



high note 5

Student's Book

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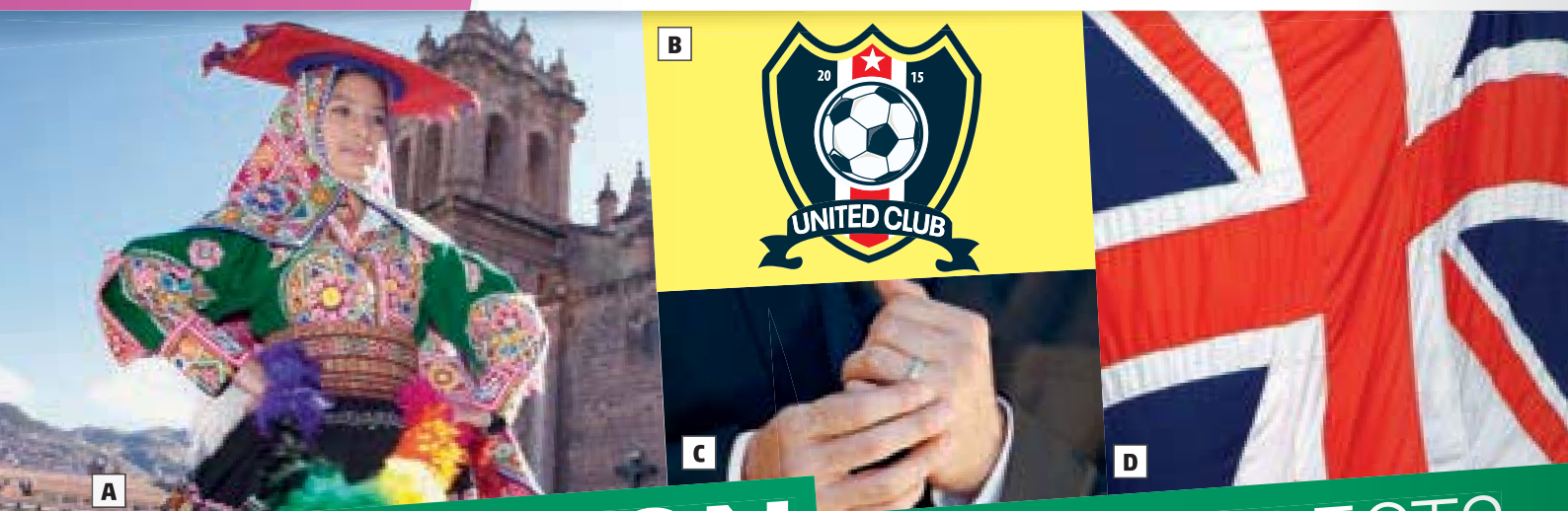
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01

Identity

VOCABULARY	Personality: compound adjectives, fixed expressions, idiomatic phrases, verbs for thinking and understanding
GRAMMAR	Continuous and perfect tenses
LISTENING	Understanding the main points of complex talks
SPEAKING	Keeping conversations going
WRITING	A blog post about the past



THE PERSON I KNOW BEST?

How well do we know ourselves? Do we understand **what makes us tick**? Take a moment to stop and think about the things that define us.

INTERESTS

Some people find it easy to follow their passion. They've always **been nuts about** music or horses or fashion. But what if we are not really sure what our thing is? Maybe we could think about the times in the last few weeks when we have felt absorbed by something, or remember the things we used to **get a kick out of** when we were children. One of those might just turn into a lifelong hobby or even a career.

VALUES

What values do we **set great store by**? Do we prize spontaneity or stability? Are we rather laid-back or strong-willed? How crucial is commitment? How highly do we rate tactfulness over frankness? When we know this, we can consider whether the choices we make **are in line with** these values.

POSSESSIONS

What kind of car would we ideally **plump for**? Maybe we always buy the same type of phone? These sorts of decisions can also **say a lot about us**. Or maybe we **are not that into** possessions themselves, but have a small collection of items with real sentimental value. The things we choose to use regularly or to surround ourselves with can also define us, which is why we might find new friends checking out our books or music collection.

TRIBE

Who do we choose to spend time with? Our 'tribe' is a key part of our identity. If we are a Real Madrid supporter, or a history student, or a kind-hearted volunteer, we're already hanging out with like-minded people. If you haven't found your tribe yet, be more open-minded – get out there, try some new things and meet some new people.

When we know these things, it's easier to be ourselves and to find careers and the tribe that we really **click with**.

1A VOCABULARY AND SPEAKING

1 SPEAKING Imagine you were in a radio programme about identities in which people were asked to describe themselves. What would you say?

2 **1.2** Listen to three people being asked to describe themselves. What aspects of their identity does each person mention? Which aspects of identity are shown in photos A–D?

- 3 THINK BACK** In pairs, decide which of the adjectives in the box describe each speaker from Exercise 2 best. Complete the table and explain your choices.

capable compassionate conceited dedicated
defensive passionate resilient self-aware self-centred
self-obsessed tough trustworthy underconfident

Carrie	Sarah	James

Compound adjectives (personality)

- 4** **1.2 Study Active Vocabulary.** Then match the words from box A with the words from box B to make compound adjectives describing personality. Listen to the recording again and decide which of these adjectives you would use to describe the speakers.

A absent forward high highly kind laid like
narrow street strong thin tight

B back fisted hearted looking minded (x3)
skinned spirited strung willed wise

ACTIVE VOCABULARY | Compound adjectives

A compound adjective is made up of more than one word, but describes a single idea. They often use a hyphen when they come before a noun, e.g. *She's a world-famous singer*. When they go after a noun, the hyphen is generally dropped, e.g. *The singer is world famous*.

There are many possible ways of forming compound adjectives:

- adjective + adjective, e.g. *red-hot*
- adverb + adjective, e.g. *hard-working, forward-looking*
- noun + adjective, e.g. *lifelong, world-famous, streetwise*
- adjective + noun, e.g. *full-time, cutting-edge*
- adjective + gerund, e.g. *good-looking*
- adverb + past participle, e.g. *highly-strung*
- noun + gerund, e.g. *eye-catching*
- noun + past participle, e.g. *tongue-tied*
- prefix + adjective, e.g. *underconfident, overcooked*

Most compound adjectives are stressed on the second part of the compound, but compounds formed by a noun + gerund or past participle are usually stressed on the first part of the compound.

- 5 SPEAKING** Which of the adjectives from Exercises 3 and 4 would or wouldn't you use to describe yourself? Explain why. What adjectives would other people use to describe you? Think about your parents, siblings, neighbours, friends or teachers.

- 6** Read the article about identity on page 4. In pairs, discuss the questions.

- 1 Why is it important to get to know yourself?
- 2 Which of the four elements of identity do you find most important? Say why.

Personality adjectives and values

- 7** Find five nouns in the text that describe different values and form adjectives from them. Which of these values are important to you? Say why.

passion – passionate

- 8** Use the adjectives from the box to form nouns describing values. Put the qualities in order of importance. Then compare your lists in small groups. Use a dictionary if necessary.

assertive discreet humble inclusive merciful
sincere

Fixed expressions

- 9** Match the highlighted expressions from the text with the definitions.

- 1 Have a feeling of excitement and energy.
- 2 Not be very keen on something.
- 3 Match with.
- 4 Something which makes us behave in a certain way.
- 5 Hit it off with someone.
- 6 Reveal our traits.
- 7 Be crazy about something.
- 8 Choose.
- 9 Consider something to be important.

- 10** Look at the highlighted expressions again and complete the questions with one word in each gap. Then discuss them in pairs.

- 1 Given the choice between a day out walking in the hills and a day in bed, which would you _____ for? Say why.
- 2 Do you agree that your clothes can _____ a lot about you?
- 3 What cartoon characters were you _____ about as a kid?
- 4 What is the best way to find out what makes someone _____?

- 11 SPEAKING** Make some notes about yourself under the headings below. Then discuss them in pairs. Use the vocabulary from the lesson.

• Interests • Values • Possessions • Tribe

- DOCUMENTARY VIDEO** **1 WATCH AND REFLECT** Go to page 162. Watch the documentary *Global Citizen* and do the exercises.



Are you a real live wire or a bit of a wet blanket?

- 1 If you go to a party, how do you make an entrance?
 - a I'm the one playing the trumpet as I walk in.
 - b I quickly look round the room and go and join someone I know.
 - c I don't go to parties.
- 2 If you turn up at a fancy dress party and discover you're the only one in costume, what do you do?
 - a Try to see the funny side.
 - b Enjoy being the centre of attention.
 - c Fancy dress parties should be banned!
- 3 If the party you're at is dull, what do you do?
 - a I'm a mover and shaker – I try to inject some life into the party!
 - b Leave the party as soon as I can and find something better to do.
 - c Have a bite to eat and talk to my friends – I'm a smart cookie so I won't miss such an opportunity.
- 4 There is a dance competition at the party you're at. Do you take part in it?
 - a I'm going to win! I'm a go-getter – I'll dance till I drop!
 - b Nobody knows my dancing moves – I'm a dark horse of the dance floor. I want to surprise everybody and win the competition.
 - c I'm a bit thin-skinned and not competitive at all so I'll pass this time.



1B SPEAKING AND VOCABULARY

- 1 Look at the example of an online personality quiz. In pairs or small groups, discuss the questions.
 - 1 Do you ever do online personality quizzes? Say why.
 - 2 Based on the questions, what do you think a *live wire* and a *wet blanket* mean?

- 2 Look at some other idioms describing personality. What do you think they mean? How would you express them in your own language?

a cold fish a dark horse a go-getter
a mover and shaker a smart alec a smart cookie
a soft touch

- 3 Answer the questions.
 - 1 Are any kinds of personality quizzes accurate? Say why.
 - 2 When might personality tests be used to make serious decisions in life?

- 4 1.3 Listen to a careers advisor being interviewed about how she uses personality tests and decide if statements 1–6 are true (T) or false (F).

- 1 ☐ It is usual for someone to leave university without a clear idea of their future career.
- 2 ☐ Rose believes you need to be self-aware in order to find the right career.
- 3 ☐ Psychometric tests are usually quick and easy to do.
- 4 ☐ Rose thinks it is more important to get the right qualifications for a job than to have the right personality.
- 5 ☐ Rose thinks the interviewer should change the job he's doing at the moment.
- 6 ☐ The interviewer agrees with Rose's assessment of his personality.

- 5 How did the interviewer show that he is interested in and listening to the speaker?

- 6 1.3 Study the Speaking box. Then listen again and tick the phrases which are used in the interview.

SPEAKING | Paraphrasing what you hear

Checking understanding

- ☐ To put it another way ...
- ☐ In other words ...
- ☐ If I'm hearing you correctly ...
- ☐ So you're saying (that) ...
- ☐ Let me get this straight ...

Summarising

- ☐ Essentially, ...
- ☐ Simply put, ...
- ☐ In a nutshell, ...
- ☐ So, what it boils down to is that ...

- 7 Are the following statements arguments in favour of (F) or against (A) using psychometric tests as part of a job interview?

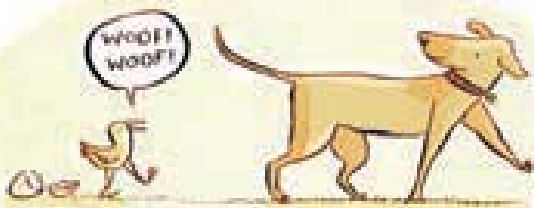
- 1 ☐ If a candidate is nervous, they may not show much of their personality during an oral interview.
- 2 ☐ The candidate may answer the test questions dishonestly, especially if they know what the interviewer wants to hear.
- 3 ☐ It can be expensive to administer and mark the tests.
- 4 ☐ Hiring the wrong person can be an expensive mistake so it's better to know as much about them as possible.
- 5 ☐ People who find exams anxiety-provoking may do badly in psychometric tests.
- 6 ☐ A candidate for a job is unlikely to tell you about a weakness themselves.

- 8 In pairs, follow the instructions.

- Student A, use the information in Exercise 7 in favour of psychometric testing to explain why it is a good idea.
- Student B, listen and use the phrases from the Speaking box to check understanding.
- Change roles. Student B, explain why psychometric testing is not a good idea, and Student A, check understanding.

1C LISTENING AND VOCABULARY

- 1 **SPEAKING** In pairs or small groups, look at the cartoons. What do you think they mean? Explain why.



- 2 Match the words from the box with definitions 1–11. Use a dictionary if necessary.

destiny disposition hereditary imply moulded
nurture offspring oversimplification proponents
trait vulnerability

- 1 Character or personality.
 - 2 Influenced or changed.
 - 3 People who publicly support an idea.
 - 4 The quality of being easily hurt.
 - 5 A particular characteristic or way of behaving.
 - 6 Helping something or somebody, e.g. young children or plants, to develop.
 - 7 Passed from parent to child.
 - 8 Children.
 - 9 Making something so easy to understand that it is no longer true.
 - 10 What will happen in the future.
 - 11 Suggest.
- 3 **1.4 PRONUNCIATION** Look at the words in the box in Exercise 2 again and underline the syllables with the main stress. Listen and check.
- 4 You are going to listen to part of a talk about the relative influence of genes or environment on personality. Make a list of four key points you think the speaker will make. Use the new vocabulary from Exercise 2.

- 5 **1.5** Study Active Listening. Then listen and check which of your ideas from Exercise 4 are mentioned. What other ideas (if any) did the speaker talk about?

ACTIVE LISTENING | Understanding the main points of complex talks

When speakers want to highlight the main points they are making, they often

- use a phrase that indicates something important, e.g.
Perhaps the first thing to say is that ...
It is important to recognise that ...
... is also key. / Without doubt, ... / The fact is ...
- use a rhetorical question, e.g.
So, what exactly do we mean by this?
So, what does this tell us?
- repeat key words, e.g.
*While your **personality** may be genetically influenced, your environment definitely can make a difference. If your parents encourage you to have a confident **personality**, for example, that will surely have an impact on how successful you are in later life.*
- paraphrase to emphasise a point, e.g.
*Nature refers to hereditary factors, everything handed down to us biologically from our parents, and their parents before them. **In other words, that our genes predispose us to act a certain way.***
- slow down the pace to emphasise a key point.

- 6 **1.5** Listen again and complete the sentences with 1–3 words in each gap.

- 1 Aristotle believed people were formed by _____.
- 2 People generally prefer to believe that they are in charge of their _____.
- 3 Research shows that being likely to suffer from _____ is a trait we probably inherit from our parents.
- 4 Separated shortly after birth, the Jim twins didn't meet again until they were _____.
- 5 The speaker thinks someone could infer from the Jim twins story that their _____ had the strongest influence on their lives.
- 6 Ann and Judy had very different upbringings, and Ann spent a lot of time _____.
- 7 In adulthood, Ann and Judy both struggled with _____.
- 8 The warrior gene is unlikely to lead to problems for a child brought up in _____.

- 7 **SPEAKING** In pairs or small groups, discuss the questions.

- 1 Why is it an oversimplification to say that your personality is due to solely hereditary factors or solely nurture?
- 2 In what ways do you think that your disposition can affect your destiny? Give examples.
- 3 Give at least one example of ways in which your parents or caregivers have attempted to mould your personality. Have they been successful? Say why.

- 8 **REFLECT | Values** In the future, scientists may be able to change someone's personality through genetic engineering. What is your opinion on this?



1D GRAMMAR

- In pairs or small groups, discuss the questions.
 - Which of the habits in the photos do you think are good or bad? Say why.
 - Which of these habits do you have?
 - How easy do you think it is to change a habit? Say why.
- What is the equivalent of these sayings in your language? Do you agree with their meaning? Say why.

A LEOPARD CANNOT CHANGE ITS SPOTS.

Old habits die hard.

You can't teach an old dog new tricks.

- 1.6** Listen and write down four pieces of advice Jack gives Cerys about how to develop better habits.
- SPEAKING** What do you think is the best piece of advice that Jack gives Cerys? Say why. Do you have any other advice for developing good habits or breaking unwanted ones?

Continuous and perfect tenses

- THINK BACK** Look at the extracts from the recording. What tenses are used in the underlined parts? Explain why.

Cerys ¹Are you feeling OK? You look a bit hot and sweaty.

Jack I'm fine, ²I've just been running.

Cerys Oh, right. I didn't know you were into that.

Jack ³I've just started, really. ⁴I've been doing the Couch to 5k challenge.

Cerys ⁵I've never been able to run far without getting completely out of breath.

Jack I can't run quite that far yet, but ⁶"I'll be doing a 5k run for charity in a few weeks.

Cerys ⁷Had you done much running before?

Jack ⁸I'm reading this really good book about how to develop good habits.

Jack Next week ⁹"I will have been running every day for 2 months.

Jack I found that ¹⁰I was starting to make excuses.

Jack ¹¹I had been keeping quiet about my running, but then I realised if I told everyone I was running 5k for charity, I'd have to keep it up.

Jack Next time I see you, ¹²you will have completely changed your eating habits!

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6 Match the sentences with meanings a or b.

- 1 ☐ I've been reading a book about habits.
☐ I've read a book about habits.
a I've finished the book.
b I'm still reading the book.
- 2 ☐ I will be working.
☐ I will have been working.
a I will be in the middle of my work.
b I will have finished my work.
- 3 ☐ I had been eating all day.
☐ I had eaten that day.
a I ate.
b I was eating continuously or very often.
- 4 ☐ I've come up with a great idea.
☐ I had a great idea.
a I have a great idea now.
b I came up with a great idea at some point in the past.
- 5 ☐ I'm playing a lot of football.
☐ I play a lot of football.
a This is something I always do.
b This is something I've been doing recently or temporarily.

7 Complete the sentences with the correct continuous or perfect forms of the verbs in bold. Use a different form in each sentence.

RUN

- 1 Recently, I _____ five kilometres every day.
- 2 When I finish the marathon, I _____ an incredible forty-two kilometres.
- 3 I _____ for the bus when I tripped over my shoelace and fell flat on my face.
- 4 When I started training for the marathon, I _____ (never) for more than a few minutes.

READ

- 5 I'm a real bookworm. So far this month I _____ six books.
- 6 I had a bad dream last night, probably because I _____ a scary book before I went to sleep.
- 7 Don't message me this evening. I _____ my book and I don't like being interrupted.
- 8 I've got a headache. Maybe it's because I _____ without wearing my glasses.

LIVE

- 9 While I _____ here, I want to make the most of the weather and go for a walk every day.
- 10 By the time you come and visit, I _____ here for six months.
- 11 I _____ in several different countries.
- 12 I didn't eat very healthily when I _____ in New York – too much fast food.

8 Complete the texts with the correct continuous or perfect forms of the verbs from the box.

be find get go off

I was always late for school, and I ¹ _____ into more and more trouble with the teachers. I would set my alarm, but fall asleep again straight after it ² _____. I'm not exactly strong-willed. But now I ³ _____ it much easier to get up. Want to know my secret? The only way to turn off my alarm is to scan a QR code I keep in the bathroom. Next week I ⁴ _____ on time every day for a month! My teachers can't believe it. Such a good idea – I'm a smart cookie, that's for sure!



check reduce spend think of

I ⁵ _____ way too much time on social media. One day I realised that I ⁶ _____ my account more than fifty times that day! I ⁷ _____ deleting my account altogether, but that seemed a bit extreme, so I decided that I would always log out of the app. Just having to fill in the password every time makes it enough of a pain that I can't be bothered to keep logging in and I ⁸ _____ the number of times I check it to maybe once or twice a day.



do feel take

I used to be a bit of a couch potato, but my parents bought me a fitness tracker for my birthday and I started walking 10,000 steps a day. I ⁹ _____ it every day now since I got the tracker. It's been so many days now that I don't ever want to miss a day, so that keeps me really motivated. Next week, I ¹⁰ _____ 10,000 steps a day for a total of six months! I ¹¹ _____ so much healthier.



9 SPEAKING Read the questions and make a few notes. Then, in pairs, answer the questions and give each other some useful advice.

- 1 Think about a habit you have that you would like to change or a new habit you'd like to develop. What impact has this habit (or not having this habit) had on your life up to now? Give specific examples.
- 2 What can you do to help yourself give up this habit or start the new habit? How will things be different in six months' time?

1E READING AND VOCABULARY

1 **SPEAKING** Look at the photos and discuss the questions.

- 1 What adjectives would you use to describe the bridge in picture A?
- 2 How many birds are there in picture B? How do you know?
- 3 How would you describe the position of the woman in picture C?
- 4 How would you describe the snow in picture D?

2 Read the article. How might speakers of different languages answer the questions in Exercise 1?

3 Read the article again and match questions 1–7 with paragraphs A–D. Each paragraph may be chosen more than once.

In which paragraph does the author ...

- 1 ☐ describe research into the impact of a grammatical feature on the speaker's perception?
- 2 ☐ point out shortcomings in a specific piece of research?
- 3 ☐ suggest an alternative explanation for linguistic relativity?
- 4 ☐ outline a well-known theory about the effect of language on how we see the world?
- 5 ☐ comment on the personal impact of speaking another language?
- 6 ☐ mention a benefit to perceiving the world differently?
- 7 ☐ refer to research into the effect of language on character?

4 **SPEAKING** What did you learn from reading the article that you did not know before?

5 Look at the highlighted verbs for thinking and understanding in the article. Then, for each sentence, choose one word that does NOT complete it correctly.

- 1 Because you had lived in Brazil, I ___ you spoke Portuguese.
a grasped b assumed c concluded
- 2 It's hard to ___ how much the world is likely to change in the next 50 years.
a comprehend b conceive c reflect
- 3 They failed to ___ just how important the decision was.
a recognise b contemplate c perceive
- 4 We're ___ moving abroad.
a deducing b considering c contemplating
- 5 With difficulty, he managed to ___ what she was trying to explain.
a assume b comprehend c grasp
- 6 From what I can ___, she's actually been fired, rather than resigning.
a gather b conceive c deduce

WATCH OUT!

Conclude has a similar meaning to *deduce*, but also has the sense of being a judgement arrived at after some thought, whereas *deduce* implies an immediate judgement.



6 Complete the sentences with the correct words from Exercise 5. Then look back at the text and check.

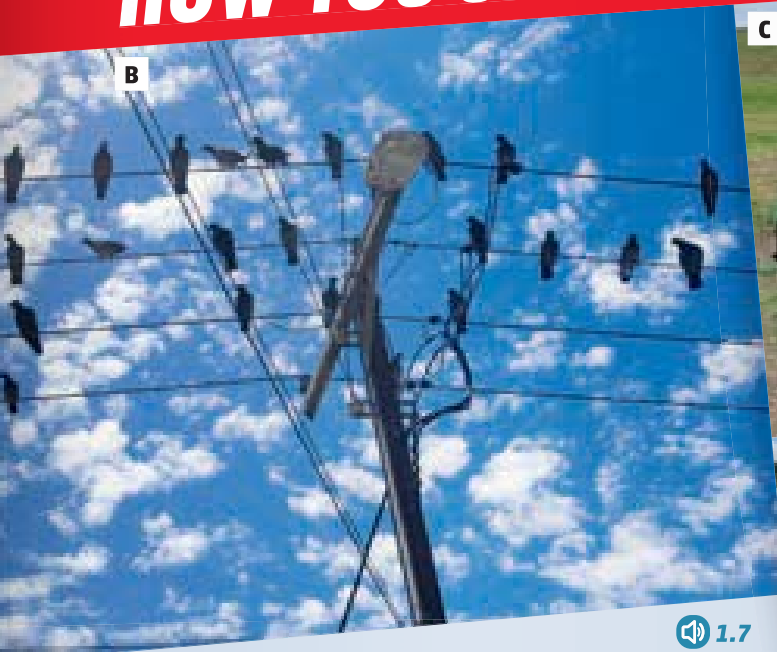
- 1 Because snow is so much more present in their lives, they actually _____ snow differently, and _____ more subtle distinctions.
- 2 The key question is whether this implies that the languages mould the way they _____ the world.
- 3 You may _____ that counting is a universal human trait but, in fact, not all languages have numbers.
- 4 We can probably _____ from this that they don't feel the need to quantify precisely.
- 5 So, should we _____ that speakers of different languages do indeed see the world from a different perspective?
- 6 It is possible to _____ something even if you don't have a specific word for it.
- 7 You may not have a word for every colour you see, but you will obviously _____ that these colours are different from each other.
- 8 It's fascinating to _____ that you might actually be a different person when speaking a second language.

7 **SPEAKING** In pairs, discuss the questions.

- 1 Do you feel as if you have a different identity when you speak English?
- 2 How would you feel about people using an anglicisation of your name, e.g. *Kate* for *Kasia*?
- 3 Do you think you have changed as an individual because of the language(s) you have learned?

DOES LANGUAGE CHANGE HOW YOU SEE THE WORLD?

01



C



D



1.7

A Have you heard that the Inuit have hundreds of different words for snow? The theory goes that because snow is so much more present in their lives, and often of vital importance, they actually **perceive** it differently, and **recognise** more subtle distinctions between different types of snow and ice than those of us living in warmer climates. In fact, this theory is something of a myth, not least because there isn't a single Inuit language, but a variety of dialects. However, recent research has shown that there is at least some truth in the idea that these dialects have more ways of distinguishing different types of snow than many other languages do. The key question though, isn't really whether there are more words to describe frozen water so much as whether this implies that the languages spoken by the Inuit mould the way they **conceive** of the world. This concept is referred to as linguistic relativity or, more famously, the Sapir-Whorf hypothesis, after two scientists who both wrote, separately, about this idea.

B There is certainly plenty of evidence that different languages (and cultures) appear to see the world through different filters. For example, speakers of Guugu Yimithirr, a language used in North Queensland, Australia, would always refer to someone's position using the words for the directions: north, south, east and west. They wouldn't say 'that woman is standing in front of her house', but something like 'that woman is standing west of her house'. As a result, speakers of Guugu Yimithirr will naturally be far better than most of us at instantly knowing which direction they are facing. To give another example, you may **assume** that counting is a universal human trait, but, in fact, not all languages have numbers. The Pirahã people of the Amazon rainforest in Brazil simply distinguish between a smaller amount and a larger amount. We can probably **deduce** from this that they don't feel the need to quantify precisely in the way that many of us do. European languages also differ in the way they see the world. For example, the word for *bridge* has a masculine gender in Spanish and a feminine gender in German. The cognitive scientist Lera Boroditsky carried out research where she asked Spanish and German speakers to describe a bridge and found that the Spanish speakers tended to use more stereotypically masculine adjectives, such as *big* and *strong*, whereas the German speakers used more stereotypically feminine adjectives, such as *beautiful* and *elegant*.

C So, should we **conclude** that speakers of different languages do indeed see the world from a different perspective? Perhaps, frustratingly, the answer is likely to be yes and no. To begin with, it is possible to **comprehend** something even if you don't have a specific word for it. Imagine you were mixing paint, like you did in primary school, adding a drop of blue to a pot of red paint. You may not have a word for every colour you see as you add the blue drop by drop, but you will obviously **grasp** that these colours are different from each other. Similarly, while blue and green are clearly different colours, many languages don't recognise this difference and have a word which describes both colours. This doesn't mean that they see colour differently, but that they categorise it differently. The same could be said for the different types of snow, or different ways of looking at numbers and quantity. Ultimately, someone's culture may say a lot about how they see the world, and their culture is likely to be reflected in their language. Whether that means that their language affects their thinking is yet to be conclusively proven.

D That said, many people do feel they take on a new identity when using another language. A 2006 study of bilingual Mexican-Americans, asked them to take a personality test in both English and Spanish. Amazingly, the results varied, depending on which language each individual was using. Undoubtedly, how much you pick up a culture alongside a language will depend on how and why you are learning it, and whether you wish to become part of the second language culture, but it's fascinating to **consider** that you might actually be a (slightly) different person when speaking a second language.

GLOSSARY

linguistic relativity – a principle claiming that the structure of a language affects its speakers' world view or cognition, and thus people's perceptions are relative to their spoken language

The memories came flooding back ...



I recently had a big clear-out of my bedroom and, tucked behind the wardrobe, I found my old teddy bear, George. Seeing him again brought all the memories flooding back.

I had had George from when I was very little and, for as long as I could remember, he had only had one eye. It wasn't important to me, I loved him no matter how shabby and old he was. George was my constant companion and we did everything together.

One day, I discovered that George had lost his one remaining eye. I took him to my mother and, much to my delight, she promised that she could give him his sight back.

The next day she presented George to me. She had decided she might as well sew on two new buttons, rather than just one. I clearly recall how much his new

appearance came as a shock. I've never forgotten how upset I was to see him looking so different!

George was not meant to have two eyes! He looked all wrong! I started crying and screaming (I was very young, remember). My mother was really worried. She didn't have a clue what was wrong with me. Eventually, I made her understand and she had no choice but to cut off one of the buttons so that, once again, he was my familiar one-eyed bear.

I don't know how I failed to realise he had gone missing down the back of the wardrobe, but I've already decided he'll be coming with me to university, where I can keep an eye on him. I may not want to play with him anymore, but looking at him still evokes so many precious memories.



1F WRITING AND VOCABULARY | A blog post about the past

- 1 SPEAKING** In pairs, discuss what your warmest childhood memories are. What did you learn about your partner?
- 2** Read a blog post about a childhood memory and discuss the questions.
 - 1 Why do you think the writer remembers this moment in particular?
 - 2 What do you think this story tells you about the writer? What could you say about their background, age, personality, values, etc.?
- 3** Put the paragraphs of the blog post in the correct order.
 - ☐ Describe the main events of the memory.
 - ☐ Explain why the memory is still significant for you.
 - ☐ Give the background to the memory (how old you were, where it took place, etc.)
 - ☐ Introduce the memory by explaining why you are talking about it.
 - ☐ Relate the past events to the present day.
- 4** Study the Writing box and tick the phrases used in the blog post.

WRITING | A blog post about the past

Introduction

Blog posts are often quite personal, so you might begin by explaining to your audience why you are telling them about this memory:

- ☐ ... brought all the memories flooding back.
- ☐ I clearly recall ...
- ☐ I was reminded of ...
- ☐ One of my fondest childhood memories is ...
- ☐ ... evokes so many precious memories.

Style

Use time linkers to show when things happened:

- ☐ one day
- ☐ at that time
- ☐ during these years
- ☐ by the time
- ☐ as a child / when I was a child
- ☐ for the time being
- ☐ for as long as I could remember
- ☐ on rare occasions

Conclusion

Explain why the memory was significant:

- ☐ ... had a profound influence on ...
- ☐ This experience convinced me that ...
- ☐ I've never forgotten ...

- 5** Complete the sentences with one word in each gap. Then check your answers in the blog post.
 - 1 I loved him _____ matter how shabby and old he was.
 - 2 I took him to my mother and, _____ to my delight, she promised that she could give him his sight back.
 - 3 She had decided she _____ as well sew on two new buttons.
 - 4 I clearly recall how much his new appearance _____ as a shock.
 - 5 She _____ didn't have a _____ what was wrong with me.
 - 6 She _____ had no choice _____ to cut off one of the buttons.
 - 7 I don't know how I _____ to realise he had gone missing.
 - 8 He'll be coming with me to university, where I can _____ an eye on him.

WATCH OUT!

These kinds of expressions tend to be very 'fixed', so it is important to use exactly the right words in the right order, e.g. ~~be on tip of the tongue~~ be on the tip of my tongue.

- 6** Complete the second sentence using the word in bold so that it means the same as the first one.
 - 1 I didn't realise what a bad idea it was. **FAILED**
I _____.
 - 2 I took him with me everywhere I went. **MATTER**
No _____.
 - 3 I had to wait for him. **CHOICE**
I had _____.
 - 4 I was delighted when he agreed to come to the party. **TO**
Much _____.
 - 5 I have no reason not to work today. **MIGHT**
I _____.
 - 6 I was really shocked by what you said. **CAME**
What you said _____.
 - 7 I had no idea what was happening. **CLUE**
I _____.
 - 8 I had to watch my little brother carefully. **EYE**
I had to _____.
- 7** Choose one of your childhood memories that you are happy to write about. Read the questions and make notes.
 - 1 How old were you? What was the occasion?
 - 2 What happened exactly?
 - 3 What emotions do you associate with this memory?
 - 4 Why is the memory significant to you?
 - 5 What does the memory say about you, e.g. your background, personality, values or life experiences?
- 8** **WRITING TASK** Write a blog post about your childhood memory. Use the advice and some of the phrases from the Writing box, plus a range of tenses. If possible, try to use some of the expressions from Exercise 5.

REMEMBER MORE

- Complete the questions with prepositions. Then check with the word list. Answer the questions with your partner.
 - What are you nuts _____?
 - Are your choices in line _____ what your parents want?
 - Are there any people that you don't click _____? Say who.
 - What do you set great store _____?
- Complete the compound adjectives. Then check with the word list. Write your own example sentences using the words.
 - self- _____, - _____, - _____
 - _____ -, _____ -, _____ -minded
- Complete the sentences with the correct adjectives formed from the words in bold. Then check with the word list.
 - Don't be afraid to tell your boss what you think – try to be a bit more _____ (**ASSERTION**).
 - Our courses are _____ (**INCLUSIVITY**) – anyone can join.
 - Jemma is a very _____ (**DISCRETION**) hairdresser. She never tells anyone what her celebrity clients tell her.
 - Cal is a _____ (**SINCERITY**) employee, he's very honest and says what he thinks.
- Read Active Vocabulary. Then complete the table with some of the vocabulary from this unit.

Key word (K)	Information (I)	Memory clue (M)
<i>absent-minded</i>	<i>forgetful</i>	<i>I forget everything – I'm absent-minded.</i>

ACTIVE VOCABULARY | KIM strategy

The KIM strategy is a visual way of recording and remembering vocabulary. In a table similar to the one above, write the key word (K), the information about the word (I), usually a definition, a synonym or a translation, and a memory clue (M) – this could be a drawing or an example sentence.

1A VOCABULARY AND SPEAKING



absent-minded (adj) /æbsənt'maɪndɪd/
absorbed by sth /əb'zɔːbd baɪ ,sʌmθɪŋ/
assertive (adj) /ə'sɜːtɪv/
assertiveness (n) /ə'sɜːtɪvnəs/
be in line with sth /bi ɪn 'laɪn wɪð ,sʌmθɪŋ/
be into sth (phr v) /bi 'ɪntə ,sʌmθɪŋ/
be nuts about sth /bi 'nʌts əbaʊt ,sʌmθɪŋ/
by nature /baɪ 'neɪtʃə/
capable (adj) /'keɪpəbəl/
click with sb /'klɪk wɪð ,sʌmbɒdi/
come across as /,kʌm ə'krɒs əz/
commitment (n) /kə'mɪtmənt/
committed (adj) /kə'mɪtəd/
compassionate (adj) /kəm'pæʃənət/
conceited (adj) /kən'siːtɪd/
cutting-edge (adj) /,kʌtɪŋ'edʒ/
dedicated (adj) /'dedɪkeɪtɪd/
defensive (adj) /dɪ'fensɪv/
discreet (adj) /dɪ'skriːt/
discretion (n) /dɪ'skɹeʃən/
eye-catching (adj) /'aɪ ,kæʃtɪŋ/
forward-looking (adj) /'fɔːwəd 'lʊkɪŋ/
frank (adj) /fræŋk/
frankness (n) /'fræŋknəs/
get a kick out of sth /get ə 'kɪk aʊt əv ,sʌmθɪŋ/
heritage (n) /'herɪtɪdʒ/
highly strung (adj) /'haɪli 'strʌŋ/
high-spirited (adj) /'haɪ 'spɪrɪtɪd/
humble (adj) /'hʌmbəl/
humility (n) /'hjuː'mɪləti/
inclusive (adj) /ɪn'kluːsɪv/
inclusiveness (n) /ɪn'kluːsɪvnəs/
inclusivity (n) /ɪn'kluːsɪvəti/
kind-hearted (adj) /,kaɪnd 'hɑːtɪd/
laid-back (adj) /,leɪd 'bæk/
lifelong (adj) /'laɪflɒŋ/
like-minded (adj) /,laɪk 'maɪndɪd/
memorabilia (n) /,memərə'bɪliə/
merciful (adj) /'mɜːsɪfəl/
mercy (n) /'mɜːsi/
narrow-minded (adj) /,nærəʊ 'maɪndɪd/
over-the-top (adj) /,əʊvə ðə 'tɒp/
overcooked (adj) /,əʊvə'kʊkt/
paramedic (n) /,pærə'medɪk/
passionate about sth (adj) /'pæʃənət əbaʊt ,sʌmθɪŋ/

plump for (v) /'plʌmp fə/
rate (v) /reɪt/
resilient (adj) /rɪ'zɪliənt/
say a lot about sb /,seɪ ə 'lɒt əbaʊt ,sʌmbɒdi/
self-aware (adj) /,self ə'weə/
self-centred (adj) /,self 'sentəd/
self-obsessed (adj) /,self əb'sest/
set great store by sth /,set ,griːt 'stɔː baɪ ,sʌmθɪŋ/
sincere (adj) /sɪn'sɪə/
sincerity (n) /sɪn'serəti/
spontaneity (n) /,spɒntə'neɪti/
spontaneous (adj) /spɒn'teɪniəs/
stability (n) /stə'bɪləti/
stable (adj) /'steɪbəl/
streetwise (adj) /'striːtwɪz/
strong-willed (adj) /,strɒŋ 'wɪld/
tactful (adj) /'tæktfəl/
tactfulness (n) /'tæktfəlnəs/
thin-skinned (adj) /θɪn 'skɪnd/
tight-fisted (adj) /taɪt 'fɪstɪd/
tongue-tied (adj) /'tʌŋ taɪd/
tough (adj) /tʌf/
tribe (n) /traɪb/
trustworthy (adj) /'trʌst,wɜːði/
underconfident (adj) /,ʌndə'kɒnfɪdənt/
what makes us tick /,wɒt ,meɪks əs 'tɪk/

1B SPEAKING AND VOCABULARY



administer a test /əd,mɪnɪstər ə 'test/
anxiety-provoking /æŋ'zaɪəti prə,vʊkɪŋ/
assessment (n) /ə'sesmənt/
career path /kə'riə ,pɑːθ/
centre of attention /'sentər əv ə,tənʃən/
cold fish (n) /,kəʊld 'fɪʃ/
comprehensive (adj) /,kɒmprɪ'hensɪv/
dark horse (n) /,dɑːk 'hɔːs/
essentially (adv) /ɪ'senʃəli/
have a bite to eat /,həv ə 'baɪt tə ɪt/
go-getter (n) /,gəʊ 'getə/
hand down (phr v) /,hænd 'daʊn/
if I'm hearing you correctly /ɪf aɪm ,hɪərɪŋ jə kə'rektli/
I'll pass /aɪl 'pɑːs/
in a nutshell /ɪn ə 'nʌt-fel/
in other words /ɪn ə 'ðə wɜːdz/
inject (v) /ɪn'dʒekt/
let me get this straight /let mi get ðɪs 'streɪt/

live wire (n) /laɪv 'waɪə/
make an entrance /meɪk ən 'entrəns/
mover and shaker (n) /'mu:vər ənd ʃeɪkə/
overnight (adv) /əʊnə'naɪt/
pathway (n) /'pɑ:θweɪ/
psychometric test /saɪkəʊ'metɪk test/
(right) up your street /('raɪt) ʌp jə 'stri:t/
simply put /sɪmpli 'pʊt/
smart alec (n) /sma:t 'ælək/
smart cookie (n) /sma:t 'kʊki/
soft touch (n) /sɒft 'tʌtʃ/
so you're saying (that) /səʊ jə 'seɪ-ɪŋ (ðæt)/
so, what it boils down to is that /səʊ wɒt ɪt baɪlz 'daʊn tə s ðæt/
super-driven /su:pə 'drɪvən/
to put it another way /tə pʊt ɪt ə'hʌðə weɪ/
wet blanket (n) /wet 'blæŋkɪt/

1C LISTENING AND VOCABULARY



behaviourist (n) /bi'heɪvjərɪst/
boardroom (n) /'bɔ:dru:m/
caregiver (n) /'keəgɪvə/
carpentry (n) /'kɑ:pəntri/
destiny (n) /'destəni/
disposition (n) /dɪspə'zɪʃən/
genetic engineering (n) /dʒə'netɪk ˌendʒə'nɪərɪŋ/
hand sth down (phr v) /hænd ˌsʌmθɪŋ 'daʊn/
hereditary (adj) /hə'redətəri/
imply (v) /ɪm'plaɪ/
inherit (sth) from sb /ɪn'herət (ˌsʌmθɪŋ) frəm ˌsʌmbɒdi/
mechanical drawing /mɪˌkænɪkəl 'drɔ:ɪŋ/
moulded (adj) /'məʊldɪd/
nurture (n) /'nɜ:tʃə/
obedience (n) /ə'bi:diəns/
offspring (n) /'ɒfˌsprɪŋ/
oversimplification (n) /əʊvəsɪmˌplɪfɪ'keɪʃən/
owe a great deal to sth /əʊ ə ˌɡreɪt 'di:l tə ˌsʌmθɪŋ/
predispose (v) /ˌpri:dis'pəʊz/
proponent (n) /prə'pəʊnənt/
ring a bell /rɪŋ ə 'bel/
salivate (v) /'sæləvət/
solely (adv) /'səʊl-li/
trait (n) /treɪt/
unsurprisingly (adv) /ʌnsə'praɪzɪŋli/
upbringing (n) /'ʌpˌbrɪŋɪŋ/

vulnerability (n) /ˌvʌlnərə'bɪləti/
warrior gene /'wɔ:riə dʒi:n/
willingness (n) /'wɪlɪŋnəs/

1D GRAMMAR 5.4

bookworm (n) /'bʊkwɜ:m/
can't be bothered (to do sth) /kɑ:nt bi 'bɒðəd (tə du: ˌsʌmθɪŋ)/
develop a habit /dɪˌveləp ə 'hæbɪt/
fall flat on your face /fɔ:l 'flæt ɒn jə ˌfeɪs/
get out of breath /get aʊt əv 'breθ/
keep quiet about sth /ki:p 'kwaɪət əˌbaʊt ˌsʌmθɪŋ/
make the most of sth /meɪk ðə 'məʊst əv ˌsʌmθɪŋ/
running kit /'rʌnɪŋ kɪt/
spot (n) /spɒt/
trip over sth (v) /'trɪp əʊvə ˌsʌmθɪŋ/

1E READING AND VOCABULARY



anglicisation (n) /ˌæŋɡlɪsaɪ'zeɪʃən/
assume (v) /ə'sju:m/
categorise sth (v) /'kætəgəraɪz ˌsʌmθɪŋ/
clime (n) /klaɪm/
cognition (n) /kɒɡ'nɪʃən/
cognitive scientist /kɒɡnətɪv 'saɪəntɪst/
comprehend (v) /kɒmpri'hend/
conceive of sth (v) /kən'si:v əv ˌsʌmθɪŋ/
conclude (v) /kən'klu:d/
conclusively (adv) /kən'klu:sɪvli/
consider (v) /kən'sɪdə/
contemplate (v) /'kɒntəmpleɪt/
deduce (v) /dɪ'dju:z/
frustratingly (adv) /frʌ'streɪɪŋli/
gather (v) /'gæðə/
grammatical feature /grə'mætɪkəl 'fi:tʃə/
grasp (v) /grɑ:sp/
imply (v) /ɪm'plaɪ/
linguistic relativity /lɪŋɡwɪstɪk ˌrelə'tɪvəti/
mould (v) /məʊld/
of vital importance /əv ˌvaɪtəl ɪm'pɔ:təns/
outline sth (v) /'aʊtlaɪn ˌsʌmθɪŋ/
perceive (v) /pə'si:v/
perception (n) /pə'sepʃən/
quantify (v) /'kwɒntɪfaɪ/
recognise (v) /'rekəɡnaɪz/
reflect (v) /rɪ'flekt/
research into sth /rɪ'sɜ:ʃ ɪntə ˌsʌmθɪŋ/

shortcomings (n) /'ʃɔ:tˌkʌmɪŋz/

subtle distinction /sʌtl dɪ'stɪŋkʃən/

take on a new identity /teɪk 'ɒn ə ˌnju: aɪ'dentəti/

the theory goes that /ðə 'θiəri ˌɡəʊz ðæt/

there is plenty of evidence that /ðeəz 'plenti əv ˌeɪvɪdəns ðæt/

1F WRITING AND VOCABULARY



be on the tip of your tongue /bi ɒn ðə 'tɪp əv jə ˌtʌŋ/
bring back memories /brɪŋ ˌbæk 'memərɪz/
clear-out (n) /'kliəraʊt/
come as a shock /kʌm əz ə 'ʃɒk/
constant companion /kɒnstənt kəm'pænjən/
don't have a clue /dəʊnt həv ə 'klu:/
evoke precious memories /ɪˌvəʊk ˌpreʃəs 'memərɪz/
fail to realise /feɪl tə 'rɪəlaɪz/
flood back (phr v) /flʌd 'bæk/
fonddest childhood memories /fɒndɪst ˌtʃaɪldhʊd 'memərɪz/
go missing /ɡəʊ 'mɪsɪŋ/
have no choice but to /həv ˌnəʊ 'tʃɔɪs bət tə/
hold many memories /'həʊld ˌmeni ˌmemərɪz/
keep an eye on sb/sth /ki:p ən 'aɪ ɒn ˌsʌmbɒdi ˌsʌmθɪŋ/
might as well /maɪt əz ˌwel/
much to my delight /ˌmʌtʃ tə maɪ dɪ'laɪt/
no matter /nəʊ ˌmætə/
profound influence on /prəˌfaʊnd ɪnˌfluəns ɒn/
shabby (adj) /ʃæbi/
tuck sth behind sth /tʌk ˌsʌmθɪŋ bɪˌhaɪnd ˌsʌmθɪŋ/

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

- 1 He's very *conceited* / *humble* / *tough* and brags about how good he is at everything all the time.
- 2 Are you *deciding* / *implying* / *conceiving* that people are more influenced by their upbringing than their genes?
- 3 The writer of the article is a *mover* / *proponent* / *go-getter* of the theory that early childhood habits last a lifetime.
- 4 There is very little *discretion* / *humility* / *spontaneity* in my cousin's life as he always plans everything down to the last detail.
- 5 I simply can't *conclude* / *assume* / *comprehend* why two sisters with the same parents have such different personalities.
- 6 I suppose our boss is very forward -*seeing* / -*looking* / -*minded* and always thinks about the long-term future of the business, rather than what's just round the corner.

2 Find one mistake in every sentence and correct it.

- 1 She thinks she's a real clever alec, but she actually got the answer wrong.
- 2 The story is about the life of an old man who was so close-fisted that he refused to give any of his family birthday cards.
- 3 In my opinion, Katy is a black horse and I'm sure she knows much more about the situation than she's letting on.
- 4 You must not be thin-minded when entering into discussions on this topic as our own views are not always that well-informed.
- 5 The new teacher is a real bright wire and lessons are certainly more interesting these days!
- 6 Don't be so negative, you're such a damp blanket! I'm sure we'll have a great time.

3 Complete the words in the sentences.

- 1 I would just love to be a s_____ butterfly, but unfortunately, I'm way too shy.
- 2 Many parents encourage their o_____ to be streetwise in order to be really successful in life.
- 3 His particular sense of humour is a personality t_____ shared by his whole family.
- 4 The nature versus n_____ debate is one that will continue to engage people for a very long time.
- 5 His extreme physical flexibility is h_____; both his father and grandfather were very flexible too.
- 6 My uncle has always been a s_____ touch and was forever giving me and my brother money when we were young.

4 Choose the correct words to complete the sentences.

- 1 It *had rained* / *had been raining* for a while by the time we left the theatre.
- 2 I've *had* / *been having* this habit of counting my steps ever since I started primary school.
- 3 We'll *have looked* / *be looking* at the past and present tenses over the next few lessons.
- 4 I've *dreamt* / *been dreaming* about our old town several times recently.
- 5 By the time this train gets in, they'll *have waited* / *have been waiting* for us for over an hour.

5 Complete the conversation with the continuous, perfect or perfect continuous form of the verbs in brackets.

- A Hi. I haven't heard from you for a while, what ¹_____ (you / do) with yourself?
- B Good to see you! Sorry, I ²_____ (plan) to call you last night, but never got round to it. I ³_____ (watch) a highly interesting TV series on and off for a while now – it's about researching your ancestry. So, I decided to have a go and I ⁴_____ (find) several really useful websites. I ⁵_____ (never / realise) before that it could be so fascinating.
- A Yeah – I ⁶_____ (mean) to catch that series too. I ⁷_____ (find) college work a bit heavy at the moment. How ⁸_____ (you / get on) with the research?
- B I know what you mean about the assignments! I've missed a couple, so no doubt I ⁹_____ (spend) next week catching up! But, by the end of the month, I ¹⁰_____ (research) my family history for a good three weeks, so I should have some results!

USE OF ENGLISH

6 Complete the text with the correct form of the words in capitals.

STRATEGY | Word formation

Read the text through first to have an idea of the general meaning before you focus on the individual gaps. You may need to make more than one change to the base word.

ARE YOU THE RIGHT PERSON?

We are looking for volunteers to staff our hostels and help street sleepers during the winter months. It would be a(n) ¹_____ (SIMPLIFY) to say that the ideal volunteer is kind-hearted and of a friendly ²_____ (DISPOSE). Our people need to be able to deal with many issues so we would hope to attract people who are ³_____ (COMPASSION) but also tactful and able to use their ⁴_____ (DISCREET). The ⁵_____ (VULNERABLE) of homeless people cannot be overstated as they have little ⁶_____ (STABLE) in their lives. Our volunteers need to be ⁷_____ (DEDICATE) individuals with a high sense of ⁸_____ (COMMIT), so please apply if you are willing to devote significant amounts of your time.

READING

- 7 Read five texts about the significance of first impressions. For questions 1–10, choose from the texts A–E. Each text may be chosen more than once.

First Impressions

A First impressions are important in our personal and professional lives, which is why we need to be aware of the signals we are sending out and, if necessary, change them. Most people understand that a smile and eye contact are generally perceived positively so they make use of these strategically. On the other hand, they may be completely oblivious to the fact that their crossed arms can make them look closed or even hostile. Occasionally, even the most amiable person can have something on their mind which can affect how they feel. Rather than letting this show, they can use a technique such as thinking of something amusing that will put a smile on their face as they enter the room to meet and greet the people there.

B So, you've conquered your nerves and turned up at the party. You stride into the room, smile at everyone and greet them with a firm handshake. But what now? After all, first impressions are not just about physical appearance. We also make judgements about people when we start to talk to them. Introverted people seem to be at a disadvantage, but all is not lost. There are tried and tested topics, such as the weather, for example, or you can use visual or oral clues to stimulate the conversation: an interesting accent – 'Where are you from?' A band T-shirt – 'Oh are you a fan?' If you are lucky, the person you ask will be a chatty extrovert happy to be in the company of someone who doesn't interrupt their well-practised anecdotes.

C Whenever the topic of first impressions is raised, job interviews are sure to be mentioned. Many of them start off with a few introductory questions aimed at settling the interviewee's nerves, as if this was a friendly encounter rather than a serious assessment of suitability. In an interesting study, objective outsiders were split into two groups to watch a video of the interview. One group watched the entire thing, the other missed out the initial, informal chat. The first group's judgement of the candidate's performance was, to a large extent, dependent on the impression they made at the start. So, it turns out that a talented candidate may be rejected for a position simply because they find social chit-chat difficult.

D To a certain extent, we can influence the impressions we make on other people, for example by controlling our facial expression and not frowning or looking bored.

Unfortunately, we are at the mercy of what nature has given us. Our appearance may be perceived as positive in some situations, but not in others. A good example can be an attractive baby face on a police officer which may lead to a perception of weakness and fallibility and, if we remind another person of someone disagreeable in some way, this association will be hard to shake off whatever we do. We just have to make the most of what we have got and hope that this will be enough.

E Some experts claim that there are two main aspects to first impressions: trustworthiness and competence. It may be assumed that the importance of each depends on the situation, for example, trustworthiness in personal relationships and competence in more professional situations. However, research indicates that competence always takes second place to trustworthiness. This isn't as remarkable as it may at first appear. After all, without trust, how can we be sure that the air of competence we notice is genuine? Conflicting clues to our true feelings or personality can make us difficult to trust. As a result, a seemingly warm smile can be more off-putting than inviting if our tone of voice doesn't go hand in hand with it.

Which person makes the following statements?

- 1 ☐ You can overcome a personality trait to improve the impression you make.
- 2 ☐ A negative first impression can lead to an unfavourable outcome.
- 3 ☐ There are ways to overcome temporary mood swings.
- 4 ☐ There is a simple reason for a rather surprising finding.
- 5 ☐ It's important to keep your ears and eyes open for small talk openers.
- 6 ☐ Certain aspects of first impressions are beyond our control.
- 7 ☐ We may come across more negatively than we realise.
- 8 ☐ Not everything about how people perceive us depends on us.
- 9 ☐ A positive expression may not always create a favourable first impression.
- 10 ☐ A first impression can have an important effect on an overall impression.

02

On the move

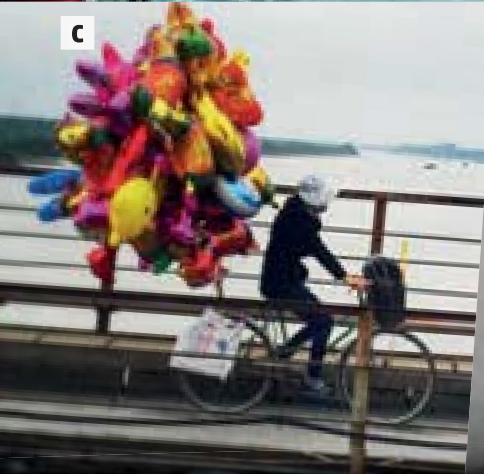
VOCABULARY Verbs of movement, travel and transport, idioms related to movement, collocations, intensifying adverb + adjective

GRAMMAR Inversion, fronting, cleft sentences

READING Using referencing, appreciating distinctions of style

SPEAKING Comparing options, expressing preferences and choices

WRITING A letter of complaint



2A VOCABULARY AND SPEAKING

- 1** **SPEAKING** In pairs, discuss how you spend your time on a journey. How often do you read, take photos, stare out of the window, watch other people or chat with them?
- 2** Work in pairs. Look at photos A–E of unusual things seen on a journey. Describe what you see and try to explain the situations. What difficulties might the people in the photos have had using the forms of transport? Say why.
- 3** **1.8** Listen to three people talking about unusual things they have seen on journeys and answer the questions.
 - 1 Which photo is each speaker talking about?
 - 2 What did each speaker see that was unusual?
 - 3 What does each speaker say about their own behaviour when travelling?
 - 4 How do the speakers explain the events?

Verbs of movement

- 4 Match the verbs from the recording with the type of movement they describe. Use a dictionary if necessary.

hobble lurch shuffle stagger stride stumble
surge wobble

Which verbs describe moving

- 1 quickly? **lurch** / _____ / _____
- 2 slowly? _____ / _____ / _____
- 3 unsteadily? _____ / _____ / _____ / _____
- 4 without lifting your feet off the ground? _____
- 5 with difficulty? _____ / _____ / _____ / _____

- 5 Complete the sentences with the correct forms of the verbs from Exercise 4.

- 1 Look at that guy _____ along the platform, carrying an enormous suitcase. He can hardly walk in a straight line.
- 2 It felt quite scary when crowds of passengers on the ferry suddenly _____ to the back of the ship.
- 3 I put my sister's shoes on by mistake and found myself _____ around in sandals two sizes too big!
- 4 I _____ across to the other side of the car when the tube hurtled round a bend at top speed.
- 5 I _____ getting off my motorbike and hurt my ankle so I _____ around for days.
- 6 Dan was so angry that he _____ quickly over to the ticket collector and demanded his money back.
- 7 Peter _____ up the hill on his bike on a good day, but _____ on the bad days.

Idioms related to movement

- 6 Look at the highlighted idiom from the recording. What do you think it means? Choose a or b. Do you know any other idioms related to travel or movement?

'Or maybe the rhino man could have been part of a save the rhinos campaign or something. I suppose - **whatever floats your boat**, huh?'

- a People can do whatever they like.
b Some people are very strange.

- 7 Study Active Vocabulary. Then complete the sentences with the words from the box.

boat downhill force plain ride steer wall

- 1 There are new roadworks in the town centre, and it is **driving motorists up the** _____. So you'd better _____ **clear of** the main junction for at least a week.
- 2 He encountered some obstacles while training to become a pilot. It wasn't all _____ **sailing**.
- 3 It was because of Angela's commitment that the new rail project was successful. She was the **driving** _____ behind it.
- 4 The airline used to have an excellent reputation, but in recent months, **it's been going** _____ quickly.
- 5 Everyone's furious about the increase in car parking fees. We're all **in the same** _____ - we have no other option. We know the city needs money, but no one likes to **be taken for a** _____.

ACTIVE VOCABULARY | Idioms

Idioms have a figurative meaning and we shouldn't take them literally, e.g. **I'm completely at sea with the new computer system** means *I'm totally confused or not sure what to do with it.*

- Idioms are used mainly in informal or colloquial language.
- It is important not to change any word in an idiom or the meaning is lost.
- It is better not to overuse idioms, as this can sound unnatural.

- 8 In pairs, think of a situation when you could use each of the idioms from Exercise 7. Write down the sentences and share with the class.

When the café opened, it sold amazing food at really low prices, but since the new owners took over, it's been going downhill rapidly.

Travel verbs

- 9 Study **Watch out!** and give both a literal and figurative meaning of the verbs in the box. Then complete the sentences with the correct forms of these verbs. Use a dictionary if necessary.

backpedal drive fly jump park sail stagger
stumble

- 1 Ella _____ through her interview to become a tour guide.
- 2 My cousin _____ himself too hard in his work as a holiday rep and he'll be ill if he's not careful.
- 3 I was so stressed while reading the speech that I _____ over some of the words.
- 4 We were _____ by the amount of homework the teacher gave us to do over the weekend.
- 5 I was late this morning and I _____ down the road to catch the bus with a few seconds to spare.
- 6 No one can agree about whether or not to install speed bumps so let's just _____ that idea for now.
- 7 He was in such a hurry that he _____ the lights and nearly had a crash.
- 8 The teacher was about to tell us off for leaving our bicycles outside the front door when he realised the head teacher was with us. He _____ very quickly!

WATCH OUT!

Some verbs, apart from having a literal meaning, also have a figurative one. For example, the literal meaning of *to fly* is *to move in the air*, and its figurative meaning is *to move quickly and suddenly*, e.g. *I saw an opening in the crowd and **flew** down the platform.*

- 10 **SPEAKING** In pairs, choose one of the photos on page 18 not referred to in the recording and invent a story about a traveller seeing these events. Use the verbs from Exercise 4. Tell your stories to the class.

2B READING AND VOCABULARY

1 SPEAKING In pairs, make a list of the drawbacks of using public transport during rush hour. Compare your list with another pair.

2 Read the extract from a story, ignoring the gaps, and compare your ideas.

3 Study Active Reading. Then, in the sentences below, identify the reference devices and what they refer to.

- 1 When I set out, the sky was full of clouds, but they'd cleared by the time I reached the bus stop.
- 2 What I hate about flying is all the waiting about. It really drives me up the wall.
- 3 I recently read some stories about travel insurance claims. The one that made me laugh was about claiming for damage to a woman's hairstyle on her way to a wedding.
- 4 In spite of their fears over delays, the students still made it to the exam with time to spare.
- 5 The travel news was depressing. More than fifty percent of planes had been grounded due to the storm.

ACTIVE READING | Understanding reference devices

Reference devices are often used to avoid repetition. They can refer **back** to earlier information or **forward** to information that will come up later.

The most common reference devices are:

- pronouns and possessive pronouns, e.g. *you, your, yours, he, him, his, it, its*
- indefinite pronouns, e.g. *something, anything, everything, no one*
- relative pronouns: *who, whom, which, that, whose*
- demonstratives: *this/that, these/those, such, etc.*
- determiners: *another, other, etc.*
- the words: *one/ones*

Referring back

As a child, I loved **the sudden rush of air** when a tube train was approaching. **It** would fill me with excitement.

I usually get on **the last car** of the train. I go for **that one** because it's mostly nearly empty.

Referring forward

Although **she** hated travelling by tube, **Katy** decided that it would be the fastest way home.

Sometimes reference is made by stating something which is then explained, exemplified or clarified in the following sentence(s), e.g.

The atmosphere inside the tube **was terrible**. **There seemed to be no air at all**.

4 Look at underlined words/phrases A–H in the text. In pairs, decide what type of reference words they are, if they refer back or forward and what they actually refer to.

5 Read the extract again. Match sentences A–G with gaps 1–7 in the text.

- A** Each stamped with a kind of purposeful, hungry urgency, a determination to get into this train.
- B** Whether this happened without dangerous cause, whether it often happened, what it signified, of all this she had no idea.
- C** Looking up at the illuminated sign overhead she was glad she had not attempted to push her way in.
- D** Some held their chins high, stretching necks, their expressions agonised, like martyrs in paintings.
- E** The back of a head pushed one aside and pressed so close into her face that hair came into her mouth, she could smell the less than clean hair and see the beads of dandruff.
- F** It was possible to walk in without pushing or being pushed, though there was no question of finding a seat.
- G** A man, pushing past her, swept the dress bag out of her hand, carrying it along with him in his thrusting progress.

6 Match the highlighted words from the text with their synonyms. Discuss what differences there are between the pairs of words and when you would use each one.

- | | |
|--------------------|-------------------|
| 1 adapting _____ | 5 pushing _____ |
| 2 pulling _____ | 6 stopped _____ |
| 3 held _____ | 7 twitching _____ |
| 4 letting go _____ | |

Shoving involves pushing, but implies harder pressure, with no thought for the person being pushed.

7 Look at the highlighted words and decide what their literal meaning is. Then discuss their figurative meaning in phrases 1–8. Why do you think the writer has used the words in these phrases? Find a few more words in the text that have a different figurative meaning from their literal one.

- 1 The doors **groaned** shut.
- 2 ... each **stamped** with a purposeful urgency.
- 3 The dense **wad** of people.
- 4 She saw a **sea** of faces.
- 5 A marching **army**.
- 6 A **battering ram** of men and women.
- 7 A man **swept** the dress.
- 8 Everyone **froze** into stillness.

8 SPEAKING In pairs, discuss the questions.

- 1 What do you think happens next in the story?
- 2 How would you react in a similar situation?
- 3 If you were in a similar situation, would you have spoken to people around you or stayed silent? Say why.

9 REFLECT | Society In pairs, discuss how important you think it is for people to have experiences that are outside their comfort zone. Think about:

- visiting the non-tourist area of a town or city,
- sampling food never before tasted,
- switching off phones while travelling.

KING SOLOMON'S CARPET

BY BARBARA VINE

 1.9

Once she went wrong. She waited for some minutes on a platform, a train came and she would have got into it if that had been possible. She could not have brought herself to do as some did, step in and squash

5 her body against the bodies of 'those who formed the dense wad of people which already bulged from the open doors.

The doors ground to a close. ¹_____ The train was going eastwards, bound for a place called Hainault

10 she had never heard of.

She made the transfer to the right platform. Entering the train was not so bad as entering the eastbound 'one would have been. ²_____ Others stood, so she could too, it would not be for long. What she

15 should have done was obey the voice that told her to pass right along the car. Instead she stayed near the doors, holding on as best she could to an upright rail, the bag with the dress in it clutched in her other hand.

At St Paul's, a great throng crammed the platform.

20 She saw a sea of faces. ³_____ As before, when she was on the Northern Line, she thought there must be some rule, some operating law that would stop more than a limited, controlled number getting in. Authority would appear and stop it.

25 But authority did not appear, not even in the form of a disembodied voice, and the people came on in, on and on, more and more of 'them, a marching army. A shoving, crushing, battering ram of men and women. She could not see if the platform emptied because she

30 could not see the platform. ⁴_____ She could see it still, made an ineffectual grab at it, seized only a girl's skirt instead and, relinquishing it with a gasp, saw its wearer's face loom close to 'hers, as distressed as her own must be.

35 The bag was bundled, squeezed, stretched and squashed, between the legs of the stumbling mass. There was no possibility of her reaching 'it. She did not dare let go, hung onto the rail, where another four hands also hung on, for dear life. Faces were closer to hers than faces

40 had ever been. ⁵_____ She turned her face, twisted her neck, found her eyes meeting a man's eyes, their eyes close and gazing. His eyes were dead, purposely glazed over, blinded to deny contact.

And then, as the doors groaned shut and the train

45 moved, the fidgeting, the adjusting of positions, the shifting of hands, ceased and all became still. Everyone froze into stillness like people playing the statues game when the music stops. She knew why. If the heaving

50 movement, existence inside the train would have been impossible. People would begin to scream. People would begin to beat each other in their frenzy at 'something so intolerable imposed upon them.

They were still. ⁶_____ Others hung their heads in

55 meek submission. It was worst for the very short, like the girl she could see between face and face and back of head, standing with nothing to hold onto, supported by 'those who surrounded her, her head under the men's elbows, a woman's handbag, clutched under an arm,

60 driving 'its hard contents into her throat.

When the train stopped, she thought they were there.

She wondered why the doors were not opening. Outside the windows all was darkness and she understood that they had stopped in a tunnel. ⁷_____ She would

65 have liked to ask, speak into the face of the man whose breath, rich with garlic, fanned hotly into her nostrils. Her throat had dried. She had no voice.

2C GRAMMAR

1 **SPEAKING** Look at the photos and discuss the questions in pairs.

- 1 What do you think are the attractions of travelling at high speeds?
- 2 Would you like the opportunity to drive in or watch one of these events? Say why.

2 Read the text and answer the questions.

- 1 What type of text is it? Where would you find it published?
- 2 Can you think of another sportsperson who did something similar? Tell your partner about him/her.

THE FIGHTING SPIRIT OF BILLY MONGER

The studio audience is hushed. We're all waiting for the famous guest to be announced. Then it comes: 'Billy Monger!' Onto the stage walks a fresh-faced, confident nineteen-year-old. All around the auditorium people rise to their feet. Enthusiastically, they applaud. For they know what this inspirational teenager has been through. Billy started racing when he was only six. All he wanted was to become a Formula One driver. **But scarcely had his racing career begun when tragedy struck.**

It was in 2017 that it happened. **Little did Billy know when lining up for the race that day how his life was going to change.** In a horrific car crash Billy lost both his legs and ended up in a wheelchair. What the crash also seemed to do was to destroy his dream of becoming a racing driver. However, so determined was Billy to achieve his goals that before long he was back behind the wheel of a car. Not only has Billy learned to drive without legs, but he has also started to race again. He had to work incredibly hard to recover, but **not once did he think of giving up.** And now he's back winning races in Formula Three!

Here ~~he stands~~, delighted to be on stage. What the future holds for Billy is uncertain. But such is the inspiration that Billy has given to others that one thing is sure. What he has done is to show us that no matter what happens, **never should we lose our fighting spirit.**



Inversion, cleft sentences and fronting

3 **THINK BACK** Compare the sentence from the text with the sentence with a similar meaning. Which is an example of negative inversion? What do we use negative inversion for? Find four similar examples of inversion in the text.

Not only has Billy learned to drive without legs, but he has also started to race again.

He has learned to drive without legs and he has also started to race again.

4 Compare sentences a from the article with sentences b. How are they different? Underline what is emphasised in sentences a.

- 1 **a** All around the auditorium people rise to their feet.
b People rise to their feet all around the auditorium.
- 2 **a** It was in 2017 that it happened.
b It happened in 2017.
- 3 **a** So determined was Billy to achieve his goals that before long he was back behind the wheel of a car.
b Billy was so determined to achieve his goals that before long he was back behind the wheel of a car.
- 4 **a** What the future holds for Billy is uncertain.
b Billy's future is uncertain.

5 Match options a of sentences 1–4 from Exercise 4 with explanations a–c below.

- ☐ To add emphasis, we can begin a sentence with words like *So* and *Such* but, as with negative inversion, the verb comes before the subject.
- ☐ We can use **cleft sentences** to emphasise information in a sentence and make it sound more memorable or dramatic. These often begin with *What*, *It's*, *All (that)* or *The (only) thing*.
- ☐ When we want to focus on something important in a sentence (e.g. a place, a time or the way something happened), we bring it to the front of the sentence. This is called **fronting**.

Grammar Reference > page 167



6 Read the text again and find:

- one example of inversion after *Such*
- three more examples of cleft sentences,
- four more examples of fronting.

7 Rewrite the sentences from Exercise 6 in normal word order.

8 Study *Watch out!* Then, in pairs, rewrite the text about Billy to make it sound more natural.

WATCH OUT!

Don't overuse inversion, fronting and cleft sentences as it can make a text sound unnatural, just like the text about Billy created for the purpose of this lesson.

9 Rewrite the sentences using inversion. Start with the words in bold.

- 1 He never felt sorry for himself. **NOT ONCE**
- 2 He didn't realise how hard it would be. **LITTLE**
- 3 His injuries were so severe that he feared he'd never walk again. **SO**
- 4 The pain he felt was so bad that he cried. **SUCH**

10 Rewrite the sentences using fronting.

- 1 They got him out of the car quickly.
- 2 In a Formula One race concentration is vital.
- 3 Although he is young, Billy is striding forward in his career.
- 4 He's taking part in a race next month.

11 Read an advert about the European Rally. Have you heard of rallies like this? What might they involve?

**LOVE CARS AND
THE THRILL OF SPEED?**
**WANT TO ENJOY A UNIQUE
DRIVING EXPERIENCE?**

CONTACT us to learn more about how YOU can take part in next year's annual European Rally. What you can expect is good food, fast cars and great roads. What you'll find amazing is the camaraderie that makes this a once in a lifetime adventure.

12 Look at cleft sentences 1a and 1b. Which information is emphasised? Rewrite sentences 2–4 in a similar way.

- 1 The camaraderie is amazing.
a *It's the camaraderie that's amazing.*
b *What you'll find amazing is the camaraderie.*
- 2 You can expect good food, fast cars and great roads.
a It's _____. b What _____.
- 3 A passion for cars unites the group.
a It's _____. b What _____.
- 4 Car racing is the thing that floats Billy's boat.
a It's _____. b What _____.

WATCH OUT!

Cleft sentences start not only with *It's* and *What*, but can also start with *The (only) thing that*, *The day when*, *The place where*, *The reason why* or *The person/people who*, e.g.

The only thing that unites the group is a passion for cars.

The person I want to see is you.

The day when I learnt how to use cleft sentences was the best day of my life!

13 1.10 Listen to Marie. Which countries did she and Mike visit? What did she enjoy about the rally?

14 1.10 Correct the statements about the rally from the interview, using the words in bold. Listen again and check.

- 1 Marie was driving the Ferrari in the rally. **IT**
No, it was Mike who was driving the Ferrari in the rally.
- 2 Marie did a lot of things to help Mike. **ALL**
- 3 After reading a blog Mike talked about lots of things. **ONLY**
- 4 Marie applied to do the rally. **IT**
- 5 The rally started in France. **WHERE**
- 6 Marie liked driving a Ferrari the most. **THING**
- 7 Marie didn't like the hotels. **WHAT**
- 8 To enter the rally Sam's brother needs to write a letter. **ONLY**

15 Rewrite the underlined parts of the text using inversion, fronting and cleft sentences. In pairs, compare your texts.

Kate shuffled over to the motorbike.

¹She was tired, but she was also afraid. ²She had never raced on such a dangerous track before.

³She wanted to get off the bike and go home, but she knew she couldn't let down her team. ⁴At the first corner the motorbike wobbled on the wet tarmac. ⁵Her quick reactions saved her. She didn't fall off. ⁶Her bike surged forward powerfully. The weather got worse, but ⁷she didn't think of giving up once. ⁸She won her first race.



16 **SPEAKING** In pairs, discuss your answers to these questions about driving and travelling. Use structures for emphasising.

- 1 What do you like or dislike about long journeys?
It's the boredom that gets me. I really do get bored after the first hour or so.
- 2 What do you enjoy or dislike about motor racing sports?
- 3 What do you think is difficult about overcoming physical challenges?

17 **REFLECT | Society** Do you think the risks involved in motorsports should stop people from practising them? Say why.

2D LISTENING AND VOCABULARY

1 In pairs, discuss whether you think the trend for developing space tourism will grow or decline in the future. Would you go on a trip to space? Say why.

2  **1.11** Listen to three conversations about space tourism. Tick the topic which is NOT mentioned.

- 1 ☐ costs of tickets to go into space
- 2 ☐ possible collisions of objects in space
- 3 ☐ life on the Space Station
- 4 ☐ likelihood of future settlements on planets
- 5 ☐ projects to clear space junk

3  **1.11** Listen again and choose the correct answers.

Conversation 1

- 1 The woman feels
 - a critical of the type of people who will be going.
 - b regretful that she doesn't have enough money to go.
 - c hopeful this will become a possibility relatively soon.
- 2 In the man's opinion the attraction of becoming a space tourist is
 - a to join an elite group of people.
 - b to have new physical experiences.
 - c to understand more about science.

Conversation 2

- 3 The woman
 - a explains why space junk is a problem.
 - b is astounded by the amount of traffic in space.
 - c complains about the lack of progress in dealing with space junk.
- 4 The woman says the ClearSpace-1 mission
 - a is already operating.
 - b will destroy debris in outer space.
 - c will tow debris to earth to have it destroyed.

Conversation 3

- 5 The boy is surprised about
 - a the length of time the tourist was able to spend in space.
 - b the fact that the man's outlook on life changed.
 - c the cost of the trip.
- 6 The tourist appreciated the trip because
 - a he was entertained by the astronauts.
 - b he could float in the spaceship.
 - c it influenced his attitude to life in general.

4 Complete the highlighted phrases from the recording with the words from the box. Then, in pairs, ask and answer the questions.

brag effect hurdles mark share speed

- 1 Do you think the space industry **gets its fair** _____ of government money?
- 2 What _____ might you have to **overcome** to be successful in your chosen career?
- 3 Do you think you would enjoy travelling **at breakneck** _____?
- 4 Do you think there are any areas on Earth where humans have not **left their** _____?
- 5 Have you done anything recently that you might be tempted to _____ **about**?
- 6 What might be **the knock-on** _____ of governments making cutbacks in their spending on space research?

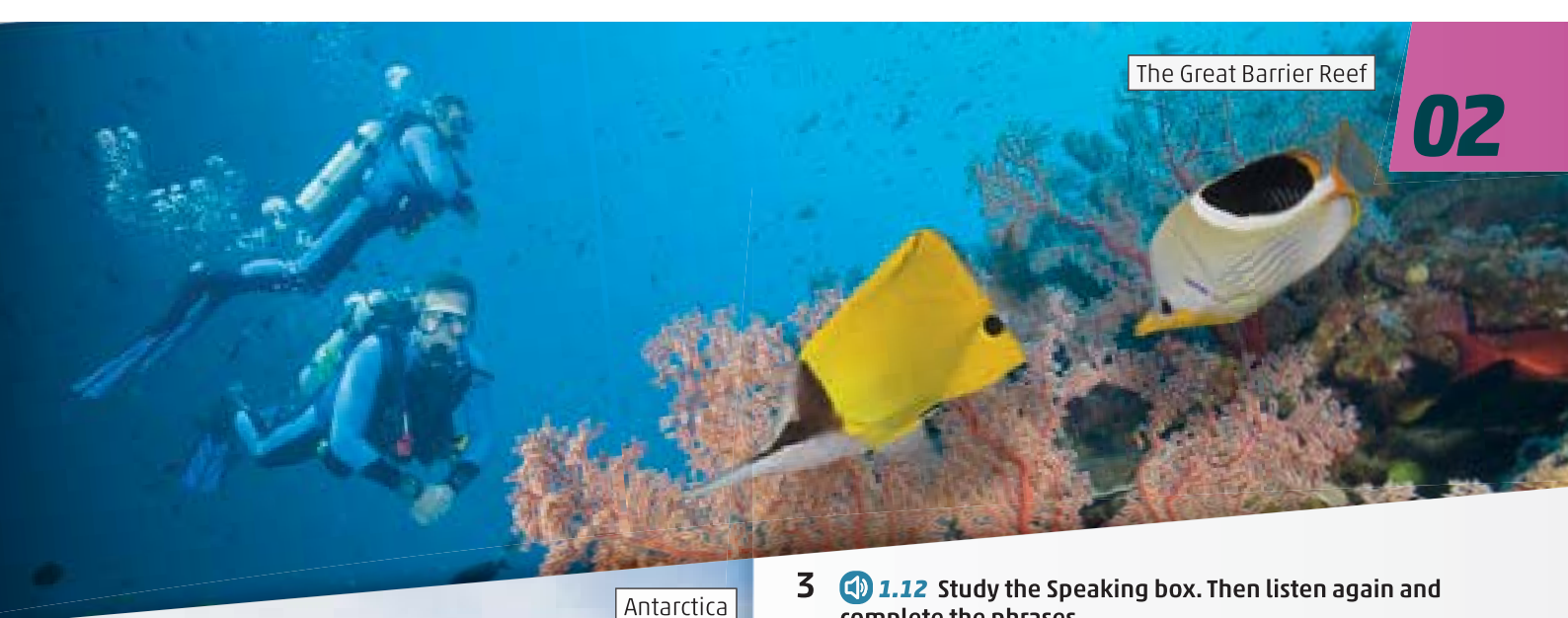
5 Complete the sentences with the phrasal nouns made from the words in the box and the prepositions in brackets.

break come cry cut get lay look set (x2)

- 1 We're going for a quick _____ (away) to Scotland at the weekend.
- 2 The _____ (out) of the investigation into the collision will not be known before March.
- 3 They've recently made an amazing _____ (through) in developing driverless cars.
- 4 The weather _____ (out) for August sounds really good, so let's book a holiday for then.
- 5 Our aim was to print the report on Friday, but due to a _____ (back) it won't be finished until next week.
- 6 From the _____ (out), scientists have warned of the potential dangers of space junk.
- 7 The initial _____ (out) for developing a space tourist programme was immense, but it will eventually make a good profit.
- 8 There would be a public _____ (out) if the government made too many _____ (backs) in education.

6 **SPEAKING** In pairs, discuss ways to advertise a trip into space. Use phrasal nouns from Exercise 5. Think about: cost, attractions, dangers, timings.

7 **REFLECT | Society** In pairs, discuss whether it is better for space research to be in the hands of commercial companies or governments.



Antarctica



2E SPEAKING

- 1 Read the definition of 'last chance tourism' and answer the questions.

last chance tourism – a growing trend where people are travelling to visit places or see aspects of cultures that are in danger of getting wiped out because of climate change (among other factors)

- Which places in the world do you think are last chance destinations?
 - Do you think there are other reasons why the places in the photos are endangered?
 - Are there any such destinations in your country?
- 2 **1.12** Listen to some students discussing where to choose for a group outing to celebrate the end of school. Then answer the questions.
- Where do they decide to go and why?
 - Which suggestion would you go for? Say why.

- 3 **1.12** Study the Speaking box. Then listen again and complete the phrases.

SPEAKING | Considering and comparing alternatives

When presented with different options to consider, in both formal and informal situations, try to balance your discussion by weighing up the pros and cons before giving your preference.

Considering alternatives

There's a lot to be ¹ _____ for (a couple of days in the capital). But on the other hand, ...

Alternatively, we could put ² _____ the idea of ...

You have to consider the fact that ... and likewise with this option, there are some drawbacks too.

There are a lot of points in ³ _____ of ...

Well, you could ⁴ _____ that ...

If you're thinking about cost, then ... but if we're talking enjoyment, then it's a whole different ball game.

Giving preferences

I'd go for ... anytime!

A canal trip? No ⁵ _____ (about it)! Definitely!

It's pretty clear cut to me that ...

On balance, I'd say ...

No two ways about it, my choice would be ...

I'm split between the ... and ...

I'm in two ⁶ _____ here. There are pros and cons for each.

If you really wanted to ⁷ _____ me down, I'd have to go for ...

- 4 In pairs, discuss the pros and cons of the following topics, using the phrases from the Speaking box.

- Tourists going on last chance holidays.
- Holidaying in your own country instead of visiting other countries.
- Holidaying in a large group or a small one.

- 5 Work in pairs. Choose a quotation to use in a talk about the benefits of travelling. Prepare a short presentation.



Do not follow where the path may lead.
Go instead where there is no path
and leave a trail. Ralph Waldo Emerson



The world is a book and those who do not
travel read only one page. St Augustine



2F WRITING AND VOCABULARY | A letter of complaint

A Hi Jon,

What a nightmare journey! As you know, we were getting a coach to the airport – save on some money – and it didn't get off to a great start! Coach was half an hour late picking us up. Rain was forecast – and guess what – while we were waiting, down it came! In buckets! The next thing that went wrong was on the coach itself. You know how cold it was on Thursday? Well, the heating on the coach stopped working after ten minutes. How we didn't all catch our death of cold sitting there in our wet clothes was a miracle! Then to top it all there was engine trouble and the coach stopped on the motorway! We had to wait another hour for a replacement coach to arrive and then luckily we just managed to catch the plane by the skin of our teeth! Talk about cutting it fine. And not an apology from anyone! Will tell you more when I'm back.

M x

B Dear Sir,

I am writing to complain about a journey my friends and I recently made on one of your coaches. Although your company had been recommended to us as reliable and offering good value for money, the service definitely did not meet our expectations.

We had booked the coach to arrive at 8.15 which would have enabled us to arrive at the airport in good time for our flight to Italy. We were disappointed when the coach failed to arrive on time. In fact, it was in excess of thirty minutes late. The driver admitted to having first gone to a completely different pick-up point.

The second issue was with the heating system on the coach. You may remember that last Thursday was a particularly cold morning. Unfortunately, the coach's heating system was faulty and did not work properly for the majority of our journey.

Finally, to our utter disbelief, the coach suffered an engine problem and broke down on the motorway. This could not be repaired by roadside assistance and necessitated the driver arranging a replacement coach to take us the final ten kilometres. What was, in my view, completely inexcusable, was that at no time were we offered an apology of any kind, either by the driver on the day, or by the company in the days that followed.

I would like to express in the strongest terms, how deeply disappointed we were with your company's service. Not only was it clear that the coach had not been properly serviced, but also that sufficient care had not been taken over administrative matters, such as ensuring the driver had the correct address. While we were extremely fortunate in that we reached the airport just in time to catch our flight, we believe we should receive monetary compensation for the inconvenience we suffered and the disruption to the smooth running of our journey. Obviously, we hope that your coach service will be drastically improved for future customers.

Yours faithfully,

Matthew South



1 SPEAKING In pairs, discuss what might go wrong on an organised holiday.

2 In pairs, discuss what differences in language there might be between the types of texts below. Use the ideas in the box.

contractions choice of vocabulary organisation
punctuation use of idioms and phrasal verbs
use of tenses writing conventions

- an email or message to a friend, complaining about a bad holiday experience
- an email or letter to an organisation/company, complaining about a bad holiday experience

3 Read the emails on page 26 and check your ideas from Exercise 2.

4 Find formal equivalents for the following phrases in email B.

- 1 It didn't arrive on time.
- 2 More than thirty minutes late ...
- 3 The next thing that went wrong was ...
- 4 You know that ...
- 5 To top it all ...
- 6 Not an apology from anyone.
- 7 Luckily ...
- 8 By the skin of our teeth ...

5 Study the Writing box and add an example for each point from email B.

WRITING | A letter of complaint

- Use clauses of concession to give balance.
Although a short delay might be acceptable, ...
1 _____
- Use passives to be less direct and more formal.
We were only informed of the timetable change ...
2 _____
- Remain polite and be assertive but not aggressive.
I would like to emphasise that treatment such as this cannot be tolerated.
3 _____
- Use emphasis to strengthen your position.
Never have I experienced such discomfort.
4 _____
- Use initial comment adverbs: *realistically, ultimately*.
Ultimately, the fault lies with the supplier.
5 _____

6 Complete the adverb-adjective collocations from email B with the correct words.

- 1 deeply _____
- 2 drastically _____
- 3 completely _____

7 Complete the collocations with the words from the box. Use a collocations dictionary if necessary.

flawed inaccurate mistaken obvious opposed
overrated preferable unjustified

- 1 *blindingly* _____
- 2 *fundamentally* _____ / _____
- 3 *gravely* _____ / _____
- 4 *infinitely* _____
- 5 *vastly* _____
- 6 *vehemently* _____
- 7 *wildly* _____ / _____
- 8 *wholly* _____

8 Complete the comments with the collocations from Exercise 7.

- 1 You are _____ if you think we are going to let the matter rest.
- 2 Your information regarding the cost of local transport was _____.
- 3 The hotel recommended by you was _____ in the reviews you have on your website.
- 4 In our opinion, you are _____ in increasing the holiday costs at this stage.
- 5 It would be _____ to be given a refund rather than the upgrade on a future flight as you suggest.
- 6 It was _____ that your company had not checked out the hotel in years.

9 Read an advert for a trip organised by a ferry company with notes made about the experience. In pairs, discuss how you would plan your letter of complaint.

WHY NOT GO FOR A SHORT GETAWAY WITH BARTON FERRIES THIS SUMMER?

Our ferry company operates between the south of England and ports in northern France and we have a special offer you just can't ignore!

LE HAVRE CHERBOURG ST MALO CALAIS

OUR UNMATCHABLE PRICE OF £500 INCLUDES

- return ferry crossing for two passengers to one of these ports
- 2 nights in a four-star hotel
- free transport to town centre for shopping or sightseeing
- excursion to a local place of interest (depending on destination)

Book now to avoid disappointment: tel. 0800 123 456.

- both crossings delayed with NO explanation or apology
- room – v. noisy, dirty; no wi-fi
- free hotel bus – every three hours!
- excursion – no translator; four hours and nowhere to have refreshments
- got ill after eating meal on return crossing
- request refund

10 WRITING TASK Use your notes from Exercise 9 to write your letter of complaint.

REMEMBER MORE

1 Are the statements true (T) or false (F)? Correct the false ones. Then check with the word list.

- ☐ When someone *lurches*, they move suddenly in an unsteady way.
- ☐ A person who *staggers* has difficulty walking.
- ☐ *Cease* and *stop* are antonyms.
- ☐ If you *stumbled* through a speech, it means you did well.
- ☐ When someone *parks an idea*, they decide not to deal with it until later.

2 Rewrite the sentences with the missing words in the correct places. Then check with the word list.

- The noise from the building site is driving up the wall.
- There's a huge traffic jam on the motorway, so steer clear it.
- I realised he was taking me a ride when he asked for the money.
- The local government was the driving force the development of the new school.

3 Rewrite the sentences by replacing the phrasal verbs with phrasal nouns. Then check with the word list.

*The children **broke out** in a rash.*
*There was **an outbreak** of rash.*

- We want to get away every weekend this summer.
- The school had to cut back on its spending.
- We don't know what will come out of this meeting.
- The opening of the new school has been set back temporarily.

4 Choose the correct words to complete the sentences. Then check with the word list.

- It was blindingly *obvious* / *unjustified* that there was no money left in the budget.
- The description of the hotel was wildly *preferable* / *inaccurate*, so we'll be making a complaint.
- The review was full of lies – it was *gravely* / *fundamentally* flawed.
- The whole community is *vehemently* / *wholly* opposed to the new road.

