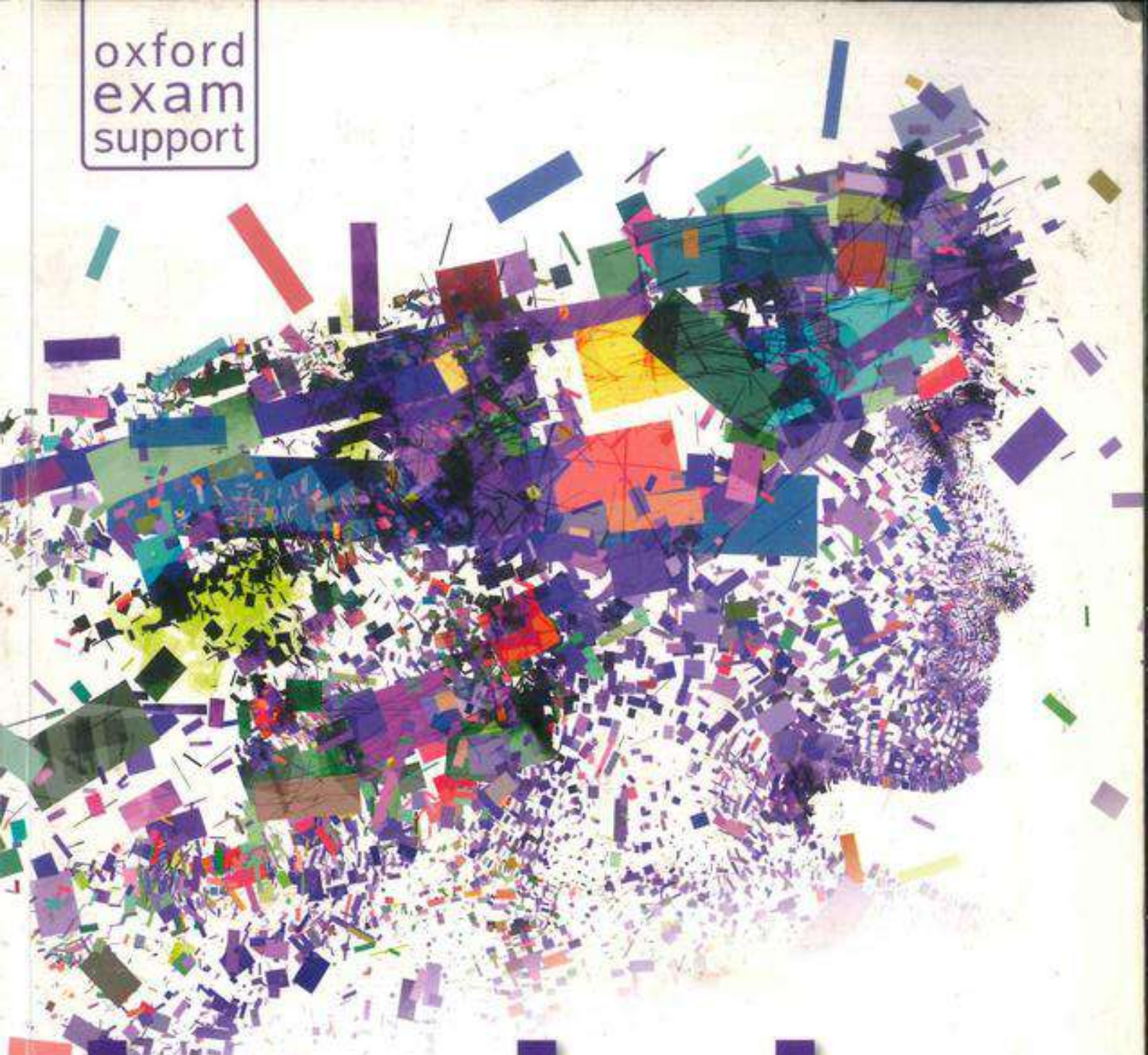


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Advanced Student's Book

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Jayne Wildman
Jane Hudson

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Advanced Student's Book & Workbook

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Jayne Wildman
Jane Hudson

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- 1 **SPEAKING** Consider the people, experiences and places that have influenced who you are. Rank the ideas below in order of importance and justify your answers. What other factors might shape our identity?

- genes ■ the country we live in ■ education
- the language we speak ■ friends ■ parents
- the way we look

- 2 Read the article. Which ideas in exercise 1 does it mention?

STRATEGY

Critical thinking: questioning ideas

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

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

- 3 Read the strategy. Then read *Face value* again and discuss the questions.

- 1 Why does the writer start with a quote? What impact does it have? How would people normally react to this issue?
- 2 Why did Marinda spend time soul-searching? What types of questions might she have asked herself? What questions would you ask yourself in this situation?
- 3 What important question is asked in paragraph 2? How does the writer answer this question? How would you answer it?

- 4 Read the whole article again and answer the questions.

In which section, A–C:

- 1 was someone asked to do something extraordinary?
- 2 does someone talk about the psychological implications of an identity change?
- 3 were people surprised about what shaped their identities?
- 4 did a frightening incident lead to a strange discovery?
- 5 does someone mention a theory that led to unethical experiments in the past?
- 6 did someone change their natural habits in order to survive?
- 7 does someone still have strong connections with a past way of life?

Who are we?

Imagine you are a newborn baby. What sort of person might you be? What type of person might you become? What elements will shape your sense of self?

A Face value

'It's quite a beautiful thing to have someone's exterior body, especially their face,' says thirty-year-old Marinda Righter. Marinda is speaking from experience. In 2013, when a massive stroke left her mother in a coma, Marinda was approached by doctors with an unusual request. Her mother was a perfect donor for forty-five-year-old Carmen Tarleton from Vermont. But Carmen didn't need an internal organ. Carmen, who had been the victim of a terrible attack, needed a new face. Her fate was in Marinda's hands, and after much reflection and soul-searching, she agreed to help and improve Carmen's chances of a normal life.

Our faces chart our life experiences and form a vital part of our identity. They give clues to our character and background: who we are and where we come from.

- While a new face might enhance a person's quality of life, couldn't it also cause an identity crisis? Could a person really be themselves wearing someone else's skin? Patient reactions to other visible transplants, such as hand, foot or ear transplants, have been well documented. People have experienced everything from depression and troubling dreams to being unable to acknowledge or even look at their new body part. Fiction books, such as *The Fourth Hand* by John Irving, have explored this fear, with the new body part bringing with it a new personality that takes over the person's original identity. Even transplant surgeons worry about this. One surgeon, concerned about using organs from death row prisoners, made no bones about his feelings: 'I wouldn't like to have a murderer's heart put in my body. I might find myself starting to (be controlled by it).' Might this fear be even stronger in face transplant patients?

Interestingly, this is not the case for Carmen Tarleton. Her new face has transformed her life: it has empowered her to speak about her experiences, as well as write a book. Today, she looks nothing like her old self. Her old face hasn't been restored, but she doesn't look like Marinda's mother either. Instead, a third face has evolved, which has become part of Carmen's unique identity.



B Born this way

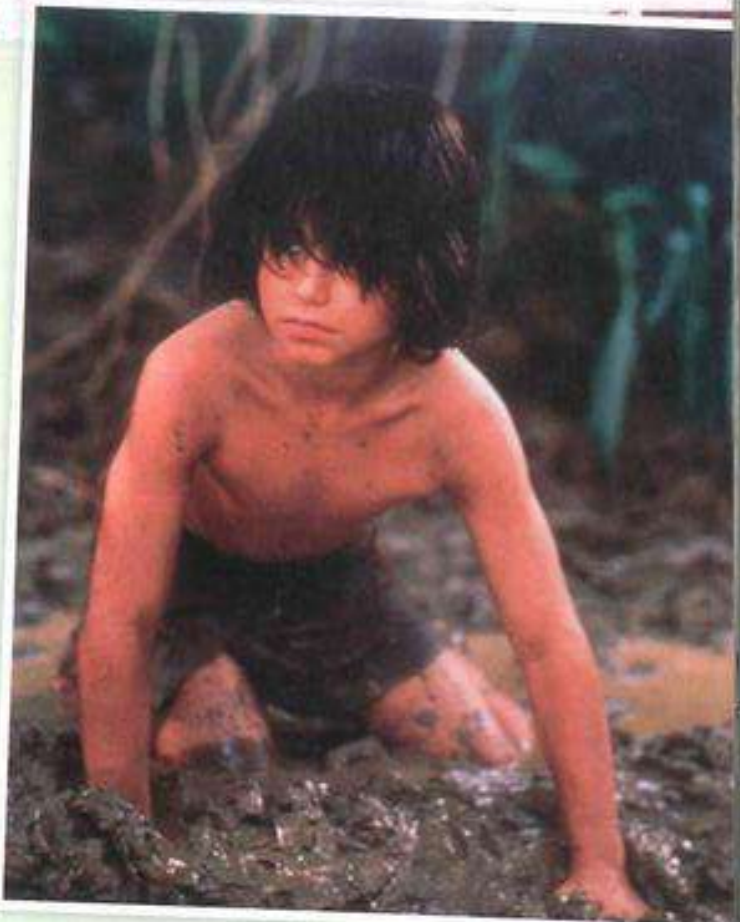
Paula Bernstein and Elyse Schein are identical twins who were separated at birth in 1968 and adopted by different families.

- 40 The sisters didn't meet until they were in their thirties, but they discovered striking similarities in their lives: they were both writers, they both lived in Brooklyn, and they had similar tastes in music and books. 'But it's not just our taste in music or books; it goes beyond that,' says Paula. 'In her, I see the same basic personality.'

Nature versus nurture is often a bone of contention between scientists and social anthropologists. When asked to consider what had influenced their identities, Paula and Elyse agreed that 'nature', or genetics, played an important part – 'probably more than fifty per cent'. They were both shocked that it had determined their characters so much.

This belief in the power of nature neatly explains the similar life choices the two women made. It embraces the idea that personality traits are passed on from generation to generation. 55 But does nature really influence us? In the early twentieth century, this argument was used to explain poverty, crime and mental illness. Innate biological flaws were perceived to be the cause of these problems, so programmes were set up to imprison and sterilize 'flawed people' in an attempt to manage and reform society. Today, such practices would be rejected, as they attack basic human rights. But in the wake of current genetic research, scientists are again exploring the importance of nature, identifying genes which help explain everything – from addiction to temperament to intelligence.

- 60 Back in Brooklyn, Paula is happy to know her twin is close at hand, as they can see each other fairly often. They are revelling in their sense of 'sameness', but they are aware that they have some differences, too. 'Eventually we realized that we're different people with different life histories,' admits Paula. In other words, their different life choices have significantly altered their identities, too. Ultimately, everyone is an individual – even a twin.



C Wild child

In Uganda, in 1998, a young girl was attacked by wild monkeys while collecting firewood outside her home. After fighting them off, she almost jumped out of her skin 75 when she realized that one of the 'monkeys' was a person. 'I grabbed a stick and poked him and he fell out of the tree,' she said. 'He had hair all over his body – thick hair, and the hair on his head was so long and curly.' In fact, the person was a six-year-old orphan called John Ssebunya, 80 and the hair on his body was the result of malnutrition – he was all skin and bones. Three years earlier, John had witnessed a terrible murder and had run away from home. The small boy was so fearful for his life that he never went back – he saved his skin by seeking refuge in the forest. 85 Luckily for him, a colony of African green monkeys took him in. John copied their mannerisms, learned how to climb trees and, for the next three years, survived on a diet of fruit, nuts and berries. His story, like many other 'feral' child narratives, highlights people's ability to adapt to different 90 environmental conditions. It also shows that while some personality traits may be the result of nature, nurture also shapes who we are – the two go hand in hand.

Sadly, it can be hard to reverse the effects on these children of living in the wild, and difficult to reintroduce 95 them into society. John was one of the lucky ones. After being seen near the village, he was captured and taken to an orphanage, where he gradually progressed towards reintegration, changing his habits and learning how to speak. 'It was very frightening,' he said of his escape to the 100 forest, 'but then I saw the monkeys and they brought all this food to me. The monkeys loved me – we played together all the time.' Fifteen years later, John has more in common with his human peers than with the monkeys who adopted him. But although he hasn't reverted back to his wild self, 105 he still has a special bond with primates.



V insight Idioms with hand, skin and bone

5 Study the highlighted idioms in the article. Then match them to the meanings below.

- 1 extremely thin
- 2 escaped harm, injury, punishment or death
- 3 a subject of disagreement between people
- 4 controlled or looked after by someone
- 5 was frank and open about something
- 6 exist together and be connected with each other
- 7 within reach, nearby
- 8 moved suddenly as a result of shock or surprise

6 Complete the text with the correct forms of the idioms in exercise 5.

One of the most famous cases of children raised by wild animals is that of the 'wolf children' Kamala and Amala. The girls, aged two and eight, were discovered in 1920, in the jungles of Godamuri in India, by clergyman Joseph Singh. They thought that the stranger was going to kill them, so they tried to ¹ their ² by running away. But Reverend Singh caught them and decided to take them to his orphanage. Their fate was now ³ his.

The girls were ⁴, as they were practically starving. Despite this, they refused cooked food and would only eat raw meat. They also refused to socialize with the other children, and each got distressed if the other girl wasn't visible or ⁵. Still, Singh tried to teach them how to walk upright, play with their peers and speak.

Unfortunately, Amala died from illness after just a year. Her sister Kamala died eight years later, in 1929. During her short life, she had learned how to walk, but had only mastered fifty words.

The wolf children's story is ⁶ amongst those who argue that nurture defines a person's character, those who claim it's our genetic nature, and those who argue that the two influences ⁷. In this case, the girls' early upbringing determined their identity. After the death of Kamala, Singh was very honest and ⁸ the possibility that he had made a mistake: '(I wonder) if the right thing to do would have been to leave these children in the wild where I found them,' he said.

V insight Describing change

7 Study the underlined verbs in the article and explain their meaning. Then match them to categories 1-5 below.

- 1 change over time, adjust: _____
- 2 completely change, become different: _____
- 3 change for the better: _____
- 4 change back to a former state: _____
- 5 influence something: _____

8 SPEAKING Discuss the questions.

- 1 In your opinion, how important is a face in terms of defining who we are?
- 2 In *Face value*, do you think the surgeon's fear is justified? Why / why not?
- 3 Do you agree with the idea that nature plays the main role in forming our identity? What ethical issues might this idea give rise to?



1 SPEAKING Look at the photos of belongings from people who live in New York. What clues do the belongings give about the people's identity and background? Think about:

- where their family originally came from.
- what the objects were used for.
- why they might be important to people today.

2 1.01 Listen to the monologues and compare your ideas. Which three objects do the speakers talk about? What did people use them for in the past? How do people use them today?

3 1.01 Listen again and match speakers 1-3 to sentences a-j.

- a Her mother hadn't thought about the object at first.
- b Her grandfather hoped to have found a good job before his family arrived.
- c Her father had taught music before he came to New York.
- d Having prepared the suitcases, her mother saw the object on a table.
- e She has taken good care of the object for over fifty years.
- f A relative had made the object many years before.
- g She has lost the object a few times over the years.
- h In a month's time, the object will have been in the family for around seventy years.
- i She has used the object to hoard different things.
- j By this time next week, she will have travelled thousands of kilometres.

The perfect aspect

- 4 Study the sentences in exercise 3 again and match them to the forms below. Then explain why they have been used.

■ present perfect ■ past perfect ■ future perfect ■ perfect infinitive ■ perfect -ing

- 5 Complete the sentences. Use the correct perfect form of the verbs below.

■ buy ■ book ■ sell ■ not taste ■ live ■ arrive ■ return ■ not bring

- 1 My uncle had very little when he arrived here. He _____ anything with him, apart from some clothes and his father's watch.
- 2 We should know who is coming to the family reunion by the end of the week. I _____ the hotel by then, too.
- 3 They threw out the old painting with the rest of the rubbish. They didn't know that their grandfather _____ it from a famous artist many years before.
- 4 The watch is very rare. They expect _____ it on eBay by the end of the week.
- 5 _____ just _____ in Chicago, my cousin quickly found work in a restaurant.
- 6 By this time next year, our family _____ in Chinatown for over 100 years.
- 7 We _____ pasta as good as this since our holiday in Naples.
- 8 He _____ only _____ to Russia twice in the last fifty years.

- 6 Explain the differences in meaning between the pairs of sentences below.

- 1 a By the time I finish school, I'll have been learning English for exactly ten years.
b I'll have learned English before we move to New York.
- 2 a We had been packing our belongings all morning, so there were boxes everywhere.
b We had packed all our belongings, so the house was empty.
- 3 a We've made some fresh pasta. Would you like to try some?
b We've been making fresh pasta. That's why the kitchen is a mess.
- 4 a Where have you been? I've been calling you all afternoon.
b Where have you been? I've called you four times this afternoon.

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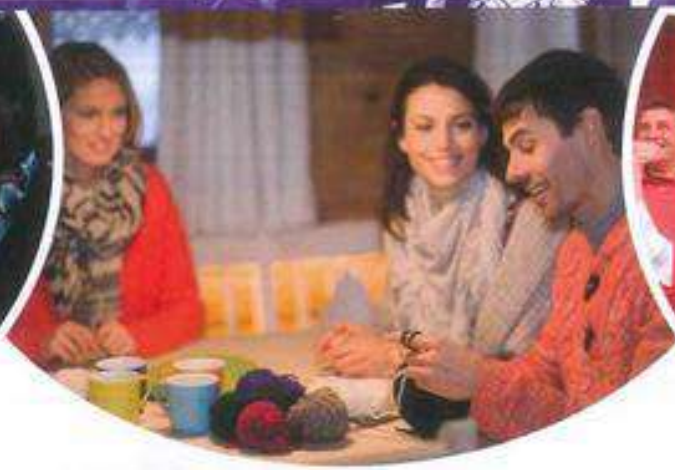
- 7 Complete the text with the correct perfect form of the verbs in brackets. Is the continuous form possible in any of the gaps?

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

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

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

- 8 **SPEAKING** Imagine you had to leave your country. Which one thing would you take with you and why? What might future generations make of it?



1 **1.02 SPEAKING** Look at the photos and answer the questions. Then listen to a radio programme and compare your answers.

- 1 What are the people doing? What types of groups are these? When you see these groups, what types of people do you imagine taking part?
- 2 How are groups formed? Are we born into some groups?
- 3 How do people select the type of group they want to belong to?

2 **1.02** Listen again and choose the correct answers.

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

V Belonging and alienation

3 Study the highlighted words. Then match them to meanings a-h.

- 1 We may not be aware of all the **associations** we have with different groups.
 - 2 ... you would have to cope with **isolation** - with little or no contact with other people ...
 - 3 ... from supporting a political party to **loyalty** to a particular football team.
 - 4 ... most people do have some sort of emotional **attachment** to friends who share their outlook on life.
 - 5 ... you have a **rapport**, a kind of mutual appreciation of other group members ...
 - 6 When people ... experience **rejection**, they can become depressed and angry.
 - 7 This may lead to **marginalization**, which may evolve into feelings of powerlessness ...
 - 8 But these types of groups are difficult to leave if you ... start to feel **disaffection** with their ideas.
- a a strong feeling for, or bond with someone or something
 - b separation or detachment from something
 - c an understanding between people who get on well together
 - d the quality of being faithful or true to someone or something
 - e connections between people with common interests
 - f having no importance or influence
 - g a feeling of discontent with something
 - h refusal to accept something or someone

4 SPEAKING Discuss the questions.

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

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Selecting a community project

5 SPEAKING Look at the three groups below. What do you think the needs of each group are? How could a local council help them?

- a immigrants b young offenders c the elderly

6 1.03 Listen to the introduction to a council meeting and compare your ideas in exercise 5. Note down the benefits of each project and the objections.

Talking about the future

7 Read the opinions from the council meeting. Which groups are they talking about?

- A 'They only have enough money for a few more months. By this time next year, they will have closed down the housing scheme. What alternatives will be available to residents then?'
 B 'Local people fear there will be more than twenty families, which will eventually mean more buildings. They're going to vote on the proposal soon. They're arranging a meeting in the next few days.'
 C 'People value their independence but they also need support, so there is a warden who visits residents every morning. Moving them to a care home will have a negative impact on their well-being. I've volunteered to help and my first visit is at 10 tomorrow morning.'
 D 'By this time next month, the organization will have been helping young people for ten years.'
 E 'We are meeting with people from the project at 3 p.m. tomorrow to look at some of their initiatives. They will be giving talks at schools next week, too.'

8 Match sentences 1–7 in exercise 7 to a–g below. Which tense is used in each sentence?

- a an uncertain future prediction
 b a plan, intention or decision about the future
 c a timetable or scheduled event
 d an action that has been decided and arranged
 e an action in progress at a certain time in the future
 f an action that will be completed before a definite time in the future
 g an action that will continue up to a certain time in the future

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9 Complete the sentences with the correct future form of the verbs in brackets. Sometimes more than one answer is possible.

- We've decided to look for alternative solutions, so we _____ (apply) for accommodation in care homes for our most vulnerable residents.
- I think there _____ (be) more street crime if we don't support *Your Life*. It's a possibility we ought to consider.
- We intend to examine the issue thoroughly. We _____ (listen) to residents' objections and consider the needs of immigrant families. The first meeting _____ (be) on 5 May.
- By the end of this year, some of the children _____ (move) house more than five times. That's unacceptable.
- This time next year, these young people _____ (earn) monthly wages through regular employment. They _____ (not rely) on crime any more.
- By this time next month, we _____ (help out) with the sheltered housing scheme for two years. And we've decided that we _____ (carry on) volunteering. A lot of people depend on us.

10 SPEAKING Work in groups of four. You are members of a city council with a budget for one of the community projects in exercise 6. Debate the pros and cons of each project, discussing the benefits to the community and consequences for society in general. Then decide which project to support.

- 1 **SPEAKING** Look at the photos below and describe what you can see. Think about where the people are from, why they have come to a new place, how they are feeling and how their lives might change.



- 2 **1.04** Listen to a radio programme about the poet Peter Skrzynecki and answer the questions.

- 1 Where were the Skrzyneckis originally from?
- 2 Why did his family leave Germany and where did they go?
- 3 In the poem *St Patrick's College*, how is his relationship with his adopted country described?
- 4 What themes does Skrzynecki's early poetry deal with?
- 5 What themes does he explore in the poetry collection *Immigrant Chronicle*?
- 6 Why has the speaker decided to read *Post card*?

- 3 **1.05** You are going to listen to the poem *Post card*. Before you listen, choose the themes you expect to appear in the poem. Then listen and check your ideas.

- acceptance ■ rebellion ■ marginalization ■ denial
- guilt ■ nostalgia ■ regret ■ isolation ■ rejection
- discrimination ■ fear

Post card

1

A post card sent by a friend
Haunts me
Since its arrival –
Warsaw: Panorama of the Old Town
He requests I show it
To my parents.

Red buses on a bridge
Emerging from a corner –
High-rise flats and something
Like a park borders
The river with its concrete pylons.
The sky's the brightest shade.

2

Warsaw, Old Town,
I never knew you
Except in the third person –
Great city
That bombs destroyed,
Its people massacred
Or exiled – You survived
In the minds
Of a dying generation
Half a world away.
They shelter you
And defend the patterns
Of your remaking,
Condemn your politics,
Cherish your old religion
And drink to freedom
Under the White Eagle's flag.





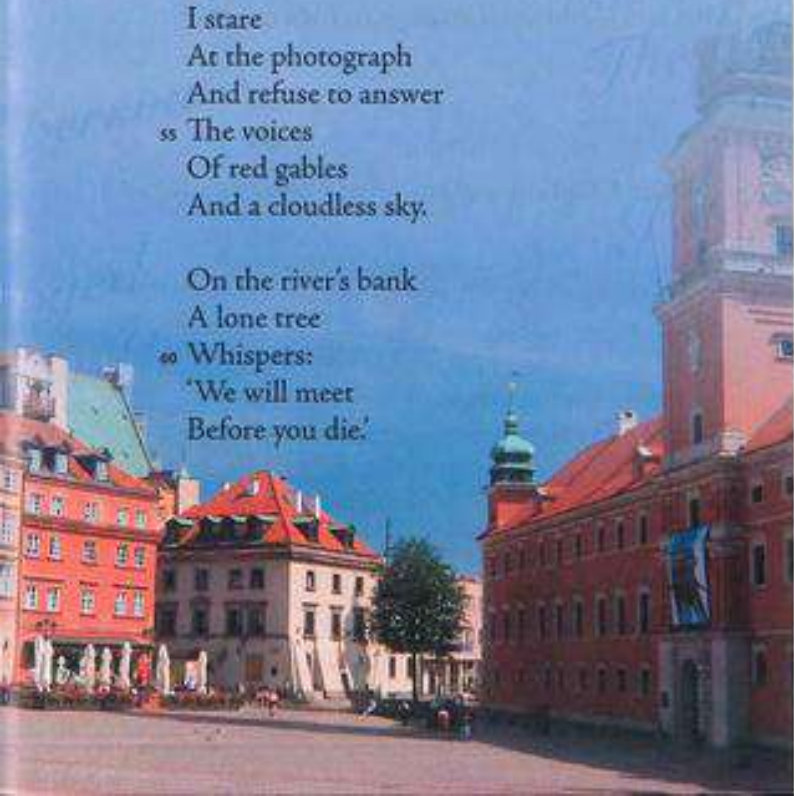
30 For the moment,
I repeat, I never knew you,
Let me be.
I've seen red buses
Elsewhere
35 And all rivers have
An obstinate glare.
My father
Will be proud
Of your domes and towers,
40 My mother
Will speak of her
Beloved Ukraine.
What's my choice
To be?

45 I can give you
The recognition
Of eyesight and praise.
What more
Do you want
50 Besides
The gift of despair?

3

I stare
At the photograph
And refuse to answer
55 The voices
Of red gables
And a cloudless sky.

On the river's bank
A lone tree
60 Whispers:
'We will meet
Before you die.'



4 1.05 Read and listen to the poem again. Then discuss the questions.

- 1 The poem is divided into three sections. What does each section focus on?
- 2 In section 1, why does the writer say the postcard 'haunts' him? What feelings do postcards usually provoke? What effect might the postcard have on his parents?
- 3 In section 2, how does the poet describe the city? Think about its history, appearance and character. What is his relationship with the city?
- 4 Who is the 'dying generation' preserving the image of the city?
- 5 How does the poet's reaction to the city differ from that of his parents?
- 6 What does the writer say he can give the city and why?
- 7 What is the writer refusing to answer in section 3 and why?
- 8 Who has the last word in the poem? What does this imply?

7 insight Literary devices

5 Match literary devices 1-5 to descriptions a-e.

- 1 personification
 - 2 repetition
 - 3 oxymoron
 - 4 imagery
 - 5 rhetorical question
- a a statement in which two opposite ideas or words are joined together; it can seem contradictory, but it also makes sense
 - b giving an object or abstract concept human characteristics and feelings
 - c describing objects, ideas and actions with descriptive language that appeals to our physical senses
 - d using the same words or phrase several times – used to emphasize a central or important idea in a piece of writing
 - e a question used to make a point about a theme or issue; no answer is expected

6 Find an example of each literary device in the poem. Why has the poet used these devices? Think about the effect they have.

7 SPEAKING Work in groups. Discuss the questions.

- 1 If your town or city was a person, how would you describe its character? Describe your town or city, using personification to make your description more dramatic.
- 2 How might your idea of your town or city be different from your parents' or your grandparents'?
- 3 How relevant is cultural heritage to the younger generation?

DVD extra Celebrating multiculturalism

1 SPEAKING Read the extract from a newspaper article on page 13 and discuss the questions.

- 1 Is national identity important today? Why / why not?
- 2 Why might governments want to control immigration?
- 3 What might immigrants' attitudes be towards 'assimilation' and 'integration'?

STRATEGY

Using evaluation language to indicate point of view

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

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

- 1 National identities are becoming less important because of globalization.
 - 2 National identities are becoming less important thanks to globalization.
 - 3 National identities are becoming less important – a situation provoked by globalization.
- a positive (you are pleased about this result)
b negative (you are unhappy / worried about this result)
c neutral (statement of fact)

3 Read the sentences about immigration and study alternatives a and b. Are the phrases positive, negative or neutral? What does the choice of words imply about the writer's point of view?

- 1 In the 2000s, there was a ^asteady / ^bworrying rise in the number of immigrants to the UK from Eastern Europe.
- 2 Businesses in the UK ^amade the most of / ^bexploited the situation by offering minimum wage jobs to many immigrants.
- 3 ^aInevitably, / ^bUnfortunately, some went back to their homeland to look for more suitable jobs there.
- 4 Today, most of the immigrants who ^ainvade / ^bgain access to the UK are from India.
- 5 Some people think that immigration is ^aattacking / ^binfluencing the traditional way of life.
- 6 It's ^ashocking / ^btrue that over 50,000 people are sent home from the UK each year.
- 7 In areas with a high percentage of immigrants, there are usually more ^aproblems / ^bchallenges.

4 Read the letter on page 13 and study the underlined words. Are they positive, negative or neutral? What do they imply about the writer's point of view? How would you change these words and phrases to indicate the opposite point of view?

V Linking words

5 Study the highlighted words and phrases in the article and letter on page 13. Then put them into the correct categories 1–4.

- | | |
|-----------------|-------------------|
| 1 cause: _____ | 3 contrast: _____ |
| 2 effect: _____ | 4 addition: _____ |

6 Match the words below to categories 1–4 in exercise 5. Can you add any other words to each category?

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

7 Choose the correct answers.

- 1 You can't stop immigration. Restricting it will **consequently** / **lead to** more human trafficking.
- 2 Most immigrants to the UK are from developing countries **therefore** / **on account of** the poor economic situation there.
- 3 Statistically, **the effect of** / **in spite of** immigrants on society is overwhelmingly positive.
- 4 Immigrants are vital for any healthy community. **Whereas** / **What's more**, some of our national heroes are actually immigrants.
- 5 Long-distance runner Mo Farah is a good example. **Owing to** / **Despite** a difficult childhood, he went on to win two Olympic gold medals.
- 6 Mo is typical of many immigrants. **Moreover** / **While** he is from Somalia, he sees himself as British. 'When I put on the Great Britain vest, I feel proud. Very proud,' he says.



Today, our national identity is becoming less important and our differences are being steadily eroded **because of** globalization. Economic superpowers, such as the USA, have a huge influence on our identity **due to** global celebrities, media and megabrands. **In addition**, immigration **results in** new communities who inevitably arrive in a host country with their own cultural baggage. However, while some people think government control of immigration is the only way to protect national identity, others argue that new arrivals could be more integrated by being encouraged to speak their host country's language and celebrate its traditions and festivals. In short, these new arrivals should behave more like naturalized citizens rather than tourists.

To the Editor,

I was very interested to read your article addressing the issue of national identity. **While** I agree with your observations about the influence of 'Americanization' and the effect that this has, I'd question the idea that we should try to assimilate immigrants into mainstream culture.

I am currently living in London, a city with a long history of multiculturalism. In the 1950s, many people from former British colonies in Africa, Asia and the Caribbean started to arrive in the UK, bringing with them their own languages, traditions and food. **As a result**, the demographics of major industrial cities started to change – a change that was **largely beneficial**, as people learned about other cultures and became **more tolerant**. The effect of this tolerance, coupled with the **strong work ethic** of many immigrant communities, resulted in greater economic activity and a reduction in the crime rate in some inner city areas. Today, **even though** the proximity of different cultures' beliefs and customs can sometimes be **challenging**, on the whole, co-existence has worked well, with people from different ethnic backgrounds mixing in the workplace, at school and socially. **Consequently**, London has become an exciting, dynamic and very prosperous city. **Furthermore**, Londoners tend to be more **open-minded and adventurous** on account of this multicultural heritage.

That said, I realize that some residents, especially older people, sometimes wonder what it means to be British today; **however**, I think national identities, like everything else, **inevitably** evolve and change over time. Some things remain, such as the royal family, afternoon tea and cricket. Other things change: curry is now England's favourite dish rather than fish and chips, for example!

To conclude, instead of assimilating people, we should carry on **celebrating** and making the most of our differences, which will ultimately **lead to** a more tolerant, understanding and **constantly evolving** society.

Yours faithfully,

WRITING GUIDE

■ Task Write a letter responding to the following article.

... so it's a good thing that so many immigrants come into our country. It's a privilege hearing so many different languages on the street, being able to try different foods and being exposed to a different outlook on life. Immigrant communities also contribute hugely to the economy, providing a willing workforce for jobs many people would not want to do. They come here to work and to make a better life for themselves and their families, and we should support them in that endeavour.

■ Ideas Think about:

- the employment situation. Are there jobs available? What types?
- the benefits of a multicultural society.
- the language barrier in work and educational settings.
- the 'brain drain' when qualified people leave countries with few economic opportunities.

■ Plan Follow the plan:

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

■ Write Write your letter. Use the paragraph plan to help you.

■ Check Check the following points:

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

Vocabulary insight 1 Advanced dictionary skills

- 1 Study the dictionary entries below. In what ways are the two uses of the word **row** similar and in what ways are they different?

row¹ /rəʊ/ NAmE /roʊ/ noun, verb SEE ALSO ROW²

noun 1 (of sb/sth) a number of people standing or sitting next to each other in a line; a number of objects arranged in a line: a row of trees • We sat in a row at the back of the room. • The vegetables were planted in neat rows.

row² /raʊ/ noun, verb SEE ALSO ROW¹ noun
noun (informal, especially BrE) 1 [C] ~ (about/over sth) a serious disagreement between people, organizations, etc. about sth: A row has broken out over education.

STRATEGY

Homographs

Some words in English have the same spelling, but a different meaning. These homographs are shown as separate numbered entries in dictionaries. Sometimes they have different pronunciations, as in the entry above. They can also be different parts of speech, for example I couldn't refuse his offer (verb, /rɪ'fju:z/), and the refuse collection service (noun, /'refju:s/).

- 2 Read the strategy above. Identify the differences (meaning, pronunciation, part of speech) between the underlined words in the pairs of phrases below. Use a dictionary to help you.

- 1 a ... will lead to more human trafficking ...
b ... metallic elements, such as lead and zinc ...
- 2 a ... foods with a high fat content ...
b ... seemed happy and content with her life ...
- 3 a ... a sudden twisting motion that tears the ligaments ...
b ... tears streaming down her face ...
- 4 a ... the latest games console ...
b ... tried to console the grieving relatives ...

- 3 Some homographs appear under the same main dictionary entry, but have a change of stress and / or pronunciation with different parts of speech. Complete the pairs of sentences with the words below.

progress ■ objects ■ perfect ■ transfer

- 1 a Her mother was a _____ donor for forty-five-year-old Carmen Tarleton.
b He worked incredibly hard to _____ his technique, often training for three hours a day.
- 2 a The symptoms can _____ rapidly, leaving the patient completely incapacitated.
b The company has made significant _____ in gaining market share.
- 3 a There are plans to _____ residents to alternative accommodation when the current project ends.
b Top players can command huge _____ fees when they switch clubs.
- 4 a Apparently, everyday _____ can have huge emotional significance attached to them.
b The local council strongly _____ to the proposed new stadium on environmental grounds.

- 4 Mark the stressed syllable in the words you inserted in exercise 3. Then read the sentences aloud.

STRATEGY

Run-ons

To save space in a dictionary, less frequent forms of a word often appear at the end of an entry without a definition. These are known as **run-ons**. For example, adverbs often appear as run-ons at the end of adjective entries and nouns which describe a process appear at the end of verb entries. In these cases, you may find information about pronunciation, grammar and sometimes examples at the run-on, but you will need to look at the definition for the main entry to work out the meaning.

- 5 Read the strategy above. Then study the dictionary entries below and answer the questions.

un-eth-ic-al /ʌn'etɪkəl/ adj. not morally acceptable: unethical behaviour **OPD** ethical ► **un-eth-ic-ally** /-kəl/ adv.

margin-al-ize (BrE also -ise) /'mɑ:dʒməlaɪz/ NAmE /'mɑ:dʒ-/- verb ~sb to make sb feel as if they are not important and cannot influence decisions or events; to put sb in a position in which they have no power **WORD-FINDER** NOTE AT EQUAL ► **margin-al-iza-tion**, -isa-tion noun [U]: the marginalization of the elderly

- 1 What information is given at each run-on?
- 2 Give your own definitions for *unethically* and *marginalization*.

- 6 The underlined words in the text below are likely to appear as run-ons in a dictionary. For each one:

- identify the part of speech.
- decide which main entry it could be found at.
- formulate your own definition, using a dictionary to help you if necessary.

Identity theft, or impersonation fraud as it's also known, is still a comparatively rare crime. However, as more personal data is stored digitally and we make more of our own personal information easily accessible online via social media, reported incidents have increased alarmingly.

Traditionally, fraudsters targeted victims whose identities could potentially gain them the best access to products and services – typically middle-aged, professional men. Increasingly, though, victimization is becoming more random, so anyone could find themselves a target.

In situations involving a one-off fraudulent transaction, the victim may only be temporarily inconvenienced, but where a person experiences a 'total hijack' of their identity, the effects can be far-reaching. It can feel like a violation of the victim's privacy and can affect them psychologically as well as financially, with some people reporting that they become distrustful and insecure.

Vocabulary

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

- When Jane walked into the room wearing a scary mask, I almost _____ (skin).
- Not having eaten properly for months, he was all _____ (bones) after his travels.
- I like to have my mobile _____ (hand) in case a client tries to contact me. I rarely put it down.
- Don't mention my parents' will. It's been _____ (bone) between my sisters for years.
- This issue _____ (hands), so I'm powerless to do anything to resolve it. I'm afraid.
- A good education and the chance to have a successful career _____ (hand), if you ask me.
- I _____ (bones) the fact that I'd love to have my boss's job one day.
- You _____ (skin) last week when you made up an excuse about why I wasn't at work.

Marks ____ / 8

2 Choose the words below which have the same meaning as the underlined phrases.

■ transform ■ determine ■ shape ■ revert ■ enhance

- It's clear that your genes will decide your child's physical appearance.
- Studies have shown that birth order and family size can help to mould our personality.
- How do you feel about people who want to completely change their appearance?
- Foreign accent syndrome causes a person's speech patterns to change, leaving them unable to go back to their original accent.
- An effective way to further improve good understanding and trust with somebody is to mimic their body language.

Marks ____ / 5

3 Match the words below to categories A and B.

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

A belonging _____

B alienation _____

Marks ____ / 6

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

■ repetition ■ personification ■ oxymoron
■ rhetorical question ■ imagery

- The angry storm seemed determined to destroy everything in its path. _____
- Who knows where life is going to take you? _____
- There was a deafening silence when she walked into the room. _____
- Because I've failed. Because I'm not perfect. _____
- The blinding sun shone down on the lush, green countryside. _____

Marks ____ / 5

Grammar

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

Never had I experienced such a range of emotions. I was about to meet my father for the first time, I _____ (dream) about this moment for years. I had hoped _____ (do) this by the age of eighteen. I was now thirty, but things just seemed to have got in the way. _____ (wait) for twenty minutes, I saw his car draw up outside my house. Sure, we _____ (write) to each other a few times in the past and I _____ (even / see) a photo of him, but there's nothing quite like seeing someone in the flesh. As he headed towards the gate, I peeked out of the window. The feeling was one of both familiarity and detachment. _____ (it / be) worth all the effort? I asked myself. 'Would he _____ (contact) me if I hadn't made the first move?' In just a few seconds, a new chapter would begin

Marks ____ / 7

6 Rewrite the sentences using the words in brackets.

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

Marks ____ / 7

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

■ go ■ leave ■ travel ■ triple ■ decide ■ work ■ think

- By 2050, the world's population of people aged over sixty-five _____.
- The bus _____ the station at 8 a.m., so it might be worth getting your ticket beforehand.
- This year's school leavers _____ twice about university, thanks to the increase in tuition fees.
- They _____ by the end of the meeting whether to preserve the old paper mill.
- They think they _____ when they're past retirement age because they need the money.
- We _____ on holiday in five weeks and I'm counting down the days because I'm so excited!
- My sister _____ around the world for a year on Monday.

Marks ____ / 7

Total ____ / 45

Reading and vocabulary The bystander effect

1 **SPEAKING** Do the quiz. Then see what your answers say about you in the key.

2 Quickly read the article. What is 'the bystander effect'?

3 Read the article again and choose the correct answers.

- The writer's opinion about the convenience store incident is that
 - it's impossible to explain the shoppers' reactions.
 - we can relate to the shoppers' point of view.
 - the shoppers were atypical in some ways.
 - people's reactions reflect the state of society.
- The writer confirms that in emergency situations most people
 - are able to react in an appropriate way.
 - are influenced by their moral compass.
 - are held back by the presence of other people.
 - don't like being put to the test.
- The writer uses the Stolen Generations as an example of
 - people taking action against wrongdoing.
 - people being influenced by the attitudes of others.
 - people overreacting to a situation.
 - people's lack of knowledge.
- People's reactions to those who need help are often determined by
 - a fear of looking foolish.
 - a desire to take the lead.
 - whether they feel calm or anxious.
 - the age of the victim.
- According to the writer, active bystanders
 - have a greater ability to sympathize with others.
 - are used to standing up for themselves.
 - rarely talk about things that worry them.
 - are less concerned about other people's opinions.

4 **SPEAKING** Work in pairs. Discuss the questions.

- Have you ever witnessed someone being an active bystander? How did people react, and why?
- Will your understanding of the bystander effect change how you react in future? Why / why not?

Vocabulary bank Describing reactions page 135

V insight Adjective patterns

5 Study the highlighted adjectives in the article and match them to patterns a-c. What is the most common pattern? Can any of the adjectives go in more than one position? Does the meaning change?

- adjective + noun
- noun / indefinite pronoun + adjective
- noun + verb + adjective

Are you a *bystander*?

- If you saw an adult in distress, would you stop to help? Yes No
- If a child was crying and alone, would you stop to help? Yes No
- Would you help someone in a busy area, such as a public street? Yes No
- Would you help someone in a secluded area, such as a quiet road? Yes No
- Have you ever not stopped to help because you were in the company of others? Yes No
- Would you be more likely to help if you were alone? Yes No
- Would you be less likely to help if you were with others? Yes No



Key

If you answered mostly 'yes' then you are an active bystander. If you answered positively only to the questions in regards to helping those who need assistance in a quiet place, you are not alone. In a US study, more than fifty per cent of people, in most cases, said they were unlikely to help in a busy area or when they were with other people. Studies have shown that people are not more likely to help a child rather than an adult, but women are more likely to help children than men are.

Someone else's problem

It must have been strange for customers at the Noori Convenience Store that day – strolling along the aisles, picking up the usual weekly shop – to suddenly stumble across twenty-seven-year-old LaShanda Calloway.

LaShanda was lying unconscious on the floor, badly wounded and in desperate need of help, and yet the five people present in the store walked past her and carried on with their shopping. One woman stepped over LaShanda three times, even pausing to take a picture on her mobile phone. What, you may ask, was going through her mind? It's difficult to say, but the reactions of people that day were captured on the store's CCTV camera and the story was posted on the web.

The resulting public outcry was understandable: people bemoaned the state of society, the lack of moral compass, the end of community and the rise of selfish unconcern for those around us ... Everyone was searching for a way to explain the apparent inhumanity of the shoppers concerned, for a way to comprehend their actions in this unusual incident. But the truth of the matter was that this type of occurrence wasn't remarkable, and the shoppers' motivations weren't that difficult to understand.

We all like to think that we can step up to the mark when the situation requires it, our moral compass prompting us to react in a proper and acceptable way. But what really happens when we're put to the test is something quite different. The vast majority of people do nothing, or look the other way: something is holding them back. The LaShanda Calloway case is a classic example of this: it's what social psychologists call 'the bystander effect'.

Studies have shown that the bystander effect is caused by several different assumptions made by people at the scene of an emergency, crime or other distressing event. Firstly, having other people around is one of the main causes of inaction. The reason for this is people tend to assume that someone else is either already helping or more qualified to offer aid, or that another bystander knows the person involved and therefore has a greater obligation to help. This is referred to as the 'diffusion of responsibility'. In the 1960s, psychologists John Darley and Bibb Latané carried out a series of experiments to illustrate this concept. In one study, different numbers of students were placed in a situation where they thought they heard a fellow student in the cubicle next to them having a seizure. The results were fascinating: when there were two people in the group, 85% of the students came to the person's aid; in a three-person situation only 62% reacted; and when there were six people, only 31% of students tried to help.

We also make sense of situations through 'social proof' or the information we gather from others. We look for these visible cues and prompts to help us understand what is happening and determine an appropriate course of action. If other people are not responding, perhaps there is no emergency or wrongdoing. We don't want to make an embarrassing mistake, so we go with the flow and

do nothing. This results in 'pluralistic ignorance' where everyone assumes that others have more knowledge, and people bow down to what they perceive as the majority opinion. There is evidence of this in societies throughout history, from the oppression of black people in the USA prior to the civil rights movement, to the Stolen Generations of Australian aboriginal children, who were still being taken from their parents up until the 1960s.

Fear of personal risk also plays a part. If someone is attacked or in deep trouble and you intervene, there is a risk of you becoming a new target for the aggressor. On one level, this may explain why people don't stand up to bullies in the playground; on another, why many citizens in Rwanda failed to defend people from terrible persecution in the 1990s. Are these people evil? It's an ethical conundrum: they most probably had an overwhelming fear for their personal safety or the safety of their families. Taking the initiative in dangerous situations is not for the faint-hearted; to go against the grain and reject accepted norms takes a real effort. And yet studies have also shown that if one responsible person takes action, others will follow their lead – often with positive results. History again gives many examples, such as Rosa Parks and the African-American civil rights movement, or Jean Henri Dunant, who founded the International Red Cross in some of the worst conditions imaginable. Rosa Parks said that what she did was nothing special, but people like Parks and Dunant started chain reactions.

So how do people manage to buck the trend and intervene? What spurs them into action? And what induces other people to bury their heads in the sand? Studies have shown that active bystanders have generally had a more tolerant and empathetic upbringing, which stimulates greater concern for the welfare of others. For these people, turning a blind eye isn't an option; they feel compelled to step in and get involved. It's also a question of conditioning: children, for example, are more likely to be active bystanders than adults, as they are more able to talk openly about their fears. This naturally results in collaboration to find solutions.

That said, the bystander effect tends to influence every aspect of our lives. It manifests itself in smaller, everyday scenarios such as witnessing bullying and not intervening, not picking up litter in the street, or not stopping when we see a car stranded by the side of the road. There's also evidence of it in our attitude to bigger challenges, such as global warming, and other social, environmental and political problems. The irony is, the bigger the problem and the more people it affects, the less likely we are to respond. Perhaps the first step towards a more proactive stance is recognizing that we are all bystanders. Being aware of the causes could help us overcome them. Ultimately, it's in our power to make a difference, from changing people's attitudes to saving someone's dignity – or maybe, as in the case of LaShanda Calloway, even saving someone's life.

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

■ proper ■ concerned ■ involved ■ responsible ■ present

- a The investigation was a long and _____ process.

b Police officers _____ in the investigation had withheld evidence.
- a The bystanders _____ did nothing to intervene during the mugging.

b The _____ bystanders successfully stopped the mugging.
- a A _____ person wouldn't necessarily help a victim of a crime.

b The person _____ for the crime will be brought to justice.
- a The witnesses _____ during the bank heist were too fearful to testify.

b Until a witness agrees to testify, the _____ situation won't change.
- a The armed robber didn't get the _____ punishment. The judge was far too lenient.

b The punishment _____ didn't begin until the prisoner was incarcerated.

V Behaviour: conformity and nonconformity

7 Study the underlined phrases in the article. Which describe passive behaviour and which describe active behaviour?

8 Complete the text with the correct form of the phrases in exercise 7.

In 1859, a Swiss businessman called Jean Henri Dunant was travelling in Northern Italy when he witnessed something appalling. The Battle of Solferino had ended a few hours before, and more than 40,000 Italian, French and Austrian soldiers were lying dead or maimed on the battlefield. The pitiful spectacle
1 _____ Dunant. Instead of 2 _____ and going about his business, he 3 _____ and organized aid, with the help of villagers from nearby Castiglione. The villagers 4 _____ Dunant's _____ and worked tirelessly, giving comfort and medical care to thousands of men. They 5 _____, set up a temporary hospital and managed to save many lives.

Up until that point, there had never been any real help for soldiers wounded in battle, so why did Dunant 6 _____? One reason may have been his background: he came from a civic-minded family, which was not accustomed to 7 _____ its _____ when it came to humanitarian issues. Dunant later wrote a book, *A Memory of Solferino*, in which he outlined a plan for an organization to help wounded soldiers – whichever side they belonged to. His plan led to the formation of the International Red Cross in 1863.

9 **SPEAKING** Work in groups. Evaluate and discuss an appropriate course of action in these two situations.

- It's 5 p.m. on a busy shopping street in London. A girl is being mugged by a group of teenagers.
- It's 9 p.m. in a quiet park when you notice a man slumped on a bench. He looks like he's been out jogging. There's no one else around.



1 **SPEAKING** What qualities do you think make a good detective? What might be the advantages of being a female detective as opposed to a male detective?

2 **1.06** Listen to a story about Kate Warne and compare your ideas in exercise 1.

3 **1.06** Listen again and order the events in Warne's life.

- She convinced someone to give her a job.
- Her husband died and left her a widow.
- She disguised herself to get information.
- She suffered from a severe illness.
- She worked as a spy in wartime.
- She helped save an important person's life.

4 Answer the questions.

- What arguments did Warne use to convince Pinkerton?
- What was Warne's role in the plot to assassinate Lincoln?
- What happened to Warne after the Civil War?

Narrative tenses

5 Identify the tenses in bold in sentences 1–10 and explain why they have been used.

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

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

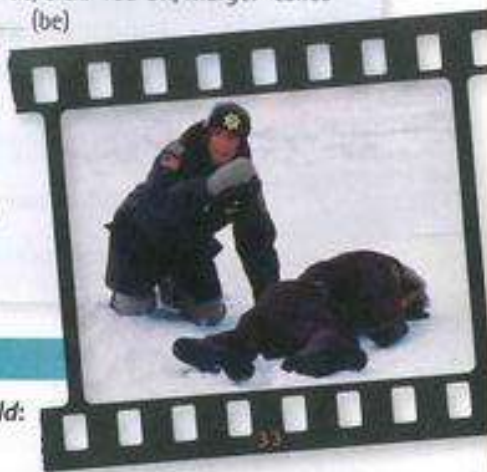
■ be going to ■ future simple ■ present continuous ■ be (about) to ■ be bound / due to
 ■ future continuous ■ future perfect ■ future perfect continuous

Reference and practice 2.1 Workbook page 111

- 7 Complete the article about another female detective. Which tense did you choose and why? Sometimes more than one answer is possible.

A cold front ¹ (move) in and the road was coated with a thick layer of snow and ice. A squad car ² (drive along), then ³ (pull over) near a police officer at the side of the road. The officer, Lou, ⁴ (check out) a car that ⁵ (flip over). It looked like it ⁶ (speed) when the accident happened. A few metres away, a body ⁷ (lie) in the snow. The squad car stopped and detective Marge Gunderson ⁸ (get out). 'Where is everyone?' she asked. 'Well, it's cold, Marge,' Lou replied apologetically. The detective ⁹ (make) her way to the car and then, as she leaned over to look at some footprints, felt a sudden wave of nausea. It looked like she ¹⁰ (about / be) sick. 'You OK, Marge?' called out Lou. 'Yeah, I'm fine. It's just morning sickness ...' It ¹¹ (be) another long day.

The scene is from a film called *Fargo* (1996), in which pregnant Marge Gunderson, played by Frances McDormand, bucked the growing trend for macho detectives on the big screen. McDormand portrayed a sweet character with a golden heart, but also a razor-sharp understanding of criminality. She ¹² (later / win) an Oscar for her interpretation of possibly the most complex female detective to ever appear in a Hollywood movie.



Uses of would

- 8 Look at the use of **would** in sentences 1–5 below. Which **would**:

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

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

Reference and practice 2.2 Workbook page 112

- 9 Rewrite the sentences using **would**. Has the meaning of the sentence changed? In what way?

- 1 The criminal's wife visited him in jail.
 2 A key eyewitness wasn't going to testify at the trial.
 3 Will you help me solve the case?
 4 His lawyer said he might be released on probation after a year.
 5 If the criminal has a history of violence, the witness might prefer to remain anonymous.

- 10 **SPEAKING** Use your own ideas to complete the sentences. Then compare with a partner.

- 1 Marge shivered. The wind was picking up and _____
 2 She had been waiting for Lou for twenty minutes and _____
 3 She was walking back to the squad car when _____
 4 She saw a figure in the distance who was _____
 5 A shot rang out while she was _____
 6 It was going to be a _____

- 1 **SPEAKING** What might happen when the following things occur during a criminal case? Can you think of any famous examples?

■ police corruption ■ eyewitness misidentification ■ concealing or withholding evidence
 ■ bad lawyers ■ false confessions ■ faulty forensic tests ■ jury tampering
 ■ breach of client confidentiality ■ leaked information

- 2 **1.07** Listen to a radio show discussing a case. Who was imprisoned and why?

- 3 **1.07** Listen again. Are the statements true (T) or false (F)?

- 1 The case against Alton Logan was based on eyewitness accounts.
- 2 Logan was on trial with another man for the robbery and murder.
- 3 Wilson's lawyers knew Logan was innocent before he was convicted.
- 4 The lawyers, Coventry and Kunz, decided to leak his confession to journalists.
- 5 If the death penalty had been given, Coventry and Kunz could have saved Logan.
- 6 A legal document stating Logan's innocence finally freed him from jail.
- 7 Coventry and Kunz regretted their decision to stay silent for so long.
- 8 Logan received a financial reward and an apology for the time he spent in jail.

STRATEGY

Using empathy

Practising empathy, or the ability to view a situation from another person's perspective, will help you make sense of a speaker's point of view, encouraging a flexible mindset and a deeper understanding of the issues behind an argument or debate.

- 4 **Work in pairs. Answer the questions and prepare for the role play.**

- 1 First, put yourself in Alton Logan's shoes. How do you feel about Kunz and Coventry? What do you think should happen to them and why? What about the legal system in general?
- 2 Next, view the situation from the lawyers' point of view. How do you feel about the Logan case? How can you justify your actions? If you could travel back in time, would you change anything?
- 3 **Role play.** Student A is Logan. Student B is Kunz. Talk about the case, your feelings and why you acted as you did / what you think others should have done. Try to reach an agreement about what action should be taken now.

V insight Verb and noun suffixes

- 5 **Look at the bold words in the sentences from the radio show. Are they nouns or verbs? Complete the table. Use a dictionary to check the spelling.**

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

| verb | noun |
|---------|-----------|
| defend | defendant |
| testify | testimony |

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

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

- 7 Complete the article using the words in exercise 5 in the correct form. Sometimes more than one answer is possible.

Hollywood has always had an appetite for villains, heroes and victims, so it's not surprising that films about wrongful ¹ are popular. In the last few decades, motion pictures such as *The Thin Blue Line* and *Enemy of the State* have become box-office hits thanks to some high profile ² in the news, some prisoners being freed after many years

behind bars. These miscarriages of justice are often caused by a series of errors. Shockingly, the most severe have even resulted in the death ³ for the ⁴.

In 1956, Alfred Hitchcock directed a film based on a true story called *The Wrong Man*. The film examines the trial and unjust ⁵ of Manny Balestrero, an impoverished musician from New York. It's a classic case of mistaken identity, as Manny closely resembles an armed robber who held up an insurance office. Manny is identified by several witnesses, whose ⁶ are used in court, and although he enters a ⁷ of 'not guilty', the prosecution think they have a strong case. Fortunately, the real criminal is caught before the trial ends, but in the meantime Manny has lost his job and his wife has had a breakdown.

In cases like Manny's, who is to blame? Do the police officers and lawyers deserve ⁸? Or should they compensate him? Are they really free from blame?



- 8 **SPEAKING** Should victims of miscarriages of justice receive compensation? What kind of compensation might be appropriate? Who should be responsible for providing it?

Vocabulary bank Crime and justice page 135

Defending a point of view

- 9 **1.08 SPEAKING** Read the extract from a newspaper article about a famous court case. Then listen to members of the public talking about the case on a radio programme. What points do they make? Who do you agree / disagree with?

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

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

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

Talking about habitual behaviour

- 10 Study phrases a–h below. Do they describe the past, the present or the future? Which phrases imply disapproval?

- a ... a sixteen-year-old boy will behave irresponsibly.
- b His mother was forever buying him whatever he wanted ...
- c He constantly got everything he asked for ...
- d ... his father would just turn a blind eye ...
- e ... he's got used to being in prison ...
- f ... he's used to thinking like a criminal ...
- g They always buy their way out of unpleasant situations.
- h Cases like this are continually setting dangerous precedents.

Reference and practice 2.3 Workbook page 112

- 11 **SPEAKING** Work in pairs. The case in exercise 9 is going to an appeals court with the prosecution pushing for a jail sentence. Choose your role, use your empathy skills and brainstorm more arguments in support of your position. Now get ready to prosecute or defend.

1 **SPEAKING** You are going to read and listen to a short story by popular American writer O. Henry. Look at the title and the illustration and predict the content of the story. Then read the first part of the story and check your ideas.

2 Complete the story with sentences A–G. There is one sentence that you do not need.

- A The two men started up the street, arm in arm.
- B The vicinity was one that kept early hours.
- C I've had to compete with some of the sharpest wits going to get my pile.
- D The impressiveness was habitual and not for show, for spectators were few.
- E He and I were raised here in New York, just like two brothers, together.
- F You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively.
- G As the policeman walked up to him, the man spoke up quickly.

V Insight Narrative elements

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

1 **Creating mood and atmosphere**

- What words and phrases does the author use to describe the weather? How are the neighbourhood and the people in the street described? What type of mood and atmosphere do these words and phrases create?

2 **Revealing character**

- Which adjectives describe the characters? Consider their words and actions. What do they tell us about their personalities?
- Do we know what the characters are thinking? How do they describe other characters?
- What is each character's relationship with the setting / space around them? Which verbs and adverbs describe how they move around this space?
- What do their possessions reveal about their personalities?

