, such as *managed to* + infinitive or *succeeded in* + *-ing*) to talk about ability on a specific occasion in the past, or after verbs taking an infinitive or *-ing*.
She could draw skilfully when she was only three.
He was able to get a job at a prestigious firm of architects.
However, it is possible to use *could* / *couldn't* with verbs of perception (*see*, *hear*, etc.) to talk about ability on a specific occasion in the past.
We could see the building taking shape on the paper as he drew.
We use *will* / *won't be able to* to talk about ability in the future, and *can* / *can't* for talking about specific future arrangements.
Henry's son will be able to take over the business.
She's busy tomorrow and can't visit the building site.

Necessity

We use *need to* to say that something is necessary. There is often a sense that the action will benefit the speaker. To express lack of necessity or obligation, we use *needn't*, *don't need to* and *don't have to*.

I need to finish the job application today; however, I needn't / don't need to / don't have to attend the interview until next month.

To talk about necessity in the past, we use *had to* + infinitive or *needed to* + infinitive.

I had to / needed to demonstrate my interest in contemporary architecture.

For lack of necessity in the past, we use *didn't have to* + infinitive when something was not necessary and **did not** happen. We use *needn't* + perfect infinitive when something was not necessary and **did** happen. We use *didn't need to* + infinitive when something was not necessary and either **did** or **did not** happen.

I didn't have to send a photo with my application.

I needn't have worried about travel costs, as the company paid my train fare.

Mild obligation and advice

We use *should / shouldn't* to ask for and give advice.

You should study maths and art or design if you want to take a degree in architecture.

Ought (not) to is similar to *should / shouldn't*, but is less common.*

You ought to study the buildings around you.

We can use *had better (not)* to give advice or a warning about the present or future.*

We'd better start applying for internships soon. Architecture is a competitive field.

We use *should / shouldn't* to express criticism or regret in the past.

I should have paid more attention in maths, as I needed a good grade to go to university.

We can use *could* to criticize someone.

They could've given me more time to prepare.

We use *be supposed to* to say what others think is true, often when giving advice.

It's supposed to be hard starting out as an architect.

*The question form of these verbs is rarely used.

Permission

We use *can* or *could* to request permission. *Could* is more formal.

Could I keep the original blueprint of the building?

We use *can / can't* to give or refuse permission and to talk about things that are or are not permitted.

You can keep the blueprint, but you can't sell it.

We use *be allowed to* to talk about things that are or are not permitted.

He's not allowed to discuss the project with anyone.

We can use *may / may not* to make formal requests and give or refuse permission. The contraction *mayn't* is rarely used.

Architects in this firm may not give interviews to the press until the building project is complete.

Willingness

We use *will* to express our (or someone else's) willingness to do something. We use *won't* to say what we (or others) are not willing to do.

I'll help you find a different architect for your house.

These architects won't involve me in any of the creative decisions.

To talk about willingness in the past, we use *would / wouldn't* + infinitive; however, *would* can only be used to talk about general willingness. It is possible to use *wouldn't* to refer to a refusal on a specific occasion.

He wouldn't show me the building plans until they were finished.

Strong obligation and prohibition

We use *must* to express strong obligation, usually when it comes from the speaker. We also use *have to* to express strong obligation, usually from an 'external' source. In the past we can only use *had to* + infinitive.

We must go to the opening of the new Gehry memorial, but we'll have to book tickets soon.

We use *mustn't* to express strong prohibition in the present and future.

Visitors to the gallery mustn't touch the artwork.

1 Complete the sentences with the words below.

■ 'd better ■ can ■ couldn't ■ don't need to ■ didn't have to ■ have to ■ must ■ should have ■ weren't allowed to ■ wouldn't

1 At first we _____ build our dream house, as we didn't have enough money.
2 We've finally got a loan from the bank, so now we _____ begin the construction work.
3 We _____ started looking for an architect sooner, as it took a long time to find one.
4 The builders _____ get the roof finished as soon as possible, before the bad weather starts.
5 The building company say we _____ pay them the full amount until the house is finished.
6 Luckily, we _____ contact the council to get permission, as the architect did that for us.
7 At first the council _____ give permission for the build so the architect had to make some changes to the plans.
8 Although we _____ build the house where we initially wanted to, the new site is better.
9 We _____ decide on whether or not we want a swimming pool in the back garden.
10 When it's finished we _____ invite our new neighbours around to make up for all the noise and disturbance.

Grammar reference and practice 8

8.1 ■ Reported speech

We use reported speech when we want to tell someone about something that another person said or thought. When we are reporting something in a different time or place from the original statement, we usually make changes to the direct speech.

Changes

Direct speech	Reported speech
Tenses	
Present simple	Past simple
Present continuous	Past continuous
Present perfect	Past perfect
Past simple	Past perfect
Past continuous	Past perfect continuous
Modal verbs	
can	*could*
will	*would*
must	*had to*
shall (offers and suggestions)	*should*

You need to think about how you can improve the environment. → He said (that) we needed to think about how we could improve the environment.

- Time and place references, pronouns, possessive adjectives and determiners, such as *this* and *these* often change, too.
  We're meeting here next week to discuss these plans. She said (that) they were meeting there the following week to discuss those plans.
- We do not change the following tenses or modal verbs in reported speech: past perfect, past perfect continuous, *would*, *should*, *might*, *could*, *ought to*, *needn't*, *had better*.
  I hadn't thought I would go to the conference.
  He said (that) he hadn't thought he would go to the conference.
- We do not need to change the verb tense if the statement is generally true or still true at the moment of speaking.
  Global warming remains a serious problem.
  She said (that) global warming remains / remained a serious problem.
- We do not change the verb tense when the reporting verb is in the present, present perfect or future. The place and time references also stay the same if the situation has not changed.
  Everyone will meet here tomorrow to exchange ideas.
  He says (that) everyone will meet here tomorrow to exchange ideas.
- When reporting a *wh-* question, we use a question word followed by the affirmative word order.
  When are your rubbish bins collected?
  She asked when my rubbish bins are collected.
- For a *yes / no* question, we use *if / whether* followed by the affirmative word order.
  Have you been convicted of a crime before?
  They asked if he had been convicted of a crime before.

1 Put the words in the correct order to report the statements. Make changes to verb tenses and time and place references where necessary.

1 that / he said / vegetables / here / an experiment / growing / is

2 the prime minister / the newspapers reported / an announcement / that / might / tomorrow / make

3 world governments / why / she asked / being / in dealing with / the crisis / are / so slow

4 are / government to pass / that / waiting / she says / a new law on recycling / for the / they

5 ever / the interviewer asked / has / his / household waste / if / recycled / he

6 the environment / that / experts have said / is / we / and / in danger / work hard / should / to save it

7 about / the slums / what / to do / they / regenerating / she asked / were intending

8 that / new housing / was likely / declared / there / an unprecedented demand / in / the town planner / to be

2 Rewrite the sentences in reported speech.

1 Jack said, 'I hadn't expected to find so many issues with this project.'

2 The councillor declared, 'We're going to look at how to tackle city centre crime next week.'

3 His mother said, 'You've been studying all day. You need to take a break.'

4 'We really must do something to resolve the crisis,' stated the minister.

5 'Have you ever been subjected to racial abuse?' the police asked us.

6 'What is the infrastructure system like where you live?' they were asked by the teacher.

7 'Shall I help you with your bags, Mrs Baker?' the boy asked.

8 'I was walking along the street when the attack happened,' the victim told the police officer.

Verb patterns in reported speech

There are a number of different verb patterns for reporting people's speech, depending on the reporting verb used. Some reporting verbs can be followed by more than one verb pattern.

- verb + (*that*) + reported statement
  add, *admit*, *agree*, *announce*, *believe*, *boast*, *claim*, *comment*, *confess*, *explain*, *insist*, *predict*, *promise*, *say*, *think*, *suggest*, *warn*
  The government has promised (that) new measures will be taken to combat deforestation.
- verb + object + (*that*) + reported statement
  inform, *persuade*, *remind*, *tell*, *warn*
  She reminded me (that) I should separate plastics and paper when putting out my recycling.
- verb + infinitive with *to*
  agree, *demand*, *offer*, *promise*, *refuse*
  They refuse to accept the data on climate change.
- verb + object + infinitive with *to*
  advise, *ask*, *beg*, *encourage*, *forbid*, *invite*, *order*, *persuade*, *remind*, *tell*, *urge*, *warn*
  We will invite companies to submit their plans.
- verb + *-ing* form
  admit, *deny*, *mentioned*, *recommend*, *suggest*
  They have admitted dumping rubbish into the sea.
- verb + preposition + (object) + *-ing* form
  apologize for / to, *boast of / about*, *confess to*, *insist on* (*someone*)
  He insisted on seeing the prime minister urgently.
- verb + object + preposition + *-ing* form
  blame (*someone*) *for*, *congratulate* (*someone*) *on*, *criticize* (*someone*) *for*, *warn* (*someone*) *against*
  She congratulated the team on coming first.
- verb + (object) + *if / whether*
  ask (*someone*), *enquire*, *want to know*, *wonder*
  He wondered whether research had been done into the causes of coral reef decline.
- verb + (object) + question word
  ask (+ object), *describe*, *enquire*, *explain*, *suggest*, *want to know*, *wonder*
  She explained how pollution could be reduced.

Subjunctive and *should*

The present subjunctive is used in reported speech to talk about a demand or proposal in the present or past. The subjunctive uses the base form of the verb (*she go*, *we be*, etc.) and is quite formal.

- verb + (*that*) + object + subjunctive
  ask, *demand*, *insist*, *recommend*, *request*, *suggest*
  The Environment Agency insisted (that) businesses take action on reducing carbon emissions.
  Note that *do* is not used in the negative.
  We ask (that) the minister not ignore the protests.
- *should* + infinitive is less formal than a subjunctive and more commonly used. There is little or no difference in meaning.
  They suggest (that) households should try to reduce the amount of water they use.

3 Rewrite the sentences with a different structure, using the reporting verbs in brackets in the correct form.

1 European governments have agreed that they will do more to combat climate change. (agree)

2 The conservation group said that MPs should have consulted local people. (criticize for)

3 We request that everyone works together to create a greener city. (request)

4 The company said that they had broken the rules on waste disposal. (confess to)

5 She will remind everyone that they should clear up their rubbish after the meeting. (remind)

6 The charity admits that it didn't act fast enough after the earthquake. (admit)

7 The prime minister promised that she would update the urban infrastructure. (promise)

8 They asked the doctors to alleviate their suffering. (ask)

4 Rewrite the direct statements as reported statements using the reporting verbs below.

■ advise ■ blame ■ deny ■ enquire ■ suggest ■ want to know ■ warn

1 'We didn't allow industrial waste to leak into the river,' the company says.

2 'Have you decided what to do yet?' she asked her friend.

3 'If I were you, I'd write to the council about the issue.' she said to her friend.

4 'Why don't you organize a group of people to clean up the city centre?' he asked.

5 'It's because you were late that the meeting got delayed for everybody,' she said to him.

6 'What should I do if I don't know the answer?' I asked the professor.

7 'Building a shopping centre here would be a big mistake,' declared the environmentalist to the city council.

Grammar reference and practice 9

9.1 ■ Defining and non-defining relative clauses

A relative clause is a type of subordinate clause that follows a noun in the main clause.

Defining relative clauses

A defining relative clause gives essential information about a noun. We cannot leave out a defining relative clause without affecting the meaning of the sentence. Defining relative clauses are introduced by the relative pronouns *that*, *who*, *which*, *whom* and *whose*. The pronoun *whose* indicates possession.

The tournament was won by a golfer whose career had begun only two years before.

We can also use the relative adverbs *where*, *why* and *when*.

She'll never forget the race where she won her first gold medal.

We can replace *which*, *who* or *whom* with *that* in defining relative clauses. We can also replace *when* (but not *where*) with *that* in informal situations. *Who(m)*, *which* or *that* can be omitted when they refer to the object of the relative clause, but not when they refer to the subject.

The architect hasn't revisited the World Cup stadium (which / that) he designed.

I wanted to visit the swimming pool which / that had been built for the Olympic Games.

Non-defining relative clauses

A non-defining relative clause gives additional information about a noun. The clause is not essential to the meaning of the sentence. It is introduced by *which*, *when*, *where*, *who* and *whose*, but not *that*. The clause appears between commas.

The new velodrome, which is the biggest in the country, will host future cycling competitions.

A non-defining relative clause can appear at the end of a sentence as well as in the middle.

She won the race in front of her family, who were all very proud of her.

A sentence-relative clause gives extra information about the sentence as a whole, not just the noun before it. It is introduced by *which*.

We have developed several theories about sporting success, which are based on case studies.

After indefinite noun phrases (*a runner*, *some races*, etc.), either a non-defining or a defining clause might be possible. We use a defining clause to show that the additional information is important to our overall message.