2A VOCABULARY AND SPEAKING



at sea /ət si:/

backpedal (v) /ˈbækˌpedl/

barefoot (adj) /ˈbeəfʊt/

be plain sailing /bi ˌpleɪn ˈseɪlɪŋ/

bizarre (adj) /bɪˈzɑː/

board (v) /bɔːd/

bored silly /ˈbɔːd ˈsɪli/

cluster around (phr v) /ˌklʌstə əˈraʊnd/

cram (v) /kræm/

disrupt (v) /dɪsˈrʌpt/

drive oneself /ˈdraɪv wʌnˌself/

drive sb up the wall /ˈdraɪv ˌsʌmbədi ʌp ðə ˈwɔːl/

driving force behind sth /ˈdraɪvɪŋ fɔːs bɪˈhaɪnd ˌsʌmθɪŋ/

flash up /flæʃ ˈʌp/

fly down the road /flaɪ daʊn ðə ˈrəʊd/

for the life of me /fə ðə ˈlaɪf əv mi/

go downhill /gəʊ ˌdaʊnˈhɪl/

gust (v) /gʌst/

hobble (v) /ˈhɒbəl/

hurtle (v) /ˈhɜːtl/

in the same boat /ɪn ðə ˌseɪm ˈbəʊt/

jump the lights /dʒʌmp ðə ˈlaɪts/

lurch (v) /lɜːtʃ/

midair (n) /ˌmɪdˈeə/

outfit (n) /ˈaʊtfɪt/

pad (v) /pæd/

park an idea /ˌpɑːk ən aɪˈdɪə/

pinstripe (n) /ˈpɪnstreɪp/

round the bend (v) /ˌraʊnd ðə ˈbend/

rush hour (n) /ˈrʌʃ aʊə/

sail through sth (phr v) /ˈseɪl θruː ˌsʌmθɪŋ/

scramble for sth /ˈskræmbəl fə ˌsʌmθɪŋ/

shove your way through /ʃʌv jə ˌweɪ ˈθruː/

shuffle (v) /ˈʃʌfl/

sink into a seat /ˌsɪŋk ɪntə ə ˈsiːt/

speed bump (n) /ˈspiːd bʌmp/

stagger (v) /ˈstæɡə/

stagger sb / be staggered by /ˈstæɡə ˌsʌmbədi bɪ ˈstæɡəd baɪ/

station concourse /ˈsteɪʃən ˌkɒŋkɔːs/

steer clear of sth /ˌstiə ˈkliə əv ˌsʌmθɪŋ/

stride (v) /straɪd/

stumble (over words) (v) /ˈstʌmbəl (əʊvə ˌwɜːdz)/

surge (v) /sɜːdʒ/

take sb for a ride /ˈteɪk ˌsʌmbədi fə ə ˈraɪd/

whatever floats your boat /wʌtˌevə ˌfləʊts jə ˈbəʊt/

wobble (v) /ˈwɒbəl/

2B READING AND VOCABULARY



adjust (v) /əˈdʒʌst/

battering ram (n) /ˈbætərɪŋ ˌræm/

bead (n) /biːd/

blinded (adj) /ˈblaɪndɪd/

bound for (London) (adj) /ˈbaʊnd fə (ˌlʌndən)/

bulge (n) /bʌldʒ/

bundle (v) /ˈbʌndl/

cease (v) /siːs/

claim for damage to sth /ˌkleɪm fə ˈdæmɪdʒ tə ˌsʌmθɪŋ/

clutch (v) /klʌtʃ/

dandruff (n) /ˈdændrʌf/

disembodied (adj) /ˌdɪsəmˈbɒdɪd/

distressed (adj) /dɪˈstrest/

eastbound (adj) /ˈiːstbaʊnd/

eastwards (adv) /ˈiːstwədz/

fan (v) /fæn/

fears over sth /ˈfiəz əʊvə ˌsʌmθɪŋ/

fidget (v) /ˈfɪdʒɪt/

for dear life /fə ˌdiə ˈlaɪf/

gasp (v) /ɡɑːsp/

glaze over (v) /gleɪz əʊvə/

groan (v) /ɡrəʊn/

grind (v) /ɡraɪnd/

haul (v) /hɔːl/

heave (v) /hiːv/

hungry urgency /ˌhʌŋɡri ˈɜːdʒəntsi/

in a frenzy /ɪn ə ˈfrenzi/

ineffectual (adj) /ˌɪnəˈfektʃuəl/

insurance claim /ɪnˈʃʊərəns ˌkleɪm/

loom (v) /luːm/

make a grab /ˌmeɪk ə ˈɡræb/

marching army /ˌmɑːtʃɪŋ ˈɑːmi/

martyr (n) /ˈmɑːtə/

meek submission /ˌmiːk səbˈmɪʃən/

operating law /ˈɒpəreɪtɪŋ lɔː/

purposely (adv) /ˈpɜːpəsli/

relinquish (v) /rɪˈlɪŋkwɪʃ/

rush of air /ˌrʌʃ əv ˈeə/

shove (v) /ʃʌv/

squash sth against sth /ˈskwɒʃ ˌsʌmθɪŋ əˈɡenst ˌsʌmθɪŋ/

squeeze (v) /skwiːz/

stamp (v) /stæmp/
stillness (n) /'stɪlnəs/
stretch (v) /stretʃ/
throng (n) /θrɒŋ/
thrusting (adj) /'θrʌstɪŋ/
twitch (v) /twɪtʃ/
upright rail /'ʌpraɪt reɪl/
urgency (n) /'ɜːdʒənsɪ/
wad of sth /'wɒd əv ,sʌmθɪŋ/

2C GRAMMAR 5.9

auditorium (n) /ˌɔːdə'tɔːrɪəm/
before long /bɪfɔː 'lɒŋ/
camaraderie (n) /ˌkæmə'reɪdəri/
emphasis (n) /'emfəsɪs/
fighting spirit /ˌfaɪtɪŋ 'spɪrɪt/
fresh-faced (adj) /ˌfrefʃfeɪst/
hush (v) /hʌʃ/
line up (phr v) /ˌlaɪn 'ʌp/
rally (n) /'ræli/
scarcely (adv) /'skeəsli/
severe injuries /sə'veɪə 'ɪndʒərɪz/
stride forward /ˌstraɪd 'fɔːwəd/
tarmac (n) /'tɑːmək/
thrill of speed /θrɪl əv 'spiːd/
tragedy struck /'trædʒədi ,strʌk/
what the future holds /ˌwɒt ðə 'fjuːtʃə ,həʊldz/

2D LISTENING AND VOCABULARY

5.10

afield (adv) /ə'fiːld/
astound (v) /ə'staʊnd/
at breakneck speed /ət ,breɪknek 'spiːd/
brag about sth (v) /'bræg əbaʊt ,sʌmθɪŋ/
breakthrough (n) /'breɪkθruː/
build-up (n) /'bɪldʌp/
castaway (n) /'kɑːstəweɪ/
cut back on sth (phr v) /ˌkʌt 'bæk ɒn ,sʌmθɪŋ/
cutback (n) /'kʌtbæk/
debris (n) /də'briː/
defunct (adj) /dɪ'fʌŋkt/
exhilaration of speed /ɪgˌzɪlə'reɪʃən əv 'spiːd/
get a fair share /ˌget ə ,feə 'ʃeə/
get away (phr v) /ˌget ə'weɪ/
get underway /ˌget ʌndə'weɪ/
getaway (n) /ˌgetəweɪ/
it goes without saying /ɪt ,gəʊz wɪðəʊt 'seɪɪŋ/
knock-on effect /'nɒkɒn ɪfekt/

leave your mark /ˌliːv jə 'mɑːk/
likelihood (n) /'laɪklihʊd/
loss of gravity /ˌlɒs əv 'ɡrævəti/
outbreak (n) /'aʊtbreɪk/
outcome (n) /'aʊtkʌm/
outcry (n) /'aʊtkraɪ/
outlay (n) /'aʊtleɪ/
outlook (n) /'aʊtlʊk/
outset (n) /'aʊtset/
overcome hurdles /əʊvəˌkʌm 'hɜːdlz/
regretful (adj) /rɪ'ɡretfʊl/
rodent (n) /'rəʊdənt/
set sth back (phr v) /ˌset ,sʌmθɪŋ 'bæk/
setback (n) /'setbæk/
shuttle (n) /'ʃʌtl/
soar through (phr v) /ˌsɔː 'θruː/
space junk /'speɪs ,dʒʌŋk/
tow (v) /təʊ/
towtruck (n) /'təʊtrʌk/
trap (v) /træp/
vastness (n) /'vɑːstnəs/
weightlessness (n) /'weɪtləsənəs/
whizz round /'wɪz ,raʊnd/

2E SPEAKING 5.11

(there are) no two ways about it /ðəə ə ,nəʊ tuː 'weɪz əbaʊt ɪt/
baking hot /ˌbeɪkɪŋ 'hɒt/
be in two minds /ˌbi ɪn tuː 'maɪndz/
be split between /ˌbi 'splɪt bɪtwiːn/
check sth out (phr v) /ˌtʃek ,sʌmθɪŋ 'aʊt/
come down in buckets /ˌkʌm 'daʊn ɪn 'bʌkɪts/
crunch (n) /krʌntʃ/
go for sth (phr v) /ˌɡəʊ fə ,sʌmθɪŋ/
group outing /'ɡruːp ,aʊtɪŋ/
have a lot going for /ˌhæv ə 'lɒt ,ɡəʊɪŋ fə/
hence (adv) /hens/
in favour of sth /ɪn 'feɪvər əv ,sʌmθɪŋ/
make a pledge /ˌmeɪk ə 'pledʒ/
money to throw around /ˌmʌni tə θrəʊ ə'raʊnd/
on balance /ɒn 'bæləns/
on fire /ɒn 'faɪə/
pin sb down (phr v) /ˌpɪn ,sʌmbədi 'daʊn/
something to be said for sth /ˌsʌmθɪŋ tə bi 'sed fə ,sʌmθɪŋ/
sweltering (adj) /'sweltərɪŋ/
wander (v) /'wɒndə/
wipe out (phr v) /ˌwaɪp 'aʊt/

work sth out (phr v) /ˌwɜːk ,sʌmθɪŋ 'aʊt/

2F WRITING AND VOCABULARY

5.12

blindingly obvious /ˌblaɪndɪŋli 'ɒbvɪəs/
by the skin of one's teeth /baɪ ðə ,skɪn əv ,wʌnz 'tiːθ/
cut sth fine /ˌkʌt ,sʌmθɪŋ 'faɪn/
faulty (adj) /'fɔːlti/
ferry crossing /'feri ,krɒsɪŋ/
fundamentally flawed /ˌfʌndəˌmentəli 'flɔːd/
fundamentally inaccurate /ˌfʌndəˌmentəli ɪn'ækjərət/
get off to a good/bad start /ˌget ɒf tu ə ,ɡʊd / ,bəd 'stɑːt/
gravely flawed /ˌɡreɪvli 'flɔːd/
gravely mistaken /ˌɡreɪvli mə'steɪkən/
in excess of /ɪn ɪk'ses əv/
in the strongest terms /ɪn ðə ,strɒŋɡɪst 'tɜːmz/
inexcusable (adj) /ˌɪnɪk'skjʊːzəbəl/
infinitely preferable /ˌɪnfənətli 'prefərəbəl/
let sth rest /ˌlet ,sʌmθɪŋ 'rest/
monetary compensation /ˌmʌnətəri ,kɒmpən'seɪʃən/
necessitate (v) /nə'sesəteɪt/
pick-up point /'pɪkʌp ,pɔɪnt/
replacement (n) /rɪ'pleɪsmənt/
roadside assistance /ˌrəʊdsaɪd ə'sɪstəns/
suffer inconvenience /ˌsʌfə ɪnkən'viːniəns/
to one's disbelief /tə ,wʌnz ,dɪsbə'liːf/
unmatchable (adj) /ˌʌn'mætʃəbl/
vastly overrated /ˌvɑːstli əʊvə'reɪtɪd/
vehemently opposed /ˌviːəməntli ə'pəʊzɪd/
wholly unjustified /ˌhəʊli ʌn'dʒʌstəfaɪd/
wildly inaccurate /ˌwaɪldli ɪn'ækjərət/
wildly overrated /ˌwaɪldli əʊvə'reɪtɪd/

VOCABULARY AND GRAMMAR

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

- The punctuality of the train service has been going _____ (hill) since the beginning of this year.
- The increase in airline taxes is _____ (just) and should definitely not be implemented.
- Sometimes it's nearly impossible to understand the _____ (body) platform announcer's words when you're waiting for a train.
- We had to _____ (come) a lot of hurdles when setting up our travel website, but now it's doing well.
- In my opinion, the new car model is _____ (rate) because it isn't as reliable as the previous one.
- Surely, it's _____ (blind) obvious that we cannot reduce car emissions quickly.

2 Choose the correct words to complete the email.

Hi Dean,
Excellent trip apart from the fact that the museum was ¹*crammed* / *overcome* with tourists and we all had to ²*hobble* / *shuffle* round following this guide who was SO slow! The theatre was brilliant. I've seen my fair ³*boat* / *share* of musicals in life, but this was something very special. The ⁴*driving* / *shoving* force behind the production was a new, unknown director and from the ⁵*outset* / *outlook* we knew we were in for something really different. There was none of the usual *'stumbling / fidgeting* when the lights went down and the first effect – of a huge robot ⁶*lurching* / *steering* from side to side across the stage – made everyone gasp! You must try to get to see it. So, how was your weekend?
Best,
Dan

3 Complete the sentences with the correct form of the verbs in the box.

adjust leave relinquish steer surge take

- I don't mind paying a lot for a holiday, but I hate being _____ for a ride by unscrupulous agents.
- If you're choosing a holiday insurer, I would _____ clear of those who promise a lot for very little cost.
- When they opened the doors of the concert hall, the crowd _____ forward and they nearly knocked over the door attendants.
- My mother always has to _____ the driver's seat after my dad's been driving the car.
- There was a group of football fans travelling on the train and they certainly _____ their mark; there were sandwich wrappers and drinks cans all over the floor!
- When Tara took me round the racing track, I refused to _____ my hold of the grab handle – she was driving so fast!

4 Rewrite the sentences using the phrases in the box.

At no time In no way Little did he know No sooner
Only when Under no circumstances

- I wouldn't lie to you whatever the situation.
- I didn't change platforms until I saw the sign.
- We had just set off for York when the car broke down.
- I have never had a problem with my passport.
- He had no idea that the plane was already boarding.
- The cyclist was definitely not to blame for the accident.

5 Rewrite the sentences in two ways starting with the words given.

- I just can't understand the cost of space research.
What _____. / It _____.
- I meant to send the query to James, not Helena.
The person _____. / It _____.
- We need to check the insurance cover for winter sports before we book.
What _____. / It's _____.
- I was astonished by the complete lack of communication from the airline.
What _____. / It _____.

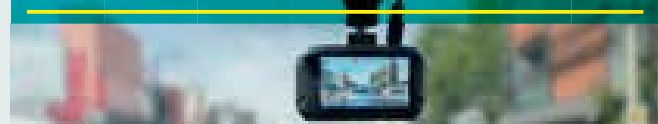
USE OF ENGLISH

6 Choose the correct words a–d to complete the text.

STRATEGY | Multiple choice

Read the whole text first, and then focus on the sentence with the gap. Sometimes your instinct will give you the answer. If not, choose the option that fits the best.

Dash cams and road accidents



This year has seen a significant rise in the number of dash cam images that have been uploaded from cars whose drivers were ¹_____ by car crashes they'd seen. People have been sending in clips of incidents from those driving at break- ²_____ speeds to drivers ³_____ the lights in town centres. Many believe that the ⁴_____ in police budgets over recent years have meant that traffic control is becoming more and more ⁵_____. This overload of digital images – more than 10,000 last year – is having a negative effect, and the ⁶_____ is that many police hours are spent watching footage of minor incidents.

- | | | | |
|-----------------|---------------|----------------|------------|
| 1 a wobbled | b lurched | c staggered | d surged |
| 2 a back | b head | c limb | d neck |
| 3 a shooting | b flying | c jumping | d bragging |
| 4 a setbacks | b cutbacks | c outcries | d outlays |
| 5 a ineffectual | b disaffected | c unsatisfying | d unstable |
| 6 a outlook | b turnout | c breakthrough | d outcome |

LISTENING

- 7**  **1.13** You are going to hear three short conversations. For questions 1–6, choose the answer A, B or C which fits best according to what you hear.

1 You hear a couple talking about their son.

- 1 The couple have different opinions about the
A speed of cars at that time of day.
B their son's cycling skills.
C the poor air quality on the cycle paths.

- 2 When talking about dangers to cyclists, the man and woman disagree about
A the seriousness of the problem.
B the best solution to the problem.
C whose fault the problem is.

2 You hear a couple at an airport security check.

- 3 According to the woman, the machine
A should have been installed in every airport by now.
B won't cause any problems to their possessions.
C will save time for travellers in the future.

- 4 The woman mentions her shoes
A as part of an explanation.
B as a complaint about their quality.
C as a criticism of the way the security personnel perceive them.

3 You overhear a man and a woman talking about a future holiday plan.

- 5 From what the woman says about *flygskam* (flight shame), we can understand that
A it was an idea invented by Greta Thunberg, the Swedish environmental campaigner.
B although popular in theory, the idea hasn't led to any significant changes in behaviour yet.
C without Greta Thunberg, people outside Sweden might not have heard about the idea.

- 6 The woman makes a promise about
A reducing the time spent travelling.
B preparing food for the journey.
C making sure the journey is pleasant.

SPEAKING

- 8** In pairs, take it in turns to ask and answer the questions.

Student A

- 1 Do you enjoy living in your town? Say why.
- 2 Do you ever use English outside the classroom? Say why.
- 3 Which famous person do you most admire?

Student B

- 1 Would you like to live in another part of your country? Say why.
- 2 How do you think you will use English in the future?
- 3 Which famous person would you most like to meet? Say why.

- 9** The photos show different ways of travelling. Take it in turns to compare the pictures. In pairs, ask and answer the questions below.



Student A

- 1 What might the people in the photos be thinking and why might they have chosen this form of transport?
- 2 Which of these forms of transport can be more stressful?

Student B

- 1 Which of these forms of transport should people be encouraged to use more frequently and which less? Say why.
- 2 How could each travelling experience be improved for those using it?

WRITING

- 10** You travel regularly to school by train and have a monthly pass. Recently, there have been a lot of cancellations and delays to the services, and the trains that do run are always very crowded. Write a letter of complaint to the director of the railway company explaining the problem and how it has affected you. In your complaint, ask for a discount on your next pass in recognition of the poor service.

THE TRIP OF MY DREAMS?

It had always been on my bucket list. A country of such amazing contrasts, the Atacama Desert at one end of the country, and the edge of Antarctica at the other. Old colonial towns, and the modern skyscrapers of Santiago. Where am I talking about? Chile of course!

I was going with my new best friend, Daisy. We hadn't known each other that long, but we'd really hit it off right from the start. I'm quite reserved, whereas she is a real live wire, but we seemed to complement each other well. And when I mentioned my fascination with Chile, she became the driving force in actually making my dream happen.

Before I knew it, we were arriving in Santiago. What an incredible city! I loved spending the days walking around the different neighbourhoods, trying some typical dishes such as caldillo de congrio (eel soup – don't knock it 'til you've tried it) and soaking up the atmosphere. But, after a few days, things started to go downhill. Daisy was bored. She wanted to go skiing in the Valle Nevado. The problem was, not only had I never been skiing, but that it was also likely to completely blow my budget. When I explained this to her, she sulked. I wasn't sure what to do. I couldn't really afford the trip, but, then again, I didn't want to fall out with her, especially so early on in our holiday. So, we went.

Daisy loved it and being the social butterfly she is, she soon made a whole load of new friends. Being in the mountains was great, but I can't say that I really clicked

with the new crowd. And I was also itching to get on with our tour and visit the Atacama desert. Eventually, I managed to drag her away, and we set off north.

Wow. What a landscape! We visited Moon Valley and Mars Valley, and it really did feel as if we were on another planet. But it wasn't long before another problem reared its head. I had noticed that Daisy kept taking photos of the local people. Some of them did look pretty incredible, wearing bright colours and big wide hats, but it never seemed to occur to her to ask them for permission first. It drove me up the wall! And then, to make matters even worse, I saw that she was posting them online with stupid comments laughing at them. I wanted to say something to her, but our friendship was already getting pretty frayed around the edges so I just bit my tongue.

Then something happened which pushed me over the edge. We had travelled back down to Valparaiso, which is a really beautiful old city just north of Santiago, on the Pacific coast. It's gorgeous, but there's also quite a lot of poverty. To my surprise, Daisy announced that she had booked us onto a 'slums tour', visiting the poorest parts of the city to take photos. I was outraged, but she just couldn't grasp why I found it problematic.

After this, the trip went from bad to worse. By the end, I couldn't wait to get home. Needless to say, we haven't seen much of each other since we returned.



1 In pairs, look at the photos and discuss the questions.

- 1** Which country do you think all the photos were taken in?
- 2** Does it look like somewhere you would like to go? Say why.
- 3** Who would you like to go with? What makes a good travelling companion?

2 Read the blog post about Amy's trip to the country in the photos and answer the questions.

- 1** Which country did she visit?
- 2** What did she do there?
- 3** Did Amy choose her travelling companion well? Say why.
- 4** What dilemmas did travelling with Daisy cause Amy? Do you think Amy always made the right decisions? Say why.

3 **1.14** Listen to Jane Boden, an ethics specialist, talking about ethical travel dilemmas. Which two issues does she mention?

4 REFLECT | Society Some cities are becoming very overcrowded with tourists. Do you think tourist numbers should be limited, or that accommodation should be restricted? Say why.

5 **1.14** Complete the advice in the Life Skills box with 1-3 words in each gap. Then listen again and check.

LIFE SKILLS | How to make a good decision

- 1** Gather relevant information – do _____.
- 2** Make a list of possible options, and consider the pros and cons and _____ of each.
- 3** Consider how these options relate to your _____.
- 4** Get some different _____ – ask others for their views or experience.
- 5** Make the decision and later consider what _____ from this experience.

6 In pairs, talk about some decisions you made connected with a trip, e.g. where to go, who to travel with, or perhaps a more complicated ethical decision. How did you make that decision?

7 Do the task below.

LIFE SKILLS | Project

Work in pairs or small groups.

- Choose one of the ethical travel dilemmas:
 - 1** You are visiting South Africa and are given the opportunity to go diving (in a cage) and come face to face with the great white shark. Would you go?
 - 2** You are visiting a country with a great deal of poverty; the local children ask you for sweets. Should you give them?
 - 3** You are mountain trekking in a poor country. Your equipment is extremely heavy. Should you use porters who suffer appalling working conditions to carry your luggage?
- Using the tips in the Life Skills box, analyse the dilemma and come to a conclusion.
- Join up with a pair who chose a different dilemma and explain the decision-making process you went through, as well as what you finally decided.

03

Hard sell

VOCABULARY	Business-related vocabulary, compound nouns, phrasal verbs, synonyms (persuasion), economics-related vocabulary, synonyms (decision making)
GRAMMAR	The Passive
LISTENING	Inferring meaning, opinion and attitude
SPEAKING	Negotiating
WRITING	A for-and-against essay



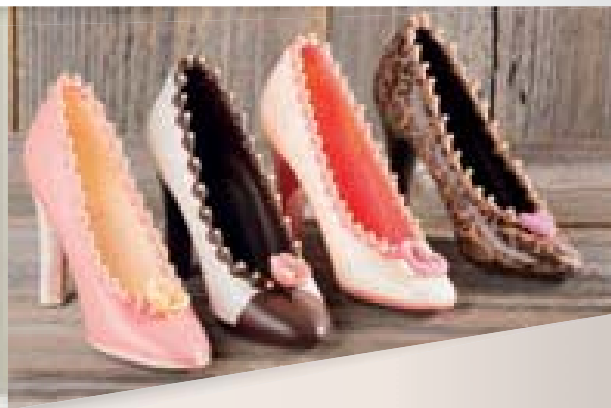
Goat Rental Service

Do you need a lawn mowing or to get rid of a large area of weeds? Rather than considering what kind of machine to hire, why not rent some goats? This goat rental company will come and look at your land, provide a **quote** and then bring along an appropriate number of peckish goats. The **USP** of this kind of service is that it is very eco-friendly: no need for electric mowers or for pesticides. Not only do goats apparently particularly relish eating weeds, the service is also extremely **cost-effective**: just thirty-eight goats can 'mow' 50,000 square feet of grass in a single day.



One-of-a-kind Furniture

When Craig confided in his wife his dream of **launching** a business based on making furniture that many people would consider an eyesore, she thought he'd completely lost his marbles. How could that possibly be a profit-making **venture**? Craig was skilful at making furniture – that was his bread and butter. But why tell people he was creating eyesores? Confident in his idea nevertheless, Craig started promoting his ugly and weird furniture online and, believe it or not, within three months, his company had a **turnover** of more than \$10,000 a month! The 'eyesore' tag was obviously a bit of a gimmick, but it worked even though his furniture is not exactly priced as an impulse buy. Fortunately, there was not much upfront investment needed as Craig already had all the equipment he needed. Now he's thinking about **branching out** into one-of-a-kind ugly accessories.



Choco Shoe

Like chocolate? Like designer shoes? How about a **business concept** that effortlessly combines both things? Master chocolatier Brianna Heel designs and produces spectacular footwear that looks realistic, but is actually edible, under the tradename Choco Shoe. The start-up initially didn't have the capital for a **bricks and mortar** store, so began as purely e-commerce. However, the business grew so fast through word-of-mouth that Brianna was able to set up a physical store within a year. With a **price tag** of £50 a pair, the shoes are not exactly **bargain basement**, but each pair is **bespoke**, designed with meticulous attention to detail and absolutely delicious. They are so realistic looking that the website has to point out that they are definitely not ready to wear. Their customers are sure to fall head over heels in love with Brianna's chocolate shoes and they're always going to be delighted as Choco Shoe prides itself on excellent customer service. As well as a must-have for every fashionista, they are definitely a must-eat for every foodie!

3A VOCABULARY AND SPEAKING

1 SPEAKING Look at the photos before you read the texts about some unusual business ideas. What do you think each business is about?

2 Read the texts and compare your ideas from Exercise 1. Then answer the questions about each business.

- 1 Why is there a need for this business? (if you think there is one)
- 2 Would you buy or use these goods or services? Say why.

Business-related vocabulary

- 3 Match the highlighted words and phrases from the texts with definitions 1–12.**
- 1 Good value for money.
 - 2 Extremely cheap.
 - 3 Specially made for a particular person.
 - 4 The feature that makes a product different from and better than anything else, its unique selling point.
 - 5 The estimated price that will be charged for a service.
 - 6 Buildings such as houses, offices, factories.
 - 7 A new business activity.
 - 8 The amount of business a company does in a set period of time.
 - 9 Making a new product available to be sold.
 - 10 Extended or expanded on the work normally done.
 - 11 The amount that something costs.
 - 12 An idea for a business.

Compound nouns

- 4 Read Active Vocabulary and find seven business-related compound nouns in the texts on page 34.**

ACTIVE VOCABULARY | Compound nouns

A compound noun is created by joining two or more words together to create a single idea. Compound nouns can be spelled

- as separate words, e.g. *customer service*, *electric mower*.
- with a hyphen, e.g. *X-ray*, *e-commerce*, *18-year-old*.
- as one word, e.g. *website*, *fundraiser*, *speechwriter*.

- 5 Match the words from box A with the words from box B to make compound nouns. Then use them to complete the sentences.**

A impulse luxury niche profit sales start- trade
upfront word-of-

B buy gimmick goods investment margin market
mouth name up

- 1 Some fast food restaurants give away free toys with children's meals as a/an _____.
- 2 The government may charge more tax on _____, such as jewellery and make-up.
- 3 A product-based company often requires a lot more _____ than providing a service.
- 4 Sometimes it is better to sell to a/an _____ than to make a product that appeals to everyone.
- 5 _____ is the difference between the cost of making something and the price you sell it for.
- 6 A good _____ is important – people need to recognise it and remember it.
- 7 I didn't intend to purchase it – it was a/an _____.
- 8 I discovered the shop by _____ rather than having seen an advertisement.
- 9 This town has above-average growth in jobs and business _____.

- 6 SPEAKING** Discuss the questions about the three businesses from the texts.

- 1 Which of these ventures do you think has the best business concept? Say why.
- 2 Which of the following factors do you think was most important in making these start-ups successful: a good profit margin, having great word-of-mouth or having a truly original business concept? Say why.
- 3 What do you think about the tradenames One-of-a-kind Furniture and Choco Shoe? Can you think of any alternative tradenames for these businesses?

- 7**  **1.15** Listen to an interview with the owner of the goat business. In pairs, discuss the positive aspects of the business and any problems Josh has had. Use the vocabulary from the previous exercises.

Phrasal verbs

- 8**  **1.15** Replace the underlined parts of the sentences with the correct forms of the phrasal verbs from the box. Then listen again and check.

break into build up knock sth off pass up set up
sign up spring up win over

- 1 So, what gave you the idea to start the business?
- 2 I heard about goat rental companies starting to appear all over the States.
- 3 It seemed like it might be a good market to get involved with.
- 4 It was too good an opportunity to fail to take advantage of.
- 5 We often get new customers to commit on the spot.
- 6 We'd been gradually increasing customer loyalty in that area.
- 7 Eventually, we did manage to persuade them.
- 8 We had to reduce the price by a lot.

- 9 SPEAKING** Think of successful small businesses in your area, e.g. a café, hairdresser, shop or some kind of service. Why are they successful? Discuss the questions.

- 1 Do they have an original business concept or are similar businesses springing up everywhere?
- 2 How do they win their customers over? Good value? Personal service?
- 3 How have they built up their business (advertising, etc.)?

- 10 SPEAKING** In small groups, think of a new business concept, what it would do or sell. Come up with its tradename and think about upfront investments and advertising necessary for the business to succeed. Then present your business idea to the class.

DOCUMENTARY VIDEO

-  **2 WATCH AND REFLECT**
Go to page 163.
Watch the documentary *Put Yourself in My Shoes!* and do the exercises.



3B LISTENING AND VOCABULARY

- 1 Decide which of these words might be used to describe the man in the picture and which could describe his ideal customer. Which words have a more positive or negative connotation?

crafty credulous cunning devious gullible
ingenious naive shrewd trusting unsuspecting

- 2 **1.16** Listen to some experts discussing five different psychological techniques for persuading people. Make notes about what each technique involves.

- | | |
|--------------------------|-----------------|
| 1 'Yes questions' | 4 Reciprocation |
| 2 The scarcity principle | 5 Social proof |
| 3 Framing | |

- 3 **SPEAKING** In pairs, answer the questions.

- Which strategy do you think might be most effective?
- Have you ever been persuaded to buy something you didn't really want? Say how.
- Is being skilful at persuading people a good thing? Say how.

- 4 **1.16** Study Active Listening. Then listen again and choose the correct answers.

- What is Jill's attitude towards the salesperson described by the interviewer?

a horrified	c critical
b admiring	d smart
- How did Dave describe the salesperson's techniques?

a ingenious	c effortless
b ethical	d devious
- How did the interviewer feel about her brother when they were young?

a bewildered	c envious
b distant	d loving
- What is the interviewer's reaction to learning about the impact of leaving sweets with the bill?

a livid	c taken aback
b unsurprised	d entertained
- What does Dave imply about the interviewer when he says he didn't buy a bright orange coat?

a She made a mistake.
b She was a bit naive.
c The colour didn't really suit her.
d She didn't really want the coat.

ACTIVE LISTENING | Inferring meaning, opinion and attitude

An inference is an idea or a conclusion based on evidence. Sometimes, a speaker will not state something or give their opinion directly, but still it is possible to infer their opinion. Inferences are based on clues in the text and on our background knowledge or experience.

While listening, consider:

- the words the speaker uses: do they have a positive or a negative connotation?
- what you already know about the topic and about the speaker's attitude.



- 5 All the words and phrases in the box are synonyms for the verb *persuade*, but the connotation and usage of each is slightly different. Answer the questions below. Use a dictionary if necessary.

coax coerce convince encourage entice incite
pressure prevail upon seduce sway sweet-talk
urge

- Divide the words into three categories:

a strong persuasion without much choice
b persuading by being extra nice
c neutral
- Which two words have the sense of tempting someone to do something?
- Which word has the sense of persuading people to choose between two things?
- Which word has the sense of persuading someone to do something violent or unpleasant?
- Which word is more informal than the others?
- Divide the words into three categories according to their possible verb patterns.

a _____ someone to do something and _____ someone into doing something
b _____ someone to do something
c _____ someone into doing something
- Complete the second sentence using the word in bold so that it means the same as the first one. Then, in pairs, discuss any difference in meaning.
 - She convinced the child to clean his teeth. **COAX**
She _____.
 - He encouraged her to leave her job with promises of a better salary. **ENTICE**
He _____.
 - She persuaded him to stay. **SWEET-TALK**
She _____.
 - She pressured him into taking responsibility. **URGE**
She _____.
 - He tried to coerce her into doing it. **INCITE**
He _____.
- SPEAKING** In pairs, think of more examples of the persuasion strategies in Exercise 2 that you have noticed in advertisements or when out shopping. Do you think these strategies would convince you to buy something?

- 1 Look at the cartoon. In pairs or small groups, discuss the questions.
- Have you ever tried to negotiate with anyone, e.g. parents, teachers, schoolmates, salespeople? What was the reason, and what was the outcome? Say why.
 - Do you feel comfortable negotiating? Say why.



- 2 **1.17** Listen to two conversations which involve negotiation. For each conversation, answer the questions.
- Who is negotiating?
 - What are they negotiating for?
 - How successful is the negotiation? Say why.
- 3 What advice would you give someone about negotiating successfully? Discuss with a partner and make a list of at least five points. Then share your ideas with another pair.
- 4 **1.17** Study the Speaking box. Then listen again and write A for the phrases you hear in the first conversation or B for the phrases you hear in the second conversation.

SPEAKING | Negotiating

Asking for what you want

- ☐ This is a bit awkward, but ...
- ☐ Would you be prepared to ...?
- ☐ I'm wondering if there's any flexibility ...?
- ☐ How about if we were to ...?

Refusing an offer

- ☐ I'd like to say yes, but ...
- ☐ I'm afraid that's a bit out of my price range / budget / a bit less than I'd be willing to accept.
- ☐ The bottom line is ...
- ☐ At the end of the day ...
- ☐ It has to be a 'no'.

Accepting an offer

- ☐ Great, you've got yourself a deal.
- ☐ Let's shake on that, then.
- ☐ OK, I can live with that.

Trying to get to a win-win situation

- ☐ I can see what you're saying, but ...
- ☐ Is there any room for compromise?
- ☐ Provided you ..., I see no reason why I couldn't ...
- ☐ Can we try and meet halfway on this?
- ☐ How does that sound?

- 5 **1.18** Complete the conversation with the phrases from the Speaking box. Listen and check.

- Keira** Sorry to bother you. Is this a good time?
My mum told me you were looking for a babysitter.
- Mrs Smith** Yes, that's right. It'll be a Friday or Saturday night for about four hours, say eight 'til midnight. Would that suit you?
- Keira** Well, ¹ _____ yes, but midnight is a bit late for me on a Friday night. I have climbing club at 9 a.m. on Saturday.
- Mrs Smith** ² _____ say 11.30. Would that be OK?
- Keira** Yes, that should be fine. I usually charge £8 an hour.
- Mrs Smith** Oh, I'm afraid ³ _____. "⁴ _____ the children really won't be any bother, they're quite self-sufficient. You won't have to do anything except watch TV. Would you ⁵ _____ accept £7 an hour?
- Keira** Can we try and "⁶ _____? Would £7.50 be OK?
- Mrs Smith** Yes, I expect so. OK, thanks. I'll give you a ring about when we're next going out.

- 6 In pairs, role-play two negotiation situations. Student A go to page 187. Student B go to page 189.

- 7 **REFLECT | Society** Kevin O'Leary, a Canadian businessman and author, believes that life is all about negotiation, and even if you are not in business, you have opportunities to practise it on an everyday basis. Do you agree with him? Say why.

3D READING AND VOCABULARY

1 What is 'economics'? In pairs, make a list of words or phrases you associate with this term.

2 Read the first paragraph of an article about economics and compare your ideas from Exercise 1 with the ones in the text.

3 **SPEAKING** Before you read the rest of the article, choose two situations and discuss them in pairs or small groups.

- 1 ☐ You have been given expensive tickets to a concert, but you feel ill. You like the band, but you don't love them. Would you still go?
- 2 ☐ You have an essay due in a month's time. Would you start on it straightaway or wait until the last minute?
- 3 ☐ You have an exam at 9 a.m. the next day. You have done some revision, but you don't feel completely confident. Would you stay up late revising?
- 4 ☐ You are offered a free email service, with excellent spam filters. All you have to do is let them offer you advertising based on key words in your emails. Would you use it?
- 5 ☐ You have to choose between two different universities. One has a better reputation, but it would mean leaving home and paying for accommodation, whereas choosing the other one you can stay living at home. Which university would you choose and why?

4 Questions 1–5 from Exercise 3 could be answered using behavioural economics. Read the rest of the article and match these questions with paragraphs A–E.

5 Read the article again and choose the correct answers.

- 1 Why does the author consider that a pros and cons list isn't very effective?
 - a It doesn't take the relative importance into account.
 - b It gives a false illusion of control over the outcome.
 - c We only use it because we're used to doing it.
 - d A problem isn't always just about two alternatives.
- 2 The author implies that we put things off because
 - a we are naturally inclined to be lazy.
 - b we don't care enough about future benefits.
 - c we don't have enough willpower.
 - d we don't sufficiently analyse our motives.
- 3 What had the biggest impact on whether people ate the chocolate cake?
 - a How full they were feeling at the time.
 - b How difficult they thought it was to get.
 - c Who made the cake.
 - d How fond they were of chocolate cake.
- 4 Which phrase could correctly replace 'falling prey to' in line 54?
 - a being left unaffected by
 - b being damaged by
 - c being influenced by
 - d being enhanced by
- 5 What lesson does the author think we should learn from the law of diminishing returns?
 - a Don't expect too much.
 - b Don't make risky investments.
 - c Don't do anything too obvious.
 - d Don't overdo things.



6 Study the words in the box and discuss their meaning with a partner. Then replace the underlined parts of the sentences from the text with one or two synonyms from the box.

bear in mind cancel out detrimental dispassionate
impartial negate notion persevere pitfall
plough on propensity snare

- 1 Just one of the cons might easily outweigh all of the pros.
- 2 A cost-benefit analysis allows you to be more objective.
- 3 There are also other costs to take into account, such as the cost in your time.
- 4 People have a tendency to overvalue immediate rewards.
- 5 Another trap is the sunk-cost fallacy.
- 6 Because you have already invested, you should persist no matter what.
- 7 After a certain point, investing more money does not lead to increased benefits, and may even have a damaging impact.
- 8 Nowadays, it's worth considering this concept when it comes to free social media sites.

7 **SPEAKING** In pairs or small groups, discuss the questions. Use the words from Exercise 6.

- 1 Give an example of a decision you need(ed) to make where a cost-benefit analysis could be applicable, and explain why.
- 2 One way of negating the effect of present bias is to imagine what your future self would tell you. What do you think your future self would tell you about a decision you have to make soon?
- 3 Try to think of another example of the sunk-cost fallacy, where having already invested time or effort doesn't necessarily mean you should continue.
- 4 Which behavioural economics principle does the saying 'too many cooks spoil the broth' refer to? How would you express the saying in your language?
- 5 Do you agree that 'there's no such thing as a free lunch'? Say why.

HOW TO APPLY BEHAVIOURAL ECONOMICS TO YOUR DAILY LIFE

Most people think that economics is all about money, but in fact, it's far broader than that. Economics is really all about making choices and decisions. These might indeed be related to money. For example, is it more economical to go to a cheaper supermarket if a taxi there and back needs to be included in the cost? However, economic principles, especially those of behavioural economics, can be usefully applied to all areas of our lives.

 1.19

A Possibly, the first thing we can take from economics is the importance of doing a cost-benefit analysis when making big decisions. Comfortable though we may be with making a list of pros and cons, we should recognise that it is actually a rather ineffective tool. Just one of the cons might easily outweigh all of the pros. A cost-benefit analysis is something altogether more sophisticated, which allows you to be more objective. For example, let's say that you have to decide whether to make a journey by train or aeroplane. The financial cost of each journey is obvious, but there are also other costs to take into account, such as the cost in your time, the cost in terms of how tired you'll be on arrival, the environmental cost and so on. Give each of these a score out of five, and then weigh them up against the potential benefits, scored in the same way, and the choice becomes much easier.

B There are also certain in-built human biases we ought to bear in mind, for example, something known as 'present bias'. Behavioural economics teaches us that people have a tendency to overvalue immediate rewards over long-term payoffs. A famous study showed that given the choice between receiving less money now, or more money later, most people would choose the former, even though they'd end up less well-off. This is also the reason why people procrastinate, or why you should never go food shopping when you're hungry. Once aware of this propensity however, you can make sure you avoid it. For example, if you put your money in a savings account where you can't get at it easily, you'll overcome the tendency to want to spend it straightaway, rather than wait.

C Another trap many people fall into is the sunk-cost fallacy. A fallacy is an idea that is often believed to be true, but which is, in fact, false. The sunk-cost fallacy is the idea that

because you have already invested time or money in something, you should persist with it no matter what. One study which demonstrated this tendency asked people to imagine they were at a party and that they were offered chocolate cake. The researchers told some people this was from a local supermarket, and others that it was an expensive handmade cake from a shop almost an hour away. Having been told the cake had required a significant investment of time and money seemed to make people much more likely to eat it all, even though they felt uncomfortably full, or weren't that keen on chocolate cake. The sunk-cost fallacy often leads us to do things which are really against our best interests. For example, maintaining a friendship with someone we don't really like anymore, because we have known them a long time, and feel that nothing can be done about it. Or persisting with a business idea, even when it's clear that it isn't working and is actually losing us money. Our decision-making ability can be dramatically improved by recognising when we may be falling prey to this fallacy.

D Even when we've made a good decision, we should also be aware of the law of diminishing returns. This economic concept states that after a certain point, investing more money (or effort) does not lead to increased benefits, and, notwithstanding the objective risk, may even have an adverse impact. For example, if you get your friends round to help you decorate your room. To begin with, having more people to help seems constructive, but if you invite too many friends round, you'll end up with a problem: imagine twenty or thirty people all trying to paint the same room at the same time! This law can also be applied to eating pizza; the first few slices are great, but after that, it becomes less and less palatable, and if you kept going, you might even feel nauseous. This principle might seem obvious, but it is really a reminder that doing your best is good enough. If you keep pushing and trying to do even more, you'll end up subject to the law of diminishing returns.

E Finally, be aware that, according to economists, there's no such thing as a free lunch. Apparently, this expression comes from a time when it was common to give away lunch when you bought a drink. The lunch would be made as salty as possible, so you'd end up spending far more than anticipated on (expensive) beverages. Nowadays, it's worth considering this concept when it comes to free social media sites: watch for the snare – if you aren't paying for a product, you ARE the product.

03





3E GRAMMAR

1 **SPEAKING** In pairs, discuss the questions.

- 1 Have you ever used an app to see what you might look like when you are older? Say why.
- 2 How could using an app like this help you to overcome 'present bias'?

2 Read the extract from an online article and check your ideas from Exercise 1. Why do you think this was the outcome of the experiment?

A recent experiment asked participants how much of their income should be put aside for retirement. Before asking the question, they showed half the participants a photo of themselves. The researchers had had the photos digitally altered to make the people in them look older. Those participants who were shown the photos of themselves consistently chose to put more of their savings aside for their future selves.

The Passive

3 Look at the underlined phrases in the text in Exercise 2 and answer the questions.

- 1 What do all three phrases have in common grammatically?
- 2 How are they grammatically different?

4 **THINK BACK** In pairs, look at the sentences from the text on page 39 and discuss why you think the Passive has been used in each case.

- 1 A fallacy is an idea that is often believed to be true, but which is, in fact, false.
- 2 Having been told the cake had required a significant investment of time and money seemed to make people much more likely to eat it all.
- 3 Our decision-making ability can be dramatically improved by recognising when we may be falling prey to this fallacy.
- 4 Nothing can be done about it.
- 5 The lunch would be made as salty as possible.
- 6 Is it more economical to go to a cheaper supermarket if a taxi there and back needs to be included in the cost?

5 Match sentences 1–6 from Exercise 4 with reasons for using the Passive a–f.

- a ☐ We are more interested in the action, e.g. describing a process, than who does it.
- b ☐ The agent is unknown, irrelevant or so obvious we don't need to express it.
- c ☐ We want to avoid personal responsibility or blame.
- d ☐ We want to sound more objective or talk about general opinions.
- e ☐ There is a tendency to put the new information at the end of the sentence.
- f ☐ There is a tendency not to start a sentence with a long complex subject.

Grammar Reference > page 168

6 Rewrite the sentences using the Passive where appropriate. In pairs, discuss and explain your choices.

- 1 The fact that he had already spent good money on the ticket convinced him to stay.
- 2 An unknown person had added too much salt to the food.
- 3 People are hardly ever aware of their unconscious biases.
- 4 People believe that animals never fall into the trap of the sunk-cost fallacy, only humans.
- 5 In a cost-benefit analysis the person sums up the benefits of an action and then subtracts the costs of taking that action.
- 6 I made a terrible mistake.
- 7 A cost-benefit analysis is more complex than a list of pros and cons.
- 8 The study found that the people who understood present bias tended to make the best choices.
- 9 Even when we've made a good decision, we should still remember about the law of diminishing returns.
- 10 This concept states that investing more money may not lead to increased benefits.

7 1.20 PRONUNCIATION Listen to six sentences and write down how many words you hear in each sentence (contractions such as I've count as two words). What do you notice about the pronunciation of the verb to be? Listen again and repeat.

8 Complete a text about Economics with the Passive form of the verbs in brackets in the correct tense. Then, in pairs, discuss if you would like to study Economics. Say why.

VERSATILE CAREER OPTIONS

Economics is about much more than money and the skills that can ¹_____ (develop) from studying it, like an analytical mind and a strong economic awareness of the world, may ²_____ (transfer) to numerous industries. During the course, you ³_____ (require) to employ critical thinking skills (for example interpretation, evaluation, inference, problem solving and decision making) so be prepared for a lot of challenges, but it is worth the effort. It ⁴_____ (find) that Economics graduates earn more than any other graduates, apart from those who ⁵_____ (award) a medical degree. After having completed their studies, they may ⁶_____ (employ) in business, industry, education or the civil service. Economists ⁷_____ (often/perceive) as game-changers in many industries, which makes the job pretty exciting, contrary to popular belief.

9 Study Watch out! and choose the best way of continuing the sentences.

- 1 Behavioural Economics is well worth studying.
 - a Good decisions are made in all areas of life when people use it.
 - b It is used for making good decisions in all areas of life.
- 2 A new role is being created in my department.
 - a George will probably be given the job.
 - b The job will probably be given to George.
- 3 My brother is an economist.
 - a He has just been awarded a promotion.
 - b A promotion has just been awarded to him.
- 4 Despite the promotion, he was not entirely happy.
 - a A bigger pay rise had been promised to him.
 - b He had been promised a bigger pay rise.

WATCH OUT!

In passive sentences where the verbs have two objects (e.g. *give, show, tell, lend, promise, buy*, etc.) either object can come at the beginning. We usually put the 'new' information at the end.

10 Choose the best options to complete the text.

Economics. Why bother?

You may think that the only time ¹*you use economics / economics is used* is when you're trying to decide which pair of jeans you can afford, or when you're saving for a special gig. However, ²*at least a basic knowledge of economics is required / you require at least a basic knowledge of economics* for many areas of our lives, not just financial decisions.

³*It is often said / People often say* that in economics the majority is always wrong. Through studying economics ⁴*people teach us / we are taught* how to make better decisions than we might otherwise.

⁵*Our unconscious biases and tendencies have to be taken into account / We have to take our unconscious biases and tendencies into account*, and it's difficult to do that if ⁶*no one has ever made us aware of them / we have never been made aware of them*.

The transferable skills which ⁷*teachers teach us / we are taught* in Economics make it a great foundation for many careers.

11 SPEAKING In pairs or small groups, discuss the questions.

- 1 Do you agree that everyone should be taught basic economics? Say why.
- 2 What transferable skills do you think could be learned from other academic subjects, e.g. History?



BUYING LOCAL: GOOD OR BAD?

There is a growing movement towards buying local. What are the reasons for this, and what possible disadvantages might there be?

In recent years, there has been a move away from **stocking up on essentials** at mega supermarkets towards buying more frequently from local retailers. In my opinion, there are several excellent reasons for this trend, but also a number of pitfalls to buying local.

Perhaps the most important rationale for buying local goods is the growing awareness of climate change, and the obvious issues related to goods being flown in from the other side of the world. In addition, more and more people are perturbed about products having been manufactured under terrible working conditions. Cheaper though the items may be, worries about modern slavery often negate any discount.

Another benefit of buying local is that such shops frequently offer fresher foodstuffs, and **display their wares** for the customer to choose from. It is also quite easy to get in contact with the owner and ask them to **carry the products** you need.

Last but not least, there is the positive aspect of time one saves when shopping locally – you do not need to

spend the whole day in a shopping centre; instead you are able to devote some of it to your family and friends.

In spite of these benefits, it should be recognised that there are some clear drawbacks to shopping locally. Price is definitely an issue; although shopping in big supermarkets is time-consuming and definitely not eco-friendly, convenience stores are always more expensive so many people economise by **buying in bulk** from chain stores and prefer to **shop around for the best deals**.

There is also likely to be much less choice available in local shops. Many people enjoy spending hours **mooching around the shops** in a big shopping centre – whether we like it or not, it has become part of our culture. It is somewhat harder to **go on a shopping spree** if there is only one local clothes boutique.

In conclusion, while there are undoubtedly some downsides to buying locally, no one wants bricks and mortar shops to disappear and to be forced into a situation where they are unable to **run errands** in their neighbourhood. I would argue that the potential benefits for our local economy and for the world as a whole clearly cancel out any disadvantages.

3F WRITING AND VOCABULARY | A for-and-against essay

- 1 SPEAKING** Work in pairs or small groups. Look at the photo. What reasons does it suggest for buying local, rather than from a national or international chain of shops? What other reasons can you think of?
- 2** Read an essay about buying local and make a list of reasons the author mentions for and against buying local.
- 3** Complete the collocations with the words from the box. Then check your answers in the essay.

buy carry display go on mooch around run
shop around for stock up on

- 1 _____ a shopping spree
- 2 _____ the best deal
- 3 _____ essentials
- 4 _____ a few errands
- 5 _____ in bulk
- 6 _____ their wares
- 7 _____ the shops
- 8 _____ the products

- 4** Complete the sentences with the correct forms of the collocations from Exercise 3.

- 1 I really enjoy _____ the shops, even when I don't actually have any money to spend.
- 2 As long as you have somewhere to store the goods, it's usually cheaper to _____.
- 3 I don't have time to _____, I just want to buy whatever I need quickly, even if it costs more.
- 4 I love wandering round the market looking at everything. The stallholders _____ so beautifully.
- 5 I'll post the letter for you. I have to _____ in town today anyway.
- 6 There was a great sale on so I _____ for school, like pens and pencils.
- 7 He inherited £1,000, but it disappeared very quickly when he _____ in all the designer stores.
- 8 I love this shop! It _____ vintage jewellery and antiques.

- 5** Look at this alternative introduction to the essay in Exercise 2. Which introduction is better? Say why.

In recent years, there has been a growing movement towards buying local. People are starting to see that this is more beneficial for the environment, and for the local economy.

- 6** Study Active Writing. Then find examples of ways in which extracts 2-5 are paraphrased in the essay in Exercise 2.

- 1 There is a growing movement towards buying local.
In recent years, there has been a move away from stocking up on essentials at mega supermarkets.
- 2 disadvantages
- 3 reason
- 4 a growing number of people are concerned about
- 5 I would argue that

ACTIVE WRITING | Paraphrasing

It is important to use paraphrasing in order to avoid repetition, which may cause the reader to lose interest in your writing. Paraphrasing words and phrases also helps the reader to follow the way in which your ideas are linked through the text.

Some common ways of paraphrasing are:

- using synonyms,
- changing the form of words, e.g. from verbs to nouns or adjectives, or vice versa,
- changing from active to passive, or vice versa,
- changing the grammatical structure.

Note that successful paraphrasing requires the use of multiple techniques each time.

- 7** Write a paraphrased background statement for each of these essay titles.

- 1 Recent growth in e-commerce is impacting upon the way we do our shopping. Some people see this as a positive development, while others see negative consequences. Discuss the arguments of both sides and give your opinion.
- 2 More and more people are choosing to run a business from home, rather than being employed by a company. What are the advantages and disadvantages of this?

- 8** Complete the introduction for each of the essay questions in Exercise 7 by adding a thesis statement, summarising what you are going to say in the essay.

- 9** In pairs, read the essay question and make a list of arguments for and against it.

Increasingly, people see shopping not as a necessity but as a leisure activity. Is this a positive thing? Discuss the arguments of both sides and give your opinion.

- 10 WRITING TASK** Write your essay. Use your ideas from Exercise 9 and remember about paraphrasing.



REMEMBER MORE

1 Decide if the meaning of the sentences in each pair is the same (S) or different (D). Then check with the word list.

- 1 ☐ **a** My family set up this business 100 years ago.
b My family started this business 100 years ago.
- 2 ☐ **a** I got a chance to work for a start-up, but I decided to pass up on the opportunity.
b I got a chance to work for a start-up, and I decided to sign up for the opportunity.
- 3 ☐ **a** After selling my products in Europe for five years, I decided to break into the Chinese market.
b After selling my products in Europe for five years, I decided to start selling in China too.

2 Choose the correct words to complete the sentences. Sometimes more than one answer is correct. Then check with the word list.

- 1 I didn't want to buy the ring, but the sales assistant was so nice and *coerced* / *sweet-talked* me into getting it.
- 2 I had to *entice* / *sway* my daughter away from the playground.
- 3 The new manager *persuaded* / *urged* me to take the job even though I wasn't entirely sure.

3 Match the words in the box with their near synonyms below. Decide which word in each pair is more formal. Then check with the word list.

damaging impartial pitfall
tendency

- 1 trap _____
- 2 detrimental _____
- 3 objective _____
- 4 propensity _____

ACTIVE VOCABULARY | Synonyms

When looking up synonyms, make sure you check the differences between them:

- connotation: has the word got a positive or negative meaning?
- register: is the word used in formal or informal situations?
- collocation: do they go with the same words?
- grammar: do the words follow a specific pattern?

3A VOCABULARY AND SPEAKING

5.13

bargain basement (n) /ˈbɑːgən ˈbeɪsmənt/

bespoke (adj) /biˈspəʊk/

branch out (phr v) /ˈbrɑːntʃ ˈaʊt/

bread and butter /ˈbred ən ˈbʌtə/

break into (phr v) /ˈbreɪk ˈɪntə/

break out (phr v) /ˈbreɪk ˈaʊt/

bricks and mortar (store) /ˈbrɪks ən ˈmɔːtə (ˌstɔː)/

build up (phr v) /bɪld ˈʌp/

business concept /ˈbɪznəs ˌkɒnsɛpt/

chocolatier (n) /ˌʃɒkəˈleɪiə/

combine (v) /kəmˈbaɪn/

compensate (v) /ˈkɒmpənsɛɪt/

confide in sb (phr v) /kənˈfaɪd ɪn ˌsʌmbədi/

cost-effective (adj) /ˌkɒst ɪˈfektɪv/

crave (v) /kreɪv/

customer loyalty /ˌkʌstəmə ˈlɔɪəlti/

customer service /ˌkʌstəmə ˈsɜːvɪs/

e-commerce (n) /iː kɒmɜːs/

edible (adj) /ˈedəbəl/

effortlessly (adv) /ˈefətlesli/

electric fence /ɪˈlektɪk ˌfens/

electric mower /ɪˈlektɪk ˌməʊə/

eyesore (n) /ˈaɪsɔː/

fall head over heels in love /ˌfɔːl ˈhed əʊvə ˈhiːlz ɪn ˌlʌv/

fashionista (n) /ˌfæʃəˈnɪstə/

footwear (n) /ˈfʊtweə/

fundraiser (n) /ˈfʌndˌreɪzə/

goat rental company /ˌɡəʊt ˈrentl ˌkʌmpəni/

impulse buy /ˈɪmpʌls ˌbaɪ/

ivy (n) /ˈaɪvi/

knock sth off (phr v) /ˌnɒk ˌsʌmθɪŋ ˈɒf/

kudzu (n) /ˈkʊdzuː/

launch a business /ˌlɔːntʃ ə ˈbɪznəs/

livestock (n) /ˈlaɪvstɒk/

lose your marbles /ˌluːz jə ˈmɑːblz/

luxury goods /ˈlʌkʃəri ˌɡʊdz/

meticulous (adj) /məˈtɪkjələs/

mow a lawn /ˌməʊ ə ˈlɔːn/

niche market /ˈniːʃ ˌmɑːkət/

on the spot /ɒn ðə ˈspɒt/

one of a kind (adj) /wʌn əv ə kaɪnd/

pass up (phr v) /ˌpɑːs ˈʌp/

paste sth onto sth /ˈpeɪst ˌsʌmθɪŋ ˈɒntə ˌsʌmθɪŋ/

peckish (adj) /ˈpekɪʃ/

physical store /ˈfɪzɪkəl ˌstɔː/

price tag (n) /ˈpraɪs ˌtæg/

pride oneself on sth /ˈpraɪd wʌnˌself ɒn ˌsʌmθɪŋ/

prized (adj) /praɪzd/

product-based company /ˈprɒdʌkt beɪst ˌkʌmpəni/

profit margin (n) /ˈprɒfɪt ˌmɑːdʒɪn/

profit-making (adj) /ˈprɒfɪt ˌmeɪkɪŋ/

provide a quote /prəˈvaɪd ə ˈkwəʊt/

relish (v) /ˈrelɪʃ/

sales gimmick /ˈseɪlz ɡɪmɪk/

set up (phr v) /set ˈʌp/

sign up (phr v) /saɪn ˈʌp/

speechwriter (n) /ˈspiːtʃˌraɪtə/

spring up (phr v) /ˌsprɪŋ ˈʌp/

start-up (n) /ˈstɑːtʌp/

tag (n) /tæg/

tradename (n) /ˈtreɪdneɪm/

turnover (n) /ˈtɜːnəʊvə/

upfront investment /ˌʌpˈfrʌnt ɪnˌvestmənt/

USP (unique selling point) /juː es ˈpiː (juːˈnɪk ˌselɪŋ ˌpɔɪnt)/

utterly (adv) /ˈʌtəli/

venture (n) /ˈventʃə/

weed (n) /wiːd/

win over (phr v) /wɪn əʊvə/

word-of-mouth (n) /ˌwɜːd əv ˈmaʊθ/

3B LISTENING AND VOCABULARY

5.14

be taken aback (phr v) /bi ˌteɪkən əˈbæk/

bewildered (adj) /biˈwɪldəd/

clinical psychologist /ˌklɪnɪkəl saɪˈkɒlədʒɪst/

coax (v) /kəʊks/

coerce (v) /kəʊˈsɜːs/

connotation (n) /ˌkɒnəˈteɪʃən/

convince (v) /kənˈvɪns/

crafty (adj) /ˈkrɑːfti/

credulous (adj) /ˈkredjələs/

cunning (adj) /ˈkʌnɪŋ/

devious (adj) /ˈdiːviəs/

diner (n) /ˈdaɪnə/

distant (adj) /ˈdɪstənt/

drive sb insane /draɪv ˌsʌmbədi ɪnˈseɪn/

effortless (adj) /ˈefətles/

encourage (v) /ɪnˈkʌrɪdʒ/

entertained (adj) /ˌentəˈteɪnd/

entice (v) /ɪnˈtaɪs/

enticing (adj) /ɪn'taɪsɪŋ/

envious (adj) /'enviəs/

framing (n) /'freɪmɪŋ/

gullible (adj) /'gʌləbəl/

incite (v) /ɪn'saɪt/

infer (v) /ɪn'fɜː/

inference (n) /'ɪnfərəns/

ingenious (adj) /ɪn'dʒiːniəs/

livid (adj) /'lɪvɪd/

miss out (on) (phr v) /mɪs 'aʊt (ɒn)/

naive (adj) /naɪv/

persuasion (n) /pə'sweɪʒən/

pressure (sb into) (v) /'preʃə (sʌmbədi ɪntə)/

prevail upon (v) /prɪ'veɪl əˈpɒn/

reciprocate (v) /rɪ'sɪprəkeɪt/

reciprocation (n) /rɪ'sɪprəkeɪʃən/

scarcity principle /'skeəsəti ˌprɪnsəpəl/

seduce (v) /sɪ'djuːs/

shrewd (adj) /ʃruːd/

simplistic (adj) /sɪm'plɪstɪk/

social proof /'səʊʃəl ˌpruːf/

staggering difference /ˌstæɡərɪŋ ˈdɪfərəns/

sway (v) /sweɪ/

sweet-talk (v) /'swiːt ˌtɔːk/

tempt (v) /tempt/

the long and (the) short of it /ðə 'lɒŋ ən (ðə) ʃɔːt əv ɪt/

trusting (adj) /'trʌstɪŋ/

unsurprised (adj) /ʌnsə'praɪzd/

unsuspecting (adj) /ʌnsə'spektɪŋ/

urge (v) /ɜːdʒ/

wary (adj) /'weəri/

3C SPEAKING 5.15

at the end of the day /ət ði ˌend əv ðə 'deɪ/

come down (by) (phr v) /ˌkʌm 'daʊn (baɪ)/

company policy /'kʌmpəni ˌpɒləsi/

credit note (n) /'kredɪt ˌnəʊt/

gift card /'ɡɪft ˌkɑːd/

meet halfway /ˌmiːt ˌhaːfweɪ/

reasonably priced /ˌriːzənəbli ˈpraɪst/

return policy /rɪ'tɜːn ˌpɒləsi/

the bottom line is /ðə ˌbɒtəm 'laɪn ɪs/

3D READING AND VOCABULARY

5.16

adverse impact /ədˈvɜːs ɪmpækt/

against one's best interest /əˌɡenst wʌnz best ɪntrəst/

anticipate (v) /æn'tɪsəpeɪt/

applicable (adj) /ə'plɪkəbəl/

bear in mind /ˌbeər ɪn 'maɪnd/

behavioural economics /bɪ'heɪvjərəl ɪˌkəˌnɒmɪks/

bias (n) /'baɪəs/

cancel out (phr v) /ˌkænsəl 'aʊt/

concept (n) /'kɒnsept/

cost-benefit analysis /ˌkɒst ˈbenɪfɪt əˌnælɪsɪs/

damaging (adj) /'dæmɪdʒɪŋ/

detrimental (adj) /ˌdetrɪ'mentl/

dispassionate (adj) /dɪs'pæʃənət/

enhanced (adj) /ɪn'hɑːnst/

fall prey to /ˌfɔːl ˈpreɪ tə/

fallacy (n) /'fæləsi/

feel nauseous /ˌfiːl ˈnaʊziəs/

immediate reward /ɪˌmiːdiət rɪ'wɔːd/

impartial (adj) /ɪm'pɑːʃəl/

inbuilt (adj) /ɪn'bɪlt/

inclined (to) (adj) /ɪn'klaɪnd (tə)/

ineffective tool /ɪnəˌfektɪv ˈtuːl/

law of diminishing returns /ˌlɔː əv dɪˌmɪnɪʃɪŋ rɪ'tɜːnz/

long-term payoff /ˌlɒŋ ˌtɜːm ˈpeɪəf/

negate (v) /nɪˈɡeɪt/

notion (n) /'nəʊʃən/

notwithstanding /ˌnɒtwɪð'stændɪŋ/

objective (adj) /əb'dʒektɪv/

outweigh (v) /aʊtˈweɪ/

overdo things /ˌəʊvəˈduː ˌθɪŋz/

overvalue (v) /ˌəʊvəˈvæljuː/

palatable (adj) /'pælətəbəl/

persevere (v) /ˌpɜːsəˈvɪə/

persist with sth (v) /pə'sɪst wɪð ˌsʌmθɪŋ/

pitfall (n) /'pɪtfɔːl/

plough on (phr v) /ˌplau ˈɒn/

present bias /ˌprezənt ˌbaɪəs/

principle (n) /'prɪnsəpəl/

procrastinate (v) /prəˈkræstəneɪt/

propensity (n) /prəˈpensəti/

put sth off (phr v) /ˌpʊt ˌsʌmθɪŋ ˈɒf/

snare (n) /sneə/

sophisticated (adj) /səˈfɪstɪkətɪd/

(be) subject to a law/rule/penalty

/tʃi ˌsʌbdʒɪkt tə ə ˈlɔː / ˈruːl / ˈpenəlti/

sunk-cost fallacy /ˌsʌŋk ˌkɒst ˌfæləsi/

take into account /ˌteɪk ɪntə əˈkaʊnt/

tendency (n) /ˈtendənsi/

too many cooks spoil the broth /tuː ˌmeni ˈkʊks ˌspɔɪl ðə ˈbrɒθ/

trap (n) /træp/

unaffected (adj) /ˌʌnəˈfektɪd/

willpower (n) /ˈwɪlˌpaʊə/

3E GRAMMAR 5.17

civil service (n) /ˌsɪvəl ˈsɜːvɪs/

consistently (adv) /kən'sɪstəntli/

contrary to popular belief /ˌkɒntrəri tə ˌpɒpjələ bəˈliːf/

digitally altered /ˌdɪdʒɪtəli ˈɔːltəd/

downturn (n) /ˈdaʊntɜːn/

income (n) /ɪŋkʌm/

game-changer (n) /ˌgeɪm ˌtʃeɪndʒə/

put sth aside (phr v) /ˌpʊt ˌsʌmθɪŋ əˈsaɪd/

subconscious (adj) /sʌbˈkɒnʃəs/

subtract (v) /səbˈtrækt/

transferable skills /ˌtrænzˌfɜːrəbəl ˈskɪlz/

unconscious (adj) /ʌnˈkɒnʃəs/

versatile (adj) /ˈvɜːsətəɪl/

3F WRITING AND VOCABULARY

5.18

buy in bulk /ˌbaɪ ɪn ˈbʌlk/

carry the products /ˌkæri ðə ˈprɒdʌkts/

convenience store (n) /kənˈviːniəns ˌstɔː/

display wares /dɪˌspleɪ ˈweəz/

(the) downside to doing sth /tə ðə ˈdaʊnsaɪd tə ˌduːɪŋ ˌsʌmθɪŋ/

economise (v) /ɪˈkɒnəmaɪz/

foodstuff (n) /ˈfuːdstʌf/

go on a shopping spree /ˌɡəʊ ɒn ə ˈʃɒpɪŋ ˌspriː/

modern slavery /ˌmɒdn ˈsleɪvəri/

mooch around the shops /ˈmuːtʃ əˌraʊnd ðə ʃɒps/

rationale (n) /ˌræʃəˈnɑːl/

retailer (n) /ˈriːteɪlə/

run a few errands /ˌrʌn ə ˌfjuː ˈerəndz/

shop around for the best deal /ʃɒp əˌraʊnd fə ðə ˌbest ˈdiːl/

stallholder (n) /ˈstɔːlˌhəʊldə/

stock up on essentials /ˌstɒk ʌp ɒn ɪˌsentʃəlz/

VOCABULARY AND GRAMMAR

1 Complete the collocations in the sentences.

- The High Street shops need to keep coming up with new **sales g**_____ to encourage people into the shops.
- I have to return this jacket. It was an **i**_____ **buy** when I was browsing online last week. I can't afford it, and I don't need it.
- The company's **profit m**_____ are low this year, so they will be hoping for better sales next year.
- When someone wins a large amount of money, the first thing they will probably do is go on a **shopping s**_____ and splash out on things they've always dreamed about.
- You would imagine that in a recession the sale of **luxury g**_____ would be the first to suffer, but that is not always the case.
- It took a lot of creative meetings before we came up with a new **business c**_____ for a chain of bakeries.

2 Choose the correct words to complete the text.

SCAMS GALORE

Online and phone scams have been on the rise for several years and many people have been ¹*coerced / enticed / prevailed* upon to part with significant amounts of money.

And it is not only the ²*crafty / gullible / impartial* who have been taken in by the scammers. The scams are becoming ever more ³*devious / naive / credulous* and often use well-known ⁴*USPs / tradenames / niches* to hide behind. Emails ⁵*persevering / signing / urging* us to click on a link to check a balance or a potential benefit can catch out even the *most impulsive / shrewdest / most bespoke* of us. Some fraudsters develop extremely elaborate and ⁷*detrimental / dispassionate / ingenious* scenarios designed as a ⁶*snare / gimmick / incitement* for us, and we could well be giving away confidential details before we're aware of what is really going on.

3 Complete the sentences with the correct form of the phrasal verbs in the box.

cancel out plough on set up spring up stock up
win over

- My grandparents _____ a very lucrative furniture business thirty years ago and it is still doing well.
- I'm afraid the recent downturn in sales has _____ any profits we made in the last quarter.
- The management is hoping that the wide range of special offers will _____ new customers.
- When the microphone stopped working in the middle of his speech, he just _____ and spoke more loudly! I really admired him.
- There are warnings of food shortages and many people are _____ on pasta and rice.
- Charity shops are _____ in High Streets all over the country where traditional shops are closing down.

4 Rewrite each sentence in two ways using the Passive.

- They lent us the money to develop the website.
We _____. / The money _____.
- The accountants will give their reports to the board next week.
The board _____. / The reports _____.
- The bank had sent thousands of clients warnings about the new scams.
Thousands of clients _____. / Warnings _____.
- Some customers have owed her significant amounts of money for a long time.
She _____. / Significant amounts of money _____.

5 Complete the dialogue with the Passive verb forms.

- A** Hey! I've got a challenge for you.
B What do you ¹_____ (need / have / do) this time?
A No! It's about how you ²_____ (might / help) by something I've just been informed about.
B Right. It's just that when I ³_____ (give) a challenge by you, it's usually like ... getting me to finish an assignment in return for a free lunch out!
A No, this time I ⁴_____ (ask) by a cousin of mine to help set up a website for sending cards. He and I are good at tech and business, but the cards ⁵_____ (should / design) by someone with your talent! Please say yes!
B Well, having ⁶_____ (ask) so politely, and having ⁷_____ (give) the opportunity to ⁸_____ (pay) for indulging in my hobby, how could I say no?

USE OF ENGLISH

6 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than six words, including the word given.

STRATEGY | Sentence transformation

Remember that the word given must not be changed. This can give you an indication whether you need to create a passive form, use a gerund, etc.

- Managers need to implement the recent health and safety regulations before the end of March. **HAVE**
The recent health and safety regulations _____.
- If you buy a lot of things at once, you can often save money. **BULK**
It can be a good idea _____ want to save money.
- Are they giving us a choice about how we want to pay? **GIVEN**
Are _____ about how we want to pay?
- Some children help their parents out by doing a few things for them. **RUN**
It is helpful for some parents when their _____.
- The company sold us insurance after we had booked tickets. **BOOKING**
After _____ by the company.
- We must remember that the shops do not open until 10.30. **BEAR**
We _____ the shops do not open until 10.30.

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READING

- 7 Read the article about advertising and choose the correct answers.

On the hunt for customers

The issue of targeted advertising has aroused strong opinions in recent times, but what exactly is it and what do opponents object to?

The idea of targeted advertising is as old as the industry itself and its aim is to direct adverts only to those who are likely to buy the items being promoted. This kind of advertising is focused on audiences with certain demographic traits and its origins can be traced back to the 1920s when the soap opera was born. It started as a serialised drama aired several times a week on the radio. The storyline was melodramatic and sentimental so it appealed mostly to women. The assumption that the majority of listeners would be female led to the advertising of domestic products, like soap, during the commercial breaks, hence the name of the genre which is now mainly associated with television. In the same way, adverts during sports events would have targeted mostly male spectators with products such as cars or shaving creams. At a time when there were marked differences in male and female behaviour patterns, this worked to a large extent. However, in today's changing world, the division is becoming less obvious.

With the growth of the Internet, targeted advertising has become much more effective, but critics complain about the lack of privacy. Unless users have the technological skills to prevent it, web browsers and social media sites are able to harvest huge amounts of data on our viewing habits and histories which they can monetise by selling the information to advertisers. In addition, almost every website we visit will install cookies onto our computers which, quietly and unbeknown to the unaware, will also collect information about us. Apart from not liking the idea of being spied upon for commercial reasons, there is also a fear that this information may end up in the wrong hands and be used for less honest purposes.

Apparently, it isn't just cookies and browsing history that is being used to spy on us. There are stories about people having conversations about a particular product and then seeing an advert for that exact same thing online. Are we being listened to or is it just pure coincidence, unlikely as that may seem? Perhaps, instead, a family member may have used our computer to browse websites without our knowledge? Whatever the reason, as we fill our homes with more and more smart gadgets, along with their obvious advantages, they give advertisers a greater opportunity to find out information about us. Our smart TVs track our viewing habits, our smart fridges make our eating habits public and voice assistants may listen to us at any time.

Even if the Orwellian nature of targeted advertising disturbs you, you may find it comforting that the software isn't always effective enough. Ironically, the more advertisers find out about us, the more mistakes are made. We may, for example,

research home appliances and, when we have purchased one, find that the webpages we browse are full of adverts for a product we no longer need. If people were involved in the process, they would notice the problem, but the artificial intelligence used to match adverts to customers hasn't been perfected yet. Advertisers may also be wasting their time with adverts for products which we buy very often. If someone regularly goes to the same restaurant, why advertise it to them at all?

However invasive advertising has been so far, the future may see the industry becoming even more personal. A new idea is contextual advertising, which works in real time and uses key words in a web search or online articles to bring us links to related adverts. So, if you go online to search for fridges, you will get adverts for many other household items. As soon as you move to another website, the adverts will change to reflect its content. It is a good idea but, at this early stage, there are still teething problems. An article about a plane crash, for example, may be wrongly paired with adverts for flights to exotic destinations.

Whatever happens, targeted advertising is here to stay and, as more and more of our lives are spent online, it seems inevitable that advertisers will keep on hunting for us.

- 1 According to the writer, in the past, targeted advertising
 - a made untrue assumptions about the target audience.
 - b was ineffective as it often missed its target audience.
 - c was based on research of customers' buying habits.
 - d depended on the audience's gender.
- 2 In the text, the writer claims that information about us
 - a can be collected even if we try to block access.
 - b is worth collecting for financial reasons.
 - c is kept by Internet providers for their own use.
 - d is sometimes used dishonestly.
- 3 The writer suggests that we
 - a might be listened to by smart devices.
 - b need to switch off computers when not using them.
 - c should not allow other people to use our computers.
 - d can disregard suggestions that we are being spied on.
- 4 Nowadays, targeted advertising isn't successful because it
 - a can be affected by human error.
 - b can advertise goods people are unlikely to buy.
 - c doesn't know what products we really like.
 - d can put people off buying a product.
- 5 One similarity between contextual advertising and targeted advertising is that they both
 - a use past behaviour to decide what you will see.
 - b may show you adverts for recently bought items.
 - c match the adverts to the website you are looking at.
 - d rely on an imperfect form of artificial intelligence.

04

Tastes

VOCABULARY	Adjectives related to food, partitives, verbs related to eating, food items extended, idioms
GRAMMAR	Advanced conditional structures, inversion in conditional forms
READING	Identifying paraphrases, synthesising information
SPEAKING	Proposing solutions, giving reasons and justifications
WRITING	A restaurant review



A Learn about a food stylist's work. Create the perfect picture of a gooey chocolate cake, oozing with light fluffy cream, tempting burgers glistening with cheese. Discover how to make food look its best. Our ten-week course will train you in the basic skills required to enhance food for photography sessions.

B Explore your creative side during our weekend course on food art. Watch demonstrations by experienced food artists and try your hand at it yourself. Create flamingos from strawberries, the Mona Lisa using seeds and berries, or make edible asparagus forests.

4A VOCABULARY AND SPEAKING

1 **SPEAKING** In pairs, discuss the questions.

- 1 What do you think a food stylist and food artist do?
- 2 What does each job involve?

2 In pairs, describe the photos. Which shows the work of a food stylist and which the work of a food artist? Read the college course adverts and check your answers.

3 **2.1** Listen to a food stylist talking about her job and answer the questions.

- 1 What personality traits and skills does a food stylist need?
- 2 Why is a food stylist necessary?
- 3 What tools of her trade does she mention?

Adjectives to describe food

4 2.1 Listen again and match the food from the recording with the adjectives that describe it.

- | | |
|------------------|-------------------|
| 1 tender _____ | 6 mouldy _____ |
| 2 velvety _____ | 7 stodgy _____ |
| 3 scalding _____ | 8 succulent _____ |
| 4 soggy _____ | 9 gooey _____ |
| 5 gristly _____ | |

5 Match adjectives 1–7 with their synonyms a–g.

- | | |
|--------------------------------------|-------------------|
| 1 ☐ succulent | a heavy |
| 2 ☐ velvety | b juicy |
| 3 ☐ scalding | c hot |
| 4 ☐ soggy | d smooth |
| 5 ☐ gristly | e moist |
| 6 ☐ stodgy | f sticky and soft |
| 7 ☐ gooey | g chewy |

6 Decide whether the adjectives in the box have negative (N) or positive (P) connotations. Then complete the customer comments with the correct adjectives.

chewy ☐ fluffy ☐ greasy ☐ mouldy ☐ scalding
soggy ☐ stodgy ☐ tempting ☐ tender ☐ velvety

- I was expecting the steak to be _____, but instead, it was tough and very _____.
- I couldn't drink the tea immediately – it was _____ and burned my tongue!
- The mashed potatoes were light and _____ – better than the _____ chips my sister had – dripping with oil!
- They served the fish with a smooth and _____ sauce.
- The chocolate pudding looked lovely, but it was too heavy and _____ for me.
- The croutons should have been light and crisp, but they'd been in the soup too long and were all _____ – yuk!
- I sent back my cheese board because the cheese was _____!
- The cheesecake looked _____, but I'd eaten a lot and I just finished off the meal with a peach.

7 In pairs, name two foods that could be described using the adjectives from Exercise 6.

8 2.2 Listen to a food artist talking about his job. Complete the sentences with 1–4 words in each gap.

- The job of a food artist is considered _____ by many.
- The speaker was impressed when he saw a cake that resembled a _____.
- Some food art is _____ as its main purpose is to be displayed.
- The speaker suggests that people can look up _____ on the Internet.

Partitives

9 2.2 Study Active Vocabulary. Then listen again and complete the partitives with the nouns to make collocations from the recording.

- a clove of _____
- a dab of _____
- a drop of _____
- a dusting of _____
- a handful of _____
- a heel of _____
- a scoop of _____
- a segment of _____
- a slab of _____
- a slice of _____
- a spoonful of _____
- a sprig of _____
- a sprinkle of _____

ACTIVE VOCABULARY | Partitives

Partitive expressions allow us to quantify things, usually uncountable ones, e.g. *information* is uncountable, but if we use *a piece of* with *information*, then we can count it (*one piece of information, two pieces of information*, etc.)

It is possible to use some partitives with different nouns, e.g. *a piece of advice / fruit*, but there are often specific nouns that collocate with specific partitives, e.g. *a fit of anger, a clove of garlic*.

10 Choose the correct partitives to complete the sentences.

- Always add a *pinch* / *drop* of salt to beaten eggs.
- I had two *handfuls* / *scoops* of vanilla ice cream with a *sprig* / *sprinkle* of grated chocolate and it was delicious.
- We used to dip *segments* / *slabs* of oranges into sugar as a snack when we were children.
- She finished off the cake with a *dab* / *dusting* of sugar.
- I like a *scoop* / *heel* of bread with my soup.
- There was a *pinch* / *dab* of chocolate sauce on her nose after she'd made the cake.
- The only green vegetable my dad will eat is a *handful* / *sprig* of peas now and again.
- We should all eat five *portions* / *cloves* of fruit and vegetables every day.

11 **SPEAKING** If you could choose to have a job related to food, what would it be and why? Think about: food stylist, food artist, chef, chocolate taster.

12 **REFLECT | Culture** In pairs, discuss the questions.

- Is the local food and cuisine in your country more popular than the cuisine of other cultures? Say why.
- What is your regional cuisine famous for? Describe the food using the words and phrases from this lesson.
- Why are traditional foods important to a culture?

4B READING AND VOCABULARY

- 1 SPEAKING** Read the introduction to an online article about appetite triggers. In pairs, discuss what you think might be mentioned in the contributions.
- 2** Read contributions A–D. Do they mention any points that came up in your discussion?
- 3** Read extract a and its paraphrase b. Then study Active Reading and answer questions 1–3 below.
 - I used to be a midnight snacker. I'm sure this is what triggered my sleepless nights.
 - He blames the onset of his insomnia on late night eating habits.

ACTIVE READING | Identifying paraphrases

- You can use **reporting verbs** to introduce paraphrased opinions and information, e.g. *criticise, blame, point out, acknowledge, verify*, etc.

Some people don't know when to stop eating and he says that this is completely their own fault.

Paraphrase: He **criticises** people who lack self-control over their eating.

- The paraphrase may use **synonyms**:
He thinks that ... – He is of the opinion that ...
a catastrophic event – a disastrous incident
power – immense influence.
- The paraphrase may be shorter and **combine information** from more than one sentence, e.g.
Research suggests that there is no specific area of the brain involved in prompting us to eat. On the other hand, recent statistics seem to indicate the opposite.
Paraphrase: He mentions contradictory research evidence regarding parts of the brain responsible for appetite triggers.

- Which phrase from extract a is reflected in the reporting verb *blame* in paraphrase b?
- In sentence b, find synonyms for *triggered, sleepless nights* and *I used to be a midnight snacker*.
- What other main difference do you notice between the extract and the paraphrase?

- 4** Match questions 1–10 with writers A–D. Each writer may be chosen more than once.

Which writer ...

- ☐ connects an appetite trigger to an emotion or a state of mind?
- ☐ wants the reader to visualise a situation?
- ☐ believes people are manipulated to eat unhealthily?
- ☐ mentions something that does not only trigger a desire for food?
- ☐ considers his food weakness quite unusual?
- ☐ rarely finds what he initially had a desire to eat?
- ☐ mentions more than one sense that reacts to the appetite trigger?
- ☐ compares his appetite trigger with other people's?
- ☐ cites other appetite triggers that do not affect him?
- ☐ is not usually negatively affected after indulging his habit?

- 5** Look at the highlighted phrases in the text and guess their meaning. Then match them with the underlined parts of the sentences.

- I'm always tempted by the gorgeous meals I see in magazine adverts.
- Even if you're not particularly hungry, if you smell freshly baked bread, you get a sudden message from your stomach.
- It's important to let your body digest dinner before doing anything energetic.
- When I come home from sports training, I usually eat everything I can find.
- Come over now and I'm sure I can quickly cook something to eat.
- Even when you're watching your diet, I think it's OK to go for something tasty and full of unhealthy things, just occasionally!

- 6** Complete the sentences with the correct forms of the verbs from the box.

bombard devour sneak strike succumb trawl
trigger waft water waver

- I had to _____ through all my old emails to find the information I was looking for.
- I was starving and _____ the whole plate of sandwiches in five minutes.
- The smell of roast lamb _____ from the kitchen always makes my stomach rumble.
- By the fifth kilometre of the marathon my enthusiasm for the experience _____.
- When I was young, I used to _____ into the kitchen to snack at night.
- We're _____ with adverts for fast food every day on TV and online.
- The smell of my mum's lemon cheesecake always makes my mouth _____.
- His action _____ a massive response from the people.
- My hunger demons _____ when I get anxious about something.
- John _____ to temptation and had a second serving of the stew.

- 7** Work in pairs. Tell your partner about:

- things we are bombarded with on a regular basis,
- places you sneaked into when you were young,
- times your enthusiasm has wavered,
- items you've trawled through recently,
- food you can devour very quickly.
- a smell (pleasant or disgusting) that seems to waft through the air in a place you visit.

- 8 SPEAKING** In pairs, discuss another appetite trigger. Then write your own contribution for the article.

What tickles your taste buds?

04

Everyone knows that it's important to have a regular routine regarding meals, but it's also true to say that it's often impossible to ignore hunger pangs outside regular mealtimes, when we give in to temptation of one type or another and indulge ourselves.

We wanted to hear what can trigger people's appetites – when and why they succumb to temptation. Here are some contributions from different readers. Can you relate to any of these?



2.3

A Picture the moment. You've had a really filling meal of dumplings and tender chicken casserole, and you're chilling out on the sofa watching an hour or so of mindless TV to **let your dinner go down** and forget the day's issues. It's a police series, nothing too exciting. But then, oh no – the detective goes into a fish and chip shop. Your senses are suddenly on full alert. You can smell the vinegar, hear the chips sizzling in the fryer, and **your stomach gives a lurch**. The policeman bites into the fish, and your mouth starts to water. What do you do? Well, what I do is head for the kitchen, **rustle up** what I've just seen on the screen – and then feel awful afterwards. **I'm an absolute sucker for** the foodie delights I see on TV. The saltiness of the fish, the feeling of greasy chips on my fingers. Irresistible. Pictures in a book or magazine or online don't do it for me, but moving visuals do. It's useless trying to ignore the pangs, I'm afraid I'm a lost cause.

B I'm usually careful to avoid the temptations that lead to snacking between meals. But, unfortunately, when boredom sets in, the healthy habits waver. Some of my friends maintain that it's stress or anger that leads them straight to the crisp packet or a slice of gooey cream cake. They say that comfort eating helps them cope with whatever situation it is that they're facing. I have no such excuses. My hunger demons strike when I'm between activities. Work's done, but I have an hour to kill before meeting up with friends, and more likely than not, I'm fed up with trawling social media. My brain thinks, 'What shall I do now?' And my stomach kicks in with, 'Well, I've got an idea! Remember that box of chocolates you got for your birthday?' And before I know it, the box is beside me, half empty ... And, unlike my friends – I don't feel better afterwards – I'm just too full!

C We're continually being bombarded with information, advice, warnings and threats relating to healthy eating, but then the shops and supermarkets sabotage everything. I could be walking down the street to the bus stop without a thought of food in my head – when the smell of freshly baked bread wafts out of the baker's and stops me in my tracks. I'm sure most people would agree that smells like this have the uncanny ability to communicate directly with our stomachs, completely bypassing the brain. So, then I devour a hot sausage sandwich (or two) and feel really guilty. The supermarkets are even worse. They've researched the smells that trigger food responses in us, and they purposely release them in certain aisles to encourage us to buy. For me smell is a very powerful sense and it can take me back to a childhood walk in the country, or, in the case of bread, chocolate and coffee – straight into a café or a shop!

D My problem is a little odd – I'm a midnight snacker, and it's all down to the power of my dreams. Apparently, eating is rare in dreams. Experts say you can see the food and be about to eat it, but then your imagination will jump to the point after you have eaten and there is no experience of actually tasting or swallowing. Well, in my dreams I don't usually get as far as the **eaten** stage – I wake up at the **about to eat** point and find myself absolutely ravenous. So, I sneak downstairs to the kitchen. I don't binge and **eat everything in sight** – just a few pieces of cheese or a handful of crisps will be enough. I've usually forgotten what I wanted in the dream, which is just as well as we don't keep great supplies of chicken curry or wedding cake (two things I quite often dream about) in our kitchen. You'd think cheese in the middle of the night would give me nightmares, but I usually sleep like a baby after my **naughty indulgences**.



4C GRAMMAR

- 1 SPEAKING** In pairs, discuss what the benefits and drawbacks of eating organic foods might be. Make a list and compare with the class.
- 2**  **2.4** Read the questions from the survey. In pairs, discuss your answers. Then listen to the survey, summarise the speakers' answers and compare them with your ideas.



- 1 Why don't more people eat organic foods?
- 2 Why is it important to develop organic foods?
- 3 What can big food producers do to help?
- 4 Why have pesticides been used for so long?
- 5 Do you think pesticides will be completely banned in the future?