3 **Foreshadowing events**

- Why does the policeman suddenly slow his walk? Why does he ask the man if he is going to call time on [his friend] sharp? Why does he twirl his club and take a step or two? Is there a change happening in the weather or mood? What might this imply?

4 **1.09** What do you think happens next? Listen to the next part of the story and compare your ideas. What important information is left until the end?

After twenty years

Part 1

The policeman on the beat moved up the avenue impressively. ¹ The time was barely ten o'clock at night, but chilly gusts of wind with a taste of rain in them had well nigh de-peopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace. ² Now and then you might see the lights of a cigar store or of an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. ³

"It's all right, officer," he said, reassuringly. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands – 'Big Joe' Brady's restaurant."

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

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

"Twenty years ago to-night," said the man, "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum, and the finest chap in the world."

⁴ I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be.

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

"Well, yes, for a time we corresponded," said the other. "But after a year or two we lost track of each

other.⁵ But I know Jimmy will meet me here if he's alive, for he always was the truest, stanchest old chap in the world. He'll never forget. I came a thousand miles to stand in this door to-night, and it's worth it if my old partner turns up."

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

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

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

"You bet! I hope Jimmy has done half as well. He was a kind of plodder, though, good fellow as he was."

A man gets in a groove in New York. It takes the West to put a razor-edge on him."

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

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

"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth he'll be here by that time. So long, officer."

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

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

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

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

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

Glossary

on the beat (about a police officer): patrolling on foot in a specific area

well nigh (adv, old-fashioned): almost

stalwart (adj): loyal, reliable and hardworking

chum (n): friend

stanch (adj, NAmE variant spelling of *staunch*): very loyal and committed in attitude

get my pile (old-fashioned): earn my wealth

plodder (n, old-fashioned): someone who does not live their life very adventurously

get in a groove: become set in your ways

call time: call an end to something

astir (adj, old-fashioned): in motion

5 Complete the summary of the story.

The man in the overcoat introduces himself as Jimmy, Bob's long-lost friend. He comments on

since they last saw each other. He asks Bob what he has been doing in the West. Bob replies briefly and makes a remark about

He asks Jimmy about New York, and then the two walk towards a restaurant further along the street. As they walk arm in arm, Bob starts to brag about

Then they pass a store which is lit up, and both turn to look at each other. Bob suddenly discovers that

The man is a colleague of the policeman earlier in the story, and reveals that Bob is

Before the detective takes him to the police station, he hands Bob a note. The note reveals that

When Bob lit his cigar, he and decided to turn him in. But instead of doing it himself, he

6 SPEAKING Work in groups. Discuss the questions.

- 1 Did Jimmy do the right thing?
- 2 Which character do you empathize with the most? Who would you prefer as a friend?
- 3 What do you think is the main message of the story?
- 4 Imagine twenty years have gone by, and you meet your best friend. How would you recognize each other? What would you want to know about your friend's life, and what might you want to tell them about your own?



- 1 **SPEAKING** Think about a gripping novel or film you've enjoyed, and note down why you liked it. What makes a good suspense story?
- 2 Read the story on page 25 and answer the questions.
 - 1 What is the setting? What time of day is it? What time of year?
 - 2 Who are the characters? Why are they there?
 - 3 How do they feel? How do we know?
 - 4 What is the main character's goal?
 - 5 How do they achieve it?

STRATEGY

Creating suspense in a story

When you tell a story, you can create suspense in the following ways.

- 1 posing a problem for the protagonist, who must look for a solution
- 2 providing opposition; the protagonist must overcome something in order to achieve their goal
- 3 building in expectation through foreshadowing and short sentences
- 4 maintaining doubt through a false resolution
- 5 introducing a twist, or an unexpected ending

- 3 Read the strategy. Find examples of methods 1–5 in the story on page 25.

V insight Adverbs: type and position

- 4 Look at the highlighted adverbs in the story and match them to the categories below.

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

- 5 Match the types of adverb below to categories a–d. Some types can belong to more than one category.

■ sentence adverbs ■ frequency ■ degree ■ place and time ■ manner ■ focus

Position of adverbs

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

- 6 Put these adverbs into the categories in exercise 4. Some may go in more than one category depending on their use.

■ recently ■ annually ■ sadly (x2) ■ incredibly (x2) ■ a bit ■ clearly (x3) ■ nearly ■ calmly ■ daily
 ■ naturally (x2) ■ hardly ■ everywhere ■ only ■ barely ■ dismally

- 7 Look at the adverbs in the sentences below. What types of adverbs are they? Is their meaning the same in both sentences? In what way?

- 1 a The hardened criminal was **clearly** guilty of the armed robbery.
 b **Clearly**, the hardened criminal was guilty of the armed robbery.
- 2 a The accused smiled **naturally** as the jury read out the 'not guilty' verdict.
 b **Naturally**, the accused smiled as the jury read out the 'not guilty' verdict.
- 3 a The serial shoplifter was **only** eight years old.
 b **Only** the serial shoplifter was eight years old.
- 4 a The detective closed the file. **Sadly**, the case hadn't been solved.
 b The detective **sadly** closed the file. The case hadn't been solved.
- 5 a **Usually** the prisoners exercise once a day.
 b The prisoners **usually** exercise once a day.
- 6 a The robber got an **incredibly** short sentence.
 b **Incredibly**, the robber got a short sentence.
- 7 a I took a fake gun to the Halloween party – people who saw it were **seriously** worried.
 b I took a fake gun to the Halloween party, but **seriously**, it was just a joke.

LAST BUS HOME

It had been a long day and Lara was keen to get home, but, as **always**, she was the last to leave the drive-through restaurant. There hadn't been many customers that evening and the freeway was **relatively** empty. A cold wind pricked her face as she ventured out into the vacant parking lot – **even** the gas station was deserted. She shivered and instinctively clutched her bag, then **swiftly** headed towards the bus stop **nearby**.

Just **at that moment**, a pick-up truck swerved off the road and pulled up noisily. A thickset man stepped out: he was wearing a heavy hunting jacket, with a baseball hat pulled low over his face. 'That's weird,' thought Lara. 'What could he possibly want?'

'Sorry, we're done for the day,' she called out apologetically.

'Give me the bag,' said a muffled voice.

'Excuse me?' she retorted **incredulously**. The man pulled something out of his pocket and gestured **aggressively**. It looked like a gun.

'Just the bag,' he repeated. Lara held out the bag, her hand trembling a little.

Suddenly, headlights lit up the freeway. Lara turned towards them expectantly, but a camper van sped past, taking with it a chance of escape.

'What are you waiting for?' said the voice **impatiently**.

Lara **warily** edged forward and put the bag on the ground. As the man grabbed it **greedily**, another set of lights appeared. This time it was the night bus and it looked like it was going to stop. **Luckily**, the thief didn't hang around to find out. He **hastily** jumped into his truck and sped away, leaving Lara sprinting towards the stop. Once on board, she **immediately** called 911.

'So what was in the bag?' asked the police officer after she'd reported the incident.

'Well, **usually** it's the money we've made that day,' said Lara, smiling a little. '**Fortunately** for us, that was picked up earlier. The one thing in my bag tonight was my \$2.40 Happy Meal ... **Hopefully**, it made him happy.'

WRITING GUIDE

- **Task** Write a short crime story and include at least three of the following items. Think of title for your story.

- an opened letter ■ a charm bracelet ■ a rusty dagger
- a paper bag ■ a backpack ■ an old photograph ■ a tattoo
- a mask ■ a leather wallet ■ a broken mirror ■ a clock
- a notebook ■ a deck of cards

- **Ideas** Brainstorm ideas for your story. Make notes about:

- the plot. What are the main events in your story? Decide on the setting.
- the characters. Who is the protagonist and what problem do they have to overcome? Who is the villain?
- the action. How does the protagonist achieve their goal?

- **Plan** Follow the plan:

Paragraph 1: Establish the setting; describe the main character and their goal.

Paragraph 2: Introduce the problem the character has to overcome.

Paragraph 3: Resolve the protagonist's problem; try to work in an unexpected ending.

- **Write** Write your story. Use the paragraph plan to help you.

- **Check** Check the following points:

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

Vocabulary insight 2 Adjectives

- 1 Work in pairs. Read the sentences and identify the different uses of the adjectives *lonely* and *alone*. Match them to adjective patterns a–c in exercise 5 on page 16.

- 1 If a child was crying and alone, would you stop to help?
- 2 The land alone is worth millions of dollars.
- 3 It's a movie about an isolated, lonely man facing an indifferent world.
- 4 I have to admit, I often felt lonely.

STRATEGY

Adjective types

Many adjectives can be used both attributively, before a noun (a *fascinating* insight), and predicatively, after a verb (The results were *fascinating*).

However, some adjectives:

- a are typically only used before a noun. Commonly, these identify something as being of a particular type:
a *classic* case of mistaken identity
our *moral* compass
medical care
- b are typically only used after a verb:
He was *aware* of the risks.
Visitors will be *liable* for any damage caused.
- c always follow the noun they describe. These often occur in fixed or semi-fixed expressions:
400 people *plus*
three weeks *running*
Some adjectives have a different meaning depending on their position in the sentence (see *alone* in exercise 1).
She showed me a photo of her *late* husband. (= he was dead)
Her husband was *late* again. (= he didn't arrive on time)

- 2 Read the strategy above. Then study the dictionary entries and identify how each type of adjective pattern is indicated.

rife /raɪf/ *adj.* [not before noun] 1 if sth bad or unpleasant is *rife* in a place, it is very common there **EX** *widespread*: It is a country where corruption is *rife*. ◊ Rumours are *rife* that he is going to resign. 2 ~ (with sth) full of sth bad or unpleasant: Los Angeles is *rife* with gossip about the stars' private lives.

aplenty /ə'plenti/ *adv., adj.* [after noun] (formal) in large amounts, especially more than is needed

major **EX** /meɪdʒə(r)/ *adj., noun, verb*
◊ *adj.* 1 [usually before noun] very large or important: a *major* road ◊ *major* international companies ◊ to play a *major* role in sth ◊ We have encountered *major* problems.
◊ There were calls for *major* changes to the welfare system.

- 3 Complete the sentences with the adjectives. Use a dictionary to help you. Each adjective is used twice. Explain any differences in meaning.

■ positive ■ inclusive ■ strong

- 1 The emotional ties he maintains with his homeland remain _____.
- 2 The recording undoubtedly provides proof _____ of the President's involvement in the affair.
- 3 The wet season is usually defined as the months from October to April _____.
- 4 We received overwhelmingly _____ feedback about the training programme.
- 5 Authorities mobilized a fifty-_____ team and equipment, including two helicopters, to search for the missing child.
- 6 Women's collaborative and _____ approaches to leadership are more in tune with today's working environment.

STRATEGY

Linking verbs

A linking verb links the subject to the predicative adjective which describes it. The most common linking verb is *be* – the outcry *was* understandable. Other linking verbs include verbs of perception, such as *appear*, *seem*, *look* and *feel*.

Some verbs are only used before an adjective in fixed or semi-fixed expressions – *stand empty*, *plead guilty*. There are some verbs that are followed by an object (a noun or pronoun) and an adjective – *He made it easy*. *I left the door open*.

- 4 Read the strategy above. Find the linking verbs in sentences 1–10. Then use a dictionary to help you with tasks a and b.
- a Match the verbs to two categories: *v + adj* and *v + n + adj*. Some may fit in both categories.
 - b Identify any verbs which occur in semi-fixed expressions.
- 1 Only 20% consider the risk sufficiently important to warrant immediate action.
 - 2 Laura tries to keep busy and not to think about what happened.
 - 3 It's clear from the outset that tensions run high between the two men.
 - 4 The archive has already proved useful to teachers, researchers and students in the field.
 - 5 Ellen attempts to keep her children safe in an increasingly desperate situation.
 - 6 The film tells the story of two brothers who head north to lie low after a bank robbery.
 - 7 The World Trade Organization ruled the ban illegal.
 - 8 He is determined to prove his critics wrong with his latest release.
 - 9 The story will undoubtedly sound familiar to many of you.
 - 10 The next morning brought with it a frost that turned the grass white.

Dictionary entries from *Oxford Advanced Learner's Dictionary 9th*, Oxford University Press 2015

Vocabulary

1 Choose the correct answers.

- The responsible person / person responsible for the crime has never been caught.
- Only after countless warnings was the concerned student / student concerned finally expelled.
- What constitutes a(n) proper upbringing / upbringing proper is a contentious subject.
- Have you heard about the present cutbacks in policing / cutbacks in policing present?
- The involved volunteers / volunteers involved in the experiment showed signs of a herd mentality.

Marks ____ / 5

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

- go against the grain ■ buck the trend
 ■ bury one's head in the sand ■ turn a blind eye
 ■ bow down to ■ go with the flow ■ take the initiative

| passive behaviour | active behaviour |
|-------------------|------------------|
| | |

Marks ____ / 7

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

Nineteen-year-old Derek Bentley was ¹_____ (convict) and received the death ²_____ (penal) for his part in the murder of a policeman following a robbery that went tragically wrong. His co-³_____ (defend), escaped with his life because he was only sixteen years old. On 28th January 1953, crowds formed when the execution notice was brought out. Despite ⁴_____ (plea) from the public, the Home Secretary wouldn't reconsider the sentence. The ⁵_____ (prosecute) largely based their verdict on a ⁶_____ (confess) which had been edited by the police after the event. After forty-five years of campaigning by his family, Bentley was finally ⁷_____ (acquitt) in 1998.

Marks ____ / 7

4 Match the literary devices to the example sentences. Some devices are used twice.

- creating mood and atmosphere ■ revealing character
 ■ foreshadowing events

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

Marks ____ / 5

Grammar

5 Choose the correct answers.

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

Marks ____ / 8

6 Rewrite the sentences using *would*. Do not change the meaning.

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

Marks ____ / 5

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

- get (x2) ■ get used to ■ make ■ try ■ be used to / be
 ■ not receive ■ consider

- His probation officer _____ always _____ to get him involved in counselling programmes.
- He _____ excellent marks in every exam he took in his four years at law school.
- My brother _____ into trouble with the police in his teens, but he's grown out of that now.
- Stories involving violent crime _____ constantly _____ the news nowadays.
- That family _____ cautioned by the police for their anti-social behaviour – it never comes as a shock.
- He _____ the prison routine. Freedom will come as a real shock.
- Criminals _____ always _____ the sentence the public think is appropriate.
- If faced with a clash of loyalties, a member of a gang _____ their fellow gang members to be part of their family.

Marks ____ / 8

Total ____ / 45

Listening

1 1.10 Choose the correct answers.

- The main problem with e-fits is that they ...
 - sometimes rely heavily on colour.
 - often involve elderly witnesses.
 - appear less accurate on screen.
 - are only as good as the witness's memory.
- Witnesses are often ...
 - too traumatized to produce an e-fit.
 - influenced directly by the police.
 - disturbed by the image the e-fit produces.
 - vague in their description of some details.
- Eyewitnesses usually concentrate on ...
 - the eyes and nose.
 - the face and hair.
 - unusual hairstyles.
 - body shape.
- EvoFIT is considered to be better than the techniques used in the past because it ...
 - chooses facial features separately.
 - imitates how we remember images.
 - breaks up the face into different parts.
 - has a more sophisticated colour scheme.
- These days EvoFITs are useful because they ...
 - have an accuracy rate of more than 50%.
 - are taken more seriously than in the past.
 - lead to imprisonment in 60% of cases.
 - have recently solved a number of important crimes.

Speaking

- Work in small groups. Make a list of the different types of punishment courts can give criminals. Then discuss the advantages and disadvantages of each punishment.
- Work in small groups. Look at the following cases and discuss how you think each offender should be punished in a court of law and why. Then decide on the offender who you think should be treated the most severely. Give reasons.
 - A homeless man who steals food from a supermarket.
 - An accountant who has been falsifying figures to give himself a larger salary.
 - A politician who hasn't been paying tax on his income for ten years.
 - An eighteen-year-old student who has stolen her mother's car to get to school.
 - An examiner who has been accepting bribes from students for three years to help them pass university entrance exams.
 - A husband who lied under oath so that his wife would avoid a prison sentence.
 - A petty criminal who has been caught pickpocketing fifteen times.

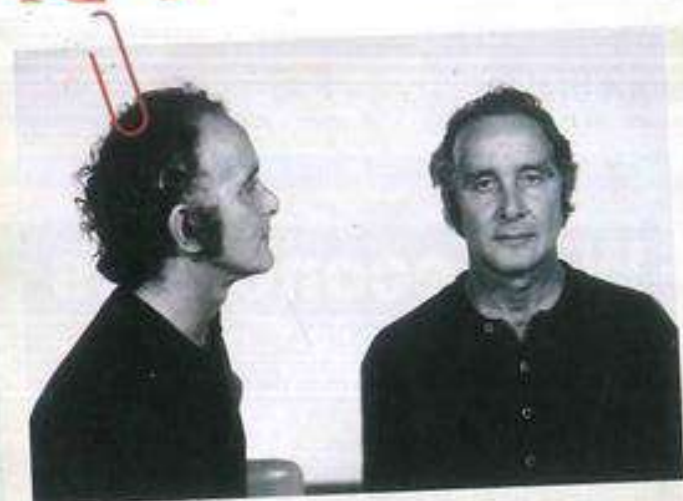
The great train robbery: Ronnie Biggs

It was clearly a professional job, over in fifteen minutes. Having already changed the signal a mile before so that the train would slow down, the gang stormed aboard the train, clutching iron bars. They proceeded to handcuff the two drivers together, and demanded that the front two coaches be driven to a narrow bridge about a mile ahead. One of the drivers, Jack Mills, received a severe blow to the head and the other, David Whitby, was told: 'If you shout, I will kill you'. Once at the bridge, the gang members quickly offloaded the haul and made their getaway under the cover of darkness.

It is difficult to imagine what Ronnie Biggs was thinking when he later opened the two canvas bags containing his share. It was 8 August 1963, and he was supposed to be celebrating his 34th birthday. For the previous three years, the petty criminal from London had been trying to make an honest living as a builder and carpenter. He had met Bruce Reynolds, the mastermind behind the train robbery, while serving time in prison in the 1950s. Soon after being released, Ronnie got married and started a family with Charmian Powell. However, after the birth of their second son, they found themselves short of money. It was the need for a deposit for a house which spurred Ronnie on to get back in touch with Reynolds, who gave him a role in the heist at the last minute.

After successfully ambushing the Post Office train, Reynolds' gang made off with over two and a half million pounds, which in modern day value equates to a staggering £40 million. The train had been transporting mailbags full of used banknotes from Glasgow, which were to be pulped upon their arrival in London. Little did the gang know that in a month's time most of them would be arrested, tried and charged





with armed robbery. Biggs was given thirty years' imprisonment for his part in the crime. There was no parole or early release programme back then. At the time, the distressing story of the train driver Mills, not to mention the embarrassment the government felt at failing to prevent the robbery of such a large sum of money, seemed to justify the severity of the sentence.

On 8 July 1965, having served only fifteen months of his time, Biggs managed to escape from Wandsworth prison. He had never been abroad before, but by the end of the year he would have travelled to Belgium, France and finally Australia. His family would soon follow him. By that time, Biggs' story had captured the public's imagination. His life as a fugitive in Australia, his subsequent adventures in Mexico and Brazil, and his eventual imprisonment back in England, certainly sold newspapers. The story was romanticized and the robbers have been compared with modern-day Robin Hoods, stealing money from the banks. Some of them were never caught, and most of the money was never recovered.

Biggs was a charismatic character and made friends easily. He once had T-shirts printed up with 'Rio - a great place to escape to' written on them and even recorded songs with famous bands like The Sex Pistols. The people he met on the run often let him stay with them in return for his carpentry skills. His remarkable ability to constantly escape capture, as well as his enjoyment of living the high life, became legendary and the topic of numerous films and books. It was a fascinating tale that went on for fifty years, until his death in 2013.

Whilst some applauded Ronnie Biggs as a working-class hero, turning a blind eye to the fact that, in part at least, the robbery was a violent crime, others saw him as nothing more than an unrepentant villain who managed to get away with it. He never once regretted having been involved in the robbery. His view was that a life of crime was a way of bucking the trend of law-abiding citizens, grabbing opportunities when they came his way. Ronnie did not even think of himself as a criminal. He once said, 'There's a difference between criminals and crooks. Crooks steal. Criminals blow some guy's brains out. I'm a crook.'

Reading

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

- The gang members made their presence known as soon as they got on the train.
- The idea for the robbery was born when Ronnie Biggs and Bruce Reynolds initially met in prison.
- According to the writer, the gang members received disproportionately lenient prison terms.
- Newspapers assisted the police in the search for Ronnie Biggs and his eventual capture.
- Ronnie Biggs enjoyed the notoriety of being a wanted man.
- Public opinion is divided over the true nature of Ronnie Biggs.

Grammar and vocabulary

5 Choose the correct answers.

The 300-Million-Yen Robbery

On 10 December 1968, 300 million yen ¹ transported by four Shintaku employees in a company car when they were stopped by a policeman. They were told that their manager's house had been blown up and that explosives were believed ² put in the boot of the car. The officer made no ³ about the fact that they were ⁴ get out of the car and he ⁵ have to inspect it. Whilst trying to ⁶ whether there were explosives under the car, the employees saw smoke and were told to run. At this point, the 'policeman' jumped into the front seat and ⁷ drove off with the money.

The evidence found at the crime scene proved inconclusive. The leading suspect was a nineteen-year-old man. However, five days after the incident, he allegedly committed suicide. From the police records, he wouldn't ⁸ convicted as he was considered innocent.

Seven years later, a friend of the man was arrested on an unrelated charge and, as a result of a large amount of money being found, became a suspect in the robbery. As the time limit within which someone can press charges had passed, he could not be ⁹ and the person responsible ¹⁰ never come forward, despite the fact there would be no legal repercussions.

- | | | |
|-----------------|-------------|----------------|
| 1 a was | b was being | c had been |
| 2 a having been | b to be | c to have been |
| 3 a bones | b skin | c hands |
| 4 a to | b bound to | c due to |
| 5 a should | b would | c will |
| 6 a progress | b enhance | c determine |
| 7 a warily | b swiftly | c relatively |
| 8 a be | b have been | c been |
| 9 a jeopardized | b testified | c indicted |
| 10 a has | b had | c will |

Writing

6 Write a crime story. Consider the points below.

- the setting
- the main characters
- the plot
- suspense
- mood and atmosphere

3 To have and have not

Reading and vocabulary A different life

- 1 **SPEAKING** Work in pairs. Imagine you had no money, no credit cards and no bank account. How would you get or do these things?
- shelter ■ food ■ travel to school ■ clothes
 - entertainment

- 2 Read the article. What is Mark's attitude to money?

STRATEGY

Understanding cohesive language

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

- 1 grammatical, e.g. pronoun referencing; using linking words and conjunctions; replacing words and clauses with *one*, *so*, *same*, *do*; using specific words like *the former*, *the following*, etc.
- 2 lexical, e.g. repetition, synonyms, antonyms, paraphrase.
- 3 Look at the underlined words in the article. Are they examples of grammatical or lexical cohesive devices? Can you identify more?
- 4 Complete the article with sentences A–G. There is one sentence that you do not need.
 - A So maybe a life without money isn't as crazy as it sounds?
 - B It wasn't about what he could get, but what he could give.
 - C But while this is true, what really defines Mark's way of life is his total lack of money.
 - D This enabled him to generate enough electricity to use his phone and computer.
 - E It was a valuable lesson, although it took some time to get used to the situation.
 - F After completing his studies, Mark walked into a job managing organic food companies.
 - G All these problems, he felt, were the result of people becoming disconnected from the things they used or needed in their lives.

- 5 **SPEAKING** Discuss the questions. Justify your answers.

- 1 Do you agree that friendship rather than money represents real security?
- 2 Are we happier when we reconnect with nature and the people around us?
- 3 Does money separate us from the way things are made? Is this a bad thing?

Wild economics

Cooking breakfast outside on a rocket stove in the wind, rain or snow would be most people's idea of hell, but Mark Boyle quite enjoys it. As he sits in the pouring rain preparing his meal, he thinks about the tasks ahead, but he also takes time to appreciate the natural world around him. In the background is the second-hand caravan he calls home: he found it on a website called Freecycle*, and was lucky enough to get a parking spot at a local organic farm. Mark volunteers at the farm in order to 'pay' for the site. Other than that, his day is taken up with the usual, and sometimes more unusual, chores: foraging for food in the surrounding woods or in supermarket skips, collecting firewood to heat his home, hand-washing clothes on his rocket stove, tending to a compost toilet, and fertilizing his crops with 'humanure'.

From an observer's point of view, Mark's lifestyle looks pretty self-sufficient and locally sourced, with little impact on the environment.¹

It may seem strange, but Mark lives without earning, spending, stealing or saving a single penny. So, how does he do it – and, perhaps more intriguingly, why does he do it?

To answer the latter, we need to travel back in time to meet a younger, less experienced Mark who had just finished an economics degree at university.

² For several years, he enjoyed a successful career and earned enough money to buy an apartment and a car; he even splashed out on a yacht. On the surface, his life had all the trappings of success, of 'making good' in society, but something didn't feel quite right.

Then, one evening, after talking with a friend about the major issues facing the world – matters such as deforestation, factory farming, bottom-trawling and sweatshops – he decided to do something radical.

³ 'I had been feeling overwhelmed by the horrors I was witnessing around me,' he remembers. 'The mechanization of our livelihoods and the general flat-packing of the Earth along the assembly line of industrial civilization.'³

People weren't considering how these things were produced or how they were eventually disposed of, because being able to buy products distanced them from this process. 'If we grew our own food, we wouldn't waste a third of it as we do today,' he reasoned. 'If we made our own tables and chairs, we wouldn't throw them out the moment we changed the interior decor. If we had to clean our own drinking water, we probably wouldn't contaminate it.'

Mark understood the importance of money, he understood our dependency on it and he understood the harm it could do. The obvious solution was to give it up in an attempt to reconnect with nature and live

55 more ethically. 'Be the change you want to see in the world,' said the Indian leader Mahatma Gandhi. Inspired by these words, the business and economics graduate embarked on his adventure.

60 In his moneyless world, Mark didn't live beyond his means or go overdrawn; he had no budget to stick to, so he didn't really struggle to make ends meet. It was no longer a question of being strapped for cash, as money wasn't part of the equation. Still, those first few months were very stressful. 'I had no money, no bank account, nothing to fall back on,' he commented. 'But no other species on Earth feels insecure about not having money, and for the majority of our time here, neither did we.' His ethos became one of 'wild economics', or of living locally off the land; it also embraced the idea of a 'gift economy': sharing skills and labour with people without expecting something in return. Life wasn't about making a profit or loss, about frittering away money on the next holiday or car purchase.⁴

75 His belief in this alternative gift economy was so strong that he set up a web-based version called Freecycle, which now has local groups in 170 countries around the world.

80 But living on the breadline was a challenge. It required resourcefulness, interacting with the local community and trading skills. It also required patience, as even small tasks took an inordinately long time: hand-washing clothes took two hours instead of ten minutes in a washing machine; cycling 55 km to the nearest town and back took much longer than catching a bus; searching for things in skips was much more difficult than buying what he needed in the shops; washing himself in the river with home-grown soapwort was a lot less convenient than

90 taking a shower. His one concession to money was investing in a solar panel before his new life started.

95 Not surprisingly, some people criticized him; they saw his rejection of money as ultimately unsustainable, a pipe dream – after all, who would freely choose to be without cash, to be, in effect, poverty-stricken? It seemed a strange and extreme lifestyle. Mark, however, disagrees with this point of view. 'What's extreme,' he replies, 'is not knowing our neighbours ... Extreme is spending our lives doing jobs we hate ... Extreme is taking what was freely given to us and then charging another part of Nature for it ...'

100 But despite the hardships he endured, Mark claims the three years he spent without money were his happiest ever. Materialism and the desire to squander cash on things he didn't need were replaced by valuable new friendships and engagement with his local community. Scientific studies back up Mark's positive experience, showing that a lack of materialism, coupled with engagement and empathy results in happiness.

105 'I've found that friendship, not money, is real security,' adds Mark. 'If all this consumerism and environmental destruction brought happiness, it would make some sense. But all the key indicators of unhappiness – depression, crime, mental illness, obesity, suicide and so on – are on the increase.' The more we reconnect with nature and the people around us, it seems, the happier we will be.

⁴ Freecycle: a website that allows people to gift second-hand goods to others who need them.



V insight Word analysis

6 Discuss the questions.

1. What does 'foraging for food' mean (line 12)? Where would you do this?
2. What sort of lifestyle does someone who is 'self-sufficient' (line 18) lead?
3. What examples does the writer give of 'the trappings of success' (line 30)? Can you think of other examples?
4. When do we usually use the words 'flat-packing' and 'assembly line' (line 40)? What is the writer implying?
5. Describe Mark's 'ethos' (line 68). Is it one you can identify with?
6. What is a 'pipe dream' (line 94)? Can you think of any other examples?
7. What 'key indicators' does Mark refer to (line 116)? What do they illustrate?

V Phrases to do with money

7 Study the highlighted expressions in the text and put them into the correct category, A or B. What are the differences in meaning between the phrases in each category?

A to waste or spend too much money: _____

B to not have enough money: _____

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

While most people agree that money isn't everything, not having enough can cause problems. There's a reason it's called ¹ _____, as a lack of money means you're unlikely to have enough bread to eat. And if you're ² _____, you're also more likely to experience family breakdown as you ³ _____ and simply survive.

But what happens when people become wealthy? When people come into money unexpectedly, they usually ⁴ _____ things they've always wanted, spending a large amount on themselves. It may sound like a great idea, but this selfish spending is often followed by feelings of guilt as they realize they have ⁵ _____ their wealth and that the money should have been used more wisely.

Being rich can also make us mean. Recent research has shown that people with more money display less empathy, whereas people with less money are more attuned to the emotions of others. So while being ⁶ _____ is not much fun, if you have no money, chances are you'll have a much nicer set of friends.



9 SPEAKING Do you think money can have an impact on a person's character? Which of the traits below do you expect in a rich person? Why?

- generosity ■ confidence ■ empathy ■ arrogance
■ determination ■ consideration ■ recklessness



1 1.11 SPEAKING Look at the photos and discuss the connection between them. Then listen to the interview and compare your ideas. What is the Jungle and what kinds of people live there?

2 1.11 Listen again. Are the sentences true (T) or false (F)?

- 1 Poorer people in Silicon valley are being helped by the economic boom in the technology industry.
- 2 Mama Red's problems were caused by bankruptcy.
- 3 Medical assistance will always be available for the homeless.
- 4 Pets must not be kept in homeless shelters.
- 5 Last year, shelters were being destroyed every two months.
- 6 When people returned to the campsite, their belongings had already been confiscated.
- 7 Recently, laws have been passed which criminalize poverty.
- 8 Homeless people are sometimes perceived as irrelevant.

The passive

3 Study the sentences in exercise 2 and identify the passive tenses. In what situations are you more likely to see or hear the passive?

- radio interview ■ scientific report ■ academic essay
■ instruction manual ■ poetry ■ gossip column
■ letter to a friend ■ letter of complaint
■ article reporting a crime

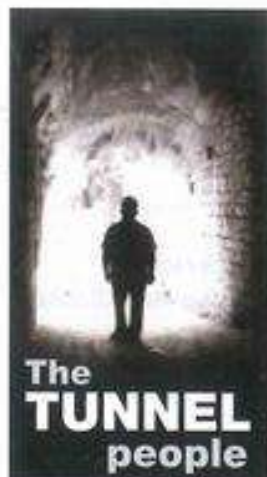
4 The passive is often used to change the focus of a sentence, or for stylistic reasons. Study the sentences in exercise 2 and choose the correct word to complete the rules about the passive.

Focus

- a the action, event, process or issue is more / less important than the agent
- b the agent is obvious or relevant / unknown
- c new or more interesting information is presented at the end of a sentence, usually after *with* / *by*

Style

- d to present information in a(n) personal / impersonal way, sometimes to avoid blame
- e for descriptions / rules and procedures, especially to avoid direct personal commands
- f to avoid having a long phrase at the beginning / end of a sentence



- 5 Complete the text with the correct active or passive form of the verbs in brackets. Then say why the passive has been used in each case: focus, style or both?

Homelessness has always been a problem in America's cities, but in the 1980s cuts to housing and social service budgets led to an unprecedented increase in the number of homeless people. In New York City, thousands ¹ (force) to live on the streets, many of them finding homes in the disused railway tunnels underneath the city. These tunnels ² (not use) for a long time and were a safer and warmer alternative to the streets, where ID papers and possessions ³ (often / steal). The people there became known as the 'tunnel people': urban legends ⁴ (tell) about subway workers who had mysteriously disappeared – perhaps they ⁵ (kidnap) by the people underground?

This didn't worry Teun Voeten, a Dutch war photographer. In 1994, he walked into a tunnel in Manhattan which at the time ⁶ (use) by fifty people. Journalists were nothing new in the tunnels, but Teun was different: he wanted to experience life there for himself.

Teun became part of the community, and ⁷ (can find) going in and out of the tunnels along with the other residents. They survived not simply by begging, but by selling books on the

streets and by collecting cans, which they ⁸ (sell) to grocery stores. Many didn't see themselves as homeless; in the tunnel they even had their own kitchens where they were able to cook.

Then, in 1995, Amtrak, the company which ⁹ (own) the disused tunnels, decided to evict the tunnel people. Fortunately, many of the residents ¹⁰ (already / offer) permanent accommodation elsewhere. Voeten documented this process, and fifteen years later, in 2010, he went back to see how people ¹¹ (manage) the transition to 'normality'. Some had succeeded, and others had died – but a few had returned to the tunnel. Today, there are still thousands of homeless people in New York, and a handful of tunnels ¹² (still / use) as homes. The question is: ¹³ (these people / provide) with more permanent accommodation in the future, or ¹⁴ (a new generation of tunnel people / create)?

Passive structures with have and get

- 6 Study sentences 1–4 below and match them to rules a–c.

- 1 Last year, people like Mama Red **had** their homes **destroyed**.
- 2 You're more likely to **get** your ID documents **stolen** on the streets.
- 3 Mama Red **had** her photo **taken** for several different newspaper articles.
- 4 In the Jungle, most conflicts **get sorted out** quickly.

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

Reference and practice 3.2 Workbook page 114

- 7 Complete the sentences with *get* or *have* and the correct form of the verbs in brackets. In which sentences are both *get* and *have* possible? Which word did you use and why?

- 1 Mama Red _____ her hair _____ (do) for the photo in last week's newspaper.
- 2 This time next month, the journalist _____ his article _____ (publish) in *Pavement* magazine.
- 3 They _____ food donations _____ (deliver) to the Jungle every Sunday.
- 4 The tunnel people _____ (pay) some money for appearing in the documentary *Dark Days*.
- 5 When heavy rain floods the tunnels, homes _____ (often / sweep away).
- 6 '_____ anyone _____ (injure) in the last flood?' 'Most people were OK; only a few _____ (hurt).'
- 7 The old man _____ his belongings _____ (confiscate) at the shelter several times.
- 8 A homeless person can't _____ their mail _____ (forward) because they don't have a fixed address.

- 8 **SPEAKING** Discuss the quotes. Who do you think is speaking? Do you agree or disagree with their opinions? Give reasons for your ideas.

- a 'They have a choice, they're not our responsibility. They have to get things done themselves, find their own solutions.'
- b 'Sometimes the path you take in life can lead you to a dead end. Some people get dealt a bad hand and it's up to us, collectively, to help.'
- c 'We get moved all the time by the police ... We need help, not harassment.'



1 **SPEAKING** Look at the photo. Discuss the questions.

- 1 Which product do you notice first and why?
- 2 Which do you think is the cheapest / most expensive?
- 3 Is the retailer trying to influence our choices? How?

2 **1.12** You are going to listen to a radio interview with a retail strategist. Listen and choose the things he mentions.

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

3 **1.12** Listen again and answer the questions.

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

V insight Collocations: advertising

4 Complete the collocations with the verbs below. Check your answers in a dictionary.

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

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

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

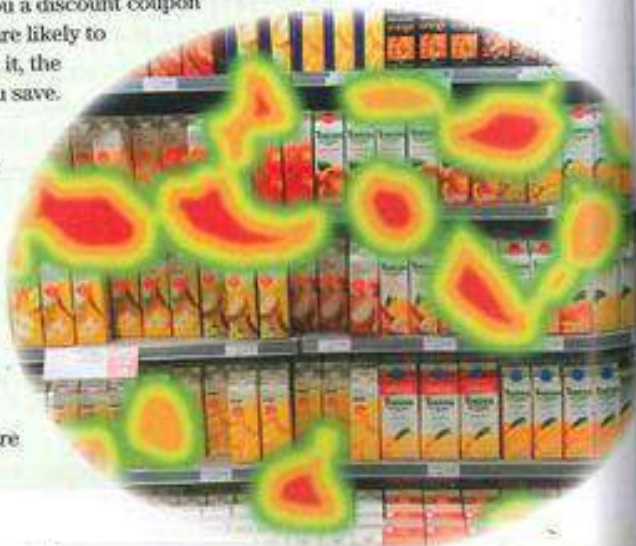
THE SMALL PICTURE

We are being watched. In the battle to ¹ _____ profits, retailers will stop at nothing. Take store loyalty cards: they may save you money, but they also allow retailers to ² _____ access to your shopping habits and preferences. When a store ³ _____ new products, they might send you a discount coupon based on the data they have collected, such as your age, interests, and when you are likely to shop. Then, once you have bought the product several times and (hopefully) liked it, the price will go back up, so loyalty cards may actually cost you more money than you save.

Stores also ⁴ _____ in-store market research using everything from simple demographics (who is shopping when) to heat mapping technology. This sophisticated technology shows where shoppers linger and what they pick up. Red areas show up around popular items, which the store manager can then ⁵ _____ in a display near the entrance to tempt people in.

But it doesn't stop there. Some digital signs are specifically created to ⁶ _____ our minds and can determine if you're a man or woman. If you're a man, they'll put up an ad for a car to get your attention, swiftly followed by an ad for men's shampoo. Next thing you know, you're walking down an aisle full of hair care products ... and you only came in for some bread!

In the race to ⁷ _____ rivals and ⁸ _____ bigger profits, there are losers and winners, and the losers are the shoppers.



6 SPEAKING Work in pairs. Discuss the questions.

- What are the pros and cons for customers and retailers of:
 - saving money through promotions?
 - impulse buying?
 - tailored advertising (to personal interests, profession, background, gender, purchasing history)?
 - collecting data about customers?
- Consider the advertising strategies retailers use to attract and manipulate consumers. Should these types of advertising tricks be banned or not? Justify your point of view.

Evaluating a company proposal

- 7 **1.13** Listen to three speakers presenting three different companies. Match the company A–C to the speaker. What does each company intend to do?



A 2



B 3



C 1

- 8 **1.13** **SPEAKING** Listen again and make notes about the advantages and disadvantages of each company that the speakers mention. Can you think of other pros and cons?

| | Pros | Cons |
|--------|------|------|
| ShopCo | | |
| CarCo | | |
| OilCo | | |

Impersonal passive

- 9 Read statements 1–8. Which company do they refer to?

- The batteries are believed to be unreliable.
- The product is also proven to be contributing to global warming.
- Larger stores are assumed to be worse for the environment.
- The process is claimed to use too much water.
- It was also rumoured that we don't do enough to support fair trade.
- They are known to have contributed more to the economy than the high street.
- It's anticipated that the company will create 2,500 new jobs.
- The price of the product is claimed to be far too high.

- 10 Study the statements in exercise 9. Why is the passive used? When is the passive verb followed by the infinitive with *to*? When is it followed by a *that* clause?

- 11 Complete the sentences using the correct forms of the pairs of verbs below.

■ prove / be ■ assume / consider ■ estimate / earn ■ anticipate / start
 ■ rumour / make ■ believe / outstrip

- It _____ production _____ in the factory next June.
- Sadly for investors, market predictions _____ wrong.
- Directors _____ a six-figure bonus this year.
- The government _____ green solutions to the current energy crisis.
- It _____ the high street store _____ a huge loss last year.
- Demand for the product was overwhelming. It _____ sales _____ supply.

Reference and practice 3.3 Workbook page 114

- 12 **SPEAKING** Work in groups of four. You are members of a special government board which reviews applications from different companies to develop their businesses in your country. Look back at the proposed projects in exercise 8 and decide which one will bring the greatest benefits to the economy. Also consider the usefulness of the product or service and its environmental impact, including local and global implications.

Vocabulary bank Retail page 136

- 1 **SPEAKING** Describe what is happening in the photos. When and where were they taken? What do you think happened before and after the photos were taken?
- 2 **1.14** Listen to the opening of a documentary and compare your ideas in exercise 1. Then complete the factfile.

The Great Depression in numbers

- 1 _____ billion dollars was lost in the Wall Street Crash.
- 2 _____ companies went bankrupt.
- One farmer in 3 _____ evicted.
- One bank in 4 _____ closed.
- 5 _____ million people were left unemployed.

- 3 Scan the article. Why did the Wall Street Crash happen?
- 4 Read the article again and choose the correct answers.
- What do we learn about America in the 1920s in paragraph 1?
 - People spent more money than they earned.
 - Only the rich could afford to buy stocks and shares.
 - Industry and agriculture were both doing well.
 - Wages had improved dramatically.
 - What did agriculture and manufacturing have in common?
 - Mechanization helped both areas to boom.
 - Farmers and factories couldn't keep up with demand.
 - They both produced things that were overpriced.
 - Both produced more than was necessary to meet consumer demand.
 - Which of the following is stated in the text as an opinion, not a fact?
 - Frequently changing prices affected people's confidence.
 - Massive rises in share prices couldn't carry on indefinitely.
 - At first, financiers managed to stabilize share prices.
 - People were left with very little after Black Tuesday.
 - Which of the following is true about Hooverville families?
 - They were supported by the government.
 - They were given jobs in other states.
 - They were helped by non-commercial organizations.
 - They were given enough food to survive.
 - Which of the following is true about Hoover?
 - He wanted to help people in need.
 - He wanted people to look after themselves.
 - He preferred private institutions to give handouts.
 - He asked people to help their neighbours.

THE WALL STREET CRASH

THE ROARING TWENTIES

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

EARLY WARNING SIGNS

- From the mid-1920s, there was an agricultural depression in the South and the Midwest, which foreshadowed the Great Depression. In both cases, supply and demand, coupled with personal debt, were at the heart of the problem. The mechanization of farming meant small farmers could produce more, with many buying land at high prices in order to increase their output. Production surged forward, but unfortunately supply soon exceeded demand, and the price of produce tumbled. Farmers who were unable to pay their mortgages ended up destitute.
- Back in the towns and cities, manufacturing continued to boom and people kept buying on credit - so much so that in 1928, the new Republican president Herbert Hoover proclaimed: 'We in America today are nearer to the final triumph over poverty than ever before in the history of any land.' But industries were starting to overproduce: too many goods were being made and there were simply not enough people to buy them. As a result, there was a gradual drop in the number of car purchases, steel production started to slump and small banks began to fail. America's worst ever financial disaster was just around the corner.





DOWNWARD SPIRAL

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

THE GREAT DEPRESSION

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

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

5 SPEAKING Complete the sentences with your own ideas. Then compare and discuss your answers.

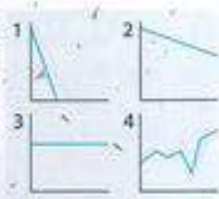
- Hoover was extremely unpopular because _____. A better approach might have been _____.
- The reasons people lost everything were _____. The main responsibility rests on the shoulders of _____.

V Describing trends

6 Study the highlighted verbs in the article and put them into the correct category, A or B.

- A to rise: _____
B to fall: _____

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



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

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

Black Friday

Many days are talked about as being 'black', but not all have the same negative meaning. 'Black Tuesday' was the day in 1929 when share prices on the stock exchange **rocketed** / **plummeted** / **tumbled** and the Great Depression started, but 'Black Friday' is the Friday after Thanksgiving when consumer spending **soars** / **slumps** / **escalates** because of the holiday season. The name has its origins in 1930s Philadelphia, when fans crowded into the city for the annual Army-Navy football game. Fans usually arrived on the Friday, just when the number of shoppers increased, the crowds of people in the city **surging** / **dipping** / **soaring** in the weeks before Christmas. This **sharp** / **significant** / **moderate** rise in activity was great for retailers, but a pain for police officers, cab drivers and anyone trying to get to work. As a result, they christened the day 'Black Friday'.

On Black Friday, stores traditionally cut their prices in an attempt to attract customers. These **sharp** / **fluctuating** / **significant** price cuts often result in hysteria, with too many people competing for a limited number of goods. Unfortunately, the panic is encouraged by retailers. In 2011, almost 3 million dollars was spent on advertising 'unbelievable' discounts; in 2012 this amount **plummeted** / **rocketed** / **escalated** to 11 million dollars! However, despite the aggressive advertising, there has been a **steady** / **gradual** / **volatile** decline in the number of shoppers on Black Friday. The growth of online shopping means that many customers now hunt for bargains on Cyber Monday - the Monday after Thanksgiving.

9 SPEAKING Is there a Black Friday or an equivalent day in your country? What are the pros and cons of this type of sale day?



- 1 SPEAKING** Work in pairs. Discuss the pros and cons of the benefits system in your country. What kinds of people receive benefits? How much support should we give them?
- Read the task and the articles and compare your ideas in exercise 1. Which point of view do you agree with and why?

STRATEGY

Engaging the reader

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

- Start your article in a thought-provoking way. Begin with a provocative opinion or a surprising fact, or personalize it with a narrative.
- Put your thesis statement in the introduction, but do not give everything away.
- Ask questions to keep your reader involved and to get them thinking about the issues.
- Make sure you back up your claims with research. Build up reader trust.
- Remember to give your article an interesting and informative title.

3 Read the articles again and answer the questions.

- How do the articles begin? What strategy do they use to engage their reader?
- Identify the thesis statement in each article. How is this developed?
- What questions does each writer ask? Do they answer them? If not, what answer do you think they want from the reader?
- What facts do the articles use and why?
- Choose one of the titles below for each article and explain your choice.

| | |
|---------------------------------|--------------------------------|
| a Why we shouldn't cut benefits | c Benefits are bad for society |
| b The lost generation | d Every penny counts |

V Verbs expressing cause and effect

4 Study the highlighted verbs in article A and answer the questions.

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

5 Choose the correct words to complete article B.

- | | | |
|-----------------|------------------|----------------------|
| 1 a cause | b effect | c reason |
| 2 a perpetuated | b attributed to | c resulted in |
| 3 a arisen from | b resulted from | c given rise to |
| 4 a in | b of | c from |
| 5 a led to | b been generated | c been triggered by |
| 6 a resulted in | b accounted for | c been brought about |

Benefits for low-income families and the unemployed are being reduced in many countries. What might be the consequences of these cuts for families and society in general? Write in with your opinion to editor@talkingpolitics.org. The two best articles will be published in next month's issue.

A

'It's getting very difficult to make ends meet,' says Bella Reid as she pushes her half-empty supermarket trolley round Lidl, three children in tow. The Reids are a typical working-class family, and although Bella's husband works full-time, he doesn't earn enough to pay the bills: the family rely on state benefits to get by. Recently, people like the Reids have been struggling more than usual, **resulting from** the gradual reduction in benefits for low-income families in the UK. Politicians **attribute** the need for cuts to the economic crisis, but can they really be justified? Cuts to benefits may **generate** small short-term savings, but they can also **give rise to** costly long-term problems. So what are the consequences?

One obvious result of benefit cuts is increased personal debt, which **triggers** more stress and can end in job loss. In some cases, the outcome is eviction. In fact, it is believed that bad debts **account for** a large proportion of the recent surge in homelessness.

In addition, the widening gap between rich and poor **has been brought about** by reduced state help. The rationale behind the first welfare state was to provide a fairer community with an acceptable standard of living for everyone. Cuts to benefits attack the weakest in society and **perpetuate** social injustice, leaving millions of families locked into a cycle of poverty. Isn't it our duty to help rather than exclude them?

In the supermarket aisle, Bella is choosing a chicken. She goes for the one on special offer. 'It's only a small discount, but every penny counts,' she says. Every penny does count, which is why we shouldn't cut benefits.

B

It's a shocking statistic, but more than three million families in the UK live entirely on benefits – not one family member has a job. Some of these families have been exposed in *Benefits Street*, a documentary which illustrates what's wrong with the current system and why we definitely need to fight for change.

The main ¹ for a welfare state is to help provide poor and vulnerable people with basic necessities such as food, housing and education. But the adults and young people in *Benefits Street* did not look poor or vulnerable. Many behaved irresponsibly, even breaking the law. Perhaps this can be ² a system which, rather than helping them, is actually stopping them from moving forward. After all, what incentive do they have to find a job? Lavish state handouts have ³ a generation of lazy people incapable of organizing their lives.

Another consideration is the cost. An ageing population has resulted ⁴ fewer people paying tax, and less money to go round. One consequence of having less money is that we need to spend the money we have more sensibly. We pay for flats for unemployed youths, while young working people live with their parents because they can't afford to move out. Unemployed people are paid more money when they have more children, while people who work have to think carefully about the cost of enlarging their family beforehand.

We need to cut benefits and spend more on services that help the whole community, such as better roads and schools. The current system has ⁵ a lost generation. People have become 'disabled' rather than 'enabled', and this attitude has ⁶ by the current benefits system.

WRITING GUIDE

■ Task Write an article about this issue.

Homelessness is on the rise in many countries, but emergency shelters, food and medical care for the homeless have been reduced. What are the causes of homelessness today, and how can we best deal with it?

■ Ideas Make notes about:

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

■ Plan Follow the plan:

Paragraph 1: Introduce the topic in a memorable or provocative way.

Paragraph 2: Discuss the causes and effects.

Paragraph 3: Present possible solutions.

Paragraph 4: Sum up your ideas.

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

■ Check Check the following points:

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

Vocabulary insight 3 Verb types

- 1 Read the extract. Which of the highlighted verbs have objects? Underline the objects.

The number of food banks in the UK **has increased** alarmingly in recent years. As the cost of living **has risen** steadily and wages **have remained** static, more and more families **are struggling** to cope. An unexpected emergency can quickly **leave** a parent unable to **feed** their family. Care professionals, such as doctors and social workers, can **give** people who find themselves in crisis vouchers. These can then **be exchanged** for food parcels at a food bank. Food bank volunteers can also **offer** visitors advice about other useful services.

STRATEGY

Transitive and intransitive verbs

To use verbs correctly, it is important to know whether or not they can be followed by an object. There are three main verb types:

- 1 Intransitive verbs are not followed by an object: *stock prices soared, farmers ended up destitute*
- 2 Transitive verbs are followed by an object: *the stock market reached a peak, investors lost everything*
- 3 Some transitive verbs can be followed by two objects: *Hoover promised America a 'New Deal'*

Some verbs can be used either transitively or intransitively with a similar meaning:

Prices have almost doubled. [I]

The company has doubled its profits. [T]

Sometimes different senses of the same verb are typically transitive or intransitive:

Living standards have declined (= become less). [I]

The company declined (= politely refuse) our offer. [T]

- 2 Read the strategy above. Mark the underlined verbs as transitive [T] or intransitive [I]. Explain any difference in meaning between the pairs of underlined verbs. Use a dictionary to help you.

- 1 a The American economy did not fully recover until 1941.
b Many firms fail to even recover the costs of production.
- 2 a The government is expected to relax restrictions on foreign investment.
b We want passengers to relax and enjoy the ride.
- 3 a A company spokesman has strongly denied the allegations.
b She claims that her husband denied her access to their three children.
- 4 a Crowds gathered in the street outside.
b The first part of the survey is simply intended to gather demographic information about the participants.

STRATEGY

Using passive forms

Many verbs can be used in either active or passive forms.

They exchange the voucher for food parcels. (active)

The vouchers are exchanged for food parcels. (passive)

Certain types of verbs cannot be used in a passive form:

- **intransitive verbs:** *problems exist, prices have risen*
- **state verbs and linking verbs:** *the new version closely resembles the original*

Some verbs are typically used only in a passive form.

Frances Ellen Watkins was orphaned at an early age.

Some verbs are not used in a passive form except in particular, often very formal, contexts.

Proceedings were commenced in the Magistrates' Court. (formal, legal)

Verbs of the last two types will usually be labelled in a good learner's dictionary.

- 3 Read the strategy above. Then study the dictionary entries below and answer the questions.

lack ① /læk/ noun, verb

■ **verb** [no passive] ~ sth to have none or not enough of sth: *Some houses still lack basic amenities such as bathrooms. ♦ He lacks confidence. ♦ She has the determination that her brother lacks. ♦ SEE ALSO LACKING*

■ **commercialize** (BrE also -ise) /kə'mɜːʃəlaɪz/ NAmE -'maɪrjə- / verb [often passive] ~ sth to use sth to try to make a profit, especially in a way that other people do not approve of: *Their music has become very commercialized in recent years. ▶ commercialization, -isation /kə'mɜːʃəlaɪzən/ NAmE -'maɪrjəlaɪz- / noun [U]*

doom ① /dʊm/ noun, verb

■ **verb** [usually passive] ~ sb/sth (to sth) | ~ sb/sth to do sth to make sb/sth certain to fail, suffer, die, etc: *The plan was doomed to failure. ♦ The marriage was doomed from the start.*

Which verb:

- 1 cannot be used in a passive form?
- 2 is usually used in a passive form?
- 3 is often used in a passive form?

- 4 Read sentences 1–8. For each of the sentences:

- a identify whether the verb form is active or passive.
 - b decide whether the verb can be transformed from active to passive or vice versa.
 - c rewrite the sentence where possible using an active / passive verb form.
- 1 The worst off in our society continue to lack the basic resources and skills to advance their interests.
 - 2 Christmas is just too commercialized now – kids want everything they see.
 - 3 Without huge extra investment, the project is doomed.
 - 4 Many people can't afford £200 for a festival ticket.
 - 5 His earlier achievements were somewhat overshadowed by the scandal.
 - 6 Her dance career ended prematurely due to a fall during a performance.
 - 7 Researchers have developed new technology to identify which species are susceptible to diseases.
 - 8 No clear consensus has yet emerged amongst scientists around the exact role of the protein.

Dictionary entries from *Oxford Advanced Learner's Dictionary 9th*, Oxford University Press 2015

Vocabulary

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

- pipe dream ■ foraging ■ self-sufficient ■ trapping
■ ethos ■ key indicator

- Designer jewellery, luxurious holidays and vast mansions are the visible _____ of success.
- For many, being financially comfortable is nothing more than a _____.
- The _____ behind the National Health Service in England is to give free medical care to all.
- The increase in homelessness is a _____ of the economic downturn.
- The Amish are a group of Protestant Christians who lead a particularly _____ life.
- Many adults in the UK have fond memories of _____ for fruit during the summer.

Marks ____ / 6

2 Complete the text with the correct prepositions.

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

Marks ____ / 6

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

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

Marks ____ / 6

4 Choose the correct answers.

There are two reasons why today's twenty-somethings are struggling to get a mortgage. Firstly, salaries have remained ¹sharp / stable, or have even ²dipped / soared in real terms, while secondly, there has been a ³steady / volatile increase in house prices. The government's 'Help to Buy' scheme is aimed at those without a ⁴significant / fluctuating deposit. It provides a ⁵gradual / moderate 20% of the value, leaving mortgage lenders to offer 75%. The scheme has helped over 17,000 people to buy a home and this number looks set to ⁶escalate / plummet.

Marks ____ / 6

Grammar

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

- take (x2) ■ put ■ report ■ overtake ■ halve ■ tell

- Isabel dos Santos _____ to be the richest woman in Africa.
- North America _____ by Asia-Pacific as the world's richest region by 2017.
- In my opinion, a limit _____ on the number of credit cards low earners can have.
- The young man _____ by the bystander to a local homeless shelter.
- Steps _____ to repossess the house because the mortgage repayments weren't made on time.
- I _____ at the moment how I should invest my money by a financial adviser.
- The global poverty rate _____ in twenty years.

Marks ____ / 7

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

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

Marks ____ / 7

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

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

Marks ____ / 7

Total ____ / 45

1 **SPEAKING** What do you understand by 'brain training'? To what extent do you think it may be effective? Read the article and compare your answers. Have your ideas changed?

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

In which paragraph A–F does the writer:

- 1 describe how brain plasticity can be used as a tool in the classroom?
- 2 mention an area where brain plasticity comes into conflict with existing ideas?
- 3 maintain that experimentation with the brain is of paramount importance today?
- 4 demonstrate how brain plasticity can optimize two functions of the brain?
- 5 claim that humans have more than one cause for optimism thanks to brain plasticity?
- 6 point out some of the limitations of brain plasticity?
- 7 illustrate what kind of tasks the average adult can achieve due to brain plasticity?
- 8 explain how the science of brain plasticity evolved?

3 **SPEAKING** Work in pairs. Discuss the questions.

- 1 What kinds of people are likely to benefit most from brain plasticity in the future? In what way may their lives be transformed?
- 2 Which explanation for mental ageing do you find most believable: that of traditional psychologists or the one provided by Dr Merzenich? Justify your answer.

V Expressions with brain

4 Study the highlighted words in the article and explain their meaning. Then use the correct form of the words to rewrite the phrases in italics in the sentences below.

- 1 Sigmund Freud was the person who developed "psychoanalysis".
- 2 Advertisers often aim to repeat ideas many times to force consumers into buying products.
- 3 The World Wide Web is the clever and original idea of Sir Tim Berners-Lee.
- 4 Some elderly people can be quite forgetful and unable to organize their thoughts.
- 5 Novelists sometimes have to think hard for a long time to find inspiration.
- 6 eBay founder Pierre Omidyar had his spontaneous good idea for an internet auction site while on holiday one year.
- 7 No matter the field, experts have to get used to people asking them a lot of questions.
- 8 Sudoku is an example of a difficult, but fun problem to solve.