He's got an old bike, which he doesn't use a lot.

He's got an old bike that he wants to sell.

1 Join the sentences using defining or non-defining relative clauses. Omit the relative pronoun or adverb where possible.

1 Strength can determine success or failure. Strength is an important attribute for an athlete.

_____

2 Every year I watch a cycle race. The race goes through my home town.

_____

3 He loved his new bike. He had bought it for the race.

_____

4 Her father had trained her. He sadly didn't live to see her success.

_____

5 He trains in the area. He has been living there for the past few months.

_____

6 The race was won by an athlete. Her mother had also competed in the Olympics.

_____

9.2 ■ Pronouns and prepositions in relative clauses

Prepositions starting relative clauses

Relative clauses often include prepositions. Putting the preposition at the beginning of a long relative clause can make the sentence easier to understand. This also makes the sentence sound more formal.

We have prepared an intense training regime in which players of all levels are expected to participate.

Prepositions are used before *which* for things and *whom* for people, but not before *that* or *who*.

He was a trainer in whom we had confidence.

NOT ~~*He was a trainer in that we had confidence.*~~

The prepositions *after*, *because of*, *before*, *below*, *besides* and *during* are only used at the beginning of relative clauses.

The race, during which three runners were injured, was very dramatic.

Prepositions ending relative clauses

In informal situations we put the preposition at the end of the relative clause where possible. We usually use *that* for both people and things. The relative pronoun is often omitted altogether, especially in spoken English.

The competition started with the event (that) she was worst at: the high jump.

If the preposition is part of a phrasal verb it cannot go at the beginning of the relative clause.

They were playing a team which refused to give up.

1 Find and correct one error in each sentence.

1 The team which most people had bet to win on lost badly.

_____

2 The captain, whom the president has just handed to the trophy, looks very pleased.

_____

3 The match, before that there had been a thunderstorm, was played in sunshine.

_____

4 The tennis racket which he will play the match has a lighter design with.

_____

5 The mountain that she began to climb this morning up is covered in snow.

_____

6 The first runner over the line was the one to which we had given our water.

_____

9.3 ■ Question tags and reply questions.

Question tags

We use question tags to ask for confirmation or agreement. We tend to use them in speaking and informal writing.
The play was a bit boring, wasn't it?
You haven't been living here, have you?
We use a positive question tag with a negative statement and a negative tag with a positive statement.

Reply questions

We use reply questions to react to what has been said. We use them to express surprise, anger, concern or interest.
After a positive statement we use a positive reply question.
'Everyone has a weakness for something.' 'Do they?'
After a negative statement we use a negative reply question.
'The doctors didn't give a very good prognosis.' 'Didn't they?'
We also use negative reply questions to show strong agreement with positive statements.
'Taking too many supplements can be very dangerous.' 'It can, can't it? They need to be regulated more carefully.'

1 Complete the sentences with the correct tag or reply question.

1 'I used to love fashion in my youth.'
'_____.' (show interest)
2 'John's really good at ultra running.'
'_____.' (agree)
3 I think you've been suffering from exhaustion,
_____ (ask for confirmation)
4 'Ben's very sensitive. You should always be careful not to upset him.' '_____.' (show surprise)
5 'Those climbers must have a lot of tenacity to have continued right to the top.' '_____.' (agree)
6 It hadn't been easy, but they managed it in the end,
_____. (ask for confirmation)

9.4 ■ Non-finite clauses

A non-finite clause is a subordinate clause in which the verb is in a participle or infinitive form and does not indicate time, person or number.
Participle clauses say the same thing as relative or adverbial clauses in fewer words, which is why they are called 'reduced' clauses.

-ing clauses with active verbs

- The *-ing* form is used in reduced relative clauses. It replaces the relative pronoun and active verb (simple or continuous).
  The prisoners taking part are from borstal. (= The prisoners that are taking part are from borstal.)
- The *-ing* form is used in reduced adverbial clauses.
  It replaces conjunctions, such as *because*, *while* and *although*, and the active verb (simple or continuous).
  Running across the field, he realized that he was in the lead.
  (= While he was running across the field, he realized that he was in the lead.)
- The perfect *-ing* form can also be used in reduced adverbial clauses. It describes an event that is earlier in time.
  Having won the race, he never wanted to run again. (= After he had won the race, he never wanted to run again.)

Past participle clauses with passive verbs

- A past participle is used in reduced relative clauses.
  It replaces the relative pronoun and the simple passive verb.
  The students, selected for their sporting skill, enjoyed the competition. (= The students, who had been selected for their sporting skill, enjoyed the competition.)
- A past participle is used in reduced adverbial clauses.
  It replaces conjunctions, such as *because*, *while* and *although*, and the simple passive verb. The subordinate clause and the main clause share the same subject.
  Eliminated from the tournament in the first round, he found it hard to stay positive. (= Because he had been eliminated from the tournament in the first round, he found it hard to stay positive.)
- *Being* + past participle can also be used in reduced adverbial clauses.
  Being banned for two matches, he couldn't take part in the final. (= As he was banned for two matches, he couldn't take part in the final.)

Infinitive clauses

An infinitive clause replaces phrases such as *so that*, *in order to* and *so as to*. The main clause and the subordinate clause must share the same subject.
She gave physiotherapy to help athletes recover from injuries.
(= She gave physiotherapy in order to help athletes recover from injuries.)

1 Rewrite the sentences using non-finite clauses.

1 Many schools that are putting on sporting events are concerned about health and safety.
_____
2 As they were concerned about potential accidents, the organizers took extra precautions.
_____
3 Safety notices, which had been designed by students, were put up around the sports field.
_____
4 The Olympic champion goes round schools so that he can encourage children to take up sports.
_____
5 When he came around the corner, he saw the finishing line in front of him.
_____
6 Although she had managed the first hill easily, she found the second one more challenging.
_____
7 Because he was told not to give up, he was determined to keep on running.
_____
8 They arranged training sessions so as to prepare the children for the competition.
_____

Grammar reference and practice 10

10.1 ■ Distancing facts

When we give information or express opinions that we are not sure about, we often distance ourselves from the facts or opinions by using language that is tentative or cautious. We can use:

- the impersonal passive with reporting verbs, such as *allege*, *anticipate*, *assume*, *believe*, *claim*, *consider*, *report*, *rumour*, *say*, *think* and *understand* to create distance.
  A new generation of androids is thought to be in development. It is said that these robots will be able to do the housework and other useful tasks.
- modal verbs, such as *can*, *may / might*, *could* and *should* to speculate about the possibility or probability of something.
  Humans might need to explore the possibility of colonizing other planets.
  There could have been life on Mars many years ago.
- probability adjectives, such as *conceivable*, *possible*, *probable* and *(un)likely* to show that we are not certain about something.
  If we tried to expand human civilization into Antarctica, the probable result would be failure.
- probability adverbs, such as *apparently*, *arguably*, *conceivably*, *perhaps*, *possibly*, *probably*, *reportedly* and *supposedly* to modify the amount of certainty being expressed.
  Technology is arguably cutting us off from the natural world.
- *appear* and *seem* to say what our impression is of something, although we may not be sure. These verbs are followed by the infinitive with *to*. *Seem* is more informal.
  The rate of population growth doesn't appear / seem to be slowing down.

1 Rewrite the sentences with the words in brackets. Sometimes more than one answer is possible.

1 Online purchases might be delivered by drones in the future. (conceivably)

_____

2 Architects are assumed to be employing smart technology in their latest designs. (appear)

_____

3 A problem with driverless cars will be deciding how to insure them. (conceivable)

_____

4 Immigration is conceivably one of the most pressing concerns of our time. (alleged)

_____

5 Designers are likely to enlarge television screens to an ever greater size. (could)

_____

6 Nuclear power may not solve the energy crisis we are facing. (unlikely)

_____

10.2 ■ *It* as introductory subject

We often start a sentence with *it* as an introductory or 'empty' subject, followed by the verb *be*. Using *it* in this way makes a statement more objective. The most common structures are:

- *It* + adjective / noun + infinitive
  It will be possible to use nanotechnology in the treatment of cancer in the near future.
  It wasn't a big surprise to discover that doctors use robots to assist with surgery.
- *It* + adjective + *for / of* + object + infinitive
  It had been difficult for doctors to perform surgery before anaesthetics were developed.
- *It* + adjective + *that* clause
  It is necessary that we develop new antibiotics.
- *It's time* + infinitive. We use this structure to indicate that an action is needed. We can add *for* + object to say who should do it.
  It's time (for us) to realize that humans are changing the Earth's climate.
- *It's high time / about time* + pronoun / noun + past simple. We use this structure to express a present wish that something is done very soon.
  It's high time we took action on global warming.
- *It's the first / second / third time* + present perfect
  It's the first time the government has passed laws to limit carbon dioxide emissions.

Sometimes, *it* is not followed by an infinitive or *that* clause:

- *It* + adjective + question word
  It's amazing how many of Asimov's predictions about the future have turned out to be true.
- *It + no good / (not) worth / not much use* + *-ing* form. We use this structure to say that something is or is not desirable.
  It's no good regretting what we did in the past. It's worth considering the future instead.

1 Join the sentence halves.

1 It was revolutionary
2 It's difficult for us
3 It will be an even greater advance
4 It's high time
5 It's not much use
6 It's conceivable

a to replace human drivers with driverless cars.
b deaths on the roads were reduced.
c that driverless cars will leave us free to read, talk on our mobile phones and admire the scenery.
d to imagine that horses were once the only means of personal transport.
e trying to hold back technological progress.
f when the petrol engine was invented.

2 Put the words in order to make sentences with *it*.

1 to create / it is going to be / challenging / to combat / new antibiotics / drug-resistant bacteria

2 many experimental projects / surprising / failed / it was not / that / in the early stages

3 of water shortages / it is / incomprehensible / we haven't been able / to solve the problem / why

4 putting / more resources / worth / to create / it's / into scientific research / new drugs

5 to see / in their lessons / wonderful / interested / for us / the students / it was

6 it's / parents / time / their children's health / about / we encouraged / to do more

10.3 ■ Adverbial clauses of manner and concession

Adverbial clauses of manner and concession are types of subordinate clause that provide extra information about an action or a situation.

Manner clauses

- Manner clauses beginning with *as* describe how something was or how it was done.
  Before the 20th century, doctors carried out procedures as they had always done.
- We use *just as* to mean 'in exactly the way that'. It is used to create emphasis.
  In the past, people feared infectious diseases like smallpox just as we fear cancer today.
- We use *as* + adjective / adverb / quantifier (*much* or *many*) + *as* to mean 'in the same way that'. It is used to compare two actions or situations.
  People used to die from the treatment as frequently as they died from the disease.
- We use *as though / as if* after verbs such as *look*, *seem*, *sound*, *act*, *behave* and *talk* to mean 'in a way that suggests'.
  Doctors behaved as if / as though they were confident their treatment would be successful.

As though and *as if* can also be used to create a simile comparing two things.
The patient mistrusted the doctor, swallowing the medicine as if it were poison.
Like is sometimes used in the same way in informal contexts.
If a patient was lucky enough to survive, doctors acted like they had performed a miracle.
The past simple is often used after *as if / as though / like* in present situations to emphasize that the clause is imaginary.
He's only got a cold, but he looks as if he had the plague.

Concession clauses

- Concession clauses beginning with *although* describe how something contrasts with information in another clause in a surprising or unexpected way. A concession clause can come before or after the clause it contrasts.
  He persuaded everyone that he was a doctor, although he had no medical training.
  Although he had no medical training, he persuaded everyone that he was a doctor.
- We can use *even though* for emphasis if the situation is in the present or the past.
  Even though her condition was very bad, she managed to survive the illness.
- We can use *though* in informal contexts.
  He was performing operations every day, though he didn't have the correct medical training.

1 Complete the sentences with the words below.

■ although ■ as ■ as hard ■ as though
■ even though ■ just

1 She wanted to become a doctor and save lives _____ her father had done.
2 He worked _____ as the other students, but didn't seem to remember anything he learned.
3 The operation was a success, _____ the surgeon used a new, unproven technique.
4 Coming round from a general anaesthetic, patients can behave _____ they were drunk.
5 _____ he will study medicine at university, he isn't going to become a doctor.
6 In the end, she failed all her exams, _____ as she'd expected she would.

2 Join the two sentences, using the adverbs in brackets to make adverbial clauses.

1 Some diseases have been eradicated. Laboratories still keep samples of them. (although)

2 The safety precautions are effective. They are similar to a high security bank. (as … as)

3 Animals are used in experiments. They are used like precious commodities. (as if)

4 It seems dangerous to keep deadly diseases. They may be useful for research. (even though)

5 Mice are reared in laboratories. They are reared in the same way they have been reared for decades. (just as)

6 I don't agree with using animals for scientific research. I can understand why it's necessary. (though)

Wordlist

This list contains the key words from the units in the Student Book.