Advanced conditional structures

- 3** Sentences 1–6 from the recording in Exercise 2 use advanced conditional forms. Read them and answer questions a–c.
 - ☐ ☐ Find two sentences where the proposition is less likely than with a normal conditional form.
 - ☐ ☐ Find two sentences which emphasise and focus on nouns by using the structure *If+noun/pronoun+to be*. What is the difference in time reference between them?
 - ☐ ☐ Find two sentences where *if* has been replaced. How do these changes affect the meaning?
 - 1 But for the greed of the big industrial manufacturers, we wouldn't be in this situation now.
 - 2 If the big food producers were to find alternative ways to protect crops, this might safeguard people's health.
 - 3 If it weren't for farmers having used these pesticides so much over the decades, the bee populations would be much safer now.
 - 4 As long as more and more people demand it, then things will change!
 - 5 If you should ever talk to a beekeeper, they'll tell you about the real problems bees are encountering.
 - 6 If it hadn't been for lack of information, I'm sure people would have started eating organic foods a long time ago.

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- 4** Rewrite the sentences in Exercise 3 using basic conditional structures.



DUCKS LEND A HELPING BEAK

Chinese farmer, Tang, employs a strange group of workers in his fields – ducks! They gorge themselves on the insects and weeds, which would otherwise destroy his crops, and in addition to this, they also fertilise the soil. ^AHad this ancient Chinese tradition not been rediscovered, farmers, like Tang, would be forced into using a whole range of pesticides to deal with increasing numbers of insects, breeding because of today's higher temperatures. As it is, his organic rice now commands high prices. However, as the tempting crops begin to bear fruit, the ducks are withdrawn. ^EWere they to continue, the crop itself might well disappear along with the insects and weeds! This technique is being copied in villages all across Asia, in France, Iran and South Africa. ^CShould it be adopted on a larger scale in other places, it could reduce our dependency on pesticides.

Inversion in conditional forms

- 5** Look at the photo above. Why do you think the ducks are in the field? Read the article and check your ideas.
- 6** Look at the three underlined sentences in the text and answer the questions. Then rewrite the sentences using basic conditional forms.
 - 1 Which word that usually appears in basic conditional sentences has been omitted?
 - 2 What has happened to the word order of these sentences?
 - 3 What has happened to the word *not* in the sentence that is negative?
 - 4 Why has inversion been used in the sentences?

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- 7** Rewrite the sentences using conditional sentences with inversion.
 - 1 They don't use insecticides because they don't want the rice to be contaminated with chemicals. Were they _____.
 - 2 They shared the advice online so that other farmers could learn about it. Had _____.
 - 3 The ducks eat the weeds so that the crops aren't strangled by them. Should _____.
 - 4 They don't spend a lot of money on researching natural alternatives to pesticides which could help farmers. Were _____.
 - 5 Reversing climate change would lower global temperatures. Should _____.

- 8 Choose the correct options to replace the underlined words and phrases in the text. Then decide which of them have similar use.

== PONDERING OVER A MENU ==

¹Supposing you had to organise a feast, what sort of food would you serve? ²Without knowing all your guests' dietary preferences, it would be hard to decide. You could play safe and get in a huge amount of pizza, chicken nuggets or burgers. But ³should you do that, the vegetarians might feel left out. However, ⁴as long as you served up fluffy roast potatoes and succulent cheesy omelettes, they should be happy. ⁵Unless they were vegans, of course. ⁶Assuming you decided to go for a buffet, you would encounter other problems. ⁷Provided that you had plenty of space and enough money to hire a cook, it would be a great option. ⁸Otherwise, people would have to eat standing up and you'd have to cook yourself. In any case, you should avoid scalding hot soups that get cold fast and deep-fried food that may become soggy. ⁹But for dishes like those, anything could be on the table.

¹⁰On condition that it's healthy and fresh.

- 1 Unless / Imagine
- 2 If you knew / If you didn't know
- 3 If you had done / If you were to do
- 4 If you served / If you didn't serve
- 5 If they were / If they weren't
- 6 If / Unless
- 7 If you had / If you didn't have
- 8 If / If not
- 9 Apart from / If not
- 10 If it's / Should it be

- 9 Complete the table with the words and expressions from the box.

assuming on condition otherwise provided (that)
should + noun without

Very similar to <i>if</i> . Normal condition.	as long as _____
The condition is taken for granted.	supposing _____
Adds a negative meaning to the condition.	unless _____
Adds a negative meaning to the condition and requires a gerund or a noun.	but for _____

YOU SCRATCH MY BACK ...

¹Supposing / Provided that you were trying to find a hive full of honey in the wild (²unless / assuming you weren't a bee!) – how would you go about it? Well, ³should / but for you belong to a certain African tribe, the Yao in Mozambique, you'd give a particular call involving a complicated rolling rrrr sound and, ⁴otherwise / provided that your call was correct, a bird called the greater honeyguide might appear and show you the way. ⁵But for / Assuming the help of this amazing bird, the search for honey would be long and complex and, more often than not, unsuccessful. Scientists call this an example of mutualistic behaviour – animal and man interacting for a common outcome. The Yao need the honey from hives, which are usually hidden high up in tall trees, and ⁶on condition that / unless guided there by the honeyguide, there would be little chance of finding them. In return, the birds feed on the wax and grubs that remain after the honey has been extracted. ⁷Unless / As long as the Yao don't deny the birds their reward, as has unfortunately happened in other places, the special relationship will go on. And long may it continue, ⁸without / otherwise, a nourishing food source would remain unexploited.

- 10 Choose the correct words and phrases to complete the article about a bird called the greater honeyguide. In pairs, discuss what would happen if this relationship between the birds and humans did not exist.
- 11 Complete the sentences with your own words. Then, in pairs, compare your answers. Ask for and give more details.
- 1 Were I to be asked to cook for ten people, I _____.
 - 2 Should I ever go to Africa, I _____.
 - 3 Had I known at the age of fifteen that _____.
 - 4 But for the cost of the ticket _____.
 - 5 Provided that you come with me, _____.
 - 6 Unless I'm completely mistaken, _____.
 - 7 I wouldn't be here now if I _____.
 - 8 If it hadn't been for my first teacher, I _____.
- 12 Read sentences 1 and 2 and make as many conditional sentences as possible, using *if*, inversion, and words and phrases to replace *if*.
- 1 You need to finish preparing your part of the meal soon or we won't be able to serve it on time.
 - 2 The council gave local farmers some funding and they found alternatives to using so many pesticides.
- 13 **SPEAKING** Think about the steps involved in food production – farming, animal husbandry, shopping or cooking. Tell your partner under what conditions you might take part in these activities.



4D SPEAKING

- Look at photos showing potential problems related to food. What issues do they show? What might the consequences be?
- 2.5** Listen to two students talking about one of the topics from Exercise 1 and answer the questions.
 - Which problem are they discussing?
 - What consequences do they talk about?
 - What solutions do they propose?
- Work in pairs. Do you agree with the solutions that the students proposed? Discuss other solutions for this problem and share them with another pair.
- 2.5** Listen again and complete the phrases in the Speaking box with one word in each gap.

SPEAKING | Proposing solutions, giving reasons and justifications

When discussing and justifying options, always acknowledge the other person's suggestions politely, even if you disagree.

Proposing options

Another ¹ _____ forward could be (organising courses).

In my opinion, we should also be ² _____ at (giving tips about ...)

We need to ³ _____ this problem by (getting people into ...)

Given the difficulty/urgency of the problem, we need to ...

Giving reasons (justifications)

My ⁴ _____ for saying that is ...

The reasoning ⁵ _____ that is that ...

The logic underpinning such an approach is that ...

What I'm ⁶ _____ to say is that some people ...

Acknowledging another person's suggestions

Yes, I see where you're ⁷ _____ with that.

Actually, that's a really ⁸ _____ option.

Good ⁹ _____. You're spot on!

- 2.6** Complete the conversation about another problem from Exercise 1 with the correct words and phrases from the Speaking box. Listen and check.

Mark What else could we write about ... How about food waste? Did you know that a third of the food that we produce is wasted?

Sarah What are the ¹ _____ that, do you think?

Mark Let me see ... Hmm ..., as supermarkets have appearance quality standards, they reject perfectly good food just because it doesn't look right.

Sarah I see where you're ² _____ that. What else ... We should also ³ _____ at bulk-size packaging at shops.

Mark And large portions served in restaurants? We're consuming ever bigger meals than thirty years ago. People will rarely buy a second helping, but they'll take the option of a larger size.

Sarah ⁴ _____ thinking.

Mark What I'm ⁵ _____ say is that they do it so as not to appear so gluttonous.

Sarah Probably. Last but not least, households buy more food than needed.

Mark You're ⁶ _____ on! OK, so we've got the reasons. Now what about the solutions to the problem?

- In pairs, discuss solutions for the problem in Exercise 5. Compare with another pair. Use the phrases from the Speaking box.
- Work in small groups. Choose one of the problems from Exercise 1 that hasn't been discussed yet. Talk about why this problem has occurred, its consequences and potential solutions. Then share your ideas with the rest of the class.

1 SPEAKING Look at photos A–C. Would you ever do these things when eating with other people? What other things would you not do when eating in public?

2 **2.7** Listen to Kate talking about table manners on her vlog. Which of the things in the photos does she mention?

3 Put topics a–f in the order Kate mentions them.

- a ☐ Reasons for the importance of good table manners.
- b ☐ Whose responsibility developing children's manners is.
- c ☐ Imposing rules at mealtimes.
- d ☐ Kate's own manners.
- e ☐ Reasons for the decline in manners.
- f ☐ How she found out about changes in table manners.

4 **2.7** Listen again and complete each sentence with a word or a short phrase in each gap.

- 1 Kate thinks her parents would most object to her not using a _____ when eating on her own.
- 2 Kate was particularly surprised by a _____ about modern table manners.
- 3 Kate uses the word _____ to describe a hypothetical experience in a restaurant.
- 4 Kate believes that the most important thing about having good table manners is that it is a sign of _____ for others.
- 5 According to Kate, children are using _____ as role models for table manners.
- 6 Kate mentions that certain schools currently use _____ to help develop good manners in their students.
- 7 Kate would most like to see a phone ban in _____.
- 8 Kate uses the word _____ to describe her attitude to people playing with food at the table.

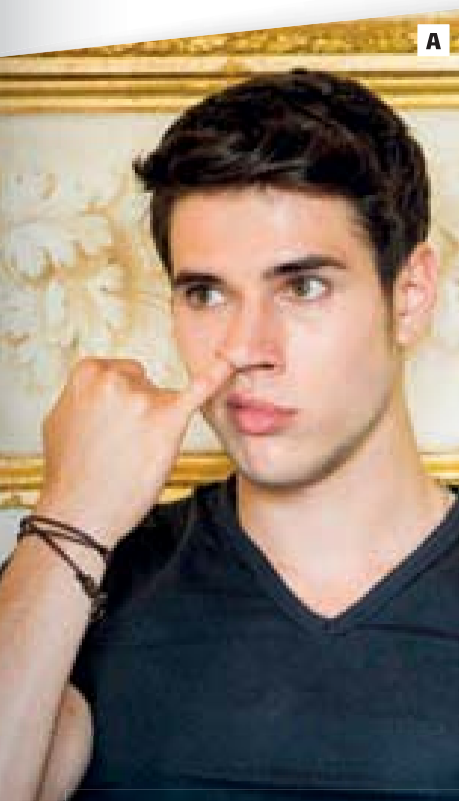
5 Complete the sentences with the correct forms of the words from the box.

become bring feeling go haul mind slurp

- 1 The programme on nutrition really _____ it home to me how dangerous some foods are for our health.
- 2 I _____ over the coals a lot as a child for sneaking chocolate bars into class and eating them.
- 3 I hate hearing someone _____ their drink – it is so rude!
- 4 I've got a _____ that the bill for this meal is going to be astronomical.
- 5 My manners completely _____ by the board when I'm hungry and eating alone.
- 6 Children asking permission to leave the table has definitely _____ a thing of the past in my country.
- 7 My mum used to tell me to _____ my manners when I had tea at schoolfriends' houses.

6 REFLECT | Culture In pairs, discuss the questions.

- 1 Do you think good table manners are important today? Say why. What can we learn about a person from their table manners?
- 2 Do you think table manners have changed in your country since you were a child? Is this a good or a bad thing in your opinion? Say why.
- 3 List any table manners you think are special to your country. Do you know of examples of table manners in other countries that are different to yours? Give examples.



☐ I can understand the development of ideas in a vlog and talk about table manners.



THE BIG COMBO – BIG TASTES

A Do you appreciate the delicate spices that flavour Asian food and yet often yearn for some naughtily unhealthy American burgers or deep-fried chicken? Yes? Then you will love the new fusion restaurant – The Big Combo. In common with other fusion restaurants, it brings together the tastes of different cultures in an unexpected way. I ate there last night and, as I'm a great fan of both American and Asian cuisine, I'd been really looking forward to the evening. It certainly didn't disappoint.

The décor is stunning. Clever use of various shades of blue has created a relaxing eating area, and there are some amazing food art works on the walls. The tables were simple in a classy, minimalistic way with a total absence of flowery centrepieces or sauces.

However, what made a lasting impression on me was the food. Every dish on the menu sounded tempting, but I eventually went for the southern fried duck. This combined deep-fried breadcrumb duck (a US dish) with a velvety Peking sauce and a generous portion of pancakes (from Asia). It was a combination that I would never have believed would work, had I not tried it myself. The meat was both tender and crisp – a difficult balance. In the hands of a less skilled chef it could have become either tough and chewy, or greasy and soggy. Here, it was perfect.

If you are looking for somewhere new and good value for money to go that provides an exciting eating experience, then you need look no further than The Big Combo. I cannot praise it highly enough. The service, atmosphere and quality of the food were all excellent. Were it not for the calorie content of many of the dishes, I would be happy to eat there every day of the week!



(NEVER) MIND THE DINER!

B Went to the new fusion restaurant that's just opened in Timborne High Street and what a letdown! All the hype made out that it was going to be a really affordable eatery with a menu to suit all tastes. No way. Pricy, tiny portions, dirty cutlery and rude staff. And if you don't like curry, then you're out of luck. Décor's good – will give it that. But take my advice and give it a wide berth!

4F WRITING AND VOCABULARY | A restaurant review

- 1 **SPEAKING** Discuss the restaurants and bars in your local area. Think about: target customers, cost, décor and atmosphere, service, menu.
- 2 Where might you expect to find reviews for restaurants and cafés? Are you influenced by such reviews? Say why.
- 3 Read two reviews of the same restaurant and answer the questions.
 - 1 What facts do the reviewers agree and disagree about?
 - 2 Do you consider both reviews informative and fair? Say why.
 - 3 Who do you think the target audience is for the reviews? Say why.
 - 4 Why might some people leave an inaccurate / incorrect review online?
- 4 Read the reviews again and tick the pieces of advice about writing a review that are correct.
 - 1 ☐ Always use a formal style.
 - 2 ☐ Offer a recommendation.
 - 3 ☐ Summarise your opinion in the conclusion.
 - 4 ☐ Give brief background details, including the name and when you went there.
 - 5 ☐ Describe the restaurant in detail.
 - 6 ☐ Use direct language if you disapproved of something.
 - 7 ☐ Give your personal impression.
 - 8 ☐ Engage the reader from the beginning.
- 5 Match the colloquial words and phrases from the box with their more formal synonyms.

give it a wide berth hype I'll give it that a letdown
made out that value for money yearn for

- 1 a disappointment _____
- 2 indicated _____
- 3 avoid _____
- 4 advertising and previews _____
- 5 really desire _____
- 6 not too expensive _____
- 7 that's one point in its favour _____



- 6 Study the Writing box and complete it with examples from review A.

WRITING | A restaurant review

- Use nominalisation (verb becomes a noun) to avoid wordiness, e.g.
The designers have cleverly used various shades of blue to create a beautifully relaxing eating area = '_____'
- Use synonyms to avoid repetition, e.g.
stunning = amazing duck = '_____'
- Use words and phrases of comparison and contrast, e.g.
In common with ...
As many other restaurants have done ...
Other restaurants have done likewise/similarly ...
By way of contrast ...
- Use phrases of recommendation, e.g.
I cannot praise it '_____'.
If '_____ somewhere new and exciting then ...
This restaurant should be a first choice for a big celebration.
I would have to say that the restaurant doesn't score highly on the value for money scale.
Should the technical problems be resolved quickly then I wouldn't hesitate to recommend ...

- 7 Rewrite the sentences using nominalisation, starting with the words given.
 - 1 Fusion food has risen in popularity in recent years and this has influenced many restaurant menus.
The _____.
 - 2 The restaurant is easily accessed from a rear car park, which has contributed to its success.
Easy _____.
 - 3 Experts have advised people to eat more healthily and this is beginning to affect the number of fast food outlets.
Expert _____.
- 8 Rewrite review B to make it less direct and better balanced. Use as many points from the Writing box as you can.
- 9 In pairs, design the menu for a new fusion restaurant. First, decide which cultures' food you would like to combine. Share your menus with the class and vote on the best ideas.
- 10 **WRITING TASK** Write a review, either for a review website or for a magazine. You can use the restaurant discussed in Exercise 9 or choose a place you have visited recently. Remember to follow the rules from the Writing box.

REMEMBER MORE

1 Find and correct a mistake in each sentence. Then check with the word list.

- The meat was really soft and juicy – it was gristly.
- The fried potato was full of oil – I couldn't eat it, it was so gooey.
- The cake was really sweet and heavy – quite scalding actually.
- The chocolate cream just melted in my mouth – it was so chewy.

2 Are the behaviours below positive (P) or negative (N)? Explain why. Then check with the word list.

- ☐ slurp your drink
- ☐ succumb to temptation
- ☐ have manners
- ☐ eat everything in sight

3 Complete the pairs of sentences with one word. Then check with the word list.

- a After a long drive, we finally stopped at one of the _____ outlets on the road.

b With the number of hungry people increasing, we should try to reduce the amount of _____ waste.
- a It's a fact that eating cheese can _____ you nightmares.

b The food at this restaurant isn't really good; you should _____ it a wide berth.

4 Complete the sentences with the words from the word list.

- Our meal was terrible, it was a real _____.
- The takeaway was really cheap – good _____ for money.
- The food wasn't better than anything else we had eaten, but it was well-priced, I'll _____ it that.
- The review _____ out that it was a really good restaurant, but we actually didn't like it.

5 Do the task below.

A good way to learn and remember new vocabulary is to see how it is used in authentic contexts, for example in recipes. Choose 4–6 food-related words or phrases and check online if you can find a recipe which uses these words. Share it with the class.

4A VOCABULARY AND SPEAKING

5.19

appetising (adj)	/ˈæpətaɪzɪŋ/
blowtorch (n)	/ˈbləʊtɔːtʃ/
canvas (n)	/ˈkænvəs/
chewy (adj)	/ˈtʃuːi/
clove of garlic	/ˈkləʊv əv ˈgɑːlɪk/
cocktail stick (n)	/ˈkɒkteɪl stɪk/
con (v)	/kɒn/
craft (n)	/kraːft/
croûton (n)	/ˈkruːtɒn/
crumble (v)	/ˈkrʌmbəl/
dab of glue	/ˈdæb əv ˈgluː/
dripping with oil	/ˈdrɪpɪŋ wɪð ˈɔɪl/
drop of oil	/ˈdrɒp əv ˈɔɪl/
dusting of icing sugar	/ˈdʌstɪŋ əv ˈaɪsɪŋ ˈʃʊɡə/
enhance (v)	/ɪnˈhɑːns/
facelift (n)	/ˈfeɪslɪft/
finish sth off (v)	/ˈfɪnɪʃ ˌsʌmθɪŋ ˈɒf/
fit of anger	/ˈfɪt əv ˈæŋɡə/
fluffy (adj)	/ˈflʌfi/
food artist/stylist	/ˈfuːd ˌɑːtɪst/ˌstaɪlɪst/
glisten with sth (v)	/ˈglɪsən wɪð ˌsʌmθɪŋ/
gooey (adj)	/ˈguːi/
greasy (adj)	/ˈɡriːsi/
gristly (adj)	/ˈɡrɪsli/
handful of peas	/ˈhændfʊl əv ˈpiːz/
heel of bread	/ˈhiːl əv ˈbred/
knock sth up (phr v)	/ˌnɒk ˌsʌmθɪŋ ˈʌp/
limp (adj)	/lɪmp/
mouldy (adj)	/ˈməʊldi/
ooze with sth (v)	/ˈuːz wɪð ˌsʌmθɪŋ/
pinch of salt	/ˌpɪntʃ əv ˈsɔːlt/
scalding (adj)	/ˈskɔːldɪŋ/
scoop of ice cream	/ˌskuːp əv ˌaɪs ˈkriːm/
segment of fruit	/ˌseɡmənt əv ˈfruːt/
slab of chocolate	/ˌslæb əv ˈtʃɒklət/
slice of lemon	/ˌslaɪs əv ˈlemən/
soggy (adj)	/ˈsɒɡi/
spoonful of tomato sauce	/ˌspuːnfʊl əv ˌtəʊmɑːtəʊ sɔːs/
sprig of herbs	/ˌsprɪɡ əv ˈhɜːbz/
sprinkle of grated chocolate	/ˌsprɪŋkəl əv ˌɡreɪtɪd ˈtʃɒklət/
stodgy (adj)	/ˈstɒdʒi/
succulent (adj)	/ˈsʌkjələnt/
tempting (adj)	/ˈtemptɪŋ/
tender (adj)	/ˈtendə/

tired-looking (adj) /ˈtaɪəd ˈlʊkɪŋ/

trade secret (n) /ˈtreɪd ˈsiːkrət/

try your hand at sth /ˈtraɪ jə ˈhænd ət ˌsʌmθɪŋ/

velvety (adj) /ˈvelvəti/

wood varnish /ˈwʊd ˌvɑːnɪʃ/

4B READING AND VOCABULARY

5.20

acknowledge sth (v) /əˈknoʊlɪdʒ ˌsʌmθɪŋ/

appetite trigger /ˈæpətaɪt ˌtrɪɡə/

be (all) down to sb/sth /bi (ɔːl) ˈdaʊn tə ˌsʌmbədi / ˌsʌmθɪŋ/

be a sucker for sth /bi ə ˈsʌkə fə ˌsʌmθɪŋ/

be about to do sth /bi əˈbaʊt tə duː ˌsʌmθɪŋ/

be bombarded with information /bi bɒmˈbɑːdɪd wɪð ˌɪnfəˈmeɪʃən/

binge (v) /bɪndʒ/

bombard (v) /bɒmˈbɑːd/

bypass (v) /ˈbaɪpɑːs/

catastrophic event /ˌkætəˈstrɒfɪk ɪvent/

chicken casserole /ˌtʃɪkən ˈkæsəreɪl/

comfort eating /ˈkʌmfət ɪːtɪŋ/

contradictory evidence /ˌkɒntrəˈdɪktəri ˌeɪvɪdəns/

creep (v) /kriːp/

devour (v) /dɪˈvaʊə/

digest (v) /daɪˈdʒest/

disastrous incident /dɪˈzɑːstrəs ɪnɪsɪdənt/

dumpling (n) /ˈdʌmplɪŋ/

eat everything in sight /iːt ˌevriθɪŋ ɪn ˈsaɪt/

filling meal /ˌfɪlɪŋ ˈmiːl/

foodie delights /ˌfuːdi dɪˈlaɪts/

fryer (frier) (n) /ˈfraɪə/

give in to sth (phr v) /ɡɪv ɪn tə ˌsʌmθɪŋ/

give sb nightmares /ɡɪv ˌsʌmbədi ˈnaɪtmɛəz/

head for (a place) (v) /hed ˌfə(r) (ə ˈpleɪs)/

hunger demons /ˈhʌŋɡə ˌdɪmənz/

hunger pangs /ˈhʌŋɡə ˌpæŋz/

indulge yourself /ɪnˈdʌldʒ jɔːself/

insomnia (n) /ɪnˈsɒmniə/

just as well /ˈdʒʌst əz ˌwel/

kick in (phr v) /kɪk ɪn/

let your dinner go down /let jə ˈdɪnə ˌɡəʊ ˈdaʊn/

lost cause /lɒst ˈkɔːz/

make one's mouth water /ˌmeɪk wʌnz ˌmaʊθ ˈwɔːtə/

midnight snacker /ˌmɪdnaɪt ˈsnækə/

mindless (adj) /ˈmaɪndləs/

more likely than not /ˌmɔː ˈlaɪkli ðən ˌnɒt/

(your) mouth starts to water / (jə) 'maʊθ ,stɑ:ts tə 'wɔ:tə/

moving visuals / ,mu:viŋ 'vi:ʒuəlz/

naughty indulgence / ,naʊti ɪn'dʌldʒəns/

on full alert / ɒn 'fʊl ə'lɜ:t/

onset (n) / 'ɒnset/

prompt sb to do sth / 'prɒmpt ,sʌmbədi tə du: ,sʌmθɪŋ/

purposely (adv) / 'pɜ:pəsli/

ravenous (adj) / 'reɪvənəs/

rustle up sth (phr v) / ,rʌsl ə'p ,sʌmθɪŋ/

sabotage sth (v) / 'sæbəteɪʒ ,sʌmθɪŋ/

saltiness (n) / 'sɔ:ltɪnəs/

self-control over sth / ,self kən'trəʊl əʊvə ,sʌmθɪŋ/

set in (phr v) / ,set 'ɪn/

sizzle (v) / 'sɪzəl/

snack between meals / 'snæk bɪ'twi:n ,mi:əlz/

sneak into a place / 'sni:k ɪntə ə ,pleɪs/

(your) stomach gives a lurch / stomach lurches / (jə) ,stʌmək ,gɪvz ə 'lɜ:tʃ / 'stʌmək ,lɜ:tʃɪz/

stop in your tracks / ,stop ɪn jə 'træks/

succumb to temptation / ,sʌkʌm tə temp'teɪʃən/

tickle your taste buds / ,tɪkəl jə 'teɪst ,bʌdz/

trawl (through) (phr v) / ,trɔ:l 'θru:/

trigger sth (v) / 'trɪgə ,sʌmθɪŋ/

uncanny (adj) / ʌn'kæni/

waft (v) / wɔ:ft/

waver (v) / 'weɪvə/

4C GRAMMAR 5.21

animal husbandry (n) / ,ænəməl 'hʌzbəndri/

assuming that / ə'sju:mɪŋ ðæt/

be forced into doing sth / bi 'fɔ:st ɪntə ,du:ɪŋ ,sʌmθɪŋ/

bear fruit / ,beə 'fru:t/

breed (v) / bri:d/

but for / 'bʌt fə/

command (high prices) (v) / kə'mɑ:nd (,haɪ 'praɪsɪz)/

common outcome / ,kɒmən 'aʊtkʌm/

contaminate (v) / kən'tæməneɪt/

crops (n) / krɒps/

dependency on sth / dɪ'pendənsi ɒn ,sʌmθɪŋ/

dietary preferences / ,daɪətəri 'prefərənsɪz/

extract (v) / ɪk'strækt/

feast (n) / fi:st/

feed on sth (phr v) / 'fi:d ɒn ,sʌmθɪŋ/

fertilise (v) / 'fɜ:təlaɪz/

gorge yourself on sth / 'gɔ:dʒ jɔ: ,self ɒn ,sʌmθɪŋ/

greed (n) / gri:d/

grub (n) / grʌb/

hive (n) / haɪv/

honeyguide (n) / 'hʌnɪgaɪd/

in any case / ɪn 'eni ,keɪs/

insecticide (n) / ɪn'sektəsəɪd/

lend a helping hand / ,lend ə ,helpɪŋ 'hænd/

more often than not / ,mɔ:ɪ 'ɒfən ðən ,nɒt/

Mozambique / ,mɔ:zəm'bɪ:k/

mutualistic behaviour / 'mju:tʃʊəlɪstɪk bɪ'heɪvjə/

on condition that / ɒn kən'dɪʃən ,ðæt/

pesticide (n) / 'pestɪsaɪd/

play (it) safe / ,pleɪ (ɪt) 'seɪf/

ponder over sth (v) / 'pɒndə ,əʊvə ,sʌmθɪŋ/

provided that (conj) / prə'vaɪdɪd ðæt/

reverse (v) / rɪ'vɜ:s/

rolling r sound / ,rʊlɪŋ 'ɑ: ,saʊnd/

safeguard (v) / 'seɪfgɑ:d/

scald (v) / skɔ:ld/

strangle (v) / 'stræŋgəl/

unexploited (adj) / ʌnɪks'plɔɪtɪd/

wax (n) / wæks/

withdraw (v) / wɪð'drɔ:/

you scratch my back, I'll scratch yours / ju: ,skrætʃ 'maɪ ,bæk ,aɪl ,skrætʃ 'jɔ:z/

4D SPEAKING 5.22

appearance quality standards / ə'piərəns ,kwɒləti ,stændədz/

budgetary advice / 'bʌdʒətəri əd'vaɪs/

bulk-size packaging / ,bʌlk saɪz 'pækɪdʒɪŋ/

confront a problem / kən'frʌnt ə 'prɒbləm/

deteriorate (v) / dɪ'tɪəriəreɪt/

feasible option / ,fi:zəbəl 'ɒpʃən/

food bank (n) / 'fu:d ,bæŋk/

food poverty / 'fu:d ,pɒvəti/

food waste / 'fu:d ,weɪst/

get to the root of the problem / ,get tə ðə ,ru:t əv ðə 'prɒbləm/

given the difficulty / urgency of the problem / ,gɪvən ðə 'dɪfɪkəlti / 'ɜ:dʒənsi əv ðə ,prɒbləm/

gluttonous (adj) / 'glʌtənəs/

I see where you're going with that / aɪ 'si: weə jə 'gəʊɪŋ wɪð ,ðæt/

last but not least / 'lɑ:st bət nɒt ,li:st/

logic underpinning an approach / 'lɒdʒɪk ʌndə'pɪnɪŋ ən ə'prəʊtʃ/

malnourished (adj) / ,mæl'nʌrɪʃt/

reasoning/reason behind sth / 'ri:zənɪŋ / 'ri:zən bɪ'hænd ,sʌmθɪŋ/

second helping / ,sekənd 'helpɪŋ/

sticking plaster solution / 'stɪkɪŋ ,plɑ:stə sə'lju:ʃən/

you're spot on / jə ,spɒt 'ɒn/

4E LISTENING AND VOCABULARY

5.23

appalling (adj) / ə'pɔ:lɪŋ/

become a thing of the past / bɪ'kʌm ə ,θɪŋ əv ðə 'pɑ:st/

bring sth home to sb / ,brɪŋ ,sʌmθɪŋ 'həʊm tə ,sʌmbədi/

bugbear (n) / 'bʌgbɛə/

culprit (n) / 'kʌlprɪt/

cutlery (n) / 'kʌtləri/

finger food (n) / 'fɪŋgə ,fu:d/

go by the board / ,gəʊ ,bəɪ ðə 'bɔ:d/

haul sb over the coals / 'hɔ:l ,sʌmbədi ,əʊvə ðə 'kəʊlz/

indefensible (adj) / ɪn'dɪfensəbəl/

mind your manners / ,maɪnd jə 'mænəz/

rigid rules / 'rɪdʒɪd ,ru:lz/

sinking feeling / 'sɪŋkɪŋ ,fi:lɪŋ/

slurp your drink / ,slɜ:p jə 'drɪŋk/

snatch (v) / snætʃ/

table manners (n) / 'teɪbəl ,mænəz/

talk with your mouthful / ,tɔ:k wɪð jə maʊθ'fʊl/

toe-curling (adj) / 'təʊ ,kɜ:lɪŋ/

when all is said and done / ,wen 'ɔ:l s ,sed ən 'dʌn/

wrapper (n) / 'ræpə/

4F WRITING AND VOCABULARY

5.24

calorie content / 'kæləri ,kɒntent/

centrepiece (n) / 'sentəpi:s/

classy (adj) / 'klɑ:si/

décor (n) / 'deɪkɔ:/

eatery (n) / 'i:təri/

food outlet / 'fu:d ,aʊtlet/

fusion (n) / 'fju:ʒən/

give sth a wide berth / ,gɪv ,sʌmθɪŋ ə ,waɪd 'bɜ:θ/

hype (n) / haɪp/

I'll give it that / ,aɪəl ,gɪv ɪt 'ðæt/

lasting (adj) / 'lɑ:stɪŋ/

letdown (n) / 'letdaʊn/

make out (that) (phr v) / ,meɪk 'aʊt (ðæt)/

praise (v) / preɪz/

value for money / ,vælju: fə 'mʌni/

yearn for sth / 'jɜ:n fə ,sʌmθɪŋ/

VOCABULARY AND GRAMMAR

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

drop dusting pinch segment slab slice spoonful

- Don't forget to add a _____ of salt to the mixture before baking it in the oven.
- Breakfast at the hotel was a full English with two _____ of toast, a couple of eggs, some mushrooms and several _____ of baked beans.
- After my daughter made a cake, there was a _____ of flour over the whole work surface.
- I'm concerned because all he's eaten today is a few _____ of orange.
- You will only need a couple of _____ of chilli oil, otherwise it will be far too fiery!
- The cook on the programme used an enormous _____ of tofu and it looked really unappetising.

2 Choose the correct words a-d to complete the dialogue.

- A** So, are you ready for this evening's competition?
B As ready as I can be. Just hoping that the beef comes out ¹ _____. My nightmare is to watch the judges chewing for ages on a ² _____ piece of meat!
A No, that won't happen. You'll be fine. I have to say, looking at your recipes – my stomach is ³ _____.
B Well, I'm so nervous that I certainly haven't got much of ⁴ _____.
A Once you're up there under the spotlight, any ideas will go by the ⁵ _____.
B You're right. I have a ⁶ _____ feeling that my pudding will be ⁷ _____, but with luck, the judges will be ⁸ _____ and won't notice.

- | | | | |
|-----------------|-------------|-------------|--------------|
| 1 a velvety | b tender | c fluffy | d stodgy |
| 2 a gristly | b mouldy | c greasy | d gooey |
| 3 a trawling | b rumbling | c killing | d lurching |
| 4 a an appetite | b hunger | c a trigger | d indulgence |
| 5 a coals | b board | c tracks | d cause |
| 6 a dropping | b rustling | c wavering | d sinking |
| 7 a chewy | b succulent | c soggy | d wafting |
| 8 a slurping | b ravenous | c devouring | d wavering |

3 Complete the sentences with the missing words.

- This dessert **t**_____ me back to my childhood when my gran used to cook it every Sunday.
- The smell of fish and chips was **w**_____ down the road, and we had to stop and buy some. It was lovely!
- I just can't cut down on chocolate! I'm afraid I'm a **l**_____ cause.
- I was so hungry I started on the soup immediately. It was **s**_____ and I burned my tongue.
- The chocolate cake looked extremely **t**_____, but I was good and just had a biscuit.
- I read about the effects of too much salt and sugar in our food. It brought it **h**_____ to me how unhealthy my diet actually is.

4 Choose the correct words to complete the sentences.

- Without / But* for Maria's help, we would not have been able to present the report on time.
- If it *hadn't been / weren't* for the lecture by a local chef, my brother would never have gone into hospitality.
- If you *would / should* arrive before the main group, could you please check that the restaurant has laid enough places at the tables?
- Were they to change / Should they have changed* to a plant-based diet, their health might improve.
- There will be a dramatic reduction in plastic waste *if / should* the new packaging policy be adopted.

5 Complete sentences 1–7 using the information from the sentence in italics and the words in bold.

We need enough people to enrol on the nutrition course for it to start on 4 September.

- _____, the nutrition course will start on 4 September. **SHOULD**
- _____ the nutrition course would start on 4 September. **WERE**
- _____, the nutrition course won't start on 4 September. **UNLESS**
- _____, the nutrition course will start on 4 September. **PROVIDED**
- _____, the nutrition course will start on 4 September. **AS LONG**
- We need _____ the nutrition course, _____. **OTHERWISE**
- The nutrition course will start on 4 September _____. **CONDITION**

USE OF ENGLISH

6 Complete the text with one word in each gap.

STRATEGY | Gaps completion

Read the whole text for global meaning and then focus on the gapped sentence. Pay attention to the words before and after the gap as they will help you decide which part of speech is missing.

What a taste!

Considering its impact on our daily lives, you would find research into the sense of taste rather limited ¹ _____ you to compare it to research into our other senses. And if it hadn't been ² _____ the work of a few scientists, we ³ _____ still be thinking that our tongues could only detect four basic tastes. ⁴ _____ asked, anyone could probably reel off the standard list: salt, sugar, bitter and sour, and ⁵ _____ someone had been in isolation for the last few years, they ⁶ _____ be aware of the addition of a fifth taste – 'umami'. What may be news to people is that a sixth taste, 'fat', and even potentially a seventh taste, 'carbohydrates', are being investigated. ⁷ _____ these be confirmed, it could explain why some people are more prone to excessive calorific and fat intakes.

LISTENING

7  **2.8** You are going to hear a lecturer talking about how ethnic cuisine adapts in different parts of the world. Complete sentences 1–8 with a word or short phrase.

- 1 According to the speaker, in the Far East, dishes often include a mixture of _____.
- 2 The earliest Chinese immigrants to the USA found employment in the _____ industry.
- 3 The speaker says that more Chinese nationals arrived in the USA during the _____.
- 4 At home, the Chinese would never combine ideas from _____.
- 5 The speaker mentions that, as well as lots of unusual flavours, Americans particularly liked that the Chinese meals contained _____.
- 6 Nowadays, many people in the USA, especially those who _____, are looking to eat something more authentic.
- 7 According to the speaker, early Indian takeaway restaurants in the UK were often opened in what used to be _____.
- 8 The use of curry tree leaves in Indian cooking is restricted to cuisines from some _____ in the south of the country.

SPEAKING

8 The photos show different part-time jobs young people can get in the food industry. Take it in turns to compare the pictures. In pairs, ask and answer the questions below.

Student A

- 1 What might the people in the photos like about their work and what difficulties might they face?
- 2 Which of these jobs do you think might be the most memorable experience? Say why.

Student B

- 1 What skills would be needed to be a success in each job and what kind of people should avoid them?
- 2 Which of these jobs requires the most motivation? Say why.

9 Look at the prompts showing some habits that people sometimes get into regarding food. In pairs, talk to each other about why people might get into these habits. Then decide which situation you think would be the easiest to change for someone who wants to save money.

Why might people get into these habits regarding food?

- Using ready-made or pre-packed food
- Wasting food
- Eating out
- Buying out of season fruit and vegetables
- Not using the cheapest supermarket

WRITING

10 You see the following announcement on a website.

We're trying to find out about the sort of places today's teenagers enjoy spending time in. Send us a review of a place that you and your friends like to hang out in. Explain why you have chosen it as a place to meet. How did it first attract you? Who else goes there regularly? Is there anything about it that could be improved?

Write your review.





TRICKS THAT THE FOOD INDUSTRY FEEDS US

These days manufacturers know that quite a lot of people want to feel that they are eating more healthily. Yet there is generally a bigger profit margin on junk food and it's more likely to be purchased as an impulse buy. So, they reason, rather than actually producing healthier food, why not just make it *seem* healthier?

You might notice breakfast cereal with a big splash of colour on the packet, announcing, 'no artificial flavours or colouring'. Fair enough, but if you concluded that made it healthy, you'd be gravely mistaken. What about the nine teaspoons of sugar in every serving? Or how about reduced-fat peanut butter? Surely this must be better for you than the regular kind? Not if the fat has been replaced by sugar or corn syrup.

If we want to eat healthily, we need to take some responsibility for casting a more critical eye over some of the manufacturer's claims. Look at the label. The ingredients are listed in weight order, from biggest to smallest. So, if sugar is in the top three ingredients, as it is in most cereals, you can be sure that there's a lot. Also, when comparing products,

look at the amount per 100 grams, not per portion (the manufacturers might be giving an unrealistically tiny portion to make it look better).

Generally speaking, you can assume that the longer the list of ingredients, the worse it is likely to be for you. That's why a slab of dark chocolate is likely to have much less sugar and other additives than a so-called healthy cereal bar. Research by the consumer group, *Which?*, found that more than half the cereal bars they analysed contained over thirty percent sugar. Veggie crisps may be made of vegetables, but if they're deep fried and greasy, with high levels of sodium, plain popcorn would be a much healthier choice.

And watch out for other clever tricks from the junk food industry aimed at getting you to eat more, such as biscuit packets that won't seal until you have devoured six or seven of them, extra large 'grab bags' of crisps, or ploys used by supermarkets to get you to buy more unhealthy food, such as tempting BOGOF deals ('buy one, get one free'). As a final tip, you'll probably buy healthier food if you plan ahead what to get, and remember – don't go shopping when you're ravenous!

- Look at photos 1–4. Which is the healthier option? Say why.
 - Cereal bar or dark chocolate bar?
 - Regular peanut butter or reduced-fat peanut butter?
 - Veggie crisps or popcorn?
- Read the article and check your answers to Exercise 1. Then look at the illustrations showing two packets of snacks and compare the nutritional information. Which one is healthier or less healthy? Say why.
- Complete the advice in the Life Skills box with 1–3 words in each gap. Then read the article again and check.

LIFE SKILLS | How to think critically about food choices

- Don't assume that ¹_____ fat, or no ²_____ or colouring means that food is healthy.
 - Look at the labels. The ingredients are printed in ³_____, with the first few items being the most important. It is vital to check how much saturated fat, sugar and ⁴_____ the product contains.
 - When making comparisons between different foods, don't look at the amount of saturated fat and other ingredients per ⁵_____, but per 100 grams, so you can be sure you're comparing like-for-like.
 - As a general rule, the lengthier the ⁶_____, the less healthy a food item is likely to be, as there are likely to be a lot of ⁷_____.
 - Don't let the ⁸_____ industry entice you into eating more than you had planned.
 - If you're feeling ⁹_____, it probably isn't a great time to do your weekly food shopping.
-  **2.9** Listen to four interviews with shoppers buying food in a supermarket and decide if the speakers are thinking critically about their food purchases. Say why.

- DEBATE** In groups, discuss the question. Use the arguments below to help you.

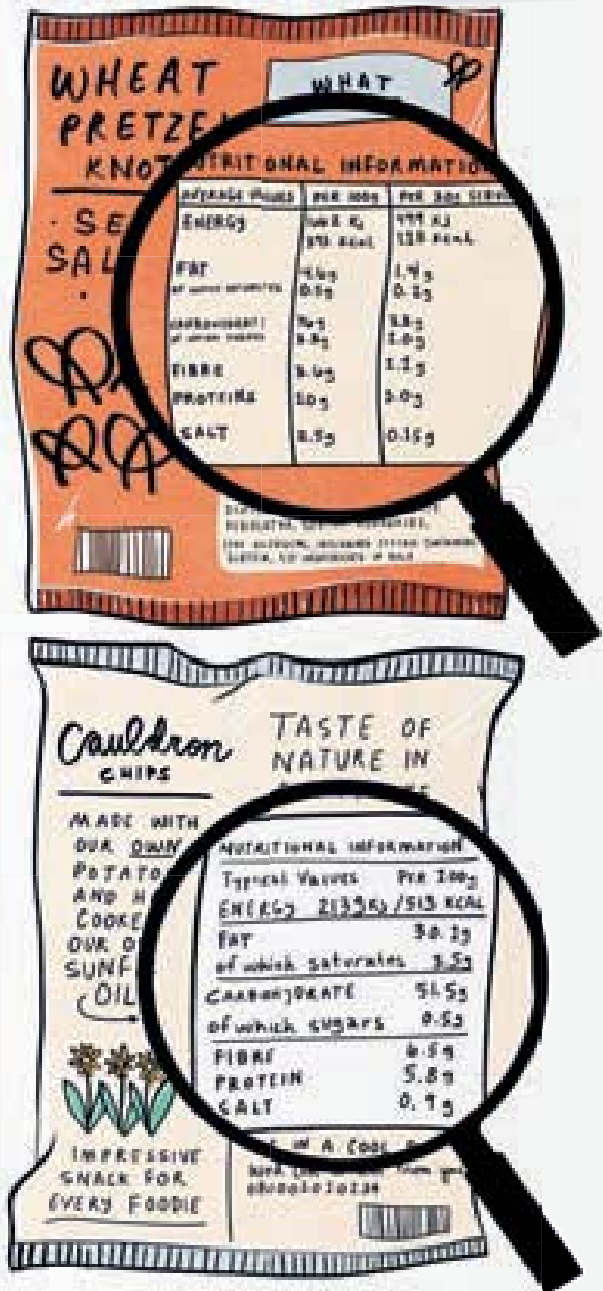
What are the pros and cons of introducing a tax on junk food?

FOR

- Would encourage people to eat less sugar, salt and fat.
- Could encourage manufacturers to make food healthier.
- Tax could be spent on healthcare.

AGAINST

- Difficulty in deciding which foods to tax.
- Poorer people are likely to be taxed more as junk food is cheaper.
- Exercise is as important as healthy eating.



- Do the task below.

LIFE SKILLS | Project

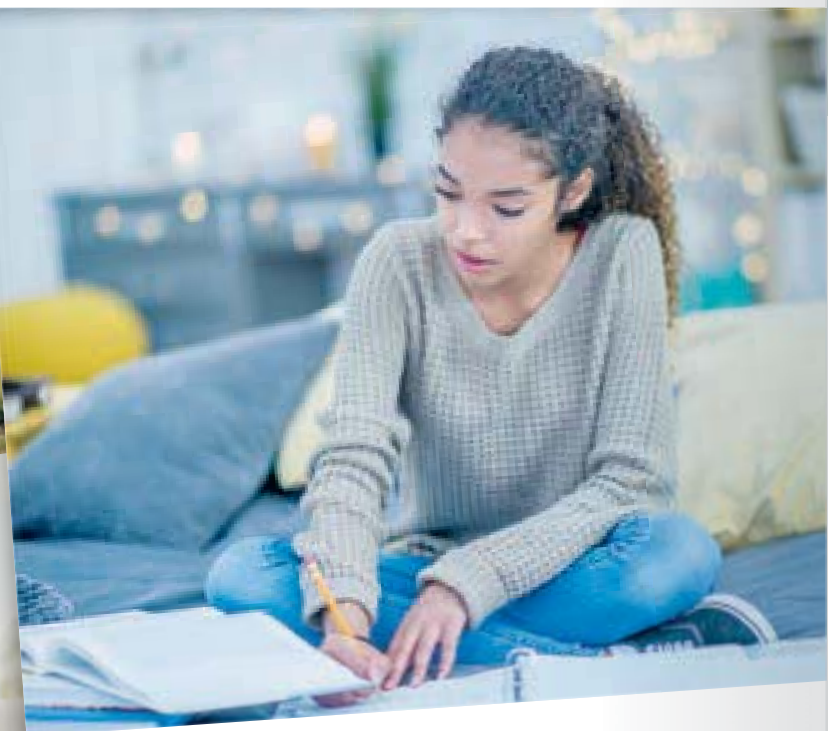
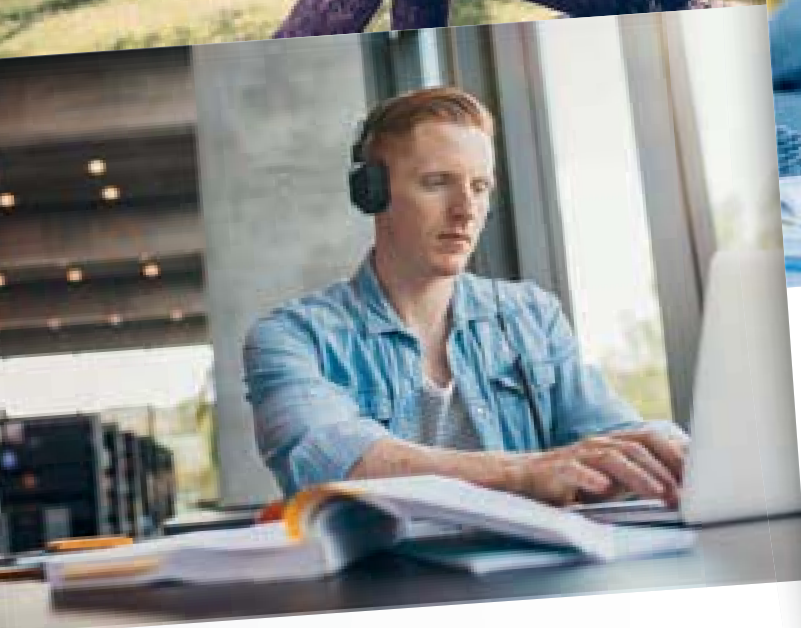
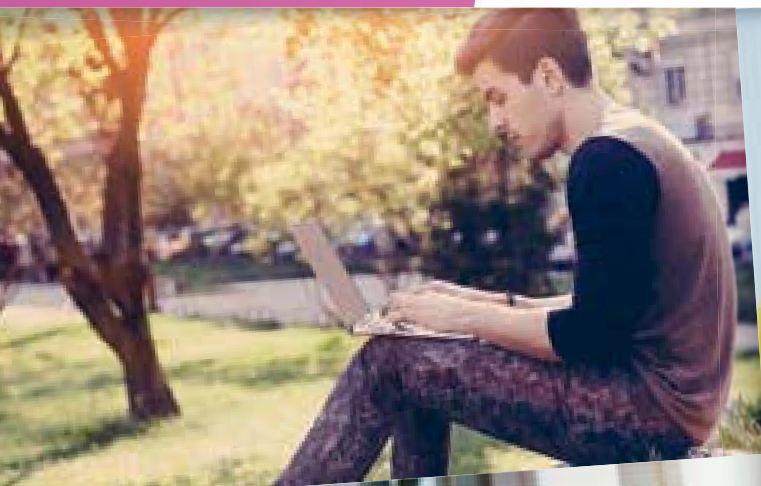
Work in pairs or small groups.

- Choose one of the following types of food: breakfast cereals, biscuits, confectionery, ready meals. Carry out an investigation into your chosen food (at home and perhaps in a shop).
- Look at some different examples and compare the nutritional information. Which ones are healthier or less healthy? Say why.
- Look at the suggested portions and compare them with what you would usually eat. Do any of these portion sizes surprise you?
- Do any of the products set out to appear healthier than they really are? How? Think about what aspects are emphasised, or maybe hidden away in small print.
- Report back to your class.

05

Do your best

VOCABULARY	Idioms (studying), collocations with <i>attempt</i> and <i>effort</i> , verbs + dependent prepositions; discipline, personal qualities; prepositional phrases; synonyms
GRAMMAR	Modals and related verbs
LISTENING	Recognising word clusters in fast speech
SPEAKING	Buying time
WRITING	An essay



5A VOCABULARY AND SPEAKING

- 1 SPEAKING** Look at the photos. Which of these ways of studying do you like best or find most productive? Say why. What can stop you from working efficiently?
- 2** **2.10** Listen to three students talking about their learning preferences and answer the questions.
 - Where and how does each student prefer to study? Say why.
 - What can stop them from being able to study or perform effectively?

Idioms

- 3** **2.11** Complete the sentences from the recording with the correct forms of the idioms from the box. There are two extra idioms. Then listen and check.

be on a steep learning curve
breeze through something
drum something into someone
get your head down get the hang of something
give something your best shot go blank
keep (someone) on track run on empty

- I'm exhausted and really _____.
- You might just _____ and be unable to think of anything when you get into the exam room.
- They just _____ the information _____ us, repeating it again and again.
- I've always _____ exams, really. Never had to make much effort.
- I realised that I would really need to _____, concentrate and work harder.
- We don't mess about, and we _____ each other _____; this helps us to stay focused.
- I'm really _____ what's needed for the exam now. I understand it all much better.

How to use your time most productively

BJ20

My top tip is to stop trying to multitask. I used to think it was very efficient but, in fact, it usually backfires ¹ _____ you. Rather than trying to cram too many different tasks ² _____ the same couple of hours, I now apply myself ³ _____ one task at a time, and get loads more done.

Jimbo3

Get your desk tidy first – as the saying goes, ‘a cluttered desk is a sign of a cluttered mind’. It may take you an hour to sort the papers ⁴ _____ piles, but you’ll be in a better mental state to start cramming ⁵ _____ your exam.

MariaM

I do think it’s important to work at a desk. Working on a sofa is a terrible idea. Your brain associates this place ⁶ _____ sleep and rest, and you’ll soon find your studying is a lost cause.

BroomX

Take more breaks. Most people find it hard to concentrate for more than thirty minutes at a time. They get started and then their focus goes and they spend ages gazing blankly ⁷ _____ the screen. Turn off all your notifications – they’re designed to deflect you ⁸ _____ what you’re doing. Try using the Pomodoro Technique: you work for twenty-five minutes, then take a five-minute break. Do that four times and then take a longer break: go for a walk or munch ⁹ _____ something. You’ll be amazed how much more you get done.

4 Complete the sentences with the correct forms of the idioms from Exercise 3. Are the sentences true for you?

- I find studying quite easy and _____ my work.
- I get easily distracted and then it’s hard for me to _____ and work.
- Even when I find something difficult, I’m always willing to give it _____.
- If I’m finding something too much of a steep _____, I tend to give up.
- Some things are easy to remember, while others I have to _____ my head.
- I love having a study partner to keep me _____.

Collocations with *attempt* and *effort*

5 Study *Watch out!* Then match the collocating adjectives for *attempt* and *effort* with their definitions.

frantic futile half-hearted last-ditch misguided
strenuous sustained valiant

- Very brave.
- With no enthusiasm.
- Achieving nothing.
- Determined and continuing for a long time.
- Based on wrong information.
- After a series of failures.
- Almost out of control.
- Using a lot of energy.

WATCH OUT!

An *attempt* is when you try to achieve a specific goal, e.g. *I made a few **half-hearted** attempts.*

An *effort* can replace an *attempt* in many cases, especially when you are more positive about the outcome, e.g. *a **determined** effort/attempt.*

More negative adjectives are used with *attempt*, but *effort* can collocate with both positive and negative adjectives.

6 SPEAKING Complete the questions with the correct adjectives from Exercise 5. Discuss the questions in pairs.

- Are there some subjects where you need to put in a/an _____ effort to do well? Which?
- Have you ever put some work off and then had to make a/an _____ attempt to get it finished?

7 What advice would you give someone who wanted to use their study time more efficiently? Read the discussion forum above ignoring the gaps and compare with your ideas.

Verbs + dependent prepositions

8 Read Active Vocabulary. Then complete the discussion forum in Exercise 7 with correct prepositions.

ACTIVE VOCABULARY | Verbs + dependent prepositions

Some verbs are usually followed by a specific preposition before the object of the verb, e.g. *He **apologised for** handing his homework in late.*

Some verbs pair with different prepositions with a change in meaning, e.g. *You’ll be in a better mental state to start **cramming for** your exam.*

*Trying to **cram** too many different tasks **in/into** the same couple of hours is quite challenging.*

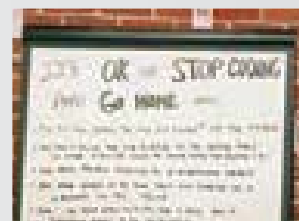
9 Rewrite each sentence using the word in bold so that it means the same as the sentence that is given.

- Cheating in an exam may blow up in your face. **BACKFIRE**
- Put the books in three piles. **SORT**
- If you make an effort with the work, you’ll succeed. **APPLY**
- The magician made a big noise to divert the audience’s attention away. **DEFLECT**
- The guard stared at me with no emotion and I felt awkward. **BLANKLY**
- His success came about through many years of hard work. **ASSOCIATED**

10 SPEAKING In pairs, talk about a new study habit presented in this lesson that you would like to implement. Say why.

DOCUMENTARY VIDEO

- ▶ 3 WATCH AND REFLECT
Go to page 164. Watch the documentary *Programming Bootcamp* and do the exercises.





5B GRAMMAR

1 **SPEAKING** In pairs or small groups, discuss the questions.

- 1 Write down three adjectives you associate with doing exams. Compare your words with your partner(s). Why do you feel this way?
- 2 How do you prepare for an exam? Do you start revising weeks or months before, or cram everything in at the last minute? Which do you think works best? Say why.
- 3 Do you think your test results usually reflect your true abilities? Say why.

2 **2.12** Listen to Jake, Eloise and Cara talking about their experiences of exams. For each speaker, note down what exam or test they were taking, and what happened to them on the day.

Modal and related verbs

3 **2.13 THINK BACK** Choose the correct forms to complete the sentences from the recording. Then listen again and check.

- 1 I *can't* / *mustn't* say I enjoyed the exams though.
- 2 I probably *must* / *ought to* have put in a bit more effort.
- 3 I *need to* / *can't* do a lot of revision to get stuff to stick.
- 4 I knew I *had to get* / *must have got* at least a 6 in order to study Psychology next year.
- 5 Oh dear, I can imagine what *can't* / *must* have happened.
- 6 I *needn't have bothered* / *didn't need to bother* revising at all!
- 7 Surely they *have to* / *must* give you a second chance when something like that happens?
- 8 It *mustn't* / *can't* have been that bad, you passed after all, didn't you?
- 9 I *needn't* / *mustn't* be impatient.
- 10 The driving inspector turned to me and said, 'You *can* / *may* drive on now.'
- 11 I *couldn't* / *didn't need to* understand what he meant.
- 12 I *must* / *should* have been practising every day, but I hadn't taken the trumpet out of the box for weeks.

4 Match sentences 1–12 from Exercise 3 with their functions a–g. Say if the sentences refer to the past or present. How is the form of the verbs different when we refer to the past?

- | | |
|--|---|
| a ☐ ☐ ability | e ☐ permission |
| b ☐ ☐ mild obligation | f ☐ prohibition |
| c ☐ ☐ ☐ strong obligation | g ☐ ☐ speculation |
| d ☐ lack of obligation | |

Grammar Reference > page 170

5 Rewrite the sentences from Exercise 3 changing tenses from present to past or from past to present. When do you need to use a completely different verb?

6 **2.14** Study *Watch out!* Then think of two different possible meanings for sentences 1–3. Listen and check your ideas.

- 1 He must be responsible.
- 2 He could have eaten it.
- 3 He won't tell anyone.

WATCH OUT!

Modal verbs are weak words in a sentence so they are not emphasised. However, sometimes we can stress them to convey different meanings and so their functions change.

- If we stress the modal verb *may/might/could*, it expresses possibility, e.g. You **may/might/could** have told me. (*It was possible.*) Compare: If we stress the main verb, we can use *may/might/could* with a similar meaning to *should* to complain, e.g. You *might/could* have **helped** me! (*Why didn't you?*)
- If we stress the modal verb *must*, it will express speculation, e.g. She **must** be home. I can hear somebody talking. Compare: He *must* **stay** home and do homework. (obligation)
- If we stress the modal verb *won't*, it will express refusal, e.g. She **won't** go to school. I can do nothing about it. Compare: He *won't* **do** it again. *It was too stressful.* (prediction)

Grammar Reference > page 170



9 Complete the story with the correct forms of the verbs from the box.

be forced to couldn't can't have might not
manage to must be must have need to
not be allowed to shouldn't

A COOING DISTRACTION

This is the kind of story that you ¹ _____ even believe really happened – but I promise it did! I was taking my final exams at school and we were all sitting in the big hall. It was really hot so the teacher ² _____ to open all the windows. Usually the school kept them closed because they were very high up, which meant the teacher ³ _____ climb up a step ladder to open them.

Anyway, the exam started and I was just getting my head down when I heard a kind of rustling noise. To be honest, I thought it “_____ someone fiddling with the exam papers or looking for something in their bag, though we weren't actually allowed to bring in bags. I didn't give it too much thought until I heard another strange noise, a kind of cooing. I looked up and saw that a bird, a pigeon to be precise, was flying round the room. It ⁵ _____ come in through the open windows.

The teacher made a speech about how we “_____ let it deflect our attention from our exam, and that we ⁷ _____ talk or anything, and then she started going around, climbing on the step ladder and trying to shoo the pigeon out of one of the windows. But the pigeon just ⁸ _____ find its way out at all. It was getting more and more agitated, and making more and more noise. The teacher “_____ expected us to just ignore it all!

Eventually, she ¹⁰ _____ direct the pigeon towards an open window, and it flew off, no doubt very relieved to have escaped.



7 Rewrite the underlined parts of the sentences with modal verbs and the correct forms of the verbs. There is one sentence where this is not possible. Say why.

- I don't seem to be able to keep the information in my head.
- I was required to pass it in order to study Psychology.
- I was supposed to get up at about 7 a.m.
- I was so tired I managed to sleep right through the alarm.
- Were you allowed to take the test again?
- I mean, surely I wasn't meant to overtake all the cars.
- I was forced to practise every night in front of them for a few months.
- I was banned from going out with my friends for a couple of weekends.

8 Complete the second sentence using the word in bold so that it means the same as the first one.

- It wasn't necessary for you to make so much effort. **NEEDN'T**
You _____.
- I can't find my key anywhere. Perhaps I left it at home? **MIGHT**
I can't find my key anywhere. I _____.
- He wasn't allowed to enter the building. **BANNED**
He _____.
- You shouldn't have told him. **SUPPOSED**
You _____.
- They made me attempt it, even though I knew it was futile. **FORCED**
They _____.
- You weren't meant to see that! **SEEN**
You _____!
- I think it was a mistake to tell him about the party. **OUGHT**
I don't think _____.
- The school says I have to study for three hours a night. **REQUIRE**
I _____.

10 SPEAKING Tell your partner about an exam experience you had, either positive or negative. What did you learn from the experience? Use modal and related verbs.

5C READING AND VOCABULARY

- 1 What factors do you think contribute to sporting success? In pairs, choose three most important qualities from the box.

being a self-starter boundless energy
natural aptitude perseverance raw talent rivalry
willingness to make sacrifice(s) self-conviction
stubborn streak tenacity

- 2 Read the extract from *The Inner Game of Stress: Outsmart Life's Challenges and Fulfil Your Potential* by Timothy Gallwey. Complete gaps 1–4 in the text with paragraphs A–E. There is one extra paragraph.

- 3 In pairs or small groups, discuss the questions.

- 1 How would you describe the difference between Self 1 and Self 2?
- 2 What did the author do to help Molly to improve her tennis game?
- 3 How does he explain her rapid improvement?

- 4 Match the words from the box with their definitions 1–7.

adroit barrage exuberance interference leap
mediocrity pertinent

- 1 The quality of not being very good.
- 2 Directly relevant.
- 3 A malicious attempt to prevent someone from completing a task.
- 4 A great number of questions, criticisms, etc. directed at someone.
- 5 To make a large jump.
- 6 Skilful.
- 7 The quality of being very energetic.

- 5 Complete the sentences with the highlighted collocations from the text, making any necessary changes.

- 1 There was no way he would ever agree to give her a pay rise. It was _____!
- 2 The ballerina was incredibly graceful. Watching her was _____.
- 3 Who is going to _____ when Sally retires? She'll be very hard to replace.
- 4 There is simply _____ doubt. It must have been him!
- 5 A British scientist has finally _____ of the Yeti.
- 6 Just how vital it is that we care for the environment really _____ after the bushfires in Australia.

- 6 **SPEAKING** In pairs, think of any times when your Self 1 has got in the way of your success. What advice do you think Timothy Gallwey would give you?

- 7 **SPEAKING** What do you think is more important for success, hard work or your mental mindset? Say why.

A It's **a laughable idea**. Learning to walk is not achieved with a set of instructions and positions. It's natural. Children pick themselves up, move, fall, get up, and try again. There is no self-judgment, just trial and correction. There is both simplicity and joy in this natural learning.

B This realisation **came into focus** many years ago when I was coaching tennis, and it **unlocked a mystery** for me. Why was it that I and my students played so well at times, only to see our games fall back into a habitual mediocrity. In both myself and my students, I saw a continuous inner dialogue going on. While the ball was approaching, there was a barrage of self-instructional thoughts: Bend your knees ... get your racquet back early, meet the ball in front of you, follow through ... Damn! You missed it ... Watch the ball ... Oh, this is embarrassing ... Come on ... Come on ...

C One day, while reflecting about the relationship between Self 1 and Self 2 in tennis, I saw a cycle of reactions that I called the 'uh-oh' experience. This cycle is very pertinent to many of the stress reactions we experience in everyday life.

D She missed the first shot. I encouraged her not to worry, but to just keep saying 'bounce-hit' on time, and she didn't miss another ball. Not only did she not miss, but I could see her stroke developing before my eyes. Her rhythm was natural and synchronised. After about seventeen shots, she finally ran all the way across the court and stretched out to hit a forehand, which struck the top of the net and fell onto my side of the court, winning the point. She leaped up in the air with spontaneous exuberance. Molly's Self 2 was displaying what natural learning could look like. It was **poetry in motion**.

E Self 1 was filled with the concepts and expectations of others, and usually delivered them with the voice of a drill sergeant. He couldn't play, but, boy, did he have plenty of criticisms! The dialogue created an inner environment of stress that was ultimately destructive to the goal of hitting the ball well. The more Self 1 was engaged, the worse Self 2 performed.

OUR TWO SELVES

2.15

THE INNER GAME IS BASED ON TWO PROPOSITIONS. FIRST, THAT WE all have inner resources beyond what we know. And second, that we get in the way of using those resources more than we would like to admit.

...

- 1 [B] Clearly, there were two 'selves' on the court – the one who was actually playing tennis, and the one who was instructing, judging and worrying.
- 10 I called the one doing the talking Self 1 – the invented self that was filled with concepts and expectations about right and wrong, should and shouldn't, desirable and not desirable. I called the one doing the actual playing – Self 2.
- 15 The problem in tennis – and, I came to see, in life – was that Self 1 was like a dime-store calculator trying to **run the show**, and in the process getting in the way of the performance of a billion-dollar supercomputer, Self 2.
- 20 2 [E] I started thinking about the body's natural wisdom. I like to describe it in terms of learning to walk. What would happen if we taught children to walk the way we teach people to play tennis? You can imagine the instructions: 'Hold your
- 25 left foot parallel to your right foot ... lift it three inches off the ground ... now set it down three inches to the front, while moving your body forward ... then lift your right foot ... watch your arms ... they should be swinging slightly forward
- 30 ... no, not too much ...'



3 [A] My aim as a tennis coach became to help people learn to play tennis ignoring the stressful interference of Self 1 and calling on their own natural abilities.

- 35 My experience with a woman named Molly shows what is possible when Self 1 is silenced. Molly was a white-haired, somewhat overweight woman in her fifties, who was sure that nothing could make her able to play tennis. During the warm-up, Molly completely missed every ball that was hit to her.
- 40 I asked Molly to do a simple focusing exercise. 'First, I'll hit a few balls, and I want you to say the word "bounce" the moment the ball hits the court, and "hit" the moment the ball would hit the racquet. Don't worry about hitting the ball, just say "hit" when you would hit the ball.'

- I observed Molly carefully as she was watching the ball, and after a few moments I noticed that she was quite focused and relaxed. I saw that she was
- 50 unconsciously micro moving her racquet in perfect time with the 'bounce-hits'. Then I asked her to go ahead and swing whenever she felt comfortable

- 4 [D] There are many ways to explain this beginning performance. One is that the lady focused her
- 55 attention so completely in the present that there was simply **no room for** Self 1's stressful instructions or judgments, good or bad. Rather, Self 2, in a very childlike but adroit manner, was allowed to express the talent she didn't know she had.

- 60 Another way to explain it is that Molly was in a state of relaxed concentration for the entire lesson, and the learning environment was safe enough (free of judgment) that in spite of all the reasons she might have had for being stressed, her stress system was never triggered. It was a remarkable example of
- 65 Self 1 being silenced so that Self 2's inner resources could be manifested.

FACT BOX Timothy Gallwey

Timothy Gallwey is a sports psychologist who has developed a method of coaching called 'the inner game'. The principles have been applied to the fields of sport, stress management and business as well as education.



5D LISTENING AND VOCABULARY



1 SPEAKING In pairs or small groups, discuss the questions.

- Can you give an example of a time when you felt very motivated?
- What motivates you best, wanting to achieve something or fear of not achieving it? Say why.
- Do you find it motivating to get a reward for your effort? Say why.

2 2.16 Listen to a radio phone-in where four people describe how they motivate themselves. Answer the questions.

- What are they trying to motivate themselves to do?
- What method do they use to motivate themselves?

3 2.17 Study Active Listening. Then listen to six word clusters and write down what you hear.

ACTIVE LISTENING | Recognising word clusters in fast speech

In more careful speech, we can identify specific rules for the way words run together in the stream of speech, e.g. elision, assimilation or intrusion. However, in faster speech, and when groups of words are very commonly said together, these rules may not apply, and the sounds in words are reduced and changed further. This can make them difficult to recognise and understand, e.g.

Do you know what I mean? can sound like *narp meme?*
and then they can sound like anenay
something special can sound like *sumink speshal*
we don't have any can sound like *wedunnavenay*

Learning to expect and recognise these kinds of word clusters can really help with understanding natural fast speech.

4 2.18 Listen to the word clusters in more context. Can you understand them better now? Say why.

5 2.16 Listen to the radio phone-in again. For Task One, match each speaker with the aspect of their personality which prevents them from making progress. For Task Two, match each speaker with the disadvantage of the method they use. There are two extra options for each task.

Task One – Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐

- being easily distracted
- being disorganised
- having little self-belief
- being unable to maintain motivation
- being overambitious
- being overly self-critical

Task Two – Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐

- It requires a constant fresh supply.
- It wastes valuable time.
- It can be very expensive.
- The method is rather complicated.
- It can undo what you're trying to achieve.
- Choosing a suitable partner is vital.

6 SPEAKING Which of the four speakers do you think is most likely to succeed in their task? Say why.

7 Complete the sentences from the recording with prepositions.

- After a few weeks, I run steam and stop.
- Someone who would check me from time to time.
- Someone to pat you the back your achievements.
- I'm really going, it sounds great.
- I'd love to go abroad a change.
- I know that there's a lot stake.
- personal experience, I know that ...
- I can sometimes lose faith myself.
- One of my favourite motivational quotes far is ...
- We have to be willing to step our comfort zone.

8 Replace the underlined parts of the sentences with the prepositional phrases from Exercise 7. Make any necessary changes. Then ask and answer the questions.

- Why do you think people are often reluctant to do something different?
- If you were trying to learn a new skill, but losing motivation, what could you do to get the motivation back?
- Who is the first person you would tell about an achievement, so they could congratulate you on it?
- What would you be interested in doing: learning to drive or learning to ski? Say why.

9 SPEAKING Do you agree with the final speaker that if we want to achieve anything, we have to be willing to step out of our comfort zone, and do something difficult or different? Say why.

- 1 Read some real questions asked at job interviews. In pairs or small groups, discuss what you would say if you were asked these questions.
 - 1 If you were a tree, what kind of tree would you be, and why?
 - 2 You've been given an elephant. You can't give it away or sell it. What would you do with it?
 - 3 If you had a choice between two superpowers, being invisible or flying, which would you choose, and why?
- 2 In pairs, discuss the questions.
 - 1 Why do you think companies might ask the kinds of questions in Exercise 1?
 - 2 What experience do you have of being interviewed?
 - 3 What different things might you be interviewed for in the future?
- 3 Look at some more typical job interview questions and decide on what would be a good answer to each one. What should you not say?
 - 1 What work experience do you have? What did you learn from it?
 - 2 What's your biggest achievement so far?
 - 3 Where do you see yourself in five years' time?
- 4 In pairs, look at the selection of possible questions and answers for an interview to get a university place. Choose the better answer in each case. Say why.
 - 1 Why did you choose this university?
 - a Because I heard that the nightlife is great.
 - b Because the facilities here are so good.
 - 2 Why did you choose to study Dentistry?
 - a Because I like working with people and helping them.
 - b Because I didn't think my grades would be good enough to study Medicine.
 - 3 What is your biggest weakness?
 - a I'm not very good at taking criticism.
 - b I can be a bit too over-optimistic about how long something will take. I'm working on that.

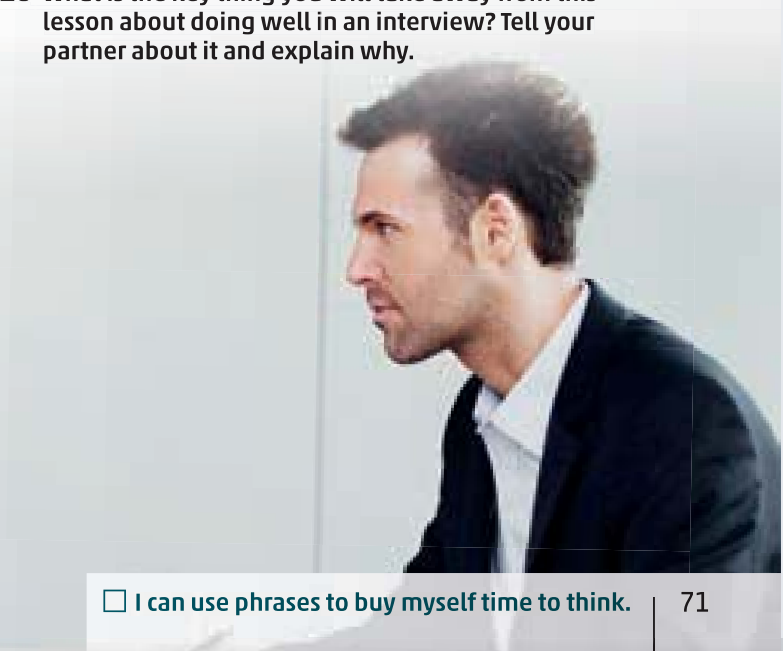
- 5  **2.19** Listen to two interviews and answer the questions.
 - 1 How well does each interviewee do in your opinion? Say why.
 - 2 What does each interviewee do when they are given a difficult question?
- 6  **2.19** Study the Speaking box. Then listen to the interviews again and tick the phrases that you hear.

SPEAKING | Buying time

In any interview situation you may be asked a tricky question and find that you just can't think of what to say. You can use these phrases to buy yourself time to think.

- ☐ I'm sorry, I'm really nervous and my mind has gone blank. Let me think about it for a minute.
- ☐ I'm not certain I follow you. Could you explain a bit more about what you mean?
- ☐ Well, I'm glad you asked that question ...
- ☐ So, let me see ... I suppose ...
- ☐ That's quite a tough question. Let me have a minute to think about it.
- ☐ Well, to be honest, that requires a bit of thought ...
- ☐ Actually, I don't really have strong feelings one way or the other, but if I had to choose, I would say ...
- ☐ Could you just explain what you mean by ...?
- ☐ Wow, that really needs a moment's thought ...
- ☐ I suppose it depends on what you mean by ...

- 7  **2.20 PRONUNCIATION** Listen to three of the phrases from the Speaking box. What function does the first word have in each case? What do you notice about the way that word is pronounced?
- 8  **2.20 PRONUNCIATION** Listen again and repeat.
- 9 Work in pairs. Imagine you are being interviewed for a place on a sports team. In turns, interview each other using the questions on page 187 (Student A) and 189 (Student B). If you can't answer a question immediately, use the phrases from the Speaking box to buy yourself time.
- 10 What is the key thing you will take away from this lesson about doing well in an interview? Tell your partner about it and explain why.





Memorisation of facts and figures is useless for the 'Google generation'.

Being able to look up facts and figures instantly online, it is debatable whether it is still necessary for students to learn information by heart. However, I believe that there are substantial benefits to memorising key facts.

Those who would agree that memorisation is now an outmoded skill would contend that the time teachers spend drumming information into their students could be better employed in teaching them how to think. It is certainly a practical approach as this way students learn how to interpret and apply the knowledge. This critical thinking skill comes in handy when looking for a job as it is now highly valued by employers, leading to an overall greater emphasis on such skills within the field of education.

On the other hand, having spent a great deal of time learning my times tables as a child, I am now able to easily do simple sums in my head, and I greatly value that ability. Naturally, we all have access to a calculator on our phones these days, but do we really want to be so utterly dependent on technology?

We should be able to do basic maths unaided, and we ought to have at least a rudimentary knowledge of world history and science. There is also an argument that we need to continue to use our capacity to memorise or it is likely to atrophy. The brain is quick to adapt to the new normal, and discard any skills it perceives as unnecessary.

In conclusion, while it is of course important to leave room in the curriculum for developing creativity and thinking skills, it is ultimately vital that we continue to memorise. I would therefore argue that we need to retain both our ability to do so, and our ability to function without being reliant on technology.

- 1 **SPEAKING** Read the title of the essay on page 72. In pairs or small groups, discuss how far you agree.
- 2 Look at the Writing task. Do the notes agree or disagree with the topic of the panel discussion? Are any of the ideas in the notes similar to your ideas?

Your class has attended a panel discussion on the topic **Memorisation of facts and figures is useless for the 'Google generation'**. You have made the notes below:

- Memorisation is a necessary first step in learning. For example, learning letters and sounds in order to read.
- If we don't spend too much time memorising facts, that frees up our time and brain power to do more challenging things.
- If we are too reliant on technology to remember things for us, we may lose our ability to memorise.

Write an essay for your tutor discussing two of the ideas in your notes. Explain which idea is most important and provide reasons to support your opinion.

- 3 Read an essay written for the task in Exercise 2. Answer the questions.
 - 1 Which two ideas did the student choose to discuss from the question?
 - 2 Which idea did the student consider most important? What reasons did they give?
 - 3 What is the topic of each paragraph?
- 4 Find synonyms for these words in the essay.

1 arguable	
2 old-fashioned	
3 argue	
4 completely	
5 without help	
6 basic	
7 weaken	
8 throw away	



- 5 Study **Watch out!** Then rewrite the sentences without using the underlined participle clauses.
 - 1 Being able to look up facts and figures instantly online, it is arguably no longer necessary for students to learn information by heart.
 - 2 Critical thinking skills are now highly valued by employers, leading to a greater emphasis on them within education.
 - 3 On the other hand, having spent a great deal of time learning my times tables when I was younger, I am now able to easily do simple sums in my head.

WATCH OUT!

Participle clauses are an alternative way of explaining the reason for / result of something, e.g.

As he cannot use a calculator, he will have to work out the sum in his head.

Not being able to use a calculator, he will have to work out the sum in his head.

Many people automatically use calculators these days, which has resulted in an inability to do mental arithmetic.

Many people automatically use calculators these days, resulting in an inability to do mental arithmetic.

- 6 Replace the underlined parts of the sentences with participle clauses.
 - 1 Due to the fact that I memorised certain poems at school, I can still recite them.
 - 2 Because I did a lot of revision, I passed the test easily.
 - 3 I missed a lot of classes, which left me struggling in the exam.
 - 4 Because they know critical thinking is important, teachers try to include it in lessons.
 - 5 I got up late, which meant that I missed my bus to school.
 - 6 As I am not very good at Maths, I need to practise more.
- 7 Work in pairs. Read the essay question. Which of these methods do you think is most effective and why? Do you agree with the opinions expressed?

Your class has listened to a radio discussion about different ways to learn a language. You have made the notes below.

Ways of learning a language:

- with a self-study app,
- with a teacher,
- living in the country where the language is spoken.

Some opinions expressed in the programme:

- 'A teacher isn't always available in the way that an app is.'
- 'Having lived abroad, I think it's much easier to learn the language because you're surrounded by it all the time.'
- 'A teacher can explain things so you really understand.'

- 8 **WRITING TASK** Write an essay discussing two of the ways of learning a language in the notes in Exercise 7. You should explain which way is the best and provide reasons to support your opinion.

REMEMBER MORE

1 Complete the pairs of phrases with one verb. Then check with the word list.

- _____ little self-belief / plenty of criticisms
- _____ out of steam / on empty
- _____ something into piles / something out
- _____ in handy / into focus

2 Rewrite the sentences using the words in bold. Do not change their form. Then check with the word list.

- We're finding it difficult to learn all the new things. **STEEP**
- You should always try as hard as possible. **SHOT**
- I'm starting to understand how this system works. **GET**
- The test was very easy and I finished it quickly. **THROUGH**

3 Choose the correct words. Then check with the word list.

- What do you call a final attempt? *last-ditch* / *misguided*
- What is the quality of not giving up called? *self-conviction* / *tenacity*
- What is another word for 'throw away'? *free up* / *discard*
- Which word collocates with 'idea'? *laughable* / *adroit*

4 Complete the questions with prepositions. Then check with the word list. Ask and answer the questions with your partner.

- Do you have a natural aptitude _____ anything? What is it?
- Have you ever crammed _____ a test? How did the test go?
- When would you be willing to step _____ your comfort zone?
- What kind of things do you have to learn _____ heart?

ACTIVE VOCABULARY | Dependent prepositions

When you learn new words always check if they come with any prepositions.

Look at the word list and find five words and their dependent prepositions. Write sentences using these words.

5A VOCABULARY AND SPEAKING



apply yourself to sth /ə'plai jɜːself tə ,sʌmθɪŋ/

associate sth with (v) /ə'səʊʃieɪt ,sʌmθɪŋ wɪð/

aversion (n) /ə'vɜːʃən/

backfire on sb (v) /,bæk'faɪə ɒn ,sʌmbɒdi/

background music /'bækgraʊnd ,mjuːzɪk/

be on a steep learning curve /bi ɒn ə ,stiːp 'lɜːnɪŋ ,kɜːv/

blankly (adv) /'blæŋkli/

blow up in one's face /,bləʊ 'ʌp ɪn ,wʌns ,feɪs/

breeze through sth (phr v) /,briːz 'θruː ,sʌmθɪŋ/

cluttered (adj) /'klʌtəd/

come about (phr v) /,kʌm ə'baʊt/

cram in/into/for (phr v) /,kræm 'ɪn / 'ɪntə / 'fɔː/

deflect sb from sth (v) /dɪ'flekt ,sʌmbɒdi frəm ,sʌmθɪŋ/

determined (adj) /dɪ'tɜːmɪnd/

divert sb/sth (away) (v) /daɪvɜːt ,sʌmbɒdi / ,sʌmθɪŋ (ə'weɪ)/

driving inspector /'draɪvɪŋ ɪn'spektə/

drum sth into sb (phr v) /,drʌm ,sʌmθɪŋ 'ɪntə ,sʌmbɒdi/

frantic (adj) /'fræntɪk/

futile (adj) /'fjuːtaɪl/

gape at sth (v) /'geɪp ət ,sʌmθɪŋ/

get the hang of sth /,get ðə 'hæŋ əv ,sʌmθɪŋ/

get your head down /,get jə 'hed ,daʊn/

give sth your best shot /,ɡɪv ,sʌmθɪŋ jə ,best 'ʃɒt/

go blank /,ɡəʊ 'blæŋk/

half-hearted (adj) /,hɑːf 'hɑːtɪd/

hand sth in (phr v) /,hænd ,sʌmθɪŋ 'ɪn/

keep (sb) on track /,kiːp (,sʌmbɒdi) ɒn 'træk/

last-ditch (adj) /,lɑːst'dɪtʃ/

make an effort /,meɪk ən 'efət/

mature student /mə'tʃʊə 'stjuːdnt/

mental state /'mentl ,steɪt/

mess about (phr v) /,mes ə'baʊt/

misguided (adj) /mɪs'gaɪdɪd/

multitask (v) /'mʌltɪ,tɑːsk/

munch on sth (v) /'mʌntʃ ɒn ,sʌmθɪŋ/

nowhere near /,nəʊweə 'niə/

opt to do sth /'ɒpt tə ,duː ,sʌmθɪŋ/

put more effort into sth /,put mɔːr 'efət ,ɪntə ,sʌmθɪŋ/

put sb off doing sth /,put ,sʌmbɒdi 'ɒf ,duːɪŋ ,sʌmθɪŋ/

run on empty /,rʌn ɒn 'empti/

see the point /,siː ðə 'pɔɪnt/

set up a group /,set 'ʌp ə ,gruːp/

sleep through sth /,sliːp 'θruː ,sʌmθɪŋ/

sort sth into (piles) (phr v) /'sɔːt ,sʌmθɪŋ ɪntə (,paɪlz)/

strenuous (adj) /'strenjuəs/

study aid /'stʌdi ,eɪd/

sustained (adj) /sə'steɪnd/

tricky (adj) /'trɪki/

valiant (adj) /'væliənt/

5B GRAMMAR 5.26

agitated (adj) /'ædʒɪteɪtɪd/

ban from (v) /'bæn frəm/

coo (v) /kuː/

crawl (v) /krɔːl/

fiddle with sth (phr v) /'fɪdl wɪð ,sʌmθɪŋ/

get a fright /,get ə 'fraɪt/

junction (n) /'dʒʌŋkʃən/

mess about (phr v) /,mes ə'baʊt/

mouthpiece (n) /'maʊθpiːs/

overtake (v) /əʊvə'teɪk/

rustling noise /,rʌslɪŋ 'nɔɪz/

shoo sb out/away (phr v) /ʃuː ,sʌmbɒdi 'aʊt / ə'weɪ/

sleep through (phr v) /,sliːp 'θruː/

5C READING AND VOCABULARY



adroit (adj) /ə'drɔɪt/

barrage (n) /'bærɑːʒ/

bend the knees /,bend ðə 'niːz/

bounce (v) /baʊns/

boundless energy /,baʊndləs 'enədʒi/

call on sb/sth (phr v) /,kɔːl ɒn ,sʌmbɒdi / ,sʌmθɪŋ/

come into focus /,kʌm ,ɪntə 'fəʊkəs/

cycle of reactions /,saɪkl əv rɪ'ækʃənz/

desirable (adj) /dɪ'zʌərəbəl/

destructive (to sth) (adj) /dɪ'strʌktɪv (tə ,sʌmθɪŋ)/

dime-store calculator /,daɪm stɔː 'kælkjələtə/

drill sergeant /'drɪl ,saɪdʒənt/

exuberance (n) /ɪg'zjuːbəərəns/

fall back into sth (phr v) /,fɔːl 'bæk ,ɪntə ,sʌmθɪŋ/

focusing exercise /'fəʊkəsɪŋ ,eksəsaɪz/

fulfil your potential /fʊl'fɪl jə pə'tenʃəl/

get in the way /,get ɪn ðə 'weɪ/

habitual (adj) /hə'bɪtʃʊəl/

have plenty of criticisms /,hæv 'plenti əv 'krɪtɪsɪzəmz/

hit a forehead /,hɪt ə 'fɔːhænd/

inner dialogue /ˌɪnə 'daɪələɡ/
interference (n) /ˌɪntə'fɪərəns/
laughable idea /'lɑːfəbəl aɪdɪə/
leap up in the air /ˌliːp 'ʌp ɪn ði ,eə/
lift sth off the ground /ˌlɪft ,sʌmθɪŋ ɒf ðə 'ɡraʊnd/
manifest (v) /'mænɪfest/
mediocrity (n) /ˌmiːdi'ɒkrəti/
mental mindset /ˌmentl 'maɪndset/
micro move /ˌmaɪkrəʊ 'muːv/
natural aptitude for sth /ˌnætʃərəl 'æptɪtjuːd fə ,sʌmθɪŋ/
(there is) no room for /((ðeər ɪz) nəʊ 'ruːm fə/
outsmart sb (v) /aʊt'smaɪt ,sʌmbədi/
parallel (to sth) (adj) /'pærəlel (tə ,sʌmθɪŋ)/
perseverance (n) /ˌpɜːsə'veɪərəns/
pertinent (to sth) (adj) /'pɜːtɪnənt (tə ,sʌmθɪŋ)/
poetry in motion /ˌpəʊətri ɪn 'məʊʃən/
proposition (n) /ˌprɒpə'zɪʃən/
racquet (n) /'rækɪt/
rapid improvement /ˌræpɪd ɪm'pruːvmənt/
raw talent /ˌrɔː 'tælənt/
rivalry (n) /'raɪvəlri/
run the show /ˌrʌn ðə 'ʃəʊ/
self-conviction (n) /ˌself kən'vɪkʃən/
self-instructional thoughts /ˌself ɪn'strʌkʃənəl 'θɔːts/
self-judgement (n) /ˌself 'dʒʌdʒmənt/
self-starter (n) /ˌself 'stɑːtə/
silence (v) /'saɪləns/
simplicity (n) /sɪm'plɪsəti/
stretch out to do sth /ˌstretʃ 'aʊt tə duː ,sʌmθɪŋ/
stroke (n) /straʊk/
stubborn streak /ˌstʌbən 'striːk/
swing sth forward /ˌswɪŋ ,sʌmθɪŋ 'fɔːwəd/
synchronised (adj) /ˌsɪŋkrənaɪzd/
tenacity (n) /tə'næsəti/
trial and correction /ˌtraɪəl ən kə'rekʃən/
unlock a mystery /ʌnˌlɒk ə 'mɪstəri/
willingness to make a sacrifice /ˌwɪlɪŋnəs tə ,meɪk ə 'sækrɪfaɪs/
wisdom (n) /'wɪzdəm/

5D LISTENING AND VOCABULARY



5.28

accountability partner /əˌkaʊntə'bɪləti ˌpɑːtnə/
be critical of sb /bi 'krɪtɪkəl əv ,sʌmbədi/
be easily distracted /bi ɪːzəli dɪ'stræktəd/
be up for (doing) sth /bi 'ʌp fə (ˌduːɪŋ) ,sʌmθɪŋ/

build your confidence /ˌbɪld jə 'kɒnfɪdəns/
by far /ˌbaɪ 'fɑː/
check in on sb/sth (phr v) /ˌtʃek 'ɪn ɒn ,sʌmbədi/ ,sʌmθɪŋ/
congratulate sb on sth (v) /kən'grætʃələɪt ,sʌmbədi ɒn ,sʌmθɪŋ/
cost a fortune /ˌkɒst ə 'fɔːtʃən/
disorganised (adj) /dɪs'ɔːgənəɪzd/
for a change /fər ə 'tʃeɪndʒ/
from personal experience /ˌfrəm 'pɜːsənəl ɪksˌpiəriəns/
have little self-belief /ˌhæv ˌlɪtl self bə'liːf/
imaginative (adj) /ɪ'mædʒənətɪv/
lose faith in yourself /ˌluːz 'feɪθ ɪn jɔːself/
maintain motivation /meɪnˌteɪn ˌməʊtə'veɪʃən/
motivational quotes /ˌməʊtə'veɪʃənəl ˌkwəʊts/
overambitious (adj) /əʊvərəm'bɪʃəs/
overly self-critical /əʊvəli ˌselfˌkrɪtɪkəl/
pat sb on the back for sth /ˌpæt ,sʌmbədi ɒn ðə 'bæk fə ,sʌmθɪŋ/
reluctant (to do sth) (adj) /rɪ'lʌktənt (tə duː ,sʌmθɪŋ)/
run out of steam /ˌrʌn ˌaʊt əv 'stiːm/
rush of motivation /ˌrʌʃ əv ˌməʊtə'veɪʃən/
set a target /ˌset ə 'tɑːɡɪt/
step out of your comfort zone /ˌstep 'aʊt əv jə 'kʌmfət ˌzəʊn/
there's a lot at stake /ðeəz ə 'lɒt ət ˌsteɪk/
vision board /ˌvɪʒən ˌbɔːd/

5E SPEAKING 5.29

buy yourself time to think /ˌbaɪ jɔːself ˌtaɪm tə 'θɪŋk/
deal with conflict /diːl wɪð 'kɒnflɪkt/
either way /ˌaɪðə weɪ/
fit around /fɪt ə'raʊnd/
front-facing (adj) /frʌnt 'feɪsɪŋ/
have strong feelings /ˌhæv 'strɒŋ ˌfiːəlɪŋz/
insight (into sth) (n) /ˌɪnsaɪt (ɪntə ,sʌmθɪŋ)/
interviewee (n) /ˌɪntəvjuːiː/
over-optimistic about sth /əʊvə ɒptə'mɪstɪk əˌbaʊt ,sʌmθɪŋ/
piece of literature /ˌpiːs əv ˌlɪtərətʃə/
portray (v) /ˌpɔːtreɪ/
relate (v) /rɪˈleɪt/
self-obsession (n) /ˌself əb'seʃən/
sort sth out (phr v) /ˌsɔːt ,sʌmθɪŋ 'aʊt/
take criticism /ˌteɪk 'krɪtɪsɪzəm/
tricky question /ˌtrɪki ˌkwɛstʃən/

5F WRITING AND VOCABULARY



5.30

apply knowledge /əˌplaɪ 'nɒlɪdʒ/
atrophy (v) /'ætrəfi/
attend a panel discussion /əˌtend ə 'pænl dɪˌskʌʃən/
be employed in (doing) sth /bi ɪm'plɔɪd ɪn (ˌduːɪŋ) ,sʌmθɪŋ/
be reliant on sth /bi rɪˈlaɪənt ɒn ,sʌmθɪŋ/
be utterly dependent on sth /bi ʌˈtəli dɪˈpendənt ɒn ,sʌmθɪŋ/
capacity to do sth /kəˈpæsəti tə duː ,sʌmθɪŋ/
come in handy /ˌkʌm ɪn 'hændi/
contend (v) /kən'tend/
curriculum (n) /kəˈrɪkjələm/
debatable (adj) /dɪˈbɜːtəbəl/
discard (v) /dɪsˈkɑːd/
do simple sums in your head /ˌduː ˌsɪmpəl 'sʌmz ɪn jə 'hed/
free up (phr v) /ˌfriː 'ʌp/
highly valued /ˌhaɪli ˌvæljuːd/
instantly (adv) /ˈɪnstəntli/
learn sth by heart /ˌlɜːn ,sʌmθɪŋ baɪ 'hɑːt/
look up sth online /ˌlʊk 'ʌp ,sʌmθɪŋ ˌɒnlaɪn/
memorisation (n) /ˌmeməraɪˈzeɪʃən/
memorise sth /ˌmeməraɪz ,sʌmθɪŋ/
mental arithmetic (n) /ˌmentl əˌrɪθmətɪk/
outmoded skill /aʊtˌməʊdɪd ˌskɪl/
practical approach /ˌpræktɪkəl əˌprəʊtʃ/
quick to adapt /ˌkwɪk tə əˈdæpt/
retain sth (v) /rɪˈteɪn ,sʌmθɪŋ/
rudimentary knowledge /ˌruːdəˈmentəri ˌnɒlɪdʒ/
struggle in an exam /ˌstrʌɡəl ɪn ən ɪɡˈzæm/
substantial benefits /səbˌstænʃəl ˌbɛnɪfɪts/
times table (n) /ˌtaɪmz 'teɪbəl/
unaided (adj) /ʌnˈeɪdɪd/

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

- Trying to finish the assignment before bedtime was *futile* / *adroit* / *valiant*. I couldn't concentrate at all.
- There is a lot of *initiative* / *rivalry* / *aptitude* between the sisters to achieve the best results at school.
- He has a real stubborn *part* / *streak* / *aspect* when it comes to working well in teams because he generally thinks his ideas are the best.
- The police will investigate anything that they feel is *addressed* / *pertinent* / *valued* to their enquiry regarding the thefts.
- When I read the exam question, I just *saw* / *thought* / *went* blank and couldn't remember a thing!
- It's a *sharp* / *steep* / *boundless* learning curve and it will be difficult for a while, but I won't give up.
- The programme received a *shot* / *barrage* / *motion* of complaints for the way it dealt with the issue.