THE PLASTIC BRAIN



A Do we have to settle for the brain we are born with, or are we able to change it? After undergoing a radical brain makeover for his three-part show *Redesign My Brain*, Australian TV personality Todd Sampson would undoubtedly agree with the latter. In the three months that coincided with the episodes of the show, Todd acted as a guinea pig, allowing his ordinary brain to be turbocharged into a super brain. By the end of part one, we hear him memorize and reel off the order of a shuffled deck of cards at the World Memory Championships; at the end of part two, he creates an urban artwork and puts it up in a derelict building for the public to visit. Then, in the closing scene of the final part, we see him exercising a supreme amount of self-control to get over his greatest fear: being chained, handcuffed and blindfolded underwater, and having to break out of his bonds. Todd pulled off these feats under the guidance of psychologist Michael Merzenich, the brains behind the fastest growing new science on the planet: neuroplasticity, or brain plasticity, as it is also known.

B To appreciate Dr Merzenich's breakthrough, we need to explore the body's nervous system. This is divided into two parts: the central nervous system, made up of the brain and spinal cord, and the peripheral nervous system, which passes on signals from the sensory receptors to the spinal cord and brain and carries messages from here to the muscles and glands. The peripheral nervous system has long been known to be adaptable – if you cut a nerve in your hand, it can 'regenerate' or heal itself. The central nervous system, on the other hand, was thought to lack flexibility. Working on the hypothesis that each part of the body is mapped onto its own particular area of the brain, Dr Merzenich carried out a series of experiments to track the effect of a damaged nerve on the central nervous system. If it was hard-wired, as most scientists believed, the area corresponding to the damaged nerve should

no longer react to a stimulus. Dr Merzenich found out, however, that the area responded to stimuli from the nerves to the left and right of the damaged nerve instead, revealing that the unused map space on the brain had been taken over by the other nerves. Having succeeded in showing how brain maps could alter their borders and location and change their functions as well, Dr Merzenich coined a new term for the phenomenon: plasticity.

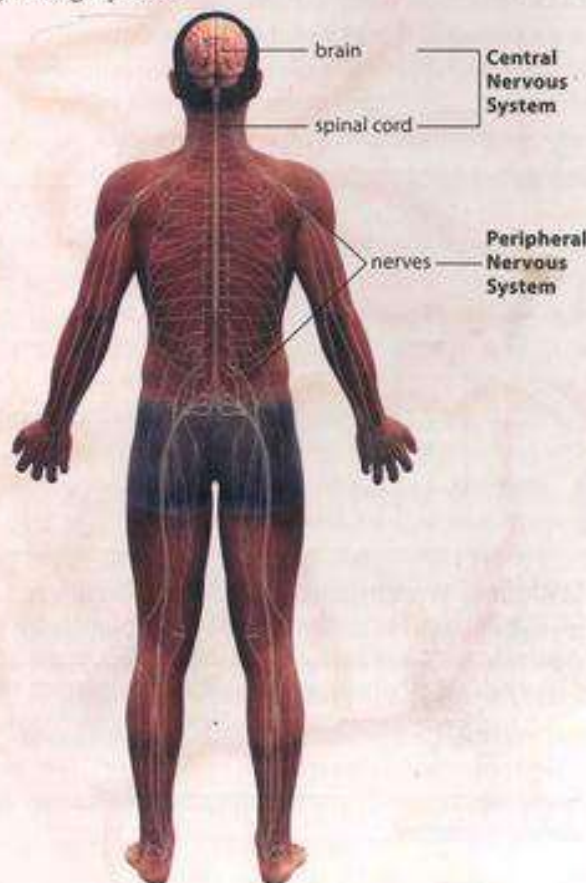
C In his eagerness to find a practical application for his discovery, Dr Merzenich turned his attention to the difficulties some children have at school. Somewhere between five and ten per cent of children have a language disability that holds up their capacity to read, write, or even follow instructions properly. Dr Merzenich picked the brains of psychologists who had already done research in the field until he came to the conclusion that the problem was caused by the auditory cortex neurons transmitting data too slowly in the brain, preventing the child from being able to hear speech clearly. Then he had a brainwave. The solution, he realized, would be to provide exercises exclusively for this part of the brain, which would speed up the decoding process and enhance the child's ability to interpret language. Teaming up with three other leading psychologists, Dr Merzenich launched Scientific Learning, a company armed with the mission of producing a program to help language-impaired and learning-disabled children. The result was the *Fast Forward* program, a revolutionary training software which exercises every brain function involved in language. The company's brainchild has been hugely successful, allowing the average user to move ahead 1.8 years of language development in six weeks. Moreover, scans taken afterwards usually reveal that the child's brain has begun to resemble that of a child with no reading difficulties at all.

D Dr Merzenich's brain training is not confined to children, as evidenced by Todd Sampson's experiences in *Redesign My Brain*. Even in adults, the benefits of the exercises are astonishing. At the start of Todd's show, his thinking speed, measured by the rate at which he correctly categorized objects, came in at 0.893 seconds, while after brain training he managed to accomplish a much more impressive speed of 0.493 seconds. A similar improvement occurred with his attention. At the start of the show, he could accurately make out two numbers among letters flashing across a screen 64.4% of the time, but after the exercises he achieved a near-perfect accuracy rate of 95.6%. By following the course that Dr Merzenich designed especially for him, Todd was able to increase his thinking speed and sharpen his attention by more than 30%.

E Despite the fact that Todd Sampson has not yet reached middle age, his remarkable transformation offers hope for the elderly, who have been brainwashed by traditional psychologists into believing that mental ageing is inevitable. Tens of

thousands of papers have been published offering various hypotheses on the physical and chemical processes that occur in the brain as neurons die. In contrast to mainstream psychology, Dr Merzenich pins the deterioration on the neglect suffered by our brains in later life. He claims that once our schooling is complete, we spend the rest of our lives repeating the same daily tasks, thereby giving up stimulating the organ. As a result, our brains gradually become atrophied, our memories begin to fade and we get more and more scatterbrained as time passes. Through another of his companies, Posit Science, Dr Merzenich has developed exercises that he believes can halt this decline. These brain-teasers are intended to preserve the plasticity of the brain as people age and extend mental life span to match that of the rest of the body.

F Until Dr Merzenich's research, psychologists had been racking their brains to explain why the shape of the human brain differs from one person to another. London taxi drivers, for example, have a much larger memory centre because they need to recall the thousands of streets that make up the city of London. Neuroplasticity has helped to clear up the mystery, but more importantly, it has the potential to turn around our lives in the future. Not only does it provide the means for combating learning disabilities in the young, but it is also able to improve the quality of life of the elderly. And that cannot be bad when you consider that a person has a 47% chance of developing Alzheimer's disease once they reach the age of eighty-five.



V Insight Lexical twins

- 5 In English, there is often a choice of verbs with the same or similar meaning: a phrasal verb, and a verb of French or Latin origin which is more formal. Find the phrasal verbs in the article and complete the table. Use a dictionary to help you.

| French / Latin verb | phrasal verb |
|---------------------------|--------------|
| 1 accomplish (para A) | |
| 2 conquer (para A) | |
| 3 install (para A) | |
| 4 recite (para A) | |
| 5 ascertain (para B) | |
| 6 conduct (para B) | |
| 7 transmit (para B) | |
| 8 collaborate (para C) | |
| 9 impede (para C) | |
| 10 discern (para D) | make out |
| 11 attribute to (para E) | |
| 12 cease (para E) | |
| 13 comprise (para F) | |
| 14 resolve (para F) | |
| 15 revolutionize (para F) | |

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

Like Dr Merzenich, many experts ¹ _____ mental ageing to lack of use of the brain, but unlike him, they do not promote special software programs to ² _____ the decay. Apparently, many everyday activities, such as solving crossword puzzles or reading challenging articles, are sufficient to ³ _____ brain deterioration, because they facilitate communication between the nerves in the brain. ⁴ _____ with friends to organize social events is another way to help retain brain agility. Experiments ⁵ _____ into the effects of loneliness on the brain have allowed researchers to ⁶ _____ that people who spend a lot of time alone are more likely to develop Alzheimer's in later life. Those who ⁷ _____ to go out altogether are the people who are most at risk.

- 7 **SPEAKING** Work in pairs. What advice would you give your relatives and friends on how to optimize their brains? Think about the points below. Make a list of five ideas and present them to the class.

■ attention ■ creative abilities ■ learning ■ memory
■ self-control ■ thinking speed

Vocabulary bank Memory page 137

- 1 **SPEAKING** Look up the word *savant* in a dictionary. Which activities might these people excel at and which might they find more challenging?

- 2 1.15 Listen to a radio programme about Daniel Tammet. Compare your ideas in exercise 1. In what way is he different from other savants?

- 3 1.15 Listen again and answer the questions.

- When did Daniel Tammet start to act strangely?
- How did Daniel's parents try to calm him?
- What did they do when they heard his brother crying?
- In which part of the lesson did most of the children sit engrossed?
- Why did Daniel sit counting while the teacher was reading a story?
- What would Daniel do when he heard the bell ring?
- What did Daniel always want to do at break time?
- How often did Daniel's teachers criticize him for behaving inappropriately?
- What did his parents let him do when he left school?
- Why might Daniel dislike being away from home?
- What might Daniel's current job enable him to do in his free time?
- Why did he have to apologize for saying the wrong thing?

Verb patterns

- 4 Study the verbs in bold in exercise 3 and complete the table with the infinitive form of the verbs. Then complete rules a-c.

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

- We can use a present participle (-ing form) or a past participle after *go*, *lie*, *run*, *sit* and *stand* to refer to two actions happening at the same time. The present participle has ¹an active / a passive meaning and the past participle has ²an active / a passive meaning.
- Verbs of perception, like *see*, *hear*, *notice*, *feel*, etc. can be followed by object + ³infinitive without to / -ing form for a repeated or continuous action, or object + ⁴infinitive without to / -ing form for a single completed action. If there is no object, we can only use the -ing form.
- Verbs like *begin* and *start* can be followed by -ing or infinitive with to ⁵with / without a change in meaning. Verbs like *remember*, *stop*, *try*, etc. can be followed by -ing or infinitive with to ⁶with / without a change in meaning.

Reference and practice 4.1 Workbook page 115

- 5 Read about Daniel Tammet's greatest achievement. Find twelve more examples of verb patterns and add them to the table. Match two phrases to each of rules a, b and c in exercise 4.

Daniel is very fond of the number pi – the ratio of a circle's circumference to its diameter. 'You can find everything in pi,' he says. 'It's big enough to have all of life inside of it.' Daniel volunteered to learn as many digits of pi as he could to help raise funds for the Epilepsy Society. As the recitation was to be spoken, Daniel had to practise saying the numbers out loud, but the first time he stood reciting them, he made several mistakes. It was his partner who reassured him and encouraged him to relax. On 14 March, International Pi Day, a large crowd gathered to watch him perform. At exactly five past eleven, he uttered the first number, and the audience soon stood transfixed by his melodic counting. Apart from scheduled breaks, he only stopped speaking twice: the first time on hearing a mobile phone ring and the second when his mind suddenly went blank after 16,600 digits. Thankfully, he saw the numbers flowing again once he had taken several deep breaths and he continued to recite as before. Finally, after five hours and nine minutes, he had succeeded in recalling pi to 22,514 places and the judges congratulated him on setting a new European record.



The infinitive and -ing: continuous, perfect and passive

- 6 Study sentences a–h from the radio programme and match them to forms 1–8 below.

- a His brother happened **to have been playing** in the room at the time.
- b He will never forget **being given** that book.
- c He always preferred **to be sitting** on his own.
- d They tend **to have been bullied** mercilessly.
- e He appreciates **having been offered** the opportunity to do something so adventurous.
- f He never expected **to have achieved** so much in his life.
- g He acknowledges **having behaved** atrociously at times.
- h Daniel has consented **to be examined** by researchers.

Forms of the infinitive

- 1 perfect: (to) **have** + past participle
- 2 continuous: (to) **be** + -ing form
- 3 perfect continuous: (to) **have been** + -ing form
- 4 passive: (to) **be** + past participle
- 5 perfect passive: (to) **have been** + past participle

Forms of -ing

- 6 passive: **being** + past participle
- 7 perfect: **having** + past participle
- 8 perfect passive: **having been** + past participle

Reference and practice 4.2 Workbook page 115

- 7 Read the text and choose the correct answers.

SAVANTsisters

Only one in six savants is female, which makes twin sisters Flo and Kay Lyman doubly remarkable. The sisters remember ¹**to have been shunned** / **having been shunned** by the community in which they were brought up, which meant that they spent most of their childhood ²**to be ridiculed** / **being ridiculed** by their schoolmates. Even their own mother did not value them, and they remember ³**to have been defended** / **having been defended** on many occasions by their father and siblings. The twins emerged from obscurity after contacting a local news presenter who consented ⁴**to be interviewed** / **being interviewed** by them. Amazed by the questions they asked and the knowledge they managed ⁵**to have acquired** / **having acquired**, he recommended a psychologist, who diagnosed the sisters as savants with calendar memories. Flo and Kay happen ⁶**to have been documenting** / **having been documenting** every detail of their lives almost since they were born. Not only are they able to compute the day that any date falls on in the past, but they can also recall ⁷**to have eaten** / **having eaten** a particular dish on a given day and what the weather was like. Both twins have severe learning difficulties, so they never expected ⁸**to be living** / **having been living** alone. They are currently in their late fifties and are living a semi-independent life in their own home in New Jersey.

- 8 **SPEAKING** How are people who are different treated in your country? Do you think people are afraid of differences sometimes?

DVD extra Multisensory perception



- 1 **SPEAKING** Read what Albert Einstein said about intelligence. What do you understand by the quotation? Do you agree?

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

Albert Einstein

STRATEGY

Navigating a talk

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

- The main theme is outlined in the introduction. Topics that will be included or excluded are signposted. For example: ... is beyond the scope of ... , It is impossible to deal with ...
- New topics are signposted at the beginning and sometimes at the end of a section. For example: My next point is ... , That brings me to ... , So much for ...
- Key points are signposted throughout the talk by the use of certain verbs. For example: highlight, underline, point out, emphasize, focus on, specify, reiterate, etc.
- Examples and quotes are signposted throughout the talk by various expressions. For example: According to ... , ... cites ... as a case in point, ... alludes to ... , illustrates the point by ... , etc.

- 2 **1.16** Read the strategy. Then study the topics below and listen to the opening of a talk. What is the main theme of the talk? Which three topics will be included? Number them in the order that they will be mentioned.

- ☐ the current list of intelligences
- ☐ a biography of the psychiatrist behind the theory
- ☐ a practical application of the theory
- ☐ emerging intelligences
- ☐ the situation before the theory was developed
- ☐ several potential uses for the theory

- 3 **1.16** Listen to the rest of the talk and complete the notes. Pay attention to the expressions signalling new topics and the verbs used to signpost key points.

Theory of Multiple Intelligences

Background

Developed by Howard Gardner in ¹ _____

Eight intelligences

Group 1: ² _____ intelligences

* linguistic: clever use of language, e.g. ³ _____ and _____

* logical-mathematical: scientific and objective thinking

Group 2: The arts

* ⁴ _____: clever use of harmonic patterns, e.g. composers

* bodily kinaesthetic: clever use of body, e.g. ⁵ _____ and _____

* spatial: clever use of ⁶ _____, e.g. pilots and chess players

Group 3: ⁷ _____ intelligences

* interpersonal: good people skills, e.g. salespeople and political leaders

* intrapersonal: ⁸ _____ the self

Group 4: Most recent intelligence

* ⁹ _____: clever use of environment

Practical applications

Make education ¹⁰ _____

V Adjectives describing intelligence and ability

- 4 Study the extracts from the talk and explain the meaning of the adjectives in bold. Then match them to the intelligences in exercise 3.
- a ... receptive to melody and rhythm ...
 - b ... the capacity to be introspective in order to know oneself.
 - c ... to use the body in a dexterous fashion ...
 - d ... observant people who are attracted to developments in the environment ...
 - e ... a discerning mind that is able to anticipate potential problems ...
 - f ... be intuitive enough to understand the intentions and motivations of other people.
 - g ... use a methodical approach to analyse problems rationally.
 - h ... the capacity to use language in an articulate way to achieve certain goals.
- 5 **SPEAKING** Discuss whether you are strong, average or weak in the eight intelligences and think how you could improve in the areas where you are weak. Use the adjectives in exercise 4 and the words below to help you.
- agile ■ deductive ■ eloquent ■ impressionable ■ inquiring ■ self-aware ■ sociable ■ visionary

Vocabulary bank Abilities and traits page 137

Planning a class using multiple intelligences

- 6 **1.17 SPEAKING** Work in pairs. Study the list of multiple intelligences in exercise 3. Choose three of them and discuss how you think they could be used to teach a class. Then listen to an interview with an expert and compare your ideas.
- 7 **1.18** Listen to four students discussing how to approach a particular topic using multiple intelligences. Which strategy do they agree on?

Ellipsis

- 8 Ellipsis refers to leaving words out to avoid repetition if the meaning is clear without them. Match sentences 1–8 from the recording to rules a–e. Which words have been left out?
- a nouns after a number, a quantifier, a superlative adjective or *this / that / these / those*
 - b words after the auxiliaries *be, do, have* or modal verbs
 - c infinitives in a *to + infinitive* clause
 - d clauses after question words
 - e main verbs when there are two clauses with the same structure and the same verb
- 1 There must be some in the library, too.
 - 2 We can get them to memorize a quote, if you want to.
 - 3 They won't learn much from memorizing a quote, but they might if they have to research it.
 - 4 Why don't you and Alex look in those books, and Ania and I look in these?
 - 5 I think Ania's idea is the best.
 - 6 One group can have one quote and another group a different quote.
 - 7 Well, that's one to start with.
 - 8 But I can't remember who.

Reference and practice 4.3 Workbook page 116

- 9 Read the dialogue. Which words could be left out according to the rules in exercise 8?
- A What shall we do about spatial intelligence then? How shall we go about that intelligence?
 B Let's get them to watch a film in French. Do you know any French films?
 A I know one or two films. But wouldn't a documentary be better?
 B I saw a great documentary once, but I can't remember where I saw it.
 A There are bound to be loads of them on the internet. I can have a look if you'd like me to have a look.
 B We could look on a history website. Those documentaries will be the most suitable documentaries.
 A Maybe. OK, I'll do some research on YouTube and you do some research on the history websites.
- 10 **SPEAKING** Work in groups of four. Choose one of the topics below and plan a class to teach it using as many intelligences as possible. During your discussion, try to avoid repetition by using ellipsis.
- the countries of South America ■ the body's digestive system ■ ordering a meal in a foreign language

1 SPEAKING Study the photos and answer the questions. Then read the introduction and the extract from the play *Pygmalion* by G.B. Shaw, and compare your answers.

- Where are the three characters in the first photo? What do you think is the relationship between them?
- How has the appearance of the woman changed in the second photo? What may have happened to cause this transformation?

2 Read the extract again. Are the sentences true (T) or false (F)? Correct the false ones.

- The note taker is rather modest about his talents.
- His profession is a lucrative one.
- Park Lane is a more prestigious neighbourhood than Kentish Town.
- The note taker is respectful towards the flower girl.
- The flower girl finds the note taker's English incomprehensible at times.
- The note taker believes that he could change the flower girl's destiny.
- The gentleman finds the note taker's claim implausible.
- They arrange to meet at Professor Higgins' house.

V insight Word analysis

3 Answer the questions referring closely to the extracts.

- Which noun does Professor Higgins use to describe a strong accent? Which places does he mention where people speak with this kind of accent?
- Which noun does he use to describe people who act as if they were superior to others? In which part of London does he imply these people can be found?
- How does Professor Higgins describe the building where the three characters are sheltering? What kind of place might he be referring to?
- Which creature does Professor Higgins compare the flower girl's annoying behaviour to? In the comparison he uses, which word describes the girl's bad temper and which describes the low sound she is making?
- How does Professor Higgins describe the flower girl's uneducated way of speaking? Which two parts of a street does this usually separate?
- Which phrase does Professor Higgins use to refer to the lowest level of society? What usually gathers in this part of the road and where is it taken?
- Which formal adjective does Professor Higgins use to imply the enormity of the insult caused by the flower girl's speech to the English language? What is the usual position of this adjective?
- Which informal phrase does Colonel Pickering use to suggest that he and Professor Higgins should talk together? How much do you think they will have to say to each other?

4 SPEAKING Work in pairs. Discuss the questions.

- Which aspects of British society does *Pygmalion* explore?
- What can you infer from the extract about the writer's opinion of British society?



Pygmalion

Act 1

It is 11.15 and a group of people are sheltering from the rain, as the English are wont to do. They have gathered in the driest spot in Covent Garden: the porch of a church. Among them are a poor flower girl who is still at work and a man behind a pillar taking notes in the dark. When a gentleman arrives, the flower girl tries to sell him a flower. He gives her some change, but a bystander warns that it looks as if a police informer is taking notes on her activities. The other bystanders protest, but every time somebody speaks up, the man taking notes responds by declaring where that person was born, distinguishing the rich from the poor by their accents. The rain clears, leaving the Flower Girl, the Note Taker and the Gentleman in the porch.

THE GENTLEMAN *(returning to his former place on the note taker's left)* How do you do it, if I may ask?

THE NOTE TAKER Simply phonetics. The science of speech. That's my profession; also my hobby. Happy is the man who can make a living by his hobby! You can spot an Irishman or a Yorkshireman by his brogue. I can place any man within six miles. I can place him within two miles of London. Sometimes within two streets.

THE FLOWER GIRL Ought to be ashamed of himself, unmanly coward!

THE GENTLEMAN But is there a living in that?

THE NOTE TAKER Oh, yes. Quite a fat one. This is an age of upstarts. Men begin in Kentish Town with £80 a year, and end in Park Lane with a hundred thousand. They want to drop Kentish Town; but they give themselves away every time they open their mouths. Now I can teach them—

THE FLOWER GIRL Let him mind his own business and leave a poor girl—

THE NOTE TAKER *(explosively)* Woman: cease this detestable boo-hooing instantly; or else seek the shelter of some other place of worship.

THE FLOWER GIRL *(with feeble defiance)* I've a right to be here if I like, same as you.

THE NOTE TAKER A woman who utters such depressing and disgusting sounds has no right to be anywhere — no right to live. Remember that you are a human being with a soul and the divine gift of articulate speech: that your native tongue is the language of Shakespear and Milton* and The Bible: and don't sit there crooning like a bilious pigeon.

THE FLOWER GIRL *(quite overwhelmed, looking up at him in mingled wonder and deprecation without daring to raise her head)* Ah-ah-ah-ow-ow-ow-oo!

Articles

5 Find phrases 1–10 below in the extract and discuss the use of articles. Think about the points below.

- **focus:** general / specific, unique, obvious, old / new / restated information
- **nouns:** countable / uncountable, singular / plural, abstract, proper
- **adjectives:** superlative forms, groups of people (*the old, the infirm*), abstract ideas (*the supernatural, the unknown*), nationality adjectives (*the French, the Swiss*)
- **prepositional phrases:** uncountable noun + *of* (*the history of England*) fixed expressions (*at home*)
- **quantity:** *a* = one, relating one unit to another (*60 km an hour, twice a week*)

- 1 the rain (line 1) / the driest spot (line 2) / the dark (line 5)
- 2 a poor flower girl (line 4) / the poor (line 10) / the English (line 2)
- 3 at work (line 4) / behind a pillar (line 5)
- 4 a gentleman (line 5) / the Gentleman (line 12)
- 5 phonetics (line 16) / the science of speech (line 16)
- 6 the man (line 9) / an Irishman (line 18) / a Yorkshireman (line 19) / men (line 26)
- 7 £80 a year (line 27) / a hundred thousand (pounds) (line 27)
- 8 The Bible (line 43) / defiance (line 36)
- 9 sounds (line 39) / a sound (line 49)
- 10 a student (line 67) / Colonel Pickering (line 69)

Reference and practice 4.4 Workbook page 116

6 Complete the text with *a / an, the* or no article (–).

THE LONDON DIVIDE

When ¹ Londoner asks another Londoner where he or she lives, they both know exactly where ² conversation is going depending on the answer. For in ³ capital, East is East and West is West and never the twain shall meet. Or will they?

The West End is traditionally home to ⁴ old money, ⁵ ancient families and the middle and upper classes. The streets are traversed each day by trendy yuppies – here ⁶ consultant, there a bunch of lawyers – all of them heading to ⁷ work. These are joined by graduates from ⁸ finest institutions in the land, holding posts with salaries in excess of £100,000 ⁹ year.

The East End, on the other hand, is where the lower classes are to be found. Less than ¹⁰ mile away, cramped terraces occupied by ¹¹ unemployed line narrow streets, and disused industrial buildings blight ¹² landscape.

Yet there is ¹³ hope, as things seem to be changing. The wealth of the City has begun to rub off on the East End, and billions have been invested in the area. Could this be ¹⁴ end of the East / West divide? Only ¹⁵ time will tell.

7 SPEAKING What kind of regional differences exist in your country? What sorts of problems can they cause? Consider these points:

- history ■ language ■ politics ■ religion ■ sport ■ wealth

THE NOTE TAKER *[whipping out his book]* Heavens! what a sound! *[He writes; then holds out the book and reads, reproducing her vowels exactly]* Ah-ah-ah-ow-ow-ow-oo! 50

THE FLOWER GIRL *[tickled by the performance, and laughing in spite of herself]* Garn!

THE NOTE TAKER You see this creature with her kerbstone English: the English that will keep her in the gutter to the end of her days. Well, sir, in three months I could pass that girl off as a duchess at an ambassador's garden party. I could even get her a place as a lady's maid or shop assistant, which requires better English.

THE FLOWER GIRL What's that you say? 60

THE NOTE TAKER Yes, you squashed cabbage leaf, you disgrace to the noble architecture of these columns, you incarnate insult to the English language: I could pass you off as the Queen of Sheba*. *[To the Gentleman]* Can you believe that? 65

THE GENTLEMAN Of course I can. I am myself a student of Indian dialects; and—

THE NOTE TAKER *[eagerly]* Are you? Do you know Colonel Pickering, the author of *Spoken Sanscrit*?

THE GENTLEMAN I am Colonel Pickering. Who are you? 70

THE NOTE TAKER Henry Higgins, author of Higgins' Universal Alphabet.

PICKERING *[with enthusiasm]* I came from India to meet you. 75

HIGGINS I was going to India to meet you.

PICKERING Where do you live?

HIGGINS 27A Wimpole Street. Come and see me tomorrow.

PICKERING I'm at the Carlton. Come with me now and let's have a jaw over some supper. 80

HIGGINS Right you are.

Glossary

* That's (=That's): G.B. Shaw disliked punctuation, especially apostrophes, so he often simply omitted them in his writing.

* John Milton (1608–1674) was an English poet, best known for the epic poem *Paradise Lost*.

* the Queen of Sheba: a very wealthy monarch mentioned in some religious texts. Often used figuratively for a person who spends money as if they were rich without actually being so.



- 1 **SPEAKING** Match teaching methods 1–3 to definitions a–c. Which of these methods have you experienced? Which of the three do you think is the most effective? Why?

- | | |
|-----------------|--|
| 1 mixed ability | a students are placed with students of similar ability in a particular subject, e.g. maths |
| 2 setting | b students of a similar level are grouped together for all subjects |
| 3 streaming | c students of varied abilities are taught together |

- 2 Read the essay. Which of the methods in exercise 1 does the writer prefer? Why?

STRATEGY

Recognizing formality and marked language

The style of academic writing is usually quite formal, e.g. in essays, reports, job applications and letters of complaint. However, to make the writing appeal more to a general audience, writers sometimes use marked language: words and phrases of a different style, such as phrasal verbs, idioms, proverbs and colloquial expressions. You need to be able to recognize marked language so as not to overuse it or use it inappropriately. It is often safer to put marked language in quotation marks in order not to sound awkward.

- 3 Find five examples of marked language in the essay and match them to the more formal equivalents below.

- | | |
|--|------------------------|
| 1 depositing | 3 high-achievers |
| 2 an unavoidable choice between two alternatives | 4 hinders |
| | 5 reach the same level |

- 4 Identify the marked language in sentences 1–6. Then use the words below to rewrite the sentences so that they are more stylistically appropriate.

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

- Psychiatrists are expected to make assessments that are unequivocally spot on.
- It is not hard to be taken in by the performance of compulsive liars on lie detector tests.
- For a series of tests to be successful, volunteers need to have a breather between each one.
- Some therapists require patients to relive their past without missing out any details.
- The idea that opposites attract is regarded as somewhat far-fetched in general.
- Temporary paralysis is occasionally pinned on some kind of disease.

V insight Comparison and contrast

- 5 Study the nouns in the table. Which nouns refer to similarities and which to differences? Complete the adjectives with the suffixes *-able*, *-ed*, *-ent*, *-ing*, *-ory* and *-ous*. Then check your answers in the essay in exercise 2.

| noun | adjective |
|----------------|------------------------------|
| analogy | analogous |
| contradiction | ¹ contradict_____ |
| correspondence | ² correspond_____ |
| disparity | ³ dispar_____ |

| noun | adjective |
|-------------|----------------------------|
| divergence | ⁴ diverg_____ |
| homogeneity | ⁵ homogene_____ |
| interchange | interchangeable |
| variance | ⁶ vari_____ |

- 6 Complete the second sentence so that the meaning is similar to the first. Use the comparative or superlative form of the adjectives and adverbs in brackets, or (not) *as ... as*. Write three to five words. Sometimes more than one answer is possible.

- With streaming, groups of students are homogeneous.
With streaming, each student in a group **is as able as** the next. (able)
- There is a contradiction between the high demands made on teachers and the few resources available to them.
The more resources available to teachers, _____ that can be made on them. (high)
- The disparity between high and low achievers is growing.
High and low achievers are growing _____ apart. (far)

- 4 An analogy is often drawn between the intensity of the competition at school and in a race. It is often said that students have to compete _____ in a race. (intensely)
- 5 The motivation of low achievers in a class does not usually correspond to that of more able students.
Low achievers are usually _____ students in a class. (motivated)
- 6 The variance in the performance of teachers affects the success of mixed-ability classes. Some teachers _____ others, which affects the success of mixed-ability classes. (good)

Streaming students is more effective than teaching them in mixed-ability classes. Discuss.

Every so often, the Ministry of Education issues new and sometimes contradictory instructions as to how the nation's children should be taught. The truth is that there are valid arguments for and against both streaming and mixed ability. In this essay I aim to explore the most convincing of them.

The usual argument in favour of streaming is that it raises academic attainment. The higher-achieving students progress at their own pace while allowing those at the bottom of the ability range to 'catch up' in their corresponding groups. While this appears to make sense on paper, 'dumping' all the lower achievers in one class can have a negative effect on their motivation. Streaming may slightly improve the performance of the 'bright sparks', but this in no way compensates for the divergent results of the rest.

The advantage of mixed ability, on the other hand, is the peer support that weaker students receive from those with a better grasp of the subject. The method also has social benefits, as each class is a disparate group of students from varied backgrounds who possess various skills that they can exchange with one another. The main argument against the method, however, is that the poor achievers tend to monopolize the teacher's

attention, which often 'holds up' the progress of the other students in the class.

In my opinion, the debate should not be 'either / or', but a compromise between the two teaching methods. While mixed-ability classes promote equality, teaching lower achievers in smaller homogeneous groups is much more effective for those individuals. In conclusion, I believe that students should be grouped into sets for core subjects, such as maths and languages, but should otherwise stay within their peer groups. This would be beneficial to all concerned and would result in raising standards all round.



WRITING GUIDE

■ Task Write a for and against essay on one of the topics below.

- 1 'Brain training games do more harm than good.' Discuss.
- 2 'It takes more than intelligence to achieve lifetime goals.' Discuss.

■ Ideas Make notes about:

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

■ Plan Follow the plan:

Paragraph 1: Write an introduction with a clear outline of the topic, and state your purpose.

Paragraph 2: Present the main argument in favour of the statement in the essay topic, and any counter-arguments.

Paragraph 3: Present the main argument against the statement in the essay topic, and any counter-arguments.

Paragraph 4: Write a conclusion, giving your own balanced opinion.

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

■ Check Check the following points:

- Have you included a hook in the introduction?
- Have you made your essay more interesting by including some marked language?
- Have you presented a balanced argument by using comparisons?
- Have you checked grammar, vocabulary, spelling and punctuation?

Vocabulary insight 4 Academic vocabulary

- 1 Study the dictionary entry for *facilitate*. Which labels show that this word is typically used in academic writing? Which of the near-synonyms below would also be appropriate in academic writing? Use a dictionary to help you.

■ help ■ aid ■ speed up ■ assist ■ help out ■ lend a hand

fa-cil-i-tate *verb* /fə'silitet/ *verb* -sth (formal) to make an action or a process possible or easier. The new trade agreement should facilitate more rapid economic growth.
 • Structured teaching facilitates learning. → **fa-cil-i-ta-tion**
note /fə'silitet/ noun [U, sing.]

STRATEGY

Academic style

Academic vocabulary typically includes:

- verbs of Latin or Greek origin which have clearly defined meanings: *impede, constitute, dispose*
- adjectives that are objective and measurable: *significant* rather than *big*, *inaccurate* rather than *wrong*
- expressions that are specific rather than vague: *objects* rather than *things*, *the majority of the population* rather than *everyone*

Vocabulary that may stand out as marked in academic writing includes:

- many phrasal verbs and common (Anglo-Saxon) verbs: *get, do, make, put*
- highly subjective, evaluative adjectives: *disgusting, appalling, fantastic, wonderful*
- informal expressions and idioms: *bright spark, dodgy, pick sb's brains*

phe-nom-e-non *noun* /fə'nɒmɪnən; NAmE fə'nɒmɪnən/ noun (pl. *phenomena* /fə'nɒmɪnə; NAmE fə'nɒmɪnə/) a fact or an event in nature or society, especially one that is not fully understood: Globalization is a complex phenomenon that affects many aspects of our lives. • Deserts are natural phenomena, but desertification is the expansion of desert areas. • the ~ of sth These theories do not adequately explain the phenomenon of religion. • grammar note at DATA

• **ADJECTIVE** • **PHENOMENON** recent, new • widespread • global • complex • interesting • observable • empirical • natural • physical • biological • mental • social • cultural • linguistic • electromagnetic This population explosion is a new social phenomenon seen only in the capitalist epoch.

• **VERB** • **PHENOMENON** observe • experience • exhibit • describe • investigate, study, explore, examine, analyse • explain • understand • know • discover • illustrate • model Companies must understand the social networking phenomenon, and be aware of the possibilities afforded by advertising and sponsorship.

STRATEGY

Irregular plural nouns

English nouns which originated in a foreign language, such as Latin or Greek, often have two plural forms: the foreign plural spelling and an English one. For example, *index* (singular) → *indices* (Latin plural) or *indexes* (English plural), *millennium* (singular) → *millennia* (Latin) or *millenniums* (English). The foreign plurals are considered more formal and are preferred in academic writing.

A number of scientific and technical nouns of Latin and Greek origin have only irregular plural forms: *analysis* – *analyses*, *axis* – *axes*, *basis* – *bases*, *hypothesis* – *hypotheses*, *criterion* – *criteria*, *phenomenon* – *phenomena*, *bacterium* – *bacteria*, *datum* – *data*, *medium* – *media*, *stratum* – *strata*, *nucleus* – *nuclei*, *stimulus* – *stimuli*

Some nouns, like *data* and *media*, are mainly used in the plural. In informal speech, these are often used with a singular verb form: *The data clearly shows we're having a positive effect*. In academic writing, however, this is considered incorrect and a plural verb form is used: *These data show a statistically significant gender difference*.

- 2 Read the strategy above. Identify the marked words or phrases in sentences 1–6. Rewrite the sentences with the correct form of the words below. There are three words that you do not need. Use a dictionary to help you.

■ cease ■ dispose ■ hinder ■ inaccurate ■ improper
 ■ object ■ significant ■ species ■ substance

- 1 It has been suggested that these figures are way out and should be discounted.
- 2 There are numerous advantages of using DNA sequences to identify different kinds of creatures.
- 3 There are often massive differences between the genders in terms of employment patterns.
- 4 Regulators must ensure that risk management measures do not unnecessarily get in the way of scientific progress.
- 5 These patients experience acute adverse reactions to foods known to contain certain stuff.
- 6 Appropriate procedures should be in place to get rid of clinical waste.

- 3 Study the entry for *phenomenon* from a specialized dictionary of academic English. What types of information does it give you about how the word is used in academic writing?

- 4 Read the strategy above. Complete the sentences with nouns from the strategy box in the appropriate singular or plural form for an academic context.

- 1 The area responded to _____ from the nerves to the left and right of the damaged nerve.
- 2 Thousands of papers have been published offering various _____ about the processes that occur in the brain as neurons die.
- 3 It is too early to evaluate the effectiveness of online counselling as it is still a relatively new _____.
- 4 Detailed _____ are available by category and by time period in Appendix 5.
- 5 A second _____ for evaluating an economic system is fairness, which assesses the distribution of the system's burdens and benefits.
- 6 Most countries publish several price _____ which show the cost of living, such as the consumer price _____ and the producer price _____.

Dictionary entries from *Oxford Advanced Learner's Dictionary* 9th, Oxford University Press 2015 and *Oxford Learner's Dictionary of Academic English*, Oxford University Press 2014

Vocabulary

1 Complete the sentences with an expression with *brain*.

- She admits to being quite forgetful and _____.
- Educational games and _____ are being used in classrooms with good results.
- Hounsfield and Cormack are _____ the CT scanner, which originally just took images of the head.
- Doctors always _____ of other professionals before agreeing on the best long-term treatment plan.
- In order to protect their _____, inventors should apply for a patent at the earliest opportunity.
- After hearing the same argument repeated over and over again, he was _____ into believing it.

Marks ____ / 6

2 Match the synonyms below.

■ make out ■ team up ■ hold up ■ pin on ■ pass on
■ reel off

- | | |
|------------------------|-----------------------|
| 1 impede / _____ | 4 discern / _____ |
| 2 recite / _____ | 5 collaborate / _____ |
| 3 attribute to / _____ | 6 transmit / _____ |

Marks ____ / 6

3 Choose the correct answers.

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

Marks ____ / 6

4 Complete the text with the correct form of the words below. There is one word that you do not need.

■ worship ■ croon ■ brogue ■ incarnate ■ upstart
■ gutter ■ bilious

My grandfather was a ¹ _____ man whom you'd have thought would never be a parent, let alone a grandparent. A man with a rough London ² _____, he always took time to look smart. He deplored my generation. 'You kids have forgotten the values of the past', he would ³ _____ in a sing-song voice. He looked back at his own upbringing fondly: a time when there were fewer ⁴ _____ and young people ⁵ _____ their elders. If I had contradicted him, I'm sure I would have been banished to the ⁶ _____!

Marks ____ / 6

Grammar

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

Have you ever ¹ _____ (stop / think) about how difficult a process reading is? Few people can ² _____ (succeed / read) without being taught how to do so. Our brains multitask when we read. They ³ _____ (let / connect) the letters and sounds together and put them in the right order. They also have to link each word to our knowledge of its meaning. For people with dyslexia, these processes can be a challenge.

Research has ⁴ _____ (help / understand) that dyslexia is not connected in any way with intelligence. People who have the condition often develop creative skills which ⁵ _____ (enable / work out) what is written in an alternative way. It is not known if dyslexic people are naturally creative, or whether it comes from hours ⁶ _____ (sit / engage) in deciphering the meaning of texts. While ⁷ _____ (try / read) may initially prove problematic, it can be overcome with the right support.

Marks ____ / 7

6 Rewrite the sentences using an infinitive or -ing form in the continuous, perfect and passive. Sometimes more than one answer is possible.

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

Marks ____ / 6

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

- _____ government should do more to help _____ homeless.
- Is Hastings _____ town in _____ south of England.
- _____ speed limit on motorways is seventy miles _____ hour.
- _____ best poem I've ever read is E.A. Poe's *The Raven*.
- G.B. Shaw was _____ Irish playwright.

Marks ____ / 8

Total ____ / 45

Listening

- 1  1.19 Listen to the recording. Are the sentences true (T) or false (F)?

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

Speaking

- Work in groups. Make a list of the types of technology used in schools. Discuss the advantages and disadvantages of each.
- Work in groups. You are going to give a presentation on how technology is used in education in your country. Prepare a plan of your presentation. Deliver your presentation to the rest of the class. After you have listened to all of the presentations, decide on two ways in which the use of technology in education could be improved.

Reading

- 4 Complete the article with sentences A-H. There are two sentences that you do not need.

- It can be concluded from this that nature obviously makes a major contribution as well.
- Scientists will no doubt be picking the brains of many more sets of twins for many years to come.
- School and family life were found to have contributed to just over a third of the differences in grades, while unique environmental factors accounted for the remaining six per cent.
- In other words, the team were as close as they ever thought possible.
- Intelligence simply cannot be triggered by the presence of one or two individual genes, but rather a vast number of genes, many of which are yet to be identified.
- The reason why the researchers studied both identical and non-identical twins was because it enabled them to distinguish between genetics and environment.
- That said, the role of nurture should not be underrated.
- That is not to say that we aren't getting closer to finding an answer though.

A twin study:

Wired or acquired?

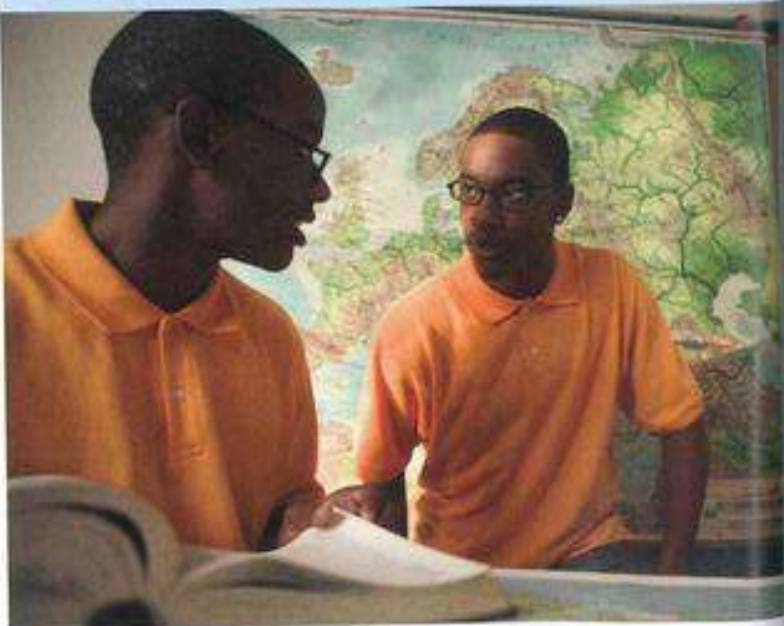
The age-old debate of nature versus nurture centres on the relative contributions of genetic inheritance and environmental factors to human development. The issue has often been discussed with regards to an individual's behaviour, personality, musical ability and sporting prowess. But it's how it relates to intellectual ability that is of most interest to scientists at King's College, London. They conducted research involving a group of 11,000 identical and non-identical twins aged sixteen in order to try to shed some light on the matter.

For example, if test results are more similar in identical twins than in non-identical twins, it would prove that nature might play a bigger part. Since the twins had been brought up in the same household with the same parents and the same schooling, it's the closest researchers are ever going to get to both an environmental and a DNA match.

The research team, which was led by Nicholas Shakeshaft from the Institute of Psychiatry, claimed that genetic influence explains almost 60% of the differences in students' exam results in core subjects such as maths, English and science.

These findings appear to have confirmed that there is indeed a stronger connection between nature and intelligence than between nurture and intelligence.

Scientists were quick to clarify that the findings didn't mean that genetics explained 60% of a student's performance, but that they explained 60% of the differences between individuals. Or to put





it another way, if environmental changes were to take place, the influence that genetics had on the academic achievements of that particular student would stand a good chance of changing, too.

Prior to this study, scientists already knew that there is no single key indicator of intelligence in our genes.

4 Although the genes we get passed down to us from our parents are certainly influential regarding traits like intelligence, the process is very complicated. It relies on our environmental situation as well as our genetic code.

Professor Robert Plomin, also from the Institute of Psychiatry at King's College, pointed out that the large part genetics plays in educating children should not be underestimated or undervalued. It is anticipated that the findings of the research could have wide-reaching implications for the school system and the way that pupils are taught. However, a representative from the Medical Research Council, which provided financial backing for the study, warned that much more research would need to be carried out before any major educational changes would be put into place.

Whilst the results of this study are certainly revealing, there is by no means a definitive answer to the question of whether our academic ability is more closely linked to genes or how we are brought up and the chances we get in life. 6 All of this research is done in an attempt to enhance our knowledge of the intricate workings of the human brain, but it seems there are still limitations to what is possible to discover through science. Until that changes, the debate looks set to continue.

Grammar

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

- 1 Anthropologist Dr Sherwood said, 'Most humans' brains will be 15% lighter by the time they are eighty' (that / would)
- 2 Researchers acknowledge that they are baffled by why the human brain shrinks with age. (admit / to)
- 3 Many people recall that they were taught about the similarity between apes and humans at school. (remember / been)
- 4 There is evidence that humans are more vulnerable to age-related diseases than chimpanzees. (proven / less)
- 5 A group of eighty healthy volunteers between the ages of 22 and 88 consented to be examined by scientists. (allow / them)
- 6 Older people often can't remember what someone has told them because the 'thinking' area of the brain usually deteriorates before the 'motor' area. (tend / forget)
- 7 Dr Sherwood thinks the reason why people are living longer is because of the need to help raise their grandchildren. (due / to)
- 8 When Dr Sherwood was interviewed, his mother was babysitting his daughter. (happened / be)

Writing

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

'IQ tests should be used widely for educational placement, assessment and evaluating job applicants.' Discuss.

- 1 **SPEAKING** Imagine you are going on a long journey. What form of travel would you choose? What are the advantages and disadvantages of this form of travel? Then read the article. Which form of travel is it about? Does it have any disadvantages?
- 2 Read the article again. Are the sentences true (T), false (F) or not given (NG)?
- The writer describes a journey he took during a visit to Russia.
 - A real journey on the Trans-Siberian Railway takes six days to complete.
 - The writer experiences the sights and sounds of the Russian countryside on the virtual railway.
 - The writer has been in mortal danger more than once in real life.
 - The online game affects the writer physically as well as mentally.
 - He wishes his travel experiences were more authentic.
 - Conventional travel is one of his favourite activities.
 - He has experienced inconveniences when travelling in the real world.

3 **SPEAKING** Answer the questions.

- According to the writer, how does virtual travel compare with the real thing?
- How would you answer the writer's final question?
- What do you think is the future of conventional travel?

STRATEGY

Making inferences: figurative language

Sometimes familiar words appear with an unfamiliar meaning, or surrounded by other words that form an idiom or set phrase. Interpreting figurative language requires the reader to make inferences using prior knowledge and contextual information. To make an appropriate inference:

- Use your own knowledge about the topic.
- Look for contextual clues around the word or phrase.

4 Read the strategy. Then answer the questions.

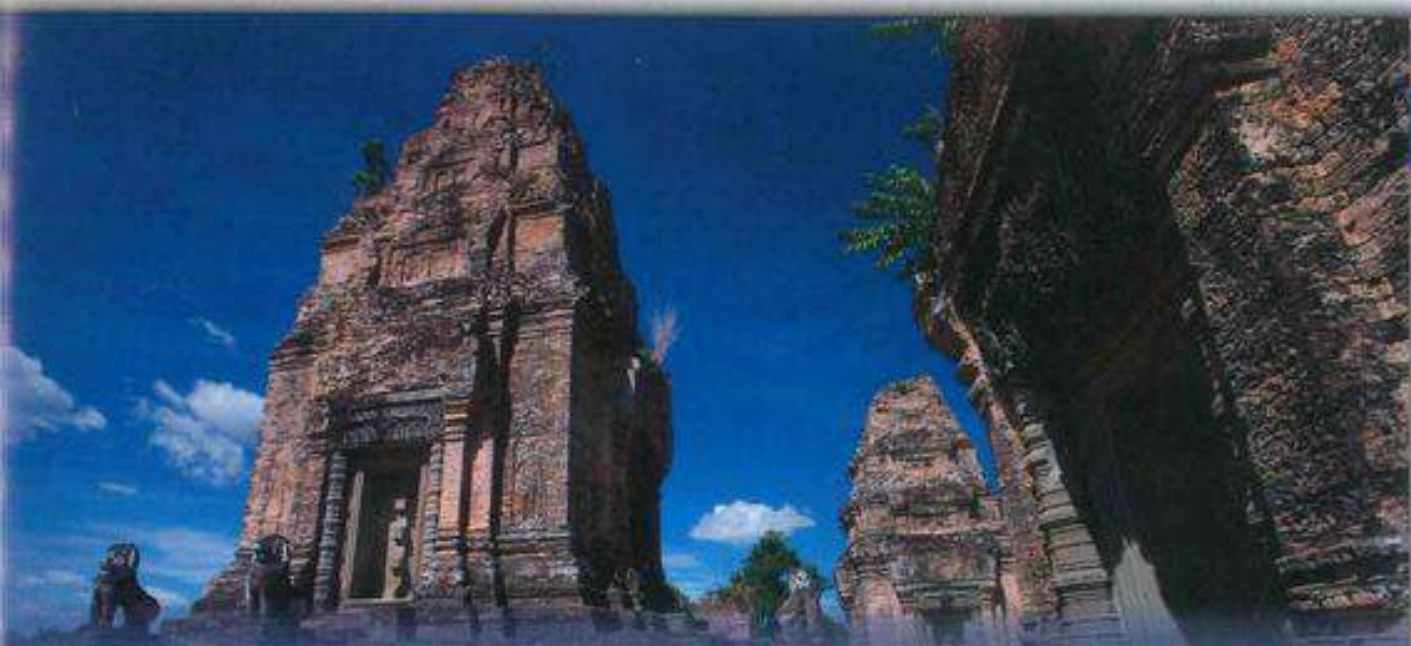
- What are the literal meanings of *road*, *path*, *track* and *way*?
- Study the underlined phrases in the text (1–12). Are the meanings of *road*, *path*, *track* and *way* the same as in question 1?
- Think about the context and use your own knowledge to explain the meanings of the phrases with *road*, *path*, *track* and *way*.

Travel: the final destination

Who hasn't heard of the Trans-Siberian, the world's most famous long-distance railway, connecting Moscow to the Russian Far East? But how many of us have actually made the journey? I count myself lucky, for it was only this morning that I hopped on board at Yaroslavl's Rail Terminal. On the guard's whistle, the train **chugged** out of the station and slowly gathered speed. In no time at all, we were **accelerating** out of the capital into the outlying districts, each one impossible to differentiate from the next. Later, we were **gliding** across the longest river in Europe, the Volga, and later still, we were **hurtling** through the majestic Ural Mountains. By midday, the train was **pulling up** at the station in Vladivostok, the largest port on Russia's Pacific coast. How did I manage to cover the 9,289 km route in the space of just one morning? By going on a virtual tour along the railway online – that's how!

It was the wonderful new video-map produced by Google Russia and Russian Railways that made my trip possible. Composed of a series of shots from the window of a Trans-Siberian carriage, the video shows the perspective of a passenger enjoying the scenery as it flashes by. Colourful videos of the cities en route and intriguing tales of their history complement the window seat footage, and the user is spoilt for choice for a soundtrack: the options range from a reading of classic Russian literature to Russian radio stations or music played on a balalaika, the nation's equivalent of the guitar. I opted for something more authentic and clicked on the rumble of the train wheels to accompany me as I **advanced** across two continents. The fact that the creators succeeded in transporting me to that Trans-Siberian carriage – mentally, if not physically – shows they are **on the right track** in their efforts to simulate reality.





Virtual travel is one of my passions, but it is not only online tours that I appreciate. Another of my preferred destinations is the digital world of my games console. Gaming has ²come a long way since its birth in the 1970s, and today the experience is more lifelike than ever. After loading the disc, I lean back on the sofa with my wireless controller and join 50,000 other gamers from all corners of the world. ³Our paths cross in virtual reality as we attempt to defend our terrain from enemies who are prowling around close by. Stealthily, I make my way down the stone corridor of a temple, ⁴stopping dead in my tracks whenever I hear a noise. The temple looks suspiciously like Ta Prohm, one of the most stunning of the temples in the complex that makes up Angkor Wat in Cambodia. ⁵Creeping along, I can feel the adrenalin running through my blood and the rough stone of the walls under my fingertips. I may be going over the top regarding the texture of the walls, but it really does feel as if I am in the temple in person. As a result, I ⁶lose track of time, and it is not until the early hours of the morning that my head hits the pillow.

To my great satisfaction, it appears that I am not alone in my obsession with virtual travel. A report published recently has shown that the number of people like me is increasing rapidly. The *Future of Free Time* report has revealed that today, many of us prefer socializing via the internet and using games consoles to going out and seeing the world for ourselves. In fact, the report predicts that current habits are ⁷smoothing the path for the emergence of a new generation that will have no inclination to leave the house whatsoever. The report calls these people 'Go-Nowhere Gamers' and explains that, ultimately, the group is likely to reject travel altogether in favour of gaming and social media. So is this ⁸the end of the road for conventional travel?

Those in favour of the real thing do not think so, arguing that virtual travel is greatly inferior to actually being ⁹on the road, because of the lack of sensory experience. Admittedly, technology is as yet unable to reproduce all five of the senses. In the course of my virtual journeys, I have seen the sights of distant lands and, in some cases, heard the sounds, but regrettably I have never been able to smell the fragrance of wild flowers in the air, nor taste exotic food sold by vendors on street corners. Neither have I felt the cool breeze on my face or the dry leaves crunching under my feet as I ¹⁰stride along. However, that is not to say that these sensations will not be available in the future. Technology is advancing rapidly and innovations such as 3D TV and motion sensors have already ¹¹made their way into the home. I am convinced that ¹²further down the road, programmers will have found a way to stimulate every single one of the senses during my forays into the digital world, although the perfect simulation is still ¹³a long way off.

And let's face it, real travel can be such a drag. In my own limited experience of airports, the endless queues and frequent delays are enough to try anybody's patience. At the other end, the prospect of lost luggage, stolen valuables and even natural disasters means that holidays quickly lose their appeal. Fares are continually rising, and on top of this, we are constantly reminded of the carbon footprint we leave behind whenever we do actually ¹⁴hit the road. With real travel becoming increasingly unpleasant, unaffordable and unsustainable, is it any wonder that people like me are turning to virtual travel to fulfil our desire to be somewhere else? Personally, I would rather ¹⁵stroll around the streets of Vladivostok from the comfort of my own home than risk harming the environment – and my bank account – on a week away that might go horribly wrong. Wouldn't you?

V insight Phrases with road, path, track and way

- 5 Read the text below. Replace the words in *italics* with six of the phrases in exercise 4. Use the correct form of the verbs.

I ¹have been unable to remember the number of times that I have visited Tredegar House, a stately home in Newport. I always try to pass by whenever I am ²travelling in Wales. This morning, I ³halted in surprise when I noticed the new disabled access kiosk outside the main entrance. Apparently, the kiosk uses narrated videos and panoramas to present the areas of the house that are only accessible by stairs. These kiosks mean that coming across an obstacle doesn't have to be ⁴the point where it is impossible to continue for people with mobility problems. The company that makes them is ⁵likely to be successful in making listed buildings accessible to disabled people. We can only hope that ⁶at some point in the future, all of the nation's monuments will have at least one disabled access kiosk outside.



V Verbs of movement

- 6 Study the highlighted verbs in the article. Which part of speech often follows these verbs? Why? Which verbs refer to people, which to vehicles and which to both?

- 7 Discuss which aspect of movement is emphasized by each of the verbs in exercise 6. Think about manner, sound, speed, intention and direction. Then decide which of the verbs best describe the movement of the agents below.

- | | |
|-----------------------------|---------------------------|
| ■ a barge on a canal | ■ a racing car on a track |
| ■ skaters on an ice rink | ■ a hunter in a forest |
| ■ pedestrians on a pavement | ■ a taxi on a main road |

- 8 **SPEAKING** Have a class debate on the motion below. Follow the instructions.

'Conventional travel will always be superior to virtual travel.'

- Group 1: find the arguments in the text for and against conventional travel.
Group 2: find the arguments for and against virtual travel. Then, add your own arguments to your list.
- Decide whether you are for or against the motion and sit with the students who have the same opinion.
- Hold the debate. Take it in turns to give your opinions. Then have a class vote.

Vocabulary bank Road traffic accidents page 138

DVD extra The Beijing subway

- 1 **SPEAKING** Look at the photo and answer the questions.



- What is the man doing and why?
 - What are the advantages and disadvantages of this method of travelling?
 - From where you live, how far do you think someone could travel using this method?
- 2 **1.20** Listen to a news report. Why did Paul Smith make the journey? How is his method of travelling similar to the one in exercise 1? How is it different?
- 3 Study the pairs of sentences below. Which sentence in each pair is more emphatic? What is being emphasized in each sentence?
- a World travel may be interesting, but you need a lot of money to do it.

b Interesting as world travel may be, you need a lot of money to do it.
 - a The networking site Twitter helped him on his way.

b It was the networking site Twitter that helped him on his way.
 - a He ran the idea by his wife, Jane, back home.

b Back home, he ran the idea by his wife, Jane.
 - a He hoped to end up at Campbell Island.

b The place where he hoped to end up was Campbell Island.
 - a He could only spend money on food and drink.

b All he could spend money on was food and drink.
 - a The first person offered Twitchhiker an overnight ferry trip to Amsterdam.

b What the first person offered Twitchhiker was an overnight ferry trip to Amsterdam.
 - a There were no ship's captains on Twitter in the area, which was a problem.

b The problem was that there were no ship's captains on Twitter in the area.
 - a Paul managed to reach New Zealand using Twitter.

b Paul did manage to reach New Zealand using Twitter.