Unit 1

(be) a bone of contention (idiom) /ə ˌbəʊn əv kənˈtenʃn/ a subject which causes disagreement and arguments between people

alienate (from) (v) /ˈeɪliəneɪt/ to make sb feel that they do not belong in a particular group

alienated (from) (adj) /ˈeɪliəneɪtɪd/ when sb is made to feel that they do not belong in a particular group

alienating (adj) /ˈeɪliəneɪtɪŋ/ sth that makes sb feel that they do not belong in a particular group

alienation (from) (n) /eɪliəˈneɪʃn/ the feeling that you do not belong in a particular group

alter (v) /ˈɔːltə(r)/ to make sb/sth different

although (conj) /ɔːlˈðəʊ/ used for introducing a statement that makes the main statement in a sentence seem surprising

as a result (of sth) (conj) /əz ə rɪˈzʌlt/ caused by or because of

association (n) /əsəʊʃiˈeɪʃn, -siˈeɪʃn/ a connection or relationship between people or organizations

assonance (n) /ˈæsənəns/ the effect created when two syllables in words that are close together have the same vowel sound, but different consonants, or the same consonants but different vowels

attachment (n) /əˈtætʃmənt/ a strong feeling of affection for sb/sth

back to square one (idiom) /bæk tə ˌskweə(r) ˈwʌn/ a return to the situation you were in at the beginning of a project, task, etc., because you have made no real progress

because of (prep) /bɪˈkəz əv/ used before a noun or noun phrase to say that sb/sth is the reason for sth

change for the better (idiom) /tʃeɪndʒ fə(r) ðə ˈbetə(r)/ to improve in a noticeably positive way

chop and change (idiom) /tʃɒp ən ˈtʃeɪndʒ/ to keep changing your mind or what you are doing

consequently (adv) /ˈkɒnsɪkwəntli/ as a result; therefore

decay (v) /dɪˈkeɪ/ be destroyed by natural causes or by not being cared for

despite (prep) /dɪˈspaɪt/ used to show that sth happened or is true although sth else might have happened to prevent it

determine (v) /dɪˈtɜːmɪn/ to discover the facts about sth; to calculate sth exactly

disaffection (n) /ˌdɪsəˈfekʃn/ the feeling of being no longer satisfied with your situation, organization, belief, etc. and therefore not loyal to it

due to (conj) /ˈdjuː tə/ caused by sb/sth; because of sb/sth

enhance (v) /ɪnˈhɑːns/ to increase or further improve the good quality, value or status of sb/sth

even though (conj) /ˈiːvn ðəʊ/ despite the fact or belief that; no matter whether

evolve (v) /iˈvɒlv/ to develop gradually, especially from a simple to a more complicated form; to develop sth in this way

exclude (from) (v) /ɪkˈskluːd/ to prevent sb/sth from taking part in sth or entering a place

excluded (from) (adj) /ɪkˈskluːdɪd/ prevented from taking part in sth or entering a place

exclusion (n) /ɪkˈskluːʒn/ the act of preventing sb/sth from entering a place or taking part in sth

exclusive (adj) /ɪkˈskluːsɪv/ only to be used by one particular person or group; only given to one particular person or group

fly in the face of (idiom) /flaɪ ɪn ðə feɪs ɒv/ to oppose or be the opposite of sth that is usual or expected

furthermore (adv) /ˌfɜːðəˈmɔː(r)/ in addition to what has just been stated

get under sb's skin (idiom) /get ˈʌndə(r) ˈsʌmbədiz skɪn/ to annoy sb

give rise to (idiom) /gɪv ˈraɪz tə/ to cause sth to happen or exist

however (adv) /haʊˈevə(r)/ used to introduce a statement that contrasts with sth that has just been said

imagery (n) /ˈɪmɪdʒəri/ language that produces pictures in the minds of people reading or listening

improve (v) /ɪmˈpruːv/ to make sth/sb better than before

in addition (to) (conj) /ɪn əˈdɪʃn/ used when you want to mention another person or thing after sth else

in spite of (conj) /ɪn ˈspaɪt əv/ when sth is surprising because there is a reason which may have prevented it

irony (n) /ˈaɪrəni/ the funny or strange aspect of a situation that is very different from what you expect

isolate (from) (v) /ˈaɪsəleɪt/ to separate sb/sth physically or socially from other people or things

isolated (from) (adj) /ˈaɪsəleɪtɪd/ without much contact with other people or other countries

isolating (adj) /ˈaɪsəleɪtɪŋ/ that makes sb feel alone or lonely

isolation (n) /aɪsəˈleɪʃn/ the state of being alone or lonely

lead to (v) /ˈliːd tə/ to have sth as a result

let's face it (idiom) /lets feɪs ɪt/ let's look at and deal with the problem

loyalty (n) /ˈlɔɪəlti/ the quality of being faithful in your support of sb/sth

make great strides (idiom) /meɪk ˈgreɪt straɪdz/ to improve the way in which sth is developing

make no bones about (sth) (idiom) /meɪk nəʊ ˈbəʊnz əˌbaʊt/ to be honest and open about sth; to not hesitate to do sth

marginalization (n) /ˌmɑːdʒɪnəlaɪˈzeɪʃn/ the process or result of making sb feel as if they are not important and cannot influence decisions or events; the act of putting sb in a position in which they have no power

moreover (adv) /mɔːrˈəʊvə(r)/ used to introduce some new information that adds to or supports what you have said previously

move the goalposts (idiom) /muːv ðə ˈgəʊlpəʊsts/ to change the rules for sth, or conditions under which it is done, so that the situation becomes more difficult for sb

on account of (prep) /ɒn əˈkaʊnt əv/ because of sb/sth

owing to (prep) /ˈəʊɪŋ tə, ˈəʊɪŋ tu/ because of

personification (n) /pəˌsɒnɪfɪˈkeɪʃn/ the practice of representing objects, qualities, etc. as humans, in art and literature; an object, quality, etc. that is represented in this way

progress (v) /prəˈgres/ develop over a period of time

pull your socks up (idiom) /pʊl jɔː ˈsɒks ʌp/ to try to improve your performance, work, behaviour, etc.

rapport (n) /ræˈpɔː(r)/ a friendly relationship in which people understand each other very well

refine (v) /rɪˈfaɪn/ to improve sth by making small changes to it

rejection (n) /rɪˈdʒekʃn/ the act of refusing to accept, approve or support sth

repetition (n) /ˌrepəˈtɪʃn/ the fact of doing or saying the same thing many times

restore (v) /rɪˈstɔː(r)/ to repair a building, work of art, piece of furniture, etc. so that it looks as good as it did originally

result in (v) /rɪˈzʌlt ɪn/ to make sth happen

segregate (into) (v) /ˈsegrɪgeɪt/ to separate people of different races, religions or sexes and treat them in a different way

segregated (adj) /ˈsegrɪgeɪtɪd/ separated by race, religion or sex and treated in a different way

segregation (n) /ˌsegrɪˈgeɪʃn/ the act or policy of separating people of different races, religions or sexes and treating them in a different way

set foot (v) /set fʊt/ to enter or visit a place

shift (v) /ʃɪft/ to move

skin-deep (adj) /ˌskɪn ˈdiːp/ superficial

substitute (v) /ˈsʌbstɪtjuːt/ to replace

thanks to (conj) /ˈθæŋks tə/ used to say that sth has happened because of sb/sth

that said (conj) /ðæt ˈsed/ used to introduce an opinion that makes what you have just said seem less strong

the effect of (n) /ði ɪˈfekt əv/ a change that sb/sth causes in sb/sth else; a result

the influence of (n) /ði ˈɪnfluəns əv/ the effect that sb/sth has on the way a person thinks or behaves or on the way that sth works or develops

therefore (adv) /ˈðeəfɔː(r)/ used to introduce the logical result of sth that has just been mentioned

transform (v) /trænsˈfɔːm/ to completely change the appearance or character of sth, especially so that it is better

turn around (v) /tɜːn əˈraʊnd/ to start being successful after being unsuccessful for a time

turn the corner (idiom) /tɜːn ðə ˈkɔːnə(r)/ to pass a very important point in an illness or a difficult situation and begin to improve

turn upside down (idiom) /tɜːn ˌʌpsaɪd ˈdaʊn/ to cause large changes and confusion in a person's life

what's more (conj) /wɒts ˈmɔː(r)/ used to add a point that is even more important

whereas (conj) /weərˈæz/ used to compare or contrast two facts

while (conj) /waɪl/ during the time that sth is happening; used to contrast two things

Unit 2

a bit (adv) /ə ˈbɪt/ to a small degree

a little (adv) /ə ˈlɪtl/ to a small degree

acquit (of charges) (v) /əˈkwɪt/ to decide and state officially in court that sb is not guilty of a crime

acquittal (n) /əˈkwɪtl/ an official decision in court that sb is not guilty of a crime

aggressively (adv) /əˈgresɪvli/ in a way that is angry and threatening

always (adv) /ˈɔːlweɪz/ at all times; on every occasion

annually (adv) /ˈænjuəli/ once a year

at the / that moment (adv) /ət ðə, ðæt ˈməʊmənt/ at an exact point in time

baffled (adj) /ˈbæfld/ completely confused by sth strange or difficult to understand

barely (adv) /ˈbeəli/ in a way that almost does not happen or exist

bewildered (adj) /bɪˈwɪldəd/ confused

bow to pressure (idiom) /baʊ tə ˈpreʃə(r)/ be forced to do what sb else wants you to do, usually unwillingly

buck the trend (idiom) /bʌk ðə ˈtrend/ to resist or oppose the general direction in which a situation is changing or developing

calmly (adv) /ˈkɑːmli/ in a way that shows you are not excited, nervous or upset

clearly (adv) /ˈklɪəli/ in a way that is easy to see or hear

concerned (adj) /kənˈsɜːnd/ worried and feeling concern about sth

confess (v) /kənˈfes/ to admit, especially formally or to the police, that you have done sth wrong or illegal

confession (n) /kənˈfeʃn/ a statement that a person makes to admit that they are guilty of a crime; the act of making such a statement

convict (of robbery / arson, etc.) (v) /kənˈvɪkt/ to decide and state officially in court that sb is guilty of a crime

conviction (n) /kənˈvɪkʃn/ the act of finding sb guilty of a crime in court; the fact of having been found guilty

creating mood and atmosphere /kriˌeɪtɪŋ ˌmuːd ən ˈætməsfɪə(r)/ causing feelings or impressions associated with a particular place

daily (adv) /ˈdeɪli/ happening, done or produced every day

dazed (adj) /deɪzd/ unable to think clearly, especially because of a shock or because you have been hit on the head

defend (v) /dɪˈfend/ to say or write sth in support of sb/sth that has been criticized

defendant (n) /dɪˈfendənt/ the person in a trial who is accused of committing a crime

detain (for) (v) /dɪˈteɪn/ to keep sb in an official place, such as a police station, a prison or a hospital, and prevent them from leaving

Wordlist

dismally (adv) /ˈdɪzməli/ in a way that causes or shows sadness

disorientated (adj) /dɪsˈɔːriəntеɪtɪd/ unable to recognize where you are or where you should go

distraught (adj) /dɪˈstrɔːt/ extremely upset and anxious so that you cannot think clearly

even (adv) /ˈiːvn/ used to emphasize sth unexpected or surprising

everywhere (adv) /ˈevriweə(r)/ in, to or at every place; all places

exonerate (from / of) (v) /ɪgˈzɒnəreɪt/ to officially state that sb is not responsible for sth that they have been blamed for

follow sb's lead (idiom) /ˌfɒləʊ ˌsʌmbədiz ˈliːd/ to use an example or action done by sb else as a guide to copy

foreshadowing events /fɔːˈʃædəʊɪŋ ɪˈvents/ giving signs of things that will happen in the future

free (adj) /friː/ not under the control or in the power of sb else; able to do what you want

go against the grain (idiom) /gəʊ əˌgenst ðə ˈgreɪn/ to be or do sth different from what is normal or natural

hardly (adv) /ˈhɑːdli/ almost no; almost not; almost none

hopefully (adv) /ˈhəʊpfəli/ used to express what you hope will happen

immediately (adv) /ɪˈmiːdiətli/ without delay

impatiently (adv) /ɪmˈpeɪʃntli/ in an annoyed or irritated way, especially because you have to wait for a long time

implicate (in a robbery / attack, etc.) (v) /ˈɪmplɪkeɪt/ to show or suggest that sb is involved in sth bad or criminal

impressive (adj) /ɪmˈpresɪv/ making you admire them, because they are very large, good, skilful, etc.