2 Complete the sentences with the correct prepositions.

- I think the promise of bonuses at the end of the year is keeping us all _____ track with our targets.
- The report is due in tomorrow, so I need to get my head _____ this afternoon and work on it.
- I've been training for a half-marathon, but after about eight kilometres yesterday I simply ran _____ of steam and had to stop.
- We need to address the complaints from this client as soon as possible as there's a lot _____ stake. He's a highly influential YouTuber!
- I've had so much misinformation from this website that I've completely lost faith _____ it.
- The best advice I've ever received is to apply yourself _____ whatever you're given and do your very best.

3 Complete the sentences with the correct form of the verbs in the box.

breeze check cram drum get give pat step

- The interview was hard, but I _____ it my best shot and with luck I should get the job.
- It's vital to _____ into children the importance of good personal hygiene.
- My boss _____ me on the back for the results I had last month.
- My cousin's _____ for his law exams next week and won't be coming out with us this evening.
- I hate it when my dad keeps _____ up on whether I'm revising or not, always peering round my bedroom door.
- I think it's invaluable to _____ out of your comfort zone from time to time as challenges are good for us all.
- My brother _____ through his driving test and got hardly any comments from the examiner.
- I just can't _____ the hang of the rules governing modal verbs. They seem so complex!

4 Find and correct seven mistakes made with modal verbs and expressions in the conversation. Some modal forms are correct.

- A** I really enjoyed the performance. You had so many lines. It can have been horrific trying to learn them!
- B** You'd think it would get easier the more plays you do. But I could assure you – it doesn't. I must say that this role took ages to learn. We were supposing to put down books three weeks before the performance, but several of us needed another week. OK, I can have put down my book when the director said, but I would have allowed to be prompted so much that the rehearsals would have taken forever! I guess I must have started learning my lines earlier, but I was on holiday. I didn't fancy sitting on the beach with a playscript when I needed to have been swimming and socialising! As it was, I was still nervous about my lines during the performance last night.
- A** Well, you needn't have worried. You were word perfect. How on earth do you approach learning hundreds of lines in a play?
- B** It's all a matter of repetition. You just have to go over them again and again in your head!

USE OF ENGLISH

5 Complete the text with the correct form of the words in capitals.

STRATEGY | Word formation

The new word that you form must make sense within the context, so be sure to read your final text carefully and check that it is coherent and logical. Pay particular attention to whether the newly formed word should have a negative or a positive meaning.

SELF-TESTING

It might be considered ¹ _____ (**LAUGH**) by some, but the idea of testing oneself on a regular basis can actually be a highly effective way of learning. Many students studying for exams take notes and test themselves on the key information, which is good, but it would be ² _____ (**GUIDE**) to think that self-testing like this should only take place at the end of a period of learning. In fact, leaving such revision to the very last minute could indeed ³ _____ (**FIRE**) on us as it's too much for our brains to take in. Educators recommend setting ourselves series of regular questions to focus our learning, and these should be quite challenging. We might write open questions, or ones that require us to explain the differences between various factors, results, causes, etc. ⁴ _____ (**PERSEVERE**) with such testing involves ⁵ _____ (**TENACIOUS**) but this can definitely pay off and students will be able to take exams with the self- ⁶ _____ (**CONVINCE**) that they have consolidated their learning as well as possible.

Use of English > page 181

READING

- 6 Read the article about life coaching. Match paragraphs A–E with gaps 1–4. There is one extra paragraph.

SUCCESS IN COLLEGE – SUCCESS FOR LIFE

What exactly is life coaching? At its most basic, a life coach is someone who you pay to give you advice about how to improve your life. Unlike a therapist, who requires professional qualifications, anyone can be a life coach and they can provide a useful service as long as both parties are aware that a life coach is not certified to deal with problems such as depression or anxiety.

1 ☐ As a college degree has been proven to be vital for economic and social advancement, more and more stressed-out students become their patients. Sometimes, educators suggest life coaching to the troubled young people who distrust the authority figures in their lives and need the security of being able to talk to someone non-judgemental. What is even more important, they need to know the person is reliable and won't reveal their secrets.

2 ☐ This is one of the reasons why the life coaching organisation *Beyond 12* was set up: to assist the underprivileged. Its founder is Alexandra Bernadotte, whose family moved to the USA when she was a child. As a straight-A student, she was offered a place at the prestigious Dartmouth College. Although she managed to graduate, she found the years spent at school extremely demanding. She was among people from very different backgrounds to her own so she struggled to fit in. Living on the breadline, she could not afford to pay for a life coach so only her will to succeed allowed her to continue. Then, after graduating, she was determined to help other students in the same situation.



3 ☐ The reasons for these depressing figures are easily explicable. Most students have some sort of problem adjusting when they leave home to go to university. For some, this may be in the form of homesickness; for others, stress and lack of confidence. To make matters worse, those who are the first college entrants from their family often suffer from loneliness and lack of professional help.

4 ☐ Thanks to Alexandra and the life coaches her organisation employs, more and more young people are benefitting from an education which will ensure that they and their children can achieve more and have meaningful economic and personal prospects.



A Undoubtedly, life coaching can be highly beneficial in such cases so no wonder that its perception is changing. Instead of being a sign of inadequacy or shame, life coaching is now becoming a lifestyle choice. Fairly soon, the sympathy may not be for those who have a life coach, but for those who are unable to afford one.

B That's where *Beyond 12* can come in. The team is small, but they are bold and committed, and they draw from their own experience. By offering their advice to low-income students, the coaches help them to survive the college experience. On average, after six years, only forty-two percent of poorer students graduate or remain in their studies. With *Beyond 12*'s support, this figure rises to eighty-five percent.

C What they are, in essence, is a replacement for friends or family who people would traditionally turn to for advice and encouragement. They support clients in recognising their strengths and weaknesses and show them how to achieve their goals or, if necessary, identify what these might be. In doing this, they help people to overcome any problems that stand in their way.

D The International Coach Federation ensures they all abide by a common set of rules. A coach registered with the ICF is obliged to follow their code of ethics and standards of behaviour which include client confidentiality. However, not all coaches are members of this organisation so care must be taken when choosing someone for guidance.

E This support is definitely necessary. According to statistics, only nine percent of low-income students in the United States have graduated from university by their mid-20s compared to seventy-seven percent of high-income students. What's more, many poorer students who left secondary school planning on going to university never get there. Those that do are twice as likely as the children of graduates to drop out during their first year if their parents didn't go to college.

06

Feels good

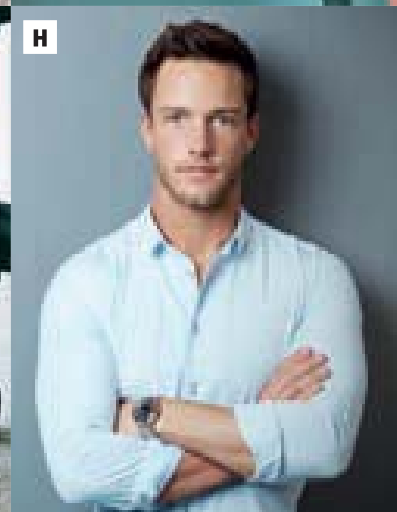
VOCABULARY Body language, body-related collocations and idioms, emotions, sounds, compound adjectives, adverb + verb collocations

GRAMMAR Reporting verbs and verb patterns, impersonal reporting structures

READING Understanding purpose and function

SPEAKING Evaluating ideas

WRITING An article



What does your body language say about you?

Do you ...

- 1 ☐ fold your arms when you are feeling _____?
- 2 ☐ purse your lips when you are _____?
- 3 ☐ furrow your brow when you are _____?
- 4 ☐ drum your fingers when you are _____?
- 5 ☐ rub your hands together when you are _____?
- 6 ☐ tilt your head when you are _____?
- 7 ☐ cross your ankles when you are _____?
- 8 ☐ steeple your hands when you are _____?
- 9 ☐ wrinkle your nose when you find something _____?
- 10 ☒ stroke your chin when you are _____?

1 SPEAKING Discuss the questions.

- 1 What do you first notice when you meet someone new?
- 2 What do you think you can learn from a person's body language?
- 3 Look at pictures A-J. Who would you feel comfortable or uncomfortable talking to? Say why.

2 In pairs, note down as many examples of body language as you can, e.g. *touch your nose*.**Body language****3** Read the survey on body language. Match the highlighted phrases with pictures A-J.**4** **3.1** In pairs, complete the survey on page 78 with the words from the box. Then listen to a radio programme about body language and check.

attentive concentrating defensive distasteful
excited impatient in control indecisive irritated
nervous

5 **3.2** Listen to a phone-in programme. Which body language gestures from Exercise 3 are the people talking about? Sometimes more than one answer is possible.

Ellen _____ Luke _____ Lisa _____
Megan _____ Connor _____

Body-related collocations**6** Study Active Vocabulary. Then read the blog entry and find eight verb + pronoun + noun collocations related to body language.**Your body speaks!**

I was on the train this morning people watching and one guy was looking really sad. Without him saying a word, I knew how he was feeling. Sometimes a gesture can say so much more than words. I mean, if you're just about to go into an exam and someone gives you a thumbs up from across the room, or crosses their fingers to wish you luck, it can really cheer you up. But then again – there are all those bad habits that can annoy people no end – like my dad's got a friend who's always clearing his throat! It's OK to do it when you're about to give a speech, but every few minutes – it drives me up the wall! Another thing that gets on my nerves is when people shrug their shoulders and can't give a direct answer to a question! Oh, and yes – my sister used to grind her teeth when she was asleep – ugggh. When I was young, I had the habit of twirling my hair in my fingers or flicking it back off my face. And biting my lip when I was thinking. I never realised I was doing it. Do you have any habits like that? Post below.

ACTIVE VOCABULARY | Collocations

Collocations are words that naturally go together. A common collocation is verb + noun (or verb + pronoun + noun), e.g. *tilt your head*. If we substituted the verb *tilt* for *bend*, it would not be correct although the verbs are synonymous.

- Strong collocation is when the connection between two words is fixed – a word is only used as part of one or a few collocations, e.g. *She pursed her lips. He steepled his hands.*
- Words that collocate with a lot of other words form weak collocations. For example, *tilt* collocates with body parts (*head, chin, mouth*), but also with *boat, chair, plane*.

7 Complete the collocations from the blog with the correct forms of the verbs from the box.

bite clear cross flick give grind shrug twirl

- 1 I often _____ my throat before giving a talk.
- 2 My mum complains because my dad sometimes _____ his teeth when he's asleep.
- 3 It's my exam later on today. Please _____ your fingers for me!
- 4 I asked Dan if he could help me and he simply _____ his shoulders.
- 5 Many people _____ their lip if they're concentrating hard.
- 6 It may be a bit annoying when someone's _____ their hair in their fingers while they're talking to you.
- 7 I didn't speak to Paul after the exam, but I saw him at the bus stop and he _____ me the thumbs up.
- 8 I always know when it's time for a haircut because I start needing to _____ my hair back from my face.

8 REFLECT | Culture In pairs, discuss whether the body language collocations in this lesson mean the same in your country. Think of other gestures people in your country often do that haven't been mentioned.**Body-related idioms****9** In pairs, discuss what the highlighted idioms featuring parts of the body mean. Choose four idioms and write similar sentences for each to show their meaning.

- 1 Some people **turn up their nose** if they're asked to do something that they think is not good enough for them.
- 2 I can't think of anything **off the top of my head**, but give me half an hour and I'll get back to you.
- 3 I won't tell anyone about it – **my lips are sealed**!
- 4 Be careful you don't take on too much extra work and **get in over your head**.
- 5 Blake **gave me the cold shoulder** this morning, and all because he was upset that I couldn't go to his party.
- 6 I know the results were depressing, but **keep your chin up** and try again. You can do it!
- 7 I wish my dad would **get off my back**. He's always going on about me deciding what to study at uni.
- 8 You said you'd audition for the play. Be brave and sign up now – don't **get cold feet**!

10 REFLECT | Society Much of our communication is virtual these days. How can this affect our interaction?

6B READING AND VOCABULARY

1 Match emotions from the box with their close synonyms. Are they stronger or weaker than their synonyms?

anticipation apprehension awe contempt
loathing rage remorse serenity

- | | | |
|--------------|---------------|----------|
| 1 admiration | 4 disrespect | 7 hatred |
| 2 fear | 5 anger | 8 regret |
| 3 calmness | 6 expectation | |

2 Study Active Reading. Then read the article and choose the correct answers.

- By giving the example of a performance in paragraph 1 the writer wants to
 - illustrate the importance of maintaining emotional health.
 - introduce the idea of the mental impact of stress.
 - exemplify the effects certain emotions can have on us.
 - compare the ways different situations provoke stress.
- In paragraph 3, the writer uses the word 'counterintuitive' to comment on
 - the link between facial expressions and emotion.
 - the implication that we should do something seemingly unnatural.
 - the suggestion that we should indulge our emotion.
 - the desire of scientists to tell us how to feel.
- In paragraph 4, the writer says that
 - we should not be frightened to show emotions.
 - opinions about the value of influencing our emotions are divided.
 - research has confirmed that depression is a result of hiding emotions.
 - the emotions we feel are solely a result of mental activity.
- The writer's purpose in paragraph 5 is to
 - correct a misunderstanding about a woman's role today.
 - avoid the negative consequences of emotional labour.
 - advocate emotional labour in maintaining good customer relations.
 - outline the possible dangers of emotional labour.
- In the final paragraph, the writer expresses the opinion that
 - unsmiling staff can cause a store to lose customers.
 - people who show their emotions should avoid working directly with the public.
 - people should consider scientific advice and act accordingly.
 - people should decide how best to control their emotions.
- The purpose of the article is to
 - interest readers in accessing further scientific articles.
 - inform us of various attitudes on whether we should show emotions.
 - praise the research into emotions and their impact on our health.
 - persuade us to pursue happiness in our lives.

ACTIVE READING | Understanding purpose and function

The purpose of a text as a whole

To understand the purpose of a text, we need to think about:

- the target reader – who is expected to read the piece? (e.g. an academic, people interested in the topic)
- the text type (e.g. a story, a blog, an article in a specialist magazine)
- how the reader has been affected by the writing. Has the reader learned something new? Has the reader been persuaded to do something?

To answer these questions, you need to look at the title and any visuals, the style, the tone, the vocabulary and the complexity of language.

The purpose of a section or paragraph

An individual paragraph may have its own specific purpose, e.g. to warn us about something, or make a suggestion.

3 Rewrite the underlined words and phrases in the sentences using the highlighted words from the text.

- When I was younger and feeling sorry for myself for no reason, my mother would always say 'Chin up! Indulging in self-pity is for wimps!'
- My dad put some old vinyl records up for sale online and he's been flooded with offers.
- I got a message about a brilliant job offer to work in New York while I was coming home from college. It was very hard to hide my excitement all the way home on the bus.
- The company tries hard to consult all its employees on factors that may affect their working conditions.
- If you get angry and lose your temper, it will only make the problem worse.
- Some people believe animals experience the same emotions as humans and, just like humans, they can express their emotions through actions.

4 Complete the sentences with the correct forms of the highlighted verbs from the text. In pairs, discuss the questions.

- What do people do when they _____ in self-pity? Do you ever do this yourself?
- Think of a problem you have encountered recently. What _____ it? Say why.
- What kind of advice do you find yourself _____ with these days? Say why.
- When do you think people should endeavour to _____ their emotions? Say why.
- What would you _____ your present mood to? Say why.

5 SPEAKING In pairs, discuss the questions.

- Do you ever fake emotions? For example, do you pretend to be happy when you are not? Say why.
- Do you think faking emotions can be good or bad for people? Say why.



3.3

Put on a brave face! or ... should we?

1 It is widely accepted that mood and emotion can have a significant impact on a person's physical as well as mental health. While we are all only too well aware that moving home, starting a new job or receiving bad news, for example, can considerably raise anxiety levels, we are not necessarily always able to make the connection between other health problems that we may experience with stress too. Another scenario might be that of going on stage to give a public talk or a performance. It would seem logical to ascribe a racing heart and raised blood pressure to nervousness and apprehension, but would we automatically link those nerves to a stomach upset or back pain? The truth is that our emotions can trigger a host of physical reactions and that is why we need to concern ourselves with maintaining a good state of emotional health.

2 That is easier said than done, you might say, and you would be right. Emotions are not easy to control, particularly negative ones. So, is it actually possible for us to make ourselves feel happier and less negative? 'How to become a happier you' is a hot topic at the moment and we are being inundated with advice and tips. There is an abundance of websites with surveys, questionnaires, tips and shared personal experiences available to us. Even schools are running mindfulness classes for their students as part of the curriculum.

3 A new take on the topic is coming from scientists who have recently come up with a seemingly simple solution which is based on the link between emotion and facial expression. They say that rather than frown when we're feeling low or upset, we should try smiling. This may sound counterintuitive, but studies have shown that facial expressions do not only reflect an emotion, but they can influence them. In other words, we may smile because we are happy, but we can also feel happy because we smile!

4 So, if making ourselves smile can lift our spirits, do other facial expressions affect our mood too? Apparently, they do. There are studies that show that if we are experiencing pain, yet endeavour not to show it on our faces, the degree of pain we experience can be less intense than if we wince and frown. Likewise, if we show that we are frightened when faced with danger, this can actually exacerbate the fear that we're feeling. According to the experts, this is because the way we experience emotion does not just involve the brain; it is far

more complex. However, not all scientists are in complete agreement over the benefit of suppressing or faking facial expressions to influence our moods. Research done at the University of Groningen in the Netherlands suggests that although faking emotions can help in the short term, continually suppressing emotions can have a negative effect on our general health. If the face is not involved in expressing an emotion, that emotion may eventually find another outlet, such as depression, a pessimistic outlook, or even physical illness.

5 Linked with this latter belief is the concept of *emotional labour*, which was first identified in 1983. A recent interpretation of the term, started by an American journalist in 2017, references the need for people, often the stay-at-home partner in a relationship, to concern themselves with routine chores that often result in grumpiness and dissatisfaction. However, the term was originally invented to describe the requirement for certain employees, for instance those in the service industries such as flight attendants and shop assistants, to present a happy face to clients, however bad they may be feeling. In other words, it is part of their job to pretend to be happy and hide any negative emotions. Otherwise they risk offending their clients. In the opinion of many experts, this faking of emotion can lead to depression. As well as this, it can contribute to breakdowns of relationships, when the person who has had to force a smile all day returns home and takes their frustration out on their family or partner, snapping and shouting at the least disagreement.

6 Taking all the studies and theories into account, it seems sensible to conclude that although raising a smile and putting on a brave face can often work in the moment, it is not advisable in the long term. Whilst wallowing in negativity is not going to help anyone, there are definitely times when we should allow ourselves to show our true feelings. No one wants to be greeted in shops by surly staff showing contempt for the customer, but constant grinning should not be a requisite for a job involving interaction with clients. Balancing when or when not to express emotions is a delicate thing, but certainly something we need to be aware of and address for the sake of our health.

6C GRAMMAR



- 1 **SPEAKING** In pairs, think about what makes you laugh. When did you last crack up, groan at a bad joke or get the giggles?
- 2 **3.4** Do you find laughter contagious? Why do you think that is so for many people? Listen to a radio interview with the author of *The Magic of Laughter* and check your ideas.

Reporting verbs and verb patterns

- 3 **THINK BACK** Choose the correct structures to complete the sentences. Pay attention to the underlined reporting verbs.
 - 1 The interviewer congratulated ___ a prestigious book award.
a Paul on having won **b** Paul had won
 - 2 The writer regretted ___ sooner.
a not doing it **b** not to do
 - 3 The writer explained ___ down to a very old response.
a him that it was **b** that it was
 - 4 The interviewer asked ___ really good for us.
a if was laughter **b** if laughter was
 - 5 The writer advised ___ themselves with those who have a sense of humour.
a people to surround **b** people surrounding
 - 6 The interviewer promised ___ that.
a doing **b** to do
 - 7 The interviewer reminded ___ on sale from Friday.
a that the book would be
b listeners that the book would be
- 4 In pairs, study the verb patterns following the underlined reporting verbs in Exercise 3 and decide which verb(s) are followed by:
 - 1 a different word order from a usual question
 - 2 (*that*) clause
 - 3 object + (*that*) clause
 - 4 *to* infinitive
 - 5 object + *to* infinitive
 - 6 gerund
 - 7 object + preposition + gerund

- 5 Read the sentences and match verb patterns 1–7 from Exercise 4 with the underlined verbs in sentences a–g.
 - a** ☐ The interview was great. It really convinced me to go out and buy the book.
 - b** ☐ The interviewer kept complimenting the writer on having received the award.
 - c** ☐ He claimed that laughter was an early form of communication, but is there any evidence of that?
 - d** ☐ The writer suggested watching comedy films with other people. I go along with that!
 - e** ☐ The interviewer wondered why laughter was contagious.
 - f** ☐ The interviewer informed the audience that his next guest was a yoga teacher.
 - g** ☐ My mother offered to buy a copy of the book for me.

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- 6 Read a report of what happened in an English class. Do you think the teacher had a point? What body language do the people where you live use? Do they overuse it?

Go verbal!

Something funny happened in the English class yesterday. Mr Johnson queried why students seemed to prefer body language to speech. He argued that we shrugged our shoulders instead of speaking. He criticised us for twirling our hair and stroking our chins throughout every lesson. He begged us to stop it. He threatened to punish us if we didn't stop doing it. He warned us that it would ruin our career prospects if we didn't change our ways. Everyone thought he was being serious. Until he went too far. He recommended sitting on our hands all the time. There was a moment's silence and then we all burst out laughing.

- 7 Match the underlined verbs from Exercise 6 with the lists below according to the verb patterns they use.
 - 1 congratulate (on), compliment (on), *criticise (for)*
 - 2 regret, suggest, _____
 - 3 explain, claim, _____
 - 4 ask, wonder, _____
 - 5 advise, convince, _____
 - 6 promise, offer, _____
 - 7 remind, inform, _____
- 8 In pairs, match the verbs from the box with the lists in Exercise 7. Some verbs follow more than one pattern.

admit blame (for) complain demand deny
discourage (from) invite maintain notify predict
question urge

9 Study Watch out! Make these sentences more formal.

- 1 He suggested crossing our fingers, but it didn't help.
- 2 She recommended keeping our chins up.
- 3 He proposed telling jokes to cheer ourselves up.
- 4 He requested her to stop grinding her teeth.

WATCH OUT!

Remember that some verbs follow more than one pattern, sometimes with a change in register, e.g.

He suggested watching a film. (less formal)

He suggested (that) we (should) watch a film. (more formal)

10 **3.5 Listen to the recording and use the prompts to report the conversation. Avoid *that* where possible.**

- 1 Paul / admit
Paul admitted not having listened / listening to Gemma.
- 2 Gemma / advise
- 3 Paul / urge
- 4 Gemma / notify
- 5 Paul / compliment
- 6 Gemma / mention
- 7 Paul / wonder
- 8 Gemma / inform
- 9 Paul / complain
- 10 Gemma / explain
- 11 Gemma / suggest

Impersonal reporting structures

11 Read an article about hospital clowning. What misconceptions did people have about hospital clowns?

A GOOD LAUGH IS A MIGHTY GOOD THING!

For many people a clown's place is in a circus – for others – it is in a nightmare! However, in recent years clowns have been appearing in hospital wards all over the world on a regular basis – not simply as entertainment for the patients, but as a therapeutic measure. ¹It is now believed that specially trained medical clowns can help actively reduce the length of children's hospital stays. ²It was thought that hospital clowning first started in the 1970s – with the famous Patch Adams (a US doctor made famous in the film of the same name), but cartoons have recently suggested that the first clowns were working with children as far back as the early twentieth century. ³Clowning was originally assumed to help children by distracting them from the starkness of the clinical hospital wards, which could be very frightening places. However, ⁴the benefits of clowning are now thought not to have been fully understood at that time. Recent studies have shown that interacting with clowns can actually reduce the amount of some medication the children are taking and speed up recovery times after surgery.

12 Read the underlined sentences in the text and answer the questions.

- 1 Which sentences follow similar patterns? In pairs, discuss in what way they are similar.
- 2 Which sentences express these ideas:
 - a past belief about something in the past **2**
 - b present belief about something that happened in the past **4**
 - c past belief about something that is always true **3**
 - d present belief about something that happens in the present **1**

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13 Complete the second sentence so that it means the same as the first one.

- 1 It is now believed that specially trained clowns can help reduce the length of children's hospital stays. Specially trained clowns _____ help reduce the length of children's hospital stays.
- 2 It was thought that hospital clowning first started in the 1970s. Hospital clowning _____ in the 1970s.
- 3 Clowning was originally assumed to help children primarily by distracting them. It _____ clowning primarily helped children by distracting them.
- 4 The benefits of clowning are now thought not to have been fully understood at that time. It _____ fully understood at that time.

14 Report each of these comments in two ways using impersonal reporting structures.

- 1 The report found that ninety-five percent of children look forward to the clowns' visits.
- 2 They say that clowns work in pairs because it can be stressful for them.
- 3 They discovered that the clown make-up did not distress the children.
- 4 Studies have shown that clowning also helps dementia sufferers.
- 5 People felt that the value of clowning had been underestimated.

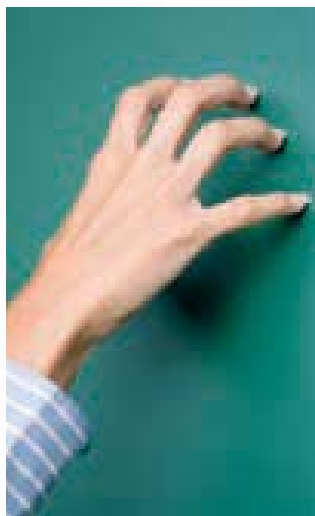
15 REFLECT | Society The English comedian John Cleese said that laughter never failed to awe him with its ability to connect people. Can you think of social benefits of laughter? Give examples.



☐ I can use reporting verbs and impersonal reporting structures.

6D LISTENING AND VOCABULARY

- 1 Look at the photos. How do the sounds illustrated in them make you feel?



- 2 3.6 Listen to a conversation about the importance of sounds in our lives. Answer the questions.

- 1 Which sounds do they mention?
- 2 What is their response to these sounds?
- 3 Why does the girl think some sounds are relaxing?

- 3 3.7 Listen and number the sounds in the order you hear them. Which noises affect you and in what way?

- a ☐ cats purring
- b ☐ waves crashing
- c ☐ the cracking of knuckles
- d ☐ a baby gurgling
- e ☐ horns blaring
- f ☐ thunder rumbling
- g ☐ the rustling of leaves
- h ☐ ice cubes crunching
- i ☐ the clinking of bottles
- j ☐ the chiming of clocks
- k ☐ brakes screeching
- l ☐ doors creaking

- 4 3.8 Look at the person in the photo below. What do you think she is doing and why? Listen to a radio interview and check your answers.



- 5 3.8 Listen again and choose the correct answers.

- 1 In his introduction, the interviewer is questioning the reason for
 - a the variety of clips available.
 - b the unusual content of the clips.
 - c the difficulty of accessing the clips.
 - d the popularity of watching online clips.
- 2 According to Simone, ASMR is
 - a a common medical problem.
 - b a complicated reaction to some sounds.
 - c a welcome experience for some people.
 - d a pain in your brain.
- 3 It is believed that people with ASMR
 - a might think it's normal for everyone.
 - b react to similar sounds.
 - c trigger this sensation themselves.
 - d don't know others who also have it.
- 4 The interviewer is
 - a surprised at the number of ASMR clips available.
 - b unresponsive to what the ASMR clips show.
 - c impressed by what they can achieve.
 - d unsure about what to do while watching the clips.
- 5 Simone is
 - a hopeful that studies of ASMR will help in the future.
 - b disappointed that more research has not been done.
 - c determined to contribute to the studies herself.
 - d aware that research may not have a result soon.

- 6 Choose the correct alternatives to complete the adverb + verb collocations in the sentences.

- 1 Daisy felt that her boss didn't largely / fully appreciate how hard she was working, so she decided to look for a new job.
- 2 It has been colloquially / anecdotally reported that listening to some sounds can make us more intelligent.
- 3 The celebrity warmly / hotly denied being rejected for a role in the most recent superhero movie.
- 4 Many people freely / clearly admit that they do not always observe rules about silence in some libraries.
- 5 It's claimed that constant exposure to sounds above a number of decibels allegedly / decidedly causes hearing loss later in life.
- 6 Reports mention some workers not being supplied with protective ear coverings and this will be tightly / closely examined.

- 7 **SPEAKING** Discuss the questions.

- 1 Do you think ASMR is a real phenomenon or is it a pseudoscience? Say why.
- 2 Work in pairs and discuss a new ASMR video clip to create. Think about an unusual sound that you could use/produce to relax ASMR experiencers.

- 8 **REFLECT | Society** Most of us are not disturbed by sounds in everyday life. But when do sounds become 'noise pollution' and what steps could be taken to limit this?

6E SPEAKING

- 1 Life is said to be getting more and more stressful for people. How far would you agree? Say why. Think about the different age groups in the box.

adolescents children middle-aged people parents
retired and elderly young adults

- 2 Read the web article and discuss your answers to the final two questions in the text.

STRESS-BUSTERS

So, it's official! According to a recent survey of people of all ages and from various backgrounds, a whopping eighty-five percent admitted to experiencing stress on a regular basis. It's clear that everyone gets stressed by any number of things – minor or major. The survey indicates that only the most optimistic of us will remain unaffected by the stress caused by things such as travelling, using technology, working, money, relationships, studying, etc. We want your comments. Have you got any pointers on how to prevent your inner self from raging? Any stress-busters you'd suggest that can help distract us from feeling stressed out?

- 3  3.9 Listen to a student doing a street survey about stress-busting activities and answer the questions.

- Which activities do the people mention?
- What reasons do they give for and against doing these activities?
- Which person do you think you are most similar to? Say why.

- 4  3.9 Study the Speaking box. Then listen again and complete the phrases in the Speaking box with one word in each gap. Decide if the phrases are positive (P) or negative (N). Which phrases can be used for more formal evaluation?

SPEAKING | Evaluating ideas

- ☐ It doesn't go ¹ _____ enough.
- ☐ That's all very well, but what if ...
- ☐ It sounds a pretty half-baked theory to me.
- ☐ It sounds good ² _____ theory.
- ☐ I don't think they've thought this through.
- ☐ I think this idea has legs.
- ☐ There's a lot to be ³ _____ for ...
- ☐ This idea has a lot ⁴ _____ for it.
- ☐ It's a perfectly reasonable idea, but ...
- ☐ I take issue with some of the claims, namely ...

- 5  3.10 PRONUNCIATION When we have reservations about something, we use falling intonation on the last word(s) of the first clause and then pause slightly before continuing. Listen and repeat the sentences.

- It sounds good in theory, but in practice I can't see it working.
- The idea has a lot going for it, but there are too many negatives for me.
- It's a perfectly reasonable idea, but I don't think anyone will accept it.
- It sounds a pretty half-baked theory to me, but I imagine a lot of people will go for it.

- 6 In pairs, think of stress-busting ideas. Then work with another pair and discuss them, using the phrases from the Speaking box.

- 7 REFLECT | Society Do you think there are occasions when talking about stress helps sufferers, or is it always better to do activities to distract yourself from it? Say why.





CANDOCO DEFINITELY CAN DO!

Have you heard of Candoco? Well, if you're interested in dance as entertainment, then you certainly should have! Candoco is an inclusive dance group which attracts members that are both able-bodied and disabled. And their performances are pure magic.



Candoco, founded in 1991, is widely accepted as a world leader in the development of inclusive dance practice. It runs learning programmes for those who wish to follow a professional dance career, and also for those who want to dance for pure enjoyment. In their first twenty-five years, they visited over sixty countries and they currently offer life-enhancing, training opportunities to 2,000 people every year. Their groundbreaking approach has diversity and collaboration at its core.

Expressing yourself through dance or singing has been shown to be good for both your physical and mental well-being, in addition to bringing pleasure to those who watch or listen. The founders of Candoco were well aware of these facts. Their focus was on bringing together people of all physical abilities to create group dances that would help the individuals develop both as people, and as creative artists. The company showcases the talents of the group in powerful public performances, which are exciting, challenging and designed to broaden people's perception of art.



Exposure to a wider audience came recently when the group were invited to perform on a popular television reality dance show and reviewers congratulated them on putting on a spectacular and heartwarming show. After the brilliant reviews, millions of people went online to see the performances for themselves and undoubtedly we shall be seeing much more from this amazing company in the media over the coming years.

Candoco's level of brilliance is an example to all of us, showing that whatever our physical limitations we can develop our talents to their utmost, and engage with audiences everywhere. Artistic companies like this are creating a new form of art through inclusion and, in my opinion, this is definitely the way forward. I highly recommend checking out some of their performances online to see exactly what I mean!

6F WRITING AND VOCABULARY | An article

- 1 **SPEAKING** In pairs, discuss what benefits there might be in doing these activities in a group.

dancing painting playing an instrument singing

- 2 Look at the photos and answer the questions.

- What challenges and rewards might there be for these performers working together?
- How might audiences react to the performances?

- 3  **3.11** Listen to someone talking about attending one of the performances. How close was her reaction to your ideas in Exercise 2? What does *inclusion* / *inclusive* mean?

- 4 Read the article. In pairs, discuss its structure, vocabulary, style, grammar and interest.

- 5 Study the Writing box and complete it with the words from the box. Then add examples from the model article to illustrate the points.

appropriate complex directly engage intriguing
memorable paragraphs short variety

- 6 Read another article below and discuss why it is not as good as the first. Then rewrite it using the tips from the Writing box.

- 7 Look at the compound adjectives. Then write examples of nouns the adjectives could describe. Use a dictionary if necessary. Choose three and tell your partner about an experience using the adjectives.

- mind-blowing
- life-enhancing
- confidence-building
- groundbreaking
- spine-chilling
- nerve-racking
- thought-provoking
- eye-watering
- record-breaking
- heartwarming

- 8 Read the Writing task. Then read some extracts from emails to the local centre from both residents and visitors. In pairs, discuss what points might be included in the article.

WRITING | An article

- Give your article an interesting, or ¹ _____ title to interest the reader.
- ² _____ the reader immediately with an interesting opening sentence.
- Speak ³ _____ to the reader to involve him. You could ask questions or make direct suggestions, e.g. _____
- Organise your article by dividing it into clear " _____.
- Use a range of vocabulary, for example a ⁴ _____ of adjectives, e.g. _____
- Use " _____ sentences to show a range of structures and linking devices, e.g. _____
- Vary the length of sentences. Sometimes a ⁵ _____ sentence is effective, e.g. _____
- Conclude with something ⁶ _____ such as a question, amusing point or personal comment.
- Use an ⁷ _____ style, depending on the target audience for your article.

You volunteer at a local day centre for elderly disabled people where they can participate in singing, dancing and music-making activities with visiting performing groups. The council is considering closing the centre as it wants to use the land for other purposes. Write an article for a newspaper in which you describe the benefits of the centre and put your case for keeping the centre open.

Group singing seems to really lift my gran's spirits! She has memory problems, but the songs remind her of the past.

My sister is a really shy person, but getting involved in the acting with the visiting group has really brought her out a lot. She's much more confident in herself these days. Keep up the good work.

The centre used to be quite a quiet place, with everyone sitting on their own, not talking. Now it's amazing! You can't get a word in edgeways!

- 9 **WRITING TASK** Plan and write your article.

It is important to include disabled performers in artistic events for many reasons. One is that their talents can contribute to a wonderful experience. Secondly, they can show people what they can also achieve.

Chris Fonseca is deaf. He caught meningitis, an inflammation of the brain, when he was a baby. This left him completely deaf in both ears. However, he loved watching films about dancing. He was impressed by all the street dance moves and taught himself to copy them. When he was at university, he joined a dance group for deaf people. Afterwards, he continued to train as a street dancer. He also

taught dancing to students. Chris became famous when he was in a dance competition on TV. He didn't win, but he impressed a lot of people. Chris can dance in spite of being deaf. He has a hearing aid and he can hear slight sounds and feel the vibrations of the music. He likes lyrical hip-hop music because it has strong rhythms and beats. He also wears a special backpack when he dances. This makes the vibrations stronger. Chris believes that everyone can dance. He thinks that it's good for artistic events to be inclusive. He's a very good example of someone who has shown that it's possible.

REMEMBER MORE

1 Are the underlined descriptions positive (P) or negative (N)? Check with the word list.

- 1 My sister has been giving me the cold shoulder all week.
- 2 I'll cross my fingers for you.
- 3 He got in over his head when he first started his new job.
- 4 He shrugs his shoulders whenever I ask him a question.

2 Complete the pairs of sentences with one word. Then check with the word list.

- 1 a The boy wrinkled his _____ when he saw the vegetables.
b She turned up her _____ when she was offered the low rank job.
- 2 a The host _____ our table as soon as we finished eating.
b He _____ his throat before he started his speech.
- 3 a I won't tell anyone – my _____ are sealed.
b When she didn't get a refund, she pursed her _____ and left.

3 Choose the correct words to complete the sentences. Sometimes both answers are possible. Then check with the word list.

- 1 These days we're *suppressed* / *inundated* with information from all sorts of media.
- 2 She felt great *regret* / *remorse* after being caught stealing at the store.
- 3 The behaviour of certain fans will be *closely* / *largely* examined in the CCTV footage.
- 4 I got scared when I heard the door *rustling* / *creaking*.

4 Match the two parts of the compound adjectives. Then check with the word list.

- | | |
|---------------|-------------|
| 1 confidence- | a watering |
| 2 eye- | b chilling |
| 3 life- | c provoking |
| 4 spine- | d enhancing |
| 5 thought- | e building |

5 Do the task.

Look at the word list and find collocations that contain the same word, e.g. *wrinkle your nose* and *turn up your nose*. Then write sentences with these phrases.

6A VOCABULARY AND SPEAKING



annoy sb no end /ə'noɪ ,sʌmbədi ,nəʊ 'end/

attentive (adj) /ə'tentɪv/

audition for sth (v) /ɔ:'dɪʃən fə ,sʌmθɪŋ/

biggy (n) /'bɪgi/

bite your lip /baɪt jə 'lɪp/

but then again /bət ,ðen ə'gen/

clear your throat /,kliə jər 'θrəʊt/

consider sth beneath you /kən'sɪdə ,sʌmθɪŋ brɪ'ni:θ ju/

cross your ankles /,krɒs jər 'æŋkəlz/

cross your fingers /,krɒs jə 'fɪŋgəz/

dead giveaway /,ded 'ɡɪvəweɪ/

demon (for sth) (n) /'di:mən (fə ,sʌmθɪŋ)/

distasteful (adj) /dɪ'steɪstfəl/

doubt yourself (v) /'daʊt jɔ: self/

drum your fingers /,drʌm jə 'fɪŋgəz/

flick your hair back (off your face) /flɪk jə 'heə ,bæk (ɒf jə ,feɪs)/

fold your arms /,fəʊld jər 'ɑ:mz/

furrow your brow /,fʌrəʊ jə 'braʊ/

get cold feet /,get ,kəʊld 'fi:t/

get in over your head /,get ɪn ,əʊvə jə 'hed/

get off one's back /,get 'ɒf wʌns 'bæk/

give sb the cold shoulder /,ɡɪv ,sʌmbədi ðə ,kəʊld 'ʃəʊldə/

give sb the thumbs up /,ɡɪv ,sʌmbədi ðə ,θʌmz 'ʌp/

grind your teeth /,ɡraɪnd jə 'ti:θ/

keep your chin up /,ki:p jə 'tʃɪn ,ʌp/

moan at sb (v) /'məʊn ət ,sʌmbədi/

my lips are sealed /,maɪ ,lɪps ə 'si:ld/

off the top of one's head /ɒf ðə 'tɒp əv ,wʌns 'hed/

off-putting (adj) /ɒf ,pʊtɪŋ/

purse your lips /,pɜ:s jə 'lɪps/

rub your hands together /,rʌb jə 'hændz tə'geðə/

shrug your shoulders /,ʃrʌɡ jə 'ʃəʊldəz/

steeple your hands /,sti:pəl jə 'hændz/

stick out your chin /,stɪk ,aʊt jə 'tʃɪn/

stroke your chin /,strəʊk jə 'tʃɪn/

substitute (n) /'sʌbstə'tju:t/

take no notice /,teɪk nəʊ 'nəʊtɪs/

tilt a boat/chair /,tɪlt ə 'bəʊt / 'tʃeə/

tilt your head /,tɪlt jə 'hed/

turn up your nose /,tɜ:n ,ʌp jə 'nəʊz/

twirl your hair (in your fingers) /,twɜ:l jə 'heə (ɪn jə ,fɪŋgəz)/

wrinkle your nose /,rɪŋkəl jə 'nəʊz/

6B READING AND VOCABULARY



abundance (n) /ə'bʌndəns/

academic (n) /,ækə'demɪk/

act accordingly /,ækt ə'kɔ:dɪŋli/

advocate sth (v) /'ædvəkeɪt ,sʌmθɪŋ/

anticipation (n) /,æntɪ'seɪpəʃən/

anxiety (n) /,æŋ'zaɪəti/

apprehension (n) /,æprɪ'hensjən/

ascribe sth to sth (v) /ə'skraɪb ,sʌmθɪŋ tə ,sʌmθɪŋ/

awe (n) /ɔ:/

be in complete agreement over sth /,bi ɪn kəm'pli:t ə'ɡri:mənt ,əʊvə ,sʌmθɪŋ/

be inundated (with/by sth) /bi 'ɪnəndə'tɪd (wɪθ/baɪ ,sʌmθɪŋ)/

bewilderment (n) /bi'wɪldəmənt/

contempt (n) /kən'tempt/

counterintuitive (adj) /,kaʊntərɪn'tju:ətɪv/

dissatisfaction (n) /dɪ,sætəs'fækʃən/

easier said than done /ɪ:zɪə ,sed ðən 'dʌn/

emotional labour /ɪ'məʊʃənəl ,leɪbə/

endeavour (v) /ɪn'devə/

exacerbate (v) /ɪg'zæsəbeɪt/

exasperation (n) /ɪg,zə:spə'reɪʃən/

exemplify sth (v) /ɪg'zempləfaɪ ,sʌmθɪŋ/

fake sth (v) /'feɪk ,sʌmθɪŋ/

feel sorry for yourself /fi:l 'sɒri fə jɔ: self/

frown (v) /fraʊn/

grin (v) /ɡrɪn/

grumpiness (n) /'ɡrʌmpɪnəs/

host of (people/things) /'həʊst əv (,pi:pəl / ,θɪŋz)/

implication (n) /ɪm'plə'keɪʃən/

lift sb's spirits /,lɪft ,sʌmbədɪz 'spɪrɪts/

likewise (adv) /'laɪkwaɪz/

loathing (n) /'ləʊðɪŋ/

negativity (n) /,negə'tɪvəti/

nervousness (n) /'nɜ:vəsənəs/

only too /'əʊnli tu:/

outlet (n) /'aʊtlet/

pessimistic outlook /,pesə'mɪstɪk 'aʊtlʊk/

provoke sth (v) /prə'vəʊk ,sʌmθɪŋ/

pursue (v) /pə'sju:/

put on a brave face /,pʊt ɒn ə ,breɪv 'feɪs/

put sth up for sale online /,pʊt ,sʌmθɪŋ ,ʌp fə ,seɪl 'ɒnlaɪn/

racing heart /,reɪsɪŋ 'hɑ:t/

rage (n) /reɪdʒ/

raise a smile /,reɪz ə 'smɪl/

raise anxiety levels /,reɪz æŋ'zaɪəti ,levəlz/

raised blood pressure /,reɪzd 'blʌd ,preʃə/

remorse (n) /rɪ'mɔːs/

requisite for sth (n) /'rekwəzət fə ,sʌmθɪŋ/

run a class /,rʌn ə 'klɑːs/

seemingly (adv) /'siːmɪŋli/

self-pity (n) /,self 'pɪti/

serenity (n) /sə'renəti/

service industry (n) /'sɜːvɪs ,ɪndəstri/

show contempt for sb /ʃəʊ kən'tempt fə ,sʌmbədi/

snap (v) /snæp/

solely (adv) /'səʊlli/

stay-at-home partner /'steɪət,həʊm ,pɑːtnə/

stomach upset /'stʌmək ,ʌpset/

suppress (emotions) /sə'pres (ɪ,məʊʃənz)/

surly (adj) /'sɜːli/

take on sth (v) /,teɪk 'ɒn ,sʌmθɪŋ/

take your frustration out on sb /,teɪk jə frʌ'streɪʃən 'aʊt ɒn ,sʌmbədi/

unsmiling staff /ʌn'smaɪlɪŋ ,stɑːf/

wallow (v) /'wɒləʊ/

wimp (n) /wɪmp/

wince (v) /wɪns/

6C GRAMMAR 5.33

ancestor (n) /'ænsəstə/

bonding (n) /'bɒndɪŋ/

career prospects /,kə'riə ,prɒspekts/

compliment sb on sth (v) /'kɒmpləmənt ,sʌmbədi ɒn ,sʌmθɪŋ/

contagious (adj) /kən'teɪdʒəs/

crack up (phr v) /,kræk 'ʌp/

dementia sufferer /dɪ'menʃə ,sʌfərə/

distress (n) /dɪ'stres/

get the giggles /,get ðə 'gɪɡlz/

giggle (v) /'gɪɡəl/

hospital ward /'hɒspɪtl ,wɔːd/

interact with sb (v) /,ɪntər'ækt wɪð ,sʌmbədi/

literary agent /'lɪtərəri ,eɪdʒənt/

mighty (adj) /'maɪti/

misconception (n) /,mɪskən'sepʃən/

pick up on sth (phr v) /,pɪk 'ʌp ɒn ,sʌmθɪŋ/

primarily (adv) /'praɪməri/

query (v) /'kwɪəri/

recovery time /rɪ'kʌvəri ,taɪm/

starkness (n) /'stɑːknəs/

therapeutic measure /θə'reʃpjuːtɪk ,meʒə/

underestimated (adj) /,ʌndə'restɪmətɪd/

6D LISTENING AND VOCABULARY

5.34

allegedly cause /ə'ledʒədli ,kɔːz/

apprehensive (adj) /,æprɪ'hensɪv/

baby gurgling /,beɪbi 'gɜːɡlɪŋ/

brakes screeching /,breɪks 'skriːtʃɪŋ/

cat purring /,kæt 'pɜːrɪŋ/

chiming of clocks /,tʃaɪmɪŋ əv 'klɒks/

clinking of bottles /,klɪŋkɪŋ əv 'bɒtlz/

cracking of knuckles /,krækɪŋ əv 'nʌklz/

disorder (n) /dɪs'ɔːdə/

doors creaking /,dɔːz 'kriːkɪŋ/

electric drill /ɪ'lektɪk ,driːl/

examine closely /ɪɡ,zæməɪn 'kləʊsli/

fold (v) /fəʊld/

freely admit /,friːli əd'mɪt/

fully appreciate /,fʊli ə'priːʃiət/

fuzzy (adj) /'fʌzi/

heart thudding /,hɑːt 'θʌdɪŋ/

horns blaring /,hɔːnz 'bleərɪŋ/

hotly deny /,hɒtli dɪ'naɪ/

ice cubes crunching /aɪs ,kjuːbz 'krʌntʃɪŋ/

layman (n) /'leɪmən/

meat sizzling /,miːt 'sɪzəlɪŋ/

meridian (n) /mə'rɪdiən/

mindfulness (n) /'maɪndfʊlnəs/

(be) reported anecdotally /bi rɪ'pɔːtɪd ænɪk'dəʊtəli/

response (n) /rɪ'spɒns/

rustling of leaves /,rʌsəlɪŋ əv 'liːvz/

send sb to sleep /,send ,sʌmbədi tə 'sliːp/

sensation (n) /sen'seɪʃən/

sensory (adj) /'sensəri/

sniffing (n) /'snɪfɪŋ/

strike a match /,straɪk ə 'mætʃ/

stumble across (phr v) /,stʌmbəl ə'krɒs/

tap (v) /tæp/

thunder rumbling /θʌndə 'rʌmbəlɪŋ/

tingle (v) /'tɪŋɡəl/

waves crashing /,weɪvz 'kræʃɪŋ/

6E SPEAKING 5.35

different strokes for different folks /dɪfərənt 'strəʊks fə ,dɪfərənt 'fəʊks/

dismiss (v) /dɪs'mɪs/

filter away /'fɪltər ə'wei/

half-baked (adj) /,hɑːf'beɪkt/

I think this idea has legs. /aɪ 'θɪŋk ðɪs aɪ,dɪə hæz 'legz/

it doesn't go far enough /ɪt 'dʌzənt ɡəʊ ,fɑːr ɪ'nʌf/

it has a lot going for it /ɪt əz ə ,lɒt 'ɡəʊɪŋ fər ɪt/

knitting (n) /'nɪtɪŋ/

paint the stress away /,peɪnt ðə ,stres ə'wei/

pointer (n) /'pɔɪntə/

posture (n) /'pɒstʃə/

pound the streets /,paʊnd ðə 'striːts/

pump the blood /,pʌmp ðə 'blʌd/

stress-buster (n) /'stres ,bʌstə/

stress-busting activities /,stres 'bʌstɪŋ æktɪvɪtɪz/

sweat out (phr v) /,swet 'aʊt/

there's a lot to be said for /ðəəz ə 'lɒt tə bi ,sed ,fə/

wear sth out (phr v) /,weə ,sʌmθɪŋ 'aʊt/

whopping (adj) /'wɒpɪŋ/

wind down (phr v) /,waɪnd 'daʊn/

6F WRITING AND VOCABULARY

5.36

able-bodied (adj) /eɪbəl 'bɒdɪd/

blossom (n) /'blɒsəm/

brilliance (n) /'brɪljəns/

confidence-building (adj) /,kɒnfɪdəns 'bɪldɪŋ/

diversity (n) /daɪ'vɜːsəti/

exposure (n) /ɪk'spəʊʒə/

eye-watering (adj) /aɪ 'wɔːtərɪŋ/

flow (n) /fləʊ/

get a word in edgeways /,get ə ,wɜːd ɪn 'edʒweɪz/

groundbreaking (adj) /'graʊndbreɪkɪŋ/

guest act /'gest ,ækt/

hearing aid (n) /'hɪərɪŋ ,eɪd/

heartwarming (adj) /'hɑːt'wɔːmɪŋ/

inclusion (n) /ɪn'kljuːʒən/

inflammation (n) /,ɪnflə'meɪʃən/

life-enhancing (adj) /'laɪf ɪn'hɑːnsɪŋ/

meningitis (n) /,menən'dʒaɪtəs/

mind-blowing (adj) /maɪnd ,bləʊɪŋ/

nerve-racking (adj) /'nɜːv ,rækɪŋ/

record-breaking (adj) /'rekɔːd ,breɪkɪŋ/

showcase (v) /'ʃəʊkeɪs/

slight sounds /slaɪt 'saʊndz/

spine-chilling (adj) /spaɪn ,tʃɪlɪŋ/

thought-provoking (adj) /'θɔːt prə'vəʊkɪŋ/

to the utmost /tə ðɪ 'ʌtməʊst/

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

- You really shouldn't *rub* / *furrow* your brow when you're concentrating – you'll get lines!
- People often *bite* / *grind* their teeth at night and this can cause dental problems.
- I asked Jon about the exam, but he *shrugged* / *tilted* his shoulders and said he had no idea.
- I used to *purse* / *turn up* my nose when Mum gave me broccoli, but now I really like it.
- She has this annoying habit of *steeping* / *drumming* her fingers on the desk while waiting for something.
- I couldn't *suppress* / *wallow* a giggle when I saw those old photographs. My dress sense was weird then!

2 Complete the body-related idioms with the missing words.

- I know I need to declutter my room, but I wish my parents would get off my _____ about it.
- I don't know the answer off the top of my _____, but I'll go and find out.
- Your secret's safe with me – my _____ are sealed!
- When I asked him to explain the situation, he just folded his _____ and said nothing, which I thought was very rude.
- I'm taking my driving test later today, so please cross your _____ for me!
- Everyone gets bad results from time to time, so just keep your _____ up and try again.

3 Complete the text with the correct words.



I recently read a ¹thought-**p** _____ article about music, which listed the benefits of singing in groups. I ²**f** _____ appreciate that this can be extremely good for us, both physically (we are using our lungs) and mentally (joined voices can be uplifting). However, I certainly don't ³**r** _____ my hands together in 'a _____ of the chance to sing out loud, the reason being that I am tone-deaf.

If I tell people I'm unable to hear the difference between musical notes, they generally 'a _____ this to shyness, or nervousness. They are unable to understand that I genuinely cannot tell the difference between notes. I freely 'a _____ that if I endeavour to sing, I shall either 's _____ like an owl or 'r _____ like a train. And enthusiasm only 'e _____ the problem! This is not because of a lack of musical training. From what I've read, it's all, ¹⁰a _____, down to a group of nerves in the brain which are related to perception and production of sound. So, give me (and yourselves) a break – don't ask me to sing any time soon!

4 Report each sentence starting with the word **He**.

- 'It certainly wasn't me who left the front door open.'
- 'Those cartoons you drew were wonderful!'
- 'I am not sure how accurate these statistics are.'
- 'By the way, I went to the exhibition when it was in London last year.'
- 'It's my younger brother's fault because he kept me awake the night before the exam.'
- 'I really wish I hadn't got cold feet.'

5 Report the statements in two ways using the verbs in bold.

- The auditions for the new dance show will be announced within the next few days. **EXPECT**
The auditions _____. It _____.
- People thought that Keira Martin had been chosen for the whole series, but it wasn't true. **RUMOUR**
Keira Martin _____. It _____.
- We think most people are happy with the new codes of practice unless they comment otherwise. **ASSUME**
Most people _____. It _____.
- The new drug can tackle the virus efficiently. **DEMONSTRATE**
The new drug _____. It _____.
- They think visits to the portal will increase by fifty percent over the next two months. **INCREASE**
Visits to the portal _____. It _____.

USE OF ENGLISH

6 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than six words, including the word given.

STRATEGY | Sentence transformation

Although you need to use the word given, remember that you can change other words from the first sentence and add any other words to make your sentence correct.

- Laughter therapy has been effective in several studies of people suffering from stress. **REPORTED**
Laughter therapy _____ effective in several studies of people suffering from stress.
- 'You have to complete your assignment before the weekend,' the teacher said to me. **INSISTED**
The teacher _____ before the weekend.
- Darren ignored me when I saw him. **SHOULDER**
Darren _____ when I saw him.
- We received a lot of queries about the new product. **INUNDATED**
We _____ about the new product.
- Many enthusiasts say that face yoga is great for reducing lines. **PRAISED**
Face yoga _____ reduce lines by many enthusiasts.
- I was apprehensive about starting the course. **FILLED**
Starting the new course _____.

LISTENING

7  **3.12** You are going to hear an interview with a writer about her new book. For questions 1–6, choose the answer A–D which fits best.

- 1 The studies in Sweden
 - A reinforce the sentiments expressed in the song mentioned.
 - B show that people sometimes involuntarily change their facial expression without a change in mood.
 - C involved some volunteers being asked to smile to see how it affected other volunteers' moods.
 - D included instructions not to smile if at all possible.
- 2 According to the speaker, smiling
 - A can indicate different feelings in different countries.
 - B is not necessarily a natural facial expression.
 - C happens with the same frequency everywhere.
 - D is not always socially acceptable in different societies.
- 3 Americans and Japanese people might have problems when meeting because
 - A of differences in the importance of making eye contact.
 - B they smile at different things.
 - C they both misunderstand the other's attitudes to showing emotion.
 - D their smiles can look fake to the other person.
- 4 When talking about Mark Twain's quote, the speaker says that
 - A she has experienced regretting things that made her smile.
 - B it may not be true for all age groups.
 - C she was unable to stop herself smiling at the actions of her children.
 - D her children are proof that it is true.
- 5 The writer's reaction to Marilyn Monroe's quote is that
 - A she didn't have to worry about making herself more attractive.
 - B it is understandable that she used the language she did.
 - C she was factually wrong, but can be forgiven for her mistake.
 - D it is no longer relevant in the twenty-first century.
- 6 What has the research in Wales shown?
 - A When a person smiles, they look as if they are in better health.
 - B Make-up can enhance a smile even more.
 - C Most people prefer a smiling face than a non-smiling one.
 - D Any kind of smile can be beneficial to health.

SPEAKING

8 Your school wants to help students who feel stressed. Look at the prompts showing some ideas about how to reduce stress amongst students. Talk to each other about how useful these tips might be in reducing students' stress. Then decide which two ideas would be the easiest for the school to introduce.

How useful are these things in reducing students' stress?

- yoga classes in PE
- relaxing music during lessons
- breathing exercises before lessons and exams
- time management lessons
- homework- and test-free weeks

9 In pairs, take it in turns to ask and answer the questions.

- 1 How important are other people to you when you feel stressed?
- 2 If you get stressed, do you find it useful to talk to other people? Say why.
- 3 Some people say that being a doctor can be a stressful job. How far would you agree? Say why.
- 4 Many people believe that they work better under stress. Why do you think they say this?

WRITING

10 Your class has been discussing how a donation from an ex-resident of your town could best be used to improve the quality of life for the people living there. You have made the notes below.

- Free concerts and performances at the theatre.
- Organised exercise classes in gyms and guided walks in the countryside.
- Community events such as picnics and sports days.

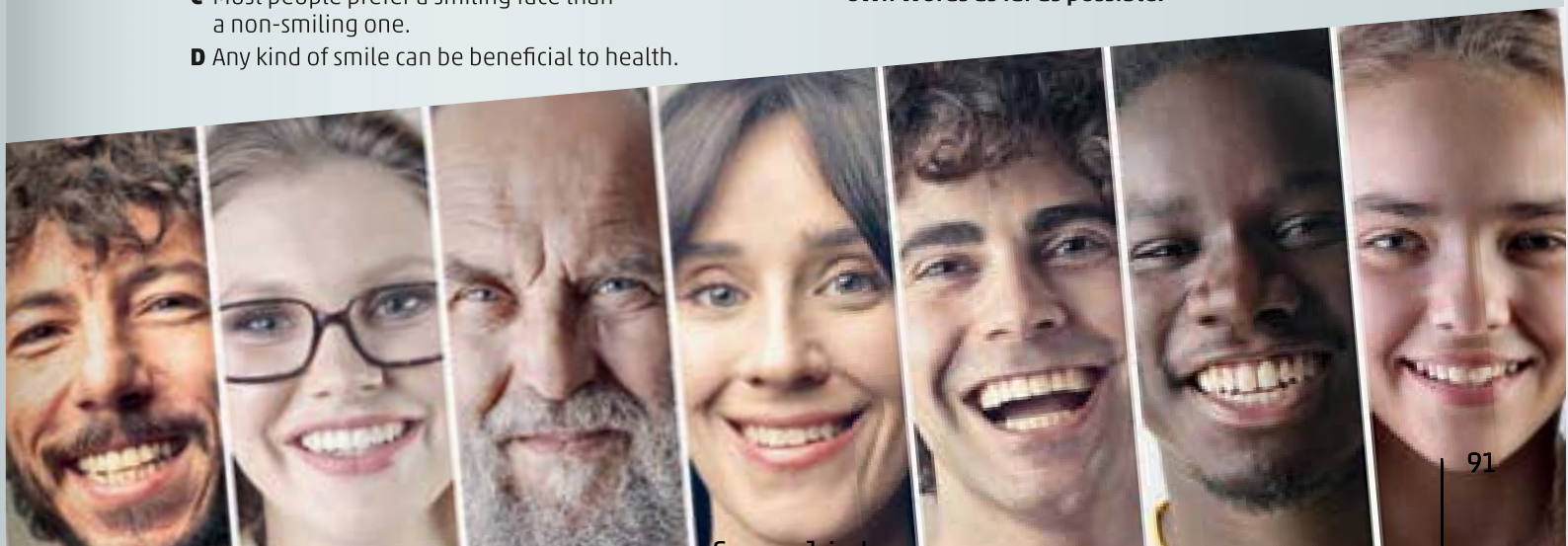
Some opinions expressed in the discussion:

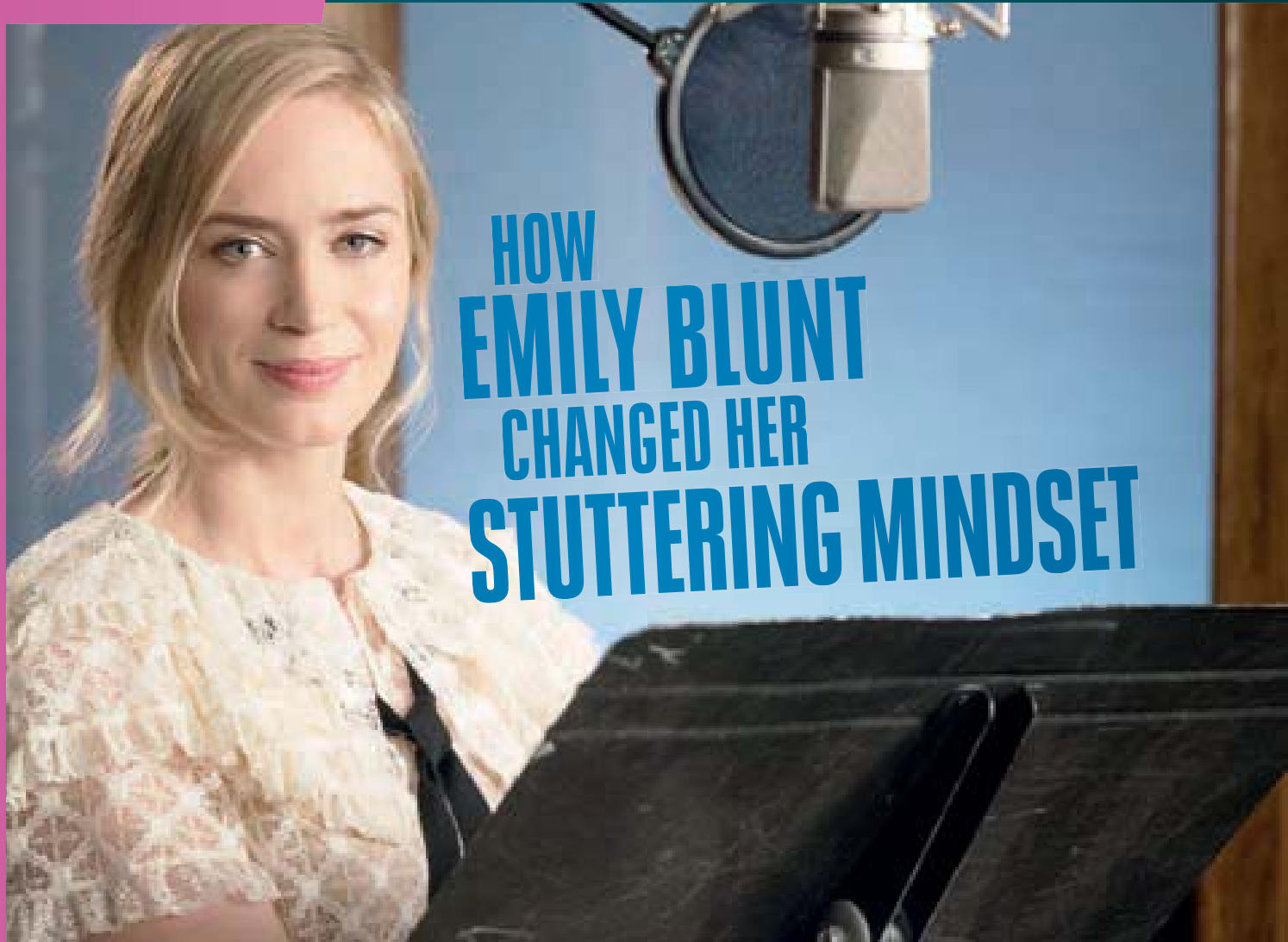
'People don't always enjoy exercising together.'

'We have to involve as many people and age groups as possible.'

'There's no point in duplicating opportunities that already exist.'

Write an essay discussing two of the ideas in the notes. You should explain which idea would be better to use the money for, giving reasons in support of your answer. You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.





HOW EMILY BLUNT CHANGED HER STUTTERING MINDSET

Emily Blunt is well-known for her many roles, for example, in the horror film, *A Quiet Place* and the rather contrasting *Mary Poppins Returns*, but she has also become known for something that might initially surprise you – as someone who has a stutter.

Although acting runs in her family, Emily never considered it as a career because of her speech disorder. She struggled at school, and hated being put on the spot and asked to read aloud, or even answer questions in front of the class. But then, one of the teachers suggested that she try using an accent and, lo and behold, her stutter more or less vanished.

Because acting was never part of her life plan, Blunt was under a lot less pressure to succeed than many other aspiring actors. She decided to give it her best shot, and not to worry if she turned out to be hopeless. However, she discovered that she had a natural aptitude for acting, and the stage was set for a glittering career.

Emily says that nowadays she doesn't think twice about her stutter when choosing a role. Sometimes, she does trip up, particularly when playing roles in fast-paced

thrillers, but she has a stubborn streak, and just perseveres until she can find a way around it. For Blunt, making mistakes is a good thing, because it's how you learn, and ultimately, how you grow as a person.

How did she come to terms with her disorder? First of all, she found the idea that she might be ashamed of her stutter laughable. It's simply part of her, like the colour of her eyes. She also feels that having to constantly step out of her comfort zone has made her a better listener, and more empathic with the struggles of others, something she now encourages in her children.

There is some evidence to suggest that the process of acting, where you are empathising with someone else's life, may use a completely different part of the brain, and therefore avoid triggering the stutter. Certainly, there are plenty of other famous actors who also have a stutter, like Julia Roberts, Samuel L. Jackson or Bruce Willis, to name just a few. Blunt's success and her openness about her speech disorder may well encourage many more.

1 Work in pairs. Do you have a growth mindset? Read the statements and decide if you agree (A) or disagree (D).

- 1 ☐ You can learn new things, but you can't really change how intelligent you are.
- 2 ☐ I enjoy my work best when it's really challenging, and makes me think hard.
- 3 ☐ I don't worry about making mistakes so long as I don't keep making the same ones.
- 4 ☐ When something is really difficult, it can make me feel that I'm not very clever.
- 5 ☐ You are either naturally good at maths, or you aren't.

2 3.13 Listen to Lauren giving a presentation to her psychology class about growth mindset. Which statements in Exercise 1 indicate a growth mindset, and which a fixed mindset?

3 3.13 Listen again and complete the statements from the recording with 1-3 words in each gap.

- 1 According to Carol Dweck, intelligence is not _____, but is something that can grow.
- 2 The ability we now have to _____ has subsequently supported Dweck's theories.
- 3 The research into London taxi drivers proved that the hippocampus actually _____ as a result of memorisation.
- 4 A fear of failure may lead to some people choosing to _____.
- 5 Growth mindset does not mean that everyone can break Olympics records or be a _____.
- 6 The research proves that everybody is able to fulfil their _____, but they need to get the right mindset for success.

4 In pairs, discuss the questions.

- 1 After learning more about growth mindset, would you now change any of your answers to Exercise 1?
- 2 How could changing how you think about learning help you to do better in your studies?

5 Read the article and answer the questions.

- 1 What did Emily Blunt find challenging about school?
- 2 How did a teacher's suggestion change her life?
- 3 What was Emily's attitude to acting when she was younger?
- 4 What did she find out about herself after her first attempts at acting?
- 5 What kind of roles does she find more challenging in terms of her stutter?
- 6 What does she think are the benefits of having a stutter?
- 7 How do actors with a stutter cope with their speech disorder when performing?

6 Work in pairs. Study the Life Skills box and discuss which of these strategies Emily used and how.

LIFE SKILLS | How to develop a growth mindset

- 1 See a challenge as an opportunity.
- 2 If your first attempt doesn't work, don't give up. Try a different approach.
- 3 Understand that the brain isn't fixed. You can always learn new things.
- 4 Accept that criticism can be a positive thing, and a great way to learn.
- 5 Use the word 'yet'. It's not that you can't do something, you just can't do it yet.
- 6 Take (sensible) risks and don't worry about what others think of you.
- 7 Acknowledge and embrace your imperfections.
- 8 Be realistic about time and effort. Learning does take time so be patient.

7 Think about a situation in the past where you struggled, but ultimately succeeded. Make notes under the headings below. Then, in pairs, discuss your experience.

Describe:

- the situation you found difficult, and say why it was challenging,
- some of the things you tried which didn't succeed,
- how you finally succeeded,
- what you learned from the experience.

8 Do the task below.

LIFE SKILLS | Project

Work in pairs. Tell your partner about what you want to achieve.

- Think of something you want to achieve in the future that you expect to be challenging.
- Make a list of possible challenges or obstacles to achieving this.
- Discuss together how you could overcome the challenges and obstacles you have listed.
- Write yourself a letter. Date it in the future, when you will have achieved your goal. Describe the stumbling blocks you overcame, the milestones you achieved and the insights you gained.
- You could begin like this:
Dear Me,
Congratulations on achieving ... I knew you could do it, though it certainly wasn't easy. The process of getting where you are today started when ...
- When you have finished, share your letter with your partner. How can you help each other achieve your goals?

07

The creative urge

VOCABULARY	Vague language, fashion-related adjectives, idioms and phrases, sensory adjectives, animal idioms, adjectives to describe art, film genres
GRAMMAR	Relative clauses, prepositional relative phrases, nominal relative clauses
READING	Understanding metaphors
SPEAKING	Describing the plot of a film
WRITING	A letter to the editor



A 4



B 2



C 1



D 3



E



F

7A VOCABULARY AND SPEAKING

- 1 SPEAKING** Look at the photos. In pairs or small groups, discuss the questions.
 - Which of the outfits in the photos do you think look good? Say why.
 - Are you interested in fashion? Say why.
 - Do you think fashion can be a form of art? Say why.

- 2** **3.14** Listen to fashion students discussing four of the photos. Put the outfits in the order that they are mentioned.

Fashion-related adjectives

3 3.14 Listen again and tick the words that you hear.

- ☐ baggy ☐ chiffon ☐ clashing ☐ corduroy
☐ cropped ☐ diamanté ☐ flamboyant ☐ flared
☐ funky ☐ garish ☐ gigantic ☐ metallic
☐ navy ☐ neon ☐ oversized ☐ pastel ☐ plaid
☐ pleated ☐ polo neck ☐ satin ☐ scarlet
☐ sparkly ☐ stretchy ☐ suede ☐ teeny ☐ velvet
☐ V-neck ☐ wide-leg

4 Complete the table with the words from Exercise 3.

Opinion	Size	Shape	Colour	Pattern	Material

5 Write six sentences describing the outfits in the photos. Use at least three adjectives in each sentence. Make sure the order of the adjectives is correct.

Vague language

6 Read Active Vocabulary. Then complete the dialogue with the words from the box.

greenish shortish sort of stuff stuff like that thingy

- Amy** What is she wearing?
- Beth** Oh, it's ¹ _____ like a jumpsuit, I think, but with wide trousers.
- Amy** And what's that ² _____ round her waist?
- Beth** I'm not really sure, to be honest. Is it a belt? It looks like it's made of ³ _____ metal.
- Amy** And she's got sparkly ⁴ _____ in her hair!
- Beth** Yes, I think it's glitter.
- Amy** I like her hair. It suits her to have it cut ⁵ _____ like that. Does she usually wear diamanté and ⁶ _____?
- Beth** Yes, she's quite flamboyant.

ACTIVE VOCABULARY | Vague language

Spoken language is often quite vague or imprecise. We use vague language when

- we are not sure or have forgotten the precise word, e.g. *whatsername* / *whatsisname* / *stuff* (for uncountable items) / *thingy* (for countable items).
... like, er, **whatsisname**, Karl Lagerfeld.
I love those **thingies** on her shoes.
- we are giving an example, e.g. *and so on* / *and everything* / *and stuff* / *stuff like that*.
... the earrings **and so on**. I don't really like **stuff like that**.
- we are approximating, e.g. *somewhere in the region of* / *give or take* (amounts of numbers), *-ish* / *sort of* / *kind of* (qualities).
There are **somewhere in the region of** a hundred shows.
Jackets look better when they're **biggish**.

7 **SPEAKING** In pairs, discuss what you would wear in the following imaginary situations. Give as much detail as possible and use vague language where appropriate.

- You're a film star going to the Oscars Award Ceremony.
- You're interviewing a member of the royal family.
- You're a fashion student going to a fashion show.

Fashion-related idioms and phrases

8 **SPEAKING** Look at the following statements. Which would you use to describe yourself? Say why.

- I'm a **slave to fashion**.
- I'm not a **fashion victim**, but I am **fashion-conscious**.
- What I wear would probably upset **the fashion police**.
- I don't have much **fashion sense**.
- I like my clothes to make a **fashion statement**.

9 Read the definition of a capsule wardrobe. Do you have one? Do you think it is useful? Read the text ignoring the gaps and compare with your ideas.

capsule wardrobe (n) – a small collection of essential clothes that can be put together in different ways to suit any occasion.

GET CREATIVE WITH YOUR CAPSULE WARDROBE

You don't need a lot of clothes to always look put together.

Often it's about the way you combine different items, and those little ¹ _____ touches. For example, everyone needs a plain white shirt. You can do so much with it: ² _____ up the sleeves, ³ _____ the shirt at the back, wear it like a loose jacket over a contrasting T-shirt. And of course, you can also ⁴ _____ it up with fashion accessories such as a tie or a belt!

You don't need to always ⁵ _____ the same items together. For example, have you tried wearing a long-sleeved T-shirt under a favourite short-sleeved one? You could also experiment with ⁶ _____ and matching more unusual colour combinations. Who says blue and green don't ⁷ _____ each other?

Get creative with your capsule wardrobe and it will look like you have dozens of ⁸ _____ outfits.

10 Complete the expressions in the text in Exercise 9 with the words from the box.

complement eye-catching finishing jazz mixing pair roll untuck

11 **SPEAKING** Work in pairs. Close your eyes, then describe what your partner is wearing in as much detail as possible.

DOCUMENTARY VIDEO

-  **4 WATCH AND REFLECT**
Go to page 165. Watch the documentary *The Second Life of Second-hand Clothes* and do the exercises.



7B GRAMMAR



1 SPEAKING Look at the paintings, which are all by the same artist. In pairs or small groups, discuss the questions.

- 1 When (roughly) do you think these paintings were created?
- 2 What can you guess about the life of the painter from looking at the paintings? Are they male or female? Which country do they come from?
- 3 How does each of the paintings make you feel? Say why.
- 4 How would you title each of the paintings? Say why.

2 **3.15** Listen to a podcast about the artist and works of art A–C, and compare with your ideas.

Relative clauses

3 THINK BACK Look at extracts a–h from the podcast and choose the correct options to complete rules 1–6.

- 1 A defining relative clause gives us *essential* / *extra* information about a person or a thing, and a non-defining relative clause gives us *essential* / *extra* information. We use commas in *defining* / *non-defining* relative clauses.
- 2 The pronoun *which* in sentence b could be replaced by *that* / *what*.
- 3 The pronoun *which* in sentence a / sentence b could / could not be omitted. (Explain why.)
 - a The painting reminds us of the stories from *Arabian Nights*, which had recently been translated into several European languages.
 - b The jungle setting is something which Rousseau painted again and again.
- 4 In extracts c and d, a full relative clause is replaced by a *present* / *past* participle.
 - c 'Tiger in a Tropical Storm' was the first of many of his paintings set in the jungle.
 - d In 'Carnival Evening' a strange couple, dressed in carnival costumes, stand in the front.
- 5 The relative pronouns (*where*, *when*, *why*) in extracts e–g can be used in *both defining and non-defining* / *only in defining clauses*.
 - e Suddenly, a snarling tiger appears from the long grass, where it has been hiding.
 - f 1893 was the year when Rousseau retired from his work as a customs officer.
 - g This is the reason why he is often referred to as 'Le Douanier'.
- 6 The preposition *of* could also be placed at the beginning of the relative clause. This would make the sentence *more* / *less* formal.
 - h The established art world, of which Rousseau longed to become an accepted part, was unable to appreciate or understand his work.

Grammar Reference > page 173

Prepositional relative phrases

4 Look at the examples of relative phrases (a-c). Then complete sentences 1-6 with the correct prepositions and *whom* or *which*.

- a Looking at these paintings, all of which are at night or during a dark storm.
 b A number of other leading artists, many of whom admired his work.
 c Rousseau could have decided to study art formally, in which case modern art as we know it might never have happened.
- 1 Rousseau painted in his spare time until he was 49, _____ point he retired to paint full time.
 2 His first employer fired him, as a result _____ he joined the army.
 3 He painted exotic scenes, none _____ were based on first-hand experience.
 4 The late 1800s was a period _____ art was developing rapidly.
 5 He was friends with Picasso and Jarry, both _____ supported his work.
 6 He exhibited his final painting in 1910, _____ time he was already seriously ill.

Grammar Reference > page 173

Nominal relative clauses

5 Read *Watch out!* Then rewrite the underlined phrases using *whatever*, *whenever*, *whichever*, *wherever* or *whoever*.

- 1 Anyone who painted that is a genius.
 2 You can visit the gallery any time you like.
 3 Anywhere I go, I always bring my drawing chalks with me.
 4 No matter what I say, you'll disagree.
 5 Sit in any chair you like.
 6 Stop everything you're doing!

WATCH OUT!

In defining relative clauses, we can modify the pronoun or determiner with *-ever* to give the emphatic meaning of *anyone*, *anything*, *anywhere*, etc.

Choose **whichever** painting you prefer. (It doesn't matter which one you choose.)

Grammar Reference > page 173

6 Complete the article about Picasso with the words and phrases from the box.

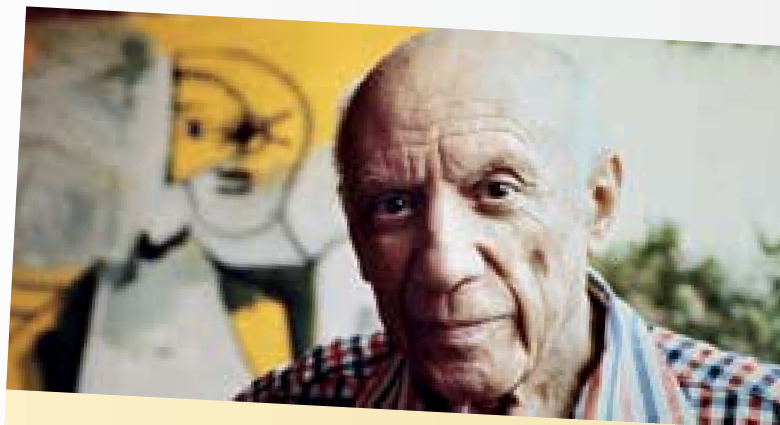
at which which whichever which was when (x2)
 whenever who who was with whom

7 **SPEAKING** Choose a famous painter. Use the fact sheet on page 188 or do your own online research using the questions below. Then give a short presentation about the painter to your partner, using as many relative clauses as possible.

- When was he/she born?
- Where was he/she born?
- Why is he/she famous?
- What is one of his/her most famous paintings?
- What does the painting show?
- What else do we know about his/her life?

Van Gogh was a painter, who is probably most famous for painting a series of pictures of sunflowers, one of which is currently on display in the Van Gogh museum in Amsterdam. Van Gogh, who was Dutch, was born in the small town of Zundert in 1853, but died in France, where he ...

8 **REFLECT | Culture** Andy Warhol once defined an artist as someone who produces things that people don't need to have, but that he/she believes it would be a good idea to give them. Do you think that art has an important role to play in society? Say why.



PABLO PICASSO, ¹ _____ born in Malaga in 1881, was always likely to become a professional artist.

His father was an art teacher: ² _____ taught him to draw. Famously, he vowed never to paint again, ³ _____ he saw just how talented his young son already was.

Picasso's father showed him the work of the Spanish Old Masters, such as Velasquez and El Greco, ⁴ _____ the family could afford to visit the galleries in Madrid. It is anecdotally reported that they intended him to become an academic painter, ⁵ _____ would have brought them respect and money. Picasso, however, had other ideas, a fertile imagination and his own unique style. He began by painting solely in shades of blue. Then, in 1904, he moved to Paris, ⁶ _____ point he began using more shades of pink. The years ⁷ _____ he predominantly used these colours are known as his Blue and Rose Periods.

In 1906, he met Georges Braque, ⁸ _____ he co-developed the Cubist style of art. Picasso's 'Les Femmes d'Alger (O.J.)', ⁹ _____ completed in 1907, is widely considered to be the first Cubist painting. Picasso continued to develop new styles throughout his life. It is said that ¹⁰ _____ twentieth century artistic movement you consider, Picasso created it, contributed to it or inspired it.

7C READING AND VOCABULARY

- 1 **SPEAKING** Look at the words in the box and check their meaning if necessary. These are said to be some of the most loved and most hated words in the English language. Can you identify which is which? Why do people love or hate them?

dollop kerfuffle pulp scissors serendipity slurp
velvety vivacious

- 2 Read the text and compare with your ideas.

What's in a word?

Do you have a favourite or a least favourite word?

If so, have you ever thought about why you love it or hate it? Is it the meaning of the word, or is it the way it sounds?

Some of the least popular words in English end in the letter *p*. For example, *dollop* (a small amount of something soft, like cream), *pulp* (the solid bits of fruit in juice) or *slurp* (to drink noisily). You could argue that the meaning is also important here – after all, no one likes the sound of slurping, but there does seem to be something unpleasant about those *uh/oh* vowel sounds added to *p*.