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

4 Study emphatic sentences 1–8 in exercise 3. Then match them to categories a–c below.

To create emphasis we can use:

a cleft sentences:

- beginning with *It ...*, *All ...* or *What ...*
- using phrases like *The person who / that ...*, *The thing which / that ...*, *The place where ...*, *The day when ...*, *The reason why ...*, etc.

b fronting:

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

c emphatic *do* / *did*

Reference and practice 5.1 Workbook page 117

5 Rewrite the sentences using each of the prompts a–c.

- 1 He needed a boat to take him to the island.
 - a All he needed _____
 - b It was _____
 - c The problem _____
- 2 It's hard to believe, but he travelled halfway round the world.
 - a What he did _____
 - b Hard though _____
 - c He did _____
- 3 Paul's wife was waiting at the airport to take him home.
 - a It was _____
 - b At the airport, _____
 - c The person _____

6 Read about a journey being made by Ty Morin. Why is he making the journey and how is he going to finance it?



Face to face with Facebook friends

University graduate Ty Morin stands behind an old-fashioned camera. He prefers this antique model to the snappy digital cameras of today. Ty's speciality is taking portraits, and right now, ¹his Facebook friend Kelly is having her picture taken. But Kelly is not the only one of Ty's contacts that he will be photographing. This photo shoot is part of a project called Friend Request Accepted. ²Ty wants to travel around the world to meet and photograph each of his Facebook friends. His plan is to capture them doing something they are passionate about, which in Kelly's case is dancing. ³Fortunately, Ty likes meeting people, because he has nearly 800 contacts on the site.

⁴Ty was wondering how he would raise the money for his journey, and the process he uses to develop each of the portraits will also add to the cost. ⁵The crowdfunding platform Kickstarter has given Ty the answer to his financial dilemma. ⁶He posted his pitch on the site and the donations started pouring in straight away. Now Ty has over 200 backers and ⁷he has raised over \$14,000, which is hard to believe. ⁸Now he only needs to buy enough camera film to photograph all of his 788 friends.

7 Complete the sentences adding emphasis to the underlined phrases in the text in exercise 6. Include the words in brackets.

- 1 ... the person _____ (having)
- 2 What _____ (do)
- 3 Fortunately, _____ (does)
- 4 The question _____ (how)
- 5 It _____ (that)
- 6 On _____ (site)
- 7 ... hard _____ (though)
- 8 All _____ (needs)

8 SPEAKING Work in pairs. Discuss the questions.

- 1 Compare the reasons behind Paul Smith's and Ty Morin's journeys.
- 2 What other reasons do people have for going on a journey?
- 3 If money were no object, would you spend all of your time travelling? Why / why not?

- 1 **SPEAKING** Read the advert and decide if you would apply. What do you think would be the advantages and disadvantages of taking part in the mission?



Do you dream of being an astronaut?

Then why not apply for the Mars One colonization mission?

We are looking for four resilient, adaptable and resourceful people to take the seven-month journey to Mars and stay there. Applicants must be prepared to leave their families, jobs and lives behind for the one-way trip.

There will be no prospect of return.

To apply, submit your video application before 31 December this year.

- 2 **1.21** Listen to a radio interview about the Mars One mission and compare your ideas in exercise 1. What effect do the comments made by the expert have on your decision to apply?
- 3 **1.21** Listen to the interview again and choose the correct answers.
- David Whitehouse's main doubt is whether ...
 - the organizers are targeting the right sort of applicants.
 - the applicants are aware of the true nature of the mission.
 - the Mars One mission will be successful.
 - the colonists will encounter radiation on Mars.
 - The atmosphere on Mars is so deadly because ...
 - it allows too many of the sun's rays to pass through.
 - it contains too many poisonous gases.
 - it is too thick for the heat of the sun to penetrate.
 - it traps too much of the sun's energy.
 - The colonists will be unable to return to Earth because ...
 - their bones will have hardened.
 - their bodies will have got used to life in low gravity.
 - the return journey would be too long.
 - their muscles will have grown considerably.
 - According to the expert, the most pressing mental health concern is that ...
 - the colonists will receive no face-to-face professional help.
 - the colonists will be restricted to their compound.
 - the colonists will have a limited social group to mix with.
 - the colonists will certainly get anxious and depressed.
 - The success of the mission's fundraising efforts depends on ...
 - the amount donated by world governments.
 - the fortunes of a few individuals.
 - the behaviour of the participants.
 - the project's appeal to TV viewers.

V insight Commonly confused adjectives

- 4 Match the words from the interview to the correct definition.

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

- 5 Complete the text with six of the words in exercise 4. Sometimes more than one answer is possible.

The date 21 July 1969 was a(n) ¹ moment, as it was the first time humans had landed on the moon but there are, of course, other ² dates in the history of space travel, such as 28 April 2001, when the first tourist, Dennis Tito, travelled into space. Tito's ³ situation enabled him to fund the \$20 million trip himself. His first attempt to take part in a space flight had failed, not because of a(n) ⁴ hitch, but because the instructor refused to let him train, maintaining that, according to the rules of his organisation, it was ⁵ to be an experienced astronaut to travel into space. Luckily for Tito, he later found a(n) ⁶ company that was happy to have him along for an eight-day flight that orbited Earth 128 times.

- 6 **SPEAKING** Work in small groups. Discuss the questions.

- 1 What is the attraction of space travel? Why are some people willing to risk their lives for it?
- 2 Do you think space travel is worth the money? Why / why not?

Selecting the right candidate

- 7 **1.22 SPEAKING** Look at these criteria for selecting astronauts for a simulated space mission. Which ones do you think are the most important? Listen to an extract from a news broadcast and compare your ideas.

■ age ■ fitness ■ interests ■ language ■ nationality ■ personality
■ political leanings ■ qualifications ■ religion ■ social class

- 8 **1.22** Listen again and make notes on the criteria in exercise 7 that are mentioned in the extract.



Phrases for expressing emphasis

- 9 Study the comments journalists made about the simulated mission. Match the quotes to the criteria in exercise 7. Then underline two phrases for expressing emphasis in each comment.

- 1 'Not just any astronaut would tolerate being locked away for months on end.'
- 2 'No wonder they chose people who all spoke fluent English – they would have been well and truly stuck if they hadn't been able to communicate.'
- 3 'Without doubt, time would go ever so slowly if there wasn't anything you enjoyed doing.'
- 4 'No matter which sport each individual excelled at, by far the most important means of exercise on board was the gym.'

- 10 Complete the comments with the phrases you underlined in exercise 9. There are two phrases that you do not need to use.

- 1 I'd feel relieved when the mission was _____ over.
- 2 I'd be _____ grateful for the opportunity to take part.
- 3 For me, take-off would be _____ the most exciting moment.
- 4 _____ they chose the healthiest astronauts.
- 5 I can't imagine eating the same food _____.
- 6 _____, I'd get very frustrated.

- 11 **SPEAKING** Work in groups of four. You are members of the selection board for a new Mars mission. Discuss the criteria you will use to evaluate the candidates. Then study the profiles below and decide which two candidates to choose for the mission.

- 1 Ivan, 44, an architect from Russia. Eccentric cyclist.
- 2 Fatima, 25, a doctor from Bangladesh. Sensitive cook.
- 3 Patrick, 21, a science student from Ireland. Ambitious polyglot.
- 4 Frieda, 31, a pre-school teacher from Sweden. Easy-going aerobics instructor.
- 5 Julio, 29, a systems engineer from Peru. Sociable board games enthusiast.
- 6 Helen, 50, an army veteran from the USA. Mature marathon runner.

In the next five years, the Inspiration Mars Foundation will send two astronauts on a return flight to the Red Planet without landing. Successful candidates must be able to cope with the stress of living in a confined environment for up to two years.

- 1 Look at the reasons journeys were made in the past. Think of an example from history for each one and discuss what you know about the journey. Then read the article and find out the reason(s) behind the voyage of the Pilgrim Fathers.

- to explore new territories
- to escape religious oppression
- to establish new trade routes
- to conduct scientific research

- 2 Complete the article with sentences A–H. There are two sentences that you do not need.

- A Such was the fierceness of one particular storm that a main beam cracked and the *Mayflower* was nearly shipwrecked.
 B To New England between 1629 and 1640 came around 21,000 Puritans.
 C Hardly had the feast begun when they were attacked by a large group of men.
 D So great was the **crackdown** that some of the members had fled to what was then the Dutch Republic, where the laws were more lenient.
 E Not only did he teach the Pilgrims how to plant corn, but he also showed them where to fish and where to hunt beavers.
 F On the rock stood the Governor, waiting to receive the new arrivals.
 G Never before had a group of common men laid down the laws of government for an area of land.
 H No sooner had they left the port than the *Speedwell* began to leak, which led to a number of **hold-ups** on the journey.

3 SPEAKING Discuss the questions.

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

Emphatic structures: inversion

- 4 Study sentences A–H in exercise 2. Then match them to the rules below.

To create emphasis, we can use inversion after:

- 1 some negative and restrictive expressions, such as *never, no, not only, hardly ... when ... , seldom.*
- 2 *so + adjective ... that* and *such + noun ... that.*
- 3 fronting with adverbials of place, usually with verbs of place or movement, such as *come, go, lie, rush, sit, stand, walk, etc.*

Reference and practice 5.2 Workbook page 118

- 5 Find other examples of inversion after negative and restrictive expressions in the text. Add the phrases to one of the rules in exercise 4.

The Pilgrim Fathers

Rarely has history seen a journey of more importance than the 1620 voyage of the *Mayflower*, the ship which carried the Pilgrim Fathers to the New World. The settlers were named thus due to the fact that a third of them had undertaken the journey for religious reasons after suffering persecution in England. ¹

Their discomfort there, because of the language barrier, economic difficulties and a fear of losing their cultural identity, meant that the **outlook** for their future was grim. Hence their decision to sail across the Atlantic, in search of a place where they could worship as they saw fit.

Having found a sponsor, the Pilgrims chartered two ships for their upcoming voyage: the *Speedwell* to carry the Dutch Pilgrims back to England and beyond, and the *Mayflower* to load the necessary cargo in the **run-up** to their departure. On 5 August 1620, the party set sail from Southampton, complete with extra colonists recruited by their sponsor. ² The problems necessitated two stops for repairs, first in Dartmouth and then again in Plymouth. The **outcome** was that the *Speedwell* had to be abandoned because on no account could she be used for the ocean crossing. After this **setback**, the crew and passengers reassembled on the *Mayflower*, which sailed from Plymouth harbour on 6 September 1620.

The first half of the two-month Atlantic crossing went fairly smoothly, but later the ship encountered strong winds and heavy **downpours**. ³ Fortunately, the crew was able to repair the damage and also to rescue a passenger who had been swept overboard. Land was eventually sighted on 9 November, but not until two days later did the *Mayflower* cast anchor, due to a failed attempt to reach her original destination: the mouth of the Hudson River. The next month and a half was spent exploring the area in search of the best place for the settlement, which ended up being Plymouth Rock.





Scarcely had they arrived when an argument broke out between the Pilgrims and their fellow passengers. As the area had not been claimed by the King of England, neither group agreed over which laws the settlers should obey. To address their differences, a contract was drafted, 40 which promised cooperation among all of the settlers. The agreement, which became known as the *Mayflower Compact*, set down a rule by which key issues would be decided by voting, and it was signed by all the gentlemen on board. Simultaneously, a leader was voted in as the colony's first governor. 45 This means that the *Mayflower Compact* was a first: the agreement is seen as the birth of American democracy, and much later, its principles were incorporated into the US Constitution.

Winter had already set in by the time the settlers began 50 to build houses, so many of the passengers remained on board the *Mayflower*. Little did they know that only half of them would be alive the following spring. Those that survived the outbreak of a contagious disease were taken under the wing of an English-speaking Native 55 American called Squanto when they finally disembarked. Squanto had been captured as a slave by a previous group of explorers, but he had somehow managed to escape. 5

Thanks to Squanto, a successful harvest was brought in that autumn, resulting in a three-day 60 festival, in which not only the settlers took part, but also a large group of Native Americans. Many consider this to be the origin of Thanksgiving, the national holiday still celebrated today in the USA on the fourth Thursday in November. 65

By no means were the Pilgrim Fathers the first English settlers in America, but they do have the distinction of being the first group to leave their country for a reason other than to be colonists. In their new home, they were able to practise their religion freely, which encouraged 70 the members of other Christian groups to follow their example. 6 Plymouth Colony was not the largest settlement in the area, but it is recognized as the first continuously inhabited one. The Puritans' settlement grew into the city of Boston, while Plymouth Colony 75 remained relatively small and gradually evolved into the town of Plymouth. However, it is Plymouth which is known today as 'America's hometown', not Boston.

6 Write new sentences with a similar meaning beginning with one of these words or phrases.

- Never ■ No sooner ■ Not only ■ Only ■ Scarcely
■ So ■ Such ■ There

- 1 A journey will never be as important to science as the voyage of the *Beagle*.
- 2 The ship was to survey the coast of South America and also to collect specimens.
- 3 Darwin was very keen to join the expedition and so his father had to agree.
- 4 As soon as the *Beagle* had left Plymouth, Darwin became seasick.
- 5 It was only when he reached the Galapagos Islands that he found a connection between the species.
- 6 Darwin stood on the islands admiring all the strange new creatures before him.
- 7 He had only just landed when he began to write up his notes.
- 8 His fascination was such that he spent years researching his theory of evolution.

V insight Nouns formed from phrasal verbs

- 7 Study the highlighted nouns in the article and the sentences in exercise 2. Which phrasal verbs do they come from? Complete the table with the nouns.

| | |
|----------------|---------|
| verb first | run-up |
| particle first | outlook |

- 8 Make nouns from the phrasal verbs below. Use a dictionary to help you. Write the nouns in the table in exercise 7.

- bring up ■ drop back ■ fall down ■ let down ■ rise up
■ wash out

- 9 Complete the text with six of the phrasal nouns in exercises 7 and 8.

James Cook was born on a farm, which meant that he did not have a naval 1 and he had to work hard to become captain of a ship. The 2 of his first voyage to the South Pacific in the *Endeavour* was that he became the first European to see Australia's eastern coastline. The next time he headed for the area, the cold weather proved to be a 3 he could not overcome, and he was forced to return home. On his third voyage, he landed on the island of Hawaii, which is where he met his 4. During a 5 on crime, Cook attempted to take the chief of the islanders hostage when one of the ship's boats was stolen. This led to an 6 of violence during which Cook was killed by one of the islanders.

10 SPEAKING Discuss the questions.

- 1 Which other famous sea voyages do you know about? Who led the expedition, where did they go and what for?
- 2 Which journeys have played an important part in the history of your country? Describe the journeys.

- 1 **SPEAKING** Work in pairs. Look at the list of situations. Which ones have you experienced? Did you make a complaint? If not, why not? If so, how did you complain?

- A member of staff in a shop or restaurant was unhelpful or impolite to you.
- A product or service did not live up to the way it was portrayed in an advert.
- A journey you were planning suffered a last-minute cancellation.

- 2 Read the letter of complaint. Which situation in exercise 1 is the writer complaining about?

- 3 Read the letter again and answer the questions.

In which paragraph does the writer:

- 1 give a description? How does the description contrast with reality?
- 2 outline her complaint? Which phrase does she use? Which words could be substituted for 'concern'?
- 3 make a recommendation? Which phrase does she use? How would the sentence be different if she had used a verb at the beginning of the sentence?
- 4 narrate past events? Which events does she relate?

STRATEGY

Using nominalization in formal writing

Nominalization is when we use a noun instead of a verb or an adjective. We use it in formal writing for the following reasons:

- a to refer to more than one action without using multiple clauses
- b to avoid mentioning who does an action
- c to refer to a point that has already been mentioned

- 4 Read the strategy above. Then rewrite nominalizations 1–6 in the letter and match them to the reasons in the strategy.

- 1 I am writing because _____ about the advertisement ...
- 2 You _____ certain vital information from the text.
- 3 Experience revealed, however, that _____ as a place of
stunning beauty ...
- 4 The only thing that _____ was ...
- 5 I would be grateful if you would acknowledge that _____

- 5 Rewrite the underlined phrases so that the sentences have a similar meaning.

- 1 I showed that I was satisfied with the meal by leaving a large tip.
- 2 He avoids taking taxis because they are far too expensive.
- 3 We were shocked that they had been so incompetent.
- 4 They protested about some new hotels that are being constructed.
- 5 I am unhappy with what you have decided.
- 6 I was impressed that the conference had been organized so well.

V insight Emphasizing adjectives

- 6 Complete the table with the highlighted adjectives in the letter. Which are restrictive (describing something as special or unique) and which are intensifying (reinforcing the meaning of the noun)? When both types of adjectives are used, which comes first?

| | |
|-------------------------|---|
| restrictive adjectives | chief, exact, foremost, major, sole, specific, _____, _____, _____ |
| intensifying adjectives | absolute, entire, extreme, sheer, total, utter, _____, _____, _____ |

- 7 Choose the correct words.

- 1 The experience was an **absolute** / **exact** nightmare.
- 2 The driver spent the **major** / **entire** journey chatting on his mobile.
- 3 Dr Snow is the **foremost** / **total** authority on this subject.
- 4 **Chief** / **Sheer** panic set in about an hour into our flight.
- 5 This is the **sole** / **extreme** means of access to the building.
- 6 She was unable to give us a **specific** / **utter** reason for the rule.

Dear Sir or Madam,

I am writing to express my ¹concern about the advertisement for Racetrack Playa in your brochure *Days Out in Death Valley*. The ²omission of certain vital information in the text led to me and my family finding ourselves in a life-threatening situation yesterday.

In your publicity, Racetrack Playa is described as 'a dry lakebed nestled in a remote valley; a place of stunning beauty and mystery.' Experience revealed, however, that this ³description was completely erroneous. What we saw was a desert landscape with an endless gravel track winding through sparse vegetation. Our only real ⁴motivation for continuing was the prospect of seeing the 'moving rocks' on our arrival. To say that we were disappointed by the scenery would be a gross understatement.

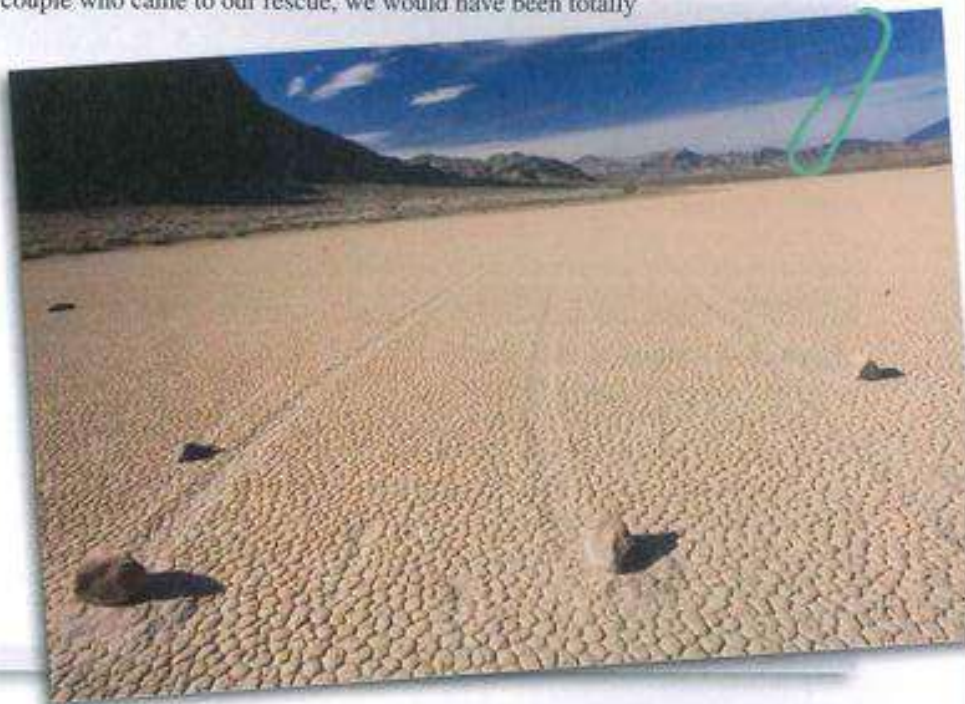
However, this was not our main problem. As we drove through Death Valley in the unremitting heat, we gradually became aware that we had brought insufficient water for the journey. Furthermore, we were running low on petrol. If it had not been for the kindness of a couple who came to our rescue, we would have been totally stranded in the valley.

Not once does your advertisement warn of the appalling condition of the road to Racetrack Playa, and nor does it mention the complete ⁵lack of facilities, such as petrol stations or cafeterias. My principal recommendation is that you withdraw your brochure and have it thoroughly revised, before it has serious repercussions for other tourists in the area.

I would be grateful if you would acknowledge ⁶receipt of my complaint.

Yours faithfully,

Jessica Morley



WRITING GUIDE

- **Task** Write a letter to complain about one of the situations in exercise 1.

- **Ideas** Decide on a situation and make notes about:

- the reason for your complaint.
- the contrast between reality and your expectations.
- the most important events.
- what you expect the company to do.

- **Plan** Follow the plan:

Paragraph 1: State your reason for writing and outline your complaint.

Paragraph 2: Describe what you were expecting and contrast this with what you experienced.

Paragraph 3: Relate the most important events of your experience.

Paragraph 4: Rephrase your complaint in more detail and say what you expect the company to do.

- **Write** Write your letter. Use the paragraph plan to help you.

- **Check** Check the following points:

- Is the tone of your letter serious and formal?
- Have you used the appropriate beginnings and endings?
- Have you used nominalizations and emphasizing adjectives to make your letter more formal?
- Have you checked grammar, vocabulary, spelling and punctuation?

Vocabulary insight 5 Figurative language

- 1 Read the extract. The highlighted words and phrases are all connected with physical height. Work in pairs and discuss how they are used figuratively to talk about positive and negative situations.

Richard reached the **apex** of his career when three years ago he sold the marketing business he'd started for more than £5 million. He was **riding high** professionally, but the stress of work had taken its toll and just weeks later he was **laid low** by a virus. Unfortunately, the illness led to a **downward spiral**. After several weeks in bed, he really **hit rock bottom** and found himself **falling into an abyss** of depression. He eventually recovered, but the whole episode made him re-evaluate his priorities and he threw his energies into getting back **on top form** physically. One morning, on the exercise bike at the gym, he came up with the idea of cycling the length of the UK from John O'Groats to Land's End. He gave himself six months to prepare, during which there were **highs and lows** and times when he doubted whether he was **up to** the challenge, but last month he finally completed his trip. He covered just over 1,000 miles in thirteen days and arrived completely exhausted, but feeling **on top of the world**.

STRATEGY

Figurative language and idioms

Figurative language is the use of a word or phrase outside of its usual context to create a mental picture by comparing two things that have the same qualities. Figurative language often describes something abstract by creating a more concrete, physical image in the reader's mind.

- Figurative language can be quite colourful and creative: *falling into an abyss of depression*.
- Some figurative uses have become so much a part of everyday usage that they are hardly noticed: *apex, be up to sth*.
- Some figurative phrases are used so frequently that they become fixed or semi-fixed idioms which no longer create strong mental pictures for most people: *hit rock bottom, on top of the world*.

In English, there are often repeated themes which we see in figurative language, such as words connected with up / high = *positive, happy or successful* and words associated with down / low = *negative, unhappy or unsuccessful*. Recognizing these common themes can help you to understand new figurative uses you encounter.

- 2 Read the strategy above. Find the figurative language in sentences 1–9 below. Then match them to the themes A–C and identify the general figurative meaning of each theme.

- My parents became increasingly distant from each other.
- Many years later, the accident still casts a shadow over the lives of people in the village.
- The two sides are still a long way apart over a number of key issues.
- Camille is at a crossroads in her life, unsure of where to go or what to do.

- The whole theatrical experience is about taking the audience on an emotional journey.
- New evidence may shed light on exactly what caused the accident.
- Employees feel they've been kept in the dark over the company's plans.
- Given workers' strong feelings on this issue, management may need to brace itself for a bumpy ride.
- After several rounds of talks, the dispute seems no closer to resolution.

- A travel and journeys
B physical distance
C light and darkness

- 3 Study the dictionary entries below.

Which figurative usage describes:

- a situation that is difficult to live in?
- something that is difficult to understand?
- a situation away from attention and activity?

in-accessible /ɪnˈæksəˌsəbəl/ adj. difficult or impossible to reach or to get. They live in a remote area, inaccessible except by car. ◊ -to sb/sth The temple is now inaccessible to the public. ◊ (figurative) The language of teenagers is often completely inaccessible to (= not understood by) adults. **accessible** ► in-accessibility /ɪnˈæksəˌsəˌbɪləti/ noun [U]

wilderness /ˈwɪldənəs; NAme -darn-/ noun [usually sing.]
1 a large area of land that has never been developed or used for growing crops because it is difficult to live there: The Antarctic is the world's last great wilderness. ◊ (NAme) a wilderness area (= one where it is not permitted to build houses or roads) ◊ (figurative) the barren wilderness of modern life 2 a place that people do not take care of or control: Their garden is a wilderness of grass and weeds.
◊ in the wilderness no longer in an important position, especially in politics

- 4 Work in pairs. Find the figurative uses of the geographical words in phrases a–c. Explain which qualities of the geographical features can be compared with the abstract situations they describe.

Example: *an island of calm amidst the bustle of the city*
An island is surrounded by water – an island of calm is a small, quiet place surrounded by a lot of noise or activity.

- a the political landscape
b a cultural desert
c be on familiar territory

- 5 Rewrite the sentences, using the words in brackets to replace the underlined phrases and adding other words as necessary. Use a dictionary to help you.

- At that time, the tastes of the white middle classes still dominated British culture. (landscape)
- His books are very highbrow and difficult to understand for the average reader. (inaccessible)
- Previously, the city had no good places to eat, with just a handful of uninspiring fast-food joints. (desert)
- After decades with a low profile, the party has seen a resurgence in support. (wilderness)
- In this exhibition, the artist tries out new ideas, using video for the first time. (territory)
- For these children, the club provides a rare stable environment within their chaotic lives. (island)

Dictionary entries from Oxford Advanced Learner's Dictionary 9th, Oxford University Press 2015

Vocabulary

1 Complete the sentences with a phrase containing the word in brackets.

- It's easy to _____ time when you're looking around the sights of London. (track)
- If I took the Underground from Leicester Square to Covent Garden and you did the reverse, _____ at 130 metres. (cross)
- When the Underground opened in 1863, electric trains were still _____ (off)
- If you _____ into Waterloo at rush hour, you'll be one of 57,000 people to do so. (make)
- The London tube _____ for many other underground systems in the world. (smooth)
- It is advisable to _____ thirty minutes before you need to be somewhere. (hit)
- _____ Crossrail, a new length of track, is going to make it quicker to get around. (down)

Marks ____ / 7

2 Choose the correct answers.

- As the excited crowd looked on, the old locomotive **chugged** / **hurtled** into the station.
- The tourists **prowled** / **strolled** along the bustling pier, soaking up the sun's rays.
- As the taxis were **accelerating** / **pulling up**, the impatient crowd jostled for their place in the queue.
- The thief had **crept** / **advanced** into the chalet without disturbing the sleeping holidaymakers.
- In no time the child was **hurtling** / **striding** down the slope despite never having skied before.

Marks ____ / 5

3 Choose the correct answers.

VSO (Voluntary Service Overseas) provides an ¹**alternate** / **alternative** way to experience a new culture. Specific experience is ²**compulsory** / **compulsive** for many areas such as medical jobs, but a basic qualification with two years' experience is fine for teaching. More would be a ³**definitive** / **definite** advantage. So, what's in it for the volunteer? An ⁴**economic** / **economical** way to travel for one. You'll have time off to look around ⁵**historic** / **historical** and cultural sites and you can extend your stay when your placement ends. Most ⁶**notable** / **noticeable** is the fact that this type of 'holiday' changes not only the lives of the people you are helping, but also your own.

Marks ____ / 6

4 Match one word in A to one word in B to make new words.

- A ■ crack ■ wash ■ down ■ out ■ set ■ up
B ■ back ■ break ■ down ■ pour ■ out ■ rising

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

Marks ____ / 6

Grammar

5 Complete the text with the phrases below. There is one phrase that you do not need.

- all I needed ■ it was my friend who ■ the day when
■ the place where ■ the reason why ■ the thing which
■ what I think ■ what puzzled me

¹ _____ introduced me to travel blogs when she set off around China. ² _____ I read it initially was a sense of loyalty. From day one I was hooked. ³ _____ she went first was Beijing, home of the imposing Forbidden City. In my nine-to-five job, the blog represented escapism. ⁴ _____ to start my day off well were some funny anecdotes. Naturally, ⁵ _____ made it readable was her creative writing style. ⁶ _____, though, was why anyone would spend their holiday sitting in front of a laptop. ⁷ _____ she returned was the day that I finally got to ask her this question.

Marks ____ / 7

6 Rewrite the sentences to make them more emphatic.

- In 1936 female flight attendants had to weigh under 118 pounds.
The fact _____
- The two pilots eat a different meal to reduce the risk of their getting food poisoning.
What the _____
- Flight attendants must be over a certain height.
The truth _____
- There is an extra seat in the cockpit for off-duty pilots.
In the _____
- It is hard to believe that an air passenger can lose over a litre of water on a three-hour flight.
Hard though _____
- It seems strange to us now that many flight attendants used to be nurses.
Strange as _____
- Pilots fly anything from ten days to two weeks every month.
What pilots _____

Marks ____ / 7

7 Complete the text using the words in brackets.

Most British people take bank holidays for granted, but ¹ _____ (only) the 1871 Bank Holidays Act was passed did they come into existence. This coincided with a new efficient railway system. ² _____ (sooner) this been built than seaside towns became popular getaways. ³ _____ (such) the attraction that many coastal towns built piers. The pier was ⁴ _____ (place) Victorians could walk and take in the fresh sea air. The less well off would go for a day trip, the rich for a week. ⁵ _____ (never / before) a trip to the coast been possible for so many. ⁶ _____ (so / modest) the Victorians that rich people hired wooden huts pulled by horses to take them into the water. ⁷ _____ (scarcely) anyone swim because not many people knew how!

Marks ____ / 7

Total ____ / 45

6 Love thy neighbour

Reading and vocabulary Love is ...

- 1 **SPEAKING** Look at the following definitions of love from different songs and poems. What do they reveal about the nature of love? Which do you agree or disagree with and why?

'Love is a battlefield.' – *Love is a Battlefield*, Pat Benatar

'Love is a banana peel.' – *I Slipped, I Stumbled, I Fell*, Ben Weisman and Fred Wise

'Love is a game that two can play and both win.' – Eva Gabor

'Love is an ever-fixed mark / That looks on tempests and is never shaken.' – Sonnet 116, Shakespeare

- 2 Write your own metaphor for love. Complete the sentence with a noun, then explain your choice.

'Love is ...'

- 3 Read the article and answer the questions.

- What did the popularity of the search term 'What is love?' reveal?
- According to the writer, what might shape our idea of love?
- What attitude did the Ancient Greeks have towards *eros*?
- How has science validated this opinion?
- What did Erich Fromm mean by the phrase 'to stand in love'?
- How do Herbert and Zelmyra Fisher illustrate this point?
- Explain the idea behind the Shakespeare quotation 'Keep thy friend / Under thy own life's key.'
- How did the Ancient Greeks justify *philautia*, or loving yourself?
- Which type of love did the Ancient Greeks value most and why?
- What seems to be happening to this type of love? Can you think of any reasons why?

- 4 **SPEAKING** Work in pairs. Discuss the questions.

- Consider the impact social media has had on our relationships. Would you say that all of your relationships with your social network friends are a good example of *philia*? Do you think that selfies are negative or positive examples of *philautia*?
- The ancient Greeks thought *agape* was the best kind of love. Which type of love do you think is most worthwhile and why?

V insight Compound modifiers

- 5 Match adjectives 1–8 to sets of nouns a–h. Then check your answers in the article.

- | | |
|------------------|--------------------------------------|
| 1 all-consuming | a subject / theory / claim |
| 2 feel-good | b objective / prognosis / employment |
| 3 long-term | c movie / story / factor |
| 4 long-lasting | d glasses / lens / view |
| 5 rose-tinted | e work / passion / state |
| 6 seven-year | f idea / person / type of love |
| 7 much-respected | g battery / effect / relationship |
| 8 hotly disputed | h itch / campaign / romance |

What is love?



In 2012, Google Zeitgeist revealed that 'What is love?' topped the list of 'What is ...' search queries in no fewer than ten different countries. The popularity of the question reflected a fundamental desire to know

- what connects us. It was more popular than celebrity gossip, funny pictures, and even breaking news stories. However, the answer to the question is less quantifiable. The elusive thing we call 'love' is often defined by culture, language and personal philosophy. In English, for example, we only have one word for love, and this is strongly associated with one type – the kind we see in Hollywood movies, read about in books, or hear about in popular songs. It's an all-consuming state powered by a heady cocktail of hormones, adrenalin and pheromones – it is, of course, romantic love. According to a UK survey, 94% of young people are obsessed with this idea of love, and dream of finding their 'soulmate'. But is love always romantic? Not according to the ancient Greeks.

- The Greeks had many words for love, and romantic love, known as *eros* (after the Greek god of fertility), was just one. In fact, romantic love was the least regarded of all, the ancient Greeks being wary of the euphoria and loss of control resulting from infatuation. They were right to be circumspect: today, brain imaging has shown us that the highs and lows of this state mirror mania, obsessive-compulsive disorder and depression. It's no wonder that we refer to it as being 'madly in love' or 'lovesick'. Literature abounds with supreme examples of *eros*: *Romeo and Juliet*, *Tristan and Isolde*, *Anna Karenina*. And it's no coincidence that most of these relationships end in tragedy. Despite the initial feel-good factor, *eros* can be reckless, irrational and self-destructive. Fortunately, its long-term prognosis isn't good: the Greeks recognized that *eros* quickly burns out or is replaced by something different.



Pragma, on the other hand, is a more mature, long-lasting type of love. It resists the temptation to view a loved one through rose-tinted glasses; in short, it's pragmatic. Psychoanalyst Erich Fromm once commented that we spend far too much energy on 'falling in love' and instead should learn how to 'stand in love'. *Pragma* is exactly this: it's about working at a relationship to make it endure. Herbert and Zelmyra Fisher from North Carolina are a case in point: their tolerance, devotion and understanding resulted in a marriage of eighty-five years. The couple's maxim is 'Learn to bend – not break', and experience has taught them that compromise is central to a successful relationship. Today, *pragma* is less popular than *eros*, and perhaps unsurprisingly the seven-year itch* has become the three-year itch for many. The fact that about 42% of UK marriages end in divorce or separation suggests that we'd do well to focus on *pragma* a little more.

Another much-respected type of love was *philia*. For the Greeks, *philia* represented the deep bond between friends, family members, or soldiers fighting alongside each other. A good example of this is the relationship between Achilles and Patroclus in *The Iliad*. This love or amity was more common than the others; it was also balanced rather than distorted, and mutually beneficial. Its traits were cooperation, loyalty and support – being there for someone in their time of need. Shakespeare was right when he wrote, 'Keep thy friend / Under thy own life's key.' But how much of this comradely *philia* do we have in our lives today? Most of us experience it with family members, colleagues at work and friends in our school or community – although nowadays the definition of 'friend' is somewhat broader. Would the ancient Greeks have considered relationships with friends on social networks or followers on Twitter to be *philia*?

Philautia embodies the idea of loving yourself, although it doesn't necessarily have negative connotations of selfishness. While the ancient Greeks recognized the unhealthy self-centredness of narcissism, *philautia* was really about a more admirable alternative.

According to the philosopher Aristotle, 'In order to care for others you need to be able to care about yourself.' In short, if you feel good about yourself, you'll feel more confident and secure about giving love to other people. Perhaps, then, the rise of the 'selfie' is not a bad thing?

The final and most desirable type of love identified by the Greeks was *agape*, or a general love of humanity. This love epitomizes selflessness, and in the West, it is often associated with Christianity, as illustrated in parables such as The Good Samaritan*. But the idea of putting someone else first, whether they deserve it or not, also appears in other religious traditions, such as the concept of *metta* or 'universal loving kindness' in Theravada Buddhism. The ancient Greeks considered it a cornerstone of human behaviour, an innate trait, and the Latin word for *agape* is *caritas*, the origin of our word 'charity'. However, according to a recent US study, *agape* is on the decline. Seventy-five per cent of students in the study rated themselves as less charitable than students who took a similar test thirty years ago.

So what is love? Love is a complex emotion, and different types of love activate different areas of our minds. What type of love is the best is a hotly disputed subject, but the fact is that there is more love in our lives than we suppose. Love isn't just about *eros*; it's also about *philia* and spending time with friends and relatives. In terms of long-lasting relationships, *eros* has a walk-on part, but then often develops into *pragma*. Perhaps psychotherapist Philippa Perry offers the best answer: 'Love is all of the above,' she explains. 'But it is ... unrealistic to expect to experience all five types with only one person. This is why family and community are so important.'

Glossary

* seven-year itch: a term that implies happiness in a relationship declines after seven years

* The Good Samaritan: this is a story that encourages people to help others who are in danger



6 Complete the book review with nouns from exercise 4.

Leo Tolstoy's classic story of doomed love is one of the most admired novels in world literature. Generations of readers have been enthralled by his heroine, the unhappily married Anna Karenina, and her all-consuming ¹ _____ for Count Vronsky. Anna is an emotional woman, but her husband Alexei Karenin, a senior statesman and much-respected ² _____, is strict and unaffectionate. As a result, the seven-year ³ _____ comes early for the Karenins. Theirs was never destined to be a long-lasting ⁴ _____.

Count Vronsky, like Anna's husband, also has his faults. He acts irresponsibly in pursuit of his own pleasure, although Anna only views him through rose-tinted ⁵ _____. Given Vronsky's character, the long-term ⁶ _____ for his relationship with Anna is equally poor.

Although the story of Anna Karenina certainly lacks the feel-good ⁷ _____ and ends tragically, it was one of the most popular novels of its time. Many consider it a masterpiece because it explores philosophical questions about life and how we should live it. Some have declared the book the greatest novel ever written and, although this is a hotly disputed ⁸ _____, there's still no doubt that *Anna Karenina* is one of the most compelling stories in literature.



V Defining love

7 Find nouns in the article that mean:

- 1 a feeling of intense happiness (paragraph 2)
- 2 a short-lived passion for someone (paragraph 2)
- 3 a mental illness resulting in delusions and overexcitement (paragraph 2)
- 4 affection for and commitment to someone (paragraph 3)
- 5 an agreement reached by each person making concessions (paragraph 3)
- 6 a friendly relationship with someone (paragraph 4)
- 7 a feeling of support and faithfulness (paragraph 4)
- 8 excessive interest in oneself, especially appearance (paragraph 5)

8 SPEAKING Which types of love do the words in exercise 7 describe? Which other words do you strongly associate with love and why? Give examples from literature and songs.

1 SPEAKING Write down your three favourite films or books of all time. Were the endings happy or sad? Which type of ending do you prefer and why?



2 2.01 Listen to the radio programme and compare your ideas. Why do people like happy endings? What value might tragic endings have?

3 2.01 Listen again. Are the statements true (T), false (F) or not given (NG)?

- 1 Happy endings have always been more popular than tragic ones.
- 2 Peter thinks that feel-good films can help you reflect on life.
- 3 Audiences appreciated the initial version of *The Break-Up*.
- 4 Kendall is bothered by films with improbable resolutions.
- 5 Peter says that *Jane Eyre* is more compelling than *Wuthering Heights*.
- 6 Kendall believes that pure escapism has little value or relevance for people.

Conditionals

4 Study sentences 1–8 from the recording, and answer questions a–c for each sentence. Which two types of conditional can we mix?

- a What type of conditional is the sentence, and how is it formed?
 - b Does it express certainty or uncertainty in real or unreal situations?
 - c Does it refer to the present, past or future?
- 1 If the ending is happy, we leave the cinema happy.
 - 2 If people didn't need the feel-good factor, writers wouldn't give it to them.
 - 3 If we watch a tragic film, we feel sad, too.
 - 4 I wouldn't be so critical if the scriptwriter had been more realistic.
 - 5 I would have been disappointed if it had a tragic ending.
 - 6 If Catherine had married Heathcliff, their story might be less compelling for modern readers.
 - 7 Might we have remembered it more if Jane had become an old spinster?
 - 8 ... if you can't cope with a fictional tragic ending, how well will you deal with real life?

- 5 Complete the text with the correct form of the verbs in brackets. Do you need to use *would* at all? Can it be replaced with *might* or *could*?

When we watch a Walt Disney film, we ¹ (expect) a happy ending. But if Disney ² (follow) the original stories, kids ³ (go) home horrified, not happy. Imagine if Cinderella had killed her stepmother – ⁴ (she / still / deserve) to marry the handsome prince? How ⁵ (we / feel) about Snow White if she had cruelly punished the wicked queen? Consider the Little Mermaid: if the sea witch had defeated Ariel, ⁶ (there / still / be) a 'happily ever after'? In the original tale, the prince marries another woman and the Little Mermaid dies. If we ⁷ (live) two hundred years ago, we'd be reading more gruesome versions of these tales. The endings often had a purpose, and were usually a warning. If the original stories ⁸ (write) without a moral or a lesson to teach, perhaps they'd be less tragic. On the other hand, Disney films encourage us to think that anything is possible and that stories – and therefore life – will have a positive outcome, no matter what. If 20th century American culture hadn't been so optimistic, perhaps there ⁹ (be) darker Disney films today.

Inversion with conditionals

- 6 Study the bold parts of the conditional sentences below. Which sentences replace *if* with an inversion? Which use phrases that mean *without*, *if this is the case* or *if not*?

- Does it really matter **whether or not** an ending is happy? *whether or not = if or if not*
- No matter how** bad things get, everything will be all right in the end.
- The director of *The Break-Up* wouldn't have changed the ending, **but for** the need to make money.
- Had I known** it had such a silly ending, I wouldn't have wasted my money.
- I'll gladly sit through most films, **unless** they have an unrealistic conclusion.
- I don't see any harm in them, **provided that** you remember that it's not real life.
- Were it not for** upbeat stories, we'd all feel pretty miserable!
- Supposing** Jane Eyre hadn't married Mr Rochester, would that story be more of a masterpiece?
- Should you require** a cheerful ending, this isn't the movie for you.

Reference and practice 6.2 Workbook page 119

- 7 Rewrite the sentences with the words in brackets. Which sentences are similar to the first, second and third conditional?

- It would have been a better story if the protagonist had died. As it was, the ending was pretty unconvincing. (supposing)
- He'll get here on time if he catches the right train. The film is due to start in an hour. (provided)
- Don't worry if the story is ridiculous; the special effects will be fun to watch. (no matter how)
- They wouldn't have volunteered as extras if it hadn't been a Robert Pattinson film. (but for)
- Could you return the library books later if it's not too much trouble? (unless)
- It wouldn't have made any difference if the film had an unpredictable ending. It was terrible! (whether or not)
- If I'd known about the Stanley Kubrick retrospective, I would have gone along. (had I)
- I'd help out at the film festival if it were on another day. Weekends are just impossible for me. (were it)
- If you want to go to the cinema tonight, let me know. There's a Hitchcock movie playing. (should you)

- 8 **SPEAKING** Work in pairs. Choose a famous story. Summarize the ending, then imagine a different outcome. Prepare a new ending for your story beginning with *if* ... Tell your ending to the rest of the class. Can they guess the story?



If Winston Smith had overthrown Big Brother, ...

If Catherine had married Heathcliff, ...



If Anna Karenina ...

- 1 **SPEAKING** What would you say are the pros and cons of multigenerational households? Do the pros outweigh the cons? Think about the ideas below.
 ■ privacy ■ isolation ■ care for the elderly ■ childcare ■ household chores ■ bills
- 2 **2.02** Listen to the radio programme about multigenerational living. What pros and cons do the speakers mention?
- 3 **2.02** Listen again and match the speakers, Lou (L), Jackie (J) and Nick (N), to statements 1–8. There are two statements that you do not need.
 - 1 Boomerangs, or adults living with their parents, are a recent phenomenon.
 - 2 Children are more reliant on their parents today than they were in the past.
 - 3 It was impossible for the speaker to buy a place in a desirable area.
 - 4 The speaker thinks that lack of privacy isn't a problem at all.
 - 5 Overall, the speaker is satisfied with the multigenerational set-up.
 - 6 Differing opinions on how to bring up children can be stressful.
 - 7 The speaker spends too much time taking care of someone else's needs.
 - 8 The speaker is unable to relax and enjoy their usual free-time activities.

STRATEGY

Identifying spoken punctuation: pausing and stress

Pausing and word stress in spoken English enable us to understand groups of ideas and the links between them. They can also change focus and add emphasis to a sentence.

- 1 Pausing before an important point can add emphasis. Pausing afterwards can have several effects:
 - a Shorter pauses in spoken language correspond to commas in writing. They can subtly change the meaning of a sentence.
Those who move in with their parents quickly [pause] save more money. (The adverb qualifies the speed at which they moved in.)
Those who move in with their parents [pause] quickly save more money. (The adverb qualifies the speed at which they saved money.)
 - b Longer pauses could indicate hesitation, the end of a sentence, or the end of a turn.
- 2 There are two main ways that stress can be used as spoken punctuation.
 - a Emphatic: emphasizing certain information, e.g. *It's extremely stressful and relations are strained.*
 - b Contrastive: changes the focus of the sentence by an implied contrast.
We can't invite friends back for a meal. (*We* can't invite friends, but maybe other people can.)
We can't invite friends back for a meal. (We can't invite friends, but maybe we can invite family.)
- 4 **2.03** Read the strategy. Then listen and choose the sentences that you hear. Are there any differences in emphasis or meaning?
 - 1 a The flat we were renting at the time [pause] just wasn't big enough.
 b The flat we were renting [pause] at the time just wasn't big enough.
 - 2 a Are there any other benefits for your mum?
 b Are there any other benefits for your mum?
 - 3 a She has a soft spot for the grandchildren, so she loves helping out; she'll do anything for them.
 b She has a soft spot for the grandchildren, so she loves helping out; she'll do anything for them.
 - 4 a All my friends who are Asian lived with their parents for a while.
 b All my friends, [pause] who are Asian, [pause] lived with their parents for a while.

V insight Relationships

- 5 Study idioms 1–8 from the listening and explain their meaning. Use a dictionary to help you.

| | |
|---|---|
| <ol style="list-style-type: none"> 1 have a soft spot for someone 2 wrap someone round your little finger 3 live in each other's pockets 4 get on each other's nerves | <ol style="list-style-type: none"> 5 have someone to lean on 6 drive a wedge between people 7 be at someone's beck and call 8 get on like a house on fire |
|---|---|

- 6 SPEAKING** Which idioms in exercise 5 would you use to describe your relationship with:
 ■ parents? ■ siblings? ■ friends? ■ teachers? ■ neighbours?

Vocabulary bank The property market page 139

Choosing a place to live

- 7 SPEAKING** Read the adverts and the extract from an email. What types of accommodation are described? What type of person might they suit? Use the words below to help you.

■ gregarious ■ studious ■ risk-averse ■ animal-loving ■ unsociable ■ outdoorsy type ■ laid-back
 ■ self-reliant ■ introverted

A



Large ground-floor room to rent on Firth Street

Communal areas: bathroom, kitchen, lounge and small garden. Facilities shared with three other students. No smoking, no pets. 5-minute walk to campus. 12-month contract. Tel. 07896 56876 £60 pw (excl. bills)

B

Wedgewood Hall:

This 19th-century manor was converted into student accommodation in the 1920s. It houses over 100 students, with a mixture of single and shared rooms. Each floor has a communal kitchen. Other facilities include a library, two common rooms, tennis courts and 5 acres of parkland. £120 pw (inc. evening meals) 15-minute bus ride into campus. Contact: info@wedgewoodhall.ac.co.uk



D



My parents are quite keen for me to stay at home with our large family and dogs. I'd have to take the train in every day, and that takes thirty minutes or so. A rail pass would cost £45 a month, so that's something I'd need to consider. But I'd still save a lot of money ... no bills to pay, free meals ... The only thing is I'd miss out on the social life. And it's not as if I can throw a party at home with my parents and grandparents in the next room.

C



Situated on lively Tower Street, shops and services on your doorstep. 30-minute walk or 10-minute bus ride to the university campus. This self-contained room has its own kitchen facilities. The bathroom is shared. Short-term lease available. £75 pw (inc. bills). Tel: 01632 960384 (after 6pm)

- 8 2.04** Listen to two university students discussing accommodation options. Which option do you think Sam will choose and why?

Talking about hypothetical situations

- 9 2.04** Complete the sentences, then listen and check.

- It's _____ time I made a decision, I suppose.
- I _____ it wouldn't be the sort of place you could invite friends back to, either.
- It's _____ the tenants had been living there for a few years already.
- Frankly, I'd _____ have my own place.
- I just _____ it was closer to campus.
- If I took that option _____ than going for the bedsit, I'd save a lot of money.
- Mind _____, I'd have to get the train into college every day.
- Wouldn't it be better _____ your own place?
- If _____ we didn't have to worry about cash!
- If I _____ you, I'd think carefully before I committed.

- 10** Rewrite the sentences using the words in brackets.

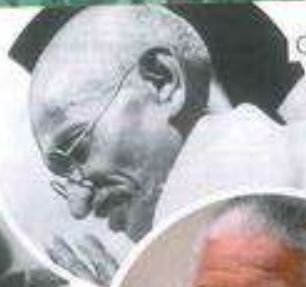
- Most students would prefer to live on campus. (sooner)
- She wants to move out, but she simply can't afford to. (wish)
- In the end, he deeply regretted not going to college. (only)
- They should make a choice before it's too late. (time)
- Some students prefer to live with their parents for financial reasons. (rather)
- You should move out as soon as possible ... Your housemates are awful! (were)

- 11 SPEAKING** Work in pairs. Imagine you are a university student looking for accommodation. Make a list of your own pros and cons for each of the alternatives in exercise 7. Then agree with your partner which would be most suitable.

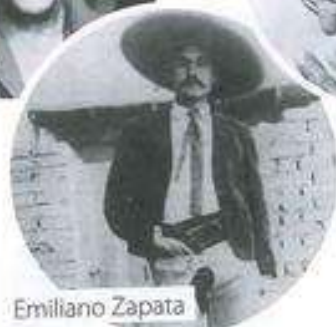
DVD extra Under the same roof



Che Guevara



Gandhi



Emiliano Zapata



Nelson Mandela

1 SPEAKING Think of some famous leaders and freedom fighters from history. What did they achieve? What qualities did they have?

- ruthlessness ■ self-belief ■ bravery
- single-mindedness ■ humanity ■ ambition
- self-interest ■ vengefulness ■ patience ■ passion
- patriotism ■ heroism ■ charisma

2 Quickly read the article about William Wallace. Which of the qualities in exercise 1 did he have?

3 Read the article again and put the events in the correct order.

- _____ King Edward I made himself King of Scotland.
- _____ Wallace decisively defeated the English army at Stirling.
- _____ Wallace returned from Europe and continued resistance against the English.
- _____ Wallace tried to gain military support from European countries.
- _____ Wallace was captured by Edward and taken to London.
- _____ Wallace studied to become a priest.
- _____ Wallace destroyed the town of Lanark and murdered the English Sheriff.
- _____ Wallace's father and brother were killed by English soldiers.
- _____ The Scottish nobles acknowledged Edward as their king.

4 SPEAKING Today many people still support Scottish independence. What might be the advantages and disadvantages of this?

V insight The language of war

5 Find the verbs in the text and complete the collocations.

- | | |
|--------------------|------------------|
| 1 to trigger _____ | 5 to rally _____ |
| 2 to pledge _____ | 6 to sack _____ |
| 3 to drum up _____ | 7 to wage _____ |
| 4 to betray _____ | 8 to rout _____ |

BRAVEHEART

Stirling, Scotland, 11 September 1297: Two armies were locked in a horrific and bloody battle: one was fighting for the English King, Edward I, in an attempt to keep Scotland under England's control; the other was led by William Wallace, who was fighting for Scottish freedom. The sight of this 6ft 7in warrior with a 5ft 4in sword must have struck fear into the hearts of his adversaries, even though the English greatly outnumbered the Scots. Nevertheless, the enemy was routed, and Wallace took Stirling Castle, an unlikely victory that triggered revolts against the English across the North and West Highlands.

So who was this red-haired, broad-shouldered rebel, and what spurred him on to fight the English occupiers? To understand William Wallace, we need to go back to 1272, to a small town near Paisley where he was born. At the time of his birth, there was already a long history of conflict between Scotland and England, one which Wallace's immediate family had escaped. Before he turned twenty, both his father and his older brother had been killed by the English invaders. At the time, Wallace was training to become a priest, but he swiftly abandoned his studies and committed himself to waging a war against the English, even if it meant losing everything. However, what started out as a personal vendetta soon developed into something more, as the Scots were in desperate need of a strong leader.

In 1296, Edward I declared himself King of Scotland. English soldiers manned the fortresses, English tax collectors bled the people dry and Scottish nobles were forced to support Edward's military campaign in France. Unfortunately, most of the nobles were too self-interested to unite against him, so Edward went unchallenged until Wallace came along. Wallace had already been involved in small skirmishes with the English; however, in 1297 he put himself on the map when he sacked the homes and halls of the town of Lanark. Previously he wasn't an outlaw, but he certainly was one now: he killed the English sheriff and burned Lanark to the ground. Revenge killings or love of his country? His supporters interpreted it as the latter.





After Lanark, more and more Scots joined Wallace, resulting in the victory at Stirling Bridge. The English were driven back across the border, thanks to ruthless guerrilla tactics. William Wallace was made Guardian of the Kingdom of Scotland: the Scots finally had their leader, a hero who could spearhead their fight for freedom.

Meanwhile, surprised by the defeat at Stirling, Edward I rallied his troops and returned to Scotland with a huge army. His objectives were clear: to crush the rebels once and for all, and capture William Wallace. When the two armies met at Falkirk in July 1298, the Scots were massacred. Nobles who had previously supported Wallace betrayed the cause and supported the English king. **If only** Wallace had kept their allegiance, maybe the battle could have been won. As it was, he was forced to flee for his life.

Wallace spent the next few years in Europe, trying to drum up support for Scottish independence, but with little success. Things were no better in Scotland: Edward promised titles and land to Scottish nobles, but **only if** they pledged allegiance to him. **If not**, they would risk losing what little power they had. As a result, in 1304, Edward I was formally recognized as King of Scotland. Wallace was declared an outlaw, and would be executed **if and when** Edward found him.

When Wallace returned to Scotland in 1301, he stuck to his beliefs, refusing to recognize English rule. But in 1305, his luck ran out: he was captured in Robroyston, near Glasgow, and was taken to London to face trial. Once there, Wallace was paraded through the streets **as if** he were a military trophy. Then, at his trial, he was accused of being a traitor. 'I cannot be a traitor,' he shouted, 'for I owe him (Edward) no allegiance.' Still, Wallace was found guilty and sentenced to a brutal execution. It was Edward's intention to destroy his reputation ... but instead, he created a martyr.

But **what if** Wallace hadn't been such a brave fighter? Would he have been forgotten? What if his execution hadn't been so cruel? Would the struggle for independence have ended? It's hard to say, but the story of Wallace had an enormous influence on the Scots, and still holds sway over Scottish politics today. And although there is no official grave or holiday to honour his memory, there is a monument at Stirling. Inscribed on the base is this verse, a fitting homage to one of Scotland's greatest sons.

*"Freedom is best, I tell thee true,
of all things to be won.
Then never live within the bonds
of slavery, my son."*

6 The language of war is often used in other contexts. Complete the sentences with the collocations in exercise 5. What effect does this language have on the meaning of the sentence?

- Last year, celebrities from around the world _____ for Children in Need. Thanks to the free publicity, the charity made a lot of money.
- Teenagers often wear T-shirts that _____ to a band or singer, signalling that they belong to a specific social group.
- Lack of facilities _____ amongst students, which resulted in a sit-in at the university.
- The government decided to _____ on smoking by banning it in public places.
- The deadline is tomorrow. We need to _____ and work late in order to meet it.
- The US basketball team _____, winning the tournament easily.
- He _____, just because he couldn't resist a bacon sandwich! He can no longer call himself vegetarian.
- Thieves _____ and made away with 100,000 euros' worth of jewellery and 50,000 euros in cash.

Uses of if

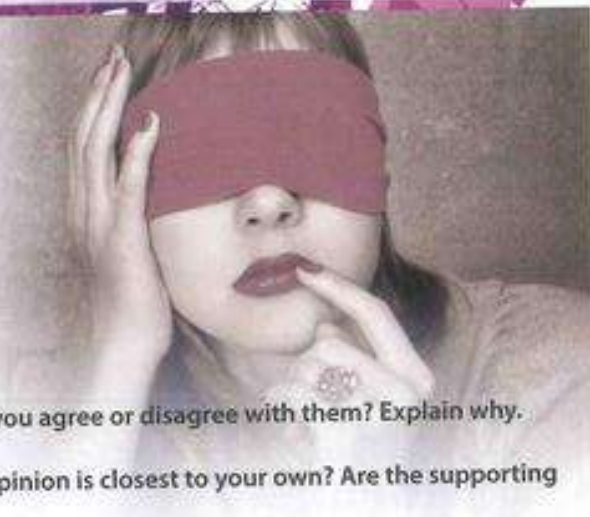
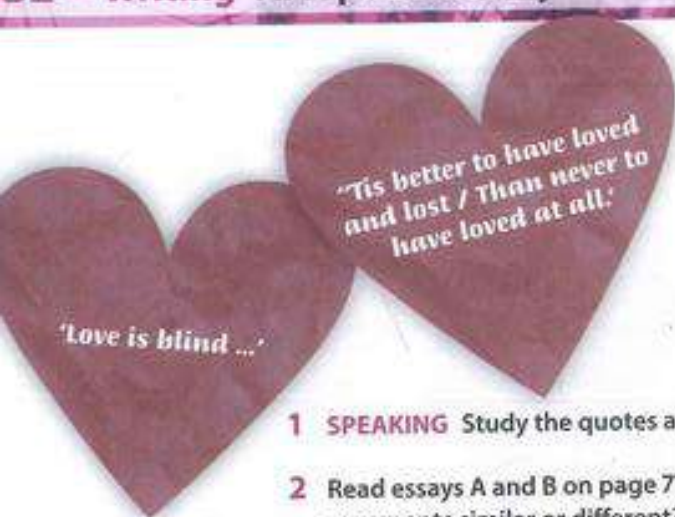
7 Match the highlighted words in the text to their meanings below.