incredibly (adv) /ɪnˈkredəbli/ extremely

incredulously (adv) /ɪnˈkredjʊləsli/ in a way that shows you cannot believe sth

indict (v) /ɪnˈdaɪt/ to officially charge sb with a crime

indictment (n) /ɪnˈdaɪtmənt/ a written statement accusing sb of a crime

involved (adj) /ɪnˈvɒlvd/ taking part in sth; being part of sth or connected with sth

just (adv) /dʒʌst/ exactly; simply; only

lacking (adj) /ˈlækɪŋ/ having none or not enough of sth

low security (of a prison) (adj) /ləʊ sɪˈkjʊərəti/ without many locked doors

luckily (adv) /ˈlʌkɪli/ by good luck

naturally (adv) /ˈnætʃrəli/ in a relaxed and normal way; in a way that you would expect

nearby (adv) /nɪəˈbaɪ/ a short distance from sb/sth; not far away

nearly (adv) /ˈnɪəli/ almost; not quite; not completely

only (adv) /ˈəʊnli/ nobody or nothing except; in no other situation, place, etc.

overjoyed (adj) /ˌəʊvəˈdʒɔɪd/ extremely happy or pleased

penalize (v) /ˈpiːnəlaɪz/ to punish sb for breaking a rule or law by making them suffer a disadvantage

penalty (n) /ˈpenəlti/ a punishment for breaking a law, rule or contract

plea (n) /pliː/ an urgent emotional request

plead (v) /pliːd/ to state in court that you are guilty or not guilty of a crime

possible (adj) /ˈpɒsəbl/ that can be done or achieved

present (adj) /ˈpreznt/ being in a particular place

proportionate (adj) /prəˈpɔːʃənət/ increasing or decreasing in size, amount or degree according to changes in sth else

prosecute (v) /ˈprɒsɪkjuːt/ to officially charge sb with a crime in court

prosecution (n) /ˌprɒsɪˈkjuːʃn/ a person or an organization that prosecutes sb in court, together with the lawyers, etc.

recently (adv) /ˈriːsntli/ not long ago

relatively (adv) /ˈrelətɪvli/ in comparison to sth else

release (on bail) (v) /rɪˈliːs/ to let sb/sth come out of a place where they have been kept

remand (in custody) (v) /rɪˈmɑːnd/ to send sb away from a court to wait for their trial which will take place at a later date

resentful (adj) /rɪˈzentfl/ feeling bitter or angry about sth that you think is unfair

responsible (adj) /rɪˈspɒnsəbl/ having the job or duty of doing sth or taking care of sb/sth, meaning that you may be blamed if sth goes wrong

revealing character /rɪˌviːlɪŋ ˈkærəktər/ showing the qualities and features that make people different from each other

sadly (adv) /ˈsædli/ unfortunately

seriously (adv) /ˈsɪəriəsli/ in a serious way; used at the beginning of a sentence to show a change from joking to being more serious

spur (sb) into action (idiom) /spɜːˌ(r) ˌɪntuː ˈækʃn/ to encourage sb to do sth or to encourage them to try harder to achieve sth

step up to the mark (idiom) /step ʌp tə ðə ˈmɑːk/ to try harder in order to benefit from an opportunity or deal with a situation

suddenly (adv) /ˈsʌdnli/ quickly and unexpectedly

supportive (adj) /səˈpɔːtɪv/ encouraging sb or giving them help

take (the) initiative (idiom) /teɪk (ðiː) ɪˈnɪʃətɪv/ to decide and act on your own without waiting for sb to tell you what to do

testify (v) /ˈtestɪfaɪ/ to make a statement that sth happened or that sth is true, especially as a witness in court

testimony (n) /ˈtestɪməni/ a formal written or spoken statement saying what you know to be true, usually in court

toe the line (idiom) /təʊ ðə laɪn/ to do what you are expected to do without causing trouble for anyone

turn a blind eye (idiom) /tɜːn ə ˌblaɪnd ˈaɪ/ to pretend not to notice sth bad that is happening, so you do not have to do anything about it

typical (adj) /ˈtɪpɪkl/ having the usual qualities or features of a particular type of person, thing or group

unfazed (adj) /ʌnˈfeɪzd/ not worried or surprised by sth unexpected that happens

unfortunately (adv) /ʌnˈfɔːtʃənətli/ by bad luck

usually (adv) /ˈjuːʒuəli/ in the way that is usual or normal; most often

valuable (adj) /ˈvæljuəbl/ very useful or important

warily (adv) /ˈweərəli/ carefully, because you think there may be a danger or problem or you do not trust sb/sth

Unit 3

account for (v) /əˈkaʊnt fə(r)/ to be the explanation or cause of sth

arise (from) (v) /əˈraɪz/ (especially of a problem or a difficult situation) to happen; to start to exist

attribute to (v) /əˈtrɪbjuːt tə/ to say or believe that sth is the result of a particular thing

blow it (idiom) /bləʊ ɪt/ ruin a situation

boost productivity /buːst ˌprɒdʌkˈtɪvəti/ to cause the rate at which goods are produced (and the amount produced) to increase

boost profits /buːst ˈprɒfɪts/ to cause an increase in the amount of money that you make in business after paying the costs involved

boost sales /buːst ˈseɪlz/ to cause the number of items sold to increase

bring about (v) /brɪŋ əˈbaʊt/ to make sth happen

comprehensive policy (n) /ˌkɒmprɪˌhensɪv ˈpɒləsi/ a written statement of a contract of insurance that covers all the possible risks

conduct a survey /kənˌdʌkt ə ˈsɜːveɪ/ to carry out an investigation of the opinions, behaviour, etc. of a particular group of people, usually by asking questions

conduct market analysis /kənˌdʌkt ˌmɑːkɪt əˈnæləsɪs/ to study closely the different areas, countries or sections of the population that might buy goods or services

conduct market research /kənˌdʌkt ˌmɑːkɪt ˈriːsɜːtʃ/ to collect information about what people buy and why

contactless card (n) /ˈkɒntæktləs kɑːd/ a small plastic card which stores information electronically and can contact an electronic device to which it is not connected in order to make a payment

current account (n) /ˈkʌrənt əˌkaʊnt/ a type of bank account that you can take money out of at any time, and that provides you with a chequebook and cash card

dip (v) /dɪp/ to go downwards or to a lower level

direct debit (n) /dəˌrekt, dɪ-, daɪ- ˈdebɪt/ an instruction to your bank to allow sb else to take an amount of money from your account on a particular date, especially to pay bills

escalate (v) /ˈeskəleɪt/ to become or make sth greater, worse, more serious, etc.

fluctuating (adj) /ˈflʌktʃueɪtɪŋ/ sth that changes frequently in size, amount, quality, etc., especially from one extreme to another

fritter away (v) /ˈfrɪtər əˌweɪ/ to waste time or money on things that are not important

gain access /geɪn ˈækses/ to obtain a way of entering a place or the right to use sth

gain experience /geɪn ɪkˈspɪəriəns/ to obtain knowledge and skill through doing sth for a period of time

gain market share /geɪn ˌmɑːkɪt ˈʃeə(ðiː)/ to increase the amount that a company sells of its products or services compared with other companies selling the same things

generate (v) /ˈdʒenəreɪt/ to produce or create sth

give rise to (idiom) /gɪv ˈraɪz tə/ to cause sth to happen or exist

gradual (adj) /ˈgrædʒuəl/ happening slowly over a long period; not sudden

happen (v) /ˈhæpən/ to take place, especially without being planned

hassle (n) /ˈhæsl/ a situation that is annoying because it involves doing sth difficult or complicated that needs a lot of effort

languish (v) /ˈlæŋgwɪʃ/ to be forced to stay somewhere or suffer sth unpleasant for a long time

launch a product /lɔːntʃ ə ˈprɒdʌkt/ to make a product available to the public for the first time

launch an advertising campaign /lɔːntʃ ən ˈædvətaɪzɪŋ kæmˌpeɪn/ to start producing a series of adverts in connection with a particular product

launch an investigation /lɔːntʃ ən ɪnˌvestɪˈgeɪʃn/ to start an official examination of the facts about a situation, crime, etc.

lead to (v) /ˈliːd tə/ to have sth as a result

liability (n) /ˌlaɪəˈbɪləti/ the amount of money that a person or company owes

line (of products / cosmetics / clothing) (n) /laɪn/ a type of product

live within your means (idiom) /lɪv wɪˈðɪn jə(r) ˈmiːnz/ to not spend more money than you have

loss leader (n) /ˈlɒs ˌliːdə(r)/ an item that a shop / store sells at a very low price to attract customers

make a deal /meɪk ə ˈdiːl/ to agree, especially in business, on particular conditions for buying or doing sth

make a loss /meɪk ə ˈlɒs/ to lose money, especially in business

make a profit /meɪk ə ˈprɒfɪt/ to make money in business, or by selling things, after paying the costs involved

make an impact /meɪk ən ˈɪmpækt/ to have a powerful effect on sb/sth

make ends meet /meɪk endz miːt/ to earn just enough money to be able to buy the things you need

manipulate behaviour /məˈnɪpjuleɪt bɪˈheɪvjə(r)/ to control or influence how people behave

manipulate data /məˌnɪpjuleɪt ˈdeɪtə/ to control or use information in a skilful way to find things out or to make decisions

manipulate our minds /məˌnɪpjuleɪt ɑːˈmaɪndz/ to control or influence sb/sth, often in a dishonest way so that they do not realize it

manipulate public opinion /məˌnɪpjuleɪt ˌpʌblɪk əˈpɪnjən/ to control or influence the opinions that people in society have in a dishonest way so that they do not realize it

(branded / counterfeit / official) merchandise (n) /ˈmɜːtʃəndaɪs/ goods that are bought or sold; goods that are for sale in a shop/store

moderate (adj) /ˈmɒdərət/ sth that is neither very good, large, hot, etc. nor very bad, small, cold, etc.

no-claims bonus (n) /nəʊ ˈkleɪmz ˌbəʊnəs/ a reduction in the cost of your insurance because you made no claims in the previous year

(be) on the breadline (idiom) /ɒn də ˈbredlaɪn/ have the lowest level of income on which it is possible to survive

(retail / fast-food / local) outlet (n) /ˈaʊtlet/ a shop/store or an organization that sells goods made by a particular company or of a particular type

outstrip inflation /aʊtˌstrɪp ɪnˈfleɪʃn/ to be faster than the general rise in the prices of services and goods in a particular country

outstrip rivals /aʊtˌstrɪp ˈraɪvlz/ to be faster, better or more successful than sb you are competing against

outstrip supply /aʊtˌstrɪp səˈplaɪ/ to be greater than the amount available

outstrip the competition /ˌaʊtˈstrɪp ðə ˌkɒmpəˈtɪʃn/ to be faster, better or more successful than sb you are competing against

perpetuate (v) /pəˈpetʃueɪt/ to make sth such as a bad situation, a belief, etc. continue for a long time

plummet (v) /ˈplʌmɪt/ to fall suddenly and quickly from a high level or position

point-of-sale (terminal / advertising / display) (n) /ˌpɔɪnt əv ˈseɪl/ the place where a product is sold

pop-up (shop / restaurant / gallery) (adj) /ˈpɒp ʌp/ that opens quickly somewhere and is designed to only use that location for a short period of time

(be) poverty-stricken (adj) /ˈpɒvəti ˌstrɪkn/ extremely poor; with very little money

premium (n) /ˈpriːmiəm/ an amount of money that you pay once or regularly for an insurance policy

purge (n) /pɜːdʒ/ getting rid of sth to improve your situation

result (in / from) (v) /rɪˈzʌlt/ to make sth happen

rocket (v) /ˈrɒkɪt/ to increase very quickly and suddenly

savings account (n) /ˈseɪvɪŋz əˈkaʊnt/ a type of bank account that pays interest on the money that is left in it, but from which you cannot take the money out without giving notice or losing interest

seconds (n) /ˈsekəndz/ items sold at a lower price than usual because they are not perfect

set up a company /set ʌp ə ˈkʌmpəni/ to create or start a business that makes money by producing or selling goods or services

set up a display /set ʌp ə dɪˈspleɪ/ to build an arrangement of things in a public place to inform or entertain people or advertise sth for sale

set up an advertising agency /set ʌp ən ˈædvətaɪzɪŋ ˌeɪdʒənsi to create or start a business that provides a service designing and producing adverts on behalf of other companies

sharp (adj) /ʃɑːp/ sudden and rapid, especially of a change in sth

shopping spree (n) /ˈʃɒpɪŋ spriː/ a short period of time that you spend shopping, buying a lot of things

significant (adj) /sɪgˈnɪfɪkənt/ large or important enough to have an effect or to be noticed

slump (v) /slʌmp/ to fall in price, value, number, etc., suddenly and by a large amount

soar (v) /sɔː(r)/ to rise very quickly

sort code (n) /ˈsɔːt kəʊd/ a number that is used to identify a particular bank

splash out on (v) /splæʃ ˈaʊt ɒn/ to spend a lot of money on sth

squander (v) /ˈskwɒndə(r)/ to waste money, time, etc. in a stupid or careless way

stable (adj) /ˈsteɪbl/ firmly fixed; not likely to move, change or fail

standing order (n) /ˌstændɪŋ ˈɔːdə(r)/ an instruction that you give your bank to pay sb a fixed amount of money from your account on the same day each week/month, etc.