It may be coincidental, but many of the most popular words in the English language have *i/e* vowel sounds and repeat the consonant sounds *f*, *k* or *v*. For example, *kerfuffle* (noise and excitement), *scissors* and *velvety*. When these words also have positive meanings, such as *vivacious* (full of life) and *serendipity* (a lucky chance), they regularly get voted in the UK as the nation's favourite words.

- 3 **SPEAKING** What are some of your favourite and least favourite words in English or in your own or another language? Explain why.
- 4 Match the adjectives from the box with the definitions.

dappled docile downy gilded luminous
opalescent silken tender

- 1 Soft, smooth and shiny.
 - 2 Marked with spots of colour.
 - 3 Able to shine in the dark.
 - 4 Quiet and easy to control.
 - 5 Soft and delicate to the touch.
 - 6 Which reflects light and changes colour.
 - 7 Covered with a thin layer of gold.
 - 8 Gentle and kind.
- 5  **3.16** Listen and check your answers. Which of these words do you like best? Say why.

- 6 Read the poem on page 99 and answer the questions.

- 1 How do you think the poet 'makes pets' of words?
- 2 What types of words does the poet say she likes?
- 3 What creatures does she compare different types of words to?
- 4 What evidence can you find that the poet feels in control of the words she uses?
- 5 Does the poet only like nice words? What evidence can you find?

- 7 Study Active Reading. Then find examples of a simile, personification and other metaphors within the poem.

ACTIVE READING | Understanding metaphors

- A **metaphor** is a kind of poetic device where we use a word or phrase which compares two things in order to make a description more vivid or striking, e.g. *All the world's a stage* (Shakespeare).
- There are different kinds of metaphors. When the phrase explicitly says that something is like something else, that is called a **simile**, e.g. *My love is like a red, red, rose* (Robert Burns).
- When the phrase describes an inanimate object as if it were a person, that is called **personification**, e.g. *A host of golden daffodils ... fluttering and dancing in the breeze* (William Wordsworth).

- 8  **3.17** Listen to the poem and write down your favourite phrases. What makes these phrases sound good?

- 9 Look at the following examples of poetic devices used in the poem to add emphasis or create an effect. Find more examples in the text.

alliteration – when the first sound of a word is repeated, e.g. *dappled, deep-eyed deer*.

similance – when an *s* or a *sh* or *ch* sound is repeated, e.g. *which circle slowly with a silken swish*.

onomatopoeia – where the word sounds like the sound being described, e.g. *swish*.

- 10 The poet uses animals as metaphors. Many idiomatic phrases in English do the same thing. Complete the idioms with the animal words from the box.

bear bee lark lion monkey pony rat weasel worm

- 1 He's so greedy, he always **takes the _____'s share**.
- 2 You promised to help me clear up, **don't try and _____ out of it**.
- 3 Be careful what you say to Tim – he's **like a _____ with a sore head** today!
- 4 Stop **_____ing around** and get on with your work!
- 5 I mentioned the job and he rang them up straightaway – **like a _____ up a drainpipe!**
- 6 We **were up with the _____** today because we had to be at the airport by 5 a.m.
- 7 It seems **the _____ has turned** – he won't put up with it any longer!
- 8 He's great at selling, but he's **a bit of a one-trick _____** – he can't do anything else.
- 9 She **was as busy as a _____** all day long.

3.17

PRETTY WORDS

Elinor Morton Wylie

Poets make pets of pretty, docile words:
I love smooth words, like gold-enamelled fish
Which circle slowly with a silken swish,
And tender ones, like downy-feathered birds:
Words shy and dappled, deep-eyed deer in herds,
Come to my hand, and playful if I wish,
Or purring softly at a silver dish,
Blue Persian kittens fed on cream and curds.

I love bright words, words up and singing early;
Words that are luminous in the dark, and sing;
Warm lazy words, white cattle under trees;
I love words opalescent, cool, and pearly,
Like midsummer moths, and honeyed words like bees,
Gilded and sticky, with a little sting.

FACT BOX Elinor Morton Wylie

Elinor Morton Wylie was an American poet and novelist of the 1920s and 1930s. She published four volumes of poetry and four novels, and was the editor of several literary magazines.

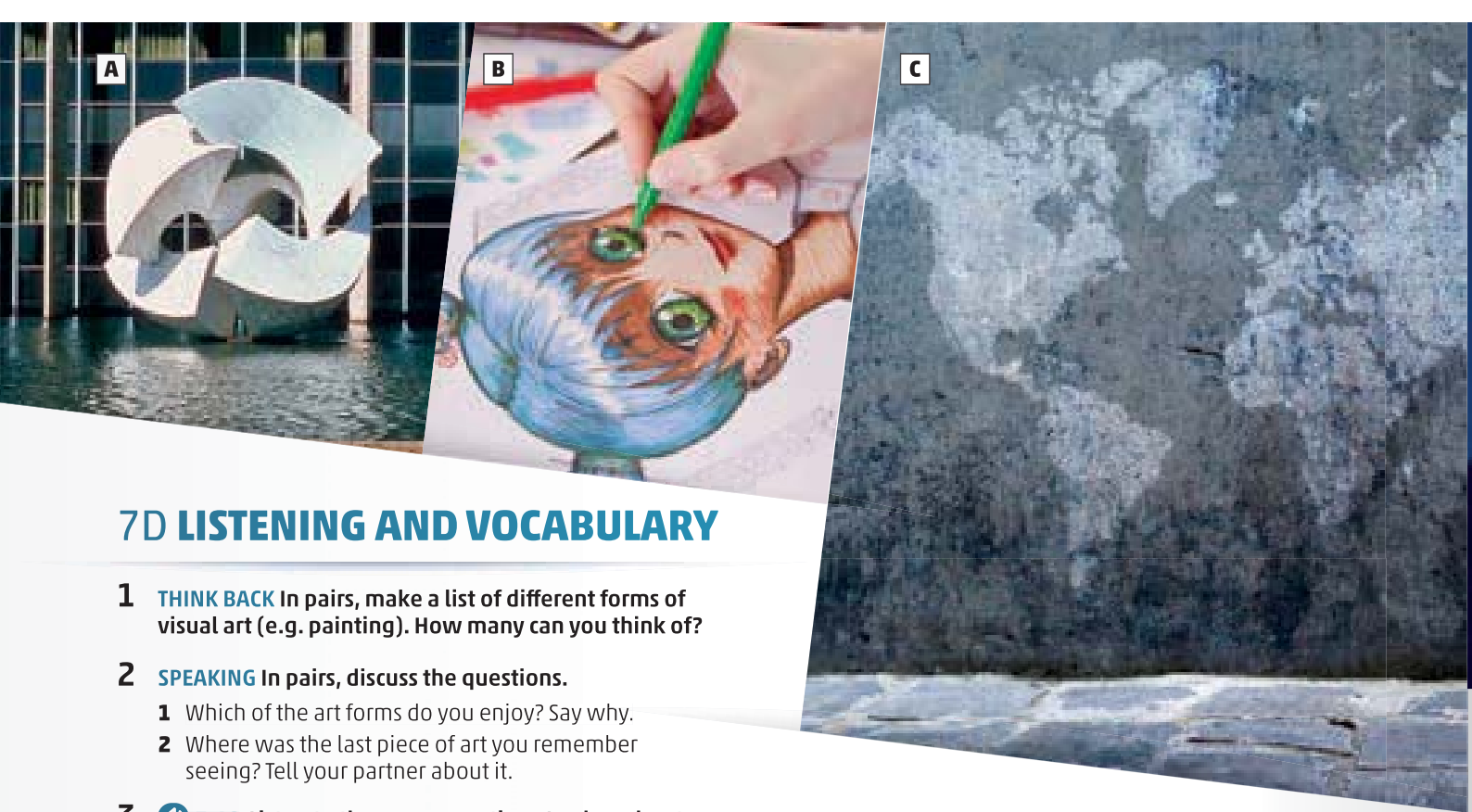
11 Replace the underlined parts of the questions with the correct idioms from Exercise 10. Then discuss the questions in pairs.

- Do you like to keep yourself occupied all the time, or are you fine with doing nothing?
- Do you think it's better to be good at just one thing, or fairly good at a number of things?
- What's the best way to deal with someone who is feeling really grumpy and irritable?
- Do you have a younger sibling who is always messing about? If so, how do you deal with it?
- When was the last time you got up really early? What did you do?
- Which school subject takes up most of your time? Say why.

12 **SPEAKING** Read the quote. Do you agree? What do you think is the purpose of poetry? Why do you (or don't you) read poetry yourself?

Poetry lifts the veil from the hidden beauty of the world, and makes familiar objects be as if they were not familiar.
Percy Bysshe Shelley

13 Choose an emotion such as anger, fear or love. Think about what you could compare this emotion to. For example, an animal, a plant or a kind of food. Write a paragraph (or a poem if you wish) comparing the emotion to different things. Use some of the vocabulary from the lesson or unit as appropriate.



7D LISTENING AND VOCABULARY

1 **THINK BACK** In pairs, make a list of different forms of visual art (e.g. painting). How many can you think of?

2 **SPEAKING** In pairs, discuss the questions.

- 1 Which of the art forms do you enjoy? Say why.
- 2 Where was the last piece of art you remember seeing? Tell your partner about it.

3 **3.18** Listen to three conversations Jan has about the pieces of art above and answer the questions.

- 1 What can you guess about the people Jan is talking to? How old are they? What is their relationship to her?
- 2 Where do you think the conversations are taking place and where are the pieces of art being discussed?

4 **3.18** Listen again and choose the correct answers.

Conversation 1

- 1 What does Jan think about reverse graffiti?
 - a She admires the work it took to make.
 - b She doesn't consider it art.
 - c She's surprised anyone likes it.
- 2 The man says that reverse graffiti
 - a is of a high standard.
 - b won't last very long.
 - c could work for advertising.

Conversation 2

- 3 What did the boy's teacher think about his drawing?
 - a He should work on his technical skills.
 - b He didn't have any real talent or vision.
 - c He was wasting his talent.
- 4 Why does the boy love drawing anime?
 - a He finds drawing it straightforward.
 - b He is able to depict a range of feelings through it.
 - c He is fascinated by Japanese culture.

Conversation 3

- 5 What opinion does the man have about the sculpture?
 - a It's overrated, with marble from Italy, not Brazil.
 - b It's mediocre – its impact is from the reflection.
 - c It's thought-provoking – it symbolises both difference and unity.
- 6 What does the woman say about Bruno Giorgi, the sculptor?
 - a He had great admiration for the labourers who built the city.
 - b He was also the architect of the building in the photo.
 - c He was a close friend of Oscar Niemayer.

5 **SPEAKING** Look at photos A–C again. In pairs or small groups, discuss the questions.

- 1 Which piece of art do you like best/least? Say why.
- 2 Which do you think requires the most skill?
- 3 Do you think any of the pieces of art shown are trying to convey a message? If so, what are they trying to say?

6 Replace the underlined parts of the extracts from the recording with the correct synonyms from the box. There are more words than necessary.

creepy dire gimmicky grisly impenetrable
jaw-dropping mediocre overrated
tongue-in-cheek trashy

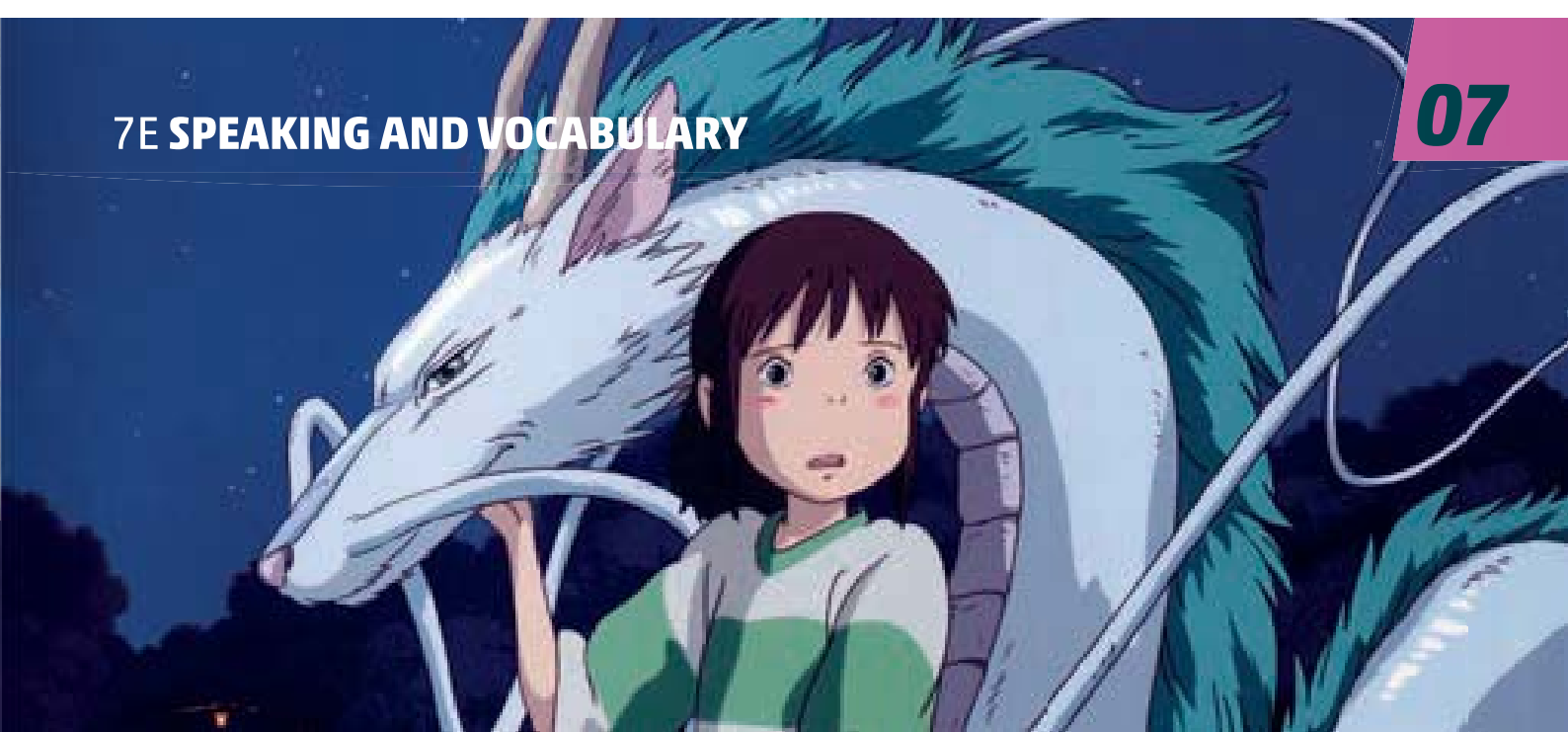
- 1 It's kind of ironic, isn't it, using dirt to create a picture of nature?
- 2 She said anime was too low-quality and that I needed to learn to draw properly.
- 3 Anime is praised too much, isn't it?
- 4 Oh, that's sensational! I've seen photos, but ...
- 5 The reflection in the water garden might seem a bit clichéd ...

7 Complete the sentences with the remaining words from the box in Exercise 6.

- 1 Apparently, he painted it using his own blood. Ugh, it's so _____!
- 2 That is really _____, I've rarely seen anything worse!
- 3 It's OK, I suppose, but really no more than _____.
- 4 I found it rather _____. What do you think it was trying to say?
- 5 It's a bit _____. It makes me feel uncomfortable.

8 **SPEAKING** Which of the following art forms do you enjoy looking at? Describe any examples you can think of to your partner. Use the words from Exercise 6.

folk art landscapes photography portraits street art



1 In pairs or small groups, discuss the questions.

- 1 What genre do you think the film still above comes from? How do you know?
- 2 Can you think of a film that fits each of the following genres? Give examples.

biopic disaster movie epic fantasy gangster movie
period drama post-apocalyptic psychological horror
rom com 3D/CGI animation traditional animation

2 3.19 Listen to a radio podcast reviewing a film called *Spirited Away* and make notes under the following headings.

- Genre of film
- Setting
- Main characters
- Plot
- Overall opinion

3 3.19 Study the Speaking box. Then listen to the review again and number the phrases in the order that you hear them. Some phrases do not come from the script.

SPEAKING | Describing a film

Summarising the plot

- ☐ There's simply no other way to describe this film than to say ...
- ☐ It's impossible to sum up this story; there's just too much going on.
- ☐ It tells the superficially mundane story of ...

Describing the plot in detail

- ☐ The film kicks off with ...
- ☐ Just as it starts to look as if ...
- ☐ A fantastical, fairytale element is introduced.
- ☐ To Chihiro's horror, they turn into ...
- ☐ There's a parallel plot involving ...
- ☐ Our heroine finds herself having to work ...

Giving your opinion

- ☐ I wasn't sure that I was really a fan of ...
- ☐ My expectations were low, and they were met.
- ☐ It had me captivated from the very start.
- ☐ It wasn't on a par with ...
- ☐ It was worth staying until the end.
- ☐ It's no great surprise that this ...

4 Replace the underlined parts of the sentences with the phrases from the Speaking box. Make any necessary changes.

- 1 It wasn't as good as Miyazaki's earlier films.
- 2 The basic plotline is quite unoriginal, but the story is told in a unique and illuminating way.
- 3 He is shocked to discover that the house was built on an Indian burial ground.
- 4 I didn't think I was very keen on animation, but this film is a work of art.
- 5 I thought it would be bad, and it was – totally overrated in my opinion.
- 6 It is beautifully drawn and wonderfully composed and I'm glad I didn't leave halfway through.
- 7 We might have expected that this would become a cult film.
- 8 The plot is incredibly complicated. However, it had me captivated from the start.

5 Choose a film that you have seen recently or know quite well and prepare to tell your partner about it. Make notes under the headings in Exercise 2.

6 Tell your partner about the film. Try to talk for 2–3 minutes. Your partner should listen and think of three questions to ask you at the end.

7 REFLECT | Culture There is a trend towards 'crossover' films and books, which are enjoyed by both adults and children. Which of the following opinions do you agree with most and why?

The quality of children's books and films is so high these days that there is plenty to appeal to older teens or adults as well.

Older teens and adults are reading children's books or watching children's films because they want to escape from reality.

7F WRITING | A letter to the editor

1 SPEAKING Look at the photos showing modern installation artworks and answer the questions.

- 1 What is your opinion of modern art?
- 2 Do you consider the installations in the photos to be art? Say why.
- 3 What do you think is the difference in experiencing a traditional form of art, such as a sculpture or a painting, and a modern installation?

Dear Editor,

I am writing in response to the recent article in your publication about government funding of the arts. Despite an outwardly persuasive argument, I believe that the ideas presented were perhaps somewhat oversimplistic.

While I would not dispute the figure quoted of £900 million, this actually represents no more than £14 per head, which means that it is far from the enormous personal investment implied by the author. To use figures in this way is at the very least disingenuous, if not outright manipulative.

I would also take issue with the notion that there is no justification for this kind of investment in the arts. On the contrary, there are clearly many benefits. The arts often play a vital role not only in our own self-expression, but also in the way they can enable us to experience someone else's reality. Art is a universal language, which can have an enormous impact on someone's life.

The author mentions spending on education as a priority, but surely the arts are a crucial component of a well-rounded education? Nor can it be argued that the creative industries do not contribute to the economy. In point of fact, these industries are estimated to have generated around \$250 billion worldwide last year, hardly a small contribution.

Finally, the author puts forward the opinion that patronage of the arts should be the responsibility of those who already enjoy and can afford to support the arts. Were we to take this approach, we would ultimately risk excluding many people from something which might otherwise enrich their lives.

To summarise, I feel strongly that there are in fact many arguments in favour of government funding of the arts, and that the article could probably have done more to present a balanced picture of the situation.

Yours faithfully,

Peter Smith



- 2 Read an extract from a newspaper article. Do you agree with the writer's point of view? Say why.

The government currently spends around £900 million a year on the arts, a mind-blowing amount of money, which could be much better spent elsewhere.

In the current economic climate, this simply cannot be justified. We need to prioritise spending on healthcare, education, and developing the infrastructure of the country.

Why should people who have little or no interest in the arts subsidise the leisure pursuits of those who do? If an artist's work is sufficiently good, they will easily find private sponsors and patrons.

- 3 Read a letter to the editor of the newspaper that published the article in Exercise 2. What five main points does it include?
- 4 Read the letter again and complete gaps 1–6 in the Writing box with your ideas.
- 5 Look at the model letter again and complete gaps 7–16 in the Writing box with one word.

WRITING | A letter to the editor

Organisation

- You should open the letter with an appropriate salutation, e.g. ¹_____.
- Begin the letter by explaining ²_____ and why you are writing.
- Take each point made by the original author and explain to what extent you ³_____ and any ⁴_____ why you disagree.
- Conclude by reiterating and ⁵_____ your point of view.
- Sign off appropriately, e.g. ⁶_____.

Language

- Paraphrase the points made by the original author.
The author mentions ...
The author puts ⁷_____ the opinion that ...
- Concede the points made by the original author, and then argue against them.
Despite an ⁸_____ persuasive argument, I felt that the ideas presented were ...
While I would not ⁹_____ ... this actually ...
- Put forward contrasting arguments.
I would also take ¹⁰_____ with the notion that ...
¹¹_____ can it be argued that ...
On the ¹²_____, ...
In ¹³_____ of fact ...
- Use emphatic language.
It is ¹⁴_____ from ...
a ¹⁵_____ role
a ¹⁶_____ component

- 6 Study Active Writing. Then find examples of hedging in the model letter.

ACTIVE WRITING | Hedging

In a more formal or academic style, it is common to express ideas with some degree of caution or hesitation. This is known as **hedging**. There are various ways of doing this, e.g. by using:

- verbs such as *believe, assume, suggest, appear, seem*,
- modal verbs such as *will, would, might, could*,
- adverbs of frequency such as *often, sometimes*,
- adverbs and adjectives such as *certain/ly, probable/ly, perhaps, surely*,
- conditional structures such as *were this to be the case, it would*,
- softeners such as *somewhat, to some extent*.

- 7 Rewrite the following statements in a more cautious way, using the language from Active Writing.

- Once again I disagree.
- This is wrong.
- They have made a mistake.
- This is not an insoluble problem.
- Creative industries contribute to the economy.
- The author is misinformed.
- If this is true, it's a disaster.
- It's not true.

- 8 Read an extract from a different newspaper article. To what extent do you agree with the writer's opinion?

The world is an increasingly competitive place and we should be encouraging students to study STEM (Science, Technology, Engineering and Maths) subjects, rather than spending precious time and energy on Art. Only by doing this, will we be able to compete in the world market.

Furthermore, most students will grow up to do jobs where numeracy and a scientific approach are far more useful than an ability to paint a mediocre picture or to play a musical instrument reasonably well. Such things are hobbies, and should not be part of the core education curriculum.

- 9 In pairs, come up with more arguments against the point of view in the extract in Exercise 8.
- Art helps to develop creativity, which is a skill that will always be needed.
 - Only better-off students can afford private music lessons so they should be provided in school.
- 10 **WRITING TASK** Use the tips and language from the Writing box to write a letter to the editor of the newspaper from Exercise 8, arguing against what the author of the extract has to say. Use hedging as appropriate.

REMEMBER MORE

- Find and correct one mistake in each sentence. Then check with the word list. In pairs, discuss if you agree or disagree with the statements.
 - I think that the colours we wear should mix each other.
 - It's important to always be as busy as a bear – you won't have time to overthink things.
 - The best traditional drama has to be *Spiderman*!
- Make the sentences more vague. Use the words in bold and make any other necessary changes. Then check with the word list.
 - She paid \$200,000 for her wedding dress. **SOMEWHERE**
 - The materials this designer uses are extravagant. **OF**
 - She was never a famous model because she wasn't tall enough. **SHORTISH**
 - I'm not into these kinds of clothes. **STUFF**
- Choose the nouns that these adjectives can describe. Sometimes two or more answers are correct. Then check with the word list.
 - cropped** T-shirt / trousers / jacket
 - chiffon** blouse / boots / collar
 - stretchy** material / clothes / texture
 - garish** colours / shape / pattern
- Complete the map of the word **impenetrable**. Check with the word list or use a dictionary if necessary.

What is the synonym?

Use 'impenetrable' in a sentence.

IMPENETRABLE

Example of something that can be 'impenetrable'.

What is the antonym?

ACTIVE VOCABULARY | Semantic mapping

Semantic mapping is used to show concepts in a graphic way. Through such maps, we can illustrate the meaning of words and phrases and their relationships with other words.

Choose four words from the word list and draw similar maps to the one above for these words.

7A VOCABULARY AND SPEAKING



be in awe /bi in 'ɔ:/

biggish (adj) /'bɪgɪʃ/

capsule wardrobe /'kæpsju:l ,wɔ:drəʊb/

checked (adj) /tʃekt/

chiffon (n) /'ʃɪfən/

clashing (adj) /'klæʃɪŋ/

collar (n) /'kɒlə/

combine items /kəm'baɪn ,aɪtəmz/

complement each other /'kɒmpləmənt ,ɪ:tʃ əðə/

contrast with (v) /'kɒntrɑ:st wɪð/

corduroy (n) /'kɔ:rdəruɪ/

cropped (adj) /krɒpt/

diamanté (adj) /,di:ə'mɒnteɪ/

established (adj) /ɪ'stæblɪʃt/

eye-catching outfits /aɪkætʃɪŋ 'aʊtfɪts/

fashion police /'fæʃən pə'li:s/

fashion sense /'fæʃən ,sens/

fashion statement (n) /'fæʃən ,steɪtmənt/

fashion victim (n) /'fæʃən ,vɪktɪm/

fashion-conscious (adj) /'fæʃən ,kɒnʃəs/

finishing touches /,fɪnɪʃɪŋ 'tʌtʃɪz/

flamboyant (adj) /flæm'bɔɪənt/

flared (adj) /fledəd/

funky (adj) /'fʌŋki/

garish (adj) /'geərɪʃ/

gigantic (adj) /dʒaɪ'gæntɪk/

glitter (v) /'glɪtə/

grant (v) /grɑ:nt/

greenish (adj) /'ɡri:nɪʃ/

jazz it up with /,dʒæz ɪt 'ʌp ,wɪð/

jumpsuit (n) /'dʒʌmpsu:t/

look put together /'lʊk pʊt tə'geðə/

metallic (adj) /mə'tælɪk/

mixing and matching /,mɪksɪŋ ən 'mætʃɪŋ/

navy (adj) /'neɪvi/

neon (adj) /'ni:ɒn/

oversized (adj) /,əʊvə'saɪzd/

pair the same items together /,peə ðə ,seɪm ,aɪtəmz tə'geðə/

pastel (adj) /'pæstl/

plaid (n) /plæd/

platforms (n) /'plætʃ:mz/

pleated (adj) /'pli:tɪd/

polo neck (n) /'pəʊləʊ ,nek/

puffer jacket /'pʌfə ,dʒækɪt/

roll up the sleeves /,rɒl ʌp ðə ,sli:vz/

satin (n) /'sætɪn/

scarlet (adj) /'skɑ:lət/

shortish (adj) /'ʃɔ:tɪʃ/

slave to fashion /,sleɪv tə 'fæʃən/

somewhere in the region of /,sʌmweə ɪn ðə 'ri:dʒən əv/

sort of /'sɔ:t əv/

sparkly (adj) /'spɑ:kli/

stretchy (adj) /'stretʃi/

stuff (n) /stʌf/

stuff like that /stʌf ,laɪk ðæt/

suede (n) /sweɪd/

teeny (adj) /'ti:ni/

texture (n) /'tekstʃə/

thingy (n) /'θɪŋi/

timeless (adj) /'taɪmləs/

untuck the shirt /,ʌn'tʌk ðə ʃɜ:t/

up and coming /,ʌp ən 'kʌmɪŋ/

velvet (n) /'velvɪt/

V-neck (n) /'vi: nek/

wide-leg (adj) /'waɪd ,leg/

with a twist /,wɪð ə 'twɪst/

7B GRAMMAR 5.38

anything but /'eniθɪŋ bʌt/

bleak (adj) /bli:k/

customs inspector/officer /'kʌstəmz ɪn'spektə / ,ɒfəsə/

dreamlike (adj) /dri:'mlaɪk/

fertile imagination /,fɜ:taɪl ɪ,mædʒə'neɪʃən/

first-hand experience /,fɜ:sthænd ɪk'spiəriəns/

gypsy (n) /'dʒɪpsɪ/

hothouse (n) /'hoʊthaus/

in debt /ɪn 'det/

in evidence /ɪn 'eɪvɪdəns/

leading (adj) /'li:dɪŋ/

lush (adj) /lʌʃ/

metalworker (n) /'metəl,wɜ:kə/

predominantly (adv) /prɪ'dɒmənəntli/

self-taught (adj) /,self'tɔ:t/

setting (n) /'setɪŋ/

shades of blue /ʃeɪdz əv 'blu:/

snarl (v) /sna:l/

turning point (n) /'tɜ:nɪŋ ,pɔɪnt/

vow (n) /vaʊ/

wintry (adj) /'wɪntri/

7C READING AND VOCABULARY

 5.39

alliteration (n) /əˈlɪtə'reɪʃən/

be as busy as a bee /bi əz 'bɪzi əz ə 'biː/

be up with the lark /bi 'ʌp wɪð ðə 'lɑːk/

coincidental (adj) /kəʊˌɪnsə'dentl/

curd (n) /kɜːd/

dappled (adj) /'dæpəld/

docile (adj) /'dɒsəl/

dollop (n) /'dɒləp/

downy (adj) /'daʊni/

downy-feathered (adj) /ˌdaʊni 'feðəd/

ethereal beauty /ɪˌθɪəriəl 'bjuːti/

explicitly (adv) /ɪk'splɪsɪtli/

flutter (v) /'flʌtə/

gilded (adj) /'gɪldɪd/

gold-enamelled (adj) /ˌgəʊld ɪ'næməld/

grumpy (adj) /'grʌmpi/

herd (n) /hɜːd/

honeyed (adj) /'hʌnɪd/

inanimate object /ɪnˌænəmət 'ɒbdʒɪkt/

kerfuffle (n) /kə'fʌfl/

like a bear with a sore head /ˌlaɪk ə 'beə wɪð ə ˌsɔː 'hed/

like a rat up a drainpipe /ˌlaɪk ə 'ræt ʌp ə 'dreɪnpaɪp/

luminous (adj) /'luːmənəs/

melodious (adj) /mə'ləʊdiəs/

midsummer (n) /ˌmɪd'sʌmə/

monkey around (phr v) /ˌmʌŋki ə'raʊnd/

moth (n) /mʌθ/

one-trick pony /wʌn trɪk 'pəʊni/

onomatopoeia (n) /ˌɒnəmətə'piːə/

opalescent (adj) /ˌəʊpə'lesənt/

pearly (adj) /'piːli/

personification (n) /ˌpɜːsnɪfɪ'keɪʃən/

playful (adj) /'pleɪfəl/

poetic device /pəʊˌetɪk dɪ'vaɪs/

pulp (n) /pʌlp/

purr (v) /pɜː/

sensuous (adj) /'senʃuəs/

serendipity (n) /ˌserən'dɪpəti/

sibilance (n) /'sɪbɪlənts/

silken (adj) /'sɪlkən/

simile (n) /'sɪməli/

slurp (v) /slɜːp/

striking (adj) /'straɪkɪŋ/

swish (v) /swɪʃ/

take the lion's share /ˌteɪk ðə ˌlaɪənz 'ʃeə/

tender (adj) /'tendə/

the worm has turned /ðə ˌwɜːm hæz 'tɜːnd/

treasure (v) /'treɪzə/

veil (n) /veɪl/

vivacious (adj) /və'veɪʃəs/

weasel out of sth (phr v) /ˌwiːzəl 'aʊt əv ˌsʌmθɪŋ/

7D LISTENING AND VOCABULARY

 5.40

creepy (adj) /'kriːpi/

deface (v) /dɪ'feɪs/

dire (adj) /daɪə/

easy on the eye /ˌiːzi ɒn ði 'aɪ/

emerging superpower /ɪˌmɜːdʒɪŋ 'suːpəˌpaʊə/

fade away (phr v) /ˌfeɪd ə'weɪ/

gimmicky (adj) /'ɡɪmɪki/

grisly (adj) /'ɡrɪzli/

impenetrable (adj) /ɪm'penətrəbəl/

jaw-dropping (adj) /'dʒɔː ˌdrɒpɪŋ/

make a point /ˌmeɪk ə 'pɔɪnt/

marble (n) /'mɑːbəl/

mediocre (adj) /ˌmiːdi'əʊkə/

overrated (adj) /ˌəʊvər'reɪtəd/

recycled junk /ˌriːˌsaɪkləd 'dʒʌŋk/

repurpose (v) /ˌriːˌpɜːpəs/

stick thin /ˌstɪk 'θɪn/

tongue-in-cheek (adj) /ˌtʌŋɪn'tʃiːk/

trashy (adj) /'træʃi/

widespread poverty /ˌwaɪdspreɪd 'pɒvəti/

7E SPEAKING AND VOCABULARY

 5.41

3D / CGI animation /θriː 'diː / ˌsiː dʒiː 'aɪ ˌænəˌmeɪʃən/

banquet (n) /'bæŋkwɪt/

biopic (n) /ˌbaɪəʊˌpɪk/

burial ground /'berɪəl ˌgraʊnd/

captivate (v) /'kæptəveɪt/

cater for sb/sth (phr v) /'keɪtə fə ˌsʌmbədi / ˌsʌmθɪŋ/

crossover (n) /'krɒsəʊvə/

detour (n) /'diːtʊə/

disaster movie /dɪˈzɑːstə ˌmuːvi/

epic fantasy /'epɪk ˌfæntəsi/

fairy-tale element /'feəri teɪəl ˌeləmənt/

fantastical (adj) /fæn'tæstɪkəl/

gangster movie /'gæŋstə ˌmuːvi/

genre (n) /'ʒɒnrə/

illuminating (adj) /ɪˈluːmənɪtɪŋ/

kick off (phr v) /ˌkɪk ˈɒf/

lay out (phr v) /ˌleɪ 'aʊt/

mundane (adj) /ˌmʌn'deɪn/

on a par with /ˌɒn ə 'pɑː wɪθ/

overall opinion /ˌəʊvərˈɔːl ə'pɪnjən/

period drama /'pɪəriəd ˌdraːmə/

post-apocalyptic (adj) /pəʊst əˌpɒkə'lɪptɪk/

psychological horror /ˌsaɪkə'lɒdʒɪkəl ˌhɒrə/

rom com (n) /ˌrɒm ˌkɒm/

setting (n) /'setɪŋ/

smug (adj) /smʌɡ/

superficially (adv) /ˌsuːpə'fɪʃəli/

traditional animation /trə'dɪʃənəl ˌænəˌmeɪʃən/

7F WRITING 5.42

auction house /'ɔːkʃən ˌhaʊs/

authentication body /ˌɔːθentɪ'keɪʃən ˌbɒdi/

disingenuous (adj) /ˌdɪsən'dʒenjuəs/

in point of fact /ɪn ˌpɔɪnt əv ˌfækt/

intervention (n) /ˌɪntə'venʃən/

numeracy (n) /'njuːmərəsi/

on the contrary /ˌɒn ðə ˌkɒntrəri/

onlooker (n) /ˌɒŋˌlʊkə/

outright (adj) /'aʊtraɪt/

outwardly persuasive /ˌaʊtwədli pə'sweɪsɪv/

oversimplistic (adj) /ˌəʊvəsɪm'plɪstɪk/

patron (n) /'peɪtrən/

patronage (n) /'pætrənɪdʒ/

pose (v) /pəʊz/

put forward (phr v) /ˌpʊt ˈfɔːwəd/

reiterate (v) /riː'ɪtəreɪt/

self-destruct (v) /ˌself dɪ'strʌkt/

shredder (n) /'ʃredə/

somewhat (adv) /ˌsʌmwɒt/

subsidise (v) /ˌsʌbsədaɪz/

take issue with /ˌteɪk ɪʃuː wɪð/

well-rounded (adj) /ˌwelˈraʊndɪd/

VOCABULARY AND GRAMMAR

1 Choose the option that is NOT correct.

- One of my capsule wardrobe items is a pair of *cropped* / *wide-leg* / *full* trousers.
- The trend at the moment is to wear *pastel* / *suede* / *flamboyant* colours.
- The performance wasn't very enjoyable at all. In fact, I thought it was *dire* / *mediocre* / *evocative*.
- The most recent designs from this fashion house are made from a *stretchy* / *clashing* / *silken* fabric.
- Patterns such as *checked* / *plaid* / *flared* don't necessarily suit everyone.
- The sun created a *dappled* / *luminous* / *docile* effect on the water in this painting.

2 Complete sentences 1–6 with their endings a–f.

- My brother is definitely a morning person. He's always up _____.
 - Jacque can't resist buying whatever the designer comes up with. She's _____.
 - I'm enjoying the new TV series because it doesn't take itself too seriously. It's _____.
 - When my father has a problem at work, he's a nightmare to live with. He's like _____.
 - Sometimes, you don't need to buy new clothes to get a new look. It's a question of _____.
 - Ben is very careful with his money. When it's his turn to buy coffees, he usually _____.
- a weasels out of it
b with the lark
c mixing and matching
d a slave to fashion
e very tongue-in-cheek
f a bear with a sore head

3 Complete the sentences with the correct form of the words in the box.

accessory corduroy pony share statement touch

- Putting a stripy top and a floral skirt together was a bit of a fashion _____, but I wasn't impressed by the result.
- I found some burgundy _____ trousers that used to be fashionable when I was a child; today, they would be considered vintage, I imagine.
- Although we usually split the work, I seem to get the lion's _____ more often than not.
- I've bought my outfit for the wedding, but I still need to get a few _____ like a handbag, a hat and a scarf.
- The artist put the finishing _____ to the painting just before the film crew came in to video it.
- It's a successful product, but we don't want to be a one-trick _____. We will need to diversify.

4 Rewrite the sentences using the words in bold.

- You sent an email to a person in this department, but unfortunately, he is absent from work today. **WHOM**
- There will come a point when we need to reconsider our options and that is fast approaching. **AT**
- This decision will affect a lot of our staff and many of them are naturally becoming anxious. **WHOM**
- Please contact your supervisor if, at any time, you are concerned about any issues. **WHENEVER**
- It doesn't matter who asks about the situation, the answer will remain the same. **WHOEVER**

5 Choose the correct words to complete the dialogue.

- A** The exhibition in the college main hall is spectacular. ¹Who / Whoever organised it should be congratulated.
- B** I agree. It was a group of art students who planned it, one of ²them / whom is my best friend. They invited all the schools in the area to contribute their students' paintings – some of ³which / whom were painted by primary school children. They asked for the artwork to be done in no longer than two hours, ⁴what / which I thought was a great idea. On the final day, there's going to be a party in the main hall ⁵which / where prizes will be awarded for the best pictures. The judges will be artists from this area ⁶who / whom used to attend local schools. ⁷However / Whatever you're doing on that afternoon, cancel it!

USE OF ENGLISH

6 Complete the text with one word in each gap.

STRATEGY | Gap filling

When you have finished, check if the text makes sense. Make sure you have used the correct relative pronouns to complete the gaps.

SUSTAINABLE FASHION

When it comes to buying clothes these days, we find ourselves in a quandary. We want to follow fashions, and yet the amount of clothing thrown away is bad news for the environment and a waste of natural resources, all of ¹_____ contributes to a moral dilemma. ²_____ way you look at it, there is no clear solution. The fashion industry is of huge importance to the economy, a fact ³_____ cannot be ignored. On the other hand, we tend to buy far too much and, according to figures ⁴_____ were recently released, about 30 billion pounds worth of clothes lie unused in wardrobes in the UK. The situation needs to change, which is ⁵_____ the emerging trend of clothes rental is becoming so popular. There are many sites and stores ⁶_____ which you can subscribe and rent ⁷_____ clothes you fancy. There are even sites ⁸_____ the owners of items of clothing can pick customers with ⁹_____ they wish to exchange outfits. The idea of being able to rent ¹⁰_____ you need for special occasions is not new, but now it is extending to casual wear too. Is this the answer to finding really sustainable fashion?

READING

- 7 Read five texts about creativity. For questions 1–10, choose from texts A–E. Each text may be chosen more than once.

The Many Aspects of Creativity

A How can a firm make the most of their employees' creative abilities? One way is to have regular meetings in which ideas are brainstormed. To get the most out of it, people need to be informed about the aim of the meeting in advance to be able to come up with outlines of ideas themselves. Much less effective is trying to force creativity, whether using a carrot or a stick approach. If ideas are demanded, it can stress you out and you probably won't think of anything useful. On the other hand, in an experiment, a group of experts looked at artwork which, unknown to them, had either been produced for pleasure or to sell. They consistently judged the works of art made just for sheer pleasure to be better, so it would seem that the promise of financial benefit didn't help the quality of creativity either.

B Are we born creative or is creativity something we can learn? Everyone is capable of thinking outside the box, although they may not be aware of this fact. At the most basic level, we may, for example, go off the beaten path one morning and decide to add new ingredients to our breakfast cereal because we imagine that it will taste nicer – that's also being creative. On the other hand, there are creative abilities that only a few people possess and which can't be learned. Those who are blessed with these qualities are often referred to as geniuses. In between are amateur painters, musicians and inventors who combine natural and learned talents, not to earn money but to entertain themselves and, if they are lucky, a small number of others.

C When thinking about creativity, many people assume that they need to have a completely new and original idea to be considered truly creative. Nothing could be further from the truth: creativity is about taking a current idea and developing it further or in a new direction. But what about that Eureka moment when an idea pops into someone's head out of the blue? In reality, this isn't what happens. Parts of our brains, our subconscious, are always working away in the background without us being aware of it, sorting through information and sending the final results and conclusions to our conscious mind, often when we are relaxing or thinking about something completely different.

D Is creativity important for society? The obvious answer is 'yes,' as it gives us not only the arts but innovations and inventions. We should therefore value it and make sure that creativity isn't neglected, particularly in schools. The problem is judging how important it is compared to other subjects. Inevitably, parents are often obsessed with their children's job prospects and, as a result, pressure is brought upon schools to squeeze less essential subjects, like arts, out of the curriculum. How can we persuade decision makers that creativity is vital? Perhaps by focusing on its importance to employers and the financial rewards it can lead to, so that the link between creativity and career success is clear.

E Although not everyone can be a genius, we are all, to a certain extent, creative. This is most notable in very young children who spend their time exploring, testing and experimenting. Regrettably, it seems that as soon as kids reach school age, they are dissuaded from showing the same inquisitiveness towards their learning and, instead, are expected to conform to numerous rules. This, in turn, proves counterproductive when developing imagination and creativity. However, as children grow up and join the world of work, they are often required to think outside the box in order to solve problems in a new way and are criticised when found to be incapable of doing so. But, all is not lost – research demonstrates that creativity is eighty percent learned so this innovative thinking can be trained, just like anything else. Practice makes perfect.

Which text contains the following statements?

- 1 ☐ Creativity may be stifled because of worries about your offspring's futures.
- 2 ☐ Neither threats nor rewards will produce the optimal form of creativity.
- 3 ☐ Sudden ideas are the result of thought processes we are oblivious to.
- 4 ☐ Both nature and nurture are responsible for our creative skills.
- 5 ☐ Creativity is not only neglected but also consciously discouraged.
- 6 ☐ Ideas should not be expected to flow spontaneously.
- 7 ☐ Being creative can lead to advantages at work.
- 8 ☐ Creativity is also about adapting and expanding existing solutions.
- 9 ☐ Anyone can demonstrate everyday acts of creativity.
- 10 ☐ Suppressing our instinctive creativity limits our potential.



08

Follow the crowd?

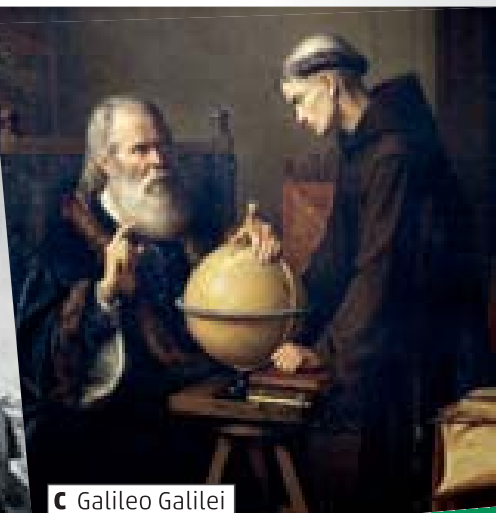
VOCABULARY	Describing prohibition and permission, protest and influence; phrasal verbs with <i>come, hold, set, take</i> ; adjective-noun collocations; describing lifestyles
GRAMMAR	Articles
READING	Understanding ellipsis
SPEAKING	Hyperbole and understatement
WRITING	An opinion essay



A Malala Yousafzai



B Harriet Tubman



C Galileo Galilei

Rebel, rebel!

History is full of rebels who took a stance against the norms of their day, and in doing so, changed the world.

The Renaissance created many such rebels. For example, Galileo Galilei, who decided to disprove a scientific theory which had been taught for nearly 2,000 years – that heavy objects fall faster than lighter ones. He did this by dropping a 100-pound cannonball and a one-pound musket ball from the Leaning Tower of Pisa. The experiment had been **sanctioned** by the university authorities, but they were far from happy when the objects landed simultaneously and Galileo actually proved his point. Later on, when he set out to show that the earth actually revolved around the sun, the authorities felt they had no choice but to **clamp down on** him. He was forced to say that he had been wrong, and ended his days living under a form of house arrest.

A rebel from more recent history, Harriet Tubman, was born into slavery in Maryland, USA, in around 1820. When she was twenty, her owner died, and Harriet was delighted to discover that in his will, he had **authorised** her whole family to be set free. Unfortunately, his son decided to ignore the will, so Harriet fled to freedom in the North. Although slavery was **outlawed** in the Northern States, the Fugitive Slave Act still **condoned** it,

and meant that any runaway slaves would be returned to their owners if caught so Harriet was still in danger. Despite this, she set about creating a route called the Underground Railroad to enable other slaves to escape. It is thought that she may have helped up to 300 slaves! She became well-known within the Abolition Movement, which aimed to force the government to **put an end** to slavery throughout the USA. She also campaigned to allow for women to vote who were **barred from** voting at that time.

In modern times, we have rebels such as Malala Yousafzai, at seventeen in 2014, the youngest person ever to be awarded the Nobel Peace Prize for her struggle to ensure that all girls have access to education. Malala grew up in Pakistan, where she went to school, until one day it was announced that girls were no longer **entitled** to education. Malala's father was a teacher and did not **endorse** this decision. He encouraged her to speak out against it, and she appeared on TV. Unfortunately, some of those who had closed the schools were watching her and on October 9th, 2012, Malala experienced an attack on her life. Miraculously, she survived and was flown to the UK for surgery. Once she recovered, she showed great perseverance by continuing to condemn what was happening in her country, and anywhere around the world where girls' education is **proscribed**.

- 1 **SPEAKING** What famous people can you think of that you might describe as rebels? In what ways did/do they rebel?
- 2 Look at the famous rebels in photos A–C and answer the questions.
Which of the rebels ...
 - 1 had ideas which caused a scandal so shocking that it led to his/her imprisonment?
 - 2 was blamed for spreading ideas about girls' education?
 - 3 lobbied for women to be allowed to vote in elections?
 - 4 had an impact on the world which still matters more than 500 years later?
 - 5 put pressure on the government to ban slavery?
- 3 Read the text and compare with your answers in Exercise 2. What idea did each of the rebels oppose? How did their opposition make a difference to the world?
- 4 **SPEAKING** Which of the rebels mentioned in the text do you admire most? Say why.

Permission and prohibition

- 5 Look at the highlighted words and phrases in the texts. Which express permission and which prohibition?
- 6 Complete the second sentence with the correct form of the word in bold so that it means the same as the first one.
 - 1 The students have been given permission to leave early. **AUTHORISE**
The students have been _____.
 - 2 The Government has given permission for an increase in public spending. **SANCTION**
The Government has _____.
 - 3 I fully agree with everything he said. **ENDORSE**
I fully _____.
 - 4 Everyone should have access to free emergency healthcare. **ENTITLE**
Everyone should _____.
 - 5 The new law will make such behaviour illegal. **OUTLAW**
The new law will _____.
 - 6 How can we stop the constant arguing? **PUT**
How can we _____?
 - 7 In my opinion, there is no excuse for this behaviour. **CONDONE**
In my opinion, this behaviour cannot _____.
 - 8 Torture is forbidden by international law. **PROSCRIBE**
International law _____.
 - 9 The government is taking strong action against cybercrime. **CLAMP**
The government _____.
 - 10 He was not allowed to enter the country. **BAR**
He was _____ the country.
- 7 **3.20** In pairs, discuss whether teenage rebellion is a good thing. Then listen to a radio interview with the author of the book *Why Rebellion Rocks* and compare your ideas.

Phrasal verbs

- 8 **3.20** Study Active Vocabulary. Then complete the sentences from the recording with the correct forms of the verbs from the box. Listen again and check.

come hold set take

- 1 It is natural for teenagers to _____ about trying to do things differently from their parents.
- 2 When I was a teenager, I _____ to wearing jeans with loads of holes in them.
- 3 Teenagers whose parents _____ them back from doing that may eventually lose confidence in themselves.
- 4 Arguing about this kind of thing can really _____ teenagers and parents against each other.
- 5 Parents shouldn't _____ down too hard on teenagers.
- 6 If the parents are too strict, their kids may _____ it against them later on.
- 7 Parents should let teenagers _____ forth their views, even if they don't agree with them.
- 8 That doesn't mean parents can't explain why they think their kids might be wrong, or why what they have just _____ out with is a bad idea.
- 9 So parents should _____ off on criticising what teenagers have said until they've really listened to them and _____ everything in properly.

ACTIVE VOCABULARY | Key words in phrasal verbs

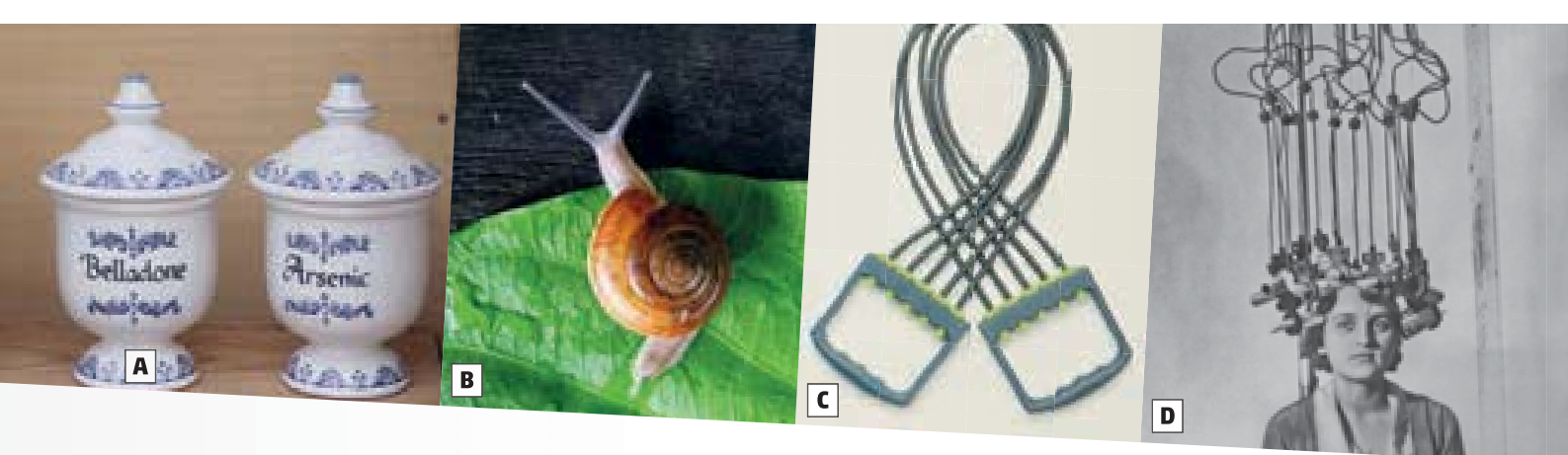
There are certain verbs which are commonly used in phrasal verbs and can therefore be easily confused. Pay attention to the particles, e.g.

- **come**: come **down hard on** sb, come **out with** sth
- **hold**: hold (sb) **back** from doing sth, hold (a grudge/sth) **against** sb, hold **off on** doing sth
- **set**: set **about** doing a task, set sb **against** sb else, set **forth** an idea/solution
- **take**: take **to** doing sth, take sth **in**

- 9 Complete the sentences with the correct particles.

- 1 I'm going to hold _____ making a decision until I've read all the information.
- 2 Her parents were furious and came _____ on her.
- 3 It was so complicated. I tried to understand, but I just couldn't take it _____.
- 4 I wasn't very happy with what you did, but I don't hold it _____ you.
- 5 She set _____ her proposal and the committee listened carefully.
- 6 I don't think this is the best way to set _____ trying to change his mind.

- 10 **REFLECT | Culture** Jack Kerouac, an American novelist and poet, once famously said that no great things are achieved if you follow trends and popular opinion. How far do you agree with this statement?



8B LISTENING AND VOCABULARY

1 SPEAKING Look at the photos showing things used to help men and women conform to the beauty standards of their time. In pairs, discuss the questions.

- How do you think each thing works/worked?
- How effective are/were they?
- Do you agree with the saying that you need to suffer to be beautiful? Say why.

2 **3.21** Listen to a radio programme and compare what you hear with your ideas from Exercise 1.

3 **3.21** Listen again and complete the notes with 1–3 words in each gap. Do you agree with the speaker's final point? Say why.

- Surprisingly, the ancient practice of dyeing your teeth black _____ the teeth enamel.
- Arsenic has been used for _____ since ancient Egyptian times.
- One of the unintended effects of using belladonna was that people could go _____.
- When _____ came along, more beauty devices were invented.
- In the past, well-off men thought having a/an _____ physique might make them look poor.
- _____ seem to be the social group most likely to moisturise their faces with snail slime.
- Jameela Jamil thinks that _____ photos makes women feel bad about themselves.
- Escape the Corset* are videos in which young women _____ their beauty products.

4 Complete the collocations with the adjectives from the box. Some adjectives can be used more than once.

arched athletic chubby dimpled full glossy
glowing heavy lank lean luminous muscular
olive pale rosy silky sleek soft sparkling tight
weedy willowy

- _____ / _____ / heavy / skinny / _____ / smooth **brows**
- _____ / _____ / full / rosy **cheeks**
- glowing / _____ / _____ / pale / rosy **complexion**
- _____ / sparkling **eyes**
- athletic / full / _____ **figure**
- _____ / _____ / _____ / silky / _____ / _____ **hair**
- athletic / _____ / muscular / _____ **physique**
- _____ / _____ / olive / pale / _____ **skin**
- _____ / tight **waves** and **curls**

5 Complete the text about beauty below with the correct adjectives from Exercise 4. Sometimes more than one answer is possible.

6 REFLECT | Society Why is there generally more pressure to conform to a standard of beauty for women? Is this changing? Say why.



A Very Brief History of Beauty

Looking at art throughout the ages, it's evident how much standards of beauty have changed.

Nowadays, women wear their eyebrows as they wish to: some go for a natural look, some have them tattooed, yet others pluck them to create a perfect ¹ _____ brow to open up the eyes and make the face appear thinner. But in ancient times, one long ² _____ brow, now sometimes called a unibrow, was preferred. Some women even wore fake brows made from goat hair!

In Renaissance portraits, women often have very high foreheads, achieved by plucking the hair. Their faces were alabaster and ³ _____ while the eyebrows were '_____ and barely visible. Elizabeth I, daughter of Henry VIII, personified the beauty ideal of the era and many women dyed their brows and hair reddish to resemble the famous monarch.

In eighteenth-century portraits, men and women wore white or grey wigs at all times, so their real hair was probably extremely ⁵ _____ and dirty. They also had very white skin and ⁶ _____ cheeks.

The women of the early twentieth century look very different, with a long, slim ⁷ _____ figure and short bobbed hair, sometimes permed into ⁸ _____ curls or waves.

Beauty really does come in all shapes and sizes.

8C SPEAKING

1 In pairs or small groups, discuss the questions.

- Why do you think the people in the photos are wearing the same clothes? Why might this be important?
- What other examples can you think of where people choose to, or have to, wear the same thing?
- When do we dress to stand out, and when do we dress to blend in?

2 REFLECT | Culture Many schools in the UK now require their sixth form students (ages 16–18) to follow a smart 'business attire' dress code. Do you think it is a good idea? Say why. What is the situation in your country?

3 3.22 Listen to Jack and Eve talking about the dress code at their sixth form college and make a list of points they make in favour of and against the dress code.

4 3.22 Study the Speaking box and complete gaps 1–2 with the words *hyperbole* or *understatement*. Then listen to the conversation again and tick the phrases in the box you hear.

Hyperbole and understatement are both ways of distorting facts in order to emphasise a point or evoke humour. ¹ _____ makes something seem bigger or more important than it really is, while ² _____ makes something seem less important.

SPEAKING | Hyperbole and understatement

Hyperbole

Using extreme numbers/amounts

- ☐ I've spent about a million years wearing school uniform.
- ☐ This jacket weighs a ton!
- ☐ I've been there tons of times!
- ☐ It cost my parents a small fortune.

Using extreme adjectives

- ☐ gigantic (rather than *big*)
- ☐ ancient (rather than *old*)
- ☐ ravenous (rather than *hungry*)
- ☐ soaked (rather than *wet*)
- ☐ incinerated (rather than *burnt*)

Using superlatives

- ☐ the tiniest diamond you've ever seen

Using the word *literally* (when something isn't true)

- ☐ It's literally the most ridiculous thing I've ever heard!

Understatement

Using 'softeners'

- ☐ a bit/slightly/kind of/rather ...

Using phrases with *not/no*

- ☐ not exactly/terribly/entirely
- ☐ not the most/not the ... -est
- ☐ no big deal



5 Rewrite the sentences in two ways: making them hyperbolic and understated. In pairs, compare your ideas.

- It's hot today.
It must be the hottest day in history. (hyperbole)
It's not exactly cold today, is it? (understatement)

- The lake is deep.
- It was a bad idea to say that.
- He knows a lot about fashion.
- The food is burnt.
- I live a long way away.
- She has a lot of friends.
- You shouldn't eat cake for breakfast.

6 In pairs, make a list of some of the things that are allowed or not allowed in the situations in the box.

at your school or college in a football match
at the airport in traffic in your home

7 In pairs, talk about the following questions. Try to use some of the prohibition and permission phrases from Lesson 8A and emphasise your points using hyperbole or understatement.

- Why exactly is it important to follow the rules in the situations in Exercise 6?
- In which two situations given is it most important to follow the rules? Say why.

8D READING AND VOCABULARY

- 1 **SPEAKING** Would you rather spend time alone in a beautiful place or at a party with friends? Say why.
- 2 In pairs, put the words and phrases from the box into two categories: sociable (A) or solitary (B). Do any of the words have a negative connotation? Why do you think these traits might be seen negatively?

☐ a loner ☐ a party animal ☐ a social butterfly
☐ a team player ☐ antisocial
☐ enjoying your own company ☐ gregarious
☐ introspective ☐ reserved ☐ self-sufficient
☐ standoffish ☐ the life and soul of the party

- 3 Read the extract from the novel *About a Boy* and discuss the questions.
- 1 Why does the boy, Marcus, describe himself as 'weird'?
- 2 Which words from Exercise 2 would you use to describe him? Say why.

- 4 Read the title of the blog post on page 113. In pairs, make a list of arguments in favour of being a loner. Then read the blog post and compare with your ideas.

- 5 Read both texts again and choose the correct answers.

Text 1

- 1 In paragraph 1, Marcus
- a notices the girls might be having fun at his expense.
 - b gives his schoolmates a cold shoulder.
 - c does not mind that his schoolmates find him odd.
 - d appreciates the interest of the girls.
- 2 In paragraph 2, Marcus describes some of the other kids as 'sharks' because they were
- a often very violent towards their classmates.
 - b always searching for victims.
 - c very high-spirited and excitable.
 - d rather superior and standoffish.
- 3 Marcus holds his mum responsible for his failure to fit in because she
- a has imposed her tastes and values on him.
 - b has taught him to be solitary and introspective.
 - c hadn't asked him if he wanted to move to London.
 - d doesn't approve of him being fashion-conscious.
- 4 The sentence underlined in the text implies that Marcus
- a preferred losing an argument to winning one.
 - b enjoyed being told what to do.
 - c had no confidence in his own opinions.
 - d respected his mum's ability to win an argument.
- 5 In paragraph 4, we learn why Marcus
- a thinks listening to Joni Mitchell is a bad idea.
 - b is socially awkward and academically poor.
 - c enjoys curling up with a good book.
 - d had left his previous school in Cambridge.

Text 2

- 6 Look at gaps 1–4. Where does the following sentence fit best?
- Since ancient times people have believed that isolation is important for mental focus.
- a gap 1 b gap 2 c gap 3 d gap 4

- 7 The example of the albatross implies that being a loner
- a makes you more willing to commit.
 - b makes you more socially awkward.
 - c is likely to help a species evolve.
 - d doesn't mean you are more self-sufficient.
- 8 Polar bears seek to live in isolation because
- a they are genetically predisposed to loneliness.
 - b there is not enough food in the wild.
 - c social interactions prevent them from being efficient.
 - d they are affected by fear and anxiety.
- 9 According to research, being lonely is not a good thing because it
- a can negatively affect our longevity.
 - b isn't natural for either animals or people.
 - c impacts our personal space.
 - d can destabilise your relationships with others.
- 10 Which of the following is NOT mentioned by the author as a potential benefit of being a loner?
- a Getting to know yourself better as a person.
 - b Being an effective manager of others.
 - c Enjoying good health most of the time.
 - d Having several very close friends.

- 6 What two genres are the two texts? What differences do you notice in terms of style?

- 7 **REFLECT | Society** In many European countries, around a third of households are now one-person. Why do you think this is? What are the good and bad points about living on your own? Discuss in small groups.



about a boy

by nick hornby



1 He got to school early, went to the form room, sat down at his desk ... There were a couple of girls in the room, but they ignored him, unless the snort of laughter he heard while he was getting his reading book out had anything to do with him.

5 **2** What was there to laugh at? Not much, really, unless you were the kind of person who was on permanent lookout for something to laugh at. Unfortunately, that was exactly the kind of person most kids were, in his experience. They patrolled up and down school corridors like sharks, except that what they were on the lookout for wasn't flesh

10 but the wrong trousers, or the wrong haircut, or the wrong shoes, any or all of which sent them wild with excitement. As he was usually wearing the wrong shoes or the wrong trousers, and his haircut was wrong all the time, every day of the week, he didn't have to do very much to send them all demented.

15 **3** Marcus knew he was weird, and he knew that part of the reason he was weird was because his mum was weird. She just didn't get this, any of it. She was always telling him that only shallow people made judgements on the basis of clothes or hair; she didn't want him to watch rubbish television, or listen to rubbish music, or play rubbish

20 computer games (she thought they were all rubbish), which meant that if he wanted to do anything that any of the other kids spent their time doing, he had to argue with her for hours. He usually lost, and she was so good at arguing that he felt good about losing.

She could explain why listening to Joni Mitchell and Bob Marley (who happened to be her two favourite singers) was much better for him than listening to Snoop Doggy Dogg, and why it was more important to read books than to play on the Gameboy his dad had given him. But he couldn't pass any of this on to the kids at school. If he tried to tell Lee Hartley - the biggest and loudest and nastiest of the kids he'd met yesterday - that he didn't approve of Snoop Doggy Dogg because Snoop Doggy Dogg had a bad attitude to women, Lee Hartley would thump him, or call him something that he didn't want to be called. It wasn't so bad at the school he'd gone to in Cambridge, because there were loads of kids who weren't right for school, and loads of mums who

35 had made them that way, but in London it was different.

4 He was quite happy at home, listening to Joni Mitchell and reading books, but it didn't do him any good at school. It was funny, because most people would probably think the opposite - that reading books at home was bound to help, but it didn't: it made him different, and because he was different he felt uncomfortable, and because he felt uncomfortable he could feel himself floating away from everyone and everything, kids and teachers and lessons.

2 What's wrong with being a loner?

I've always enjoyed my own company. To be honest, I like nothing better than curling up with a book, and not having to make the effort to engage in small talk. It's not exactly that I'm antisocial, I do get a kick out of seeing friends, but I'd be just fine stranded on a desert island in the middle of the Pacific Ocean. ¹___

Sociability is very highly prized in our society and sometimes it seems as if everyone wants to be seen as a gregarious party animal. Think about all those group photos that get posted online. But research shows that being the life and soul of the party may actually be overrated. Apparently, one of the key personality features of highly artistic people is a lack of interest in socialising. ²___ Who knew, right? It may be that artists need the time alone to reflect introspectively on their experiences, and to learn about their inner world, before transforming this into art.

Another study found that managers who were more introverted were actually highly effective when managing more vivacious employees because they were more likely to listen to what their employees were telling them. So, loners can be good team players, just not in the way you might have been expecting. ³___

There is also plenty of evidence from the natural world that you don't have to enjoy going round in a pack to survive, or even thrive. Take the Laysan albatross,

for example. When these birds fly for the first time, they head off out to sea alone, where they will stay for the next three to five years. They're not completely standoffish though. Eventually, something tells them that it's time to find a partner and mate for life, even if they actually only meet up once a year. In human terms, introverts may spend a lot of time alone, but their relationships tend to be much more deep-rooted, and more enduring.

Animals that like to stay together in a herd are often those animals that feel most threatened, and huddle together for safety. Larger predators, such as polar bears, don't feel the need to be social butterflies.

They're just as happy on their lonesome most of the time. In fact, they actively avoid each other probably because of the scarcity of available resources. Being a loner can make you very self-sufficient.

Of course, choosing to be a bit of a loner isn't the same thing at all as being lonely. We need connections with others, even if we also like our own space. ⁴___ Research in the UK found that loneliness can exacerbate your risk level for premature death, and prolonged solitude can even lead to hallucinations and mental instability. Being with others can also improve our immune system (though perhaps not if those others have a streaming cold). The world needs all different kinds of people.

8E GRAMMAR

- 1 What connotations do you have when you look at the groups of animals in the photos?

Articles

- 2 **THINK BACK** Look at sentences a and b from the blog post on page 113 and discuss the questions.

- 1 Explain why the article *a* is used before *pack* and *herd*.
- 2 Explain why the word *animals* at the beginning of sentence b doesn't have an article.
 - a You don't have to enjoy going round in a pack to survive, or even thrive.
 - b Animals that like to stay together in a herd are often those animals that feel most threatened.

- 3 Match rules 1–12 with sentences a–l from the texts in Lesson 8D.

We use *the* when the topic is known. It can be 'known' because

- 1 ☐ it has been mentioned before.
- 2 ☐ it is clear from the context what we're referring to.
- 3 ☐ it is unique.
- 4 ☐ a superlative makes it unique (also with *first, last, next, only, etc.*).
- 5 ☐ a relative clause makes it 'known'.

We also use *the* with some geographical names:

- 6 ☐ plural names for countries and mountain ranges.
- 7 ☐ seas, rivers and areas.

We generally don't use any article when

- 8 ☐ we are referring to a group, class or species in general.
- 9 ☐ we are referring to an abstract noun.
- 10 ☐ we are referring to a place such as church, hospital, prison, school as places serving their purpose.

Less commonly, we can use *the*

- 11 ☐ to refer to a whole group or class of something, or species.
 - 12 ☐ with abstract nouns and places when we want to be more specific.
- a He got to school early.
 - b There were a couple of girls in the room, but they ignored him.
 - c ... unless the snort of laughter he heard while he was getting his reading book out had anything to do with him.
 - d But he couldn't pass any of this on to the kids at school.
 - e ... the nastiest of the kids he'd met yesterday.
 - f It wasn't so bad at the school he'd gone to in Cambridge.
 - g I'd be just fine stranded on a desert island in the middle of the Pacific Ocean.
 - h There is also plenty of evidence from the natural world.
 - i Take the Laysan albatross, for example, ...
 - j Larger predators, such as polar bears ...
 - k Research in the UK found ...
 - l ... that loneliness had a significantly increased risk level.

Grammar Reference > page 173



- 4 In pairs, explain the differences in meaning between the underlined parts of sentences.

- 1 a The orang-utan is the most solitary of the great apes.
b An orang-utan had been killed by poachers.
Sentence a is talking about the species as a whole, whereas sentence b is talking about an individual orang-utan.
- 2 a Unlike most species of deer, the moose does not form a herd.
b The herd of deer at Belton Park has been there for over 300 years.
- 3 a I had never seen a sloth before in the wild.
b The sloth didn't seem very interested in me.
- 4 a Wolves are highly social animals that live in packs.
b The alpha wolves in the pack decide when they will travel and hunt.
- 5 a Laysan albatrosses will spend several years choosing the right mate.
b The Laysan albatross will spend several years choosing the right mate.
- 6 a An adult male polar bear weighs around 350–700 kilograms.
b I saw a polar bear running towards me and screamed.
- 7 a The last known white rhinos are both female.
b The species is therefore considered extinct.
- 8 a He was attacked by a hippo and ended up in hospital.
b A friend of the man, who works in the hospital, said his condition was stable.



- 5 Complete the text with *a/an, the* or no article ($\emptyset$). In pairs, explain your choices, using the rules from Exercises 2 and 3.

Why do we follow the crowd?

¹ ___ Human beings are social creatures. On average, we spend around seventy-five percent of our waking time in direct communication with other people, and very often we are indeed influenced by what ² ___ others think, especially by what those around us think.

If we already hold ³ ___ strong opinions, listening to others who think differently may make no difference. But ⁴ ___ research does show that when we are surrounded by people who think ⁵ ___ same as us, but more strongly, our own views will become more forceful, and we may feel more entitled to act on them. This is how ⁶ ___ crowds can be manipulated and turned into angry mobs.

We may also feel that what others do gives us 'permission' to do the same. In one experiment, ⁷ ___ psychologist Robert Cialdini compared people's behaviour in ⁸ ___ national park in ⁹ ___ USA, on two different trails. On one trail, there was ¹⁰ ___ sign asking people not to take pieces of ancient petrified wood home, explaining that fourteen tons was taken each year by walkers. On the other trail there was no such sign. You might imagine that ¹¹ ___ sign which asked people not to take the wood would have a positive impact, but in fact, the opposite happened. People on ¹² ___ trail which had the sign took ¹³ ___ largest amount because they reasoned that it couldn't be that bad if lots of other people were doing it too.

- 6 Study *Watch out!* In pairs, find more examples of fixed phrases using *the* in the texts in Lesson 8D.

WATCH OUT!

Many fixed phrases and expressions use the definite article *the*. Try to notice the use of articles in such phrases and learn them as 'chunks', e.g.

do the same thing

be a pain in the neck

be under the impression

For the record, ...

on the way to ...

- 7 **SPEAKING** Work in pairs. Think about a situation when following the crowd may have good or bad consequences. For example, rescuing someone in danger, getting carried away by emotions at a concert or sporting event. Prepare to talk for 1–2 minutes about your chosen situation and what happened. Listen to your partner and make a note of how they use articles. At the end, give them feedback both on the content of what they said and any correct or incorrect use of articles that you noticed.

A



'Everyone has the right to make a career for themselves.'

B



'People should be able to produce their own food.'

ARE TRADITIONAL VALUES HELPFUL IN NAVIGATING MODERN LIFE?

Without doubt, the world is changing very rapidly, and, as society changes, we may ask ourselves just how relevant old-fashioned values are in our modern world.

For example, many older people would say that you should always put your family first, and prioritise their needs over anything else. However, it is no longer common for people to live with their extended family. In fact, around a third of households in Europe contain just one person, meaning that people have had to become more self-sufficient. People also often have to move some distance from their family in order to get work or progress their careers. While it would be wrong to endorse the idea that people should actively neglect their family, it is inevitable that they will not be in a position to give the care and support that might be possible if they were all living together, in a more traditional way.

Similarly, most people do not know their neighbours in the way they used to. Whereas in the past people might stay in the same village all their lives, and their families would know each other well, nowadays people move around more. In addition, most people are out at work all day, with the result that there is less opportunity to be neighbourly, and people therefore tend to be more reserved with each other.

C



'The younger generation should take care of their parents as they age.'

Having said all this, although our lives may have changed, it cannot be argued that traditional values have become obsolete. While we may not be as available for our family and neighbours, it is still important that we do whatever we can to help our fellow humans. And some traditional values remain as important as they ever were. For example, working hard is no less necessary in the modern world, even if we may work different hours, or online rather than in an office.

In conclusion, while our circumstances may change, our basic moral code should not. Caring for others and having values that we endeavour to live by should never be regarded as old-fashioned.

1 SPEAKING In pairs, discuss the questions.

- 1 Look at the opinions in photos A–C. Do you think these represent traditional or modern values? Say why.
- 2 Make a list of some more traditional and modern values. For example, think about family, local community, work, and gender roles. Then compare with a partner.

2 REFLECT | Values Do you think that your values are more traditional or more modern? Say why. What do you think are the positive and negative aspects of traditional or more modern values?

3 Read the Writing task. In pairs, come up with at least three ways in which people might think traditional values are not helpful in modern life.

Young people often rebel against the more traditional values of their parents or grandparents, believing that these traditional ideas are not helpful in navigating modern life. Write an essay in which you will present your opinions on this subject, referring to the importance of the family, having a strong work ethic, neighbourliness.

4 Read the essay on page 116 written for the task in Exercise 3. Does the student mention any of your ideas?

5 Study Active Writing. Then complete it with examples of formal language from the essay.

ACTIVE WRITING | Using a formal register in essays

As a type of academic writing, essays should generally use a formal register. See the comparisons below. When you write an essay:

- don't use contractions or abbreviations.
informal: *However, it's no longer common for people ...*
formal: ¹ _____
- don't use colloquialisms.
informal: *Their families would live in each other's pockets.*
formal: ² _____
- be objective.
informal: *I don't think traditional values are out of date.*
formal: ³ _____
- use more formal vocabulary choices.
informal: *Obviously, the world is changing very fast.*
formal: ⁴ _____
- use more complex sentences, rather than always joining clauses with *and*, *but* or *so*.
informal: *We might not have as much time for our family or neighbours nowadays, but we still need to help people.*
formal: ⁵ _____

6 Find other examples of formal language in the essay. Compare in pairs and rewrite them in more informal language.

7 Compare the following two sentences. Which sentence is a compound sentence, with two main clauses, and which is a complex sentence, with a main clause and a subordinate clause?

- 1 We might not have as much time for our family or neighbours nowadays, but we still need to help people.
- 2 While we may not be as available for our family and neighbours, it is still important that we do whatever we can to help our fellow humans.

8 Rewrite the sentences as complex sentences using the words in brackets.

- 1 Our lives have changed, but we don't need to change how we treat each other. (despite)
Despite the fact that our lives have changed, there is no need to change how we treat each other.
- 2 People often go away to study at university. They have to leave their families. (which)
- 3 People have to get work so they often have to move away from their families. (so as to)
- 4 In the past, people would live in the same place all their lives, but now they move around more. (while)
- 5 People lived in bigger family groups and they helped each other more. (living)
- 6 People aren't at home during the day. They don't know their neighbours well. (if)
- 7 Our circumstances may change, but our moral code should not. (whereas)

9 Read the Writing task and make notes to support your opinion. In pairs, compare your ideas.

In some families, children are expected to follow certain rules given by their parents very strictly, whereas in other families they are perhaps given too much freedom. Write an essay in which you will present your opinions on this subject, referring to:

- the impact of following rules (or not) on the children themselves.
- the impact on society as a whole.
- any ways in which you feel society's attitude towards children's behaviour has changed.

10 WRITING TASK Write an essay for the task in Exercise 9. Remember to use formal language conventions and complex sentences where appropriate.

REMEMBER MORE

1 Decide if the meaning of the sentences in each pair is the same (S) or different (D). Then check with the word list.

- 1 ☐ **a** Demonstrations are proscribed in our town.
b Demonstrations are banned in our town.
- 2 ☐ **a** We condone all violent behaviour at this school.
b We don't allow any violent behaviour at this school.
- 3 ☐ **a** The government is clamping down on people who don't recycle their rubbish.
b The government is coming down hard on people who don't recycle their rubbish.

2 Rewrite the sentences using phrasal verbs with the particle in bold. Then check with the word list.

- 1 It is difficult for parents to completely understand what their children want. **IN**
- 2 Sometimes it helps to wait before making a life-changing decision. **OFF**
- 3 Teens may start doing things their parents don't approve of. **TO**
- 4 We were delayed by the traffic. **UP**

3 Choose the correct words. Then check with the word list.

- 1 'Did she come back with a suntan from her holiday?' 'I don't know. Her complexion is naturally-tanned and *pale / olive / dimpled*.'
- 2 'She exercises every day and has strong muscles.' 'Yes, her physique is very *weedy / chubby / lean*.'
- 3 'Have you always had heavy brows like this?' 'No, they used to be *lank / arched / skinny*.'
- 4 'How does she manage to get her hair so straight and shiny?' 'I'm not sure, but it's always so *glowing / willowy / sleek*.'

4 Do the task.

Find a picture of a person in this book or online. Write a description using at least eight words from the word list.

8A VOCABULARY AND SPEAKING



(the) Abolition Movement / (ðɪ) ˌæbəˈlɪʃən ˌmuːvmənt/

authorise sb to do sth / ˈɔːθəraɪz ˌsʌmbədi tə duː ˌsʌmθɪŋ/

bar sb from (doing) sth / ˈbɑː ˌsʌmbədi frəm (ˌduːɪŋ) ˌsʌmθɪŋ/

born into slavery / ˈbɔːn ɪntə ˈsleɪvəri/

cannonball (n) / ˈkænənˌbɔːl/

clamp down on sb/sth (phr v) / ˌklæmp ˈdaʊn ɒn ˌsʌmbədi / ˌsʌmθɪŋ/

come down on sb (phr v) / ˌkʌm ˈdaʊn ɒn ˌsʌmbədi/

come out with sth (phr v) / ˌkʌm ˈaʊt wɪð ˌsʌmθɪŋ/

condemn (v) / ˌkɒnˈdem/

condone (v) / ˌkɒnˈdʊn/

disprove (v) / ˌdɪsˈpruːv/

endorse (v) / ɪnˈdɔːs/

entitle sb to (do) sth (v) / ɪnˈtaɪtl ˌsʌmbədi tə (duː) ˌsʌmθɪŋ/

fad (n) / fæd/

flee to freedom / ˌfliː tə ˈfriːdəm/

(the) Fugitive Slave Act / (ðə) ˌfjuːdʒətɪv ˈsleɪv ˌækt/

give permission for sth / to do sth / ˌɡɪv pəˈmɪʃən fə ˌsʌmθɪŋ / tə duː ˌsʌmθɪŋ/

hold off on (phr v) / ˌhəʊld ˈɒf ɒn/

hold sb back from (phr v) / ˌhəʊld ˌsʌmbədi ˈbæk frəm/

hold sth against sb (phr v) / ˌhəʊld ˌsʌmθɪŋ əˈɡenst ˌsʌmbədi/

lobby for (v) / ˈlɒbi fə/

musket ball / ˈmʌskət ˌbɔːl/

outlaw (v) / ˈaʊtlɔː/

perseverance (n) / ˌpɜːsəˈvɪərəns/

proscribe (v) / ˌprəʊˈskraɪb/

put an end to sth / ˌpʊt ən ˈend tə ˌsʌmθɪŋ/

rebel (n) / ˈrebəl/

rebellion (n) / ˌrɪˈbeljən/

(the) Renaissance / (ðə) ˌrɛˈnɛɪsəns/

revolve (v) / ˌrɪˈvɒlv/

sanction (v) / ˈsæŋkʃən/

scruffy (adj) / ˈskrʌfi/

set about doing sth (phr v) / ˌset əˈbaʊt ˌduːɪŋ ˌsʌmθɪŋ/

set forth (phr v) / ˌset ˈfɔːθ/

set out to do sth (phr v) / ˌset ˈaʊt tə ˌduː ˌsʌmθɪŋ/

set sb against (phr v) / ˌset ˌsʌmbədi əˈɡenst/

simultaneously (adv) / ˌsɪməˈlteinjəsli/

speak out against sth (phr v) / ˌspiːk ˈaʊt əˈɡenst ˌsʌmθɪŋ/

take a stance against sth / ˌteɪk ə ˈstɑːns əˈɡenst ˌsʌmθɪŋ/

take sth in (phr v) / ˌteɪk ˌsʌmθɪŋ ɪn/

take strong action against sth / ˌteɪk ˌstrɒŋ ˈækʃən əˈɡenst ˌsʌmθɪŋ/

take to doing sth (phr v) / ˌteɪk tə ˈduːɪŋ ˌsʌmθɪŋ/

under house arrest / ˌʌndə ˈhaʊs əˈrest/

will (n) / wɪl/

yield to (v) / ˌjiːld tə/

youthful (adj) / ˈjuːθfəl/

8B LISTENING AND VOCABULARY



airbrushing (n) / ˈeəbrʌʃɪŋ/

alabaster (n) / ˈæləbəˌstə/

antioxidant (n) / ˌæntiˈɒksɪdənt/

arched (adj) / ɑːtʃt/

arsenic (n) / ˈɑːsənik/

athletic (adj) / ˌæθˈletɪk/

beauty treatment / ˈbjuːti ˌtriːtmənt/

beholder (n) / ˌbiˈhəʊldə/

belladonna (n) / ˌbeləˈdɒnə/

bobbed (hair) (adj) / ˈbɒbd (ˌheə)/

chest expander / ˈtʃest ɪksˌpændə/

chubby (adj) / ˈtʃʌbi/

circumference (n) / ˌsəˈkʌmfərəns/

conform to sth (v) / ˌkɒnˈfɔːm tə ˌsʌmθɪŋ/

corset (n) / ˈkɔːsɪt/

decay (n) / ˌdiˈkeɪ/

dimpled (adj) / ˈdɪmpled/

dissolve (v) / ˌdɪzɒlv/

do whatever it takes / ˌduː wətʃevər ɪt ˈteɪks/

dye sth black / ˌdaɪ ˌsʌmθɪŋ ˌblæk/

enlarge (v) / ɪnˈlɑːdʒ/

evident (adj) / ˈevidənt/

eye drops (n) / ˈaɪ ˌdrɒps/

figure (n) / ˈfɪɡə/

filing (n) / ˈfaɪlɪŋ/

fine lines / ˈfaɪn ˌlaɪnz/

full (adj) / fʊl/

glossy (adj) / ˈɡlɒsi/

glowing (adj) / ˈɡləʊɪŋ/

go for a natural look / ˌɡəʊ fər ə ˌnætʃərəl ˈlʊk/

heavy (adj) / ˈhevi/

hold sb up (phr v) / ˌhəʊld ˌsʌmbədi ˈʌp/

hyaluronic acid / ˌhaɪələʊˈrɒnɪk ˌæsɪd/

lank (adj) / ˌlæŋk/

lean (v) / liːn/

moisturise (v) /'mɔɪstʃəraɪz/

muscular (adj) /'mʌskjələ/

olive (adj) /'blɒv/

pale (adj) /peɪl/

perm (permanent wave) (n) /pɜːm (pɜːmənənt 'weɪv)/

permed into curls/waves /'pɜːmd ɪntə kɜːlz / weɪvz/

personify (v) /pə'sɒnəfaɪ/

physique (n) /fə'ziːk/

pluck (v) /plʌk/

prompt sb to do sth (v) /'prɒmpt ,sʌmbədi tə duː ,sʌmθɪŋ/

pupil (of the eye) (n) /'pjʊːpəl (əv ði ,aɪ)/

rosy (adj) /'rəʊzi/

silky (adj) /'sɪlki/

six-pack (n) /'sɪkspæk/

skinny (adj) /'skɪni/

sleek (adj) /sliːk/

slim (adj) /slɪm/

smooth (adj) /smuːð/

snail slime /'sneɪl ,slaɪm/

soft (adj) /sɒft/

sparkling (adj) /'spɑːklɪŋ/

spring (n) /sprɪŋ/

tight (adj) /taɪt/

tooth enamel /'tuːθ ɪnæməl/

unforeseen (adj) /ʌnfɔː'siːn/

unibrow (n) /'junə,braʊ/

unintended (adj) /ʌnɪn'tendɪd/

vinegar (n) /'vɪnɪgə/

weedy (adj) /'wiːdi/

willow (adj) /'wɪləʊ/

8C SPEAKING 5.45

blend in (phr v) /,blend 'ɪn/

business attire /'bɪznəs ə,tʰaɪə/

cost a small fortune /,kɒst ə ,smɔːl 'fɔːtʃən/

distort facts /dɪ'stɔːt 'fæktz/

dress code (n) /'dres ,kəʊd/

evoke humour /ɪ,vəʊk 'hjuːmə/

hyperbole (n) /haɪ'pɜːbəli/

incinerated (adj) /ɪn'sɪnəreɪtɪd/

literally (adv) /'lɪtərəli/

middle ground /,mɪdl 'graʊnd/

ravenous (adj) /'rævənəs/

ripped (adj) /rɪpt/

smart (adj) /smɑːt/

soaked (adj) /səʊkt/

stand out (phr v) /,stænd 'aʊt/

understatement (n) /ʌndə'steɪtmənt/

8D READING AND VOCABULARY



academically poor /,ækə'demɪkəli ,pɔː/

antisocial (adj) /,æntɪ'səʊʃəl/

at sb's expense /ət ,sʌmbədɪz ɪk'spens/

be on the lookout for sth /bi ɒn ðə 'lʊkaʊt fə ,sʌmθɪŋ/

commit (v) /kə'mɪt/

curl up (with a book) (phr v) /,kɜːl 'ʌp (wɪð ə ,bʊk)/

deep-rooted (adj) /,diːp'ruːtɪd/

demented (adj) /dɪ'mentɪd/

destabilise (v) /diː'steɪbəlaɪz/

do sb good /,duː ,sʌmbədi 'ɡʊd/

enduring (adj) /ɪn'dʒʊərɪŋ/

engage in small talk /ɪnˌgeɪdʒ ɪn 'smɔːl ,tɔːk/

enjoying your own company /ɪnˌdʒɔɪɪŋ jə ,əʊn 'kʌmpəni/

excitable (adj) /ɪk'saɪtəbəl/

exacerbate (v) /ɪɡˌzæsəbeɪt/

fit in (phr v) /fɪt 'ɪn/

flesh (n) /fleʃ/

float away (v) /fləʊt ə'weɪ/

form room /'fɔːm ,ruːm/

gregarious (adj) /ɡrɪ'geəriəs/

hallucination (n) /həˌluːsə'neɪʃən/

head off (phr v) /hed 'ɒf/

helicopter mother /'heləkɒptə ,mʌðə/

highly prized /haɪli 'praɪzd/

high-spirited (adj) /haɪ'spɪrɪtɪd/

huddle together /,hʌdl tə'geðə/

impose sth on sb (v) /ɪm'pəʊz ,sʌmθɪŋ ɒn ,sʌmbədi/

in human terms /ɪn 'hjuːmən ,tɜːmz/

introspective (adj) /ɪntrə'spektɪv/

introspectively (adv) /ɪntrə'spektɪvli/

(the) life and soul of the party /('ðə) ,laɪf ən 'səʊl əv ðə 'pɑːti/

loner (n) /'ləʊnə/

lonesome (adj) /'ləʊnsəm/

longevity (n) /lɒn'dʒevəti/

mate (v, n) /meɪt/

mental instability /,mentl ɪnstə'bɪləti/

mental focus /,mentl 'fəʊkəs/

odd (adj) /ɒd/

on your lonesome /ɒn jə 'ləʊnsəm/

pack (n) /pæk/

party animal (n) /'pɑːti ,ænəməl/

pass sth on to sb (v) /,pɑːs ,sʌmθɪŋ 'ɒn tə ,sʌmbədi/

patrol (v) /pə'trəʊl/

predator (n) /'predətə/

predispose (v) /,priːdɪs'pəʊz/

premature death /,premətʃə 'deθ/

prolonged solitude /prəˌlɒŋd 'sɒlətjuːd/

reflect on sth (v) /rɪ'flekt ɒn ,sʌmθɪŋ/

reserved (adj) /rɪ'zɜːvd/

scarcity (n) /'skeəsəti/

self-sufficient (adj) /self sə'fɪʃənt/

snort of laughter /,snɔːt əv 'lɑːftə/

sociability (n) /,səʊʃə'bɪləti/

sociable (adj) /'səʊʃəbəl/

social butterfly /'səʊʃəl ,bʌtəflaɪ/

socially awkward /'səʊʃəli 'ɔːkwəd/

solitary (adj) /'sɒlətəri/

standoffish (adj) /,stænd'ɒfɪʃ/

stranded (adj) /'strændɪd/

streaming cold /,striːmɪŋ 'kəʊld/

superior (adj) /suː'piəriə/

team player (n) /'tiːm ,pleɪə/

thrive (v) /θraɪv/

thump sb (v) /'θʌmp ,sʌmbədi/

8E GRAMMAR 5.47

forceful (adj) /'fɔːsfəl/

get carried away /get ,kærɪd ə'weɪ/

hold strong opinions /,həʊld ,strɒŋ ə'pɪnjənz/

mob (n) /mɒb/

moose (n) /muːs/

orang-utan (n) /ɔːræŋuː'tæŋ/

petrified wood /'petrəfaɪd ,wʊd/

poacher (n) /'pəʊtʃə/

sloth (n) /sləʊθ/

waking time /'weɪkɪŋ ,taɪm/

8F WRITING 5.48

live in each other's pockets /,lɪv ɪn ɪtʃ əðəz 'pɒkɪts/

navigate sth (v) /'nævəgeɪt ,sʌmθɪŋ/

neglect (v) /nɪ'glekt/

neighbourliness (n) /'neɪbəlnəs/

neighbourly (adj) /'neɪbəli/

obsolete (adj) /'ɒbsəliːt/

VOCABULARY AND GRAMMAR

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

- Students are encouraged to be more _____ (athlete) and participate in sports to maintain their health and fitness.
- Some people appear to be _____ (stand), but in fact it's a result of their being shy.
- We rely on supermarkets for all our food supplies. Perhaps we'll need to become more _____ (suffice) in the future.
- My brother doesn't look very _____, (muscle) but in fact he is remarkably strong.
- To get _____ (gloss) hair, you need to drink plenty of water and eat lots of fruit and vegetables.
- I was _____ (weed) at primary school, but I have definitely filled out since then.