- asks us to consider something that might happen, and the possible result
- says that whatever happens, it won't make any difference; the result is the same
- says something about an event that may or may not happen at a certain time
- introduces a comparison
- states the only situation in which something will happen
- expresses a wish or regret
- says what the situation will / would be if something does / did not happen

8 Choose the correct answers.

- You'll have a wonderful time in Scotland, **even if / only if** the weather is bad.
- I'll visit Edinburgh castle **if not / only if** we can go shopping afterwards.
- Let's meet at the monument at 7 p.m. **If not, / If and when** I'll be at the museum around 8 p.m.
- My family is Scottish, but I don't have a kilt – I just borrow my uncle's **if only / if and when** I need it.
- When my brother heard the bagpipes for the first time, he looked **only if / as if** he was going to cry.
- If only / Even if** *Braveheart* had had a happy ending, it would have been a much better film.
- What if / If only** it rains tomorrow? What are we going to do?

9 SPEAKING Do you think love of your country is a good thing? In what ways can patriotism be positive? In what ways can it be negative?



- 1 SPEAKING** Study the quotes above. Do you agree or disagree with them? Explain why.
- Read essays A and B on page 77. Which opinion is closest to your own? Are the supporting arguments similar or different?

STRATEGY

Understanding compound and complex sentences

Every sentence contains at least one main clause. A main clause may form part of a longer sentence, but it also makes sense on its own.

They met in the café.

Two or more main clauses can be linked by *and*, *but* or *so* to form a compound sentence.

They met in the café and they had a coffee.

Complex sentences have a main clause and a subordinate clause. A subordinate clause depends on the main clause for its meaning and cannot form a sentence on its own.

They met in the café in order to talk.

- Study these sentences from essay A. Which part of the sentence, a or b, is the subordinate clause?
 - (a) Maybe he would have been happier (b) if he'd never met his friend.
 - (a) Although the idea of a close relationship can seem attractive, (b) long-term dependency can affect your ... happiness.
 - (a) When people lost their partners, (b) they suffered terribly.
 - (a) Compare this with single people, (b) who are generally more self-reliant.
 - (a) Professor Bella DePaulo claimed that (b) the benefits of being single outweighed the benefits of living as a couple.
 - (a) On the other hand, many people desire some form of companionship (b) in order to feel happy and fulfilled.

Types of subordinate clauses

- Study the subordinate clauses in the sentences in exercise 3 again. Identify the type of clause in each sentence. Choose from the list below.
 ■ reason ■ result ■ purpose ■ condition ■ concession ■ time ■ relative ■ reported speech

- Study sentences 1–6 in essay B and answer the questions in exercises 3 and 4.

Reference and practice 6.3 Workbook page 120

- Combine the sentences using the words in brackets. Then identify the type of subordinate clause in each sentence.
 - They made an announcement. They said, 'We are getting married'. (announced that)
 - The psychologists carried out an experiment. They wanted to find out if love is blind. (in order to)
 - I've just finished a great book. It was all about unrequited love. (which)
 - They decided to end their relationship. It wasn't working out. (because)
 - They met when they were just sixteen. Twenty years later, they are still together. (although)
 - He often trusts people too much. He might end up getting hurt. (unless)
 - She answered the lonely hearts ad. It was a chance to meet her soul mate. (so that)
 - They met at university in 2014. They are deeply in love. (since)

'Tis better to have loved and lost / Than never to have loved at all.'

In Memoriam, Alfred Tennyson

Do you agree with Tennyson's idea?

A Alfred Tennyson's poem *In Memoriam* was written after the sudden death of his close friend Arthur Hallam. Tennyson was deeply upset by Hallam's death, so it's surprising that he believed it better to love and lose someone than never to love at all. Maybe he would have been happier if he'd never met his friend. In other words, I'd question Tennyson's belief.

Although the idea of a close relationship can seem attractive, long-term dependency can affect your confidence, independence, and ultimately, your happiness. Spending most of your time with a partner can limit the number of friends and interests you have. Compare this with single people, who are generally more self-reliant, with a wider network of acquaintances and better survival skills.

Research on well-being has confirmed that staying single can be healthier for us. In a recent study, Professor Bella DePaulo claimed that its benefits outweighed the advantages of living as a couple. None of the initial rewards of having a close relationship endured. When people lost their partners, they suffered terribly. As well as experiencing the stress of their loss, they suddenly had to do tasks that used to be their partner's responsibility.

On the other hand, many people desire some form of companionship in order to feel happy and fulfilled. I would argue, though, that companionship comes in all shapes and sizes, and does not have to be all-consuming or particularly romantic.

In conclusion, I firmly believe that it's better to remain single than to love someone and lose them. Love encourages dependency, and loss results in grief and depression. Just consider the stress that could be avoided by being a little more independent and less emotionally attached.

B 'When Tennyson lost his close friend Arthur Hallam, he was consumed with grief. Still, he recognized the value of the love and friendship they had shared, which prompted him to write the poem *In Memoriam*. Tennyson's words acknowledge that loss goes hand in-hand with love, and that life without love (and loss) would be worse. I would support this idea.

Most people's aim in life is companionship. ²We all look for connections with others in order to satisfy this aim.

³A study in 2011 showed that the biggest regret for many people was a romantic one. Some regretted lost chances, others regretted not making the most of past relationships. Everyone wanted to share their thoughts and feelings, to care about a special person and to be cared for.

Perhaps it's not surprising, then, that the happiness ratings of people in love are consistently high – although that's not to say that this type of love can last. In fact, the recent rise in divorce rates in the USA and the UK indicates the opposite. ⁴However, people go on to make better relationship choices when they learn from their mistakes.

Still, some people might argue that we could avoid a lot of heartbreak if we didn't foster close relationships. While it's true that we would have less pain in our lives, we would also have less happiness. ⁵Because of a lack of closeness and complicity, people could experience loneliness and despair.

To sum up, love is a fundamental part of life. Nothing in life is 'easy' and love is no exception. ⁶If a relationship ends, of course it will hurt. That said, you can always love again, and with more experience. To live without love would not be living.

WRITING GUIDE

Task Write an opinion essay agreeing or disagreeing with the statement: 'Love is blind.'

Ideas Ask yourself these questions:

- What do you think the quote means? What type of love might it be referring to?
- Do all kinds of love blind us? What about friendship and familial love?
- Do we judge people we love? Do we see them for what they are? Do we accept their faults? Why / why not?
- Can the feelings we associate with love affect our judgement? Does empathy distort our judgement? Could passion distort our judgement?

Plan Follow the plan:

Paragraph 1: Explain what the quote means. State your point of view.

Paragraph 2: Introduce the first argument which supports your opinion.

Paragraph 3: Introduce another argument which supports your opinion.

Paragraph 4: Sum up any arguments against your opinion.

Paragraph 5: Summarize and restate your opinion.

Write Write your opinion essay. Use the paragraph plan and the strategy to help you.

Check Check the following points:

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

Vocabulary insight 6 Evaluative language

- 1 Work in pairs. Read descriptions 1–3 and explain the stance and perspective of the writer in each case. How do they use the highlighted words and phrases to express their opinion?

- 1 Situated on **lively** Tower Street, shops and services **on your doorstep**.
- 2 Located in the **noisy, bustling** heart of a **hectic, modern** city.
- 3 **Stuck** in the midst of a **rowdy** student area, **plagued** by **incessant noise** and **disturbance**.

STRATEGY

Evaluative language and connotation

The language we choose to express evaluation can:

- show a strong or a weak evaluation: *the service was disappointing / poor / appalling*
- have positive / negative, supportive / critical or approving / disapproving connotations: *a daring / reckless / foolhardy mission*
- carry social or cultural connotations. For example, if you say someone is from *a simple, working-class background*, it could be interpreted as approving (honest, hard-working, down-to-earth) or disapproving (poor, uneducated, unsophisticated) by different people.

Evaluation can be expressed through adjectives (*lively, hectic, rowdy*), nouns (*passion, obsession, mania*) and verbs (*criticize, condemn*).

- 2 Read the strategy above. Then work in pairs. Identify the examples of evaluative language in the sentences below. Discuss the strength and connotations of the language choices and how they express the writer's stance and perspective. Use a dictionary to help you.

- 1 Many people starting up their own business have a rather rose-tinted view of being self-employed.
- 2 To be a successful entrepreneur, you have to adopt a positive attitude towards the challenges of self-employment.
- 3 Working for yourself inevitably has its ups and downs, but it's important to remain upbeat.
- 4 The Scots had their leader, a hero who could spearhead their fight for freedom.
- 5 The English were driven back across the border, thanks to ruthless guerrilla tactics.
- 6 At his trial he was accused of being a traitor, and in modern terms he would undoubtedly have been branded a terrorist.

STRATEGY

Adverbs and evaluation

Adverbs are commonly used to add another layer of evaluation. They can be used to modify verbs and adjectives to express:

- evaluation in a relatively objective, measurable way: *significantly, largely, typically, predominantly*
The happiness ratings of people in love are consistently high.
- more personal, subjective evaluation: *incredibly, dreadfully, painfully, wonderfully*
It's extremely inconvenient and relations are strained to say the least.

Some adverbs can be used at the start of a sentence or clause to comment on or evaluate a whole idea: *unsurprisingly, frankly, surely, unfortunately, inevitably*

Unfortunately, most of the nobles were too self-interested to unite against him.

- 3 Read the strategy above. Categorize the adverbs in the collocations below according to their effect in terms of:

- a strength
- b objectivity / subjectivity
- c connotation

| | | |
|---|--|---------|
| A | painfully relatively slightly notoriously incredibly | slow |
| B | madly deeply clearly head-over-heels hopelessly | in love |

- 4 Work in pairs. Choose an appropriate adverb to start each of the sentences 1–6. Explain the effect of your choices.

- apparently ■ evidently ■ ideally ■ incredibly
■ inevitably ■ predictably ■ shockingly ■ surely
■ unfortunately ■ unsurprisingly

- 1 _____ happy endings to films and books are more popular than tragic ones.
- 2 _____ 42% of marriages in the UK end in divorce.
- 3 _____ more young adults are now moving back in with their parents for economic reasons.
- 4 _____ more affordable housing needs to be built to meet demand.
- 5 _____ far fewer children from economically deprived backgrounds go on to higher education.
- 6 _____ the rapid increase in student numbers has led to tensions in areas that are becoming dominated by student accommodation.

Vocabulary

- 1 Complete the text with the compound adjectives below.

■ all-consuming ■ feel-good ■ long-lasting ■ long-term
■ rose-tinted ■ seven-year

The ¹ relationship between British people and their four-legged friends is well known. The owner and dog accept each other's faults, so there is no need for ² glasses in this love affair. According to the Pet Food Manufacturers' Association, 25% of UK households owned dogs in 2013. They are loyal and faithful till the end without a hint of a(n) ³ itch. When you get home after the daily grind, your companion greets you and gives you the ⁴ factor with a wag of its tail. Naturally, the ⁵ prognosis isn't good. You are likely to outlive your trusted pet and be left in a(n) ⁶ state of mourning for weeks after their passing. The solution for this sadness for most, though, is to buy a new puppy.

Marks ____ / 6

- 2 Choose the correct answers.

- 'After a semester, my **infatuation** / **loyalty** with computers burned out as quickly as it had begun.'
- 'As long as I am alive, I am fully committed to **amity** / **euphoria** between Tibetans and Chinese.'
- 'Shyness has a strange element of **narcissism** / **compromise**, a belief that how we look, how we perform, is truly important to other people.'
- 'Don't **compromise** / **mania** yourself. You are all you've got.'
- 'I can give my heart and my **devotion** / **narcissism** to these old islands and to all the peoples of our brotherhood of nations.'

Marks ____ / 5

- 3 Match the verbs in A to the phrases in B to make idioms.

- A ■ drive ■ get ■ be ■ have ■ live ■ wrap
B ■ in each other's pockets ■ on each other's nerves
■ someone to lean on ■ a wedge between people
■ at someone's beck and call
■ someone round your little finger

Marks ____ / 6

- 4 Choose the correct answers.

- Cutbacks to funding for the most vulnerable in society may **sack a town** / **trigger a revolt**.
- During the election, candidates from all political parties **drummed up support** / **routed the enemy**.
- Putting on a street party is less time-consuming if you **rally the troops** / **pledge allegiance** to help.
- Children at school in the USA start each school day by **triggering revolts** / **pledging allegiance** to the flag.
- The anti-car campaigner **betrayed the cause** / **waged a war** when he took a taxi a short distance.
- Excessive noise is the top reason for **rallying the troops** / **waging a war** on neighbours.

Marks ____ / 6

Grammar

- 5 Complete the sentences with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

- If the audience leaves confused, it's because they _____ (understand) the plot.
- If you can't watch blood in action movies, how _____ (you / cope) with being a doctor?
- If they _____ (think) the guidance rating is too high, film producers can complain.
- I _____ (not be) so shocked now if I'd been warned that the film contained upsetting scenes.
- If it was nominated for an Academy Award, the film critics _____ (be) astonished.
- The production company _____ (not release) the number of short films they do every year if they didn't regularly receive Arts Council funding.
- If Walt Disney _____ (not create) Goofy, the Disney brand might not be as popular today.

Marks ____ / 7

- 6 Choose the correct answers.

- No matter how / Were it not for bad life gets in reality, movies offer their audience a form of escapism.
- Unless / Supposing you hadn't watched *Pretty Woman*, you'd still probably have known the plot.
- Provided that / Were it not for his role in *Titanic*, DiCaprio wouldn't be such a star.
- Philadelphia* wouldn't have been such a successful film **should you see** / **but for** its tragic ending.
- Had I known / Provided that you wanted to see a British comedy, I'd have suggested one.
- Few cinema fans care **no matter how** / **whether or not** the plot of a film is convincing.
- Should you want / But for something upbeat, I'd suggest watching *Notting Hill*.

Marks ____ / 7

- 7 Complete the sentences with the words below.

■ since ■ although ■ of which ■ said that ■ after
■ such / that ■ so / that ■ in order

- It was _____ cold _____ she stayed inside.
- _____ they had their baby, they've argued more.
- I agreed to her suggestion _____ not to upset her.
- _____ they're divorced, they're still good friends.
- _____ she'd agreed to meet him, she regretted it.
- They _____ they had seen you earlier.
- It was _____ a nice evening _____ they agreed to meet again.
- It's the last in a sequence of three books, the first _____ I really enjoyed.

Marks ____ / 8

Total ____ / 45

Listening

- 1 2.05 Listen and match speakers 1-4 to options a-e. There is one option that you do not need.

Which speaker ...

- a is scared of being alone?
- b is as optimistic as ever about love, despite previous setbacks?
- c thinks love is something you need to work at?
- d has mixed emotions about love?
- e has changed their opinion over time?

Speaking

- 2 Work in small groups. Discuss the following questions.

- 1 Describe the type of house shown in each photo.
- 2 Which house do you think would be the best for:
 - a family with teenage children?
 - a single person who works long hours?
 - a couple who have just got married?
 - a retired person who likes to keep fit?



Reading

- 3 Read the article and choose the correct answers.

- 1 The writer implies that in the Roman period ...
 - a people only married for love.
 - b public displays of affection were uncommon.
 - c marriage was not taken seriously.
 - d politicians were not allowed to marry.
- 2 When love became important in marriage, ...
 - a people felt more content within their unions.
 - b more couples considered separating.
 - c the bride's parents became more involved.
 - d couples stayed together for longer.
- 3 In the 20th century, women ...
 - a were afraid to ask for a divorce.
 - b wanted couples' homes to be jointly owned.
 - c had more equality in marriage.
 - d were more likely than men to consider divorce.
- 4 In the 21st century, ...
 - a fewer people are choosing to marry.
 - b men marry in their twenties.
 - c marriage is likely to die out.
 - d children live with both biological parents.

The changing face of marriage

Although the idea of marriage in its most basic form is a universal concept, the guise in which it appears varies from culture to culture and has evolved over the centuries. The desire to find someone to share your life with, it would seem, is an intrinsic part of human nature.

Pair bonding has been around from as far back as the Stone Age as a method of keeping people in family units and protecting possessions, as well as providing stability for children. It seems hard to believe in this day and age, but historically marriage had almost nothing at all to do with love. The sheer fragility and all-consuming nature of love was deemed too risky an emotion to be taken into account when it came to marriage.

Love and marriage were actually regarded as incompatible at one time. Were it not for the fact that a Roman politician was seen kissing his wife in public, he would never have been dismissed from the Senate. This behaviour was not looked upon too kindly in the 2nd century BC. Later, in the 13th century, love and marriage were acceptable, provided that their paths never crossed. At that time, the infatuation and reckless character of an affair would have been the absolute epitome of romance. The serious union of marriage was where the mundane reality of everyday life lay.

So when did love and marriage become entwined? Before the 17th century, happiness was seen as an unachievable state for all but a few. During the 17th and 18th centuries, though, the pursuit of happiness rapidly gained momentum in Western Europe and America. This philosophical ideal went hand in hand with both marriage and divorce. Wouldn't it be better to marry for love, rather than money or





social status? And if this marriage wasn't seen as a long-lasting partnership, wouldn't it also be better to divorce than to stay in an unhappy union? By the Industrial Revolution in the 19th century, for the first time many young men had the freedom and financial means to select a bride and to pay for the ceremony whether or not the parents of the intended bride approved. This financial freedom further altered the face of marriage.

The focus in the 20th century was on the woman's role within the institution of marriage. At some point in history in most societies, the wife had been regarded as the property of the husband. However, this was all about to change with the women's rights movement. By 1970, marriage law had become gender-neutral in Western democracy. In effect, marriage had evolved into a personal contract drawn up between two equals with common goals: love, happiness and stability. Fundamental changes to divorce laws in the early 20th century in the UK also made it easier to obtain a divorce, and attitudes changed so that the stigma of a failed marriage was no longer as keenly felt. These factors combined account for the rise in the divorce rate, from just over 500 a year at the beginning of the century to over 58,000 in 1970 in England and Wales alone.

Another visible trend within marriage in the 21st century is an increase in the average age at which men and women get married for the first time. In 2013, the average first-time bride was 30, compared to 25 in 1991. For bridegrooms, the age was even higher. Both men and women are choosing to put off marriage, if they choose to get married at all.

So, what does the rest of the 21st century have in store for marriage? With many marriages ending in divorce and an increasing number of 'blended families', where children live with a biological parent, their new spouse and step-siblings, is marriage on a path of self-destruction, or is it simply changing its appearance and evolving once again?

Grammar and vocabulary

4 Choose the correct answers.

According to a study by the journal *Psychology of Aesthetics, Creativity and the Arts*, over the past fifty years pop songs have become slower and sadder. Why are people so ¹ with sad songs? Where is the ² factor? The feeling of sadness is linked to an increase in music in a minor key. People prefer it to a major key, ³ depressed it might make them feel.

The ⁴ why sad songs top the download charts every week can be found in the results of an experiment carried out by a group of Japanese researchers. In the experiment, volunteers listened to sad music that they had never heard before. ⁵ the music been known to the individuals, the emotional memories it might have triggered could have influenced their response to it. The volunteers were then asked to note down how they felt and how they thought other people would feel when listening to the three tracks.

It appears that songs about heartbreak actually end up giving us a brighter ⁶. The volunteers regarded the songs as tragic, but also felt less depressed than they perceived others to be. In fact, it was as if listening to sad music led them to feel a sense of ⁷: they were more inclined to want to dance and felt more animated.

The researchers concluded that this could be because the songs are not based on our own first-hand experience. The sadness felt when listening to such music doesn't threaten our own happiness. Also, ⁸ we anticipate a feeling of sadness, we are relieved when this is behind us. We have experienced it and now we can move on. However, wouldn't you still ⁹ listen to something upbeat?

- | | | | |
|-----------------|------------------|------------|-----------|
| 1 a concerned | b extreme | | |
| c pragmatic | d distorted | | |
| 2 a walk-on | b rose-tinted | | |
| c feel-good | d much-respected | | |
| 3 a but for | b no matter how | | |
| c provided | d whether or not | | |
| 4 a reason | b time | c place | d thing |
| 5 a Were | b Suppose | c Should | d Had |
| 6 a backdrop | b outlook | c uprising | d washout |
| 7 a devotion | b loyalty | c euphoria | d mania |
| 8 a if and when | b even if | c if only | d if not |
| 9 a prefer | b better | c rather | d wish |

Writing

5 Write an opinion essay agreeing or disagreeing with the following quote from Euripides:

'Friends show their love in times of trouble, not in happiness.'

7 Is it art?

Reading and vocabulary The treachery of images

- 1 SPEAKING** Look at the photos. Describe what you can see in each photo. In your opinion, does it depict a work of art? Why / why not?
- 2** Read the article and match missing paragraphs A-F to gaps 1-5. There is one paragraph that you do not need. Then compare your answers in exercise 1. Have your ideas changed?

STRATEGY

Understanding analogies

An analogy is a comparison between two things that have similar features. Analogies are often used in texts to help explain complex or abstract ideas by likening them to something familiar or concrete, or to make a point in an argument. Metaphors and similes are tools used to draw an analogy.

metaphor: *Art washes away from the soul the dust of everyday life.* (Pablo Picasso)

simile: *A work of art is like an elephant's tail. The larger part is in your mind.* (Yoko Ono)

- 3** Read the text again. What analogies does the writer make about René Magritte's picture, the process of appreciating a work of art, and trying to define art? What is the relationship between the concepts in each analogy?
- 4** What analogy could you make to explain or describe these things?
 - the relationship between an artist and his / her brush
 - the experience of having an important photo taken
 - how you might feel in a crowded exhibition
 - the impression caused by a beautiful aria
 - the atmosphere in a theatre when the curtain opens

V insight Synonyms and antonyms: describing art

- 5** Complete the table with the highlighted adjectives in the article.

| adjective | synonym | antonym |
|----------------|-------------|--------------|
| intellectual | 1 _____ | lowbrow |
| elaborate | intricate | 2 _____ |
| fascinating | 3 _____ | dreary |
| captivating | 4 _____ | repellent |
| comprehensible | transparent | 5 _____ |
| offensive | 6 _____ | unobtrusive |
| peculiar | 7 _____ | conventional |
| dull | uninspiring | 8 _____ |

DEFINING ART

'This is not a pipe', wrote Belgian surrealist painter René Magritte below a highly realistic rendering of a pipe that he completed in 1929. And the artist was not wrong. No elderly gentleman would be able to take up this particular pipe, stuff it with tobacco and puff away on it for hours. Just as the letters in 'pipe' merely stand for real sounds, the picture itself is just a symbolic representation of reality. At the time, however, the question being asked was not whether the image was a pipe, but whether Magritte's pipe was art. To shed some light on the matter, we need to ask ourselves: What exactly is a work of art?

One might be inclined to think that a purist who defines art as 'a painting or a sculpture' has hit the nail on the head. This may well be so in the case of works produced before the 1960s, when these two media were the only ones accepted. Since then, however, the art scene has been revolutionized by the emergence of new and innovative art forms, such as conceptual art, performance art, body art, installations, videos and so on.

An alternative approach might be to focus on the purpose of the work. Four hundred years ago, there were five accepted genres of painting, all of which were supposed to promote a highbrow moral message and be a faithful representation of the subject. Then, in the late 19th century, the Impressionists came along and turned the conventions upside-down by creating evocative works focusing on atmosphere rather than detail.

What about artistic effect, then? It has been said that a work of art should elicit the perception of beauty from the viewer. The process is a game that is set in motion when the spectator's imagination engages with the image and then follows a set of rules to reach its conclusion. This appreciation may be spot on in the case of pre-1960s art, but since then the focus on aesthetics seems to have fallen by the wayside. The aim of contemporary artists has often been to shock, or at the very least, to question previous artistic conventions.



3

45 How about analyzing the figure of the artist him or herself? Traditionally, a work of art has always been attributed to one individual artist; for example, Jérôme Duquesnoy is responsible for sculpting the whimsical *Manneken Pis* in Brussels. These days, however, those who maintain that art must have a single creator may have to swallow their words. Some of the latest digital art forms enable artists to work collectively via the internet, where the size of the canvas can be virtually infinite. The page expands both horizontally and vertically, creating enough space for everyone to contribute. Alternatively, grids may be used to create a three-dimensional, never-ending wormhole of artwork.

4

60 Let us make one final attempt to define a work of art. Surely, the creator must be a human, be it someone holding a brush or the person clicking the mouse of a computer? A software program designed by British computer scientist Simon Colton suggests otherwise. The software is called *The Painting Fool* and it is able to create portraits based on its mood. To put the program into a happy, reflective or experimental state of mind, it is given the task of reading a news article. The moods dictate one of roughly thirty different qualities for the style, including bright, colourful, cold and crazy.

5

75 Trying to find an answer to this question is like entering a maze, where different options present themselves at every turn. But it seems to me that we get off on the wrong foot straight away by assuming that value is intrinsic in objects. I would like to suggest that aesthetic choice is a matter of personal opinion, and only the viewer can say what a work of art means to him or her. As long as that opinion can be justified by a rational explanation, then anyone and everyone has the right to decide what constitutes a work of art for them, be it a computer-generated image, an unmade bed or Magritte's pipe.

A Since then, countless art movements have come and gone, each with its own protagonists and philosophy. As for the models of Pablo Picasso – probably the greatest artist of the 20th century – they would certainly have been deeply offended by the suggestion that his portrayal of them was anything but abstract. For who has an eye in the middle of their forehead or a hand growing out of their stomach? Thus, it seems that an attempt to define art by what it is for would also fall wide of the mark.

B Once the program has created its work, it is able to make an assessment of it and decide whether it has achieved the desired effect. 'This is a miserable failure', is how it responds when it is disappointed with the result. The comment may sound human, but the agent responsible for the artwork is far from it.

C Tracey Emin's provocative installation *My Bed*, comprising her unmade bed surrounded by random items from her bedroom, can hardly be described as enchanting. Neither can Damien Hirst's impenetrable sculpture *Away from the Flock*, featuring a dead sheep suspended in formaldehyde inside a glass case. Yet the former was Professor of Drawing at the Royal Academy Schools and the latter is the richest living artist in the UK. So it looks as if those who believe in the common appeal of art are also backing the wrong horse.

D These days, even video games are considered art. The director of the New York Museum of Modern Art (MoMA) caused more than one eyebrow to be raised when, in 2012, he approved the acquisition of fourteen classic computer games for the museum's permanent Architecture and Design exhibition. The games range from the primitive graphics of *Pac-Man* to the intriguing, abstract creatures of *Flow*. Whatever your opinion of video games, it seems that a work of art can no longer be defined by its form, and those that pursue this argument are barking up the wrong tree.

E Of course, our question is not relevant for any work of art produced before the late 18th century, because until then, the concept of art as we understand it did not exist. Most pre-industrial societies did not even have a word for art, and almost all previous cultures, including the civilizations of Greece, Rome and Western Europe, would have been totally bemused by the idea of a 'work of art'.

F The WebCanvas project has recently been crowned the world's biggest collaborative painting, but the technique is not limited to creating static images. Another online project called *This Exquisite Forest* ventured into the world of animation to create works of art by allowing contributors to add their twist to an ever-expanding story tree. So the single artist argument does not strike the right note in our quest for definition, either.



- 6 Which adjectives would you use to describe the images in exercise 1?

V Phrases for doing the right or the wrong thing

- 7 Study the underlined phrases in the text. Do they refer to doing the right thing or doing the wrong thing? Match the phrases to the meanings.

- 1 doing the right thing: _____
2 doing the wrong thing: _____

- 8 Choose the correct answers.

Even the best art critics have to ¹swallow / strike their words at one time or another, and the Frenchman Théophile Thoré-Bürger is no exception. Thoré-Bürger turned to art history when he got off on the wrong ²tree / foot in his career as a journalist. Neither of the newspapers he launched ³barked / struck the right note with the government, so they were promptly banned and their editor exiled to Belgium. Here, Thoré-Bürger made a name for himself when he ⁴was / got spot on with his evaluation of a Frans Hals painting. This 17th-century Dutch painter had initially enjoyed extraordinary success with his ⁵whimsical / repellent portraits of old women, cooks and orphans. He disappeared from sight when aristocrats declared his paintings too ⁶unobtrusive / lowbrow to contemplate because of their ⁷provocative / comprehensible subject matter. Johannes Vermeer was another Dutch painter rediscovered by Thoré-Bürger, but unlike Frans Hals, Vermeer's paintings were never regarded as ⁸transparent / repellent. In 1842, the art critic hit the ⁹nail / horse on the head when he identified the oil painting *View of Delft* as a work by Vermeer. (The artist's name had previously been unknown.) Thoré-Bürger went on to publish a catalogue of Vermeer's ¹⁰offensive / enchanting works, but his total of sixty-six paintings fell wide of the ¹¹spot / mark. He was barking up the ¹²right / wrong tree with some of the paintings, as only thirty-four of them are attributed to Vermeer today. The fact that he was backing the wrong ¹³horse / head with nearly half of them is considered irrelevant, however, because of his achievement in rediscovering the magnificent painter, whose ¹⁴intricate / uninspiring use of light is praised the world over by art critics today.

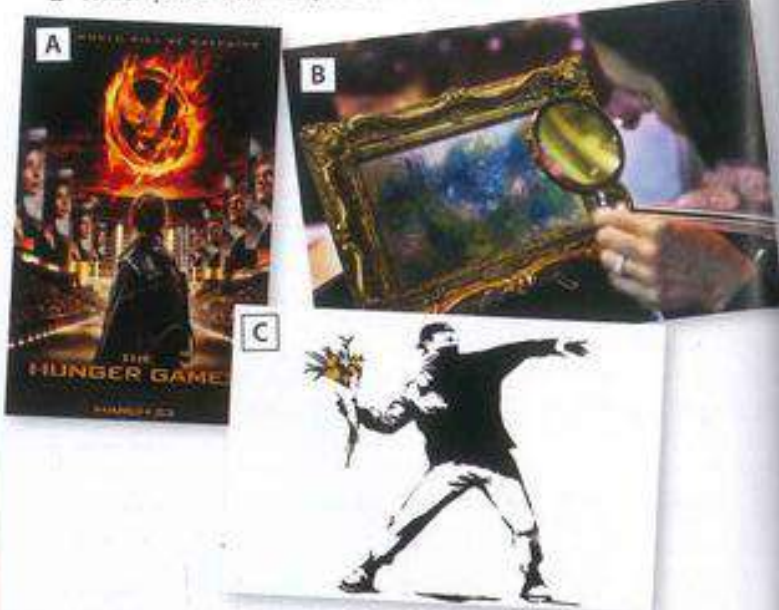
- 9 **SPEAKING** Work in groups. Discuss the questions.

- In general, what do you think is the purpose of a work of art?
- Who do you think should be responsible for deciding what is and is not art?
- In your opinion, does 'anything go' as far as art is concerned? If not, where would you draw the line?

Vocabulary bank Describing art page 140

- 1 **SPEAKING** Look at the pictures and discuss the questions.

- Where is this kind of artwork usually found?
- Which piece of art do you admire most? Why?



- 2 Read the story. Which artwork is it about? Do you think the price is right? Why / why not?

An elderly man is sitting next to a makeshift art stall outside Central Park on Fifth Avenue. There are a few dozen black-and-white stencilled canvases on the stall, priced at \$60 each. For over four hours, the man sits indifferently as pedestrians walk by, barely giving him or the stall a second glance. Then, at 3.30 p.m., he makes his first sale. A lady purchases two small canvases for her children, but only after negotiating a 50% discount. Half an hour later, a woman from New Zealand acquires two more at full price. Finally, just before closing time, a man from Chicago chooses four canvases to decorate the walls of his new house. At six o'clock, the old man packs up and leaves with the day's takings in his pocket: \$420.

- 3 **2.06** Read the comments made by passers-by about the art sale. Then listen to a news broadcast. Which ideas are confirmed in the recording?

- It can be difficult to sell a work of art.
- The old man might be the artist.
- He could be selling the paintings for someone else.
- He should sell some of them, at least.
- He must be getting fed up.
- He can't be making a lot of money.
- The canvases will look perfect on a living room wall.
- The pictures may be thrown away if they aren't sold.

- 4 **SPEAKING** Discuss the questions.

- What does Banksy's experiment seem to prove?
- What conclusions could be drawn from Banksy's experiment? To what extent do you agree with those conclusions?

Speculation about the past, present and future

- 5 All modal verbs can be used to express varying degrees of certainty. Study the bold words in sentences 1–8 in exercise 3. Then match them to explanations a–f below. Which form of the main verb do we use after a modal verb?
- a Based on my past experience and knowledge, I predict that this is true.
 b I have a lot of evidence that this is true.
 c I have a lot of evidence that this is not true.
 d I am not sure, but it is possible that this is true.
 e There are times when this is true.
 f If everything goes according to plan, this will be true.
- 6 Read about another experiment involving an artist. In what way is it similar to the one in exercise 3? In what way is it different? What do the results say about our appreciation of art?



GOING UNDERGROUND

It isn't every day that you see a renowned opera singer busking in an underground train station, but that is exactly what happened one evening in Leicester Square tube station in London. More accustomed to performing on the stage than in a dingy passageway, mezzo-soprano Katherine Jenkins had agreed to do a feature for the press. The idea was to see the reaction of commuters when they heard a beautiful voice in an unexpected setting. Would they appreciate the art and take a moment out of their busy schedules to stop and listen, or would they hurry on by?

Dressed out of character in a ripped jumper, jeans and boots, she covered her trademark blonde hair with a chestnut wig, so as not to be immediately recognizable. 'The disguise should have worked, but the organizers had overlooked one important thing: Katherine's voice must have been heard by millions of people all over the world.' Not only do her concerts sell out in a matter of hours, but her albums can be easily downloaded. 'People can't have been expecting to see her there, so she drew a massive crowd. However, it wasn't the beauty of art that called to passers-by, but the fact that they recognized the artist. Which just goes to show the importance of fame in the world of art.

- 7 Study underlined sentences 1–3 in the text. How do we form the past tense of modal verbs expressing certainty and probability? Match 1–3 to patterns a–c below.
- a modal verb + perfect simple infinitive
 b modal verb + perfect continuous infinitive
 c modal verb + perfect passive infinitive

Reference and practice 7.1 Workbook page 121

- 8 Rewrite the second sentence so that it has a similar meaning to the first. Use modal verbs in exercise 3.
- There are times when buskers play for hours without earning a single penny.
Buskers _____
 - It's safe to say that the commuters were delighted to witness the performance.
The commuters _____
 - I've heard that the newspaper isn't planning on repeating the experiment.
The newspaper _____
 - Under normal circumstances it isn't difficult to recognize a famous singer's voice.
It _____
 - It's possible that some people considered this performance a publicity stunt.
This performance _____
 - It's safe to say that she wasn't singing for long before a crowd gathered.
She _____
- 9 **SPEAKING** Look at picture B in exercise 1 and study the headline below. What do you think is the story behind the painting? Use modal verbs to speculate. Think about:
 ■ the artist ■ the current owner ■ the museum ■ the painting's disappearance ■ the price

Painting bought for \$7 returned to museum.

- 10 2.07 Listen and compare your ideas.



- 1 **2.08 SPEAKING** Read some comments that people have made about music. What do you think the comments mean? Do you agree with them? Give examples from your own experiences. Then listen to a radio documentary and compare your ideas.
- 1 Music moves us.
 - 2 Music is a universal language.
 - 3 Music is as old as the hills.

- 2 **2.08** Listen again. Are the sentences true (T) or false (F)?

- 1 Scientists have discovered that fast music always elicits a positive response from the listener.
- 2 The effect Western music has on Cameroonian farmers is similar to its effect on the people who normally listen to it.
- 3 The limbic system is a part of the brain that is exclusive to humans.
- 4 Some scientists believe that music may not have been invented by humans.
- 5 Whales are capable of making both pleasant and unpleasant sounds.
- 6 Human music has nothing in common with birdsong.
- 7 Apart from humans, there is only one creature that plays an instrument.
- 8 Researchers believe that the reason music has such a profound effect on human emotions is that it has existed for such a long time.

V Describing music

- 3 Study phrases 1–8 from the recording. Then match the highlighted adjectives to categories A–C below. Some adjectives can belong to more than one category.

- 1 A **surging** rush of sound may drive us into action ...
- 2 ... a **soothing** lullaby is more likely to send us to sleep.
- 3 ... **brisk** music tends to produce happiness ...
- 4 ... a **frenetic** beat may make the listener feel stressed ...
- 5 ... a **sluggish** pace might lead to laziness ...
- 6 ... whales choose to sing ... instead of emitting **raucous** grunts ...
- 7 ... the effect is rather more **ethereal** than human song ...
- 8 ... the **lilting** song of one particular bird ...

- A tone and melody
B speed
C volume

- 4 Read the adjectives below aloud and think about the sounds. Then add the adjectives to categories a–c in exercise 3. Use a dictionary to check your answers. Sometimes more than one answer is possible.

■ ambling ■ catchy ■ jarring ■ jaunty ■ mellow ■ menacing ■ soppy ■ thundering

- 5 Read the article about music from different parts of the world. Replace the words in *italics* with eight of the adjectives in exercises 3 and 4. Sometimes more than one answer is possible.



Western music encompasses a variety of different genres that range from jazz to rock and from R&B to heavy metal. But if ¹*discordant* saxophone improvisations do not appeal or electric guitar riffs are too ²*loud and rough* for you, there are plenty of other styles of music you could try. If your taste is for a cheerful tune, there's the ³*easily remembered* K-pop of Korea. If you fancy something with a faster beat, you could listen to rap, the ⁴*energetic* Arabic folk music from Algeria. If speed is not your thing, you might prefer to lose yourself in the ⁵*rich and soft* steel drums of calypso, a style that originated on the islands of Trinidad and Tobago. For those whose appreciation of music is more physical, the ⁶*rising and falling* notes of Australian Bush music provide the opportunity to sway in time to the tunes. And should you delight in dancing, the ⁷*quick* zydeco of south-west Louisiana, USA and the ⁸*lively* soukous of West Africa are two styles that must not be missed.

6 SPEAKING Work in small groups. Discuss the questions.

- 1 To what extent do you agree with the idea that music predates humans? Can you think of any more examples to support this theory?
- 2 All cultures have music, but cultures and individuals often disagree on what sounds good. Is there any kind of music that sounds good to most people?

Selecting music for a storyline



- 7 **2.09 SPEAKING** Make a list of film genres. What kind of music is typical of these genres? Then listen to an extract from a lecture and compare your answers. Which film genres are mentioned? What effect does the music have?
- 8 **2.10** Listen to an excerpt of music from a film. Then listen to four students discussing which genre the film belongs to. Which one do they choose?

Phrases for speculating

- 9 **2.10 SPEAKING** Listen again and complete the phrases from the discussion. Then number them in order of certainty (1 = most certain).

- | | | | |
|----------|---|---------------------------------|-------|
| _____ | a | I'm plumping | _____ |
| _____ | b | I would have | _____ |
| _____ | c | There's _____ way ... | |
| <u>1</u> | d | It's _____ to ... | |
| _____ | e | In all _____ | |
| _____ | f | I'm hazarding a _____ that ... | |
| <u>5</u> | g | It's more than _____ | |
| <u>7</u> | h | There's a _____ possibility ... | |

- 10 Rewrite the dialogue using the phrases in exercise 9. Sometimes more than one answer is possible.
 A What do you think is happening, then?
 B ¹I really don't know, but it could be a special occasion.
 A Maybe. ²I suppose it might be a party.
 B ³I'm fairly sure it's a birthday party.
 A ⁴I think it's likely we would be hearing loud music if it was a birthday.
 B Good point. ⁵It's probably a wedding or something.
 A ⁶I'm sure it isn't a wedding because no one is dancing.
 B Well, ⁷I'm pretty sure it's a housewarming. You can hear the doorbell.
 A You're right. ⁸It must be a housewarming. You can hear the neighbours welcoming them to the area.
- 11 **2.11** Listen to ten extracts from the soundtrack of a short science fiction film. Make notes to describe the music you hear.
- 12 **SPEAKING** Work in groups of four. Compare your notes on the soundtrack of the film. Speculate together on what may have happened in each scene. Then compile a logical storyline which incorporates your ideas.

- 1 **SPEAKING** Discuss the questions. Then read the article about a famous architect and compare your answers.

- Do you prefer modern or traditional architecture? Why?
- What do you think motivates a person to become an architect? What characteristics do you think are necessary?

- 2 Read the article again and answer the questions.

In which paragraph A–F does the writer:

- reveal how Gehry's designs are conceived?
- describe the impact of Gehry's work on a location?
- hint at Gehry's personality?
- explain the motivation behind Gehry's calling?
- outline Gehry's first project?
- describe the atmosphere in which Gehry was brought up?

V **Insight** Prefix pairs

- 3 Study the highlighted words in the article and complete the table with the prefixes. Then add the prefixes below to the table.

■ back- ■ mono- ■ pre- ■ pro- ■ sub- ■ under-

| | | |
|----------------|----------------------------------|---------------------------------|
| degree | too much: ¹ _____ | not enough: ² _____ |
| time and order | before: ³ _____ | after: ⁴ _____ |
| location | at the front: ⁵ _____ | at the rear: ⁶ _____ |
| number | one: ⁷ _____ | many: ⁸ _____ |
| opinion | in favour of: ⁹ _____ | against: ¹⁰ _____ |
| level | below: ¹¹ _____ | above: ¹² _____ |

- 4 Complete the sentences with the words in brackets and the prefixes in exercise 3.

- Architecture is a(n) _____ art which has many aspects to be considered. (faceted)
- Despite being a(n) _____ at school, Gehry found fame and fortune later in life. (achiever)
- The rise of the suburbs in the USA occurred in the late 1940s during the _____ period. (war)
- _____ architects, like Gehry, prefer their clients to take part in the design process. (democratic)
- A new _____ line is planned near Gehry's Walt Disney Concert Hall in Los Angeles. (way)
- The Guggenheim provides the perfect _____ for the art displayed within. (drop)
- The Louvre Museum in Paris _____ the Prado Museum in Madrid by about twenty years. (dates)
- The first part of the Vancouver _____ was built to take visitors to the 1986 Expo. (rail)

Frank Gehry: creative genius

A Anyone who has had the pleasure of visiting the Guggenheim Museum in Bilbao, Spain, will know the name of Frank Gehry – not for the artworks inside the building, but because of its exterior. For Gehry is the architect behind the swishy, gleaming edifice which has revived the fortunes of this ailing **post-industrial** town, transforming it into a mecca for art enthusiasts. To such an extent is the city associated with urban regeneration that it has spawned its own term: 'the Bilbao effect'. But what kind of person can have such an impact on a city almost single-handedly, and where does he get his inspiration from?

B The beginning of the answer ¹can be found in the architect's hometown: Toronto, Ontario in Canada. Frank Gehry was born in 1929 to Polish Jewish parents as Frank Owen Goldberg – he realized when he left college that he would ²have to change his name because of the **anti-Semitic** feeling that pervaded society at the time. It was in the family home on Beverley Street that his sense of curiosity was allowed to develop and he was taught the value of mutual respect.

C Gehry came into contact with his first building blocks as a child. He would sit on the floor with his grandmother for hours on end, building cities out of the wood that she had brought home for the family's wood-burning stove. In later life, when he was stuck as to his choice of a future career after moving to the USA with his family, he would reminisce about these childhood games with fondness. Eventually, the memories inspired him to sign up for a class in architecture, without being sure that the course was for him. He ³needn't have worried, because he ended up graduating at the top of his class.





D After college, Gehry started experimenting with his own home: a modest beige bungalow in Santa Monica, California, in the USA. The size of his house soon became inadequate for his expanding family, and so he set about converting it. What he did was wrap the existing building in a cocktail of corrugated iron, raw plywood and chain-link fencing – rather unconventional materials which he had first encountered in his grandfather's hardware store. The result was somewhat haphazard, but it set the scene for what was to come.

E Gehry did not take long in reaching the **forefront** of his field, and today his name evokes everything that modern architecture supposedly does not: flamboyance, asymmetry, curvaceousness, disorder and playfulness. His unique style reflects both the process in which he engages as an architect and his philosophy of democracy and the modern city. During his first meeting with a client, he listens carefully to their requests, but also observes minutely their facial expressions and body language. He then interprets the words and movements to create a blueprint which incorporates shapes and forms that he thinks will strike the right note. Once Gehry is confident that the model will meet with the client's approval, he feels free to start experimenting with it. This is the moment he savours most, as there is no one to tell him what he **can and cannot** do. He takes the model and pushes the forms and the relationships between them to the limit, until he is satisfied with the result. Only then does he present the finished design for the **superstructure** to the client who, more often than not, is delighted with the results.

F Gehry's portfolio includes a plethora of swooping metal and teetering glass constructions which can be found in all corners of the world. Despite the controversy surrounding some of his designs – critics sometimes pronounce them **overrated** – he **will not** compromise his style. In fact, there is no need for him to do so, because his work is still in demand. Among the **multifarious** projects he currently has in the pipeline are another Guggenheim in Abu Dhabi; a memorial for the former US president Dwight D. Eisenhower in Washington, D.C.; a series of apartment buildings in London Battersea Power Station; and a new campus for Facebook in Silicon Valley. Now well into his eighties, Gehry remains as tenacious as ever. In response to the suggestion that he **ought to** have retired by now, his response is, 'I'm not going to leave the firm. I'm still kicking.'

Modal verbs: other uses

5 Match the underlined modal verbs and expressions in the article to meanings a–f below. What other modal verbs have similar meanings? What are the meanings of the expressions *be able to*, *be allowed to*, *be supposed to* and *had better*?

- | | |
|------------------------------|-------------------------------------|
| a ability | d permission |
| b necessity | e willingness |
| c mild obligation and advice | f strong obligation and prohibition |

Reference and practice 7.2 Workbook page 121

6 Study the sentences below. In which sentences is it possible to use both modal verbs? What is the difference in meaning? If only one answer is possible, why is the other wrong?

- Gehry's company **doesn't have to** promote / **mustn't** promote itself: he's famous enough as it is.
- You **need to do** / **have to do** an internship before you qualify as an architect.
- Gehry **should be** / **is supposed to be** quite sensitive.
- The company **should consult** / **had better consult** the residents before they begin.
- He **didn't need to attend** / **needn't have attended** the inauguration of the tower.
- 'Mr Gehry, **can I have** / **may I have** your autograph?'
- We **could convert** / **were able to convert** our house on a tight budget last year.
- If the design wasn't to your liking, you **should have told** / **could have told** me earlier.

7 Complete the text with the modal verbs and expressions below.

- can ■ did not have to / did not need to
■ is supposed to ■ must / had to ■ must not ■ would

Winchester Mystery House

At 525 South Winchester Boulevard in San Jose, California, stands a mansion built by the widow of the gun manufacturer William Winchester. The house ¹ be haunted. Apparently, Winchester's widow, Sarah, consulted a medium upon his death, and was told by her late husband that she ² travel to the West, where she ³ build a home for the spirits of all the victims of Winchester rifles. The house ⁴ be any particular shape, but once building work had started, it ⁵ stop or else she would die. In 1984, she negotiated a bank loan to purchase the site where she decided she ⁶ build the house, and construction began. It did not finish until 38 years later, when Sarah Winchester passed away. Today, the sprawling complex is a tourist attraction, which ⁷ be visited on every day of the year.

8 SPEAKING Discuss the questions.

- Which are the most famous buildings in your country? What do you know about them?
- Who are the greatest artists in your country? Talk about their works and other achievements.

Vocabulary bank Building metaphors page 140

DVD extra The Empire State Building

- 1 SPEAKING** Think about a public artwork you have seen recently and describe it to a partner. Do you think this type of art is good or bad for a city? Why?
- 2** Read the review of a public artwork. What is the writer's opinion of it?
- 3** Read the review again and answer the questions.

In which paragraph(s) does the writer:

- 1 give a description? What types of adjectives does she use? Why?
- 2 introduce an opinion belonging to someone else? How does she refer to the opinion? What other words could she use?
- 3 oppose an opinion? How many arguments does she present? What are they?
- 4 give a personal opinion? What phrases does she use?

STRATEGY

Using similes

When you write a review, you can use similes to compare things and make descriptions more emphatic and vivid. To create a simile, you can use:

- a like + (adjective) noun
- b as + adjective / adverb + as + noun or -ing form
- c as if + clause

- 4** Read the strategy. Then find three similes in the article and match them to categories a-c in the strategy.

- 5** Match the first parts of the sentences (1-6) to the second parts (a-f). Then join the two parts with *like*, *as* or *as if* to make similes.

- | | |
|--------------------------------------|---------------------------------------|
| 1 The subject matter is as dismal | a the sails of a windmill. |
| 2 The legs of the sculpture are | b a wet weekend. |
| 3 The figure is bending down | c he was about to leave. |
| 4 The angel's wings are outstretched | d elongated twigs. |
| 5 The artist stood up | e a brick wall. |
| 6 I find his work as impenetrable | f she is going to retrieve something. |

V Insight Adverb collocations

- 6** Study the highlighted adverb collocations in the review. Who or what do they describe? Add them to the categories below.

- 1 collocations with adverbs of manner: *lavishly decorated*, _____
- 2 collocations with intensifying adverbs: *hugely influential*, *intensely private*, *utterly appalled*, _____

- 7** Complete the sentences with eight of the adverb collocations in exercise 6. Sometimes more than one answer is possible.

- 1 Many artworks require careful analysis because their meaning is not _____.
- 2 The latest Scorsese film has been _____ by the critics, who have been raving about it since its release.
- 3 Lou Reed was a(n) _____ musician who helped shape the future of rock.
- 4 They say he was _____ not to have been nominated for an Academy award.
- 5 J.D. Salinger was a(n) _____ writer who refused to give interviews.
- 6 A(n) _____ mansion in the south of England has recently been purchased by a Hollywood actor and his fiancée.
- 7 Salvador Dalí's paintings caused much debate because of their _____ subject matter.
- 8 Lisbon's Puppet Museum is a(n) _____ exhibition centre which will enthral visitors.

The MAIN STREET Poodle

A It appears that Vancouver's latest public art installation has not been **enthusiastically received** by all of the residents. Scrolling down my Twitter feed, it is **immediately obvious** that some feel **bitterly disappointed** by it. Intrigued by the accusation that it is 'a meaningless icon', I resolved to go and inspect this **highly controversial** artwork for myself.

B As I approached, I could see why the **eagerly anticipated** sculpture might not be everybody's cup of tea. The whimsical statue is a giant poodle perched on top of an eight-metre pole as if it were guarding the neighbourhood. Its confident stance implies that it is as proud as a peacock to be doing so. The new addition will certainly appeal to dog-lovers, but maybe not to art enthusiasts who were hoping for something a little more highbrow.

C As far as I'm concerned, the statue has been **brilliantly conceived** to fit in perfectly with its surroundings – it is adjacent to a park, after all. Personally, I find the poodle **simply enchanting**, because of the skill with which the artist has managed to catch its attentive expression. To me, the dog almost looks like a protective parent. It reminds me of my own childhood pet and the joy of having a faithful best friend.

D To sum up, the statue may not be **profoundly moving**, but it possesses a feel-good factor able to lift the spirits of anybody who sets eyes on it. For this reason, it cannot be described as meaningless. On the contrary, the poodle has succeeded in generating a city-wide debate that has encouraged people to talk to each other – even strangers. And in my opinion, communication can never be a bad thing.



WRITING GUIDE

■ **Task** Write a review of a public artwork that you have recently seen.

■ **Ideas** Make notes about:

- the name of the artwork and what kind of artwork it is.
- where and when you saw it.
- the appearance of the artwork.
- what you liked and disliked about it.
- who you would recommend it to.

■ **Plan** Follow the plan:

Paragraph 1: Introduction. Give the artwork's name, form and setting in an interesting way.

Paragraph 2: Describe the artwork.

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

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

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

■ **Check** Check the following points:

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

STRATEGY

Using synonyms

Synonyms are words with a similar meaning, but exact synonyms are rare and most synonyms can't just be used interchangeably in any context. Differences between synonyms might include:

- the particular types of things they can describe and the collocations they can be used with:
a significant / important event in his life
a significant proportion of the population
(NOT an important proportion)
- register:
a bit of a *dodgy* bloke (informal)
a man of *dubious* character (rather formal)
- connotation:
some *mad* old woman (potentially offensive)
a slightly *scatty* old lady (generally polite or affectionate)
a *disturbed* young man (neutral)

A learner's thesaurus can help you to understand the differences between synonyms, or you can check the words in a learner's dictionary to find information about usage, register and connotation.

1 Read the strategy above. Then study the thesaurus entry and answer the questions.

- a Which sense of *intellectual* is a synonym for *highbrow*?
- b What contexts is *highbrow* typically used in?
- c How do the connotations of *intellectual* and *highbrow* differ?

intellectual adj.

- 1 intellectual abilities/discussion
- 2 an intellectual audience/elite

1 intellectual • theoretical • psychological • mental • abstract • philosophical • academic • conceptual
These words all describe things that are connected with ideas or the mind rather than the physical world.

2 intellectual • cultured • literary • studious • learned • scholarly • highbrow • bookish

These are all words for sb who is interested in books, academic study, serious culture, etc.

intellectual /ˌmɪtʃəˈlektʃuəl/ well educated and enjoying activities that involve serious thought: His works were popular among the intellectual elite of the time. ○ Don't imagine that all college students are highly intellectual! See also **intellectual** → SCHOLAR noun

highbrow /ˈhaɪbrəʊ/ (sometimes disapproving) concerned with or interested in serious artistic or cultural ideas: The journal is aimed at a highbrow readership. ○ Highbrow usually describes newspapers and television programmes and the people who read or watch them; collocates include readers, papers, press and television (programmes).

2 Study the uses of *highbrow* in the sentences. Which uses are disapproving, neutral or positive?

- 1 It all sounds a bit pretentious and highbrow, but it's really quite accessible.
- 2 The novel is a highbrow thriller set in the Middle Ages.
- 3 For many, contemporary dance can be an intimidating, highbrow art form.
- 4 Art enthusiasts were hoping for something a little more highbrow.

3 For each of the sentences below decide whether both of the synonyms fit equally well. Explain why or why not. Use a thesaurus or dictionary to help you.

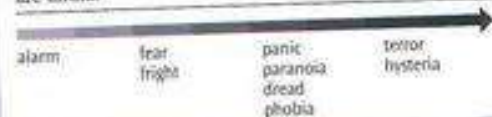
- 1 Mezzo-soprano Katherine Jenkins is more accustomed to performing on the stage than in a dingy / dim passageway.
- 2 Gehry did not take long in reaching the forefront / fore of his field.
- 3 Three members of the crew of Apollo 1 perished / passed away in a fire during a launch rehearsal in January 1967.
- 4 A bell tolled ninety-seven times in a moving / poignant tribute to the victims of the disaster.
- 5 Sometimes, I just want to curl up on the sofa and watch a soppy / mawkish romantic movie on DVD.
- 6 He could hear shrieks and harsh / raucous laughter coming from the girls downstairs.

4 Study the thesaurus entries and explain how the sets of synonyms differ. What does the arrow represent in each case?

fear noun

fear • terror • panic • alarm • fright • hysteria • dread • paranoia • phobia

These are all words for the bad feeling you have when you are afraid.



poor adj.

poor • disadvantaged • needy • impoverished • deprived • penniless • destitute • hard up

These words all describe sb/sth that has very little or no money and therefore cannot satisfy their basic needs.



5 Order the sets of synonyms below on a similar scale. Use a thesaurus or dictionary to help you.

- 1 nasty, objectionable, obnoxious, unpleasant
- 2 compelling, fascinating, interesting, riveting
- 3 funny, hilarious, humorous, witty
- 4 emotion, fervour, passion, sentiment
- 5 disgusting, distasteful, repugnant, sickening

Vocabulary

- 1 Choose the words below which have the opposite meaning to the underlined words.

■ intriguing ■ highbrow ■ enchanting ■ primitive
■ evocative ■ conventional

- There's a range of lowbrow newspapers available.
- When it comes to art, I err towards whimsical.
- The critic said that he appreciated the intricate style.
- You might consider it to be repellent but I don't.
- I personally find this piece of art uninspiring.
- The use of colour and shadow is so dreary.

Marks ____ / 6

- 2 Complete the text with the correct form of the phrases below. There is one phrase that you do not need.

■ to swallow your words ■ to back the wrong horse
■ to be spot on ■ to get off on the wrong foot
■ to hit the nail on the head ■ to bark up the wrong tree
■ to strike the right note

Seventeenth-century painter Caravaggio was a highly respected artist and his use of dark and light, or *chiaro scuro*,¹ _____. Never before had there been such an extreme difference between the areas of a painting bathed in light and those in shadow. After an apprenticeship with Simone Peterzano, a Milanese artist, he specialized in figures and still life paintings. He² _____ on meeting Cardinal del Monte, as it was his patronage which led to his first public work, for the Contarelli Chapel in Rome. Initially it seemed he had³ _____ with his extreme realism. Caravaggio's critics had to⁴ _____, however, when his technique caught on and he found himself in demand from the Catholic Church. His private life wasn't without controversy either. At times, his patrons must have wondered whether they had⁵ _____. Professionally, at least, he seems to have⁶ _____ as his paintings have successfully stood the test of time.

Marks ____ / 6

- 3 Match the adjectives describing music to categories A and B.

■ soothing ■ brisk ■ frenetic ■ jaunty ■ ambling ■ sluggish

A fast: _____, _____, _____

B slow: _____, _____, _____

Marks ____ / 6

- 4 Complete the words with the correct prefixes.