steady (adj) /ˈstedi/ developing, growing, etc. gradually and in an even and regular way

(be) strapped for cash (adj) /stræpt fə ˈkæʃ/ having little or not enough money

struggle to make ends meet (idiom) /ˌstrʌgl tə ˌmeɪk endz ˈmiːt/ to try very hard and find it difficult to earn just enough money to buy the things you need

(energy / equipment / major) supplier (n) /səˈplaɪə(r)/ a person or company that provides goods

surge (v) /sɜːdʒ/ to move quickly and with force in a particular direction

third-party (adj) /ˈθɜːd ˌpɑːti/ relating to or involving insurance that pays sb who is affected by your actions

to die for (adj) /tə daɪ fɔː(r)/ sth you really want and would do anything to get

trigger (v) /ˈtrɪgə(r)/ to make sth happen suddenly

tumble (v) /ˈtʌmbl/ to fall suddenly and in a dramatic way

volatile (adj) /ˈvɒlətaɪl/ likely to change suddenly; easily becoming dangerous

week in, week out (phr) /wiːk ɪn wiːk aʊt/ happening every week

Unit 4

adapt (v) /əˈdæpt/ to change your behaviour in order to deal more successfully with a new situation

affluent (adj) /ˈæfluənt/ having a lot of money and a good standard of living

agile (adj) /ˈædʒaɪl/ able to think quickly and in an intelligent way

agility (n) /əˈdʒɪləti/ the ability to think quickly and in an intelligent way

alumni (n) /əˈlʌmnaɪ/ the former students of a school, college or university

analogous (adj) /əˈnæləgəs/ similar in some way to another thing or situation and therefore able to be compared with it

analogy (n) /əˈnælədʒi/ a comparison of one thing with another thing that has similar features; a feature that is similar

aptitude (n) /ˈæptɪtjuːd/ natural ability or skill at doing sth

articulate (adj) /ɑːˈtɪkjələt/ good at expressing ideas or feelings clearly in words

ascertain (v) /ˌæsəˈteɪn/ to find out the true or correct information about sth

attribute to (v) /əˈtrɪbjuːt tə/ to say or believe that sth is the result of a particular thing

axe (v) /æks/ to stop providing a particular service because it is no longer useful or profitable

bear out (phr v) /beə(r) aʊt/ confirm

birdbrained (adj) /ˈbɜːdbreɪnd/ stupid

(have a) brain like a sieve (idiom) /breɪn laɪk ə sɪv/ to have a very bad memory; to forget things easily

brain-teaser (n) /ˈbreɪn ˌtiːzə(r)/ a problem that is difficult but fun to solve

brainchild (n) /ˈbreɪntʃaɪld/ an idea or invention of one person or a small group of people

brainiac (n) /ˈbreɪniæk/ a very intelligent person

brainwash (v) /ˈbreɪnwɒʃ/ to force sb to accept your ideas or beliefs, for example by repeating the same thing many times or by preventing the person from thinking clearly

brainwave (n) /ˈbreɪnweɪv/ a sudden good idea

build up (phr v) /bɪld ʌp/ develop

buy into (phr v) /baɪ ˈɪntə/ to believe sth, especially an idea that many other people believe in

carry out (v) /ˈkæri aʊt/ to do and complete a task

collaborate (v) /kəˈlæbəreɪt/ to work together with sb in order to produce or achieve sth

come up against (phr v) /kʌm ʌp əˈgenst/ to be faced with or opposed by sb/sth

come up with (phr v) /kʌm ʌp wɪð/ to find or produce an answer

commemorate (v) /kəˈmeməreɪt/ to exist to remind people of a person or an event from the past

conduct (v) /kənˈdʌkt/ to organize and/or do a particular activity

contradiction (n) /ˌkɒntrəˈdɪkʃn/ a lack of agreement between facts, opinions, actions, etc.

contradictory (adj) /kɒntrəˈdɪktəri/ containing or showing a contradiction

correspondence (n) /ˌkɒrəˈspɒndəns/ a connection between two things; the fact of two things being similar

corresponding (adj) /ˌkɒrəˈspɒndɪŋ/ matching or connected with sth that you have just mentioned

curiosity (n) /ˌkjʊəriˈɒsəti/ a strong desire to know about sth

curious (adj) /ˈkjʊəriəs/ having a strong desire to know about sth

deductive (adj) /dɪˈdʌktɪv/ using knowledge about things that are generally true in order to think about and understand particular situations or problems

dexterity (n) /dekˈsterəti/ skill in using your hands or your mind

dexterous (adj) /ˈdekstrəs/ skilful with your hands

diligence (n) /ˈdɪlɪdʒəns/ careful and thorough work or effort

diligent (adj) /ˈdɪlɪdʒənt/ showing care and effort in your work or duties

discerning (adj) /dɪˈsɜːnɪŋ/ able to show good judgement about the quality of sb/sth

disparate (adj) /ˈdɪspərət/ made up of parts or people that are very different from each other

disparity (n) /dɪˈspærəti/ a difference, especially one connected with unfair treatment

divergence (n) /daɪˈvɜːdʒəns/ the process or fact of separating or becoming different

divergent (adj) /daɪˈvɜːdʒənt/ developing or moving in different directions; becoming less similar

eloquent (adj) /ˈeləkwənt/ able to use language and express your opinions well, especially when you are speaking in public

find out (v) /faɪnd ˈaʊt/ to get some information about sth/sb by asking, reading, etc.

get back (phr v) /get bæk/ to obtain sth again after having lost it

get on (phr v) /get ɒn/ to be successful

gown (n) /gaʊn/ a long loose piece of clothing that is worn over other clothes by judges and (in the UK) by other lawyers, and by members of universities (at special ceremonies)

homogeneity (n) /ˌhɒmədʒəˈniːəti/ the quality of being homogeneous

homogeneous (adj) /ˌhɒməˈdʒiːniəs, həˈmɒdʒənəs/ consisting of things or people that are all the same or all of the same type

impressionable (adj) /ɪmˈpreʃənəbl/ easily influenced or affected by sb/sth

ingenious (adj) /ɪnˈdʒiːniəs/ very suitable for a particular purpose and resulting from clever new ideas

ingenuity (n) /ˌɪndʒəˈnjuːəti/ the ability to invent things or solve problems in clever new ways

inquiring (adj) /ɪnˈkwaɪərɪŋ/ showing an interest in learning new things

integrity (n) /ɪnˈtegrəti/ the quality of being honest and having strong moral principles

interchange (n) /ˈɪntətʃeɪndʒ/ the act of sharing or exchanging sth, especially ideas or information

interchangeable (adj) /ˌɪntəˈtʃeɪndʒəbl/ that can be exchanged, especially without affecting the way in which sth works

introspective (adj) /ˌɪntrəˈspektɪv/ tending to think a lot about your own thoughts, feelings, etc.

intuitive (adj) /ɪnˈtjuːɪtɪv/ obtained by using your feelings rather than by considering the facts

Wordlist

(a) level playing field (n) /ˈlevl ˈpleɪɪŋ fiːld/ a situation in which everyone has the same opportunities

lug (v) /lʌg/ to carry or drag sth heavy with a lot of effort

make up (v) /meɪk ˈʌp/ to form sth

memorize (v) /ˈmeməraɪz/ to learn sth carefully so that you can remember it exactly

methodical (adj) /məˈθɒdɪkl/ done in a careful and logical way

modest (adj) /ˈmɒdɪst/ not talking much about your own abilities or possessions

modesty (n) /ˈmɒdəsti/ the fact of not talking much about your abilities or possessions

observant (adj) /əbˈzɜːvənt/ good at noticing things around you

party (v) /ˈpɑːti/ to enjoy yourself by drinking and dancing, especially at a party

pass on (v) /pɑːs ˈɒn/ to give sth to sb else, especially after receiving it or using it yourself

pin on (idiom) /pɪn ˈɒn/ to make sb be blamed for sth, especially for sth they did not do

portmanteau (n) /pɔːtˈmæntəʊ/ a word formed by combining two other words

rack your brains (idiom) /ræk jə(r) ˈbreɪnz/ to think very hard or for a long time about sth

recall (v) /rɪˈkɔːl/ to remember sth

receptive (adj) /rɪˈseptɪv/ willing to listen to or to accept new ideas or suggestions

recollect (v) /ˌrekəˈlekt/ to remember sth, especially by making an effort to remember it

reflect (on) (v) /rɪˈflekt/ to think carefully and deeply about sth

remember (v) /rɪˈmembə(r)/ to have or keep an image in your memory of an event, a person, a place, etc. from the past

remind (v) /rɪˈmaɪnd/ to help sb remember sth, especially sth important that they must do

reminisce (v) /ˌremɪˈnɪs/ to think, talk or write about a happy time in your past

scatterbrained (adj) /ˈskætəbreɪnd/ always losing or forgetting things and unable to think in an organized way

self-aware (adj) /self əˈweə(r)/ having or showing knowledge and understanding of your own character

sociable (adj) /ˈsəʊʃəbl/ enjoying spending time with other people

take up (phr v) /teɪk ʌp/ to fill or use an amount of space or time

team up (with) (v) /tiːm ʌp/ to join with another person or group in order to do sth together

throw up (phr v) /θrəʊ ʌp/ to produce new problems or ideas

transmit (v) /trænsˈmɪt/ to send an electronic signal, radio or television broadcast, etc.

variance (n) /ˈveəriəns/ the amount by which sth changes or is different from sth else

varied (adj) /ˈveərid/ of many different types

work out (phr v) /wɜːk aʊt/ calculate

Unit 5

(be) a long way off (idiom) /əˌlɒŋ weɪ ˈɒf/ at a long distance away or long period of time in the future

absolute (adj) /ˈæbsəluːt/ total and complete

accelerate (v) /əkˈseləreɪt/ to start to go faster

alternate (adj) /ɔːlˈtɜːnət/ happening or following one after the other regularly

alternative (adj) /ɔːlˈtɜːnətɪv/ that can be used instead of sth else

(the) Antipodes (n) /ði ænˈtɪpədiːz/ a way of referring to Australia and New Zealand

carbon footprint (n) /ˌkɑː.bən ˈfʊt.prɪnt/ sb's carbon footprint is a measurement of the amount of carbon dioxide that their activities produce

carbon neutral (adj) /ˌkɑː.bən ˈnjuː.trəl/ not adding to the total amount of carbon dioxide in the atmosphere

chief (adj) /tʃiːf/ most important

chug (v) /tʃʌg/ to move making the sound of an engine running slowly

come a long way (idiom) /ˌkʌm ə lɒŋ ˈweɪ/ to have made a lot of progress

compulsive (adj) /kəmˈpʌlsɪv/ that makes you pay attention to it because it is so interesting and exciting

compulsory (adj) /kəmˈpʌlsəri/ that must be done because of a law or a rule

crackdown (n) /ˈrækdaʊn/ severe action taken to restrict the activities of criminals or of people opposed to the government or sb in authority

cross paths with (idiom) /krɒs pɑːθs wɪð/ to meet sb, especially by chance

definite (adj) /ˈdefɪnət/ sure or certain; unlikely to change

definitive (adj) /dɪˈfɪnətɪv/ considered to be the best of its kind and almost impossible to improve

downpour (n) /ˈdaʊnpɔː(r)/ a heavy fall of rain that often starts suddenly

economic (adj) /ˌiːkəˈnɒmɪk, ˌekə-/ connected with the trade, industry and development of wealth of a country, an area or a society

economical (adj) /ˌiːkəˈnɒmɪkl, ˌekə-/ providing good service or value in relation to the amount of time or money spent

equator (n) /ɪˈkweɪtə(r)/ an imaginary line around the Earth at an equal distance from the North and South Poles

entire (adj) /ɪnˈtaɪə(r)/ including everything, everyone or every part

exact (adj) /ɪgˈzækt/ correct in every detail

extreme (adj) /ɪkˈstriːm/ not ordinary or usual; serious or severe

flash (v) /flæʃ/ to move very fast

foremost (adj) /ˈfɔːməʊst/ the most important or famous; in a position at the front

fossil fuel (n) /ˈfɒs.əl ˌfjʊəl/ fuels, such as gas, coal, and oil, that were formed underground from plant and animal remains millions of years ago

further down the road (idiom) /ˈfɜːðə daʊn ðə ˌrəʊd/ at some time in the future

greenhouse gas (n) /ˌgriːn.haʊs ˈgæs/ a gas that causes the greenhouse effect, especially carbon dioxide

gross (adj) /grəʊs/ very obvious and unacceptable

hemisphere (n) /ˈhemɪsfɪə(r)/ one half of the Earth, especially the half above or below the equator