2 Complete the phrasal verbs in the sentences with the correct particles.

- The teachers come _____ hard _____ any student caught cheating in tests or exams.
- The manuscript looked extremely old, but it didn't hold _____ scrutiny and was declared a fake by the experts.
- The police are clamping _____ protests for safety reasons.
- I certainly didn't set _____ become a team leader, but my boss thought I could do the job.
- Just because you weren't invited to the party, there's no need to take it _____ me!
- Emily came _____ the strangest comment at the meeting yesterday and it shocked everyone.
- You can't stop trying just because you've come _____ a few small problems.
- The company is going to hold _____ implementing the changes because of opposition.

3 Complete the blog post with the correct words.

I've always been a bit of a ¹_____ and enjoyed my own ²_____. It started after being at boarding school for five years where you have to share everything and there is no opportunity to have some time alone. I now find myself to be much more ³r_____ than my friends and really quite introspective. I wouldn't say that I'm actively 'a_____ and at work I'm definitely a team 'p_____, but if I have to attend a social event, there's no way you could ever describe me as the life and 's_____ of the party! I'm the one standing in the corner, taking 'e_____ in, but hoping to escape as soon as possible! My sister, on the other hand, is a real party 'a_____ and can't understand my introspection at all.

4 Correct the mistakes with articles in the sentences. The number of mistakes in each sentence is given in brackets.

- Poor are usually people who are most affected by changes in the taxation. (3)
- A fraudster we reported on last year has been sent to the prison for two years for scamming the people out of thousands of pounds. (3)
- We all had the glowing cheeks after the brisk walk across the park. (2)
- Head teacher decided to put an end to uniform policy and the most students welcomed the decision. (3)
- The large number of young teenagers prefer to be in the background rather than be focus of the attention. (3)
- Nelson Mandela was the great leader and paved the way for the enormous social changes. (2)

5 Complete the text with a / an / the or no article (ø).

SUBCULTURES

It's ¹_____ interesting question: what are ²_____ main subcultures in today's world? Back in previous generations, ³_____ rebellious had many tribes to choose from. There were, for example, ⁴_____ Goths, with black hair and pale ghost-like faces, and ⁵_____ punk rockers with gelled, spiky hair. Or you might have decided to become ⁶_____ kaftan-wearing hippy with ⁷_____ flowers and peace signs that were universally recognised. As long as society has existed, there have been those who did not want to conform, and their ideologies combined with ⁸_____ fashion trends and music genres made them stand out from ⁹_____ crowd. Perhaps ¹⁰_____ most recent identifiable subculture revolved around hipsters, but what is happening today? Could it be that young people identify with their parents more and have less to rebel against? Or, have subcultures become more difficult to identify through ¹¹_____ fashion or musical affiliations? There again, perhaps ¹²_____ biggest subculture today consists of ¹³_____ fresh, clean, healthy-living environmentalists, who are rebelling against previous generations' destruction of ¹⁴_____ planet.



USE OF ENGLISH

- 6 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than six words, including the word given.

STRATEGY | Sentence transformation

Remember that contractions count as two words, not one. This can often help you in deciding which structure you need to use.

- 1 People are worried about economic uncertainties and the government needs to do something to stop this. **PUT**
The government should act _____ economic uncertainties that are worrying a lot of people.
- 2 Very few people who were questioned supported the new policy. **MINORITY**
The new policy was only supported _____ who were questioned.
- 3 I tend to remember the bad things people have done, and it's not a good thing. **HOLD**
I tend _____, and it's not a good thing.
- 4 If members of a family have differing political views, it can create problems between them. **AGAINST**
Differing political views can _____ each other.
- 5 Some young people think that looking different from their peers means they might not be accepted into a group. **AS**
Some young people opt _____ their peers in order to be accepted into a group.

Use of English > page 184

LISTENING

- 7  **3.24** You are going to hear a lecture about the generation gap. Complete sentences 1–8 with a word or a short phrase.

- 1 The speaker says that the generation gap used to be a uniquely _____ problem.
- 2 The generation gap now affects people in many countries because the _____ is having more impact on our lives.
- 3 The speaker imagines that parents and children might have disagreed about _____, even in the 1920s.
- 4 Parents of teenagers in the 1950s often felt that their children wore _____.
- 5 The speaker suggests that changes in music and fashion came about because young people felt a need to _____ previous generations.
- 6 At Glastonbury Festival nowadays, the number of people who are in their forties make up _____ of the audience.
- 7 To express the idea of an attitude being very old-fashioned, the speaker uses the phrase: 'to be _____'.
- 8 One reason why there is a generation gap is that the elderly naturally prefer things that they have become _____.

SPEAKING

- 8 Look at the prompts showing some ways in which people change as they grow older. Talk to each other about how and why these things change over time. Then decide which of these things change the most during our teenage years.

How can these things change over time?

- Interests
- Study habits
- Appearance and dress
- Attitudes and opinions
- Personality

- 9 In pairs, take it in turns to ask and answer the questions.

- 1 In what ways would you say you were similar or different to your parents or other family members?
- 2 Do you think you generally fit in with or stand out from the crowd? Give examples.
- 3 How much can you tell about someone from the clothes they wear, the music they listen to or films they like?
- 4 Some people say that 'opposites attract'. When might this be true and when might it be a problem?

WRITING

- 10 Your class has just had a discussion about whether your school should impose some rules about appearance. You have made the notes below.

Possible new school rules

- A ban on 'extreme' hairstyles
- A ban on jewellery and make-up
- Rules about unacceptable clothes (T-shirts with slogans, clothes with holes, etc.)

Some opinions expressed in the discussion:

'The rules need to be clear and unambiguous.'

'We should make sure they don't affect certain groups more than others.'

'There should be a real reason for any new rules imposed.'

Write an essay discussing the ideas in the notes.

Explain your views on whether they are reasonable or not, giving reasons in support of your answer. You may, if you wish, make use of the opinions, but you should use your own words as far as possible.





A

FOOD FOR THOUGHT

My team decided pretty quickly to do something to help poor people in our town, and we had the idea that we wanted to support our local food bank. The first thought I had was to raise some money to support the food bank, but everyone had a different idea, and we were all trying to persuade everyone else that our plan was the best. To be honest, we wasted a lot of time arguing the toss about it so no wonder no one could hear what Gemma was trying to say. When I took in what it was, I got everyone else to listen.

The point she was making was that any money we raised would only go so far, and that we needed to do something that would have a longer-term impact. Her idea was that people often forget to pick up a few extra items for the food bank when they're shopping, and that perhaps we could get the supermarket to put signs next to items that the food bank really needs to remind people to buy them and donate them on their way out of the store.

We all instantly recognised that it was a much better idea, and so that's what we did. And now it's happening on a national level. It's amazing to know that our social action project had such an impact!

B

CHARITY SINGLE

We really wanted to do something a bit different and perhaps more creative. We already knew that quite a few of us were musical, so I suggested that perhaps we could write and record a kind of tongue-in-cheek song about our CYP experience and sell the MP3 for charity.

Everyone was really enthusiastic about the idea, but we did have some issues trying to sort out who should do what. Several people wanted to be the main vocalist, and no one actually knew that much about the process of recording or editing the song.

Eventually, we managed to agree on everyone's roles, and I volunteered to find out how to use the recording software. I figured it could be a useful skill to put on my CV. I found someone from the local college to help me, and they let us use their recording studio as well.

It wasn't the easiest project to work on, but when we had finally completed it, there was an enormous sense of satisfaction. It wasn't a top 40 biggest song ever, but we did manage to sell several hundred copies and raised quite a lot of money for a children's charity.



1 In pairs, look at the photos and discuss the questions.

- 1 Which different kinds of groups can you see in these photos? Do they represent teams, or are they simply groups of people? What is the difference between a group and a team?
- 2 What groups are you / have you been part of? What did you gain from being part of these groups? What did you give to these groups?

2 In pairs, read the quotes and explain what they mean. Which is your favourite quote? Say why.

“Teamwork is the ability to work together toward a common vision. It is the fuel that allows common people to attain uncommon results. *Andrew Carnegie*”

“Coming together is a beginning, staying together is progress, and working together is success. *Henry Ford*”

3 3.25 Listen to Jude, a CYP (Citizenship Youth Programme) team leader talking about the organisation she is part of and answer the FAQs about CYP.

CITIZEN YOUTH PROGRAMME

Got a question? Get your answer.

- 1 What is CYP?
- 2 Who will I be with?
- 3 What happens in each week?
- 4 What is a social action project?
- 5 What happens after the programme?

4 Work in pairs. Read two forum entries (A-B) from teenagers who took part in the CYP programme. What did each of them take away from their experience? Which of the projects appeals to you most/least? Say why.

5 Study the Life Skills box and match tips 1-6 with texts A-B in Exercise 4. Some tips match both texts. Which of these skills did each person demonstrate?

LIFE SKILLS | How to be a good team member

- 1 ☐ Always listen to what others have to say and respect their viewpoints.
- 2 ☐ Make sure you are clear about your role, and that this is suited to your skills and experience.
- 3 ☐ Be reliable and take responsibility for your part in the team effort.
- 4 ☐ Communicate with other team members, and make sure everyone is on the same page.
- 5 ☐ Be flexible and willing to try something new.
- 6 ☐ Remember that good teamwork is about the success of the team, and not your personal.

6 Do the task below.

LIFE SKILLS | Project

Work in groups of four. Prepare for a discussion to plan a social action project together. Before you start, choose roles for the discussion, e.g. who will take notes, who will keep time, who will make sure everyone gets a chance to speak. Questions for discussion.

- What cause will you choose to help? Think about what causes are important to you. What charities do you support? Are there any issues or problems in your local area that you could help with?
- Clarify your goal. Sum up the purpose of the project in one sentence.
- How will you know you have been successful? Summarise the outcome(s) you hope for.
- Decide who is going to do what, and when. What equipment or help does each of you need?
- Decide when you will meet again.
- Finally, discuss how well you worked as a team during the discussion. Did you follow the tips from the Life Skills box? How could you work (even) better together going forward with this project?

09

Unbelievable

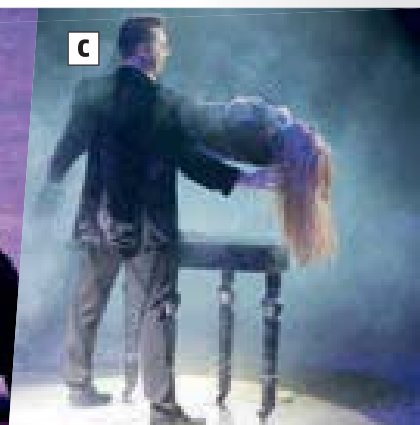
VOCABULARY Expressions and adjectives related to illusion, surprise and incredulity, word families, adjective-noun collocations, collocations related to science

GRAMMAR Uses of *will* and *would*

LISTENING Fact or opinion – understanding implication

SPEAKING Making speculations about the past, present and future

WRITING A proposal



9A VOCABULARY AND SPEAKING

1 **SPEAKING** Look at photos A-D showing different types of illusions created for entertainment. Discuss the questions.

- 1** Have you ever seen illusions like these? If so, when and where was it?
- 2** How might the people watching these illusions react? Say why.
- 3** What difficulties might have been involved in creating these illusions?

2 **4.1** Listen to people talking about their experiences and match speakers 1-4 with photos A-D.

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐

3 **4.1** Listen again. Match speakers 1-4 with sentences a-f. There are two extra options.

The speaker mentions ...

- a** ☐ the time devoted to the preparation of the trick.
- b** ☐ trying to work out how an illusion is created.
- c** ☐ completely involving the audience in a performance.
- d** ☐ an example of a childhood experience.
- e** ☐ the reactions of other people as well as his/her own.
- f** ☐ his/her broad knowledge of the subject of illusion.

Adjectives to describe disbelief and surprise

4 Match the adjectives in the box with their meanings 1–3.

- ☐ baffling ☐ breathtaking ☐ electrifying
☐ heart-stopping ☐ mesmerising
☐ mind-boggling ☒ mystifying ☐ riveting

- 1 You can't explain or believe it. _____ / _____ / _____
 2 You can't look away. _____ / _____
 3 You can't move; very exciting. _____ / _____ / _____

5 4.1 Look at Exercise 4 and tick the adjectives in the box the speakers used in their descriptions. Listen again and check. Then complete the sentences below with the remaining words from the box.

- 1 The atmosphere was completely _____ as the performer prepared to reveal the illusion.
 2 The size of the giant puppets was totally _____ as they moved through the city streets.
 3 The illusionist's hands moved so quickly they were _____ and no one in the crowd could look away.

Expressions related to disbelief and surprise

6 Read the posts about other illusions. Complete the highlighted expressions with the words from the box.

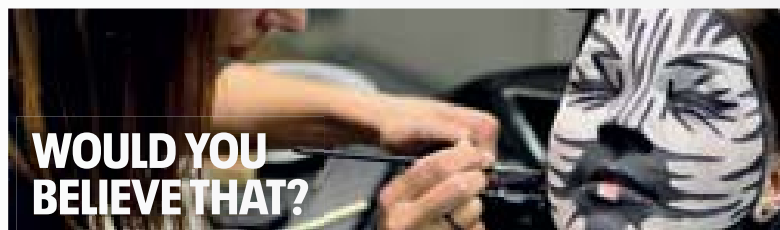
aback against beats belief blew bowled heads something pulled taken

- A** That show where the illusionist made someone vanish had everyone **scratching their** ¹ _____.
- B** The jug looked as though it were suspended in midair. It **'_____ me how** it didn't fall down and smash into pieces. It seemed **to go** ³ _____ all the rules of gravity!
- C** The performance was spectacular. It **'_____ me over** – I was **completely** ¹ _____ in by the clever card tricks.
- D** Those weird mirrors at the show were really incredible! Seeing yourself a completely different shape **was** ⁴ _____ **else**, mind-boggling and rather disconcerting.
- E** The conjuror produced a rabbit and three birds from his small pocket! We had no idea how **he** ⁷ _____ it off!
- F** I saw a photo of a house once that **completely defied** ⁸ _____. It looked transparent. It was all done with mirrors, but for a moment I **was really taken** ⁹ _____, thinking the house was invisible!
- G** In the film *Inception*, there's a scene where the whole of Paris seems to fold up. It **completely** ¹⁰ _____ me away!

7 In pairs, think of special effects that you have seen recently in a film. How were they created? Think about the work of the people listed in the box.

animatronics experts computer animators
 explosives experts make-up artists model makers
 puppeteers sound effect artists

8 Read the article about creating special effects in films, ignoring the gaps. What do people often think about special effects that is not true? *Everything is done by computer animators.*



Most of us have grown so used to films that feature incredible special effects that we have almost become blasé about it. Some of the techniques seem ¹ _____ (DECEIVE) easy. But, in order for each special effect to be ² _____ (BELIEVE), a whole range of creative artists needs to be involved. There is a general ³ _____ (ASSUME) that everything is in the hands of computer animators, but nothing could be further from the truth. Yes, computers are essential in creating apparently ⁴ _____ (EXPLAIN) scenes, but many imaginative old-school tricks are still employed in the ⁵ _____ (DECEIVE). Among these are the model makers who fashion miniatures which can be computer scanned, make-up artists, who spend an ⁶ _____ (IMAGINE) amount of time building alien heads that are ⁷ _____ (CONVINCE), and animatronics experts who design and build mechanical puppets. We know that the worlds created are ⁸ _____ (ILLUSION), but we are in the hands of masters, and their aim is to make us trust the truth of these alternative ⁹ _____ (REALITY).

Word families

9 Study Active Vocabulary. Then complete the article above with words formed from the words in bold.

ACTIVE VOCABULARY | word families

Recording word families is a way of building vocabulary, but remember that sometimes the basic root of a word family can produce two or more words of the same class, adjectives and nouns, with differing meanings, e.g. *deceive* – *deceptive* – *deceitful*

10 How many words (nouns, verbs, adjectives, opposites, etc.) can you make from the same root?

believe convince explain illusion imagine real

11 **SPEAKING** Tricks and optical illusions are a very popular form of entertainment. Why do you think there is such an interest in this?

DOCUMENTARY VIDEO

-  **5 WATCH AND REFLECT**
 Go to page 166.
 Watch the documentary *And that's Magic!* and do the exercises.





WHAT'S THE METHOD?

In reviews of upcoming movies over the next few years, it's highly likely that you *'ll hear / are hearing* the term 'method acting' bandied about in connection with some big-name actors like Rooney Mara, Joaquin Phoenix and Leonardo DiCaprio. But just what does it mean and how recent an acting technique is this? The truth is that the term *'will mean / will have meant* different things to different people, but it basically goes back to a Russian director, Constantin Stanislavski, who developed the idea that an actor should really 'live' a part and get completely inside the character, rather than impose emotions superficially. You *'ll see / 'll have seen* recent dramatic reports of actors like Jared Leto insisting on maintaining their character off-screen as well as on. This is something we'll *'probably be seeing / have been seeing* a lot more of, as articles about the lengths that actors will go to in order to 'inhabit' a role can make extremely good publicity for a film in an increasingly competitive market.

9B GRAMMAR

- 1 SPEAKING** In pairs, discuss if you have ever acted in a play or film and how you prepared for the role. How would you imagine actors prepare?

Uses of will

- 2** Read an online article about method acting. Choose the correct forms to complete the text. Then summarise it in two sentences.
- 3 THINK BACK** Look at the text in Exercise 2 again. In pairs, discuss the reasons for your answers.
- 4** **4.2** Listen to a radio interview with the wife of an actor and answer the questions.
 - How does the actor prepare for a role?
 - What irritates his wife about his preparation?
 - What happened last year? Say why.

- 5 Match examples a-f from the interview in Exercise 4 with different uses of will in 1-6.**

1 Certainty

It's seven o'clock. They'll be at the theatre by now.
☐ _____

2 Typical behaviour

Every evening he'll shut himself into his study and spend an hour going over his lines.
☐ _____

3 Typical behaviour that is irritating

He will leave his books all over the floor after he's been trying to find something.
☐ _____

4 Insistence

He will take on these difficult roles.
☐ _____

5 Insistence as part of a conditional

If he will come home late, what can he expect?
☐ _____

6 Replaces refuse in the present tense

He won't accept any advice on the matter.
☐ _____

- He'll research his character thoroughly.
- He will bring his character home with him.
- If he will keep accepting the sorts of parts he does, ...
- That quote will be from a director of the play.
- He won't discuss new projects in the early stages.
- He'll adopt outrageous habits at mealtimes.

Grammar Reference > page 174



Will versus would

- 6 Study Watch out!** In pairs, look at the different uses of *will* in Exercise 5 and decide in which examples *will* could be replaced by *would* to talk about the past.

He will take on these difficult roles. = He would take on those difficult roles.

WATCH OUT!

- As many of the uses of *will* presented in Exercise 5 express the attitude of the speaker, it is more common to find them referring to someone else and not the speaker himself/herself, e.g.

He will scroll through messages when I'm trying to talk to him.

- Sometimes, we use *would* to soften or distance a statement, opinion or hope, e.g.

That would be my responsibility.

Compare: *That is my responsibility ...*

I would think that he'll get an award.

Compare: *I think that he'll ...*

I would suppose that he will resign his post after allegations of corruption.

Compare: *I suppose he'll ...*

I would imagine that he's pretty tired right now.

Compare: *I imagine that he's ...*

Grammar Reference > page 174

7 Rewrite these sentences using *will* or *would*.

- He's bound to be exhausted because he goes to bed so late.
If _____.
- My hope is for her to get into drama school this autumn.
I _____.
- I'm sure they're at the after-show party now.
They _____.
- She refuses to have live flowers backstage because of a superstition.
She _____.
- Before the play begins, she always walks up and down the corridor repeating her lines.
She _____.
- That's my signature on the programme.
That _____.
- He always phoned me just as I was in the middle of watching something interesting on TV!
He _____.
- I know he's waiting in the wings just about to go on stage at this moment.
He _____.
- He used to call me every night at 10 to wish me good night.
He _____.
- Every morning, my mother got up to open the balcony door wide and let the freezing cold air in!
Every morning, my mother _____.

8 4.3 PRONUNCIATION Using word stress, we can change a statement of fact into an expression of irritation. Listen to the sentences from Exercise 4. Decide which of them express a fact (F), and which express irritation (I). In pairs, discuss what makes the difference.

- ☐ He will bring his character home with him!
- ☐ He'll adopt outrageous habits at mealtimes and stay up all night sometimes!
- ☐ He would insist that he was superman!
- ☐ He just wouldn't accept that he was only human.

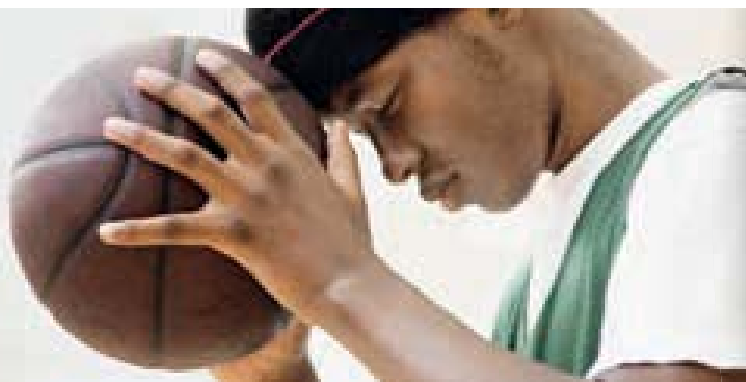
9 4.4 Read the sentences so that they express a fact, and then read again to express irritation. Listen and check.

- He *would* / 'd get up at 5.30 every morning during a film shoot, but it wasn't necessary.
- He *will* / 'll wear his stage costume at home for days before a performance.
- She *would* / 'd make me practise her lines with her.
- She *will* / 'd pick a fight with everyone the week before a show.

10 SPEAKING In pairs, tell your partner about ...

- an actor you really like whose performances are very convincing, and how he/she makes them so realistic.
- a TV programme you would never miss when you were a child. Say why.
- something that annoys you about the way a certain actor performs. Say why.

☐ I can use *will* and *would* to express attitude.



9C SPEAKING

1 In pairs, discuss the questions.

- 1 Would you say that you have a vivid imagination? Can you make up stories or picture places in your mind?
- 2 What is visualisation? Do you find it easy to visualise a different reality? When do you think this could be a useful thing to do?
- 3 What might the photo represent?

2 Read the definitions. How might having these conditions affect a person's life?

hyperphantasia (n) – a condition where some people experience extreme mental imagery, visualising images, smells, sounds, etc.

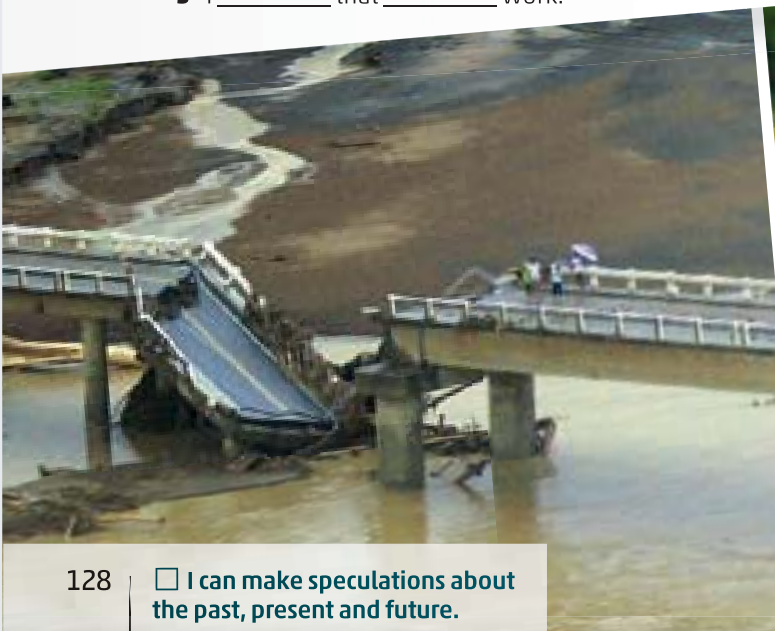
aphantasia (n) – a condition where some people cannot voluntarily visualise images.

3 4.5 Listen to two friends talking about aphantasia and hyperphantasia and answer the questions.

- 1 What examples of having aphantasia and hyperphantasia do they mention?
- 2 What is the man's problem and how might he solve it?
- 3 Do you think the solution will work or not? Say why.

4 4.6 Complete the sentences the speakers use to make speculations with 1–3 words in each gap. Listen and check.

- 1 I'm _____ that it _____ affect all sorts of aspects of their lives.
- 2 I _____ that if he's always had the problem, he _____ to live with it.
- 3 That's _____ what artists have, wouldn't you say?
- 4 It _____ that a picture just pops into their brain.
- 5 I _____ that _____ work.



5 Study the Speaking box. Then, in pairs, use the correct phrases to speculate about ...

- 1 the past (e.g. the reasons why your friend did not come to your birthday party).
- 2 the present (e.g. what some of your friends and family are doing now).
- 3 the future (e.g. results of a test you are waiting for).

SPEAKING | Making speculations about the past, present and future

The phrases we use for speculating can usually be used for the past, present and future, with the appropriate grammatical changes.

It might involve / have involved imagining ...
 She must be / have been extremely busy ...
 It can't make / have made things any worse ...
 I would imagine they'll decide to / they have decided to ...
 There's always the chance that they'll / they have ...
 It's highly likely that they'll / they've ...
 They may well decide / have decided that ...
 I'd say it's pretty certain that they'll / they have ...
 It's my guess that they'll / they have ...
 It could be / have been that ...
 I'm guessing they must put / have put you in ...
 It could well be / have been out of his control ...
 My gut feeling is that ...
 I presume that would involve ...

6 Work in pairs. Look at the two photos below showing difficult situations. Speculate on what might be happening, what might have led to these situations and what might be done to solve the problems. More photos for making speculations – Student A, go to page 187; Student B, go to page 189.

7 In pairs, discuss the questions.

- 1 How could social media be used to help people with aphantasia or hyperphantasia?
- 2 What do you think is the best way to develop a child's imagination? Should this be the role of a parent or a teacher? Say why.



9D LISTENING AND VOCABULARY

1 SPEAKING In pairs, discuss the questions.

- 1 People love to talk about their dreams, but it is boring to hear about someone else's. Do you agree?
- 2 Do you think that dreams can reveal things about our health, emotions or the future? Say why.

2 4.7 Listen to a sleep expert Professor Wilson talking about dreams on a radio programme and answer the questions.

- 1 What is known and what is thought about sleep dreaming?
- 2 What is exciting about a recent breakthrough?

3 Choose the correct words to complete the sentences.

- 1 It's all very well putting / giving forward a theory, but you need evidence to prove it.
- 2 No one can give a certain / definitive answer to the question of where dreams come from.
- 3 Researchers have developed an ingenious / encouraging technique to test dreamers.
- 4 The research has been seriously / well -documented and is available on the website.
- 5 My sister is still unsure which scientific prospect / discipline she would like to follow.
- 6 The researchers' work has proven decidedly / conclusively that there are limits to the amount of time we spend dreaming.

4 CRITICAL THINKING Read the extract from the recording. Is it more a fact or an opinion, or a combination of both? Say why.

DOES EVERYONE DREAM?

Many people will insist that they do not dream, but this is probably because they have no memory of what happens during a particular stage of sleep. Research has shown us that dreaming is definitely an essential part of our nightly recuperation programme.

5 Based on the information from the recording, do these statements express an opinion (O) or a fact (F)? How did you decide?

- 1 ☐ Sleep is essential for our health.
- 2 ☐ We dream in order for our brains to process memories.
- 3 ☐ Lucid dreamers are in a real dreaming state.
- 4 ☐ Lucid dreamers can direct the content of their dreams.

6 4.8 Listen to people talking about what they felt about their recurring dreams. Match speakers 1–5 with sentences a–h. There are three extra options.

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

The speaker felt ...

- a worried by the repetition of a certain dream.
- b intrigued by the way experiences are linked in a dream.
- c confused by his/her dreams' connection with the past.
- d concerned that he/she might not get a certain type of dream again.
- e sad that he/she doesn't get a certain type of dream anymore.
- f upset by the memories a dream brings back.
- g scared of getting locked in one of his dreams.
- h fascinated by what his/her dreams reveal about his/her emotions.

7 4.8 Listen again and match speakers 1–5 with reasons for having the dream a–h. There are three extra reasons.

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

- | | |
|----------------------|---------------------------|
| a eating something | e illness |
| b an argument | f a comment |
| c choice of bedtime | g exhaustion |
| d deadline pressures | h a pre-sleeping activity |

8 Complete the adjective-noun collocations with the adjectives from the box. Can you identify with any of the statements? Talk to your partner about it.

broken graphic light prophetic recurring vivid

- 1 When it's unbearably warm at night, I often get a light night's sleep.
- 2 I used to get very graphic dreams when I was a child, but I don't so much now.
- 3 One of my friends always gives us a prophetic description of his dreams the following morning, which is pretty boring!
- 4 I once had a recurring dream and sure enough, I dreamt about what actually happened two days later!
- 5 I'm quite a broken sleeper and I wake up at the least noise.
- 6 My vivid dreams are definitely anxiety-based. They tend to repeat until I have completed the task in my waking life.

9 Work in pairs. Tell your partner a dream you have had (real or invented). Your partner has to guess whether it is true or not. Share the best dreams with the class.

☐ I can tell the difference between a fact and an opinion.

9E READING AND VOCABULARY

- 1 Look at old newspaper headlines from 1980. Speculate what the story might be about.

UFO LANDS IN SUFFOLK
And that's OFFICIAL

**COLONEL'S TOP SECRET
REPORT TELLS THE FACTS**

**MYSTERY CRAFT IN EXPLODING
WALL OF COLOUR**

**ANIMALS FLEE FROM
STRANGE GLOWING OBJECT**

- 2  **4.9** Listen to an extract from a radio interview and check your ideas. Answer the questions.

- 1 Why is the Roswell incident mentioned and why is the Suffolk event taken more seriously?
- 2 Summarise the sequence of events.

- 3 Read four comments A-D on a TV documentary about UFO sightings in Suffolk. Do you agree with any of the writers' general opinions about UFOs?

- 4 Read the comments again and match questions 1-4 with commenters A-D.

Which commenter ...

- 1 ☐ has a different attitude to the others regarding the value of watching the documentary?
- 2 ☐ agrees with commenter A about the truthfulness of the people who reported the events discussed in the documentary?
- 3 ☐ has a different view to commenter C about the filming of certain scenes in the documentary?
- 4 ☐ supports commenter B regarding the reason behind the sightings?

- 5 Complete the sentences with the highlighted adjectives from the comments.

- 1 The sighting raises some questions which people have been puzzling over for many years.
- 2 A highly qualified and expert contributed to the article.
- 3 It's a theory, which some might actually call 'ridiculous' and it has no basis in fact whatsoever.
- 4 The gang came up with a successful but plan to scam people which involved rerouting emails across the world.
- 5 The government has a policy regarding the treatment of reported UFO sightings, and focuses on only one angle.
- 6 She had trouble sleeping, but was to take sleeping pills.

- 6 Complete the collocations from the recording and the comments with the verbs from the box.

disregard have lay make open ridicule

- 1 The company needs to to rest the rumours about the new policies.
- 2 People need to an open mind about the value of further research into the issue.
- 3 Military intelligence are planning to an investigation into the reports.
- 4 No one can the possibility that the evidence was faked.
- 5 It's quite normal for opposition parties to ideas put forward by the government.
- 6 The newspapers detailed mention of the claims made by several witnesses in the case.

- 7 Choose the correct alternatives to complete the collocations with the verb **raise**.

- 1 The investigation raised questions / discussions about the authenticity of the reports.
- 2 Celebrities do a lot of work in raising knowledge / awareness of many world health issues.
- 3 The teacher raised confusion / doubts about some of her students' readiness to take the exam.
- 4 The choice of recipient for the science award raised a few hairs / eyebrows as it was completely unexpected.
- 5 The recent progress in developing new antibiotics has raised hopes / dreams that current medications will be replaced soon.
- 6 The speaker had to raise his words / voice to be heard over the protesters at the climate change meeting.

- 8 **SPEAKING** In pairs, talk about ...

- 1 a time when you had to raise your voice recently.
- 2 something you would like to raise public awareness of.
- 3 something that has recently raised a few eyebrows in your family.

- 9 **REFLECT | Society** In pairs, discuss the questions.

- 1 Should governments invest time and money in investigating UFO sightings? Say why.
- 2 Some people believe that we are too quick to associate UFOs with extraterrestrial life. What is your opinion?

- 10 Research another well-known unexplained event. Prepare a fact sheet and present your findings to the class.

The Mystery of Rendlesham Forest

4.10

09

The documentary on a series of UFO sightings in Suffolk, UK, was shown last Monday and provoked some different reactions. Our comments page today features some of them. Who do you agree with?

A doctorbeavis

I've had a long interest in what are popularly known as UFOs, and in the reactions provoked by reported sightings of them, both of the general public and of those in positions of authority. I like to think that I have an open mind on whether these objects are a result of a natural phenomenon or attempts at communication from other life forms in the universe. However, I do believe that most people who report sightings are neither hallucinating nor simply looking for attention, as it is often claimed. The recent documentary you will no doubt have seen, about one of the world's most documented sightings in Rendlesham Forest, England, in 1980, provided, as far as I'm concerned, excellent coverage of an **intriguing** series of events, and I challenge anyone to raise doubts over the authenticity of those witness reports. Governments may be **reluctant** to release information about sightings for whatever reason, but documentaries like this show that there are definitely events that need further systematic investigation.

B Scifiver

Science fiction is a genre that I enjoy, both in literature and in film, and I, like many others, have experienced that need to feel that we are not alone in the universe. However, as the documentary on the Rendlesham Forest UFO sightings last week showed very clearly, the fact that we want something to be true does not make it so. Although I must praise the dramatic way in which the reimagined scenes were filmed, it was clear that those who reported seeing the lights descending into the forest were exaggerating the event. The fact that these witnesses were from a nearby military base does not automatically give them credibility. I do not doubt that they saw something unusual, but the assumption that it was an alien craft was illogical. There are other natural explanations for what they saw. However, the documentary disregarded even the possibility of this and unfortunately, did not live up to my expectations.

C luxurydroid

The documentary had been billed as 'exciting' and 'revealing', and unsurprisingly, viewing figures showed that vast numbers of people watched it. This is a reflection of the interest many have in the existence of alien life. However I, personally, was underwhelmed and unimpressed. Disappointingly, I found that the real discussion of a possible cover-up and its implications were lost in the way the documentary was presented. The re-enactment of the events was, I felt, indulgent and overdramatic with a lot of investment in special lighting effects and powerful background music. This all proved for me a distraction from the fascinating factual accounts of some reliable witnesses, that could have raised some interesting questions, one being that the whole thing could have been an **elaborate** hoax. But by whom, and for what reason, seems a question destined to remain unanswered.

D bobbafat

There have been many documentaries about possible alien spacecraft over the years, which have looked at various conspiracy theories from a **single-minded** perspective. Last week's offering on the Rendlesham Forest events was, unfortunately, no exception. It was a good example of why the governments' strategy of ridiculing the idea of 'little green men' has been so successful. It has meant that UFOs are forever associated with the **far-fetched** notion of extraterrestrials, and thereby discouraged any real investigation into the true nature of the sightings, which is far more likely to relate to unusual natural phenomena. The documentary missed the opportunity of raising awareness of these possibilities and I found it so predictable and boring that I couldn't finish watching it. There have been recent comments in **reputable** US newspapers, relating to a subtle change in attitude of the government towards acknowledging sightings and developing a systemised approach to reporting and analysis. This approach would, to my mind, contribute to a much more interesting documentary.





PROPOSAL FOR EXPANSION OF THE PHOTOGRAPHY CLUB

Introduction

The purpose of this proposal is to outline the benefits for students of the school photography club, should it be expanded. I shall explain how the students already benefit from the club's work and then outline what is required to accommodate the higher number of members we have.

Current situation

The photography club meets on a regular basis to discuss, practise and share ideas. We are also extremely lucky to have the expertise of an experienced teacher to call on, who will give group or individual advice on improving techniques. In addition to this, we benefit from occasional talks by visiting speakers and one of our main priorities is to arrange field trips for outdoor photography. The club is extremely popular, and our membership has risen dramatically over the last few months.

Needs and benefits

With such an increased number of members the studio we currently use is proving far too small and we are having to limit attendance and access to the teacher's individual advice sessions. It is important to be able to encourage students who are not that experienced, otherwise they may lose their enthusiasm for the hobby. An attempt must be made to meet the needs of all our members.

Recommendations

Provision of a much larger room would allow all members to profit from meetings and talks. As well as this, it would be extremely helpful to have the presence of another teacher with a detailed knowledge of photographic techniques in order to advise members who need help in getting started or progressing. This additional teacher would also prove invaluable when the club goes on field trips.

Conclusion

Some of the students will go on to have careers in art and film-making while others simply find it a wonderful hobby. We believe that we should do our utmost to provide our members with the means to further their hobby or career ambitions. Expansion of the club would open up opportunities to many more students and we are confident that you will consider this proposal favourably.

9F WRITING | A proposal

- 1 SPEAKING** In pairs, discuss what you enjoy taking photographs of and whether you have ever used any techniques to enhance your pictures.
- 2**  **4.11** Listen to a student talking about the college photography club. What problems is the club facing?
- 3** Read the Writing task and model answer. Which points made by the speaker in Exercise 2 are mentioned?

The photography club at your school has proved very popular and the members feel that it needs to be expanded to meet current demand. You have been asked to write a proposal for the school head. In your proposal, you should explain the current situation, why it needs to be expanded and make recommendations on what could be done.

- 4** Study the Writing box. Has the writer of the proposal followed all the advice? Complete the phrases with the words from the box.

address confident consideration doubt enable
ensure key lacking maintain priorities purpose urge

WRITING | A proposal

When writing a proposal, divide it into sections and give headings as this helps organise your points clearly.

- **Introducing a proposal**

In this section, you should outline the reason you are writing the proposal, but without going into detail.

The aim of this proposal is to ...

The ¹_____ of this proposal is to evaluate/outline/recommend/suggest ...

- **Giving information about the current situation**

One of our main ²_____ is ...

A ³_____ aspect of what we do is ...

What is ⁴_____ at the moment is ...

- **Recommendations and benefits**

This would ⁵_____ that ...

Providing additional space would ⁶_____ the issue of ...

Extra investment would ⁷_____ us to ...

There is no ⁸_____ that ...

- **Concluding**

To finish you should provide a final reason to back up your proposal, sometimes a more general statement.

There is a real need for ...

To ⁹_____ the current ... it is essential that ...

I would ¹⁰_____ you to consider ...

I feel ¹¹_____ that you will consider this proposal favourably.

I would hope that you will give this proposal your full ¹²_____.

Remember to use formal and objective language throughout as a proposal is a relatively formal document.

- 5** In pairs, go back to the model text and find examples for each point of the advice in the Writing box. Find some key phrases to add to the box.
- 6** Rewrite the informal sentences in a more appropriate style to be included in a proposal. More than one answer is possible for each.
 - I'm writing to ask you to think about starting up a new music club at our school.
 - One important thing we do at this club is discuss recent news stories.
 - If we advertise in the local press, we'll definitely get the word to more people.
 - We need more money and then we can buy equipment for everyone.
 - We can't help everyone at the moment, so we've got to find some more people to help out.
 - I really hope that you'll look at all my suggestions.
- 7** Read the comment by a member of an amateur dramatic society. In pairs, discuss what else could be done to increase membership, and why joining a drama group might be a good idea.



Numbers down again! I think it's because we don't put on enough plays and people get fed up and bored. They want to act and do stuff, don't they? Also, we've got to advertise more – we haven't even got a website! Such a shame. Drama gets all sorts of different people working together and really helps out the shy ones. Plus, it's great for future public speakers!

- 8 WRITING TASK** Read the Writing task. Use the ideas from the comment and your discussion in Exercise 7 to write your proposal for the committee.

Your amateur dramatic society needs to attract more members. As a member of the society you have been asked to write a proposal for the committee. In your proposal, you should explain why you think membership has gone down and make recommendations about how more members could be attracted to the club.

REMEMBER MORE

1 Complete the gaps with the correct form of the words in brackets. Then check with the word list.

- It was _____ (REAL) to expect her to arrive on time. She's always late!
- I don't trust his _____ (DECEIVE) smile at all!
- It was a _____ (DECEPTION) simple illusion, but required a lot of skill and experience.
- The show was really boring and _____ (IMAGINE).

2 Complete the text with the words in the box. Then check with the word list.

broken definitive graphic light recurring

Even though I'm a ¹_____ sleeper, I tend to have a lot of vivid and ²_____ dreams. After yet another ³_____ night's sleep, I decided to consult a specialist. Having given him a ⁴_____ description of one of my dreams, he couldn't give me a ⁵_____ answer as to what was causing my dreams.

3 Choose the correct options. Then check with the word list.

- If you disregard a possibility, you
a forget about it. **b** ignore it.
c explore it.
- When people raise their eyebrows at something, they are
a surprised. **b** angry. **c** upset.
- Ridiculing an idea means
a rejecting it. **b** making fun of it.
c considering it.

4 Add two more words or phrases to each category below.

- Words about sleep:
a broken night's sleep, _____
- Adjectives: breathtaking, _____
- Collocations with *raise*:
raise a question, _____
- Expressing disbelief and surprise: baffling, _____

ACTIVE VOCABULARY | Categorising

Categorising helps to remember words and phrases. Think of five categories and add two words from the word list to each category.

9A VOCABULARY AND SPEAKING

5.49

agile (adj) /'ædʒaɪl/
animatronics expert /,ænəmə'trɒnɪks ,ekspɜ:t/
assumption (n) /ə'sʌmpʃən/
baffling (adj) /'bæflɪŋ/
be sth else /bi ,sʌmθɪŋ 'els/
be taken aback (phr v) /bi ,teɪkən ə'bæk/
be taken in by sth /bi ,teɪkən 'ɪn baɪ ,sʌmθɪŋ/
believable (adj) /bə'li:vəbəl/
blasé about sth (adj) /'blɑ:zeɪ əbaʊt ,sʌmθɪŋ/
blow sb away (phr v) /bləʊ ,sʌmbədi ə'weɪ/
bowl sb over (phr v) /bəʊl ,sʌmbədi 'əʊvə/
breathtaking (adj) /'breθ,tetkɪŋ/
captivated (adj) /'kæptɪveɪtɪd/
conjuror (n) /'kʌndʒərə/
contort (v) /kən'tɔ:t/
conviction (n) /kən'vɪkʃən/
deceit (n) /dɪ'si:t/
deceitful (adj) /dɪ'si:tfəl/
deception (n) /dɪ'sepʃən/
deceptive (adj) /dɪ'septɪv/
deceptively (adv) /dɪ'septɪvli/
defy belief /dɪ'faɪ bə'li:f/
disconcerting (adj) /dɪskən'sɜ:ɪŋ/
disenchanted (adj) /dɪsən'tʃɑ:ntɪd/
disillusioned (adj) /dɪsə'lu:zənd/
electrifying (adj) /ɪ'lektɪraɪzɪŋ/
employ a trick/technique /ɪm'plɔɪ ə 'trɪk / tek'ni:k/
explanatory (adj) /ɪk'splənətəri/
explicable (adj) /ek'splɪkəbəl/
explicit (adj) /ɪk'splɪsɪt/
fashion sth (v) /'fæʃən ,sʌmθɪŋ/
go against sth (phr v) /gəʊ ə'genst ,sʌmθɪŋ/
have an inkling /hæv ən 'ɪŋklɪŋ/
have sb scratching their head /hæv ,sʌmbədi ,skrætʃɪŋ ðə 'hed/
heart-stopping (adj) /'hɑ:tstɒpɪŋ/
illusory (adj) /ɪ'lʊ:səri/
incredible (adj) /ɪn'kredəbəl/
inexplicable (adj) /ɪnɪk'splɪkəbəl/
it beats me /ɪt ,bi:təz 'mi:/
jiggle (v) /'dʒɪɡəl/
levitate sb (v) /'levəteɪt ,sʌmbədi/
mesmerising (adj) /'mezməraɪzɪŋ/
mind-boggling (adj) /'maɪnd,bɒɡəlɪŋ/

mystifying (adj) /'mɪstɪfaɪɪŋ/

pull sth off (phr v) /pʊl ,sʌmθɪŋ 'ɒf/

puppet (n) /'pʌpət/

puppeteer (n) /,pʌpə'tiə/

reel (v) /ri:l/

riveting (adj) /'rɪvətɪŋ/

seamlessly (adv) /'si:mlesli/

string puppet /'strɪŋ ,pʌpət/

submission (n) /səb'mɪʃən/

suspend (v) /sə'spend/

transparent (adj) /træn'spærənt/

unimaginable (adj) /,ʌnɪ'mædʒənəbəl/

unimaginative (adj) /,ʌnɪ'mædʒənətɪv/

unrealistic (adj) /,ʌnrɪə'lɪstɪk/

vanish (v) /'vænɪʃ/

9B GRAMMAR **5.50**

acting technique /'æktɪŋ tek'ni:k/

bandy sth about (phr v) /bændɪ ,sʌmθɪŋ ə'baʊt/

go to any lengths /gəʊ tə 'eni ,lenkθs/

impose (v) /ɪm'pəʊz/

inhabit (v) /ɪn'hæbɪt/

insistence (n) /ɪn'sɪstəns/

learn the lines /lɜ:n ðə 'laɪnz/

look back (phr v) /lʊk 'bæk/

make good publicity /meɪk ,ɡʊd pʌ'blɪsəti/

method acting /'meθəd ,æktɪŋ/

off-screen (adv) /ɒf 'skri:n/

on-screen (adv) /ɒn 'skri:n/

outrageous (adj) /aʊt'reɪdʒəs/

run-down (adj) /rʌn'daʊn/

superficially (adv) /su:pə'fɪʃəli/

take on a role /teɪk ɒn ə 'rəʊl/

the wings (n) /ðə 'wɪŋz/

touchy (adj) /'tʌtʃi/

upcoming (adj) /ʌp,kʌmɪŋ/

9C SPEAKING **5.51**

aphantasia (n) /əfæn'teɪziə/

beef stew /bi:f 'stju:/

chunk (n) /tʃʌŋk/

gut feeling /gʌt 'fi:liŋ/

hyperphantasia (n) /haɪpəfæn'teɪziə/

overload (v) /əʊvə'ləʊd/

pop into (phr v) /pɒp 'ɪntə/

presume (v) /prɪ'zju:m/

vivid imagination /vɪvəd ɪ'mædʒə'neɪʃən/

9D LISTENING AND VOCABULARY

5.52

anxiety-based /æŋˌzaɪəti 'beɪst/

be in a fix /bi ɪn ə 'fɪks/

broken night's sleep /brəʊkən ,naɪts 'sli:p/

core features /kɔː 'fi:tʃəz/

deadline pressure /'dedlaɪn ,prefə/

definitive answer /dɪˌfɪnətɪv 'ɑːnsə/

drift off to sleep /ˌdrɪft ɒf tə 'sli:p/

exponent (n) /ɪk'spəʊnənt/

figure (v) /'fɪɡə/

graphic description /ˌɡræfɪk dɪ'skrɪpʃən/

have no memory of sth /hæv nəʊ 'meməri
əv ,sʌmθɪŋ/

implication (n) /ɪmplə'keɪʃən/

ingenious technique /ɪnˌdʒɪniəs tek'ni:k/

light sleeper /laɪt 'sli:pə/

lucid dreaming /ˌluːsɪd 'driːmɪŋ/

occurrence (n) /ə'kʌrəns/

overreliance (n) /əʊvərɪ'laɪəns/

prearranged (adj) /ˌpriːə'reɪndʒd/

prophetic dream /prəˌfetik 'dri:m/

prove (sth) conclusively (that) /ˌpruːv (,sʌmθɪŋ)
kən'kluːsɪvli (ðæt)/

put forward a theory /ˌpʊt ˌfɔːwəd ə 'θiəri/

random (adj) /'rændəm/

recharge (v) /ˌriːtʃɑːdʒ/

recuperation (n) /ˌrɪˌkjʊːpə'reɪʃən/

recurring dreams /ˌrɪˌkɜːɪŋ 'driːmz/

reveal (v) /rɪ'viːl/

scientific discipline /ˌsaɪəntɪfɪk 'dɪsɪplɪn/

smidgen (n) /'smɪdʒɪn/

storage (n) /'stɔːrɪdʒ/

subconscious (n) /sʌb'kɒnʃəs/

tie in knots /taɪ ɪn 'nɒts/

vivid dreams /ˌvɪvɪd 'driːmz/

well-documented (adj) /ˌwel 'dɒkjʊməntɪd/

9E READING AND VOCABULARY

5.53

acknowledge (v) /ə'kɒnəlaɪz/

authenticity (n) /ˌɔːθən'tɪsəti/

be in a position of authority /bi ɪn ə pə'zɪʃən
əv ɔː'θɒrəti/

bill (v) /bɪl/

challenge sb (v) /'tʃæləndʒ ,sʌmbədi/

cold case /kəʊld 'keɪs/

colonel (n) /'kɜːnl/

contribute to sth /kən'trɪbjʊt tə ,sʌmθɪŋ/

coverage (n) /'kʌvərɪdʒ/

cover-up (n) /'kʌvərlʌp/

craft (n) /kra:ft/

credibility (n) /ˌkredə'bɪləti/

credible (adj) /'kredəbəl/

descend (v) /dɪ'send/

destined to (adj) /'destənd tə/

disregard the possibility /ˌdɪsrɪˌɡɑːd
ðə ˌpɒsə'bɪləti/

distraction (n) /dɪ'strækʃən/

elaborate (adj) /ɪ'læbəreɪt/

extraterrestrial (adj) /ˌekstrə'terɪstriəl/

factual account /ˌfæktʃʊəl əˈkaʊnt/

fake (v) /feɪk/

far-fetched (adj) /ˌfɑː 'fetʃt/

feature (v) /'fi:tʃə/

flashing (adj) /'flæʃɪŋ/

flee (v) /fliː/

forest floor /ˌfɒrəst 'flɔː/

hallucinate (v) /hə'luːsəneɪt/

have an open mind /hæv ən əʊpən 'maɪnd/

have no basis /hæv nəʊ 'beɪsəs/

hoax (n) /həʊks/

incident (n) /'ɪnsɪdənt/

indentation (n) /ˌɪndən'teɪʃən/

indulgent (adj) /ɪn'dʌldʒənt/

intriguing (adj) /ɪn'triːɡɪŋ/

lay sth to rest /leɪ ,sʌmθɪŋ tə 'rest/

lift off (phr v) /lɪft ɒf/

live up to sth (phr v) /lɪv ʌp tə ,sʌmθɪŋ/

make detailed mention /ˌmeɪk ˌdiːteɪld 'menʃən/

make the headlines /ˌmeɪk ðə 'hedlaɪnz/

military intelligence /ˌmɪlətəri ɪn'telədʒəns/

miss the opportunity /ˌmɪs ði ˌpɒpə'tjuːnəti/

open an investigation into /əʊpən
ən ɪnˌvestɪˌɡeɪʃən ɪntə/

overdramatic (adj) /əʊvədɹə'mætɪk/

prank (n) /præŋk/

puzzle over sth (phr v) /ˌpʌzl əʊvə ,sʌmθɪŋ/

raise awareness /ˌreɪz əˈweənəs/

raise (a few) eyebrows /ˌreɪz (ə ˌfjuː) 'aɪbraʊz/

raise doubts /ˌreɪz 'daʊts/

raise hopes /ˌreɪz 'həʊps/

raise one's voice /ˌreɪz wʌns 'vɔɪs/

raise questions /ˌreɪz 'kwɛstʃənz/

readiness (n) /'redɪnəs/

recipient (n) /rɪ'sɪpiənt/

re-enactment (n) /ˌriː ɪ'næktmənt/

reimagined (adj) /ˌriːɪ'mædʒɪnd/

reluctant (adj) /rɪ'lʌktənt/

remarkable (adj) /ˌrɪːmɑːkəbəl/

reputable (adj) /ˌrepjətəbəl/

reroute (v) /ˌriːruːt/

ridicule an idea /ˌrɪdɪkjʊːl ən aɪˈdɪə/

scam (n) /skæm/

senior army officer /ˌsiːniər 'ɑːmi ˌɒfɪsə/

sighting (n) /'saɪtɪŋ/

single-minded (adj) /ˌsɪŋɡəl'maɪndɪd/

spacecraft (n) /'speɪskra:ft/

surface (v) /'sɜːfəs/

systemised approach to sth /ˌsɪstəmaɪzd ə'prəʊtʃ
tə ,sʌmθɪŋ/

truthfulness (n) /'truːθfʊlnəs/

underwhelmed (adj) /ˌʌndə'welmd/

unidentifiable (adj) /ˌʌnaɪ'dentɪfaɪəbl/

unimpressed (adj) /ˌʌnɪm'prest/

upload (v) /ʌp'ləʊd/

winking light /ˌwɪŋkɪŋ 'laɪt/

9F WRITING 5.54

accommodate (v) /ə'kɒmədeɪt/

address an issue /əˈdres ən ɪˈʃuː/

attendance (n) /ə'tendəns/

benefit from (v) /'benəfɪt frəm/

committee (n) /kə'mɪti/

dramatic society /drəˌmætɪk sə'saɪəti/

enhance (v) /ɪn'hɑːns/

expand (v) /ɪk'spænd/

expansion (n) /ɪk'spænjən/

expertise (n) /ˌekspɜː'tɪz/

give sth consideration /ɡɪv ,sʌmθɪŋ
kənˌsɪdə'reɪʃən/

inspirational (adj) /ˌɪnspə'reɪʃənəl/

membership (n) /ˌmembəʃɪp/

outline (v) /'aʊtlaɪn/

provision of sth (n) /prəˈvɪʒən əv ,sʌmθɪŋ/

tenfold (adj) /'tenfəʊld/

VOCABULARY AND GRAMMAR

1 Complete the sentences with the correct form of the verbs in the box.

blow carry defy disregard prove put

- Some scientists have _____ forward the theory that in our dreams we can actually solve issues that concern us during the day.
- No one can _____ conclusively that eating late at night causes a broken night's sleep.
- The amazing black and white photograph that won the competition completely _____ me away.
- You must watch the film about the French tightrope walker – it really _____ belief.
- In the conjuring trick, if you _____ the possibility that there is a false back to the box, then it surely becomes a complete impossibility.
- The researchers are _____ out an experiment into the thinking processes of identical twins.

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

- There has been no _____ (definite) answer yet as to whether life forms exist on other planets.
- In my opinion, it's _____ (real) to think that people will ever be able to read the thoughts of others.
- There is a really _____ (graph) description at the beginning of the sci-fi novel of the destruction caused by the intergalactic war.
- The scene in the painting is _____ (identity) because the painter left no indications of its location whatsoever.
- The acrobats in the show were _____ (electricity) to watch as they soared over the audience.
- People used to _____ (ridiculous) scientists who said that our brains could exacerbate or help relieve physical illnesses. Interestingly, the scientists have been proven right.

3 Choose the correct words to complete the email.

Hi,

About the auditions tomorrow ... As arranged, I ¹ 'll pick / pick you up at about 6.30. ² Are you / Will you be waiting on the corner by the Post Office as usual? It ³ is going to be / would be good if you could bring along your copy of the play. I ⁴ will / would imagine that there ⁵ will only be / are only a few scripts to share. I've acted for Dave before and I'm sure he ⁶ will be / is doing everything to keep costs down! Knowing Dave, we ⁷ will bring / 'll be bringing our own coffee to rehearsals and making our own costumes too! I ⁸ will / would think that we ⁹ are finishing / 'll finish around 10.30. ¹⁰ We'll be working / We'll have been working hard for over three hours by then and Dave ¹¹ will hear / will have heard enough to make decisions on casting.

See you soon,
Arthur

4 Rewrite the sentences using the words in bold.

- It's not surprising that he's always tired because he insists on working late at night. **WILL**
If _____.
- When dad had flu, my mum often got mad because he refused to listen to the doctor's advice. **WOULD**
When dad had flu, my mum often got mad because he _____.
- James usually gets to the beach on Sunday mornings before anyone else is awake. **WILL**
On Sunday mornings, _____.
- I imagine he's jogging at the moment as it's 8.30, so there's no point calling him now. **WILL**
There's _____.
- She has the bad habit of leaving everything until the last minute and that is so frustrating! **WILL**
She _____!
- We tried to complain several times, but the manager just refused to accept our calls. **WOULD**
We _____.

USE OF ENGLISH

5 Choose the correct words a–d to complete the text.

STRATEGY | Multiple choice

There are usually similarities in meaning or form between all four options, but only one will fit because of a collocation or a particular preposition, for example.

CAN YOU BELIEVE YOUR EYES?

The French term *trompe l'oeil* means that the eye is being ¹ _____, and this technique, which is used to create the ² _____ that a two-dimensional painting is actually a three-dimensional object, has been used by artists, architects and sculptors for centuries. ³ _____ mention is even made in descriptions of murals discovered in old Roman villas. These paintings ⁴ _____ doubts in the mind of the observer about the height of the ceiling or depth of the rooms. Pavement artists take the art one step further and challenge us directly as we pass. Their artistic portrayals of deep chasms or waterfalls seem to go ⁵ _____ all the rules and even when our brains reassure us that there simply cannot be a deep hole in the pavement, we continue to "_____ our heads. It takes great skill on the part of the artists to ⁷ _____ off such optical trickery and the public will certainly continue to be taken ⁸ _____ by these devious works of art however often the techniques are explained.

- | | | | |
|-----------------|-------------|-------------|-----------------|
| 1 a deceitful | b dishonest | c deceived | d disillusioned |
| 2 a mistake | b illusion | c disbelief | d imagination |
| 3 a Far-fetched | b Reputable | c Detailed | d Baffling |
| 4 a lift | b rise | c question | d raise |
| 5 a against | b opposing | c after | d over |
| 6 a itch | b rub | c scratch | d wrinkle |
| 7 a blow | b let | c take | d pull |
| 8 a along | b over | c for | d aback |

Use of English > page 185

READING

- 6** Read four texts about a feeling of *déjà vu*.
For questions 1–4, choose from writers A–D.

BEEN THERE, DONE THAT?

A Emily Stevens

Researchers have identified various possible causes of *déjà vu* (pronounced *day-zhaa voo*, it's French for 'already seen'). At the most basic level, it can be triggered by a real memory, even if it is one we are not consciously aware of. Many details of our early lives are lost as we grow older. In research that I have been studying, a number of three-year-olds were interviewed about a recent experience. By the age of seven, the children could still recall about sixty percent of those events but, within a further year or two, the level of recall had dropped well below half, which might indicate that the memories disappear. However, there have been cases where adults have experienced a feeling of *déjà vu* and then subsequently found out that they had actually been to the same place as very young children. I believe that this indicates that our early childhood memories are never lost completely, and it would appear logical to assume that we could all experience this form of *déjà vu* at any time in our lives.

B David Nicholson

There are several theories about *déjà vu*, but the most convincing one involves familiarity. In this case, what the brain is showing us is not a flashback, but a sense that connects a present experience to something recognisable from our lives. This, in turn, provokes a feeling which we perceive as a memory, even though it isn't. As we age, we have experienced so many things that it isn't surprising that some of them share similarities. Castles, for example, may give us a feeling of *déjà vu* because they are often so similar in design. In some cases, this sense of familiarity can even lead to premonition, the feeling of knowing what will happen next or what is awaiting us around the next corner. Sometimes, we may be proved correct, although this is probably mere coincidence as research suggests that people experiencing this feeling are, in fact, no more likely to predict the future correctly than anyone else.

C Alison Rogers

Research into *déjà vu* shows that about seventy percent of people will experience it at some point in their lives. However, from what I have read, it seems that there is a tendency for this to occur earlier in life, during the late teens and twenties, rather than later. In addition, research indicates other factors which can contribute to the experience. Those with higher education and frequent travellers also feel it more often than normal. In my opinion, the link between these groups is that they have a greater likelihood of suffering from tiredness or stress. *Déjà vu* to my mind could be a kind of defence mechanism in which the brain is trying to keep us alert



with the fascinating experience being a quick shock. However, although the hypothesis is supported by some studies, others show no correlation between levels of tiredness and the likelihood of experiencing *déjà vu*. Perhaps there are two different forms of *déjà vu* and it is sometimes caused by a real memory, even if not of our own experiences. For example, we may be remembering someone else's holiday photos rather than a holiday we once took ourselves.

D Andrew Baker

It's fascinating to read the range of theories about *déjà vu*, which apparently date back to the Ancient Greeks. There are many convincing theories but none which have been totally proved. However, I feel that an interesting piece of research into how the brain works may give us a clue as to the cause of *déjà vu*. In a test, the subjects were shown postcards; half of them were presented while the subjects were under hypnosis in which they were instructed to forget what they had seen. When all the postcards were presented again, the people remembered the ones shown to them before the trance-like state. Apparently, they couldn't clearly recall the other ones, so the hypnosis clearly worked, but their minds weren't a complete blank. They felt a vague sense of familiarity when looking at the pictures. To me, this indicates that there could be memories locked away in our brain from different stages in our lives that we can't consciously access, but which perhaps could lead to us feeling a sense of *déjà vu* that we can't explain.

Which person:

- ☐ has the same view as Emily about how our brains work?
- ☐ shares Alison's view that *déjà vu* can't be fully explained by one specific theory?
- ☐ has a different view from Emily on who is most likely to experience *déjà vu*?
- ☐ disagrees with the others about the importance of memory to *déjà vu*?

10

Up the ladder

VOCABULARY	Work-life balance idioms and collocations, qualities of a leader, idioms related to working life and communication, personality adjectives
GRAMMAR	Gerunds and infinitives
READING	Identifying specific details in an article
SPEAKING	Toning language down
WRITING	A report



10A VOCABULARY AND SPEAKING

- 1 SPEAKING** Work in pairs. Think about the last few days. What percentage of the time did you spend doing the things in the box? Do you think the balance was right? Say why. Rank the activities in order of importance during a typical day.

doing sports or a hobby multi-tasking
relaxing with friends or family sleeping studying
using social media

- 2 SPEAKING** In pairs, answer the questions.

- Look at the photos. What jobs can a teenager get? Think about summer/part-time jobs, vocational training, etc.
- Have you ever had a job? If so, what kind of job was it? How did you find it? What were your duties? What was that experience like?

- 3** Read an advert for an internship. What do you think are the advantages and disadvantages of this job?

Are you looking for a challenge?

Join our international division in Edinburgh. During your content marketing internship, you will get full training, so online marketing knowledge is not required.

This is a busy role and your responsibilities will include:

- providing support to the Marketing Assistant to ensure the smooth running of the department
- writing content for our website and our social media channels
- co-operating with the sales team
- responding to customers' queries

What we offer:

- training in different online marketing tools
- remuneration: €400 a month

Should you demonstrate dedication to work and going above and beyond the call of duty, we may offer you a permanent position with our company, with full perks and benefits.

Are you the perfect candidate? Apply now and we will contact you as soon as possible.

- 4 **4.12** You are going to listen to an expert talking about work/study and life balance. Why is it important to maintain a balance between these areas of life?

Work-life balance collocations

- 5 **4.12** Look at collocations 1–8 from the recording and discuss their possible meaning in relation to work/studying. Then listen again and check.

- 1 constant connectivity
- 2 juggle unremitting demands
- 3 strike the right balance
- 4 grasp the significance
- 5 draw a line (between something)
- 6 maintain a balance
- 7 strive for something
- 8 pay dividends

- 6 **4.13** Listen to the rest of the programme and answer the questions.

- 1 What did Maria and Bradley do during their internships and what were their duties?
- 2 Were they satisfied with their internships? Say why.

Work-life balance idioms

- 7 **4.13** Listen again and complete the sentences with the correct forms of the verbs from the box.

call intrude learn meet (x2) sign throw work

- 1 I got to the ropes, had terrific role models and it gave me a real taste for the job.
- 2 My health improved rather than being jeopardised and no one I knew ever needed to a sickie.
- 3 It really wasn't what I'd up for.
- 4 Sometimes I just felt like it a day.
- 5 It was the way it on my personal life that was the problem.
- 6 I know everyone is under considerable pressure to targets at work.
- 7 There were permanent staff there their socks off trying to their work demands.

Register

- 8 Read Active Vocabulary. Then look at the sentences and decide what register they are: formal (F), neutral (N) or informal (I). Try to rewrite them, using other registers.

- 1 ☐ Give me a call.
- 2 ☐ Online marketing knowledge is not required.
- 3 ☐ Should you decide to continue in our employment, we may offer you a long-term position in the firm.
- 4 ☐ My dad subscribes to the theory that employees should always talk about what's bothering them.
- 5 ☐ It was the way it intruded on my personal life that was the problem.
- 6 ☐ I got to learn the ropes and it gave me a real taste for the job.

ACTIVE VOCABULARY | Register

Language register is the level of formality that we use when speaking or writing. The register depends on who we are talking to, what we are talking about, and how light-hearted or formal we wish to sound. You will be safe using neutral register.

- 9 Match idioms and phrases 1–7 from the recording with their definitions a–g.

- 1 ☐ be upfront about something
- 2 ☐ throw it all in
- 3 ☐ pop down somewhere
- 4 ☐ be a one-off
- 5 ☐ have your say
- 6 ☐ give somebody a real taste for the job
- 7 ☐ be a given

- a Gain some hands-on experience in a role at work.
- b Give up.
- c Happen only once.
- d Be accepted.
- e Have the opportunity to give your opinion.
- f Go somewhere for a short time.
- g Be open about problems and not hide them.

- 10 Complete the sentences containing the idioms and phrases from Exercise 9 with the correct words.

- 1 In my family, I like to have my _____ when we make decisions.
- 2 When I get a bad grade, I feel like _____ it all in. But then I pull myself together and fight.
- 3 I think it's good to _____ down to the shops to grab a snack when I'm studying.
- 4 It's a _____ that when you're down with something, you need to stay home and rest.

- 11 Read a career's advisor's blog and complete it with the correct words.

A free bit of advice

OK, guys, so you've finished school – or on your way to – and a new life beckons! There's an awful lot of doom and gloom out there about how work can just take over your life and ¹_____ on your personal life. So, at the beginning, it's all about learning the ²_____ and not ³_____ it all in the first problem you encounter. And what's really important is to be ⁴_____ about anything you're not sure of – talk about it, ask questions – that's how we learn. It is of paramount importance to ⁵_____ the right balance between work and play, otherwise you will be ⁶_____ your socks off trying to meet your work ⁷_____ and you'll feel like calling it a ⁸_____ pretty soon. But if you organise your time well, and pace yourself to meet ⁹_____, it will pay ¹⁰_____ in the long run!

- 12 **SPEAKING** Some people say that flexibility of working times and places is the most important thing to consider when looking for a job. How far do you agree?

Who gets your respect?

We asked for reader comments about young entrepreneurs they admire. Add your own!

Respect, Rose!

Since a local enterprise competition encouraged her to create a product, 18-year-old Rose Dyson hasn't looked back. The £25 that was given to her in the competition, enabled her to produce an ethical lip balm. Her mum let her use the kitchen to try out recipes, and her first batch brought her a £40 profit! Most entrepreneurs tend to succeed because they follow their instinct, like Rose. At times, they risk losing everything, but they fail to be deterred by this and continue to follow their conviction. Rose has never stopped believing in her dream. She envisaged producing affordable vegan cosmetics, and she has managed to do that.

She is grateful her parents didn't make her follow a fixed educational path (she decided against going to university) and to one customer who had difficulty believing that Rose, at fifteen, could possibly be running her own business! I can't help admiring Rose's creativity and tenacity. She'll go a very long way, and will have to get used to being a very successful businesswoman. Students, like Rose used to be, need encouraging to find fulfilment that a more traditional educational path cannot always provide.



10B GRAMMAR

1 SPEAKING In pairs, discuss the questions.

- Who is the most successful person you know personally? Do you admire them? Say why.
- What qualities does a person need to become successful? Say why.

2 Read the text. Does Rose have any of the qualities you mentioned in Exercise 1?

Gerunds and infinitives

3 THINK BACK Put the underlined verbs or verb phrases from the online comment in Exercise 2 in the correct categories.

verb, e.g. <i>appreciate / deny / admit (to) / can't bear</i> + gerund	
verb, e.g. <i>choose / happen</i> + infinitive with to	
verb, e.g. <i>hope / force / help</i> + object + infinitive with to	
verb, e.g. <i>notice</i> + object + infinitive without to	

Grammar Reference > page 175

4 4.14 What difficulties might someone who has become successful face? Listen to an entrepreneur talking about his success to a group of students and compare your answers.

5 4.15 There are various forms of both the gerund and the infinitive depending on time aspect and verb pattern. Complete the sentences with the correct forms of the verbs in brackets. Listen and check.

- I was lucky _____ (give) a reasonable amount of money by my parents.
- Despite _____ (work) on the film for ages, I hadn't expected to be rewarded.
- It was wonderful _____ (work) on something I loved.
- Although I was a success, I needed _____ (maintain) it.
- I remembered _____ (tell) once about an author who'd said 'You're only as good as your last book'.
- Most successful people will admit _____ (experience) self-doubt at points in their career.
- One temptation is to avoid _____ (take) risks so that you don't fail.
- Everyone would prefer _____ (turn out) success after success.
- Success needs _____ (put) into perspective.
- Otherwise you risk _____ (remember) for one thing only.

6 Look at the sentences in Exercise 5 again. Which forms:

- are gerunds or infinitives? _____
- are active or passive? _____
- refer to a time before another time in the past? _____

Grammar Reference > page 175

- 7 Complete the text with the correct infinitive or gerund forms of the verbs in brackets. Do you ever experience the imposter phenomenon? In what circumstances?

FEEL LIKE A FRAUD? YOU'RE NOT ALONE!

The term '**imposter syndrome**' is generally used ¹_____ (refer) to successful people who doubt their own abilities. The name is thought ²_____ (coin) in the 1970s and was associated with the idea of being a fraud. In other words, people felt lucky ³_____ (be) successful, not deserving. Instead of being proud of ⁴_____ (achieve) great things, some dismissed their own success as simply ⁵_____ (be) in the right place at the right time. Back then, the imposter phenomenon was generally linked with famous people, or high flying businessmen, but today, according to an article published in the International Journal of Behavioural Science, around seventy percent of both men and women experience this syndrome at some points of their lives. In spite of ⁶_____ (do) a job successfully for a very long time, people worry that they have been fooling others and that one day their ineptitude will be discovered. We all, at times, need ⁷_____ (be reassured) that we are right for what we do professionally so as not to feel like imposters. It is important ⁸_____ (not undermine) our achievements, ⁹_____ (be) proud and remain confident.



- 8 Read the pairs of sentences and decide if they have the same meaning.

1

a I regret to say that there is no more work for you.

b I regret saying that there is no more work for you.

2

a The teacher went on to tell us about the new project.

b The teacher went on telling us about the new project.

3

a Starting a new job means getting up early in the morning.

b To start a new job means getting up early every morning for it.

4

a I propose to discuss the issue with the boss.

b I propose discussing the issue with the boss.

Grammar Reference > page 175

- 9 Rewrite the sentences using the words in bold.

1 By chance, I was listening to the radio when they announced the news. **HAPPENED**

I _____ to the radio when the news was announced.

2 Sara was disappointed that the teacher hadn't chosen her for the project. **HAVE**

Sara was disappointed _____ by the teacher for the project.

3 Back then, the school never let the students leave before 3.30 on Fridays. **TO**

The students were _____ before 3.30 on Fridays.

4 A show of hands finally decided the results of the competition. **ENDED UP**

The results of the competition _____ a show of hands.

5 The coach will leave you behind unless you hurry up. **RISK**

You _____ by the coach unless you hurry up.

6 I have to wake up earlier to go to my new job, and it's hard. **USED**

It's hard _____ earlier to go to my new job.

7 I tried to clean the cut on my sister's hand, but she wouldn't let me touch it. **BEAR**

I tried to clean the cut on my sister's hand, but she _____ it.

- 10 In pairs, think of examples of the following situations and talk about them.

1 Something you can't bear people doing.

2 Something you are ashamed of having done in your life so far.

3 An opportunity you were lucky to have been given when you were younger.

4 An event you regret attending over the last few months.

5 A mistake you went on to make again in recent days.

6 What trying to achieve your dream will mean for you.

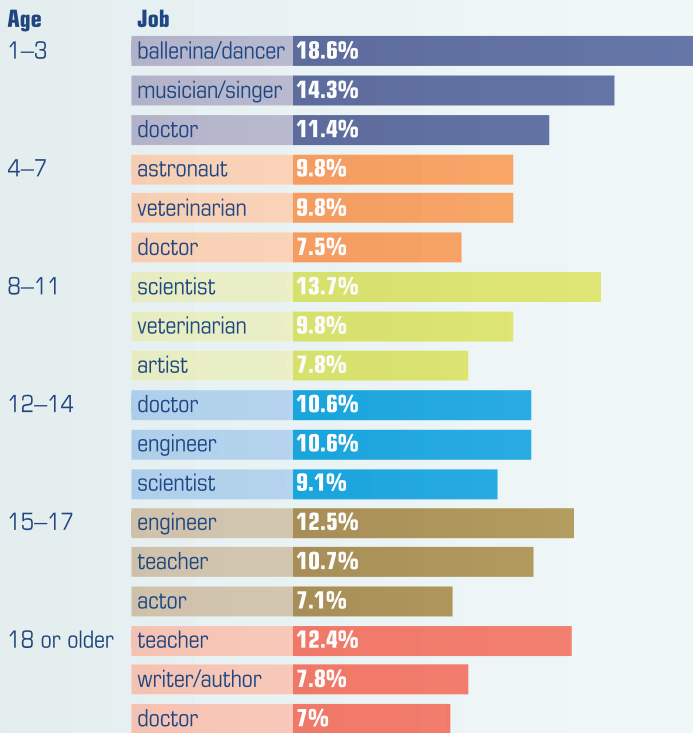
- 11 **SPEAKING** In pairs, discuss your opinions about imposter syndrome. How do you feel when you have achieved something difficult?

10C READING AND VOCABULARY

- 1 **SPEAKING** In pairs, look at the chart and discuss the questions. What can you notice about the top career aspirations for young people? How do they change over the years? Why do you think they change?

WHAT DO KIDS TODAY WANT TO BE?

Top career aspirations for young people today by age group.



- 2 Read the article and compare with your ideas in Exercise 1.

- 3 Read the article again and answer the questions.

- What shapes the dream careers of preschoolers and primary school children?
- What influences teenagers' plans?
- What are the trends in job careers nowadays?
- What influenced the career choices of each of the people sharing their life stories?

- 4 Complete the sentences with 1–3 words in each gap.

- Many young children's early ambitions are shaped by a desire to _____ parents.
- Characters in _____ sometimes provide role models for children not yet at school.
- Children sometimes have unattainable goals and the likelihood of _____ is low.
- The gaming industry is providing proper _____ for young people.
- Jax28 was unaware of what her _____ was until graduation.
- Taxman lost interest in a particular ambition because of the _____ that was involved.
- Allegra is proof that if you're devoted to your dream, you are apt to _____ career.

- 5 Complete the collocations with the correct forms of the verbs from the box. Then, in pairs, discuss the questions.

play realise shape spark top

- When was the last time something _____ your excitement? What was it?
- What dreams have you _____ in the last five years?
- Would you mind if your parents tried to _____ your future? Say why.
- Does it ever happen that you _____ down the issue of your grades? When was the last time it happened and why?
- What _____ your list of the best jobs? Say why.

- 6 Replace the underlined words and phrases with the correct forms of their highlighted synonyms from the article.

- This was the job he had desired since his youth.
- I'd love to get a job working at a space research centre, but it's impossible to realise.
- Once she started working as a nurse, she knew it was her dream profession.
- Not many people imagine themselves remaining in the same job for their whole lives these days.
- I was hoping for promotion, but it doesn't seem to be likely to happen now.
- There are a lot of opportunities for being creative in this job.

- 7 In pairs, discuss the questions.

- Did you use to have a pipe dream when you were a child? What was it?
- Do you think it is important to find your calling in life? Say why.
- What has been on the cards for you for a long time now?
- Is there much scope for using your talents in what you do at school at the moment?

- 8 Complete the sentences with the correct prepositions from the box.

at back of to (x3)

- I'm apt _____ forget people's names if I'm introduced to too many at once.
- You can succeed _____ something difficult if you really set your mind _____ it.
- Watching these cartoons is really rolling _____ the years for me!
- Many jobs that exist today are destined _____ disappear when the roles are taken over by robots.
- I coveted that job and was doing my best to get it so my boss was very supportive _____ my promotion.

- 9 **REFLECT | Society** In pairs, discuss the questions.

- Do you think it is important for young people today to make early decisions on a future career? Say why.
- How far do your childhood aspirations relate to your present goals? What has influenced your choices so far?

Dreams shape your future

10

Dreams and aspirations are what fuel us when we're young and often shape our future. Whatever our abilities, there is always a fulfilling career **on the cards**, but these dreams are apt to change at various stages of our lives.

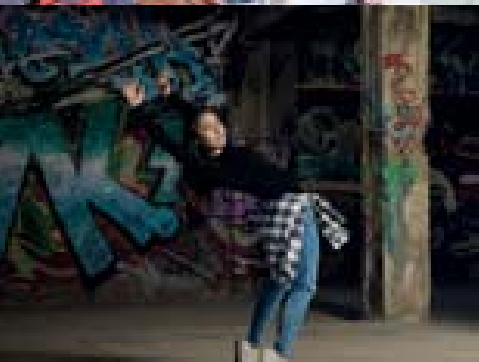
4.16

Preschoolers often **envision** their future careers as copies of their parents, such as a teacher or a truck driver, for example, or perhaps as the princess or prince they see in their storybooks. However, as they grow older, the **scope for** dreaming extends too. The world is your oyster, as the popular saying goes.

At primary school, children's ambitions tend towards the fantastic – perhaps not quite as unrealistic as the princesses or princes of fairytales, but singers, actors and athletes are high on the lists today, and interestingly money as well as fame are prime motivators. A nine-year-old may well **covet** the idea of being a superstar while another may set their mind on being a proud owner of numerous aeroplanes one day. Realistically, the chances of achieving these aims are incredibly slim. The probability of becoming an astronaut (another favourite) is remarkably low as is the possibility of winning medals at the Olympics. But primary school is the time to dream big and be optimistic.

Aspirations generally change at secondary school, and the dreams become less glamorous. Rather than taking off, dreams of flying spaceships plummet. Possible future careers are more informed by someone's personality traits, interests and talents, and careers in science, writing, engineering and teaching top the lists. What is also having a considerable impact on ambitions for this age group is the rocketing popularity of online gaming and YouTube celebrities. Vloggers, professional gamers and game designers are all valid career options today and are beginning to beat the more traditional career paths teenagers used to aspire to follow. Bucking the trend, there is one new fantasy-driven aspiration, probably destined to remain **a pipe dream** for most, that has joined the most popular list – and that's becoming a racing car driver.

So, do let us know about any ambitions you had when you were younger. What sparked the excitement in you? Did you realise your childhood dreams? Did you find your **calling**? Or are you still dreaming?



Jax28

I remember watching a TV courtroom drama and deciding I wanted to be a defence lawyer – the one that always found the real murderer in the end – much more exciting than his counterpart – the prosecutor. But that faded at some point. I didn't really know what I wanted to do after that, but I was absolutely certain I didn't want to be a teacher; all the stick the teachers get from the kids and standing up there every day – oh, no! It wasn't until I finished uni that I felt teaching was my calling – I could make a difference to my students' lives. So that's what I am now – an English teacher!

Taxman

When I was young, I saw Cirque du Soleil in Las Vegas and I was totally blown away. I was in a gymnastics club – so that was it. I was going to become an acrobat and join the circus. My parents were extremely supportive of my choice (which hadn't always been the case). But, needless to say, when I later realised the amount of training it entailed, I switched ambitions and trained to be an accountant. My parents just said, 'Whatever floats your boat, son.' Sometimes I think I missed my vocation though ...

Allegra

A career in dance was on the cards from day one. I did a lot of street dancing in my early teens, but I was apt to play down my talent. That's until a teacher encouraged me to go to an arts training school. I did a lot of singing, acting, mime and music, but my love was still dancing – and it's now my career, and I'm loving it! Shows you can realise your ambition if it's something you're passionate about.

10D LISTENING AND VOCABULARY

- 1 SPEAKING** Look at the list of best qualities of a leader in the box. In pairs, discuss why you think a leader needs to have these qualities. What other features would you add?

committed confident decisive emphatic optimistic
problem solver self-aware upfront

- 2 SPEAKING** Do you think you have the qualities to be a leader? Say why. Do you know any good leaders? Who are/were they?
- 3**  **4.17** Listen to a radio interview with a manager talking about her job. Which qualities of a good leader from Exercise 1 does she mention?
- 4**  **4.17** Listen again and choose the correct answers.
- What does Jenna think about herself as a child?
 - She believes she hasn't changed over the years.
 - She regrets being a troublesome child.
 - She admits to having a strong character.
 - She thinks that she was too adventurous.
 - Jenna values her work background because
 - it gave her a vast knowledge of her business.
 - it brought her into contact with managerial staff.
 - it showed her the importance of hard work.
 - it made her self-reliant and independent.
 - In Jenna's opinion, the most important skill of a leader is
 - being clear in setting goals and targets.
 - supporting employees' development.
 - forcing others to accept your decisions.
 - organising people's work.
 - How would you summarise Jenna's advice to potential leaders?
 - If you don't have the skills at first, you can learn them on the job.
 - Everyone has the ability to become a good leader, so they shouldn't be put off.
 - You need to be ready to bear some harsh criticism.
 - If you want to make a lot of money, you need to become a leader.

- 5**  **4.18** Complete the extracts from the interview with the correct words from the box. Then listen and check.

book buck cut fuse lap rut seat stead way

- I wasn't the type of person to take a back and let others make decisions for me.
 - Some of those personality traits hold me in good for doing my current job.
 - The position didn't just land in my – I had to work my socks off.
 - Let me say, first off, that not everyone is out to be a leader.
 - The stops with you. In other words, you have the ultimate responsibility for this project.
 - My parents would've blown a had they known!
 - I started at the bottom and gradually worked my up.
 - If your team feel they're stuck in a, the likelihood is that they are not going to be co-operative.
 - That's detrimental to goal achievement – a sign of a bad leader in my.
- 6** Replace the underlined phrases in the questions with the idioms from Exercise 5. Then, in pairs, ask and answer the questions.
- When did you last get very angry? Say why.
 - Have you ever had a good opportunity surprisingly given to you? Talk about it.
 - Do you know anyone who is doing something they don't enjoy and can't get out of? Talk about him/her.
 - What skills or interests do you have now that you think will be useful to you in your future career?
 - What job do you think the person sitting next to you now is just right for? Say why.
 - Would you rather enter a profession at a high level or start at the bottom? Say why.
- 7 REFLECT | Society** Do you think that schools can help develop the qualities needed for people to become good leaders? Say why.



- 1 Look at the cartoon. In pairs, discuss why the two people might be getting angry.



- 2 Read the comments. Which do you most agree with and why?

My friend is really frank about things. He likes to have his say and he always **speaks his mind** – he's always upfront about things. He certainly doesn't **mince his words** when it comes to giving feedback. He is not a person to **beat around the bush**, but people seem to respect him for that. At least **you know where you stand with him**.

Yes, I believe there's a time and a place for saying exactly what you think, but it's also true that there are times when you need to be a bit tactful or diplomatic and **tone down your language**. It's a given that **being brutally honest** can **put people's backs up** and you don't get what you want from them. It can appear really rude at times too.

- 3 Look at the highlighted phrases in the comments. Which of them mean ...

- 1 saying exactly what you think?
- 2 saying something that may antagonise people?
- 3 rephrasing something more sensitively?

- 4 When talking to people, do you speak your mind or try to tone down your language? What does it depend on?

- 5 How would you tone down the language in these sentences? Replace the highlighted adjectives with the adjectives from the box or your own ideas.

(overly) assertive confident defensive opinionated
oversensitive resolute shy sincere straightforward
trusting unapproachable underconfident vocal

- 1 He's very **controlling**. He's always telling everyone what to do.

He's just confident and knows what he's doing.

- 2 He's **loudmouthed**. He never stops talking rubbish.

- 3 He's **gullible**. He never questions anything.

- 4 He's **abrasive**. He's never polite to people, and puts everyone's backs up.

- 5 He's **adamant**. Stubborn like a donkey, and rather **confrontational**.

- 6 He's **aloof**. He's unfriendly and deliberately not talking to other people.

- 6 Divide the adjectives according to whether you think they have a more positive or negative connotation. Note that some words can belong to both categories.

abrasive adamant approachable articulate
assertive confrontational controlling defensive
gullible loudmouthed opinionated resolute vocal

- 7 4.19 Study the Speaking box. Then listen to Joe and his mum discussing his job and complete the phrases.

SPEAKING | Toning language down

Choose adjectives or rephrase in ways that are less abrupt, or have a more positive connotation, e.g.

inconsiderate – unkind

confrontational – likes to face problems

Rephrasing negative comments

I wouldn't say that. I think it's more a ¹ _____ of them taking time to evaluate your work.