Travel eight miles north of Liverpool and you'll be confronted with a spectacular sight on Crosby Beach, known as *Another Place*. There you'll encounter 100 life-sized cast iron figures based on casts of¹ _____ millionaire Antony Gormley's body. The artist is at the² _____ front of British art and is best known for his *Angel of the North*, which³ _____ dates *Another Place*. At certain times of the day, many of the figures are partially⁴ _____ merged by the high tide. When the local council accepted proposals to make the installation permanent in 2007, those who were⁵ _____-public art welcomed the decision. Those against the work seemed⁶ _____ sensitive to its detrimental effect to the environment.

Marks ____ / 6

Grammar

- 5 Rewrite the sentences using the words in brackets.

- It is possible that music therapy is helping fight depression, say researchers in Finland. (might)
- The evidence suggests that it is plausible that music engages people in a way that words can't. (could)
- I'm sure that people who work as music therapists find their job very rewarding. (must)
- I'm sure that children who find it hard to communicate struggle to enjoy life to the full. (can't)
- Potentially, music therapy helps people to relax even if they don't have emotional problems. (may)
- Researchers say that music therapy alongside traditional care lowers anxiety levels. (will)
- If you want to be a music therapist, it's a good idea to have over 1,000 hours of training. (should)

Marks ____ / 7

- 6 Complete the text using the words in brackets.

Prior to the 19th century it¹ _____ (can't / be) easy to be a woman in the world of art. Had I been asked to list the famous painters before this time, I² _____ (would / struggle) to name one. Those who managed to achieve professional standing³ _____ (would / promote) by their husband or father who was already working in the field. Academies rose in popularity, and in my opinion they⁴ _____ (should / take) advantage of this to promote women painters. Given the chance, women⁵ _____ (could / compete) with men in the prestigious history painting field, but this was out of bounds. Instead, they were forced to specialize in the lower-status categories. This⁶ _____ (must / be) frustrating for them. With this in mind, artists like Rachel Ruysch⁷ _____ (might not / expect) the level of fame they somehow achieved.

Marks ____ / 7

- 7 Choose the correct words.

Anyone¹ **must** / **can** enter the competition. You² **don't need to** / **had better** be a professional artist. All you³ **are allowed** / **have to** do is send in a digital photo of your painting. You⁴ **may** / **should** read the competition guidelines. Participants⁵ **aren't supposed to** / **had better not** pay an entry fee. The jury⁶ **ought** / **are able** to have selected the best painting by early July. The competition⁷ **could** / **needn't** offer a prize of £1,000.

Marks ____ / 7

Total ____ / 45

- 1 **2.12 SPEAKING** Complete the factfile, then listen and check. Did any of the figures surprise you?

■ 3 ■ 70 ■ 6 ■ 30 ■ 37 ■ 60 ■ 500

- 2 Write a list of the pros and cons of megacities. Then read the article and discuss your ideas. Which pros and cons do the writers mention?

- 3 Read the article again and choose the correct answers.

- What impression of the new development does the first paragraph give?
 - That people are not really interested in it.
 - That the development is one of a kind.
 - That it's a dynamic and exciting prospect.
 - That it's inconvenient for commuters.
- What differentiates the New Century Global Centre from other projects?
 - The type of leisure facilities it can provide.
 - The number of people who will live and work there.
 - It's a potential blueprint for other leisure centres.
 - The sense of community and belonging it will inspire.
- According to the article, what is the main challenge for rapid urbanization?
 - lack of a sense of community amongst residents
 - the speed of the construction of buildings
 - the congestion it creates on the roads
 - inadequate government funding for basic services
- The writer states that Prakash Kumar would like to
 - find work that is less physically demanding.
 - spend more time with his family and friends.
 - eventually leave and return to his village.
 - move to more spacious accommodation.
- How has Chengdu dealt with the urbanization challenge?
 - Invested more money in cities.
 - Improved services in rural areas.
 - Restricted migration to cities.
 - Improved salaries for urban workers.
- Look at the gaps marked A–D in the article and decide where the following sentence fits best in the passage: *This, however, is still insufficient to cope with the speed of urbanization.*
 - in the space marked A
 - in the space marked B
 - in the space marked C
 - in the space marked D

- 4 **SPEAKING** What do you think are the main challenges for cities today? Choose two challenges, then brainstorm solutions.

■ employment ■ public services ■ resources ■ waste
 ■ sense of community ■ crime ■ health ■ pollution

HOW THE RISE OF THE MEGACITY IS CHANGING THE WAY WE LIVE

Paul Webster and Jason Burke

The rapid increase in the number of cities home to more than 10 million people will bring huge challenges ... and opportunities.

- Amid a clutter of gigantic cranes and dumper trucks, a behemoth is rising out of a field of churned mud on the outskirts of Chengdu in south-west China. Commuters skirt its vast perimeter fence on their way to the new metro link that cuts under the city. They barely glance at what looks like just another huge construction project in a cityscape that changes every month.
- This project, though, is different. When finished, its developers proudly boast, it will be the world's largest **stand-alone building**. The New Century Global Centre is a leisure complex that will house two 1,000-room five-star hotels, an ice rink, a luxury Imax cinema, vast shopping malls and a 20,000-capacity indoor swimming pool with 400 metres of 'coastline' and a fake beach the size of 10 football pitches complete with its own seaside village. **A**
- The scale of the centre is a sign not just of the ambition of Chengdu, capital of Sichuan province, but a potential vision of the future. In 2012 Chinese authorities announced that for the first time more than half of the country's population were living in cities, 690.79 million, an increase of 21 million, compared to 656.56 million rural dwellers. The new urban-rural balance was a benchmark attained by the UK in the late 19th century and the US in the first decades of the last century – in 1800, only 3% of the world's people lived in cities. But the scale and speed of urbanisation across the developing world today are unprecedented – throwing up a string of megacities, from Jakarta to Istanbul, São Paulo to Cairo. Poor rural families flooding into the world's urban population centres bring challenges that have never before been seen – nor met.



35 4

Experts estimate that the number of megacities of more than 10 million inhabitants will double over the next ten to twenty years. Optimists see a new network of powerful, stable and prosperous city states, each bigger than many small countries, where the benefits of urban living, the relative ease of delivering basic services compared to rural zones and new civic identities combine to raise living standards for billions. **B** Pessimists see the opposite: a dystopic future where huge numbers of people fight over scarce resources in sprawling, divided, anarchic 'non-communities' ravaged by disease and violence. Nowhere is this more evident than in India, where years of underinvestment, chaotic development and rapid population growth have created huge problems.

5

50 In the middle of last week, Prakash Kumar spent a morning helping to push a broken-down van loaded with bags of cement up a flyover in southern Delhi. A recent immigrant to the capital from the impoverished state of Bihar, the 24-year-old had picked up work helping a relative – another migrant – on a **building site**. For the equivalent of £3 a day, he was unloading emergency supplies of construction materials for contractors busy putting up flats for the new Indian middle classes. His dream is to get a job as a security guard, which pays around the same but simply involves sitting on a stool guarding a shop at night. For shelter, he shares a room in an illegal **slum tenement**, living in squalid conditions with a dozen other labourers. At least there's work, he said. 'In my village there is nothing. I send the money home to my family and we can eat.'

6

65 The story of India's urbanisation – though slower than that of China or many other developing countries – is made up of hundreds of millions of variants on Kumar's story. Some 290 million people were living in cities in India in 2001, a figure that rose to 340 million in 2008 and is set to reach 70 590 million, around 40% of the population, by 2030. By that year, business consultant McKinsey and Co predicts, there will be 68 Indian cities of more than a million people, 13 with more than 4 million and six megacities with populations of 10 million or more. More than 30 million people will live in Mumbai and 75 26 million in Delhi. **C**

Megacity factfile

| Year | World population | Urban population |
|--|------------------|------------------|
| 1800 | 978 million | 1 % |
| 2014 | 7 billion | 51 % |
| 2030 (est.) | 8.3 billion | 2 % |
| Annual global migrants to cities = ³ x the population of New York. | | |
| Rural migrants to cities in India: ⁴ every minute for the next twenty years | | |
| Number of extra cities India needs: ⁵ | | |
| Biggest megacity in 2014: Tokyo-Yokohama Metropolitan Area, over ⁶ million | | |
| Greenhouse gases generated: ⁷ % of global total | | |



7

It is far from sure that India's government can cope. At current rates of investment, McKinsey says, India's already **congested thoroughfares** will face gridlock with only a quarter of the necessary trains and metros and an acute shortage of water. Many inhabitants will have no drinking water at all and up to 80% of sewage will go untreated. In all more than a trillion dollars needs to be invested in infrastructure projects alone, it estimates.

8

The new Chinese cities, too, have their problems – though arguably less severe than those in south Asia. For every pound Indian authorities invest in **urban infrastructure**, their Chinese counterparts spend seven. **D** Chengdu has become a test case for how China resolves these varied challenges. It has been named as one of China's 'pilot reform regions', giving local authorities extraordinary powers to experiment.

9

Chengdu's mayor, Ge Honglin, claims that the city has avoided some of the problems associated with migration into the cities by encouraging families to stay in the countryside. 'The first thing I did was to improve the conditions – schools, shops, garbage collection, the **sewage system**. We had to cut the gap between rural and urban areas. If people could have a brighter future in the countryside, they'd stay there. So we're not seeing people swarm into the city... Instead there are people in the city considering moving to the country.' The motivation for all these policies is clear – to persuade millions of rural families around Chengdu that they have an economic stake in China's rapid growth. Part of the strategy involves pouring resources into satellite towns and villages, and creating thousands of new rural communities where families can be rehoused. 'Chengdu is the only super-large central city that has narrowed the urban-rural income gap alongside rapid economic growth in China,' Ge says.

10

Even if the demands for power, sanitation and security can be met, however, the new cities, whether of 30 million or five million inhabitants, present a cultural challenge: how to establish a sense of community in huge and complex societies. In Chengdu, there is abundant evidence of the city's efforts to preserve a sense of cultural identity amid bewildering change. Ancient districts that were knocked down have been lovingly recreated to house market stalls selling highly prized Sichuan delicacies. They are packed with locals, in stark contrast to the cavernous and empty modern malls on the outskirts of the city. There are few such initiatives in India but a sense of community among **city dwellers** is nonetheless often present, reinforced by local languages and cultures as well as a range of local media. For Prakash Kumar, the simple fact of making a living in the capital, however basic, is a source of pride. 'The rest of my family will come and join me one day,' he said.

V Cities

5 Complete the sentences with the correct form of the highlighted phrases in the article.

- Before the invention of the _____, negotiating city streets was a hazardous business.
- I would much rather reside in the country than be a(n) _____. It's a far healthier lifestyle choice.
- The _____ was depressingly dark and damp. It was difficult to imagine living in such squalor.
- The suburbs were pock-marked with abandoned _____ because of the economic crisis.
- The proposed new stadium would be a huge _____. It could be used for concerts, sports events and festivals.
- There's no _____ in shanty towns: health care, education and security are distressingly poor.
- It was impossible to navigate the _____. Cars were nose to tail as far as the eye could see.

V insight Emphatic adjectives

6 Find adjectives in the article which mean:

- never done or known before (paragraph 3)
- totally inadequate, insufficient (paragraph 4)
- completely disorganized, anarchic (paragraph 4)
- extremely poor and needy (paragraph 5)
- absolutely filthy (paragraph 5)
- drastic or critical (paragraph 7)
- plentiful, in large quantities (paragraph 10)
- unpleasantly and sharply clear (paragraph 10)

7 Complete the text with adjectives in exercise 6.

CITY OF WALLS

'I feel like I'm living in a jail. I would go back immediately if I could, but there is nothing there for me,' says Alai de Silva Costa. Alai is a slum dweller in São Paulo, Brazil. Like millions of others, she lives in ¹ _____ conditions with an ² _____ shortage of water, energy, healthcare and education.

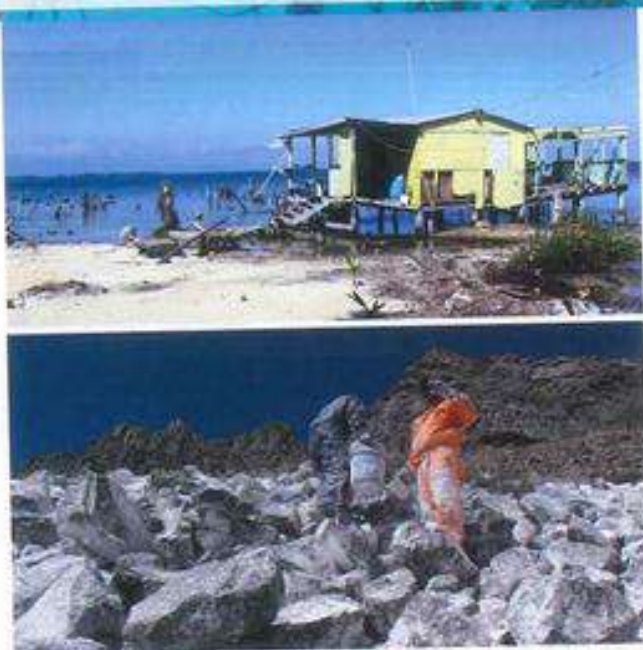
Several years ago, Alai left her village because of lack of work. She wanted a better life, but instead, she went from rural poverty to urban squalor. In São Paulo, as in many other cities, there is meteoric wealth in the centre and crushing poverty on the outskirts. The rich hide in fenced communities with carefully planned lawns and neat double garages, in ³ _____ contrast to the ⁴ _____ development of the favelas where two-thirds of São Paulo's citizens reside.

But slums aren't only a problem for countries like Brazil. With people migrating in ⁵ _____ numbers, vast slums have sprung up in Europe and America, too: for example, Highland Park in Detroit and Cañada Real outside Madrid. If the future is urban, then there is ⁶ _____ evidence that for the majority of people this means life in a slum.

Meanwhile in São Paulo, Alai ekes out a living recycling rubbish from the wealthier areas of the city. The city is not the liberating land of opportunity she had hoped for; instead, it is a city of walls.

8 **SPEAKING** What choices do people like Alai have? In what ways can cities help their slum dwellers?

Vocabulary bank Problems and solutions page 141



1 **SPEAKING** Describe the photos. What do you think is the connection between them?

2 **2.13** Listen to the radio programme and answer the questions.

- What three problems does it mention? Which two does it deal with?
- Where is Eduardo from and what problems are people experiencing there?
- What was his solution? Is it working?
- Where does Gerald McDougall live and in what two ways is he helping the environment?

3 Read the reactions of three callers on the programme. Which opinions do you agree / disagree with? Explain why.

- Caller 1 **refused** to acknowledge that we could do anything about global warming. He **added** that he thought it was a natural rather than a man-made problem.
- He **asked** the presenter if he agreed that Eduardo and Gerald's solutions were short-term and would not have a big impact.
- Caller 2 **predicted** that if we didn't start reducing the waste we generated, the consequences could be catastrophic. She **urged** people to change their lifestyles.
- She **informed** the presenter that another project in the Himalayas had done something similar. She **recommended** that everyone should think of local solutions to global problems.
- Caller 3 **blamed** the government. They had to do more to halt climate change.
- She **mentioned** reading an article about using electricity to regenerate coral reefs. She **thought** that it was a good idea.
- The presenter **described** how Gerald McDougall might eventually build a hostel on Westpoint Island, using rubbish to create more land. He **believed** that it would be a popular destination with travellers.

Reported speech

- 4 Rewrite the statements and questions in exercise 3 in direct speech. Then answer the questions below.

- What are the main differences between direct and reported speech? Think about:
■ modal verbs ■ pronouns ■ questions ■ tenses ■ time and place reference words ■ word order
- How do we introduce a reported yes / no question?
- Which of the highlighted reporting verbs are usually followed by:
■ an infinitive ■ an infinitive without to ■ an -ing form ■ a question word ■ a *that* clause
- Reporting verbs like *request*, *insist* and *demand* can be followed by a *that* clause with different verb forms, with little or no difference in meaning. Study the example sentences below. Which reporting verb in exercise 3 follows the same pattern?
They insist that the government should do more to protect the environment. (should + infinitive without to)
They insist that the government does more to protect the environment. (ordinary present and past tenses)
They insist that the government do more to protect the environment. (subjunctive)

Reference and practice 8.1 Workbook page 123

- 5 Some reporting verbs can be followed by more than one verb pattern. Choose the two correct patterns in each sentence. Use a dictionary to help you.

- He admitted that he hadn't given / not giving / not to give much thought to environmental issues.
- They suggested to paint / painting / that they should paint the mountains to stop the ice from melting.
- She warned him that sea levels were increasing / that sea levels to be increased / that sea levels were increasing.
- He promised that he would help / to help / helping with the new project.
- She insisted on him watching / to watch / that he watched the documentary.
- They persuaded me supporting / me to support / me that I should support the eco-challenge.
- She wondered why he believed / his believing / if he believed climate change was man-made.
- He recommended that everyone recycle / that everyone should recycle / everyone to recycle their rubbish.

- 6 Read the interview with an urban gardener. Then answer the questions.

- Identify six reporting verbs in the interview. What tense are they in?
- What were Ryan's exact words in reported statements 1–9? What changes have been made?
- If we changed the tense of the reporting verbs, would we need to change verb tenses in the statements?

The Urban Gardener

¹Ryan insists that his garden is his life. ²He boasts that it is 'paradise on Earth', and I have to agree: the lush, colourful vegetation forms a stark contrast to the unrelenting grey of its surroundings. Ryan's garden is on the rooftop of a block of flats in London's East End. When I ask him how he got started, ³he explains that it happened a few years earlier. ⁴He was reading the newspaper when he came across an article about modern cities and the huge amount of food they consume. The writer was encouraging urban gardening as it had far less impact on the environment. ⁵Ryan hadn't come across the idea before, but it intrigued him, so he decided to give it a go, although ⁶he freely admits that it was the right idea at the right time. ⁷If he hadn't seen the article and hadn't been out of work, he probably wouldn't have got started, and he confesses that ⁸he might still be buying all his food from the supermarket. ⁹Instead, five years later, he has a garden which supplies him with all the vegetables he needs, and enough left over to give some to family and friends. He smiles triumphantly, gesturing towards the rows of potted runner beans and sweetpeas silhouetted against an unusually blue sky.

- 7 **SPEAKING** Which local solution referred to in this lesson did you think was most effective / surprising / inspirational? Explain why.

- planting urban gardens ■ building an island out of rubbish ■ painting mountains
- regrowing coral reefs

- 8 **SPEAKING** Discuss other ways in which individuals can find local solutions to global problems. Present your ideas to the class. Vote on the most innovative solution.

DVD extra Fog catchers



1 SPEAKING Discuss the questions.

- 1 What might people associate with light / day and dark / night?
- 2 What are the benefits of artificial light? Can you think of any disadvantages?

2 2.14 Listen to the radio programme. What problem are the speakers discussing? What types of solutions are offered?

3 2.14 Listen again and match the speakers, Presenter (P), John (J) and Katrina (K), to statements 1–8. There are two statements that you do not need.

Which person:

- 1 says we need to re-evaluate the type of lighting we use?
- 2 claims that insufficient lighting creates dangerous neighbourhoods?
- 3 gives an example of the disruptive effect on natural cycles?
- 4 points out that many of us have positive associations with city lights?
- 5 talks about the health risks of too little light at certain times of year?
- 6 believes that nocturnal lighting poses a health risk to people?
- 7 complains that energy bills are unjustifiably high?
- 8 suggests adding an extra hour of daylight during winter?

STRATEGY

Summarizing

When we summarize, we give an overview of a text or a discussion, condensing the main ideas.

- Focus on the central themes. Avoid including details, examples or irrelevant information.
- Make sure you have interpreted the speaker's point of view correctly. Listen for tone of voice, emphasis, use of adjectives and expressions that reveal a point of view. Do not alter the meaning and do not include your own interpretation.
- Paraphrase the main ideas, using reporting verbs such as *pointed out*, *countered*, *went on to explain*, *added*, etc. to introduce paraphrased opinions. Add transitional language to improve the flow.

4 Read the strategy. Which of the following ideas are mentioned in the discussion? Which of them are main ideas?

- in most areas it's impossible to see stars in the night sky
- bright nocturnal lighting is bad for our health
- people associate bad lighting with crime
- there should be laws against excessive lighting
- street lighting affects sea turtles
- France has reduced its energy bill
- shielded light could be an effective solution
- most of us have an irrational fear of the dark

5 Answer the questions. Then write a summary of the discussion in no more than 150 words. Use exercises 3 and 4 to help you.

- 1 What are the three main problems caused by urban light?
- 2 Why might people want lighting in cities?
- 3 What are the possible solutions to the problem of light pollution?

John Hathaway pointed out that ...

V insight Idioms: problems and solutions

6 Match the sentence halves. Then explain the meaning of the highlighted phrases.

- | | |
|---|--|
| 1 I felt that John had the | 5 Residents had to fight an uphill |
| 2 The architect took the bull | 6 The mayor claimed the scandal was a storm |
| 3 Investing in green energy in our cities is a no- | 7 People were up in arms |
| 4 City councillors threw cold | 8 Town planners often fall into |
- a **water over** plans to build a new sports centre. They didn't have the funds.
 b **battle** to stop the new motorway, but they won in the end.
 c **brainer** – it'll reduce pollution and create new jobs.
 d **upper hand** over Katrina because his arguments were more convincing.
 e **against** plans for a new airport near their town.
 f **the trap** of ignoring light and noise pollution.
 g **by the horns** and designed a building that was both energy-efficient and beautiful.
 h **in a teacup**. There had been no fraud.

7 SPEAKING Imagine you are redesigning your local neighbourhood. Which of these aspects would you prioritize?

■ space ■ light ■ noise

Deciding on the best course of action

8 2.15 SPEAKING Listen to three people talking about their neighbours. What problems are they experiencing? Which of these solutions would be appropriate?

■ talking to them ■ making them pay a fine ■ sending them a letter ■ giving them an ASBO
 ■ reporting them to the council ■ sending them to prison

Reporting using nouns

9 Look at these sentences reporting the problems in exercise 8. What did the speakers actually say? Underline the reporting verbs and the reporting nouns.

- His remark that local children were in danger was totally justified. He also suggested that the teenagers were up to no good.
- Her observation that the house was a fire hazard was pretty accurate. She pointed out that the garden was completely overgrown.
- Her additional concern was that the dog seemed to be badly treated. She also commented that the owners were very unfriendly.

Reference and practice 8.2 Workbook page 124

10 Complete the sentences with the nouns below. Sometimes more than one answer is possible. The nouns may be used once, more than once or not at all.

■ excuse ■ response ■ accusation ■ declaration ■ denial ■ answer ■ remark ■ suggestion

- His _____ that she had anything to do with cutting down her neighbour's tree was a lie.
- Her _____ that her neighbours were badly educated was quite offensive.
- The _____ that the animals had been mistreated was investigated by the RSPCA.
- The squatter's _____ was that there was nowhere else to live. That's why he didn't move.
- The _____ that building work on the house should start after 10 a.m. was a good solution for the neighbours.
- When asked about conflicts involving people next door, the police officer's _____ was that there had been an increase in incidents over the summer.
- The council's _____ was that it was illegal to leave old furniture on the pavement outside people's houses.
- When a neighbour complained about the security light, the shop owner's _____ was that it was a necessary deterrent.

11 SPEAKING Discuss the best solution to the problems people are experiencing in exercise 9. Present your solution to the class. Which do you think is the best approach to problem neighbours?

- 1 **SPEAKING** Discuss the meaning of the quotes below. Do you agree or disagree with the ideas?

'Forced from home, and all its pleasures,
Afric coast I left forlorn;
To increase a stranger's treasures,
O'er the raging billows borne.

'Men from England bought and sold me,
Paid my price in paltry gold;
But, though theirs they have enroll'd me,
Minds are never to be sold.'

William Cowper (1731–1800)

'Slaves lose everything in their chains, even the desire of
escaping from them.'

Jean-Jacques Rousseau (1712–1778)

'Men would rather be starving and free than fed in bonds.'

Pearl S. Buck (1892–1973)

'No man can put a chain about the ankle of his fellow man
without at last finding the other end fastened about his own
neck.'

Frederick Douglass (1818–1895)

- 2 Quickly read the introduction to and extract from *12 Years a Slave*. Which of the ideas in exercise 1 best describes Solomon Northup's situation and attitude? How do you think most people would react in his situation? Think about:

- sense of injustice ■ anger ■ self-preservation
- self-righteousness ■ fear ■ sense of powerlessness

- 3 Complete the extract with sentences A–G. There is one sentence that you do not need.

- A In fact, I was becoming almost unable to speak.
- B My feet, as has been stated, were fastened to the floor.
- C But I would not be silent, and denounced the authors of my imprisonment, whoever they might be, as unmitigated villains.
- D This was far more painful than the other.
- E I complained bitterly of the strange treatment I had received, and threatened, upon my liberation, to have satisfaction for the wrong.
- F He disappeared, and in a few moments returned with these instruments of torture.
- G I did insist upon it, and then the blows were renewed, faster and more energetically, if possible, than before.

- 4 **SPEAKING** Discuss the questions, referring closely to the extract.

- 1 How does Burch address Northup in paragraph 1? What does this say about his attitude towards him?
- 2 How does Northup characterize Burch's temperament and language? What impression does this give the reader?
- 3 In paragraph 3, what adjective does he use to describe Burch's arm? What idea does this convey?
- 4 How does Radburn react to the situation? How does he view the incident?

12 YEARS A SLAVE

Solomon Northup was a free man, living in New York State with his wife and family. He earned a living as a musician, and also supported his family through farming and carpentry. In 1841, when he was thirty-three years old, he was befriended by two white men, posing as musicians, who asked him to join their travelling music show. It was an opportunity to earn good money in a relatively short period of time, so Northup followed them to Washington. But what first seemed like a lucky break soon turned into a nightmare: Northup was drugged and his free papers were stolen. When he came out of his drugged stupor, he found himself in chains, ready to be transported to New Orleans and sold as a slave.

For the next twelve years, he laboured on the plantations of Louisiana, where he was whipped, starved and forced to work for six days a week. Northup was bought and sold several times, and his final owner was the sadistic Edwin Epps. Fortunately, a Canadian named Bass, a supporter of abolition, visited Epps's plantation. When Northup heard him voicing his opinions, he begged him to take a letter to his family.

Eventually, Northup was freed and returned to his family in New York State, where he described his experiences in his memoir *12 Years a Slave*. He tried to bring his kidnappers to justice, but because he was black, he was unable to testify in court. As a result, the case was dropped and the perpetrators walked free.

'Well, my boy, how do you feel now?' said Burch, as he entered through the open door. I replied that I was sick, and inquired the cause of my imprisonment. He answered that I was his slave—that he had bought me, and that he was about to send me to New-Orleans. I asserted, aloud and boldly, that I was a free man—a resident of Saratoga, where I had a wife and children, who were also free, and that my name was Northup. ¹ He denied that I was free, and with an emphatic oath, declared that I came from Georgia. Again and again I asserted I was no man's slave, and insisted upon his taking off my chains at once. He endeavoured to hush me, as if he feared my voice would be overheard. ² Finding he could not quiet me, he flew into a towering passion. With blasphemous oaths, he called me a black liar, a runaway from Georgia.

During this time Radburn was standing silently by. His business was to oversee this human, or rather inhuman stable, receiving slaves, feeding, and whipping them, at the rate of two shillings a head per day. Turning to him, Burch ordered the paddle and cat-o'-ninetails to be brought in.

³ The paddle was a piece of hard-wood board, eighteen or twenty inches long, moulded to the shape of an old-fashioned pudding stick, or ordinary oar. The cat was a large rope of many strands—the strands unraveled, and a knot tied at the extremity of each.

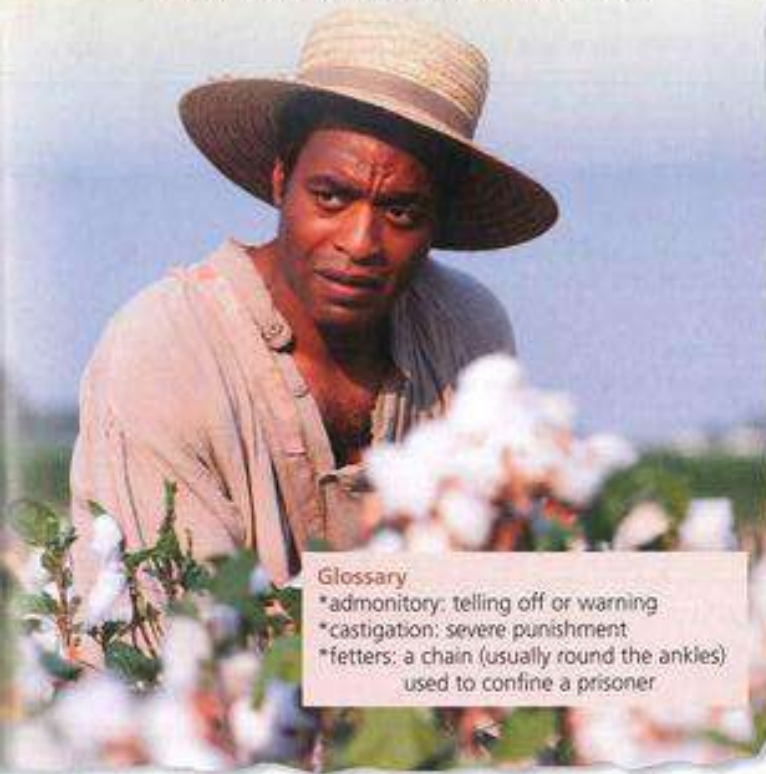
As soon as these formidable whips appeared, Burch commenced beating me. Blow after blow was inflicted upon my body. When his unrelenting arm grew tired, he stopped and asked if I still insisted I was a free man. ⁶⁰

At length the paddle broke, leaving the useless handle in his hand. Still I would not yield. All his brutal blows could not force from my lips the foul lie that I was a slave. Casting madly on the floor the handle of the broken paddle, he seized the rope. ⁶⁵

I struggled with all my power, but it was in vain. I prayed for mercy, but my prayer was only answered with imprecations and with stripes. I thought I must die beneath the lashes of the accursed brute. Even now the flesh crawls upon my bones, as I recall the scene. I was all on fire. My sufferings I can compare to nothing else than the burning agonies of hell! ⁷⁰

At last I became silent to his repeated questions. I would make no reply. ⁷⁵

A man with a particle of mercy in his soul would not have beaten even a dog so cruelly. At length Radburn said that it was useless to whip me any more—that I would be sore enough. Thereupon Burch desisted, saying, with an admonitory* shake of his fist in my face, and hissing the words through his firm-set teeth, that if ever I dared to utter again that I was entitled to my freedom, that I had been kidnapped, or any thing whatever of the kind, the castigation* I had just received was nothing in comparison with what would follow. He swore that he would either conquer or kill me. With these consolatory words, the fetters* were taken from my wrists, my feet still remaining fastened to the ring; the shutter of the little barred window, which had been opened, was again closed, and going out, locking the great door behind them, I was left in darkness as before. ⁹⁰



Glossary

*admonitory: telling off or warning

*castigation: severe punishment

*fetters: a chain (usually round the ankles) used to confine a prisoner

V insight Word analysis

- 5 Study the highlighted verbs in the extract and explain their meaning. Then complete the text below with the correct form of the verbs.

Popular art, literature and film can play a decisive role in helping to right societal wrongs. When Harriet Beecher Stowe wrote her best-selling novel *Uncle Tom's Cabin* in 1852, she showed the devastating impact of slavery on family life. The book played its part in intensifying disagreement between



the North and South, which ultimately led to the American Civil War and later, Abraham Lincoln's Emancipation Proclamation. Back in 1852, Stowe's intention was to stir up anger and ¹ a mortal blow on the slave trade, rallying people around the abolitionist cause and encouraging plantation owners to ² from an inhuman trade which treated people like property.

The opening pages of *Uncle Tom's Cabin* introduce two slaves: the protagonist Tom and four-year-old Harry. They are being sold to pay their owner's debts: 'As soon as Tom was seated in the cart, Haley took a heavy chain, and ³ it round his ankles. Poor Tom had done nothing wrong, yet he was treated worse than a thief, just because he was a slave.' The style of the book is emotional and sentimental, but Stowe also ⁴ to draw an accurate picture of plantation life. She details the whippings and beatings used to subdue people, forcing them to ⁵ to their master's will.

Perhaps surprisingly, *Uncle Tom's Cabin* was an instant success and sold 20,000 copies in its first three weeks; it effectively changed the way Americans viewed slavery. At the same time, anti-abolitionists ⁶ a campaign to discredit it. They ⁷ that her story was inaccurate and exaggerated, but Beecher Stowe responded by publishing *A Key to Uncle Tom's Cabin* (1853). In it she referred to the slave narratives she had used as her sources.

1853 was also the year that Solomon Northup published *12 Years a Slave*, recounting the true story of how he was ⁸, separated from his family and sold to plantation owners in the South. On the title page, Northup dedicated the book to Stowe, and labelled it as 'another Key to Uncle Tom's Cabin'.

- 6 **SPEAKING** Think about a film you have seen recently or a book you have read which deals with societal problems and discuss the questions.

- 1 What issue did it explore? Was it based on fact or fiction?
- 2 Who was the protagonist? How did he / she react to the issues?
- 3 How did the film present events / people? Was it influenced by current events / perspectives?

Vocabulary bank Big issues page 141

1 SPEAKING Discuss the questions.

- 1 What is the value of higher education? Are there any downsides?
- 2 Should everyone have access to it? Why / why not?

2 Read the essays on page 103 and compare your ideas. What problems do they identify? What solutions do they offer?

STRATEGY

Researching, referencing and evaluating ideas

When you write a problems and solutions essay, remember to:

- choose your sources carefully and make sure they are reliable. Facts from internet sites, such as Wikipedia will often need cross-referencing or double-checking. When evaluating your sources, look out for evidence of bias in the writer's choice of language. Is it neutral and objective?
- use different ways to introduce your sources (e.g. *according to, an interesting observation was made by ...*) as well as reporting verbs (e.g. *illustrated, stated, showed, proved*).
- use statistics, facts and figures to give your research more credibility.
- use tentative language to introduce or evaluate ideas (e.g. *It seems that ..., We might infer that ..., It's conceivable that ..., It could be the case that ..., It might be possible that ..., etc.*)

3 Read the strategy. Then study the essays and answer the questions.

- 1 Which sources have been used?
- 2 How are they introduced?
- 3 What statistics and concrete facts and figures are used to support ideas?
- 4 What language is used to introduce and evaluate ideas?
- 5 Which essay seems more credible to you?

Punctuation in direct speech

4 Study the highlighted examples of direct speech in each of the model texts. Then match features 1–5 to uses a–e.

- 1 Commas, full stops, question marks and exclamation marks
 - 2 Colons
 - 3 Parentheses
 - 4 Single quotation marks
 - 5 Double quotation marks
- a introduce a direct quotation. Can only be used with complete sentences.
 - b signal the end of the phrase. They are used before opening or closing quotation marks.
 - c enclose a quotation within a quotation.
 - d are used where letters or words from the original quotation have been deleted or changed.
 - e are used to show a sentence or phrase is direct speech.

5 Punctuate the sentences.

- 1 Everyone has the right to further education no matter what the cost insisted the President of the Student Union during the televised debate
- 2 Crime rates have risen amongst younger people because of lack of jobs said the councillor In the words of one youth worker they see no way out I have to say that for many kids this seems to be the case
- 3 Nelson Mandela once said Education is the most powerful weapon which you can use to change the world Mr Mandela had a point if we don't invest in education what hope is there for the future asked the Education Secretary
- 4 When I met Nina she had some news I saw Tom earlier she said and he told me he'd chosen a course When I asked him which one he replied The one guaranteed to get me a well-paid job
- 5 My father always said You don't need to go to college to get a good education He had a point I've learned most of my life lessons on the streets

There is evidence that access to higher education is becoming a significant problem. Identify the causes of the problem and suggest and evaluate solutions.

A

'Education for the masses not just the ruling classes,' declared a university student at a recent protest. The protest was against tuition fees paid for by student loans, and it highlighted a significant problem: if fees continue to rise, then higher education will not be accessible to everyone. This essay will examine the problem and evaluate possible solutions.

It seems inevitable that more students will give up on further education in the face of rising fees: the gov.uk website currently quotes loans up to £9,000 a year, which is difficult to repay, particularly for humanities students. These students can expect less well-paid jobs compared with economics or medicine graduates, and yet will have the same debt. This hardly seems fair.

One solution would be to ensure higher education is free for everyone. Unfortunately, this is not a realistic option as studies into financing higher education imply that the burden on the taxpayer would be unsustainable. Even reducing fees or offering more scholarships would be a significant drain on government finances.

Another, more plausible solution has been put forward by lecturer Mark Reiff. Reiff suggests that students should pay for their education in the form of taxation after they graduate and find work. That taxation could be a small percentage of their salary, and would therefore be directly linked with the market value of their degree.

To quote him directly: '[E]veryone would be able to get a high quality higher education no matter what [their] economic resources.' In many ways, this idea makes good sense.

Finding a solution to promote universal access to higher education is critically important. OECD studies have shown that a better-educated population is happier, healthier and more engaged with the community. People have the right to continue their education – perhaps the most viable way to ensure this is by making the student loan system both affordable and fair.

B

A recent survey in the UK showed that there are too many graduates and not enough 'graduate' jobs. Today, anyone can carry on their studies, but is higher education really suitable or relevant for all? In this essay, I will attempt to analyze the current problem and examine a range of solutions.

Why are students opting for higher education? According to *The Independent*, '(The) vice-president of the National Union of Students said: "With more than a million young people unemployed in the UK, some may feel like their options are somewhat limited." The current economic climate means that getting a degree (and getting into debt) looks like the only way to improve one's employment prospects. Sadly, it has the opposite effect, flooding the graduate labour market and making suitable jobs more difficult to find.

One obvious solution is to make university entrance more selective. Degrees are not required for most jobs, and work experience can be much more valuable. In addition, not going to university does not exclude you from earning a good salary. According to the Institute of Fiscal Studies, only 14% of British workers earn more than £40,000 a year. Of these, almost half do not have a degree.

Another solution would be to make current courses more vocational, involving paid employment as part of students' training. In countries such as Germany, working for a company is an integrated part of a university course, with relevant work experience increasing job prospects once students have graduated.

Nowadays, more people are going into higher education than ever before, despite figures from the Office for National Statistics that suggest that nearly half (47%) of all graduates do not get hired into 'graduate' roles. One solution is for universities to offer more vocational courses; another is for students to seriously consider whether they need to go at all.



WRITING GUIDE

■ Task Choose an area from the list below and write a problems and solutions essay.

- environment ■ education ■ employment
- crime ■ health

■ Ideas Ask yourself these questions:

- 1 What are the main challenges your country/region faces in this area? Focus on one or two.
- 2 What are the solutions? Use facts and figures to support your main ideas.
- 3 Evaluate the solutions. Is one more viable than the others?

■ Plan Follow the plan:

Paragraph 1: Introduce the topic.

Paragraph 2: Explain the problem.

Paragraphs 3–4: Present one or more solutions and evaluation.

Paragraph 5: Restate the problem and possible solutions.

■ Write Write your problems and solutions essay. Use the paragraph plan and the strategy to help you.

■ Check Check the following points:

- Have you explained the problem clearly?
- Have you researched the solutions thoroughly?
- Have you cited ideas you have used?
- Have you checked grammar, vocabulary, spelling and punctuation?

Vocabulary insight 8 Literary language

- 1 Match the highlighted words in the extract from *12 Years a Slave* to their more everyday equivalents below. How could the passage be rewritten in a more neutral, contemporary style?

■ punishment ■ say ■ stop ■ then ■ warning

Thereupon, Burch desisted, saying, with an admonitory shake of his fist in my face, [...] that if ever I dared to utter again that I was entitled to my freedom [...] the castigation I had just received was nothing in comparison with what would follow.

STRATEGY

Formal and old-fashioned vocabulary

Classic literature often uses vocabulary that is no longer in common, everyday usage. This language may be:

- very formal in tone: *desist, imprecation, endeavour*
- old-fashioned: *accursed, apparel, menfolk*
- from an older form of English (often labelled *old use* in a dictionary): *der, behold, thou, hither*

Sometimes, apparently familiar words are used in a more formal or old-fashioned sense:

They stopped at the top of the hill to admire the fair scenery. (fair here = beautiful)

It is important to remember that this style of vocabulary may stand out as marked if used in other contexts.

- 2 Read the strategy above. Study the dictionary entry for *oath* and identify the sense in which the word is used in this sentence from the text on page 100.

With blasphemous oaths, he called me a black liar, a runaway from Georgia.

oath /əʊθ; NAɪm ɔʊθ/ noun (pl. oaths /əʊθ; NAɪm ɔʊθ/)

1 a formal promise to do sth or a formal statement that sth is true: to take/swear an oath of allegiance • Before giving evidence, witnesses in court have to take the oath (= promise to tell the truth). • COLLOCATIONS AT NOTE 2 (old-fashioned) an offensive word or phrase used to express anger, surprise, etc.: a swear word: She heard the sound of breaking glass, followed by a muttered oath.

2 on/under oath (law) having made a formal promise to tell the truth in court: Is she prepared to give evidence on oath? • The judge reminded the witness that he was still under oath.

- 3 Use a dictionary to identify the formal or old-fashioned uses of the highlighted words and phrases below. How are these words labelled in the dictionary? Do they have more contemporary, everyday senses?

- 1 Awakened by the sound of birdsong, he arose just after daybreak.
- 2 The day of his departure was drawing nigh.
- 3 She bade me farewell and slipped silently out into the night.
- 4 She landed as gently as a butterfly alighting on a flower.
- 5 He was borne aloft by a crowd of jubilant supporters.
- 6 Beyond the river is the dark and ominous forest where terrifying creatures dwell.

STRATEGY

Literary vocabulary

Literary writers often employ vocabulary that is especially descriptive, colourful and evocative. These words and expressions will often be labelled as literary in a dictionary, and many of them are considered old-fashioned.

The Red Death had long devastated the country. No pestilence had ever been so fatal, or so hideous. – 'The Masque of the Red Death', E.A. Poe

Again, some familiar words may be used in a different, often metaphorical, sense in a literary context.

An unnatural darkness had descended. 'Fly!' he called. 'Fly! The enemy is upon us!' ... The hobbits ran down the slope. – *The Lord of the Rings*, J.R.R. Tolkien

Particular literary genres often have vocabulary associated with them. For example, you might come across the following words in fairy tales and legends: *gallant, valiant, maiden, siren, quest, slay*

- 4 Match the highlighted words and expressions in 1–6 to their more neutral equivalents below. Use a dictionary to help you.

■ brave ■ dangerous ■ happen ■ sleep ■ storm ■ surround

- 1 Farther up the mountain, thick fog suddenly enfolds us.
- 2 The covers rise and fall as she slumbers peacefully.
- 3 The ship pitched and rolled, tossed around in the raging tempest.
- 4 They undertake a perilous journey through alligator-infested swamps.
- 5 The king maintained an entourage of noble and valiant knights.
- 6 What dreadful fate had befallen them?

Vocabulary

- 1 Complete the sentences with the correct form of the phrases below.

■ slum tenement ■ city dweller ■ congested thoroughfare
■ building site ■ urban infrastructure ■ sewage system

- \$94.5 billion was invested in _____ in the state of Rio de Janeiro in two years.
- Rio de Janeiro is thought to have 6.3 million _____ living in an area covering 1,182 km².
- One side effect of the successful bid for the 2016 Summer Olympics was the creation of a 300-acre _____ in Barra de Tijuca.
- The Brazilian government promised to clean up the capital's _____.
- Census data shows that approximately six per cent of the Brazilian population lives in _____.
- The Avenida Rio Branco is one of many _____.

Marks ____ / 6

- 2 Choose the correct answers.

- I can't imagine the **chaotic** / **scarce** scenes following the disaster.
- The images show the **stark** / **squalid** contrast before and after the crisis.
- The shanty towns act as an **acute** / **abundant** reminder of poverty.
- Water is a **scarce** / **impoverished** commodity in many parts of the world.
- It's shocking to see children living in such **squalid** / **abundant** conditions.
- Japan can hardly be described as an **impoverished** / **unprecedented** nation.

Marks ____ / 6

- 3 Match the words in A to the words in B to make idioms.

- A ■ be ■ fall ■ take ■ fight ■ have ■ throw
B ■ an uphill battle ■ the upper hand
■ cold water over something ■ into the trap
■ a storm in a teacup ■ the bull by the horns

Marks ____ / 6

- 4 Complete the sentences with the correct form of the verbs below.

■ desist ■ commence ■ yield ■ fasten ■ assert ■ endeavour

- He _____ his speech in front of his proud supporters.
- Campaign groups are calling for manufacturers to _____ from using slave labour.
- She _____ in front of the cameras that she was telling the truth.
- Even though I begged, he still wouldn't _____.
- The paper always _____ to cover both sides of the story.
- His belongings were carefully _____ together.

Marks ____ / 6

Grammar

- 5 Rewrite the sentences and questions in reported speech beginning with *He said* or *He asked*.

- 'I read about an eco-hotel in Mali today.'
- 'My family was visiting the coral reef.'
- 'We must sort out the garden next week.'
- 'Have you tried planting anything in your garden?'
- 'I have been studying tourism in the area.'
- 'I am cutting down this tree.'
- 'We need to consider these options.'
- 'When was the world's first power station built?'

Marks ____ / 8

- 6 Rewrite the sentences using reported speech and the correct form of the verbs in brackets.

- Clare: 'Renewable energy has to be a good thing. It is clean and doesn't damage the environment.' (insist)
- Lisa: 'I wouldn't recommend using a source of energy that relies solely on wind.' (advise)
- Sally: 'Wind turbines aren't efficient.' (warn)
- David: 'I just don't see why people think wind turbines are ugly. Surely factories are far uglier.' (wonder)
- John: 'I have to say that I thought I'd hate them, but I find wind turbines quite pleasing.' (admit)
- Karen: 'Why doesn't everyone have a wind turbine in their back garden?' (suggest)

Marks ____ / 6


- 7 Choose the correct answers.

- The neighbour's **denial** / **suggestion** that he had fed the urban foxes was doubted by many.
- The councillor's **excuse** / **suggestion** that residents keep a record of the fox sightings was well received.
- When the journalist asked him how the fox population should be culled, his **response** / **excuse** was that the council should provide a solution.
- The **answer** / **accusation** that he hadn't taken their complaints seriously left him red-faced.
- The **excuse** / **denial** that foxes couldn't be removed from urban areas divided opinion.
- The council's **declaration** / **accusation** that it had spent its budget on pest control angered many.
- The **remark** / **answer** to the question of rubbish was to get a secure wheelie bin.

Marks ____ / 7

Total ____ / 45

Listening

- 1  2.16 Listen to three recordings relating to ways of improving city life and choose the correct answers.

Recording 1

- 1 Which of the following is stated as a fact?
- Asking people to use one bin for all waste is going backwards.
 - Sending all rubbish to the recycling plant will improve recycling rates.
 - Using technology to separate rubbish is superior to people doing it.
- 2 Which title would be most suitable?
- Technology to the rescue
 - One step forward, one step back
 - Recycling rates in the USA

Recording 2

- 3 What is the primary aim of 'Providence Talks'?
- To decrease the rate of poverty in Providence.
 - To help children achieve greater academic success.
 - To research the number of words children hear.
- 4 What is the 'word gap'?
- The difference in the number of words a wealthy child hears and an underprivileged child hears.
 - The difference in the amount of time American parents spend talking to their children.
 - The difference in the number of words wealthy and underprivileged children learn by the age of four.

Recording 3

- 5 What is the primary aim of the Guggenheim Lab?
- To provide accommodation to city dwellers.
 - To educate city dwellers about urban development.
 - To find solutions to common problems in the city.
- 6 Why did the speaker give the example about cyclists?
- To show that they are a common problem.
 - To show how the lab might deal with a problem.
 - To show that employers should cycle to work.

Speaking

- 2 Work in pairs. Make a list of problems that your school is currently dealing with. Select the two most important ones and think of ways of solving them.
- 3 Work in pairs. Describe the photo and answer the questions.
- How do you think the students feel about studying in this classroom?
 - How do you think teachers feel about teaching there?
 - What can be done to improve the conditions in this school?



Malawi windmill boy with big fans



The extraordinary true story of a Malawian teenager who transformed his village by building electric windmills out of junk is the subject of a new book, *The Boy Who Harnessed the Wind*.

- 5 Self-taught William Kamkwamba has been feted by climate change campaigners like Al Gore and business leaders the world over. His against-all-odds achievements are all the more remarkable considering he was forced to quit school aged fourteen because his family could no longer afford the \$80-a-year fees.

When he returned to his parents' small plot of farmland in the central Malawian village of Masitala, his future seemed limited. But this was not another tale of African potential thwarted by poverty. The teenager had a dream of bringing electricity and running water to his village. The need for action was even greater in 2002 following one of Malawi's worst droughts, which killed thousands of people and left his family on the brink of starvation.

Unable to attend school, he kept up his education by using a local library. Fascinated by science, his life changed one day when he picked up a tattered textbook and saw a picture of a windmill. Mr Kamkwamba told the BBC News website: 'I was very interested when I saw the windmill could make electricity and pump water. I thought: "That could be a defence against hunger. Maybe I should build one for myself".'

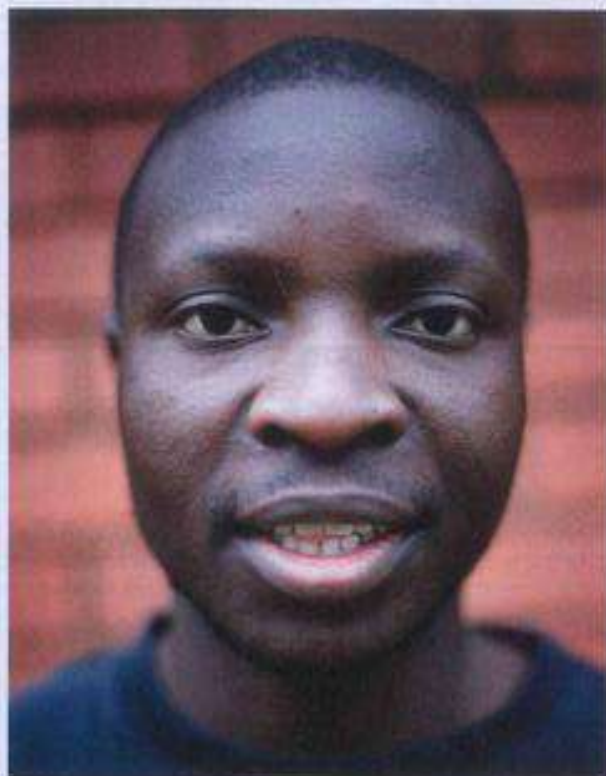
When not helping his family farm maize, he plugged away at his prototype, working by the light of a paraffin lamp in the evenings. But his ingenious project met blank looks in his community of about 200 people.

'Many, including my mother, thought I was going crazy,' he recalls. 'They had never seen a windmill before.'

Mr Kamkwamba, who is now twenty-two years old, knocked together a turbine from spare bicycle parts, a tractor fan blade and an old shock absorber, and fashioned blades from plastic pipes, flattened by being held over a fire.

The finished product – a five-metre tall bluegum-tree wood tower, swaying in the breeze over Masitala – seemed little more than a quixotic tinkerer's folly.

But his neighbours' mirth turned to amazement when Mr Kamkwamba scrambled up the windmill and hooked a car light bulb to the turbine. As the blades began to



spin in the breeze, the bulb flickered to life and a crowd of astonished onlookers went wild.

Soon the whizz-kid's twelve-watt wonder was pumping power into his family's mud brick compound.

Out went the paraffin lanterns and in came light bulbs and a circuit breaker, made from nails and magnets off an old stereo speaker, and a light switch cobbled together from bicycle spokes and flip-flop rubber.

Before long, locals were queuing up to charge their mobile phones.

Meanwhile, Kamkwamba installed a solar-powered mechanical pump, donated by well-wishers, above a borehole, adding water storage tanks and bringing the first potable water source to the entire region around his village. Then he built a new windmill, dubbed the Green Machine, which turned a water pump to irrigate his family's field.

As the fame of his renewable energy projects grew, he was invited in mid-2007 to the prestigious Technology Entertainment Design conference in Arusha, Tanzania. He recalls his excitement using a computer for the first time at the event. 'I had never seen the internet, it was amazing,' he says. 'I googled about windmills and found so much information.'

Onstage, the native Chichewa speaker recounted his story in halting English, moving hardbitten venture capitalists and receiving a standing ovation. A glowing front-page portrait of him followed in the Wall Street Journal.

He is now on a scholarship at the elite African Leadership Academy in Johannesburg, South Africa.

Mr Kamkwamba – who has been flown to conferences around the globe to recount his life story – has the world at his feet, but is determined to return home after his studies. The home-grown hero aims to finish bringing power, not just to the rest of his village, but to all Malawians, only 2% of whom have electricity. 'I want to help my country and apply the knowledge I've learned,' he says. 'I feel there's lots of work to be done.'

Reading

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

- Poverty stopped Kamkwamba from getting a formal education.
- Kamkwamba only wanted to provide his village with electricity and running water as a result of the 2002 droughts in Malawi.
- Kamkwamba used recycled materials to build the windmill.
- A windmill powered the first source of safe drinking water in the village.
- The people of Masitala were skeptical about the project at first.
- Kamkwamba used information from the internet to design the windmill.

Vocabulary

5 For items 1–5, think of one word only which can be used to complete all three sentences.

- There was a _____ hush in the crowd as the actors took to their positions on stage.
The steady increase in wind turbines on the horizon has been _____.
After a few washes the stain on the dress was barely _____.
- Take the ball of clay and _____ it carefully into the shape of a bowl.
Companies are keen to employ graduates to _____ them into the kind of worker they require.
During my student years, I lived in a damp, basement room that had black patches of _____ on the walls.
- Most people maintain an unwavering _____ to a particular political party.
Honesty and _____ are key to a successful relationship.
The popularity of dogs as pets can be put down to the fierce _____ they show their owners.
- The use of force as a means of overcoming force is a blinding _____.
There is often a _____ between how parents behave and how they want their children to behave.
There was an obvious _____ in the defendant's account of the event.

Writing

6 Write a problems and solutions essay on the topic below.

Research shows that by the age of four children from less privileged backgrounds may have heard as many as 30 million fewer words than children from upper-income families. Identify the causes of this problem and suggest and evaluate solutions.

9 Obsessions

Reading and vocabulary In the name of sport

- 1 **SPEAKING** Discuss the quotes. Do you agree or disagree with them? Which quote do you like the most? Justify your answers.

'Sports do not build character. They reveal it.'

'You can't put a limit on anything. The more you dream, the farther you get.'

'Adversity causes some men to break; others to break records.'

STRATEGY

Questioning to understand and remember

Questions preceding or following a text are designed to facilitate comprehension and enable you to navigate the content. The texts you read for academic purposes are unlikely to be accompanied by questions, so you may find it beneficial to write your own as you read the text for the first time. You should focus on the main idea of each paragraph for your question and use your own words. This will make it much easier for you to understand the text and go on to use the new information it contains.

- 2 Read the strategy. Then read the article and write a question for each paragraph. Compare your questions with a partner. Which elicits the most information?

- 3 Study questions 1-8. Two of the questions do not have answers. Try to eliminate them. Then read the article again to check your ideas and answer the remaining six questions.

In which paragraph (A-F) does the writer mention ...

- 1 a struggle between athletes and their negative thoughts?
- 2 a trial of endurance where sleep is shunned?
- 3 a technique athletes use to boost their physical endurance?
- 4 the cause of a series of unpleasant symptoms experienced by a particular group of athletes?
- 5 a moment when athletes are on the point of losing the power of conscious thought?
- 6 a legendary prize that is the goal of endurance athletes?
- 7 a show of determination witnessed at a major competition?
- 8 an event which surprises athletes with its severity?

- 4 **SPEAKING** Discuss the questions with a partner.

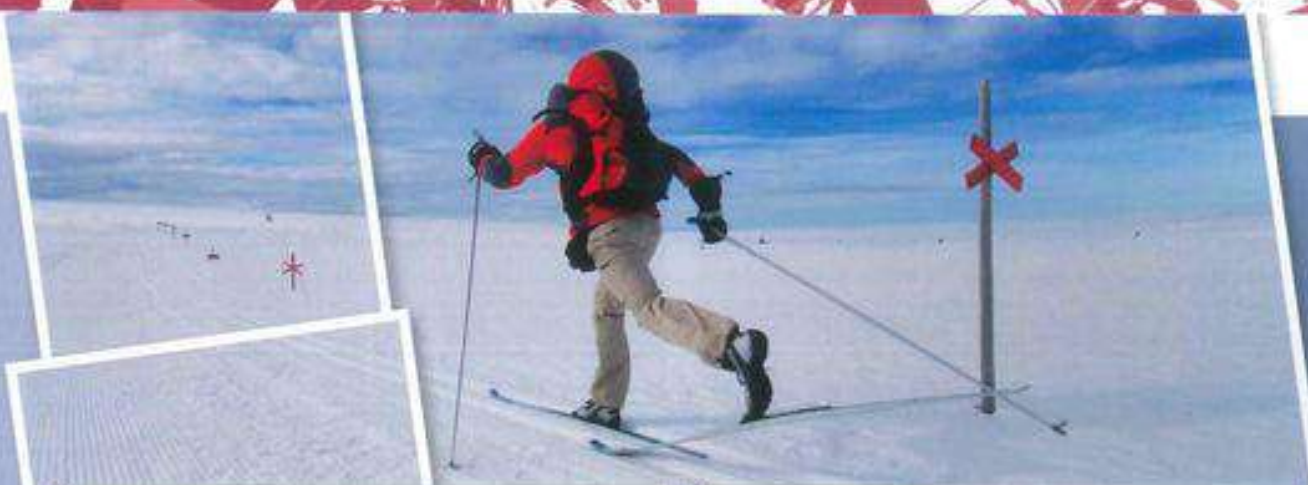
- 1 What reasons are given in the article for participating in endurance sports? Can you think of any others?
- 2 Are you attracted to endurance sports? Why / why not?