historic (adj) /hɪˈstɒrɪk/ important in history; likely to be thought of as important at some time in the future

historical (adj) /hɪˈstɒrɪkl/ connected with the past

hold-up (n) /ˈhəʊld ʌp/ a situation in which sth is prevented from happening for a short time

hop (v) /hɒp/ to go somewhere quickly or to get into or out of a vehicle quickly

latitude (n) /ˈlætɪtjuːd/ the distance of a place north or south of the equator, measured in degrees

longitude (n) /ˈlɒŋgɪtjuːd/ the distance of a place east or west of the Greenwich meridian, measured in degrees

lose track of (idiom) /luːz ˈtræk əv/ to not have information about what is happening or where sb/sth is

main (adj) /meɪn/ being the largest or most important of its kind

major (adj) /ˈmeɪdʒə(r)/ very large or important

make your way (into) (idiom) /ˈmeɪk jə(r) weɪ/ to move or get somewhere; to make progress

mitigation (n) /ˌmɪtɪˈgeɪʃn/ a reduction in how unpleasant, serious, etc. sth is

notable (adj) /ˈnəʊtəbl/ deserving to be noticed or to receive attention; important

noticeable (adj) /ˈnəʊtɪsəbl/ easy to see or notice; clear or definite

(be) on the right track (idiom) /ɒn ðə ˌraɪt ˈtræk/ to think or behave in the right way

only (adj) /ˈəʊnli/ used to say that no other or others of the same group exist or are there

outbreak (n) /ˈaʊtbreɪk/ the sudden start of sth unpleasant, especially violence or a disease

outcome (n) /ˈaʊtkʌm/ the result or effect of an action or event

outlook (n) /ˈaʊtlʊk/ the probable future for sb/sth; what is likely to happen

(the) Pacific Rim (n) /ðə pəˌsɪfɪk ˈrɪm/ the countries around the Pacific Ocean, especially the countries of eastern Asia, considered as an economic group

pop (v) /pɒp/ to go to a particular place

prime meridian (n) /praɪm məˈrɪdiən/ a line of longitude at which longitude is defined as zero degrees

principal (adj) /ˈprɪnsəpl/ most important; main

real (adj) /rɪəl/ actually existing or happening and not imagined or pretended

renewable energy (n) /rɪˈnjuː.ə.bəl ˈen.ə.dʒi/ energy that is produced using the sun, wind, etc., or from crops, rather than using fuels such as oil or coal

run-up (n) /ˈrʌn ʌp/ a period of time leading up to an important event

setback (n) /ˈsetbæk/ a difficulty or problem that delays or prevents sth, or makes a situation worse

sheer (adj) /ʃiə(r)/ used to emphasize the size, degree or amount of sth

smooth the path (for) (idiom) /smuːð ðə ˈpɑːθ/ to make it easier for sb/sth to develop or make progress

sole (adj) /səʊl/ only; single

specific (adj) /spəˈsɪfɪk/ detailed and exact

stop dead in your tracks (idiom) /stɒp ˌded ɪn jə(r) ˈtræks/ to suddenly stop because sth has frightened or surprised you

stroll (v) /strəʊl/ to walk somewhere in a slow, relaxed way

(the) Subcontinent (n) /ðə ˌsʌbˈkɒntɪnənt/ a large land mass that forms part of a continent, especially the part of Asia that includes India, Pakistan and Bangladesh

sustainable (adj) /səˈsteɪnəbl/ involving the use of natural products and energy in a way that does not harm the environment

team up with (phr v) /tiːm ʌp wɪð/ to join with another person or group in order to do sth together

technical (adj) /ˈteknɪkl/ connected with the practical use of machinery, methods, etc. in science and industry

technological (adj) /ˌteknəˈlɒdʒɪkl/ connected with technology

(reach) the end of the road (idiom) /ði ˌend əv ðə ˈrəʊd/ the point at which sth can no longer continue in the same way

total (adj) /ˈtəʊtl/ including everything

tropic (n) /ˈtrɒpɪk/ one of the two imaginary lines drawn around the world 23° 26' north or south of the equator

trudge (v) /trʌdʒ/ to walk slowly with a lot of effort, especially over a difficult surface or while carrying sth heavy

utter (adj) /ˈʌtə(r)/ used to emphasize how complete sth is

zero emission (n) /ˈzɪə.rəʊ iˈmɪʃ.ən/ used to describe a vehicle that does not produce gases that cause pollution

zoom (v) /zuːm/ to move very quickly

Unit 6

(be) at sb's beck and call (idiom) /ət ˌsʌmbədiz ˌbek ən ˈkɔːl/ always ready to obey sb's orders

besiege (v) /bɪˈsiːdʒ/ to surround a building, city, etc. with soldiers until the people inside are forced to let you in

clear-cut (adj) /ˌklɪə ˈkʌt/ definite and easy to see or identify

contract (n) /ˈkɒntrækt/ an official written agreement

crush (n) /krʌʃ/ a strong but temporary feeling of liking sb

deposit (n) /dɪˈpɒzɪt/ a sum of money that is given as the first part of a larger payment

devotion (n) /dɪˈvəʊʃn/ great love, care and support for sb/sth

distress (n) /dɪˈstres/ a feeling of extreme worry, sadness, or pain

drive a wedge between people (idiom) /ˌdraɪv ə wedʒ bɪˈtwiːn ˌpiːpl/ to make people start disliking each other

drum up support (idiom) /ˌdrʌm ʌp səˈpɔːt/ to try hard to get support or business

estate agent (n) /ɪˈsteɪt ˌeɪdʒənt/ a person whose job is to sell houses and land for people

euphoria (n) /juːˈfɔːriə/ an extremely strong feeling of happiness and excitement that usually lasts only a short time

eye-catching (adj) /ˈaɪ kætʃɪŋ/ immediately likely to attract attention because it is particularly interesting, bright or attractive

feel-good (movie / story / factor) (adj) /ˈfiːl gʊd/ making you feel happy and pleased about life

get on each other's nerves (idiom) /ˌget ɒn iːtʃ ˌʌðəz ˈnɜːvz/ to annoy each other

get on like a house on fire (idiom) /get ˌɒn laɪk ə ˈhaʊs ɒn ˌfaɪə(r)/ to become friends quickly and have a very friendly relationship

have a change of heart (idiom) /hæv ə ˌtʃeɪndʒ əv ˈhɑːt/ to have a change of attitude towards sth/sb, usually making you feel more friendly, helpful, etc.

have a soft spot for sb (idiom) /hæv ə ˈsɒft spɒt fə ˌsʌmbədi/ to like sb

have an old head on young shoulders (idiom) /hæv ən ˌəʊld hed ɒn ˌjʌŋ ˈʃəʊldəz/ used to describe a young person who thinks and acts in a more sensible way than you would expect for a person of their age

have somebody to lean on (idiom) /hæv ˌsʌmbədi tə ˈliːn ɒn/ to have sb on whom you can depend for help and support

infatuation (n) /ɪnˌfætʃuˈeɪʃn/ very strong feelings of love or attraction for sb/sth, especially when these are unreasonable and do not last long

invade (v) /ɪnˈveɪd/ to enter a country, town, etc. using military force in order to take control of it

keep your head (idiom) /ˌkiːp jə(r) ˈhed/ to remain calm in a difficult situation

landlord (n) /ˈlændlɔːd/ a person or company from whom you rent a room, a house, an office, etc.

lease (n) /liːs/ a legal agreement that allows you to use a building, a piece of equipment or some land for a period of time, usually in return for rent

letting agent (n) /ˈletɪŋ ˌeɪdʒənt/ a person whose job is to manage your affairs when sb pays money to live in your house for a period of time

level-headed (adj) /ˌlevl ˈhedɪd/ calm and sensible; able to make good decisions even in difficult situations

live in each other's pockets (idiom) /ˌlɪv ɪn iːtʃ ˌʌðəz ˈpɒkɪts/ used to refer to two people who are too close to each other or spend too much time with each other

long-lasting (battery / effect / relationship) (adj) /ˌlɒŋ ˈlɑːstɪŋ/ that can or does last for a long time

long-term (objective / prognosis / employment) (adj) /ˈlɒŋ tɜːm/ that will last or have an effect over a long period of time

love-struck (adj) /ˈlʌvstrʌk/ unable to think clearly or behave in a sensible way because you are in love with sb, especially sb who is not in love with you

loyalty (n) /ˈlɔɪəlti/ the quality of being faithful in your support of sb/sth

mania (n) /ˈmeɪniə/ an extremely strong desire or enthusiasm for sth, often shared by a lot of people at the same time

mass-produced (adj) /ˌmæs prəˈdjuːst/ produced in large quantities, often using machines

mortgage (n) /ˈmɔːgɪdʒ/ a legal agreement by which a bank or similar organization lends you money to buy a house, etc., and you pay the money back over a particular number of years; the sum of money that you borrow

much-copied (adj) /mʌtʃ ˈkɒp.id/ copied many times over

not have the heart to (idiom) /ˌnɒt hæv ðə ˈhɑːt tə/ to be unable to do sth because you know that it will make sb sad or upset

notice (n) /ˈnəʊtɪs/ a formal letter or statement saying that you will or must leave your job or house at the end of a particular period of time

pledge allegiance /pledʒ əˈliːdʒəns/ to formally promise continued support for a political party, religion, ruler, etc.

rally the troops (idiom) /ˌræli ðə ˈtruːps/ to bring people together in order to help or support sb/sth

rent (n) /rent/ an amount of money that you regularly pay so that you can use a house, etc.

rout (the enemy) (v) /raʊt/ to defeat your opponents completely in a competition, a battle, etc.

subdue (v) /səbˈdjuː/ to bring sb/sth under control, especially by using force

take sth to heart (idiom) /teɪk ˌsʌmθɪŋ tə ˈhɑːt/ to be very upset by sth that sb says or does

tenant (n) /ˈtenənt/ a person who pays rent for the use of a room, building, land, etc. to the person who owns it

use your head (idiom) /ˌjuːz jə(r) ˈhed/ used to tell sb to think about sth, especially when they have asked for your opinion or said sth stupid

wage war /weɪdʒ ˈwɔː(r)/ to begin and continue a war, a battle, etc.

wear your heart on your sleeve (idiom) /weə jə(r) ˌhɑːt ɒn jə(r) ˈsliːv/ to allow your feelings to be seen by other people

widely-held (adj) /ˈwaɪd.li held/ believed by a lot of people

wrap sb round your little finger (idiom) /ræp ˌsʌmbədi raʊnd jɔː ˌlɪtl ˈfɪŋgə(r)/ to persuade sb to do anything that you want

Unit 7

all in one go (idiom) /ɔːl ɪn wʌn gəʊ/ all together on one occasion

all the time in the world (idiom) /ɔːl ðə taɪm ɪn ðə wɜːld/ a lot of time available

anti-Semitic (adj) /ˌænti səˈmɪtɪk/ that shows hatred of Jews or involves the unfair treatment of Jews

at a leisurely pace (idiom) /æt ə ˈleʒəli peɪs/ without hurrying

bark up the wrong tree (idiom) /ˌbɑːk ʌp ðə ˌrɒŋ ˈtriː/ to have the wrong idea about how to get or achieve sth

bitterly opposed (adj) /ˌbɪtəli əˈpəʊzd/ disagreeing extremely strongly with sth and trying to stop it

brisk (adj) /brɪsk/ quick; busy

brush stroke (n) /ˈbrʌʃ strəʊk/ a mark made by moving a brush once across a surface

building block (n) /ˈbɪldɪŋ blɒk/ a piece of wood or plastic used as a toy for children to build things with; parts that are joined together in order to make a large thing exist

by the back door (idiom) /baɪ ðə ˌbæk ˈdɔː(r)/ in an unfair or indirect way

call it a day (idiom) /kɔːl ɪt ə deɪ/ to decide or agree to stop doing sth

canvas (n) /ˈkænvəs/ a piece of strong, heavy, rough material used for making tents, sails, etc. and by artists for painting on

captivating (adj) /ˈkæptɪveɪtɪŋ/ taking all your attention; very attractive and interesting

catchy (adj) /ˈkætʃi/ pleasing and easily remembered

celebrated (adj) /ˈselɪbreɪtɪd/ famous for having good qualities

come up against a brick wall (idiom) /ˌkʌm ʌp əˌgenst ə ˌbrɪk ˈwɔːl/ to become unable to make any progress because there is a difficulty that stops you

comprehensible (adj) /ˌkɒmprɪˈhensəbl/ that can be understood by sb

diminutive (adj) /dɪˈmɪnjətɪv/ very small

discordant (adj) /dɪsˈkɔːdənt/ not sounding pleasant together

down the line (idiom) /daʊn ðə laɪn/ at some point during an activity or a process

drive sb up the wall (idiom) /draɪv ˌsʌmbədi ˌʌp ðə ˈwɔːl/ make sb crazy or angry