I'd be more ² _____ to say that it's a challenge.

That's one way of ³ _____ it.

Surely, that's an ⁴ _____. He's just getting up to speed.

I don't think that's ⁵ _____ helpful. It might be better ...

That's a bit ⁶ _____, don't you think?

It might be a little ⁷ _____ at times, but generally ...

I ⁸ _____ it seems rather complex.

- 8 Reply to the statements trying to tone the language down. Then, in pairs, role-play two situations. Student A go to page 187. Student B go to page 189.

- 1 The food in that restaurant was utterly revolting!

I admit it wasn't the best meal of my life but, generally speaking, it could have been worse.

- 2 His last book was an absolute joke!

- 3 It was totally inconsiderate of her to keep us waiting.

- 9 **REFLECT | Values** In pairs, give examples of situations when it might be better to be brutally honest and when it might be better to tone down your language.



REPORT ON **WORK EXPERIENCE** AT LEYTON PRIMARY SCHOOL

INTRODUCTION

The purpose of this report is to describe my work experience as a teaching assistant at Leyton Primary School, evaluate the benefits and recommend any changes that could improve the experience for future work placements.

WHAT THE PLACEMENT INCLUDED

I was assigned Year 1 Group B, and my duties entailed supporting both the children and their teacher, Mr Barlow. It was part of my routine to set up the classroom, ensuring that all the relevant supplies were in place, and clear everything away after the lessons. This involved, for example, putting books away and cleaning paint pots. During classes, I circulated to give additional assistance to the children.

BENEFITS

The experience was beneficial to me in many ways, not least giving me an insight into the learning processes in young children. I was also made aware of the

commitment required by the teacher and the need for effective classroom management techniques to control a large group of boisterous six-year-olds. Mr Barlow maintained discipline without dampening the children's enthusiasm.

RECOMMENDATIONS FOR IMPROVEMENTS FOR FUTURE PLACEMENTS

It is impossible to overestimate the benefits of this type of work experience for students who are considering a teaching career. I would recommend that in the future, teaching assistants be allowed more responsibility, such as giving extra reading practice to children who are struggling in the group. Observation of more than one level could also be taken into consideration. These things would give a wider picture of what primary teaching entails.

CONCLUSION

Overall, my experience was extremely positive, and I would definitely recommend it for future work placements.

- 1 SPEAKING** In pairs, discuss what type of work experience might be offered to students in local media, education, retail outlets, public services and hospitality.
- 2** Read the information sheet for secondary school students and think about the benefits and drawbacks of such an opportunity.

WORK EXPERIENCE OCTOBER/NOVEMBER

As every year, Year 12 students will be offered work experience with local companies for a three-week period from March 2nd to 23rd. Interviews will be arranged with class tutors where individual students will be able to discuss how they can best benefit from the opportunity. Following the work experience period, students will be expected to write a report on their experience.

- 3** **4.20** Listen to a college student telling about her work experience and answer the questions.
 - 1 What was her work experience?
 - 2 Why does she refer to it as 'weird'?
 - 3 What did she have to do?
 - 4 How does she think it benefitted her?
 - 5 What improvements would she like to see for a future work placement?
- 4** Read the Writing task and student's report below. Discuss whether the report includes everything necessary.

Your college arranged a period of work experience as part of your course. The aim of the placement was to give students experience working and observing professionals working in their envisaged field of employment.

You have been asked to write a report for the college. Your report should:

- cover what your work experience involved,
- explain what (if any) benefits you got from the experience,
- make recommendations regarding improving this work experience placement for future students.

I was at Leyton Primary School for three weeks as my work placement and I thoroughly enjoyed myself. The kids were all great and the teacher, Mr Barlow, was amazing! I helped him out with all the lesson prep and cleared up the classroom afterwards. I also got to help out during the lessons and went round the class to see if the kids were doing the right things. They usually were!

The whole experience was beneficial to me and now I know that I really want to be a teacher. It was also a welcome break from college and exams! It was a lot of fun and I think it's cool for students like me to see what we're letting ourselves in for before we choose a career. I certainly didn't get bored. I was sad to leave and I really hope to keep in touch with the kids and Mr Barlow. Thanks for everything Mr B! I hope your next teaching assistant appreciates your advice as much as I did.

- 5** Study the Writing box and tick what the writer has NOT done in the report in Exercise 4.

WRITING | A report

When writing a report you should:

- ☐ clearly state the topic of the report in an introduction.
- ☐ outline what will be included in the report.
- ☐ use formal and objective language throughout.
- ☐ give headings to the individual sections.
- ☐ describe events succinctly.
- ☐ avoid repetition by using rephrasing, reference devices or substitution.
- ☐ make clear recommendations with justification and anticipated outcomes.
- ☐ link the conclusion to the rest of the report.

Language

- Signalling intent in a report

This report is intended to ... The purpose of this report is to ...

This report sets out to ... The report will comment on ...

This report will serve as a record of ...

- Concluding a report

All in all, ... Overall, this experience ...

If these recommendations are implemented ...

- 6** Read the report on page 146. Has the writer done what the task requires?
- 7** In pairs, read the Writing task and discuss why young people might want to spend a period of time working in another country. Think about the points below.

contacts different culture friends and family language
new working environment personal development

You decided to spend some time working in another country before starting university and you used a company to find a placement and make the arrangements.

The company has asked you to write a report on your experience. Your report should:

- outline what the work experience involved,
- explain what (if any) benefits you got from the experience,
- evaluate the company that found the placement,
- make recommendations for how the placement and arrangements could be improved for future students.

- 8 WRITING TASK** Read the notes. What else would you add? Use your ideas from Exercise 7 and write your report.

6 weeks – international legal firm – observing / some translation, etc.

Good – picked up some language, good to compare systems – very big firm, didn't get to know many people

Most arrangements good – quick responses to queries, travel arrangements OK, accommodation NOT good – changed twice

Suggest – better vetting of accommodation, maybe smaller firm, more interaction?

REMEMBER MORE

1 Find and correct one mistake in each sentence. Then check with the word list.

- 1 Ever since joining the company, I've been working my socks out.
- 2 After working here for ten years, I think it's time I called it a night.
- 3 When I first started, my manager helped me learn the strings.

2 Complete the idioms with the correct verbs. Then check with the word list.

- 1 _____ a one-off
- 2 _____ it all in
- 3 _____ your say
- 4 _____ sb a real taste for the job

3 Complete the questions with the words from the box. Then check with the word list. Answer the questions with your partner.

dream envision mind shape

- 1 Did you ever have plans that were just a pipe _____? What were they?
- 2 How do you _____ your life after you finish secondary school?
- 3 What do you think of people who always speak their _____?
- 4 Are there any people who try to _____ your future? Say who.

4 Choose the correct words to complete the text. Then check with the word list.

My dad never ¹*mixes* / *minces* his words. But at least you always know where you ²*sit* / *stand* with him. He taught me to never take a back ³*seat* / *chair*. He also told me that not everyone is ⁴*cut* / *born* out to be a leader.

5 Study Active Vocabulary and do the task.

ACTIVE VOCABULARY | Connotation

Sometimes the words we use may offend other people so it is important to understand the connotation that words have. Two words can have the same definition, but their connotations may differ (positive, negative or neutral).

Find five words which have a negative connotation. Then add words which have a similar meaning but a neutral connotation.

10A VOCABULARY AND SPEAKING



5.55

be a given	/bi ə 'gɪvən/
be a one-off	/bi ə ,wʌn 'ɒf/
be of paramount importance	/bi əv ,pærəmaʊnt ɪm'pɔ:təns/
be upfront about sth	/bi ,ʌp'frʌnt ə,baut ,sʌmθɪŋ/
beckon (v)	/'bekən/
busy role	/,'bɪzi 'rəʊl/
call it a day	/,'kɔ:l ɪt ə 'deɪ/
call of duty	/,'kɔ:l əv 'dju:ti/
constant connectivity	/'kɒnstənt ,kɒnek'tɪvəti/
content / online marketing	/'kɒntent / ,ɒnlaɪn 'mɑ:kətɪŋ/
cope with a heavy workload	/'kəʊp wɪð ə ,hevi 'wɜ:kləʊd/
dedication to work	/'dedɪ,ketʃən tə 'wɜ:k/
demonstrate dedication to work	/'demənstreɪt ,dedɪ,ketʃən tə 'wɜ:k/
division (n)	/dɪ'veɪʒən/
doom and gloom	/'du:m ən 'glu:m/
draw a line (between sth)	/'drɔ: ə 'laɪn (bɪ'twi:n ,sʌmθɪŋ)/
encounter a problem	/'ɪn,kʌʊntər ə 'prɒbləm/
ensure sth (v)	/'ɪnʃʊə ,sʌmθɪŋ/
give sb a real taste for the job	/'gɪv ,sʌmbɒdi ə ,riəl 'teɪst fə ðə ,dʒɒb/
gloomy picture	/'glu:mi 'pɪktʃə/
go above and beyond	/'gəʊ ə,bʌv ən brɪ'jɒnd/
grasp the significance	/'grɑ:sp ðə sɪɡ'nɪfɪkəns/
have high hopes	/'hæv ,haɪ 'həʊps/
have your say	/'hæv jə 'seɪ/
in the long run	/'ɪn ðə 'lɒŋ ,rʌn/
intern (n)	/'ɪntɜ:n/
internship (n)	/'ɪntɜ:nʃɪp/
intrude on sth (v)	/'ɪn'tru:d ɒn ,sʌmθɪŋ/
jeopardise (v)	/'dʒepədəɪz/
juggle unremitting demands	/'dʒʌgəl ,ʌnrɪ'mɪtɪŋ dɪ'mɑ:ndz/
learn the ropes	/'lɜ:n ðə 'rəʊps/
maintain a balance	/'meɪn,tɛɪn ə 'bæləns/
marketing tools	/'mɑ:kətɪŋ ,tu:lz/
meet targets	/'mi:t 'tɑ:gɪts/
meet work demands	/'mi:t 'wɜ:k dɪ'mɑ:ndz/
pace yourself	/'peɪs jɔ: self/
pay dividends	/'peɪ 'dɪvɪdendz/
perks and benefits (of a job)	/'pɜ:ks ən 'benəfɪts (əv ə ,dʒɒb)/
permanent position	/'pɜ:mənənt pə'zɪʃən/

pop down somewhere (phr v)	/'pɒp 'daʊn ,sʌmwɛə/
productivity at work	/'prɒdʌktɪvəti ət 'wɜ:k/
provide support	/'prəvaɪd sə'pɔ:t/
query (n)	/'kwɪəri/
remuneration (n)	/'rɪ,mju:nə'reɪʃən/
shattered (adj)	/'ʃætəd/
sign up for sth (phr v)	/'saɪn 'ʌp fə ,sʌmθɪŋ/
smooth running	/'smu:ð ,rʌnɪŋ/
stay on board	/'steɪ ɒn 'bɔ:d/
stay the course	/'steɪ ðə 'kɔ:s/
strike the right balance	/'straɪk ðə ,raɪt 'bæləns/
strive for sth (v)	/'straɪv fə ,sʌmθɪŋ/
subscribe to sth (v)	/'sʌb'skraɪb tə ,sʌmθɪŋ/
take advantage of sb	/'teɪk əd'vɑ:ntɪdʒ əv ,sʌmbɒdi/
throw a sickie	/'θrəʊ ə 'sɪki/
throw it all in	/'θrəʊ ɪt ,ɔ:l 'ɪn/
tutoring (n)	/'tju:tərɪŋ/
vocational training	/'vəʊ,ketʃənəl 'treɪnɪŋ/
work outside office hours	/'wɜ:k aʊt'saɪd 'ɒfɪs ,aʊəz/
work your socks off	/'wɜ:k jə 'sɒks ,ɒf/

10B GRAMMAR 5.56

batch (n)	/bætʃ/
coin a term	/'kɔɪn ə 'tɜ:m/
culminate (v)	/'kʌlməneɪt/
deter (v)	/'dɪtɜ:/
enter for sth (v)	/'entə fə ,sʌmθɪŋ/
enterprise (n)	/'entəpraɪz/
entrepreneur (n)	/'ɒntrəprə'nɜ:/
envisage (v)	/'ɪnvɪzɪdʒ/
exceed expectations	/'ɪk'si:d ,ekspek'tetʃənz/
flop (v)	/flɒp/
fraud (n)	/'frɔ:d/
high-flying (adj)	/'haɪ'flaɪɪŋ/
imposter syndrome	/'ɪmpəstə ,sɪndrəʊm/
ineptitude (n)	/'ɪneptɪtju:d/
innovative (adj)	/'ɪnəvətɪv/
intoxicating (adj)	/'ɪntɒksəketɪŋ/
lip balm (n)	/'lɪp ,bɑ:m/
live up to expectations	/'lɪv 'ʌp tu ,ekspek'tetʃənz/
put sth into perspective	/'pʊt ,sʌmθɪŋ ,ɪntə pə'spektɪv/
reassure (v)	/'ri:əʃʊə/
show of hands (n)	/'ʃəʊ əv 'hændz/
top (v)	/tɒp/

turn sth out (phr v) /ˈtɜːn ˌsʌmθɪŋ ˈaʊt/

undermine (v) /ˌʌndəˈmaɪn/

wear off (phr v) /ˌweər ˈɒf/

10C READING AND VOCABULARY

5.57

be apt to do sth /bi ˈæpt tə duː ˌsʌmθɪŋ/

be destined to /bi ˈdestənd tə/

be supportive of /bi səˈpɔːtɪv əv/

buck (v) /bʌk/

calling (n) /ˈkɔːlɪŋ/

counterpart (n) /ˈkaʊntəpɑːt/

courtroom drama /ˌkɔːtruːm ˈdraːmə/

covet (v) /ˈkʌvət/

defence lawyer /dɪˈfens ˌbɔːjə/

entail (v) /ɪnˈteɪl/

envision (v) /ɪnˈvɪʒən/

fade (v) /feɪd/

fuel (v) /ˈfjuːəl/

informed (adj) /ɪnˈfɔːmd/

miss one's vocation /ˌmɪs ˌwʌns vəʊˈkeɪʃən/

needless to say /ˌniːdləs tə ˈseɪ/

on the cards /ɒn ðə ˈkɑːdz/

pipe dream /ˈpaɪp ˌdriːm/

play sth down (phr v) /ˌpleɪ ˌsʌmθɪŋ ˈdaʊn/

plummet (v) /ˈplʌmət/

prosecutor (n) /ˈprɒsɪkjʊtə/

realise your dreams /ˌriːlaɪz jə ˈdriːmz/

rocketing popularity /ˌrɒkɪtɪŋ ˌpɒpjəˈlærəti/

roll sth back (phr v) /ˌrɔːl ˌsʌmθɪŋ ˈbæk/

scope for sth (n) /ˈskəʊp fə ˌsʌmθɪŋ/

set your mind to sth /ˌset jə ˈmaɪnd tə ˌsʌmθɪŋ/

shape your future /ˌʃeɪp jə ˈfjuːtʃə/

slim chance /slɪm ˈtʃɑːns/

spark one's excitement /ˌspɑːk ˌwʌns ɪkˈsaɪtmənt/

switch ambitions /ˌswɪtʃ æmˈbɪʃənz/

top your list /ˌtɒp jə ˈlɪst/

unattainable (adj) /ˌʌnəˈteɪnəbəl/

vocation (n) /vəʊˈkeɪʃən/

10D LISTENING AND VOCABULARY

5.58

be cut out to be sth /bi ˌkʌt ˈaʊt tə bi ˌsʌmθɪŋ/

be itching (for sth / to do sth) /bi ˈɪtʃɪŋ (fə ˌsʌmθɪŋ / tə duː ˌsʌmθɪŋ)/

be stuck in a rut /bi ˌstʌk ɪn ə ˈrʌt/

bear criticism /ˌbeə ˈkrɪtɪsɪzəm/

blow a fuse /ˌbləʊ ə ˈfjuːz/

delegate responsibility /ˌdeləɡeɪt rɪˌspɒnsəˈbɪləti/

get (some) stick /ˌɡet (sʌm) ˈstɪk/

hold sb in good stead /ˌhəʊld ˌsʌmbədi ɪn ˌɡʊd ˈsted/

hospitality chain /ˌhɒspəˈtæləti ˌtʃeɪn/

in my book /ɪn ˈmaɪ bʊk/

keep one's ear to the ground /ˌkiːp ˌwʌns ˈɪə tə ðə ˈɡraʊnd/

land in one's lap /ˌlənd ɪn ˌwʌns ˈlæp/

line of work /ˌlaɪn əv ˈwɜːk/

lucrative (adj) /ˈluːkrətɪv/

mellow (adj) /ˈmeləʊ/

mischievous (n) /ˈmɪʃtɪʃ/

precocious (adj) /ˌpreɪˈkʊʃəs/

rewarding (adj) /ˌriːwɔːdɪŋ/

self-reliant (adj) /ˌself rɪˈlaɪənt/

signpost (n) /ˈsaɪnpəʊst/

take a back seat /ˌteɪk ə ˌbæk ˈsiːt/

the buck stops with sb /ðə ˌbʌk ˈstɒps wɪð ˌsʌmbədi/

thick-skinned (adj) /θɪkˈskɪnd/

troublesome (adj) /ˈtrʌbləsəm/

turn down a dare /ˌtɜːn ˌdaʊn ə ˈdeə/

work your way up /ˌwɜːk jə ˌweɪ ˈʌp/

10E SPEAKING AND VOCABULARY

5.59

abrasive (adj) /əˈbreɪsɪv/

adamant (adj) /ˈædəmənt/

aloof (adj) /əˈluːf/

amenable (adj) /əˈmiːnəbəl/

antagonise (v) /ænˈtæɡənaɪz/

approachable (adj) /əˈprəʊtʃəbəl/

articulate (adj) /ɑːˈtɪkjələt/

ask for the moon /ɑːsk fə ðə ˈmuːn/

be brutally honest /bi ˌbruːtəli ˈɒnɪst/

be willing to do sth /bi ˈwɪlɪŋ tə duː ˌsʌmθɪŋ/

beat around the bush /biːt əˈraʊnd ðə ˈbʊʃ/

confident (adj) /ˈkɒnfɪdənt/

confrontational (adj) /ˌkɒnfrənˈteɪʃənəl/

controlling (adj) /kənˈtrəʊlɪŋ/

courteous (adj) /ˈkɜːtiəs/

get up to speed /ˌɡet ʌp tə ˈspiːd/

hotheaded (adj) /ˌhɒtˈhedɪd/

I'd be inclined to say /aɪd bi ɪnˈklaɪnd tə ˌseɪ/

loudmouthed (adj) /ˈlaʊdməʊθt/

not mince (your) words /ˌnɒt ˌmɪns (jə) ˈwɜːdz/

opinionated (adj) /əˈpɪnjənɪeɪtɪd/

oversensitive (adj) /ˌəʊvəˈsensətɪv/

peacemaker (n) /ˈpiːsməɪkə/

put sb's back up /pʊt ˌsʌmbədɪz ˌbæk ˈʌp/

rephrase (v) /ˌriːˈfreɪz/

resolute (adj) /ˈrezələʊt/

revolting (adj) /rɪˈvəʊltɪŋ/

rise to a challenge /ˌraɪz tu ə ˈtʃæləndʒ/

sensitively (adv) /ˈsensətɪvli/

speak your mind /ˌspiːk jə ˈmaɪnd/

straightforward (adj) /ˌstreɪtˈfɔːwəd/

That's a bit harsh. /ðætɪz ə ˈbɪt ˈhɑːʃ/

That's an exaggeration. /ðætɪz ən ɪɡˌzædʒəˈreɪʃən/

That's one way of putting it. /ðætɪz ˌwʌn ˌweɪ əv ˈpʊtɪŋ ɪt/

tone down your language /ˌtəʊn ˌdaʊn jə ˈlæŋɡwɪdʒ/

unapproachable (adj) /ˌʌnəˈprəʊtʃəbəl/

unsure (adj) /ˌʌnˈʃɜː/

vocal (adj) /ˈvəʊkəl/

you know where you stand with sb /jə ˌnəʊ ˌweə jə ˈstænd wɪð ˌsʌmbədi/

10F WRITING 5.60

anticipated outcome /ænˌtɪsɪpɪtɪd ˈaʊtkʌm/

boisterous (adj) /ˈbɔɪstərəs/

circulate (v) /ˈsɜːkjələɪt/

classroom management /ˈklaːsrum ˌmænɪdʒmənt/

dampen sb's enthusiasm /ˌdæmpən ˌsʌmbədɪz ɪnˈθjuːzɪəzəm/

give assistance to sb /ɡɪv əˈsɪstəns tə ˌsʌmbədi/

give sb an insight into sth /ɡɪv ˌsʌmbədi ən ˈɪnsaɪt ɪntə ˌsʌmθɪŋ/

let yourself in for sth /let jɔːself ɪn fə ˌsʌmθɪŋ/

maintain discipline /meɪnˌteɪn ˈdɪsɪplɪn/

public service (n) /ˌpʌblɪk ˈsɜːvɪs/

retail outlet /ˌriːteɪl ˌaʊtlet/

set up a classroom /ˌset ʌp ə ˌklaːsrum/

succinctly (adv) /səkˈsɪŋktli/

vet sth (v) /vet ˌsʌmθɪŋ/

work placement /ˌwɜːk ˌpleɪsmənt/

VOCABULARY AND GRAMMAR

1 Complete the sentences with the correct form of the verbs in the box.

cut grasp hold strike spark set

- It is never easy to _____ the right balance between work and leisure, but it's important to try.
- They are advertising for students to work weekends at the local vets and this opportunity has really _____ my excitement.
- A group of us have decided to train for the marathon, but I'm not sure that we are all _____ out to be runners.
- People need to _____ the importance of talking about problems if they're feeling stressed at school or work.
- Learning one or two languages will _____ you in good stead when you enter the work market after college.
- My father believed that you can do anything if you _____ your mind to it.

2 Choose the correct words to complete the sentences.

- My cousin has definitely been going beyond the *need* / *pressure* / *call* of duty this week and putting in very long hours at work.
- I worked my *socks* / *shoes* / *toes* off for this exam and I still didn't get good grades.
- Being *approachable* / *opinionated* / *articulate* is definitely a requisite for becoming a lawyer. They need to be clear and convincing in court.
- The manager didn't *chop* / *mince* / *tone* his words. He said if productivity didn't increase, there would be redundancies.
- What I fear is getting stuck in a *buck* / *rut* / *seat* and finding I'm still doing the same things in fifteen years' time.
- The new boss is completely *confrontational* / *cynical* / *adamant* and refuses to change his decisions on anything.

3 Complete the sentences with the correct words.

- If people make mistakes, they should be **u**_____ about what they've done, and it can be dealt with.
- It was all a bit of a **p**_____ dream really - there was no way he could ever realistically become an astronaut.
- Working parents often have to juggle **u**_____ demands to keep both family and working life running smoothly.
- My brother is following in our mother's **f**_____ and going into nursing.
- Karl is under a lot of pressure right now, but he hopes his work will pay **d**_____ eventually.
- There were plenty of stressful situations at work when I wanted to **t**_____ it all in and start selling potatoes instead.

4 Complete the dialogue with the correct form of the verbs in brackets. Add a pronoun where necessary.

- A** Hi - gosh - ¹_____ (get) used to driving myself across town for my weekend job is difficult! It's great ²_____ (pass) my driving test, but being forced to sit in traffic jams when it's so busy is a nightmare.
- B** Is your boss OK with ³_____ (arrive) a bit late from time to time?
- A** Obviously, she isn't that keen on ⁴_____ (turn up) too late, but generally she's fairly easy-going. It's not as though I'm risking ⁵_____ (lose) the job. I've worked extra afternoons a couple of times to catch up and they've appreciated ⁶_____ (stay on).
- B** Do you think you might go on ⁷_____ (work) there full time once you've graduated?
- A** I haven't really given it much thought yet. It means ⁸_____ (look at) all my options seriously soon. How about you?
- B** I really need ⁹_____ (make) some decisions by the end of the month as I'm hoping ¹⁰_____ (study for) another degree, so we'll see.

5 Choose the correct words to complete the text.



Me at twenty-five

The recent TV programme entitled *Me at twenty-five* was fascinating to watch. It followed up on a project started by teachers for their ten-year-old students fifteen years ago. The youngsters were asked to write an essay in which they envisaged themselves *'working / to work'* at the age of twenty-five. They were encouraged *'detailing / to detail'* exactly what they saw themselves doing. Then earlier this year, several of the students (now aged twenty-five) were filmed talking about what they had managed or failed *'achieving / to achieve'*, and discussing what they were proud of *'having done / to have done'* or what choices they regretted *'to have made / having made'*. The majority of the children tended *'having completely changed / to have completely changed'* their ambitions as they grew older. One, who had imagined becoming a politician, ended up *'working / to work'* as business executive, and one who is now a lawyer had decided against *'opening / to open'* his own sweet shop! Both were happy *'to make / to have made'* those decisions.

USE OF ENGLISH

- 6 Complete the second sentence using the word in bold so that it has a similar meaning to the first one. Use no more than six words, including the word given.

STRATEGY | Sentence transformation

Sentence transformations often test direct and indirect speech, comparative and superlative forms, active and passive forms, quantifiers, conditionals and verb patterns.

- I'm afraid I have to let you know that your application has been unsuccessful. **INFORM**
I regret _____ been unsuccessful in your application.
- It's highly likely that I will be finishing my university thesis next year. **EXPECT**
I would _____ my university thesis next year.
- You can annoy people and risk losing their cooperation if you are too critical of their work. **BACKS**
Being too critical of people's work can really _____ risk losing their cooperation.
- In court, the fraudster said that he'd targeted a lot of elderly people earlier in the year. **HAVING**
In court, the fraudster _____ elderly people earlier in the year.
- My father is now a director of the company where he started at the bottom. **WAY**
My father _____ company of which he is now a director.

Use of English > page 186

LISTENING

- 7  **4.21** Listen to five people talking about job interviews. For TASK ONE, choose from options a–h the speakers' opinions about the application process or interview. For TASK TWO, choose from options a–h what we know about each speaker. There are three extra options for each task.

TASK ONE

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

- | | |
|------------------------|---------------------------------|
| a not worth the effort | e bitterly competitive |
| b surprisingly short | f delayed for no reason |
| c quite amusing | g very impressive |
| d inexpertly assessed | h suitable for a different post |

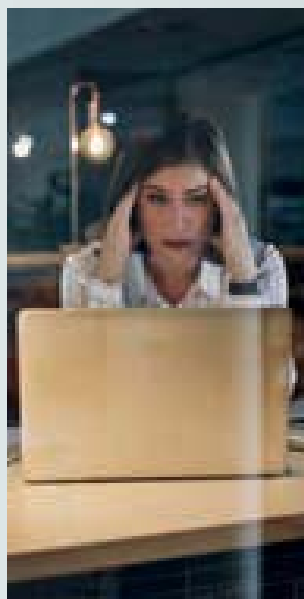
TASK TWO

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

- They rejected a job offer after their interview.
- They have already started working in the position applied for.
- They don't come across well in interviews.
- They didn't complete the application.
- They accept that they are not the sort of candidate required.
- They were offered a better job than they applied for.
- They are about to start the job they successfully applied for.
- They are currently between two stages of the interview process.

SPEAKING

- 8 The photos show people in different work situations. Take it in turns to compare the pictures. In pairs, ask and answer the questions below.



Student A

- What different aspects of stress at work do the pictures show and how might the stress be reduced?
- In which situation do you think stress might cause the most problems? Say why.

Student B

- What could be the effects of stress in these situations and how might the people have avoided getting stressed in the first place?
- In which situation do you think it might be more difficult for people to avoid stress? Say why.

- 9 In pairs, take it in turns to ask and answer the questions.

- When you choose a career, which will be more important: salary or enjoyment?
- Some people prioritise their working life over their family life. Why do you think that is?
- Do you think schools should organise work placements for students one day a week as part of the curriculum? Say why.
- Why do you think some people, such as footballers, celebrities or top executives, get paid more than essential workers like nurses?

WRITING

- 10 The local authority is thinking of implementing an organised babysitting service to help both parents and job seekers in the town. You decide to write a proposal for the service. Your proposal should mention minimum age limits for the babysitters, assessing suitability of applicants, ways of contacting babysitters and the possibility of reviewing both babysitters and parents to help avoid problems. Write your proposal.



MICHELLE OBAMA



GRETA THUNBERG

An accidental leader

I've always been quite shy and retiring, or as my granny would say, backwards in coming forwards! But last year I found myself accidentally becoming a leader, and after my initial shock, I actually enjoyed the experience.

How do you accidentally become a leader? Well, my history class went on a school trip to Berlin. Because the trip had been organised by the history department, the teachers who went didn't speak any German ... and guess who did?

My father is German, so we grew up speaking both languages at home. Once the teachers realised I was fluent in German, they delegated all the tasks of speaking to the tour guides and people in the ticket offices, or asking for directions or ordering food to me.

To begin with I was horrified. I've never seen myself as very assertive, and now I was having to juggle unrelenting demands from different people on the trip, negotiate with strangers and generally take a lot of responsibility for everything going smoothly (or not). I would have suggested someone else, but no one else spoke decent German.

I worked my socks off on that trip, but in terms of building my confidence it paid dividends, and now I'm even thinking about training to become a translator!

Josie

Out of the back seat

There were plenty of people at school who saw themselves as 'destined to lead'. In all too many cases, what this meant was that they made a virtue out of being bossy and domineering, or perhaps even worse, patronising and overly helpful. So, I didn't really think that I was cut out to be a leader, and that was, to be honest, just fine with me – I wasn't exactly itching to take on all the extra work involved in leadership either. But little did I know that life had other plans for me.

It all started in my first job straight out of school. I was working for a charity, and they had a 'suggestions box' in reception. One day, I had a cool idea for an app that could pair up people with a bit of time on their hands with lonely old people needing a chat, so I slipped it into the box. My boss loved the idea so much that she put me in charge of implementing it. I just wanted the charity to be able to raise more money, but I found that I actually enjoyed not taking a back seat for once.

The rest, as they say, is history. I'm now local area manager for the charity and I absolutely love it!

Nick



STEVE JOBS



WINSTON CHURCHILL

- 1 In pairs, make a list of the typical characteristics of a leader and of a follower. Which list do you think describes you better? Say why.
- 2 'Are you a leader or a follower?' is a classic interview question. What do you think would be the best way to answer this question? Say why.
- 3 Read two blog posts written by people who became leaders. How did they feel at first, and what did the experience give them?
- 4 Read the online quiz below. Which of these signs did Josie and Nick show?

FIVE SIGNS YOU'RE A RELUCTANT LEADER

- 1 ☐ You find it a bit embarrassing to be in the limelight.
 - 2 ☐ People often come to you for advice, but it always surprises you when they do.
 - 3 ☐ You can think of a lot of people who'd be better at being a leader than you would.
 - 4 ☐ People who like leading others aren't the kind of people you tend to get on with.
 - 5 ☐ You are really good at thinking of excuses as to why you can't take a leadership role.
- 5 Do you recognise yourself in any of the signs listed in Exercise 4? What could be the benefit of questioning these beliefs or behaviours if you have them?
 - 6 4.22 Listen to Anna, an educational consultant, talking about leadership skills. Decide if she would agree (A) or disagree (D) with the statements.
 - 1 ☐ Leadership skills are only important when you reach management-level positions at work.
 - 2 ☐ Some people aren't really cut out to be leaders.
 - 3 ☐ Teamwork is important in companies these days.
 - 4 ☐ People who are reluctant to lead are generally not very effective in that role.
 - 5 ☐ A lot of people have a fairly stereotypical idea of what makes a good manager.
 - 6 ☐ If you are a good follower, you're unlikely to make a good leader.

- 7 Complete the advice in the Life Skills box with one word in each gap. There is one extra word.

attributes calling envision failures shy step
styles win

LIFE SKILLS | How to develop leadership skills

- Even if you don't think you have a ¹ _____ to be a leader, or you can't ² _____ yourself in that role, give it a go – you may surprise yourself. Learn about well-known leaders and study which of their ³ _____ made them good leaders.
- Think about people around you who are leaders – observe them and analyse how they are able to “_____ people over and why people listen to them.
- Learn about different leadership ⁴ _____ and try to identify your own.
- If there is an opportunity to “_____ up and lead, don't” _____ away from it, but try to take it on with enthusiasm and think about how much you can learn from this experience.

- 8 Work in pairs. Choose someone you know personally who is a good leader and make some notes on what makes them effective.

- 9 Do the task below.

LIFE SKILLS | Project

Prepare a short presentation about a well-known leader.

- Choose someone you personally admire.
- Use at least two different sources to find out information about them.
 - In what ways is/was this person an effective leader?
 - What do/did they (or others led by them) achieve?
 - How would you describe this person's leadership style?
 - How do/did other people feel about them?
 - Are there any ways in which this person could perhaps have been a better leader? Say why.
- Finish by explaining why you chose this person and how you think they might influence your own leadership style in the future.



The British & the Seaside

Today, I'm sharing some really interesting information about the traditional British seaside holiday. Everyone I know has deeply embedded memories about going to the seaside as a child, building sandcastles with buckets and spades under (as we probably mistakenly recall) cloudless skies. I'd never really thought about it as a very British tradition before, but apparently it's quintessentially British! So, check this out!

An island nation

As an island nation, the British have always had a special relationship with the sea. We've depended on the sea for food and protection from invaders, and we have always loved messing about in boats. It is therefore quite logical that the British coastline should have played an important part in the relatively recent growth of the tourist industry, and seen the rise of the great British seaside resorts.

Royal connections

The transformation of seaside towns into resorts started in 1789 when King George III was advised to spend time close to the sea for his health. The sea air, sea bathing and even drinking seawater were considered beneficial for your health and the king took his royal family to Weymouth, a seaside town on the south coast. The advice benefitted both the king and the town of Weymouth, which became the king's favourite holiday destination, one to which he regularly returned until 1805. Following the king's lead, holidaying at the seaside became extremely fashionable for those in high society and resorts sprang up all round the coast. George IV, his son, was also advised to take the sea air for medical reasons. He favoured Brighton as it was closer to the capital than Weymouth,

and this resulted in the rapid growth and popularity of the resort and its nickname of 'London by the sea'.

This king's legacy was the construction of the Brighton Pavilion, an innovative and elegant building, incorporating both architectural and interior decorative features from all round the world. The seaside became a playground for the rich, the artistic and the frivolous!

Holidays for all

For a long time, the seaside remained an exclusive escape for the upper classes because of the cost and difficulty of access. However, all this changed with the development of the railways in the 1840s. Middle- and working-class people now had affordable transport and this led to the growth of internationally renowned resorts such as Blackpool. What also contributed to the phenomenon was the fact that factories closed down annually for a week every summer for machinery repairs, allowing workers a regular, annual break, which the majority took – surprise, surprise – by the sea. A huge tourist industry blossomed with buildings for accommodation and attractions. People enjoyed walking along promenades and piers and the wonderful British tradition of end-of-pier entertainment started with theatres, dance halls and amusements. And of course, holiday makers loved swimming. At that time, male and female swimmers were strictly segregated, and special bathing machines were used until well into the twentieth century. These were like small huts on wheels that were pushed to the water's edge. Swimmers changed inside them and then swam, protected from the view of the people on the beach! Eventually, by the end of the 1800s, there were more than 100 big seaside resorts along the British coastline.

The heyday

The heyday of the seaside resorts in the UK came in the late 1940s, in the post-war years. More people could afford to travel greater distances to stay in the resorts of their choice. By now, many seaside traditions were well-established, and these annual breaks were the time for the traditionally straitlaced Brits to let their hair down and exhibit another side to their character! The seaside brought the opportunity to indulge in food, enjoy the sunshine, and have a lot of fun! The children were treated to sugary candyfloss, rock and ice creams and the parents bought saucy postcards and covered themselves in baby oil to get suntans – sunburn not being considered dangerous until later in the century. Many stereotypical images of the British on the beach date from this time: men with socks and sandals and knotted handkerchiefs on their heads; pink-skinned sunbathers whose fair skin couldn't take the sunshine; the stoicism of those determined to enjoy a beach holiday at all costs, in spite of the rain, wind and cold!

Decline and rejuvenation

The British love affair with the seaside came to a sudden end in the late twentieth century when cheap flights made it more affordable to visit other countries, where the weather was better and more reliable. Package holidays meant that a family could buy flights and accommodation abroad for the same price as a week at the British seaside, if not less. Seaside hotels closed, piers deteriorated and the end-of-pier entertainers looked for work elsewhere. However, today, after decades of globetrotting, the popularity of the 'staycation', whether for economic reasons or through choice, is growing again. Many British seaside resorts are reinventing themselves and attracting large numbers of foreign tourists, hoping to sample some aspects of the British seaside culture too.



- 1 Do you enjoy seaside holidays? How do you think British seaside resorts differ from those you know?
- 2 You are going to read a blog about the development of British seaside resorts. Think of information it might include. Read the blog and check your ideas.
- 3 Read the blog and decide if statements 1–6 are true (T) or false (F), or if the information is not given (NG).

- 1 ☐ The first UK seaside town to become a resort was Weymouth.
- 2 ☐ Recently, members of the royal family have preferred east coast seaside destinations.
- 3 ☐ Until the twentieth century, people used to change their clothes in special huts.
- 4 ☐ British men used to protect their heads with unusual coverings.
- 5 ☐ In the nineteenth century, people were concerned about sunburn.
- 6 ☐ Package holidays are the most popular type of holiday for foreign visitors.

- 4 Match the highlighted words from the text with their definitions. Then use them in your own sentences.

- 1 A holiday spent in your own country.
- 2 When something is given a new life.
- 3 Travelling around the world.
- 4 Very typically.
- 5 Strict and moral.
- 6 Got in a bad condition.
- 7 Relax and enjoy.
- 8 Good for you.

- 5 In pairs, take turns to summarise consecutive paragraphs. Use the words from Exercise 4.

- 6  4.23 Listen to a podcast about the British seaside and answer the questions.

- 1 Who might find this programme useful?
- 2 What personal examples does Anna give when talking about the different traditions?

GLOSSARY

frivolous – behaving in a silly way rather than doing serious or sensible things

heyday – the time when something was most popular, successful, or powerful

- 7  4.23 Listen again and complete the factfiles with 1–3 words in each gap.

Pleasure piers

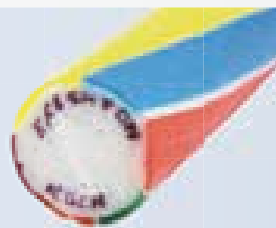
The first ones were built in the ¹ _____ century.
The purpose was to transfer people from the ² _____ to the shore.
The longest is Southend-On-Sea at ³ _____ km.
The oldest is at Ryde on the Isle of Wight, over ⁴ _____ years old.

Deckchairs

Invented in ⁵ _____ by John Moore.
First used by passengers on the decks of ⁶ _____.
Traditional colour of beach deckchairs was ⁷ _____ and white stripes.

Seaside rock

Very hard and very sweet.
First sold in ⁸ _____ in 1887.
Skill can take ⁹ _____ years to perfect.
Brighton Rock is ¹⁰ _____ by Graham Greene.



Fish and chips

The first fish and chip shop in the UK opened in ¹¹ _____.
Fish and chips were traditionally wrapped in ¹² _____.
Packaging had to change due to ¹³ _____ regulations.

- 8 Choose the correct prepositions to complete the sentences.

- 1 Since the decline of end-of-pier entertainments, councils have gone *on / forward* to install leisure activities on many piers.
- 2 The secrets of the recipes for seaside rock have been handed *out / down* through generations.
- 3 *Way before / back* in the 1960s, seafronts saw clashes between teenage gangs called 'mods' and 'rockers'.
- 4 Getting sunburned used to be part and parcel *for / of* going on a seaside holiday.
- 5 Children used to gather *up / round* ice cream vendors on the beach to get ice cream cornets.
- 6 Look *out / over* for old-fashioned sweet shops on the seafront that often sell candyfloss.
- 7 Back *in / at* the day, swimmers wore knitted swimsuits.

- 9 **REFLECT | Culture** What aspects of your country's national identity or culture are reflected in the things people do on holiday?

CULTURE SPOT 2 British humour



Rowan Atkinson



Monty Python



Charlie Chaplin

THAT'S SO NOT FUNNY!

Have you ever been baffled by a UK comedy series which shows audiences in fits of laughter, but leaves you waiting for a punchline? You're not alone. The British sense of humour is quite unique and takes a lot of getting used to. With luck, our quick guide may help.

Non-stop and deadpan

For some nationalities, there may be a time and a place for using humour and making jokes. Not in the UK. One of the difficult things to get your head round is that the British grab every opportunity to slip a joke into a conversation or make a comic allusion. Banter, where light-hearted teasing remarks are exchanged (often with strangers), is part of daily life. Humour never gets turned off. What makes this even more difficult is that so much British humour is dry and deadpan – jokes are made with a straight face, without gestures, and delivered in a serious tone of voice. So sometimes it even takes the British a while to twig that the other person has just said something funny. For those not used to it, it can be a nightmare knowing whether to laugh or not.

Irony and sarcasm

Of course, much of British humour involves those things that make us all laugh – the slapstick of Charlie Chaplin, witty one-liners, humour arising from misunderstanding or farce, but there are elements of British humour that are quintessentially British. The real essence of the British sense of humour is irony – when things are incongruous, when reality is at odds with what is expected and often amusing because of this. Like when someone posts something on social media to complain about the influence of social media, or when a fire station burns down. Its derivative, sarcasm, comes very naturally to the British too. It's common to hear people say the opposite of what they mean. If your English friend refers to receiving an enormous bill for something as 'Well, that's just wonderful!' believe me – it's a joke. He hasn't suddenly gone insane.

Understatement and self-deprecation

Stereotypical British characteristics, such as a dislike of showing extreme emotions and hatred of arrogance, give an insight into other aspects of their humour. For example, they are fond of understatement and self-deprecation. You might hear 'It's rather warm,' when in fact the temperatures are over forty degrees, and a best-selling writer might say 'I've had some success,' also reflecting the traditional British embarrassment with success. This apparent humility is approved of by fellow Brits, and many comedians and films use understatement, self-deprecation and extreme politeness as a source of comedy. Think of Hugh Grant in *Love, Actually*. No great dramatic declarations of passion for the Brits!

Mocking themselves, others, and their social systems

The Brits also enjoy mocking their own social ineptitude and class structure, like Rowan Atkinson in *Mr Bean* and *Johnny English*. Many British sitcoms make fun of those pretentious social climbers who aspire to higher status. There's nothing the Brits like more than taking the pompous and privileged down a peg or two. This is clear in the use of satire, where humour is used to mock the rich and famous, with politicians often providing the main target.

Word-play and wit

If a Brit describes you as 'witty', it is one of the greatest compliments. It includes the ability to respond quickly and cleverly to a comment or in a situation, often by using words with double or triple meanings, or playing with intonation and word stress. The English language offers a wealth of opportunities for word-play and puns. You just need to take a look at the names of many shops and stores in the UK and you'll find examples. There's a computer store called 'Bits and PCs' (bits and pieces), a kebab shop called 'Abra-kebabra' and a fish and chip shop with the name 'The Cod Father' (*Godfather*).

So, the weird sense of humour that the British have does not rely on one aspect of humour alone, but on a combination of irony, sarcasm, slapstick, understatement, self-deprecation, word-play and absurdity. It's the mixture of all these ingredients that makes British humour what it is, and it may go some way towards explaining the difficulty other nationalities might have in understanding just what IS or ISN'T funny to a Brit! The brilliant Richard Ayoade (*The IT Crowd* and *Travel Man*) uses nearly every aspect of British humour in his work, and famous stand-up comedians such as Michael McIntyre and Jack Whitehall, current kings of British comedy, are also great examples. And, of course, who could forget the amazing Monty Python? Take heart. You'll get there.

1 In pairs, answer the questions. Then read the article and compare your answers.

- 1 Do you think different cultures find different things funny? Say why.
- 2 Do you know any British comedies and comedians? Do you like them? Say why.
- 3 Do you find British humour easy to understand? Say why.

2 In pairs, match the types of humour from the box with examples 1–5. Sometimes more than one answer is possible.

deadpan irony sarcasm understatement
word-play

- 1 I see you've finished then. (piles of work still on desk)
- 2 I think it might be a bit busy today. (queues of people waiting outside shop doors)
- 3 I hear the police station got robbed last night.
- 4 **A** Where can you find a prehistoric moose?
B I don't know.
A At the back of Mummy's fridge.
- 5 **A** You must have caught that passing shower they were talking about. (friend is soaking wet)
B Ah – yes – very dry!

3 Read the article again and answer the questions.

- 1 Why might the British themselves not understand some humour?
- 2 What examples does the writer give of irony and sarcasm?
- 3 Why are the Brits good at using understatement in jokes?
- 4 Who are usually the targets when mockery is used in humour?
- 5 Why is some British humour very hard for foreign speakers to understand?
- 6 What is the purpose of the article? How well do you think the writer succeeds? Say why.

GLOSSARY

banter – friendly conversation in which people make a lot of jokes with, and amusing remarks about each other

deadpan – sounding and looking completely serious when you are saying or doing something funny

derivative – something that has developed or been produced from something else

incongruous – unexpected or unsuitable in a particular situation

ineptitude – lack of skill, incompetence

slapstick – humorous acting in which the performers fall over, throw things at each other etc.

4 Complete the collocations from the article with one word in each gap.

- 1 You need to _____ an opportunity to enjoy life whenever you can.
- 2 My English friend always _____ a joke with a very serious expression.
- 3 Sometimes I don't get the _____ of a joke and have to ask for an explanation. It's embarrassing.
- 4 The comedienne manages to be funny while keeping a completely _____ face.
- 5 There's a _____ of opportunities for young comedians who want to go professional.
- 6 The story had me _____ of laughter by the end.

5 **4.24 Listen to an extract from a radio phone-in programme about laugh-out-loud moments. Match speakers 1–3 with statements a–f.**

Speaker 1 ☐ ☐ 2 ☐ ☐ 3 ☐ ☐

His/Her favourite laugh-out-loud moment ...

- a does not rely on dialogue.
- b is different from the one the presenter is thinking of.
- c involves the main comedian and his relative.
- d involves anticipation.
- e happens in another country.
- f is typical of the work of a particular actor.

6 Complete the expressions from the recording with the correct forms of the words from the box.

bring chuckle lighten mood put there

- 1 With all this terrible weather, we just need to _____ up a bit. Let's watch some comedy!
- 2 I'm not _____ in the _____ for going out this evening, I'm afraid. I'm a bit too tired.
- 3 I'm not usually a laugh-out-loud sort of person, I _____ tend to _____ or have a sly smirk.
- 4 There's one moment in Monty Python's *Life of Brian* that _____ tears to my eyes – I really get the giggles and can't stop laughing.
- 5 I've got some news that will definitely _____ a smile on your face. You've won the competition!
- 6 The moment when the comedian sits on an invisible chair is up _____ with the best of them.

7 In pairs, discuss the questions.

- 1 Which of the moments discussed by the speakers might you be most interested in watching? Say why.
- 2 Do you usually laugh out loud or chuckle when you find something funny?

8 REFLECT | Culture In pairs, discuss the questions.

- 1 Compare the British sense of humour with the type of humour people like in your country.
- 2 Which aspect of British humour would cause people from your country the most problems? Say why.
- 3 How does your country's sense of humour reflect the typical characteristics of the people?

1 In pairs, discuss the questions.

- 1 Have you read any novels by twentieth century British writers?
- 2 *Mrs Dalloway* is one of the best-known novels by Virginia Woolf, but she is also the author of *To the Lighthouse* and *The Waves*. Have you read any of the books or seen their film adaptations?

2 4.25 Listen to an extract of an interview with an English Literature lecturer and see if your ideas about the book change.

3 4.25 Listen again and answer the questions.

- 1 Why does the lecturer think some people may have the wrong opinion about Virginia Woolf's novels?
- 2 In what ways did Woolf and Joyce's novels differ from novels by previous writers?
- 3 What is interesting about the timescale of *Mrs Dalloway*?
- 4 What is unusual about the style in which *Mrs Dalloway* is written?

4 In pairs, think again about the recording in Exercise 3 and read the Fact box about Virginia Woolf. Why do you think she was considered one of the most influential writers of the twentieth century?

5 Read *From Page to Life* and the extract from *Mrs Dalloway* on page 159. Would you like to read the whole book or watch a film based on it? Say why.

6 Read the extract again and answer the questions.

- 1 Why is Lucy in a rush in the first paragraph?
- 2 What is Mrs Walker's probable attitude to learning that the Prime Minister is coming?
- 3 Why is Mrs Walker concerned about the salmon?
- 4 What do we learn about Mrs Barnet's character?
- 5 What is Lady Lovejoy's opinion of Mr Wilkins?

7 Replace the underlined parts of the sentences with the correct forms of the highlighted words from the extract.

- 1 The teacher looked critically at all the students' artwork and announced herself extremely pleased with everyone's efforts.
- 2 It isn't dangerous if beef is a little pink, but other meats must be cooked thoroughly.
- 3 On hearing her father, the child ran as fast as she could and nearly tripped on the doorstep.
- 4 I went for a quick visit to my friend's house and soon realised that I'd accidentally walked into the middle of a row between her and her husband.
- 5 The manner in which the police handled the case was impossible to criticise.
- 6 The decorative little objects in my grandmother's room gather a lot of dust.
- 7 In spite of her highly successful career, the author remained an unpretentious and modest person.
- 8 Competition judges need to show that they do not favour anyone, otherwise they won't be invited to judge again.

8 In small groups, discuss the questions.

- 1 How does the writer convey a sense of excitement and hurry in the first paragraph?
- 2 What effect does the writer's use of the verbs in bold create?
... while the fire **blared** and **roared**, the lights **glared** ...

9 **SPEAKING** In pairs, answer the questions.

- 1 What is your reaction to reading this extract? Say why.
- 2 What difficulties might there be in making a film of Virginia Woolf's books?

10 **REFLECT | Culture** In pairs, discuss the questions.

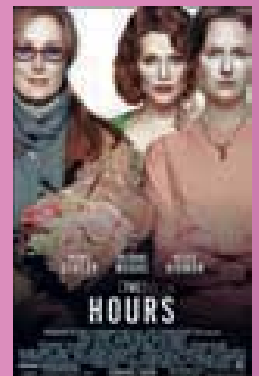
- 1 What does this extract tell us about society in London at the time Virginia Woolf was writing?
- 2 Do you know any other famous writers who used/use a similar writing style to Woolf?

11 **WRITING TASK** Imagine you were a guest (or one of the staff) at Mrs Dalloway's party. Write a letter to a friend the following day to tell him/her about the party.



FROM PAGE TO LIFE

Mrs Dalloway, written in 1925, was made into a very successful film in 1997 with Vanessa Redgrave as Clarissa, and Rupert Graves as Septimus. Another film, *The Hours*, was made in 2002, based on an award-winning book of the same name by Michael Cunningham. The book and film revolve around a day in the lives of three women from different generations, but who are linked by the novel, *Mrs Dalloway*. In this critically acclaimed film, Clarissa, played by Meryl Streep, is a modern interpretation of the original Mrs Dalloway and in 2001 is preparing for a party. Laura, played by Julianne Moore, is a 1951 housewife who escapes her complicated life by reading *Mrs Dalloway*. The third character is Virginia Woolf herself, played by Nicole Kidman, who won an Oscar for her role.



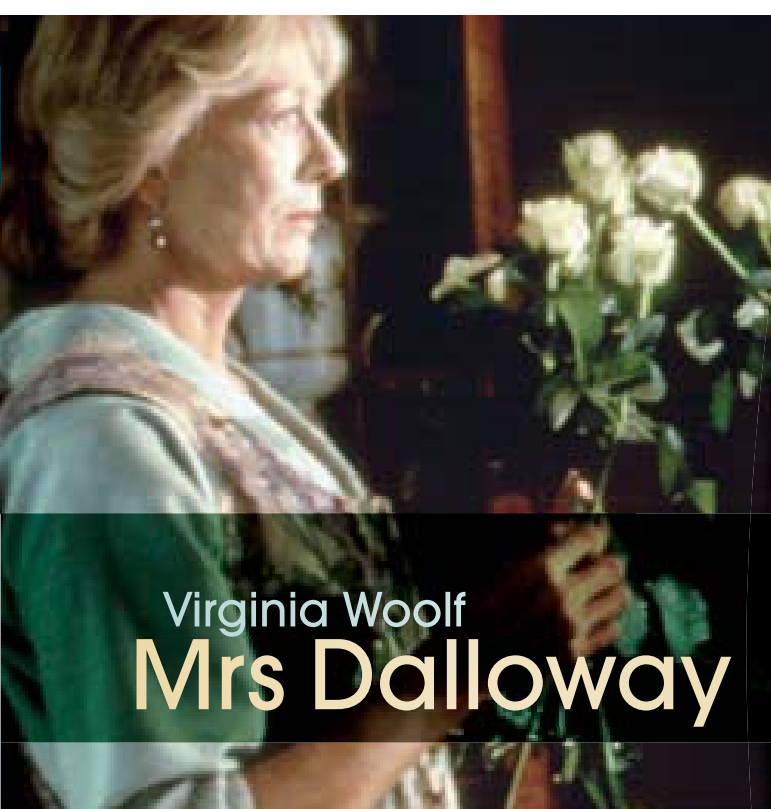
GLOSSARY

chintz – smooth cotton cloth that is printed with a flowery pattern, used for making curtains, furniture covers, etc.

dampener – a piece of equipment that stops a movement from being too strong

fire-iron – a metal tool used to move or put coal or wood on a fire in a fireplace

scullery – a room next to the kitchen in a large house, where cleaning jobs were done in past times



Virginia Woolf Mrs Dalloway

Lucy came running full tilt downstairs, having just nipped into the drawing-room to smooth a cover, to straighten a chair, to pause a moment and feel whoever came in must think how clean, how bright, how beautifully cared for, when they saw the beautiful silver, the brass fire-irons, the new chair-covers, and the curtains of yellow chintz: she appraised each; heard a roar of voices; people already coming up from dinner; she must fly!

The Prime Minister was coming, Agnes said: so she had heard them say in the dining room, she said, when she was coming in with a tray of glasses. Did it matter, did it matter in the least, one Prime Minister more or less? It made no difference at this hour of the night to Mrs Walker who was among the plates, saucepans, colanders, frying-pans, chicken in aspic, ice-cream freezers, trimmed crusts of bread, lemons, soup dishes, and pudding basins which, however hard they washed up in the kitchen, seemed to be all on top of her, on the kitchen table, on chairs, while the fire blared and roared, the electric lights glared, and still supper had to be laid. All she felt was, one Prime Minister more or less made not a scrap of difference to Mrs Walker. The ladies were going upstairs already, said Lucy; the ladies were going up, one by one, Mrs Dalloway walking last and almost always sending back some message to the kitchen, 'My love to Mrs Walker,' that was it one night. Next morning they would go over the dishes – the soup, the salmon; the salmon, Mrs Walker knew, as usual underdone, for she always got nervous about the pudding and left it to Jenny; so it happened, the salmon was always underdone. But some lady with fair hair and silver ornaments had said, Lucy said, about the entrée, was it really made at home? But it was the salmon that bothered Mrs Walker, as she spun the plates round and round, and pushed in dampers and pulled out dampers; and there came a burst of laughter from the dining room; a voice speaking; then another burst of laughter – the gentlemen enjoying themselves when the ladies had gone. The tokay, said Lucy running in. Mr Dalloway had sent for the tokay from the Emperor's cellars, the Imperial Tokay. It was borne through the kitchen. Over her shoulder

Lucy reported how Miss Elizabeth looked quite lovely; she couldn't take her eyes off her; in her pink dress, wearing the necklace Mr Dalloway had given her. Jenny must remember the dog, Miss Elizabeth's fox-terrier, which, since it bit, had to be shut up and might, Elizabeth thought, want something. Jenny must remember the dog. But Jenny was not going upstairs with all those people about. There was a motor at the door already! There was a ring at the bell – and the gentlemen still in the dining room, drinking tokay! There, they were going upstairs; that was the first to come, and now they would come faster and faster, so that Mrs Parkinson (hired for parties) would leave the hall door ajar, and the hall would be full of gentlemen waiting (they stood waiting, sleeking down their hair) while the ladies took their cloaks off in the room along the passage; where Mrs Barnet helped them, old Ellen Barnet, who had been with the family for forty years, and came every summer to help the ladies, and remembered mothers when they were girls, and though very unassuming did shake hands; said 'milady' very respectfully, yet had a humorous way with her, looking at the young ladies, and ever so tactfully helping Lady Lovejoy, who had some trouble with her dress. And they could not help feeling, Lady Lovejoy and Miss Alice, that some little privilege in the matter of brush and comb was awarded them for having known Mrs Barnet – 'thirty years, milady.' Young ladies did not use to wear rouge, said Lady Lovejoy, when they stayed at Bourton in the old days. And Miss Alice didn't need rouge, said Mrs Barnet, looking at her fondly. There Mrs Barnet would sit, in the cloakroom, patting down the furs, smoothing out the Spanish shawls, tidying the dressing-table, and knowing perfectly well, in spite of the furs and the embroideries, which were nice ladies, which were not. The dear old body, said Lady Lovejoy, mounting the stairs, Clarissa's old nurse. And then Lady Lovejoy stiffened. 'Lady and Miss Lovejoy,' she said to Mr Wilkins (hired for parties). He had an admirable manner, as he bent and straightened himself, and announced with perfect impartiality 'Lady and Miss Lovejoy ... Sir John and Lady Needham ... Miss Weld ... Mr Walsh.' His manner was admirable; his family life must be irreproachable, except that it seemed impossible that a being with greenish lips and shaven cheeks could ever have blundered into the business of children.

FACT BOX Virginia Woolf

Virginia Woolf was born in 1882 into an aristocratic and wealthy family in London. The family was intellectual, but very traditional in their attitudes to women. This influenced Virginia's beliefs that women in society should be treated the same as men. Her work was an important inspiration to the feminist movement. In her 20s, Virginia and her brother founded an intellectual circle called the Bloomsbury Group which included famous writers, philosophers, artists and politicians of the time. She and her husband, Leonard, started the Hogarth Press which published the work of some important writers. Virginia wrote seven major novels, of which *Mrs Dalloway* and *To the Lighthouse* are probably the most well-known.

1 Read the Fact Box about Oscar Wilde, a famous writer. Have you read any of his works or seen any of his plays?

2  **4.26** Listen to two students talking about *The Picture of Dorian Gray* by Wilde, and answer the questions.

- 1 Why is the girl going to read *The Picture of Dorian Gray*?
- 2 According to the boy, how is the novel both similar and different in nature to the plays by Oscar Wilde?
- 3 Why is the girl concerned about reading the novel?
- 4 What abstract themes in the novel does the boy mention?
- 5 Why will the boy not tell the girl about the central question?

3 Look at the picture on page 161. What do you think the main story might be about? Read the extract and check your ideas.

4 Read the extract again. Decide if statements 1–8 are true (T) or false (F).

- 1 ☐ Dorian has recently changed his attitude to a materialistic lifestyle.
- 2 ☐ He examines the portrait as soon as he notices something unusual.
- 3 ☐ The change in the portrait's expression is more noticeable in natural light.
- 4 ☐ The changed portrait resembles Dorian more accurately than before.
- 5 ☐ Dorian cannot detect any sign of physical changes to the painting.
- 6 ☐ Dorian's early desire had been to prolong his youth indefinitely.
- 7 ☐ In future, the portrait will reflect every change on Dorian's own face.
- 8 ☐ Dorian decides to live a better life.

5 Complete the sentences with the correct forms of the highlighted verbs from the extract.

- 1 Her twisted ankle caused a lot of pain and she _____ every time she put any weight on it.
- 2 Sometimes, if a book is really enjoyable, I _____ over the final chapters because I don't want it to finish.
- 3 Time and weather had _____ the window frame so that it didn't shut properly and let in a draught.
- 4 Without enough water for months, the crops had _____ and died.
- 5 The singer's nervousness was noticeable as her voice _____ when she started the song.
- 6 The children were so entranced by the film that they didn't _____ a word for at least an hour.
- 7 After the accident, she _____ every time she thought of what could have happened.

6 In small groups, discuss the questions.

- 1 What evidence is there in the text that Dorian's nature may be changing?
- 2 The author uses personification (attributing human qualities to something which is not human) in his descriptions. What effect does this have in the following phrases?
'The light struggled through the blind ...'
'(The light) swept the fantastic shadows into dusty corners where they lay shuddering.'
'the quivering sunlight'

7 REFLECT | Culture In pairs, discuss the questions.

- 1 Can you understand Dorian's 'mad wish' (line 56)? Say why.
- 2 Would you like to live forever? Say why.
- 3 Do you think people are too concerned about beauty and appearance these days? Say why.

8 WRITING TASK Write a description of how you imagine the portrait might look after twenty years if Dorian doesn't change his lifestyle.



FROM PAGE TO LIFE

The Picture of Dorian Gray caused a scandal when it appeared in 1890. Oscar Wilde identified himself with the characters from his book, 'Basil Hallward is what I think I am; Lord Henry what the world thinks me; Dorian what I would like to be – in other ages, perhaps.' This is one of the reasons why the novel has inspired so many dramatisations. One of the most well-respected film versions was made in 1945, in black and white, and the most recent was in 2009 starring Ben Barnes and Colin Firth. The novel has also been adapted for stage and television. A film version of a 1976 theatrical production starring Sir John Gielgud and Peter Firth still remains very popular. There have also been many musicals written featuring the story, an opera in 1996, and in 2008, a ballet by Matthew Bourne was developed for the Edinburgh Festival.

GLOSSARY

buttonhole – a flower you fasten to your clothes

emblem – a picture, shape or object that is used to represent a country, organisation

fleck – to mark or spot

folly – a very stupid thing to do, especially one that is likely to have serious results

gilt – a thin shiny material, such as gold or something similar, used to cover objects for decoration

phantom – the image of a dead person or strange thing that someone thinks they see

tapestry – a large piece of heavy cloth on which coloured threads are woven to produce a picture, pattern, etc.

untarnished – bright and fresh, not dull or marked



The picture of

DORIAN GRAY

Dorian Gray is a handsome, young aristocrat who has had his portrait painted by the talented artist, Basil Hallward. Lord Henry is an older, wealthy man of society who loves life and indulges in all its pleasures. He has become friendly with Dorian and an influence on the younger man. In the extract, Dorian has just returned from a night out, where he cruelly broke off a love affair.

In the huge gilt Venetian lantern, that hung from the ceiling of the great oak-panelled hall of entrance, lights were still burning from three flickering jets: thin blue petals of flame they seemed, rimmed with white fire. He turned them out, and having thrown his hat and cape on the table, passed through the library towards the door of his bedroom. It was a large octagonal chamber on the ground floor that, in his new-born feeling for luxury, he had just decorated for himself, and hung with some curious Renaissance tapestries that had been discovered stored in a disused attic.

As he was turning the handle of the door, his eye fell upon the portrait Basil Hallward had painted of him. He started back as if in surprise. Then he went on into his own room looking somewhat puzzled. After he had taken the buttonhole out of his coat, he seemed to hesitate. Finally, he came back, went over to the picture, and examined it. In the dim arrested light that struggled through the cream-coloured silk blinds, the face appeared to him to be a little changed. The expression looked different. One would have said that there was a touch of cruelty in the mouth. It was certainly strange.

He turned round, and walking to the window, drew up the blind. The bright dawn flooded the room, and swept the fantastic shadows into dusty corners, where they lay shuddering. But the strange expression that he had noticed in the face of the portrait seemed to linger there, to be more intensified even. The quivering, ardent sunlight showed him the lines of cruelty round the mouth as clearly as if he had been looking into a mirror after he had done some dreadful thing.

He winced, and taking up from the table an oval glass framed in ivory cupids, one of Lord Henry's many presents to him, glanced hurriedly into its polished depths. No line like that warped his red lips. What did it mean?

He rubbed his eyes, and came close to the picture, and examined it again. There were no signs of any change when he looked into the actual painting, and yet there was no doubt that the whole expression had altered.

It was not a mere fancy of his own. The thing was horribly apparent.

He threw himself into a chair, and began to think. Suddenly there flashed across his mind what he had said in Basil Hallward's studio, the day the picture had been finished. Yes, he remembered it perfectly. He had uttered a mad wish that he himself might remain young, and the portrait grow old; that his own beauty might be untarnished, and the face on the canvas bear the burden of his passions and his sins; that the painted image might be seared with the lines of suffering and thought, and he might keep all the delicate bloom and loveliness of his then just conscious boyhood. Surely his wish had not been fulfilled? Such things were impossible. It seemed monstrous to even think of them. And yet, there was the picture before him, with the touch of cruelty in the mouth.

No; it was merely an illusion wrought on the troubled senses. The horrible night that he had passed had left phantoms behind it. Suddenly there had fallen on his brain that tiny scarlet speck that makes men mad. The picture had not changed. It was folly to think so.

Yet it was watching him, with its beautiful marred face and its cruel smile. Its bright hair gleamed in the early sunlight. Its blue eyes met his own. A sense of infinite pity, not for himself, but for the painted image of himself, came over him. It had altered already, and would alter more. Its gold would wither into grey. Its red and white roses would die.

For every sin that he committed, a stain would fleck and wreck its fairness. But he would not sin. The picture, changed or unchanged, would be to him the emblem of conscience.

He got up from the chair, and drew a large screen right in front of the portrait, shuddering as he glanced at it. 'How horrible!' he murmured to himself, and he walked across to the window and opened it. When he stepped out onto the grass, he drew a deep breath. The fresh morning air seemed to drive away all his sombre passions.

FACT BOX Oscar Wilde

Oscar Wilde is probably best known for his witty society plays, but he also wrote one novel, *The Picture of Dorian Gray*. He was born in Dublin in 1854 to Anglo-Irish parents. After his studies, he moved to London where he worked as a journalist, and there he became one of the celebrities of the day. This was not only because of his writing talent, but because he had a very clever intellect and was a witty conversationalist. He was also admired for his flamboyant fashion sense. Wilde was fascinated by the nature of art and beauty and this is reflected in his novel. He died in Paris in 1900.





1 SPEAKING In pairs, look at the photo and answer the questions.

- 1 What kind of event is this and why is it taking place?
- 2 Have you ever taken part in an event like this? Say why.
- 3 What do you think it means to be a global citizen?

2 **1 Watch the video and answer the questions.**

- 1 What is globalisation and what effect does it have on the world?
- 2 What are Mark Massie and his partner developing, and why?
- 3 Why are more and more people interested in nuclear engineering?
- 4 What is the objective of Janne and Rauli's book?
- 5 Why did Eric join Janne and Rauli?
- 6 According to the video, what is essential for global citizens?

3 Where do you stand on the issue of nuclear energy? Say why.

4 **1 Complete the summary of the video with the words from the box. Then watch again and check.**

alternative awareness civil embrace exposure
fuelled fuels identify initiative opponents
tackling two-pronged

5 SPEAKING In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 What global problems are you aware of?
- 2 Do you think globalisation has affected you or your family?
- 3 Do you consider yourself a global citizen? Say why.

6 WRITING TASK Write an essay about the effects of globalisation on your town.

- Describe the problem and explain why action is required.
- List the possible measures that could help improve the situation.
- Make suggestions for the most effective measures to take.

GLOSSARY

embrace sth – accept or adopt an idea or change

exposure to sth – being in the presence of something harmful or dangerous

fuel sth – sustain or power something

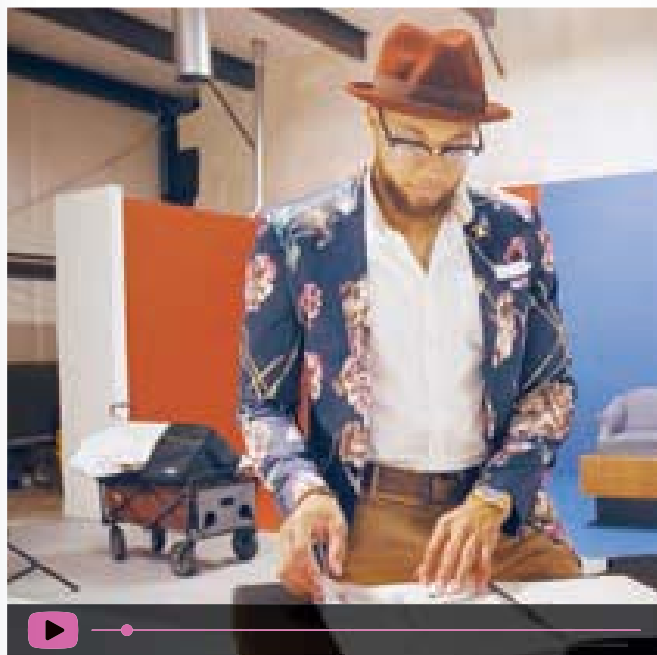
renewable energy – energy from any source that is continually replenished, such as sunlight, rain, tides, waves, and geothermal heat

tackle a problem – attempt to solve a problem

two-pronged attack – an attempt to solve a problem approaching it from two different angles

Thanks to the developments in transport, technology and communication over the last century, our world is more connected than ever before. This unprecedented ¹_____ to different cultures influences our sense of identity, so more and more people ²_____ themselves as global citizens committed to ³_____ problems on a global scale, as part of an international community. One of the issues that demonstrates global citizenship in action is climate change which is ⁴_____ by worldwide consumption of fossil ⁵_____. In order to succeed, the world needs a ⁶_____ attack: a combination of scientific and ⁷_____ action. Mark Massie and his

partner are global-minded engineers working on a new breed of nuclear reactors that can produce low-carbon energy to the masses as a/an ⁸_____ to fossil fuels. However, the nuclear energy has a rather poor reputation, so the engineers are supported by another group of young individuals trying to convince people to ⁹_____ the possibility of nuclear power. Rauli Partanen and Janne Korhonen's book *Climate Gamble* is part of a global ¹⁰_____ to raise ¹¹_____ of the potentials of nuclear energy. They have been joined by Eric Meyer, an opera singer, whose passion and dedication surely win over the hearts of ¹²_____ to the use of nuclear power.



1 SPEAKING In pairs, look at the photo and answer the questions.

- What is your first impression of this man? Say why.
- What do you think he does for a living?

2 **2** Watch the video and compare your answers from Exercise 1. Then answer the questions.

- What does *LFLS* stand for?
- What inspired Eric Jones to come up with his business concept?
- What is the company's USP?
- What personal and business problems did Eric have as graduation approached?
- What two events kept Eric in business?
- What advice does Eric have for people who want to set up their own business and be successful?

3 Would you be interested in becoming an entrepreneur? Say why.

4 **2** Complete the sentences with the correct words formed from the words in brackets. Then watch again and check.

- Eric Jones is a _____ (FIND) and CEO of *LFLS Shoes*.
- _____ (ENTREPRENEUR) hasn't always been easy for Eric.
- He was able to produce the high quality product he had _____ (VISION).
- If you don't have social media _____ (PRESENT), it's like you don't really exist.
- Eric chose to set up his company in Arkansas, where there's less _____ (COMPETE) than in larger start-up hubs like New York and California.
- What advice does he have for budding _____ (ENTERPRISE) seeking to start a profit-making venture?
- Having experienced so many personal and professional _____ (SET), Eric believes that the real keys to success are passion and _____ (RESILIENT).

5 **2** Complete the extracts from the video with the words from the box in the correct form. Then watch the video again and check.

brick concept cut debt effective flourish
handcrafted launch margin niche stroke
turnover upfront USP

Eric Jones is a young entrepreneur and an owner of *LFLS Shoes* who came up with his unique business ¹ _____ after spotting a ² _____ market of high quality shoe lovers in his local community. Its ³ _____? Rather than being mass-produced by machines, the shoes are ⁴ _____ in Brazil.

Motivated to create a better life for himself than he had growing up, Eric ⁵ _____ his business while he was in his junior year of college.

Eric decided to set up *LFLS Shoes* purely as an e-commerce shop, instead of a ⁶ _____ and mortar business. For a while, business was ⁷ _____.

He soon discovered that the New York agent had been overcharging him for their services and delivering a low quality product. Eric was living in ⁸ _____, and didn't think his business would survive into the new year.

The factory in Brazil reached out to Eric directly, and by ⁹ _____ out the agent and establishing a personal relationship with them, he was able to produce the high quality product [...] at a more cost- ¹⁰ _____ price.

His second ¹¹ _____ of luck came when he met a man willing to sign up to make an ¹² _____ investment in *LFLS Shoes*. With a profit ¹³ _____ of 100 percent, and a projected six-figure annual ¹⁴ _____, Eric now runs a successful business.

6 SPEAKING In pairs or small groups, discuss the questions. Then share your opinions with another group.

- What could be the pros and cons of: launching a startup / word-of-mouth marketing / advertising on social media?
- Which do you think is easier: saving a failing business or setting up a completely new business? Say why.

7 WRITING TASK Imagine you created a startup some time ago. You now need more money to make the company grow. Write an email to a wealthy acquaintance asking for financial backing for your company.

- Describe your business concept and its USPs.
- Point out why your company is worth investing in.
- Describe its future objectives and ambitions.
- Explain what you will use the investment for.

GLOSSARY

big fish in a small pond – someone important or influential in a small area

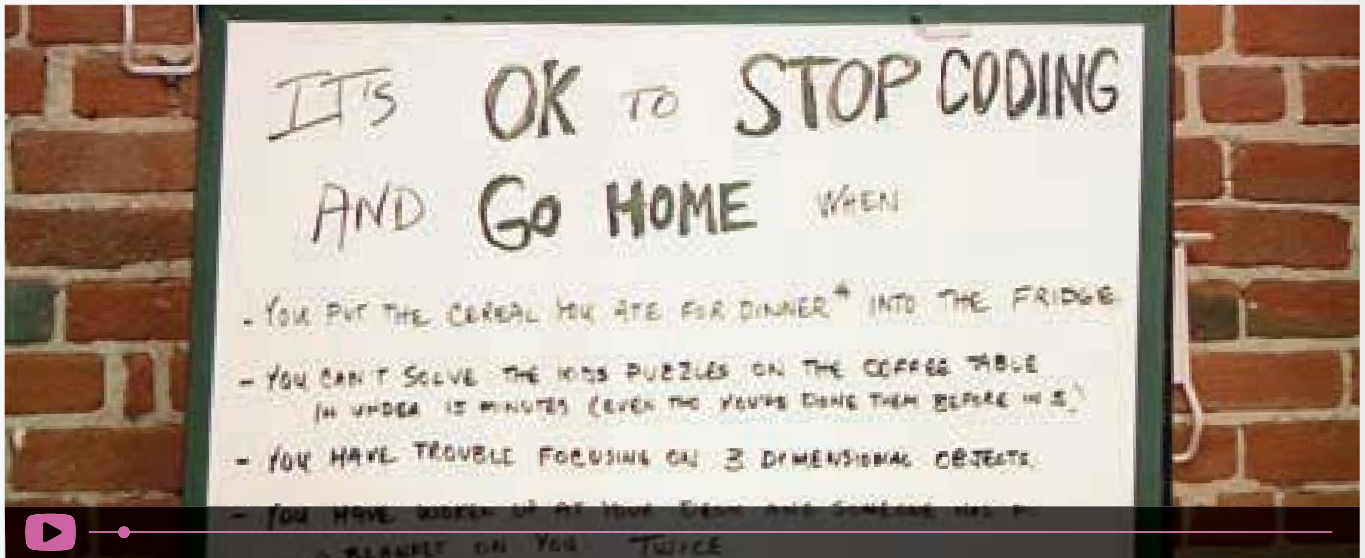
CEO – Chief Executive Officer; the person with the most authority and power in a large company

credit sth/sb for sth – assign sb/sth as the cause of sth else

cut out sb – eliminate sb from sth

flourish – develop well and successfully

unravel – fall apart, fail



- 1 **3 SPEAKING** In pairs, look at the photo showing a list of instructions and answer the questions. Then watch the video to check your answers.

- 1 What is coding? Do you know how to code?
- 2 Where would you find a list like this one?
- 3 Why do you think these instructions were put up?

- 2 **3** Watch the video again and complete the sentences with 1–4 words in each gap.

- 1 Dev Bootcamp was an intensive training course for aspiring _____ and engineers.
- 2 Dev Bootcamp was set up in _____ by entrepreneur Shareef Bishay who wanted it to help _____ fill in the niche for talented programmers.
- 3 The course took just _____ to complete, but students had to _____ a day coding because there were _____ hours crammed in such a short time.
- 4 Felicia Curcuro, a _____, was invited to graduation days so she could offer _____.
- 5 It was easy to find work after Dev Bootcamp because there _____ on the market.
- 6 More than _____ percent of the graduates got jobs within a few months of finishing the course and the average salary was in the range of _____.

- 3 Would you like to take part in an intensive training course such as this one? Say why.

- 4 **3** Complete the summary by one of Dev Bootcamp's recruits with the words and phrases from the box. Then watch the video again and check.

best shot bootcamp crammed demand forward
get the hang head down immersive environment
learning curve on track supply

I think Dev Bootcamp was an amazing project. First and foremost, it worked because it's a totally ¹ _____ – you coded 24/7! It's a real ² _____: students were forced to make a sustained effort to keep themselves ³ _____. You had very little time to ⁴ _____ of coding and so you were on a steep ⁵ _____. There was so much

- 5 **SPEAKING** In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 Do you prefer to study intensively for a short time, or to learn more gradually over a longer period of time? Say why.
- 2 What subjects or activities can be learned fast, and which require long-term practice or study?
- 3 How often do you revise things you have already learned? Do you tend to remember things for a long time or do you forget them rapidly?

- 6 **WRITING TASK** Imagine you want to apply for a bootcamp similar to Dev Bootcamp (for example, an intensive business course, horse riding course, foreign language course). Write an application letter for such a bootcamp.

- Explain why you wish to participate in the bootcamp and what your motivation is.
- Say what level you are already at in the skill.
- Why you think you will be able to cope with the challenges of the bootcamp.

GLOSSARY

bootcamp – place where you train recruits

fast-track – help something happen or make progress more quickly than usual

gruelling – very difficult and tiring

immersive – making someone feel completely involved and engaged

portfolio – collection of pictures, photographs, or documents that you use as examples of work you have done

surpass – be greater than, exceed

tech hub – physical space (a suite of offices, a town, an area) that helps technology startups develop

material ⁶ _____ in such a short time that I really had to get my ⁷ _____ to graduate, but I gave it my ⁸ _____ and it was worth it.

Nevertheless, I definitely enjoyed the experience and the fact that I was able to fast-⁹ _____ my way into a career in the tech industry, where ¹⁰ _____ for talent often surpasses ¹¹ _____.

1 **4 SPEAKING** In pairs, look at the photo and answer the questions. Then watch the video to check your answers.

- 1 Where do you think the photo might have been taken?
- 2 What do you think the video is about?

2 **4** Watch the video again and complete the gaps.

- 1 Every day, huge amounts of used clothes are donated to _____ across the UK.
- 2 The charity shops sell the clothes to _____ businesses and eventually, the clothes end up in _____, Africa.
- 3 Ade Adepitan visited Accra, the _____ of the country, where about _____ tonnes of used clothes arrive every year from the UK.
- 4 The donated clothes have generated a whole new _____ which is now worth _____ a year.
- 5 Imported clothes make up more than _____ percent of all the clothes bought in Africa which may make the Ghanaian clothing industry _____ as it definitely has negative impact on _____.
- 6 Kente is a hand-woven Ghanaian _____ in flamboyant colours worn on special occasions by _____ and _____.
- 7 Osei Bonsu, a historian, believes that Kente and traditional clothes speak volumes about Ghanaian _____ when the people were illiterate.
- 8 On Fridays, some Ghanaians make a fashion statement by wearing _____, but the young like to mix and match the _____ with an _____.

3 How do you feel about second-hand clothes? Say why.

4 **4** Complete the summary with the words from the box. Then watch the video again and check.

conscious dispose donations fabric fast hang-ups
influx overtake sense tailor-made upcycle
wholesalers

Having ¹_____ about wearing someone else's old clothes used to be fine as it was a sign of poverty. But this attitude is a thing of the past. Today, lots of people are showing off their fashion ²_____ by experimenting with used clothes. The second-hand clothes market is growing fast and it's set to ³_____ the sales of new clothes soon. It's because most shops sell "_____ fashion – cheap imitations of the latest fashion trends produced in large quantities. Nevertheless, we still buy and ⁵_____ of too many clothes. Our "_____ to charity shops often end up in Africa where ⁷_____ sell bales of clothes to market traders who, in turn, sell the top quality clothes for a higher price to well-off, fashion-⁴_____ Ghanaians, and "_____ the second-class garments by repairing them. Unfortunately, the ¹⁰_____ of cheap clothes from the west has its downside: fewer people are wearing traditional ¹¹_____ African clothing as it's more expensive. It may eventually lead to a loss of Ghanaian culture as the traditional ¹²_____ called Kente will soon disappear from the market.



5 **SPEAKING** In pairs or small groups, discuss the questions. Then share your opinions with another group.

Although people try to help by donating clothes to charity shops, it can lead to negative consequences, like the disappearing of traditional African clothing.

- 1 Can you think of other situations where good intentions have/had negative consequences?
- 2 Can you think of possible solutions?

6 **WRITING TASK** Imagine you want to volunteer for a charitable organisation and see this advertisement.

Do you enjoy helping others? Would you like to have work experience? Would you like to volunteer in one of our charity shops?

Typical volunteering tasks include serving customers, sorting donated items, creating eye-catching displays. You could also get involved in local charity events, like fashion shows and promotions. If you'd like to join us, please write a letter of application.

- Summarise your past experience in the tasks mentioned.
- Describe your personality and any other useful skills.
- Say why you want to volunteer for this charity.

GLOSSARY

bales of clothes – several pieces of clothing attached together for transport

dress down – wear less elegant or informal clothes

economy – the system by which a country's money and goods are produced and used

hand-woven – woven cloth is made by crossing threads over and under each other, and it is done by hand

hang-ups about sth – irrational feeling of worry about something

influx – arrival of many goods in a short period of time

shop floor – where the work is done in a business

upcycle sth – turn one object into a more valuable one



1 SPEAKING In pairs, look at the photo and answer the questions.

- 1 What do you think about magic tricks? Have you ever had a go at magic?
- 2 How do you think the magic trick in the photo is done?

2 **5 Watch the video and complete the sentences with 1–4 words in each gap.**

- 1 Stephen Mulhern is best known as a _____, but he started his career as a _____ when he was only _____.
- 2 Paul Daniels was the first magician to _____ to prime-time Saturday night television in the UK, in _____.
- 3 *The Paul Daniels Show* lasted for _____ years during which time _____ people saw more than _____ magic tricks.
- 4 Paul's most famous catchphrase is _____.

3 Who were your idols when you were a child? Do you still admire them?

4 **5 Complete the summary with the correct words a–d. Then watch the video again and check.**

Stephen Mulhern is a TV personality who loves both watching and ¹ _____ magic tricks. He remains taken ² _____ by magic to this day so no wonder he is absolutely excited to visit his childhood idol Paul Daniels. Paul Daniels is a household name in Britain because he ³ _____ the first magic-based show to air in the UK. Paul started developing his ⁴ _____ magic style in local clubs in North East England. His shows were ⁵ _____, with things happening quickly, punctuated with lots of witty ⁶ _____ jokes. It was there that he came up with his most memorable ⁷ _____, like '*And that's magic!*' that have become part of everyday language. His audiences were blown ⁸ _____ by Paul's ⁹ _____ tricks as he always left his fans scratching their ¹⁰ _____ over his magic.

- | | | | | | | | |
|------------|----------------|----------|------------|----------|--------------|----------|---------------|
| 1 a | deceiving | b | making | c | playing | d | performing |
| 2 | a on | b | in | c | for | d | at |
| 3 | a managed | b | hosted | c | followed | d | entertained |
| 4 | a deceitful | b | riveting | c | illusory | d | trademark |
| 5 | a slow motion | b | fast-paced | c | quick-witted | d | disconcerting |
| 6 | a go-getter | b | prime time | c | one-line | d | knee-slapper |
| 7 | a signatures | b | deceptions | c | illusions | d | catchphrases |
| 8 | a out | b | aback | c | away | d | in |
| 9 | a disbelieving | b | believable | c | blowing | d | mesmerising |
| 10 | a backs | b | minds | c | heads | d | brains |

5 SPEAKING In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 Do you agree that magic is a form of art? Say why.
- 2 How is magic different from other forms of art?
- 3 What differentiates popular entertainment and art in your opinion?

6 WRITING TASK Imagine you have seen an amazing magic show. Write a review of the performance.

- Describe the show.
- Talk about the positive and negative aspects of the show.
- Say whether you recommend the show or not and why.

GLOSSARY

be a household name – be very well known

catchphrase – short phrase repeated very often by a famous person, so that people link the phrase and the person

grit your teeth – prepare for something painful or otherwise unpleasant, by pressing your teeth together

prime time – the time at which the most audience is connected while watching television

punctuate – interrupt something with repeated pauses, or another short activity

1D Continuous and perfect tenses

Continuous tenses

We use the **Present Continuous** to talk about:

- actions in progress at the time of speaking:
*Emma **is having** a shower right now.*
- temporary situations in progress now: *I'm **playing** a lot of football.*
- changes and developments: *We're **becoming** tired of your lies.*

We also use the Present Continuous with *always* or *continually* when something unexpected happens very often. This sometimes, but not always, indicates annoyance:
*She's **always disturbing** me when I'm on the phone.*

We use the **Past Continuous** to talk about:

- actions or activities in progress at a specific time in the past: *This time last year I **was painting** my bedroom.*
- longer actions interrupted by a shorter past action:
*She **was doing** an online personality quiz when her boss walked into the room.*

We use the **Future Continuous**:

- to predict something in progress at a point in the future:
*Six months from now we'll **be studying** in different cities.*
- to talk about something that is expected to happen:
*You'll **all be coming** back here in one year's time.*
- to ask politely about someone's plans: ***Will you be coming** to the party after the show?*

Perfect tenses

We use the **Present Perfect Simple** to talk about:

- completed past actions that happened at an unspecified time: *I've **visited** many European cities in my life.*
- recent actions with a present relevance/result:
*We've **recently discovered** a fabulous vegan restaurant. Let's go there tomorrow.*
- states or actions that began in the past and continue up to now: *She's **been** a translator for a few years.*
- recent actions where we focus on the result, not the activity: *John's **published** a book about horses.*

We use the **Past Perfect Simple** to describe:

- actions or states that happened before a specific past time: *It was strange because she'd **bought** lots of apples the night before and when she entered the kitchen there was only one.*
- a clear sequence of events. We use the Past Perfect for the earlier action: *As soon as I'd **heard** the news, I went round to their house.*

We use the **Future Perfect Simple** to talk about an action that will be completed before a particular time in the future:
*Next time I see you, you **will have** completely **changed** your eating habits!*

We use the **Present Perfect Continuous** to focus on the continuity of:

- actions that began in the past and continue to the present:
*They've **been running** for more than an hour.*
- recent actions where we focus on the activity, not the result:
*I've **been sending off** job applications.*

We use the **Past Perfect Continuous** to talk about continuous actions or situations which happened before a specific time in the past: *I **had been keeping** quiet about my running, and then I won the race and it was not a secret anymore.*

We use the **Future Perfect Continuous** to talk about something continuing up to a certain point in the future:

*By the end of this month we'll **have been writing** this book for two years.*

Mind the trap!

Will can be used like *must* to make deductions.

A: *Why isn't she back yet?*

B: *Don't worry. She'll **have been working** late.*

*She'll **have got** stuck in traffic.*

*She'll **be sitting** in a traffic jam.*

2C Inversion, cleft sentences and fronting

We use **inversion**, **cleft sentences** and **fronting** for emphasis.

Inversion

In statements, the subject normally comes before the verb. Sometimes, after certain words or expressions, this word order is reversed and this is called inversion. We add the auxiliary *do* with simple tenses such as Present Simple and Past Simple. Inversion is used for dramatic emphasis and is most common in formal English.