TO INFINITY AND BEYOND

A It was not by achieving a record-breaking performance that athlete Gabriele Andersen-Schless caused a sensation at the 1984 Los Angeles Olympics, but by actually finishing her race at all. On the day that female marathon runners were finally welcomed at the Games, thirty-six competitors had already crossed the finishing line when the thirty-nine-year-old ski instructor emerged from the tunnel into the main stadium. Suffering from extreme fatigue, she hunched from one side of the track to the other, unable to bend her right leg at the knee and with her left arm hanging by her side. Refusing any assistance for fear of being disqualified, she finally overcame the handicap to stagger across the line an agonizing five minutes and forty seconds later. Although Andersen-Schless took the reaction to her effort with a pinch of salt once she had recovered ('I didn't think it was that special', she said), her actions ultimately led to a revision of the rules by the International Amateur Athletic Federation, making medical assistance available to runners during the event without being disqualified.

B There is no denying that running a marathon is an admirable feat, but in the world of endurance sports, completing a course measuring a mere 26.2 miles is nothing to write home about. At just under six times the distance, there is more than a grain of truth in the assertion that the Marathon des Sables (Marathon of the Sands) is the most gruelling foot race on Earth. Participants are expected to cover this 156-mile course in the southern Moroccan desert in only six days, withstanding temperatures of over 37°C. The only thing that offers them a ray of hope is the sight of the sun going down over the horizon at the end of the day. Then there is the Spartathlon, a race based on the original marathon allegedly run between Athens and Sparta by the Greek messenger Pheidippides in 490 BC. Those who find themselves lagging on the 153-mile course are obliged to push on through the night in order to finish within the allocated thirty-six hours. While attempting to follow in the footsteps of Pheidippides, ultra running aficionados strive to avoid his fate: their forerunner collapsed and died when he finally reached his destination.



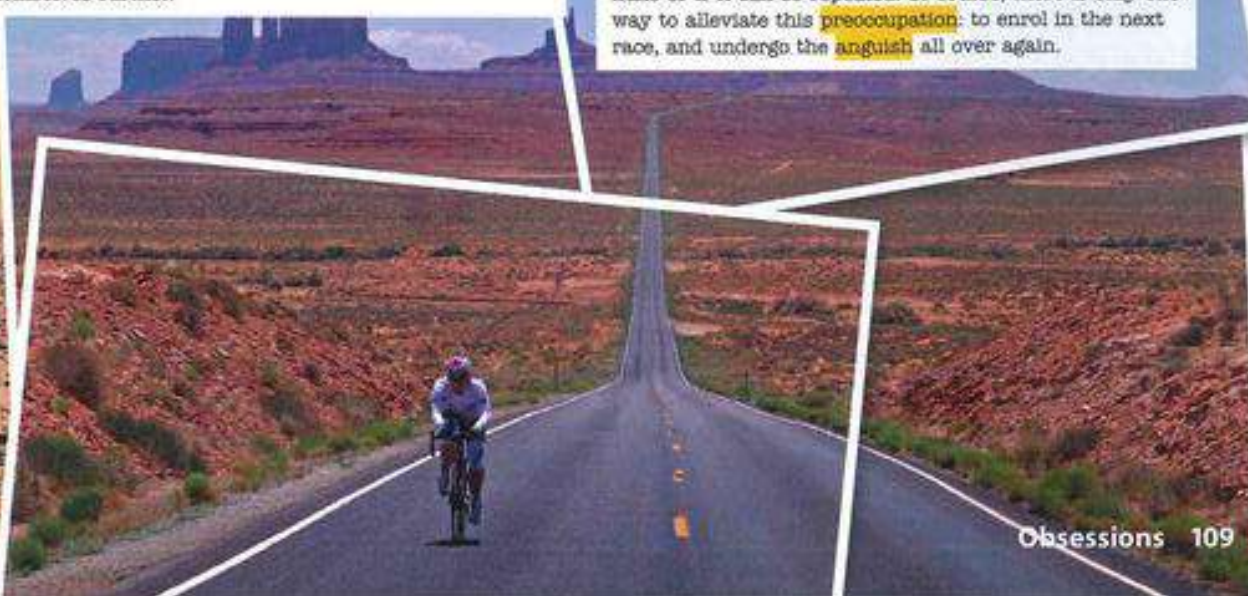


C Ultra running is just one of several endurance sports. Others, including ultra cycling and cross-country skiing, each have their own particular trial. For skiers, there is the three-day Arctic Circle Race, traversing nearly a hundred miles of a landscape whose tranquility belies the hardships in store. The toughest test for cycling devotees is the Race Across America, a non-stop 3,000-mile journey across the US from Oceanside, California, in the west to Annapolis, Maryland, in the east. What may serve as a grumb of comfort for all the guilt-ridden couch potatoes among us is the high dropout rate at these events: as many as 50% of Race Across America entrants quit every year due to exhaustion or for medical reasons. This suffering begs the question: What motivates endurance athletes to put themselves through such pain?

D The answer seems to have something to do with the euphoria that many competitors feel once they have crossed the finishing line, but before they can do that, at least in the case of endurance runners, there are three important obstacles they may have to overcome. The first is a physiological hurdle that often occurs at around mile 20 of a marathon, the point at which an ultra running competition has only just begun. The barrier, commonly known as 'the Wall', marks the near depletion of the body's store of glycogen, the form in which carbohydrates are stored to be converted into energy later. This chemical deficiency leads to severe cramps, fatigue, twitchiness and fluctuating body temperature – an excruciating combination that has caused misery to many an athlete. Those that manage to cross the Wall subsequently revel in the knowledge that they possess a fortitude of which they were previously unaware. For most athletes, this character-building experience is good enough, but not for endurance enthusiasts, who feel the compulsion to ascertain what will happen if they push themselves further.

E By the time they have reached the halfway mark, a lot of participants are beginning to regret their decision to continue. Their heads start to fill with a million arguments as to why they should not persevere and they are drawn into a bottomless hole known as 'the Pit'. The runners try and claw their way out, but the inner voices ordering them to give up are as relentless as the fiercest parental rebuke. Like the Wall, however, the Pit is not insurmountable. On the other side lies a state of serenity, in which athletes are given a boost once they realize that they themselves were the source of the torrent of criticism showered upon them while they were traversing the Pit. More importantly, it was their own tenacity that succeeded in stemming the flow. Conquering this barrier is yet another confidence builder, far more intense than the first, and it provides an explanation as to why endurance athletes keep on coming back for more.

F However, the race is not yet over. Beyond the Pit lies the ultimate challenge: 'the Abyss'. This is the name given to the spiritual, mental, emotional and physical torment that most endurance athletes face when they have taken themselves frightfully close to their limitations. They find themselves stripped of their judgement and ego and staring into a black void, where they become ignorant of reality and the lapse of time. The only thoughts circulating in their heads at this moment are metaphysical questions such as *Who am I?* or *What am I doing here?* The Abyss usually hits in the last twenty kilometres of an endurance race, and to go beyond this wall of silence requires almost superhuman strength. As athletes pound along the grip of land that leads to the finishing line, many of them experience a kind of ecstasy that makes all the suffering worthwhile. Once they have recovered, however, the majority begin to question their newly gained enlightenment, wondering whether it was a fluke or if it can be repeated. Of course, there is only one way to alleviate this preoccupation: to enrol in the next race, and undergo the anguish all over again.



V **Insight** Synonyms: endurance sports

- 5 Study the highlighted words in the article. Then replace the words in *italics* in the text below with the correct form of their synonyms in the article. There are two synonyms for each word.

Paris-Brest-Paris is one of the oldest cycling events regularly held today. Far less competitive than the Race Across America, the 1,200-kilometre course is ideal for amateur cycling ¹*enthusiasts* (/ /), although it still involves a certain amount of ²*suffering* (/ /). Prospective participants complete a series of shorter events in the year preceding the race to ensure that they have sufficient ³*determination* (/ /) to take part. They also watch their diet and the amount of water they drink to avoid suffering from fluid ⁴*reduction* (/ /) on the big day. One of the greatest ⁵*hindrances* (/ /) that stop people completing the ride is ⁶*tiredness* (/ /), as there is scant time to rest during the ninety hours allotted. In spite of this, the same cyclists often participate time and time again because of the ⁷*calmness* (/ /) they feel while cycling through the stunning French countryside. Another reason for their ⁸*obsession* (/ /) is the outstanding support they receive from the thousands of spectators that line the streets both day and night.

V **Insight** Quantity phrases with of

- 6 Match the underlined phrases in the article to meanings 1-8.

- a little incredulity
- a considerable period
- a small opportunity for success
- a slight satisfaction
- complete absence of sound
- the slightest veracity
- a large number of negative comments
- a long, narrow piece of ground

- 7 Complete the sentences with the correct form of the phrases in exercise 6.

- The fact that the leaders lost a match gave the second-placed team a _____.
- The club manager came in for a _____ after he sacked the team's best player.
- The officer met with a _____ when he asked the fans who was responsible for the incident.
- A _____ in the stadium was reserved for the long jump runway and pit.
- The fact that his horse came in third served as a _____ to the jockey.
- There was a _____ between the arrival of the winner and the runner in second place.

- 8 **SPEAKING** Work with a partner. Design an endurance event for your area. Consider the points below.

■ sport ■ route ■ duration ■ difficulty ■ length ■ prize

Vocabulary bank Obsessions page 142



- 1 **SPEAKING** Look at the photos. How many hours do you think it would take for a novice to master these activities?

- 2 **2.17** Listen to a radio programme and compare your ideas.

- 3 **2.17** Listen again and decide if the sentences are true (T) or false (F).

- The 10,000-hour rule is a theory which was conceived in the 1990s.
- Malcolm Gladwell is the author who popularized the rule in a book.
- Dan McLaughlin, who is currently testing the rule, used to earn his living with a camera.
- Dan performed exceptionally well on the golf course which the brothers chose.
- Dan, whose experience of golf was limited, had regularly competed in other sports events.
- Dan is currently unemployed, which gives him time to pursue his goal.
- The area where Dan's training began was the furthest from the hole.
- The day when Dan was able to play a whole game came after more than a year's training.

Defining and non-defining relative clauses

- 4 Underline the relative clauses in the sentences in exercise 3. Then answer the questions.

- Which sentences contain a defining relative clause? What is the function of these clauses?
- Which sentences contain a non-defining relative clause? What is the function of these clauses?
- In which sentences could the relative pronoun be replaced with *that*? Why?
- Which relative pronoun do we use to indicate possession?
- What does the relative pronoun in sentence 6 refer to?
- How could *where* and *when* in sentences 7 and 8 be rewritten using the relative pronoun *which*?

Reference and practice 9.1 Workbook page 125

5 Choose the correct answers. In which sentences could the relative pronoun or adverb be omitted? Why?

- Music concerts are sometimes held at Wembley Stadium, **where / that / which** the England national football team plays.
- The judges disqualified the competitors **which / whose / who(m)** they suspected of cheating.
- The Lakers, **that / who / whose** main rivals are the Boston Celtics, play basketball at the Staples Center in Los Angeles.
- The team had never competed internationally before, **which / where / why** was unbelievable.
- Can you tell me the exact date **that / which / when** the next Olympic Games start?
- The new stadium, **that / which / whom** was opened yesterday, holds 50,000 people.
- Do you remember the reason **where / when / why** the penalty was given?

Pronouns and prepositions in relative clauses

6 Underline the relative clauses in sentences a–e. Then complete the rules below.

- ... it may not be relevant to sports in which athletes are required to possess some particular physical attribute to take part.
- His inspiration came during a visit to his brother, with whom he played a round of golf.
- The concept dates back to a 1973 study of chess players, and is supported by a study of violin students in 1993, during which researchers made an important discovery.
- ... he has been competing in amateur events against people who have just started out, like himself.
- Dan started with a shot that he was very bad at: putting.

We can use prepositions at the beginning or the end of relative clauses.

Preposition at the ¹ _____:

- makes the sentence sound more formal
- makes long clauses easier to understand
- we use *which* for things and ² _____ for people
- prepositions such as *after*, *before*, *below*, *besides* and ³ _____ are only used in this position

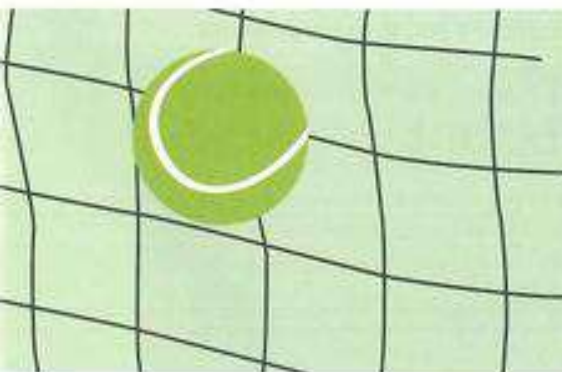
Preposition at the ⁴ _____:

- makes the sentence sound less formal
- is always used as part of a ⁵ _____ verb
- we usually use ⁶ _____ for both people and things
- we often omit the relative pronoun in such clauses, especially in spoken English

Reference and practice 9.2 Workbook page 125

7 Complete the text with the clauses below. Use defining or non-defining relative clauses. Determine which relative pronouns to use and the correct position of any prepositions.

- she helped Marion Bartoli to victory in the 2013 singles final besides this
- he was beaten by the Spaniard Rafael Nadal there
- her professional career as a player ranged from 1994 to 2009
- victory at Wimbledon has often proved elusive for him
- they gave Mauresmo the top women's ranking for the first time in 2004
- she has been taken on initially by Murray just for the grass season



A former French Wimbledon Champion has recently become the first woman ever to coach a top male tennis player: Andy Murray. Amélie Mauresmo, ¹ _____, was surprised at first by the request but said that she was looking forward to the challenge. The coach, ² _____, is well known for her powerful one-handed backhand and strong net play. Murray will be looking to assimilate these techniques, ³ _____. Mauresmo has extensive experience at Wimbledon: she has acted as grass court advisor to former doubles champion Michael Llodra, ⁴ _____. Murray, ⁵ _____, made the historic announcement after his defeat in the semi-finals of the French Open, ⁶ _____.

8 SPEAKING Work with a partner. If you had 10,000 hours to spare, what new activity would you take up? What level of proficiency do you think you would reach? Why?

DVD extra The history of football

- 1 **2.18 SPEAKING** Work in pairs. Discuss the questions. Then listen to a radio programme and compare your ideas.

- What can a person become addicted to?
- What causes an addiction?
- What effects can addictions have on a person's health?

- 2 **2.18** Listen again and choose the correct answers.

- In the study, the rats that put on weight were the ones ...
 - that didn't consume any junk food.
 - belonging to the first group.
 - whose food wasn't restricted.
 - that were fed on nutritious products.
- Some rats consumed more food than others because ...
 - they had become addicted to it.
 - they belonged to a larger species.
 - they had been given a lot of drugs.
 - they were offered a more varied diet.
- Snacks that dissolve in the mouth ...
 - are not as addictive as food that has to be chewed.
 - do not contain as many calories as you think.
 - contain more sugar than soft drinks.
 - are far more fattening than consumers imagine.
- Athletes who become addicted to fitness supplements ...
 - start to go grey earlier.
 - speak in a higher tone.
 - experience changes in their appearance.
 - lose control of their muscles.
- The twenty-year-old bodybuilder died because ...
 - he had a massive heart attack.
 - he consumed an excessive amount of supplements.
 - he ingested some contaminated food.
 - he took an overdose on the day of a competition.



V insight Nouns + prepositions: addictions

- 3 **2.18** Complete the table with the nouns from the news programme. Then listen again and check your answers.

■ insistence ■ restriction ■ susceptibility ■ association ■ dependence ■ obsession ■ addiction

| | |
|-----------------------------|------|
| reliance, _____ | on |
| aversion, menace, _____ | to |
| conformity, fixation, _____ | with |

- 4 Complete the text with the correct form of six nouns in exercise 3 and their prepositions.

It is clear that performance-enhancing drugs can be a ¹ _____ athletes' health, especially when they are taken in excess. For this reason, the World Anti-Doping Agency (WADA) imposes strict ² _____ the drugs that athletes can consume. To emphasize their ³ _____ a zero-tolerance policy, WADA have recently increased the ban for a first-time major offence from two years to four years. One of the biggest names to have a(n) ⁴ _____ doping has been the American cyclist Lance Armstrong. His ⁵ _____ winning the Tour de France led him to consume banned substances on several occasions. This ⁶ _____ employing performance-enhancing drugs has had disastrous results: not only has Armstrong been stripped of all his titles, but he has also been banned from professional sport for life.

- 5 **SPEAKING** Do you think the benefits of sports supplements outweigh the dangers? Why / why not?

Vocabulary bank Medical metaphors page 142

Planning a week's menu for an athlete

- 6 **2.19 SPEAKING** Match the food items to food groups A–E below. Some of the items can belong to more than one group. Then listen to a radio programme and compare your answers.
- olive oil ■ peas ■ chicken ■ carrots ■ semi-skimmed milk ■ wholemeal bread ■ potatoes ■ rice ■ cereal ■ bananas ■ broccoli ■ lentils ■ pasta ■ eggs ■ fish ■ turkey
- A carbohydrates B fibre C healthy fats D protein E vitamins
- 7 **2.20** Four students have been asked to plan a nutritious breakfast for an athlete as part of a PE project. Listen to their discussion. Which foods do they suggest?

Question tags and echo tags

- 8 Study the highlighted question tags and echo tags in the extracts from the discussion. Match extracts a–f to rules 1–6. Then complete the rules.
- a Let's start, **shall we?**
 b Athletes need a lot of carbohydrates, **don't they?**
 c Nobody can exercise on an empty stomach, **can they?**
 d A Apparently, they aren't supposed to drink whole milk.
 B Oh, **aren't they?** Why's that?
 e A Breakfast is meant to be the most important meal of the day.
 B It isn't, **is it?** I've never heard that before.
 f A Bananas are a good source of energy.
 B Yes, **aren't they?**

We use question tags to check information or ask for confirmation or agreement.

- Positive statements usually have negative question tags and vice versa, but we always use a(n) _____ tag with *they* after *no one* or *nobody*.
- Auxiliary verbs in the statement are repeated in the question tag. Where there is no auxiliary verb, we use a form of _____.
- We use _____ verbs in tags after imperatives for requests or proposals.

We use echo tags in a conversation to show that we are paying attention.

- To agree with a positive statement, we use a(n) _____ echo tag.
- To show interest, we reply to a positive statement with a(n) _____ tag and to a negative statement with a negative tag.
- To show surprise or disbelief, first we negate the statement, and then we add an echo tag. We reply to a positive statement with a positive tag and a negative statement with a(n) _____ tag.

- 9 Complete the dialogue with suitable question tags and echo tags.

- A Nobody's mentioned what to drink yet, ¹ _____?
 B Good point. Let's talk about that now, ² _____?
 A Yes, why not? Um, what about coffee? That's the best way to start the day.
 B Yes, ³ _____? But I'm not sure about coffee.
 A Oh, ⁴ _____? Why's that?
 B It's a stimulant. Athletes would be better off with tea.
 A But tea contains caffeine, too.
 B It doesn't, ⁵ _____?
 A Yes, I'm afraid so. Don't forget about water, ⁶ _____?
 B No, I guess water is the best option.
 A Yes, I think it might be.

- 10 **SPEAKING** Work in groups of four. Imagine that you are nutritionists. Write a seven-day meal plan for one of your clients, who is an athlete. Bear in mind that your client will need to eat five meals per day: breakfast, lunch and dinner, and two small snacks, mid-morning and mid-afternoon. Ensure that your plan includes a variety of dishes, so that no meal is repeated.



THE LONELINESS OF THE LONG DISTANCE RUNNER

by Alan Sillitoe

1 SPEAKING Look at the photos and compare the athletes. Consider the following points:

- preparation ■ state of mind ■ objective
- motivation ■ physical requirements

2 Read the back cover and extract from a short story by Alan Sillitoe. Compare your answers in exercise 1.

3 Read the extract again and answer the questions.

- 1 Explain Smith's crime in your own words. What was his punishment?
- 2 What will be his prize if he wins the race?
- 3 What position is Smith in after he passes the Gunthorpe runner?
- 4 Why does he suddenly feel lonely?
- 5 When did Smith use to go training?
- 6 What position is he in at the end of the extract?
- 7 What does Smith think of the governor's suggestion that he should live 'an honest life'?

4 SPEAKING Work in pairs. Discuss the questions.

- 1 Do you think Smith will win the race? Why / why not?
- 2 What does Smith compare the cross-country race with? To what extent do you agree with this analogy?

V insight Idioms: sport

5 Read the sentences and complete the idioms with the highlighted words in the text.

- 1 The new anti-doping laws in sports will come into effect **the board** next summer.
- 2 It was a **against time** to get the stadium finished before the competition began.
- 3 Rising at dawn and training for long hours is **par for the** in an athlete's career.
- 4 The home team hopes to **hands down** by scoring a multitude of goals.
- 5 Drug testing athletes is one way of ensuring **a level playing** in sports events.
- 6 Predicting the winner is impossible as both competitors are currently **neck and**.
- 7 The district **is** one of the four sites **in the** for the new sports pavilion.
- 8 The club has **set the** for achieving financial transparency and it is hoped that others will soon follow suit.

'A beautiful piece of work, confirming Sillitoe as a writer of unusual spirit'
Guardian

^aFound guilty of petty theft, Smith, a defiant young rebel, is sent to borstal ^bto atone for his crime. Here, his athletic prowess attracts the attention of the governor, who offers him a deal: a lighter workload during his last six months in exchange for winning an important cross-country competition for the institution. Reluctantly, Smith agrees to take part in the race.

I trotted on along the edge of a **field** ^cbordered by the **sunken lane**, smelling green grass and honeysuckle, and I felt as though I came from a long line of whippets ^dtrained to run on two legs, only I couldn't see a toy rabbit in front and there wasn't a collier's cosh behind to make me keep up the **pace**. I passed the Gunthorpe runner whose shimmy was already black with sweat and I could just see the corner of the fenced-up copse in front where the only man I had to pass to **win the race** was going all out ^eto gain the half-way mark. Then he turned into a tongue of trees and bushes where I couldn't see him any more, and I couldn't see anybody, and I knew what the loneliness of the long-distance runner ^frunning across country felt like, realizing that as far as I was concerned this feeling was the only honesty and realness there was in the world and I knowing it would make no difference ever, no matter what I felt

at odd times, and no matter what anybody else tried to tell me. The runner behind me must have been a long way off because it was so quiet, and there was even less noise and movement than there had been at five o'clock of a frosty winter morning. It was hard to understand, and all I knew was that you had to run, run, run, without knowing why you were **running**, but on you went through fields you didn't understand and into woods that made you afraid, over hills without knowing you'd been up and down, and shooting **across** streams that would have cut the heart out of you had you fallen into them. And the winning post was no end to it, even though crowds might be cheering you in, because on you had to go before you got your breath back, and the only time you stopped really was when you tripped over a tree trunk and broke your **neck** or fell into a disused well and stayed dead in the darkness forever. So I thought: they aren't going to get me on this racing lark, this running and trying to win, this jog-trotting for a bit of blue ribbon, because it's not the way to go on at all, though they swear blind that it is. You should think about nobody and go your own way, not on a **course** marked out for you by people **holding mugs of water** and bottles of iodine in case you fall and cut yourself so that they can pick you up – even if you want to stay where you are – and get you moving again.

On I went, out of the wood, passing the man leading without knowing I was going to do so. Flip-flap, flip-flap, jog-trot, jog-trot, crunchslap-crunchslap, across the middle of a broad field again, rhythmically running in my greyhound effortless fashion, knowing I had won the race though it wasn't half over, won it if I wanted it, could go on for ten or fifteen or twenty miles if I had to and drop dead at the finish of it, which would be the same, in the end, as living an honest life like the governor wanted me to. It amounted to: win the race and be honest, and on trot-trotting I went, **having the time of my life**, loving my progress because it did me good and set me thinking which by now I liked to do, but not caring at all when I remembered that I had to win this race as well as run it.

Glossary

- borstal: a type of prison for young criminals in the UK in the past
- honeysuckle: a climbing plant with white, yellow or pink flowers that have a sweet smell
- whippet: a small, thin dog that can run very fast and is often used for racing
- collier: a coal miner
- cosh: a short, thick, heavy stick, often made of rubber, that is used as a weapon
- shimmy: a kind of shapeless shirt

Non-finite clauses

6 Study phrases a–h in the extract and match them to the categories below.

A non-finite clause is a subordinate clause in which the verb is in a participle (-ing / -ed) or infinitive form and does not indicate time, person or number.

1 -ing clauses with active verbs

- reduced relative clause: *There were six runners competing in the race.* (= who were competing)
- reduced adverbial clause: *Looking over her shoulder, she missed her footing.* (= because she was looking over her shoulder)

2 past participle clauses with passive verbs

- reduced relative clause: *The winners mounted the podium, erected for the occasion.* (= which had been erected for the occasion)
- reduced adverbial clause: *Drained of all energy, the athlete collapsed.* (= because he / she was drained of all energy)

3 infinitive clauses: *He got into position on the final curve to make a sprint for the finish.*

Reference and practice 9.3 Workbook page 126

7 Rewrite the reduced clauses from the text as full subordinate clauses.

- a *Because he was found guilty of petty theft ...*

8 Complete the text using non-finite clauses a–f below. Choose the correct form of the verb in brackets.

- a (relieved / relieving) of a fear of failure
- b (pressurized / pressurizing) by his father throughout his childhood
- c (judged / judging) by the findings of a recent survey
- d (to believe / believing) that this indifference will make them cowards
- e (to grow / grew) and learn without any weight of expectation
- f (left / leaving) to his own devices

¹ _____, 64% of the nation's schoolchildren seem not to care whether they win or lose at sport. ² _____, they will forever be free to enjoy the simple pleasures of kicking a ball, or simply jumping as high as they can. This in turn will afford them space ³ _____, make friends and, hopefully, lay down lasting roots with their favourite pursuits. ⁴ _____, supporters of competitive sport are hoping to make their voices heard. Yet evidence from the world of the professionals comes down on the side of the naysayers. ⁵ _____, Rafael Nadal chose tennis above football because it was the sport he enjoyed the most. On the other hand, Andre Agassi, ⁶ _____, came to hate the sport.

9 SPEAKING The Loneliness of the Long Distance Runner was released as a full-length film in 1962. What problems do you think the extract in exercise 2 posed for the film director? How do you think he overcame these problems?

- 1 SPEAKING** Work in pairs. Study the factors to consider when choosing a leisure centre. Rank them 1–8 in order of importance (1 = the most important).
 ■ location ■ price ■ snack bar ■ reputation ■ staff ■ equipment ■ opening hours ■ facilities
- 2** Read the report. Which factors in exercise 1 are not mentioned?
- 3** Read the report again and answer the questions. Then write a heading for each paragraph.
 In which paragraph A–E does the writer:
- | | |
|------------------------------------|--|
| 1 list weaknesses? | 4 draw conclusions and make recommendations? |
| 2 describe the current situation? | 5 list strengths? |
| 3 state the purpose of the report? | |

STRATEGY

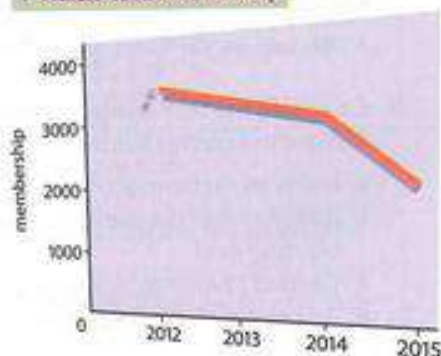
Visualizing and describing statistics

We can use line graphs (1), bar graphs (2) and pie charts (3) to visualize statistics. In these diagrams, the statistics are often expressed in precise numbers. When we describe these numbers in a report, however, we don't need to give the same level of precision. Instead, we can use:

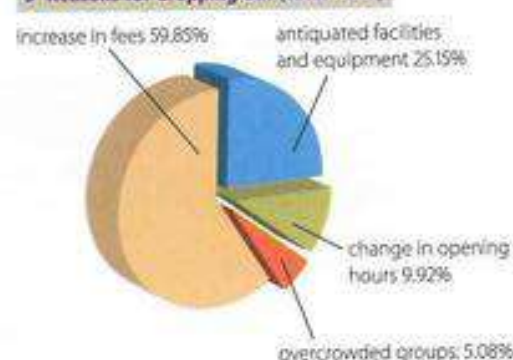
- percentages: *five per cent, 39%*
- fractions: *a quarter, half*
- phrases with *in* and *out of*: *one (person) in six, two out of five (people)*
- collocations with *majority* and *minority*: *a large majority, an insignificant minority*

- 4** Read the strategy. Study diagrams 1–3 and match them to the paragraphs in the report where the statistics are mentioned.

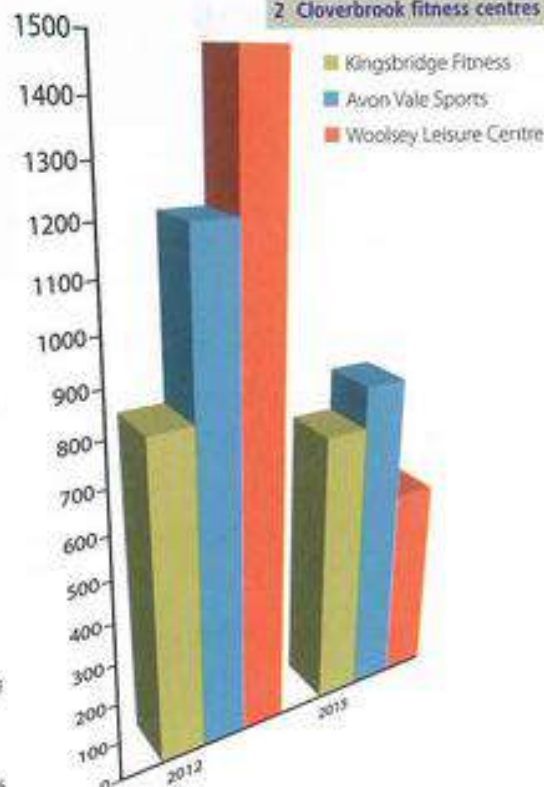
1 Fitness centre membership



3 Reasons for dropping out (total 1500)



2 Cloverbrook fitness centres



- 5** Study the statistics in the pie chart. How are they expressed in the report? Then find three similar expressions in the report.

V insight Vague language

- 6 Study the highlighted phrases in the report. Then answer the questions.**
- 1 Which phrases go before the figure?
 - 2 Which phrases go after the figure?
 - 3 Which phrase do you think can be used in both positions?

7 Correct the sentences. There is one word missing from each sentence.

- 1 Annual membership costs somewhere the region of €980.
- 2 There must be somewhere twenty people on the circuit at any one time.
- 3 The owner must be getting on for seventy thereabouts.
- 4 I've been working out at the same centre for three years so.
- 5 Each session lasts about half an hour, more less.
- 6 I'd say they employ about twenty different instructors, in numbers.
- 7 The monthly rate has increased by something 30%.
- 8 I aim to be in the gym by six every evening, or take a few minutes.

A

The aim of this report is to analyze the current use of community leisure centres in Cloverbrook, evaluate their strengths and weaknesses using data from member focus groups and residents' surveys, and make recommendations for improvements that will widen their appeal.

B

In total, there are three fitness centres in the town, membership of which has tumbled from about three and a half thousand in 2012 to **somewhere around** two thousand in 2015, according to the Area Sports Coordinator. Although registration at Kingsbridge Fitness has only dropped slightly, Avon Vale Sports has experienced a steady decline from **more or less** twelve hundred members to eight hundred, **or thereabouts**, while Woolsey Leisure has lost **something like** two thirds of its members in the last three years.

C

In all three leisure centres, the feature that proves most popular is the snack bar, which is highly praised by the vast majority of users. In addition to this, three quarters **or so** also commended the enthusiastic and well-qualified staff employed in each centre. Around one in eight expressed their satisfaction with the range of activities on offer.

D

Conversely, a common complaint was the substantial increase in membership fees, which caused the withdrawal of about six out of ten **in round numbers**. A figure **in the region of** a quarter gave the antiquated facilities and equipment as their reason for leaving, and a change in opening hours affected around ten per cent, **give or take** a per cent. A tiny minority mentioned overcrowding of groups as grounds for dropping out.

E

In conclusion, it is clear that Cloverbrook's leisure centres are being greatly underused at present, primarily because of their excessively high cost. Priority should be given to offering more competitive prices and upgrading the facilities and equipment. Timetables should also be adjusted to suit members and group sizes should be limited – feedback suggests that twenty participants per session is a realistic number.

WRITING GUIDE

■ **Task** Choose a fitness centre in your area, research its use by people in your school or neighbourhood, and write a report on your findings.

■ **Ideas** Think about your research:

- Choose a fitness centre to write about.
- Make a list of the information that you will need for your report.
- For each item on your list, decide on the best way to get that information: by doing interviews, organizing focus groups, conducting a survey, researching documents or doing desk research.

■ **Plan** Follow the plan:

- Prepare your survey, focus group and / or interview questions.
- Conduct your research.
- Organize your data visually using a line graph, a bar graph and / or a pie chart.
- Make notes for each of the five paragraph topics in exercise 3.

■ **Write** Write your report. Use the paragraph topics in exercise 3 to help you.

■ **Check** Check the following points:

- Have you explained the purpose of the report?
- Have you used a variety of ways to express statistics?
- Have you expressed the statistics using vague language?
- Have you written a conclusion and a recommendation for the future?
- Have you checked grammar, vocabulary, spelling and punctuation?

Vocabulary insight 9 Noun phrases

- 1 Read sentences a–c from unit 9. Identify the subject of the underlined verbs in each sentence.
- One of the greatest hindrances to completing the ride is tiredness.
 - I knew what the loneliness of the long-distance runner running across country felt like.
 - In all three leisure centres, the feature that proves most popular is the snack bar.

STRATEGY

Structure and usage of noun phrases

A noun phrase is composed of a head noun with words or phrases that come before (pre-modifiers) and / or after (post-modifiers), which give more information about the head noun.

Phrase forms with pre-modifiers include:

- adjective(s) + noun: *the enthusiastic and well-qualified staff*
- determiner / quantifier + noun: *one of the oldest cycling events*

Phrase forms with post-modifiers include:

- noun + prepositional phrase(s): *the current use of community leisure centres in Cloverbrook*
- noun + subordinate clause: *the three-day Arctic Circle race traversing nearly a hundred miles of landscape*

- 2 Read the strategy above. Study sentences a–c in exercise 1 again. Identify the noun phrase, the head noun and the types of pre-modifiers and / or post-modifiers in each one.

- 3 Identify the noun phrase(s) and the head noun(s) in sentences 1–5. Then choose the correct form of the main verb to agree with the head noun.

- This non-stop 3,000-mile cycle race across the US from Oceanside, California, in the west to Annapolis, Maryland, in the east has/have a 50% dropout rate.
- The article suggests that the euphoria that competitors feel once they have crossed the finishing line motivates/motivate them to put themselves through such incredible pain.
- Increased media coverage of extreme endurance events such as these has/have led to a growth in mass participation in marathons, half-marathons and triathlons.
- The most recent figures indicating a significant drop in the membership of sports facilities is/are concerning from a number of perspectives.
- Overall, the findings detailed in this report points/point to the urgent need to review both pricing and the quality of facilities offered.

STRATEGY

Prepositions in noun phrases

The most common preposition following a head noun is *of*: *the aim of this report, a revision of the rules*

However, some nouns are followed by different prepositions: *recommendations for improvements, a change in opening hours*

Sometimes more than one preposition is possible, depending on what follows:

an increase in membership fees (in + thing which is increasing)

an increase of 10% (of + size of increase)

- 4 Read the strategy above. Then study the dictionary entry for *ground*. Identify the prepositions that typically follow the noun in a noun phrase. Explain the usage of the different prepositions.

ground /graʊnd/ noun 1 [C, usually pl.] a good or true reason for saying, doing or believing sth: ~ for (doing) sth There are strong economic grounds for favouring democratic firms. ◊ The police cannot act without reasonable grounds for suspicion. ◊ on (the) grounds of sth The Court of Justice accepted there could be objective reasons justifying compulsory retirement on grounds of age. ◊ on the grounds that... The Romans granted Judaism a special status on the grounds that it was an ancient national religion to which its members owed allegiance. ◊ on political/economic, etc. grounds The war did not involve any British interest but was fought on humanitarian grounds.

- 5 Complete the sentences with the correct prepositions. Use a dictionary to help you.

- If you think you have reasonable grounds _____ complaint, you must first contact your travel company.
- The head of department was forced to retire early on the grounds _____ ill health.
- The survey investigated the attitudes _____ young people within the age range 18–25 _____ exercise and healthy lifestyles.
- The programme aims to increase the participation _____ children from financially disadvantaged families _____ organized sporting activities.
- Controversy _____ the use of performance-enhancing drugs in sport comes to the fore again with the unveiling _____ each new 'drugs cheat'.

Vocabulary

1 Complete the text with the words below.

- tenacity ■ torment ■ serenity ■ preoccupation
■ aficionado ■ exhaustion



For a(n) ¹ of climbing, the Three Peaks Challenge in the UK is a well-known endurance test which leaves participants in a state of utter ², both mentally and physically. You have to admire the ³ of those who manage to climb the three highest mountains in Great Britain in the 24-hour time limit. So where's the challenge? That lies in the ⁴ of the 450-mile drive between the three mountains. The ⁵ and beauty of each peak is juxtaposed with the potential threat of motorway traffic jams. This is an obvious ⁶ many participants have because, on the day, completion of the challenge is down to luck as much as fitness.

Marks ____ / 6

2 Complete the sentences with a phrase with of.

- News that a German prince hoped to win a skiing event was taken with a _____.
- The Jamaican bobsleigh team was given a _____ when other teams lent them sleds.
- Rather than receiving a _____ from the crowd, Moussambani was given a lot of support.
- The _____ between the 1980 Olympics and the release of *Miracle* was twenty-four years.
- There isn't a _____ in the *Cool Runnings* film's ending. It's purely for dramatic effect.
- Although the team didn't finish the race, there was a _____ in that they qualified for their first ever international event.

Marks ____ / 6

3 Choose the correct answers.

- Her addiction **on / to / with** exercise is unhealthy.
- He's got a dependence **on / to / with** steroids.
- Many gym users have an obsession **on / to / with** their weight.
- If you're tired, you have a susceptibility **on / to / with** illness.
- Your reliance **on / to / with** diet pills is concerning.
- There's a restriction **on / to / with** the number of competitors.

Marks ____ / 6

4 Complete the sentences with a phrase containing the word in brackets.

- It was a _____ getting the stadium finished before the World Cup. (race)
- The runners were _____ as they crossed the finish line. (neck)
- Sponsorship commitments are _____ for many professional footballers. (course)
- An English tennis player could be _____ for this year's Wimbledon Ladies' title. (running)
- The defeated player was expected to _____, so his exit gave others in the tournament hope. (hands)
- School sports funding was cut _____ to the despair of health experts. (board)

Marks ____ / 6

Grammar

5 Join the sentences using defining or non-defining relative clauses. Use a relative pronoun or adverb in each sentence.

- The teams are at the Formula One Grand Prix. They can have no more than two cars.
- Saturday is an important day. Everyone must attend.
- Bad driving leads to a penalty. It could cause a crash.
- The combined weight of the car and driver must be no less than 690 kg. The judges can disqualify competitors with a lower weight.
- Races cover a distance of at least 300 km, apart from at Monaco. Here the race distance is less.
- Each driver must use the same gearbox for five consecutive races. The gearbox is constructed of carbon titanium.
- Organizers introduced strict safety measures after the 24 Heures du Mans race in 1955. More than 80 people died during the race.

Marks ____ / 7

6 Complete the sentences with a preposition below and whom or which. You can use each word more than once.

- on ■ in ■ during ■ for ■ after

- His coach is the man _____ he credits _____ his success.
- Businesses that really succeed are the ones _____ failure is not an option.
- Most competitors choose a sport _____ they have a genuine interest _____.
- Any competition is a time _____ athletes are pushed to their limits.
- The Olympics was the highlight of my career, _____ nothing can compare.
- Most athletes have a time in their career _____ they're not very keen _____: retirement.
- All is a person _____ self-belief and hard work are intertwined.

Marks ____ / 7

7 Choose the correct answers.

- Looking / Looked at the data, the cause is obvious.
- Anyone can see it's a problem, don't / can't they?
- The measures thinking / thought up are innovative.
- Policies put in place / placed are taking effect.
- Fought / To fight obesity, we must change our diets.
- Lucy, also helping / helped the cause, agrees with me.
- Facing / Faced with the figures, the spokesman agreed that the battle was yet to be won.

Marks ____ / 7

Total ____ / 45

1 **SPEAKING** Look at the photos and discuss the questions. Then read the article and compare your answers.

- 1 What do you think can be learned, if anything, by playing online games?
- 2 In what ways do you think online games could be useful to science?

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

- 1 *Galaxy Zoo* was created by two scientists in order to raise money for their research.
- 2 Schawinski's theory was that stars are formed in both spiral and elliptical galaxies.
- 3 The first day of *Galaxy Zoo* produced fewer classifications than Kevin achieved in a week.
- 4 Online research projects have been known to reveal information beyond the scope of the original project.
- 5 Gamers sometimes use the same techniques as scientists when carrying out an assignment.
- 6 Charles Darwin only admitted contributions to his research from professional scientists.
- 7 The *Darwin Project* will take at least another thirty-seven years to complete.
- 8 The writer believes that everyone has the right to know about scientific breakthroughs as soon as they happen.

V insight Colour idioms

3 Study the underlined colour idioms in the article. Then replace the words in *italics* in the sentences below with the correct idioms.

- 1 The question of whether extraterrestrial life really exists is *rather unclear*.
- 2 The world's governments missed *a wonderful chance* to make progress on a new climate deal in Doha.
- 3 Scientists are generally required to *obtain approval* before they proceed with experiments.
- 4 The discovery of penicillin came *unexpectedly* when Alexander Fleming found it on a discarded Petri dish.
- 5 There is much *complicated and inefficient bureaucracy* surrounding genetic engineering.
- 6 It is usually the case that departments end up *owing money* if research goes over budget.
- 7 *Manual labourers and employees with desk jobs* both have valuable roles to play in a company.
- 8 Cloning enjoyed *a period of success* when Dolly the sheep was born.
- 9 Many scientists had to *give up* before the Higgs particle was discovered.
- 10 Stephen Hawking graduated *very successfully* despite suffering from motor neurone disease.

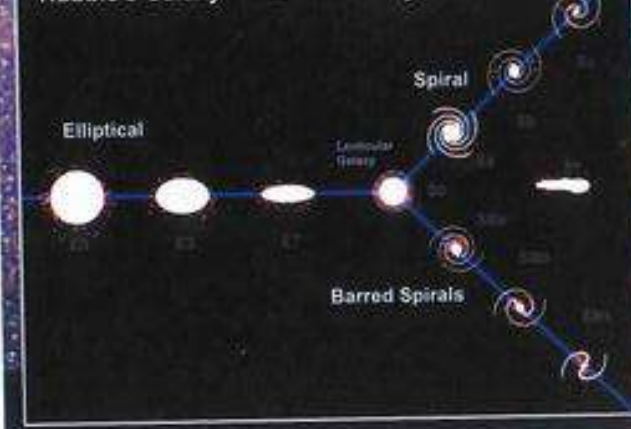
Science

Faced with the task of categorizing a million galaxies whose patterns are unrecognizable to computers, astrophysicists have three alternatives: to deal with the red tape involved in applying for funding, to recruit volunteers to collaborate, or to sift through the images themselves. Of course, money is always scarce in the world of science, so it was the third alternative that researcher Kevin Schawinski plumped for. After working twelve hours a day non-stop for a week, Schawinski had succeeded in classifying a mere 50,000 galaxies, and was on the point of raising the white flag. That is until he met with his colleague Chris Lintott, who suggested investigating the second of the three options. Out of the blue, they came up with what has become the greatest mass participation science project ever created: an enormously popular online game called *Galaxy Zoo*.

The game allows players to examine unexplored corners of the universe through images from the world's most powerful telescopes, such as NASA's Hubble. The aim is to report on the shape of each galaxy encountered on the screen in order to determine its trajectory and, more importantly for Schawinski, if it has ever formed stars. Unlike planets, which are generally spheres, with or without rings, a galaxy can be classified into one of three categories: a messy blur, a sparkling ellipse, or a magnificent spiral. None of these shapes is regular, so it is most certainly not a case of identifying simple circles or polygons.

Without waiting to get the green light from their superiors, the two researchers wrote *Galaxy Zoo* with the help of a couple of programmers. Their design passed initial tests with flying colours and went on to exceed all their expectations when it was launched on Lintott's website. It took off overnight and by the next day they were receiving 70,000 classifications an hour. Soon after that, the total rose to several 'Kevin weeks' in the same time period, a 'Kevin week' being a unit

Hubble's Galaxy Classification System



at play

of 50,000 classifications. Today, *Galaxy Zoo* is played
40 online by over 250,000 'citizen scientists', made up
of students, teachers, pensioners, and both blue- and
white-collar workers using the game as a way to relax
after a busy day. Together, they have succeeded in
creating a more detailed map of the universe than
45 scientists ever imagined possible.

Once the galaxies have been counted, you may ask,
what then? Actually, there is nothing to fear because
games like this one are experiencing a purple patch.
50 *Galaxy Zoo* itself has developed into a larger entity
called Zooniverse, which works like a little solar
system offering science enthusiasts projects very
similar to the original. The website includes a high
definition moon mapping site, as well as an ongoing
project called Old Weather in which volunteers have
55 been assigned the task of going through millions of
pages of scanned ships' logbooks to painstakingly
extract weather records. The main objective is to look
into what scientists today consider a grey area: the
issue of climate change and whether it existed in the
60 era before meteorological stations were established.
Simultaneously, researchers are discovering how
infectious diseases were spread from port to port. The
collaboration of amateur enthusiasts is not limited
to Zooniverse, however; it also extends to other
65 ventures, such as the SETI project, where players
are searching for extraterrestrial life, and the Public
Catalogue Foundation, which is attempting to classify
all of the oil paintings in public ownership in Britain.

At first glance, it seems unusual to see gamers and
70 scientists working together, but in fact their worlds
are quite similar: both are given a task to complete
within a given set of rules. For example, a genetic
analyst must locate sequences and patterns among
seemingly random clusters of data in the same way
75 as a player searches for red jelly beans and orange
lozenges in the pattern-spotting game *Candy Crush*.
If the research is designed using a similar frame,
players can be hunting for mutations that cause
cancer, Alzheimer's disease or diabetes while they
80 are aligning patterns and scoring points. The alliance
provides a golden opportunity for researchers to
achieve their goals. Globally, three billion hours per
week are spent playing online games, and if a fraction
of that time can be employed in science, the world's
85 laboratories will no longer have to worry about being
in the red. The bottom line is that science needs more
people, and online projects like *Galaxy Zoo* might
well be able to fill the gap.

Indeed, the use of this kind of mass collaboration
90 in science is far from new, although the internet has
granted it wider scope and scale. As early as two
centuries ago, one of the greatest scientists who ever
lived was in communication with others to further his



research, thanks to the invention of the postal system.
The naturalist Charles Darwin received thousands
95 of letters from contributors, and what is even more
remarkable is that he replied meticulously to every
single one of them. A venture called the Darwin
Project has been labouring to produce the definitive
scholarly edition of the great man's letters for the last
100 thirty-seven years and has so far completed no more
than sixteen volumes of the proposed thirty. One
could say that the huge network of amateur botanists
and ornithologists on whom Darwin relied for a great
deal of his observational data was the precursor of the
105 'citizen science' promoted by projects like *Galaxy Zoo*.

Yet Darwin's prolific correspondence reveals more
about the treatment of science in the past than merely
evidence of crowdsourcing. It also serves to remind us
that the subject was once accessible to all and sundry
110 for comment and debate, instead of being confined
to the professional circles of 'the experts' as it tends to
be today. These days, career scientists have a habit of
protecting their data until it is published and reviewed
by their peers, making their findings inaccessible to the
115 world at large. It can only be hoped that the internet
and the mass collaboration of science enthusiasts may
one day return this knowledge to the public domain.



V Lines, shapes and solids

4 Study the highlighted words in the article and add them to the categories below.

- 1 lines: arc, radius, ray, _____, tangent
- 2 2D shapes: crescent, _____
- 3 3D shapes: cone, cube, cylinder, pyramid, _____

5 Match eight of the words in exercise 3 to the definitions below.

1 a solid figure with a polygonal base and triangular faces



2 a curved shape that is wide in the middle and pointed at each end



3 a straight line between the centre of a circle and any point on its outer edge



4 a solid figure with round ends and long straight sides



5 a line that is finite in one direction



6 a straight line that touches the outside of a curve, but does not cross it



7 a curved line that is part of a circle



8 a solid figure with a round flat base and sides that slope up to a point



6 **SPEAKING** Work in pairs. Discuss the questions.

- 1 Would you be interested in playing any of the games mentioned in the article? If so, which ones and why? If not, why not?
- 2 Do you agree that science should be in the public domain and accessible to everybody? Why / why not?
- 3 Do you ever read scientific magazines or watch scientific programmes? If you could choose, which one scientific problem would you allocate money to? Why?

Vocabulary bank The universe page 143



1 **SPEAKING** What do you think the world will look like fifty years from now? Consider the points below.

- communication ■ accommodation ■ robots
- transport ■ unemployment ■ colonization

2 **2.21** In 1964, Isaac Asimov made predictions about the world today. Listen to the radio programme and make notes for each of the categories in exercise 1. Then discuss with a partner to what extent the predictions have come true.

Distancing the facts

3 When we give information and we do not definitely know that it is true, we often try to distance ourselves from the facts. Study the sentences from the recording and answer the questions below.

- 1 ... Asimov doesn't seem to fall wide of the mark.
- 2 ... the likely outcome of having no work would be boredom ...
- 3 ... the car itself will possibly be shelved at some point ...
- 4 ... overcrowding of the planet might soon come to pass ...
- 5 ... the best areas for expansion were thought to be the deserts and the poles ...

Which sentence uses ...

- a passive reporting verb? Which other reporting verbs do you think can be used for distancing?
- a modal verb? Which other modal verbs do you think can be used for distancing?
- a probability adjective? Which other probability adjectives do you know?
- a probability adverb? Which other probability adverbs do you know?
- a synonym of *appear*? Which of the two verbs do you think is more informal?

Reference and practice 10.1 Workbook page 127

4 Rewrite sentences 1–5 in exercise 3 beginning with *It*.

- 1 It doesn't _____
- 2 It is likely _____
- 3 It is possible _____
- 4 It is conceivable _____
- 5 It was _____

it as introductory subject

5 Read the text. What can the new robot be used for?



Robosnake

¹It is clear that robotics will play an increasingly important role in our lives in the future. One of the latest developments in the field is the robotic snake, a machine made up of linked segments, the first of which has a camera 'eye'. ²It is incredible how adaptable this innovative idea can be. The 'robosnake' has proved invaluable for checking conditions in the world's abandoned nuclear plants, and now an amphibious model has also been produced. ³It was a challenge to create a machine that could glide through water, but scientists eventually succeeded. Now, ⁴it is high time researchers turned their attention to medicine. ⁵It would be much easier for surgeons to operate if they could use this cutting-edge technology to reach inaccessible parts of the body. ⁶It would be foolish of a patient to turn down this kind of procedure, although ⁷it may be daunting to imagine a robotic snake sliding down your throat. ⁸It is also worth remembering that this slithering machine could possibly save your life.

6 Study sentences 1–8 in the text and match them to rules a–f below. Some rules match more than one sentence.

Introductory *it* is common before ...

- a adjective and / or noun + infinitive
- b adjective + *for* / *of* + object + infinitive
- c adjective + *that* clause
- d adjective + question word
- e the word *time*
- f *no good* / *not worth* / *not much use* + -ing form

Reference and practice 10.2 Workbook page 127

7 Rewrite the sentences using *it* as introductory subject and the words in brackets.

- 1 Doctors would be tactful not to compare the technology with a snake. (of)
- 2 Watching the first operation of this kind will be fascinating. (watch)
- 3 Patients won't normally have open heart surgery in the future. (be)
- 4 Keeping patients in hospital for so long won't be necessary with the new technique. (keep)
- 5 The robosnake will make an amazing difference to surgery. (what)
- 6 Arguing with doctors won't be much use – this will be the only viable means of surgery. (use)
- 7 Spending such a short time in the operating theatre will be a relief. (to)
- 8 Hospitals have not implemented this technology yet, but they should. (time)

8 **SPEAKING** Work with a partner. Identify a task in one of the areas below that could be done by a robot. Write notes about a robot that will perform the task. Then present your ideas to the class.

- factories ■ homes ■ hospitals
- laboratories ■ offices ■ schools

- 1 **2.22 SPEAKING** Study the employment sectors below. Rank them in order of the number of job opportunities you think they will offer in ten years' time. Then listen to five speakers and choose the sectors they mention. Were your ideas similar?
- manufacturing ■ teaching and education ■ business ■ agriculture ■ science and pharmaceuticals
 - health and social care ■ IT and information services
- 2 **2.22** Listen again and match speakers 1–5 to sentences a–g. There are two sentences that you do not need.
- a The speaker implies that employees in the sector may need to specialize in two or more fields.
 - b The speaker forecasts that there will be fewer opportunities for office staff in the future.
 - c The speaker thinks that the sector will eventually become more globally oriented.
 - d The speaker believes that the future of the sector will be shaped by environmental concerns.
 - e The speaker anticipates that advances in the sector will make the most highly qualified employees redundant.
 - f The speaker predicts that the sector will provide business opportunities for other industries.
 - g The speaker foresees that the sector will break up into smaller groups, each focusing on one particular area.

STRATEGY

Identifying understatement

Speakers often use understatement when they want to be diplomatic and sound less direct. It is important to recognize when understatement is being used in order to interpret the message correctly. Speakers use the following techniques to understate facts and situations:

- 1 Adding modifiers to soften the message
 - a little, a bit, rather, somewhat (formal) + adjective
 - a bit of a, rather a, a slight + noun
 - 2 Using phrases with not
 - not exactly, not terribly, not particularly, not entirely + adjective (antonym)
 - 3 Using euphemisms. These are less direct words and phrases that make something seem more pleasant or acceptable than it really is, for example: *an unmotivated person* (= a lazy person), *an ill-advised career move* (= a foolish career move).
- 3 **2.22** Read the strategy. Then listen to the five speakers again. Identify the words and phrases they use instead of the more direct versions below.

Speaker 1

- 1 is looking very bad
- 2 make employees redundant

Speaker 2

- 3 extremely positive
- 4 unemployed

Speaker 3

- 5 dismissing staff to reduce costs
- 6 really confident

Speaker 4

- 7 completely unprepared
- 8 very hard

Speaker 5

- 9 booming
- 10 completely unbelievable

V insight Euphemisms

- 4 Study the euphemisms and try to guess their meaning. Check your answers with a dictionary and complete the table.
- getting on a bit ■ in reduced circumstances ■ visually impaired
 - of advanced years ■ hard of hearing ■ go down with something
 - of limited means ■ underprivileged ■ golden years

| | |
|--------|--|
| age | |
| health | |
| wealth | |



5 Complete the sentences using eight of the euphemisms in exercises 3 and 4.

- Universities usually offer scholarships for the _____.
- People who are _____ often start suffering from aches and pains.
- Many TV programmes have special subtitles for the _____.
- One way of killing time when you're _____ is to study a new language.
- At the end of their working lives, most couples look forward to their _____.
- When companies fold, the owners often find themselves _____.
- Unprofitable companies try to avoid redundancies, but in the end they often have to _____.
- Employees are encouraged to stay at home if they _____.

6 SPEAKING Work with a partner. What provisions are made for the following groups in your country? Do you think that this will change in ten years' time? Why / why not?

■ the sick ■ the unemployed ■ the elderly ■ the disabled ■ the poor

Evaluating job prospects

7 2.23 SPEAKING Study the job requirements. Which four do you think will be the most important ten years from now? Listen to a talk by a careers advisor and compare your answers.

■ physical strength ■ bank of knowledge ■ intellectual ability ■ ability to perform repetitive tasks
■ computer literacy ■ compassion ■ leadership qualities ■ people skills

8 2.24 Four final-year students have been asked by their school careers advisor to help answer queries from students in the year below them. Listen to the four students discussing one of the queries and answer the questions.

- What job is the query about?
- What do the students think are the chances that the job will exist in ten years' time? Why?
- What do they recommend to the student?

Confident and tentative language

9 2.24 Listen again and complete the phrases from the recording. Then decide if the phrases express confident (C) or tentative (T) opinions.

- I _____ we'll still need builders.
- It's _____ that humans will be doing that kind of work in the future.
- _____ we'll be printing houses with 3D printers a few years from now.
- There's _____ we'll need builders in the future.
- It _____ that printers will be big enough to produce a whole building.
- There's _____ that construction workers are likely to be phased out.
- I _____ he'll want to go on to further education.
- _____ will he have any desire to go to university.
- It could be _____ that he's interested in computers.
- There's a _____ that he could do something in IT.
- There's not _____ of him finding a programming job ...
- I'm _____ that agricultural work would be a better option for him.

10 Rewrite the italic words in sentences 1–4 in three different ways so that the meaning stays the same. Use phrases from exercise 9.

- I doubt* that it will be easy to find a job in the future.
- I'm certain* that office workers will be using interactive desks.
- I guess* that more people will be working from home.
- It's impossible* that there will be flying cars in ten years' time.

11 SPEAKING Individually, make a list of five jobs that you would like to do in the future. Then work in groups of four. Imagine that you are careers advisors. The first student tells the group his or her plans for the future, e.g. *I'd like to be an artist*. The group discuss first whether they think the job has a future or not and then what advice they should give the first student. Then repeat for the second student, etc.

- 1 **SPEAKING** Read the definition of *pandemic* from the Oxford Advanced Learner's Dictionary. Which diseases do you know that have caused pandemics recently and in the past? Do they still pose a threat today? Why / why not?

pandemic /pæn'demik/ noun a disease that spreads over a whole country or the whole world ► **pandemic** adj. a pandemic disease ► COMPARE ENDEMIC, EPIDEMIC

- 2 Read the article and number the events in chronological order.