elaborate (adj) /ɪˈlæbərət/ very complicated and detailed; carefully prepared and organized

enchanting (adj) /ɪnˈtʃɑːntɪŋ/ attractive and pleasing

enigmatic (adj) /ˌenɪgˈmætɪk/ mysterious and difficult to understand

enthusiastically welcomed (adj) /ɪnˌθjuːziˌæstɪkli ˈwelkəmd/ that produces a very positive reaction showing a lot of excitement and interest

ethereal (adj) /iˈθɪəriəl/ extremely delicate and light; seeming to belong to another, more spiritual, world

forefront (n) /ˈfɔːfrʌnt/ important or leading position in a particular group or activity

frenetic (adj) /frəˈnetɪk/ involving a lot of energy and activity in a way that is not organized

genre (n) /ˈʒɒnrə/ a particular type or style of literature, art, film or music that you can recognize because of its special features

glass ceiling (idiom) /glɑːs ˈsiːlɪŋ/ the way in which unfair attitudes can stop women, or other groups, from getting the best jobs in a company, etc. although there are no official rules to prevent them from getting these jobs

highbrow (adj) /ˈhaɪbraʊ/ concerned with or interested in serious artistic or cultural ideas

highly controversial (adj) /ˌhaɪli ˌkɒntrəˈvɜːʃl/ causing a great deal of angry public discussion and disagreement

hit the roof (idiom) /hɪt ðə ˈruːf/ to become very angry

hugely influential (adj) /ˌhjuːdʒli ɪnfluˈenʃl/ having a great deal of influence on sb/sth

immediately obvious (adj) /ɪˌmiːdiətli ˈɒbviəs/ easy to see or understand without delay

impenetrable (adj) /ɪmˈpenɪtrəbl/ impossible to understand

intellectual (adj) /ˌɪntəˈlektʃuəl/ connected with or using a person's ability to think in a logical way and understand things

intensely private (adj) /ɪnˌtensli ˈpraɪvət/ never wanting to share thoughts and feelings with other people at all

intricate (adj) /ˈɪntrɪkət/ having a lot of different parts and small details that fit together

jaunty (adj) /ˈdʒɔːnti/ lively; showing that you are feeling confident and pleased with yourself

lavishly decorated (adj) /ˌlævɪʃli ˈdekəreɪtɪd/ made to look attractive by putting generous amounts of decorations on it

lay the foundations (idiom) /ˌleɪ ðə faʊnˈdeɪʃnz/ to put forward a principle or an idea on which sth is based and from which it grows

lilting (adj) /ˈlɪltɪŋ/ rising and falling in a pleasant way

little by little (idiom) /ˈlɪtl baɪ ˈlɪtl/ slowly; gradually

lowbrow (adj) /ˈləʊbraʊ/ having no connection with or interest in serious artistic or cultural ideas

majestic (adj) /məˈdʒestɪk/ impressive because of size or beauty

measured (adj) /ˈmeʒəd/ slow and careful; showing control

medium (n) /ˈmiːdiəm/ the material or the form that an artist, a writer or a musician uses

mellow (adj) /ˈmeləʊ/ soft, rich and pleasant

menacing (adj) /ˈmenəsɪŋ/ seeming likely to cause you harm or danger

motif (n) /məʊˈtiːf/ a design or a pattern used as a decoration that is repeated and developed in a work of art, literature or music

multifarious (adj) /mʌltiˈfeəriəs/ of many different kinds; having great variety

offensive (adj) /əˈfensɪv/ rude in a way that causes you to feel upset, insulted or annoyed

once in a blue moon (idiom) /wʌns ɪn ə bluː muːn/ very rarely

open doors (idiom) /ˌəʊpən ˈdɔːz/ to provide opportunities for sb to do sth and be successful

overrated (adj) /ˌəʊvəˈreɪtɪd/ that is too highly thought of or valued

palette (n) /ˈpælət/ the colours used by a particular artist

perspective (n) /pəˈspektɪv/ the effect of depth and distance created in a picture by representing people and things that are far away as being smaller than those that are nearer the front

Wordlist

post-industrial (adj) /ˈpəʊst ɪnˌdʌstriəl/ no longer relying on heavy industry

(be) pressed for time (idiom) /prest fə(r) taɪm/ be in a hurry

profoundly moving (adj) /prəˌfaʊndli ˈmuːvɪŋ/ causing very deep feelings of sadness or sympathy

(a) race against the clock (idiom) /reɪs əˈgenst ðə klɒk/ a situation in which you have to do sth or finish sth very fast

raucous (adj) /ˈrɔːkəs/ sounding loud and rough

realistic (adj) /ˌriːəˈlɪstɪk/ accepting in a sensible way what it is actually possible to do or achieve in a particular situation

repellent (adj) /rɪˈpelənt/ very unpleasant; causing strong dislike

sedate (adj) /sɪˈdeɪt/ slow, calm and relaxed

sentimental (adj) /ˌsentɪˈmentl/ connected with your emotions, rather than reason

silhouette (n) /ˌsɪluˈet/ a picture that shows sb/sth as a black shape against a light background, especially one that shows the side view of a person's face

soothing (adj) /ˈsuːðɪŋ/ that makes sb who is anxious, upset, etc. feel calmer

strike the right note (idiom) /ˌstraɪk ðə ˌraɪt ˈnəʊt/ to do, say or write sth that is suitable for a particular occasion

superstructure (n) /ˈsuːpəstrʌktʃə(r)/ a structure that is built on top of sth, for example, the upper parts of a ship or the part of a building above the ground

surging (adj) /ˈsɜːdʒɪŋ/ moving quickly and with force in a particular direction

theme (n) /θiːm/ the subject or main idea in a talk, piece of writing or work of art

thundering (adj) /ˈθʌndərɪŋ/ making a very loud deep noise

tone (n) /təʊn/ a shade of a colour

transparent (adj) /trænsˈpærənt/ easy to understand

unconventional (adj) /ˌʌnkənˈvenʃənl/ not following what is traditional

vibrant (adj) /ˈvaɪbrənt/ full of life and energy

Unit 8

(be) a no-brainer (n) /əˌnəʊ ˈbreɪnə(r)/ a decision or a problem that you do not need to think about much because it is obvious what you should do

(be) a storm in a teacup (idiom) /əˌstɔːm ɪn əˈtiːkʌp/ a lot of anger or worry about sth that is not important

abolish (v) /əˈbɒlɪʃ/ to officially end a law, a system or an institution

abundant (adj) /əˈbʌndənt/ existing in large quantities; more than enough

acute (adj) /əˈkjuːt/ very serious or severe

alleviate (pressure / suffering / a shortage) (v) /əˈliːvieɪt/ to make sth less severe

antisocial (adj) /ˌæntiˈsəʊʃl/ harmful or annoying to other people, or to society in general

assert (v) /əˈsɜːt/ to state clearly and firmly that sth is true

chaotic (adj) /keɪˈɒtɪk/ in a state of complete confusion and lack of order

city dweller (n) /ˈsɪti ˌdwelə(r)/ sb who lives in a city

commence (v) /kəˈmens/ to begin to happen; to begin sth

congested thoroughfare (n) /kənˌdʒestɪd ˈθʌrəfeə(r)/ crowded public street used by traffic, especially a main road in a city

(a(n) political / economic / humanitarian) crisis (n) /ˈkraɪsɪs/ a time of great danger, difficulty or confusion when problems must be solved or important decisions must be made

drain (n) /dreɪn/ an opening in the road where rainwater can flow down

elicit (v) /iˈlɪsɪt/ to get information or a reaction from sb, often with difficulty

emigrant (n) /ˈemɪgrənt/ a person who leaves their country to live in another

endeavour (v) /enˈdevə(r)/ to try very hard to do sth

fall into the trap (of doing sth) (idiom) /ˈfɔːl ˌɪntə ðə ˌtræp/ to do sth that is a mistake but which seems at first to be a good idea

fasten (v) /ˈfɑːsn/ to fix or place sth in a particular position, so that it will not move

fight an uphill battle (idiom) /faɪt ən ʌpˌhɪl ˈbætl/ to take part in a struggle or argument that is difficult to win and takes a lot of effort over a long period of time

have the upper hand (idiom) /hæv ði ˌʌpə ˈhænd/ to have an advantage over sb so that you are in control of a particular situation

human (adj) /ˈhjuːmən/ of or connected with people rather than animals, machines or gods

humane (adj) /hjuːˈmeɪn/ showing kindness towards people and animals by making sure that they do not suffer more than is necessary

illicit (adj) /iˈlɪsɪt/ not allowed by the law

immigrant (n) /ˈɪmɪgrənt/ a person who has come to live permanently in a country that is not their own

impoverished (adj) /ɪmˈpɒvərɪʃt/ very poor; without money

inflict (v) /ɪnˈflɪkt/ to make sb/sth suffer sth unpleasant

migrant (n) /ˈmaɪgrənt/ a person who moves from one place to another, especially in order to find work

panacea (n) /ˌpænəˈsiːə/ sth that will solve all the problems of a particular situation

(a(n) possible / potential / obvious) pitfall (n) /ˈpɪtfɔːl/ a danger or difficulty, especially one that is hidden or not obvious at first

(a desperate / sad / tragic) plight (n) /plaɪt/ a difficult and sad situation

pour cold water on (idiom) /pɔː(r) kəʊld ˈwɔːtə(r) ɒn/ to give reasons for not being in favour of sth; to criticize sth

principal (adj) /ˈprɪnsɪpl/ most important; main

principle (n) /ˈprɪnsɪpl/ a moral rule or a strong belief that influences your actions

quick fix (n) /kwɪk ˈfɪks/ a rapid solution to a problem, especially an easy or temporary one

remedy (n) /ˈremədi/ a way of dealing with or improving an unpleasant or difficult situation

resolve (a dispute / crisis / situation) (v) /rɪˈzɒlv/ to find an acceptable solution to a problem or difficulty

scarce (adj) /skeəs/ that there is not enough of and that is only available in small quantities

seize (v) /siːz/ to take sb/sth in your hand suddenly and using force

sewage system (n) /ˈsuːɪdʒ ˌsɪstəm/ the connected pipes for carrying away used water and waste substances

slum tenement (n) /ˈslʌm ˌtenəmənt/ a large building divided into flats / apartments, in a very poor area of a city

squalid (adj) /ˈskwɒlɪd/ very dirty and unpleasant

stand-alone building (n) /ˈstænd əˌləʊn ˌbɪldɪŋ/ a building that is not joined to any others

stark (adj) /stɑːk/ very different to sth in a way that is easy to see

tackle (crime / an issue / a challenge) (v) /ˈtækl/ to make a determined effort to deal with a difficult problem or situation

take the bull by the horns (idiom) /teɪk ðə ˌbʊl baɪ ðə ˈhɔːnz/ to face a difficult or dangerous situation directly and with courage

unprecedented (adj) /ʌnˈpresɪdentɪd/ that has never happened, been done or been known before

unsociable (adj) /ʌnˈsəʊʃəbl/ not enjoying the company of other people; not friendly

unsocial (adj) /ʌnˈsəʊʃl/ outside the normal times of working

(be) up in arms about/over (idiom) /ʌp ɪn ˈɑːmz əˌbaʊt, ˌəʊvə(r)/ to be very angry about sth and ready to protest strongly about it

urban infrastructure (n) /ˌɜːbən ˈɪnfrəstrʌktʃə/ the basic systems and services that are necessary for a town or city to run smoothly, for example, buildings, transport and water and power supplies

yield (v) /jiːld/ to stop resisting sth/sb; to agree to do sth that you do not want to do

Unit 9

a level playing field (idiom) /əˌlevl ˈpleɪɪŋ fiːld/ a situation in which everyone has the same opportunities

a slave to (idiom) /ə ˈsleɪv tə/ sb who is so strongly influenced by sth that they cannot live without it or cannot make their own decisions

across the board (idiom) /əˌkrɒs ðə ˈbɔːd/ involving everyone or everything in a company, an industry, etc.

addiction (to) (n) /əˈdɪkʃn/ condition of being addicted to sth harmful

adrenaline junkie (n) /əˈdrenəlɪn ˌdʒʌŋki/ sb who craves, and cannot exist without, the feeling of excitement when your heart beats faster and your energy levels increase

aficionado (n) /əˌfɪʃəˈnɑːdəʊ/ sb who likes a particular sport, activity or subject very much and knows a lot about it

agonizing (adj) /ˈægənaɪzɪŋ/ causing great pain, anxiety or difficulty

agony (n) /ˈægəni/ extreme physical or mental pain

ailing (adj) /ˈeɪlɪŋ/ ill/sick and not improving; having problems and getting weaker

association (with) (n) /əˌsəʊʃiˈeɪʃn, -siˈeɪʃn/ a connection or relationship between people or organizations

aversion (to) (n) /əˈvɜːʃn/ a strong feeling of not liking sb/sth

be sb's cup of tea (idiom) /biː ˈsʌmbədiz kʌp əv tiː/ what sb likes or is interested in