Words and phrases that can be followed by inversion

- Some time expressions with **never**
Never, Never before, Never again
***Never again** will I travel by ferry!*
***Never before** have I seen such a brilliant performance!*
- Some expressions with **no/not/neither**
No sooner ... than, No longer, Nowhere, Not until, Not since, Not often, Not only ... but, Neither ... nor
***No sooner** had I written the essay **than** I had to start preparing for the final exam.*
***Not until** I knew all the details of the conference did I organise my business trip to Berlin.*
***Not only** did they forget to service the bus, **but** the driver also had no idea where we were going.*
- Some expressions with **only**
Only when, Only then, Only later
***Only later** did I realise I had booked only one ticket.*
***Only when** I noticed the price did I regret my decision.*
- Some other negative adverbials
***Scarcely/Hardly/Barely ... when, Rarely, Seldom, Little Barely** had we set off **when** we realised that the coach was going in the wrong direction.*
***Rarely** have we worked with such an expert.*
***Little** did we understand from the lecture.*
- **So/Such ... that**
So emphasises an adjective; Such emphasises a noun.
***So** happy were my friends when I told them about my engagement that they started dancing.*
***Such** was the happiness of my friends when I told them about my engagement that they started dancing.*

Some formal expressions can also be followed by inversion.

***Under no circumstances** are passengers permitted to go beyond this point.*

***On no account** should this door be opened.*

***At no time** are dictionaries to be removed from the library.*

Cleft sentences

We can emphasise certain information in sentences to make it sound more memorable/dramatic (or to contrast it with a previous statement) by adding certain structures. These include **what + be** and **it + be**.

What + be can emphasise both subjects and objects (but not if they are people).

Being away from home annoys me when I'm travelling. (being away from home = subject)

What annoys me about travelling is being away from home.

I didn't enjoy the journey on the crowded train. (the journey on the crowded train = object)

*What I didn't enjoy yesterday **was** the journey on the crowded train.*

I saw Jim at the station. NOT *What/Who I saw was Jim at the station.*

What + be can also emphasise verbs by adding the auxiliary *do*.

People began to scream.

*What people **did** was (to) **begin** to scream.*

It + be can emphasise almost any part of a sentence, but NOT verbs. We use it with a relative pronoun (*that, which, who, why, etc.*).

*It is this particular picture **which/that** intrigues me.*

*It **was** the outdoor concert **which/that** I didn't enjoy.*

*It **was** Jim **who/that** I saw at the station.*

*It **was** last month **that** I went to the concert.* (NOT *when*)

We don't usually omit *that* in such sentences.

In written English, cleft sentences can make a text less repetitive, or more stylish and 'literary'. In spoken English, they are commonly used when the speaker wants to draw attention to a contrast with a previous statement.

*I love the idea – **what I don't like is** how he's tried to do it.*
(= but I don't like ...)

It is also typically used to show strong emotion such as irritation or indignation.

***What he told us was** absolutely absurd!*

Overusing cleft sentences in spoken English can make your English sound rather artificial.

Fronting

We use fronting when we want to focus on something important in a sentence (e.g. a place, a time or the way something happened) and we bring it to the front of the sentence.

He opened the door quickly.

***Quickly**, he opened the door.*

If the fronted expression is a prepositional phrase, (e.g. *on the platform, in front of the building, etc.*) we change the order of the subject and verb.

Hundreds of people waited on the platform.

***On the platform** waited hundreds of people.*

Beautiful flowers grow in front of her house.

***In front of her house** grow beautiful flowers.*

Inversion, cleft sentences and fronting are quite common in both written and spoken English, but should be used with care; they shouldn't be overused, as they can make the text sound unnatural.

3E The Passive

Present Simple	The power is provided by hydrogen fuel-cells. Behavioural Economics is used for making good decisions in all areas of life.
Present Continuous	The documents are being prepared for you. A new role is being created in my department.
Past Simple	The first fully electric vehicle was developed in 2013. The participants were shown photos of themselves.
Past Continuous	Too much water was being wasted . The goods were being flown in from the other side of the world.
Present Perfect	Many of the Australian bushfires have been extinguished by rain. My brother has just been awarded a promotion.
Past Perfect	Rescuers set up tents for people whose homes had been washed away in floods. A bigger pay rise had been promised to George.
Modal verbs	The energy can only be stored for a short time. The skills that can be developed from studying Economics may be transferred to numerous industries.
will	The job will probably be given to George. How much will I be charged for the service?
going to	They are going to be given wonderful presents. The customers are going to be served the chef's finest dishes.
The Passive infinitive	A difficult decision had to be made . George is expecting to be given a pay rise.
The Passive gerund	The crisis will result in more and more shops being closed down . I'd appreciate being explained the concept once again.

We use the Passive when:

- we emphasise the action more than the agent: *Florida **was destroyed**.* (We're only concerned with what happened to Florida, not the cause.)
*Florida was destroyed **by** Hurricane Irma.* (We use **by** when we mention the agent in Passive sentences: when the action is old information and the agent is new information.)
*Hurricane Irma **destroyed** Florida.* (In the active sentence, we're focusing on the agent, on what Hurricane Irma did.)
- the agent is unknown or unimportant: *A fully electric vehicle **was developed**.* (We don't know or don't care who developed it, the important thing is the fact that it happened.)
- the agent is 'people in general': *Much less energy **was consumed**.* (Logically, it was everyone or people in general who consumed the energy.)
- the agent is so obvious we don't need to express it: *Aviation fuel **is taxed**.* (Logically we can deduct that the agent must be the government.)

- we don't want to start the sentence with a long complex subject: *The amount of CO₂ in the atmosphere **was** further **reduced by** storing the gas in carbon 'sinks' in abandoned mines deep underground.* (The agent, underlined here, would be a very long and clumsy subject to begin a sentence with.)
- when we want to be tactful and not mention the agent: *All the cookies **have been eaten**.* (instead of: *You've eaten all the cookies!*)

In spoken English, the Passive form is often replaced with an active form with the verb *get*.

*Suddenly, the car **got broken** and we were in the middle of nowhere.*

*I **got hit** by a bicycle while walking my dog.*

*His leg **got broken** when he was skiing.*

Contexts for the Passive

We often use the Passive when we wish to sound more formal, particularly in academic, journalistic and scientific contexts.

We cannot use the Passive with intransitive verbs because there's no object to become the subject of the Passive sentence: *Sea levels rose by four metres.*

The Passive with two objects

In the case of verbs with two objects (*give, show, tell, lend, promise, buy, write, send, pay, refuse, offer*, etc.) either object can become the subject of a Passive sentence. The topic of the sentence (what we are talking about) comes first.

They offered a new flat (direct object) to my neighbours (indirect object).

My neighbours were offered a new flat. (We're focusing on the neighbours.)

A new flat was offered to my neighbours. (We're focusing on the flat.)

Suggest and explain can only take one Passive form.

Taking part in the competition was suggested to her.

NOT *She was suggested taking part in the competition.*

When put into the Passive, some verbs with prepositions take the preposition immediately after them:

*I **borrowed** this book **from** Clare. → This book **was borrowed from** Clare.*

*The policeman **accused** him **of** lying. → He **was accused of** lying by the policeman.*

Impersonal Passive structures

We can report beliefs and opinions using verbs such as: *say, think, believe, know, claim, estimate, expect* and a Passive structure:

- **it + Passive + that clause:**
*It **is believed that** Berners-Lee would now be the richest man in the world. (present belief)*
*It **was revealed that** hackers had interfered ... (past belief)*
- **subject + Passive + to infinitive:**
*His new system, called Solid, **is reported to be** a platform. (present belief).*
- **subject + Passive (be + Past Participle) + perfect infinitive (to have been + Past Participle):**
*More than 700,000 people **are believed to have been affected** by the virus. (present belief about a past event)*

4C Conditionals

Basic types of conditionals

Zero Conditional describes situations which are always true.

*If I **eat** organic vegetables, I **feel** better.*

*If there **is** too much rain, the crops **are** destroyed.*

First Conditional describes a possible situation in the future.

*If the virus **spreads**, it **will expose** the population to another deadly disease.*

*If the farmers **use** too many pesticides, this species of bird **will become** extinct.*

Second Conditional describes an unlikely or imaginary situation in the present or future.

*I'd **consider** cutting down on sugar if I **were** you.*

*If I **didn't have to** work so much, I'd **prepare** my meals myself.*

Third Conditional describes an imaginary situation in the past (something that had a chance of happening, but didn't).

*If Bill **hadn't inherited** a lot of money, he **wouldn't have opened** a restaurant.*

*If there **had been** more information, people **would have started** eating organic foods a long time ago.*

Mixed conditionals

These are a mixture of second and third conditionals. They are used to describe:

- the consequences in the present of an imaginary situation in the past. We use the Past Perfect after the *if* clause.
***Would** Bill **be** a restaurant owner if he **hadn't inherited** a lot of money? (But he did inherit a lot of money, and he owns a restaurant now.)*
- something that didn't happen in the past as a consequence of a present/ongoing situation. We use the Past Simple after the *if* clause.
*If he **liked** cooking more, he **wouldn't have ordered** a pizza last night. (He doesn't like cooking, so he did order a pizza.)*

Variations of First and Second Conditionals

- We can add **should** to First Conditional sentences to refer to a realistic but hypothetical situation in the future. It sounds a little more tentative/less certain and the effect is often more literary/formal.
*If these trends **continue**, there may be major consequences for our health.*
*If these trends **should** continue, there may be major consequences for our health. (more tentative/formal)*
- We can add **were to** to Second Conditional sentences to refer to an unreal, hypothetical situation in the present/future. Again, it sounds a little more tentative/less probable and the effect is often more literary/formal.
*If you **consumed** a lot of protein, you **would** gain weight.*
*If you **were to** consume a lot of protein, you **would** gain weight. (more tentative/formal)*

Inversion with conditionals

We can use inversion with three types of conditionals. As with other examples of inversion, we tend to use it in rather formal, literary or dramatic contexts.

Conditional sentences with **should**

To form inversion, we replace *if* + subject + infinitive with **should** + subject + infinitive at the beginning of the clause.

*If these trends **should** continue, there may be major consequences for our health.*

Should these trends continue, there may be major consequences for our health.

Conditional sentences with **were to**

To form inversion, we replace *if* + subject + *were to* with **were + subject + to + infinitive** at the beginning of the clause.

*If you **were to** consume a lot of protein, you would gain weight.*

Were you **to** consume a lot of protein, you would gain weight.

Conditional sentences with **had** (Third Conditional)

To form inversion, we replace *if* + subject + Past Perfect with **had + subject + Past Participle** at the beginning of the clause.

*If the government **had reacted** faster, we might have avoided the economic crisis.*

Had the government **reacted** faster, we might have avoided the economic crisis.

5B Modal and related verbs

We use modal auxiliary verbs and phrases to convey the attitude of the speaker to an event.

Obligation and necessity

We use *must/have to* to talk about what is right or necessary.

- To express a strong obligation coming from the speaker, we use *must* or *have got to*:
*I **must/have got to** do my homework.*
- To express a strong obligation coming from an external authority, we use *have to* or *be required to*:
*You **have to/are required to** obey the law.*
- To express a negative obligation or prohibition, we use *mustn't* or *can't*:
*You **mustn't/can't** cheat in an exam.* (it's wrong)
- To express lack of obligation or necessity, we use *needn't*, *don't need to* or *don't have to*:
*You **needn't/don't need to/don't have to** write this essay.* (but you can)
- *didn't need to* or *didn't have to* mean it was not necessary to do something. The action may or may not have taken place. *I **didn't need/have to** learn the poem by heart.* (so I didn't)
- *Needn't have* means someone did something and later discovered it was not necessary. It indicates regret or relief. *I **needn't have** learned the poem by heart.* (but I didn't know that, so I did)

Another useful phrase:

may as well = *there is no reason not to*

*I **may as well** stay at home!*

Related verbs

We use verbs like **be required to** / **be obliged to** in all tenses to refer to an 'outside authority' that gives orders or sets rules:

*He **was required to** get proper qualifications in order to work as a doctor.*

*We **are obliged** to come to school on time.*

Recommendation and advice

- To express an advisable, but not obligatory action, we use *should*, *ought to* or *had better*.
*You **should/ought to/had better** tell your friend the truth.*
For the past we use *should* and *ought to*, but not *had better*. They suggest the action was not fulfilled.
*You **should** have let me know.* (but you didn't)
*You **ought not to** have painted the wall red.* (but you did)

- We can use *might* or *could* for an advisable but probably unfulfilled action, but we have to stress the main verb, not the modal verb.

*She **might/could say** something.* (but she probably won't)

*You **might/could have told me.*** (but you didn't)

Other useful phrases are:

be meant to and *be supposed to* – the meaning is similar to *should*

*You're **not supposed to** lie.*

*You're **not meant to** work for this company.*

Related verbs

We use **be supposed to** to talk about what should/shouldn't happen according to rules or according to what is generally expected. It is not used in continuous tenses:

*They **are supposed to** be free.*

*Animals **are not supposed to** suffer like this.*

Ability and willingness

- To express ability, we use *can* and *be (un)able to*:
*I **can't/am unable to** give you her phone number.*
- To express a general ability over a period of time in the past, we use *could* or *be able to*:
*She **could/was able to** climb trees when she was younger.*
- To express the ability to perform a specific action in the past, we use *be able to* or *managed to*, but not *could*:
*She ~~could~~ **was able to/managed to** prepare the speech in one hour.*

We can use *couldn't* in negative sentences:

*They **couldn't/weren't able to/didn't manage to** reach an agreement.*

- To express a conditional ability, we use *could*, but not *may* or *might*:
*I **could/may/might** show you how to do it.* (but I'm not going to)
*He **could/might/may** have told us.* (but he chose not to)
- To express our willingness to do something, we use *will* and *would*. The meaning is similar to 'want to'. We use *won't/wouldn't* to express unwillingness.
*Pete **will** always help you if you need something. He is very kind.*
***Would** you get me a glass of water, please?*
*My sister **won't** help me do my homework.*
*Her boyfriend **wouldn't** even text her.*

Related verbs

*The police **managed to** find the bomb in time.*

*He **succeeded in** persuading her to help.*

Deduction and possibility

- To express how much we believe something from logical deduction we use *must*, *can't* or *might*.
*He **must be** a dancer.* (from the way he walks)
*She **can't have studied** in Sweden.* (she doesn't even know how to say 'school' in Swedish)
*It **might have been** a gift.* (I suppose she didn't buy it herself, she doesn't like this colour)
- To say something is possible, we use *could*, *may* or *might*, but not *can*.
*He ~~can~~ **could/may/might** be working on a new song now.*
Adding (very) *well* shows you think the possibility is stronger.
*He **could/may/might very well** have been somewhere else.*

Adding *even* or *just* shows you think the possibility is weaker.

*They could/may/might **even** have lost all their money.*
*It could/may/might **just** be true.*

- To express a negative possibility, we use *may not* or *might not*, but not *couldn't*.
*He ~~couldn't~~ **may not/might not** remember where he left the books.*
- To show that we have doubts about something, we stress the pronunciation of the modal verbs:
*She **may/might/could** write something.* (but she probably won't)
*He **may/might/could** have done it.* (it's possible, I can't remember)

Related verbs

*This film **is likely to** (might) win a number of Oscars.*
*It's a very difficult test. Some people **are bound to** (are sure to) fail it.*

No obligation

We use *don't have to* and *needn't* to mean 'it isn't necessary':
*He **doesn't have to** be glamorous.* (but it is not a problem if he is)
Needn't is a modal verb and has the same meaning as *don't need to*:
*Pupils **don't need to/needn't** do this.*

The past forms of these verbs have differences in their meanings:
*She **didn't need to** go there.* (we don't know if she went or not)
*She **needn't have gone** there.* (she went, now we know she could have stayed away)

Related verbs

*Human divers **are not required to** do the job.*
*Secret agents **are not obliged to** be glamorous.*

Permission

We use *can/could* to ask for and give permission. *Could* is generally a little more polite, though intonation is most important in terms of politeness:

***Can/Could** I ask you a question?*
*You **can** stay out late tonight. / I **couldn't** stay out late when I was younger.*

Related verbs

*Why **has** cruelty to animals **been allowed** in this country?*
*We **are permitted to** enter the lab.*

Prohibition

We use *mustn't*, *can't* and *couldn't* to say that something is not permitted:
*People **can't** treat animals badly.*

Related verbs

*Students **are not allowed to** take mobile phones into exams.*
*In my last job, we **were forbidden to** use the Internet in the office.*

6C Reporting verbs and impersonal reporting structures

Reporting verbs and their patterns

Many reporting verbs can be followed by several different patterns (underlined below), but this sometimes involves a change in register or meaning.

- Verb + (**that**) + reported statement
*He **confessed that** he had broken the vase.*
*He **predicted** there would be a crisis.*
Other verbs: *add, admit, agree, announce, answer, argue, boast, claim, complain, confess, demand, deny, doubt, explain, insist, mention, predict, promise, propose, recommend, regret, reply, report, request, say, suggest, swear, threaten, warn.*
- Verb + object + (**that**) + reported statement
*He **informed me that** all the shops were closed.*
*He **told me** his brother had lost his job.*
Other verbs: *advise, convince, inform, notify, persuade, promise, remind, tell.*
We often omit *that* with some common reporting verbs such as *agree*, *mention*, *promise*, *say* in informal English. We are less likely to omit it in formal written English and with verbs such as *add*, *answer*, *complain*, *deny*, *propose*, *regret*, *reply*, *report*.
- Verb + **if/wh-** word (**whether**, **why**, **which**, **what**, **how**, etc.) + reported statement
*They **asked how often** I exercised at home.*
*The children **wondered why** schools had to remain closed for another month.*
*The doctor **explained which** treatment we had to use.*
Other verbs: *ask, describe, discuss, explain, report, say, warn, wonder.*
- Verb + (**that**) + personal pronoun + (**should**) + infinitive without **to** (= the present subjunctive)
*They **recommended that** we (**should**) wear protective gloves.*
*Our boss **demanded that** we reveal the truth about the accident.*
Other verbs: *beg, demand, insist, order, propose, recommend, request, suggest.*
This pattern is very formal, especially when *should* is omitted.
*She **demanded that** she (**should**) speak to the manager.*
*They **suggested that** she (**should**) reconsider her decision.*
In everyday English we usually use an alternative form.
*She **demanded to speak/that she speak** to the manager.*
*They **suggested reconsidering/that she reconsidered** her decision.*
- Verb + (**not**) infinitive
*He **promised to cook** dinner for the whole family.*
*He **offered to help** me with my History assignment.*
Other verbs: *agree, ask, claim, demand, offer, promise, request, swear, threaten.*
- Verb + object + (**not**) infinitive
*He **encouraged me to buy** his book about elves and wizards*
*My brother **persuaded me to try** wind-surfing next time we go to the seaside.*
Other verbs: *advise, ask, beg, convince, encourage, invite, order, persuade, remind, request, tell, urge, warn.*
- Verb + (**not**) gerund
*They **admitted being** unreasonable.*
*Bob **regretted criticising** out latest idea in front of the whole team.*
Other verbs: *admit, advise, confess, deny, doubt, mention, propose, recommend, regret, report, request, suggest.*

- Verb + (object) + preposition + (**not**) gerund
*They **apologised for not having** cleaned their bedrooms.*
*He **insisted on inviting** Sally to his birthday party even though nobody liked her bossy attitude.*
*He **congratulated me on passing** the driving test.*
 Other verbs: *apologise for, comment on, complain about, confess to, insist on, object to, reflect on.*
 Other verbs with object: *accuse sb of, blame sb for, compliment sb on, congratulate sb on, criticise sb for, thank sb for.*

Verbs with prepositions can also be followed by an object/genitive.

*They complained about **me/my having to share** a room.*

Impersonal reporting structures

When we want to report what people generally say/think/feel we can use reporting verbs in the Passive. We also use them when it is not important to mention who is being reported or for distancing the speaker from another opinion. There are two basic structures.

It + passive form of reporting verb + **that**

***It is believed that** nature sounds help you relax.*

***It has been announced that** there is an outbreak of a new deadly disease.*

***It has been demonstrated that** music which is slower than 72 beats per minute can help us unwind.*

***It was declared that** the virus had caused a pandemic.*

***It is thought that** endorphins are released during exercise.*

Common verbs:

accept, agree, announce, argue, assume, believe, calculate, claim, decide, declare, demonstrate, discover, estimate, expect, feel, find, hope, intend, know, learn, mention, plan, propose, recommend, report, reveal, rumour, say, see, show, suggest, suspect, suppose, think, understand

subject + passive form of reporting verb + **to** infinitive

***This position is believed to be** effective in stimulating the brain.*

***Nature sounds are supposed to help** you sleep better.*

***Knitting and yoga have been shown to be** therapeutic.*

*In ancient Greece **saffron was believed to be** an effective remedy for anxiety.*

***Endorphins are thought to be released** during exercise. (passive)*

To emphasise that a situation/fact happened **before** the time it was reported we use a **perfect infinitive** (*to have* + Past Participle).

*The fire **is thought to have been started** deliberately.*

*Infectious diseases **were once considered to have occurred** as a punishment for people's sins.*

To emphasise that a situation/trend is/was continuing at the time it was reported we can use the continuous form of the infinitive (*to be* + *-ing*).

*More and more young people **are thought to be skipping** breakfast. (an ongoing trend)*

*He **was rumoured to be living** in London. (a continuing situation at that time in the past)*

Common verbs:

agree, assume, believe, calculate, claim, declare, demonstrate, discover, estimate, expect, feel, find, intend, know, plan, report, reveal, rumour, say, see, show, suppose, think, understand

Reported speech basic rules

When we report what people said, we usually:

- move the original verb 'one tense back', except for the Past Perfect and modal verbs (see below for when we do not do this).
- change pronouns as necessary:
*'I've found **you** a dog.'*
*He said/told me (that) he had found **me** a dog.*
- use *say (that)* or *tell* + object (*that*) to report statements:
*He **said** he would come.*
*She **told me** she was home at that time.*
- use *ask* + (object) + *if/whether* for yes/no questions.
 The word order of the question becomes a statement:
*He **asked** (me) if/whether **I could** write.*
- use *tell* + object + (*not*) + infinitive to report commands:
*He **told me to meet** him there that night.*
*She **told** her little sister **not to scream**.*
- use *ask* + object + (*not*) + infinitive to report requests:
*He **asked me to take** the fish finger out of the soup.*

We use reporting verbs like, e.g. *say, tell, ask, reply, answer, enquire, announce, order.*

References to time, place and **this/that**

place: *here* → *there*

time: *now* → *then*

tomorrow/next week → *the following day/week* or *the next day/week*

yesterday/last week → *the day/week before*

tonight/today/this evening → *that night/day/evening*

this → *that* (in time expressions)

this/that → *the*

Modal verbs

can/may → *could/might*

must → *must* or *had to*

Other modal verbs (*could, would, should, might*) do not change:

*'You **should** pack your things. We **must** go to Hong Kong tomorrow.'*

*He said I **should** pack my things because we **had to** go to Hong Kong the following day.*

No change

It is not necessary to change the verb tenses in reported speech when:

- we use a Present Simple/Present Perfect reporting verb:
*He **says/has said** he'll be back next week.*
- the statement is reported soon after it was said so the situation is still relevant:
*He **said** he'll be back next week. (It's the same week.)*
- the reporter believes that the fact/opinion is still true:
*Dad said that secrets always **come out** in the end.*

7B Relative clauses

We use relative clauses to identify or give additional information about people, things, places, etc.

In relative clauses, we use the relative pronouns/adverbs *who(m)*, *which*, *that*, *whose*, *where*, *why* and *when*.

Defining relative clauses identify a person, thing, place, etc. They provide essential information without which the sentence would be meaningless or ambiguous. Commas are never used.

- When the relative clause defines the subject of the sentence, we must use the relative pronoun.
*Edward Hopper was a painter. **He** painted Nighthawks.* →
*Edward Hopper was a painter **who/that** painted Nighthawks.*
- When the relative clause defines the object of the sentence, we may drop the relative pronoun.
*Nighthawks is a painting by Edward Hopper. I love **it**.* →
Nighthawks is a painting by Edward Hopper (which/that) I love.

But we must not use the object pronoun even if we drop the relative pronoun.

*Nighthawks is a painting by Edward Hopper (which/that) I love **it**.*

Non-defining relative clauses provide additional information about people, things, places, etc. They are separated from the rest of the sentence by commas. We don't drop the relative pronoun.

- We use *who/whom* (NOT *that*) for people; *who* for subjects and *who/whom* for objects. *Whom* sounds rather formal.
*Edward Hopper, **who** was an American painter, lived and died in New York.*
*Hopper, **who/whom** I admire, painted Nighthawks.*
- We use *which* (NOT *that*) for things.
*Nighthawks, **which** was painted by Edward Hopper, is a very famous painting.*
- We use *which* (NOT *that* or *what*) to give extra information about a complete clause.
*Hopper inspired many artists, **which** is really good news.*

Prepositional relative clauses

Prepositions can come either before the relative pronoun or at the end of the relative clause.

- It is less formal, and so more common in spoken English, to put the preposition at the end. In this case, we use *who/that* (NOT *whom*) for people and *which/that* for things. Very often we drop the relative pronoun.
*That's the painter (who/that) I told you **about**.*
*I wasn't sure if this was the painting (which/that) you were thinking **of**.*
- It is more formal to put the preposition before the relative pronoun. In this case, we use *whom* (NOT *that* or *who*) for people and *which* (NOT *that*) for things, and we cannot drop the relative pronoun.
*The painter **to** whom you are referring was Mark Rothko.*
- With a long relative clause, it is common to put the preposition before the relative pronoun because it makes the clause easier to understand.
*I read a story **in** which a sailor survived in a whale's stomach.*

Nominal relative clauses

- *What* is a nominal relative pronoun meaning *the thing(s) (that)/everything (that)*. It does not refer to a preceding noun/pronoun.
*I like **what** you do.* NOT *I like the things ~~what~~ you do. / I like ~~that~~ ~~what~~ you do.*

- *Whatever* is more emphatic and means *anything that* or *no matter what*.
*I'll do **whatever** you want me to do.* = *I'll do **anything that** you want me to do.*
***Whatever** you're doing, stop it.* ∴ ***No matter what** you're doing, stop it.*
Wherever, whoever, whenever and *whichever* function in a similar way.

Reduced relative clauses

Relative clauses are sometimes shortened. We can use a participle instead of a relative pronoun and full verb, e.g.
*The man **who sits** next to Jane is my father's friend.* =
*The man **sitting** next to Jane is my father's friend.*
*Who is the man **who is sitting** next to your grandmother?* =
*Who is the man **sitting** next to your grandmother?*
*Did you know that a man **who works** at the supermarket has won The Great British Bake Off this year?* =
*Did you know that a man **working** at the supermarket has won The Great British Bake Off this year?*
*The lady **who lives** next door has got three noisy cats.* =
*The lady **living** next door has got three noisy cats.*
*I have read a book **which was written** by Jo Nesbo lately.* =
*I have read a book **written** by Jo Nesbo lately.*
*My brothers **who were invited** to the wedding came a bit too late.* =
*My brothers **invited** to the wedding came a bit too late.*
*Anyone **who enters** the headquarters without permission will be severely punished.* =
*Anyone **entering** the headquarters without permission will be severely punished.*
*Please book all the seats **that are available**.* =
*Please book all the seats **available**.*

Useful phrases

We use quantifiers such as *none*, *some*, *half*, *many*, *most*, *both*, *all* + *of* + *whom/which* in relative clauses.
*The potato has many uses, **none of which** involve hats.*
*Ninety people have died, **half of whom** were killed by mosquitoes.*

Other useful relative phrases are:

at which point, by which time, since when, a period in which, in which case, the part where, no reason why, the reason why, the extent to which, as a result of which

8E Articles

The indefinite article – *a/an*

We use *a/an* with a singular countable noun when the listener doesn't know which particular thing is being referred to, or it doesn't matter which one. This is because:

- it is one of many of the same class, e.g. ***a** computer, **an** orange*
- we mention a person or thing for the first time: *I've read **a** really good book.*

The definite article – *the*

We use *the* (with any noun) when it is known which particular item is being referred to. This is because the thing/person:

- was mentioned before: *I've read a really good book. **The** book is about ...*
- is unique: ***The** Earth revolves around **the** sun.*

- is defined specifically by the words that follow, e.g. a relative clause: *I love **the** book that my brother gave to me a few years ago.* Or a proper name: *I like **the** crime novels of Agatha Christie.*

We also use **the** with:

- superlatives: **The** longest river in England is the Severn.
- comparatives (when identifying one of a pair): *I have two dogs. **The bigger** (of the two) is my favourite.*
- ordinal numbers: **The first** man to walk on the moon was Neil Armstrong.
- decades, centuries: *in **the** 1970s; in **the** 21st century*
- plural names for countries, groups of islands and mountain ranges: **the** Netherlands, **the** Philippines, **the** Alps
- seas, oceans, rivers, deserts and areas: **the** Baltic sea, **the** Pacific ocean, **the** Thames, **the** Atacama desert, **the** Highlands
- *The* is also used when we refer to a group of people by their surname: **the** Smiths, **the** Joneses

No article

- We use no article with plural and uncountable nouns when we make general statements: *Life was very hard and over one million people emigrated.*
- We use no article with words like *church, prison, hospital, school, college*, etc. when we are talking about their purpose as an institution, e.g. *I go **to work** every day. He's gone **to college** and he's living in another city now.*
- We use no article when we are referring to abstract nouns, e.g. *peace, justice, courage.*
- We use no article when referring to lakes, single islands, individual mountains: *Lake Ontario, Ibiza, Snowdon*
- We use no article with most geographical names, continents, countries, cities and towns, states: *Europe, England, Glasgow, Arizona*, (exceptions: **the** USA, **the** UK, **the** Czech Republic, **the** Hague)
- We use no article when we are referring to a group, class or species in general: *Blackbirds can be seen all year round.*

It is also possible to use **the**, but with the singular noun:

The red-winged blackbird breeds in wetlands across North America.

9B Uses of will and would

Uses of will

We use **will** to talk about:

- certainty:
*We know John **will be cooking** when we arrive.*
- deductions:
A: *Why aren't they here yet?*
B: *Don't worry. They **ll have been working** late. They **ll have got** stuck in traffic. They **will be sitting** in a traffic jam.*
- typical behaviour:
*Every afternoon my parents **will spend** at least 20 minutes discussing the current political situation. It's five o'clock. Sarah and George **will be having** their afternoon tea.*
- typical behaviour that is irritating:
*He **will leave** his schoolbag on the floor after he's come back from school.*
- insistence:
*She **will scroll** through photos when we're together. If he **will come** home late, what can he expect?*

- spontaneous decisions made at the moment of speaking:
*Don't worry, I **ll help** you do this assignment.*
- predictions or promises in the future:
*It **will be** a fantastic opportunity to finally meet the writer. My dad **will probably be fixing** his bike. By next month, my grandparents **will have finished** renovating their house.*

Will not (won't) replaces *refuse* in the present tense: *He **won't help** his sister do her homework.*

We use **will + have + Past Participle** to express presumptions about the past.

*As you **will have noticed**, the report contains some factual mistakes.* (You have probably noticed./I'm sure you have noticed.)

Uses of would

Would is used:

- in conditional sentences, to talk about hypothetical situations in the present or in the past:
*If I were you, I **would** join the choir. If we had known about the concert, we **would** have bought tickets.*
- in reported speech when the reporting verb is in the past form to report *will*:
*He promised he **would** come to see us.*
- to talk about predictions or promises made in the past for what was then the future:
*It **would be** a fantastic opportunity to finally meet the writer. We knew John **would be** cooking when we arrived. By the following month, my grandparents **would have finished** renovating their house.*
- in certain expressions: *would like, would prefer, would rather*
*We **d like** to order two pizzas. I **would prefer** to stay at home this evening. I **would prefer** it if you didn't work so much. I **d rather** stay at home this evening. I **d rather** you didn't work so much.*

We use **would + have + Past Participle** when we are making an assumption about what happened in the past or drawing a logical conclusion:

*They **would have been** quite happy to see us.* (assumption)
*Josh **would have left** his family home in the country so he was able to start working in the capital city.* (logical conclusion)
To express our willingness to do something, we use **will** and **would**. The meaning is similar to (*don't*) *want to*. We use *won't/wouldn't* to express unwillingness.
*I **will** call you as soon as I have more news. **Would** you lend me your car, please? She **won't** listen to me anymore. He **wouldn't** even eat dinner with us.*

Would is also used to soften or distance a statement, opinion or hope:

*That **would** be your duty ... (That is your duty ...)*
*I **would** suppose that they'll get married. (I suppose that they'll ...)*
*I **would** think that my mum is pretty tired right now. (I think ...)*

10B Gerunds and infinitives

Gerunds

We use the gerund after:

- certain verbs/verbal phrases: *admit, appreciate, avoid, can't bear, can't help, can't stand, consider, contemplate, delay, deny, detest, dislike, don't mind, enjoy, face, fancy, finish, imagine, involve, keep, mention, miss, practise, resent, resist, risk, spend (time, years, a while), suggest, understand*
- prepositions: *after, before, by, for, in, on, with, without*
- verb + preposition: *apologise for, burst out, carry on, compare with, dream about, end up, feel like, get round to, give up, insist on, join in, keep on, look forward to, plan on, put off, succeed at/in, think about/of, etc.*
- noun + preposition: *congratulations on, not much hope of, no hope of, intention of, preference for, the thought of, the idea of, a good chance of, etc.*
- adjective + preposition: *famous for, good at, hopeless at, interested in, nervous about, proud of, responsible for, scared of, sorry for, tired of, (be/get) used to, worried about, etc.*

Infinitives

We use the infinitive without *to* after:

- modal verbs: *must, can, should, could, will, etc.*
- certain verbs/verb phrases: *had better, would rather, let, make*

We use the infinitive with *to* after:

- certain verbs/verb phrases: *advise 1, afford, agree, aim, allow 1, appear, arrange 3, ask 2, attempt, beg 2, cause 1, choose 2, claim, command 1, compel 1, dare 2, decide, deserve, earn, encourage 1, expect 2, fail, forbid 1, force 1, get 1, guarantee, happen, help 2, hesitate, hope, instruct 1, intend 2, invite 1, leave 1, long 3, manage, need 2, neglect, oblige 1, offer, order 1, permit 1, persuade 1, plan 3, prepare, pretend, promise, recommend 1, refuse, remind 1, request 1, seem, supposed to, swear, take 3 (ages/a long time/months), teach 1, tell 1, tempt 1, tend, threaten, train 1, trouble 1, urge 1, volunteer, wait 3, want 2, warn 1, wish 2, would like 2, would love 2, yearn 3*
1 = must take object
2 = can also take object
3 = can also take *for* + object
- most nouns: *aim, ambition, attempt, decision, fool, mistake, need, nuisance, opportunity, plans, pleasure, refusal, the right, target, (it's) time, (no) wish*
- most adjectives: *able, advisable, afraid, anxious, bound, careful, certain, dangerous, delighted, desperate, determined, difficult, due, easy, fit, (feel) free, happy, hard, helpful, impatient, (im)possible, keen, likely, lucky, pleased, ready, right, sad, shocked, stupid, sure, surprised, welcome, wrong*
- indefinite pronouns: *somewhere, nothing, someone, etc.*
 We use the infinitive with/without *to* after *dare, help*.

Gerund or infinitive

The following verbs can be followed by an infinitive or a gerund, with a difference in meaning.

forget + gerund: lose a memory of something you have done

*I will never **forget seeing** The Grand Canyon for the first time – what a spectacular view!*

forget + infinitive: fail to do something because it slips your mind

*Sally **forgot to tell** her manager about a meeting and she is in trouble now.*

go on + gerund: continue with the same activity

*James **went on practising** martial arts despite his numerous injuries.*

go on + infinitive: start another activity after finishing something else

*After Bill had quit his office job, he **went on to become** a farmer.*

like + gerund: to enjoy something

*Believe or not, but I really **like knitting** – it's so relaxing.*

like + infinitive: to do something because it is a good idea
*Sometimes I just **like to switch** my phone off and spend an afternoon listening to the music in my garden.*

mean + gerund: involve, result in something

*Accepting this job **meant getting up** early in the morning and commuting for more than an hour every single day.*

mean + infinitive: intend to do something

*I **meant to call** you yesterday to tell you about the concert, but I completely forgot.*

propose + gerund: suggest a plan

*I **proposed having** a garden party, but nobody liked the idea.*

propose + infinitive: intend to do something

*How do you **propose to resolve** this problem?*

regret + gerund: be ashamed of having done something

*I honestly **regret lying** to you – I shouldn't have done it.*

regret + infinitive: feel bad about doing something at the moment of speaking

*We **regret to inform** you that your application has been rejected.*

remember + gerund: have a memory of something you have done

*I **remember locking** the door, but can't seem to find the key.*

remember + infinitive: keep something in your mind in order to do it

*Please **remember to keep** your rooms clean.*

stop + gerund: to no longer do something

*I **stopped drinking** fizzy drinks since they are full of sugars and additives.*

stop + infinitive: to stop something in order to do something else

*We **stopped to ask** for directions because our Sat-Nav wasn't working properly.*

try + gerund: do something to see what it's like/if it works

*If you're stuck with your essay, **try taking** a break – go for a walk or listen to some music.*

try + infinitive: make an effort to do something

*We **tried to convince** Mum to go on holiday in the mountains this summer, but she just loves the beach too much to change her mind.*

Irregular verbs

5.61

awake /ə'weɪk/	awoke /ə'wəʊk/	awoken /ə'wəʊkən/	lose /luːz/	lost /lɒst/	lost /lɒst/
be /biː/	was/were /wɒz/wɜː/	been /biːn/	make /meɪk/	made /meɪd/	made /meɪd/
beat /biːt/	beat /biːt/	beaten /'biːtn/	mean /miːn/	meant /ment/	meant /ment/
become /brɪ'kʌm/	became /brɪ'keɪm/	become /brɪ'kʌm/	meet /miːt/	met /met/	met /met/
begin /brɪ'ɡɪn/	began /brɪ'ɡæn/	begun /brɪ'ɡʌn/	overcome /,əʊvə'kʌm/	overcame /,əʊvə'keɪm/	overcome /,əʊvə'kʌm/
bet /bet/	bet /bet/	bet /bet/	pay /peɪ/	paid /peɪd/	paid /peɪd/
bite /baɪt/	bit /bɪt/	bitten /'bɪtn/	prove /pruːv/	proved /pruːvd/	proved /pruːvd/ or proven /'pruːvən/
bleed /bliːd/	bled /bled/	bled /bled/	put /pʊt/	put /pʊt/	put /pʊt/
blow /bləʊ/	blew /bluː/	blown /bləʊn/	quit /kwɪt/	quit /kwɪt/	quit /kwɪt/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	read /riːd/	read /red/	read /red/
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/	ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
build /bɪld/	built /bɪlt/	built /bɪlt/	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
burn /bɜːn/	burned /bɜːnd/ or burnt /bɜːnt/	burned /bɜːnd/ or burnt /bɜːnt/	rise /raɪz/	rose /rəʊz/	risen /'rɪzn/
burst /bɜːst/	burst /bɜːst/	burst /bɜːst/	run /rʌn/	ran /ræn/	run /rʌn/
buy /baɪ/	bought /bɔːt/	bought /bɔːt/	say /seɪ/	said /sed/	said /sed/
catch /kætʃ/	caught /kɔːt/	caught /kɔːt/	see /siː/	saw /sɔː/	seen /siːn/
choose /tʃuːz/	chose /tʃəʊz/	chosen /'tʃəʊzn/	seek /siːk/	sought /sɔːt/	sought /sɔːt/
come /kʌm/	came /keɪm/	come /kʌm/	sell /sel/	sold /səʊld/	sold /səʊld/
cost /kɒst/	cost /kɒst/	cost /kɒst/	send /send/	sent /sent/	sent /sent/
creep /kriːp/	crept /krept/	crept /krept/	set /set/	set /set/	set /set/
cut /kʌt/	cut /kʌt/	cut /kʌt/	shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
deal /diːl/	dealt /delt/	dealt /delt/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
dig /dɪɡ/	dug /dʌɡ/	dug /dʌɡ/	shoot /ʃuːt/	shot /ʃɒt/	shot /ʃɒt/
do /duː/	did /dɪd/	done /dʌn/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
draw /drɔː/	drew /druː/	drawn /drɔːn/	shrink /ʃrɪŋk/	shrank /ʃræŋk/	shrunk /ʃrʌŋk/
dream /driːm/	dreamed /driːmd/ or dreamt /dremt/	dreamed /driːmd/ or dreamt /dremt/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/	sink /sɪŋk/	sank /sæŋk/	sunk /sʌŋk/
eat /iːt/	ate /et/	eaten /'iːtən/	sit /sɪt/	sat /sæt/	sat /sæt/
fall /fɔːl/	fell /fel/	fallen /'fɔːlən/	sleep /sliːp/	slept /slept/	slept /slept/
feed /fiːd/	fed /fed/	fed /fed/	smell /smel/	smelled /smeld/ or smelt /smelt/	smelled /smeld/ or smelt /smelt/
feel /fiːl/	felt /felt/	felt /felt/	speak /spiːk/	spoke /spəʊk/	spoken /'spəʊkən/
fight /faɪt/	fought /fɔːt/	fought /fɔːt/	speed /spiːd/	speeded /'spiːdəd/ or sped /sped/	speeded /'spiːdəd/ or sped /sped/
find /faɪnd/	found /faʊnd/	found /faʊnd/	spell /spel/	spelt /spelt/	spelt /spelt/
fly /flaɪ/	flew /fluː/	flown /fləʊn/	spend /spend/	spent /spent/	spent /spent/
forbid /fə'bɪd/	forbade /fə'bæd/	forbidden /fə'bɪdn/	spill /spɪl/	spilled /spɪld/ or spilt /spɪlt/	spilled /spɪld/ or spilt /spɪlt/
forget /fə'get/	forgot /fə'ɡɒt/	forgotten /fə'ɡɒtn/	split /splɪt/	split /splɪt/	split /splɪt/
forgive /fə'ɡɪv/	forgave /fə'ɡeɪv/	forgiven /fə'ɡɪvən/	spoil /spɔɪl/	spoiled /spɔɪld/ or spoilt /spɔɪlt/	spoiled /spɔɪld/ or spoilt /spɔɪlt/
freeze /friːz/	froze /frəʊz/	frozen /'frəʊzn/	spread /spred/	spread /spred/	spread /spred/
get /get/	got /ɡɒt/	got /ɡɒt/	stand /stænd/	stood /stʊd/	stood /stʊd/
give /ɡɪv/	gave /geɪv/	given /'ɡɪvən/	steal /stiːl/	stole /stəʊl/	stolen /'stəʊlən/
go /ɡəʊ/	went /went/	gone /ɡɒn/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
grow /ɡrəʊ/	grew /ɡruː/	grown /ɡrəʊn/	strike /straɪk/	struck /strʌk/	struck /strʌk/
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/	sweep /swiːp/	swept /swept/	swept /swept/
have /hæv/	had /hæd/	had /hæd/	swim /swɪm/	swam /swæm/	swum /swʌm/
hear /hɪə/	heard /hɜːd/	heard /hɜːd/	swing /swɪŋ/	swung /swʌŋ/	swung /swʌŋ/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/	take /teɪk/	took /tʊk/	taken /'teɪkən/
hit /hɪt/	hit /hɪt/	hit /hɪt/	teach /tiːtʃ/	taught /tɔːt/	taught /tɔːt/
hold /həʊld/	held /held/	held /held/	tear /teə/	tore /tɔː/	torn /tɔːn/
hurt /hɜːt/	hurt /hɜːt/	hurt /hɜːt/	tell /tel/	told /təʊld/	told /təʊld/
keep /kiːp/	kept /kept/	kept /kept/	think /θɪŋk/	thought /θɔːt/	thought /θɔːt/
know /nəʊ/	knew /njuː/	known /nəʊn/	throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
lead /liːd/	led /led/	led /led/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
lean /liːn/	leaned /liːnd/ or leant /lent/	leaned /liːnd/ or leant /lent/	upset /ʌp'set/	upset /ʌp'set/	upset /ʌp'set/
learn /lɜːn/	learned /lɜːnd/ or learnt /lɜːnt/	learned /lɜːnd/ or learnt /lɜːnt/	wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
leave /liːv/	left /left/	left /left/	wear /weə/	wore /wɔː/	worn /wɔːn/
lend /lend/	lent /lent/	lent /lent/	win /wɪn/	won /wʌn/	won /wʌn/
let /let/	let /let/	let /let/	wind /waɪnd/	wound /waʊnd/	wound /waʊnd/
lie /laɪ/	lay /leɪ/	lain /leɪn/	withdraw /wɪð'drɔː/	withdrew /wɪð'druː/	withdrawn /wɪð'drɔːn/
light /laɪt/	lighted /'laɪtəd/ or lit /lɪt/	lighted /'laɪtəd/ or lit /lɪt/	write /raɪt/	wrote /rəʊt/	written /'rɪtn/

Unit 1

- 1 Complete the text with the correct form of the words in brackets.

TIME TO CHANGE?

It takes a certain ¹ _____ (HUMBLE) for people to accept that some of their personality traits might not be particularly attractive. Perhaps a trustworthy friend has pointed out that they could improve on their ² _____ (TACT) or become kinder and more compassionate. And it takes someone with a very determined ³ _____ (DISPOSE) to actively try to change and persevere with what may seem impossible. One of the problems is that most of us believe that our ⁴ _____ (DESTINED) is to live with the personalities we have now, tending to think that our natures are fixed and unchangeable. However, psychologists are convinced that although many of our traits are ⁵ _____ (INHERIT) or, as some believe, ⁶ _____ (MOULD) by nurture before the age of five or six, there are elements that we can work on to become a 'better' version of ourselves. Some even suggest that we should learn to fake certain traits, like showing more ⁷ _____ (SPONTANEOUS) or acting as though we are more of a ⁸ _____ (GET), and eventually these will become second nature. Our basic personality will always remain relatively fixed, but we can definitely alter some of our habits and learn to grow as people.

- 2 Complete all three sentences with the same word.

A _____

- 1 I was unable to _____ exactly what he wanted me to do.
- 2 We must _____ the opportunity to help others whenever we can.
- 3 The woman suddenly felt a little dizzy and had to _____ the back of the chair to stop herself falling.

B _____

- 1 We're planning to watch the _____ broadcast by the government representative this evening.
- 2 The new website is going _____ at the end of the week.
- 3 John is a real _____ wire and brightens up any party.

C _____

- 1 No one really knows what's in _____ for them over the coming years.
- 2 Mia sets great _____ by her ability to speak several languages.
- 3 My grandmother always keeps a _____ of tinned food in case there's a shortage.

- 3 Choose the correct words a-d to complete the text.

NOT ANOTHER QUIZ!

Check out any magazine or popular website and you'll find a plethora of personality quizzes. Although we might think that finding out what makes us ¹ _____ is an obsession for Millennials, this isn't in fact true. People ² _____ various tests and quizzes for a very long time indeed. And scientific interest in personality is also nothing new. Long before the likes of Freud or Jung put forward their theories in the twentieth century, psychologists and physicians ³ _____ research in the field. It was the Greek physicians who made the first studies of behaviour. Hippocrates (450 BCE) ⁴ _____ that people's mentality and behaviour were inextricably linked to blood and other bodily fluids. It was even ⁵ _____ that food had an effect on mood. Galen (190 CE), for example, believed that the intake of cold food resulted in melancholy. One of the first ⁶ _____ of the theory that personality was something separate from the body was Wilhelm Wundt (1879). Since then, the science has surged forward. What researchers ⁷ _____ though is to discover exactly why so many of us are fascinated by these quizzes.

- | | | | |
|------------------------|-----------------------------|--------|----------|
| 1 a work | b tick | c live | d behave |
| 2 a are taking | b had taken | | |
| c have taken | d have been taking | | |
| 3 a have conducted | b had been conducting | | |
| c conducted | d had been conducted | | |
| 4 a comprehended | b perceived | | |
| c assumed | d conceived | | |
| 5 a considered | b grasped | | |
| c gathered | d debated | | |
| 6 a assessors | b go-getters | | |
| c proponents | d researchers | | |
| 7 a still work | b have still worked | | |
| c are still working on | d are still being worked on | | |

- 4 Complete the second sentence using the word in bold so that it means the same as the first one. Use not more than six words including the word in bold.

- 1 I'm not sure why, but it's hard for me to concentrate at the moment. **PROBLEMS**
At the moment, I _____ some reason.
- 2 He researched the topic all day and his eyes were starting to ache. **BEEN**
His eyes were starting to ache because he _____ the topic all day.
- 3 Everyone loves my personality quizzes so I'll spend the next few days designing several more. **BE**
Due to the popularity of my personality quizzes, I _____ over the next few days.
- 4 Every time I see my books on display in a bookshop, it makes me very proud. **KICK**
I _____ seeing my books on display in a bookshop.
- 5 The recent college announcement on policy has resulted in these new regulations. **LINE**
The new regulations _____ the recent college announcement.

Unit 2

1 Choose the correct words a–d to complete the text.

SURPRISING HEATING SYSTEM

Many people experience the intense heat on underground trains crammed with commuters, particularly in summer months. ¹ _____ did I realise that this heat can be used as an energy source for buildings above ground, which is ² _____ preferable to using fossil fuels. One of the many disused tube stations in central London has been fitted with ventilation shafts and giant fans which push the hot air upwards to heat water for local residents. Pedestrians in the street above might think that a red building they ³ _____ past every day is a modern office block, but they would be gravely ⁴ _____. In fact, it houses an energy centre. Thought to be the first of its kind in the world, this use of air from the old City Road underground tunnels of north- and southbound trains has been seen as a breakthrough in helping cities reduce their carbon emissions and the ⁵ _____ for more such schemes across London is good. What is more, the fans can be reversed to cool the tunnels in summer. So, while you are travelling along at break- ⁶ _____ speed on the tube, clutching the handrail and melting in the heat, think how useful all that wasted heat could actually be.

- | | | | |
|-------------|--------------|-------------|------------|
| 1 a Few | b Less | c Hardly | d Little |
| 2 a forever | b infinitely | c eternally | d mainly |
| 3 a wobble | b steer | c stride | d lurch |
| 4 a misled | b wrong | c incorrect | d mistaken |
| 5 a outcome | b outlook | c outset | d outlay |
| 6 a neck | b leg | c back | d hear |

2 Complete the second sentence using the word in bold so that it means the same as the first one. Use not more than six words including the word in bold.

- I thought you might like to come to Scotland with me? **WONDERING**
What _____ might like to come to Scotland with me?
- An airport official took our details, not the tour operator. **WHO**
It _____ our details, not the tour operator.
- I didn't understand the plot of the film until I'd read the review. **AFTER**
Only _____ understand the plot of the film.
- Many changes in the travel industry have come about because of Richard Branson. **FORCE**
Richard Branson _____ a lot of changes in the travel industry.
- Avoid the more popular tourist areas in the city and you'll have a great time. **CLEAR**
You'll have a great time _____ the more popular tourist areas in the city.

3 Complete the text with one word in each gap.

A time to travel

Rarely ¹ _____ a concept for a TV series stood the test of time – in more ways than one – as well as the much-loved sci-fi stories of *Doctor Who*.

For those unfamiliar with the Doctor, 'the test of time' is also a reference to his occupation – Time Lord. This character has ² _____ travelling back and forth through time, fighting enemies and righting wrongs, ³ _____ his first appearance in 1963 (although there was a slight break in the nineties). Not ⁴ _____ does he visit alien planets, but he also meets famous people from Earth's past, such as Charles Dickens and famous presidents, always making his own contribution to the resolution of difficult issues. ⁵ _____ is especially clever about the *Doctor Who* concept is that the character can regenerate from time to time and each new incarnation is very different to the previous one. However, not until the thirteenth regeneration ⁶ _____ the Doctor become a woman, played by Jodie Whittaker! The series has run for far longer than the original writers ⁷ _____ intended, and with its quirky and eccentric leading characters both adults and children will surely ⁸ _____ continuing to watch it for many years to come.



4 Complete each gap using the words in brackets so that the sentence is logical and grammatically correct. Change the form of the words given or add other words if necessary. Use up to six words including the words given. Do not change the order of the words in brackets.

- (Scarcely / the bus / set off) _____ than it developed engine trouble.
- The flight is only forty-five minutes so (we / land / by) _____ 5.30 at the latest.
- The (tour guide / previously / work) _____ in London and spoke excellent English.
- (Not only / the ticket / cost) _____ a fortune, but I also had to stand all the way to my destination.
- (I / see / the holiday representative) _____ at 2.30, so I should have a better idea of what's going on then.
- This time next week, (I / have / lunch) _____ with my French friends on their balcony in the sunshine.

Unit 3

1 Complete the text with words formed from those in the box. There are two words you do not need to use.

bespeak coerce detriment invest passion speak
suspect sway turn

Copywriters

In the world of advertising, the copywriter may not be king, but she/he is very close. Without good ¹_____ copy – that is copy specifically designed for the purpose – a product, however amazing, will struggle to get noticed. ²_____ in top copywriters is imperative – this is not money wasted. Failure to do this will radically affect the company's ³_____. But just what does a good copywriter need to do? Being able to write well is clearly important, but some copywriters approach writing copy as they would a novel and this may be ⁴_____ to the outcome. They forget that copy is not a product but a tool to persuade the ⁵_____ public to buy a product. A copywriter must know her/his target market and speak to them in their language. And she/he shouldn't get too emotional or indulge in lengthy descriptive prose. She/He must be ⁶_____ and be able to cut the writing down to the essentials. Finally, a good copywriter must not bow to pressure when her/his ideas are challenged, but defend them and not be ⁷_____ into changes that she/he is unhappy with.

2 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than six words including the word in bold.

- I remember that she sweet-talked me into lending John the money. **BEING**
I _____ into lending John the money by her.
- It's important to make sure that you have a good supply of food before going on a camping trip. **STOCK**
It's important _____ going on a camping trip.
- Someone had given me the book for my birthday when I was at secondary school. **AS**
I _____ a birthday present when I was at secondary school.
- Sales of the product increased because people told each other how much they liked it. **MOUTH**
Positive reactions to the product were spread _____ and sales increased.
- It was necessary for my grandfather to ask the supermarket to deliver his food when he was ill and couldn't drive last month. **HAVE**
My grandfather _____ by the supermarket when he was ill and couldn't drive last month.

Our disappearing cash

When did you last pay for something in cash? How many coins do you have jingling in your pockets at the moment? It appears that these days we are all being ¹_____ to use less cash when we're out and about, whether we're going on a shopping ²_____ or just to get a coffee. This is not ³_____ down to health concerns – coins and notes transmit any number of viruses or bacteria – but the purpose is also to streamline payments using cards and mobile apps, and ultimately, no doubt, to ⁴_____ bitcoin accounts. However, I have a fondness for old coins and notes – not the new, ⁵_____ ones that can't be torn or forged, but the old, crumpled, paper ones. Each coin or note comes with a story attached, from the ⁶_____ designs on our fifty pence pieces, and portraits of the famous on our notes, to the imagined hands that have ⁷_____ these items during their lifetimes. Personally, I believe there would be a public ⁸_____ if coins were completely taken out of the currency.

3 Choose the correct words a–d to complete the text above.

- | | | | |
|----------------|-------------|----------------|--------------|
| 1 a enticed | b swayed | c urged | d seduced |
| 2 a gimmick | b venture | c impulse | d spree |
| 3 a hardly | b only | c certainly | d presumably |
| 4 a set up | b spring up | c sign up | d pass up |
| 5 a crafty | b credulous | c resilient | d moulded |
| 6 a hereditary | b devious | c ingenious | d shrewd |
| 7 a gathered | b plumped | c relinquished | d clutched |
| 8 a outcry | b outlay | c turnout | d setback |

4 Complete all three sentences with the same word.

- A** _____
- If you're planning to shop later today, you need to _____ in mind the early closing times this weekend.
 - The amount of money I spent online last month doesn't _____ thinking about!
 - Can the company _____ the cost if there's a downturn in the economy this year?
- B** _____
- If I'm not careful, I'm going to _____ up a huge bill on this gaming website!
 - You might _____ into difficulties trying to pay for these items as the website is playing up at the moment.
 - I just need to _____ some errands for my mum, and then I'll check out the prices for our tickets.
- C** _____
- He has a great competitive streak and now it's _____ him to get the best results.
 - He's always talking about how much money he's spent and it's _____ me up the wall.
 - They say that the new regulations are _____ down prices, but I haven't seen any evidence of that yet.

Unit 4

1 Complete the text with one word in each gap.

I'm sorry, but I don't ...

Imagine you've been invited to a friend's for dinner. ¹ _____ you to be asked about any foods you usually avoid, should you say that you eat anything ² _____ that it isn't chicken or beef, doesn't contain tomatoes, aubergines, or rice, or and watch your friend's face fall? Or ³ _____ it be better to say nothing and risk trying to swallow something you hate? Many people have foods that they love or hate – but where do our food preferences come from? Sometimes, we're following in parental footsteps. This ⁴ _____ me back to my own childhood. ⁵ _____ I been offered curry at an early age, I might not be so averse to it now. And if it hadn't been ⁶ _____ my school friend's mother introducing me to garlic, I could well ⁷ _____ grown up like my father, detesting the taste! However, experts also believe that children's tastes are more sensitive than adults, particularly to bitterness, so even ⁸ _____ you constantly offer a child liver, he or she will probably not get to love it until they are a lot older, ⁹ _____ that they're ever brave enough to try it again!

2 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than six words including the word in bold.

- I trained to be a chef because I love cooking. **HAVE**
If I didn't love cooking, I _____ be a chef.
- Unfortunately, many families have got out of the habit of eating together. **THING**
Unfortunately, eating together has _____ for many families.
- I couldn't reserve a table because someone had booked the whole restaurant for a party. **RESERVED**
The whole restaurant was booked for a party, otherwise _____ a table.
- Running for a bus yesterday made me realise just how unfit I am! **HOME**
Running for a bus yesterday _____ how unfit I am!
- I have a peanut allergy so I couldn't have that amazing looking dessert. **NOT**
If it _____, I could have had that amazing looking dessert.
- I didn't keep to my diet when we went out for a birthday meal last weekend. **BOARD**
My diet _____ last weekend when we went out for a birthday meal.



Gastronomic adventures

Critics might consider cookery shows on TV to be ¹ _____, (**RATE**) but the fans of *The Great British Menu* would most definitely disagree. This competition for chefs to create different themed dishes for a prestigious banquet attracts large numbers of viewers every year. The ² _____ (**TEMPT**) plates of food use the latest cutting-edge techniques to enhance both taste and presentation and are judged by a panel of experts whose ³ _____ (**FRANK**) regarding the meals is legendary. The chefs certainly need to be able to withstand the ⁴ _____ (**PRESS**) when facing the comments. However, the ⁵ _____ (**COME**) is worth it. The winning chefs cook their courses for the banquet and serve hundreds of guests, including royalty, celebrities and heroes from all walks of life. This year's theme – 'Children's literature' – has seen everything from ⁶ _____ (**FLUFF**) meringues and ⁷ _____ (**VELVET**) chocolate delights inspired by Willy Wonka's Chocolate Factory to an edible Beatrix Potter garden where people can help themselves to ⁸ _____ (**HAND**) of chocolate covered ants! What a gastronomic adventure to be at that banquet!

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

4 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than six words including the word in bold.

- He got very angry and threw the cakes he had burned on the floor. **FIT**
He burned the cakes and _____ threw them on the floor.
- They're encouraging everyone to take the nutritional course. **SIGN**
Everyone _____ for the nutritional course.
- Going out for a meal would be lovely and I can come after 7.30. **AS**
I'd love to go out for a meal, _____ start before 7.30.
- Yesterday, I ate a lot of snacks during the day and I wasn't hungry in the evening. **BECAUSE**
I wasn't hungry yesterday evening _____ snacks all day.
- It's common knowledge that you should never eat red mushrooms found in the forest. **UNDER**
It's common knowledge that _____ red mushrooms found in the forest.

Unit 5

1 Choose the correct words a-d to complete the text.

TO BE OR NOT TO BE A TEACHER?

Teaching is not for everyone. It is not a good career choice for someone who is unprepared for the difficulties of the job, or unwilling to ¹ _____ certain sacrifices. A prospective teacher needs to have a ² _____ aptitude for interacting with children and the ³ _____ to keep trying, or finding different ways to reach those who appear to be unwilling to learn. By putting yourself in front of a class, you are ⁴ _____ out of your comfort zone, and dealing with a ⁵ _____ of questions or maybe worse, a sea of students ⁶ _____ blankly at you. Training to teach involves a ⁷ _____ learning curve. In addition to this, the discipline problems to be overcome before any real teaching can begin can cause many student teachers to lose ⁸ _____ and leave the profession before they have really started. However, the rewards that come when a teacher realises that he or she has ⁹ _____ a student's potential can be remarkable and for the right person, teaching can be an exciting career.

- | | | | |
|------------------|-------------|-----------|---------------|
| 1 a do | b take | c offer | d make |
| 2 a natural | b raw | c born | d usual |
| 3 a perseverance | b firmness | c effort | d consistency |
| 4 a standing | b stepping | c moving | d travelling |
| 5 a cloud | b sheet | c barrage | d gale |
| 6 a glimpsing | b seeing | c yawning | d gaping |
| 7 a sharp | b quick | c steep | d sudden |
| 8 a belief | b faith | c steam | d focus |
| 9 a opened | b explained | c undone | d unlocked |

2 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than six words including the word in bold.

- Unfortunately, the teacher didn't let us use dictionaries during the written test. **TO**
Unfortunately, _____ use dictionaries during the written test.
- I regret going out last night when I should have been revising. **GONE**
I ought _____ last night instead of revising.
- If I don't concentrate on this assignment this evening, I won't get it in on time. **HEAD**
To get this assignment in on time I need _____ this evening.
- My sister didn't take the opportunity to study Italian at college. **HAVE**
My sister _____ Italian at college, but she didn't.
- Sara wanted to finish work on her presentation, but she got too tired to continue at about midnight. **STEAM**
Sara wanted to finish work on her presentation, but _____ at about midnight.
- A lot depends on the results of the students' final exams. **STAKE**
There _____ for students who are taking their final exams.

A SCHOOL WITH A DIFFERENCE



It is a well-known fact that the learning environment has an enormous impact on how efficiently people learn. There is a wealth of information online about innovative school architectural designs which have ¹ _____ engineered to promote a variety of learning styles. The most prestigious design ² _____ be that of the Danish college of Ørestad in Copenhagen. ³ _____ is unique about this college is the way different types of spaces link in order to ⁴ _____ students to benefit in many different ways. There are open spaces where lessons or parts of lessons ⁵ _____ be held, but also more intimate, enclosed areas where students are able to find peace when they need to. However, ⁶ _____ is the wide wooden staircases between floors that are most striking. They act as meeting points for the students and sweep through the building, adding to the impression of space and freedom. ⁷ _____ it not been for the vision of the architects, this college would ⁸ _____ been built with traditional classrooms and corridors. As it is, the amazing award-winning design has focused on providing a diversity of spaces addressing a variety of learning styles.

3 Complete the text above with one word in each gap.

4 Complete each gap using the words in brackets so that the sentence is logical and grammatically correct. Change the form of the words given or add other words if necessary. Use up to six words including the words given. Do not change the order of the words in brackets.

- (I / need / revise) _____ the Napoleonic period in history because it didn't come up in the exam. I was so disappointed.
- Seeing the programme about the job of an interpreter yesterday (make / me / think / take up) _____ another second language.
- They (suppose / extend) _____ the school buildings without planning permission, but they did.
- (Should / students / ask) _____ more time, the teacher is sure to allow it.
- We always (papers / check) _____ by an external examiner before we give students the full results.
- (It / often / say) _____ that memorising facts just before going to sleep is a good technique, but it doesn't work for me.

Unit 6

1 Choose the correct words a-d to complete the text.

Can you hear me?

It's 9.55 and I'm waiting for my meeting, staring at a screen which shows me myself. And the expression on my face is not one of ¹_____ of an interesting half an hour, but of frustration with technology that has only just allowed me to get this far. Virtual meetings. Nothing ²_____ about the technology. Then why can each meeting make me ³_____ my fingers with impatience? From the moment I'm ⁴_____ of a meeting involving more than four participants, the concern sets in. How many times will someone's face freeze or the microphones go mute? Virtual meetings were originally thought ⁵_____ a universal solution. They would lead to smooth meetings and balance contributions. The truth is that sometimes these meetings can silence people who can't get a word in, are forgotten about or are simply dropped from a discussion because of technical issues. Try turning it off and turning it on again, my boss "_____. Surprisingly – no luck! I "_____ appreciate that virtual meetings are the norm these days, but I sometimes long for the old face-to-face ones where you can see the interaction and read the body "_____, not just stare at the faces on the screens!

- | | | | |
|-----------------------|-------------------|-------------|---------------|
| 1 a enthusiasm | b anticipation | | |
| c expectation | d perception | | |
| 2 a thought-provoking | b nerve-wracking | | |
| c groundbreaking | d record-breaking | | |
| 3 a crunch | b cross | c rub | d drum |
| 4 a messaged | b notified | c invited | d mentioned |
| 5 a to be | b for being | c to being | d having been |
| 6 a explains | b mentions | c advises | d informs |
| 7 a very | b hotly | c fully | d freely |
| 8 a position | b script | c movements | d language |

2 Complete all three sentences with the same word.

- A** _____
- The bathroom upstairs flooded, bringing the ceiling ____ down.
 - There's nothing better than going to sleep with the sound of the waves ____ on the beach.
 - The company had to recall the PCs because many of them were ____ and losing vital data.
- B** _____
- I've ____ my desk so that I have the time to take on this new project.
 - He ____ his throat about ten times during the speech, but I think it's just because he was nervous.
 - I always do the cooking, so I think it's time someone else ____ the table.
- C** _____
- My brother was very ____ towards me for about six months after our argument.
 - The government got ____ feet and backed out of the planned deal.
 - There's nothing that irritates me more than getting ____ calls on my mobile.

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



Hello there!

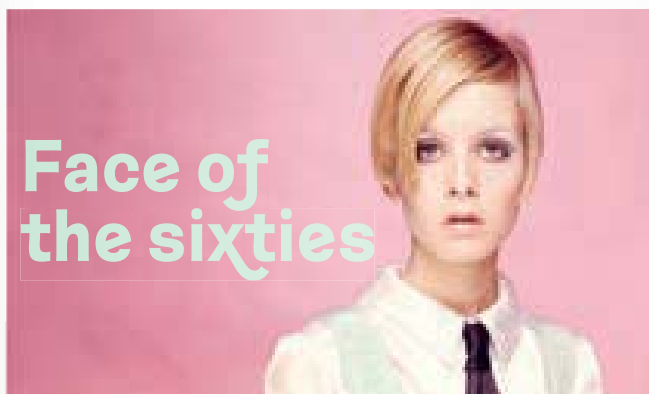
We instinctively know how to greet someone we are well acquainted with, but there can be a little ¹_____ (**APPREHEND**) at a first meeting, particularly if we're in another country. The question is – do we shake hands, nod at each other, bow or offer a kiss on the cheek? And if we get it wrong, are we being offensive? There are so many cultural ²_____ (**FALL**)! In the UK, some people favour a firm handshake, but others consider this an indication of ³_____ (**ASSERT**) and dominance. Something that would be ⁴_____ (**LAUGH**) to others. At the root of many of our greeting habits there is the consideration of personal space. When people invade this, it may create an awkwardness that can be ⁵_____ (**DETRIMENT**) to later interaction. However, personal space differs between cultures. For example, Romanians "_____ (**ALLEG**) keep a 140cm distance in order to feel comfortable, whereas Bulgarians, their neighbours, are happy to be approached at just 81cm. Interesting indeed!

4 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than six words including the word in bold.

- Laura said that she had had a chocolate addiction when she'd been a student. **ADMITTED**
Laura _____ chocolate addiction when she'd been a student.
- I rushed to meet the essay deadline but, luckily, my teacher is still on holiday until tomorrow. **NOT**
I _____ to meet the deadline as my teacher is still on holiday until tomorrow.
- No suggestions come to mind immediately, but I'll get back to you later on today. **HEAD**
I can't think of any suggestions _____, but I'll get back to you later on today.
- The reviewer said that the director should have auditioned a deaf actor for the role. **FOR**
The director _____ auditioning a deaf actor for the role by the reviewer.
- I've received so many contributions to the webpage that we will have to limit the number we use. **WITH**
I've been _____ to the webpage and will have to limit the number we use.
- People used to think that Tim Weaver wrote the play, but it later came out that it was his father. **ORIGINALLY**
Tim Weaver was _____ the play, but it later came out that it was his father.

Unit 7

- 1 Complete the text with the correct form of the words in brackets.



Ask anyone who was a teenager in the 1960s to name a memorable fashion model and they might well say 'Twiggy.' The oval face with huge black outlined eyes and an ¹_____ (**PENETRATE**) gaze stared out directly at readers from the cover of *Vogue*, and seemed to sum up the essence of the sixties. Twiggy was perhaps the first international supermodel admired by teenage girls across the world. Her eye-²_____ (**CATCH**) style brought her millions of fans and whether she was posing in baggy ³_____ (**SIZE**) shirts or mini-skirts, every outfit was a fashion ⁴_____ (**STATE**). Twiggy launched many different looks, from simple ⁵_____ (**SUMMER**) dresses to more sophisticated evening wear and always with stylish ⁶_____ (**ACCESS**) and make-up. No one would ever forget her ⁷_____ (**OPAL**) lip glosses and long, curly eyelashes, nor the chunky ⁸_____ (**METAL**) earrings and belts she wore. Twiggy continued to be in the spotlight long after her modelling days were over, going on to become an award-winning actor and singer.

- 2 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than six words including the word in bold.

- If I require further help with the designs, I'll let you know. **CASE**
I may require further help with the designs, _____ I'll let you know.
- The audience consisted of children from the local area and a lot of them had hearing impairments. **MANY**
The audience was made up of local _____ had hearing impairments.
- I'll have finished the painting in a moment. **TOUCHES**
I'm just _____ the painting.
- No matter which career in management you choose, you'll need experience. **BUT**
You can go for any career in management _____, you'll need experience.
- Marie had a lot more lines in the play than anyone else, but she was word-perfect every night. **SHARE**
In the play, Marie _____ lines, but she was word-perfect every night.

- 3 Choose the correct words a-d to complete the text.



Most jobs in the film industry require creativity and imagination and while we, as audiences, usually ¹_____ appreciate the talents of actors or directors, we may not be aware of the job of the Foley artist. It is the ²_____ work of this artist that adds sounds to scenes. When an actress in a ³_____ dress brushes past a chair, it is the Foley artist who gives us the ⁴_____ of that fabric. When a door opens in a ⁵_____ haunted house, it's the Foley artist who adds the ⁶_____ sound. Named after Jack Foley, a man famous for his creative sound effects, these artists recreate sounds in ways that we would not normally associate ⁷_____ the action on screen: gloves can make the sound of birds' wings flapping and crisp packets can give the sound of fire crackling. One famous sound effect is featured in the spine-⁸_____ scene in *Jurassic Park* where a velociraptor is hatching. We hear the sound of the shell breaking, but in reality it was a Foley artist crunching ice cream cones!

- | | | | |
|--------------|------------|--------------|-------------|
| 1 a wildly | b grossly | c bitterly | d fully |
| 2 a bright | b original | c designated | d ingenious |
| 3 a dappled | b silken | c downy | d gilded |
| 4 a rustle | b rumble | c purr | d crunch |
| 5 a dire | b trashy | c funky | d creepy |
| 6 a clinking | b creaking | c stretching | d crashing |
| 7 a to | b on | c with | d at |
| 8 a cracking | b freezing | c breaking | d chilling |

- 4 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than six words including the word in bold.

- When you receive our cancellation email, you should contact the office to request a refund. **AT**
You will receive a cancellation email, _____ should contact the office to request a refund.
- Remember that any donations will be used to help fund the theatre's future productions. **WHATEVER**
Remember that _____ will be used to help fund the theatre's future productions.
- Greg is always very irritable while he's planning a new book, so don't call him just yet. **SORE**
Don't call Greg just yet as he's always like _____ while he's planning a new book.
- Jack must be congratulated on his excellent performance. **BACK**
Jack deserves to _____ for his performance.
- Without the bank's financial support, our small clothes store would have closed down. **FOR**
If _____ the bank's financial support, our small clothes store would have closed down.

Unit 8

- 1 Complete the text with the correct form of the words in brackets.

A POWERFUL VOICE FOR CHANGE

Can a single voice make a difference in today's world? It appears that Greta Thunberg might just be able to achieve that. Over recent years, the young, ¹ _____ (ROSE)-cheeked teenager has called on young people worldwide to take action against climate change. She believes that they are ² _____ (TITLE) to have their say on governments' actions as the environment will eventually become their responsibility. Starting in 2018 by staging weekly protests – absences not ³ _____ (AUTHOR) by her school – Greta has progressed to giving speeches on the global stage to both peers and politicians. She looks an unlikely rebel: long plaits frame a pale but earnest face with a fresh ⁴ _____ (COMPLEX) and ⁵ _____ (SPARK) eyes. Greta has Asperger Syndrome, and this may cause her to appear introspective and even a little ⁶ _____ (STAND) at times, but she believes that this condition has helped her stay focused. She does have, of course, powerful opponents who try to ⁷ _____ (LAW) the protests, but she has definitely raised international awareness of environmental problems and is considered a hero by her followers across the world.

- 2 Complete all three sentences with the same word.

A _____

- The law certainly isn't _____ on anyone who breaks the rules about protesting in city centres.
- The skirt was made of a very _____ material that felt very silky.
- My grandfather is a bit of a _____ touch and will lend money to anyone in the family who asks him.

B _____

- Could you _____ off on circulating the college newsletter until I've checked it?
- When the tube train enters the tunnel, you'll need to _____ tight to the rail as there's a sharp bend.
- I was asked to _____ the line while the operator connected me to the person in charge of refunds.

C _____

- Some political differences have _____ families against each other.
- This morning, I _____ about contacting everyone involved in our school project.
- The leaflets _____ out how we can try to beat bicycle thefts at the college.

- 3 Complete the text *A Rebel Remembered* with one word in each gap.

A REBEL REMEMBERED

As we all know, the Houses of Parliament are one of ¹ _____ must-see sights in London, but ² _____ might be less well-known is the existence of a beautiful chapel deep under St Stephen's Hall, St Mary Undercroft. Perhaps an even more interesting fact is that this lovely chapel has ³ _____ secret all of its own. A plaque on a small cupboard door, put up ⁴ _____ the respected politician, Tony Benn in 1999 commemorates a woman called Emily Wilding Davison. Emily was a suffragette, who along with many other women in the early twentieth century campaigned to be given ⁵ _____ right to vote. The women, many of ⁶ _____ were from the working classes, were often imprisoned for their actions. In 1911, a census was carried out to record the address of every person living in the UK. On that day, Emily Davison is said to ⁷ _____ crept into St Mary Undercroft chapel and hidden in the cupboard so that her address would ⁸ _____ recorded as 'The House of Commons', showing that she claimed the same political rights as men. She was successful, but she never saw the success of the suffrage campaign, as she died before women were granted the vote.

- 4 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than six words including the word in bold.

- 1 Letting things go is much better than staying angry with someone for ages. **HOLD**

It's much better to let things go _____ someone for ages.

- 2 I've definitely never met anyone who dislikes socialising as much as he does. **MOST**

He _____ I have ever met.

- 3 You can come, but only if you get up very early. **LARK**

You'll need to _____ if you want to come.

- 4 He told me that I had done well in the school debate. **COMPLIMENTED**

He _____ well in the school debate.

- 5 There are going to be much tougher controls on students who don't wear the correct uniform. **HARD**

The school is going _____ who don't wear the correct uniform.

- 6 They expected to have had the new beauty product on shelves last week, but there's been a delay. **BEEN**

The new beauty product _____ on shelves last week, but there's been a delay.

Unit 9

1 Complete the text with words formed from those in the box. There are two words you do not need to use.

back conclude deceive define graph imagine
incredible real reputé science



The Cottingley Fairies

On being told that tiny people with wings in a photograph were fairies, even the most gullible of us would be ¹ _____ and think 'fake'. However, in the early 1900s, two young girls, Elsie and Frances, managed to convince even a ² _____ author of the time, Sir Arthur Conan Doyle, that they had photographed some fairies in their garden. The photos seemed to prove ³ _____ that fairies existed. The public were completely taken ⁴ _____ by the pictures. Even people with ⁵ _____ backgrounds believed the girls' clever ⁶ _____. Because that is what it was, an idea born in the girls' fertile ⁷ _____. It wasn't until the 1980s that the girls – by then elderly ladies – admitted that they had cut out pictures of fairies and created the ⁸ _____ photographs themselves. This elaborate hoax, known as 'The Cottingley Fairies', is an early example of photo manipulation.

2 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than six words including the word in bold.

- My young brother won't go to bed before he's checked the sky for UFOs every evening. **INSIST**
My young brother _____ the sky for UFOs before he goes to bed every evening.
- The cinema is bound to be packed as I'm sure most people have seen the film trailer. **HAVE**
Most people _____ the film so I imagine the cinema will be packed.
- I would think that doing the magic trick in front of such a large crowd was difficult. **PULL**
The magic trick must _____ in front of such a large crowd.
- I'm concerned about the time the show finishes. **CONCERNS**
_____ the time the show finishes.
- You should follow your dream and not allow anyone to stop you. **HOLD**
You shouldn't let _____ your dream.
- It's a hard time, but everything will be fine if you just stay positive. **CHIN**
It's a hard time, but _____ and everything will eventually be fine.



Leinster Gardens

At first glance, the row of mid-Victorian town houses in an upmarket area of central London looks like a regular row of town houses with ¹ _____ front doors framed by white columns. However, appearances can be ² _____. The houses have been constructed to give the ³ _____ of an unbroken terraced row, but should a(n) ⁴ _____ passer-by ⁵ _____ examine the front doors of numbers 23 and 24, he might scratch his ⁶ _____ and wonder why there are no handles or letter boxes, or why the windows have no curtains. In fact, the fronts of both these houses are a(n) ⁷ _____ fake. Behind the doors there are no rooms, stairs or gardens, just a gaping hole. When the first tunnels for underground steam trains were built across London, houses were torn down and then rebuilt over the tracks, but for the two houses in Leinster Gardens as there had to be open sections where the steam could escape. However, it would have been ⁸ _____ to the appearance of a street in such a rich part of the city to leave an empty gap, so the facades were built.

3 Choose the correct words a–d to complete the text above.

- | | | | |
|------------------|--------------|-----------------|---------------|
| 1 a silky | b glossy | c dimpled | d pearly |
| 2 a unreal | b baffling | c incredible | d deceptive |
| 3 a deceit | b illusion | c conviction | d imagination |
| 4 a unsuspecting | b intriguing | | |
| | c mystifying | d untrustworthy | |
| 5 a nearly | b fully | c closely | d completely |
| 6 a shoulder | b hair | c head | d elbow |
| 7 a riveting | b futile | c valiant | d elaborate |
| 8 a negative | b trashy | c detrimental | d pertinent |

4 Complete each gap using the words in brackets so that the sentence is logical and grammatically correct. Change the form of the words given or add other words if necessary. Use up to six words including the words given. Do not change the order of the words in brackets.

- If you come to the school hall at about five, (I / hang) _____ all the paintings for the exhibition by then.
- (He / set up) _____ cameras for the filming right now, so I wouldn't disturb him if I were you.
- Every day (my father / make / same) _____ comment about my uniform and it was really irritating.
- I recently read an article about special effects, and not until (then / I / realise) _____ how each particular effect was created.
- We didn't know it, but (we / film) _____ for a news programme at that very moment.
- (we / not / book) _____ for the show as soon as tickets came on sale, we wouldn't be sitting here!

Unit 10

1 Choose the correct words a–d to complete the text.

OPTING OUT

It's a(n) ¹ _____ that working as a top lawyer in the city of London is a stressful job, but many people thrive on this and would find it hard to work otherwise. Not my Uncle Gary. He worked his socks ² _____ to get his qualifications and then worked his ³ _____ up to the top of his profession. However, after ten years of ⁴ _____ all his work demands and raising a family, he admitted to me that he was not really ⁵ _____ to be a lawyer. In short, after discussing it with his wife, he decided to ⁶ _____ it all in and do something that he had been itching to do for a long time – move to the countryside and become a gardener! Colleagues tried to persuade him to stay, saying he couldn't manage such a dramatic drop in income, but he was ⁷ _____ and within two months they had moved, and he had found a job with a local gardening business. I have never seen him or his family happier, and he is nowhere near being on the headline! I would advise anyone who feels ⁸ _____ in a rut or overcome by the pressure of a demanding job to follow his example.

- | | | | |
|----------------|--------------|------------|-------------|
| 1 a acceptance | b conception | c expected | d given |
| 2 a off | b on | c out | d in |
| 3 a path | b way | c line | d route |
| 4 a targeting | b joining | c meeting | d retaining |
| 5 a made out | b cut out | c taken up | d set out |
| 6 a call | b land | c play | d throw |
| 7 a destined | b vocal | c resolute | d assertive |
| 8 a held | b stuck | c put | d drawn |

2 Complete each gap using the words in brackets so that the sentence is logical and grammatically correct. Change the form of the words given or add other words if necessary. Use up to six words including the words given. Do not change the order of the words in brackets.

- (Despite / tell / take) _____ another few days off work, my colleague returned after only three days of sick leave.
- (I / regret / have / tell) _____ you that unfortunately we'll be laying off some employees next month.
- If (take / job / mean / get) _____ up earlier, I'm fine with that.
- We (be / lucky / see) _____ the art exhibition before it transferred to another gallery.
- The doctor (tell / she / avoid / do) _____ any strenuous exercise for the time being.
- (leave / company / prove / be) _____ the best career choice he'd ever made.

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

JOB SWAP

If you're feeling dissatisfied at work and have a boss that is not ¹ _____ (APPROACH), you're not alone. Many of those in management positions, however ² _____ (SUPPORT) they like to think they are, do not always consider the ways employees see their own or their colleagues' roles. We all know someone who thinks 'I'm in the wrong job,' or 'Surely HIS ability is ³ _____ (RATE) – I could do the job much better ...' This is why job swapping, where employees exchange roles for a short time, is a policy that can pay ⁴ _____ (DIVIDE). It would be an ⁵ _____ (SIMPLE) to say that it's easy to arrange. It isn't. Firstly, you have to overcome a sense of ⁶ _____ (VULNERABLE) in some employees who may see this as a subtle hint that they are not good at their own job. It's also a matter of persuading others not to ⁷ _____ (REGARD) the possibility that they could benefit from seeing working life from another person's perspective. Experiencing their colleagues' problems first-hand can help employees become less ⁸ _____ (CONFRONT) and engage in less brinksmanship than before. Definitely something worth trying.



4 Complete the second sentence using the word in bold so that it has a similar meaning to the first one. Use no more than six words including the word in bold.

- I was happy when they transferred me to another branch, as it meant promotion. **MIND**
I _____ to another branch as it meant promotion.
- If my brother were really determined to do something, he would succeed because he's so smart. **SET**
My brother is so smart that he could achieve anything _____ it.
- He told me that he'd previously worked as a teacher, which was something that I'd forgotten. **NOT**
I _____ that he'd previously worked as a teacher.
- Having fixed ideas about your future career prospects is not a good thing. **OPEN**
It's important _____ your future career prospects.
- He said it was my fault that the client was upset, which was completely unfair. **UPSETTING**
He _____ the client, which was completely unfair.
- Getting some work experience while studying can prove useful for your future job prospects. **STEAD**
Getting some work experience while studying can _____ for future job prospects.

STUDENT A

3C Exercise 6, page 37

In pairs, role-play two negotiation situations. Then decide who was the best negotiator. Say why.



Role-play 1

- 1 You have decided to sell your comic collection at a car boot sale. Decide how much you think it's worth, and what is the minimum price you will accept. Be aware that buyers at these kinds of sales are very much looking for bargains.

Role-play 2

- 2 You are going to a vintage fair and want to buy a really unique outfit – a vintage dress or dinner suit – to wear at your school's leaving prom. You spot the perfect item, but you are a bit worried it will be out of your price range.

5E Exercise 9, page 71

Work in pairs. Imagine you are being interviewed for a place on a sports team (you can choose the sport). Take it in turns to interview each other using the questions below. If you can't answer a question immediately, use the phrases in the Speaking box on page 71 to buy yourself time.

- 1 How did you first become interested in (name of sport)?
- 2 Who is a sporting hero of yours? Say why.
- 3 What's your proudest sporting moment?
- 4 What do your friends and family think about your interest in this sport? Are they supportive?
- 5 What is the best part about competing?

9C Exercise 7, page 128

Work in pairs. Look at the photos showing difficult situations. Speculate on what might be happening, what might have led to these situations and what might be done to solve the problems.



10E Exercise 8, page 145

In pairs, role-play the situations. Use the statements for toning language down from the Speaking box on page 145.

- 1 You start the conversation. You went out for dinner with Student B. The restaurant was good value for money, the service and atmosphere all excellent, the food not that great, but it could have been worse. Your companion is of a different opinion. Try to tone his/her language down.
- 2 Student B is talking about the latest book he/she has read and he/she absolutely loved it. You have read the book too, but your opinion is rather different. You always speak your mind and you are upfront about things. React to your classmate's opinion saying: *This book is an absolute joke!*

ALL STUDENTS

7B Exercise 7, page 97

Choose a famous painter. Use the fact sheet below and do the online research. Then give a short presentation about the painter to your partner, using as many relative clauses as possible.

Fact Sheet

Name of painter:

What year was he/she born and when did he/she pass away?

Where was he/she born?

What jobs did he/she have before he/she became an artist?

What art movement was he/she a part of?

What/who influenced his/her style?

Why is he/she famous?

When was it created? How did he/she make it?

What is one of his/her most famous paintings?

How did his/her paintings change over the years?

What does the painting show?
Where is it held now?

What else can you find out about the painter?

STUDENT B

3C Exercise 6, page 37

In pairs, role-play two negotiation situations. Then decide who was the best negotiator. Say why.



Role-play 1

You are a collector of rare comics. You have spotted an amazing collection at a car boot sale. You would be willing to pay quite a lot for it, but you're hoping to get a real bargain.

Role-play 2

You are selling clothes at a vintage fair. You have hand selected every item and know that they are quite valuable. However, you haven't actually sold very much today and you would like to get rid of a few more items, even if you have to come down on the price.

5E Exercise 9, page 71

Work in pairs. Imagine you are being interviewed for a place on a sports team (you can choose the sport). Take it in turns to interview each other using the questions below. If you can't answer a question immediately, use the phrases in the Speaking box on page 71 to buy yourself time.

- 1 Have you had any sporting injuries? What happened?
- 2 How do you manage to fit in practice for your sport?
- 3 Have you ever had any difficulties with teammates? What happened and how did you deal with it?
- 4 What emotions do you feel when you play well?
- 5 How do you see your future within this sport?

9C Exercise 7, page 128

Work in pairs. Look at the photos showing a difficult situation. Speculate on what might be happening, what might have led to these situations and what might be done to solve the problems.



10E Exercise 8, page 145

In pairs, role-play the situations. Use the statements for toning language down from the Speaking box on page 145.

- 1 You went out for dinner with Student A. The restaurant was good value for money, the service and atmosphere all excellent, but the food left much to be desired. You don't mince your words when it comes to giving feedback so here's your opinion: *The food in that restaurant was utterly revolting!* Let Student A respond to your statement.
- 2 You start the conversation. You have just read an excellent book by your favourite author. You know that Student A has read it too. Tell Student A how you feel about the book. You'd like to know his/her thoughts on it. Then react to his/her opinion, trying to tone his/her language down.