- Workers were in demand.
- The population began to starve.
- The Black Death arrived in Europe.
- The pandemic fizzled out.
- The serfs were liberated.
- New farm machinery was invented in Europe.
- The plague mutated into a more deadly form.
- Doctors fled urban areas in search of immunity.
- A group of traders left Asia carrying the plague.
- European families began to increase in size.

- 3 Read the article again and answer the questions.

- How many Europeans perished during the pandemic known as the Black Death?
- How was the plague transported from China to Europe?
- Why did the disease claim so many victims?
- What factors contributed to the speed with which it spread?
- What was the reaction of the medical profession to the plague?
- What were the main effects of the plague on society?

V insight Phrases with end

- 4 Study the highlighted phrases in the article and explain their meaning. Then complete the text below with the correct form of six of the phrases.

In 18th-century Europe, smallpox was fatal. Four hundred thousand people ¹ every year, and a third of the survivors went blind. Governments were ², as they were unable to control the disease. At the time, ³ to the suffering – that is, until the English physician Edward Jenner heard a rumour from the countryside. It was claimed that milkmaids were naturally protected from smallpox after being ⁴ a much less virulent form of the disease called cowpox, which they caught from the cows they were milking. In order to test the theory, Jenner took James Phipps, the eight-year-old son of his gardener, to a local dairy farm and injected the boy with cowpox virus taken from one of the milkmaids. Two months later, Jenner injected him with smallpox and, as he suspected, the disease failed to develop. After years of research, Jenner now saw ⁵. He perfected the technique and called it 'vaccination' after the Latin word for cow, *vacca*. These vaccinations ⁶ for smallpox, which the World Health Organization finally declared 'eradicated' in 1979.

The Black Death

Hailing from the depths of Asia, it hit the coast of Italy in the autumn of 1347 and like a tidal wave swept through Europe, leaving death and chaos in its wake. No pestilence had ever been so fatal, or so hideous. In the three years that it raged across the continent, somewhere between a quarter and a half of the population met an untimely end. They called it the Black Death.

From China, the disease travelled along the Silk Road ^aas rapidly and effectively as a marching army, most probably carried by fleas living on black rats that accompanied merchants on their travels. Once the traders and their 'companions' had boarded their ships in Crimea, it was only a matter of time before the plague reached the shores of Western Europe. Its first port of call was Messina in Sicily, where a fleet of Genoese trading ships docked after their long voyage across the Black Sea. Imagine the Sicilians' horror when they observed that most of the sailors on board had either died or were critically ill. The mysterious sickness rapidly permeated the town, ^beven though the ships were ordered to leave almost immediately. Meanwhile, the departing vessels were transporting it to ports elsewhere, marking ^cthe beginning of the end for millions of European citizens.

In the middle of the fourteenth century, Europe was ripe for a new epidemic. A series of agricultural innovations and a period of plenty in previous centuries had brought about a population explosion. But in recent years, heavy rains had led to failed harvests and food shortages, leaving the inhabitants malnourished and susceptible to infections. In this condition, they were able to offer little resistance to the plague when it attacked – and this it did with a vengeance. What started as bubonic plague, causing huge purple swellings in the joints, soon developed into a highly contagious pneumonic plague, which resulted in a lethal respiratory infection. The Italian writer Giovanni Boccaccio, who lived through the Black Death, observed in his book *The Decameron*, 'The violence of the disease was such that the sick communicated it to the healthy who came near them, ^djust as a fire catches anything dry or oily near it'. Yet some parts of Europe were miraculously spared, including what was at the time the Kingdom of Poland. The reason for the region's immunity is ^eas much of a mystery now as it was then.





It was in cramped and congested cities like London that the plague struck hardest, owing to the insalubrious conditions that prevailed there. With nowhere else to dump their waste, residents resorted to emptying their chamber pots and disposing of their leftovers out of their open windows onto the streets. Here, the sludgy mess soon became mulched underfoot by the crowds of humans and animals jostling for space below. Within days, the disease took hold, and soon there was no end in sight to the misery.

When their primitive bloodletting and boil-lancing techniques proved ineffective, the doctors were at their wits' end and desperate to find a cure for the plague. Never before had they seen a disease *as fierce as this one*. Soon, there were no physicians to be seen, since they had either found themselves on the receiving end of the disease or they had fled to the countryside, where they assumed – erroneously – that they would be safe. Here, even the animals were affected, which spelled the end for many urban refugees. Back in the once overcrowded cities, people behaved *like it was the end of the world*, some shutting themselves away to die in peace with their loved ones, and others revelling in excesses that would not normally have been permitted. Soon, there was no one left to bury the dead. A cart would roll daily through the streets collecting the bodies, which were then heaved into mass graves in a most undignified fashion.

By May 1350, the number of victims began to fall, and at last there was *light at the end of the tunnel* for those that had survived. *Although this particular pandemic was over*, the plague continued recurring in England for centuries – a further 100,000 people died in the Great Plague of London in 1665–1666. Yet it was this first wave that had the greatest effect on society, having decimated the population. The ensuing labour shortage brought about the empowerment of the serfs, peasants who had traditionally worked the land for a master. Until then, these labourers had been treated *as if they were slaves*, but now they were in an optimum bargaining position. In England, as in the rest of Europe, their conditions gradually improved, which meant that *the end was nigh* for serfdom. Not only did the Black Death pandemic cause a series of social, religious and economic changes in Europe, but it took another century and a half for the population to recover.

Adverbial clauses of manner and concession

- 5 Read the description of two types of adverbial clauses. Study examples a–h in the article and decide which ones are manner and which are concession clauses. Then answer the questions.

Adverbial clauses provide additional information about an action or situation.

- **Manner clauses** beginning with *as* describe how something was, or how it was done.
 - 1 Which word can we add before *as* to mean 'in exactly the way that'?
 - 2 Which type of words can we use with *as ... as* to mean 'in the same way that'?
 - 3 Which words can replace *as though* after verbs such as *act, behave, seem, talk, treat*, etc., often to create a simile?
 - 4 Which word can we use after the verbs in question 3 in informal situations?
- **Concession clauses** beginning with *although* contain information that contrasts with information in another clause.
 - 5 Which words do we use instead of *although* to emphasize a contrast in a past or a present situation?
 - 6 How many possible positions are there for a concession clause? What are they?

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- 6 Add one of the clauses a–h below to sentences 1–8. Use *as, just as, as if, as ... as, although, or even though* to connect them. Make any other necessary changes.

- 1 Hospital staff try to save many lives
- 2 The tablets I am taking caused nausea at first
- 3 Doctors sometimes prescribe antibiotics
- 4 Is laser eye surgery effective?
- 5 The mortality rates for some types of cancer are
- 6 The specialists disagree with my GP's diagnosis
- 7 Some patients refuse to admit they are ill. They act
- 8 The ambulance drove fast

- a they always have been
- b they can
- c the treatment seems to be working
- d everyone says it is
- e nothing is wrong
- f the traffic would allow
- g I was warned they would
- h there is no sign of infection

i b Hospital staff try to save as many lives as they can.

- 7 **SPEAKING** Work in pairs. Discuss the questions.

- 1 Apart from smallpox vaccinations, which other developments in medicine have helped to save millions of lives? Think about drugs, surgery, etc.
- 2 There is a danger that antibiotics may not be so effective in the future. Why do you think this is? How do you think the problem could be solved?

- 1 **SPEAKING** Work in pairs. Make a list of five potential threats facing the future of the human race. Then read the discursive essay. Which three threats are mentioned? Were they on your list?

STRATEGY

Avoiding misplaced and dangling modifiers

Modifiers are words or phrases used in a sentence to provide additional information about a subject, verb or object. Modifiers should be placed as close as possible to the person or thing they are modifying.

A misplaced modifier is one that is separated from the thing it is modifying, causing confusion. For example: *The library has several books about dinosaurs in our school.* (The sentence suggests that the dinosaurs are in the school.)

A dangling modifier is one that modifies a subject, verb or object that has been omitted. For example: *I saw an accident walking down the street.* (The omission of *while I was* in the second clause implies that the accident is walking down the street, not the speaker.)

- 2 Read the strategy and study the highlighted modifiers in the text in exercise 1. In each case, identify which word is being modified and the function of the word in the sentence: subject, verb or object.
- 3 Decide if sentences 1–6 below contain misplaced (M) or dangling (D) modifiers. Then rewrite the sentences to improve them.
- The scientists were analyzing samples in white lab coats.
 - The fire alarm went off while doing an experiment.
 - I glimpsed some bacteria looking through the microscope.
 - The animal was tranquilized by a naturalist, which was looking for food.
 - While on leave, some of his experiments went unattended.
 - Having eaten all their food, the scientist put the lab rats in the cage.

Verbs of perception

- 4 Study the underlined sentences in the essay and complete the rules below. Then match the sentences to the rules.

The verbs of perception *look*, *sound*, ¹ _____, *taste* and *smell* are used to talk about the impression something gives us through one of the senses. We can use them in the following ways:

- verb + adjective
- verb + ² _____ + noun
- verb + ³ _____ / *as though* + clause

We use the verb ⁴ _____ to talk about the impression something gives us through a combination of the senses. It can be used in the same way as the verbs of perception.

- 5 Complete the text. Write one word in each space. Sometimes more than one answer may be possible.

It may ¹ _____ revolting, but one of today's most sought-after drugs is a substance secreted by bacteria that were first discovered in mouldy sausages during the eighteenth century. These days, people pay a fortune to have it injected into their faces to make them look ² _____ models. The drug is called Botox – or botulinum toxin, as it is known by scientists. As the name suggests, the substance is a poison: in fact, it would only take a couple of teaspoons to kill everybody in the UK. Of course, it is highly diluted when used in cosmetic procedures, where it works by destroying the nerves of the face that cause frowning; critics say that some patients ³ _____ as if they are permanently amused after the treatment. Surprisingly, it seems ⁴ _____ if the drug has few side effects, although people have claimed that their food ⁵ _____ metallic in the days following an injection. In addition to its use as a vanity product, botulinum toxin currently has more than twenty successful practical applications in medicine. For example, migraine sufferers report that they no longer feel as ⁶ _____ their head is about to explode after being treated with the drug.

'Science poses a serious threat to the future of humanity.'

Discuss

Technology is advancing **at lightning speed**, so much so that **'it seems as if the human race is hurtling into the unknown'** with no fixed destination and no one at the helm. It is this lack of direction in the different branches of science that poses the greatest threat to our future.

The arms industry is where the most imminent danger lies. Drones **employed by the US military** are regularly sent to shower conflict zones **with bombs**, while the latest warships are armed with electromagnetic railguns that travel faster than the speed of sound. **'Governments the world over would feel more than a little concerned'** if these weapons were ever to fall into the wrong hands.

Genetic engineering poses a second risk. Stem cells have already been used successfully to cure cancer, and **'it looks as if human cloning could be just around the corner'**. True, there are currently restrictions **banning the creation of human beings in the lab**, but these may not stop **unscrupulous** individuals from attempting to manipulate the boundaries of human biology beyond recognition.

Last, but not least, is the potential menace we face from artificial intelligence.

The computers of the future are likely to sprout generations of ever more powerful machines, each one less predictable and controllable than the last. Though **'it sounds like a scene from a science fiction movie'**, we may reach the stage when we are unable to dominate devices **that have a mind so much smarter than our own**.

In conclusion, so much scientific progress is happening so fast that no one can foresee what the future will bring. Uncertainty is a dangerous toy, and we may get more than our fingers burned if we continue to play with it.



WRITING GUIDE

■ Task Write a discursive essay on one of the topics below.

- a 'There should be more restrictions on the use of dangerous drugs.' Discuss.
- b 'Scientists should be allowed to disregard moral issues in the course of their research.' Discuss.
- c 'More money should be spent on space exploration.' Discuss.

■ Ideas Make notes about:

- arguments in favour of the statement in the essay topic.
- evidence to support your arguments.
- your own opinion of the statement.

■ Plan Follow the plan:

Paragraph 1: Write an introduction which is likely to grab the reader's attention.

Paragraphs 2-4: Present a different argument in each paragraph. Introduce the argument with a topic sentence that links the new paragraph to the previous one. Give evidence and examples to support your argument.

Paragraph 5: Write a conclusion that sums up your opinion. You can finish with a thought-provoking sentence.

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

■ Check Check the following points:

- Have you included a thesis statement in the introduction?
- Have you included evidence and examples to support your arguments?
- Have you linked the paragraphs effectively?
- Have you used verbs of perception to outline your impressions?
- Have you checked your essay for misplaced and dangling modifiers?
- Have you checked grammar, vocabulary, spelling and punctuation?

Vocabulary insight 10 Technical prefixes

- 1 Study the dictionary entry for the prefix *poly-*. Then work in pairs. Use the information to help you to make guesses about the meanings of the words below. Then use a dictionary to check your answers.

■ polyclinic ■ polyglot ■ polygon ■ polysyllabic
■ polythelism

poly- /pɒli; NAɪt 'pɒli/ combining form (in nouns, adjectives and adverbs) many: polygamy ○ polyphonic

STRATEGY

Understanding technical prefixes

A lot of scientific and academic terms start with a prefix which carries a meaning. Recognizing these prefixes can help you to decode unknown vocabulary.

Common technical prefixes fall into a number of broad categories:

- A size: *micro-*, *macro-*
B number: *poly-*, *mono-*
C position: *extra-*, *inter-*
D time: *chrono-*, *neo-*

- 2 Read the strategy above. How many of the words in exercise 1 can form new words using the prefix *mono-*? Work in pairs and explain the meaning of the new words.

- 3 Match the highlighted prefixes in phrases 1–10 to definitions a–j. Then explain the meaning of the words and phrases.

- 1 extraterrestrial life
 - 2 intercultural exchange
 - 3 single-celled micro-organisms
 - 4 macroeconomic policy
 - 5 a chronological sequence
 - 6 a neocolonial regime
 - 7 the latest nanotechnology
 - 8 a flu pandemic
 - 9 a bilateral trade agreement
 - 10 a retroactive increase
- a spread over a whole area
b on a large scale
c two
d outside or beyond
e new
f backwards (in time)
g on a small scale
h time
i on a very small scale
j between

- 4 Add the prefixes in 7–10 in exercise 3 to categories A–D in the 'Understanding technical prefixes' strategy box.

STRATEGY

Prefixes describing an area of study

Many areas of scientific and academic study have prefixes associated with them. These often form the names of academic disciplines: *astronomy*, *biology*, *meteorology*, *psychology*, *sociology*

These prefixes are sometimes used in combination to describe cross-disciplinary areas: *biotechnology*, *astrophysics*, *socio-economics*

Or in combination with other prefixes to describe specialist areas: *microelectronics*, *nanotechnology*, *neurolinguistics*

- 5 Read part of the listening extract from lesson 10C and identify examples of prefixes which describe different areas of study. Explain how they are combined together.

New opportunities will be created for posts such as 'geomicrobiologist' – a scientist who uses his or her knowledge of geology, environmental science and microbiology to figure out how micro-organisms might help make a new medicine.

- 6 Work in pairs. Describe the subject areas that the highlighted words refer to.

- 1 He conducted **psycholinguistic** research into how individual words are stored in the brain.
- 2 Photosynthesis is a **biochemical** reaction which combines water and atmospheric carbon dioxide to form sugars in plants.
- 3 **Sociocultural** factors such as gender, age and social class also need to be taken into account.
- 4 This decision needs to be seen in the context of France's wider **geopolitical** interests.
- 5 Improvements in crop protection have resulted from developments in the **agrochemical** industry.
- 6 Conventional **microelectronic** devices are typically made from layers of silicon.

Vocabulary

1 Choose the odd one out.

- 1 ray / sphere / spiral 4 polygon / radius / arc
 2 lozenge / cone / cube 5 ellipse / polygon / tangent
 3 ring / crescent / spiral 6 sphere / ring / cylinder

Marks ____ / 6

2 Complete the text with the correct form of colour idioms containing the words in brackets.

In the past, scientists missed ¹ (golden) in the development of drones: learning from nature. When researchers from universities ² (green), they conducted experiments to learn more about how birds cope with navigating through turbulent air conditions. There is no drone that can avoid a wind turbine, yet even pigeons are able to pass obstacle navigation tests ³ (colours).

Technology still has a long way to go, but scientists won't be ⁴ (white) just yet. Recently, much of the ⁵ (red) involved in this technology has been removed. Drones won't appear in our skies ⁶ (blue), but we're keeping a close eye on the situation.

Marks ____ / 6

3 Replace the underlined phrases with an appropriate euphemism.

- 1 Young British people starting work today will have to wait longer to retire and enjoy their old age.
 2 Absence from work due to illness has decreased. It seems workers are getting ill less frequently.
 3 30% of adults aged 65 and 74 are unable to hear well. This increases to 50% of people over 85.
 4 When people are becoming old, they often reassess their working hours and slow down a little.
 5 The Prince's Trust offers grants to help the poorer members of society set up their own businesses.
 6 The 2010 Equality Act is a UK law which protects disabled people, including those who are unable to see very well, from discrimination.

Marks ____ / 6

4 Complete the text with expressions with end.

Half of the world's population is at risk of malaria. If you're ¹ the disease, you're most likely to be aged under five and live in Africa. Control measures have reduced death rates by 42% worldwide since 2000, but for some, there still appears to be ².

That could all be about to change. Scientists believe that the discovery of a group of children from Tanzania who are naturally immune to the disease could be the ³. The scientists discovered that an antibody produced by these children was able to trap the parasite at a vital stage in its life cycle, preventing it from spreading. It is hoped that if a vaccine is developed from this antibody, it could ⁴ for the disease. Professor Jake Kurtis believes that there is 'fairly compelling evidence' that this is ⁵ for the infection. With the hunt for a vaccine gathering momentum, it certainly appears that ⁶ for one of the world's biggest killers.

Marks ____ / 6

Grammar

5 Rewrite the sentences using the words in brackets.

- 1 There is a good chance that cloned humans will have appeared by 2070. (seem)
 2 The ability to log on to the internet directly from our minds could be possible in around 2040. (anticipated)
 3 The result of developments in technology means commercial flights could be pilotless by 2030. (probable)
 4 Cars may be fully automated by 2037. (perhaps)
 5 By 2050, there's a good possibility of at least one building being over 10 km in height. (should)
 6 By 2060, a base on Mars could possibly have been established. (might)
 7 It is possible that high-resolution bionic eyes will be on sale by 2020. (conceivably)

Marks ____ / 7

6 Choose the correct answers.

Scientists at the British Museum have used a CT scanner to reveal details of eight Egyptian mummies. It was an experiment ¹ for / to build up a 3D picture layer by layer. Once the scan of each mummy was complete, an amazingly clear image of the skeleton was revealed. It is fascinating ² how / what detailed the images of hair, muscles teeth and bone are. This is proving beneficial ³ of / to researchers in learning about how the people lived and died. For example, some of the arteries were blocked up with fatty deposits, so it is obvious ⁴ that / for heart disease was a killer as far back as 700 AD. It is also the ⁵ high / first time scientists have seen signs of abscesses. It is ⁶ daunting / incredible that science is able to improve our knowledge of the distant past as well as the present. It is ⁷ worth / good remembering that studying the past would help us define the future.

Marks ____ / 7

7 Complete the sentences with one word in each gap.

- 1 It doesn't contain sugar, even _____ it tastes sweet.
 2 There was no difference in outcome. It was _____ as if they had been treated the same.
 3 _____ there are no active ingredients, natural remedies can still make you feel better.
 4 It wasn't as _____ science had found a miracle cure, because the positive effects were short-lived.
 5 As unlikely _____ it might sound, some scientists believe smallpox could re-emerge.
 6 Some people may act _____ they are ill, even though they haven't got any symptoms.
 7 In some ways, the placebo effect is as _____ of an unknown as it ever was.

Marks ____ / 7

Total ____ / 45

Listening

1 2.25 Listen to the recording. Are the sentences true (T) or false (F)?

- 1 A change in the portability of technology has had an impact on what is available for the disabled.
- 2 Smart glasses could help people with Asperger's syndrome distinguish other people's moods.
- 3 So far, the success of invasive technology for artificial limbs has been rather limited.
- 4 Nick believes that initially society might not want to support disabled people using driverless cars.
- 5 Google Ventures plans to start a taxi service for people with disabilities.
- 6 The presenter believes that the new technology will finally give disabled people equality in society.

Speaking

- 2 Work in pairs. Think about your future job. Would you prefer to work for a big company, a small organization, or be self-employed? Discuss the environment you would like to work in.
- 3 Work in small groups. A number of employers from your city have been invited to a conference at your school where they will talk about future career prospects for young graduates in their companies. You are preparing a poster advertising the event. Below are three photos that you can use for your poster. Compare and contrast them. Include the points below.
 - Which photo would be most suitable? Why?
 - Explain why you are rejecting the other two photos.



Text A

'And the World Cup 2050 is awarded to ... (drum roll) ... Mars!' Sound far-fetched? Not if a recent suggestion of future 'inter-planetary competitions' is anything to go by.

These days sport is a science, with technology playing a huge role – from 3D printed trainers and specially designed equipment to data analytics that monitor athletes' every move. Guy Lidbetter, a chief technology officer at Olympic technology provider Atos, thinks football will become data-driven.

There was plenty of technology on show in Brazil, including goal-line sensors, heat-bonded footballs and vanishing spray used by referees during free kicks. But it was a mind-controlled exo-skeleton – worn by Juliano Pinto, a 29-year-old paraplegic man to kick the first ball of the tournament – that has stuck in the minds of many.

So will future World Cups feature similar robotics? The technology is clearly available to make players even more superhuman but for Mr Lidbetter at Atos it will be 'a question of cultural acceptance'.

'Do the fans want football to go the same way as Formula 1, where the car matters more than the driver?' Professor Alexandre da Silva Simões is a chair of the RoboCup, an annual football competition for robots. He believes there will definitely be robots on the pitch in future. "I expect that in 2050 we will not have human referees any more. Humans will probably be present as supervisors of an automatic referee that can be software or even a robot," he says.

"In 2050, a football team composed of fully-autonomous humanoid robots will play against the human winners of the World Cup." His forecast? The robots will win.



Text B

Imagine having a virtual 'tennis coach' that knows exactly where your racquet hits the ball. It counts forehands and backhands, serves and smashes. And when play is finished, the coach compares your stats with existing tennis data that it has easily to hand. But this coach is not kitted out with tracksuit and trainers. Rather it relies on sensors and chips.

It sounds futuristic but technology like this is already available, embedded in one of the newer tennis racquets on the market – the Babolat Play Pure Drive. Packed with sensors detecting string vibration and movement, the device works with a smartphone (over Bluetooth) or plugs into a computer (via USB). The company says it is the first connected racquet in the world.

"We integrated sensors inside the handle of the racquet, but it does not change the specification. And these sensors will analyse your tennis game, so your swing – your motion – and all this information will be collected by the racquet," says Gael Moureaux, tennis racquets products manager at Babolat. Babolat's take on personal sporting analytics has the potential to greatly impact professional tennis.

But with the player analytics revolution come the consequences that might arise from using this technology.

Text C

Fashionable brands have long dominated the sportswear market, but up to now few have specifically targeted disability sports. Nike has now become the first to produce a sole for a blade used by amputee runners. Has the era of Paralympic chic dawned?

It's one of the most widely recognized, and lucrative, brands in the world. The distinctive Nike swoosh logo has adorned the kit of sporting greats such as Michael Jordan, Tiger Woods, Rafael Nadal and Wayne Rooney, helping to sell billions of pounds of sportswear around the globe. Many of the sportsmen and women Nike sponsors embody not just outstanding sporting achievement but also an ideal of physical perfection.

But for one of its newest products, Nike has teamed up with an athlete whose sporting prowess is based on her physical difference from her rivals. Sarah Reinertsen, from Orange County in California, is a record-breaking sprinter, marathon runner, triathlete and Ironman competitor. She also happens to be an above-knee amputee.

Born with a bone-growth disorder, Reinertsen underwent an amputation at the age of seven. She has collaborated with Nike in the design of a new lightweight sole, emblazoned with the famous swoosh logo, which clips on to a carbon-fibre running blade.

Previously, leg amputees would cut the soles off a regular pair of trainers and glue them to the bottom of their prosthesis. Some even used strips from old vehicle tyres to cushion them from the impact of the road.

Reinertsen admits that a partnership with the world's biggest sportswear firm is a far cry from her early days as a competitive athlete.



Approved devices need to be secure and protected against unauthorized access, to prevent "sporting espionage" whereby data could be stolen. Knowing when an opponent's right hand gets tired during the second set would be a huge advantage. Player analytics is here to stay. But though it will have a huge impact on the evolution of tennis, the game should remain as popular as ever - provided players have the opportunity to compete on skill and strategy alone.



Reading

4 Read the texts and answer the questions. Which text ...

- 1 warns against unethical ways of using technology?
- 2 talks about spectators approving the use of technology in sport?
- 3 shows how resourceful athletes were prior to an invention improving their performance?
- 4 gives an example of a sport where the sportsperson is less important than the equipment?
- 5 quotes an expert to explain how the technology works?
- 6 contrasts the physical appearance of athletes?

Grammar and vocabulary

5 Complete the text with one word in each gap.

Last month Yahoo appointed a self-styled "super geek" as its chief executive. Nothing unusual there - except this one was a woman. While female tech bosses like Marissa Mayer aren't quite as rare ¹ _____ hen's teeth, her appointment generated far more headlines than a man's would ² _____. So why when technology is becoming increasingly desirable, is there ³ _____ desire to work in IT, especially for girls?

In the UK, 84% of IT professionals are men. "There is this conception that IT is men with long hair sitting in air-tight rooms programming all day." This image problem starts at school, according to one teacher. "Girls don't see IT as creative. It is that image of the geek or nerd in a room typing lines of code," said Peter Mapstone, head of IT at King Edward VI school in Hampshire.

Gender differences become apparent during IT lessons, even ⁴ _____ there is no difference in ability, according to Carol Dawkins, an IT teacher at Toynbee School in Chandlers Ford. "Boys are more, 'Game on' - they don't mind if they ⁵ _____ mistakes. They are ⁶ _____ confident around the technology, whereas girls are a little ⁷ _____ shy, on the back foot before they start," she said.

The BBC ⁸ _____ part in its IBM's Think IT workshop in July. ⁹ _____ 100 girls aged 12 and 13 came to IBM's lab to find ¹⁰ _____ more about how a technology product comes to market. The girls were divided into teams, each named after a famous female technologist or scientist, and asked to ¹¹ _____ up with a new piece of sport technology, from apps through to running shoes. IBM has reaped some rewards from the scheme - several girls that ¹² _____ been through the programme have gone on to become apprentices at the firm.

Writing

6 Write a discursive essay on one of the following topics.

'There should be a limit to how much technology is used in sport.' Discuss.

'More women are needed at top-level positions in the IT industry.' Discuss.

Phrases describing change

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

- 1 They keep **chopping and changing** the staff – you speak to a different person every time you call.
 - 2 Researchers have **made great strides** in understanding the causes of the disease.
 - 3 The players are going to have to **pull their socks up** in the next match or they'll be going out.
 - 4 The proposals were rejected by the council, so we found ourselves **back to square one**.
 - 5 Unions have accused the government of **moving the goalposts** over plans to change the retirement age.
 - 6 With today's more positive growth figures, it looks as though the economy has finally **turned the corner**.
 - 7 Since the accident, her life's been **turned upside down**.
 - 8 Her career's really **gone from strength to strength** since the release of her debut album last year.
- a to try to improve your performance, behaviour, etc.
 - b to become more and more successful
 - c to change the rules or conditions for something once a process has started or been agreed
 - d to keep changing from one thing to another frequently, often in an annoying or disruptive way
 - e to cause large changes and confusion in someone's life
 - f to begin to improve after passing an important point in a difficult situation
 - g to make a lot of progress in the way something is developing
 - h a return to the situation you were in at the beginning of something, so you have to start all over again

2 Which of the phrases in exercise 1 broadly describe:

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

3 Complete the sentences with the phrases in exercise 1.

- 1 Each time one party agrees to make concessions, it seems the other side _____, so we get no further forward.
- 2 It's time to stop _____; we need to decide on a plan and stick to it.
- 3 It's clear that the organization has _____ towards combating corruption at all levels.
- 4 The regulator has asked the company to go _____ and systematically re-examine each stage of the process.
- 5 Last week, Emma was in intensive care, but now she seems to have _____ and is responding well to treatment.
- 6 His wife's unexpected death at the age of just 43 _____ everything _____.
- 7 The business has _____ with the opening of three new shops in the past eighteen months.
- 8 Council bosses have promised to _____ after severe criticism in a recent environmental audit.

Separation

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

| noun | adjective (reaction) | adjective (cause) | verb |
|------------|----------------------|-------------------|---------|
| alienation | alienated | alienating | 5 _____ |
| isolation | 3 _____ | 4 _____ | isolate |
| 1 _____ | excluded | exclusive | 6 _____ |
| 2 _____ | segregated | – | 7 _____ |

2 Match the nouns in the table in exercise 1 to definitions 1–5. Two definitions apply to one of the words.

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

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

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

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

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

Describing reactions

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

- Several people were pulled from the collapsed building, **dazed** but uninjured.
- She was so **distraught** after the accident that she couldn't go back to work for several days.
- So far, the experts are completely **stumped** by the phenomena and can't offer any explanation.
- A group of **bewildered** tourists suddenly found themselves caught in the middle of the demonstration.
- Flustered** and embarrassed, he rushed through the rest of the presentation and quickly sat down.
- I was feeling quite **disorientated** by this time – all the streets looked the same and I had no idea which way to go.
- Somewhat **befuddled**, Edna tried to explain who she'd met, but kept getting the names wrong.
- Police are still **baffled** by the apparent lack of motive for the attack.

- confused by something because it's strange or difficult to understand
- unable to give an answer or an explanation for a question or a problem
- nervous and confused because you're in a hurry or have too much to do, so that the more you rush, the more you become stressed and make mistakes
- not able to think clearly or understand what's happening around you because you've had a shock or an accident
- confused by a situation, especially because it's new, unexpected or there are a lot of possible choices, so that you're not sure what to do
- not able to think clearly, so that you keep mixing up different things, people or events
- extremely upset and confused by something bad that's happened, so that you're not able to think or behave normally
- confused about your surroundings or your position and not able to recognize where you are or where you need to go

2 Study the pairs of adjectives and answer the questions.

- dazed – disorientated: which word emphasizes a lack of sense of direction?
- befuddled – bewildered: which word emphasizes the idea of making mistakes?
- flustered – distraught: which word applies to someone who is embarrassed?
- stumped – baffled: which word applies especially to someone who has been asked a question?

3 Complete the sentences with the adjectives in exercise 1. Sometimes more than one answer is possible. Explain any differences in meaning.

- The cyclist, now sitting by the side of the road, had a large cut across the top of one eye and was clearly quite _____.
- Authorities are completely _____ by the plane's disappearance, with no credible explanation yet put forward.
- We're all familiar with the sense of feeling _____ when you emerge from a darkened room into bright sunlight.
- Many prospective students applying for university courses are _____ by the array of possibilities on offer.
- I arrived at the interview late and _____ and couldn't remember any of the answers I'd prepared.

Crime and justice

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

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

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

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

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

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

Banking and insurance

- 1 Study the words and phrases below and match them to categories A and B. Use a dictionary to help you.

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

- A Banking
B Insurance

- 2 Complete the texts with the words and phrases in exercise 1.

Current accounts:

How can I pay in shops?

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



How can I pay bills?

To pay regular bills, you can either set up a ³ _____, which pays the same amount each time such as for your rent or mortgage, or a ⁴ _____ for variable payments such as utility bills. In either case, you will need your account number and ⁵ _____ to set up or amend the payment.

Car insurance:

What type of car insurance do I need?

If you have an accident, what you're covered for will depend on the type of policy you have. With a ⁶ _____, you can claim for any damage, whether it's your fault or not. However, if you have cheaper ⁷ _____ insurance, the legal minimum in the UK, then it will only cover ⁸ _____ for any injury or damage to other people or vehicles. You'll have to pay for any repairs to your own car yourself. And don't forget, when you make a claim, you'll lose your ⁹ _____ and your ¹⁰ _____ is likely to go up.

- 3 **SPEAKING** Work in pairs. Discuss the possible advantages and disadvantages of:

- different types of insurance policy.
■ different payment methods.

Retail

- 1 Match the words below to definitions 1-8.

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

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

- 2 Which word in each group 1-6 is least likely to collocate with the word in bold? Why? Use a dictionary to help you.

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

- 3 Complete the sentences with the correct form of the words in exercise 1. Explain your choices.

- The area has dozens of discount stores selling factory _____ of branded garments.
- The company organized a series of _____ on university campuses to sell directly to its target market.
- Music tours now generate more income from selling licensed _____ than from ticket sales.
- The marketing campaign for a new _____ of children's haircare products has raised concerns from some parents' groups.
- Small shops can't compete with the big supermarkets' strategy of using _____ to bring people into the store.
- Proof of identity is requested at the _____ for age-restricted products such as alcohol and cigarettes.
- Producers from Central and South America have become the major _____ of cut flowers to the United States.
- The university has made healthy eating brochures available at food _____ all over campus and online.

Memory

1 Match the highlighted words to the definitions.

- 1 The novel begins with Luke **recalling** the day of his 16th birthday.
- 2 He can't **recollect** our conversation about the money.
- 3 Can you **remember** where I put the car keys?
- a to bring a piece of information, an idea or an event back to your mind
- b (formal) to bring a fact or an event from the past back to your mind in order to tell someone about it
- c (formal) to make a mental effort to bring a fact or event from the past back to your mind
- 4 People often find it difficult to **remember** lots of different logins and passwords.
- 5 At high school, we had to **memorize** the names of all the US presidents.
- 6 Can I **remind** you to switch your phone off, please?
- d to learn something, especially a list of words, names, etc., so that you can repeat it exactly
- e to keep a fact in your mind and to try not to forget it
- f to tell someone about something they have forgotten or to prompt them to remember something
- 7 Writing a journal gives students a chance to **reflect on** their experiences during work placements.
- 8 The brothers sit and **reminisce** about their childhood holidays by the sea.
- 9 The President will unveil a plaque **commemorating** the 150th anniversary of the founding of the college.
- g to talk or write about events and experiences in your past that are happy memories for you
- h to show that you remember and respect an important person or event in the past, by having a special event or ceremony, or by creating a statue or other object
- i to spend time thinking carefully about something, especially a past event or experience

2 Choose the correct answers.

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

Abilities and traits

1 Complete the table with the noun forms.

| noun | adjective | noun | adjective |
|------|-----------|------|-----------|
| 1 | dexterous | 4 | ingenious |
| 2 | curious | 5 | diligent |
| 3 | agile | 6 | modest |

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

■ aptitude ■ integrity

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

3 Match the nouns in exercises 1 and 2 to categories A and B. Explain the similarities and differences between the words in each group.

- A Physical abilities
B Mental abilities or character traits

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

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

Road traffic accidents

- 1 Match the highlighted words in sentences 1–8 to definitions a–i.

- 1 He lost control of the vehicle and **collided** with a parked lorry.
 - 2 The car **skidded** on black ice and ended up in the ditch.
 - 3 The pick-up truck veered across the road and **hit** the car **head-on**.
 - 4 A lorry had **jackknifed** and **shed** its load, blocking the southbound carriageway.
 - 5 The car **overshot** the bend and crashed into a wall.
 - 6 The driver **swerved** to avoid a dog that had run into the road.
 - 7 He took a bend too fast, smashed into a tree and **wrote off** his father's Mercedes.
 - 8 The driver was shaken but uninjured when her windscreen was **shattered** by a brick dropped from a bridge.
- a to carry on moving past the end of a piece of road or where you intended to stop
 - b to crash into something, especially another vehicle
 - c (of a lorry) to lose control so that the two parts (the cab and the trailer) bend into a V-shape, often tipping over
 - d (especially of a vehicle) to slide across a surface in an uncontrolled way
 - e (of a vehicle) to change direction suddenly and often out of control, especially to avoid hitting something
 - f (of a lorry) to lose or drop the items it is carrying onto the road
 - g to damage a vehicle so badly that it isn't worth repairing
 - h to suddenly break into very small pieces
 - i to crash into another moving vehicle so that the fronts of the two vehicles hit each other

- 2 Match seven words in exercise 1 to the definitions below. (Some of the words are not highlighted.)

- a move in an uncontrolled way
- b hit something in a vehicle

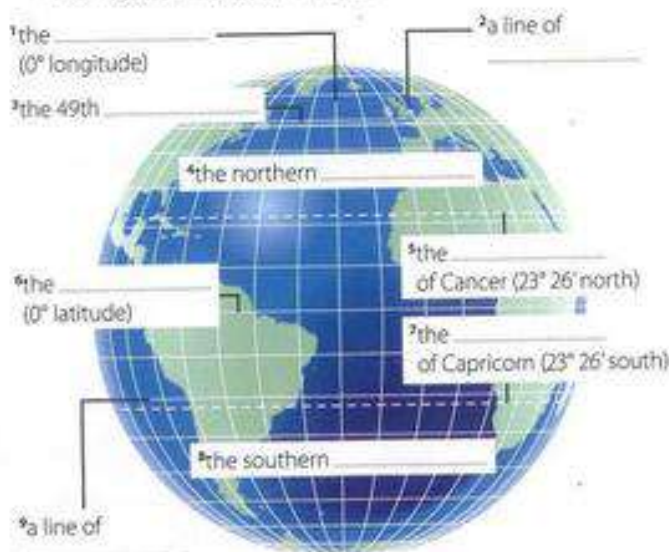
- 3 **SPEAKING** Work in pairs. Describe what you think has happened in pictures 1–4. Try to use the verbs in exercise 1 and explain the possible causes of the accidents.



Geography

- 1 Label the diagram with the words in the box. Some words are used twice.

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



- 2 Match the regions to the countries they include.

■ the Antipodes ■ the Pacific Rim ■ the Subcontinent

- 1 Australia and New Zealand
- 2 India, Pakistan and Bangladesh
- 3 Japan, South Korea, Malaysia and Thailand

- 3 Complete the text with the correct form of the words in exercises 1 and 2.

Travellers have long understood the concept of ¹ _____, the imaginary circles or ² _____ which run around the circumference of the Earth, indicating a position north or south. These are easily calculated by the position of the sun; on the ³ _____, for example, the line dividing the northern and southern ⁴ _____, the day is split into two equal twelve-hour parts throughout the year, with the sun rising at 6 a.m. and setting at 6 p.m.

However, throughout history sailors have struggled to calculate their position in relation to the imaginary lines running pole to pole, or ⁵ _____.

It wasn't until the mid-1700s that Englishman John Harrison developed a marine chronometer which allowed seamen to keep time accurately whilst at sea and thus make accurate longitude calculations. Captain Cook was one of the first explorers to use one of Harrison's watches on his voyages to the South Pacific and ⁶ _____, declaring it remarkably accurate.

British cartographers soon established the line running through Greenwich as the ⁷ _____ and the starting point for calculating longitude. Although other reference points were used initially in other countries, in 1884 the Greenwich meridian was adopted as the universal zero point of longitude.

head and heart metaphors

- 1 Match the highlighted phrases in sentences 1–8 to definitions a–h.
- 1 She always **wore her heart on her sleeve** and was an easy target for people who wanted to hurt her.
 - 2 On his way to confront David, he **had a change of heart** and instead went back home to cool off.
 - 3 Ben **takes** her angry words **to heart** and tries hard to make amends for his past mistakes.
 - 4 He was so happy and excited when I arrived that I **didn't have the heart to** tell him the bad news.
 - 5 Lastly, **use your head**: These are only guidelines and every situation is different.
 - 6 Ms Davis will bring a lot of experience and a calm, **level-headed** approach to the role.
 - 7 He's trained to **keep his head** and remain professional, whatever happens around him.
 - 8 Despite his relatively young age, he **has an old head on young shoulders** when it comes to making decisions.
- a to stay calm and make sensible decisions in a difficult or stressful situation
 - b to make your feelings clear for everyone to see
 - c to act in a wise and sensible way as you would expect from an older, more experienced person
 - d to consider criticism or advice seriously, often in a way that makes you upset or causes you to act
 - e to think carefully about what you are doing, used especially to advise someone to be sensible
 - f to alter your opinion or the way you feel about something
 - g to feel unable to do something because it will have a negative effect on someone else
 - h sensible and able to think clearly in a difficult situation
- 2 Choose four of the words below to characterize the metaphorical uses of *head* and *heart* in the phrases in exercise 1. There are two words that you do not need. Explain your choices.
- the mind ■ appearance ■ logic ■ emotions ■ love ■ physical movement
- 3 Rewrite sentences 1–6 using the phrases in exercise 1.
- 1 She's only nineteen, but the way that she dealt with the media after her first big win really showed how sensible and mature she is.
 - 2 Be a bit careful about how you give feedback to Gareth; he's quite sensitive to criticism.
 - 3 Of course, sport is about skill and physical fitness, but you have to think about how to outwit your opponent, too.
 - 4 My aunt always buys me cherries for my birthday, but I'd feel too mean telling her that I don't like them.
 - 5 Greg was offered a job in Peru, but he decided to pull out at the last minute and stay in the UK.
 - 6 Connie can be a bit flighty and impulsive, but her sister Isabelle is much more sensible and down-to-earth.

The property market

- 1 Match the nouns below to definitions 1–11. One word has two possible definitions.
- rent ■ contract ■ estate agent ■ notice ■ landlord ■ deposit ■ letting agent ■ mortgage ■ lease ■ tenant
- 1 a legal document that you sign to make an official agreement
 - 2 a legal agreement in which you agree to pay to use a property that belongs to someone else for a period of time
 - 3 an amount of money that you pay, often every month, to use a property that someone else owns
 - 4 a person who pays to live in a property that someone else owns
 - 5 the owner of a property which they let other people use in return for regular payment
 - 6 money that you pay as the first part of a larger payment, the remainder of which you will pay later
 - 7 an agreement in which you borrow money from a bank to buy a property and pay it back in monthly payments, often over many years
 - 8 the amount of warning you have to give before ending an official agreement, such as leaving a rented property
 - 9 an amount of money that you pay when you rent a property, which is returned to you when you leave provided everything is in good condition
 - 10 a person or company who helps to advertise and arrange the buying and selling of properties
 - 11 a person or company who helps to advertise and arrange the renting of properties
- 2 Complete the text with nouns in exercise 1. Sometimes more than one answer is possible.

Getting a first foot on the property ladder in the UK is becoming increasingly difficult, with the average ¹ _____ that first-time buyers need to save up to get a ² _____ on a home standing at around £30,000, well over a year's average salary. Unsurprisingly, most people aren't in a position to buy their first home now until they reach their mid-thirties, leaving many young professionals looking longingly in ³ _____ windows, but being forced instead into the less-than-perfect rental sector.

More and more people are now having to deal with unscrupulous ⁴ _____ who charge excessive ⁵ _____ for often poorly maintained properties. Then there are overly prescriptive rental ⁶ _____ with petty clauses against ⁷ _____ putting up their own shelves or pictures, and the inevitable battles with the ⁸ _____ over the return of your tenancy ⁹ _____ when you move out. Surely it's time that the rental market smartened itself up to deal with these increasingly exasperated in-betweeners.

Describing art

1 Match the words below to definitions 1-10.

■ canvas ■ brush stroke ■ theme ■ medium ■ genre
■ motif ■ palette ■ silhouette ■ perspective ■ tone

- the way objects in a picture appear smaller when they are further away to give a sense of depth on a flat surface
- the range of colours that an artist paints with
- an image or picture of something shown only as a dark shape against a lighter background
- the quality of a particular colour in terms of how bright, deep, etc. it is
- the main subject or idea in a book, a work of art, etc.
- a style of art that you can recognize by certain typical features
- the visible mark left on the surface of a painting by the movement of the paintbrush
- a piece of strong, thick cloth stretched across a wooden frame that a picture can be painted onto
- a pattern or a design, especially one that is repeated through a number of works by the same artist
- the material that an artist uses in a particular artwork, e.g. oil paints, pastels, photography, etc.

2 Complete the descriptions with words in exercise 1.



- 1 Her fabric designs have a bold, graphic appeal, using simple geometric _____ and a limited _____ of black, white and soft pastels.



- 2 The animal's face, slightly out of _____ with the background, seems to loom out of the _____ at the viewer.



- 3 The artist uses mixed _____ including ink, fabrics and oil paints in muted earth _____ to create an atmospheric woodland collage.



- 4 The graphic novel is an important _____ of cartoon art with aspirations beyond the purely popular. An increasing number of artists are moving away from traditional superheroes and dealing with serious social _____.

3 SPEAKING Work in pairs. Discuss which of the art forms in exercise 2 you like best. Give reasons and describe other examples to support your choice.

Building metaphors

1 Match the highlighted phrases in sentences 1-8 to the definitions a-h.

- His mentor introduced him to people in the industry who could **open doors** for him.
 - With a few exceptions, a **glass ceiling** is still keeping women out of the top jobs in the industry.
 - Residents complain that measures like new parking charges are just a way of increasing taxes **by the back door**.
 - My dad absolutely **hit the roof** when he found out I'd lost my phone again.
 - DNA is often described as the **building blocks** of life.
 - His groundbreaking work on the structure of the atom **laid the foundations** for modern atomic theory.
 - He's always checking his mobile phone when I'm talking to him; it **drives me up the wall**.
 - We've tried several different avenues of research, but we keep **coming up against a brick wall**.
- the basic parts that are put together to form something larger
 - to create the basic structure or ideas from which something larger / later / more elaborate develops
 - the way in which unfair attitudes can stop people from certain groups reaching the highest positions in their career
 - to be unable to make any progress because something is stopping you
 - to make someone extremely annoyed or angry
 - to become extremely angry, especially when you find out about something that has happened
 - in an indirect or unfair way, or in a way that is not typical
 - to give someone opportunities to do something or to make progress, especially in their career

2 SPEAKING Work in pairs. Discuss the differences between the pairs of idioms below. Give reasons and examples to support your answers.

- Both **open doors** and **by the back door** are about ways of achieving something you want. Which typically has more negative connotations?
- Both **glass ceiling** and **come up against a brick wall** describe obstacles to progress. Which is only used within a narrow context?
- Both **lay the foundations** and **building blocks** are about the way something is built up or developed. Which places more emphasis on the strength of the structure?
- Both **hit the roof** and **drive someone up the wall** are about losing your temper. Which is more typically caused by a repeated action or event?

3 Use a dictionary to find other idioms involving metaphorical uses of the building-related words below.

■ window ■ floor ■ house

Problems and solutions

1 Match the highlighted words in sentences 1–9 to definitions a–i.

- The film highlights the **plight** of refugees who are now spending a second winter in the camp.
- In times of economic **crisis**, businesses become focused internally and do the things needed to survive.
- The report highlights some of the most common **pitfalls** in delivering humanitarian aid.
- Foreign investment was seen as an effective **remedy** for unemployment in less affluent nations.
- We should not go for a **quick fix**. This needs to be a long-term strategic plan.
- Technology is not a **panacea** for every problem.
- To **tackle** this issue, India will need 500 new cities.
- He argues that trade alone will not **alleviate** poverty.
- Neither party has shown any interest in a diplomatic effort to **resolve** the conflict.

- a situation that has reached a difficult or dangerous point and needs urgent action
- a temporary way of dealing with a problem that may not be effective for long
- to make a determined attempt to deal with a difficult problem
- a way of dealing with a difficult problem
- to find a successful solution to a problem or a disagreement
- a serious or difficult situation experienced by a group of people or animals
- to make a problem, especially one in which people are suffering, less severe
- a possible problem or mistake that people often encounter in a particular situation
- something that will solve all problems in a given context

2 Complete the sentences with the correct form of the words in exercise 1. Sometimes more than one answer is possible.

- Many countries in this hot, arid region are facing a water _____ on an unprecedented scale.
- There have been many unsuccessful attempts to _____ traffic congestion in the city centre.
- The summit led to commitments by individual countries to _____ environmental problems.
- Of course, electric cars don't offer a universal _____ for all our emission problems.
- There are no _____ or easy cures for addiction.
- We must avoid the _____ of overgeneralization; every situation is unique.
- Human rights groups complain of a lack of effective legal _____ for the victims of violence.
- Sara and her father are now working to _____ their differences, but it's going to be a slow, painful process.
- The feminist movement initially ignored the _____ of minority and lower-class women.

Big issues

1 Identify the different meanings and uses of the highlighted words in each group of sentences.

- Buying imported produce goes against my eco **principles**, but for some things, like bananas, you can't avoid it.
- The **principal** cause of malnutrition in children worldwide is poverty.
- The main source of conflict between neighbours is **antisocial** behaviour, especially excessive noise.
- As a nurse, I often have to work **unsocial** hours, such as evenings and weekends, so I miss out on family life.
- It's good to get out and see your friends regularly, even if you're feeling tired and **unsociable**.
- It is estimated that thirty rural **migrants** will arrive in the city every minute over the next twenty years.
- During tough economic times, people become wary of **immigrants**, who they perceive as taking their jobs.
- The book describes the experiences of Irish **emigrants** to the USA and Canada during the 19th century.
- The **illicit** trade in endangered species is just one more threat to struggling wildlife.
- The barrage of questions from journalists outside the courtroom failed to **elicit** any more than 'No comment'.
- In a single lifetime, **human** beings have had a massive impact on the environment.
- Opponents of factory farming are campaigning for more **humane** treatment of livestock.

2 Answer the questions about the words in exercise 1.

- Which sets of words include different parts of speech?
- Could the same person be described as a *migrant*, an *immigrant* and an *emigrant*? Why / why not?
- Which word – *antisocial*, *unsocial* or *unsociable* – is most likely to be used to describe someone's mood?
- Which word – *inhuman* or *inhumane* – could be used to describe cruel treatment of people / animals?

3 Choose the correct answers.

- A fundamental **principal** / **principle** of refugee law is that people fleeing persecution have the right to go to the state of their choice.
- Fear of crime and **antisocial** / **unsocial** / **unsociable** behaviour can have a significant impact on people's quality of life in urban areas.
- The film highlights the plight of illegal **migrants** / **immigrants** / **emigrants** who come to Europe looking for work and are then exploited by unscrupulous employers.
- New measures have been introduced to clamp down on **elicit** / **illicit** file-sharing.
- More **human** / **humane** methods of pest control are designed to deter rather than trap or kill the animals.

Obsessions

1 Match the highlighted phrases in sentences 1-8 to definitions a-h.

- When he gave up smoking, he didn't use nicotine patches or anything, he just **went cold turkey**.
- I'm not very communicative first thing until I **get my morning caffeine fix**.
- I don't usually have dessert, but I do **have a weakness for apple pie**.
- For **adrenaline junkies**, there's bungee jumping and skydiving available.
- Smoking cessation clinics provide support for people trying to **kick the habit**.
- She was **a slave to** fashion, ordering the latest clothes and silks from Paris every month.
- Since I moved to Lisbon, I've **taken** quite **a fancy to** the local custard tarts, *pastéis de nata*.
- If you want to succeed in the music industry, you really have to **live and breathe** music.

- to have an amount of something, especially a drug, that you need or want regularly
- to be so interested in something that it dominates your life
- to find it difficult to resist having something you enjoy very much
- to stop taking a substance you have been addicted to, in a way that produces unpleasant side effects
- to give up something you have been addicted to
- to start liking or enjoying something
- someone who enjoys the buzz they get from exciting or dangerous activities
- someone who is obsessed with something or is heavily influenced by it

2 Match the phrases in exercise 1 to categories A and B. Explain your choices.

- an obsession, habit or liking
- an attempt to give up an addiction

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

Online games are popular with millions of people around the world, but they can become a harmful addiction for some. Gaming addicts can spend hours absorbed in a virtual online world. These are not just ordinary teens who

1 _____ the occasional game of *Candy Crush* on their mobile. These predominantly young men
2 _____ gaming. They will queue for hours to get their hands on the latest games console. They become
3 _____ their screens and get twitchy when separated from their gadgets. They can't wait to get home to 4 _____.

Excessive amounts of time spent gaming can have negative effects on mental health. Some games are so addictive that unofficial support groups have been set up to help people
5 _____.

Medical metaphors

1 Match the words below to definitions 1-8.

- endemic ■ ailing ■ diagnosis ■ agonizing ■ chronic
■ recovery ■ prognosis ■ terminal

- a medical judgment about the likely development of a disease; an assessment of how a situation might develop
- a medical judgment about the nature and cause of an illness; an assessment of the cause of a problem
- weak and suffering from an illness; experiencing serious problems
- (of a disease or a problem) continuing for a long time and difficult to get rid of
- (of a disease or a problem) widespread in a particular group of people or a place
- (of a disease or a problem) expected to get worse and to end in death or failure
- the process of getting better and stronger after an illness or a period of problems
- causing a lot of physical pain; causing extreme anxiety due to a difficult decision or a long wait for something

2 Complete the sets of collocations with the adjectives in exercise 1. Use a dictionary to help you.

- _____ corruption / problem / poverty / racism
- _____ wait / decision / choice / process
- _____ economy / bank / company / business
- _____ shortage / problem / lack / unemployment
- _____ decline / crisis / damage / decay

3 Complete the sentences with the words in exercise 1.

- Climate change will have its greatest impact on areas like this that already suffer from _____ water shortages.
- Despite its current problems, the long-term _____ for this sector is very positive.
- Some employees have already jumped ship rather than face the _____ wait for inevitable lay-offs.
- The newspaper industry is now very clearly in _____ decline.
- It is a challenge to do business in countries where bribery and corruption are _____ at all levels.
- There are growing signs of economic _____ both in the US and in the rest of the world.
- His _____ of the key problems at the root of this crisis is spot on.
- The _____ domestic film industry is unable to compete on the global stage any longer.

The universe

- 1 Complete adjectives 1–10 with one of the suffixes below.

■ -(i)al ■ -ar ■ -ary ■ -ic

- 1 sol _____
- 2 cosm _____
- 3 celest _____
- 4 planet _____
- 5 stell _____
- 6 atmospher _____
- 7 gravitation _____
- 8 terrestr _____
- 9 galact _____
- 10 lun _____

- 2 Match the adjectives in exercise 1 to definitions a–j.

Connected with ...

- a the planets
- b the moon
- c the force of gravity
- d the galaxy
- e the air and the atmosphere around the earth
- f the stars
- g the earth, as opposed to the sky, the sea or space
- h the sky or space as seen from the earth
- i the cosmos: the planets, stars and the whole universe
- j the sun

- 3 Complete the sentences with the adjectives in exercise 1. Sometimes more than one answer is possible.

- 1 _____ power is widely used for heating water in places with hot climates.
- 2 On the _____ scale, stars are minute specks in a vast ocean of space.
- 3 The rescued climbers are returned to normal _____ pressure in controlled conditions and at a controlled rate.
- 4 The effects of climate change on marine and _____ ecosystems vary considerably.
- 5 This was the first proof of a _____ system similar to our own, with planets having roughly circular orbits.
- 6 NASA's Reconnaissance Orbiter is currently in orbit around the moon, taking thousands of images to map the _____ surface.
- 7 Planets and other _____ bodies were traditionally named after characters from Greek or Roman mythology.
- 8 These _____ explosions, known as supernovae, occur every 25 to 100 years or so in a typical large galaxy.
- 9 Large planets like Jupiter have _____ fields far stronger than the Earth's.
- 10 Tritium is produced naturally in the upper atmosphere when _____ rays strike air molecules.

The workplace

- 1 Complete collocations 1–10 with the words below. Then match them to definitions a–j.

■ redundancy ■ zero-hours ■ pension ■ human ■ job
■ career ■ sick ■ holiday ■ public ■ recruitment

- 1 _____ agency
- 2 _____ application
- 3 _____ resources
- 4 _____ ladder
- 5 the _____ sector
- 6 _____ entitlement
- 7 _____ leave
- 8 _____ payment
- 9 _____ contract
- 10 _____ scheme

- a progress from junior to more senior jobs over time
- b time when you are not at work because of illness
- c department dealing with recruitment, training, etc.
- d a business that helps companies to find new employees
- e money that a company pays an employee when they lose their job because they are not needed
- f an agreement that an employee will work when they are needed, with no guaranteed regular working hours
- g a system where an employee makes payments while they are working to give them income in retirement
- h businesses or areas of work that are owned or controlled by the government
- i the number of non-working days you can take each year according to your employment contract
- j a written request for a job, which may include a form, a letter and / or a CV

- 2 Complete the text with collocations in exercise 1.

In an increasingly competitive job market, getting a foot on the ¹ _____ can be tough. Whilst the proliferation of job-hunting websites makes it relatively easy to find out about job vacancies, getting your ² _____ past the staff in ³ _____ and onto the desk of your potential new boss is a greater challenge. When there are hundreds of applications to compete with, applicants can be rejected on points as trivial as spelling mistakes or a poorly laid-out CV. Going through a ⁴ _____ can help you navigate this stage with a consultant on hand to pick up on any issues before your application is even submitted.

The problems don't end, though, even once you've secured your dream job. Employers, especially in the ⁵ _____, are demanding more and more from their new employees. You could find yourself on a ⁶ _____ with no guaranteed hours or income. And check the small print, too, for details about ⁷ _____ and ⁸ _____. Sadly, flexible working also seems to mean flexible responsibilities!

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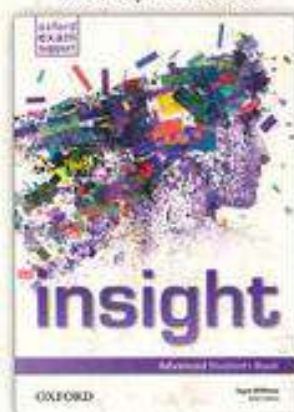
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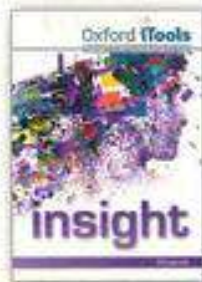
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