(a) breath of fresh air (idiom) /breθ əv freʃ eə(r)/ sth that is new and exciting

chronic (adj) /ˈkrɒnɪk/ lasting for a long time; difficult to cure or get rid of

compulsion (n) /kəmˈpʌlʃn/ a strong desire to do sth, often sth that others feel is wrong, silly or dangerous

conformity (with) (n) /kənˈfɔːməti/ behaviour or actions that follow the accepted rules of society

coup (n) /kuː/ the fact of achieving sth that was difficult to do

dependence (on) (n) /dɪˈpendəns/ the state of needing the help and support of sb/sth in order to survive or be successful

devotee (n) /ˌdevəˈtiː/ a person who admires and is very enthusiastic about sb/sth

diagnosis (n) /ˌdaɪəgˈnəʊsɪs/ the act of discovering or identifying the exact cause of an illness or a problem

disparity (n) /dɪˈspærəti/ a difference, especially one connected with unfair treatment

drop the ball (idiom) /drɒp ðə bɔːl/ to make a mistake and cause sth that you are responsible for to fail

endemic (adj) /enˈdemɪk/ regularly found in a particular place or among a particular group of people and difficult to get rid of

exhaustion (n) /ɪgˈzɔːstʃən/ the state of being very tired

fatigue (n) /fəˈtiːg/ a feeling of being extremely tired, usually because of hard work or exercise

feat (n) /fiːt/ an action or a piece of work that needs skill, strength or courage

fixation (with) (n) /fɪkˈseɪʃn/ a very strong interest in sb/sth, that is not normal or natural

(not) get a wink of sleep (idiom) /get ə wɪŋk əv sliːp/ to not be able to sleep

get your fix (idiom) /ˌget jə(r) ˈfɪks/ get an amount of sth that you need and want frequently, especially a drug, but also informally sth that is done to excess, e.g. watching television

give or take (idiom) /ˈgɪv ɔː(r) ˌteɪk/ approximately correct

go cold turkey (idiom) /gəʊ ˌkəʊld ˈtɜːki/ stop taking a drug in a sudden way that produces an unpleasant state

grain of truth (idiom) /ˌgreɪn əv ˈtruːθ/ a very small amount of truth

grit (n) /grɪt/ the courage and strength of mind that makes it possible for sb to continue doing sth difficult or unpleasant

have a weakness for sth (idiom) /hæv ə ˈwiːknəs fə ˌsʌmθɪŋ/ have difficulty in resisting sth/sb that you like very much

imbalance (n) /ɪmˈbæləns/ a situation in which two or more things are not the same size or are not treated the same, in a way that is unfair or causes problems

in the region of (idiom) /ˌɪn ðə ˈriːdʒən əv/ used when you are giving a number, price, etc. to show that it is not exact

(be) in the running (idiom) /ˌɪn ðə ˈrʌnɪŋ/ having some chance of succeeding or achieving sth

incentive (n) /ɪnˈsentɪv/ sth that encourages you to do sth

insistence on (n) /ɪnˈsɪstəns ɒn/ an act of demanding or saying sth firmly and refusing to accept any opposition or excuses

kick the habit (idiom) /ˌkɪk ðə ˈhæbɪt/ to stop doing sth harmful after a long time

live and breathe sth (idiom) /ˌlɪv ən ˈbriːð ˌsʌmθɪŋ/ to be very enthusiastic about sth

menace (to) (n) /ˈmenəs/ a person or thing that causes, or may cause, serious damage, harm or danger

more or less (idiom) /ˌmɔːr ɔː ˈles/ approximately

motive (n) /ˈməʊtɪv/ a reason for doing sth

neck and neck (idiom) /nek ən ˈnek/ level with sb in a race or competition

obsession (with) (n) /əbˈseʃn/ a thing or person that sb thinks about too much

or so (idiom) /ɔː ˈsəʊ/ used to say that a particular number, quantity, time, etc. is not exact

or thereabouts (idiom) /ɔː ˌðeərəˈbaʊts/ used to say that a particular number, quantity, time, etc. is not exact

par for the course (idiom) /ˌpɑː fə ðə ˈkɔːs/ just what you would expect to happen or expect sb to do in a particular situation

(a) piece of cake (idiom) /piːs əv keɪk/ a thing that is very easy to do

preoccupation (n) /priˌɒkjuˈpeɪʃn/ a state of thinking about sth continuously; sth that you think about frequently or for a long time

prognosis (n) /prɒgˈnəʊsɪs/ an opinion, based on medical experience, of the likely development of a disease or an illness; a judgement about how sth is likely to develop in the future

recovery (n) /rɪˈkʌvəri/ the process of becoming well again after an illness or injury; the process of improving or becoming stronger again

reliance (on) (n) /rɪˈlaɪəns/ the state of needing sb/sth in order to survive, be successful, etc.; the fact of being able to rely on sb/sth

restriction (on) (n) /rɪˈstrɪkʃn/ a rule or law that limits what you can do or what can happen

set the pace (idiom) /ˌset ðə ˈpeɪs/ to do sth at a particular speed or to a particular standard so that other people are then forced to copy it if they want to be successful

something like (idiom) /ˈsʌmθɪŋ laɪk/ used to show that an amount is not exact

somewhere around (idiom) /ˈsʌmweər əˌraʊnd/ approximately the number or amount mentioned

sound a note of caution (idiom) /saʊnd ə nəʊt əv ˈkɔːʃn/ to express feelings or opinions to warn

(a) stroke of luck (idiom) /strəʊk əv lʌk/ sth that happens or succeeds suddenly because of luck

susceptibility (to) (n) /səˌseptəˈbɪləti/ the state of being very likely to be influenced, harmed or affected by sth

take a fancy to (sth) (idiom) /ˌteɪk ə ˈfænsi tə/ to start liking sth or sb

take sth with a pinch of salt (idiom) /teɪk ˈsʌmθɪŋ wɪð ə ˌpɪntʃ əv ˈsɒlt/ be careful about believing that sth is completely true

tenacity (n) /təˈnæsəti/ the quality of not giving up sth easily; the quality of being determined

terminal (adj) /ˈtɜːmɪnl/ that cannot be cured and will lead to death, often slowly

torture (n) /ˈtɔːtʃə(r)/ mental or physical pain; sth that causes this

win hands down (idiom) /ˌwɪn hændz ˈdaʊn/ to win sth very easily

Unit 10

arc (n) /ɑːk/ part of a circle or a curved line

(be) at your wits' end (idiom) /ət jɔː(r) ˌwɪts ˈend/ to be so worried by a problem that you do not know what to do next

atmospheric (adj) /ˌætməsˈferɪk/ related to the Earth's atmosphere

career ladder (n) /kəˈrɪə ˌlædə(r)/ a series of stages by which you can make progress in your career

celestial (adj) /səˈlestiəl/ of the sky or of heaven

cone (n) /kəʊn/ a solid or hollow object with a round flat base and sides that slope up to a point

cosmic (adj) /ˈkɒzmɪk/ connected with the whole universe

crescent (n) /ˈkresənt/ a curved shape that is wide in the middle and pointed at each end

cube (n) /kjuːb/ a solid or hollow figure with six equal square sides

cylinder (n) /ˈsɪlɪndə(r)/ a solid or hollow figure with round ends and long straight sides

for years on end (idiom) /fə(r) jɪə(r)s ɒn end/ for a very long time

galactic (adj) /gəˈlæktɪk/ relating to a galaxy

get the green light (idiom) /get ðə ˌgriːn ˈlaɪt/ to be given permission for a project, etc. to start or continue

getting on a bit (idiom) /ˌgetɪŋ ˈɒn ə bɪt/ becoming old

go down with sth (idiom) /gəʊ ˈdaʊn wɪð ˌsʌmθɪŋ/ to have or catch an illness

(a) golden opportunity (idiom) /ə ˌgəʊldən ˌɒpəˈtjuːnəti/ a special or wonderful chance to do or achieve sth

golden years (idiom) /ˈgəʊldən jɪəz/ the time of life after retirement

gravitational (adj) /ˌgrævɪˈteɪʃənl/ connected with or caused by the force of gravity

(a) grey area (idiom) /ə ˈgreɪ ˌeəriə/ an area of a subject or situation that is not clear or does not fit into a particular group and is therefore difficult to define or deal with

hard of hearing (adj) /ˌhɑːd əv ˈhɪərɪŋ/ unable to hear very well

hexagon (n) /ˈheksəgən/ a flat shape with six straight sides and six angles

holiday entitlement (n) /ˈhɒlədeɪ ɪnˌtaɪtlmənt/ the amount of holiday that you have the right to take

human resources (n) /ˌhjuːmən rɪˈsɔːsɪz, -ˈzɔːsɪz/ the department in a company that deals with employing and training people

in black and white (idiom) /ɪn blæk ənd waɪt/ in writing or in print

in reduced circumstances (idiom) /ɪn rɪˌdjuːst ˈsɜːkəmstənsɪz, -stɑːnsɪz/ the state of being poorer than you were before

job application (n) /ˈdʒɒb ˌæplɪˌkeɪʃn/ a letter and/or completed form detailing your qualifications, skills and experience that you send to a prospective employer in connection with a specific post

light at the end of the tunnel (idiom) /ˌlaɪt ət ðɪ ˌend əv ðə ˈtʌnl/ sth that shows you are nearly at the end of a long and difficult time or situation

meet an untimely end (idiom) /ˌmiːt ən ʌnˌtaɪmli ˈend/ to finish or die sooner than is normal or expected

(be) no end (to sth) in sight (idiom) /ˌnəʊ ˌend ɪn ˈsaɪt/ a situation which is impossible for anyone to find or see

of advanced years (idiom) /əv ədˌvɑːnst ˈjɪəz/ polite expression to describe sb as 'very old'

of limited means (adj) /əv ˌlɪmɪtɪd ˈmiːnz/ not having very much money

(be) on the receiving end of (idiom) /ˌɒn ðə rɪˈsiːvɪŋ ˌend əv/ to be the person that an action, etc. is directed at, especially an unpleasant one

out of the blue (idiom) /ˌaʊt əv ðə ˈbluː/ unexpectedly; without warning

oval (adj) /ˈəʊvl/ like an egg in shape

pension scheme (n) /ˈpenʃn ˌskiːm/ a system in which you, and usually your employer, pay money regularly into a fund while you are employed and which then pays you money when you retire

planetary (adj) /ˈplænətri/ relating to a planet or planets

(a) purple patch (idiom) /ə ˈpɜːpl ˌpætʃ/ a period of success or good luck

pyramid (n) /ˈpɪrəmɪd/ a solid shape with a square or triangular base and sloping sides that meet in a point at the top

radius (n) /ˈreɪdiəs/ a straight line between the centre of a circle and any point on its outer edge; the length of this line

ray (n) /reɪ/ a narrow line of light, heat or other energy

recruitment agency (n) /rɪˈkruːtmənt ˌeɪdʒənsi/ a business or organization that provides a service on behalf of other businesses or organizations to find new people to join a company, organization, etc.

red tape (idiom) /red ˈteɪp/ official rules that seem more complicated than necessary and prevent things from being done quickly

redundancy payment (n) /rɪˈdʌndənsi ˌpeɪmənt/ a sum of money paid when sb has to leave their job because there is no more work available for them

roll out the red carpet (idiom) /rəʊl aʊt ðə red ˈkɑːpɪt/ to welcome sb as a very important guest

sick leave (n) /ˈsɪk liːv/ time spent away from work because of illness

solar (adj) /ˈsəʊlə(r)/ of or connected with the sun

spell the end (idiom) /ˌspel ði ˈend/ to have sth, usually sth bad, as a result; to mean sth, usually sth bad

sphere (n) /sfɪə(r)/ a solid figure that is completely round, with every point on its surface at an equal distance from the centre

stellar (adj) /ˈstelə(r)/ connected with the stars

tangent (n) /ˈtændʒənt/ a straight line that touches the outside of a curve but does not cross it

terrestrial (adj) /təˈrestriəl/ connected with the planet Earth

the beginning of the end /ðə bɪˌgɪnɪŋ əv ðɪ ˈend/ the first sign of sth ending

the public sector (n) /ðə ˈpʌblɪk ˌsektə(r)/ the part of the economy of a country that is owned or controlled by the government

triangle (n) /ˈtraɪæŋgl/ a flat shape with three straight sides and three angles

underprivileged (adj) /ˌʌndəˈprɪvəlɪdʒd/ having less money and fewer opportunities than most people in society

visually impaired (adj) /ˌvɪʒuəli ɪmˈpeəd/ partially blind; having a problem with sight

zero-hours contract (n) /ˌzɪərəʊ ˌaʊəz ˈkɒntrækt/ a contract where the employer has no obligation to offer a fixed number of hours and the employee has no obligation to accept the work